Overview - Day 2

Overview of Response to Intervention at XXX School

Overview of PLUSS framework and supporting English Learners in the RTI Framework

Precision Partnering

Sentence Frames

Practice in Curriculum

Explicit Vocabulary Routine

IDEAs that Work

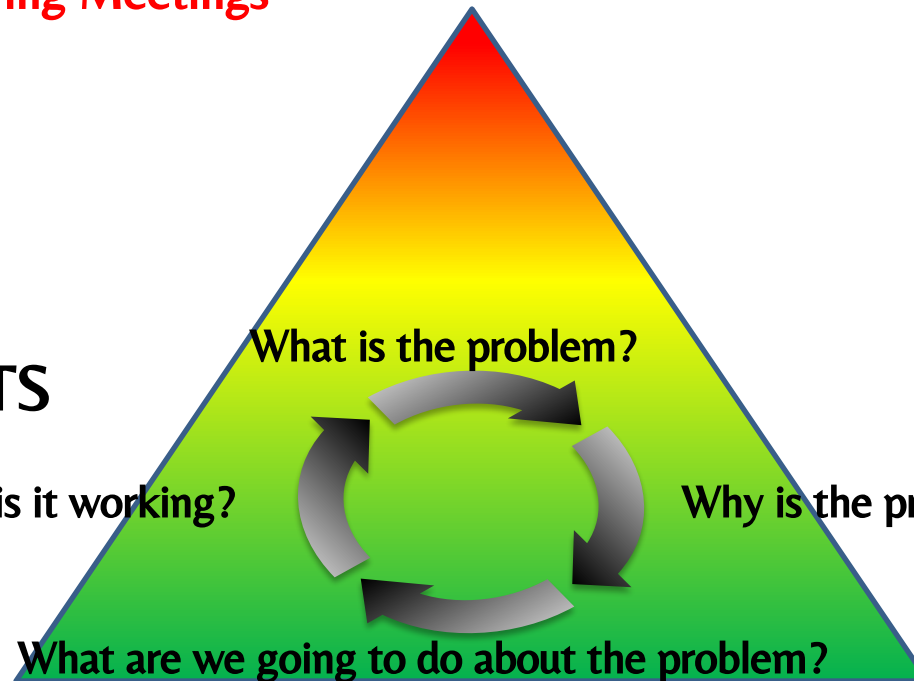# Overview of Response to Intervention at XXX School

Problem Solving Across Levels of Support

Tier 3:
Individual Problem Solving Meetings
FEW STUDENTS
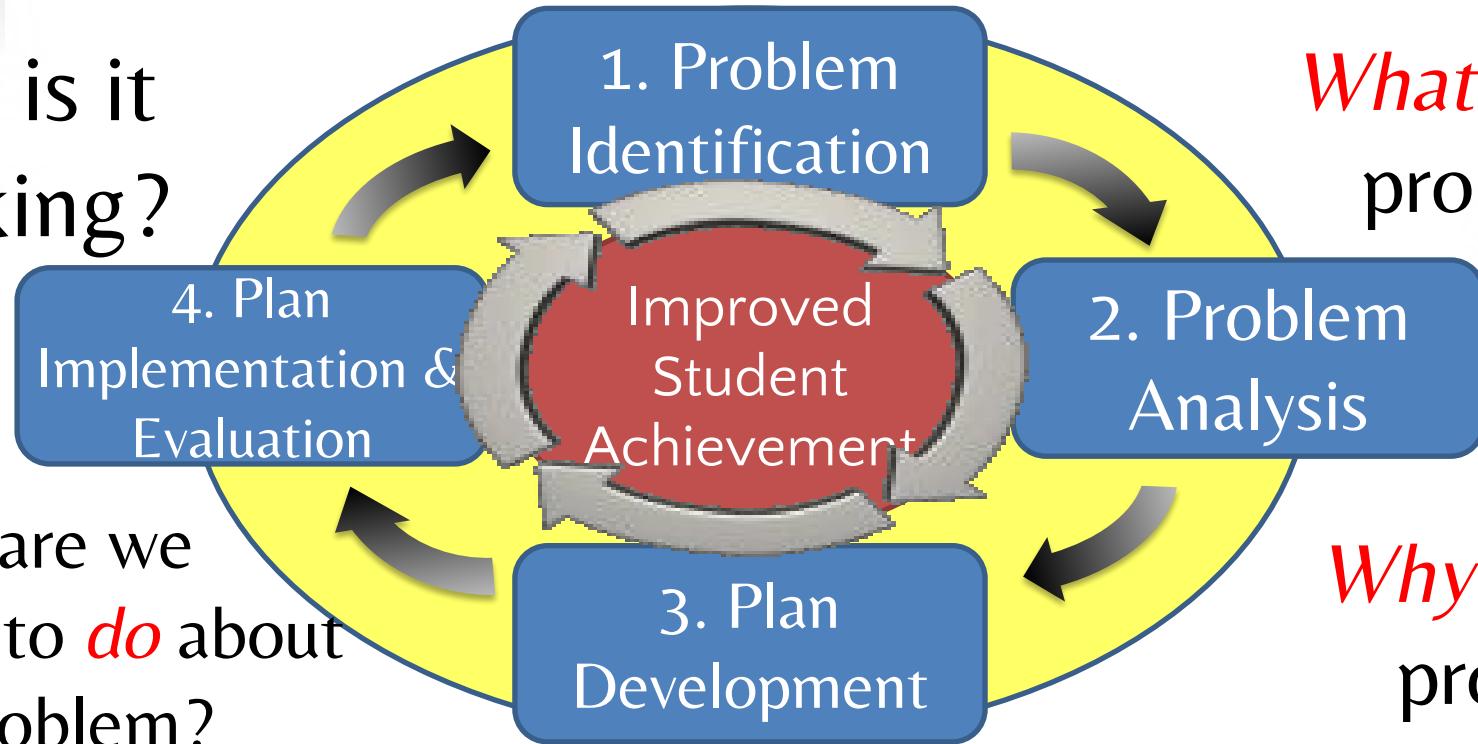
Tier 2/3:
20% Meetings
SOME STUDENTS

Tier 1:
100% Meetings
ALL STUDENTS

What is the problem?

How is it working?

Why is the problem occurring?

What are we going to do about the problem?

3

The Problem Solving Process

How is it working?

What is the problem?

1. Problem Identification

Improved Student Achievement

2. Problem Analysis

4. Plan Implementation & Evaluation

3. Plan Development

What are we going to do about the problem?

Why is the problem occurring?

We *(usually)* don't blame the fish!

Focus on "the water"-
- Instruction
- Curriculum
- Environment
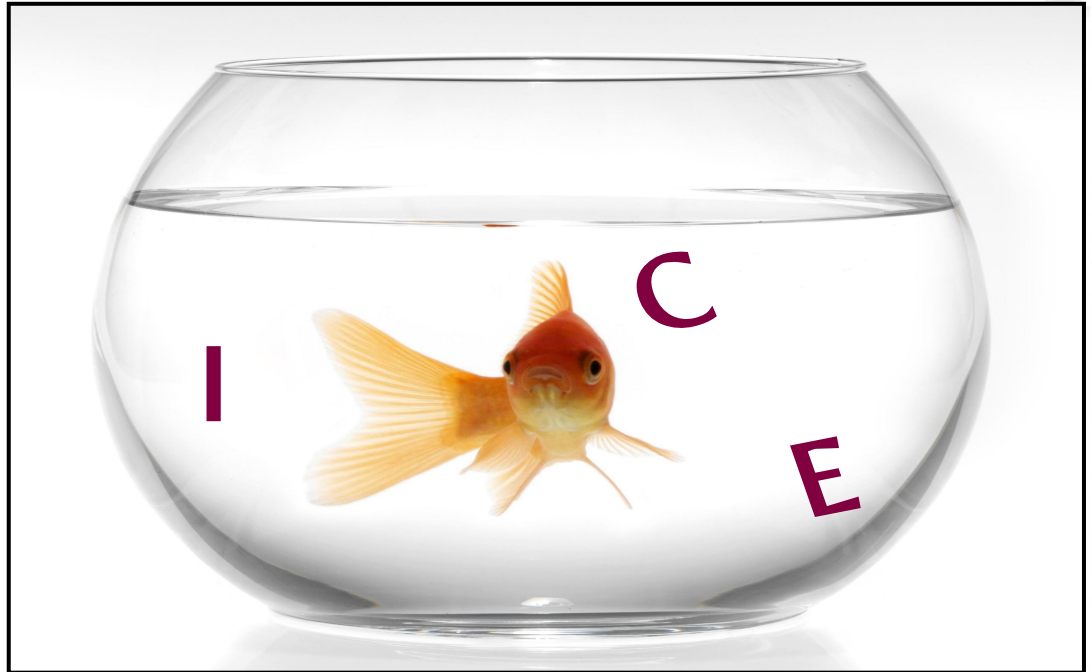
ICEL

