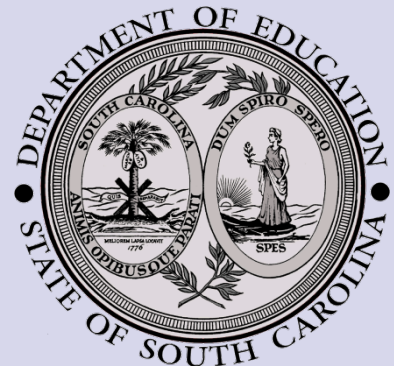


Literacy Matters

Creating District and School Literacy Plans

Literacy planning tools to raise student achievement in reading and writing by transforming instruction in South Carolina schools



South Carolina Department of Education

Dr. Mick Zais, Superintendent

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Section I

Creating District and School Literacy Plans



Creating District and School Literacy Plans

All districts and schools should have well-developed literacy plans for all grade levels. The collaborative process of creating a literacy plan enables stakeholders to build common understandings about what really matters in increasing engaged reading and writing in all classrooms. The process of developing a literacy plan also provides a systematic, data-based review of what is and what can be in districts and schools. By analyzing various types of data, envisioning, and planning, schools and districts can begin the process of developing, implementing, monitoring, and sustaining their literacy plans.

The success of any endeavor is dependent on the level of buy-in and commitment of the various stakeholders. Effective implementation of a well-developed literacy plan should produce an elevated culture of literacy in the district, schools, and community. High student achievement occurs when the development and implementation of a literacy plan incorporates the following components of high-progress classrooms:

- significant time devoted to actual reading and writing,
- high-quality instruction provided in reading and writing skills and strategies,
- a prevalence of small group and individualized instruction demonstrated,
- numerous books matched to the students' reading levels, and
- increasing instructional focus and intensity based on the changing needs of students.

The process of becoming aware of the research, planning collaboratively, getting started, implementing, and continuously refining will yield results in increased student achievement. As districts and schools develop literacy plans, the following provides guidance on how to structure and write the plans.

Establishing a Literacy Leadership Data Team

Literacy Leadership Data Teams (LLDT) should be organized at the district and school levels. These teams, with teacher and administrator representation, play an active role in collecting, organizing, analyzing, and discussing data. The purpose of these teams is to move from formation to action on utilizing data to determine instruction.

Routines are established for regularly scheduled opportunities for all staff to discuss classroom, school, and district-level student data. The LLDT assists and supports the faculty in

generating questions, organizing and displaying data to support decision making. The LLDT also monitors the implementation and effectiveness of Instructional Data Teams (IDT). The goal of IDTs is to improve instructional practices and performances at the classroom level. IDT members may include content-area or elective teachers, grade-level teachers, and data team leaders.

Suggested Composition of the Literacy Leadership Team

The LLDT should be a cross section of the school and district community. Educators representing administration, literacy leaders, and teachers from various grade levels and content areas, i.e., general education, special education, intervention, and gifted and talented and other individuals who have specific expertise in content and collecting and analyzing data, should be included.

Goals of the Literacy Leadership Team

- Develop a vision and belief statement.
- Sustain a focus on literacy instruction and support the literacy plan.
- Engage in a democratic decision making process for keeping stakeholders informed and involved.
- Distribute leadership and responsibility throughout the organization.
- Facilitate communication and participative decision-making.
- Organize and support various professional learning opportunities.
- Monitor the implementation and effectiveness of Instructional Data Teams.
- Lead the improvement of instructional practice and performance.

Responsibilities of the Literacy Leadership Team

Each member of the LLDT should have individual responsibilities, as well as collective accountabilities, when it comes to participation on this essential team. To ensure all members are equally represented and aware of specialized duties, it is imperative to clarify the various roles of team members, such as who will be assisting with the collection and analysis of data, who will be demonstrating instructional strategies, and who will be responsible for defining and supporting how the collaborative work of additional teams will be accomplished.

- Establish a protocol for meeting routines and an operational framework.
- Identify and document data already collected in the district or school.
- Generate questions from data.

- Analyze data using data analysis tools to review how various groups and subgroups are performing on various assessments.
- Summarize findings in a thorough, understandable, and concise format.
- Facilitate building-level meetings with all faculty.

Process for Collecting and Analyzing Data

As the LLDT begins the process for collecting and analyzing data, the team should generate questions to determine student needs and engage in analyzing and discussing the data. As the data collection process evolves, the LLDT should be summarizing and interpreting findings and determining implications of these data.

- Collect, analyze, and discuss the data through these questions.
 - What data are available?
 - Where are the data housed?
 - Who has access to the data?
 - How are the data used in a decision-making context?
- Analyze and discuss implications, trends, strengths, errors, patterns, and misconceptions. Keep the focus on student learning, disaggregating the data in order to accelerate all groups of learners.
 - Which data answer questions about student learning?
 - What sub-group of students is most in need of improvement?
 - In what sub-content/skill area(s) do students need to improve?
 - What skill set(s) need(s) additional support or intervention?
 - Which data are disaggregated/analyzed/used to set incremental goals, used to determine strategies, and used to monitor teacher and student learning?
 - Are there new questions that emerge from data analysis and should additional sources of data be considered?
- Organize and analyze the data to prioritize needs and identify inferences about student performance.
 - Facilitate dialogue to ensure all faculty and staff are knowledgeable about student needs and the rationale for implementing practices which lead to engaged reading and writing.

- Determine the root causes of proficient student performance, as well as the root causes of non-proficient performance.
- Share and discuss findings with others, actively modeling how to use and interpret data.
 - Are subgroups of racial, ethnic, socioeconomic status (SES), limited English proficiency (LEP), gender, and individualized education program (IEP) populations being equally well served by current educational programs?
 - Are reading comprehension difficulties distributed across a broad range of students or do problems cluster in subgroups?
 - What percentage of the total student population and of each subgroup are meeting the expectations laid out in state standards and benchmark assessments?
 - Has student work been examined and analyzed?
 - Do scores vary markedly between teachers or grade levels?

Setting Goals for Student Learning

Goals allow districts and schools to analyze, monitor, and adjust professional practices. When a district and/or school determine reading and writing achievement needs to be improved, the goal must be much more specific than a desire to increase scores. Close scrutiny of reading and writing achievement data determines student need and provides direction and clarity throughout an improvement effort.

Typically, district and school goals are aligned but not congruent. After examining data for all students in a district, district leaders may identify literacy as the primary target for improvement. Goals may be set, such as, “By the spring of 2011, 75 percent of students will be reading on grade level, and 75 percent of students will meet or surpass the grade level benchmark for writing.”

Each school LLDT must closely study student data with respect to literacy. One school may determine that its reading program is currently resulting in grade-level achievement for 65 percent of its students while only 45 percent of students are meeting the writing benchmarks. Its goal for improvement might thus be to improve writing scores to passing for an additional ten

percent of its students in each of the next two years, and its professional development program is likely to focus on writing instruction and assessment.

Another school, however, discovers in its study of student data that only 40 percent of its students are currently reading at grade level and 50 percent are meeting writing benchmarks. Clearly, both areas are in serious need of attention. This school's goals might include increasing the percentage of students reading on grade level by 15 percent and increasing students meeting the writing benchmark by an additional 15 percent within the academic year. The professional development plan would then logically include the implementation of effective reading and writing strategies for struggling readers, with professional development to support that effort.

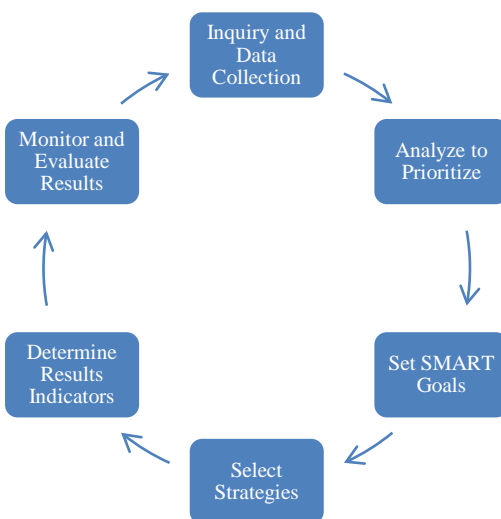
Formulating clear and accurate goal statements are crucial. The acronym sometimes used in goal setting is **SMART**: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-specific.

Procedures for setting goals for student learning are as follows:

- Use data to identify a target goal based on the instructional content needed to increase student achievement.
- Choose the specific student group and/or specific content skills and application based on inferences from the data.
- Establish the relevance of the goal.
- Ensure the goals are aligned with data.
- Choose the measurement tool.
- Specify the desired outcome (percentage gains or percentage of students scoring proficient).
- Validate the goal as achievable.
- Disseminate and communicate goals, decisions, and rationale.
- Facilitate opportunities for faculty to examine the relationships among student need, the district/school goal(s), and professional development targeted needs.
- Review and revise SMART goals.
- Collaboratively identify research-based instructional strategies.
- Create descriptors of successful strategy implementation as well as improvements to be seen in on-going student work that would indicate the effectiveness of the selected strategies.
- Monitor and evaluate results to make instructional adjustments as needed.

The Decision Making for Results Six-Step Process

The Decision Making for Results Six-Step Process, depicted in the graphic below, serves as a guide, summary, and visual representation of the work that should be conducted by LLDT and IDT as they work through the data teams' process for results. Through the disaggregation in the collection and inquiry stage, teams will be able to plan for the **acceleration** of all learners. As data teams identify the strengths and needs of student performance, they should then be able to form inferences based on the data and prioritize by focusing on the most urgent needs of the learner. Teams should collectively set incremental goals, which should be reviewed and revised throughout the data cycle. As teams continue to work through the process, they should collaboratively identify research-based instructional strategies based on strengths and needs previously identified in the process. Data teams should then move to create descriptors of successful strategy implementation as well as improvements to be seen in ongoing student work that would indicate the effectiveness of the selected strategies. These descriptors should remain in the forefront as data teams collectively reflect on their use of the agreed upon instructional strategies by reviewing student work samples. Members provide and receive assistance in use in the strategy as needed, and collaboratively decide on any necessary modifications.



Adapted from *The Leadership and Learning Center™ Data Teams 3rd Edition*

Data Analysis

Knowing what questions to ask is the first step; knowing where to find the answers is the next step. Different questions require data to be examined in different ways.

District

Districts will ask questions that will provide a comprehensive picture of all students in the district. These questions will lead to specific answers about schools in the district collectively and individually.

