



Instructional Leadership Hybrid Workshop: Focus on Literacy and Numeracy June 19-July 31, 2017

Principals of successful schools in general hold firm beliefs about, and core knowledge of, the teaching of reading – both of which serve as trickle down effects toward increased student achievement (Sherman and Crum, 2007, p. 396).

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.....Schools that have the most need are the ones in which leadership effects are the largest (Leithwood, Louis, Anderson, and Wahlstrom, 2004, p. 5).

Participants: Priority elementary school principals, assistant principals, district-level instructional leaders and coaches

Dates/Location/Times:

Face to Face @ Curry: June 19 & 20 from 9-4 with lunch provided

Online (asynchronous) Modules with targeted readings and collaborative, facilitated discussions: Weeks of June 26, July 10, July 17, July 24 (~ 3 hours per week)

Face to Face Wrap Up @ Curry: July 31 from 9- 4 with lunch provided

Total time commitment: 30-35 hours; certificate of participation will be awarded upon completion.



Instructors: Otilie Austin, Ed.D. (Literacy), Kateri Thunder, Ph.D. (Numeracy), and Gail Lovette, Ph.D. (Literacy and Instructional Leadership)

Description: This hybrid workshop is designed for school leaders and district-level instructional coaches with the goal of increasing their understanding of effective reading and math practices at the elementary level. Participants will explore the development of literacy and numeracy, the key components of strong literacy and numeracy programs, and examine systematic ways to evaluate literacy and numeracy instruction within the school. Participants will discuss their schools' literacy and numeracy goals and will examine purposeful scheduling for literacy and mathematics instruction. Assessment is a driving factor for instruction and participants will investigate assessment tools that are currently in place in many schools and will discuss how these tools can be used to inform literacy and numeracy instruction along with effective interventions at the elementary school. Participants will also consider how teachers work together in grade level teams and how to support teacher growth using self-reflections, modeling and iterative coaching frameworks, and professional learning. Participants will also collaborate to develop literacy and numeracy observation and coaching tools that can be utilized for classroom observations and walk-throughs, along with conferencing with teachers.

RSVP and Questions? to Gail Lovette- gel2fe@virginia.edu