

# *Leadership for Literacy*



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

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# *HILL - Who Are We?*

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- Major provider of elementary literacy PD for MRFP schools (82) and John Silber Schools (36)
- Closing the gap with ERF (Pre-K), Title I, & Secondary School Grants (Middle/High Schools) in MA
- Expanding into non-RF schools in other states (MD, MS, CT, NJ)





## *HILL - 2005*

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- Total Number of Students Affected:
  - 34,509 Students
- Total Number of Schools Affected:
  - 164 Schools
- Total Number of Staff/Administrators Affected:
  - 1,718 Staff/Administrators





## *IF - Who Are We?*

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- Implementation Facilitator
- Districts: Athol, Narragansett, Leominster, Southbridge
- Oversee Implementation in the Central Region Districts: Worcester, Webster, Ware, & a Charter School





# *Expected Outcomes*

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- Describe and support the roles of the literacy leadership team members.
- Establish appropriate and clear literacy data-based instructional goals.
- Prioritize time and resources to accomplish the goals of *Reading First*.





# *Expected Outcomes*

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- Lead schools through an effective school-wide literacy change process.
- Understand, support, and effectively collaborate with Reading Specialists, Coaches, Regional Facilitators, District Administrators and other literacy leaders.





# *A Literacy Leader - Doing What?*

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- Sample Activity #1
- *Directions:*
  - Observable leadership behaviors you exhibit
  - Decide how many hours you engage in the activity

<b>Principal Leadership Behavior</b>	<b>Hours Per Week (40)</b>		
1. <i>Talk/Meet with Teachers/Parents</i>	3 Hours (7.5%)	=	3 hours (7.5%)
2. <i>Classroom Observations &amp; Evaluations</i>	2 Hours (5%)	↑	10 hours (25%)
3. <i>Discipline Students</i>	4 Hours (10%)	↓	2 hours (5%)
4. <i>IEP Meetings</i>	4 Hours (10%)	=	4 hours (10%)
5. <i>Lunch/Bus Duty</i>	5 Hours (12.5%)	↓	3 hours (7.5%)
6. <i>Budget/Administrative Duties</i>	6 Hours (15%)	=	6 hours (15%)
7. <i>Recruiting, Hiring, Orienting</i>	1 Hour (2.5%)	=	1 hour (2.5%)
8. <i>Curriculum/Professional Development</i>	2 Hours (5%)	↑	4 hours (10%)
9. <i>Building Management</i>	5 Hours (12.5%)	↓	2 hours (5%)
10. <i>Staff Meetings</i>	2 Hours (5%)	=	2 hours (5%)
11. <i>Scheduling/Subs</i>	6 Hours (15%)	↓	3 hours (7.5%)



<i>Literacy Coach Leadership Behavior</i>	<i>Hours Per Week (40)</i>		
1. <i>Observe/Model/Coach in Classrooms</i>	5 Hours (13%)	↑	16 hours (40%)
2. <i>Provide Professional Development for Teachers, Tutors, ParaPros</i>	2 Hours (5%)	=	2 hours (5%)
3. <i>Plan for Professional Development</i>	4 Hours (10%)	=	4 hours (10%)
4. <i>Read Professional Literature</i>	2 Hours (5%)	=	2 hours (5%)
5. <i>Select, Order, Organize Materials</i>	4 Hours (10%)	↓	1 hour (2.5%)
6. <i>Schedule/Score/Interpret Assessments</i>	8 Hours (20%)	↓	4 hours (10%)
7. <i>Facilitate Study Groups</i>	2 Hours (5%)	=	2 hours (5%)
8. <i>Grade-level Meetings</i>	8 Hours (20%)	=	8 hours (20%)
9. <i>Administrative Duties (Substitute, Lunch Duty, Field Trips, Meetings)</i>	5 Hours (13%)	↓	1 hour (2.5%)



# *Rating Your Literacy Leadership*

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- Participant Sample Activity # 2:
- Purpose:
  - Think Strategically
  - Strengthen Skills



