

## SCHOOL LEVEL GROWTH FACTORS RUBRIC

Element	1	2	3	4	5
<b>Creating and Supporting the Professional School Community</b>	In the school one or more individuals identifies a need in the area of literacy. They begin to discuss change, identify resources among themselves.	Individuals recognize the need for a more broad-based discussion. Administrators, literacy leaders and a group of teachers begin to find times to interact and/or seek external support. Teachers communicate about core elements within grade levels but not necessarily all grades/teams are participating.	Literacy Steering Committee begins to address critical issues in literacy and is viewed as an important factor in the school. Small groups of teachers begin to collaborate about literacy issues beyond steering committee. Cross grade level groups beginning to meet and discuss issues.	Literacy Steering Committee is functional and representative. An appreciation for community needs is evident in the literacy program. Cross grade level groups collaborate about key issues. Administration is attuned to a collaborative supervision model that emphasizes knowledge of teaching and content of literacy.	There is a shared vision across the administration, faculty and staff. There is the belief that all children can learn. There is open, reflective, and collaborative communication among all partners and across grades. Communication is data driven. There is teacher autonomy in decision-making.

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With thanks to Taffy Raphael, Susan Goldman, and Kathryn Au for their original ideas about school change (see Raphael et al., 2006).

<p><b>Commitment</b></p>	<p>In the school, an individual or small group is committed to literacy improvement.</p>	<p>There is general agreement that literacy improvement is desirable with resulting allocation of time and effort. Key elements focus on time/place for meetings; conversations don't necessarily focus on literacy improvement. Teachers attend mandated professional development. Professional development is intentional and regular.</p>	<p>Professional development is embedded in the life of the school. It is thoughtful, intentional, and regular. All key parties have agreed to work toward literacy improvement. Professional development and school improvement activities are varied but focused on shared vision (e.g. book groups; team projects; release time to examine student work).</p>	<p>Teachers/administration taking some responsibility for professional development offerings. Teachers begin to see each other as experts. Observation of each other's classrooms begins within school. Commitment is internally desired rather than externally mandated. Teachers take an active stance in attending state/national professional development offerings.</p>	<p>There is a commitment to their own professional growth, allowing them to share beyond their individual classrooms. Faculty, staff and administration have taken responsibility for the well-being of the literacy work of their school and the overall achievement of their students.</p>
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<b>Stability and Leadership over Time</b>	In the school/district, an Individual establishes a focus on literacy. Staff, administrative turn-over and/or competing initiatives makes the commitment fragile.	Literacy change initiative is introduced. Reliance on external expertise to communicate the content of literacy improvement.	Leadership core group deepen their knowledge of literacy. Greater confidence in knowledge, but still reliant on external providers for professional development. Building leadership identifies challenges, literacy questions and possible responses in concert with external partners.	External partner(s) focused on helping to establish elements that can be sustained overtime. A core group of individuals has acquired extensive literacy expertise. Building leadership seeks resources and builds capacity (professional development, release time, etc.).	Distributed leadership that increases stability and sustainability. Infrastructure is not dependent on a single person – can survive transition. School is self-directed in identifying needs and resources.
<b>Systems Support for Effective Instruction<sup>1</sup></b>	Varied schedules and systems from grade to grade or teacher to teacher. Not enough uninterrupted time. Limited or no grade level planning time.	Scheduling produces longer blocks of uninterrupted times. Teachers may resist the changes or express concerns about how to manage these blocks.	Block scheduling has been adopted to ensure at least 90 uninterrupted minutes per day for most days/weeks. Beginning discussion and planning regarding struggling readers. Struggling readers receive instruction from the classroom teacher and also receive supplemental support, where appropriate.	Literacy blocks are well-established and well-managed. Students engage in grade-appropriate, instructional and self-selected sustained reading and writing. Systems established for ensuring curricular coherence & connections to grade level expectations (state/district). Specialist and classroom teachers collaborate and plan for struggling readers to make effective use of time and resources. Struggling readers receive both increased and enhanced instruction.	Teachers use a student-focused assessment-instruction approach to make decisions. Schedules and scheduling are continuously examined to make sure that all students, especially struggling students, are benefiting.

<sup>1</sup> See also Classroom-Level Growth Factors Rubric  
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<b>Curricular Coherence</b>	Only administrators and/or a small group of teachers use data to inform instruction or other decision-making. Little communication among specialist and classroom teachers. Specialist and classroom teachers maintain separate programs and curriculum.	A common language for literacy begins to be used. Elements of a comprehensive literacy framework for instruction are introduced. A comprehensive framework for instruction is generally agreed upon and used. Specialist and classroom teachers recognize and identify concerns about coherence and comprehensiveness for struggling readers.	Teachers understand and use a common language and framework to guide their instruction. Curriculum reflects an understanding of the grade level expectations. Specialist and classroom teachers are working to address instructional concerns for struggling readers.	Curriculum reflects the grade level expectations. Teachers are able to adjust their literacy instruction to meet the needs of their students while keeping in line with the framework. All teachers adjust instruction and differentiate for individuals and small groups.	Curriculum is aligned with the grade level expectations. Month/yearly planning and cross-grade coherence are evident. Information is shared with others. Specialist and classroom teachers assure alignment for struggling students.
<b>Assessment</b>	Teachers/schools administer required assessments: state/district/school.	Teachers/schools use the results of required assessments to screen and monitor overall student progress: state/district/school.	Results of required assessments (state/district/school) are used to evaluate program effectiveness and identify areas of need. Teachers identify formative assessment tools and strategies for collecting and tracking student information (in addition to required assessments).	Use of required and self-selected assessments to monitor individual student progress. Teachers begin to use collected data to directly inform their instruction. Use diagnostic assessments, as well as other formative and summative assessments, to plan next steps for instruction, differentiating for student needs.	Use assessment results, including student self-assessment, to communicate effectively with students, colleagues, and parents/guardians. Use multiple diagnostic, formative, summative and self-assessments to inform instruction and communicate effectively with students, colleagues and parents/guardians; to evaluate program effectiveness; and to engage in school-wide action planning. Teachers use and disseminate student assessment data. They are able to question and revise

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					their own instructional practices based on this data.
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