



DATA DRIVEN INSTRUCTION METHODS

Below is a list of possible data driven interventions that can be used to target student needs. The third page contains a worksheet teachers can use to plan how to implement these strategies. The table below has been organized in descending order with strategies that are quickest to implement listed first.

Strategy	Example	Benefits
Different warm up activity for one or both small groups	Your small group “Mako” works for a week on adding and subtracting fractions with unlike denominators during their Do Now, while your other group “Hammerhead” works on word problems involving adding and subtracting fractions with unlike denominators.	Provides groups with extra repeated practice with skills they have yet to master
Reteach an objective (i.e. a different method, additional resource for students to use)	After looking at exit slips, you notice the majority of the class did not meet the day's objective on making inferences. You decide to reteach it and focus on modeling how to take notes on the text because student inferences were not text based enough. I'll give a graphic organizer for students to capture their thoughts.	Increase student understanding before moving on to new content
Assigned the whole class an aligned content provider lesson	When reviewing unit assessment data, you see that the majority of students are still struggling with lines of symmetry. You assign an extra lesson focused on that skill in i-Ready	Remediates gaps at a class wide level without instructional planning from the teacher
Assigning groups of students specific content provider lessons	Based on their MAP data you provide three extra lessons to your “Musketees” blended group that focus around identifying characters in a fiction text	Allows for more targeted remediation without instructor planning. Can prepare students for additional small group support
Assigning groups of students prerequisite skills before a related daily objective is taught.	You plan to pull a small group of 3rd graders on Thursday to focus on multiplication as grouping. Monday you assign a lesson on the related 2nd grade standard of creating equal groups to prepare for the small group lesson.	Uses content provider to build or review student understanding so your small group or daily objective can be more easily grasped by the specific group of students who are struggling.



Intervention	Example	Benefits
Teach a remedial mini-lesson to one or both blended learning groups	After identifying that your students can't classify stars by temperature or by color you teach a 8-10 minute mini-lesson even though your scope and sequence doesn't explicitly cover the content	Provides a way to supplement student understanding without deviating too much from the existing unit plan
Teaching the same objective during small group but modifying the method and activity for one or both groups	On Friday your daily objective is to round numbers to the tenths place using a vertical number line. Your first small group gets more explicit modeling and directions about referencing a place value chart at the top of their paper and circling the number they will be rounding. Your second small group is shown the place value chart but not required to use it.	Can easily provide students with frontloaded knowledge or additional scaffolding so they can master content
Teaching to a small group (4-6 students) during independent practice	While the rest of your blended learning group is working on annotating MLKs "Letter from a Birmingham Jail" for persuasive elements you pull 5 students and teach a lesson on using context clues in a nonfiction text	Provides intense support for a group of students' specific needs. Allows for a teacher to isolate specific students for remediation
Teach different objectives to each blended learning group	MAP data identified two pressing needs between your blended groupings. With your first blended group you teach solving one-step linear equations, while during your second rotation you teach simplifying expressions using order of operations.	Gives each group the specific instruction they need catered to their understanding
Utilize a one-to-one Chromebook ratio to enable multiple data driven small group and individual lessons.	Your whole class is drafting a personal narrative on Chromebooks. During that time you pull two small groups to conference around their writing, then a small group to practice decoding words during close reading, followed by a one-on-one conference with Dominique around her use of word choice	Allows for largest amount of small group and individual interventions during a single class period, while still providing a structured, purposeful activity for all students



Data driven instruction worksheet

Intervention	Steps to complete intervention	Students who need this intervention	Notes/Follow-up needed?
Example 1: Assigning groups of students specific content provider lessons	<ol style="list-style-type: none">1. Identify which students struggled on adding and subtracting decimals quiz taken Friday (scored less than 70%)2. Assign i-Ready lesson on adding and subtracting decimals3. Review results from i-Ready lesson	Waymon Daniel Savannah Jeremiah Leonard Alice	Daniel, Savannah, Jeremiah, and Leonard all passed the quiz with 80% or higher. Waymon and Alice both failed it twice. Pull them on Friday while other students are working on computers to reteach adding and subtracting decimals with a step-by-step worksheet.
Example 2: Teach different objectives to each blended learning group	<ol style="list-style-type: none">1. Look at NWEA Learning Continuum Report2. Select a domain to focus on3. Group students based on standards they need to master4. Plan a small group lesson based for each standard/group you are teaching5. Check for understanding6. Review who still needs more support	Group 1 - Identify character and setting - Mason - Alice - Maria Group 2 - Sequence beginning, middle and end - Amir - Jaxon - Tylan	Group 1 mastered identifying character and setting. In Group 2, Jaxon still had difficulty correctly sequencing, so I will pull him on Friday after our Spelling test and use pictures and have him sequence those events before applying it to a text.