There are many types of assessments that may be appropriate and useful in providing appropriate targeted instruction for students.

This presentation is focused on Principal's use of the DIBELS progress monitoring measures used in Florida’s Reading First schools. You will need 2 handouts: slides and “colorful”.
As you know, the principal is the instructional leader of a school. Here are responsibilities of the Reading First principal.

**Responsibilities of the Principal**

- To evaluate effectiveness of building level strategies for organization and management
- To identify where extra resources and support are needed in specific grade levels and classrooms
- To evaluate the effectiveness of new or continued curriculum, supplementary/interventions, and instructional strategies
Responsibilities of the Coach

From Florida’s Reading First Grant:
• …Coaches can assist principals in developing grade level instructional teams at each school to monitor individual and classroom level progress in reading and to make data based decisions about instruction...

Reading Coaches need in-depth knowledge about
• Data Analysis
• Individual Problem Solving
• Classroom Organization

1. The responsibility of the RF Reading Coach is to provide professional development for the teachers to assist them in implementing the most effective instruction possible for all students. An important part of Florida’s Reading First proposal is dedicated to the role of the Reading Coach. Here is one part of Florida’s plan (first bullet on slide).

2. Coaches need in-depth knowledge about data analysis, individual problem solving, and classroom organization in order to help teachers use data to guide instruction.
Teacher and School Administration Responsibilities

- Uninterrupted 90 minute block of reading instruction (this is a minimum)
- Implement high quality initial instruction
- Implement differentiated instruction
- Implement immediate intensive intervention
Here is our conceptual framework for student success. Each student needs to be continually assessed (top of triangle). Instruction should be based on assessment which is called data-based instructional planning (bottom right of triangle). Once instruction is delivered (bottom left of triangle), children are assessed again and the cycle continues.
5 + 3 + ii + iii = NCLB

5  Five **skills** on which early reading instruction should focus

3  Three types of **assessment** to guide instruction
   Screening
   Progress monitoring
   Diagnosis

ii  High quality **initial instruction** is critical

iii  **Immediate intensive interventions** for children lagging behind in the growth of critical reading skills

1. Here is a reminder of Florida’s formula to leave no child behind in reading.
2. Slide
3. Keep in mind that instructional decisions can be made based on various assessments. However, this presentation focuses on the progress monitoring data from DIBELS.
<table>
<thead>
<tr>
<th>GRADE</th>
<th>DIBELS MEASURE</th>
<th>READING COMPONENT ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Initial Sounds, Phoneme Segmentation</td>
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<tr>
<td></td>
<td>Letter Naming, Nonsense Words</td>
<td>Phonemic Awareness</td>
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<td></td>
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<td>Reading Fluency</td>
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<td>Second</td>
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<tr>
<td>Third</td>
<td>Oral Reading</td>
<td>Reading Fluency</td>
</tr>
</tbody>
</table>

All Reading First schools use DIBELS for progress monitoring. Many of you have been trained in DIBELS and may have extensive experience with these assessments. Here is a brief reminder of which reading skill each type of DIBELS measure addresses. **This is important information because in order to plan instruction, we need to know which skill each assessment addresses.**
What is the PMRN?

_(Progress Monitoring and Reporting Network)_

A Web-based data management system that provides:

- a convenient place for entering and organizing the results of student assessments,

- a secure, centralized, easily accessible location for the storage of student information,

- a tool for timely and helpful reports so that educators can effectively analyze data, plan instruction, and communicate student progress.

If you were a Reading First school last year, then you are familiar with the Progress Monitoring and Reporting Network. I recommend going to Karl Hook’s presentation today or tomorrow to learn more about the PMRN. Here is a reminder of what it is.
Objectives for Today

Participants will:
• understand how to use the following reports generated by the Progress Monitoring and Reporting Network (PMRN) to make instructional decisions
  - School Status Report
  - School Grade Summary Report
  - Instructional Level Demographics Report
  - School Progress Report
    • Comparison Reports
  - School History Report
  - Class Status Report

