

School Effectiveness Framework – K-5 Literacy
Self-Evaluation Rubric

Standard 1: Standards-Based Instruction

District/District Leaders:

- Ensure that district literacy resources meet and/or exceed the requirements of the Colorado Academic Standards; provide training to effectively utilize these resources
- Communicate a clear vision, direction, and action plan for literacy instruction and professional development

Indicator	School	Grade Level/PLC	Classroom	Strengths	Next Steps
Indicator 1.1 The school promotes and supports the articulation of the Colorado Academic Standards and ELA curriculum resources in all grade levels.	Develop effective schedules and allocate appropriate resources to ensure that literacy instructional minutes are maximized to meet the needs of students. Hold staff accountable to implement district adopted program resources for literacy instruction: Wonders, Heggerty, and Orton Gillingham.		Teachers consistently use formative assessment data to plan explicit, systematic, research-based literacy instruction that maximizes upon every instructional minute.		
Indicator 1.2-1.4 School Improvement plans and processes for ELA are collaborative, clear, strategic, and evaluated consistently; plans and processes reflect systems of shared responsibility and	Identify ambitious goals and targets for ELA growth and achievement at each grade level and monitor progress in learning throughout the year. Consistently use data (Acadience Reading benchmark and PM; Illuminate ELA; classroom formative data; writing assessments, and diagnostic assessment) to evaluate efficacy of literacy instruction across the building.		Teachers set ambitious goals and targets for each student's literacy growth; teachers create plans for goal achievement; teachers help students set literacy goals and engage them in plans for goal achievement.		

distributive leadership as part of continuous improvement.	Effectively utilize instructional coaches and interventionists to provide consistent feedback and support so professional learning significantly impacts instructional practice; student literacy learning is evaluated through ongoing observation and feedback. Structures and systems are in place to ensure that school leaders actively co-learn evidence-based literacy practices with staff.				
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Standard 2: Rigorous and Engaging Instruction

District/District Leaders:

- Use a variety of data and information about student literacy learning to inform decision making and actions for the district (e.g., District Improvement Plan, professional development plans, etc.).
- Establish collaborative structures, feedback loops, and professional learning opportunities for school and district leaders to learn from one another with regard to scientific, evidence-based practices for effective literacy instruction.

Indicator	School	Grade Level/PLC	Classroom	Strengths	Next Steps
Indicator 2.1-2.2 High levels of rigor and student performance are expected outcomes for RWC Colorado Academic Standards; School leadership	All literacy curriculum resources are aligned to Colorado Academic Standards. School leadership sets clear expectations for literacy instruction based upon evidence-based practices, alignment to standards, and ongoing formative assessment data. School leadership engages in literacy data analysis and instructional planning, using		Teachers strategically select resources for whole group/small group instruction based upon the needs of students as indicated by student data Explicit and systematic and evidence-based literacy instruction is provided daily Student literacy goals and progress monitoring are regularly evaluated with students.		

consistently monitors implementation of the RWC Colorado Academic Standards and curriculum resources.	ongoing progress monitoring to evaluate efficacy and make appropriate adjustments. PLC planning for literacy is aligned to the Colorado Academic Standards and research-based instructional strategies. School schedules maximize the use of instructional time for daily literacy instruction. Professional learning focuses on improved knowledge and implementation of explicit, systematic, evidence-based instructional strategies.		Teachers utilize district adopted resources to provide targeted literacy instruction.		
Indicator 2.3-2.4 Instructional staff implements a standards-based system of instruction in literacy and a tiered system of support and intervention in response to student learning needs.	Instructional planning practices include the use of the district curriculum maps and district adopted program resources for literacy. Acquisition of literacy skills for all students is recognized as a shared responsibility. Gaps in literacy development are identified for students through data analysis, and specific interventions and goals are set to close these gaps. Differentiation of literacy instruction is based on consistent, informal and formal assessment methods, and student outcomes.		Student screening, progress monitoring, and diagnostic data are used to identify and implement interventions to support literacy learning. Teachers collaboratively sequence and pace essential literacy knowledge and skills based upon ongoing formative assessment data for the class, small groups, and individual students. Small reading groups are flexible and based on formative assessment data. Student Support plans (READ and MTSS) are current and used to support and monitor student learning.		

