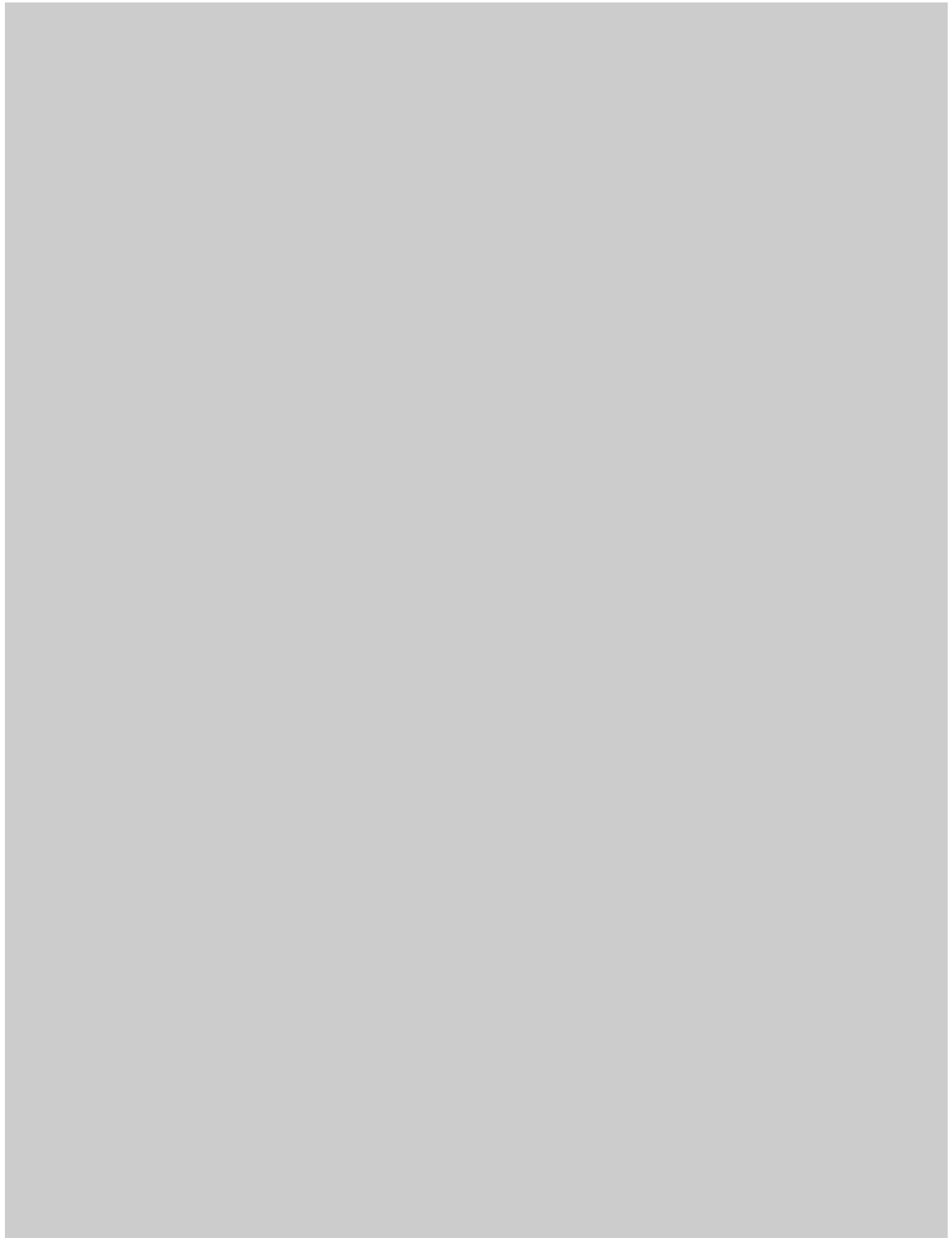


C H A P T E R

8

**SUSTAINING
READING
IMPROVEMENT**





CHAPTER 8: SUSTAINING READING IMPROVEMENT

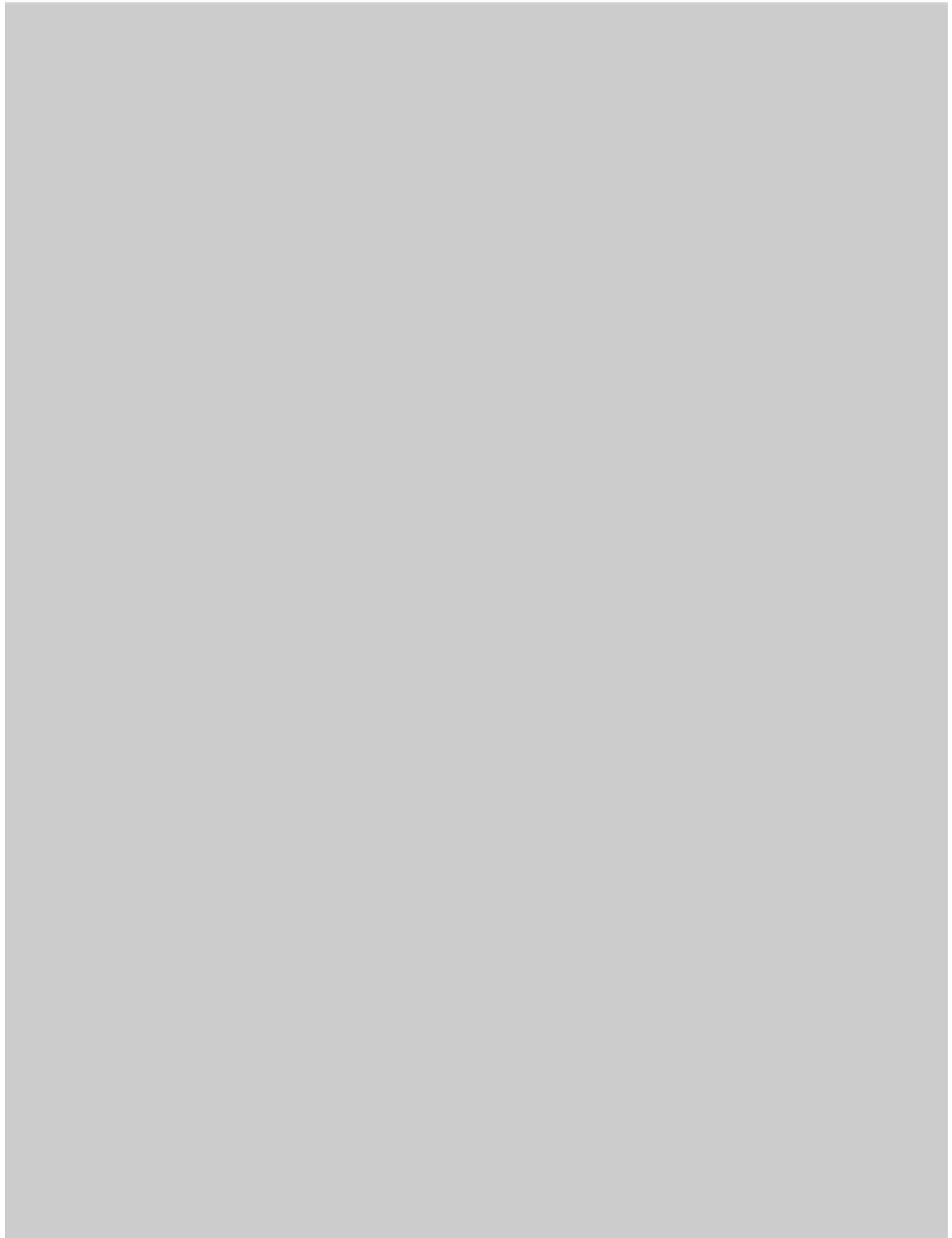
PG 8.5 OBJECTIVE

- PG 8.5** How does No Child Left Behind influence a school's infrastructure?
- PG 8.7** What is the principal's role in the classroom?
- PG 8.8** How can a coach sustain reading improvement?
- PG 8.10** What can a reading leadership team do to sustain positive changes?
- PG 8.11** Is change what needs to be sustained?
- PG 8.14** What is the principal's role in being or supporting the change agent?
- PG 8.15** What is the district's role in supporting the principal?

PG 8.19 LEARNING CENTERS

PG 8.21 REFERENCES

PG 8.25 REPRODUCIBLE MASTERS



**OBJECTIVE**

Reading coaches will work to build an infrastructure to sustain coaching and its positive results for students and teachers.

HOW DOES NO CHILD LEFT BEHIND INFLUENCE A SCHOOL'S INFRASTRUCTURE?

In construction, the concept of an infrastructure is easy to grasp. If the beams are not strong enough to support a building, it crumbles. If pipes burst, water may flow abundantly but not where it was initially directed. In education, the results of a weak infrastructure may be less immediate. In the time it takes to notice that the application of standards is not “to code,” for example, student potential may be wasted.

Leading for Reading began with a look at No Child Left Behind (NCLB), an important part of the educational infrastructure. Although students don't see this legislation, it is the foundation of education at this time. **The idea that all children can attain high academic goals, once an earnest hope, is now national policy.** As discussed in the last chapter, administrators understand that to meet the large-scale improvement in teaching and learning NCLB requires, schools require new supports. One such support is coaching.

At its best, coaching helps educators make informed instructional decisions about reading. Informed instruction helps all students gain deeper knowledge, which they can apply to solve the problems they face today in school and tomorrow on the job. This higher order application of student learning casts teachers as guides who facilitate learning by questioning, challenging, and leading students in examining ideas and making connections (Cohen, McLaughlin, & Talbert, et al., 1993).

Professional development to help teachers teach for understanding requires both new ideas about professional development and new policies that provide the framework within which professional development can occur. Coaching meets this requirement.

Implementing a coaching model does not mean giving up other approaches to teacher learning. There are good reasons for large-group instruction that introduces teachers and principals to a new concept or activity, and there are great benefits to intensive summer institutes that focus on content as well as pedagogy. But improving teachers' practice and student learning requires professional development explicitly tied to teachers' daily work.

