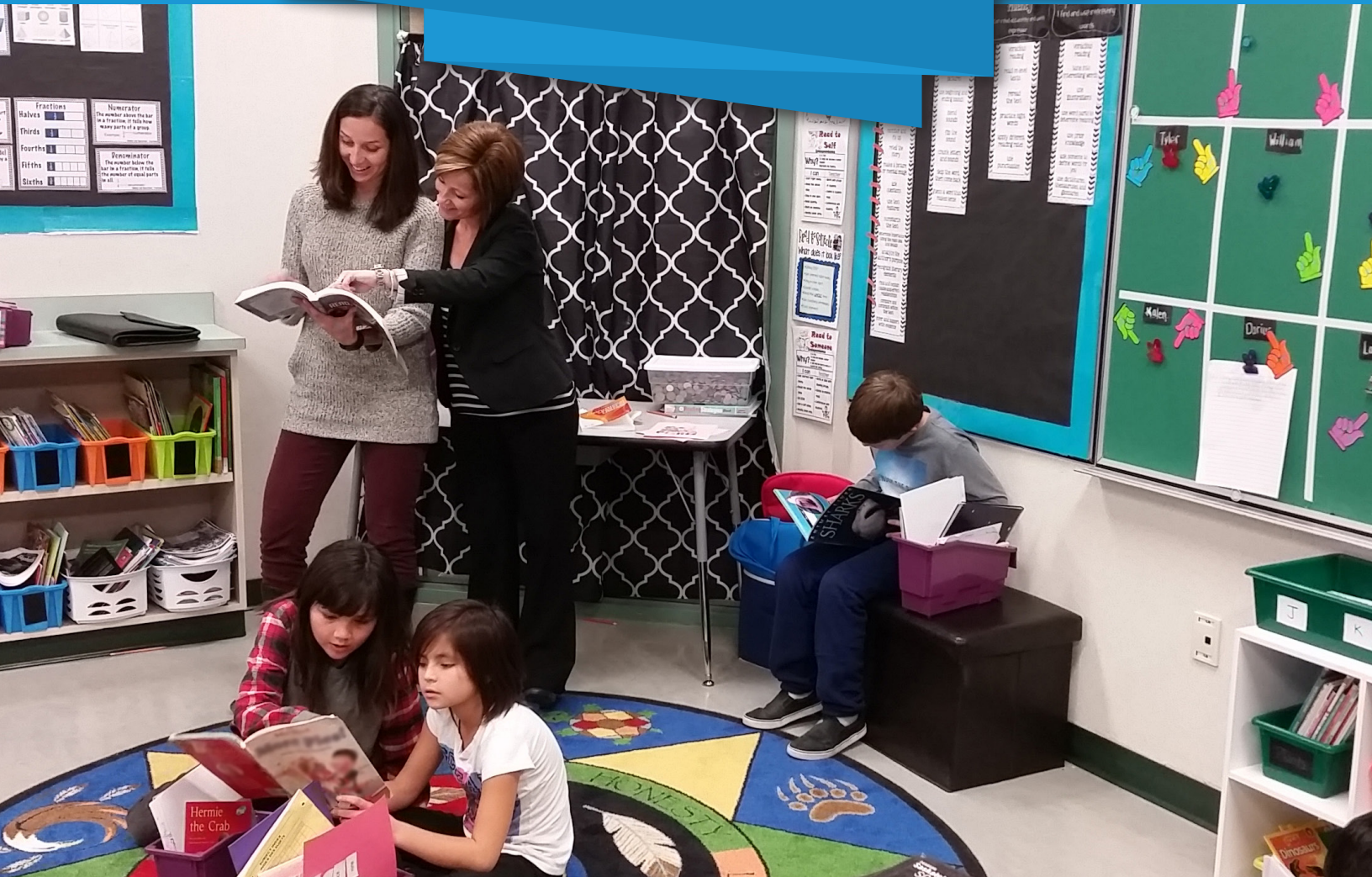


SASKATCHEWAN READS

FOR ADMINISTRATORS



Leadership for a Saskatchewan Reads School

saskatchewanreadsforadmin.wordpress.com





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SASKATCHEWAN READS FOR ADMINISTRATORS version 12

May 2, 2016

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Acknowledgements

An essential component to the success of the provincial Reading Priority has been the creation of a Provincial Administrator Reading Team (PART). This experienced group of educators from across the province represented the rich diversity of our population. The ability to multi-task and yet focus on the task at hand was instrumental in being able to produce this document. These professionals quickly developed a sense of team and common purpose that allowed them to work together under very tight timelines. Thank you to the Boards and Directors of Education who supported the participation of these folks on the PART.

Below is the list of team members, who are passionate about leading student reading in our schools, and who are committed to impact students' reading success in this great province:

Kathy Robson	Chinook School Division
Eric Dion	Conseil des écoles fransaskoises
Gwen Keith	Holy Family Catholic School Division
Karen McLeod	Treaty Six Education Council
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Angie Caron	Métis Nation - Saskatchewan
Josie Gordon	Lloydminster Public School Division
Mark Williment	Northern Lights School Division
Dawn Paylor	Northwest School Division
Lori Meyer	Prairie South School Division
Hélène Préfontaine	Prince Albert Catholic School Division
Angie Balkwill	Regina Public School Division
Lori McAuley	Saskatoon Tribal Council
Cheri Haberstock	SouthEast Cornerstone School Division
Jill Long	Sun West School Division

Support was also provided by individuals from the Ministry of Education.

I personally want to thank each team member for the singing, the chuckles and the collegiality while undertaking such an important, meaningful endeavour.

Liam Choo-Foo
 Chinook School Division

Introduction

Leadership matters ... the courage, conviction and relentless pursuit of goal attainment makes a meaningful difference – both intuition and research verify the importance of leadership in implementing and maintaining improvements.

As a result, the Provincial Leadership Team (PLT)* identified the importance of system leaders, in particular school administrators, in deploying *Saskatchewan Reads*. The PLT directed the development of *Saskatchewan Reads for Administrators* as the next step in our provincial plan to improve our students' ability to read. This work is critical to reach the goals for Grade 3 reading as well as the graduation targets presented by the Premier in Plan for Growth: Vision 2020 and Beyond. The high correlation between reading at grade level by Grade 3 and graduation rates is compelling.

In this continuation of *Saskatchewan Reads* we have Kim, who is a principal with very little background knowledge in reading. Kim's ability to provide leadership for a *Saskatchewan Reads* school is enhanced by following the key components of this document. This resource builds on the sound research from educational leaders such as Routman, Sharratt, Fullan and others. It also provides practical concrete application of promising practises within our province.

This document addresses key areas in being a successful leader within the context of a *Saskatchewan Reads* school. Some of these key areas include: self-reflection on why leadership is important, how to develop common beliefs, how to be a lead learner and role model, how to create a reading culture and environment, how to lead with a reading focus and how to manage all the different components involved.

The intent of *Saskatchewan Reads for Administrators* is to provide some very practical tools and processes for administrators at all levels of the system to use in supporting teachers implementing *Saskatchewan Reads*. The *Planning Guide* is intended to take all the information presented and map out how, when and where it all fits into the school year. It is important to realize that all schools will be at different stages of the journey, thus certain components will take on different levels of priority. Schools just beginning their journey will not be able to accomplish everything in one year, therefore chunking different components into a multi-year plan is advised.

We are fortunate in this province to have extremely talented and dedicated leaders. As a result of their work, the children of Saskatchewan have a very bright and hopeful future!

Liam Choo-Foo
Chinook School Division



*PLT - Directors of education for First Nation education organizations and 28 provincial school divisions, as well as the Deputy Minister's office.

How to Read this Document

You will find the following symbols throughout the document:



Reflection Questions

These questions are included as a starting point for reflection and discussion. The answers to these questions may be found within the document or they may be larger questions that cause the reader to reflect.



Quick Win

These boxes contain actions that school administrators can easily do to promote reading within their school. They will result in short-term positive gains.



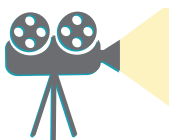
Must Reads

Essential resources are listed within the “Being a Lead Learner” section. These resources are provided to build background knowledge in reading and provide ideas for implementing effective reading practices.



Modules

Modules are highlighted in each section and are available **ONLINE**. They contain everything an administrator needs to lead their staff through different processes in implementing *Saskatchewan Reads*. They are meant to be hands-on, easy to follow resources. (saskatchewanreadsforadmin.wordpress.com)



Video Clip

Video examples are included **ONLINE** to help show concrete examples of effective implementation of *Saskatchewan Reads*. (saskatchewanreadsforadmin.wordpress.com)



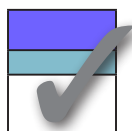
Toolbox

The toolbox links to **ONLINE** examples of tools or templates that administrators have used in their management role. (saskatchewanreadsforadmin.wordpress.com)



Saskatchewan Reads in Action

These boxes contain stories of successful implementation of *Saskatchewan Reads*.



Self-Assessment

After each section, there is a self-assessment continuum for administrators to reflect on where they are in terms of their development within the respective area.



Saskatchewan Reads Logo

The logo appears each time *Saskatchewan Reads* is referenced in the document and links to the *Saskatchewan Reads* website: saskatchewanreads.wordpress.com.

Compelling Why



Gramma Gwen nurtures a love of reading.

“... focusing deeply on ... literacy ... with teachers ... is necessary - even urgent - in order to create passion, commitment, and a zeal for teaching and learning. Commitment from system leaders, administrators, and teachers to a single, shared vision is ... the moral imperative.”

(Sharratt & Fullan, 2009, p. 10)

REFLECTION QUESTIONS

- What am I doing to nurture the gift of reading for all of the students I serve?
- How do I use my compelling why and related actions to motivate and engage others?
- What actions will I take as a leader to ensure that all students are reading to their potential?
- Do I have a consistent focus on a shared WHY for reading?

Leaders are able to search within themselves to determine their personal why. This is an inspiration to others. This commitment to a greater and deeper purpose compels us to do whatever it takes to nurture and grow readers. This personal compelling why can be rooted in love and how reading can enhance the basic human connection. Reading together allows us to bond in a way that nothing else can. It's about wanting what's best for those we love and influence. Here is one of those stories ...

My truck stops and they shout “Gramma is here!!” The house trembles as four little bodies tumble all over me (one is the dog). “Did you bring the blanket?” they shout. “Sure,” I say and we put it into the dryer to get it warm. Then four little bodies wedge themselves around me (yes ... one is the dog’s) and our ritual begins again. For the love of reading and the love of my grandkids. This is my compelling personal WHY. My professional WHY is for lifelong joy of reading and for nurturing a key 21st century skill.

Reflections from Gwen Keith, Gramma and Director of Education

The following is an excerpt by a school administrator that reflects some of his compelling why ...

“Our student reading assessment conducted in September of 2011 unveiled a harsh reality: only 10% of our students in grades 1-8 were reading at or above grade level. These assessments also highlighted that many of our students were reading multiple grade levels below their grade placements. Faced with this data, it was imperative that our staff develop shared beliefs and an intense focus on helping improve our students’ abilities as readers.

Over the course of the next four years, we stayed steadfast in our literacy goal (all students will grow at least one full grade level in reading) and worked together to create a culture of reading. There were a number of critical aspects of this work which included early identification, consistency of practice, interventions and data-driven decision making.”

Reflections from Mickey Jutras, Principal, Pleasant Hill Community School, Saskatoon

Nurturing the Compelling Why

“The value of reading has been known by my people for thousands of years. When you read it gives you important information: like directions, the ability to read animal tracks, cloud formations and weather patterns, rock paintings, stars and water. We read today for the same reasons and for similar results. Reading equips us with skills to survive.”

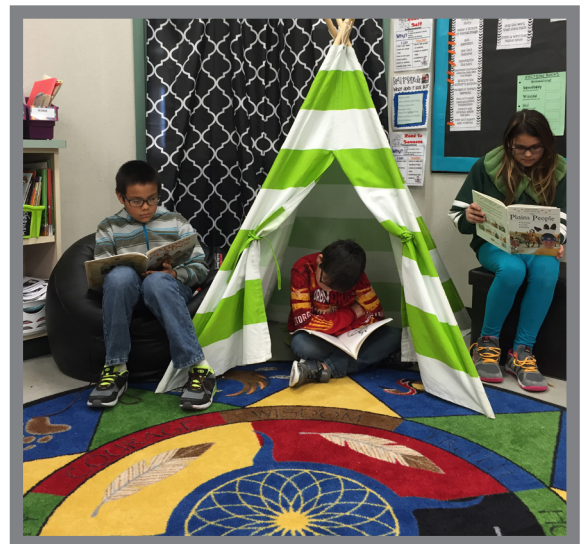
Elder Betty McKenna

Successful leaders inspire others to action by having a strong, clear sense of purpose. They nurture a **climate** that allows people to question and encourages people to think deeply about their own purpose. We do not achieve great things because we have to or are told to: we achieve incredible accomplishments because we are compelled to for more important reasons.

The central office leaders and League of Educational Administrators, Directors and Superintendents (LEADS)members who are responsible for system implementation of reading achievement have the responsibility of sharing the current provincial and local context. These contexts ultimately have the potential to impact student success in reading.

