

Principal's Reading Walk Through for First Grade

Reading First Classrooms

Teacher _____ Grade Level _____ Date _____

Classroom Environment

- Classroom is arranged to enable active engagement by all students.
- Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and independent student centers.
- Daily Class Schedule is posted which includes a minimum of 90 minutes for reading instruction plus an additional block of time for intensive intervention.
- Program components are evident and in use indicating a print rich environment (e.g., big books, decodable books, vocabulary words, letter-sound cards, etc.).
- Displays, including student work and curriculum materials (e.g., word banks, posters, vocabulary lists), reflect the current reading topic or theme.

Materials

- Teacher and student materials are accessible and organized.
- Evidence exists of program materials being used as designed.
- Teacher uses the Teacher's Edition during instruction.

Teacher Instruction

- Classroom behavior management system is effective in providing an environment conducive to learning.
- Teacher follows the selected program's instructional routines as designed.
- Evidence exists that reading routines and procedures were previously taught.
- Teacher provides appropriate and clear instruction for children at risk, including English learners, and special education students.
- Teacher uses explicit instruction.
- Teacher scaffolds instruction.
- Teacher fosters active student engagement and motivation to learn.
- Pacing is appropriate.
- Transitions are smooth and quick.

Whole Class Instruction

- Instruction is focused on the content of the lesson in the Teacher's Edition.
- Teacher uses a variety of resources during reading instruction (e.g., big books, puppets, decodable books, vocabulary word lists, letter-sound cards, etc.).

Small Group, Differentiated Instruction

- Small group instruction is provided at different levels depending on student need.
- Differentiated, small group instruction or time for direct work with individuals is a regular daily activity, as evidenced by the posted classroom schedule.
- A well defined behavior management system is in place to guide student movement between groups and centers.

Student Reading Centers

- ❑ At independent student learning centers, students are working on activities that directly build reading skills.
- ❑ Centers are clearly defined and labeled.
- ❑ Students remain engaged during centers and independent work.
- ❑ A well defined behavior management system is in place to guide student movement between groups and centers.

Phonemic Awareness

- ❑ Activities are oral and include segmenting and blending of individual sounds in words.
- ❑ Teacher uses engaging activities and materials to support instruction (e.g., hand motions, moving blocks, Elkonin boxes, clapping, etc.)
- ❑ Teacher clearly pronounces individual sounds that are the focus of the lesson with enough volume for students to hear.
- ❑ Instruction appears to be fun and interactive as opposed to repetitive and dull.
- ❑ Students are given ample opportunities to respond and receive feedback on their answers.

Phonics

- ❑ Visual aids (Alphabet cards and letter/sound cards) are used as designed by the program.
- ❑ Teacher provides explicit instruction of letter sounds and blending strategies.
- ❑ Students are applying letter/sound knowledge in reading and writing activities.
- ❑ Teacher is following an organized sequence of instruction guided by the core reading program.

Fluency

- ❑ Students are reading: oral reading, choral reading, partner reading, etc.
- ❑ Oral reading is taking place in small groups with the teacher providing immediate scaffolded feedback.
- ❑ Students are periodically assessed on oral fluency, as evidenced by repeated readings.
- ❑ Teacher modeling of fluency is evident during read-aloud and shared reading activities.

Vocabulary

- ❑ Teacher contextualizes words from the stories they read students (explain what the word means in the text).
- ❑ Teacher develops an explanation of vocabulary words that is child-friendly.
- ❑ Vocabulary instruction is purposeful and on-going as evidenced by lists of vocabulary words around the room.
- ❑ Teacher reinforces students' knowledge of vocabulary words via questioning activities.
- ❑ Students are actively involved with thinking about and using words in multiple contexts.

Comprehension

- Teacher models and encourages students to use comprehension strategies throughout instruction and shared reading:
 - Summarizing
 - Monitoring and clarifying
 - Asking questions
 - Predicting
 - Making connections
 - Visualizing
 - Using graphic and semantic organizers
- Students are discussing answers to higher level questions about selections read.

Observation - Whole Group Instruction

Teacher: _____

Date: _____

Group Level: Emergent

___ The basic core program materials are utilized including supplemental materials, if available.

___ A teaching point is evident. Instruction clearly demonstrates what the teacher wants students to know/be able to do.

___ Phonemic awareness is explicitly taught.

___ Phonics (word families, word patterns, letter/sound correspondence, etc.) is explicitly taught.

___ Shared reading is used as a vehicle to develop vocabulary and present, model, and practice comprehension strategies using grade level material.