A coach focuses on improving teaching as evidenced by student learning. Hanushek (1997) and Wenglinski (2000) report that **the difference between effective and ineffective teaching can be as great as a full grade-level of achievement in a single year.** A study in Texas reported that the difference in school achievement resulting from good teaching and bad teaching was 35 points in reading and 50 points in math (Jordan, Mendro, & Weerasinghe, 1997). Robert J. Marzano's research (2003) combines the impact of teacher quality and school culture on student learning.



PROCESS & PRACTICE

**What School and Teacher Combination Is Right for No Child Left Behind?
(Resource 8.1)**

This chart shows a child entering school with average scores, represented by performance at the 50th percentile. The left column proposes the type of school and the type of teacher with whom this child spends one academic year. Predict in the right column the percentile the child will earn after leaving this situation.

Combination	Percentile Entering	Percentile Leaving
Average School Average Teacher	50	
Highly Ineffective School Highly Ineffective Teacher	50	
Highly Effective School Ineffective Teacher	50	
Highly Ineffective School Highly Effective Teacher	50	
Highly Effective School Highly Effective Teacher	50	
Highly Effective School Average Teacher	50	

Which combination did you predict would bring the greatest gains?

The fewest gains?

Justify your response.

Answers can be found in Resource 8.1, page PG 8.29.

Marzano's data, reported in *What Works in Schools: Translating Research into Action* (2003), confirm a long-held intuition: Good schools and great teachers make a tremendous difference in student learning. **School improvement begins with individual teacher improvement.** The path to teacher improvement is professional development that alters instructional practices in ways that benefit students (Sparks, 1994). The best way for the principal to help his or her school focus on what matters is by asking, "What evidence can show that teachers are helping more students achieve at higher levels?"

WHAT IS THE PRINCIPAL'S ROLE IN THE CLASSROOM?

During a classroom walk-through, a principal may collect supporting evidence that teachers are helping more students achieve at higher levels. **Being in the classroom allows administrators to recognize strengths in their teachers' practice and note areas that need improvement.** In some cases, the principal already has a deep understanding of what research-based instruction looks like in the classroom; the principal might even be the primary mover behind the initiative being implemented.

In other cases, the principal is one of the first people the coach assists. One-page summaries or strategies at-a-glance make it easier for the principal to learn scientifically based reading research. The coach can share checklists that summarize the critical teaching behaviors in school day routines. Explaining terms used in the *Principal's Reading Walk-Through: K-3* (Tanner-Smith, Jordan, Kosanovich, & Weinstein, 2008) may be a starting point for conversation between the coach and the principal.

Indicator categories include classroom environment, instructional materials, teacher instruction, reading centers, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Note that each of the *PRWT* checklists has common characteristics across grade levels, while other indicators are grade-level specific.

