



# Using Data to Drive Small Group Instruction

*Summer 2010  
Great Teachers and Leaders*

# Darliny Gonzalez

# Jennifer Escandell

Using Data to Drive Small Group Instruction  
Differentiated Accountability  
Region 5



**Marie Izquierdo, Regional Executive Director**  
**Nikolai Vitti, Deputy Chancellor**  
**Dr. Eric J. Smith, Commissioner**  
***Florida Department of Education***

# Objectives

- Participants will use their knowledge of differentiated instruction and FAIR to review core programs as related to student needs.
- Participants will identify instructional and web-based resources available to supplement data-driven instruction.
- Participants will plan explicit lessons to meet student needs based on FAIR data.

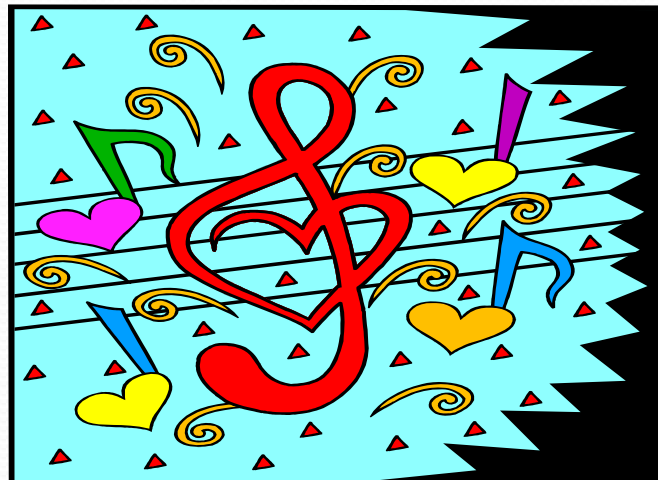
# Essential Question

How can knowledge of FAIR instructional implications and the Core Intervention Reading Program be used to impact teacher lesson planning and delivery?



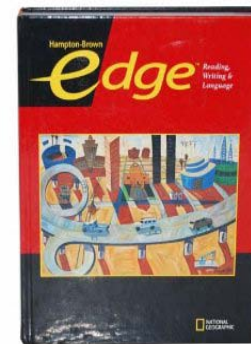
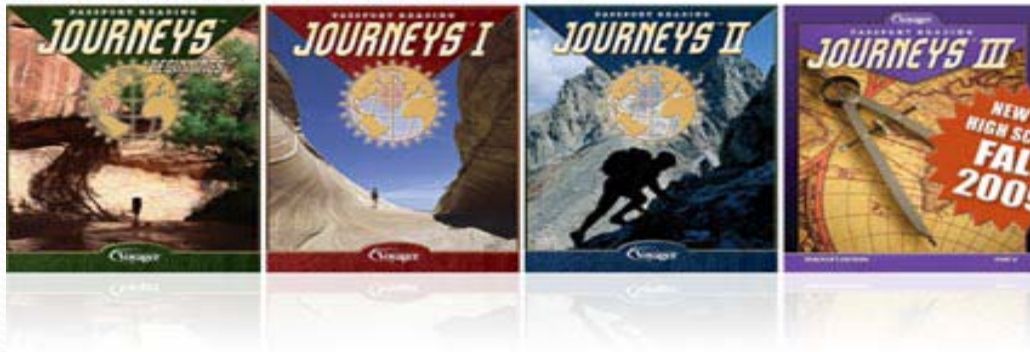
# Song Reflection

- Waiting on the World to Change
- I'm Hot and I'm Cold
- Walking on Sunshine: and Don't You Feel Good!
- I'm the Magnificent



# Program Specific Review

Click on a level for details, sample lessons and more



# Effective Reading Programs...

Effective reading programs **aid** the teacher in **guiding** students to generalize skills in order to build a foundation for their learning. By **understanding** and using the **resources**, as well as using your **professional judgment** based on student data, we will discuss how you can effectively move your students toward the goal of **increased reading achievement**.

Foundations for Reading Research, 2000



# Program Specific Review

- Choose one of the instructional focus areas that you identified yesterday.
- Track that focus over a 9-week period using the pacing guide and teacher edition respective to the program taught, (Jamestown, Language, Voyager, or Edge).
- Use the table to report your findings (*Handout 1*).





