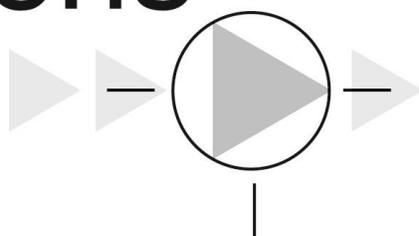


The
Literacy
LensTM |



A K-12 Literacy Audit

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About Angela Peery, Ed.D.

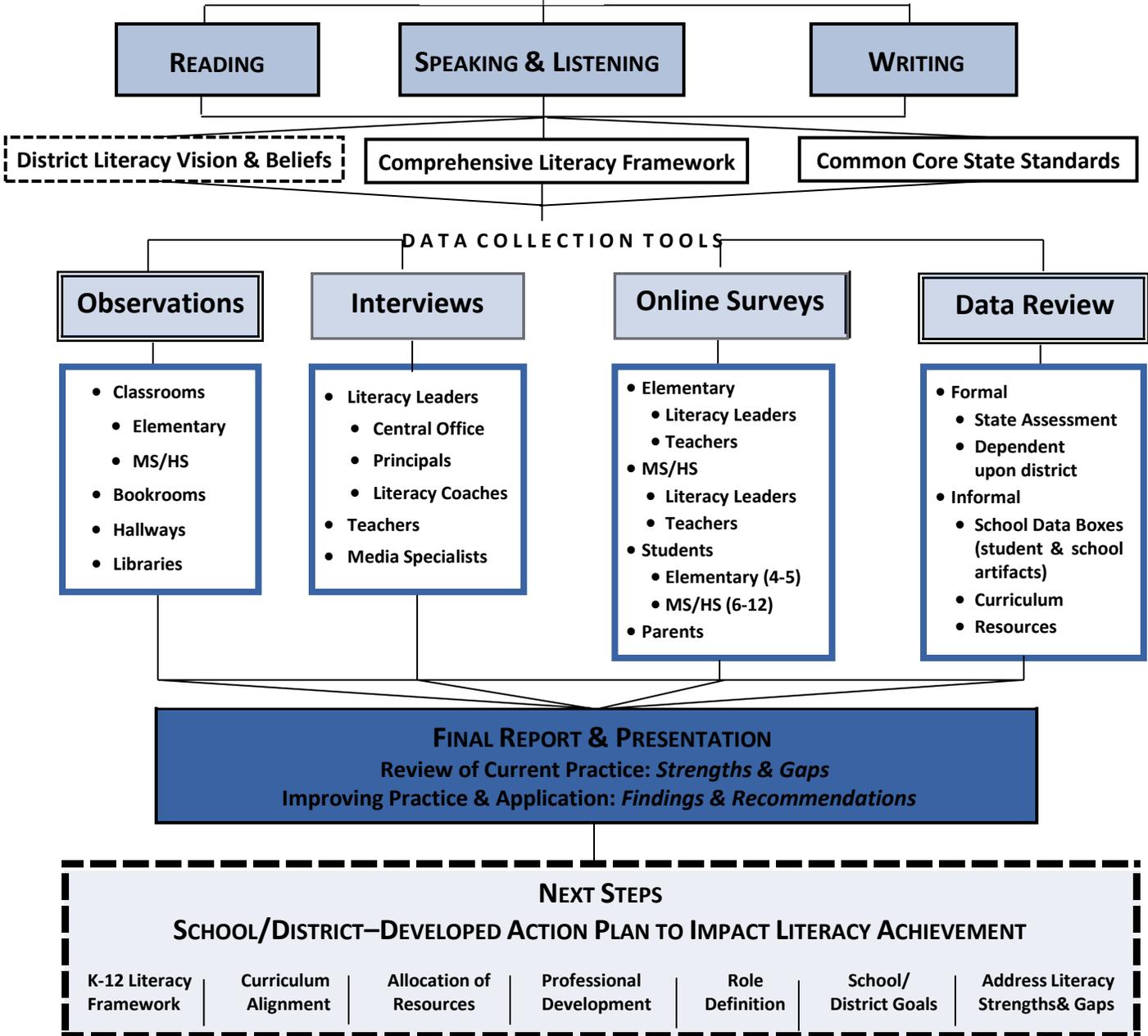
Lead Consultant

Angela Peery is a consultant and author with three decades of experience as an educator. Since 2006, she has made more than 1000 presentations and has authored or co-authored 13 books. Angela has consulted with educators to improve teacher collaboration, formative assessment, effective instruction, and literacy across the curriculum. In addition to her consulting work, she is a former instructional coach, high school administrator, graduate-level education professor, and English teacher at the middle school, high school, and college levels. Her wide range of experiences allows her to work shoulder to shoulder with colleagues in any setting to improve educational outcomes.

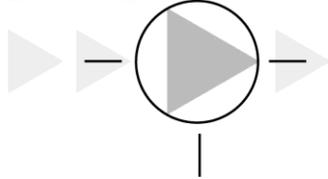
Angela has been a Courage to Teach fellow and an instructor for the National Writing Project. She maintains memberships in several national and international education organizations and is a frequent presenter at their conferences. Her book *The Data Teams Experience: A Guide to Effective Meetings* (2011) supports the work of professional learning communities, and her most recent publications with Solution Tree and work with teachers and literacy leaders highlight the importance of teaching academic vocabulary.



Twitter
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The Literacy Lens™



literacy audits with literacy experts

What

a research-based review and analysis of the literacy environment, practices, resources, and policies in a school or district

Why

to help educators identify areas of strengths and gaps for defining data-driven steps to improve the literacy environment and practices to positively impact reading and learning

Features

- observations
- custom surveys
- custom interviews
- formal & informal data review
- actionable recommendations

Benefits

- custom audit to meet your goals and needs
- identify literacy strengths and gaps
- no additional workload for administrators
- expert reviewers with diverse experience
- access to experts to get your questions answered
- develop a comprehensive K-12 literacy framework
- align curriculum across and between grade levels to meet the Common Core
- define professional development needs
- strategically allocate resources
- develop actionable short- and long-term goals around literacy improvement

