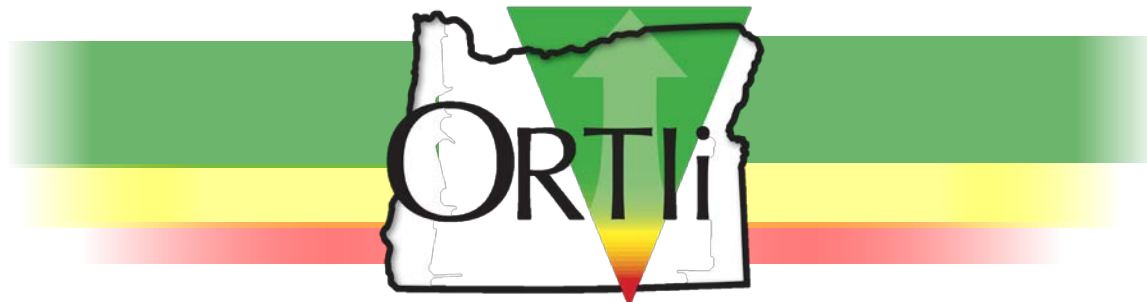


Vision: Every child in every district receives the instruction that they need and deserve...every day.

Equity and Academic Instruction: Reducing Disproportionality in a Multi-Tiered System of Support

Sally Helton, Oregon Response to Instruction and Intervention
David Putnam, Oregon Response to Instruction and Intervention
Erin A. Chaparro, University of Oregon



Goals

1. *Provide an overview of a Multi-Tiered System of Support*
2. *Identify effective research-based practices for teaching literacy to ELs and underserved populations in primarily English-only instructional settings*
3. *Introduce a data protocol for guiding instruction and assessing progress at Tier 1*
4. *Instill an urgency to provide effective, evidence-based instruction for ELs NOW*



INTRODUCTION



Do we believe all kids can learn?

“Student achievement **belongs to everyone** and will not be *predicted* by race, ethnicity, poverty, mobility, gender, disability, or initial proficiencies.”

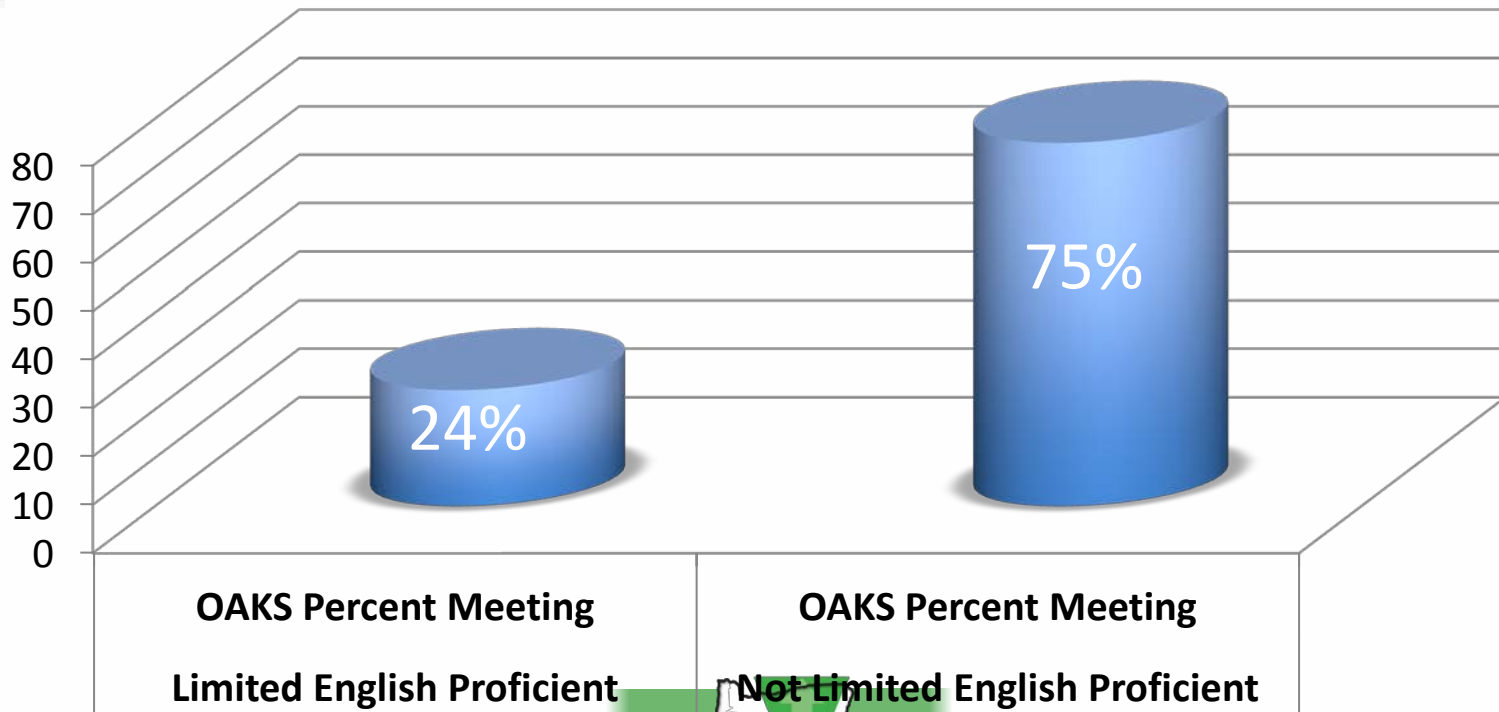
From Beaverton School District's Strategic Plan



Believing is not enough, How do we ensure all kids learn?

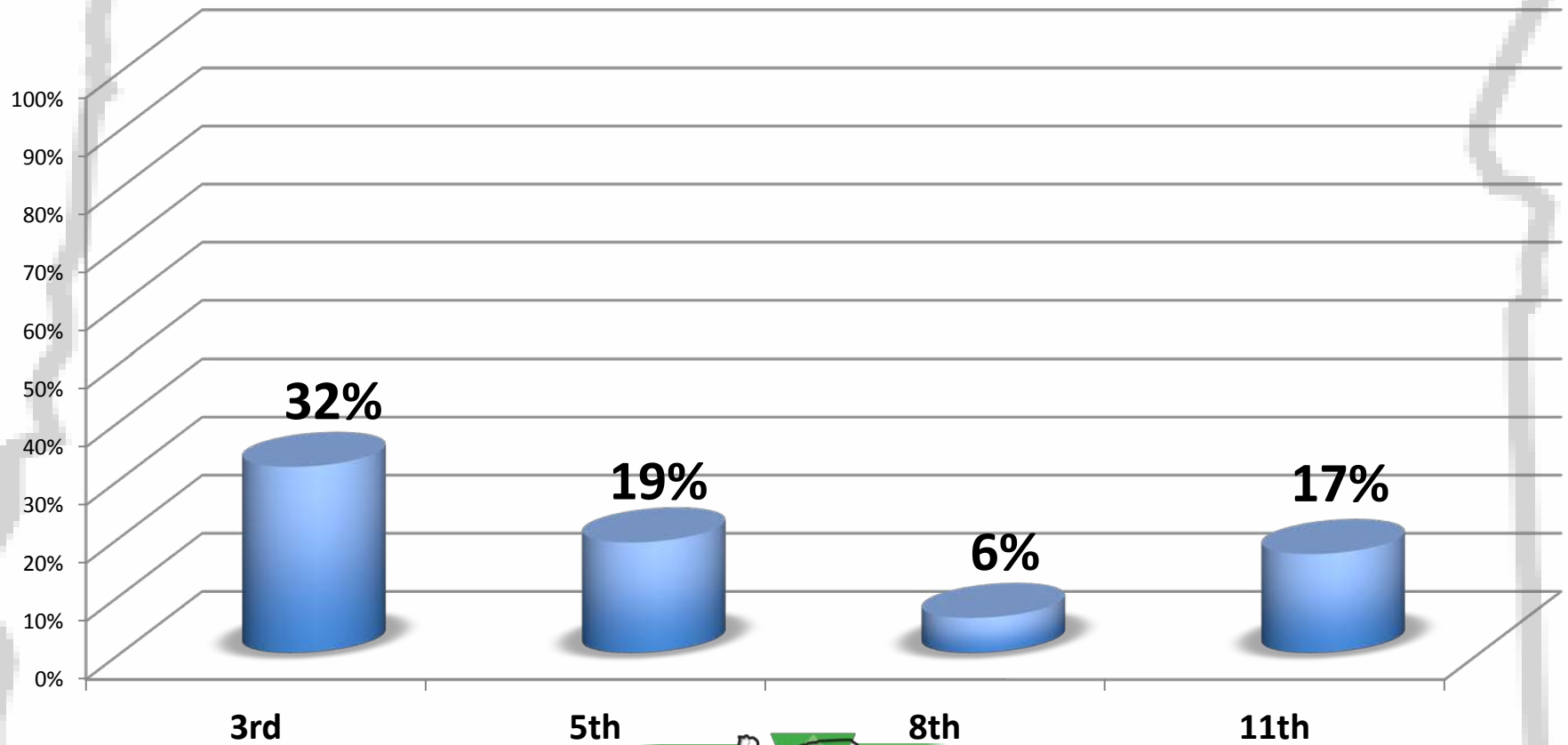
District: All	School: All Schools
School Year: 2012-13	Subject: Reading
Grade: All Grades	Sub Group: Limited English Proficient

