
DELAWARE LITERACY RESOURCE GUIDE

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Delaware Literacy Resource Guide

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Foreword

Literacy is the foundation of academic success. Delaware’s leaders and educators recognize that the quality of children’s academic preparedness has a direct impact on their future success. As we continue to engage the community at large in discussions about transformative education for all children, there is a renewed commitment among our public and private partners to work collaboratively with a focus from kindergarten through college and workforce readiness.

The *Delaware Literacy Resource Guide* sets standards for five components of an effective, systemic, and cohesive literacy program from kindergarten through grade 12: literacy curriculum and instruction, balanced assessment programs, high-quality professional development, effective leadership, and enduring parent and community partnerships. The Delaware Literacy Plan is a resource for schools and districts to assess the effectiveness of their current literacy status and to inform necessary revisions at the school and district levels.

Our citizen’s literacy skills have a bearing on how well our state performs economically. Through our focus on literacy, Delawareans will ensure that our children are well equipped to flourish.

Lillian M. Lowery, Ed. D.
Secretary of Education
Delaware Department of Education

Preface and Overview

The goal of this project is to support improved literacy instruction for ALL students in the state of Delaware by creating a literacy resource guide that describes the components of literacy and includes Self-Assessment Tools (i.e., rubrics) designed to evaluate literacy programs.

These rubrics were designed to assist struggling schools where too many students are failing to meet grade-level expectations in reading and writing. They provide the opportunity for districts and schools to examine their literacy programs from the perspective of assessment, curriculum and instruction, professional development, leadership, and literacy partnerships while focusing on the criteria that are most appropriate for the grade-level benchmarks of their students.

The *Delaware Literacy Resource Guide* is presented in several different chapters. The first chapter contains an introduction. The second chapter provides the directions for using the tools to write/improve a school literacy plan. Chapters three through seven contain the assessment tools/rubrics for Assessment, Curriculum/Instruction, Professional Development, Instructional Leadership, and Literacy Partnerships designed specifically for grades kindergarten through 12.

This is a work in progress, beginning with the reading and writing rubrics. We welcome feedback since this document will be reviewed yearly once districts and schools have the opportunity to use and evaluate it. Other sections will be added as they are completed, such as the preschool self-assessment tools and a secondary content literacy chapter. We recognize that the research on Second Language Learners is mostly inconclusive. However, we do know that the evidence-based practices that are most effective in teaching the five domains of reading for all students are also the most beneficial in instructing Second Language Learners with an additional emphasis on oral language development, vocabulary knowledge, and comprehension strategies.

Chapter 1: Development of the *Delaware Literacy Resource Guide*

RATIONALE FOR DEVELOPMENT

Delaware educators recognize that literacy is the cornerstone of education and provides the building blocks for success. To be literate within contemporary society requires students to read, view, write, speak, listen, and think critically in order to make meaning of written, visual, and technologically based information. Within the school context, literacy competence is central to achievement in all areas of learning and remains a priority for all students as they progress through the early, middle, and later years of school in their journey to become lifelong learners and contributing members of society. According to the definition adopted by the National Council of Teachers of English (NCTE) on February 15, 2008:

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Twenty-first century readers and writers need to:

- ♦ Develop proficiency with the tools of technology
- ♦ Build relationships with others to pose and solve problems collaboratively and cross-culturally
- ♦ Design and share information for global communities to meet a variety of purposes
- ♦ Manage, analyze, and synthesize multiple streams of simultaneously information
- ♦ Create, critique, analyze, and evaluate multi-media text
- ♦ Attend to the ethically responsibilities required by these complex environments

The National Assessment of Educational Progress (NAEP) scores from 2007 provided strong evidence that changes had to be made to literacy instruction at all grade levels; slightly more than 26% of eighth graders read below a “basic” level. NAEP documents describe the “basic” level in this manner:

Eighth-grade students performing at the Basic level should demonstrate a literal understanding of what they read and be able to make some interpretations. When reading text appropriate to eighth grade, they should be able to identify specific aspects of the text that reflect overall meaning, extend the ideas in the text by making simple inferences, recognize and relate interpretations and connections among ideas in the text to personal experience, and draw conclusions based on the text.” (NAEP Reading Achievement Levels by Grade: <http://nces.ed.gov/help/sitemap.asp>).

McKenna and Walpole (2007) point out that this is not a new finding. In 1969, the year the NAEP originated, a similar statistic was found in the analysis of the NAEP scores. Some students in the NAEP study did not achieve sufficient fluency in automaticity of sight word recognition in the elementary grades. Vocabulary knowledge was also found to be inadequate for the requirements of content reading. In addition, a growing number of second language learners required more time to learn a second language and thus fell behind the language development of native English speakers.

Torgesen (as cited in McKenna & Walpole, 2007) compared proficient adolescent readers with less fluent readers and found several differences. The less proficient readers:

- Are less fluent with sight word vocabularies, which contain many thousands of words less than average readers.
- Understand the meaning of fewer words.
- Have less prior knowledge to support the integration of new conceptual knowledge.
- Are less skilled in using comprehension strategies to extend and elaborate comprehension as well as being unable to repair comprehension when it breaks down.
- May continue to struggle with basic word identification processes in middle and high school.

In her research, R. E. O'Connor (2007) found that some of these adolescent students struggling with word recognition may even require work in phonemic awareness, a foundational decoding skill, using the same manipulative strategy that is used with primary-grade students as part of their word-recognition intervention.

Researchers have documented that many students experiencing little success and continual frustration tend to experience continued failure. Students enter school with different levels of early literacy knowledge based partially on the types and number of hours of reading to which they have been exposed. Some students enter with as many as 1,200 hours of literacy experiences while others have had very few. Students who are behind in reading and language development lose more and more ground as they try to keep pace with their peers. They lose the opportunity to practice and to develop their proficiency in decoding and automatic sight word recognition, as well as extending vocabulary knowledge and concepts about the world. Struggling readers often have little intrinsic motivation to read. They are thus unable to develop a sense of self-efficacy, the belief that they can and will become proficient readers. This lack of self-efficacy usually contributes to the development of a negative self-image which in turn often results in behavior problems. Eventually, many of these students drop out of school impeding their opportunity to become contributing members of society.

In 2006, the National Governor's Association (NGA) announced that eight states were selected to receive grants of up to \$50,000 to help develop literacy plans and policies to improve adolescent literacy achievement. "With more than eight million adolescents between grades four and 12 identified as 'struggling readers,' states must focus on adolescent literacy education if they are to graduate more students from high school prepared for college and the workforce," said NGA Center Director John Thomasian. "Literacy instruction is one of the best tools we have to prepare all students for today's global economy" (NGA Awards Grants to Improve Adolescent Literacy 2/15/2006 from <http://www.nga.org>). Delaware was one of the eight states

to receive this grant, and as a result the Delaware Department of Education developed a comprehensive plan for systemic improvement in literacy achievement in grades K–12 known as the *Delaware Literacy Resource Guide*.

GOALS OF THE *DELAWARE LITERACY RESOURCE GUIDE*

The *Delaware Literacy Resource Guide* thus has three goals:

Goal 1:

To facilitate the teaching of all students to read, write, and construct meaning in a developmentally appropriate sequence which includes instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary, and to foster motivation.

Goal 2:

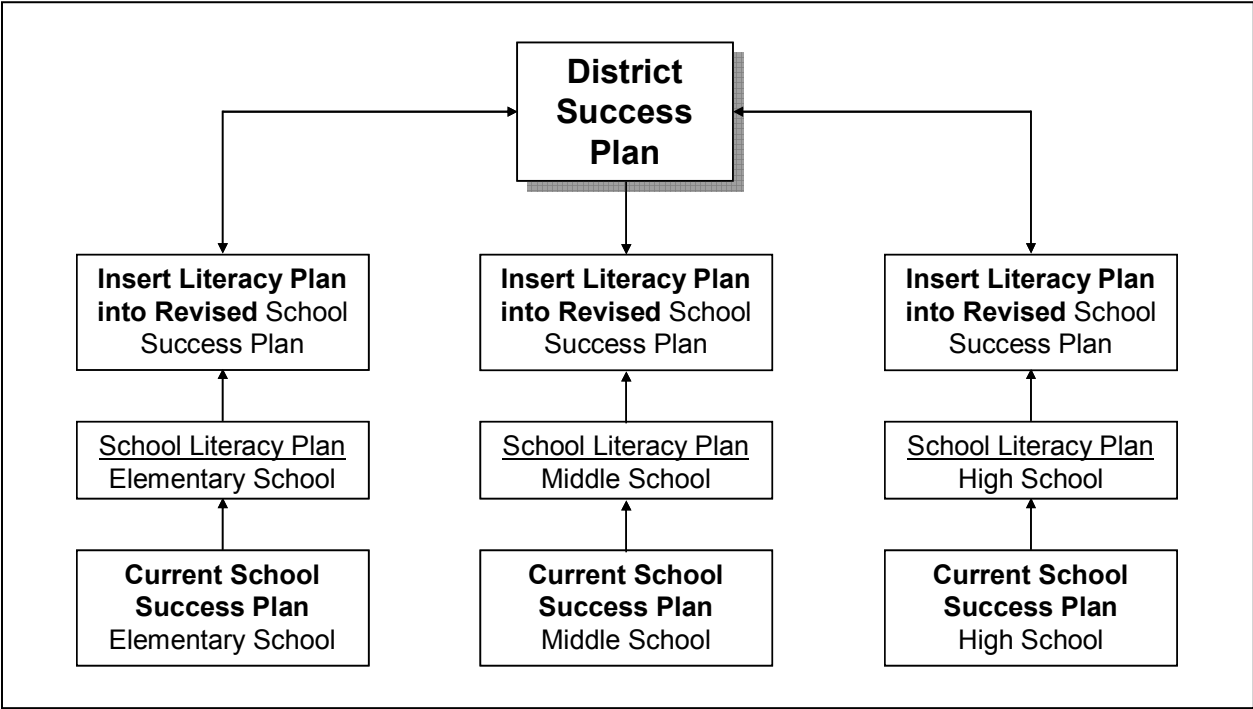
To build literacy skills for all students that are consistent with the expectations of No Child Left Behind (NCLB) and Response to Intervention (RTI).

Goal 3:

To ensure all teachers and all administrators have access to high-quality professional development and are well supported to promote literacy so that all students achieve grade-level expectations.

To accomplish these goals, this guide, when used in conjunction with district and school data, can serve as a tool to improve literacy programs thus impacting student achievement in all content areas by:

1. Raising awareness that literacy instruction is shared by all content areas throughout grades K–12.
2. Guiding and ensuring educators' decisions about high-quality professional development to meet the needs of ALL educators and students.
3. Ensuring scientifically based literacy research and best practices are implemented.
4. Promoting collaboration among educators, families, and communities to serve students' literacy needs.
5. Ensuring a consistent statewide and coordinated approach to the teaching of literacy by aligning instruction to the Delaware State Content Standards and Grade-Level Expectations (GLEs).
6. Recognizing and addressing the different learning needs of students.
7. Emphasizing the continuity of literacy learning through the early, middle, and later grades of school and across content areas.
8. Facilitating school-level planning through distributed instructional leadership that includes literacy improvement targets, aligned to state targets and based on formative and summative data.
9. Aligning student-achievement goals in district and school Success Plans.



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).

Chapter 3: Assessment

ENDURING UNDERSTANDING

All assessments should provide feedback to inform instruction, monitor progress, or form the basis for evaluation. All types of assessment (screening, formative, progress monitoring, diagnostic, and summative) should be part of a valid, reliable, and balanced framework.

DEFINITION

Assessment is the process of observing, accumulating, and documenting evidence of student progress. Assessment is defined by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (1999) as, "...any systematic method of obtaining information from tests and other sources; used to draw inferences about characteristics of people, objects, or programs." According to Stiggins, Arter, Chappuis, and Chappuis (2004), effective assessment must:

- Arise from and be designed to serve the specific informational needs of intended users.
- Arise from clearly articulated and appropriate achievement targets.
- Reflect student achievement.
- Yield results that are effectively communicated to their intended users.
- Involve students in the assessment process, in record keeping, and in communicating the results of assessments.

FOCUS

All forms of assessment should include:

- Documentation of students' strengths and instructional needs.
- A measurement tool to observe and record learning behaviors and strategies that serves the intended purposes.
- Descriptive feedback and support for the learner to maximize motivation and achievement.
- Accurate and appropriate data collection procedures.
- Information that can be communicated accurately, confidentially, and effectively to the learner, family, teacher, and other designated staff.

COMPONENTS OF ASSESSMENT

According to the Council of Chief State School Officers (CCSSO) in 2009, **Formative Assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Formative assessments are used to change standards into classroom targets, informing and involving students and teachers. These assessments are a collection of evidence on increments of mastery that are used to plan next steps during the instructional process and as a tool to predict summative achievement levels.

- Screening is a general assessment, administered individually to all students to identify those students who are struggling or at risk in critical skills. The process of flexible, needs-based planning for instruction begins following the universal screening. In some cases, universal screenings trigger the need for more detailed diagnostic assessments.
- Progress monitoring is administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills. Progress monitoring provides continuous, ongoing formative information to evaluate, modify, and match instruction to students' needs. It attempts to determine if the rate of progress is optimal for the student. The two most common types of progress monitoring are:
 - ♦ Classroom and district curriculum-based and curriculum-embedded monitoring – assessments administered to all students to inform instruction and grouping.
 - ♦ Intervention progress monitoring – assessments administered individually to inform instructional decisions and evaluate the effectiveness of a particular instructional intervention for a particular student
- Diagnostic assessments are used to provide more detailed, in-depth information about the specific needs of individual students who may be identified as at risk or who fall below benchmarks. Diagnostic assessments define strengths and areas of need that inform instructional decisions and assist in setting learning targets that may require an intervention
- Benchmarks are a detailed description of an expected level of student performance at particular ages, grades, or developmental levels. Benchmarks may be represented by samples of student work. A set of benchmarks can be used as “checkpoints” to monitor progress toward meeting performance goals within and across grade levels.

Outcome/Summative Assessments provide an evaluation of mastery of standards for the purpose of reporting or accountability, as well as a bottom-line evaluation of the effectiveness of the core content instruction. Outcome/summative assessments provide individual or group achievement data while also documenting the success of a program at a single point in time for purposes of reporting and accountability. Outcome/summative assessments, such as the Delaware Comprehensive Assessment System, a criterion referenced test, may be used for individual, school, and district adequate yearly progress (AYP). Outcome tests, such as the *Dynamic Indicators of Basic Literacy Skills* (DIBELS), the *Gates-MacGinitie Reading Test*, or *Measures of Academic Progress* (MAP), are normed-referenced assessments, and in contrast, provide a bottom-line evaluation of the effectiveness of the core content instruction and document individual or group achievement at a single point in time for purposes of reporting and accountability.

Assessment Plan K–12 Self-Assessment Tool

Goals of Assessment

1. To establish a valid, and reliable screening framework that identifies children who are potentially at risk for reading challenges.
2. To implement, on an ongoing basis, a system to continuously check students' reading development.
3. To establish and implement a diagnostic evaluation process that addresses the needs of students who are not responding to interventions.
4. To establish a data utilization framework that uses screening, progress monitoring, diagnostic, and outcome data to make instructional decisions.
5. To establish an assessment structural framework to ensure that the assessment process is used across classrooms within a district.
6. To establish a program evaluation (outcome/summative) process that monitors the effectiveness of the comprehensive literacy curriculum.

Components of Assessment

A. Screening Measurement Framework – a valid and reliable assessment process used to identify children who are at risk for successfully meeting reading standards. Scientifically based reading research (SBRR) screening measures should address the critical reading skills (phonemic awareness, alphabetic principle, phonics, vocabulary, comprehension, fluency) predictive of successful reading growth. The process should be brief and include the use of a general assessment that is administered individually to students. This framework will include a valid screening tool that identifies critical skills and has a plan for using that data to support a child's literacy development.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	The district screening framework includes a screening process that addresses all the critical reading skills. This district/school screening framework	addresses all of the critical reading skills.	addresses some of the critical reading skills.	does not address the critical reading skills.	
2	The district screening framework is applied to students at the beginning of the year. This district/school screening framework	is applied to all students.	is applied to some students.	is not applied.	
3	The district screening framework includes the use of a valid screening measure that is designed primarily as an individual assessment. This district/school screening framework	is designed primarily as an individual assessment which may include a group administered spelling test.	is designed primarily as a group assessment with some subtests administered individually.	Is designed as a group assessment.	
4	The district screening framework includes the use of a screening measure that is quick to administer. This district/school screening framework	takes less than 10 minutes per student to administer in the elementary grades.	takes approximately 10 minutes per student to administer in the elementary grades.	takes more than 10 minutes per student to administer in the elementary grades.	
5	The district screening framework provides scores for each grade-level critical reading skill to guide instructional placement. This district screening framework	provides scores for each grade-level's critical skill(s).	provides for critical skill(s) at some grade levels.	does not provide scores for each grade-level's critical skill(s).	
6	The district screening framework has provisions for training available for all educators. This district/school screening framework	requires minimal training for educators.	requires some training for educators.	requires extensive training for educators.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	The district screening framework includes the examination of multiple formative assessments that may impact reading achievement and has a plan for using that data to support a student's literacy development. This district/school screening framework	has a framework and plan firmly in place for all students.	has a framework and plan available for some students.	has no comprehensive framework or plan.	

