

CenterPoint Blended Literacy Implementation Rubric¹

What is Blended Literacy?

Defined by the [Robin Hood Learning and Technology Fund](#), this approach to literacy instruction seeks to amplify what is known about building literacy through a content-rich strategy combined with a blended approach that personalizes learning through technology in order to positively impact students' literacy achievement.

CONTENT-RICH

The term "content-rich" refers to curriculum and instruction designed to build students' knowledge and vocabulary around a wide set of topics. In such an approach, the units, vocabulary, skills and content learning goals are grouped and organized around broader themes and topics of study (e.g., the rainforest, westward expansion, families). Within grade levels and subjects over the course of a school year, across grade-levels and subjects, and from year to year, essential concepts, language, and vocabulary connect to and build upon one another to build students' word and world knowledge to become stronger readers, writers, and learners.

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BLENDED LEARNING

The term "blended learning" refers to the intentional use of technology, in combination with traditional, teacher-led instruction, to provide students some control over the time, place, and pace of learning. The goal is to tailor learning experiences to students' individual needs to deepen learning and advance achievement. Ideally, the use of technology goes beyond superficial changes and enables distinct practices and learning experiences that would not be feasible without it.

A Model of Blended Literacy

Using the above definition as a starting point, we have developed a cohesive model for implementing a blended literacy approach with elementary (K-5) schools and districts. The CenterPoint Blended Literacy Implementation Rubric outlines key elements of this blended literacy model. The model is anchored in data-driven and blended literacy instruction, including foundational literacy skills, as part of an aligned system of rigorous college and career-ready standards, high-quality curricula and assessments, and a culture of collaborative learning.

About the Blended Literacy Implementation Rubric

The purpose of the rubric is for school or system leaders to evaluate the status of current programming or as a guide for schools planning to implement a blended literacy model of instruction. It reflects the belief that a coherent system of curriculum, assessments, and implementation support maximizes educator effectiveness, maximizes student learning, and advances equity. There are six fundamental components that bring this belief to life in the blended literacy model and are reflected in the Blended Literacy Implementation Rubric:

- **Instruction:** 1) Instructional Content, 2) Instructional Design
- **Student Learning:** 3) Culture of Learning, 4) Demonstration of Learning
- **Assessment:** 5) Assessment Design & Implementation
- **Educator Learning:** 6) Culture of Collaborative Inquiry.

In service of helping schools effectively shift to a model of rigorous and blended literacy instruction, the Blended Literacy Implementation Rubric prioritizes elements of high-quality, core literacy instruction for elementary-level students and what should be present in equity-driven schools, regardless of the model. Therefore, you will note specific inclusion of strands across the Blended Literacy Implementation Rubric related to teaching and learning in foundational literacy skills for grades K-2 (print concepts, phonological awareness, phonics and word recognition, and fluency).

The CenterPoint Blended Literacy Implementation Rubric can be used to help describe and assess the degree to which a district, school, or classroom are currently implementing a blended literacy model and establish growth goals:

- **Instruction**
 1. Instructional Content: Are all students working with literacy content that aligns with grade-level standards, high-quality curricula and/or instruction, and students’ individual learning goals?
 2. Instructional Design: Does the timing, type of delivery, and degree of independence in literacy lessons facilitate knowledge and skill acquisition?
- **Student Learning**
 3. Culture of Learning: Are all students actively engaged in lessons from beginning to end?
 4. Demonstration of Learning: Do all students have ample and rigorous opportunities to demonstrate that they are learning in lessons?
- **Assessment**
 5. Assessment Design: Are there frequent and different types of opportunities for educators and students to reflect on academic progress using data?
- **Educator Learning**
 6. Culture of Collaborative Inquiry: Are all educators engaged in ongoing data driven, collaborative learning time to solve specific student learning challenges and improve teaching and learning?

Each component of the model has three areas to consider:

1. **Framing Question**: This is the essential question to answer about a particular component of the model. In a school with an effective blended literacy model, the answer to each question would ideally be “Yes.”
2. **Indicators of Performance**: Descriptions of each component are used to differentiate five levels of performance: Not Present, Early, Developing, Proficient, Advanced.
3. **Strands**: Specific actions, systems, and structures are identified for each performance level. Each strand is numerically coded along with color shading that indicates the subgroup of a school applicable to a particular strand – (Lightest color) Students > Teachers > Leaders > Learning Teams (Darkest color).

Although each rubric component is essential to the model, Instructional Content – meaning the rigor and alignment of content – and Instructional Design – meaning the methods of instruction – are particularly important to consider in a blended learning context. The effectiveness of blended learning is based on the ability to tailor learning experiences to students’ individual needs while not dulling the rigor of that instruction or applying technology in superficial ways.

