

\*Resources for inquiry brief development:

- Chapter 3 of *Leading with Passion & Knowledge*
- Next Step Forward: Guided Reading (Jan Richardson)

- Purpose: Guided reading has been an instructional practice that our staff has utilized since I became principal of our building. The structure of guided reading has been inconsistent and varied between classrooms. Our teachers need guidance of best practices pertaining to guided reading, and I need to communicate these practices in a constructive and supportive approach. I need to know content, best guided reading practices, and how to best communicate to the staff how we plan to have a linear approach for guided reading K-4th grade.
- Question (Wondering): **How can I communicate and share best practices for guided reading to improve as an instructional leader?**
- Method (What will I be doing?)
  1. Book Study: Next Steps Forward: Guided Reading, by Jan Richardson
  2. Structured and purposeful guided reading walk-throughs/look fors
  3. Implementation of instructional practices from Book study.
- Data Collection:
  1. Interviews and field notes from Team Meetings
  2. Book Study discussions
  3. Review of walk-throughs/look fors (field notes)
  4. Surveys (Completed at mid year and end of school year)

- Calendar (timeline):
  - August-November: Completion of book study with our staff
  - August-November: Book Discussion (Google Forms, sharing of artifacts, and grade level meetings)
  - November: Implementation of at least one practice from our book study.
    - Five Finger Comprehension
    - Footprint Lesson plans
    - Re-telling
  - December: Implementation of Literacy Footprints
  - December-April: Grade level discussion (based off observations/walk-throughs)
  - December-April: Artifacts shared at meetings.
  
- Data Analysis:
  - Book Study
    - Implementation of best instructional practices
    - Artifacts to share with colleagues
    - Walk-throughs/observations
    - Communicate with staff about what's being implemented
    - Communicate with staff about missing elements.
  
- Future Planning
  - Continue to meet with teachers post project to share what is working well, and how ELA mentors can assist
  - Supporting our Junior High School with best practices for guided reading instruction.

# Diving Deeper into Reading Foundations



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# Who I Am

- Father, runner, building leader, and an adoration for sports.
- I enjoy traveling with my family (both beach and mountains I learned this past summer)
- Married for more than eleven years: Marissa
- Lydia (9) and Luke (8)
- Sports: Packers, ND, IU, Ball State, Butler, Cardinals, ChiSox, Penguins, and Celtics
- Reopening an elementary with prek.



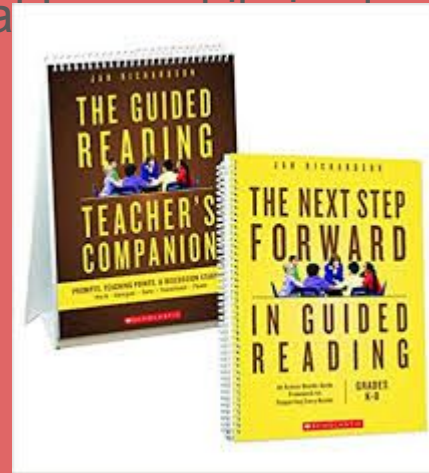
# Background and Purpose of Inquiry

Realization that I need to improve as an instructional leader.

- In particular with guided reading
- Learning about best guided reading practices (in particular K-2)
- Not getting into the classrooms often enough for instructional purposes
- Provide growth opportunities for teachers in regards to guided reading instruction.

# My Wonderings were

- How do I become a stronger instructional leader (in regards to guided reading)
- Could I get buy in from staff to participate in a book study?
- How do I collect formative data from what is going on in my classrooms?



# My Data was collected by:

- [Google Sheet](#) (staff responses to answers): Chapters 1 and 4
- Questions for a discussion at a staff meeting: Chapter 2 (What procedures in chapter 2 help students quickly learn letters? How can letter formation be implemented in daily work? Jan shares importance of need to teach pre-a readers in small groups. Do you and your colleagues agree with this? Why do you have this belief? Why try it or not?)
- [Quantitative Data](#) [Look For Quantitative Data](#)
- Formal classroom observations have started and continuing to take place.
- Chapter 5: evaluations
- Chapter 6: [Staff Meeting Share](#)
- Chapter 7: Questions (What have you done differently or refined since our book study?)

# My Discoveries after reading through my data

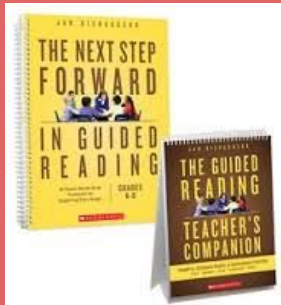
1. Teachers appreciated the book study and are implementing practices into their instruction. This was visible with continued purposeful walk throughs and discussions.
2. This was more of a refresher for our teachers than learning new best practices.
3. The passion I have as a principal has grown as I am more involved with instruction. Shift in roles to support our Junior High with academics and in particular guided reading.
4. Growth and progress is taking place in the classroom.





# More Discoveries

- Early interventions are critical for young readers. Our building restructured our primary interventions: making it more of a priority with included more students k-2.
- Letter Recognition, letter sounds, letter formation, and more.
- Student Centers: working with letters, working with sounds, working with books, interactive writing, and other independent guided reading stations
- Assessing (running records) to determine student need.



# Final Reflections

My wondering was.... **How can our teachers provide purposeful and appropriate guided reading instruction each day while also providing our students an opportunity to find a love for reading? How can I improve as an instructional leader?**

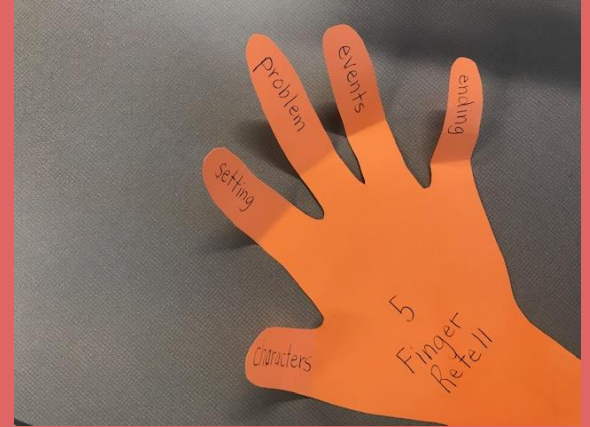
From reading and rereading the data I brought with me today, the most important things I learned are...

- **Fine tuning best practices that are in place in our classrooms, yet being reiterated and updated with the guidance of Jan Richardson.**
- **After speaking with staff it's evident who is truly interested in modifying and improving their instruction during and after this book study.**
- **Our building is making the necessary shift with guided reading practices for students to more enjoy reading, become better readers, and an increase with student growth scores.**

Any action I might take as a result of this mini cycle is...

- **It will be crucial that I continue to follow up with staff that implementation of best practice continue and modify as needed. This will be done through grade level meetings, walk-throughs, observations, and artifacts.**

# Success



# Closing Thoughts

- Why did I inquire?
  - **Teachers and myself needed a refresher with best practices pertaining to Guided Reading Instruction.**
  - **ELA growth through NWEA, state scores, and the desire for students to read have not been trending well.**
  - **I wanted to become a stronger instructional leader in our building.**
- What sort of things are happening in my data?
  - A majority of our teachers are enthusiastic and motivated to finetune their guided instruction both with their small group reading/indep stations.
  - In house PD has been a beneficial for our staff rather than sit and get.
- **What changes might I make in my administrative practice?**
  - **Being even more present and visible for students and teachers in regards to instruction.**
  - **Implementation will be key with continued walk throughs and observations.**