

Project ELITE² Implementation Manual



Multitiered Instructional Models for English Learners in Grades 3–5





Support

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Introduction

What Is Project ELITE²?

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. The project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Project ELITE² is one of three research projects funded in September 2016 by the Office of Special Education Programs, and together, these projects make up a cohort for research on multitiered systems of support (MTSS) for English learners (ELs). Each site works to improve the outcomes of ELs in the upper-elementary grades (grades 3–5), including ELs with or at risk for a learning disability, by implementing tiered approaches to meeting their language and literacy needs.

The goal of Project ELITE² is to develop, implement, and evaluate a multitiered instructional model for ELs in the upper-elementary grades that focuses on language and literacy development and aligns with dual-language and English-as-a-second-language approaches.

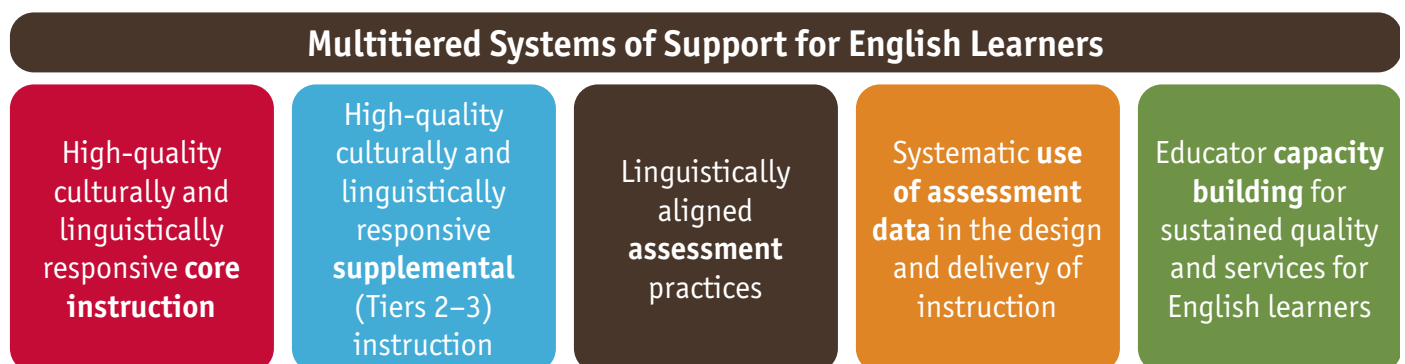
Multitiered Systems of Support for ELs

The MTSS and response to intervention (RTI) frameworks are commonly used in schools to support students' academic and behavioral needs. The latest reauthorization of the Individuals with Disabilities Education Act recommended RTI as an alternative method for identifying students with learning disabilities. Though the terms *RTI* and *MTSS* are often used interchangeably, MTSS is a more comprehensive framework for documenting the performance of all students, providing high-quality instruction, identifying students early who need additional support to meet grade-level academic and behavioral expectations, delivering interventions matched to students' needs, and monitoring their progress to inform further instructional decisions.

Within a multitiered instructional framework, academic instruction is typically provided at three levels. Tier 1 refers to the core curriculum and instruction that all students receive, Tier 2 refers to supplemental support that some students receive, and Tier 3 offers an even more intensive level of instruction for students who do not respond adequately to Tier 1 and Tier 2 instruction.

Project ELITE² enhanced this multitiered model to meet the unique language and literacy needs of students developing bi/multilingualism, or English as a second language. The five key components of the ELITE² model are shown in **Figure 1**.

Figure 1. The Five Components of Project ELITE²



Purpose of This Implementation Manual

This manual was developed to provide implementation guidance for future replicators of the model, which may include district leaders, educators, and other stakeholders interested in implementing an MTSS model for ELs in the upper-elementary grades.

This manual describes the **model development process**, **key personnel and leadership characteristics** that facilitate successful model implementation, **resources** necessary for coordination, and **strategies** for continuous quality improvement and model sustainability. Guidance also is included for developing a job-embedded **professional learning framework** for educators. Finally, this publication features each of the **tools and deliverables** developed by Project ELITE² that can be used to support replication.

Project Overview

Model Demonstration Sites and Timeline

The goal of model demonstration projects is to bridge educational research and practice to improve student outcomes. Since 2012, Project ELITE² has collaborated with three model demonstration campuses in Del Valle Independent School District (DVISD) in Central Texas. The number of ELs served by DVISD increased 153% between 2004 and 2014, and during the study, the district was among those with the highest enrollments of ELs in Central Texas. Approximately 35% of DVISD students were identified as ELs, with the three participating campuses ranging from 44% to 59%. The district served ELs through a one-way (50/50) dual-language model in the primary grades and then transitioned ELs to majority-English instruction in the upper grades, with Spanish support.

Through a newly funded cooperative agreement in 2016, Project ELITE² extended the multiyear research-to-practice initiative to the upper-elementary grades. This second iteration involved developing and piloting practices at the demonstration sites and using initial implementation findings to further refine the model components. We aimed to build on our previous work in kindergarten to grade 3 by carefully documenting the development and full implementation of a model for upper-elementary educators of ELs, gathering evaluative feedback and evidence of its feasibility, usability, and ability to achieve desired outcomes.

This collaboration addressed the following questions:

- What is needed at the district, school, and classroom levels to optimize a multitiered instructional framework for ELs?
- How can data best be used and interpreted when making instructional decisions for ELs?
- When high numbers of ELs are identified for interventions, what steps can educators take to evaluate the core curriculum to ensure that it is high quality and responsive to the language and literacy needs of ELs?
- What professional learning components are feasible, valuable, and effective in raising the quality of teachers' practice, specifically in meeting the instructional needs of ELs?

Table 1 gives an overview of the project scope and major activities of the 2016–2021 model demonstration.

Table 1. Project Scope and Major Activities

YEAR AND PHASE	ACTIVITIES
Years 1–2 (2016–2018)	Form a campus technical advisory group and meet regularly
	Collect baseline data and identify target areas based on need
Model development and pilot implementation	Develop a pilot model, test initial implementation of pilot practices, and collect feasibility and usability data
	Develop prototypes of practitioner tools
	Refine the model

YEAR AND PHASE	ACTIVITIES
Year 3 (2018–2019)	Provide technical assistance and job-embedded support to educators to support full implementation
Model full implementation	Implement a professional learning model for increasing fidelity to model practices
	Collect feasibility and usability data
	Measure fidelity to model components
	Make model refinements
Year 4 (2019–2020)	Make final specifications to the model
	Phase in a trainer-of-trainer model
Dissemination and sustainability planning	Provide technical assistance as needed
	Publish final practitioner tools and resources

Refining MTSS to Meet the Language and Literacy Needs of ELs

When enhanced for ELs, the MTSS framework can be used to accurately identify ELs' unique language and academic needs and to provide efficient and high-quality supports. When implemented well, a culturally and linguistically responsive multitiered framework ensures that groups of students are not disproportionately referred for supplemental interventions or special education services and that language is taken into consideration when making instructional decisions.

Project ELITE²'s researcher-practitioner collaboration focused on optimizing the components of a multitiered instructional model for ELs, including the following.

- High-quality, evidence-based core literacy instruction that integrates language development
- Consideration of students' language proficiency, cultural background, and educational histories in assessment
- Systematic, targeted supplemental instruction

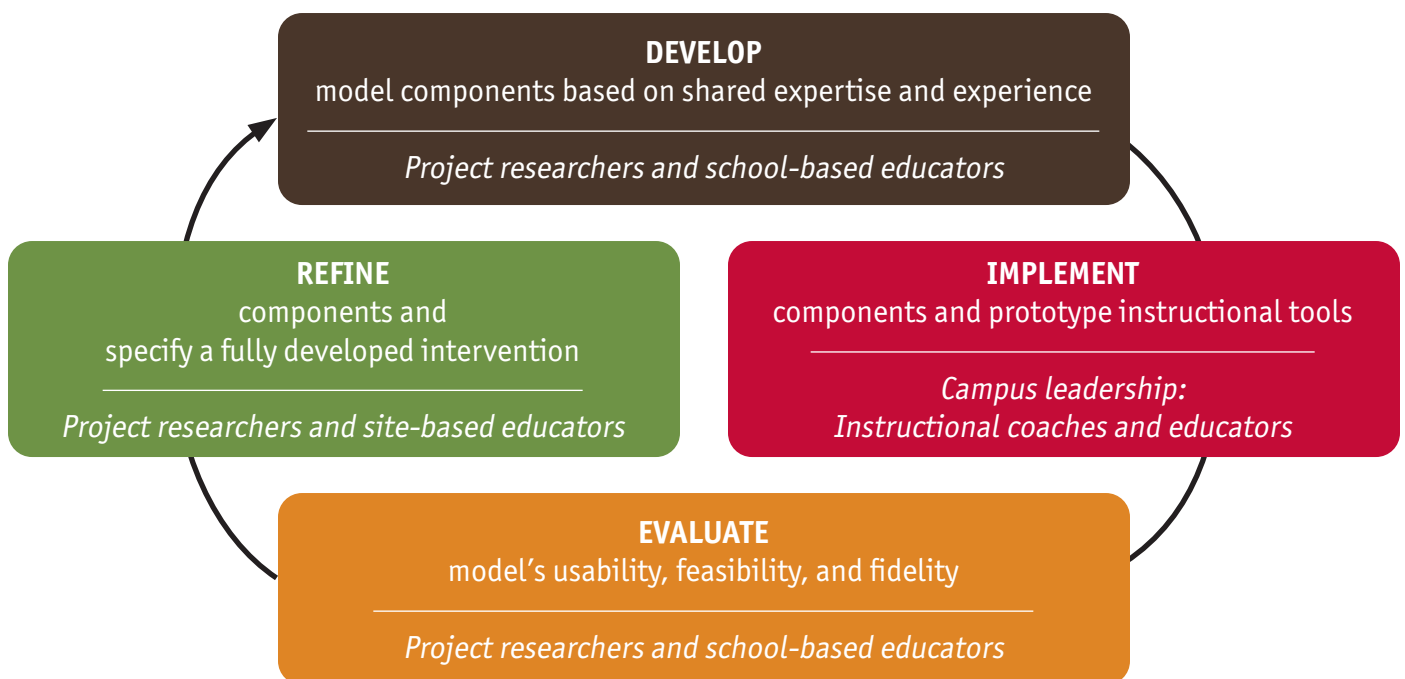
Developing the Model

Iterative Development Process With Stakeholders

Project ELITE² took a collaborative approach to building an MTSS model for ELs, with researcher and practitioner knowledge informing model development, refinement, and implementation. During Year 1 of the project, a technical advisory group (TAG) was established consisting of district leaders, campus leaders, and teacher leaders. This group provided ongoing input during model development and led the implementation of pilot practices at their campuses.

Project ELITE² used an iterative development process to refine model components. This process included (1) engaging stakeholders and end-users in continuous dialogue regarding the components and structure of the model (prototypes to final products); (2) using formative data to identify and document necessary adaptations to the model; (3) documenting reasons for changes and the extent to which they may be conditioned on district-, school-, classroom-, or student-level factors; and (4) specifying a final model, including any variations documented through the development process. **Figure 2** depicts this iterative development process.

Figure 2. Iterative Development Process



Identifying Focus Areas Within MTSS Frameworks

Initial development activities centered on identifying focus areas for support and development for enhancing the multitiered instructional model for ELs. As a result of ongoing consideration of data and collaboration with the TAG, the following became focal components of the Project ELITE² model.

Focus Area 1: Enhanced Language and Literacy Instruction in Tiers 1 and 2

High-quality core (Tier 1) and targeted supplemental (Tier 2) instruction is the foundation of effective MTSS frameworks for ELs. When high numbers of ELs fall below expected achievement levels or are identified as be-

ing at risk for academic difficulties, educators should first evaluate whether the core curriculum is high quality and culturally and linguistically responsive.

Project ELITE² worked with the model demonstration sites to improve educators' knowledge of how to enhance grades 3–5 reading and language arts instruction to meet the specific needs of ELs. In collaboration with practitioners, we developed and refined an instructional model that educators used to enhance both Tier 1 and Tier 2 instruction, with a focus on the following concepts and practices.

Relevant content. Teachers integrate instructional content and texts that reflect features of ELs' cultural backgrounds, linguistic knowledge, ethnicities, and lived experiences (Gay, 2010; Hammond, 2015; Nieto, 2013; Powell, Cantrell, Malo-Juvera, & Correll, 2016).

Students' prior knowledge and lived experiences. Teachers understand and activate students' prior knowledge and facilitate connections between academic content and students' lived experiences when constructing knowledge and meaning from texts. Teachers facilitate use of students' full linguistic repertoire (home language and English) during instruction (Beeman & Urow, 2013; Cummins, 1996, 2000; Gay, 2010; Gutiérrez, Baquedano-López, & Alvarez, 2001; Hammond, 2015; Kroll & Bialystok, 2013; Nieto, 2013; Ortiz & Robertson, 2018; Otheguy, García, & Reed, 2015; Powell et al., 2016).

Active and equitable participation. Teachers establish “intellectually safe” environments, meaning that they provide equitable opportunities for all students' active participation and that students feel comfortable practicing the language they are developing (Hammond, 2015; Ladson-Billings, 1995; Nieto, 2013).

High-quality linguistic input and structured language practice. Teachers expose students to high-quality linguistic input and provide well-structured, text-based discussion opportunities for students to hear, use, and practice academic language encountered in text (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Baker et al., 2014; Howard et al., 2018; Shanahan et al., 2010; Vaughn et al., 2009).

High-quality instructional discourse. Teachers facilitate text-based discussions using strategies that have been shown to promote higher-order thinking and reading comprehension (Klingelhofer & Schleppegrell, 2016; Michaels & O'Connor, 2015; Michener, Proctor, & Silverman, 2017; Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Rydland & Grover, 2018; Soter et al., 2008).

Example in Action: Implementing a Text-Based Discussion Model

*The following vignette describes one fifth-grade teacher's Tier 2 lesson and demonstrates how she targeted oral language development in Tier 2 instruction. For materials and practitioner resources, see the **Project-Developed Tools** section of this manual.*

To begin, Ms. Alma strategically forms reading groups of four to five students, selects culturally relevant texts appropriate for students' reading and language proficiency levels, and divides the texts into chunks. Before independent reading, Ms. Alma delivers a focused mini-lesson targeting vocabulary and comprehension.

For this text, *Esperanza Rising* by Pam Muñoz Ryan, Ms. Alma teaches the words *ranch*, *crochet*, *proposal*, and *strike*, using student-friendly definitions, visuals, and nonlinguistic representations. She also explicitly teaches and models a comprehension process—using text evidence to support ideas. Finally, Ms. Alma reviews the criteria for successful text-based discussions she had taught in

previous lessons and reminds students to use their language scaffolds (sentence-stem cards) as needed during discussions.

During the Tier 2 intervention block, Ms. Alma provides guided support in the vocabulary and comprehension practices targeted during the mini-lesson. She engages in guided reading of the text and guided practice with students in word-learning strategies. During reading, students record new words in their workbooks (see sample pages). After completing a chunk, students write a summary and respond to prompts in their workbook in preparation for group discussions. Next, using what they have written, students engage in group discussion to advance their comprehension of the text and practice language.

**Text Talks
Student Workbook**

BOOK TITLE AND AUTHOR

GROUP MEMBERS

WE CHOSE THIS BOOK BECAUSE...

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NEW VOCABULARY

WORD	PAGE #
SENTENCE IN TEXT	
MEANING	COGNATE?
VISUAL	

WORD **PAGE #**

SENTENCE IN TEXT

MEANING

COGNATE?

VISUAL

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READING

PAGES READ:

MY SUMMARY
Write 3 or 4 sentences that provide a summary of your reading.

MY PICK-A-PROMPT RESPONSE

QUESTIONS I HAVE
Write 1 to 2 more questions you still have about the reading.

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Through observation of student interactions, Ms. Alma acknowledges and validates how ELs used language successfully to negotiate meaning, demonstrate critical thinking, and present evidence to support their arguments and ideas. She provides positive feedback to one student for using the new vocabulary words *devious* and *dishonest* to support her argument about Tío Luis, a character in the book. She reinforces another student's use of text evidence to build on his peer's ideas and add an argument. Ms. Alma also models how to go back to the text and record the page number where the evidence was found and explains how students can use text evidence in their writing. Students then practice communicating their arguments in writing in their workbooks.

In summary, Ms. Alma integrates an oral language focus into her instruction by providing meaningful, structured opportunities for ELs to use and practice language while negotiating meaning from the text. The student workbook is a tool for students to organize their thoughts and enhance their discussions. She incorporates culturally and linguistically responsive approaches into literacy instruction by validating and building on students' connections to text and language practices, providing support in extending their speaking to writing.

Focus Area 2: Language Proficiency in MTSS Decision-Making

Documenting a system for educational decision-making is an essential step in a culturally and linguistically responsive MTSS framework. It is also key for building schools' capacity to accurately identify students with learning difficulties and provide interventions that match the needs of ELs.

Project ELITE² collaborated with the three model demonstration campuses to develop and implement a system for structured data meetings that focuses on language in identifying students' instructional needs and planning interventions.

Key principles for assessment and data-based decision-making for ELs within MTSS (Project ELITE², Project ELLIPSES, & Project LEE, 2018) guided the development, including the following:

- An asset-based approach to identifying students' strengths and needs
- Linguistically aligned assessment practices that provide information about students' learning within and across languages (first language, second language, or both)
- Cross-analysis language proficiency data alongside literacy data to accurately determine intervention needs
- Progress monitoring in appropriate language
- Collaboration and communication with parents and families
- Practitioner evaluation of students' progress in interventions and data-informed instructional adjustments

Using the tools developed at the demonstration sites, educators are guided through a series of procedures for conducting beginning-, middle-, and end-of-year data meetings for determining students' intervention needs and working collaboratively to allocate resources accordingly. During data reviews, practitioners follow meeting agendas and have critical discussions around data, using prompts to consider the role of students' language development when grouping students for intensive interventions, establishing criteria for the movement of students across tiers, and planning for instruction across tiers.

Table 2 provides example prompts educators can use during data meetings. For materials and practitioner resources, see the **Project-Developed Tools** section of this manual.

Table 2. Example Prompts for Data Meetings

PRACTICE	EXAMPLE DISCUSSION PROMPTS
Identifying student strengths and needs through multiple data sources	<p>Is a disproportionate number of ELs identified as needing Tier 3 intervention or special education?</p> <p>What do the data show about students' strengths and needs after targeted and intensive intervention?</p> <p>What are students' proficiency levels for each language domain?</p>
Identifying instructional practices to address student needs	<p>On which skills do we need to focus our instruction?</p> <p>What intervention matches this student's needs best?</p> <p>Does this intervention address needs in the student's native language and/or English?</p>

PRACTICE	EXAMPLE DISCUSSION PROMPTS
Evaluating progress in interventions and making adjustments	<p>In what concepts or skills did students show progress in Tier 3 interventions?</p> <p>What concepts or skills did we struggle to teach successfully?</p> <p>What changes should be made to accelerate the progress of students, and how will we determine adequate progress?</p>
Making intervention decisions	<p>Which students should continue at the current level of support, which students need more intensive intervention, and which students should exit the intervention?</p> <p>For students who are not responding to high-quality Tier 3 interventions, would a referral be appropriate?</p> <p>For ELs with disabilities who are not responding to Tier 3 intervention, what changes need to be made to their individualized education program?</p>

Focus Area 3: Reflective Professional Learning Communities for Practitioner Growth

Developing educators' cultural and linguistic responsiveness is a key component in enhancing MTSS for ELs. Project ELITE² worked collaboratively with professionals to create a framework for professional learning communities (PLCs) that integrated systematic self-assessment and reflection for developing educators' cultural and linguistic responsiveness. This framework became key to successful implementation of model components and is described in detail in the following sections.

Professional Learning

High-quality professional learning for educators is a key component of effective multitiered models for ELs. Project ELITE² focused on building practitioners' knowledge base in culturally and linguistically responsive pedagogy and practice, second-language acquisition, and effective multitiered literacy instruction for bi/multilingual learners. In addition to formal professional development sessions, the model emphasized ongoing, job-embedded learning through instructional coaching, practitioner collaboration, self-reflection, peer observation, and data-informed instructional planning. The following sections describe the Project ELITE² model for educator development.

Developing a Professional Learning Model for Educators of ELs

Project ELITE² worked collaboratively with educators to develop a professional learning framework that addressed their specific needs. Project staff members collected baseline and needs assessment data to identify topics for professional learning sessions, which connected research to practice. **Table 3** describes each learning session.

Table 3. Professional Learning Topics

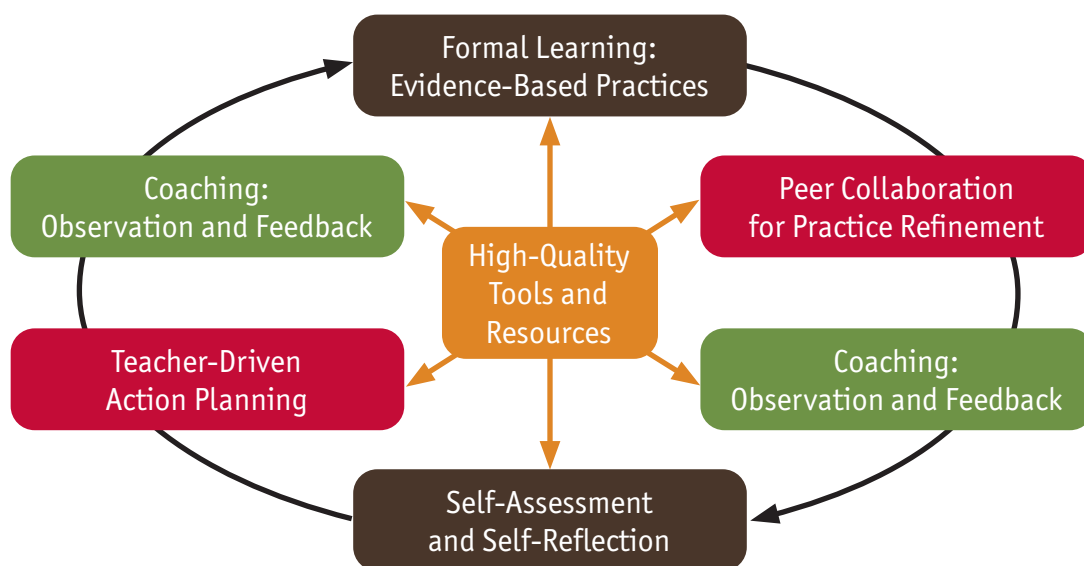
TOPIC	DESCRIPTION	PARTICIPANTS
Culturally responsive pedagogy and practice	Participants were introduced to the concept of cultural responsiveness and worked in small groups to deepen their understanding. Participants also discussed identifying and addressing deficit orientations of bi/multilingual learners and their families. Through collaboration, participants identified ways to operationalize culturally responsive practices in the classroom.	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Second-language acquisition and linguistically responsive pedagogy	Teachers developed knowledge of the second-language acquisition process and the components of linguistically responsive pedagogy. Participants were guided in recognizing bi/multilingual students' strengths, including the role of first-language knowledge in developing literacy. Through applications to practice, participants developed an understanding of instructional practices that support ELs.	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Effective data-based decision-making for ELs	Self-paced training modules explored the purposes, procedures, and materials needed to hold structured data meetings at key assessment points (beginning, middle, and end of year) for all educators serving ELs and monthly for core (Tier 1) classroom teachers. Project-developed tools included guides and protocols for leading successful meetings and for documenting decisions about students and instructional planning.	Campuswide

TOPIC	DESCRIPTION	PARTICIPANTS
Increasing ELs' engagement and accountable talk	Teachers developed an understanding of the role of expressive language in academic literacy development. Participants learned how to enhance instruction to advance students' academic language development through low-risk response, feedback, and assessment techniques. (See the Tools and Resources section of this manual to learn more about these strategies.)	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Text Talks: A strategic book club routine for building vocabulary and comprehension	Teachers learned how to build vocabulary and comprehension skills through Text Talks, including group work to practice implementing the steps and plan instruction. (See the Tools and Resources section of this manual for a full description.)	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators

Using a Reflective PLC Model to Promote Instructional Change

Successful implementation of model practices required ongoing job-embedded support responsive to educator needs. DVISD educators participated in a reflective PLC model that included collaborative inquiry and strategic reflection on their use of new instructional practices in their classrooms. Educators received job-embedded support at critical points in the implementation process in the form of instructional coaching, performance feedback, and collegial support in PLCs. The model stressed collaborative analysis, reflection, and constructive critique as a means of improving knowledge, enhancing practice, and increasing effectiveness. **Figure 3** depicts this reflective PLC model.

