

Chapter 6: Instructional Leadership

ENDURING UNDERSTANDING

The effect of leadership practice on student learning in schools has been extensively studied and found to make a difference in the achievement of students (Murray, 2004). In *Becoming a Nation of Readers: The Report of the Commission on Reading*, the authors describe schools that are especially effective in teaching children to read as “characterized by vigorous instruction leadership” (Anderson, Hiebert, Scott, & Wilkinson 1985, p.112). This leadership is reflected in the instructional leader’s influence on the schoolwide learning climate. Murray (2004) reports that leadership can be examined from four major dimensions:

1. Developing and communicating mission and goals, continuously.
2. Managing the educational framework (i.e., promoting, supervising, and evaluating quality instruction; allocating and protecting instructional time; coordinating the curriculum; and monitoring student progress).
3. Promoting an academic learning climate that includes high expectations, maintaining high visibility, providing incentives for teachers and students, and promoting professional development.
4. Developing a supportive, safe, and orderly work and learning environment that is sustained and promoted by staff collaboration, securing outside resources to support school goals, and forging partnerships between the home, school, and community.

It is not one single factor, but the combination of a coordinated and pervasive use of these factors that makes the significant difference in improving the literacy achievement level in a school and the concomitant school effectiveness. Just as it requires a combination of factors to positively affect student learning, it also requires a distributive leadership model to impact the learning within a school. As school leaders provide professional learning opportunities for teachers and staff that engage them in authentic learning opportunities to solve instructional problems, they will build professional learning communities that distribute responsibility for student and instructional improvement. The collaborative efforts of staff and parents working together to ensure that ALL students are successful create a synergy of energy and commitment to the learning goals of a school that are greater than those of any individual.

DEFINITION

Effective literacy leaders are described as:

- Working collaboratively with staff and parents to establish a clear and public literacy vision and mission for the school to nurture and sustain a school culture and instructional program conducive to student learning and ongoing professional growth.
- Encouraging staff to have high expectations for ALL students, since reading is a key predictor of achievement in mathematics and science and the global information economy requires today’s youth to have far more advanced literacy skills than those required of any other generation.

- Promoting teacher responsibility and accountability for student learning by applying appropriate, but relentless, pressure to improve literacy achievement.
- Providing knowledge, commitment, guidance, and support to ensure that effective reading instruction and interventions designed to meet standards are implemented for ALL students.
- Creating an environment of inquiry based on data related to learning needs, performance, and conditions supporting learning.
- Challenging staff to reevaluate and reflect upon previously held as well as current belief systems.
- Aligning resources, such as people, money, and time, with learning improvement goals, such as building extensive school/classroom libraries that include expository and narrative texts of varying levels of difficulty.
- Recognizing the importance of student engagement as an intrinsic motivator, utilizing such strategies as extended discussion of text meaning and interpretation in all classroom instruction.

FOCUS

State Level

The Delaware Department of Education sets policies that support literacy achievement and collaborates with institutions of higher education regarding pre-service instruction for teachers. The Department of Education defines literacy through clearly articulated standards (GLEs for reading, writing, speaking, listening, and viewing) and defines their growth through standards-aligned assessment (Delaware State Assessment).

District Level

School districts create the environments in which reform initiatives can succeed. The district's leadership should make well-considered decisions to support the goals of their School Success Plan, utilizing the *Delaware Literacy Resource Guide* as a tool to assist in setting goals and objectives. To lead the district toward a comprehensive literacy plan and professional development to support its implementation, districts are encouraged to build School/District Literacy Leadership Teams. These teams should be composed of representatives from the elementary, middle, and high schools in addition to district-level leadership, parents, and community partnerships. The District Literacy Leadership Teams are formed as districts align their efforts towards implementing the *Delaware Literacy Resource Guide*. All levels of literacy leadership (i.e., school boards, district administrators, Systemic Change Agents, Reading Specialists, District Literacy Leadership Teams, school Professional Learning Communities, school/library media specialists, and building leaders) will provide the momentum and the resources for change.

