












THE SPECIAL EDUCATION TEACHER'S LITERACY IMPLEMENTATION CHECKLIST

Use this checklist as a quick self-check or during planning/reflecting to ensure high-quality literacy instruction for students with disabilities.

1 INSTRUCTIONAL ALIGNMENT		Yes	Sometimes	Not Yet
	Goal Alignment: Are daily literacy lessons explicitly connected to students' IEP literacy goals (decoding, fluency, comprehension, or written expression)?			
	Skill Specificity: Am I teaching the exact skill deficit identified in assessments?			
	Structured Literacy Integrity: Am I consistently using evidence-based, structured literacy practices for students with dyslexia or significant reading delays?			

2 INSTRUCTIONAL DELIVERY & ADAPTATION		Yes	Sometimes	Not Yet
	Lesson Consistency: Are my instructional routines predictable and structured, so students with learning disabilities can build automaticity and confidence?			
	Responsive Adjustment: Am I adjusting instruction based on student performance in the moment?			
	Access & Scaffolding: Are accommodations and supports (visuals, manipulatives, pacing, repetition) embedded naturally into instruction - not added as an afterthought?			

3 PROGRESS MONITORING & IMPACT		Yes	Sometimes	Not Yet
	Frequent Measurement: Am I collecting data often enough to detect meaningful progress or lack of response to intervention?			
	Instructional Responsiveness: When a student is not progressing, do I change instruction (not just document lack of progress)?			
	IEP Progress Clarity: Can I clearly explain how current instruction is moving students toward their IEP reading goals in measurable terms?			






REFLECTION: If you marked "Sometimes" or "Not Yet," it's not about working harder, it's about having the right system. Connect with us to get a clear, actionable path forward.






THE PRINCIPAL'S LITERACY IMPLEMENTATION CHECKLIST

Use this checklist during walkthroughs, conversations, or reflection to quickly gauge literacy consistency, teacher confidence, and student progress across your school.




1 CLASSROOM CONSISTENCY

	Yes	Sometimes	Not Yet
 Uniformity: If I walk into three different classrooms in the same grade, is the core phonics/intervention instruction recognizable in all three?			
 The “Right” Intervention: Are teachers using evidence-based routines for struggling readers? Does the curriculum provide clear, structured support for students with dyslexia that teachers can implement with fidelity?			
 Student Engagement: Are students with reading gaps actively participating? Are we noticing and responding quickly when students disengage to prevent them from falling behind?			

2 TEACHER CONFIDENCE

	Yes	Sometimes	Not Yet
 The “Expert” Factor: When a teacher identifies a student with dyslexia, do they have a clear internal roadmap?			
 Instructional Reality: Does the staff feel that professional development actually applies to their specific group or students?			
 Resource Alignment: Is the teacher using the materials provided? Does our instructional system provide everything teachers need to deliver effective literacy instruction without needing to seek outside materials?			

3 PARENT & PROGRESS ALIGNMENT

	Yes	Sometimes	Not Yet
 Data Readiness: Can the teacher clearly explain to a parent why a specific intervention is being used and show the science behind it?			
 Growth Targets: Are you seeing measurable movement in the bottom 20% of readers? Are we seeing clear evidence that implementation is translating into student progress?			
 Communication & Trust: Are parents informed, included, and confident in the plan? Are we providing clear, consistent communication about interventions and student progress?			



REFLECTION: If you marked “Sometimes” or “Not Yet,” it’s not about working harder, it’s about having the right system. Connect with us to get a clear, actionable path forward.






THE SPECIAL EDUCATION LEADER'S LITERACY IMPLEMENTATION CHECKLIST

Use this checklist during walkthroughs, leadership meetings, data reviews, or program evaluations to quickly assess districtwide literacy implementation for students with reading disabilities.




1 INSTRUCTIONAL CONSISTENCY

Are we delivering a predictable, evidence-based system for students with reading disabilities across buildings and classrooms?

