

Reading Instruction: Perceptions of Elementary School Principals

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ABSTRACT A stratified random sample of 1,244 U.S. elementary public school principals was surveyed to determine perceptions of their understanding of current issues in elementary reading instruction and the information sources that they use to learn about current issues in reading. The principals reported four major unresolved reading issues: (a) whole language versus basal approaches; (b) assessment of students' reading progress; (c) the use of tradebooks in place of basals; and (d) ability grouping students for reading instruction. Principals' priority ranking of the four most important unresolved reading issues were (a) whole language versus basal approaches; (b) effective alternative assessment of students' reading progress; (c) alternatives to ability grouping students for reading instruction; and (d) the necessity of phonics instruction as a prerequisite to formal reading instruction. The most frequently consulted reading information sources used by elementary school principals within the past 12 months included (a) professional education magazines, (b) personal contacts with specialists and colleagues, and (c) newspapers. Although college classes were the least used information resource of U.S. elementary school principals within the past 12 months, college courses in reading education rated high in utility along with personal contacts with reading specialists. The study concluded that U.S. elementary school principals report awareness of the important reading issues of the day, but that they may need readily accessible and practical information to significantly impact implementation of the current innovations in reading education.

No other area of the curriculum receives as much attention and generates as much debate as does reading instruction. For many years, research and practice have indicated that the success or failure of a school's reading program depends largely upon the quality of school principals' knowledge of and involvement in the school reading program (Ellis, 1986; McNinch & Richmond, 1983; McWilliams, 1981; Weber, 1971). One may conclude, then, that it is important for elementary principals to be informed, active participants in the national conversation about reading instructional issues. It is also an *ipso facto* conclusion that the quality of school principals' instructional leadership in school reading programs is directly linked to the quality of their knowledge about

reading instruction (Barnard & Hetzel, 1982; Kean, Summers, Raivetz, & Tarber, 1979; McNinch & Richmond, 1983; Nufrio, 1987; Rausch & Sanacore, 1984). When principals lack necessary understanding of reading instruction, they tend to shun or delegate responsibility to others for the school reading program (Nufrio). Even worse, some researchers have determined that principals who lack sufficient knowledge of reading instruction tend to resort to misguided means for making decisions instead of grounding their decisions in reliable information and research (Roser, 1974; Zinski, 1975).

A synthesis of past and current research strongly suggests that elementary school principals should bear a major responsibility for the school reading program and have an ethical and professional obligation to be conversant in the same curriculum areas as those expected of elementary classroom teachers (Wilkinson, 1988). To do this, elementary school administrators must stay abreast of current critical reading issues to be effective instructional leaders in their own schools' reading programs.

Past research related to elementary school principals' understanding of reading instruction has been based primarily on surveys of teachers' impressions of principals' reading leadership capabilities. In other related studies, elementary school administrators have been queried about their familiarity with specific reading instructional concepts, their professional reading instruction preparation, and the amount of their own classroom reading teaching experience. Some past research has determined that principals understand reading instructional concepts fairly well (Aldridge, 1973; Gehring, 1977; Panchryshyn, 1971; Shelton, Rafferty, and Rose, 1990), while other research concluded that principals' reading instructional understanding is insufficient and their preparation inadequate to assume leadership roles for elementary school reading programs (Berger & Andolina, 1977; Kurth,

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Principals Handbook To Improve Reading Instruction

Marguerite C. Radencich



Principals Handbook To Improve Reading Instruction:

Principal's Handbook to Improve Reading Instruction Douglas P. Barnard,1986 The Principal's Guide to Improving Reading Instruction Robert L. Hillerich,1983 **A Principal's Guide to Literacy Instruction** Carol S. Beers,James W. Beers,Jeffrey O. Smith,2009-11-20 This succinct engaging book explains how busy elementary school principals can support effective literacy instruction in their schools Chapters outline the fundamental components of a successful literacy program and describe specific practices that can instill a culture of literacy in a school Strategies are provided for initiating a professional development program understanding and using appropriate assessments with students involving parents in literacy education and assessing the strengths and weaknesses of teachers instructional methods Drawing from the authors extensive experience as principals and teachers the book s numerous examples demonstrate what strong literacy leadership looks like in action Helpful reproducibles are included

