

IMPLEMENTING THE SCIENCE OF READING

Literacy Implementation Continuum

The **Literacy Implementation Continuum** is a tool that guides literacy leaders toward implementing effective school literacy initiatives in a collaborative and data-aligned way. Literacy leadership teams can use the tool to assess current implementation practices, then identify action steps to address challenges or deepen implementation for greater sustainability.

The Literacy Implementation Continuum is not meant to be evaluative tool. Instead, it is a practical guide describing what implementation looks like at various levels.

The Literacy Implementation Continuum is guided by **Education Northwest's Framework for Literacy Leadership** (figure 1). The framework is grounded in empirical research and specifically designed to address the implementation of literacy initiatives in a variety of contexts. The Literacy Implementation Continuum fully aligns with the framework's four domains and corresponding competencies (table 1).

Figure 1. Literacy Leadership Framework

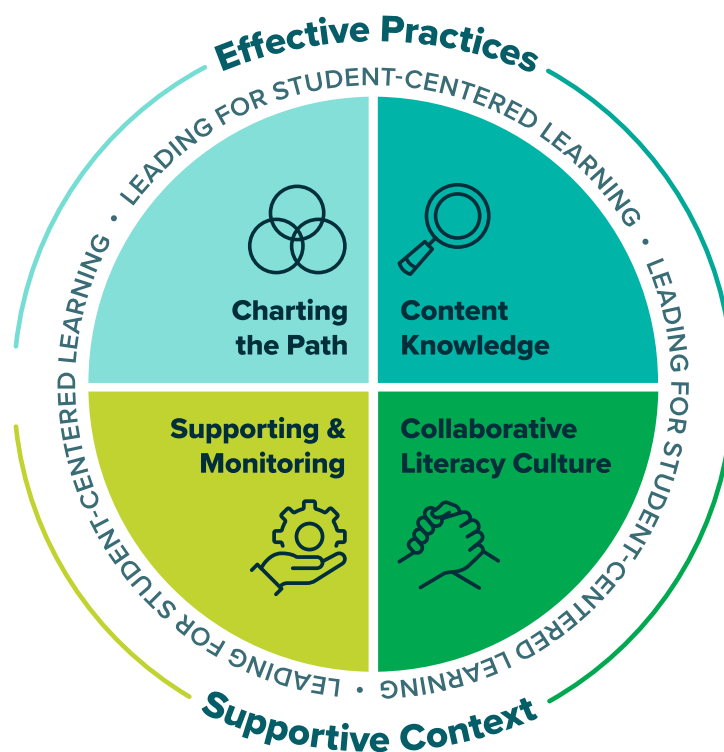


Table 1. Domains and Competencies of the Literacy Leadership Framework

Domain	Competencies
Charting the Path 	- Facilitate the development, articulation, implementation, and stewardship of a shared vision for literacy - Establish an effective literacy leadership team and lead them in the development and implementation of a literacy plan - Empower staff members to make evidence-based literacy decisions that ensure access
Content Knowledge 	- Understand the science of reading and its application in specific contexts - Identify literacy practices that should and should not be present in the classroom - Ensure practices, resources, and programs meet students' unique language needs
Supporting and Monitoring 	- Support teachers in the use of evidence-based instructional practices for all students and provide targeted, actionable feedback - Monitor the literacy environment and make data-driven decisions for core literacy instruction and multi-tiered support and interventions - Implement a valid, reliable assessment plan to identify and support student needs
Collaborative Literacy Culture 	- Nurture a school literacy culture conducive to professional growth and learning for all students - Collaborate with families and other community members to support student success - Promote schoolwide student-centered practices

Source: Education Northwest.

Using the Literacy Implementation Continuum

WHO SHOULD USE THE CONTINUUM

Literacy leaders should guide the process of using the Literacy Implementation Continuum. Literacy leaders are typically principals, literacy programming directors, or superintendents. Leaders should engage in the process with **literacy leadership teams**, which often include system leaders, coaches, teachers, interventionists, and coordinators of special populations. Leaders may also involve school staff and faculty members, school and community members, or other partners as needed.

