

**LEA Reflective Summary:  
Grades K - 3 Literacy**



**New Mexico Public Education Department  
*Student Success Division***

**2011-2012**

### **K-3 Literacy Reflective Summary**

The selection, adoption and implementation of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective school wide reading initiative. The investment in identifying a core reading program and developing a delivery system that aligns with research and meets the needs of learners in a school will reap long-term benefits for children's reading acquisition and development<sup>1</sup>. A critical review of reading programs and delivery systems requires objective and in-depth analysis.

The intent of the K-3 Literacy Reflective Summary is to provide district and school teams, through a collaborative conversation to review their school wide literacy system, looking at the effectiveness of the instruction and alignment with the curriculum, making discoveries about reading, reading growth, and reading difficulties.

### **Step-By-Step Process**

#### **Using a Team Approach**

The questions asked in the K-3 Literacy Reflective Summary are designed to help a group develop a “team” perspective. Teams work best when members agree at the outset on the rules for working together. However, what the team members agree to is not as important as the process they go through together to reach the agreements.

Team agreements might include:

- One voice at a time
- No side conversations
- All opinions are respected
- Start and stop on time
- Use consensus rather than majority rule to make final decisions

For the purpose of this tool it is recommended that the district and school leadership complete this collaboratively.

### **Tasks**

1. Complete the table on page five identifying LEA and school leadership team members who participated in the K-3 Literacy Reflective Summary.
2. Workings as a team read each question and through consensus, assign a rating scale.
3. Identify next steps that the LEA and the school will take to increase the level of implementation of each question.

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<sup>1</sup> Simmons, D. C., and Kame'enui, E. J., (2006) *A consumer's guide to analyzing a core reading program grades K-3: a critical elements analysis*. Center for Teaching and Learning, College of Education, University of Oregon. Eugene, OR.

## Rating Scale Examples

Each of the questions asks participants to self identify on a rating scale of 1 – 4 where they feel they are currently, based on evidence.

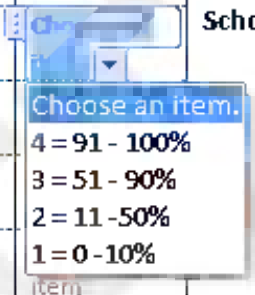
In example 1.1., teams are asked if universal screening occurs during the first month of school. In this question you are asked to reflect on ALL grade levels and identify by grade levels if this is occurring.

- If universal screening occurs within the first month of school-at only Kindergarten and First Grade, you would choose number 2.
- If universal screening occurs within the first month of school in grades K, 1, 2, and 3, you would choose number 4.

<b>Core</b> The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a minimum 90-minute uninterrupted instructional block.		<b>4-3-2-1</b>		<b>Next Steps for LEA/School to Increase Level of Implementation</b>	
<b>Name of Core Reading Program:</b>		<b>Kindergarten:</b> Click here to enter text.	<b>First:</b> Click here to enter text.	<b>Second:</b> Click here to enter text.	<b>Third:</b> Click here to enter text.
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	<div>Choose an item.</div> <div>4 = all grade levels</div> <div>3 = 3 grade levels</div> <div>2 = 1-2 grade levels</div> <div>1 = no grade levels</div>		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b> Click here to enter text.					
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.			Click here to enter text. Click here to enter text.	
<b>Comments:</b> Click here to enter text.					

In example 4.1, teams are asked to reflect on students' progress in specific skill areas based on benchmark data taken at the middle of the school year. All questions ask for data on all students in the grade level.

- If only 48% of Kindergarten students scored 25 or above on initial sound fluency, you would choose number 2.
- If 92% of Kindergarten students score 27 or above in Letter naming fluency at the middle of the school year, you would choose number 4.
- If 8% of Kindergarten students scored 18 and above in Phoneme segmentation fluency at the middle of the school year, you would choose number 1.