Custom Options

Zoom

a ***focused review*** and analysis that zooms in on a specific aspect of literacy practices or policies

Snapshot

a ***snapshot review*** and analysis that focuses on literacy practices, environment, and policies

Wide Angle

a ***comprehensive review*** and analysis that provides an in-depth examination of the literacy environment, practices, resources, and policies

“ Too often in education, we start with the answers before we have understood the problem we’re trying to solve. ”

Tony Wagner

Co-Director of the Change Leadership Group

The Literacy Lens Audit

- **The Literacy Lens® helps educators take a step back, and examine literacy in a comprehensive manner to meet the rising demands of the Common Core Standards.** For too long, well-meaning educators have reached for the latest curriculum, core reading program, software program, or educational fad, to improve literacy learning. **The Literacy Lens Audit is designed to stand in the gap.**



- **The Literacy Lens is a four-step process that identifies a school or district’s literacy strengths and gaps.** The results and recommendations help educators deeply understand literacy within their school or district. Then, along with the Literacy Team, leaders can define data-driven steps for improving literacy learning and achievement to meet expectations of the Common Core.



For many administrators, the idea of auditing your literacy program seems overwhelming or too time-consuming.

- Based on the work we've done with educators, we find that many want to closely examine *or audit* their literacy programs, but most don't know where to start. Some have started the review process but, like many busy administrators, got pulled in another direction. Others have tried to solve the issue by purchasing new curriculum and programs that provided short-term gains but no long-term plan. Maybe you're wondering if you'll ever find the time to do a thorough review.



An Objective, Research-Based View of Literacy in Your School or System

- When you work with our team, we implement a **carefully designed four-step process** (see full-page visual on page 5) to determine your literacy strengths and gaps in order to determine short- and long-term goals to improve literacy learning and achievement in your setting.
- **We've developed observation protocols, surveys, and interviews** that help us see the big picture as well as small details that allow us to expertly provide specific, actionable recommendations for improvement.

