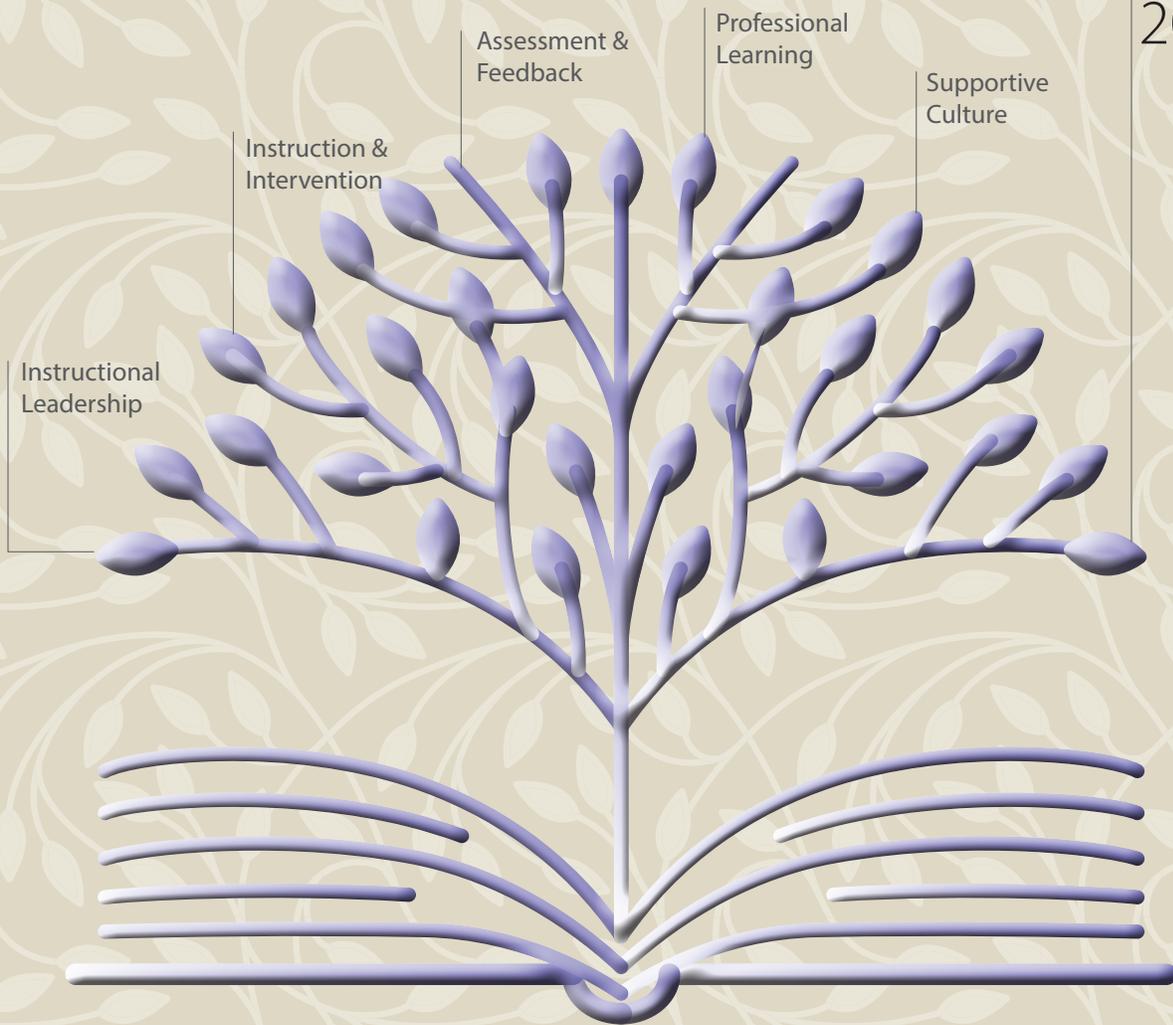


2019



UTAH'S K-12
LITERACY
FRAMEWORK



UTAH'S K-12 LITERACY FRAMEWORK



Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200

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

<https://www.schools.utah.gov/curr/elaelementary>
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Spring 2019



UTAH STATE BOARD OF EDUCATION

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

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2/2019

FOREWORD

May 1, 2019



Dear Utah Educators:

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

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

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

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

Sincerely,

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

Sydnee Dickson, Ed.D
State Superintendent of Public Instruction

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SPECIAL THANKS

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

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

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INTRODUCTION

Utah's Definition of Literacy

Literacy is:



The ability to read,

Write,



Speak and listen,

and use numeracy and technology,



at a level that enables people to express and understand



ideas and opinions, to make decisions and

solve problems, to achieve

their goals and to participate fully in



their community and in a wider society.



Achieving literacy is a lifelong learning process.

(Literacy Advance, 2018)

Utah's K–12 Literacy Framework

The Utah Legislature (53E-4-306) recognizes literacy as the most fundamental skill and the gateway to knowledge and lifelong learning. Considering that there is an ever-increasing demand for literacy in the highly technological society we live in, students who do not learn to read can be economically and socially disadvantaged. Every Utah learner deserves the right to the acquisition of competent literacy skills and the inherent empowerment associated with such achievement. Unfortunately, only 49 percent of Utah's third graders and 44 percent of eighth graders read proficiently at grade level (USBE, 2017). This is an unacceptable outcome for Utah's children. *Utah's K–12 Literacy Framework* is designed to serve as an evidence-based guide for Utah's educators. The outline will include specific strategies needed for improving literacy achievement needed for improving literacy achievement and changing literacy outcomes for children in grades K–12.

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

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

- Element 1: Instructional Leadership
- Element 2: Instruction and Intervention
- Element 3: Assessment and Feedback
- Element 4: Professional Learning
- Element 5: Supportive Culture

(Continued)

Objectives

Utah's K–12 Literacy Framework intends to:

- Provide districts, charters, and schools with an evidence-based framework and self-assessment tool to identify strengths and areas for growth to improve student literacy outcomes
- Provide LEAs, building administrators, teachers, and other stakeholders with evidence-based practices that will yield positive literacy outcomes for students.

HOW TO USE

Utah's K–12 Literacy Framework

STEP 1:

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

STEP 2:

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

STEP 3:

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

STEP 4:

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

STEP 5:

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

STEP 6:

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

STEP 7:

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



ELEMENTARY ELEMENTS



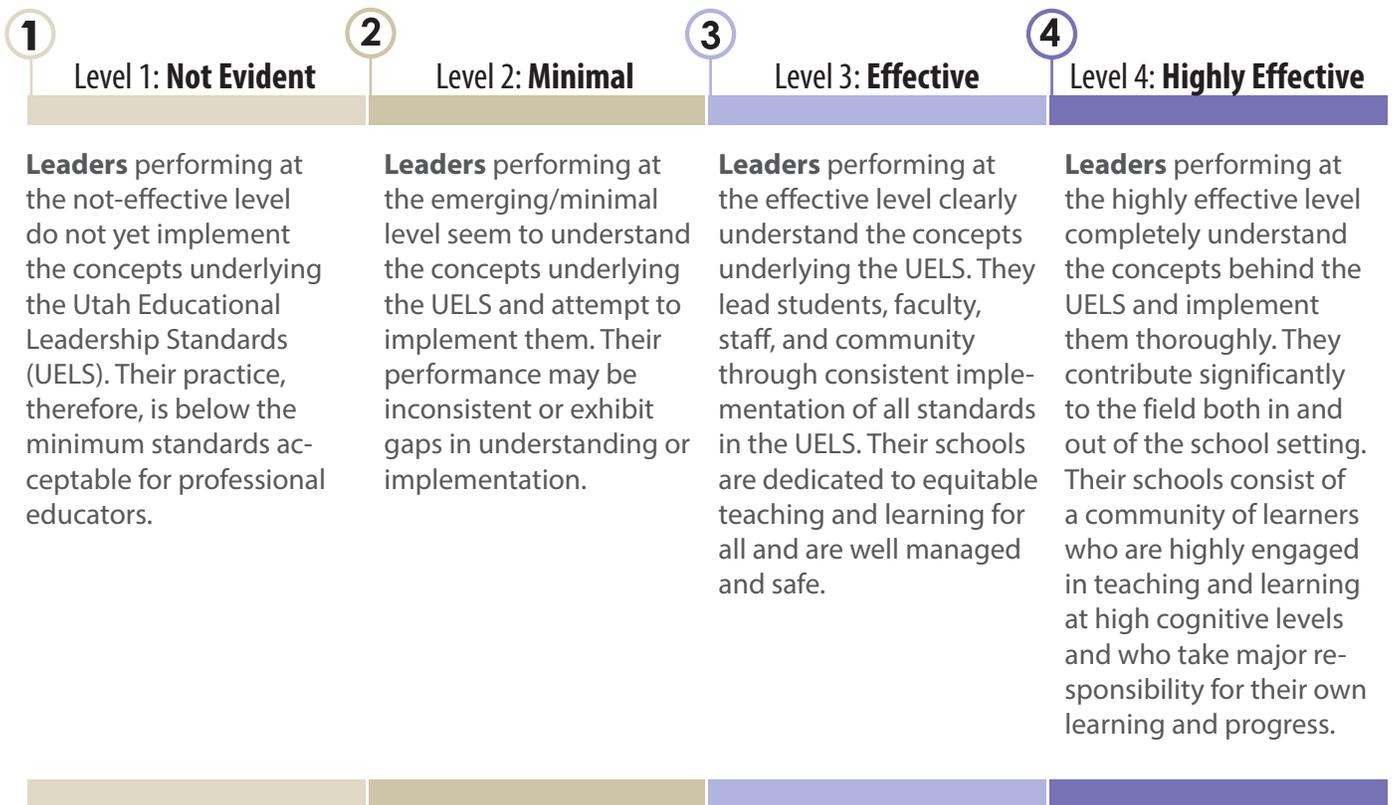
DEFINITIONS

for Self-Assessment Scales

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

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

4-Point Categorical Scale for Element 1



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

6-Point Categorical Scale for Elements 2–5

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

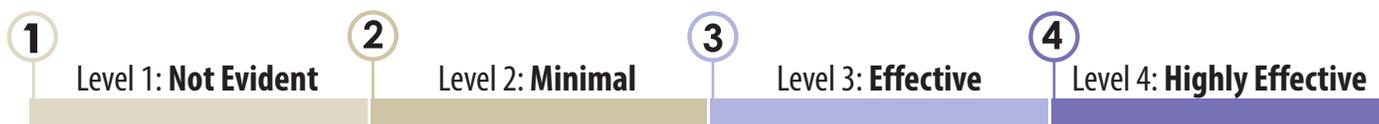
ELEMENT 1: INSTRUCTIONAL LEADERSHIP

OVERVIEW

Instructional Leadership is evident when educators unite to:

- organize resources around a shared, evidence-informed vision of student literacy,
- engage in collaborative goal setting, and
- implement and monitor strategies that meet local literacy demands that result in student and teacher growth.

SELF-ASSESSMENT TOOL INSTRUCTIONAL LEADERSHIP



▼ CRITICAL INDICATORS	1	2	3	4
A. Educational leaders create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.	1	2	3	4
B. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	1	2	3	4
C. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	1	2	3	4
D. Educational leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.	1	2	3	4
E. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	1	2	3	4
F. Educational leaders develop licensed faculty's and staff members' professional literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.	1	2	3	4
G. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	1	2	3	4
H. Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.	1	2	3	4

ELEMENT 2: INSTRUCTION AND INTERVENTION

OVERVIEW

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

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

SELF-ASSESSMENT TOOL INSTRUCTION AND INTERVENTION



▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures.	1	2	3	4	5	6
B. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	1	2	3	4	5	6
C. Evidence-based curriculum and literacy instruction includes: <ul style="list-style-type: none"> ■ explicit and systematic instruction, ■ proper pacing, ■ adequate challenge, and ■ cognitive engagement strategies as demonstrated through planning, preparation, and observation. 	1	2	3	4	5	6
D. Evidence-based instructional materials (for example, texts, resources), supports, and tasks are: <ul style="list-style-type: none"> ■ appropriately challenging and supportive for all students, ■ aligned with the learning intentions and content area standards, and ■ culturally and academically relevant. 	1	2	3	4	5	6
E. The daily schedule includes a minimum of 120 minutes (protected time) across the school day for Tier 1 universal core literacy components (in other words, phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole and small group differentiated instruction and content integration, (for example, math, science, social studies, fine arts, health).	1	2	3	4	5	6

▼CRITICAL INDICATORS	1	2	3	4	5	6
<p>F. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ■ evidence-based, ■ driven by student data, ■ aligned to student needs, ■ monitored, and ■ of sufficient intensity and duration to ensure student growth that closes the achievement gap. 	1	2	3	4	5	6
<p>G. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.</p>	1	2	3	4	5	6

ELEMENT 3: ASSESSMENT AND FEEDBACK

OVERVIEW

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

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

SELF-ASSESSMENT TOOL ASSESSMENT AND FEEDBACK



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

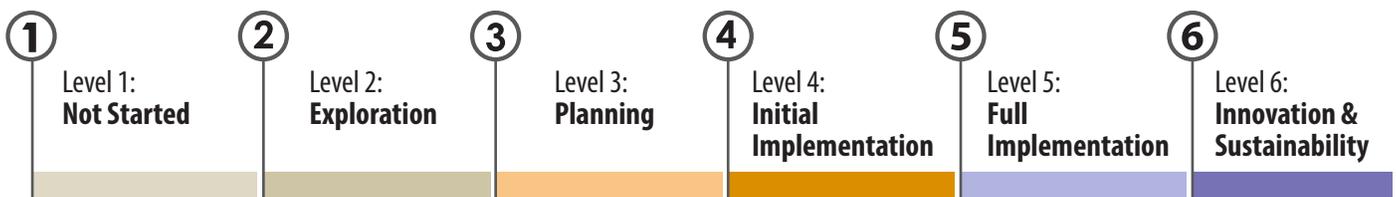
ELEMENT 4: PROFESSIONAL LEARNING

OVERVIEW

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

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

SELF-ASSESSMENT TOOL PROFESSIONAL LEARNING



▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.	1	2	3	4	5	6
B. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303.	1	2	3	4	5	6
C. Professional learning focuses on the implementation of the Utah Core English Language Arts standards across the content areas such as mathematics, science, social studies, fine arts, and health.	1	2	3	4	5	6
D. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	1	2	3	4	5	6
E. Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy.	1	2	3	4	5	6
F. Individuals and collaborative teams engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders.	1	2	3	4	5	6
G. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.	1	2	3	4	5	6

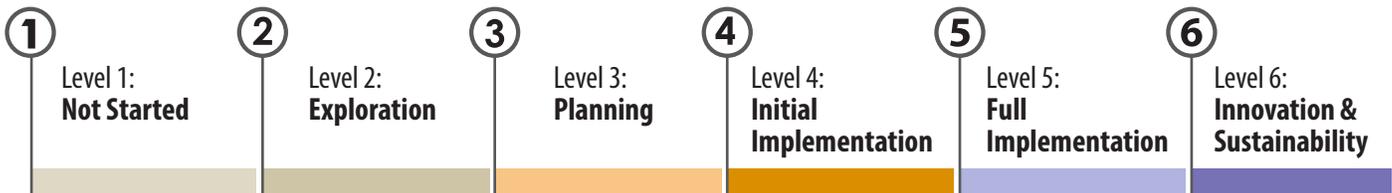
ELEMENT 5: SUPPORTIVE CULTURE

OVERVIEW

A supportive culture reflects learning conditions that:

- meet the needs of each student,
- create a literacy rich learning environment for student learning where staff are confident in their roles and relationships, and
- promote a community culture that values trust, respect, and high expectations.

SELF-ASSESSMENT TOOL SUPPORTIVE CULTURE



▼ CRITICAL INDICATORS	1	2	3	4	5	6
A. School culture is physically and psychologically safe.	1	2	3	4	5	6
B. Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.	1	2	3	4	5	6
C. Collective teacher efficacy and high morale support student learning.	1	2	3	4	5	6
D. Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using rigorous instructional methods.	1	2	3	4	5	6
E. Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.	1	2	3	4	5	6
F. Schools provide families of students being served in Tier II and III with updates on their child’s progress at least six times a year.	1	2	3	4	5	6
G. Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders	1	2	3	4	5	6
H. Schools gather stakeholder input on school climate, and perceptions and concerns are addressed.	1	2	3	4	5	6
I. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy.	1	2	3	4	5	6