Transition Benchmarks These transition benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading progress. The middle of the year is defined as months 4 - 6.		4-3-2-1	Next Steps for LEA/School to Increase Level of Implementation
4.1	<b>Kindergarten:</b> Initial Sound Fluency 25 and above by middle of the year of Kindergarten Letter Naming Fluency: 27 and above by middle of the year of Kindergarten Phoneme Segmentation Fluency: 18 and above by middle of the year of Kindergarten Nonsense Word Fluency: 13 and above by middle of the year of Kindergarten		LEA: <a href="#">Click here to enter text.</a> School: <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			

### Saving Your K-3 Literacy Reflective Summary

1. Once you have completed the K-3 Literacy Reflective Summary as a team, save a copy of the K-3 Literacy review in PDF form and upload it to your Web EPSS filing cabinet under your reading goal using the following corresponding name:
  - (Insert name of school) K-3 Literacy Reflective Summary (insert date)
  - e.g., ABC Elementary School K-3 Literacy Reflective Summary 01.9.2012

LEA Leadership Team Members

Name	Position	Email	Contact Phone Number
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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School Leadership Team			
Name	Position	Email	Contact Phone Number
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### K-3 Literacy Reflective Summary

<b>LEA/State Charter Name:</b> Choose an item.		<b>School Name:</b> Click here to enter text.		<b>NMPED Support Personnel:</b> Choose an item. <span>Click here to enter text.</span>	
<b>Core</b> The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula in a <b>minimum</b> 90-minute uninterrupted instructional block.			<b>4-3-2-1</b>		<b>Next Steps for LEA/School to Increase Level of Implementation</b>
<b>Name of Core Reading Program:</b>		<b>Kindergarten:</b> Click here to enter text.	<b>First:</b> Click here to enter text.		<b>Second:</b> Click here to enter text. <b>Third:</b> Click here to enter text.
1.1	Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.	Choose an item.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b> Click here to enter text.					
1.2	The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.	Choose an item.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b> Click here to enter text.					
1.3	The core program meets the needs of 80% of your students to attain grade-level or above reading proficiency rates.	Choose an item.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b> Click here to enter text.					
1.4	The core program includes whole group and small group instruction, literacy centers, and collaborative learning (peer tutoring, partner reading, choral reading, reader's theater, etc.) focusing on the five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency.	Choose an item.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b> Click here to enter text.					
1.5	Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning.	Choose an item.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.	
<b>Comments:</b>					

Click here to enter text.			
1.6	Teachers use flexible grouping to deliver differentiated instruction to students as needed.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.7	A-classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core reading program/curricula and to ensure differentiated instruction is used to meet students' needs.  <i>Identify the name of the classroom walkthrough/observation tool used in your school:</i> Click here to enter text.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.8	The core includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring.  <i>Identify the name of the benchmark assessment used in your school:</i> Click here to enter text.  <i>Identify the frequency of the benchmark assessment:</i> Click here to enter text.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
1.9	Periodic assessment data drives the services provided to students within the core.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Strategic/Supplemental</b> Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core reading program. Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as		4-3-2-1	<b>Next Steps for LEA/School to Increase Level of Implementation</b>

appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.			
2.1	Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.2	Benchmark assessments are completed within one to two weeks after the start of school to provide baseline data for every student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.3	Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for <b>a minimum of thirty minutes per day, in addition to</b> the minimum of 90 minutes of core reading instruction.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.4	Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.5	The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist specifically trained to implement supplemental interventions.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
2.6	The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b>			



Click here to enter text.			
2.7	Supplemental intervention beginning as soon as possible, and no later than the third or fourth week of school.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
2.8	Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.		<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
2.9	Teachers keep a documented record of the intervention and progress-monitoring data for each student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Intensive</b> Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
3.1	A data driven decision is made about the student’s instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.2	One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.3	Intensive intervention is provided daily (five days a week) through a <b>minimum of thirty minutes</b> of intensive, focused instruction aligned to the critical early reading skills of the student.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

<b>Comments:</b> Click here to enter text.			
3.4	Based on data, intensive groups are organized according to the specific skills being targeted for each student within the group.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.5	Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.6	Teachers document records of the intervention and progress-monitoring data for each student in the intensive intervention group(s).	Choose an item.	
<b>Comments:</b> Click here to enter text.			
3.7	Intensive intervention groups should not exceed three to five students.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
3.8	Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with state content standards.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
<b>Transition Benchmarks</b> These transition benchmarks are empirically derived, criterion-referenced target scores that represent adequate reading progress. The middle of the year is defined as months 4 - 6.		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
4.1	<b>Kindergarten:</b> Initial Sound Fluency 25 and above by middle of the year of Kindergarten Letter Naming Fluency: 27 and above by middle of the year of	Choose an item.  Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

