

Leadership Experiences: Communication, Implementation, and Outreach

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Goals for Today

- Share Kentucky's Leadership Experiences with: Communication, Implementation, and Outreach
- Provide Examples of Leadership Experiences for Teachers and Teacher Leaders
- Link Leadership and Outreach to Improved Implementation

Leadership Experiences Supporting Communication

“Example is leadership.”

Albert Schweitzer





15th Year Anniversary

- 1998-2000: Establishing State Level Support-Senator Dan Kelly
- 2000-2001: Establishing the UTC-Dr. Judy Embry trained at Texas Woman's University
- State level funding for UTC and Teacher Leaders
- State level funding for reading interventionists

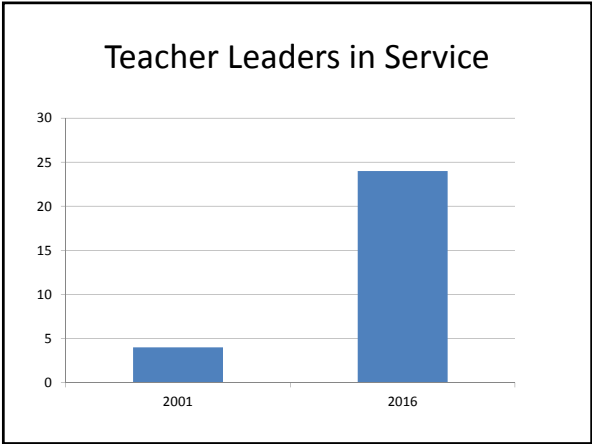


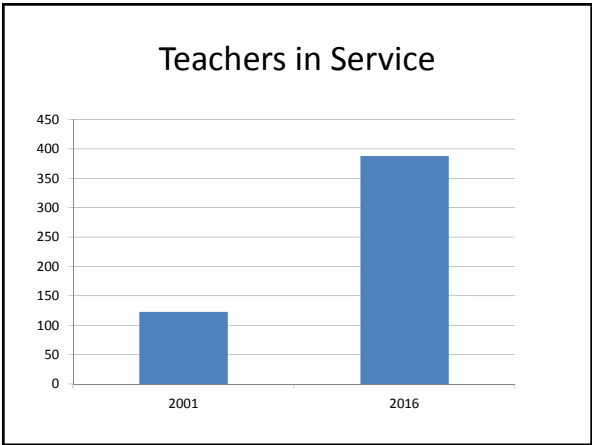
Fifteen + Years Of Service

- Over 50,000 Reading Recovery children
- Over 158,000 other primary students
- 33 Teacher Leaders trained
- Over 50 Behind The Glass facilities installed
- Comprehensive Intervention Model
- Literacy Lessons

Graduation and Retirement Celebrations



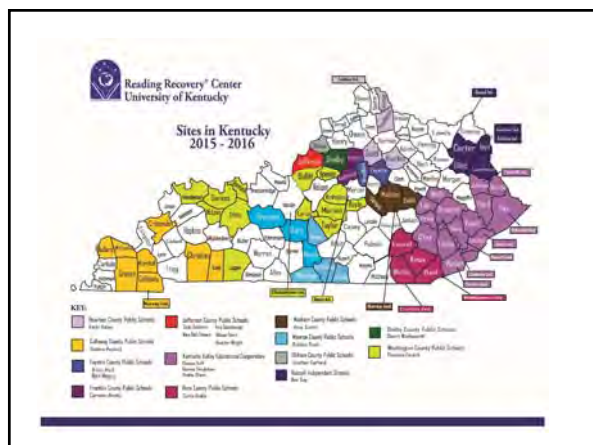




- ### Communication Supports
- Advocacy Binders
 - Guidelines for Site Reports
 - UTC Website
 - CCLD Annual Report
 - Dropbox Resources
 - BTG Lessons for Parents, Teachers, Administrators and Legislators
 - Packets for Stakeholders
 - Teacher Leader and Teacher Listservs
 - Letters, Artwork, and Contacts for Legislators
 - Calls, Emails and Visits

"Believe you can and you're halfway there."

