

## Using Data To Make Informed Instructional Decisions

### Taking The Guess Factor out of Effective Planning

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## Our Shared Goal

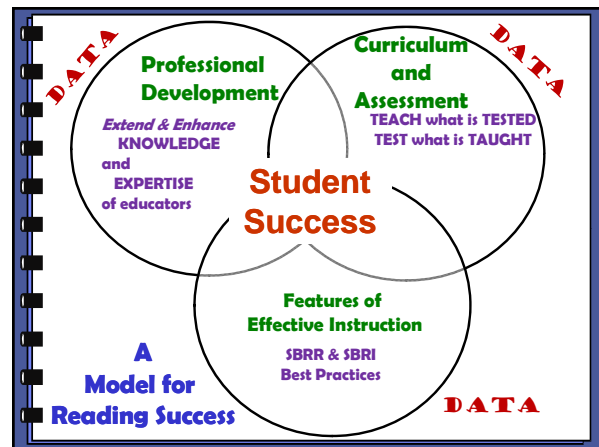
ALL students will read on grade level or above by the end of 3<sup>rd</sup> grade & will continue to read on or above grade level throughout their academic years *and enjoy reading!*

### Increased reading achievement

**SBRR**

**SBRI**






## Data Sources

- Screening
- Diagnostic
- Progress monitoring
- Outcome measurement

What assessment instruments are used in your school?

## Assessment DATA

- Profile of students' *instructional strengths* and *instructional needs* can be translated into instructional practices (teaching)
- Tool to *flexibly* group students who have similar instructional needs 
- May indicate need for further assessment

## To Continuously Improve Student Learning



- How are we doing?
- What are we doing well? How can we amplify our successes?
- Who isn't learning? Who aren't we serving?

## To Continuously Improve Student Learning



- What aren't they learning?
- What in our teaching practices could be causing that? How can we be sure?
- What can we do to improve? To deepen our knowledge of our content and how to teach it?

## To Continuously Improve Student Learning



How do we know if they learned?



What do we do if they don't learn?



## Think BIG

- Turn challenges of accountability into opportunities to prevent failure
- Data forces us to face facts; leads to powerful actions that provide increased opportunities for learning

Adapted from Love, N. ed. (2009) *Using Data to Improve Learning for All*. Corwin Press ISBN978-1-4129-6085-4

## Responding to the DATA

- Refine the alignment of curricula with state standards and assessment objectives
- Identify which specific standards/objectives are reflecting a lack of achievement/ learning
  - By 2/3 or more of class
  - By only some or few students

## Responding to the DATA

- Use item analysis to identify specific confusions or misconceptions
- Provided targeted assistance to students needing more instruction
- Identify & share best practices with colleagues

## Features of Effective Instruction

- Monitoring Progress → Continually examining student data with formal/informal assessments
- Designing Instruction → Using student data to plan instruction
- Using *Variety* of Grouping Practices → Whole group, small groups (same and mixed ability), pairs/partners, and intervention groups

## Differentiated Instruction

*Varies instruction to meet the needs of all students within the same classroom*

Provides *targeted* instruction for all students, especially struggling readers

Significant, because too often *typically* those students struggling to learn to read receive the least amount of direct, explicit, & systematic reading instruction in the classroom

### Differentiated Instruction *Is*

- Making data-informed decisions for instruction
- Targeting specific instructional needs
- Taking students from where they are and moving them forward
- Forming *flexible, same-needs* small groups

### Differentiated Instruction *Is Not*

- Using only a planned-teach model for instruction
- Providing a one-size-fits-all instructional framework
- Making instructional adjustments only based on needs of whole class
- Forming *fixed, same-needs* small groups

## Reasons for Small Groups Based on Instructional Needs

- **MOST** Growth = Students learning @ own instructional levels
- **PROBABLE** Growth = Stagnates *when* not taught at instructional level
- **ALL** students benefit from small group instruction; opportunities to apply skills with most appropriate instructional materials

## Group Size

- 3-8 students when needs are same
- Least independent group
  - Usually intervention group
  - Fewest students in group
  - Reading instruction more than 1/day

## Prioritizing


Provide for all types of grouping practices on a daily basis, set priorities

- Do instructional activities have a *curriculum-to-assessment match*?
- Do activities that *actively engage students* in reading and writing have a high priority?
- Is a high percentage of the time spent in *academically engaged* time?

## Best Intervention Strategy

**Classroom Teacher *with*  
Additional Teachers**

- **Providing targeted instruction**
- **Continuous progress monitoring**
  - **Assessment & Evaluation**
- **Responsive, systematic & explicit instruction**



Small Group Planner		Students' Names:
<b>Targeted Tasks:</b> Phonemic Awareness, Word Work Fluency and Comprehension		_____ _____ _____ _____ _____
Components	Activities	
•Cumulative Daily Review		
•Phonemic Awareness	Blending sounds in cvc words	
•Letter Sound Correspondence		
•Word Work	Make-A-Word Activity using -an, -it, & -ug	
•Spelling		
•Reading Instruction (fluency)	Rapid word identification	
•Comprehension Strategies	Use higher-level questions with poems	

Thank you for participating in this session. Please contact me to share any questions or concerns; and most importantly your success with increasing and sustaining reading achievement!

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