Examples include:

- provincial targets;
- school division or **First Nation education organization** directives and goals;
- School Community Council (SCC) or First Nations and Métis (FNM) advisory group;
- budget implications; and
- professional learning opportunities.



Students reading independently.



SASKATCHEWAN READS IN ACTION

Gull Lake School in Chinook School Division developed their compelling why as a staff. The school administrator shared her own compelling why as a parent and also as a teacher. She shared her passion for reading and how that has impacted her own children as well as the children she has taught. She then had her staff divide into groups that combined elementary and high school teachers. Teachers reflected on why reading is important to them. They categorized their ideas into the following themes: FUN, EDUCATION and LIFE SKILLS. They were displayed in the school for the students to view.

At a follow up staff meeting, the school administrator led the staff through the *Developing Shared Beliefs* module. She put four quotes up around the room and had staff stand beside the quote that best suited their beliefs about reading. They then created shared belief statements for Gull Lake School. Using those belief statements, they walked throughout the school to see where the beliefs were evident. The elementary teachers went to the high school area and the high school teachers went to the elementary area to build understanding of the other's environment.

See website saskatchewanreadsforadmin.wordpress.com for photos.



System Alignment of the Compelling Why

This commitment to determining the compelling why and the greater purpose behind our work must be aligned throughout the system. Leaders must ensure that they know how to build the appropriate infrastructure to support the WHY and people need to feel inspired by that vision. If there is a consistent focus on the WHY of reading, decisions can be filtered through it.

In the TEDx Talks, *Start With Why* by Simon Sinek (2009), he discusses why people do not buy WHAT you do but WHY you do it, where he states, “Not communicating your WHY creates nothing but stress for everyone.”

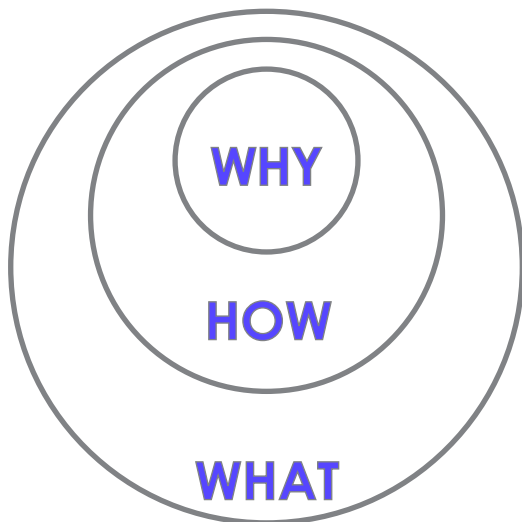


Video Link:

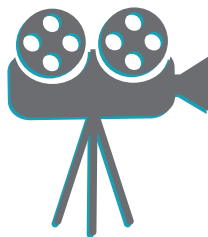
<http://ed.ted.com/on/WBmLATww#watch>

QUICK WIN

Have your staff and/or students brainstorm as many reasons as they can about the importance of reading. Post them.



- **WHY**
Leadership develops the shared WHY: core beliefs about reading.
- **HOW**
In-school and central office leaders know HOW to bring the WHY to life: actions taken to realize the core beliefs about reading.
- **WHAT**
The results of those actions where tangible work happens with students: core beliefs come to life.



VIDEO CLIP

Listen to Director of Education, Doug Robertson, who has a laser focus on the why of reading and has kept his why clear year after year. Note his steps and strategic central office infrastructure and team building for reading.

*Interview with Doug Robertson,
Director of Education,
Lloydminster Catholic School Division*



Compelling Why: Self-Assessment

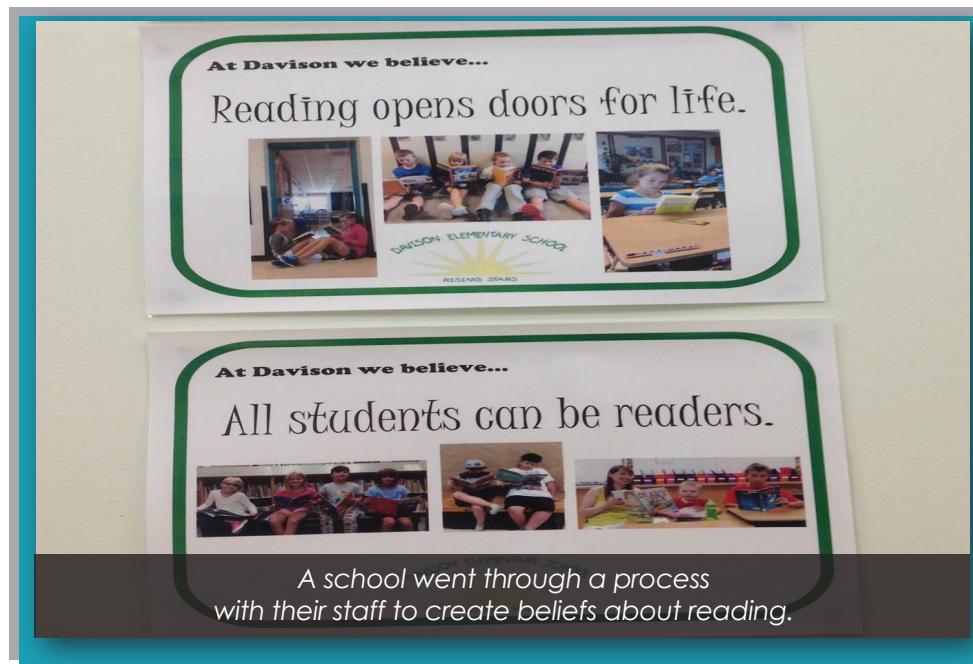
1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
<p>I don't see the value or importance of developing my own personal WHY. I do not feel committed to the reading priority within my school.</p> <p>Personal engagement of staff is not evident.</p>	<p>I am beginning to understand the importance of developing my own personal WHY. I am beginning to share my WHY with some staff. I am beginning to understand that WHY needs to come before the 'what' and 'how' of implementation of best practice.</p> <p>Personal engagement of staff is minimal.</p>	<p>I have a compelling WHY and it is evident in daily practice. I naturally embed the WHY and passionately identify best practices.</p> <p>The majority of staff have shared their compelling WHY and see the impact to actual practice.</p>	<p>I clearly articulate and exemplify my compelling WHY. I demonstrate a sense of urgency and priority that can be used to motivate and engage others.</p> <p>Staff are consistent in their actions and show passion to exemplify their compelling WHY.</p>

NEXT STEPS

How does this apply to my school? Considerations ...

A large rectangular area with a thin black border, containing 25 horizontal lines for writing.

Developing Shared Beliefs in a Saskatchewan Reads School



“Without a staff coming together around shared beliefs, the best we can hope for ... are incremental shifts in practice rather than the fundamental changes that may be needed ... once we are clear on our beliefs and have had schoolwide discussions to establish them, we can ... align our beliefs with best practices; and begin to move forward with sustainable, worthwhile change.”

(Routman, 2014, p. 84-85)

REFLECTION QUESTIONS

- How do I ensure that shared beliefs guide decision making and actions?
- Do our beliefs reflect the communities we serve, including Métis and First Nation students and families?
- What is the evidence that shared beliefs are alive in my school?
- How do I facilitate opportunities for staff to share evidence of our shared beliefs through stories and celebrations?

Shared Beliefs are Important

Identifying and understanding your own compelling why allows for your personal beliefs about reading to emerge. Once your individual beliefs surface, shared beliefs about reading can be developed. To ensure that we continue to develop proficient readers, it is important that the staff have shared beliefs. Instructional leaders play a pivotal role in developing and examining shared beliefs.

As Regie Routman states, "... without shared beliefs that are articulated and applied schoolwide through practices that support those beliefs, we are likely to end up frustrated and treading water" (2014, p. 85). If we are truly wanting to ensure that research based and effective instructional practices are occurring, then we need to ensure beliefs are derived from "valid and reliable research, growing knowledge, and experiences" (2014, p. 91).

Shared beliefs in *13 Parameters, A Literacy Leadership Toolkit Facilitation Guide*, would provide:

- a foundation for focused work;
- a renewed emphasis on student success; and
- a renewed emphasis on teacher success.

(York Region District School Board et al., 2009, p. 25)

What are beliefs?

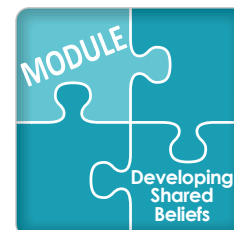
Beliefs are our assumptions and convictions that are held to be true; they ground our understanding and reflect what we value. What we believe guides our practice; therefore we could say that "Practices are our beliefs in action" (Wallis as cited in Routman, 2014, p. 85). Since beliefs drive teacher practice, it is important that teachers are aware of their beliefs as they are influential in ensuring high-impact teaching.

QUICK WIN

After collaboratively developing shared beliefs, post in a prominent location. Review beliefs during staff meetings, team meetings, professional development sessions, etc.

QUICK WIN

Have individual discussions with each staff member to understand their personal beliefs about reading.



Literacy Leader in Action

Developing shared beliefs will be influenced by the experience of the staff and their past held beliefs and ideas about reading.

- Begin by examining current beliefs and engaging staff in dialogue. Challenge staff to consider the potential of success for all students.
- Clearly articulate school wide beliefs about reading and what practices occur that support those beliefs.
- Conduct a validation check by referring to: [SASKATCHEWAN READS](#) *Big Ideas of Reading* (p. 17-20).
- Emphasize the importance of Métis and First Nations content and perspectives by helping staff understand what makes this different than overall diversity. See *First Nations and Métis Content Perspectives and Ways of Knowing* [ONLINE](#).



"Examining Beliefs About Reading"
(Routman, 2014, p. 289)

Discussing, sharing and developing shared beliefs will allow for all staff to come together in their thinking and determine what they believe about reading. It is only once staff develop shared beliefs that instructional practices will begin to be transformed.

QUICK WIN

Build in five minutes at a staff meeting to reflect on how teachers are aligning their instructional practice with the shared beliefs.

QUICK WIN

Conduct an environmental walk with your SCC/FNM advisory group to note the artifacts that illustrate your shared beliefs about reading.

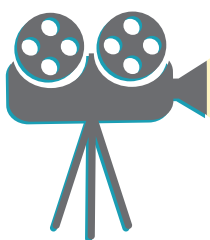


A staff brainstormed their beliefs using questions and sticky notes. Their Saskatchewan Reads team then summarized the sticky notes to create five belief statements.

VIDEO CLIP

Listen to Mickey Jutras, who led his staff in providing **responsive instruction** based on individual student needs. This, along with a collective responsibility for all students, has resulted in great improvements in reading.

Interview with Mickey Jutras, former school administrator, Pleasant Hill Community School, Saskatoon



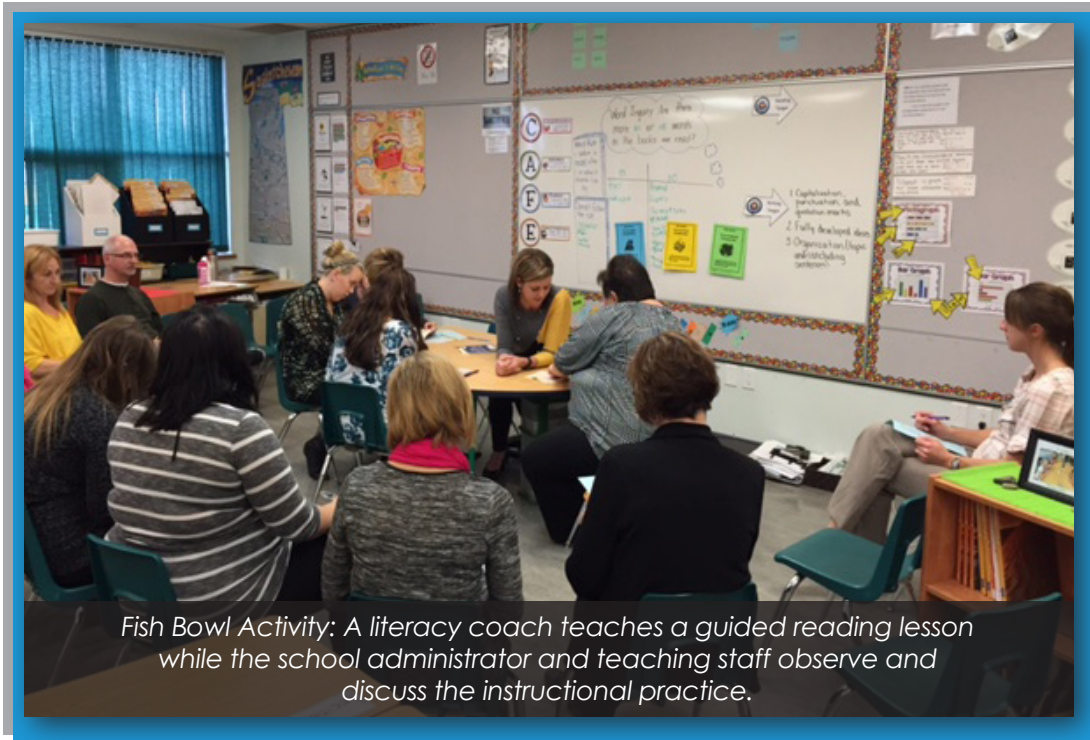
Shared Beliefs: Self-Assessment

1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
<p>I am becoming aware of my beliefs about reading and how I might support the reading priority.</p> <p>I have not yet developed shared beliefs with staff.</p>	<p>I have an emerging set of beliefs about reading and best practice.</p> <p>I have discussed these beliefs with some staff, however understanding is minimal and there is passive participation.</p>	<p>I seek input from most staff regarding reading beliefs. A consistent set of beliefs have been co-constructed, are evident and align with best practice most of the time.</p> <p>Shared beliefs are beginning to impact the instructional practice of teachers.</p>	<p>I confidently facilitate and seek input from all staff in co-constructing shared beliefs that reflect and exemplify best practice. I base decisions on shared reading beliefs.</p> <p>Shared beliefs are clearly evident in the environment and to all staff.</p>

NEXT STEPS

How does this apply to my school? Considerations ...