WHEN TO USE THE CONTINUUM

Use the Literacy Implementation Continuum to inform initial planning and design of a school literacy plan, identify necessary midcourse corrections, and monitor and track progress toward full implementation. This iterative tool may be administered as a baseline in the fall, a check-in at the middle of the year, and a final assessment at the end of the school year.

HOW TO USE THE CONTINUUM

The Literacy Implementation Continuum is divided into four sections based on the four domains of the Literacy Leadership Framework: shared literacy vision, content knowledge, supporting and mentoring, and collaborative literacy culture. Each domain has associated competencies. For each competency, the continuum outlines indicators at four levels of implementation, ranging from 1 to 4. (Level 1 assumes some level of implementation beyond the exploration phase.)

Use these indicators to identify current levels of implementation, being careful to base decisions on documented evidence or data. Once you determine current implementation levels, you can identify what is needed to deepen implementation and move along the continuum.

Note that your team may be farther along in implementing some components compared to others.

Levels of Implementation

Level 1—Necessary structures and/or processes are minimal. There is no awareness of research and promising practices.

Level 2—Organizational structures and/or processes exist on paper and are based on empirical research but are not effectively used in practice.

Level 3—Systems are functional, and their structures and processes have been implemented; however, communication between systems may be lacking or does not contribute to systemic decision-making.

Level 4—All systems are functioning effectively, and timely feedback systems are embedded to identify potential challenges. Feedback systems include progress checks to inform timely course corrections.

Recommended Steps for Using the Continuum

1. Decide who should be involved in the process.
2. Determine if you will focus on a single domain or all four domains. If you initially focus on one domain, make plans to reflect on the others.
3. Use the guiding questions to reflect on current practices.
4. Identify existing evidence and data—or note the lack of evidence and data—that can help you determine the current level of implementation for each indicator. Consider the confidence attributable to the data.
5. Based on the evidence, select and document the level of implementation that most accurately reflects current practice (not what the school community is working toward).
6. Compare the current level of implementation with the levels above it.
7. Identify potential barriers to implementation. If you lacked evidence or data, identify steps to collect relevant, timely, and valid data.
8. In the “Action Plan” section, identify strategies and create action steps for obtaining the next level for each indicator.
9. Establish a timeline to review progress on action steps and the continuum throughout the year.

How to Determine Implementation Levels

For initial planning, determine initial levels of implementation by reviewing existing evidence and data about current practices. Make sure the evidence and data you collect accurately reflect current practice. Use these data to identify current implementation levels, then identify gaps between current practice and the next level.

When identifying midcourse corrections, use a similar process to initial planning. Review implementation evidence and data, then determine whether additional barriers to implementation exist and how to mitigate them. You may need to collect new or additional evidence and data to reassess implementation levels.

Using evidence and data to monitor and document progress is crucial for evaluating the effectiveness of practices and refining your practice. Monitoring and documenting progress is also helpful for communicating with partners and for accountability.

Make sure to document all evidence and data used to determine implementation levels for future reference.

Guiding Questions

CHARTING THE PATH



- Has the school community collectively created a shared vision for high-quality literacy instruction, grounded in research and designed to meet the needs of all students?
- How does the vision for literacy instruction, intervention, and success at your school reflect the needs and voices of students, families, and community members?
- Were staff members, families, and community members involved in shaping the vision?
- Can everyone in your school clearly articulate the vision?
- Is the collective vision rooted in evidence-based practices and current research?

CONTENT KNOWLEDGE: EVIDENCE-BASED LITERACY



- Are policies and procedures in place, and effectively implemented, to ensure that all students have access to high-quality literacy instruction that meets their specific needs?
- Are all classrooms equipped with the materials and resources required to implement the selected literacy curriculum with fidelity?
- How do selected materials and curricula reflect the population of your school and community, while also preparing them to be literate in an ever-changing world?
- How are you ensuring all learners are actively engaged and supported across the curriculum and, specifically, in literacy instruction?
- Are selected materials and curricula aligned with state standards?
- How are teachers differentiating instruction in ways that create access for all students to reach grade-level standards?
- How is instructional time allotted and protected for daily literacy instruction?
- How does the school schedule provide time for targeted literacy interventions and addressing the needs of student populations beyond core instruction?
- Are selected materials and curricula aligned with current reading research?

