

Innovation Configuration | Things that a *Jordan School District Elementary Classroom Teacher* does:

| Desired Outcome #1: Teaches ALL literacy components* of CBL in a 2.5- to 3-hour daily literacy block. | | | | |
|---|---|--|--|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • Posts schedule that reflects a daily 2.5- 3 hour literacy block • Teaches a daily literacy block of whole-class, grade-level instruction that includes all of the following: <ul style="list-style-type: none"> ○ Phonemic Awareness** ○ Concepts of Print** ○ Phonics ○ Comprehension ○ Vocabulary ○ Fluency ○ Word Work ○ Explicit whole-class instruction ○ Guided reading that supports whole-class grade-level instruction ○ Integrated instruction ○ Writing | <ul style="list-style-type: none"> • Posts schedule that reflects a daily 1.5- 2-hour literacy block • Teaches a daily literacy block of whole-class, grade- level instruction that includes some of the following : <ul style="list-style-type: none"> ○ Phonemic Awareness** ○ Concepts of Print** ○ Phonics ○ Comprehension ○ Vocabulary ○ Fluency ○ Word Work ○ Explicit whole-class instruction ○ Guided reading that supports whole-class grade-level instruction ○ Integrated instruction ○ Writing | <ul style="list-style-type: none"> • Posts schedule that reflects a daily 1 hour literacy block • Teaches a daily literacy block of whole-class, grade- level instruction that includes few of the following : <ul style="list-style-type: none"> ○ Phonemic Awareness* ○ Concepts of Print** ○ Phonics ○ Comprehension ○ Vocabulary ○ Fluency ○ Word Work ○ Explicit whole-class instruction ○ Guided reading that supports whole-class grade-level instruction ○ Writing | <ul style="list-style-type: none"> • Does not teach a consistent literacy block | |
| <p>* Components may vary from day to day, but all components should be evident every week (except <i>guided reading</i>, which occurs daily)</p> <p>** <i>Phonemic Awareness</i> and <i>Concepts of Print</i> are not explicitly taught after 2nd grade (except in cases of individual intervention)</p> | | | | |

| Desired Outcome #2: Provides students with the opportunity to participate in all of the twenty CBL components. | | | | |
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| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Grades K-2: 20 of 20 components • Grades 3-6: 16 of 16 components | <ul style="list-style-type: none"> • Grades K-2: Between 15-19 of 20 components • Grades 3-6: Between 11-15 of 19 components | <ul style="list-style-type: none"> • Grades K-2: Between 9 -14 of 20 components • Grades 3-6: Between 7-10 of 16 components | <ul style="list-style-type: none"> • Grades K-2: Between 4-8 of 20 components • Grades 3-6: Between 3-6 of 16 components | <ul style="list-style-type: none"> • Grades K-2: Fewer than 4 components • Grades 3-6: Fewer than 3 components |
| <p>* Components may vary, not all every day- but evident every week</p> | | | | |
| <p>Components:</p> <ul style="list-style-type: none"> <li style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> • Phonemic Awareness (K-2) • Concepts of print (K-2) • Read Alouds • Shared Reading • Guided Reading • Centers / Independent Study <li style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> • Monitored Independent Reading (MIR) • Explicit instruction for grade-level whole class instruction and guided reading • Word Work • Phonics/spelling <li style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency • Oral language <li style="width: 20%; vertical-align: top;"> <ul style="list-style-type: none"> • Interactive/Shared Writing (K-2) • Modeled Writing • Directed Writing • Writer’s Workshop • 6 Traits Writing Process instruction • Independent Writing | | | | |