Being a Lead Learner in a Saskatchewan Reads School



Fish Bowl Activity: A literacy coach teaches a guided reading lesson while the school administrator and teaching staff observe and discuss the instructional practice.

“If principals see themselves as learners first – that is, they value learning, want to learn and know how to learn – then even if they do not yet know what effective literacy practices look and sound like, they can and do learn those practices.”

(Routman, 2014, p. 182)

REFLECTION QUESTIONS

- How am I building my own background knowledge of *Saskatchewan Reads*?
- How am I modeling that I am a lifelong learner and that reading is important?
- What am I doing to facilitate my own personal learning and growth?
- In what ways am I building leaders within my school or division or First Nation education organization?

Reflective Learner

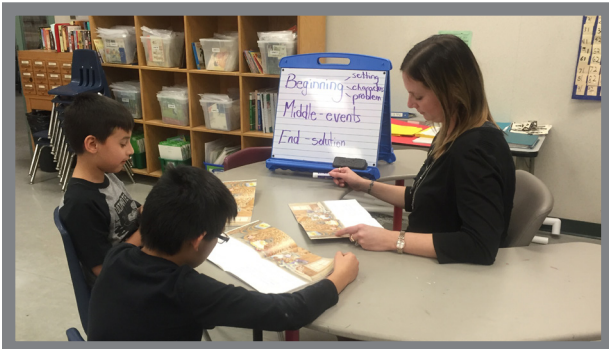
Once you have examined your compelling why and established beliefs with your staff, it is important to reflect on your level of knowledge in effective instructional practices in reading. This knowledge is critical in allowing the leader to make decisions that will promote improved student achievement and enable the school administrator to effectively support teacher growth and development.

In order to highlight the importance of the leader being a lead learner and role model, this section has been created.

“Understanding literacy development in students and the components of literacy instruction is essential for a leader to be able to participate with confidence in the literacy initiative in the school It is important to know where you are before you begin on a journey of discovery.”

(Ontario Principals' Council, 2009, p. 15-16)

Successful school administrators take the responsibility for their own development and are continually learning. A lead learner models for everyone what lifelong learning means. In order to be an effective literacy leader the school administrator needs to know about reading.



A school administrator works with students on reading strategies.

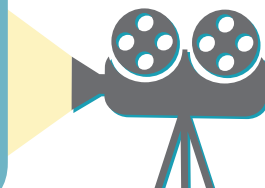


A school administrator leads a modelled read with a Prekindergarten class.

VIDEO CLIP

Listen to Arron Kohlman reflect on his journey as a lead learner.

Interview with
Arron Kohlman,
school
administrator
Herbert School.



QUICK WIN






Partner with another school administrator to observe them doing an instructional walk and giving feedback to the teacher.

QUICK WIN

Spend time in one of your teacher's classrooms learning about reading. Ask questions ...be a learner!

Lead Learner Inventory

Lead learners are reflective, they determine what they need to learn and go about learning it. The following statements facilitate self-reflection and are a starting point for growth as a lead learner.

	1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
Know-ability	1	2	3	4
I reflect on my learning and seek ways to grow as a learner in reading.				
I have a desire to learn and I am aware of current effective instructional practice in reading.				
I am an active participant in professional learning sessions.				
I understand the Big Ideas of Reading and the goals of a proficient reader  (p. 17-20).				
I engage in professional reading to build my own background knowledge.				
I can easily navigate and use the  document.				
I understand the link between the ELA curriculum, First Nations and Métis content and perspectives, instructional approaches, assessment and intervention.				
I read and share research with teachers, modelling lifelong learning.				
Mobilize-ability	1	2	3	4
I provide materials, books, CDs for our professional library.				
I provide opportunities for staff to discuss instructional approaches in reading.				
I spend time in classrooms and engage in discussions with teachers about instructional practice, building trust and a connection with the classroom.				
I model that reading is important across curricula.				
I model instructional approaches in reading.				
I ensure that resources include First Nations, Métis and other cultures content and perspectives.  Resources ONLINE				
I encourage the use of a variety of reading assessments.				
I am open to accessing reading leads (such as coaches and consultants) and inviting them into my school.				
I understand the developmental stages of learning to read.  Continuum ONLINE				
Sustain-ability	1	2	3	4
I develop teacher leaders among my staff members.				
I align my actions with our shared beliefs about reading.				
I refer to the overarching principles in  when making decisions about reading.				
I encourage reading-focused action research and problem solving among staff members.				
I am establishing a culture of learning.				


See page 30 of *Saskatchewan Reads for Administrators* for definitions of *know-ability*, *mobilize-ability* and *sustain-ability* (Sharratt & Fullan, 2012).



"Lead Learner Inventory"

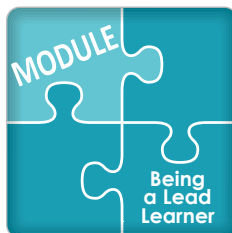
Lead Learner in Action

Now What?

- Read/access .
- “Must Reads” are essential resources for building your background in reading.
- Access the reading experts within your school and collaborate with them to plan professional learning in your school.
- Access the **literacy lead** within your division or First Nation education organization.
- Incorporate lead learner inventory results into your professional growth plan.

“An effective leader is one who reflects on personal performance and then strives to continually improve.”

(Ontario Principals' Council, 2009, p. 51)



A school administrator shares her Métis heritage with students and reads a text written by a Saskatchewan Métis author.



Ontario Principals' Council. (2009). *The principal as instructional leader in literacy*.

Routman, R. (2014). *Read, write, lead: Breakthrough strategies for schoolwide literacy success*.

Saskatchewan Provincial Reading Team. (2015). *Saskatchewan reads: A companion document to the Saskatchewan english language arts curriculum grades 1, 2, 3*.

Sharratt, L., & Fullan, M. (2009). *Realization: The change imperative for deepening district wide reform*.

Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*

Toulouse, P. (2014, February). *Fostering literacy success for First Nations, Métis and Inuit students. What works?*

**See References section for complete citation.*

Lead Learner: Self-Assessment

1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
<p>I am aware of Saskatchewan Reads and have accessed the document.</p>	<p>I have read Saskatchewan Reads and reflected on areas for growth. I actively seek professional learning opportunities and have connected with reading experts in my division or First Nation education organization to begin to move reading forward within my school.</p>	<p>I have a strong understanding of Saskatchewan Reads. I spend time in classrooms and engage in discussions with teachers about effective instructional practice. I am knowledgeable about current research in reading.</p>	<p>I am engaged in reading focused action research and problem solving with staff members to develop proficient readers. I develop leaders among staff members and take on a leadership role in advocating for reading within the division.</p>

NEXT STEPS

How does this apply to my school? Considerations ...

A large rectangular area with a thin black border, containing 25 horizontal lines for writing.

Cultivating a Culture for Saskatchewan Reads



"Culture ... mean[s] creating a whole-school community that works together to increase effectiveness, efficiency, and enjoyment [of reading] for teachers, leaders, students, and their families."

(Routman, 2014, p. 27)

REFLECTION QUESTIONS

- What do I see, hear and feel in our school that demonstrates a reading focus?
- How do I engage students and staff in prioritizing reading in our school?
- How do I engage the SCC/FNM advisory group, parents, caregivers and community in prioritizing reading in our school?

Creating a Saskatchewan Reads School Environment

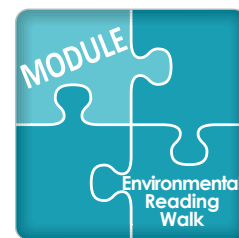
Reading needs to be alive and at the forefront in our learning environments, in our instructional practices, in the way we deliver curriculum and in how we use assessments. In **Saskatchewan Reads**, the focus is on building the learning environment within the classroom. This section extends that focus to the learning environment of the whole school.

Rituals can be observed that demonstrate the value of reading in the school. Students, teachers, support staff and the school administrators are engaged in opportunities to model and practice reading skills. Such opportunities make the importance placed on reading visible to all. Examples of such rituals include:

- the reading of morning announcements;
- buddy reading time;
- book club meetings;
- the sharing of student writing excerpts;
- author visits; and
- uninterrupted blocks of time for literacy.

Reading rituals can also be used to engage parents and community members, including:

- home reading programs;
- inviting Elders, grandparents, parents, caregivers to come in and read with children;
- family reading nights; and
- book swaps.

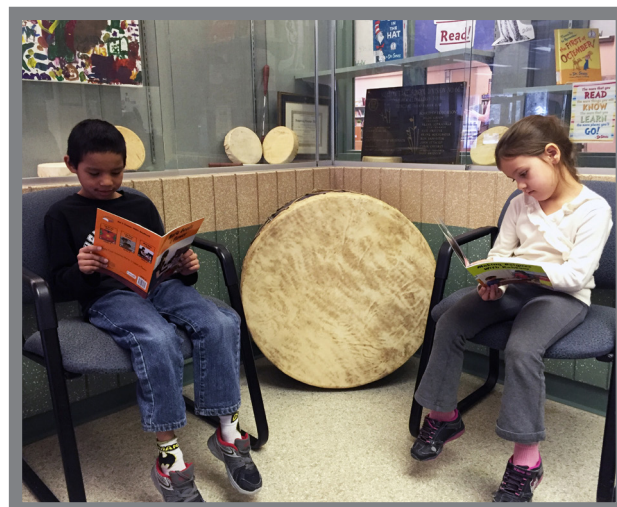


“What is a culture of literacy? Words, words, words. You know a culture of literacy when you walk into it. There are words everywhere ... words are used carefully, cherished, and celebrated.”

(Davies, 2008, p. 115)



Students enjoy books in their classroom library.



Students read in a hallway reading corner.

In a **SASKATCHEWAN READS** school, you are **surrounded by language**. Teachers, students and school administrators use **positive, respectful and encouraging words to promote reading in the school. Classrooms, hallways and other school spaces are filled with the sound of:**

- students and teachers reading aloud, discussing ideas and extending their learning;
- teachers talking to one another about improving student reading;
- school administrators encouraging students to talk about reading;
- school administrators reading to and with students;
- caregiver and community member volunteers reading to and with students; and
- oral stories being told by First Nations and Métis Elders, caregivers and community members.

Space and visuals in the school should also make it obvious that reading is an important focus. Bulletin boards and displays might include:

- inspirational quotes about reading;
- featured **texts** or authors that represent culturally and linguistically diverse backgrounds, including Métis and First Nations cultures;
- conversation starters;
- student writing samples;
- celebrities, community leaders and staff members reading or advocating reading; and
- pictures of Métis and First Nations Elders and community members sharing oral stories or reading with students.



SASKATCHEWAN READS IN ACTION

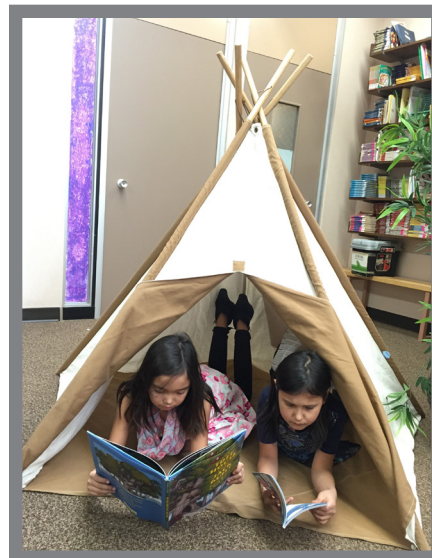
Treaty Six Education Council schools have family literacy nights at least five times per school year. Families enjoy various activities and always take home a book. For example, families may read a text about bannock, read a recipe and mix the dough to take home with the book. It's been so popular that a crowd of 100 people at a tiny school is the norm.



A bulletin board featuring favourite reads is displayed in a school.

Spaces for reading may be created in hallways, foyers, offices and common areas, including:

- comfortable chairs and pillows;
- area rugs;
- books, magazines, ebooks, brochures, comics, etc.;
- student input in creating the areas;
- displays; and
- text recommendations.



Students enjoy a comfortable space created for reading.