SECONDARY ELEMENTS



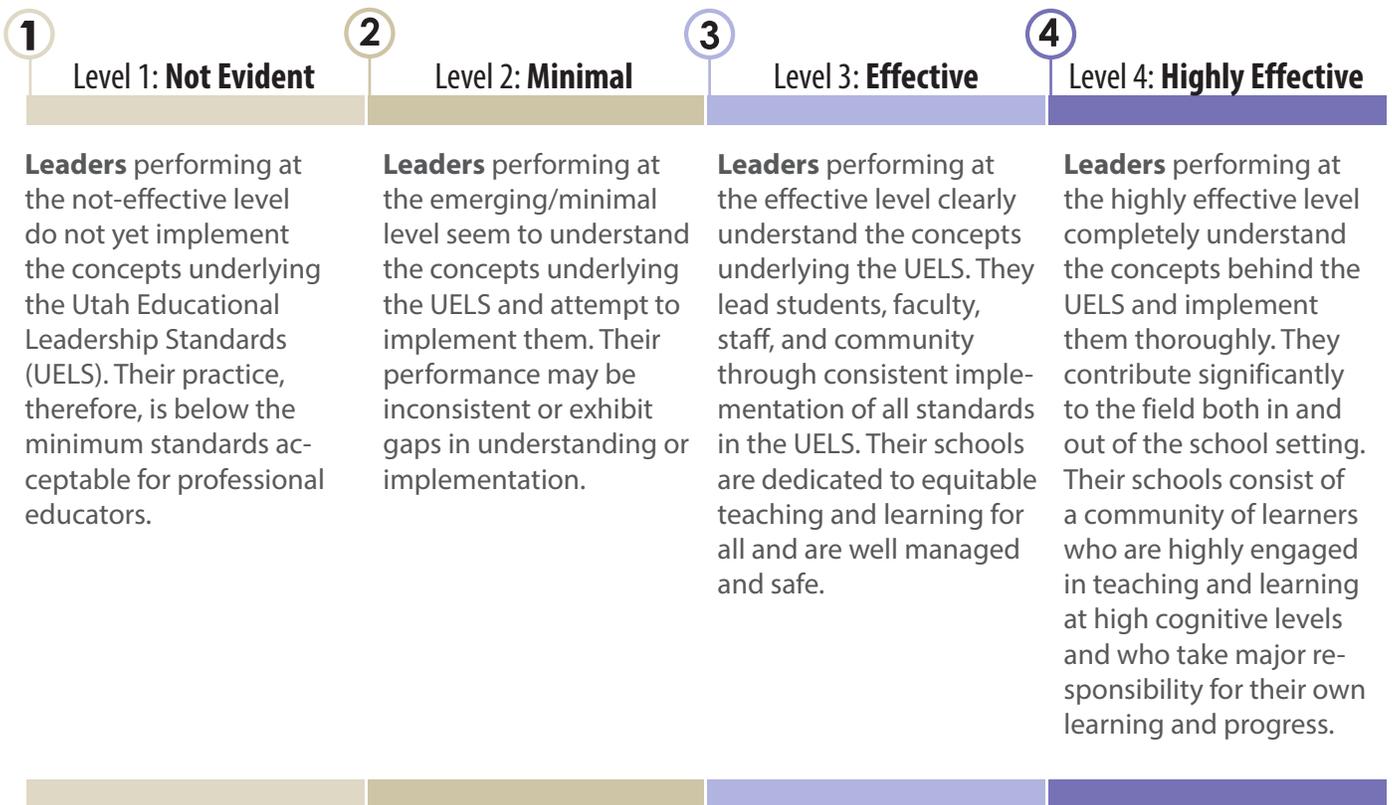
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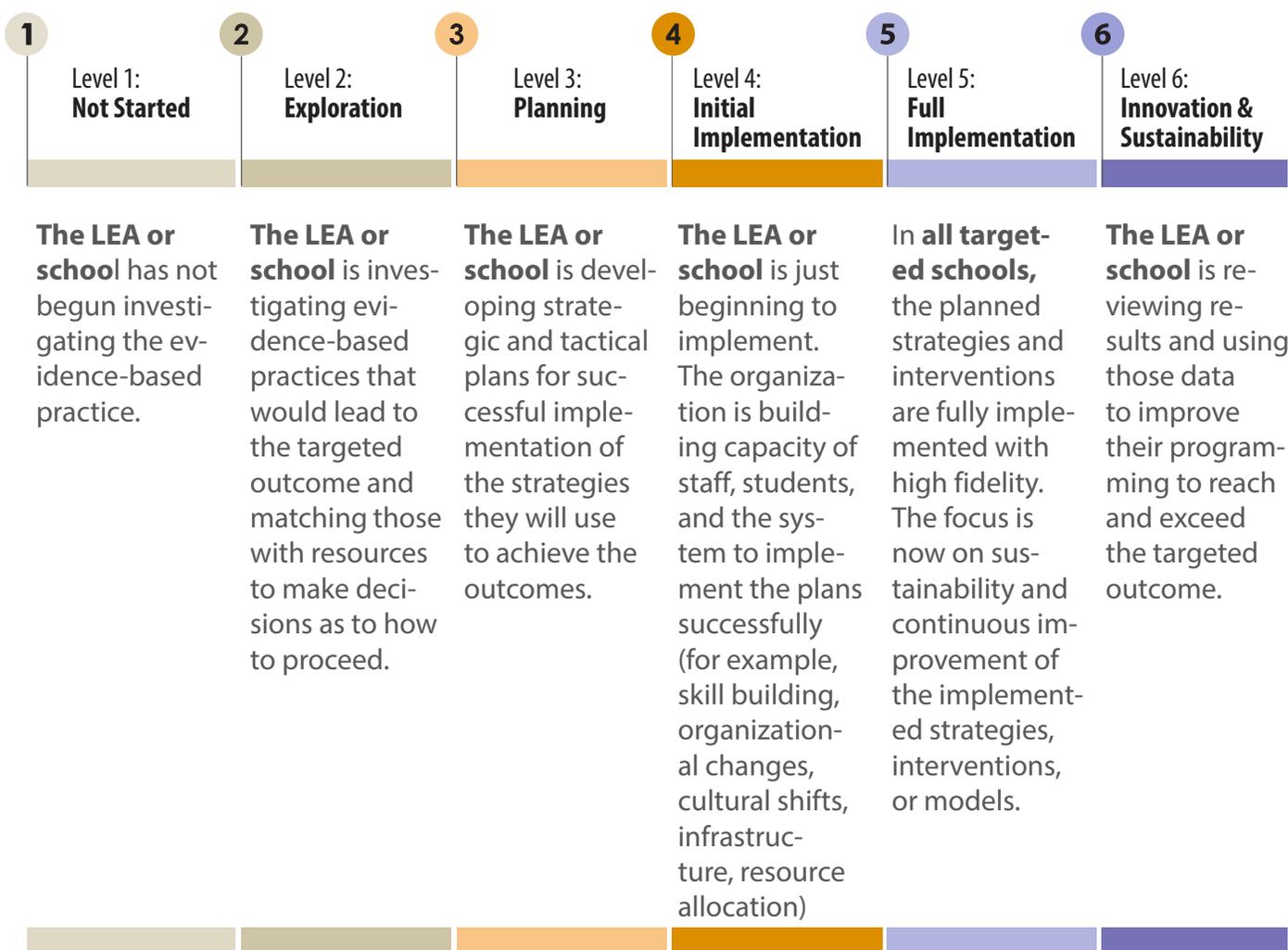
ELEMENT 1, Instructional Leadership, uses a four-point categorical scale based on a continuum for professional leadership for evaluation: not evident, minimal, effective, and highly effective as defined in Utah's Educational Leadership Standards (2018).

4-Point Categorical Scale for Element 1



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

6-Point Categorical Scale for Elements 2–5



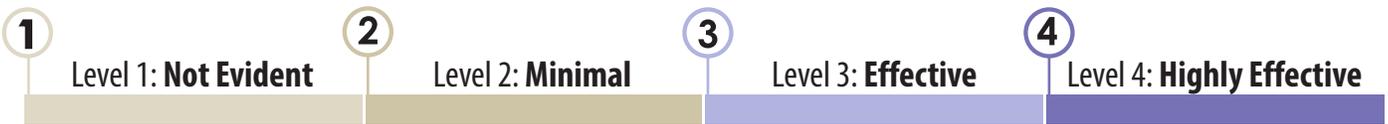
ELEMENT 1: INSTRUCTIONAL LEADERSHIP

OVERVIEW

Instructional Leadership is evident when educators unite to:

- organize resources around a shared, evidence-informed vision of student literacy,
- engage in collaborative goal setting, and
- implement and monitor strategies that meet local literacy demands that result in student and teacher growth.

SELF-ASSESSMENT TOOL INSTRUCTIONAL LEADERSHIP



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

ELEMENT 2: INSTRUCTION AND INTERVENTION

OVERVIEW

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

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

SELF-ASSESSMENT TOOL INSTRUCTION AND INTERVENTION



▼CRITICAL INDICATORS	1	2	3	4	5	6
A. Staff implements strong and consistent school-wide and classroom management routines, supports, and procedures.	1	2	3	4	5	6
B. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on multiple points of disciplinary literacy data.	1	2	3	4	5	6
C. Evidence-based curriculum and disciplinary literacy instruction includes: <ul style="list-style-type: none"> ■ explicit and systematic instruction, ■ aligned to the Utah Core Standards, ■ proper pacing, ■ adequate challenge ■ cognitive engagement strategies as developed through intentional planning using the formative process, and ■ multiple opportunities for appropriate amounts of practice. 	1	2	3	4	5	6
D. Evidence-based instructional materials (for example, texts, resources), supports, and tasks are: <ul style="list-style-type: none"> ■ appropriately challenging and supportive for all students, ■ aligned with the learning intentions and content area standards, and ■ culturally and academically relevant. 	1	2	3	4	5	6

▼CRITICAL INDICATORS	1	2	3	4	5	6
<p>E. Tier 1 literacy practices are evident and occur throughout the day across all disciplines. This includes core literacy practices such as:</p> <ul style="list-style-type: none"> ■ vocabulary knowledge, ■ cognitive strategies, ■ comprehension strategies (including reading fluency), and ■ reasoning and thinking. 	1	2	3	4	5	6
<p>F. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) literacy instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ■ evidence-based, ■ driven by student data, ■ aligned to student needs, ■ monitored, and ■ of sufficient intensity and duration to ensure student growth to close achievement gaps. 	1	2	3	4	5	6
<p>G. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.</p>	1	2	3	4	5	6
<p>H. Teacher instruction and student work aligns to the Utah Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.</p>	1	2	3	4	5	6
<p>I. Students actively engage in meaningful interactions with text in comprehensible ways in all disciplinary areas (e.g. debate, writing, reading, text-based discussions)</p>	1	2	3	4	5	6

ELEMENT 3: ASSESSMENT AND FEEDBACK

OVERVIEW

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

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

SELF-ASSESSMENT TOOL ASSESSMENT AND FEEDBACK



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

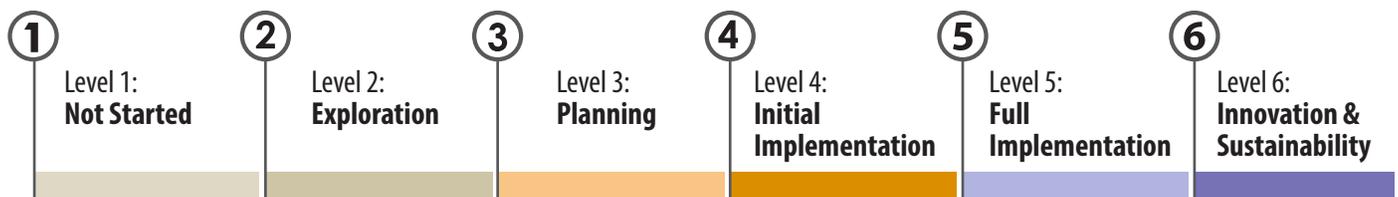
ELEMENT 4: PROFESSIONAL LEARNING

OVERVIEW

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

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

SELF-ASSESSMENT TOOL PROFESSIONAL LEARNING



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

ELEMENT 5: SUPPORTIVE CULTURE

OVERVIEW

A supportive culture reflects learning conditions that:

- meet the needs of each student,
- create a literacy rich learning environment for student learning where staff are confident in their roles and relationships, and
- promote a community culture that values trust, respect, and high expectations.