Principal's Handbook to Improve Reading Instruction Douglas P. Barnard,Robert W. Hetzel,1982 *The Learning Communities Guide to Improving Reading Instruction* Valerie Hastings Gregory,Jan Rozzelle-Nikas,2005 This is an important book The themes of attending to individual needs providing assessment driven instruction and creating long term focused professional development plans are solid and consistent throughout Gay Ivey Graduate Program Coordinator Reading Education ProgramJames Madison University This book does a wonderful job of bridging the chasm that often exists between the separate worlds of higher education and K 12 educators It applies powerful research findings and nontechnical jargon free advice for classroom teachers From the Foreword by Richard DuFour and Rebecca DuFour Create professional learning communities to improve reading instruction and students performance After observing over 300 classrooms authors Valerie Hastings Gregory and M Jan Rozzelle provide the perfect framework knowledge and tools necessary to help create a community of literacy coaches leaders and teachers to improve reading across schools Demonstrating the critical link between adult learning and student learning that makes professional learning communities our best hope for improving reading and comprehension for today s students this rich developmental resource provides solid information powerful research findings specific pragmatic and proven strategies that teachers can apply immediately in the classroom Key features and benefits for implementation include Reflective survey of look fors to identify strengths and weaknesses How to and when to guidelines for strategies A learning communities model for professional development for reading instruction providing the groundwork for effective and lasting improvement Valuable tables charts planning guides and reproducibles to facilitate discussion reflection and goal setting *The Learning Communities Guide to Improving Reading Instruction* will help educators identify and apply new approaches improve and add to their instructional repertoire and ultimately benefit their students reading performance so no child or teacher is left behind

What Principals Need to Know About Teaching and Learning Reading Patricia M. Cunningham,James W. Cunningham,2012-09-21 Principals will discover practical strategies for strengthening and improving reading programs

using the foundation established by the authors six truths of reading instruction Explore comprehensive multifaceted instruction techniques as well as additional steps you can take to support students directly Identify and troubleshoot problems your teachers may face and gain valuable approaches to topics such as reading comprehension vocabulary and literacy and phonics and fluency [The Ten Commandments of Reading Improvement: A Guide For Elementary School Principals](#) Jodi Easterling-Hood, EdD,2012-07-24 A principals quick guide to reading improvement This little pocket book is a quick read that will yield long lasting sustainable results *Becoming a Nation of Readers* Marilyn R. Binkley,1988

Teaching All Students to Read in Elementary School Joseph Torgesen,Debra Houston,Lila Rissman,Marcia Kosanovich,2007 If a principal s goal is to improve the overall quality of reading instruction in his school this guide can help him identify the most critical changes that must be made It describes the types of instruction and leadership activities necessary to help all children become proficient readers in elementary school It does not contain all the information needed but refers a principal to additional readings in specific areas to enrich his knowledge He should think of it as a quick start guide for a school level instructional leader It can point him in the right direction but it can only provide a taste of the knowledge needed to be a successful literacy leader in his school The authors encourage principals to become familiar with the ideas in the guide and then embark on a program of systematic study to fully prepare for this challenging and rewarding task This guide is based on scientific research on reading and reading instruction as well as on studies of successful schools and interviews with successful principals **The Principal's Guide to Raising Reading Achievement** Elaine K. McEwan-Adkins,1998-04-20 I found the Principal s Guide to Raising Reading Achievement to be an excellent source of information for any elementary school principal who is concerned about the level of reading achievement in his her school The book contains not only an excellent and balanced discussion of some of the major controversies in the area of reading instruction but also shows how these controversies should not be a stumbling block to providing a balanced comprehensive instructional program for children Joseph Torgesen Professor of Psychology Florida State University Now you can plan and set the tone for making sure reading levels go up in your school McEwan offers common sense ways to change the way your students learn to read The author states three important goals Realize and use the power you have to create a school of readers Keep up with the available research on how to teach reading more effectively so that you and your teachers can decide what methods will work best for your students Learn and use the eight key components included in this book to raise student reading achievement The author begins by explaining why your students can t read as well as they should She shows you changes you can make right away to start raising your students reading levels McEwan summarizes the debate between phonics and whole language and helps you understand how a balanced approach can work for your students Find out what you need to boost reading scores at your school The book shows you The eight big ideas essential to improving your students reading What your students need to know about reading and learning Thirty plus things you can do tomorrow to raise

