Workshop and Intervention

DIFFERENTIATING INSTRUCTION FOR ALL STUDENTS

S. Underwood 2007
Handouts

- Slide handouts
- 21-Day Planner
- Focus Groups (through grade 6)
What is Workshop?
Workshop vs. Intervention

**Workshop**

- **CURRENT**
- on
- **GRADE LEVEL**

**Intervention**

- **HISTORICAL**
- at
- **DEVELOPMENTAL LEVEL**

S. Underwood 2007
Workshop vs. Intervention

Workshop

Supports the Curriculum

Intervention

Fixes the Matthew Effect

S. Underwood 2007
Workshop = CURRENT (Grade Level Standards)

*Centers on the specific skills taught in the current lesson’s cycle.*

- **Scaffold** current lessons for *intensive and strategic learners*.
  - Prioritize based on data and the Big 5.
- **Maintain** the skills of *strategic and low benchmark learners* and scaffold the current lesson.
- **Extend** the current lesson for *benchmark learners* through research and inquiry.

S. Underwood 2007
Workshop is...

- A time for **STUDENTS** to work on activities that will cause their reading skills to grow (independently, in small student-led groups, or in teacher-led groups).

- A time for the **TEACHER** to provide small group instruction to students (primarily those at risk) in areas of need based on prioritized data.

S. Underwood 2007
**Workshop is...**

<table>
<thead>
<tr>
<th>The Teacher</th>
<th>The Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preteaches/Reteaches the current lesson skills <em>using core program materials.</em></td>
<td>• Work through <strong>Must Do’s, Next Do’s, and May Do’s</strong> that are meaningful for their reading needs.</td>
</tr>
<tr>
<td>• Focuses on prioritized needs/skills shown in data.</td>
<td>• Work with the teacher when called into a group.</td>
</tr>
<tr>
<td>• Actively works with small groups for the entire duration and does not simply monitor.</td>
<td>• Work independently, with partners, or with a paraprofessional when not with the teacher.</td>
</tr>
<tr>
<td></td>
<td>• Work on activities that practice, review, or extend what was taught in the lesson.</td>
</tr>
</tbody>
</table>

S. Underwood 2007
Intervention = HISTORICAL (Matthew Effect)

*Centers on the specific skills that are lacking in a student’s reading developmental sequence.*

- *Diagnose* the skill gaps of *intensive and strategic learners*.
- Begin at the *foundation*, the furthest point back.
- Work students through the *developmental stages* of reading to close the gap.

*It should also be used to maintain and extend all aspects of reading and writing for benchmark students.*
Simplified Sequence of Skills

Comprehension
Vocabulary & Word Knowledge
Fluency (Prosody, Accuracy, & Rate)
Phonics (Decoding Skills)
Phonemic Awareness

S. Underwood 2007
**Intervention is...**

- A time for **Intensive and Strategic STUDENTS** to receive explicit, systematic instruction and practice that will close the developmental gap in their reading skills.

- A time for the **TEACHER** to provide explicit, systematic instruction to small groups of students (primarily those at risk) starting at the foundation and working forward.

S. Underwood 2007
## Intervention is...

<table>
<thead>
<tr>
<th>The Teacher</th>
<th>Intensive and Strategic Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies students foundational gaps.</td>
<td>• Work on activities that directly relate to their skill deficiencies.</td>
</tr>
<tr>
<td>• Provides instruction at the foundation and teaches to mastery in a sequential order.</td>
<td>• Work primarily with the teacher in a small group.</td>
</tr>
<tr>
<td>• Uses core program materials or supplemental materials that are research-based.</td>
<td>• Receive instruction and practice that build upon their skill base.</td>
</tr>
<tr>
<td>• Actively works with small groups for the entire duration and does not simply monitor.</td>
<td></td>
</tr>
</tbody>
</table>

S. Underwood 2007
Points to Remember for Workshop/UA

- Establish **rules** that are specific to Workshop/UA.
- Keep student and teacher materials highly **organized**.
- Train students **how** to use the materials.
- Workshop/UA is a time to reinforce **reading**.
- All activities should be tied to **students’ prioritized needs**.
- Know in advance **who** will be pulled into a group, and be sure to have a **plan** for what specific skills will be reinforced.

S. Underwood 2007
Organizing Yourself

- Managing the Environment
- Forming Groups
- Prioritizing Needs
- Maintaining Instructional Intensity

S. Underwood 2007
Managing the Environment

Basic Structure

A Teacher’s Perspective

A Student’s Perspective

S. Underwood 2007
Workshop Structure for Students

“MUST DO”

“NEXT DO”

“MAY DO”

S. Underwood 2007
“Must Do” Activities

- Designed based on needs shown by data for the entire class (e.g. a reading skill that everyone needs).
- **All students** do the same assigned activities
- 3 activities or less.
- Students work independently, with partners, or with teacher if necessary.
- Activities are within the “Big 5” components of reading and are meaningful.

S. Underwood 2007
“Next Do” Activities

- Assigned to individuals or to groups, not to whole class.
- Ought to be designed based on needs shown by data for individual students.
- Can be an activity area (e.g. reading area, listening center, phonics station, etc.)
- Must be do-able and meaningful (i.e. a student should be able to accomplish the task well within the given timeframe).
- 3 or less activities.