SELF-ASSESSMENT TOOL SUPPORTIVE CULTURE



▼ CRITICAL INDICATORS	1	2	3	4	5	6
A. School culture is physically and psychologically safe.	1	2	3	4	5	6
B. Administrators and educators sustain evidence-based practices over time to create lasting impact.	1	2	3	4	5	6
C. Collective teacher efficacy and high morale supports student learning.	1	2	3	4	5	6
D. Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using rigorous instructional methods.	1	2	3	4	5	6
E. Faculty and students exhibit a growth mindset and are provided support for the development of grit and perseverance.	1	2	3	4	5	6
F. Schools provide families of students served in Tier 2 and 3 with updates on their child’s progress at least a minimum of three times a year.	1	2	3	4	5	6
G. Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.	1	2	3	4	5	6
H. Schools gather stakeholder input on school climate, and identified perceptions and concerns are addressed.	1	2	3	4	5	6
I. The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy.	1	2	3	4	5	6

LINES OF EVIDENCE



LINES OF EVIDENCE

OVERVIEW

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

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

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

ELEMENT 2: INSTRUCTION AND INTERVENTION

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

ELEMENT 3: ASSESSMENT AND FEEDBACK

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

ELEMENT 4: PROFESSIONAL LEARNING

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

ELEMENT 5: SUPPORTIVE CULTURE

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

CONTINUOUS IMPROVEMENT

ELEMENT (circle one): 1 **Instructional Leadership** 2 **Instruction and Intervention** 3 **Assessment and Feedback**
4 **Professional Learning** 5 **Supportive Culture**

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

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

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ELEMENT (circle one): 1 **Instructional Leadership** 2 **Instruction and Intervention** 3 **Assessment and Feedback**
 4 **Professional Learning** 5 **Supportive Culture**

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

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	Start Date	End Date		

APPENDICES

C

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

D

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

E

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

G

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

H

Horizontal alignment Curricular alignment within a common grade level and/or discipline

L

LEA Acronym for “local education agency”

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

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

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

M

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

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

P

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

S

Stakeholders	Faculty, students, parents, and other community members involved in the school community
Success criteria	Statements that define how students will know how successful they were in achieving the learning intention

V

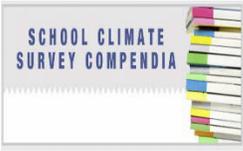
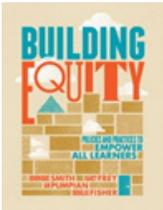
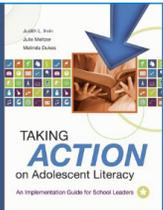
Vertical alignment	Planning curriculum across K–12 grade levels that builds on standards from one year to the next. Correct vertical alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts.
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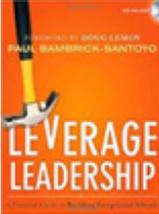
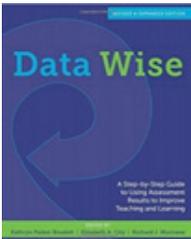
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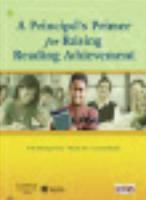
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LITERACY FRAMEWORK RESOURCES

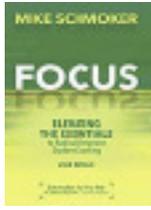
ELEMENT 1: INSTRUCTIONAL LEADERSHIP

RESOURCE COVER	A: Educational leaders create and sustain a school environment in which each student is known, accepted, trusted, and respected.
	<p>School Climate Survey Compendia. A list of school climate survey batteries compiled by ED’s National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement/school-climate-survey-compendium</p>
	<p>School Climate Improvement: Engaging School Leadership. A series of interactive online modules that help school leaders to understand data on school climate and learn how to implement improvements and interventions. ED contracted with AIR to create these modules. http://airhsdlearning.airws.org/schoolclimate1/story_html5.html?lms=1</p>
	<p>Building Equity by Smith, Frey, Fisher, Pumpian—beginning on page 192 Equity Audit http://www.ascd.org/Publications/Books/Overview/Building-Equity.aspx</p>
	<p>Turning High-Poverty Schools into High-Performing Schools by Parrett and Budge. Beginning on page 101, 112, 141, barriers to a healthy, safe, and supportive learning environment http://www.ascd.org/Publications/Books/Overview/Turning-High-Poverty-Schools-into-High-Performing-Schools.aspx</p>
RESOURCE COVER	B: Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.
	<p>Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders by Irvin, Meltzer, and Dukes—pg. 175—How to use data to improve literacy and learning http://www.ascd.org/Publications/Books/Overview/Taking-Action-on-Adolescent-Literacy.aspx</p>
	<p>Secondary School Literacy Instruction: The Content Areas by Roe, Kolodziej, Stoodt-Hill, & Burns—pg. 55–96 https://www.amazon.com/Secondary-School-Literacy-Instruction-Betty-ebook/dp/B00B7KL0D8</p>

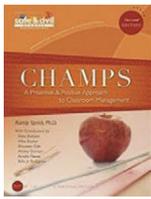
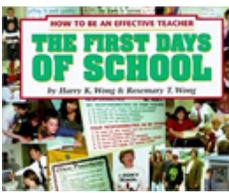
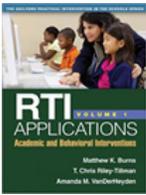
RESOURCE COVER	C: Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.
	<p><i>Coach It Further: Using the Art of Coaching to Improve School Leadership</i> by Peter DeWitt—beginning on page 103—Principals' Self-Efficacy Questionnaire https://us.corwin.com/en-us/nam/coach-it-further/book259029</p>
not applicable	<p>Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills found in the American Educational Research Journal, 48(5), 1091-1123. https://cepa.stanford.edu/sites/default/files/Grissom Loeb Principal Effectiveness AERJ.pdf</p>
RESOURCE COVER	<p>D: Educational leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.</p> <p>*D: Educational leaders sustain a culture of shared responsibility by implementing coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody shared high expectations for all students.</p>
	<p><i>Leverage Leadership</i> by Paul Bambrick Santoyo. Shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles, or “levers,” allow for consistent, transformational, and replicable growth. https://www.amazon.com/Leverage-Leadership-Practical-Building-Exceptional/dp/1118138600</p>
RESOURCE COVER	E: Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement
	<p><i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i> edited by Boudet, City, and Murnane, Harvard Education Press, 2013 https://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679</p>
	<p><i>Building Ranks: A Comprehensive Framework for Effective School Leaders</i> released by NASSP, 2018. This framework focuses on two key domains: lead learning and build culture https://www.a</p>

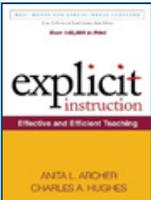
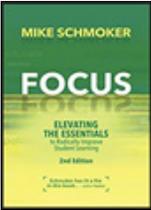
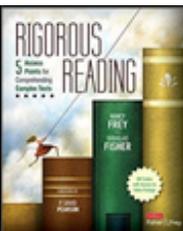
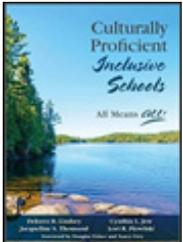
<p>RESOURCE COVER</p>	<p>F: Educational leaders develop licensed faculty and staff members’ professional literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p> <p>*F: Educational leaders develop licensed faculty and staff members’ professional disciplinary literacy knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p>
	<p><i>The School Principal as Leader: Guiding Schools to Better Teaching and Learning</i>, The Wallace Foundation, 2013. https://www.wallacefoundation.org/knowledge-center/pages/the-school-principal-as-leader-guiding-schools-to-better-teaching-and-learning.aspx</p>
	<p><i>Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders</i> by Irvin, Meltzer, and Dukes—pg. 156 suggestions for supporting new faculty and p.189–194 roles of different faculty and staff members to build capacity http://www.ascd.org/Publications/Books/Overview/Taking-Action-on-Adolescent-Literacy.aspx</p>
<p>RESOURCE COVER</p>	<p>G: Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.</p>
	<p><i>Developing Principals as Equity-Centered Instructional Leaders</i> by June Rimmer, Center for Educational Leadership, University of Washington. Available at https://capacitybuildingnetwork.org/article9/</p>
	<p><i>Equitable Access Toolkit</i> by the Center on Great Teachers and Leaders at the American Institutes for Research. https://gtlcenter.org/learning-hub/equitable-access-toolkit</p>
<p>RESOURCE COVER</p>	<p>H: Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.</p> <p>*H: Educational leaders acquire expertise in disciplinary literacy, continue to stay current, and demonstrate student results in disciplinary literacy outcomes.</p>
	<p><i>A Principal's Primer for Raising Reading Achievement</i> by Montgomery, Ilk, and Moats p. 125 funding to-do list http://store.voyagersopris.com/a-principals-primer-for-raising-reading-achievement/ Shanahan on Literacy Blog by Dr. Tim Shanahan http://shanahanonliteracy.com/</p>