1. Slide
2. The goal is to get hands on experience at reading PMRN reports, understanding the reports, and interpreting the reports in terms of allocation of resources, classroom organization, and instruction.
Before we view PMRN reports, it is important to recognize the risk levels indicated on the PMRN (explain slide).
This is the PMRN sign in page. You will need a user name and password in order to sign in to the PMRN. We will now examine reports generated by the PMRN to determine how they can help principals assist teachers in planning for instruction.
After you sign in, you will see this menu page:
- These reports are school level reports (oval).
- These reports (first arrow) are by grade level.
- These reports (second arrow) are by measure (e.g., oral reading fluency, nonsense word fluency, etc.).
- If we click on School Status Report (third arrow), we will get the report on the following slide.
1. This is a school status report. This report gives us an overview of the instructional level for each grade within a school. The Grade Summary tells us the Instructional Level of the 122 kindergarten students at this school: 33% are at high risk, 31% are at moderate risk, and 36% are at low risk. It also shows each measure by grade level within a school. For example, at the 3rd assessment period, 14% of the kindergarten students in this school were at high risk of not achieving the grade level benchmark for Initial Sound Fluency by the end of the year; 56% were at moderate risk and; 30% were at low risk.

2. Look at 2nd Grade. What does the Instructional Level reflect? (A majority of the second grade students at this school are at low risk.) Look at the individual measures. What can we glean from these data? (read the data; most students-81%-are doing well with phonics, however, only 60% are at low risk of not achieving the benchmark by the end of the year for NWF). It would be important to ensure that teachers are implementing effective fluency strategies using the core reading program and if necessary supplemental programs or materials. Having access to and engaging in high quality professional development in these materials are important as well.
Many PMRN Reports use a box and whiskers format to display data. Here is a refresher of how to interpret box and whiskers. The important thing to keep in mind is the median and the target.
Here is the menu page again. When you click on School Grade Summary Report, you’ll see the report on the next slide...
This report shows how all first grade students at a school performed on all measures at Assessment 3 (February).

1. Are there any students in need of iii? (yes) How do you know this? (all students below the 20th percentile—bottom of box and those who are outliers below for all measures)

2. In what area is your school making the strongest progress? (PSF—everyone should be here because this is the benchmark set in K; ORF).
If you click here on the menu page, you will see an Instructional Level Demographic Report.
This report illustrates by demographic categories which percentage of first graders were at high, moderate, or low risk at Assessment 3 (an aggregate of the measures). This gives you a global picture for a grade level at your school. For example, there are 113 first graders (54 females and 59 males). At Assessment 3, 17.7% of first graders were at high risk and in need of intensive intervention, 24.8% were at moderate risk and in need of extra support, and 57.5% were at low risk and performing at or above grade level with the instruction they were receiving.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number of Students</th>
<th>Intensive</th>
<th>Average Risk</th>
<th>Moderate</th>
<th>Average Risk</th>
<th>Low Risk</th>
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<tr>
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<td>Number</td>
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This report illustrates by demographic categories which percentage of first graders were at high, moderate, or low risk at Assessment 3 (an aggregate of the measures). This gives you a global picture for a grade level at your school. For example, there are 113 first graders (54 females and 59 males). At Assessment 3, 17.7% of first graders were at high risk and in need of intensive intervention, 24.8% were at moderate risk and in need of extra support, and 57.5% were at low risk and performing at or above grade level with the instruction they were receiving.
If you click here (School Progress Report) on the menu page, you will view the report on the next slide.
This report illustrates how all third grade classes at this school are progressing for oral reading fluency. When looking at box and whiskers, you would want to see the whole box above the target line (not just the median).

Looking at the pie charts for this report: Percentage of students at high risk has stagnated (20%) at Assessment 3; Percentage of students at low risk has decreased.

**Based on these data, what are some things to consider?** (Are students reading broadly and widely enough to stimulate fluency? Do teachers know to check the decoding skill of students to determine if this is the problem and if so are they teaching decoding strategies?)

If you click on the “Show Comparison Report”, you will view the report on the next slide...
This report compares Ms. DCK’s third grade class (blue diamond) to all the third grade classes at this school.

