**Principal Tools: Supporting a School-wide Reading Initiative Through Basic Administrative Functions**

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<th>Administrative Functions</th>
<th>Explanation/Example</th>
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| **Budget: finding resources** | - Raise funds dedicated to reading  
- Seek donations dedicated to reading  
- Seek grants to support reading components  
- Can existing funds be used in a different way?  
- Recruit volunteers to support reading tasks  
- Tap into “hidden” resources in the community  
- Tap into Title 1, Title 2a, Title 5, ELL, Spec.Ed. funds | - One school raises $15,000/year for reading EAs and materials.  
- A simple donation campaign raised money for reading materials.  
- District, state, federal & private grants (large or small)  
- Fractions of fte can be converted to hrs./day of EA time.  
- Use trained volunteers to tutor & to help w/assessments.  
- Senior citizens/unemployed parents can be trained to help.  
- District administrators can support reading through these funds. | |
| **Human resources: hiring & staffing** | - Design interview questions around reading  
- When checking references, ask about reading skills  
- Work to get strong teachers in all primary classes  
- Bring out the best in the staff you have  
- Recruit & hire the staff you want  
- Assign staff to their strengths | - "How would you design reading instruction for an at-risk reader?"  
- "What did this candidate do to reach below grade level readers?"  
- Transfer in or hire strong reading teachers for primary vacancies.  
- Provide training, facilitate collaboration, boost confidence of staff  
- Outline criteria for the skills needed; transfer/hire for those skills.  
- Together identify staff members’ strengths; assign accordingly. | |
| **Human Resources: supervision** | - Goal setting/feedback can increase performance  
- Use ‘One Minute Manager’ skills based on results  
- On principal ‘walk-abouts’, ask about student reading  
- Engage staff in conversation about students’ reading  
- Use reading-related formats in the supervision process  
- Use differentiated supervision for different teachers | - Set small instructional goals & use feedback to reach them.  
- "1’ affirmations”, “1’ messages” help shape teaching skills.  
- Use brief encounters in classrooms, hallways to focus on reading  
- Use staff meeting time, conversation time to focus on reading.  
- Instructional interview, curriculum maps, instructional plans, etc  
- Mentoring/coaching provides formative supervision for growth. Use peer coaching/self-directed supervision for skilled teachers. | |
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| **Human Resources: motivation & empowerment** | • Positive student data helps motivate teachers.  
• Acknowledge the challenge, offer support, for teaching these Students.  
• Having input into program design helps motivate teachers.  
• Enable peer coaching, joint planning, school visits, etc. | |
| **Scheduling & time management** | • Schedule reading time first; build rest of schedule around that.  
• Large group + small group + supplemental instruction + .....  
• Use staff meeting time to discuss how to get the most learning out of the time scheduled, transition time, sponge activities, etc.  
• These “efficiencies of instruction” help Ss make more progress. | |
| **Managing instructional programs: curriculum** | • Text adoption process is critical; choose from top-rated choices.  
• Programs used must address student instructional needs.  
• Find money for extra materials; have all program users trained.  
• These help determine what to teach when and at what rate.  
• Programs are most effective when used as intended.  
• Goal is to create a seamless program for students grade to grade. | |
| **Managing instructional programs: instruction** | • Keep focus on teaching, not on ‘explaining’ low performance.  
• EAs provide a lot of instruction. Train & guide them, too.  
• Encourage grouping & regrouping to achieve targeted instruction  
• Support training in group management skills for teachers, EAs.  
• Kids need instruction targeted at their learning level & rate.  
• ‘double-dosing’, pre/reteaching, extended day, summer program. | |
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<tr>
<td><strong>Managing instructional programs: hurdles</strong></td>
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<tr>
<td>• Help staff address reading challenges for ELL Students.</td>
<td>• Teach skills while giving rich dose of vocabulary &amp; language.</td>
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<tr>
<td>• Help staff address reading challenges for mobile Students.</td>
<td>• Teach them at their current instructional level to establish skills.</td>
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<tr>
<td>• Help staff address reading challenges for at-risk Students.</td>
<td>• Build skills with programs; confidence w/success &amp; affirmations.</td>
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<tr>
<td>• Help staff address Students’ needs in the 5 areas of reading.</td>
<td>• Support training on strategies for PA, AU, fluency, vocab., comp.</td>
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<tr>
<td><strong>Assessment/evaluation: collecting information</strong></td>
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<tr>
<td>• Support benchmark assessments 3x/yr. for all students.</td>
<td>• This is a powerful source of information for you and staff.</td>
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<tr>
<td>• Support progress monitoring 1-2x/mo. for at-risk Students.</td>
<td>• This is the tool that allows changes before it’s “too late”.</td>
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<tr>
<td>• Recruit retired educators, confidential parents to help.</td>
<td>• These are tremendous sources of talent in any community.</td>
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<td>• Learn the process &amp; help collect the data yourself!</td>
<td>• This will keep you informed &amp; build credibility for the process.</td>
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<tr>
<td><strong>Assessment/evaluation: using information</strong></td>
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<tr>
<td>• Use available reports off the DIBELS web site.</td>
<td>• These are extremely valuable reports for principals &amp; teachers.</td>
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<tr>
<td>• Attend &amp; focus on reading at grade level meetings.</td>
<td>• This is one of the tools that makes the difference.</td>
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<td>• Ask for reading data at student study team meetings.</td>
<td>• This process focuses the discussion quickly, enables solutions.</td>
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<td>• Celebrate success w/staff for improved reading data.</td>
<td>• This makes the process fun &amp; builds involvement, commitment.</td>
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<tr>
<td><strong>Communication: internal</strong></td>
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<tr>
<td>(student/class/grade/school)</td>
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<td>• Grade level meetings help monitor, adjust instruction</td>
<td>• Monthly meetings, based on data &amp; instruction are a strong tool.</td>
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<tr>
<td>• Individ. reading plans clarify needs for most at-risk Ss.</td>
<td>• For most needy Ss, modify alterable variables, monitor closely.</td>
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<td>• Grade level reading plans help coordinate instruction.</td>
<td>• If all teacher are on same page, all Ss get same quality instruction</td>
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<td>• Curriculum maps, CSI maps add clarity to programs.</td>
<td>They communicate instructional focus; supplemental programs.</td>
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| **Communication: external** (parents/community) | - Promote reading outside the school day (20'/day).  
  - Support reading-related events in school, community.  
  - Ask families to read w/kids & view “Between the Lions”  
  - Establish partnership with local public library. | - Reading Counts, Accelerated Reader help promote this goal.  
  - Host parent coffees, book fairs, read-a-thons, other rdng. events.  
  - Kids learn relationship between letters and sounds in fun format.  
  - Encourage all families to get a library card & use the library. |
| **Staff development** | - Provide differentiated training for all who teach reading.  
  - Follow guidelines for effective staff development.  
  - Consider on-line & on-demand training vehicles.  
  - Use mentors/coaches to provide personalized training. | - Determine respective priorities for new & for experienced staff.  
  - See www.nsdc.org for guidelines.  
  - These tools help customize training for each staff member.  
  - District staff, retired teachers, experienced colleagues can help. |
| **Planning & the change process** | - Strategic planning for reading improvement  
  - Pre-reform stage & early stage reform  
  - Mid-stage & late-stage reform  
  - Sustaining change | - Build school improvement plans with reading as a priority.  
  - Know characteristics of school & staff affecting achievement.  
  - Build capacity on staff for training, consultation on reading.  
  - Share the leadership/accountability for reading with other staff. |