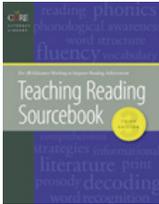
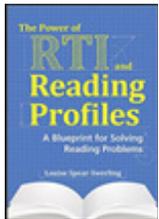
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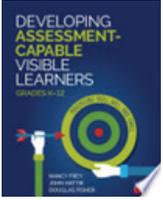
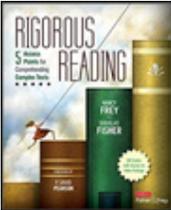
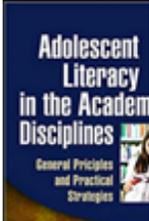
<p>RESOURCE COVER</p>	<p>H: Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.</p> <p>*H: Educational leaders acquire expertise in disciplinary literacy, continue to stay current, and demonstrate student results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

ELEMENT 2: INSTRUCTIONAL AND INTERVENTION

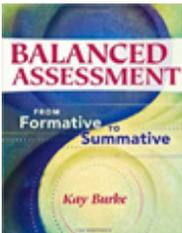
<p>RESOURCE COVER</p>	<p>A: Staff implements strong and consistent school wide and classroom management routines, supports, and procedures.</p>
	<p>CHAMPS: A Proactive and Positive Approach to Classroom Management by Randy Sprick (Safe and Civil Schools)</p> <p>https://www.ancorapublishing.com/product/champs/</p>
	<p>The First Days of School: How to be an Effective Teacher by Harry Wong</p> <p>https://www.amazon.com/First-Days-School-Effective-Teacher/dp/0962936022</p>
<p>RESOURCE COVER</p>	<p>B: Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.</p> <p>*B: Educators tailor instruction, interventions, and extensions to meet the needs of each student based on multiple points of disciplinary literacy data.</p>
	<p>RTI Applications: Academic and Behavioral Interventions Vol. 1 by Burns, Riley-Tillman, and VanDerHeyden—pgs. 1-35, 46-59, 83-110, 121-141, 186-199</p> <p>https://www.amazon.com/RTI-Applications-Behavioral-Interventions-Intervention/dp/1462503543</p>
	<p>RTI Applications: Assessment, Analysis, and Decision Making Vol. 2 by Riley-Tillman, Burns, and Gibbons</p> <p>https://www.amazon.com/RTI-Applications-Assessment-Practical-Intervention/dp/1462509142/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=NSQ4VT2ZXAYY5RWY2TE5</p>

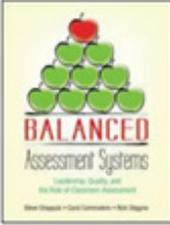
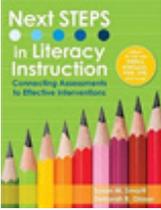
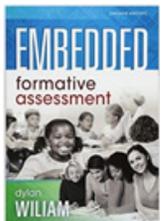
<p style="text-align: center;">RESOURCE COVER</p>	<p>C: Evidence-based curriculum and literacy instruction includes:</p> <ul style="list-style-type: none"> ■ explicit and systematic instruction, ■ proper pacing, ■ adequate challenge, and ■ cognitive engagement strategies as demonstrated through planning, preparation, and observation. <p>*C: Evidence-based curriculum and disciplinary literacy instruction includes:</p> <ul style="list-style-type: none"> ■ explicit and systematic instruction, ■ alignment to the Utah Core Standards ■ proper pacing,adequate challenge, ■ cognitive engagement strategies as developed through intentional planning using the formative process, and ■ multiple opportunities for appropriate amounts of practice
	<p>Explicit Instruction: Effective and Efficient by Archer and Hughes https://www.guilford.com/books/Explicit-Instruction/Archer-Hughes/9781609180416</p>
	<p>Focus: Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker http://www.ascd.org/Publications/Books/Overview/Focus-Elevating-the-Essentials-to-Radically-Improve-Student-Learning-2nd-Edition.aspx</p>
<p style="text-align: center;">RESOURCE COVER</p>	<p>D: Evidence-based instructional materials (for example, texts, resources), supports, and tasks are:</p> <ul style="list-style-type: none"> ■ appropriately challenging and supportive for all students, ■ aligned with the learning intentions and content area standards, and ■ culturally and academically relevant.
	<p>Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey https://www.amazon.com/Rigorous-Reading-Comprehending-Complex-Literacy/dp/1452268134</p>
	<p>Culturally Proficient Inclusive Schools by Lindsay, Thousand, Jew, and Piowlski https://us.corwin.com/en-us/nam/culturally-proficient-inclusive-schools/book253394</p> <p>USBE Tiered Program List https://www.schools.utah.gov/curr/elaelementary?mid=1124&tid=4</p>

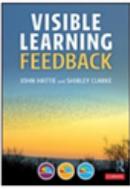
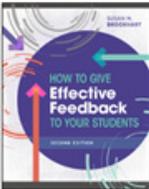
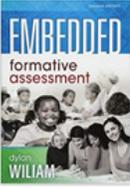
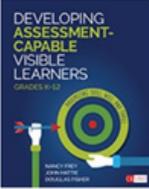
<p style="text-align: center;">RESOURCE COVER</p>	<p>E: The daily schedule includes a minimum of 120 minutes (protected time) across the school day for Tier 1 universal core literacy components (i.e., phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole and small group differentiated instruction and content integration, (e.g., math, science, social studies, fine arts, health).</p> <p>*E: Tier 1 literacy practices are evident and occur throughout the day across all disciplines. This includes core literacy practices such as:</p> <ul style="list-style-type: none"> ■ vocabulary knowledge ■ cognitive strategies ■ comprehension strategies (including reading fluency) ■ reasoning and thinking.
	<p>Teaching Reading Sourcebook (3rd Edition) by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/</p>
<p style="text-align: center;">RESOURCE COVER</p>	<p>F: Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ■ evidence-based, ■ driven by student data, ■ aligned to student needs, ■ monitored, and ■ of sufficient intensity and duration to ensure student growth that closes the achievement gap. <p>*F: Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually- responsive) literacy instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ■ evidence-based, ■ driven by student data, ■ aligned to student needs, ■ monitored, and ■ of sufficient intensity and duration to ensure student growth to close achievement gap
	<p>The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems by Louise Spear-Swerling https://products.brookespublishing.com/The-Power-of-RTI-and-Reading-Profiles-P812.aspx</p>
	<p>Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention by Douglas Fisher and Nancy Frey http://www.ascd.org/Publications/Books/Overview/Enhancing-RTI.aspx</p>

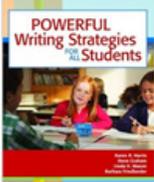
<p>RESOURCE COVER</p>	<p>G: Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.</p>
	<p><i>Developing Assessment Capable Visible Learners</i> by Frey, Hattie, and Fisher https://us.corwin.com/en-us/nam/developing-assessment-capable-visible-learners-grades-k-12/book258027</p>
<p>RESOURCE COVER</p>	<p>H: Teacher instruction and student work aligns to the Utah Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.</p>
	<p><i>Core Standards for English Language Arts (ELAs) and Literacy in History/Social Studies, Science, and Technical Subjects</i> https://www.schools.utah.gov/curr/elaelementary?mid=1124&tid=1</p>
<p>RESOURCE COVER</p>	<p>*I: Students actively engage in meaningful interactions with text in comprehensible ways in all disciplinary areas (for example, debate, writing, reading, text-based discussions)</p>
	<p><i>Rigorous Reading: 5 Access Points for Comprehending Complex Texts</i> by Fisher and Frey https://www.amazon.com/Rigorous-Reading-Comprehending-Complex-Literacy/dp/1452268134</p>
	<p><i>Adolescent Literacy in the Academic Disciplines</i> edited by Jetton and Shanahan https://www.guilford.com/books/Adolescent-Literacy-in-the-Academic-Disciplines/Jetton-Shanahan/9781462502806</p>

ELEMENT 3: ASSESSMENT AND FEEDBACK

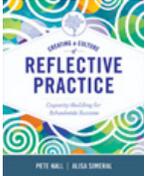
<p>RESOURCE COVER</p>	<p>A: Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).</p> <p>*A: Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment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

