# LEA Reflective Summary: Grades 9 – 12 Literacy



## New Mexico Public Education Department
### *Student Success Division*

## 2011-2012

**Grades 9 - 12 Literacy Reflective Summary**

To succeed in school and in life students need strong literacy skills, for those who do not acquire these skills find themselves at a serious disadvantage in social settings, as civil participants, and in the working world. Yet approximately eight million young people between fourth and twelfth grade struggle to read at grade level. Some 70 percent of older readers require some form of remediation.

In High Schools, each academic content area poses its own literacy challenges in terms of vocabulary, concepts, and topics. Accordingly, adolescents in secondary school classes need explicit instruction in the literacy's of each discipline as well as the actual content of the course so that they can become successful readers and writers in all subject areas. [1]

The intent of the Grades 9 - 12 Literacy Reflective Summary is to a provide a district and school teams, through a collaborative conversation to review their school wide literacy system, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about literacy, growth and challenges.

**Step-By-Step Process**
**Using a Team Approach**

The questions asked in the Grades 9 - 12 Literacy Reflective Summary are designed to help a group develop a "team" perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:
- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

**Tasks**
1. Complete the table on page five identifying district and school leadership team members who participated in the 9-12 Literacy Reflective Summary.
2. Working as a team read each question and through consensus, assign a rating.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

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[1] Sturtevant, E., & Linek, W. (2003). The instructional beliefs and decisions of middle and secondary teachers who successfully blend literacy and content. Reading Research & Instruction, 43, 74-90.

**Rating Scale Examples**

Each of the questions asks participants to self identify on a rating scale of 1 – 4 where they feel they are currently based on evidence.

In this example, 1.1, teams are asked to rate if universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.  The rating scale is 1 – 4 focusing on grade levels.
- If all grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 4.
- If two grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 3.
- If one grade level completed universal screening during the first month of school and have evidence to support this, you will choose 2.
- If no grade levels completed universal screening during the first month of school and have evidence to support this, you will choose 1.

| 1.1 | Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally. | Choose an item. <br> Choose an item. <br> 4 = all grade levels <br> 3 = 3 grade levels <br> 2 = 1-2 grade levels <br> 1 = no grade levels | **LEA:** Click here to enter text. <br> **School:** Click here to enter text. |
|---|---|---|---|
| **Comments:** <br> Click here to enter text. | | | |
| 1.2 | The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula | | **LEA:** Click here to enter text. <br> **School:** Click here to enter text. |

**Comments and Next Steps for LEA/School to Increase Level of Implementation**

Each question asks for two additional steps.
1. The first is to identify what the LEA district and the School will do next to increase their level of implementation.
2. At the bottom of each question is a comments box, here teams can decide to add any additional supporting information to clarify, explain, etc.

| Instructional Practice | | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|---|
| 1.1 | Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally. | Choose an item. | **LEA:** Click here to enter text <br> **School:** Click here to enter text |
| **Comments:** <br> Click here to enter text. | | | |

In example 2.1, teams are asked if benchmark assessments identifying students who exhibit low literacy skills and are experiencing reading difficulty are in place and administered on a regular basis for all students.

The rating scale is 1 – 4 focusing on grade levels.

- If all grade levels completed benchmark assessments and have evidence to support this, you will choose 4.
- If two grade levels completed benchmark assessments and have evidence to support this, you will choose 3.
- If one grade level completed benchmark assessments and have evidence to support this, you will choose 2.
- If no grade levels completed benchmark assessments and have evidence to support this, you will choose 1.

| 2.1 | Benchmark assessments identify students who exhibit low literacy skills and are experiencing reading difficulty. | Choose an item. | LEA: Click here to enter text<br>School: Click here to enter text. |
|---|---|---|---|
| Comments:<br>Click here to enter text. | | Choose an item.<br>4 = all grade levels<br>3 = 3 grade levels<br>2 = 1-2 grade levels<br>1 = no grade levels | |
| 2.2 | Benchmark assessments are completed within one to two weeks after the start of school to provide baseline data for every student. | | LEA: Click here to enter text<br>School: Click here to enter text. |

In example 4.1, teams are asked to reflect on data gathered through the classroom observation/walkthrough focusing on instruction in content area classrooms that support language and literacy development.  The rating scale is 1 – 4 focusing on percent of implementation observed by grade level.