# *4 Dimensions of School Leadership in Literacy*

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1. Developing vision and goals
2. Managing/driving literacy improvement
3. Promoting an academic learning climate
4. Developing a supportive work environment

From: Murphy, J., (2004) *Leadership for Literacy: Research-based Practice, PreK-3*, Corwin Press, CA. (25-27) [www.corwinpress.com](http://www.corwinpress.com)

# General Model of Instructional Leadership

Instructional Leadership Characteristics	Skill Level				
	1	2	3	4	5
<i>Developing a Mission and Goals</i>					
Framing school goals					
Communicating school wide literacy goals (internal and external)					
<i>Managing the Educational Production Function</i>					
Promoting quality instruction					
Supervising and evaluating instruction					
Allocating and protecting instructional time					
Coordinating the curriculum					
Monitoring student progress					
<i>Promoting and Academic Learning Climate</i>					
Establishing positive expectations & standards					
Maintaining high visibility					
Providing incentives for teachers & students					
Promoting professional development					
<i>Developing a Supportive Work Environment</i>					
Creating a safe and orderly learning environment					
Providing opportunities for meaningful student involvement					
Developing staff collaboration and cohesion (teams)					
Securing outside resources in support of school goals					
Forging links between the home and the school					



# *Managing Literacy Improvement*

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- *Promoting quality instruction*
  - More active in planning & evaluating total instructional program



# *Managing Literacy Improvement*

- *Supervising and evaluating instruction*
  - Study and read about classroom instruction
  - Visit classrooms often – participate in activities

John Butler  
Principal

Pentucket Elementary  
Walnut Square Elementary  
Haverhill



# *Managing Literacy Improvement*

## *Supervising and evaluating instruction*

- Provide specific feedback about teaching learning process - offer assistance
- Counsel poor instructors to leave classroom





# *Managing Literacy Improvement*

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- *Allocating and Protecting Instructional Time*
  - Stress policies that provide uninterrupted blocks of instructional time
  - Ensure that literacy is taught at times least likely to be disturbed by school events
  - Buffer teachers from outside interruptions of classroom learning times





# *Managing Literacy Improvement*

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- *Coordinating the Curriculum*
  - Have more knowledge about technical core operations of curriculum and instruction



Lawrence, MA



# *Managing Literacy Improvement*

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## ■ *Monitoring Student Progress*

- Encourage the use of testing programs
- Provide results in timely and useful manner
- Discuss results with staff as whole, grade-level, specialty area staff, & individual teachers
- Provide interpretive and concise analyses
- Use scores to set goals, assess curriculum, evaluate instruction, and measure progress of entire school

# *Promoting An Academic Learning Climate*

## *Establishing Positive Expectations/Standards*

- Actively involved in defining high expectations – behavioral and academic
- Less likely to base their expectations on adult beliefs about biosocial characteristics



# *Promoting An Academic Learning Climate*

- *Maintaining High Visibility*
  - “Management by walking around” - positive effects on students’ and teachers’ attitudes and behaviors.





# *Promoting An Academic Learning Climate*

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- *Providing Incentives for Teachers & Students*
  - Distributing leadership
  - Lending discipline support
  - Showing personal interest
  - Providing public acknowledgement
  - Giving private praise and encouragement

# *Promoting An Academic Learning Climate*

## *Promoting Professional Development*

- Adept at using informal coalitions of teachers to implement new programs
- Active in planning, participating in, and evaluating professional development



# *Promoting An Academic Learning Climate*

## *Promoting Professional Development*

- Direct, concrete technical assistance/materials
- Indirect support – encouragement – as teachers attempt to integrate skills into instructional practice







# *Six Characteristics of High Performing Literacy Leaders*

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1. Literacy is the top priority of the school- Reading is First!
2. Educators are committed to making a difference.
3. Educators hold high expectations for student achievement.
4. Decisions and actions map backwards from the child.
5. Staff maintains a strong academic press.
6. Educators assume responsibility for student learning.

