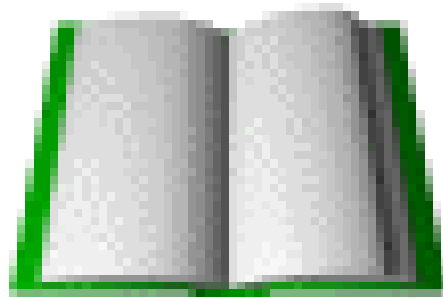


**Write one word to describe
Reading Leadership
in your school.**



Beyond the Reading Leadership Team



OK, I have a Reading Leadership Team,
now what do I do?

Seminole Elementary School

Pinellas County, Florida

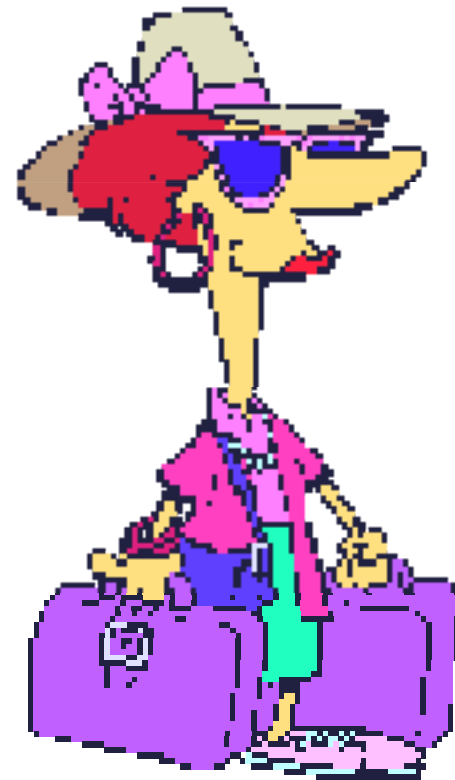
Vicki Grimm, Reading Coach

Kristin Luczaj, 1st Grade Teacher

Dr. Bonnie Cangelosi, Principal

Name two things you notice from
the words posted on the wall...

...Turn to your shoulder
partner and come up
with two things you
noticed about reading
leadership. Be ready
to share.



Time to Share

- Share with the people around you.

This is what I heard...

Reading Leadership Team

11 Ways
to *'Make it Happen'*
Reading Leadership
Throughout the
School



#1. Vision

- Have I given my people reasons to buy into me?
- According to Maxwell...
 - People want to go along with people they get along with. (Relationships)
 - If you consider the messenger to be credible, then you believe the message has value.
 - Even when people don't like a leader's vision, they will keep following her if they have already bought into her.
 - Paula Jones, NOW, supported her accusations of sexual harassment against President Clinton

We Created a Reading Vision to Share

- *Building Relationships, on-going...*
- Brainstorm
- Condense
- HIT
 - Hope
 - Insight
 - Teamwork

#2 Trust

- Making decisions without providing the right kind of leadership. (Reading Leadership Team)
- No shortcuts, no matter how long you have been leading.
- Coins in and out of your pocket
- Trust is a leader's most important asset
- Character makes trust possible
- A leader must earn respect
 - Making sound decisions
 - Admitting mistakes
 - Putting what's best for others ahead of personal agendas

“The only thing that walks back from the tomb with the mourners and refuses to be buried is the character of a man. This is true. What a man is survives him. It can never be buried.”

--J. R. Miller



Create a Culture of Trust

- *Building Relationships, on-going...*
- Share hopes and dreams
- Share ideas
- Share strengths and areas of weakness
- Give people confidence in myself and my abilities
 - Make things happen, follow through

#3 Develop Teacher Leaders

- Involve everyone
- Create a “leadership team”
- Develop decision making processes, and use them all the time
 - Always explain when and why a process was not followed
- Step back
- Listen
- Give the opportunity to step out of the box

CORE/Reading Leadership Team

- Who are the members?
 - Anyone who wants to come
 - At least one representative from each grade level and specialty
- When do we meet?
 - Once a month or as needed
- How problems are brought to the team
 - Team members
 - Administration

- How problems are solved
 - Listening
 - Feedback
 - Ideas
 - Opportunities to step out of box and try new things
 - Collect input from all staff members to bring back to team

#4 Develop a Culture of Continuous Learning

- Book chats
- Bottom lines
- Coaching
- Modeling in and out of the classroom
- Professional library
- Purchase books for group study

Data Meetings

- Individualized
 - Reading Coach, Principal, and Teacher
- Support
 - Honest feedback regarding assessment results
 - Give teachers skills to analyze assessment results for their class
 - Ideas discussed
 - Strategies developed
 - LS support in classroom adjusted

PLC's

(Professional Learning Communities)

- Weekly meetings
- Agendas include
 - Discussion of reading strategies
 - Ideas to implement in classroom
 - Support from teammates
- Risk free environment to try something new

PLC Meeting Minutes

Name of Team:

Meeting Date

Team Goals

Team Member Present

Team Members Absent

Topic/Meeting Outcomes

Questions/Concerns

Leader/Facilitator

Date _____

#5 Share Stories, Understand History

- Listen, listen, listen
- Take time to understand why things are being done this way
- Tell about your successes and failures
- Share stories about your students
- Share your vision, hopes, dreams for the school

#6 Create a Culture Free of Fear

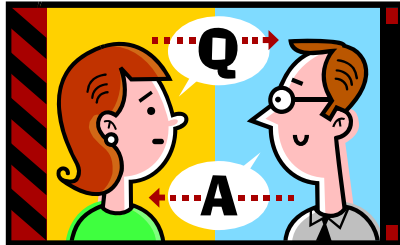
- It's OK to try and fail
- Allow staff to try new ideas
- Listen to staff concerns and stressors, take action when possible
- Admit your mistakes and failures
- Follow through

