

Literacy Rubric

Purpose

House Bill 3 (HB3) mandates that all teachers and principals of students in grades K-3 must have attended Reading Academies by the 2021-22 school year. As the state of Texas puts early literacy into operation, E3 Alliance and our regional partners recognize the need to think more broadly about what constitutes a successful foundation for strong literacy, including teacher training and campus systems.

E3 Alliance with recognized experts has developed the E3 Literacy Framework for districts and campuses that is supported with components of instructional leadership, teacher effectiveness, community engagement, and school climate. Regional experts representing school districts, principals, reading specialists, and teachers expanded and reviewed the framework to ensure the content was meaningful to the daily work of frontline educators. Instead of focusing on programs or specific curricula, the rubric centers on campus systems to better support both teachers and students in improving performance.

E3 Alliance's launch of the Literacy Rubric represents a groundbreaking opportunity to develop and implement a truly holistic, multicultural, academically prepared literacy tool for all schools and student populations, a necessary step to ensure a competitive Central Texas workforce for a 21st century global economy.

Commitment

Campus participation will include training, coaching, on-going support, and opportunities to provide meaningful feedback to implement three main components:

Focus Area I: Leadership

Indicators in this section focus on criteria, such as developing plans for professional learning, leading and maintaining a multitiered approach to differentiating literacy instruction, using assessment data, connecting families and communities, implementing a coaching model, guiding instructional improvement efforts, and establishing systems for reporting and accountability. November & January

Focus Area II. Instructional Framework

Indicators in this section focus on criteria and multitiered supports to ensure that the system results in all students meeting grade-level expectations or beyond in reading. February

Focus Area III. Standards-Focused Instruction

Indicators in this section focus on the key elements of effective literacy instruction relative to the standards and on the need for evidence-based reading and writing instruction, vocabulary development, and disciplinary literacy. April

E3 Alliance Support Structure & Training Modules

Each focus area module consists of:

- Half-day session that also include a guided one-hour campus support session (4 hours)
- Follow-up coaching session geared for campus leadership (1 hour)

Literacy Rubric Strategy

- **Develop and scale an evidence-based Literacy Framework** that will help make Reading Academy learning more effective by building on-campus systems to better support teachers and staff in improving the structures that underlie student learning.
- **Support elementary school campuses in Central Texas** to identify improved literacy practices and set goals based on their identified needs.
- **Provide professional learning opportunities** to learn and share potential models for extended school year structures and a series of important benefits that can improve student achievement.
- **Identify the benefits and impact** of teacher planning, increased time for enrichment, time on tasks, and overall academic improvements.