Handouts: Pages 4 & 5





# *Importance of Managing Change*

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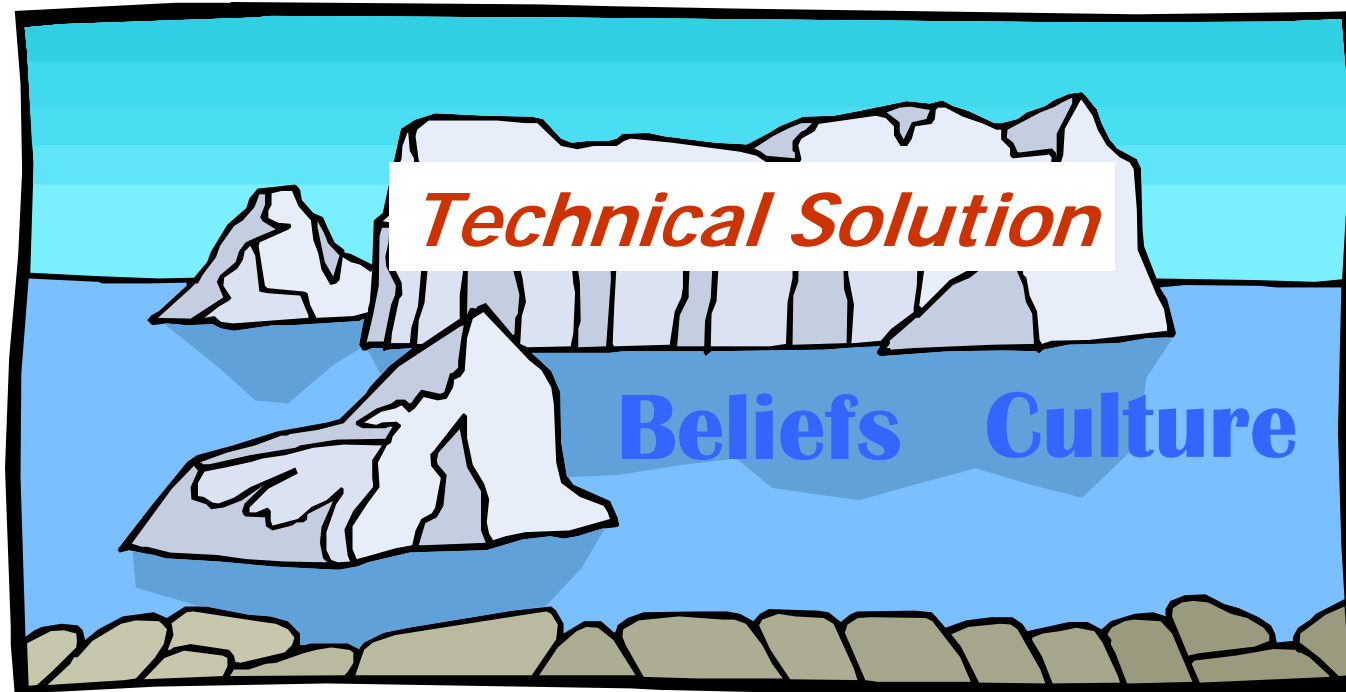
## *"How Humanity Discovered Cooking"*

*Charles Lamb, 19th Century British Writer*





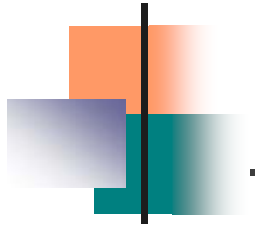
# *Change is Like an Iceberg...*



...there is a lot more under the water than above the water



<b>High Mastery - Effective</b>	<b>Lower Mastery - Ineffective</b>
Teachers refer to instructional competencies when describing their expertise	Teachers refer to personal, social and managerial when describing their expertise
Ambitious goals for student achievement	Goals centered on adult needs or values
Clear, well articulated vision	Little sense of direction
Clear sense of direction that can be stated in a few crisp sentences	Focus on maintaining order and tranquility
Enthusiasm and “can-do” attitude	Piecemeal management of programs
Spend time on what matters most in their priorities (role-modeling)	Looks for compliance, not results
Creates a sense of purpose, generates expectations, commitment	Lack common understanding of goals
Links activities to overarching goals	Lack common understanding of activities
Goals are focused on student achievement	Goals focus on ensuring a “smooth running” school

