

reading phonics vocabulary  
print narrative repertoire fluency  
strategies decoding  
metacognition word structure reading  
comprehension  
prosody phonemic awareness  
instruction letter knowledge  
prediction multiple strategies  
coordination modeling

***What REAL  
Instructional Leaders  
DO!***

Frances Bessellieu, Consultant

**Reading First, Nashville, TN**

*July 28-30, 2008*

# *What REAL Leaders DO!*



# To-Do List

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- Orchestrate
- Ta-Da List
- Remember the Milk
- Rough Underbelly
- ToodleDo
- TaskThis



# What's on Your To-Do List?

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- Think about your last week at school...  
what **daily** items were on your list?

# What's on Your To-Do List?

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- How are you spending your time?
- Identify items that are directly related to improvement of instructional practice.
- How much time is spent on instructional practice and improvement?

# Top Ten **Not-Do** List

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- **10. Wing it.**

# Top Ten **Not-Do** List

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**9. Be a crazy control freak.**

# Top Ten **Not-Do** List

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## **8. Overreact.**

# Top Ten **Not-Do** List

---



## **7. Blame others.**

# Top Ten **Not-Do** List

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**6. Play it safe.**

never\_look\_out.rm

# Top Ten **Not-Do** List

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**5. Talk the talk, don't walk the walk.**

# Top Ten **Not-Do** List

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**4. Take things personally.**

# Top Ten **Not-Do** List

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**3. Practice leadership by hindsight.**

# Top Ten **Not-Do** List

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**2. Practice leadership by proxy.**

# Top Ten **Not-Do** List

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- 1. Give up.**

# Student-Focused Instructional Leadership

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# Leadership Performance

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- Vision and goals
- Culture of learning
- Management
- Professional responsibility
- Student improvement



# Leadership Performance

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- Goal setting
- Working with colleagues
- Taking courses
- Attending workshops
- Designing new programs
- Piloting new programs or approaches
- Developing proficiency in test data analysis
- Other learning opportunities

