Leading for Reading:
The Role of Instructional Leaders Supporting SBRI

International Dyslexia Association

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On a note card please complete this sentence…

- When I think about implementing RTI, I am most concerned about….

Agenda

- SBRI

- Overview of RTI

- The 3-Tier Reading Model

- Characteristics of Successful Implementers

Incorporating **the Features of Effective Instruction**

1. Explicit Instruction

2. Systematic Instruction

3. Ample practice opportunities

4. Immediate corrective feedback

5. Ongoing progress monitoring

4

RTI: Instructional Model

- High quality initial instruction

- Small group differentiated instruction

- Progress monitoring

- Reasonable interventions

- As much time as needed

- Tiered instruction

5

What does it look like in the classroom?

- High quality, research-based instruction in the core reading program

- Ongoing student assessment

- Instruction based on assessments

- Differentiated instruction and interventions

6

WHEW!!!!! That's a lot to ask! And that's not all…

- New roles for everyone: principal, instructional specialists, special education teachers, diagnosticians, other specialists

- Planning and organization and record keeping and planning and meeting and collaboration and planning…..

- Did I mention PLANNING?

Tier 1:Core Instruction

- Expectation = 80% or more of students successful

- Assessment = universal screening for reading

- Intervention = differentiated instruction

- Roles and responsibilities = primarily the general education teacher

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Principal's Role in Supporting Tier 1

- Reading is a priority

- Protect the core reading block

- Keep the block uninterrupted

- Scheduling

- Ensure sustained professional development

TIER 2

- 30 minutes per day

- 5-6 students

- More intensive, systematic instruction

- More opportunities to respond

  (practice) with specific feedback

Principal's Role in Supporting Tier 2

- Allocation of resources (people, materials, space)

- Ongoing professional development

- Scheduling (not during Tier 1)

- Monitoring of student progress

- Ensuring communication and planning among teachers
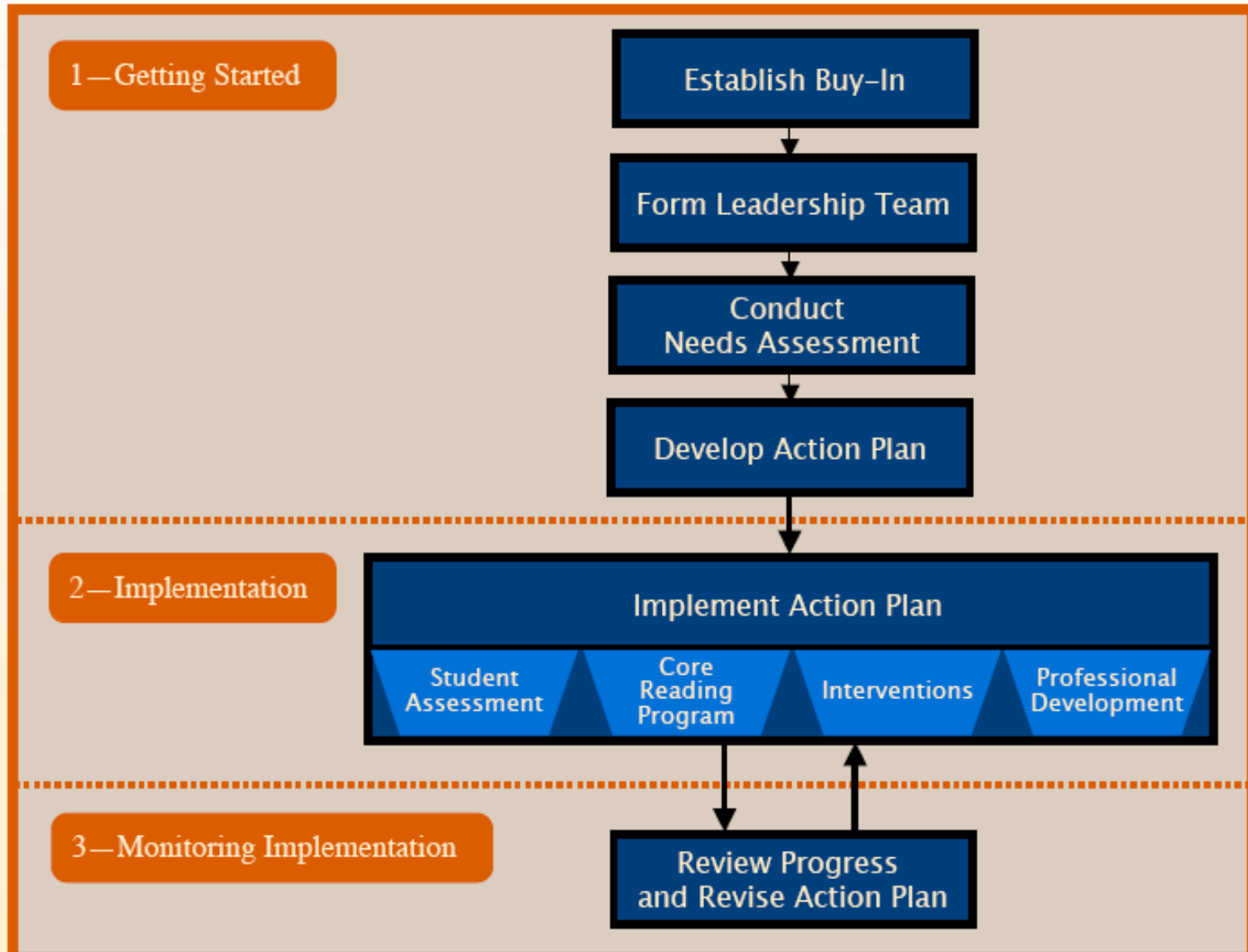
Tier 3: Increased duration & intensity