- How does our student performance in reading compare with state and national achievement norms?
- Are our mean percentiles of reading achievement scores consistent at the elementary, middle, and high school levels?
- How does the achievement of our various subgroups (e.g., special education, English language learners, low socioeconomic status, and/or ethnic groups) compare with our district averages in reading? Are we serving all students equally?
- How many schools do we have in need of assistance or in danger of being labeled in need of assistance?
- How do our reading and writing scores correlate with attendance?
- How do our reading and writing scores correlate with discipline referrals?
- How many of our students are proficient in reading and writing?
- How many of our students are marginally proficient?

School

Schools will ask many of the same questions of their school data that the districts ask about all their students. In addition, schools have other questions specific to their sites.

- What areas of reading and writing are most difficult for our students?
- Is there overlap among our sub-groups? (For example, how many of our special education students receive free/reduced lunch? How many of our low SES students belong to ethnic minorities?)
- When looking at the distribution of reading and writing scores for students in special education, are there clusters of high and low achievement by type of disability?

- What are the reading and writing scores of students who have dropped out of school this year?
- What is the correlation of reading and writing scores with students who have been referred to the office for discipline problems this year?
- How much **independent reading** and writing do our students do? At school? At home?
- What supports for struggling students are present in our school, neighborhood, and community? Do we know how effective they are?
- Why are students referred to the office? What are the most common forms of student misbehavior in our school?

Classrooms

Team members ask specific questions about common **formative assessments**, the analysis of the data, the goals, and effective instructional practices selected by the IDT to implement in the classroom.

- What needs to be measured and monitored?
- What are the strengths of student responses?
- What constitutes proficiency at each grade level and within each content area?
- What learning needs are revealed?
- Is our goal a SMART (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imely) goal?
- What obstacles stand in the way of reaching our student learning goal?
- What effective instructional practices are expected to be implemented in classrooms?
- What research is used to support the instructional practices and strategies chosen for implementation?

Professional Development

Effective professional development, according to Garet et al. (2001), enhances teachers' content knowledge and skills and results in changes in instructional practice. A summary of Richard Allington's literacy research concludes that teachers are more likely to change their teaching practice when professional development is directly linked to the program they are teaching and the standards and assessments they use. Teacher professional development can improve student achievement when it focuses on teachers' knowledge of the subject matter and

how students understand and learn it. (Allington, R.L. (2002). What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers. *Phi Delta Kappan*, 83, 740-747.)

The National Staff Development Council (NSDC) web site, *Learning Forward*, <http://www.learningforward.org/standards/index.cfm>, offers this definition of professional development: a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. In support of this definition and the components of learning the NSDC sets forth, as districts and schools develop literacy plans, it is essential for educators to participate in high-quality professional learning that promotes collective responsibility for improved student performance.

Considerations for Selecting Content

To find a strategy, a set of strategies, a model, or program that supports your professional development target, seek the support of a content expert.

Work with a content expert to find out what researched content is currently available that will address the student needs established in the professional development target.

- For content that is readily available, review research to see if the setting and population served are similar to the local context. Consider the training and supports provided to determine whether this effort can be replicated locally.
- If no research-based content is available, review the *What Works Clearinghouse* and other sources to identify studies that describe practices that your district or school may want to investigate.
- Content experts or providers can assist the LLDT in selecting strategies to consider by facilitating the process of sorting studies, reviewing the characteristics of the study and findings, prioritizing options, and collecting additional information.
- Select content (strategies, model, or a program in an instructional content area) that is most likely to accomplish the district or school's priority goal area. Identify the academic standards and criteria that best reflect the priorities established by goal setting.

The LLDT Team should clearly articulate what the faculty will study, why this program/model/strategy was selected, and what student outcomes will be accomplished.

- **Program**—A compilation of strategies, practices, and routines which are implemented as a whole.
- **Model**—An approach to instruction designed around a theoretical base of how students learn.
- **Strategy**—A systematic plan, consciously adapted and monitored, to improve performance in learning.

All districts and schools should have well-developed literacy plans. In some cases, the school may have an independent document, or the school's literacy plan may be embedded within the district's literacy plan. Individual circumstances will dictate which development process will be implemented. Whichever model is implemented, as literacy plans are developed, optimal conditions must be instituted for professional learning to be successful. The focus should center on building the capacity of teachers to improve student learning (individually, in small groups, and as members of a school community); examining teacher and student growth needs; supporting goals, which are linked to district and state goals; reflecting the school, district, and state's accountability systems and expectations for accomplished practice; and providing job-embedded engagements that are aligned to the South Carolina academic standards.



Section II

Literacy Matters Needs Assessment and Implementation Rubric and Literacy Matters Instructional Inventory

Literacy Matters Needs Assessment and Implementation Rubric

The *Literacy Matters Needs Assessment and Implementation Rubric* used as both a needs assessment and implementation guide, identifies critical components which guide in making structural and instructional changes necessary for effective literacy instruction. The validity of the measurement is based on evidence. It is important to look objectively at the critical components when using the rubric. Elimination of bias and judgment is crucial when using the rubric. It is important to remember progress is measured as expanding and refining implementation, not as a single rubric score. Please also remember that classroom observations will be measured using a different tool.

Key to Ratings

Awareness = Cognizant

The district and school are beginning to recognize the need for increasing the capacity for the literacy demands in the 21st century.

Rationale: In an effort to meet the demands of literacy in the 21st century, district and schools must see the necessity of transforming literacy instruction.

Getting Started = Underway

A Literacy Leadership Data Team (LLDT) is formed at the state, district, and school levels to gather information and analyze data. The team facilitates the creation of a literacy plan that is consistent with the *Literacy Matters* state literacy plan and develops procedures for implementation.

Rationale: In order to effect change, districts and schools must administer a needs assessment, conduct a self-study, and develop a literacy plan consistent with the *Literacy Matters* state plan.

Progressing = Beginning Implementation

LLDTs have identified the most pressing needs and have begun implementing the literacy plan. This beginning stage of implementation may involve a **core group** of the faculty, a few grade levels, or a few content areas participating in the new learning associated with the literacy plan.

Rationale: In order to begin implementation, the state, District and schools have the **resources** to begin action and have a **core group** who investigates and implements new strategies based on the literacy plan. Included in the progressing stage is a continuous cycle of self-assessment and revision of the implementation process.

Implementing = Refining and Expanding Implementation

All aspects of the literacy plan have been implemented for all stakeholders. Achievement data are examined to assess the effectiveness of the components of the literacy plan. Based on the data analysis, on-going revisions are made to the literacy plan.

Rationale: In order to meet literacy goals and to accelerate student literacy achievement, all stakeholders continuously analyze data of the implementation process in order to refine the literacy plan.

Literacy Matters Needs Assessment and Implementation Rubric

For each indicator below, please place an 'x' below to rate your school's level of implementation of the important components of Literacy Matters.
 Words in bold are located within the Glossary and are provided for clarifications.

School: _____ District: _____ Date: _____

| SHARED VISION AND BELIEFS | | Awareness | Getting Started | Progressing | Implementing |
|---------------------------|--|-----------|-----------------|-------------|--------------|
| 1.1 | District and schools have mission statements which reflect the belief all children can learn. | | | | |
| 1.2 | The Literacy Leadership Data Team (LLDT) has taken steps toward building internal capacity and sustainability for evidence-based instruction. | | | | |
| 1.3 | District and schools focus on improving students' ability to read widely, think critically and strategically, and communicate in the 21 st century. | | | | |
| 1.4 | District and schools partner with all stakeholders to improve literacy acquisition. | | | | |
| 1.5 | District and schools establish high expectations for all learners which are clearly articulated to stakeholders. | | | | |
| 1.6 | District and schools appropriately allocate resources to promote literacy acquisition. | | | | |
| 1.7 | District and schools analyze programs and assessments currently in use for relevance, overlap, and/or ineffectiveness. | | | | |
| 1.8 | District and schools eliminate programs and assessments currently in use which are incompatible and/or ineffective . | | | | |
| 1.9 | District and schools implement a screening protocol for <i>all</i> new proposed programs, initiatives, and assessments, only implementing those aligned to academic standards and promote student achievement. | | | | |
| 1.10 | District and schools use observation tools to promote collaboration, reflection, and on-going feedback to teachers regarding classroom practices. | | | | |
| 1.11 | Elementary schools ensure a large block of uninterrupted, protected time for daily literacy instruction. Middle and high schools embed literacy instruction to enhance and facilitate content area learning. ELA classes ensure a large block of uninterrupted, protected time for daily literacy instruction and engaged reading and writing of text. | | | | |
| 1.12 | The school has a Literacy Leadership Data Team (LLDT) that meets regularly to discuss instruction, data decisions, student achievement, and interventions, to guide, support, and improve services for all students. The LLDT continues examining and refining the literacy plan. | | | | |

| ASSESSMENT | | | | | |
|---------------------|---|-----------|-----------------|-------------|--------------|
| Assessment Measures | | Awareness | Getting Started | Progressing | Implementing |
| 2.1 | District and schools analyze data from formative and summative assessments to write the district/school literacy plan. | | | | |
| 2.2 | District and schools use purposefully-selected, valid, and reliable universal screening tools to identify students at risk of reading difficulties. | | | | |
| 2.3 | District and schools analyze grade level and/or content area data to refine instructional efforts. | | | | |
| 2.4 | District and schools analyze longitudinal student literacy data, high-risk indicators , and effectiveness of professional development to facilitate ongoing horizontal and vertical planning and dialogue . | | | | |
| 2.5 | District and schools implement/monitor evidence-based literacy interventions for identified students. | | | | |
| 2.6 | District and schools have a system in place for collaboration and sharing. | | | | |

| EFFECTIVE PRACTICES | | | | | |
|----------------------------------|---|-----------|-----------------|-------------|--------------|
| School and Classroom Environment | | Awareness | Getting Started | Progressing | Implementing |
| 3.1 | School administrators, LLDTs, and teachers create a learning environment where all students and educators are collaborative learners . | | | | |
| 3.2 | School administrators and LLDTs refine the master schedule to maximize use of instructional time for literacy. | | | | |
| 3.3 | Teachers create learning environments that promote generative thinking within predictable structures. | | | | |
| 3.4 | Teachers provide opportunities for student dialogue—sharing ideas and perspectives. | | | | |
| 3.5 | Teachers routinely monitor and scaffold instruction to match each student’s literacy competence. | | | | |
| 3.6 | Classrooms are equipped to ensure all students have access to a variety of readily available texts, including informational texts, primary source documents, and complex technical documents . | | | | |

