Tools/Resources for PHASE I, Principle #1

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (What Works Clearinghouse, 2009)

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement.

> Available at https://ies.ed.gov/ncee/wwc/PracticeGuide/3)

Design principles for new systems of assessment (Phi Delta Kappan, 2017)

The Every Student Succeeds Act (ESSA) grants states new flexibility to create more balanced assessment systems with a greater role for formative assessment. Drawing on lessons learned over three decades of research and reform, the authors of this article argue for state and local leaders to take the lead in designing new assessments guided by two core principles: 1) make assessments coherent with rich curriculum and instruction; 2) ground this integration of curriculum, instruction, and embedded assessments in equity-focused research on learning.

> Available at https://journals.sagepub.com/doi/abs/10.1177/0031721717696478 (minimal fee required for non-PDK members).

District Assessment System Design (DASD) Toolkit (Center for Assessment, 2018)

This toolkit is useful for districts to determine users of assessment, the different ways that assessment information can be used, and which assessment approaches are most valuable in meeting the assessment information needs of different assessment users in the district.

> Available at www.nciea.org/featured-resources.

Dual-Capacity Framework (DualCapacity.org)

Based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. The Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Available at www.dualcapacity.org.

Michigan's Student Individual Reading Instruction Plan (IRIP) Companion Document (MEMSPA, 2017)

This 22-page document for school leaders and leadership teams is to support the use of Michigan's IRIP form. It provides general guidance, research, and best practices to school districts. The document is student focused, and its authors aim to support teachers' and teams' abilities to be data-informed as they undertake the process of creating, completing, monitoring, and supporting the implementation of an IRIP.

Available from the Michigan Elementary and Middle School Principals Association (memspa.org) or at the ELAS Tools and Resources link below.

A listing of all Tools and Resources mentioned in this Guide to help you develop an early literacy assessment system (ELAS) is available online at **www.MichiganAssessmentConsortium.org/ELAS.**

Tools/Resources for PHASE I, Principle #2:

Tools Specific to Logic Models and Theory of Action

The development of a theory of action for the assessment system and a logic model for the system components and design is a challenging task that takes time. These selected resources can guide district ELAS Leadership Teams and others through this process.

Logic Model Development Guide (W.K. Kellogg Foundation, 2004)

The W.K. Kellogg Foundation Logic Model Development Guide focuses on the development and use of the program logic model. The logic model and its processes facilitate thinking, planning, and communications about program objectives and actual accomplishments. This guide provides an orientation to the underlying principles and language of the program logic model so it can be effectively used in program planning, implementation, evaluation, and dissemination of results.

Available at: https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20 LogicModel.pdf

Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit (Institute for Education Sciences, 2015).

This Toolkit is designed to help practitioners learn the purpose of logic models, the different elements of a logic model, and the appropriate steps for developing and using a logic model for program development and evaluation. The toolkit includes an agenda, slide deck, participant workbook, and facilitator's manual. The materials have been designed for use by schools, districts, states, and other groups serving them.

Available at https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=401

Theories of Action Aren't Enough: An argument for Logic Models

This article by Juan D'Brot provides some helpful ways to think about and work with theories of action and logic models.

Available at https://www.nciea.org/blog/assessment/theories-action-arent-enough-argument-logic-models

Tools Specific to Assessment Audits or Inventories

The development of a theory of action for the assessment system and a logic model for the system components and design is a challenging task that takes time. These selected resources can guide district ELAS Leadership Teams and others through this process.

District Assessment System Design (DASD) Toolkit (National Center for the Improvement of Educational Assessment, 2018)

This toolkit is useful for districts to determine users of assessment, the different ways that assessment information can be used, and which assessment approaches are most valuable in meeting the assessment information needs of different assessment users in the district.

Available at: https://www.nciea.org/featured-resources

Student Assessment Inventory for School Districts (Achieve, 2014)

This toolkit guides district leaders in taking stock of how many assessments are administered throughout a school year and for what purposes they give assessments. Designed from a student perspective, the audit tool can be used by leaders to make decisions about what amount of testing is appropriate and to be more transparent with parents about the testing in schools.

Available at www.achieve.org/assessmentinventory.

A listing of all Tools and Resources mentioned in this Guide to help you develop an early literacy assessment system (ELAS) is available online at **www.MichiganAssessmentConsortium.org/ELAS.**

Tools/Resources for PHASE II, Principle #3

These tools can be adopted or adapted to help educators and educational leaders evaluate an existing assessment system and design an ELAS that reflects what we know about literacy development and learning.

Assessment for Reading Instruction, fourth edition (Guilford Press, 2019)

This book by Katherine A. Dougherty Stahl, Kevin Flanigan, and Michael C. McKenna explains in reader-friendly text how to use both formal and informal assessments to evaluate students' strengths and needs in all components of reading. It is available for purchase online.

