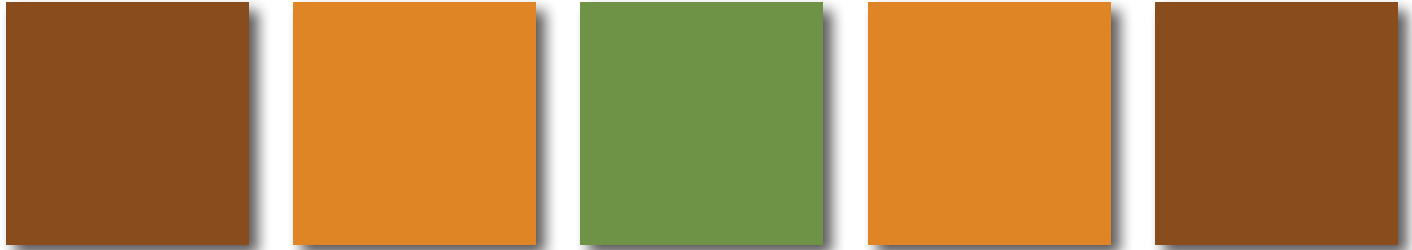
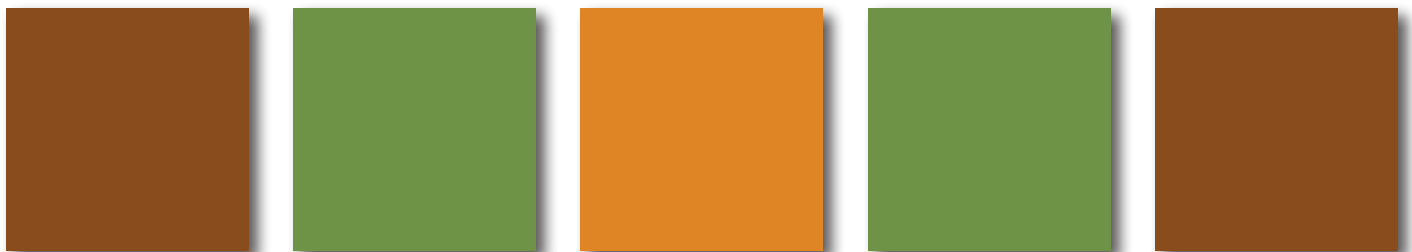


# Project ELITE Implementation Manual



## Multitiered Instructional Models for English Learners in Grades K–3





English Learner Institute for  
Teaching and Excellence

## Support

Project ELITE is funded by U.S. Office of Special Education Programs grant H326M110003.

## Contributors to This Manual

Greg Roberts  
*Principal Investigator*

Letti Romero Grimaldo  
*Co-Principal Investigator*

Sharon Vaughn  
*Co-Investigator*

Shannon Giroir  
*Co-Investigator*

## Preferred Citation

Project ELITE. (2016). *Project ELITE implementation manual: Multitiered instructional models for English learners in grades K–3*. The Meadows Center for Preventing Educational Risk.



© 2016 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>

For inquiries about using this product outside the scope of this license, contact [licenses@meadowscenter.org](mailto:licenses@meadowscenter.org)

# Contents

- I. Introduction .....1
- II. Project Overview .....2
- III. Professional Development .....4
- IV. Family and Community .....8
- V. Tools and Deliverables .....9
- VI. Implementation and Sustainability Strategies .....11
- VII. Summary of Implementation Data .....13
- VIII. Teacher and Student Measures .....17
- IX. Dissemination of Project Findings .....18
- Appendix A: Core Instruction for English Learners: Professional Development Modules .....21
- Appendix B: Structured Data Meetings: Professional Development Modules .....65
- Appendix C: Evaluation Measures .....89
- Appendix D: Publications, Presentations, and Impact .....105