1. What is indicated by the box and whisker graphs? How is Ms. DCK’s class progressing compared to the rest of the third grade classes at this school? (This class is below the median of the other third grade classes and not making progress at each Assessment period)

2. What is indicated by the pie charts? (Percentage of students at low risk has decreased by the third Assessment).

3. What happened between the second and third assessment? (The target increased but student progress did not).

4. What is this telling us? How will you follow up on this? What does this teacher need? (more resources? Fidelity to the curriculum? Fluency practice/strategies? Collaborate with the Reading Coach to determine professional development needs)
Here is another type of School Comparison Report. This report compares the third grade classes at one school to 5 other schools with similar demographics. **How could this report be helpful to you?**

If you click on the “Show Schools Using the Same Curriculum”, you will see a report comparing third grade to 5 other schools with similar demographics AND using the same core reading program. It doesn’t show school names, but if a principal is interested in communicating with another school, call Karl Hook.
If you click here on the menu page, you can view a School Historical Report like the one on the following slide.
This report illustrates historical data which allows us to compare data across years. Most schools will only have 2003-2004 data entered, so next year you will be able to compare data across two years.
The Class Status Reports from the Progress Monitoring & Reporting Network (PMRN) will help answer three important questions:

1. Who needs extra support?
2. How should groups be formed?
3. Which skills need to be emphasized?

1. We’re shifting gears now to talk about a Class Level Report. This information will help you as you participate in grade level team meetings to help teachers use the data to inform instruction.

2. Slide

3. Answering these 3 questions will help teachers differentiate instruction and plan for Learning Centers.
1. On your colorful handout, complete the activity on page 6 individually or with a partner.

1. On page 5 of your colorful handout, you will find a Kindergarten Class Status Report for Assessment Period 4. The first column is the class list. The second column is the recommended instructional level column. Recall, that red means the student is at high risk of not achieving grade level reading by the end of the year; yellow means the students is at moderate risk and; green indicates the student is at low risk. The next three columns indicate specific DIBELS measures with each student’s raw score recorded in each cell. (Describe each column)

2. Now, we’re going to complete the activity on page 10 of your colorful handout. You may work individually or with a partner.

NOTE: All data is real data. The only thing that has been changed: student and teacher names, names of schools and districts.

NOTE: Students are in alphabetical order within each color (red, yellow, green).
Who Needs Extra Support?

High Risk: 7

Moderate Risk: 3

Low Risk: 9

Let’s answer our first question: Who needs extra support?

By quickly glancing at the Recommended Instructional Level Column (second column, after the class list), we see that 7 students are in need of iii, 3 students are in need of extra support, and 9 students are doing well with the instruction they are currently receiving.
How will small groups be formed?

- **Group 1:**
  Students 1, 3, 5, 7, 8

- **Group 2:**
  Students 2, 4, 6, 9, 10 (12, possibly)

- **Group 3:**
  Students 11-19

Now, let’s answer our second question: How will small groups be formed. It is VERY important not to just glance at the Recommended Instructional Level column and group students according to their corresponding color. Remember, we have 7 students who are at high risk and these students need to be placed in the smallest instructional groups while working at the teacher-led center.

It is also important to remember that there is not ONE right answer as to how small groups should be formed. Here is one way you could think about forming flexible groups for this Kindergarten class.

**Who will be in which group? How did you make your decisions?**

**Group 1:**
At this point in the year (this is the 4th assessment period), I know that phonemic awareness (PSF) and phonics (NWF) are critical skills to develop. (Letter naming is a predictor of future reading success). So, I’ll analyze the PSF status bar and the NWF status bar. The students who are at high risk (red) on these 2 measures are Students 1, 5, 7, and 8. Student 3 is at very high risk on phonics so I will also add him to this group. These students will be Group 1. This group is in the most need of intervention. (Student 4 is at Low Risk for phonemic awareness, but at VERY High Risk on phonics).

**Group 3:**
All 9 students who are labeled Benchmark could be in one group. When we analyze individual assessments on the status bars (LNF, PSF, and NWF), we see that these students are already either Well Established or at Low Risk. Student 12 may need a little extra support in phonemic awareness. If needed, Student 12 could also meet with another group whose instructional focus is phonemic awareness.

**Group 2:**
The other 5 students will make up Group 2: Students 2, 4, 6, 9, 10. By analyzing the status bars, we see that these students are still in need of extra support or intervention, but not as much need as Group 1.
Which skills need to be emphasized?

