Project ELITE Implementation Manual

# Implementing a Multitiered Instructional Model for English Learners

elite
English Learner Institute for Teaching and Excellence

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Office of Special Education Programs
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The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

English Learner Institute for Teaching and Excellence

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For more information, please visit **www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite**.

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# I. Introduction

## What Is Project ELITE?

The English Language Learner Institute for Teaching and Excellence (Project ELITE) operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Project ELITE is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. The goal of the project is to assist Del Valle Independent School District (DVISD) in developing, implementing, and evaluating a multitiered instructional model for kindergarten through third-grade students that focuses on the language and literacy development of English learners (ELs).

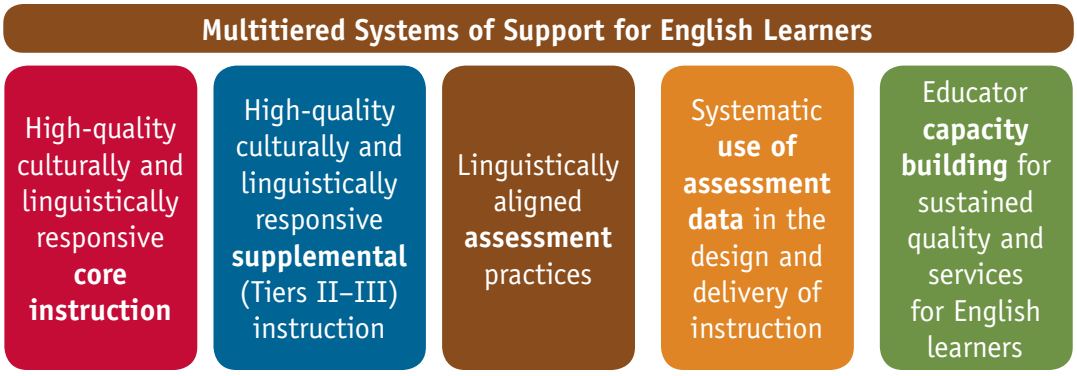
## Multitiered Instructional Models for ELs

Response to intervention (RTI) is commonly implemented in the elementary grades as a framework for data-informed decision-making regarding the design and delivery of instruction for all students, including those identified with specific instructional needs. In many RTI models, instruction is "tiered" at three levels. Tier I refers to the core curriculum and instruction that all students receive, Tier II refers to supplemental support that some students receive, and Tier III offers an even more intensive level of instruction for students who do not respond adequately to Tier I and Tier II instruction. Educators use this multitiered system to identify students' needs and respond accordingly with appropriate, research-based instruction and interventions. Given the conceptual connection between RTI and a multitiered system, we refer to our model as a multitiered system of support (MTSS) for ELs. Our work focuses on developing, testing, and adapting an MTSS within schools that serve high numbers of ELs so that model practices address the unique language and literacy needs of students who are learning English as a second language or English and Spanish simultaneously.

## Five Key Model Components

The five key components of an MTSS for ELs are (1) high-quality culturally and linguistically responsive core language and literacy instruction, (2) high-quality culturally and linguistically responsive supplemental instruction (Tier II and Tier III) that is valid for ELs with or at risk for literacy-related learning disabilities, (3) linguistically aligned assessment practices, (4) systematic use of assessment data in the design and delivery of instruction and in educational decision-making, and (5) educator capacity building for sustained quality of instruction and services for ELs at risk for and with reading difficulties. **Figure 1** shows the Project ELITE model's key components.

### Figure 1. The Five Components of Project ELITE

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## Purpose of the Implementation Manual

The goal of Project ELITE's collaboration with DVISD has been to develop and refine an MTSS focused on the language and literacy needs of ELs. 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 educational decisions about ELs?
- What instructional practices and approaches meet the academic needs of ELs?
- What professional development (PD) activities improve educators' ability to adequately meet the needs of ELs?

This manual was developed to provide 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 primary grades. This manual describes the model and how it was developed, tested, and adapted; key personnel necessary to support the model; PD required to implement the model; resources necessary for coordination; and strategies for implementing and sustaining the model over time. Formative and summative evaluation measures and data are also included. This manual also describes all project-designed tools and deliverables, including a complete roster of the available PD and the instructional guides required for implementation, support, and sustainment.

# II. Project Overview

## DVISD Participation and Project Timeline

Project ELITE has collaborated with three DVISD elementary campuses. During Years 1 and 2 (2011–2013), the project worked with its pilot campus, Baty Elementary, to identify key components of the model and establish baseline practices and procedures to build upon in subsequent years. Through the collaboration with district leaders, select model practices were adopted for districtwide implementation. In Year 3, two additional elementary campuses were added, Gilbert and Creedmoor, and Project ELITE supported model implementation across the three campuses. Year 4 of the project focused on model sustainability; project staff members worked with instructional leaders across the three campuses to build capacity and promote campus ownership of model practices.

## Model Development and Refinement

A primary goal of model demonstration projects is to bridge educational research and practice to improve outcomes for students. The researcher-practitioner collaboration focuses on gaining knowledge about the design, development, and implementation of evidence-based models in real-world educational contexts.

In collaboration with DVISD, Project ELITE focused on developing, refining, and implementing a multitiered model that supports ELs within the context of culturally responsive pedagogy. At the beginning of the 2011–2012 school year, a technical advisory group was formed consisting of Baty Elementary's leadership team, grade-level lead teachers, and interventionists; the district curriculum specialist; and Project ELITE researchers. Technical advisory group meetings were held regularly to refine and support implementation of the key components of the pilot model.

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During the pilot phase (Year 1), Project ELITE gathered feedback from stakeholders as the model practices were implemented. Based on this feedback, the model was adapted. In Year 2, the adapted model was implemented across the three campuses, during which Project ELITE staff members collected descriptive data and identified ways to further refine the model. In Year 3, Project ELITE focused on supporting instructional leaders in implementing the model and integrating structures that support sustainability. **Table 1** provides an overview of project participation and a timeline of activities.

### Table 1. Overview of DVISD Participation and Timeline

| YEARS AND PHASE | CAMPUSES | ACTIVITIES |
|---|---|---|
| **YEARS 1–2** (2011–2013) Model development and pilot implementation | Baty | • Conduct technical advisory group meetings to identify needs and build a baseline model<br>• Pilot model practices, collect feedback, and refine the model<br>• Collaborate with key district leaders to integrate model practices into the districtwide MTSS model |
| **YEAR 3** (2013–2014) Model full implementation | Baty<br>Gilbert<br>Creedmoor | • Provide technical assistance (training, observation, and coaching) to the three campuses to support full implementation of the model<br>• Collect implementation data and refine the model<br>• Design enhancements to the baseline model for Tier I (core) instruction |
| **YEAR 4** (2014–2015) Model sustainability | Baty<br>Gilbert<br>Creedmoor | • Phase in the training-of-trainers model<br>• Build capacity among campus instructional leaders<br>• Integrate enhancements to the model for Tier I instruction<br>• Provide technical assistance as needed |

## Key Focus Areas for ELs

Through the iterative process of model development, key needs were identified and collaboratively addressed. The following three components became focal points in model development and implementation.

### Core Instruction for ELs

In a collaborative effort among researchers and campus administrators to address the large number of students in need of supplemental reading intervention (Tier II and Tier III), Project ELITE worked to identify areas in which to strengthen core instruction through principles of culturally responsive pedagogy and instructional strategies that promote second-language acquisition. Because the practice of reading text aloud to students with guided comprehension activities was already part of many teachers' instructional routine, project staff members focused on refining the practice to optimize language and literacy development for ELs, particularly in vocabulary and comprehension.

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In Year 1, Project ELITE piloted the Read-Aloud Routine for Building Vocabulary and Comprehension. After feedback and refinement, the routine was implemented in all kindergarten to grade 3 classrooms during Year 2 of the project. Further comprehension enhancements were integrated into the routine and implemented during Year 3 (and presently in Year 4).

### Structured Data-Analysis Meetings

As part of a districtwide effort to improve the efficiency in which students were provided services within a multitiered instructional framework, Project ELITE collaborated with district leaders, teachers, and specialists to implement a system for structured data meetings in kindergarten to grade 3. The main objectives of the data meetings were to (1) review student literacy performance data against established benchmarks, (2) collaboratively identify and discuss students' language and literacy needs, (3) group students according to need (including students in need of Tier II and Tier III instruction), and (4) select and implement evidence-based instructional practices to meet identified needs in all tiers of instruction. Grade-level teachers met monthly to review data and plan core instruction. Intervention providers, grade-level teachers, and instructional administrators gathered three times per year (the beginning, middle, and end of the year) to review benchmark data and plan Tier II and Tier III instruction.

As part of the protocol at each campus, administrators and instructional staff members were guided in optimizing the instructional process for ELs. Meeting agendas included items that asked teachers to review students' language-proficiency levels (from the Texas English Language Proficiency Assessment System) and consider that data alongside literacy data, particularly when setting student goals and planning instruction. When identifying and selecting instructional practices, teachers considered specific ways that the practices supported the language and literacy development of ELs.

### Job-Embedded PD

Project staff members implemented PD that capitalized on existing frameworks for educator development and focused on job-embedded activities. The cyclical framework consisted of formal face-to-face training with continued follow-up throughout the school year (observation, feedback, reflection, and refinement). PD empowered teachers to take ownership of new practices and supported teacher leaders in sustaining new practices over time. The next section of this report describes the PD component in more detail.

# III. Professional Development

Project ELITE used a variety of formats to support campuses in developing, refining, and implementing a multitiered model for ELs. During the pilot implementation and sustainability phases, teachers and key personnel received ongoing PD through formal face-to-face training, informal small-group training, coaching, observation, feedback, and self-reflection.

PD that builds educator capacity and fosters teacher leadership is key to sustaining efforts that address the needs of ELs. Project ELITE used a "gradual release" model, in which project staff members decreased the intensity of **direct** technical assistance over time while increasing the level of **indirect** technical assistance to the group of instructional leaders developed during the first 2 years of the project. In Year 2 (pilot implementation), educators at one campus participated in intensive job-embedded PD and coaching. In Year 3 (full implementation), all educators across three campuses received intensive technical assistance

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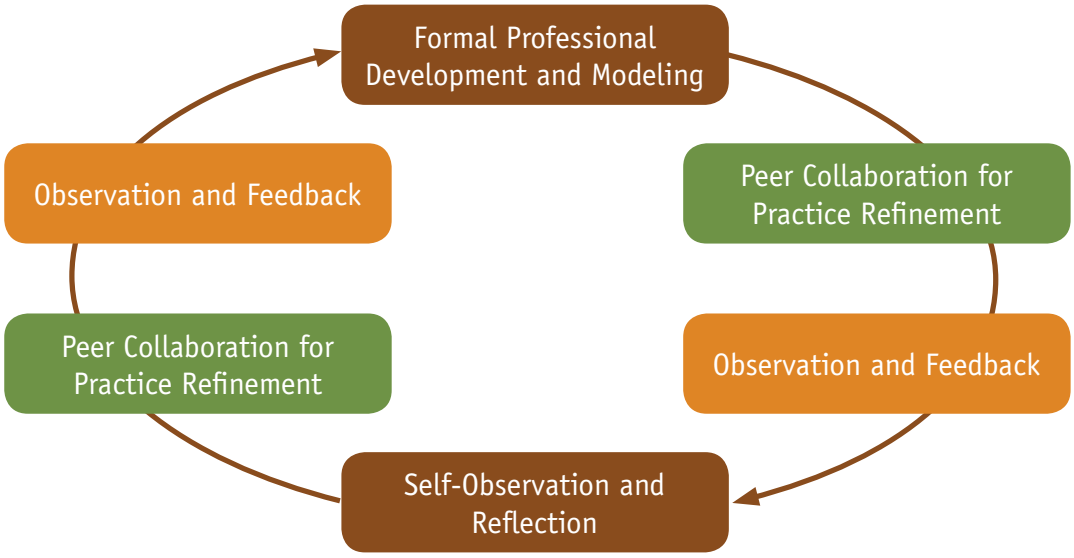
and job-embedded PD. In Year 4, instructional leaders received focused support. The project integrated a training-of-trainers model, in which site-level instructional leaders were trained in model practices (including enhancements and adaptations) and supported as they "turned around" the PD at their schools.

## Collaborative Coaching for Enhancing Professional Practice

Successful implementation of the model required ongoing, job-embedded support that was responsive to educator needs. DVISD educators participated in a collaborative coaching model that engaged them in strategic reflection on their use of new instructional strategies in their classrooms (Kelleher, 2003; Knight, 2007). The model provides constructive feedback from coaches and trusted colleagues at critical points in the implementation process. It stresses collegial analysis, reflection, and constructive critique as a means of improving knowledge, enhancing practice, and increasing effectiveness (Sato et al., 2008; see also Bransford, Brown, & Cocking, 2004). Steps in the model are described below and summarized in **Figure 2**.

1. **Formal PD and modeling:** Teachers receive formal training that builds their knowledge base on evidence-based practices for ELs. Evidence-based practices are modeled and teachers are guided in planning and implementing new practices.
2. **Peer collaboration for practice refinement:** Project staff members lead ongoing, collaborative grade-level meetings to model effective lessons, foster teacher leadership, and guide teachers in collaboratively planning lessons. When appropriate, project staff members provide feedback from classroom observations. Next steps for refining practice are planned collaboratively.
3. **Observation and feedback:** Project staff members observe teachers' instruction and provide targeted feedback to improve fidelity to the intervention and optimize the impact of teachers' practice on student learning.
4. **Self-observation and reflection:** Teachers use self-captured videos to reflect on their own practice, based on a guided-reflection protocol. Teachers plan next steps to refine and enhance their instructional delivery.

Figure 2. Collaborative Coaching for Enhancing Professional Practice Cycle

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## PD Content and Activities

PD was planned around the key focus areas of the project: culturally and linguistically responsive core instruction for ELs and the structured data-meeting process. Project ELITE used a variety of formats to support district and campus staff members in developing their skills to implement the practices. **Table 2** describes the Project ELITE PD content and formats for delivery.

### Table 2a. Formal Face-to-Face Training

| TOPIC | DESCRIPTION | PARTICIPANTS |
|---|---|---|
| Creating culturally responsive classrooms | Campus staff members were introduced to the concept of cultural responsiveness and engaged in a small-group activity to record various ways to operationalize culturally responsive practices in the classroom. | K–3 teachers, instructional specialists, and instructional administrators |
| Improving vocabulary and comprehension through read-alouds | Campus staff members explored the Project ELITE read-aloud routine to enhance students' vocabulary and comprehension during core instruction. Participants saw the routine modeled with grade-appropriate text and were guided in planning and practicing the different aspects of the routine. | K–3 teachers, instructional specialists, and instructional administrators |
| Implementing structured data meetings | District and campus leaders learned about the districtwide MTSS model, specifically the structured data-meeting process. Participants were trained on the process of meeting regularly to systematically review student data to (1) identify students in need of Tier I, Tier II, and Tier III instruction; (2) set student-level and grade-level goals; and (3) identify action steps for Tier I, Tier II, and Tier III instruction to meet those goals. Trainers guided district and campus leaders in using the meeting protocols and related materials to support effective data meetings. | District personnel, campus interventionists, and instructional administrators |

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## Table 2b. Collaborative Coaching for Enhancing Professional Practice

| FORMAT | DESCRIPTION | PARTICIPANTS |
|---|---|---|
| Coaching and modeling | **Structured data meetings:** Project ELITE staff members facilitated structured data meetings and modeled meeting practices for school staff members and administrators. Through a gradual release of the model, instructional leaders took ownership of the process by first co-leading data meetings and eventually leading meetings independently.<br><br>**Core instruction and read-aloud routine:** Project ELITE staff members met with grade-level teams during professional learning communities to enhance and refine their read-aloud practices. Project ELITE staff members modeled practices, and participants watched videos of their colleagues implementing the read-aloud routine with a class. | K–3 teachers, instructional administrators, and interventionists |
| Peer collaboration and refinement | At different points in the school year, Project ELITE staff members met with educators in their professional learning community meetings. Project staff members discussed what they observed during instruction and guided teachers in planning next steps for refining practices. Teachers shared successes and challenges of the routine and collaborated with one another in planning lessons. | K–3 teachers and instructional administrators |
| Observation and feedback | Project ELITE staff members conducted classroom observations of teachers implementing the read-aloud routine. Fidelity observation notes were shared during debriefing sessions with teachers and administrators. | K–3 teachers and instructional administrators |
| Self-observation and reflection | Project ELITE staff members facilitated teachers filming themselves delivering a read-aloud lesson and viewing the lesson while taking notes on a reflection form. Teachers shared lesson strengths with colleagues and planned action steps to address areas of need. | K–3 teachers and instructional administrators |

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Table 2c. Training-of-Trainers Modules

| TOPIC | DESCRIPTION | PARTICIPANTS |
|---|---|---|
| Implementing structured data meetings | Three self-paced training modules guided campus instructional leaders in conducting beginning-of-year, middle-of-year, and end-of-year structured data meetings, as well as monthly Tier I data meetings. The modules also supported campus leaders in using and adapting the data-meeting process for their specific campus needs. | Instructional administrators, assessment and data coordinators, and interventionists |
| Improving vocabulary and comprehension through read-alouds | Project staff members implemented a training-of-trainers model to build capacity among campus leaders in implementing the read-aloud routine. Campus leaders were trained on the instructional system and then turned the training around to teachers at each of their campuses. | |
| Read-aloud comprehension modules | Seven training models were developed, each focusing on a comprehension strategy teachers can integrate into their read-aloud routine. Campus leaders were trained on the comprehension strategy modules and then "turned around" the training for teachers at each of their campuses. The training-of-trainers model allowed administrators to pace the rollout of the training according to campus needs and the scope and sequencing of the grade-level curriculum. | Instructional administrators |

# IV. Family and Community

Family and community collaboration is an essential part of effective multitiered models for ELs. Project ELITE worked with campus community liaisons to coordinate communication and events with families. Information about the work of Project ELITE and home-school literacy connections were included in the campus newsletters published each semester. In addition, face-to-face parent sessions were held on topics relating to home-school language and literacy development.

In Year 2, Project ELITE designed a modified version of the Tier I read-aloud system for parents. The tool described a sequence of steps that families could use when reading books to children at home, modeled after the steps of the classroom read-aloud routine. During the face-to-face sessions, parents were introduced to the tool and were guided in using the tool with a storybook they could take home. More information can be found in the next section of this report.

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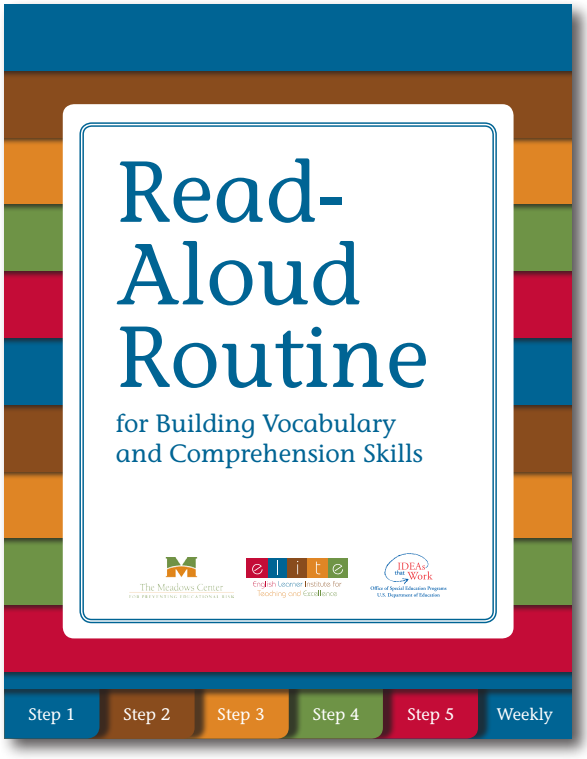
# V. Tools and Deliverables

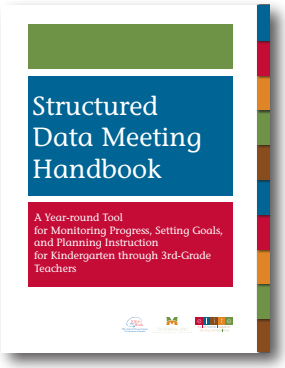
Tools and deliverables that Project ELITE developed, in collaboration with local and national partners, provided guidance for educators and leaders in implementing effective practices. These tools, described below, can be downloaded from the Resources section of the Project ELITE webpage: **www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite**.

## Read-Aloud Flip Book Tool for K–3 Teachers




The *Read-Aloud Routine for Building Vocabulary and Comprehension Skills* tool guides kindergarten to grade 3 educators in implementing a system for whole-class text reading that focuses on the language and comprehension development of ELs. The Project ELITE read-aloud routine extended the work of Hickman, Pollard-Durodola, and Vaughn (2004), who designed a strategy for storybook reading that systematically built the vocabulary and comprehension of young ELs. The key features of the read-aloud routine include (1) introducing high-utility words within the context of a narrative or informational text, (2) reading the text aloud, and then (3) structuring meaningful interactive, text-based activities that allow for deeper processing of new vocabulary and concepts from the text. The tool also guides teachers in integrating principles of culturally responsive pedagogy and second-language acquisition. The flip book can be used as an easy reference for both planning for and delivering lessons.

## Structured Data Meetings: Protocols and Materials




As part of the MTSS process, Project ELITE collaborated with district leaders to design a structured data-meeting process that facilitates appropriate educational decision-making for ELs. The tools include (1) a data-meeting protocol that can facilitate critical dialogue among educators, (2) meeting checklists that attendees can use as a guide, and (3) forms and worksheets for recording decisions and grouping students for supplemental instruction. A set of tools is available for beginning-of-year, middle-of-year, and end-of-year meetings for Tier I and Tiers II and III. An additional set of tools is available for monthly Tier I meetings to promote ongoing collaboration among grade-level classroom teachers.

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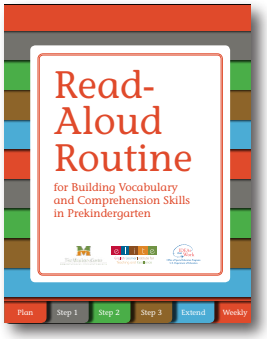
## Effective Practices for English Learners Series

Cohort 5 of the Model Demonstration Coordination Center developed this series of guidance booklets, which focus on implementing effective multitiered instructional frameworks for ELs. The goal of this series is to assist administrators, educators, policymakers, and other stakeholders in implementing or refining a campuswide model for improving the academic achievement of ELs in the primary grades. The five briefs in the series address key issues in model implementation for ELs, such as assessment and data-based decision-making, core and supplemental English as a second language instruction, core and supplemental biliteracy instruction, and PD to support a multitiered framework for ELs.

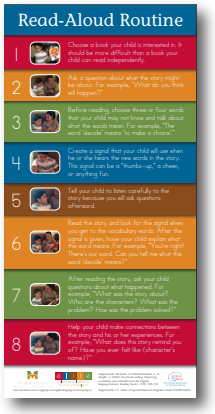
## Read-Aloud Flip Book Tool for Prekindergarten Teachers




During Year 3 of the project, Project ELITE worked with the Texas Literacy Initiative to adapt and modify the kindergarten to grade 3 read-aloud flip book for children ages 3 to 5. With the basic strategies and steps remaining in place, the prekindergarten routine considers the specific instructional needs of younger children when enhancing vocabulary and comprehension. Teachers can use the flip book to plan and deliver weekly lessons.

## Family Read-Aloud Bookmark

This bookmark presents a routine for parents to use with their children that is based on the kindergarten to grade 3 read-aloud system implemented in students' core classroom instruction. The parent and family guide is similar to the steps designed for teacher-led text reading but is modified for a simple and fun way to support literacy and family bonding through reading. The bookmark guides parents in teaching children new vocabulary words and interacting with children during reading time to support language and comprehension development. It is available in both English and Spanish.

