



READ 180 IMPLEMENTATION LEVEL WORKSHEET

The following sets of indicators can be used to define program implementation levels of Scholastic *READ 180*. Following each indicator is a reference to which **Tool 3—Classroom Observation Protocol** items can be used to assess the presence of each indicator in a *READ 180* classroom.

For purposes of research and reporting, Level 1 defines full implementation, and Levels 2 and 3 define incomplete implementation. Implementation that does not at least meet the standard suggested by Level 3 should be considered as not implementing *READ 180*.

Level 1 Full Implementation—ALL Indicators (1–10).

Level 2 Implementation—Indicators 2–7, plus any combination of Indicators 8–10.

Level 3 Implementation—Indicators 3–6, plus any combination of Indicators 7–10.

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| <input type="checkbox"/> Yes <input type="checkbox"/> No | 1. Class schedule includes 90-minute blocks 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period. (<i>Basic Implementation Interview Question 2, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 2. Class schedule includes three 20-minute rotations 5 days a week with no more than 5 to 7 students per group. (<i>Basic Implementation Interview Question 2, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 3. Sufficient working hardware, computers, headphones and cassette/CD players in 2005, for all students to pass through the rotations each day the class meets. (<i>Classroom Organization Questions 10, 12 & 15–17, pg. 48</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 4. Adequate sets of <i>READ 180</i> Paperbacks, Audiobooks and cassettes (CDs in 2005), and Topic Software. (<i>Classroom Organization Questions 5, 9 & 14, pgs. 47–48</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 5. Adequate training, professional development and technical support to facilitate use of the program model. (<i>Training and Support Interview Questions 27–32, pg. 62</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 6. Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and whole/small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility through rotations. (<i>Classroom Organization Questions 2, 3, 4, 6, 11, 13 & 15, pgs. 47–49</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 7. Frequent (at least every 2–3 weeks) teacher use of the Scholastic Management Suite for tracking and monitoring student progress and reports. (<i>Resource Use Interview Questions 4, 5, 11 & 16, pgs. 47–49</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 8. Regular teacher use of <i>READ 180</i> instructional guides and reproducibles contained in <i>READ 180</i> teacher and program guides. (<i>Instruction Questions 21 & 31 pgs. 50–52; Resource Use Interview Questions 9 & 14, pg. 59</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 9. Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> . (<i>Resource Use Interview Question 3, pg. 57</i>) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | 10. Student participation in <i>READ 180</i> for at least a year. (<i>Basic Implementation Interview Question 1, pg. 56</i>) |