

Module 3.1 – Advanced Setup for Face-To-Face Training

COURSE-WIDE MATERIALS & SETUP

Technology Infrastructure

- **Presentation System** – Projector, screen, and laptop with PowerPoint installed and tested
- **Audio/Visual** – Speakers functional (if videos/audio clips are used in other modules)
- **Timer/Clock** – Digital timer or wall clock visible to all participants throughout course
- **Internet Access** – WiFi credentials available for accessing i-Ready platform demonstrations

Physical Environment

- **Room Configuration** – Tables/chairs arranged for small group work (3-4 per group)
- **Seating Capacity** – Room accommodates expected number of instructional coaches
- **Wall Space** – Chart paper, markers, and tape available for collaborative activities
- **Temperature & Lighting** – Room climate controlled; lighting adequate for reading

Course Materials (Printed/Prepared in Advance)

- **Participant Packets** – Complete course materials for each participant, including:
 - All handouts, case studies, and worksheets for every module
 - Job aids and reference guides (laminated or cardstock for durability)
 - Course agenda and learning objectives overview
- **Trainer Materials** – Trainer manuals for all modules, answer keys, facilitation guides

Resources & Supplies

- **Writing Materials** – Pens, markers, sticky notes, highlighters
- **Sample Student Data** – De-identified i-Ready reports for analysis activities
- **Refreshments** – Water, coffee, snacks (for full-day or multi-session courses)



MODULE 3.1 SPECIFIC REQUIREMENTS

Materials for This 15-Minute Segment

- **Case Study Handout** (1 per participant) – Amara's reading profile
- **Job Aid** (1 per participant) – 3-section intervention planning guide
- **PowerPoint Slides** – Instructions and feedback slides loaded

Setup Verification

- Handouts placed at seats or stacked for distribution
- Slides 1-11 loaded and tested in presentation file
- Timer ready for 7-minute activity countdown

PRE-COURSE CHECKLIST

- Confirm final participant count 48 hours before the session
- Print all course materials with 10% overages
- Test all technology the day before training
- Verify room setup accommodates small group activities



Module 3.1 – Lesson Plan

Objective 3.0:

Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend at least two targeted, evidence-based instructional interventions to classroom teachers, professional development coordinators, and school administrators. *(Slide 3)*

Total Lesson Time: 15 minutes

Segment 1: Introduction & Instructions (2 minutes)

Slides: 1–3

- Trainer welcomes participants and introduces objective and activity
- Learners form groups of 3
- Trainer distributes handouts and job aids
- Instructions and tips displayed on Slide 3

Differentiation Tip: Use Think-Aloud Modeling

Invite a volunteer to do a quick think-aloud for how they'd approach Question 1 using the job aid. This models strategic use without giving away the answer.

Segment 2: Interactive Activity- Case Study Analysis (7 minutes)

Materials: Job Aid and Student Handout

- Learners work in groups to answer 3 multiple-choice questions using the job aid and handout which contains the questions
- Trainer circulates and observes
- Trainer keeps track on watch; 2-minute warning given



Segment 3: Practice/Application- Trainer Feedback (5 minutes)

Second Learning Objectives

Learning Objective 3.1: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend at least two targeted evidence-based interventions to classroom teachers.

Learning Objective 3.1.1: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to identify two priority skill areas based on diagnostic data

Learning Objective 3.1.2: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to select appropriate intervention intensity and format

Learning Objective 3.1.2: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend strategies to support engagement and confidence

Slides: 4–9

- Trainer reviews each question using slides
- Correct answers and rationale discussed
- Learners ask brief clarifying questions
- Emphasis on transfer tips and job aid usage

Optional Debrief Prompts:

- “What surprised you about Amara’s data?”
- “How might this apply to a student you’re currently supporting?”

Trainer Time Buffer Tip: If you finish early, ask: “What would you say to Mr. Jackson if he pushed back on your recommendation?”

Segment 4: Review & Transfer (1 minute)

Slides: 11–12

- Trainer reinforces job aid as a coaching tool
- Learners encouraged to use it in real-world planning
- QR code or digital access link provided for ongoing use

Assessment Items aligned to Objectives:

1. Identify two priority skill areas based on diagnostic data (Question 1)
2. Select appropriate intervention intensity and format (Question 2)
3. Recommend strategies to support engagement and confidence (Question 3)



Module 3.1 – Trainer Manual

Session Overview

Learning Objective 3.0:

Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend at least two targeted evidence-based interventions to classroom teachers, professional development coordinators, and school administrators.

Secondary Learning Objective 3.1:

Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend at least two targeted evidence-based interventions to **classroom teachers**.