I – Instruction

C – Curriculum

E – Environment

L – Learner

Student Learning
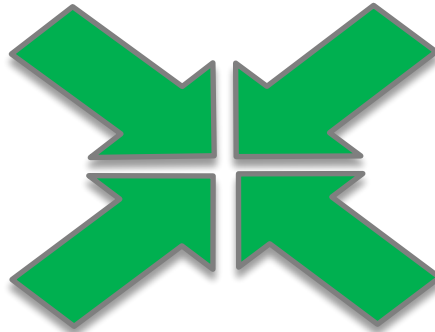
Instruction:

How you teach

Curriculum:

What you teach

Environment:

Where you teach

Learner:

Who you teach

Plan Development

We change these things...

Instruction:
- Explicit Vocabulary and Comprehension instruction
- Pacing
- Opportunities to Respond
- Standards of practice
- Bell to bell instruction

Curriculum:
- Fidelity to curriculum materials
- Teaches skills to mastery
- Adequate opportunity for practice and review
- Match between skills and learner
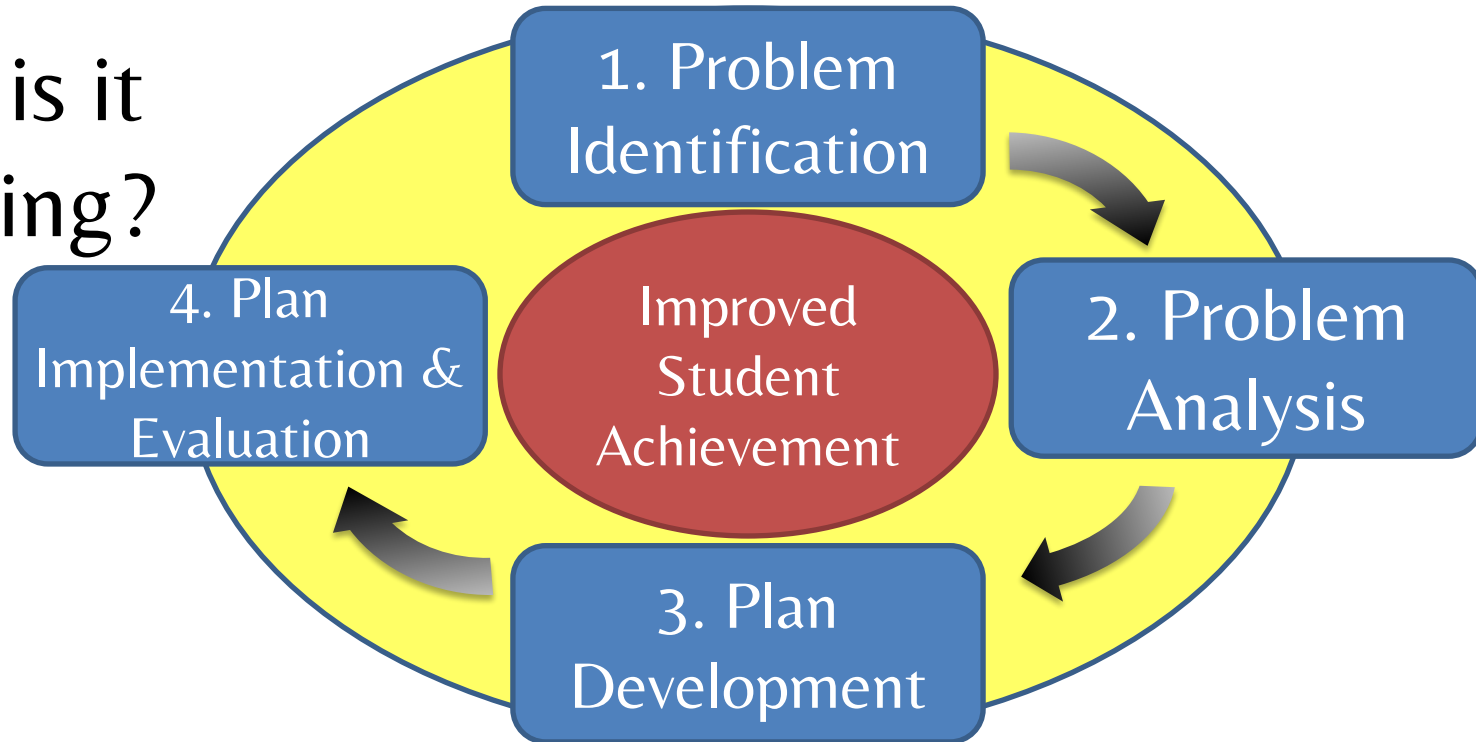
Environment:
- Classroom routines and behavior
- Partnerships explicitly taught and used
- Student engagement
- Teacher-student interactions
- Group size and arrangement
- Transition times minimized

...in order to affect these things
- Motivation
- Persistence
- Self-efficacy
- Attendance
- Academic skills across domains
- Connections with school
- Vocabulary/Language skills

Step 4: Plan Implementation & Evaluation

How is it working?

1. Problem Identification

2. Problem Analysis

3. Plan Development

4. Plan Implementation & Evaluation

Improved Student Achievement

4. Plan Implementation & Evaluation

Tier 3:
Individual Problem Solving Meetings
FEW STUDENTS

Tier 2/3:
20% Meetings
SOME STUDENTS

How is it working?

Tier 1:
100% Meetings
ALL STUDENTS

Every 8-12 weeks

@ every 8 weeks

3 times/year

2 times month
(PLC's/SAT's)

Problem Solving: Big Ideas

- Follow the problem solving steps/questions:
    1. *What is the problem?*
    2. *Why is it occurring?*
    3. *What are we going to do about it?*
    4. *How is our plan working?*
- The steps/questions are the same at each tier
- Focus on what **we can control** (The ICE)
- Use data/evidence for all steps at all tiers

Standard Treatment
# and Problem Solving Approaches

Standard Treatment Approach for ELs:

- Screen to identify students who need additional support
- Get students into a research-based intervention with oracy component immediately
- Begin monitoring progress and noting error patterns in instruction
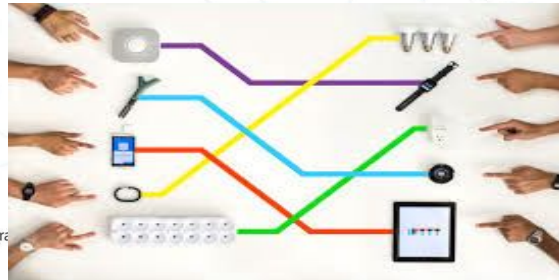- Adjust your instruction for students' unique needs if students are not making adequate progress

Problem Solving Approach:

- Collect more in depth literacy/content assessment data
- Collect ecological assessment data
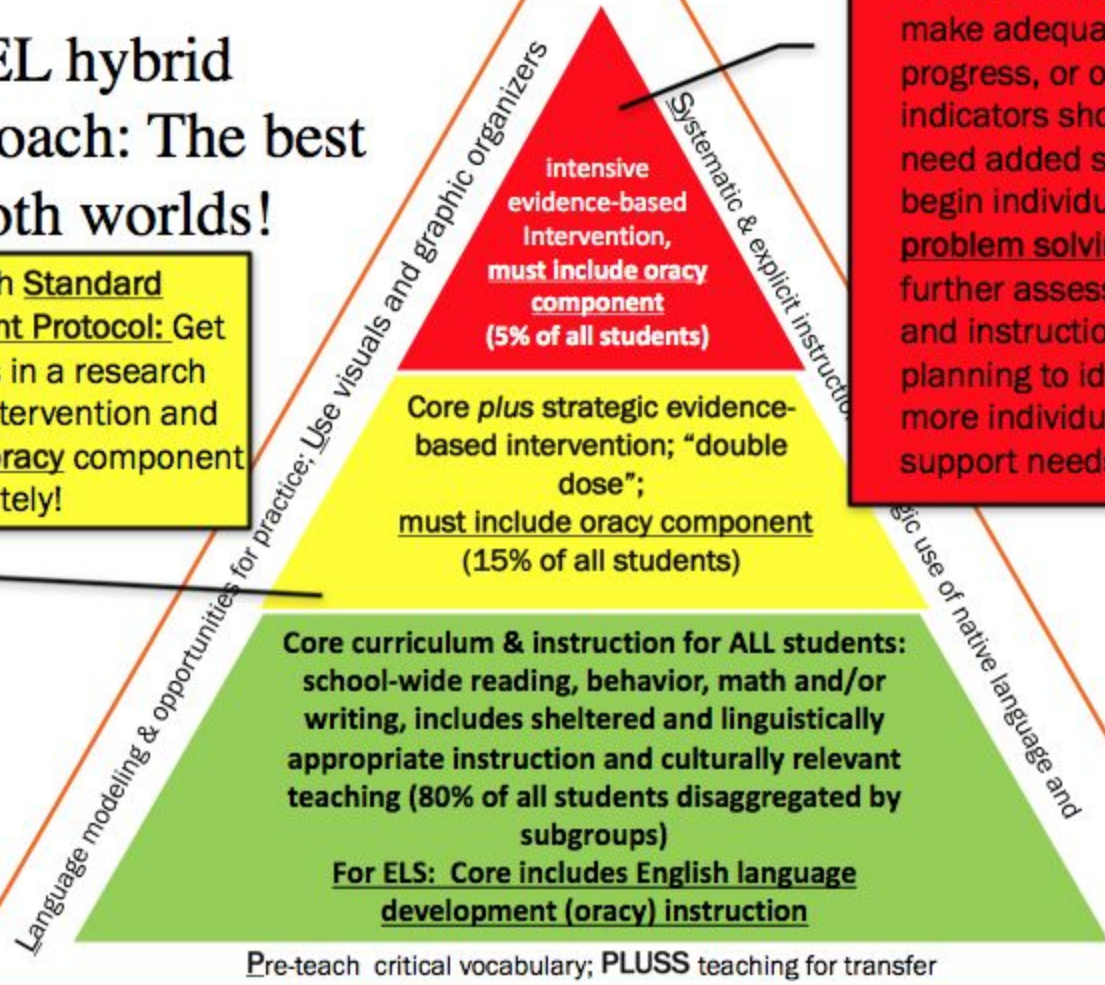- Make individualized plan based on assessment data
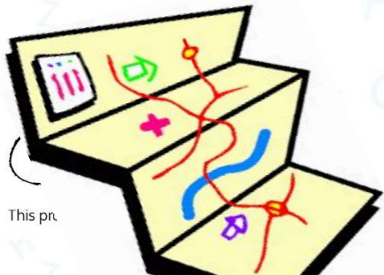
This pr... ...tion, Office of Special Education Progra...

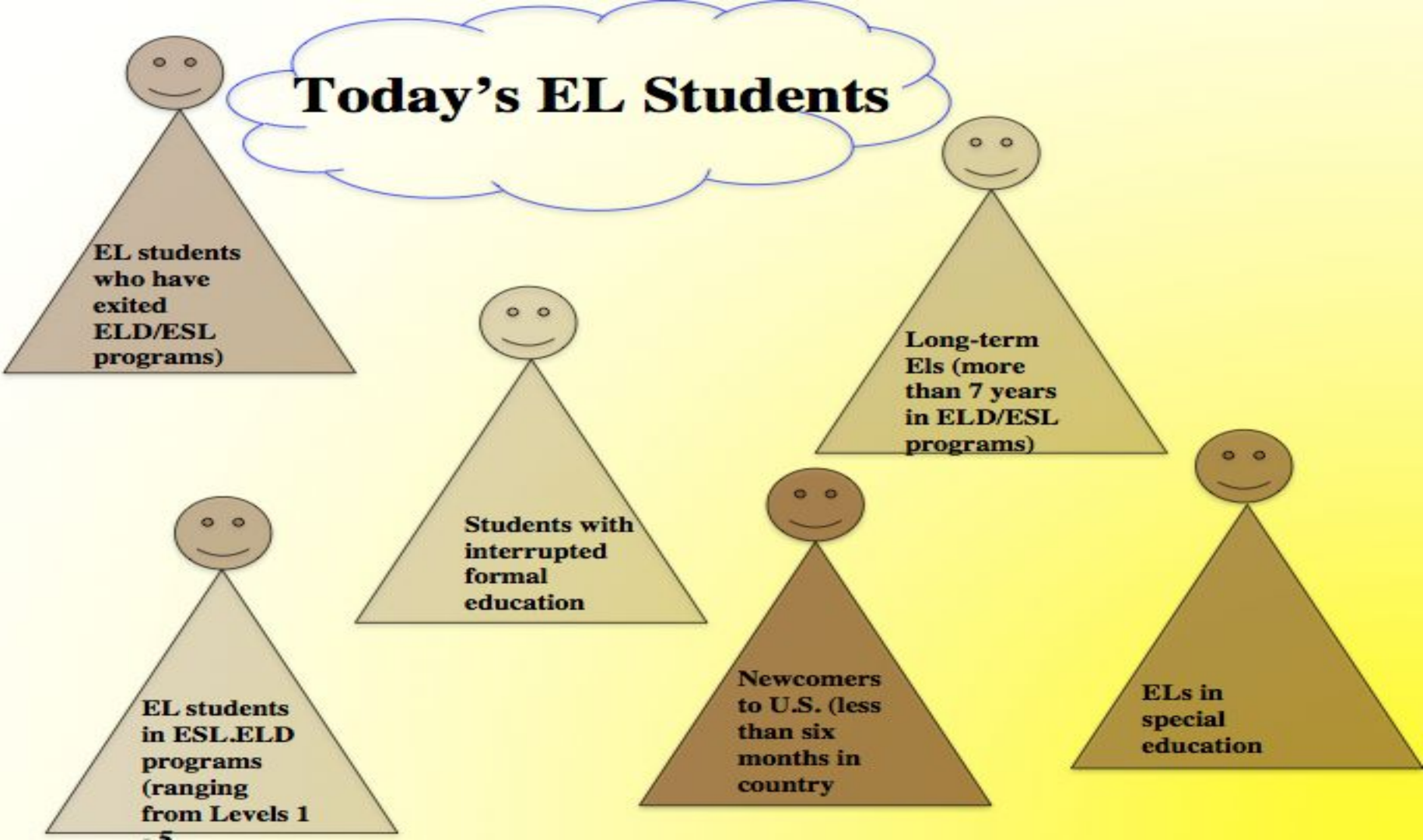# An EL hybrid approach: The best of both worlds!

Start with **Standard Treatment Protocol:** Get students in a research based intervention and embed **oracy** component immediately!