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## PD Modules

Several PD modules are available to school leaders and educators to support the implementation of an effective multitiered model for ELs. Topics include (1) using culturally responsive pedagogy, (2) enhancing vocabulary for ELs through a read-aloud routine, (3) implementing structured data meetings, (4) enhancing read-alouds with comprehension strategies, and (5) reading aloud to children for parents and families. Table 2 provides a more detailed description of the types and topics of Project ELITE PD. Representations of these training modules are shown in the Appendices. Appendix A includes the modules relating to instructional strategies for ELs, and Appendix B includes modules relating to structured data meetings. The full training modules can be downloaded from the Resources section of the Project ELITE webpage.

# VI. Implementation and Sustainability Strategies

Project ELITE used specific strategies to optimize the model development and implementation process within the participating schools. Key strategies included the following.

## Building Collaborative Relationships

Project ELITE spent the first year of the project building collaborative relationships within the district and the pilot school. The project engaged site leaders and key stakeholders in a conversation about their assets and areas of need, as well as the organizational, practitioner, and student factors that they thought might improve services for ELs in the target grades. Frequent site visits, observation, and participation in school activities (e.g., staff training, data meetings, classroom instruction, schoolwide events) helped the project to maintain this collaborative relationship. Project ELITE also provided early support that was clearly aligned with site-specific needs and that facilitated buy-in among administrators and educators working with ELs.

## Exploring and Developing the Model Through Collaborative Partnerships

Project ELITE approached the task of building an MTSS model for ELs with a collaborative lens. District expertise combined with the knowledge of Project ELITE staff members to identify ways to optimize instruction and services for ELs, as shown in **Figure 3**.

### Figure 3. Collaborative Model

Project ELITE formed a technical advisory board of educators that serve ELs, instructional administrators, and district specialists that met regularly during the model exploration and development phase. These

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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.

## Using Formative Data to Engage Stakeholders

Throughout the process, Project ELITE shared data from formal observations, interviews, surveys, and student assessments that demonstrated progress toward valued outcomes. This sharing helped the project to maintain buy-in of key stakeholders and practitioners and to foster early **sustainability planning**. Project staff members found that stakeholder awareness of the model's initial positive impact fostered early adoption of the practices and increased fidelity. Further, as the model continued to support teacher success and student outcomes, the practices that defined the model began to define teachers' typical practice as well.

## Staying Responsive and Flexible to Local Needs

The first 2 years of the project were devoted to understanding site-specific needs and the factors that were unique to the students, teachers, and other stakeholders DVISD served. Piloting the model on a small scale was critical to the model's quality and social validity. As educators began to build their knowledge and implement the different components, project staff members collected data on their early implementation experiences to identify additional areas of need and to adapt model practices and procedures. The project used educator feedback to further refine the model; for example, during teachers' initial implementation of the read-aloud routine, project staff members conducted frequent observations and solicited feedback on ways the instructional system could be adapted for different grade levels and ages, as well as for ELs at different levels of language proficiency.

This type of feedback was essential in developing a prototype system for structured data meetings. Educators tried the different meeting protocols and tools for recording decisions and planning next steps. The project refined these tools based on feedback on the prototype, optimizing their usability and capacity to serve site-specific needs.

## Coordinating Available Resources to Provide Ongoing, Job-Embedded PD

Job-embedded PD was critical to implementation success across the three elementary campuses. K–3 teachers across the campuses received direct teaching on the model at the beginning of the school year and then job-embedded PD throughout the year. Because project staff members worked at the individual teacher level in implementing instructional practices, the project capitalized on the campuses' established professional learning communities (PLCs) to facilitate inquiry, dialogue, and enhanced implementation of culturally responsive instructional practices. The project also integrated various strands of job-embedded PD through established PLCs. Those strands included direct teaching and modeling of the instructional practices during grade-level PLCs and a circular-coaching model in which teachers were observed, given feedback, and then brought back together in PLCs to discuss the successes and challenges of implementation. Additional job-embedded PD included self-videotaping of teachers delivering the routine and self-evaluation of their practice. The PLC framework provided a collaborative structure for teachers to share the findings of their self-evaluation, discuss common areas of needed growth and areas of success, and plan next steps.

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### Targeting Support for Instructional Administrators and Educator Leaders to Promote Sustainability

Successful implementation depended on building capacity among instructional leaders. The project found that direct and ongoing support to key campus instructional leaders was essential to improved implementation. Integrating a training-of-trainers model supported site leaders in taking responsibility for learning model practices and enhancement strategies and leading professional development with teachers at their campus. Engaging leaders from beginning to end was also critical in promoting model sustainability, as they provided feedback on how to adapt the model to meet their school's specific needs. This involvement fostered ownership of the model and motivated leaders to sustain its implementation. Finally, instructional leadership was key during times of staff and administrative turnover. For example, the instructional administrator at the pilot school supported new administrators at the other campuses by taking a leadership role during the training-of-trainers sessions and inviting them to her campus to observe model classrooms in which the practices were implemented with high fidelity.

### Designing Products That Are Accessible, Engaging, and Understandable

High-quality educator resources are essential to successful implementation and continued use of the model over time. Throughout each phase, Project ELITE designed clear, user-friendly, and engaging educator resources that directly support educators in implementing model practices. For example, the project designed a teacher flip book tool that is used to plan and deliver the interactive read-aloud lessons that build vocabulary and comprehension skills for ELs. This tool continues to be one of the most downloaded tools on the website and has been widely disseminated through other statewide initiatives focused on ELs. Other web-based materials support continued implementation, including online, self-paced training modules; videos of model lessons; data meeting protocols and guides; and model lesson plans (see Section V and Appendices A and B for information about each tool).

## VII. Summary of Implementation Data

Project ELITE's key focus areas are the implementation of high-quality core instruction and effective data-based educational decision-making for ELs. During the implementation process, the project collected qualitative data to document the impact on educators' practice, successes and challenges during implementation, and the usefulness of the practices to students. These data sources included the following:

- **Focus group interviews** with teachers during the pilot phase (Year 1), with teacher-leaders from each grade level during the implementation phase (Year 2), and with instructional administrators during the sustainability phase (Year 3)
- **Formal classroom observations** in the fall and spring semesters of each project year that measured the fidelity of implementation of the read-aloud system and that provided observational field notes
- **Documents and artifacts** collected from job-embedded PD with teachers
- **Teacher surveys** that measured the usefulness of the instructional practices and the likelihood that the practices would be sustained over time

Project ELITE analyzed, compared, and coded the data for salient themes across sources. This section of the report provides a narrative summary of the descriptive data collected during years 1 through 3 of the project.

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## Interactive Read-Aloud System

Overall, implementation data showed that the read-aloud instructional practices improved students' learning and use of new vocabulary. Approximately 96% ($n$ = 98) of teachers who completed and returned the anonymous surveys in years 2 and 3 rated the read-aloud routine as being "useful" to "very useful" to their students, and 94% ($n$ = 97) rated the routine as "likely" to "very likely" to be sustained at their campus.

During the focus group interviews, teachers elaborated on the impact they observed on student learning. Overall, teachers agreed that students were highly engaged in the vocabulary, text, and interactive activities implemented as part of the read-aloud routine.

One of the most noticeable impacts on learning that teachers reported was in vocabulary learning and use. Teachers stated that students showed "ownership" of new vocabulary, recognizing new words and using them across different contexts. One teacher reported that before the read-aloud routine, students would pick up books for "shallow reasons" but that students later became "more aware of the potential of words and books for learning." Teachers noticed that students in grades 2 and 3 increased their use of academic vocabulary in their writing. Another teacher reported that students were "really proud of themselves because they know how to use the word…they are more inquisitive than before, and we see them using [new vocabulary] more and more with their friends."

Teachers also described ways that the instructional routine provided targeted support for ELs. The consistency of delivering a daily, regular routine made it easier for ELs to engage with the instructional activities. ELs knew what to expect and could predict what would happen next, as well as what was expected of them during the different interactive pieces of the read-aloud. Teachers also emphasized the importance of text selection to support the second-language development of culturally and linguistically diverse students. Teachers reported being more critical when choosing books and planning more carefully for meaningful interactions around topics that relate to students' experiences. Thoughtful text selection and structured speaking opportunities helped ELs connect with the vocabulary in deeper ways. As one teacher eloquently put it, "This routine has helped to create a community of readers in my classroom who work together to build meaningful relationships with text."

## Impact on Teachers' Practice

Project ELITE focused support on teacher development and refinement of teacher practice. Qualitative data documented change over time and the successes and challenges of implementing evidence-based practices.

Project ELITE observed focus teachers at each grade level and integrated job-embedded coaching with reflective feedback into the observation cycle. Teachers achieved moderate to strong fidelity to the routine after the cycle of initial training, formal observation, coaching, feedback, and self-reflection. During the implementation phase, the following two main areas of teacher-growth were noted.

### Type and Quality of Classroom Interactions

As teachers reflected on their practice, they reported becoming more critical of the type and quality of their "teacher talk." Also, they became more aware of the type and quality of the opportunities created for students (particularly ELs) to use and practice new language. Through self-observation and self-reflection, many teachers noticed an overreliance on teacher talk during their instruction. Through job-embedded PD, teachers identified action steps to minimize teacher talk and maximize classroom interactions for ELs.

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## Targeted Support for Linguistically and Culturally Diverse Students

Interviewed teachers described becoming more critical about text selection. Through training in culturally responsive pedagogy and implementation of new practices, teachers gained awareness of the potential of the read-aloud routine for introducing high-level words to students. Rather than uncritically focusing on the preselected words found in the district curriculum, teachers described ways that grade-level teams became more autonomous in their planning. As one teacher put it, "I am more careful about books I choose…the whole second-grade team [is] more interested in books that have more higher-level [words], so we can share those with our students."

Through the implementation process, teachers refined and enhanced their practice, becoming more precise in their delivery of the routine and more at ease with the multiple steps of the system. Overall, implementation data suggest that teachers benefited from Project ELITE's interactive, collaborative, job-embedded support that fostered teacher autonomy. The following are some additional comments from teachers.

- "The workshop/PD that has been most positive in my classroom has been the training and meetings with Project ELITE…I have learned a lot of new skills to implement in the classroom to help develop my students' vocabulary, fluency, and comprehension skills."
- "I love the Project ELITE read-aloud! My students are using the vocabulary words that we learn in their writing and also speaking. I believe their listening comprehension has definitely improved also. They make inferences, draw conclusions, and make predictions. We discuss cause and effect in the stories and articles. They retell the article or story with shared writing and with partnering. The students are so much better at getting the gist of the passage. Discussing the read-aloud routine with my colleagues has given me different strategies."
- "The vocabulary lessons that…Project ELITE has helped us to integrate into our reading and language arts are excellent. The daily practice of new vocabulary words has led to my first-graders using rich vocabulary in their writing and in their speaking."
- "As a first-year teacher, it was great to have a routine that I could follow to help my students' comprehension of a story and to help build their academic vocabulary. I have seen a lot of growth in my students this year because of this program. I hope this program continues because it not only benefits the students and their success in the classroom, but also this program allows students to take the information they have learned into their homes."

## Structured Data Meetings

Data-informed instructional decision-making is key to meeting the needs of ELs. Project ELITE collaborated with DVISD to implement a system of structured data-analysis meetings to promote appropriate multitiered instruction for ELs. Grade-level teachers collaborated monthly to review student assessment data, identify strengths and needs, and plan core instruction according to targeted needs. During larger meetings at the beginning, middle, and end of the year, teachers met with intervention providers and instructional administrators to review data and make decisions about supplemental (Tier II and Tier III) instruction.

Overall, DVISD educators viewed the structured data meetings as useful to their practice. Approximately 90% ($n$ = 93) of surveyed educators in Year 2 and Year 3 reported that Tier II and Tier III meetings at the beginning, middle, and end of the year were "useful" to "very useful" to their teaching practice, and the same percentage said it was "likely" to "very likely" that the meetings would be sustained at their campus-

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es. Monthly Tier I meetings were viewed favorably but involved additional challenges due to time constraints and grade-level team dynamics. Approximately 83% ($n$ = 85) of surveyed educators reported that the Tier I meetings were "useful" to "very useful" to their teaching practice, and the same percentage of teachers said it was "likely" to "very likely" that the Tier I meetings would be sustained at their campus.

Interviewed teachers described ways that the structured system for reviewing and analyzing data enhanced their teaching practice, including the following key points:

- Through systematic, collaborative meetings, teachers could capitalize on their colleagues' strengths in different areas.
- Teachers felt a greater "ownership" of all students in their grade level, as opposed to being divided by their individual classes.
- Teachers felt they were better informed about students' needs across classrooms, so they could better group students according to need.

Interviewed teachers also pointed to some challenges and offered suggestions for the coming year. Classroom teachers identified a need for more effective communication with interventionists, so that Tier I instructional goals better align with Tier II and Tier III goals and so that core instruction better supports Tier II and Tier III. Other challenges described related to resources. Teachers pointed to the lack of equity in resources for bilingual literacy instruction and intervention and the inconsistency in the delivery of resources (e.g., Tier III interventions were sporadic or stopped without notice).

Data from interviews also suggested that teachers would benefit from more use of the logic model or a refresher of the process. Some teachers still did not feel confident that they understood the steps designed for students who are identified as needing supplemental instruction.

Instructional leaders interviewed at the end of Year 3 pointed to some key successes and challenges. Premeeting reflection was cited a successful practice. Instructional administrators created worksheets with prompts for teachers to consider about the data before attending meetings. This prereflection process contributed to more thoughtful and critical discussions during the meetings and saved time. However, instructional administrators still struggled with time constraints, and they continued to address this challenge. Effective data-based decision-making includes both analyzing data and using data for planning appropriate instruction; yet time limitations curbed educators' ability to accomplish both tasks during the individual meetings. In Year 4, administrators set goals to emphasize instructional planning during the meetings, particularly in how Tier II and Tier III instruction meets the needs of ELs.

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# VIII. Teacher and Student Measures

Project ELITE used various measures to collect teacher and student data during the implementation process. In this section, the measures used as part of the Project ELITE model are described. Examples of the measures can be found in Appendix C.

## Site- and Teacher-Level Measures

### Fidelity Checklists

Project staff members developed observational protocols and procedures to measure educators' implementation of model practices. Staff members used the resulting data to describe improvements in educators' instructional delivery and knowledge, primarily in terms of the model's elements. Data also informed areas targeted through collaborative coaching.

### Educator Survey: Usefulness and Sustainability of Model Practices

Teachers completed and returned anonymous surveys regarding the usefulness and sustainability of model practices. Focal model practices included the monthly Tier I structured data meetings, Tiers II and III structured data meetings, the read-aloud instructional routine, and the job-embedded PD cycle. Teachers rated the usefulness for their students and their teaching practices, as well as the likelihood that the practices would be sustained at their campuses in future years.

### Educator Survey: Role of Culture and Language in Curriculum and Instruction

At the end of each year of model implementation, teachers completed a survey on their beliefs about instructional approaches for linguistically and culturally diverse students. The survey items focused on three central areas: (1) the role of culture and culturally responsive practices in teaching and learning, (2) the role of students' first or native language in teaching and learning, and (3) the value of teacher knowledge in second-language acquisition.

### Evaluation of PD

Teachers rated each PD session and provided qualitative feedback on its usefulness and quality.

## Student-Level Measures

Because data on students' language proficiency are needed in conjunction with literacy data to make valid decisions about the academic needs of ELs, we used data from two assessments of language proficiency and one standardized literacy measure.

### Stanford English Language Proficiency Test

The Stanford English Language Proficiency Test evaluates English or Spanish language proficiency in the domains of listening, reading, writing, and speaking for students in prekindergarten to grade 12. The assessment measures students' language proficiency across five levels: pre-emergent, emergent, basic, intermediate, and proficient.

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### Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System assesses the English language proficiency of kindergarten through grade 12 ELs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in kindergarten through grade 12 are federally required to evaluate ELs' progress in the use of academic English.

### Dynamic Indicators of Basic Early Literacy Skills/Indicadores Dinámicos del Éxito en la Lectura

The Dynamic Indicators of Basic Early Literacy Skills/Indicadores Dinámicos del Éxito en la Lectura (DIBELS/IDEL) measures the acquisition of early literacy skills (in English or Spanish) from kindergarten through grade 6. It comprises six measures that function as indicators of the essential skills that every child must master to become a proficient reader—phonemic awareness, alphabetic principle and phonics, accuracy, fluency, vocabulary, and reading comprehension. DVISD administers the DIBELS/IDEL three times per year and uses it to screen students for literacy difficulties, identify student strengths and areas of need, and design and deliver supplemental instruction to address students' language and literacy needs.

# IX. Dissemination of Project Findings

The goal of model demonstration projects is to bridge research and practice by studying the design, development, and implementation of evidence-based models in real-world educational contexts. The knowledge gained through Project ELITE's work with DVISD has and will continue to contribute to research and practices related to ELs both at the local and national levels. Project findings have been disseminated to larger audiences through methods including the following.

## Annual Office of Special Education Programs Project Directors Conferences

Project ELITE principal investigators attended this yearly conference in Washington, D.C., to share key findings from the implementation process and collaborate with colleagues working with ELs across the nation.

## Monthly and Bimonthly Conference Calls

Project ELITE staff members participated in regular conference calls with principal investigators from the Model Demonstration Coordination Center, the project's Office of Special Education Programs project officer, and colleagues from collaborating sites at The University of Texas at Austin and University of Colorado Boulder. The purpose of the conference calls was to share implementation findings, compare findings across sites, and address implementation challenges across diverse school and program contexts.

## U.S. Department of Education Briefing

Along with other researchers from The University of Texas at Austin and the University of Colorado Boulder, Project ELITE principal investigators presented the findings of the 4-year project at a briefing in Washington, D.C. The presentation provided guidance to administrators, teachers, instructional coaches, and policymakers in implementing a culturally and linguistically responsive multitiered model in schools with bilingual education and English as a second language programs. The findings were presented to a diverse audience at the U.S. Department of Education, and it was streamed live across the nation. The archived

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webcast is available online:
**http://edstream.ed.gov/webcast/Play/05efb312a17546669b19ef36357599271d**.

## Research Publications and Presentations

Project findings are disseminated to wider audiences through research briefs, journal articles, and conference presentations that describe effective multitiered practices for ELs and knowledge gained from their implementation in DVISD. Through these formats, our work has reached larger audiences, and educators have used and further refined our tools and deliverables to meet the unique needs of elementary-age students. Appendix D includes a full list of project publications and presentations and an overview of their impact.

## Project Website

All of the materials used to support educators in implementing the model are available on the project website: **www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite**. Resources include all PD materials, instructional guides, sample lessons, training-of-trainers modules, structured data meeting protocols, and research briefs, as described throughout this manual.

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# Appendix A: Core Instruction for English Learners: Professional Development Modules

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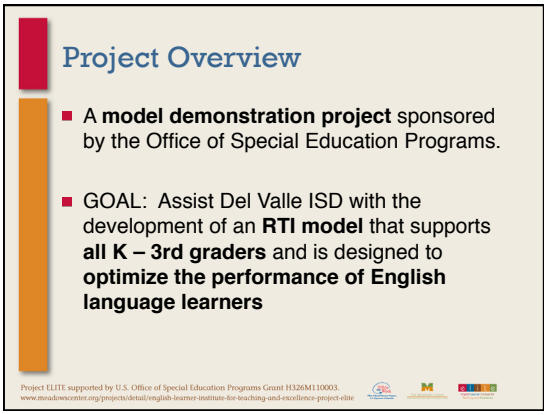
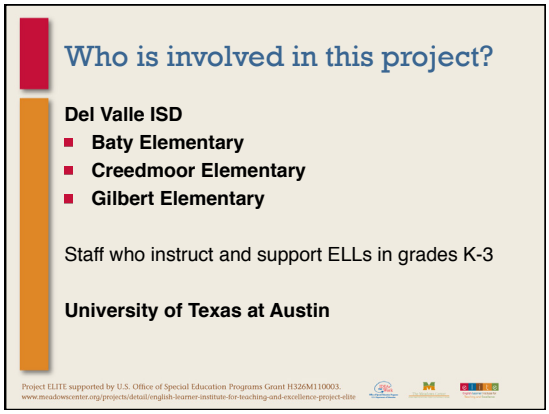
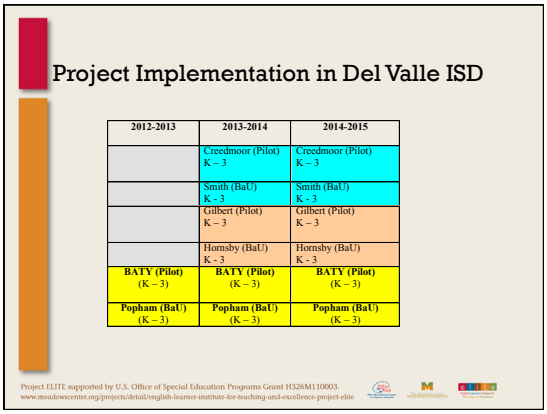
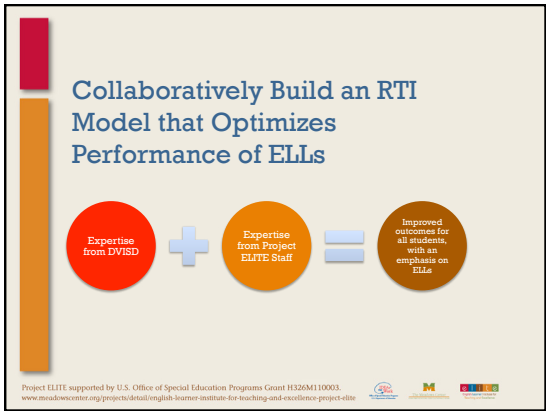
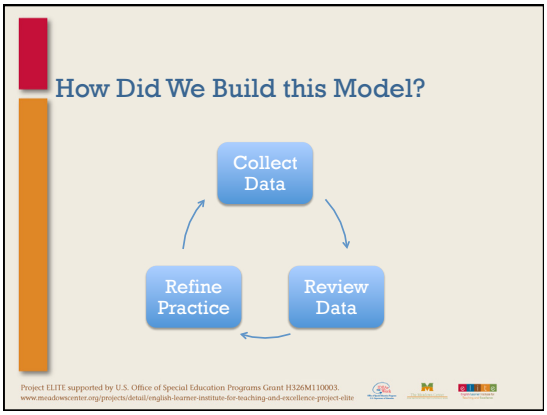
# ELITE Overview

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## Technical Advisory Group (TAG)

- Assist with model development and refinement
- Representatives from district administration, Principal, assistant principal, instructional administrator, interventionists, classroom teachers, and Project ELITE staff
- 2 hour monthly meetings (or, as needed) to review data and outline "next steps" in model development

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## Step 1: Collected Data

- Teacher Level
  - Classroom observation data
  - Survey of RTI knowledge
  - Teacher beliefs survey
  - Group focus groups
- Student Level
  - K – 3 student data on the DIBELS, TELPAS, and STAAR (3rd grade only)
  - K – 3 student demographic data
  - The Stanford English Language Proficiency test (SELP)

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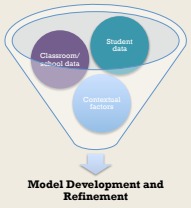
## Step 2: Reviewed Data

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## Step 3: Refined Practice

- Professional development
- In-class coaching
- Family engagement

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## FOCUS AREAS FOR PROJECT ELITE…

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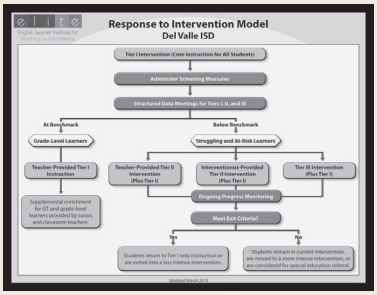
## RTI Model

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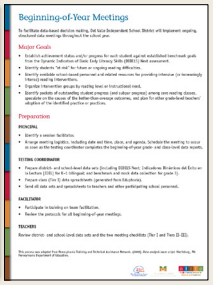
## Structured Data Meetings


Beginning-of-Year Meetings

To facilitate data-based decision making, Del Sol e Sistema Isleen School District will implement ongoing, structured data meetings throughout the school year.