	Kindergarten Phoneme Segmentation Fluency: 18 and above by middle of the year of Kindergarten Nonsense Word Fluency: 13 and above by middle of the year of Kindergarten	Choose an item.  Choose an item.	
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.2	<b>First Grade:</b> Phoneme Segmentation Fluency: 35 and above by middle of the year of First Grade. Nonsense Word Fluency: 50 and above by middle of the year of First Grade Oral Reading Fluency: 20 and above by middle of the year of First Grade.	Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.3	<b>Second Grade:</b> Oral Reading Fluency: 68 and above by middle of the year of Second Grade.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
4.4	<b>Third Grade:</b> Oral Reading Fluency: 92 and above by the middle of the year of Third Grade.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Communication with Parents Regarding Transition Benchmarks</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
5.1	<b>Kindergarten:</b> parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, at the middle of the school year, or at the end of the school year.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>

<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.2	<b>Kindergarten:</b> parents are informed when their child is unsuccessful in the core curriculum and moves on to supplemental instruction.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.3	<b>Kindergarten:</b> parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.4	<b>Kindergarten:</b> parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.5	<b>Kindergarten:</b> A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.5	<b>Kindergarten:</b> An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.6	<b>First Grade:</b> parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments beginning of the school year, the	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>

	middle of the school year, or at the end of the school year.		
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.7	<b>First Grade:</b> parents are informed when their child is unsuccessful in the core curriculum Tier 1 and moves on to Supplemental instruction.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.8	<b>First Grade:</b> parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning to bring the child to grade level.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.9	<b>First Grade:</b> parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.10	<b>First Grade:</b> A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.11	<b>First Grade:</b> An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.11	<b>Second Grade:</b> parents are notified (phone call, conference,	Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a>

	letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, the middle of the school year, or at the end of the school year.		<b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.12	<b>Second Grade:</b> parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.13	<b>Second Grade:</b> parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.14	<b>Second Grade:</b> parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.15	<b>Second Grade:</b> A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services available to assist the student in becoming academically proficient.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
5.16	<b>Second Grade:</b> An academic improvement plan is developed that contains timelines, academic expectations and measurements to be used to support the student in overcoming academic deficiencies.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

<b>Comments:</b> Click here to enter text.			
5.17	<b>Third Grade:</b> parents are notified (phone call, conference, letter) when their child is identified as either At risk or Some Risk on the benchmark assessments administered at the beginning of the school year, at the middle of the school year, or at the end of the school year.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
5.18	<b>Third Grade:</b> parents are informed when their child is unsuccessful in the core curriculum and moves on to Supplemental instruction.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
5.19	<b>Third Grade:</b> parents are informed as to what type of performance data will be collected, and how frequently; what general education services are to be provided; and what strategies the school will use to increase the child's rate of learning in order to bring the child to grade level.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
5.20	<b>Third Grade:</b> parents are notified in writing no later than the end of the second grading period if their child is not academically proficient.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
5.21	<b>Third Grade:</b> A conference is held for each student whose parent(s) are notified in writing that their child is not academically proficient; to discuss strategies, supports and services are available to assist the student in becoming academically proficient.	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
<b>Comments:</b> Click here to enter text.			
5.22	<b>Third Grade:</b> An academic improvement plan is developed that contains timelines, academic expectations and measurements	Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

	to be used to support the student in overcoming academic deficiencies.		
<b>Comments:</b> <a href="#">Click here to enter text.</a>			
<b>Reflecting on Classroom Observation/Walkthrough: Data to Support Instructional Practice</b>			
<b>Kindergarten</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
6.1	Instructor models instructional tasks when appropriate. <ul style="list-style-type: none"> <li>– Demonstrates the task (e.g., uses think alouds).</li> <li>– Proceeds in step-by-step fashion.</li> <li>– Limits language to demonstration of skill.</li> <li>– Makes eye contact with students, speaks clearly while modeling skill.</li> </ul>	Choose an item.  Choose an item. Choose an item. Choose an item. Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
6.2	Instructor provides explicit instruction. <ul style="list-style-type: none"> <li>– Sets the purpose for the instruction.</li> <li>– Identifies the important details of the concept being taught.</li> <li>– Provides instructions that have only one interpretation.</li> <li>– Makes connection to previously-learned material.</li> </ul>	Choose an item.  Choose an item. Choose an item.  Choose an item. Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>
6.3	Instructor engages students in meaningful interactions with language during lesson. <ul style="list-style-type: none"> <li>– Provides and elicits background information.</li> <li>– Emphasizes distinctive features of new concepts.</li> <li>– Uses visuals and manipulatives to teach content as necessary.</li> <li>– Makes relationships among concepts overt.</li> <li>– Engages students in discourse around new concepts.</li> <li>– Elaborates on student responses.</li> </ul>	Choose an item.  Choose an item. Choose an item. Choose an item.  Choose an item. Choose an item. Choose an item.	<b>LEA:</b> <a href="#">Click here to enter text.</a> <b>School:</b> <a href="#">Click here to enter text.</a>