Components of Instructional Leadership

Effective Instructional Leadership entails the following elements:

- ♦ ***A Supportive Environment*** for teachers and students in relation to teaching and learning as well as a respect for the knowledge and culture that all bring to school.
- ♦ ***An Academically Oriented Atmosphere*** where students and teachers experience success which promotes a positive environment.
- ♦ ***The Integration of Literacy Skills*** with other core subjects, thereby creating broad reading of text with explicit instruction on how to comprehend and learn from those texts.
- ♦ ***Distributive Leadership*** across grade levels and throughout the school.
- ♦ ***Evaluation of Progress*** made toward district literacy goals by monitoring and providing feedback on district and school improvement, utilizing a comprehensive assessment and data management plan.
- ♦ ***Use of Data*** to inform decisions to plan and evaluate the impact of professional development.
- ♦ ***Utilization of Backward Mapping*** from outcome goals so that the goals and strategies for each grade level are clear and attainable.
- ♦ ***Promotion of Differentiated Instruction*** in all subjects and grade levels throughout the school.

Instructional Leadership K–12 Self-Assessment Tool

Goals of Instructional Leadership

1. Lead, manage, and build a learning community focused on all students learning to read.
2. Include directors, supervisors, principals, reading coaches/cadre, and a leadership team.
3. Develop the literacy skills of all students by focusing on reading, writing, oral language, listening, and viewing.

Components of Instructional Leadership

- A. Leadership Team** – The leadership team is composed of administrators and teachers charged with developing and communicating a literacy plan to all stakeholders within a school and community. This plan is created for all students based on student needs as indicated by data. The team serves as a representative group that is responsible for developing, communicating, and implementing a literacy plan across grade levels and content areas. The team monitors the progress of the literacy plan as it unfolds and makes recommendations for adjustments deemed necessary.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	An effective leadership team includes the principal, teachers from each grade level and/or content area, representatives from special education, specialists/teachers of English Language Learners, and other designated individuals. Currently, our team	includes the principal, teachers from each grade level and/or content area, representatives from special education, specialists/teachers of English Language Learners, and other designated individuals..	includes most of the members.	does not exist as a team.	
2	An effective leadership team writes the literacy plan as a group and reaches consensus with the stakeholders. Currently, our team	writes the plan as a group and reaches consensus from the stakeholders.	writes the plan as a group but does not reach consensus from the stakeholders.	does not write the literacy plan as a group.	
3	An effective leadership team develops and implements the plan to increase knowledge about and access to literacy in the community served by the school. Currently, our team	develops and implements the plan.	develops but does not implement the plan.	does not develop or implement the plan.	
5	An effective leadership team schedules and holds regular meetings to discuss schoolwide progress in the literacy program. Currently, our team	schedules and holds meetings on a regular basis.	schedules meetings but not on a regular basis.	does not schedule meetings.	
7	An effective leadership team communicates the literacy plan and progress reports to the district, staff, and parents within the school community. Currently, our team	routinely communicates the literacy plan and progress reports.	occasionally communicates parts of the literacy plan and/or progress reports.	does not communicate the literacy plan or progress reports.	
8	An effective leadership team evaluates data and recommends action based on the data. Currently, our team	evaluates data and recommends action based on the data.	evaluates data or recommends action that is not based on data.	does not evaluate data or recommend action based on the data.	
9	An effective leadership team coordinates its work with the School Success Team (Schoolwide Leadership Team or School Improvement Team). Currently our team	communicates on a regular basis with the School Success Team.	Inconsistently communicates with the School Success Team.	does not communicate with the School Success Team.	