Oregon Reading Performance Summary 2012-13



Percent of Oregon LEP Students Meeting on OAKS Reading

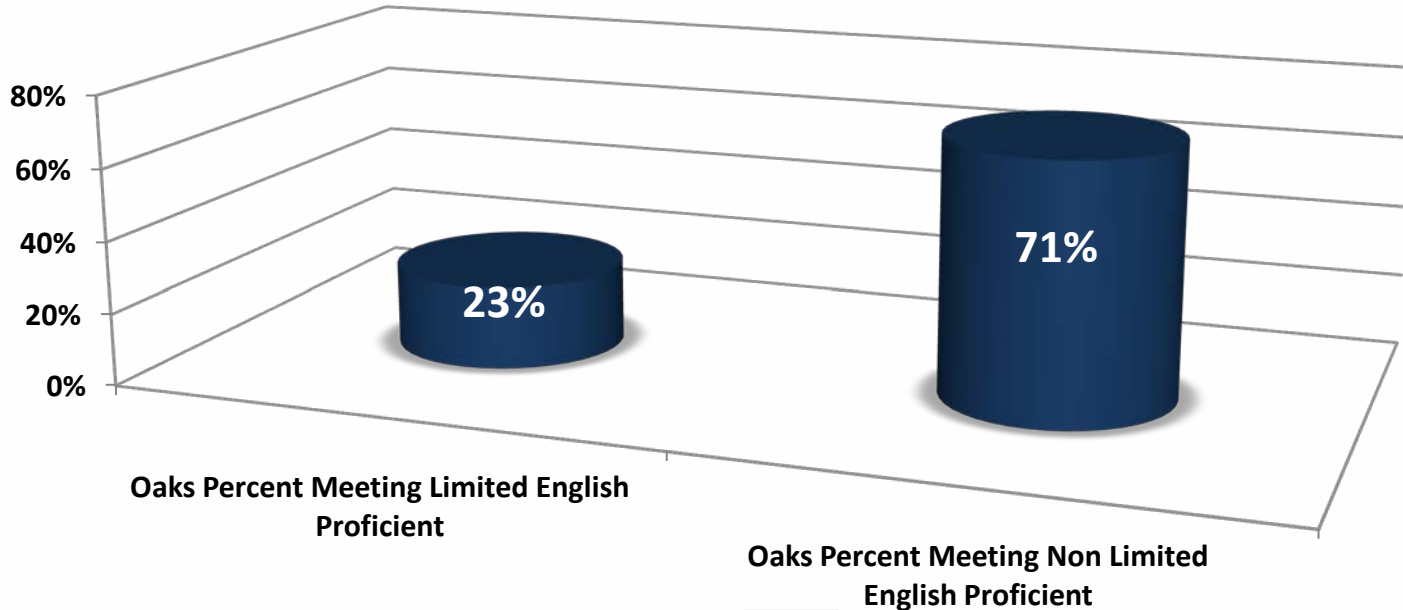
2012-13



Believing is not enough, How do we ensure all kids learn?

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Oregon Reading Performance Summary 2013-14

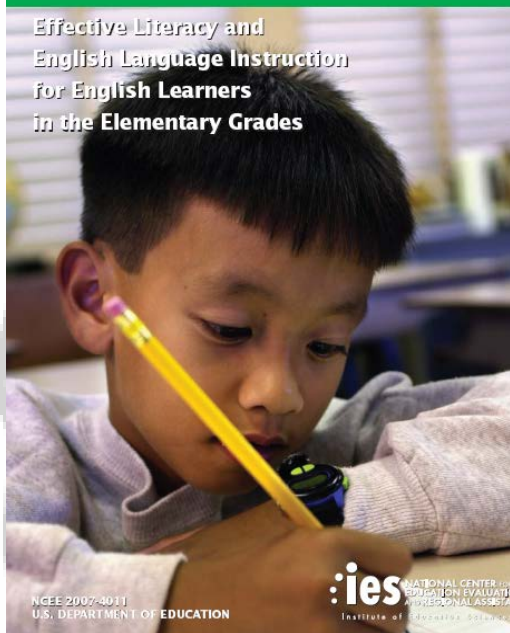


Research and Resources

I.E.S. Guides (2014) (2007)

IES PRACTICE GUIDE WHAT WORKS CLEARINGHOUSE

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

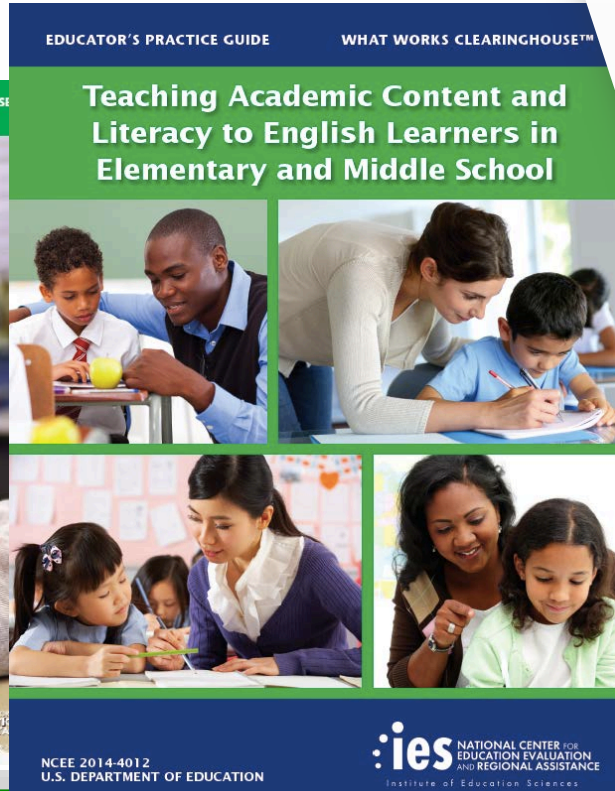


NCEE 2007-3011
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences

EDUCATOR'S PRACTICE GUIDE WHAT WORKS CLEARINGHOUSE™

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School



NCEE 2014-4012
U.S. DEPARTMENT OF EDUCATION

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Institute of Education Sciences

September 2015

PBIS Positive Behavioral Interventions & Supports

Examples of Engaging Instruction to Increase Equity in Education

Erin Chaparro, Rhonda Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputed. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Horner, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.

