Providing Intervention Through Data-Based Decision-Making

Course Companion

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through a course. Additionally, the Course Companion contains a list of all extra resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

Consider this Scenario

> *Teams at Main Middle School design instruction and intervention for students who are not meeting grade-level expectations. The team collects feedback from the teachers about students' strengths and areas of struggle and examines the results of Ohio's State Tests for English Language Arts. Based on this information, the team identifies the students who need intervention. For the last few years, teachers have used an intervention program to for all students who are identified as needing reading support. The team knows that reading is a challenge for students, but students receiving intervention do not appear to be making gains. Many of the educators are growing frustrated because they just cannot seem to identify the root issue of students' reading difficulties.*

Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

Intervention Through Data-Based Decision Making

Notes:

Matching Students to Interventions with Dr. Joan Sedita

Notes:

Resources

Notes:

Course Reflection:

Answer the following questions in your course companion:

1. Consider the students in your setting that require supplemental support and intervention in reading. When looking at the four subtypes of reading difficulties, where do the students in your setting fall?

2. Does your school have a process for determining which interventions are provided to which students? Based on your learning from this course, what steps can you take to implement or improve this process?

The following resources are listed in the course:

- This decoding diagnostic assessments from Really Great Reading can be reviewed to see an example of these types of assessments.
- Review the information provided on literacy assessments by Adlit.org and consider how the information on screening and diagnostic assessments fits into your comprehensive assessment system for reading at the secondary level.
- The Florida Problem Solving/Response to Intervention Project provides information and resources to support the problem-solving model.
- Intensifying Literacy Instruction: Essential Practices (St. Martin, et. al., 2020) provides an evidence-based framework for educators as they make decisions about improving literacy instruction for students at-risk for reading and writing difficulties or with significant reading and writing needs.
- For a sample model of literacy instruction and assessment planning in grades 4-12, view Joan Sedita's session from the 2020 Literacy Academy *(Presenter slides are available on the Department's website)*