



Utah State
Board of
Education

Teaching
and
Learning

UTAH'S P-12 LITERACY FRAMEWORK

UTAH STATE BOARD OF EDUCATION
250 East 500 South/P.O. Box 144200 Salt Lake City, UT 84114-4200
Sydnee Dickson, Ed.D., State Superintendent of Public Instruction

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Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction

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February 2024

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UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200
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FOREWORD



Dear Utah Educators:

It is my pleasure to introduce you to *Utah's P-12 Literacy Framework*. The Utah State Board of Education, its employees, and partners designed this resource to support you in contributing to the fundamental work of ensuring each student becomes proficient in literacy; a crucial building block for their future.

The Utah State Board of Education is focused on supporting students in developing the literacy skills that enable them to communicate their ideas, think critically, and contribute to their community. This framework offers evidence-based strategies, tools, and resources that encourage best practices for improving literacy outcomes for Utah students. Educators can identify areas of strength, as well as opportunities for improvement, to engage in continuous refinement through the use of the practices included in this framework.

I am proud to offer my thanks to the team of experts and practitioners who built this framework. Voices from our local school districts and charter schools, national literacy consultants, and our board's specialists are reflected in this document and contribute to the overall improvements in literacy practices. This joint effort will guide educators and benefit each Utah student.

I expect *Utah's P-12 Literacy Framework* will be a notable tool for years to come and encourage you as readers and users of the framework, to continue refining based on discoveries and successes, in order to meet the diverse needs of Utah students.

Sincerely,

A handwritten signature in black ink that reads "Sydnee Dickson". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sydnee Dickson, Ed.D.

State Superintendent of Public Instruction

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SPECIAL THANKS

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ACKNOWLEDGMENTS

The collaborative design team for Utah's Elementary Literacy Framework benefited from the pioneering work of the following state, university, and provider resources:

- **Nevada's State Literacy Plan**
- **Montana's Comprehensive Literacy Plan**
- **Path to Reading Excellence in School Sites (PRESS) by Minnesota's Center for Reading Research**
- **Four Domains for Rapid School Improvement: A Systems Framework by The Center on School Turnaround/WestEd**

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INTRODUCTION

Utah's Definition of Literacy

Literacy is the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and in wider society. Achieving literacy is a lifelong learning process (Literacy Advance, 2018).

Utah's P-12 Literacy Framework

The Utah Legislature recognizes literacy as the most fundamental skill and the gateway to knowledge and lifelong learning. Considering that there is an ever-increasing demand for literacy in the highly technological society we live in, students who do not learn to read will be economically and socially disadvantaged. Every Utah learner deserves the right to the acquisition of competent literacy skills and the inherent empowerment associated with such achievement. Unfortunately, only 46 percent of Utah's third graders and 42 percent of eighth graders score proficient on the RISE end of the course assessment. (USBE, 2023). This is an unacceptable outcome for Utah's children.

Over 30 years of research exist indicating how children learn to read and write, why some children struggle to do so, and what components and instructional practices are essential to provide effective instruction in literacy. Much has been learned from research about what it takes to help all children to be successful readers and writers. Overwhelmingly, research has substantially supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching the seven essential components of literacy: oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.

Utah's P-12 Literacy Framework translates the research findings into advice and guidance to provide educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students in reading, writing, and speaking listening. **The purpose of the framework** is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for students.

Utah's P-12 Literacy framework is meant to be a flexible self-assessment tool that can be used by educators to self-assess where they are operating effectively and where there are opportunities for growth. Resources have been linked in every indicator to equip educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students. It can be used in individual classrooms, across schools and even leveraged in system-wide continuous improvement effort

This framework is meant to provide support to Utah's educators regarding evidence-based practices in literacy. It is organized by the components of the Personalized Competency Based Learning (PCBL) framework to provide educators with the opportunity to align student experiences and evidence-based pedagogy of all content areas. The indicators located within each component of this framework are further sorted into roles based on use within an education system to support understanding of how each role supports the effectiveness of the whole system. Even though many of these indicators fit into more than one component of the PCBL Framework, each indicator shows up only once on the literacy framework. This has been done to make the framework more practical to use for educators while focusing on the outcome of creating an educational environment that is conducive to student success now and in the future.

A rubric, adapted from research on implementation or Levels of Use (Hall, Kirksen, and George, 2013), of educational practices is provided. Its purpose is to assess current implementation of an indicator and provide next steps for future growth. It provides educators the opportunity to self-assess and chart their growth, while also offering communities the ability to collaboratively engage in assessing how to use their time, funding, and additional resources to continually improve. Additionally, after the framework itself, the lines of evidence section provides what evidence constitutes successful demonstration of each indicator. It can help educators think about the actions that support growth towards more effective use of the indicators and to understand what student evidence represents success for each of the indicators.

HOW TO USE

Utah's P-12 Literacy Framework

STEP 1:

Read the **Introduction to Utah's P-12 Literacy Framework** to gain a sense of its intent and purpose.

STEP 2:

Read Elements 1–5 to develop an overview of the essential evidence-based practices.

STEP 3:

Review the definitions for Self-Assessment Scales to prepare for conducting a self-assessment.

STEP 4:

Establish a site/district-level literacy team to complete the **Self-Assessment Tool** for each element.

STEP 5:

Refer to the **Lines of Evidence** to identify the site's/district's current level of implementation for the five elements.

STEP 6:

Create an action plan using the **Literacy Framework Planning Tool for Continuous Improvement** for each of the five elements.

STEP 7:

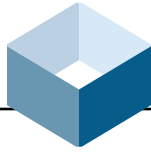
Develop a process for monitoring efforts and evaluating progress towards your site's/district's goals. Continue to use the **Literacy Framework Planning Tool** for Continuous Improvement process to refine and monitor progress.

DEFINITIONS

for Self-Assessment Scales

The self-assessment tool uses the following five-point rubric:

RECOGNIZING:	Educators have a beginning awareness of the indicator and are not implanting yet.
PREPARING:	Educators are acquiring knowledge about the indicator, are exploring its implications for use, and are preparing to implement the indicator into practice.
USING:	Educators focus most effort on the short-term, day-to-day procedural use of the indicator. The educators are primarily engaged in a step-by-step process to master the tasks required to use the indicator, which may result in a superficial implementation. Emphasis is on how using the indicator impacts the educators. Use of the indicator becomes embedded into the educator's normal routines.
REFINING:	Educators vary the use of the indicator to increase the impact on students. Variations of indicator use are based on knowledge of both short- and long-term outcomes for students.
RENEWING:	Educators reevaluate the quality of use of the indicator, seek major modifications or alternatives to the present use to achieve increased impact on students, examine new developments in the field, and explore new goals for themselves and the educational system. Ultimately, a new balance is achieved in which the educators combine individual use of the indicators with the related activities of colleagues to achieve a collective effect on students.

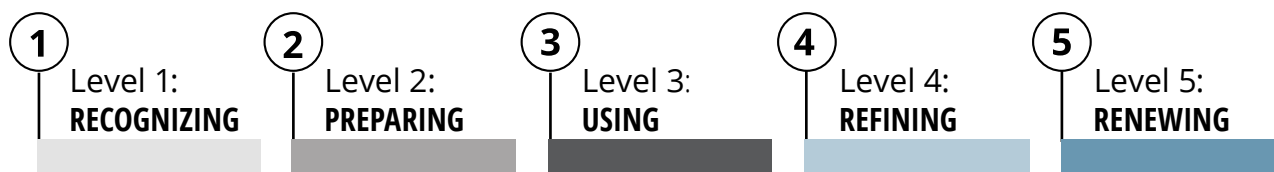


ELEMENTARY ELEMENTS

ELEMENT 1: CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets and interests, holding high expectations, executing teacher clarity and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

SELF-ASSESSMENT TOOL Culture of Learning



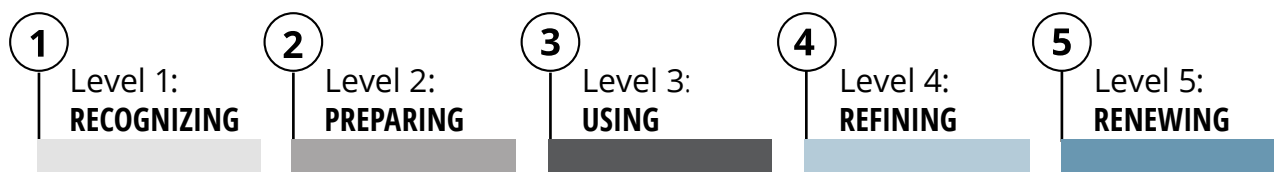
▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Student work is aligned with the core standards and learning intentions and on display prominently through the building, in and outside of classrooms.	1	2	3	4	5
B. Collective teacher efficacy and high morale support student learning	1	2	3	4	5
C. Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using evidence-based instructional strategies.	1	2	3	4	5
D. Educators communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.	1	2	3	4	5

▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders create and sustain a school environment in which each learner is known, accepted, valued, trusted, and respected.	1	2	3	4	5
B. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	1	2	3	4	5
C. Educational leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.	1	2	3	4	5
D. Educational leaders build a professional culture of trust and collaboration, engaging educators in sharing information, analyzing outcomes, and planning improvement.	1	2	3	4	5
E. Educational leaders build a professional culture of trust and collaboration, engaging educators in sharing information, analyzing outcomes, and planning improvement.	1	2	3	4	5
F. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.	1	2	3	4	5

ELEMENT 2: LEARNER AGENCY

Each learner develops understanding, skill and responsibility for the learning design and process in pursuit of achieving the characteristics of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

SELF-ASSESSMENT TOOL Learner Agency



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	1	2	3	4	5
B. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	1	2	3	4	5
C. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	1	2	3	4	5

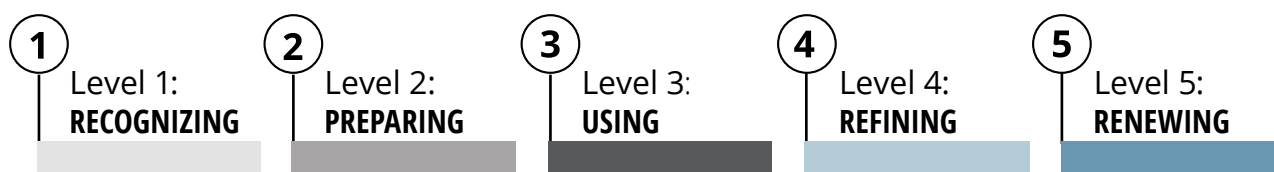
▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders create and sustain a school environment in which each learner is known, accepted, valued, trusted and respected.	1	2	3	4	5
B. Educational leaders develop licensed faculty and staff members' professional literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.	1	2	3	4	5

ELEMENT 3: DEMONSTRATED COMPETENCY & ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills and dispositions. Timely, effective feedback and data from a variety of formative assessment processes are used to measure learner growth, progress and advancement based on high expectations.