- **Group 1:** PA & Phonics
- **Group 2:** PA & Phonics
- **Group 3:** Phonics & Fluency

Now, we are ready to answer our third question: Which skills need to be emphasized? To do this, we need to systematically analyze the progress monitoring assessments (the status bars) at the group level to determine which skills need to be emphasized for each group.

**Group 1:** PA and Phonics

This is the group that needs the most intensive instruction.

**Group 2:** PA and Phonics

Even though both group 1 and 2 need PA and phonics instruction, the instruction will be different for these 2 groups. Keep in mind the Developmental Continuum of Phonological Awareness: Group 1 may need to begin with blending and segmenting words at the syllable level, whereas Group 2 are probably ready to begin blending and segmenting 2 phoneme words at the phoneme level (because they have demonstrated some phonemic awareness skills).

**Group 3:** Phonics and Fluency

Since all the students are at low risk for phonics, then high quality initial instruction should continue for this group. During small group instruction, this group could work on fluency by reading connected text and word lists made up of words that have phonic elements already learned (and new ones being learned).
Using this same Class Status Report, here is an example of how a classroom could be organized for the 90 minute block. Here is the situation at my school for this class: I will provide an uninterrupted block of 90 minutes of reading instruction. I do not have any other personnel at my school to help with differentiating instruction during Learning Center time. My core reading program is Scott Foresman with Links to Reading First.
Classroom Organization for this Kindergarten Class: Teacher Led-Center

- 40 minutes will be devoted to whole class instruction using Scott Foresman core curriculum
- 50 minutes will be devoted to small group instruction:

<table>
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<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
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<tr>
<td>G3LR</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

1. 40 minutes will be devoted to whole class instruction using SF with Links to RF for initial instruction. The next 50 minutes of my 90 minute block will be devoted to learning centers and differentiated instruction.
2. Remember, Group 1 is the group at highest risk so I will work with them every day for 25 minutes.
3. Group 2 were those students who needed some extra support so I will work with them everyday, alternating between 15 and 10 minutes.
4. Group 3 was the group at low risk so I will work with them every day alternating 10 and 15 minutes.
Classroom Organization for this Kindergarten Class: Teacher-Led Center

Small group instruction for 50 minutes:

- Group 1: Implement SF ERI --25 min. daily

- Group 2: Implement SF Links to RF (phonemic awareness and phonics activities will provide students extra practice with the content that was taught during ii)--10-15 min. daily

- Group 3: Use the decodable books from SF to practice the decoding process and fluency--10-15 min. daily

After 40 minutes of whole group instruction, students will engage in learning centers. Here is what type of instruction will take place at the Teacher-Led Center for each small group:

**Group 1:** Remember this is the highest risk group. I will use the Scott Foresman Early Reading Intervention which focuses on phonemic awareness and phonics.

**Group 2:** I will use the lessons from the Links to *Reading First* manual. These activities may have already been implemented with the whole class, but this will allow these students a “double dose” and provide them with the extra practice and immediate feedback that they need.

**Group 3:** I will use the decodable books from Scott Foresman core reading program and use some fluency building strategies with this group.
Reading First Classroom Organization: Learning Centers

• Teacher-Led Center
  - Small group instruction

• Student Centers
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual

1. Implementing Learning Centers is an effective classroom model that will help teachers differentiate instruction. Reading Coaches will need to help teachers plan for and implement differentiated instruction. This takes strong classroom management, good organization skills, and pre-planning.

2. Usually, after whole group instruction takes place, students rotate through different Learning Centers engaging in reading activities.

3. Small group, differentiated instruction is implemented at the Teacher Center. Based on DIBELS data, teachers will be able to group students and identify which skills should be emphasized for each group. At the Teacher Center, each group may be different in terms of: group size, instructional focus, and maybe even allotted time for instruction based on individual needs.