<b>What?</b> (Instructional Focus/Skill)	<b>When?</b> (Pacing Guide)	<b>How?</b> (Pacing Guide and Teacher Edition)	<b>Now What?</b> (Planning for Instruction)



# What?

- Under the “**What**” column, write the instructional focus you have chosen.
  - Fluency
  - Comprehension
  - Vocabulary
  - Phonics
  - Morphology



# When?

- Use the pacing guide to track when your selected instructional focus is **Initially** taught (1<sup>st</sup> time it is introduced).
- Tally how many times this focus is **Applied** (when it is reviewed or applied).
  - Example:
    - Initially taught:
    - Applied:



# How?

- Under the “**How**” column, record how the instructional focus is addressed using your pacing guides and programs.
  - *Does the pacing guide refer you to a supplemental program?*
  - *Does the pacing guide refer you to your core program?*
  - *Does the pacing guide refer you to specific strategies?*
  - *How do your teacher editions recommend the teaching of your chosen focus or skill?*



# Now What?

**What are the gaps between your reading programs and your student needs?**

**How and where can you incorporate what is missing into your reading block?**

**What instructional practices will you incorporate to address these gaps?**



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Foundations for Reading Research, 2000



# Web Quest



# Your chance to explore resources...

You have been chosen for a very important mission! If you choose to do it, you must gather a group of friends and travel on a tour through the following websites.







- Participants
- Facilitators
- Educators
- Parents
- Home
- About FOR-PD
- Registration
- Resources
  - Publications
    - FOR-PD Update
    - Literacy Newsletter
    - ITE Newsletter
    - eStore
  - Literacy Resources
    - Literacy Blog
    - Resource Database
    - Reading Strategies
    - Strategy of the Month
    - Approved Strategies
    - Reading Reminders
    - Audio Interviews
    - FOR-PD Presentations
    - Chaf. Transcripts

Reading Strategy of the Month Archives



CURRENT READING STRATEGY OF THE MONTH:  
MARCH 2009 - SIX THINKING HATS

The Six Thinking Hats strategy uses the metaphor of "put on your thinking hat" to mimic a change of thought processes as one puts on or takes off a hat. Each colored hat represents a specific area to focus on when focus to consider ranging from looking at topic for new ideas, from a neutral and objective perspective, while taking an alternative perspective, with opportunity in mind, while focusing on emotions, or to consider the overall issue at hand (de Bono, 1987).

[Learn More about Six Thinking Hats!](#)

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FLUENCY	PHONICS/PHONIC AWARENESS
<ul style="list-style-type: none"> <li><a href="#">Developing and Assessing Fluency Reader's Theater (2008)</a></li> <li><a href="#">Developing and Assessing Fluency (2009)</a></li> <li><a href="#">Phrase-Cued Text (2008)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Confidential Analysis (2008)</a></li> <li><a href="#">DISSECT (2008)</a></li> <li><a href="#">Phonemic Awareness (2008)</a></li> </ul>
VOCABULARY	INSTRUCTIONS



**EMPOWERING TEACHERS** FCRR

Essentials for Reading Success

Elements of Effective Instruction

How to Differentiate Instruction

Questions to Guide Instruction

Instructional Routines

Planning Instruction and Tracking Progress

Assessment Overview

Resources

# em·pow·er·ment

**to equip or supply with an ability; enable**

This website is a resource for kindergarten through third grade teachers.

You will find –

- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine effectiveness of your reading instruction

