Making Intervention Work: Implementing K-5 Literacy Supports within the Realities of Classroom Time

Valerie Maxwell
ReadOhio Literacy Coach: East Region

2026 Literacy Academy

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Presenter Information

- Valerie Maxwell
- ReadOhio Literacy Coach, currently serving the Newcomerstown Exempted Village School District
- 19+ years in education
- Passionate about literacy and learning

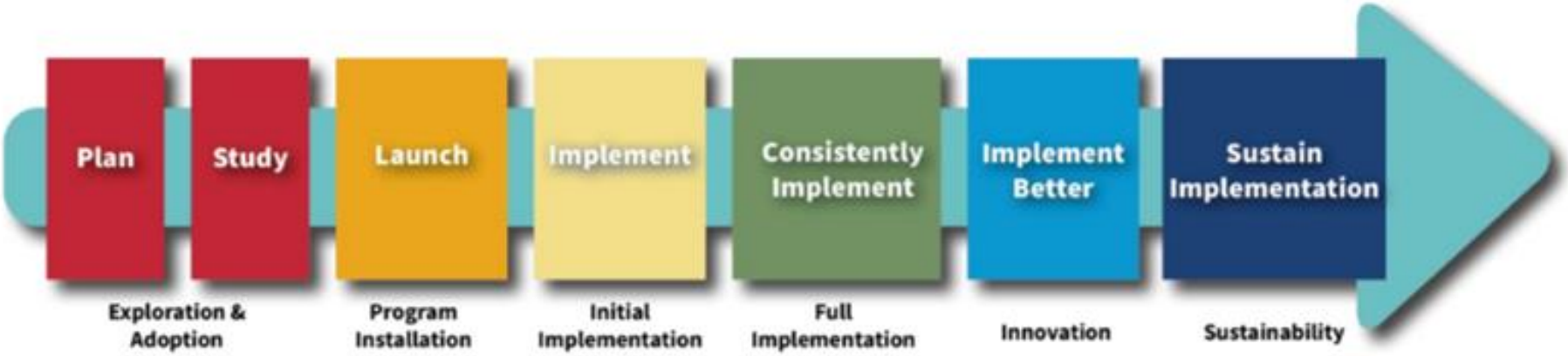
Contact Information:

Email:
valerie.maxwell@ecoesc.org

Today’s Session Overview & Agenda

- The Stages of Implementation
- Realities of Classroom Time
- Effectiveness of Interventions
- Coaching Supports
- Sustaining Literacy Interventions and Supports

The Stages of Implementation



Adapted from Fixsen et al., 2005, 2009

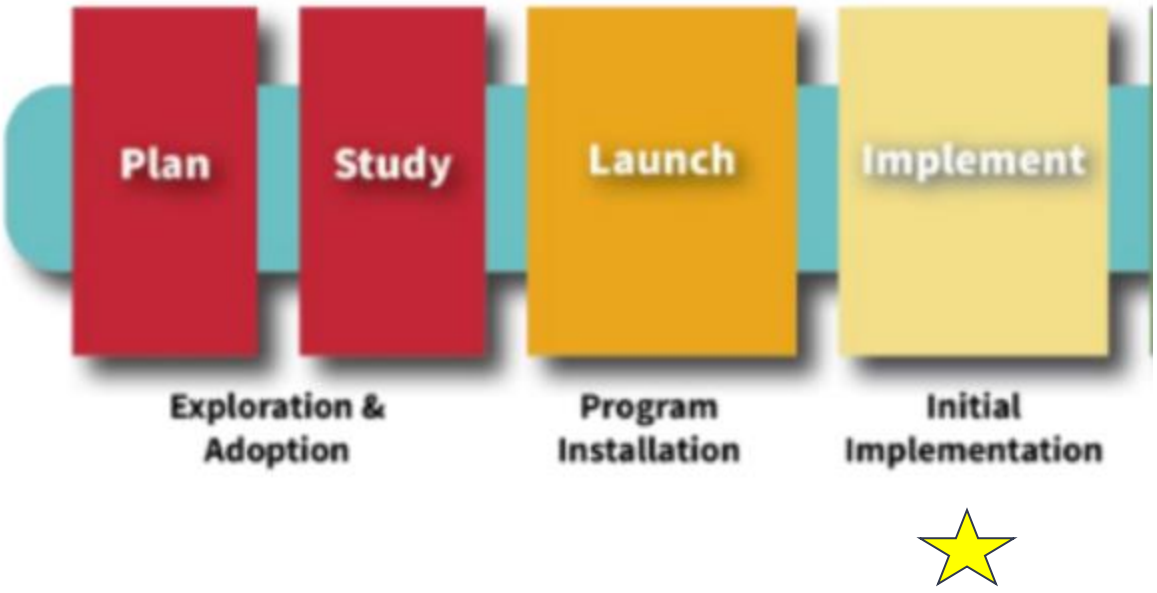
Our Stages of Implementation

- Began in spring of 2024
- Grade-levels began looking at their data and digging deeper and realized something needed to change with instruction
- Audit of current assessments and intervention practices across K-5
- Discussions with administration and teachers

