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General Education Leadership Network
a MAISA collaborative

Identify Focus Areas in the School-wide and Center-Wide Literacy Essentials

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts.

SCREENING TOOL

Purpose

This screening tool helps schools identify their current level of implementation of the *Essential School-Wide and Center-Wide Practices in Literacy*. **The results should be used to inform conversations about where to focus the next phase of work in improving building-wide literacy practices.**

Content

This tool is designed to sample a *subset* of the practices included in each of the *10 Essential School-Wide and Center-Wide Practices in Literacy* so as to keep the tool manageable. By reflecting on a sample of the practices within each essential, schools should get a sense of the level of implementation of the full set of practices. The practices measured in this tool are not any more important than those not measured. They are simply used as *indicators* of overall implementation.

Users

This tool is designed for multiple stakeholders in the school to complete *individually* so as to collect a variety of independent perspectives.

Directions

For each item, circle the number that best represents the extent to which you believe that statement is currently true of your school.

Developed by the Early Literacy Task Force. To be used in conjunction with the Essential Practices in Early and Elementary Literacy. For more information, visit **www.LiteracyEssentials.org**. You may not excerpt from this document in published form, print or digital, without written permission from the MAISA GELN Early Literacy Task Force. This document may be posted or reproduced only in its entirety (four pages). To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force (2016). *Essential instructional practices in early literacy*: *K to 3*. Lansing, MI: Authors

Practice 1: Leadership Team

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
The school leadership team includes staff with current expertise in literacy	1	2	3	4	5	6
The school leadership team has recently developed a vision, mission, and shared beliefs with the current staff	1	2	3	4	5	6
The school leadership team supports systematic implementation of evidence-based, high-quality literacy instruction	1	2	3	4	5	6
The school leadership team ensures collaboration that includes parents, reading specialists, and all staff	1	2	3	4	5	6
The school leadership team uses a comprehensive system to guide data-informed decisions around literacy	1	2	3	4	5	6

Your total score: _____ / 5 = Average Rating: _____

Practice 2: Organizational Climate

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
All adults in the school share responsibility for the literacy growth of all children	1	2	3	4	5	6
All adults in the school ensure that the learning environment is safe for children to take risks in their learning	1	2	3	4	5	6
All adults in the school have positive relationships with all children throughout the building	1	2	3	4	5	6
All adults in the school ensure all children monitor their growth toward reading and writing goals	1	2	3	4	5	6

Your total score: _____ / 4 = Average Rating: _____

Practice 3: Learning Environment

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Throughout the learning environment, there is a variety of accessible print displayed	1	2	3	4	5	6
Throughout the learning environment, instruction involves teachers explicitly telling children what they want them to know	1	2	3	4	5	6
Throughout the learning environment, students can be seen regularly reading, writing, speaking, and listening for multiple purposes	1	2	3	4	5	6
Throughout the learning environment, there is evidence that teachers and children are actively engaged in literacy during science-related activities	1	2	3	4	5	6
Throughout the learning environment, there is evidence that staff foster children's intrinsic motivation to read	1	2	3	4	5	6

Your total score: _____ / 5 = Average Rating: _____

Practice 4: Professional Learning

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Professional learning regarding literacy instruction is based on identified learner needs	1	2	3	4	5	6
Professional learning regarding literacy instruction is collaborative	1	2	3	4	5	6
Professional learning focuses on research supported literacy instructional practices	1	2	3	4	5	6
Professional learning regarding literacy instruction includes modeling and coaching	1	2	3	4	5	6

Your total score: _____ / 4 = Average Rating: _____

Practice 5: Literacy Support

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
There is a system for identifying children who need additional literacy support	1	2	3	4	5	6
There is a system for providing additional literacy support	1	2	3	4	5	6
Additional literacy support for children who need it is consistent with classroom instruction	1	2	3	4	5	6
Highly trained educators are teaching the children who need the most support	1	2	3	4	5	6

Your total score: _____ / 4 = Average Rating: _____

Practice 6: Individual Challenges

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
We have systems in place to identify individual learning, physical, visual, and socio-emotional needs that may impede literacy development	1	2	3	4	5	6
We have systems in place to ensure that individualized support is provided to all children with individual needs that may impede literacy development	1	2	3	4	5	6
All adults intentionally work to modify learning environments to decrease problem behaviors that may impede literacy development	1	2	3	4	5	6

Your total score: _____ / 3 = Average Rating: _____

Practice 7: Instructional Resources

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Teachers have consistent access to high-quality literacy resources	1	2	3	4	5	6
Teachers have appropriate professional development to ensure effective use of literacy resources	1	2	3	4	5	6
Resources reflect culturally diverse characters and themes	1	2	3	4	5	6
All children have access to well-stocked classroom libraries	1	2	3	4	5	6

Your total score: _____ / 4 = Average Rating: _____

Practice 8: Family Engagement

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
We engage families in learning about family literacy practices	1	2	3	4	5	6
We provide literacy support to families through social and community networks	1	2	3	4	5	6
We offer families research-based guidance on how families can support literacy development	1	2	3	4	5	6

Your total score: _____ / 3 = Average Rating: _____

Practice 9: Summer Reading

	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Our school has a summer reading initiative	1	2	3	4	5	6
We support summer reading by facilitating opportunities for every child to read	1	2	3	4	5	6

We support summer reading by using texts of high interest to all children	1	2	3	4	5	6
We support summer reading by providing structured guidance to parents about how to support reading at home	1	2	3	4	5	6

Your total score: ___ **/ 4 = Average Rating:** ___

Practice 10: Connections in the Community	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Connections beyond the school provide opportunities for children to read and write for purposes beyond school assignments	1	2	3	4	5	6
Connections beyond the school provide opportunities for children to develop literacy outside of school hours	1	2	3	4	5	6
Connections beyond the school provide access to tutoring or enrichment opportunities	1	2	3	4	5	6

Your total score: ___ **/3 = Average Rating:** ___

SCREENING TOOL FOR IDENTIFYING FOCUS AREAS

How to Use Your Results

Individual Scoring

Individuals will average their personal scores within each practice to compute their score for each essential. Individuals will record their personal scores in the "My Score" columns in the table below.

Consensus Building

Using the Essential School-Wide and Center-Wide Practices for Literacy document to support the conversation, _all stakeholders_ who completed the screening tool will discuss their results as follows:

- Beginning with the first essential, group members will speak _one at a time_ to report their individual score and provide a brief rationale for their score.
- After everyone has shared their score and rationale for the first essential, the group will then move into a conversation to come to agreement on a group score for that essential. Record the "Group Score" for Essential #1 below.
- Continue this process for each of the other 9 essentials, discussing them _one at a time_.

Prioritizing

Using the group scores - _along with other data and knowledge relevant to your school_ - discuss and identify three "high priority" areas that you collectively agree are _critically important_ as focal areas for the next phase of your work. Add check marks in the "Priority"

SCHOOL-WIDE AND CENTER-WIDE ESSENTIAL	MY SCORE	GROUP SCORE	PRIORITY
1 Leadership team			
2 Organizational climate			
3 Learning environment			
4 Professional learning			
5 Literacy support			
6 Individual challenges			
7 Instructional resources			
8 Family engagement			
9 Summer reading			
10 Connections in the community			

columns in the table above to identity your three highest priority areas. Your priority areas may or may not be those with the lowest group scores. Your own sense of what matters and what you can do effectively should factor in strongly to your priority setting.

Growth Over Time:

This tool is designed for repeated use over time to support ongoing reflection and assessment of growth on the Essential School-Wide and Center-Wide Practices in Literacy.

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