**We empower you to use this information in making sound instructional decisions to improve reading outcomes.**

FCRR Florida Center for Reading Research

Search

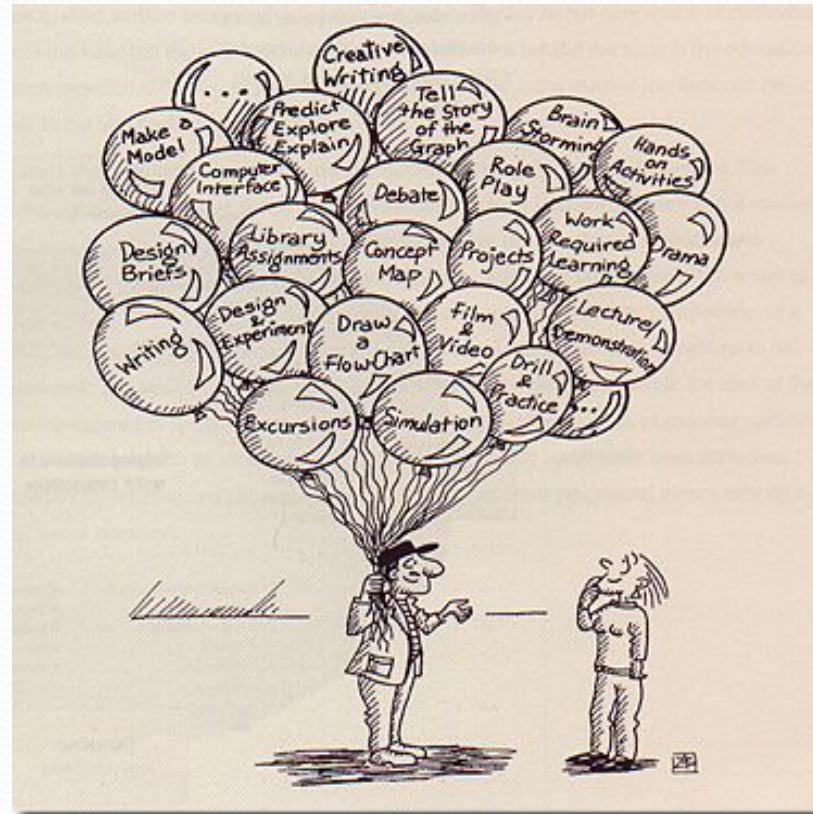
**The Florida Center for Reading Research**

Location & Hours  
City Centre Building  
227 W. Bronough Street  
Suite 7230  
Tallahassee, FL 32301  
M-F: 8am-5pm  
Map

