



General Education Leadership Network

a MAISA Collaborative

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

This document was developed jointly by the **Early Literacy Task Force** and the **Early Mathematics Task Force**, subcommittees 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 and early childhood centers identify their current level of implementation of the *Essential School-Wide and Center-Wide Practices in Literacy and Mathematics: Prekindergarten and Elementary Grades*. **The results should be used to inform conversations about where to focus the next phase of work in improving building-wide literacy and mathematics 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 and Mathematics* 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.

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Our Values

Our values fundamentally shape our design of, and practice within, educational systems. Interpretation and implementation of the Essential School-Wide and Center-Wide Practices in Literacy and Mathematics, Prekindergarten and Elementary Grades should be shaped by the following research-supported values:

- We value a sustained, collaborative, and systemic approach to improving teaching and learning, with the acknowledgement that meaningful change takes time, requires ongoing inquiry and revision, and is never done.
- We value equity and inclusion for all children, families, and educators, with the recognition that schools and centers must resist and dismantle institutional practices that have historically marginalized some individuals and communities.
- We value children’s and educators’ social identities like age, race, ethnicity, gender, language, socio-economic status, and geographic context (e.g., urban, rural, suburban).
- We value caring learning environments where children, families, and educators have trusting relationships with one another and feel supported to learn and take risks.
- We value strategic, research-supported development of educators’ practices, knowledge, and identities because powerful learning for children requires powerful learning for educators.

Practice 1: Leadership Team	NOT AT ALL TRUE	MINIMALLY TRUE	SOMEWHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
The school leadership team includes staff with current expertise in literacy and mathematics	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 and mathematics instruction	1	2	3	4	5	6
The school leadership team ensures collaboration that includes parents, reading and mathematics 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 and mathematics	1	2	3	4	5	6
Your total score:				/5= Average Rating		

Practice 2: Organizational Climate	NOT AT ALL TRUE	MINIMALLY TRUE	SOMEWHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
All adults in the school share responsibility for the literacy and mathematics 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 contribute to a culturally sustaining and responsive learning environment	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, students have access to mathematical tools and manipulatives	1	2	3	4	5	6
Throughout the learning environment, literacy and mathematics are integrated with one another and are included in science and social studies learning	1	2	3	4	5	6
The learning environment includes books, materials, tasks, and décor that reflect diversity	1	2	3	4	5	6
Throughout the learning environment, there is evidence that staff foster children's intrinsic motivation to learn	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 and mathematics instruction is based on identified learner needs	1	2	3	4	5	6
Professional learning regarding literacy and mathematics instruction is collaborative	1	2	3	4	5	6
Professional learning focuses on research supported literacy and mathematics instructional practices	1	2	3	4	5	6
Professional learning regarding literacy and mathematics instruction includes modeling and coaching	1	2	3	4	5	6
Your total score:				/4= Average Rating		

Practice 5: Literacy and Mathematics 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 and mathematics support	1	2	3	4	5	6
There is a system for providing additional literacy and mathematics support	1	2	3	4	5	6
Additional literacy and mathematics support for children who need it is consistent with classroom instruction	1	2	3	4	5	6
Highly trained educators are teaching the students who need the most support	1	2	3	4	5	6
Your total score:				/4= Average Rating		

Practice 6: Individual Needs	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 require specific supports	1	2	3	4	5	6
Assessments and interventions to address individual needs attend to students' strengths	1	2	3	4	5	6
All adults intentionally work to modify learning environments to recognize and respond to students' individual and cultural needs	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 and mathematics resources	1	2	3	4	5	6
Teachers have appropriate professional development to ensure effective use of literacy and mathematics 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 cognitively demanding mathematical tasks and materials	1	2	3	4	5	6
Your total score:				/4= Average Rating		

Practice 8: Family Collaboration	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
We engage families in learning about family language, literacy, and mathematics practices	1	2	3	4	5	6
We connect families with community organizations and with each other to celebrate and support learning	1	2	3	4	5	6
We have equitable and collaborative relationships with families	1	2	3	4	5	6
Your total score:				/3= Average Rating		

Practice 9: Summer Learning	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Our school facilitates opportunities for every child to read books and access texts during the summer	1	2	3	4	5	6
Our school provides instruction at the end of the school year to orient children to summer reading	1	2	3	4	5	6
Our school facilitates opportunities for every child to engage with mathematics during the summer	1	2	3	4	5	6
Your total score:				/3= Average Rating		

Practice 10: Connections in the Community	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Connects beyond the school provide opportunities for children to develop content knowledge and identities	1	2	3	4	5	6
Connects beyond the school provide opportunities for children to read, write, and do mathematics for purposes beyond school assignments	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 to the right.

Consensus Building

Using the Essential School-Wide and Center-Wide Practices in Literacy and Mathematics 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 in the table.
- Continue this process for each of the other 9 essentials, discussing them *one at a time*.

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 And Mathematics Support			
6	Individual Needs			
7	Instructional Resources			
8	Family Collaboration			
9	Summer Learning			
10	Connections in the Community			

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” columns in the table above to identify 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 and Mathematics.

