

WEB RESOURCE 1: USING THE 14 PARAMETERS AS A SYSTEM AND SCHOOL SELF-ASSESSMENT TOOL FOR IMPROVEMENT

Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
<p>1. Shared Beliefs and Understandings</p> <ul style="list-style-type: none"> All students can achieve high standards given the right time and the right support. All teachers can teach to high standards given time and the right assistance. 	<ul style="list-style-type: none"> Believe that assessment literacy is foundation of quality teaching & right of every student Demonstrate belief that students are partners in learning Empower students to own their learning 	<ul style="list-style-type: none"> Create the right Learning Intentions and Success Criteria (SC) to ensure that every student can achieve Open up critical thinking (A-level thinking) to all students Articulate the processes in every subject area used to move from curriculum 	<ul style="list-style-type: none"> Know that what happens in kindergarten secondary school graduation Witness literacy explicitly taught in a joyful learning environment Embrace that early literacy includes oral language, reading, writing, viewing, 	<ul style="list-style-type: none"> Co-plan how to deconstruct Learning Intentions from curriculum and co-construct Success Criteria (SC) with students that open critical thinking (A-level thinking) to all learners Articulate and demonstrate how teachers' capacity is built 	<ul style="list-style-type: none"> Reflect continuously on data to inform Collaborative Inquiry (CI) that is grounded in evidence of student learning to progress the teaching Examine and co-assess student work to pinpoint what is evidence of learning 	<ul style="list-style-type: none"> Build consensus with all staff about shared beliefs and understandings Model the consistent belief that all teachers can teach all students and all students can learn, given the right time and assistance

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<ul style="list-style-type: none"> High expectations and ongoing intervention are essential. All leaders, teachers, and students can articulate what they do and why they lead, teach, learn the way they do every day. (Adapted from Hill & Crévola, 1999) 	<ul style="list-style-type: none"> Articulate how the assessment literacy of teachers and students is built through collaborative learning processes 	<p>expectations addressed in Learning Intentions, through SC and Descriptive Feedback, to cognitively demanding assessment tasks</p>	<p>representing, mathematics, and critical thinking</p> <ul style="list-style-type: none"> Use an effective balanced literacy approach to ensure all students are reading with fluency and comprehension by the end of Grade 1 Expect that students will progress in literacy learning in alignment with the expectations for their grade level 	<p>by assessing individual needs through the 4 C's Cycle: co-planning, co-teaching, co-debriefing, and co-reflecting</p>	<ul style="list-style-type: none"> Stay true to the CI cycle with operating norms, protocols, and a structured, collaboratively planned approach to inquiry 	<ul style="list-style-type: none"> Articulate the above vision; provide rationale why teachers, students do what they do every day Model and monitor high expectations for all learners Ask, continuously, if the expectations set are high enough Ask, "Is the teaching aligned to the

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			<ul style="list-style-type: none"> Articulate how the three cueing systems are used as a tool to target book introductions and instruction within early leveled reading 			<p>curriculum expectations?" and "How has the teaching caused learning?"</p> <ul style="list-style-type: none"> Challenge the "interpretation" of student work samples as data Participate in CI alongside teachers Hope is not a strategy; know all students and how they learn best

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2. Embedded Knowledgeable Others	<ul style="list-style-type: none"> Model how to deconstruct Learning Intentions and co-create SC focused on learning, not doing, aligned to curriculum expectations Expect students use the SC for self-correction and reflection Demonstrate lesson openings to make Learning Intentions and SC linked to standards clear to students 	<ul style="list-style-type: none"> Build CLARITY about the teaching and learning required for successful assessment task completion in every co-teaching cycle: co-planning, co-teaching, co-debriefing, co-reflecting (4C's) Demonstrate curriculum input (teaching) and output (learning) in every 4C's session 	<ul style="list-style-type: none"> Make explicit links between teaching of early reading and curriculum expectations Select texts that sit just beyond the reach of students ("stretch texts") to extend their learning Use 4 C's model with specific focus on each of the cueing systems to build teacher capacity in the teaching of reading 	<ul style="list-style-type: none"> Build professional practice of teachers and leaders to create assessment literate professionals and learners Teach with a literacy focus across all subject areas Build CLARITY about the teaching and learning required for successful assessment task completion in every co-learning session Coaches and mentors who work alongside teachers and leaders know how to instruct each FACE 	<ul style="list-style-type: none"> Use the CI cycle to build capacity for self-reflection on what makes a difference when moving from engaging to empowering all learners Demonstrate curriculum input (teaching)/output (learning) in every co-teaching session Use the SC to lead co-reflection sessions against evidence of thinking and evidence of students knowing 	<ul style="list-style-type: none"> Select Knowledgeable Others who are master teachers and have strong interpersonal skills Include the coach in the leadership team decision-making processes Remove obstacles so the coach can work in classrooms alongside all teachers, not just early adopters