Theodore Roosevelt



"If opportunity doesn't knock build a door."

Milton Berle



Parent Communication Activities

- Provide literacy training at Parent Involvement Meetings
- Reading Recovery parent view behind the glass lessons
- Family Literacy Nights
- Daily Communication Logs

Lessons for Parents



April 14, 2016

To Whom It May Concern:

As an educator, I know the importance that reading has on one's life. I also know the statistics for students who are not reading on grade level by 3rd grade. So it is no wonder that I became concerned when my own son, XXXXX, was not reading on grade level during his first grade year.

I am familiar with Reading Recovery due to my career in education. I have seen the impact the program has had on many students. In fact, I truly believe in the program. But my belief has been greatly impacted because I have personally witnessed that influence the program has had on my son and his literacy development.

By the middle of this year, my son was a struggling reader. Even with quality one-on-one instruction, effective teachers and heavy support outside of school, my son was still struggling. Although he had a great understanding of phonics, sentences and phrases, it was difficult for him to transfer the information into the reading of a given text. After one-on-one sessions and reviewing his data, I was worried that XXXXX would qualify for Reading Recovery.

Since XXXXX has entered the program, I have seen such a transformation in his reading and writing ability and it continues to improve daily. My son, who once was not eager to read, now seems more ready and excited to read. Not only is he excited, but also his self-esteem has grown tremendously. Before Reading Recovery, XXXXX would give up quickly when text became too difficult. Now he uses the strategies he has been taught to address the harder text. XXXXX continues to increase his test level and each time he does, his self-confidence grows. He has a willingness and desire that I have not seen before. In addition, his writing ability has improved as well. I know that this is due to the literacy development that is being focused during the Reading Recovery lessons.

I am truly amazed at the reader/writer XXXXX is becoming. In fact, he should exit first grade reading at grade level. Through my career, I have seen the influence Reading Recovery has had on other students, but now that I have personally been affected, my belief in this program has increased immensely.

Please continue to support Reading Recovery. It has changed my son's life and impacted the skills necessary for him to become a proficient reader/writer.

In Learning,

Shelby County Parent

- Reading Recovery teachers build relationships and support parents by:
 - Hosting Parent Academies
 - Conducting home visits
 - Developing summer reading programs

Shelby County Teacher Leader

Parent quotes from KY RR Annual Report 2015-16

"He is more confidence in himself, loves to read now, excited to read stories. We have seen great improvement this year! It has been a very positive experience for our child!"

Marshall County parent

"My child went from being terrified to serene. Her progress has been extraordinary. It's been a delight to see her gain fluency in reading and in English. Thank you so much for your support and kindness. I'm not sure we could have done it without you!"

Literacy Lessons parent in Fayette County

Reading Recovery had a positive effect on his school experience. His self-confidence has grown along with his reading skills. He now tries to read signs, labels, ads and anything else he can find.

Franklin County parent

Reading was one of her weakest subjects in school. I was really worried about her before she entered the program, but now that has changed! Reading Recovery has made all the difference with my child and her abilities. I was strongly recommend this program.

Knott County parent

Reading Recovery has allowed my child to experience a drastic turnaround. He was struggling terribly with reading prior to this program. It is great to see him now developing a passion for reading and watching him be able to read things in his world. Also, I truly cannot say enough words about how much this program has benefited my son. It is such a joy to now see him smile when reading rather than being just frustrated.

Hazard Independent parent

“Never believe that a few caring people can’t change the world. For, indeed, that’s all who ever have.”

Margaret Mead

Follow-Up Thank You for Legislators

Senator Embry,

I just wanted to take a moment to sincerely say thank you for coming and watching my Behind the Mirror lesson last week at Greenville Elementary. It was truly an honor to have you there as part of my classmates/teammates in this learning process. I have learned a great deal from Reading Recovery this year and have helped reach so many struggling students with it.

Again, thank you very much, it meant a great deal to see you there and a great honor for me to share my lesson with you.