Secondary Learning Objective 3.1.1: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to identify two priority skill areas based on diagnostic data

Secondary Learning Objective 3.1.2: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to select appropriate intervention intensity and format

Secondary Learning Objective 3.1.2: Given monitored student progress data and a specific classroom context, instructional literacy coaches will be able to recommend strategies to support engagement and confidence

Total Time: 15 minutes

- Trainer Introduction & Instructions: 1 minute
- Trainee Activity (Case Study in groups): 7-10 minutes
- Trainer Feedback & Q&A: 4-7 minutes

Materials Needed:

- Printed case study handout (1 per participant)
- Printed job aid (1 per participant)
- PowerPoint slides for trainer feedback
- Timer



SEGMENT 1: Introduction & Instructions (1 minute)

Welcome & Activity Overview- Slide 1 displayed as course begins

SAY:

"Welcome! Today you'll practice analyzing student reading data and recommending interventions. You'll work through a case study about Amara, a 3rd grader reading 2 years below grade level."

DISPLAY: Slide 2 - Learning objective

TRAINER NOTE: Speak with energy. This is a quick setup—don't linger.

Instructions

DISPLAY: Slide 3 - Instructions

- Groups of 3
- 3 questions to answer
- Use the job aid
- 7 minutes

SAY:

"Here's how this works: You'll work in groups of 3. You have a case study handout and a job aid. Your task is to answer 3 questions about Amara's intervention plan. You'll find these questions in the Case Study. Each question references a specific section of the job aid—use it! You can split up the questions to save time. You have 7 minutes. I'll give you a 2-minute warning. Go ahead and form your groups now. Once we are all settled in our groups, I'll start the timer."

TRAINER NOTE:

- Speak clearly and quickly
- Don't over-explain—they'll figure it out
- Start timer as soon as groups form
- Circulate during activity but don't interrupt; observe which questions cause confusion



SEGMENT 2: Trainee Activity (7-10 minutes)

Participants Work

DISPLAY: Keep Slide 3 up with instructions and visuals of Case Study/Job Aid

TRAINER ACTIONS:

- Begin timer on watch
- Circulate quietly among groups
- Listen for misconceptions (especially Q1: choosing vocabulary; Q2: choosing i-Ready only; Q3: choosing grade-level texts)
- Give 2-minute warning: "Two minutes remaining"
- Call time at 7 minutes (or extend to 10 if groups need it—watch the room)

TRAINER NOTE:

Time Management Decision Point:

- If most groups finish by 7 min → move to feedback at 8:00
- If groups are still working productively at 7 min → give up to 3 more minutes (but you MUST compress feedback accordingly)
- Your feedback segment is flexible (4-7 min) to accommodate this



SEGMENT 3: Trainer Feedback & Q&A (4-7 minutes)

TIMING NOTE FOR TRAINER:

You have 4-7 minutes for this entire segment depending on how long the activity took. Adjust pacing as follows:

- **If activity was 7 min** → You have 7 min for feedback (comfortable pace)
- **If activity was 10 min** → You have 4 min for feedback (move briskly, limit Q&A)

Each question feedback should take approximately **1-1.5 minutes**, including asking for questions.

Question 1 Feedback (1 minute)

DISPLAY:

- Slide 4 - show this slide as you review the question
- Slide 5- Q1 with correct answer highlighted (C)

SAY:

"Let's review. (Slide 4) Question 1 asked about priority areas. (Slide 5) The answer is C: Phonics/Phonological Awareness AND High-Frequency Words. Look at Section 1 of your job aid—see the hierarchy? Tier 1 foundational skills come first. Amara's at Grade 1 level in phonics—that's her biggest gap. High-frequency words support this by reducing cognitive load."

PAUSE 2 seconds

SAY (Conclusion/Transfer Tip):

"Remember: You can't comprehend words you can't decode. Always prioritize foundational skills before comprehension strategies."

ASK: "Quick questions on Question 1?"

TRAINER NOTE:

- Take 1 quick question if raised (10-15 sec max)
 - If no questions, move immediately to Q2
 - If someone argues for a different answer, redirect: "Check the hierarchy in Section 1—foundational skills are always first for students this far behind."
-

Question 2 Feedback (1 minute)

DISPLAY:

- Slide 6- show this slide as you review the question
- Slide 7- Q2 with correct answer highlighted (B)



SAY:

"Let's review. (Slide 6) Question 2: Best intervention for phonics gaps. (Slide 7) Answer is B: Systematic, explicit phonics program, small group, 30 minutes daily, 4-5 days a week. Section 2 of your job aid shows this. Students 2+ years behind need 120-150 minutes per week—that's the research-based dosage. Notice we're NOT just adding i-Ready time—she's already rushing through it."

