

Instructor: _____

Date: _____

READ 180 EE | Instructional Practices Inventory

Directions: *READ 180* is most effective when implemented with fidelity. Use this Classroom Implementation Review to complete a self-assessment of your *READ 180* classroom implementation. Use the results to determine appropriate instructional goals for the year.

Part I: School-Driven Implementation Indicators

Directions: Place a check mark to the left of implementation indicator that is fully in place. If an indicator is not fully in place, indicate the area of challenge. Discuss challenge areas with school administrators.

Implementation Success Indicator	If not on model, indicate challenge
Scheduling Class meets for 90 - 120 minutes daily	<input type="checkbox"/> Daily for less than 90 minutes <input type="checkbox"/> Every other day for 90 minutes <input type="checkbox"/> Less than 90 minutes every other day
Largest Class Size 15 - 21 students	<input type="checkbox"/> 22 - 23 students <input type="checkbox"/> 24 - 26 students <input type="checkbox"/> 27+ students
Available Materials Full stage of materials available	<input type="checkbox"/> Incomplete classroom library <input type="checkbox"/> Incomplete classroom library and missing <input type="checkbox"/> No materials available
Fully functioning Technology headsets; software installed; DVD player; CD players	<input type="checkbox"/> Some minor challenges that impede fully <input type="checkbox"/> Hardware or software not accessible on a <input type="checkbox"/> Hardware and/or software not in place
Professional Development Completed	Notes:
Day 1 Training	
Day 2 Training	
Follow-Up Training	

Part II: Classroom-Driven Implementation Indicators

Directions: Place a check mark next to indicators that are fully in place in your classroom. Total the check marks for each implementation area. Focus on strengthening areas that receive less than 5 check marks.

Management and Organization

Implementation Success Indicator	Notes
<input type="checkbox"/> All materials and resources are available for each rotation	
<input type="checkbox"/> Three clearly-defined visible rotation areas that are easily monitored	
<input type="checkbox"/> Inviting classroom with displays such as <i>READ 180</i> posters, student work, etc.	
<input type="checkbox"/> Rotations timed appropriately with daily use of timer	
<input type="checkbox"/> Strong organizational system in place for all classroom materials	
<input type="checkbox"/> Procedures posted; students can articulate classroom rituals and routines	
<input type="checkbox"/> Transitions are smooth, orderly, and well-managed for independence	
<input type="checkbox"/> System established for monitoring student behavior in all rotational areas	
<input type="checkbox"/> "Plan B" for technology instituted and communicated to students	
<input type="checkbox"/> Motivation and/or incentive system in place for student progress	
TOTAL	

Whole-Group Instruction

Implementation Success Indicator	Notes
<input type="checkbox"/> Daily use of <i>rBook Teacher's Edition</i> to guide student learning	
<input type="checkbox"/> Purposeful Whole-Group Wrap-Up implemented daily	
<input type="checkbox"/> Regularly and appropriately scaffolded use of Anchor DVD	
<input type="checkbox"/> Active involvement of all students during Whole-Group Instruction	
<input type="checkbox"/> Appropriate scaffolds provided for student response to Whole-Group lesson	
<input type="checkbox"/> Daily use of structured engagement routines to facilitate learning	
<input type="checkbox"/> Regular monitoring of student <i>rBook</i> responses to ensure rigorous completion	
<input type="checkbox"/> Students respond in complete sentences both orally and in writing	
<input type="checkbox"/> During <i>rBook</i> CheckPoints, lessons extend current Workshop skills or themes	
<input type="checkbox"/> Differentiated instruction to meet individual student needs	
TOTAL	

Small-Group Instruction

Implementation Success Indicator	Notes
Daily use of <i>rBook Teacher's Edition</i> to guide student learning	
Active involvement of all students during Small-Group Instruction	
Use of sentence starters to elicit full oral and written responses	
Daily use of structured engagement routines to facilitate collaboration	
Students appropriately and fully complete <i>rBook</i> work	
<i>rBook</i> lesson is paced to appropriately meet student needs	
Time allocated to support student <i>rBook</i> revision	
Flexible student groupings based on data and student progress	
Regular use of <i>rBook</i> CheckPoints to provide differentiated instruction	
Appropriate RDI assignments given to each group during <i>rBook</i> CheckPoints	
TOTAL	

Modeled and Independent Reading

Implementation Success Indicator	Notes
Classroom library is well-organized, with book levels clearly indicated	
Students select appropriate books based on interest and reading ability	
All students can articulate Lexile levels and match books appropriately	
Students actively read silently or with audio support for the entire rotation	
Students regularly take <i>Scholastic Reading Counts!</i> quizzes	
Written measures of accountability are in place to track daily reading progress	
Daily monitoring of student reading logs or other accountability measures	
Regular recognition of student reading gains are in place	
Book completion expectations established and monitored	
Opportunities established for book talks or presentations	
TOTAL	

Instructional Software and Data Analysis

Implementation Success Indicator	Notes
<i>SRI</i> tests administered within established testing windows	
Students use <i>READ 180</i> software daily	
Students complete <i>rSkills Tests</i> at appropriate intervals	
Data from all software components are regularly analyzed	
Student data points fall within appropriate usage thresholds	
Students regularly receive feedback on software progress	
Data used to strategically regroup students	
Data shared with administrators	
Student data used to hold student conferences and track goals	
Students are appropriately prepared for assessments	
TOTAL	