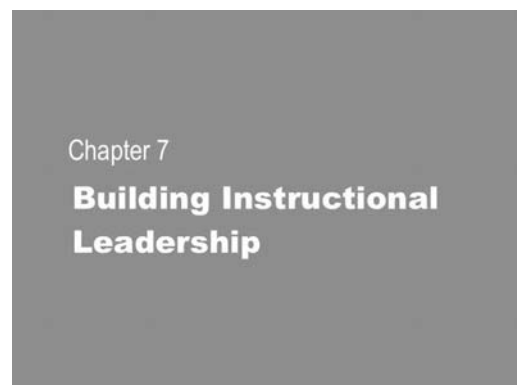


SLIDE 156: CHAPTER 7



Handouts/Materials:

One piece of unlined paper per participant

Participant's Guide Page:

PG 7.3

Facilitator Support:

Draw your hand as directed below to use as an example for the Chapter Overview activity

Approximate time for Chapter Overview activity: 10 minutes

Approximate time for Chapter 7: 3.5 hours

KEY POINT

Overview of Chapter 7

Say: "Let's use a typical classroom activity to familiarize ourselves with Chapter 7, *Building Instructional Leadership*. Draw your hand on the paper provided. Label your thumb 'Who,' your pointer finger 'What,' your middle finger 'When,' your ring finger 'Where,' and your little finger 'Why.' The palm of your hand should be labeled 'How.'"

Hold up your drawing as an example for clarification.

Say: "Take the next five minutes to skim the contents of Chapter 7 before the group discussion. As you scan the chapter, note a question for each category—who, what, where, etc.—and record it on your drawing."

Discuss for 5 minutes, asking participants to share how this activity made them conscious of the level of questions they processed when learning new material.

SLIDE 157: CHAPTER 7 OBJECTIVE

Chapter 7 Objective

Reading coaches will promote collaborative relationships at the district and school levels and build collaborative cultures to improve the implementation of scientifically based instructional reading practices and programs.

Slide 157

Participant's Guide Page:

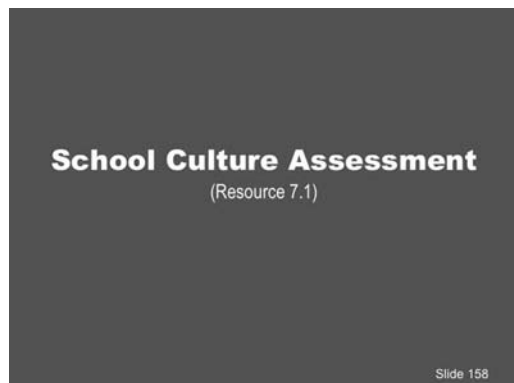
PG 7.5

KEY POINT

Chapter 7 Objective

- Refer to Chapter 7 Objective.
- Discuss the Coaching Objectives Orientation activity, noting how many red, yellow, and green marks showed up for this objective.

SLIDE 158: SCHOOL CULTURE ASSESSMENT



Participant's Guide Page:

PG 7.6

Facilitator Support:

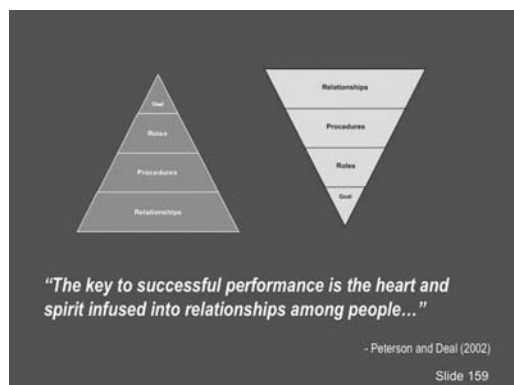
Approximate time for School Culture Assessment activity:
15 minutes

KEY POINT

Process & Practice Activity: School Culture Assessment (Resource 7.1)

- Ask participants to reflect on the statements on page PG 7.6 as they relate to the culture in their school.
- Ask participants to check the **O** column if the activity is observable in the majority of the classrooms in their school.
- Ask participants to check the **D** column if the activity is developing but is evident in at least half of the staff at their school.
- Ask participants to check the **A** column if the activity is absent from their school at this time.
- Allow 10 minutes.
- Ask participants to tally the number of **O**s they marked and record it on their whiteboards. Have participants hold up their whiteboards. For 5 minutes facilitate a discussion on the results.