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	<ul style="list-style-type: none"> Model end-of-lesson reflections as time with students to pull out evidence of their thinking and new learning gained; add any new, pertinent information shared to the SC Co-construct deep understanding by co-revising and sharpening 	<ul style="list-style-type: none"> Model the expected use of a Gradual Release and Acceptance of Responsibility (GRR) model in all classrooms and all subject areas Model and monitor students' regular collaborative reflection on their work to identify their own learning goals 	<ul style="list-style-type: none"> Use the 4 C's cycle to deepen understanding of how to use the three cueing questions— Does it make sense? Does it sound right? Does it look right?—to extend students' ability to select the right question to problem solve their need in the moment 	<ul style="list-style-type: none"> Lead lesson study process to determine, through observation, evidence of students' critical thinking and learning Support teachers in using data to create if/then statements that address Professional Learning (PL) needs in a team and individual CI Document and record the PL experiences of teachers and leaders to write case studies 	<ul style="list-style-type: none"> how to learn (metacognition) Support teachers to create if/then statements that articulate their PL needs Document, record, and celebrate the PL experiences of teachers and leaders using if/then statements Monitor the evidence of changed practices and their impact on students' growth and improvement over time 	<ul style="list-style-type: none"> Have the coach "alongside" to learn together with an "open-to-learning stance" Celebrate with an annual learning fair that recognizes even the smallest wins!

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3. Quality Assessment Informs Instruction	<ul style="list-style-type: none"> SC as units of study proceed 	<ul style="list-style-type: none"> Communicate the benefits of co-constructing SC, such as students using SC in giving accurate, timely Descriptive Feedback to self and peers to set their own goals for learning 	<ul style="list-style-type: none"> Use running records to assess students' growth and achievement and determine the next level of guided reading 	<ul style="list-style-type: none"> and narratives about impact <ul style="list-style-type: none"> Ask teachers to reflect on the evidence of changed practice as a result of CI and the impact of their changed practices on students' growth and improvement over time 	<ul style="list-style-type: none"> Triangulate data to develop inquiries at all levels—system, school and classrooms—to develop cultures of learning where all share 	<ul style="list-style-type: none"> Articulate CLARITY of connections among data collected; practices that address the identified needs; and

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	<ul style="list-style-type: none"> Learning Intentions and 4. co-constructing the SC. Define expectations through modeled, shared, and guided instruction to provide students their best opportunity for successful independent application of learning Recognize students' voice 	<ul style="list-style-type: none"> ensuring texts are accessible to and readable by all learners Implement a GRR model to scaffold students' literacy learning from dependent to independent learners Co-construct classroom learning spaces Ask, "Who is doing the most talking?" and "Who is doing the most thinking?" 	<ul style="list-style-type: none"> Teach using modeled, shared, guided, and independent approach to oral language, reading, and writing Take at least one running record every day to determine a student's next steps and teacher's grouping for instruction Work with all students to guide and support their 	<ul style="list-style-type: none"> Give timely Descriptive Feedback to every student only on the co-constructed SC during the instructional block of time Find time for teachers to clarify beliefs and understandings through collaborative assessment of student work (CASW) where the reason for CASW is 1. feedback to teacher about instruction needed and 2. feedback to students about next steps in learning 	<ul style="list-style-type: none"> responsibility and accountability for learning Use data to guide discussions and discern most impactful assessment and instructional classroom practices Use data collected to make collaborative decisions for school and student improvement 	<ul style="list-style-type: none"> evidence of impact on learning and improvement in areas of need Organize common uninterrupted planning time, such as PLC time, for teachers and leaders to learn together Have deep understanding of and laser-like focus on high-impact assessment practices that differentiate instruction

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	<p>and choice as a powerful precursor to learning through the process of Accountable Talk</p> <ul style="list-style-type: none"> Co-reflect daily with students using work samples to build their ability to identify success in their own work and to apply a fix-up strategy when success is not evident 	<p>Accountable Talk is the centerpiece of classroom assessment and instruction as teachers make time for students to precisely describe their learning</p> <ul style="list-style-type: none"> Align selection of texts in reading, writing, speaking, and creating text with the Learning Intention and SC from curriculum 	<p>literacy acquisition in short, focused guided reading sessions</p> <ul style="list-style-type: none"> Think about planning for instruction that includes whole group, small group, and individual students Set learning goals with each student through student-teacher conferencing 			<ul style="list-style-type: none"> Work with staff to co-determine clear expectations for using evidence of “expected effective practices” in every classroom Be aware of and remove barriers to building purposeful PLCs in which all voices are heard as equal Take teachers to see high-impact practices in demonstration classrooms