B. Progress Monitoring Framework – an assessment process used systematically to determine if students are making adequate progress toward grade-level reading expectations. It is generally administered individually and provides continuous, ongoing, formative information. This information may be used to evaluate and modify instructional plans to provide direction for future professional development so as to more effectively meet students' individual needs. Students that demonstrate some risk with the reading process should initially be monitored at least biweekly in accordance with Delaware's Response to Intervention (RTI) regulations (http://www.doe.k12.de.us/infosuites/staff/profdev/rti_docs.shtml). Students identified as at risk are monitored weekly. The ongoing monitoring of students' progress can and should include the application of multiple measures to assess children's progress. This monitoring should include valid and reliable measures, such as DIBELS and/or formative tests targeted to match differentiated, needs-based instruction. Curriculum-embedded, formative assessments may include core curriculum as well as teacher-made measures.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
8	An effective progress monitoring framework intended to evaluate student learning is aligned with GLEs. The progress monitoring framework used in this district/school is	aligned with GLEs.	aligned with some GLEs.	not aligned with GLEs.	
9	An effective progress monitoring framework intended to evaluate student learning reflects targeted differentiated, needs-based classroom instruction. The progress monitoring framework used in this district/school	reflects targeted, differentiated, needs-based classroom instruction.	reflects some targeted, differentiated, needs-based classroom instruction.	does not reflect targeted, differentiated, needs-based classroom instruction.	
10	An effective progress monitoring framework intended to evaluate student learning provides specific formative implications for future instruction. The progress monitoring framework used in this district/school	provides specific implications for future instruction.	provides some implications for future instruction.	does not provide implications for future instruction.	
11	An effective progress monitoring framework intended to evaluate student learning provides alternate forms for weekly/biweekly/monthly assessments. The progress monitoring framework used in this district/school	provides weekly/biweekly/monthly alternate forms.	provides some alternate forms.	does not provide alternate forms.	
12	An effective progress monitoring framework intended to evaluate student learning provides direction for professional development on addressing the instructional needs of students. The progress monitoring framework used in this district/ school	provides direction with consistent professional development.	does provide direction, and professional development is inconsistent.	does not provide direction.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
13	An effective progress-monitoring framework intended to evaluate student learning provides training to all staff in the use of progress monitoring tools. The progress monitoring framework used in this district/school	provides effective training to all staff.	provides training; however, not everyone has participated in the training.	does not provide training.	

C. Diagnostic Measurement Process – an assessment process intended for students that have shown inadequate progress as determined by the progress monitoring tool and/or the classroom-based formative assessments. The diagnostic process needs to be able to identify a student’s specific areas of strengths and weaknesses. The data from the assessment must result in a more detailed analysis of a student’s skill level and knowledge in order to more precisely guide instruction.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
14	The effective district diagnostic measurement process has a plan in place to identify students that need diagnostic assessment. The diagnostic measurement process used in this district/school	is a firmly established plan that is completely implemented.	is a developed plan, but is not consistently implemented.	does not have an established plan.	
15	The effective district diagnostic measurement process identifies diagnostic assessments which are available for use by staff. The diagnostic measurement process used in this district/school	identifies and makes available multiple assessments to address the multiple needs of students.	identifies and makes available only one assessment.	does not identify diagnostic literacy assessments.	
16	The effective district diagnostic measurement process provides training to all staff in the use of the diagnostic measures. The diagnostic measurement process used in this district/school	provides effective training to all staff.	provides training; however, not everyone has participated in the training.	is not providing training.	
17	The effective district diagnostic measurement process measures critical literacy skills pertinent to the students’ needs. The diagnostic measurement process used in this district/school	measures all critical literacy skills.	measures some critical literacy skills.	does not measure critical literacy skills.	
18	The effective district diagnostic measurement process provides a detailed picture of the student’s skill level. The diagnostic measurement process used in this district/school	provides a detailed picture in all areas.	provides a detailed picture in some areas.	does not provide a detailed picture.	

D. Data Utilization Framework – “The major prevention strategy (to prevent reading failure) is to receive excellent instruction” (National Research Council, 1998). The use of screening, diagnostic assessment, ongoing monitoring of student’s progress and outcome data is intended to drive instructional design and support students’ reading development. There is a delicate balance between assessment measures designed to determine if children are making progress and are achieving grade-level performance and curriculum measures, such as needs-based assessments, that also provide sufficient information to assist educators in designing targeted instructional activities to support children’s reading development. Educators need guidance, information, and support to help them effectively utilize the assessment data. Assisting educators in understanding how to take assessment results and link that information with instruction requires knowledge and support. This process requires strategic planning on the part of the district and a commitment from educators to be flexible and creative in instructional planning. Systematic and explicit instruction that is more intensive at each successive tier of instruction and is based upon useful and valid data will likely result in effective interventions.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
19	An effective data utilization framework guides the use of assessment information for instruction. The data utilization framework in this district/school	is fully established and implemented.	is partially established.	is not established.	
20	An effective data utilization framework determines whether or not students have progressed and/or achieved GLEs. The data utilization framework in this district/school	is used to determine student progress and achievement of GLEs.	is used to determine student progress.	is not used.	
21	An effective data utilization framework provides training on how to use the assessment data for instructional planning purposes. The data utilization framework in this district/school	has provided comprehensive, ongoing training.	has provided inconsistent training.	has not provided training.	
22	An effective data utilization framework provides systematic, ongoing support to educators as they continue to utilize assessment data for instructional planning. The data utilization framework in this district/school	has provided systematic ongoing support.	has provided inconsistent support.	has not provided support.	
23	An effective data utilization framework is used to evaluate the effectiveness of the reading program. The data utilization framework in this district/school	is used to determine the effectiveness of the reading program.	is inconsistently used to evaluate effectiveness of the reading program.	is not used to evaluate the effectiveness of the reading program.	

E. Assessment Structural Framework – an assessment process consistently used across classrooms within a building; a framework for how and when assessments are to be administered is needed. Schedules should be established to ensure beginning of the year screenings occur, multiple forms of progress monitoring are utilized, and evaluation and outcome-based assessment(s) are implemented and used for planning purposes. Tests should be administered by trained individuals and, in some cases, assessment teams may be needed to ensure validity and reliability. Assessment data should be used to identify students who need intervention and supplemental support for instructional planning and examining program effectiveness.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
24	An effective assessment structural framework establishes a schedule for administering beginning of the year screening for students. The assessment structural framework for this district/school has a plan that	is established and followed.	is established, but adherence is not monitored.	is not established.	
25	An effective assessment structural framework designates a team of assessors for “higher stakes” assessments. The assessment structural framework for this district/school has a plan that	has designated an efficient assessment team.	has designated an assessment team, but the team is not sufficient in numbers.	has not designated an assessment team.	
26	An effective assessment structural framework trains teachers and the assessment team and monitors for validity/reliability in the administration of assessments. The assessment structural framework for this district/school has a plan that	has trained and monitored for validity and reliability.	has provided some training, but little monitoring for validity/reliability.	has not provided training.	
27	An effective assessment structural framework establishes a schedule for progress monitoring. The assessment structural framework for this district/school has a plan that	has an established, monitored schedule.	has an established schedule, but adherence is not monitored.	has not established a schedule.	
28	An effective assessment structural framework designates specific classroom-based assessments or quarterly common assessments (discontinues those not aligned with core, intervention, or supplemental programs). The assessment structural framework for this district/school has a plan that	has designated classroom-based assessments and only those are administered in the classroom.	has designated some classroom-based assessments, but others not aligned with the program continue to be administered.	has not designated specific classroom-based assessments.	
29	An effective assessment structural framework establishes successful cut-off scores on classroom-based assessments (core). The assessment structural framework for this district/school has a plan that	has established passing scores that are predictive of performance on summative assessments.	has established passing scores for some of the assessments.	has not been established.	
30	An effective assessment structural framework uses assessment data to group students. The assessment structural framework for this district/school has a plan that	uses data consistently to group students.	uses data inconsistently to group students.	does not use data to group students.	
31	An effective assessment structural framework uses assessment data to individualize instruction. The assessment structural framework for this school/district has a plan that	uses data consistently to individualize instruction.	uses data inconsistently to individualize instruction.	does not use assessment data to individualize instruction.	

F. Program Evaluation/Outcome Framework – an established assessment process, including schedule and method, for examining formative data to guide the design of instruction for all students including the formation of instructional groups. Meetings for the purpose of examining data and its implications for instruction should be scheduled after each assessment window and involve all staff who teach reading. Follow-up meetings with grade-level teams and individual teachers should be held to discuss results of the assessments and to develop plans of action for instruction. Plans should be monitored to determine effectiveness, and teachers should be supported in their efforts.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
32	The effective district program evaluation/outcome framework establishes a schoolwide assessment calendar that includes benchmark, progress monitoring, classroom-based, and outcome assessments. This district program evaluation/outcome framework	has an established schoolwide calendar that includes benchmark, progress monitoring, classroom-based, and outcome assessments.	has an established schoolwide calendar that includes some assessments.	has not established a schoolwide assessment calendar.	
33	The effective district program evaluation/outcome framework establishes a procedure for “sharing” the data. This district program evaluation/outcome framework	has established a procedure for sharing data and consistently follows it.	has established a procedure but does not consistently follow it.	has not established a procedure.	
34	The effective district program evaluation/outcome framework schedules timely school-level meetings for the purpose of examining data and its implications for planning and modifying instruction. This district program evaluation/outcome framework	schedules timely school-level meetings for the purpose of examining data and discussing its implications for planning and modifying instruction.	schedules school-level meetings for the purpose of examining data and discussing its implications for planning and modifying instruction.	does not schedule school-level meetings for the purpose of examining data and its implications for planning and modifying instruction.	
35	The effective district program evaluation/outcome framework schedules grade-level meetings for the purpose of examining data and creating action plans. This district program evaluation/outcome framework	consistently schedules grade-level/content meetings for the purpose of examining data and creating action plans.	inconsistently schedules grade-level/content meetings for the purpose of examining data.	does not schedule grade-level/content meetings.	
36	The effective district program evaluation/outcome framework schedules meetings for individual teachers to meet with their principal for the purpose of examining individual classroom data and creating action plans for students who are at-risk. This district program evaluation/outcome framework	schedules individual teacher meetings with the principal for the purpose of examining individual classroom data and creating action plans for students who are at-risk.	schedules some individual teacher meetings for those who have at-risk students.	does not schedule individual teacher meetings with the principal for setting goals for at-risk students.	
37	The effective district program evaluation/outcome framework consistently monitors the effectiveness of the plan of action through observations or peers, instructional coaches, and/or principal. This district program evaluation/outcome framework	consistently monitors the plan of action for effectiveness through observations of peers, instructional coaches, and/or principal.	does some monitoring of plan of action for effectiveness.	does not monitor plan of action for effectiveness.	
38	The effective district program evaluation/outcome framework supports teachers in their efforts to implement plans with materials, planning, and coaching with feedback. This district program evaluation/outcome framework	supports teachers with materials, planning, and coaching with feedback.	supports teachers with materials and planning or with coaching and feedback in order to implement plans.	does not support teachers in their efforts to implement plans.	

Self-Evaluation Form
Regarding the Development of School/District Literacy Plan
Assessment—K–12

Goals of Assessment

1. To establish an early, valid, and reliable screening framework that identifies children potentially at risk for reading challenges.
2. To implement, on an ongoing basis, a system to continuously check students' reading development.
3. To establish and implement a diagnostic evaluation process that addresses the needs of students who are not responding to interventions.
4. To establish a data utilization framework that uses screening, progress monitoring, diagnostic, and outcome data to make instructional decisions.
5. To establish an assessment structural framework to ensure that the assessment process is used across classrooms within a district.
6. To establish a program evaluation (outcome/summative) process that monitors the effectiveness of the comprehensive literacy curriculum.

Components of Assessment

Check One for Each Component:

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

A. Screening Measurement Framework

a valid and reliable assessment process used to identify students who are at risk for successfully meeting reading standards.

MG AG NE

Explanation/Next Steps: _____

B. Progress Monitoring Framework

a process used systematically, a minimum of 3 times a year, to determine if students are making adequate progress toward grade-level expectations.

MG AG NE

Explanation/Next Steps: _____

C. Diagnostic Measurement Process

a process intended for students that have shown inadequate progress as determined by the progress monitoring tool and/or the classroom-based formative assessments.

MG AG NE

Explanation/Next Steps: _____

D. Data Utilization Framework

the use of a screening, diagnostic assessment, ongoing monitoring of student's progress, and outcome data intended to drive instructional design and support for each student's literacy development.

MG AG NE

Explanation/Next Steps: _____

E. Assessment Structural Framework

ensures that the assessment process is consistently used across classrooms within a building; a framework for how and when assessments are to be administered is needed.

MG AG NE

Explanation/Next Steps: _____

F. Program Evaluation/Outcome Framework

an established process, including schedule and method for examining formative data to guide the design of instruction for all students, including the formation of instructional groups.

MG AG NE

Explanation/Next Steps: _____

Chapter 4: Curriculum/Instruction

ENDURING UNDERSTANDING

The Delaware Department of Education recognizes that, while curricular and instructional decisions are local decisions based on district needs and priorities, all Delaware school districts are encouraged to utilize the *Delaware Literacy Resource Guide* as the foundation for their literacy efforts. Institutions of higher education involved in teacher preparation may also use the *Delaware Literacy Resource Guide* to inform course decisions.

The Delaware Department of Education requires all school districts to utilize the English Language Arts (ELA) Content Standards and Grade-Level Expectations (GLEs) as the foundation for their literacy efforts. Instruction is defined as the act, process, and art of imparting skills, abilities, and understandings. Delaware specifically addresses instructional needs of elementary and adolescent learners in the ELA Content Standards and the GLEs. The ELA GLEs provide a scaffolded and rigorous framework aligned to Scientifically Based Reading Research (SBRR), Reading First Initiatives, International Reading Association (IRA), the National Council of the Teachers of English (NCTE), and the Delaware State Assessment. **The ELA GLEs should be used by all content area teachers as they teach discipline-specific literacy skills that all students need to read and acquire information in every subject.**

The *Delaware Literacy Resource Guide* embraces a three-tiered model of curriculum and instruction and the core principles of a response to intervention model:

DEFINITION

Curriculum is defined as all the planned learning opportunities offered to learners and the experiences learners encounter when instruction is implemented. However, "...for school leaders, the curriculum must be the overall system of goals, strategies, and resources that are garnered to support student achievement. It must be a carefully nested system, with the school functioning within the district and within the state" (McKenna & Walpole, 2007, p. 45).

Instruction is defined as the act, process, and art of imparting skills, abilities, and understandings.

FOCUS

The *Delaware Literacy Resource Guide* embraces a multi-tiered model of curriculum and instruction, realizing that all students who are to become proficient readers must be provided with instruction that ensures the development of the following attributes:

- The knowledge and skills necessary to recognize unknown words in text.
- The ability to recognize many thousands of words automatically (in a glance) so that reading is fluent with accuracy, speed, and prosody.
- The ability to understand the meanings of the words encountered in all types of text.
- The ability to think about the meaning of text so that comprehension results.

Further, the authors of this Guide agree with prominent literacy researchers that effective curriculum design and delivery must include instruction for ALL students (Tier 1) in the five components of reading that is organized, systematic, and efficiently taught by knowledgeable teachers using a well-designed instructional approach that considers the following factors:

- Effective pacing;
- Student engagement;
- Differentiated instruction in the form of whole and small, needs-based groups;
- Scaffolding of instruction that encompasses modeling, prompted application, and finally independent application of skills;
- Judicious review;
- The use of ongoing assessment data reflecting specific performance criteria for the critical reading skills at different grade levels;
- Alignment of classroom instruction with supplemental and intervention programs.

These core principles are embedded in the Response to Intervention (RTI) Model adopted by the State of Delaware in 2008 (http://www.doe.k12.de.us/infosuites/staff/profdev/rti_docs.shtml) that includes the following components:

- Early intervention to prevent reading failure;
- Multi-tiered model of service delivery, ensuring that all students receive the core curriculum (Tier 1);
- Problem-solving method of decision making;
- Research-based, scientifically validated instruction/intervention;
- Monitoring of student progress to inform instruction (Witt, 2005).