How to Use the Blended Literacy Implementation Rubric

The Blended Literacy Implementation Rubric can be utilized by leaders across a system, between grade levels, and within individual classrooms. Using the rubric should help leaders to reflect on implementation of programming. Users should **select the rating for the component where the combination of strand indicators most closely describes the actions, systems, and structures with a weight of evidence for each component**. Of note, if selecting an Advanced rating, all indicators should be met.

An **Analysis & Interpretation section** as well as an accompanying **Leadership Reflection & Planning Tool** are included to support goal setting for implementation, determining action steps, as well as developing metrics for gauging success.

¹This rubric includes ideas adapted from the Blended Literacy Framework developed by the Robin Hood Learning & Technology Fund, the TNTP Blended Core Teaching Rubric (CC BY-NC 4.0), and the Foundational Skills Observation Tool produced by Student Achievement Partners.

INSTRUCTION

Instructional Content Are students always working with literacy content that aligns with grade-level standards, high-quality curricula and/or instruction, and students’ individual learning goals?

***What’s at Stake:** Students deserve access to high quality instructional tools every day of their educational experience. We know that this opportunity is not given to every student, yet the materials exist. By implementing strong instructional content, your school can decide to give students a chance to challenge themselves and grow every day with the foundational steps needed to take along the way.*

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
1a. Content Alignment	Units and lessons never...	Units and lessons (including in foundational skills in GK-2) sometimes focus on content that advances students toward grade-level standards, aligned curricula expectations, and students’ individual learning goals.	Units and lessons (including in foundational skills in GK-2) often focus on content that advances students toward grade-level standards, aligned curricula expectations, and students’ individual learning goals.	Units and lessons (including in foundational skills in GK-2) mostly / always focus on content that advances students toward grade-level standards, aligned curricula expectations, and students’ individual learning goals.	<p>All indicators for Level 3 are met and the following evidence is demonstrated:</p> <p>Lessons facilitate students’ abilities to make connections between what they are learning in literacy, through other content across disciplines, and beyond school to the world around them.</p>
1b. Instructional Strategies	Teachers never...	Teachers sometimes intentionally select literacy strategies (e.g., close reading, reading rigorous and nonfiction texts, writing) to advance students’ knowledge acquisition and literacy skills, including foundational skills in GK-2. To make learning goals explicit, teachers are sometimes able to explain their selection of strategies in each lesson, based on student data and the learning objective to students, instructional team, and other stakeholders.	Teachers often intentionally select literacy strategies (e.g., close reading, reading rigorous and nonfiction texts, writing) to advance students’ knowledge acquisition and literacy skills, including foundational skills in GK-2. To make learning goals explicit, teachers are often able to explain their selection of strategies in each lesson, based on student data and the learning objective to students, instructional team, and other stakeholders.	Teachers always intentionally select literacy strategies (e.g., close reading, reading rigorous and nonfiction texts, writing) to advance students’ knowledge acquisition and literacy skills, including foundational skills in GK-2. To make learning goals explicit, teachers are always able to explain their selection of strategies in each lesson, based on student data and the learning objective to students, instructional team, and other stakeholders.	
1c. Instructional Materials	<p>No instructional materials...</p> <p>No foundational skills materials...</p>	<p>Some instructional materials students use (e.g., texts, questions, exercises, and assessments) are appropriately demanding for the grade and time in the school year, based on guidance in the standards, expectations of the aligned curriculum being implemented and/or students’ individual learning goals (e.g., Text level and complexity).</p> <p>Some foundational skills materials and written/oral tasks are aligned to students’ targeted content and skills.</p>	<p>Most instructional materials students use (e.g., texts, questions, exercises, and assessments) are appropriately demanding for the grade and time in the school year, based on guidance in the standards, expectations of the aligned curriculum being implemented and/or students’ individual learning goals (e.g., Text level and complexity).</p> <p>Most foundational skills materials and written/oral tasks are aligned to students’ targeted content and skills.</p>	<p>All instructional materials students use (e.g., texts, questions, exercises, and assessments) are appropriately demanding for the grade and time in the school year, based on guidance in the standards, expectations of the aligned curriculum being implemented and/or students’ individual learning goals (e.g., Text level and complexity).</p> <p>All foundational skills materials and written/oral tasks are aligned to students’ targeted content and skills.</p>	

1d. Foundational Skills	Foundational skills are never...	Foundational skills are sometimes taught with fidelity to a structured and systematic curriculum for GK-2. Time devoted to isolated skill development is partially balanced with contextual learning.	Foundational skills are often taught with fidelity to a structured and systematic curriculum for GK-2. Time devoted to isolated skill development is mostly balanced with contextual learning.	Foundational skills are always taught with fidelity to a structured and systematic curriculum for GK-2. Time devoted to isolated skill development is balanced with contextual learning.	
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INSTRUCTION

Instructional Design Does the timing, type of delivery, and degree of independence in literacy lessons facilitate knowledge and skill acquisition?