- If only 98% of ninth grade teachers set clear goals and directions as noted and observed by your classroom observation tool/walkthrough you would choose number 4.
- If only 55% of ninth grade teachers build student background knowledge as noted and observed by your classroom observation tool/walkthrough you would choose number 3.
- If only 20% of ninth grade teachers teach content facts as noted and observed by your classroom observation tool/walkthrough you would choose number 2.

| Vocabulary and Content Knowledge Instruction Indicators | 4-3-2-1 | Next Steps for LEA to Increase Level of Implementation |
|---|---|---|
| 4.1 Grade 9 Content Area Classrooms: Provides the students with explicit instruction, including: | | LEA: Click here to enter text. School: Click here to enter text. |
| – Teaches content facts | Choose an item. | |
| – clear goals and directions | Choose an item. 4 = 91 – 100% 3 = 51 – 90% 2 = 11 –50% 1 = 0 -10% | |
| – modeling | | |
| – guided practice | | |
| – independent practice | Choose an item. | |
| Builds student background knowledge | Choose an item. | |

**Saving Your Grades 9 – 12 Literacy Reflective Summary**

1. Once you have completed the Grades 9 - 12 Literacy Reflective Summary as a team, save a copy of the Grades 9 - 12 Literacy Reflective Summary review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
   - (Insert name of school) Grades 9 - 12 Literacy Reflective Summary (insert date)
   - e.g., ABC High School Grades 9 - 12 Literacy Reflective Summary 01.10.2012

| LEA Leadership Team Members | | | |
|---|---|---|---|
| **Name** | **Position** | **Email** | **Contact Phone Number** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
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| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

| School Leadership Team | | | |
|---|---|---|---|
| **Name** | **Position** | **Email** | **Contact Phone Number** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
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| 9 - 12 Literacy Reflective Summary | | |
|---|---|---|
| **LEA/State Charter Name:**<br>Choose an item. | **School Name:**<br>Click here to enter text. | **NMPED Support Personnel:**<br>Choose an item.　　　　　Click here to enter text. |

| **Instructional Practice**<br>**Core**<br>The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a **minimum** 90-minute uninterrupted instructional block. | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|
| 1.1　Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 1.2　The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 1.3　The core program meets the needs of 80% of your students to attain grade-level or above proficiency rates. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 1.4　Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 1.5　Teachers use flexible grouping to deliver differentiated instruction to students as needed. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 1.6　The core program includes whole group and small group instruction, collaborative learning (peer tutoring, Socratic | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |

| | | | |
|---|---|---|---|
| | seminar, reader's theater, fiction and non-fiction texts, etc.). | | |
| **Comments:** <br> Click here to enter text. | | | |
| 1.7 | A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs. <br><br> *Identify the classroom walkthrough/observation tool used in your school:* Click here to enter text. | Choose an item. | **LEA:** Click here to enter text. <br> **School:** Click here to enter text. |
| **Comments:** <br> Click here to enter text. | | | |
| 1.8 | Core program includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring. <br><br> *Identify the name of the benchmark assessment used in your school:* Click here to enter text. <br><br> *Identify the frequency of the benchmark assessment:* Click here to enter text. | Choose an item. | **LEA:** Click here to enter text. <br> **School:** Click here to enter text. |
| **Comments:** <br> Click here to enter text. | | | |
| 1.9 | Periodic assessment data drives the services provided to students within the core. | Choose an item. | **LEA:** Click here to enter text. <br> **School:** Click here to enter text. |
| **Comments:** <br> Click here to enter text. | | | |
| **Strategic/Supplemental** <br> Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program.  Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty | 4-3-2-1 | **Next Steps for LEA/School to Increase Level of Implementation** | |