- Additional instructional time

- Smaller groups (2-3 or fewer)

- MORE intensive, explicit & systematic instruction

- LOTS MORE opportunities to practice with feedback

Principal's Role in Supporting Tier 3

- Allocation of resources (people, materials, space)

- Ongoing professional development

- Scheduling (not during Tier 1)

- Monitoring of student progress

- Ensuring communication and planning among teachers

Response to Intervention Implementation Flowchart

1—Getting Started

- Establish Buy-In
- Form Leadership Team
- Conduct Needs Assessment
- Develop Action Plan

2—Implementation

Implement Action Plan

- Student Assessment
- Core Reading Program
- Interventions
- Professional Development

3—Monitoring Implementation

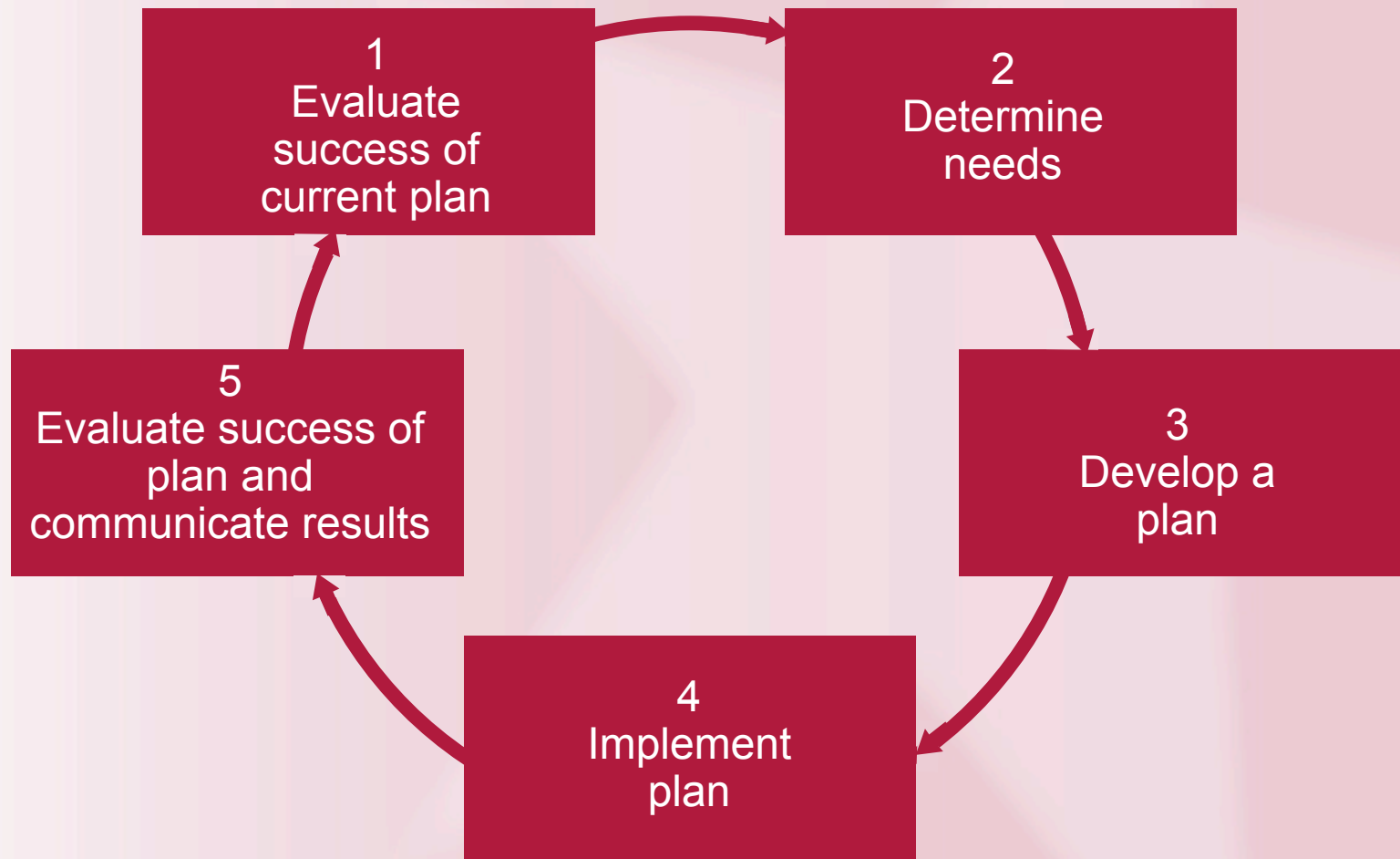- Review Progress and Revise Action Plan

LEADERSHIP MATTERS!!!

- A leader's actions contribute to teacher performance and affects student success!

- What actions can you take to promote success on your campus?

Importance of using data…

- Elements of a Campus Plan

  - Long-term Goals

  - Objectives Tied to Goals (progress monitoring)

  - Systematic Planning and Implementation

Planning Systematic School Improvement—*Campus Level*

1
Evaluate success of current plan

2
Determine needs

3
Develop a plan

4
Implement plan

5
Evaluate success of plan and communicate results

Evaluate Success of Current Plan

- Review the implementation of the plan

- Did we implement it as planned?

  – What did we do well?