***What's at Stake:** In order to scale great heights, our students deserve stepping-stones within reach that do so without lowering the bar of achievement. By implementing an excellent instructional design, a school is both meeting students where they are at and ensuring they have the tools to meet a high standard of learning.*

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
2a. Instructional Format	The format for a given lesson does not reflect...	The format for a given lesson sometimes reflects all the following: the nature of the content and skills being taught, the needs of individual students, and the goal of the lesson.	The format for a given lesson often reflects all the following: the nature of the content and skills being taught, the needs of individual students, and the goal of the lesson.	The format for a given lesson always reflects all the following: the nature of the content and skills being taught, the needs of individual students, and the goal of the lesson.	<p>All indicators for Level 3 are met and the following evidence is demonstrated:</p> <p>Across units and lessons, students always engage in work at their own pace based on their learning goals, objectives, and progression toward mastery.</p> <p>The delivery of content in terms of media and format as well as the content itself is always differentiated for students based on their demonstrated individual needs.</p>
2b. Instructional Rigor	No lessons...	Some lessons require that students provide meaningful oral or written evidence to support their thinking.	Most lessons require that students provide meaningful oral or written evidence to support their thinking.	All lessons require that students provide meaningful oral or written evidence to support their thinking.	
2c. Instructional Delivery	<p>...Never differentiated for students based on their demonstrated individual needs...</p> <p>In foundational skills lessons, the delivery of content as well as the content itself is never presented...</p>	<p>In lessons, the delivery of content in terms of media and format (e.g., video, picture, direct instruction) as well as the content itself (e.g., level of scaffolding) is sometimes differentiated for students based on their demonstrated individual needs.</p> <p>In foundational skills lessons, the delivery of content as well as the content itself is sometimes presented in an engaging and age-appropriate manner and differentiated for students based on their demonstrated individual needs.</p>	<p>In lessons, the delivery of content in terms of media and format (e.g., video, picture, direct instruction) as well as the content itself (e.g., level of scaffolding) is often differentiated for students based on their demonstrated individual needs.</p> <p>In foundational skills lessons, the delivery of content as well as the content itself is often presented in an engaging and age-appropriate manner and differentiated for students based on their demonstrated individual needs.</p>	<p>In lessons, the delivery of content in terms of media and format (e.g., video, picture, direct instruction) as well as the content itself (e.g., level of scaffolding) is almost always differentiated for students based on their demonstrated individual needs.</p> <p>In foundational skills lessons, the delivery of content as well as the content itself is always presented in an engaging and age-appropriate manner and differentiated for students based on their demonstrated individual needs.</p>	
2d. Personalized Learning	Across units and lessons, students never ...	Across units and lessons, students sometimes engage in work at their own pace based on their learning goals, objectives, and progression toward mastery. There is sometimes focus on exposure to and mastery of rigorous grade-level content, with some individualized learning altering the content rigor.	Across units and lessons, students regularly engage in work at their own pace based on their learning goals, objectives, and progression toward mastery. There is often a focus on exposure to and mastery of rigorous grade-level content, grade-level content, with most individualized learning serving as scaffolds rather than altering content rigor.	Across units and lessons, students almost always engage in work at their own pace based on their learning goals, objectives, and progression toward mastery. There is always focus on exposure to and mastery of rigorous grade-level content, with all individualized learning serving as scaffolds rather than altering content rigor.	

	No students...	Some students who have not yet mastered phonics and/or fluency receive sufficient dosage and some students who have mastered phonics are released from future phonics instruction.	Most students who have not yet mastered phonics and/or fluency receive sufficient dosage and most students who have mastered phonics are released from future phonics instruction.	All students who have not yet mastered phonics and/or fluency receive sufficient dosage and all students who have mastered phonics are released from future phonics instruction.	
2e. Foundational Skills	Foundational skills lessons never ...	Foundational skills lessons sometimes include adequate synchronous time (and proximal asynchronous opportunities) for student practice of targeted skill(s).	Foundational skills lessons often include adequate synchronous time (and proximal asynchronous opportunities) for student practice of targeted skill(s).	Foundational skills lessons always include adequate synchronous time (and proximal asynchronous opportunities) for student practice of targeted skill(s).	

STUDENT LEARNING

Culture of Learning Are all students actively engaged in lessons from beginning to end?

What's at Stake: An achievement gap is inherently defined by students' mastery of content over time, asking "have students learned the material they were supposed to in order to be on track for college and career readiness?" Building a culture of learning means closing opportunity gaps for timely instruction and removing barriers to students' wayfinding their pathway to learning.