Major Goals

- Establish achievement status and/or progress for each student against established benchmark goals from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next assessment.
- Identify students "at risk" for future or ongoing reading difficulties.
- Identify available school-based personnel or ed related resources for providing intensive (or increasingly intensive) instruction.
- Organize intervention groups by reading level or instructional need.
- Identify pockets of outstanding student progress (and subsequent progress) among core reading classes; specialists in the course of this better-than-average outcomes, and plans for other grade-level teachers' adoption of the identified practice or practices.

Preparation

PRINCIPAL

- Identify a session facilitator.
- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as the testing coordinator completes the beginning-of-year grade- and class-level data reports.

FITTING COORDINATOR

- Procure district- and school-level data sets (including DIBELS Next). (eBuildings Brianbus del Ecto en la lecture [11th] for K–1 bilingual; and benchmark and mark data collection for grade 1).
- Procure class (Tier 1) data spreadsheets (generated from EduStreet).
- Send all data sets and spreadsheets to teachers and other participating school personnel.

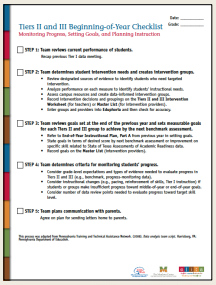
FACILITATOR

- Participate in training on team facilitation.
- Review the protocols for all beginning-of-year meetings.

TEACHERS

Review district- and school-level data sets and the free meeting checklists (Tier 2 and Tiers II–III).

This process was adapted from Pennsylvania Training and Technical Assistance Network. (2008). Data analysis team script. Harrisburg, PA: Pennsylvania Department of Education.


Tiers II and III Beginning-of-Year Checklist

Monitoring Progress, Setting Goals, and Planning Instruction

Date: _____
Grade: _____

☐ STEP 1: Team reviews current performance of students.
Recap previous Tier 3 data meeting.

☐ STEP 2: Team determines student intervention needs and creates intervention groups.
- Review designated sources of evidence to identify students who need targeted intervention.
- Analyze performance on each measure to identify students' instructional needs.
- Identify students appropriate for Tier 2 and Tier 3 intervention groups.
- Record intervention decisions and groupings on the Tiers II and III Intervention Worksheet (for teachers) or Master List (for intervention providers).
- Order groups and providers into EdgeSuite and then check for accuracy.

☐ STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.
- Refer to End-of-Year Instructional Plan, Part A from previous year in setting goals.
- Make goals in terms of desired score by next benchmark assessment or improvement on specific skill related to State of Texas Assessments of Academic Readiness data.
- Record goals on the Master List (intervention providers).

☐ STEP 4: Team determines criteria for monitoring students' progress.
- Consider grade-level expectations and types of evidence needed to evaluate progress in Tier 1 (e.g., DIBELS Next benchmark, TPRI, Tejas LEE).
- Consider instructional changes (e.g., pacing, reinforcement of skills, Tier 1 instruction) if students or groups make insufficient progress toward middle-of-year or end-of-year goals.
- Consider number of data review points needed to evaluate progress toward target skill.

☐ STEP 5: Team plans communication with parents.
Agree on plan for sending letters home to parents.

The process was adapted from Pennsylvania Training and Technical Assistance Network. (2008). Data analysis team script. Harrisburg, PA: Pennsylvania Department of Education.

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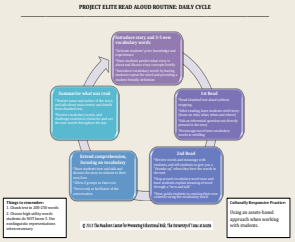
## Enhanced Core Instruction through a Read Aloud Routine

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## Culturally Responsive Classrooms

- 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 NCCREST "Practitioner Brief: Culturally Responsive Literacy Instruction " (2006).

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## Making Connections with Community and Families

Read-Aloud Routine

Rutina de leer en voz alta

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## WHAT DOES THIS MEAN FOR YOU…

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## Professional Development

- Topics
  - Read Aloud Routine
  - Response to intervention
  - Data-based decision-making
  - Culturally responsive practices

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## Implementation

- Read aloud routine during core instruction
  - Classroom observations
  - Coaching
  - Refinement in PLCs
- Structured Data Meetings
  - Data-based decision making
  - Taking language proficiency into consideration when making decisions
- Creating culturally responsive classrooms
  - Implementing culturally responsive practices
  - Refinement in PLCs

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## Teacher Input

- RTI Survey and Teacher Belief Survey (fall and spring)
- Focus groups (spring)
- Formal and informal feedback on all aspects of project model

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## SELP Testing

- Creedmoor Elementary- September 3rd-6th
- Gilbert Elementary- September 16th-20th

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## The Big Picture

- RTI model development and refinement
- Ongoing PD and coaching to support all aspects of the project
- Enhanced Tier I core reading instruction through a read routine and CRP
- Systematic data-analysis meetings
- Collaboration across partners, the school, and the community
- A focus on English language learners
- Improved outcomes for all students

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## For More Information

- MCPER website: http://www.meadowscenter.org/projects/elite
- Project Website: http://www.meadowscenter.org/elite
- Questions?
  - Vanessa Cortez (Site Coordinator)
  - vcortez@austin.utexas.edu

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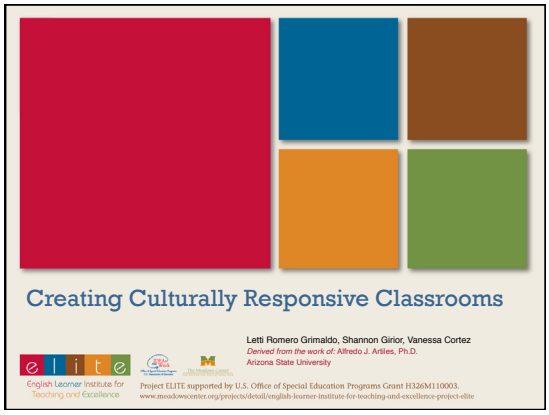
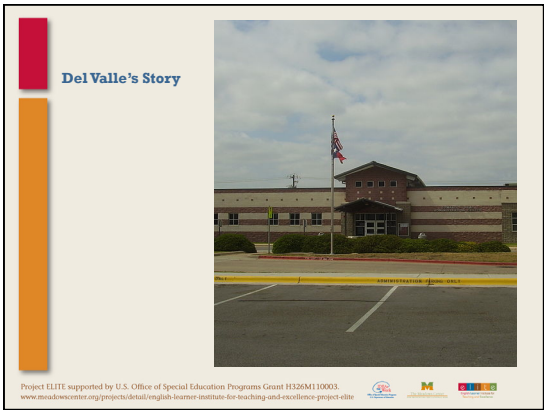
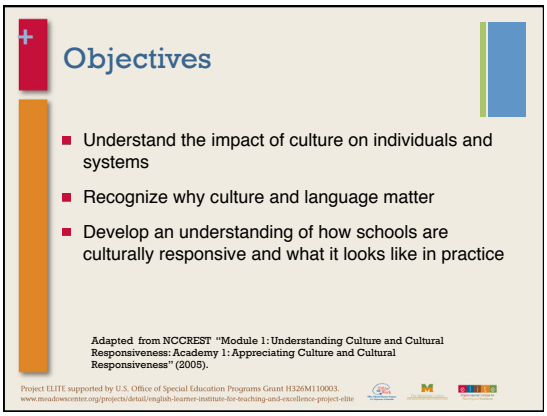
# Creating Culturally Responsive Classrooms





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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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## A deeper look at language…

- Language & Culture: Inseparable

*Culture is embedded in the language we use everyday – our "vocabulary"*

- Being culturally responsive is being "linguistically" responsive

*Knowing the stages of second language acquisition*

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## Example

"to spend"

Lucy waited 1 hour in line to buy tickets to a movie. While she waited, Lucy talked to a friend for 15 minutes, and she read a book for 20 minutes. The rest of the time, Lucy played a video game. How much time did Lucy **spend** playing a video game?

- A. 38 minutes
- B. 60 minutes
- C. 25 minutes
- D. 15 minutes

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## "Time is Money"

- Don't **waste** time.
- **Invest** time wisely.
- Did you **budget** enough time for ____?
- It **costs** time to plan effectively. But the time you spend **pays off!**
- **Can you think of others?**

*Is it **worth** the time? Is he a good time-**manager**?*
*"Stealing time" "time-theft" "bank hours"*

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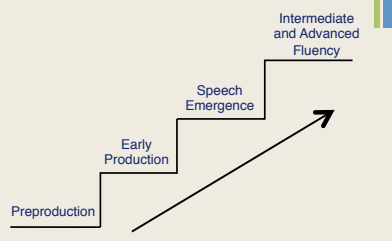
## Second Language Development




*(Krashen & Terrell, 1983; Lake & Pappamihiel, 2003)*

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## Preproduction Stage

English language learners:

- Have little or no English competency
- Enter silent period
- Use nonverbal responses
- Gather information about the new language

Instructional focus:

- Make language comprehensible

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## Early Production Stage

English language learners:
- Have little English competency
- Use simple words and phrases
- Use telegraphic speech
- Use formulaic chunks of language

Instructional focus:
- Make language comprehensible
- Plan for ELLs to work in small groups

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## Speech Emergence Stage

English language learners:
- Build sentences
- Try new vocabulary
- Understand more language than they can produce

Instructional focus:
- Plan meaningful opportunities to speak
- Provide sufficient contextual support

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## Intermediate and Advanced Fluency Stage

English language learners:
- Begin to engage in extended discourse
- Answer complex questions
- Learn academic English

Instructional focus:
- Provide contextual support
- Emphasize academic English development

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## Remember

ELLs are doing twice the cognitive work of native speakers because they are acquiring new reading and writing concepts and skills, while at the same time attending to the sounds, meaning, and structures of a new language.

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## Why Does Culture Matter?

As educators, we are committed to ensuring that all children can learn and achieve to the best of their ability.

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

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## 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 NCCREST "Practitioner Brief: Culturally Responsive Literacy Instruction " (2006).

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## Celebrate our Uniqueness!

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## 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

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## Culturally Responsive Classrooms: What it is NOT…

- 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…

*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*

Adapted from: Kopkowski, C. (2006) "Talk about it." NEA Today Magazine.

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## 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: Kopkowski, C. (2006) "Sounds great, but how do I do it?" NEA Today Magazine.

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## Classroom Vignettes

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

Taken from NCCREST "Module 6: Culturally Responsive Response to Intervention: Academy 1: Overview of Culturally Responsive Response to Intervention Models" (2005).

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How do we become culturally responsive and infuse these practices into our classroom?

elite English Learner Institute for Teaching and Excellence

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## 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

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

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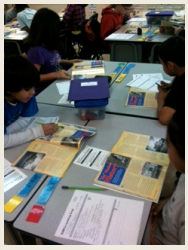

**Achieving your goal: Culturally Responsive Classrooms**

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# Read-Aloud Training of Trainers, Kindergarten to Grade 3

**Enhancing Vocabulary and Comprehension through a Read- Aloud Routine**

English Learner Institute for Teaching and Excellence

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## Reflection (refer to article)

- Why read-aloud?
- What are the benefits of incorporating a daily read-aloud routine?

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## Goals for This Session

- **Review** the steps of the read-aloud routine cycle using the flip book tool
- **See an example** plan
- **Observe** the steps in action
- **Reflect** and **discuss**
- **Practice** the steps with a partner

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## For This Training

**Materials**

*Read-Aloud Routine for Building Vocabulary and Comprehension skills*

Read-aloud storybook, *Abuelo and the Three Bears*

**Handouts**

Video observation/reflection sheet

Planning template *Example*

Planning planning template *Blank*

Hickman et al. Article (optional)

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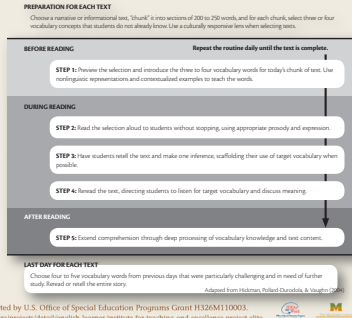
## Overview of Read-Aloud Cycle

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## Why chunk text?

- The teacher can focus on a smaller number of vocabulary words and explore meanings in depth.
- When children complete a text over 3-4 days, they maintain text comprehension and vocabulary knowledge over a longer period of time.
- Limiting text allows for more instructional opportunities for vocabulary and comprehension skill development in relation to the text over time.

(*Hickman et al., 2004*)

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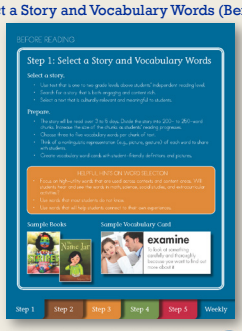
**Read-Aloud Routine**
**Step 1: Select a Story and Vocabulary Words (Before Reading)**

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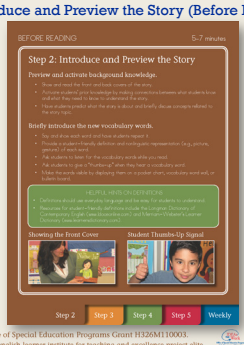
**Read-Aloud Routine**
**Step 2: Introduce and Preview the Story (Before Reading)**

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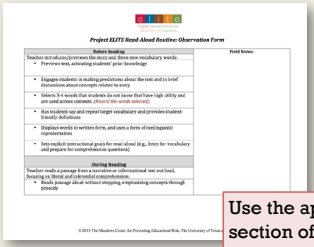
## Observation/Reflection Form




Use the appropriate section of this form to jot down your reflections as you watch the videos.

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## Video Clip and Reflection

- Observe this teacher video clip of Step 2: Preview the Story. Use the flip book as a guide and the reflection sheet to jot down ideas.

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## Video Clip and Reflection

- Observe this teacher video clip of Step 2: Introduce Vocabulary Words. Use the flip book as a guide and the reflection sheet to jot down ideas.

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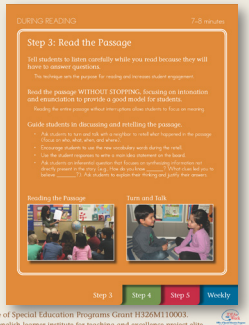
**Read- Aloud Routine**
**Step 3: Read the Passage (During Reading)**

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## Video Clip and Reflection

- Observe this teacher video clip of Step 3: Read the passage. Use the flip book as a guide and the reflection sheet to jot down ideas.

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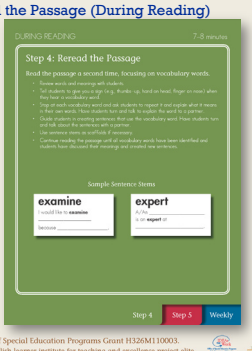
## Read- Aloud Routine
## Step 4: Reread the Passage (During Reading)

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## Video Clip and Reflection

- Observe this teacher video clip of Step 4: Reread the Passage. Use the flip book as a guide and the reflection sheet to jot down ideas.

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## Read-Aloud Routine
## Step 5: Extend Language and Comprehension (After Reading)

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## Video Clip and Reflection

- Observe this teacher video clip of Step 5: Extend Language and Comprehension. Use the flip book as a guide and the reflection sheet to jot down ideas.

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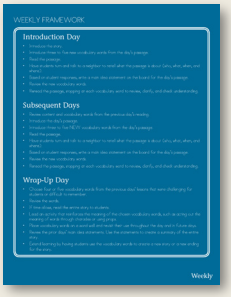
## Weekly Framework

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## Extending Language and Comprehension

**Activity: Gallery Walk**

*What extension activities have you tried after a read-aloud to extend and deepen vocabulary and comprehension?*

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## Extending learning through home/ school connections

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## Extending Professional Learning through Collaboration & Feedback

- Watch full videos during professional learning communities and use the reflection form
- Plan lessons and set goals
- Practice the routine daily
- Observe others and give feedback
- Refine practice and share successes and challenges
- Continue to reflect with colleagues

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## Extending Professional Learning through Self-Videos

- Teachers independently observe and self-reflect
- Teachers debrief with one another and share reflections
- Teachers collaborate and ask questions to other colleagues
- Teachers plan next steps for refining their practice

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## Practice

- Use sample completed lesson template
- Practice steps with partners
- Plan for additional chunks of text

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## Things to remember…

- Routine is flexible.
- Routine can be used in all content areas.
- All vocabulary is good vocabulary.
- Self-reflection can improve practice.
- Collaborate.
- Share ideas and lessons.
- Have fun!

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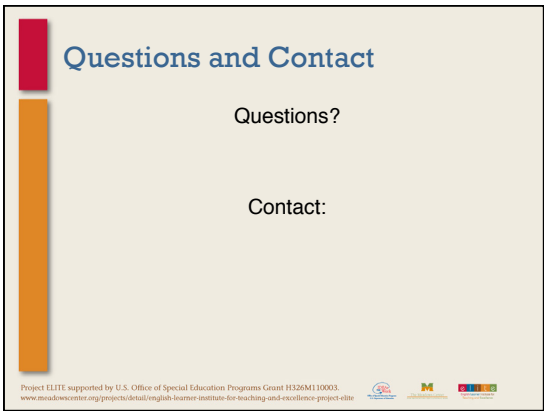


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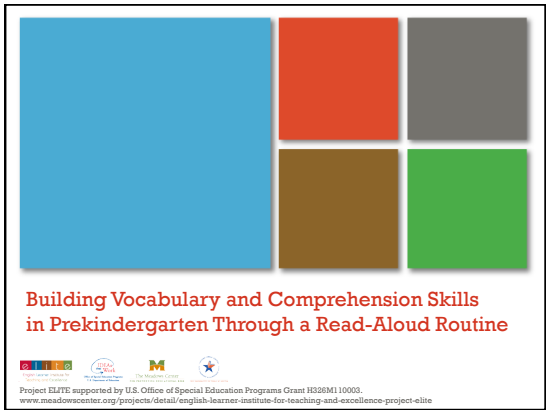
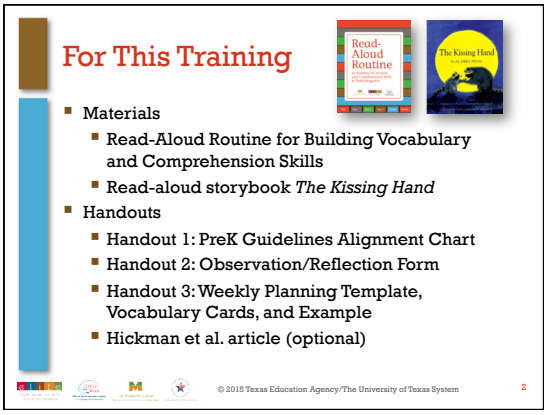
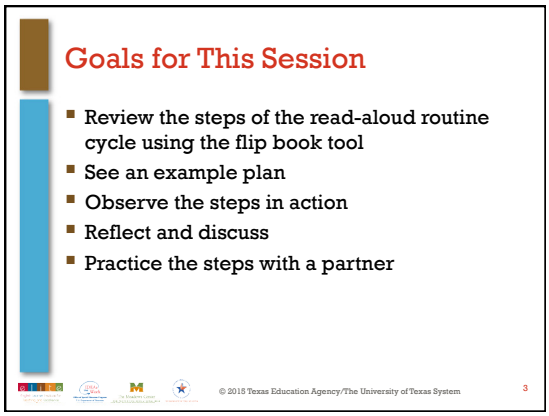
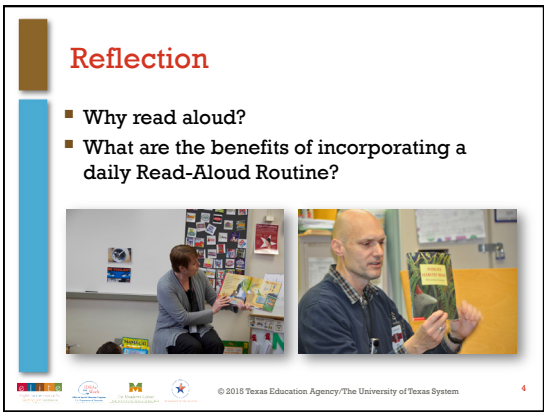
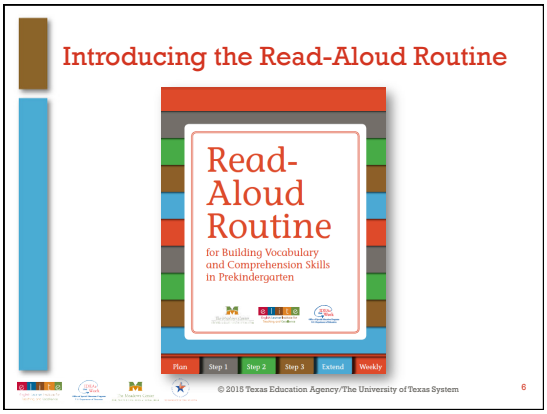
# Read-Aloud Training of Trainers, Prekindergarten



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## Planning for the Read-Aloud

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## Planning for the Read-Aloud (cont.)

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## Teacher Perspectives: Chunking

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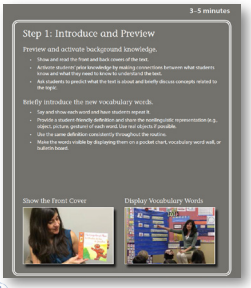
## Step 1: Introduce and Preview

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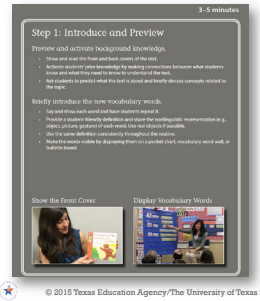
## Step 1: Introduce and Preview (cont.)

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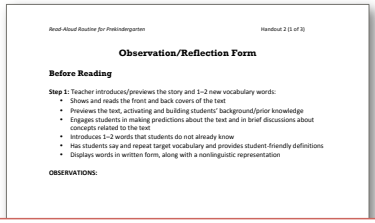
## Observation/Reflection Form

2




Use the appropriate section of this form to jot down your reflections as you watch the videos.

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## Step 1: Video and Reflection 1

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## Step 1: Video and Reflection 2

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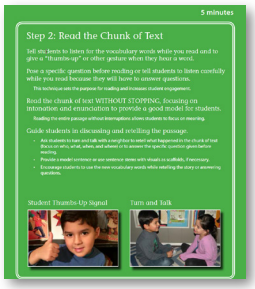
## Step 2: Read the Chunk of Text

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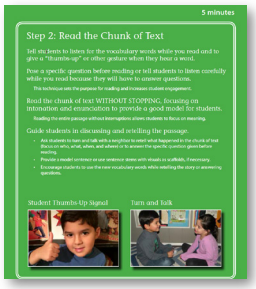
## Step 2: Read the Chunk of Text (cont.)

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## Step 2: Video and Reflection 1

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## Step 2: Video and Reflection 2

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## Teacher Perspectives: Turn and Talk

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## Step 2: Video and Reflection 3

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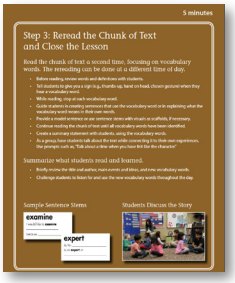
## Step 3: Reread the Chunk of Text and Close the Lesson

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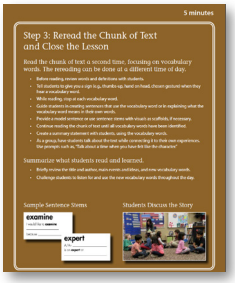
## Step 3: Reread the Chunk of Text and Close the Lesson (cont.)

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## Step 3: Video and Reflection 1

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## Step 3: Video and Reflection 2

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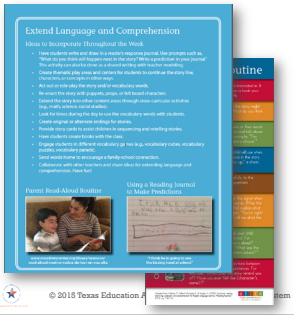
## Extend Language and Comprehension

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## Teacher Perspectives: Using Words in Play

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## Extending Language and Comprehension

**Activity: Gallery Walk**

*What extension activities have you tried after a read-aloud to extend and deepen vocabulary and comprehension?*

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## Extensions in Action

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## Read-Aloud Daily Cycle at a Glance

Choose a text and chunk it into shorter pieces.