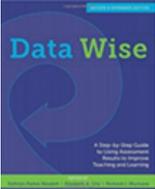
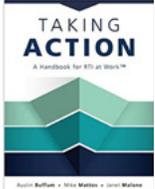
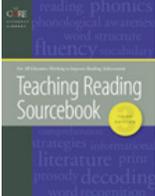
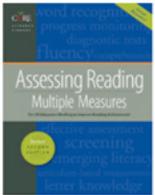
<p>RESOURCE COVER</p>	<p>A: Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).</p> <p>*A: Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning</p>
	<p>Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment by Steve Chappuis, Carol Commodore, & Rick Stiggins</p> <p>https://resources.corwin.com/chappuisbalancedassessment</p>
<p>RESOURCE COVER</p>	<p>B: Trained personnel administer diagnostic assessments.</p> <p>*B: Based on an initial screening, trained personnel administer diagnostic assessments when necessary.</p>
	<p>CORE Assessing Reading: Multiple Measures by Linda Diamond and B. J. Thorsnes</p> <p>https://www.amazon.com/Assessing-Multiple-Measures-Literacy-Training/dp/1634022432/ref=sr_1_2?crd=2V1RWJQCE1SAK&keywords=assessing+reading+multiple+measures+2nd+edition&qid=1556551257&s=books&prefix=assessing-reading-multiple-measures-2nd-edition%2F%2Cstripbooks%2C255&sr=1-2</p>
	<p>Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions by Susan Smartt and Deborah Glaser</p> <p>https://www.amazon.com/Next-STEPS-Literacy-Instruction-Interventions/dp/159857096X</p>
<p>RESOURCE COVER</p>	<p>C: Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson deliver, and intervention/extension.</p>
	<p>ATLAS: Learning from Student Work Protocol by School Reform Initiative</p> <p>https://www.schoolreforminitiative.org/download/atlas-learning-from-student-work-protocol/</p>
<p>RESOURCE COVER</p>	<p>D: Trained teachers or personnel appropriately progress monitor students.</p> <p>*D: Teachers monitor the progress of students.</p>
	<p>Embedded Formative Assessment by Dylan Wiliam</p> <p>https://www.</p>

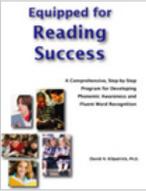
<p>RESOURCE COVER</p>	<p>D: Trained teachers or personnel appropriately progress monitor students. *D: Teachers monitor the progress of students.</p>
<p>not applicable</p>	<p><i>Progress Monitoring with Acadience Reading</i> by Dynamic Measurement Group https://acadiencelarning.org/papers/ProgressMonitoringGuidelines.pdf</p>
<p>RESOURCE COVER</p>	<p>E: Assessments are aligned to learning intentions, success criteria, and grade level standards. *E: Assessments align to learning intentions, success criteria, and grade level standards.</p>
	<p><i>Formative Assessment and Standards-Based Grading</i> by Robert Marzano https://www.amazon.com/Formative-Assessment-Standards-Based-Grading-Strategies/dp/0982259220/ref=sr_1_1?ie=UTF8&qid=1550691509&sr=8-1&keywords=formative+assessment+and+standards+based+grading</p>
<p>RESOURCE COVER</p>	<p>F: Teachers provide targeted feedback to students on their current level of growth and proficiency</p>
	<p><i>Visible Learning Feedback</i> by John Hattie and Shirley https://us.corwin.com/en-us/nam/visible-learning-feedback/book267333#description</p>
	<p><i>How to Give Effective Feedback to Your Students</i> by Susan Brookhart http://www.ascd.org/Publications/Books/Overview/How-to-Give-Effective-Feedback-to-Your-Students-2nd-Edition.aspx</p>
<p>RESOURCE COVER</p>	<p>G: Educators engage students in monitoring and assessing their own learning in relation to the success criteria. *G: Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.</p>
	<p><i>Embedded Formative Assessment</i> by Dylan Wiliam https://www.amazon.com/Formative-Assessment-Strategies-Classroom-Engagement/dp/1945349220/ref=sr_1_1?ie=UTF8&qid=1550691405&sr=8-1&keywords=embedded+formative+assessment+by+dylan+wiliam</p>
	<p><i>Developing Assessment-Capable Visible Learners</i> by Nancy Frey, John Hattie, and Doug Fisher https://us.corwin.com/en-us/nam/developing-assessment-capable-visible-learners-grades-k-12/book258027</p>

RESOURCE COVER	<p>G: Educators engage students in monitoring and assessing their own learning in relation to the success criteria.</p> <p>*G: Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.</p>
	<p><i>Powerful Writing Strategies for All Students</i> by Karen Harris, Steve Graham, Linda Mason, and Barbara Friedlander</p> <p>https://www.amazon.com/Powerful-Writing-Strategies-All-Students/dp/1557667055</p>

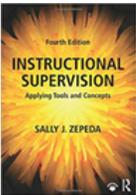
ELEMENT 4: PROFESSIONAL LEARNING

RESOURCE COVER	<p>A: Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.</p>
	<p><i>Cultures Built to Last: Systemic PLCs at Work</i> by Richard DuFour and Michael Fullan, Solution Tree Press, 2013</p> <p>https://www.amazon.com/Cultures-Built-Last-Systemic-Improvement/dp/1936764741/ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1ref=sr_1_1?keywords=cultures+built+to+last&qid=1556551589&s=gateway&sr=8-1</p>
	<p><i>Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success</i> by Pete Hall and Alisa Simeral, Association for Supervision & Curriculum Development, 2017</p> <p>http://www.ascd.org/Publications/Books/Overview/Creating-a-Culture-of-Reflective-Practice.aspx</p>
RESOURCE COVER	<p>B: Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303.</p>
	<p><i>Utah Educational Leader Standards</i></p> <p>https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644</p>
	<p><i>Utah Effective Teaching Standards</i></p> <p>https://www.schools.utah.gov/file/e2c4a21d-853c-4de0-963c-ad4aff0f59a3</p>

<p>RESOURCE COVER</p>	<p>C: Professional learning focuses on the implementation of the Utah Core English Language Arts standards across the content areas such as mathematics, science, social studies, fine arts, and health.</p> <p>*C: Professional learning incorporates reading, writing, speaking, and listening to support disciplinary literacy across all content areas as described in the Utah Core for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.</p>
	<p>Utah Core Standards https://schools.utah.gov/curr/elaelementary?mid=1124&tid=1</p>
<p>RESOURCE COVER</p>	<p>D: Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>*D: Professional learning is developed, designed, implemented, and evaluated using evidence-based research and data from a variety of sources (for example, student educator and/or system level).</p>
	<p>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning edited by Boudet, City, and Murnane, Harvard Education Press, 2013 https://www.amazon.com/Data-Wise-Step-Step-Assessment/dp/1891792679</p>
	<p>National Center for Intensive Intervention https://intensiveintervention.org/ Taking Action: A Handbook for RTI at Work™ (How to Implement Response to Intervention in Your School) by Buffum, Mattos, and Malone, Solution Tree Press, 2017 https://www.amazon.com/Taking-Action-Handbook-Implement-Intervention/dp/1942496176</p>
<p>RESOURCE COVER</p>	<p>E: Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy.</p>
	<p>Teaching Reading Sourcebook (3rd Edition) by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/</p>
	<p>Assessing Reading Multiple Measures (2nd Edition) by Consortium for Reading Excellence (CORE) https://www.corelearn.com/publications/</p>

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

RESOURCE COVER	<p>F: Individuals and collaborative teams engage in targeted opportunities to receive literacy learning through observation, instructional coaching, peer mentoring, and teacher leaders.</p> <p>*F: Individuals and collaborative teams engage in targeted opportunities for learning through classroom observations, instructional coaching, and peer mentoring.</p>
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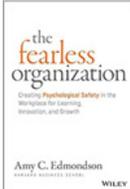
	<p><i>Instructional Supervision</i> by Sally Zepeda, Routledge, 2017 https://www.amazon.com/Instructional-Supervision-Sally-J-Zepeda/dp/1138649341/ref=pd_lpo_sbs_14_img_0?encoding=UTF8&psc=1&refRID=7H91Z93Y22ESZWV53SE0</p>
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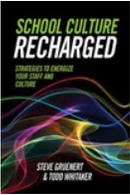
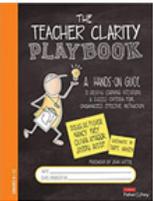
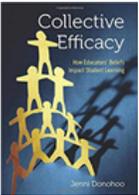
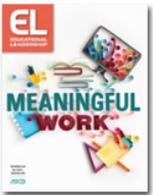
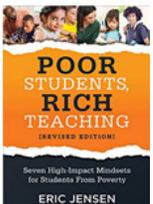
	<p><i>High Impact Instruction</i> by Jim Knight, Corwin, 2012 https://us.corwin.com/en-us/nam/high-impact-instruction/book234377</p>
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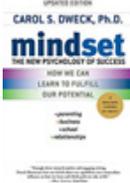
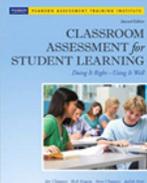
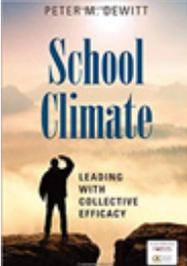
RESOURCE COVER	<p>G: Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.</p> <p>*G: Professional learning opportunities provide time to develop coherent curriculum. Collaborative teams work to ensure curriculum is horizontally and vertically aligned.</p>
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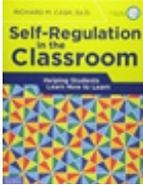
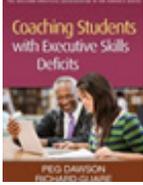
	<p><i>Revisiting Professional Learning Communities at Work</i> by Dufour, DuFour and Eaker, Solution Tree Press, 2008 https://www.amazon.com/Revisiting-Professional-Learning-Communities-Work/dp/1934009385/</p>
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ELEMENT 5: SUPPORTIVE CULTURE