___ Students have the opportunity to express their learning through distributed practice.

Comments:

Post-observation conference:

Observation - Literacy Centers

Teacher: _____

Date: _____

Group Level: Emergent

___ There is a clear connection between the skill/strategy that students are expected to use independently at the literacy center and the skill/strategy taught in whole group and guided reading group. (Evidence of layering)

___ Literacy center tasks clearly provide an opportunity for students to practice what the teacher has been modeling.

___ The classroom library is utilized as a literacy center. Meaningful opportunities for students to access and/or respond to text are evident.

___ Students are writing in response to reading during literacy centers (using graphic organizers, etc.).

___ Students have the opportunity to work with words/develop vocabulary in connection with text during literacy centers.

___ Literacy center tasks are differentiated to reflect student needs.

___ Students are aware of the purpose for the literacy center. They can express understanding of how the task is allowing them to "do what good readers do" or to practice meaningful literacy skills/strategies.

Comments:

Post-observation conference:

Observation - Guided Reading

Teacher: _____

Date: _____

Group Level: Emergent

___ The comprehension strategy modeled in shared reading is applied in small group instruction. The teacher clearly focuses instruction on what effective readers do.

___ Small group instruction includes generating background knowledge, development of vocabulary, setting a purpose for reading, and applying word and comprehension strategies using text at an appropriate level for the group.

___ All students assume the role of reader, applying skills/strategies and engaging in "whisper" or silent reading during small group.

___ Students receive coaching and specific supportive feedback as they read.

Comments:

Post-observation conference:

Problem-Solving Team Checklist – Initial Meeting

School Name: _____ Florida Student ID: _____

Date: _____ Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-7 were present or absent. For items 8-25, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial student problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Title 1)			
6. Special Education Teacher			
7. Facilitator			
Problem Identification			
8. Replacement behavior(s) was identified			
9. Data were collected to determine the current level of performance for the replacement behavior			
10. Data were obtained for benchmark (i.e., expected) level(s) of performance			
11. Data were collected on the current level of peer performance			
12. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance and the benchmark was conducted			
Problem Analysis			
13. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			
14. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
15. Data were available or identified for collection to verify/nullify hypotheses			

Critical Component	Present	Absent	Evidence/Notes
16. At least one hypothesis was verified with data available at the meeting.			
Intervention Development/Support			
17. Goals were clearly selected and related directly to benchmarks			
18. Interventions were developed in areas for which data were available and hypotheses were verified			
19. At least some discussion occurred about the use of evidence-based interventions			
20. Criteria for assessing intervention integrity were agreed upon			
21. Frequency, focus and dates of progress monitoring were agreed upon			
22. Criteria for positive response to intervention were agreed upon			
23. An intervention support plan was developed			
24. Intervention support personnel were designated and meeting dates agreed upon			
25. A follow-up meeting was scheduled			

Additional Comments:

Tiers I and II Critical Components Checklist Scoring Rubric

1. Data were used to determine the effectiveness of core instruction for:
 - a. Academics
 - 0 Absent = No data quantifying the effectiveness of core academic instruction are documented
 - 1 Partially Present = Data quantifying the effectiveness of core academic instruction for all students, or for demographic subgroups of students are documented

Ex. Data documenting all students' performance on FCAT, DIBELS, etc. present, but no data examining AYP, DIBELS, etc. subgroup performance present
 - 2 Present = Data quantifying the effectiveness of core academic instruction for all students, and for demographic subgroups of students are documented

Ex. Data quantifying all students' and subgroups of students' performance on FCAT, DIBELS, etc. present
 - N/A Not Applicable = The pilot school is not targeting any academic content area as part of the Florida Problem-Solving/Response to Intervention Project (if completing for a comparison school, use the pilot school to which the comparison school is matched to determine if this item is applicable)
 - b. Behavior
 - 0 Absent = No data quantifying the effectiveness of core behavior instruction are documented
 - 1 Partially Present = Data quantifying the effectiveness of core behavior instruction for all students, or for demographic subgroups of students are documented

Ex. Office Discipline Referral (ODR) data present for all students, but not for subgroups of students
 - 2 Present = Data quantifying the effectiveness of core behavior instruction for all students, and for demographic subgroups of students are documented

Ex. ODR data present for all students and subgroups of students

N/A Not Applicable = The pilot school is not targeting behavior as part of the Florida Problem-Solving/Response to Intervention Project (if completing for a comparison school, use the pilot school to which the comparison school is matched to determine if this item is applicable)