SUPPORTING AND MONITORING



- Are data systematically collected, analyzed, and used in instructional decision-making?
- Are screeners and other assessments used for early identification of students in need of additional support and to provide multi-tiered systems of support for identified students?
- How are the results of formative and summative literacy assessments used to plan instruction that meets individual students' needs?

- How are the results of literacy assessments incorporated into a holistic view/literacy profile of students?
- What do we see when we look at data by student population? What do we see when we look at data across classrooms and grade levels within the school?
- Are selected literacy assessments developmentally appropriate and reliable measures of early literacy attainment?
- Is a plan in place to ensure students are assessed early and often enough so that all students needing interventions are identified early and receive targeted, specific support?
- Is guidance in place for student populations for whom assessments may not be reliable measures? How are a variety of formative and summative assessment data used to provide a nuanced and holistic view of each child's development?
- What structures are in place to ensure identified students receive the support they need? Which team members are involved in planning and support after initial identification? Are they receiving the necessary professional development?
- What is our school and district capacity to help teachers of low-performing students implement the components more skillfully to improve outcomes?

COLLABORATIVE LITERACY CULTURE



- How are literacy plans and the results of literacy assessments communicated between the various school staff members who are responsible for literacy?
- How are literacy plans and the results of literacy assessments communicated with families and students?
- To what extent are families engaged in the learning process?
- Is there a structure in place for high-functioning professional learning communities?
- To what extent has the school developed a shared sense of responsibility for literacy instruction?

Literacy Implementation Continuum



DOMAIN 1. CHARTING THE PATH: SHARED LITERACY VISION

Launching implementation without engaging all partners in a shared vision can lead to short-lived initiatives and commitment. By contrast, the process of developing a common literacy vision helps foster a sense of shared ownership. One of the first steps in organizational change is to establish a compelling vision and clear standards of action (Reeves, 2007). A shared vision also guides all implementation and continuous improvement efforts. Effective leaders engage staff members, students, families, and community partners and facilitate the development, articulation, implementation, and stewardship of a shared vision for literacy.

Competency 1.1 Facilitate the development, articulation, implementation, and stewardship of a shared vision for literacy

Level 1	Level 2	Level 3	Level 4	Evidence
There is a plan to seek input from staff members, students, families, and community members to shape the school's literacy vision.	Staff members, students, families, and community members have provided input to shape the school's literacy vision, which is rooted in evidence-based practices and current research.	Staff members, students, families, and community members have collaboratively developed a clearly articulated literacy vision and outcomes, which are rooted in evidence-based practices and current research.	Staff members, students, families, and community members have collaboratively developed a clearly articulated literacy vision and outcomes, which are rooted in evidence-based practices and current research. The vision and outcomes are continuously revisited to ensure they still align with the needs of the school community.	
A literacy vision is in place, or there is a plan in place to shape a vision.	A clearly articulated literacy vision is in place and is disseminated or has a dissemination plan.	A clearly articulated literacy vision is in place. It is disseminated widely and referenced frequently.	A clearly articulated literacy vision is in place, disseminated widely, and referenced frequently. All key staff members are well-versed in the vision and know their role in supporting it.	

Competency 1.2 Establish an effective literacy leadership team and lead them in the development and implementation of a literacy plan

Level 1	Level 2	Level 3	Level 4	Evidence
A literacy leadership team is established. There are no scheduled regular meeting times.	A literacy leadership team is established and includes key members. There are scheduled meeting times that may not always be dedicated to discussing students' literacy progress.	A literacy leadership team is established, includes key members, and meets regularly to make informed decisions about students' literacy progress and growth. There may be some protocols in place.	A literacy leadership team is established, includes key members, and meets regularly to make informed decisions about students' literacy progress and growth. The team follows structured protocols, and decision-making is evident in schoolwide implemented actions.	
The literacy leadership team is assessing needs of teachers and students to create a plan for allocating resources (teacher professional development, materials, and other resources as well as student supports) based on evidence or data collected.	The literacy leadership team has evaluated current capacity and support needed to create a plan that prioritizes student learning and professional growth in evidence-based literacy practices.	The literacy leadership team has collaboratively developed a plan that prioritizes student learning and professional growth in evidence-based literacy practices.	The literacy leadership team has collaboratively developed a plan that prioritizes student learning and professional growth in evidence-based literacy practices. The plan is being executed and revisited based on student data.	

