

*The Principal's Role  
In  
Implementing  
School-wide Literacy  
Strategies  
(Part 3)*

**Mel Riddile, Ed.D.**

**Principal  
Is  
Key**

**"Leadership is second only to  
classroom instruction as an  
influence on student  
learning."**

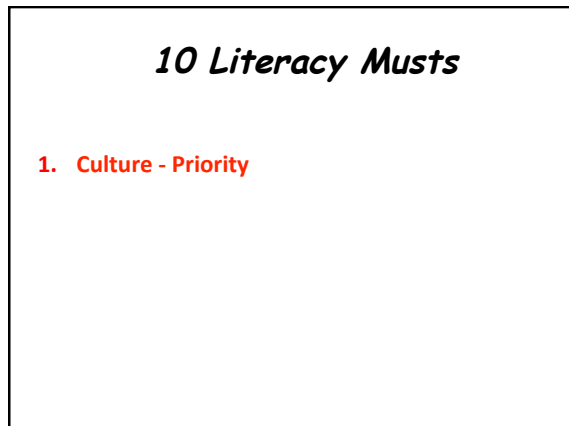
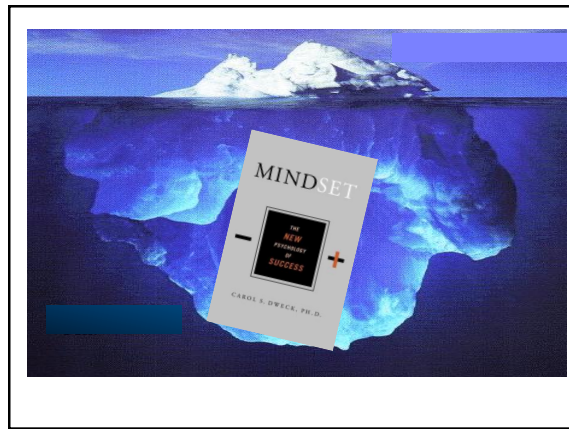
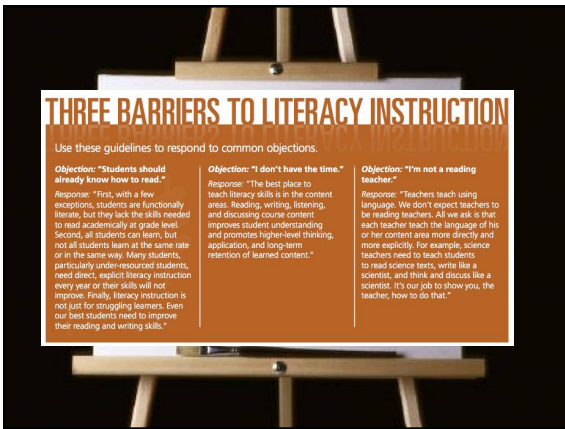


*What every leader must do*

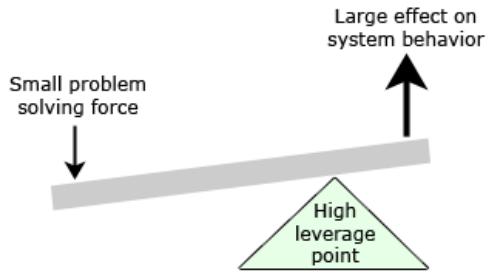
1. Reduce the variation in teacher quality
2. Change expectations
3. Implement with fidelity

