

Innovation Configuration Map for the Memphis Content Literacy Academy (MCLA) Program
Memphis City Schools / University of Memphis
Memphis, Tennessee

Memphis Content Literacy Academy (MCLA)
Innovation Configuration MAP

Authors:

Robert Cooter
Ric Potts
Jill Feldman
Kristine Chadwick
Elizabeth Heeren
Helen Perkins
Regina Washington
LaTisha Bryant
Rorie Harris
Lee Allen
Skip McCann
Gene Hall

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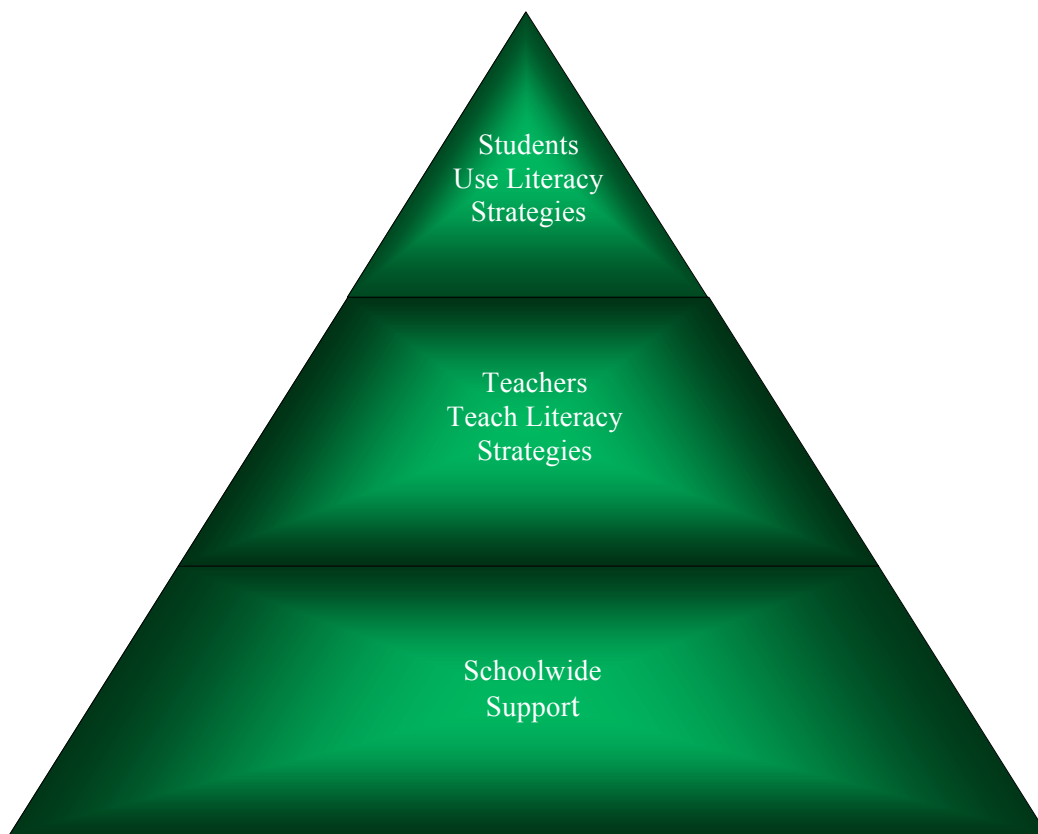
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ORGANIZING FRAMEWORK OF THE MCLA IC MAP



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A. Students’ Use of Literacy Strategies When Reading Content-Relevant Texts in Core Content Classes or for Homework

A.1. Checklist of MCLA literacy strategies that students should have learned to use *(by skill domains of reading and strategy lead)*

