

Practice Activity 2: Promoting Sustainability

Directions:

Individually or in small groups:

- 1) Look at the slides from the level at which you work. What strategies seem like they might work for you to promote sustainability actively at your level?
- 2) Look at the slides from the level “above & below” yours. How might you influence efforts to promote sustainability at those levels?
- 3) Jot down a note to yourself (perhaps in your calendar) to follow up on these ideas (talk to someone or take other action) when you get back to your work place.

Promoting Sustainability: District Administrators Role

- ◆ Align/allocate adequate resources to sustain efforts (staffing, budgets)
- ◆ Align district goals and in-service activities with school priorities
- ◆ Manage adoption of materials to support reading goals
- ◆ Support district-wide formative assessment process
- ◆ Build calendars and schedules which support reading goals
- ◆ Allow job descriptions which support reading goals
- ◆ Hire, assign, support and supervise principals on reading program elements
- ◆ Guide collaboration among regular education, Title, special education, and ELL staff in the reading improvement process
- ◆ Build capacity among staff for reading improvement by investing in training for all and mentoring for new teachers, assistants and principals
- ◆ Show up at the school to acknowledge staff efforts and ask, “How can we support you?”
- ◆ Provide the support needed to principals to act as instructional leaders

Promoting Sustainability: Superintendent's Role

- Consider policies and procedures to support reading goals
- Support hiring practices, assignment, job descriptions, mentoring and supervision which strengthen reading improvement efforts
- Review results of reading performance measures on an on-going basis (e.g., each 6 weeks); discuss these with district leaders and principals
- Provide adequate funding to support instructional staff, materials and training needed for reading improvement
- Develop calendars and schedules which support reading goals
- Align district goals and in-service activities with school priorities
- Seek support for reading improvement through community contacts
- Show up at the school to acknowledge staff efforts and ask, “How can we support you?”

Promoting Sustainability: Principal's Role

- **Taking the lead on:**
 - Leadership activities and developing leadership in others
 - Continuing to develop and nurture reading culture
 - Continuing to build the knowledge and abilities of teachers
 - Maintain communication with school and district staff about reading
 - Forging an alliance of all instructional staff
 - Involving all school staff in reading improvement
 - Overseeing use of time (calendar, schedules)
 - Providing supervision and support for implementation
- **Collaborating with coach and specialists on continued:**
 - School-wide formative data collection
 - Team process to use data to guide instruction
 - Professional development, follow-up and support process
- **Supervising fidelity of implementation of key elements**
 - Provides differentiated support as needed
 - Provides positive and formative feedback

Promoting Sustainability: Coach/Specialist Role

- **Collaborating with principal on continued:**
 - School-wide formative data collection
 - Team process to use data to guide instruction
 - Professional development, follow-up and support process

Promoting Sustainability: Teachers' Role

- **Grade level and cross-grade team meetings**
 - Based on formative assessment data
 - Focused on adjusting instruction as needed
- **Grade level staff collaborate frequently**
 - Seamless system of instruction
 - Shared accountability for student outcomes
 - Learn from one another
 - Periodic peer coaching
 - Collaborative problem solving
 - Share ideas and tasks
- **Teachers continue high fidelity implementation of key elements**
 - Use of time
 - Use of curriculum
 - Use of formative assessment and data
 - Differentiation of instructional components