2023

Assessment &
Feedback

Professional
Learning

Supportive
Culture

Instruction &
Intervention

Instructional
Leadership

UTAH'S P–12 LITERACY FRAMEWORK

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UTAH'S P–12
LITERACY FRAMEWORK

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UTAH STATE BOARD OF EDUCATION

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https://schools.utah.gov/board

1/2023

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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,

Sydnee Dickson, Ed.D
State Superintendent of Public Instruction

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Utah's K–12 Literacy Framework Collaborative Design Team

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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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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 K–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, 2022). This is an unacceptable outcome for Utah's children. *Utah's P–12 Literacy Framework* is designed to serve as an evidence-based guide for Utah's educators. The outline will include specific strategies needed for improving literacy achievement needed for improving literacy achievement and changing literacy outcomes for children in grades P–12.

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 K–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 listening and speaking. **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 in elementary grades. *Utah's K–12 Literacy Framework* integrates five key elements that support literacy outcomes:

▮ Element 1: Instructional Leadership

▮ Element 2: Instruction and Intervention

▮ Element 3: Assessment and Feedback

▮ Element 4: Professional Learning

▮ Element 5: Supportive Culture

(Continued)

Objectives

Utah's K–12 Literacy Framework intends to:

▌ Provide districts, charters, and schools with an evidence-based framework and self-assessment tool to identify strengths and areas for growth to improve student literacy outcomes

▌ Provide LEAs, building administrators, teachers, and other stakeholders with evidence-based practices that will yield positive literacy outcomes for students.

HOW TO USE
Utah's K–12 Literacy Framework

STEP 1:
Read the **Introduction to *Utah's K–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.

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ELEMENTARY ELEMENTS

DEFINITIONS
for Self-Assessment Scales

The self-assessment tools use two categorical rating scales for evaluation.

ELEMENT 1, Instructional Leadership, uses a four-point categorical scale based on a continuum for professional leadership for evaluation: not evident, minimal, effective, and highly effective as defined in Utah's Educational Leadership Standards (2018).

4-Point Categorical Scale for Element 1

1 Level 1: **Not Evident**

2 Level 2: **Minimal**

3 Level 3: **Effective**

4 Level 4: **Highly Effective**

Leaders performing at the not-effective level do not yet implement the concepts underlying the Utah Educational Leadership Standards (UELS). Their practice, therefore, is below the minimum standards acceptable for professional educators.

Leaders performing at the emerging/minimal level seem to understand the concepts underlying the UELS and attempt to implement them. Their performance may be inconsistent or exhibit gaps in understanding or implementation.

Leaders performing at the effective level clearly understand the concepts underlying the UELS. They lead students, faculty, staff, and community through consistent implementation of all standards in the UELS. Their schools are dedicated to equitable teaching and learning for all and are well managed and safe.

Leaders performing at the highly effective level completely understand the concepts behind the UELS and implement them thoroughly. They contribute significantly to the field both in and out of the school setting. Their schools consist of a community of learners who are highly engaged in teaching and learning at high cognitive levels and who take major responsibility for their own learning and progress.

THE OTHER FOUR ELEMENTS use a 6-point categorical scale for evaluation: (1) not started, (2) exploration, (3) planning, (4) initial implementation, (5) full implementation, and (6) innovation and sustainability.

6-Point Categorical Scale for Elements 2–5

1 Level 1: **Not Started**	**2** Level 2: **Exploration**	**3** Level 3: **Planning**	**4** Level 4: **Initial Implementation**	**5** Level 5: **Full Implementation**	**6** Level 6: **Innovation & Sustainability**
The LEA or school has not begun investigating the evidence-based practice.	**The LEA or school** is investigating evidence-based practices that would lead to the targeted outcome and matching those with resources to make decisions as to how to proceed.	**The LEA or school** is developing strategic and tactical plans for successful implementation of the strategies they will use to achieve the outcomes.	**The LEA or school** is just beginning to implement. The organization is building capacity of staff, students, and the system to implement the plans successfully (for example, skill building, organizational changes, cultural shifts, infrastructure, resource allocation)	In **all targeted schools,** the planned strategies and interventions are fully implemented with high fidelity. The focus is now on sustainability and continuous improvement of the implemented strategies, interventions, or models.	**The LEA or school** is reviewing results and using those data to improve their programming to reach and exceed the targeted outcome.

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ELEMENT 1: INSTRUCTIONAL LEADERSHIP

OVERVIEW

Instructional Leadership is evident when educators unite to:

▮ organize resources around a shared, evidence-informed vision of student literacy,

▮ engage in collaborative goal setting, and

▮ implement and monitor strategies that meet local literacy demands that result in student and teacher growth.

SELF-ASSESSMENT TOOL
INSTRUCTIONAL LEADERSHIP

1 Level 1: **Not Evident**　　**2** Level 2: **Minimal**　　**3** Level 3: **Effective**　　**4** Level 4: **Highly Effective**

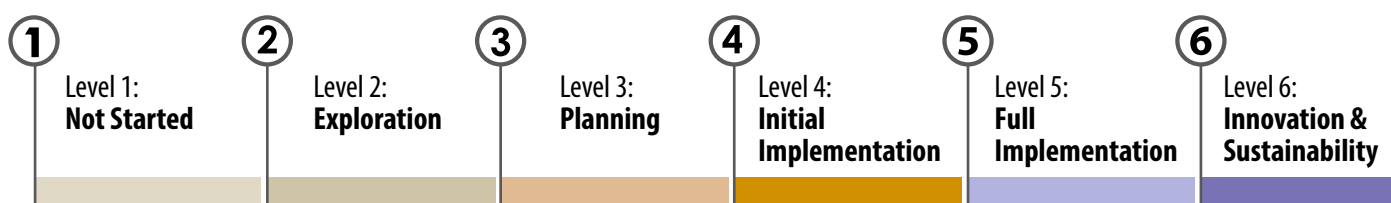| ▼ CRITICAL INDICATORS	1	2	3	4
A. Educational leaders create and sustain a school environment in which each learner is known, accepted, valued, trusted and respected.	1	2	3	4
B. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	1	2	3	4
C. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	1	2	3	4
D. 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
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
F. Educational leaders develop licensed faculty's 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
G. 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
H. Educational leaders have expertise in literacy and continue to stay current.	1	2	3	4

ELEMENT 2:
INSTRUCTION AND INTERVENTION

OVERVIEW

Effective instructional practice aimed at improving student-learning outcomes includes:

- strong standards-based instruction embedded in content areas,
- data-informed planning,
- differentiation and customization,
- evidence-based pedagogical approaches, and
- effective classroom management.

SELF-ASSESSMENT TOOL
INSTRUCTION AND INTERVENTION

① Level 1: **Not Started**	② Level 2: **Exploration**	③ Level 3: **Planning**	④ Level 4: **Initial Implementation**	⑤ Level 5: **Full Implementation**	⑥ Level 6: **Innovation & Sustainability**

▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures.	1	2	3	4	5	6
B. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	1	2	3	4	5	6
C. Educators use evidence-based instructional materials, supports, and learning tasks to provide literacy instruction that is: ▪ explicit and systematic ▪ adequately challenging and engaging ▪ aligned to the Utah Core Standards, and ▪ culturally and academically relevant.	1	2	3	4	5	6
D. 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	6

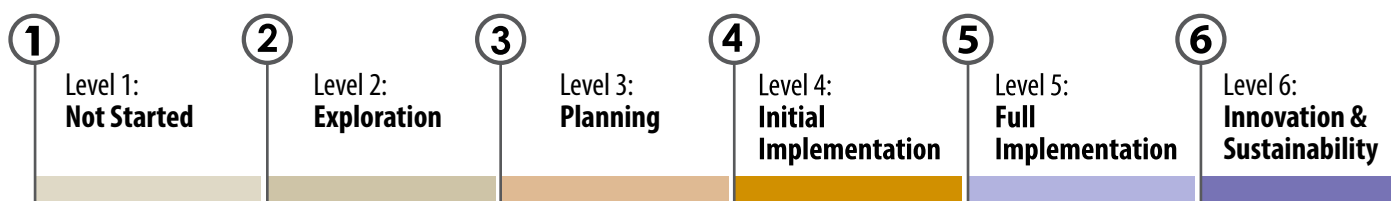| ▼CRITICAL INDICATORS	1	2	3	4	5	6
E. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are: ▮ evidence-based, ▮ driven by student data, ▮ aligned to student needs, ▮ monitored, and ▮ of sufficient intensity and duration to ensure student growth that closes the achievement gap.	1	2	3	4	5	6
F. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	1	2	3	4	5	6

ELEMENT 3:
ASSESSMENT AND FEEDBACK

OVERVIEW

Leaders hold educators accountable and provide them with time during the school day to:

- examine individual student and class data,
- involve students in their data,
- use the data to guide, inform, and adjust instruction, and
- address identified needs.