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	<ul style="list-style-type: none"> Build the knowledge and skills of every student to be able to use the SC to review his or her own work and give feedback to others 	<ul style="list-style-type: none"> Teach the skills of “reading to learn” and ensure they are explicit in every content area (e.g., all sciences, math, art, health, geography) Monitor that reading and writing are explicitly taught in every lesson Identify factors that influence students’ thinking and other peoples’ thinking and replicate them 	<ul style="list-style-type: none"> Know the expected targets and monitor progress to achieve the expected levels Celebrate every small win! 			<ul style="list-style-type: none"> Monitor improvement by getting into classrooms daily, conducting Learning Walks and Talks to collect data that become evidence of PL still needed Ask the 5 Questions during Learning Walks and Talks to determine how clear and intentional teachers are in their instruction

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		<ul style="list-style-type: none">• Teach students to communicate with clarity and precision• Have students select multiple pieces of evidence to support their thinking• Have students select appropriate strategies to describe their thinking• Ask questions to clarify and extend students' understanding				<ul style="list-style-type: none">• Gather data during Learning Walks and Talks about early adopter teachers who can reach out and guide the learning of other teachers• Feedback to staff regarding the data collected through Learning Walks and Talks and reexamine if PL is relevant and reflects the

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4. Principals and Leaders as Learners	<ul style="list-style-type: none"> Have an expectation that every teacher relates every lesson to the unpacked Learning Intentions and co-constructed 	<ul style="list-style-type: none"> Model “how to” first then provide ongoing opportunities for students to peer- and self-assess through Descriptive Feedback based only on the SC Have an expectation that curriculum input (teaching) and output (learning) align to Learning Intentions and SC and progress 	<ul style="list-style-type: none"> Lead the second-order change/cultural shift required for “good first teaching” of reading 	<ul style="list-style-type: none"> Lead second-order change/cultural shift and changed practice through co-planning, co-teaching, co-debriefing, and co-reflection (4 C’s) cycle 	<ul style="list-style-type: none"> Set SMART goals about student achievement during units of work Turn SMART goals into a Collaborative Inquiry question 	<ul style="list-style-type: none"> data collected or not—making new PL goals possible Build trust and relationships by doing the work together Know that the standard you walk by is the standard you accept

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	<p>SC and that the visible evidence of Descriptive Feedback to students is against the SC</p> <ul style="list-style-type: none"> Know whether the Learning Intentions and SC are the right Learning Intentions and SC by using the curriculum expectations and achievement charts Use Learning Walks and Talks to ask students the 	<p>student learning to successful completion of assessment tasks in all subject areas</p>	<ul style="list-style-type: none"> Manage the first-order change/organizational requirements to ensure every teacher of K–2 can implement modeled, shared, guided, independent reading and writing in large blocks of instructional time Use Learning Walks and Talks daily to stay in touch with 	<ul style="list-style-type: none"> Ensure that collaboration between teachers is focused on curriculum teaching and learning Build the capacity of teachers through embedded PL via an instructional 4 C's coaching cycle Use the 4 C's cycle alongside teachers to understand and refine classroom practice and target PL needed 	<ul style="list-style-type: none"> or a hypothesis using if/then statements Monitor the progress toward achieving SMART goals during units of work Review student work regularly against the SC to determine the success of teaching Use SMART goals to monitor progress and to provide Descriptive Feedback to self and staff about 	<ul style="list-style-type: none"> Be a Knowledgeable Other for staff, parents, and students Mobilize all staff to develop a culture of learning and an inquiry stance to strengthen practice Develop aspiring leaders to sustain the improvement work

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	5 Questions and see alignment from student answers to the Learning Intentions, SC, Descriptive Feedback, peer- and self-assessment, and individual and goal setting		<ul style="list-style-type: none"> classroom practice and collect data on next steps for PL Plan, teach, and reflect alongside teachers to understand classroom practice and target PL Use Data Walls and CMIMs to monitor the progress of students toward 		<ul style="list-style-type: none"> the learning happening across the school Monitor student metacognition to ensure students understand what they are learning and how they can be successful in that learning Use Data Walls to monitor the progress of student growth and achievement toward expected learning targets Celebrate success with colleagues 	

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5. Early and Ongoing Intervention	<ul style="list-style-type: none"> Use evidence of metacognition (students can articulate how they learn) to determine if students 	<ul style="list-style-type: none"> Have students determine, using evidence, whether they have achieved the Learning Intention and SC in every 	<p>expected levels</p> <ul style="list-style-type: none"> Provide “triage” if students not progressing 	<ul style="list-style-type: none"> Use co-debriefing and co-reflection to identify how well students have learned what was taught 	<ul style="list-style-type: none"> Mobilize knowledge gained in improvement and lessons learned with a Learning Fair so everyone knows what success looks like and what to do to eliminate barriers to success Use carefully co-planned collaborative inquiries to understand students’ thinking 	<ul style="list-style-type: none"> Understand and communicate the critical importance of kindergarten (year before Grade 1) in