| EFFECTIVE PRACTICES (continued) | | | | | |
|--|---|------------------|------------------------|--------------------|---------------------|
| Instruction | | <i>Awareness</i> | <i>Getting Started</i> | <i>Progressing</i> | <i>Implementing</i> |
| 3.7 | Reading instruction for early readers (PreK-3) is organized into five general areas including comprehension, phonemic awareness, phonics, fluency, and vocabulary. | | | | |
| 3.8 | Literacy instruction for older readers (4-12) is organized into four general areas including comprehension, vocabulary/word study, fluency and writing. | | | | |
| 3.9 | Teachers plan for and provide predictable learning environments that include sufficient time for reading and writing instruction. | | | | |
| 3.10 | Teachers use purposefully-selected, valid and reliable progress monitoring tool(s) to track the progress of learners. | | | | |
| 3.11 | Teachers plan for and provide flexible and appropriate use of whole group, small group, and one-on-one instruction. | | | | |
| 3.12 | Teachers plan for and confer with students based on their instructional needs in reading and writing. Teachers and students keep conferring records to analyze growth over time. | | | | |
| 3.13 | Teachers plan for and provide rich and varied instructional approaches to include read-alouds, interactive read-alouds, flexible small groups , shared reading, guided reading, and independent reading . | | | | |
| 3.14 | Teachers plan for and provide authentic writing instruction for all students including writing-to-learn and writing-to-demonstrate learning. | | | | |
| 3.15 | Teachers in all content areas plan for and provide explicit teaching of literacy strategies and skills that support comprehension. | | | | |
| 3.16 | Collaboration among teachers and students uses conversation around authentic texts to integrate reading, writing, speaking, and listening into learning opportunities. | | | | |
| 3.17 | Teachers implement strategies that support students' abilities to comprehend as well as critique works. | | | | |
| 3.18 | Teachers implement strategies that support students' abilities to build strong content knowledge. | | | | |
| 3.19 | Teachers implement strategies that support students' abilities to respond to the varying demands of audience, task, purpose, and discipline. | | | | |
| 3.20 | Teachers implement strategies that support students' abilities to build rich vocabularies. | | | | |
| 3.21 | Teachers implement strategies that support students' abilities to value evidence. | | | | |

| EFFECTIVE PRACTICES (continued) | | | | | |
|--|--|------------------|------------------------|--------------------|---------------------|
| Instruction (continued) | | <i>Awareness</i> | <i>Getting Started</i> | <i>Progressing</i> | <i>Implementing</i> |
| 3.22 | Teachers implement strategies that support students’ abilities to use technology and digital media strategically and capably. | | | | |
| 3.23 | Teachers implement strategies that support students’ abilities to understand other perspectives and cultures. | | | | |
| 3.24 | Teachers base literacy instruction on student needs and state standards with a focus on acquisition, intervention, and acceleration to establish independent readers and writers. | | | | |

| RESPONSE TO INTERVENTION | | <i>Awareness</i> | <i>Getting Started</i> | <i>Progressing</i> | <i>Implementing</i> |
|---------------------------------|---|------------------|------------------------|--------------------|---------------------|
| 4.1 | Teachers provide differentiated instruction for all students (Tier I). | | | | |
| 4.2 | Teachers provide supplementary small-group instruction for identified students (Tier II). | | | | |
| 4.3 | Interventionists provide one-on-one or intensive small-group instruction for identified students (Tier III). | | | | |
| 4.4 | Students move within the tiers as needed and are not permanently assigned to a tier. | | | | |
| 4.5 | The school implements a Response to Intervention Framework . | | | | |

| PROFESSIONAL LEARNING | | <i>Awareness</i> | <i>Getting Started</i> | <i>Progressing</i> | <i>Implementing</i> |
|------------------------------|--|------------------|------------------------|--------------------|---------------------|
| 5.1 | Administrators, the LLDT, and teachers are participants in Professional Learning Communities (PLCs) that research and provide appropriate new learning opportunities. | | | | |
| 5.2 | Participants in PLCs assess data to identify larger areas of school and/or student needs for future professional development guidance. | | | | |
| 5.3 | School administrators and the LLDT promote awareness and participation in a variety of professional development delivery models and state literacy opportunities. | | | | |
| 5.4 | Participants in PLCs engage in on-going, job-embedded, supportive professional learning determined from classroom observations, teacher input, and student achievement data. | | | | |

| PARTNERSHIPS | | <i>Awareness</i> | <i>Getting Started</i> | <i>Progressing</i> | <i>Implementing</i> |
|---------------------|---|------------------|------------------------|--------------------|---------------------|
| 6.1 | District and schools partner with communities, families and business organizations to communicate the literacy plans. | | | | |
| 6.2 | District and schools provide resources to guide their partnership among home, school and community. | | | | |
| 6.3 | District and schools coordinate with after school/summer programs to enhance literacy development. | | | | |
| 6.4 | District and schools provide parenting education materials to create smooth transitions for learners. | | | | |
| 6.5 | District and schools partner with communities, families and business organizations and non-profit organizations to access volunteer services to support literacy activities for students. | | | | |

Literacy Matters Needs Assessment and Implementation Rubric Glossary

Acceleration refers to increasing and hastening the rate of progress in individual student achievement to meet or exceed grade level expectations.

Cambourne's Conditions of Learning are based on the research of Brian Cambourne; these conditions include immersion, demonstration, expectations, responsibility, approximations, practice, and response. Immersion and demonstration must be accompanied by engagement. Expectations, responsibility, approximations, practice, and response create an environment in which engagement is heightened.

Collaborative learners (educators) are adult stakeholders at the district and school levels who take a learner's stance and demonstrate a willingness to review research, dialogue, and cooperatively plan in order to accelerate student achievement.

Collaborative learners (students and teachers) are the stakeholders at the classroom level whose collaborative involvement is text-based and integrates reading, writing, speaking, and listening into learning opportunities that engage students in building upon and thinking beyond prior and new knowledge.

Complement refers to programs and initiatives that can be coordinated to support the implementation of evidence-based literacy practices.

Construct validity refers to whether a scale measures or correlates with the theorized construct or idea that it purports to measure. Construct validity answers the question: "Are we actually measuring what we think we are measuring?"

Core group refers to a small group of teachers who initially participate in implementation.

Critique refers to the ability to understand precisely what an author or speaker is saying and questioning an author or speaker's assumptions and premises and assess the voracity of claims and the soundness of reasoning.

Data includes the following:

- **Universal screening** establishes an academic baseline and identifies learners who need additional support.
- **Progress monitoring** is repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students

who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.

- **Formative assessment** is evaluation used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and failures. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): pre/post-tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.
- **Summative assessment** is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of a course. In an educational setting, summative assessments tend to be more formal assessments (e.g., unit tests, final exams, projects, reports, and state assessments) used to assign students a course grade or to certify student mastery of intended learning outcomes.

Differentiated instruction is instruction that is intentionally planned to maximize the capacity of each student. Teacher decisions are based upon results of **formative assessments** and include attention to instructional groupings, modalities, and available resources.

District administrator(s) refers to any district-level stakeholder who examines data, promotes dialogue, and formulates district literacy plans with a longitudinal view of *Literacy Matters* and improving student achievement.

Fidelity of implementation refers to the degree to which a methodology or program is delivered as intended. Only by understanding and measuring whether the methodology or program has been implemented with fidelity can researchers and practitioners gain a better understanding of how and why a practice works, and the extent to which outcomes can be improved.

Formative Assessment (see Data)

Generative thinking is the type of thinking that students use to engage deeply into the text and beyond. Such critical thinking is inherently motivational and leads to self-directed learning. Instruction that supports generative thinking allows for discussion and interpretation of text and engages students in purposeful inquiry activities. Such activities include literary circles, book clubs, small group guided reading, non-fiction writing opportunities, reading response journals, Socratic Seminars, inquiry projects, and multi-modal opportunities.

Getting started means creating awareness. A Literacy Leadership Data Team (LLDT) is formed at the district and/or school level to gather information and analyze data. The team facilitates the creation of a district and school literacy plans which are consistent with the *Literacy Matters* document and develops procedures for implementation.

Gradual release of responsibility is the condition when the teacher, after appropriate **scaffolding**, releases responsibility for learning to the student.

High-risk indicators are key indicators researchers have identified as indicative of who is most likely to drop out. They are poor grades in core subjects, low attendance, failure to be promoted to the next grade, and disengagement in the classroom, including behavioral problems.

Horizontal dialogue is ongoing conversations among district and schools personnel to analyze grade level and/or content area data. The conversations lead to research-based study of effective practices to improve student literacy in all content areas.

Implementing means all aspects of the literacy plan are implemented for all faculty and students in the district or school. Student achievement data are examined to assess the effectiveness of the components of the literacy plan. Based on the data analysis, on-going revisions are made to the literacy plan.

Improving instruction includes both of the following:

- increasing teacher's knowledge of pedagogy, content, and effective literacy practices
- transferring increased knowledge into more effective classroom instruction to improve student literacy acquisition

Incompatible programs and initiatives are programs and initiatives that interfere with or do not **complement** the implementation of evidence-based literacy practices.

Ineffective programs and initiatives are programs and initiatives that have been identified through data analysis to have little or no impact on accelerating student achievement.

Interactive read-aloud is a read-aloud during which the teacher models thinking aloud to provide students with a window into a reading, writing, or comprehension strategy and shows how an accomplished reader uses the strategy independently.

Intervention team is a team that meets on a regular schedule and is responsible for monitoring the progress of all students and for managing the intervention **resources** in the school.

Interventionist is a highly-trained teacher adept in providing small group and one-to-one student intervention based upon observations and analysis of **formative assessments**.

Literacy Leadership Data Team (LLDT) is a group that meets on a regular basis and has representation from administration, ELA and other content areas, grade levels, guidance, special education, and any other literacy-related stakeholders. Their purpose is to

- complete the *Literacy Matters Needs Assessment and Implementation Rubric* for baseline, **progress monitoring** and planning purposes,
- analyze data to plan appropriate professional development, for improving classroom instruction, and to make decisions about student interventions,
- support the creation of Professional Learning Communities (PLCs),
- facilitate ongoing vertical and horizontal dialogue to improve student literacy,
- support teacher implementation of new strategies,
- advocate for community involvement, and
- participate in and support participation in state-wide professional development opportunities including the Best Practice Seminar Series, Exemplary Writing, and Literacy in the Content Area (LCAT) sessions.