SELF-ASSESSMENT TOOL
ASSESSMENT AND FEEDBACK

①	②	③	④	⑤	⑥
Level 1: **Not Started**	Level 2: **Exploration**	Level 3: **Planning**	Level 4: **Initial Implementation**	Level 5: **Full Implementation**	Level 6: **Innovation & Sustainability**

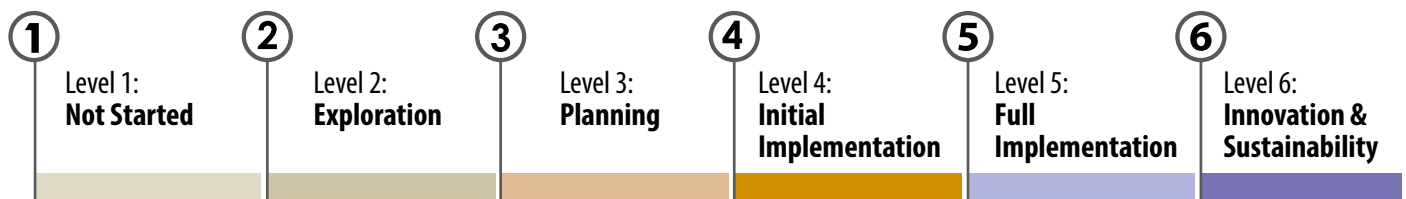| ▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Teachers administer appropriate assessments at regular intervals as aligned to their school's comprehensive assessment plan.	1	2	3	4	5	6
B. Assessments are in place and understood by staff for diagnostic, benchmark, and progress monitoring.	1	2	3	4	5	6
C. Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.	1	2	3	4	5	6
D. Trained teachers or personnel appropriately progress-monitor students.	1	2	3	4	5	6
E. Assessments are aligned to learning intentions, success criteria, and grade level standards.	1	2	3	4	5	6
F. Teachers provide targeted feedback to students on their current level of growth and proficiency.	1	2	3	4	5	6
G. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	1	2	3	4	5	6

ELEMENT 4:
PROFESSIONAL LEARNING

OVERVIEW

Professional Learning offers ongoing, high quality, job-embedded learning opportunities that are responsive to the site, team, and individual learner needs and are designed to build staff capacity for improvement through:

- ❚ coaching,
- ❚ mentoring,
- ❚ observation (including peer observations), and
- ❚ leveraging the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

SELF-ASSESSMENT TOOL
PROFESSIONAL LEARNING

① Level 1: **Not Started**	② Level 2: **Exploration**	③ Level 3: **Planning**	④ Level 4: **Initial Implementation**	⑤ Level 5: **Full Implementation**	⑥ Level 6: **Innovation & Sustainability**

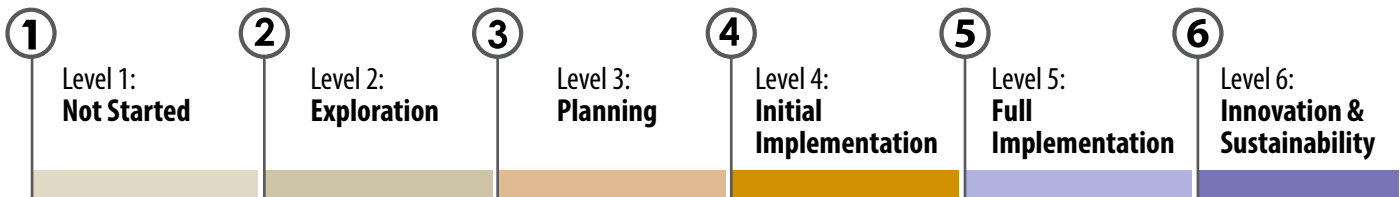| ▼ **CRITICAL INDICATORS**	1	2	3	4	5	6
A. Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.	1	2	3	4	5	6
B. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303.	1	2	3	4	5	6
C. Professional learning focuses on the implementation of the Utah Core English Language Arts standards across the content areas such as mathematics, science, social studies, fine arts, and health.	1	2	3	4	5	6
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	6
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	6
F. Individuals 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	6
G. 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	6

ELEMENT 5: SUPPORTIVE CULTURE

OVERVIEW

A supportive culture reflects learning conditions that:

▌ meet the needs of each student,

▌ create a literacy rich learning environment for student learning where staff are confident in their roles and relationships, and

▌ promote a community culture that values trust, respect, and high expectations.

SELF-ASSESSMENT TOOL
SUPPORTIVE CULTURE

① Level 1: **Not Started** ② Level 2: **Exploration** ③ Level 3: **Planning** ④ Level 4: **Initial Implementation** ⑤ Level 5: **Full Implementation** ⑥ Level 6: **Innovation & Sustainability**

▼CRITICAL INDICATORS	1	2	3	4	5	6
A. School culture is physically and psychologically safe.	1	2	3	4	5	6
B. Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.	1	2	3	4	5	6
C. Collective teacher efficacy and high morale support student learning.	1	2	3	4	5	6
D. 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 rigorous instructional methods.	1	2	3	4	5	6
E. Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.	1	2	3	4	5	6
F. Schools provide families 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	6
G. Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders	1	2	3	4	5	6
H. Schools gather stakeholder input on school climate, and perceptions and concerns are addressed.	1	2	3	4	5	6
I. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy.	1	2	3	4	5	6

SECONDARY ELEMENTS

DEFINITIONS
for Self-Assessment Scales

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ELEMENT 1, Instructional Leadership, uses a four-point categorical scale based on a continuum for professional leadership for evaluation: not evident, minimal, effective, and highly effective as defined in Utah's Educational Leadership Standards (2018).

4-Point Categorical Scale for Element 1

1 Level 1: **Not Evident**	**2** Level 2: **Minimal**	**3** Level 3: **Effective**	**4** Level 4: **Highly Effective**
Leaders performing at the not-effective level do not yet implement the concepts underlying the Utah Educational Leadership Standards (UELS). Their practice, therefore, is below the minimum standards acceptable for professional educators.	**Leaders** performing at the emerging/minimal level seem to understand the concepts underlying the UELS and attempt to implement them. Their performance may be inconsistent or exhibit gaps in understanding or implementation.	**Leaders** performing at the effective level clearly understand the concepts underlying the UELS. They lead students, faculty, staff, and community through consistent implementation of all standards in the UELS. Their schools are dedicated to equitable teaching and learning for all and are well managed and safe.	**Leaders** performing at the highly effective level completely understand the concepts behind the UELS and implement them thoroughly. They contribute significantly to the field both in and out of the school setting. Their schools consist of a community of learners who are highly engaged in teaching and learning at high cognitive levels and who take major responsibility for their own learning and progress.

THE OTHER FOUR ELEMENTS use a 6-point categorical scale for evaluation: (1) not started, (2) exploration, (3) planning, (4) initial implementation, (5) full implementation, and (6) innovation and sustainability.

6-Point Categorical Scale for Elements 2–5

1	**2**	**3**	**4**	**5**	**6**
Level 1: **Not Started**	Level 2: **Exploration**	Level 3: **Planning**	Level 4: **Initial Implementation**	Level 5: **Full Implementation**	Level 6: **Innovation & Sustainability**
The LEA or school has not begun investigating the evidence-based practice.	**The LEA or school** is investigating evidence-based practices that would lead to the targeted outcome and matching those with resources to make decisions as to how to proceed.	**The LEA or school** is developing strategic and tactical plans for successful implementation of the strategies they will use to achieve the outcomes.	**The LEA or school** is just beginning to implement. The organization is building capacity of staff, students, and the system to implement the plans successfully (for example, skill building, organizational changes, cultural shifts, infrastructure, resource allocation)	In **all targeted schools,** the planned strategies and interventions are fully implemented with high fidelity. The focus is now on sustainability and continuous improvement of the implemented strategies, interventions, or models.	**The LEA or school** is reviewing results and using those data to improve their programming to reach and exceed the targeted outcome.

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ELEMENT 1: INSTRUCTIONAL LEADERSHIP

OVERVIEW

Instructional Leadership is evident when educators unite to:

▌ organize resources around a shared, evidence-informed vision of student literacy,

▌ engage in collaborative goal setting, and

▌ implement and monitor strategies that meet local literacy demands that result in student and teacher growth.