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
3a. Student Engagement	Students never demonstrate engagement behaviors during online instruction...	Students rarely (less than 30%) demonstrate engagement behaviors during online instruction (e.g., Attentive, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	Students sometimes (between 40% and 60%) demonstrate engagement behaviors during online instruction (e.g., Attentive, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	Students frequently/always (greater than 85%) demonstrate engagement behaviors during online instruction (e.g., Attentive, note-taking, avoiding off-task distractions by other students, asking questions, and maintaining pace).	<p>All descriptors for Level 3 are met, and at least one of the following types of evidence are present:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.</p>
3b. Task Completion	No students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some (up to 50%) students complete instructional tasks, volunteer responses and/or ask appropriate questions in either independent or group workstations.	Most (between 50 and 85%) students complete instructional tasks, volunteer responses and/or ask appropriate questions in either independent or group workstations.	All or almost all (85%+) students complete instructional tasks, volunteer responses and/or ask appropriate questions in either independent or group workstations.	
3c. Student Transitions	Students execute transitions...routines ...and procedures in an orderly and efficient manner none of the time...	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner some of the time and/or require substantial direction from the teacher.	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner most of the time, but may require some direction from the teacher.	Students execute transitions (including between virtual and live instruction), routines (including accessing technology, e.g., acquiring hardware, logging on) and procedures in an orderly and efficient manner with minimal direction or narration from the teacher . There is a visible method for both teachers and students and the teacher monitors timely progress .	
3d. Pace of Learning	Students move through asynchronous learning at an inappropriate pace .	Students move through asynchronous learning at a somewhat appropriate pace .	Students move through asynchronous learning at a mostly appropriate pace .	Students move through asynchronous learning at an efficient and appropriate pace .	

3e. Building Relationships	Teachers invest no time in getting to know individual students and form relationships to best support their learning.	Teachers invest some time in getting to know individual students and form relationships to best support their learning.	Teachers invest adequate time in getting to know individual students and form relationships to best support their learning.	Teachers invest ample time in getting to know individual students and form relationships to best support their learning.	
3f. Observing & Addressing Student Behavior	Teachers spend no time observing each blended learning environment...	Teachers spend brief time observing each blended learning environment to confirm that students' engagement level is consistently strong throughout the class and responding accordingly as needed (e.g., Addressing negative and off-task student behavior immediately and in a way that does not slow or disrupt the momentum of learning).	Teachers spend some time observing each blended learning environment to confirm that students' engagement level is consistently strong throughout the class and responding accordingly as needed (e.g., Addressing negative and off-task student behavior immediately and in a way that does not slow or disrupt the momentum of learning).	Teachers spend adequate time observing each blended learning environment to confirm that students' engagement level is consistently strong throughout the class and responding accordingly as needed (e.g., Addressing negative and off-task student behavior immediately and in a way that does not slow or disrupt the momentum of learning).	
3g. Pace of Instruction	Students are left without work to do for a significant portion of a synchronous class period.	In synchronous classes, students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for teachers to provide directions, when finishing assigned work early, or during transitions.	Synchronous classes have a quick pace and students are actively engaged in lessons from beginning to end. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

STUDENT LEARNING

Demonstration of Learning Do all students have ample and rigorous opportunities to demonstrate that they are learning in lessons?

What's at Stake: *It is one thing to have access to strong instructional materials, it is another thing to be given the chance to “show what you know” every day. Part of learning is testing what you know, and students deserve to be challenged on the right playing field every day – with rigorous but accessible checkpoints. By building a strong demonstration of learning, students can see their accomplishments and grow from their mistakes in a way that keeps them motivated, seeing what is possible for their education.*

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
4a. Evidence	No tasks allow students to students...	Some tasks allow students to demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most tasks allow students to students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All or almost all tasks allow students to students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	<p>All descriptors for Level 3 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and academic goals.</p> <p>Students independently connect literacy lesson content to real-world situations.</p>
4b. Rigor of Evidence	No tasks allow students to students...	Some tasks allow students to students express learning through academic writing and/or explanations using academic language.	Most tasks allow students to students express learning through academic writing and/or explanations using academic language.	All or almost all tasks allow students to students express learning through academic writing and/or explanations using academic language.	
4c. Achievement	Student responses, work and interactions demonstrate that students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals and/or IEP aligned learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals and/or IEP aligned learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	
4d. Task Design	Questions, tasks, or assessments do not yield data that allow teachers...	Questions, tasks, or assessments yield data that partially allow teachers to assess students' progress toward learning goals.	Questions, tasks, or assessments yield data that allow teachers to assess students' progress toward learning goals.	Questions, tasks, or assessments yield data that allow teachers to assess students' progress toward learning goals and identify where understanding breaks down.	