**Step 1:** Introduce a chunk of text and 1 or 2 new vocabulary words.

**Step 2:** Read the text and guide children in talking about the text.

**Step 3:** Reread the text to deepen understanding of new vocabulary words.

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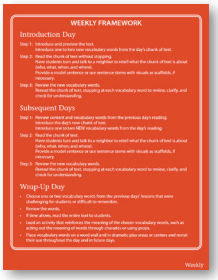
## Weekly Framework: At a Glance

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## Practice

3

- Use sample weekly lesson template.
- Practice steps with partners.
- Plan lessons for additional chunks of text.

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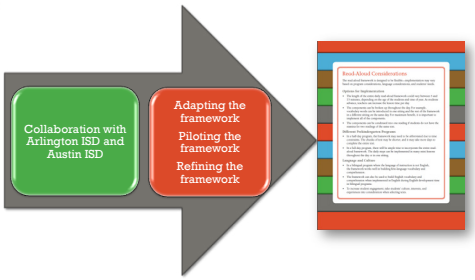
## Making the Routine Work in Your Prekindergarten Setting

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## Options for Implementation

- **Lesson Length**
  - Between 5 and 15 minutes
  - Depends on age of children
  - Depends on time of year
- **Delivery**
  - Delivered in 1 sitting
  - Broken up on the same day
  - Example: Vocabulary introduced in one sitting and the rest of the routine in a different sitting that day
- **Text Reading**
  - One read vs. two reads
  - Depends on stamina of students

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## Considerations for Different Programs

**Half-Day Programs**

- May be abbreviated due to time constraints
- May use short chunks of text
- May take more days to complete text

**Full-Day Programs**

- Able to incorporate the whole read-aloud framework each day
- Can be delivered in mini-lessons during the same day or in one sitting

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## Language and Culture

- Can be used in bilingual programs to build first-language vocabulary and comprehension
- Can be used to build English vocabulary and comprehension, during English-development time
- To implement the framework with culturally and linguistically diverse children, consider:
  - Program's language of instruction
  - Students' home language
  - Students' culture, interests, and experiences

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## Implementation Leadership Perspectives

Making the routine your own:

- Challenges
- Successes

C3 COACHING in a CLIMATE of CHANGE

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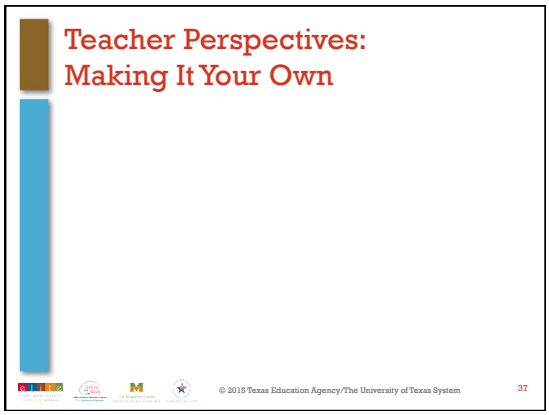


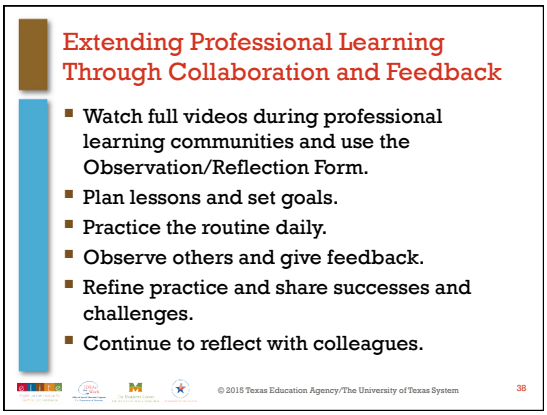


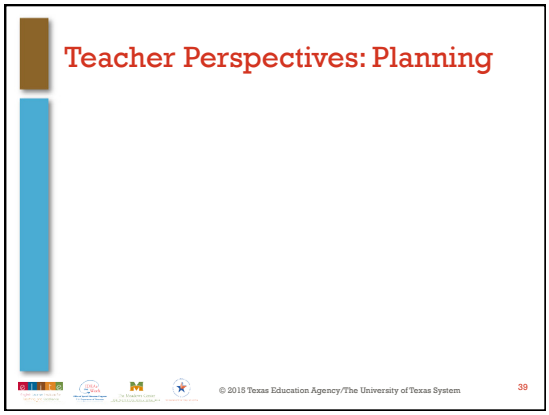


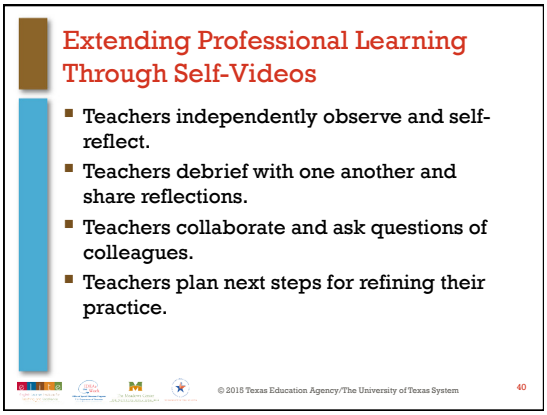


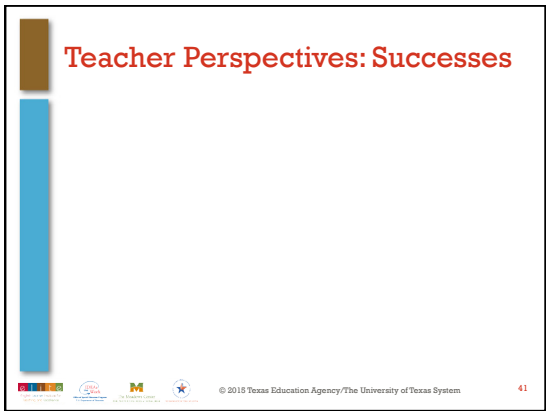


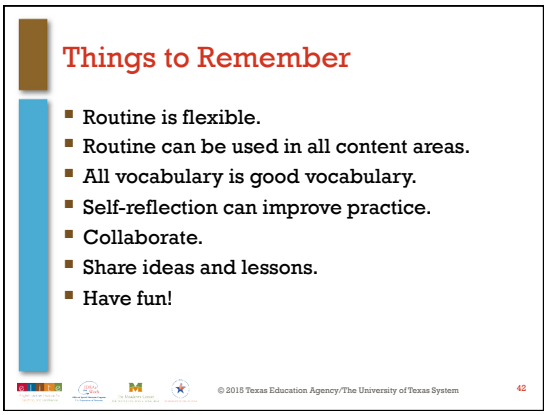


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## Teacher Perspectives: Successes

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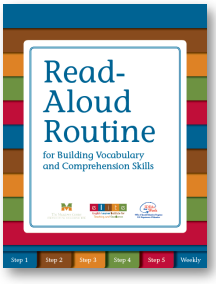
## The Read-Aloud Routine: K–3 Implementation

- 20–30 minutes, 200-250 word chunks of texts
- Increased number of vocabulary words during each day (3-4)
- Used across content areas, with math, science, and social studies texts
- Learning extensions: Readers' Response Journals and other writing products
- Focus on different comprehension skills (e.g., summarizing, making connections, inferring)

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## The Read-Aloud Routine: PreK and K-3 Implementation

Focused support for **English learners**:

- Use language scaffolds.
- Provide structured, systematic opportunities to use and practice new language.
- Focus on academic vocabulary development.
- Capitalize on student assets: first language, culture, and lived experiences.
- Differentiate for levels of language proficiency.

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## Questions and Contact

**Questions?**

Contact:

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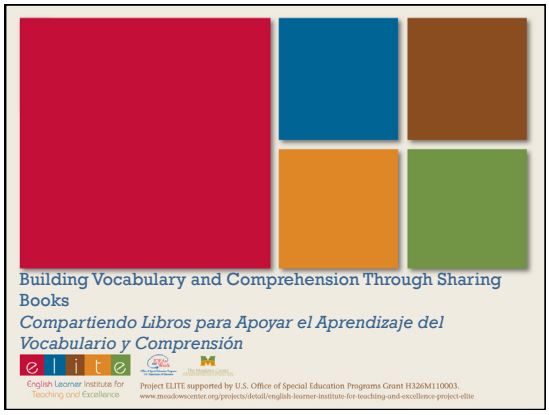
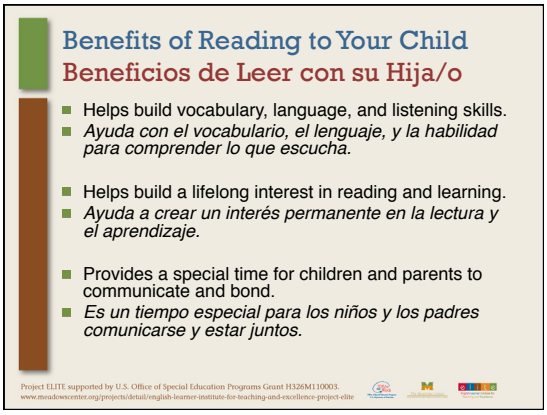
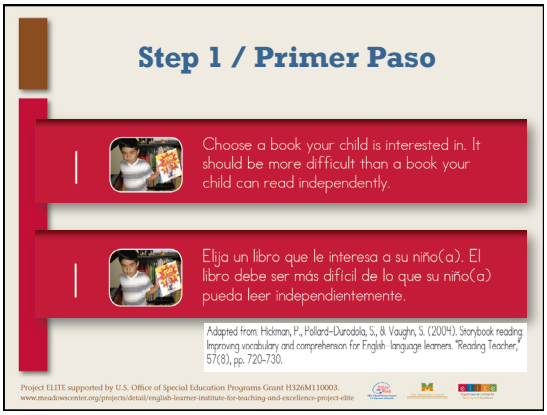
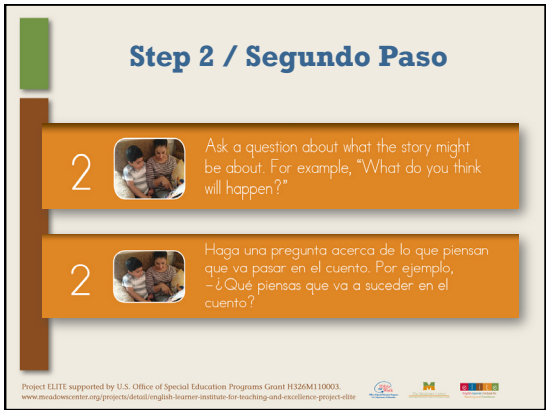
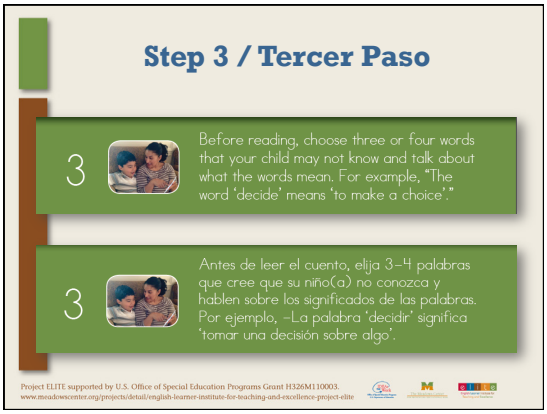
# Building Vocabulary and Comprehension Through Sharing Books



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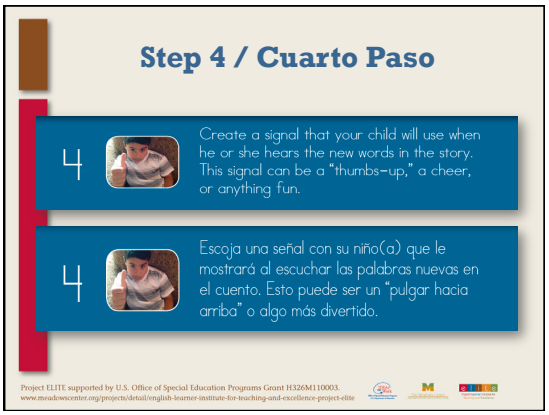


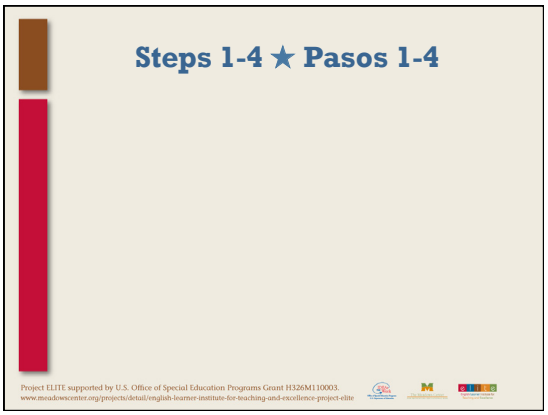


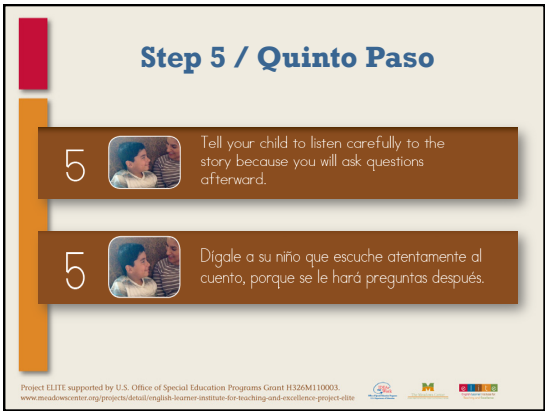


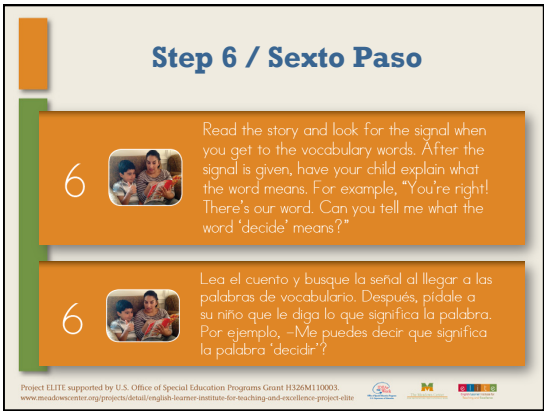


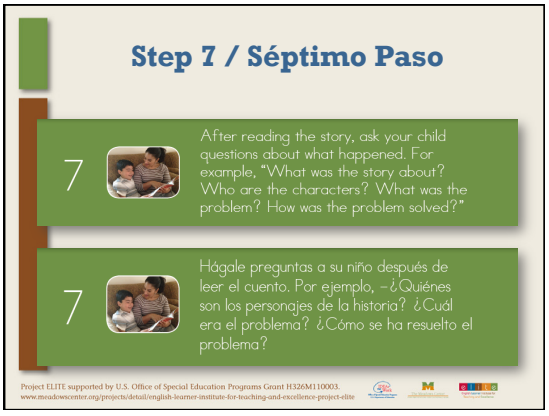


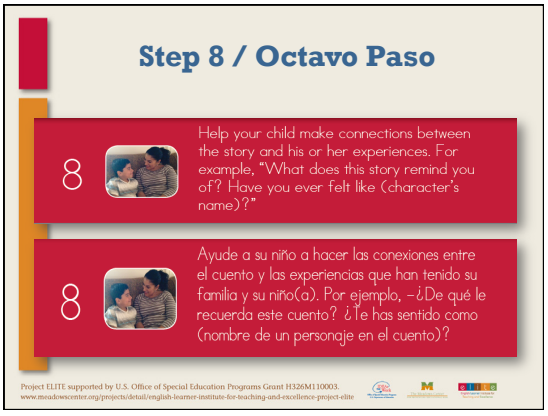


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## Reading the Text ★ Leyendo el Libro

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## An Example in Spanish
## Un Ejemplo en Español

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## Let's Practice!

*Use your Read Aloud Card and your storybook to practice the steps.*

## ¡Vamos a Practicar!

*Usen la guía de la Rutina de Leer en Voz Alta y el libro para practicar los pasos.*

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## More Ideas!
## ¡Mas Ideas!

- Create "Vocabulary Cards" for each word that includes the word and it's meaning.
- *Hagan "Tarjetas del Vocabulario" para cada palabra y incluyan el palabra y el significado.*
- Help your child think of a gesture that represents the meaning of the word. Your child can use that gesture when he/she hears the word in the story.
- *Ayuden a su hija/o a hacer un gesto que representa la palabra. Puede usar este gesto cuando escucha la palabra en el cuento.*

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## More Ideas!
## ¡Mas Ideas!

- After the you read the story, your child can decorate the vocabulary cards with images of events that happened in the story.
- *Despues de leer, su hija/o puede decorar las tarjetas del vocabulario con imajenes de lo que pasa en el cuento.*
- For longer books, divide the story and read a section each night.
- *Para libros largos, dividan el cuento y lean un sección cada noche.*

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## Any Questions?
## ¿Algunas Preguntas?

## Thank you!
## ¡Muchas gracias!

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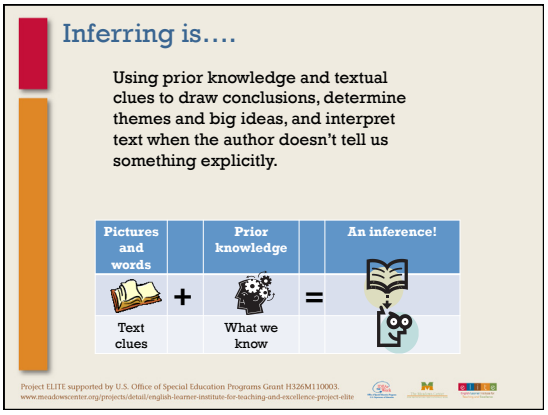
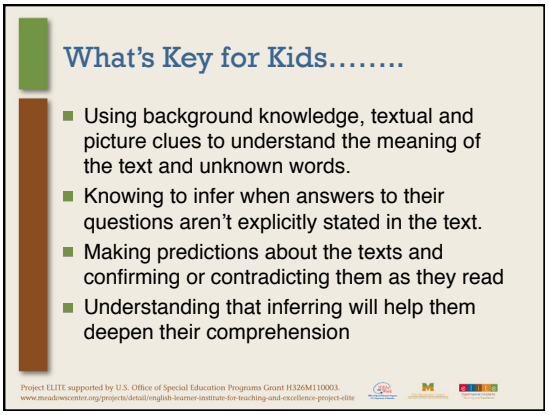
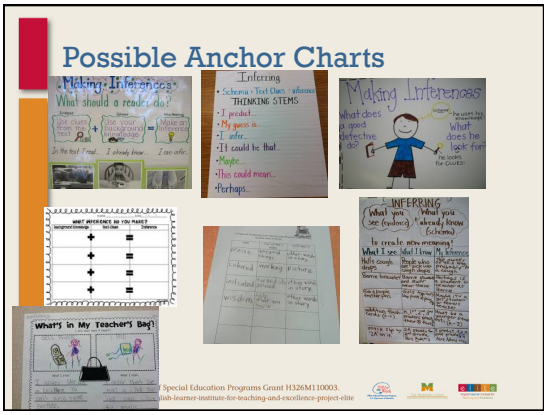
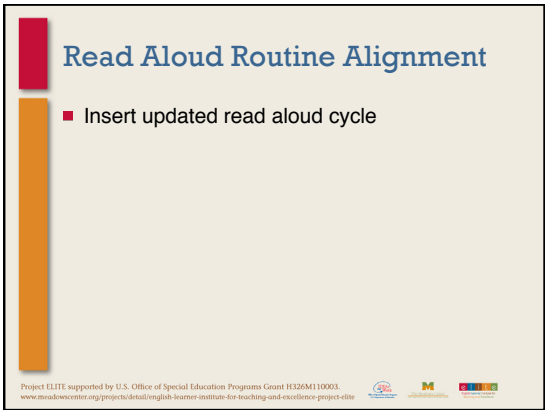
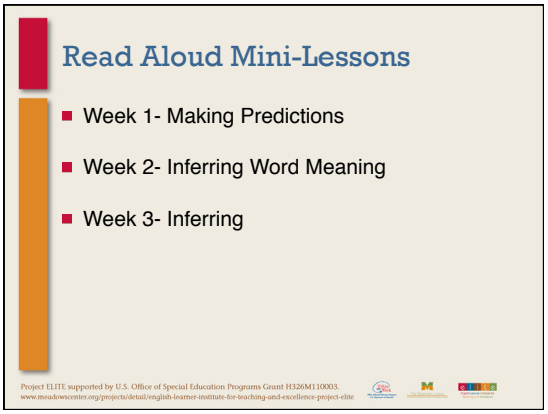
# Comprehension Training of Trainers: Inferring

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## Week 1- Making Predictions

- Discuss and create an anchor chart. On the top write the answers to these questions: What does it mean to make predictions? What do we use to help us? Why do we make them? On the bottom create a T-Chart with the headings, "Our Predictions" and "The thinking behind our predictions"
- Model making predictions during the 1st chunk by recording your prediction and the thinking behind it on the chart.
- After each chunk revisit your prediction to determine if your prediction can be confirmed and if it can, mark it with a "C"
- Allow students to practice on other chunks by recording their predictions on the chart and creating the same 2 columns in their reading response journal. Be sure to provide a sentence stem and think-pair-share opportunities.
- Provide opportunities for students to share predictions and confirm or contradict their predictions.

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## Week 2- Inferring for Word Meaning

- Prior to the lesson create an interactive anchor chart for inferring word meaning- See example
- During the second read of the 1st chunk point out 2 additional words in the text that the students are unfamiliar with.
- Record the words on the anchor chart.
- Model making inferences about word meaning using pictures, background knowledge, and rereading.
- Complete the column "What helped us?"
- Allow students to practice on other chunks using the anchor chart. Be sure to provide a sentence stem and think-pair-share opportunities.

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## Week 3- Inferring

- Create an anchor chart with the class. On the top- What inferring is and why it is important. On the bottom half- Create a three column chart with the titles, What I see/hear, What I know, My inference
- Model making inferences during the 1st chunk by asking your inference question, and filling in the columns of the anchor chart you created.
- Allow students to practice on other chunks using the anchor chart and during reading response. Be sure to provide a sentence stem and think-pair-share opportunities.

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## Read Aloud Mini-Lessons

- **Ongoing during Project Elite Read Aloud Routine-** Continue to write an inference question for each chunk of your read aloud. Refer back to the posted inferring anchor chart as a reference.

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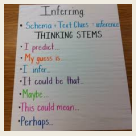
## Sentence Stems

- I now know _____.
- I infer _____ because _____.
- This could mean _____.
- My prediction is _____.
- It could be that _____.
- I predicted _____, but now I know _____.

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## Possible Products

- Reading Response
- Two Column Notes/T-Chart
- Graphic Organizers
- Interactive Anchor Charts

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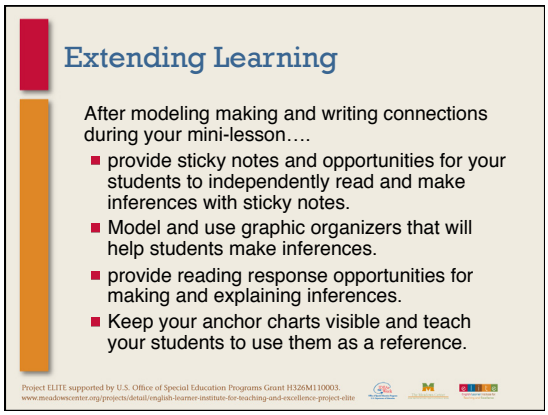


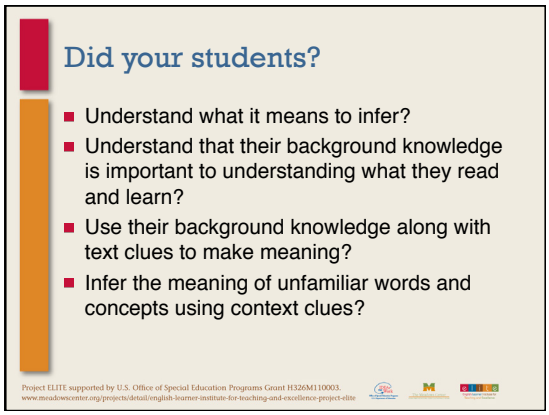


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# Comprehension Training of Trainers: Making Meaningful Connections

## Making Meaningful Connections

Leticia Romero Grimaldo, Ph.D.