Struggling readers at all levels must receive instruction that matches their needs. Consequently, a child who is weak in phonics, regardless of his age, needs to receive instruction that remediates this need, such as developing automaticity in identifying orthographic patterns in recoding words or at a higher need level working on morphemic analysis or syllable types. If a student has been diagnosed with fluency needs, remediation would include re-reads consisting of three to four times, and setting criteria appropriate to the grade level (e.g., 125 words per minute at the adolescent level). Interventions in vocabulary would involve direct explanations of the meanings of words as well as practice in using the words in different contexts. Comprehension needs may require additional instruction to develop background knowledge necessary to understand a specific text and work on developing active thinking and monitoring of comprehension from what is read. In summary, adolescent readers really do need to learn to read in the same way that young children do.

While ensuring that struggling readers receive early intervention in which the intensity is based on degree of need, it is vital that they also receive SBRR standards-based core instruction to ensure that learning continues to accelerate and no additional loss of reading ability ensues.

Proficient readers and writers use a variety of research-based cognitive strategies as they monitor their understanding of the text. Such strategies include predicting, questioning, clarifying,

connecting with prior knowledge, and summarizing. Teachers' instructional strategies should facilitate these cognitive strategies. Teachers need to explicitly teach students to preview text, re-read passages, highlight important information, use graphic organizers, skim, and take notes as examples of effective strategies. The more students understand when strategies are effective and why they work, the more they will become strategic readers (National Reading Panel, 2000).

English Language Arts (ELA) teachers as well as content teachers would benefit from organizing their instruction so that these comprehension strategies as well as vocabulary methods are presented in the Before-, During-, After-lesson formats so that students become proficient readers and writers in all types of text and thus develop a deeper understanding of the materials that they are expected to read in all content areas (Reading Next, 2004; McKenna & Walpole, 2007). See Appendix A for the Before, During, and After reading and writing strategies. Research has shown that just as in teaching decoding, an explicit instructional approach, using a gradual release of responsibility model, is the most effective approach in teaching comprehension and vocabulary. The following steps are recommended:

- Explicit instruction and teacher modeling.
- Guided practice—first with support from the teacher and later by peers—progressing from partner support to collaborative group assignments.
- Independent practice.
- Application/transfer of knowledge in authentic reading situations.

It is vital that content area teachers provide and reinforce instruction of literacy skills and strategies that are effective in their content area to assist students in becoming critical readers in each of the core disciplines. Students must be able to utilize reading and writing to acquire content knowledge. This ability not only requires a degree of reading proficiency, but also the knowledge and skills that are unique to a specific subject area. Ultimately, the goal is for students to be able to communicate and represent the knowledge and ideas of each discipline as well as defend and challenge the beliefs of others in that field. As a result, it is a goal that students will read and write like historians, geographers, mathematicians, scientists, etc.

COMPONENTS OF CURRICULUM AND INSTRUCTION

Many components must be considered when developing a Curriculum and Instruction Plan for literacy achievement:

- **Literacy Program** – An ideal comprehensive and systemic core program is based on Scientifically Based Reading Research (SBRR) and the Delaware English Language Arts Standards.
- **Instructional Materials** –Resources used for core instruction, supplementation, or intervention purposes are aligned to the English Language Arts Standards and derived from SBRR.
- **Personnel to Deliver Core Literacy Curriculum** – Teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum are fully trained in SBRR and the Delaware ELA Standards.
- **Access to Reading Materials** – All students have equal opportunity and access to the core literacy curriculum materials. Access may be accomplished through the class instruction,

classroom and school libraries, partnerships with community and family literacy programs, and technology (via alternate formats).

- **Best Practices** – Classroom instructional strategies which are found through research to improve reading achievement of students are considered Best Practices. These strategies include explicit instruction and before-, during-, and after-reading comprehension strategies. Using student data to drive instruction, teachers should choose strategies which best fit the students' needs. Teaching, re-teaching, and pre-teaching in small and whole groups should also be included in the teacher's instructional plans.
- **Increased Intensity for the Struggling Reader** – For students who are identified as struggling, teachers should intensify instruction by adding more time to the students' literacy instruction, by instructing the students in a small group setting, and by using supplemental materials to address the intervention needs of the students. Progress monitoring data will drive the teachers' decisions for meeting the needs of the struggling students.
- **Time and Grouping Options** – Based on student needs, teachers and instructional leaders should use grouping and time options to achieve maximum results from the core literacy program.
- **Instructional Tools and Resources** – Any technology used to enhance understanding as well as charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.
- **Extended Instructional Time** – Recognizing that literacy is the building block of all content knowledge, educators may increase the amount of time students receive for literacy instruction. This may be accomplished by a variety of means, including integrating literacy skills in other content area instruction (i.e., social studies, science, and math) and by providing time outside of school for students to either receive more instruction (i.e., after school tutoring, summer school) or to enjoy literacy in groups (i.e., book clubs).
- **Evaluation of Programs** – The core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

Enduring Understanding of the *Delaware Literacy Resource Guide*

Enduring Understanding: Reading and writing are inextricably connected to the thinking process and the dynamics of the human mind.

What literate high school graduates in a democratic society need to know, understand, and be able to do:

Know that skilled readers are...

- **Constructive** – learning to reason about written material using knowledge from everyday life and from disciplined fields of study.
- **Fluent** – mastering basic text processing to the point where reading is automatic, so that attention is freed to focus on the comprehension of text.
- **Strategic** – learning to monitor reading in relation to the purpose, the nature of the material, and comprehension.
- **Engaged** – learning to sustain interest, engagement, and persistence in multiple text situations so that the purpose(s) for reading can be achieved.
- **Lifelong** – involving continuous practice, development, and refinement.

Know that skilled writers are...

- **Constructive** – learning to reason about the most effective way to communicate knowledge and understanding through writing.
- **Fluent** – mastering basic writing skills to the point where the organization and mechanics of writing are automatic, so that attention is freed to focus on communicating meaning.
- **Strategic** – learning to monitor writing in relation to the form, audience, topic/message, and purpose.
- **Engaged** – learning to sustain interest, engagement, and persistence in multiple writing situations so that the purpose(s) for writing can be achieved.
- **Lifelong** – involving continuous practice, development, and refinement.

Understand that ...

- A disciplined mind can read, write, and think well across content areas.
- A synthesizing mind can read and sift through a variety of complex information and respond through writing and speaking.
- A creative mind can raise new questions, come up with novel solutions, and apply knowledge gained in new situations.
- A respectful mind can honor differences in perspectives/opinions.
- An ethical mind can think beyond concerns for self.
- An analytical/critical mind can weigh evidence, critically observe situations, and make informed judgments.

Demonstrate skilled reading practices by...

- Retelling, paraphrasing, and/or summarizing extended passages.
- Making inferences from authentic texts.
- Taking a metacognitive stance with text.
- Detecting and describing a point of view.
- Reading with a critical stance.
- Identifying and responding to theme or major ideas.
- Responding to selections by making connections to personal experiences, prior knowledge, or other texts.
- Reading with a sense of the author's craft.
- Reading with dispassion (i.e., objectivity, tolerance).
- Reading widely as well as deeply.
- Reading with fluency and prosody.

Demonstrate skilled writing practices by...

- Using written and oral English appropriate for various purposes and audiences by:
- Producing texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Producing texts that exhibit the following language conventions: sentence formation and conventions of grammar, mechanics, spelling, and usage.
- Producing examples that illustrate the discourses of persuasive, informative, and expressive writing.

Writing

ENDURING UNDERSTANDING

Delaware recognizes that writing has changed in recent years due to the development of technology; it has become an increasingly multifaceted activity. Students no longer write with pen and paper only. They text on cell phones, they e-mail, blog, wiki and twitter on computers, and they create websites. These developments have expanded the types of texts that writers produce and, as a result, the immediate access to a wider variety of readers has expanded as well.

While developing the *Delaware Literacy Resource Guide*, the Carnegie Commission issued a report entitled “Writing Next” that made very clear the status of writing in America. As the document’s introduction explains:

... American students today are not meeting even basic writing standards, and their teachers are often at a loss for how to help them. In an age overwhelmed by information ... we should view this as a crisis because the ability to read, comprehend, and write—in other words, to organize information into knowledge—can be viewed as tantamount to a survival skill. (Graham and Perin, 2006, p. 4)

Whenever possible, writing instruction should be geared toward making sense in a student’s life outside of the four walls of a classroom. It is useful for teachers to consider what elements of their curriculum they could imagine students replicating outside of school and create authentic writing tasks that reflect students’ interests. Those are the tasks that will produce better writing.

A “one-size-fits-all” writing program does not address the needs of diverse learners in a classroom. The needs of struggling writers vary according to their prior knowledge, skills, and motivation. Teachers should therefore allow students some degree of choice of writing topics and genre as a means of promoting diversity and as a means of tapping into the personal interests of students.

THE READING AND WRITING CONNECTION

Reading and Writing are usually described as parallel processes. The connected aspects of the reading and writing processes give strong support to integrating instruction. Writing is a multi-step process involving preparation and reflection, not just the act of putting words down on paper. This concept can be reinforced by learning about the multi-step process of reading, which also involves preparation and reflection and is not simply the act of decoding words and hoping their meaning becomes clear. The connection between reading and writing enables the student to adapt skills learned in one area to the other.

As Carol Booth Olson explains, in her book *The Reading/Writing Connection: Strategies for Teaching and Learning in the Secondary Classroom*, readers and writers draw from a “common toolkit of cognitive strategies.” (2007, p.7)

DEFINITION

The Delaware ELA GLEs define writing as a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.

Writing in the content areas helps students to learn as they acquire knowledge and skills, construct meaning, and demonstrate transfer of understanding by explaining, interpreting, applying, showing empathy, displaying perspective, and self-reflecting. Since writing is a key vehicle used to represent understanding, writing is often considered learning made visible.

Consequently, writing is a critical aspect of being a literate individual. It involves the process of constructing meaning in order to communicate and transfer understanding.

FOCUS

Following extensive research in the area of writing, the Delaware Reading/Literacy Cadre arrived at several conclusions about writers:

- **Good writers are constructive.** They create and communicate meaning.
- **Good writers are fluent.** They write with ease and confidence.
- **Good writers are strategic.** They understand the importance of prewriting, writing, and revising. They monitor their own writing in relation to the form, audience, topic/message, and purpose.
- **Good writers are engaged.** They can work on their writing for a sustained period of time planning, writing a first draft, revising one or more times for content and clarity, and editing for language conventions, such as mechanics, grammar, and spelling. They sustain interest and persist over time and experiences.
- **Good writers are lifelong.** They are skilled at written communication as a result of practice and commitment from kindergarten through high school and beyond.
- **Good writers use writing as a strategy for exploring and expanding text meaning.** Writing expert Donald Graves states, “Writing is the most disciplined form of thinking. It allows us to be precise, to stand back and examine what we have thought, to see what our words really mean, to see if they stand up to our own critical eye, make sense, [and] will be understood by someone else ...” (Murray 1993, 3). Writing about what one has read helps the writer clarify thinking, evaluate the importance of ideas, and make connections to prior knowledge.

COMPONENTS OF A QUALITY WRITING PROGRAM

Teaching students to write involves helping students view writing through three lenses: learning to write, writing to learn, and writing to show learning. When any one of these three lenses is given too much emphasis or overlooked, the full potential of “writing” as a communication skill is compromised. Thus, a balanced program of writing instruction provides opportunity for growth in all three areas.

Writing is a craft. Like any craft, it must be apprenticed, practiced, mentored, shared, and celebrated. The honing of such a craft requires time. To this end, The Delaware Reading/Literacy Cadre also identified the qualities of an effective writing program that include, but are not limited to, the following:

- Models of good writing
 - ♦ Recognized authors of both literary and informative text
 - ♦ Teachers' writing
 - ♦ Other students' writing

Students need to see examples of good writing in all subject areas. When teachers recognize models of good writing in their disciplines, they should share those and discuss their attributes with the students.

- Student choice

Students should be given opportunities to write about topics of their own choosing as a part of their writing experience. Furthermore, students should be given choices in audience, purpose, and writing forms or genre. Even when students are required to write within the parameters of particular assignments or prompts, assignments should be carefully crafted to reflect authentic—or as near to authentic as possible—writing situations. Other elements of choice include allowing students to make decisions about which writing pieces to take through the writing process to the publication stage, which writing pieces to share, which writing pieces to include in portfolios, etc. This aspect of the writing experience highlights the crucial need for self-reflection in the learning process.

- Opportunities for writing

Students get better at writing by writing, therefore, providing opportunities for writing across the curricula are essential for developing skilled writers. A broad variety of form, purpose, audience, and topic possibilities are paramount to ensuring transfer of students' learning from the classroom to real life. A few examples of such classroom opportunities might include such experiences as:

- ♦ Writing about a science, chemistry, or physics experiment;
- ♦ Writing to analyze contemporary issues persuasion in social studies;
- ♦ Writing to explain a process or an answer in mathematics;
- ♦ Writing poetry or prose for an arts or music class;
- ♦ Writing to advertise or promote in a business class;
- ♦ Writing to entertain one or others;
- ♦ Writing to self-reflect about learning.

ELEMENTARY WRITING INSTRUCTION

According to the Delaware ELA Writing GLEs for K–3, important components of writing instruction include organizing and communicating ideas, using descriptive language, sentence structure. Expectations in these areas increase as the student progresses from kindergarten to third grade. Many reading-related competencies play significant roles in writing at this level as well. For example, awareness of text structure is as essential to writing as reading

comprehension. If students encounter a variety of text structures in their reading and are aware of those structures, they can replicate them in their own writing. Similarly, learning new vocabulary should involve using words in writing as well as in reading. Communicating clear ideas is a basic writing skill at this level. Applying these basic skills should be encouraged and the use of proofreading, editing, and revising should be used to assess those skills. Finally, students at this level should have numerous opportunities to write for a variety of audiences.

SECONDARY WRITING INSTRUCTION

According to the Delaware ELA Writing GLEs, beyond Grade 3, writing needs to be addressed in terms of mechanics and conventions of writing, in terms of strategies for the writing process (e.g., planning strategies such as outlining), and as a tool for learning and responding to ideas. Although students are expected to become more independent in their use of the writing process as they advance into the middle school years, constructive feedback from the teacher, as well as from peers, remains critical to all students' growth in writing. Writing in response to reading and learning also should be part of students' experiences in every class at every grade level.

Writing activities should infuse language arts and content area classes, but not every writing occasion needs to involve multiple drafts. However, teachers do need to arrange times for students to develop, refine, and discuss their written work with others. In addition, although explicit instruction in most conventions of writing, such as use of punctuation or parallel language, will be a focus for the English language arts teacher, all teachers share responsibility for monitoring and providing feedback regarding students' use of writing conventions.

According to Steve Peha in *Prompted Writing*, "In order to make good progress, beginning writers at the elementary level need to be writing 4–5 days per week, 45–60 minutes per day. More accomplished writers at the secondary level need a minimum of three days a week." (Peha, p. 12)

Writing Program Self-Evaluation Tool

The Writing Evaluation Tool is designed to help schools and districts review the district or school's existing writing program to determine if it:

- Is aligned to the Delaware ELA Content Standards and the GLEs;
- Is scientifically research based;
- Addresses the needs of ALL learners.