Literacy Matters Implementation is the application of the district/school Literacy Plan based upon the procedures, structures and effective classroom practices identified in the *Literacy Matters* document.

Needs assessment is a process for gathering and analyzing data to identify needs and next steps.

Personal learning goals are the end toward which an individual's effort is directed for his or her professional learning and growth.

Predictive validity is a measurement tool's ability to predict scores on another measurement tool that is related or purports to measure the same or similar construct.

Professional learning community (PLC) is a team of professionals working collaboratively to improve instruction and **accelerate student achievement**. The members share leadership, values, vision, and responsibility for student learning.

Progress monitoring (see Data)

Progressing means the Literacy Leadership Data Team has identified the most pressing needs and has begun facilitating the implementation of the literacy plan. This beginning stage of implementation may involve a **core group** of the faculty, a few grade levels, a few content areas, etc., participating in the new learning associated with the literacy plan.

Reliability describes how well a particular assessment method provides consistent results, regardless of whom uses the method or when it is used. The instrument should yield similar results over time with similar populations in similar circumstances.

Response to Intervention (RTI) is a three-tier, service-delivery model in which all students receive high-quality, scientific, research-based instruction, and/or behavior strategies. The three tiers are defined as follows:

- **Tier I** is the foundation of a quality RTI model, and refers to classroom instruction in the core curriculum provided to all students in the school. Quality literacy instruction should be provided by classroom teachers in whole group, small group, and one-on-one settings and should be routinely differentiated to meet the needs of individual students and groups of students. Given quality instruction in Tier 1, a school should expect that at approximately 80% of students will achieve grade level standards without additional intervention.

Once the quality and **fidelity** of the **Tier I** program is ensured, **Tier II and III** interventions can be designed.

- Hallmarks of Tier II include smaller instructional groups taught by highly trained teachers, flexible small groups formed to address specific needs, more frequent progress monitoring, immediate response to student needs identified through progress monitoring, and increased collaboration among parents, classroom teachers, interventionists, and other stakeholders.
- Tier III provides research-supported, individualized, intensive instruction/ intervention, and **progress monitoring** for students not responding to Tier II interventions.

Resources and resource allocation refer to the monitoring and redirecting of resources (time, personnel, and financial, material, and technological means), including the coordination and integration of all federal, state, and local funds and programs, to sustain the implementation.

Resources are the time, personnel, and financial, material, and technological means that support, assess and sustain the implementation of literacy plans.

Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts as much of a task as possible to the student without adult assistance. Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher

level than he or she would be capable of independently. The opportunity to practice the skill at this level helps students advance to the point where they no longer need the support and can operate independently.

School administrator(s) are administrators working at the school level who examine data, promote dialogue, and formulate the school literacy plan with a longitudinal view of *Literacy Matters* and improving student achievement.

Shared vision and mission means that together, a shared vision and mission are a school's purpose and how the school intends to achieve its purpose. A shared vision and mission reflect the values and beliefs of the school. These statements should guide the focus for setting goals within the school and guide staff in making decisions.

Summative assessment (see Data)

Technical documents are texts devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.

Think aloud occurs when teachers verbalize their thoughts while they are reading orally to demonstrate for students the way they use strategies. Teachers use think alouds to make the invisible act of reading visible.

Tiered intervention (See Response to Intervention)

Trajectory is the path or slope of a student's progress across time in relation to grade level progress.

Transitions are the movement to school entry, preschool to kindergarten, kindergarten to elementary, elementary to middle, and middle to high school.

Triangulation is the process of verifying the results of data analysis by cross referencing with more than two other data sources

Universal screening (see Data)

Vertical dialogue is the ongoing conversations among district and school personnel to analyze longitudinal data including historical and current trends of student achievement, drop-out rates, and effects of professional development. The conversations lead to research-based study of effective practices that can be used as building blocks to support student literacy K-12.

Literacy Matters Instructional Inventory

The purpose of the *Literacy Matters Instructional Inventory* is to establish a baseline that describes the literacy program currently implemented at your school. The goal is to inform instructional decision-making for all students through comprehensive planning and assist administrators and faculty members as they work to improve literacy instruction. Administrators and faculty members should work collaboratively as they examine the elements of the school’s current literacy practices.

The following inventories are separated by grade bands, kindergarten through third grade, fourth through eighth grade, and high school. The data collected from the completed inventories will assist schools in writing and implementing literacy plans and planning professional learning opportunities. Each teacher should complete an instructional inventory, as a self-assessment, based on what is happening in his/her classroom.

Instructional Inventory K–3

| <i>Kindergarten through Grade Three</i> | | | | |
|---|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Comprehensive literacy instruction occurs in a consistent, predictable learning environment across the curriculum to address the needs of all students. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Builds a sense of community in a safe, risk-free learning environment | | | | |
| Creates a structure in which all students spend at least 75% of their time during the literacy block in reading and writing appropriate literary and informational text | | | | |
| Demonstrates strategies to promote independent reading and writing | | | | |
| Provides explicit, systematic instruction that is intentional, purposeful, and focused | | | | |
| Teaches phonemic awareness, phonics, fluency, vocabulary, and comprehension within text | | | | |

| <i>Kindergarten through Grade Three (continued)</i> | | | | |
|--|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Comprehensive literacy instruction occurs in a consistent, predictable learning environment across the curriculum to address the needs of all students (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Thinks aloud to demonstrate thought processes which lead to specific strategic actions | | | | |
| Creates charts with students that helps them organize and extend their thinking | | | | |
| Provides shared reading opportunities, such as reading of big books, enlarged text of poems, charts, and songs visible to all students | | | | |
| Reads aloud for enjoyment, to assist students in developing a sense of story, to build vocabulary and the use of story language, and connect to and extend content and background knowledge | | | | |
| Purposely selects and plans for multiple readings of a book to increase student knowledge of unfamiliar words and assists students in comprehending a story on different levels | | | | |
| Comprehensive literacy acquisition requires students to have daily opportunities to build a system of language to read and write text. | | | | |
| Demonstrates and supports student use of conversational courtesy | | | | |
| Encourages students to listen attentively and respond to one another | | | | |
| Provides opportunities throughout the school day for all students to have peer to peer as well as student to teacher conversations around interests, content and text | | | | |
| Supports individual students, as needed, to further their language and literacy development | | | | |
| Deliberately fosters a climate in which expressing individual opinions and ideas is valued | | | | |

| <i>Kindergarten through Grade Three (continued)</i> | | | | |
|--|------------------------|---------------------|------------------|--|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Comprehensive literacy acquisition requires students to have daily opportunities to build a system of language to read and write text (continued) | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated Into Instruction |
| Values and builds on student contributions to the learning process in productive ways, such as through planned and informal discussions. | | | | |
| Explicitly and appropriately encourages the participation of all students, including those from differing linguistic, gender, racial, and cultural groups | | | | |
| Provides opportunities for student conversations to share ideas and perspectives around reading and writing text | | | | |
| Encourages students to communicate their ideas orally and in writing | | | | |
| Student needs and interests are aligned with state standards, focusing on acquisition, intervention, and acceleration, as the basis for supporting independent readers and writers. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Analyzes and uses data to inform instruction | | | | |
| Plans purposeful instruction based on state standards and student data | | | | |
| Differentiates instruction based on data | | | | |
| Uses a system for assessing, instructing, and monitoring students in need of both intervention and intensive intervention | | | | |
| Utilizes data to instruct students in small, flexible , and fluid groups | | | | |
| Observes students engaged in reading and writing and documents demonstrated strategies to inform instruction | | | | |

| <i>Kindergarten through Grade Three (continued)</i> | | | | |
|--|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Student needs and interests are aligned with state standards, focusing on acquisition, intervention, and acceleration, as the basis for supporting independent readers and writers (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Provides one-to-one instruction when needed | | | | |
| Assesses student writing samples to inform instruction | | | | |
| Students have opportunities to read and write independently at an appropriate level from a variety of genres for extended time daily. | | | | |
| Implements routines and structures for daily independent reading and writing | | | | |
| Conducts reading and writing conferences and keeps anecdotal notes of student reading and writing behaviors to provide instructional direction | | | | |
| Helps students move toward fluency and independence in reading and writing | | | | |
| Offers support by scaffolding student learning based on the needs and the complexity of the task | | | | |
| Teachers in high progress classrooms teach for strategies that support comprehension in small group instruction. | | | | |
| Forms flexible groups based on relevant and current assessment data prior to instruction | | | | |
| Makes text selection based on students instructional and strategic needs prior to instruction | | | | |
| Sets a strategic focus for the lesson that does not include students taking turns reading aloud small amounts of text in isolation | | | | |
| Sets and conveys to students a purpose for the lesson during instruction | | | | |
| Orients students to the text prior to reading | | | | |
| Assists students in the construction of meaning by relating the text to prior knowledge | | | | |

| <i>Kindergarten through Grade Three (continued)</i> | | | | |
|---|------------------------|---------------------|------------------|--|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers in high progress classrooms teach for strategies that support comprehension in small group instruction (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Utilizes instruction that progresses from demonstration to guided practice to independent practice for gradual release of responsibility | | | | |
| Provides specific feedback to promote strategic actions | | | | |
| States clear and explicit expectations to students for application of strategies during independent reading | | | | |
| Progress is routinely monitored through cycles of formative and summative assessments using results to direct and inform instruction. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Administers progress monitoring and summative assessments | | | | |
| Analyzes data from progress monitoring and summative assessments | | | | |
| Assesses individual students for accuracy, fluency, and comprehension | | | | |
| Plans instruction based on individual and collective data | | | | |

