

Oregon Reading First  
Schoolwide Beginning Reading Model  
Elements of a Healthy System  
Checklist

School:

Grade:

Level of Support:

I. GOALS, OBJECTIVES, PRIORITIES	
	Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be mastered and children make adequate progress?
II. ASSESSMENT	
	Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for intensive students?
	Are in-program assessments administered regularly?
	Did grade level teams regularly analyze student reading data (DIBELS and in-program assessments), plan/adjust instruction based on data, and regroup students based on the data?
III. INSTRUCTIONAL PROGRAMS AND MATERIALS	
	<b>Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?*</b>
	<b>Are all necessary materials available in each classroom? For each small group?*</b>
	Are instructors incorporating general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons?
	Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?
	Is the program implemented with fidelity? Are efforts to improve fidelity working?
IV. INSTRUCTIONAL TIME	
	<b>Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)?* Are teachers following the schedule?</b>
	<b>Is additional instructional time scheduled for students who are struggling?*</b>
	Are important activities taught/stressed (e.g., red checks, targets, etc.)? Are instructional priorities well understood?
	Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?
	Are students meeting projections for lesson progress pacing?
	Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?
V. DIFFERENTIATED INSTRUCTION/GROUPING/SCHEDULING	
	<b>Are students grouped homogenously by performance level?*</b>
	<b>Are students grouped based on program recommendations?*</b>
	<b>Are group sizes for small group activities appropriate (i.e., 4-6 students)?*</b>
	Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?
VI. ADMINISTRATION/ORGANIZATION/COMMUNICATION	
	<b>Is a sufficient number of staff allocated?*</b>
	<b>Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?*</b>
	Are the lowest performing students taught by strong, experienced, and well qualified instructors?
	Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?
	Are Title and Special Education coordinated with and complementary to general education reading instruction?
VII. PROFESSIONAL DEVELOPMENT	
	Is ongoing, high quality training provided (i.e., staff received professional development on programs used in classrooms prior to implementation and at least twice after initial training)?
	Are program-specific consultants brought in to observe in classrooms and provide ongoing support and training?
	Are teachers receiving support from the RF coach in the classroom? outside the classroom?
	Are regular inservice sessions developed around implementation issues identified by the coach?
	Do teachers have opportunities to observe model lessons from the coach? from peers? from other schools?
	Are new teachers provided the necessary program training?

\* = Structural element