**Early Implementation Observation Tool for Reading and Writing**

 **Observer: High-Quality Instructional Resource (HQIR): Date:**

**Purpose:** The Early Implementation Observation Tool describes common indicators associated with initial implementation (academic year 1, possibly extending into year 2) of a HQIR into classroom instruction. It is recommended that, during this time, the HQIR is implemented with fidelity as educators begin to develop an understanding of its instructional design.

**Rating Criteria**

**1: YES** – All indicator aspects are fully present whenever appropriate.

**2: MOSTLY –** Most indicator aspects are present when appropriate.

**3: SOMEWHAT** – Some indicator aspects are present when appropriate.

**4: NOT YET** – Indicator aspects are not yet present.

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| **Observer Actions** | **Look-Fors** | **Rating** |
| **Indicator 1: Students use the HQIR(s) every day.** | **A. Tier 1 local HQIR(s) is present in the classroom.**  | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**     |
| **B. Teachers are using the curriculum and HQIR(s) as intended.** During the walk-through, refer to the teacher version of the lesson. Is the teacher following discussion notes or prompts, using examples from the HQIR, and having students engage with rich, grade-level text and respond to text-dependent tasks from the HQIR?  | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**  |
| **C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum and HQIR(s).** Examine student materials in use for the day's lesson and also determine if materials from the HQIR have been used consistently over time. | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**   |
| **D. Pacing is on schedule according to district/HQIR guidance.**  |  **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**    |

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| **Indicator 2: Students receive appropriate and timely supports that allow them to spend a majority of their time on grade-level work.** | **E. HQIR-recommended supports/scaffolds are being used to ensure all students can engage with grade-level texts and tasks.**   | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**     |
| **Indicator 3: Students spend the bulk of their time reading and writing and talking about reading and writing.** | **F. Students do the majority of the thinking about the HQIR’s texts, moving beyond listening to the teacher or writing down responses provided by the teacher.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**  |
| **G. Students respond to the texts they read in a variety of ways and groupings.** | **YES   /   MOSTLY   /   SOMEWHAT   /   NOT YET** **Explanation:**   |

**Notes:**