Reading Recovery Teacher (RTA Teacher)
Wayland Alexander Elementary
Ohio County



Lessons for Legislators

Just wanted to pass this along! I also got a message on Facebook that read, "**I greatly enjoyed my visit with the RTA teachers. You are doing great work and I am very proud of you. You have my full and strong support.**" Looks like we're doing something right ladies!! Great job!! :)

Reading Recovery Teacher (RTA Teacher)
Wayland Alexander Elementary
Ohio County

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."

Jimmy Dean

Leadership Experiences Supporting Implementation

I start with the premise that the function of leadership is to produce more leaders, not more followers.

Ralph Nader

Leadership and Management of Change

- Working as a team member
- Acting as a change agent
- Promoting ethical problem-solving and conflict resolution
- Prioritizing tasks- developing long term planning and maintaining records
- Building networks and organizational relationships
- Preparing and delivering presentations

From Teacher Leader Framework

Teacher Leader Collaboration (3 Sites)



“Leadership and learning are indispensable to each other.”

John F. Kennedy

Leadership Survey

- Strategic Planning
- Yearly Goal Setting
- Provide District and/or School level PD
- Serve on District and/or School level Committees
- Present at Local, State and National Conferences
- Collaboration with Universities
- Professional Growth

Strategic Planning

Goal #1: Comprehensive System of Interventions (BRCHILL) (Adopted Date: 12/7/2012)					
Goal: Integration of Comprehensive System of Interventions (BRCHILL) within all districts.					
Objective 1: To develop a plan of sustainability for Reading Recovery					
Activity Steps	Responsibility	Participants	Resources/Tools	Completion	Priority
1. Develop a plan of sustainability for Reading Recovery	a. To develop a plan of sustainability for Reading Recovery	a. UIC/TLA/BRDs	1. Reading Recovery manual 2. Reading Recovery manual 3. Reading Recovery manual	a. Fall 2013 b. Fall 2014	a. High b. High c. High
2. Develop a plan of sustainability for Reading Recovery	a. To develop a plan of sustainability for Reading Recovery	a. UIC/TLA/BRDs	1. Reading Recovery manual 2. Reading Recovery manual 3. Reading Recovery manual	a. Fall 2013 b. Fall 2014	a. High b. High c. High
Objective 2: To develop a plan for the implementation of Literacy Lessons					
Activity Steps	Responsibility	Participants	Resources/Tools	Completion	Priority
1. Develop a plan for the implementation of Literacy Lessons	a. To develop a plan for the implementation of Literacy Lessons	a. UIC/TLA/BRDs	1. Reading Recovery manual 2. Reading Recovery manual 3. Reading Recovery manual	a. Fall 2013 b. Fall 2014	a. High b. High c. High
2. Develop a plan for the implementation of Literacy Lessons	a. To develop a plan for the implementation of Literacy Lessons	a. UIC/TLA/BRDs	1. Reading Recovery manual 2. Reading Recovery manual 3. Reading Recovery manual	a. Fall 2013 b. Fall 2014	a. High b. High c. High

Yearly Goal Setting (UTC)

- Analyze our data
- Discuss Data and Ways to Improve at TLPD
- Request Improvement Plans from Sites with Discontinuing Rates below the State Average
- Make Extra Site Visits
- Support 3-Year Implementation Plans from each Site

3-Year Implementation Plan for _____ Site
Teacher Leader/s: _____
Date: _____

PART 1:

	Districts	Schools	Trained Teachers-RR	Trained Teachers-LI	Trained Teachers-CIM	In-Training Teachers-RR	In-Training Teachers-LI	In-Training Teachers-CIM
2014-2015 (Current Year)								
2015-2016 (Projected Totals)								
2016-2017 (Projected Totals)								

PART 2:

The Standards and Guidelines state that 40-45 teachers is the capacity for a Teacher Leader to supervise. Considering the above projections, will your site need an additional Teacher Leader within the next few years? If so, do you have anyone in mind for Teacher Leader training?

Part 3:

Considering the above projections, do you have a Plan for Sustaining, Expanding or Exiting the Site? The plan should include a projected date and possible replacement for future recruitment. These plans should be made by a team including your Site Coordinator and building Principal.