School Library

The school library is at the heart of the school's reading **culture**. A high quality school library:

- includes a diverse collection of texts that are current and relevant to student interests and learning needs;
- reflects culturally and linguistically diverse backgrounds, including Métis and First Nations cultures [SASKATCHEWAN READS FOR ADMINISTRATORS Resources ONLINE](#) ;
- has a high level of circulation;
- is staffed by individuals who are knowledgeable and passionate about promoting reading in the school;
- is a safe and welcoming environment, accessed throughout the day for independent reading and learning opportunities; and
- provides teachers with resources to support reading instruction, including professional resources and current texts for classroom libraries.

“Excellent classroom libraries, school libraries, and public libraries are the cornerstone of a successful school reading program.”

(Routman, 2014, p. 99)



SASKATCHEWAN READS IN ACTION

La Loche Community School in Northern Lights School Division holds literacy carnivals twice a year where students, families, parents and community members play literacy games, win tickets and redeem them for low cost, popular books to take home.



A resource centre in a joint use school provides a welcoming, accessible space for students to read.

School Culture

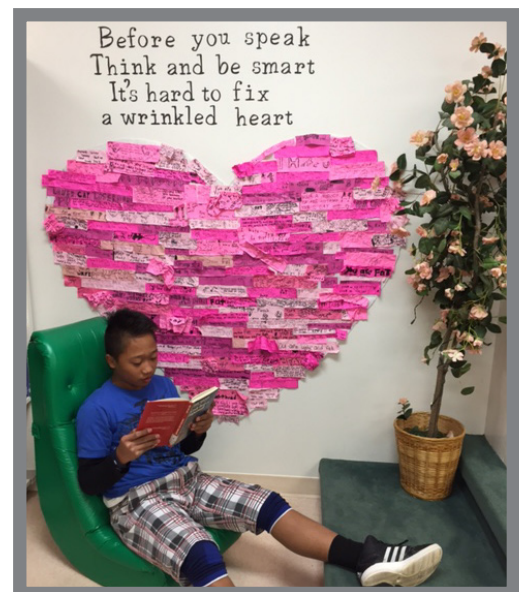
The culture of the school runs much deeper than the physical environment. This section will focus on the school administrator's role in establishing the reading focus, building relationships, sharing responsibility to create a reading culture in the school and community.

Establishing/Communicating the Reading Focus and Action Plan

In the School	In the Community
<p>School administrators must share the compelling why and develop shared beliefs around reading. Staff can then be engaged in creating a specific action plan to address this need.</p>	<p>School administrators must ensure that the focus is on reading and the plan for improvement is clearly communicated to parents, caregivers, the community, SCC members or FNM advisory groups.</p>
<p>Routman (2014) makes the following suggestions to establish the need for change:</p> <ul style="list-style-type: none"> • share compelling school data for teachers to discuss and analyze; • encourage staff members to “own” the data so the need for reading improvement becomes apparent and urgent; and • formulate a plan that includes collaborative learning and practice. 	<p>Routman (2014) makes the following suggestions for communicating with families:</p> <ul style="list-style-type: none"> • use social media; • include welcoming messages; • spend more time with parents and families; and • ensure messages are easy to understand.

Examples of communicating the importance of reading in Saskatchewan schools:

- walking the talk - modelling the importance of reading within the school;
- monthly newsletter highlights;
- school Facebook and Twitter updates;
- literacy focus on SCC/FNM advisory group monthly agendas;
- SCC/FNM advisory group planning supports the school reading goal;
- evening community events; and
- sharing of data with SCC/FNM advisory group.

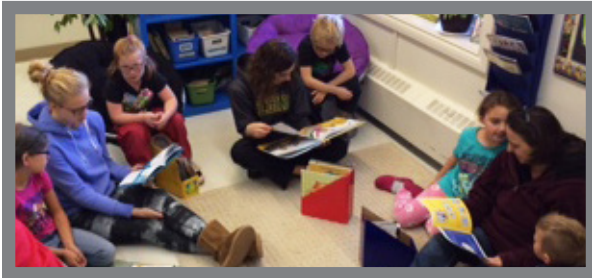


A cozy hallway reading space.



SASKATCHEWAN READS IN ACTION

The SCCs at Loreburn Central School and Dinsmore Composite School in Sun West School Division organized a program where all of the students read the same book at home with their parents/caregivers and then did whole school activities based on the reading. A culminating community event was held to celebrate what they learned together.



Parents and caregivers are invited to school to read with students.

Building Relationships

In the School	In the Community
Trusting relationships between teachers and school administrators in the school create a culture that encourages reading improvement.	Trusting relationships between school and community members support the culture of reading improvement.
When teachers and school administrators have a high level of trust, teachers are more likely to: <ul style="list-style-type: none"> • collaborate and work together effectively; • share responsibility for student learning; • encourage one another to take risks; • be open to change; and • engage in dialogue about student learning. 	When parents/caregivers have a high level of trust, they are more likely to: <ul style="list-style-type: none"> • work in partnership with the school and teachers; • see themselves as sharing in responsibility for their child's learning; and • engage with teachers in dialogue about their child's learning.
School administrators can take action to build trust among teachers, and among members of the support staff, in a school through a number of actions, including: <ul style="list-style-type: none"> • articulating a clear focus and expectations for staff; • empowering staff members to share in decision-making, i.e., sharing leadership with your school literacy team; • ensuring effective communication between themselves and staff; and • encouraging and celebrating the efforts of students and staff. 	School administrators can take action to build trust with parents and community through a number of actions, including: <ul style="list-style-type: none"> • listening to concerns or feedback from Elders, parents, caregivers, SCC/ FNM advisory groups and community members; • encouraging and celebrating parent involvement and engagement in school; • identifying the perspectives that are missing from discussions and actively seeking diverse voices, such as Métis and First Nations families.

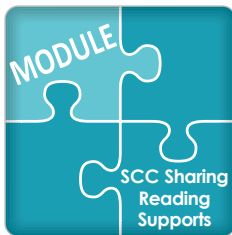
“Parents’ engagement in their children’s learning makes a difference - to their children and to their children’s achievement and success in a wide range of outcomes. It can make a difference to educators and to the landscape of schools as well ... a shared world.”

(Pushor, 2007, p. 11)





SASKATCHEWAN READS IN ACTION

Students and staff from Chief Gabriel Cote Education Complex, Keeseekoose Chief's Education Centre and Kamsack Comprehensive Institute partnered to pioneer an Elders project. Students read books and interacted with one another about what they read. Several elders were involved with the project and shared language, folktales and oral history. This project brought students together from the three schools for the first time. It was a wonderful journey of discovery for students giving them ties to their past, to one another and to the land.



Sharing Responsibility

In the School	In the Community
<p>School administrators and staff members must understand their important roles in reading improvement and take collective responsibility for the learning of all students.</p>	<p>Parents, caregivers and community members must understand their important roles in supporting reading. The school-family-community partnership can be used to further demonstrate the importance of reading, provide role models and additional practice for students.</p>
<p>To demonstrate shared responsibility, school administrators and teachers:</p> <ul style="list-style-type: none"> • set high expectations for the learning of all students; • take ownership for the learning of all students in the school (not “my” students, or “your” students, but “our” students); and • work collaboratively, providing one another with support and feedback. 	<p>To share responsibility with SCC/FNM advisory groups and families:</p> <ul style="list-style-type: none"> • share the  home reading brochure <i>Pause, Prompt, Praise</i> at:  saskatchewanreads.wordpress.com/families • refer to the SCC Connection section in the <i>Developing Shared Beliefs and Environmental Walk Modules ONLINE</i>.



A student shares a book with her school administrator.



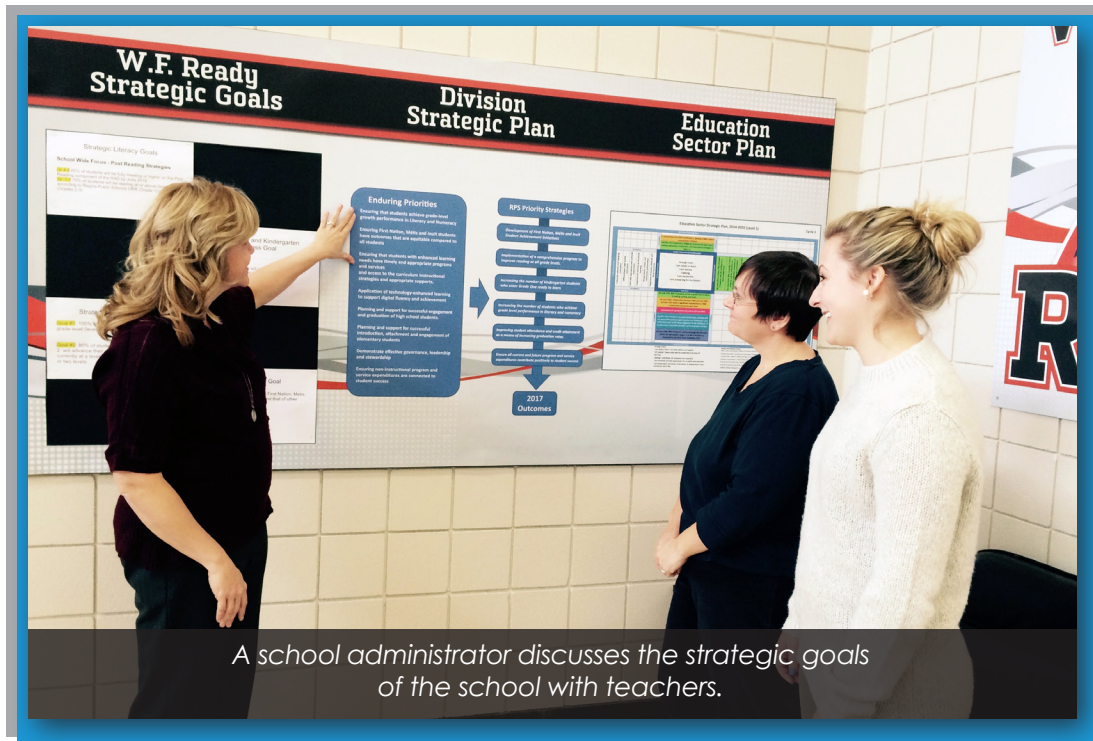
SASKATCHEWAN READS IN ACTION

The SCC at Westview School in SouthEast Cornerstone School Division partnered with a community organization, the Estevan and Area Literacy Group, to offer several “Wild About Reading” nights at the school. Parents learned strategies to improve their children's comprehension while reading together at home. Families who attended received a free book and participated in a book exchange. Another “Wild About Reading” night was organized by a consultant to support English as an Additional Language (EAL) families with reading at home.

Culture: Self-Assessment

	1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
Establishing/ Communicating Focus and Plan	Few staff members understand the need for the reading focus. I have not yet developed an action plan.	Some staff members understand the need for a reading focus. I have developed an action plan but little has been done to implement or communicate it.	Most staff members understand the need for a reading focus. I have developed an action plan, but there is not buy-in from all staff. The plan has been communicated to parents/caregivers and community members but there seems to be little reaction.	All staff members clearly understand the need for reading improvement and I have worked together with staff to develop a specific action plan. The plan has been communicated to parents and community members. Some parents/caregivers have commented on the plan or have asked questions for clarification.
Building Relationships & Sharing Responsibility	I have observed very low levels of trust between staff members. Most teachers teach in isolation and do not collaborate. Teachers believe that most of the children in their class can learn to read, but not all. Parents and community partners are only involved at conference times or when problems occur.	I have observed a low level of trust between staff members. Some teachers are attempting to collaborate, but it is having little impact on student learning. Teachers take responsibility for the learning of all the students in their own classroom, but are not concerned with the learning of other children in the school. Parents/caregivers and community members support the school's work in theory, but not in action.	I have observed a moderate level of trust between staff members. Most teachers are collaborating to improve student reading achievement, but it is not happening regularly. Teachers are beginning to understand their responsibility for the learning of all children in the school. Parents/caregivers and community members are showing some involvement and attempts are made to further engage them.	I have observed a high level of trust between and among staff members. Teachers collaborate with their peers to improve student reading achievement. Teachers believe that improving the reading of all students in the school is their responsibility and they are determined to work together to make this happen. Parents/caregivers and SCC/FNM advisory group members eagerly support and are engaged in supporting the work of the school.
Creating a Reading Environment	I see little evidence of a reading focus anywhere in the school. What I see, hear or feel in the school demonstrates the importance of something other than reading.	I see limited evidence of a reading focus in the school, particularly in certain classrooms and in the library. However, there is no obvious school wide focus on reading in what I see, hear or feel there.	The school has made school-wide attempts to demonstrate a reading focus. I see some evidence of the importance of reading in what I see, hear and feel in the school.	It is obvious from the moment a person walks into the school that reading is a focus in this school. I see clear evidence of the importance of reading in what I see, hear and feel in the school.

Building Capacity in a Saskatchewan Reads School



A school administrator discusses the strategic goals of the school with teachers.

“... the principal’s role is to lead the school’s teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn’t.”

(Fullan, 2014, p. 55)

REFLECTION QUESTIONS

- How do I engage teachers in discussions to reflect on effective teaching and practices?
- How am I building and supporting learning teams?
- How is professional learning embedded and connected to the daily practice of teachers?
- How do I use instructional walks to inspire teachers to reflect and refine their practice?

