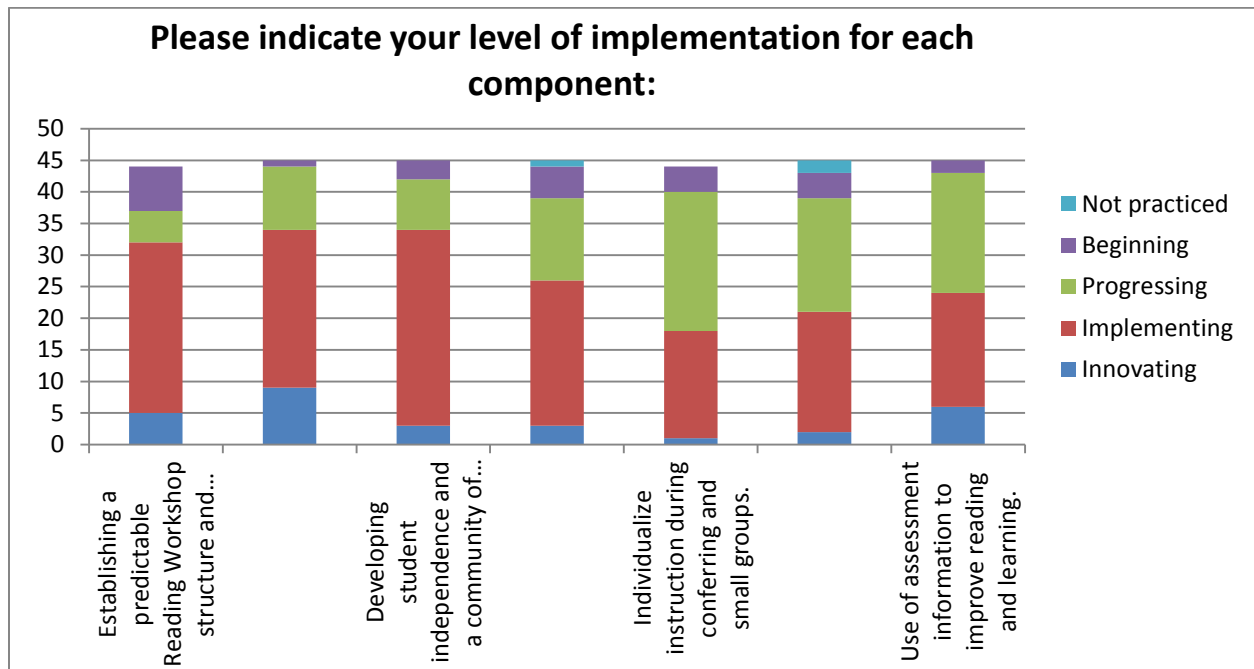


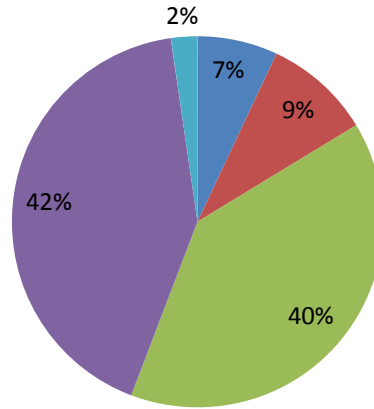
Sample District Reading Instruction Level of Implementation Perception Survey



Answer Options	Not practiced	Beginning	Progressing	Implementing	Innovating	Response Count
Establishing a predictable Reading Workshop structure and routines.	0	7	5	27	5	44
Establishing a literacy-rich classroom environment: arrangement, displays, and access to text.	0	1	10	25	9	45
Developing student independence and a community of learners.	0	3	8	31	3	45
Effectively instruct whole-group mini-lessons.	1	5	13	23	3	45
Individualize instruction during conferring and small groups.	0	4	22	17	1	44
Effective use of literacy artifacts and tools (i.e., book bags, assessment notebooks, folders).	2	4	18	19	2	45
Use of assessment information to improve reading and learning.	0	2	19	18	6	45
<i>answered question</i>						45