The Literacy Lens: *Features*

- **Conference:** We'll schedule a **conference** (virtual or in person) with your leadership team so that we have a clear idea of your vision and goals for the audit. You'll also clearly understand next steps, anticipated timeframes, and details of the audit.
- **“What to Expect” Information:** We provide a public relations tool for you to use with teachers and parents informing them of the purpose of the audit and what to anticipate.
- **Interviews:** One-on-one interviews with teachers, building leaders, instructional coaches, and administrators.
- **Surveys:** Custom-designed surveys for four groups — administrators, teachers, parents, and students (grades 4- 12). Surveys are based on research-based best practices *and* your goals and needs.
- **Observations:** Observations across classrooms, hallways, and media centers
- **Data Review:** Formal and informal data review
- **Recommendations:** Clear, actionable recommendations specifically tailored to your setting
- **Data-Driven Direction:** Direction and recommendations you need to determine short- and long-term goals for literacy improvement to meet the Common Core Standards or your state standards
- **Report:** Practical, easy-to-navigate report (print and online)

“Lebanon Community Schools has experienced a vast improvement in our instructional models and overall effectiveness of our balanced literacy programs since The Literacy Lens Audit.”

Dr. Robert Taylor
Superintendent
Lebanon Community Schools



The Literacy Lens: *Benefits*

Working with an experienced literacy team brings many benefits. These include:

- **Experience:** Literacy experts who bring a wealth of real-world knowledge and experience to the literacy review;
- **Objectivity:** An objective, third-party, unbiased, *custom* review;
- **Timeliness:** An audit can be planned, conducted, and completed in a relatively short amount of time with little or no disruption to school/district activities;
- **Access to Literacy Experts:** Throughout the audit, you have access to literacy experts to have your specific questions about curriculum, assessments, instruction, and resources answered;
- **Best-Practice Lens:** The benefit of a best-practice lens that comes from experience, advanced education, and working with many diverse schools and districts; and
- **Ability to Carry on Your Work:** The ability to continue your demanding professional work uninterrupted by an audit.

Results of the Audit

A plan for improving literacy is empowering. The results of the Literacy Lens provide school and district leaders with tools and steps to move literacy forward.

The results of the audit provide:

- **Actionable Steps:** Provides manageable short- and long-term steps to literacy improvement.
- **Resource Allocation:** Better use the physical and human resources you have to align with literacy goals.
- **Clear Vision:** Brings clear vision for school and district teachers, coaches, principals, and administrators.
- **Literacy Framework:** Provides a framework for instruction, assessment, leadership, and support structures.
- **Curriculum Alignment:** Framework and map for horizontal and vertical curriculum alignment.

As leaders, the time to get ready for the Common Core is *now*. **Now is the time to step back and examine literacy in your school or district.** By understanding your literacy strengths and gaps coupled with support structures and a clear plan for improvement, **you will be ready to meet today's literacy challenges.**

Literacy Observation Protocols | Samples

THE LITERACY LENS™
Elementary Observation Checklist

School: _____
Date: _____
Teacher: _____ **GL**
Observer: _____
Pictures: _____

Classroom Layout Approx # of Students: _____

Instruction: (description of instructional activity)

Grouping

___ lecture (teacher-directed)
___ group discussion
___ whole group instruction
___ small group instruction
___ individual instruction

Reading

___ paired reading
___ shared reading
___ guided reading
___ independent reading

Writing

___ paired writing
___ shared writing
___ guided writing
___ independent writing

CLASSROOM OBSERVATIONS	Not Apparent	To Some Extent	Present
Literacy Environment			
• room is clean, organized, & inviting			
• table or area for small group instruction			
• items in room labeled with words or pictures (K/1)			
• dramatic play area (K/1)			