Competency 1.3 Empower staff members to make student-centered literacy decisions that ensure access

Level 1	Level 2	Level 3	Level 4	Evidence
Policies and practices that support a safe learning environment for high-needs students (including, but not limited to, students with disabilities, multilingual learners, and students in poverty) are being selected or evaluated. Key staff members may or may not be involved.	Policies and practices that support a safe learning environment for high-needs students (including, but not limited to, students with disabilities, multilingual learners, and students in poverty) are in place and in the process of being evaluated. Key staff members may or may not be involved.	Policies and practices that support a safe learning environment for high-needs students (including, but not limited to, students with disabilities, multilingual learners, and students in poverty) are in place and have been evaluated. Key staff members may have been involved and are informed about the process and decisions.	Policies and practices support a safe learning environment for high-needs students (including, but not limited to, students with disabilities, multilingual learners, and students in poverty) are in place and have been evaluated. All key staff members were involved in the selection, evaluation, and decision-making process; are well-versed in these policies and practices; and participate in regular review and refinement as needed to address specific needs.	



DOMAIN 2. CONTENT KNOWLEDGE: EVIDENCE-BASED LITERACY

An effective literacy leader is viewed as a role model of a reflective, lifelong learner who is knowledgeable in the area of literacy. Teachers are more likely to implement effective literacy practices that lead to increases in student achievement when they work for a leader who is able to talk about and demonstrate those practices (Kindall et al., 2018). Research shows that leaders with knowledge of evidence-based literacy instruction have greater potential to support improved literacy achievement among their students (Taylor, 2004) and that “effective, knowledgeable, proactive principals encourage and lead teachers, specialists, partners, and ultimately learners to success by understanding and supporting effective literacy practices” (ILA, 2018).

Competency 2.1 Understand evidence-based literacy and its application in specific contexts

Level 1	Level 2	Level 3	Level 4	Evidence
Leaders have received some training on implementing the science of reading, including considerations to support all student populations.	Leaders have received some training on implementing the science of reading and evidence-based practices. They have a basic understanding of the necessary considerations to support all student populations.	Leaders have received some training on implementing the science of reading and evidence-based practices. They have a basic understanding of the necessary considerations and strategies to support all student populations and can identify areas for additional training and coaching.	Leaders are fully trained on implementing the science of reading and evidence-based practices. They understand the necessary considerations and strategies to support all student populations and can fully support key staff members in implementing these practices.	
Leaders have some knowledge of state standards, priority skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials.	Leaders have some knowledge of state standards, priority skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. They organize resources and personnel to support literacy instruction.	Leaders are knowledgeable about state standards, priority skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. They organize resources and personnel to support high-quality literacy instruction for all students.	Leaders are knowledgeable about state standards, priority skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. They organize resources and personnel to support high-quality literacy instruction for all students. Goals and assessment of progress toward literacy goals guide instructional and curricular decisions at a schoolwide level.	

Competency 2.2 Identify literacy practices that should and should not be present in the classroom