Code	Reading Skill Domain	Name of Strategy	Teacher or Student
S.1	C	Retelling (verbally, graphic organizers, written)	S
S.2	C	Student-generated questions	S
S.3	C	Student-led Question Answer Relationships	S
S.4	C & V	Graphic Organizers	S
S.5	C & V	Semantic Maps	S
S.6	C & V	Student-led Thinking Maps (flow chart, double bubble, etc.)	S
S.7	F	Choral reading (group/whole class)	S
S.8	F	Paired reading (partners)	S
S.9	V	Frustration Model	S
S.10	V	Semantic Feature Analysis	S
S.11	V	Student-led Word Sorts (open- and closed sorts)	S
T.01	ALL	Before, During, After	T
T.02	ALL	Choice (teachers and learners)	T
T.03	ALL	Combining Strategies- "Layering over time"	T
T.04	ALL	Cooperative Learning	T
T.05	ALL	Explicit, Direct Instruction (Gradual Release of Responsibility)	T
T.06	ALL	Instructional Conversations (CREDE)	T
T.07	ALL	Joint Productive Activity (CREDE)	T
T.08	ALL	Motivating Learners	T
T.09	ALL	Small Group Instruction	T
T.10	ALL	Use of leveled, supplemental materials (e.g., National Geographic)	T

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Code	Reading Skill Domain	Name of Strategy	Teacher or Student
T.11	C	Bloom's Taxonomy/Stem Questions	T
T.12	C	Expository Text Structures	T
T.13	C	METS	T
T.14	C	ReQuest	T
T.15	C	Teacher-led Question Answer Relationships (QARs)	T
T.16	C	Think-Pair-Share	T
T.17	C	Writing Organizer/Framework (K. Cooter)	T
T.18	C & V	Thinking Maps (flow chart, double bubble, etc.)	T
T.19	F	Choral Reading (Antiphonal, Unison, Echo)	T
T.20	F	Radio Reading	T
T.21	F	Repeated Readings	T
T.22	F	Scooping	T
T.23	V	Explicit Vocabulary Instruction	T
T.24	V	Pre-Instruction of Vocabulary	T
T.25	V	Pronunciation Review	T
T.26	V	Word maps	T
T.27	V	Teacher-led Word Sorts (open- and closed sorts)	T
T.28	V	Word Walls (Academic)	T

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A.2. Students' Use of Literacy Strategies (in collaborative/cooperative activity with peers, independent use)

a	b	c	d	e	f
A.2.a. Degree of <u>students' independent use of MCLA strategies</u> : Students exhibit, when appropriate, independent and integrated use of multiple strategies.	Students can self-select a strategy and use it independently.	Students demonstrate independent use of the strategy (without teacher or peer assistance) when the teacher tells them to use a strategy.	Students can use strategies with peers (cooperative or collaborative use) when teacher tells them to use a strategy.	Students are aware of the strategy, can somewhat use it but not without some teacher assistance or scaffolding.	Students engage in text-based work without the use of strategies.

a	b	c	d	e
A.2.b. <u>Student roles and behaviors during cooperative learning activities</u> : Students have assigned roles, carry out those roles, and exhibit behaviors consistent with class norms for cooperative learning activities (e.g., observing equity of voice, listening for understanding, offering positive feedback, appreciating contributions of others, etc.).	Students have assigned roles but do not carry out roles. Students do exhibit behaviors consistent with class norms for cooperative learning activities (e.g., observing equity of voice, listening for understanding, offering positive feedback, appreciating contributions of others, etc.).	Students are grouped for tasks but do not have assigned roles. Students exhibit some behaviors consistent with class norms for cooperative learning.	Students do not have assigned roles and do <u>not</u> exhibit behaviors consistent with class norms for cooperative learning activities.	There is no evidence that students are grouped in cooperative learning activities. Students work alone.