# 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).

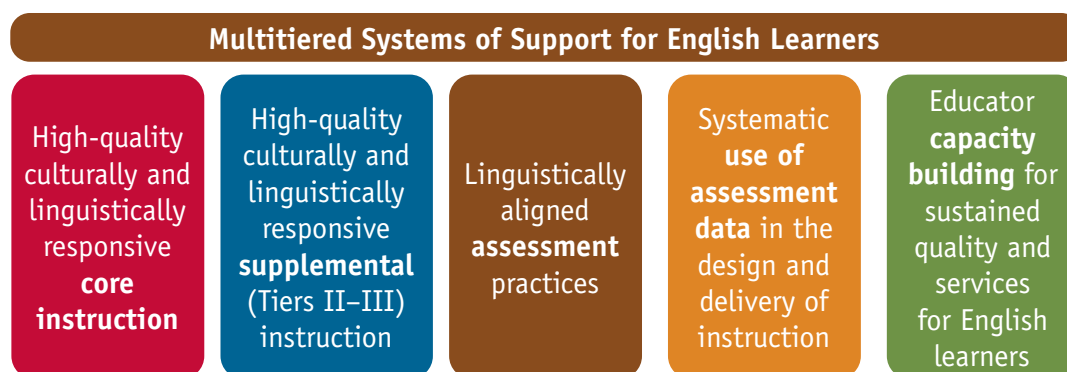
## Multitiered Instructional Models for ELs

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



## 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 multi-tiered 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.

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
<b>YEARS 1–2</b> (2011–2013) Model development and pilot implementation	Baty	<ul style="list-style-type: none"> <li>Conduct technical advisory group meetings to identify needs and build a baseline model</li> <li>Pilot model practices, collect feedback, and refine the model</li> <li>Collaborate with key district leaders to integrate model practices into the districtwide MTSS model</li> </ul>
<b>YEAR 3</b> (2013–2014) Model full implementation	Baty Gilbert Creedmoor	<ul style="list-style-type: none"> <li>Provide technical assistance (training, observation, and coaching) to the three campuses to support full implementation of the model</li> <li>Collect implementation data and refine the model</li> <li>Design enhancements to the baseline model for Tier I (core) instruction</li> </ul>
<b>YEAR 4</b> (2014–2015) Model sustainability	Baty Gilbert Creedmoor	<ul style="list-style-type: none"> <li>Phase in the training-of-trainers model</li> <li>Build capacity among campus instructional leaders</li> <li>Integrate enhancements to the model for Tier I instruction</li> <li>Provide technical assistance as needed</li> </ul>

## 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.

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



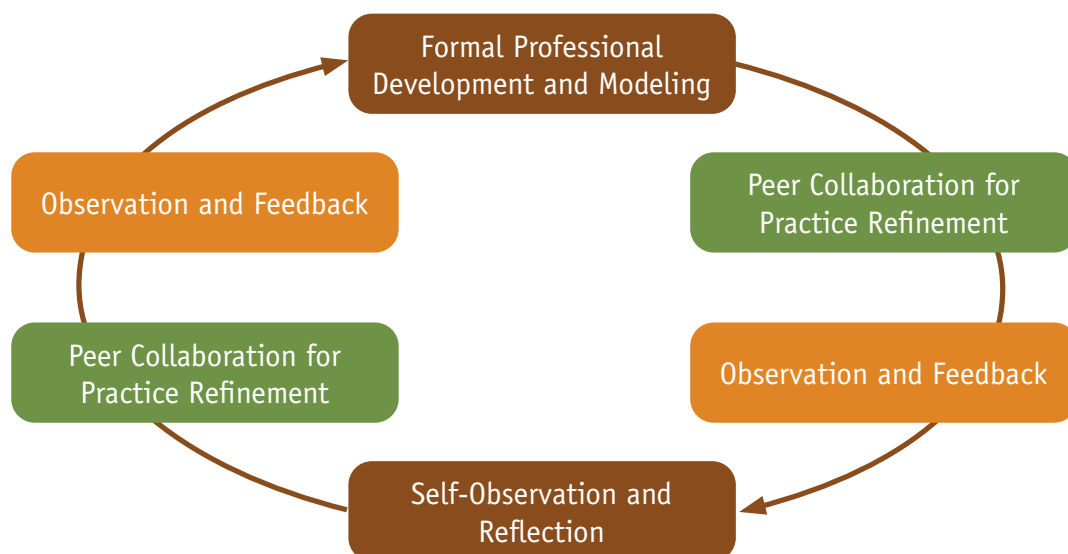
and job-embedded PD. In Year 4, instructional leaders received focused support. The project integrated a training-of-trainers model, in which site-level instructional leaders were trained in model practices (including enhancements and adaptations) and supported as they “turned around” the PD at their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



## 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

Table 2b. Collaborative Coaching for Enhancing Professional Practice

FORMAT	DESCRIPTION	PARTICIPANTS
Coaching and modeling	<p><b>Structured data meetings:</b> 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.</p> <p><b>Core instruction and read-aloud routine:</b> 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.</p>	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

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.