SELF-ASSESSMENT TOOL

INSTRUCTIONAL LEADERSHIP

1 Level 1: **Not Evident** **2** Level 2: **Minimal** **3** Level 3: **Effective** **4** Level 4: **Highly Effective**

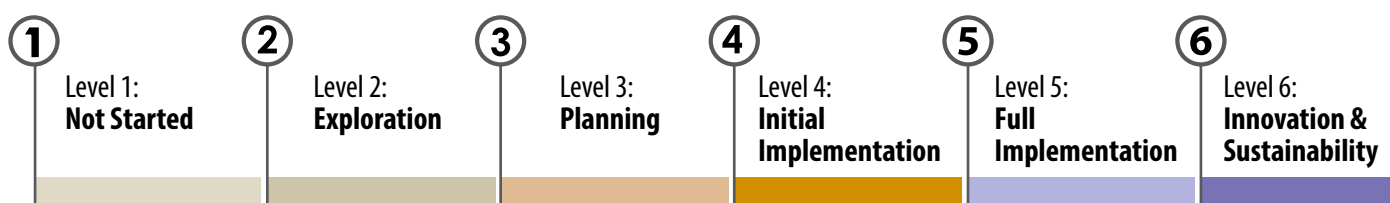| ▼ CRITICAL INDICATORS	1	2	3	4
A. Educational leaders create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.	1	2	3	4
B. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	1	2	3	4
C. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	1	2	3	4
D. Educational leaders sustain a culture of shared responsibility by implementing coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody shared high expectations for all students.	1	2	3	4
E. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	1	2	3	4
F. Educational leaders develop licensed faculty and staff members' professional disciplinary 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
G. 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
H. Educational leaders acquire expertise in disciplinary literacy, continue to stay current, and demonstrate student results in disciplinary literacy outcomes.	1	2	3	4

ELEMENT 2:
INSTRUCTION AND INTERVENTION

OVERVIEW

Effective instructional practice aimed at improving student-learning outcomes includes:

- ▌ strong standards-based instruction embedded in content areas,
- ▌ data-informed planning,
- ▌ differentiation and individualization,
- ▌ evidence-based pedagogical approaches, and
- ▌ effective classroom management.

SELF-ASSESSMENT TOOL
INSTRUCTION AND INTERVENTION

① Level 1: **Not Started** ② Level 2: **Exploration** ③ Level 3: **Planning** ④ Level 4: **Initial Implementation** ⑤ Level 5: **Full Implementation** ⑥ Level 6: **Innovation & Sustainability**

▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Staff implements strong and consistent school-wide and classroom management routines, supports, and procedures.	1	2	3	4	5	6
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	6
C. Evidence-based curriculum and disciplinary literacy instruction includes: ▌ explicit and systematic instruction, ▌ aligned to the Utah Core Standards, ▌ proper pacing, ▌ adequate challenge ▌ cognitive engagement strategies as developed through intentional planning using the formative process, and ▌ multiple opportunities for appropriate amounts of practice.	1	2	3	4	5	6
D. Evidence-based instructional materials (for example, texts, resources), supports, and tasks are: ▌ appropriately challenging and supportive for all students, ▌ aligned with the learning intentions and content area standards, and ▌ culturally and academically relevant.	1	2	3	4	5	6

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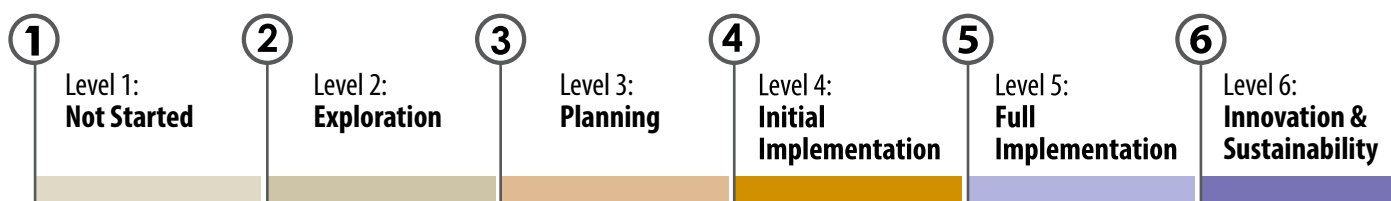| ▼CRITICAL INDICATORS	1	2	3	4	5	6
E. Tier 1 literacy practices are evident and occur throughout the day across all disciplines. This includes core literacy practices such as: ❚ vocabulary knowledge, ❚ cognitive strategies, ❚ comprehension strategies (including reading fluency), and ❚ reasoning and thinking.	1	2	3	4	5	6
F. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) literacy instruction, and are, in addition to core instruction, using strategies that are: ❚ evidence-based, ❚ driven by student data, ❚ aligned to student needs, ❚ monitored, and ❚ of sufficient intensity and duration to ensure student growth to close achievement gaps.	1	2	3	4	5	6
G. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	1	2	3	4	5	6
H. Teacher instruction and student work aligns to the Utah Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.	1	2	3	4	5	6
I. Students actively engage 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	6

ELEMENT 3: ASSESSMENT AND FEEDBACK

OVERVIEW

Leaders hold educators accountable and provide them with time during the school day to:

- examine individual student and class data,
- involve students in their data,
- use the data to guide, inform, and adjust instruction, and
- address identified needs.

SELF-ASSESSMENT TOOL

ASSESSMENT AND FEEDBACK

① Level 1: **Not Started** ② Level 2: **Exploration** ③ Level 3: **Planning** ④ Level 4: **Initial Implementation** ⑤ Level 5: **Full Implementation** ⑥ Level 6: **Innovation & Sustainability**

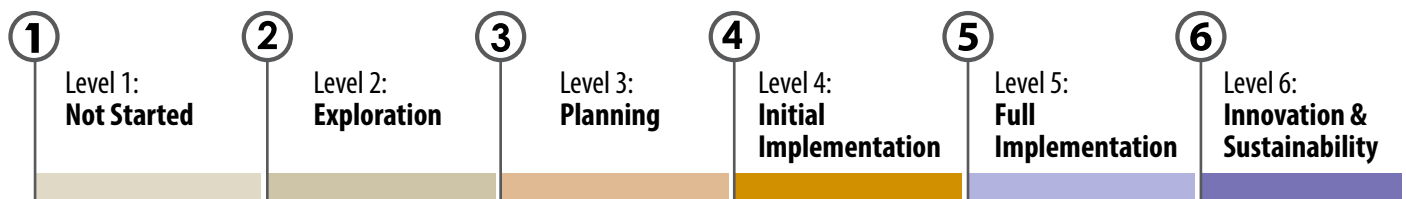| ▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning.	1	2	3	4	5	6
B. Based on an initial screening, trained personnel administer diagnostic assessments when necessary.	1	2	3	4	5	6
C. Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.	1	2	3	4	5	6
D. Teachers monitor the progress of students.	1	2	3	4	5	6
E. Assessments align to learning intentions, success criteria, and grade level standards.	1	2	3	4	5	6
F. Teachers provide targeted feedback to students on their current level of growth and proficiency.	1	2	3	4	5	6
G. Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.	1	2	3	4	5	6

ELEMENT 4: PROFESSIONAL LEARNING

OVERVIEW

Professional Learning offers ongoing, high quality, job-embedded learning opportunities that are responsive to the site, team, and individual learner needs and are designed to build staff capacity for improvement through:

▮ coaching,
▮ mentoring,
▮ observation (including peer observations), and
▮ leveraging the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

SELF-ASSESSMENT TOOL
PROFESSIONAL LEARNING

① Level 1: **Not Started**
② Level 2: **Exploration**
③ Level 3: **Planning**
④ Level 4: **Initial Implementation**
⑤ Level 5: **Full Implementation**
⑥ Level 6: **Innovation & Sustainability**

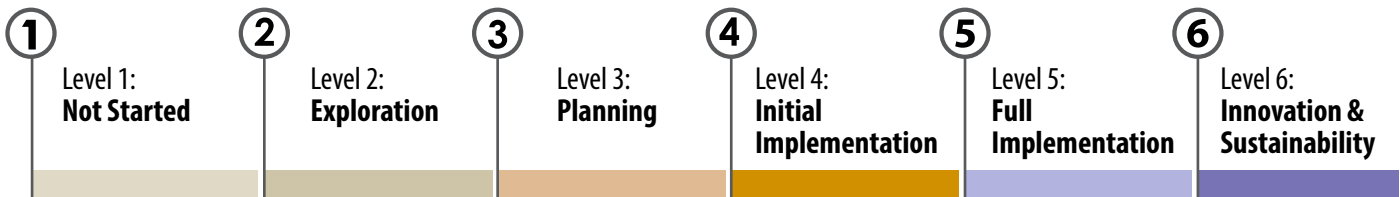| ▼ CRITICAL INDICATORS	1	2	3	4	5	6
A. Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.	1	2	3	4	5	6
B. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303.	1	2	3	4	5	6
C. Professional learning incorporates reading, writing, speaking, and listening to support disciplinary literacy across all content areas as described in the Utah Core for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.	1	2	3	4	5	6
D. Professional learning 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	6
E. Leaders provide educators with training and support in implementing evidence-based curriculum programs and assessments for literacy.	1	2	3	4	5	6
F. Individuals and collaborative teams engage in targeted opportunities for learning through classroom observations, instructional coaching, and peer mentoring.	1	2	3	4	5	6
G. Professional learning opportunities provide time to develop coherent curriculum. Collaborative teams work to ensure curriculum is horizontally and vertically aligned.	1	2	3	4	5	6

ELEMENT 5: SUPPORTIVE CULTURE

OVERVIEW

A supportive culture reflects learning conditions that:

▮ meet the needs of each student,

▮ create a literacy rich learning environment for student learning where staff are confident in their roles and relationships, and

▮ promote a community culture that values trust, respect, and high expectations.