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	<p>In effective schools, teachers provide a process approach to writing across ALL grades that is aligned to the Delaware ELA Content Standards and the GLEs.</p> <p><i>Description: The writing process refers to the steps a writer follows whenever he or she writes. The writing process is recursive and includes the following steps:</i></p> <ul style="list-style-type: none"> ▪ <i>Planning/brainstorming/organizing</i> ▪ <i>Prewriting (identifying SOAP-Subject Occasion Audience Purpose)</i> ▪ <i>Writing the rough (first) draft</i> ▪ <i>Editing/conferencing (parent, teacher, peer)</i> ▪ <i>Revising, proofreading, and improving the first draft</i> ▪ <i>Writing the final draft</i> ▪ <i>Publishing (e.g., read, mail, perform, print, submit, bind)</i> 				
2	<p>In effective schools, teachers provide writing strategies for ALL ability levels within a grade.</p> <p><i>Description: To meet student needs, the writing program provides suggestions for ways to differentiate the content, the instructional strategies and activities, the assessment tools, and the performance tasks.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
3	<p>In effective schools, teachers provides writing strategies at each grade level that address the purposes of each discourse category:</p> <ul style="list-style-type: none"> ▪ Expressive ▪ Informative ▪ Persuasive <p><i>Description: The writing program at each grade level includes explicit instruction in each discourse category and provides strategies and models for effectively addressing a variety of purposes (e.g., to describe, to explain, to convince).</i></p>				
4	<p>In effective schools, teachers provide strategies and models for writing effective introductions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models (e.g., published authors, authentic student work) that demonstrates inviting introductions that are appropriate for the discourse category and hook the reader.</i></p>				
5	<p>In effective schools, teachers provide strategies and models for writing effective conclusions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models (e.g., published authors, authentic student work) that demonstrates conclusions that are appropriate for the discourse category and provide closure for the reader.</i></p>				
6	<p>In effective schools, teachers provide instruction on selecting and executing a variety of organizational structures (e.g., cause/effect, compare/contrast).</p> <p><i>Description: The writing program provides explicit guidance via strategies and models in selecting and executing a variety of organizational structures based on the purpose and discourse category that move the reader smoothly and deliberately through the writing.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	<p>In effective schools, teachers provide a variety of strategies and models for effectively developing ideas.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models that demonstrate the use of a variety of ways (e.g., concrete details, reasons, examples, anecdotes, events, description as appropriate for audience and purpose) to fully, consistently, and skillfully elaborate ideas, experiences, and information.</i></p>				
8	<p>In effective schools, teachers provide strategies and models for effectively addressing a variety of audiences.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for addressing the needs of authentic audiences as well as models that demonstrate an awareness of the needs of the audience.</i></p>				
9	<p>In effective schools, teachers provide strategies for selecting precise and appropriate word choice as well as models that demonstrate effective word choice.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for identifying and selecting words that are most appropriate for the audience and purpose and includes authentic examples that demonstrate effective (strong, precise, economical, vivid, accurate, appropriate) word choice.</i></p>				
10	<p>In effective schools, teachers provide strategies and models for incorporating a variety of sentence lengths and structures to enhance writing.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models for constructing sentences that vary in length and structure in order to enhance meaning.</i></p>				

	Components of an Exemplary Writing Program	Meeting the Goal	Approaching the Goal	No Evidence	Comments
11	<p>In effective schools, teachers provide student work samples and rubrics in all discourse categories that demonstrate various levels of proficiency.</p> <p><i>Description: The writing program includes authentic student work samples demonstrating various levels of proficiency as well as scoring rubrics and commentaries.</i></p> <ul style="list-style-type: none"> ▪ <i>These authentic samples provide a benchmark for teachers and can be used with students to teach and reinforce writing strategies.</i> 				
12	<p>In effective schools, teachers provide strategies that address the appropriate use of language conventions.</p> <p><i>Description: The writing program provides explicit guidance via strategies and models that demonstrate the use of age-appropriate, standard-language conventions (grammar, mechanics, and spelling) to enhance meaning and support style and voice.</i></p>				
13	<p>In effective schools, teachers provide authentic performance tasks that give ongoing feedback to students and inform teacher instruction.</p> <p><i>Description: The writing program provides assessment opportunities for students to demonstrate growth and understanding through authentic performance tasks (e.g., journals, prompts, multimedia presentations, research reports) that include writing in the content areas (e.g., science, social studies, visual and performing arts).</i></p>				
14	<p>In effective schools, teachers provide students with Writing Opportunities.</p> <p><i>Description: The writing program provides students with opportunities to:</i></p> <ul style="list-style-type: none"> ▪ <i>Self-select topics</i> ▪ <i>Share written pieces</i> ▪ <i>Practice/apply concepts respond to authentic situations write across the curriculum (text-based writing)</i> 				

Writing Plan: District/School Template

Directions: Use this template to prioritize the writing needs and goals of the students in your district and/or school. Needs and resulting goals should be based on evidence from student writing data.

Priority Need(s)	Goal(s)/ Objective(s)	Person(s) Responsible	Timeline	Implementation	Outcomes/Evaluation of Success

Delaware Rubric for Text-Based Writing

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Score point 5 meets all the criteria listed in score point 4.	The writing has: <ul style="list-style-type: none"> A clear text-based focus that effectively fulfills the writing purpose and meets the needs of the audience 	The writing has - <ul style="list-style-type: none"> A text-based focus that adequately fulfills the writing purpose and meets the needs of the audience 	The writing has: <ul style="list-style-type: none"> A text-based focus that attempts to fulfill the writing purpose and meet the needs of the audience 	The writing: <ul style="list-style-type: none"> May be minimally connected to the text and may not fulfill the writing purpose or meet the needs of the audience
In addition, a paper earning this score shows: <ul style="list-style-type: none"> An exceptional awareness of the writing purpose and the concerns and needs of the audience Insightful and/or reflective analysis of ideas 	The writing has: <ul style="list-style-type: none"> An effective and logical progression of ideas Effective transitions between and within sentences and paragraphs that move the audience smoothly and deliberately through the writing An effective introduction and conclusion 	The writing has: <ul style="list-style-type: none"> A clear progression of ideas Appropriate transitions An adequate introduction and a sense of closure 	The writing: <ul style="list-style-type: none"> Has a weak progression of ideas that may be list-like, rambling, and/or repetitive May lack appropriate transitions May lack an introduction and/or a closing 	The writing has: <ul style="list-style-type: none"> Little or no evidence of purposeful organization
The writing may exhibit: <ul style="list-style-type: none"> Distinctive style, voice, tone Compositional risk 	The writing has - <ul style="list-style-type: none"> Ideas that are skillfully selected from the text and are consistently elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with passage details skillfully woven in for support 	The writing has: <ul style="list-style-type: none"> Appropriate ideas from the text that are adequately (but may be unevenly) elaborated (e.g., explanations, comments, interpretations/inferences, relevant connections) with some passage details for support 	The writing: <ul style="list-style-type: none"> Has some text-based ideas that are minimally and/or inconsistently developed with few passage details for support May provide a retelling or restatement of the text rather than address the purpose of the prompt 	The writing may have: <ul style="list-style-type: none"> Few text-based ideas that lack development Random, unconnected, and/or irrelevant ideas/details
The writing may show exceptional use of: <ul style="list-style-type: none"> Literary devices Language conventions to enhance meaning and support style and voice (e.g., dialect, purposeful fragments, purposeful repetition) 	The writing has: <ul style="list-style-type: none"> Sentences that are skillfully constructed with appropriate variety in length and structure 	The writing has: <ul style="list-style-type: none"> Sentences that are generally complete with sufficient variety in length and structure 	The writing has: <ul style="list-style-type: none"> Some sentence formation errors and/or a lack of sentence variety 	The writing has: <ul style="list-style-type: none"> Frequent and severe sentence formation errors and/or a lack of sentence variety
	The writing has: <ul style="list-style-type: none"> Consistent style and precise, vivid, and economical word choices that effectively fulfill the writing purpose and meet the needs of the audience 	The writing has: <ul style="list-style-type: none"> Some style and generally appropriate word choices that fulfill the writing purpose and meet the needs of the audience 	The writing has: <ul style="list-style-type: none"> Some general and repetitive words that may be inappropriate or ineffective for the writing purpose and/or audience 	The writing has: <ul style="list-style-type: none"> Frequent use of general, repetitive, and/or confusing words that may be inappropriate or ineffective for the writing purpose and audience
	The writing has: <ul style="list-style-type: none"> Few, if any, errors in standard written English that do not interfere with understanding 	The writing has: <ul style="list-style-type: none"> Some errors in standard written English that rarely interfere with understanding 	The writing has: <ul style="list-style-type: none"> Several kinds of errors in standard written English that may interfere with understanding 	The writing has: <ul style="list-style-type: none"> Frequent and/or severe errors in standard written English that interfere with understanding

Delaware Rubric for Stand-Alone Writing

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
<p>Score point 5 meets all the criteria listed in score point 4.</p> <p>In addition, a paper earning this score shows:</p> <ul style="list-style-type: none"> ▪ An exceptional awareness of the writing purpose and the concerns and needs of the audience <p>Insightful and/or reflective analysis of ideas</p>	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A clear focus that effectively fulfills the writing purpose and meets the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A focus that adequately fulfills the writing purpose and meets the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A focus that attempts to fulfill the writing purpose and meet the needs of the audience 	<p>The writing:</p> <ul style="list-style-type: none"> ▪ May have an unclear focus and may not fulfill the writing purpose or meet the needs of the audience
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ An effective and logical progression of ideas ▪ Effective transitions between and within sentences and paragraphs that move the audience smoothly and deliberately through the writing ▪ An effective introduction and conclusion 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ A clear progression of ideas ▪ Appropriate transitions ▪ An adequate introduction and a sense of closure 	<p>The writing:</p> <ul style="list-style-type: none"> ▪ Has a weak progression of ideas that may be list-like, rambling, and/or repetitive ▪ May lack appropriate transitions ▪ May lack an introduction and/or a closing 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Little or no evidence of purposeful organization
<p>The writing may exhibit:</p> <ul style="list-style-type: none"> ▪ Distinctive style, voice, tone ▪ Compositional risk 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are fully, consistently, and skillfully elaborated (e.g., with concrete details, reasons, examples, anecdotes, events, description) as appropriate for audience and purpose 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are adequately (but may be unevenly) elaborated (e.g., with details, reasons, examples, anecdotes, events, description)) as appropriate for audience and purpose 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Ideas that are minimally and/or inconsistently developed and attempts to elaborate may rely on unsupported generalities, unconnected or repetitive bits of information, and/or irrelevant details 	<p>The writing may have:</p> <ul style="list-style-type: none"> ▪ Few ideas that lack development ▪ Random, unconnected, and/or irrelevant ideas/details
<p>The writing may show exceptional use of:</p> <ul style="list-style-type: none"> ▪ Literary devices ▪ Language conventions to enhance meaning and support style and voice (e.g., dialect, purposeful fragments, purposeful repetition) 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Sentences that are skillfully constructed with appropriate variety in length and structure 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Sentences that are generally complete with sufficient variety in length and structure 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some sentence formation errors and/or a lack of sentence variety 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent and severe sentence formation errors and/or a lack of sentence variety
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Consistent style and precise, vivid, and economical word choices that effectively fulfill the writing purpose and meet the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some style and generally appropriate word choices that fulfill the writing purpose and meet the needs of the audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some general and repetitive words that may be inappropriate or ineffective for the writing purpose and/or audience 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent use of general, repetitive, and/or confusing words that may be inappropriate or ineffective for the writing purpose and audience
	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Few, if any, errors in standard written English that do not interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Some errors in standard written English that rarely interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Several kinds of errors in standard written English that may interfere with understanding 	<p>The writing has:</p> <ul style="list-style-type: none"> ▪ Frequent and severe errors in standard written English that interfere with understanding

Library Media Specialists

Enduring Understanding

School libraries have become 21st century learning environments that provide rich resources and learning opportunities for all students. The Research Foundation Paper, *School Libraries Work* (2008), provides evidence of empirical studies which cite the measurable impact school libraries, including Delaware, have on student academic achievement.

Research here has also revealed that schools equipped with certified library media specialists impact student academic achievement and have the tools to inspire literacy in learners of all ages. School library media specialists need to collaborate with the school community as part of the school's Success Plan. The school library media specialist can be a leader, analyzing data, working to support and expand the school's curriculum thus impacting student learning outcomes. Having certified library media specialists working with school leaders will support implementation of the goals of the *Delaware Literacy Resource Guide*.

Definition

A library media specialist:

- Upholds the vision of every student reading.
- Serves as an instructional leader in the school.
- Actively participates in data discussions on School Success Teams.
- Stays current on scientifically based reading research (SBRR).
- Collaborates among staff, with a focus on literacy achievement.
- Aligns the school library media program with the School Success Plan and its measurable goals.
- Collaborates with the reading specialist and classroom teachers to ensure articulation and consistency of reading instruction for students at all levels.
- Collaborates within the school community to provide state-of-the-art information technology to maximize literacy efforts, providing the learning-for-life opportunities.
- Develops experience with articulating literacy across the Delaware Content Standards, through the American Association for School Libraries' (AASL's) *Standards for the 21st Century Learner*, creating a program that is more student and outcome centered. NCTE has joined [The Partnership for 21st Century Skills](#) to produce a map, which is a framework for integrating 21st century skills into the K-12 English curriculum.
- Participates in ongoing, high-quality professional development which aligns to curricular and program needs.
- Assists teachers in a collaborative analysis and application of the data for making key instructional decisions.

Focus

The school library media specialist's role is to facilitate and impact student learning outcomes for building knowledge. Library media specialists will focus on the reading and literacy

initiatives of the district/school necessary to implement the literacy plan, targeting school success plan data.

Components

Library media specialists work with the school community to ensure that both staff and students are effective users of information. The school library media specialist will implement the *Delaware Literacy Resource Guide* by serving as:

- A change agent
- An instructional partner/collaborator
- An information specialist
- A program administrator

Library Media Self-Assessment Tool

Based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

Goals of Literacy Instruction

1. Interrogates data to identify student literacy needs in accordance with the school's Success Plan findings.
2. Develop an action plan to keep current on reading research and research on literacy development to address such areas in literacy as motivation, strategies sustaining reading literacy, and literacy interventions.
3. Incorporate an action plan based on measurable outcomes within the school library media program that aligns to the school's Success Plan.
4. Provides evidence of how a quality school library helps students with their learning in and away from school.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	Interrogates data to identify student literacy needs in accordance with the school's Success Plan findings.				
2	Keeps current on reading research and research on literacy development to address such areas in literacy as motivation, strategies sustaining reading literacy, and literacy interventions.				
3	Develops and incorporates an action plan based on measurable outcomes within the school library media program that aligns to the school's Success Plan.				
4	Focus on initiating and developing library-classroom teaching partnerships, built into the school's Success Plan				
5	Provides evidence of how a quality school library helps students with their learning in and away from school.				

Goals of a School Library Collection

1. Provides a variety of quality diverse literary and informative and technical texts at an array of instructional levels so that all students' reading needs are met.
2. Provides annual improvement goals of the library collection for a three- to five-year period.
3. Establishes a minimum resource allocation of \$15 per student each year and building on that.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	Provides a variety of quality diverse literary and informative and technical texts at an array of instructional levels so that all students' reading needs are met.				
2	Provides annual improvement goals of the library collection for a three- to five-year period.				
3	Establishes a minimum resource allocation of \$15 per student each year and building on that.				

Curriculum/Instruction K–12 Self-Assessment Tool

Goals of Curriculum/Instruction

1. Implement a reading instructional program that contains the components of SBRR and aligns with the Delaware ELA Standards.
2. Identify by name and describe how the instructional materials aligned to scientific research will be used for the intended audience and purpose.
3. Implement SBRR strategies with systematic and explicit delivery of lessons integrated and coordinated with the comprehensive literacy plan.

Components of Curriculum/Instruction

A. Literacy Program – an ideal comprehensive and systemic core program is based on SBRR and the Delaware English Language Arts Standards.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	The selection process for the core literacy curriculum and the rationale for its selection are informed by SBRR. Currently our selection process	is fully informed by SBRR.	is partially informed by SBRR.	is not based on SBRR.	
2	The implementation plan for a comprehensive literacy program is based on scientific research. Currently, our plan	is solidly based on research.	is partially based on scientific research.	is not based on scientific research.	
3	The literacy program aligns with the Delaware Content Standards and GLEs in English Language Arts. Currently, our program	is aligned.	is partially aligned.	does not align.	
4	All programs (including Title I, Special Education, Second -Language Learners, Literacy Partnerships) throughout the district should be aligned with the Delaware ELA Content Standards. Currently, these programs	are aligned with all of the ELA Content Standards	are partially aligned the ELA Content Standards	do not align with the ELA Content Standards	
5	The approved core literacy curriculum is used as the primary instructional tool to teach literacy. Currently, our program	is consistently used.	is not consistently used.	is not used.	
6	Guidelines are in place for teachers to make literacy instruction more systematic and explicit. Currently, guidelines	are in place.	are partially in place.	are not in place.	