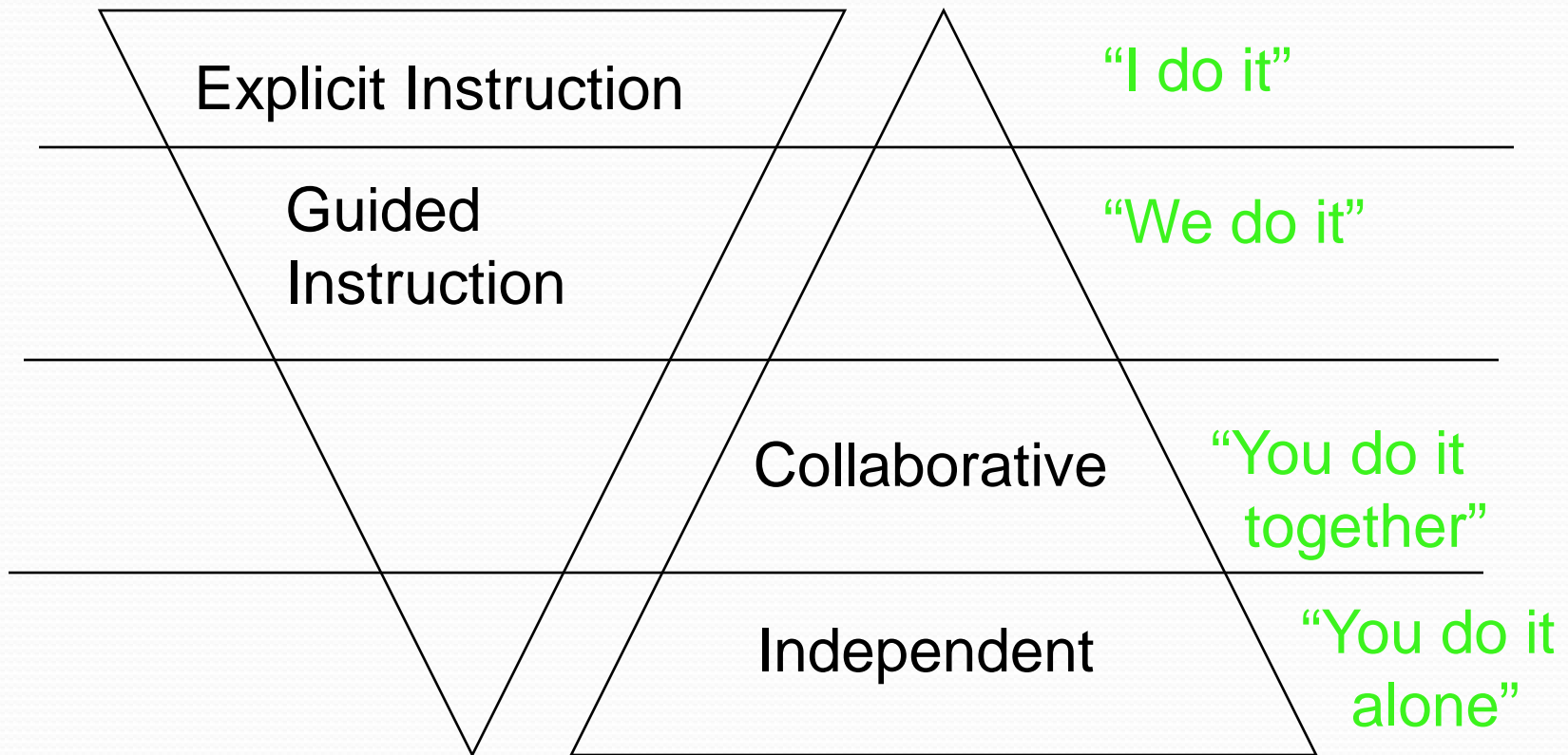
Contact  
Send email  
850.644.9252

<p><b>For Teachers</b></p> <p><b>For Coaches</b></p> <p><b>For Administrators</b></p> <p><b>For Parents</b></p> <p><b>For Researchers</b></p> <p><b>For FCRR Faculty and Staff</b></p>	<p><b>New</b></p> <p>February Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers</p> <p>President Bush Nominates Dr. Richard Wagner to National Institute for Literacy Advisory Board</p> <p>A brief paper on Dyslexia for Educators, Parents, and Legislators in Florida (PDF)</p> <p>Presentation by Dr. Barbara Foorman at the Virginia Branch of the International Dyslexia Association in Richmond, VA February 1, 2008</p> <p>Dr. Carol Connor receives 2006 Presidential Early Career Award for Scientists and Engineers</p> <p>Presentation by Dr. Joseph Torgesen at the FCRR Research Symposium Series, November, 2007</p>	<p><b>About</b></p> <p><b>Mission</b></p> <p>Center Research</p> <p>Presentations and Publications</p> <p>Curriculum and Instruction</p> <p>Student Center Activities</p> <p>FCRR Reports</p> <p>Assessment Programs</p> <p>Empowering Teachers</p> <p>Access Monitoring and Reporting Networks</p> <p>Training/Technical Assistance Projects</p> <p>Professional Development</p> <p>Interventions for Struggling Readers</p> <p>PERT Doctoral Training Resources/Partners/Links</p> <p>FCRR Media/Podcasts</p> <p>Employment Opportunities</p> <p>Florida State University Learning Systems Institute</p>
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# Explicit Instruction



## TEACHER RESPONSIBILITY



## STUDENT RESPONSIBILITY

# A Structure for Instruction that Works

# Remember...

If explicit instruction exists, then it is clear that there is **evidence** of direct teaching of reading skills and strategies.



# “I DO”...Explicit Instruction

- **Modeled Instruction**

- Select examples aligned with guided practice, independent practice, and assessment.
- Demonstrate how to complete examples step by step.
- Verbalize thinking:
  - teacher Think Aloud
  - forming mental pictures
  - connecting information to prior knowledge
  - creating analogies
  - clarifying confusing points
  - making/revising predictions
  - Reciprocal Teaching

# “WE DO”... Guided Practice

## **Format:**

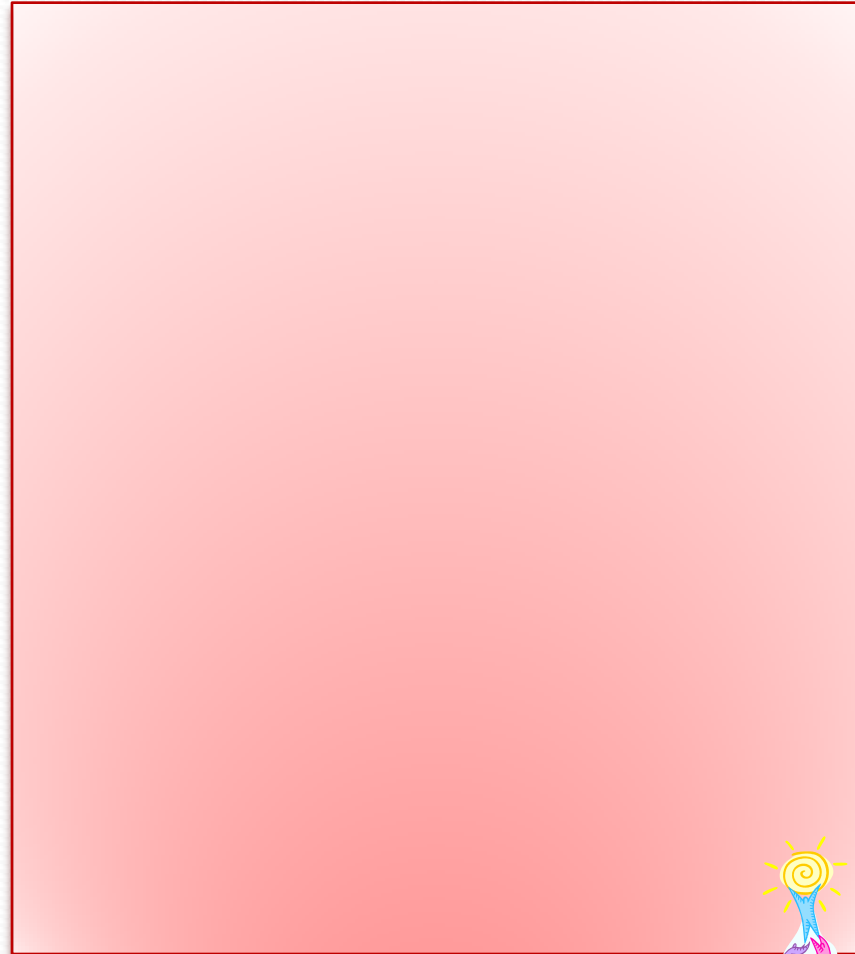
- **collaborative structures**
- **cooperative learning groups**
- **cooperative pairs**
- **working individually with a student**