PAUSE 2 seconds

SAY (Conclusion/Transfer Tip):

"Match intensity to gap size. Bigger gaps need more time and smaller groups—it's non-negotiable."

ASK: "Questions on Question 2?"

TRAINER NOTE:

- If someone asks "Why not i-Ready?", respond: "Technology supplements explicit instruction; it doesn't replace it. Students with significant gaps need a teacher."
- Keep moving—don't get stuck here

Question 3 Feedback (1 minute)

DISPLAY:

- Slide 8- show this slide as you review the question
- Slide 9- Q3 with correct answer highlighted (D)

SAY:

"Last one! (Slide 8) Question 3: This one is about supporting engagement and confidence. (Slide 9) Answer is D: Audiobooks at her interest level PLUS appropriately leveled texts for practice. Section 3 explains this. Audiobooks let Amara access grade-level stories while her decoding skills catch up. The leveled texts—late 1st, early 2nd grade—are at her instructional level where she can practice successfully."

PAUSE 2 seconds

SAY (Conclusion/Transfer Tip):

"Protect reading identity. Students need to see themselves as readers even while building foundational skills."

ASK: "Questions on Question 3?"

TRAINER NOTE:

- If someone says "Why not just grade-level texts?", respond: "That's frustration level for her—below 90% accuracy. It builds avoidance, not skills. Check the reading levels guide in Section 3."



Closing & Transfer (30 seconds)

DISPLAY: Slide 10 - Closing slide

SAY: “Before we wrap up, are there any questions based on the questions we reviewed and how to utilize the data and the job aid?”

TRAINER NOTE:

- Take 1-2 quick questions if time allows (30 sec max total)
- If no questions or out of time, end positively: "Thank you! Let's move forward."
- **DO NOT** go over 15 minutes total—respect the module timing

DISPLAY: Slide 11- QR Code for Digital Job Aid

SAY:

"Excellent work! You have your job aid printed out to keep, and you can also scan this QR Code on the screen to have a digital copy that you can use wherever you need it. Let it help guide you during coaching conversations. When teachers bring you struggling readers, open Section 1 to prioritize together, then Section 2 to plan interventions. It's your roadmap. Thanks for your time!"



Slide-by-Slide Guide for Trainer

Slide 0: Overview of presentation

- Eagle eye view of all slides that will be used in face-to-face instruction

Slide 1: Title Slide

- Title: "i-Ready Interventions: From Data to Instruction "
- Trainer uses during [0:00-0:15]

Slide 2: Objective

- Read Aloud
- Trainer uses during [0:15-0:30]

Slide 3: Explains task to learners

- Work in groups of 3
- Use Case Study for answering questions
- Use job aid for assistance
- Additional Tips
- Trainer uses during [0:30-2:00]

Slide 4: Question 1

- Initial Data Analysis “Based on Amara’s i-Ready diagnostic data, which combination represents the TWO highest priority areas for intervention? (Multiple Choice)
- Trainer uses during [2:00-2:15]

Slide 5: Question 1 Feedback

- Question text (brief)
- Correct answer: B (highlighted)
- Key point: "Prioritize Tier 1 foundational skills"
- Reference: "Job Aid Section 1"
- Trainer uses during Q1 feedback
- Trainer uses during [2:15-3:45]

Slide 6: Question 2

- Given Amara’s profile and classroom context, which intervention is MOST appropriate for her phonics gaps? (Multiple Choice)
- Trainer uses during [3:45-5:15]



Slide 7: Question 2 Feedback

- Question text (brief)
- Correct answer: B (highlighted)
- Key point: "120-150 min/week for 2+ year gaps"
- Reference: "Job Aid Section 2"
- Trainer uses during Q2 feedback
- Trainer uses during [5:15-6:45]

Slide 8: Question 3

- To support Amara's engagement and confidence while receiving phonics intervention, what should you recommend? (Multiple Choice)
- Trainer uses during [6:45-8:15]

Slide 9: Question 3 Feedback

- Question text (brief)
- Correct answer: B (highlighted)
- Key point: "Audiobooks + leveled texts = Access + Practice"
- Reference: "Job Aid Section 3"
- Trainer uses during Q3 feedback
- Trainer uses during [8:15-9:45]

Slide 10: Final Questions

- Opportunity for brief questions/discussion
- Trainer uses during [9:45-11:15]

Slide 11: QR Code for Job Aid

- "Remember to Use your job aid during coaching conversations"
- QR code to digital job aid
- Trainer uses during [11:15-12:30]