B. Principal As the Instructional Leader – The principal is the instructional leader of the comprehensive literacy program and works closely with the literacy team. The principal plays a vital role in coordinating and evaluating the elements of the literacy plan and monitoring and evaluating the literacy plan in the classrooms.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
10	The principal instructional leader involves staff in the process of refining the core literacy curriculum. Currently, our instructional leader	routinely involves staff in the process of refining the core literacy curriculum.	occasionally involves staff in the process of refining the core literacy curriculum.	does not involve staff in the process of refining the core literacy curriculum.	
11	The principal instructional leader promotes the integration of literacy skills (i.e., comprehension, vocabulary, writing) in the core content curricula. Currently our instructional leader	routinely promotes the integration of literacy skills into all content subjects.	inconsistently promotes the integration of literacy skills into all content subjects.	does not promote the integration of literacy skills into all content subjects.	
12	The principal instructional leader plays an active role in the development of the school's literacy program, e.g., attends professional development to gain knowledge of literacy programs and interventions, assessment techniques, and data utilization. Currently, our instructional leader	routinely plays an active role in the development of plan of action.	occasionally plays an active role in the development of plan of action.	does not play an active role in the development of plan of action.	
13	The principal instructional leader establishes an infrastructure that supports teachers working in both vertical and horizontal teams to allow for collaboration and more consistent and coordinated instruction and professional development. Currently, our instructional leader	establishes a strong infrastructure that supports teachers.	establishes an infrastructure that allows for some collaboration, consistency, coordinated instruction, and professional development.	does not establish this infrastructure for teachers.	
14	The principal instructional leader communicates expectations for what must be in place to have a successful program. Currently, our instructional leader	clearly communicates expectations for a successful program.	inconsistently communicates expectations for a successful program.	does not communicate expectations for a successful program.	
15	The principal instructional leader monitors classrooms during literacy instruction to observe the instruction of critical literacy skills and establish model classrooms. Currently, our instructional leader	routinely visits classrooms to observe instruction of critical literacy skills.	occasionally visits classrooms to observe instruction of critical literacy skills.	does not visit classrooms to observe instruction of critical literacy skills.	
16	The principal instructional leader provides constructive feedback, utilizing a structured procedure, to teachers on classroom visits and observations. Currently, our instructional leader	routinely provides feedback, utilizing a structured procedure.	occasionally provides feedback, utilizing a structured procedure.	does not provide feedback, utilizing a structured procedure.	
17	The principal instructional leader focuses on systematic and explicit instruction and student engagement during whole group and needs-based group visits and observations. Currently, our instructional leader	routinely focuses on systematic and explicit instruction and student engagement during whole group and needs-based group visits and observations.	occasionally focuses on systematic and explicit instruction and student engagement during whole group and needs-based group visits and observations.	does not focus on systematic and explicit instruction and student engagement during whole group and needs-based group visits and observations.	
18	The principal instructional leader examines progress monitoring assessment data frequently. Currently, our instructional leader	routinely examines progress monitoring assessment data.	occasionally examines progress monitoring assessment data.	does not examine progress monitoring assessment data.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
19	The principal instructional leader works collaboratively with teachers to create instructional plans, based on data, in response to problems of inadequate student performance or inadequate content coverage. Currently, our instructional leader	routinely works collaboratively with teachers to create instructional plans.	occasionally works collaboratively with teachers to create instructional plans.	does not work collaboratively with teachers to create instructional plans.	
20	The principal instructional leader follows up to ensure that instructional plans are implemented in a timely and effective manner. Currently, our instructional leader	routinely follows up on instructional plan implementation.	occasionally follows up on instructional plan implementation.	does not follow up on instructional plan implementation.	
21	The principal instructional leader communicates the role of all literacy personnel (i.e., literacy coach, reading specialist, paraprofessional) to all staff and demonstrates support for those positions. Currently our instructional leader	communicates the role of all literacy personnel to all staff.	communicates the role of some of the literacy personnel to staff.	does not communicate the role of all literacy personnel to staff.	
22	The principal instructional leader establishes a strong link between the Delaware ELA Standards, the core literacy curriculum, and intervention programs. Currently, our instructional leader	establishes a strong, comprehensive link.	establishes a partial link.	does not establish a link.	
23	The principal instructional leader identifies and obtains additional resources, as needed, for the literacy program. Currently, our instructional leader	identifies and obtains additional resources.	identifies but does not obtain additional resources.	does not identify or obtain additional resources.	
24	The principal instructional leader supports and works closely with the literacy instructional leader. Currently, our instructional leader	supports and works closely with the literacy instructional leader.	occasionally supports or works closely with the literacy instructional leader.	does not support or work closely with the literacy instructional leader.	
25	The principal or instructional leader ensures fidelity to the Delaware Content ELA Standards, the school, and district plans. Currently, our instructional leader	routinely ensures fidelity to the standards and school and district plans.	ensures fidelity to either the standards or the school and district plans.	does not ensure fidelity to the standards or school or district plans.	
26	The principal or instructional leader attends curriculum content related district and state meetings. Currently, our instructional leader	routinely attends curriculum content related meetings.	occasionally attends curriculum content related meetings.	rarely attends curriculum content related meetings.	