Level 1	Level 2	Level 3	Level 4	Evidence
Some students have access to a rigorous, evidence-based literacy curriculum. There is no observable use of evidence-based instructional strategies, as evident through walkthroughs and classroom observation data.	Some students have access to a rigorous, evidence-based literacy curriculum. Some teachers use evidence-based instructional strategies, as evident through walkthroughs and classroom observation data.	All students have access to a rigorous, evidence-based literacy curriculum. Some teachers consistently use evidence-based instructional strategies with fidelity, as evident through walkthroughs and classroom observation data.	All students have access to a rigorous, evidence-based literacy curriculum. All teachers effectively use evidence-based instructional strategies with a high level of fidelity, as evident through walkthroughs and classroom observation data.	
Evidence-based supplemental and intervention programs are adopted for use with students who need support beyond core instruction. Teachers know where to find the materials.	Evidence-based supplemental and intervention programs are adopted for use with students who need support beyond core instruction. The programs are aligned to core curriculum. Teachers know where to find the materials and may or may not incorporate them into their instruction, as evident through walkthroughs and classroom observation data.	Evidence-based supplemental and intervention programs are adopted for use with students who need support beyond core instruction. The programs are aligned to core curriculum. Teachers know where to find the materials and understand which ones to select and when. Some teachers effectively incorporate the materials into instruction, as evident through walkthroughs and classroom observation data.	Evidence-based supplemental and intervention programs are adopted for use with students who need support beyond core instruction. The programs are aligned to core curriculum. Teachers know where to find the materials and understand which ones to select and when. Teachers effectively incorporate the materials into instruction, as evident through walkthroughs and classroom observation data.	

Level 1	Level 2	Level 3	Level 4	Evidence
Literacy instruction is provided to all students.	Literacy instruction is provided to all students. Time dedicated to literacy may vary based on multiple factors.	A minimum amount of dedicated literacy instruction is provided to all students according to evidence-based factors. Teachers provide both whole class and small group instruction to all students on a daily basis.	An adequate amount of dedicated literacy instruction is provided to all students according to evidence-based factors and in addition to literacy-connected instruction (reading, writing, speaking, and listening) that is systematically integrated throughout the day in all subject areas. Teachers provide both whole class and small group instruction to all students on a daily basis.	

Competency 2.3 Ensure practices, resources, and programs meet students' unique needs (e.g., language needs)

Level 1	Level 2	Level 3	Level 4	Evidence
Tier 2 interventions are provided in addition to core instruction.	Tier 2 interventions are provided in addition to core instruction on a consistent schedule. Instruction may or may not include systematic, teacher-led small group instruction.	Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, teacher-led small group instruction matched to student needs. Students are grouped based on data and may or may not be exited out of interventions.	Tier 2 interventions are provided in addition to core instruction and include explicit, systematic, teacher-led small group instruction matched to student needs. It is evident that students have ample opportunities to practice the targeted skill(s) and receive formative feedback. Students are grouped based on data and exited out of interventions when benchmarks are clearly met.	
Tier 3 interventions are provided in addition to core instruction.	Tier 3 interventions are provided in addition to core instruction on a consistent schedule. Group sizes may vary, and teachers may not be fully trained on the science of reading and evidence-based practices.	Tier 3 interventions are provided in addition to core instruction and Tier 2. Tier 3 interventions are delivered one-on-one or in very small groups (1–3 students) and only by teachers fully trained on the science of reading and evidence-based practices. Students are grouped based on data and may or may not be exited out of interventions.	Tier 3 interventions are provided in addition to core instruction and Tier 2. Tier 3 interventions are delivered one-on-one or in very small groups (1–3 students) and only by teachers fully trained on the science of reading and evidence-based practices. They include additional guided practice, immediate corrective feedback, and frequent progress monitoring. Students are grouped based on data and exited out of interventions when benchmarks are clearly met.	

Level 1	Level 2	Level 3	Level 4	Evidence
Evidence-based instructional practices are adopted for use with multilingual learners.	Evidence-based instructional practices are adopted for use with multilingual learners. Multilingual learners receive instruction specific to their language needs in some classrooms.	Evidence-based instructional practices are adopted for use with multilingual learners. Multilingual learners receive instruction specific to their language needs and teachers receive continuous professional development in the use of materials and practices.	Evidence-based instructional practices are adopted for use with multilingual learners. Multilingual learners receive instruction specific to their language needs in all content area classrooms and teachers receive continuous professional development in the use of materials and practices.	
Evidence-based instructional practices are adopted for use with students with disabilities.	Evidence-based instructional practices are adopted for use with students with disabilities. Students with disabilities receive instruction specific to their language needs in some classrooms.	Evidence-based instructional practices are adopted for use with students with disabilities. Students receive instruction specific to their language needs and teachers receive continuous professional development in the use of materials and practices.	Evidence-based instructional practices are adopted for use with students with disabilities. Students with disabilities receive instruction specific to their language needs in all content area classrooms and teachers receive continuous professional development in the use of materials and practices.	