Elementary Protocols

LITERACY ENVIRONMENT	Not Apparent	To Some Extent	Present
• manipulatives for teaching			
• Subject area charts or posters: (e.g., alphabet, vowels/consonants, 6+1 traits) <input type="checkbox"/> teacher made <input type="checkbox"/> student made <input type="checkbox"/> commercial			
• motivational posters: <input type="checkbox"/> teacher made <input type="checkbox"/> commercial			
• anchor charts: <input type="checkbox"/> teacher made <input type="checkbox"/> student made			
• word walls: <input type="checkbox"/> teacher made <input type="checkbox"/> commercial type of words:			
• Other posters/flyers/banner			
• Calendar/ school or class rules / announcements / school activities / standards / newspaper articles			
• worksheets (describe)			
• Student Work description: o Writing / projects / art work			
• writing supplies [pencils, markers, paper]			
• electronic technology [Smart Boards®, ELMO, media projector ...]			
• miscellaneous: plants / lamps / storage			

CLASSROOM LIBRARY	Not Apparent	To Some Extent	Present
• book corner – space dedicated to reading			
• Display: a) books labeled for easy access b) books displayed in attractive, inviting arrangement			
• approximate number of books in library:			
• approximate number of books per student <input type="checkbox"/> fewer than 15 <input type="checkbox"/> 16-25 <input type="checkbox"/> more than 25			
• eLibrary (online) access (describe):			
• big books (K/1)			
• leveled books (for small group reading)			
• varied difficulty & readability (low level & more challenging books)			

THE LITERACY LENS™
Middle School/High School Protocol

School: _____
Date: _____
Teacher: _____ **GL**
Observer: _____
Subject Area: _____
Pictures: _____

Classroom Layout Approx # of Students: _____

INSTRUCTION: (description of instructional activity)

Grouping

___ whole group instruction
___ small group instruction
___ individual instruction

Format

___ lecture (teacher directed)
___ discussion

Type of Questioning

___ low-level
___ higher-order questions

Engagement

___ low/passive
___ kids are somewhat engaged
___ kids are engaged & involved

Secondary Protocols

LITERACY OBSERVATIONS	Not Apparent	To Some Extent	Present
Classroom Environment			
• Subject area charts or posters: <input type="checkbox"/> teacher made <input type="checkbox"/> student made <input type="checkbox"/> commercial			
• Pictures: <input type="checkbox"/> Subject related <input type="checkbox"/> teacher related <input type="checkbox"/> student related <input type="checkbox"/> other			
• Other posters / flyers / banners <input type="checkbox"/> Calendar <input type="checkbox"/> school and/or class rules <input type="checkbox"/> announcements <input type="checkbox"/> bulletins <input type="checkbox"/> school activities <input type="checkbox"/> newspaper articles <input type="checkbox"/> standards <input type="checkbox"/> other			
• Maps			
• motivational poster/s: <input type="checkbox"/> teacher made <input type="checkbox"/> commercial			
• word walls: <input type="checkbox"/> teacher made <input type="checkbox"/> commercial type of words:			
• Bulletin Boards <input type="checkbox"/> reflect or promote learning <input type="checkbox"/> reflect or promote literacy activities			
• Black Board or White Board <input type="checkbox"/> Assignments <input type="checkbox"/> class notes <input type="checkbox"/> content <input type="checkbox"/> announcements			
• Student Work <input type="checkbox"/> Writing			
• Book corner			
• Miscellaneous o plants o lamps o other			
Classroom Space			
• Desk / tables • comfortable			

CLASSROOM LIBRARY	Not Apparent	To Some Extent	Present
• Content area trade books			
• Textbooks			
• workbooks			
• reference books			
• workbooks			
• reference books dictionaries / thesaurus / ...			
• books sets (dictionaries, class novels)			
• varied genres			
• magazines / newspapers			
• media: CDs, tapes, videos			
• approximate number of books:			
• approximate number of books per student <input type="checkbox"/> fewer than 15 <input type="checkbox"/> 16-25 <input type="checkbox"/> more than 25			
• eLibrary (online library) describe: 			
• DISPLAY: organized and accessible?			
• DISPLAY: any books displays (content / ...to peak interest?)			