Figure 3. Reflective PLC Model



Component 1: Formal Learning: Evidence-Based Practices

Teachers receive formal training that builds their knowledge base of evidence-based, culturally and linguistically responsive instructional practices, as outlined in **Table 3** (Darling-Hammond & Richardson, 2009; Desimone, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Parise & Spillane, 2010).

Component 2: Peer Collaboration for Practice Refinement

Educators participate in collaborative PLC meetings to target obstacles or challenges to teachers' initial implementation, foster teacher leadership, and collaboratively plan lessons (Goddard, Goddard, & Tschanen-Moran, 2007; Sato, Wei, & Darling-Hammond, 2008).

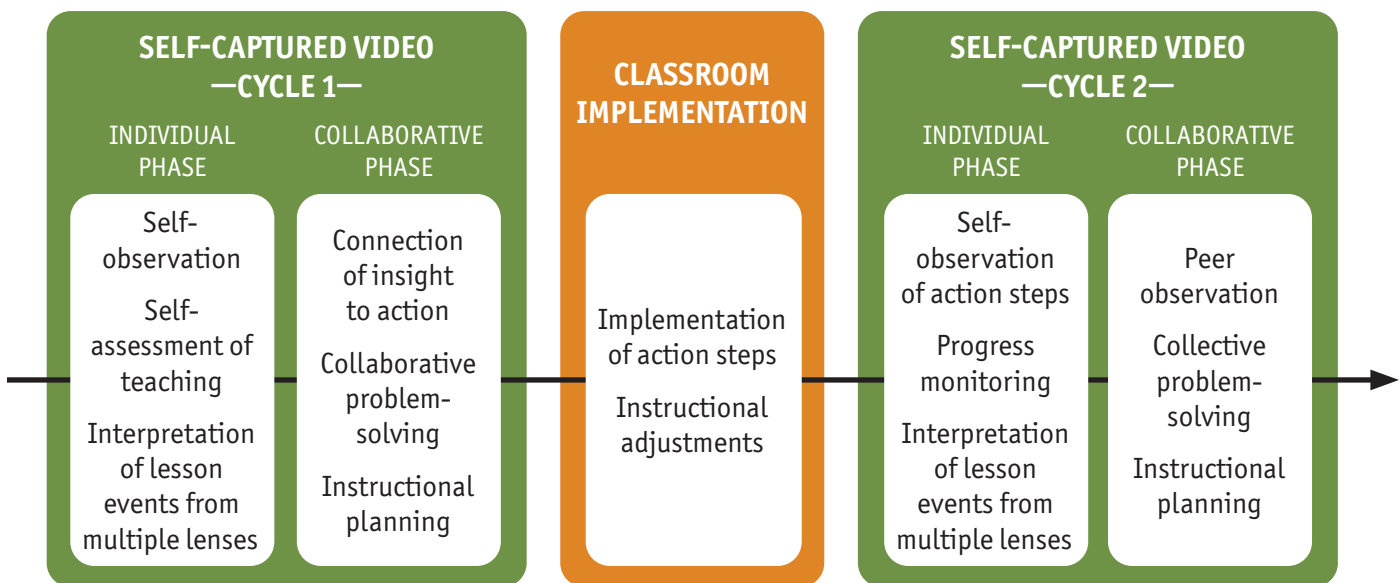
Component 3: Coaching: Observation and Feedback

Coaches observe teachers' language and literacy instruction for ELs and provide meaningful, targeted feedback to improve the impact on student learning. Knowledge gained from the observation and feedback process is shared in PLC meetings (Cornett & Knight, 2009; Desimone & Pak, 2017; Kretlow & Bartholomew, 2010).

Component 4: Self-Assessment and Self-Reflection

Teachers use self-captured videos and guided-reflection protocols to critically reflect on their teaching. Teachers meet in PLCs to share insights from the self-reflection. **Figure 4** shows the self-captured video reflection and planning cycles (Center for Education Policy Research, 2015; McCombs, 2003; Ross & Bruce, 2007; Sato et al., 2008; Sherin & Star, 2011).

Figure 4. Self-Captured Video Cycles



Component 5: Teacher-Driven Action Planning

Based on the critical reflection process, teachers meet in PLCs to connect their new learning to instruction and plan next steps to refine their instructional delivery. Teachers share video examples of successful lessons and receive feedback from their colleagues (Calvert, 2016; Hargreaves & Fullan, 2012; Mezirow, 1997).

Example in Action: Self-Reflection and Collaborative Inquiry as Drivers of Instructional Change

Imagine if educators could press the “pause button” on their teaching, step out of the moment, and analyze what worked and what could be improved in their lessons. As part of their participation in Project ELITE², DVISD educators worked collaboratively to increase their knowledge and skill through self-observation and reflection. Through each PLC model component (**Figures 3 and 4**), teachers engaged in collaborative inquiry, self-reflection, and constructive critique to improve knowledge, enhance practice, and increase effectiveness.

PLC meetings typically began with teachers sharing the “glows and grows” of their lessons. Teachers then worked collaboratively to problem-solve around their implementation challenges. For example, educators worked through initial obstacles in implementing a group text-based discussion model, such as classroom management, scheduling, and structure of the lesson components. In particular, teachers were unsure of how and when to incorporate whole-group, direct instruction (the comprehension mini-lessons) into the text-based discussion model. Colleagues who had demonstrated successful implementation of this practice discussed how to implement the mini-lesson and provided support.

As teachers progressed in their implementation of new practices, they used video self-observation and reflection to evaluate their instruction. PLC meetings included structured time for teachers to share insights from their self-reflections, present video lesson examples for peer observation, and collectively apply their new learning to instructional planning. Through reflection, teachers noticed and addressed aspects of their teaching that could be enhanced for ELs and worked together to plan effective lessons.

Over time, teachers became increasingly comfortable with the practices and more skilled at applying insights from self-reflection to instructional planning. By the end of the model demonstration, all participating teachers improved their implementation of the instructional practices.

Teachers described the reflective PLC model as useful and valuable to their professional learning, saying it led to important insights about their teaching that were difficult to gain while “in the moment.”

As one teacher put it, “I always see from my vantage point, so it is good to see what students are doing [while I’m teaching]. I get more perspective.” A fourth-grade teacher reported that, “Seeing yourself teach is beneficial, as you gain a perspective you don’t naturally have. It informs your teaching and helps you to see what’s going well and what areas still need attention.” One fifth-grade educator described how self-video reflection became a powerful tool for gaining a deeper understanding of her teaching: “You can see things when you watch yourself that you can’t understand when you are just teaching. Like, ‘Oh, I need to fix that.’ Or ‘This person wasn’t engaged enough. I thought I had them but actually I missed somebody.’ So I thought it was ... powerful.”

“Seeing yourself teach is beneficial, as you gain a perspective you wouldn’t naturally have. It informs your teaching and helps you to see what’s going well and what areas still need attention.”

—Fourth-grade teacher

Documenting Implementation Findings

Broadly, the goal of model demonstration research is to bridge the research-to-practice gap by testing “a single new and promising practice, procedure, program, or technology that is deemed to have high potential for improving outcomes,” documenting its implementation in typical education settings, and assessing its outcomes (Shaver, Lenz, Wagner, & Greene, 2015, p. ii). The challenges of moving from research settings to full model implementation have been well-reported (Cook & Odom, 2013; Domitrovich et al., 2008; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

We aimed to carefully document the development and full implementation of a PLC model for upper-elementary educators of ELs, gathering evaluative feedback and evidence of the model’s feasibility, social validity, and ability to achieve desired professional learning outcomes. The following evaluation questions guided PLC model development, refinement, and final specification:

- To what extent do school instructional leaders and educators find the PLC model components to be useful and feasible?
- How do educators perceive the PLC model components and to what extent do educators find the components to be instructionally valuable?
- In what ways does the PLC model increase educators’ confidence and ability in implementing evidence-based practices for ELs?

Feasibility of Model Practices

Data on the feasibility of the model were collected at regular intervals during development, pilot implementation, and full implementation. During the development and pilot phases, leaders and educators were introduced to prototypes of model components and practitioner tools. Feasibility data were collected through surveys and focus group interviews to determine the degree to which practices or tools could be easily and efficiently used in practice. Data on the practitioner-friendliness of the materials (i.e., the extent to which they were clear and easy to use) were also collected regularly. These data informed model development and refinement and ensured that the final model was feasible to implement.

Social Validity of Model Practices

During each project year, educators participated in a focus group interview and completed an anonymous survey on the usefulness and likely sustainability of the model, rating each component of the model on a Likert scale (e.g., “not useful” to “very useful,” “not sustainable” to “very sustainable”). These data informed model development and refinement and ensured that the final model had strong social validity.

Teacher Knowledge and Quality of Instruction

Project staff members, in partnership with site-based instructional coaches, observed teachers’ classroom instruction periodically throughout each project phase, documenting implementation of model practices. Observational data were used to inform ongoing coaching, performance feedback, and model development and specification.

Additionally, teacher learning artifacts were collected for analysis throughout the project. Artifacts included teachers’ written assessments and reflections of their self-captured video lessons and enhancements to their lesson plans. Project staff members also took detailed, descriptive observation notes during all three formal

PLC meetings. Data from learning artifacts and PLC notes were used, along with observation data, to document teachers' learning and developing knowledge of cultural and linguistic responsiveness and effective instruction for ELs.

Fidelity of Implementation

Project staff members periodically conducted formal observations of teachers' classroom instruction and documented the extent to which model practices were implemented with fidelity. Observational data were used to inform ongoing coaching and feedback and model development and specification. Fidelity data were also used to identify facilitators and obstacles to successful implementation, so that the MTSS model could be adjusted to address the specific needs of campus personnel.

Teacher Efficacy

Participating educators completed a teacher efficacy survey (using a Likert scale), in which they rated their growth in knowledge and confidence level in implementing the various components of the model.

Student Measures

Student-level measures of growth included the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS). The STAAR measures reading achievement in grades 3–8 in English and in grades 3–5 in Spanish. The STAAR A is available for students with disabilities who meet eligibility requirements. The TELPAS assesses the English language proficiency of kindergarten to grade 12 ELs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments are federally required to evaluate ELs' progress in academic English. Ongoing analysis of student achievement guided model development, refinement, and implementation.

Facilitators of Successful Implementation

Collaborative Partnerships

As described earlier in this manual, Project ELITE² approached model development through a collaborative lens. District expertise combined with the knowledge of Project ELITE² staff members to identify ways to optimize instruction and services for ELs. Project staff members engaged site leaders and key stakeholders in a conversation about their current successes and ways they might improve services for ELs, as well as the organizational, practitioner, and student factors that they thought were important to consider during model development. Frequent site visits, observation, and participation in campus activities (e.g., staff training, data meetings, classroom instruction, schoolwide community events) supported the collaborative relationship. This collaborative partnership is shown in **Figure 5**.

Figure 5. Collaborative Model



These collaborative efforts helped the project to develop a model with high social validity—that is, a model that is appropriate, useful, and valuable to the community it directly serves. This approach also allowed Project ELITE² to provide early support that aligned with site-specific needs and that facilitated buy-in among administrators and educators working with ELs. Partnerships and collaborative approaches to educators’ professional learning were drivers of successful implementation. **Table 4** details educational leaders’ key practices.

Table 4. Professional Learning and Partnerships: Guiding Practices for Leaders

PROFESSIONAL LEARNING	PARTNERSHIPS
Create opportunities for teachers to provide input in the dissemination of the professional learning plan	Establish a firm university-district partnership, complete planning, and obtain buy-in before beginning MTSS reform efforts (initiating too soon may lead to short-term results but fail to maintain long-term sustainability)
Engage in various professional learning activities, such as classroom observation and feedback sessions, coaching, peer observation, and video recording with self-reflection	Discuss with classroom teachers best methods for incorporating new literacy practices into existing curricula
Provide opportunities for discussion around refining instructional practices and establishing next steps	Engage district and school administration, master teachers, and school teams in discussions and planning for sustaining implementation

Example in Action: Capitalizing on Campus Assets to Increase Practitioner Collaboration

Project ELITE² used the TAG model to better understand how school resources could be coordinated and optimized to support educators' collaboration in raising the quality of instruction for ELs. A framework for grade-level planning meetings was already established at the campuses before the study began, and teachers had access to a conference room used regularly for PLC meetings. Additionally, the campus instructional coaches were accustomed to leading planning meetings, observing teachers, and providing performance feedback. Capitalizing on what was working well, Project ELITE² built on existing practices to develop a job-embedded framework that included critical reflection and collective action planning.

"PLC discussions help me gain a better understanding of what [the instructional model] should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach."

—Fourth-grade teacher

The iterative development approach increased educator buy-in and feasibility of implementation, as practitioners felt that their input was valued and that the PLC model aligned with the broader literacy initiatives in which they were already invested. Implementation data showed that study participants perceived the PLC model as feasible and valuable for increasing the quality of their teaching practice.

Analysis of teacher surveys, reflections, and interviews revealed that teachers felt the PLCs improved their teaching practice. One teacher said, "PLC discussions help me gain a better understanding of what [the instructional model] should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach." As another educator put it, the PLCs helped to "clear up" misunderstandings and address questions that came up during implementation. She described how it was valuable to hear "how others have been successful with this strategy and ways they made it more meaningful for their students." Another teacher reported that the PLC meetings helped her to "know what others are doing and how they solve problems."

Formative Data to Engage Stakeholders

Project ELITE² shared data from formal classroom observations, educator interviews, and surveys, along with student achievement data, to engage stakeholders in model exploration and development. Sharing data that showed the model's initial positive impact supported stakeholder buy-in and fostered early adoption of the practices. Further, this data sharing supported site-based practitioners' enthusiasm for the model and allowed for early sustainability planning.

Responsiveness to Local Needs

In the development phase, the project devoted resources to understanding needs and implementation factors that were unique to the students, teachers, and other stakeholders DVISD served. Piloting the model on a small scale was critical to feasibility and social validity. As educators began to build their knowledge and implement the components, project staff members collected data on their early implementation experiences to identify additional areas of need and to adapt practices and procedures. For example, during teachers' initial implementation to enhance core and Tier 2 instruction, project staff members conducted frequent observations and solicited feedback on ways the instructional system could be adapted for different grade levels, ages, and levels of language proficiency.

This responsive approach was also essential in developing the prototypes for practitioner tools and student materials (described in the next section). Educators tried the different lesson plans, materials, and tools. The project refined instructional products with consideration of the feedback educators provided on the prototypes, thus optimizing their usability and capacity to serve site-specific needs.

Effective Site Leadership and Collaboration

School leaders who valued professional collaboration were key to developing a highly feasible model and successfully implementing it. Leaders' willingness to identify and address deficit beliefs about students, and to reflect on their own stance, fostered a collaborative culture. This approach also emphasized collaborative coaching and performance feedback, and PLCs were seen as safe spaces for educators to analyze their teaching practice and engage in collective action planning. Establishing a culture of trust and collegial support increased teachers' confidence and comfort levels in implementing change in their classrooms, and it fostered their autonomy in working toward their professional learning goals.

Through peer observation, teachers worked together to reach shared goals and to identify evidence of progress toward those goals. Through active learning and collective participation (Desimone, 2009), teachers built a professional knowledge base to draw upon for improving their instruction and deepening their understanding of research-to-practice applications.

Support for Instructional Leaders

Direct and ongoing support for campus instructional leaders was essential to improved implementation and model sustainability. Leaders' feedback informed adaptations to the model, and this collaborative approach fostered ownership of the model and motivated leaders to sustain its implementation. During dissemination and sustainability planning, the last phase of the project, a training-of-trainers model supported site leaders in taking responsibility for learning model practices and leading professional development with teachers at their campus.

Throughout the project, cross-site collaboration was facilitated through monthly leadership meetings, in which instructional coaches from each campus met with project staff members. These meetings allowed instructional coaches to debrief on project model implementation and collaborate on refinement.

Practitioner-Friendly Resources

High-quality educator resources are essential to successful implementation and continued use of the model. Throughout each phase, Project ELITE² designed clear, user-friendly, and engaging resources that directly support educators in implementing model practices. For example, the project designed a flip book that teachers use to plan and deliver the text-based discussion lessons that build vocabulary and comprehension skills. Web-based materials were developed to support continued implementation, including a teacher toolkit for increasing high-quality classroom discourse, self-paced training modules, videos of model lessons, data meeting protocols and guides, and model lesson plans. (See the **Tools and Resources** section and **Appendices A and B** of this manual for information about each tool.)

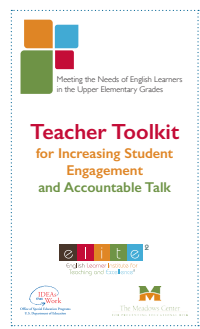
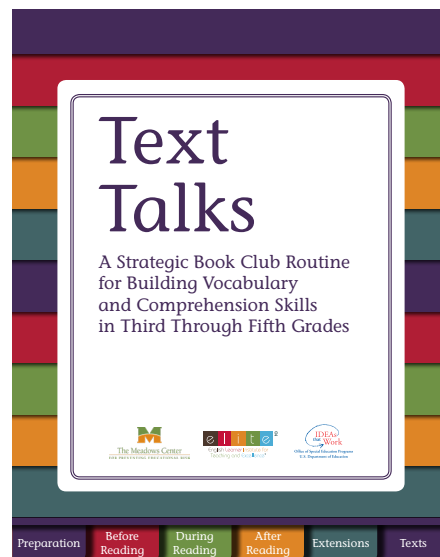
Tools and Resources

Project-Developed Tools

Project ELITE² collaboratively developed tools and deliverables that provide guidance for educators in implementing the different components of the model.

Text Talks Flip Book

In collaboration with the practicing professionals at partnering schools, Project ELITE² developed and refined an instructional model that educators use to enhance core language and literacy instruction for students in grades 3–5. Teachers strategically set reading groups of four to five students, select culturally relevant texts appropriate for reading and language proficiency levels, and divide the text into chunks. Teachers then deliver a focused mini-lesson that includes previewing the text and explicitly teaching academic vocabulary and reading comprehension. While students read independently, they practice word-learning strategies and record the meaning of new words. Students write a summary of the reading and respond to prompts in their journals to prepare for their group discussions. Next, students engage in structured, text-based discussion to advance their comprehension of the text and practice academic language.

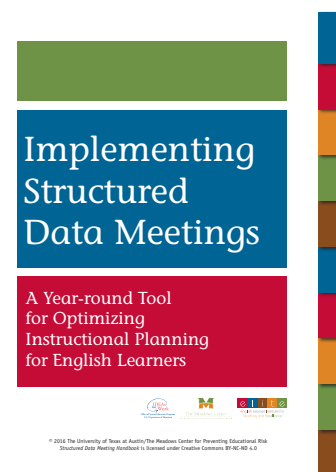


Teacher Toolkit for Increasing Student Engagement and Accountable Talk

Project ELITE² designed and collaboratively developed this toolkit and implementation guide with teachers to improve students' academic language development through low-risk response, feedback, and assessment. The toolkit guides teachers' use of the various tools presented as part of the "Increasing Student Engagement and Accountable Talk" teacher training. This resource offers practical guidance for implementing the tools systematically.

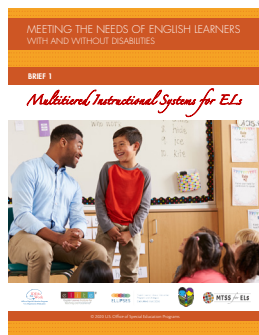
Structured Data Meetings: Protocols and Materials

Project ELITE² collaborated with district leaders to design a structured data-meeting process that facilitates effective decision-making for ELs. The tools include (1) a guide for year-round structured data meetings, (2) educator protocols and tools for effective meetings and instructional planning, and (3) self-paced training modules that guide educators in implementing effective data meetings for ELs.



Cohort-Developed Tools

A total of three model demonstration projects focused on MTSS for ELs with and without disabilities were funded in September 2016 by the U.S. Department of Education's Office of Special Education Programs. Three research teams worked collaboratively to develop educator resources and tools for optimizing multitiered instructional models for ELs the upper-elementary grades.



Practice Brief Series

The three model demonstration projects developed a series of guidance briefs to assist administrators, educators, policymakers, and other stakeholders in implementing a campuswide multitiered instructional framework to improve the achievement of ELs in grades 3–5. The briefs address key issues in model implementation, such as strategies for enhancing core and supplemental (Tiers 2 and 3) instruction for ELs in bilingual and English as a second language instructional settings and effective leadership practices to support MTSS for ELs.

Culturally and Linguistically Responsive Response to Intervention Fidelity Rubric

This fidelity rubric (Project LEE, Project ELLIPSES, & Project ELITE, 2019) provides a framework for evaluating the extent to which critical components of RTI are in place, specifically as they relate to supporting the needs of ELs. The original rubric (Center on Response to Intervention, 2014) assessed the implementation of the components at the school level to inform leadership on areas for improvement. The rubric was adapted to ensure that the unique needs of ELs are addressed in RTI implementation.

These tools and guidance briefs are available on the Multitiered System of Supports for English Learners website: www.mtss4els.org



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Appendices

Project ELITE² collaborated with local, national, and international stakeholders to disseminate resources and guidance for optimizing MTSS for ELs. Appendix A describes the impact of model components, as they were implemented by educators through various professional learning and technical assistance initiatives beyond the model demonstration sites. Appendices B, C, and D provide samples of Project ELITE² presentations, professional development modules, and measure. All products and resources are available at www.elitetexas.org.

Appendix A: Model Impact and Dissemination

Parent and Family Partnerships: Home-School Literacy Connections

Deliverables:

- Parent read-aloud routine bookmark
- Parent read-aloud routine workshop

International conferences: Through work with Bridge Multimedia, more than 1,500 bookmarks were disseminated at international conferences of the National Association for Parents of Children Who Are Visually Impaired and other similar conferences throughout the United States.

San Antonio schools: Through work with the nonprofit San Antonio Reads, the bookmark was disseminated to San Antonio schools as part of a communitywide literacy initiative to support local families.

Texas school districts: Various school districts, including Round Rock, Arlington, Hutto, and San Antonio, led community training on the parent read-aloud routine and disseminated the bookmark to families.

Distance learning support for families: The parent read-aloud routine and bookmark were included as part of online modules through The University of Texas at Austin to support families and their children for distance learning during the COVID-19 pandemic.

Linguistically Aligned Data-Based Decision-Making for ELs

Deliverable: *Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners*

Districtwide use: DVISD used the practitioner guides and tools to support MTSS at K–5 campuses districtwide.

Statewide online training and technical assistance: The Tiered Interventions Using Evidence-Based Research project, funded by the Texas Education Agency, included the manual and tools in statewide online training and technical assistance for educators.

Educational decision-making resource bank: The Building Capacity for Response to Intervention project, funded by the Texas Education Agency, disseminated the manual and tools statewide and nationally as part of a web-based resource bank focused on using an educational decision-making model for RTI in reading, math, and behavior.

Texas Literacy Achievement and Reading to Learn Academies: The tools and resources were included in this statewide training and technical assistance for K–5 educators, which was funded by the Texas Education Agency.

Evidence-Based Culturally and Linguistically Responsive Literacy Instruction

Deliverables:

- Flip book series (read-aloud routine and text talks)
- Training-of-trainers professional learning and resources
- Lesson plans and student resources

Translation and dissemination in Mexico: Through work with the nonprofit Subelee Biblioteca Móvil in Mexico City, the teacher toolkit series and educator resources were translated and disseminated to local teachers as part of a communitywide literacy initiative to support local families.

Texas Literacy Achievement and Reading to Learn Academies: The tools and resources were included in this statewide training and technical assistance for K–5 educators.

Use in statewide literacy initiative: Through work with the Institute for Public School Initiatives at The University of Texas at Austin, the read-aloud routine teacher tools, professional learning session, and instructional resources were disseminated across Texas for school districts that were part of a statewide literacy grant funded by the Texas Education Agency.

Use in statewide technical assistance: Through work with the Texas Literacy Initiative at The University of Texas at Austin, the read-aloud routine teacher tools and instructional resources were included in statewide technical assistance to K–5 educators funded by the Texas Education Agency.