Instructional Inventory 4-8

| <i>Grades Four through Eight</i> | | | | |
|--|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Students practice acquired skills and build upon existing knowledge. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Creates an extended time for reading and writing to learn and apply new skills and knowledge with comprehension as the primary outcome | | | | |
| Demonstrates, encourages, and provides practice for speaking and listening opportunities around reading and writing text | | | | |
| Reads aloud for enjoyment, to build vocabulary, and to extend content and background knowledge | | | | |
| Provides fluency practice through Readers' Theater, choral reading , and other oral reading activities that align with students' independent reading levels | | | | |
| Plans and implements vocabulary development and word study instruction that is purposeful, systematic, and connected and applied to continuous text | | | | |
| Establishes a writing environment that provides writing models, creates an atmosphere of sharing, and assesses individual needs of students through conferences, writing pieces, and self-reflection | | | | |
| Teachers use assessment data and integrate assessment results into instruction that is responsive to student needs. | | | | |
| Uses formative assessment data to inform instruction, plan content for predictable structures, and create lesson plans based on individual student needs | | | | |
| Uses data to determine individual goals for students and regularly assesses progress to guide instruction | | | | |
| Uses PASS data to analyze district and school trends | | | | |

| <i>Grades Four through Eight (continued)</i> | | | | |
|--|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers use assessment data and integrate assessment results into instruction that is responsive to student needs (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Engages in collaborative conversations using student data to make decisions about grade level and school level instruction | | | | |
| Uses data to create a flexible schedule to determine pacing, re-teaching, planning for differentiation , and to provide additional support for students scoring below grade level | | | | |
| Teachers demonstrate connections between curriculum, instruction, and assessment. | | | | |
| Connects curriculum, instruction, and assessment to create a classroom environment that blends content learning objectives with student learning needs | | | | |
| Utilizes varied texts and relevant technology to create a classroom environment that is motivational, content-rich, and current | | | | |
| Uses a variety of formative and summative assessments to identify students' learning needs and plan instruction | | | | |
| Observes, records, and analyzes reading behaviors to inform future instruction | | | | |
| Provides specific student feedback based on formative assessment | | | | |
| Teachers teach for strategies that support comprehension. | | | | |
| Provides comprehension instruction that is direct, explicit , and models strategies for students' application to a variety of text for increased understanding | | | | |

| <i>Grades Four through Eight (continued)</i> | | | | |
|--|------------------------|---------------------|------------------|--|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers teach for strategies that support comprehension (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Implements extended reading and writing time which includes modeling and application of strategies that increase comprehension | | | | |
| Provides vocabulary and word study instructional strategies within text which support students' understanding of key concepts and word meanings | | | | |
| Provides for student engagement in shared reading, interactive read alouds, reading/writing workshops, Readers' Theater, guided reading, and independent reading | | | | |
| Provides instruction which progresses from teacher demonstration to guided practice to independent practice (gradual release of responsibility) with opportunities for reflection | | | | |
| Provides clear and explicit expectations for successful application during independent practice | | | | |
| Teachers in high progress classrooms teach for strategies that support comprehension in small group instruction. | | | | |
| Forms flexible groups based on relevant and current assessment data prior to instruction | | | | |
| Makes text selection based on students instructional and strategic needs prior to instruction | | | | |
| Sets a strategic focus for the lesson that does not include students taking turns reading aloud small amounts of text in isolation | | | | |
| Sets and conveys to students a purpose for the lesson during instruction | | | | |
| Orients students to the text prior to reading | | | | |

| Grades Four through Eight (continued) | | | | |
|---|------------------------|---------------------|------------------|--|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers in high progress classrooms teach for strategies that support comprehension in small group instruction (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Assists students in the construction of meaning by relating the text to prior knowledge | | | | |
| Utilizes instruction that progresses from demonstration to guided practice to independent practice for gradual release of responsibility | | | | |
| Provides specific feedback to promote strategic actions | | | | |
| States clear and explicit expectations to students for application of strategies during independent reading | | | | |
| Teachers engage students in generative thinking. | | | | |
| Assists students in expanding and constructing new knowledge by using higher order questioning | | | | |
| Plans for and selects texts to match students' instructional and strategic needs | | | | |
| Teacher and students are collaborative learners. | | | | |
| Establishes a non-threatening and supportive environment by modeling and encouraging acceptance of diverse viewpoints | | | | |
| Prepares for discussions by: <ul style="list-style-type: none"> • choosing engaging selections, • identifying in advance content and concepts which may be difficult to understand, and • providing opportunities to build background knowledge through additional texts and read alouds | | | | |

| <i>Grades Four through Eight (continued)</i> | | | | |
|--|------------------------|---------------------|------------------|--|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teacher and students are collaborative learners (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Selects and develops questions collaboratively which stimulate reflective thinking and/or inferences and allows for real world application | | | | |
| Provides specific tasks, discussion format, and protocols that students follow when working in small groups | | | | |
| Provides support during discussions by moving from group to group, modeling questions and thinking strategies, re-directing discussions, and encouraging questions which challenge students to think more deeply | | | | |

Instructional Inventory High School

| <i>High School (continued)</i> | | | | |
|---|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers teach for comprehension and analysis. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Creates a learning environment to encourage critical thinking and open-mindedness | | | | |
| Determines thought-provoking engagements to allow for critiquing and deeper comprehension | | | | |
| Selects text carefully when first beginning to teach a comprehension strategy | | | | |
| Selects text based on students' needs and reading levels | | | | |
| Explains and models reading strategies used before, during and after reading text to enhance comprehension and application of strategies across different text | | | | |
| Explains and models activating prior knowledge and setting a purpose for reading (before reading) | | | | |
| Explains and models the use of identifying main ideas and supporting details evidenced by annotating/marketing the text for the purpose of comprehending the text (during reading) | | | | |
| Explains and models the use of analyzing information by identifying fact, opinion, point of view, bias, generalizations for the purpose of comprehending the text (during reading) | | | | |
| Explains and models the use of asking questions to interact with text for the purpose of comprehending the text (during reading) | | | | |

| <i>High School (continued)</i> | | | | |
|--|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers teach for comprehension and analysis (continued). | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Explains and models the use of making inferences and drawing conclusions for the purpose of comprehending the text (during reading) | | | | |
| Explains and models the use of visualizing events, actions, relationships and/or patterns for the purpose of comprehending the text (during reading) | | | | |
| Demonstrates how to respond to text through reflecting about information and ideas in text for the purpose of comprehending (after reading) | | | | |
| Demonstrates how to write in response to reading a text for the purpose of deepening comprehension (after reading) | | | | |
| Demonstrates summarizing information and concepts within text for the purpose of deepening comprehension (after reading) | | | | |
| Demonstrates synthesizing ideas and information to enable transfer of concepts to new applications and situations for the purpose of comprehension (after reading) | | | | |
| Provides direct and explicit instruction of comprehension strategies | | | | |
| Provides multiple guided and individual opportunities for students to practice comprehension strategies | | | | |
| Uses think-aloud strategies to teach comprehension | | | | |
| Utilizes formative assessment to record and analyze student use of comprehension strategies | | | | |

| <i>High School (continued)</i> | | | | |
|---|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers build and strengthen content knowledge. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Provides various works of quality and substance across a wide range of subject matter for student engagement | | | | |
| Supports relevant tasks that reflect research and study | | | | |
| Uses various strategies for purposeful reading including read alouds and think alouds | | | | |
| Teaches content area comprehension strategies explicitly and systematically | | | | |
| Provides word study and vocabulary instruction within content-specific text | | | | |
| Provides opportunities for students to connect and think about the concept being studied by using a framework (rubric, protocol, or written criteria) to support discussion, active listening, participation, and decision making | | | | |
| Provides engagements such as mapping techniques to allow students to see relationships among their ideas about the topic | | | | |
| Provides engagements with additional text to build background knowledge | | | | |
| Provides vocabulary-building engagements that teach students the meaning of technical works students will encounter when they read | | | | |
| Demonstrates how the physical features of text , such as different kinds of typefaces or headings and subheadings, assist in making predictions about what can be learned from text | | | | |

| <i>High School (continued)</i> | | | | |
|---|-----------------|--------------|-----------|-----------------------------------|
| <i>An observer in my classroom would see the following practices.</i> | | | | |
| Teachers build and strengthen content knowledge. | | | | |
| The teacher... | Seldom or Never | Occasionally | Regularly | Fully Integrated into Instruction |
| Creates an extended time for reading and writing to deepen comprehension, explore concepts, cultivate independence, and imaginatively rehearses for the world beyond high school | | | | |
| Establishes a writing environment that provides writing models, creates an atmosphere of sharing, and assesses individual needs of students through conferences, writing pieces, and self-reflection | | | | |
| Creates an environment in which students and teachers consistently and continuously analyze and reflect on writing growth over time | | | | |
| Provides for student engagement in shared reading, interactive read alouds, reading/writing workshops, Readers' Theater, guided reading, and independent reading | | | | |
| Reads aloud for enjoyment, to build vocabulary, to extend content and background knowledge , to demonstrate use of cognitive strategies, and to connect to and deepen understanding of concepts | | | | |
| Provides specific tasks, discussion format , and protocols that students follow when working in small groups | | | | |
| Provides support during discussions by moving from group to group, modeling questions and thinking strategies, re-directing discussions, and encouraging questions that challenge students to think more deeply | | | | |

Literacy Matters Instructional Inventory Glossary

Activating prior knowledge is assisting a student in using background knowledge to understand the meaning of text.

Background knowledge or prior knowledge is what a reader brings to the text. For readers to focus on what is being read, personal connections must be made to new information. The building of background knowledge assists a student in getting ready to read.

Choral reading is reading in unison.

Collaborative conversations occur when the adult stakeholders at the district and school levels take a learner's stance and demonstrate a willingness to review research and assessment data, dialogue, and cooperatively plan to **accelerate student achievement**.

Conversational courtesy are the rules of conversation that gives a speaker a social tool for communicating and interacting with others. Some of the rules of conversation include but are not limited to taking turns, looking at the speaker, responding to the topic of the speaker or signaling a change of topic, getting a turn in a polite way, and adjusting tone of voice to fit the setting (classroom, playground, large group, small group).

Differentiation is instruction that is intentionally planned to maximize the capacity of each student. Teacher decisions are based upon results of **formative assessments** and include attention to instructional groupings, modalities, and available resources.

Discussion format and protocols for small groups are tools used to organize and manage conversation among students. These tools not only guide and structure student discourse but also provide students with control over what is discussed.

Explicit, systematic instruction refers to an instructional practice that is systematic, carefully thought out, builds upon prior learning, goes from simple to complex, and is designed before activities and lessons are planned. This makes it clear what the students are to do and learn.

Fact, opinion, point of view, bias, generalizations (See *South Carolina English Language Arts Academic Standards 2008 Instructional Appendixes/Glossary*)

Flexible and fluid groups are groups that are constantly changing according to the individual needs of students. Flexible groups are not fixed, stable or rigid and connect whole group instruction to a small group setting.

Fluency is the accuracy, phrasing, intonation, and expression with which an individual speaks, writes, or reads a particular language.