4e. Task Rigor	Teachers provide no opportunities...	Teachers provide few opportunities for students to express learning through use of written or verbal academic language.	Teachers provide some opportunities for students to express learning through use of written or verbal academic language.	Teachers provide many opportunities for students to express learning through use of written or verbal academic language.	
4f. Clarity of Instruction	Teachers rarely ...	Teachers sometimes convey or provide accurate content and explanations of content that are clear and coherent, as evidenced by students' partially complete work and/or responses.	Teachers often convey or provide accurate content and explanations of content that are clear and coherent, as evidenced by students' accurate work and/or responses.	Teachers always convey or provide accurate content and explanations of content that are clear and coherent, as evidenced by students' in-depth work and/or responses.	
4g. Differentiation	Teachers are unable/do not attempt to determine...	Teachers can sometimes determine the appropriate learning pathways / activities that allow students to demonstrate learning within a blended setting.	Teachers can often determine the appropriate learning pathways / activities to allow students to demonstrate learning within a blended setting and provide students an opportunity for input on their learning pathways.	Teachers always match students with appropriate learning pathways / activities to demonstrate their learning within a blended setting and provide students an opportunity for input on their learning pathways.	

ASSESSMENT

Assessment Design & Implementation

Are there frequent and different types of opportunities for educators and students to reflect on academic progress using data?

What's at Stake? *The playing field in American education is unequal. That inequality can be informed not just by a lack of high-quality instructional materials, but also by setting a low bar for demonstrating mastery. By implementing on a rigorous assessment design, we are ensuring that students are challenged in ways that reflect the learning they do and gives them the feedback to put a stamp on their success and clear signposts for growth.*

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
5a. Student Academic Goals	No students...	Some students can consistently explain how they are progressing toward a given academic goal and what they need to do next.	Most students can consistently explain how they are progressing toward a given academic goal and what they need to do next.	All or almost all students can consistently explain how they are progressing toward a given academic goal and what they need to do next. Most students can self-assess whether they have achieved the lesson objective and provide feedback to the teacher.	All indicators for Level 3 are met and at least one of the following types of evidence is demonstrated: All students can self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
5b. Aligned Formative Data	No lessons have a formative assessment (e.g., exit ticket) aligned to the lesson objective. Throughout lessons, teachers do not capture formative assessment data.	Some lessons have a formative assessment (e.g., exit ticket) aligned to the lesson objective. Throughout lessons, teachers are sometimes capturing formative assessment data.	Most lessons have a formative assessment (e.g., exit ticket) aligned to the lesson objective. Throughout lessons, teachers are often capturing formative assessment data.	All lessons have a formative assessment (e.g., exit ticket) aligned to the lesson objective. Throughout lessons, teachers are always capturing formative assessment data.	When asked, all students can explain the choices they are making about their learning and where they are in relation to expectations and content mastery.
5c. Data-Driven Lesson Design	No lessons... ...Teachers do not respond to data...	Few lessons are customized to the individual students in the room based on data from various sources, including real-time data and formative assessments. During foundational skills instruction, teachers rarely respond to data and adjust instruction in real-time accordingly to support students.	Some lessons are customized to the individual students in the room based on data from various sources, including real-time data and formative assessments. During foundational skills instruction, teachers sometimes respond to data and adjust instruction in real-time accordingly to support students.	Most lessons are customized to the individual students in the room based on data from various sources, including real-time data and formative assessments. During foundational skills instruction, teachers often respond to data and adjust instruction in real-time accordingly to support students.	All lessons are customized to the individual students in the room based on data from various sources, including real-time data and formative assessments.