Yearly Goal Setting (Sites)

I have teachers set goals each year in 3 areas:

- to improve their teaching,
- to improve the overall program effectiveness,
- and to improve their leadership in their buildings.
- In addition, they identify the help they need in achieving goals in these areas.

Reading Recovery/CIM Teacher Action Plan				
Goal(s)	Action Plan	Beginning Date	Ending Date	Next Steps
Discontinue a first round Reading Recovery student in less than 30 weeks.	Increase knowledge and understanding of reading and acceleration. *Research and study the topics of acceleration and reading. *Intentionally utilize higher level texts during reading, to increase student exposure to more complex texts, resulting in all RR students leaving reading on at least a level 4. *Follow the lead to accelerate plan for students who exhibit little or no growth. *Follow core lesson for each student every four weeks in order to observe and identify effective vs. ineffective teaching points during my lessons.	June 2014	Ongoing	Articles, research, etc. on acceleration and reading.
Increase level of reading achievement of CIM students by at least one grade level as evidenced by Test Level growth through running records and ORA assessments.	Continue to learn about CIM instruction, continuing to move from a procedural understanding to a conceptual understanding. *Personal sections of Interventions That Work. *Personal Apprenticeship in Literacy *Observe small group lessons and hold reflective conversations with teacher leader.	June 2014	Ongoing	Opportunities to observe various lesson types: ELIS, Interactive Writing, Writing About Guided Reading Plus phase two.
Transition seamlessly to Local Grove Elementary	*Build relationships with K-2 teachers, administrators, and Literacy Coach. *Spent time with Intervention Chair and Literacy Coach...learning the Local Grove way.	June 2014	Ongoing	Teacher Leader Visits

Action Plan Continued					
Students/Grades Served (RR)	Students/Grades Served (CIM)	Teachers Served (# Students Impacted)	Professional Development Support	Family Support	Other
2013-2014 8	2013-2014 27	2013-2014 <u>Teachers / Students</u> K-4 0 1-3 21 2-3 6 3-0 0	2013-2014 • At least one professional book (Darin) study with teachers	2013-2014 • Teacher blog or website established in fall with reading intervention and support information for parents	2013-2014 Record MSV based book introductions on cards to be kept with books Observation of lessons by teachers and administrators
2014-2015 10	2014-2015 28	2014-2015 <u>Teachers / Students</u> K-4 4 1-4 20 2-4 4	2014-2015 • Monthly inservice at staff meetings for K-2 teachers	2014-2015 • Weekly updates on web page with e-mail reminders/link • K-2 Literacy Night	2014-2015 Organize leveled books

Provide District and/or School level PD	
- Literacy PD during monthly staff meetings. <i>Teachers in Training</i> are “teamed” with a trained teacher to offer PD to colleagues. - Host district PD for K/1 teachers in the summer. - Bellarmine Literacy Project - Summer Boost	

Professional Service in State and National Leadership Roles

- Reading Recovery Council North America Board of Directors (7)
- North American Training Group (1)
- Read To Achieve (5)
- Education Professional Standards Board (1)

Serve on District Level Committees Reading Recovery District Improvement Plan

BOARD GOAL 2: All OCS students will be proficient on grade level readers by the end of the third grade and will receive appropriate reading instruction and intervention when needed to maintain grade level proficiency throughout their K-12 experience.

Expand Reading Recovery training to ECS staff to equip them with strategies and skills necessary to improve reading achievement with identified students

Action: Train ECS teachers in RR/CIM model implementation

Action: Develop ECS Teacher Cohort focusing on literacy instruction and utilizing tenets of Reading Recovery

READING RECOVERY GOAL: In order to ensure all students are proficient, on grade level readers by the end of third grade and receive appropriate reading instruction and intervention, Reading Recovery teachers will continue to increase their knowledge of research-based strategies and practices that accelerate struggling readers. In addition, Reading Recovery teachers will collaborate with school leaders and teachers to provide a multi-tiered support system to foster literacy independence and transfer opportunities in the regular classroom setting.