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	<p>understand the Learning Intention and SC set out in the standards/curriculum expectations</p> <ul style="list-style-type: none"> Use evidence of learning and self-regulation to determine how explicitly they can articulate their learning and what needs to be taught next to bring them closer to success 	<p>subject area lesson</p> <ul style="list-style-type: none"> Reteach a concept in a new way in a mini-lesson or at the guided table when students do not get a concept Use the GRR to model, share, guide to attain interdependence in the learning required through whole class, small group, and individual instruction 	<p>about the next text required to extend their comprehension and fluency</p> <ul style="list-style-type: none"> Dialogue at least weekly on informal running records to determine the flexible groupings of students for reading and writing instruction Use the GRR model to plan literacy instruction for all students 	<ul style="list-style-type: none"> Use reflection to make decisions about the next level of instruction required to extend learning Use data-informed instruction when deciding who needs to come to the guided table Model “data today is instruction tomorrow,” ensuring that teachers know what the learning spaces look like when effective, literacy instruction is in place, GRR 	<ul style="list-style-type: none"> Base collaborative inquiries on the needs of students as gleaned through observation, assessment, and intently hearing student voices 	<p>developing students as life-long learners</p> <ul style="list-style-type: none"> Know every FACE and be responsible and accountable for each: leaders can call each student by name Ensure the best teachers (not teacher aides) are teaching the most struggling learners every day

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	<ul style="list-style-type: none"> Answer “What are you learning? Why?” “How are you doing?” “How do you know?” “How can you improve?” “Where do you go for help?” Understand the link between the 5 Questions and the Assessment Waterfall Chart and use it to self-assess the CLARITY of the instruction 	<ul style="list-style-type: none"> Know what and how to model by ‘thinking aloud’ to meet all students at their point of need and extend their ability to meet the curriculum expectations Articulate what teaching scaffolds are required for those students to achieve the SC 	<ul style="list-style-type: none"> Use the three cueing systems/ miscue analyses to analyze texts to plan the teaching to meet all students’ needs 	<ul style="list-style-type: none"> Decide what further scaffolds need to be provided for students who need different, more intense instruction at the guided table 		<ul style="list-style-type: none"> Use multiple sources of data, including student work, to measure impact on student learning Know that hope is not a strategy: all teachers are intervention teachers and know how to teach all students

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<p>6. Case Management Approach</p>	<ul style="list-style-type: none"> Believe that every teacher is a prevention and intervention teacher Implement two prongs of the case management approach: <ol style="list-style-type: none"> Data Walls and 2. case management meetings (CMMs) Begin every meeting with a discussion at the Data Wall 	<ul style="list-style-type: none"> Intentionally teach the specific literacy skills required for successful completion of cognitively demanding tasks in subject area lessons Provide every student with a clear understanding of the expectations for successful learning Reflect on student learning with 	<ul style="list-style-type: none"> Use continuous formal and informal running records to monitor reading progress Sit in front of the Data Wall with colleagues to get agreement on the evidence presented to justify student movement on the Data Wall 	<ul style="list-style-type: none"> Organize the schedules for and the attendance at CMMs Provide operating norms, templates/ protocols, and student work samples for everyone at CMM to ensure that CMMs run efficiently Determine from the evidence of learning/ metacognition when support for teaching and learning is required by expediting this support at a CMM 	<ul style="list-style-type: none"> Sit in front of Data Walls for regular monitoring of CI questions to ensure progress of all students Create Data Walls that show evidence of learning and achievement and use this evidence to find out more during the CI process Provide support through CMMs when evidence of learning does not demonstrate the learning needed to progress each student forward 	<ul style="list-style-type: none"> Create a sense of collective urgency to ensure success for all students Co-construct a Data Wall with all staff Not have all the answers but be open to all thought-provoking questions to learn alongside staff, so Data Wall is everyone's wonder wall

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	<ul style="list-style-type: none"> Conduct a Data Wall walk weekly with a colleague and leave with questions to consider Present evidence of learning and learning of student metacognition to colleagues to determine whether students understand what is required of them to demonstrate their learning 	<p>the whole class to determine where success has been demonstrated, what has been “fixed up” or changed to cause learning and how to apply the new learning</p> <ul style="list-style-type: none"> Keep track of successful strategies learned on a class anchor chart or learning journey map 	<ul style="list-style-type: none"> Use benchmarks as indicators to know what successful progress needs to look like and where to go for help when students do not meet expectations Determine which students of concern will be brought forward to a 20-minute CMM 			<ul style="list-style-type: none"> Lead the sorting of data that is most relevant to know all FACES and determine what instruction is needed next and who needs to come to a CMM Know that it is not the level that a student is on or grade achieved, but the instruction needed to move the students to the next level that is important in the Data Wall discussions