# Critical Contexts

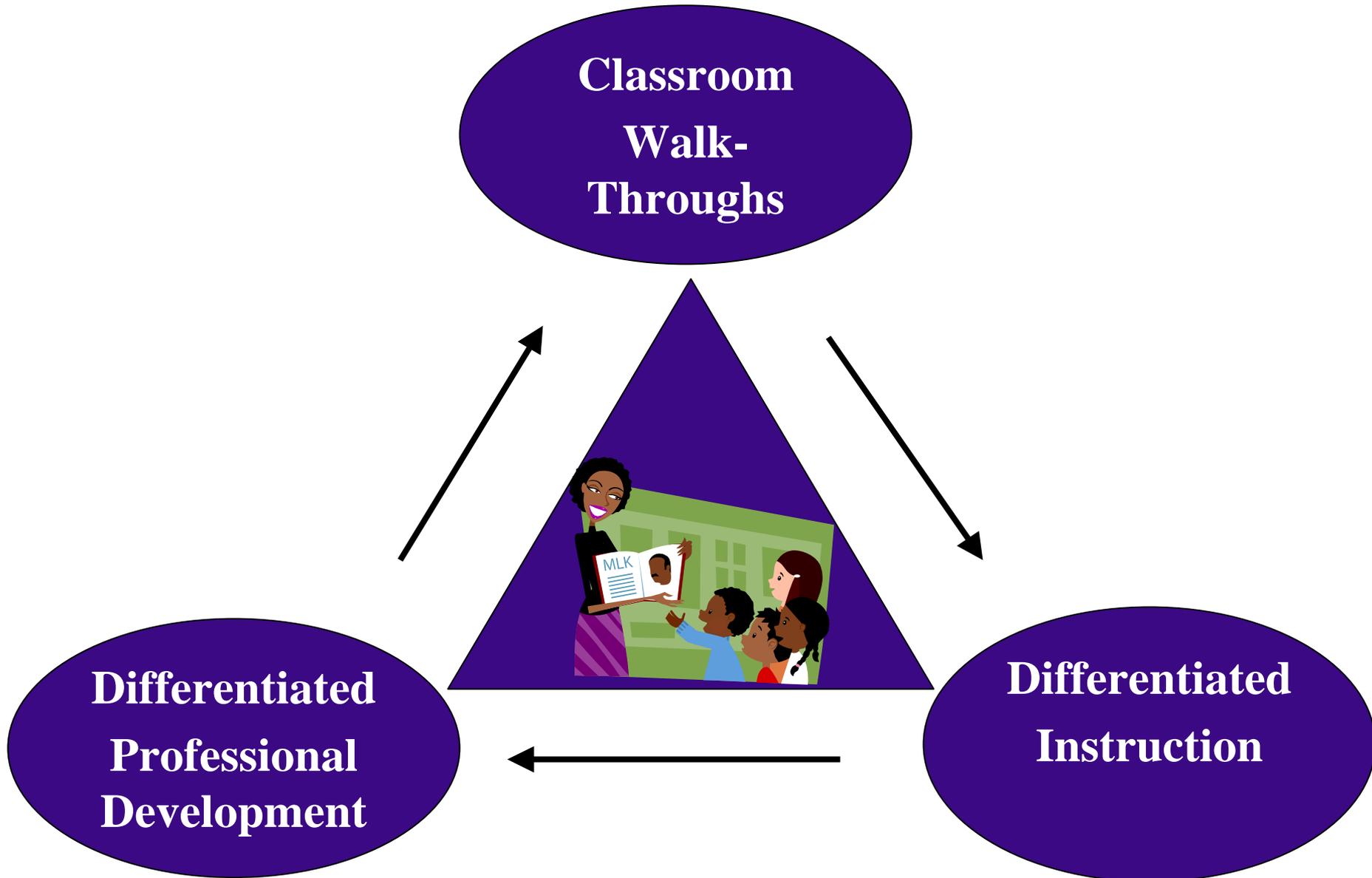


# What is Offered

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- *Providing Leadership Through Classroom Walk-Throughs*
- *Differentiated Instruction*
- *Specialized Professional Development*

# Model for Instructional Success



# Providing Leadership Through Classroom Walk-Throughs

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what?  
why?  
when?  
how?

# Providing Leadership Through Classroom Walk-Throughs

---

- Improve instructional leadership
- Before, during and after
- Tools, processes and plans
- Using data to inform instruction and professional development

# Differentiated Instruction: Rationale & Strategies for School Leaders

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what?  
why?  
when?  
how?

# Set your **SAILS** for Success!

---

**S** TANDARDS

**A** SSESSMENTS

**I** NSTRUCTION & INTERVENTION

**L** EADERSHIP

**S** YSTEM-WIDE COMMITMENT



Hasbrouck & Denton (2005)

# Planning for Differentiated Professional Development

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what?  
why?  
when?  
how?

# Planning for Differentiated Professional Development

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- Importance of coaching with regards to professional development
- Roles of a coach
- Principal and coach relationship
- Different coaching approaches
- How to differentiate professional development

