Strengthening the CORE
Observation Protocols in the ENL Classroom: Using Data and Classroom Observation Tools

November 19, 2018
Fordham University at Lincoln Center
McMahon Hall – Room 109

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NYS/NYC Regional Bilingual Education Resource Network
Today we will:

• explore core routines in the ENL/bilingual programs.
• discuss what Tier I (RTI) looks like in ENL/bilingual classrooms.
• review Stand-alone and Integrated ENL quality programs.
• identify strategies and scaffolds in core instructional programs.
• explore how we can use the modalities to support language (routines) in the ENL classroom.
• discuss how Targets of Measurement and PLDs can be used to align instruction.
Guiding questions:

• What is quality instruction in the ENL classroom?
• What is quality instruction in the bilingual classroom?
• What routines have you established in daily ENL instruction (integration of listening, speaking, reading, writing)? Receptive and Productive
• How do you plan your lessons for language support? What do you consider?
• What resources do you use in planning language lessons?
Anticipation Guide
What do you know about RTI?
Opportunities to Learn

Some ELLS/MLLs are inappropriately identified as having a learning disability not because they have a disability, but rather because they have not received adequate opportunities to learn.

Federal and State special education laws specify that a lack of opportunity to learn must be ruled out before a disability determination can be made (IDEA, 2006).
ACADEMIC LANGUAGE

Stand-alone or Integrated ENL

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What is academic language?

Discuss in your group.

How do you currently plan for academic language?

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Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in.
Across the country, educators and policymakers have begun to acknowledge the importance of academic language, as well as its notable absence from curriculum and assessment. Recent national and state standards reflect a shift towards academic language by calling for instructional focus on words that appear across content areas, as well as opportunities for students to develop knowledge of words and concepts through discussion and reading (Baker et al, 2014). Students must be able to determine the meaning of unfamiliar words, understand nuances in word meanings and multiple meaning words, and utilize sophisticated words and phrases, including transitions and precise word choice (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). These demands are particularly challenging for students with impoverished experience or limited exposure to English.

Students must be able to........
Academic Language

- Academic Language is comprised of many skills
  1. **Vocabulary knowledge** (both depth and breadth)
    - **Depth** – knowing multiple meanings, both common and uncommon, for a given word written vocabulary as distinct from oral vocabulary.
    - **Breadth** – knowing the meanings of many words, including multiple words for the same, or related, concepts

Center on Instruction
Vocabulary Instruction

**TIER 1:** basic words that do not require much instruction. Beware of L1 concept

**TIER 2:** high frequency words used across many domains/content areas (next, finally, nevertheless)

**Tier 3:** Content specific words that only apply to the specific content area

What do you know about the different Tier words?
Vocabulary Selections

- Polysemous – words with multiple meanings

- Idioms and everyday expressions

- Cognates

**table**
- math table (2x1=1, 2x2=4)
- Scientific table
- dinner table
- table that idea

**Idioms and everyday expressions:**
- It’s raining cats and dogs.
- Hi, how’s it going (goin’)?

**Cognates**
- intervention – intervencción
- problem- problema
Vocabulary use throughout a unit

Words are not learned in isolation

- Teacher PRE-TEACHES words or phrases
- Students read it in their text and throughout the unit
- Students use it in their oral summaries and peer discussions
- Students use it in their writing

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Word Study as part of a unit

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Prefixes: **un-**

- The words listed have been selected because of their suitability for Key Stage 2.

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Strategic Planning of Vocabulary Instruction

1. Determine which words can be mentioned briefly:
   - are familiar to the student and can be revisited.
   - can be introduced with student-friendly definitions (or synonyms)
   - can be understood using cognates
   - can be acted out or demonstrated with gestures, artifacts, etc.

2. Determine which words have sufficient context clues to reveal their meaning.
The Civil War was one of the most difficult times in American history. From 1861 to 1865, America was at war with itself. The war stemmed from differences in beliefs between anti-slavery individuals in the northern states, and pro-slavery individuals in the south. Slavery was very important to the southern economy, and many southerners were afraid that Abraham Lincoln would try to abolish slavery when he became president. Such individuals did not think the government had the right to tell the states what to do. People in the north thought that slavery was immoral, and were afraid that if slavery was allowed in America's new territories, it would never be defeated.