C. Literacy Instructional Leader (i.e., Literacy Coach, Systemic Change Agent, or Reading Specialist) – The literacy instructional leader, who serves as the “expert” in the field of literacy, is an integral part of the comprehensive literacy program. The literacy instructional leader works shoulder-to-shoulder with the principal and the instructional staff to ensure fidelity to the literacy plan. In addition, the literacy instructional leader ensures that quality professional development is delivered to the staff both inside and outside of the classroom based on student data and classroom visitations. The criteria for selection of the literacy instructional leader focuses on an extensive background in literacy instruction and the ability to provide high-quality assistance to the teachers in the classroom through professional development, observation, modeling, and guided feedback. The role of the literacy instructional leader must be clearly communicated to everyone in the school community.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
27	The literacy instructional leader understands the role of the literacy instructional leader and clearly communicates the role to all members of the school community. In our school/ district, the literacy instructional leader	understands the role of the literacy instructional leader and clearly communicates it.	understands the role of the literacy instructional leader but does not communicate it.	does not understand the role of the literacy instructional leader and is unable to communicate it.	
28	The literacy instructional leader receives quality professional development on how to teach and coach specific literacy skills used in the school. In our school/district, the literacy instructional leader	routinely receives quality professional development on how to teach and coach specific literacy skills.	occasionally receives quality professional development on how to teach and coach specific literacy skills.	does not receive quality professional development on how to teach and coach specific literacy skills.	
29	The literacy instructional leader receives quality professional development on how to interpret data from assessments and how to create instructional plans in response to data. In our school/ district, the literacy instructional leader	routinely receives quality professional development on interpreting data and creating instructional plans.	occasionally receives quality professional development on interpreting data and creating instructional plans.	does not receive quality professional development on interpreting data and creating instructional plans.	
30	The literacy instructional leader spends the majority of time in the classrooms during literacy instruction helping teachers improve instruction to better meet student needs. In our school/district, the literacy instructional leader	spends the majority of time in the classrooms during literacy instruction.	spends a limited amount of time in the classrooms during literacy instruction.	does not spend time in the classrooms during literacy instruction.	
31	The literacy instructional leader spends extensive time with teachers based on need reflected in student data. In our school/district, the literacy instructional leader	routinely spends extensive time with teachers based on need.	occasionally spends time with teachers based on need.	does not spend time with teachers based on need.	
32	The literacy instructional leader provides professional development in use of core literacy curriculum, intervention, and supplemental programs to teachers. In our school/district, the literacy instructional leader	routinely provides professional development in the use of core literacy curriculum, intervention, and supplemental programs.	occasionally provides professional development in the use of core literacy curriculum, intervention, and supplemental programs.	does not provide professional development in the use of core literacy curriculum, intervention, and supplemental programs.	
33	The literacy instructional leader provides ongoing professional development, as well as support, to teachers with regard to instructional regroupings. In our school/district, the literacy instructional leader	routinely provides ongoing professional development and support with regard to instructional regroupings.	occasionally provides professional development and support with regard to instructional regroupings.	does not provide ongoing professional development and support with regard to instructional regroupings.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
34	The literacy instructional leader keeps records on all professional development for staff members in the school. In our school/district, the literacy instructional leader	keeps complete records on all professional development for staff.	keeps limited records on all professional development for staff.	does not keep records on all professional development for staff.	
35	The literacy instructional leader provides demonstration lessons for teachers in the classrooms. In our school/district, the literacy instructional leader	routinely provides demonstration lessons.	occasionally provides demonstration lessons.	does not provide demonstration lessons.	
36	The literacy instructional leader utilizes a variety of coaching techniques in the classrooms. In our school/district, the literacy instructional leader	routinely utilizes a variety of coaching techniques.	occasionally utilizes a variety of coaching techniques.	does not utilize a variety of coaching techniques.	
37	The literacy instructional leader provides differential amounts of coaching support based on the needs of the teachers and students. In our school/district, the literacy instructional leader	routinely provides differential amounts of coaching support based on need.	occasionally provides differential amounts of coaching support based on need.	does not provide differential amounts of coaching support based on need.	
38	The literacy instructional leader schedules time for weekly walk-throughs and observations to monitor the comprehensive literacy program. In our school/district, the literacy instructional leader	routinely schedules time for weekly walk-throughs and observations.	schedules time for walk-throughs and observations but not on a weekly basis.	does not schedule time for weekly walk-throughs and observations.	
39	The literacy instructional leader prepares teachers to administer assessments, record data, and use results to inform instruction. In our school/district, the literacy instructional leader	routinely prepares teachers.	occasionally prepares teachers.	does not prepare teachers.	
40	The literacy instructional leader coordinates grade-and subject-level meetings with school administration. In our school/district, the literacy instructional leader	routinely coordinates grade-and subject-level meetings with school administration.	occasionally coordinates grade- and subject-level meetings with school administration.	does not coordinate grade-and subject-level meetings with school administration.	
41	The literacy instructional leader provides leadership in grade-/subject-level meetings. In our school/district, the literacy instructional leader	routinely provides leadership in grade-/subject-level meetings.	occasionally provides leadership in grade-/subject-level meetings.	does not provide leadership in grade-/subject-level meetings.	
42	The literacy instructional leader guides teachers in creating plans of action for struggling students. In our school/district, the literacy instructional leader	routinely guides teachers in creating plans of action.	occasionally guides teachers in creating plans of action.	does not guide teachers in creating plans of action.	
43	The literacy instructional leader facilitates the timely implementation of classroom instructional plans. In our school/district, the literacy instructional leader	routinely facilitates the timely implementation of classroom instructional plans.	occasionally facilitates the timely implementation of classroom instructional plans.	does not facilitate the timely implementation of instructional plans.	
44	The literacy instructional leader attends all required district and state meetings. In our school/district, the literacy instructional leader	attends all required district and state meetings.	attends some, but not all required meetings.	does not attend all required meetings.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
45	The literacy instructional leader examines and analyzes progress monitoring data to prepare for meetings. In our school/district, the literacy instructional leader	routinely examines and analyzes progress monitoring data to prepare for meetings.	occasionally examines and analyzes progress monitoring data to prepare for meetings.	does not examine and analyze progress monitoring data to prepare for meetings.	
46	The literacy instructional leader examines and analyzes benchmark data (administered three times a year) for a “State of the School Address,” including a summary of school and grade-level data from previous years of implementation (using a cohort and cross-sectional analysis) to create a plan for action. In our school/district, the literacy instructional leader	examines and analyzes data for a “State of the School Address,” including a summary of school and grade-level data from previous years of implementation (using a cohort and cross-sectional analysis) to create a plan for action.	examines and analyzes data for a “State of the School Address,” but does not include a summary of school or grade-level data from previous years of implementation (using a cohort and cross-sectional analysis) to create a plan for action.	does not examine and analyze data for a “State of the School Address.”	
47	The literacy instructional leader presents a literacy “State of the School Address” to the faculty 3 times per year—after the fall, winter, and spring benchmarks. In our school/ district, the literacy instructional leader	presents a literacy “State of the School Address” to the faculty in the fall, winter, and spring.	presents a literacy “State of the School Address” to the faculty, but not three times per year.	does not present a literacy “State of the School Address” to the faculty.	
48	The literacy instructional leader plays an active role in the development of a plan of action. In our school/district, the literacy instructional leader	routinely plays an active role in the development of a plan of action.	occasionally plays an active role in the development of a plan of action.	does not play an active role in the development of a plan of action.	
49	The literacy instructional leader plays an active role in the timely and effective implementation of a plan of action. In our school/district, the literacy instructional leader	routinely plays an active role in the implementation of a plan of action.	occasionally plays an active role in the implementation of a plan of action.	does not play an active role in the implementation of a plan of action.	

