**Starting Points: Initial Reflection on Literacy Design Strategy (LDC)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Teachers who have implemented LDC in their classrooms have indicated impact not only on student results but also on teacher thinking and practice. This survey is intended to provide an initial reflection on current student engagement and your current practice regarding literacy. We will revisit this at various points in time in our work together.

Please rate the following from 1 to 5, 1 being the lowest and 5 being the highest possible rating, then provide a comment regarding why you think so.

**STUDENT ENGAGEMENT**

1. How would you rate students’ overall engagement and interest **in writing** in your classroom?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER*  *Engaged* | *Rarely*  *Engaged* | *Sometimes Engaged* | *Engaged Most*  *of the time* | *VERY*  *Engaged* |

Why do you think so?

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1. How would you rate students’ overall engagement and interest in **reading**?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER*  *Engaged* | *Rarely*  *Engaged* | *Sometimes Engaged* | *Engaged Most*  *of the time* | *VERY*  *Engaged* |

Why do you think so?

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1. How would you rate students’ overall **collaborative conversations**?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER*  *Productive* | *Rarely*  *Productive* | *Sometimes Productive* | *Productive Most*  *of the time* | *VERY*  *Productive* |

Why do you think so?

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**TEACHER PRACTICE**

1. What is your comfort level with designing instruction that addresses the literacy standards (for *ELA* or *Literacy in History/Social Studies, Science, and Technical Subjects*) at the level of rigor intended?

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| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly*  *Comfortable* | *VERY*  *Comfortable* |

Why do you think so?

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1. What is your comfort level with embedding literacy (reading/writing/speaking & listening) strategies in your instruction to support content understanding?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly*  *Comfortable* | *VERY*  *Comfortable* |

Why do you think so?

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1. What is your comfort level with using a rubric to support standards implementation, to guide instruction, and to provide student feedback?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly*  *Comfortable* | *VERY*  *Comfortable* |

Why do you think so?

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|  |

**TEACHER COLLABORATION & LEADERSHIP**

1. How would you rate your collaboration with others in your school or district to design instruction?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NEVER happens OR is NEVER productive* | *Rarely happens OR is rarely productive* | *Occurs occasionally*  *OR is occasionally productive* | *Occurs regularly AND is mostly*  *productive* | *Occurs regularly AND is VERY productive* |

Why do you think so?

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1. What is your comfort level leading others in your school/district to try new strategies?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| *NOT Comfortable at ALL* | *A little Comfortable* | *Fairly Comfortable* | *Mostly*  *Comfortable* | *VERY*  *Comfortable* |

Why do you think so?

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| --- |
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