In 1860 and 1861, eleven southern states decided to secede (break away) from the United States and form their own government. It was called the Confederate States of America. Richmond, Virginia was made their capital. Congress declared war on April 14, 1861 for the purposes of preserving the Union. The first shots of the Civil War were fired two days earlier at Fort Sumter, South Carolina.

https://www.mrnussbaum.com/civil_war_vocabulary/
La corrupción es considerada como un acto ilegal, el cual ocurre cuando una persona abusa de su poder para obtener algún beneficio para sí mismo o para su entorno cercano. Este acto requiere de la participación de dos o más actores: uno que por su posición de poder pueda ofrecer algo, ya sea un pago o un ofrecimiento de cualquier índole para obtener lo que desea y otro que esté dispuesto a recibir el pago o el soborno.

Estos actos los observamos diariamente, desde el transporte, al realizar trámites, al comprar, etc. puede suceder en los lugares menos pensados. En un establecimiento educacional puede darse entre profesores, en una oficina entre jefe y subalterno, en un diario entre un periodista y su fuente, etc.

Puedes creer que algunas personas consideran la corrupción algo útil, ellas argumentan que gran parte de las veces ayuda a esquivar las reglas innecesarias, acelera trámites, y hace ahorrar mucho tiempo. Sin embargo, estas personas no se dan cuenta o parecen realmente no tener conciencia que a largo plazo la corrupción perjudica a todas las personas, ya que la corrupción provoca fallas en todo sistema, por ejemplo, en la calidad de servicios médicos, baja calidad de los servicios educativos, fallas en la infraestructura vial, etc. Por ejemplo la baja calidad de los servicios médicos puede costarle la vida a una persona, la corrupción de edificios que no cumplen con los mínimos requisitos de seguridad, pueden costarle la vida a un ciudadano durante un temblor o incendio y así suma y sigue.
3. Select 5-8 words for in-depth vocabulary Instruction:

- words central to understanding the text.
- words frequently used in the text.
- words that appear in other texts in the unit and/or in other content areas.
- words with multiple meanings
- words that can be altered by adding prefixes and/or suffixes to change meaning or grammatical form.
Sight words are commonly used words.

- Power words, Dolch sight list, high frequency words, magic 100 words and other similar nomenclature.
- Sight words make up 75% of a child’s early print materials. Early readers are encouraged to memorize the whole by sight.

**Automaticity** (Dr. Jeanne Chall, Harvard University)

- Having automaticity with a large number of sight words allows an early reader to focus on comprehension and meaning without stopping to decode every single word.
Dolch Sight Words
First Grade (41 words)

- after
- again
- an
- any
- as
- ask
- by
- could
- every
- fly
- from
- give
- going
- had
- has
- her
- him
- his
- how
- just
- know
- let
- live
- may
- of
- old
- once
- open
- over
- put
- round
- some
- stop
- take
- thank
- them
- then
- think
- walk
- were
- when

Dolch Sight Words
Third Grade (41 words)

- about
- better
- bring
- carry
- clean
- cut
- done
- draw
- drink
- eight
- fall
- far
- full
- got
- grow
- hold
- hot
- hurt
- if
- keep
- kind
- laugh
- light
- long
- much
- myself
- never
- only
- own
- pick
- seven
- shall
- show
- six
- small
- start
- ten
- today
- together
- try
- warm
Picture
Word
Inductive
Model -
PWIM
The teacher will:
1. Choose a picture from a big book, magazine, or Google images.
2. Ask students, “What do you see?” to elicit words.
3. **Label the objects in the picture**, repeating the word.
4. **Direct students to spell and say the word out loud.**
5. Ask, “What do these words have in common?” Next, read and group the words by commonalities on a chart. (categorize)
6. Review the chart by reading it and saying the words and their spelling aloud. (continue to read as a class over a series of days)
7. Ask, **"Can you think of more words to describe the picture?"** Chart any additional words.
8. Ask, "What would be a good **title for the picture?**" Discuss and record the title.
9. Ask students, **"What can we say about this picture? What sentences can we write?"**
10. Record and work together to group alike sentences.
11. Rearrange the sentences into a paragraph, describing aloud why you are putting sentences in a particular position in the paragraph.
12. Read together a few times.
Picture Word Inductive Model
Frayer Model: Science

