Reading Research to Classroom Practice Self-Reflection Tool for Classroom Teacher

Teacher(s):	School:	Virtual ☐ Face to Face ☐
Lesson Date:	Year teacher completed RRtCP:	Observation/Reflection Number: ☐ 1 ☐ 2 ☐ 3
Lesson Start Time:	Lesson End Time:	Grade Level(s):
Content or Program or Strategy (Ex. Fundations):	Level (if applicable):	Class Period:
# students in group:	# Model Lesson Completed (if applicable):	Co-Taught Lesson: ☐ Yes ☐ No
Sum of demonstrated items (a):	Number of demonstrated items (b):	Average Score: (Sum of demonstrated items divided by the number of observed items a/b)

I have completed the following course(s): Check all that apply.

☐ Co-Teaching-Going Beyond Basics   ☐ RRtCP   ☐ Trained in Program/Strategy by a certified instructor, if applicable

- Teacher and student behaviors *MAY* be noted in the two right-hand columns of the form below. These notations will inform coaching support.
- All items will not necessarily be demonstrated within one classroom visit.
- If completing the form as an NC SIP site for fidelity data collection, the teacher using the tool should have participated in a self-reflection webinar/coaching session with the NC SIP Coordinator or RRtCP Instructor.
- This completed form should be shared with the NC SIP Coordinator and/or RRtCP Instructor for data collection.
- **SCALE - RATING 0 =** Skill not demonstrated/Missed opportunity; **Rating 1 =** Improperly implemented; **Rating 2 =** Somewhat properly implemented; **Rating 3 =** Appropriately Implemented. Leave the rating **BLANK** if the skill was NOT APPLICABLE to the observation. **Indicate scale score in the left-hand column of the form below.**

Rating		Teacher Behaviors	Student Behaviors
Introduction Unit Overview and Purpose and Unit 1 Statistics and Science to Learning to Read and Spell (Applicable to all lessons.)			
	Use of Evidence Based Program /Strategy/Routine Name and Level of Program/Strategy:_____ ☐ Check box if teacher has been trained in Program/Strategy/Routine Listed above. Not to impact score.		
	Students are taught to use instructional routines for development of strategic independent reading skills		
	Demonstrates the Gradual Release Model (check all utilized): ☐ I do ☐ We do ☐ Y'all do ☐ You do		
	Instruction is Explicit, Multisensory, & Systematic		
	Re-teaching occurs as needed		
Unit 2 Structure of Language and History of the English Language			
	Clearly and accurately articulates consonant and vowel sounds		

	Demonstrates techniques to distinguish between commonly confused phonemes		
	Can explain why English words are pronounced differently from the way they are spelled		
Unit 3 Comprehensive Assessment System			
	Instruction is based on data		
	Evidence of the following assessments (check all that apply): ☐ screening ☐ formative ☐ progress monitoring ☐ outcome/summative		
Unit 4 Phonological Awareness and Phonics (If vocabulary is addressed, note in Unit 7.)			
	Basic Phonemic Awareness Instruction (isolating, segmenting, blending sounds)		
	Advanced Phonemic Awareness Instruction (substitutions, additions, deletions, & reversals of sounds)		
	Direct Systematic Phonics Instruction		
	Immediate corrective feedback provided when needed		
	Decodable text was included in the instruction		
	Ample student practice time devoted to word study		
Unit 5 Word Recognition, Syllable Structures, and Spelling			
	Instruction includes syllable types for decoding (including but not limited to marking the syllable)		
	Instruction includes syllable types for encoding (including but not limited to tapping sounds)		
	The teacher demonstrates an understanding of building decodable and irregular words rather than memorizing words from a Dolch/Fry lists (Orthographic Mapping vs Sight Word memorization)		
Unit 6 Fluency			
	Instruction is focused on a rate that replicates conversational speech		
	Fluency is used as a measure of decoding at a rate that supports reading comprehension		
	Text selection supports development of fluency skills and practice using appropriate text (including decodable and leveled text when appropriate)		
	Fluency practice includes: ☐ independent, ☐ partner, ☐ group		
	Fluency practice includes: ☐ word list, ☐ phrase, ☐ sentence, ☐ passage		
	Independent fluency practice		

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Unit 7 Vocabulary			
	Direct instruction of vocabulary includes pre-teaching challenging vocabulary from text		
	Direct instruction of vocabulary includes morphology (word parts and meanings such as prefix, roots, and suffixes)		
	Demonstrates and supports a continuum of word knowledge (depth and breadth)		
	Facilitates activities that allow for exploring words (including tier 1, 2, and 3 words)		
Unit 8 Comprehension (If vocabulary is addressed, note in Unit 7.)			
	Comprehension strategies are explicitly taught and/or reviewed		
	Specific genre and text complexity are selected, and text structure is explained		
	Purpose for reading is established		
	Instruction includes elements that support ☐ surface code, ☐ text base, ☐ building a mental model		
	Evidence of building background when reading new text		
	Extended discussions about text between: ☐ teacher and students ☐ student(s) with student(s)		
	Evidence of questioning at the following levels: ☐ literal, ☐ inferential, ☐ higher order thinking		
	Opportunity through read aloud of grade level text to develop vocabulary and comprehension		
	Instruction includes grammar (e.g., syntax / semantics / construction and deconstruction of sentences / sentence structure)		
	Evidence of written expression to demonstrate comprehension		

Strengths:

Next Steps:

Additional Comments:

NC SIP

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State Board of Education
Department of Public Instruction

IDEAs that Work
Office of Special Education Programs
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