D. Formal Training of All Instructional Leaders – The term “formal training” refers to large- or small-group training that is offered at the state, district, or building level. The principal is recognized as the “Instructional Leader of the School.” “Instructional leaders in the district” refers to administrators who are responsible for teacher evaluation and decision making in reference to the comprehensive literacy plan. It also includes instructional leaders in the school, such as assistant principals. Both district and school leadership must receive formal training in the areas of program assessment and curriculum so that they can also effectively monitor the comprehensive literacy program.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
50	Formal training targets school/district leadership in the training of reliable and valid literacy assessments. The formal training at our school/district	targets school/district leadership in the training of reliable and valid literacy assessments.	occasionally targets school/district leadership in the training of reliable and valid literacy assessments.	does not target school/district leadership in the training of reliable and valid literacy assessments.	
51	Formal training encourages school/district leadership to assess students at benchmark periods of data gathering. The formal training at our school/district	routinely encourages school/district leadership to assess students.	occasionally encourages school/district leadership to assess students.	does not encourage school/district leadership to assess students.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
52	Formal training involves school/district leadership in the training for the core literacy curriculum, the use of literacy skills in the subject areas, supplemental programs, and interventions. The formal training at our school/district	routinely involves school/district leadership in the training.	occasionally involves school/district leadership in the training.	does not involve school/district leadership in the training.	
53	Formal training requires school/district leadership attendance for training in the area of literacy and SBRR strategies from certified consultants and the State. The formal training at our school/district	routinely requires school/district leadership attendance for training.	occasionally requires school/district leadership attendance for training.	does not require school/district leadership attendance for the training.	

