



USING A LEADERSHIP RUBRIC

CONTENT LITERACY CONTINUUM (CLC)

LEADERSHIP RUBRIC FOR

ADMINISTRATORS

The CLC Leadership Rubric for Administrators is designed to assist school personnel in the analysis and discussion of the Implementation Phase of adoption of the CLC. The major purposes of the Implementing Phase are to:

1. Implement CLC school-wide,
2. Empower broad-based action to build commitment and momentum, and
3. Build capacity to move forward and to sustain the effort.

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PROCEDURE

PRIOR TO MEETING: Provide each LLT member with a Content Literacy Continuum Leaders Guidebook. Refer to rubric on pages 178-180.

Step 1: LLT will determine their stage of CLC implementation (Exploring and Planning, Beginning Implementation, Ongoing Implementation, Sustaining).

Step 2: The LLT members will rate their CLC implementation for the state of implementation for each of the 15 items (i.e. Vision, Response to Challenges, and so on.) A 1-5 rating scale, with 1 being the lowest and 5 being the highest, will be used to rate each item.

Step 3: Each LLT member will share their scores and thoughts about each item. Discussion will follow to determine action steps.

Note: Following is an example for the Beginning Implementation Stage, Years 1-2.

Purpose of activity: to assist school personnel in the analysis and discussion of the Implementing Phase of the adoption of the CLC.

Time to allow for activity:
60 minutes

Materials needed:
Content Literacy Continuum Leaders Guidebook.

Implementation Rubric Rating Form

Content Literacy Continuum (CLC)

Leadership Rubric for Administrators

	Beginning Implementation Years 1-2	Thoughts
	1 lowest to 5 highest	
Vision	Leads the development of a site-based 3-5 year plan that focuses on full integration of CLC	
Response to Challenges	Recognizes the challenges and provides needed structures/supports	
Leadership and Collaborative Problem Solving	Ensures the administrative team knows the language, concepts, and implications of CLC	
Support for Professional Growth	Conducts walkthrough observations to identify stages of concern, levels of use, and needs.	

Structures for PD and Coaching	Provides time and support for PD and coaching.	
Support for Planning and Collaboration	Provides time for both individual and collaborative planning.	
Allocation of Resources	Provides needed resources for implementation.	
Curriculum Planning	Provides support for standards-based curriculum planning using the planning routines.	
Support for Professional Development	Promotes staff participation in PD and attends PD.	
Support for CLC	Models use of CERs in staff meetings.	
Support for Continuum of Literacy Instruction	Begins the initiative toward a continuum of literacy-based on student needs	

<p>Building Commitment</p>	<p>Illustrates commitment in day-to-day activities.</p>	
<p>Accountability</p>	<p>Informs staff about relationship between CLC and accountability.</p>	
<p>Use of Data</p>	<p>Ensures annual literacy assessment takes place; staff uses formative data to inform instruction.</p>	
<p>Promoting Responsibility</p>	<p>Ensures the teachers' and administrative teams' ... responsibility for adoption and activation of CLC.</p>	