SLIDE 159: STRONG FOUNDATIONS, STRONG RELATIONSHIPS



Participant's Guide Page:

PG 7.7

Facilitator Support:

Approximate time for Talking It Over: 5 minutes

KEY POINT

The Importance of Foundations to Strong Relationships

- "The nature of relationships among adults who inhabit a school has more to do with a school's quality and character, with the accomplishments of its pupils and the professionalism of its teachers, than any other factor."
—Roland Barth
- Differences in successful and unsuccessful schools in terms of achievement, attendance, and dropout rates were directly attributable to the presence of a context of professional community among teachers (McLaughlin & Talbert, 1993).



TALKING IT OVER

Why is being solely goal-oriented dangerous? How does attention to relationships lead to achieving goals?

SLIDE 160: CULTURE



Handouts/Materials:

Vocabulary Word Wall—Collaborative Cultures

Vocabulary Word Wall—Combative Cultures

Participant's Guide Page:

PG 7.8

KEY POINTS

Discuss Collaborative Cultures

- Characteristics of a Collaborative Culture include:
 - Authentic learning for all;
 - Climate is invigorating and purposeful;
 - Truth is heard, not hidden;
 - Changes are made to improve service to students;
 - Efforts are data-driven;
 - Actions are characterized by teamwork; and
 - Practices are grounded in research.

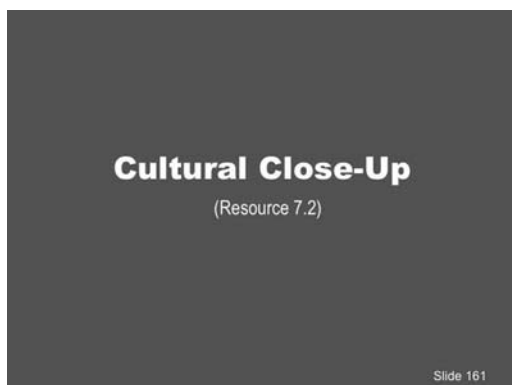
Compare and Contrast Collaborative and Combative Cultures

- Characteristics of a Combative Culture:
 - People hate their work;
 - Colleagues are treated poorly;
 - School is criticized to others;
 - Relationships are characterized by distrust;
 - New ideas are hidden from others;
 - Recognition is based on politics;
 - Priorities are established to serve personal needs first; and
 - Norm is self-reliance.

DEFINITION

- **Collaborative Cultures:** Functioning groups or organizations; predominantly positive attitudes and cooperative behavior.
- **Combative Cultures:** Groups that are inclined to disagree; predominantly negative, mistrustful, and uncooperative behavior.

SLIDE 161: CULTURAL CLOSE-UP

**Handouts/Materials:**

Reading-related incentive

Participant's Guide Page:

PG 7.7

Facilitator Support:

Approximate time for Cultural Close-Up activity: 10 minutes

KEY POINT

Process & Practice Activity: Cultural Close-Up (Resource 7.2)

- Ask participants to brainstorm positive cultural characteristics they believe foster quality teaching and learning at their school and to record them on page PG 7.7.
- Ask participants to consider cultural aspects that could hinder quality teaching and learning at their school and to record them on page PG 7.7.
- Participants may wish to review the School Culture Assessment (Resource 7.1 page PG 7.35) for ideas.
- Allow 10 minutes.
- Ask for a volunteer to share positive aspects of his or her school culture. Reward the first volunteer with a reading-related incentive. Discuss for 5 minutes.

SLIDE 162: CULTURE CONVERSATIONS



Participant's Guide Page:

PG 7.8

Facilitator Support:

Approximate time for Talking It Over: 5 minutes

KEY POINTS

Discuss the Principal's Role

Culture Conversation Clues

- Support the conversations by structuring time, a location, and policies that support them.
- Model active listening.
- Set aside assumptions while in conversations.
- Try to understand each other's comments.
- Attend to emotional and interpersonal needs and skills.



TALKING IT OVER

Invite the principals present to comment on how they support conversations at their schools by structuring time, a location, and policies that support the time that the staff invests in their conversations. How did they overcome barriers to holding these conversations?

SLIDE 163: I DON'T WANT TO TALK ABOUT IT!