6.4	<p>Instructor provides multiple opportunities for students to practice instructional tasks.</p> <ul style="list-style-type: none"> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> <li>– Elicits group responses when feasible.</li> <li>– Provides extra practice based on accuracy of student responses.</li> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
6.5	<p>Instructor provides corrective feedback after initial student responses.</p> <ul style="list-style-type: none"> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> <li>– Limits corrective feedback language to the task at hand.</li> <li>– Ensures mastery of all students before moving on.</li> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
6.6	<p>Instructor encourages student effort.</p> <ul style="list-style-type: none"> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student's accuracy and/or effort.</li> <li>– Majority of feedback is positive.</li> <li>– Celebrates or displays examples of student success in reading.</li> <li>– Provides feedback during and after task completion.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>

	<ul style="list-style-type: none"> <li>Provides specific feedback about student's accuracy and/or effort.</li> </ul>	Choose an item.	
6.7	<p>Students are engaged in the lesson during teacher-led instruction.</p> <ul style="list-style-type: none"> <li>Gains student attention before initiating instruction.</li> <li>Paces lesson to maintain attention.</li> <li>Maintains close proximity to students.</li> <li>Transitions quickly between tasks.</li> <li>Intervenes with off-task students to maintain their focus.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
6.8	<p>Students are engaged in the lesson during independent work.</p> <ul style="list-style-type: none"> <li>Independent work routines and procedures previously taught.</li> <li>Models task before allowing students to work independently.</li> <li>Checks for student understanding of the task(s).</li> <li>Students use previously-learned strategies or routines when they come to a task they don't understand.</li> <li>Independent work is completed with high level of accuracy.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
6.9	<p>Students are successful completing activities at a high criterion level of performance.</p> <ul style="list-style-type: none"> <li>Elicits a high percentage of accurate responses from group.</li> <li>Elicits a high percentage of accurate responses from individuals.</li> <li>Holds same standard of accuracy for high performers and low performers.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
<b>First Grade</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
7.1	Instructor models instructional tasks when appropriate.	Choose an item.	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>

	<ul style="list-style-type: none"> <li>– Demonstrates the task (e.g., uses think alouds).</li> <li>– Proceeds in step-by-step fashion.</li> <li>– Limits language to demonstration of skill.</li> <li>– Makes eye contact with students, speaks clearly while modeling skill.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item.	
7.2	<p>Instructor provides explicit instruction</p> <ul style="list-style-type: none"> <li>– Sets the purpose for the instruction.</li> <li>– Identifies the important details of the concept being taught.</li> <li>– Provides instructions that have only one interpretation.</li> <li>– Makes connection to previously-learned material.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
7.3	<p>Instructor engages students in meaningful interactions with language during lesson.</p> <ul style="list-style-type: none"> <li>– Provides and elicits background information.</li> <li>– Emphasizes distinctive features of new concepts.</li> <li>– Uses visuals and manipulatives to teach content as necessary.</li> <li>– Makes relationships among concepts overt.</li> <li>– Engages students in discourse around new concepts.</li> <li>– Elaborates on student responses.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
7.4	<p>Instructor provides multiple opportunities for students to practice instructional tasks.</p> <ul style="list-style-type: none"> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> <li>– Elicits group responses when feasible.</li> <li>– Provides extra practice based on accuracy of student responses.</li> <li>– Provides more than one opportunity to practice each</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>

