

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Administrator/Instructional Leader Guide (PET-A)

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*This document is designed to be used with the Planning and Evaluation Tool-R (PET-R) the structure of which is based on: Sugai, G., Horner, R., & Todd, A. (2000). *Effective behavior support: Self-assessment survey*. Eugene, OR: University of Oregon.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Administrator/Instructional Leader Guide

Directions

This guide was developed for instructional leaders as they use the Planning and Evaluation Tool-Revised (PET-R) to assess school strengths and areas of improvement in beginning reading. The items in this guide parallel those of the PET-R (see left-hand column of each major element). As you facilitate your instructional team's assessment of school readiness and need, use the information you may need, in the right-hand column to identify sources of information and actions you may take as an instructional leader.

The annotations in the right-hand column consist of two types of information: (a) sources/notes and (b) actions. In the source/notes section, you will find specific reference to documents or information. The notes provide elaborations or clarifications of information in the item. The action section specifies next steps or activities that need to be scheduled.

In this tool for administrators and instructional leaders, several companion or resource documents are referenced and needed including:

- Consumer's Guide for Evaluating Core/Comprehensive Reading Programs
- Consumer's Guide for Evaluating Supplemental and Intervention Programs (under development)
- Curriculum Maps (from Institute on Beginning Reading)
- Grade-Level Accomplishments (National Research Council, 1998)
- Core/Supplemental/Intervention Maps
- Master Professional Development Schedule (school specific)
- Master Schedule for Instructional Time (school specific)
- State standards and objectives (state specific)

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	ADMINISTRATIVE SOURCE/ACTION
<p>I. <u>Goals, Objectives, Priorities</u> – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.</p>	
<p><u>Goals and Objectives:</u></p> <p>_____1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> Document that outlines measurable goals for each grade level. Curriculum maps from IBR (See prioritized items). State standards specified by grade. To be useful, goals and objectives should be specific and measurable. In the absence of this information, it is difficult to assess progress adequately. <p><u>ACTION</u></p> <ul style="list-style-type: none"> Identify existing documents or review new sources to determine goals, priorities, and objectives to guide K-3 reading instruction. Review each goal/objective to determine what it looks like in practice (how goal is defined and used to guide reading instruction).
<p>_____2. are articulated across grade levels.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> Check sources in item #1 above to determine whether they specify and articulate goals across grades. Objectives and standards should show the progression of skills within a grade and between a grade. <p><u>ACTION</u></p> <ul style="list-style-type: none"> Identify the gaps in cross-grade level goals and objectives. Determine whether objectives and goals build across grade levels. Establish clarity and consensus across grade levels about who is responsible for which goals. Agree on a common curriculum map to communicate and guide cross-grade level goals and instruction.

I. **Goals, Objectives, Priorities** continued

<p>_____3. are prioritized and dedicated to essential components of beginning reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension). (x 2)</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Check sources in item #1 to determine whether they are prioritized according to most essential. • All objectives are not of equal importance to beginning reading. Those of greatest importance should be given greater emphasis. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review objectives to identify “priority” versus “discretionary” items. Determine which are fundamental to beginning reading success. • Use research-based tools and reports (<u>Preventing Reading Difficulties</u>, curriculum maps) to help prioritize those that are essential. • Develop process for teachers and staff to review and gain understanding of most essential items and why they are essential.
<p>_____4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Standards or curriculum maps • Time allocations for reading instruction • Core instructional materials • Ideally, there should be close and strong alignment between goals/objectives and what the curricular programs teach and emphasize. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review alignment of essential objectives and how they are addressed in the core instructional program. • Determine whether time and instruction are allocated to the most essential elements of beginning reading? • Determine whether and where adjustments need to be made to ensure sufficient instruction on most essential skills to enable attainment of goals and objectives.

I. Goals, Objectives, Priorities continued

<p>_____5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Standards or curriculum maps • Survey/assessment of teacher understanding • Teachers may have varying levels of understanding regarding the importance and interpretation of goals and objectives. To ensure higher quality instruction, it is important that all individuals responsible for teaching reading have a clear and consistent understanding of essential learning goals and objectives.
	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> • Review goals/objectives/standards to assess teacher understanding (i.e., what does each objective look like in practice?) • Assess degree to which teachers are aware of priority goals and objectives and use them to guide instruction.