Integrating Language Development Into Literacy Instruction

Deliverable: *Increasing Student Engagement and Accountable Talk: Teacher Toolkit*

Statewide online training and technical assistance: The Tiered Interventions Using Evidence-Based Research project included the tools in statewide online training and technical assistance for educators.



English Learner Institute for Teaching and Excellence: Project ELITE²

Model Demonstration Project
Supported by U.S. Office of Special Education Programs Grant H326M160005

Leticia Romero Giraldo and Shannon Giroir, *The Meadows Center for Preventing Educational Risk, UT Austin*

Overview

What is Project ELITE²?

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. The goal is to develop, implement, and evaluate a multitiered instructional model for English learners (ELs) in grades 3–5.

Model Demonstration Setting

- Major suburban school district that serves much of Southeast Travis County, including several incorporated communities and parts of Austin
- One of the highest enrollments of ELs in Central Texas
- ELs served by model demonstration campuses:
 - Campus 1: 41.4%
 - Campus 2: 56.5%
 - Campus 3: 53.5%

Multitiered System of Supports for ELs

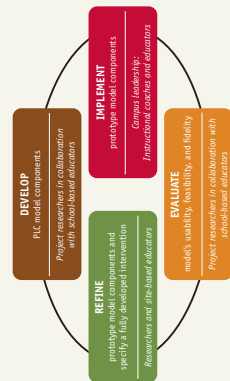
Description

- High-quality, evidence-based **core literacy** instruction that integrates language development
- Assessment: Consideration of students' **language proficiency, cultural background, and educational histories**
- Systematic, targeted **supplemental instruction**

Key Components of the Project ELITE Model



Collaboratively Build a Model That Optimizes Language and Literacy Development for ELs



Professional Learning

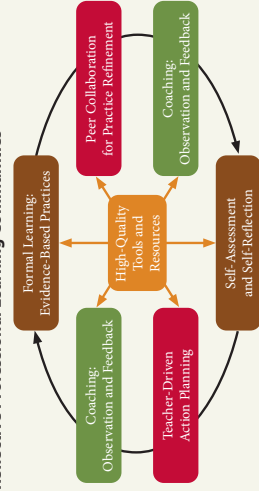
Raising the Quality of Instruction for ELs

- Relevant content
- Students' prior knowledge and lived experiences
- Active and equitable participation
- High-quality linguistic input and structured language practice
- High-quality instructional discourse
- Instruction in all four language domains

Focus Areas



Reflective Professional Learning Communities



The Reflective PLC Model: Overview of Demonstration Findings

- Developing a Valuable and Feasible PLC Model**
- Overall findings from the data showed that the study participants perceived the reflective PLC model as **feasible, useful, and valuable** to increasing the quality of their teaching practice.
- Model practices had a **high social validity**.
- Teachers showed **improvements** in the following areas:
 - **Confidence level** in implementing text-based discussions for their students
 - **Comfort level** and **skill** in developing a reflection-action practice
 - **Fidelity** to the instructional model

Findings (cont.)

Teachers' Perceptions of the Reflective PLC

- PLCs involved active learning and collective participation to navigate teaching and challenge questions such as the following:
 - Facilitating equitable student participation in the discussion
 - Explicitly teaching students to demonstrate effective discussion behaviors
 - Managing the logistics of multiple reading and discussion groups occurring simultaneously

Teacher Voices: Examples From the Data

On the *collective participation component*:

"PLC discussions help me gain a better understanding of what text talks should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach."

"It was valuable to hear how others have been successful with this strategy and ways they made it more meaningful for their students."

"PLC meetings helped me to know what others are doing and how they solve problems."

On the *self-captured video reflection component*:

"I may not be doing what I think I am."

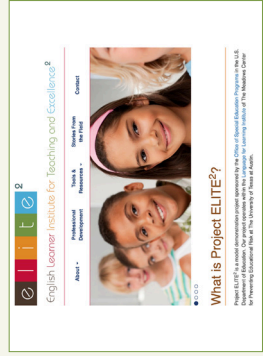
"[Self-captured video reflection] helped in terms of holding myself accountable to being conscious about what I do—whether good or bad."

"[Self-captured video reflection] helped me recognize that I was doing too much of the talking and see how some students overtake the conversation, so I can take steps in the future to help give equitable talk time to all students."

Facilitators of Change

- Collaborative model development
- Teacher-driven approaches to professional learning
- "Collective participation" in professional learning (Desimone, 2009)
- Campus Leadership: Value of building **relationships and collaboration** among educators
- Well-designed **instructional tools and resources**

Visit our project website: www.alite.texas.org



What is Project ELITE?

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

Presentation: Meeting the Literacy Needs of ELs With and Without Learning Disabilities






Meeting the Literacy Needs of English Learners with and without Learning Disabilities

THURSDAY, NOVEMBER 19, 2020

Goals for this Session

- Showcase the work of two model demonstration projects
- Explore job-embedded professional development models designed to prepare teachers to meet the literacy needs of their English learners with and without learning disabilities
- Highlight the use self-reflective videos as professional learning tools and evidence-based practices for English learners as integral components of the JEPD framework

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education Programs at the Department of Education in August 2016, to assess how the models can:

improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework;

use culturally responsive principles; and

be implemented by educators and sustained in general and special education settings.

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Project ELITE



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Context

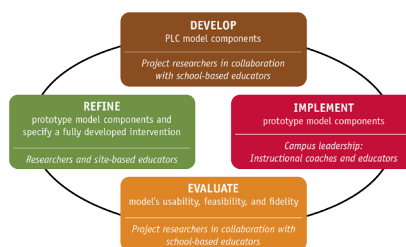
- Central Texas school district that serves much of southeast Travis County
- One of the highest enrollments of ELs in Central Texas

	School 1	School 2	School 3	District
Total Number	639	700	650	11,169
African American	2%	9%	13%	9%
Hispanic	88%	79%	82%	84%
White	9%	9%	3%	6%
Econ. Disadvantaged	92%	90%	97%	82%
English Learners	57%	54%	42%	37%
Special Education	10%	13%	13%	12%

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Collaborative Development of A Reflective PL Model for Instruction



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Target Areas:

High-quality, culturally and linguistically responsive language and literacy instruction

Systematic structured data meetings and decision-making procedures

Job-embedded professional development and reflective coaching

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Implementation of:

- High-quality classroom discourse practices.
- Meaningful expressive language opportunities.
- Student-centered discussions around academic texts.

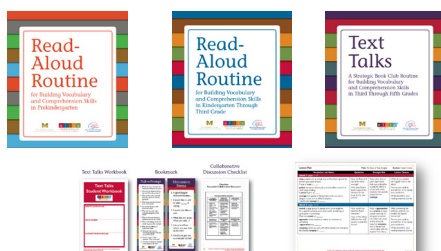


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Instructional Tools: Classroom Level

Project ELITE Flip Book series



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Project ELITE Read Aloud Routine (PK-3rd)

Enhancing Teachers' Read-Aloud Practices

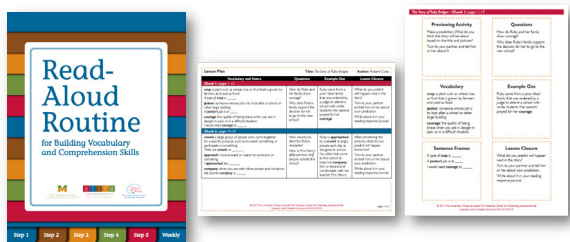
- Text Choice
- Focus on language development with multiple exposures to new language structures (vocabulary)
- Equitable opportunities for meaningful interaction
- Integrate all **four language skills**
- Planning for meaningful connections between content and students' lived experiences

For more information: Giroir, S., Grimaldo, L. M., Vaughn, S. R., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *The Reading Teacher*, 68(8), 639-648.

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Read Aloud Routine Educator Tools



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Project ELITE Text Talks Routine (3rd – 5th)

- Transitioning from teacher-led read alouds to independent text talks
- Text Choice
- Focus on language development and advancing **students' vocabulary knowledge and comprehension**.
- Multiple opportunities for meaningful interaction
- Integrate all **four language skills**
- Planning for meaningful connections between content and students' lived experiences

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Materials: www.elitetexas.org

Read Aloud Routine

- Flip Book for Grades K-3
- Flip Book for Pre-Kindergarten
- 20 Lesson Plan Sets in English
- 9 Lesson Plan Sets in Spanish
- Video Models of Implementation
- Materials for Professional Development

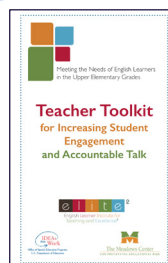
Text Talks Routine

- Flip Book for Grades 3-5
- Text Talks Student Workbook in English and Spanish
- Text Talks Bookmark in English and Spanish
- Lesson Plans in English and Spanish

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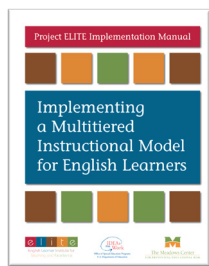
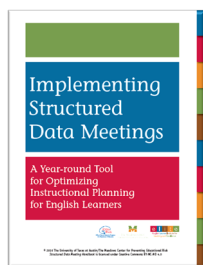
Instructional Tools: Classroom Level



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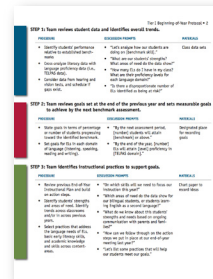
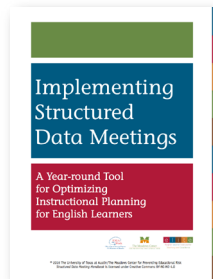
Instructional Tools: School and District Level



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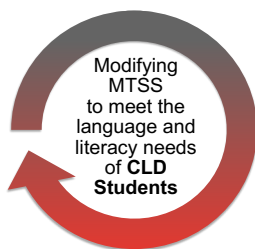
Implementing Structured Data Meetings



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Culturally and Linguistically Responsive MTSS

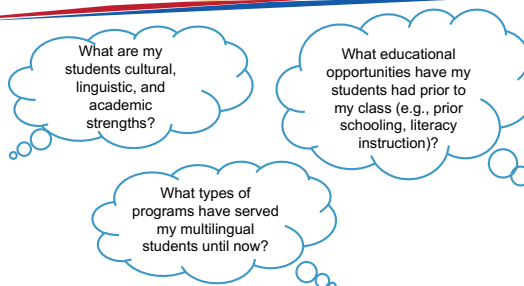


- High-quality, Evidence-Based Core and Supplemental Instruction
- Students' language proficiency, cultural background, and educational histories informing academic instruction
- Linguistically Aligned Instruction and Assessment Practices

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Getting to Know our CLD Students



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Cultural and Linguistic Assets

Learning about the diverse backgrounds of students is a first step toward effective instruction.

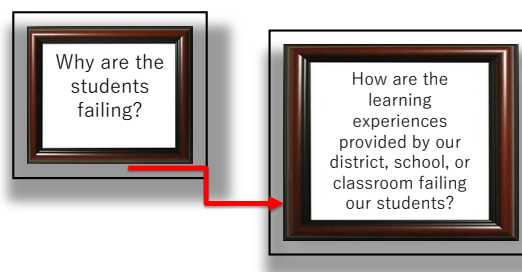
Students' diverse languages and cultures are assets to learning, not obstacles to learning.

English learners may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.

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Reframing the Questions



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Evaluation of Instruction for CLD Students

With what concepts were students most **successful**?

What **instructional practices** helped students be successful?

What concepts did **we struggle** to teach?

What can **we adjust** to better address the language needs of students?

How did students respond to the intervention? What **can we modify** to **improve the effectiveness** of the intervention?

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Use of Multiple Sources of Data

- During reviews, educators provide information beyond screening and progress monitoring, such as the following:
 - Cross-analysis of language proficiency data with academic achievement (for multilingual students)
 - Quality of core and supplemental instruction
 - Home and community factors
 - Information from parents and families
 - Past educational placement

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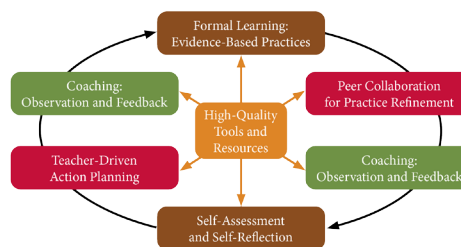
Job-embedded Professional Development and Reflective Coaching



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Framework for Professional Learning



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Guided Reflection and Planning Meetings

- Video-record an ELAR/SLAR lesson.
- Independently use reflection tool for self-assessment.
- Meet in professional learning communities to:
 - Share insights from self-captured videos
 - Identify strengths of lessons and share successes
 - Identify areas of growth noticed during self-observation
 - Plan action steps to increase the effectiveness of future lessons

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Self-Captured Video as a Tool for Teacher Behavioral Change

- For participating teachers in the study, self-video was a viable learning tool that opened opportunities for self-assessment, reflection, and focused instructional planning.
- Teachers were able to identify missed opportunities for meaningful student talk, due to their own reliance on teacher talk, bringing aspects of their practice into “sharper focus” (Sato et al., 2008).

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Essential Features of JEPL and Partnerships

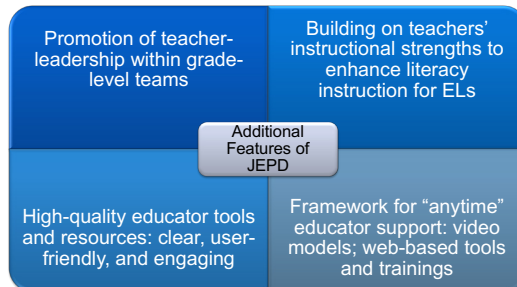
Professional Learning

- Develop a partnership with an instructional leader on the campus who works closely with teachers to build capacity.
- Create opportunities for teachers to provide input in the dissemination of the professional learning plan to build relationships and establish buy-in.
- Engage in various professional learning activities, such as classroom observations and feedback sessions, coaching, peer observation, self videoing with self reflection, etc.
- Provide opportunities for discussion around refining instructional practices and establishing next steps.

Partnerships

- Establish a firm university-school district partnership prior to beginning MTSS reform efforts (*initiating too soon may lead to short-term results yet fail to maintain long-term sustainability*)
- Engage in the process of change to a more effective MTSS for ELs ONLY after significant planning, buy-in and support are embedded into the partnership (TAG Group)
- Continuously engage classroom teachers in discussions about best methods for incorporating new literacy practices into existing curricula
- Engage district and school administration, master teachers and school teams in discussions and planning for sustaining implementation

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Project ELITE

WWW.ELITETEXAS.ORG

Presentation: Project ELITE Model Dissemination

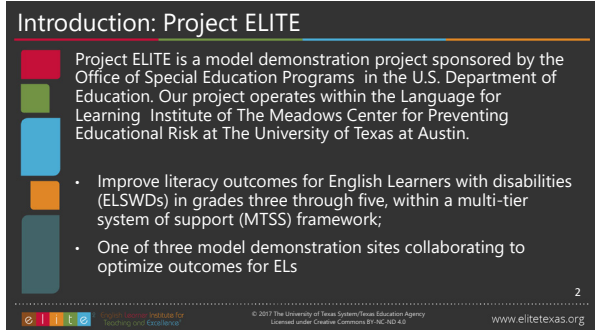


**Project ELITE
Model Dissemination**

Letti Romero Grimaldo
Shannon Giroir

Office of Special Education Programs
Model Demonstration Cross-Cohort Call
January 28, 2020

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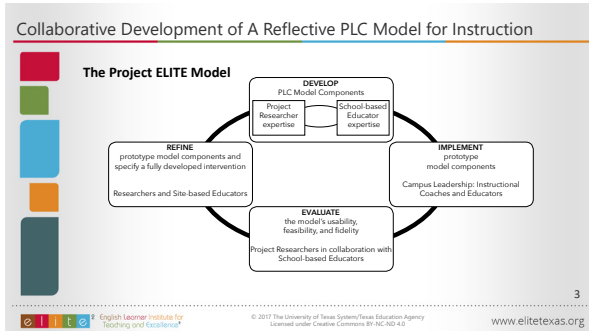


Introduction: Project ELITE

Project ELITE is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

- Improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five, within a multi-tier system of support (MTSS) framework;
- One of three model demonstration sites collaborating to optimize outcomes for ELs

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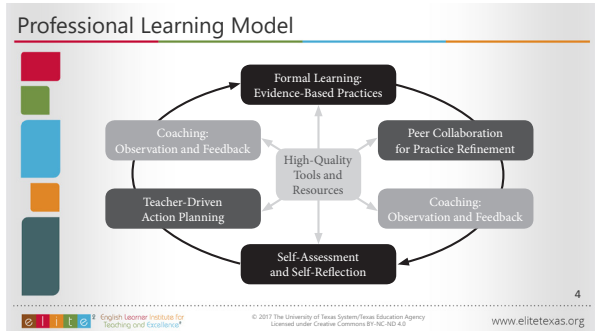
Collaborative Development of A Reflective PLC Model for Instruction

The Project ELITE Model

```

    graph TD
      REFINE[REFINE  
prototype model components and  
specify a fully developed intervention  
Researchers and Site-based Educators] --> DEVELOP[DEVELOP  
PLC Model Components  
Project Researcher expertise  
School-based Educator expertise]
      DEVELOP --> IMPLEMENT[IMPLEMENT  
prototype model components  
Campus Leadership, Instructional Coaches and Educators]
      IMPLEMENT --> EVALUATE[EVALUATE  
the model's usability,  
feasibility, and fidelity  
Project Researchers in collaboration with  
School-based Educators]
      EVALUATE --> REFINE
  
```

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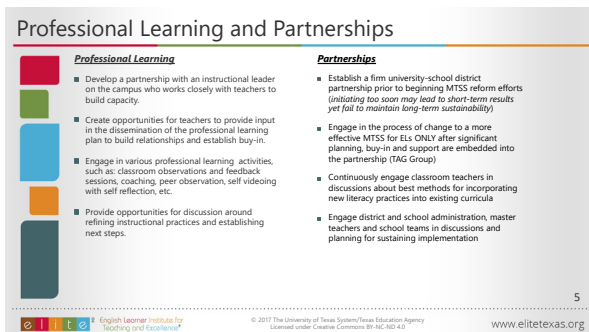


Professional Learning Model

```

    graph TD
      Formal[Formal Learning:  
Evidence-Based Practices] --> Coaching1[Coaching:  
Observation and Feedback]
      Coaching1 --> Teacher[Teacher-Driven  
Action Planning]
      Teacher --> Self[Self-Assessment  
and Self-Reflection]
      Self --> Coaching2[Coaching:  
Observation and Feedback]
      Coaching2 --> Peer[Peer Collaboration  
for Practice Refinement]
      Peer --> Formal
      Coaching1 <--> Coaching2
      Teacher <--> Self
      Formal <--> Peer
      Coaching1 <--> Teacher
      Coaching2 <--> Peer
      Teacher <--> Formal
      Self <--> Coaching2
  
```

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Professional Learning and Partnerships

Professional Learning

- Develop a partnership with an instructional leader on the campus who works closely with teachers to build capacity.
- Create opportunities for teachers to provide input in the dissemination of the professional learning plan to build relationships and establish buy-in.
- Engage in various professional learning activities, such as: classroom observations and feedback sessions, coaching, peer observation, self videoing with self reflection, etc.
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Partnerships

- Establish a firm university-school district partnership prior to beginning MTSS reform efforts (initiating too soon may lead to short-term results yet fail to maintain long-term sustainability)
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The slide displays three website screenshots:

- A homepage with a video player and text: "What is Project ELITE?"
- A "Text Talks" section: "A Strategic Book Club Routine for Building Vocabulary and Comprehension Skills in Third Through Fifth Grades"
- A "Teacher Toolkit" section: "for Increasing Student Engagement and Accountable Talk"

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Instructional Tools: Classroom Level

Project ELITE Flip Book series

Read-Aloud Routine
For Building Vocabulary and Comprehension Skills in Third-Grade

Read-Aloud Routine
For Building Vocabulary and Comprehension Skills in Third-Grade

Text Talks
A Strategy Book Club Reader for Building Vocabulary and Comprehension Skills in Third Through Fifth Grades

Text Talks Workbook, Read-Aloud Routine, Text Talks, Read-Aloud Routine, Text Talks

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Instructional Tools: Classroom Level

Teacher Toolkit
for Increasing Student Engagement and Accountable Talk

Read-Aloud Routine

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Instructional Tools: School and District Level

Implementing Structured Data Meetings
A Year-round Tool for Optimizing Instructional Planning for English Learners

Project ELITE Implementation Manual
Implementing a Multitiered Instructional Model for English Learners

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Instructional Tools: School and District Level

PRACTICE BRIEF SERIES

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Dissemination Findings











- Core reading/literacy instruction and Culturally Responsive Practices
- Tiered supports/intensive intervention
- Using data for decision-making
- Job-embedded professional learning with self-reflective video

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Facilitators of Successful Dissemination

- Consistency and capacity of site leadership
- High social validity and impact
- Clear and accessible tools and resources

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Dissemination During and After Project is Finished	
	Bridge Multimedia- Parent Read Aloud Routine Bookmark
	SA Reads- Parent Read Aloud Routine Workshop and Bookmark
	Del Valle ISD- Implementing Structured Data Meetings Manual district wide
	Various school districts implementing Parent Read Aloud Routine Bookmark and the Read Aloud Routine
	Institute of Public School Initiatives at the University of Texas at Austin- Read Aloud Routine
	Texas Literacy Initiative- Read Aloud Routine
	Building Capacity for Response to Intervention- Implementing Structured Data Meetings Manual
	Tiered Interventions Using Evidence-Based Research (TIER)- Teacher Toolkit for Increasing Student Engagement
	Texas Literacy Achievement Academies- Read Aloud Routine, Lesson Plans and Structured Data Meeting Manual
	Subelee Biblioteca Móvil, Mexico City- Read Aloud Routine, Text Talks, Parent Read Aloud Bookmark

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Presentation: Reflection in a Different Way: Self-Captured Videos



“Reflection in a different way”
Self-captured videos as professional learning tools for DL teachers.

La Cosecha Annual Conference, 2019
Shannon Giroir & Letti Grimaldo
 University of Texas at Austin

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Introduction: Project ELITE²

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

- Develop, implement, and evaluate a multitiered instructional model for ELs in grades 3-5
- One of three model demonstration sites collaborating to optimize outcomes for ELs

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Warm-Up Activity

Think about an instructional strategy, campus initiative, or a new curriculum you have found difficult to implement. What were some things that you did to improve the implementation of that practice?

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Goals for this session

- Share findings** from the implementation of a reflective PLC framework with upper elementary teachers of dual-language learners.
- Develop an understanding** of the role self-reflection plays in teacher development.
- Consider** ways in which collaboration and collective participation can enhance teacher learning.
- Develop our toolkit** for implementing self-reflection approaches to teacher development.
- Collaborate** with colleagues to share expertise and strategies for effective PLCs.

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Teacher professional learning: Gaps in typical practice

- Professional learning for teachers is still typically focused on one-shot, sit-and-get approaches, but not much evidence they are effective (Desimone, et al., 2002; Desimone, 2009).
- Research supports ongoing, job-embedded professional learning that involves active and collective participation of teachers applying new knowledge to their teaching (e.g., Kaplan et al., 2015)
- Teacher agency in professional learning
- Teacher-driven approaches (vs. expert driven)
- Commonly implemented framework: PLC (Calvert, 2016; Kelly & Churkowski, 2015; Pirtie & Ed Tobia, 2014)

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Model Demonstration Setting

- Major suburban school district in the southeastern U.S.
- District serves 40% ELs
- Participating Elementary Campuses serve 40% - 55% ELs

District Instructional Model: One-way Dual-Language

- 50/50 Spanish/English in **Grades K-2**
- Transition to English instruction with Spanish support in **Grades 3-5**
- Participating teachers were in Grades 3-5

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Addressing Dual-Language Educator needs

Typical Practice Reflected Challenges Documented in the Research:

- High-quality, text-based discussion is still rare in U.S. public schools.
- High-quality instructional discourse opportunities are **particularly absent for culturally and linguistically diverse students**.
 - Deficit views of ELs and immigrant students.
 - Entrenched status of low-level, teacher-centered discourse in U.S. schools.
- Requires shift in teachers' thinking about the "role of talk in learning and its potential benefit for students" (Wilkinson, 2015).