# Taking It Beyond Fidelity

School  
Or  
District  
provides  
program

**Effective  
Instructional  
Program  
Taught  
with Fidelity**

*The  
teacher  
provides the  
rest!*

## **Management**

*Routines,  
Expectations*

## **Mastery**

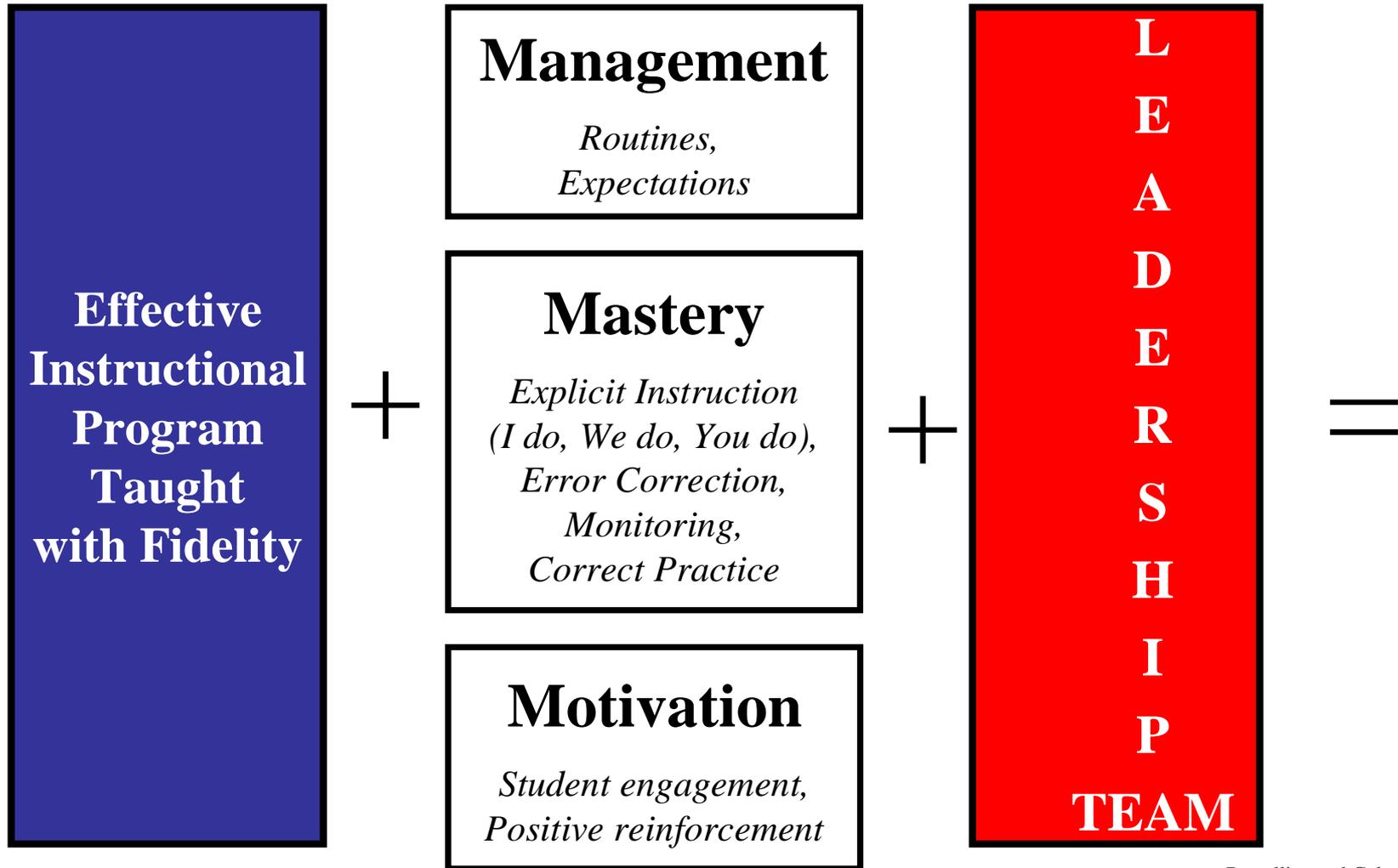
*Explicit Instruction  
(I do, We do, You do),  
Error Correction,  
Monitoring,  
Accurate Practice*