Essential Instructional Practices in Early Literacy: Grades K to 3, and online modules (MAISA/GELN/ELTF, 2016)

This set of resources outlines ten instructional practices in early literacy that research suggests can have a positive impact on literacy development.

Available at https://literacyessentials.org.

Free or Very Low Cost Early Literacy Assessments with Diagnostic Value and Demonstrated Reliability and Validity (Duke, Lindsey, and Brown, n.d.)

Authors Nell K. Duke, Julia B. Lindsey, and Erin M. Brown provide information about valid and reliable early literacy assessment tools that are free or at very low cost.

Available at www.michigan.gov/documents/mde/Free_and_Very_Low_Cost_Assessments_FINAL_3-23-18_621439_7.pdf.

Teaching advanced literacy skills: A guide for leaders in linguistically diverse schools (The Guilford Press, 2016)

This book by Nonie K. Lesaux, Emily Phillips Galloway, and Sky H. Marietta guide school leaders through the design and implementation of advanced literacy instruction. The book includes reproducible forms and templates that can be used to design, implement, or evaluate a literacy assessment system.

Available for purchase online.

Understanding and Using Reading Assessment K-12, third edition (ASCD, 2018)

This book by reading and assessment expert Peter Afflerbach provides detailed case studies from all grade levels to illustrate reading assessment done well. It also includes 15 reproducible forms and checklists that teachers and administrators can use to optimize their reading assessment efforts.

Available for purchase online.

A listing of all Tools and Resources mentioned in this Guide to help you develop an early literacy assessment system (ELAS) is available online at **www.MichiganAssessmentConsortium.org/ELAS.**

Tools/Resources for PHASE II, Principle #4:

Human resource recommendation

The science on literacy development is vast and rapidly expanding. Districts need someone in their district or consulting with their district (e.g., ISD) who has time devoted to continuing education specifically in the area of reading, and/or writing.

Formative Assessment for Michigan Educators (FAME)

FAME is a professional learning initiative sponsored by the Michigan Department of Education (MDE) that promotes teacher collaboration and planning for effective formative assessment practice. A cadre of Michigan educators serves as coaches for site-based learning teams of teachers and administrators in Michigan schools.

> Learn more at www.FAMEMichigan.org.

National Center on Intensive Intervention (NCII)

The NCII provides an independent evaluation of the reliability, validity, and fairness (i.e., bias) for many commercial screening (initial) and progress monitoring assessment tools. Their six Tools Charts assist educators and families in becoming informed consumers who can select academic and behavioral assessment tools and interventions that meet standards for technical rigor and address their specific needs.

> Learn more and explore the resources at https://intensiveintervention.org.

The Standards for Educational and Psychological Testing (AERA/APA/NCME)

This complete set of professional standards for assessment should be met in the design, development, implementation, use, reporting, and analyses of assessments used for all purposes. They are a product of the American Educational Research Association, the American Psychological Association. and the National Council on Measurement in Education. They have been published collaboratively since 1966 and represent the gold standard in guidance on testing in the United States and in many other countries.

> Available for purchase online at https://www.apa.org/science/programs/testing/standards.

Understanding Screening: What Do the Technical Standards Mean? (NCII, 2019)

The National Center for Intensive Intervention (NCII offers five one-page documents that provide a brief overview of each standard (validity, reliability, classification accuracy, statistical bias, and sample representativeness) used on the NCII Screening Tools Charts. The one-pagers include a definition, examples, and information on why each particular standard is important for understanding the quality of screening tools.

> Available at https://intensiveintervention.org/resource/screening-standards-overviews.

Using Student Achievement Data to Support Instructional Decision Making (IES Practice Guide/What Works Clearinghouse, 2009)

This resource is designed to help schools understand the role of assessment in instructional improvement.

> Available at https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf.

Find all Tools and Resources at **www.MichiganAssessmentConsortium.org/ELAS.**

Tools/Resources for PHASE III:

A Systemic Approach to Elevating Teacher Leadership (Learning Forward, 2016)

This 24-page paper can be useful for districts who wish to initiate or review and revise the approach to teacher leadership within schools or school systems.

Available at learningforward.org/docs/default-source/pdf/a-systemic-approach-to-elevating-teacher-leadership.pdf.

Analyze and Plan Professional Learning Investments (Learning Forward, 2012)

This chart and checklist help educators structure discussions and reflections about resource use.

learningforward.org/docs/february-2012/tool331.pdf?sfvrsn=2

Assessing Impact: Evaluating Professional Learning, third edition (Corwin, 2017)

This book by Joellen Killion guides administrators, professional learning leaders, continuous improvement teams, and evaluators through a step-by-step, results-based assessment of the impact of professional learning on educator effectiveness and student achievement.

Available for purchase online.