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

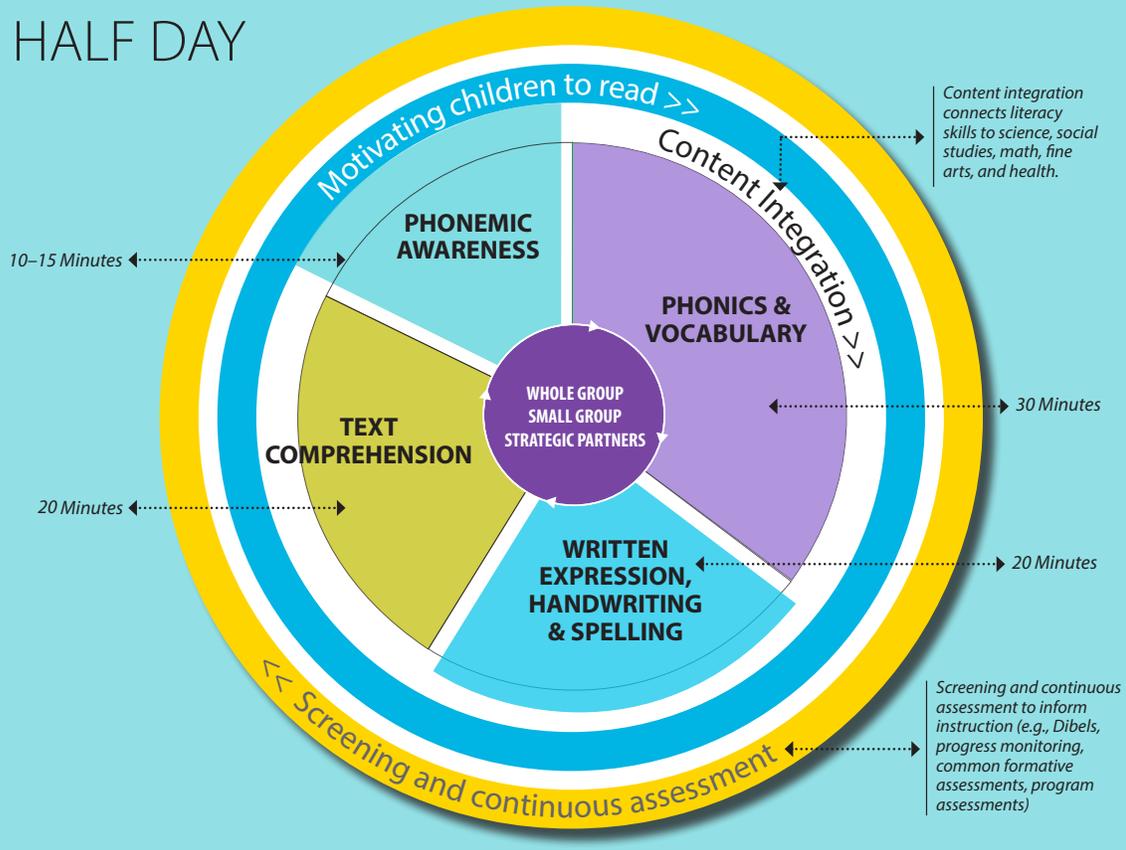
RESOURCE COVER	A: School culture is physically and psychologically safe.
	<p>School Culture Recharged: Strategies to Energize Your Staff and Culture by Steve Gruenert and Todd Whitaker https://www.amazon.com/School-Culture-Recharged-Strategies-Energize/dp/1416623450</p>
RESOURCE COVER	<p>B: Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.</p> <p>*B: Administrators and educators sustain evidence-based practices over time to create lasting impact.</p>
	<p>The Teacher Clarity Playbook, Grades K–12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction by Fisher, Frey, Amador, and Asoff https://www.amazon.com/154433981X-9781544339818-Teacher-Playbook-Spiral-bound/dp/B07KRZ8WR1/ref=sr_1_1?keywords=learning+intentions+and+success+criteria&qid=1556551774&s=books&sr=1-1-spell</p>
RESOURCE COVER	C: Collective teacher efficacy and high morale support student learning.
	<p>Collective Efficacy: How Educators' Beliefs Impact Student Learning by Jenni Donohoo https://www.amazon.com/Collective-Efficacy-Educators%E2%80%B2-Beliefs-Learning/dp/1506356494/ref=pd_lpo_sbs_14_img_1?encoding=UTF8&psc=1&refRID=V38VCVM46KH9GF9DHKJF</p>
RESOURCE COVER	D: Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using rigorous instructional methods.
	<p>High Expectations for All by Marzano (available online) http://www.ascd.org/publications/educational-leadership/sept10/vol68/num01/High-Expectations-for-All.aspx</p>
	<p>Poor Students, Rich Teaching: Seven High-Impact Mindsets for Students from Poverty by Eric Jensen https://www.amazon.com/Poor-Students-Rich-Teaching-High-Impact/dp/1947604635</p>

<p>RESOURCE COVER</p>	<p>E: Faculty and students exhibit a growth mindset that supports the development of grit and perseverance.</p> <p>*E: Faculty and students exhibit a growth mindset and are provided support for the development of grit and perseverance.</p>
	<p><i>Mindset: The New Psychology of Success</i> by Carol Dweck https://www.amazon.com/Mindset-Psychology-Carol-S-Dweck/dp/0345472322/</p>
	<p><i>Grit: The Power of Passion and Perseverance</i> by Angela Duckworth https://www.amazon.com/Grit-Passion-Perseverance-Angela-Duckworth/dp/1501111108</p>
<p>RESOURCE COVER</p>	<p>F: Schools provide families of students being served in Tier II and III with updates on their child's progress at least six times a year.</p> <p>*F: Schools provide families of students served in Tier 2 and 3 with updates on their child's progress at least a minimum of three times a year.</p>
	<p><i>Classroom Assessment for Student Learning: Doing It Right—Using It Well</i> by Stiggins, Arter, Chappuis, and Chappuis (Chapter 12: Conferences About and with Students) https://www.amazon.com/Classroom-Assessment-Student-Learning-Institute/dp/0132685884/</p>
<p>not applicable</p>	<p><i>Tips for Administrators, Teachers, and Families: How to Share Data Effectively</i> published by Harvard Family Research Project (available online) https://globalfrp.org/content/download/102/695/file/7-DataSharingTipSheets-HarvardFamilyResearchProject(2).pdf</p>
<p>not applicable</p>	<p><i>Building Parent-Teacher Relationships</i> by the American Federation for Teachers (available online) http://www.readingrockets.org/article/building-parent-teacher-relationships</p>
<p>RESOURCE COVER</p>	<p>G: Schools meaningfully engage stakeholders, communicate student literacy goals, and collaborate to meet desired outcomes.</p> <p>*G: Schools communicate student literacy goals, collaborate to meet desired outcomes, and meaningfully engage stakeholders.</p>
	<p><i>School Climate: Leading with Collective Efficacy</i> by Peter Dewitt https://www.amazon.com/School-Climate-Leading-Collective-Efficacy/dp/1506385990/</p>

<p>RESOURCE COVER</p>	<p>H: Schools gather stakeholder input on school climate, and perceptions and concerns are addressed.</p> <p>*H: Schools gather stakeholder input on school climate, and identified perceptions and concerns are addressed.</p>
	<p>Measuring School Climate resources available from the National School Climate Center https://www.schoolclimate.org/services/measuring-school-climate-csci</p>
<p>RESOURCE COVER</p>	<p>I: The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy.</p> <p>*I: The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/collective efficacy.</p>
	<p>Self-Regulation in the Classroom: Helping Students Learn How to Learn by Richard Cash https://www.amazon.com/Self-Regulation-Classroom-Helping-Students-Learn/dp/1631980327</p>
	<p>Coaching Students with Executive Skills Deficits available from The Guilford Practical Intervention Series https://www.amazon.com/Coaching-Students-Executive-Practical-Intervention/dp/1462503756/</p>