B. Instructional Materials – used for core instruction, supplementary, and intervention purposes. They are aligned to the ELA Content Standards and derived from SBRR.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	The ideal selection process for instructional materials, including the core, supplemental, and intervention materials, is informed by the ELA Content Standards, ELA GLEs, and scientifically based reading research and is integrated and coordinated with the core literacy curriculum. Currently, our process	is consistently integrated and coordinated.	is partially integrated.	is not integrated.	
8	The ideal SBRR intervention that is supplemental to the core program is aligned with the ELA Content Standards, ELA GLEs, and the core literacy curriculum and is selected/designed and implemented with fidelity for students who are striving readers. Currently, our intervention program	is implemented with fidelity.	is selected/designed, but is not implemented with fidelity.	is not selected/ designed.	
9	The ideal set of instructional materials includes a coherent set of materials for multi-tiered instruction and avoids layering old materials and programs on top of new ones. Currently, our set	is coherent.	includes some layering.	is incoherent.	
10	The ideal curriculum plan for staff specifies the use of instructional materials (core, supplemental, intervention) targeted to specific needs of students. Currently, our curriculum plan includes	an explicit plan for staff targeted to the specific needs of students.	a lack of explicit planning targeted to the specific needs of students.	no evidence of any systematic planning.	
11	The ideal instructional materials provide for explicit instruction (i.e., modeling, guided/corrective feedback, and independent practice opportunities) and before-, during-, and after-comprehension strategies. Currently, our materials	provide consistent modeling, feedback, or practice opportunities and before-, during-, and after-comprehension strategies.	provide some modeling, feedback, or practice opportunities, and before-, during-, and after-comprehension strategies.	do not provide modeling, feedback, or practice opportunities and before-, during-, and after-comprehension strategies.	
12	The ideal set of instructional materials supports strategies that address the essential grade-level components of reading as identified by the National Reading Panel (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension). Currently, our materials	support instructional strategies.	partially support instructional strategies.	do not support instructional strategies.	
13	The ideal set of instructional materials supports the implementation of systematic instructional strategies. Currently, our materials	fully include systematic instruction.	partially include systematic instruction.	do not include systematic instruction.	
14	The ideal set of instructional materials is aligned to the ELA Content Standards and ELA GLEs. Currently, our materials	are fully aligned.	are partially aligned.	are not aligned.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
15	The ideal school library collections include quality literary and informative and technical texts at a variety of instructional levels so that all students' reading needs are met. Currently, our school library	meets the students' reading needs and instructional levels.	meets some of the students' reading needs and instructional levels.	does not meet the students' reading needs and instructional levels.	
16	The ideal set of instructional materials is selected to specifically meet the needs of students who are English Language Learners (ELL). Currently, our materials	meet the needs of ELL students.	partially meet the needs of ELL students.	do not meet the need of ELL students.	

C. Personnel to Deliver Core Literacy Curriculum – Teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
17	In effective schools, the most highly qualified personnel instruct the students most in need. Currently, our personnel	are assigned based on student need.	are assigned with some consideration of student need.	are assigned based on other factors.	
18	In effective schools, educators (teachers, paraprofessionals, specialists, and administrators) are adequately trained in the effective implementation of instructional materials. In our school	ongoing training occurs.	inconsistent training occurs.	no training occurs.	
19	In effective schools, paraprofessionals are flexibly placed where the greatest literacy instructional need exists. In our school, paraprofessionals	are consistently placed in the areas of instructional need.	are inconsistently placed in areas of instructional need.	are not placed in areas of instructional need.	
20	In effective schools, when multiple personnel deliver the literacy programs to the same students, they coordinate instruction and discuss student progress on a regular basis. In our school, we have	full coordination of instruction.	partial coordination of instruction.	no coordination of instruction.	

D. Access to Reading Materials – equal opportunity and access to the core literacy curriculum materials for all students. Access may be accomplished through class instruction, classroom and school libraries, partnerships with community and family literacy programs, and technology.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
21	Students have access to and experience with literary and informative/technical texts at a variety of difficulty levels that vary in the styles, genres, topics, and content areas. In our school, students have	consistent access and/or experience with a variety of texts.	some access and/or experience with a variety of texts.	very limited access and/or experience with a variety of texts.	
22	Schools should provide access to engaging reading materials and resources. Our school provides	complete access to engaging reading materials and resources	some access to engaging reading materials and resources.	no access to engaging reading materials and resources.	
23	Schools should detail and implement a plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources. Our school	has a detailed and implemented plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources.	does not have a detailed and implemented plan to create partnerships with the community and family literacy programs to access engaging reading materials and resources.	does not have a plan.	
24	Technology should be used to leverage instructional time and to provide additional support and practice for students as well as to prepare students for the ways technology alters the reading and writing experience. Our school has	consistent high-quality use of technology.	inconsistent or low-quality use of technology.	no use of technology.	

E. Best Practices – classroom instructional strategies which are found through research to improve reading achievement of students. These strategies include explicit instruction and before-, during-, and after-reading comprehension strategies. Using student data to drive instruction, teachers should choose strategies which best fit the students' needs. Teaching, re-teaching, and pre-teaching in small and whole groups should also be included in the teacher's instructional plans.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
25	In schools informed by best practices, teachers provide students with authentic text to read daily to develop sustained reading habits. In our school, teachers	provide students with authentic text to read daily.	do not provide students with authentic text to read daily.	are not equipped to provide students with authentic or the opportunity for students to read daily.	
26	In schools informed by best practices, teachers use explicit instruction (i.e., modeling, guided/corrective feedback, and independent practice opportunities). In our school, teachers	consistently use explicit instruction.	inconsistently use explicit instruction.	do not use explicit instruction.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
27	In schools informed by best practices, teachers routinely teach comprehension strategies before, during, and after reading: activating prior knowledge and necessary knowledge for understanding the text, setting a purpose, predicting, self-monitoring of understanding, fix-up strategies, self-questioning, visualizing, making inferences, discerning main ideas, retelling, summarizing, synthesizing, recognizing text structures, and using graphic organizers. In our school, teachers	consistently teach comprehension strategies before, during and after reading.	inconsistently teach comprehension strategies before, during and after reading.	do not teach comprehension strategies before, during and after reading.	
28	In schools informed by best practices, teachers focus students on accuracy, rate, and prosody in text. In our school, teachers	consistently focus on accuracy, rate, and prosody.	inconsistently focus on accuracy, rate, and prosody.	do not focus on accuracy, rate, and prosody.	
29	In schools informed by best practices, teachers use student data to inform instruction. In our school, teachers	consistently use student data.	inconsistently use student data.	do not use student data.	
30	In schools informed by best practices, teachers teach and re-teach critical components from the core literacy curriculum in whole and/or small groups to help students achieve mastery. In our school, teachers	consistently teach and re-teach components.	inconsistently teach or re-teach critical components.	do not teach or re-teach critical components.	
31	In schools informed by best practices, teachers supplement the core literacy curriculum to address skill gaps from current or previous grades. In our school, teachers	consistently supplement the core curriculum when appropriate.	Inconsistently supplement the core curriculum.	do not supplement the core curriculum when appropriate.	
32	In schools informed by best practices, teachers align supplemental materials with the core literacy curriculum to achieve a coherent and manageable approach. In our school, materials	are fully aligned.	are partially aligned.	are not aligned.	
33	In schools informed by best practices, teachers increase the intensity of instruction by extending the time for literacy instruction (i.e., extended reading blocks, supplemental time during the school day, before and/or after school). In our school, teachers	routinely increase intensity of instruction for struggling readers.	inconsistently increase intensity of instruction for struggling readers.	do not increase intensity.	
34	In schools informed by best practices, teachers increase the intensity of instructional time as indicated by student data by beginning reading instruction earlier in the school year and decreasing days on which reading does not occur. In our school, teachers	routinely increase the intensity of instruction for struggling readers.	inconsistently increase the intensity of instruction for struggling readers.	do not increase the intensity of instruction for struggling readers.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
35	In schools informed by best practices, instructional leaders establish a pacing schedule for lessons/units in the core literacy curriculum, monitor student progress, and adjust pacing schedules, as needed. In our school, leaders	establish, monitor, and/or adjust the pacing schedule as needed.	establish but do not monitor and/or adjust the pacing schedule.	do not establish, monitor, and adjust the pacing schedule.	
36	In schools informed by best practices, instructional leaders communicate clear directions on how teachers are to balance teaching to mastery and the use of pacing schedules for the core, intensive, and supplemental reading programs. In our school, the leaders	clearly communicate directions.	inconsistently communicate directions.	do not communicate directions.	
37	In schools informed by best practices, instructional leaders ensure opportunities to celebrate student success. In our school, the leaders	consistently provide opportunities to celebrate student success	inconsistently provide opportunities to celebrate student success.	do not provide opportunities to celebrate success.	

F. Increased Intensity for the Struggling Reader – for students who are identified as struggling, teachers should intensify instruction by adding more time to the students’ literacy instruction, by instructing the students in a small-group setting, and by using supplemental materials to address the intervention needs of the students. Progress monitoring data will drive the teachers’ decisions for meeting the needs of the struggling students.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
38	Teachers increase intensity of instruction for struggling readers by conducting systematic and explicit small-group teaching, re-teaching and/or pre-teaching as indicated by student data. In our school, teachers	establish, monitor, and/or adjust supplemental/ intervention instruction as needed.	establish but do not monitor and/or adjust supplemental/ intervention instruction.	do not establish, monitor, and adjust supplemental/ intervention instruction.	
39	Teachers increase intensity of instruction for struggling readers by using corrective feedback procedures. In our school, teachers	consistently use corrective feedback.	inconsistently use corrective feedback.	do not use corrective feedback.	
40	Teachers increase intensity of instruction for struggling readers by providing systematic, cumulative review to fully master skills. In our school, teachers	consistently provide review.	inconsistently provide review.	do not provide review.	
41	Teachers increase intensity of instruction for struggling readers by using more frequent progress monitoring data to inform instruction. In our school, teachers	routinely use student progress monitoring data.	occasionally use progress monitoring data.	do not use progress monitoring data.	
42	Teachers increase intensity of instruction for struggling readers by teaching and re-teaching critical components at the instructional level in small, needs-based groups to achieve mastery. In our school, teachers	consistently teach and re-teach critical grade-level components in small needs-based groups.	inconsistently teach and re-teach critical grade-level components in small needs-based .	do not teach or re-teach critical grade-level components.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
43	Teachers increase intensity of instruction for struggling readers by pre-teaching/previewing the critical components of the core grade-level lesson in small, needs-based groups to achieve mastery. In our school, teachers	consistently pre-teach/preview the critical components of the core grade-level lesson in small needs-based groups.	inconsistently pre-teach/preview the critical components of the core grade-level lesson in small needs-based groups.	do not pre-teach/preview the critical components of the core grade-level lesson.	
44	Teachers increase intensity of instruction for struggling readers by supplementing the core literacy curriculum to address skill gaps of students within the needs-based group. In our school, teachers	consistently supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	inconsistently supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	do not supplement the core literacy curriculum to address skill gaps of students within the needs-based group.	
45	Teachers increase the intensity of instruction for struggling readers by using intensive interventions with students who are significantly below grade level while teaching the comprehension and vocabulary from the core literacy curriculum. In our school, teachers	consistently use intensive interventions with students who are significantly below grade level while teaching the comprehension and vocabulary from the core literacy curriculum.	inconsistently use intensive intervention and core literacy curriculum.	do not use intensive intervention and core literacy curriculum.	

G. Time and Grouping Options – based on student needs, teachers, and instructional leaders. Teachers should use grouping and time options to achieve maximum results from the core literacy program. **Note:** Time and grouping options will vary for secondary classrooms.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
46	Effective elementary and secondary classrooms are organized for whole-group instruction, small-group instruction, cooperative groups, partners, and independent activities. In our school, classrooms	are organized.	are somewhat organized.	are not organized.	
47	Effective classroom schedules for the literacy block include time devoted to each of the five components and each type of instructional grouping (whole-group, small-group, and independent activities). At our school, schedules	delineate specific components and grouping times.	delineate some of the specific components and grouping times.	do not delineate specific components and grouping times.	
48	Effective elementary and secondary classrooms increase instructional time for teaching reading to achieve GLEs, if necessary. At our school, teachers	increase instructional time as needed in order to achieve GLEs.	inadequately increase instructional time.	do not increase instructional time.	
49	Effective elementary schools devote a set amount of time for uninterrupted literacy instruction consistently throughout the school. In our school, uninterrupted time for literacy instruction	is consistently provided.	is somewhat consistent.	is not consistent.	
50	In effective elementary schools, time scheduled for each of the five components (phonological awareness, phonics, fluency, vocabulary, and comprehension) is dependent on the grades and needs of the students. In our school, time	is appropriately scheduled.	is inappropriately scheduled.	is not scheduled.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
51	In effective elementary and secondary schools, teachers adjust the time schedule for the components (phonological awareness, phonics, fluency, vocabulary, motivation, and comprehension) as the needs of the students change. In our school, time for instruction	is adjusted as needed.	is infrequently adjusted.	is not adjusted.	
52	In effective elementary and secondary schools, teachers' schedules provide for flexible grouping (i.e., whole-group; small, needs-based groups; and individual instruction). In our school, teachers	consistently provide flexible grouping.	inconsistently provide flexible grouping.	do not provide flexible grouping.	
53	In effective elementary and secondary schools, teachers differentiate the time allocated for small-group instruction based on students' instructional needs to accelerate learning. In our school, teachers	consistently differentiate time.	inconsistently differentiate time.	do not differentiate time.	
54	In effective elementary schools, teachers' schedules include designated interactive read-aloud time. In our school, read alouds are	consistently designated.	inconsistently designated.	are not designated.	
55	In effective elementary and secondary schools, instructional leaders schedule supplementary instruction in tiers of increasing intensity beyond the reading/ELA block for all students with intensive needs. In our school, intervention time is	consistently scheduled.	inconsistently scheduled.	not scheduled.	
56	In effective elementary and secondary schools, reading specialist(s) and special educators use intensive interventions with students who are significantly below grade level in addition to the comprehension and vocabulary from the core literacy curriculum. In our school, specialists	consistently use intensive intervention with the core.	inconsistently use intensive intervention with the core.	do not use intensive interventions with the core.	
57	In effective secondary schools, teachers provide text-centered instruction in all subjects. In our school, teachers	consistently provide text-centered instruction in all subjects.	provide text-centered instruction in some subjects.	do not provide text-centered instruction in subjects.	

H. Instructional Tools – Any charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
58	In effective schools, teachers display and routinely use instructional tools (e.g., cueing devices, letter sound cards, and core strategy posters) and use them as well as student work to reinforce learning and motivate students in improving their skills as designed by the core literacy curriculum. In our school, teachers	clearly display and routinely use instructional tools as designed.	display and use instructional tools as designed.	do not display or use instructional tools.	
59	In effective schools, teachers post schedules denoting time allotted for small-group, whole-group, and independent practice for targeted areas of instruction in the domains of reading (phonological awareness, phonics, fluency, vocabulary, motivation, and comprehension) and writing inside and outside of the classroom. In our school, schedules are	consistently posted and used.	are inconsistently posted and used.	are not used or posted.	
60	In effective schools, instructional leaders conduct walk-throughs and use observation/reflection instruments focused on elements of the core literacy curriculum. In our school, leaders	conduct walk-throughs and use observation/reflection instruments.	Inconsistently conduct walk-throughs and use observation/reflection instruments.	do not conduct walk-throughs.	
61	In effective schools, instructional leaders explain the walk-through observation/reflection instruments and protocol to the staff. In our school, leaders	fully explain the walk-through instruments and protocol.	partially explain the walk-through instruments and protocol.	do not explain the walk-through instruments and protocol.	
62	In effective schools, instructional leaders provide constructive feedback to the staff following walk-throughs. In our school, the instructional leaders	consistently provide constructive feedback to the staff following the walk-throughs.	inconsistently provide feedback to the staff following the walk-throughs.	do not provide feedback to the staff following the walk-throughs.	

I. Extended Instructional Time – recognizing that literacy is the building block of all content knowledge, educators may increase the amount of time students receive for literacy instruction. This may be accomplished by a variety of means, including integrating literacy skills in other content area instruction (i.e., social studies, science, related arts, and math) and by providing time outside of school for students to either receive more instruction (i.e., after school tutoring, summer school) or to enjoy literacy in groups (i.e., book clubs).

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
62	In effective schools, teachers extend literacy instruction through integrating reading and writing instruction within the content areas. In our school, teachers	integrate reading and writing throughout the curriculum.	partially integrate reading and writing throughout the curriculum.	do not integrate reading and writing throughout the curriculum.	
63	In effective schools, instructional leaders provide extended-time programs that are coordinated with the core literacy curriculum and other intervention programs in use at the school. In our school, extended-time programs are	fully coordinated with other programs.	partially coordinated with other programs.	not coordinated with other programs.	
64	In effective schools, extended time teachers coordinate instruction with classroom teachers. In our school, these teachers	fully coordinate instruction with classroom teachers.	partially coordinate instruction.	do not coordinate instruction.	
65	In effective schools, instructional leaders design summer school programs to coordinate with students' progress in the core literacy curriculum and intervention programs. In our school, leaders	design fully coordinated summer school programs to coordinate with students' progress in the core literacy curriculum and intervention programs.	design partially coordinated programs.	do not design coordinated programs.	
66	In effective schools, extended-time teachers use assessment data gathered during the school year to drive instruction. In our school, extended-time teachers	consistently use assessment data gathered during the school year to drive instruction.	inconsistently use assessment data.	do not use assessment data.	

J. Evaluation of Programs – the core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
69	In effective schools, instructional leaders evaluate the effectiveness of the school literacy program by analyzing program fidelity, effective instructional delivery, and student achievement data. In our school, leaders	fully evaluate the effectiveness of the school literacy program.	partially evaluate the program.	do not evaluate the program.	
70	In effective schools, instructional leaders support the effective implementation of the school literacy program by providing professional development and follow-up coaching with feedback to teachers. In our school, leaders	fully support effective implementation of the school literacy program by providing professional development and follow-up coaching with feedback to teachers.	partially support effective implementation of the school literacy program.	do not support effective implementation of the school literacy program.	