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	<p>successfully and move to the next level on the Data Wall</p> <ul style="list-style-type: none"> Hold 20-minute CMMs focused on students from the Data Wall or teacher-nominated students (one student at a time) who teachers are struggling with to provide the right instruction to grow and be extended 	<ul style="list-style-type: none"> Nominate students from the Data Wall (based on a piece of student work) to come to regularly scheduled CMMs Collect evidence of learning and metacognition daily and use this to seek support for teaching and learning at a case management 	<ul style="list-style-type: none"> Present the issue of instruction that a teacher wants help with; the teacher discusses what s/he has already tried; a student come to the CMM through a work sample 			<ul style="list-style-type: none"> Use relevant data to focus staff learning on knowing all FACES Start small and grow the Data Wall to provide what staff want to know about each FACE Ensure that data informs differentiated instruction the very next day for all students Attend and participate in Data Wall

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	<ul style="list-style-type: none">• Agree to try the recommended strategy while those around the CMM table support the application of the selected strategy through a deliberate instructional coaching cycle• Report back on the success—or not. The cycle is continuous	meeting when student learning does not meet the curriculum expectation or assessment demands				<p>building and in CMMs that are focused on support for the teacher about instruction</p> <ul style="list-style-type: none">• Ensure time in the school day is set aside to implement a case management approach

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
7. Professional Learning at Every Staff Meeting and During PLC Time	<ul style="list-style-type: none"> Build professional knowledge to ensure that teachers and leaders are able to analyze curriculum expectations and assessment demands to create the right Learning Intentions and SC so students can self-assess accurately 	<ul style="list-style-type: none"> Make the Assessment Waterfall Chart visible in every lesson and unit of study (Sharratt & Harild, 2015) Build professional knowledge to ensure that teachers and leaders can make the right choices about the texts/resources used to expand/extend students' 	<ul style="list-style-type: none"> Make links from curriculum expectations to the teaching of early leveled reading. Model the use of the three cueing systems to ensure teachers and leaders can teach students the required knowledge and skills for successful 	<ul style="list-style-type: none"> Engage with research and documented PL experiences of teachers and leaders to impact students' learning Reflect on and identify teachers', leaders', and own PL needs Work alongside the instructional coach to learn new practices that highlight students' thinking 	<ul style="list-style-type: none"> Find time at staff meetings and during dedicated PLC time to develop a process of CI that aligns to the student data and needs of all staff Ensure that PL at staff meetings is a joint venture between leaders and teachers Promote the expertise of teachers to work alongside other teachers and to learn together 	<ul style="list-style-type: none"> Put operational issues on memos so that meeting time is entirely devoted to learning Intentionally provide opportunities for teachers to lead the learning alongside leaders Feel confident that teachers can guide the learning of other teachers when their

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
	<ul style="list-style-type: none"> Build professional knowledge to ensure that teachers and leaders are able to give and get feedback about student work on a daily basis, only using the co-constructed SC for that feedback 	<p>thinking and learning in alignment with curriculum expectation and assessment demands</p> <ul style="list-style-type: none"> Use expectations and resources from across subject areas to develop a cross-curricular literacy focus Teach each other at meetings to pull out intentional literacy skills in every subject area lesson 	<p>reading, writing, speaking, listening</p> <ul style="list-style-type: none"> Monitor student application of those skills via running records and flexible guided reading and writing groups 		<ul style="list-style-type: none"> Review evidence of learning and metacognition on a weekly basis to see progress in student learning toward the curriculum expectation and assessment demands of units of work Use all meetings to hold rich discussions about practice and track progress in student learning Persistently ask the question of everyone: How do you know all students are learning? 	<p>practices are noticed as making a difference</p>