DOMAIN 3. SUPPORTING AND MONITORING

For a literacy plan to succeed, leaders must commit to developing a structure that supports the school's literacy efforts. Leaders need to create clear and consistent structures that ensure teachers know how to translate their knowledge of the science of reading into practice and that support them in doing so. Explicit implementation guidance and frequent feedback can help teachers and principals ensure their students have access to and benefit from high-quality, consistent, evidence-based literacy instruction. Examples of this support include setting concrete, grade-level guidelines for allocating literacy block time; ensuring that instruction meets each student's specific needs; and empowering school staff members in advocating for relevant curriculum, materials, and instruction in school and classroom contexts.

Competency 3.1 Support teachers in the use of evidence-based instructional practices for all students and provide targeted, actionable feedback

Level 1	Level 2	Level 3	Level 4	Evidence
The literacy leadership team collects observation data to inform the entire school of their implementation progress on key initiatives.	The literacy leadership team collects and shares observation data to inform the entire school of their implementation progress on key initiatives.	The literacy leadership team collects and shares observation data to inform the entire school of their implementation progress on key initiatives. The team provides resources to address areas for growth.	The literacy leadership team collects and shares observation data to inform the entire school of their implementation progress on key initiatives. The team provides resources to address areas for growth, and there is evidence of follow-up.	
Teachers and instructional staff receive professional development on how to provide explicit reading instruction using all the specific programs and materials the school has selected.	Teachers and instructional staff receive professional development on how to provide explicit reading instruction using all the specific programs and materials the school has selected. They receive some ongoing consultation/coaching, feedback, and job-embedded support to adopt and sustain new teaching strategies and practices.	Teachers and instructional staff receive professional development on how to provide explicit reading instruction using all the specific programs and materials the school has selected. They receive ongoing consultation/coaching, feedback, and job-embedded support to adopt and sustain new teaching strategies and practices and to enhance implementation of the core, supplemental, and intervention reading programs.	Teachers and instructional staff receive professional development on how to provide explicit reading instruction using all the specific programs and materials the school has selected. They receive ongoing consultation/coaching, feedback, and job-embedded support to adopt and sustain new teaching strategies and practices and to enhance implementation of the core, supplemental, and intervention reading programs. Professional development is differentiated on an ongoing basis based on the knowledge, skills, and performance levels of individual literacy staff members.	

Competency 3.2 Monitor the literacy environment and make data-driven decisions for effective core literacy instruction and multi-tiered support

Level 1	Level 2	Level 3	Level 4	Evidence
The literacy leadership team observes classroom instruction sometimes (walkthroughs).	The literacy leadership team observes classroom instruction on a regular basis (walkthroughs).	The literacy leadership team observes classroom instruction on a regular basis (walkthroughs) and provides timely, specific, and student-focused feedback.	The literacy leadership team observes classroom instruction on a regular basis (walkthroughs); provides timely, specific, and student-focused feedback; and facilitates follow-up support.	
The literacy staff is provided with time to collect and analyze data and determine where to modify instruction to meet individual student needs.	The literacy staff is provided with time to collect and analyze data and determine where to modify instruction to meet individual student needs. Relevant student data are easily accessible.	The literacy staff is provided with the time, preparation, and support needed to collect and analyze data and determine where to modify instruction to meet individual student needs. Evidence indicates teachers regularly review their students' data. They may or may not know how to interpret it.	The literacy staff is provided with the time, preparation, and continuous support needed to collect and analyze data and determine where to modify instruction to meet individual student needs. Evidence indicates teachers regularly review their students' data. They know how to interpret and use data to guide instruction.	
There is a plan to collect and review progress monitoring data to evaluate the effectiveness of core literacy instruction and monitor progress of students receiving Tier 2 and Tier 3 interventions.	The literacy leadership team meets to collect progress monitoring data, assess the effectiveness of core literacy instruction, and monitor the progress of students receiving Tier 2 and Tier 3 interventions. Some key staff members and student support teams may or may not be involved in the process.	The literacy leadership team meets on a regular basis to review progress monitoring data, evaluate the effectiveness of core literacy instruction, and monitor progress of students receiving Tier 2 and Tier 3 interventions. Some key staff members and student support teams are included in the process.	The literacy leadership team meets on a regular basis to collect and review progress monitoring data, assess the effectiveness of core literacy instruction, and monitor the progress of students receiving Tier 2 and Tier 3 interventions. Key staff members involved in data collection and student support teams are included in the process. Action plans resulting from these reviews are followed.	