**Culture**

**School  
Culture**

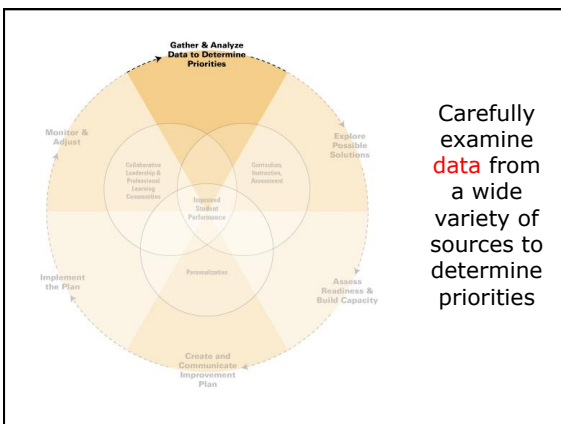


## High Leverage Points



## 10 Literacy Musts

1. Culture - Priority
2. Change Process



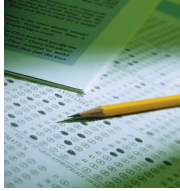

Carefully examine **data** from a wide variety of sources to determine priorities

Where are we?

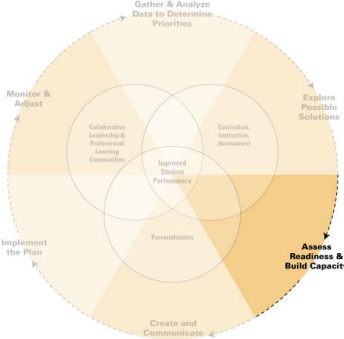


**DATA**


- Demographic
- Diagnostic
- Academic
- Behavioral
- Perceptual


Based on the data, **explore possible solutions** that will lead to improved student performance



Determine what must be in place to implement the needed changes and **build capacity** to address these needs




Establish goals for an **improvement plan** designed to improve student performance and ensure **clear communication** with all parties



Implement, determine regular check points to **monitor progress**, collect and analyze additional data, **make adjustments**

## *Change Secrets*

1. Focus and Vision
2. Data
3. Start Small
4. Work with the "willing"
5. Implement with fidelity



## 10 Literacy Musts

1. Culture - Priority
2. Change Process
3. Data-Informed

**Differentiation**



*IES Practice Guide*

IES PRACTICE GUIDE WHAT WORKS CLEARINGHOUSE

Improving Adolescent Literacy:  
Effective Classroom and  
Intervention Practices

*Doing What Works*

NCEE 2008-4027  
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER OF EDUCATION EVALUATION AND REGIONAL ASSISTANCE

### Research-based practices

<b>Recommendation</b>	<b>Level Of Evidence</b>
<b>Explicit Vocabulary Instruction</b>	<b>STRONG</b>
<b>Explicit Comprehension Instruction</b>	<b>STRONG</b>

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

### Research-based practices

<b>Recommendation</b>	<b>Level Of Evidence</b>
<b>Discussion Around Text</b>	<b>MODERATE</b>
<b>Motivation and Engagement</b>	<b>MODERATE</b>

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

### Research-based practices

<b>Recommendation</b>	<b>Level Of Evidence</b>
<b>Intensive and Strategic Tutoring</b>	<b>STRONG</b>

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)



### Research based Practices

Table 2. Recommendations and corresponding levels of evidence to support each

Recommendation	Level of evidence	
1. Provide explicit vocabulary instruction.	Strong	Vocabulary
2. Provide direct and explicit comprehension strategy instruction.	Strong	Comprehension
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate	Comprehension
4. Increase student motivation and engagement in literacy learning.	Moderate	
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong	Interventions



- ### *10 Literacy Musts*
1. **Culture - Priority**
  2. **Change Process**
  3. **Data-Informed**
  4. **Defined Roles**

### Role of Content Teachers

What is the role of the teacher?