# Guided Practice

## Teacher Behaviors



## Student Behaviors



# “WE DO”... Feedback

- **Monitor Learning or Check for Understanding**
  - Thumbs Up/Down/Middle
  - White Board Responses
  - Response Cards
  - Student Accountable Talk
  - Journal Responses
  - Cornell Notes Summaries
  - Board Races
  - Exit Tickets



# “YOU DO” ... Independent Practice

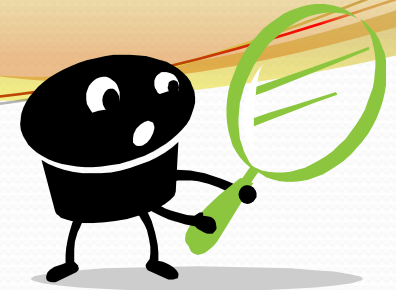
Through Independent Practice, students have a chance to **reinforce skills** and **synthesize** their new knowledge by completing a task on their own **away** from the teacher’s guidance.

# Independent Practice is not...

- Independent work immediately after explicit instruction
- Students working on assignment without prior instruction
- Summative assessment
- Work unrelated to the learning objective



# What does it look like?



- Writing Activity
- Journal
- Learning Logs
- Short Response
- Essay
- Raft
- Venn-Diagram

- Summarize
- Compare/Contrast
- Cornell Notes
- Gist
- Concept Maps
- QAR
- The Most Important Thing

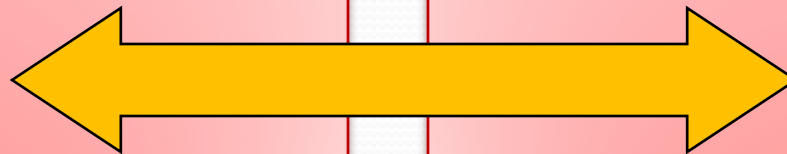
# Independent

## Teacher Behaviors

- Scaffolds
- Validates
- Teach as needed
- Evaluates
- Observes
- Encourages
- Clarifies
- Confirms
- Coaches

## Student Behaviors

- Applies learning
- Practices
- Problem solves
- Approximates
- Self-corrects
- Takes charge