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## Making Meaningful Connections

- When readers make meaningful connections they use their background knowledge and new learning to help them understand.

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## What's Key for Kids……..

- Making connections between what they already know and what they read.
- Making connections within and across texts.
- Describing the difference between connections that are meaningful and those that are not.
- Understanding the different connections they can make and how this helps them grow as learners.

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## Types of Connections

- **Text-to-Self**- A connection between the book, your prior knowledge, and life experiences.
- **Text-to-Text**- A connection between the book you are reading and another book or text.
- **Text-to-World**- A connection between the book and events in the real world.

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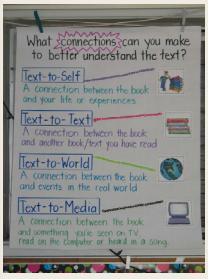
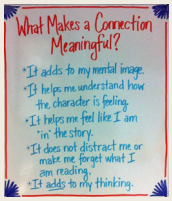
## Possible Anchor Charts

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## Read Aloud Routine Alignment

- Insert updated read aloud cycle

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## Read Aloud Mini-Lessons

- Week 1- Text-to-Self
- Week 2- Text-to-Text
- Week 3- Text-to-World

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## Week 1-Text-to-Self Connections

- Discuss and add to anchor chart.
- Model making text-to-self connections during the 1st chunk by saying your connection, writing your connection on a sticky note, and sticking it in the story.
- Allow students to practice on other chunks and during reading response. Be sure to provide a sentence stem and think-pair-share opportunities.
- Provide opportunities for students to connect to the characters in the story as well as the events.

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## Week 2- Text-to-Text Connections

- Discuss and add to anchor chart.
- Model making text-to-text connections during 1st chunk by saying your connection, writing your connection on a sticky note, and sticking it in the story.
- Allow students to practice on other chunks and during reading response. Be sure to provide a sentence stem and think-pair-share opportunities.
- Provide opportunities for students to connect characters across texts.

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## Week 3- Text-to-World Connections

- Discuss and add to anchor chart.
- Model making text-to-world connections during 1st chunk by saying your connection, writing your connection on a sticky note, and sticking it in the story.
- Allow students to practice on other chunks and during reading response. Be sure to provide a sentence stem and think-pair-share opportunities.
- Provide opportunities for students to connect the text to their world experiences and background knowledge.

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## Meaningful Connections

- Throughout all the mini-lessons help students make meaningful connections that help them increase their learning and understanding.
- When students share during think-pair-share or in reading response journals you ask, "Does that help us learn more about the story?"

**Activity 1-**
Day 1- Students make connections on sticky notes after the read aloud. Collect them.
Day 2- Before reading the next chunk read each connection and discuss whether the connection helped them understand the story.

**Activity 2-**
Day 1- Have the students make a connection one day during reading response.
Day 2- Ask, "Did your connection help you learn more about the story?" Have them respond below their connection in their reading response journal.
* You can continue to do these activities as needed to support meaningful connections.

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## Sentence Stems

- This reminds me of_____.
- I have a _____ connection_____.
- When I read these words _____, it reminded me of _____.
- When I saw the picture, it made me think_____.
- This connection helped me understand _____ because_____.
- I am similar to this character because _____.
- I am different than this character because _____.
- This character is like_____ because _____.
- This book reminds me of _____.

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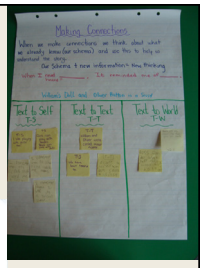
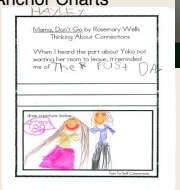
## Possible Products

- Reading Response
- Venn Diagrams
- T-Charts
- Interactive Anchor Charts

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## Extending Learning

After modeling making and writing connections during your mini-lesson….

- provide sticky notes and opportunities for your students to independently read and make connections with sticky notes.
- Model and use graphic organizers that will help students make connections.
- provide reading response opportunities for making and explaining connections.
- Keep your anchor charts visible and teach your students to use them as a reference.

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## Did your students?

- Understand what it means to make a connection to the text and the different types of connections?
- Understand that their personal experience is important to understanding what they read and learned?
- Make connections across texts when thinking about ideas, events, and characters?
- Think about what they know-their background knowledge-to understand new information-connect new to the known?

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# Comprehension Training of Trainers: Questioning

## Questioning

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## Questioning is….

Readers ask questions about the text and the author's intentions and seek information to clarify and extend their thinking before, during and after reading.

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## What's Key for Kids……..

- Readers ask questions before, during, and after reading to clarify meaning, determine author's purpose, locate information.
- Readers determine whether they can find answers directly in the text or if they will have to infer the answer using background knowledge.
- Understanding that sharing their questions and listening to other's questions deepens their understanding.
- Readers understand that questioning will help them deepen their comprehension

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## Possible Anchor Charts

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## Read Aloud Routine Alignment

- Insert updated read aloud cycle

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## Read Aloud Mini-Lessons

- Week 1-Questioning Before, During, and After Reading.
- Week 2- Questioning Web
- Week 3- Author's Purpose

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## Week 1-Questioning Before, During, and After Reading.

- Discuss and create a definition for questioning on the top part of the anchor chart. Draw 3 columns on the bottom of the chart and label them, "Before Reading, During Reading, and After Reading"
- Before the read aloud starts record questions students have on a sticky note and put it in the first column. After the first read record questions students have on sticky notes in the second column. After the read aloud have students go back to their seat and record questions they still have on a sticky note and place these in the third column.
- After each chunk have the students record their questions before, during, and after reading on a sticky note and add it to the anchor chart.
- Allow students to share their questions through think-pair-share and discussion. Be sure to provide a sentence stem and think-pair-share opportunities.

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## Week 2- Questioning Web

- Revisit questioning on the anchor chart.
- After the first chunk of your read aloud have your students write questions they have about the character or story.
- Choose one question to create a questioning web with. Create a chart with the question in the inner circle and information that is learned will be recorded as the web. At the end of the story you will come up with a conclusion. See example.
- Allow students to practice on other stories and with partners using the questioning web graphic organizer.
- Be sure to provide a sentence stem and think-pair-share opportunities.

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## Week 3- Author's Purpose

- Create an anchor chart to show the 3 reasons author's write text. (To inform, to persuade, to entertain) See example
- Write the question, "What was the author's purpose for writing this story?" in the circle on the questioning web.
- Model using the web to determine this information throughout the read aloud routine.
- Allow students to practice finding author's purpose with partners and independently using other text.

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## Ongoing…..

- Ask questions before, during, and after your read aloud that are directly in the text and questions that require your students to infer.
- Ask them how they got the answer. Did they have to infer? Was the answer right there?
- Refer back to the anchor chart as a reference.

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## Question Stems

- What if _____?
- What would happen if ____?
- What character traits describe ___?
- What caused _____?
- How did _____?
- Why is _____?
- I wonder _____?
- Do you think ____?

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## Possible Products

- Reader's Response Notebook
- Sticky Notes
- Graphic Organizers
- Interactive Anchor Charts

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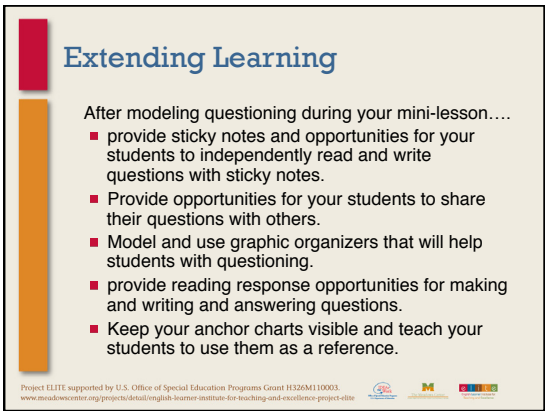


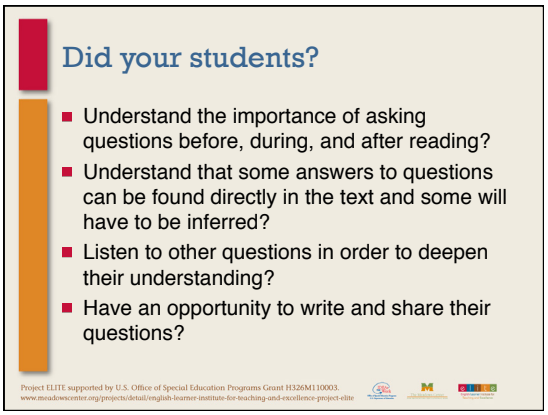


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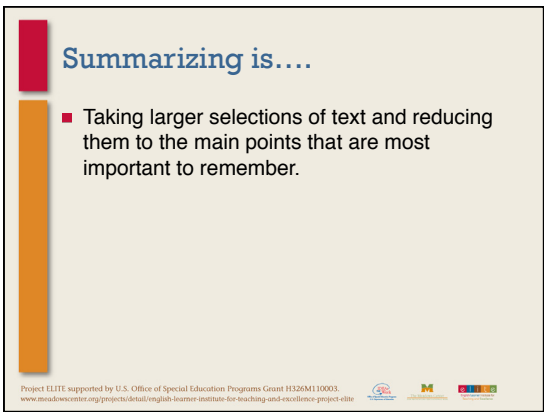
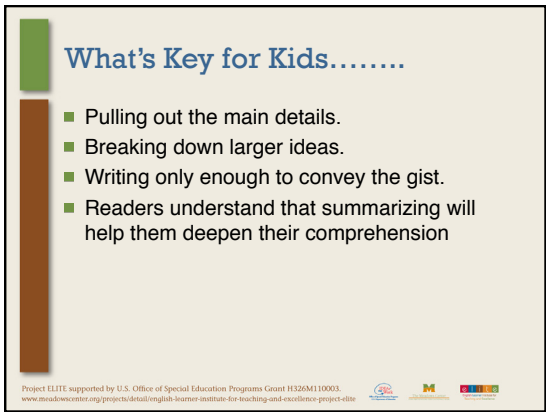
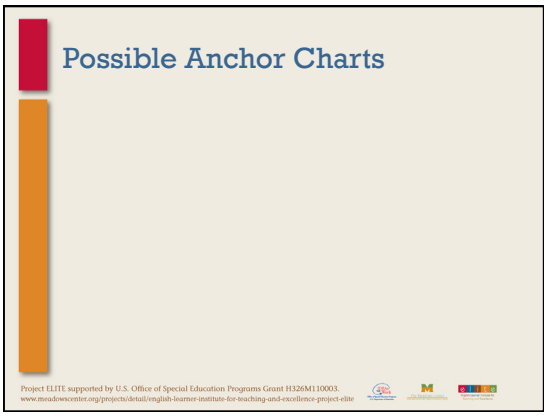
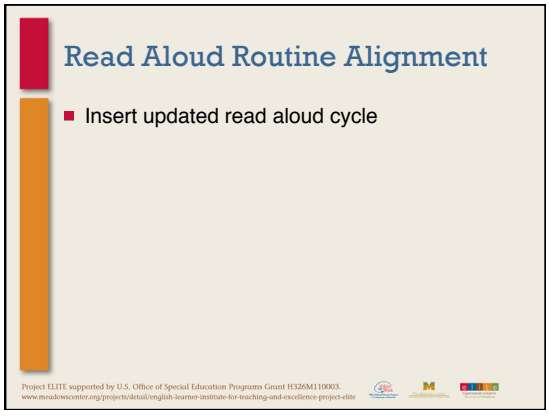
# Comprehension Training of Trainers: Summarizing



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## Week 1/Ongoing- Gist/Summary

- Discuss and create a definition for Gist/Summary on the top part of the anchor chart.
- Model writing a gist statement on the anchor chart after each chunk of the read aloud.
- Allow students to think-pair-share their gist statement. Be sure to provide a sentence stem.
- Provide opportunities for students to share their gist statements.
- At the end of the cycle, show students how the gist statements can be put together to create a summary.
- Continue to model this during every read aloud.

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## Read Aloud Mini-Lessons

- **Ongoing during Project Elite Read Aloud Routine-** Ask retell questions during your read aloud. Refer back to the posted Gist/Summary anchor chart as a reference.

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## Sentence Stems

- The most important details are_____.
- The most important part was _____.
- I learned _____.
- At the beginning, _____.
- In the middle, _____.
- At the end, _____.

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## Possible Products

- Reader's Response Notebook
- Sticky Notes
- Graphic Organizers
- Interactive Anchor Charts

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## Extending Learning

After modeling making and writing gist statements and summaries during your mini-lesson….

- provide sticky notes and opportunities for your students to work with a partner to write gist statements.
- Provide opportunities for your students to share their gist statements with others.
- Model and use graphic organizers that will help students summarize.
- provide reading response opportunities for making and explaining gist statements/summaries.
- Keep your anchor charts visible and teach your students to use them as a reference.

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## Did your students?

- Understand what it means to summarize?
- Draw conclusions, create unique interpretations of the text, recall details significant to the text, and recall the text?
- Share gist statements that reflected the most important/key details in the text?
- Use gist statements/summarizing in their writing?

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# Comprehension Training of Trainers: Synthesizing

## Synthesizing

Leticia Romero Grimaldo, Ph.D.

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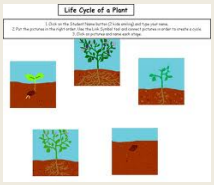
## Synthesizing is….

- When readers combine prior knowledge and new knowledge to understand and evolve their thinking.

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## What's Key for Kids……..

- Readers monitor overall meaning, important concepts, and themes in text as they read, understanding that their thinking evolves in the process.
- Using retell as a way of synthesizing.
- Readers extend their synthesis of the literal meaning of a text to the inferential level.
- Readers understand that synthesizing will help them deepen their comprehension

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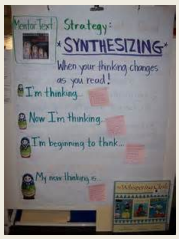
## Possible Anchor Charts



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## Read Aloud Routine Alignment

- Insert updated read aloud cycle

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## Read Aloud Mini-Lessons

- Week 1- Synthesizing- Model entire process
- Week 2- Synthesizing- Independent Practice

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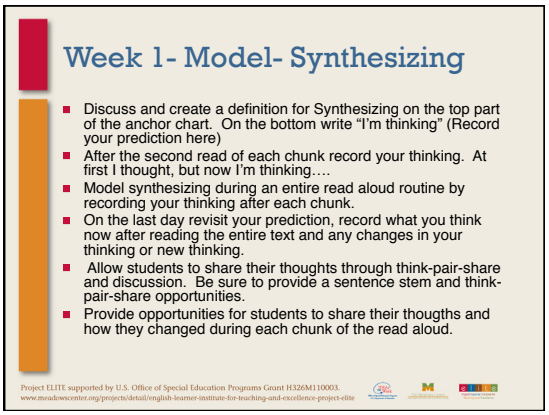


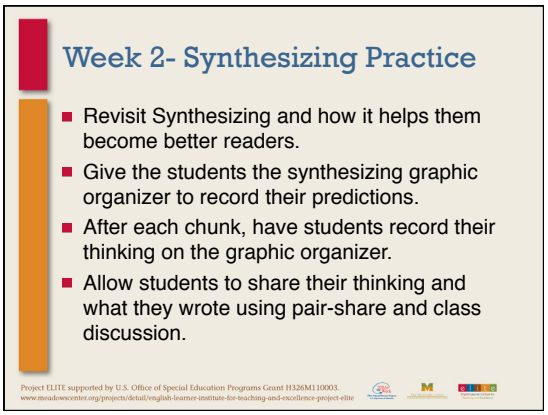


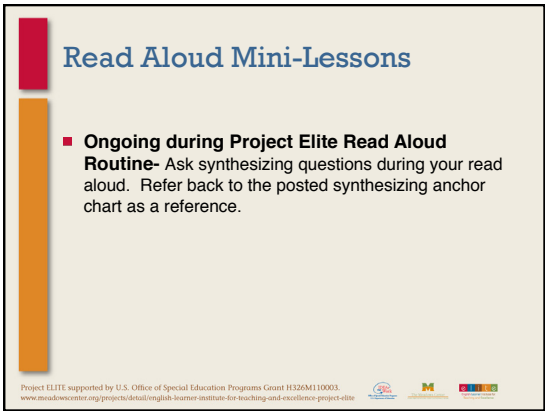


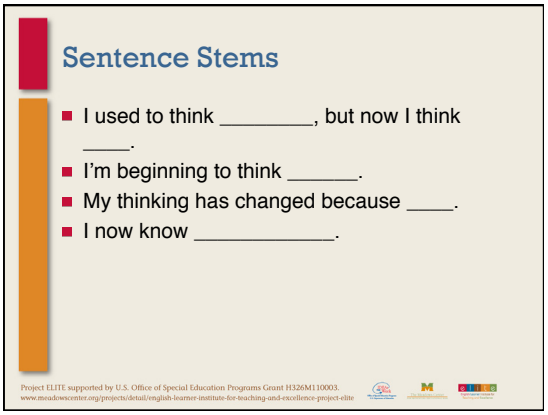


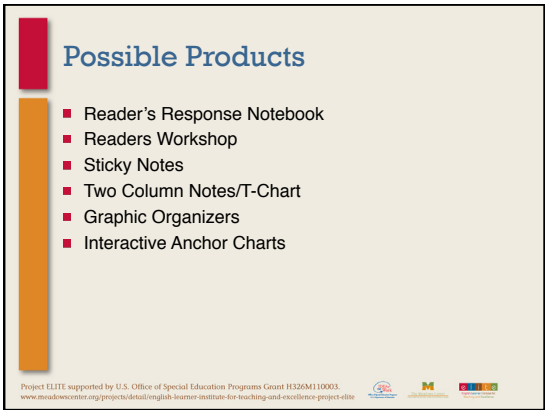


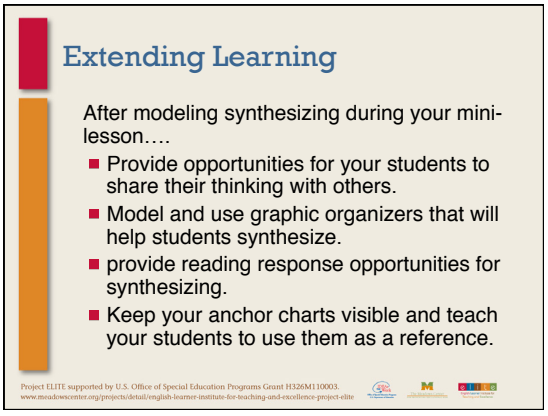


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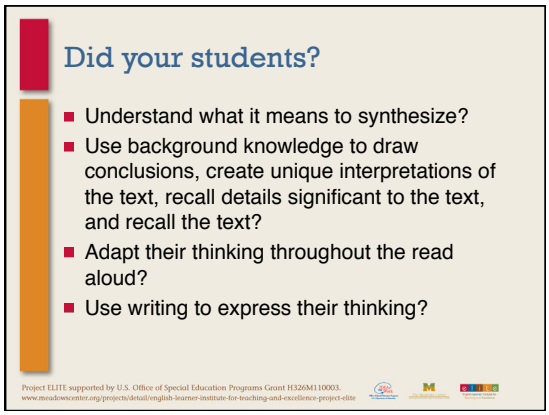


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# Comprehension Training of Trainers: Visualizing

## Visualizing

Leticia Romero Grimaldo, Ph.D.

English Learner Institute for Teaching and Excellence

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## Visualizing is….

- Creating mental images during and after reading based on prior knowledge in order to enhance comprehension.

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## What's Key for Kids……..

- Proficient readers create mental images during and after reading. These images come from all five senses and the emotions are anchored in the reader's prior knowledge.
- Proficient readers use images to draw conclusions, create unique interpretations of text, recall significant details, and recall a text.
- Images frequently become part of the reader's writing.
- Readers adapt their images as they read and as other readers share their images.
- Readers use images to immerse themselves in rich detail as they read.
- Readers understand that visualizing will help them deepen their comprehension

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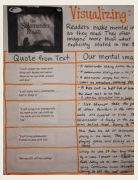
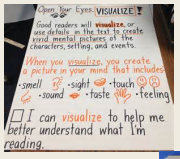
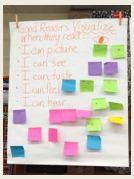
## Possible Anchor Charts



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## Read Aloud Routine Alignment

- Insert updated read aloud cycle

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## Read Aloud Mini-Lessons

- Week 1- Visualizing- Creating Mental Images
- Week 2- Poetry

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## Week 1-Creating Mental Images

- Discuss and create a definition for visualization on the top part of the anchor chart. Draw a box with 4 squares. In the first box write, "My image now". In the other 3 squares write "and now".
- Model visualizing during the 1st chunk after the first read by recording your visualization on a sticky note and discussing the thinking behind it.
- After each chunk have the students record their mental images on a sticky note and add it to the anchor chart.
- Allow students to share their mental image through think-pair-share and discussion. Be sure to provide a sentence stem and think-pair-share opportunities.
- Provide opportunities for students to share their mental images and how they changed during each chunk of the read aloud.

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## Week 2-Poetry

- Revisit Visualization and how it helps them become better readers.
- Choose a poem a day for your read aloud routine. Think aloud about words in the text that help you create mental images and illustrate your images on sticky notes.
- Read the students a poem each day and have them use sticky notes to draw their mental images.
- Have them share their mental images with a partner and decide if their images are still the same or have changed and why.
- Discuss and share as a class.
- Allow students to practice on other poems in a center or readers workshop setting.
- Be sure to provide a sentence stem and think-pair-share opportunities.

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## Read Aloud Mini-Lessons

- **Ongoing during Project Elite Read Aloud Routine-** Ask visualizing questions during your read aloud. Refer back to the posted inferring anchor chart as a reference.

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## Sentence Stems

- I'm picturing _____.
- I can imagine _____.
- I'm noticing _____.
- I'm feeling _____.
- I'm seeing _____.
- When I hear _____, I think of _____.

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## Possible Products

- Reader's Response Notebook
- Poetry Centers/Readers Workshop
- Sticky Notes
- Two Column Notes/T-Chart
- Graphic Organizers
- Interactive Anchor Charts

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## Extending Learning

After modeling visualizing during your mini-lesson….

- provide sticky notes and opportunities for your students to independently read and visualize with sticky notes.
- Provide opportunities for your students to share their visualizations with others.
- Model and use graphic organizers that will help students visualize.
- provide reading response opportunities for making and explaining visualizations.
- Keep your anchor charts visible and teach your students to use them as a reference.