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B. Core Content Teachers Plan and Implement Lessons Integrating Literacy Strategies with Instruction on Core Content

B.1. Using information from assessments for revising instructional plans and developing plans for interventions				
a	b	c	d	e
B.1.a. <u>Use of assessments for content learning</u> : Teacher uses before, during, and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses before and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses summative (end-of-unit) instructional assessments to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses summative (end-of-unit) instructional assessments to assign grades.	
B.1.b. <u>Use of assessments for learning content literacy strategies</u> : Teacher uses before, during, and after (end-of-unit) instructional assessments designed to provide information on the extent to which content literacy strategies are being learned and used appropriately.	Teacher uses before and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	Teacher uses summative (end-of-unit) instructional assessments to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	Teacher uses instructional assessments but not to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	
B.1.c. <u>Revision of instructional plans</u> : Teacher uses information from instructional assessments of student progress with respect to specific content objectives to help him or her make revisions to instructional plans. In addition, teacher uses information from instructional assessments of students' independent use of content literacy strategies to help him or her make revisions to instructional plans.	Teacher uses information from instructional assessments of student progress with respect to specific content objectives to help him or her make revisions to instructional plans. In addition, teacher uses observations of students' appropriate use of content literacy strategies to help him or her make revisions to instructional plans.	Teacher uses information from formative assessments with respect to specific objectives to help him or her make revisions to instructional plans. In addition, teacher comparisons of students' reading level with the content text(s) are used to help him or her make revisions to instructional plans.	Teacher uses information from a single content pre-assessment of specific objectives to help him or her make revisions to instructional plans. The teacher does not revise instructional plans based on students' use of content literacy strategies.	Teacher uses his/her knowledge of content objectives to plan instruction and does not revise instructional plans.

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B.1. Using information from assessments for revising instructional plans and developing plans for interventions				
a	b	c	d	e
B.1.d. <u>Design interventions for struggling students</u> : Teacher uses information from instructional assessments to plan supplementary instruction for most struggling students.	Teacher uses information from instructional assessments to plan supplementary instruction for some struggling students.	Teacher uses information from instructional assessments to plan supplementary instruction for a few struggling students.	Teacher uses information from a single instructional pre-assessment to plan supplementary instruction for a few struggling students.	Teacher designs any supplementary instruction provided to the whole class and does not use information from instructional assessments or design interventions to meet the needs of individual struggling students.

B.2. Providing explicit, direct instruction, and practice (daily instruction, teacher modeling, guided practice)				
a	b	c	d	e
B.2.a. <u>Introduction of strategies</u> : Teacher (1) names the strategy and (2) describes the purpose of the strategy and when it is to be used. Teacher activates students' background knowledge and experiences to help them understand the strategy.	Teacher mentions the strategy but does not provide students with a full description of the purpose of the strategy and when it is to be used.	Teacher provides content instruction only.		
B.2.b. <u>Teacher modeling</u> : In providing explicit and direct instruction, teacher <i>consistently</i> models initial use of the strategies (e.g., think-alouds, questioning).	In providing explicit and direct instruction, teacher <i>occasionally</i> models initial use of the strategies.	Teacher makes <i>passing reference</i> to the strategy with no modeling provided.	Teacher provides content instruction only.	
B.2.c. <u>Guided practice</u> : In providing explicit and direct instruction, teacher <u>consistently</u> provides multiple guided practice activities using a variety of texts. Students receive relevant feedback with respect to their use of specific strategies.	In providing explicit and direct instruction, teacher <u>occasionally</u> involves students in guided practice activities and provides general feedback.	In providing instruction, teacher involves students in follow-up activities without feedback.	Teacher provides instruction without guided practice.	

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B.2. Providing explicit, direct instruction, and practice (<i>daily instruction, teacher modeling, guided practice</i>)				
a	b	c	d	e
B.2.d. <u>Independent use</u> : Teacher provides opportunities for students' independent practice and monitors students' progress applying strategies to assess additional learner needs.	Teacher provides opportunities for students' independent practice but does not monitor students' progress.	Teacher uses continual teacher-directed whole-class instruction to guide students' strategy application.		
B.2.e. <u>Differentiated instruction</u> : Teacher differentiates instruction based on analysis of progress monitoring (e.g., small groups, use of technology, reteaching, use of curriculum resource center materials)	Teacher differentiates instruction but does not use data to flexibly group students.	Teacher relies primarily on whole-group instruction.		
B.2.f. <u>Revisiting of strategies</u> : Teacher <i>consistently</i> revisits previously introduced literacy strategies as opportunities to apply them to new material.	Teacher <i>occasionally</i> revisits previously introduced literacy strategies as opportunities to apply them to new material.	Teacher makes <i>passing reference</i> to previously taught strategies without providing opportunities for students to apply those strategies to new material.	Teacher introduces each strategy once but does not revisit when new material is presented.	