Final Report | Excerpts

The Literacy Lens™ Review
 School Corporation
 Improving Practice and Application:
 Future Directions and Recommendations

KEY LITERACY AREAS AT A GLANCE

COMPREHENSIVE LITERACY FRAMEWORK

BALANCED LITERACY PROGRAM

- Print-rich Environments
 - Classrooms
 - Environmental print
 - Classroom libraries
 - Hallways
 - Bookrooms
- Assessment
- Implementation of Best Practices
- Organization and Management
 - Differentiation and Grouping for Instruction
 - Literacy workstations and worksheets
- Vocabulary Acquisition
 - Read Alouds
 - Word walls
- Independent reading
- Writing
- Student Engagement
- Early Literacy Program

SUPPORT STRUCTURES AND RESOURCES

- School climate and culture
- Professional development
- Technology
- Media centers

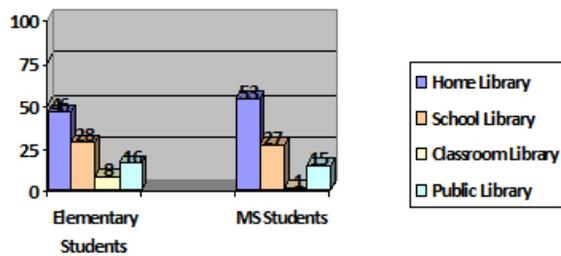
Organization of The Literacy Lens Review

Excerpt from Findings on Independent Reading

did so rarely. Two unintended consequences of the Reading Counts are 1) the narrowing of reading choice, and 2) an emphasis on fiction, as the majority of books students select to read for Reading Counts are novels. Students at all grade-levels, however, should be reading informational text at least 50% of the time in order to expand their background knowledge, increase their vocabulary, and develop fluency with informational text (Moss, 2003).

Despite the popularity of Reading Counts among teachers and administrators, there is a dearth of valid scientific evidence supporting it and similar programs. For example, according to the What Works Clearinghouse, Accelerated Reader, a sister program to Reading Counts, has only a potentially positive effect on comprehension and general reading achievement. Although most middle school teachers appear to be committed Reading Counts, the secondary media specialists question its limitations. Limitations include the negative impact of the literal quiz questions on reading comprehension, an emphasis on extrinsic motivation, the narrowing of reading choices, and the expense to maintain the program.

FIGURE 34
SOURCES OF BOOKS FOR STUDENTS' INDEPENDENT READING



Final Report | Excerpts

TABLE 6
LITERACY STRATEGY INSTRUCTION
MATCHING STUDENTS TO TEXT—"RARELY" OR "SOMETIMES"

Literacy Strategy Instruction	Teachers		Administrators	
	Grades K-4	Grades 5-12	Grades K-4	Grades 5-12
• The texts used for instruction are carefully chosen to match the varied reading levels and abilities of the students.	12%	32%	25%	100%
• Reading assignments are differentiated so that not all students are reading the same text at the same time.	20%	74%	50%	100%
• The basal or content area textbook is the primary instructional resource.	69%	65%	75%	25%
• The teacher allocates time for students to read texts other than the textbook in their classroom.	15%	46%	25%	75%

Excerpt from Findings on Literacy Strategy Instruction

Recommendations

- Use the data from a variety of formal and informal assessment measures including screening, progress monitoring, achievement measures, and diagnostic tools to 1) identify students' learning needs, 2) guide instruction to meet those needs, and 3) monitor student progress.
- Continuously adjust instruction to meet students' needs by 1) grouping students according to their learning needs, 2) matching text difficulty to students' reading levels, and 3) adjusting tasks to fit the capabilities of the students.
- Provide teachers with high quality professional development on how to effectively differentiate instruction.
- Create print-rich environments with various reading levels.
- Equip all schools with technology.
- Provide students with materials that meet their needs and interests, and