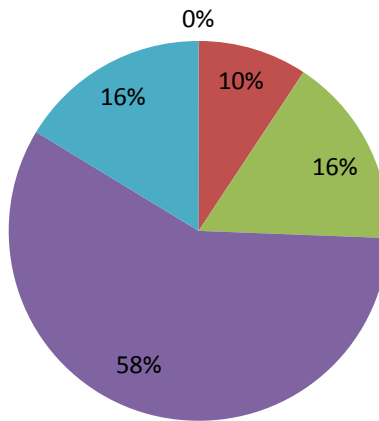
I select and implement 5- to 10-minute mini-lessons that are intentionally based on clear learning targets and students' instructional needs.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



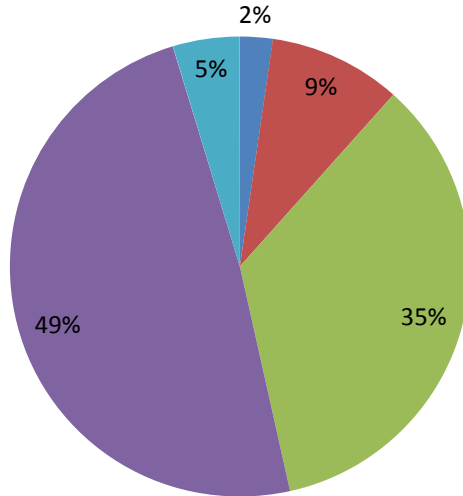
I provide independent practice time for students to read, discuss and write about "just right" books.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



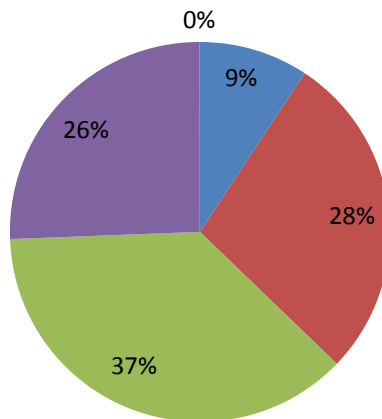
My workshop structure allows for frequent individual student conferences or small guided reading or oral language groups.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



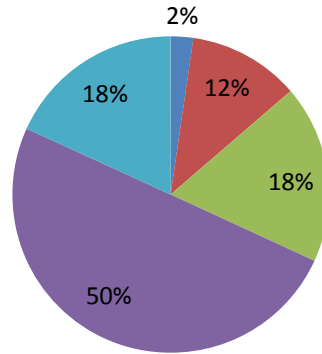
My workshop structure ends with selective sharing time that refers back to the mini-lesson learning target.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



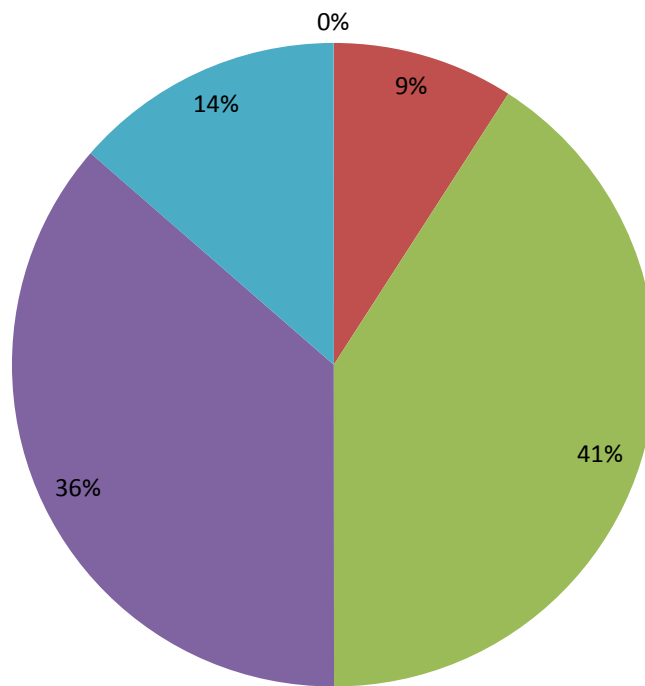
I have developed a diverse classroom library that reflects student interests; supports content area instruction; and is organized and labeled so that students can utilize it independently.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



