

Every Child a Reader and Writer
Principal’s Instructional Leadership Profile: Writing Workshop Focus

Component # 6 - Developing Distributed Leadership: Most staff members take on leadership roles, based on their individual expertise, to support the school-wide effort to create highly effective writing workshop practice throughout all classrooms in the school.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
<p>Grade-level Teams: Teachers meet regularly in grade-level teams to engage in continuous cycle of collaborative reflection, planning, teaching, assessing and revising.</p>	<ol style="list-style-type: none"> 1. Teams meet regularly (2 times per month or more). 2. All teachers participate and contribute. 3. Teams work to establish mutually acceptable norms and operating agreements. 4. Teams work toward accomplishing a common goal established in the school-wide plan. 5. Teams plan units of study and lessons based on the standards and students’ needs identified in student work. 6. Teams compare student work to common outcomes and <i>benchmarks*</i> (<i>rubrics, standards, anchor papers</i>). 7. Teams develop and implement a system to keep records which support their continuous work. 8. Teams work to create a common pool of effective lessons and practices. 	<ol style="list-style-type: none"> 1. Routinely joins grade-level teams to work in partnership with them as they plan instruction and assess student work. 2. Holds quarterly sessions with teams to review plans and outcomes in student work. 3. Provides initial training for staff in analysis of student work and unit design. 	<ol style="list-style-type: none"> 1. Is committed to developing a strong writing program. 2. Is willing to work alongside teachers as a co-learner. 3. Believes that a community of learners can accomplish more and work in more satisfying ways than when individuals are engaged in isolated practice.
<p>Staff Convenings: During staff meetings, release days and shortened day sessions staff meets to strengthen the vision and progress toward school-wide literacy goals. Types of sessions may include information giving, sharing across grades, identifying problems and potential solutions, modeling powerful practices.</p>	<ol style="list-style-type: none"> 1. Meeting topics are determined through a collaborative process and staff members provide expert voice for others as appropriate. 2. In order to achieve identified outcomes, efforts have a sustained, long-term focus. 3. Sessions include planning for classroom implementation, reflection and monitoring. 	<ol style="list-style-type: none"> 1. Communicates expectations for classroom implementation. 2. Uses <i>walk-throughs</i> to routinely monitor implementation 3. Provides clear feedback to teachers. 4. Works to understand staff members’ strengths and interests in order to delegate wisely. 5. Celebrates successes with individuals and staff. 6. Asks hard questions and holds self and teachers accountable for improved achievement. 	<ol style="list-style-type: none"> 4. Honors the expertise of others and trusts the work of teams. 5. Expects rigor and excellence.
<p>Literacy Teams: These small working groups guide the schools’ literacy efforts in an identified area (e.g., EL, data, reading, school-wide literacy leadership, writing) and work to build and promote the shared vision.</p>	<ol style="list-style-type: none"> 1. <i>Literacy Leadership Team</i> sets and guides the agenda for the year (develops school plan in collaboration with staff; incorporates staff needs and suggestions; identifies problems and explores solutions; plans celebrations). 2. Membership is based on teacher interests. 3. Systems are established to facilitate communication between working groups, grade-level teams, the principal and the staff at large. 4. Teams engage in the study of a topic in preparation to provide an expert voice in the selected area. 5. Each literacy team has an identified objective. 6. Composition of group, frequency of meetings and duration of each group is tied to the identified objective. 	<ol style="list-style-type: none"> 1. Works with staff and leadership team to establish needed literacy committees. 2. Makes committee work part of the everyday business of the school. 3. Is on the lookout throughout the school day for evidence of individual teacher interest and knowledge; seizes opportunities to move individuals into leadership roles. 4. Creates routines and procedures for on-going communication between the staff, <i>Leadership Leadership Team</i> and literacy committees. 5. Provides training for staff members to equip them to undertake their various roles as leaders and members. 	