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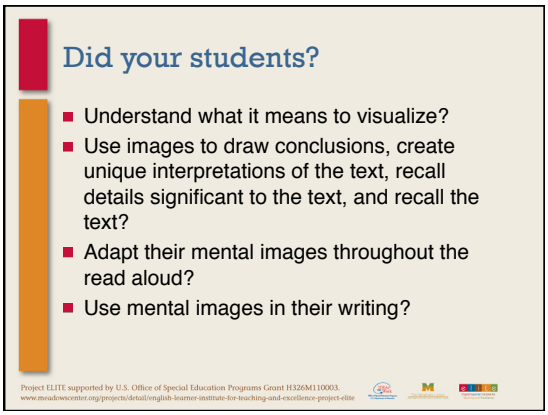


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# Appendix B: Structured Data Meetings: Professional Development Modules

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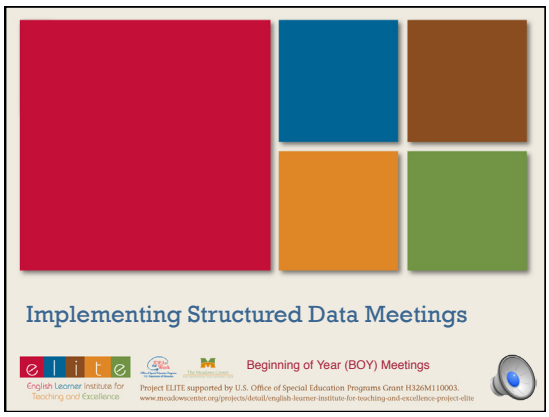
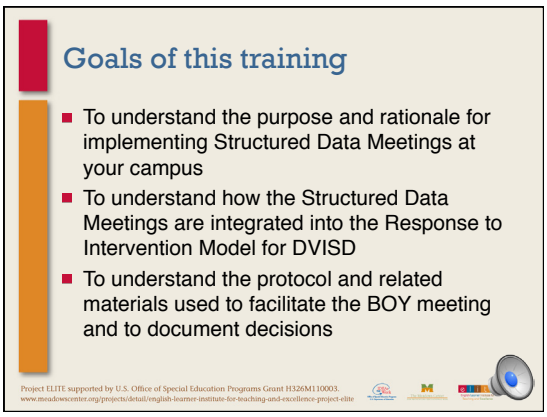
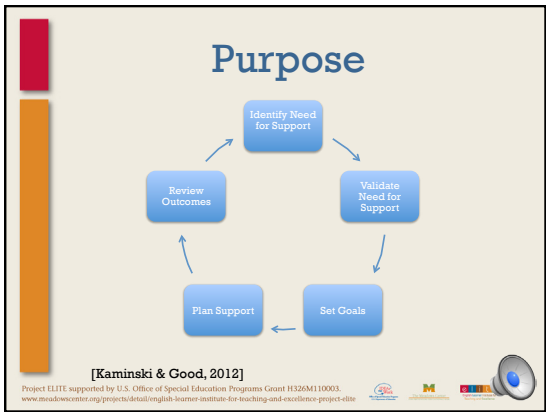
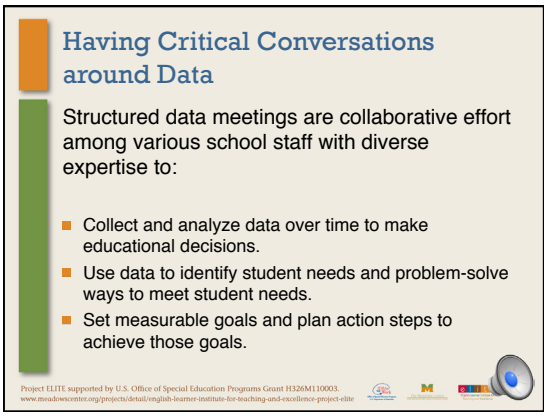
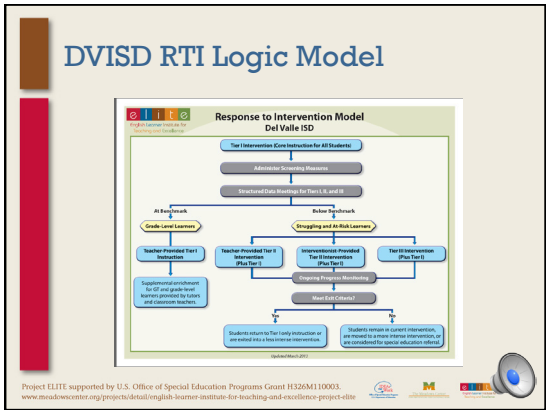
# Beginning-of-Year Meetings

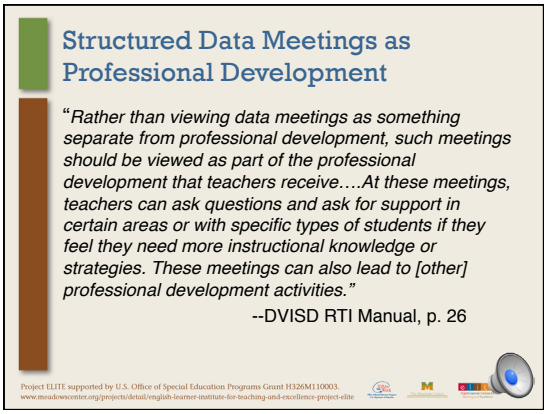
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## RtI and English Language Learners

**Data Analysis**

- *Are we using **language proficiency data** and other forms of evidence to make educational decisions?*

**Educator Knowledge of Second Language Acquisition**

- *Do we have adequate knowledge of the **Second Language Acquisition process**?*

**Effective Multi-tiered Instruction for ELLs**

- *Are we implementing strategies that support **second language development**?*

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## PREPARING FOR THE BOY MEETING

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## What you will need for BOY:

| For Tier I Meeting | For Tier II/III Meeting |
|---|---|
| Tier I Beginning-of-Year Protocol (one per facilitator) | Tiers II and III Beginning-of-Year Protocol (one per facilitator) |
| Tier I Beginning-of-Year Checklist (electronic; one per person) | Tiers II and III Beginning-of-Year Checklist (electronic; one per person) |
| Class performance data | Designated place for recording goals (e.g., Edupho ria spreadsheets) |
| Designated place for recording goals (e.g., Eduphoria spreadsheets) | Class performance data |
| Chart paper and marker | Standardized reading intervention teacher materials |
| Tier I Instructional Plan (electronic; one per person) | Tiers II and III Intervention Worksheet (electronic; one per teacher) |
| End-of-Year Instructional Plan from previous year | Tiers II and III Intervention Master List (electronic; one per intervention provider) |
| | End-of-Year Instructional Plan from previous year |

Access Electronic Forms Here

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## TIER I DATA MEETING

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## Tier 1 Meeting Procedures for BOY

*"…we cannot depend on interventions alone to move struggling students back to grade level. Core teachers have the power to move almost all students to grade level or above if these teachers have the right knowledge and tools."*

--DVISD RTI Manual, p. 20

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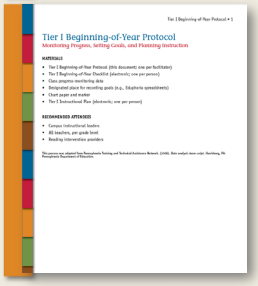
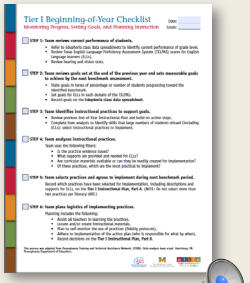
## Guides for Data Meeting Discussion


Tier I Beginning-of-Year Protocol
Monitoring Progress, Setting Goals, and Planning Instruction


Tier I Beginning-of-Year Checklist
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## Understanding the Protocol

**STEP 1: Team reviews current performance of students.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Consider hearing and vision tests (schedule if not yet administered).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). | • "Let's analyze how our students are doing on [benchmark skill]."<br>• "How did this cohort of students do compared to last year's cohort?"<br>• "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?"<br>• "Is there a disproportionate number of ELLs identified as being at risk?" | Progress-monitoring data |

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## Step 1: Identify Need for Support

**STEP 1: Team reviews current performance of students.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Consider hearing and vision tests (schedule if not yet administered).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). | • "Let's analyze how our students are doing on [benchmark skill]."<br>• "How did this cohort of students do compared to last year's cohort?"<br>• "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?"<br>• "Is there a disproportionate number of ELLs identified as being at risk?" | Progress-monitoring data |

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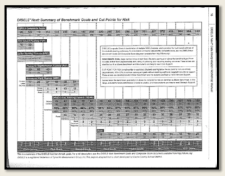
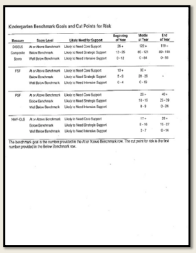
## Step 1: Identify Need for Support





DIBELS Next Benchmark Goals and Cut Points for Risk

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## Step 1: Validate Need for Support

- The team determines confidence in what the data is telling them about students.
- The team discusses accuracy of data overall.
- The team reviews TELPAS (and/or other language proficiency data) for ELLs identified as needing support.
- The team reviews any additional appropriate forms of data in order to validate conclusions about student needs.

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## Step 2: Set Goals

**STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • State goals in terms of percentage or number of students progressing toward the identified benchmark.<br>• Set goals for ELLs in each TELPAS domain, prioritizing listening and speaking. | • "By the next assessment period, [number] students will attain [benchmark] or above."<br>• "By the next assessment period, [number] ELLs will attain [level] proficiency in [TELPAS domain]." | Designated place for recording goals (e.g., Edupheria spreadsheets) |

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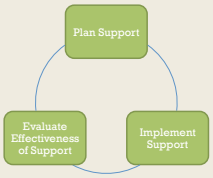
## Steps 3-6
## Plan for Support: The Big Questions

How can we organize as a grade level to meet student needs?
What supports do we need to implement to achieve our goals?

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## Steps 3 – 6: Plan for Support

**STEP 3: Team identifies instructional practices to support goals.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Review previous End-of-Year Instructional Plan and build on action steps.<br>• Complete item analysis to identify skills that many students missed (to address in professional learning communities).<br>• Select practices and strategies that address the basic early literacy skills and Texas Essential Knowledge and Skills with which students struggle. | • "With which [items/concepts] did [students/classes] struggle most?"<br>• "With which items did ELLs struggle most?"<br>• "Are there noteworthy differences between this year's and last year's cohort at the beginning of the year?"<br>• "How can we follow through on the action steps we put in place at our end-of-year meeting last year?"<br>• "Let's list some practices that will help our students meet our goals." | Chart paper to record ideas (see for ideas: Treasures, Tips of the Week, Florida Center for Reading Research, Read Naturally, Reading A to Z, Center on Instruction, Institute of Education Sciences practice guides, etc.) |

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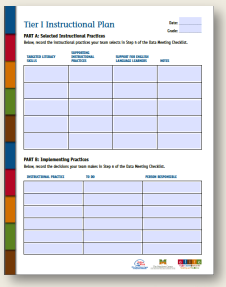
## Tier I Instructional Plan


Tier I Instructional Plan

PART A: Selected Instructional Practices

PART B: Implementing Practices

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## Steps 4 – 5, Plan for Support: Evaluate and Select Practices

**STEP 4: Team analyzes instructional practices.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| Use the following filters:<br>• The practice is evidence based.<br>• If necessary, the practice can be modified to support ELLs.<br>• Curricular materials are available or can be readily created to implement the practice or strategy. | "Let's rate these ideas."<br>• "Which have a research base? How do you know?"<br>• "In what ways do these practices support ELLs?"<br>• "Which, if any, modifications need to be made to support ELLs?"<br>• "Which of these practices are most practical?"<br>• "What materials do we have available? What materials do we need?" | Chart paper to record team analysis of each idea |

**STEP 5: Team selects practices and agrees to implement during next benchmark period.**

| DISCUSSION PROMPT | MATERIALS |
|---|---|
| "Based on what we have discussed, what is our choice for the best practice(s)?" (NOTE: Do not select more than two practices for each targeted skill.) | Tier I Instructional Plan, Part A |

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## Step 6, Plan for Support: Logistics of Implementing Practices

**STEP 6: Team plans logistics of implementing practices.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| Decide how to do the following:<br>• Assist all teachers in learning the practices.<br>• Locate and/or create instructional materials.<br>• Plan to self-monitor the use of practices (fidelity protocols).<br>• Adhere to implementation of the action plan (who is responsible for what by when). | • "As a team, how can we make this happen for students?"<br>• "What do we have to do to make sure we all use this strategy as planned?"<br>• "Who can help us with implementation and how will we know we are on track?" | Tier I Instructional Plan, Part B |

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## After the Tier I meeting…

- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Schedule the Tiers II and III Structured Data Meeting as soon as possible.

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## TIERS II/III MEETING PROCEDURES FOR BOY

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## Step 1: Analyze student performance

**STEP 1: Team reviews current performance of students.**

| DISCUSSION PROMPT | MATERIALS |
|---|---|
| "Let's recap what we discussed in our Tier I meeting." | • Tier I beginning-of-year (BOY) meeting notes<br>• Progress-monitoring data |

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## Step 2: Determine Intervention Needs

**STEP 2: Team determines student intervention needs and creates intervention groups.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Identify student intervention needs, based on the following:<br>– BOY benchmark assessment data<br>– Previous-year benchmark assessment data (if applicable)<br>– Previous-year intervention needs<br>– English language learner status and Texas English Language Proficiency Assessment System scores<br>– Completed vision and hearing tests (to be completed before assigning students to intervention groups)<br>• Assess campus resources (e.g., staff, space, materials) and create data-informed intervention groups. | • "Which students are at risk for future or ongoing reading difficulties?"<br>• "Which students could benefit from additional intervention?" (Tier II)<br>• "Which students need more intensive, ongoing intervention?" (Tier III)<br>• "What is our campus capacity this year to provide reading interventions across grade levels? What resources are available this year to support ongoing Tier II and Tier III interventions?"<br>• "How can we group intervention students, based on similar instructional needs?" | • Tiers II and III Intervention Worksheet (for teachers)<br>• Tiers II and III Intervention Master List (for intervention providers) |

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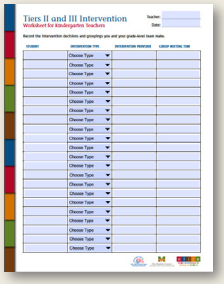
## Recording Decisions


Tiers II and III Intervention
Worksheet for Kindergarten Teachers

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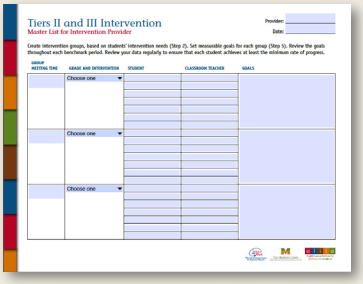
## Recording Decisions


Tiers II and III Intervention
Master List for Intervention Provider

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## Step 3: Set Goals

**STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| State the goals for each group in terms of the desired score by the next benchmark assessment (typically the recommended benchmark goal) or improvement on a specific skill related to State of Texas Assessments of Academic Readiness data. | • "What are the overall goals for this entire intervention group?" (minimum rate of progress)<br>• "Which students could we reasonably push to a higher level of achievement by the next benchmark period?" (e.g., red to yellow, yellow to green)<br>• "Do our goals this year strive for higher achievement levels than last year?" | • End-of-Year Instructional Plan from previous year<br>• Tiers II and III Intervention Master List (for intervention providers) |

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## Step 4: Plan for Progress Monitoring

**STEP 4: Team determines criteria for monitoring students' progress.**

| PROCEDURE | DISCUSSION PROMPTS |
|---|---|
| • Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).<br>• Consider instructional changes if students or groups make insufficient progress toward target skill level (e.g., pacing, reinforcement of skills, Tier I instruction). (NOTE: Decisions about exiting or changing the type of intervention should be made only at the middle of the year [MOY].) | • "In addition to the goals we set at EOY last year, and today in Step 3, what criteria would determine whether and when students make sufficient progress in their designated intervention?"<br>• "How will we know whether the group is on target for [MOY/EOY] goals? How will we know whether individual students are on target for [MOY/EOY] goals?"<br>• "What instructional changes should we make to accelerate progress for [students/groups] not on target?"<br>• "How many data review points will we consider when determining whether students make sufficient progress?" |

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## Step 5: Plans communication with parents

"*When the decision is made to move a student to a Tier 2 or 3 intervention, a letter describing the intervention and how the intervention will impact student success should be sent home.*"

--DVISD RTI Manual, p. 28

[For an example letter that can be used for this purpose, see the Appendix of the DVISD RTI Manual]

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## After the Tiers II/III Meeting…

- Email completed intervention worksheets to the facilitator
- Monitor fidelity of instruction
- Monitor students' progress
- Set the next Structured Data Meeting date

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## The Big Picture

(Kaminski & Good, 2012)

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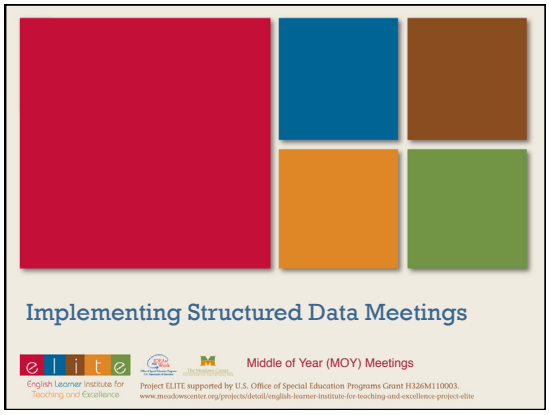
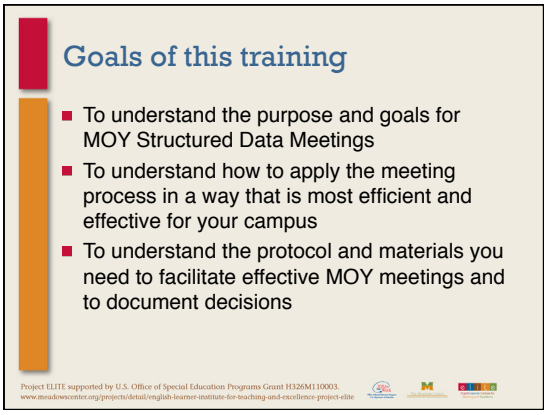
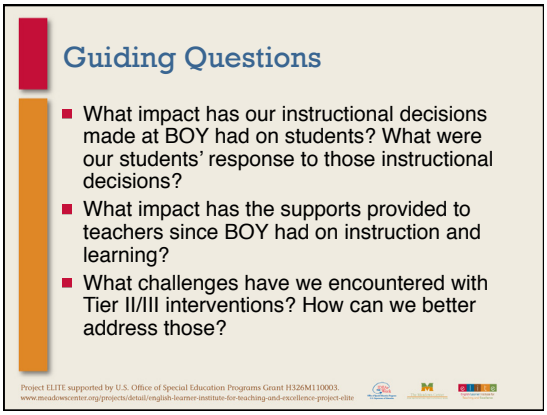
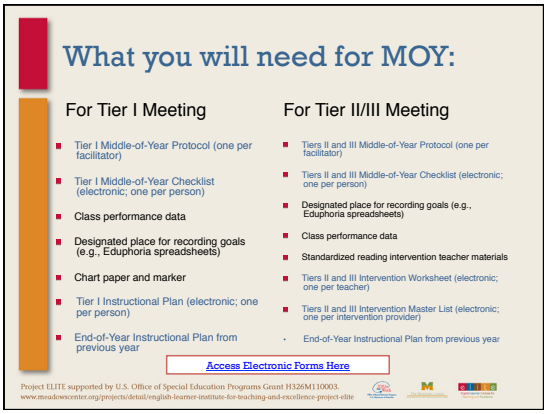
# Middle-of-Year Meetings





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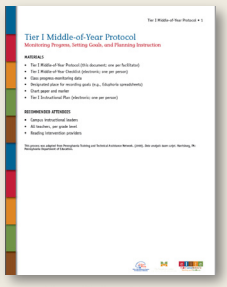
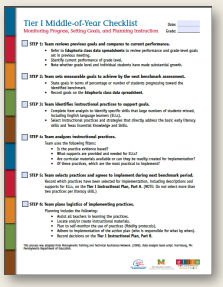
## Guides for Data Meeting Discussion


Tier I Middle-of-Year Protocol

Monitoring Progress, Setting Goals, and Planning Instruction


Tier I Middle-of-Year Checklist

Monitoring Progress, Setting Goals, and Planning Instruction

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## Understanding the Protocol

**STEP 1: Team reviews current performance of students.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Consider hearing and vision tests (schedule if not yet administered).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). | • "Let's analyze how our students are doing on [benchmark skill]."<br>• "How did this cohort of students do compared to last year's cohort?"<br>• "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?"<br>• "Is there a disproportionate number of ELLs identified as being at risk?" | Progress-monitoring data |

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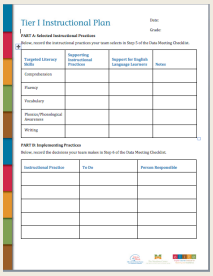
## Planning and Record Keeping:


Tier I Instructional Plan

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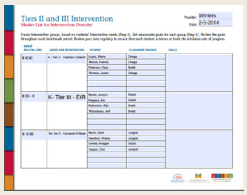
## Planning and Record Keeping

Tiers II and III Intervention
Worksheet for Teachers


Tiers II and III Intervention
Master List for Intervention Checklist

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## Turn, Talk, & Share Out…

- How did you allocate time for your BOY meetings? Did you encounter challenges with time and scheduling of your BOY meetings?
- Do you anticipate any of the same challenges for MOY? What ideas do you have to address those challenges?

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## Allocating Time for your meetings: Some suggestions

Breaking up your meeting schedule:

- Use BOY, MOY, and EOY structured Data meetings to focus on intervention instruction and decisions about students intervention needs.
- Use monthly PLC's to conduct Tier I meetings and make data-informed decisions about Core Instruction.

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## Allocating Time for your meetings: Some suggestions

- Have student data prepared and available to teachers before the meetings.
- Give team members "homework" for analyzing the data beforehand.
- Ask your team to consider what the data is telling them about students before the meeting, and to come prepared to discuss how to target their students' instructional needs.

