

College- and Career-Ready School Wide Instructional Self-Assessment

Directions:

Please read each item and think about the fidelity with which each item has been implemented in your school. You will rate each item according to a ten point scale as follows:

Yes = 8 to 10 indicating full implementation with fidelity.

Partly = 4 to 7 indicating partial or the beginning stages of implementation.

No = 0 to 3 indicating either no implementation or an early pilot stage.

Your Rating: Place a numerical value 0 to 10 for each item! Do not place a check mark or an "X" in the block.

Next Steps: For all areas where the rating is "partly" or "no," list and discuss potential next steps, which could include learning more through additional training or reading, identifying resources required to implement necessary changes, planning for reallocation of resources (e.g., adding a reading specialist to the faculty, and so forth).

School Culture				
	Yes	Partly	No	Next Steps
The school has a vision of what students should know and be able to do. "All graduates college- and career-ready."				Do you have a vision?
The school has a clear focus and a plan to realize the vision.				
The entire staff can articulate the focus and takes "ownership" of the vision.				
Student achievement is the focus of every key staff decision.				
The staff believes that student success is due to work and effort as opposed to innate ability—"growth mindset ."				
The staff believes that literacy instruction is designed to benefit all students, <u>not just struggling learners</u> .				
The staff believes that, given time and appropriate levels of support, all students can learn and demonstrate learning at high levels.				
Depth over Breadth: Students have the time they need to achieve mastery.				
Students believe that the faculty is totally committed to their success—"teachers won't let us fail."				
Grading practices are not punitive and encourage student motivation.				
School policies and practices support the schoolwide literacy culture of literacy.				
School goal is continuous, incremental progress for each student.				
Teachers work in content teams and 'hold each other accountable.'				
The best teachers teach students most in need.				

Collaborative and Distributed Leadership				
	Yes	Partly	No	Next Steps
Leadership is distributed throughout the school.				
School leaders encourage collaborative decision-making. Teachers actively share in key decisions.				
Key decisions are based on the improvement of student achievement not the “wants” of adults.				
The school has an identified change process .				
School leaders communicate frequently using a variety of media including social media to keep the focus on the “main thing.”				
The school leader is a co-learner and partner and plays a visible role in the instructional improvement.				
In addition to the principal, there is an identified instructional leader.				
The principal is actively involved in every aspect of instructional improvement.				
The principal and the literacy/instructional leader work as a team and in partnership.				
The school has an active “literacy council” with representatives from throughout the school.				
School leaders support integration of literacy instruction across all content areas.				
School leaders and staff members believe the teaching of reading is a shared responsibility.				
The Master Schedule is collaborative and based on the needs of the students as reflected in interventions.				
The process of recruiting and retaining new teachers is a collaborative process that involves teachers and administrators.				

Assessment & Strategic Use of Data				
	Yes	Partly	No	Next Steps
All instructional decisions school decisions begin with the gathering and analysis of diagnostic data that is compared to “grade-level reading targets”				
A variety of school and student data sources are used to support the instructional improvement focus.				
Standardized, annual, formal diagnostic assessments are used to assess reading skills of all students.				
Students in greater need are assessed more frequently.				
Student data, including voluntary reading, is reported to all teachers.				
Teachers know the reading capabilities and expected comprehension levels of all students they teach.				
Assessment data is reported in a vertical scale that is aligned with text complexity (Quantitative).				
Data obtained from common formative and summative assessments is used to inform instruction, focus review, and target remediation.				
Data from formative and summative assessments is used to continually adjust the focus of the literacy program.				

Teachers recognize that ‘the test is too late’ and conduct frequent formative assessments and checks for understanding.				
Teachers are moving away from short answer and multiple-choice tests to performance assessments with more open-ended questions that require students to write about the ‘why’ while supplying evidence from more complex text.				
Teachers use ‘growth language’ in both discussions and assessments.				
Each facet of the literacy program is monitored, audited and evaluated on a regular basis.				