**Essential Characteristics**
- Genetic material duplicates before division
- One cell produces two daughter cells
- Daughter cells are identical

**Non-Essential Characteristics**
- Number of chromosomes in original cell
- Type of cell does not matter, as long as it has chromosomes
- Size of cell

**Examples**
- A fertilized egg
- Body [somatic] cells

**Non-Examples**
- Budding
- Meiosis
- Gamete production

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Definition

An equation is a mathematical statement that shows that two expressions are equal.

Facts/Characteristics

- always has exactly one equal sign
- the left side is equivalent to the right side
- some equations have 0, 1, 2 or more solutions
- some equations contain just numbers
- some equations are algebraic models for relationships and they have corresponding graphical models and numerical models (e.g., tables)

Examples

3x - 2 = 4x + 7 (linear equation)
ab = ba (an identity)
F = 1.8C + 32 (a formula)
5 + 6 = 11 (a number statement)
P = 2l + 2w (a formula)
x = 3 (statement of value)

Non-examples

2x + 3y (expression)
3 (number)
perimeter (word)
x < y (inequality)
= 4.2 (has no left side)
Frayer Model

- Definition in your own words
- Facts/characteristics
- Examples
- Nonexamples

Word
2. Understanding of complex sentence structures and syntax

• **Simple:** Contains a single, independent clause.
  • I don't like dogs.
  • Our school basketball team lost their last game of the season 75-68.
  • The old hotel opposite the bus station in the center of the town is probably going to be knocked down at the end of next year.
Compound Sentences

- **Compound**: Contains two independent clauses that are joined by a coordinating conjunction. (The most common coordinating conjunctions are: *but, or, and, so*. Remember: **BOAS**.)
  - I don't like dogs, and my sister doesn't like cats.
  - You can write on paper, or you can use a computer.
  - A tree fell onto the school roof in a storm, but none of the students was injured.
Strategy for coordinating conjunctions: but, because, so.

Frames using but, because or so in writing sentences

The students were able to solve the mystery *because* ……..
*explains why something is true*

The students were able to solve the mystery *but* ……..
*indicates a change of direction*

The students were able to solve the mystery *so* ……..
*What happens as a result of something else/cause & effect*
Sentence Structures and Syntax

- **Complex**: Contains an independent clause plus one or more dependent clauses. (A dependent clause starts with a subordinating conjunction. Examples: *that, because, while, although, where, if.*)
  - I don't like dogs that bark at me when I go past.
  - She did my homework, while her father cooked dinner.
  - You can write on paper, although a computer is better if you want to correct mistakes easily.

*Note: A dependent clause, standing alone without an independent clause, is called a fragment sentence.*
Compound Complex

• **Compound-complex**: Contains 3 or more clauses (of which at least two are independent and one is dependent).
  - I don't like dogs, and my sister doesn't like cats **because** they make her sneeze.
  - You can write on paper, **but** using a computer is better **as** you can easily correct your mistakes.
  - A tree fell onto the school roof in a storm, **but** none of the students were injured, **although** many of them were in classrooms at the top of the building.

http://esl.fis.edu/learners/advice/syntax.htm
3. Understanding the structure of argument, academic discourse, and expository texts

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Expository Texts

Expository Texts: Informational text that explains.

The author’s purpose is to inform.
- clear, organized paragraphs
- lots of reasons, details
- has facts and opinions
- examples add clarity
- stays on topic
- can be fun to read
- little to no errors
- linking/transition words
- specific words on topic

Always | Sometimes | Never

Expository Pillar

Introduction
- Lead/Topic sentence

Main idea #1
- Detail
- Detail

Main idea #2
- Detail
- Detail

Main idea #3
- Detail
- Detail

Conclusion
Building Background Knowledge

Building background knowledge should be at the top of any list of interventions intended to enhance student achievement.”