Our Stages of Implementation

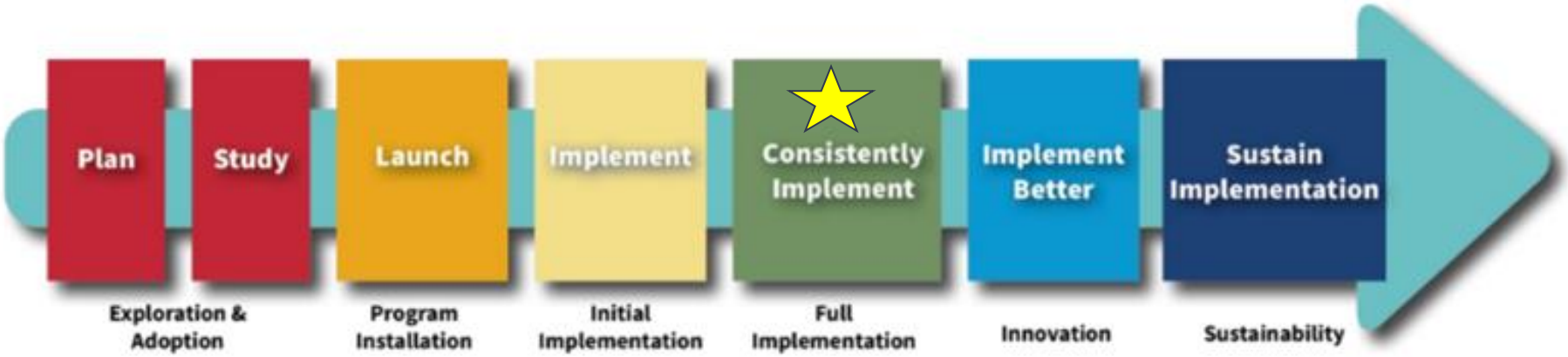
- Late Spring/Fall of 2024
- 5th grade team led the way with launching our shift in intervention practices
- Professional learning built upon assessment administration and curriculum implementation
    - DIBELS
    - UFLI

Our Stages of Implementation



- Fall/Winter 2024
- 5th grade implemented interventions successfully
- Coaching support
- Peer support
- Administrative support

Our Stages of Implementation



- K-1 Intervention Specialist and Reading Specialist were using UFLI all along–laying the foundation

- Spring of 2024: Began with 5th grade
- Fall of 2024: 4th and 3rd grade on board
- Spring 2025: 2nd grade
- 2025-2026: K-5 implementation of UFLI for intervention

Realities of Classroom Time

- Building a master schedule is messy and time is limited
- Building a classroom schedule can also be overwhelming for a teacher
- In reality, more time cannot be added to the schedule or added to our day.

Realities of Classroom Time

While most researchers find a generally positive relationship, **one meta-analysis suggests that extra time does not in itself make a difference; rather it's how the extra time is used.**

For schools, this means "maximizing the time during which students are actively and appropriately engaged in learning," or what is often simply called "time on task" (Walberg, 1998; Aronson, Zimmerman, and Carlos, 2005).

From the Reading Rockets article "Key Lessons: What Research Says About Reorganizing School Schedules"

Realities of Classroom Time: Timing and Instructional Needs to Consider When Building Schedules

- 90-120 minutes per day on reading and writing instruction. Best practice is for this time to be uninterrupted. (K-5 Literacy Achievement Implementation Guide, page 49)