| Desired Outcome #3: Assesses students regularly to diagnose educational needs, monitor progress, plan for re-teaching, enrichment, differentiation and determining student mastery. | | | | |
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| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Keeps up-to-date running records and guided reading levels for all students Submits guided reading levels to principal monthly (or as requested) Designates guided reading level for all students on report cards Maintains detailed assessment records for all students Maintains a list of below level students Plans for intervention within the regular classroom | <ul style="list-style-type: none"> Keeps up-to-date running records and guided reading levels for all students Submits guided reading levels to principal four times per year (or as requested) Designates guided reading level for all students on report cards Maintains some assessment records for all students Maintains a list of below level students | <ul style="list-style-type: none"> Designates guided reading level for all students on report cards | | |
| Desired Outcome #4: Collaboratively assesses student learning and growth. | | | | |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Collaboratively analyzes student assessment data, (i.e., CRT and ITBS screening, progress monitoring, diagnostic assessments, outcome measures, teacher-created common assessments) Collaboratively uses student data to: <ul style="list-style-type: none"> Determine student needs Identify mastery of concepts Improve instruction Collaboratively provides students with: <ul style="list-style-type: none"> Re-Teaching Enrichment Differentiation | <ul style="list-style-type: none"> Independently analyzes student assessment data, (i.e., CRT and ITBS screening, progress monitoring, diagnostic assessments, outcome measures, teacher-created common assessments) Uses student data independently to: <ul style="list-style-type: none"> Determine student needs Identify mastery of concepts Improve instruction Independently provides students with: <ul style="list-style-type: none"> Re-Teaching Enrichment Differentiation | <ul style="list-style-type: none"> Reviews student assessment data, (i.e., CRT and ITBS screening, progress monitoring, diagnostic assessments, outcome measures, teacher-created common assessments) | <ul style="list-style-type: none"> Has student data in a file (CRT scores, ITBS, etc.), but data is not used | |

| Desired Outcome #5: Engages students in Guided Reading. | | | | |
|---|---|--|---|---|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Meets with below grade level students in guided reading groups daily • Meets with students at or above grade level meet in guided reading groups two to three times per week • Provides all students with appropriate narrative texts and informational texts integrated with grade level content Core • Provides explicit instruction at the students' instructional level, using before, during, and after activities such as: <ul style="list-style-type: none"> ○ Vocabulary/ Word Work ○ Comprehension ○ Fluency ○ Oral Language ○ Phonics/Decoding • Differentiates instruction to meet student needs • Listens to individual students read regularly using: <ul style="list-style-type: none"> ○ Staggered reading ○ Whisper reading ○ Paired reading ○ Echo reading ○ Choral reading <p>Should not use round robin reading</p> <ul style="list-style-type: none"> • Maintains up-to-date, accurate records showing guided reading levels <ul style="list-style-type: none"> ○ assessed monthly for students at or above grade level ○ keeps running records on all students ○ keeps anecdotal records on students ○ assessed weekly for students below grade level ○ Recorded on report card | <ul style="list-style-type: none"> • Meets with below grade level students in guided reading groups daily • Meets with students at or above grade level meet in guided reading groups two to three times per week • Provides all students with appropriate narrative texts and informational texts integrated with grade level content Core • Provides explicit instruction at the students' instructional level, using before, during, and after activities such as: <ul style="list-style-type: none"> ○ Vocabulary/ Word Work ○ Comprehension ○ Fluency ○ Oral Language ○ Phonics/Decoding • Differentiates instruction to meet student needs • Listens to individual students read regularly using: <ul style="list-style-type: none"> ○ Staggered reading ○ Whisper reading ○ Paired reading ○ Echo reading ○ Choral reading <p>Should not use round robin reading</p> <ul style="list-style-type: none"> • Maintains a record of student guided reading levels <ul style="list-style-type: none"> ○ Assessed four times per year ○ Recorded on report card | <ul style="list-style-type: none"> • Meets with below grade level students in guided reading groups daily • Meets with students at or above grade level meet in guided reading groups two to three times per week • Provides random before, during, and after activities not necessarily focused on: <ul style="list-style-type: none"> ○ Vocabulary/ Word Work ○ Comprehension ○ Fluency ○ Oral Language ○ Phonics/Decoding • Listens to individual students read occasionally <p>Should not use round robin reading</p> | <ul style="list-style-type: none"> • Meets regularly in guided reading groups with most students 2 to 3 times per week | <ul style="list-style-type: none"> • Does not provide or occasionally provides guided reading groups |

