

Chapter 2: **Components of the *Delaware Literacy Resource Guide***

DESIGN OF THE LITERACY RESOURCE GUIDE

The *Delaware Literacy Resource Guide* will allow districts and schools to assess their current literacy programs from preschool through grade 12. While this document currently only includes Reading and Writing Assessment Tools for grades 1 through 12, it is planned that early childhood rubrics for literacy programs will be added in the future to present a full complement of literacy initiatives in Delaware.

The Reading Assessment Tools were designed to include the following components of a scientifically based curricular program:

- Assessment Program
- Curriculum/Instruction
- Professional Development Plan
- Instructional Leadership
- Literacy Partnerships

Chapters 5 through 8 each describe one component of a comprehensive literacy plan—Assessment, Curriculum and Instruction, Professional Development, Leadership and Literacy Partnerships. Each has four parts:

1. A narrative, supported by current research, that delineates the enduring understandings, definition, focus, and components.
2. A Self-Assessment Tool (detailed rubrics that provide the basis for assessing the components described in the narrative).
3. A Self-Evaluation Form.
4. A Literacy-Plan Template.

These components form a systemic, cohesive program that supports the literacy growth and achievement of students. Further, research clearly indicates that all of the literacy skills students need to succeed cannot be learned by the end of grade 3. Since the demands of literacy become more rigorous and complex as the students progress through the grades, students continue to need explicit literacy instruction from teachers in all content areas.

In addition, the rubrics are designed to be used in various educational settings, either in their entirety or separately according to need. For instance, the rubrics could be used by:

- Professional Learning Communities (PLCs) as a self-study tool.
- School Improvement Teams to develop plans of action for improving literacy achievement.
- Grade-level or content area teams or individuals to inform missing components of their current literacy initiatives.

- Grade-level or content area teams to gather information to address needs of their current literacy program and to develop a plan for addressing those needs.
- Various stakeholders as a vehicle to communicate what is currently being done.

USING THE ASSESSMENT TOOLS TO WRITE A DISTRICT/SCHOOL LITERACY PLAN

The *Delaware Literacy Resource Guide* is a tool organized to provide detailed guidelines and recommendations to support schools and districts as they design and implement their literacy plans.

Before the Process:

Step 1: Create a Literacy Team. This team should have five to six members and be representative of different content areas, grade levels, and areas of specialties. It may be a previously established team which serves a similar purpose.

Step 2: Gather Materials. Every team member should have a copy of the *Delaware Literacy Resource Guide*. Other helpful materials may include:

- ♦ School/student data
- ♦ Current literacy programs (i.e., elementary/secondary core, supplemental, and intervention programs; content area textbooks, curriculum, or curriculum maps)
- ♦ Current District/School Success Plan

Step 3: Read/Review the *Delaware Literacy Resource Guide*. Build prior knowledge of the assessment tools before beginning work with the team.

During the Process:

Step 4: Work as a Team to Respond to Assessment Tools. There is more than one way to develop a School/District Literacy Plan; it is up to the team to choose the way that is most appealing. Several options are listed below.

- ♦ Divide the five assessment tools among team members to read and score individually. Then as a group, discuss the scores.
- ♦ Review all assessment tools together, discussing each one, and coming to consensus on each score.
- ♦ Read and discuss one assessment tool as a team (e.g., modeling), then complete the remainder as homework. Later, as a group come to an agreement on the scoring of each assessment tool.

Step 5: Use the Self-Evaluation Forms. As teams, members read, reflect, and discuss the rubrics, write notes on the Self-Evaluation Forms for use during Step 6.

Writing the Plan:

Step 6: Write the School Literacy Plan Based on the Self-Evaluation Forms. There is a template for each of the five reading assessment tools; therefore, the district/school Reading Plan will be written on these five templates. The team uses the information from the five Self-Evaluation Forms to determine the top priorities their School Literacy Plan will address. These priorities, when implemented, should seek to form a systemic, cohesive plan that

supports other initiatives as well as other school improvement efforts with the goal of raising literacy achievement for ALL students.

After the Plan:

Step 7: After completing the Literacy Plan templates, the team should present the Plan to their principal and their School Improvement Team. At this time, the School Improvement Team should include the School Literacy Plan in their School's Success Plan for the following year.

When all schools in the district have completed their School Literacy Plans and incorporated them into their School Success Plans, the School District may use those revised plans to inform the District Success Plan (see figure on page 4).