Handouts/Materials:

Vocabulary Word Wall—Nondiscussables

Participant's Guide Pages:

PG 7.8–9

Facilitator Support:

Approximate time for I Don't Want to Talk About It activity:
15 minutes

KEY POINTS

Define *Nondiscussables*

- Ask participants to reflect on nondiscussables at their school.

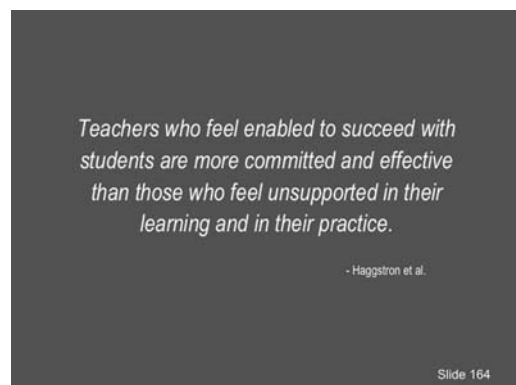
Process & Practice Activity: I Don't Want to Talk About It!

- Stress that the most important part of this activity is to brainstorm steps participants can take to get these topics out in the open.
- Ask participants to record their steps on page PG 7.9.
- Discuss for 10 minutes, asking the principal and coach teams to share if nondiscussables are present at their school. On what do they base this conclusion? If nondiscussables are present, how can they be addressed?

DEFINITION

- **Nondiscussables:** Subjects sufficiently important or so laden with anxiety and threat that they are talked about frequently—but only “off premises”—in the parking lot, the restrooms, the playground, the carpool, or the dinner table at home. Open discussion of these incendiary issues (e.g., at a faculty meeting) are avoided for fear of causing a meltdown.

SLIDE 164: INSTRUCTIONAL LEADERSHIP



Handouts/Materials:

Vocabulary Word Wall—Instructional Leadership

Participant's Guide Page:

PG 7.9

KEY POINTS

Purpose of Instructional Leadership

- Empower teachers to do what they do best—instruct students.

Principal as Instructional Leader

- “To change the culture of the school, the instructional leader must enable residents to name, acknowledge and address the nondiscussables—especially those that impede learning.”—Roland Barth
- Supportive environments stimulate good interpersonal relationships, fostering a desire to implement change to improve student outcomes.

DEFINITION

- **Instructional Leadership:** Leadership which offers guidance and encouragement; coaching provided by the principal or designee in academic areas.

SLIDE 165: PRINCIPALS' PERSPECTIVES ON COACHES



Participant's Guide Pages:

PG 7.9–11

KEY POINTS

Discuss the Reading Leadership Team

- The principal as part of the Reading Leadership Team:
 - Has basic knowledge of SBRR;
 - Holds reading as a priority;
 - Supports reading-focused PD;
 - Evaluates reading-focused PD; and
 - Allocates resources wisely.

Video Clip (4:17)

Principals' Perspectives

- As they view the video clip, ask participants to record on page PG 7.11 the benefits of coaching shared by the principals.
- After the clip, ask participants to prioritize these benefits based on the needs of their school.
- Ask the principals present to share any additional comments.

SLIDE 166: PLANNING CHECKLIST



Participant's Guide Page:

PG 7.12

Facilitator Support:

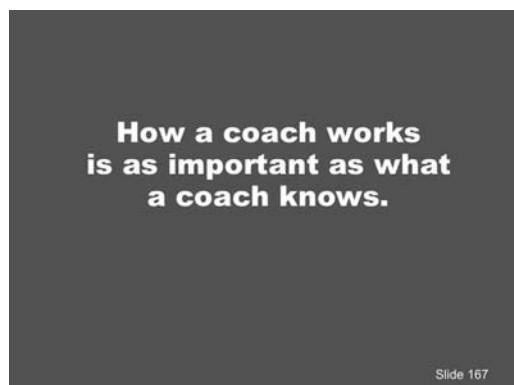
Approximate time for Planning Checklist: 15 minutes

KEY POINT

Planning Checklist for Implementing the Coaching Model (Resource 7.3)

- As participants review the Planning Checklist for Implementing the Coaching Model (page PG 7.12) ask them to highlight steps that were similar to how coaching began at their school. Allow 5 minutes.
- Ask participants to share for 5 minutes.
- Ask participants to return to the checklist and mark in red any actions they need to take immediately to improve the implementation of their coaching model. Allow 5 minutes.