	<p>new skill.</p> <ul style="list-style-type: none"> <li>– Provides opportunities for practice after each step in instruction.</li> </ul>	Choose an item.	
7.5	<p>Instructor provides corrective feedback after initial student responses.</p> <ul style="list-style-type: none"> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> <li>– Limits corrective feedback language to the task at hand.</li> <li>– Ensures mastery of all students before moving on.</li> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
7.6	<p>Instructor encourages student effort.</p> <ul style="list-style-type: none"> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> <li>– Majority of feedback is positive.</li> <li>– Celebrates or displays examples of student success in reading.</li> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
7.7	<p>Students are engaged in the lesson during teacher-led instruction.</p> <ul style="list-style-type: none"> <li>– Gains student attention before initiating instruction.</li> <li>– Paces lesson to maintain attention.</li> <li>– Maintains close proximity to students.</li> <li>– Transitions quickly between tasks.</li> <li>– Intervenes with off-task students to maintain their</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>

	focus.		
7.8	<p>Students are engaged in the lesson during independent work.</p> <ul style="list-style-type: none"> <li>– Independent work routines and procedures previously taught.</li> <li>– Models task before allowing students to work independently.</li> <li>– Checks for student understanding of the task(s).</li> <li>– Students use previously-learned strategies or routines when they come to a task they don't understand.</li> <li>– Independent work is completed with high level of accuracy.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
7.9	<p>Students are successful completing activities at a high criterion level of performance.</p> <ul style="list-style-type: none"> <li>– Elicits a high percentage of accurate responses from group.</li> <li>– Elicits a high percentage of accurate responses from individuals.</li> <li>– Holds same standard of accuracy for high performers and low performers.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
<b>Second Grade</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
8.1	<p>Instructor models instructional tasks when appropriate.</p> <ul style="list-style-type: none"> <li>– Demonstrates the task (e.g., uses think alouds).</li> <li>– Proceeds in step-by-step fashion.</li> <li>– Limits language to demonstration of skill.</li> <li>– Makes eye contact with students, speaks clearly while modeling skill.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
8.2	<p>Instructor provides explicit instruction.</p> <ul style="list-style-type: none"> <li>– Sets the purpose for the instruction.</li> <li>– Identifies the important details of the concept being</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>

	<p>taught.</p> <ul style="list-style-type: none"> <li>– Provides instructions that have only one interpretation.</li> <li>– Makes connection to previously-learned material.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p>	
8.3	<p>Instructor engages students in meaningful interactions with language during lesson.</p> <ul style="list-style-type: none"> <li>– Provides and elicits background information.</li> <li>– Emphasizes distinctive features of new concepts.</li> <li>– Uses visuals and manipulatives to teach content as necessary.</li> <li>– Makes relationships among concepts overt.</li> <li>– Engages students in discourse around new concepts.</li> <li>– Elaborates on student responses.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
8.4	<p>Instructor provides multiple opportunities for students to practice instructional tasks.</p> <ul style="list-style-type: none"> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> <li>– Elicits group responses when feasible.</li> <li>– Provides extra practice based on accuracy of student responses.</li> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
8.5	<p>Instructor provides corrective feedback after initial student responses.</p> <ul style="list-style-type: none"> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> <li>– Limits corrective feedback language to the task at hand.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>

	<ul style="list-style-type: none"> <li>– Ensures mastery of all students before moving on.</li> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> </ul>	Choose an item. Choose an item. Choose an item.	
8.6	<p>Instructor encourages student effort.</p> <ul style="list-style-type: none"> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> <li>– Majority of feedback is positive.</li> <li>– Celebrates or displays examples of student success in reading.</li> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
8.7	<p>Students are engaged in the lesson during teacher-led instruction.</p> <ul style="list-style-type: none"> <li>– Gains student attention before initiating instruction.</li> <li>– Paces lesson to maintain attention.</li> <li>– Maintains close proximity to students.</li> <li>– Transitions quickly between tasks.</li> <li>– Intervenes with off-task students to maintain their focus.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>
8.8	<p>Students are engaged in the lesson during independent work.</p> <ul style="list-style-type: none"> <li>– Independent work routines and procedures previously taught.</li> <li>– Models task before allowing students to work independently.</li> <li>– Checks for student understanding of the task(s).</li> <li>– Students use previously-learned strategies or routines when they come to a task they don’t understand.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<p><b>LEA:</b> <a href="#">Click here to enter text.</a></p> <p><b>School:</b> <a href="#">Click here to enter text.</a></p>