| Desired Outcome #6: Provides quality literacy centers and/or independent work for students to engage in during guided reading | | | | |
|---|--|--|--|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Establishes a workable management system for students to manage centers/independent work time Helps student become responsible for their own learning during center time through adequate practice and training Provides work/activities that engage students in practice of previously taught concepts and skills Ensures that students are engaged in authentic reading and writing during the whole center/independent work time; including activities that integrate literacy into other content areas Has an accountability system in place for student performance during centers/independent work time Differentiates work to match student needs | <ul style="list-style-type: none"> Establishes a workable management system for students to manage centers/independent work time Helps student become responsible for their own learning during center time through adequate practice and training Ensures that students are engaged in reading and writing during the whole center/independent work time; little integration | <ul style="list-style-type: none"> Establishes a workable management system for students to manage centers/independent work time Provides centers/independent activities from various areas of the curriculum, not necessarily connected to literacy | <ul style="list-style-type: none"> Provides games, worksheets, and/or packets for students to work on independently | |
| Outcome #7: Engages students in systematic, explicit word work and language study. | | | | |
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <ul style="list-style-type: none"> Focuses study on: <ul style="list-style-type: none"> Phonemic Awareness (K-2) Phonics Vocabulary Spelling Grade-level Language Arts components <p><i>(Appropriate to grade level and instructional needs of students)</i></p> <ul style="list-style-type: none"> Provides a differentiated word work and spelling program for all students (i.e., <i>Words Their Way</i>, word sorts, etc.) Appropriate Word Walls posted (including grade level content words) Uses Word Walls as part of word work systematic instruction | <ul style="list-style-type: none"> Usually focuses study on: <ul style="list-style-type: none"> Phonemic Awareness (K-2) Phonics Vocabulary Spelling Grade-level Language Arts components <p><i>(Appropriate to grade level and instructional needs of students)</i></p> <ul style="list-style-type: none"> Appropriate Word Walls posted (including grade level content words) Uses Word Walls as part of word work systematic instruction | <ul style="list-style-type: none"> Occasionally focuses study on: <ul style="list-style-type: none"> Phonemic Awareness (K-2) Phonics Vocabulary Spelling Grade-level Language Arts components <p><i>(Appropriate to grade level and instructional needs of students)</i></p> <ul style="list-style-type: none"> Posts general Word Wall words | <ul style="list-style-type: none"> Posts some random Word Wall words Students engage work on spelling lists with accompanying spelling tests | <ul style="list-style-type: none"> Posts no word walls No word work or spelling work |

| Desired Outcome #8 Provides daily writing instruction through the writing process, including 6 +1 Traits, appropriate for grade level. | | | | |
|---|--|---|--|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Provides students with writing instruction through: <ul style="list-style-type: none"> K-2: 12 of 12 / 3-6: 11 of 6 11 Interactive and shared writing (K-2) Modeled Writing Directed Writing 6 +1 Traits Writer's Workshop Mini lessons Writing Process Independent writing <ul style="list-style-type: none"> Journals Correspondence Reports, etc. Student Accountability- status of class Displays student writing in the classroom Makes student published books available for other students to read Promotes student author's chair/share | <ul style="list-style-type: none"> Provides students with writing instruction through: <ul style="list-style-type: none"> K-2: 9-11 of 12 listed in #1 3-6: 8-10 of 11 listed in #1 Displays student writing in the classroom | <ul style="list-style-type: none"> Provides students with writing instruction through: <ul style="list-style-type: none"> K-2: 4-8 of 12 listed in #1 3-6: 3-7 of 11 listed in #1 | <ul style="list-style-type: none"> Little or no writing instruction is provided | |
| *Components may vary from day to day but all components should be included in the writing instruction plan | | | | |

| Desired Outcome #9: Includes daily monitored independent reading for students as part of independent study. | | | | |
|--|--|--|--|---|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| <ul style="list-style-type: none"> Provides the following: <ul style="list-style-type: none"> a minimum of 15-20 minutes per day, of independent reading, is provided for all students student self-selection of books on independent levels according to interest a variety of genres and text types on student independent levels, across the interest spectrum (as determined through an interest inventory) Monitors non-graded daily tasks (i.e., students' reflection on their reading, cooperative learning group discussions, drawing pictures, response journals, bookmarks, teacher/student conferences) | <ul style="list-style-type: none"> Provides the following: <ul style="list-style-type: none"> a minimum of 15-20 minutes per day, of independent reading, is provided for all students student self-selection of books on independent levels according to interest No monitoring is done by the teacher | <ul style="list-style-type: none"> Provides the following: <ul style="list-style-type: none"> a minimum of 15-20 minutes of independent reading, is provided for all students less than daily teacher selects books for students or student randomly selects non-leveled books | <ul style="list-style-type: none"> Provides the following: <ul style="list-style-type: none"> 15-20 minutes of independent reading is provide less than daily for most students | <ul style="list-style-type: none"> Provides less than 15 minutes per day of independent writing or provides no independent reading |