The education ecosystem is complex for students and educators alike. To that end, school-wide positive behavioral interventions and supports¹ and other evidence-based practices can help to create a predictable environment that is both safe and beneficial for each participant. The information offered here will guide educators to shape the instructional ecosystem and its impact on student achievement. The focus of this brief is on culturally responsive instruction² in that we discuss instructional strategies that are known to be engaging for a wide range of students by providing opportunities

for students to be academically successful in the classroom. The strategies presented here encourage educators to build off the strengths of students and capitalize on student cultural knowledge or provide critical knowledge when students lack foundational knowledge. The success of all students is partially dependent upon teachers and leaders believing that all students can learn.

Instructional Strategies

This brief introduces four instructional delivery strategies that teachers can use everyday to help maximize learning for each of their students. The overarching principle guiding

1. SWPBS: Sugai & Horner, 2009
2. Goe, 2000

Positive Behavioral Interventions & Supports (PBIS)

PBIS (2015)

Linguistic and Cultural Considerations

“English learners in dual language programs master much more of the curriculum, academically and linguistically, than ELs in ESL only programs”

Thomas and Collier, 2012,
Dual Language Education for a Transformed World



Linguistic and Cultural Considerations

- Instruct in Native Language whenever possible (i.e., TWI)
- Teachers need knowledge of L1 and L2 language acquisition, regardless of model
 - Child's language and culture should be viewed as strengths, not as liabilities. (Brown & Doolittle, 2008)
 - Instruction should be linguistically and culturally appropriate at each prevention level



MTSS



Multi-Tiered Systems of Support



MTSS

Behavior
(PBIS)

Academics
(RTI)



MTSS

Academic Systems

Behavioral Systems

Intensive Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive

1-5%

1-5%

5-10%

5-10%

80-90%

80-90%

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

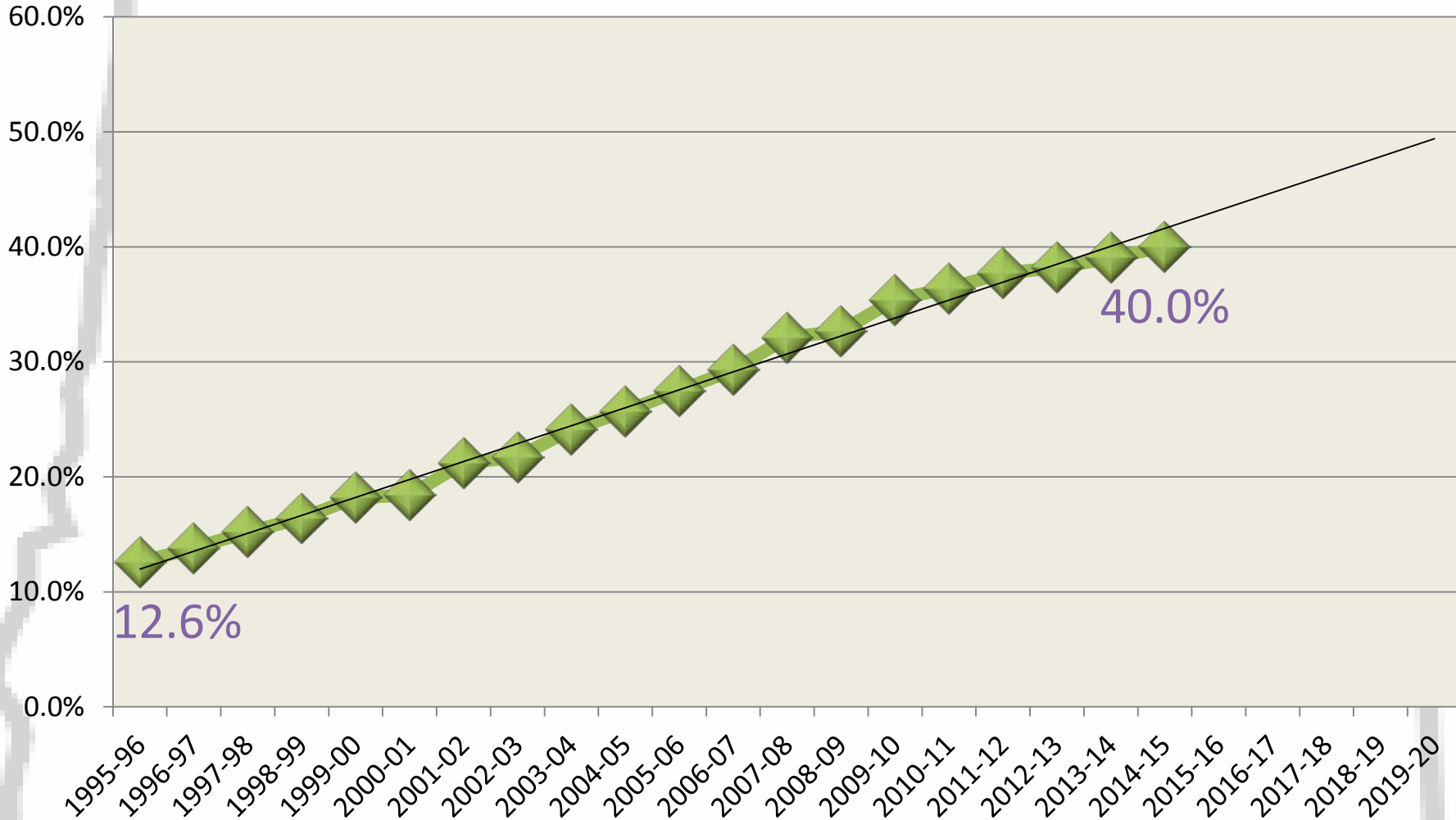
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