5d. Mastery-Based Progression	<p>Individual student progression, assessment, and grading are never based on demonstration of mastery ...</p> <p>Teachers do not collect student data in foundational skills ...</p>	<p>Individual student progression, assessment, and grading are sometimes based on demonstration of mastery of a particular standard. Students sometimes continue to engage with material until they master it (versus only until the unit test).</p> <p>Teachers sometimes collect student data in foundational skills (formal and/or informal) and group students according to their demonstrated needs.</p>	<p>Individual student progression, assessment, and grading are often based on demonstration of mastery of a particular standard. Students often continue to engage with material until they master it (versus only until the unit test).</p> <p>Teachers often collect student data in foundational skills (formal and/or informal) and group students according to their demonstrated needs.</p>	<p>Individual student progression, assessment, and grading are always or almost always based on demonstration of mastery of a particular standard. Students almost always continue to engage with material until they master it (versus only until the unit test).</p> <p>Teachers always or almost always collect student data in foundational skills (formal and/or informal) and group students according to their demonstrated needs.</p>	
5e. Schedule of Assessments	<p>There is a schedule of assessment that includes formative, benchmark, interim, and/or summative assessments; however, assessments are not aligned with standards and implemented high-quality curricula.</p>	<p>There is a schedule of assessment that includes formative, benchmark, interim, and/or summative assessments; however, assessments are somewhat aligned with standards and implemented high-quality curricula.</p>	<p>There is a schedule of assessment that includes formative, benchmark, interim, and summative assessments; assessments are mostly aligned with standards and implemented high-quality curricula.</p>	<p>There is a schedule of assessment that includes formative, benchmark, interim, and summative assessments; assessments are fully aligned with standards and implemented high-quality curricula.</p>	
5f. Data Analysis Meetings	<p>Teacher-leader meetings focused on data analysis do not occur after each interim assessment and maintain focus on the process throughout the year. Data meetings using relevant ongoing assessment (e.g., formative) to drive instruction do not occur.</p>	<p>Teacher-leader meetings focused on data analysis sometimes occur after each interim assessment and maintain focus on the process throughout the year. Data meetings using relevant ongoing assessment (e.g., formative) to drive instruction sometimes occur (e.g., once per month).</p>	<p>Teacher-leader meetings focused on data analysis often occur after each interim assessment and maintain focus on the process throughout the year. Data meetings using relevant ongoing assessment (e.g., formative) to drive instruction often occur (e.g., biweekly).</p>	<p>Teacher-leader meetings focused on data analysis always occur after each interim assessment and maintain focus on the process throughout the year. Data meetings using relevant ongoing assessment (e.g., formative) to drive instruction always occur at least once per week.</p>	

EDUCATOR LEARNING

Culture of Collaborative Inquiry Are all educators engaged in ongoing data-driven, collaborative learning time to solve specific student learning challenges and improve teaching and learning?

***What's at Stake:** It takes the proverbial village. We know that access to social capital is inequitable – yet we often ask teachers to live on an island in growing their students. Particularly when implementing a new instructional model, a culture of collaborative inquiry helps to ensure that teachers work together to forge a path to student learning, support each other in their shortcomings, and collectively message to themselves and their students that they believe in working together to achieve mastery.*

	0 – NOT PRESENT	1 – EARLY	2 – DEVELOPING	3 – PROFICIENT	4 – ADVANCED
6a. Observation	Teachers are not observed...	Teachers are rarely observed by instructional leaders.	Teachers are sometimes observed by instructional leaders.	Teachers are regularly observed by instructional leaders.	<p>All descriptors for Level 3 are met and the following types of evidence are present:</p> <p>All learning teams determine and refine student and educator learning needs based on data and in alignment with a vision of effective teaching and learning.</p> <p>All learning teams set learning goals – both as a team and individually - that establish area/s to engage in learning cycles to promote continuous improvement.</p>
6b. Feedback	Teachers do not receive post-observation feedback from instructional leaders...	Teachers rarely receive post-observation feedback from instructional leaders that is highest-leverage and identifies measurable and/or bite-size action steps.	Teachers sometimes receive post-observation feedback from instructional leaders that is highest-leverage and identifies measurable and bite-size action steps.	Teachers regularly receive post-observation feedback from instructional leaders that is highest-leverage and identifies measurable and bite-size action steps.	
6c. Schedule of Collaboration	Teachers (grade-band and content area) have no time to work together to align pacing...	Teachers (grade-band and content area) have some dedicated time to work together to align pacing of literacy content with other subjects and content.	Teachers (grade-band and content area) have ample, dedicated time to work together to align pacing of literacy content with other subjects and content.	Teachers (grade-band and content area) have ample, dedicated time to work together to align pacing of literacy content with other subjects and content from one year to the next.	
6d. Professional Learning	Professional learning is inconsistent, misaligned with educator learning goals, and/or does not follow best practice in adult learning theory (including for online learning).	Professional learning is somewhat regular, partially aligned with educator learning goals, and/or follows some best practice in adult learning theory (including for online learning).	Professional learning is scheduled to occur regularly, mostly aligned with educator learning goals, and/or follows most best practice in adult learning theory (including for online learning).	Professional learning is strategically scheduled and aligned with educator learning goals; Session design follows best practice in adult learning theory (including for online learning).	