B.3. Objectives of instructional plans (<i>core content knowledge and skills, literacy strategies</i>)				
a	b	c	d	e
B.3.a. <u>Objectives in terms of core content standards' learning objectives, knowledge, and skills</u> : Teacher's instructional plans are linked to content learning objectives and related to prior learning and students' real life applications.	Teacher's instructional plans are linked to content standards and related to prior learning.	Teacher's instructional plans describe what core content knowledge and skills will be worked on during the lessons. Plan has vague reference to content standards.	Teacher's instructional plans are general and/or non-specific.	Teacher's instructional plans are not available.

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B.3. Objectives of instructional plans (core content knowledge and skills, literacy strategies)				
a	b	c	d	e
B.3.b. <u>Objectives in terms of literacy strategies</u> : Teacher’s instructional plans include literacy strategies appropriate to the learning task and sequencing of the lessons. Lesson plans include activities that guide students toward independent application of literacy strategies.	Teacher’s instructional plans match appropriate literacy strategies matched to learner needs to assist learners in acquiring core content knowledge.	Teacher’s instructional plans match appropriate literacy strategies to assist learners in acquiring core content knowledge but without a match to learner needs.	Teacher’s instructional plans reference the use of literacy strategies randomly (not embedded in use of text, appropriate to the sequence of the lesson—use of strategy for “use of strategy” instead of matching learning needs and sequencing to appropriate use of strategy).	Teacher’s instructional plans make no reference to literacy strategies and only target core content.

B.4. Using different instructional materials				
a	b	c	d	e
B.4.a. <u>Use of adopted textbook</u> : At least 3 days per week (and in all class periods, teacher helps students read and learn content from the adopted textbook.	1-2 days per week in at least 75% of class periods, teacher helps students read and learn content from the adopted textbook.	1-2 days per week in at least 50% of class periods, teacher help students read and learn content from the adopted textbook.	Occasionally (at least monthly in at least 1 class period), teacher helps students read and learn content from the adopted textbook.	Teacher does <u>not</u> help students read and learn content from the adopted textbook. Teacher expects students to read and learn content from the adopted textbook without help.
B.4.b. <u>Use of MCLA supplementary materials</u> : At least 3 days per week (and in all class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	1-2 days per week in at least 75% of class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	1-2 days per week in at least 50% of class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	Occasionally (at least monthly in at least 1 class period), teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	Teachers do <u>not</u> help students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.

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B.4. Using different instructional materials				
a	b	c	d	e
B.4.c. <u>Use of materials that the teacher has collected from other sources</u> (e.g., on-line/libraries, etc.): At least 3 days per week (and in all class periods, teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	1-2 days per week in at least 75% of class periods, teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	1-2 days per week in at least 50% of class periods, teacher collects materials from other sources and helps students to read and learn content from those sources related to course objectives.	Occasionally (at least monthly in at least 1 class period), teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	Teachers do <u>not</u> collect materials from other sources and help students to read and learn content from those sources related to course objectives.

B.5. Using cooperative learning activities with students				
a	b	c	d	e
B.5.a. <u>Frequency of cooperative learning activities in class periods</u> : Teacher includes cooperative learning activities as part of lessons at least 3 days per week in all class periods.	Teacher includes cooperative learning activities as part of lessons 1-2 days per week in at least 75% of class periods.	Teacher includes cooperative learning activities as part of lessons 1-2 days per week in at least 50% of teacher's class periods.	Teacher includes cooperative learning activities as part of lessons occasionally (at least monthly) in at least 1 class period.	Teacher uses whole group instruction with no evidence of cooperative learning activities.