A reading walk-through is critical in monitoring program implementation and student progress. It also provides the benefits of building rapport, teamwork, and professional credibility with staff. The administrator's presence in the classroom improves his or her understanding of the reading process and the ability to articulate this process to teachers and parents. The complete *Principal's Reading Walk-Through: K–3*, including an introduction, grade-level checklists, examples of evidence of indicators, and the research base for each category of indicators is available at www.centeroninstruction.org.

Let's hear one principal's thoughts.



WATCH A VIDEO CLIP



PROCESS & PRACTICE

Principal's Reading Walk-Through: K–3

Review the Principal's Reading Walk-Through: K–3 Checklists for each grade level. Describe how your principal could recognize such features as Elkonin boxes, word play, choral reading, partner reading, and shared reading in the average classroom in your school.

[illegible]

When a principal schedules time and keeps appointments for reading walk-throughs it sends a consistent message to teachers about the importance of student learning. An effective reading program is sustained through effective school and district practices that support high-quality reading instruction throughout the school year for all students. Seeing administrators in the classrooms supports the infrastructure, the unseen elements, that make these classrooms strong.

Leaders' behavior is scrutinized at all levels. What administrators do or don't do has a great impact on their teachers. **Whether intended or not, a principal's behavior communicates priorities or concerns.** With this in mind, careful attention to behavior has the potential to significantly increase a principal's leverage to improve instruction. Behaviors that focus attention, convey importance, express expectations, and influence attitudes include:

- Creating special events to honor accomplishments or providing incentives to celebrate behavior consistent with school priorities;
- Allocating time in regularly scheduled meetings to discuss issues or to hear testimonials related to priorities;
- Conducting a regular meeting in a special setting to convey importance;
- Placing items on routine communications such as agendas, memos, daily bulletins, and newsletters to focus attention on priorities;
- Using routine processes, budget development, and teacher evaluation to focus attention on priorities;
- Acknowledging accomplishments, however small, that will ultimately contribute to attaining priorities;
- Telling stories and anecdotes that communicate themes consistent with priorities and using metaphors to capture and convey the essence of priorities;
- Using important meetings to acknowledge those people who have demonstrated commitment to priorities;
- Consistently modeling routine interactions and the types of behaviors that are expected of others; and
- Repeatedly using a slogan, logo, or graphic to serve as a prime criterion for re-focusing individuals on priorities and for making group decisions consistent with these priorities.

Refer back to Chapter 6 to review additional suggestions on positive verbal and nonverbal communication.

HOW CAN A COACH SUSTAIN READING IMPROVEMENT?

A coach also has a high profile and, with the principal, provides leadership in the reading program's implementation and maintenance. **You and your principal model teamwork for your school when you communicate clear goals, coordinate efforts to achieve those goals, and sustain the effort over an extended period of time.** The coach shares knowledge and expertise with other teachers by collaborating, problem-solving, demonstrating, and supporting the implementation of SBRR instructional practices. The coach gradually transfers the lead as teachers improve their instruction and students improve their reading achievement.

The coach confirms student improvement in reading through careful analysis of screening, progress monitoring, diagnostic, and outcome assessments (see Chapter 5). When assessment identifies student ability and needs, instruction can then be differentiated to help every student meet or exceed grade-level standards. One reading coach described her coaching in this way:

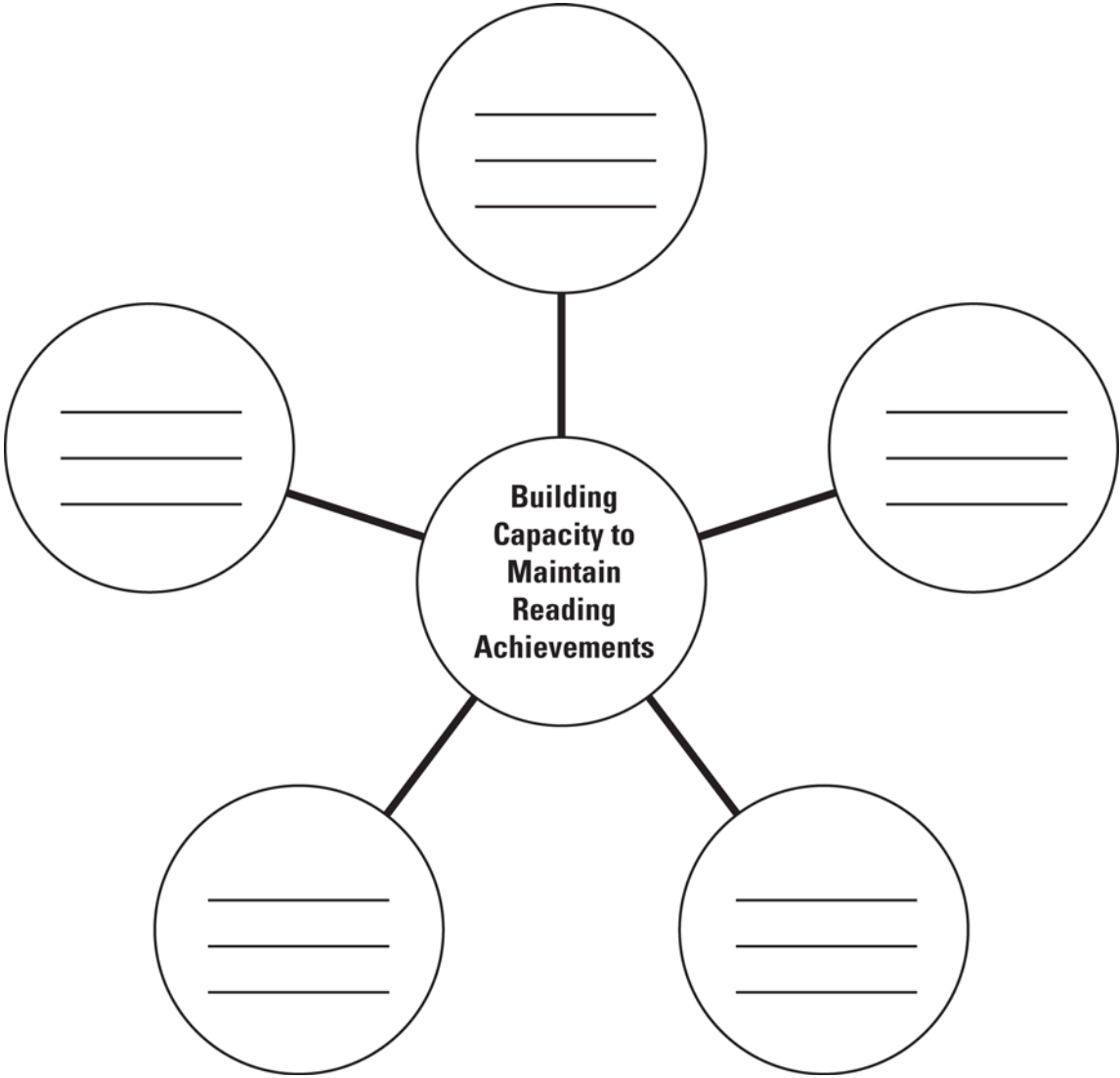
I'm trying to walk a tightrope between doing stuff and building capacity to do it. That might mean doing more of the front-end work myself, creating a demand for it and figuring out how to present the data in clear, meaningful ways that encourage rich discussions that will actually lead to change in practice...." (Neufield & Roper, 2003, p. 27).



