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