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Level Literacy K–2	Instructing Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
8. In-School Grade/Subject Meetings to Collaboratively Assess Student Work	<ul style="list-style-type: none"> Discuss curriculum expectations and assessment demands of current units of work to build a deeper knowledge of what successful learning looks like Discuss ways to co-construct SCs and exemplars to ensure that students understand how they are to be assessed 	<ul style="list-style-type: none"> Understand what the Third Teacher (the learning environment) looks like when co-constructed. Establish rationale why K–12 teachers must co-construct the learning spaces with teachers in order to achieve a print-rich, co-owned learning environment Discuss with colleagues the power of 	<ul style="list-style-type: none"> Make collaborative decisions about student progress, flexible groupings, and the next texts required using student work samples Support each other to be able to teach all students Cheer for each other when students and teachers achieve and grow together 	<ul style="list-style-type: none"> Review evidence of learning that shows the impact of PL on student outcomes Demonstrate changed classroom practice and gather evidence the practice is making a difference Use the collaborative assessment of student work to spark conversations about instruction and deeply reflect on assessing students' thinking through work 	<ul style="list-style-type: none"> Observe the agreed-upon operating norms of CI at the beginning of all meetings Discuss if/then statements created by teachers and leaders within the “assess needs” phase of the CI cycle and the evidence collected that shows changed teachers' practice Sit in front of the Data Wall and discuss, case by 	<ul style="list-style-type: none"> Attend meetings and “be fully present” as a gift to teachers and an expectation of yourself Empower leaders and teachers together as creators and curators of knowledge in an open-to-learning stance Model what a lead learner looks like every day

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
	<p>and what successful learning looks like</p> <ul style="list-style-type: none"> Use the scrutiny of strong and weak examples to assist students in knowing what expected work looks like Develop co-constructed anchor charts as visual prompts and clear expectations for students 	<p>hearing student voice in every classroom</p> <ul style="list-style-type: none"> Make collaborative decisions about the selection of resources required to ensure students take in and apply information aligned to the Learning Intention and SC Use collaborative assessment of student work protocol to build 		<p>samples in order to change practice and know next steps for instruction</p> <ul style="list-style-type: none"> Lead and listen to the conversations of others focused on what constitutes evidence of student thinking Ask the courageous questions: “How do you know the impact of your practice on students’ thinking?” “How do you know you are making a difference?” 	<p>case, the evidence and the “why” of student growth and achievement, then together move the FACES on the Data Wall accordingly</p> <ul style="list-style-type: none"> Present evidence of student learning and thinking (metacognition) to colleagues to demonstrate progress in unit of work under review 	<ul style="list-style-type: none"> Give others space to think, reflect, talk, and demonstrate their learning

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	<ul style="list-style-type: none"> Investigate the benefits of performance walls in classrooms so that students can see and articulate what their next level of work is Use student work to focus on peer- and self-assessment and students being able to set their own learning goals 	a collective understanding of what successful learning looks like in current units of work				

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
9. Multi-Modal and Levelled Resources are Centralized	<ul style="list-style-type: none"> Access to resources necessary to establish classroom learning walls and “Bump-It-Up” walls that make visible the Learning Intentions, SC, and strong and weak examples of student work Plan for the co-construction of learning spaces where curriculum-aligned “just 	<ul style="list-style-type: none"> Assess the resources needed to ensure that the Third Teacher (the learning environment) stimulates students’ interests and thinking Locate the resources, including “just-right” texts and technologies, in the hands of students for point-of-need instruction 	<ul style="list-style-type: none"> Access multiple copies of texts to allow small groups of students to read together using GRR approach Know how to teach using a variety of texts at students’ instructional level, as one size does not fit all 	<ul style="list-style-type: none"> Access the time and expertise needed to enable teachers/leaders to work together in an instructional coaching cycle 	<ul style="list-style-type: none"> Provide time and expertise to empower teachers/leaders to work together in a nonhierarchical way Find the resources to mobilize the knowledge gained from the CI and share that knowledge with others from the whole school and across the district Provide encouragement for teachers 	<ul style="list-style-type: none"> Ensure that all teachers and students have equal and timely access to “just-right” resources, including time, research, and materials from outside experts, to stimulate thinking about practice Cull outdated materials by developing a shared understanding of open access

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Parameter	Assessment Literate Learners right” reading and multi-modal texts are readily available for all teachers at students’ point of need	Teaching With a Literacy Focus K–12 <ul style="list-style-type: none"> Access the technology required to allow students to view the work of other students to identify evidence of the SC 	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry and leaders to write up their research and findings to mobilize knowledge across schools	Leadership Skills and Behaviors and sharing “just right resources” aligned to the curriculum <ul style="list-style-type: none"> Ensure that teachers and students practice self-reflection in determining the best resources for identified needs Put in place a process to “quality assure” all resources used and insist on inclusive, bias-free materials
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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
<p>10. Commitment of System and School Budgets to Literacy Learning</p>	<ul style="list-style-type: none"> Model what access to resources and technology looks like in order to create critical thinking learning environments that make expectations obvious to students 	<ul style="list-style-type: none"> Determine what access to multi-modal resources is needed Allow time and funds to access relevant resources, including ongoing technology training to seamlessly integrate high-impact digital and print-rich resources and research into every learning space 	<ul style="list-style-type: none"> Ensure access to resources and technology to teach using a GRR approach Allow access to resources and technology to monitor student progress toward the expected targets 	<ul style="list-style-type: none"> Find budget so that all teachers can access and learn from Knowledgeable Others, resources, and technology inside and external to schools and systems Carve out the time necessary to deliver professional knowledge through an instructional coaching model: use the 4 Cs of co-plan, co-teach, co-debrief, and co-reflect and assess needs 	<ul style="list-style-type: none"> Use continuous data collecting and reflecting to inform the inquiry cycle Commit to staying the course until answers to increasing all students' achievement are found, recorded, shared, and celebrated Ensure that time for Accountable Talk about students' growth and progress are at the center of the CI learning 	<ul style="list-style-type: none"> Share the co-constructed vision and then do the work alongside teachers so that resources are strategically deployed and differentiated by knowing the culture and the needs of all learners: students and teachers Know that one size does not fit all