WATCH A VIDEO CLIP

Before we continue, let's hear how other reading coaches are building capacity to maintain improvements at their schools. Note these strategies in the graphic organizer below.

Building Capacity to Maintain Reading Achievements (Resource 8.2)



Making data useful, desirable, and a topic of discussion may represent a major change at your school. The effective coach will present this information by focusing on what teachers should be focused on: the five essential components of reading instruction (see Chapter 3). The coach promotes an integrated design of phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Explicit systematic teaching is the mode of operation in all classrooms for all components (see Chapter 4).

Some students, however, will require instructional interventions beyond the regular reading program. Coaches also address the needs of those children and the teachers who serve them. As discussed in Chapter 2, well-designed professional development aligns with the instructional reading program, its research base, and state standards. Coaching provides this well-designed professional development.

To be effective professional developers, coaches must be highly skilled at communicating and building relationships. Whether a teacher adopts a new teaching practice has as much to do with communication skills (see Chapter 6) as with whatever intervention the coach has to share. Simply put, **if teachers like a coach, they usually will try what the coach suggests**. If they don't like the coach, they'll even resist helpful teaching practices (Knight, 2006).

WHAT CAN A READING LEADERSHIP TEAM DO TO SUSTAIN POSITIVE CHANGES?

Reading leadership team members give voice to the perspectives of grade levels and specialty areas that make up a school. Through this voice, the team helps create ownership of necessary change. The network of connections between team members and teachers deepens conversations about proposed changes, and teachers have increased opportunities to express their level of acceptance of the change. Members of the reading leadership team can then address these concerns proactively so positive initiatives are not delayed unnecessarily.

As seen in the chart below, research by Rogers (1971) supports the premise of different levels of accepting change and has identified different adopter types.

Adopter Type	Description	Percentage of Population
Innovator	Eager to try new ideas	8%
Leader	More thoughtful about involvement Trusted by others	17%
Early Majority	Cautious and deliberate about involvement	29%
Late Majority	Skeptical about change	29%
Resister	Generally opposed to new ideas Sometimes isolated	17%

Based on the descriptions above, which adopter type are you? Your principal? Your superintendent? These are important considerations when planning for successful change. Take a few minutes to predict where teachers in your school may fall along this continuum.



PROCESS & PRACTICE

Adopter Types (Resource 8.3)

Reflect on the teachers at your school. Based on your observations to date, categorize each teacher in the adopter type chart below. Do your percentages coincide with the research by Rogers (page PG 8.29) How does this information affect how you implement change?

Adopter Type	Teacher(s)	Total	Percent
Innovator			
Leader			
Early Majority			
Late Majority			
Resister			

If carefully chosen, team members should represent each of the adopter types above. With each type represented, the school's plan to support the process of change may prove more successful.

IS CHANGE WHAT NEEDS TO BE SUSTAINED?

Implementing an effective reading program may require changes in behavior, attitude, thinking, or all three. Traditional supervision models have often used behavior-focused approaches (Blanchard, Lacinak, & Tompkins, 2002). For instance, a principal might insist on a word wall in every classroom. The gauge of change is whether the appropriate behavior—in this case, posting a word wall—can be observed when the principal visits the classroom.

When change in behavior is the goal, a coach will want to make clear:

- The desired behavior (e.g., all teachers will use a word wall).
- How the desired behaviors will look and sound in a classroom, or the frequency of the behavior (e.g., a word wall will be posted in every classroom by the first week of school and referred to at least once during each reading lesson).
- How the behavior will improve student achievement (e.g., the word wall will guide teachers in providing instruction targeted at students' instructional needs).

Other changes may focus on attitude. The best example of a change perspective that focuses on attitude is the Concerns-Based Adoption Model (Loucks-Horsley, 1996). This perspective suggests that when a change is suggested, teachers' attitudes toward the proposed change matter most. For instance, if guided reading has been proposed at a school, a coach using the Concerns-Based Adoption Model (CBAM) would want to gauge the levels of concern that teachers have about guided reading.

The CBAM levels of concern are shown in the chart below. Each level is exemplified by a teacher's stance toward a proposed innovation.

Stages of Concern	Expressions
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	What impact am I having? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

From *Taking Charge of Change*, by S. M. Hord, W. L. Rutherford, L. Huling, and G. E. Hall, 2003.

A coach familiar with the CBAM might notice teachers' attitudes when presented with guided reading as a new component of the literacy program. Is a teacher expressing lack of interest (Stage 0), asking about where to fit it into his or her already crowded day (Stage 3), or expressing excitement about sharing how he or she is already implementing guided reading (Stage 5)? The coach would respond differently to each level of concern.

Classroom observations are as important as what a teacher says about the change. **The level of a teacher's use of an innovation can give the coach a clue to how best to help the teacher adopt it.**

Levels of Use	Behavioral Indices of Level
Renewal	Seeks more effective alternatives to the established innovation
Integration	Coordinates with others in using the innovation
Refinement	Makes changes to increase outcomes
Routine	Makes few or no changes; has an established pattern of use
Mechanical	Uses the innovation in a poorly coordinated way
Preparation	Prepares to use the innovation
Orientation	Seeks information about the innovation
Non-use	Takes NO action with respect to the innovation

From *Taking Charge of Change*, by S. M. Hord, W. L. Rutherford, L. Huling, and G. E. Hall, 2003.