Competency 3.3 Support the implementation of valid, reliable assessment structures to identify and address student needs

Level 1	Level 2	Level 3	Level 4	Evidence
A literacy assessment plan has been developed. It may or may not include all four assessment types (screening, progress monitoring, diagnostic, and summative).	A literacy assessment plan has been developed. It may or may not include all four assessment types (screening, progress monitoring, diagnostic, and summative). A standard protocol that defines how assessment data are matched to intervention groupings and progress monitoring may be in place.	A literacy assessment plan, explicitly linked to the school's literacy goals, has been developed and includes screening, progress monitoring, diagnostic, and summative assessments. Designated schedules may be in place, and assessment data are available to teachers. There is a standard protocol that defines how assessment data are matched to intervention groupings and progress monitoring.	A literacy assessment plan, explicitly linked to the school's literacy goals, has been developed and includes screening, progress monitoring, diagnostic, and summative assessments. Designated schedules are in place, and there is no duplication of assessment measures. Assessment data are available to teachers. They continuously monitor and use the data to inform literacy instruction, following a standard protocol that defines how assessment data are matched to intervention groupings and progress monitoring.	
A structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students who need additional support to meet literacy goals. The literacy staff may have received initial professional development to administer assessments and analyze results.	A structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students who need additional support to meet literacy goals. The literacy staff receives professional development to administer assessments and analyze results. Families are informed of assessment results.	A structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students who need additional support to meet literacy goals. The literacy staff receives ongoing professional development and support to administer assessments and analyze results. Families are informed of assessment results and receive at-home literacy strategies.	A structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students who need additional support to meet literacy goals as well as students who may have substantial deficiencies in reading. The literacy staff receives ongoing professional development and support to administer assessments and analyze results. Protocols are followed with fidelity. Families are informed of the results and receive at-home literacy strategies specific to their student's needs.	

Level 1	Level 2	Level 3	Level 4	Evidence
A literacy assessment plan and database are established and maintained for documenting student performance.	A literacy assessment plan and database are established and maintained for documenting student performance within and across school years.	A literacy assessment plan and database, explicitly linked to the school's literacy goals, are established and maintained for documenting student performance within and across school years. Summative data may be used for decision-making.	A literacy assessment plan and database, explicitly linked to the school's literacy goals, are established and maintained for documenting student performance within and across school years. Summative data are used for decision-making at individual, group, and systems levels at all grade levels.	



DOMAIN 4. COLLABORATIVE LITERACY CULTURE

Lack of sustained success with literacy initiatives is less about what leaders know and more about how they apply what they know, which may be impacted by a lack of buy-in or minimal support and guidance along the way. Leaders need to understand how to effectively lead an organizational change process to support staff members who may be resistant to adopting new practices. Effective literacy leaders ensure that all teachers see themselves as responsible for meeting the literacy goals of all their students. To facilitate this, they create intentional structures for collaborative decision-making in relation to literacy teaching, learning, assessment, and multi-tiered systems of support (Dufour & Dufour, 2012) and engage families as co-creators. Building a collaborative literacy culture includes creating systems for self- and peer observations that allow teachers to record, observe, and reflect upon lessons in the classroom. School leaders need to build organizational contexts that support and enable such efforts (Leithwood & Sun, 2012).