Self-Evaluation Form
Regarding the Development of School/District Literacy Plan
Curriculum/Instruction K–12

Goals of Curriculum/Instruction

1. Implement a reading instructional program that contains the components of SBRR and aligns with the Delaware ELA Standards and GLEs.
2. Identify by name and describe how the instructional materials aligned to scientific research will be used for the intended audience and purpose.
3. Implement SBRR strategies with systematic and explicit delivery of lessons integrated and coordinated with the comprehensive literacy plan.

Components of Curriculum/Instruction

Check One for Each Component:

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

A. Literacy Program

an ideal comprehensive and systemic core program is based on SBRR and the Delaware ELA standards and GLEs.

MG AG NE

Explanation/Next Steps: _____

B. Instructional Materials

used for instruction, supplementation, or intervention purposes. They are aligned to the ELA standards and GLEs and derived from SBRR.

MG AG NE

Explanation/Next Steps: _____

C. Personnel to Deliver Core Literacy Curriculum

teachers, paraprofessionals, specialists, administrators, and consultants who instruct students or educators on the core literacy curriculum.

MG AG NE

Explanation/Next Steps: _____

D. Access to Literacy Materials

all students have equal opportunity and access to the core literacy curriculum. Access may be accomplished through the class instruction, class and school libraries, partnerships with community and family literacy programs, and technology.

MG AG NE

Explanation/Next Steps: _____

E. Best Practices

classroom instructional strategies which are found through research to improve literacy achievement of students.

MG AG NE

Explanation/Next Steps: _____

F. Increased Intensity for the Struggling Reader

for students who are identified as struggling, teachers should intensify instruction by adding more time to the students' literacy instruction, by instructing the students in a small-group setting, and by using supplemental materials to address the intervention needs of students.

MG AG NE

Explanation/Next Steps: _____

G. Time and Grouping Options

based on student needs, teachers and instructional leaders should use grouping and time options to achieve maximum results from the core literacy program.

MG AG NE

Explanation/Next Steps: _____

H. Instructional Tools

any charts, graphs, posters, or student work that are displayed and used to promote the core literacy curriculum.

MG AG NE

Explanation/Next Steps: _____

I. Extended Instructional Time

recognizing the need to increase the amount of time students receive for literacy instruction.

MG AG NE

Explanation/Next Steps: _____

J. Evaluation of Programs

the core literacy program must be regularly reviewed, evaluated, and revised to ensure the goals of the program are accomplished.

MG AG NE

Explanation/Next Steps: _____

K. School Library Media Program

interrogates data to identify student literacy needs, develops and incorporates an action plan based on measurable outcomes, and provides evidence of a quality school library impacting student learning outcomes—based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

MG AG NE

Explanation/Next Steps: _____

L. School Library Media Collection

provides a diverse school library collection aligned to annual improvement goals within the \$15 allocation per student—based on *The Delaware Study, 2004*, Findings and recommendations of Dr. Ross Todd, Rutgers University and co-author of *We Boost Achievement, Evidence-Based Practice for School Library Media Specialists, 2003*.

MG AG NE

Explanation/Next Steps: _____

M. Writing

designed to assist schools and districts with writing program to determine if it is aligned to Delaware ELA standards and GLEs, scientifically research based, and addresses the needs of ALL learners.

MG AG NE

Explanation/Next Steps: _____

Chapter 5: Professional Development

ENDURING UNDERSTANDING

The Delaware Department of Education believes that high-quality professional development is the essential mechanism for deepening teachers' content knowledge and developing their teaching abilities. It is the cornerstone of systemic reform efforts designed to increase teachers' capacity to teach to high standards. Training experiences are purposeful, systematic, frequent, long-term, ongoing, and contingent upon measurable goals.

DEFINITION

The National Staff Development Council's (NSDC) definition of professional development reads:

Professional development is a combination of job-related focused and in-depth, learning, practice, feedback, reflection, and support experiences designed to enhance participant's perspectives, insights and/or attitudes; and which lead to improved professional practice and student performance. Effective professional development programs include: ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement in the work setting.

FOCUS

High-quality professional development must be tailored to meet the needs of teachers who are at different levels of professional growth and who instruct students with differing needs and abilities. In reading it entails a systemic plan that:

- Aligns with the Delaware Content Standards and NSDC standards.
- Prepares teachers in all of the essential components of reading instruction and includes:
 - ♦ How the components are related;
 - ♦ The progression in which the components should be taught; and
 - ♦ The underlying structure of the English language.
- Provides information on instructional materials, programs, and strategies that are based on evidence-based reading research.
- Enhances teachers' ability to implement scientifically based reading researched curriculum, intervention, and supplemental programs.
- Facilitates the use of assessment data to inform instruction and meet the needs of all students, especially struggling readers.

COMPONENTS OF PROFESSIONAL DEVELOPMENT

The components of a successful high-quality professional development plan supportive of the *Delaware Literacy Resource Guide* include, in addition to the above elements, the following:

- Coordination of state, district, and school professional development plans to support the learning opportunities for all teachers.
- Sufficient funds and resources ensured by leadership to provide for sustained, scheduled professional development before, during, and after the school year as well as ongoing professional development opportunities embedded within the regular school days.
- Dedicated finances to ensure a cohesive, ongoing series of rigorous data-driven and targeted, research-based collaborative opportunities that result in improved student learning.
- Participants' evaluations, reviews, and suggestions of improvement for the professional development plan.
- Differentiated approaches to professional development delivery that may include study groups, job-embedded coaching, demonstrations, analysis of student work, mentoring, and institutes to meet the needs of more teachers.
- Decisions based on the identified needs and goals for improvement as indicated by the collected data.
- Data-based, highly interactive, and engaging evidence-based professional development sessions to ensure successful development of teachers as learners.
- Recognition of adult learning characteristics, which would include problem-centered or goal-oriented professional development with an emphasis on the purpose for their learning.
- Training provided by a knowledgeable trainer, qualified in evidence-based strategies.
- Professional Learning Communities (PLC) or grade-level meetings structured around evidence-based strategies.
- Professional development plans focused on scientifically based literacy research, including the essential components of scientifically based reading instruction.

Professional Development Plans: K–12 Self-Assessment Tool

Goals of Professional Development

1. To be aligned with the Delaware Content Standards and National Staff Development Council standards (NSDC).
2. To prepare teachers in all of the essential components of literacy instruction and include:
 - a. The interrelationship of all the components;
 - b. The progression in which they should be taught; and
 - c. The underlying structure of the English language.
3. To provide information on instructional materials, programs, and strategies based on scientific research.
4. To enhance teachers' ability to implement scientifically based research curriculum, intervention, and supplemental programs.
5. To facilitate the use of assessment data to inform instruction and meet the needs of all students.

Components of Professional Development Plans

- A. State/District/School Leadership** –refer to all individuals and/or their designees who are responsible for providing a comprehensive professional development plan for reading instruction. A comprehensive professional development plan is based on current scientifically based research and uses assessment data to prioritize instructional needs. It is essential that a professional development plan is aligned to standards, content focused, interactive, and engaging for the successful development of teachers as learners.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	In effective systems, state, district, and school leaders allocate sufficient funds and resources to provide for sustained, scheduled, high-quality professional development before, during, and after the school year as well as ongoing professional development opportunities embedded within the regular school day. Our leaders	allocate special funds and resources to provide for sustained, scheduled, high-quality professional development before, during, and after the school year as well as ongoing professional development opportunities embedded within the regular school day.	inconsistently allocate special funds and resources to provide for sustained, scheduled, high-quality professional development before, during, or after the school year or provide ongoing professional development opportunities embedded within the regular school day.	do not allocate special funds and resources to provide for sustained, scheduled, high-quality professional development before, during, or after the school year or provide ongoing professional development opportunities embedded within the regular school day.	
2	In effective systems, state, district, and school leaders coordinate the professional development plan to support opportunities for all teachers. Our leaders	provide coordinated professional development to support opportunities for all teachers.	provide some degree of coordinated professional development.	do not coordinate professional development.	
3	In effective systems, district leadership facilitates professional development that aligns district reading and writing curricula to the Delaware ELA Content Standards and GLEs. Our leaders	provide strong alignment to district reading and writing curricula to the Delaware ELA Content Standards and GLEs.	provide partial alignment.	do not align professional development.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
4	In effective schools, the school principal, as the instructional leader, attends all professional development trainings to learn scientifically based reading research strategies and tools to engage all members of the faculty in committing to improved student achievement. Our principal	attends all professional development trainings to learn scientifically based reading research strategies and tools to engage all members of the faculty in committing to improved student achievement.	attends some sessions.	does not attend.	
5	In effective schools, the professional development plan is designed to build strong instructional leadership, and to motivate staff and others to be advocates for continuous improvement. In our school, the professional development plan	is specifically designed to build strong instructional leadership and to motivate staff and others to be advocates for continuous improvement.	is designed to build limited leadership and motivate staff and others to be advocates for continuous improvement.	is not designed to build strong leadership.	

B. Budget – should ensure that sufficient funds are provided for staff development, including professional development workshops before the school year begins and ongoing professional development during the school year. A coordination of funds from various sources is necessary to implement a quality professional development plan.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
6	In effective professional development plans, finances are dedicated to ensure a cohesive, ongoing series of rigorous data-driven and targeted research-based collaborative opportunities that result in improved student learning. In our plan,	finances are consistently dedicated to ensure a cohesive, ongoing series of rigorous data-driven and targeted research-based collaborative opportunities that result in improved student learning.	finances are inconsistently dedicated to ensure a cohesive, ongoing series of rigorous data-driven and targeted research-based collaborative opportunities that may or may not result in improved student learning.	finances are not dedicated to ensure a cohesive, ongoing series of rigorous data-driven and targeted research-based collaborative opportunities that may or may not result in improved student learning.	
7	In effective professional development plans, the school/district budget provides necessary funds to fully support the plan, including meeting space, training materials, and teacher stipends. In our plan,	necessary funds are provided to fully support the plan, including meeting space, training materials, and teacher stipends.	some funds are provided.	no funds are provided.	
8	In effective professional development plans, evaluation procedures for guiding improvement and demonstrating impact are in place to provide accountability for use of professional development funds. In our plan,	all evaluation procedures for guiding improvement and demonstrating impact are in place to provide accountability for use of professional development funds.	some evaluation procedures are in place.	evaluation procedures are not in place.	
9	In effective professional development plans, school and district resources are blended to ensure coordinated professional development efforts. In our plan,	school and district resources are blended to ensure coordinated professional development efforts.	some resources are coordinated.	resources are not coordinated.	

C. Infrastructure – includes the necessary components to ensure the implementation of a strategic, systematic professional development program for all educators. A differentiated approach to professional development delivery may include study groups, job-embedded coaching, demonstrations, analysis of student work, mentoring, and community of learners will meet the needs of more teachers.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
10	In effective systems, professional development plans focus on SBRR including the essential components of scientifically based reading and writing instruction. In our system,	professional development plans focus on SBRR including the essential components of scientifically based reading and writing instruction.	professional development plans sometimes focus on SBRR that may or may not include the essential components of scientifically based reading and writing instruction.	professional development plans do not focus on SBRR.	
11	In effective systems, opportunities for professional development training (e.g., large-group presentations, PLC meetings, grade-level meetings, individual coaching sessions, book-study groups, and demonstrations) are aligned to personal development plans and are based on participants' input. In our system,	opportunities for professional development training are aligned to personal development plans and participants' input.	opportunities for professional development training may or may not be aligned to personal development plans or participant input.	opportunities for professional development training are not aligned to personal development plans or participant input.	
12	In effective systems, a coordinated professional development schedule is designed to inform staff of professional development opportunities for the year. In our system,	a current professional development schedule is designed to inform staff of all professional development opportunities for the year.	some professional development opportunities are included in the schedule	a professional development schedule is not provided for staff.	
13	In effective systems, the professional development plan provides adequate time for staff members to collaborate, learn, and plan together to develop a school's core literacy curriculum mission and goals. A creative use of time, resources, and personnel permits the mission and goals to be achieved. In our system,	the professional development plan provides adequate time for staff members to collaborate, learn, and plan together to develop a school's core literacy curriculum mission and goals. A creative use of time, resources, and personnel permits the mission and goals to be achieved.	some time is provided.	adequate time is not provided.	
14	In effective systems, leaders maintain records of those participants who have completed specific professional development trainings. In our system,	leaders maintain records of those participants who have completed specific professional development trainings	some professional development records are kept.	a system is not in place to maintain records.	
15	In effective systems, walk-throughs, visitations, and coaching sessions are conducted to ensure classroom implementation of strategies provided during professional development trainings. In our system,	walk-throughs, visitations, and coaching sessions are conducted to ensure classroom implementation of strategies provided during professional development trainings	some walk-throughs, visitations, and coaching sessions are conducted.	walk-throughs, visitations, and coaching sessions are not conducted.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
16	In effective systems, professional development delivery is differentiated and may include study groups, job-embedded coaching, PLCs, demonstrations, analysis of student work, and mentoring to meet the needs of teachers. In our system,	professional development delivery is differentiated and includes study groups, job-embedded coaching, PLCs, demonstrations, analysis of student work, and mentoring to meet the needs of teachers.	professional development delivery is sometimes differentiated and may include study groups, job-embedded coaching, PLCs, demonstrations, analysis of student work, or mentoring to meet the needs of teachers.	professional development delivery is not differentiated and does not include study groups, job-embedded coaching, PLCs, demonstrations, analysis of student work, or mentoring to meet the needs of teachers.	

D. Evaluation – including the review of participants’ evaluations and suggestions for improvement of the professional development plan is encouraged and used to design future training opportunities.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
17	In effective systems, a formative process is in place to evaluate the effectiveness of the professional development plan that uses multiple sources of information and provides for vertical and horizontal alignment for all grade levels. In our system,	a formative process is in place to evaluate the effectiveness of the professional development plan that uses multiple sources of information and provides for vertical and horizontal alignment for all grade levels.	a limited process is in place to evaluate the effectiveness of professional development.	a formative process is not in place to evaluate the effectiveness of professional development.	
18	In effective systems, participants’ feedback and suggestions for professional development are reviewed and carefully considered when designing future professional development sessions. In our system,	participants’ feedback and suggestions for professional development are reviewed and carefully considered when designing future professional development sessions.	some feedback and suggestions are considered.	participants’ feedback and suggestions are not considered.	

E. Utilization of Data – should be addressed in professional development and should include instruction on test administration, analysis, and the interpretation of data to inform instruction. Decisions about effective professional development should be based on the identified needs and goals for improvement as indicated by the collected data.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
19	In effective systems, the professional development plan prepares teachers to appropriately select and administer formative assessments for the purposes of screening, diagnosis, placement, and ongoing monitoring. Our professional development system	prepares teachers to appropriately select and administer formative assessments for the purposes of screening, diagnosis, placement, and ongoing monitoring.	somewhat prepares teachers.	does not prepare teachers.	
20	In effective systems, the professional development plan provides for the identification of priorities using a careful analysis of disaggregated student data as well as other indicators relevant to student learning (e.g., vision/hearing, attendance patterns and graduation, retention, and expulsion rates). Our professional development system	provides for the identification of priorities using a careful analysis of disaggregated student data as well as other indicators relevant to student learning (e.g., vision/hearing, attendance patterns and graduation, retention, and expulsion rates).	provides for the identification of some priorities using a careful analysis of disaggregated student data and some indicators relevant to student learning.	does not provide for the identification of priorities using a careful analysis of disaggregated student data as well as other indicators relevant to student learning.	

F. Content – of professional development should be targeted to the specific content that teachers are charged to develop. It should be designed to improve instruction in specific ways, consistent with evidence about teaching and learning.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
21	Effective professional development provides ongoing support and guidance during classroom implementation. Our professional development system	provides sufficient and necessary ongoing support and guidance.	provides limited support and guidance.	does not provide ongoing support or guidance.	
22	Effective professional development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives, their content areas, and their students' needs. Our professional development system	prepares teachers to use research-based teaching strategies appropriate to their instructional objectives, their content areas, and their students' needs.	targets some research-based teaching strategies but is not comprehensive.	does not include research-based content.	
23	Effective professional development emphasizes the teaching of literacy across the curriculum. Our professional development system	emphasizes the teaching of literacy across the curriculum.	targets some aspects of teaching of literacy across the curriculum.	does not address literacy instruction across the curriculum.	
24	Effective professional development prepares teachers to effectively deliver instruction to struggling as well as advanced learners. Our professional development system	fully prepares teachers to effectively deliver instruction to struggling as well as advanced learners.	does not fully prepare teachers to effectively deliver instruction to all learners.	does not prepare teachers to effectively deliver instruction to all learners.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
25	Effective professional development provides opportunities for members of students' families and individuals in the community to improve their knowledge and skills to support children's literacy achievement. Our professional development system	provides opportunities for members of students' families and individuals in the community to improve their knowledge and skills to support children's literacy achievement.	provides limited opportunities for families and the community.	does not provide opportunities for families and the community.	
26	Effective professional development includes mentoring for teachers new to the school/district targeting site-based, context-specific assistance in literacy instruction. In our professional development plan,	provides mentoring for teachers new to the school/district targeting site-based, context-specific assistance in literacy instruction.	some mentoring is provided.	mentoring is not provided.	