S. Underwood 2007
“May Do” Activities

- Students who get to “May Do’s” are those who don’t really need any other basic skills, so they need to be encouraged to move beyond the basics.
- This is an opportunity for some self-selection if “Next Do’s” are finished before workshop time is over.
- Ought to encourage higher level thinking, inquiry, wide reading, and writing and must connect to the unit theme.
- Choices include being able to read, do investigation / research, write in a response journal, etc. They should be genuine choices with freedom (not skill-based assignments).

S. Underwood 2007
Since students’ needs fall across a spectrum of skills, a teacher needs to be able to pull groups flexibly from children at any point during Workshop and Intervention.

S. Underwood 2007
Flexible Grouping
Needs Based Instruction

Model #1

- The teacher pulls students from different locations and provides teacher-directed instruction to small groups of students (3-5).
- Students are working on Must Do’s, Next Do’s, etc.

S. Underwood 2007
Flexible Grouping
Needs Based Instruction

Model #2

- Multiple teachers pull students from different locations and provide teacher-directed instruction to small groups of students (3-5).
- Students are working on Must Do’s, Next Do’s, etc.

S. Underwood 2007
Flexible Grouping
Needs Based Instruction

Model #3

- The teacher pulls flexible groups of students from different locations.
- Students are rotating through the same tasks.

S. Underwood 2007
Ineffective Model
Needs Based Instruction

Model #4

- The teacher is not pulling flexible groups of students.
- The teacher is a “center” or “station”.
- Students are rotating through the same tasks/centers.

S. Underwood 2007
Preparing Students for Independent and Group Work

• Three Stages: “Ready, Set, Go!”

• Using the “21 Day Planner”
Moving Into Workshop Slowly:
Ready, Set, Go!

**STAGE ONE**
Approx. 1 week

- **Ready!**
  - *One activity done*
  - *Teacher assigned*
  - *Teacher monitors*
  - **Whole Group** (“Must Do”)

**STAGE TWO**
Approx. 2-3 weeks

- **Set!**
  - **Students**
    - *One or two assigned activities (“Must Do”)*
    - *“Next do” activity (assigned by need)*
  - **Teacher**
    - *Monitors workshop...then, takes a group*

S. Underwood 2007
Moving Into Workshop Slowly:
Ready, Set, Go!

Go!

Students
*Complete Must Do’s (1-2)
*Go to assigned next do
*Make choices
*May do more than one activity
  (teacher discretion)
*Multiple groups of students
  working on different activities

Teacher
*Works with small groups,
  based on need

STAGE THREE
Remainder of School Year

S. Underwood 2007
21-Day Planner

- Look at the CORE 21 Day Planner in the packet.
- Find and discuss the three “Ready, Set, Go!” stages.
- Discuss how practice and review is built in so the students are ready for independent and group work.

*If desired, create your own start-up plan, based on the CORE 21 Day Planner.*

S. Underwood 2007
Taking It to the Next Level

- The activities in which students are involved, whether independently, with a teacher, or with a paraprofessional, are based on the needs of the students (which is outlined by the data.)

- Thus, because it is differentiated instruction (needs based), not all students will rotate through the same activity.

S. Underwood 2007
Remember: Find the Foundational Problem

**Comprehension**
(metacognitive strategies ...)

**Vocabulary**
(vocab. strategies, low language, ELL, ...)

**Fluency**
(accuracy, rate, prosody, ...)

**Phonics**
(sound/spelling awareness, sound/spelling automaticity, blending automaticity, ...)

**Phonemic Awareness**
(oral segmentation, oral blending, oral discrimination, ...)

S. Underwood 2007
Forming Groups
Instructional Focus Groups

Benchmark and/or Screening Test

High Benchmark

No Diagnostic Needed
Provide Maintenance & Challenge Activities

Low Benchmark, Strategic, or Intensive

Provide Diagnostic Assessments

Work backwards assessing developmental skills

Find the Root Problem

Instruct & Scaffold at that level

S. Underwood 2007
Focus Groups

- Determine your students’ foundational problems using the Instructional Focus Groups.
- Remember that the goal of the Instructional Focus Groups are to find a student’s furthest skill gap. It is not a place to give the “benefit of the doubt.”
- Use your assessment types appropriately:
  - Benchmarks and Screeners are only the beginning.
  - Once deficiencies are shown, use Diagnostic Assessments to track down the foundational skill gaps.

S. Underwood 2007
Focus Groups

- Take a look at your grade level’s focus group.
- Discuss with a neighbor how the flow chart design works to trace down a student’s level of need.
- Share ideas of what types of activities might be appropriate for the students in each Focus Group.

S. Underwood 2007
Focus Groups

- Grade K (Draft)
- Grade 1
- Grades 2-3
- Grades 4-6

S. Underwood 2007
Acknowledgements

- Idaho Reading First
- Cole, Carrie (Literacy Consultant, Sweetwater, TN). Presentation: *The Implementation and Management of Differentiated Instruction in Reading*.
- Western Regional Reading First Technical Assistance Center (WRRFTAC). *Instruction for At-Risk Students in Reading*.
- Consortium on Reading Excellence (CORE). *Teaching Reading Sourcebook*.

S. Underwood 2007
Steve Underwood

- Idaho Reading First Coordinator
- Boise State University – Center for School Improvement & Policy Studies

StevenUnderwood@boisestate.edu

S. Underwood 2007