Competency 4.1 Nurture a school literacy culture conducive to professional growth and learning for all students

Level 1	Level 2	Level 3	Level 4	Evidence
Staff members engage in professional learning communities.	Staff members engage in professional learning communities intended to discuss new learning and application, refine their practice, hold one another accountable, and engage in progress monitoring.	Staff members regularly engage in job-embedded professional learning communities in which they discuss new learning and application, refine their practice, hold one another accountable, and engage in progress monitoring. Collaboration time is protected.	Staff members regularly engage in job-embedded professional learning communities in which they discuss new learning and application, refine their practice, hold one another accountable, and engage in progress monitoring. Collaboration time is protected. Professional learning communities are guided by assessment data and lead to effective instructional planning.	
Some staff members collaborate with the literacy leadership team and make important decisions regarding literacy instruction.	The school has developed a culture in which some staff members collaborate with the literacy leadership team to make important decisions regarding reading instruction and supports needed for all students.	The school has developed a culture of shared responsibility in which staff members collaborate to make important decisions regarding reading instruction and supports needed for all students.	The school has developed a culture of shared responsibility in which all staff members collaborate to make important decisions regarding reading instruction and supports needed for all students. Literacy plans are developed and adjusted based upon the ongoing needs of students.	

Competency 4.2 Collaborate with families and other community members to support student success

Level 1	Level 2	Level 3	Level 4	Evidence
Families are engaged in the learning process and are provided with general support and strategies. There is a line of communication between home and school, but families may not feel invited to contribute.	Families are engaged in the learning process and are provided with support and strategies specific to their student's needs. There is an open line of communication between home and school, but families may not feel invited to contribute.	Families are actively engaged in the learning process and are provided with support and strategies specific to their student's needs. There is an open line of communication between home and school, and families feel invited, included, and supported.	Families are actively engaged in the learning process as co-creators and are provided with support and strategies specific to their student's needs. There is an open line of communication between home and school, and families feel included, supported, and empowered.	
The staff has been exposed to examples of strong family engagement and received some training.	The staff has been exposed to examples of strong family engagement and received some training that is sustained with resources and infrastructure.	The staff understands strong family engagement and its connection to literacy development. The staff has received training that is sustained with resources and infrastructure, and staff members are empowered to connect family engagement to literacy.	The staff understands strong family engagement, has received extensive training that is sustained with resources and infrastructure, and is empowered to connect family engagement to learning and literacy. Staff members honor families and integrates local knowledge and community voices to deepen family engagement.	

Competency 4.3 Promote schoolwide student-centered practices

Level 1	Level 2	Level 3	Level 4	Evidence
Policies and practices are in place to support a safe learning environment in which students' needs are met.	Policies and practices support a safe learning environment in which students' needs are met.	Policies and practices support a safe learning environment in which students' needs are met. Staff members, community members, and students are engaged in developing policies and practices.	Policies and practices support a safe learning environment in which students' needs are met. All students see themselves and their communities reflected in the learning environment. Staff members, community members, and students review and refine policies and practices as needed to maintain a safe learning environment for all.	
Materials have been reviewed for relevance and alignment with the school's unique context.	Materials have been reviewed by staff members to ensure relevance and alignment with the school's unique context. Some students see themselves and their communities reflected in the curriculum.	Materials are regularly reviewed through a systematic review process that may include staff members, community members, and students. Materials are refined as needed to ensure relevance and alignment with the school's unique context. Most students see themselves and their communities reflected in the curriculum.	Materials are regularly reviewed and refined as needed to ensure relevance and alignment with the school's unique context through a systematic review process that includes staff members, community members, and students. All students see themselves and their communities reflected in the curriculum.	

Action Plan

Identify the top priority areas for development	Select strategies and action steps to address the listed priorities	Identify the individuals who will lead the strategy or action steps	Establish a timeline to review progress

**Identify the top priority
areas for development**

**Select strategies and action steps
to address the listed priorities**

**Identify the individuals who will
lead the strategy or action steps**

**Establish a timeline
to review progress**

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