SLIDE 167: THE *HOW* OF COACHING



Participant's Guide Page:

PG 7.13

KEY POINT

- An effective coach has to be:
 - A master teacher;
 - Comfortable going into classrooms;
 - Welcome in classrooms;
 - Energetic;
 - Positive;
 - Enjoyed by others;
 - “Respectfully pushy,” and
 - Able to communicate a belief in teachers.

SLIDE 168: COACH'S ROLE



Handouts/Materials:

Sample schedules for coaches

Participant's Guide Pages:

PG 7.13–15

Facilitator Support:

Choose Schedule A or B based on which better suits the group's needs

Approximate time for Schedules Activity: 10 minutes

KEY POINTS

Coach as Instructional Leader

Role Clarification

- The coach's non-evaluative, supportive position should be clearly described for teachers in order to create a positive environment for coaching and learning. Allow 5 minutes.
- Refer back to the Role Clarification Form (Resource 1.2) on page PG 1.39. Allow 5 minutes.

Schedules Activity

- Distribute one sample coach's schedule (A or B) per table. Ask participants to compare the sample schedule with their current coaching schedules.
- Encourage discussion of how schedule adjustments have increased the impact of the coaching model for students, teachers, and the principal.

SLIDE 169: COACH'S RESPONSIBILITIES

Coach's Responsibilities:

- Attending PD to enhance knowledge
- Meeting with grade-level teams
- Sharing information
- Scheduling conferences, demonstrations, and observations
- Ensuring grade-level data review and discussions with administration
- Extending SBRR and SBRI
- Expecting and reinforcing high-quality instructional practice
- Being persistent and patient with implementation
- Co-teaching and offering assistance
- Reducing anxiety
- Maintaining confidentiality
- Meeting regularly with the principal and Reading Leadership Team

Slide 169

Participant's Guide Pages:

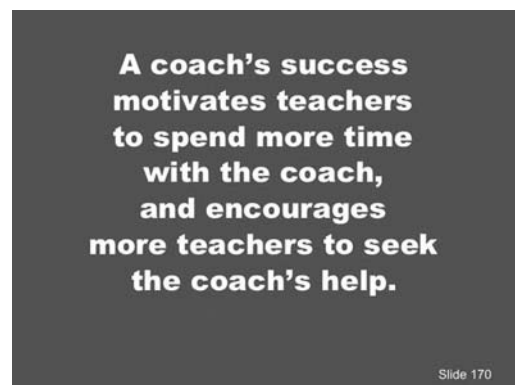
PG 7.14–15

KEY POINT

Coach as Instructional Leader

- Discuss responsibilities

SLIDE 170: COACH'S REPORT TO PRINCIPAL



Participant's Guide Pages:

PG 7.15–17

Facilitator Support:

Approximate time for Reading Coach's Report to Principal:
20 minutes

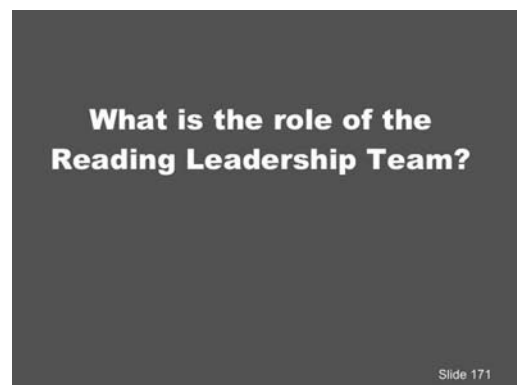
KEY POINTS

Discuss Coach as Instructional Leader

Process & Practice Activity: Reading Coach's Report to Principal (Resource 7.4)

- "The difference between success and failure is often just a matter of time."—Rosabeth Moss Kanter.
- Ask the principal and coach teams to review the Reading Coach's Report to Principal (Resource 7.4) on pages PG 7.15–17. Ask the teams to discuss if these indicators would be appropriate for their school, and to alter the report as needed.
- Ask the teams to share the alterations they made to the report and why.