	<ul style="list-style-type: none"> <li>Independent work is completed with high level of accuracy.</li> </ul>	Choose an item.	
8.9	<p>Students are successful completing activities at a high criterion level of performance.</p> <ul style="list-style-type: none"> <li>Elicits a high percentage of accurate responses from group.</li> <li>Elicits a high percentage of accurate responses from individuals.</li> <li>Holds same standard of accuracy for high performers and low performers.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
<b>Third Grade</b>		<b>4-3-2-1</b>	<b>Next Steps for LEA/School to Increase Level of Implementation</b>
9.1	<p>Instructor models instructional tasks when appropriate.</p> <ul style="list-style-type: none"> <li>Demonstrates the task (e.g., uses think alouds).</li> <li>Proceeds in step-by-step fashion.</li> <li>Limits language to demonstration of skill.</li> <li>Makes eye contact with students, speaks clearly while modeling skill.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
9.2	<p>Instructor provides explicit instruction.</p> <ul style="list-style-type: none"> <li>Sets the purpose for the instruction.</li> <li>Identifies the important details of the concept being taught.</li> <li>Provides instructions that have only one interpretation.</li> <li>Makes connection to previously-learned material.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>
9.3	<p>Instructor engages students in meaningful interactions with language during lesson.</p> <ul style="list-style-type: none"> <li>Provides and elicits background information.</li> <li>Emphasizes distinctive features of new concepts.</li> <li>Uses visuals and manipulatives to teach content as necessary.</li> </ul>	<p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>LEA:</b> Click here to enter text.</p> <p><b>School:</b> Click here to enter text.</p>



	<ul style="list-style-type: none"> <li>– Makes relationships among concepts overt.</li> <li>– Engages students in discourse around new concepts.</li> <li>– Elaborates on student responses.</li> </ul>	Choose an item. Choose an item. Choose an item.	
9.4	<p>Instructor provides multiple opportunities for students to practice instructional tasks.</p> <ul style="list-style-type: none"> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> <li>– Elicits group responses when feasible.</li> <li>– Provides extra practice based on accuracy of student responses.</li> <li>– Provides more than one opportunity to practice each new skill.</li> <li>– Provides opportunities for practice after each step in instruction.</li> </ul>	Choose an item.  Choose an item.  Choose an item.  Choose an item.  Choose an item.  Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
9.5	<p>Instructor provides corrective feedback after initial student responses.</p> <ul style="list-style-type: none"> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> <li>– Limits corrective feedback language to the task at hand.</li> <li>– Ensures mastery of all students before moving on.</li> <li>– Provides affirmations for correct responses.</li> <li>– Promptly corrects errors with provision of correct model.</li> </ul>	Choose an item.  Choose an item. Choose an item.  Choose an item. Choose an item. Choose an item. Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
9.6	<p>Instructor encourages student effort.</p> <ul style="list-style-type: none"> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> </ul>	Choose an item.  Choose an item. Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.

	<ul style="list-style-type: none"> <li>– Majority of feedback is positive.</li> <li>– Celebrates or displays examples of student success in reading.</li> <li>– Provides feedback during and after task completion.</li> <li>– Provides specific feedback about student’s accuracy and/or effort.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item.	
9.7	<p>Students are engaged in the lesson during teacher-led instruction.</p> <ul style="list-style-type: none"> <li>– Gains student attention before initiating instruction.</li> <li>– Paces lesson to maintain attention.</li> <li>– Maintains close proximity to students.</li> <li>– Transitions quickly between tasks.</li> <li>– Intervenes with off-task students to maintain their focus.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
9.8	<p>Students are engaged in the lesson during independent work.</p> <ul style="list-style-type: none"> <li>– Independent work routines and procedures previously taught.</li> <li>– Models task before allowing students to work independently.</li> <li>– Checks for student understanding of the task(s).</li> <li>– Students use previously-learned strategies or routines when they come to a task they don’t understand.</li> <li>– Independent work is completed with high level of accuracy.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item. Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.
9.9	<p>Students are successful completing activities at a high criterion level of performance.</p> <ul style="list-style-type: none"> <li>– Elicits a high percentage of accurate responses from group.</li> <li>– Elicits a high percentage of accurate responses from individuals.</li> <li>– Holds same standard of accuracy for high performers and low performers.</li> </ul>	Choose an item. Choose an item. Choose an item. Choose an item.	<b>LEA:</b> Click here to enter text. <b>School:</b> Click here to enter text.



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