Effective Behavior and Instructional Supports

Students of Color in Tigard-Tualatin School District

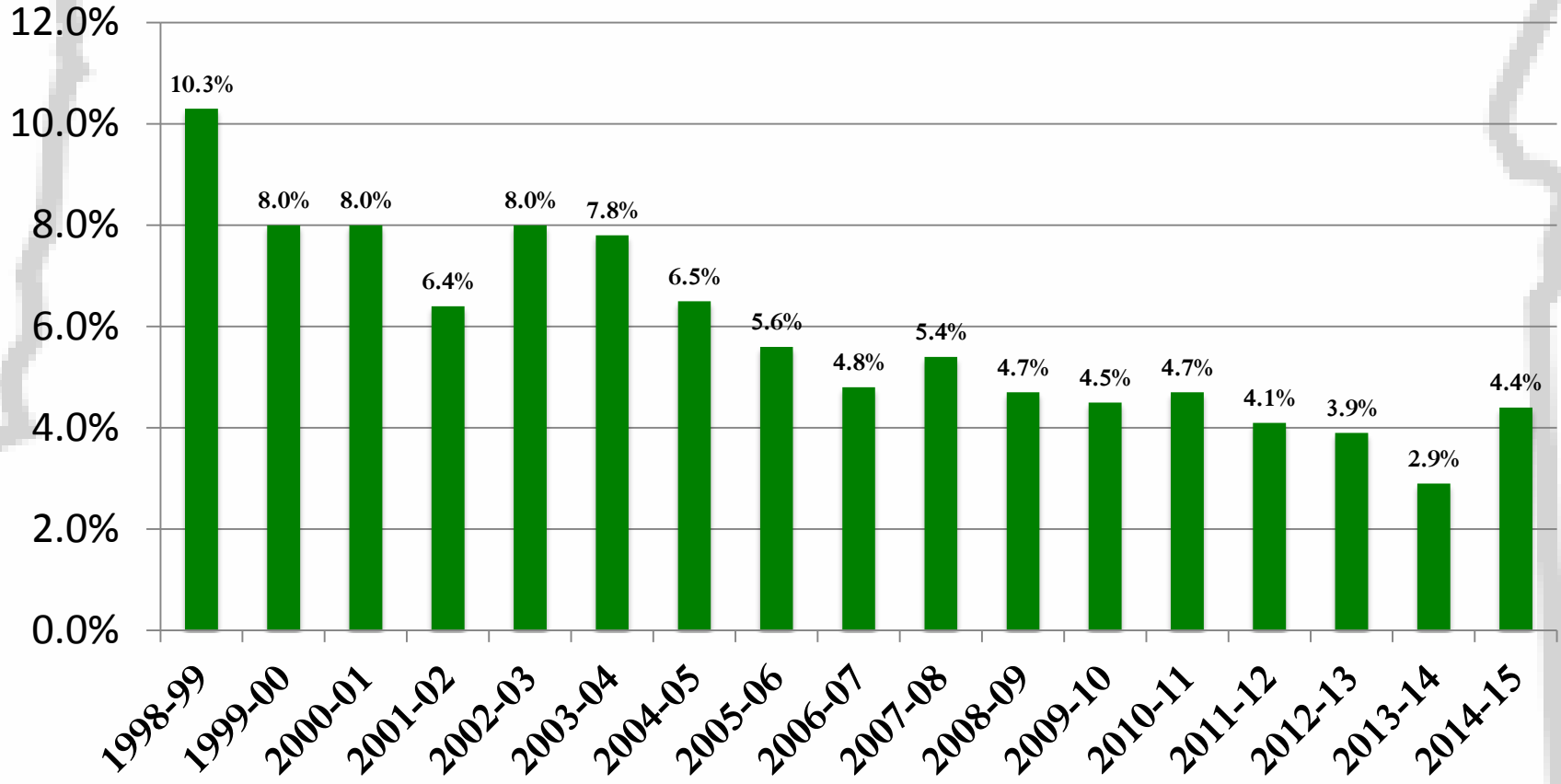


2095



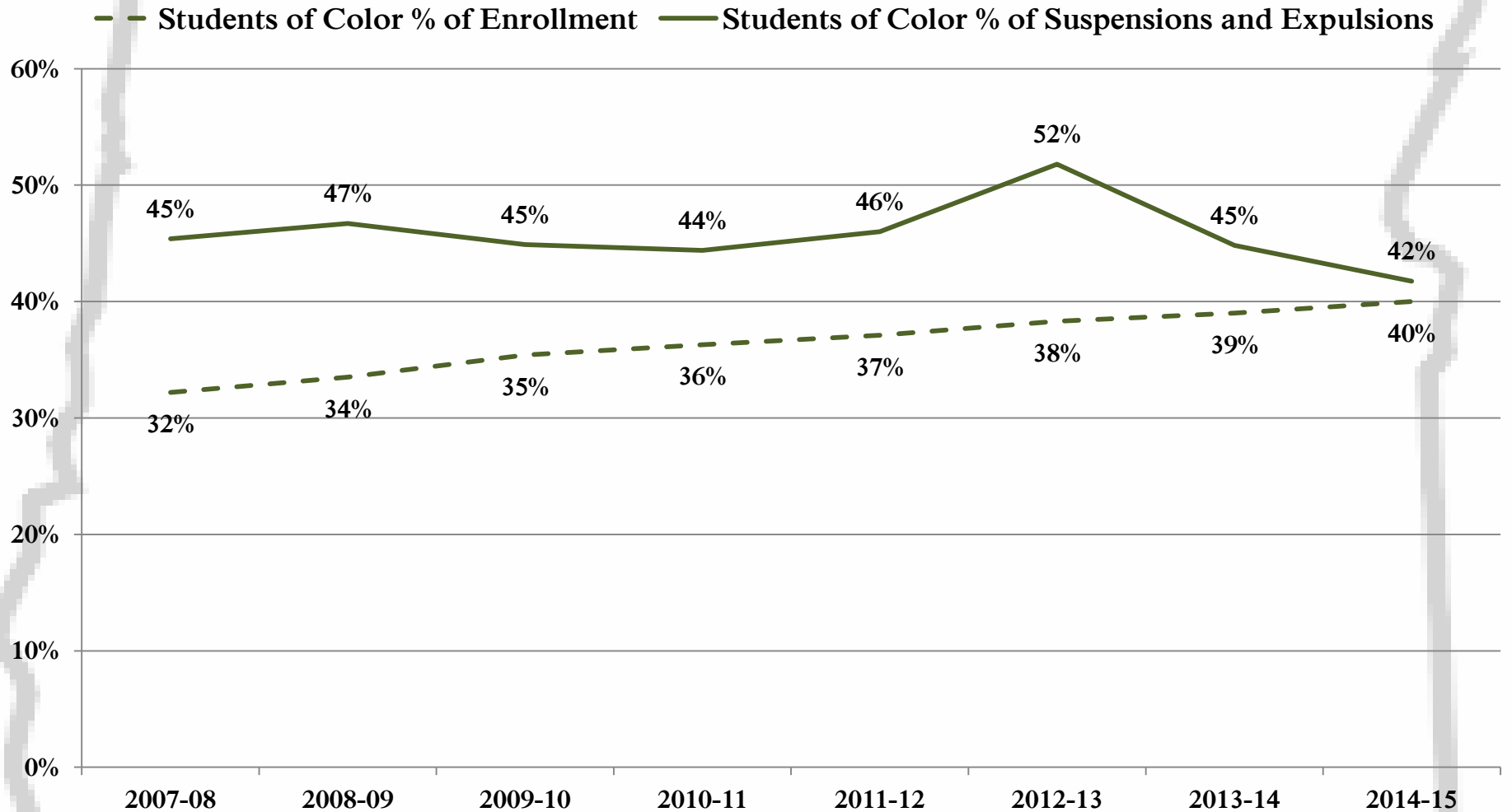
PBIS in Place at all schools since 1997

**Office Discipline Referrals per 100 Students per Month
Tigard Tualatin School District 1998-2015**



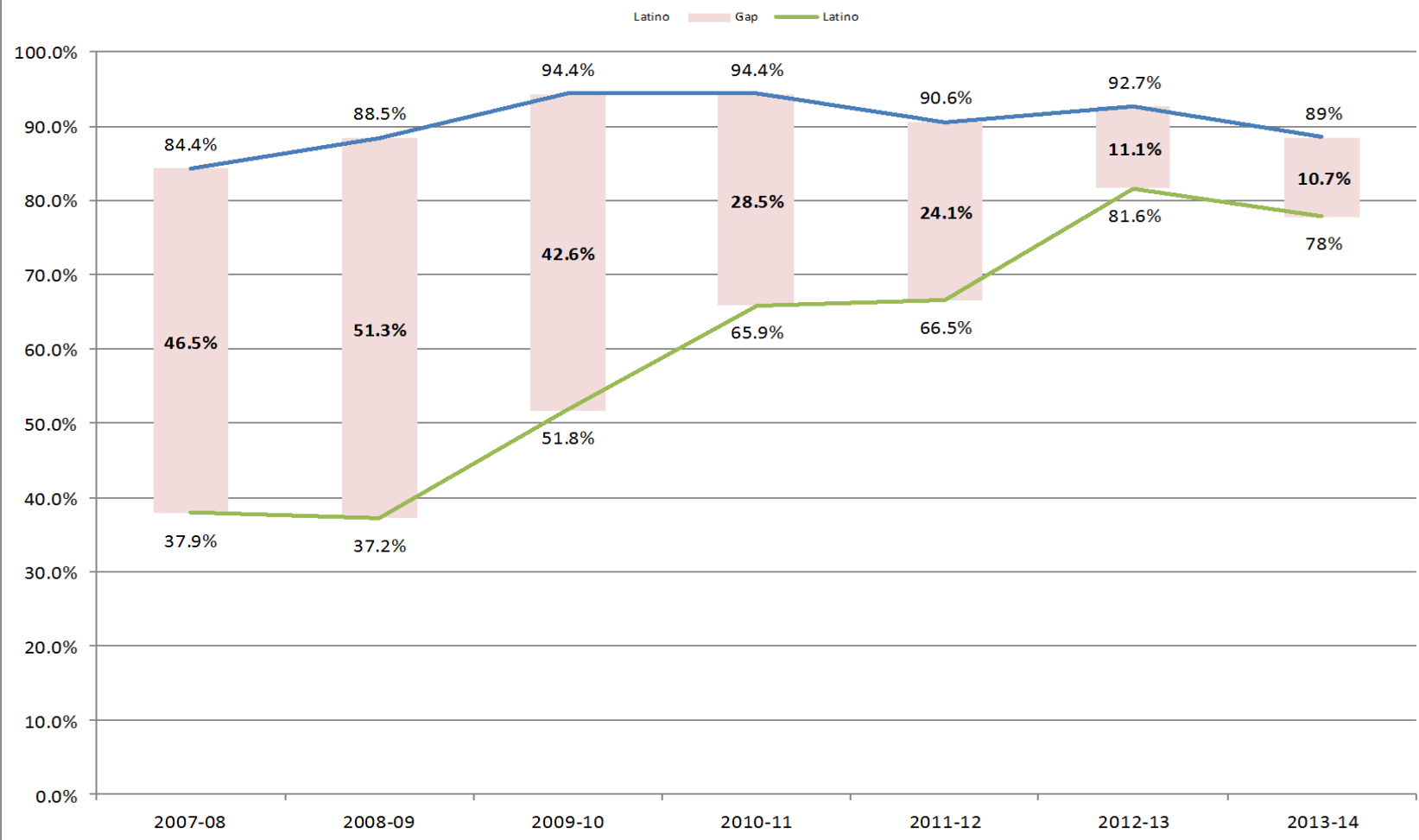
Working towards inclusion and equity

Suspension and Expulsions



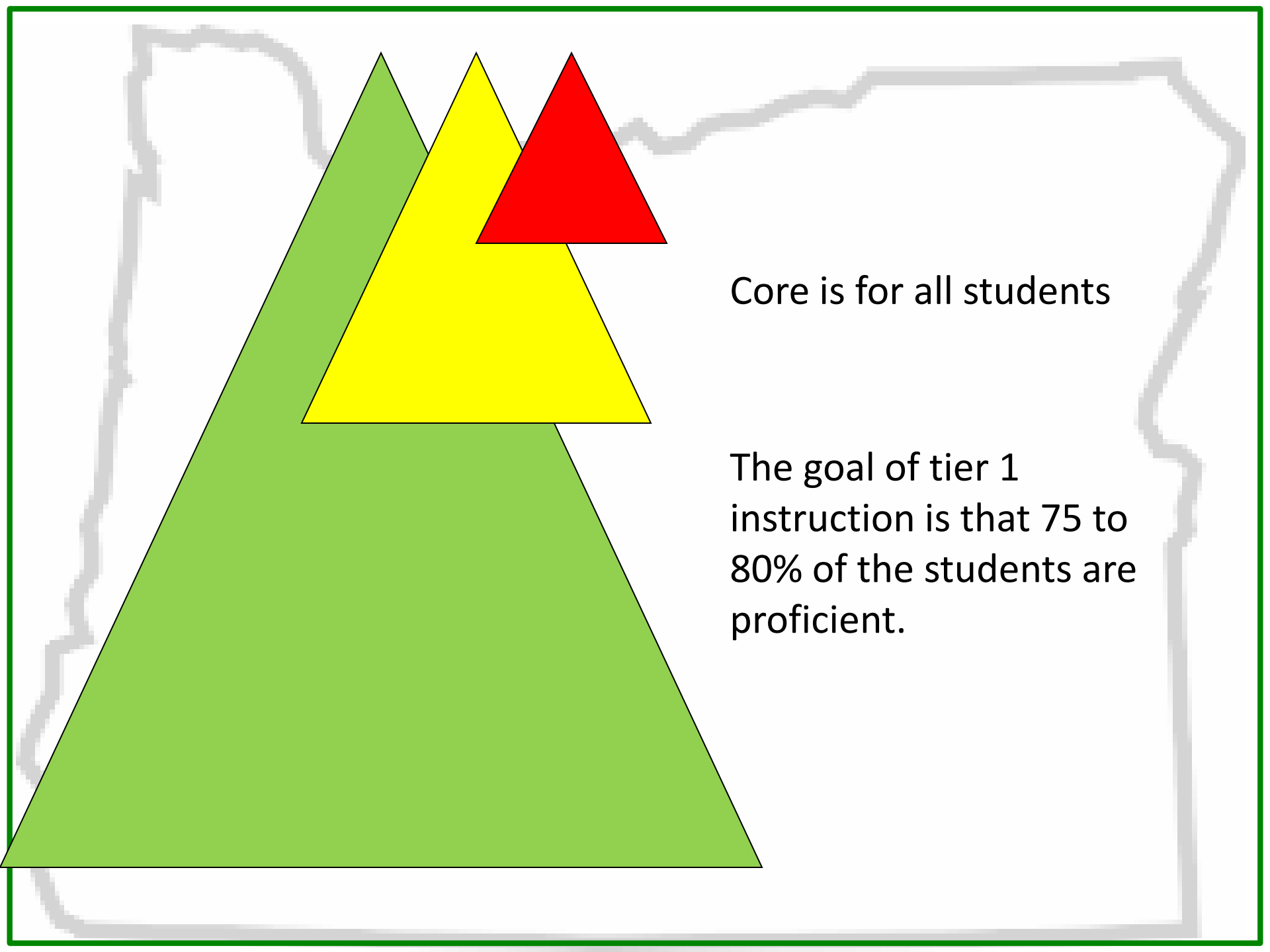
Focus on Closing the Achievement Gap

Tigard-Tualatin School District High School OAKS Reading Achievement Gap



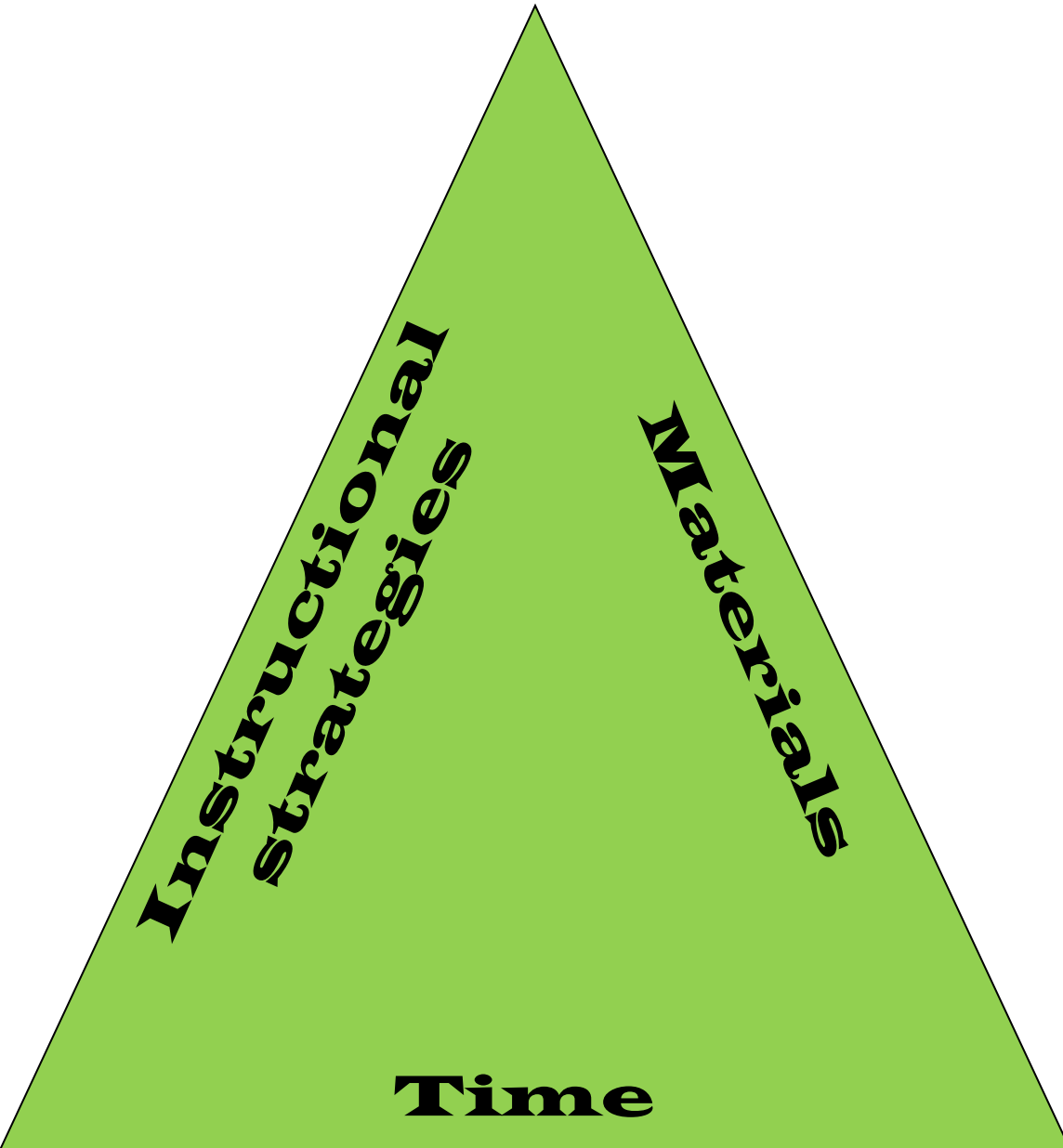


It's *All* about
the *Core!*



Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.



Core is for all students

The goal of tier 1 instruction is that 75 to 80% of the students are proficient.

Its all About the Core!

- High quality instruction is the most significant factor in student achievement
- What we know about good instruction in general holds true for ELs (for both English and L1 instruction):
 - Teach the big 5,
 - Explicit, systematic, frequent opportunities to respond,
 - High level of engagement and *TALKING*
- ELs need even more good instruction

ALL DAY LONG, EVERYDAY, IN EVERYWAY



Core Components

- 90 minutes per day uninterrupted Core Instruction for all students
- Curriculum has a focus on Big 5 of Reading with culturally appropriate materials
- Material aligns across years
- Teachers are trained in and use effective instructional strategies (explicit instruction, multiple opportunities to respond, feedback)
- Review data regularly and adjust as needed.



Effective Instructional Strategies



Table 1

Overview of Instructional Strategies and Selected Supporting Evidence

Instructional Strategy	Purpose	Evidence Base
<p>Use Explicit Instruction</p>	<p>Clarifies student learning expectations and teaching objectives</p>	<ul style="list-style-type: none"> • Hattie (2012) • Rosenshine (1995) • Simmons, Fuchs, Fuchs, Mathes, & Hodge (1995) • Stein, Camine, & Dixon (1998)
<p>Build and Prime Background Knowledge</p>	<p>Creates shared foundational schema to optimize student learning</p>	<ul style="list-style-type: none"> • Al-faki & Siddiek (2013) • Johnson (1982) • Rowe & Rayford (1987)