Desired Outcome #10: Maintains a well-organized, positive classroom environment with a functioning, effective management system in place.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • Posts and uses rules, schedule, and management system • Establishes that students follow rules and procedures routinely without need for repeated instructions • Transitions smoothly • Organized, and labels student materials for easy accessibility • Arranges student seating to support interaction and cooperative activities • Ensures that students are on task and accountable for learning • Creates a room that is well organized, inviting, and supportive of student learning and is clutter-free • Maintains a productive, workable learning noise level • Provides a pleasant classroom atmosphere • Has positive interaction with students and students have positive interaction with other students | <ul style="list-style-type: none"> • Posts and uses rules, schedule, and management system • Establishes that students follow rules and procedures routinely without need for repeated instructions • Transitions smoothly • Arranges student seating to support interaction and cooperative activities • Ensures that students are on task and accountable for learning • Maintains a productive, workable learning noise level • Provides a pleasant classroom atmosphere • Has positive interaction with students and students have positive interaction with other students | <ul style="list-style-type: none"> • Posts rules and schedule • Arranges student seating to help manage student behavior • Reminds students that they should be on task • Provides a pleasant classroom atmosphere | <ul style="list-style-type: none"> • Posts rules, schedule | |

| Desired Outcome #11: Provides a literacy-rich classroom environment. | | | | |
|--|--|---|---|--|
| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • Provides print-rich environment which includes: <ul style="list-style-type: none"> ○ Labeling ○ Concept charts ○ Definition charts ○ 6+1 Traits Posters ○ Comprehension Posters • Provides opportunities for authentic literacy practice rather than worksheets • Displays student writing • Makes student writing available for others to read • Establishes a small-group reading area • Creates a classroom library that consists of narrative and informational texts, a wide variety of genres, and appropriately leveled texts • Makes available leveled book boxes for monitored independent reading (MIR) • Provides literacy centers or independent study literacy materials • Provides writing area • Posts Word Walls that are focused on literacy including content words • Posts posters and concept charts (6 +1 Traits, comprehensions, concepts) | <ul style="list-style-type: none"> • Provides print-rich environment which includes: <ul style="list-style-type: none"> ○ Labeling ○ Concept charts ○ Definition charts ○ 6+1 Traits Posters ○ Comprehension Posters • Provides opportunities for authentic literacy practice rather than worksheets • Displays student writing • Makes student writing available for others to read • Establishes a small-group reading area • Creates a classroom library that consists of various levels of narrative and informational texts • Provides writing area • Posts Word Walls that are focused on literacy including content words • Posts posters and concept charts (6 +1 Traits, comprehensions, concepts) | <ul style="list-style-type: none"> • Displays student writing • Establishes a small-group reading area • Provides a collection of books for students to read • Posts Word Wall words • Posts 6 +1 Traits posters • Posts a few commercially prepared concept charts • Provides paper for student writing if they desire to write | <ul style="list-style-type: none"> • Posts no Word Walls, posters, or concept charts • No student writing | |

Desired Outcome #12: Provides instruction based on Curriculum Maps* created in collaborative grade-level teams.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
|--|---|---|--|---|
| <ul style="list-style-type: none"> Participates in grade-level collaboration focused on curriculum mapping Collaboratively creates a curriculum map with common lessons and assessments which match State Core standards and objectives Use curriculum maps, created by grade-level collaborative teams, to guide instruction | <ul style="list-style-type: none"> Participates in grade-level collaboration focused on curriculum mapping Collaboratively creates a curriculum map with common lessons and assessments which match State Core standards and objectives | <ul style="list-style-type: none"> Participates in grade-level collaboration focused on curriculum mapping | <ul style="list-style-type: none"> Teaches from state CORE, but no curriculum map is created nor used | <ul style="list-style-type: none"> Teacher does not create nor teach from a curriculum map or the State Core |