_____ /14 Total Points _____ %

Percent of Implementation:

7 = 50%

11 = 80%

14 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	ADMINISTRATIVE SOURCE/ACTION
II. <u>Assessment</u> – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
<u>Assessment:</u> _____ 1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2).	<u>SOURCE/NOTES</u> <ul style="list-style-type: none"> • School data system • District data system
	<u>ACTION</u> <ul style="list-style-type: none"> • Determine whether system for documenting and monitoring student performance data is available at the school or district level. • Does the school have ready and easy access to information necessary to make instructional decisions? • If not, determine process for establishing a system and identify individuals responsible for maintaining.
_____ 2. Measures assess student performance on prioritized goals and objectives.	<u>SOURCE/NOTES</u> <ul style="list-style-type: none"> • List all measures used to assess performance and guide instructional decisions. • All goals and objectives are not of equal importance in beginning reading. It is important to determine that assessment tools are used judiciously and that just a few measures are used that provide essential information on screening, progress monitoring, diagnosis, and outcomes. • Administrative Time: <ul style="list-style-type: none"> <u>Screening</u>: Fall or early in year <u>Progress Monitoring</u>: At minimum 3 times per year <u>Diagnostic</u>: Selective use as needed <u>Outcome</u>: At minimum, in spring of year

II. Assessment continued

_____ 2. Measures assess student performance on prioritized goals and objectives. (continued)	<u>ACTION</u> <ul style="list-style-type: none"> • Review measures currently used to assess their alignment with essential goals and objectives (See prior section: Goals, priorities, objectives)
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	<ul style="list-style-type: none"> • Determine whether current measures provide adequate information and whether to add or delete particular measures from school battery. • Try to avoid “layering” assessments on top of one another. Instead, develop a map of assessments and those that provide information most relevant to instruction.
<p>_____3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Technical manuals for specific measures used. • Validity - Degree to which measure assesses skill/strategy it is designed to measure. Does the measure relate to other criterion measures of reading? Does measure predict future performance? • Reliability - Consistency of information attained through assessment. Do scores attained reflect performance that is consistent over time and between data collectors? • Measures used for high-stakes decisions must demonstrate adequate reliability and validity. • Your data are only as reliable as the process used to assess performance. It is important to schedule reliability checks. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Become familiar with the validity and reliability of measures. (You may need to obtain technical help to determine this.) • Ensure that all individuals who administer and score measures are adequately trained and that measures are administered reliably.
<p>_____4. All users receive training and follow up on measurement administration, scoring, and data interpretation.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Technical manual from measure that specifies administration directions, scoring procedures, etc. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Designate at least one individual per school to become the expert in specific measures. • Provide training prior to data collection to ensure reliable administration and scoring. • Cross-check at least 20% of data at the scoring and data entry stages.

II. Assessment continued

<p>_____5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Technical manual of measures used to identify whether measure is designed for screening. • Instructional practices used by individual teachers. • Screening measures are used to identify children
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	<p>who enter school at serious risk and may need additional instructional support. Ideally these measures are administered early in the academic year.</p>
<p>_____6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).</p>	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Determine whether and which measures to use for screening. • Determine process used to identify children who require additional instructional support. • Establish process early in the academic year to screen for children who have a potential reading difficulty. <p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Schoolwide assessment schedule • Progress monitoring is the process of assessing student performance frequently using short duration measures that are related to end-of-year outcomes. • Not all measures meet standards for progress monitoring. Ideally these are brief measures that provide highly relevant information on how students are progressing toward long-term goals. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Identify schedule used in grades K-3 to monitor student progress. • Determine whether schedule is sufficient to gain information for timely instructional decisions. • Identify whether some students require more frequent assessments. • Identify measures available to monitor progress and provide professional development to those responsible. • Determine who will collect progress monitoring information and how data will be disseminated.

II. Assessment continued

<p>_____7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction (x 2).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Performance reports at the class and individual student level • Evidence that reports are used by individual teachers • To be useful, teachers should receive reports on student performance soon after assessments are administered. They must also have training on how to interpret and use reports to plan and modify instruction.
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	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Designate personnel to prepare and print reports and provide follow-up sessions with teachers on how to use information. • Schedule student performance feedback sessions at least quarterly • Check teacher use of, satisfaction, and comfort level with the information they receive.
<p>_____8. The building has a “resident” expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • School data base and archives • Individual with dedicated time to carry out assessment related responsibilities. <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Dedicate adequate FTE for assessment expert in your school. • Outline assessment related activities that range from preparing measures to providing feedback.