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				<ul style="list-style-type: none"> Allow time for all staff to develop facilitation skills in collaboration that will benefit students' and teachers' learning together 		<ul style="list-style-type: none"> Know that time and expertise are major budget commitments made to ensure that all students and teachers are growing and achieving Make equity and excellence the gold standard that is achievable for all Articulate that everyone is accountable for funding based on improved student outcomes

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
11. Collaborative Inquiry (CI) Is Focused on Students	<ul style="list-style-type: none"> Monitor students' understanding of the Learning Intentions and SC via learning walls, anchor charts, strong and weak examples, print and digital representations 	<ul style="list-style-type: none"> Monitor student level of achievement data in reading, writing, and mathematics at regular, predetermined intervals Monitor student progress toward achievement in 	<ul style="list-style-type: none"> Monitor student progress toward expected achievement standards/curriculum indicators in K–2 Continue to be "present" 	<ul style="list-style-type: none"> Monitor if/then statements as the articulation of PL needs and verify the evidence that shows changed professional practice and increased student outcomes because of the evidence tabled 	<ul style="list-style-type: none"> Use the CI cycle to move teachers and leaders along to celebrate small wins in achieving the goal of all students progressing one year for one year at school 	<ul style="list-style-type: none"> Ensure that the hiring of Knowledgeable Others with strong interpersonal skills who work alongside teachers and leaders is a key priority Lead the learning by modeling an "open-to-learning stance" Articulate clearly the what, why, and how we are doing this work together

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
	of learning and Descriptive Feedback that make the SC obvious to students	current units of work	at the Data Wall, debrief in front of it, and present evidence-based work samples to move students along at the Data Wall		<ul style="list-style-type: none"> Conduct regular Learning Walks and Talks as diagnostic and formative assessment to find evidence of CI and whether all students are progressing Use the 5 Questions in the Learning Walks and Talks to collect data to determine the next level of PL needed 	<ul style="list-style-type: none"> Start with data at every session Roll up sleeves and model lead learner characteristics such as showing up and participating Use student work as the leveler at all meetings Ensure every idea is heard and valued

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
						<ul style="list-style-type: none">• Find the time to celebrate small wins• Model that lead learners are researchers and scholars by co-writing the CI as a case study• Ask each other, “What evidence are you collecting that your PL is making a difference to students’ achievement?”• Ask self, “What evidence of

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
12. Parental and Community Involvement	<ul style="list-style-type: none"> Ensure all families have access to and understand the Learning Intentions, SC, and Descriptive Feedback for units of work 	<ul style="list-style-type: none"> Allow texts to go home for units of work Establish student-led conferences with families in place of parent-teacher conferences for students to articulate what their successful 	<ul style="list-style-type: none"> Ensure access to independent reading leveled texts for home reading Have parents comment in a reading log on the reading done at home 	<ul style="list-style-type: none"> Seek leader support to find the time during the school day for the instructional coaching cycle as a means of providing PL to teachers, leaders, students, and parents Provide a connection between the importance of coaching in school 	<ul style="list-style-type: none"> Seek community understanding of CI as a means of progressing students' learning toward their learning goals 	<p>your PL sessions do you see/hear in classrooms?"</p> <ul style="list-style-type: none"> Share the learning with other schools Acknowledge that parents are students' first teachers Know how to get supportive information from parents to help in teaching their children Acknowledge that blaming, naming, and shaming have

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
		<p>learning looks like and their next steps</p> <ul style="list-style-type: none"> Know the backgrounds of the students sufficiently to support the students, so you do not place them in positions of conflict or stress in the class or at school 	<ul style="list-style-type: none"> Ensure all families are aware of indicators of success and their child's progress toward them, on an ongoing basis 	<p>and the importance of the coaching of sports teams in the community</p>		<p>no part in the teaching of all students</p> <ul style="list-style-type: none"> Reach out to parents where they gather instead of always expecting parents to come into the school Establish the school as an important hub of the community Stretch your thinking to include the community as equal partners in the success of all students

