



## READ 180 Administrator Quick Peek Walk-Through

Use this checklist to guide your classroom walk-through and record information about classroom structure, organization, and instruction.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

CLASSROOM STRUCTURE AND ORGANIZATION				
INDICATOR		YES	NO	NOTES
<b>Each rotation is timed appropriately with smooth transitions.</b>	Whole Group: 20 mins.			
	Small Group: 20 mins.			
	Instructional Software: 20 mins.			
	Independent Reading: 20 mins.			
	Wrap-Up: 10 mins.			
<b>Rituals and routines are clearly posted and visible to students.</b>	Daily agenda			
	Student groupings			
	Rituals and routines for each rotation			
	Daily objectives			
<b>Sufficient working hardware for software rotation.</b>	All computers			
	All headphones and microphones			
	At least 3 CD players			
	1 projector or DVD Player			
<b>Sufficient print materials.</b>	1 <i>rBook</i> per student			
	1 <i>rBook Teacher's Edition</i>			
	Complete classroom library			
<b>Completed required professional development for Year 1 READ 180 teacher.</b>	READ 180 Part I Training			
	READ 180 Part II Training			
	READ 180 Follow-Up Training			
	READ 180 Online course			
	READ 180 Conversion Training			
<b>Updated SAM reports are printed, analyzed, and included in data notebook or lesson plan.</b>				

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CLASSROOM INSTRUCTION			
INDICATOR	Yes	No	Notes
Teacher and students use the <i>rBook</i> together.			
Students write appropriately in the <i>rBook</i> .			
Teacher uses lesson plans from the <i>rBook</i> .			
Teacher actively involves all students in the task using instructional routines (e.g. Think-Pair-Share).			
Teacher uses sentence starters for all responses and requires all students to answer questions both orally and in writing.			
Small-Group Instruction	Yes	No	Notes
Teacher uses lesson plans from the <i>rBook</i> daily.			
Teacher and students use the <i>rBook</i> together.			
Teacher spends time with each member of small group and incorporates instructional routines (e.g. Think-Pair-Share).			
Students grouped based on instructional needs, Groupinator recommendations, and SAM data.			
Teacher differentiates instruction daily by using Boost and Stretch activities from the <i>rBook Teacher's Edition</i> .			
Teacher differentiates instruction at <i>rBook CheckPoints</i> using <i>Resources for Differentiated Instruction</i> lessons.			
Teacher uses sentence starters for all responses and requires students to answer questions both orally and in writing.			
Teacher uses SAM data to conference with students regarding performance feedback and goal-setting.			
Independent Reading Rotation	Yes	No	Notes
Students choose appropriate books based on their reading abilities (Lexile level) and interests.			
Students actively engage in reading silently or listening to audiobooks and have set quarterly and weekly reading goals.			
Multiple methods of accountability are in place to track reading (Scholastic Reading Counts!, graphic organizers, etc).			
Teacher monitors students' on-task behavior through SAM data and daily student reading logs.			
Instructional Software Rotation	Yes	No	Notes
Students focused on <i>READ 180</i> Software.			
Students use headphones and microphones.			
Teacher regularly monitors students' time on software through Teacher Dashboard, SAM data, and student software logs.			

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