



Australian Government
Department of Education, Employment
and Workplace Relations

Principals as Literacy Leaders



Revised and extended by:
Griffith University
Flinders University

MODULE 4:
DESIGNING, IMPLEMENTING AND
MONITORING LITERACY INTERVENTIONS



Flinders
UNIVERSITY

Principals as Literacy Leaders

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Designing, Implementing and Monitoring Literacy Interventions

Revised and extended by:

Flinders University

Griffith University

From original resource material developed by:

The Australian Primary Principals Association

Griffith University

Edith Cowan University

The Australian Catholic University

as part of the Principals as Literacy Leaders Pilot Project 2009

Principles Informing the Development of PALL Modules

- Values and builds on the knowledge and experience of the principals
- Facilitates the sharing of principals' expertise, both with each other and with their school communities
- Introduces the principals to relevant theoretical understandings and classroom practices grounded in evidence-based research
- Encourages principals to critically reflect on their practice and on issues surrounding the teaching of literacy in their schools
- Includes an ICT element where relevant
- Reflects standards as appropriate
- Links to recent research, reports and policy documents
- Addresses the diverse needs of the principals (eg degree of experience, level of expertise, rural/metropolitan, high NESB population)
- Includes a variety of activities and resources (workshop activities, discussions, notes on session format, readings, PowerPoint presentations, web links, video clips, lists of resources, etc)
- Written in language that is appropriate for this audience.

Module 4

Designing, Implementing and Monitoring Literacy Interventions

Overview of Module

The purpose of this module is to examine the actions principals need to take to plan and implement effective literacy interventions, particularly those in reading.

The outcomes of discussion and activity with participating principals should be:

- (i) an enhanced capacity to lead and commit to localised school planning based on sound evidence related to three levels of activity conceived as 'waves' of intervention;
- (ii) a capacity to use the PALL Leadership for Learning Blueprint as a key reference point in applying resources to planned interventions; and
- (iii) knowledge of a range of strategies related to students' improvement in the Big Six of Reading.

Developed by:

Neil Dempster, Griffith University

Anne Bayetto, Flinders University

from original material produced during the PALL Pilot Project, 2009-2010

Planned Learning Outcomes

On completion of this module, it is anticipated that principals will:

1. understand significant outcomes of research into interventions in general and literacy interventions in particular;
2. analyse factors which facilitate or inhibit the implementation of effective literacy interventions (especially in reading);
3. be able to lead professional conversations about possible intervention actions or strategies to improve student learning and achievement; and
4. have prepared an intervention planning template based on 'wave' theory for use with their teachers back at school.

SUMMARY OF SESSIONS

Session 1

Group discussion on school based assessments

Neil Dempster and Anne Bayetto

(30 minutes)

After a brief introduction from the session leader, principals will share what is happening at their schools as a result of Module 3. This discussion will allow principals to reflect on elements such as the range of assessments being used in their schools, the priorities in reading identified and why and how teachers were involved in this process with them.

Session 2A

Features of successful interventions (in general) from the research

Neil Dempster

(30 minutes)

This session explores the concept of intervention and reports on interventions which have been regarded as successful in that they have achieved and sustained intended effects. Some of the critical elements of sustainable intervention actions and the nature of the planning, implementation and evaluation that accompanies them will be explained as a prelude to the identification of key features school leaders need to be able to bring into their work.

Session 2B

Introduction to intervention WAVE theory

Neil Dempster

(30 minutes)

Intervention 'Wave' theory is discussed in this session through reference to a range of sources from relevant research literature and international professional practice. Definitions accompanying the three waves are explained, as is the focus of action in each. The differences between these definitions are highlighted, particularly the focus of the First Wave on whole school improvement through a well-coordinated and monitored approach to literacy learning. The significance of quantitative and qualitative data in identifying students who will become the focus of Second Wave and Third Wave strategies will be demonstrated. The view that an intervention is a pre-packaged program brought from 'the shelf' will be challenged.

Session 3

The Leadership for Learning Blueprint and how it relates to interventions

Neil Dempster

(30 minutes)

Session 3 rests on the knowledge that the trajectory of students' achievement in literacy can only be improved through changes in their learning. While this sounds trite, it is the cornerstone of performance development – no outcome can be improved without attention to process. The most direct of these processes, when it comes to learning, are in the hands of teachers. On the evidence they have gathered about students' performance, teachers draw upon their pedagogical repertoires to create and implement ameliorating strategies. However, principals have an important role to play in thinking more broadly about contributions they can make to enhancing learning and thus performance. Using the Leadership for Learning Blue Print, examples of actions which support interventions are presented, together with a series of questions principals can apply when considering potential intervention action.