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
13. Cross-Curricular Literacy Connections	<ul style="list-style-type: none"> Understand the curriculum expectations and standards by deconstructing the Learning Intentions and co-constructing the SC and pulling out the literacy skills in every unit of work, at every year level, in every learning area 	<ul style="list-style-type: none"> Ensure thoughtful selection of texts that are accessible and interesting to all students in all subjects Use the right Learning Intention and SC and Descriptive Feedback Collectively assess student work against the SC across the grade levels and disciplines to give group 	<ul style="list-style-type: none"> Believe that literacy learning surrounds young learners in classrooms and envelopes them in a print-rich, joyful learning environment Expose students to the rich literature available, introducing them to authors, illustrators, genres, and concepts of print early in K 	<ul style="list-style-type: none"> Provide PL about teaching with a literacy focus via an instructional coaching cycle, such as the 4 C's, in all subject areas, K–12 	<ul style="list-style-type: none"> Monitor evidence of student learning and metacognition against the standards/achievement charts in all learning areas Bring teachers and leaders together, using a CI protocol, for sharing the impact of evidence across the learning areas across all schools in a system 	<ul style="list-style-type: none"> Lead the learning sharply focusing on reducing the variation in practice between classrooms—an equity issue Make the timetable work so that coaches can work alongside teachers during the school day using the 4C's approach Set up demonstration classrooms so

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
		and individual Descriptive Feedback	<ul style="list-style-type: none">Understand that every activity is filled with opportunities for young learners to make connections between what they are learning and themselves, the texts, and their worldCapitalize on curiosity and interests of young learnersTake all opportunities			that teachers can go with principals to see what high-impact practice looks like and then take action back at their schools

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Leveled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
14. Shared Responsibility and Accountability	<ul style="list-style-type: none"> Model and monitor taking responsibility for all learners Ensure that all learners know what they are learning, how to be successful in their learning, how to use Descriptive Feedback to improve, 	<ul style="list-style-type: none"> Facilitate skills needed to teach literacy across the content areas and take responsibility for teaching each FACE with precision Ensure that all teachers and leaders take responsibility for providing students with 	<p>to use multi-modal texts to teach all students to read, write, and think critically</p> <ul style="list-style-type: none"> Set expectations that all students will read with fluency and comprehension by the end of Grade 1 	<ul style="list-style-type: none"> Establish routines and protocols to deliver PL through an instructional coaching 4 C's cycle Co-plan the right Learning Intentions and SC and relate every lesson to them Co-teach with a literacy focus Co-debrief on how the lesson went against the SC 	<ul style="list-style-type: none"> Reflect on the if/then statements to collect evidence of changed professional practice Ensure that all teachers and leaders take responsibility for regularly monitoring learning to show progress toward the expectations 	<ul style="list-style-type: none"> Lead a consensus-building process to co-create a shared vision of improvement for all students Use data to co-determine a singular focus for improvement

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Parameter	Assessment Literate Learners	Teaching With a Literacy Focus K–12	Early Levelled Literacy K–2	Instructional Coaching Cycle	Collaborative Inquiry	Leadership Skills and Behaviors
	<p>and how to set their own learning goals in all units of work, in all learning areas</p>	<p>accessible texts in their hands in every lesson</p> <ul style="list-style-type: none"> Ensure that all teachers and leaders in every lesson take responsibility for students producing work that is aligned with the assessment demands Know that the performance tasks are curriculum aligned, cognitively demanding, open ended, 		<ul style="list-style-type: none"> Co-reflect on student learning to determine how successful the assessment and instruction were Make decisions about and act on the instruction still required by some students 	<ul style="list-style-type: none"> Know that questions answered during the CI evoke more questions and that the CI cycle is an unending, powerful form of teacher and leader professional development and learning 	<ul style="list-style-type: none"> Put FACES on Data Walls and establish regular, ongoing CMIMs to lift the learning of all students Be in every classroom and school frequently so that all students are known by name Take responsibility for supporting teachers to enact their if/then statements

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		<p>and include higher-order thinking challenges</p> <ul style="list-style-type: none"> • Take student growth (or not) as feedback about the success (or not) of instruction and PL sessions • Ensure that all teachers and leaders take responsibility for monitoring student learning in every lesson to determine the impact of their teaching 				<p>to lead their own professional investigations</p> <ul style="list-style-type: none"> • Plan to celebrate small wins throughout the school year and not wait until year end • Conclude the year with a Learning Fair that mobilizes learning so that knowledge learned by a few is shared with many!

Source: C. Tracey Petersen and Lyn Sharratt, 2018.

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