# Literacy Scan

**Learning Ovations**
YOU WILL KNOW US BY YOUR OUTCOMES

The Learning Ovations Literacy Scan is an integral step in implementing the A2i Professional Support System (PSS).

To accomplish this, our experts will guide your district leadership team through a multi-tiered examination of your existing literacy practices and aspirational educational goals.

### Understand

Fully understand the present state of ELA in the district in order to customize your plan and assure implementation fully fits your needs, goals, and resources.

### Align

Share a frame around a holistic solution for outcomes versus the traditional fragmented approach.

### Partner

Establish a partnership based on systems alignment or coherence throughout the district from superintendent to teacher.

After the Literacy Scan, districts will receive a highly personalized and comprehensive implementation overview and debrief that provides actionable next steps and suggestions for A2i PSS roll out within their unique learning communities.

# A2i Implementation Tools

## The Learning Ovations Framework

Implementation of the A2i Professional Support System is guided by five key areas of growth. As teachers move through the stages their individual profile is recognized and professional development is customized to ensure the needs of every educator are met.

**A2i Usage**

Empowers teachers to be selective with data and make informed choices that impact outcomes. Platform use focused on individual and classroom level data, used to inform instruction.

**Differentiation**

Recognizes shifts in practice from 1-size-fits-all instruction to true small group differentiation. Platform use of the instructional recommendation, groupings, and minute recommendations.

**Classroom Structure**

Guides teachers towards the use of proven strategies that promote organization, culture and learning. Platform use focused on resources and examples that provide organization strategies in real classrooms.

**Instructional Materials**

Shifts instruction from a "checklist" mentality to an art form, freeing teachers to truly meet students' needs. Platform use focused on identifying appropriate instructional materials and strategies to use in lesson planning.

**Partnership**

Promotes capacity building within a system, creating a safe space for learning and recognition of expertise. Platform use focused on resources and collaboration tools that promote quality practices in each adult, for each student.

# Literacy Scan Questions

Do you agree that 95% of students, regardless of background, are capable of learning to read?

What factors do you feel are preventing students from reaching this level of proficiency within your district?

## Data Usage

- How do school sites use data to inform instruction and differentiate learning by content, duration and delivery?
- What is your current data review protocol?
    - o What do you want your data review protocol to feel like for your teachers and school sites?
- Does the district have assessments that are clearly identified as *assessment* **for** *learning rather than assessment* **of** *learning*?
    - o Do you feel teachers are using assessments with their intended purposes?
- How are assessments being used to monitor progress of students at the district, school and classroom level?

## Differentiation

- What is the expectation for schools sites and teachers to differentiate instruction within their literacy blocks?
- What do you feel the term "differentiation" means to your teachers?
- How closely aligned is teacher implementation with district expectation?
- What agreed upon measures or tools do district/school leaders use to identify levels of differentiation within classrooms?

## Classroom Structure

- How do principals and teachers foster independence in their students within the classroom?
- When are students given opportunities to practice this independence by working in child managed groups and/or through individualized work?
- What agreed upon measures or tools do district/school leaders use to identify ideal classroom structure for individualized instruction?

## Instructional Materials

- What is the district-level ideal related to materials?
  - How much flexibility/synchronization should schools and teachers have within district guidelines?
- When a new teacher enters a classroom in your district, what instructional materials and related training can they expect to have starting Day 1?
- How do teachers choose curriculum options for students that are working below or above grade level?
- What agreed upon measures or tools do district/school leaders use to identify if teachers are using their instructional materials as strategically as possible and how are assessments being used to monitor progress of students at the district, school and classroom level?

## Partnership

- Historically, describe teachers' response and fidelity to pedagogical shifts they are asked to make by the district?
- What measures does the district take to align practice across school sites when beginning a new initiative and/or instructional focus area?
- What does the feedback cycle look like when examining success of implementation of a program or instructional focus area?
- How do you identify levels of teacher engagement?
- What would an ideal partnership with Learning Ovations look like for your teachers/administrators/district-level team?