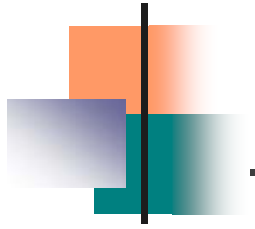


## *Principal - "Talking The Talk"*

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"She has excellent control. She never sends students to the office."

"She's an excellent reading teacher. 85% of her students are meeting benchmarks."



## *Teacher - "Talking The Talk"*

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"I want to create 10 new centers this year."

"My students need practice with blending/segmenting phonemes, so I want to prepare effective centers for them."



# *Teacher /Principal – “Talking The Talk”*

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Example: Grade-level Data-Meetings

Teacher Comment:

“Well, not to make excuses, that student comes from a really bad family situation. We are lucky if he just shows up.”





# *Teacher /Principal – “Talking The Talk”*

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Example: Conducting Walk-Throughs  
or Learning Walk

Principal Comment:

“Well, that teacher’s house had a fire  
and her husband is sick. She’s had  
a lot of absences this year.”





# *Literacy Leadership: Skill Set*

## **Coach & Role Model**

- Set ambitious standards & expectations
- Help struggling teachers
- High visibility
- Relentless communication of priorities
- Reward success

## **Instructional Leader**

- Assessment
- Classroom Practice
- Professional Development
- Programs

- Secure resources
- Remove obstacles
- Manage performance
- Use consistent, simple tools

- Collaborative, self-managing
- Clear vision, goals, roles, measures
- Celebration

## **Change & Project Manager**

## **Team Builder**







# *Your Role in Reading First*

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- District-level Administrator
  - Superintendent
  - Title I Director
  - Special Education Director
  - Reading First District Coordinator
- Regional Facilitator –State DOE
- School-based Staff
  - Principal
  - Reading Specialist/Coach





# *Who Does What Around Here?*

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- Task Interdependence
- Diversity of Perspective
- Job Descriptions
- Role Expectations
- Avoiding Role Ambiguity



# *Role Clarification Format*

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- My role (coach) in achieving Reading First is:
- My major responsibilities are:
- My team can count on me for:

# Role Clarification Tool

## My critical dependencies:

•Principal
•Literacy Team
•Classroom Teachers
•Hill Facilitator
•District Coordinator

## Who needs to deliver to me:

•Classroom and team participation
•Attend meetings, commit to schedules
•Attend workshops and allow follow-up coaching
•Provide appropriate training and support
•Resources

## Those dependent on me:

•Literacy Team
•Classroom Teacher
•Hill Facilitator
•Principal
•District Coordinator

## To whom I need to deliver:

•Support, structure, leadership
•Sensitive coaching, modeling
•Time, openness regarding training
•Communication, support
•Communication, involvement



# *Volunteers*

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- Need 8 volunteers:
  - How many?
    - 4 men, 3 women, 1 narrator (male or female)
  - Why? Skit
  - Skills needed to volunteer:
    - Can read with expression
    - Comfortable in front of large *friendly* crowds
    - A teeny-tiny bit of “goofiness”



# *Stakeholder Analysis*

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- Using a Stakeholder-based Approach Allows You to:
  - Use opinions of key stakeholders
  - Gain support
  - Engage in dialog to ensure understanding
  - Anticipate reactions and plan accordingly



# *Stakeholder Analysis*

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- Steps for Completing Analysis:
  - List/prioritize key stakeholders – identify positions
  - Place on the grid (current status)
  - Okay where they are? Important to success?
  - Develop a plan for more support



# *Stakeholder Analysis*

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- Planning Questions:
  - What stake do they have in outcome?
  - What info do they have? Where are they getting it? Do they need more?
  - Who influences their opinion?
  - How do you approach/engage them?
  - If unsuccessful, what are your next steps?