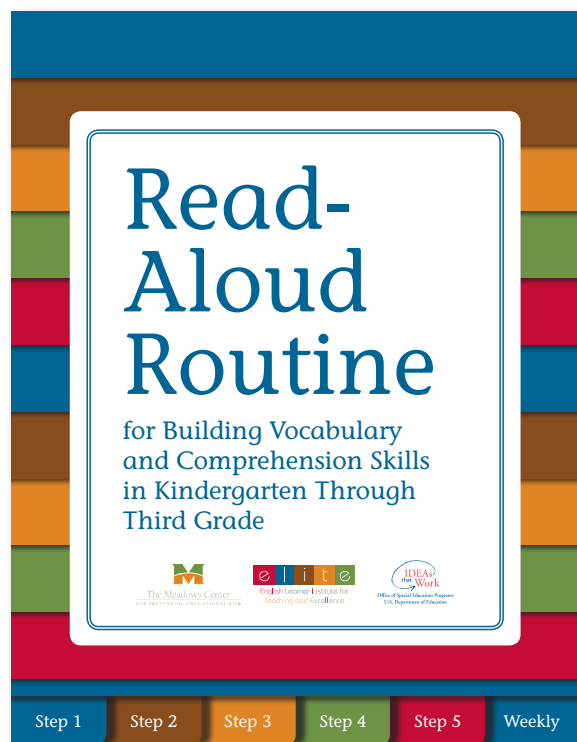
In Year 2, Project ELITE designed a modified version of the Tier I read-aloud system for parents. The tool described a sequence of steps that families could use when reading books to children at home, modeled after the steps of the classroom read-aloud routine. During the face-to-face sessions, parents 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.

## V. Tools and Deliverables

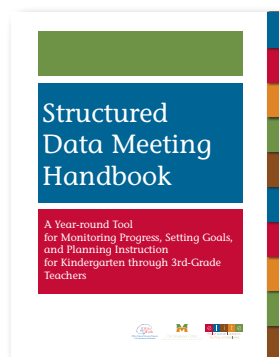
Tools and deliverables that Project ELITE developed, in collaboration with local and national partners, provided guidance for educators and leaders in implementing effective practices. These tools, described below, can be downloaded from the Resources section of the Project ELITE webpage: [www.meadowscenter.org/projects/detail/english-learner-institute-for-teach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



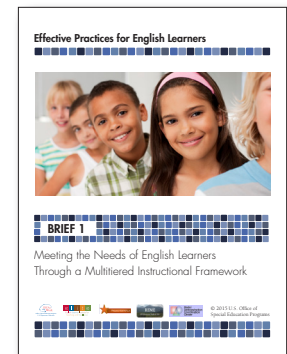
### Structured Data Meetings: Protocols and Materials



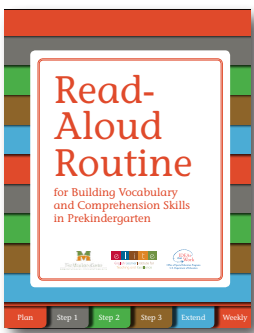
As part of the MTSS process, Project ELITE collaborated with district leaders to design a structured data-meeting process that facilitates appropriate educational decision-making for ELs. The tools include (1) a data-meeting protocol that can facilitate critical dialogue among educators, (2) meeting 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.

## 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.



## 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

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.



## 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.

## 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.

## 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-

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.

## 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.

## 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

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](http://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.





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



# ELITE Overview

**Project ELITE Overview**  
August 2013

English Learner Institute for Teaching and Excellence  
Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Project Overview

- A **model demonstration project** sponsored by the Office of Special Education Programs.
- GOAL: Assist Del Valle ISD with the development of an **RTI model** that supports **all K – 3rd graders** and is designed to **optimize the performance of English language learners**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Who is involved in this project?