G. Delivery of Professional Development – should be provided by knowledgeable trainer who is qualified to provide information to all teachers in literacy instruction. This training must be grounded in scientifically based research. The professional development provider must be well versed in literacy and have the ability to engage adult learners.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
27	Effective professional development training is provided by a knowledgeable trainer who is qualified to provide instruction to classroom teachers, special education teachers, ELL teachers, and paraprofessionals in literacy instruction that is grounded in scientifically based research. Our delivery of professional development	is provided by a knowledgeable trainer who is qualified to provide instruction to classroom teachers, special education teachers, ELL teachers, and paraprofessionals in literacy instruction that is grounded in scientifically based research.	is provided by a knowledgeable trainer.	is not provided by a knowledgeable trainer.	
28	Effective professional development is structured so that it thoroughly prepares teachers to successfully deliver curriculum, including intervention and supplemental literacy programs. Our delivery of professional development is structured so that teachers	are thoroughly prepared to deliver all curriculum.	are partially prepared to deliver curriculum.	are not prepared to deliver curriculum.	
29	Effective professional development is differentiated to meet the needs of teachers at different levels of experience, learning styles, and expertise. The professional development plan includes lectures, study groups, coaching, demonstrations, analysis of student work, and classroom visitations. Our professional development training	is differentiated to meet the needs of all teachers.	has limited differentiation.	is not differentiated.	
30	Effective professional development training acknowledges the specific needs of adults as learners and provides a setting, format, and delivery that address those needs. Our professional development	provides for adult learners' needs.	inconsistently provides for adult learners' needs.	does not provide for adult learners' needs.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
31	Effective professional development develops communities of learners where staff collaboratively acquires knowledge and SBRR strategies for the purpose of improving student achievement. Our professional development	develops communities of learners among the staff.	develops communities of learners among some staff members.	does not develop communities of learners among the staff.	

H. Scientifically Based Research Topics – should be the focus of all professional development and address issues of classroom implementation and management.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
32	Effective professional development targets scientifically based content aligned with the state standards that has proven effective in increasing student learning and development. Our professional development	targets only scientifically based content.	targets some scientifically based content.	does not target scientifically based content.	
33	Effective professional development targets the implementation of school and classroom-based management strategies that maximize student learning. Our professional development	targets full implementation and management strategies.	targets limited implementation and management strategies.	does not target implementation and management strategies.	
34	Effective professional development provides specific training in using curriculum materials selected for the school. Our professional development	provides specific training in using curriculum materials.	provides some general training in using selected curriculum materials.	does not provide specific training in using selected curriculum materials.	
35	Effective professional development plan provides extensive instruction on the essential components of effective literacy instruction as appropriate for each grade level. Our professional development	provides extensive instruction on the essential components.	provides some instruction on the essential components.	does not provide instruction on the essential components.	
36	Effective professional development provides information on the concept of explicit and systematic delivery of instruction with a gradual release of responsibility. Our professional development	targets explicit and systematic instruction with a gradual release of responsibility.	includes some emphasis on explicit and systematic instruction with a gradual release of responsibility.	does not address explicit and systematic instruction with a gradual release of responsibility.	

Self-Evaluation Form

Regarding the Development of School/District Literacy Plan

Professional Development K–12

Professional Development is considered the essential mechanism for deepening teachers' content knowledge and developing their teaching abilities. It is the cornerstone of systemic reform efforts designed to increase teachers' capacity to teach to high standards. Training experiences are systematic, frequent, long-term, and ongoing.

Goals of Professional Development

1. To be aligned with the Delaware Content Standards and National Staff Development Council Standards (NSDC).
2. To prepare teachers in all of the essential components of literacy instruction and include:
 - a. The interrelationship of all the components;
 - b. The progression in which they should be taught; and
 - c. The underlying structure of the English language.
3. To provide information on instructional materials, programs, and strategies based on scientific research.
4. To enhance teachers' ability to implement scientifically based research curriculum, intervention, and supplemental programs.
5. To facilitate the use of assessment data to inform instruction and meet the needs of all students.

Components of Professional Development

Check One for Each Component:

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

A. State/District/School Leadership Professional Development

refer to all individuals and or their designees who are responsible for providing a comprehensive professional development plan for reading instruction. A comprehensive professional development plan is based on current scientifically based research and uses assessment data to prioritize instructional needs. It is essential that a professional development plan is aligned to standards, content focused, interactive, and engaging for the successful development of teachers as learners.

MG AG NE

Explanation/Next Steps: _____

B. Budget

should ensure that sufficient funds are provided for staff development, including in-service workshops before the school year begins and ongoing in-service during the school year.

MG AG NE

Explanation/Next Steps: _____

C. Infrastructure-

includes the necessary components to ensure the implementation of a strategic, systematic professional development program for all educators.

MG AG NE

Explanation/Next Steps: _____

D. Evaluation

including the review of participants' evaluations and suggestions for improvement of the professional development plan is encouraged and used to design future training opportunities.

MG AG NE

Explanation/Next Steps: _____

E. Utilization of Data

should be addressed in professional development and should include instruction on test administration, analysis, and the interpretation of data to inform instruction. Decisions about effective professional development should be based on the identified needs and goals for improvement as indicated by the collected data.

MG AG NE

Explanation/Next Steps: _____

F. Content

of professional development should be targeted to the specific content that teachers are charged to develop. It should be designed to improve instruction in specific ways, consistent with evidence about teaching and learning.

MG AG NE

Explanation/Next Steps: _____

G. Delivery of Professional Development

should be provided by knowledgeable trainer who is qualified to provide information to all teachers in literacy instruction. This training must be grounded in scientifically based research. The professional development provider must be well versed in literacy and have the ability to engage adult learners.

MG AG NE

Explanation/Next Steps: _____

H. Scientifically Based Research Topics

should be the focus of all professional development and address issues of classroom implementation and management.

MG AG NE

Explanation/Next Steps: _____

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: _____

Chapter 7: Literacy Partnerships

ENDURING UNDERSTANDING

Literacy Partnerships are developed with schools, community-based organizations, and family literacy programs which have the mutual goal of supporting students to increase their reading achievement. Examples of these partnerships could include after-school programs, extra-time funded activities, Supplemental Educational Services, Family Literacy programs, migrant programs, and other initiatives that develop in the community to support reading achievement.

DEFINITION

An educational partnership is defined as participants (e.g., state agencies, families, businesses, other districts, and community organizations) who have formed a mutually rewarding relationship to improve some aspect of education. The relationship of the partners must be based on the identification and acceptance of compatible goals and strategies. Successful partnerships are characterized by an exchange of ideas, knowledge, and resources.

FOCUS

The coordination of federal, state, local, and grant funds addresses the needs of all children with interventions that address the literacy needs of students. In the context of a literacy partnership, it is likely that a partnership program will address:

- A broad grade range of participants.
- A broad range of student needs and strengths.
- All students who have a variety of educational challenges.

In addition, a literacy partnership will focus on time for leadership of the funded initiatives/ programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g., time, money, space, personnel). Finally, a literacy partnership will maximize the purchase of:

- Professional services to address students' needs; and
- Resources to address students' needs that can be shared among those working with students.

COMPONENTS OF LITERACY PARTNERSHIPS

Many components need to be considered when developing literacy partnerships:

- ***Literacy Partner Staff and Volunteer Development*** – The literacy partner should have and implement a professional development plan for its staff and volunteers who will be working with students in a school.
- ***Roles and Responsibilities of the Literacy Partnerships*** – The role of the literacy partner is to provide interventions to enable students to develop the skills not yet acquired, skills

usually developed at an earlier grade level; and/or to provide opportunities to have supplemental practice in grade-level skills and applying them in authentic situations.

- ***Instructional Strategies Utilized by the Literacy Partner*** – It is expected that the literacy partners are coordinated and complementary to the instruction that students are receiving in the classroom.
- ***Literacy Partners Demonstrates Outcomes*** – Evidence is utilized to describe the role and value of having students spending time with the literacy partner staff and volunteers.
- ***Coordination of Resources*** – There are many sources of resources and funding to support the acquisition of literacy skills. In order to maximize the opportunities to address the needs of the greatest number of students, planning and collaboration are needed.
- ***Identification of Students and Families in Need*** – Given the capabilities of the literacy partner, match the partner with appropriate students and families.
- ***Community Resources to Support Students' Academic Achievement*** – Parents, community tutoring programs, and volunteers are resources in a community to assist helping students to acquire literacy skills.
- ***Program Evaluation*** – The evaluation of the program establishes a process, including schedule and method, for examining formative data to guide the design of the program utilizing the resources of the literacy partner.

As beneficiaries of a literate society, educators, parents, community organizations, businesses, and higher education are all stakeholders in the literacy development of children.

Literacy Partnerships K–12 Self-Assessment Tool

Literacy Partnerships are developed with schools, community-based organizations, and family literacy programs which have the mutual goal of supporting students to increase their reading achievement. Examples of these partnerships could include after-school programs, extra-time funded activities, supplemental educational services, family literacy programs, migrant programs, and other initiatives that develop in the community to support reading achievement. As schools review the needs of students and develop strategies for addressing students' needs, programs of the literacy partnerships could be viewed as a component of the reading program available to students in that school, or they could be viewed as a supplement to the reading program of the school. Thus, they would be supplementing the reading program of the school to provide additional time on activities practicing the skills being taught in the classroom.

Goals of Coordinating Literacy Partnerships

1. Coordination of federal, state, local, and grant funds to address the needs of all children with an intervention that will address their individual specific reading needs. In the context of a literacy partnership, it is likely that the program will address:
 - a. A broad grade range of participants.
 - b. A broad range of student needs and strengths.
 - c. All students who have a variety of educational challenges such as students with an IEP or ILP, students learning English, or students who need to demonstrate mastery of the ability to apply literacy knowledge and skills.
2. Time for leadership of the funded initiatives/programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g., time, money, space, personnel).
3. Maximize the purchase of:
 - a. Professional services to address students' needs;
 - b. Resources to address students' needs that can be shared among those working with students.

Components of Literacy Partnerships

A. Literacy Partner Staff and Volunteer Development – The literacy partner should have and implement a professional development plan for its staff and volunteers who will be working with students in a school. Such a plan can ensure that the staff and volunteers are aware of their roles and responsibilities as well as competencies in using literacy materials and strategies with students. Such coordination provides consistency for students and additional opportunities for development and practice of literacy skills. There may be times that it is appropriate for teachers and literacy partner staff and volunteers to have the same professional development. At other times, the professional development may be simply coordinated to provide each with necessary knowledge and skills.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
1	If staff and volunteers' responsibilities involve assessing students, the staff and volunteers receive training in reliable and valid assessments. Currently, in our partnership	most staff and volunteers attend all training on assessments.	some staff and volunteers attend some training on assessments.	staff and volunteers do not attend trainings on assessments.	
2	If staff and volunteers' responsibilities involve assessing students, the staff and volunteers receive training in the administration and interpretation of assessments utilized in the school. Currently, in our partnership	staff and/or volunteers receive training in the administration and interpretation of assessments utilized in the school..	staff and/or volunteers occasionally training in the administration and interpretation of assessments utilized in the school.	staff and/or volunteers do not receive training in the administration and interpretation of assessments utilized in the school.	
3	Staff and volunteers in an effective literacy partnership have a communication strategy for reporting student activities to the school while with the program. Currently, in our partnership	staff and/or volunteers have a strategy that weekly communicates to the school the activities of the students while with the program.	staff and/or volunteers have a strategy that periodically communicates to the school regarding the activities of the students while with the program.	staff and/or volunteers do not have a communication strategy for reporting student activities to the school while with the program.	
4	Staff and volunteers' performance in an effective literacy partnership is evaluated to determine that staff and volunteers are competent and utilizing the materials appropriately. Currently, in our partnership	staff and volunteers' performance is annually evaluated.	staff and volunteers' performance is occasionally evaluated.	staff and volunteers' performance is never evaluated.	
5	Staff and volunteers in an effective literacy partnership attend training in the literacy programs identified by the school and/or district that would be appropriate for the literacy partner to be using with the students. Currently, in our partnership	most staff and volunteers attend all training on the core reading program.	some staff and volunteers attend some training on the core reading program.	staff and volunteers do not attend trainings on the core reading program.	
6	Staff and volunteers in an effective literacy partnership attend training in the area of reading and SBRR strategies from professional developers approved by the district and/or the State. Currently, in our partnership	most staff and volunteers attend all training in the area of reading and SBRR from professional developers approved by the district and/or the State.	some staff and volunteers attend some trainings from professional developers approved by the district and/or the State in the area of reading and SBRR strategies.	staff and volunteers do not attend trainings in the area of reading and SBRR strategies from professional developers approved by the district and/or the State.	

B. Roles and Responsibilities of the Literacy Partnerships – Since the school is responsible for the literacy program, the role of the literacy partner is to provide interventions to enable students to develop the skills not yet acquired, skills usually developed at an earlier grade level, and/or to provide opportunities to have supplemental practice in grade-level skills and to apply them in authentic situations.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
7	The effective literacy partner provides practice to develop skills in which the struggling student has a deficit. Currently, our literacy partner	does provide practice to develop skills in which the struggling student has a deficit.	sometimes provides practice to develop skills in which the struggling student has a deficit	does not provide practice to develop skills in which the struggling student has a deficit	
8	The effective literacy partner provides context for the use of the reading skills. Currently, our literacy partner	provides context for using the reading skills.	sometimes provides context for using the reading skills.	does not provide context for using the reading skills.	
9	The effective literacy partner provides time before and after school for at-risk students. Currently, our literacy partner	provides extended time year round for at-risk students.	provide extended time for part of the year for at-risk students.	does not provide extended time for at-risk students.	
10	The effective literacy partner coordinates with the core reading instruction and other intervention programs in use at the school. Currently, our literacy partner	coordinates with other reading instruction.	shows evidence of limited coordination with other reading instruction.	does not coordinate with other reading instruction.	
11	The effective literacy partner coordinates instruction with students' classroom teachers. Currently, our literacy partner	does coordinate instruction with students' classroom teachers.	shows evidence of limited coordination of instruction with students' classroom teachers.	does not coordinate instruction with students' classroom teachers.	
12	The effective literacy partner utilizes assessment data gathered during the school year to inform the use of time with the students. Currently, our literacy partner	uses much of the assessment data gathered during the school year to inform the use of time when the literacy partner is with students.	uses some of the assessment data gathered during the school year to inform the use of time when the literacy partner is with students.	does not use assessment data gathered during the school year to inform the use of time when the literacy partner is with students.	

C. Instruction Strategies Utilized by the Literacy Partner – It is expected that the literacy partners are coordinated and complementary to the instruction that students are receiving in the classroom. It is expected that the literacy partner staff and/or volunteers are trained to implement the program to support students' acquisition of literacy skills.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
13	The effective literacy partnerships are compatible with the students' home school's program. Currently, our literacy partners are	very compatible with students' home school's program.	somewhat compatible with students' home school's program.	not at all compatible with students' home school's program.	
14	The effective literacy partnerships are consistent with instructional methodology students have experienced. Currently, our literacy partners are	very consistent with the methodology students have experienced.	somewhat consistent with the methodology students have experienced.	not at all consistent with the methodology students have experienced.	
15	The effective literacy partnerships address individual students' identified needs. Currently, our literacy partnership	addresses individual students' identified needs very well.	somewhat addresses individual students' identified needs.	does not address individual students' identified needs.	

