



CONSIDER

- Grade level buy-in
- Types of Intervention materials available in the school
- Designated time for providers to debrief
- Ongoing progress monitoring matched to intervention

BEGIN with the

DATA MEETING

This meeting includes the reading coach, learning/data specialist, curriculum coordinator, administration, and all providers.

- Minimum two hours
- Teachers complete data cards for each child
- Begin grouping with lowest level skills
- Subdivide using other data points
- Once groups are formed, discuss:
 - Instructional focus
 - Instructional method
 - Provider
- OPM: What? When? Who?

Advantages

Instruction is closely targeted to student's instructional level.

Providers become expert at one instructional routine.

Teachers view all students as their responsibility.

Teachers take instructional routines back to their own classrooms.

Teachers engage in collegial conversations during data meetings.

Students do not have to miss other activities.

Steps to Success



Teaching with Student Variance in Mind

In this model for providing differentiated instruction and/or intervention, students walk to the location where they will receive their targeted group instruction.

This model requires that ALL teachers at a grade level schedule interventions at the same time. This allows all available providers to be available at this time.

Keys to the Process

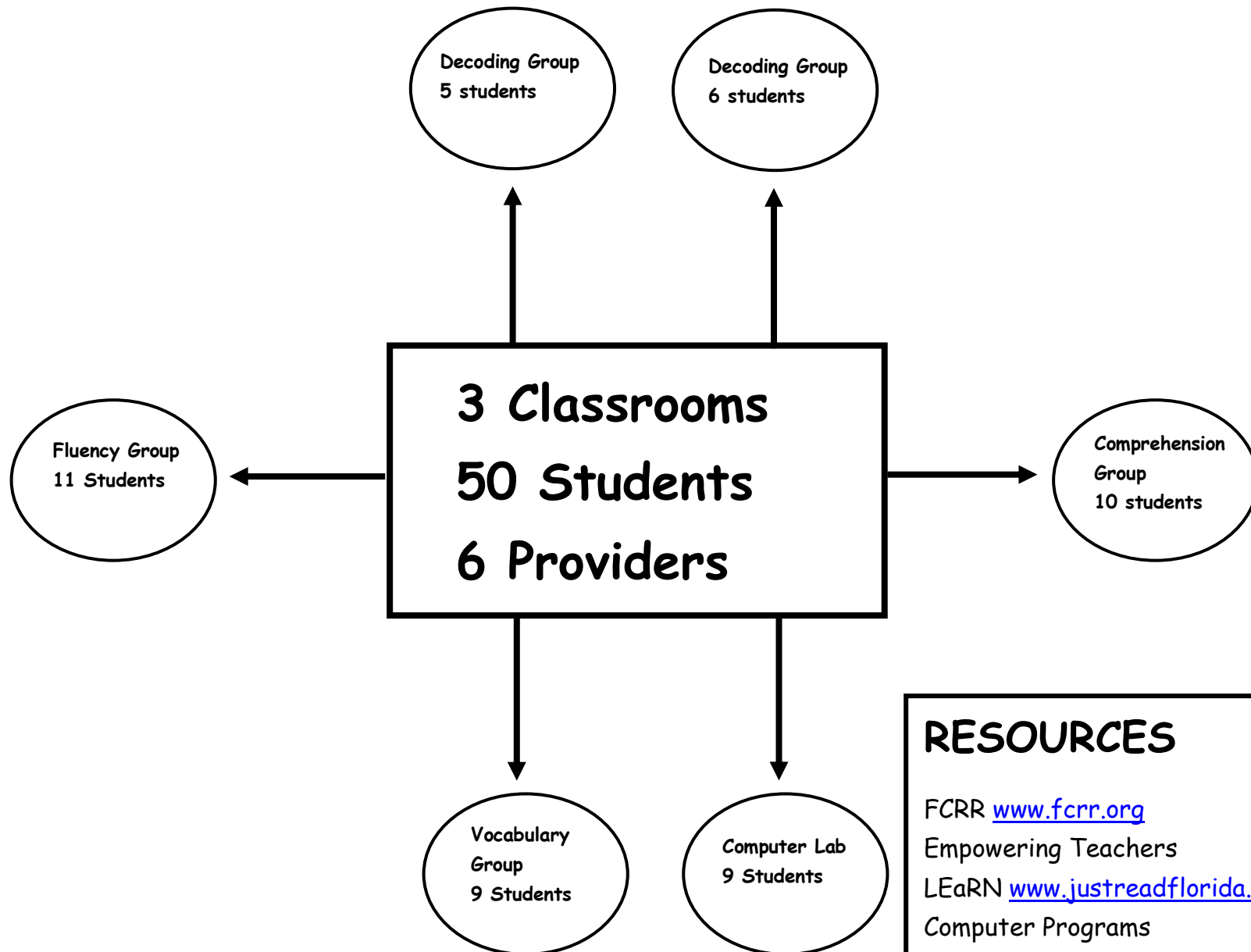


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|-------------------------------------|-------------|
| Principal Support | Coaching |
| Conversations | Monitoring |
| Scheduling | Flexibility |
| Ability to make ongoing adjustments | |



What It Takes to Implement:

- Many providers
- Multiple groups formed by data
- Targeted instruction
- Multiple instructional routines
- Ongoing Progress Monitoring
- Flexibility among groups



RESOURCES

FCRR www.fcrr.org

Empowering Teachers

LEaRN www.justreadflorida.com/LEaRN

Computer Programs

Making Sense of Phonics By Isabel Beck