Formative assessment is evaluation used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning strengths and weaknesses. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Examples of formative assessments include, but are not limited to, pre/post-tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Gradual release of responsibility is the condition when the teacher, after appropriate scaffolding or support, releases responsibility for learning to the student.

Guided reading is reading instruction that occurs within a small group which the teacher provides the structure and purpose for reading and for responding to the material.

Independent reading is a block of time where students engage in reading and responding to literature, including small group discussions with the teacher to learn or review key concepts. Students need access to books that can be read without help with 95% accuracy or better. The length of time spent on independent reading depends on the grade and developmental levels of the students. This time can be used for teachers to conference with students, coaching them as readers and focusing on individual student needs.

Inferences and drawing conclusions (See *South Carolina English Language Arts Academic Standards 2008 Instructional Appendixes/Glossary*)

Interactive read aloud is a read-aloud during which the teacher models thinking aloud to provide students with a window into a reading, writing, or comprehension strategies and demonstrates how accomplished readers use the strategy independently.

Mapping techniques are a means of organizing information to facilitate learning and remembering. A semantic map shows relationships among items through placement and connecting lines. Other forms of semantic maps include comparison charts, flowcharts, timelines, schedules, graphs, and Venn diagrams.

Orienting students to a text is preparing students for the first reading by getting their minds ready to read and think about the text. It is a brief book introduction that supports readers in processing a text at their instructional level. The teacher keeps the meaning of the text at the forefront of the conversation and engages the students in thinking about the text before reading.

Predictable structures are evidence-based structures, such as **read aloud, shared reading, guided reading** and **independent reading**, utilized during literacy instruction.

Progress monitoring is repeated measurement of academic performance to inform instruction of individual students. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.

Read aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. A read aloud can be used to engage the student listener while developing skills such as author's craft, knowledge of story language, building vocabulary, and conventions of grammar. A read aloud can also be used to model the use of writing strategies that aid in student publications.

Reading strategies are the in-the-head thinking that readers execute. Readers use strategies such as making connections, questioning, visualizing, drawing inferences, and critiquing and are a means to understanding the text.

Reading and writing conferences are brief, two- to three-minute discussions led by the teacher with students during **independent reading** or writing. The conferences are held to track individual student progress and to detect any problems with reading or writing. An observational record-keeping system is used to collect data on each student.

Reader's theater is a type of script reading where students stand in front of an audience, usually made up of their classmates, and read from scripts. No costumes, props or scenery are required and very little, if any, movement is involved. It allows opportunities for students to practice reading while improving word recognition, fluency, and comprehension strategies.

Reading workshop is a framework that provides a consistent, predictable environment with structures such as read alouds, teacher and students charts representing the thinking around text, reading conferences, strategy groups and literature study groups. In a reading workshop, teachers and students make connections between their lives and the literature they read.

Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts as much of a task as possible to the student without adult assistance. Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher

level than he or she would be capable of independently. The opportunity to practice the skill at this level helps students advance to the point where they no longer need the support and can operate independently.

Shared reading is an instructional strategy in which the teacher involves a group of students in the reading of a text to assist them with aspects of literacy such as reading strategies, vocabulary, and print conventions.

Story language is language unique to text such as “Once upon a time.”

Summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or at the end of a course. In an educational setting, summative assessments tend to be more formal assessments (e.g., unit tests, final exams, projects, reports, and state assessments) used to assign students a course grade or to certify student mastery.

Text features (See *South Carolina English Language Arts Academic Standards 2008 Instructional Appendixes/Glossary*)

Think alouds occur when teachers verbalize their thoughts while reading orally to demonstrate for students the effective use of strategies. Teachers use think alouds to make the invisible act of reading visible.

Word study occurs in hands-on activities that mimic basic cognitive learning processes; comparing and contrasting categories of word features and discovering similarities and differences within and between categories. Bear, Invernizzi, Templeton, and Johnston. (2004). *Words Their Way*. Upper Saddle River, N J: Pearson Prentice Hall.

Writing workshop is a predictable time set aside daily in the classroom schedule devoted to writing. Some of the components of a writing workshop include, but are not limited to, mini-lessons, work time for teachers to confer and students to work on writing, peer conferences and/or response groups, share sessions and publication celebrations.



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Section III

Literacy Matters District and School Objectives and Actions

District and School Literacy Objectives and Actions

The SCDE will work with all stakeholders in a collaborative statewide effort to address South Carolina’s identified literacy challenges. The following literacy objectives will guide our state’s efforts to increase the reading and writing performance of South Carolina’s students:

- ***Provide professional learning opportunities***—a consistent, statewide approach to deliver high quality, ongoing professional learning, based on statewide data and current research to transform literacy instruction through the implementation of high-progress literacy classrooms.
- ***Develop a comprehensive assessment system***—a system of assessment that determines the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.
- ***Implement effective instructional practices***—a plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment to authentically engage all readers and writers.
- ***Foster partnerships***—a plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders to ensure success for all learners.

District and school literacy plans provide a systematic, data-based review of what is and what can be. Literacy plans should be based on district and school data including the *Literacy Matters Implementation Rubric* and the *Literacy Matters Instructional Inventories* and aligned with the state literacy plan. By analyzing various types of data, envisioning, and planning, schools and districts can develop, implement, monitor, and sustain a literacy plans. This plan should be communicated to stakeholders with commitment of the school and community members. Working from a common vision is crucial to creating and implementing district

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and school literacy plans. Literacy plans incorporating the components of high-progress classrooms result in increased student achievement. Effective implementation produces an elevated culture of literacy in the district and schools.

The following district and school charts represent the actions needed to bring about change in the target areas of assessment, effective practices, professional development and partnerships.

District Plan for Professional Learning

A consistent, statewide approach to deliver high quality, ongoing professional learning, based on statewide data and current research is used to transform literacy instruction through the implementation of high-progress classrooms.

| District Actions | Scope of Work |
|--|---|
| <ul style="list-style-type: none"> • Conduct a district-wide needs assessment based on knowledge of effective literacy practices. • Create a viable and effective communication system to disseminate information about professional development opportunities and resources to the schools. • Establish a system to enhance effective educator practice and increase student achievement. | <ul style="list-style-type: none"> • Create a district literacy plan based on district-wide literacy needs, assessment, district vision, and alignment to the state plan in improving literacy achievement birth through grade 12. • Determine professional development based on the results of district-wide needs assessment. • Provide professional development based on the results of district-wide needs assessment. • Implement a delivery model to provide differentiated professional learning and support options for schools and teachers. |
| <ul style="list-style-type: none"> • Require the development of school literacy plans based on the needs assessment, district and school visions, and alignment to the state plan in improving literacy achievement birth through grade 12. • Provide guidance to assist schools in the creation of literacy plans and ensures alignment, consistency and continuity with the state plan. • Establish a system for evaluating progress throughout the year. • Utilize the district literacy plan to inform key decision-making about professional development (initiatives, programs, consultants, support personnel). | <ul style="list-style-type: none"> • Provide professional learning opportunities to support schools in creating a literacy plan. • Monitor timeline, implementation, and effectiveness of literacy plan for each school. • Assist schools in analyzing and utilizing national, state, district, and school assessment data. |

District Plan for Professional Learning (continued)

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|---|---|
| <ul style="list-style-type: none"> • Provide resources and professional development opportunities for expanding teacher and administrator expertise in explicit, systematic literacy instruction, including content area curriculum. • Set high expectations, builds capacity, provides support, and distributes responsibility for professional learning. • Ensure participation in state, regional, on-site, and virtual professional development. • Promote awareness of existing literacy endorsements. | <ul style="list-style-type: none"> • Develop accountability systems for implementation of effective practice within all classrooms. • Maintain conference/workshop feedback and leave forms. • Provide information for literacy endorsements. |
| <ul style="list-style-type: none"> • Promote and supports instructional/literacy coaches. • Establish and maintain a professional learning community of school level coaches. • Assist in establishing Professional Learning Communities (PLCs) which meet regularly. • Promote evidenced-based professional learning opportunities. | <ul style="list-style-type: none"> • Assist in the development of coaching implementation plans. • Collect and analyze qualitative and quantitative data to determine the impact of the current coaching model. • Provide lists of resources available to coaches. • Provide on-going coach training. • Monitor PLC meetings. • Provide professional development based on data. • Maintain records of information sent out regarding district, state, and national opportunities. • Maintain records of opportunities and responses offered by schools. |

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|---|
| <p>Indicators of Implementation</p> <p>Documentation of professional development provided to assist schools in writing literacy plans</p> <ul style="list-style-type: none"> • Use of <i>Literacy Matters Needs Assessment and Implementation Rubric</i> • Use of the <i>Literacy Matters Instructional Inventory</i> • Minutes and agendas of quarterly school data meetings • Coaching logs • Schedules of classroom visits • Calendar of meeting dates for school coaches • Coach training documentation |
|---|

District Plan for Professional Learning (continued)

- District and school literacy plans
- Minutes from Literacy Leadership Data Meetings
- Artifacts from professional learning community gatherings that document the transfer of learning (theory) to the classroom (practice)
- Established system to examine and demonstrate student learning
- Demonstration of expertise in support of coaches and the integration of coaching services into the school

Resources

- *Literacy Matters Resources Document*
- *Literacy Matters Instructional Inventory*
- *Literacy Matters Needs Assessment and Implementation Rubric*
- *South Carolina Academic Standards 2008* document
- S³ Curriculum <http://scde.mrooms.org/index.php?page=14481>.
- Standards for Professional Development (2011) www.learningforward.org, utilized to provide a framework for organizing professional development opportunities
- South Carolina Department of Education Professional Development Training Opportunities
- *Literacy and Early Learning Links* newsletter
- Response to Intervention South Carolina (RTISC) guidance and support documents
- *Data-Driven Dialogue, A Facilitator's Guide to Collaborative Inquiry*, Willman & Lipton 2004
- *Catching Schools, An Action Guide to Schoolwide Reading Improvement*, Taylor (2011)
- South Carolina Certification Educator Manual – pp. 32-34, <http://www.scteachers.org/cert/certpdf/teachercertificationmanual>
- “Professional Learning For Student Results: What Works and How We Make It Happen,” (National Staff Development Council Annual Report. 2009-2010) <http://www.learningforward.org/opportunities/annual2010program.pdf>
- Printed and electronic resources to include school data
- Evidence-based research

District Plan for Assessment

A system of assessment used to determine the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.