Serve on School Level Committees

- RR Teachers are encouraged to serve on **SBDM** if possible in order to have some influence on school-wide decisions.
- RR Teachers serve on **RTI committees**. Prepare my teachers how to approach RTI meetings, in reference to an array of assessments as well as a short term literacy plan vs a long term plan.
- RR Teachers in individual schools became members of the **school literacy committees** and shared expertise with primary teachers.
- In **PLC's**, teachers work with classroom teachers sharing strategies and teaching teachers how to implement into the classroom.

Presentations at State and National Conferences

Reading Recovery Teachers and Teacher Leaders presented at:

- RRCNA conference in both the Reading Recovery Strand and the Classroom Strand.
- The RR Teacher Leader Institute
- Kentucky Reading Association Conference
- Kentucky Reading Project
- Louisville Writing Project
- Kentucky State Writing Conference
- KCTE Conference

Local Conferences

2nd Annual Reading Recovery Share Fair *Fostering Literacy Independence*

Monday, March 9, 2015 – 8:00am to 3:30pm

7:30-8:00	Registration/Check-in
8:00-8:15	Welcome/Outcomes
8:15-8:45	Keynote Address—Dr. Will Wells, Superintendent
8:45-9:00	Break
9:00-10:20	Study Session: Particular Problems: Hard to Accelerate Students Dr. Heather Garland, RR Teacher Leader, Oldham County Schools
10:20-10:30	Break
10:30-11:30	Session: Developing ELL Students' Language Development through Reading Recovery Allison Dawson, Literacy Lessons Teacher, Locust Grove Elementary Laurel Crimm, Literacy Lessons Teacher, Crestwood Elementary
11:30-12:00	Lunch (on-site)
12:00-1:15	Session: Word Work throughout the Lesson Stephanie Chaffant, Literacy Lessons Teacher, Locust Grove Elementary Zamara Johnson, RR Teacher, LaGrange Elementary Nicole Villegas, RR Teacher, LaGrange Elementary
1:15-1:30	Break
1:30-2:45	Session: Orchestration on Higher Level Texts to Foster Independence Angelica Fotios, RR Teacher, Buckner Elementary Julia Yanke, RR Teacher, Goshen Elementary
2:45-3:00	Wrap-Up/Reflection

Collaboration with Universities

- **Local University/College Level...** I have some teachers who work closely with the university to help **incoming education majors understand the student intervention process.**
- **University talks, University observations, etc...**
- **Teacher Leaders/Teachers participate and teach courses**

Collaboration with Districts

Recommendations for Early Literacy Instruction

1. Early literacy interventions focusing on the lowest achieving/struggling readers.
Refer to article by Richard Allington (Bullets)
Levels of Intensity (example: Reading Recovery/CIM)
2. Professional Development on Running Records that will enable teachers to match reader to appropriate leveled texts.
3. Begin to develop classroom libraries of leveled trade books.
Increase reading to, with and by children
Reading for enjoyment
4. Move toward process teaching in Reading, Writing and Oral Language development.
5. Lighten up on Phonics instructional focus and worksheets.
Move away from focus on item knowledge and skills
Move toward problem solving on continuous texts

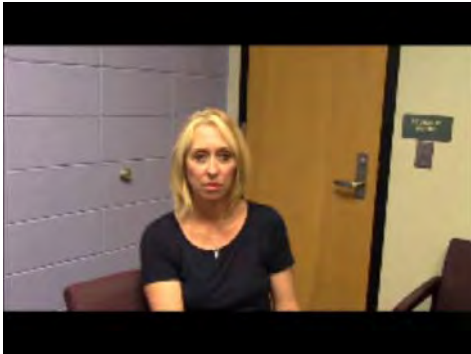
University of Kentucky, College of Education
Dr. Judy Embry, Dr. Lindy Harmon, Dr. Amy Smith, Beverly Ray

Professional Growth

- Encourage National Board Certification (6)
- Encourage Doctoral Process (5)
- Encourage Supervision Certification (4)

Ashland Elementary State Senator Visit





"I was a Reading Recovery teacher before I became a principal. What I learned in that training influences my decisions more than anything I've ever done. I am empowered as a principal because I have a clear understanding of teaching and learning, especially for hard to accelerate community of learners like Reading Recovery and I miss it every single day."