Word Work

- Introduced to one teacher at a time
- Support from Reading Coach
 - Modeled lessons
- Planned together
- Aligned with core reading curriculum
- Reading Coach observations
 - Teacher's lessons
 - Provide support and direction as needed

Week of: Poppleton Everyday

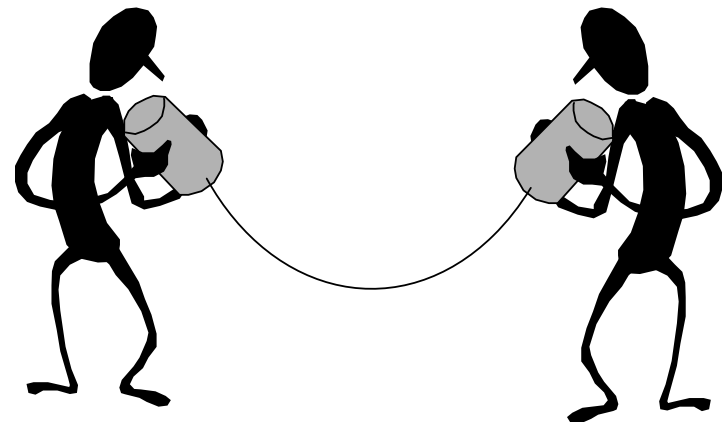
	Monday	Tuesday	Wednesday	Thursday	Friday
Word Wall Words (5 minutes)	<p>Introduce word wall words: boy, cube, use, huge, brought</p> <p><u>Teacher Model:</u> -say it/repeat it -stretch it -use it in a sentence -act it/spell it alone & tog. -visualize word & write on board</p>	<p>Practice word wall words: chant and check -say word, repeat -stretch it -visualize parts -write on board</p>	<p>Practice word wall words: chant and check -say word, repeat -stretch it -visualize parts -write on board</p>	<p>Practice word wall words: chant and check -say word, repeat -stretch it -visualize parts -write on board</p>	<p>Practice word wall words: chant and check -say word, repeat -stretch it -visualize parts -write on board -dictate sentence to students to practice skill of the week.</p>
Mini-lesson (10 minutes)	<p>Teach sound /u/ spelled u_e through Making Words: 1. me 2. to 3. us 4. use 5. Sue 6. cue 7. cute 8. mute 9. commute 10. commutes</p>	<p>Today I want to teach you that u_e says /u/. Write mute on chart paper. Read it to the students. Write prune on chart paper and read it with the students. Write fume on chart paper and have the students read it to their partner.</p>	<p>Today we are going to review what sound /u/ using u_e in a word. Write flute and mule on the board. Have students read it to their partner.</p>	<p>Word sort: Words with long and short u.</p>	<p>Configuration station.</p>
Practice (Teach a new activity or differentiated practice) (15 minutes)	<p><u>Sort</u> by spelling pattern <u>transfer</u>: If you can read and write use, write the word fuse. If you can read and write cute write the word flute.</p>	<p>Play hang'em up. Use clothes pins with onsets written on them and put them on index cards with rimes written on them to make words with ume and ute. Have students write the words in their journals.</p>	<p>Poem: The Duke's Flute. Underline or circle words with u_e that says the long u. Read the word to your partner.</p>		
Materials	<p>word wall cards, white boards, dry erase markers, erasers/ letter strips, large letters for teacher, MW word cards/ white boards, markers</p>	<p>word wall cards, white boards, dry erase markers, cloths pins, index cards, journal, pencil</p>	<p>word wall cards, white boards, dry erase markers, poem, crayon or marker.</p>	<p>word wall cards , white boards, dry erase markers, erasers, word sort , pencil.</p>	<p>word wall words, white boards, dry erase markers, eraser, word search and pencil.</p>



Share Time

- Discuss with someone around you an idea that could be used to create a risk-free and collaborative culture.
- Share out some ideas.

This is what I heard...



#7 Model What You Want

- Read what you expect to be read
- Use new strategies in your work
- Create relationships
- Be positive
- Try new teaching strategies yourself



Fish Bowls

- Staff Developer demo lessons
 - Grade level teams
 - Coverage provided
 - Use of one class of students
 - Debrief lesson



- Staff Developer conferences with student
 - Team observes
 - Practice in groups of two



Side-by-Side Coaching (con.)

- Provides in the moment feedback or direction to the teacher during or after a specific lesson.
 - Examples during the mini lesson:
 - Don't let students ask questions.
 - Restate the teaching point at least 5 times.



#8 Explain the Why and How

- Take the time to explain why you are making a decision or implementing a new program/strategy. Don't ever assume they know.
- Give staff the opportunity to learn the skills of how to do something. i.e. PLC's
- Put your personal feelings and emotions into your decisions and explain.

#9 Set Up a Communication Process

- CORE Team
- Team Leaders
- Open door
- Chat with Cangelosi
- Making Magic Happen
- Be Visible

#10 Know That it Takes Time

- Step back, watch, listen
- Look for patterns
- Be patient
- Know your staff's personality quirks

Support Individual Teachers

- Identify strengths and weaknesses
- Give time to visit and observe
- Pairing with a mentor/stronger teacher
- Provide assistance from Reading Coach and Staff Developer



#11 Courage

- Have the courage to do what you know is right for your school.
- Be a barrier for your staff
- Don't let problems continue to fester, handle them in a timely manner. (Your staff is watching!)
- Trust others-- you've developed their leadership; let them lead

Conversation

- Your thoughts on Reading Leadership
 - Has this presentation sparked any ideas about what reading leadership could look like at your school?
 - Tell your shoulder partner two ideas you will take back to your school to enhance your reading leadership team.



Happy Leading!

Seminole Elementary School