Some change ventures emphasize the teachers' thinking. These efforts attempt to motivate change by building trusting relationships in which the coach or other participants are viewed as valued colleagues. From this point, participants then feel comfortable challenging their own ideas and learning from each other (Center for Cognitive Coaching, 2002; Costa & Garmston, 2002).

The notion of cognitive dissonance—discomfort when faced with two seemingly incompatible ideas—is important here. For instance, a teacher may have the understanding that "round-robin" reading is a productive use of class time and may also have the understanding that some children cannot understand what was read during round-robin reading. This creates cognitive dissonance. In a trusting environment, that teacher will be able to learn new

information to resolve this cognitive conflict. A coach can play a significant role in this new learning by asking important questions, providing information, and giving the teacher feedback on the process used.

Since most educators have inquiring minds, you may find the following view on change most productive. Change has the following characteristics:

- It is driven by questions asked by teachers but sometimes by parents, administrators, students, or community members.
- It begins with extensive data collection. Such data might include student work samples; surveys of students, teachers, parents or others; test scores; peer and self-observations; any other evidence that sheds light on the inquiry.
- It includes reading professional literature related to the topic.
- It might include consulting with others in the field such as colleagues at other schools or in other districts, university researchers, or content experts (e.g., in science or social studies disciplines).
- It argues that extensive review of collected data and information, combined with extensive reflection and discussion among participants, leads to hypotheses.
- Hypotheses are used to develop new practices.
- The process continues until the inquiry leads to desired changes.

Behavior, Attitude, Thinking, Inquiry? Which theory on change is correct? You reflect.

From *Teaching for Understanding: Challenges for Policy and Practice*, by K. Chandler and the Mapleton Teacher Research Group, 1999.

**PROCESS & PRACTICE****How Does Successful Change Happen?**

Think about a time when you resisted a change in your practice. Check the reasons for your resistance below.

- ☐ I didn't know enough about the change.
- ☐ I didn't believe the change was worthwhile.
- ☐ I was afraid I would fail.
- ☐ The change was not aligned with the school culture.
- ☐ I was not adequately involved.
- ☐ I didn't trust the leaders proposing the change.
- ☐ Resources were inadequate to support the change.

As you seek to implement change, remember that change is a process, not an event. **Change strategies are most effective when they match people's needs and are intended to benefit students.** As a highly personal experience, change is made first by individual teachers, then by an entire school.

Change takes time, typically more time than you think. In her study of innovation in the business world, Rosabeth Moss Kanter (1983) found one of the most common causes of a failed initiative was that leaders gave up on it too soon. Nearly 20 years later, Jim Collins (2001) arrived at a similar conclusion in his study of successful companies. He found that, inevitably, successful innovation was the result of patient, persistent sustained effort over time, rather than a short, groundbreaking program. Dennis Sparks (2004–2005) advised that the key to school improvement is sustained effort over three to five years, during which the entire staff seeks incremental annual improvements related to important school goals (DuFour, 2004).

WHAT IS THE PRINCIPAL'S ROLE IN BEING OR SUPPORTING THE CHANGE AGENT?

Leaders matter. In fact, Leithwood, et al., (2004, p. 70) concluded that "leadership is second in strength only to classroom instruction". The principal's support can make or break the impact of the reading coach. The principal's support begins by adopting this change in traditional professional development and then selecting the best person for the position. Jim Collins's 2001 study of great organizations in *Good to Great* offers additional insight into the desirable attributes of an effective coach. Great leaders, Collins writes, "are ambitious first and foremost for the cause, the movement, the mission, the work—not themselves—and they have the will to do whatever it takes to... make good on that ambition."

Let's hear one principal's views on change.



WATCH A VIDEO CLIP

Record your reflections on a time when you were bold and took the initiative toward a successful change.

The attributes Collins identifies in great leaders also appear in the best instructional coaches. They need to be ambitious for change in their schools and willing, as Collins emphasizes, to do “whatever it takes” to improve teaching practices. **If a coach is too passive about change, chances are that little will happen in the school. At the same time, if a coach is too self-centered or aggressive, there is a good chance he or she will push teachers away.**

Effective coaches embody what Collins describes as a “compelling combination of personal humility and professional will.” They are affirmative, humble, and deeply respectful of classroom teachers, but unwilling to rest unless they achieve significant improvements in teaching and learning in their schools.

To sustain a school's forward movement, the principal must allow the coach to spend most of his or her time working with teachers on instruction. While this seems obvious, the most frequent concern raised by more than 300 instructional coaches in 2005 was that they were asked to complete so many non-instructional tasks they had little time left to work with teachers (Knight, 2006). Just as clerical tasks or serving as a substitute teacher are not appropriate uses of the coach's time, it is equally inappropriate for the principal to ask the coach to serve in the dual roles of coach and administrator. A coach will find it easier to have collegial conversations if he is viewed as a peer, not a boss.

A principal can also support the coach by encouraging his or her professional development. Just as teachers who are learning to improve their practice benefit from opportunities to observe and be observed by their peers, coaches who are learning to improve their coaching will benefit from similar opportunities to observe other coaches' practice and receive helpful feedback.

Further, a coach needs professional development that responds to the school's particular demands. A coach knowledgeable about reading may need support in understanding the learning needs of special populations of students. A coach with wonderful communication skills may need to improve his knowledge of standardized testing or data analysis.

8

WHAT IS THE DISTRICT'S ROLE IN SUPPORTING THE PRINCIPAL?

One way the district can ensure the principal gets the most out of the instructional coach is to give the principal sufficient training about the coaching model. A principal who doesn't understand the importance of protecting the coaching relationship may act in ways that make it difficult for a coach to be successful. A principal who is unaware of the tools that an instructional coach can offer will be unable to suggest them to teachers who might benefit from learning them.

District administrators in Pflugerville, Texas, a district with three high schools, four middle, and 15 elementary schools, address this issue by offering administrators professional development on coaching. Middle and elementary

principals, along with the directors of special education, language arts, mathematics, and technology, attend sessions with their lead teachers and coaches to ensure that both administrators and coaches develop a shared understanding of the coach's goals, responsibilities, and methods (Knight, 2006).

Another way the district office can partner with the principal and coach is to encourage one-on-one weekly meetings. The meetings would typically follow this format:

- The coach asks the principal to discuss pressing reading concerns. The issues discussed are usually a blend of long- and short-term issues;
- The coach and principal problem-solve together;
- The coach reports on what he or she has done since the previous week's meeting; and
- The coach and principal discuss teaching practices and resources available to help students.