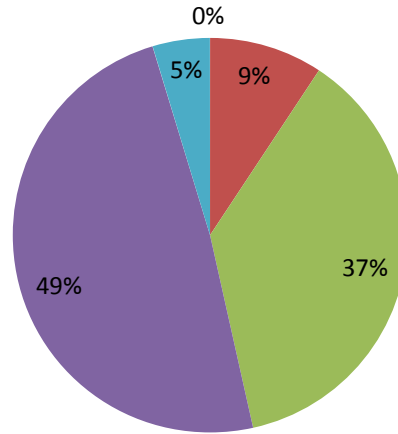
My classroom is arranged to accommodate a variety of student groupings and to emphasize student interactions. I encourage productive, accountable talk by providing areas in which students can work and discuss together.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



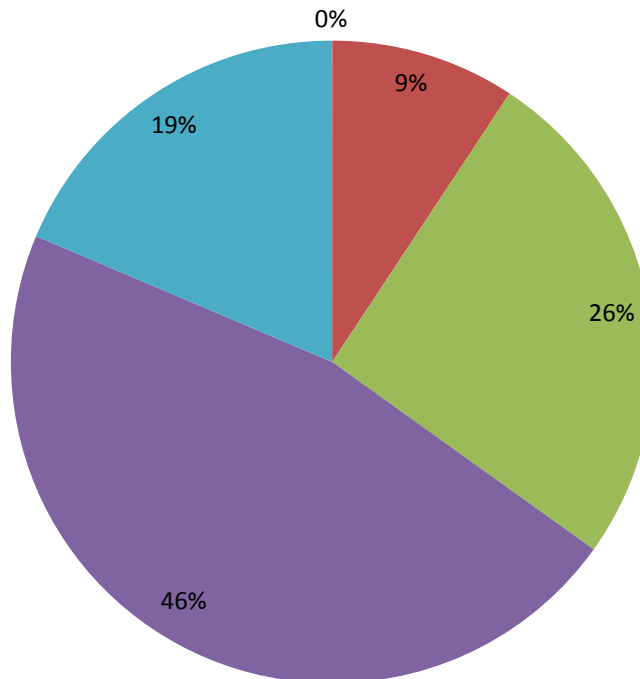
My classroom displays include class-developed anchor charts, examples, and rubrics for student reference; reflect ongoing learning; and are clearly understood by students.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



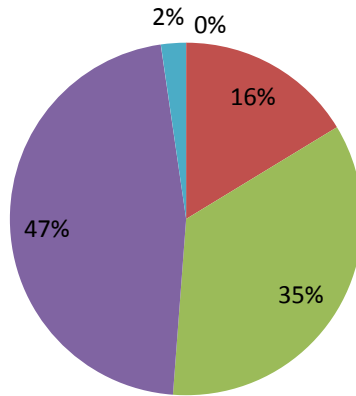
I have established classroom procedures and routines that are firmly practiced and followed in order to develop student independence and a sense of community.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



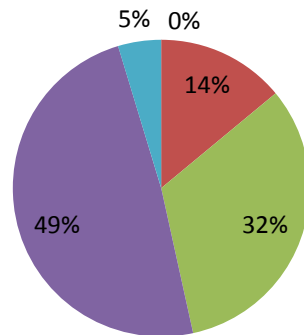
My daily mini-lessons connect to previous learning, and I provide a clear learning target for each.

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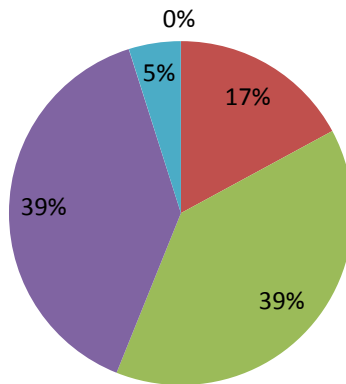


My mini-lessons provide explicit instruction by demonstration, think-aloud, or explanation; and require active engagement of students.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating

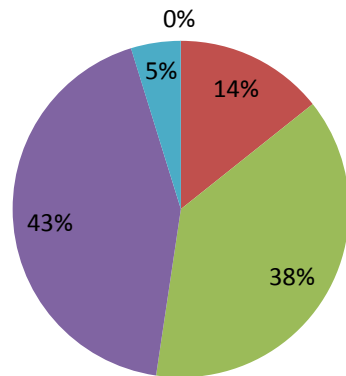


My workshop structure allows me to individualize student instruction during conferring and small reading groups. I am able to collect and record student information; talk with students to enhance their understanding; reinforce students' use of strategies