SELF-ASSESSMENT TOOL

Demonstrated Competency & Assessment



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators administer appropriate assessments at regular intervals as aligned to their school's comprehensive assessment plan.	1	2	3	4	5
B. Educators collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension	1	2	3	4	5
C. Trained educators or personnel appropriately progress monitor students.	1	2	3	4	5
D. Educators use assessments that are aligned to learning intentions, success criteria, and grade level standards.	1	2	3	4	5

▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	1	2	3	4	5
B. Educational leaders have expertise in literacy and continue to stay current.	1	2	3	4	5

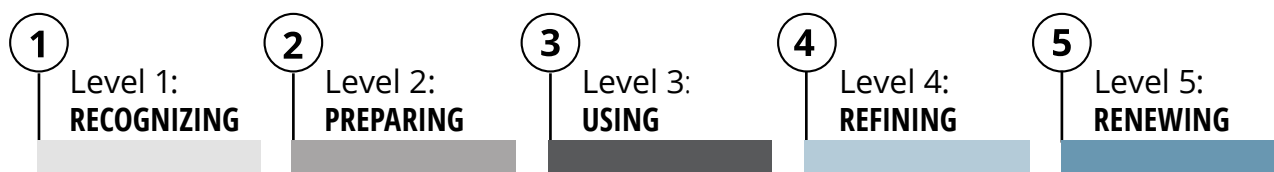
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C. Assessments are in place and understood by staff for benchmark, diagnostic, and progress monitoring.	1	2	3	4	5
D. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	1	2	3	4	5

ELEMENT 4: CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests and needs.

SELF-ASSESSMENT TOOL Customized Supports



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators use evidence-based instructional materials, supports, and learning tasks to provide literacy instruction that is: <ul style="list-style-type: none"> ▪ explicit and systematic, ▪ adequately challenging and engaging, ▪ aligned to the Utah Core Standards, and ▪ culturally and academically relevant. 	1	2	3	4	5
B. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, and are, in addition to core instruction, using strategies that are: <ul style="list-style-type: none"> ▪ evidence-based, ▪ driven by student data, ▪ aligned to student needs, ▪ monitored, and ▪ of sufficient intensity and duration to ensure student growth that closes the achievement gap. 	1	2	3	4	5
C. Educators provide targeted feedback to students on their current level of growth and proficiency.	1	2	3	4	5
D. Professional learning communities set goals, analyze impact, and adjust instructional practices for continuous improvement.	1	2	3	4	5
E. Individual and collaborative teams engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders.	1	2	3	4	5

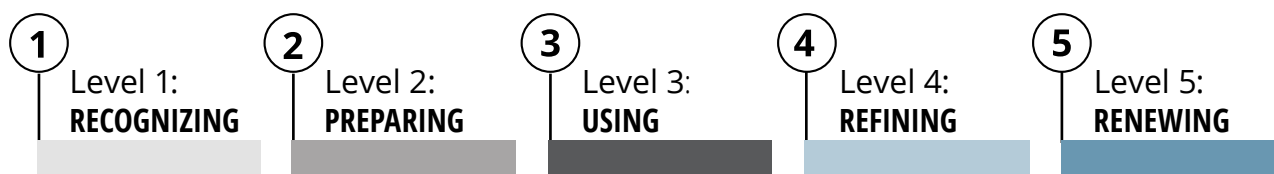
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▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	1	2	3	4	5
B. The daily schedule includes a minimum of 120 minutes (protected time) across the school day for Tier 1 universal core literacy components (in other words, phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole and small group differentiated instruction and content integration, (for example, math, science, social studies, fine arts, health).	1	2	3	4	5
C. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in Utah Code 53G-11-303 .	1	2	3	4	5
D. Professional learning focuses on the implementation of the Utah Core English Language Arts Standards or content-specific disciplinary literacy across the content areas such as mathematics, science, social studies, fine arts, and health.	1	2	3	4	5
E. Educational leaders provide teachers and paraprofessionals with professional learning and support to ensure continual development of their professional literacy knowledge, skills, and practice through a variety of opportunities.	1	2	3	4	5
F. Schools provide parents/guardians of students being served in Tier II and III with updates on their child's progress at least six times a year.	1	2	3	4	5

ELEMENT 5: SOCIAL & EMOTIONAL LEARNING

Each learner is provided with opportunities to acquire and apply the knowledge, attitudes and skills necessary for understanding and managing their emotions; setting and achieving positive goals; feeling and showing empathy for others; establishing and maintaining positive relationships; making responsible decisions; and self-advocating. The development of these characteristics is critical for a student to learn to effectively work with others, overcome challenges and achieve success in multiple settings. Social Emotional Learning is intentionally and seamlessly integrated into classroom activities to allow students to continually build these skills.

SELF-ASSESSMENT TOOL Social & Emotional Learning



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures	1	2	3	4	5
B. Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.	1	2	3	4	5

▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders cultivate a school culture that is physically and psychologically safe.	1	2	3	4	5
B. Schools gather stakeholder input on school climate, and perceptions and concerns are addressed.	1	2	3	4	5
C. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstration self/collective efficacy.	1	2	3	4	5

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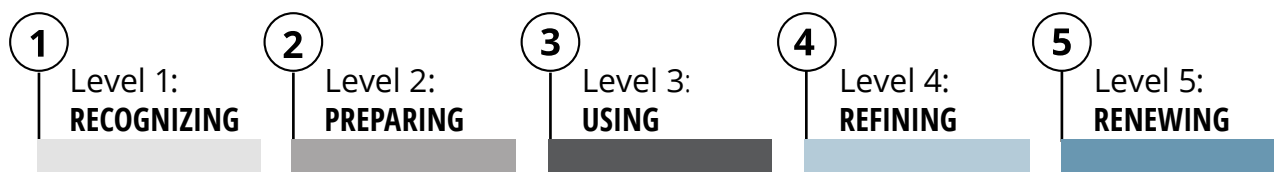


SECONDARY ELEMENTS

ELEMENT 1: CULTURE OF LEARNING

Each learner is supported by communities committed to creating the culture, structure, policies and instructional practices that engage them in their journey towards college, career and life readiness. By leveraging a learner's unique assets and interests, holding high expectations, executing teacher clarity and fostering meaningful relationships, an inclusive culture of learning allows each learner to define their pathway to success.

SELF-ASSESSMENT TOOL Culture of Learning



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Student work is aligned with the core standards and learning intentions and on display prominently through the building, in and outside of classrooms.	1	2	3	4	5
B. Collective teacher efficacy and high morale support student learning	1	2	3	4	5
C. Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using evidence-based instructional strategies.	1	2	3	4	5
D. Tier 1 literacy practices are evident and occur throughout the day across all disciplines. This includes core literacy practices such as: <ul style="list-style-type: none"> ▪ vocabulary knowledge ▪ cognitive strategies ▪ comprehension strategies, (including reading fluency), and ▪ reasoning and thinking. 	1	2	3	4	5
E. Educators communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.	1	2	3	4	5

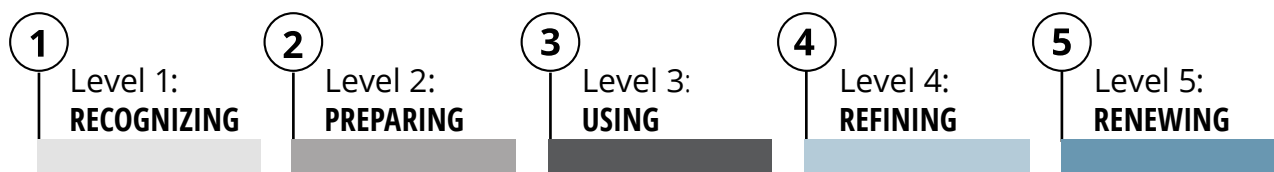
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B. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	1	2	3	4	5
C. Educational leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.	1	2	3	4	5
D. Educational leaders build a professional culture of trust and collaboration, engaging educators in sharing information, analyzing outcomes, and planning improvement.	1	2	3	4	5
E. Educational leaders orchestrate professional learning that is developed, designed, implemented and evaluated using evidence-based research and data from a variety of sources (e.g., student, educator, and/or system level).	1	2	3	4	5
F. Education leaders provide professional learning opportunities to develop coherent curriculum, which is horizontally and vertically aligned.	1	2	3	4	5

ELEMENT 2: LEARNER AGENCY

Each learner develops understanding, skill and responsibility for the learning design and process in pursuit of achieving the characteristics of Utah's Portrait of a Graduate. Learner agency is achieved through a broad range of instructional strategies including goal setting, choice in learning pathways, voice in how to demonstrate competency, and learner self-assessment.

SELF-ASSESSMENT TOOL

Learner Agency



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	1	2	3	4	5
B. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on multiple points of disciplinary literacy data.	1	2	3	4	5
C. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	1	2	3	4	5
D. Educators support students in actively engaging in meaningful interactions with text in comprehensible ways in all disciplinary areas (e.g., debate, writing, reading, text-based discussions).	1	2	3	4	5

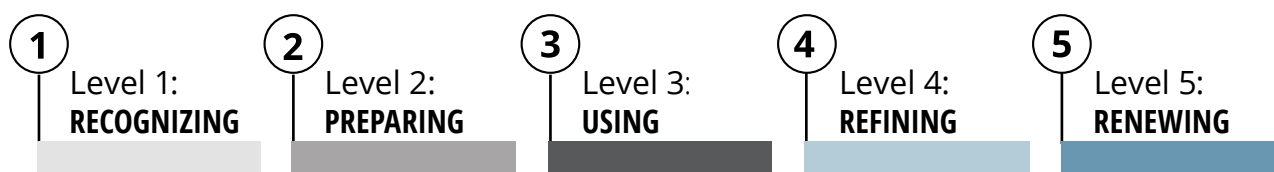
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B. Educational leaders develop licensed faculty and staff members' professional literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.	1	2	3	4	5

ELEMENT 3: DEMONSTRATED COMPETENCY & ASSESSMENT

Each learner progresses through their learning based upon applying their knowledge, essential skills and dispositions. Timely, effective feedback and data from a variety of formative assessment processes are used to measure learner growth, progress and advancement based on high expectations.

