



General Education Leadership Network

a MAISA Collaborative

Identify Focus Areas in the Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12

This document was developed jointly by the 6-12 **Disciplinary Literacy Task Force** and the **Early Literacy 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.



6 - 12 SCHOOLWIDE SCREENER

Purpose

This screening tool helps secondary schools identify their current level of implementation of the *Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12*. **The results should be used to inform conversations about where to focus the next phase of work in improving building-wide disciplinary literacy practices.**

Content

This tool is designed to sample a *subset* of the practices included in each of the 8 *Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12* 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 6-12 Disciplinary Literacy Task Force and the Early Literacy Task Force. To be used in conjunction with the Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom: Grades 6 to 12. 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 6-12 Disciplinary Literacy Task Force. This document may be posted or reproduced only in its entirety (five pages). To reference this document: Michigan Association of Intermediate School Administrators General Education Leadership Network 6-12 Disciplinary Literacy Task Force (2022). *Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom*. 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 in various disciplines	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 standards-aligned instruction in disciplinary literacy	1	2	3	4	5	6
The school leadership team ensures collaboration that includes parents, instructional 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 academic growth of all students	1	2	3	4	5	6
All adults in the school ensure that the learning environment is safe for students to take risks in their learning	1	2	3	4	5	6
All adults in the school have positive relationships with all students throughout the building	1	2	3	4	5	6
All adults in the school ensure all students monitor their growth toward academic goals in each discipline	1	2	3	4	5	6
All adults in the school build culturally sustaining and responsive learning environments	1	2	3	4	5	6
Your total score:				/5= 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 evidence of literacy being integrated across content areas daily	1	2	3	4	5	6
Throughout the learning environment, students are actively engaged with the school library and/or media center	1	2	3	4	5	6
Throughout the learning environment, students can be seen regularly reading, writing, speaking, and listening within the disciplines	1	2	3	4	5	6
Throughout the learning environment, books and learning tools reflect diversity across cultures, ethnicities, and social roles	1	2	3	4	5	6
Throughout the learning environment, there is evidence that community volunteers help support literacy	1	2	3	4	5	6
Your total score:				/5= Average Rating		

Practice 4: Professional Learning	NOT AT ALL TRUE	MINIMALLY TRUE	SOMEWHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
Professional learning opportunities are data- and evidence-informed to meet the needs of learners	1	2	3	4	5	6
Professional learning events are collaborative in nature and inclusive of school staff and leaders	1	2	3	4	5	6
Professional learning events are focused on research-based instructional practices	1	2	3	4	5	6
Professional learning events include modeling and ongoing reflection	1	2	3	4	5	6
Your total score:				/4= Average Rating		

Practice 5: Academic Support	NOT AT ALL TRUE	MINIMALLY TRUE	SOMEWHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
There is a system for equitably allocating academic supports to students.	1	2	3	4	5	6
Academic supports are differentiated to address individual students' strengths and needs	1	2	3	4	5	6
Teachers receive support in using and analyzing systematic internal assessments	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 Student Needs	NOT AT ALL TRUE	MINIMALLY TRUE	SOMEWHAT 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 students 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 resources that support research-informed disciplinary literacy instruction	1	2	3	4	5	6
Teachers have professional learning to ensure effective use of disciplinary literacy resources	1	2	3	4	5	6
Each student has diverse texts to support learning	1	2	3	4	5	6
All students have access to a well-stocked school library and/or media center	1	2	3	4	5	6
The school engages in pro-active community-building activities that promote positive relationships	1	2	3	4	5	6
Your total score:				/5= Average Rating		

Practice 8: Community Networking	NOT AT ALL TRUE	MINIMALLY TRUE	SOME WHAT TRUE	MOSTLY TRUE	ALMOST COMPLETELY TRUE	COMPLETELY TRUE
We prioritize learning about families' language and literacy practices to inform instruction	1	2	3	4	5	6
We provide regular opportunities for families to build a network of social relationships to support literacy development	1	2	3	4	5	6
We partner with local businesses and other organizations that facilitate opportunities for students to use literacy for purposes and audiences beyond school assignments	1	2	3	4	5	6
We promote college and career readiness experiences	1	2	3	4	5	6
Your total score:				/4= 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 on the right.

Consensus Building

Using the Essential School-Wide Practices in Disciplinary Literacy: Grades 6 to 12 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 7 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	Academic Support			
6	Individual Student Needs			
7	Instructional Resources			
8	Community Networking			

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” column 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 Practices in Disciplinary Literacy: Grades 6 to 12.