6e. Student Learning Goals	Most learning teams do not determine or refine student learning goals in literacy based on data...	Most learning teams rarely determine or refine student learning goals in literacy based on data and in alignment with a vision of effective teaching and learning.	Most learning teams sometimes determine or refine student learning goals in literacy based on data in alignment with a vision of effective teaching and learning.	Most learning teams regularly determine or refine student learning goals in literacy based on data and in alignment with a vision of effective teaching and learning.	All learning teams regularly monitor and reflect on educator implementation of new learning to know whether they are making progress, evidenced by their instruction and students' outcomes. They revisit individual and collect learning agendas.
6f. Educator Learning Goals	Most learning teams do not set educator learning goals – both as a team and individually...	Most learning teams rarely set educator learning goals – both as a team and individually – that establish area/s for further study derived from student learning goals.	Most learning teams sometimes set educator learning goals – both as a team and individually – that establish area/s for further study derived from student learning goals.	Most learning teams regularly set educator learning goals – both as a team and individually – that establish area/s for further study derived from student learning goals.	
6g. Monitoring Progress	Most learning teams do not monitor and/or reflect on the implementation of new learning...	Most learning teams rarely monitor and/or reflect on the implementation of new learning to know whether they are making progress, evidenced by their instruction and students' outcomes.	Most learning teams sometimes monitor and reflect on the implementation of new learning to know whether they are making progress, evidenced by their instruction and students' outcomes.	Most learning teams regularly monitor and reflect on the implementation of new learning to know whether they are making progress, evidenced by their instruction and students' outcomes.	

Reference

Hirsh, S. & Crow, T. (2018) *Becoming a Learning Team: A Guide to a Teacher-led Cycle of Continuous Improvement, Second Edition*. Learning Forward.

Analysis & Interpretation

There is a core set of principles that have allowed schools nationwide to achieve consistent, transformational, and replicable growth: Data-driven instruction, Instructional planning, Observation and feedback, Professional development, Student culture, Staff culture, and Managing school leadership teams (Bambrick-Santoyo, 2018). These principles can provide an instructive lens by which to support interpretation of this rubric.

Therefore, schools might consider the following prioritization of rubric components when considering area/s for growth:

Suggested Prioritization	Rubric Components
Data-Driven Instruction Student Culture	Student Learning <ul style="list-style-type: none"> • Culture of Learning • Demonstration of Learning Assessment <ul style="list-style-type: none"> • Assessment Design & Implementation
Observation & Feedback	Instruction: Includes Instructional Planning . Measured through Observation . <ul style="list-style-type: none"> • Instructional Content • Instructional Design Educator Learning: Includes Professional Development, Instructional Planning , and elements of Staff Culture <ul style="list-style-type: none"> • Culture of Collaborative Inquiry
Managing School Leadership Teams	Multiple components can apply. Look for strands related to Leaders and Learning Teams (darkest colors).

Of note, the Blended Literacy Implementation Rubric addresses many of the principles outlined here, but it does not include an explicit focus on staff culture or management of school leadership teams. While both are central to running an effective school, the components in the rubric are most relevant to implementing a new instructional model using a blended, content-rich approach to literacy instruction.

Next Steps

Once priority rubric component/s have been identified, a user can complete the accompanying **Leadership Reflection and Planning Tool** to determine what specific actions need to be taken to achieve growth goals (e.g., moving from a 2-Developing to a 3-Proficient).

Reference

Bambrick-Santoyo, P. (2018) *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. Jossey-Bass.

Leadership Reflection and Planning Tool

*For use with the **Blended Literacy Implementation Rubric***

Use of the Blended Literacy Implementation Rubric provides a district, school, or instructional leader a snapshot of their implementation of a content-rich, blended approach to elementary-level literacy instruction. Initial results should provide a baseline for leaders to identify specific growth areas and determine feasible and measurable growth goals.

Purpose

The purpose of this Leadership Reflection and Planning Tool is to determine what actions need to be taken for a school to achieve growth goals using the Blended Literacy Implementation rubric as a guide. As leaders plan action steps, they must consider how clear the growth areas and solutions are and what people and resources are required to improve implementation. Actions can be divided into two categories:

Technical and/or Tactical: The growth area is clearly defined and using the knowledge, expertise, or resources of the team can be implemented by adding, changing, or removing organizational actions.

Adaptive and/or Strategic: Defining the growth area requires new learning and organization mindsets to shift. Actions taken require strategic involvement of resources and people resulting in second order change or a new way of doing things entirely.

How to Use

- A user scores a district or school for each component of the Blended Literacy Implementation Rubric and identifies priority component/s for establishing or growing a blended literacy model using explicit evidence. Depending on capacity, it is recommended to identify no more than two components of focus for model development.
- A user should then identify specific strand/s within a component to focus on for implementation. To do so, it is recommended to identify 1-2 strands that have the most evidence and present the highest leverage opportunity for growth within a model component.
- Then, using this Leadership Reflection and Planning Tool, a user can reflect on the technical and adaptive changes needed to make improvements in a particular component and strand (e.g., moving from a 2-Developing to a 3-Proficient).

Reference

Heifetz, R., Grashow A., & Linsky, M (2014) *The Practice of Adaptive Leadership*. Harvard Business Press

Leadership Reflection and Planning Tool

Component:

Strand:

Score and reflection:

- What score was given on the strand?
- What evidence do you have that this is the appropriate score?