SELF-ASSESSMENT TOOL
SUPPORTIVE CULTURE

① Level 1: **Not Started**　② Level 2: **Exploration**　③ Level 3: **Planning**　④ Level 4: **Initial Implementation**　⑤ Level 5: **Full Implementation**　⑥ Level 6: **Innovation & Sustainability**

▼CRITICAL INDICATORS	1	2	3	4	5	6
A. School culture is physically and psychologically safe.	1	2	3	4	5	6
B. Administrators and educators sustain evidence-based practices over time to create lasting impact.	1	2	3	4	5	6
C. Collective teacher efficacy and high morale supports student learning.	1	2	3	4	5	6
D. 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 rigorous instructional methods.	1	2	3	4	5	6
E. Faculty and students exhibit a growth mindset and are provided support for the development of grit and perseverance.	1	2	3	4	5	6
F. Schools provide families of students served in Tier 2 and 3 with updates on their child's progress at least a minimum of three times a year.	1	2	3	4	5	6
G. Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.	1	2	3	4	5	6
H. Schools gather stakeholder input on school climate, and identified perceptions and concerns are addressed.	1	2	3	4	5	6
I. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/ collective efficacy.	1	2	3	4	5	6

LINES OF EVIDENCE

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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.

ELEMENT 1: INSTRUCTIONAL LEADERSHIP

LINES OF EVIDENCE	1A	1B	1C	1D	1E	1F	1G	1H
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction				x	x			
Budget showing classroom supports (for example, aides, evidence-based curriculum) (1)			x					
Building leader possess degrees, endorsements, or certifications in literacy (1)								x
Building leader's teaching experience with demonstrated results (1)						x		x
Building leadership team is in place and focus on student learning outcomes (1)			x	x	x			
Coach's schedule (1)		x	x					
Evidence of a vision, mission, and short- and long-term goals that are visited often (1)				x				
Feedback cycles conducted with teachers based on observations (1, 2)			x		x		x	
Intervention schedule (1, 2)		x						
Professional learning experiences for the principal (for example, certificates, transcripts) (1)						x		x
School/classroom climate survey (1, 5)	x	x						
Student data (1, 2)		x						
Teacher turnover data (1)							x	

ELEMENT 2: INSTRUCTION AND INTERVENTION

LINES OF EVIDENCE	2A	2B	2C	2D	2E	2F
Classroom observations by coach and principal team, including appropriate scaffolding and extensions provided (1, 2)	x	x	x	x	x	
Curriculum adoption process includes an evaluation of texts, resources, and tasks (2)			x		x	
Curriculum maps include both horizontal and vertical alignment (2, 4)			x			
Elementary use only: Daily literacy block schedule includes appropriate instruction (in other words, phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing) (2)			x	x		
Tier 1 literacy practices are evident across the disciplines			x			x
Diagnostic flowchart (2)					x	
Acadience and summative assessment data (RISE, Aspire, and ACT), including disaggregated groups (1, 2)		x	x		x	
Entry and exit criteria for intervention services (2)		x			x	
Explicit Instruction Observation Template Data (2)			x			
Master schedule includes dedicated time and personnel for tiered academic and behavioral supports (1, 2, 3)		x		x	x	
Office referral data (2, 5)	x					
School activities calendar (for example, assemblies, field trips) (2)				x		
Schools policies around interruptions (for example, intercom announcements, phone calls) (2)				x		
School-wide PBIS framework, including posted routines/procedures (2)	x					
Student self-evaluations and goal setting documents related to proficiency towards the standards (2, 3)						x
Transition times (2)	x					
Use of evidence-based curriculum (2)			x		x	

ELEMENT 3: ASSESSMENT AND FEEDBACK

LINES OF EVIDENCE	3A	3B	3C	3D	3E	3F	3G
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 3, 4)			x				
Assessment calendar, including diagnostic assessment plans, and formative assessment procedures (3)	x	x		x			
Assessments are aligned to standards (3)		x			x		
Master schedule, including teacher collaboration time (1, 2, 3)	x		x				
Posted data results or data wall (3)			x				
Progress monitoring data (3)				x			
Student self-evaluations (for example, learning goals) (2, 3)							x
Teacher-student feedback forms (3)						x	

ELEMENT 4: PROFESSIONAL LEARNING

LINES OF EVIDENCE	4A	4B	4C	4D	4E	4F	4G
Agendas and meeting notes from teacher collaboration time, including next steps for changes to instruction (1, 3, 4)			x		x		x
Curriculum maps include both horizontal and vertical alignment (2, 4)		x				x	x
Embedded professional learning opportunities that include observations, coaching, peer mentoring, and the use of teacher leaders (4)	x		x	x	x		
Fidelity checks related to implemented curricula (4)	x	x		x		x	
Ongoing use of data to plan and evaluate professional learning (4)			x				
Professional learning calendar and attendance (4)	x		x				
Professional learning resources (for example, PowerPoint presentations, handouts) (4)	x	x		x			
Sustainability plans—how new teachers are supported with previous learning experiences (4)				x			

ELEMENT 5: SUPPORTIVE CULTURE

LINES OF EVIDENCE	5A	5B	5C	5D	5E	5F	5G	5H	5I
Classroom instruction aligns with given learning intentions (5)		x							
Data on bullying and/or behavior intervention (5)	x								
Frequent progress updates shared with parents (5)						x			
Goals and expectations shared with stakeholders via newsletter, parent night, etc. (5)				x			x		
Growth mindset quiz (5)					x				
Office referral data (2, 5)	x								
School/classroom climate survey (1, 5)	x		x	x				x	x
Student and teacher attendance (5)	x		x						
Student work/achievement displayed and celebrated inside and outside classrooms as well as in online formats (for example, writing samples) (5)		x							

CONTINUOUS IMPROVEMENT

ELEMENT (circle one):   1 **Instructional Leadership**   2 **Instruction and Intervention**   3 **Assessment and Feedback**

4 **Professional Learning**   5 **Supportive Culture**

Alignment to Critical Indicator What is the area of need?	Proposed Solution What will be done to address the area of need?	Action Steps How will the proposed solution be implemented?	Responsible Individual(s) Who will be doing it?

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Expected Measurable Outcome	Projected Time Line		Resources	Lines of Evidence to Be Collected/ Monitored
What is the expected change?	When will it occur?		What resources are needed?	How will the impact of the change be monitored?
	Start Date	End Date		

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ELEMENT (circle one): 1 **Instructional Leadership**   2 **Instruction and Intervention**   3 **Assessment and Feedback**

4 **Professional Learning**   5 **Supportive Culture**

Alignment to Critical Indicator What is the area of need?	Proposed Solution What will be done to address the area of need?	Action Steps How will the proposed solution be implemented?	Responsible Individual(s) Who will be doing it?

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Expected Measurable Outcome What is the expected change?	Projected Time Line When will it occur?		Resources What resources are needed?	Lines of Evidence to Be Collected/ Monitored How will the impact of the change be monitored?
	Start Date	End Date		

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APPENDICES

Utah's K–12 Literacy Framework

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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.
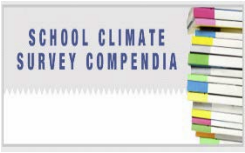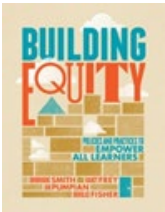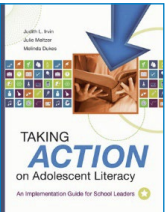
Center on School Turnaround at WestEd (2017). *Four domains for rapid school improvement: A systems framework.* Retrieved from: https://centeronschoolturnaround.org/resource/four-domains-for-rapid-school-improvement-a-systems-framework/

Dweck, C. S. (2006). *Mindset: The new psychology of success.* Random House Incorporated: New York, NY. Literacy Advanced of Houston (2017). Defining literacy. Retrieved from: https://www.literacyadvance.org/About_Us/Defining_Literacy/

Minnesota Center for Reading Research (2016). *Path to reading excellence in school sites.* Retrieved from: http://www.cehd.umn.edu/reading/PRESS/default.html

Montana Office of Public Instruction (2012, November). *Montana comprehensive literacy plan: Birth through grade 12.* Retrieved from: http://opi.mt.gov/Portals/182/Page%20Files/Title%20%26%20Other%20Federal%20Programs/Docs/12NovMtLiteracyPlan.pdf

Nevada Department of Education (2015). *Nevada state literacy plan: A pathway to possibilities.* Retrieved from: http://www.doe.nv.gov/RBG3/NSLP/

Utah State Board of Education (2018). *Utah educational leadership standards.* Retrieved from: https://www.schools.utah.gov/curr/educatoreffectiveness?mid=1050&aid=1

Utah State Board of Education (2013). *Core standards for English language arts.* Retrieved from: https://schools.utah.gov/file/003aa7e6-c4f6-40b5-89a9-40f8198e8c45

Utah State Board of Education (2013). *Utah effective teaching standards.* Retrieved from: https://www.schools.utah.gov/curr/educatoreffectiveness?mid=1050&aid=1

Utah State Legislature (2018). *Professional learning standards.* Retrieved from: https://le.utah.gov/xcode/Title53G/Chapter11/53G-11-S303.html

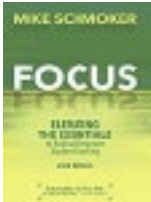This is a blank page.