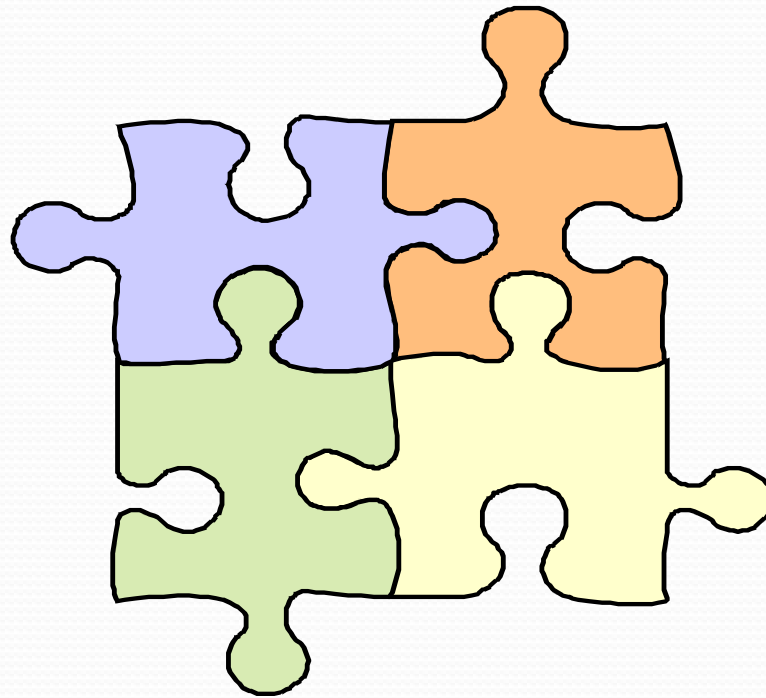




# Empowering Teachers Routine

# Empowering Teachers



## Pattern Puzzle



# The Florida Center for Reading Research



**Location & Hours**  
 City Centre Building  
 227 N. Bronough Street  
 Suite 7250  
 Tallahassee, FL 32301  
 M-F, 8am-5pm  
[Map](#)

**Contact**  
 [send email](#)  
 850.644.9352

- [For Teachers](#)
- [For Coaches](#)
- [For Administrators](#)
- [For Parents](#)
- [For Researchers](#)
- [For FCRR Faculty and Staff](#)

## New

**February Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers**

**President Bush Nominates Dr. Richard Wagner to National Institute for Literacy Advisory Board**

**A brief paper on Dyslexia for Educators, Parents, and Legislators in Florida (PDF)**

**Presentation by Dr. Barbara Foorman at the Virginia Branch of the International Dyslexia Association in Richmond, VA February 1, 2008**

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*A Florida State University Center*



# Effective Instruction

(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

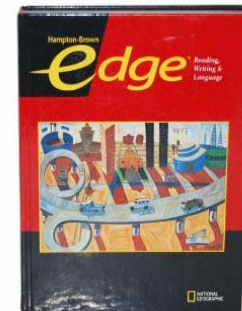
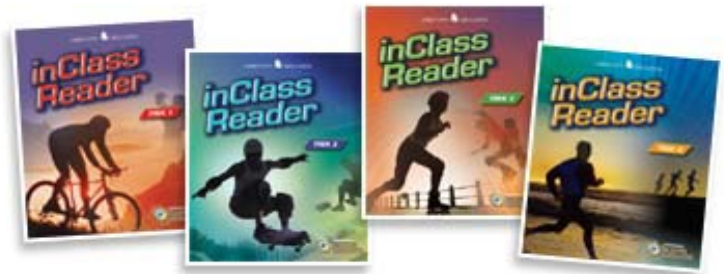
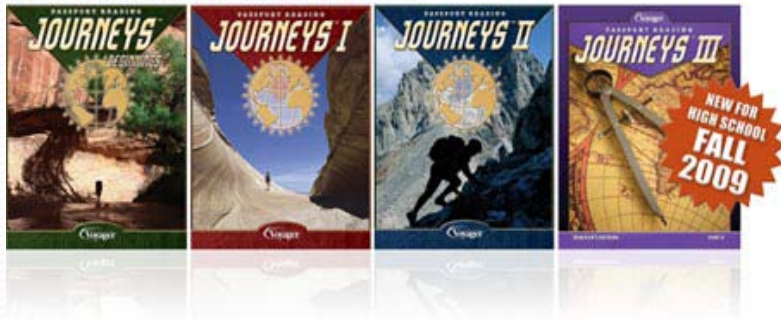


Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?			
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?			
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?			
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?			
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?			
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?			
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?			
Instructional Routine	Are the instructional formats consistent from lesson to lesson?			



# ET Routines and Core Intervention Reading Programs

[Click on a level for details, sample lessons and more](#)



# Chalk Talk

How can your knowledge of FAIR instructional implications and Core Intervention Reading Program be used to impact teacher lesson planning and delivery?



# Home Learning

After learning about Florida's Formula for Reading Success, FAIR, Explicit Instruction and the Core Intervention Reading Programs, generate a **list** of ideas that are components of an effective reading classroom.



# References

- Foundations of Reading Research
- Just Read, Florida!
  - [www.justreadflorida.com/learn](http://www.justreadflorida.com/learn)
- Florida Center for Reading Research (FCRR)
  - [www.fcrr.org](http://www.fcrr.org)
- Florida Online Reading Professional Development
  - <http://forpd.ucf.edu>