_____/20 Total Points _____%

Percent of Implementation:

10 = 50%

16 = 80%

20 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	ADMINISTRATIVE SOURCE/ACTIONS
<p>III. <u>Instructional Programs and Materials</u> - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.</p>	
<p>_____1. A comprehensive or core reading program based on scientifically based evidence is adopted for use school wide (x 3).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Current textbook adoption • Process to determine level of implementation at the classroom level • Core/comprehensive refers to a reading program that addresses the 5 essential elements of beginning reading and is designed for Grades K-3 • Documented research-based efficacy is based on (a) prior research documenting effects or (b) an analysis and review based on SBRR (scientifically based reading research). • Sources of SBRR are included in the IBR notebooks. <hr style="border: 0.5px solid black;"/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Prior to selection of a core/comprehensive program, establish a process to review for alignment with SBRR. • Or, review current program according to available reviews to identify areas that need to be supplemented or strengthened. • See Consumer’s Guide for Evaluating Core Reading Programs.
<p>_____2. The instructional program and materials provide explicit and systematic instruction on essential reading elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Current textbook adoption • Or, core program that is under consideration. • Explicit and systematic instruction involves the intentional, direct teaching of critical skills and strategies with sufficient opportunity for practice. Systematic involves the schedule and sequence of instruction and practice to ensure adequate opportunity for students to learn and maintain the skill.

III. Instructional Programs and Materials continued

<p>_____2. The instructional program and materials provide explicit and systematic instruction on essential reading elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2). (continued)</p>	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review program under consideration for adoption or the program currently used to assess level of explicitness. • Or, use existing program reviews to identify areas of strength and weakness. • Determine if program is explicit and systematic in all elements or whether there are particular elements that need improvement. • Try to avoid “layering” different programs on top of one another. Instead, try to identify a “core” reading program that provides the most explicit and systematic instruction.
<p>_____3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • State standards and curriculum maps • Summary of scientifically based practices (See IBR notebook for references). • Consumer’s Guide to Evaluating Core Reading Programs (guide or completed reviews). <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review programs currently used to assess their alignment with state standards and SBRR. • Determine whether the program will “get students to the learning goals” if implemented with high quality. That is, is there enough instruction on the essential elements that align with high priority skills? • Identify areas in which skills/strategies need to be supplemented.

III. Instructional Programs and Materials continued

<p>_____4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program. (x 2)</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Review current program according to available reviews to identify supplemental and intervention programs of documented efficacy. • See Consumer’s Guide for Evaluating Supplemental and Intervention Programs. • Supplemental programs are designed to build or strengthen a particular area of reading such as fluency or phonemic awareness. • Intervention programs are designed for students who require more intensive and explicit instruction in a specific skill. These programs often address multiple elements of beginning reading.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review current gaps in core reading program to identify areas to supplement. • Develop a “program map” to outline what programs are being used where, by whom, for which periods of time. Distribute map to all individuals responsible for reading instruction. • Use student performance data to identify children who will require intervention programs. • Observe programs being used in other schools or pilot test the program if there is not available evidence to support its adoption. • Use student performance data to evaluate the efficacy of the supplemental/intervention. • Determine the alignment of the supplemental and intervention programs with the core. Use program map to increase coherence and consistency of instruction. • Try to avoid “layering” different programs that may not provide consistent instruction.

III. Instructional Programs and Materials continued

<p>_____5. Programs and materials are implemented with a high level of fidelity (x 3).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Implementation checklist from the program that documents critical features. • Specific checklist to document implementation. • Fidelity of implementation involves the consistent execution of the program with high quality for the time and days allocated. Implementation has three critical parts: (a) delivery of lesson, (b) with fluency and high quality, and (c) for the designated amount of time and on a daily basis.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Determine a process to assess fidelity of implementation. This process may involve a number of individuals all of whom must be familiar with the program and capable of providing feedback and support. • Determine and schedule the amount of professional development needed to optimize fidelity of implementation. • Dedicate FTE to individuals to support implementation. This may include a coach but also opportunity for teachers to observe others implementing the program.

_____/22 Total Points _____%
Percent of Implementation:
 11 = 50% 18 = 80% 22 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	ADMINISTRATIVE SOURCE/ACTION
<p>IV. <u>Instructional Time</u> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.</p>	
<p>_____ 1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> Core/Supplemental/Intervention Map (CSI) that specifies daily # of minutes for reading instruction specified by grade. Minimum # of minutes specified (e.g., 90 minutes per day) Plan that articulates how support personnel (e.g., paraprofessionals) are used to deliver reading instruction.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> Review current time allocations per grade to determine sufficiency. Review student performance to determine whether adjustments need to be made to increase time for reading instruction and practice. Distribute final schedule for reading instruction to all teachers/staff.
<p>_____ 2. Reading time is prioritized and protected from interruption (x 2).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> Master schedule that documents how reading time is prioritized and fits into larger school schedule. Schedule for discretionary activities (e.g., field trips, assemblies).
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> At the beginning of the school year, determine optimal use of resources to provide reading instruction K-3. Determine all “discretionary” activities (e.g., assemblies, etc.) and schedule outside of reading instruction. Ensure that reading time is protected each day (e.g., 540 Days).