SELF-ASSESSMENT TOOL

Demonstrated Competency & Assessment



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators administer appropriate assessments at regular intervals as aligned to their school's comprehensive assessment plan.	1	2	3	4	5
B. Educators collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension	1	2	3	4	5
C. Trained educators or personnel appropriately progress monitor students.	1	2	3	4	5
D. Educators use assessments that are aligned to learning intentions, success criteria, and grade level standards.	1	2	3	4	5

▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	1	2	3	4	5
B. Educational leaders acquire expertise in disciplinary literacy and continue to stay current.	1	2	3	4	5

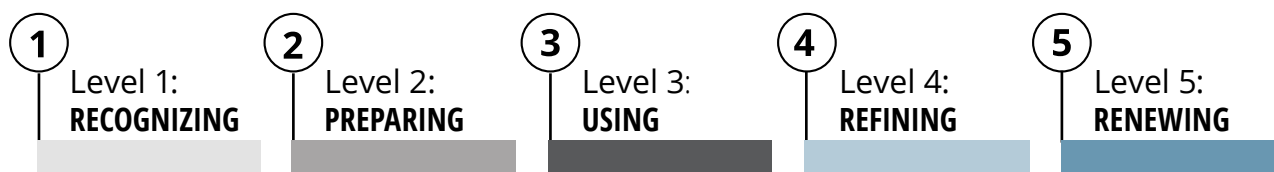
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C. Educational leaders support trained personnel to administer diagnostic assessments, when necessary, based on initial screening.	1	2	3	4	5
D. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	1	2	3	4	5

ELEMENT 4: CUSTOMIZED SUPPORTS

Each learner is provided with or selects appropriate and timely support to achieve growth or competency and to engage in personalized learning pathways. These customized supports are based on data about the learner's demonstrated strengths, interests and needs.

SELF-ASSESSMENT TOOL Customized Supports



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Educators use evidence-based instructional materials, supports, and learning tasks to provide literacy instruction that is: <ul style="list-style-type: none"> ▪ explicit and systematic, ▪ adequately challenging and engaging, ▪ aligned to the Utah Core Standards, and ▪ culturally and academically relevant. 	1	2	3	4	5
B. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, and are, in addition to core instruction, using strategies that are: <ul style="list-style-type: none"> ▪ evidence-based, ▪ driven by student data, ▪ aligned to student needs, ▪ monitored, and ▪ of sufficient intensity and duration to ensure student growth that closes the achievement gap. 	1	2	3	4	5
C. Educators provide targeted feedback to students on their current level of growth and proficiency.	1	2	3	4	5
D. Professional learning communities set goals, analyze impact, and adjust instructional practices for continuous improvement.	1	2	3	4	5
E. Individual and collaborative teams engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders.	1	2	3	4	5

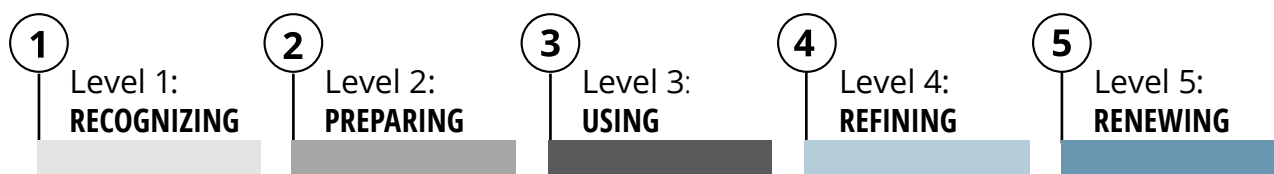
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▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	1	2	3	4	5
B. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in Utah Code 53G-11-303 .	1	2	3	4	5
C. Professional learning focuses on the implementation of the Utah Core English Language Arts Standards or content-specific disciplinary literacy across the content areas such as mathematics, science, social studies, fine arts, and health.	1	2	3	4	5
D. Educational leaders provide teachers and paraprofessionals with professional learning and support to ensure continual development of their professional literacy knowledge, skills, and practice through a variety of opportunities.	1	2	3	4	5
E. Schools provide parents/guardians of students being served in Tier II and III with updates on their child's progress at least three times a year.	1	2	3	4	5

ELEMENT 5: SOCIAL & EMOTIONAL LEARNING

Each learner is provided with opportunities to acquire and apply the knowledge, attitudes and skills necessary for understanding and managing their emotions; setting and achieving positive goals; feeling and showing empathy for others; establishing and maintaining positive relationships; making responsible decisions; and self-advocating. The development of these characteristics is critical for a student to learn to effectively work with others, overcome challenges and achieve success in multiple settings. Social Emotional Learning is intentionally and seamlessly integrated into classroom activities to allow students to continually build these skills.

SELF-ASSESSMENT TOOL Social & Emotional Learning



▼ CRITICAL INDICATORS EDUCATORS	1	2	3	4	5
A. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures	1	2	3	4	5
B. Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.	1	2	3	4	5

▼ CRITICAL INDICATORS EDUCATIONAL LEADERS	1	2	3	4	5
A. Educational leaders cultivate a school culture that is physically and psychologically safe.	1	2	3	4	5
B. Schools gather stakeholder input on school climate, and perceptions and concerns are addressed.	1	2	3	4	5
C. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstration self/collective efficacy.	1	2	3	4	5

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LINES OF EVIDENCE

LINES OF EVIDENCE

OVERVIEW

As part of the self-assessment process, providing supporting documentation to authenticate the categorical scale value selected will help to ensure the level selected is accurate and precise. The self-assessment tool works best when participating stakeholders are honest in their evaluation. Therefore, evaluating the evidence that can be provided to support the indicators and defined value selected is an effective strategy for validating the results or identifying a potential need for a change in the value. For each of the five elements, a list of viable lines of evidence and the indicators they align with can be found in the tables below.

Note: The numbers in parentheses after the lines of evidence indicate whether a particular line of evidence is found in other elements, too.

ELEMENTARY

ELEMENT 1: CULTURE OF LEARNING

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Intervention schedule (1, 3, 4)						
School classroom/climate survey (1, 5)						
Classroom instruction aligns with given learning intentions						
Goals and expectations shared with stakeholders via newsletter, parent nights, etc.						
Student work/achievements displayed and celebrated inside and outside classrooms as well as in online formats (e.g., writing samples)						

(Element 2: CULTURE OF LEARNING continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Budget showing classroom supports (for example, aides, evidence-based curriculum) (1, 4)						
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Evidence of a vision, mission, and short- and long-term goals that are visited often						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Curriculum adoption process includes an evaluation of texts, resources, and tasks (1, 4)						
Curriculum maps include both horizontal and vertical alignment (1, 2, 4)						

ELEMENT 2: LEARNER AGENCY

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Curriculum maps include both horizontal and vertical alignment						
Entry and exit criteria for intervention services (2, 4)						
Explicit instruction observation template data						
Student self-evaluations and goal setting documents related to proficiency towards the standards, including monitoring and assessing their own learning in relation to success criteria						

(Element 2: LEARNER AGENCY continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Feedback cycles conducted with teachers based on observations (2, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						

ELEMENT 3: DEMONSTRATED COMPETENCY & ASSESSMENT

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Intervention schedules (1, 3, 4)						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Master schedule includes dedicate time and personnel for tiered academic and behavioral supports and collaboration time (2, 3)						
Assessment calendar, including diagnostic assessment plans and formative assessment procedures						
Assessments are aligned to standards						
Progressing monitoring data						

(Element 3: DEMONSTRATED COMPETENCY & ASSESSMENT continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Building leader possesses degrees, endorsements or certifications in literacy						
Building leader's teaching experience with demonstrated results						
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Professional learning experiences for the principal (for example, certificates, transcripts)						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Assessment calendar, including diagnostic assessment plans and formative assessment procedures						
Assessment calendar, including diagnostic assessment plans and formative assessment procedures						
Posted assessment results or data wall						
Embedded professional learning opportunities that include observations, coaching, peer mentoring, and the use of teacher leaders (3, 4)						
Fidelity checks related to implemented curricula (3, 4)						
Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						
Sustainability plans—how new teachers are supported with previous learning experiences						

ELEMENT 4: CUSTOMIZED SUPPORTS

LINE OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Intervention schedule (1, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Curriculum adoption process includes an evaluation of texts, resources, and tasks (1, 4)						
Curriculum maps include both horizontal and vertical alignment						
Daily literacy block schedule includes appropriate instruction (in other words, phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing)						
Diagnostic flowchart						
Entry and exit criteria for intervention services (2, 4)						
Use of evidence-informed and evidence-based curricula						
Teacher-student feedback forms						
Embedded professional learning opportunities that include observations, coaching, peer mentoring, and the use of teacher leaders (3, 4)						
Fidelity checks related to implemented curricula (3, 4)						
Professional learning calendar and attendance						
Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						

(Element 3: CUSTOMIZED SUPPORTS continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Budget showing classroom supports (for example, aides, evidence-based curriculum) (1,4)						
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Feedback cycles conducted with teachers based on observations (2, 4)						
Intervention schedule (1, 3, 4)						
Student data, including Acadience, RISE, formative assessments (1, 2, 3, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Curriculum adoption process includes an evaluation of texts, resources, and tasks (1, 4)						
Curriculum maps include both horizontal and vertical alignment						
Tier 1 literacy practices are evident across the disciplines						
Entry and exit criteria for intervention services (2, 4)						
Master schedule includes dedicate time and personnel for tiered academic and behavioral supports and collaboration time (3, 4)						
School policies around interruptions (e.g., intercom announcements, assemblies, phone calls)						
Embedded professional learning opportunities that include observations, coaching, peer mentoring, and the use of teacher leaders (3, 4)						
Fidelity checks related to implemented curricula (3, 4)						
Ongoing use of data to plan and evaluate professional learning						
Professional learning calendar and attendance						
Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						
Frequent progress updates shared with parents						