| | | | |
|---|---|---|---|
| minutes per day, in addition to the minimum of 90 minutes of core reading instruction. | | | |
| 2.1 | Benchmark assessments identify students who exhibit low literacy skills and are experiencing reading difficulty. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 2.2 | Benchmark assessments are completed within one to two weeks after the start of school to provide baseline data for every student. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 2.3 | Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for **a minimum of thirty minutes per day, in addition to** the minimum of 90 minutes of core reading instruction. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 2.4 | Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 2.5 | The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist specifically trained to implement supplemental interventions. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 2.6 | The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** | | | |

| Click here to enter text. | | |
|---|---|---|
| 2.7 Supplemental intervention should begin as soon as possible, and no later than the third or fourth week of school. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 2.8 Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 2.9 Teachers keep a documented record of the intervention and progress-monitoring data for each student. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| **Intensive**<br>Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum. | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
| 3.1 A data driven decision must be made about the student's instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 3.2 One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:**<br>Click here to enter text. | | |
| 3.3 Intensive intervention is provided daily (five days a week) through a **minimum of thirty minutes** of intensive, focused instruction aligned to the reading skill level of the student. | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| **Comments:** | | |

| | | | |
|---|---|---|---|
| Click here to enter text. | | | |

| 3.4 | Based on data, intensive intervention groups are organized according to the skills being targeted for each student within the group. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
|---|---|---|---|
| **Comments:** Click here to enter text. | | | |
| 3.5 | Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 3.6 | Teachers document a record of the intervention and progress-monitoring data for each student in the intensive intervention group(s). | Choose an item. | |
| **Comments:** Click here to enter text. | | | |
| 3.7 | Intensive intervention groups do not exceed three to five students. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |
| 3.8 | Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, frequent and specific feedback to individual students) as well as being aligned with state content standards. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| **Comments:** Click here to enter text. | | | |

| Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice | | |
|---|---|---|
| **Vocabulary and Content Knowledge Instruction Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
| 4.1 **Grade 9 Content Area Classrooms:** Provides the students with explicit instruction, including:<br>– Teaches content facts<br>– clear goals and directions | <br><br>Choose an item.<br>Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |

| | | Choose an item. | |
|---|---|---|---|
| | – modeling | Choose an item. | |
| | – guided practice | Choose an item. | |
| | – independent practice | Choose an item. | |
| | Builds student background knowledge | Choose an item. | |
| | Teaches domain-specific vocabulary | Choose an item. | |
| | Teaches all-purpose academic words | Choose an item. | |
| | Teaches multisyllabic word reading strategies | Choose an item. | |
| | Teaches content concepts | Choose an item. | |

**Comments:**
Click here to enter text.

| **Vocabulary and Content Knowledge Instruction Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|
| 4.2 | **Grade 10 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| | – Teaches content facts | Choose an item. | |
| | – clear goals and directions | Choose an item. | |
| | – modeling | Choose an item. | |
| | – guided practice | Choose an item. | |
| | – independent practice | Choose an item. | |
| | Builds student background knowledge | Choose an item. | |
| | Teaches domain-specific vocabulary | Choose an item. | |
| | Teaches all-purpose academic words | Choose an item. | |
| | Teaches multisyllabic word reading strategies | Choose an item. | |
| | Teaches content concepts | Choose an item. | |

**Comments:**
Click here to enter text.

| **Vocabulary and Content Knowledge Instruction Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|

| 4.3 | **Grade 11 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
|---|---|---|---|
| | – Teaches content facts | Choose an item. | |
| | – clear goals and directions | Choose an item. | |
| | – modeling | Choose an item. | |
| | – guided practice | Choose an item. | |
| | – independent practice | Choose an item. | |
| | Builds student background knowledge | Choose an item. | |
| | Teaches domain-specific vocabulary | Choose an item. | |
| | Teaches all-purpose academic words | Choose an item. | |
| | Teaches multisyllabic word reading strategies | Choose an item. | |
| | Teaches content concepts | Choose an item. | |

