



Leadership for Literacy

February 2006



***"America's future walks through
the doors of our schools
everyday." Mary Jean LeTendre***

MADDOE Reading First Plan

Hanson Initiative for Language & Literacy (HILL)



Agenda

- 8:30-9:00 Continental Breakfast
- 9:00-9:15 Welcome and Introductions
Expected Outcomes
- 9:15-10:15 Review of ELL Research, Strategies & Observation Tools:
Where Are and Where Are We Going?
- 10:15 – 11:15 Sharing ELL Perspectives and Ideas – District and School Participants
- 11:15 –11:30 Break
- 11:30-12:30 Plan Professional Development for Teachers of EL Students.
Integrate Murphy – Chapter 11: *Promoting the Learning of S*.
Integrate *Stages of Concern* About an Innovation
- 12:30-1:10 Lunch
- 1:10- 2:10 Monitoring Visit Tools and Guidelines
Break-out #1
Round 1.1 and 1.2 Schools – Joan McNeil
(Year 3 Schools)
Break-out #2
Round 1.3 and 1.4 Schools – Allison Shook
(Year 1 & 2 Schools)
- 2:10 – 2:50 Continuation Criteria Guidelines – Joan McNeil
- 2:50-3:00 Next Steps & Evaluation



Materials Needed

- Participant Handout Packet
- 5 ELL Articles
- PowerPoint Slides Handout
- Murphy, *Leadership for Literacy* Book
- Monitoring Tools
- Continuation Guidelines Handout



Expected Outcomes

- Synthesize the “Big Ideas” from ELL presentations and share ideas from a few schools that are successfully implementing EL strategies.
- Explore how leaders can look for ways to help teachers and coaches implement effective instruction for ELL students.



Expected Outcomes

- Integrate Chapter 11 on *Promoting the Learning of Staff* (pp.181 – 190) in Murphy's text, *Leadership for Literacy with ELL* research.
- Apply what you've learned to your Reading First professional development and implementation plan.



Expected Outcomes

- Develop a preliminary ELL plan for SY06-07.
- Review the Monitoring Visit forms for Years 1, 2, and 3. Discuss & clarify.
- Discuss and provide feedback on the continuation criteria and guidelines that was disseminated by the Office of Reading.



Reflection on Maria Elena Arguelles' Presentation

- Reflect on your impressions and insights regarding Maria Elena's presentation on November 16, 2005.
- Share your perceptions with the group.





Participant Activity # 1

Review of 5 ELL Articles

■ Directions

1. Identify a facilitator, time keeper, recorder, and reporter. The reporter will need to briefly share your table's insights with the entire group.
2. Highlight and discuss the concepts in your reading you found to be most important.
3. Discuss your findings with your table. The recorder at your table will bullet the key ideas on the template provided on pages 5 - 7.



Participant Activity # 1 cont'd

- **Directions**
- 3. Decide on the **3 - 4** BIG IDEAS that you feel are important to share with the whole group.
- 4. Following the instructions below, summarize the BIG IDEAS on the half-sheets provided. Be specific!



Participant Activity # 1 cont'd

- Directions
 - a. Write **1** idea **per paper**
 - b. Use *only a few* words to describe your insight.
 - c. Write **BIG** with a **dark marker**



Participant Activity # 1 cont'd

■ Directions

5. The table reporter will place your 3-4 half-sheets under the appropriate article on the chart. The reporter will read your BIG IDEAS to the group in a *dynamic* and *inspirational* manner.
6. We will briefly review the whole group BIG IDEAS.



Participant Activity #2 - Synthesizing the Research Articles:

- Guiding Questions: Be prepared to share with all.
 - Identify the “big ideas” that are similar across the articles.
 - What ideas resonated with you today? Use these insights when planning implementation of ELL strategies.
 - List several ideas that were new to you or were clarified as we reviewed the readings.



Participant Activity #3 – Observation and Planning Tool

1. Review the Observation Tool on page 10 that was adapted from the ELLCOI in the Graves, Gersten, & Haager article.
2. Review and discuss the cluster items with your table.
3. Rate your school on each of the cluster items.



Participant Activity #3 – Observation and Planning Tool

4. Think about which clusters you would like to focus on first. Identify the clusters that, when effectively implemented, would have the greatest impact on your student outcomes.



Participant Activity #4– Sharing Good Ideas

1. Listen to your colleagues as they share some of their structures and/or ELL strategies. Jot down good ideas in the space provided in your handout.



Participant Activity #4– Sharing Good Ideas

1. Share effective strategies or ideas “from the floor” that have not been presented or discussed.
2. Jot-down good ideas on the chart provided in your handout and discuss with your table-mates.

Participant Activity #5 – Planning

1. Using the information from Murphy, Stages of Concern Chart, and your self-rating tool, complete guideline questions on pp. 15-17 in your Handout.
2. Discuss the implications your plan will have for your school (e.g. scheduling, use of people resources, etc.)



Monitoring Visit Tools

1. Follow directions in your Handout
 1. Break-out # 1
 - Participants in Year 3 of Reading First implementation, please remain in the large room for the break-out session.
 - You will need the Year 3 Monitoring Tool handout for this presentation.



Monitoring Visit Tools

1. Follow directions in your Handout
 1. Break-out # 2
 - Participants in Year 1 or 2 of Reading First implementation, please move to the assigned break-out room as directed.
 - You will need the Year 1 or Year 2 Monitoring Tool handout for this presentation.



Continuation Criteria Guidelines

- All participants return to the main room.
- You will need your Continuation Criteria Guidelines handout for this portion of the presentation.



Summary

- Closing Remarks
- Donahue Evaluation

“There is compelling evidence that in the years just ahead, the fulfillment of the aspirations of black and other minority Americans will be fundamental to the continued success of the American dream itself.”

William H. Gray III, *The New York Times*,
May 18, 1992