ELEMENT 5: SOCIAL AND EMOTIONAL LEARNING

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
School classroom/climate survey (1, 5)						
Office referral data						
School-wide PBIS framework, including posted routines and procedures						

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
School classroom/climate survey (1, 5)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Office referral data						
Data on bullying and/or behavior interventions						
Teacher and student attendance data						

SECONDARY LINES OF EVIDENCE

ELEMENT 1: CULTURE OF LEARNING

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Intervention schedule (1, 3, 4)						
School classroom/climate survey (1, 5)						
Classroom instruction aligns with given learning intentions						
Goals and expectations shared with stakeholders via newsletter, parent nights, etc.						
Student work/achievements displayed and celebrated inside and outside classrooms as well as in online formats (e.g., writing samples)						

(Element 1: CULTURE OF LEARNING continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Budget showing classroom supports (for example, aides, evidence-based curriculum) (1, 4)						
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Evidence of a vision, mission, and short- and long-term goals that are visited often						
Student data, including UT ASPIRE, RISE, ACT, formative assessments (1, 2, 3, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Curriculum adoption process includes an evaluation of texts, resources, and tasks (1, 4)						
Curriculum maps include both horizontal and vertical alignment (1, 2, 4)						

ELEMENT 2: LEARNER AGENCY

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Student data, including UT ASPIRE, RISE, ACT, formative assessments (1, 2, 3, 4)						
Curriculum maps include both horizontal and vertical alignment						
Entry and exit criteria for intervention services (2, 4)						
Explicit instruction observation template data						
Student self-evaluations and goal setting documents related to proficiency towards the standards, including monitoring and assessing their own learning in relation to success criteria						

(Continued)

(Element 2: LEARNER AGENCY continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Building leadership team is in place and focus on student learning outcomes (1, 2, 3, 4)						
Instructional coach's schedule (1, 2, 3, 4)						
Feedback cycles conducted with teachers based on observations (2, 4)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Tier 1 literacy practices are evident across the disciplines (2, 4)						

ELEMENT 3: DEMONSTRATED COMPETENCY & ASSESSMENT

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
Intervention schedules (1, 3, 4)						
Student data, including UT ASPIRE, RISE, ACT, formative assessments (1, 2, 3, 4)						
Master schedule includes dedicate time and personnel for tiered academic and behavioral supports and collaboration time (2, 3)						
Assessment calendar, including diagnostic assessment plans and formative assessment procedures						
Assessments are aligned to standards						
Progressing monitoring data						

(Element 3: DEMONSTRATED COMPETENCY & ASSESSMENT continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
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Building leader's teaching experience with demonstrated results						
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Instructional coach's schedule (1, 2, 3, 4)						
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Fidelity checks related to implemented curricula (3, 4)						
Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						
Sustainability plans—how new teachers are supported with previous learning experiences						

ELEMENT 4: CUSTOMIZED SUPPORTS

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
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Curriculum adoption process includes an evaluation of texts, resources, and tasks (1, 4)						
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Diagnostic flowchart						
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Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						

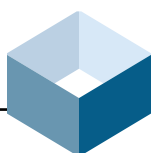
(Element 4: CUSTOMIZED SUPPORTS continued)

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Budget showing classroom supports (for example, aides, evidence-based curriculum) (1,4)						
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Fidelity checks related to implemented curricula (3, 4)						
Ongoing use of data to plan and evaluate professional learning						
Professional learning calendar and attendance						
Professional learning resources (e.g., PowerPoint presentations, handouts) (3, 4)						
Frequent progress updates shared with parents						

ELEMENT 5: SOCIAL AND EMOTIONAL LEARNING

LINES OF EVIDENCE—EDUCATORS	A	B	C	D	E	F
School classroom/climate survey (1, 5)						
Office referral data						
School-wide PBIS framework, including posted routines and procedures						

LINES OF EVIDENCE—EDUCATIONAL LEADERS	A	B	C	D	E	F
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 2, 3, 4)						
School classroom/climate survey (1, 5)						
Teacher turnover data (1, 2, 3, 4, 5)						
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2, 3, 4, 5)						
Office referral data						
Data on bullying and/or behavior interventions						
Teacher and student attendance data						



APPENDICES

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GLOSSARY

C

Collective teacher efficacy

Professional culture of trust that engages teachers in school-wide decisions, analyzing outcomes, and planning for improvement

D

Disciplinary literacy

Confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field or content area

E

Evidence-based

Strategy that has demonstrated a statistically significant effect on improving student outcomes

G

Growth mindset

Belief that an individual's most basic abilities can be developed through exercising effort and hard work—brains and talent are just a starting point

H

Horizontal alignment

Curricular alignment within a common grade level and/or discipline

L

LEA Acronym for “local education agency”

Learning intentions

Statements that signal to students what they will be learning and why they are learning it

Lines of evidence

Documents, data, or other resources that can be provided to support the level of implementation of the critical indicators

Literacy Ability to read, write, speak and listen, and use numeracy and technology at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems to achieve their goals, and to participate fully in their community and in wider society. Achieving literacy is a lifelong learning process (Literacy Advance, 2018).

M

Meaningful interaction

When students are intentionally connecting with a text through a variety of evidence-based methods

Morale A group's shared belief in its conjoint capability to produce intended results.

P

Phonological awareness

A broad skill that includes identifying and manipulating units of oral language—parts such as words, syllables, and onsets and rimes (Reading Rockets, 2018)

S

Stakeholders

Faculty, students, parents, and other community members involved in the school community

Success criteria

Statements that define how students will know how successful they were in achieving the learning intention

V

Vertical alignment

Planning curriculum across K-12 grade levels that builds on standards from one year to the next. Correct vertical alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts.

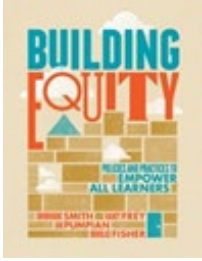
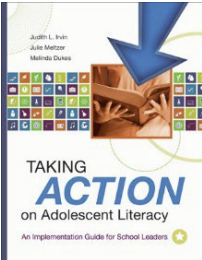
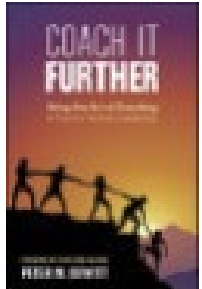
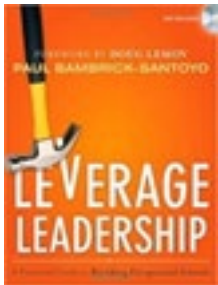
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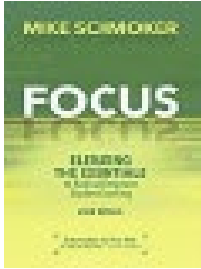
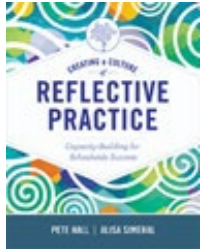
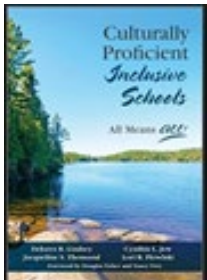
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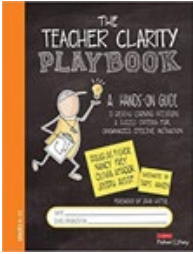
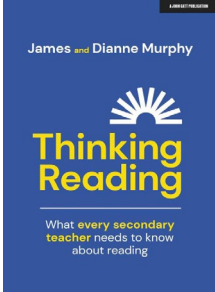
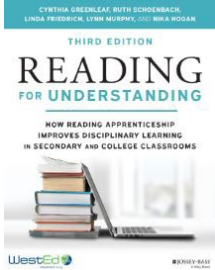
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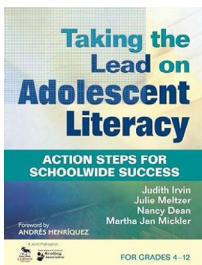
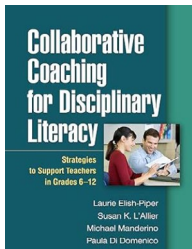
RESOURCES

ELEMENT 1: CULTURE OF LEARNING

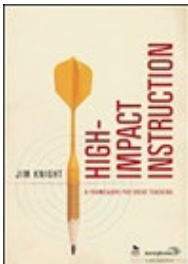
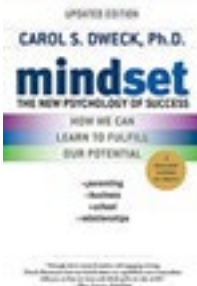
BOOK COVER	BOOK TITLE
	<i>Building Equity</i> by Smith, Frey, Fisher, Pumpian—beginning on page 192 Equity Audit https://www.ascd.org/books/building-equity?variant=117031
	<i>Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders</i> by Irvin, Meltzer, and Dukes—pg. 175—How to use data to improve literacy and learning https://www.ascd.org/books/taking-action-on-adolescent-literacy?variant=107034
	<i>Coach It Further: Using the Art of Coaching to Improve School Leadership</i> by Peter DeWitt—beginning on page 103—Principals' Self-Efficacy Questionnaire https://us.corwin.com/en-us/nam/coach-it-further/book259029
NA	<i>Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills</i> Grissom, J. A., & Loeb, S. (2011). Found in the American Educational Research Journal, 48(5), 1091-1123. https://cepa.stanford.edu/sites/default/files/Grissom Loeb Principal Effectiveness AERJ.pdf
	<i>Leverage Leadership</i> by Paul Bambrick-Santoyo. Shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or “levers,” allow for consistent, transformational, and replicable growth. https://www.amazon.com/Leverage-Leadership-Practical-Building-Exceptional/dp/1118138600