(Adair, Colegrove, & McManus, 2017; Applebee et al., 2003; Corden, 2009; Michaels & O'Connor, 2015; Nystrand, 1997; Powell et al., 2016)

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Implementation of:

- High-quality classroom discourse practices.
- Meaningful expressive language opportunities.
- Student-centered discussions around academic texts.

The text-Based Model: Instructional Tools



What is Project ELITE?

Text Talks

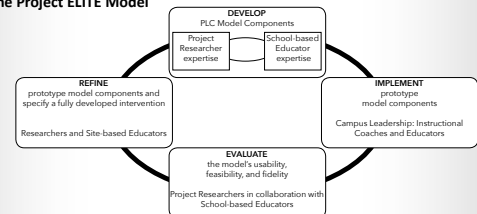
A Strategic Book Club Routine for Building Vocabulary and Comprehension Skills in Third Through Fifth Grades

Teacher Toolkit for Increasing Student Engagement and Accountable Talk

9

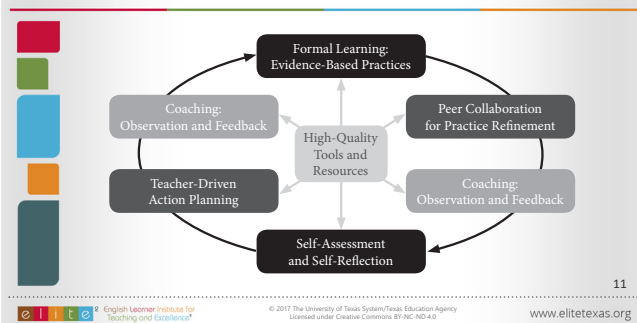
Collaborative Development of A Reflective PLC Model for Instructional

The Project ELITE Model

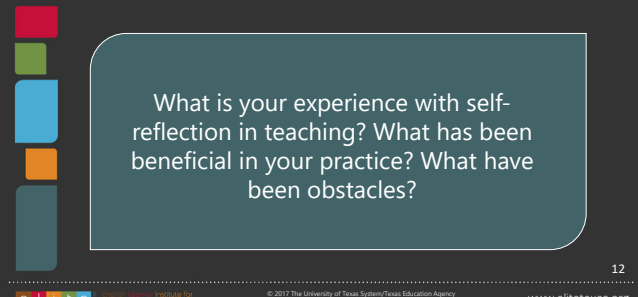


10

The Reflective PLC model



Think-write-turn-talk



What is your experience with self-reflection in teaching? What has been beneficial in your practice? What have been obstacles?

12

Think-WRITE-pair-Share organizer

Question (Open-ended)	What I think <i>Speaking</i>	What my partner thought <i>Listening</i>	What we thought <i>Consensus/ Writing</i>
What is your experience with self-reflection in teaching? What has been beneficial in your practice? What have been obstacles?	It seems to me that...	I hear you saying that...	We both thought that...

(Adapted from Soto, 2012) 13

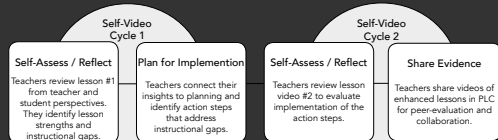
Self-Video Reflection: Theoretical Perspectives

- Teachers' own classrooms are powerful sites of new learning.
- Systematic and critical self-reflection of one's teaching represents highly-contextualized learning opportunities for educators to restructure their prior understandings about teaching and refine their pedagogical thinking.
- Transformative Reflection: push beyond evaluation and connect to action.

(Calandra & Dias, 2013; Putman & Borko, 2000; McFadden et al., 2014; Naidoo & Kirch, 2016; van Es & Sherin, 2002)

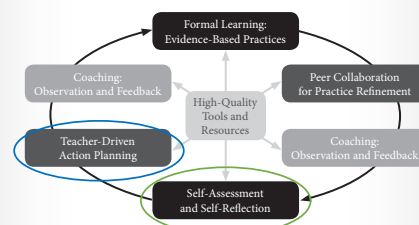
14

Self-Observation: implementation of high-quality Text-based Discussions



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The Reflective PLC model



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Research Questions

- RQ1: To what extent do school instructional leaders and educators find the PLC model components to be useful and feasible?
- RQ2: How do educators perceive the PLC model components and to what extent do they find them instructionally valuable?
- RQ3: In what ways does the PLC model increase educators' confidence and ability in implementing culturally responsive, evidence-based practices for English learners?

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Data Collection Measures

Measure and RQ	Development Year (17-18)	Full Implementation Year (18-19)
Educator Interviews	1x/year	2x/year
Lesson Observations	2x/year	3x/Year (1 video)
Teacher Learning Artifacts	Collected 2x/Year	Collected 3x/Year
Teacher Surveys		1x/Year
Field notes from PLC Meetings	2x/Year	3x/Year
Researcher Debriefs	Monthly; Ongoing	Monthly; Ongoing

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Case Study Participants (N=6)

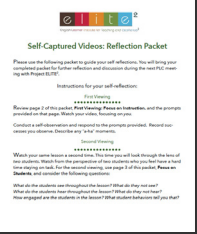
	Grade Level	Additional Degrees	Years Experience (as of 2018-19)	Certifications	Race/Ethnicity
Teacher 1	Third		5	ESL	Non-Hispanic/White
Teacher 2	Fourth	M.A.	23	ESL	Non-Hispanic/White
Teacher 3	Fifth		4	ESL	Non-Hispanic/White
Teacher 4	Fifth		4	ESL	Non-Hispanic/White
	Years in Leadership Role	Race/Ethnicity			
Instructional Coach	2	Non-Hispanic/White			
Principal	1	Non-Hispanic/White			

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Self-Captured Video Reflection Packet: Round 1



Self-Captured Video Reflection Packet

Please use the following packet to guide your self-reflection. You will bring your completed packet for further reflection and discussion during the next PLC meeting with Project ELITE².

Instructions for your self-reflection:

Review page 2 of this packet. Read the instructions, and the prompts provided on that page. Watch your video, focusing on you.

Complete self-reflection and respond to the prompts provided. Record your answer you observe. Describe any "a-ha" moments.

Grounding:

Watch your video before a second time. This time you will walk through the face of the participant. Watch from the perspective of the students and you. How many head movements in each. For the second viewing, use page 3 of this packet. Please be specific, and provide the following questions:

What do the students see throughout the lesson? What do they not see?
What do the students hear throughout the lesson? What do they not hear?
How engaged are the students in the lesson? What student behaviors tell you that?

How might the use of a guided self-reflection tool enhance or improve the quality of a teachers' self-reflection?

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Developing a valuable and feasible model for instructional change

- Overall, findings from the data showed that the study participants perceived the reflective PLC model as **feasible, useful, and valuable** to increasing the quality of their teaching practice.
- Model practices had a **high social validity**.
- Increased confidence-level** in implementing text-based discussions for their students.
- Increased comfort-level and skill** developing a reflection-action practice.

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Collaborative Vision for Change

"Culture of Literacy"

I think [the PLC model] goes with everything we are trying to do as a campus. So, ... we are trying to build this culture of literacy, talking about this "collective efficacy." We want to move into that student autonomy, student self-efficacy.
--Principal

Norms:

We will actively engage in discussion and activities.

We will make decisions collaboratively.

We will respect & value everyone's time, values, and opinions.

We will keep our meetings positive, solution-focused, and on task.

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Educator Perceptions around Change

- "I was nervous": Change as Risk**
- Teachers articulated concerns about:
- Giving students more autonomy in student-led discussions
 - Managing multiple independent text-talk groups simultaneously
 - Scaffolding talk for ELs with different confidence levels and proficiency levels

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Educator Perceptions around Change

- "I didn't want to do it": Change as uncomfortable**
- Self-Captured Video: initially daunting, "embarrassing,"
 - Time consuming; additional task to already demanding job
- "I didn't want to do it [laughing]. I didn't want to set up an iPad [for video-recording]... To get the tripod and set up the iPad" as it was seen as another task to add to the already demanding daily aspects of the job.*
--Fourth Grade Teacher

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PLCs as a space for navigating teaching and learning challenges

- Gain clarification on new practices
- Learn how colleagues address implementation challenges

"[The] PLC discussions help me gain a better understanding of what text talks should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach."

"[It was valuable to hear] how others have been successful with this strategy and ways they made it more meaningful for their students."

"[PLC meetings helped me to] know what others are doing and how they solve problems."

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PLCs as a space for navigating teaching and learning challenges

Observed areas:

- how to facilitate equitable student participation in the discussion,
- how to explicitly teach students to demonstrate effective discussion behaviors, and
- how to manage the logistics of multiple reading and discussion groups occurring simultaneously.



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PLCs as a source of support for taking instructional risks

Theme: PLCs as a source of support for taking instructional "risks" and receiving feedback

- Teachers' receive targeted feedback on their instructional decisions from colleagues and instructional leaders
- Validation of instructional decisions
- Teachers' developed pedagogical knowledge through critical observation of colleagues' lessons
 - Identified evidence for pedagogical features they were working toward
 - Draw conclusions about their impact on student learning

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SCVR as a Transformative tool

Affective Response: "a different perspective" on teaching.

"It's like you feel more empathy when you look through their eyes, and that's what I felt. And then [to see] how I react [to them] and thinking about that."

"We are more demanding than they are. We ask them to do a lot all day."

Identify and address unconscious behaviors

"It's is how you look when [students] are saying something confusing. Are you looking thoughtful or are you looking confused? Because a lot of times I had the confused look on my face. And the other kids react to that. Then they look at that other child [the one with the original response] a different way."

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SCVR as a Transformative tool

Self-captured video reflection as a means to evaluate teaching behaviors and enhance the instructional value of lessons.

"I don't know if I would have noticed this if not for the video."

"I may not be doing what I think I am."

"[Self-video] helped in terms of holding myself accountable to being conscious about what I do- whether good or bad."

"[SCVR] helped me recognize that I was doing too much of the talking and see how some students overtake the conversation, so I can take steps in the future to help give equitable talk time to all students."

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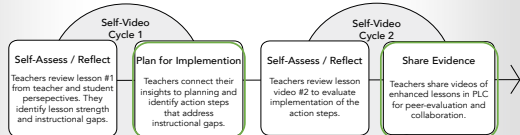
Focus on Students

- Focus on students and students' learning contributed to the value of self-captured video

"I never expected that benefit to be more me seeing what those kids are talking about when I walk off. And if they get stuck, how they fix it for themselves or how they don't. And that was super invaluable. I didn't know that before."

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Connecting insights to action



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Self-Captured Video Reflection: Educator Tools

How might the collaborative process help teachers' increase the quality of their action steps and instructional planning?

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Increased skill in translating insights to pedagogical actions

Teachers' Action Steps Year 1 (Pilot Year)	Teachers' Action Steps End-of-Study	Qualities End-of-Study
"Example / Non example"	"Give each student the partner talk sentence stems for use in discussion."	Specific: Communicates a defined action
"Interactive listening and learning."	"Use Discussion Rubric and model mini-lesson over the individual sections of the rubric."	Solution Focused: Addresses as solution to a problem identified in the lesson.
"Change table groups."	"Start next Text Talk Lesson with a 'rich discussion' anchor chart [Collaborate with Ms. Culver]."	Identifies a specific pedagogical concept or instructional tool for immediate implementation

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Insight to action: Round 2

What do you see as some of the benefits of this second round of reflection?

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Increased comfort level and confidence

- Self-Captured Video Reflection: Initially "embarrassing" and uncomfortable → "easier" "less distracted by the "camera"
- "I felt it was more natural. I just did my thing."
- Increased confidence level in providing high-quality instruction in the domains of listening and speaking
- Increased confidence level in implementing the text-based discussion model ("text talks")

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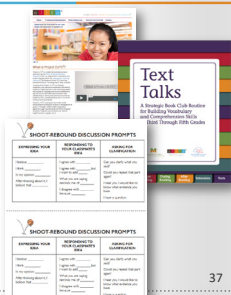
Increased implementation of targeted instructional practices

- (1) meaningful integration of all four language domains effectively into literacy instruction,
- (2) students' discussions demonstrate features accountable talk (e.g., academically productive talk),
- (3) teachers use instructional scaffolds to advance students' academic language use, and
- (4) teachers' facilitate equitable student participation in student-centered classroom discourse.

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Facilitators of successful Change

- **Collaborative and Teacher-Driven** Approaches
- **"Collective Participation"** salient driver of change (Desimone; 2009)
- Role of **leadership** was critical
- Well-designed **instructional tools and resources** key in supporting change




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Gallery Walk

- What are 2-3 practices you could see yourself implementing moving forward?
- What are some things you would add or change to our self-reflective process?

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Presentation: Implementing Job-Embedded Professional Development



CEC Annual Conference, February 7, 2020


Implementing Job Embedded Professional Development to Meet the Instructional Needs of ELs/ELs with Disabilities

Presenter Names:

Grace Zamora Durán, Ed. D. (moderator)
Leticia Grimaldo, Ph.D.
Linda Cavazos, Ph.D.
Julie Esparza Brown, Ed. D.
Amanda Sanford, Ph.D.

MTSS for ELS

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Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education and Rehabilitative Services, Department of Education in August 2016, to assess how the models can:

- improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework;
- use culturally responsive principles; and
- be implemented by educators and sustained in general and special education settings.

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Components of Model Demo Project

- a framework that includes universal screening, progress monitoring, and effective tiered instruction
- culturally responsive principles within each component
- scientifically-based interventions that meet the needs of ELs and ELSWDs
- valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities
- standardized measures of literacy and teacher and systems outcomes
- measures of language proficiency in the child's first language and English
- measures of the model's social validity


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Project ELITE²

<https://www.elitetexas.org/>




Project Ellipses

<https://mtssin.ning.com/>



Project LEE

<http://projlees.org/>



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<https://www.mtss4els.org/>



Multitiered Systems of Support for English Learners

Model Demonstration Research sponsored by the Office of Special Education Programs, U.S. Department of Education

In September of 2016, OSEP funded three projects leading to three model demonstration systems for English Learners (ELs) and English Learners with Disabilities (ELSWDs). These projects are developing and implementing evidence-based, culturally responsive, and sustainable systems of support for ELs, including those with or at risk of having a disability.

Project of Other Model Demonstration

- Applicable evidence-based research, intervention and supports for ELs
- Culturally responsive teaching strategies and practices

Watch for updates

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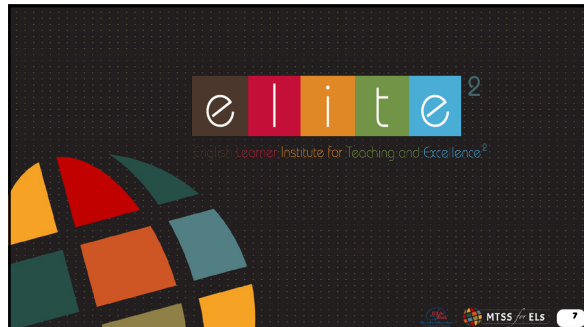
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Job-Embedded Professional Development for Meeting the Needs of ELs/ELWLDs

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Model Demo Context

- Central Texas school district that serves much of southeast Travis County

	School 1	School 2	School 3	District
Total Number	610	700	706	11,238
African American	9%	1%	14%	9%
Hispanic	80%	88%	81%	83%
White	8%	10%	2%	6%
Economically Disadvantaged	93%	94%	97%	87%
English Learners	58%	60%	42%	38%
Special Education	12%	8%	12%	10%

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Context: Instructional Model for ELs

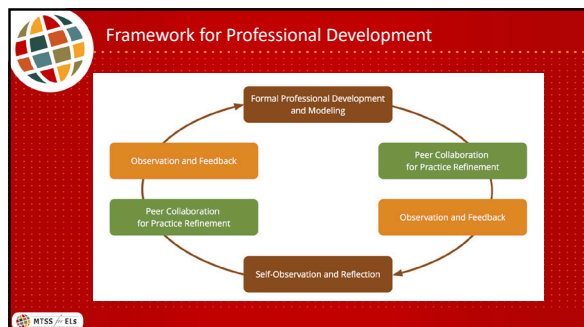
- Dual Language, 50/50 (K-2)
- English Instruction with Spanish support; Sheltered Instruction (grades 3-5)

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Essential Features of JEPD

- Develop a partnership with an instructional leader in the schools who works closely with teachers of ELs to build capacity through PD.
- Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.
- Engage in various PD activities (e.g., classroom observations, feedback sessions, team teaching, coaching, peer observation, self-videoing with self-reflection).
- Provide opportunities for discussion around refining EL best instructional practices and establishing next steps.

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Why self-video reflection?

- Expands opportunity to participate in key learning processes: **observation, assessment, and reflection**
- Provides a "time for reflection rather than action", allowing educators to press pause and focus on various aspects of instruction (Sherin & Han, 2004, p. 164)
- Allows teachers to analyze components of their instruction that could be **"hard to pinpoint otherwise"** (Sato et al, 2008).
- Provides educators the opportunity to re-experience details of lesson, not having to rely on memory
- Tied to educators' individual learning goals
- Greater access to video recording and sharing technology

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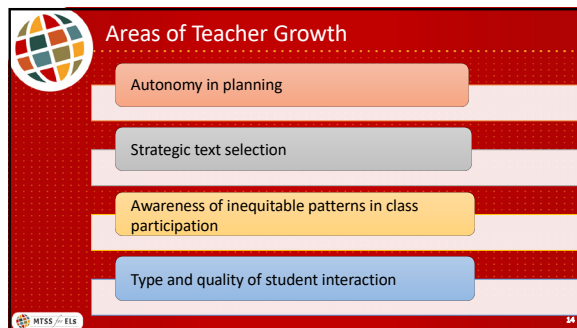


Guided Reflection and Planning Meetings

- Video-record an ELAR/SLAR lesson.
- Independently use reflection tool for self-assessment.
- Meet in professional learning communities to:
 - Share insights from self-captured videos
 - Identify strengths of lessons and share successes
 - Identify areas of growth noticed during self-observation
 - Plan action steps to address areas of need

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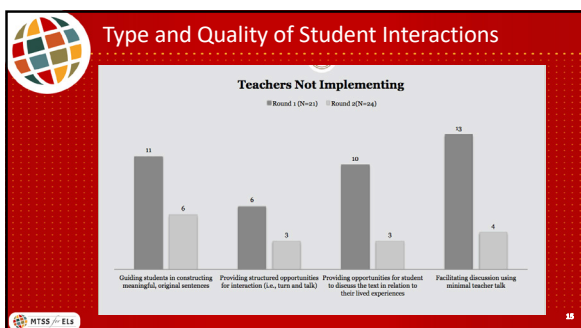


Areas of Teacher Growth

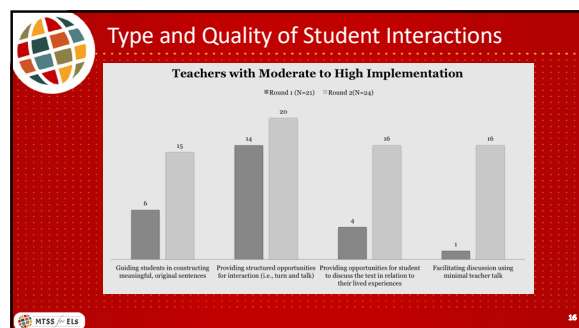
- Autonomy in planning
- Strategic text selection
- Awareness of inequitable patterns in class participation
- Type and quality of student interaction

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Usefulness to Practice

- Professional Development Training with Peer Videos: 98%
- Collaborative Coaching: 94%
- Self-captured Video and Reflection Activities: 95%

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Embedding Self-Captured Video in a Collaborative Coaching Model

- Specific parameters for video-capture focused teachers attention on specific events of interest and learning goals.
- Scaffolds/Tools and support from a more experienced other enhanced teacher learning and directed their attention to specific moments in the videos.
- Embedding self-captured video in an instructional planning process benefited teachers in improving their instructional delivery.

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Selecting JEPD Topics

- Needs Sensing Survey
- Teachers identify PD topics
- Group needs are prioritized
- JEPD
- Evaluations
- Follow-up supports
- Virtual Supports
- Anytime Learning
- Recursive cycle

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All JEPD includes Strategies for Increasing English Language Development

Sample strategies include:

- Provide ample opportunities for ELs to use language and showcase what they have learned
- Structure academic discussions around content
- Allow ELs to talk about content with partners, groups, whole class
- Teach ELs to answer in complete sentences and avoid one word responses
- Keep students accountable (accountable talk)
- Provide sentence stems
- Model correct responses
- Paraphrase incorrect responses
- Provide corrective and affirming feedback
- Let **students** summarize key concepts and vocabulary before closing a lesson

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Intended Outcomes of JEPD

Increase Teacher Content Knowledge	Job-Embedded Professional Development	Modeling Coaching Feedback	Anytime Learning	Virtual Support
Improve Pedagogy	Increase use of evidence-based practices for ELs	Increase use of high leverage practices	Increase use of high leverage principles for ELs	Reflective Practice
Improve Instructional Approach	Explicit Instruction	Differentiated Instruction	Guided Reading Small Group Instruction	Flexible Grouping
Improve Student Performance	Culturally Responsive Teaching	Targeted Interventions	Progress Monitoring	Use data to inform instruction
Improve the Special Education Referral Process	Identify areas for improvement	Reduce inappropriate Referrals	Ensure language supports are provided for ELs with disabilities	Tier 3 intervention


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Overview

- District and School Demographics
- Guiding Principles of JEPD and Coaching
- Outcomes-Driven Coaching Model
- Collaborative Coaching Cycle in Project LEE
- Considerations & Challenges

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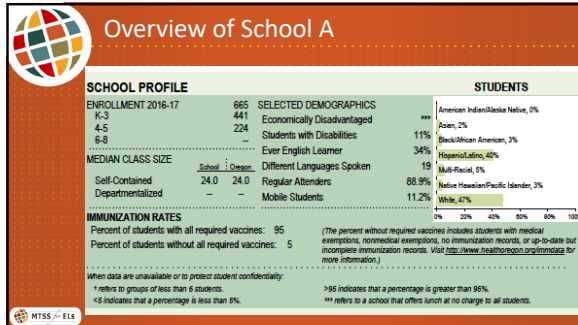
Overview of Research District

- School district is a suburban district in the Portland, Oregon region.

ENROLLMENT AND DEMOGRAPHICS	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
Total Enrollment	3,800	1,995	2,864	4,019
Regular Attenders	89.2%	91.0%	86.2%	68.4%
Economically Disadvantaged	42%	43%	35%	31%
Students with Disabilities	8%	12%	11%	10%
Ever English Learners	20%	26%	25%	24%
Different Languages Spoken	48	42	41	49
Mobile Students	11.6%	10.0%	8.8%	12.2%

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Two-Way Immersion Program

- TWI in our research district is:
 - an equity focused program with native Spanish speakers learning English and
 - all students becoming academically successful as bilingual/biliterate learners.
- It is a 90/10 model in kindergarten leading to 60/40 in Grade 5.

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Job Embedded Professional Development: Coaching

- Guiding Principles
 - Knight (2007) describes the coaching process as collaboratively planning, learning, observing, sharing ideas, examining data, and working towards goals.
 - Our goals are to increase the achievement of EL students in grades 3 – 5 by increasing leadership and instructional capacity.
 - We use and reflect on data that drives our coaching cycle.
 - The leadership team and the instructional staff are involved in identifying priorities for coaching and professional development.

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Coaching universal systems to support all learners

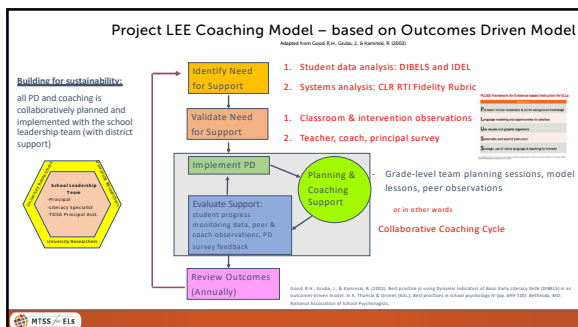
“Coaching works hand-in-hand with a fluid and responsive. Multi-tiered System of Supports framework (Vermont Reads Institute and Statewide Steering Committee on RTII, 2014). Instructional coaching enhances quality instruction delivered at the universal level. By effectively coaching at the universal level, schools can reduce the number of students needing more targeted interventions.”