If students do not make adequate progress, or other indicators show they need added support, begin individualized **problem solving:** further assessment and instructional planning to identify more individualized support needs

Systematic & explicit instruction

Use visuals and graphic organizers

intensive evidence-based Intervention, **must include oracy component** (5% of all students)

Core *plus* strategic evidence-based intervention; "double dose"; **must include oracy component** (15% of all students)

Core curriculum & instruction for ALL students: school-wide reading, behavior, math and/or writing, includes sheltered and linguistically appropriate instruction and culturally relevant teaching (80% of all students disaggregated by subgroups)
For ELS: Core includes English language development (oracy) instruction

Language modeling & opportunities for practice:

gic use of native language and

Pre-teach critical vocabulary; **PLUSS** teaching for transfer

IDEAs that Work

Department of Education

PROJECT LEE

Today's EL Students

EL students who have exited ELD/ESL programs)

Long-term Els (more than 7 years in ELD/ESL programs)

Students with interrupted formal education

EL students in ESL.ELD programs (ranging from Levels 1 – 5

Newcomers to U.S. (less than six months in country

ELs in special education

All kids

EL Students

ELs with disabilities

Today's EL Students

EL students who have exited ELD/ESL programs

Long-term EL (more than 7 years in ELD/ESL programs)

Students with interrupted formal education

EL students in ESL/ELD programs (ranging from Levels 1...)

Newcomers to U.S. (less than six months in country)

ELs in special education

Kids with Disabilities
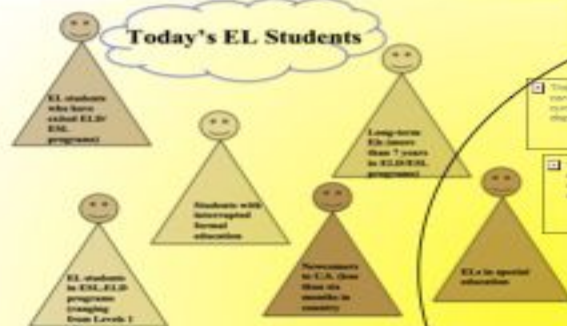
We must recognize the heterogeneous needs of the students we serve and meet their individualized needs
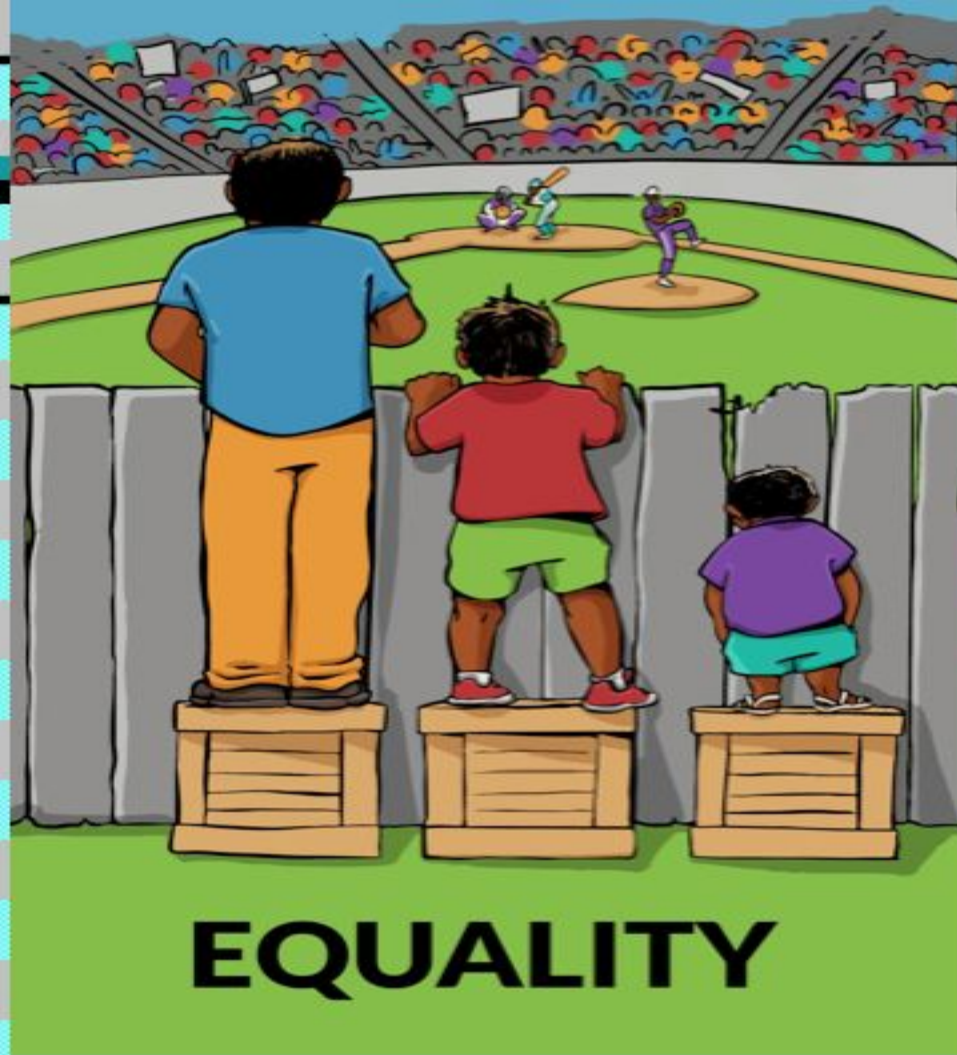
EQUALITY

What are the problem with systems that focus on equality?

EQUALITY

EQUITY

Equitable MTSSs

Equitable does not mean <u>equal</u> – all instruction and intervention must consider the child and their context