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B.5. Using cooperative learning activities with students				
a	b	c	d	e
B.5.b. <u>Purposes of cooperative learning activities</u> : Teacher uses cooperative learning activities to provide students opportunities to practice extensively <u>both</u> their use of specific literacy strategies with various texts and their application of new content knowledge and skills (i.e., to “over-learn” those strategies, that knowledge, and those skills). Cooperative learning strategies also are used to differentiate instruction based on identified learning needs.	Teacher uses cooperative learning activities to provide students opportunities to practice the specific literacy strategies with various texts and separately to practice their application of new content knowledge and skills (i.e., to “over-learn” those strategies, that knowledge, and those skills).	Teacher uses cooperative learning activities to provide students opportunities to practice the specific literacy strategies only with their adopted textbook and to practice their application of new content knowledge and skills.	Teacher uses cooperative learning activities to provide students with practice of new content knowledge and skills.	There is no evidence that teacher uses cooperative learning activities or cooperative learning activities have no clear learning objectives.

B.6. Collaborative Teacher Work (<i>schedule facilitates collaborative work, core content teachers regularly develop collaborative instructional plans</i>)				
a	b	c	d	e
B.6.a. <u>Breadth of teacher participation in collaborative planning</u> : All MCLA teachers in a department and/or grade level team have time each week to work collaboratively (with each other and literacy coaches?) on integrating literacy strategies into their content lesson plans.	At least 75% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	50% - 74% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	30% - 49% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	Fewer than 30% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively for on integrating literacy strategies into their content lesson plans.

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B.6. Collaborative Teacher Work (<i>schedule facilitates collaborative work, core content teachers regularly develop collaborative instructional plans</i>)				
a	b	c	d	e
B.6.b. <u>Frequency/duration of collaborative planning:</u> MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 45 minutes weekly) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 30 minutes at least twice monthly) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 30 minutes at least once per month) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively less than once per month for a minimum of 30 minutes on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for less than 15 minutes and no more than twice monthly on integrating literacy strategies into their content lesson plans.

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C. SCHOOLWIDE FACTORS

C.1. Principal Leadership				
a	b	c	d	e
C.1.a. <u>Attending MCLA events</u> : Principal and assistant principals attend both types of MCLA-related events for teachers: kick-off and laureate conference.	Principal attends both types of MCLA-related events for teachers and a team member (e.g., assistant principal) attends one event.	Principal attends all MCLA-related events for teachers without any team members.	Principal sends a designee to attend one or both types of MCLA-related events for teachers.	No school administrator attends MCLA-related events for teachers.
C.1.b. <u>Communicating within the school the importance of literacy instruction in content areas</u> : At weekly faculty meetings and at least once weekly during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	At least twice monthly at faculty meetings and during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	At least once monthly at faculty meetings and during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Every other month, principal communicates to the teachers his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Principal communicates to the teachers his or her belief in an <u>alternative view</u> of what kinds of instruction is important for improving student achievement in the content areas (i.e., works as a saboteur of MCLA)

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C.1. Principal Leadership				
a	b	c	d	e
<p>C.1.c. <u>Communicating to broader school community the importance of literacy instruction in content areas</u>: Principal has and implements an integrated, multifaceted approach to <u>continually</u> communicate to parents and other stakeholders via multiple avenues (e.g., banners, posters, newsletters, speaking at events with parents/ community members present) his or her belief in the importance of literacy instruction for improving student achievement in the content areas.</p>	<p>Principal has a plan to communicate with parents and other stakeholders his or her belief in the importance of literacy instruction for improving student achievement in the content areas but only partially implements that plan.</p>	<p>Without a communication plan, principal <u>sometimes</u> communicates to parents and other stakeholders his or her belief in the importance of literacy instruction for improving student achievement in the content areas.</p>	<p>Principal communicates to parents and other stakeholders his or her belief in the importance of improving student achievement in the content areas without reference to literacy instruction.</p>	<p>Principal communicates to parents and other stakeholders his or her belief in an <u>alternative view</u> of what kinds of instruction is important for improving student achievement in the content areas (i.e., works as a saboteur of MCLA).</p>
<p>C.1.d. <u>Participation in MCLA Fellowship</u>: Principal and other administrators participate actively in <u>all</u> MCLA Fellowship meetings.</p>	<p>Principal attends all MCLA Fellowship meetings and brings a team member to most of the meetings.</p>	<p>Principal participates actively in <u>all</u> MCLA Fellowship meetings but does not bring a team member.</p>	<p>Principal attends almost all Fellowship meetings and ensures that team members attend missed meeting(s).</p>	<p>The principal participates sporadically in MCLA Fellowship meetings. The school is not represented at every meeting.</p>
<p>C.1.e. <u>Incorporation of literacy and MCLA in improvement plan</u>: Principal ensures that schoolwide literacy instruction in content area classes and the MCLA project are a priority in the school's improvement plan.</p>	<p>Principal ensures that schoolwide literacy instruction in content area classes and the MCLA project are included in the school's improvement plan.</p>	<p>Principal ensures that schoolwide literacy instruction in content area classes is included in the school's improvement plan without any mention of MCLA.</p>	<p>The school improvement plan emphasizes content-area instruction without a focus on literacy.</p>	

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C.1. Principal Leadership				
a	b	c	d	e
C.1.f. <u>Reallocation and procurement of additional resources</u> : Principal reallocates existing resources and seeks additional resources to supplement and support schoolwide MCLA implementation.	Principal reallocates existing resources but does not seek additional funding for MCLA and schoolwide literacy efforts.	Principal expects existing resources to cover the costs of resources to support MCLA implementation.	Principal reallocates MCLA resources to other purposes not related to literacy instruction in the content areas.	
C.1.g. <u>Supportive schedule</u> : The school schedule enables <i>all</i> grade-level teachers in a department or grade level teams to work collaboratively for useful periods of time (minimum of 45 minutes weekly) during the regular school day.	The school schedule enables <i>at least 75%</i> of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule enables <i>50% - 75%</i> of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule enables <i>30% - 49%</i> of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule <i>does not</i> enable grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..

C.2. Administrator Walkthroughs				
a	b	c	d	e
C.2.a. <u>Frequency of walkthroughs</u> : Administrator does <i>daily</i> walkthroughs of core content classes.	Administrator does at least <i>2x/weekly</i> walkthroughs of core content classes.	Administrator does <i>1x weekly</i> walkthroughs of core content classes.	Administrator does at least <i>monthly (but < weekly)</i> walkthroughs of core content classes.	Administrator <i>never</i> does walkthroughs of core content classes.
C.2.b. <u>Purpose of walkthroughs</u> : When the administrator performs informal walkthroughs, he or she looks for student use of literacy strategies.	When the administrator performs informal walkthroughs, he or she looks for teacher use of literacy strategies.	When the administrator performs informal walkthroughs, he or she looks for general, nonspecific, superficial use of literacy strategies.	When the administrator performs informal walkthroughs, he or she is focused on other aspects of teacher performance and not use of literacy strategies.	Administrator walkthroughs only happen for formal evaluations.

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Memphis City Schools / University of Memphis

Memphis, Tennessee

C.2. Administrator Walkthroughs				
a	b	c	d	e
C.2.c. <u>Feedback provided from walkthroughs</u> : When the administrator observes student use of a literacy strategy during a walkthrough, the administrator <i>provides immediate feedback</i> to the teacher <i>on teacher and student use of the strategy</i> .	When the administrator performs walkthroughs, he or she provides feedback (<i>not immediate but fairly soon after</i>) to the teacher <i>on student and teacher use of literacy strategies</i> .	When the administrator performs walkthroughs, he or she provides feedback (<i>not immediate but fairly soon after</i>) to the teacher <i>on teacher use of literacy strategies</i> .	When the administrator observes the use of a literacy strategy during a walkthrough, the administrator <i>acknowledges</i> that use to the teacher.	Even when the administrator observes the use of a literacy strategy during a walkthrough, the administrator <i>does not</i> acknowledge that use to the teacher.