	Yes	Sometimes	Not Yet
 Cross-Classroom Alignment: If I compare classrooms across schools or programs, is there clear consistency in intervention delivery for students with dyslexia or significant reading deficits?			
 Evidence-Based Integrity: Are Tier 2 and Tier 3 interventions grounded in structured literacy and Orton-Gillingham principles? Are our interventions well-aligned to student needs, reducing the need for independent modification?			
 Implementation Fidelity: Do staff have clear guidance on how to implement interventions with fidelity, and when to make aligned adjustments based on student need?			




2 STAFF CAPACITY & CONFIDENCE

Do our special education teachers and interventionists feel equipped to act independently and effectively with struggling readers?

	Yes	Sometimes	Not Yet
 Clinical Independence: When a student is identified with characteristics of dyslexia, do teachers have a clear instructional pathway they trust and can execute without waiting for external guidance?			
 Professional Learning Transfer: Are district PD and coaching models translating into classroom practice? Do staff have all the knowledge and materials to bridge instructional gaps?			
 Tool Utilization: Are district-approved programs and diagnostic tools being used consistently? Do staff feel confident that the provided programs and tools fully support effective instruction for their students?			

3 STUDENT PROGRESS & COMPLIANCE ALIGNMENT

Are we seeing measurable impact for students with disabilities, and can we clearly explain that impact to families and compliance stakeholders?

	Yes	Sometimes	Not Yet
 Progress Monitoring Clarity: Can teams articulate why specific interventions were selected and how they connect to measurable student need and disability profiles?			
 Growth in Intensive Tiers: Are students in the lowest performance bands demonstrating consistent, documented growth? Is intervention participation leading to meaningful progress?			
 Audit Readiness: If asked, could we clearly demonstrate intervention fidelity, data-based decision making, and progress toward IEP goals without reconstruction or interpretation?			









REFLECTION: If you marked "Sometimes" or "Not Yet," it's not about working harder, it's about having the right system. Connect with us to get a clear, actionable path forward.






THE READING SPECIALIST'S LITERACY IMPLEMENTATION CHECKLIST

Use this checklist for self-reflection, lesson planning, coaching conversations, or data reviews to strengthen your impact as a reading specialist.

1 INSTRUCTIONAL PRECISION		Yes	Sometimes	Not Yet
	Intervention Consistency: When I deliver or observe intervention sessions, is the instructional routine predictable, systematic, and aligned to structured literacy principles?			
	Diagnostic Alignment: Are my instructional decisions clearly tied to assessment data (phonemic awareness, decoding, encoding, fluency)?			
	Skill Integrity: Am I explicitly teaching the exact skill deficit (not just re-teaching content), especially in phonological awareness, orthographic mapping, and syllable patterns?			

2 INSTRUCTIONAL CONFIDENCE & DECISION MAKING		Yes	Sometimes	Not Yet
	Instructional Pathway Clarity: When a student is identified with dyslexia indicators, do I immediately know the next instructional steps, without having to search for additional resources to build the lesson?			
	Professional Judgment: Am I able to explain why I selected a specific routine or sequence within structured literacy, based on student need?			
	Resource Dependence: Am I primarily using core district-approved intervention materials, without having to modify or replace them to “make them work”?			

3 STUDENT RESPONSIVENESS & PROGRESS		Yes	Sometimes	Not Yet
	Data-Driven Responsiveness: Can I clearly see and document whether a student is mastering taught skills within a reasonable instructional window?			
	Progress Monitoring Use: Am I using ongoing data to adjust instruction in real time, or only to report progress after the fact?			
	Skill Transfer: Are students applying taught skills to unfamiliar texts and spelling situations, or only performing within structured practice?			



REFLECTION: If you marked “Sometimes” or “Not Yet,” it’s not about working harder, it’s about having the right system. Connect with us to get a clear, actionable path forward.