

Literacy Capacity Survey

Directions

Step 1: Please rate your own perceived degree of importance for each item below on a scale of 1 to 5 in the first column to the right, Important to Our School's Literacy Initiative.

Step 2: Please rate the degree to which each activity is currently in practice at your school on a scale of 1 to 5 in the second column to the right, Current Practice at Our School.

Step 3: When you have rated all items in both columns, please return this completed survey for compilation with those completed by other staff members at your school.

Importance rating: 5 = Very Important 1 = Not Important Practice Rating: 5 = Frequent or common practice at this school. 1 = An infrequent or rare occurrence at this school.	Important to Our School's Literacy Initiative	Current Practice at Our School
Collaborative Leadership and School Capacity		
1. The administrator's role in improving the school's literacy opportunities is clearly evident.		
2. School leaders encourage collegial decision-making.		
3. School leaders support integration of literacy instruction across the content areas.		
4. School leaders and staff members believe the teaching of reading is their responsibility.		
5. Adequate fiscal resources are provided to support the literacy improvement plan.		
6. Data-driven decision making guides literacy improvement planning.		
7. Scheduling structures are in place to support identified literacy needs of all students.		
8. Scheduling structures are in place to support literacy professional development.		
9. The school improvement plan includes literacy as a major goal for improvement.		
Strategic Use of Assessment		
10. A variety of school and student data sources is used to support the instructional improvement focus.		
11. Professional development to improve literacy is based on assessment data.		
12. Standardized, formal assessments are used to assess reading ability of all students.		
13. Teachers know the reading capabilities of all students they teach.		

Resource

Literacy Capacity Survey (continued)

Strategic Use of Assessment (continued)		
14. Data meetings guide formative and summative literacy planning to support student learning.		
15. Ongoing progress monitoring identifies skills mastered and skills that continue to be focus of student's intervention plan.		
16. Teachers use informal reading assessments within English and content classes to develop a better understanding of student literacy instructional needs.		
Professional Development to Support Literacy		
17. The Literacy Leadership Team assesses and plans literacy professional development focus.		
18. Professional development plans are based on identified student literacy needs.		
19. Reflective teaching and self-assessment of instructional practices provide direction as to ongoing literacy professional planning.		
20. Content-area and English language arts teachers receive professional development to learn literacy strategies.		
21. Teachers with literacy expertise and experience serve as models and mentors to less experienced colleagues.		
22. Data from informal Literacy Walks provide areas of focus for literacy professional development.		
23. Teachers participate in shared-teaching sessions to learn and refine literacy strategies.		
24. Content-area and English language arts teachers receive ongoing, job-embedded professional development to learn instructional/literacy strategies.		
Instructional Practices		
25. Teachers use effective instructional practices in support of developing student literacy and comprehension of course content.		
26. Teachers effectively use a variety of before, during, and after reading strategies to support learning and literacy.		
27. Teachers provide personalized support to each student to improve literacy based on assessed needs.		
28. Teachers create literacy-rich environments with books, journals, and research texts to support content learning.		
29. Teachers effectively use small-group instructional strategies to improve student learning and comprehension of course content.		
30. Teachers effectively model how to use a variety of literacy/learning strategies for all students.		
31. Teachers effectively use a variety of literacy strategies that support learning of specific content texts for all students.		
32. Teachers use technology to support improved literacy for all students.		

Resource

Literacy Capacity Survey (continued)

Instructional Practices (continued)		
33. Teachers regularly use vocabulary development strategies to support student learning.		
34. Teachers regularly use strategies to support the reading/writing connection.		
Intervention to Improve Student Achievement		
35. Administrators and teachers develop individual literacy plans to meet literacy instructional needs of struggling students.		
36. Intervention is highly prescriptive toward improving identified literacy deficits of individuals.		
37. Literacy electives are available to support improved literacy of struggling students and English language learners.		
38. Ample tutoring sessions are available to support improved student literacy.		
39. The most highly skilled teachers work with struggling/striving readers.		
40. Content and English language arts teachers effectively use literacy strategies to support struggling/striving readers' learning of content texts.		
41. The School Literacy Improvement Action Plan supports strategies ranging from intervention for struggling readers to expanding the reading power of all students.		