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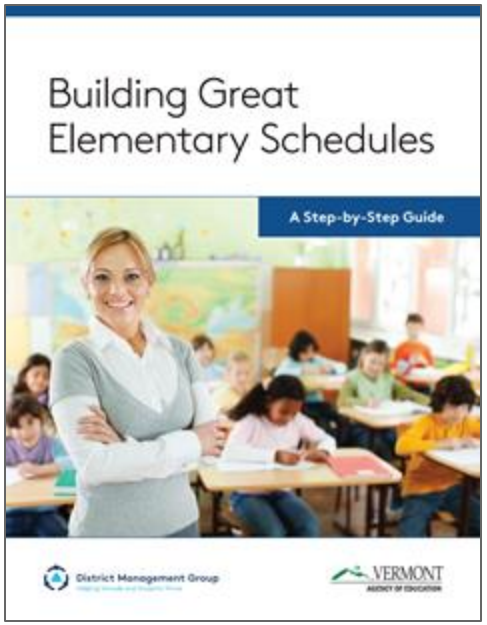
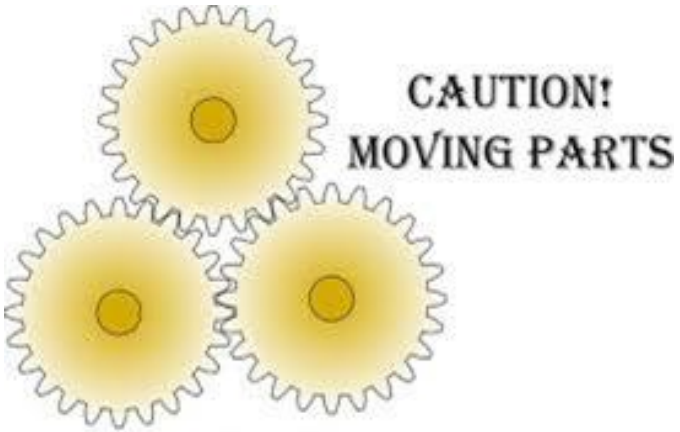
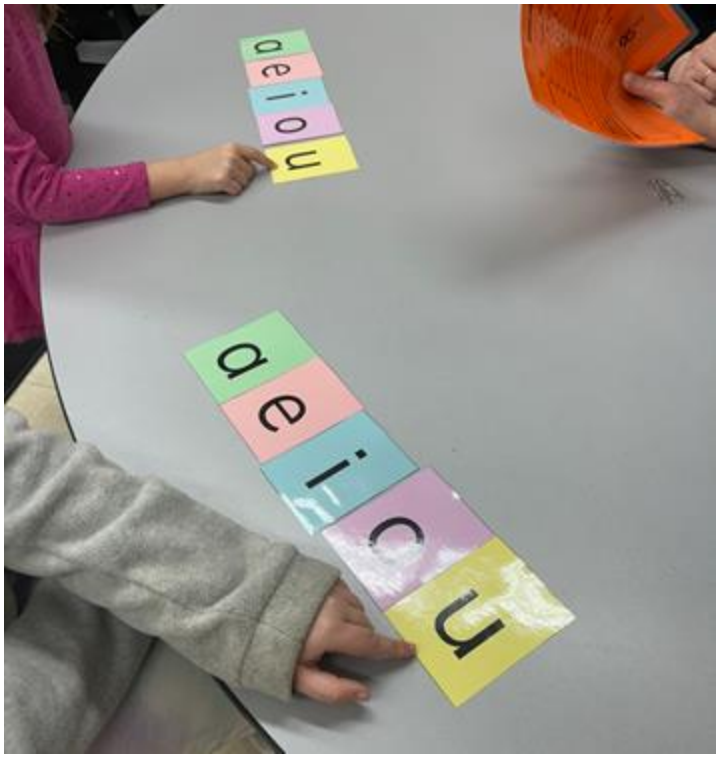




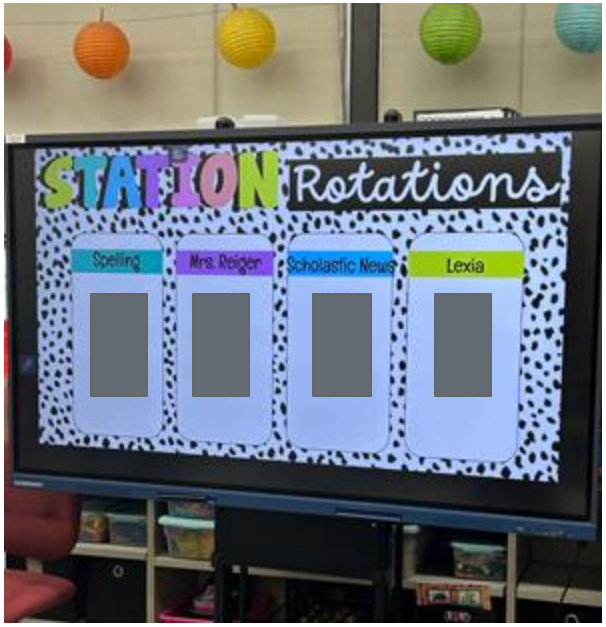
Realities of Classroom Time: Scheduling Intervention Time

- Use existing blocks of time–
  - Schedule changed to 90 minute ELA blocks
  - Nonnegotiable: 30 minutes of that time dedicate to intervention
- Explicit daily routines for both teachers and students



Realities of Classroom Time: What does this really look like?