Collaborative Inquiry (Michigan Assessment Consortium/Learning Forward, 2019)

This online, self-paced learning module explores collaborative inquiry and is one of a set of foundational assessment learning modules that provide an opportunity for engagement, reflection, and access to tools and other resources that can continue to support professional learning.

www.michiganassessmentconsortium.org/almodules

Establishing Time for Collaborative Professional Learning (Killion, 2013)

This 96-page workbook available from Learning Forward guides districts and schools as they develop, vet, and implement recommendations for increasing collaborative learning time for educators, and then evaluate the effectiveness of the change.

Available at https://learningforward.org/wp-content/uploads/2017/09/establishing-time-for-professional-learning.pdf.

Every Student Succeeds Act (ESSA) and Professional Learning (Learning Forward)

U.S. federal education law (ESSA) includes many provisions that influence how educators experience professional learning. This web page hosted by Learning Forward includes a definition of professional learning as reflected in ESSA and related resources.

learningforward.org/get-involved/essa

Literacy Essentials series (MAISA/GELN/ELTF, 2016)

This set of documents, mentioned earlier in this Guide, incorporate essential practices that support sustained, collaborative, job-embedded professional learning.

All are available at literacyessentials.org.

Essential Coaching Practices in Elementary Literacy
A set of research-supported literacy coaching practices that can be used to provide powerful job-embedded, ongoing professional development while enhancing literacy instruction through teacher expertise. (Intended to be partnered with the Essential Practices in Early Literacy K to 3 and other Literacy Essentials documents.)

Essential School-Wide and Center-Wide Practices in Literacy
These systematic and effective practices can be implemented at the organizational level in education and care settings to help children become proficient in reading.

Essential Instructional Practices in Early Literacy: Grades K-3
Professional development throughout the state can focus on this set of ten research-supported literacy instructional practices for daily use in the classroom.

Literacy Essentials: Online Modules
A series of online professional learning modules to help guide educators on the Essential Practices for Early Literacy.

Formative Assessment for Michigan Educators (FAME)

FAME is a professional learning initiative sponsored by the Michigan Department of Education (MDE) that promotes teacher collaboration and planning for effective formative assessment practice. It represents one source of support for a district's teacher leaders.

Learn more at www.FAMEMichigan.org.

Michigan Assessment Literacy Standards (MAC, 2016)

Endorsed by the Michigan Board of Education in 2016, the Assessment Literacy Standards provide a common framework to assist K-12 educators, students, families, and policymakers in becoming more knowledgeable about assessment purposes and uses. Standards are available for policymakers, district- and building-level administrators, teachers, and students and their families.

View or download at www.MichiganAssessmentConsortium.org/assessment-literacy-standards.

Assessment Learning Modules
The MAC's self-paced online learning modules are aligned to Michigan's Assessment Literacy Standards and can be accessed individually or as a series. The modules support sound assessment policy and professional learning in high-quality assessment practices. Nine modules are currently available addressing a range of assessment topics, including the Collaborative Inquiry process.

Modules are available at www.michiganassessmentconsortium.org/almodules.

Michigan's Professional Learning Policy (MDE, 2012)

> **Professional Learning Policy** Available at www.michigan.gov/documents/
> ProfDevStdsVISWStrategies_4_9_03_C61067__A62638_12_09_02_62686_7.pdf

> **Michigan's Professional Learning Policy: Standards for Professional Learning**
> Available at www.michigan.gov/documents/mde/PL_Standards_2012_
> pdf_11_7_12_470728_7.pdf.

Powerful Designs for Professional Learning, third edition (Learning Forward, 2015)

Lois Easton's book provides an array of professional learning designs that result in educators' active engagement in learning.

> Available at learningforward.org.

Professional Learning Plans: A Workbook for States, Districts and Schools

This 155-page workbook written by Learning Forward offers information and tools to walk educators through seven planning steps, from data analysis to setting goals to identifying learning designs to monitoring the impact of professional learning.

> Available at learningforward.org/docs/default-source/commoncore/professional-
> learning-plans.pdf?sfvrsn=4

Professional Learning Policy Review: A Workbook for States and Districts (Learning Forward, 2013)

This 85-page workbook by Joellen Killion provides states and local school districts with guidance to conduct a review of existing policies related to professional learning.

> Available at www.learningforward.org/docs/default-source/commoncore/
> professionallearningpolicyreview.pdf

The bottom line on excellence: A Guide to Investing in Professional Learning that Increases Educator Performance and Student Results (Killion and Hirsh, 2012)

This article presents a list of principles that will guide districts and schools in allocating and assessing resources in professional learning.

> Available at https://learningforward.org/docs/february-2012/killion331.
> pdf?sfvrsn=2.

> A listing of all Tools and Resources mentioned in this Guide to help you develop an early literacy assessment system (ELAS) is available online at **www.MichiganAssessmentConsortium.org/ELAS.**