Literacy Leader

Successful school administrators are accountable and take responsibility for student learning. They also create a lasting culture that sustains a focus on reading. Sharratt and Fullan (2012) describe these qualities as *know-ability*, *mobilize-ability* and *sustain-ability*.

Know-ability is to lead with credibility.

School administrators must be able to model knowledge of classroom practice, instruction and have a deep understanding of evidence-based assessment. They provide environments in which teachers work together to frame good practice. In this environment, school administrators expect staff to make the academic achievement of their students their first priority. They also expect staff to manage their time effectively to ensure maximum student time on task.

Mobilize-ability is taking responsibility, accountability and ownership for student learning.

School administrators must have the ability to inspire and mobilize others through clear communication of commitment. Providing both time and resources for mentoring, coaching and co-teaching ensures that literacy becomes and remains a focus. Strategic school administrators energize and mobilize by modelling shared beliefs and understandings.

Sustain-ability is knowing how to establish a lasting culture of shared responsibility and accountability.

The school administrator as the lead learner is the first change agent. Having one or more “second change agents” is crucial. Sustainability is achieved when distributive leadership consists of a critical mass of leaders led by the school administrator working on establishing a culture of ongoing learning, and where students continue to achieve.

(Adapted from Sharratt and Fullan, 2012)



A superintendent leads a modelled read with a group of students.



French Immersion school administrators and teachers engage in a provincial professional learning session.


Building Literacy Teams

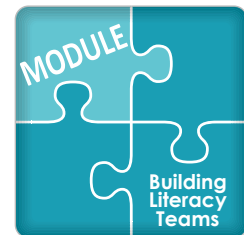
Professional learning is most powerful when teachers learn, work together and pursue clearly articulated school-based reading goals. The school administrator's role in regards to building teams has changed. "There has been a shift in the traditional hierarchical structure of schools. There is now a better understanding of the power of teamwork and collegial decision making, which has proven to be far more productive" (Ontario Principals' Council, 2009, p. 85).

According to Routman (2014), a school is transformed when professional learning permeates the school through ongoing collaboration, conversations and coaching. These conversations which focus on student work, take place weekly in a formalized way and daily in an informal way.

The most effective school administrators focus on the team over themselves. They build a team environment that honours diverse perspectives, supports the learning of all staff and seeks critical feedback. Staff are free to raise concerns and offer alternative ideas. The focus is on building trust among all members.

The work of the teams focuses on:

- the reading achievement of students individually;
- collaborative examination of data promoting a common understanding of the expectations;
- using the information gained from common assessments as a basis for planning for the next steps in instruction; and
- creating engaged readers  (p. 20).



A school literacy team analyzes reading data to plan for instruction.

Supporting Professional Learning of Teachers

Collaborative Professional Growth

It is imperative that school administrators embed professional learning into the fabric of the school. Dialogue between school administrators and teachers fosters professional learning, promotes the cause for reading and places emphasis on school wide reading improvement. Through continuous observations, discussions and applications, professional learning can develop exemplary reading practices.

“When teachers analyze their own work and share critical feedback in a collegial exchange with peers and supervisors, powerful learning occurs. Regardless of its form, job-embedded learning should be the goal for professional learning.”

(Zepeda, 2012, p. 142)

Collaborative Professional Growth In Action Involves:

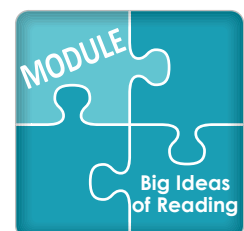
- Developing/reviewing shared reading beliefs;
- Observing a lesson modelled by a literacy coach or teachers followed by debriefing;
- Participating in data team meetings;
- Participating in division or First Nation education organization professional learning;
- School administrators and teachers conduct non-evaluative instructional walks together to ask reflective questions about practice and improving student learning;
- Creating **literacy teams** where school administrators and staff work together focusing on reading beliefs/goals;
- Reviewing school and student reading data from a variety of perspectives;
- Providing job-embedded professional learning within the teaching day and also integrated within staff meetings;
- Engaging in inquiry-based **action research**; and
- Differentiating professional learning based on teacher needs that arise from student needs.

“The more teachers grow, the more students grow.”

(Zepeda, 2012, p. 286)

QUICK WIN

Set up job-embedded opportunities. Have teachers observe each other implementing an instructional approach in their classrooms and provide each other with feedback.



Job-Embedded Professional Learning

Job-embedded professional learning in a *Saskatchewan Reads* school builds **instructional capacity**. The topics of job-embedded professional learning are determined by student needs based on gathered assessment data. Professional learning that is job-embedded is inclusive, collegial and cultivates shared leadership within a safe and trusting school culture. Job-embedded professional learning supports and enriches a whole school focus on student reading achievement and becomes a part of daily school life.

“Professional learning opportunities that are embedded in the workday support teachers in learning about their own practice and the interactions with other teachers.”

(Zepeda, 2012, p. 49)



SASKATCHEWAN READS IN ACTION

A literacy team at Central Park School in North East School Division provided differentiated support to teachers. They facilitated professional learning sessions on a variety of topics such as running records, coding and analyzing errors and administering the reading benchmark. They then differentiated support by giving more time and follow up for teachers who requested extra sessions. New teachers were also invited to watch veteran teachers teach reading. The goals within their professional learning communities were focused on student data and professional learning needs. The teams read several resources together to build their instructional knowledge in order to meet the needs of their students.

Instructional walks are a practical and useful support to improve school wide reading instruction and provide considerations for continued professional learning. **Instructional walks** must be carefully organized. They are student-centered. They focus on what students are learning, how they are progressing and the supports they need for growth. The end results of effective instructional walks are increased dialogue and reflection about teaching practice between the teacher and school administrator. Instructional walks are successful when they foster improved teaching and increased student achievement.



School administrators and a director of education participate in a professional learning session.

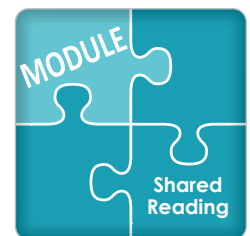
Instructional walks are ...	Instructional walks are not ...
<ul style="list-style-type: none"> planned, purposeful and focused observations conducted with respect, consistency and a high degree of responsibility and accountability; 	<ul style="list-style-type: none"> brief classroom visit;
<ul style="list-style-type: none"> observing for implementation of high yield assessment and expected effective instructional practices (e.g. the progression of gradual release) in all subjects; 	<ul style="list-style-type: none"> watching only for problems in instructional practice;
<ul style="list-style-type: none"> concise, non-judgemental notices, orally shared and jotted down for sharing during a mutual feedback discussion loop between the school administrator and the teacher; 	<ul style="list-style-type: none"> quick checklists in isolation;
<ul style="list-style-type: none"> sharing what you have observed with the teacher prior to leaving the classroom and talking to students about their learning; 	<ul style="list-style-type: none"> silent authoritative walkabouts;
<ul style="list-style-type: none"> mutual feedback discussions focused on instructional practices, celebrations of successes and supports for teachers to move their learning forward; and 	<ul style="list-style-type: none"> school administrator one-sided conversations; and
<ul style="list-style-type: none"> opportunities for school administrators to grow and improve their practice as a literacy leader. 	<ul style="list-style-type: none"> one-sided collections of data.

“Teachers grow, evolve, and emerge as professionals through long-term and day-to-day work they do, and that is why job-embedded learning opportunities need to be the focal point of all professional development efforts.”

(Zepeda, 2012, p. 1)

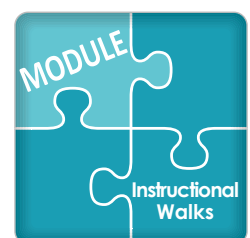
Post instructional walks:

- revisit **observational inquiries** for whole school patterns of strengths and needs;
- use instructional walks observational notes for whole school strengths and weaknesses;
- lead the staff to determine next steps and actions; and
- increase trust level between the school administrator and teachers.



“Leaders need to first take on the role of supportive coach before taking on the role of evaluator.”

(Routman, 2014, p. 199)



Building Capacity: Self-Assessment

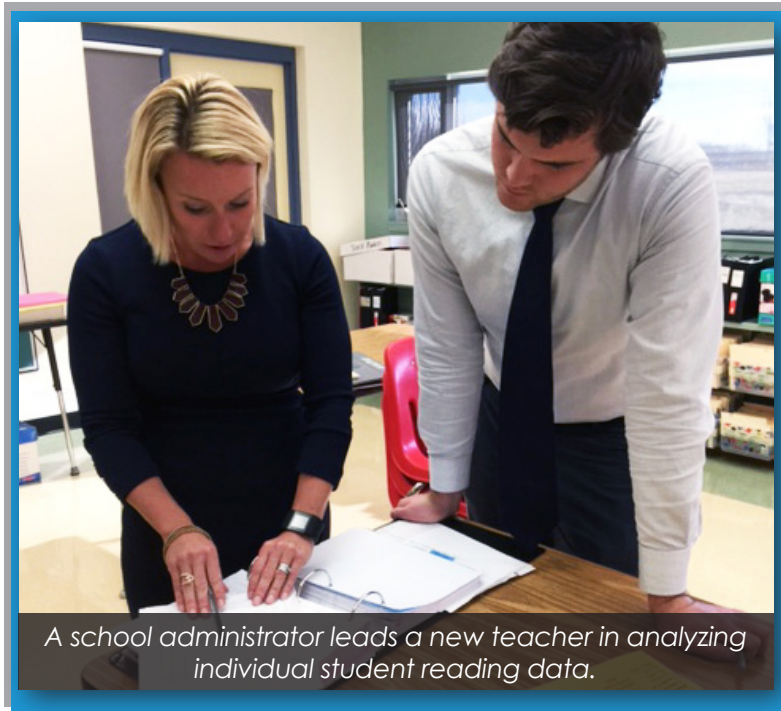
1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
<p>Disjointed professional learning which is not connected to school reading plan.</p>	<p>Professional learning is aligned with the school reading plan. Instructional walks occur sporadically but do not include feedback or discussion around instructional practice.</p>	<p>I provide professional learning opportunities, engage in collaborative discussion with staff and conduct instructional walks which provide feedback to support reflection around effective instructional reading practice.</p>	<p>Professional learning is embedded into the fabric of the school. I engage in collaborative discussion with school teams focusing on school wide literacy improvement. Instructional walks inspire teachers to reflect on and refine their instructional practice. I am able to provide professional learning that is differentiated based on teacher needs.</p>

NEXT STEPS

How does this apply to my school? Considerations ...

A large rectangular area with a thin black border, containing 25 horizontal lines for writing.

Analyzing and Responding to Data in a Saskatchewan Reads School



A school administrator leads a new teacher in analyzing individual student reading data.

“If we knew the whole child in order to put a FACE to the learning data - could we humanize him or her fully and be reminded that we were talking about real kids with real hopes and dreams.”

(Sharratt & Fullan, 2012, p. 65)

REFLECTION QUESTIONS

- How do I encourage teachers to reflect on effective assessment practices?
- What actions am I taking to identify and support those students not currently experiencing success comparable to their peers?
- How am I attempting to establish a culture where students continue to achieve?
- How do I use reading data with the school team to inform instruction?

Effective Assessment Practice

One of the essential components in school leadership is a necessity for the school administrator to ensure that effective reading assessment practices, including the use of **diagnostic assessments**, exist throughout the school. It is critical for the school administrator to have extensive background knowledge in the area of reading assessment in order to move toward the common goal of improving student learning.



A school division created a data wall where each child is represented by an avatar to display and track student reading progress. School administrators update the wall and share the progress of their students during a wall walk.

“Principals need to be first and foremost experienced and effective teachers; have expertise with curriculum, instruction, and assessment; be able to recognize effective classroom practices in action; and have the skills to support and mentor teachers during the change process.”

(Bennett and Armstrong as cited in Weber & Lupart, 2012, p. 280)



SASKATCHEWAN READS IN ACTION

A tier one team at a school in Regina Public, consisting of a school administrator, learning resource teacher and classroom teachers, meet to discuss students who may require additional tier one supports. The tier one team reviews data, student reading behaviours and skills, intervention strategies, and supports the teacher in developing a tier one action plan for individual students. Each team member has a role in supporting the student and teacher. Progress is reviewed and monitored regularly.



Holistic effective assessment practices found in **SASKATCHEWAN READS**, including conversations, observations and products, provide student achievement data that is required to inform teaching that meets the needs of every student.

The chart on the following page can be used for guided and ongoing conversations between a school administrator and teacher.

Each essential component is accompanied by key conversation topics and actions. The goal is to see evidence of these conversations come alive. This would be evident in the classroom through improved student learning using effective classroom practices.



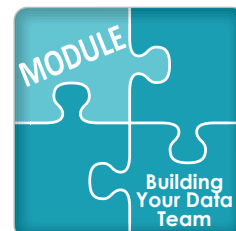
Assessment Conversations and Actions

Components	School Administrator and Teacher Assessment Conversations and Actions
Know your students	<ul style="list-style-type: none"> • Take time to get to know students socially, emotionally, academically and culturally. • Develop positive relationships with students to create a safe learning environment where the learners feels comfortable making mistakes and learning from them. • Analyze data to determine the students' strengths and weaknesses.
Use student reading data to collaborate and co-plan	<ul style="list-style-type: none"> • Collaborate and use previous reading assessments to determine what students know to avoid repeated instruction.
Ensuring reading goals and criteria are available to all students	<ul style="list-style-type: none"> • Use the English Language Arts (ELA) curriculum to guide learning goals and share goals with students. • Co-construct criteria with students to ensure students understand what they are learning and how they are to achieve their goal.
Use formative reading assessments to guide teaching	<ul style="list-style-type: none"> • Formative assessments provide the guideline for teachers to instruct based on students' needs. • Use formative assessments, such as conferencing, to assist in adapting and changing instructional approaches.  (p. 21-25).
Provide rich descriptive feedback to students	<ul style="list-style-type: none"> • Provide daily feedback on formative assessments to engage the next level of learning.
Incorporate peer and self-assessments	<ul style="list-style-type: none"> • This element is based on the notion of how students see themselves and their peers as learners. Students develop an idea of what they need to achieve their learning goal.
Include next steps in summative reading assessments	<ul style="list-style-type: none"> • Use summative assessments to inform students and parents, therefore allowing them to take ownership in the student's learning. • Engage parents in sharing what they know about their child as a reader.
Share and display reading data to reflect and self-assess	<ul style="list-style-type: none"> • Create a confidential visual display to discuss areas of students' strengths, needs and growth. • Provide structured opportunities for data use and training. • Facilitate rich conversations regarding data on each student and how to improve student learning.
Use collaborative planning time to analyze reading data and co-plan instruction and interventions	<ul style="list-style-type: none"> • Develop common assessments and mark collaboratively to consistently inform teaching practices throughout the school. • Collaborative planning time improves the quality, consistency and timelines of feedback to students. • School administrators attend collaborative planning sessions to learn alongside teachers. •  (p. 39-45).

Knowing and Using Reading Data

Understanding your whole school reading data will help the data team to dig deeper into the areas identified (i.e., gender, Métis and First Nation, EAL, students exceeding, not yet meeting, etc.). It is imperative that the team aligns their data focus and goals with the shared reading beliefs established by the school staff. Through a process built on intention and purpose, the goal of the data team is to discuss, inquire, infer, question, share, display and plan. The focus is on supporting individual students in helping them move closer to their reading goal.

One of the first priorities of the school administrator is to know what data is available and to ensure that the data is used to guide decisions, practice and focus.



TRY IT OUT

Use "Available Data Chart" to compile a list of available data sources in your school, division or First Nation education organization.



"Available Data Chart"

ASK

What data sets are most helpful in keeping us focused on student reading achievement?

Essential Questions When Discussing Reading Data

Organizing reading data use around essential questions about student performance is a powerful **strategy** for building data literacy.

Consider the following questions:

- How do student reading outcomes differ by demographics, programs and grades?
- What are the current student reading outcomes for First Nations and Métis students?
- To what extent have specific programs, interventions and resources (including First Nations and Métis resources) improved reading outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve reading proficiency and of those who do not?
- What are the specific **reading behaviours** or skills that each child needs to be taught to move his/her learning forward?
- Where are we making the most progress in closing reading achievement gaps?
- How does absence affect reading assessment results?
- What is the **correlation** between the students' reading data and their engagement with reading?

(Ronka, Lachat, Slaughter, Meltzer, 2009)

TRY IT OUT

Determine a reading data set with your team that you want to explore further (i.e., First Nations and Métis reading data).

ASK

What percentage of students at each grade in our school met the grade level expectations in reading?

Who are the students still striving to meet the grade level expectations and what **interventions** have we put in place to support these students?

NOW ASK

How did the percentage of students in our identified population, who met the expected grade level expectations, compare to the provincial results? What are your observations and inferences?

NOW DO

Make a list of your new questions, discuss and begin to plan with staff how supports will look for individual students. Does your school's support plan align with your school's shared reading beliefs?



A school administrator leads a data discussion with teachers.

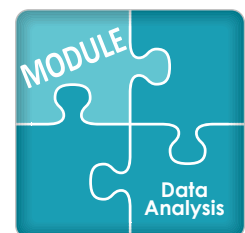
“... principals must champion the importance of assessment for and as learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system data to monitor progress.”

(Sharratt & Fullan, 2012, p. 43)



SASKATCHEWAN READS IN ACTION


All schools in the Prince Albert Catholic School Division are putting faces to data based on reading assessments. Schools are collecting data and visually representing areas of success, challenge, and growth. Teachers are quickly identifying the students at risk, implementing reading interventions and celebrating growth.






Responding to Reading Data: Early & Ongoing Intervention

In order to sustain early and on-going intervention, school administrators should facilitate the following processes:

- Collaborative teams use reading data to identify individual student's strengths and areas of need early in the school year. Assessment data are shared with all teachers in order to make collaborative decisions about how to meet needs of individual learners. Classroom reading interventions are put in place immediately.
- Ensure quality classroom reading instruction and **tier one interventions** are specific and intentional based on student need. Reading assessments are used to design instructional strategies in all classrooms to meet individual student needs

 (p. 41-42).

Research-based classroom practices:

- **instructional approaches** found in  (p. 27-38);
 - **cross-curricular literacy**;
 - **collaborative inquiry**;
 - overarching principles found in  (p. 18-19); and
 - differentiated reading instruction.
- Establish a process for students who require **tier two** and **tier three intervention**.  (p. 43-45).
 - Timetable daily intervention time for targeted/group instruction. This intervention time does not replace the instruction that happens at tier one. It offers additional support so students can meet curricular outcomes. Interventions should align with classroom instruction.

Successful interventions include: (p. 40-45)

- developing a systematic plan to implement research-based reading interventions to meet student's specific area of need;
- reviewing and monitoring reading achievement;
- accessing human resources; and
- purchasing reading resources, including First Nation and Métis resources, to enhance student learning.

“One of the most underreported yet most significant outcomes of excellent first instruction accompanied by raised expectations for all students is the fewer numbers of students who need intervention.”

(Routman, 2014, p. 139)

Analyzing and Responding to Reading Data: Self-Assessment

1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
<p>I am aware of and submit data for division or First Nation education organization assessment.</p>	<p>I analyze school data and I am beginning to engage in conversations with individual teachers about supporting students in reading.</p>	<p>I am leading the staff through data discussions and responding to student needs. Reading interventions are in place for some students.</p>	<p>School teams are engaged in analyzing school wide data. I have developed a process within the school to address student needs. All students are receiving appropriate reading instruction and intervention to meet their need. There is an improvement in reading data.</p>

NEXT STEPS

How does this apply to my school? Considerations ...

Managing a Saskatchewan Reads School



A school-based administrator leads a session on effective literacy practices.

“A school’s infrastructure is the operating system that provides the expectations and tools for procedures, actions, collaboration, and language that all educators agree to abide by as members of the school community. Worthwhile change is unlikely to take hold without these foundational procedures and structures in place to ensure the effective and efficient functioning of the school.”

(Routman, 2014, p. 17)

REFLECTION QUESTIONS

- How do my decisions regarding budget, time, personnel, data and technology clearly reflect the importance of reading?
- How do I manage time so that reading is adequately prioritized in classrooms as well as allowing staff to collaborate effectively?
- How do I identify the strengths and challenges and needs of the personnel I work with, in order to support their professional growth?
- How do I use technology to support reading in the classroom, teacher learning, data analysis and communicating with stakeholders?



Leadership for a **READS** school occurs when leaders have clarity regarding the compelling why, have common beliefs about reading with their staff and community, understand and use data to improve teaching and learning and have cultivated a culture for reading. These are all important pieces of planning for improvement in reading.

One of the critical pieces in implementing a plan for reading improvement is the allocation of resources to support the plan. These resources include time for planning, learning and assessment, professional development, use of teacher personnel and support personnel (coaches, consultants, other professionals and educational assistants), instructional materials and technology and adequate funding. Hopkins (2007) lists resource management as one of nine critical components to successful school improvement.

Budget

Budgets and resources need to be aligned and focused to support student reading improvement. School administrators, central office staff, as well as senior administrators need to review their roles and responsibilities within their division or First Nation education organization budgetary decision making protocol to ensure budgets reflect reading as a priority.

School Based Budget Considerations

1. Review past and current school level budget. Contact the chief financial officer to obtain budget amounts spent on reading in the past three years, which may include a list of what was purchased.
2. Plan for a budget discussion at a staff meeting. Set aside at least 30 minutes.
3. Ahead of the staff meeting, send out a note to teachers that includes what has been spent in the past. Teachers should be requested to bring with them a list of items that they feel they need in order to continue to support reading as a priority in the school. The list may include both needs and wants.
4. At the staff meeting, provide an overview of the budget areas that can support reading such as classroom resources, library resources, educational materials and professional learning. Ensure that the reading resources in the school include texts by and about First Nations and Métis peoples.
5. Discuss with staff two basic options for assigning spending:
 - a. a per classroom allotment; and
 - b. a school allotment for shared purchasing. This method may then consist of either a committee of the whole or a smaller budget committee that receives teacher requests and makes decisions about what will be purchased. It is important to note that many professional learning decisions may also be governed by Local Implementation and Negotiation Committee (LINC) agreements.
6. Refer to any [resource selection guidelines](#)  that may be available and ensure staff are aware of these guidelines.
7. Have staff review their needs based on an [impact vs cost matrix](#) . This may help to narrow down the priorities.
8. At this point the school administrator may need to gather the matrix worksheets and review them in order to summarize and make decisions as a committee of the whole at the next meeting or defer to the working committee to return to the next meeting with some suggested purchase decisions.

QUICK WIN

Cover classes so that teachers can observe each other and collaborate. This is a great way to promote teamwork and an excellent professional growth opportunity.





QUICK WIN

Access webinars and Twitter chats hosted by experts in reading as a personalized, inexpensive way to promote professional learning and discussion among staff.

Time

School leaders need to think carefully about how time will be used to support reading achievement and student success. School administrators may want to consider when and how often staff meetings and other reading focused meetings will be held, how they will conduct literacy team meetings, when and how assessments will occur, when and how interventions will be delivered and how to support reading strategies in content area classrooms.

Time Elements

- Ministry **time requirements**  as per the Ministry of Education.
- Recommended **literacy blocks**  for elementary classrooms are a minimum of 90 uninterrupted minutes per day, with a total of 560 minutes per week in grades 1-5.
- Schedule time for staff to collaborate – consider collaborative/common prep time.
- School administrator's time is prioritized to be in classrooms within the structure of your school division or First Nation education organization. This includes formal and informal observations. There are a variety of **instructional walk templates** available .
- Ensure that learning is a priority within the **staff meeting agenda** .



SASKATCHEWAN READS IN ACTION



Luseland School in the Living Sky School Division have planned their school day in a way that allows the staff to have a 120 minute monthly meeting within their Professional Learning Community (PLC). Reading was the focus of the PLCs and a three year timeline was established to ensure staff could see sustainable growth.

The first year was comprised of professional learning for teachers with literacy coaches in an effort to learn, apply and reflect on new instructional strategies. The second year focused on the use and collection of data. This allowed staff to group students according to their reading needs. Currently, PLCs are now focusing on individualized supports for students especially those who are not progressing.

Personnel

“For a literacy improvement effort to move forward, people with expertise in literacy need to be involved in making decisions and in developing and implementing the literacy action plan” (Irvin, Meltzer & Dukes, 2007, p. 209). Classroom teachers may not have the expertise needed to support reading initiatives. The school administrator will need to understand the teacher’s strengths and needs and provide support in the form of other experts when needed. The school administrator may also have to address needs that are not apparent to the teacher. This conversation can be challenging and requires preparation and skills, but is necessary in order to improve.

Personnel Items

- Connect with the literacy lead to discuss the reading plan, connections to the Education Sector Strategic Plan and other initiatives and opportunities that include learning about reading.
- Be aware of staff strengths and needs. This may be formally accomplished by doing a [staff inventory](#) .
- Using literacy teams is a common method for teachers to actively engage in the teaching and learning cycle focused on reading. Establishing literacy teams is important and valuable work that must be actively monitored by school administrators. There are several [templates and resources](#)  available to monitor the work of literacy teams.
- Challenging conversations are easier with preparation.

Tips for challenging conversations:

- Focus on one or two key points.
- Keep comments clear, direct and as impersonal as possible.
- Bring conversation back to beliefs, data and commitment to improving student learning.
- Provide examples to support your observations or insights.
- Provide options to support an improvement plan.

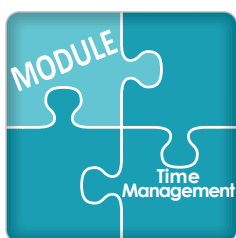
Resources to support challenging conversations:

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*.

Abrams, Jennifer. (2009). *Having hard conversations*.

Ontario Principals' Council. (2011). *The principal as leader of challenging conversations*.

*See References section for complete citation.



QUICK WIN

Share professional literacy resources, student resources and intervention resources with neighbouring schools.