Another focus of the weekly meeting could be using the following checklist to discuss checkpoints, considerations, and next steps.

**PROCESS & PRACTICE****Sustaining Reading Improvement (Resource 8.4)**

Review the checkpoints and considerations listed below. In the right-hand column, record key words to prompt next steps that will help sustain reading improvement in your school.

Checkpoints	Considerations	Next Steps
Does our school have a deliberate plan to promote the reading plan's sustainability?	<p>Identify campus leaders who can continue the implementation process in the absence of the principal or campus reading coach.</p> <p>Ensure that information on reading plan activities and processes is updated and kept in a central location.</p> <p>Identify resources (financial, personnel, material) that can be used to continue the initiative after the grant period ends.</p>	
Does the coaching process promote realistic professional goals for changes in teacher practice and classroom reading instruction and intervention?	<p>Limit the number of instructional practices and strategies for each essential reading component.</p> <p>Present concrete examples and models.</p> <p>Understand that about 10% of teachers will require substantial support and guidance.</p> <p>Understand the typical stages in teacher learning and development; differentiate expectations between novice and veteran teachers.</p> <p>Provide teachers with opportunities to observe each other.</p> <p>Realize that effective implementation and teacher understanding are inextricably linked.</p>	
What opportunities promote grade-level alignment and vertical alignment of reading programs and instruction across grade levels?	<p>Exercise the array of options (e.g., study groups, discussion groups) available for carrying out these opportunities.</p> <p>Give teachers regular, protected planning time.</p> <p>Provide ample opportunities for joint collaboration within and across grade-level teams.</p> <p>Involve teachers in simulations, demonstrations, lesson designs, etc.</p>	
What systems, such as peer study groups, peer mentoring, and grade-level team meetings, are in place to enhance teacher efficacy?	<p>Identify existing systems in place.</p> <p>Determine if existing systems can be used to address teacher efficacy in instructional practices and strategies for reading.</p> <p>Consider alternative systems based on school, faculty, and targeted instructional practices and strategies.</p>	

(continued on next page)

Checkpoints	Considerations	Next Steps
How can administrators and members of the leadership team support and promote sustained practice?	<p>Ensure that reading instruction aligns with standards and benchmarks to promote accountability.</p> <p>Establish a system to provide substantive administrative support (e.g., release time, professional development opportunities, funds for curricular materials).</p> <p>Move slowly enough to ensure quality.</p> <p>Become part of the collegial network: share informative professional literature, visit classrooms regularly, participate in professional development sessions.</p> <p>Integrate aspects of the change process into faculty meetings.</p>	
How are assessment data linked to sustainability?	<p>Discuss data rather than merely provide data.</p> <p>Use paraprofessionals and/or students strategically to collect data.</p> <p>Make sure data collection does not overwhelm or interfere with teaching.</p> <p>Assist teachers in using assessment data to inform their instruction.</p> <p>Link student assessment data to professional development needs.</p>	

Adapted from "Factors that Enhance Sustained Use of Research-Based Instructional Practices: A Historical Perspective on Relevant Research," by R. Gersten, D. Chard, and S. Baker, 2000, *Journal of Learning Disabilities*, 445; and *Building a Campus of Readers: A Professional Development Guide for Texas Reading Leaders*, University of Texas Center for Reading and Language Arts, 2000.

Evaluating a coach can offer unique challenges if there are no guidelines. One way to address this challenge is to involve coaches and principals in creating guidelines, standards, and tools for evaluating coaches. Advantages of providing these resources at the district level include:

- Developing a rubric for evaluating coaches that is especially designed for coaches;
- Expanding knowledge about scientifically based reading research and instruction;
- Increasing coaches' buy-in to the guidelines and the process of evaluation because they created them; and
- Enriching the professional knowledge about coaching of all involved—a by-product of discussing and creating the guidelines.

Instructional coaching holds much potential for improving how teachers teach and students learn, but that potential will only be realized if leaders plan their coaching program with care. **Coaching is not a quick fix, but it can be a real fix—a powerful way to help teachers and students be more successful.** When planned carefully and when the success factors are addressed, instructional coaching can begin to deliver on the promise of making a real difference in schools.

Changing the quality of conversations is a primary way of affecting the quality of professional learning. The school's reading coach is a primary provider of professional learning. Dennis Sparks, former Executive Director of the National Staff Development Council, proposes that when professional learning is significantly improved, the quality of instruction in a school will improve in a year, while teachers applying the suggested strategies will note improvements in student learning within weeks. His premise is: People follow leaders who can make them part of something exciting. Coaching offers that promise.

LEARNING CENTERS

Make and Take Center

Coaching involves providing resources to assist teachers in effective reading instruction. Use this learning center time to create materials to add to your coaching collection.

Option A: Does a teacher merit recognition for trying a new technique with a child? Would other teachers profit from hearing details? Create a pattern for your own means of recognition. Acknowledging small steps in the right direction may pick up the pace toward full implementation of the technique.

Option B: Create a bulletin board for the teacher's workroom based on Resource 8.2. Ask teachers to use sticky notes with their ideas to build capacity to maintain reading improvements.

Notes to self on Make and Take ideas for teachers:

Reflection Center

As you coach, you will ask many teachers to reflect on their instructional practices. Review each reflection prompt below. Select one and record a response.

Option A: If your principal shadowed you on a typical coaching day, what comments do you think he or she would make?

Option B: What actions will you take to keep your energy and enthusiasm as an instructional leader at your school?

Notes to self on reflection prompts:

Technology Center

Websites offer information not covered in the *Leading for Reading Participant's Guide*. Visit the Center on Instruction website (www.centeroninstruction.org) to explore some PowerPoint presentations you may adapt for your school.

Topics include:

- The Uninterrupted Reading Block
- Scientifically Based Reading Research and Classroom Implementation
- Reading Centers
- Differentiating Reading Instruction
- Reading Instruction for English Language Learners

Note to self on resources found at these websites:

Research Center

How many times have you wished for just a few quiet moments to review the latest reading research? Your wish is granted in this learning center. The documents below offer abundant reading research that formed the foundation of reading reform. Select one to read from the copies provided at this center.