An equitable multi-tiered **system** of supports is
1. whole school,
2. data-driven,
3. prevention-based framework
4. GOAL: **to improve learning outcomes for *each* student** through a system of increasingly intense, evidence-based, culturally, linguistically and experientially appropriate instruction and intervention.
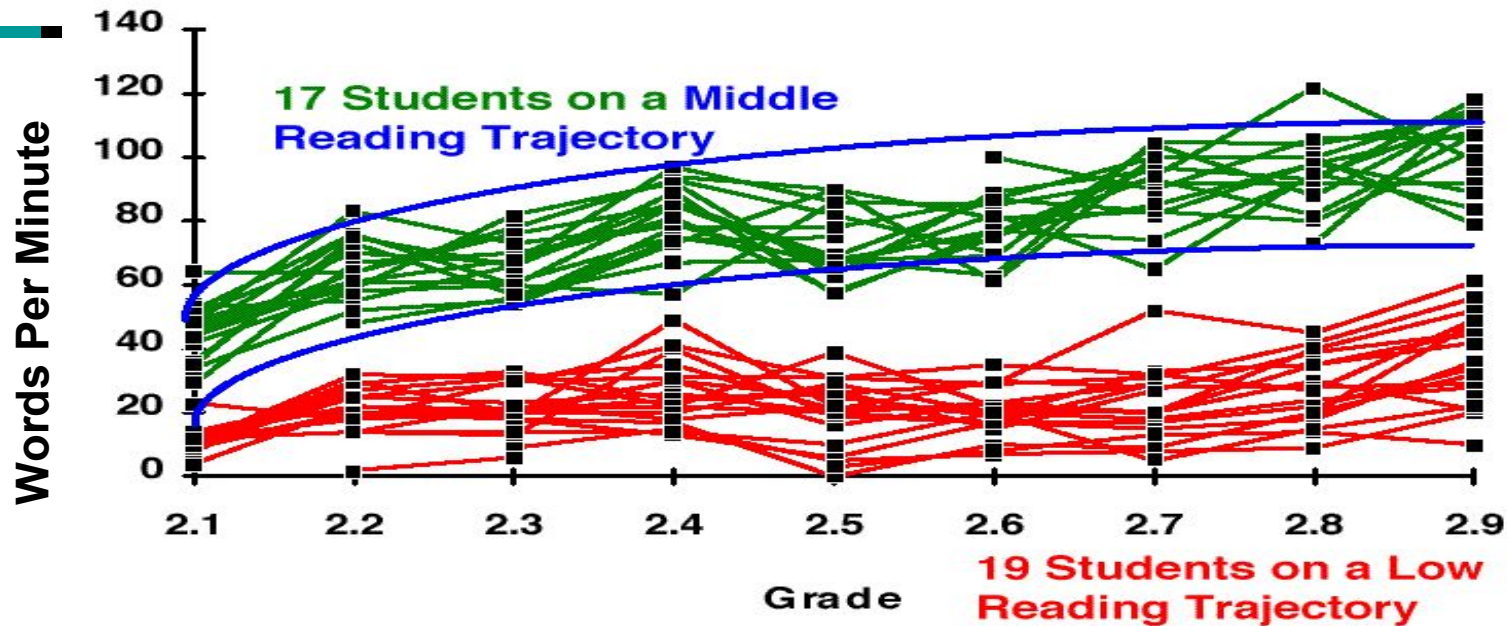
Research on Early Literacy: What Do We Know?
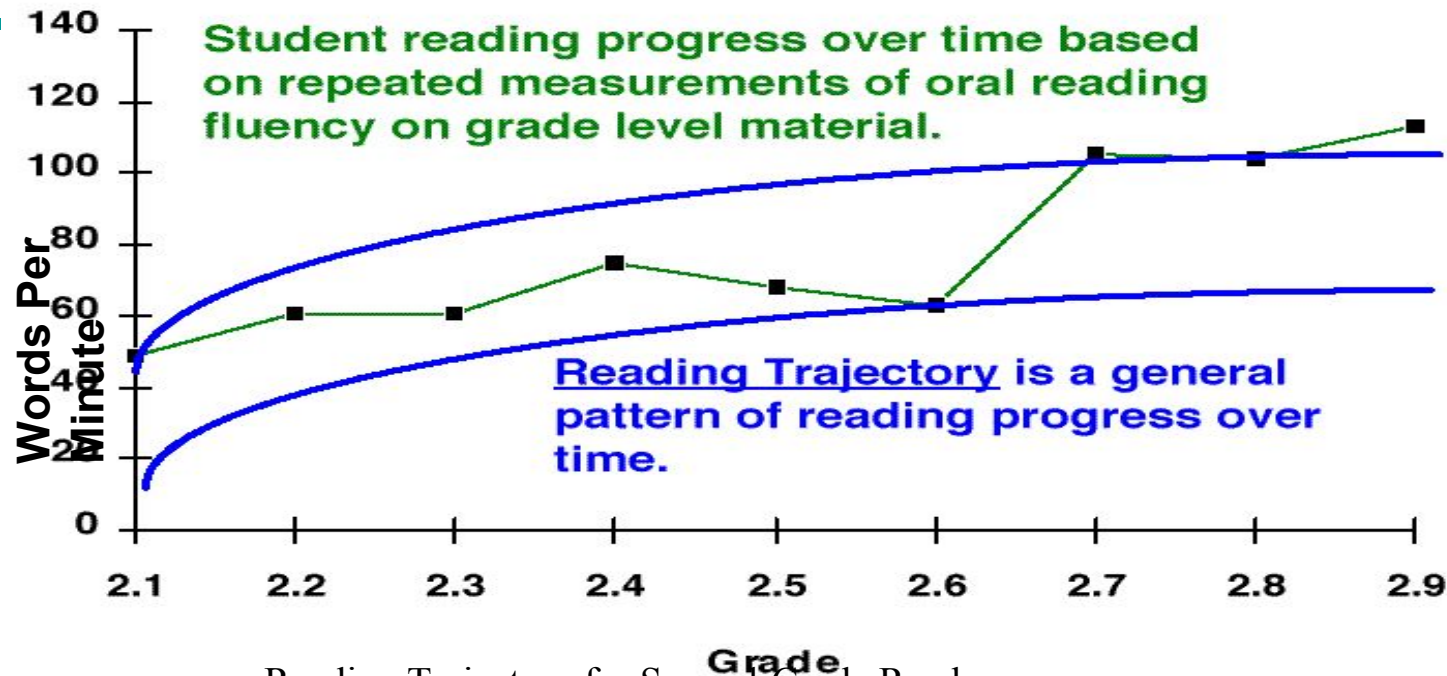
Reading Trajectory for Second-Grade Reader

Slides taken from various sources
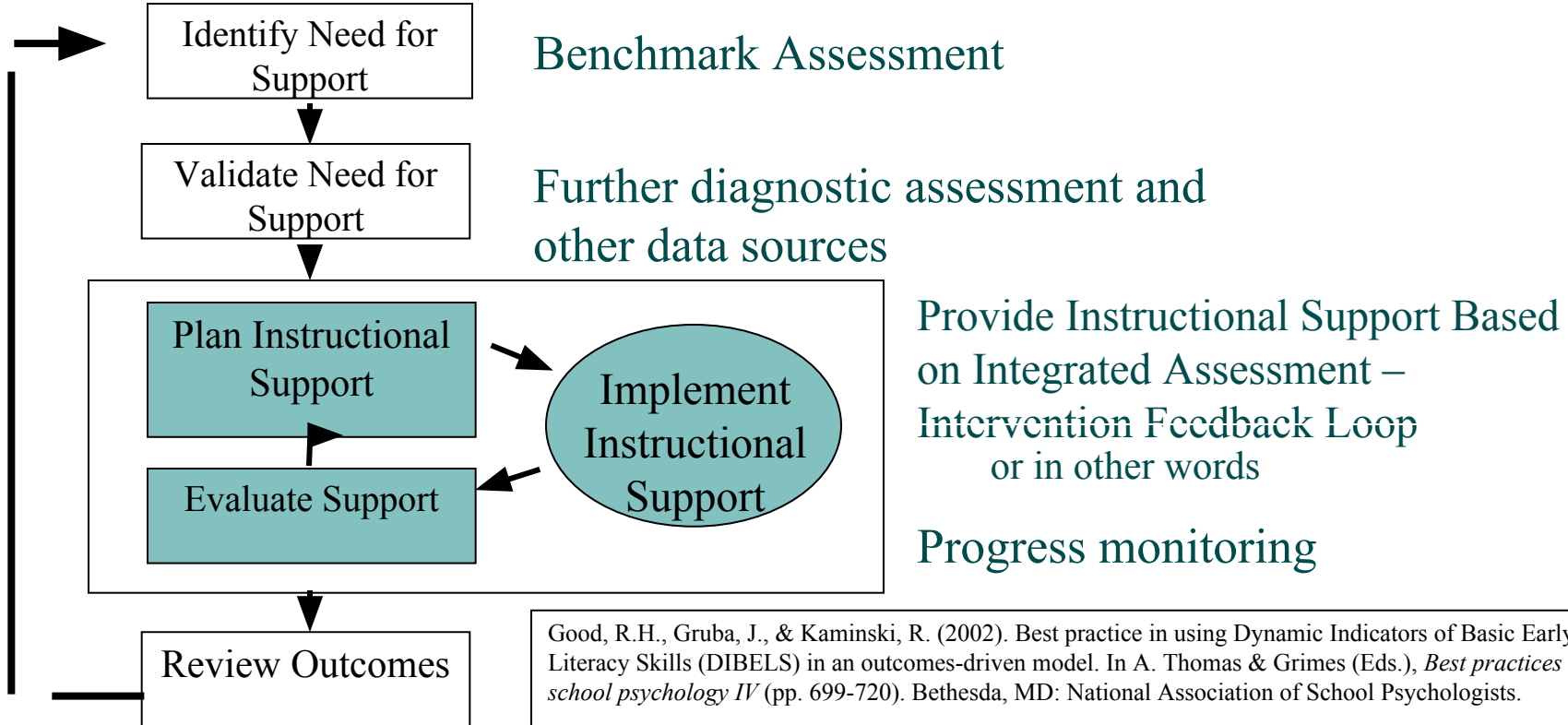thanks to DIBELS/IDEL Research
Team

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Middle and Low Trajectories for Second Graders

Progress Monitoring in an Outcomes Driven Model

Identify Need for Support

Benchmark Assessment

Validate Need for Support

Further diagnostic assessment and other data sources

Plan Instructional Support

Implement Instructional Support

Evaluate Support

Provide Instructional Support Based on Integrated Assessment – Intervention Feedback Loop
   or in other words