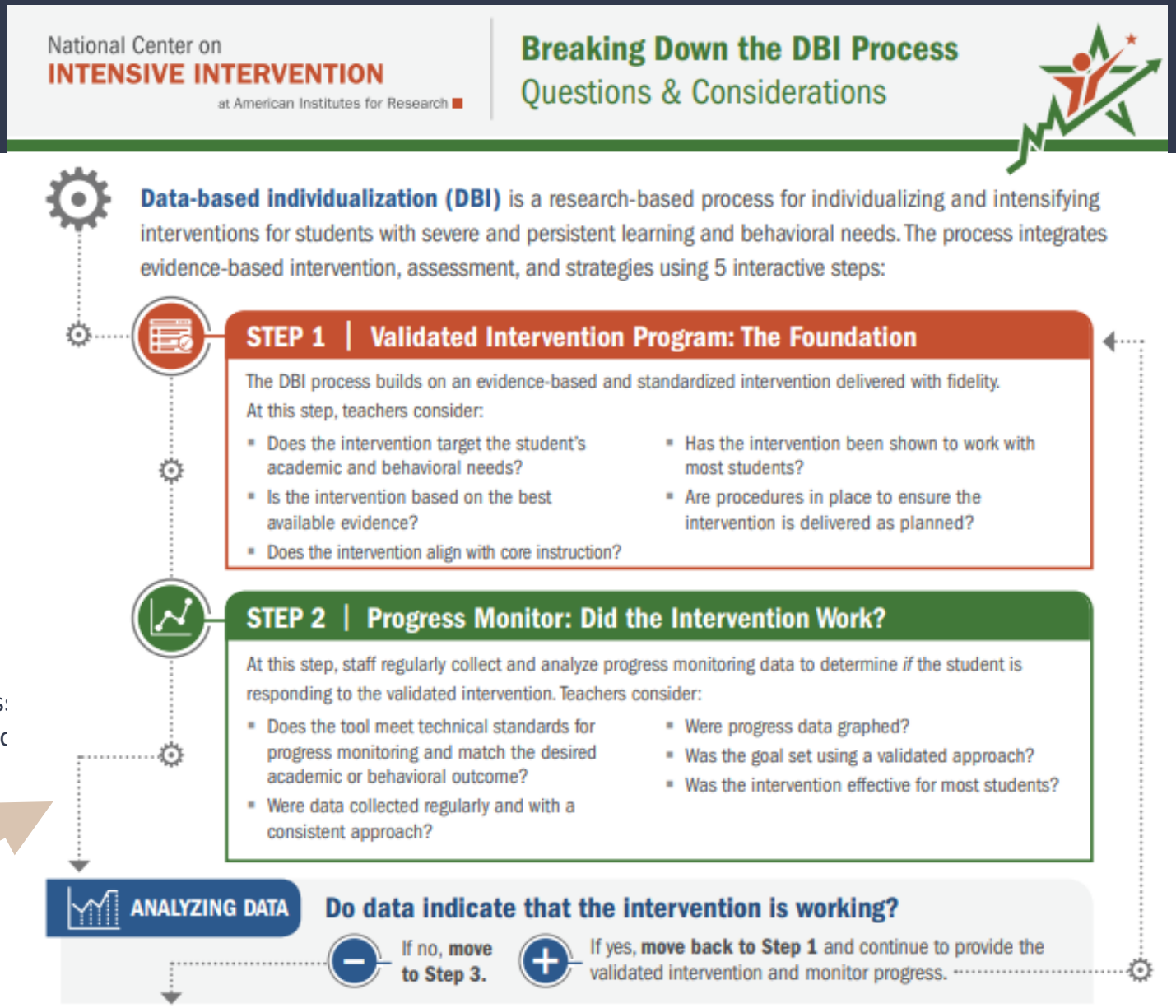
- Sample 30 minute block with 2 teachers
  - 2 groups–30 minutes each (1 teacher each group)
  - 1 group- 10 minutes, 1 group- 20 minutes (1 teacher), 1 group- 30 minute group (1 teacher)
  - 4 groups- 15 minutes each (2 groups per teacher)
- **Additional Considerations:** What will students be doing if they are not meeting with a teacher?



Turn and Talk

- What do your schedules look like in your buildings/districts?
- What would you change about your schedule?
- How do you currently handle reading interventions and high-dosage tutoring requirements?

