



## Early Literacy Community of Practice Self-Assessment

### Part I: Mindsets & Beliefs

1. My teachers and staff demonstrate a growth mindset in terms of all of our students' abilities, including students who struggle. *In this context, growth mindset means that a student's academic ability can be improved through effort and is not a fixed quality.*
  - a. 4 = to a great extent (more than 75% of your teachers and staff)
  - b. 3 = to a partial extent (50-75% of your teachers and staff)
  - c. 2 = to a limited extent (25-49% of your teachers and staff)
  - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

2. My teachers ensure that all of our students, including students who struggle, are taught with at-grade level, rigorous content.
  - a. 4 = to a great extent (more than 75% of your teachers and staff)
  - b. 3 = to a partial extent (50-75% of your teachers and staff)
  - c. 2 = to a limited extent (25-49% of your teachers and staff)
  - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

3. My teachers and staff use asset-based language when discussing students who struggle. *An example of this type of language includes "students with disabilities" and "our students can..." as compared with*



deficit-based language such as “my low students” and “our students can’t...”

- a. 4 = to a great extent (more than 75% of your teachers and staff)
- b. 3 = to a partial extent (50-75% of your teachers and staff)
- c. 2 = to a limited extent (25-49% of your teachers and staff)
- d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

4. My teachers and staff use an asset-based approach when analyzing and responding to student needs. *This means that they focus first on what students can do, as opposed to what students cannot do.*
- a. 4 = to a great extent (more than 75% of your teachers and staff)
  - b. 3 = to a partial extent (50-75% of your teachers and staff)
  - c. 2 = to a limited extent (25-49% of your teachers and staff)
  - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

5. My teachers and staff see themselves as empowered agents of change who are responsible for the success of diverse learners. *They take ownership of student learning and do not blame external factors for student performance.*
- a. 4 = to a great extent (more than 75% of your teachers and staff)
  - b. 3 = to a partial extent (50-75% of your teachers and staff)
  - c. 2 = to a limited extent (25-49% of your teachers and staff)
  - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.



**Part II:**  
**Teaching & Learning**

*Teachers provide effective supports for students who struggle to access grade-level content.*

1. We have selected and are implementing a high-quality, standards-aligned curriculum in ELA, including a HQ Foundational Skills curriculum.
  - a. Yes
  - b. No
  - c. I'm not sure

List the curriculum here (list all if more than one):

2. My teachers and support staff have strong knowledge of the ELA content they teach.
  - a. 4 = to a great extent (more than 75% of your teachers and staff)
  - b. 3 = to a partial extent (50-75% of your teachers and staff)
  - c. 2 = to a limited extent (25-49% of your teachers and staff)
  - d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

3. When I observe instruction, I see every teacher and all students (including students who struggle) engaging with on-grade-level curriculum materials in ELA.
  - a. 4 = to a great extent (more than 75% of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.



4. My teachers have learned, understand, and use effective strategies embedded in their curriculum resources to differentiate and scaffold to meet the needs of students who struggle in ELA.

- a. 4 = to a great extent (more than 75% of the time)
- b. 3 = to a partial extent (50-75% of the time)
- c. 2 = to a limited extent (25-49% of the time)
- d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.

5. The foundational skills instruction uses a systematic and sequential approach, allowing sufficient time for explicit instruction, abundant aligned practice (in and out of text) and the ongoing collection of data to ensure progress toward mastery.

- a. 4 = to a great extent (more than 75% of the time)
- b. 3 = to a partial extent (50-75% of the time)
- c. 2 = to a limited extent (25-49% of the time)
- d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.

6. My teachers effectively prepare for Reading Foundation Skills Instruction, as evident by their precise and engaging lesson delivery.

- a. 4 = to a great extent (more than 75% of the time)
- b. 3 = to a partial extent (50-75% of the time)
- c. 2 = to a limited extent (25-49% of the time)
- d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.



7. My teachers and staff regularly analyze appropriate student data to make informed decisions about student learning in ELA.

- a. 4 = to a great extent (more than 75% of the time)
- b. 3 = to a partial extent (50-75% of the time)
- c. 2 = to a limited extent (25-49% of the time)
- d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.

8. Which of the following best describes the approach most teachers are taking to address unfinished teaching and learning of foundational skills?

- a. Keep moving forward with the curriculum without addressing gaps students may have in their learning
- b. Use diagnostic assessments to identify specific areas of code knowledge that need to be strengthened and provide aligned instruction and practice.
- c. Use an assessment to level students and assign them to guided reading groups based on their “instructional level.”

Provide evidence for your response.

### **Part III: Systems and Structures**

- 1. Our school/district schedule allows for general educators and specialized educators of students who struggle (e.g., teachers of students with disabilities, teachers of English Learners, interventionists, support staff) to plan together so that academic support educators deeply understand the core content (60 minutes a week or more).
  - a. 4 = to a great extent (75% or more of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)



Provide evidence for your response.

2. We have a year-long schedule that allows teachers to undergo effective, timely unit and module unpacking using our ELA and math curricula.
  - a. 4 = to a great extent (more than 75% of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.

3. Our school/district leverages staffing models (e.g. co-teaching, push-in) that prioritize access to core instruction and high-impact support for our students who struggle.
  - a. 4 = to a great extent (75% or more of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.



4. Teacher collaborative planning time is used with intentionality and purpose at our school, with teachers primarily using the time to prepare to teach our core curriculum resources and to review and respond to student performance data.
  - a. 4 = to a great extent (75% or more of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.

5. Our teachers are expected to submit/create annotated lessons of our core curriculum resources as opposed to creating their own lessons or copying/pasting text from our core curriculum resources
  - a. Yes
  - b. No

Provide evidence for your response.

6. Students who struggle are **not** pulled out of core academic content classes for intensive small group or individual intervention.
  - a. 4 = to a great extent (75% or more of the time)
  - b. 3 = to a partial extent (50-75% of the time)
  - c. 2 = to a limited extent (25-49% of the time)
  - d. 1 = little to no extent (less than 25% of the time)

Provide evidence for your response.



7. Our school/district has a clear system in place to identify and support students through a model that accounts for whole-class instruction, small group instruction, and intensive individual instruction (e.g., RTI or MTSS).
  - a. Yes
  - b. No

Provide evidence for your response.