ELEMENT 1: INSTRUCTIONAL LEADERSHIP

BOOK COVER	A: Educational leaders create and sustain a school environment in which each student is known, accepted, trusted, and respected.
	School Climate Survey Compendia. 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
	School Climate Improvement: Engaging School Leadership. 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://airhsdlearning.airws.org/schoolclimate1/story_html5.html?lms=1
	Building Equity by Smith, Frey, Fisher, Pumpian—beginning on page 192 Equity Audit http://www.ascd.org/Publications/Books/Overview/Building-Equity.aspx
	Turning High-Poverty Schools into High-Performing Schools by Parrett and Budge. Beginning on page 101, 112, 141, barriers to a healthy, safe, and supportive learning environment http://www.ascd.org/Publications/Books/Overview/Turning-High-Poverty-Schools-into-High-Performing-Schools.aspx

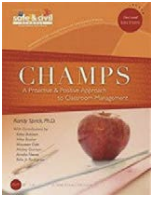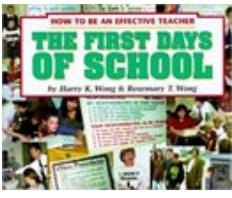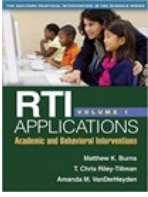| BOOK COVER	B: Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
	Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders by Irvin, Meltzer, and Dukes—pg. 175—How to use data to improve literacy and learning http://www.ascd.org/Publications/Books/Overview/Taking-Action-on-Adolescent-Literacy.aspx
	Secondary School Literacy Instruction: The Content Areas by Roe, Kolodziej, Stoodt-Hill, & Burns—pg. 55–96 https://www.amazon.com/Secondary-School-Literacy-Instruction-Betty-ebook/dp/B00B7KL0D8

BOOK COVER	C: Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.
	Coach It Further: Using the Art of Coaching to Improve School Leadership by Peter DeWitt—beginning on page 103—Principals' Self-Efficacy Questionnaire https://us.corwin.com/en-us/nam/coach-it-further/book259029
not applicable	Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills found in the American Educational Research Journal, 48(5), 1091-1123. https://cepa.stanford.edu/sites/default/files/Grissom Loeb Principal Effectiveness AERJ.pdf

BOOK COVER	D: 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. *D: Educational leaders sustain a culture of shared responsibility by implementing coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody shared high expectations for all students.
	Leverage Leadership 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	E: Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement
	Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning edited by Boudet, City, and Murname, Harvard Education Press, 2013 https://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679
	Building Ranks: A Comprehensive Framework for Effective School Leaders released by NASSP, 2018. This framework focuses on two key domains: lead learning and build culture https://www.a

BOOK COVER	**F: 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.** ***F: Educational leaders develop licensed faculty and staff members' professional disciplinary literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.**
	The School Principal as Leader: Guiding Schools to Better Teaching and Learning, The Wallace Foundation, 2013. https://www.wallacefoundation.org/knowledge-center/pages/the-school-principal-as-leader-guiding-schools-to-better-teaching-and-learning.aspx
	Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders by Irvin, Meltzer, and Dukes—pg. 156 suggestions for supporting new faculty and p.189–194 roles of different faculty and staff members to build capacity http://www.ascd.org/Publications/Books/Overview/Taking-Action-on-Adolescent-Literacy.aspx

BOOK COVER	**G: Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.**
	Developing Principals as Equity-Centered Instructional Leaders by June Rimmer, Center for Educational Leadership, University of Washington. Available at https://capacitybuildingnetwork.org/article9/
	Equitable Access Toolkit by the Center on Great Teachers and Leaders at the American Institutes for Research. https://gtlcenter.org/learning-hub/equitable-access-toolkit

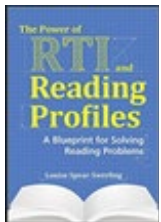|	
BOOK COVER	**H: Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.** ***H: Educational leaders acquire expertise in disciplinary literacy, continue to stay current, and demonstrate student results in disciplinary literacy outcomes.**
	A Principal's Primer for Raising Reading Achievement by Montgomery, Ilk, and Moats p. 125 funding to-do list http://store.voyagersopris.com/a-principals-primer-for-raising-reading-achievement/ Shanahan on Literacy Blog by Dr. Tim Shanahan http://shanahanonliteracy.com/

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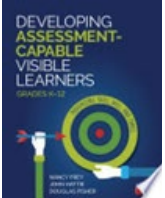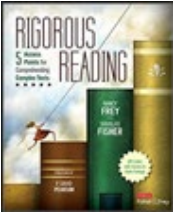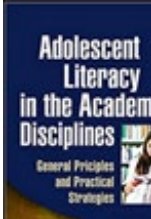|	
BOOK COVER	**H:** Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current. ***H:** Educational leaders acquire expertise in disciplinary literacy, continue to stay current, and demonstrate student results in disciplinary literacy outcomes.
	Focus: Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker http://www.ascd.org/Publications/Books/Overview/Focus-Elevating-the-Essentials-to-Radically-Improve-Student-Learning-2nd-Edition.aspx

ELEMENT 2: INSTRUCTIONAL AND INTERVENTION

BOOK COVER	**A:** Staff implements strong and consistent school wide and classroom management routines, supports, and procedures.
	CHAMPS: A Proactive and Positive Approach to Classroom Management by Randy Sprick (Safe and Civil Schools) https://www.ancorapublishing.com/product/champs/
	The First Days of School: How to be an Effective Teacher by Harry Wong https://www.amazon.com/First-Days-School-Effective-Teacher/dp/0962936022

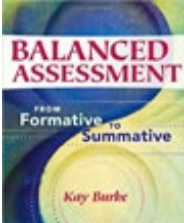|	
BOOK COVER	**B:** Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data. ***B:** Educators tailor instruction, interventions, and extensions to meet the needs of each student based on multiple points of disciplinary literacy data.
	RTI Applications: Academic and Behavioral Interventions Vol. 1 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
	RTI Applications: Assessment, Analysis, and Decision Making Vol. 2 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=NSQ4VT2ZXAYY5RWY2TE5

BOOK COVER	**C: Evidence-based curriculum and literacy instruction includes:** ▪ **explicit and systematic instruction,** ▪ **proper pacing,** ▪ **adequate challenge, and** ▪ **cognitive engagement strategies as demonstrated through planning, preparation, and observation.** ***C: Evidence-based curriculum and disciplinary literacy instruction includes:** ▪ **explicit and systematic instruction,** ▪ **alignment to the Utah Core Standards** ▪ **proper pacing,adequate challenge,** ▪ **cognitive engagement strategies as developed through intentional planning using the formative process, and** ▪ **multiple opportunities for appropriate amounts of practice**
	Explicit Instruction: Effective and Efficient by Archer and Hughes https://www.guilford.com/books/Explicit-Instruction/Archer-Hughes/9781609180416
	Focus: Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker http://www.ascd.org/Publications/Books/Overview/Focus-Elevating-the-Essentials-to-Radically-Improve-Student-Learning-2nd-Edition.aspx

BOOK COVER	**D: Evidence-based instructional materials (for example, texts, resources), supports, and tasks are:** ▪ **appropriately challenging and supportive for all students,** ▪ **aligned with the learning intentions and content area standards, and** ▪ **culturally and academically relevant.**
	Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey https://www.amazon.com/Rigorous-Reading-Comprehending-Complex-Literacy/dp/1452268134
	Culturally Proficient Inclusive Schools by Lindsay, Thousand, Jew, and Piowlski https://us.corwin.com/en-us/nam/culturally-proficient-inclusive-schools/book253394 **USBE Tiered Program List** https://www.schools.utah.gov/curr/elaelementary?mid=1124&tid=4

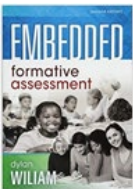|	
BOOK COVER	**E:** The daily schedule includes a minimum of 120 minutes (protected time) across the school day for Tier 1 universal core literacy components (i.e., phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole and small group differentiated instruction and content integration, (e.g., math, science, social studies, fine arts, health). ***E:** Tier 1 literacy practices are evident and occur throughout the day across all disciplines. This includes core literacy practices such as: ❚ **vocabulary knowledge** ❚ **cognitive strategies** ❚ **comprehension strategies (including reading fluency)** ❚ **reasoning and thinking.**
	Teaching Reading Sourcebook (3rd Edition) by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/