Effectiveness of Interventions



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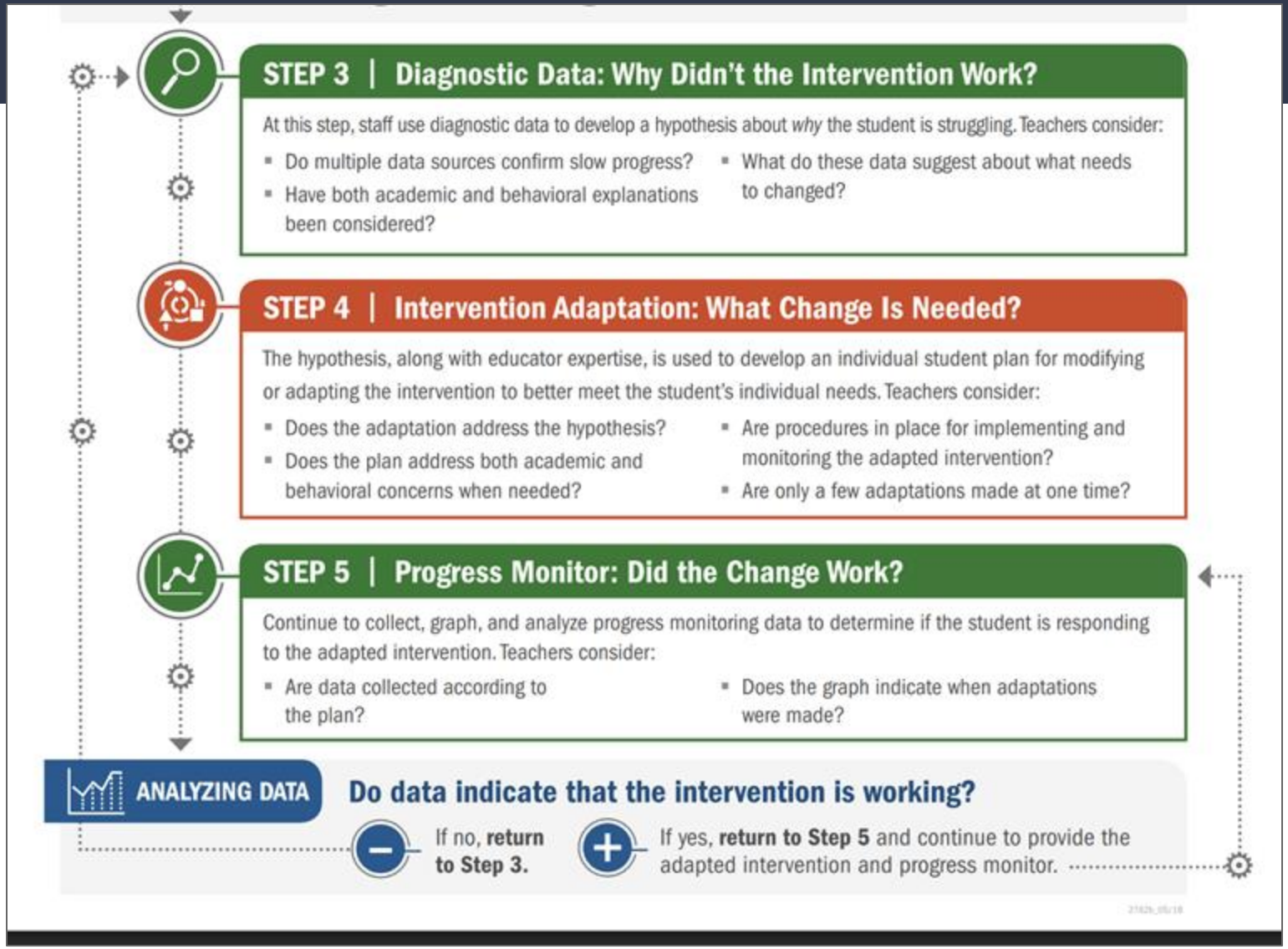
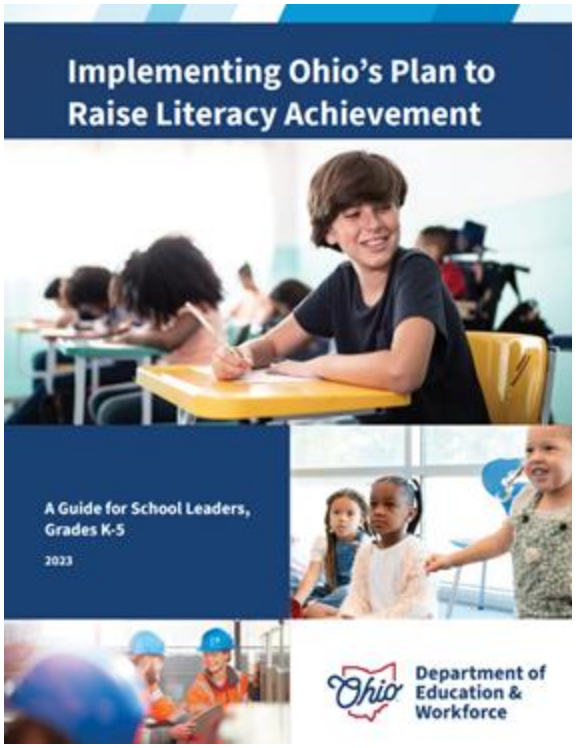
Effectiveness of Interventions



Effectiveness of Interventions



Click for Access to this Resource: Found on page 52

Tool 5: Intervention Intensity Checklist

The goals of the Intervention Intensity Checklist are to:

- Increase the quality of instruction available to the most at-risk students
- Increase reading outcomes for students
- Assist schools with designing Tier 3 intervention programs that are more intensive than Tier 2

The checklist offers alterable instructional variables to consider when a student is not making progress and instruction needs to be "intensified." The goal is to provide educators with concrete and actionable ideas about how to operationalize more intensive support.
Even if a student is ultimately deemed entitled to specialized instruction that is protected on an IEP, it will still be necessary to find instruction that works to enable the student to learn to read. In other words, this checklist can be used for students who are already on IEPs to improve the effectiveness of their specialized instruction.