2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions
 - 0 Absent = No decision regarding modifying core instruction or developing supplemental interventions was indicated
 - 1 Partially Present = A decision to modify core instruction or to develop supplemental interventions was indicated, but the decision was not appropriate given the data used to evaluate the effectiveness of core instruction

Ex. 50% of 1st grade students met the DIBELS Oral Reading Fluency (ORF) benchmark, but a decision to not modify core instruction was made
 - 2 Present = A decision to modify core instruction or to develop supplemental interventions was indicated and the decision was appropriate given the data used to evaluate the effectiveness of core instruction

Ex. 50% of 1st grade students met the DIBELS ORF benchmark and a decision to modify core instruction was made
3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention
 - 0 Absent = Data were not used to identify students in need of supplemental intervention
 - 1 Partially Present = Students were identified for supplemental intervention based on data; however, the data used to make the decision came from outcome assessments such as the SAT-10 or FCAT
 - 2 Present = Data from universal screening assessments or other data sources were factored into the decision to identify students as needing supplemental intervention

Ex. DIBELS report present that identifies students as at moderate- or high-risk
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks

- 0 Absent = Reasons for the students not meeting benchmarks were not developed
- 1 Partially Present = Reasons for the students not meeting benchmarks were developed, but the reasons do not span multiple hypotheses domains (e.g., curriculum hypotheses only)

Ex. “Curriculum does not include sufficient lessons on decoding”

- 2 Present = Reasons for the students not meeting benchmarks were developed. The reasons provided span multiple hypotheses domains (e.g., child, curriculum, peers, family/community, classroom, teacher)

Ex. “1) Curriculum does not include sufficient lessons on decoding; 2) Instructional routine does not provide students independent practice with decoding skills; 3) Students do not possess prerequisite phonemic awareness skills; 4) Families do not have books at home”

- 5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks
 - 0 Absent = Data not collected to determine the reasons that are likely to be barriers to the students attaining benchmarks
 - 1 Partially Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for some hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks
 - 2 Present = Data collected using RIOT (Review, Interview, Observe, Test) procedures for all hypotheses to determine the reasons that are likely to be barriers to the students attaining benchmarks

- 6a. A plan for implementation of modifications to core instruction was documented

- 0 Absent = No plan for implementing the modifications to core instruction was documented
- 1 Partially Present = A plan for implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

Ex. “Mrs. Johnson, Mr. Smith, and Ms. Hernandez will add phonics instruction to their lessons”

- 2 Present = A plan for implementing modifications to core instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

Ex. “Mrs. Johnson, Mr. Smith, and Ms. Hernandez will add an additional 30 minutes of decoding instruction targeting segmenting and blending every day”

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

6b. Support for implementation of modifications to core instruction was documented

0 Absent = No plan for providing support to the personnel implementing the modifications to core instruction was documented

1 Partially Present = A plan for providing support to the personnel implementing modifications to core instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

Ex. “Help will be provided each Monday morning before school”

2 Present = A plan for providing support to the personnel implementing modifications to core instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

Ex. “Mr. Baird will model segmenting and blending lessons for the 1st grade teachers each Monday morning before school”

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

6c. Documentation of implementation of modifications to core instruction was provided

0 Absent = No information on the degree to which the modifications to core instruction were implemented was documented

1 Partially Present = Data were documented demonstrating that the modifications to core instruction were implemented, but none of the data were quantifiable

Ex. “Mrs. Johnson and Mr. Smith confirmed that they added 30 minutes of segmenting and blending instruction”

2 Present = Data were documented demonstrating that the modifications to core instruction were implemented and at least some of the data were quantifiable

Ex. 1) “Mrs. Johnson and Mr. Smith confirmed that they added 30 minutes of segmenting and blending instruction”; 2) “Observations conducted by Mr. Baird indicated that an additional 30 minutes of instruction in segmenting and blending occurred 97% of the time”

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were not necessary

7a. A plan for implementation of supplemental instruction was documented

0 Absent = No plan for implementation of supplemental instruction was documented

1 Partially Present = A plan for implementation of supplemental instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for implementation of supplemental instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

7b. Support for implementation of supplemental instruction was documented

0 Absent = No plan for providing support to the personnel implementing supplemental instruction was documented

1 Partially Present = A plan for providing support to the personnel implementing supplemental instruction was documented, but the personnel responsible, the actions to be completed or the deadline for completing those actions was not included