Technology

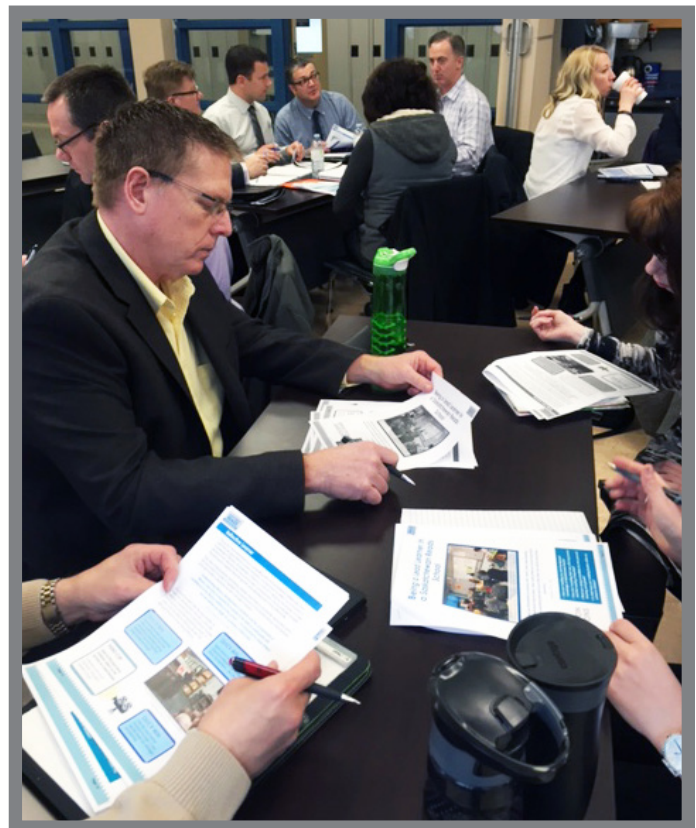
Technology has been referenced throughout *Saskatchewan Reads for Administrators*. It is important to integrate technology into your reading plan, keeping in mind that a strong reading plan does not start or end with technology. Technology is a tool, if used effectively, can facilitate transformational changes to any aspect of a reading plan.

Communication	Data Analysis	Literacy	Teacher Learning
<ul style="list-style-type: none"> • social media • school/division or First Nation education organization websites • Twitter • school newsletters • parent survey • recording students reading to share with families as an assessment tool of celebration tool 	<ul style="list-style-type: none"> • data walls • spreadsheets to review data • PowerPoint/Prezi to present school goals and actions 	<ul style="list-style-type: none"> • read aloud • graphic organizers • applications • MP3 to support listening centers • iPads as reading tools • adaptations • recording and replaying reading for self-assessment 	<ul style="list-style-type: none"> • webinars • video-conferences • surveys • <i>Saskatchewan Reads</i> website • video recording teaching as a formative reflection tool • digital instructional walk platforms to collect data



SASKATCHEWAN READS IN ACTION

Greater Saskatoon Catholic School Division prioritized literacy by restructuring several key division supports. Based on a collaboratively developed continuum, consultants and literacy support teachers were scheduled into K-3 classrooms to provide job-embedded professional learning. Teachers and administrators were provided professional learning on high impact literacy strategies. Classroom libraries were purchased for all K-3 classrooms in order to ensure access to high quality literature. School communities were provided a brochure including strategies to support their children with literacy development at home. All of this focused action ensured it was evident to all staff that literacy was a priority.



School administrators develop reading plans using *Saskatchewan Reads for Administrators*.

Managing: Self-Assessment

	1 - BEGINNING	2 - DEVELOPING	3 - APPLYING	4 - REFINING
Budget	I am aware of the school budget as well as past expenditures that support reading.	I confer with some staff in regards to prioritizing reading supports.	I seek input from all staff regarding budget priorities connected to reading supports.	I advocate for adequate funding. I collaborate with staff on prioritizing reading in budget. The budget clearly identifies short and long term allocations for reading supports (environment, curriculum, assessment, instruction).
Time	All classroom schedules reflect correct literacy minutes. Scheduling allows for limited staff collaboration. I make efforts to connect with teachers regarding their reading instruction.	Some classroom schedules reflect 90 minute literacy blocks. Scheduling allows for some staff collaboration. I am present in classrooms during reading instruction.	Most classrooms schedules reflect 90 minute literacy blocks. Scheduling allows for consistent collaboration including focused discussions on intervention and targeted supports. The feedback from instructional walks reflects evidence of reading instruction.	90 minute literacy blocks are scheduled in all classrooms. School student support schedules allow for targeted reading supports. The feedback from instructional walks consistently focuses on reading instruction.
Personnel	Literacy lead is chosen, staff strengths and needs are known.	I work closely with the literacy lead to better understand the strengths and needs of the staff.	I work closely with the literacy lead and the staff to develop plans to strengthen teachers' skills in reading instruction.	Teachers identify their needs and work towards a plan to improve. I provide support as requested by teachers.
Technology	I use technology for my own purposes, but it does not connect to the reading priority.	I explore how technology may support reading.	I engage others in a discussion regarding the use of technology to support reading.	I lead a community that uses technology effectively to support the reading priority for teachers and students.

Leadership for a Saskatchewan Reads School: Planning Guide



The following Planning Guide provides school administrators, central office staff and LEADS members with actionable items. These items are presented at recommended times of the year to support implementation of *Saskatchewan Reads*.

Considerations for using the planning guide:

- **Remember** that reading improvement in a *Saskatchewan Reads* school is a shared responsibility.
- **Recognize** that the actions in the planning guide are ongoing and may take more than one year to achieve.
- **Analyze** your current situation.
- **Prioritize** the components of the planning guide that are most critical, given your context.

This guide should be used every year and many of the actions may be completed at any point during the year. The needs within your school will determine the areas of focus. Getting started is the most crucial step in implementation.

School Administrators (Principals, Vice Principals)










	Prior to Student Arrival	September - November
Personnel	<ul style="list-style-type: none"> • Meet with incoming staff and provide orientation. • Review current reading plan and school improvement plan. • Provide access to Saskatchewan Reads. • Identify school literacy leads. • Create a timetable to impact reading Saskatchewan Reads (p. 47). 	<ul style="list-style-type: none"> • Provide opportunities and time for teachers to complete reading assessments. • Arrange for literacy mentors for new staff.
Literacy Leadership	<ul style="list-style-type: none"> • Develop your own personal compelling why. • Take Lead Learner Inventory and set professional growth goals based on results Saskatchewan Reads (p. 17). • Connect with literacy leads and coaches. • Determine strengths and needs of staff and plan professional learning accordingly. • Staff develop individual professional growth plan and consider needed administrator support. • Allocate time in your own schedule to meet and read with students in upcoming year. • Develop your compelling why as a staff Saskatchewan Reads (p. 7). • Utilize <i>Developing Shared Beliefs</i> and <i>Big Ideas of Reading</i> Modules ONLINE. • Take inventory of reading resources available and plan for any professional learning needed. • Create literacy teams using <i>Building Literacy Teams</i> Module ONLINE. • Develop year plan for implementation of Saskatchewan Reads referring to Saskatchewan Reads: <ul style="list-style-type: none"> - communication with school and community (p. 25). - professional learning plan (p. 32); - celebrations and promotions of reading in the broader community (p. 26); - engagement of stakeholders in plan (p. 27); - make reading a priority within staff meeting agendas (p. 47); and - classroom and school library Saskatchewan Reads (p. 14-16). • Plan budget as a collaborative process Saskatchewan Reads (p. 46). 	<ul style="list-style-type: none"> • Meet with teachers to review professional growth plan and classroom reading plans. • Conduct an <i>Environmental Walk</i> Module ONLINE based on established school reading goals and shared beliefs. • Determine coaching roles and responsibilities. • Hold an open house with a focus on reading. • Engage in the work of literacy teams within your school Saskatchewan Reads (p. 31). • Plan for and begin instructional walks, including feedback discussions to share successes and supports needed. Saskatchewan Reads (p. 33-34). • Share professional learning needs with central office support personnel and develop plan. • Share Lead Learner Inventory results with superintendent as part of your professional growth plan. • Identify literacy leaders who can assist in your professional growth plan goals. • Create a data team using <i>Building Your Data Team</i> Module ONLINE.
Data & Student Improvement	<ul style="list-style-type: none"> • Review data from previous year and use it to direct your school improvement plan for the upcoming year. • Share current and historical triangulated data with teachers and student support team to determine trends. • Refer to essential questions when discussing reading data Saskatchewan Reads (p. 40). • Collaborate with student support services team to determine needed interventions and supports. • Submit year end reading data to division as per ministry requirements. 	<ul style="list-style-type: none"> • Develop SCC/FNM advisory group plan to support reading. • Collaboratively develop individualized intervention plans for students Saskatchewan Reads (p. 42). • Analyze your school data using <i>School Data Review</i> and <i>Data Analysis</i> Modules ONLINE. • Develop a data wall to reflect priorities and growth areas as well as celebrations. • Highlight reading improvement during student led conferences. • Submit reading data to division/First Nation education organization as per ministry requirements.

***Ongoing** - refers to leadership activities that are essential all year long.

PLANNING GUIDE

December - February	March - May	Ongoing*
<ul style="list-style-type: none"> Check in with new staff to identify needed supports in implementing SASKATCHEWAN READS. 	<ul style="list-style-type: none"> Determine staff recruitment needs for fall with reading improvement focus. Provide opportunities and time for teachers to complete reading assessments. 	<ul style="list-style-type: none"> Provide time for new staff and their mentors to meet. Meet with student support team regularly to monitor interventions.
<ul style="list-style-type: none"> Review mid-year data with staff, SCC/FNM advisory group and central office support personnel. Celebrate reading success. Meet with teachers to review progress on their professional growth plan. Reflect, with staff, on school improvement plan progress and make any adjustments needed. Reflect on and discuss progress towards your own professional growth goals with superintendent. Partner with another administrator to observe instructional walks. Monitor budget and ensure plans are on track for resource purchases. 	<ul style="list-style-type: none"> Reflect on and share professional growth plan with teachers, consider goals for the upcoming year. Inquire with staff as to professional learning needs for upcoming year and begin planning. Recognize the efforts of staff and staff teams in impacting reading growth. Reflect on your own professional growth plans and consider goals for the upcoming year. Discuss teachers' professional growth plans and identify goals for the upcoming year. Prioritize time to focus on reading using <i>Time Management Module ONLINE</i>. 	<ul style="list-style-type: none"> Read with students. Conduct instructional walks and engage in follow up discussions. Ensure school library reflects diverse members of school community. Connect with literacy coaches/consultants to discuss plans and progress. Ensure that open houses/community events highlight reading SASKATCHEWAN READS (p. 25-26). Provide regular professional learning sessions on SASKATCHEWAN READS (p. 47).
<ul style="list-style-type: none"> Review progress, with support team, for individual students receiving interventions SASKATCHEWAN READS (p. 42). Update data wall with mid-year data and information. Ensure that you are having conversations with your teachers around effective assessment practices SASKATCHEWAN READS (p. 39). 	<ul style="list-style-type: none"> Continue to work with literacy teams to discuss students who require interventions in the next school year SASKATCHEWAN READS (p. 40-42). Prepare for end of year reading assessments. Submit reading assessment results as per ministry requirements. Reflect on SCC/FNM advisory group goals and discuss focus for the upcoming school year. 	<ul style="list-style-type: none"> Engage with literacy teams to discuss their literacy focus and students requiring supports. Update data wall as data is available. Provide updates on progress of school plans with SCC/FNM advisory group. Communicate growth in reading and celebrations with your community.

Central Office (Literacy Coaches, Coordinators, Consultants, Support Professionals)

	Prior to Student Arrival	September - November
Personnel	<ul style="list-style-type: none"> • Ensure school administrators are aware of . • Literacy coaches contact new teachers. • Provide new staff with professional learning opportunities involving . • Meet with school administrators to develop and review goals and to discuss supports. 	<ul style="list-style-type: none"> • Facilitate and provide professional learning sessions on . • Build teacher capacity through systematic modeling, co-teaching and feedback based on instructional approaches in . • Build school administrators' capacity in implementing .
Literacy Leadership	<ul style="list-style-type: none"> • Become aware of the Education Sector Strategic Plan (ESSP). • Meet with the central office literacy leadership team to discuss system reading plan. • Reflect and set professional growth goals around literacy. • Work closely with school literacy leadership team to promote and support school improvement plan. • Ensure all resources have been purchased, received and distributed for use. • Collaborate with other support professionals to plan reading supports for students for upcoming year. • Develop and communicate professional learning for  for the upcoming year, being mindful of the system calendar and priorities. • Plan and facilitate differentiated professional learning sessions based on the needs of school administrators. 	<ul style="list-style-type: none"> • Provide relevant, meaningful, research based information and resources to teachers and school administrators. • Deliver support to teachers and school administrators as requested with respect to implementation of  and . • Central office personnel collaborate and align reading supports for students.
Data & Student Improvement	<ul style="list-style-type: none"> • Review previous year's data. • Collaborate with literacy teams, as requested, to understand and use data to improve instruction and intervention. • Collaborate with administrators and student support service professionals to plan reading improvement supports aligned with division or First Nation education organization intervention plan for students for upcoming year. 	<ul style="list-style-type: none"> • Provide training in administering division or First Nation education organization reading assessment to create consistency in administration. • Review fall reading data and plan for appropriate interventions. • Follow up on school specific supports with administrators. • Support schools in analyzing school data and disaggregating the data for subpopulations (i.e., female, male, FN, Métis)  (p. 40-41). • Determine classroom environmental modifications as needed for student learning (i.e., soundfield systems, sensory strategies, reading spaces).