**Comments:**
Click here to enter text.

| Vocabulary and Content Knowledge Instruction Indicators | 4-3-2-1 | Next Steps for LEA/School to<br>Increase Level of Implementation |
|---|---|---|
| 4.4 **Grade 12 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| – Teaches content facts | Choose an item. | |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |
| – independent practice | Choose an item. | |
| Builds student background knowledge | Choose an item. | |
| Teaches domain-specific vocabulary | Choose an item. | |
| Teaches all-purpose academic words | Choose an item. | |
| Teaches multisyllabic word reading strategies | Choose an item. | |

| | | | |
|---|---|---|---|
| | Teaches content concepts | Choose an item. | |

**Comments:**
Click here to enter text.

| Comprehension Strategy Instruction Indicators | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 5.1 **Grade 9 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |
| – independent practice | Choose an item. | |
| Teaches comprehension monitoring | Choose an item. | |
| Explicitly teaches or models the use of: | | |
| – graphic organizers | Choose an item. | |
| – semantic organizers | Choose an item. | |
| – summarization/paraphrasing | Choose an item. | |
| – question asking | Choose an item. | |
| – question generating | Choose an item. | |
| – knowledge of text structure | Choose an item. | |
| – knowledge of text features | Choose an item. | |
| – making inferences | Choose an item. | |

**Comments:**
Click here to enter text.

| Comprehension Strategy Instruction Indicators | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 5.2 **Grade 10 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |

| | Choose an item. | |
|---|---|---|
| – independent practice | Choose an item. | |
| Teaches comprehension monitoring | Choose an item. | |
| Explicitly teaches or models the use of: | | |
| – graphic organizers | Choose an item. | |
| – semantic organizers | Choose an item. | |
| – summarization/paraphrasing | Choose an item. | |
| – question asking | Choose an item. | |
| – question generating | Choose an item. | |
| – knowledge of text structure | Choose an item. | |
| – knowledge of text features | Choose an item. | |
| – making inferences | Choose an item. | |

**Comments:**
Click here to enter text.

| Comprehension Strategy Instruction Indicators | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 5.3 **Grade 11 Content Area Classrooms:** Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |
| – independent practice | Choose an item. | |
| Teaches comprehension monitoring | Choose an item. | |
| Explicitly teaches or models the use of: | | |
| – graphic organizers | Choose an item. | |
| – semantic organizers | Choose an item. | |
| – summarization/paraphrasing | Choose an item. | |
| – question asking | Choose an item. | |
| – question generating | Choose an item. | |
| – knowledge of text structure | Choose an item. | |

| | | Choose an item. | |
|---|---|---|---|
| | – knowledge of text features | Choose an item. | |
| | – making inferences | Choose an item. | |

**Comments:**
Click here to enter text.

| Comprehension Strategy Instruction Indicators | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 5.4 **Grade 12 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |
| – independent practice | Choose an item. | |
| Teaches comprehension monitoring | Choose an item. | |
| Explicitly teaches or models the use of: | | |
| – graphic organizers | Choose an item. | |
| – semantic organizers | Choose an item. | |
| – summarization/paraphrasing | Choose an item. | |
| – question asking | Choose an item. | |
| – question generating | Choose an item. | |
| – knowledge of text structure | Choose an item. | |
| – knowledge of text features | Choose an item. | |
| – making inferences | Choose an item. | |

**Comments:**
Click here to enter text.

| Motivation and Engagement Indicators | 4-3-2-1 | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 6.1 **Grade 9 Content Area Classrooms:**<br>Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |

| | | | |
|---|---|---|---|
| | – guided practice | Choose an item. | |
| | – independent practice | Choose an item. | |
| | Focuses students on important and interesting learning goals | Choose an item. | |
| | Provides a range of activity choices | Choose an item. | |
| | Provides interesting texts at multiple reading levels | Choose an item. | |
| | Provides opportunities for student collaboration in discussion and assignments | Choose an item. | |
| | Maintains a positive, rewarding classroom atmosphere | Choose an item. | |

**Comments:**
Click here to enter text.

| **Motivation and Engagement Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|
| 6.2 **Grade 10 Content Area Classrooms:** Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text. **School:** Click here to enter text. |
|     – clear goals and directions | Choose an item. | |
|     – modeling | Choose an item. | |
|     – guided practice | Choose an item. | |
|     – independent practice | Choose an item. | |
| Focuses students on important and interesting learning goals | Choose an item. | |
| Provides a range of activity choices | Choose an item. | |
| Provides interesting texts at multiple reading levels | Choose an item. | |
| Provides opportunities for student collaboration in discussion and assignments | Choose an item. | |
| Maintains a positive, rewarding classroom atmosphere | Choose an item. | |