Tier 3: Individual Problem Solving Meetings
Few Students
Every 8-12 weeks

Tier 2: 20% Meetings
Some Students
@ every 8 weeks

Tier 1: 100% Meetings
All Students
3 times/year
2 times/month (PLC/SATs)

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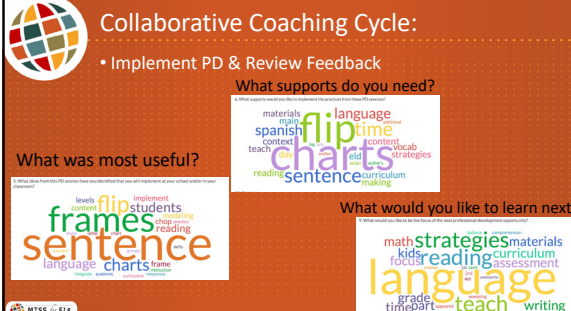
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Leadership Matters in JEPD

The principal is the instructional leader and must fully support coaching activities.

No matter how much a coach knows, and no matter how effective a coach is, the principal's voice is ultimately the one most important to teachers (Knight, 2006).

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Collaborative Coaching Cycle:

- Implement PD & Review Feedback

What supports do you need?

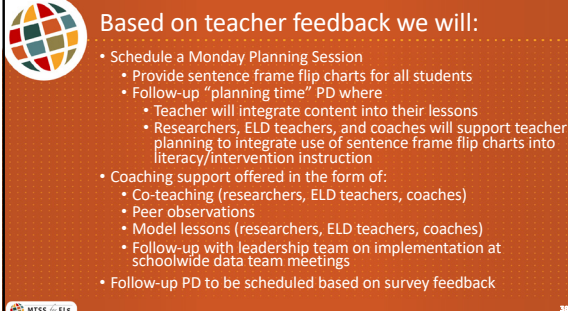
What was most useful?

What would you like to learn next?

Word clouds for each question include terms like: language, flip, charts, sentence, frames, students, reading, materials, spanish, content, teach, curriculum, making, math, strategies, materials, kids, reading, curriculum, assessment, grade, time, part, teach, writing.

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Based on teacher feedback we will:

- Schedule a Monday Planning Session
 - Provide sentence frame flip charts for all students
 - Follow-up “planning time” PD where
 - Teacher will integrate content into their lessons
 - Researchers, ELD teachers, and coaches will support teacher planning to integrate use of sentence frame flip charts into literacy/intervention instruction
- Coaching support offered in the form of:
 - Co-teaching (researchers, ELD teachers, coaches)
 - Peer observations
 - Model lessons (researchers, ELD teachers, coaches)
 - Follow-up with leadership team on implementation at schoolwide data team meetings
- Follow-up PD to be scheduled based on survey feedback

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Considerations & Challenges to JEPD

- Time (for professional development & coaching)
- Teacher resistance
- Fit to context
- Skill of coaches
- Competing priorities
 - District priorities
 - New curriculum adoption
 - Day-to-day “putting out of fires” that require teacher and administrative attention

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QUESTIONS

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Presentation: Culturally and Linguistically Responsive MTSS for ELs



Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education Programs, Department of Education in August 2016, to assess how the models can:

- improve literacy outcomes for English Learners (ELs) and ELs with disabilities (ELSWDs) in grades three through six, within a multi-tiered system of support (MTSS) framework;
- use culturally responsive principles; and
- be implemented by educators and sustained in general and special education settings.



Components of Model Demo Projects

Each project includes:

- a framework that includes, at a minimum, universal screening, progress monitoring, and effective tiered instruction
- culturally responsive principles within each component of the framework
- scientifically-based interventions that meet the needs of ELs and ELSWDs

Components of Model Demo Projects (cont.)

Valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities;

Standardized measures of literacy outcomes when applicable, and teacher and systems outcomes, when appropriate;

Measures of language proficiency in the child's first language and English;

Measures of the model's social validity

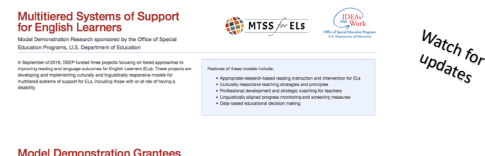


OSEP Model Demo Projects



MTSS for ELs Website

<https://www.mtss4els.org/>



EVIDENCE BASED PRACTICES

Evidence Based Practices

An activity, strategy or intervention that demonstrates a statistically significant effect on improved student outcomes or other relevant outcomes based on either strong, moderate, or promising evidence from research studies.

Every Student Succeeds Act



What Works Clearinghouse



Evidence Based Practices for ELs

- Academic Instruction
 - Provide ELs the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas
 - Teach vocabulary across content areas
 - Provide instruction and/or instructional support in the primary language as needed
 - Provide appropriate interventions for ELs who need support beyond Tier 1 instruction
 - Implement culturally responsive instruction

Richards-Tutor, Aceves, Reese, 2016



Evidence Based Practices for ELs

- Progress Monitoring
 - Implement purposeful and appropriate assessment practices taking into account ELs' primary language, English-language proficiency, and ongoing linguistic and academic progress
 - Utilize curriculum-based measurement to determine risk and monitor progress across tiers with ELs as part of a school site or district's comprehensive MTSS model
 - Employ an ecological approach when evaluating ELs' possible learning difficulties and to develop appropriate and culturally responsive supports

Richards-Tutor et al., 2016



Academic Content and Literacy for ELs

Intensive academic vocabulary instruction

Oral and written English instruction in content-areas

Structured opportunities to develop writing skills

Small-group interventions in literacy and English

Gersten et al., 2014



Foundational Reading Skills

- Academic language skills (inferential and narrative language, and vocabulary knowledge)
- Awareness of segments of sounds in speech and letters
- Decode words, analyze word parts, and write words
- Read connected text daily for accuracy, fluency, and comprehension

Foorman et al., 2016

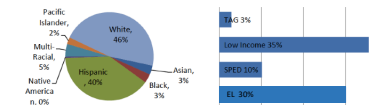
Supporting the Needs of ELs

- Explicit instruction
- Differentiated instruction
- Frequent opportunities to use language
- Structured academic discussions
- Student-centered instruction
- Accountable talk
- Paraphrase student responses
- Model correct responses
- Sentence stems and frames, graphic organizers, etc.



Data-Based Instructional Planning

DATA-BASED INSTRUCTIONAL PLANNING



Continual Improvement Plan Academic Focus

Data Review → Academic Emphasis → Goals → High Leverage Actions → PD/Action/Evidence Plan

Academic Area of Emphasis/Problem of Practice

After a thorough review of school perception, implementation and outcome data/evidence, the academic area of emphasis and our Problem of Practice is specific to **Reading** with a more in-depth focus on:

1. A healthy core (88%) on benchmark, Accuracy and Composite across grade levels

2. Explicit instruction routines used daily with fidelity, with a focus on Vocabulary.



Data-Based Instructional Planning

3 times a year	*100% meetings	EBIS team	*Analyze grade level trends in reading - *Identify foundational skill focus *Identify instructional agreements *Implementation plan	differentiated supports
Quarterly	*20% Meetings	EBIS team	*How to analyze data *problem solve for intensive student by focusing on ICE	differentiated supports

100% Meetings – Snapshot of Fifth Grade TWI

SPED	ELL	Sped Level	First Name	Last Name	Full ORFELS CWPPV Exp. or Ambitious	Spring Growth Goal C3 Total -CWPPV Number Overall	November C3
X		A			11 amb. 1.1	58.3	58.3
X		B			10 amb. 1.1	73.3	36.3
X		C			10 amb. 1.1	76.3	36.3
X		D			10 amb. 1.1	79.3	36.3
X		E			10 amb. 1.1	92.3	36.3
X		F			10 amb. 1.1	94.3	36.3
X		G			10 amb. 1.1	102.3	36.3
E		H			10 amb. 1.1	103.3	36.3
		I			10 amb. 1.1	106.3	36.3
		J			10 amb. 1.1	109.3	36.3
		K			10 amb. 1.1	113.3	36.3
X		L			10 amb. 1.1	114.3	36.3
		M			10 amb. 1.1	117.3	36.3
X		N			10 amb. 1.1	118.3	36.3
X		O			10 amb. 1.1	118.3	36.3



What did the data tell us about....

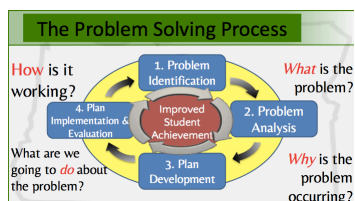
- Core instruction in English
- Core instruction in Spanish
- Next steps?



Data Meetings

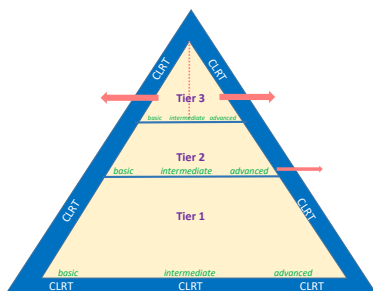


20% Meetings



EFFECTIVE TIERED INSTRUCTION

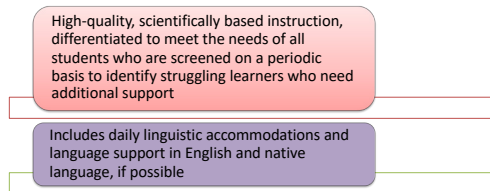
Culturally and Linguistically Responsive RTI Model



Tier 1 Characteristics

Focus	Instruction	Setting	Assessment
All students (including students with disabilities and learning differences)	District core curriculum and instructional practices that are research based and incorporate differentiated instruction	General education classroom	Screening, continuous progress monitoring for some students, and outcome measures or summative assessments

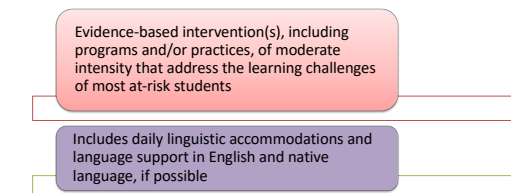
What is Tier 1: Core Instruction for ELs?



Tier 2: Supplemental Instruction

Focus	Instruction	Setting	Assessment
Students identified through screening, and verified with others assessments, as at risk (not meeting grade level cut-score)	Targeted, supplemental instruction delivered to small groups in addition to Tier 1	General education classroom or other general education location within the school	Progress monitoring, diagnostic

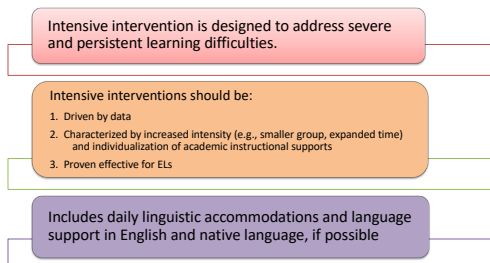
What is Tier 2: Supplemental Instruction for ELs?



Tier 3: Intensive Intervention

Focus	Instruction	Setting	Assessment
Students who have not adequately responded to core- and supplemental instruction (Tier 2)	Intensive intervention (Tier 3) delivered to small groups (two or three students) or individually by highly skilled specialists	Intervention classroom, other general education location within the school	Progress monitoring and diagnostic assessments (e.g. running records, skilled based math tests)

What is Intensive Intervention for ELs?



**JOB-EMBEDDED PROFESSIONAL
DEVELOPMENT FOR ENHANCING
PRACTICE**

Essential Features of JEPD for Teachers of ELs

Develop a partnership with an instructional leader in the schools who works closely with teachers of ELs to build capacity through PD.

Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.

Engage in various PD activities (e.g., classroom observations, feedback sessions, team teaching, coaching, peer observation, self-videoing with self-reflection).

Provide opportunities for discussion around refining EL best instructional practices and establishing next steps.

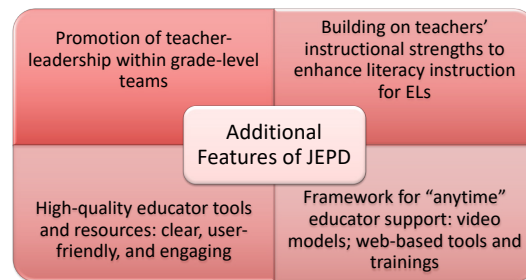
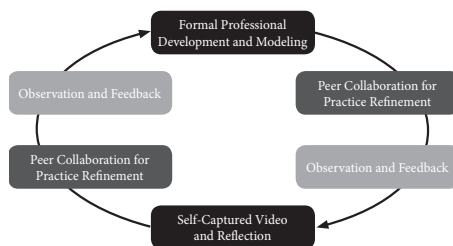
JEPD for Enhancing Practice

Ongoing job-embedded support that is responsive to educator needs that includes:

- PD with modeling
- Coaching
- Classroom observations
- Demonstrations as needed
- Virtual support
- Data and planning meetings
- Mini-workshops (virtual- mini lessons on strategy, mini videos for anytime learning; *i.e. making connections, inferencing*)



JEPD Recursive Cycle: One Example



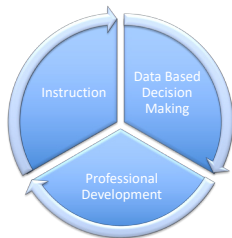
Critical Attributes for Successful JEPD

- Leadership is key.
- Capitalize on existing structures.
- Take an iterative approach to implementation.
- Plan collaborative JEPD to support sustainability such as the following:
 - Implementation, team teaching, and coaching
 - Self-observation and peer observation
 - Sharing of findings
 - Planning of next steps
- Foster self-reflection.
- Build capacity by supporting teacher leadership.

CULTURALLY AND LINGUISTICALLY RESPONSIVE PRACTICE



Culturally and Linguistically Responsive Model



CLRP Instruction

Teachers know their students well and establish strong relationships with them and their families.

Teachers have high expectations of all students, providing them with needed supports to reach their potential.

Teachers use linguistic scaffolds to ensure access to rigorous curricula and instruction.

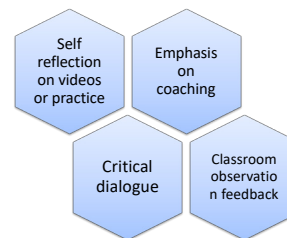
Curricula and instruction validate literacy practices and funds of knowledge from students' homes and communities.

CLRP Data-Based Decision Making

- Strengths-based data analysis
- Shift the unit of analysis toward *instruction*
- Build and apply knowledge of language proficiency
 - TELPAS/WIDA
 - Language Proficiency
- Students' educational history:
 - Review of educational opportunity in L1 and L2
 - Language and literacy trajectories

STEP 1: Team reviews student data and identifies overall trends.	
PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none"> Identify students' performance relative to established benchmarks. Cross-analyze literacy data with language proficiency data (i.e., TELPAS scores). Consider data from hearing and vision tests, and schedule if gaps exist. 	<ul style="list-style-type: none"> "Let's analyze how our students are doing on [benchmark skill]." "What are our students' strengths?" "What area of need do the data show?" "How many ELs do I have in my class? What are their proficiency levels for each language domain?" "Is there a disproportionate number of ELs identified as being at risk?"

CLRP Professional Development



QUESTIONS

Appendix C: Professional Development Modules

Creating Culturally Responsive Classrooms



Creating Culturally Responsive Classrooms

Del Valle Independent School District

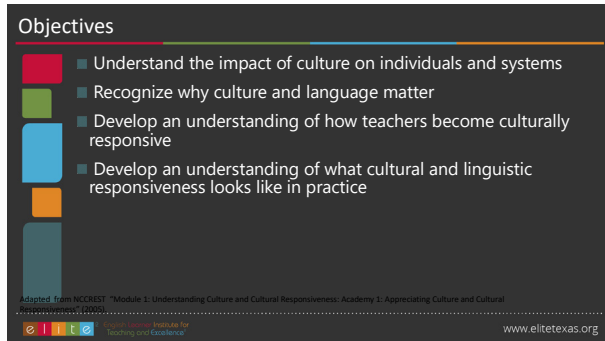
Letti Grimaldo, Ph.D.
Shannon Giroir, Ph.D.

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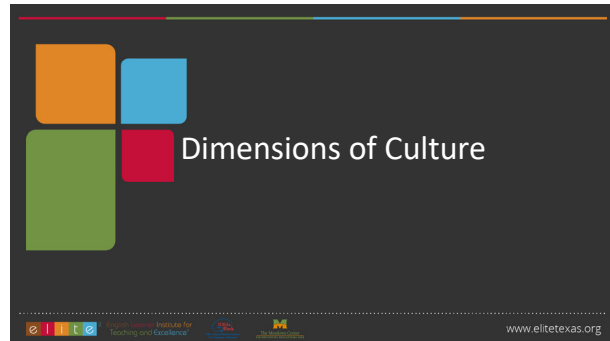


Objectives

- Understand the impact of culture on individuals and systems
- Recognize why culture and language matter
- Develop an understanding of how teachers become culturally responsive
- Develop an understanding of what cultural and linguistic responsiveness looks like in practice

Adapted from NCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 2: Appreciating Culture and Cultural Responsiveness" (2005)

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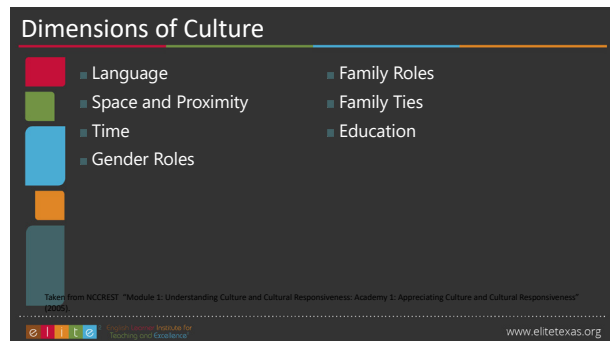
Dimensions of Culture

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What Does it Mean to be Culturally Responsive?

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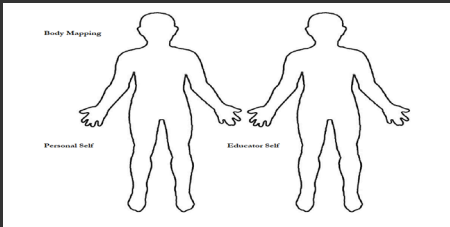
Dimensions of Culture

- Language
- Space and Proximity
- Time
- Gender Roles
- Family Roles
- Family Ties
- Education

Taken from NCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 1: Appreciating Culture and Cultural Responsiveness" (2005)

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Body Mapping



Body Mapping

Personal Self

Educator Self

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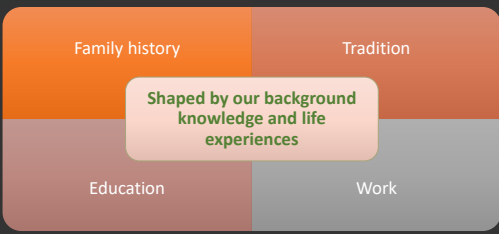
How might teacher self-awareness promote students' opportunities to learn?



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Teacher Perceptions...



Family history

Tradition

Shaped by our background knowledge and life experiences

Education


Work

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Teacher Perceptions

Teacher Perceptions...



Bully

English language learner

Cheerleader

Student doing a good job

Student with a disability

Peer who studies

What thoughts or images come to mind when you hear:

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Danger of a single story by Chimamanda Adichie

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

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reflect

Take 2 minutes and free write what comes to mind after listening to The Danger of a Single Story

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Get into a group and share...

- Talking Points:**
1. Share some of the points in your free write.
 2. Talk about a time when you have brought into a single story.
 3. How do you see Adichí's words relevant in our schools today?

Features of Culturally Responsive Pedagogy

What Does it Mean to be Culturally Responsive?

- Using an assets based approach when working with students and families
- Communicating high expectations
- Learning about the cultures represented in your classrooms and translating that knowledge into instructional practice
- Positive perspectives on parents and families of culturally and linguistically diverse students

Adapted from NICCREST "Practitioner Brief: Culturally Responsive Literacy Instruction" (2006).

Students bring **funds of knowledge** to their learning communities, and recognizing this, teachers and teacher educators must incorporate this knowledge and experience into the classroom.



A **fund of knowledge** is a gold mine, a reservoir, of knowledge unique to you.

Why is it important?

Because when we come to any experience we arrive with something of worth to offer. Each of us **always has something to contribute.**

Activity: Getting to know students

- Reflect and discuss with your partner:
- What specific activities can I apply in order to get to know the assets students bring into my classroom?
 - What types of data can I consult regularly that will inform me of my students' cultural and linguistic identities?

Becoming Culturally and Linguistically Responsive

What does it look like in action?

Culturally Responsive Classrooms: What it is...

- English learners communicating in their native language with children from similar cultural and linguistic backgrounds
- Calling on all students frequently, giving ample feedback and praising
- Implementing a challenging curriculum
- Providing intensive time on task
- Genuine respect for students and belief in student capability
- Students seeing themselves reflected in the stories being read to teach critical concepts
- Utilizing families' funds of knowledge

Culturally Responsive Classrooms: What it is NOT...

Beyond heroes and holidays, it is about understanding students' home life, their language, music, dress, behavior, jokes, ideas about success, the role of religion and community in their lives, and more. It is bringing the experiences of their 24-hour day into the seven-hour school day to give them information in a familiar context. - Cynthia Kopkowski

Teaching one lesson on MLK during Black History Month

Celebrating *Cinco de Mayo* or other holidays with dance and special foods

Only having books of prominent cultural leaders (MLK, Cesar Chavez), etc.

Believing that children are empty vessels ready to be filled with knowledge...

Culturally Responsive Classrooms: Where do I begin?

Ask yourself questions:

- Have I made a conscious effort to get to know the cultural background of each of my students?
- Do I integrate literature and resources from the cultures of my students into my lessons?
- Do I begin my lessons with what my students already know from home, community, and school?
- Do I understand the differences between academic language and my students' social language, and do I find ways to bridge the two?

Adapted from Karpavich, C. (2000). "Second grade, but how do I do it?" NAC Today Magazine.

Scenario Activity

Scenario #1

- A second-grade teacher scolded a Vietnamese girl for low motivation and falling back on her first language. The teacher didn't understand that the child was confused and uncertain about the assignments, and she didn't know the girl was saying, in her language, "I am politely listening to you."

Scenario #2

- A third-grade teacher informed Mexican immigrants their daughter was "insecure and overly dependent." The teacher didn't realize the parents taught their little girl to be quiet and obedient and to seek approval while working on her assignments.

Scenario #3

- A teacher viewed the Pacific Islander children in her classroom as “lazy and non-compliant.” The teacher didn’t understand why these students, raised to value peaceful interpersonal relationships, were reluctant to participate in spelling bees and other classroom competitions.

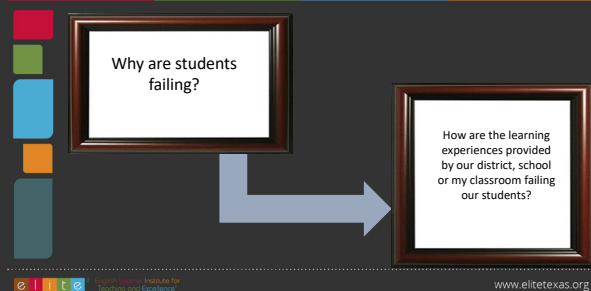
Scenario #4

- A teacher was angry with a Southeast Asian student who, she said, “smirked disrespectfully” when she disciplined him. The teacher didn’t understand that in the boy’s culture, a smile was an admission to guilt and also conveyed “no hard feelings.”

Classroom Vignettes

- Vignette: Mrs. Arbenz
- Vignette: Mr. Yusuf

Reframing the Question




Activity:
What do you already do?

Cultural Responsiveness

- A process which includes cultivating an open attitude and acquiring new skills
- Having the capacity to function effectively in cultural contexts that differ from your own
- Developing the ability to be culturally responsive is an ongoing process

"The first step toward cultural responsiveness is building self-awareness and developing a sense of one's own cultural identity"
- Lynch & Hanson

"Cultural identity is fluid and highly nuanced, so that no two families may share the same values or levels of acculturation"
- Jim Banks

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Stand up – hand up – pair UP

- When I say go:
 - Stand up
 - Put your hand up in the air
 - Find a close partner from a different grade level or content area
 - Give a high five
 - Sit together
 - Talk about the ELs you have worked with, and strategies you have used to facilitate their learning in class.