Flex Time

- Extra 2 minutes to use as needed during discussion and feedback opportunities



Trainer Preparation Checklist

Before Session:

- Print case study handouts (1 per participant)
- Print job aids (1 per participant)
- Test slides and timer
- Review correct answers and rationales
- Practice delivering each feedback section in ~1 minute
- Identify room setup for groups of 3

During Session:

- Speak clearly and with energy
- Monitor time obsessively—this is a tight 15 minutes
- Circulate during activity but don't interrupt
- Adjust feedback pacing based on activity duration
- End on time (15 min total)

After Session:

- Note which questions caused confusion (for future iterations)
- Collect handouts if needed for assessment purposes

Time Management Scenarios

Scenario A: Groups finish in 7 minutes (Ideal)

- Introduction: 1 min
- Activity: 7 min
- Feedback: 7 min (comfortable pace, room for Q&A)
- **Total: 15 min**

Scenario B: Groups need 10 minutes (Adjust)

- Introduction: 1 min
- Activity: 10 min
- Feedback: 4 min (move briskly, limit Q&A to 5-10 sec per question)
- **Total: 15 min**

Scenario C: Running over (Emergency cuts)

If approaching 15 min and still on Q3:

- Skip asking "Questions?" after Q3 and Q4



- Say: "I see we're out of time. Correct answers are on the slides and explained in your job aid. Reach out if you have questions later."
- Do NOT skip the 30-second closing—the transfer tip is critical

Facilitation Tips

Energy & Pacing:

- Introduction should be brisk and clear—don't over-explain
- During activity, resist urge to help groups—let them struggle productively
- Feedback should be confident and concise—you're the expert
- Use your voice and body language to signal time pressure: "Let's keep moving," "Quick questions only"

Handling Questions:

- During feedback, take max 1 quick question per Q (10-15 sec)
- If a question is complex, say: "Great question—let's discuss at the break. For now, check Section [X] of your job aid."
- Don't let Q&A derail timing

Reading the Room:

- If groups are energized and engaged at 7 min but not done, give 2-3 more minutes
- If groups are finished and waiting by 6 min, call time early and start feedback
- Your job is to maximize learning, not rigidly stick to seconds—but DO end by 15 min total

Common Pitfalls to Avoid:

- **✗** Over-explaining instructions (wastes time)
- **✗** Interrupting groups during activity
- **✗** Getting stuck on Q1 feedback and rushing Q2-Q4
- **✗** Allowing lengthy Q&A discussions
- **✗** Skipping the closing transfer tip



Assessment Indicators (Success Metrics)

Evidence of learning during activity:

- Groups reference job aid sections (you see them flipping pages)
- Groups debate answers (productive struggle)
- Majority select correct answers for Q1 and Q2 (foundational)

Evidence of learning during feedback:

- Participants nod or verbally affirm when you reveal answers
- Questions show application thinking ("What if the gap is 3 years?" or "What about ELL students?")
- Participants write notes on job aid or handout

Red flags:

- Silence during activity (confusion or disengagement)
- Many groups selecting A or D for Q1 (don't understand hierarchy)
- Many groups selecting A or D for Q2 (don't understand dosage)
- Blank stares during feedback (you're going too fast or using jargon)



Module 3.1 - Case Study

Reading Intervention for Amara

Estimated Completion Time: 7-10 minutes

Scenario Overview

You are an instructional literacy coach working with Mr. Jackson, a 3rd-grade teacher at Roosevelt Elementary School. He has reached out to you with concerns about one of his students, Amara, who is struggling significantly in reading.

Teacher's Concerns: "Amara is so bright and articulate when we talk, but she struggles so much with reading. She shuts down when it's time for independent reading and rushes through her i-Ready lessons. I'm worried she's starting to see herself as 'bad at reading.' I need to help her build skills while protecting her confidence."

Student Profile

Amara Williams - 8 years old - 3rd Grade

Relevant Background:

- Strong oral language skills and vocabulary when discussing familiar topics
- Avoids independent reading
- Rushes through i-Ready
- Becomes frustrated when asked to read aloud
- Lives with grandmother who speaks primarily Spanish at home

Classroom Context

Class of 26 students; Most at grade level in reading, but Amara and 3-4 others are 2+ years behind.

i-Ready Diagnostic Data - Amara Williams

Most Recent Diagnostic	Fall, Current Year
Overall Reading Placement	Grade 1 (Late)
Scale Score	412
Percentile	15th percentile nationally

Domain Performance Breakdown

Domain	Placement Level	Relative Strength
Phonological Awareness	Grade 1 (Mid)	● Critical Need
Phonics	Grade 1 (Late)	● Critical Need
High-Frequency Words	Grade 2 (Early)	⚠ Area of Need
Vocabulary	Grade 3 (Early)	✓ Relative Strength
Comprehension of Literacy Text	Grade 2 (Mid)	⚠ Area of Need
Comprehension of Informational Text	Grade 2 (Early)	⚠ Area of Need



Intervention Planning Questions

Question 1: Initial Data Analysis

Based on Amara's i-Ready diagnostic data, which combination represents the TWO highest priority areas for intervention?