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
16	Staff and volunteers of an effective literacy partnership are trained in SBRR and are familiar with the objectives and lessons of the intervention and supplemental program to be used to support the literacy program. Currently,	staff and volunteers are familiar with the objectives and lessons.	staff and volunteers are somewhat familiar with the objectives and lessons.	staff and volunteers are not familiar with the objectives and lessons.	
17	Staff and volunteers of an effective literacy partnership understand the role of the interventions and supplemental programs aligned with the core reading program. Currently,	staff and volunteers are aware of and understand the alignment of the intervention and supplemental programs with the core reading program.	staff and volunteers are aware of the alignment of the interventions and supplemental programs with the core reading program.	staff and volunteers are not aware of the alignment of the interventions and supplemental programs with the core reading program.	
18	Staff and volunteers of an effective literacy partnership know the materials necessary to provide intervention and supplementation to the core reading program. Currently,	staff and volunteers are very familiar with the materials.	staff and volunteers are somewhat aware of some of the materials.	staff and volunteers are not familiar with the materials.	
19	Staff and volunteers of an effective literacy partnership demonstrate effectiveness in using the intervention and supplemental materials aligned with the core reading program. Currently,	staff and volunteers are effective in using the materials.	some staff and volunteers are effective in using the materials.	staff and volunteers do not effectively use the materials.	
20	Staff and volunteers of an effective literacy partnership understand how the intervention and supplemental programs coordinate with the core reading program. Currently,	all staff and volunteers understand the coordination.	Some staff and volunteers understand the coordination.	staff and volunteers do not understand the coordination.	
21	Staff and volunteers of an effective literacy partnership 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). Currently,	staff and volunteers are familiar with the intervention and supplemental programs.	some staff and volunteers are familiar with the intervention and supplemental programs.	staff and volunteers are not familiar with the intervention and supplemental programs.	

D. Literacy Partners Demonstrate Outcomes – Evidence is utilized to describe the role and value of having students spending time with the literacy partner staff and volunteers. The evidence is likely to include an evaluation of students’ acquisition of literacy skills as well as student, parent, and teacher reports on the outcomes they have realized as a result of the time spent with the literacy partner. The evidence is also utilized to refine and adjust the programs and school’s strategies as a result of the outcomes realized.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
23	The literacy partners provide evidence of the outcomes of their efforts and time with students. Currently, our literacy partner	provides evidence describing the outcomes of students who have worked with the literacy partner.	provides some evidence describing the outcomes of students who have worked with the literacy partner.	does not provide evidence describing the outcomes of students who have worked with the literacy partner.	
24	The literacy partners demonstrate the outcomes of their role in supporting students’ acquisition of literacy skills by describing the progress individual students have made as a result of their efforts with the literacy partner. Currently, our literacy partner	shows evidence of supporting students in developing grade-level literacy skills.	shows evidence of some improvement in the literacy achievement of individual students.	does not show evidence of improving the literacy achievement of individual students.	

E. Coordination of Resources – There are many sources of resources and funding to support the acquisition of literacy skills. In order to maximize the opportunities to address the needs of the greatest number of students, planning and collaboration are needed.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
25	To maximize the opportunities, funding is directed at common participants and is coordinated to maximize its impact on the participants. Currently, our partnership has	multiple funding sources coordinated to deliver the program.	multiple funding sources that are inconsistently coordinated to deliver the program.	multiple funding sources are not coordinated.	
26	To maximize the opportunities, the program is delivered at the convenience of the participants. Currently, our partnership	schedules at convenient times for all participants.	schedules at a convenient time for most participants.	schedules at a time that is not convenient for participants.	
27	To maximize the opportunities, staff and/or volunteers from multiple agencies have collaborated to implement the literacy partnership. Currently, in our partnership	all the agencies seeking to serve the participants have collaborated to address the needs of the participants.	some of the agencies seeking to serve the participants have collaborated.	a single agency is implementing the program.	
28	To maximize the opportunities, the literacy partnership empowers the participants by recognizing their knowledge and skills and providing opportunities for participants to share their knowledge and skills with others involved in the program and/or the community. Currently, in our partnership	participants’ knowledge and skills are recognized, and participants are encouraged to share them with the program and/or the community.	participants’ knowledge and skills are recognized.	participants’ knowledge and skills are not recognized, nor are there opportunities for outreach to the community.	

F. Personnel to Deliver Professional Development to Literacy Partnership Staff and/or Volunteers – Training should be provided to Literacy Partnership staff and/or volunteers by a knowledgeable trainer who is qualified to provide information to all teachers in literacy instruction. This training must be grounded in scientifically based reading research and engage adult learners.

	Descriptors	Meeting the Goal	Approaching the Goal	No Evidence	Comments
29	The professional development for the staff and/or volunteers of the Literacy Partnership is provided by a knowledgeable provider. Currently, in our literacy partnership	all professional development is provided by a knowledgeable provider.	some professional development is provided by a knowledgeable provider.	professional development is not provided by a knowledgeable provider.	
30	The provider of professional development for the staff and/or volunteers of the Literacy Partnership addresses the needs of students and families who are eligible for the program. Currently, in our Literacy Partnership	individual needs of students and families eligible for the program.	individual needs of the eligible students and families may be identified and/or addressed.	individual needs of the eligible students and families are not identified or addressed.	

Self-Evaluation Form Literacy Partnerships—K–12

Goals of Coordinating Literacy Partnerships

1. Coordination of federal, state, local, and grant funds to address the needs of all children with an intervention that will address their individual specific reading needs. In the context of a literacy partnership, it is likely that the program will address:
 - a. A broad grade range of participants;
 - b. A broad range of student needs and strengths,
 - c. All students who have a variety of educational challenges such as students with an IEP or ILP, students learning English, or students who need to demonstrate mastery of the ability to apply literacy knowledge and skills.
2. Time for leadership of the funded initiatives/programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g. time, money, space, personnel).
3. Maximize the purchase of:
 - a. Professional services to address students' needs;
 - b. Resources to address students' needs that can be shared among those working with students.

Components of Literacy Partnerships

Check One for Each Component:

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

A. Literacy Partner Staff and Volunteer Development

MG AG NE

Explanation/Next Steps: _____

B. Roles and Responsibilities of the Literacy Partnerships

MG AG NE

Explanation/Next Steps: _____

C. Instruction Strategies Utilized by the Literacy Partner

MG AG NE

Explanation/Next Steps: _____

D. Literacy Partners demonstrate Outcomes

MG AG NE

Explanation/Next Steps: _____

E. Coordination of Resources

MG AG NE

Explanation/Next Steps: _____

F. Personnel to Deliver professional Development to Literacy Partnership Staff and/or Volunteers

MG AG NE

Explanation/Next Steps: _____

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Appendix A

Students will self-monitor comprehension while reading and writing, demonstrating an overall understanding of oral and printed texts; critically analyzing and evaluating information and messages presented through print, speech, and mass media; and extending the meaning of information presented through print, speech, and mass media. The process of constructing meaning while listening, reading, writing, speaking, and viewing requires the student to use prior knowledge, textual clues, and reasoning. Students will apply the information gained to make decisions, solve problems, complete tasks, create products, and enjoy literary experiences. Although the complexity and types of text change as students become independent, the processes students use to comprehend remain the same. Therefore, rather than separating this section by developmental stages, processes are identified according to the sequence of learning.

<i>Prior to Reading</i>	<i>During Reading</i>	<i>After Reading</i>
<ul style="list-style-type: none"> • Set a purpose • Brainstorm ideas • Relate prior knowledge/ experiences to subject • Determine type of text • Determine appropriate rate for reading based upon genre and purpose • Determine appropriateness of material's reading level • Look at pictures for information • Preview material • Be aware of vocabulary • Skim material 	<ul style="list-style-type: none"> • Monitor comprehension • Analyze story/literary elements • Analyze information • Make predictions • Infer information • Generate questions based upon new information • Focus on main ideas • Revise predictions and make new ones as text offers additional information • Reflect, analyze, and adjust ideas based upon what has been read • Use mental imagery 	<ul style="list-style-type: none"> • Analyze information/story elements and draw conclusions • Summarize text • Evaluate text • Return to text to verify information • Determine author's point of view • Determine main idea/theme/message • Synthesize information and add new ideas while reading <div style="text-align: right; margin-top: 10px;">  </div>

Prior to Writing	During Writing	After Writing
<ul style="list-style-type: none"> • Generate ideas (e.g., talking, brainstorming, reading, completing graphic organizers, outlining, taking notes) • Determine a purpose for writing • Identify an audience and the concerns of the audience • Choose the appropriate voice and style • Select the genre and medium most appropriate to your message 	<ul style="list-style-type: none"> • Select and refine the topic • Gather and organize supporting details and examples • Draft ideas into working form • Discuss ideas and draft with other writers and the teacher • Read for more ideas (e.g., look at exemplars/models to better understand what should be accomplished on the assignment) • Confer with other students to get feedback on specific aspects of the paper • Revisit the rubric to be sure directions are being followed 	<ul style="list-style-type: none"> • Revise writing for clarity • Revise writing for style • Revise writing for content • Edit writing for correctness • Edit writing for content • Finalize format according to appropriate style and usage guidelines • Confer with helpful and willing readers • Publish to the appropriate audience 



Appendix B–Glossary

THE DELAWARE LITERACY RESOURCE GUIDE (SIMMONS ET AL., 2006; FCRR, 2005)

Accuracy (part of fluency): Reading words in text with no errors.

Audience: The person or persons to whom written or oral communication is addressed. The intended reader or hearer of written or spoken text. Attending to the needs of an audience requires the writer's awareness of potential readers.

Automaticity: Reading without conscious effort or attention to decoding.

Coaching: A professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies and offering ongoing feedback as teachers master new practices.

Conferencing: Working and sharing in writing groups.

Comprehension: Understanding what one is reading—the ultimate goal of all reading activity. “It is the process of simultaneously extracting and constructing meaning through interaction and involvement through written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.” (RAND Reading Study Group, 2002, p. 11)

Conventions: The currently accepted rules of grammar, punctuation, and spelling; the established literary practices, techniques, style, rhyme, genre, conventions, etc.

Core Instruction: Instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide re-teaching, or additional teaching to students according to their needs.

Cumulative: Instruction that builds upon previously learned concepts.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Describe: To tell the facts, details, or particulars of something verbally or in writing; witness described in the accident; vacationers narrate their travel experiences; an explorer reciting her adventures; a mercenary recounting his exploits; parents rehearsing street safety with their children; child relating the day's events.

Description: Writing which paints a picture of a person, a place, a thing, or an idea using specific details.

Diagnostic Assessment: A test that is typically administered to identify specific instructional needs after a screening assessment has indicated a general weakness in a given area (e.g., a phonics screening test might be followed by a phonics inventory to identify specific skill deficits).

Differentiated Instruction: Matching instruction to meet the different needs of learners in a given classroom.

Editing: To prepare (as literary materials) for publication or public presentation.

Essay: A short, written composition examining a subject in depth. Essays can be developed by various modes: reason/example, cause/effect, reflective, etc.

Explain: A detailed response with reasons about HOW or WHY something takes place (e.g., how a character changes, how the story would be different if told from another point of view).

Expository Text: Written by authors to inform, explain, describe, to present information or to persuade. This text is subject-oriented and contains facts and information (Informative/ Technical) using little dialogue. The organization of the structure of expository text is dependent upon the form or genre (e.g., letter, journal entry, newspaper article, editorial, brochure, and map).

Expressive Writing: Written or oral communication intended to allow the speaker or writer to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this purpose as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The text is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an audience.

Flexible Grouping: Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

Fluency: Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Formative Assessment: Testing that includes measurements, such as progress monitoring and diagnostic measures, along with instruction that notes the repetition of errors to plan instruction; these assessments are repeated and modified as instruction proceeds.

Genre: A kind of writing, usually literary with genre-specific style, form, content; for example: a novel, short story, folktale, myth, poem, play, and nonfiction.

Grammar: The rules and guidelines of language that are used when you want to be correct in your writing and speaking.

Graphic Organizer: A teacher- or student-generated tool used to record and organize information when reading, such as a schematic drawing, and during the writing process. See *webbing*, as an example.

Guided Practice: Students practice newly learned skills with the teacher providing prompts and feedback.

Hook: A beginning/introduction of text that captures the reader's attention.

Informative Text (Technical/Expository): Written by authors to inform, explain, describe, present information or persuade. This text is subject-oriented and contains facts and information using little dialogue. The organization of the structure of expository text is dependent upon the form or genre (e.g., letter, journal entry, newspaper article, editorial, brochure, map).

Informative Writing: Written or oral communication intended primarily to convey information. The text is subject-oriented in that the focus is on

clear and complete communication of ideas rather than on changing the audience's opinion or expressing the speaker's/writer's personal feelings or beliefs.

Intervention Instruction: Provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade-level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.

Intervention Program: Provides content for instruction that is intended for flexible use as part of differentiated instruction and/or more intensive instruction to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

Intensity: Focused instruction where students are **academically engaged** with the content and the teacher and receive more opportunities to practice with immediate teacher feedback.

Journal: A daily record of thoughts, feelings, and ideas.

Literary Text: Literary works are typically thought of as fiction; however, essays, memoirs, (auto)biographies, etc., can also be considered literary texts. Works with literary merit offer significant insight into life and human behavior and have something profound to say.

Main Idea: The central thought or message of a reading passage.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modeling: Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

Modes of Development: A strategy or manner for thinking and developing ideas (e.g., comparison/contrast, classification, description).

Modes of Writing/Purposes of Writing:

Expressive – Addresses the needs of the audience; reveals self-discovery and reflection; demonstrates experimentation with techniques which could include dialogue; demonstrates experimentation with appropriate modes which could include narration and description.

Informative – Addresses the needs of the audience; exhibits appropriate modes which could include description, narration, classification, simple process analysis, simple definition; conforms to the appropriate formats, which could include letters, summaries, messages, and reports.

Persuasive – Considers the needs of the audience; communicates a clear-cut position on an issue; supports the position with relevant information, which could include personal opinions and examples; exhibits evidence of reasoning.

Narrative: Consisting of or characterized by the telling of a story: narrative poetry.

Outcome Assessments: Given at the end of the year for two purposes. First, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students. Second, they help districts evaluate their progress toward meeting the goal of “every child reading on grade level.”

Pacing: The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on task.

Personal/Essay Narrative: Writing which tells a story from the writer’s life. Personal narratives usually deal with significant events that have in some way shaped the writer.

Persuasion/Persuasive Writing: Writing which is meant to change the way a reader thinks or acts.

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonological Awareness: One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments as well as awareness of individual phonemes.

Process: A way of doing something which involves several steps, which are not necessarily linear; the writing process includes prewriting, writing the first draft, revising, editing and proofreading, and publishing.

Proofreading: Checking a final draft for spelling, grammar, and mechanics errors.

Prosody: Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

Rate: The speed at which a person reads.

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Retelling: Recalling the content of what was read or heard.

Rubric: Scoring criteria based on descriptions of what to look for when evaluating performance on a task, writing prompt, project, or constructed response.

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal; or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data

across evaluators and observers and across multiple measurements and observations; and can be generalized.

Screening: An informal inventory that provides the teacher a beginning indication of the student's preparation for grade-level reading instruction. It is a "first alert" that a child may need extra help to make adequate progress in reading during the year.

Style: A writer's selection, use, and placement of words, phrases, and sentences that contribute to a desired effect. This refers to how the author writes (form) rather than what he/she writes (content). See "Style" under Textual Features.

Summarizing: Reducing large selections of text to their bare essentials: the gist, the key ideas, and the main points that are worth noting and remembering.

Supporting Details: The details used to develop or elaborate a subject or bring a story to life.

Systematic Instruction: A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic and designed before activities and lessons are planned. Instruction is clearly linked within as well as across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

Technical Text: Written by authors to inform, explain, describe, present information, or persuade. This text is subject-oriented and contains facts and information (Expository/Informative) using little dialogue. The organization of the structure of expository text is dependent upon the form or genre (e.g., letter, journal entry, newspaper article, editorial, brochure, map).

Text: Any language-based communication, whether written, spoken, audio or videotaped, or transmitted electronically.

Text Structure: The various patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).

Textual Features:

Development: – The topic, theme, stand/perspective, argument, or character is fully developed.

Organization – The text exhibits a discernible progression of ideas.

Style – The writer demonstrates a quality of imagination and individuality and a distinctive voice.

Word Choice – The words are precise, vivid, and economical.

Tone: The writer's ability to express an attitude toward the subject matter of a text, through use of such elements as diction, figurative language, characterization, plot, and theme.

Voice: The presence of the writer on the page; writing with strong voice leaves the reader feeling a strong connection to the writing and/or writer.

Web: A prewriting technique that often makes use of circles or squares to organize ideas regarding a topic for writing.

Writing: The Delaware ELA Grade-Level Expectations define writing as a flexible, recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.

Writing Process: Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While a writer is revising, he/she might have to return to the prewriting step to develop, expand, and sometimes publish ideas.

Writing Prompt: A statement given to students to generate a written response. For the purpose of assessing a student's ability to write, **independent writing prompts**, such as the DSTP "stand alone" prompt, should be direct and easily understood, and should enable students to start writing quickly; the subject should be accessible to all and should pose no obstacles. Those prompts should not be a test of a student's knowledge of special facts. **Dependent writing prompts**, on the other hand, may combine an assessment of writing skill and relevant content. The DSTP "text-based" (TBW) is an example of a dependent writing prompt because students must use details from the text in their writing. Good prompts provide enough scaffolding (e.g., subject, occasion for writing, audience, writer's role, purpose) to engage students but not so much information as to overwhelm or limit students.