Principal from Madison County Schools

Literacy Lessons® Professional Learning Model

"There are other groups of children who would probably benefit from the use of Reading Recovery teaching procedures. It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education. And, because the procedures allow for accelerated progress, they are particularly useful for young immigrant children entering English, or Spanish, or French programmes for five- to seven-year old children.

(Clay, 2005a, p.i)"

Literacy Lessons® Professional Learning Model

- ❖ 6 hours Graduate Level Coursework
 - Theory, Leadership and Clinical
 - 114 contact hours
 - 4 on-site school visits
- ❖ On-Going Professional Learning after the Initial Year
 - 18-24 contact hours with clinical experiences
- ❖ Year One Case Study (Average child and Reading Recovery child)
 - Focus on all children developing literacy processing systems-on different paths
- ❖ Year Two Case Study (Special Populations child and Low Achieving child)
 - Focus on adapting instruction to support effective literacy processing systems based on individual strengths

Site Visits to Support Recruitment

- Russell Independent Site
- Kentucky Educational Development Corporation-Regional Educational Co-op
- Fayette County Site
- Madison County Site

Leadership Experiences Supporting Outreach

"You must be the change you wish to see in the world."

Gandhi

Advocacy

- Understanding how to secure funding and legislative support
- Communicate with parents, classroom teachers and specialists teachers
- Collaborate with administrators
- Liaise with stakeholders
- Present awareness sessions to various audiences
- Participate in wider networks: professional organizations, wider Reading Recovery network
- Respond thoughtfully to criticism of Reading Recovery

From Teacher Leader Framework

Advocacy or Outreach

- Support for a cause or policy
- **To reach out to others**
- **Building a community of effort**

Talking Points for Legislators

Reading Recovery Statewide Implementation

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. Professional development for all Reading Recovery professionals begins with an academic year of graduate-level study and continues in subsequent years. With the support of the teacher leader, Reading Recovery teachers develop observational skills and a repertoire of intervention procedures tailored to meet the individual needs of at-risk students.

- 360 highly trained intervention teachers, training 96 Teachers this year
- 270 schools in 76 districts
- Over 3,000 children served in Reading Recovery-78 % reach classroom average
- Over 12,000 children served in small literacy groups
- Total struggling readers served each year- over 15,000

Read To Achieve Update

In 2005, the Kentucky General Assembly passed Senate Bill 19 (SB 19), which established Read to Achieve (RTA), a reading diagnostic and intervention fund to improve the reading skills of struggling readers in the primary program. The funding allows schools to hire an intervention teacher who provides short-term intensive instruction in scientifically-based reading skills to students who struggle with reading. Overall, RTA has ensured that many struggling primary-grade readers in Kentucky have received research-based instruction from highly-trained reading intervention teachers.

- Results show that students who have RTA interventions in first grade only, have the highest percentage of students performing at or above grade level (84%) on 3rd grade state administered reading assessments (ITBS).
- At 4th grade, (77%) of students who had RTA interventions in first grade only perform at or above grade level on state administered reading assessments (ITBS).
- These results suggest sustained performance for first grade RTA intervention students over time.

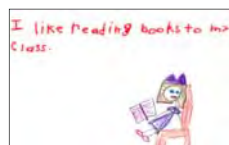
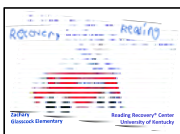
RTA Implementation Factors		Characteristics of High RTA Implementation
Individual RTA Teachers	Professional Learning	High implementing RTA teachers are well prepared to teach their interventions and participate in continued professional learning. They also increase their impact by sharing knowledge with other teachers within their schools and districts.
	RTA Teacher Caseload	High implementing RTA teachers maintain an active caseload that enables them to serve relatively large numbers of students effectively.
	Instructional Practices	High implementing RTA teachers spend the majority of their time working directly with students and use research-based practices in their instruction.
	Collaboration with Classroom Teachers	High implementing RTA teachers have strong collaborative relationships with classroom teachers, creating powerful literacy resources.
RTA Schools	RTA Teachers' Roles	High implementing RTA teachers assume many literacy roles in their schools. They are an integral part of the intervention decision-making process and take on literacy leadership duties in their schools and districts.
	Flexibility and Fluidity	In high implementing RTA schools, interventions are flexible and students move between interventions frequently as needed based on assessment data.
	Exit Process	High implementing RTA schools have an organized and clearly defined exiting process and make decisions as a team. This helps them serve more students by moving them fluidly between the interventions they need.
	Parent Involvement	High implementing RTA schools strengthen their program by involving parents in the RTA process.
	Decision-Making Process	High implementing RTA schools have data-driven decision-making teams with the RTA teachers serving as team leaders. These strong collaborative literacy teams are essential components to establishing successful systems of interventions.