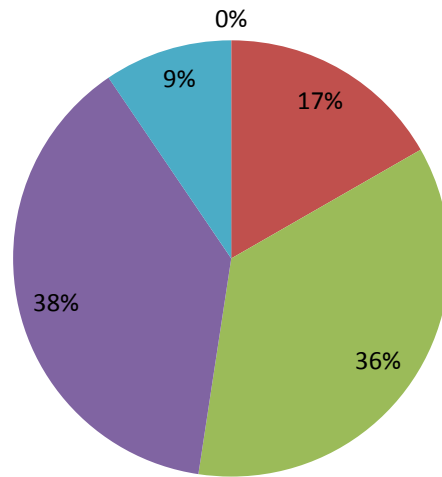
I strategically plan for small guided reading and strategy groups based on student data. Texts are selected based on student instructional levels, known words, strategies, skills and concepts, while providing the opportunity to address the appropriate le

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



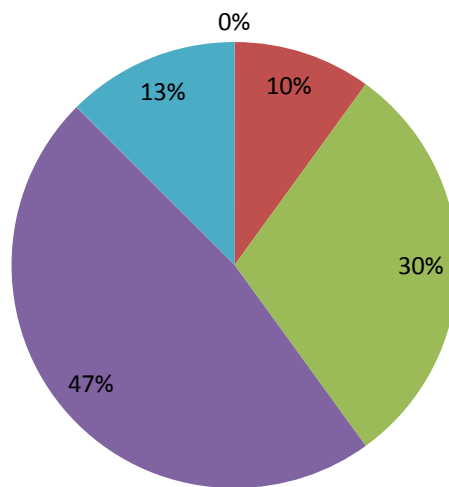
I use literacy artifacts effectively, including book bags/bins, reading assessment notebooks, and reading folders.

■ Not Practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



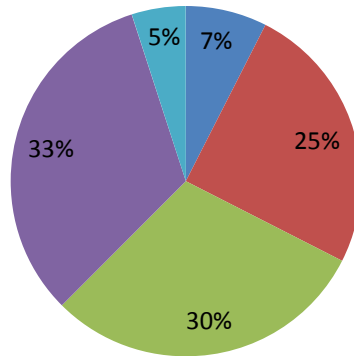
I use a variety of formal & informal assessment evidence to inform instruction and monitor student progress.

■ Not practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



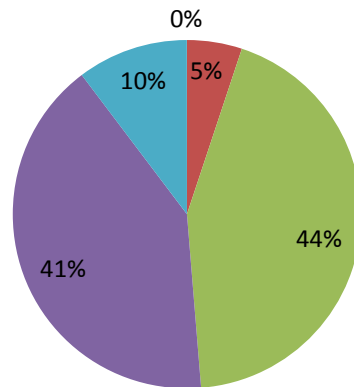
I maintain a system to track conferences, what was discussed, and what students have been working on in order to plan mini-lessons and small group instruction.

■ Not practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



I monitor students and differentiate for their needs. I use all assessment evidence to inform instruction, instructional interventions, and decisions about goals and next steps.

■ Not practiced ■ Beginning ■ Progressing ■ Implementing ■ Innovating



Sample District Reading Instruction Level of Implementation Perception Survey

Please indicate by priority (1 being highest) what components you would like to learn more about regarding reading workshop instruction		
Answer Options	Rating Average	Response Count
Workshop Structure: Procedures and Routines	4.15	39
Preparing an Effective Literacy-Rich Environment	5.46	39
Creating an Effective Culture of Learning in Workshop	4.18	39
Planning, Designing, and Teaching Mini-lessons	3.77	39
Structures for Independent/Focused Reading	4.46	39
Conferring with Individuals and Small Groups	3.49	39
Meaningful Sharing to End Workshop	5.15	39
Collecting Assessment Information to Inform Instruction and Monitor Student Growth	5.33	39
<i>answered question</i>		39
<i>skipped question</i>		11