<p>Increase Opportunities to Respond</p>	<p>Provides high-degree of student engagement and more practice</p>	<ul style="list-style-type: none"> • Armendariz & Umbreit (1999) • Fuchs, Fuchs, Mathes, & Simmons (1997) • Haydon, Mancil, & Van Loan (2009) • Dunlosky, Rawson, Marsh, Nathan, & Willingham (2002)
<p>Provide Performance Feedback</p>	<p>Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings</p>	<ul style="list-style-type: none"> • Colvin, Sugai, Good, & Lee, (1987) • Reddy, Fabiano, Dudek, & Hsu, (2013) • Hattie & Timperley (2007)

Examples and Questions

Questions to Guide Instruction

- Did I model for the students how to use each step of the task with a practical example?
- Did I lead students through doing it on their own?
- Did I reteach the steps students were not successful with on their own?



Questions for Guiding Instructional Planning

Questions to Guide Lesson Planning and Preparation

- Do I have a basic understanding of my students' cultures and how that might affect their background knowledge, participation, or understanding of new knowledge?
- How can I relate new concepts to previously-taught concepts?
- How can I make these concepts more relevant for students?



Think. Pair. Share.

- What did you see in the this video that is similar to the classrooms in your school?
- What features could be used and could help improve the quality of instruction in your school?
- What resources would be needed to help teachers increase the use of these instructional strategies?



IES Practice Guides Recommendations

2007

1. Provide extensive and varied vocabulary instruction
2. Develop academic English, beginning in primary
3. Schedule regular peer-assisted learning opportunities

2014

1. Teach a set of academic vocabulary words
2. Integrate oral and written English language into content-area teaching
3. Provide regular, structured opportunities to develop written language skills



IES Recommendation

Teach a set of **academic vocabulary** words **intensively** across **several days** using a **variety** of instructional **activities**.



Teach Academic Vocabulary

1. Choose a **brief, engaging piece of informational text** that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