Progress monitoring

Review Outcomes

Good, R.H., Gruba, J., & Kaminski, R. (2002). Best practice in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes-driven model. In A. Thomas & Grimes (Eds.), *Best practices in school psychology IV* (pp. 699-720). Bethesda, MD: National Association of School Psychologists.
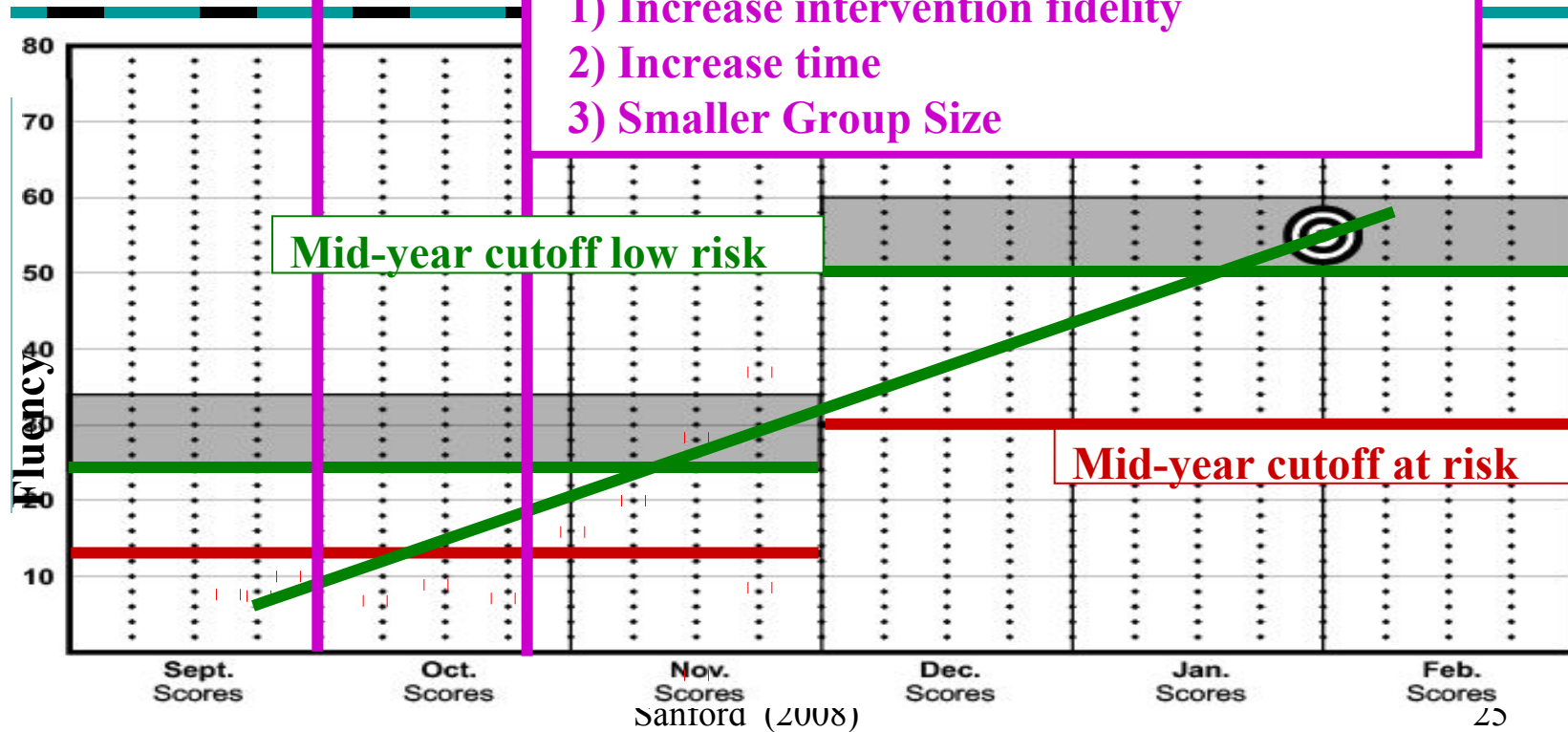
Outcomes Driven Model in a Picture

Implement a Research-Based Intervention

Increase intensity of Intervention:
1) Increase intervention fidelity
2) Increase time
3) Smaller Group Size

Mid-year cutoff low risk

Mid-year cutoff at risk

Fluency

| Sept. Scores | Oct. Scores | Nov. Scores | Dec. Scores | Jan. Scores | Feb. Scores |

Where are we?
What is our goal?
What course should we follow?
How are we doing?

Our Goal

Desired
Course

We are
Here

Actual
Course

Overview of PLUSS framework and supporting English Learners in the RTI Framework

PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework
Pre-teach critical vocabulary & prime background knowledge
Language modeling and opportunities for practice
Use visuals and graphic organizers
Systematic and explicit instruction
Strategic use of native language & teaching for transfer

Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners, 13*, 56-70
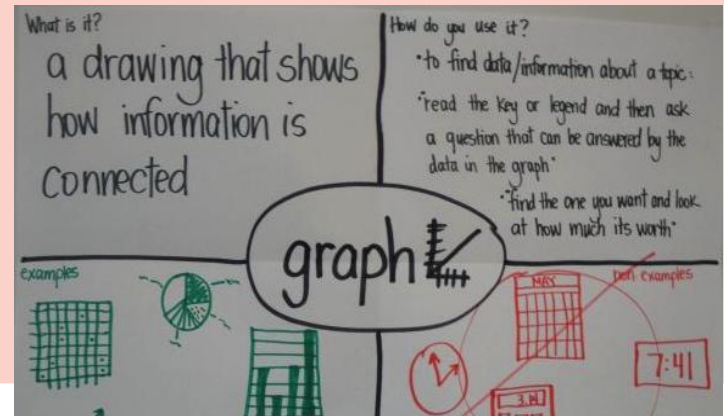
P: Preteach critical vocabulary and prime background knowledge

Definition	Sample Research
Identify and explicitly teach vocabulary and background knowledge that is unknown, and critical to understanding of the passage or unit of instruction	• Calderón, 2007 ; • Carlo, et al. 2004; • Echevarria, Vogt & Short, 2008; • Linan-Thompson & Vaughn, 2007

Example: Anita Archer 2nd grade vocabulary instruction Observe for…

- Instructional Routine

- Effective Delivery Elements

IDEAs
that
Work

L: <u>L</u>anguage Modeling and Opportunities for Using Academic Language

| Definition	Sample Research
Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts.	Dutro & Moran, 2003; Echevarria, Vogt & Short, 2008; Gibbons, 2009; Linan-Thompson & Vaughn, 2007; ScarcELa, 2003.
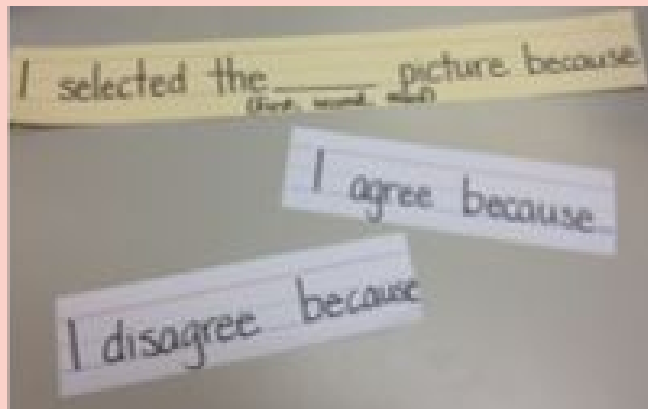
L: <u>L</u>anguage Modeling and Opportunities for Using Academic Language

SENTENCE FRAMES OR STEMS: Sentence frames can be used in a variety of formats and paired with any type of text, graphic organizer or visual.