IV. Instructional Time continued

<p>_____3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Core/Comprehensive Reading Program • Classroom Implementation of Program <hr/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review current instructional program to determine where time is being spent and on which activities? • Determine how much emphasis and time are dedicated to essential elements of reading. • Review student performance data to determine whether instructional time and emphasis needs to be adjusted.
<p>_____4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily (x 2).</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/supplemental/intervention Map • Consumer’s Guide for Evaluating Core/Comprehensive Reading Programs <hr/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Determine how allocated reading time is actually being used on a daily and weekly basis. • Determine how much time is dedicated to whole class, small group, and independent practice activities. • Ensure a minimum of 30 minutes of small group instruction is scheduled daily.
<p>_____5. Additional instructional time is allocated to students who fail to make adequate reading progress.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Core/Supplemental/intervention Maps (CSI) • Master Instructional Schedule <hr/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review supplemental/intervention program map and student performance data to schedule additional instructional time for students who are not making adequate progress. • Try to schedule additional instructional time (e.g., a double dose) daily and in small groups.

_____ /14 Total Points _____ %

Percent of Implementation:

7 = 50%

11 = 80%

14 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>V. <u>Differentiated Instruction/Grouping/Scheduling</u> - Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.</p>	
<p>_____ 1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.</p>	<p><u>SOURCE/NOTES</u></p> <ul style="list-style-type: none"> • Student performance data from screening and progress monitoring measures (e.g., DIBELS) • Placement tests or inventories from reading programs
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review performance data to identify students who are not making adequate progress. • Use the placement test or reading inventories from programs to identify appropriate instructional placement. • Determine whether students can benefit from core reading instructional materials.
<p>_____ 2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/comprehensive Program Map (CSI) that specifies grouping structures. • Grouping children according to instructional levels increases the opportunity for them to receive instruction at their appropriate level. It is essential that as students progress, groups remain fluid and flexible.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Schedule instruction for students who are at greatest risk in the smallest groups available. • Review student performance data at least every two weeks to adjust instructional groups.
<p>_____ 3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/Comprehensive Program Map/Schedule that specifies grouping structures.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Try to schedule instruction for students who are at greatest risk in the smallest groups available. • Review student performance data at least monthly to adjust instructional groups.

V. Differentiated Instruction/Grouping/Scheduling continued

<p>_____4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/Comprehensive Program Map that specifies grouping, time, and program. <hr/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Schedule instruction for students who are at greatest risk in the smallest groups available and a minimum of two reading periods daily (double dose). • Review student performance data at least monthly to adjust instructional groups.
<p>_____5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/Comprehensive Program Map (CSI) that specifies grouping, time, and programs. • The purpose of cross-class (grouping children within a grade but between classes) or cross-grade grouping is to create groups in which children of like instructional levels can be taught in the same group. Such structures require careful planning, coordination, and communication. • It is recommended that in the primary grades students stay within 1 year of their grade-level peers for instructional groups. <hr/> <p><u>ACTION</u></p> <ul style="list-style-type: none"> • Review student performance data in grade-level or cross-grade level teams to identify students who could be grouped for instruction.

_____ /10 Total Points _____%

Percent of Implementation:

5 = 50%

8 = 80%

10 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
<p>VI. Administration/Organization/Communication - Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.</p>	
<p>_____ 1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • State Standards • Curriculum Maps • Assessment Measures • Consumer’s Guide for Evaluating Core/Comprehensive Reading Programs
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Identify areas in which further understanding is needed. • Develop strategy to fill in knowledge/understanding gaps.
<p>_____ 2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/Supplemental/Intervention Map (CSI) • Master Time Schedule
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Schedule time prior to school year to develop a CSI Map. Map should include the following components: time, programs, instructional groupings, instructor, and assessment schedule.
<p>_____ 3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Master Time Schedule • Core/Supplemental/Intervention Map
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Prior to school start, establish schedule that maximizes reading instruction. • Coordinate use of paraprofessionals for use in core, supplemental, and intervention delivery. • Plan for midcourse reallocations of time and personnel.