Support for Teacher Leaders

Spring Legislative Visits

Legislative Contact List-Site Specific

- Talking Points and Advocacy Folders
- Site Specific-Letters, Artwork, Stories





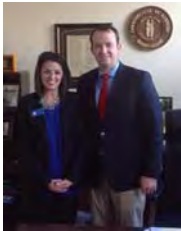






**15th Anniversary
Kentucky Reading Recovery
Proclamation –
Kentucky House of
Representatives**



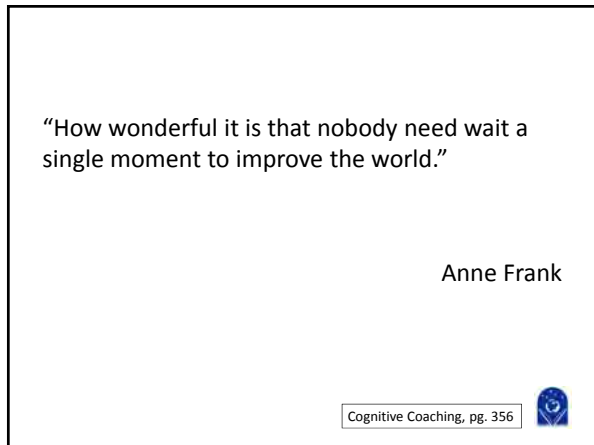


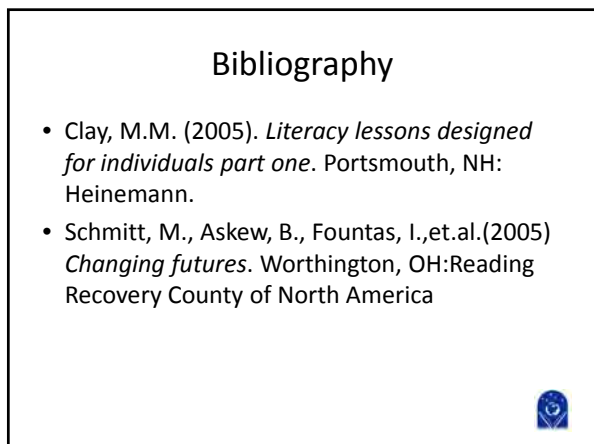
Handwritten note:
Dear Representative Stahl,
Thank you for the great honor from House
Representative Stahl recognizing the 15th Year
Anniversary of the Reading Recovery Center at
the University of Kentucky.
House Reading Recovery is the nation's leading
model for the practice and research in
reading for the poor and at-risk.
We look forward to the day when all young
children will be the winners of Reading
Recovery and the beneficiaries of a bright
future. Sincerely,
Lisa Stahl, Director of Reading Recovery

This year our teachers fully embraced their role as advocates for our program. Their work has been exceptional and empowering. As we go into 2016-2017 uncertain about grant funding, we will continue our advocacy efforts with the same urgency and comprehensiveness we illustrated in 2015-2016. Nearly half of our program funding is through state grants and our administrative turnover is continuous. Concerted and intensive efforts toward both formal and informal advocacy are necessary to maintain implementation and efficacy.

Madison County Site Report 2015-16







- Clay, M.M. (2005). *Literacy lessons designed for individuals part one*. Portsmouth, NH: Heinemann.
- Schmitt, M., Askew, B., Fountas, I., et.al.(2005) *Changing futures*. Worthington, OH:Reading Recovery County of North America