| District Actions | Scope of Work |
|--|--|
| <ul style="list-style-type: none"> • Establish a data team to provide guidance in analyzing and utilizing data. • Establish a balanced system of assessment to assist with decision-making at the district, school, and classroom levels. • Implement procedures to analyze trends and patterns across the district. • Use a variety of assessments to make instructional and programmatic decisions. • Provide guidance and supports schools in identifying students who need additional targeted instruction (i.e.) those at risk, limited English proficiency, historically underperforming subgroups, those at critical transition points, and those performing beyond their peers. • Provide ongoing support for evaluating the validity and reliability of assessments used to monitor interventions. • Provide guidance and support schools in assessing identified learner needs and implementing evidence-based literacy interventions and subsequent progress monitoring. | <ul style="list-style-type: none"> • Collect school data from multiple sources to make instructional and programmatic decisions. • Analyze data through the triangulation process to determine how to effectively use this data to increase student achievement. • Determine the literacy assessments that provide valid and reliable data. • Determine the additional resources, personnel, materials, and scheduling flexibility, needed to support instruction for identified learners. |

District Plan for Assessment (continued)

Indications of Implementation

- Evidence district is
 - utilizing a system of assessment for data-based decision making,
 - facilitating data-driven conversations to drive instruction,
 - sharing information about appropriate screening tools for infants, toddlers and preschoolers as needed, and
 - providing current referral information as needed.
- Evidence schools are
 - using a variety of assessments to make programmatic decisions and plan differentiated instruction,
 - implementing evidence-based literacy interventions and have a system of **progress monitoring** identified students,
 - implementing a system for monitoring the use, validity, and reliability of assessments,
- Documenting content and participant attendance of professional development offered by district and school, and
- Documenting participation in professional development opportunities offered by the state.

Resources

- Resources and materials posted to SCDE website electronically
- *Literacy Matters Resources Document*
- Resources and materials posted to www.scaetac.org
- Approved list of screening tools and assessments appropriate for infants, toddlers, and preschoolers (as a resource).
- SCDE and district professional development training opportunities
- *Literacy and Early Learning Links* newsletter
- *CDEPP News*
- Professional development surveys and evaluations
- Additional recertification courses and professional development in the area of assessment
- RTISC guidance and support documents
- Evidence-based research

District Plan for Effective Practices

A plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment is used to authentically engage all readers and writers.

| District Actions | Scope of Work |
|---|---|
| <ul style="list-style-type: none"> • Analyze evidence-based instructional practices to inform instruction. • Choose evidence-based curricula aligned with state standards to inform instruction. • Ensure utilization of district and/or school literacy plans • Provide resources, materials and professional learning opportunities needed for the implementation of evidence-based instructional strategies. • Provide professional learning opportunities based on data. | <ul style="list-style-type: none"> • Examine instructional expectations for each grade level and content area. • Ensure implementation of evidence-based curricula. • Monitor the implementation of evidence-based instructional practices delineated within school literacy plans. • Ensure professional learning opportunities based upon the determined needs. • Provide professional learning opportunities that focus on subject-matter content, how students learn the specific content area, and content-specific pedagogy. |
| <ul style="list-style-type: none"> • Provide observation tools and assessments to gather data to inform instructional decisions. • Establish a system to monitor academic progress of oral language development, reading and writing development, listening, viewing and speaking proficiencies for all learners. • Focus on outcomes defined in the state academic standards. | <ul style="list-style-type: none"> • Utilize observation tools and assessments to gather data to make instructional decisions. • Monitor the use of observational tools and assessments. • Monitor academic progress of oral language development, reading and writing development, listening, viewing and speaking proficiencies for all learners. |
| <ul style="list-style-type: none"> • Provide support for the implementation of a summer reading program to mitigate summer reading loss. | <ul style="list-style-type: none"> • Analyze data from the summer reading program to determine effectiveness in mitigating summer reading loss. |

District Plan for Effective Practices (continued)

Indications of Implementation

- Evidence the district has established a system for examining instructional practices and aligning curricula with state standards.
- Evidence school literacy plans are being implemented with **fidelity**.
- Evidence of a district-wide professional learning plan with tiered levels of support.
- Evidence the results from summer reading programs are being utilized to refine instructional practices and to determine future professional learning needs.

Resources

- *Literacy Matters Resources Document*
- *Literacy Matters Needs Assessment and Implementation Rubric*
- *Literacy Matters Instructional Inventory*
- Standards Support System (S³) Curriculum
- *South Carolina Academic Standards* documents
- Effective Practices Charts
- RTISC guidance and support documents
- Early Learning Standards
- SCDE tiered professional development offerings
- **Summative** and **formative assessment** data
- **Progress monitoring** tools
- Professional library
- Evidence-based research

District Plan for Partnership

A plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders is used to ensure success for all learners.

| District Actions | Scope of Work |
|---|--|
| <ul style="list-style-type: none"> • Establish a Literacy Advisory Council within the district to promote understanding of a unified vision and to ensure a consistent message is disseminated to schools, families and community. • Utilize self- assessment tool to guide strengthening of partnerships among home, school, and community. • Provide resources for schools to guide their partnerships among home, school, and community to improve literacy achievement for all students. | <ul style="list-style-type: none"> • Establish a Literacy Advisory Council of representatives composed of community partner stakeholders to include: families, local organizations such as First Steps County Partnerships, United Way, Success by Six, Reach Out and Read, public libraries, etc. Other stakeholders would include child care providers and after-school providers, Head Start and Early Head Start • Meet regularly with the Literacy Advisory Council to establish a shared vision for improving literacy for all children, birth to grade 12. • Post state and district literacy plans on district website • Provide resources to schools to support the building of family and community partnerships • Select a district representative to serve on the First Steps County Partnerships |
| <ul style="list-style-type: none"> • Develop and coordinates transition plans for schools to use in easing transitions for learners, i.e., preschool to kindergarten, kindergarten to first grade, elementary to middle school, middle school to high school • Develop parenting education materials to foster relationships with parent/families in easing transitions for learners | <ul style="list-style-type: none"> • Ensure utilization of transition plans • Distribute transition flyer templates to schools and community partners • Post transition tips on district website |
| <ul style="list-style-type: none"> • Encourage school involvement with families, local community volunteers, businesses, nonprofit organizations to promote volunteer services supporting literacy activities for students | <ul style="list-style-type: none"> • Provide resources for schools to train and utilize volunteers |

District Plan for Partnership (continued)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Coordinate and shares evidence-based literacy practices with after school/summer programs to enhance literacy development. | <ul style="list-style-type: none"> • Provide schools with a support document to ensure the use of evidence-based literacy practices with after school/summer programs |
|--|--|

Indications of Implementation

- Survey results from District Literacy Advisory Council, families and community partners to provide feedback on collaboration and communication.
- Evidence of a system to train and utilize volunteers in schools.
- Agendas, calendar, minutes from District Literacy Advisory Council meetings and the First Steps County Partnership meetings.

Resources

- *Literacy Matters Comprehensive Literacy Plan*
- *Literacy Matters Resources Document*
- Research document in SCDE Resources, Birth to School Entry section, on early language and literacy development
- Self- assessment tool to guide districts in strengthening community partnerships, i.e., Ready Schools or Doing What Works Action Plan

Community and Family Engagement Resources

- <http://ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Volunteer-Initiative/FamilyEngagementResources.html>
- Tools for Student Success <http://www2.ed.gov/parents/academic/help/tools-for-success/index.html>

SC State Library Day-by-Day Calendar (downloadable English and Spanish versions)

- <http://www.statelibrary.sc.gov/sc-day-by-day-calendar>
- Day-by-Day online calendar <http://daybydaysc.org/>
- Support document of evidence-based literacy practices for use in after school and summer literacy programs

School Plan for Professional Learning

A consistent, statewide approach to deliver high quality, ongoing professional learning, based on statewide data and current research is used to transform literacy instruction through the implementation of high-progress classrooms.

| School Actions | Scope of Work |
|---|---|
| <ul style="list-style-type: none"> • Provide guidance in the creation of a school literacy plan and ensures alignment, consistency and continuity with the state and district plans • Conduct a school-wide literacy needs assessment to identify professional learning needs • Provide resources and professional development opportunities for expanding expertise in explicit, literacy-rich environments, early literacy and language development, systematic literacy instruction, including content area curriculum, assessment, and data analysis • Establish a system to examine and demonstrate student learning | <ul style="list-style-type: none"> • Create a school literacy plan based on a school-wide literacy needs assessment, school vision, and alignment to the state and district plans in improving literacy achievement birth through grade 12 • Determine professional learning opportunities based on the results of school-wide needs assessment • Provide professional learning opportunities based on the results of school-wide needs assessment • Implement a tiered delivery model to provide differentiated professional learning and support options for teachers • Ensure participation in state, regional, on-site, and virtual opportunities for professional development |
| <ul style="list-style-type: none"> • Establish and maintain a professional learning community • Establish a system to enhance effective educator practice and increase student achievement • Promote evidence-based professional learning opportunities • Utilize a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning | <ul style="list-style-type: none"> • Promote and support instructional/literacy coach in the role of providing professional learning • Prioritize, monitor, and coordinate resources for professional learning • Create a viable and effective communication system to disseminate information about professional learning opportunities and resources to faculty and staff |

School Plan for Professional Learning (continued)

Resources

- *Literacy Matters Comprehensive State Literacy Plan*
- *Literacy Matters Comprehensive State Literacy Plan Resources*
- *Literacy Matters Instructional Inventory*
- *Literacy Matters Needs Assessment and Implementation Rubric*
- *South Carolina Academic Standards* documents
- Standards Support System (S³)
- Standards for Professional Development (2011) www.learningforward.org, utilized to provide a framework for organizing professional learning opportunities
- SCDE professional learning opportunities
- *Literacy and Early Learning Links* newsletter
- RTISC guidance and support documents
- *Data-Driven Dialogue, A Facilitator's Guide to Collaborative Inquiry*, Willman & Lipton (2004)
- *Catching Schools, An Action Guide to Schoolwide Reading Improvement*, Taylor (2011)
- South Carolina Certification Educator Manual – pp. 32-34, <http://www.scteachers.org/cert/certpdf/teachercertificationmanual>
- “Professional Learning For Student Results: What Works and How We Make It Happen,” (National Staff Development Council Annual Report. 2009-2010) <http://www.learningforward.org/opportunities/annual2010program.pdf>
- Printed and electronic resources to include school data
- Evidence-based research
- List of partners which received educational literacy materials