**Del Valle ISD**

- **Baty Elementary**
- **Creedmoor Elementary**
- **Gilbert Elementary**

Staff who instruct and support ELLs in grades K-3

**University of Texas at Austin**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Project Implementation in Del Valle ISD

2012-2013	2013-2014	2014-2015
	Creedmoor (Pilot) K-3	Creedmoor (Pilot) K-3
	Smith (BaU) K-3	Smith (BaU) K-3
	Gilbert (Pilot) K-3	Gilbert (Pilot) K-3
	Hornsby (BaU) K-3	Hornsby (BaU) K-3
BATY (Pilot) (K-3)	BATY (Pilot) (K-3)	BATY (Pilot) (K-3)
Popham (BaU) (K-3)	Popham (BaU) (K-3)	Popham (BaU) (K-3)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Collaboratively Build an RTI Model that Optimizes Performance of ELLs

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## How Did We Build this Model?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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 (3<sup>rd</sup> grade only)
  - K – 3 student demographic data
  - The Stanford English Language Proficiency test (SELP)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Step 2: Reviewed Data

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Step 3: Refined Practice

- Professional development
- In-class coaching
- Family engagement

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## FOCUS AREAS FOR PROJECT ELITE...

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### RTI Model

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Structured Data Meetings

### Beginning-of-Year Meetings

To facilitate data-based decision-making, the data-based decision-making team will convene regularly to review and analyze the data from the beginning of the year.

**Major Goals:**

- Establish a common understanding of the data and the implications for instruction and intervention.
- Identify areas of strength and areas of concern.
- Develop a plan of action to address areas of concern.
- Identify the roles and responsibilities of all team members.
- Identify the resources needed to implement the plan of action.
- Identify the timeline for implementation of the plan of action.

**Preparation:**

- Review the data from the previous year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.

**During the Meeting:**

- Review the data from the previous year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.

**Post-Meeting:**

- Review the data from the previous year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.
- Review the current data from the beginning of the year.

### Item II and III Beginning-of-Year Check-In

**Item II: Review current performance of students.**

- Review current performance of students.
- Review current performance of students.
- Review current performance of students.

**Item III: Review current performance of students.**

- Review current performance of students.
- Review current performance of students.
- Review current performance of students.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Enhanced Core Instruction through a Read Aloud Routine

**PROJECT ELITE READ ALOUD ROUTINE: DAILY CYCLE**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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).  
Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Making Connections with Community and Families

### Read-Aloud Routine

### Rutina de leer en voz alta

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## WHAT DOES THIS MEAN FOR YOU...

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Professional Development


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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Teacher Input

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


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## SELP Testing

- Creedmoor Elementary- September 3<sup>rd</sup>-6<sup>th</sup>
- Gilbert Elementary- September 16<sup>th</sup>-20<sup>th</sup>


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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](mailto:vcortez@austin.utexas.edu)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



# Creating Culturally Responsive Classrooms

**Creating Culturally Responsive Classrooms**

Letti Romero Grimaldo, Shannon Girior, Vanessa Cortez  
 Derived from the work of Alfredo J. Artiles, Ph.D.  
 Arizona State University

English Learner Institute for Teaching and Excellence  
 Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

**Del Valle's Story**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

**Creating Culturally Responsive Classrooms**

[www.NCCREST.org](http://www.NCCREST.org)

English Learner Institute for Teaching and Excellence  
 Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

**Objectives**

- Understand the impact of culture on individuals and systems
- Recognize why culture and language matter
- Develop an understanding of how schools are culturally responsive and what it looks like in practice

Adapted from NCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 1: Appreciating Culture and Cultural Responsiveness" (2008).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

**What Does it Mean to be Culturally Responsive?**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

**Dimensions of Culture**

English Learner Institute for Teaching and Excellence  
 Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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*

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## "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"*

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Second Language Development

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



### + 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### + 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### + 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### + 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### + 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" (2006).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### + 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).


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Celebrate our Uniqueness!



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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" (2009).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



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


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite




### Achieving your goal: Culturally Responsive Classrooms

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



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




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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Reflection (refer to article)

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



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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 \(optional\)](#)



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Overview of Read-Aloud Cycle

**PREPARATION FOR EACH TEXT**  
Choose a narrative or informational text, "chunk" it into sections of 200 to 250 words, and for each chunk, select three or four vocabulary concepts that students do not already know. Use a culturally responsive lens when selecting texts.

**BEFORE READING** Repeat the routine daily until the text is complete.

- STEP 1:** Preview the selection and introduce the three to four vocabulary words for today's chunk of text. Use morphemic representations and contextual examples to teach the words.