RECOMMENDATIONS EMERGING FROM THE LITERACY ENVIRONMENT AUDIT –				
Area	Recommendation	District	School	Classroom
COMPONENT I: COMPREHENSIVE LITERACY FRAMEWORK				
K-12 Literacy Framework	• Establish a district vision for literacy.	✓		
	• With the district's vision of literacy as its foundation, develop a K-12 comprehensive literacy framework to guide and inform K-12 reading and writing instruction. The framework should include the components and practices of a balanced literacy approach.	✓		
	• Develop an action plan for the consistent and cohesive implementation of reading and writing instruction. The plan should address the... <ul style="list-style-type: none"> ○ alignment of existing literacy programs and policies to the literacy framework. ○ alignment of the written, taught, and tested literacy curriculum. The curriculum mapping process should facilitate the development of an aligned, standards-based curriculum and ensure instructional continuity in grade-levels and across schools. ○ district's non-negotiables for balanced literacy instruction. Non-negotiables are those key practices, such as differentiated small group instruction or the use of the gradual release of responsibility model, that teachers at each level would be expected to implement with consistency and fidelity. ○ administrative procedures for monitoring the consistent use of best instructional practices for balanced literacy. ○ accountability policies and procedures that promote curricular and instructional consistency and fidelity. ○ interventions for struggling readers and enrichment more able readers. ○ resources to support the balanced literacy approach. ○ policies and procedures for professional development. 	✓		
	• Establish literacy leadership teams within each building and at the district level for the purposes of providing leadership and support for balanced literacy instruction in each school and across the district.	✓	✓	

Chart of Recommendations

Final Report | Excerpts

Area	Recommendation	District	School	Classroom
Early Literacy Program	<ul style="list-style-type: none"> Explore other models of reading specialists and literacy coaches to determine if there is a model which would better serve and support teachers and, ultimately, impact student learning. 	✓	✓	
	<ul style="list-style-type: none"> Provide structured time for intentional collaboration and professional conversations with teachers. 		✓	
	<ul style="list-style-type: none"> Provide time and a venue for the reading specialists to provide teachers with information and instructional strategies for working with struggling readers. 		✓	
COMPONENT 3: SUPPORT STRUCTURES AND RESOURCES				
School Climate and Culture	<ul style="list-style-type: none"> Create a comprehensive literacy framework to guide and inform instruction. The comprehensive literacy framework can serve as a vehicle for improving communication and enhancing staff commitment to working together; however, the framework will facilitate improved communication and a sense of shared responsibility only if all stakeholders are involved in its development. 	✓	✓	
	<ul style="list-style-type: none"> Establish vehicles for shared decision-making, such as literacy teams, in order to promote teachers working collaboratively. 	✓	✓	
	<ul style="list-style-type: none"> Create and support leadership academies to motivate and cultivate talented teachers and leaders. The leadership academies can serve as a springboard for increasing instructional leaders who provide support and guidance for balanced literacy instruction in their respective buildings and across the district. 	✓	✓	
	<ul style="list-style-type: none"> Ensure high-quality professional development for all staff on the practices for balanced literacy. 	✓	✓	
	<ul style="list-style-type: none"> Provide increased opportunities for common planning time within the daily schedule for teachers to meet to review data, lessons, and student work resulting from those lessons. 		✓	

Chart of Recommendations

Funding for The Literacy Lens



Learning Unlimited offers a wide range of literacy audits in order to meet the needs and budgets of schools and districts. Districts use funding sources that include: Title I, Title 2, school improvement grants, the federal Striving Readers Grant, and professional development funds.

We know that this is an important investment in literacy alignment and improvement and we want you to have your questions answered.

Talk with us. We can find a way a way to work within your budget and funding sources.



Audits

Zoom *focused program audit*

Snapshot *snapshot audit*

Wide Angle *comprehensive audit*

Connect with Dr. Peery

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