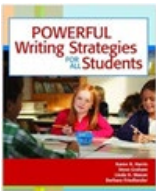|	
BOOK COVER	**F:** Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, and are, in addition to core instruction, using strategies that are: ❚ **evidence-based,** ❚ **driven by student data,** ❚ **aligned to student needs,** ❚ **monitored, and** ❚ **of sufficient intensity and duration to ensure student growth that closes the achievement gap.** ***F:** Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually- responsive) literacy instruction, and are, in addition to core instruction, using strategies that are: ❚ **evidence-based,** ❚ **driven by student data,** ❚ **aligned to student needs,** ❚ **monitored, and** ❚ **of sufficient intensity and duration to ensure student growth to close achievement gap**
	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
	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention by Douglas Fisher and Nancy Frey http://www.ascd.org/Publications/Books/Overview/Enhancing-RTI.aspx

BOOK COVER	**G: Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.**
	Developing Assessment Capable Visible Learners by Frey, Hattie, and Fisher https://us.corwin.com/en-us/nam/developing-assessment-capable-visible-learners-grades-k-12/book258027

BOOK COVER	**H: Teacher instruction and student work aligns to the Utah Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.**
	Core Standards for English Language Arts (ELAs) and Literacy in History/Social Studies, Science, and Technical Subjects https://www.schools.utah.gov/curr/elaelementary?mid=1124&tid=1

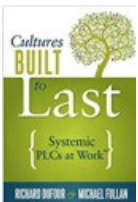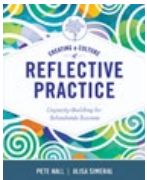| BOOK COVER	***I: Students actively engage in meaningful interactions with text in comprehensible ways in all disciplinary areas (for example, debate, writing, reading, text-based discussions)**
	Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey https://www.amazon.com/Rigorous-Reading-Comprehending-Complex-Literacy/dp/1452268134
	Adolescent Literacy in the Academic Disciplines edited by Jetton and Shanahan https://www.guilford.com/books/Adolescent-Literacy-in-the-Academic-Disciplines/Jetton-Shanahan/9781462502806

ELEMENT 3: ASSESSMENT AND FEEDBACK

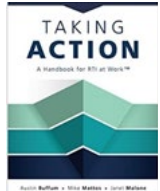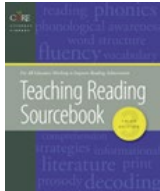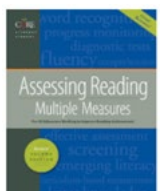| BOOK COVER	**A: Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).** ***A: Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning**
	Balanced Assessment: From Formative to Summative by Kay Burke https://www.amazon.com/Balanced-Assessment-Formative-Kay-Burke/dp/1934009520

BOOK COVER	A: Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals). *A: Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning
	Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment by Steve Chappuis, Carol Commodore, & Rick Stiggins https://resources.corwin.com/chappuisbalancedassessment

BOOK COVER	B: Trained personnel administer diagnostic assessments. *B: Based on an initial screening, trained personnel administer diagnostic assessments when necessary.
	CORE Assessing Reading: Multiple Measures by Linda Diamond and B. J. Thorsnes https://www.amazon.com/Assessing-Multiple-Measures-Literacy-Training/dp/1634022432/ref=sr_1_2?crid=2V1RWJQCE1SAK&keywords=assessing+reading+multiple+measures+2nd+edition&qid=1556551257&s=books&sprefix=assessing-reading-multiple-measures-2nd-edition%2F%2Cstripbooks%2C255&sr=1-2
	Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions by Susan Smartt and Deborah Glaser https://www.amazon.com/Next-STEPS-Literacy-Instruction-Interventions/dp/159857096X

BOOK COVER	C: Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson deliver, and intervention/ extension.
	ATLAS: Learning from Student Work Protocol by School Reform Initiative https://www.schoolreforminitiative.org/download/atlas-learning-from-student-work-protocol/

BOOK COVER	D: Trained teachers or personnel appropriately progress monitor students. *D: Teachers monitor the progress of students.
	Embedded Formative Assessment by Dylan Wiliam https://www.

BOOK COVER	D: Trained teachers or personnel appropriately progress monitor students.
	*D: Teachers monitor the progress of students.
not applicable	**Progress Monitoring with Acadience Reading** by Dynamic Measurement Group
	https://acadiencelearning.org/papers/ProgressMonitoringGuidelines.pdf

BOOK COVER	E: Assessments are aligned to learning intentions, success criteria, and grade level standards.
	*E: Assessments align to learning intentions, success criteria, and grade level standards.
	Formative Assessment and Standards-Based Grading 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

BOOK COVER	F: Teachers provide targeted feedback to students on their current level of growth and proficiency
	Visible Learning Feedback by John Hattie and Shirley
	https://us.corwin.com/en-us/nam/visible-learning-feedback/book267333#description
	How to Give Effective Feedback to Your Students by Susan Brookhart
	http://www.ascd.org/Publications/Books/Overview/How-to-Give-Effective-Feedback-to-Your-Students-2nd-Edition.aspx

BOOK COVER	G: Educators engage students in monitoring and assessing their own learning in relation to the success criteria.
	*G: Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.
	Embedded Formative Assessment by Dylan Wiliam
	https://www.amazon.com/Formative-Assessment-Strategies-Classroom-Engagement/dp/1945349220/ref=sr_1_1?ie=UTF8&qid=1550691405&sr=8-1&keywords=embedded+formative+assessment+by+dylan+wiliam
	Developing Assessment-Capable Visible Learners by Nancy Frey, John Hattie, and Doug Fisher
	https://us.corwin.com/en-us/nam/developing-assessment-capable-visible-learners-grades-k-12/book258027

BOOK COVER	G: Educators engage students in monitoring and assessing their own learning in relation to the success criteria. *G: Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.
	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
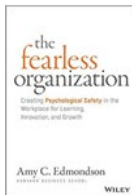
ELEMENT 4: PROFESSIONAL LEARNING
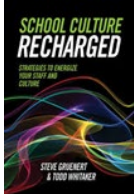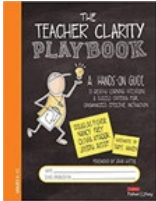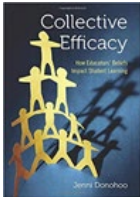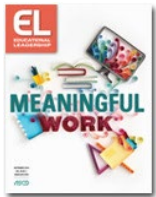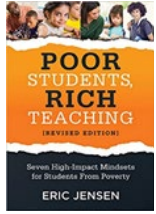
BOOK COVER	A: Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.
	Cultures Built to Last: Systemic PLCs at Work by Richard DuFour and Michael Fullan, Solution Tree Press, 2013 https://www.amazon.com/Cultures-Built-Last-Systemic-Improvement/dp/1936764741/ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1
	Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success by Pete Hall and Alisa Simeral, Association for Supervision & Curriculum Development, 2017 http://www.ascd.org/Publications/Books/Overview/Creating-a-Culture-of-Reflective-Practice.aspx

BOOK COVER	B: Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303.
	Utah Educational Leader Standards https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644
	Utah Effective Teaching Standards https://www.schools.utah.gov/file/e2c4a21d-853c-4de0-963c-ad4aff0f59a3

BOOK COVER	**C: Professional learning focuses on the implementation of the Utah Core English Language Arts standards across the content areas such as mathematics, science, social studies, fine arts, and health.** ***C: Professional learning incorporates reading, writing, speaking, and listening to support disciplinary literacy across all content areas as described in the Utah Core for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.**
core standards for ENGLISH LANGUAGE ARTS and Literacy in History/Social Studies, Science, and Technical Subjects	***Utah Core Standards*** https://schools.utah.gov/curr/elaelementary?mid=1124&tid=1

BOOK COVER	**D: D: Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.** ***D: Professional learning is developed, designed, implemented, and evaluated using evidence-based research and data from a variety of sources (for example, student educator and/or system level).**
Data Wise	***Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*** edited by Boudet, City, and Murname, Harvard Education Press, 2013 https://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679
TAKING ACTION	***National Center for Intensive Intervention*** https://intensiveintervention.org/ ***Taking Action: A Handbook for RTI at Work™ (How to Implement Response to Intervention in Your School)*** by Buffum, Mattos, and Malone, Solution Tree Press, 2017 https://www.amazon.com/Taking-Action-Handbook-Implement-Intervention/dp/1942496176

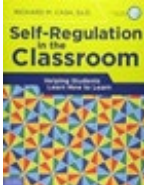|	
BOOK COVER	**E: Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy.**
Teaching Reading Sourcebook	***Teaching Reading Sourcebook (3rd Edition)*** by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/
Assessing Reading Multiple Measures	***Assessing Reading Multiple Measures (2nd Edition)*** by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/

BOOK COVER	E: Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy.
	Equipped for Reading Success by David Kilpatrick, Casey & Kirsch Publishers, 2016 https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/