2. Choose a **small set** of academic vocabulary for **in-depth instruction**.
3. Teach academic vocabulary in depth **using multiple modalities** (writing, speaking, listening).
4. **Teach word learning strategies** to help students independently figure out the meaning of words.



Vocabulary Knowledge

- **Limited vocabulary knowledge** is the most common source of reading comprehension difficulties among ELs
 - Knowing **Tier 1** words (e.g., *can, tip*)
 - Defining and using **Tier 2** words (e.g., *ancient, pursue, admire, practice*)
 - Learning content area vocabulary or **Tier 3** words (e.g., *ratio, peninsula, pentagram*)
- ***Teach ELs More Words!***

Droop & Verhoeven, 2003; Garcia, 1991; Proctor, Carlo, August & Snow, 2005; Umbel, Pearson, Fernandez & Oller, 1992



Conversational vs. Academic Language

Germanic		Latin	
anger	ask	rage	amicable
back	come	inquire	dorsal
begin	eat	commence	audience
feeling	first	sensation	fraternal
forget	new	encounter	longitude
understand	teach	correspond	recognize
sleeping	old	recognize	comprehend
help	give	ancient	dormant

Teach Academic Vocabulary

Select **5 to 8 words** from the text that are:

- Central to understanding the text
- Used frequently the text
- Might appear in other content areas
- Have multiple meanings
- Have affixes
- Have cross-language potential



Teach Academic Vocabulary

- **Require** students to use the **target words** in their writing activities
- Engage students in activities that will **increase exposure to and experiences with the words**



IES Guide Quotes

- **Begin teaching academic English in the earliest grades.**
- **Arrange for grade-level teacher teams to have common planning time for selecting and planning vocabulary instruction.**
- **Coaching and professional development is necessary to ensure that teachers learn effective routines for teaching vocabulary.**



IES Recommendation

Schedule regular peer-
assisted learning
opportunities



Schedule 90 Minutes per Week for Paired Reading and Language Arts Activities

- Pairs of students should be at different ability levels or English language proficiencies.
- Activities should practice and extend material already taught.
- Tie activities to areas that emerge as key targets from district's evaluation data.



