

## Resource Survey-Interview

**Please answer the following questions:**

How often do you use the leveled reading books from the staff book room?

What drives your reading instruction?

What assessments and data do you collect to determine reading levels?

Do you have leveled reading groups? *If so, please complete the Small Group Planning chart included with the Teacher Needs Survey.*

What curriculum do you use for writing instruction?

How do you implement Word Work/Spelling?

Is there any reading/writing curriculum that you would like to explore or have available? What are they?

Are there any other assessments or resources that you would like to explore or have available? What are they?

## Small Group Planning Chart

Do you have reading groups/instruction that is leveled based on assessments?    Yes        No

If so, please complete the chart below.\*\*

|  | Intensive-<br>Unsatisfactory | Strategic-Partially<br>Proficient | Benchmark-<br>Proficient | Advanced |
|--|------------------------------|-----------------------------------|--------------------------|----------|
| <b>Name of Assessments used for Screening and/or Progress Monitoring</b> |                              |                                   |                          |          |
| <b>Frequency of Administration of Assessments</b>                        |                              |                                   |                          |          |
| <b>Daily Instructional Time in Reading</b>                               |                              |                                   |                          |          |
| <b>Materials Used</b>  |                              |                                   |                          |          |
| <b>Teacher providing the Instruction</b>                                 |                              |                                   |                          |          |
| <b>Group Size (i.e. whole class, 5-6, 1 on, etc.)</b>                    |                              |                                   |                          |          |

\*\*This chart was taken from "Taking Stock of What We Have and What We Need"

**Survey of Teacher Professional Development Needs in Reading Instruction\***

Please help us determine what your needs and desires are for upcoming Professional Developments. Rate the following areas as either high, medium, or low priority.

| Area of Reading or General Feature of Instruction |  | High Priority | Medium Priority | Low Priority |
|---|--|---------------|-----------------|--------------|
|   | Teaching Phonemic Awareness                                    | 3             | 2               | 1            |
|   | Effective Phonics Instruction                                  | 3             | 2               | 1            |
|   | Teaching for Fluent Reading                                    | 3             | 2               | 1            |
|   | Teaching Spelling and Word Study                               | 3             | 2               | 1            |
|   | Teaching Vocabulary  | 3             | 2               | 1            |
|   | Teaching Comprehension Strategies                              | 3             | 2               | 1            |
|   | Effective Instruction for Struggling Readers                   | 3             | 2               | 1            |
|   | Selecting Appropriate Text for Reading Instruction             | 3             | 2               | 1            |
|   | Organizing and Managing Small-Group Reading Instruction        | 3             | 2               | 1            |
|   | Using the Results of Assessments to Plan Effective Instruction | 3             | 2               | 1            |
|   | Monitoring Student Progress in Reading                         | 3             | 2               | 1            |
|   | Planning Lessons that Align with State Standards               | 3             | 2               | 1            |
|   | Engaging Students in the Lesson During Teacher-Led Instruction | 3             | 2               | 1            |
|   | Engaging Students in the Lesson During Independent Work        | 3             | 2               | 1            |
|   | Providing Explicit Instruction                                 | 3             | 2               | 1            |
|   | Engaging Students in Meaningful Interactions with Language     | 3             | 2               | 1            |
|   | Providing Multiple Opportunities for Students to Practice      | 3             | 2               | 1            |

\*This survey is adapted from *The Reading Coach: A How-to Manual for Success* by Jan Hasbrouck and Carolyn Denton

Please circle what you are currently using – and indicate frequency (# of days/week or other)

Fountas and Pinnell/DRA Benchmark

Small group/guided reading groups

Leveled literacy circles

Reading Workshops

Six + 1 Traits of Writing

Writing Workshops

Lucy Calkins Reading Units

## Literacy Lesson Observation and Feedback Form

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Start time \_\_\_\_\_ Stop time \_\_\_\_\_

What was the focus of the lesson? *Circle all that apply*

PA/Phonics/Words    Fluency    Vocabulary    Comprehension    Writing  
 Other \_\_\_\_\_    Unclear

Grouping:    Whole Class    Large Group    Small Group    Individual

| <b>Very Much</b>  | <b>Not Observed</b> |   |   |   |   | Notes on student behavior and engagement: |       |
|---|---------------------|---|---|---|---|---|-------|
| Lesson focus is stated/Objectives are clear               | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Models Reading Strategies                                 | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Explains Concepts   | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Gives Explicit Instructions                               | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Supports Struggling Readers                               | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Engages Students During Instruction                       | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Engages Students During Independent Work                  | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Selects Appropriate Texts for Students                    | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Engages Students in Meaningful Interactions with Language | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |
| Provides Multiple Opportunities for Students to Practice  | 5                   | 4 | 3 | 2 | 1 | n/a                                       | _____ |

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| Selecting Appropriate Text for Reading Instruction             |               |                 |              |
| Organizing and Managing Small-Group Reading Instruction        |               |                 |              |
| Using the Results of Assessments to Plan Effective Instruction |               |                 |              |
| Monitoring Student Progress in Reading                         |               |                 |              |
| Planning Lessons that Align with State Standards               |               |                 |              |
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