- A. Vocabulary & Comprehension of Literary Text
- B. Phonics/Phonological Awareness & High-Frequency Words
- C. Phonics/Phonological Awareness & Comprehension Strategies
- D. Vocabulary & High-Frequency Words
- E. Comprehension (Literary & Informational) & Fluency Practice

 Reference: Job Aid Section 1 (Prioritizing Skills: Foundational Hierarchy)

Question 2: Intervention Selection - Part 1

Given Amara's profile and classroom context, which intervention is MOST appropriate for her phonics gaps?


- A. Add 15 minutes of additional i-Ready online instruction time
- B. Systematic, explicit phonics program in small group (3-4 students), 30 minutes daily, 4-5 days/week
- C. Provide decodable readers for independent reading practice
- D. Pair Amara with a strong reader for partner reading

 Reference: Job Aid Section 2 (Selecting Interventions)

Question 3: Intervention Selection - Part 2

To support Amara's engagement and confidence while receiving phonics intervention, what should you recommend?

- A. Same independent reading assignments as grade-level peers
- B. Audiobooks at interest level + appropriately leveled texts for practice
- C. Excuse Amara from independent reading time
- D. Only allow picture books to reduce anxiety

 Reference: Job Aid Section 3 (Supporting Diverse Learners)



Module 3.1 – Job Aid

1. PRIORITIZING SKILLS: FOUNDATIONAL HIERARCHY

Always address foundational skills before higher-level skills

Priority	Skills	Why First?
TIER 1	Phonological awareness, phonics, decoding, high-frequency words	Foundation for ALL reading
TIER 2	Reading fluency, multisyllabic words	Build on decoding
TIER 3	Comprehension strategies, analysis	Require solid decoding/fluency

Gap Size: Recommended Actions

Student Performance	Intervention Needed
0-1 year below	Targeted practice in core instruction, small groups 2-3x/week
1-2 years below	Small-group intervention 3-4x/week (90-120 min/week total)
2+ years below	Intensive intervention 4-5x/week (120-150 min/week total)

2. SELECTING INTERVENTIONS

Evidence-Based Components

✓ INCLUDE in interventions:

- Explicit, systematic phonics instruction (Wilson, Orton-Gillingham, Foundations)
- Small-group format (3-4 students max for 2+ years behind)
- Multisensory techniques (visual, auditory, kinesthetic)
- Decodable text practice aligned with taught patterns
- Immediate corrective feedback
- Cumulative review of previous skills

X AVOID these approaches:

- Technology-only interventions without teacher instruction
- Independent practice of skills not yet taught/mastered
- Peer tutoring for students 2+ years behind
- Grade-level texts for students reading 2+ years below (frustration level)

Intervention Intensity by Gap Size

Gap Size	Weekly Time	Group Size	Key Components
0-1 year below	90-120 min	4-6 students	Explicit phonics, guided practice
2+ years below	120-150 min	3-4 students	Systematic structured literacy program, multisensory, decodables



3. SUPPORTING DIVERSE LEARNERS

English Language Learners (ELL)

DO:

- ✓ Teach phonics explicitly with visual supports
- ✓ Pre-teach vocabulary with gestures and real objects
- ✓ Use audiobooks to maintain access to grade-level content
- ✓ Provide sentence frames for discussing texts

DON'T:

- ✗ Simplify language—provide scaffolds instead
- ✗ Assume language barriers mean cognitive difficulties
- ✗ Wait for English proficiency to teach grade-level content

Students with Reading Anxiety/Avoidance

Signs: Procrastination, physical symptoms, negative self-talk, rushing through work

Support Strategies:

- Provide appropriately leveled texts (90-94% accuracy = instructional level)
- Use audiobooks to maintain story engagement while building skills
- Offer appropriately leveled texts for decoding practice
- Celebrate effort and strategy use, not just accuracy
- Build in choice within appropriate level range

Reading Levels Guide:

- **Independent (95-100% accuracy):** Self-selected reading
- **Instructional (90-94% accuracy):** Teaching target—use for intervention
- **Frustration (<90% accuracy):** Too hard—avoid, causes anxiety