  – How did it have an impact on teachers' reading instruction?

  – How did it have an impact on student reading outcomes?

  – What do we need to keep in mind OR do differently?

Determine Needs:
Sources of Information

- Campus Needs Assessment (DATA!)

- Student assessment data

  - Screening, diagnostic, progress monitoring, outcome

- Process data or indicators

- Teacher needs survey data

Considerations

- Always focus on student outcomes—be inflexible about the reason for the goal

- Plan creatively—be flexible when it comes to designing ways to achieve the goal

- Build in ongoing support to promote teachers' use of effective practices and change over time

![texasreading 1st]

Develop Campus Goals:

3
Develop a plan

- Use data to identify/prioritize goals

- Break goals into measurable objectives

- Identify progress monitoring points

Develop a Plan:
Develop Campus Objectives

For each prioritized need, develop an objective that:

- Specifies who will implement the change in instruction

- Specifies the instructional change

- Specifies the outcome (how its implementation will be measured)

![Texas Reading 1st logo]

Develop a Plan:
Identify Resource Needs

- Time needed (hours/days, number of meetings) for activities that will promote change

- Expertise needed

- Funds (consultants, staff travel)

- Other

Develop a Plan: Determine Schedule

Use the prioritized objectives and determine timeline for initial and follow-up activities to promote sustainability:

- Initial activity

- Follow-up activities

Develop a Plan: Determine Schedule (cont.)
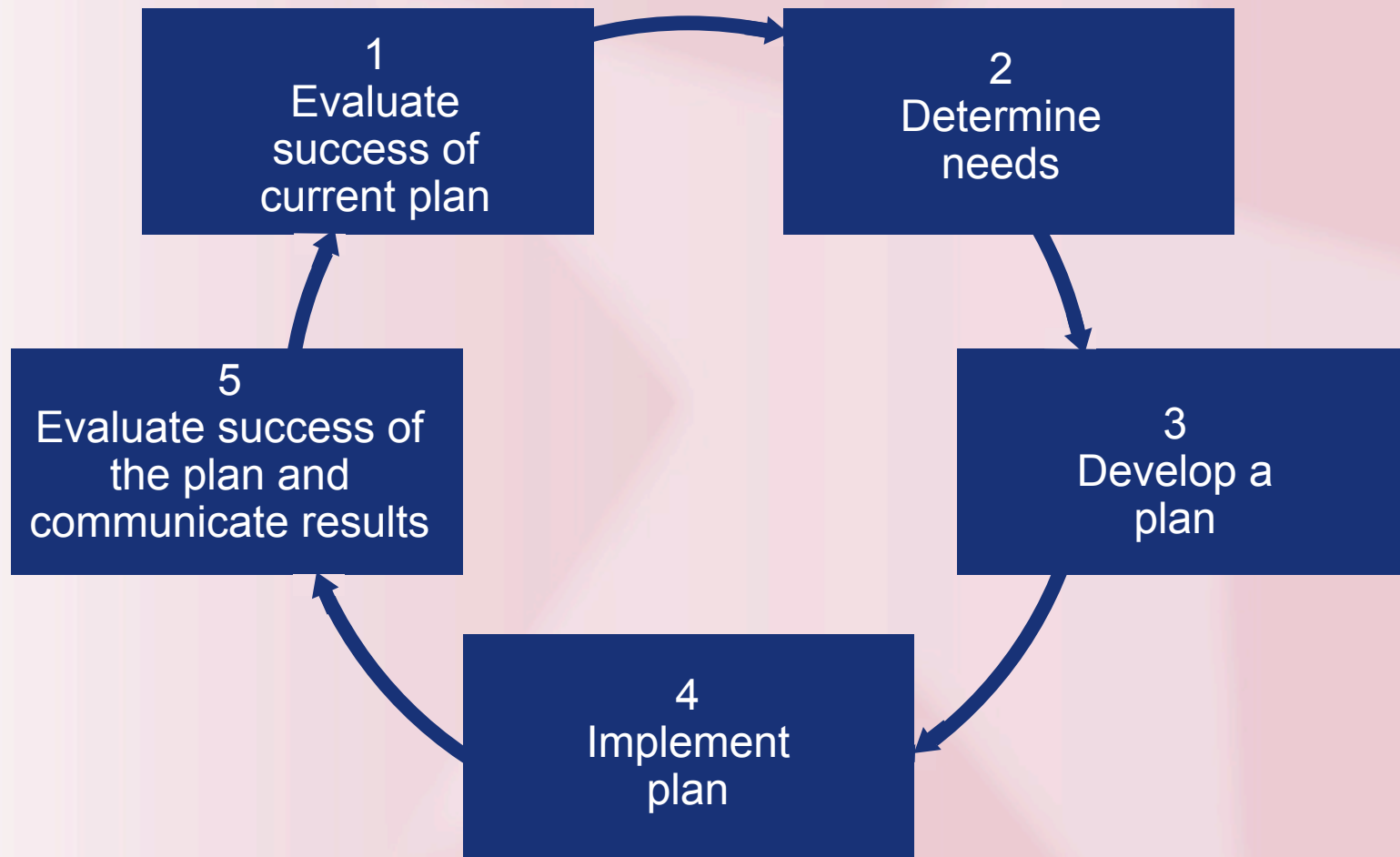
- Compare objective and time needed to implement the change over the school year

- Determine when teachers will have a high need to know for "Just in Time" PD or support

- Align activities to district schedule

Develop a Plan: Determine Schedule (cont.)

- Determine time needed to implement activities for the objectives

- Schedule implementation check points to monitor progress

Review: Stages of Planning Systematic School Improvement

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    │        1         │─────────────▶│        2         │
    │    Evaluate      │              │    Determine     │
    │   success of     │              │      needs       │
    │  current plan    │              │                  │
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            ▲                                  │
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    │        5         │              │        3         │
    │ Evaluate success │              │   Develop a      │
    │   of the plan    │              │      plan        │
    │ and communicate  │              │                  │
    │     results      │              │                  │
    └──────────────────┘              └──────────────────┘
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                       │   Implement      │
                       │      plan        │
                       └──────────────────┘
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Adapted from "An Introductory Guide for Reading First Coaches, National Center for Reading First Technical Assistance"

Attributes of an Effective Instructional Leader

Think of the best leader with whom you have ever worked…

- Why were they such a good leader?

- List these characteristics on your handout….

- Circle the most essential attribute.

Let's watch a principal in action….

- Think about the attributes we just discussed…

How does this principal use data to communicate expectations?

- What is the campus reading goal?

- Where is it displayed?

- How does she use student data in discussions with staff?

- How does she use data to monitor progress to meet the school's goals?

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Evaluating and Sharing the Success Activity

- What are ways that campus leaders can communicate to educators that changes in their instructional practices have made a difference in their students' performance?

With excellent leadership, we will make a difference for kids!

Thank you!

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