2


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Who are English learners?

 "A person who is in the process of acquiring English and has another language as their first language."










(Texas Education Code
89.1203)

"Students who come from language backgrounds other than English and whose proficiency is not yet developed to the point where they can profit fully from English-only instruction."

(NRC Report, 1997)

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4

ELs: A Diverse Group with Different Needs

English Language Proficiency	ELs differ in their current development in all four language domains: Listening, Speaking, Reading, and Writing.
Educational Background	ELs differ in their development of literacy skills and prior formal schooling in their native language. ELs differ in the instruction or formal schooling in English they have received.
Cultural and Linguistic Identities	ELs differ in their first languages and language varieties. There are differences in culture and lived experiences, even within L1 groups.

Partner Activity: *How can teachers gather information about each of these student characteristics? Use Handout 1.*

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Getting to Know our ELs

What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?

What types of programs have served my ELs until now?

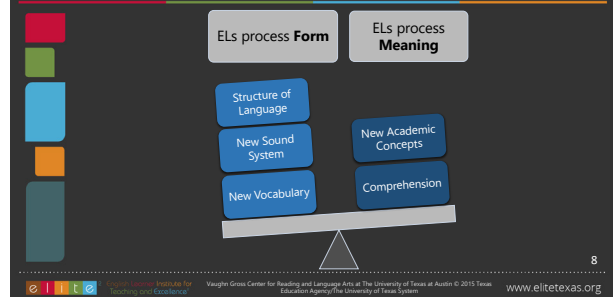
Partner Activity: What are we currently doing now to answer these questions, or find out the answers to these questions? What can we strengthen?

What are my students' linguistic and academic strengths?

What functions do my students' languages serve in and out of school?

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The Double Load



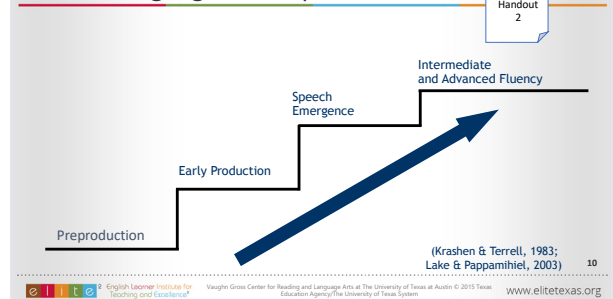
Second-Language Development

- Learning a second language is a complex and challenging cognitive and social task for ELs.
- Becoming familiar with second-language development is crucial for teachers of ELs.
- ELs can learn literacy skills even at the early stages of English development.

(Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; VGC, 2006, 2008, 2013)

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Second-Language Development



Preproduction

- Common characteristics:
 - Having little or no English competency
 - Entering a silent period or using only L1
 - Using nonverbal responses
 - Gathering information about the new language
- Instructional focus: Making language comprehensible

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

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Early Production

- Common characteristics:
 - Having little English competency
 - Using simple words and phrases
 - Using telegraphic speech
 - Using formulaic chunks of language
- Instructional focus:
 - Making language comprehensible
 - Planning for ELs to work in small groups

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

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Speech Emergence

- Common characteristics:
 - Building sentences
 - Trying new vocabulary
 - Understanding more language than they can produce
- Instructional focus:
 - Planning meaningful opportunities to speak
 - Providing sufficient contextual support

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

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Intermediate and Advanced Fluency

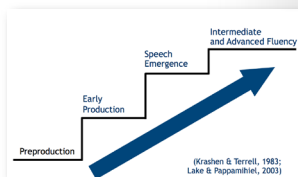
- Common characteristics:
 - Beginning to engage in extended discourse
 - Answering complex questions
 - Building their academic English
- Instructional focus:
 - Providing contextual support
 - Emphasizing academic English development

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

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Activity: Stages of SLA

- Review each card that describes a student behavior. With your partner, decide in which stage of SLA would a student be likely to demonstrate that behavior.



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Activity: Analyzing Student Profiles

- Read one of the student profiles. With your table, use poster paper to record your answers to the following questions:
 - At which stage of language development is this student? What evidence helped you come to that conclusion?
 - What are this student's areas of strengths and linguistic resources?
 - What are this student's possible needs?

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GALLERY WALK

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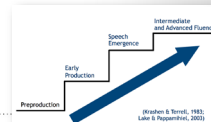
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SLA: Interlanguage

- An interlanguage is an emerging linguistic system developed by an L2 learner in the process of acquiring L2.
- Positive Transfer and Negative Transfer
- It is not fully proficient yet; It preserves some features of L1 in speaking or writing and creates innovations.
- "Errors" vs. Transfer of linguistic knowledge

Selinker, 1972



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Transfer Between L1 and L2

- Negation:**
 - "I no understand."
- Word Choice:**
 - "How old are you?" "I have 9 years."
- Syntax:**
 - "He happy." "She living in Austin."
 - "His dream is to become teacher, not lawyer."

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Additional Features of L2

- Overgeneralization:**
 - "She **goed** to school."
 - "We went to the market to buy foods."
 - "Do I must do that?"
- Simplification:**
 - "Going there! Late. Brother coming!"

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Receptive vs. Expressive Language

	Receptive	Expressive
Oral	Listening	Speaking
Text-based	Reading	Writing

For ELS, receptive language typically develops first.

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What Supports second language development?

- acquiring new Language**
 - Learning is situated
 - Context is high
 - Learners receive comprehensible input
- Comprehensible input**

Definition: Language one level above what can be understood by a second language learner

i + 1

Different for different learners

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Making language comprehensible

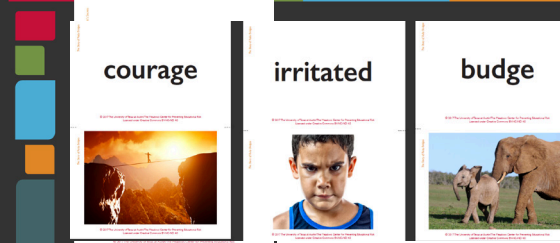
- Make language comprehensible when content demands are high
- "Message abundance" (Gibbons, 2015)



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Nonlinguistic representations



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Nonlinguistic representations

Palabras de transición para organizar la escritura

Al principio, Al llegar, Primeros
Todo empezó, Para empezar

Después, Luego,
Proximo, Además, También

Por último, En conclusión,
Finalmente, Últimamente,
Para resumir

pause
to stop for a short time

alert
signal or warning

adventure
an exciting experience

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FEATURES OF EFFECTIVE instruction FOR ELS

- Build and activate students' background knowledge.
- Use modeling and think alouds.
- Strategically make connections between students L1 and English.
- Use nonlinguistic representations (visuals; nonverbal cues).
- Use manipulatives.
- Create concrete examples and non-examples that connect to students' experience or knowledge.
- Make connections between social and academic language.

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THINK – WRITE – TURN - TALK

- Identify or think about a lesson you have planned.
- Consider some of the ways you will incorporate the features of effective instruction for ELs.
- Record your ideas on Handout 4.
- Discuss your ideas with your tablemates.

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DEBRIEF: What we Can observe

- Stated instructional focus
- Teacher modeling
- Consistent language
- Active participation
- Student talk
- Multiple examples
- Multiple grouping formats
- Manipulatives
- Visual aids/cues

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Supporting Second language development: What about output?

Turn to your Partner:
Why do English learners need to speak and write?

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Receptive vs. Expressive Language

	Receptive	Expressive
Oral	Listening	Speaking
Text-based	Reading	Writing

High quality, meaningful opportunities for students to use and practice language are necessary to progress to higher levels of language proficiency.

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Why Do ELs Need to Speak and write?

- Teaches ELs to initiate talk for real communicative purposes
 - Allows ELs to test hypotheses about the language
 - Pushes ELs beyond “getting the idea” from what is heard or read to using English syntax to communicate ideas
 - Provides opportunities for ELs to become more fluent and automatic in English
- Partner activity: How do you provide “output” opportunities for your students? What are specific practices you use in your classroom to support students in developing expressive language?*

(Swain, 1984; Swain et al., 2002) 31

Example: Classroom Discourse

- T** **Teacher:** Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?
- R** **Student:** Evaporation.
- E** **Teacher:** Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Partner Activity: If you were the teacher, how would you enhance this example of classroom discourse to provide more meaningful, extended student talk?

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Encourage Extended Discourse

- Methods to enhance classroom interactions for ELs include the following:
- Empower students to initiate talk, not just respond to teacher questions.
 - Use open-ended prompts that encourage extended discourse.
 - Provide and allow peers to provide L1 support to beginning-level ELs.
 - Use strategically-selected small groups and pairs for interactive activities (for example, think-turn-talk; “overhead accountability”).
 - Promote students’ diverse ideas, asking for evidence to support their ideas.

(Baker et al., 2014; Gersten et al., 2007; Giroir et al., 2015) 33

Examples: Open-ended prompts and Sentence Stems

The image shows several handwritten cards with open-ended prompts and sentence stems for classroom discourse. The cards are titled 'NEGOTIATE', 'CREATE', and 'CLARIFY'. Each card contains several prompts and sentence stems for students to use in their interactions.

NEGOTIATE

- What is your opinion?
- I disagree with _____ because _____.
- Our ideas are similar but different because _____.
- How can we decide who is the stronger idea?

CREATE

- What is your idea?
- How can we combine these ideas?
- What are other points of view?
- What did you think about _____?
- Do you have a question?

CLARIFY

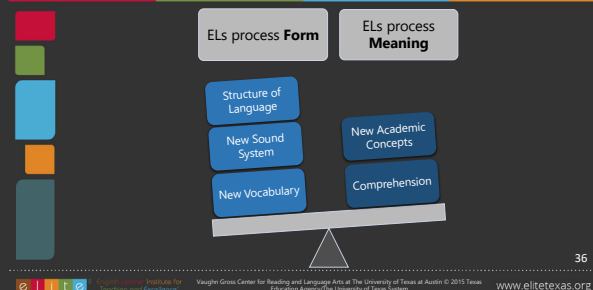
- What do you mean _____?
- Can you elaborate on _____?
- Why do you think that is important?
- Can you be more specific?
- Can you support it with evidence?
- I'm not sure I understand _____.

Points to Remember

- Social language is a building block for academic language development.
- Students come to our classroom linguistic resources that they use in developing a second language.
- As students learn English, they need a lot of contextual support to make the content comprehensible.
- Structured, meaningful opportunities to use and practice language is necessary for second language acquisition.

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Remember! The Double Load



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Increasing Student Engagement and Accountable Talk



Del Valle
Independent
School
District
Fall 2019

INCREASING STUDENT ENGAGEMENT AND ACCOUNTABLE TALK

Advancing Language Development for English
Learners

Shannon Giroir, Ph.D. Letti Grimaldo, Ph.D.

English Learner Institute for
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QUICK WRITE + Quick Draw

What does *accountable talk* mean?

2

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Session OBJECTIVES

- Develop an understanding of how to advance oral language development for ELs and assess progress.
- Practice applying strategies for increasing student engagement and accountable student talk.
- Develop our teacher toolkit to include knowledge and resources for increasing assessing accountable talk.
- Collaborate with colleagues to learn about effective instructional practices and their implementation.

3

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Your Materials

- Increasing Student Engagement and Accountable Talk Toolkit
- Folder with slides, handouts, and tools
- Tools:
Pinch Cards; Processing Tent;
Appointment Card;
Think-Pair-Share Organizer;
Shoot-Rebound Cards

HO 1

Teacher Toolkit
for Increasing Student
Engagement
and Accountable Talk

4

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Using Appointment cards

Appointment Card

Time Meet With:

10:00 AM _____

12:00 PM _____

2:00 PM _____

Sentence / Discussion stems:

- "Are you available at [time]?"
- "Yes, I am **free**. See you then!"
- "Sorry **I'm booked** then. What about [time]?"

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Grouping Students For collaboration – Considering our English learners

THINK-TURN-TALK-WRITE

What factors do you take into consideration when pairing or grouping students, particularly ELs?

Question (Open-ended)	What I think	What my partner thought	What we thought
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

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Think-WRITE-pair-Share organizer

Question (Open-ended)	What I think <i>Speaking</i>	What my partner thought <i>Listening</i>	What we thought <i>Consensus/Writing</i>
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

(Adapted from Soto, 2012) 8

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Classroom Discourse: Example

T **Teacher:** Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?

R **Student:** Evaporation.

E **Teacher:** Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Initiation → Response → Evaluation
Not enough for our ELs!

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Facilitating high-quality interactions

Ask students to make connections between the concepts they are learning about and their effect on the world around them.

HO 3

Use wide-open questions:

- In what ways...
- How might things be different if...
- Why is ___ important?

Locate and recall	Integrate and interpret	Critique and evaluate
Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.	Make connections across parts of text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what's in a text.	Assess a text from various perspectives; synthesize what's in one text; decide on what's significant within a text; judge whether a text and its features effectively accomplish a purpose.

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#1
Where does this story take place?

#2
What does this story remind you of and why?

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#1
How does the character feel and how do you know?

#2
Who is the main character of this story?

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#1
What are the effects
of the author's word
choice on you as a
reader?

#2
What happens to the
character?

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Pinch cards

■ Use your pinch cards to respond to the following question:
True – Not True – True with Conditions

When students talk to each other about a text it
increases their comprehension of the text.

Not all talk is high-
quality talk!

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high-Quality Classroom discourse: what research Says

- Students use **full linguistic repertoire** to construct meaning from text = Use of first and second language.
- Students provide **explanations** to open-ended prompts
- Students **elaborate on explanations**
- Students contribute a **relevant argument**
- Students offer a **counter-argument**
- Students make **extratextual connections** (connections to other texts, works, or ideas)

(Michener et al., 2017; Orellana & Reynolds, 2008; Rydland & Grover, 2018; Soter et al., 2008)

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Read – Think – Write – Talk

Processing TENT

What qualities of high-quality classroom discourse can you identify in the students' conversations? What evidence for those qualities do you see?

- Students use **full linguistic repertoire** to construct meaning from text = Use of first and second language.
- Students provide **explanations** to open-ended prompts.
- Students **elaborate on explanations**.
- Students contribute a **relevant argument**.
- Students offer a **counter-argument**.
- Students make extratextual connections (connections to other texts, works, or ideas).

HO 1

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Text Talks: Example 1, *Esperanza Rising*

Student 1: I was also surprised when the mother had said yes.

Student 2: I was surprised whenever the house had burned down because it just came at random whenever she was sleeping. And her mother already knew who it was.

Student 3: How did they know that it was Tío Luis that like burned the house down?

Student 4: Because he was *devious*, something like that.

Student 2: Uh huh!

Student 4: Because he was *sneaky* and *dishonest*.

Student 2: And ...whenever they were talking before, whenever he first asked her...he was saying that something, some things were going to happen if she didn't say yes.

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Text Talks: Example 2, *Esperanza rising*

Student 1: Do you think Tío Luis is going to catch them sneaking out?

Student 2: What if Tío Luis follows them?

Student 3: OR, what if they don't make it to the United States?

Student 4: No, because remember in the *Power Point* that it said...it showed you the farms in the United States. Maybe they *did* make it.

Student 3: What do you think will happen if they *don't* make it?

Student 2: He's [Tío Luis] going to do bad things to them.

Student 3: Yeah.

Student 5: Yeah he's going to threaten them, make their life horrible.

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Text Talks: Example 3, *Esperanza Rising*

- **Student 1:** But what's going to happen to the old lady?
- **Student 2:** Yeah, what's going to happen to Granny.
- **Student 1:** Are they gonna...leave her there?
- **Student 2:** Yeah, why didn't Abuelita go with him to the United States?
- **Student 1:** La van a dejar?
- **Student 3:** They left her because she, her leg is broken.
- **Student 1:** So they did leave her?
- **Students:** Yes.
- **Student 2:** Yeah, but she said that she was gonna go when she got better.

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Accountable Talk

"Accountable talk is classroom talk that is accountable to a community, to rigorous reasoning, and to accurate knowledge."

O'Connor, Michaels, & Chapin, 2015

"Academically Productive Talk"

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Checklist for Effective and productive student collaboration

- Setting and Modeling Student Expectations:
 - Prepare as required and contribute to the discussion.
 - Reply to your classmates' ideas, using responsive and respectful language.
 - Be clear in your ideas, and use evidence to support them.
 - Stay focused on the task and on your own group.
 - Remember your own goals and challenge yourself!

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Example Anchor Chart

I am prepared and contribute to the discussion when I:

- Read the text to be discussed.
- Complete my reader's response.
- Come to the discussion with ideas about the reading.
- Stay on topic.
- Try to understand what my classmates are communicating about the topic / text.
- Ask questions, ask for assistance, and ask for clarification

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Implementation Examples

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Raising the bar – Classroom language

- Which one of these is right?
- Which of the following is correct?


Draw	Illustrate
Pass out (papers)	
Show (me)	
Answer	
Figure out	
Think about	

(Argüelles, 2017)

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Accountability: Considering our ELs



- Share out to the entire group/class
- Amplify student voices [reduce risk]:
 - Pinch Cards / Thumbs-up-down
 - Overhead accountability
 - "To quote from" and include students names
 - Gallery Walk
 - White Board Responses
 - Consensus Reporting
 - Exit Tickets

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Let's Review

Think-Write-Pair-Share Organizer

Use a think-write-pair-share organizer at the beginning of a lesson and prior background knowledge as a topic.

- Students discuss and write on a topic related to the topic.
- Students write responses to the topic.
- Students share their responses with a partner.
- After discussion, make a connection for students before and after discussion that connects the two topics.

Use to formatively assess student learning and/or comprehension.

- Assess student's comprehension of a text by using a prompt to require them to read information before.
- Example: "What are some reasons that the United States gave for invading Iraq?"

Use to practice specific expressive language skills.

- Use a prompt that will require students to use new grammar or new vocabulary.
- Example: Practice using the vocabulary word "right," tell your partner something you will be right for about you tell it to your partner.

Pinch Cards: True, Not True, True With Conditions

Use pinch cards at the beginning of a lesson to quickly assess students' prior knowledge.

Example: "The pinch cards to show me your answer. An algebra class is a person (place, or thing) [pinch] for English, use the algebra before the next lesson."

Use pinch cards as an advance organizer to create interest in the topic and activate students' background knowledge.

Example: "The pinch cards to show me your answer. All people who want to become U.S. citizens should be able to." (Students will read an explanatory article on the U.S. Armed Forces.)

Use pinch cards to promote meaningful, high-level class discussion.

- Choose prompts that provide thinking and different responses for multiple. They should even engage in a class discussion.
- When students select "true with conditions," use it as an opportunity for deeper discussion.
- Consider discussion by asking students to clarify their responses. "Tell me more."
- What do you think? Can you give me an example?

(The Meadows Center for Preventing Educational Risk (MCPER), 2017)

White Boards / "Overhead" Accountability

Provide students with white boards as a low-risk participation system.

Have students write responses to a whole-class prompt on their white board and display them, increasing the pressure to perform in front of the entire class.

Use white boards to formatively assess student learning and/or comprehension.

- Assess student's comprehension of a text by using a prompt that requires them to read information before.
- Example: "What does the word 'protest' mean?"

Use "think-write" accountability as a way to engage students' ideas and contributions while they are present to speak in front of the whole class. Follow these steps:

- As students discuss in pairs or groups, provide and listen to student directions.
- Record a student's idea on a white board using quarter and the student's name.
- Display student ideas on the document camera going round to the students.

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Supporting our multilingual students

- Recognize and validate students linguistic assets (home language and English).
- Encourage participation in language they feel comfortable.
- Foster a learning environment in which all languages are respected, and students feel comfortable to take risks.
- Make cross-linguistic connections whenever instances arise.
- Model and scaffold appropriate grammar use in both English and the native language.

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Scaffolding Expressive Language for ELs

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Advance Organizers

- are statements, activities, or graphic organizers that help the learner anticipate and organize new information.
- are used at the beginning of lessons in which new information is to be learned.
- often call on prior knowledge, so as to connect new learning to an existing cognitive structure.
- indicate to the learner what information from a lesson will be important.
- can be simple or complex to be effective.

(Hill & Björk, 2008)

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Advance Organizers: Example

Think-write-pair-Share

PRE-READING ACTIVITY FOR TEXT: *Esperanza Rising*, by Pam Muñoz Ryan

Question (Open-ended)	What I think (Speaking)	What my Partner Thought (Listening)	What we thought (Consensus / Writing)
What would make a person leave their country without knowing if they could ever return?	It seems to me that it would be an extreme situation for someone to leave their country if they didn't know they could return. Maybe the person feels unsafe?	I hear you saying that it's not a little reason that someone would leave and not return, and that maybe it's because they are unsafe.	We both thought that someone would leave their country and never return due to an extreme situation.

(Adapted from Soto, 2012)

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Advance Organizers: Example

HO 2

Anticipation-Reaction Guide

Before	Statement	After
Agree or Disagree?	Schools are responsible for protecting students from cyberbullying.	Agree or Disagree?
	Evidence or New Information Learned:	

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Shoot – Rebound Cards

SHOOT-REBOUND DISCUSSION PROMPTS

EXPRESSING YOUR IDEA	RESPONDING TO YOUR CLASSMATE'S IDEA	ASKING FOR CLARIFICATION
I believe _____ I think _____ In my opinion _____ After thinking about it, I believe that _____	I agree with _____ but I want to add _____ What you are saying reminds me of _____	Can you clarify what you said? Could you repeat that part again? I hear you, I would like to know what evidence you have. I have a question.
EXPRESANDO TU IDEA	RESPONDIENDO A LA IDEA DE TU COMPAÑERO	PIDIENDO UNA ACLARACIÓN
Yo creo _____ Yo pienso _____ En mi opinión _____ Después de pensar en esto que _____	Yo estoy de acuerdo porque _____ Yo estoy de acuerdo con _____ pero quiero agregar _____ Lo que estás diciendo me recuerda _____	¿Puedes aclarar lo que dijiste? ¿Podrías repetir esa parte una vez más? Te recuerdo que quiero saber qué pruebas tienes. Tengo una pregunta.

"[The shoot-rebound cards] were really useful because it gave them the autonomy within the discussion...It gave them the ability to know how to start talking. Because when people are nervous because they are on the spot period. If there is a language thing there, they can be more nervous. So if I already know how to come out of the gate, it can ease all of that."

- Fourth Grade Teacher

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Sentence STEMs: Implementation examples

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Assessing Progress



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Checklist: Successful Collaborative Discussion Checklist

Checklist: Successful Collaborative Discussion	Spanish Checklist: Successful Collaborative Discussion
<p>I WAS SUCCESSFUL BECAUSE...</p> <p>CRITERIA FOR SUCCESSFUL COLLABORATIVE DISCUSSION</p> <p>1. I participated in the discussion.</p> <p>2. I listened to my classmates.</p> <p>3. I shared my ideas.</p> <p>4. I asked questions.</p> <p>5. I gave feedback.</p> <p>6. I stayed on topic.</p> <p>7. I used evidence.</p> <p>8. I used respectful language.</p> <p>9. I used appropriate volume.</p> <p>10. I used appropriate body language.</p> <p>11. I used appropriate facial expressions.</p> <p>12. I used appropriate tone of voice.</p> <p>13. I used appropriate eye contact.</p> <p>14. I used appropriate posture.</p> <p>15. I used appropriate hand gestures.</p> <p>16. I used appropriate foot position.</p> <p>17. I used appropriate head position.</p> <p>18. I used appropriate arm position.</p> <p>19. I used appropriate leg position.</p> <p>20. I used appropriate overall posture.</p>	<p>TUVE ÉXITO POR QUE...</p> <p>CRITERIOS PARA UNA DISCUSIÓN COLABORATIVA ÉXITO</p> <p>1. Participé en la discusión.</p> <p>2. Escuché a mis compañeros.</p> <p>3. Compartí mis ideas.</p> <p>4. Pregunté preguntas.</p> <p>5. Di retroalimentación.</p> <p>6. Me mantuve en el tema.</p> <p>7. Usé evidencia.</p> <p>8. Usé un lenguaje respetuoso.</p> <p>9. Usé un volumen apropiado.</p> <p>10. Usé un lenguaje corporal apropiado.</p> <p>11. Usé expresiones faciales apropiadas.</p> <p>12. Usé un tono de voz apropiado.</p> <p>13. Usé contacto visual apropiado.</p> <p>14. Usé una postura apropiada.</p> <p>15. Usé gestos con las manos apropiados.</p> <p>16. Usé una posición de los pies apropiada.</p> <p>17. Usé una posición de la cabeza apropiada.</p> <p>18. Usé una posición de los brazos apropiada.</p> <p>19. Usé una posición de las piernas apropiada.</p> <p>20. Usé una postura general apropiada.</p>

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Fishbowl technique

Use the "fishbowl technique."

