

# Leadership Implementation Review

## Part I: Classroom Structure and Organization

**Directions:** Use this form during classroom visits. Place a check mark in the appropriate column to show whether the indicator is in place. Add notes in the right column to support your findings.

INDICATOR	YES	NO	NOTES
<b>Student screening and placement:</b> Students have completed initial <i>Reading Inventory</i> and <i>Phonics Inventory</i> assessments and were placed into program based on results. Student progress data is monitored with a clear plan for exiting upon completion.			
<b>Each rotation is timed appropriately (depending on your model) with smooth transitions:</b> Whole Group: _____ minutes Small Group: _____ minutes Student Application: _____ minutes Independent Reading: _____ minutes Wrap-Up: _____ minutes			
<b>Routines are clearly posted and include:</b> Daily agenda posted Student groupings visible to students Routines for each rotation Daily objectives posted			
<b>Sufficient working hardware:</b> All computers functioning All headphones/microphones working 1 projector (optional)			
<b>Sufficient downloadable materials:</b> <i>ReaL Book</i> per student <i>ReaL Book</i> Digital Teacher's Edition Complete Classroom Library			
<b>Student data reviewed:</b> Updated Data Dashboard results are included in data notebook or lesson plan.			
<b>Completed required professional development:</b> <i>READ 180</i> Day 1 Professional Learning Session <i>READ 180</i> Day 2 Professional Learning Session <i>READ 180</i> Follow-Up Professional Learning Session Conversion Professional Learning Session Webinar Other Professional Learning			

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# Leadership Implementation Review *(Continued)*

## Part II: Classroom Instruction

**Directions:** Use this form during classroom visits. Place a check mark in the appropriate column to show whether the indicator is in place. Add notes in the right column to support your findings.

<b>Whole-Group Instruction</b>			
<b>INITIAL OBSERVATION</b>	<b>YES</b>	<b>NO</b>	<b>NOTES</b>
Teacher and students are using the <i>Real Book</i> together.			
Students are writing appropriately in the <i>Real Book</i> .			
Teacher is using lesson plans from the <i>Real Book</i> Digital Teacher's Edition.			
Teacher is actively involving all students in the task using routines (e.g., Think (Write)-Pair-Share).			
Teacher uses response frames for all responses and requires all students to answer questions both orally and in writing.			
<b>Small-Group Instruction Rotation</b>			
<b>INITIAL OBSERVATION</b>	<b>YES</b>	<b>NO</b>	<b>NOTES</b>
Teacher is using lesson plans from the <i>Real Book</i> Digital Teacher's Edition daily.			
Teacher and students are using the <i>Real Book</i> together.			
Teacher spends time with each member of small groups and incorporates routines (e.g., Think (Write)-Pair-Share).			
Students are grouped based on instructional needs or Groupinator recommendations.			
Teacher differentiates instruction daily by using Support and Extend Lessons (Resources for Differentiated Instruction) or other <i>READ 180</i> resources.			
At <i>Real Book</i> CheckPoints, teacher differentiates instruction based on assessment data using Resources for Differentiated Instruction lessons.			
Teacher uses response frames for all responses and requires all students to answer questions in complete sentences.			
Teacher uses Data Dashboard results to conference with students regarding performance feedback and goal setting.			

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## Leadership Implementation Review *(Continued)*

<b>Independent Reading Rotation</b>			
<b>INITIAL OBSERVATION</b>	<b>YES</b>	<b>NO</b>	<b>NOTES</b>
Students are choosing appropriate content based on their reading abilities (Lexile measure) and interests.			
Students are actively engaged in reading silently or listening to audiobooks and have set quarterly/weekly reading goals.			
Multiple methods of accountability are in place to track reading ( <i>Reading Counts!</i> , graphic organizers, etc.).			
Teacher monitors students' on-task behavior through HMH Teacher Central and/or student reading logs.			
<b>Student Application Rotation</b>			
<b>INITIAL OBSERVATION</b>			<b>NOTES</b>
Students are focused on <i>READ 180</i> Student Application.			
Students are using headphones and microphones appropriately.			
Teacher regularly monitors the time students spend on Student Application.			