reading achievement Teaching reading related web sites you can visit to get more help for your students A recommended reading list to help you start your program McEwan offers you the kind of practical guidance you need to start a productive reading improvement program in your school She shows you the best ways to get buy in from your teachers and how to build their enthusiasm and continued support You ll learn how you can involve your students families along with the greater community and begin to work toward your crucial shared goal of boosting students reading levels If you want to make a significant difference in your students reading abilities and scores and help them learn to like reading this book can point the way Balancing Principles for Teaching Elementary Reading James V. Hoffman, Peter Afflerbach, Ann M.

Duffy-Hester, Sarah J. McCarthey, James F. Baumann, 2014-04-08 This book appears at a time when the crisis rhetoric about schools teaching and learning to read is extremely high There is a rising call within the profession for a balanced perspective on reading Balancing Principles for Teaching Elementary Reading aspires to help set the agenda for improving the quality of literacy instruction in the United States by recentering the debate from What s better whole language or phonics to What can we do in reading instruction to prepare all children for the literacy demands of the next century The authors all members of the professional community of reading educators work on a daily basis with teachers in classrooms prospective teachers clinicians and tutors Their goal for this book is to represent what they have learned about effective teaching and learning as members of this community It is written with four purposes in mind to offer a principled conception of reading and learning to read that is considerate of both the personal dimensions of literacy acquisition as well as the changes that are taking place in society to summarize key findings from the research that relate specifically to effective teaching practices to describe current practices in reading instruction with specific comparisons to the principles of effective practice that are identified and to suggest an action agenda that is school based and designed to promote positive changes in the quality of instruction This text offers a perspective for teaching that provokes members of the reading education community to think about their underlying beliefs about teaching and their shared commitment to making schools more effective for the students they serve It is envisioned as a resource to be used in building a community of learners to be read with professional colleagues in a course of study in a teacher researcher book club or in some type of in service setting Readers are encouraged to debate the ideas presented to challenge the authors conceptions with their own reality to make sense within a community about what action is desirable Some specific suggestions and strategies are provided as springboards for further exploration and action

Teaching All Students to Read in Elementary School ,2007 If your goal is to improve the overall quality of reading instruction in your school this guide can help you identify the most critical changes that must be made It describes the types of instruction and leadership activities necessary to help all children become proficient readers in elementary school It does not contain all the information needed but refers you to additional readings in specific areas to enrich your knowledge

Balancing Principles for Teaching Elementary Reading James V. Hoffman, James F. Baumann, Peter Afflerbach, 2000 This

book appears at a time when the crisis rhetoric about schools teaching and learning to read is extremely high There is a rising call within the profession for a balanced perspective on reading *Balancing Principles for Teaching Elementary Reading* aspires to help set the agenda for improving the quality of literacy instruction in the United States by recentering the debate from What's better whole language or phonics to What can we do in reading instruction to prepare all children for the literacy demands of the next century The authors all members of the professional community of reading educators work on a daily basis with teachers in classrooms prospective teachers clinicians and tutors Their goal for this book is to represent what they have learned about effective teaching and learning as members of this community It is written with four purposes in mind to offer a principled conception of reading and learning to read that is considerate of both the personal dimensions of literacy acquisition as well as the changes that are taking place in society to summarize key findings from the research that relate specifically to effective teaching practices to describe current practices in reading instruction with specific comparisons to the principles of effective practice that are identified and to suggest an action agenda that is school based and designed to promote positive changes in the quality of instruction This text offers a perspective for teaching that provokes members of the reading education community to think about their underlying beliefs about teaching and their shared commitment to making schools more effective for the students they serve It is envisioned as a resource to be used in building a community of learners to be read with professional colleagues in a course of study in a teacher researcher book club or in some type of in service setting Readers are encouraged to debate the ideas presented to challenge the authors conceptions with their own reality to make sense within a community about what action is desirable Some specific suggestions and strategies are provided as springboards for further exploration and action