### Role of Content Teachers

*Teachers use language to teach their course content.*

### Role of Content Teachers

*Teach the language of your subject!*

### *10 Literacy Musts*

1. Culture - Priority
2. Change Process
3. Data-Informed
4. Defined Roles
5. **Build Collective Capacity**



### Professional Development

- Ongoing
- Job-embedded
- Content specific



### 10 Literacy Musts

6. **Literacy Leader**
7. **Leading Team**



## 10 Literacy Musts

6. Literacy Leader
7. Leading Team
8. **Defined School Wide Instructional Practices**

**Consistent  
Instruction**

## Strategies

1. Read-Aloud and Think-Aloud
2. Vocabulary
3. Graphic Organizers

## Instructional Consistency (Say, See, Do)

Independent Practice

*They do it alone.*

## Instructional Consistency (Say, See, Do)

Direct Instruction

*Tell them. Show them.*

Independent Practice

*They do it alone.*

## Instructional Consistency (Say, See, Do)

Direct Instruction

*Tell them. Show them.*

Guided Instruction

*We do it together.*

Independent Practice

*They do it alone.*

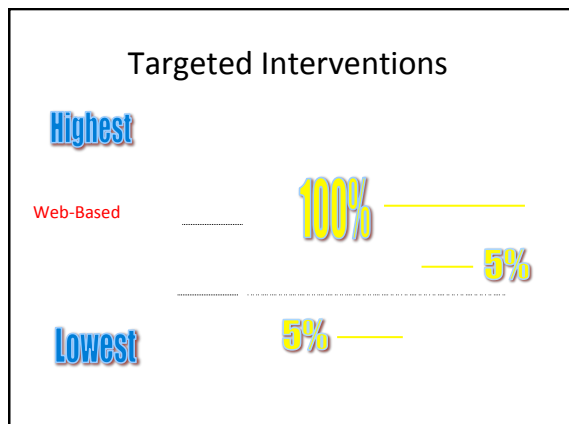
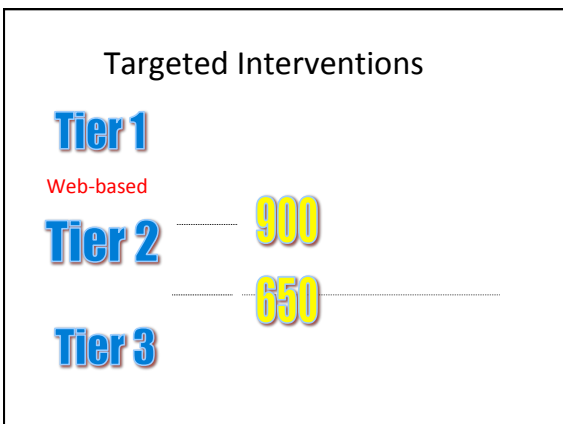
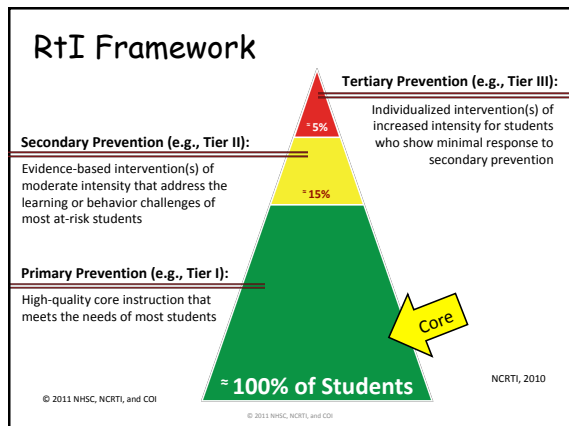


### Instructional Consistency (Say, See, Do)

Focus Lesson	<i>Tell them. Show them.</i>
Guided Instruction	<i>We do it together.</i>
Guided Practice	<i>They do it to. Teacher Checks</i>
Independent Practice	<i>They do it alone.</i>



- ### 10 Literacy Musts
- 6. Literacy Leader
  - 7. Leading Team
  - 8. Defined School Wide Instructional Practices
  - 9. Time – Tiered Interventions



## 10 Literacy Musts

6. Literacy Leader
7. Cross-Functional Team - Literacy Council
8. Defined School Wide Instructional Practices
9. Time – Tiered Interventions
- 10. Fidelity of Implementation**