School Plan for Assessment

A system of assessment is used to determine the diverse needs of all learners with the purpose of providing instruction that is intentional, strategic, and responsive.

| School Actions | Scope of Work |
|--|--|
| <ul style="list-style-type: none"> • Establish a data team to provide guidance in analyzing and utilizing data • Establish a balanced system of assessment to assist with decision making at the school and classroom level • Facilitate data-driven conversations to inform instruction • Uses a variety of assessments in order to plan differentiated instruction • Establish systems for collaboration and sharing • Identify students who need additional targeted instruction i.e., those at risk, limited English proficiency, historically underperforming subgroups, those at critical transition points, and those performing beyond their peers • Provide ongoing support for evaluating the validity and reliability of assessment used to monitor interventions • Provide guidance and support in assessing identified learner needs and implementing evidence-based literacy interventions with subsequent progress monitoring • Evaluate the effectiveness of interventions being provided | <ul style="list-style-type: none"> • Collect school data from multiple sources to make instructional and programmatic decisions • Analyze data through the triangulation process to determine how to effectively use this data to increase student achievement. • Determine the literacy assessments which provide valid and reliable data • Determine the additional resources, personnel, materials, and scheduling flexibility, needed to support instruction for identified learners • Determine evidence-based interventions that match the needs of identified learners |

School Plan for Assessment (continued)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Provide the most current information to parents for referral services of children who are identified as needing additional follow-up with particular attention to language development • Provide information about appropriate screening tools for infants, toddlers and preschoolers to parents and schools • Analyze student and teacher data to determine professional development needs • Support participation in statewide literacy professional development training opportunities | <ul style="list-style-type: none"> • Determine ways to disseminate current referral information to families, schools, and the community • Share information about appropriate screening tools for infants, toddlers and preschoolers as needed. • Offer professional development to teachers based on trends and patterns in the data • Disseminate information on statewide literacy professional development training opportunities |
|--|---|

Indications of Implementation

- Evidence teachers are using a system of assessment for data-based decision making
- Evidence teachers collaborate regularly to analyze trends and patterns in the data to inform instruction, plan accordingly, and create **formative assessments**
- Evidence students participate in peer and self-assessments to regulate learning
- Agendas and minutes from school Literacy Leadership Data Team meetings to indicate teachers are meeting regularly to make data based recommendations and decisions regarding student achievement and instruction
- Evidence school personnel implement a flexible, multi-tiered intervention model
- Evidence all teachers use **progress monitoring** on a regular basis to inform instructional decision-making for all students
- Evidence administrators and teachers communicate with parents regarding assessment practices
- Documentation of school staff attendance at district and state professional development offerings based on student achievement data and needs of teachers

School Plan for Assessment (continued)

Indications of Implementation (continued)

- Evidence administrators provide opportunities and time for professional conversations and professional development
- Evidence administrators observe and coach teachers regarding assessment practices
- Evidence administrators facilitate data-driven conversations with faculty and staff
- Evidence teachers provide explicit whole group, small group and one-on-one instruction based on assessment data such as running records, miscue analysis, anecdotal notes, and other **formative assessments**
- Evidence teachers use **formative assessment** daily to monitor student learning and adjust instruction
- Evidence students participate in peer and self-assessments to regulate learning
- Evidence teachers and students use a variety of texts and materials to meet the wide-range of interests, needs, and instructional levels, i.e. matching books to readers

Resources

- *Literacy and Early Learning Links* newsletter
- Approved list of screening tools and assessments appropriate for infants, toddlers, and preschoolers (as a resource)
- SCDE and district professional development training opportunities
- Professional development surveys and evaluations
- Additional recertification courses and professional development in assessment
- RTISC guidance and support documents
- *Literacy and Early Learning Links* newsletter
- *CDEPP News* newsletter Resources and materials posted to SCDE website and shared electronically
- Evidence-based research

**School Plan
for
Effective Practices**

A plan for implementing instructional practices proven effective in raising literacy achievement, guided by standards and evidence-based research, delivered in a literacy-rich environment to authentically engage all readers and writers.

| School Actions | Scope of Work |
|--|---|
| <ul style="list-style-type: none"> • Examine evidence based research • Analyze evidence-based instructional practices to inform instruction • Choose evidence-based curricula aligned with state standards to inform instruction • Create a school literacy plan • Create a Literacy Leadership Data Team (LLDT) to monitor implementation of literacy plan | <ul style="list-style-type: none"> • Examine instructional expectations for each grade level and content area • Ensure implementation of evidence-based curricula • Monitor the implementation of evidence-based instructional practices delineated within the school literacy plan • Ensure professional learning opportunities based upon the determined needs |
| <ul style="list-style-type: none"> • Establish a system for observations to enhance instructional practices • Implement evidence-based curricula and instructional strategies to inform instruction • Implement a summer reading program to mitigate summer reading loss | <ul style="list-style-type: none"> • Provide whole group, small group, and one-to-one instruction based on data analysis • Provide guidance and opportunities for teachers to reflect on instructional practices to monitor student progress • Participate in data meetings to monitor progress of all learners • Utilize classroom library and literacy book rooms for planning • Utilize expertise within the school to promote collaboration • Analyze data from summer reading program to determine effectiveness in mitigating summer reading loss |

School Plan for Effective Practices (continued)

| | |
|---|--|
| <ul style="list-style-type: none"> • Ensure instructional inventories and observations are conducted • Provide guidance in the use of observation tools and assessments • Monitor academic progress of oral language development, reading and writing development, listening, viewing and speaking strategies for all learners • Examine community/school-based data to identify populations of learners (poverty level, cultural diversity) at risk of learning gaps in order to provide appropriate interventions | <ul style="list-style-type: none"> • Utilize instructional inventories and observations to inform instruction and promotes reflective practices • Participate in data meetings to monitor progress of all learners • Analyze reading behaviors to progress monitor instruction • Participate in grade level/department/team meetings • Provide support/feedback to enhance instruction and build capacity |
| <ul style="list-style-type: none"> • Provide opportunities for staff to collaborate to promote continuous improvement and share collective responsibility for student success • Provide professional learning opportunities based on student and teacher data | <ul style="list-style-type: none"> • Participate in professional learning communities • Utilize professional library for professional learning and professional collaboration • Participate in professional learning opportunities • Collaborate with literacy coach/leader for instructional reflection and feedback • Coordinate classroom instruction with reading interventionist |

Indications of Implementation

- Evidence school has established a system for examining instructional practices and aligning curricula with state standards
- Evidence school literacy plan is being implemented with **fidelity**
- Evidence of a school-wide professional learning plan with tiered levels of support
- Evidence the results from summer reading program are being utilized to refine instructional practices and to determine future professional learning needs
- School accountability system(s) for teacher implementation of evidence-based practices to include data such as:
 - fiscal, personnel, and time allocation
 - participation in and frequency of attendance at professional learning opportunities
 - changes in educator practices and student achievement
- Documentation of scheduling and monitoring observations, demonstration lessons, and reflective feedback

School Plan for Effective Practices (continued)

Resources

- *Literacy Matters Comprehensive Plan*
- District literacy plan
- *Literacy Matters Needs Assessment and Implementation Rubric*
- *Literacy Matters Instructional Inventory*
- Early Learning Standards
- Standards Support System (S³)
- *South Carolina Academic Standards* documents
- Effective Practices Charts
- **Summative** and **formative assessment** data
- **Progress monitoring** tools
- Professional library
- RTISC guidance and support documents
- Evidence-based research

School Plan for Partnership

A plan for successful partnerships promoting literacy as a lifelong endeavor and communicating with all stakeholders is used to ensure success for all learners.

| School Actions | Scope of Work |
|---|--|
| <ul style="list-style-type: none"> • Utilize self- assessment tool to guide strengthening of partnerships among home, school, and community • Establish a Literacy Advisory Council within the school of stakeholders such as families, community and nonprofit partners (First Steps, churches, Head Start, Reach Out and Read, public library, etc.) | <ul style="list-style-type: none"> • Utilize resources provided by district and state to support the building of family and community partnerships • Collaborate on a regularly scheduled basis with home and community representatives to communicate the <i>Literacy Matters</i> plan and promote literacy achievement • Share educational resources, such as the school, district, and state literacy plans to family and community partners |
| <ul style="list-style-type: none"> • Coordinate involvement with families, local community volunteers, businesses, nonprofit organizations to provide volunteer services supporting literacy activities for students. | <ul style="list-style-type: none"> • Use resources provided by the district and state to train and utilize volunteers • Document the time, names, learning activities and organizations involved in volunteering in school |
| <ul style="list-style-type: none"> • Utilize and share a support document to ensure the use of evidence-based literacy practices with after school/summer programs | <ul style="list-style-type: none"> • Monitor to ensure the use of evidence-based literacy practices with after school/summer programs |
| <ul style="list-style-type: none"> • Utilize a transition plan to use in easing transitions for learners, i.e., preschool to kindergarten, kindergarten to first grade, elementary to middle school, middle school to high school • Disseminate parenting education materials that will foster relationships with parent/families to use in easing transitions for learners | <ul style="list-style-type: none"> • Incorporate transition plan into school calendar • Distribute flyers with tips on smooth school transitions for learners to families and community partners • Post transition tips on school website |

School Plan for Partnership (continued)

Indications of Implementation

- Evidence of a system to train and utilize volunteers in schools
- Documentation indicating time, activities and names of volunteers in school
- Evidence of the use of a support document on evidence-based literacy practices for after school/summer programs
- Survey parents on the effectiveness of parenting education materials and school planned activities for easing their children's school transitions
- Survey members of the school Literacy Advisory Council on its effectiveness for building school, family and community partnerships to promote life-long literacy

Resources:

- SCDE website links to *Literacy Matters Comprehensive State Literacy Plan*
- SCDE website links to *Literacy Matters Comprehensive State Literacy Plan*
- Self- assessment tool to guide schools in strengthening community partnerships, i.e., Ready Schools or Doing What Works Action Plan

Community and Family Engagement Resources

- <http://ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Volunteer-Initiative/FamilyEngagementResources.html>
- Tools for Student Success <http://www2.ed.gov/parents/academic/help/tools-for-success/index.html>

SC State Library Day-by-Day Calendar (downloadable English and Spanish versions)

- <http://www.statelibrary.sc.gov/sc-day-by-day-calendar>
- Day-by-Day online calendar <http://daybydaysc.org/>
- Support document of evidence-based literacy practices for use in after school and summer literacy programs