2 Present = A plan for providing support to the personnel implementing supplemental instruction was documented, and included the personnel responsible, the actions to be completed and the deadline for completing those actions

N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction

7c. Documentation of implementation of supplemental instruction was provided

0 Absent = No information on the degree to which supplemental instruction was implemented was documented

- 1 Partially Present = Data were documented demonstrating that the supplemental instruction protocol was implemented, but none of the data were quantifiable
 - 2 Present = Data were documented demonstrating that the supplemental instruction protocol was implemented and at least some of the data were quantifiable
 - N/A Not Applicable = The data used to evaluate the effectiveness of the core curriculum suggested that modifications to core instruction were necessary before giving consideration to the development/modification of supplemental instruction
8. Criteria for determining positive RtI were defined
- 0 Absent = No criteria for determining positive RtI were provided
 - 1 Partially Present = Quantifiable data defining improvement in the target skill needed for positive RtI was provided, but the data did not include a rate index
 - 2 Present = The rate at which improvement on the target skill is needed for student RtI to be considered positive was provided in measurable terms
9. Progress monitoring data collected/scheduled
- 0 Absent = Little or no progress monitoring data were collected
 - 1 Partially Present = Progress monitoring data were collected, but were not collected frequently enough or were collected using measures that were are not sensitive to small changes in the target skill
 - 2 Present = Progress monitoring data were collected at an appropriate frequency using measures that are sensitive to small changes in the target skill
10. Decisions regarding student RtI documented
- 0 Absent = No discussion of the students RtI was provided
 - 1 Partially Present = A discussion of student RtI was provided, but no decisions regarding positive, questionable, or poor RtI were made
 - 2 Present = Documented decisions regarding whether the students demonstrated positive, questionable, or poor RtI were made based on progress monitoring data
11. Plan for continuing, modifying, or terminating the intervention plan provided
- 0 Absent = No plan for continuing, modifying, or terminating the intervention plan was provided
 - 1 Partially Present = A plan for continuing, modifying, or terminating the intervention plan was provided, but it did not link directly to the students' RtI
 - 2 Present = A plan for continuing, modifying, or terminating the intervention plan was provided based on the students' RtI

Tiers I and II Critical Components Checklist

School: _____ Target Area: Reading Math Behavior

Date: _____ Grade Level (if applicable): _____

Directions: For each selected grade-level, please use the scale provided to indicate the degree to which each critical component of problem-solving is present in the problem-solving team paperwork. See the attached rubric for the criteria for determining the degree to which each critical component is present.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not applicable	Evidence/Comments
Problem Identification		
1. Data were used to determine the effectiveness of core instruction for: a. Academics b. Behavior	0 1 2 N/A 0 1 2 N/A	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) interventions	0 1 2	
3. Universal screening (e.g., DIBELS, ODRs) or other data sources (e.g., district-wide assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
Problem Analysis		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2	
Intervention Development and Implementation		
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0 1 2 N/A	
b. Support for implementation of supplemental instruction was documented	0 1 2 N/A	
c. Documentation of implementation of supplemental instruction was provided	0 1 2 N/A	
Program Evaluation/RtI		
8. Criteria for positive response to intervention were defined	0 1 2	
9. Progress monitoring data were collected/scheduled	0 1 2	
10. A decision regarding student RtI was documented	0 1 2	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0 1 2	

Additional Comments:

Problem-Solving Team Checklist – Initial Meeting

School Name: _____ Florida Student ID: _____

Date: _____ Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-7 were present or absent. For items 8-25, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial student problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Title 1)			
6. Special Education Teacher			
7. Facilitator			
Problem Identification			
8. Replacement behavior(s) was identified			
9. Data were collected to determine the current level of performance for the replacement behavior			
10. Data were obtained for benchmark (i.e., expected) level(s) of performance			
11. Data were collected on the current level of peer performance			
12. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance and the benchmark was conducted			
Problem Analysis			
13. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			
14. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
15. Data were available or identified for collection to verify/nullify hypotheses			

Critical Component	Present	Absent	Evidence/Notes
16. At least one hypothesis was verified with data available at the meeting.			
Intervention Development/Support			
17. Goals were clearly selected and related directly to benchmarks			
18. Interventions were developed in areas for which data were available and hypotheses were verified			
19. At least some discussion occurred about the use of evidence-based interventions			
20. Criteria for assessing intervention integrity were agreed upon			
21. Frequency, focus and dates of progress monitoring were agreed upon			
22. Criteria for positive response to intervention were agreed upon			
23. An intervention support plan was developed			
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Additional Comments:
