

## ABOUT THE PRESENTATION:

This instructional routine embodies the Both/And approach—BOTH meeting students at their current level of decoding and language proficiency AND providing intentional scaffolds to engage with grade-level content. Rooted in evidence-based practices for students with or at risk for dyslexia, the framework can be seamlessly adapted as a Tier 1 differentiation strategy for all learners. Whether delivered as a whole-group routine or tailored to small groups, this approach ensures that foundational skill development does not occur in isolation, but rather alongside meaningful access to core instruction. Moreover, it offers opportunities for enrichment through explicit morphology instruction and advanced comprehension strategies, reinforcing that all students deserve instruction that is both responsive and rigorous.



Maggie Hatcher, M.Ed.,  
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***Both/And: BOTH Meeting Students  
Where They Are AND Supporting Core  
Classroom Learning***

## ABOUT THE SPEAKER:

Maggie Hatcher is a dedicated educator with nearly 20 years of experience, including a decade as a fourth-grade English Language Arts teacher. She now serves as a Literacy Specialist, where she brings her expertise as a Level One Wilson Practitioner, LETRS facilitator, and Acadience Mentor to provide intensive small-group instruction for students in Tier 3, especially those at risk for dyslexia. Maggie is passionate about using data-driven decision-making and the problem-solving model to inform instruction. She is committed to the Multi-Tiered System of Supports (MTSS), collaborating with school and district teams to deliver targeted interventions, monitor progress, and ensure early identification of students who need additional support.

Beyond her direct work with students, Maggie serves on leadership teams at the building, district, county, and state levels, where she champions effective teaching strategies and literacy initiatives. At the heart of her work is a strong belief in literacy as a right for ALL students.