Quick Check

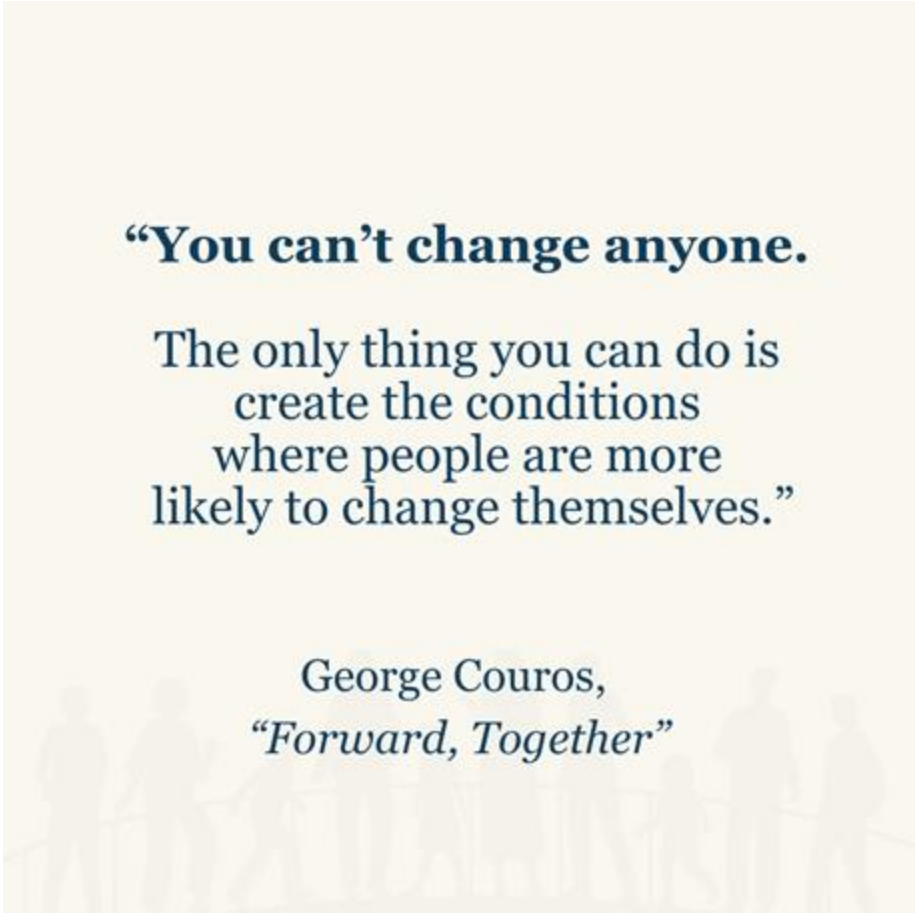
- ❑ Was the intervention delivered as planned?
- ❑ Is instruction targeting the right skill?
- ❑ Was an evidence-based program used that contains a clear scope and sequence?
- ❑ Do all students in the group need instruction on the same skill?
- ❑ Was diagnostic assessment data used for grouping?
- ❑ Is progress being monitored at least every other week?
- ❑ Has the interventionist received training in the intervention program?

Effectiveness

Use a published instructional program that includes:

- ❑ Evidence of effectiveness for others in your school or district
- ❑ A clear scope and sequence
- ❑ Training offered by the author or publisher

Literacy Coaching Supports



Literacy Coaching Supports: Ohio's Model for Instructional Coaching for Literacy

ECO East Central Educational Service Center Ohio

READ Ohio

Literacy Coaching Supports

- Coach Attendance at Grade-Level Meetings
  - weekly
  - bi-weekly
  - TBTs, BLTs, DLTs

- Ideas for Specific Areas to Support (based upon teacher need)
    - Whole group knowledge-building
    - Explicit foundational skills instruction
    - Differentiation within small groups
    - Assessment practices
    - Classroom Routines–transition, pacing, etc.

Literacy Coaching Supports

- Meet teachers where they are and guide them.
  - Go back to basics if necessary

- Provide ongoing professional learning for teachers
  - Evidence Based Strategies and High Quality Materials
  - Use of Assessments & Data Analysis

- Continue building capacity in educators across grade-levels to continue to refine instructional practices to continue the literacy work

Literacy Coaching Supports: Implementation Checklists

- An implementation checklist is a clear, actionable tool that outlines the key components of an instructional practice so teachers and coaches know exactly what effective implementation looks like in the classroom.

  - Supports adult implementation
  - Clear expectations
  - Supports consistency
  - Coaching tool
  - Provides adult data to reflect upon

Literacy Coaching Supports: Implementation Checklists

Week of _____ Lesson:_____

Reading Group Daily Checklist

Lesson Plan Components in Order (Day 1–Monday)