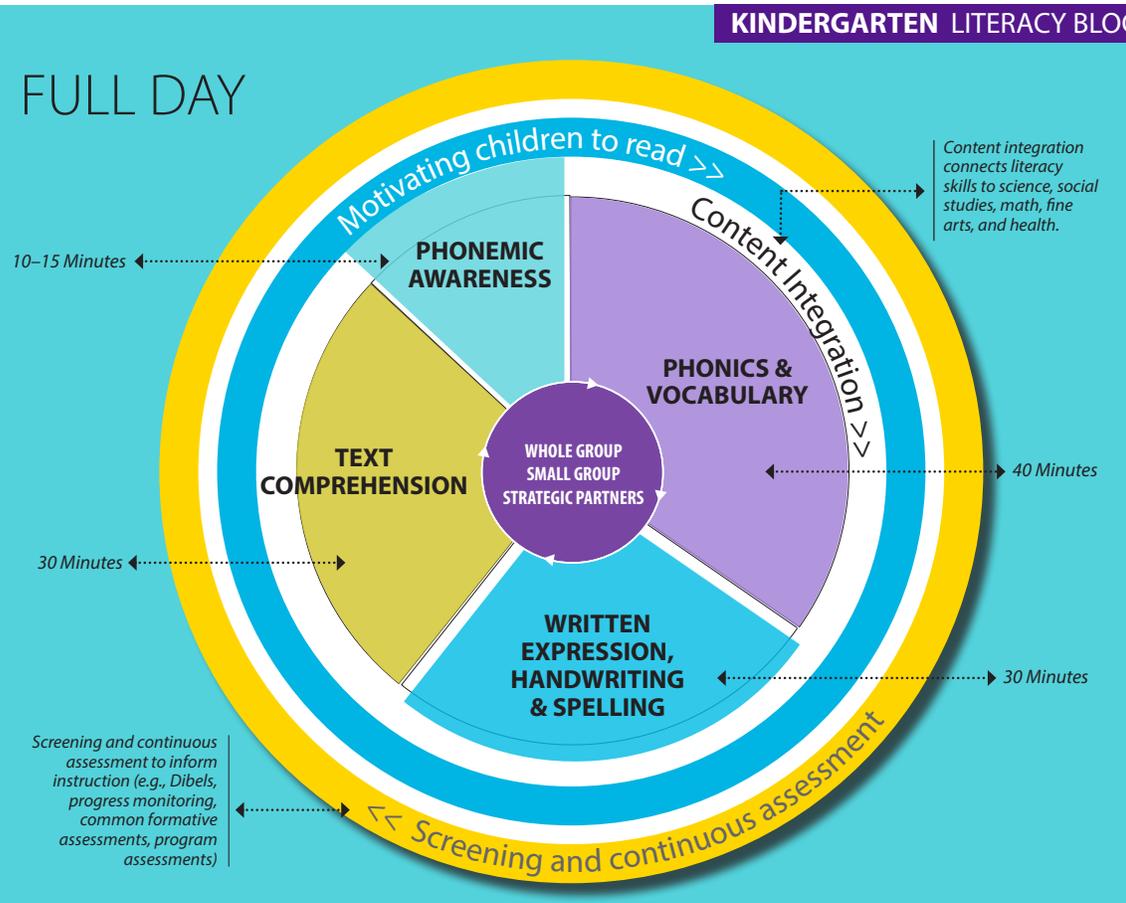
KINDERGARTEN LITERACY BLOCK

HALF DAY

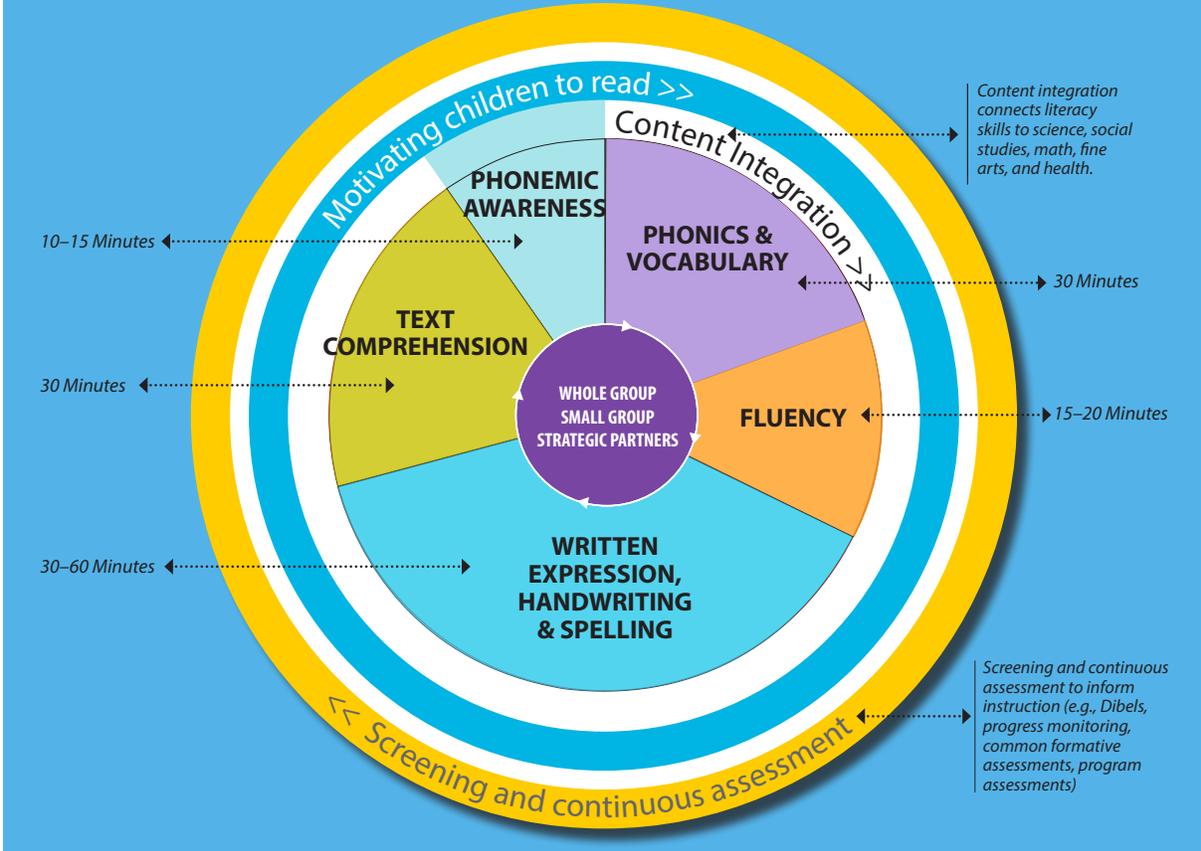


KINDERGARTEN LITERACY BLOCK

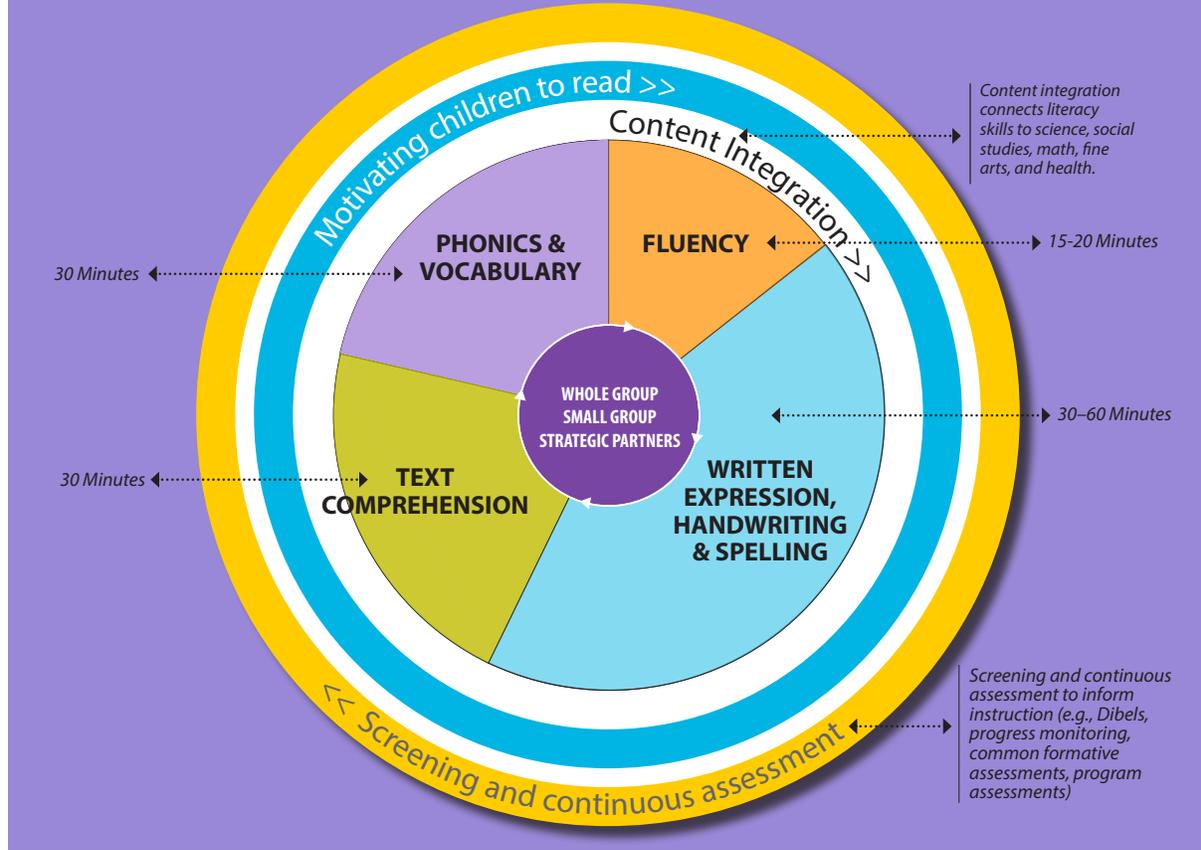
FULL DAY



GRADE 1 LITERACY BLOCK



GRADES 2-6 LITERACY BLOCK





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State Superintendent of Public Instruction