Capacity Building: Professional Development				
	Yes	Partly	No	Next Steps
The Literacy Leadership Team/Literacy Council assesses and plans literacy professional development.				
Professional development to improve literacy is based on diagnostic assessment data.				
Professional development plans are based on identified student literacy needs and teacher capacity to meet those needs.				
All teachers receive job-imbedded training and support to implement schoolwide literacy strategies.				
Observation, peer observation, and assessment of instructional practices provide direction as to ongoing literacy professional planning.				
Content area teachers receive professional development and support in implementing literacy strategies.				
Literacy/Instructional Coach is the lead mentor for new teachers.				
Peer observation and peer coaching are common practices.				
School staff plans and lead professional development activities.				
Professional development activities are job-imbedded or conducted during the school day.				

Interventions to Improve Student Achievement				
	Yes	Partly	No	Next Steps
A multi-tiered system of targeted interventions is in place.				
Student participation in a Tier 3 intervention is based on multiple data points.				
Students have additional time to improve literacy skills. In addition to ELA, not in place of ELA.				
Individual Literacy Plans meet literacy instructional needs of struggling students.				
When involved in interventions, student progress is closely monitored on a weekly or bi-weekly basis.				
Interventions use text from core academic courses.				
Intervention is highly prescriptive towards improving identified literacy deficits of individuals.				
There are interventions for special populations of students.				

Ample tutoring sessions (Tier 2) are available to support improved student literacy.				
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School Wide Instructional Practices				
	Yes	Partly	No	Next Steps
The school has a defined set of school wide instructional practices that are followed in every classroom, but do not limit teacher creativity.				
Purposeful Close Reading, Writing, Listening, and Speaking are a part of every lesson in every classroom.				
The role of the classroom teacher is clearly defined—‘teach the language of your content area.’				
All teachers maximize the use of instructional time by teaching “bell-to-bell.”				
Literacy instruction, including reading, writing, listening, and speaking, is considered normal and is imbedded in routine classroom instruction.				
Common formative and summative assessments are in place.				
The staff has an agreed upon definition of “academic rigor.”				
The staff has an agreed upon definition of student “engagement.”				
Because literacy is viewed as something for everyone, literacy instruction is provided to even the most advanced students.				
Literacy strategies taught in Tier 3 intervention classes are reinforced in content courses.				
Teachers throughout the school consistently use research-based instructional practices in support of developing student literacy and comprehension of course content.				
Differentiated instruction addresses academic vocabulary, comprehension, and fluency based on assessed student needs.				
Each lesson affords students a variety of input and output opportunities Universal Design for Learning (UDL).				
Throughout the school there is an identifiable beginning and ending to each class session.				
All classes end with a reflection activity/formative assessment or “practice retrieval” activity.				
Lessons contain a balance between teacher talk and student work—‘teachers watch/check while students work.’ “The brain that does the work does the learning.”				
Teachers frequently stop and check for understanding and use strategies such as ‘praise-prompt-leave’ to keep students focused and on-task.				
At the end of each lesson teachers are able to determine if the students have mastered that day’s lesson.				
Teachers effectively use a variety of literacy strategies.				
Teachers provide personalized support to each student to improve literacy based on assessed needs.				

Teachers create literacy rich environments in which students continually engage with a wide variety of informational and fictional text with increasingly complexity including books, articles, and research texts that support content learning.				
Writing rubrics are developed and used as instructional tools by all teachers school wide.				
Teachers regularly read-aloud to students to expose them to increasingly complex text.				
Each teacher has and uses a strategy for randomly call on students.				
All students respond in complete sentences.				
All lessons include real-world application and require students to employ higher-order thinking skills.				
Students are explicitly taught so-called “soft skills” such as listening, collaboration, note taking, problem-solving.				
Assessments (formative and summative) reflect instructional priorities (close reading, writing, real-world application, higher-order thinking)				
Homework is defined as the application of learned and/or mastered material and therefore should contain real-world application and higher-level thinking. Teachers assign ‘independent practice’ only after ‘guided practice.’				

Resources				
	Yes	Partly	No	Next Steps
Budget reflects literacy priorities				
Literacy or Instructional Coach devotes 100% of time to literacy and peer coaching.				
Reading specialists teach intervention classes.				
Intervention classes are small and range from 15 to 18 students.				