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## TIER I DATA MEETINGS

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## Step 1: Identifying current performance

**STEP 1: Team reviews previous goals and compares to current performance.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Review performance of grade level against goals set in previous meeting.<br>• Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period). | • "Let's analyze how our students are doing on [benchmark skill]."<br>• "How did the students do compared to the last benchmark assessment?"<br>• "Are my ELLs making adequate progress toward the proficiency levels we set for each TELPAS domain?"<br>• "Are a disproportionate number of ELLs still at risk?" | • Class data spreadsheets<br>• Designated place for recording goals (e.g., Eduphoria spreadsheets) |

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## DIBLES Indicators vs. Literacy Skills

The DIBELS measures were specifically designed to assess the **Big Ideas in Reading**:

| Measure | Measurement Area | DIBELS Edition | |
|---|---|---|---|
| | | 6th Edition | Next |
| LNF | Risk Indicator | ✓ | ✓ |
| ISF | Phonological Awareness | ✓ | |
| FSF | Phonological Awareness | | ✓ |
| PSF | Phonological Awareness | ✓ | ✓ |
| NWF | Alphabetic Principle and Phonics | ✓ | ✓ |
| ORF | Alphabetic Principle and Phonics Accuracy and Fluency Comprehension | ✓ | ✓ |
| RTF | Comprehension | ✓ | ✓ |
| Daze | Comprehension | | ✓ |
| WUF | Vocabulary and Oral Language | ✓ | |

SOURCE: DIBELS Data System Website: https://dibels.uoregon.edu/

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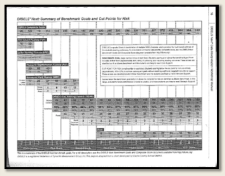
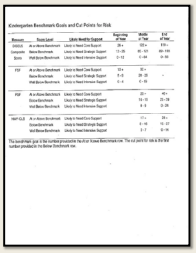
## Step 1: Identify Need for Support



DIBELS Next Benchmark Goals and Cut Points for Risk



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## Step 2: Set Goals

**STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| State goals in terms of percentage or number of students progressing toward the identified benchmark. | "By the next assessment period, [number] students will attain [benchmark] or above." | Designated place for recording goals (e.g., Eduphoria spreadsheets) |

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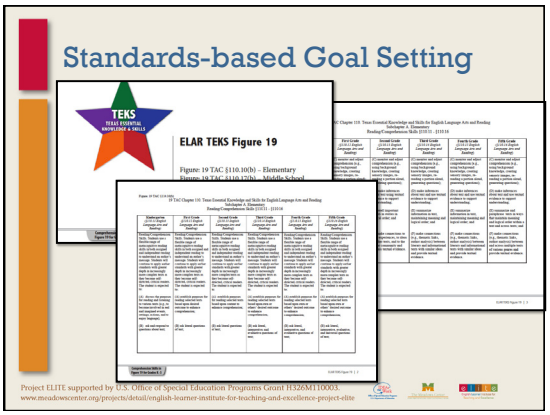


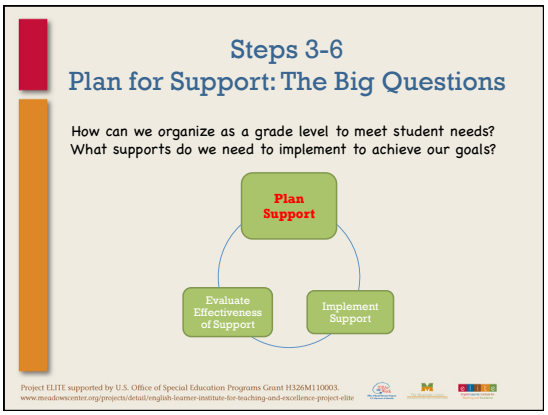


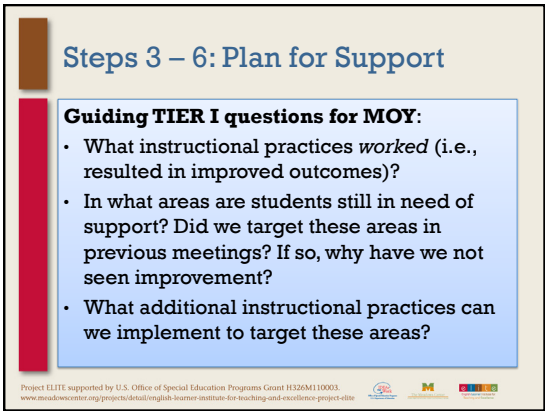


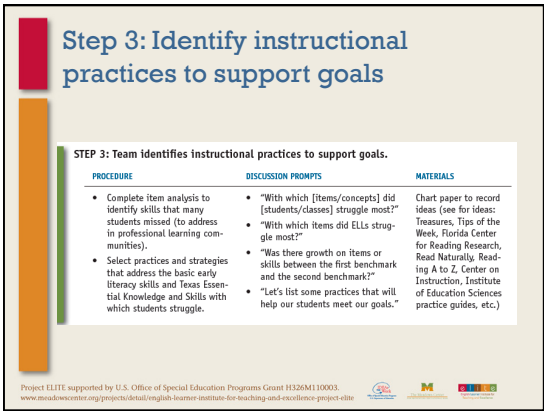


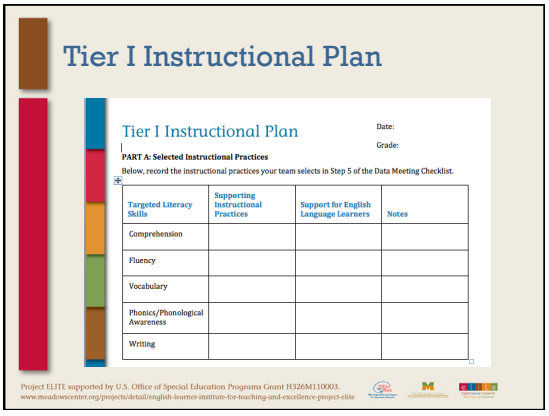


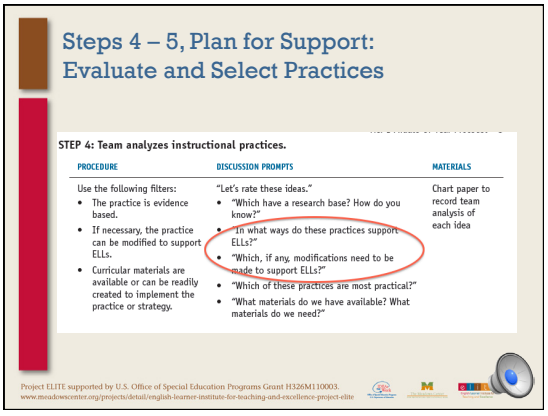


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## Step 6, Plan for Support: Logistics of Implementing Practices

**STEP 6: Team plans logistics of implementing practices.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| Decide how to do the following:<br>• Assist all teachers in learning the practices.<br>• Locate and/or create instructional materials.<br>• Plan to self-monitor the use of practices (fidelity protocols).<br>• Adhere to implementation of the action plan (who is responsible for what by when). | • "As a team, how can we make this happen for students?"<br>• "What do we have to do to make sure we all use this strategy as planned?"<br>• "Who can help us with implementation and how will we know we are on track?" | Tier I Instructional Plan, Part B |

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## Tier I Instructional Plan

**PART B: Implementing Practices**

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

| Instructional Practice | To Do | Person Responsible |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

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## TIERS II/III MEETING PROCEDURES FOR BOY

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## Step 1: Analyze student performance

**STEP 1: Team reviews previous goals and compares to current performance.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Examine intervention group progress-monitoring data.<br>• Compare scores from last assessment period to scores from current period.<br>• Examine rate of improvement for each student and each group.<br>• Consider students' English language learner (ELL) status and level of language proficiency for each of the language domains. | • "How did our students do in Tier II and Tier III this period?"<br>• "How far behind are these students?"<br>• "Is each student improving at an adequate rate?"<br>• "Are a disproportionate number of ELLs still at risk?" | Intervention group progress-monitoring data |

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## Step 2, Determine effectiveness of interventions: Guiding Questions

- How did our interventions work this period?
- To what might we attribute the growth we have seen in students receiving Tier II and III instruction?
- Why are some students showing little or no growth? Does this point to some needed modifications in the intervention?
- Did ELLs make adequate progress toward literacy and language goals?

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## Step 3: Determine intervention needs and make needed modifications

Guiding Questions:

- Which students are in need of intervention changes? What evidence do we have for those conclusions?
- Which changes would be most effective for students not making adequate progress:
  - *--Adjustment to the intervention instruction?*
  - *--Change of intervention program or group?*
  - *--More second language supports?*

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## Considering Second Language Needs

**Guiding Questions:**

*Are my ELs making adequate progress toward the TELPAS proficiency goals we set (listening, speaking, reading, writing)?*

*Are ELs receiving adequate language supports during intervention instruction?*

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## Turn, Talk, & Share Out

- How will you take students' language proficiency into consideration when making intervention decisions at MOY?
- How do you ensure that your team has collaborative understanding of of the support each student is currently receiving – the type of intervention, the intensity, and the intervention group goals?

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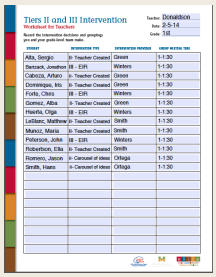
## Recording Decisions


Tiers II and III Intervention
Worksheet for Teachers

Teacher: Donaldson
Date: 2-5-14
Grade: 1st

Based the intervention decisions and groupings you and your grade-level team make.

| STUDENT | INTERVENTION TYPE | INTERVENTION PROVIDER | GROUP MEETING TIME |
|---|---|---|---|
| Alba, Sergio | II- Teacher Created | Green | 1-1:30 |
| Bartzack, Jonathon | III - EIR | Winters | 1-1:30 |
| Cabezza, Arturo | II- Teacher Created | Green | 1-1:30 |
| Domenigus, Iris | II- Teacher Created | Green | 1-1:30 |
| Forte, Chris | III - EIR | Winters | 1-1:30 |
| Gomez, Alba | II- Teacher Created | Green | 1-1:30 |
| Hawila, Olga | III - EIR | Winters | 1-1:30 |
| LeBlanc, Matthew | II- Teacher Created | Smith | 1-1:30 |
| Munoz, Maria | II- Teacher Created | Smith | 1-1:30 |
| Polanick, John | III - EIR | Winters | 1-1:30 |
| Robertson, Ella | II- Teacher Created | Smith | 1-1:30 |
| Romero, Jason | II- Carousel of Ideas | Ortega | 1-1:30 |
| Smith, Hass | II- Carousel of Ideas | Ortega | 1-1:30 |

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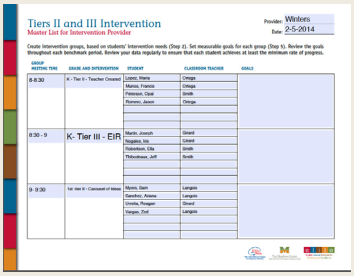
## Recording Decisions


Tiers II and III Intervention
Master List for Intervention Provider

Provider: Winters
Date: 2-5-2014

Create intervention groups, based on students' intervention needs (Step 2). Set measurable goals for each group (Step 4). Review the goals throughout each benchmark period. Review your data regularly to ensure that each student achieves at least the minimum rate of progress.

| GROUP MEETING TIME | GRADE AND INTERVENTION | STUDENT | CLASSROOM TEACHER | GOALS |
|---|---|---|---|---|
| 8-8:30 | K - Tier II - Teacher Created | Lopez, Maria | Ortega | |
| | | Munoz, Francis | Ortega | |
| | | Peterson, Opal | Smith | |
| | | Romero, Jason | Ortega | |
| 8:30 - 9 | K- Tier III - EIR | Martin, Joseph | Girard | |
| | | Nogales, Isis | Girard | |
| | | Robertson, Ella | Smith | |
| | | Thibodeaux, Jeff | Smith | |
| 9 -9:30 | 1st- tier II - Carousel of Ideas | Myers, Dan | Langois | |
| | | Sanchez, Ariana | Langois | |
| | | Ornelas, Reagan | Girard | |
| | | Vargas, Zed | Langois | |

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## Step 4-5: Setting Goals and Monitoring Progress

**STEP 4: Team sets measurable goals for each Tier II and III group to achieve by next review point.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| State goals in terms of desired score by the next benchmark assessment. (typically the next benchmark score) or improvement on specific basic early literacy skill or skill related to the State of Texas Assessments of Academic Readiness. | • "What is the overall goal for this entire intervention group?" (i.e., minimum rate of progress)<br>• "Which students could we reasonably push to a higher level of achievement by the next benchmark period?" (e.g., red to yellow, yellow to green) | Tiers II and III Intervention Master List (for intervention providers) |

**STEP 5: Team determines criteria for monitoring students' progress.**

| PROCEDURE | DISCUSSION PROMPTS |
|---|---|
| • Consider grade-level expectations and types of evidence needed to determine sufficient or insufficient progress in Tiers II and III (e.g., benchmark, progress-monitoring data).<br>• Consider possible steps if students make insufficient progress toward target skill level. | • "How will we know whether the group is on target for meeting end-of-year goals? How will we know whether individual students are on target for end-of-year goals?"<br>• "What instructional changes should be made to accelerate the progress of [students/groups] not on target?"<br>• "How many data review points will we consider when determining whether students make sufficient progress? |

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## Step 6: Plan Communication with Parents & Next Steps

**STEP 6: Team plans communication with parents.**

Agree on a plan for sending letters home to parents.

**BETWEEN MIDDLE- AND END-OF-YEAR MEETINGS**

- Set next meeting date.
- Monitor fidelity of instruction.
- Monitor students' progress.
- Interventionist regularly examines data and instruction to ensure each student achieves at the minimum rate of progress.
- Adjust instruction, based on student performance and progress-monitoring data (e.g., pacing, skill reinforcement, Tier I instruction). A team meeting may not be necessary—teachers are encouraged to continue to adjust instruction, based on student performance and observation.

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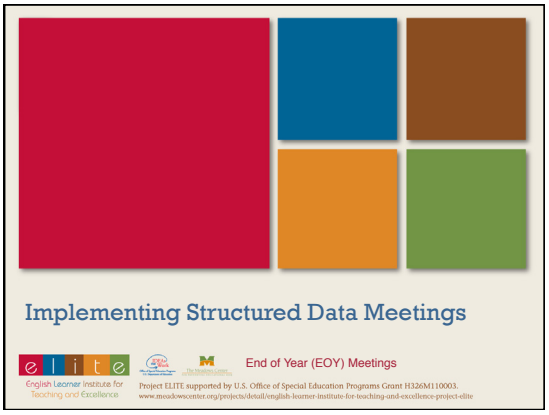
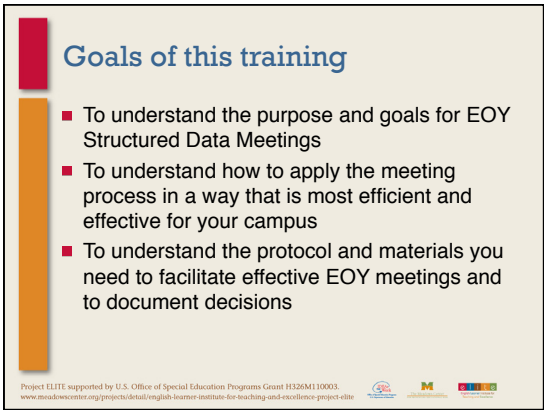
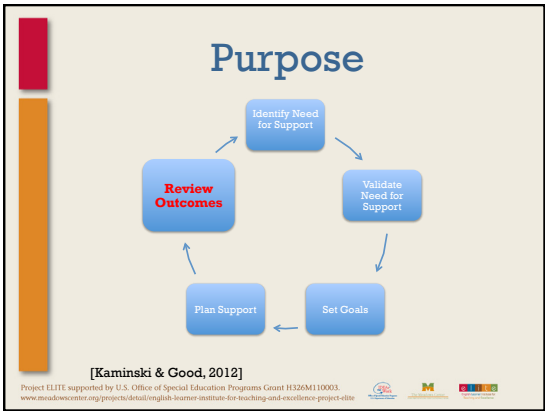
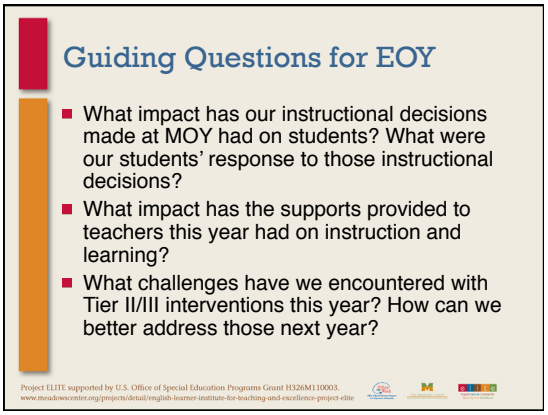
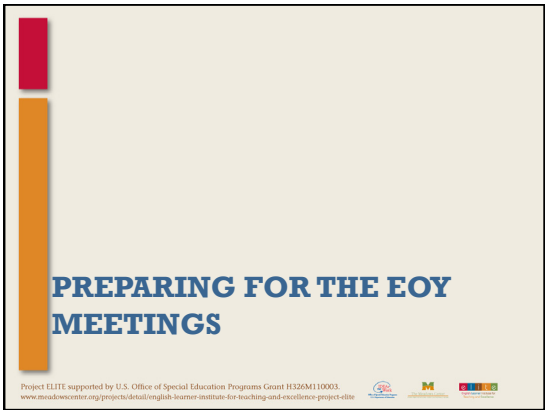
# End-of-Year Meetings



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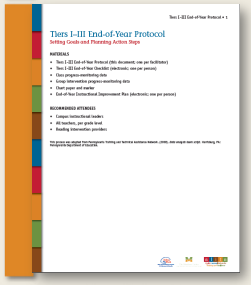
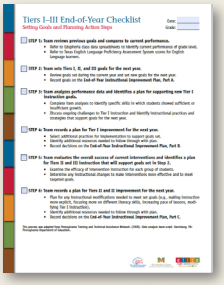
## Guides for Data Meeting Discussion


Tiers I–III End-of-Year Protocol


Tiers I–III End-of-Year Checklist

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## Understanding the Protocol

**STEP 1: Team reviews current performance of students.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Consider hearing and vision tests (schedule if not yet administered).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). | • "Let's analyze how our students are doing on [benchmark skill]."<br>• "How did this cohort of students do compared to last year's cohort?"<br>• "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?"<br>• "Is there a disproportionate number of ELLs identified as being at risk?" | Progress-monitoring data |

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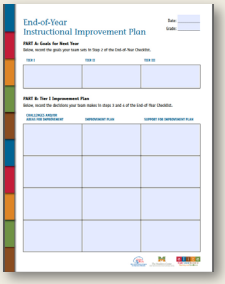
## Planning and Record Keeping:


End-of-Year Instructional Improvement Plan

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## Allocating Time for your meetings: Some suggestions

- Have student data prepared and available to teachers before the meetings.
- Give team members "homework" for analyzing the data beforehand.
- Ask your team to consider what the data is telling them about students before the meeting, and to come prepared to discuss how to target their students' instructional needs.

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## CONDUCTING EOY DATA MEETINGS

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## Step 1: Identifying current performance

**STEP 1: Team reviews previous goals and compares to current performance.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Review grade-level performance against goals set in previous meeting and/or at the beginning of the year.<br>• Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).<br>• Note whether grade level and individual students made substantial growth (compared to last assessment period). | • "Did we reach our goals for this year?"<br>• "What percentage of students are identified as being at low risk now, compared to at the beginning and middle of the year?"<br>• "Did we see an adequate rate of improvement for at-risk ELLs?"<br>• "Did ELLs make adequate progress toward the language proficiency goals we set at the beginning of the year?" (i.e., skills in each TELPAS domain) | Class progress-monitoring data |

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## DIBLES Indicators vs. Literacy Skills

The DIBELS measures were specifically designed to assess the **Big Ideas in Reading**:

| Measure | Measurement Area | DIBELS Edition | |
|---|---|---|---|
| | | 6th Edition | Next |
| LNF | Risk Indicator | ✓ | ✓ |
| ISF | Phonological Awareness | ✓ | |
| FSF | Phonological Awareness | | ✓ |
| PSF | Phonological Awareness | ✓ | ✓ |
| NWF | Alphabetic Principle and Phonics | ✓ | ✓ |
| ORF | Alphabetic Principle and Phonics Accuracy and Fluency Comprehension | ✓ | ✓ |
| RTF | Comprehension | ✓ | ✓ |
| Daze | Comprehension | | ✓ |
| WUF | Vocabulary and Oral Language | ✓ | |

SOURCE: DIBELS Data System Website: https://dibels.uoregon.edu/

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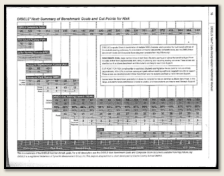
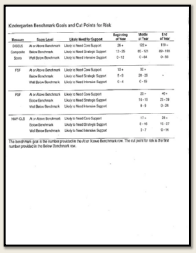
## Step 1: Identifying current performance





DIBELS Next Benchmark Goals and Cut Points for Risk

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## Step 2: Set Goals

**STEP 2: Team sets Tiers I, II, and III goals for the next year.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| Set goals that will raise expectations for the next year. | • "This year, our end-of-year goal was [percentage] of students at low risk. For next year, our goal is [higher percentage] of students at low risk by the end of the year."<br>• "This year, [percentage] of students exited interventions. For next year, our goal is [higher percentage] of students will exit interventions by the end of the year." | End-of-Year Instructional Improvement Plan, Part A |

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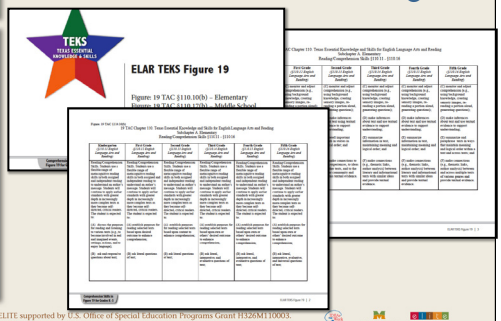
## Standards-based Goal Setting

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## EOY Instructional Improvement Plan

End-of-Year
Instructional Improvement Plan

Date: _____
Grade: _____

**PART A: Goals for Next Year**

Below, record the goals your team sets in Step 2 of the End-of-Year Checklist.

| TIER I | TIER II | TIER III |
|---|---|---|
| | | |

**PART B: Tier I Improvement Plan**

Below, record the decisions your team makes in steps 3 and 4 of the End-of-Year Checklist.

| CHALLENGES AND/OR AREAS FOR IMPROVEMENT | IMPROVEMENT PLAN | SUPPORT FOR IMPROVEMENT PLAN |
|---|---|---|

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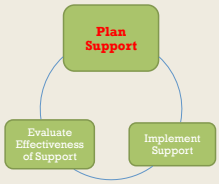
## Steps 3-6
## Plan for Support: The Big Questions

How can we organize as a grade level/campus to meet student needs?
What supports do we need to implement to achieve our goals?

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## Steps 3 – 6: Plan for Support

**Guiding TIER I questions for EOY**:

- What instructional practices *worked* (i.e., resulted in improved outcomes) this year?
- In what areas are students still in need of support? Did we target these areas in previous meetings? If so, why have we not seen improvement?
- What additional instructional practices can we implement next year to target these areas?

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## Step 3: Identify instructional practices to support goals

**STEP 3: Team analyzes performance data and identifies a plan for supporting new Tier I instruction goals.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Complete item analysis to identify skills that many students missed; analyze differences in performance on the Dynamic Indicators of Basic Early Literacy Skills (e.g., Letter-Naming Fluency, Nonsense Word Fluency) or other benchmark skills.<br>• Discuss a plan for Tier I instruction that directly addresses new goals. | • "With which [items/concepts] did [students/classes] struggle most?"<br>• "With which items did ELLs struggle most?"<br>• "In what areas was there growth between the middle and end of the year? In what areas is there still need for improvement?" (e.g., accuracy)<br>• "Do we need to change instruction to meet targeted goals?" (e.g., making instruction more explicit, focusing more on different skills, increasing pace of lessons, modifying small-group instruction) | Chart paper to record ideas (see for ideas: Treasures, Tips of the Week, Florida Center for Reading Research, Read Naturally, Reading A to Z, Center on Instruction, Institute of Education Sciences practice guides, etc.) |

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## Step 4, Plan for Support: Evaluate and Select Practices

**STEP 4: Team records a plan for Tier I improvement for the next year.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Select instructional practices to implement with greater focus next year (according to filters: evidenced based, practical, etc.).<br>• Identify whether curricular materials are available or can be readily created to implement the practice or strategy.<br>• Identify additional resources needed to follow through with plan (e.g., teacher training or professional development, fidelity plan).<br>• Identify ongoing challenges to meeting goals and prepare for those challenges. | • "Which of these practices have a research base? How do you know?"<br>• "Can we implement these practices with relative ease? Do we have the materials available?"<br>• "In what ways do these practices support ELLs? Which, if any, modifications need to be made to support ELLs?"<br>• "What supports need to be in place to meet our new goals and action plan?" (e.g., additional professional development, resources)<br>• "What other ongoing challenges do we need to plan for now to prepare for next year?" | • Chart paper to record team analysis of each idea<br>• End-of-Year Instructional Improvement Plan, Part B |

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## EOY Instructional Improvement Plan

**PART B: Tier I Improvement Plan**

Below, record the decisions your team makes in steps 3 and 4 of the End-of-Year Checklist.

| CHALLENGES AND/OR AREAS FOR IMPROVEMENT | IMPROVEMENT PLAN | SUPPORT FOR IMPROVEMENT PLAN |
|---|---|---|
| | | |
| | | |
| | | |

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## Step 5, Determine effectiveness of interventions: Guiding Questions

- How did our interventions work this period?
- To what might we attribute the growth we have seen in students receiving Tier II and III instruction?
- Why are some students showing little or no growth? Does this point to some needed modifications in the intervention?
- Did ELLs make adequate progress toward literacy and language goals?