- *A Principal's Guide to Assessments (K–3)*
- *A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Early Elementary School*
- *A Principal's Guide to Elements of an Effective Reading Program*

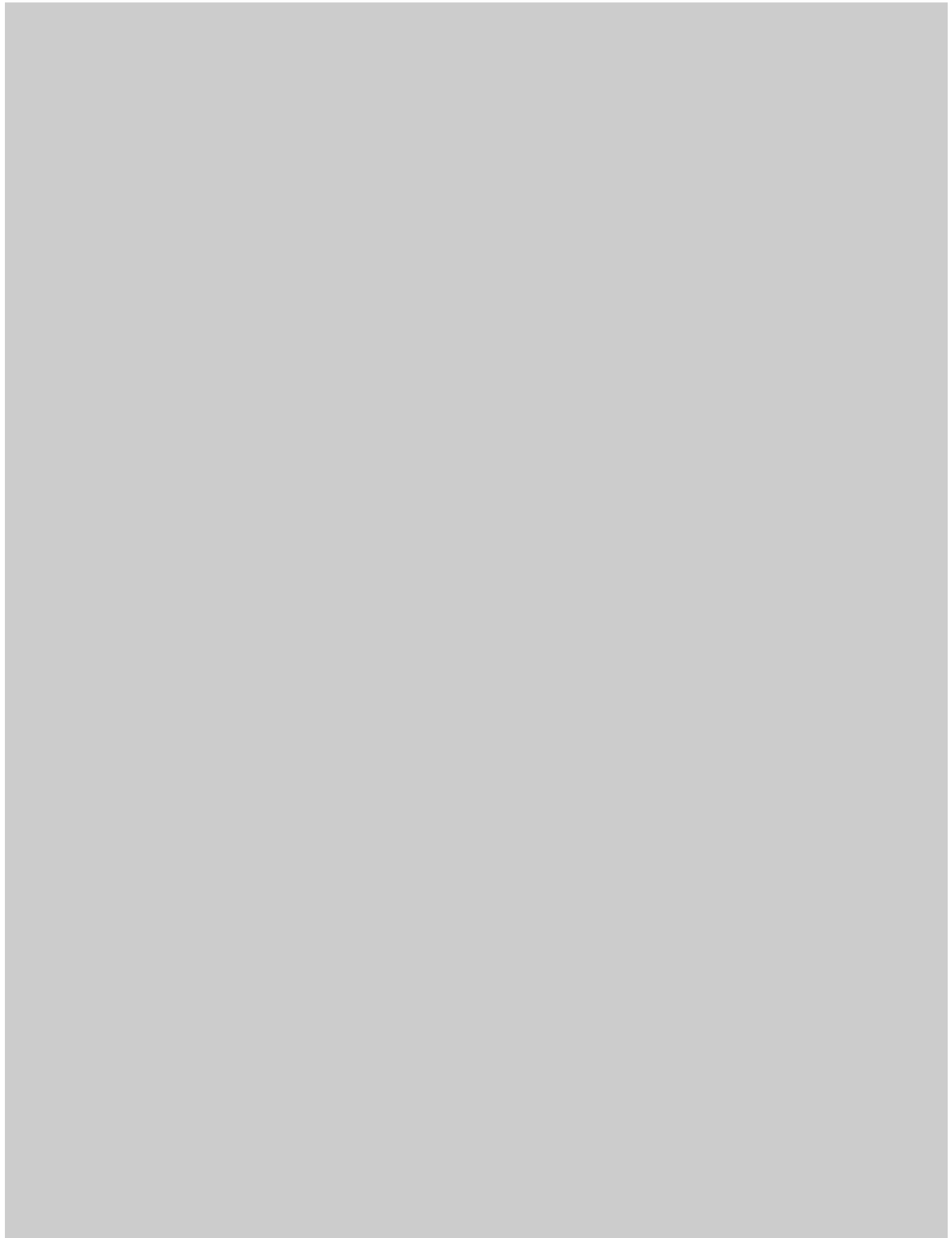
Notes to self on what these findings mean for your school:

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CHAPTER 8: REPRODUCIBLE MASTERS

***Resource 8.1 What School and Teacher Combination is Right for
No Child Left Behind? (with Answers)***

Resource 8.2 Building Capacity to Maintain Reading Achievements

Resource 8.3 Adopter Types

Resource 8.4 Sustaining Reading Improvement

Master copies of the forms used in Chapter 8 follow.

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What School and Teacher Combination is Right for No Child Left Behind? (Resource 8.1)

This chart shows a child entering school with average scores, represented by performance at the 50th percentile. The left column proposes the type of school and the type of teacher with whom this child spends one academic year. Predict in the right column the percentile the child will earn after leaving this situation.

Combination	Percentile Entering	Percentile Leaving
Average School Average Teacher	50	
Highly Ineffective School Highly Ineffective Teacher	50	
Highly Effective School Ineffective Teacher	50	
Highly Ineffective School Highly Effective Teacher	50	
Highly Effective School Highly Effective Teacher	50	
Highly Effective School Average Teacher	50	

Which combination did you predict would bring the greatest gains?

The fewest gains?

Justify your response.