***Ongoing** - refers to leadership activities that are essential all year long.

PLANNING GUIDE






December - February	March - May	Ongoing*
<ul style="list-style-type: none"> • Provide coaching and professional learning on READS for any new staff that arrive mid-year. 	<ul style="list-style-type: none"> • Reflect on and review current division or First Nation education organization reading plan. • Report to central office staff on literacy data. • Review ESSP for upcoming year. • Consider how assessment results impact reading plans. 	<ul style="list-style-type: none"> • Facilitate and provide ongoing job-embedded coaching on <i>Saskatchewan Reads</i>.
<ul style="list-style-type: none"> • Reflect on professional growth goals around literacy. • Reflect on progress of division or First Nation education organization reading goal. • Participate with school administrators on what to look for in their learning walks using <i>Instructional Walks Module ONLINE</i>. 	<ul style="list-style-type: none"> • Coordinate and align provincial and division or First Nation education organization assessment plans. • Identify the resources and proposed budget needed to support the division or First Nation education organization reading plan. • Ensure plans are aligned with the division or First Nation education organization calendar. • Plan professional learning and coaching blocks for <i>Saskatchewan Reads</i> for the upcoming year and communicate the plan to teachers and administrators. • Monitor impact of coaching and classroom modelling (i.e., using a teacher self-assessment). • Continue to provide professional learning opportunities as requested. 	<ul style="list-style-type: none"> • Monitor and review literacy plan and coaching model. • Plan and provide professional learning sessions on READS. • Provide differentiated reading support to school administrators based on their needs. • Acknowledge and provide feedback around the implementation of READS.
<ul style="list-style-type: none"> • Central office personnel and school team review progress and plans for interventions and supports and adjust as needed. • Follow up on progress of students identified for intervention in the fall. • Follow up on school specific supports with school administrators. 	<ul style="list-style-type: none"> • Follow up on school specific supports with administrators. • Plan for necessary supports for the upcoming school year. • Plan specific literacy interventions for students identified for the upcoming school year. 	<ul style="list-style-type: none"> • Collaborate with administrators and student support service professionals to plan reading improvement supports aligned with division or First Nation education organization intervention plan for students. • Provide coaching to teachers and school teams to understand the use of data to improve instruction and student learning. • Celebrate growth in reading!

LEADS (Director, Deputy Director, Superintendents)

	Prior to Student Arrival	September - November
All Areas	<ul style="list-style-type: none"> • Share the ESSP and updates with school administrators. • Update, share and ensure alignment of the division or First Nation education organization reading plan within the context of the ESSP. • Ensure staffing and budgets are allocated to support reading plan. • Set assessment calendar aligned with provincial requirements. • Discuss school specific reading data including responses and year over year trends. • Meet with central office personnel to establish regular meeting dates to review division or First Nation education organization reading plan. • Ensure PROFESSIONAL LEADERSHIP READS is embedded in the supervision and evaluation process. • Become knowledgeable of SASKATCHEWAN READS FOR PROFESSIONALS and how it can be used to support school administrators. • Ensure PROFESSIONAL LEADERSHIP READS and SASKATCHEWAN READS FOR ADMINISTRATORS are part of new school administrators' orientation. • Plan for professional learning for school administrators and teachers in PROFESSIONAL LEADERSHIP READS. • Celebrate successes. 	<ul style="list-style-type: none"> • Ensure provincial Annual Report is submitted to the ministry. • Prepare any necessary reading related reports for board. • Review and share division or First Nation education organization data with board and senior leadership teams. • Meet with school administrators to discuss: <ul style="list-style-type: none"> - school improvement plan; - school data and intervention model SASKATCHEWAN READS FOR PROFESSIONALS (p. 38-42); - staff inventory of strengths and needs, using the Staff Inventory ONLINE SASKATCHEWAN READS FOR PROFESSIONALS (p. 48); and - use the inventory and data results to guide and support school professional learning plan SASKATCHEWAN READS FOR PROFESSIONALS (p. 32). • Plan for an SCC/FNM advisory group forum or workshop using the SCC <i>Collaboration Workshop</i> Module ONLINE. • Implement the <i>Lead Learner</i> Module ONLINE.

Many of these activities are essential all year long.

PLANNING GUIDE

December - February	March - May
<ul style="list-style-type: none"> • Review division or First Nation education organizations reading data. • Support schools in collecting and analyzing reading data. • Plan reading budget for upcoming year. • Meet with school administrators to review: <ul style="list-style-type: none"> - school improvement plan; - school data and intervention model  (p. 40-42); - implementation of  into classroom practice; and - review supervision process. 	<ul style="list-style-type: none"> • Finalize reading budget for the upcoming year. • Support schools in collection of reading data. • Review division or First Nation education organization data to celebrate and identify areas to support for the upcoming year. • Report assessment data as per ministry requirements. • Prepare any necessary reading related reports for board. • Review and share year-end data with board and senior leadership teams. • Complete supervision cycle with teachers and/or school administrators highlighting the focus of  and . • Meet with school administrators to review: <ul style="list-style-type: none"> - school improvement plan; - school data and intervention model  (p. 40-42); - discuss and plan professional learning needs for the upcoming year; and - adjustments to staffing. • Ensure hiring process reflects focus on reading.

Glossary

Action research is a process in which a question, arising from data, is the focus for all staff for at least a year. (*Sharratt & Fullan, 2012, p. 202*)

Beliefs are our assumptions and convictions that are held to be true: they ground our understanding and reflect what we value.

Collaborative inquiry is when teachers work together to define problems, co-plan, co-teach, co-monitor and interpret outcomes and then consider the next steps together.

Cross-curricular literacy occurs when literacy curriculum expectations or concepts or skills are specifically taught in the subject areas. (*Sharratt & Fullan, 2012, p. 205*)

Climate is the state of collective interpersonal relationships at a school in the moment. (*Collins & Portner, 2014*)

Culture is a combination of the relationships, beliefs, values, interactions, trust levels and collaboration that shape and influence the whole school community that works together to increase effectiveness, efficiency and enjoyment for staff, students and their families. (*Routman, 2014*)

Diagnostic assessment is used to determine an individual's understanding of language concepts and ability to use language skills and strategies. These assessments allow the teacher to determine how to build or deepen the student's understanding of the concepts, skills or strategies. Diagnostic assessments include miscue analysis, informal inventories and individual reading, listening, speaking, writing, viewing and representing tasks. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002*)

Education Sector Strategic Plan (ESSP) was developed collaboratively with public school divisions, Catholic school divisions, Conseil des écoles francosaskoises, First Nations, Métis, Ministry of Education, school boards and students, provides short and long term outcome goals for education leading up to 2020. It is the action plan that will prioritize and deploy the work the sector needs to do in order to achieve the common goal of supporting every student to reach their full potential, as well as fulfilling the targets in the Saskatchewan Plan for Growth.

First Nation education organizations refers to the First Nation schools and Tribal Councils in Saskatchewan.

Formative assessments (assessment for learning) involves the use of information about student progress to support and improve student learning and inform instructional practices. Formative assessment is teacher-driven for student, teacher and parent use. It occurs throughout the teaching and learning process, uses a variety of tools and engages teachers in providing differentiated instruction and feedback to students to enhance their learning. Formative assessment provides information to parents in support of learning. (*Saskatchewan ELA 3 Curriculum, 2010*)

Instructional approaches are curriculum-related professionally informed decisions teachers purposefully implement to enhance learning opportunities for students. Approaches may include instructional models, strategies, skills, methods, etc. used to meet the needs and styles of all students. (*Saskatchewan Instructional Approaches, 1991*)

Instructional capacity is an investment in the development of the knowledge, skills and competencies of individuals and groups to focus on assessment literacy and instructional effectiveness that leads to school improvement. (*Sharratt & Fullan, 2009, p. 8*)

Instructional walk is an intentional informal visit (not evaluation) by the principal to a teacher's classroom to notice, record and affirm strengths, build trust, offer possible suggestions or coach-all for the purpose of increasing student literacy and learning across the curriculum. (*Routman, 2014, p. 306*)

Interventions involve more intensive or supported instruction, beyond whole group classroom instruction, provided to small groups or individual students who need extra support with an aspect of their learning. (*Saskatchewan Reads, 2015*)

Job-embedded professional learning is the collaborative and ongoing sharing of knowledge grounded in inquiry and reflection. It is supported by modelling, coaching and solving of problems so teachers can implement their new learning and sustain changes in practice. (*Ontario Literacy and Numeracy Secretariat, 2006*)

Literacy lead refers to an individual who is responsible for supporting the implementation of Saskatchewan Reads within the system reading plan.

Literacy teams consist of teams of teachers and leaders who come together on a regular basis to influence and improve teaching effectiveness and student learning. Effective school-based PLC's are literacy focused meetings where participants collaboratively view, discuss, read, study, analyze, reflect, plan and apply effective reading and writing practices across the curriculum in their own classrooms. (*Routman, 2014*)

Levelled texts are texts that have literary merit and are suitable for the age, skill level and social maturity of students. Teachers typically use the following criteria to level texts: content and sophistication, length of text, sentence length and structure (pattern), vocabulary difficulty (sight words), predictability, illustration support. (*English Language Arts: A Curriculum Guide for the Elementary Level (K-5), 2002*)

Observational inquiries (usually made during instructional walks) involve non-judgmental surveying of observable classroom practices. They are used to engage principals and teachers in dialogue and reflection about teaching practices and school-wide goals.

Reading behaviours are the essential tools (e.g. oral language, print concepts, phonemic awareness, letter-sound relationships, vocabulary, semantics and syntax, metacognition) students need to actively engage with content, construct meaning, and grow their comprehension of big ideas in the world. These skills are not taught in isolation; they are interrelated components that support and build on each other.

Responsive instruction promotes the intellectual, social, physical and emotional development of all students. Responsive instruction adapts to students' needs and presents students with a variety of developmental experiences, learning experiences and supports to advance their learning potential. Responsive instruction incorporates curriculum, instruction and assessment to support all students to achieve the knowledge, skills and attitudes required to succeed in school and in life. (*Saskatchewan ELA 3 Curriculum, 2010*)

Self-assessment (assessment as learning) actively involves student reflection on learning, monitoring of her/his own progress. Self-assessment supports students in critically analyzing learning related to curricular outcomes, is student-driven with teacher guidance and occurs throughout the learning process. (*Saskatchewan ELA 3 Curriculum, 2010*)

School administrator refers to the in-school principal or vice-principal. (*School Improvement Planning, 2000*)

School improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and shows how and when these changes will be made.

Strategy is a systematic plan for solving a problem or executing a task. (*Saskatchewan ELA 3 Curriculum, 2010*)

Summative assessments (assessment of learning) involves the teacher's use of evidence of student learning to make judgments about student achievement. Summative assessment provides opportunity to report evidence of achievement related to curricular outcomes, occurs at the end of a learning cycle, uses a variety of tools and provides the foundation for discussions on placement or promotion. (*Saskatchewan ELA 3 Curriculum, 2010*)

Teacher leader refers to teachers who have an informal role as literacy leaders within the school.

Text(s) is any form of communication, whether visual, oral, written or multimedia (including digital media), that constitutes a coherent, identifiable unit or artifact (e.g. poem, poster, conversation or model) with a definable communicative function. It refers to visual communications such as illustrations, video and computer displays, oral communications, (including conversations), speeches, dramatizations and printed communications in their varied forms. (*Saskatchewan ELA 3 Curriculum, 2010*)

Tier one intervention is embedded within effective instructional approaches. It builds on student strengths and creates a foundation for further learning and achievement. Instruction may occur in whole group, small group or individual settings. Students are assessed often and student progress is monitored regularly. (*Saskatchewan Reads, 2015*)

Tier two intervention identifies students through ongoing and frequent informative and summative assessment. Students receive additional opportunities to improve comprehension, fluency and engagement in small groups. Instruction is targeted and short term. The goal of tier two intervention is for students to be engaged readers who read fluently, comprehend grade level text and who no longer require support. (*Saskatchewan Reads, 2015*)

Tier three intervention involves planning by a school based team along with specialists (Speech and Language Pathologist, Occupational Therapist, Educational Psychologist) who determine necessary further assessment and plan for intensive individual programming. An action plan is implemented that meets the need of the individual student. (*Saskatchewan Reads, 2015*)

Triangulated data means using three different sources of data, including conversations, products and observations, to ensure sufficient proof of a student's learning and an accurate description of a student's progress. (*Saskatchewan Reads, 2015*)

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SASKATCHEWAN READS

FOR ADMINISTRATORS



School Administrators:

- examine, understand and communicate their **COMPELLING WHY**;
- develop shared **BELIEFS** to set the foundation for collaborative action;
- reflect and are knowledgeable **LEAD LEARNERS** who support teacher development;
- build relationships and share responsibility to create a reading-focused **CULTURE**;
- expand teacher **CAPACITY** to sustain a culture of continuous improvement;
- analyze reading **DATA** and ensure responsive instruction and interventions are implemented; and
- **MANAGE** the implementation of a successful reading improvement plan.