(Marzano 2004)
“Background knowledge simply has to become an instructional focus if we want to help students make sense of school. We will lose a generation of learners if we don’t act now.”

(Fisher & Frey 2009)
Another way to work through how much background information to teach to ELLs prior to reading a text is to use the flow chart below.

1. Do non-ELLs have background knowledge on the topic?
   - Yes
     - Does the background knowledge provide information in place of what the author is going to provide in the text?
       - Yes
         - Is the background knowledge about big issues that will help students make sense of the text?
           - Yes
             - Is the background knowledge concise?
               - Yes
                 - Teach this background knowledge.
               - No
                 - Do not teach this background knowledge.
           - No
             - Do not teach this background knowledge.
       - No
         - Do not teach this background knowledge.
   - No
     - Do not teach this background knowledge.
Ivanna Soto-Hinman-Background experience, knowledge, conceptual understanding

• What **background experiences** might enhance my ELLs’?
• What **background experiences** or lack of background experiences create a barrier in my ELL’s understanding of the text?
• What concepts in this passage might be **familiar** to my students?
• What concepts in this passage might be **unfamiliar** to my students?
• What key vocabulary might be **unfamiliar** to my students?
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<th>Schema Misfit</th>
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| **Experience**  
We had a parent visit class who was a native of Australia. | **Experience**  
No one in the class has been to Australia | **Experience**  
Show video on Australia, highlighting unique Australian animals |
| **Concepts**  
Continent vs. country | **Concepts**  
State vs. territory  
Marsupials  
Monotremes | **Concepts**  
Introduces concepts through mapping exercise and video |
| **Vocabulary**  
Continent  
Country  
Equator  
Southern Hemisphere | **Vocabulary**  
Platypus  
Wombats  
Wallabies  
Koalas | **Vocabulary**  
After video and map exercise reinforce concepts through picture map or game prior to introducing the text. |
"Tap into Students' Background Knowledge. Students need to connect with literature on three basic levels: text to text, text to self, and self to the world. All students bring something to the classroom. Becoming familiar with the backgrounds and/or prior knowledge of ELL students allows a teacher to engage students in literacy experiences that connect with their diverse backgrounds, thereby building on this knowledge."

Dr. R. Cipriani-Sklar, Principal of the Fairview School in Corona, NY
NYSESLAT

TARGETS OF MEASUREMENT

PERFORMANCE LEVEL DESCRIPTORS
NYSESLAT-Targets of Measurement

https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-targets-measurement

- NYSESLAT Targets of Measurement: Listening
- NYSESLAT Targets of Measurement: Reading
- NYSESLAT Targets of Measurement: Writing
- NYSESLAT Targets of Measurement: Speaking
Group Activity

Using the Targets of Measurement in your group, determine the following:

- Examine the TOMs and determine what information is this tool giving you.
- Determine how you can use this tool to plan for instruction.
Sample language objectives

Students will **articulate main idea and details** using target vocabulary: topic, main idea, detail.

Students will **describe a character’s emotions** using precise adjectives.

Students will **revise a paragraph** using correct present tense and conditional verbs.

Students will **report a group consensus** using past tense citation verbs: determined, concluded.

Students will use **present tense persuasive verbs** to defend a position: maintain, contend.

Source: Kate Kinsella
What is the difference between content objective and language objectives?

The **content objective** tells what students will learn during the lesson. Example:

“Today you will learn about the causes of the American Revolution.”