Session 4

Features of successful 'literacy schools' and implementation of a WAVE approach to intervention

Anne Bayetto

(135 minutes)

This session will provide an overview of the characteristics of schools that “beat the odds” – ones that teach all their students to read, regardless of the SES, ethnicity, home language or special needs of their student population.

Building on the Three Wave Model, there will be discussion about “typical” students in the different waves of intervention and the implications this has for schools. Table discussions will include principals considering the practical implications of long-term support for Wave 2 and 3 students. Sample Literacy Blocks will be distributed which provide an example of how each of the Big Six elements of learning to read may be incorporated into lessons across the primary years.

The session will conclude with demonstrations of strategies that target students in Waves 2 and 3 and provide more focussed and intense instruction.

Session 5

Preparing to use an Intervention Planning Template

Neil Dempster

(30 minutes)

The final session concentrates on preparing principals to work in partnership with their teachers to plan and implement the intervention actions warranted by the performance evidence they have gathered. The session will give equal attention to planning for each of the three 'Waves' of Intervention, incorporating where appropriate, consideration of the Leadership for Learning Blueprint dimensions. A proforma will be employed as the vehicle for discussing what needs to be done in the period immediately following the workshop. The session should result in the drafting of ideas for application back at school.

Session 6

Homework Tasks

(15 minutes)

The follow-up task expected of principals for application back at their schools will be explained.

Follow-up Activity

Principals are asked to follow up their participation in Module 4 by working with their teachers to refine the planning of their 'Wave' Intervention Actions. This should be accomplished by the end of the school year with preparations made so that the planned intervention actions can be implemented when school returns in the new academic year. Regional Leadership Consultants (or the equivalent, eg in Tasmania, Principal Network Leaders) will support their principals in this follow up work.

Readings

Lenz, G., Clayton, K., Savage, C., Cavanaugh, C., Dickey, M., Kim, A., Krezmien, M., Levy, S., Twiddy, K., Vaughn, S., Wanzek, J., Wood, K., Justz, M., & Kameen, M. (2005). *Introduction to the 3-Tier reading model* (4th ed.). TX: University of Texas/Texas Education Agency.

http://buildingrti.utexas.org/PDF/Intro3TierModel_4ed.pdf

Ofsted, (2010) *Reading by six: How the best schools do it*.

<http://www.ofsted.gov.uk/resources/reading-six-how-best-schools-do-it>

Torgeson, J., Houston, D. Rissman, L., Decker, S.M., Roberts, G., Vaughn, S., Wexler, J. Francis, D.J., Rivera, M.O., & Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. FL: Florida Center for Reading Research at Florida State University.

<http://opi.mt.gov/pub/rti/EssentialComponents/RBCurric/Reading/RTIResources/Academic%20Literacy%20Instruction%20for%20Adolescents.pdf>

Torgeson, J., Houston, D. Rissman, L., & Kosaovich, M. (2007). *Teaching all students to read in elementary school: A guide for principals*. FL: Florida Center for Reading Research at Florida State University.

<http://www.fcrr.org/Interventions/pdf/Principals%20Guide-Elementary.pdf>

University of Texas Agency & University of Texas (2005). *Reducing reading difficulties for kindergarten through third grade students. Introduction to the 3-Tier reading model* (4th ed.).

http://buildingrti.utexas.org/PDF/Intro3TierModel_4ed.pdf

Relevant Reports or Policy Documents

The National Inquiry into the Teaching of Literacy (NITL) (DEST, 2005)

Report of the National Reading Panel (NICCHD, 2000) <http://www.nationalreadingpanel.org/>

Slavin, R. (2009). *Effective beginning reading programs: A best-evidence synthesis*.

http://www.bestevidence.org/word/begin_read_Jan_26_2009.pdf

Slavin, R. (2009). *Effective programs for struggling readers: A best-evidence synthesis*.

http://www.bestevidence.org.uk/assets/struggling_read_june_09.pdf

Related Web Links

The Australian Council for Educational Research (ACER)

<http://www.acer.edu.au/>

The Australian Association for Educational Research (AARE)

<http://www.aare.edu.au/pages/index.asp>

The Australian Institute for Teaching and School Leadership (AITSL)

<http://www.aitsl.edu.au/>

The National College for Teaching and Leadership

<http://www.education.gov.uk/nationalcollege/>

Resources Needed

Module 4 PowerPoint slides for all sessions (Neil Dempster and Anne Bayetto)

Anne Bayetto

Handout 1: Three Wave Interventions

Handout 2: Sample Literacy Blocks

Neil Dempster

Handout 1: Intervention Tiers, Levels or Waves

Handout 2: The Blueprint, Intervention Waves and their Focus

Handout 3: The Leadership for Learning Blueprint and Intervention Touchstones

Handout 4: Principals' Intervention Planning Schedule

Handout 5: A Literacy Intervention Planning Checklist