**Comments:**
Click here to enter text.

| **Motivation and Engagement Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|
| 6.3 **Grade 11 Content Area Classrooms:** | | **LEA:** Click here to enter text. |

| | | | |
|---|---|---|---|
| Provides the students with explicit instruction, including: | | School: Click here to enter text. | |
| – clear goals and directions | Choose an item. | | |
| – modeling | Choose an item. | | |
| – guided practice | Choose an item. | | |
| – independent practice | Choose an item. | | |
| Focuses students on important and interesting learning goals | Choose an item. | | |
| Provides a range of activity choices | Choose an item. | | |
| Provides interesting texts at multiple reading levels | Choose an item. | | |
| Provides opportunities for student collaboration in discussion and assignments | Choose an item. | | |
| Maintains a positive, rewarding classroom atmosphere | Choose an item. | | |

**Comments:**
Click here to enter text.

| **Motivation and Engagement Indicators** | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |
|---|---|---|
| 6.4 **Grade 12 Content Area Classrooms:** Provides the students with explicit instruction, including: | | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| – clear goals and directions | Choose an item. | |
| – modeling | Choose an item. | |
| – guided practice | Choose an item. | |
| – independent practice | Choose an item. | |
| Focuses students on important and interesting learning goals | Choose an item. | |
| Provides a range of activity choices | Choose an item. | |
| Provides interesting texts at multiple reading levels | Choose an item. | |
| Provides opportunities for student collaboration in discussion and assignments | Choose an item. | |
| Maintains a positive, rewarding classroom atmosphere | Choose an item. | |

**Comments:**

| Click here to enter text. | | |
|---|---|---|
| **Key Elements in Programs Designed to Improve Adolescent Literacy Achievement in High Schools[2]** The list of the fifteen key elements begins with instruction and then focuses on infrastructure that will support the instructional improvements.   Improving instruction, whether done by an entire school or a single teacher, can have dramatic effects on student achievement.  However, improving school infrastructure to better support literacy teachers and students *in addition to instructional improvement* will reap the biggest rewards. | **4-3-2-1** | **Next Steps for LEA/School to Increase Level of Implementation** |

| 7.1 | **Instructional Improvements** | | |
|---|---|---|---|
| | 1. Direct, explicit comprehension instruction. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 2. Effective instructional principles embedded in content. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 3. Motivation and self-directed learning. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 4. Text-based collaborative learning. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 5. Strategic tutoring. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 6. Diverse texts. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 7. Intensive writing. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 8. A technology component. | Choose an item. | **LEA:** Click here to enter text. **School:** Click here to enter text. |
| | 9. Ongoing formative assessment of students. | Choose an item. | **LEA:** Click here to enter text. |

[2] Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.).Washington, DC: Alliance for Excellent Education.

| Infrastructure Improvements | | Next Steps for LEA/School to Increase Level of Implementation |
|---|---|---|
| 10. Is specific literacy-connected learning integrated daily through content areas? | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| 11. How often is job-embedded PD provided to support literacy-connected learning that is content area specific? | Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| 12. How are summative assessments analyzed and results integrated into daily classroom instruction? | ☐ Individual teacher<br>☐ Grade level teams<br>☐ Departments<br>☐ Interdisciplinary Teams | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| 13. Does the school structure support coordinated instruction and planning in interdisciplinary teacher teams? | Choose an item.<br><br>Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| 14. The instructional leader (principal) promotes high expectations for student achievement. | Lead through shared vision and values.<br> Choose an item.<br><br>Involves faculty members in the school's decision-making process.<br>Choose an item.<br><br>Provides information, training, and parameters to assist staff in making good decisions.<br>Choose an item. | **LEA:** Click here to enter text.<br>**School:** Click here to enter text. |
| 15. Does your school have a comprehensive and | Choose an item. | **LEA:** Click here to enter text. |

| coordinated school wide literacy plan? | **School:** Click here to enter text. |
|---|---|
| **Comments:**<br>Click here to enter text. | |

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