Discourse Patterns

*“..... students are limited in their opportunities to produce language and in their opportunities to produce more complex language...typically **Students produce language only when they are working directly with a teacher, and then only in response to teacher initiations.**”*

(Ramírez, 1992, pp. 9–10)



IES Guide Quotes

- **All students** benefit from working with a partner in a structured way.
- Peer-assisted learning is **not a substitute for teacher-led instruction**, ...It is an opportunity for ELs (and all students) to **practice and work with skills and concepts they are learning**.
- It allows students to **receive feedback as they practice**.



IES Recommendation

Integrate **oral and written**
English language into **content-**
area teaching



Teach Language in Content Areas

- Strategically use instructional tools – such as short videos, visuals, and graphic organizers – to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.
- Provide writing opportunities to extend student learning and understanding of content materials



Teach Language in Content Areas

- **Use Instructional Tools:** Videos, Visuals, Graphic Organizers, Demonstrations, Think-Alouds, Sentence-Frames
- **Teach Academic Vocabulary:**
 - Review both new and previously learned words
 - Teach both content-specific and general academic words that are critical for understanding
 - Explicitly teach multiple meanings of words
 - Provide students with sources they can refer to for student-friendly definitions and teach them how to use them.



Teach Language in Content Areas

- **Talking in small groups provides opportunities for:**
 - Students to learn from each other
 - Students to practice language
 - Teachers to ascertain how students are understanding and processing new content
 - Students to rehearse and practice responses so they feel more prepared and confident in whole group discussions



IES Guide Quotes

- Although teaching language and content together may take more time, **it's worth the effort.**
- **Students will maintain and process more** in mathematics, science, and social studies
- Districts should **offer professional development opportunities** and form cross-disciplinary collaborative groups to support sharing of knowledge and best practices.



IES Recommendation

Provide **Regular, Structured**
Opportunities to Develop
Written Language Skills



Written Language Opportunities

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills
- For all writing assignments, provide language-based supports to facilitate students' entry into and continued development of writing.
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.



Written Language Opportunities

- Use a consistent set of instructional routines
- Use graphic organizers such as writing frameworks and paragraph and sentence starters.
- Use of formative assessments regularly to understand how to best support students' writing
- Provide students with frequent specific, constructive feedback followed by opportunities for practice.



IES Guide Quotes

- When students get an opportunity to listen and speak through critical conversations about text, their writing skills and language development are likely to benefit.
- Give student's access to the rubric that will be used to score writing prior to beginning the assignment.
- Put emphasis not on quantity of writing, but on quality.



Data-Informed Instructional Practices: 100% Meetings



Why Look at *ALL*?



100% Meeting General Features

When: 2-3 times per year (following collection of your **schoolwide screening data**)

Who: Principal
Literacy Specialist/Title I
Counselor
Grade level team
Could include SPED, ELL, School Psychologist, Paraprofessionals



100% Meeting General Features

What:

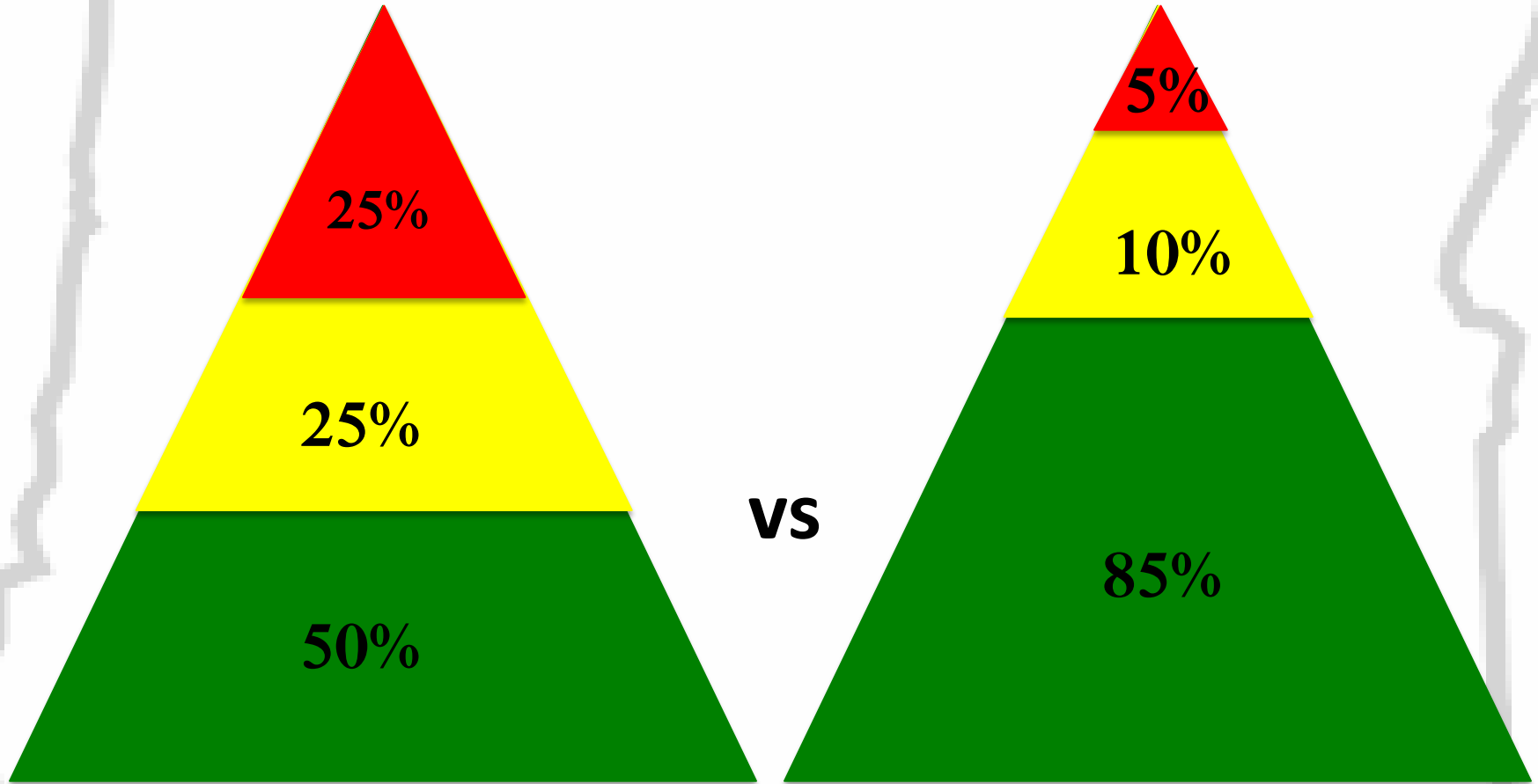
Use **schoolwide screening data** to answer questions about core instruction

Outcomes:

Identify which of the 5 Big Ideas need additional focus **AND** develop a plan (with a goal) for improving grade level achievement



Forest or the Trees?