# Stakeholder Analysis: Somewhere School - 9/15/04

Stakeholders	+2	+1	Neutral	-1	-2
Joe Brown Superintendent			X		
Susan Raymond, District Coordinator					X
Ed Maresco Principal		X			
Ms. Hanchette 3 <sup>rd</sup> Grade Teacher (1 yr. from retirement)					X
Mrs. Jones 2 <sup>nd</sup> Grade Teacher (2 <sup>nd</sup> Year)	X				
Mrs. Carr 3 <sup>rd</sup> Grade Teacher (Union Rep)				X	
Ms. Galvin Reading Teacher K-3 (12 yrs experience)	X				
Mr. Martin SPED Teacher 4 <sup>th</sup> Grade (5yrs experience)		X			
Ms. Bontempo Reading Teacher (5yrs experience)				X	



# *Stakeholder Plan #1: Somewhere School*

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- Reading Specialist meets with District Coordinator bi-monthly
- Reading Specialist and Principal meet with Superintendent
- Principal assigns Ms. Galvin to provide intervention in Ms. Hanchette's classroom
- Ms. Galvin mentors Ms. Bontempo; Principal supervise closely
- Ms. Jones' classroom becomes a model
- Reading Specialist forms a Literacy Leadership Team



# *Stakeholder Plan #2: Somewhere School*

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



# *Assessments and Accountability Implementation*

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- Comprehensive Assessment Framework
  - Efficient & Effective Structure
  - Monitor Implementation to adjust instruction
  - Identify Problem Areas in School and Solve
  - Implement Support System for Improvement
  - Collaborative Study of Student Progress & Instruction



# *Guidelines for Looking at Data*

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- Look honestly at the data.
- Why did we get these results?
- Everyone owns their own part.
- Make a plan & work it!



# *Levels of Instruction*

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- Individual Student Level
- Classroom Level
- School-wide Level



## *Levels of Instruction*

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- Advanced = 90% meeting goals
- Benchmark = 75-80% meeting goals
- Strategic = 50-75% meeting goals
- Intensive = 50% or fewer meeting goals







## *Leaders Attend To:*

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- Classrooms not maintaining the growth necessary for benchmarks
- Strategic and intensive classrooms that are staying in the same category
- Cohorts of students



# *Project Management Tools*

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- DOE Monitoring Tool
  - [www.doe.mass.edu/read](http://www.doe.mass.edu/read)
  - Go to tools
  
- School Literacy Profile (SLP)



# *HILL - School Literacy Profile*

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- Purpose
  - Planning Tool – all involved
  - Record Implementation Activities – Weekly
  - Review Progress
  
- Data-based

# Getting There

- Action Planning
  - Well Articulated Goals = School Literacy Profile - Westernport


Hill Logon - Microsoft Internet Explorer provided by Partners HealthCare System

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media Print


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# *How Does SLP Help Me?*

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- Plan goals & activities
- Implement plan with intention
- Prioritize PD time efficiently
- Stay “on course” with activities





## *How Does SLP Help Me?*

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- Provides structure for the RF change process
- Query database – answer questions & problem-solve
- Consistently focus on “big-picture”
- Online - convenient progress review



# *SLP Components*

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- School demographics
- Identification of programs used
- List of school strengths & needs
- Priority goals for the year



# *SLP Components*

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- Action activities with responsible person and due dates
- Log of activities with link to goals & activities
- Assessment summaries after each benchmark





# *Facilitating Change*

“Sherlock and Watson Go Camping”



“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

*Michelangelo*



Questions or Information

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