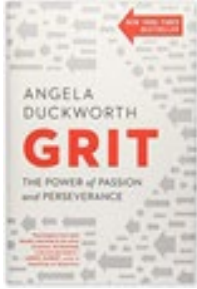

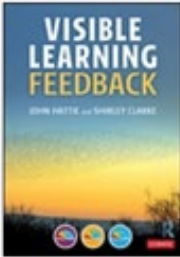

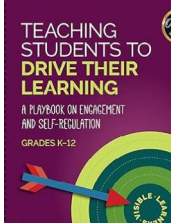
BOOK COVER	BOOK TITLE
	<p><i>Building Ranks: A Comprehensive Framework for Effective School Leaders.</i> released by NASSP, 2018. This framework focuses on two key domains: lead learning and build culture</p> <p>https://www.nassp.org/store/product/34661719/#:~:text=Building%20Ranks%E2%84%A2%3A%20A%20Comprehensive,in%20an%20increasingly%20complex%20world.</p>
	<p><i>Focus: Elevating the Essentials to Radically Improve Student Learning</i> by Mike Schmoker</p> <p>http://www.ascd.org/Publications/Books/Overview/Focus-Elevating-the-Essentials-to-Radically-Improve-Student-Learning-2nd-Edition.aspx</p>
	<p><i>Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success</i> by Pete Hall and Alisa Simeral, Association for Supervision & Curriculum Development, 2017</p> <p>http://www.ascd.org/Publications/Books/Overview/Creating-a-Culture-of-Reflective-Practice.aspx</p>
<p>NA</p>	<p><i>Building Parent-Teacher Relationships</i> by the American Federation for Teachers (available online)</p> <p>http://www.readingrockets.org/article/building-parent-teacher-relationships</p>
	<p><i>Culturally Proficient Inclusive Schools.</i> by Lindsay, Thousand, Jew, and Piowlski</p> <p>https://us.corwin.com/en-us/nam/culturally-proficient-inclusive-schools/book253394</p> <p>USBE Tiered Program List</p> <p>https://www.schools.utah.gov/curr/elaelementary?mid=1124&tid=4</p>

BOOK COVER	BOOK TITLE
	<p><i>The Teacher Clarity Playbook, Grades K-12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction</i> by Fisher, Frey, Amador, and Asoff</p> <p>https://www.amazon.com/154433981X-9781544339818-Teacher-Playbook-Spiral-bound/dp/B07KRZ8WR1/ref=sr_1_1?keywords=learning+intentions+and+success+criteria&qid=1556551774&s=books&sr=1-1-spell</p>
<p>NA</p>	<p><i>Art and Science of Teaching/High Expectations for All</i> by Robert J. Marzano (available online)</p> <p>https://www.ascd.org/el/articles/high-expectations-for-all-sept-2010</p>
	<p><i>Poor Students, Rich Teaching: Seven High-Impact Mindsets for Students from Poverty</i> by Eric Jensen</p> <p>https://www.amazon.com/Poor-Students-Rich-Teaching-High-Impact/dp/1947604635</p>
	<p><i>Thinking Reading</i> https://www.amazon.com/Thinking-Reading-Every-Secondary-Teacher/dp/1911382683</p>
	<p><i>Reading for Understanding</i></p> <p>https://www.wested.org/resources/reading-for-understanding-third-edition/</p>


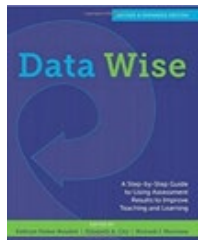
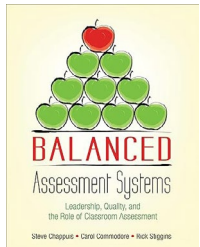
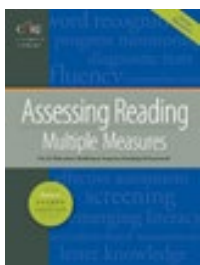
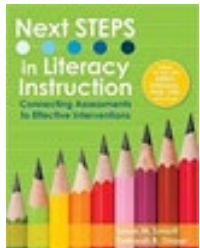
BOOK COVER	BOOK TITLE
	<i>Taking the Lead on Adolescent Literacy: Action Steps for Schoolwide Success</i> https://www.amazon.com/Taking-Lead-Adolescent-Literacy-Schoolwide/dp/1412979803
	<i>Collaborative Coaching for Disciplinary Literacy</i> https://www.amazon.com/Collaborative-Coaching-Disciplinary-Literacy-Strategies/dp/1462524389

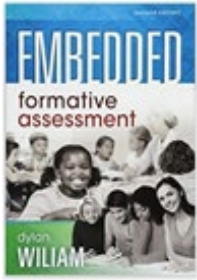
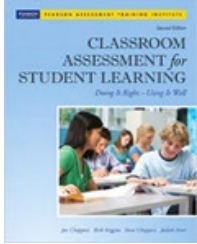
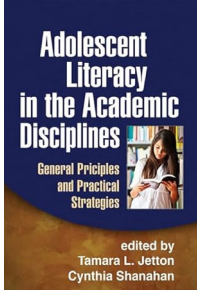
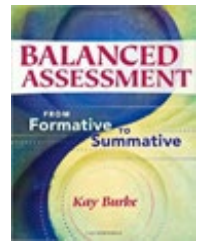
ELEMENT 2: LEARNER AGENCY


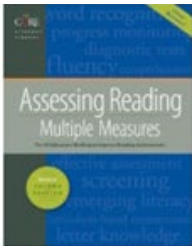
BOOK COVER	BOOK TITLE
	<i>High Impact Instruction</i> by Jim Knight, Corwin, 2012 https://us.corwin.com/en-us/nam/high-impact-instruction/book234377
	<i>Mindset: The New Psychology of Success</i> by Carol Dweck https://www.amazon.com/Mindset-Psychology-Carol-S-Dweck/dp/0345472322/

BOOK COVER	BOOK TITLE
	<p><i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth https://www.amazon.com/grit-passion-perseverance-angela-duckworth/dp/1501111108</p>
	<p><i>Developing Assessment Capable Visible Learners</i> by Frey, Hattie, and Fisher https://us.corwin.com/en-us/nam/developing-assessment-capable-visiblelearners-grades-k-12/book258027</p>
	<p><i>Visible Learning Feedback</i> by John Hattie and Shirley https://us.corwin.com/en-us/nam/visible-learning-feedback/book267333#description</p>
	<p><i>How to Give Effective Feedback to Your Students</i> by Susan Brookhart http://www.ascd.org/Publications/Books/Overview/How-to-Give-Effective-Feedback-to-Your-Students-2nd-Edition.aspx</p>
	<p><i>Teaching Students to Drive Their Learning</i> https://a.co/d/fBnuT9u</p>


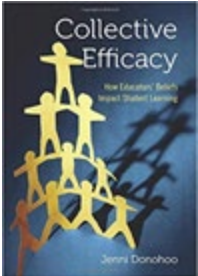

ELEMENT 3: DEMONSTRATED COMPETENCY AND ASSESSMENT


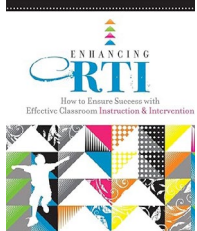
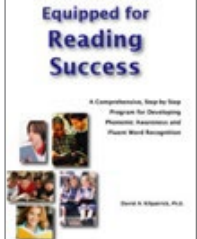
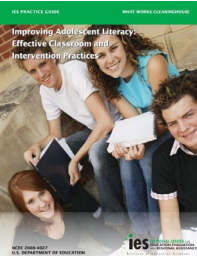
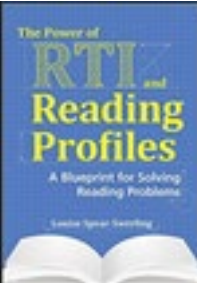
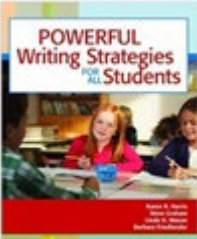
BOOK COVER	BOOK TITLE
	<p><i>Secondary School Literacy Instruction: The Content Areas</i> by Roe, Kolodziej, Stoodt-Hill, & Burns—pg. 55–96 https://www.amazon.com/Secondary-School-Literacy-Instruction-Bettyebook/dp/B00B7KL0D8</p>
	<p><i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i> edited by Boudet, City, and Murnane, Harvard Education Press, 2013 https://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679</p>
	<p><i>Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment</i> by Stephen J. Chappuis, Carol A. Commodore, and Richard J. Stiggins https://www.amazon.com/Balanced-Assessment-Systems-Leadership-Classroom/dp/1506354203</p>
	<p><i>CORE Assessing Reading: Multiple Measures</i> by Linda Diamond and B. J. Thorsnes https://www.amazon.com/Assessing-Multiple-Measures-Literacy-Training/dp/1634022432/ref=sr_1_2?crd=2V1RW-JQCE1SAK&keywords=assessing+reading+multiple+measures+2nd+edition&qid=1556551257&s=books&sprefix=assessing-reading-multiple-measures-2nd-edition%2F%2Cstripbooks%2C255&sr=1-2</p>
	<p><i>Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions</i> by Susan Smartt and Deborah Glaser https://www.amazon.com/Next-STEPS-Literacy-Instruction-Interventions/dp/159857096X</p>

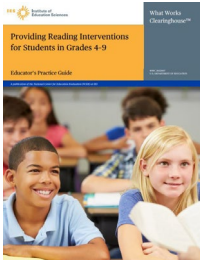

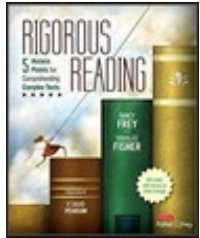
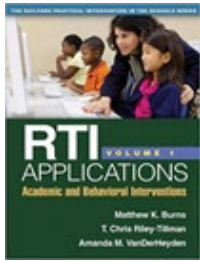

	<p><i>Embedded Formative Assessment</i> by Dylan Wiliam https://www.amazon.com/Embedded-Formative-Assessment-practical-strategies/dp/193400930X</p>
	<p><i>Classroom Assessment for Student Learning: Doing It Right—Using It Well</i> by Stiggins, Arter, Chappuis, and Chappuis (Chapter 12: Conferences About and with Students) https://www.amazon.com/Classroom-Assessment-Student-Learning-Institute/dp/0132685884/</p>
<p>NA</p>	<p><i>Tips for Administrators, Teachers, and Families: How to Share Data Effectively</i> published by Harvard Family Research Project (available online) https://globalfrp.org/content/download/102/695/file/7-DataSharingTipSheets-HarvardFamilyResearchProject(2).pdf</p>
	<p><i>Adolescent Literacy in the Academic Disciplines</i> edited by Tamara L. Jetton and Cynthia Shanahan https://www.amazon.com/Adolescent-Literacy-Academic-Disciplines-Principles/dp/1462502806</p>
	<p><i>Balanced Assessment: From Formative to Summative</i> by Kay Burke https://www.amazon.com/Balanced-Assessment-Formative-Kay-Burke/dp/1934009520</p>
<p>NA</p>	<p><i>Progress Monitoring with Acadience Reading</i> by Dynamic Measurement Group https://acadiencelarning.org/wp-content/uploads/2022/10/AcadiGuidelines_ALO.pdf</p>