BOOK COVER	F: Individuals and collaborative teams engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders. *F: Individuals and collaborative teams engage in targeted opportunities for learning through classroom observations, instructional coaching, and peer mentoring.
	Instructional Supervision by Sally Zepeda, Routledge, 2017 https://www.amazon.com/Instructional-Supervision-Sally-J-Zepeda/dp/1138649341/ref=pd_lpo_sbs_14_img_0?_encoding=UTF8&psc=1&refRID=7H91Z93Y22ESZWV53SE0
	High Impact Instruction by Jim Knight, Corwin, 2012 https://us.corwin.com/en-us/nam/high-impact-instruction/book234377

BOOK COVER	G: Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process. *G: Professional learning opportunities provide time to develop coherent curriculum. Collaborative teams work to ensure curriculum is horizontally and vertically aligned.
	Revisiting Professional Learning Communities at Work by Dufour, DuFour and Eaker, Solution Tree Press, 2008 https://www.amazon.com/Revisiting-Professional-Learning-Communities-Work/dp/1934009385/

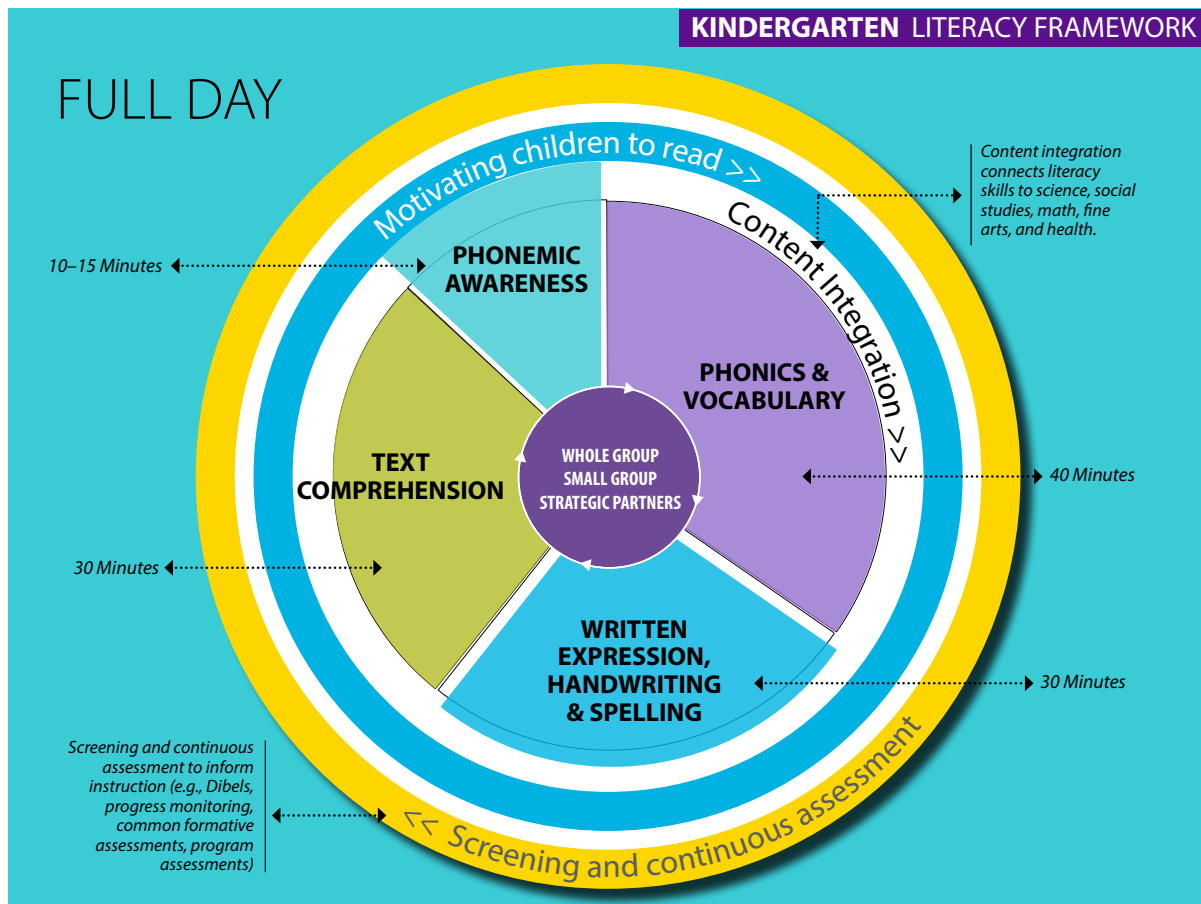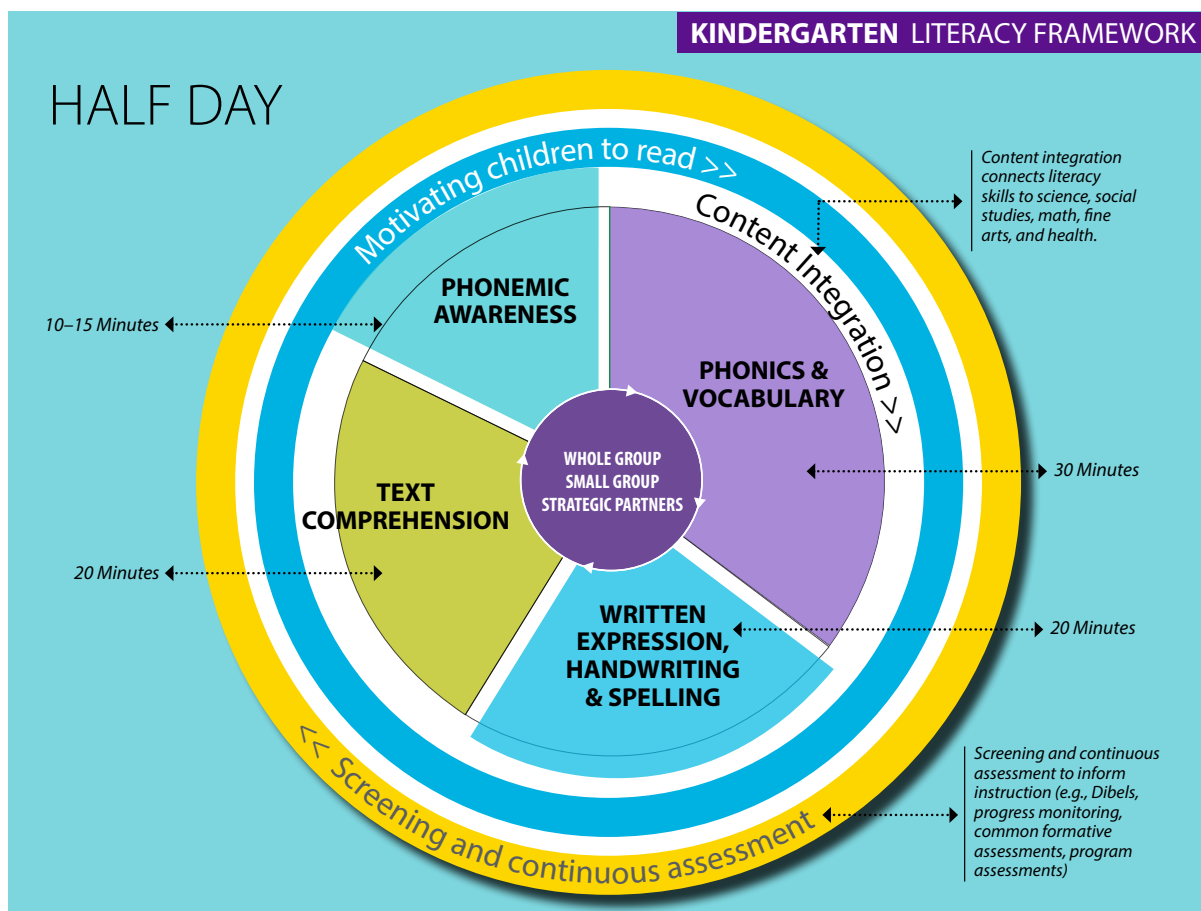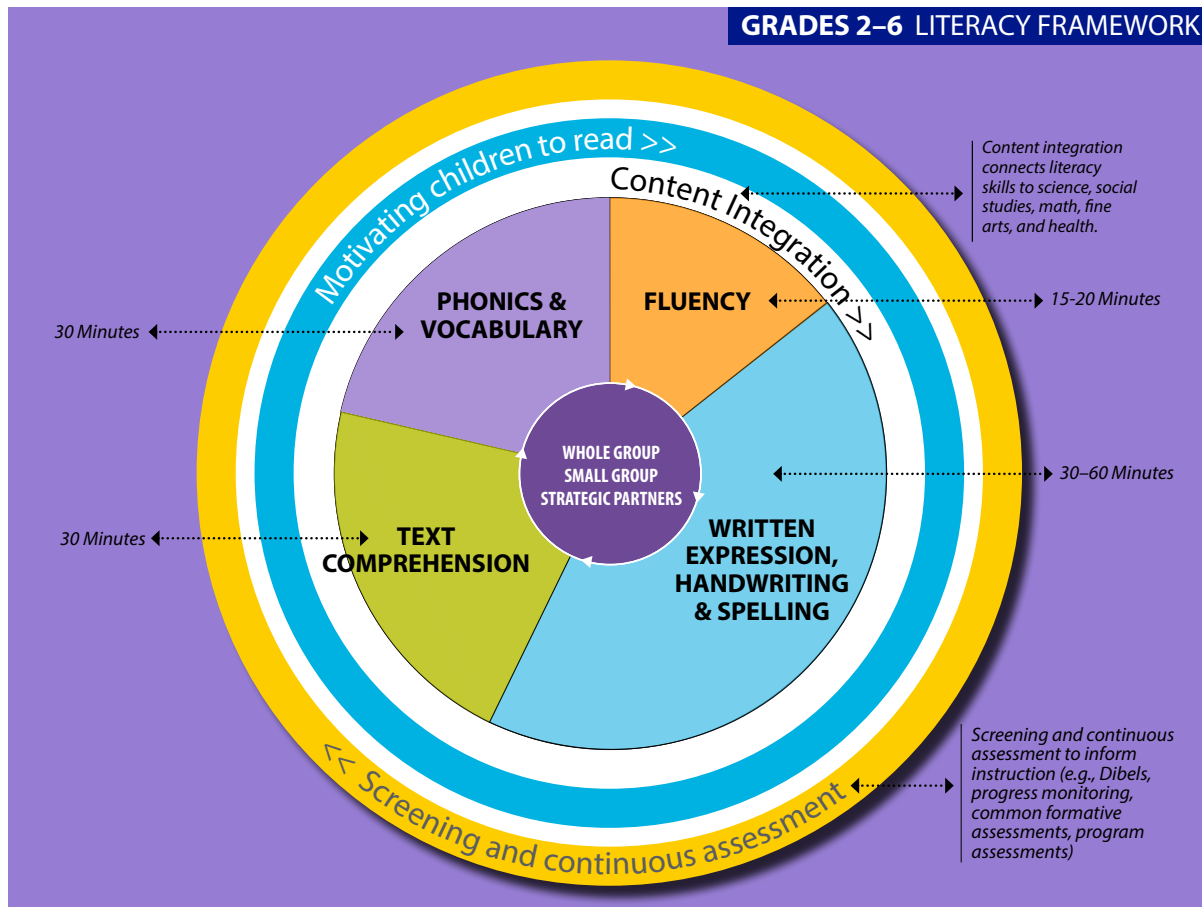## ELEMENT 5: SUPPORTIVE CULTURE

