

Is enough time spent on reading? Are students reading a lot? Generally, do students have time to learn all the reading standards?

R.1

Do our classrooms reflect student-centered, hands-on, minds-on teaching and learning? What are our evidences of this?

R.2

What is the district policy for reading? What is our school policy? What does our state require for graduation? Do we meet or exceed the requirements of the state?

R.3

Do we have the supplies and materials needed to teach the reading curriculum? Are these materials organized so we can readily check them out and use them?

R.4

Do we have a budget for consumable supplies?

R.5

Has the textbook been reviewed to determine which parts of it support the teaching – and the learning – of the district and state standards? Have we determined the alignment of the textbook to the district and state curriculum?

R.6

Do we know what to do with the reading supplies and materials that are available to us?

R.7

Have we talked about how we might structure our schedules and teaching to support the reading standards?

R.8

What support is provided to students who are struggling in reading? Is that support effective?

R.9

What programs are in place for parents, guardians, or caregivers to help them understand the reading curriculum?

R.10

Are there areas in the reading curriculum where additional teacher training is needed?

R.11

What programs are in place to have community members and volunteers help promote reading?

R.12

Do we have and use curriculum posters or maps that serve as useful guides for implementing the reading curriculum?

R.13

Are we reading aloud to students every day?

R.14

Are we pacing and sequencing the reading curriculum so it makes sense for students?

R.15

Does class size support effective reading instruction – especially for younger students?

R.16

What have we done to ensure that we get books in the hands of students?

Is our curriculum articulated and balanced?

Do we have sufficient books on hand to meet the different reading levels of students? Do we have a plan for purchasing books?

Do we have reading incentive programs? Are they effective? Are students really participating?

Are there reading programs that might work with our students? Which should we try? Do they offer adequate methods for different learning and thinking styles?

R.21

Do we have sufficient classroom libraries and reading areas?

R.22

Do we have sufficient books on hand to meet the different reading levels of students? Do we have a plan for purchasing books?

R.23

Do we have the materials needed to teach concepts measured by the state tests (especially for those areas in where we may not have done well?)

R.24

Were teachers familiar with the format of our state and district tests? Were students?

R.25

How are we assessing the reading standards in our classrooms? Is there a need for training in ways to assess the standards in the classroom?

R.26

Do we know what teaching strategies to use to help students learn our reading standards?

R.27

Are the standards and objectives we're teaching crystal clear to teachers and students?

R.28

Are we doing everything possible to make the testing experience positive for our students?

R.29

Do we know which specific students are not learning the standards? What assistance do we provide to these individual students?

R.30

What assistance do we have available for our struggling readers?

R.31

What extension and enhancement support do we provide for students who are reading?

R.32

Do we know the reading level of every single student in our school?

R.33

Do we use classroom assessments that are aligned to our reading standards?

R.34

Are we regularly using classroom data to improve student learning? Do we need to do this more regularly?

R.35

Are we using our state data to improve student learning?

R.36

Is our report card aligned with our standards?

R.37

Do we have high standards in reading for all the students we serve? Are these high standards clearly outlined in our curriculum guide?

R.38

How do we monitor our reading curriculum at our school?

R.39

Is the curriculum guide we're using of high quality? Does it include pacing and guideline suggestions? Are assessments suggested? Are there connections to instructional materials and resources?

R.40

How many actual hands-on activities are in the classroom for use for each new lesson or concept? Are more of these types of activities needed?

R.38

Do we have enough time to get to, review, and check out resources? If not, what can be done to improve and enhance this process? How could we make this happen more regularly?

R.39

What do we have to send home to encourage parents to read with kids and help with homework – things that are fun and not threatening to non-reading or non-English speaking parents?

R.40

Is the curriculum guide we're using of high quality? Does it include pacing and guideline suggestions? Are assessments suggested? Are there connections to instructional materials and resources?

R.41

Are all of the teachers on our grade level, in our department, or on our team proficient in teaching concepts using the concept attainment strategy?

R.42

Are all of the teachers on our grade level, in our department, or on our team proficient in teaching students how to identify similarities and differences?

R.43

Are all of the teachers on our grade level, in our department, or on our team proficient in using effective questioning strategies?

R.44

Are all of the teachers on our grade level, in our department, or on our team proficient in using vocabulary techniques with students?

R.45

Are all of the teachers on our grade level, in our department, or on our team proficient in teaching students how to compare and contrast?

R.46

Are all of the teachers on our grade level, in our department, or on our team proficient in teaching students how to summarize information?

R.47

Are all of the teachers on our grade level, in our department, or on our team proficient in using thinking maps and other concept maps with students?

R.48

Are all of the teachers on our grade level, in our department, or on our team proficient in helping students take notes?

R.49