E. Instructional Programs – Leadership must be familiar with all programs within the comprehensive literacy program in order to hold staff accountable for proper instruction in literacy.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
54	Leaders are familiar with the objectives and lessons of new core materials, the curriculum, and the delivery of instruction. Instructional leadership at our school/district	is fully familiar with the objectives and lessons of new core materials, the curriculum, and the delivery of instruction.	is somewhat familiar with the objectives and lessons of new core materials, the curriculum, and the delivery of instruction.	is not familiar with the objectives and lessons of new core materials, the curriculum, and the delivery of instruction.	
55	Leaders understand how instruction aligns with the core materials. Instructional leadership at our school/district	fully understands how instruction aligns with the core materials.	partially understands how instruction aligns with the core materials.	does not understand how instruction aligns with the core materials.	
56	Leaders know the materials necessary for effective instruction in the core curriculum. Instructional leadership at our school/district	is knowledgeable about all of the materials necessary for effective instruction in the core curriculum.	is familiar with some of the materials necessary for effective instruction.	is unfamiliar with the materials necessary for effective instruction.	
57	Leaders are comfortable using the curriculum and evaluating teachers at all grade levels. Instructional leadership at our school/district	is comfortable using the curriculum and evaluating teachers at all grade levels.	is comfortable using the curriculum and evaluating teachers at some grade levels.	is not comfortable using the curriculum and evaluating teachers at all grade levels.	
58	Leaders understand how the intervention and supplemental programs coordinate with the core literacy curriculum. Instructional leadership at our school/district	fully understands the coordination of intervention and supplemental programs with the core literacy curriculum.	somewhat understands the coordination of intervention and supplemental programs with the core literacy curriculum.	does not understand the coordination of intervention and supplemental programs with the core literacy curriculum.	
59	Leaders are familiar with intervention and supplemental programs (who receives the instruction, how long the instruction lasts, what component is addressed, who delivers the instruction, where the instruction takes place, and what materials and training are needed). Instructional leadership at our school/district	is familiar with all of the aspects of the implementation of the intervention and supplemental programs.	is familiar with some of the aspects of the implementation of the intervention and supplemental programs.	is not familiar with the above of the implementation of the intervention and supplemental programs.	

F. Classroom-Level Scheduling – Leadership must ensure that classroom-level schedules provide time for whole group instruction, small group instruction, and independent practice.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
60	The classroom-level schedules reflect an uninterrupted reading block, dependent on the grade and the needs of the students. In this school, the class schedules	reflect an uninterrupted literacy block.	reflect an uninterrupted literacy block in some classrooms.	do not reflect an uninterrupted literacy block.	
61	The classroom-level schedules allow for whole-group instruction, needs-based instruction, and independent practice. In this school, the class schedules	allow for whole-group instruction, needs-based instruction, and independent practice.	allow for either whole-group instruction, needs-based instruction, or independent practice or a combination of two of these.	do not allow for whole-group instruction, needs-based instruction, and independent practice.	
62	The classroom-level schedules include time devoted for each of the five components of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) specific to the grade and the needs of the students. In this school, the class schedules	include time devoted for the five components.	include time devoted for some of the five components.	do not include time devoted for each of the five components.	
63	The classroom-level schedules allow for flexibility of time for the five components in reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary) dependent on the grade and the needs of the students. In this school, the class schedules	allow for flexibility of time for each of the five components dependent on the grade and needs of the students.	occasionally allow for flexibility of time for each of the five components.	do not allow for flexibility of time for each of the five components.	
64	The classroom-level schedules are posted both inside and outside of the classroom. In this school, the class schedules	are posted both inside and outside of the classroom.	are posted either inside or outside of the classroom.	are not posted both inside and outside of the classroom.	
65	The classroom-level schedules note specific times for the literacy block: specific time periods for whole-group instruction, small-group instruction, and independent practice; the reading components that are addressed in each of these instructional venues; and additional time for Tier 2 interventions as determined by the RTI Delaware regulations. In this school, the class schedules	note the specific times for different types of instruction, the five components of reading, and additional time for Tier 2 instruction.	note specific times for either the different types of instruction or the five components of reading or the additional time for Tier 2 interventions, or a combination of two of the three.	do not note specific times for different types of instruction, the five components of reading, or the additional time for Tier 2 interventions.	
66	The classroom-level schedules are adjusted as classroom instructional needs change. In this school, the class schedules	are routinely adjusted as the classroom instructional needs change.	are occasionally adjusted as the classroom instructional needs change.	are not adjusted as the classroom instructional needs change.	
67	The classroom-level schedules include designated teacher read-aloud time to develop vocabulary, comprehension, and oral language. In this school, the class schedules	include designated teacher read-aloud time in all classrooms.	include designated teacher read-aloud time in some classrooms.	do not include designated teacher read-aloud time.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
68	The classroom-level schedules are monitored by the principal and the literacy instructional leader to ensure that daily instruction is consistent with classroom schedules. In this school, the class schedules	are routinely monitored.	are occasionally monitored.	are not monitored.	