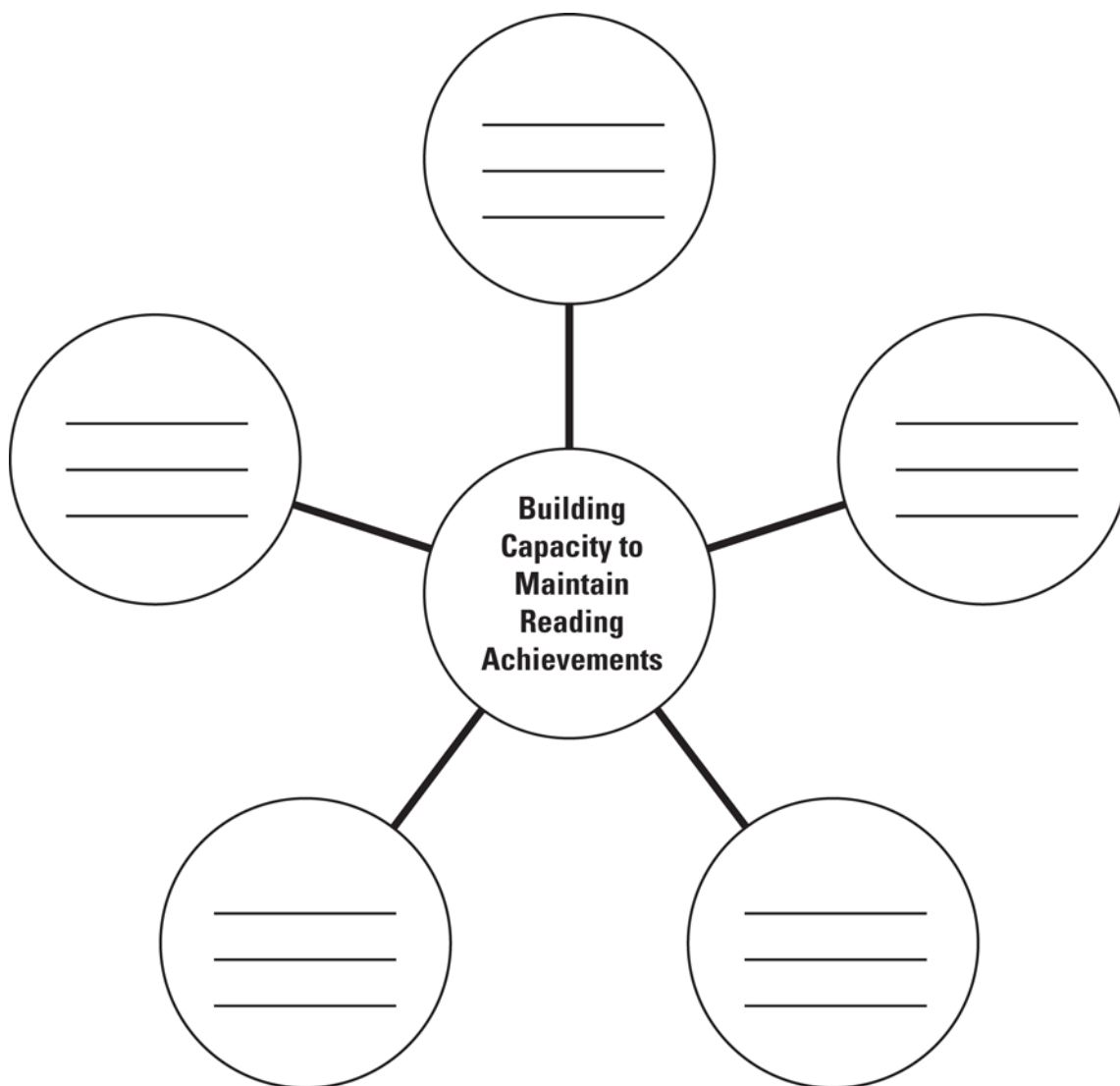
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Answers: What School and Teacher Combination is Right for No Child Left Behind?

Combination	Percentile Entering	Percentile Leaving
Average School Average Teacher	50	50
Highly Ineffective School Highly Ineffective Teacher	50	3
Highly Effective School Ineffective Teacher	50	37
Highly Ineffective School Highly Effective Teacher	50	63
Highly Effective School Highly Effective Teacher	50	96
Highly Effective School Average Teacher	50	78

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Building Capacity to Maintain Reading Achievements (Resource 8.2)



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Adopter Types (Resource 8.3)

Reflect on the teachers at your school. Based on your observations to date, categorize each teacher in the adopter type chart below. Do your percentages coincide with the research by Rogers (page PG 8.10)? How does this information affect how you implement change?

Adopter Type	Teacher(s)	Total	Percent
Innovator			
Leader			
Early Majority			
Late Majority			
Resister			

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Sustaining Reading Improvement (Resource 8.4)

Review the checkpoints and considerations listed below. In the right-hand column, record key words to prompt next steps that will help sustain reading improvement in your school.

Checkpoints	Considerations	Next Steps
Does our school have a deliberate plan to promote the reading plan's sustainability?	<p>Identify campus leaders who can continue the implementation process in the absence of the principal or campus reading coach.</p> <p>Ensure that information on reading plan activities and processes is updated and kept in a central location.</p> <p>Identify resources (financial, personnel, material) that can be used to continue the initiative after the grant period ends.</p>	
Does the coaching process promote realistic professional goals for changes in teacher practice and classroom reading instruction and intervention?	<p>Limit the number of instructional practices and strategies for each essential reading component.</p> <p>Present concrete examples and models.</p> <p>Understand that about 10% of teachers will require substantial support and guidance.</p> <p>Understand the typical stages in teacher learning and development; differentiate expectations between novice and veteran teachers.</p> <p>Provide teachers with opportunities to observe each other.</p> <p>Realize that effective implementation and teacher understanding are inextricably linked.</p>	
What opportunities promote grade-level alignment and vertical alignment of reading programs and instruction across grade levels?	<p>Exercise the array of options (e.g., study groups, discussion groups) available for carrying out these opportunities.</p> <p>Give teachers regular, protected planning time.</p> <p>Provide ample opportunities for joint collaboration within and across grade-level teams.</p> <p>Involve teachers in simulations, demonstrations, lesson designs, etc.</p>	
What systems, such as peer study groups, peer mentoring, and grade-level team meetings, are in place to enhance teacher efficacy?	<p>Identify existing systems in place.</p> <p>Determine if existing systems can be used to address teacher efficacy in instructional practices and strategies for reading.</p> <p>Consider alternative systems based on school, faculty, and targeted instructional practices and strategies.</p>	

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Sustaining Reading Improvement (Resource 8.4) (continued)

Checkpoints	Considerations	Next Steps
How can administrators and members of the leadership team support and promote sustained practice?	<p>Ensure that reading instruction aligns with standards and benchmarks to promote accountability.</p> <p>Establish a system to provide substantive administrative support (e.g., release time, professional development opportunities, funds for curricular materials).</p> <p>Move slowly enough to ensure quality.</p> <p>Become part of the collegial network: share informative professional literature, visit classrooms regularly, participate in professional development sessions.</p> <p>Integrate aspects of the change process into faculty meetings.</p>	
How are assessment data linked to sustainability?	<p>Discuss data rather than merely provide data.</p> <p>Use paraprofessionals and/or students strategically to collect data.</p> <p>Make sure data collection does not overwhelm or interfere with teaching.</p> <p>Assist teachers in using assessment data to inform their instruction.</p> <p>Link student assessment data to professional development needs.</p>	

Adapted from "Factors that Enhance Sustained Use of Research-Based Instructional Practices: A Historical Perspective on Relevant Research," by R. Gersten, D. Chard, and S. Baker, 2000, *Journal of Learning Disabilities*, 445; and *Building a Campus of Readers: A Professional Development Guide for Texas Reading Leaders*, University of Texas Center for Reading and Language Arts, 2000.

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