

READ, WRITE, LEAD

Note	xiii
Acknowledgments	xv
Introduction: Why This Book and Who Is It For?	1
Quick Wins	5
1. Literacy and Leadership: Change That Matters	7
Learning from Teaching and Leading.....	8
Literacy Insights.....	9
Leadership Insights	11
Prepare People for Worthwhile Change.....	14
Put in Place a Solid Infrastructure.....	17
Focus on Worthwhile Instruction and Learning.....	18
Establish a School Culture of Professional Trust	20
Professional Trust: What It Is and Why It Matters	21
Take Action to Promote Professional Trust	22
Become a “Positive Deviant”—A Force for Helpful Change	25
Develop a Mindset for High Achievement.....	26
Teach with a Sense of Agency and Urgency	28
Ask Uncommon Questions.....	29
Become a Teacher Who Also Leads.....	32
Become a Leader Who Also Knows Literacy	35
2. Responsive Instruction, Feedback, and Assessment	37
Teach and Assess Responsively	37
Ask the Most Essential Questions First	38
Teach with Authenticity	41
Plan with the End in Mind	43
Provide More Choice Within Structure	48
Hear All the Voices	54
Embed Formative Assessment	55
Apply an Optimal Learning Model	57
Embrace Seamless Teaching	59
Shift to Whole-Part-Whole Teaching	61
Rely on Excellent Demonstrations.....	63

Provide More Shared Experiences	65
Build in Sustained and Guided Practice.....	69
Work Toward Independence in Learning.....	70
Reap the Benefits of the OLM.....	71
Provide Effective Feedback.....	72
Apply Feedback Essentials.....	73
Use Feedback to Build Professional Trust	76
3. Reading and Writing Priorities.....	81
Develop Shared Beliefs.....	83
Start with Schoolwide Discussion of Literacy Beliefs.....	85
Connect Beliefs with Excellent Instructional Practices.....	90
Provide Access to Appropriate Texts.....	95
Ensure Access to Books for All Students	96
Use Riveting Literature	97
Establish Excellent Classroom Libraries with Students	99
Guide Students to Choose Books They Can Read.....	100
Understand Text Complexity.....	102
Apply Reading Levels Judiciously	103
Expand Background Knowledge	105
Integrate Social Media and Technology into Literacy.....	106
Write for Audience and Purpose	107
Make Writing Authentic	108
Simplify the Teaching of Writing.....	109
Become a Writing Role Model	110
Notice What Authors Do	114
Embrace Public Writing Conferences	115
Put the Writer Before the Writing.....	116
Read for Enjoyment and Understanding	117
Focus on Reading Joy as Well as Reading Progress	117
Be a Reading Role Model.....	122
Rely on Relevant Research.....	126
Emphasize Comprehension	128
Provide Adequate Reading Supports	130
Ensure Sustained Time for Independent Reading.....	133
Instill Daily Reading Conferences.....	135
Aim for Self-Determining Readers.....	136
4. Reducing the Need for Intervention.....	137
Focus Teaching at the Universal Level	139
Increase Teacher Effectiveness.....	140
Apply the Common Core Standards Wisely	141

Emphasize Prevention	142
Ensure Excellent Literacy Instruction in Kindergarten	143
Intervene Early	148
Avoid Summer Reading Loss.....	150
Embrace the Reading/Writing Connection	152
Employ Principles of Response to Intervention.....	159
Focus on Meaning.....	159
Choose Programs and Resources Carefully: Pay Attention to Research.....	160
Work with Reading Texts That Lead to Early Success	161
Incorporate Daily Practices That Deter Failure.....	165
Make the Work More Authentic	165
Provide More Student Choice	166
Make Learning Intentions Clear	167
Celebrate Students' Strengths.....	170
Have Students Do More Silent Reading	171
Confer with Students Daily.....	172
Embrace Whole-Part-Whole Teaching	173
Put Second Language Learners on a Fast Track to Achievement.....	174
Write Whole, Meaningful Texts as a Catalyst to Acceleration.....	176
5. Leadership Priorities.....	181
Ensure High-Quality Leadership	181
Foster Principal Success	182
Promote Teacher Leadership.....	184
Take on the Qualities of Effective Leaders	185
Build Trusting Relationships.....	185
Make Daily Instructional Walks Integral to Higher Achievement	197
Defining Instructional Walks.....	198
Find the Time	200
Know What to Look For	201
Give Immediate Feedback	204
Take Nonjudgmental Notes	207
Give Suggestions Carefully.....	209
Guide Teachers to Align Beliefs with Practices.....	212
Go Beyond Analysis of Results to Improving Instruction	215
Learn from Highly Effective School Leaders	216
6. Professional <i>Literacy</i> Communities	219
Embed a PLC Culture into Schools.....	220
Expand the PLC Definition and Vision	220
Learn from a Professional <i>Literacy</i> Community School	222

Put in Place Effective Learning Structures.....	226
Apply the Research on Professional Development.....	229
Support Continuous Principal and Teacher Learning.....	229
Seek Professional Learning, Not Just Professional Development.....	230
Set Up a Highly Functioning School Leadership Team.....	231
Develop a Selection Process for Membership.....	233
Organize Team Structures for the PLC.....	236
Set Up a Coaching Protocol for the Team.....	239
Establish Roles and Responsibilities.....	240
Ensure Successful PLCs and Accelerated Learning for All.....	245
Ask Deeper Questions About Teaching and Learning, Schoolwide.....	246
Use Time Astutely.....	249
Simplify the Work.....	250
7. Sustaining the Work: We Can Do It!	254
Focus Relentlessly on What’s Most Important.....	255
Expect Commitment.....	255
Instill a Culture of Collaboration, Learning, and Empowerment.....	258
Develop a Model for Short-Term Gains and Long-Term Improvement.....	262
Aim for Self-Determining Readers and Writers.....	265
Seek to Have Learners Self-Monitor and Set Their Own Goals.....	266
Develop Benchmarks and “I Can” Statements.....	267
Mentor Other Teachers, Leaders, and Schools.....	269
Embed Whole-School Coaching.....	270
Transform Teaching Through Peer Coaching.....	271
Adopt a Residency Model.....	272
Protect the School.....	277
We Can Do It!.....	282
Postscript.....	283
Appendixes	285
A. Change Process Worksheet.....	287
B. Planning Instruction with the Optimal Learning Model.....	288
C. Examining Beliefs About Reading.....	289
D. What to Look for in the Highly Effective Reading and Writing Classroom.....	290
E. Recommended Technology Tools and Uses.....	292
F. Schoolwide On-Demand Writing Assessment (Parts 1 & 2).....	294
G. Teaching Points Related to “Six Traits + 1” of Writing.....	296
H. Observation Framework for Instructional Walks.....	297
I. Essential Characteristics of a Highly Effective Teacher-Leader.....	298

J. Benchmarks for Writing.....	299
K. Visitor Guidelines for Classroom Observations.....	302
Glossary	304
Endnotes	310
References and Resources	332
Index	343
About the Author	355