G. *Extended Instructional Time* – Leadership ensures that instructional time before, during, and/or after school is provided for targeted students with sufficient intensity to move students forward. This instruction must be coordinated with the comprehensive literacy program during the regular school day.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
69	Extended instructional time programs are allocated by the school or district for at-risk students before, during, and/or after school. At this school/district, extended instructional time programs	are allocated for 6–8 months or more.	are allocated for 2–5 months.	are not allocated by the school or district.	
70	Extended instructional time programs are coordinated with the core and other intervention programs at the school. At this school/district, extended instructional time programs	are fully coordinated with the core and other intervention programs.	are coordinated with the core and intervention programs to a limited degree.	are not coordinated with the core and intervention programs.	
71	Extended instructional time programs coordinate instruction with the classroom teachers' input. At this school/district, extended instructional time programs	routinely coordinate instruction with classroom teachers' input.	occasionally coordinate instruction with classroom teachers' input.	do not coordinate instruction with classroom teachers' input.	
72	Extended instructional time programs are designed to coordinate with students' progress in the core literacy curriculum and intervention programs. At this school/district, extended instructional time programs	are fully designed to coordinate with students' progress in the core and intervention programs.	are designed to coordinate with students' progress in the core and intervention programs to a limited degree.	are not designed to coordinate with students' progress in the core and intervention programs.	
73	Extended instructional time programs utilize assessment data gathered during the school year. At this school/district, extended instructional time programs	routinely utilize assessment data.	occasionally utilize assessment data.	do not utilize assessment data.	

H. Personnel to Deliver Professional Development – Leadership recognizes that quality ongoing professional development is vital to a comprehensive literacy program. Professional development must be delivered by a highly qualified professional trained in literacy instruction. This may be in an individual, small-group, or large-group setting.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
74	Leadership utilizes personnel that are appropriately trained to deliver professional development. At this school/district, leadership	routinely utilizes appropriately trained personnel to deliver professional development.	occasionally utilizes appropriately trained personnel to deliver professional development.	does not utilize appropriately trained personnel to deliver professional development.	
75	Leadership creates time for professional development to be delivered individually, in small groups or large groups. At this school/district, leadership	routinely creates time for professional development.	occasionally creates time for professional development.	does not create time for professional development.	
76	Leadership promotes professional development based on data, walk-throughs, and observation in the classroom, grade level, and school. At this school/district, leadership	routinely promotes professional development based on data, walk-throughs, and observations.	occasionally promotes professional development based on data, walk-throughs, and observations.	does not promote professional development based on data, walk-throughs, and observations.	
77	Leadership works closely with the literacy instructional leader to design professional development. At this school/district, leadership	routinely works closely with the literacy instructional leader to design professional development.	occasionally works closely with the literacy instructional leader to design professional development.	does not work closely with the literacy instructional leader to design professional development.	
78	Leadership supports the implementation of professional learning communities. At this school/district, leadership	supports the implementation of professional learning communities by placing a consistent and persistent focus on learning, providing the structure for implementation, and sharing the responsibility for decision making.	somewhat supports the implementation of professional learning communities by providing a structure for implementation.	does not support professional learning communities, directing all change in a top-down manner.	