## **Motivation**

*Student engagement,  
Positive reinforcement*

Bessellieu and Cole, 2008

# Taking It Beyond Fidelity

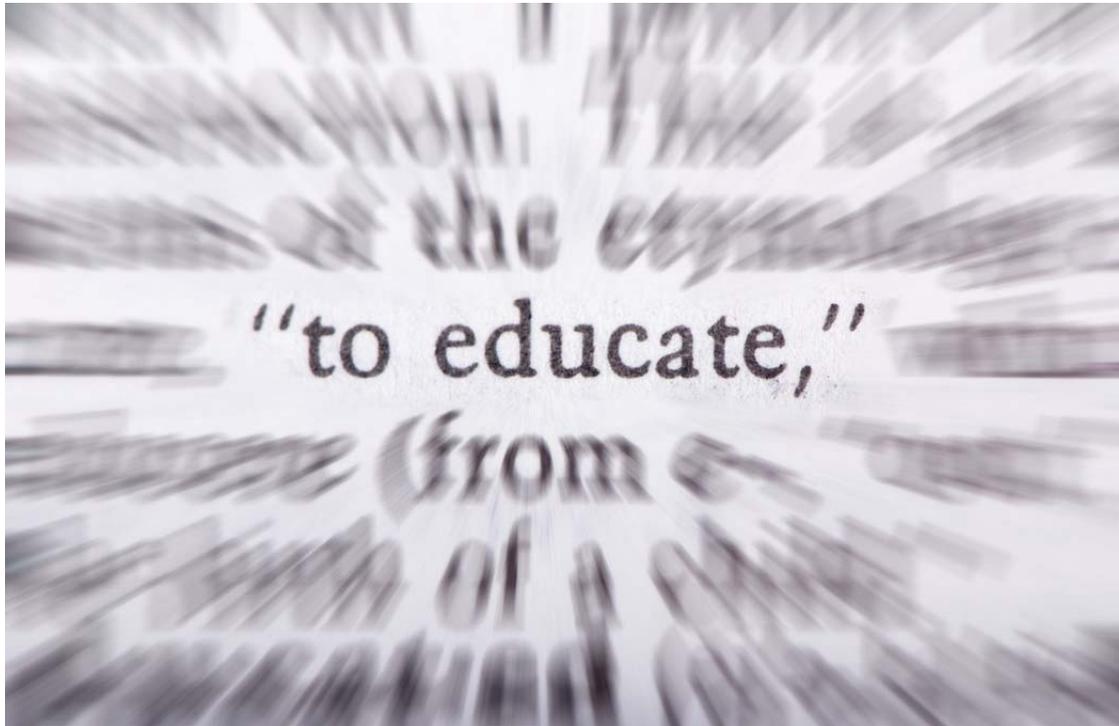


Bessellieu and Cole, 2008

# HIGH STUDENT ACHIEVEMENT!

(Picture of a box of blurry intangible words with the words “to educate,” in the middle written clearly.)

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# Demanding Changes in Leadership

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- We are replaceable- and should be!
- Roll with the punches
- Time is not on our side
- Interventions becoming more difficult
- Instructional intensity harder to maintain
- Constant vigilance is tiring

# Leadership in Change Process

- Purpose of leadership is **improvement of instructional practice & performance**



- Instructional improvement requires **continuous learning**



- Learning requires **modeling**



- Role/activities of leadership flow from **expertise required for learning & improvement, not from institutional dictates**



- Exercise of authority requires **reciprocity of accountability and capacity**

# Reciprocal Accountability...

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“My authority to require you to do something you might not otherwise do depends on my capacity to create the opportunity for you to learn how to do it, and to educate me on the process of learning how to do it, so that I become better at enabling you to do it the next time.” (Elmore, 2004, p. 69)

# Principals Who Beat the Odds Schools

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- Have a **relentless focus on instruction**, coherent **curriculum**, and **teacher development** plan that supports curriculum
- Clear **vision** of what students are supposed to know and do; don't blame the students
- **Distribute leadership** very consciously
- Don't overdo “**test prep**”
- Have **skills & knowledge**, not necessarily charisma
- **Celebrate** every success