- As students develop specific skills, have the whole class observe one group conducting their discussions.
- Prompt the student observers to notice which criteria the model group is using successfully.
- Facilitate discussion about which student behaviors could improve the quality of the group discussion.

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ELONS: English language oral narrative Scale

English Language Oral Narrative Scale (ELONS)					
Student's Name	Grade	Rate	Language (Learner)	Date	
<p>1 Communication</p> <p>Has no evidence of oral narrative skills. Communication is interrupted by frequent or long pauses. Has difficulty attempting to communicate. Responses are unrelated to the prompt or inappropriate.</p> <p>2 Communication</p> <p>Speech is slow, halting and disjointed. Frequently attempts to communicate ideas.</p> <p>3 Communication</p> <p>Attempts to express ideas, mostly on familiar topics, but may still have repetition or pausing, or seek clarification.</p> <p>4 Communication</p> <p>Understands about everything. May ask for or need occasional clarification or repetition.</p> <p>5 Communication</p> <p>Understands everything without difficulty comparable to their native speaking peers. Few or no requests for clarification.</p> <p>6 Communication</p> <p>Understands everything without difficulty comparable to their native speaking peers. Few or no requests for clarification.</p>					
Column Total		Column Total		Column Total	

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What's in Your Tool Box?



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What we used and practiced today

- Partner and Group tools for Classroom Interaction
 - Appointment Cards
 - Think-Turn-Talk-Share Organizer
- Whole Class, Low-Risk Response and Feedback Techniques
 - Pinch cards
 - Processing tent [*Still Deliberating; Ready to Report*]
 - White Boards / Card Stock
 - Overhead Accountability / To Quote From
 - Exit Ticket / Gallery Walk

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What we used and practiced today

- Scaffolding Academic Language Use
 - Sentence stems
 - Shoot-Rebound Cards
 - Advance organizers
- Assessment tools
 - Checklist of student behaviors / Student self-assessment
 - ELONS

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EXIT TICKET

Review the definition of accountable talk that you created the beginning of this session. Is there something you would like to add to it? Revise? Change?

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Implementing Text Talks

Implementing Text Talks
A Strategic Book Club Routine for Building Vocabulary and Comprehension Skills in 3rd through 5th Grade
Letti Grimaldo, Ph.D.
Shannon Giroir, Ph.D.
Del Valle Independent School District
www.elitetexas.org

Project ELITE Flip Book series
Read-Aloud Routine
Read-Aloud Routine
Text Talks
www.elitetexas.org

Think-Write-Share
Quick Write....
How do you ensure that students have eyes on text during your reading block?
What are the activities and strategies that you use to increase the amount of time students are reading?
www.elitetexas.org

Goals for This Session
• Review the steps of the Text Talks Routine using the flip book tool
• See an example plan
• Reflect on and discuss the process
• Explore ways to implement the Text Talks Routine in your classroom
www.elitetexas.org

Purpose of the routine
■ This particular framework or approach is meant to advance students' vocabulary knowledge and comprehension.
■ Research emphasizes the systematic development of these skills for ELs.
■ This framework for Text Talks is meant to be a flexible approach, but keep in mind these two important goals!
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Materials Needed
Text Talks Student Workbook
Text Talks Teacher Workbook
Text Talks Flip Book
Text Talks Discussion Checklist
Sample Lesson Plan
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Preparing for Text Talks

Preparation for Small-Group Text Talks

1. Analyze students' reading and language proficiency data and have students group/assign to be in small groups.
2. Identify one or more challenging and linguistically demanding texts per genre level or content area and identify texts that allow students to focus on what you want.
3. Preview and read the text.
4. Select four to six meaningful words that are essential to understanding the text and themes. These preview words should have the biggest conceptual importance or are topics explored in the story.
5. Make copies of the Small-Group Text Talk worksheet for each group.
6. Preview and read each text to determine if you understand it and can facilitate.
7. Lead a discussion with the whole class.
 - Targeted word or strategy: Ask students to find and underline the word or strategy in the text.
 - Preview words: Ask students to find and underline the words in the text. If a student has a question, ask them to explain the word to the class.
 - Provide graphic opportunities for students.
8. Assign a student that will act as the word expert (student who the class will check throughout the talk).





IDEAS FOR BOOK INTRODUCTIONS

Book cover:

- Show the cover of the book and have students in the book corner.
- Have the group take turns looking at the book cover.

Book trailer:

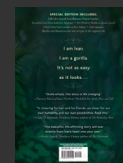
- Have students make a book trailer to present a picture of what the book is about.
- Have students read the book trailer to make a movie commercial to make the book.





Text Talk: Example 1- Teacher Generated

The teacher can show the title of the book and read the synopsis on the back cover of the book to create interest in the book.



Book Talk: Example 2- Student Generated

■ Are you an animal fan? This book is for you! Meet Ivan! Ivan is a silverback gorilla who lives in a glass and metal enclosure at the Big Top Mall and Video Arcade. Ivan lives there with an old elephant named Stella and Bob, a stray dog. Ivan watches TV, and draws pictures that are sold to visitors. This story is told by Ivan gets even more interesting with the arrival of a new baby elephant. This book is based on a true story of a gorilla. Read about Ivan and his animal and human friends in "The One and Only Ivan."

Q

Student-generated Book Talk

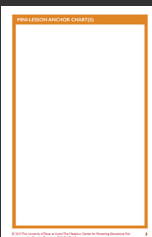
Example



Focused Mini-Lesson

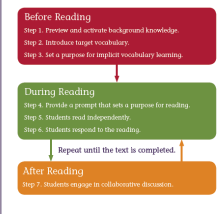
Provide a whole-class, short mini-lesson and create an anchor chart on one skill or strategy for students to apply in their group work:

- Teach a comprehension process.
- Teach the characteristics of a good book discussion.
- Teach the characteristics of a strong readers' response.



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Text Talks Cycle



Before Reading

Before Reading

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

After Reading

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

Read and think about the background knowledge you have about the topic of the text.

- What are the main ideas of the text?
- What are the main points of the text?
- What are the main points of the text?

During Reading

During Reading

Step 1 Students read the text to answer the reading questions. Students are given 10 minutes to read the text and answer the questions. The teacher monitors and provides support as needed.

Step 2 Students work in pairs to discuss their answers. The teacher monitors and provides support as needed.

Step 3 Students report back to the class. The teacher monitors and provides support as needed.

Step 4 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 5 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 6 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 7 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 8 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 9 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 10 Students complete the reading questions. The teacher monitors and provides support as needed.

After Reading

Step 1 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 2 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 3 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 4 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 5 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 6 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 7 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 8 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 9 Students complete the reading questions. The teacher monitors and provides support as needed.

Step 10 Students complete the reading questions. The teacher monitors and provides support as needed.

After Reading


After Reading

Step 1 Students respond to a reflective discussion.

- Students take responsibility for their actions and how they feel about them.
- Students explain to the class why they did what they did and how they feel about it.
- Students explain to the class how they will change their behavior.

These questions should take steps 4, 5, 6 and 7 of the task. But you have been assigned to answer questions 1-3.

Students take 10 min to prepare their responses.



Students take 10 min to prepare their responses.

Discussion Items

1. I agreed to disagree with you because.....
2. I would like to add to what _____ is saying.....
3. I would also like to add.....
4. What did you mean when you said.....?
5. Can you tell me where you saw that in the text?
6. Could you give me an example of that?

M E L T E X T S

Tallcos de discusión

1. Yo estoy de acuerdo con _____ en _____ porque.....
2. Me gustaría añadir a lo que _____ está diciendo.....
3. Me gustaría agregar.....
4. ¿Qué quisiste decir cuando dijiste.....?
5. ¿Me puedes decir en donde leí eso en el cuento?
6. ¿Me puedes dar un ejemplo?

M E L T E X T S

Extensions

Extend Language and Comprehension

Read Aloud
 Read the selection to your students as a continuous flow from start to finish and decide whether they should read along with you or listen to you read.

Read with a Partner
 Assign students to read the selection in pairs. Assign students to read the selection in pairs. Assign students to read the selection in pairs.

Read Alone
 Assign students to read the selection on their own. Assign students to read the selection on their own. Assign students to read the selection on their own.

Read Aloud
 Read the selection to your students as a continuous flow from start to finish and decide whether they should read along with you or listen to you read.

Read with a Partner
 Assign students to read the selection in pairs. Assign students to read the selection in pairs. Assign students to read the selection in pairs.

Read Alone
 Assign students to read the selection on their own. Assign students to read the selection on their own. Assign students to read the selection on their own.

Checklist: Successful Collaborative Discussion

INDIVIDUAL BEHAVIOR	
1. I listen to others.	1. I listen to others.
2. I speak when it is my turn.	2. I speak when it is my turn.
3. I ask questions.	3. I ask questions.
4. I answer questions.	4. I answer questions.
5. I give feedback.	5. I give feedback.
6. I give feedback.	6. I give feedback.
7. I give feedback.	7. I give feedback.
8. I give feedback.	8. I give feedback.
9. I give feedback.	9. I give feedback.
10. I give feedback.	10. I give feedback.

GROUP BEHAVIOR

1. I listen to others.

2. I speak when it is my turn.

3. I ask questions.

4. I answer questions.

5. I give feedback.

6. I give feedback.

7. I give feedback.

8. I give feedback.

9. I give feedback.

10. I give feedback.

What are Probable Passages?

Probable passages help students access and use vocabulary while integrating writing.

This is also a comprehension strategy and a way to assess a student's understanding of key vocabulary.

Reflection and Next Steps

Remember! The routine is flexible and can be adapted based on the needs in your classroom.

- What questions do you still have about implementing Text Talks in your classroom?
- What additional mini-lessons do you anticipate your students would benefit from?
- How can you implement Text Talks in your current classroom?

Appendix D: Sample Measures


Sample Walkthrough Form

Sample Walkthrough Form

School and date: _____ Teacher: _____

Focus: Students	Focus: Teachers and Instruction
<p><i>Student participation and accountable talk</i></p> <p>Evidence that all language domains are addressed in lesson: High / Moderate / Low / None</p> <p>Students have equitable and substantial opportunities to do the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen <input type="checkbox"/> Speak <input type="checkbox"/> Read <input type="checkbox"/> Write 	<p>Evidence of instructional scaffolds to advance academic language: High / Moderate / Low / None</p> <p>The following scaffolds are used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Front loading of key vocabulary <input type="checkbox"/> Visuals and other nonlinguistic representations <input type="checkbox"/> Sentence stems <input type="checkbox"/> Academic discussion stems
<p>Evidence of accountable talk for academic learning: High / Moderate / Low / None</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are prepared and contribute to discussion. <input type="checkbox"/> Students reply to classmates' ideas, using responsive and respectful language. <input type="checkbox"/> Students are held accountable for accurate knowledge and use evidence to support their ideas. <input type="checkbox"/> Students are held accountable for rigorous thinking and provide reasons and examples to support ideas. <input type="checkbox"/> Students focus on the task and on their group. 	<p>Evidence of whole-class, row-risk techniques for response, participation, and feedback: High / Moderate / Low / None</p> <p>The following are used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think-turn-talk <input type="checkbox"/> Pinch cards <input type="checkbox"/> Thumbs-up/down <input type="checkbox"/> Whiteboards <input type="checkbox"/> Overhead accountability <input type="checkbox"/> Processing tents <input type="checkbox"/> Exit tickets or gallery walk <input type="checkbox"/> Free writes
<p>What is the ratio of teacher talk vs. meaningful student talk?</p>	

Project ELITE² Fidelity Observation

Project ELITE ² Fidelity Observation: Text-Based Discussions School: _____ Teacher: _____ Date: _____				
Preparing for Small Group Text Talks				
Steps	Procedures	High / Moderate / Low / None	Rating and Observation Notes	
Group Students, Preview & Chunk the Texts	Teachers create interest in the selected texts by providing students with a synopsis of the events and characters. Teachers guide students in selecting a text that is of high-interest and within the students' readability level . Teachers review and chunk the text in preparation for group to begin.	High / Moderate / Low / None		
Focused Mini-Lesson	Teachers provide a whole-class, short mini-lesson on one skill or strategy students apply to comprehend their selected text and/or participate in group work. Teachers: <ul style="list-style-type: none"> - Teach a comprehension process. - Teach the characteristics of a good book discussion. - Teach the characteristics of a strong readers' response. Teachers create an anchor chart students can use to support their application of the skill. Teachers revisit the anchor chart throughout the literature circle cycle. When introducing a new skill, teachers provide practice opportunities for students before beginning the cycle.	High / Moderate / Low / None		
Before Reading: Teacher-led Group Meeting				

Steps	Procedures	Rating and Observation Notes	
		High / Moderate / Low / None	
Preview and activate students background knowledge.	Teachers show and read the front and back covers of the text, and they activate students' background knowledge . Teachers ask students to make predictions.		
Pre-teach Key Vocabulary Concepts / "Hook Vocabulary"	Teachers choose 4 to 6 words that are essential to understanding the events and/or characters of the narrative. When possible, choose words that build background knowledge for events or topics explored in the story. Teachers explicitly teach the words using student-friendly definitions and nonlinguistic representations. Students have chance to discuss and practice new words .		
Set a purpose for implicit vocabulary learning during reading.	Students record new words they encounter in the book, those that they are curious about. Teachers teach word-learning strategies students will use to construct meaning from the words they select.		
During Reading			
Steps	Procedures	Rating and Observation Notes	
		High / Moderate / Low / None	
Provide students with a "purpose" prompt.	Teachers provide a prompt for students to consider as they read their section(s) of the text. This sets a purpose for reading , extends comprehension, and promotes higher-order thinking.		

Students read independently.	Students read the selected sections of the text. Students use their vocabulary organizer to record new words and use word-learning strategies.	High / Moderate / Low / None	
Students respond to the day's reading in their reading response journals.	Students use prompts to complete a readers' response that: <ul style="list-style-type: none"> - summarizes what they read, or answers the Comprehension Purpose Prompt (CPP) - Responds to their Pick-a-Prompt Students create 1-2 questions about the reading that they would like their group to talk about.	High / Moderate / Low / None	
	Students complete their vocabulary charts.		
After Reading			
Steps	Procedures		Rating and Observation Notes
Collaborative Discussion	Students participate in authentic discussion about the sections of text they read. Students use their readers' response journals to support their ideas during discussion.	High / Moderate / Low / None	
Final Knowledge Extensions			
Steps	Procedures		Rating and Observation Notes
Students Self-Assess Periodically	Students use a self-assessment rubric to rate the quality of their participation and evaluate progress toward their goals.	High / Moderate / Low / None	
Final Reflection	Students reflect on key events or connections from their book and decide whether they would	High / Moderate /	

	recommend it to someone else.	Low / None	
Vocabulary Extension	Students engage in deeper practice of the target vocabulary and new vocabulary concepts they recorded during their independent reading.	High / Moderate / Low / None	
Comprehension Extension	Student engage in activities to deepen their comprehension of characters, events, themes, or language features of their text. Students are supported in making connections between the text and their lived experiences.	High / Moderate / Low / None	

Social Validity Survey

SOCIAL VALIDITY SURVEY



This questionnaire is designed to help Project ELITE² be more effective. The purpose is to understand your perceptions about how useful the following practices were for improving outcomes for English learners during this academic year. This helps us understand how we can refine, adjust, and enhance Project ELITE and our support for you.

This survey is anonymous, and data from this survey will be kept confidential. There are no "wrong" answers -- only honest and accurate ones!

Use the following guidance as you select your answers:

Very Useful: I think this practice is highly beneficial to students.

Useful: I think this practice is beneficial to students.

Somewhat useful: I think this practice is somewhat beneficial to students.

Not useful: I do not think this practice is useful to students.

NA/Don't know: I am not familiar with and/or have no basis for judging the usefulness of this practice.

Select your campus:

What is your primary role on your campus?

General Education Teacher
 RTI / Interventionist
 Special Education
 Instructional Coach or Administrator
 Other

Components of multi-tiered systems of support (MTSS/RTI)

At your school this academic year, how useful are the following practices in terms of improving outcomes for English learners?

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
High-quality culturally and linguistically responsive core instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-quality culturally and linguistically responsive supplemental Tier II Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-quality culturally and linguistically responsive supplemental Tier III Intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screening measures used to identify students in need of reading intervention in the native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

language.

Screening measures used to identify students in need of reading intervention in English.



Screening measures used to identify students in need of native language development.



Screening measures used to identify students in need of English Language Development.



Ongoing progress monitoring used to measure student movement toward goals in reading intervention in the native language.



Ongoing progress monitoring used to measure student movement toward goals in reading intervention in English.



Ongoing progress monitoring used to measure student movement toward goals in native language development.



Ongoing progress monitoring used to measure student movement toward goals in reading intervention in



English Language Development.

Data-based decision making in the design and delivery of instruction.

☐☐☐☐☐

Overall usefulness of the MTSS Process for English Learners.

☐☐☐☐☐

English Learners with Disabilities

At your school this academic year, how useful are the following practices in meeting the needs of English learners?

Very Useful

Useful

Somewhat Useful

Useful

NA/Don't Know

Problem-solving processes (e.g., grade level teams, child study teams, problem-solving teams) to support English learners before special education referral.

☐☐☐☐☐

Special education referral process for English learners.

☐☐☐☐☐

Assessment instruments, procedures, and interpretation of data used to identify English learners with language disorders.

☐☐☐☐☐

Assessment instruments, procedures, and interpretation of data used to identify

☐☐☐☐☐

English learners with reading-related disabilities.

Multidisciplinary Team processes for qualifying English learners as students with disabilities.

IEPs developed for English learners with disabilities that consider culture and language.

Involvement of parent/family members in special education processes for English learners.

Support for English learners who are referred but do not qualify for special education services.

Overall usefulness of the Special Education component of MTSS for English learners.



Sustainability

The following questions relate to your perceptions of how feasible the following practices are, given the resources available. Use the following guidance as you select your answers.

Very sustainable: We can definitely implement this at our school, even without continued external support.

Sustainable: We can probably implement this at our school, perhaps with some continued external support.

Somewhat sustainable: We probably cannot implement this at our school without continued external support.

Not sustainable: This is not sustainable without school without ongoing support.

NA/Don't know: I am not familiar with and/or have no basis for judging the sustainability of this practice.

Components of multi-tiered systems of support (MTSS/RTI)

Please rate the sustainability of each practice below, using the guidance above.

	Very Sustainable	Sustainable	Somewhat Sustainable	Not Sustainable	NA/Don't Know
High-quality culturally and linguistically responsive core instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-quality culturally and linguistically responsive supplemental Tier II Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High-quality culturally and linguistically responsive supplemental Tier III Intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screening measures used to identify students in need of reading and language intervention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing progress monitoring used to measure student movement toward targeted goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Systematic process and use of assessment data in the design and delivery of instruction.



All major components of the MTSS process for English learners.



All major components of the MTSS process for English learners with disabilities.



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Teacher Efficacy Survey

TEACHER EFFICACY SURVEY



Select your campus:

Which of the following best describes your primary role on your campus?

- General Education - English/Language Arts & Reading
- General Education - Spanish/Language Arts & Reading
- General Education - Math, Social Studies, or Science
- RTI / Interventionist
- Special Education
- Administrator
- Other

If you selected "other" to describe your primary role on your campus, please type in your role:

Do you deliver bilingual instruction?

YES

NO

Please rate your ability to execute the following practices for English Learners, by choosing a number from 1 to 5.

A rating of **1** means you **DO NOT** feel you can perform the practice at all.

A rating of **3** means you are **NOT SURE** you can execute the practice.

A rating of **5** means **YOU CAN** definitely perform the practice.

The higher the rating, the more confident you are that you can execute the practice.

I AM ABLE TO:

	1 - Definitely No	2 - No	3 - Somewhat No	4 - Somewhat Yes	5 - Yes
1. Identify ways that the school culture (i.e., values, norms, practices) is different from that of the English learners in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Obtain information about my students' home life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Establish positive relationships with parents/families of English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use my students' cultural backgrounds and prior knowledge to to help make learning meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Use my students' prior knowledge to help them make sense of new information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Identify ways that standardized tests may be biased against English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 - Definitely No	2 - No	↑
7. Communicate effectively with parents/families of English learners.	<input type="radio"/>	<input type="radio"/>	
8. Implement individualized education plans for English learners with disabilities.	<input type="radio"/>	<input type="radio"/>	
9. Create a learning environment that reflects the diverse backgrounds of English learners.	<input type="radio"/>	<input type="radio"/>	
10. Distinguish linguistic and cultural differences from learning disabilities among English learners.	<input type="radio"/>	<input type="radio"/>	
11. Distinguish among linguistic and cultural differences from speech and language impairments among English learners.	<input type="radio"/>	<input type="radio"/>	
12. Identify English learners who need supplemental oral language instruction (e.g., Tier 2 and Tier 3) in addition to core instruction.	<input type="radio"/>	<input type="radio"/>	
	1 - Definitely No	2 - No	↑
13. Identify English learners who need supplemental reading instruction (e.g., Tier 2 and Tier 3) in addition to core instruction.	<input type="radio"/>	<input type="radio"/>	
14. Identify English learners who need supplemental writing instruction (e.g., Tier 2 and Tier 3) in addition to core instruction.	<input type="radio"/>	<input type="radio"/>	
15. Identify English learners who should be referred to special education.	<input type="radio"/>	<input type="radio"/>	
16. Effectively communicate to parents about their child's progress in acquiring native language and English oral language and literacy skills.	<input type="radio"/>	<input type="radio"/>	
17. Participate effectively on problem solving meetings for English learners (e.g., child study teams; IEP meetings).	<input type="radio"/>	<input type="radio"/>	

The following questions refer to instruction in English as a Second Language. Please rate your ability to execute the following practices for English learners in English, by choosing a number 1 to 5.

A rating of 1 means that you DO NOT feel you can perform the practice at all.

A rating of 3 means that you are NOT SURE you can execute the practice.

A rating of 5 means that YOU CAN definitely perform the practice.

The higher the rating, the more confident you are that you can execute the practice.

I AM ABLE TO:

	1 - Definitely No	2 - No	3 - Neutral	4 - Yes	5 - Definitely Yes	Does not apply
18. Assess the oral language skills of English learners using a variety of instruments and procedures in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Assess the reading skills of English learners using a variety of instruments and procedures in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Assess the writing skills of English learners using a variety of instruments and procedures in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Differentiate oral language instruction in English for English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Differentiate reading instruction in English for English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Differentiate writing instruction in English for English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

learners.

	1 - Definitely No	2 - No	3 - Neutral	4 - Yes	5 - Definitely Yes	Does not apply
24. Use a variety of progress monitoring instruments to measure literacy for English learners in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Use assessment data to plan English instruction for English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Use culturally responsive instructional practices in teaching oral language skills in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Use culturally responsive instructional practices to teach reading in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Use culturally responsive instructional practices to teach writing in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Provide culturally and linguistically appropriate supplemental oral language intervention (e.g., Tier 2 and Tier 3) in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1 - Definitely No	2 - No	3 - Neutral	4 - Yes	5 - Definitely Yes	Does not apply
30. Provide culturally						

and linguistically appropriate supplemental reading intervention (e.g., Tier 2 and Tier 3) in English.

☐ ☐ ☐ ☐ ☐ ☐

31. Provide culturally and linguistically appropriate supplemental writing intervention (e.g., Tier 2 and Tier 3) in English.

☐ ☐ ☐ ☐ ☐ ☐

32. Assess student progress in response to oral language instruction and supplemental intervention in English.

☐ ☐ ☐ ☐ ☐ ☐

33. Assess student progress in response to reading instruction and supplemental intervention in English.

☐ ☐ ☐ ☐ ☐ ☐

34. Assess student progress in response to writing instruction and supplemental intervention in English.

☐ ☐ ☐ ☐ ☐ ☐

35. Provide instruction in English to English learners with disabilities.

☐ ☐ ☐ ☐ ☐ ☐

The following questions refer to instruction in students' native language. Please rate your ability to execute the following practices for English learners in the native language, by choosing a number 1 to 5.