BOOK COVER	A: School culture is physically and psychologically safe.
	The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth by Amy Edmondson https://www.amazon.com/Fearless-Organization-Psychological-Workplace-Innovation/dp/1119477247

BOOK COVER	A: School culture is physically and psychologically safe.
	School Culture Recharged: Strategies to Energize Your Staff and Culture by Steve Gruenert and Todd Whitaker https://www.amazon.com/School-Culture-Recharged-Strategies-Energize/dp/1416623450

BOOK COVER	B: Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.
	*B: Administrators and educators sustain evidence-based practices over time to create lasting impact.
	The Teacher Clarity Playbook, Grades K–12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction by Fisher, Frey, Amador, and Asoff 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

BOOK COVER	C: Collective teacher efficacy and high morale support student learning.
	Collective Efficacy: How Educators' Beliefs Impact Student Learning 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=V38VCVM46KH9GF9DHKJF

BOOK COVER	D: 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 rigorous instructional methods.
	High Expectations for All by Marzano (available online) http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/High-Expectations-for-All.aspx
	Poor Students, Rich Teaching: Seven High-Impact Mindsets for Students from Poverty by Eric Jensen https://www.amazon.com/Poor-Students-Rich-Teaching-High-Impact/dp/1947604635

BOOK COVER	**E: Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.** ***E: Faculty and students exhibit a growth mindset and are provided support for the development of grit and perseverance.**
	Mindset: The New Psychology of Success by Carol Dweck https://www.amazon.com/Mindset-Psychology-Carol-S-Dweck/dp/0345472322/
	Grit: The Power of Passion and Perseverance by Angela Duckworth https://www.amazon.com/Grit-Passion-Perseverance-Angela-Duckworth/dp/1501111108

BOOK COVER	**F: Schools provide families of students being served in Tier II and III with updates on their child's progress at least six times a year.** ***F: Schools provide families of students served in Tier 2 and 3 with updates on their child's progress at least a minimum of three times a year.**
	Classroom Assessment for Student Learning: Doing It Right—Using It Well by Stiggins, Arter, Chappuis, and Chappuis (Chapter 12: Conferences About and with Students) https://www.amazon.com/Classroom-Assessment-Student-Learning-Institute/dp/0132685884/
not applicable	*Tips for Administrators, Teachers, and Families: How to Share Data Effectively* published by Harvard Family Research Project (available online) https://globalfrp.org/content/download/102/695/file/7-DataSharingTipSheets-HarvardFamilyResearchProject (2).pdf
not applicable	*Building Parent-Teacher Relationships* by the American Federation for Teachers (available online) http://www.readingrockets.org/article/building-parent-teacher-relationships

BOOK COVER	**G: Schools meaningfully engage stakeholders, communicate student literacy goals, and collaborate to meet desired outcomes.** ***G: Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.**
	School Climate: Leading with Collective Efficacy by Peter Dewitt https://www.amazon.com/School-Climate-Leading-Collective-Efficacy/dp/1506385990/

| BOOK COVER | H: Schools gather stakeholder input on school climate, and perceptions and concerns are addressed. |
| | *H: Schools gather stakeholder input on school climate, and identified perceptions and concerns are addressed. |

Measuring School Climate resources available from the National School Climate Center
https://www.schoolclimate.org/services/measuring-school-climate-csci

| BOOK COVER | I: The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy. |
| | *I: The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy. |

Self-Regulation in the Classroom: Helping Students Learn How to Learn by Richard Cash
https://www.amazon.com/Self-Regulation-Classroom-Helping-Students-Learn/dp/1631980327

Coaching Students with Executive Skills Deficits available from The Guilford Practical Intervention Series
https://www.amazon.com/Coaching-Students-Executive-Practical-Intervention/dp/1462503756/

HALF DAY

Motivating children to read >>

Content Integration >>

Content integration connects literacy skills to science, social studies, math, fine arts, and health.

PHONEMIC AWARENESS

10–15 Minutes

PHONICS & VOCABULARY

WHOLE GROUP
SMALL GROUP
STRATEGIC PARTNERS

TEXT COMPREHENSION

20 Minutes

30 Minutes

WRITTEN EXPRESSION, HANDWRITING & SPELLING

20 Minutes

<< Screening and continuous assessment

Screening and continuous assessment to inform instruction (e.g., Dibels, progress monitoring, common formative assessments, program assessments)

FULL DAY

Motivating children to read >>

Content Integration >>

Content integration connects literacy skills to science, social studies, math, fine arts, and health.

PHONEMIC AWARENESS

10–15 Minutes

PHONICS & VOCABULARY

WHOLE GROUP
SMALL GROUP
STRATEGIC PARTNERS

TEXT COMPREHENSION

30 Minutes

40 Minutes

WRITTEN EXPRESSION, HANDWRITING & SPELLING

30 Minutes

Screening and continuous assessment to inform instruction (e.g., Dibels, progress monitoring, common formative assessments, program assessments)

<< Screening and continuous assessment

ADA Compliant 05/01/2023

GRADE 1 LITERACY FRAMEWORK

Motivating children to read >>

Content Integration >>

Content integration connects literacy skills to science, social studies, math, fine arts, and health.

PHONEMIC AWARENESS

PHONICS & VOCABULARY

TEXT COMPREHENSION

FLUENCY

WHOLE GROUP
SMALL GROUP
STRATEGIC PARTNERS

WRITTEN EXPRESSION, HANDWRITING & SPELLING

10–15 Minutes

30 Minutes

30–60 Minutes

30 Minutes

15–20 Minutes

<< Screening and continuous assessment

Screening and continuous assessment to inform instruction (e.g., Dibels, progress monitoring, common formative assessments, program assessments)

GRADES 2–6 LITERACY FRAMEWORK

Motivating children to read >>

Content Integration >>

Content integration connects literacy skills to science, social studies, math, fine arts, and health.

PHONICS & VOCABULARY

FLUENCY

TEXT COMPREHENSION

WHOLE GROUP
SMALL GROUP
STRATEGIC PARTNERS

WRITTEN EXPRESSION, HANDWRITING & SPELLING

30 Minutes

30 Minutes

15-20 Minutes

30–60 Minutes

<< Screening and continuous assessment

Screening and continuous assessment to inform instruction (e.g., Dibels, progress monitoring, common formative assessments, program assessments)

Utah State Board of Education

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Salt Lake City, UT 84114-4200

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