****Follow each step in order and try to get through as many as you can. Check off when completed.**

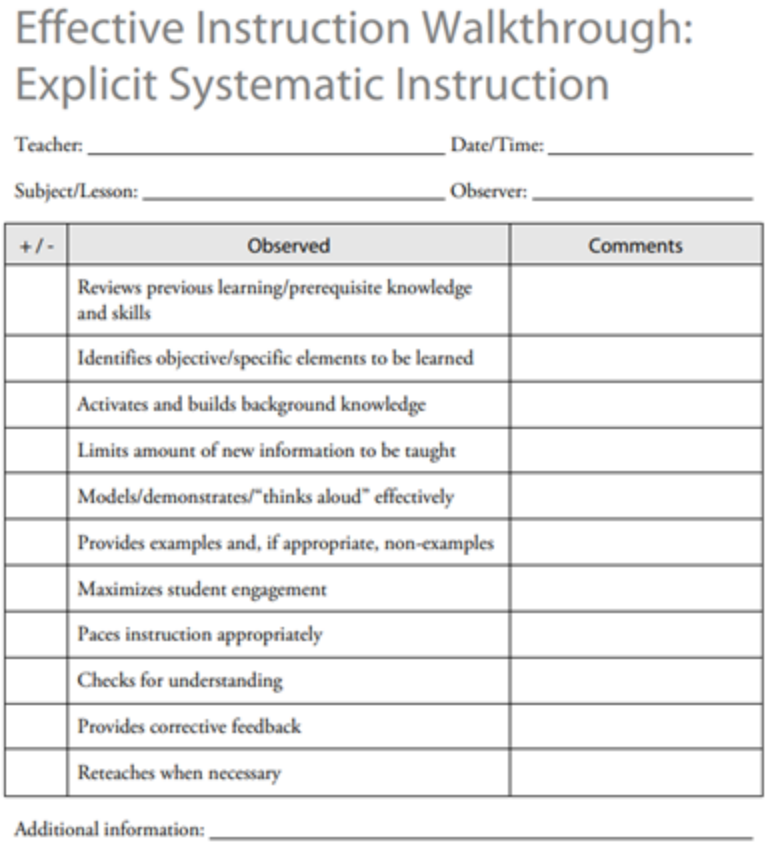
- ☐ Phonological Awareness (#1 in UFLI book)
- ☐ Vowel Intensive Drill (with vowel cards)--***every day***
- ☐ Letter/Sound Drill (cards)--***every day***
- ☐ Blending Drill (cards)--***every day***
- ☐ Auditory Drill (#3 in UFLI book) Use paper/pencil today for writing.
  - You say a sound, students write the sound (hear it, write it)
- ☐ New Concept (#5 in UFLI book)--Introduce the lesson skill/letter today. This is what you will review and work on this all week (or longer if needed).
- ☐ Word Work–words or sentences (#6 in UFLI book)--***everyday***
  - Have the students write and then read what they write.
  - Use paper/pencil today for writing.
- ☐ Connect to Text–(#8 in UFLI book) Read words, sentences, or passage that practice the new skill
  - You can write words/sentences on the markerboard or use printed off pages if they are prepped for you

Click for Access to Entire Checklist

Literacy Coaching Supports: Use of Learning Walks

Learning walks give leaders and coaches a real-time look at what's happening in classrooms.

- Promotes Consistency Across Classrooms
- Supports Targeted Coaching
- Encourages Reflective Practice
- Highlights What's Going Well
- Nonevaluative…Coaching Conversation Points



Effective Instruction Walkthrough: Explicit Systematic Instruction

Teacher: _____ Date/Time: _____

Subject/Lesson: _____ Observer: _____

+/-	Observed	Comments
	Reviews previous learning/prerequisite knowledge and skills	
	Identifies objective/specific elements to be learned	
	Activates and builds background knowledge	
	Limits amount of new information to be taught	
	Models/demonstrates/"thinks aloud" effectively	
	Provides examples and, if appropriate, non-examples	
	Maximizes student engagement	
	Paces instruction appropriately	
	Checks for understanding	
	Provides corrective feedback	
	Reteaches when necessary	

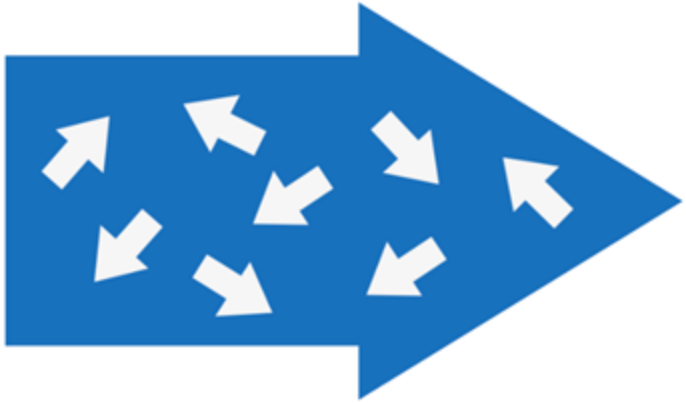
Additional information: _____

Click for Access to The Literacy Implementation Playbook
This resource is found in Appendix G, page 35.