I. Use of Data to Inform Instruction and Set Goals – Leadership recognizes that students’ achievement data and other benchmarks must drive instruction and school improvement goals.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
79	Leadership understands how to analyze and utilize benchmark and progress monitoring data. Leadership at this school/district	understands how to analyze and utilize benchmark and progress monitoring data.	understands how to analyze and utilize benchmark and progress monitoring data to a limited degree.	does not understand how to analyze and utilize benchmark and progress monitoring data.	
80	Leadership supervises teacher gathering and entering of data. Leadership at this school/district	routinely supervises teacher gathering and entering of data.	occasionally supervises teacher gathering and entering of data.	does not supervise teacher gathering and entering of data.	
81	Leadership presents or asks the literacy instructional leader to present a “State of the School Address” based on the benchmark data. Leadership at this school/district	routinely presents or asks the instructional leader/cadre to present a “State of the School Address.”	occasionally presents or asks the instructional leader/cadre to present a “State of the School Address.”	does not present or ask the instructional leader/cadre to present a “State of the School Address.”	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
82	Leadership ensures that evaluation of both cohort and cross-sectional data is provided and addressed. Leadership at this school/district	routinely ensures that both the cohort and cross-sectional data is addressed.	occasionally ensures that both the cohort and cross-sectional data is addressed.	does not ensure that both the cohort and cross-sectional data is addressed.	
83	Leadership ensures that multiple data sources are used to make instructional decisions and to reevaluate school goals. Leadership at this school/district	routinely ensures that multiple data sources are used to make instructional decisions and to reevaluate school goals.	occasionally ensures that multiple data sources are used to make instructional decisions and to reevaluate school goals.	does not ensure that multiple data sources are used to make instructional decisions and to reevaluate school goals.	
84	Leadership ensures that benchmark and progress monitoring data are used to determine instructional goals for at-risk students during problem-solving Instructional Support Team (IST) sessions held at a minimum of every six weeks in accordance with Delaware response to Intervention (RTI) regulations. Leadership at this school/district	routinely ensures that the benchmark and progress monitoring data are used to determine instructional goals for at-risk students during problem-solving IST sessions held at a minimum of every six weeks in accordance with Delaware RTI regulations.	occasionally ensures that the benchmark and progress monitoring data are used to determine instructional goals for at-risk students during problem-solving IST sessions held at a minimum of every six weeks in accordance with Delaware RTI regulations.	does not ensure that the benchmark and progress monitoring data are used to determine instructional goals for at-risk students during problem-solving IST sessions held at a minimum of every six weeks in accordance with Delaware RTI regulations.	
85	Leadership ensures that evaluation of outcome data is used to set goals for the next year. Leadership at this school/district	ensures that a complete evaluation of outcome data is used to set goals.	ensures that portions of the evaluation of outcome data are used to set goals.	does not ensure that evaluation of outcome data is used to set goals.	

Self-Evaluation Form
Regarding the Development of School/District Literacy Plan
Instructional Leadership K-12

Goals of Instructional Leadership

1. Lead, manage, and build a learning community focused on all students learning to read
2. Include directors, supervisors, principals, reading coaches/cadre, and a leadership team.
3. Develop the literacy skills of all students by focusing on reading, writing, oral language, listening, and viewing.

Components of Instructional Leadership

Check One for Each Component:

MG: Meeting the Goal; AG: Approaching the Goal; NE: No Evidence

A. Leadership Team

The leadership team is composed of administrators and teachers charged with developing and communicating a literacy plan to all stakeholders with a school and community.

MG AG NE

Explanation/Next Steps: _____

B. Principal as Instructional Leader

The principal is the instructional leader of the comprehensive literacy program and works closely with the literacy instruction in the classrooms.

MG AG NE

Explanation/Next Steps: _____

C. Literacy Instructional Leader (i.e., Literacy Coach, Systemic Change Agent or Reading Specialist)

The literacy instructional leader, who serves as the “expert” in the field of literacy, is an integral part of the comprehensive literacy program.

MG AG NE

Explanation/Next Steps: _____

D. Formal Training of All Instructional Leaders

Both district and school leadership must receive formal training in the areas of program assessment and curriculum so they can effectively monitor the comprehensive literacy program.

MG AG NE

Explanation/Next Steps: _____

E. Instructional Programs

Leadership must be familiar with all program within the comprehensive literacy program in order to hold all staff accountable for proper instruction in literacy.

MG AG NE

Explanation/Next Steps: _____

F. Classroom Level Scheduling

Leadership must ensure that classroom-level schedules provide time for whole-group instruction, small-group instruction, and independent practice

MG AG NE

Explanation/Next Steps: _____

G. Extended Instructional Time

Leadership ensures that instructional time before, during, and/or after school is provided for targeted students with sufficient intensity to move students forward

MG AG NE

Explanation/Next Steps: _____

H. Personnel to Deliver Professional Development

Leadership recognizes that quality professional development is vital to a comprehensive literacy program

MG AG NE

Explanation/Next Steps: _____

I. Use of Data to Inform Instruction and Set Goals

Leadership recognizes that students' achievement data and other benchmarks must drive instruction and school improvement goals.

MG AG NE

Explanation/Next Steps: _____