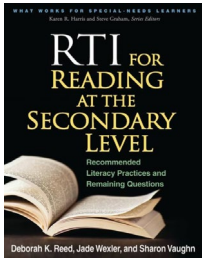
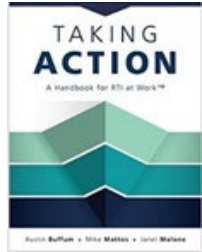
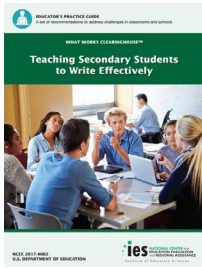
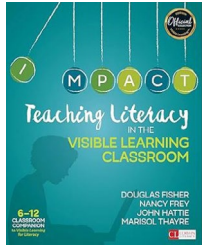

	<p><i>Formative Assessment and Standards-Based Grading</i> by Robert Marzano https://www.amazon.com/Formative-Assessment-Standards-Based-Grading-Strategies/dp/0982259220/ref=sr_1_1?ie=UTF8&qid=1550691509&sr=8-1&keywords=formative+assessment+and+standards+based+grading</p>
	<p><i>Assessing Reading Multiple Measures (2nd Edition)</i> by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/</p>

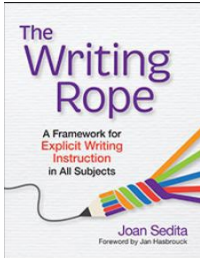
ELEMENT 4: CUSTOMIZED SUPPORT

BOOK COVER	BOOK TITLE
	<p><i>ATLAS: Learning from Student Work Protocol</i> by School Reform Initiative https://www.schoolreforminitiative.org/download/atlas-learning-from-student-work-protocol/</p>
	<p><i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i> by Jenni Donohoo https://www.amazon.com/Collective-Efficacy-Educators%E2%80%B2-Beliefs-Learning/dp/1506356494/ref=pd_lpo_sbs_14_img_1?encoding=UTF8&psc=1&refRID=V-38VCVM46KH9GF9DHKJF</p>
	<p><i>Cultures Built to Last: Systemic PLCs at Work</i> by Richard DuFour and Michael Fullan, Solution Tree Press, 2013 https://www.amazon.com/Cultures-Built-Last-Systemic-Improvement/dp/1936764741/ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1</p>

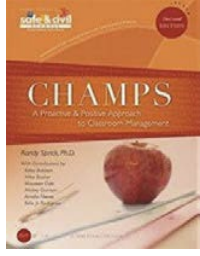
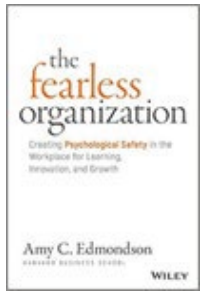
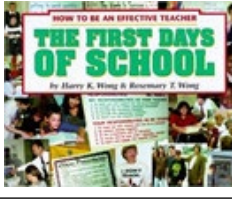

 <p>EFFECTIVE INSTRUCTION for Middle School Students with Reading Difficulties</p> <p>The Reading Teacher's Sourcebook</p>	<p>Effective Instruction for Middle School Students with Reading Difficulties https://products.brookespublishing.com/Effective-Instruction-for-Middle-School-Students-with-Reading-Difficulties-P620.aspx</p>
 <p>ENHANCING RTI How to Ensure Success with Effective Classroom Instruction & Intervention</p>	<p>Enhancing RTI: How to Ensure Success With Effective Classroom Instruction and Intervention by Douglas Fisher and Nancy Frey https://www.amazon.com/Enhancing-RTI-Instruction-Intervention-Professional/dp/1416609873</p>
 <p>Equipped for Reading Success</p> <p>A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluency Word Recognition</p> <p>David N. Kilpatrick, Ph.D.</p>	<p>Equipped for Reading Success by David Kilpatrick, Casey & Kirsch Publishers, 2016 https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/</p>
 <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p> <p>IES NATIONAL CENTER FOR STUDENT DEVELOPMENT</p>	<p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/adlit_pg_082608.pdf</p>
 <p>The Power of RTI and Reading Profiles</p> <p>A Blueprint for Solving Reading Problems</p> <p>Louise Spear-Swerling</p>	<p>The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems by Louise Spear-Swerling https://products.brookespublishing.com/The-Power-of-RTI-and-Reading-Profiles-P812.aspx</p>
 <p>POWERFUL Writing Strategies for All Students</p> <p>Karen E. Harris, Steve Graham, Linda Mason, Barbara Friedlander</p>	<p>Powerful Writing Strategies for All Students by Karen Harris, Steve Graham, Linda Mason, and Barbara Friedlander https://www.amazon.com/Powerful-Writing-Strategies-All-Students/dp/1557667055</p>



	<p>Providing Reading Interventions for Students in Grades 4-9</p>
	<p><i>Revisiting Professional Learning Communities at Work</i> by Dufour, DuFour and Eaker, Solution Tree Press, 2008 https://www.amazon.com/Revisiting-Professional-Learning-Communities-Work/dp/1934009385/</p>
	<p><i>Rigorous Reading: 5 Access Points for Comprehending Complex Texts</i> by Fisher and Frey https://www.amazon.com/Rigorous-Reading-Comprehending-Complex-Literacy/dp/1452268134</p>
	<p><i>RTI Applications: Academic and Behavioral Interventions Vol. 1</i> by Burns, Riley-Tillman, and VanDerHeyden—pgs. 1-35, 46-59, 83-110, 121-141, 186-199 https://www.amazon.com/RTI-Applications-Behavioral-Interventions-Intervention/dp/1462503543</p>
	<p><i>RTI Applications: Assessment, Analysis, and Decision Making Vol. 2</i> by Riley-Tillman, Burns, and Gibbons https://www.amazon.com/RTI-Applications-Assessment-Practical-Intervention/dp/1462509142/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=NSQ4VT2ZX-AYY5RWY2TE5</p>

	<p><i>RTI for Reading at the Secondary Level</i> by Deborah Reed, Jade Wexler and Sharon Vaughn.</p> <p>https://www.amazon.com/RTI-Reading-Secondary-Level-Special-Needs/dp/146250356X/ref=sr_1_1?crd=QIQROHT-0IN95&dib=eyJ2ljojMSJ9.MOVmUnG_25fHbOMzEnUm_i7bmgJpGxgcg6MneXj3HjTPAbr2eLDivoKPssSFUATJK_X9dxH4u48-lsmAlHvltK3FYguv27DLfeUBALS9oOzL8.RtNVOKabZeor-cod7nn6X7JZwp5x8EvUWtbapZigfHM&dib_tag=se&keywords=rti+for+reading+at+the+secondary+level&qid=1709171637&s=books&sprefix=RTI+for+readi%2Cstripbooks%2C123&sr=1-1</p>
	<p>National Center for Intensive Intervention https://intensiveintervention.org/ <i>Taking Action: A Handbook for RTI at Work™ (How to Implement Response to Intervention in Your School)</i> by Buffum, Mattos, and Malone, Solution Tree Press, 2017 https://www.amazon.com/Taking-Action-Handbook-Implement-Intervention/dp/1942496176</p>
	<p>Teaching Secondary Students to Write Effectively</p>
	<p><i>Teaching Literacy in the Visible Learning Classroom, Grades 6-12</i> https://a.co/d/fiesiwF</p>
	<p><i>Teaching Reading Sourcebook (3rd Edition)</i> by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/</p>

	<p><i>The Writing Rope</i> https://products.brookespublishing.com/The-Writing-Rope-P1344.aspx</p>
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ELEMENT 5: SOCIAL AND EMOTIONAL LEARNING