4. Student Centers can be formatted in a variety of ways. Each group that works with the teacher does not have to stay together during the entire Center time. Students can work in groups, pairs, cooperatively, or individually during center time. Students do need to be academically engaged and there should be some sort of accountability for the activities completed at Student Centers.
Flexible Groups at the Teacher-Led Center

- Keep high risk group sizes small (5-7 as a maximum).
- For students not making adequate progress in a group of 5-7, it is critical to reduce the group size to 3-5.
- Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.
- It is important to work with each small group differently based on instructional need.
- Consider attitudes, behaviors, and work ethics when forming and modifying groups.

1. Flexible grouping means that students are placed in small groups according to instructional need. Groups are flexible when the size and composition changes throughout the year based on progress monitoring.
2. Here are important things to keep in mind when forming and working with flexible groups (slide).
With a partner analyze the Progress Report and answer the questions on page 7 of your handout.

This Report shows us an overall picture of a Third Grade Class and allows us to see the progress of individual students and how each student is doing relative to the entire class for Oral Reading Fluency. These data can be sorted in a variety of ways. With a partner analyze the Progress Report and answer the questions on page 11 of your handout.

1. After which assessment period should more intensive instruction been implemented for:
   a. Student 3?
   b. Student 8?
   c. Student 16?

2. What do you notice about Student 3?

3. After Assessment 3, which students should the teacher have targeted for extra instruction in oral reading fluency?
1. When should have more intensive instruction been implemented for:

   Student 3? After Assessment 3
   Student 8? After Assessment 1
   Student 16? After Assessment 1

Here are some observations I made...
See page 7 of the colorful handout.
2. What do you notice about Student 3?

- The student has not progressed in Oral Reading Fluency, but the target has increased. So, by Assessment 4, he was at high risk. Ongoing Progress Monitoring (OPM) at this point may be an option to collect more data.

Here are some observations I made...

See page 7 of the colorful handout.
3. After Assessment 3, which students should the teacher have targeted for extra instruction in Oral Reading Fluency?

- Students 3, 4, 8, 10, 14, and 16

Here are some observations I made...

See page 7 of the colorful handout.
Summary

Use Progress Reports to:
- Monitor progress
- Determine which students need more intensive instruction
- Offer instructional strategies to the teacher
- Determine types of professional development from which specific teachers could benefit

Summary
Use Student PMT Reports to:
• Monitor progress
• Determine which students need more intensive instruction
• Offer instructional strategies to the teacher
• Determine types of professional development from which specific teachers could benefit
Summary of Recommended Uses of Student Data

- To identify students in need of more assistance
- To determine if students are improving with extra assistance
- To form flexible reading groups
- To write and monitor Academic Improvement Plans (AIPs)

Summary of Recommended Uses of Student Data
• To identify students in need of more assistance
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Summary of Recommended Uses of Student Data

- To conduct parent conferences

Report for Jane Doe
1st Grade, Assessment 2
Sunshine Elementary

Dear Parent,

Our school is continuing its important testing program to measure each first-grade student's progress in building important early reading skills. About eight weeks ago, we used the DIBELS assessment (Dynamic Indicators of Basic Early Literacy Skills) to test each child. We just completed our second of four sets of progress monitoring tests. Each time that we test Jane, we will send you a report of her progress and areas in which she needs improvement.

Reading is a skill that grows rapidly as the child develops. Our first-grade program builds on the foundation laid during kindergarten. It is important that we keep track of Jane's progress in reading this year so that we can give her the support she needs to become a successful reader.

We recently tested Jane on a task that is important early building blocks for reading. These are skills that we work on daily in our classroom. Below are the results of Jane's testing:

- Phoneme Segmentation Fluency: This is a measure of phonemic awareness. Jane was told a word, like "cat," and asked to say all of the sounds she heard in the word. This test helps us know if Jane is aware of the different sounds in words. This skill is an important building block for reading and helps the student understand that the sounds in words are represented by letters. Jane's score of 42 correct phonemes named in a minute is a strong performance in what

Recommended Uses of Student Data, cont.

• To conduct parent conferences
Please use the blue question/comment cards found on your table.
**Important Considerations**

- Is the core reading program implemented with fidelity?
- Is there a need for more professional development for a particular area of reading?
- Is there a need for more intensive coaching?
- Are materials allocated to maximize learning?
- Is personnel use maximized to focus on reading instruction?
- Is the instructional day scheduled such that reading is THE priority?
For additional information, please contact:

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