Actions needed to grow in strand:

- What indicators from the next level up are needed to demonstrate growth?
- Is the growth needed in this strand specific to blended learning implementation or a general instructional need?

Technical/Tactical actions:

- What simple actions can be added, removed, or changed to achieve growth in this indicator?

Adaptive/Strategic actions:

- Are there broader questions that need to be asked about this indicator?
- What people or alliances need to be involved to identify and act on growth areas?
- What is the sequence of steps needed to initiate growth and action?

SAMPLE LEADER REFLECTION

Context: A district instructional leader in a small district of six elementary schools completed the Blended Literacy Implementation Rubric and identified Assessment Design and Implementation as a priority component in growing implementation of a blended literacy model in their district. As part of their role, they conduct regular observations of instructional coaching meetings that occur between each school’s coaches and teachers. When comparing the indicators of performance across strands within the Assessment component, the leader identified Strand 5f. Data Analysis Meetings as a crucial strand of opportunity that connects to growth in other strands of the Assessment component.

Component: <i>Assessment Design and Implementation</i>	Strand: <i>5f. Data Analysis Meetings</i>
Score and reflection:	Score: <i>2-Developing</i>
<ul style="list-style-type: none"> • What score was given on the strand? • What evidence do you have that this is the appropriate score? 	<p>Evidence: <i>Observations of instructional coaching meetings. Although meetings occur on a regular biweekly basis, the use of relevant ongoing assessment in meetings varied:</i></p> <ul style="list-style-type: none"> - <i>Less than 25% of meetings centered on objective data from formative assessments to discuss and plan next steps. One of those coaching sessions conducted an explicit item analysis.</i> - <i>30% of meetings discussed data anecdotally (e.g., “How did the kids do with topic X?”) where a teacher would respond with general reflections (e.g., “They did well,” “They need some extra work.”)</i> - <i>40% of meetings reflected on behavioral patterns and little discussion was had around student mastery of learning objectives.</i> - <i>Of all meetings observed, there was no distinct pattern noticed between different instructional coaches. However, the performance level of the student group focused on in the meeting informed the use of data-driven instruction. For lower-performing, higher needs students, data was more readily or heavily utilized. Conversely, classrooms with higher-performing students, performing at or above grade level, data conversations were absent.</i>
Actions needed to grow in strand:	<i>Coaching conversations among the teaching teams must utilize authentic and recent data to discuss student performance. The depth of those conversations must include an examination of the assessment, individual student performance, and how those two things should inform instructional reflection and future planning.</i>
<ul style="list-style-type: none"> • What indicators from the next level up are needed to demonstrate growth? • Is the growth needed in this strand specific to blended learning implementation or a general instructional need? 	<p><i>It appears that blended programming is being implemented across all classrooms. Technology-enabled systems and strategies should be utilized for formative assessments so the data can be reviewed by both teacher and instructional coach ahead of time. One benefit to blended learning programs is the ability to visualize data in a more profound way. It is not clear whether these teaching teams are aware of that or taking advantage of that aspect of blended programming.</i></p>

Technical/Tactical actions:

- What simple actions can be added, removed, or changed to achieve growth in this strand?

To move to a 3-Proficient in this strand, instructional coaches could be trained to utilize an agenda template for coaching conversations that includes a specific segment of the meeting to discuss data, include a data reflection assignment ahead of meetings, and be tracked in coaching conversation tools. An agenda with that item alone can signal the importance of data reflection as well as a helpful reminder to include it in every meeting.

Adaptive/Strategic actions:

- Are there broader questions that need to be asked about this strand?
- What stakeholders need to be involved to identify and act on growth areas?
- What is the sequence of steps needed to initiate growth and action?

- *What is the teacher and coach mindset around the use of data, particularly in the case of students who are considered “advanced”?*
- *Do teachers fully understand the strength of the data tools from their technology-based platform?*
- *What is teachers’ comfort level with the data?*

Instructional coaches have a high degree of trust with their respective teacher teams. Our district team needs to activate their energy towards using data in coaching conversations. We can empower them with supporting data literacy training for teachers but also ask them to create a standing agenda for coaching conversations that includes weekly data analysis discussions.

- 1) Gather the instructional coaches together to discuss the findings of district team observations. The discussion should highlight the many positive aspects observed through our walkthroughs – such as high teacher trust and use of formative assessment in the classroom.*
- 2) Present instructional coaches with the idea of using a standing template for meetings with data analysis occurring ahead of the meeting.*
- 3) Plan for and schedule data literacy training that presents instructional coaches and teachers with a collective understanding of data literacy terms, tools, and methods for supporting instruction.*