The **language objective** tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening. Example:

**Students will be able to explain the connection between the French and Indian War and the American Revolution.**
Performance Level Descriptors

Partner Activity: Performance Level Descriptors

Review the PLD provided:

▪ What information does this tool give you?
▪ How is it organized?
▪ How and for what purpose can you use this tool?
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<td>021</td>
</tr>
</tbody>
</table>

Identify one student and discuss the NYSESLAT modalities. How far are they from reaching the next proficiency level? What are their strengths? Where can you do small group instruction?
ENL CORE ROUTINES IN DAILY INSTRUCTION
# Speaking and Listening Routines

**Judy Hodge and Andrea Honigsfeld**

<table>
<thead>
<tr>
<th>Routine 1-Whole Class Participation</th>
<th>Routine 2-Small Group Interactive Routines</th>
<th>Routine 3-Group and Individual Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning meeting</td>
<td>Talk-Abouts</td>
<td>Show and Tell</td>
</tr>
<tr>
<td>Powerful Questioning: KUD</td>
<td>Think Tanks</td>
<td>Center Stage</td>
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<tr>
<td>Blooming Questions, GPS</td>
<td>Stations</td>
<td>Ready Set Present</td>
</tr>
<tr>
<td>Turn Taking and Sharing</td>
<td>Student Organized Learning</td>
<td></td>
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<tr>
<td>Transitions</td>
<td></td>
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</tbody>
</table>

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Group Activity - Planning using non-fiction text - page 1 & 2 – 4 groups - Share Out

Using the text provided *Pioneers to the West* and templates provided, plan a lesson on the topic. Identify what you would do for whole class lesson; what would you do for **Entering/Emerging** students; **Transitioning and Expanding** students.

- Vocabulary - PWIM-Frayer-picture – **Group 1**
- Background knowledge-anticipation guide - **Group 2**
- Sentence structure-use because, but and so - **Group 3**
- Language and content objectives - **Group 4**
RESPONSE TO INTERVENTION
What is RTI?

RTI – Response to Intervention is a process of implementing high-quality, scientifically validated instructional practices based on assessments of learner needs, monitoring student’s progress, and adjusting the intensity and nature of interventions based on student’s responsiveness.
Effective **July 1, 2012**, all school districts in NY State must have an RtI program in place as part of their evaluation process to determine if a student in grades K-4* is a student with a learning disability in the area of reading.
RTI Tiered Model

- Tier 1: Universal Screening and Core Classroom Instruction
- Tier 2: Targeted Supplemental Interventions and Supports
- Tier 3: Intensive Targeted Interventions and Supports

5% few
15% some
80% all
Response to Intervention

RTI provides an alternative to the traditional practices that have been employed in many schools in the past to support students who experience academic difficulties (Ehren & Nelson, 2005; Fuchs & Fuchs, 2006; Mesmer & Mesmer, 2008).

RTI addresses broad-ranging academic challenges that students face in a general education classroom. This is based on a tiered model of high-quality instructional support, with ongoing assessments to determine which students respond to the instruction. When students positively progress with interventions, it is assumed that the instructional support at a particular tier is sufficient to meet their learning needs (Fuchs, Fuchs, & Compton, 2004; Kame’ennui et al., 2006; Vaughn & Fuchs, 2003).
Key components of an RTI model

- High quality instruction matched to the needs of students
- Evidence-based interventions of increasing intensity
- Ongoing progress monitoring
- Data driven decision making

The RTI model is both a prevention and an intervention model of instruction.

(Hoover, 2008; Klinger, Hoover, & Baca, 2008)
A shift from a deficit model to at-risk

Support at the Tier 1 level is:

- provide in-classroom intervention with fidelity.
- provide instruction within a cultural context over time.
- interventions should be provided long enough to collect data, alter instruction and determine if more intensive support is needed.
- using a team approach to provide objective analysis.
- comparing ELLs to like peers, non-native English speakers
A successful RTI model:

• is a comprehensive, school-wide approach that seeks to prevent further educational failure.

  What is the approach in your school?

• takes into account curriculum and assessment considerations.

  What thoughts have been given to curriculum in your school?

• addresses teachers’ and school leaders’ professional development and capacity building needs.

  What professional development have you attended?

• requires strong leadership, collaboration among special educators, general educators, and families.