C.3. Principal's Support of Coach (<i>inclusion in leadership team meetings, classroom implementation of MCLA strategies, influencing allocation of resources related to literacy; coaching role</i>)				
a	b	c	d	e
C.3.a. <u>Principal includes coach in leadership meetings</u> : Principal regularly includes coach in leadership team meetings.	Principal sometimes includes coach in leadership team meetings.	Principal infrequently includes coach in leadership team meetings.	Principal does not include coach in leadership team meetings.	Principal prevents coach from attending leadership team meetings.
C.3.b. <u>Principal communicates expectations to teachers regarding working with coach</u> : Principal actively and consistently communicates to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies.	Principal sometimes communicates to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies.	Principal does not explicitly communicate to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies but allows it.	Principal communicates expectations that teachers' efforts be directed towards alternatives to classroom implementation of MCLA strategies (related or unrelated to literacy).	

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C.3. Principal's Support of Coach (<i>inclusion in leadership team meetings, classroom implementation of MCLA strategies, influencing allocation of resources related to literacy; coaching role</i>)				
a	b	c	d	e
C.3.c. <u>Principal views coach as resource for literacy related decisions</u> : Principal views the coach as a resource and regularly seeks coach input on decisions related to literacy: curricula and instruction, material purchases, and assessments.	Principal views the coach as a resource and selectively seeks coach input on decisions related to literacy: curricula and instruction, material purchases, and assessments.	Principal does not view the coach as a resource and does not seek the coach's advice in making decisions related to literacy.		
C.3.d. <u>Principal views coach as resource for school PD</u> : Principal requests that the coach facilitate school-based staff PD in use of MCLA strategies.	Principal requests that the coach provide information to staff (but is not asked to provide PD) about MCLA strategies.	Principal requests that the coach provide information to him/her (but not school staff) about MCLA strategies.	Principal requests that the coach perform duties outside their defined role (e.g., substitute teaching, cafeteria duty, etc.).	Principal requires that the coach spend most of their time on duties outside their defined role (e.g., substitute teaching, cafeteria duty, etc.).

C.4. School Culture (<i>core content teachers' acceptance of collective responsibility for student literacy, core content area teachers describe literacy instruction within the content areas as a school priority, use by core content teachers of a widely accepted research-based vocabulary related to literacy instruction/literacy strategies</i>)				
a	b	c	d	e
C.4.a. <u>Collective responsibility for student literacy</u> . At least 90% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	75% - 89% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	50% - 74% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	25% - 49% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	Less than 25% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.

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C.4. School Culture (core content teachers' acceptance of collective responsibility for student literacy, core content area teachers describe literacy instruction within the content areas as a school priority, use by core content teachers of a widely accepted research-based vocabulary related to literacy instruction/literacy strategies)				
a	b	c	d	e
C.4.b. <u>Schoolwide use of literacy strategies</u> . At least 90% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	75% - 89% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	50% - 74% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	25% - 49% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	Less than 25% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.

C.5. Critical mass of core content teachers (significant proportion of core content teachers participating in MCLA, percentage of students that have MCLA trained teachers for all four of their core content areas)				
a	b	c	d	e
C.5.a. <u>Proportion of core content teachers in MCLA</u> : At least 90% of the core content teachers in the school are participating in the MCLA project.	Between 67% and 89% of the core content teachers in the school are participating in the MCLA project.	50% to 66% of the core content teachers in the school are participating in the MCLA project.	Between 33 and 49% of the core content teachers in the school are participating in the MCLA project.	Less than 33% of the core content teachers in the school are participating in the MCLA project.
C.5.b. <u>Percentage of students having MCLA-trained teachers</u> : Between 80 and 100% of the students have MCLA trained teachers for all four of their core content areas.	Between 60 and 79% of the students have MCLA trained teachers for all four of their core content areas.	Between 40 and 59% of the students have MCLA trained teachers for all four of their core content areas.	Between 20 and 39% of the students have MCLA trained teachers for all four of their core content areas.	Between 0 and 19% of the students have MCLA trained teachers for all four of their core content areas.

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