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## Considering Second Language Needs

Guiding Questions:

*Are my ELs making adequate progress toward the TELPAS proficiency goals we set (listening, speaking, reading, writing)?*

*Are ELs receiving adequate language supports during intervention instruction?*

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## Step 5, Evaluating overall success of Tiers II and III

**STEP 5: Team evaluates the overall success of current interventions and identifies a plan for Tiers II and III instruction that will support goals set in Step 2.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Examine group intervention data and determine which of the following is true:<br>  • Gains are clearly linked to the intervention for each student.<br>  • Interventions worked for some students and not others.<br>  • Interventions worked poorly.<br>  • Interventions were not implemented as planned.<br>  • Changes or adjustments are needed to improve effectiveness (e.g., pacing, reinforcement of skills, fidelity of intervention).<br>• Identify ongoing, programwide challenges to meeting goals and create a plan for the next year. | • "Did some students grow more than others? Why?"<br>• "In what areas were ELLs most successful? In what areas was there inadequate growth among ELLs?"<br>• "Do any instructional changes need to occur to meet targeted goals?" (e.g., making instruction more explicit, focusing more on certain skills, changing the pace of lessons, delivering interventions with better fidelity) | Group intervention progress-monitoring data |

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## Step 6: Planning for support in Tiers II and III

**STEP 6: Team records a plan for Tiers II and III improvement for the next year.**

| PROCEDURE | DISCUSSION PROMPTS | MATERIALS |
|---|---|---|
| • Identify any intervention modifications that need to be made to meet new goals (e.g., pacing, fidelity of intervention, use of progress-monitoring data to inform instruction).<br>• Identify additional resources needed to follow through with plan (e.g., teacher training, fidelity plan).<br>• Identify ongoing challenges to meeting goals and prepare for those challenges. | • "What instructional changes should be made to accelerate progress for students next year?"<br>• "In what ways can we use progress monitoring more effectively?"<br>• "What other ongoing challenges do we need to plan for now in preparation for next year?"<br>• "What supports need to be in place to meet new goals and follow the action plan?" (e.g., additional professional development, resources) | • Chart paper to record team analysis of each idea<br>• End-of-Year Instructional Improvement Plan, Part C |

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## EOY Instructional Improvement Plan

**PART C: Tiers II–III Improvement Plan**

Below, record the decisions your team makes in steps 5 and 6 of the End-of-Year Checklist.

| CHALLENGES AND/OR AREAS FOR IMPROVEMENT | IMPROVEMENT PLAN | SUPPORT FOR IMPROVEMENT PLAN |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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## Purpose

[Kaminski & Good, 2012]

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# Appendix C: Evaluation Measures

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English Learner Institute for Teaching and Excellence

## ELITE Tier 1 Fidelity Observation Form

Teacher: _____ Date: _____ Time observation began: _____

Observer: _____ Time observation ended: _____

| **Scale:** | **1 = Not implemented** | **2 = Partially implemented** | **3 = Moderately implemented** | **4 = Highly implemented** |
|---|---|---|---|---|
| **N.O. = Not observed (indicate reason)** | | | | |

| **Before Reading (5–7 minutes)** | | | | | | **Field Notes:** |
|---|---|---|---|---|---|---|
| Teacher introduces or previews story and three new vocabulary words. | | | | | | |
| • Previews text, activating students' prior knowledge | 1 | 2 | 3 | 4 | N.O. | |
| • Engages students in making predictions about the text and in brief discussions about concepts related to story | 1 | 2 | 3 | 4 | N.O. | |
| • Selects three or four high-utility words used across contexts and has students say the words and repeat | 1 | 2 | 3 | 4 | N.O. | |
| • Uses nonlinguistic representations to teach target vocabulary words | 1 | 2 | 3 | 4 | N.O. | |
| • Provides student-friendly definitions of target vocabulary | 1 | 2 | 3 | 4 | N.O. | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| • Displays words in written form and posts the vocabulary words | 1 | 2 | 3 | 4 | N.O. | |
| • Sets explicit instructional goals for read-aloud (e.g., listen for vocabulary and prepare for comprehension questions) | 1 | 2 | 3 | 4 | N.O. | |
| • Works with students to create an anchor chart for the comprehension strategy that is the focus (first day of cycle only) | 1 | 2 | 3 | 4 | N.O. | |
| • Checks for background knowledge (first day of cycle only) | 1 | 2 | 3 | 4 | N.O. | |
| • Incorporates the comprehension strategy in each day of the read-aloud cycle | 1 | 2 | 3 | 4 | N.O. | |
| **During Reading (15 minutes)** | | | | | | |
| **First Read**<br>Teacher reads aloud **without stopping** a passage from a narrative or informational text, focusing on literal and inferential comprehension. | | | | | | |
| • Reads passage aloud without stopping, emphasizing concepts through prosody | 1 | 2 | 3 | 4 | N.O. | |
| • During guided discussion, encourages students to use new vocabulary | 1 | 2 | 3 | 4 | N.O. | |
| • Asks students to turn and talk and **retell** what the passage was about (who, what, when, where) | 1 | 2 | 3 | 4 | N.O. | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| • Uses one probe effectively for inferential comprehension | 1 | 2 | 3 | 4 | N.O. | |
| **Second Read**<br>Teacher rereads passage, drawing attention to the new vocabulary. | | | | | | |
| • Reviews words and meanings with students | 1 | 2 | 3 | 4 | N.O. | |
| • Checks for students' recognition of new vocabulary (e.g., thumbs-up) | 1 | 2 | 3 | 4 | N.O. | |
| • Asks students to repeat a word they recognize and provide an explanation | 1 | 2 | 3 | 4 | N.O. | |
| • Guides and scaffolds students in creating their own original sentences, using vocabulary words encountered in the text | 1 | 2 | 3 | 4 | N.O. | |
| **After Reading (5–7 minutes)** | | | | | | |
| Teacher extends comprehension, focusing on deep processing of vocabulary knowledge. | | | | | | |
| • Provides opportunities for students to discuss the story in relation to their own experiences | 1 | 2 | 3 | 4 | N.O. | |
| • Facilitates discussion, using minimal "teacher talk" | 1 | 2 | 3 | 4 | N.O. | |
| • Uses reading response notebook to model the target comprehension strategy and have students complete a writing activity related to that comprehension strategy (e.g., write gist statement, write summary) | 1 | 2 | 3 | 4 | N.O. | |

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| Teacher summarizes what was read and any content that was learned. | | | | | | |
|---|---|---|---|---|---|---|
| • Briefly reviews the title and author | 1 | 2 | 3 | 4 | N.O. | |
| • Briefly reviews main events and ideas | 1 | 2 | 3 | 4 | N.O. | |
| • Briefly reviews new vocabulary words | 1 | 2 | 3 | 4 | N.O. | |
| • Challenges students to listen for and use the new vocabulary words throughout the day | 1 | 2 | 3 | 4 | N.O. | |

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English Learner Institute for Teaching and Excellence

# DVISD Response to Intervention Framework Fidelity Form

1 = No or never; 2 = Rarely; 3 = Sometimes or to some degree; 4 = Almost always; 5 = Yes or always; N/A = Not applicable

| | | Degree of Fidelity | Notes |
|---|---|---|---|
| **Screening and Benchmarking** | | | |
| Measures | • Is DIBELS used as a screening measure? | 1 2 3 4 5 N/A | |
| Frequency | • Is DIBELS administered to all students at the beginning, middle, and end of the year?<br>• Are two additional "checkpoints" administered to all students in October and March? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Cut points | • Are the cut points outlined in DIBELS used as an indicator of which students are at benchmark and below benchmark? | 1 2 3 4 5 N/A | |
| Language of assessment | • Does the screening assessment match students' language of instruction appropriately (DIBLES/IDEL)? | 1 2 3 4 5 N/A | |
| Fidelity of administration | • Has each teacher received necessary training in administration?<br>• Does each classroom teacher administer and score the DIBELS?<br>• Does an appointed individual observe test administration to ensure fidelity?<br>• Do the teacher and another individual score the DIBELS to ensure reliability? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Data storage and retrieval | • Are data entered into DVISD's Eduphoria system? | 1 2 3 4 5 N/A | |

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| Core Reading and Language Instruction | | | |
|---|---|---|---|
| Practices and curricula | • Do teachers engage in ongoing, job-embedded professional development that promotes effective practices for ELs and cultural responsiveness? | 1 2 3 4 5 N/A | |
| EL support | • Do teachers regularly incorporate a research-based read-aloud routine that supports language and literacy development?<br>• Do teachers provide explicit vocabulary instruction that supports ELs?<br>• Do teachers regularly use strategies to make language comprehensible for ELs?<br>• Do teachers provide multiple opportunities for ELs to use and practice language? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Tier II and Tier III Interventions | | | |
| Tier II delivery | • Does a classroom teacher and/or interventionist deliver Tier II interventions?<br>• Are interventions provided for 30 minutes daily?<br>• Does intervention group size range from three to six students?<br>• Does the language of the intervention match students' language of instruction appropriately? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Tier II materials and intervention | • Do Tier II interventions include the designated intervention program at each grade level?<br>• Do Tier 2 interventions use the following:<br>o Evidence-based instructional practices?<br>o Explicit, systematic instruction?<br>o Multiple response opportunities?<br>o Scaffolding?<br>o Effective feedback? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |

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| | | | |
|---|---|---|---|
| Tier III delivery | • Does an interventionist deliver Tier III interventions outside of the classroom?<br>• Are interventions provided for 45 to 60 minutes daily?<br>• Does intervention group size range from two to four students?<br>• Does the language of the intervention match students' language of instruction appropriately? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Tier III materials and intervention | • Do Tier III interventions include the designated intervention program at each grade level?<br>• Do Tier III interventions use the following:<br>  ○ Evidence-based instructional practices?<br>  ○ Explicit, systematic instruction?<br>  ○ Multiple response opportunities?<br>  ○ Scaffolding? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Progress Monitoring | | | |
| Measures | • Is DIBELS used for progress monitoring? | 1 2 3 4 5 N/A | |
| Frequency | • Is progress monitoring for Tier II completed every 2–3 weeks?<br>• Is progress monitoring for Tier III completed every 1–2 weeks? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Cut points and data points | • Are the cut points outlined in DIBELS used as the primary factor in determining whether a student is above or below benchmark? | 1 2 3 4 5 N/A | |
| Administration and scoring | • Do classroom teachers and/or interventionists administer and score benchmark tests? | 1 2 3 4 5 N/A | |
| Data storage and retrieval | • Are data entered in the DVISD's Eduphoria system? | 1 2 3 4 5 N/A | |

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| | | | |
|---|---|---|---|
| Data sharing | • Are progress-monitoring data shared at parent-teacher conferences?<br>• Are progress-monitoring data shared on students' report cards?<br>• Are summaries of academic expectations that align with DIBELS subtests provided to parents? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Data-Based Decision Making | | | |
| Process | • Is the DVISD/Project ELITE structured data meeting process used?<br>• Do teams review literacy screening data (DIBELS/IDEL) during these meetings?<br>• Do teams review language proficiency and/or TELPAS data during these meetings? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Participants | • Are the necessary individuals present (principal, assistant principal, instructional administrator, classroom teachers, interventionists)? | 1 2 3 4 5 N/A | |
| Tier I (core instruction) meetings | • Do Tier I meetings occur monthly?<br>• Do teams review previous goals and set new goals?<br>• Do teachers use data to make instructional decisions (modifications or implementation of new practices)? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Tier II and Tier III meetings | • Do Tier II and Tier III meetings occur at the beginning, middle, and end of the year?<br>• Do teams review goals and sett new goals?<br>• Do teams use data to identify students in need of supplemental instruction and to allocate resources accordingly?<br>• Do teams use data to make decisions about intervention instruction (program type, pacing, sequencing, level of intensity, skill reinforcement)? | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |

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| Culturally Responsive Practices | | | |
|---|---|---|---|
| School policies, climate, and organization | Are the following implemented and embedded into all tiers of instruction?<br>• Understanding that culture, language, and ethnicity influence school achievement<br>• Working collaboratively as a school staff to ensure an equitable education for all students<br>• Including in the school climate an ethic of care, respect, and responsibility for the achievement of all students<br>• Involving families and the community in the formation of new school policies<br>• Using ongoing, job embedded professional development that promotes culturally responsive practices | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |
| Parental engagement | Are the following implemented and embedded into all tiers of instruction?<br>• Featuring the positive perspectives of parents and families of culturally and linguistically diverse students<br>• Using families' funds of knowledge in the school curriculum, formation of new policies, and reform decision making<br>• Giving surveys to parents to gather input on topics to be covered during family information sessions<br>• Establishing a parent community liaison to empower parents and students to the navigate school system | 1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A<br>1 2 3 4 5 N/A | |

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# Model Implementation Survey

**Project ELITE Model Implementation Survey**

| | | | | | |
|---|---|---|---|---|---|
| Please rate the usefulness of the following components of Project ELITE in meeting the needs of your students. | | | | | |
| **Tier I Structured Data Meetings**: Monthly grade-level meetings to review data and plan instruction | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| **Tier II and Tier III Structured Data Meetings**: Meetings at the beginning, middle, and end of the year to review benchmark data, determine intervention needs, and plan instruction | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| **Project ELITE Read-Aloud Routine:** Daily routine of building vocabulary and comprehension through text reading with embedded strategies for English learners and culturally responsive pedagogy | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| Please rate the usefulness of each of the following professional development activities in supporting your teaching. | | | | | |
| **Read-Aloud Routine Training:** Initial modeling of read-aloud steps with videos | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| **Read-Aloud Refinement Professional Development:** Meeting in professional learning communities to share feedback from observations and plan next steps | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| **Self-Video With Reflection Activities:** Teachers video themselves delivering the read-aloud routine and complete a self-reflection. Teachers meet in professional learning communities to discuss successes, challenges, and next steps. | Very Useful | Useful | Somewhat Useful | Not Useful | Did not Participate This Year |
| Please rate the likeliness that the following components of Project ELITE are **sustainable** on your campus. | | | | | |
| **Tier I Structured Data Meetings**: Monthly grade-level meetings to review data and plan instruction | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |
| **Tier II and Tier III Structured Data Meetings**: Meetings at the beginning, middle, and end of the year to review benchmark data, determine intervention needs, and plan instruction | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |
| **Project ELITE Read-Aloud Routine:** Daily routine of building vocabulary and comprehension through text reading with | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |

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| | | | | | |
|---|---|---|---|---|---|
| embedded strategies for English learners and culturally responsive pedagogy | | | | | |
| **Read-Aloud Routine Training:** Initial modeling of read-aloud steps with videos | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |
| **Read-Aloud Refinement Professional Development:** Meeting in professional learning communities to share feedback from observations and plan next steps | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |
| **Self-Video With Reflection Activities:** Teachers video themselves delivering the read-aloud routine and complete a self-reflection. Teachers meet in professional learning communities to discuss successes, challenges, and next steps. | Very Likely | Likely | Somewhat Likely | Not Likely | Did not Participate This Year |

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# Survey of Teacher Beliefs

## Excerpt From Teacher Beliefs Survey

Please indicate the extent to which you agree with the following statements. *Please note that your identity will remain completely anonymous*, and your responses will be referred to by code number only.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| A. I believe that I should make connections between my instruction and my students' lives outside of school. | ☐ | ☐ | ☐ | ☐ | ☐ |
| B. I believe that learning about students' cultural backgrounds will make me a more effective teacher. | ☐ | ☐ | ☐ | ☐ | ☐ |
| C. I believe English language learners are most successful when they receive all instruction in English. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| L. Teachers need to know about the stages of second language acquisition in order to be effective with English language learners. | ☐ | ☐ | ☐ | ☐ | ☐ |
| M. I believe that my culture is different than most of the students I serve. | ☐ | ☐ | ☐ | ☐ | ☐ |
| N. It is important that my students learn about cultural differences. | ☐ | ☐ | ☐ | ☐ | ☐ |

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# Evaluation of Professional Development

**[INSERT TITLE]**
**[INSERT DATE]**
**OVERALL EVALUATION**

☐ Kindergarten ☐ First grade ☐ Second Grade ☐ Third Grade

☐ General education ☐ Special education ☐ Intervention teacher ☐ Administrator ☐ Other

***Please rate the quality and relevance of [add title of overall meeting/workshop].***

| | Strongly disagree | Disagree | Agree | Strongly Agree | Does Not Apply |
|---|---|---|---|---|---|
| 1. The [information, materials, technical assistance, activities] was/were **clearly presented**. | 1 | 2 | 3 | 4 | |
| 2. The [...] **referenced the research** behind the information presented. | 1 | 2 | 3 | 4 | |
| 3. The [...] provided information that will help me **make informed decisions** related to [...]. | 1 | 2 | 3 | 4 | |
| 4. The [...] focused on skills and provided resources that can be used now or in the future to **take the next step** in our work. | 1 | 2 | 3 | 4 | |
| 5. The [...] **strengthened my understanding** of [...]. | 1 | 2 | 3 | 4 | |
| 6. The [...] helped me **learn strategies** for improving [...]. | 1 | 2 | 3 | 4 | |
| 7. The [...] helped me **understand implications** for practice. | 1 | 2 | 3 | 4 | |
| 8. I will **apply** the information and tools presented. | 1 | 2 | 3 | 4 | |

9. What ideas from this PD session will you will implement in your classroom?

10. What would help you to implement the practices you have seen today?

11. What could we do to improve today's PD session?

12. Overall, how useful was today's session? ☐ Not useful at all ☐ Somewhat useful ☐ Very useful

13. What is the likelihood that you will implement the information presented today in your classroom?

☐ Not likely at all ☐ Somewhat likely ☐ Very likely

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# Appendix D: Publications, Presentations, and Impact

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# Publications

## Tools and Deliverables

The Meadows Center for Preventing Educational Risk. (2013). *Read-aloud routine: Rutina de leer en voz alta*. Austin, TX: Author.

The Meadows Center for Preventing Educational Risk. (2014). *Read-aloud routine for building vocabulary and comprehension skills*. Austin, TX: Author.

The Meadows Center for Preventing Educational Risk. (2014). *Structured data meeting handbook: A year-round tool for monitoring progress, setting goals, and planning instruction for kindergarten to third grade*. Austin, TX: Author.

The Meadows Center for Preventing Educational Risk & Del Valle Independent School District. (2014). *Extending read-aloud lessons with comprehension strategies: A series of training modules*. Austin, TX: Authors.

The Meadows Center for Preventing Educational Risk & Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2015). *Read-aloud routine for building vocabulary and comprehension skills in prekindergarten*. Austin, TX: Authors.

## Research Briefs and Reports

Project ELITE, Project ESTRE²LLA, & Project REME. (2014). *Effective practices for English learners: Brief 1, Meeting the needs of English learners through a multitiered instructional framework*. Washington, DC: U.S. Office of Special Education Programs.

Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 2, Assessment and data-based decision making*. Washington, DC: U.S. Office of Special Education Programs.

Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 3, Core and supplemental English as a second language literacy instruction for English learners*. Washington, DC: U.S. Office of Special Education Programs.

Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 4, Core and supplemental biliteracy instruction for English learners*. Washington, DC: U.S. Office of Special Education Programs.

Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 5, Professional development to support a multitiered framework*. Washington, DC: U.S. Office of Special Education Programs.

## Peer-Reviewed Research Article

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

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## Presentations

Cortez, V. (2013, October). *Project ELITE read-aloud routine*. Presentation at a meeting of the Catholic Schools in the Diocese of Laredo, Laredo, TX.

Cortez, V. (2014, November). *Project ELITE read-aloud routine*. Presentation at a meeting of the Austin Independent School District, Austin, TX.

Cortez, V., & Grimaldo, L. (2014, November). *Project ELITE read-aloud routine*. Presentation at a meeting of the Arlington Independent School District, Arlington, TX.

Cortez, V., & Grimaldo, L. (2014, December). *Refining the Project ELITE read-aloud routine for prekindergarten*. Presentation at a meeting of the Arlington Independent School District, Arlington, TX.

Cortez, V., & Grimaldo, L. (2015, January). *Building vocabulary and comprehension skills in prekindergarten through a read-aloud routine*. Presentation at a staff meeting of the Texas Literacy Initiative, Austin, TX.

Grimaldo, L. (2015, January). *Project ELITE overview*. Presentation at an E3 Alliance board meeting, Austin, TX.

Grimaldo, L., Giroir, S., & Cortez, V. (2014, February). *Structured data meetings for DVISD elementary administrators*. Presentation at a Del Valle Independent School District administrators meeting, Del Valle, TX.

Grimaldo, L., & Linan-Thompson, S. (2014, July). *Meeting the needs of English learners with reading difficulties through a multitiered instructional framework*. Presentation at an Office of Special Education Programs project directors meeting, Washington, DC.

Grimaldo, L., & Roberts, G. (2013, November). *Project ELITE: Response to intervention and English learners*. Presentation at a University of Texas at Austin special education Ph.D. graduate course, Austin, TX.

Roberts, G., & Grimaldo, L. (2013, July). *RTI and ELs: Model demonstration project*. Poster session presented at an Office of Special Education Programs project directors meeting, Washington, DC.

Roberts, G., & Grimaldo, L. (2015, September). *Effective practices for English learners: U.S. Department of Education briefing*. Presentation to a meeting of the U.S. Department of Education, Washington, DC.

## Overview of Product Impact

### Flip Book Tool

The English Language Learner Institute for Teaching and Excellence (Project ELITE) worked with district leaders and educators in Del Valle Independent School District to optimize literacy instruction to meet the diverse needs of English learners (ELs). To address this goal, the project worked with kindergarten to grade 3 teachers at three elementary schools to implement a read-aloud routine to enhance vocabulary and comprehension during core reading instruction.

During the 3 years of implementing the routine and using the flip book tool, educators participating in the project have seen very positive impacts on ELs' vocabulary awareness and use, as well as their own professional development in working with linguistically diverse students.

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Because of the positive impacts in kindergarten to grade 3, Project ELITE teamed up with the Texas Literacy Initiative to extend the read-aloud to prekindergarten students and publish an additional flip book tool. This school year, Texas Literacy Initiative schools in Austin and Arlington expressed interest in the routine due to the strong focus on ELs and building both vocabulary and comprehension, which were identified needs in the schools. Project ELITE and the Texas Literacy Initiative worked together with district leaders and early childhood teachers to pilot, modify, and refine the kindergarten to grade 3 tool for prekindergarten age 3 and age 4 children. Now, teachers throughout those school districts are trained on the routine and are beginning to implement it with their students.

## Parent Read-Aloud Bookmark

During the 2012–2013 school year, Project ELITE worked with kindergarten to grade 3 teachers at Baty Elementary School in Del Valle Independent School District to implement a new way of reading books aloud to enhance students' vocabulary and comprehension. Project ELITE developed a bookmark that presents this routine in a format for parents to use with their children.

This tool has been disseminated through the Texas Literacy Initiative in large Texas school districts such as Arlington and Austin. The Texas Literacy Initiative has worked with literacy partners (e.g., public libraries) to disseminate the tool to families and collaborate on home-school literacy connections. Additionally, Project ELITE has worked with SAReads, a nonprofit organization in San Antonio, to disseminate the tool and provide support for educator-family collaboration around literacy.

The tool has also been adapted for the National Association for Parents of Children Who Are Visually Impaired (NAPVI) and disseminated at many conferences, including the following:

- American Foundation for the Blind 2014 National Conference (New York)
- American Foundation for the Blind 2015 National Conference (Phoenix)
- Lighthouse preschool teacher training session (New York)
- NAPVI 2015 National Conference (Chicago)
- New York Institute for Special Education Teacher-Parent Conference
- New York State Chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired teacher training and classroom activity
- New York State NAPVI Back-to-School Conference
- New York State NAPVI Parents Conference
- New York State NAPVI Parents Conference for Hispanic Families (in Spanish)
- Perkins School for the Blind Early Childhood Conference (Boston)
- VISIONS 2014 Summer Program: Family presentation

The tool also has been used to plan read-alouds for parents of children who are visually impaired that will be published in the Children's Braille Book of the Month Club.

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## Structured Data Meetings: Protocols and Materials

As part of its support to kindergarten to grade 3 educators who work with ELs, Project ELITE has developed tools for implementing structured data meetings. These tools can be used for beginning-, middle-, and end-of-the-year meetings to guide educators in reviewing data and making instructional decisions for ELs. Project ELITE also developed tools for monthly meetings that guide classroom teachers in reviewing student data and optimizing core literacy instruction for ELs.

These tools have been included as resources for educators across Texas through the Texas State Literacy Plan online course. They will be continually available to Texas educators as part of courses on assessment, data-based decision-making, and ELs.

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