  How does your school collaborate to support ELLs?
Tier 1 Instruction for ELLs/MLLs

Tier 1 is considered the level of **core instruction** at which the instruction employed is available to all students. Research-support activities of high-quality reading instruction in Tier 1 include:

- Teach all students essential core reading skills and strategies. **What are the essential core reading skills and strategies?**

- Provide differentiated reading instruction based on assessments and adapt instruction to meet students’ needs. **How are you differentiating instruction?**
  - Authentic in-class reading
  - Use bilingual texts
  - Strong modeling during instruction
  - Multiple opportunities for language strands (listening, speaking)

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Tier 1 …

- Provide explicit and systematic reading instruction with lots of practice with and without teacher support and feedback, and including cumulative practice over time.
- Provide opportunities for ELLS/MLLs to apply reading skills and strategies in the context of meaningful texts and with teacher support.
- Content based instruction and learning.
- Regularly monitor student progress, and reteach as necessary.
Tier 1 is the key!

The **Core curriculum** must be research based, have solid clear lessons, emphasize oracy, listening, reading & writing, be formatively assessed and be done with fidelity.
Cognitive Dimension

Comprehensible input (Stephen Krashen, 1985)

• Input that is commensurate with a student’s level of language proficiency
• Provide multiple scaffolding opportunities while students learn new vocabulary
• Ample time for learning, practicing
• Numerous activities that allow students ample practice to use the new vocabulary

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Tier 1 for ELLS

High Quality culturally responsive instruction for ELLS crosses all tiers of the RTI model:

- **High quality core instruction must be verified for ELLS.**
- **Culturally responsive instruction puts at the forefront:**
  - Cultural knowledge
  - Welcoming and trusting environments
  - Teachers value ELLs cultural and linguistic backgrounds
  - Instruction includes multicultural literature

The child’s language and culture should not be viewed as a liability, but as an asset, a strength with which to build an education.

(Brown and Doolittle, 2008)
Characteristics of Effective Tier 1 instruction for ELLS

• Evidence that the universal Core Instruction is effective with most students who share the student’s same cultural characteristics and/or level of English language proficiency.

• Instruction/intervention implemented is determined to be culturally and/or linguistically appropriate and is delivered using evidenced-based instructional practices.

• Limited opportunities for acquiring culturally bound knowledge, culture itself, ethnic diversity and the normal process of developmental language acquisition can be ruled out as a primary cause of a student’s difficulties.

Source: RTInetwork.org/sld-identification-toolkid/ld

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Tier 1 Core Curriculum for ELL/MLL Students - Reflecting

• Is there adequate instruction in Reading and Math, including the five critical areas of literacy: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension? (National Reading Panel Report, 2000)

• Is the core curriculum for ELL/MLL students reflective of academic standards specific to bilingual education and ENL programs?

• Is there evidence of differentiation in the Tier 1 Core Curriculum by the classroom teacher and ENL teacher?

• Is the Core instruction of high quality and delivered with fidelity?

• Is there a difference in the student’s performance by subject area?

• Are universal screeners and progress-monitoring instruments culturally responsive for learners who will be taking them?

• Was progress monitoring conducted in the language of intervention, when appropriate, and in English?
Realizing the Potential of RTI: Considerations When Implementing RTI with English Language Learners

Dr. Janette Klinger 4-15-11
Complete Anticipation Guide on RTI/After
TIER I Guiding Questions for Culturally Linguistically Response to Intervention/MTSS Using Template for TIER I

What does your school have in place?
What changes would benefit your ELL students?

Please bring template with your notes to the December 10, 2018 session
Special Education Institutes

January 28, 2019

Developing Culturally and Linguistically Responsive Multi-tiered Systems of Support (MTSS)/RTI2 for English Language Learners (ELLs)
Cristina Lopez Sanchez

March 15, 2019/School Teams

Inquiry Based Problem Solving for English Language Learners within a Multi-tiered System of Supports (MTSS)/RTI 2: Collaborative Practice
School Teams
Cristina Sanchez Lopez & Theresa Young

Deirdre Danaher & Eva Garcia
RBERN - Fordham University
Resources

• CLASSROOM LANGUAGE INTERACTION CHECKLIST-(CLIC) Administration Manual & Screening Form Third Edition; Catherine Collier 2016 -Social and Academic Interactions

• The Literacy Gaps: Bridge Building Strategies for English Language Learners and Standard English Learners; Ivannia Soto Hinman, June Hetzel 2009
Thank you!

Please complete the evaluation.