Sentence frames have the highest impact when paired with opportunities for students to practice using academic language, such as through 'Turn and Talks' or other engagement strategies.
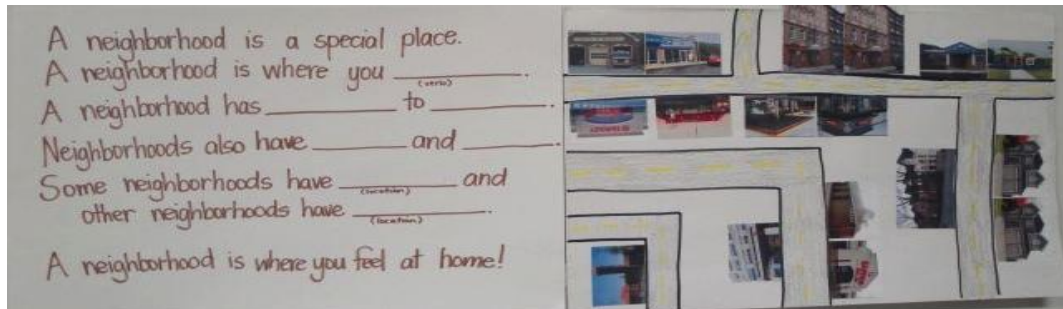
- There are many important things about communication.
- One of the main features about communication is... (ideas, concepts)
- Another important point is that... (facet, element)
- In addition, communication is important because...
- It is important to note that without communication, ...

L – What to Look for in the Video

❧ Look for:
- Student engagement
- Number of times student practice with each other

❧ The lesson sequence was:
- Model
- Choral response
- Written response
- Partner share
- Group share

❧ COUNT how many times the students get to practice.

L: LANGUAGE MODELING & OPPORTUNITIES FOR USING ACADEMIC LANGUAGE

U: Use Visuals & Graphic Organizers

Definition	Examples & research
Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make langauge to make critical language, concepts and strategies more comprehensible to learners.	•Illustrated Word Wall •Frozen Moment •Expository Text Organizers •Framed Outline •Storyboards/Comic Strips/Movie Clips (research: Brechtal, 2001; Echevarria & Graves, 1998; Haager & Klingner, 2005; Linan-Thompson & Vaughn, 2007; O'Malley & Chamot, 1990)

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What Could That Look Like?

plant		First, the tomatoes are _____ed.
harvest		When they are ripe, the tomatoes are _____ed.
process		Then, the tomatoes are _____ed. This means they are washed and sorted.
transport		Next, the tomatoes are _____ed. This means they are put on a truck and taken to the store.
select		At the end, the tomatoes are _____ed.

U:USE GRAPHIC ORGANIZERS

S: Systematic and Explicit Instruction in Reading Components and Strategies
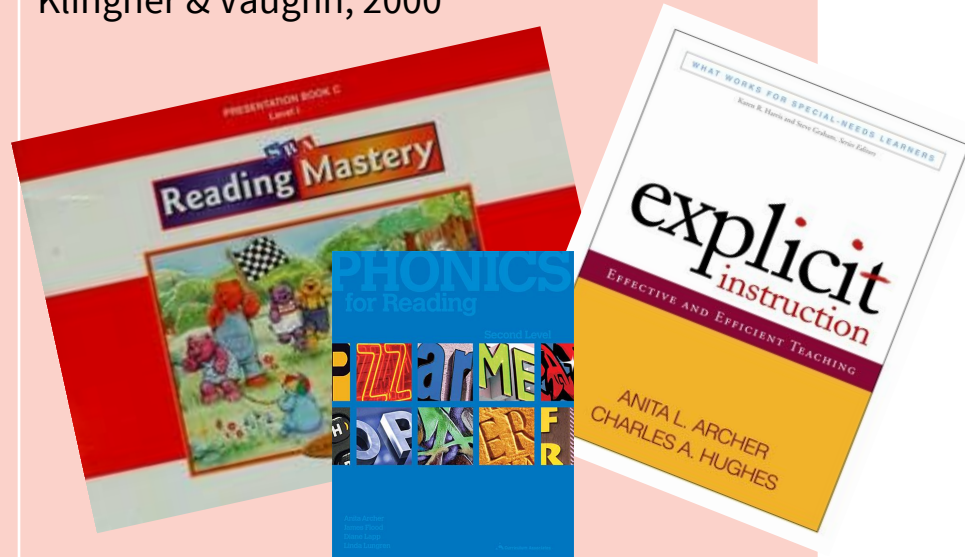
Definition	Sample Research
Explain, model, provide guided practice with feedback, and independent opportunities to practice in content, strategies, and feedback • Can be incorporated into programs • or in the way instruction is designed and delivered	Calderón, 2007; Carnine, Silbert & Kame'enui, 1997; Faggela-Luby & Deshler, 2008; Gibbons, 2009, Haager & Klingner, 2005; Klingner & Vaughn, 2000

S: SYSTEMATIC & EXPLICIT INSRUCTION IN READING COMPONENTS & STRATEGIES

S: <u>S</u>trategic Use of Native Language

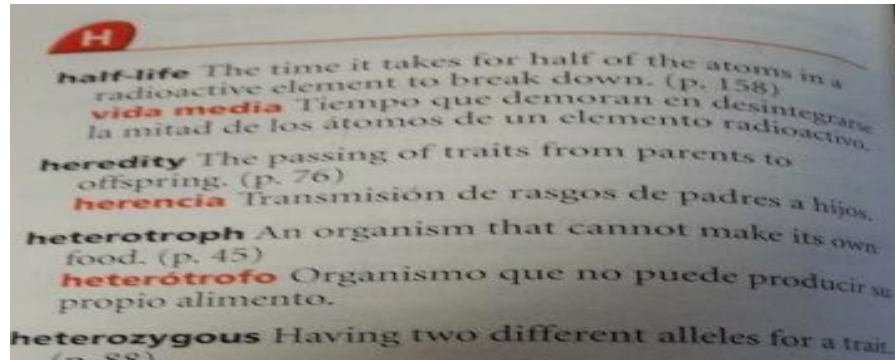| Definition	Examples
Use native language to teach, or identify content and concepts students already know in their native language or culture to explicitly explain, define, and help them understand new concepts in English	Dual language programing Pre-teaching in native langauge Identifying & Using Cognates Pair Paraphrase Dual Language Glossary Selection Summaries Sample reasearch: Carlisle, Beeman, David & Spharim, 1999; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Genesee, Geva, Dressler, & Kamil, 2006; Odlin, 1989; Schecter, & Bayley, 2002;

S: Strategic Use of Home Language

DUAL LANGUAGE GLOSSARIES: These individual or whole group resources can be used when students in a group speak the same L1. Dual Language Glossaries allow students to use their knowledge in L1 to support their acquisition of key content vocabulary in English. The format can vary from words and definitions to simple pictures with labels.

The most powerful Dual Language Glossaries are those created with and by students based on the need for words to be successful during small group instruction.

What Could That Look Like?

Blank PLUSS Lesson Planning Format

1	**Content Objective:**			
2	**Language Objective:**			

	Strategies: **L** – Language modeling & opportunities for practice **U** – Use visuals and graphic organizers **S** – Strategic use of Native language and teaching for transfer	**L**	**U**	**S**
4 **P** Pre-teach critical vocabulary				
3 **S** Systematic & explicit instruction				

Language modeling and opportunities for practice

Precision Partnering

Effective Precision Partnering Practices

1. Intentional partnerships
2. Clear roles
3. Controlled alternation
4. Explicit tasks for both partners during the conversation
5. Language support - sentence frames and stems
6. Monitor and give feedback

Language modeling and opportunities for practice

Sentence Frames

Creating and providing language support

- Stems, frames, and general academic frames
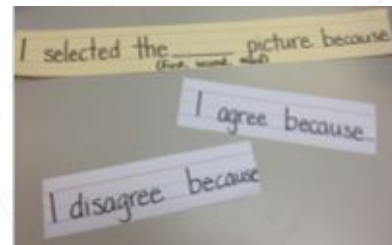
Applying it to a curriculum

First: know your learners

Consider a second grade reading group - with level 2 and level 3 ELs (progressing)

The EL specialist had indicated that these students are working on past tense and sequencing
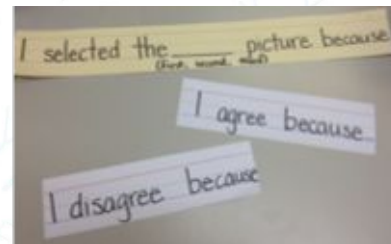
Example: Phonics for Reading 2

Sequencing: Activity F following story reading requires students to sequence the story events.