Administration and Supervision of the Reading/writing Program Marguerite C. Radencich, 1995 This practical up to date guide to effectively managing the many facets of a reading writing program helps school based administrators and district supervisors deal with the increasing demands they face daily From creating a literacy philosophy to developing a multidimensional assessment program the book touches on virtually every major responsibility and issue supervisors and administrators are likely to confront It addresses the specific needs of the district role and the school based role as well as the areas pertinent to both And it includes cutting edge issues such as flexible grouping censorship whole language controversial materials and services for special needs students The book is complete with practical guidelines extensive resources and specific examples applicable to elementary middle and high school programs Specific procedures for many processes are provided including selecting textbooks and nonprint materials implementing change conducting classroom demonstrations and developing staff Also included are descriptions of key studies and reference literature sample forms lists of publishers including those that publish student writing a text friendliness checklist and resource lists for professionals parents and students K 12 reading and writing program supervisors and administrators A Longwood Professional Book [Adolescent Literacy Walk-Through](#)

for Principals Lila M. Rissman, Debra H. Miller, Joseph K. Torgesen, 2009 The purpose of this Adolescent Literacy Walk Through for Principals ALWP is to help principals monitor and support adolescent literacy instruction in their schools more effectively To meet the goals of improving adolescent literacy in grades four through twelve principals must be familiar with what literacy instruction should include and how to assess the quality of classroom literacy instruction quickly and effectively The ALWP can be used to build a secondary school leader's literacy knowledge and to provide guidelines for structuring schoolwide professional development As they work with teachers to improve instruction school leaders could use this guide to help monitor literacy instruction in 1 late elementary school 2 content area classes in middle and high school and 3 intervention groups or classes The information gathered may be useful in planning and implementing ongoing professional development to support effective literacy instruction in individual classrooms and across grade levels and subject areas This document assumes more than a beginning level of knowledge of reading and reading instruction It summarizes research in adolescent literacy instruction and provides a resource to help convey the messages of state policy and research based reading instruction through templates that principals may use This ALWP is offered as a scaffold to build principals understanding of scientifically based reading instruction both as a means for gathering information about the quality of literacy and reading intervention instruction in a school and as a data collection guide for planning targeted professional development and resource allocation Policies and materials to support policies can influence classroom implementation when 1 teachers have opportunity to learn what the policy means for their practice 2 there is coherent interpretation within the state framework of policies but also from the classroom to the state level and 3 support is available for innovation even when it requires considerable effort Cohen Hill 2001 Contains 2 tables For related report Eight Scenarios Illustrating the Adolescent Literacy Walk Through for Principals see ED521605 Outline of Elocution and Comprehensive Manual of Principles G. Walter Dale, 1881 Activities of the Elementary School Principal for the Improvement of Instruction William Penn Dyer, 1927 **Implementing Response to Intervention** Susan Long Hall, 2008 **Key to the Improved Edition of Lennie's Principles of English Grammar ...** William Lennie, 1894 **A Manual of the Principal Instruments Used in American Engineering and Surveying** W. & L.E. Gurley, 1902

The Top Books of the Year Principals Handbook To Improve Reading Instruction The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous captivating novels captivating the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the fascinating narratives that have charmed audiences this year. Principals Handbook To Improve Reading Instruction : Colleen Hoover's "It Ends with Us" This touching tale of love, loss, and resilience has gripped readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can triumph. Principals Handbook To Improve Reading Instruction : Taylor Jenkins Reid's "The Seven Husbands of Evelyn Hugo" This intriguing historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reid's captivating storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens' "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens weaves a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of engaging stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a brilliant and gripping novel that will keep you wondering until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

https://staging.gilderlehrman.org/files/publication/default.aspx/Lord_Laxtons_Will.pdf

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