*Curriculum maps show scope and sequence of grade-level standards and objectives from State Core, the Big 5 and the Big 8 (Oral language, Phonemic Awareness, Concepts of Print, Phonics/Spelling, Vocabulary, Comprehension, Fluency, and Writing) including intended student outcomes

Desired Outcome #13: Uses multiple sources of formal and informal assessment to improve and verify student learning.

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
|--|---|---|---|--|
| <ul style="list-style-type: none"> Administers and uses data from the following measures to drive instruction: <ul style="list-style-type: none"> Screening Progress monitoring Diagnostics Outcome Embeds a wide range of assessments for instruction, including student self-assessment and guided reading leveling Evaluates assessment tools for bias and sensitivity, identifying most appropriate measures Utilizes scoring rubrics to assist students in improving their own performances Uses all formal and informal assessments to differentiate instruction for increased student learning and achievement Adjusts instruction, based on assessment data, to increase student learning and achievement | <ul style="list-style-type: none"> Administers and uses data from the following measures to drive instruction: <ul style="list-style-type: none"> Screening Progress monitoring Diagnostics Outcome Assesses students guided reading levels regularly and provides instruction that matches instructional levels | <ul style="list-style-type: none"> Administers and uses some of the following measures to evaluate student performance <ul style="list-style-type: none"> Screening Progress monitoring Diagnostics Outcome Assesses students guided reading levels periodically for reporting purposes | <ul style="list-style-type: none"> Uses limited formal and informal assessments to evaluate student learning | |

Desired Outcome #14 Provides Explicit, whole class- grade level instruction for all students

| 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | |
|--|--|--|---|--|
| <ul style="list-style-type: none"> • Provides grade level explicit instruction in: <ul style="list-style-type: none"> ○ Concepts of Print (K-2) ○ Comprehension Strategies ○ Phonemic Awareness (K-2) ○ Phonics ○ Fluency ○ Vocabulary ○ Word Work ○ Oral Language • Engages students in Shared Reading using: <ul style="list-style-type: none"> ○ Grade Level text <ul style="list-style-type: none"> • Houghton Mifflin (basal) stories • Poems • Other leveled narrative and informational texts <ul style="list-style-type: none"> ▪ Big Books • Ensures that all students have access to text ▪ Engages students in grade-level core content using appropriate learning strategies <ul style="list-style-type: none"> ○ Engages students in: <ul style="list-style-type: none"> ▪ Book talk & think alouds <ul style="list-style-type: none"> ○ Predicting ○ Revisiting predictions ▪ Pre-teaching and revisiting vocabulary ▪ Comprehension Strategies ▪ Author/Illustrator study ▪ Before, During, and After activities (explicit instruction) ▪ Interactive, hands-on activities for concept mastery ▪ Uses gradual release strategies to ensure that students apply new knowledge • Incorporates integration of content core subject matter into literacy instruction • Ensures that instruction has appropriate pacing • Incorporates good ESL strategies | <ul style="list-style-type: none"> • Provides grade level explicit instruction in: <ul style="list-style-type: none"> ○ Concepts of Print (K-2) ○ Comprehension Strategies ○ Phonemic Awareness (K-2) ○ Phonics ○ Vocabulary ○ Word Work ○ Oral Language • Engages students in Shared Reading using: <ul style="list-style-type: none"> ○ Big Books and other narrative and informational texts • Engages students in Shared Reading using grade level Houghton Mifflin or other grade-level texts incorporating: <ul style="list-style-type: none"> ○ Book talk ○ Vocabulary ○ Comprehension strategies ○ Before, During, and After activities (explicit instruction) • Ensures that all students have access to text • Ensures that instruction has appropriate pacing • Incorporates good ESL instruction | <ul style="list-style-type: none"> • Provides whole class reading from same grade level text without explicit instruction | <ul style="list-style-type: none"> • Provides no whole-class instruction | |