My students were making errors so I added the following supports:

a. Asked them to sequence the story and underline where in the story supported the number they selected

b. Asked the students to provide a rationale for their selection

Planning for Responses

When answers are short and the same - you can use choral response to maintain active engagement

When answers are long or different, precision partnering is an effective way to engage all learners

Select a comprehension question from your curriculum that is open-ended

Consider how use of a sentence frame would support the learner to answer in a complete sentence

Prepare to share

What question did you select?

What was the expected response from the student?

What language supports would help the student be successful?

Practice teaching

Use precision partnering - teach the partnering strategy to your "group"

3 glows & a grow: Group, be prepared to give the teacher feedback on what they did well (3 glows) and teacher, identify 1 area of growth to polish your precision partnering.

Pre-teach critical vocabulary and background knowledge

Explicit Vocabulary Routine

IDEAs that Work

Explicit Vocabulary Routine

Intentional vocabulary instruction in specific concepts and word meanings

Vocabulary Instruction Example 1

- Look up the word compulsory in the dictionary and define it:

Compulsory- (1) employing compulsion; coercive. (2) Required by law or other rule.

Adapted from Archer, 2006

Debrief

- What works about having students look up the word in the dictionary?

- What is not effective about teaching a student to look a word up in the dictionary?
  - Spelling
  - Dictionary's goal is precision
  - Often words used to define are more complex than the word itself

Adapted from Archer, 2006

Vocabulary Instruction

- Preparing for vocabulary instruction
  - Selecting words
  - Defining words
- Explicit Vocabulary instructional routine

(Adapted from Archer, 2006; Dimino 2011)

Explicit Vocabulary 4 Step Routine

1) **Intro Word:** Read and pronounce the word, choral response, physical response with syllables,
2) **Intro Meaning:** Kid friendly definition (try to avoid words that need further explanation)
3) **Illustrate with Examples:** Culturally and kid relevant examples, non-examples, pictures,
4) **Checks for Understanding:** Choral responses, physical responses (thumbs up, thumbs down) Effective precision partners (Intentional partnerships, clear roles, controlled alternation, explicit tasks for both partners during each exchange, sentence frames/stems for responses)

Vocabulario con La Maestra Hoyt

- Instructional Routine

- Effective Delivery Elements

Debrief

- **Delivery: How we teach it**
  - ☐ Active engagement
  - ☐ Opportunities to respond and practice (Engelmann and Becker, 1978; Council For Exceptional Children, 1987; Sutherland and Wehby, 2001).
  - ☐ Positive feedback
  - ☐ Corrective feedback (Heron & Harris, 2001; Marzano, Pickering, & Pollock, 2001; Rosenshine & Stevens, 1986)

Selecting words

- 3-10 words for deep vocabulary instruction

- Select words that are unknown

- Select words that are critical to passage understanding

- Select words that students are likely to encounter in the future (Stahl, 1986; Beck, McKeown, & Kucan, 2002)

- Focus on Tier 2 words (Beck & McKeown, 2003)

(Archer, 2006)

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Tiers of Words (Beck & McKeown, 1985; Beck, McKeown, & Kucan, 2002)

- Tier 1: Basic words; generally known words
  - e.g. clock, baby, happy, walk
- Tier 2: High frequency for mature language users, but not common
  - e.g. coincidence, absurd, industrious, fortunate
- Tier 3: Low frequency and limited to specific domains
  - e.g. isotope, peninsula, refinery

Preparation – selection of words

- Selecting words for instruction with read-aloud story, Enemy Pie by Derek Munson

- Goal-select three words

1. Perfect
2. Trampoline
3. Enemy
4. Disgusting
5. Earthworms
6. Horrible
7. Relieved
8. Boomerang

(Archer, 2006)

- What do I do with the <u>other unknown words</u>?
  - <u>Fast mapping</u>: use a quick procedure to help students understand the meaning of the word WHILE reading the story (can also be used while speaking at other times):
    - Show and go
    - Tell and go
    - Use physical actions to demonstrate
  - Fast mapping should be FAST (2-5 seconds)

Preparation- student friendly explanation

- **Dictionary Definition**
  - ❑ Compulsory- (1) employing compulsion; coercive (2) required by law or other rule
- **Student-friendly explanation**
  - ❑ Uses known words
  - ❑ Is easy to understand
  - ❑ Compulsory- when something is required and you must do it
    - ■ Provide concrete representation/cognates

Preparation- student friendly explanation

- Identify a student-friendly explanation for the word, _relieved_

- Dictionary.com definition of _relieved_
  - 1. to ease or alleviate (pain, distress, anxiety, need, etc.).
  - 2. to free from anxiety, fear, pain, etc.
  - 3. to free from need, poverty, etc.
  - 4. to bring effective aid to (a besieged town, military position, etc.)

Preparation- student friendly explanation

- My student-friendly explanation for the word, _relieved_:
  - you feel relieved when something you don't like or is difficult is over or never happened

- Longman Dictionary definition of _relieved_:
  - Happy because something bad did not happen or is finished
    - Additional online resource (free!): www.learnersdictionary.com
    - Free App: Word Magic: Compact
    English-Spanish Dictionary

- Connect with another language:
  estar alivado

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Selecting Examples and Non-Examples
-also use concrete representations/ cognates

- **Examples**
  - ❑ Within context of the story
  - ❑ Beyond the context of the story

- **Non-examples**
  - ❑ Contrasting examples – instances when the word does not apply
  - ❑ Think: minimally different pairs
  - ❑ Prevent misconceptions

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EVR 4 Step Routine

1) **Intro Word:** Read and pronounce the word, choral response, physical response with syllables,

2) **Intro Meaning:** Kid friendly definition (try to avoid words that need further explanation)

3) **Illustrate with Examples:** Culturally and kid relevant examples, non-examples, pictures,

4) **Checks for Understanding:** Choral responses, physical responses (thumbs up, thumbs down) Effective precision partners (Intentional partnerships, clear roles, controlled alternation, explicit tasks for both partners during each exchange, sentence frames/stems for responses)

IDEAs that Work

Satisfied

Satisfied means pleased and content.

Satisfied

- In our informative text Spindletop on page 489, "Finally, his investors were satisfied that his project was worthwhile."

- The teacher was satisfied as she watched her student read a new book with great fluency.

sfy, satisfies, satisfied, satisfying

Check for understanding

Satisfied or not satisfied?

- With a cold drink on a warm beach you would feel …..

- If you went to favorite restaurant to order your favorite meal and they were out of the ingredients and couldn't make it for you, you would feel …..

- **Precision partnering**

- Partner 1:

  – **One thing that would make me feel really satisfied right now is _____.**

- Partner 2:

  – **Ah, that sounds good. One thing that would make me feel really satisfied right now is _____**

Closing Reflection
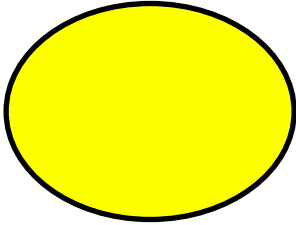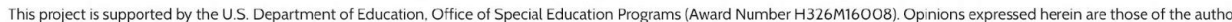
What completed a circle of knowledge?
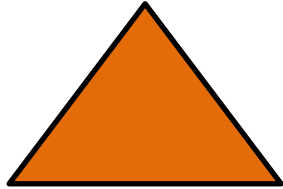
What important "points" have been made?

What "squares" with your thinking?

Professional Development Feedback

We value your feedback!

Completing & submitting this survey gives your permission to use these data for research purposes and for the purposes of planning professional development for the future.

THANK YOU!!

Thank You

IDEAs *that* Work