SLIDE 171: THE READING LEADERSHIP TEAM



Participant's Guide Pages:

PG 7.17–18

Facilitator Support:

Approximate time for Reading Leadership Team discussion:
10 minutes

KEY POINTS

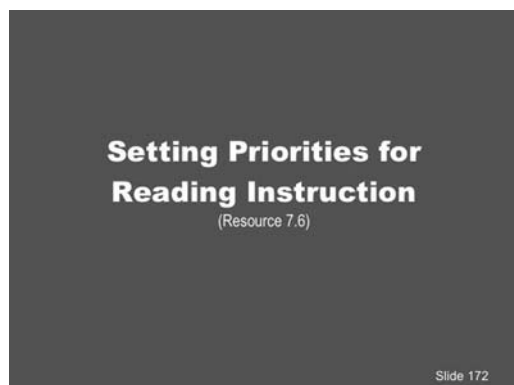
Role of the Reading Leadership Team

- Ask participants to raise their hands if a reading leadership team is in place at their school.

Selecting the Reading Leadership Team (Resource 7.5)

- Review the Reading Leadership Team Questionnaire (Resource 7.5) on page PG 7.18.
- Explain that this questionnaire is one way to identify faculty members to serve on a school's Reading Leadership Team.
- Ask participants to share how their Reading Leadership Team was selected.

SLIDE 172: SETTING PRIORITIES



Handouts/Materials:

Reading-related incentive

Participant's Guide Pages:

PG 7.19–20

Facilitator Support:

Approximate time for Setting Priorities for Reading Instruction activity: 40 minutes

Reading-related incentive

KEY POINT

Process & Practice Activity: Setting Priorities for Reading Instruction (Resource 7.6)

- Ask participants to read each statement related to SBRI on page PG 7.19 and determine its importance when teaching students to read at or above grade level. Participants will use a one to five scale, with five being the highest priority and one being the lowest.
- Ask participants to reread the statements on page PG 7.19 and rate them by the extent to which they are implemented by teachers at their school. Participants will use a one to five scale, with five as clearly present and one as never present.
- Allow 20 minutes.
- Ask participants to answer the questions on page PG 7.19–20 about their ratings.
- Allow 10 minutes
- Ask a volunteer to share for 10 minutes. Reward with a reading-related incentive.
- Pages PG 7.22–23 provide examples of activities that reading leadership teams could use as they implement the full literacy plan.

SLIDE 173: TEAM CONSIDERATIONS

Leadership Team Considerations

- Do new policies and guidelines for implementing need to be developed?
- Does the course of action include specific objectives?
- Are high expectations for both teachers and students established and clearly communicated?
- Have new staff positions and roles been clearly articulated?
- Has a collaborative decision-making system been established?
- Can teacher and program effectiveness be easily measured and evaluated?
- Are objectives stated in measurable, behavioral terms?
- Is the course of action realistic?
- Have programs, materials, space, professional development, and other resources been determined and procured?
- Is the course of action considered a high priority by everyone?

Slide 173

Participant's Guide Pages:

PG 7.21–22

Facilitator Support:

Bullets enter with each click

Confirm attendance by effective reading leadership team

Approximate time for Making It Personal: 20 minutes

KEY POINTS

Reading Leadership Team Organization


- Refer to Coach's Learning Objectives Form (Resource 2.7) on page PG 2.51 as a resource to set measurable literacy goals by the Reading Leadership Team.

Leadership Team Considerations

- Communicating the plan promotes a sense of instructional urgency, the need for change and improvements to ensure that all students are learning on or above grade level by the end of 3rd grade.

Reading Leadership Team Meetings

- Continually monitor progress toward reading goals.
- Oversee the collection of data about student progress toward grade-level standards.
- Promote schoolwide success by using assessment data to inform instruction.
- Identify gaps in student performance and adjust instruction accordingly.



MAKING IT PERSONAL

Invite an effective reading leadership team from a successful local school to share how their practices affect student achievement.

SLIDE 174: PROBLEM-SOLVING TIMELINE

Problem-Solving Process	
Steps in the Problem-Solving Process	Time Allocation (based on a 1-hour meeting)
Problem Identification What is the discrepancy?	15 min.
Problem Analysis Why is this happening?	10 min.
Plan Development What is the goal?	15 min.
Plan Implementation How will the goal be met?	10 min.
Plan Evaluation How will the plan be assessed?	10 min.

