

Planning and Evaluation Tool for Effective Schoolwide Reading Programs – Revised (PET-R)

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Directions: Based on your knowledge of your school's reading program (e.g., goals, materials, allocated time), please use the following evaluation criteria to rate your reading program's implementation. Each item has a value of 0, 1, or 2 to indicate the level of implementation

Levels of Implementation Description: 0 = Not in place | 1 = Partially in place | 2 = Fully in place

I. Goals, Objectives, Priorities: Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. Are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.		
2. Are articulated across grade levels.		
3. Are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading.		
4. Guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions)		
5. Are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.		
II. Assessment: Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress.		
2. Measures assess student performance on prioritized goals and objectives.		
3. Measures are technically adequate (i.e., have high reliability/validity) as documented by research.		
4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.		
5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.		
6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).		
7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction		
8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.		
III. Instructional Programs and Materials: The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school-wide.		
2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).		
3. The instructional materials and program align with and support Common Core State Standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.		
4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program.		
5. Programs and materials are implemented with a high level of fidelity.		
IV. Instructional Time: A sufficient amount of time is allocated for instruction and the time allocation is used effectively.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.		

2. Reading time is prioritized and protected from interruption.		
3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).		
4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily.		
5. Additional instructional time is allocated who fail to make adequate reading progress.		
V. Differentiated Instruction/Grouping/Scheduling: Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.		
2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.		
3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (<6) is used to support teacher-directed large group or whole class instruction.		
4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow frequent monitoring & opportunities to respond/receive feedback).		
5. Cross-class & grade grouping is used when appropriate to maximize learning opportunities.		
VI. Administration/Organization/Communication: Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. Administrators or the leadership team are knowledgeable of Common Core State Standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.		
2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.		
3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.		
4. Grade-level teams are established and supported to analyze reading performance and plan instruction.		
5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.		
6. A communication plan for reporting and sharing student performance with teachers, parents, school, district, and state administrators is in place.		
VII. Professional Development: Adequate and ongoing professional development is determined and available to support reading instruction.	Implementation Level: 0, 1, or 2	Documentation of Evidence
1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.		
2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.		
3. Time is systematically allocated for educators to analyze, plan, and refine instruction.		
4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.		