Is this a whole “grade” level need or a some students need?

100% Data Meeting Agenda

School: _____ Grade level: _____
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what **we** can do – Listen to learn

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

- a) Review and analyze current composite benchmark screening data. Record percentages below:
- b) Review and analyze previous composite benchmark screening data. Record percentages below:
- c) Using current and previous benchmarking data, set a goal for next benchmarking period. Record below:

	Previous Benchmarking		Current Benchmarking		*Goal for next Benchmarking:	
	All	Hispanic	All	Hispanic	All	Hispanic
% At or Above Benchmark						
% Below Benchmarks						
% Well Below Benchmark						

****Review other available grade-wide data** (e.g. Individual screening measures, In-curriculum)

****If there is an achievement gap, your plan should reflect instructional strategies from the *Structured Oral Language Practice Routines* resource**

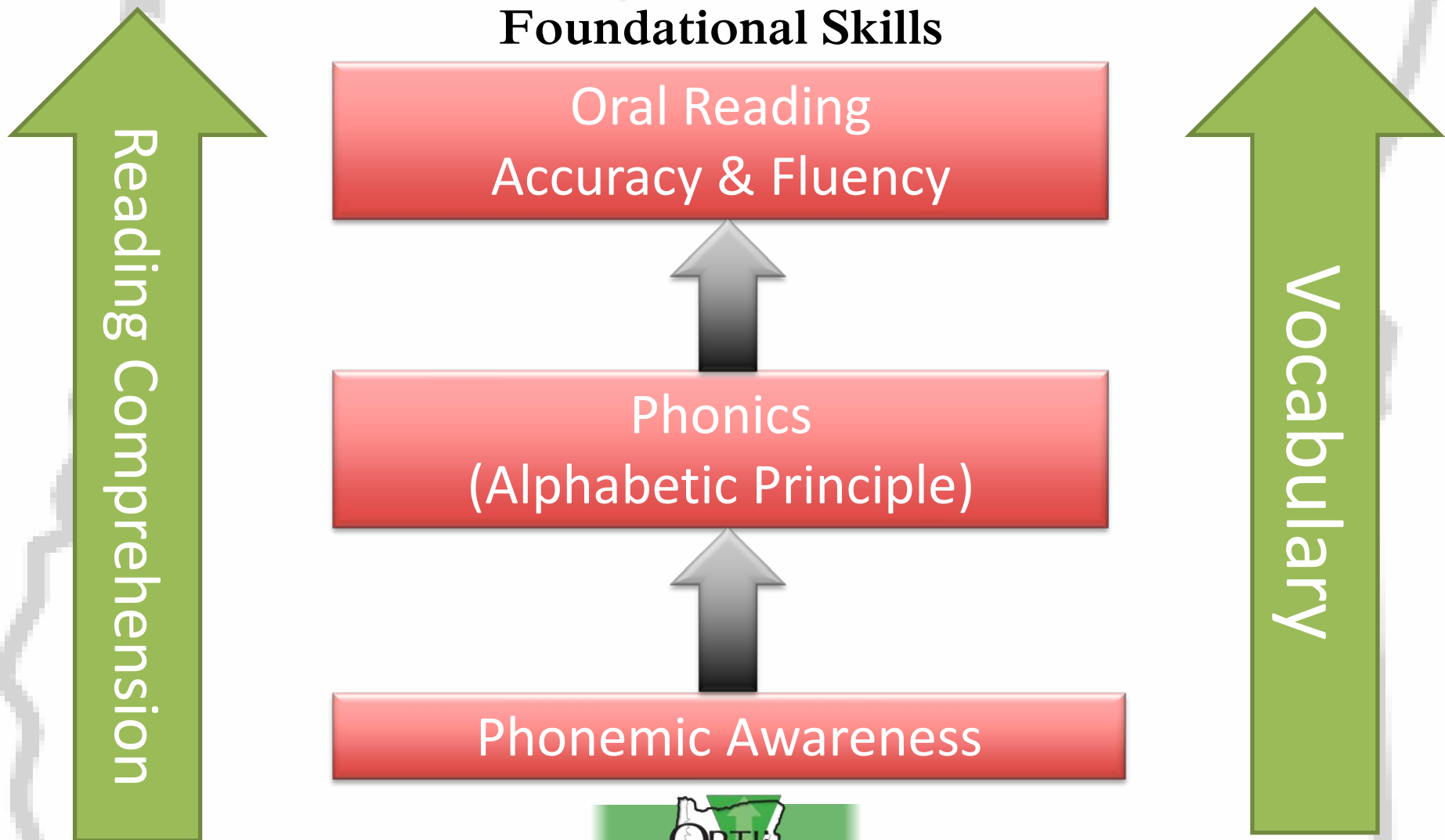
Step 2: Problem Analysis (Why is it happening?)

- a) Using data, prioritize which big idea of reading is currently the most important **common instructional need** (skill furthest to the left that is not at least 80%) for most students (circle one):

Skill	Phonological Awareness		Phonics			Oral Reading Fluency	Vocabulary	Reading Comprehension	
	FSF	PSF	NWF-CLS	NWF-WWR	ORF Accuracy	ORF Words Read Correct	N/A	Retell	Daze
DIBELS Next Measure									
% Above Benchmark									

- b) If a significant achievement gap was seen in Step 1, why is that occurring (e.g., Instruction, Curriculum, Environment, Learner)?
- c) Does **fidelity to the core** need to be further examined and how will that be accomplished?

Why is the problem happening?



Step 3: Plan Identification (What is the plan to improve the health of the core?)

What instructional strategies have been effective in your classroom?

A. Curriculum

1. Which **priority skill(s)** within the identified big idea will be the target for instruction?
2. What component(s) of the core can be used for this?

B. Instruction

1. What **common instructional strategy** will be used by ALL grade level teachers?
 - a. If there is a significant achievement gap, strategy selection should include Structured Oral Language Practice Routines
2. When this is working what will it look like? How long, how often?

C. Environment

1. What **behavior management strategy** will be used by ALL grade level teachers?
2. When this is working what will it look like? How long, how often?

D. Adult Learning

1. What **professional development is needed to support your commitments to implement the agreed upon actions?**

-----STOP HERE: Compete Step 4 at next Benchmarking-----

Step 4: Plan Implementation & Evaluation (Did it Work?)

	Previous Benchmarking		Current Benchmarking		*Actual for Spring Benchmarking:	
	All	Hispanic	All	Hispanic	All	Hispanic
% At or Above Benchmark						
% Below Benchmarks						
% Well Below Benchmark						

Does our current benchmarking data meet or exceed our agreed upon goal from the previous benchmarking period (or make significant progress towards our goal)?

- If **YES**, what did we do that worked? Were there adjustments made to the Action Plan between 100% Meetings (note changes made and when on this form).

- If **NO**:

- 1) Did we implement the strategies we agreed to?

- A. Instruction: _____

- B. Curriculum: _____

- C. Environment: _____

- (a) Did we implement the core program with fidelity?

- b) Proceed to Step 1 (Problem Identification) for new benchmarking period and analyze data to develop a new plan.

Effective Strategies for Improving Core

- Use explicit instruction
- Build and prime background knowledge
- Increase opportunities to respond
- Provide performance feedback
- Provide extensive and varied vocabulary instruction, including teaching a set of academic vocabulary words
- Develop academic English
- Schedule peer-assisted learning opportunities
- Integrate oral and written English language into content-area teaching
- Provide regular, structured opportunities to develop written language skills.

Make it public



Think/Pair/Share

What is the *single change* you could make next week to improve instruction for ELs that would take the *fewest resources* and yield the *largest impact*?



**Thank
You!**