Chenoweth, 2007

# Effective Leadership Techniques

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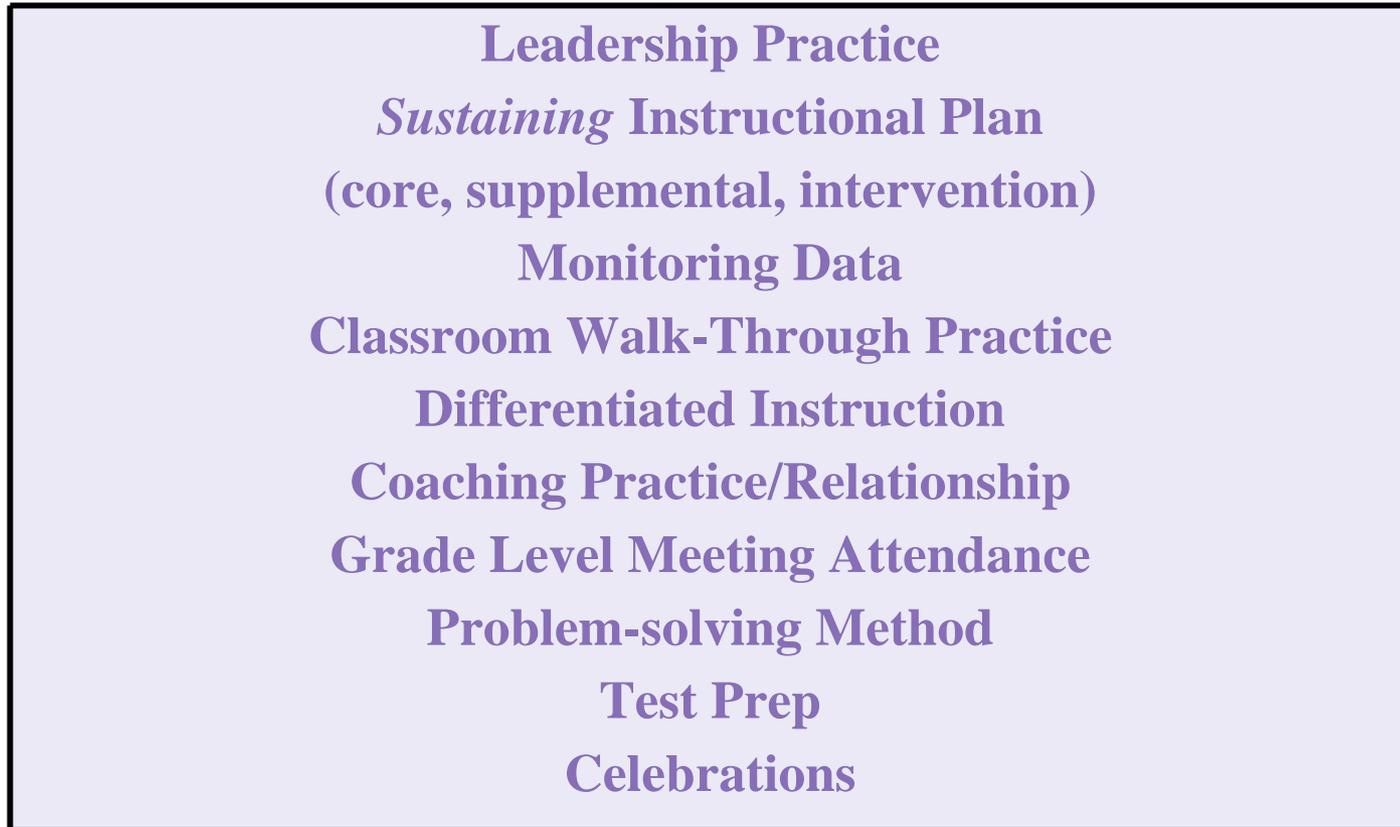
- Explicit
- Clear signaling
- Appropriate pacing
- Wait time
- Practice opportunities
- Monitoring: Group and individual responses
- Error correction
- Positive reinforcement

**In-touch**



**Out-of-touch**

# Leadership Continuum



**Targeted Intensity**

**Handout Activity**

# Celebrate!

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- A yearbook, PowerPoint, or movie of students' quotes, results and reflections.
- Recognition celebration of academic success: ceremonies, community sponsored, newspaper coverage.
- Local leaders address success.
- Suggestions?

# Leadership To-do List

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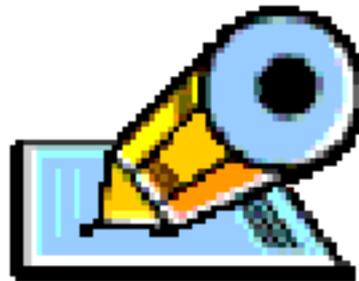
- It's not points that we win or lose as we check off our to-do list...



What

So What

Now What



One thing left to do...

<http://www.youtube.com/watch?v=UuaJjVWNXnY>

## Resources

- Bessellieu, F. & Cole, C. L. (2008) *Sustaining a Comprehensive Reading Model*, Presented at Alaska Reading First, Anchorage.
- Elmore, R. (2004). *School reform from the inside out: Policy, practice and performance*. Cambridge, MA: Harvard University Press.
- Solution Watch, 25 To-Do Lists to Help You Stay Productive, <http://www.solutionwatch.com/450/25-to-do-lists-to-stay-productive/>

Songs:

- <http://www.youtube.com/watch?v=UuaJjVWNXnY>
- <http://www.youtube.com/watch?v=Tox2PBP3mOg>