VI. Administration/Organization/Communication continued

<p>_____4. Grade-level teams are established and supported to analyze reading performance and plan instruction.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Master professional development schedule that specifies and designates planning time for grade-level teams to review student performance data. • Documentation of meetings.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Schedule time in Master professional development schedule for grade-level teachers to meet and review student performance. • Schedule a minimum of 3-4 opportunities per year that coordinate with data reports.
<p>_____5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Core/supplemental/intervention Maps (CSI Map) by grade
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Build in planning and coordination time for all individuals responsible for providing reading instruction. • Complete and revise CSI Map.
<p>_____6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Student and class reports from screening, progress monitoring, and end of year assessments.
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Build in planning and coordination time for all individuals responsible for providing reading instruction to review and act on reports. • Complete and revise CSI Map.

_____/12 Total Points _____%

Percent of Implementation:

6 = 50%

10 = 80%

12 = 100%

0
1
2

Not in place
Partially in place
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VII. <u>Professional Development</u> - Adequate and ongoing professional development is determined and available to support reading instruction.	
_____ 1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>SOURCES/NOTES</u> <ul style="list-style-type: none"> • Curriculum maps • Survey of teacher understanding of <ul style="list-style-type: none"> ○ assessment measures and reports ○ core reading program ○ explicit instructional practices ○ supplemental/intervention programs </div> <div style="padding-top: 5px;"> <u>ACTION</u> <ul style="list-style-type: none"> • Build in professional development to increase understanding and use of <ul style="list-style-type: none"> ○ assessment measures and reports ○ core reading program ○ explicit instructional practices ○ supplemental/intervention programs </div>
_____ 2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>SOURCES/NOTES</u> <ul style="list-style-type: none"> • Master Professional Development Schedule • Coaching schedule to support implementation of <ul style="list-style-type: none"> ○ assessment measures and reports ○ core reading program ○ explicit instructional practices ○ supplemental/intervention programs </div> <div style="padding-top: 5px;"> <u>ACTION</u> <ul style="list-style-type: none"> • Implement professional development schedule to increase understanding and use of <ul style="list-style-type: none"> ○ assessment measures and reports ○ core reading program ○ explicit instructional practices ○ supplemental/intervention programs </div>
_____ 3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <u>SOURCES/NOTES</u> <ul style="list-style-type: none"> • Master Professional Development Schedule </div> <div style="padding-top: 5px;"> <u>ACTION</u> <ul style="list-style-type: none"> • Schedule a minimum of 3 planning sessions yearly for all individuals responsible for reading instruction to review student performance data and modify CSI plans. </div>

VII. Professional Development continued

<p>_____ 4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.</p>	<p><u>SOURCES/NOTES</u></p> <ul style="list-style-type: none"> • Master Professional Development Schedule
	<p><u>ACTION</u></p> <ul style="list-style-type: none"> • Establish committee to review professional development requests and evaluate evidence of efficacy prior to time and resource allocations. Determine if there is evidence that the PD opportunity or program meet research-based criteria?

_____ /8 Total Points _____ %

Percent of Implementation:

4 = 50%

6.5 = 80%

8 = 100%

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Individual Summary Score

Directions: Return to each element (e.g., goals; assessment) and total the scores at the bottom of the respective page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in that element.

Element	Score	Percent
I. Goals/Objectives/Priorities	/14	
II. Assessment	/20	
III. Instructional Practices and Materials	/22	
IV. Instructional Time	/14	
V. Differentiated Instruction/Grouping	/10	
VI. Administration/Organization/Communication	/12	
VII. Professional Development	/8	
Total Score	/100	

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

School Summary Score

Calculating Average Schoolwide Element Scores: Enter each individual's score by element on the following table. Sum down each column and divide by the number of participants to achieve an average school score for each element.

Calculate the proportion of total points for each element by dividing the average element score by the total possible points. This will provide the percentage of total points earned for each element.

Calculating Average Schoolwide Overall Scores. Enter the total scores of each individual in the designated space. Sum across the Total row and divide by the number of participants to achieve an average overall score for the school.

Institute on Beginning (IBR)
**Reading Action Plan
(RAP)**



Name of School, District

City, State

Reading Goals and Priorities

1. What: _____

Who: _____

When: _____

2. What: _____

Who: _____

When: _____

3. What: _____

Who: _____

When: _____

Committee Members

_____	_____	_____
_____	_____	_____
_____	_____	_____

Adopted by School Staff on: _____

Date