Slide 174

Participant's Guide Page:

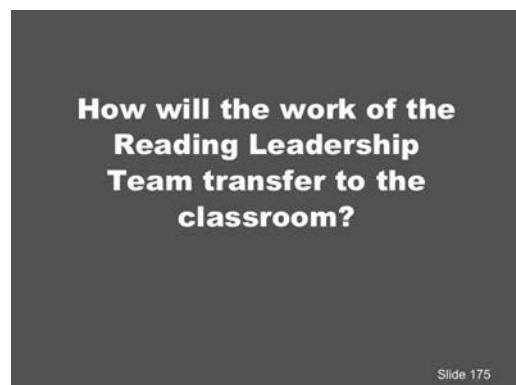
PG 7.23

KEY POINT

Team Problem-Solving Timeline

- Explain how this chart from example 3 on page PG 7.23 allots time for the steps of the problem-solving process within the time frame available for the Reading Leadership Team.

SLIDE 175: TRANSFER TO THE CLASSROOM



Participant's Guide Pages:

PG 7.23–25

Facilitator Support:

Approximate time for Reading Self-Assessment Survey:
15 minutes

KEY POINTS

Connecting to the Classroom

- How will the work of the Reading Leadership Team transfer to the classroom? Through the efforts of the reading coach.

Process & Practice Activity: Reading Self-Assessment Survey (Resource 7.7)

- Ask participants to answer the questions on page PG 7.24 to assess their professional development needs.
- Allow 10 minutes.
- Discuss how this information would be helpful to the Reading Leadership Team if it were completed by a school's faculty. Allow 5 minutes.

PD Follow-Up and Evaluation

- Well-constructed coaching programs have consistently generated implementation rates of at least 85%.
- Review the Joyce and Showers Table, Professional Development Outcomes (page PG 2.9).
- Traditional inservice with no follow-up is likely to result in no classroom implementation.

SLIDE 176: FOSTERING LEARNING



Handouts/Materials:

Vocabulary Word Wall—Peer Coaching

Vocabulary Word Wall—Action Research

Participant's Guide Page:

PG 7.25

KEY POINTS

Fostering a Collaborative Culture

- NSDC recommends that every school become a learning community for teachers and other professionals it employs.

Describe *Peer Coaching*

Define *Action Research*

DEFINITIONS

- **Peer Coaching:** Teachers coaching teachers; can extend the reading coach's efforts and sustain professional growth and reading improvement. Peer coaching helps classroom teachers become resources for one another by sharing responsibilities for in-class support, guidance, and constructive feedback.
- **Action Research:** Defined plan of study in which a teacher documents the changes that will be made and collects formal data on the resulting changes in student achievement.

SLIDE 177: COACHES' REFLECTIONS



Handouts/Materials:

Vocabulary Word Wall—Professional Learning Community

Participant's Guide Pages:

PG 7.25–7.26

KEY POINTS

Discuss Professional Learning Communities

Teacher Benefits

Student Benefits

Video Clip (2:33)

Coaches' Reflections

- As participants view the clip, ask them to record (in the space on page PG 7.26) which learning communities would meet current needs in their school.

DEFINITION

- **Professional Learning Community:** A collegial group of professionals, united by a common interest, who investigate, analyze, and study issues collaboratively and apply the result in their practice. In education, their interest is typically focused on improving teaching practice and student learning.

SLIDE 178: DISTRICT OFFICE SUPPORT

District Office Support

- Communicating reading goals set by the state
- Identifying standards-based instructional reading programs, interventions, and supplementary materials
- Ensuring that reading personnel at all levels are knowledgeable about the reading programs and assessments
- Coordinating professional development efforts, including federal, state, and local sessions
- Meeting regularly with school instructional leadership teams to ensure fidelity of implementation of the reading plan
- Managing data to inform decision making at both the school and classroom levels
- Collaborative decision-making process for using assessment data to adjust and modify existing programs and practices
- Communicating the goals and plan for improving reading instruction, including ongoing professional development through coaching, classroom visits, and assessment analysis
- Ensuring that the needs of all students are addressed

Slide 178

Participant's Guide Page:

PG 7.27

KEY POINT

Discuss District Office Role in Reading

SLIDE 179: LEARNING CENTERS



Participant's Guide Pages:

PG 7.28–29

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or
7 minutes per station

KEY POINTS

Review of Chapter 7

- Address any questions from Chapter 7 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to pages PG 7.28–29 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

CHAPTER 7 VOCABULARY WORD WALL

Collaborative Cultures

Combative Cultures

Nondiscussables

Instructional Leadership

Peer Coaching

Action Research

Professional Learning Community