Literacy Coaching Supports: Beyond the Classroom

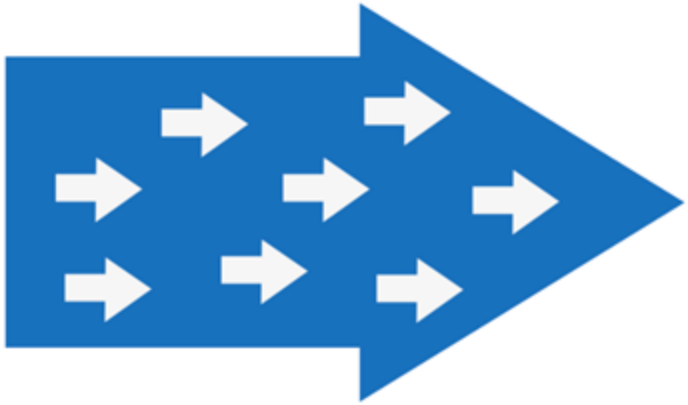
- Strengthens Instructional Leadership
- Improves Consistency Across Classrooms
- Turns Vision into Action
- Enhances Data-Driven Decision Making
- Builds Teacher Capacity and Retention
- Maximizes Instructional Time
- Provides a Thought Partner for Principals
- Supports Sustainable School Improvement

Turn and Talk



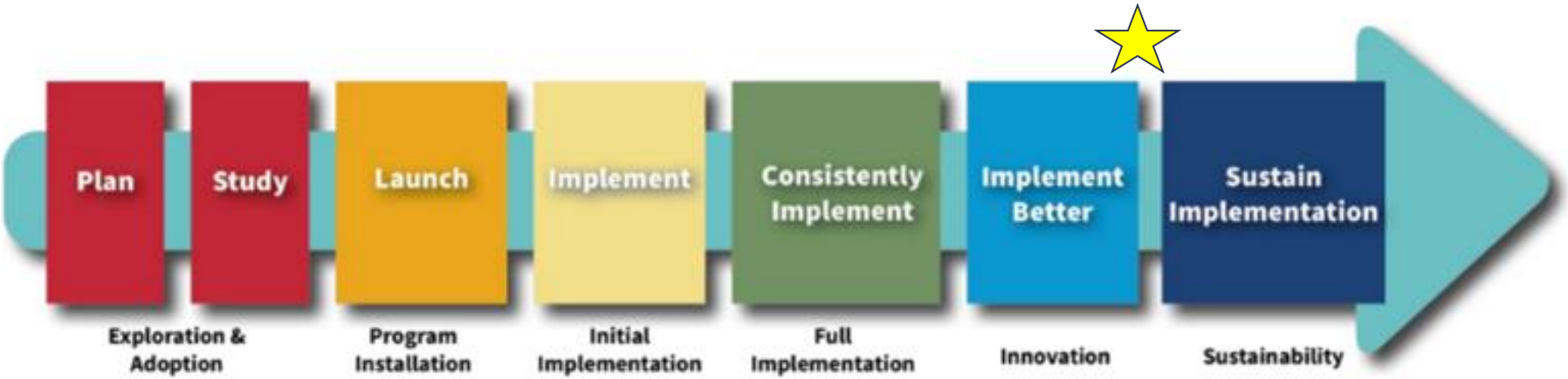
How does implementing intervention across K-5 support students?

How do these graphics represent our efforts to implement changes in our schools?



Sustaining the Implementation of Literacy Intervention and Supports

- Ongoing coaching
- Leadership support
  - Focus on sustainability
  - Review needs each year.
  - Continue intervention supports and building capacity with teachers and leaders



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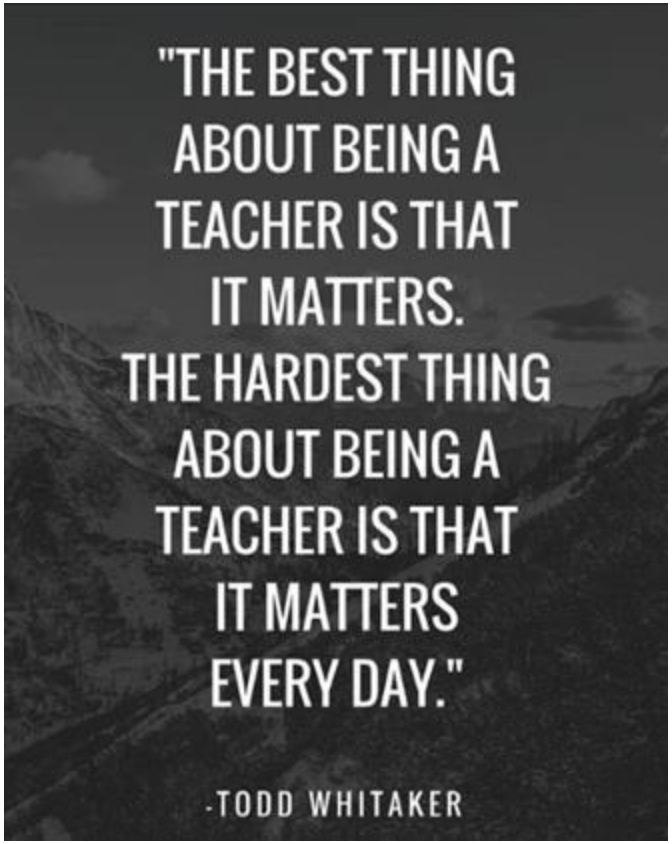

Contact Information:

Email: valerie.maxwell@ecoesc.org