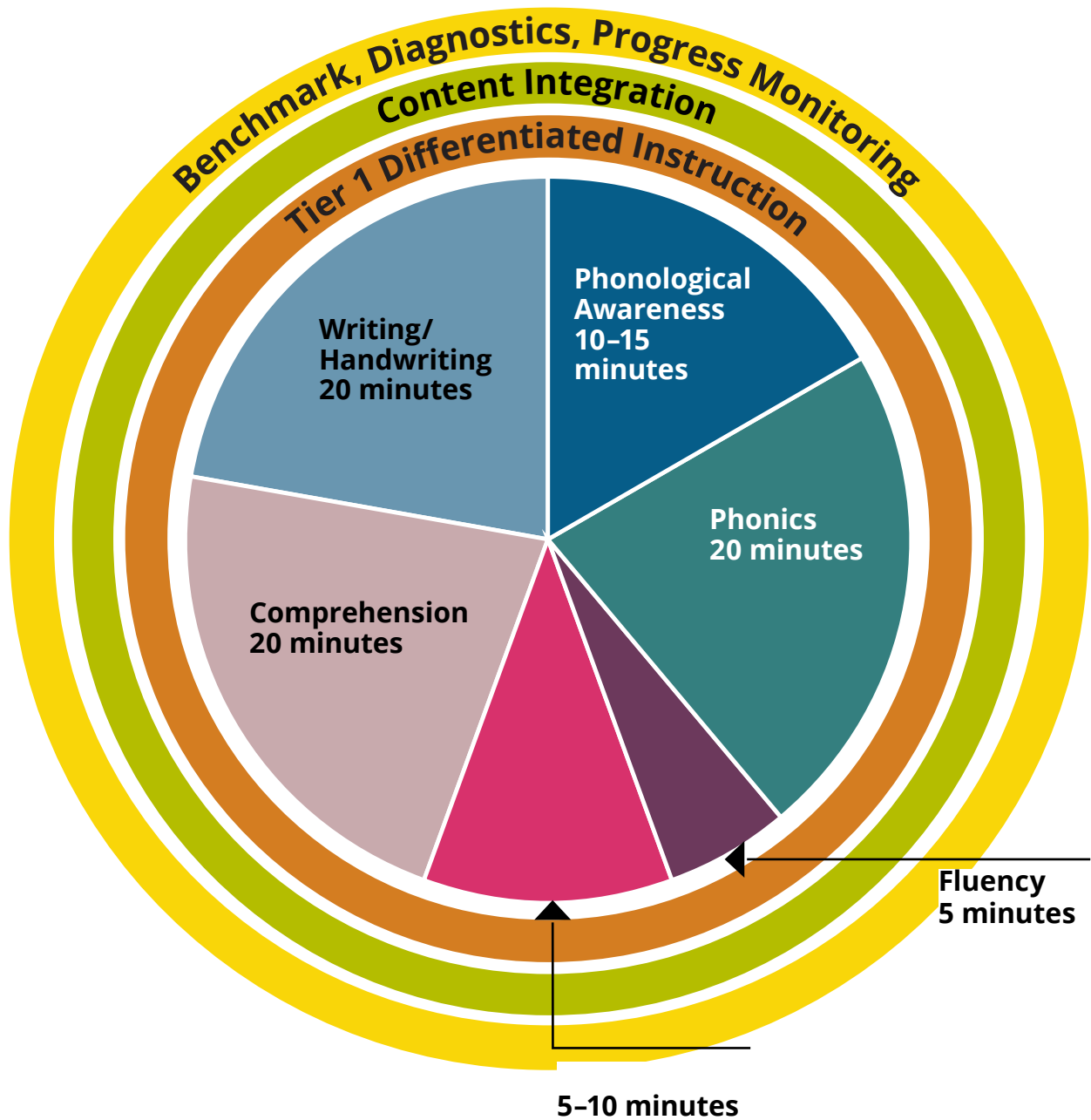
BOOK COVER	BOOK TITLE
	<p><i>CHAMPS: A Proactive and Positive Approach to Classroom Management</i> by Randy Sprick (Safe and Civil Schools) https://www.ancorapublishing.com/product/champs/</p>
	<p><i>The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth</i> by Amy Edmondson https://www.amazon.com/Fearless-Organization-Psychological-Workplace-Innovation/dp/1119477247</p>
	<p><i>The First Days of School: How to be an Effective Teacher</i> by Harry Wong https://www.amazon.com/First-Days-School-Effective-Teacher/dp/0962936022</p>
	<p><i>School Climate Survey Compendia</i>. A list of school climate survey batteries compiled by ED's National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium</p>

 <p>ONLINE MODULE 1 Understanding the Importance of School Climate and Engaging School Leadership in Its Improvement</p> <p>This module provides an opportunity to learn about school climate and promote practices engaging school leadership in improving school climate.</p>	<p><i>School Climate Improvement: Engaging School Leadership.</i> A series of interactive online modules that help school leaders to understand data on school climate and learn how to implement improvements and interventions. ED contracted with AIR to create these modules. http://airhdslearning.airws.org/schoolclimate1/story_html5.html?lms=1</p>
 <p>TURNING HIGH-POVERTY SCHOOLS INTO HIGH-PERFORMING SCHOOLS</p>	<p><i>Turning High-Poverty Schools into High-Performing Schools</i> by Parrett and Budge. Beginning on page 101, 112, 141, barriers to a healthy, safe, and supportive learning environment https://www.ascd.org/books/turning-high-poverty-schools-into-high-performing-schools-2nd-edition?variant=120031</p>