A rating of 1 means that you DO NOT feel you can perform the practice at all.

A rating of 3 means that you are NOT SURE you can execute the practice.

A rating of 5 means that YOU CAN definitely perform the practice.

OR, if you are not a bilingual educator and you do not provide native language instruction choose "DOES NOT APPLY."

I AM ABLE TO:

	1 - Definitely No	2 - No	3 - Neutral	4 - Yes	5 - Definitely Yes	Does not apply
36. Assess the oral language skills of English learners using a variety of instruments and procedures in the native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Assess the reading skills of English learners using a variety of instruments and procedures in the native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Assess the writing skills of English learners using a variety of instruments and procedures in the native language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Differentiate oral language instruction in the native language for English learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Differentiate reading instruction in the native language for English learners.

☐ ☐ ☐ ☐ ☐ ☐

41. Differentiate writing instruction in the native language for English learners.

☐ ☐ ☐ ☐ ☐ ☐

1 -
Definitely
No

2 - No

3 -
Neutral

4 - Yes

5 -
Definitely
Yes

Does not
apply

42. Use a variety of progress monitoring instruments to measure literacy for English learners in the native language.

☐ ☐ ☐ ☐ ☐ ☐

43. Use assessment data to plan native language instruction for English learners.

☐ ☐ ☐ ☐ ☐ ☐

44. Use culturally responsive instructional practices in teaching oral language skills in the native language.

☐ ☐ ☐ ☐ ☐ ☐

45. Use culturally responsive instructional practices to teach reading in the native language.

☐ ☐ ☐ ☐ ☐ ☐

46. Use culturally responsive instructional practices to teach writing in the native language.

☐ ☐ ☐ ☐ ☐ ☐

47. Provide culturally and linguistically appropriate

supplemental oral language intervention (e.g., Tier 2 and Tier 3) in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1 - Definitely No	2 - No	3 - Neutral	4 - Yes	5 - Definitely Yes	Does not apply

48. Provide culturally and linguistically appropriate supplemental reading intervention (e.g., Tier 2 and Tier 3) in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

49. Provide culturally and linguistically appropriate supplemental writing intervention (e.g., Tier 2 and Tier 3) in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

50. Assess student progress in response to oral language instruction and supplemental intervention in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

51. Assess student progress in response to reading instruction and supplemental intervention in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

52. Assess student progress in response to writing instruction and supplemental intervention in the native language.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

53. Provide instruction in the

native language to
English learners with
disabilities.



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Fidelity of Implementation Rubric

CULTURALLY AND LINGUISTICALLY RESPONSIVE RESPONSE TO INTERVENTION WITHIN MULTI-TIERED SYSTEM OF SUPPORTS: FIDELITY OF IMPLEMENTATION RUBRIC

Adapted from the *National Center on RTI Integrity Rubric*, 2011

Preferred Citation

Multitiered Systems of Support for English Learners. (2019). *Culturally and linguistically responsive response to intervention within multi-tiered system of supports: Fidelity of implementation rubric*. Washington, DC: U.S. Office of Special Education Programs.

Overview

The Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric is used by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a multi-tiered system of supports (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's RTI leadership team.

Definitions

English learners (ELs): K–12 learners whose native language is not English or who come from an environment where a language other than English is dominant, which has a significant impact on their level of English language proficiency (modified from the federal definition of “students who are limited in English proficiency”)

Literacy: Includes reading, writing, speaking, and/or listening depending on the context and areas of RTI being implemented (for ELs, speaking and listening must also be included when reading or writing is addressed)



Assessments

Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

Screening—The RTI framework accurately identifies students at risk for poor learning outcomes.

1	3	5
Screening Tools		
There is insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
Linguistically Matched Screening Tools		
Screening tools assess language and literacy only in English and not students' native language(s).	Evidence of one of the following: <ul style="list-style-type: none">Screening tools match language(s) of instruction.Screening tools assess students' native language literacy skills (to the extent feasible) and English.	Evidence of both of the following: <ul style="list-style-type: none">Screening tools match language(s) of instruction.Screening tools assess students' native language literacy skills (to the extent feasible) and English.

1	3	5
Universal Screening		
<p>One or none of the following conditions is met:</p> <ul style="list-style-type: none"> Screening is conducted for all students (i.e., is universal). Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). A process to screen all students occurs more than once per year (e.g., fall, winter, spring). 	<p>Two of the following conditions are met:</p> <ul style="list-style-type: none"> Screening is conducted for all students (i.e., is universal). Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). A process to screen all students occurs more than once per year (e.g., fall, winter, spring). 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> Screening is conducted for all students (i.e., is universal). Procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate). A process to screen all students occurs more than once per year (e.g., fall, winter, spring).
Linguistically Aligned Universal Screening Process		
<p>None or one of the following conditions is met:</p> <p>All students are screened in:</p> <ul style="list-style-type: none"> Their native language (if feasible) English The language of instruction if different than their native language 	<p>Two of the following conditions are met:</p> <p>All students are screened in:</p> <ul style="list-style-type: none"> Their native language (if feasible) English The language of instruction if different than their native language 	<p>All of the following conditions are met:</p> <p>All students are screened in:</p> <ul style="list-style-type: none"> Their native language (if feasible) English The language of instruction if different than their native language
Data Points to Verify Risk		
Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring, dynamic assessment) to verify decisions about whether a student is or is not at risk.
Language Assessments Used for Instructional Planning		
Oral language assessment data are not collected or are not used for instructional planning for ELs.	Oral language assessment data are collected but are not used or are inconsistently used for instructional planning for ELs.	Oral language assessment data are collected and used for instructional planning for all ELs.

Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.

1	3	5
Progress-Monitoring Tools		
<p>Selected progress-monitoring tools in English meet one or none of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available 	<p>Selected progress-monitoring tools in English meet two or three of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available 	<p>Selected progress-monitoring tools in English meet all of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available
Linguistically Aligned Progress-Monitoring Tools		
<p>Selected progress-monitoring tools in the native language meet one or none of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available 	<p>Selected progress-monitoring tools in the native language meet two or three of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available 	<p>Selected progress-monitoring tools in the native language meet all of the following criteria:</p> <ul style="list-style-type: none"> Have a sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level Specify minimum acceptable growth Provide benchmarks for minimum acceptable, end-of-year performance Reliability and validity information for the performance-level score is available

1	3	5
Progress-Monitoring Process		
<p>Neither of the following conditions is met:</p> <ul style="list-style-type: none">• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	<p>Only one of the following conditions is met:</p> <ul style="list-style-type: none">• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	<p>Both of the following conditions are met:</p> <ul style="list-style-type: none">• Progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention.• Procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

Data-Based Decision Making

Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).

1	3	5
Decision-Making Process		
<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria:</p> <ul style="list-style-type: none"> The process is data driven and based on validated methods. The process involves a broad base of stakeholders, including individuals with EL expertise. The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions). 	<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria:</p> <ul style="list-style-type: none"> The process is data driven and based on validated methods. The process involves a broad base of stakeholders, including individuals with EL expertise. The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions). 	<p>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria:</p> <ul style="list-style-type: none"> The process is data driven and based on validated methods. The process involves a broad base of stakeholders, including individuals with EL expertise. The process is operationalized with clear, established decision rules (e.g., language of instruction, movement between levels or tiers, determination of appropriate instruction or interventions).
Culturally and Linguistically Responsive Decision-Making Process		
<p>Data are not collected or analyzed by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>	<p>Data may be collected, but are not regularly analyzed by different student groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>	<p>Data are collected and regularly analyzed by different groups (by language, race, socioeconomic status, ethnicity, disability, or other relevant groups).</p>
Data System		
<p>A data system is in place that meets two or fewer of the following conditions:</p> <ul style="list-style-type: none"> The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. Data are entered in a timely manner. Data can be represented graphically. There is a process for setting/evaluating goals. 	<p>A data system is in place that meets three of the following four conditions:</p> <ul style="list-style-type: none"> The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. Data are entered in a timely manner. Data can be represented graphically. There is a process for setting/evaluating goals. 	<p>A data system is in place that meets all of the following conditions:</p> <ul style="list-style-type: none"> The system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions. Data are entered in a timely manner. Data can be represented graphically. There is a process for setting/evaluating goals.

1	3	5
Responsiveness to Secondary and Intensive Levels of Intervention		
<p>Neither of the following conditions is met:</p> <ul style="list-style-type: none">Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.These decision-making criteria are implemented accurately.	<p>Only one of the following conditions is met:</p> <ul style="list-style-type: none">Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.These decision-making criteria are implemented accurately.	<p>Both of the following conditions are met:</p> <ul style="list-style-type: none">Decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect language of instruction, slope of improvement, or progress toward the attainment of a goal at the end of the intervention.These decision-making criteria are implemented accurately.

Multilevel Instruction

The RTI framework includes a schoolwide, multilevel system of instruction and interventions for supporting academic success and preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as a multi-tiered system of supports (MTSS).

Primary-Level Instruction/Core Curriculum (Tier I)

1	3	5
Research-Based Curriculum Materials		
Few core curriculum materials are research based for the target population of learners (including ELs).	Some core curriculum materials are research based for the target population of learners (including ELs).	All core curriculum materials are research based for the target population of learners (including ELs).
Culturally and Linguistically Responsive Practices		
Curriculum or instruction does not consider students' cultural and linguistic needs.	Curriculum or instruction is inconsistently designed for or adapted to students' cultural and linguistic needs.	Curriculum and instruction are consistently designed for or adapted to students' cultural and linguistic needs.
Articulation of Teaching and Learning (in and across grade levels)		
Neither of the following conditions is met: <ul style="list-style-type: none"> Teaching and learning objectives are well articulated from one grade to another. Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher. 	Only one of the following conditions is met: <ul style="list-style-type: none"> Teaching and learning objectives are well articulated from one grade to another. Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher. 	Both of the following conditions are met: <ul style="list-style-type: none"> Teaching and learning objectives are well articulated from one grade to another. Teaching and learning are well articulated within grade levels so that students (including ELs) have highly similar experiences, regardless of their assigned teacher.
Differentiated Instruction		
Neither of the following conditions is met: <ul style="list-style-type: none"> Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs). 	Only one of the following conditions is met: <ul style="list-style-type: none"> Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs). 	Both of the following conditions are met: <ul style="list-style-type: none"> Staff can describe the school's process for differentiating instruction (changing process, content, or product) for students (including ELs) on, below, or above grade level. Staff can explain and implement the school's process for using data to identify and address the needs of students (including ELs).

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1	3	5
Standards-Based		
The core curriculum (language and literacy) is not aligned with the state standards.	The core curriculum (language and literacy) is partially aligned with the state standards.	The core curriculum (language and literacy) is aligned with the state standards.
Exceeding Benchmark		
Neither of the following conditions is met: <ul style="list-style-type: none"> The school provides enrichment opportunities for students exceeding benchmarks. Teachers implement those opportunities consistently at all grade levels. 	One of the following conditions is met: <ul style="list-style-type: none"> The school provides enrichment opportunities for students exceeding benchmarks. Teachers implement those opportunities consistently at all grade levels. 	Both of the following conditions are met: <ul style="list-style-type: none"> The school provides enrichment opportunities for students exceeding benchmarks. Teachers implement those opportunities consistently at all grade levels.
Secondary-Level Intervention (Tier II) — targeted academic support for students not meeting grade level benchmark		
1	3	5
Evidence-Based Intervention		
Secondary-level interventions are not evidence based in content areas and grade levels where they are available.	Some secondary-level interventions are evidence based in content areas and grade levels where they are available.	All secondary-level interventions are evidence based in content areas and grade levels where they are available.
Cultural and Linguistic Match of Evidence-Based Intervention to ELs		
The intervention does not take into account students' linguistic, cultural, and instructional needs, and does not address both foundational skills and language proficiency.	The intervention inconsistently aligns with students' linguistic, cultural, and instructional needs, and inconsistently addresses both foundational skills and language proficiency.	The intervention consistently aligns with students' linguistic, cultural, and instructional needs, and consistently addresses both foundational skills and language proficiency.
Complements Core Instruction		
Secondary-level intervention is poorly aligned with core instruction and does not support core program learning objectives (e.g., language development and academic literacy standards in the L1 and L2).	Secondary-level intervention incorporates foundational skills, but these are only occasionally aligned with the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction (e.g., language development and academic literacy standards in the L1 and L2).

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1	3	5
Instructional Delivery		
One or none of the following conditions is met: <ul style="list-style-type: none"> Interventions are delivered systematically and are culturally and linguistically responsive. Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy. Group size and dosage are optimal (according to research) for the age and needs of students. 	Two of the following conditions are met: <ul style="list-style-type: none"> Interventions are delivered systematically and are culturally and linguistically responsive. Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy. Group size and dosage are optimal (according to research) for the age and needs of students. 	All of the following conditions are met: <ul style="list-style-type: none"> Interventions are delivered systematically and are culturally and linguistically responsive. Secondary-level interventions are led by staff trained in the intervention and in culturally and linguistically responsive pedagogy. Group size and dosage are optimal (according to research) for the age and needs of students.
Addition to Primary (Core instruction)		
Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.
Intensive Intervention (Tier III) — Individualized support with a focus on the academic needs of students significantly below grade level and/or students with disabilities		
1	3	5
Data-Based Interventions Adapted Based on Student Need		
Intensive interventions are not more intensive than secondary interventions (e.g., no increase in duration or frequency, scope of skills, or frequency of progress monitoring).	Intensive interventions are more intensive than secondary interventions (e.g., in frequency or duration, scope of skills, or frequency of progress monitoring) but are not adapted to individual student needs (e.g., same group size, frequency, and intervention).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, scope of skills, or frequency of progress monitoring) based on student data.
Cultural and Linguistic Match of Intervention to Students		
The intervention does not align with students' linguistic, cultural, and instructional needs.	The intervention inconsistently aligns with students' linguistic, cultural, and instructional needs.	The intervention consistently aligns with students' linguistic, cultural, and instructional needs.

1	3	5
Instructional Delivery		
<p>None of the following conditions is met:</p> <ul style="list-style-type: none"> The intervention is individualized and is culturally and linguistically responsive. Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. The group size is optimal (according to research) for the age and needs of students. 	<p>Only one of the following conditions is met:</p> <ul style="list-style-type: none"> The intervention is individualized and is culturally and linguistically responsive. Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. The group size is optimal (according to research) for the age and needs of students. 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> The intervention is individualized and is culturally and linguistically responsive. Intensive interventions are provided by well-trained staff experienced in individualizing instruction based on student data and in culturally and linguistically responsive pedagogy. The group size is optimal (according to research) for the age and needs of students.
Relationship to Primary (Core) Instruction		
<p>Neither of the following conditions is met:</p> <ul style="list-style-type: none"> Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards. 	<p>Only one of the following conditions is met:</p> <ul style="list-style-type: none"> Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards. 	<p>Both of the following conditions are met:</p> <ul style="list-style-type: none"> Decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need. Intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.

Special Education Referral, Identification, and Individual Education Programs (IEPs) for English — Individualized with a focus on the academic needs of ELs being referred for evaluation or ELs with disabilities

1	3	5
Problem-Solving Team and Process		
<p>Neither of the following conditions is met:</p> <ul style="list-style-type: none"> Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. Team members use oral language data in addition to skills data in problem solving. 	<p>Only one of the following conditions is met:</p> <ul style="list-style-type: none"> Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. Team members use oral language data in addition to skills data in problem solving. 	<p>Both of the following conditions are met:</p> <ul style="list-style-type: none"> Problem-solving teams are in place and include knowledgeable team members (including individuals with EL expertise) for ELs being supported. Team members use oral language data in addition to skills data in problem solving.

1	3	5
Referral for Special Education		
Problem-solving team does not appropriately consider severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are frequently inaccurately referred or denied a timely referral.	Problem-solving team inconsistently considers severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are occasionally inaccurately referred or denied a timely referral.	Problem-solving team appropriately considers severity of need, EL status, and responsiveness to instruction to determine when to make a special education referral. Students are neither inaccurately referred nor denied a timely referral.
Parent and Family Involvement		
Parents/families are not engaged as partners and are not afforded opportunities to provide feedback in prereferral, evaluation, IEP development, and placement decisions. One or none of the following conditions is met: <ul style="list-style-type: none"> Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process. Appropriate interpreter and translation services are provided to ensure participation. Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community. 	Parents/families are not engaged as partners and are not afforded opportunities to provide feedback in prereferral, evaluation, IEP development, and placement decisions. Two of the following conditions are met: <ul style="list-style-type: none"> Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process. Appropriate interpreter and translation services are provided to ensure participation. Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community. 	Parents/families are equal partners and are afforded opportunities to provide feedback in prereferral, evaluation, IEP development, and placement decisions. All of the following conditions are met: <ul style="list-style-type: none"> Parents are involved in all stages of the process or given other means to provide feedback and support their child at all stages of the process. Appropriate interpreter and translation services are provided to ensure participation. Parents/families are involved in the evaluation process. For example, they provide developmental history; provide family, educational, and life goals; and assess performance in home and community.
Assessment Procedures, Instruments, and Interpretation for Evaluation and Qualification for Services		
One or none of the following conditions is met: <p>Assessment instruments used for qualification for special education services are not</p> <ul style="list-style-type: none"> selected and administered by trained, knowledgeable personnel; free of discrimination on a racial or cultural basis; in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and reliable and valid for purpose used. (34 C.F.R. 300.304) 	At least two of the following conditions are met: <p>Assessment instruments used for qualification for special education services are inconsistently</p> <ul style="list-style-type: none"> selected and administered by trained, knowledgeable personnel; free of discrimination on a racial or cultural basis; in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and reliable and valid for purpose used. (34 C.F.R. 300.304) 	All of the following conditions are met: <p>Assessment instruments used for qualification for special education services are</p> <ul style="list-style-type: none"> selected and administered by trained, knowledgeable personnel; free of discrimination on a racial or cultural basis; in the child's native language or other mode of communication and in the method most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally; and reliable and valid for purpose used. (34 C.F.R. 300.304)

1	3	5
Multidisciplinary Team for EL Special Education Eligibility Determination		
<p>The multidisciplinary team is not in place and/or does not include knowledgeable team members (e.g., individuals with EL expertise) for ELs being evaluated, and does not use language data in addition to other assessment data to support eligibility discussion.</p>	<p>The multidisciplinary team is partially in place and/or inconsistently includes knowledgeable team members (individuals with EL expertise) for ELs being evaluated, and uses language data in addition to other assessment data to support eligibility discussion.</p>	<p>The multidisciplinary team is in place and includes knowledgeable team members (individuals with EL expertise) for ELs being evaluated, and uses language data in addition to other assessment data to support eligibility discussion.</p>
IEPs for ELs		
<p>Two or fewer of the following conditions are met:</p> <ul style="list-style-type: none"> • IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy) • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEP includes designation of responsibility of intervention implementation. • IEP recommends least restrictive environment (e.g., bilingual special education, special education with ESL scaffolds). 	<p>Three or four of the following conditions are met:</p> <ul style="list-style-type: none"> • IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy) • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEP includes designation of responsibility of intervention implementation. • IEP recommends least restrictive environment (e.g., bilingual special education, special education with ESL scaffolds). 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> • IEP contains current level of performance in L1 and L2 (i.e., oral language and literacy) • IEPs for ELs include relevant native language and/or English language objectives in addition to academic goals and objectives. • IEP includes culturally and linguistically responsive interventions, supplementary aids and materials, and accommodations. • IEP includes designation of responsibility of intervention implementation. • IEP recommends least restrictive environment (e.g., bilingual special education, special education with ESL scaffolds).

Infrastructure and Support Mechanisms

Knowledge, resources, and organizational structures necessary to operationalize all components of RTI within MTSS in a unified system to meet the established goals

1	3	5
Prevention Focus and Intervention Focus		
Staff generally perceives RTI as a program that solely supports the prereferral process for special education.	Some staff understand that RTI is a framework to prevent school failure; to support the academic success of all students, including students with disabilities and ELs ; and to support the referral and special education processes.	All staff understand that RTI is a framework to prevent school failure; to support the academic success of all students, including students with disabilities and ELs ; and to support the referral and special education processes.
Leadership Personnel		
Decisions and actions by school and district leaders result in ineffective implementation of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the RTI framework at the school.	Decisions and actions by school and district leaders consistently support the essential components of the RTI framework at the school and help make the RTI framework more effective.
Support for RTI implementation is not a priority.	Support for RTI implementation is somewhat a priority.	Support for RTI implementation is a high priority.
Culturally and Linguistically Responsive Leadership Personnel		
Leadership staff do not have knowledge of the language and cultural backgrounds of the students or do not take into account students' language and culture in decision making.	Leadership staff have limited knowledge of the language and cultural backgrounds of the students or inconsistently take into account students' language and culture in decision making.	Leadership staff have strong knowledge of the language and cultural backgrounds of the students and consistently take into account students' language and culture in decision making.

1	3	5
School-Based Professional Learning		
<p>One or none of the following conditions is met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> • well-defined, • consistent, and • institutionalized, <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>	<p>Two of the following conditions are met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> • well-defined, • consistent, and • institutionalized, <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>	<p>All of the following conditions are met: School-based culturally and linguistically responsive professional learning is</p> <ul style="list-style-type: none"> • well-defined, • consistent, and • institutionalized, <p>so that all teachers continually examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction and interventions.</p>
Schedules		
Schoolwide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	Schoolwide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
Resources		
Resources (e.g., funds, programs) are not allocated to support RTI implementation.	Resources (e.g., funds, programs) are partially allocated to support RTI implementation.	Resources (e.g., funds, programs) are adequately allocated to support RTI implementation.
Professional Learning on Cultural and Linguistic Responsiveness		
<p>One or none of the following conditions is met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> • instructional practices, • assessments, and • intervention programs. 	<p>Two of the following conditions are met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> • instructional practices, • assessments, and • intervention programs. 	<p>All of the following conditions are met: Staff have received professional learning in and can articulate information and factors that they consider when adopting or adapting culturally and linguistically relevant</p> <ul style="list-style-type: none"> • instructional practices, • assessments, and • intervention programs.

1	3	5
Communication With and Involvement of Parents		
<p>One or none of the following conditions is met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention. 	<p>Two of the following conditions are met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention. 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI is shared with parents. • A coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions. • Parents are involved during decision making regarding the progress of students receiving intensive intervention.
Communication With and Involvement of All Staff		
<p>One or none of the following conditions is met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI and data-based decision-making process is shared with staff. • A system is in place to keep staff informed. • Teacher teams collaborate frequently. 	<p>At least two of the following conditions are met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI and data-based decision-making process is shared with staff. • A system is in place to keep staff informed. • Teacher teams collaborate frequently. 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> • A description of the school's essential components of RTI and data-based decision-making process is shared with staff. • A system is in place to keep staff informed. • Teacher teams collaborate frequently.
RTI Teams		
<p>One or none of the following conditions is met:</p> <ul style="list-style-type: none"> • The RTI team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly. 	<p>Two of the following conditions are met:</p> <ul style="list-style-type: none"> • The RTI team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly. 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> • The RTI team is representative of all key stakeholders. • Structures and clear processes are in place to guide decision making. • Time is set aside for the team to meet regularly.

Fidelity and Evaluation

System for collecting and analyzing data to measure fidelity and effectiveness of the CLR-RTI model

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Fidelity		
<p>None of the following conditions is met:</p> <ul style="list-style-type: none"> Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. Procedures are in place to monitor the processes of administering and analyzing assessments. 	<p>One of the following conditions is met:</p> <ul style="list-style-type: none"> Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. Procedures are in place to monitor the processes of administering and analyzing assessments. 	<p>Both of the following conditions are met:</p> <ul style="list-style-type: none"> Procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions. Procedures are in place to monitor the processes of administering and analyzing assessments.
Evaluation		
<p>None of the following conditions are met:</p> <ul style="list-style-type: none"> An evaluation plan is in place to monitor short- and long-term goals. Student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework. 	<p>At least one of the following conditions is met:</p> <ul style="list-style-type: none"> An evaluation plan is in place to monitor short- and long-term goals. Student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework. 	<p>All of the following conditions are met:</p> <ul style="list-style-type: none"> An evaluation plan is in place to monitor short- and long-term goals. Student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the CLR-RTI framework (i.e., core curriculum is effective, interventions are effective, screening process is effective). Implementation data (e.g., walk-through) are reviewed to monitor fidelity and efficiency across all components of the CLR-RTI framework.