	The allocation of human capital and other resources are responsive to changing student needs.		Students whose language differs from the language of instruction are supported appropriately.		
Indicator 2.5-2.6 Instructional planning is collaborative and includes the use of highly effective instructional strategies and technology to engage students in authentic, relevant, and meaningful learning experiences.	School leadership sets the expectation that research-based instructional strategies are used and assumes part of the responsibility for monitoring their implementation during literacy instruction. Highly effective instructional strategies are consistently provided through explicit, systematic instruction as well as meaningful integration of technology.		Instructional planning consistently integrates higher-order thinking and questioning skills across all reading levels; shared reading/shared writing (as well as text to speech supports) provide access to grade-level content for all students. Instructional planning supports the specific needs of students through strategic use of grouping, scope and sequence of instruction, pacing, etc. and integration of evidence-based practices for effectively teaching literacy skills: explicit, systematic instruction based upon ongoing formative assessment data, effective modeling, and opportunity for relevant and meaningful practice of skills. Students are provided with regular opportunities for planned, purposeful, and accountable collaboration.		

Standard 3: Assessment as, of, and for Learning

District/District Leaders:

- Establish a culture of high expectations for student engagement, learning, and achievement in literacy.

- Build connections and coherence among curriculum, instruction, and assessment to address the diverse learning needs of students.
- Monitor and support comprehensive academic programs to equip students for success.

Indicator	School	Grade Level/PLC	Classroom	Strengths	Next Steps
Indicator 3.1-3.2 A variety of data is used by instructional staff and students to consistently progress monitor literacy learning and inform instruction	A shared understanding of assessment <i>as</i>, <i>of</i>, and <i>for</i> literacy learning is demonstrated in classroom instruction. Meaningful tasks and learning experiences are designed to: ● Build foundational literacy skills and independence; ● Foster thinking and metacognition (building vocabulary and background knowledge); ● Build on students' diverse perspectives, knowledge, and experiences (text to text connections/text to self connections); and ● Assess the depth of new learning in order to identify next steps. Instructional staff collects and analyzes student data (e.g., observations, work samples, conversations, writing samples, and assessment tasks) at critical checkpoints to monitor progress and determine next steps to ensure continuous improvement of literacy learning.		Assessment <i>as</i>, <i>of</i>, and <i>for</i> literacy learning processes are evident in student learning tasks. Multiple and varied assessment opportunities are provided for students to demonstrate, communicate, and refine their literacy learning. Executive functioning skills, metacognition, and instructional routines are explicitly taught and assessed directly during literacy instruction. Instructional decisions are made and actions are taken in response to student learning demonstrations in literacy.		
Indicator 3.2-3.3			Timely, explicit, and constructive feedback in		

Timely, ongoing, and descriptive feedback is effectively utilized during learning; Instructional staff emphasizes the skills of self-assessment, progress monitoring, and feedback for student growth and improvement	A variety of ongoing, descriptive feedback (specifically in foundational skills, reading comprehension, and writing) is implemented to provide information about student learning. Assessment and evaluation practices are collaboratively analyzed to support providing students with high quality and consistent feedback, particularly in writing. Teachers teach strategies to self-evaluate literacy work, identify strengths, areas for improvement, and develop learning goals based on success criteria. Teachers teach the skills of self-assessment and self-reflection as part of critical thinking strategies	literacy learning is observed independently, with peers, and between the teacher and the student to extend student learning. Learning progress is clarified as students perform regular and varied error analysis and/or editing of their work. Student progress is recognized and celebrated consistently and in a variety of ways. Teachers facilitate opportunities for students to engage in learning conversations and peer assessment to gain a deeper understanding of their strengths and areas for improvement in literacy. Teachers utilize models of strong and weak work to assist students in defining success criteria in literacy. Instructional staff includes multiple and varied opportunities for students to revise and refine demonstrations of literacy learning		
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Standard 4: School Culture and Environment

District/District Leaders:

- The district functions as an effective learning community and supports a climate of continuous improvement in literacy learning and instruction.
- District systems are implemented that support and recognize the efforts and work of all school staff.
- Change efforts are collaborative, carefully implemented and evaluated, and based on the needs of students and staff.

Indicator	School	Grade Level/PLC	Classroom	Strengths	Next Steps
Indicator 4.1 A culture of high expectations enhances the belief that all students can learn, progress, and achieve.	A focus on student achievement in literacy is evident and clearly communicated within the school and to the school community. School leadership ensures equitable opportunities for all students, regardless of reading level. Conditions that promote collaborative learning cultures are established (e.g., time to meet and talk, common planning time that includes literacy intervention). School leadership regularly visits classrooms to engage in ongoing dialogue regarding effective instructional practices in literacy and how to increase their impact on student learning.		Teachers set realistic and ambitious literacy learning goals and regularly reviews them with students. Teachers build positive working relationships with interventionists to ensure literacy instruction is aligned. Teachers implement highly effective instructional strategies based on the literacy needs of students.		