LITERACY BLOCKS

KINDERGARTEN—Half Day

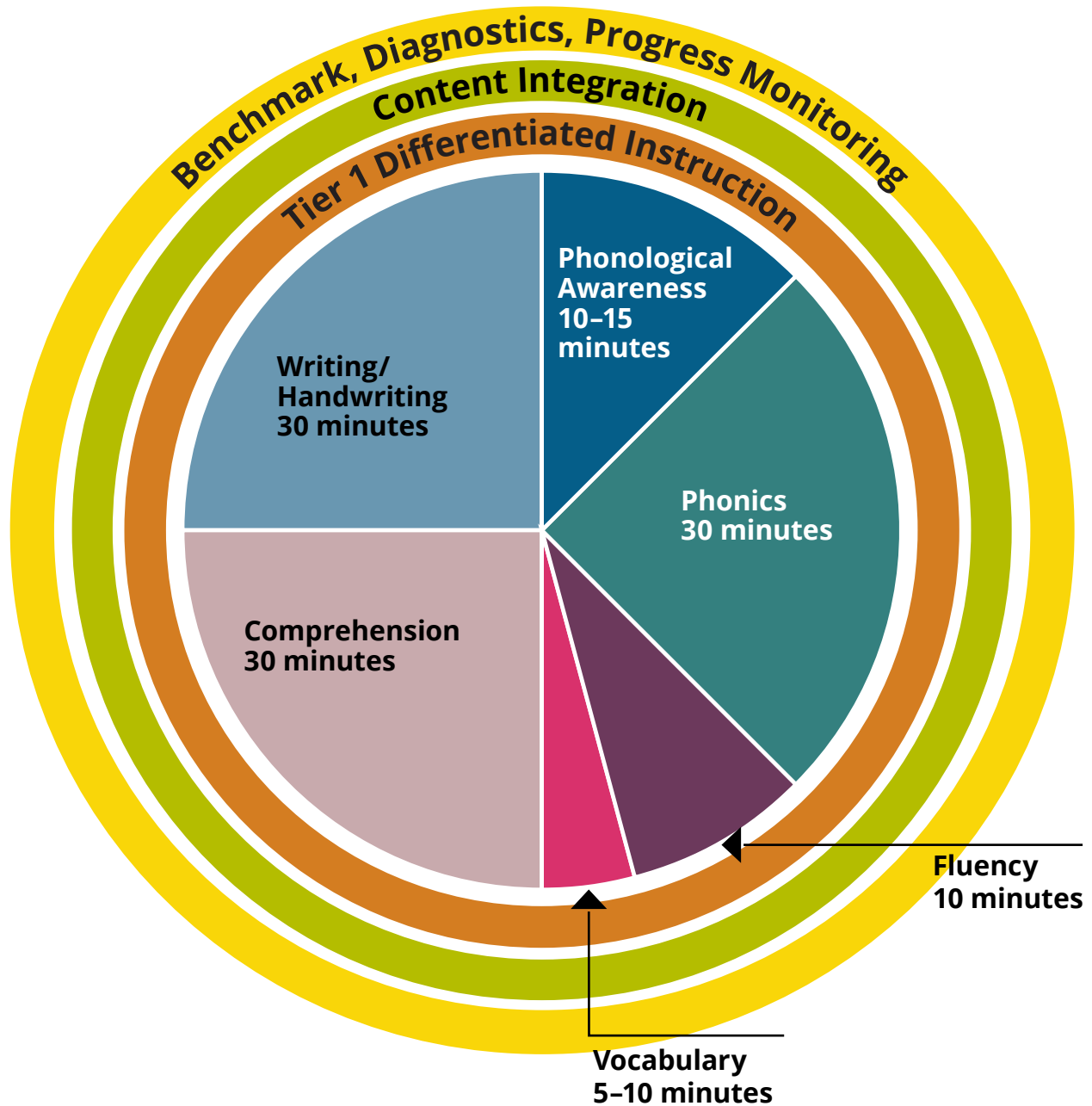
A minimum of 90 minutes



LITERACY BLOCKS

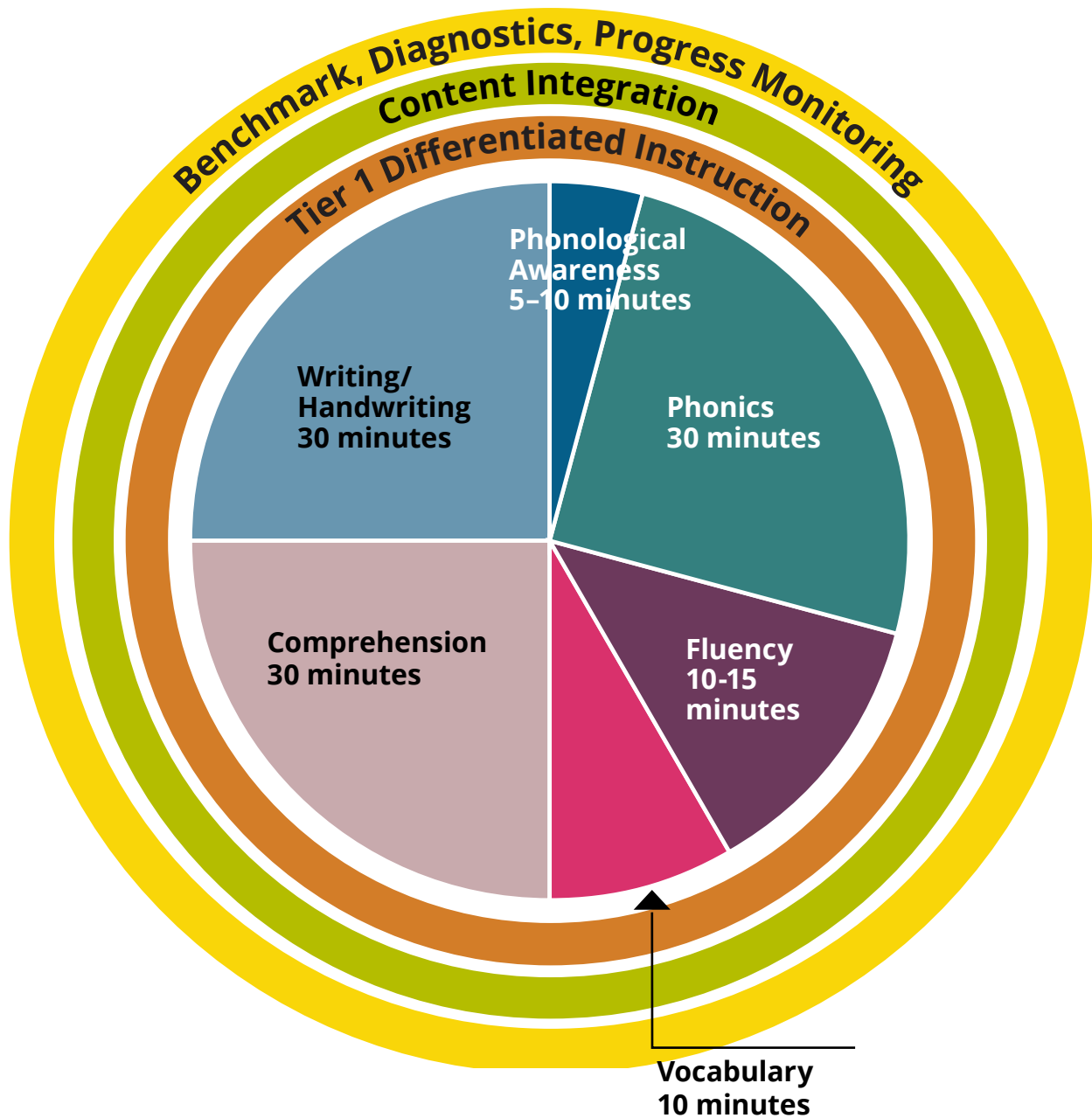
KINDERGARTEN—Full Day

A minimum of 115 minutes



LITERACY BLOCK

1ST GRADE



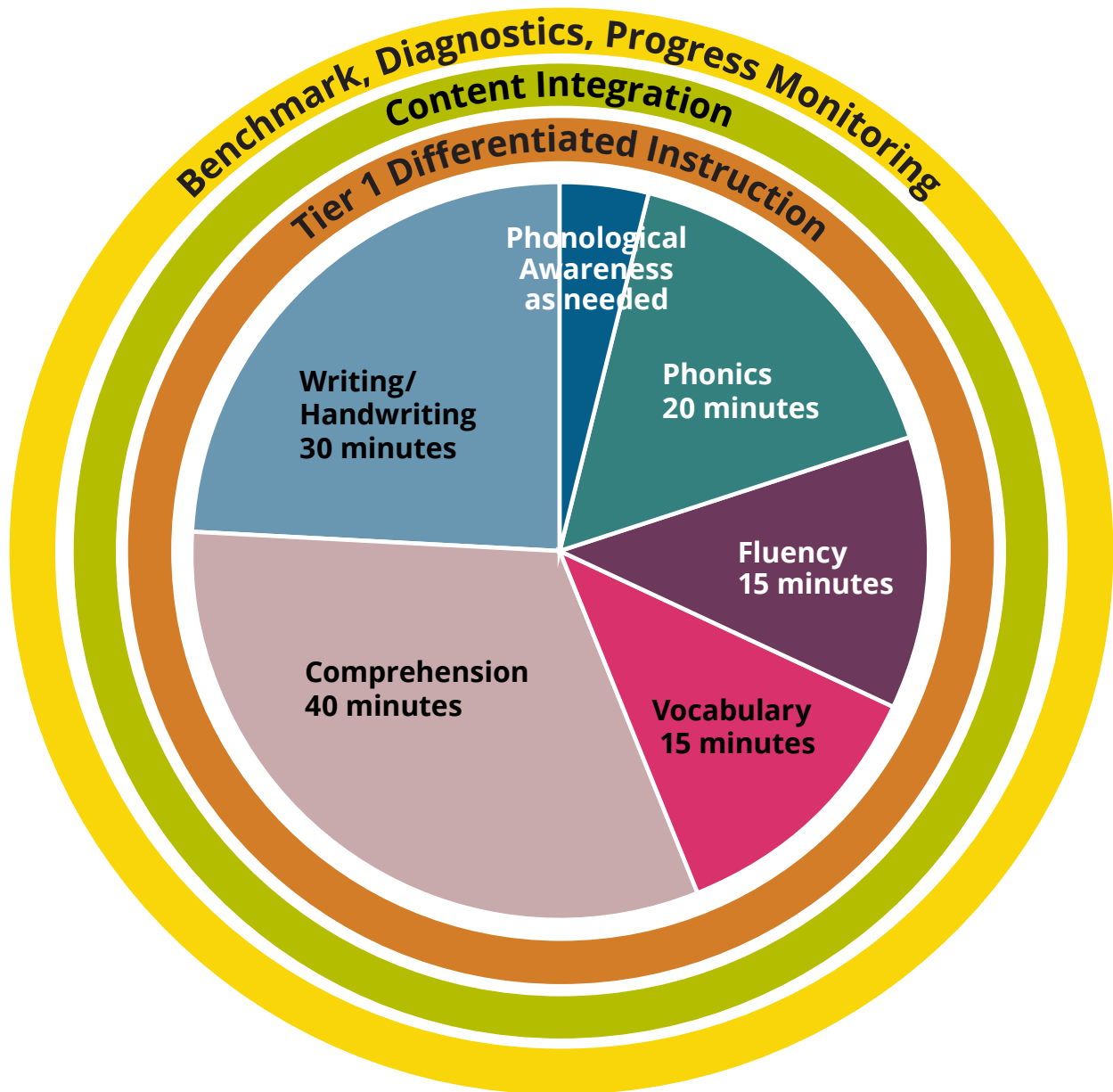
LITERACY BLOCK

2ND-3RD GRADE



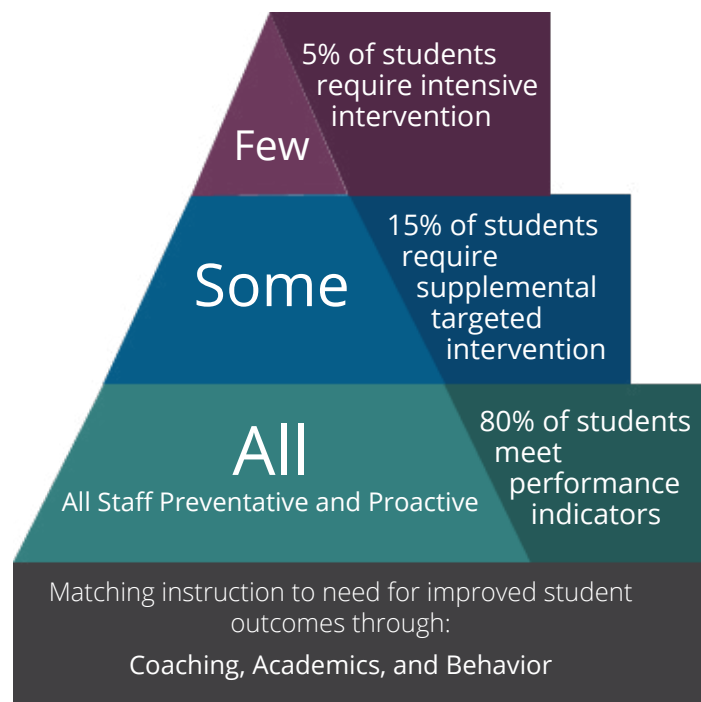
LITERACY BLOCK

4TH-6TH GRADE



Multi-Tiered System of Supports (MTSS)

Literacy



TIER 1: Core Instruction for All Students

- Educators provide whole group instruction to all students, including students with disabilities and multilingual learners, using grade level standards and content while providing appropriate scaffolding and customized support as needed.
- Educators use small group instruction and differentiate instruction to accelerate or enhance learning based on student needs and interests.
- Educators use evidence-informed curriculum.

Dosage, Frequency, and Duration

120 minutes daily, including writing

Instructional Delivery

- Explicit systematic instruction is provided in both whole group and small group settings with the classroom teacher and other supporting personnel.

Assessment

- Benchmark Assessment: Acadience Reading
- Progress Monitoring: As needed

Additional Notes

- If Tier 1 Core instruction is effective, 80% of students are proficient by end of the year.
- Depending on the school population, the approximate time of literacy (120 minutes) may not be enough.

TIER 2: Students identified as having some-risk

- Students who are not making adequate progress with Tier 1 instruction and have demonstrated below and/or well-below benchmark on Acadience Reading.
- Educators administer a diagnostic assessment to identify the student's literacy skill area(s) of need.
- When a student has three consecutive progress-monitoring scores in the at/above benchmark category and is making above/well-above typical progress, supports can be faded.

Dosage, Frequency, and Duration

- Recommend 15-60 minutes per session for a minimum of 10-14 weeks.
- Recommend three to five instructional sessions per week.
- If necessary, sessions may need to increase to twice daily if student response is slower than desired.

Instructional Delivery

- The group size recommendation is a teacher to student ratio of 1:5.
- Instruction may be provided by a classroom teacher, reading specialist, specifically trained paraprofessionals, or other specifically trained support personnel.
- Instruction should be 1) explicit, 2) aligned to students identified literacy skill needs, 3) offer timely feedback, 4) provide multiple examples, and 5) provide for ample student independent practice.
- Use of evidence-based instructional strategies and/or curriculum is required.

Assessment

- Administering a diagnostic assessment is necessary.
- Conducting progress monitoring every two to four weeks as necessary.

Additional Note

- Tier 2 instruction is to be provided in addition to Tier 1 instruction

Tier 3: Students identified as having a high-risk

- Students not making adequate progress with Tier 1 instruction and have demonstrated below and/or well-below benchmark on Acadience Reading assessment.
- Educators administer a diagnostic assessment to identify the student's literacy skill area(s) of need.
- When a student has three consecutive progress monitoring scores in the below, at, or above benchmark category and is making above or well above typical progress, the intensive instructional supports can be faded.

Dosage, Frequency, and Duration:

- Recommend 15-60 minutes per session for a minimum of 10-14 weeks.
- Recommend three to five instructional sessions per week.
- If necessary, sessions may need to increase to twice daily if student response is slower than desired.

Instructional Delivery

- The group size recommendation is a teacher to student ratio of 1:3.
- In some cases, the teacher to student ratio may need to be 1:1.
- Instruction may be provided by a classroom teacher, reading specialist, specifically trained paraprofessional, or other specifically trained support personnel.
- Instruction should be 1) explicit, 2) aligned to students identified literacy skill needs, 3) offer timely feedback, 4) provide multiple examples, and 5) provide for ample student independent practice.
- Instruction should use evidence-based instructional strategies and/or curriculum.

Assessment

- Administering a diagnostic assessment is necessary.
- Conducting progress monitoring every one to two weeks is necessary and student may need survey level (out of grade-level) progress monitoring.

Additional Notes

- Tier 3 instruction is to be provided in addition to Tier 1 instruction.
- The student does not need to receive Tier 2 prior to Tier 3.
- Tier 3 instruction is not only for students receiving special education services.



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