**DURING READING**

- STEP 2:** Read the selection aloud to students without stopping, using appropriate prosody and expression.
- STEP 3:** Have students reread the text and make one inference, scaffolding their use of target vocabulary when possible.
- STEP 4:** Reread the text, directing students to listen for target vocabulary and discuss meaning.

**AFTER READING**

- STEP 5:** Extend comprehension through deep processing of vocabulary knowledge and text content.

**LAST DAY FOR EACH TEXT**  
Choose four to five vocabulary words from previous days that were particularly challenging and in need of further study. Reread or reread the entire story. Adapted from Hickman, Tolsted, Durochak, & Vaughn (2004).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Read-Aloud Routine

#### Step 1: Select a Story and Vocabulary Words (Before Reading)

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Read-Aloud Routine

#### Step 2: Introduce and Preview the Story (Before Reading)

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Observation/Reflection Form

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

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### 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.

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### 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.

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Read-Aloud Routine

#### Step 3: Read the Passage (During Reading)

**Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.**  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Read-Aloud Routine

### Step 4: Reread the Passage (During Reading)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Read-Aloud Routine

### Step 5: Extend Language and Comprehension (After Reading)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Weekly Framework

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Extending Language and Comprehension

**Activity: Gallery Walk**

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Extending learning through home/school connections

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Practice

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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!

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## References


Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., . . . Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Hickman, P., Pollard-Durodola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English-language learners. *The Reading Teacher, 57*(8), 720-730.

Sherin, M. G. (2004). New perspectives on the role of video in teacher education. In J. Brophy (Ed.), *Using video in teacher education: Advances in research on teaching* (Vol. 10, pp. 1-27). Oxford: Elsevier Press.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite




## Questions and Contact

Questions?

Contact:

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite





# Read-Aloud Training of Trainers, Prekindergarten

**Building Vocabulary and Comprehension Skills in Prekindergarten Through a Read-Aloud Routine**

Project ELITE supported by U.S. Office of Special Education Programs Grant H226M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## For This Training

- Materials
  - Read-Aloud Routine for Building Vocabulary and Comprehension Skills
  - Read-aloud storybook *The Kissing Hand*
- Handouts
  - Handout 1: PreK Guidelines Alignment Chart
  - Handout 2: Observation/Reflection Form
  - Handout 3: Weekly Planning Template, Vocabulary Cards, and Example
  - Hickman et al. article (optional)

© 2015 Texas Education Agency/The University of Texas System

## 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

© 2015 Texas Education Agency/The University of Texas System

## Reflection

- Why read aloud?
- What are the benefits of incorporating a daily Read-Aloud Routine?

© 2015 Texas Education Agency/The University of Texas System

## Connecting to Our State Goals

1

**The Texas Prekindergarten Guidelines**

**Guidance for working with ELs**

**Texas' Early Learning Pathways**

© 2015 Texas Education Agency/The University of Texas System

## Introducing the Read-Aloud Routine

© 2015 Texas Education Agency/The University of Texas System

## Planning for the Read-Aloud

**Planning: Select a Text and Vocabulary Words**

**Select a story.**

- Choose books that are developmentally appropriate for the reading level and engaging.
- Choose books that are culturally relevant and meaningful to students.
- Select texts that are culturally relevant and meaningful to students.

**Prepare:**

- Read and read the text over 1-3 days. Divide the text into chunks based on a grouping part that makes sense and prepares for the next day. (10- to 100-word chunks). Review the text for the quality of the preparation.
- Choose texts to introduce vocabulary words and math words.
- Divide a math word into parts (e.g., right, obtuse, greatest) which words to teach and discuss.
- Create vocabulary cards with a student-friendly definition and picture for each word.
- Display vocabulary cards in a visible place.

**TECHNICAL SKILLS ON MATHS VOCABULARY**

Teachers are highly likely to use word walls and vocabulary cards. They should use them to display words, not to display words that are not used. For words that are used, they should be used to support students' understanding of the words. Teachers should use the words to support students' understanding of the words. Teachers should use the words to support students' understanding of the words. Teachers should use the words to support students' understanding of the words.

**Sample Books** **Sample Vocabulary Card**

© 2015 Texas Education Agency/The University of Texas System 7

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

**Planning: Select a Text and Vocabulary Words**

**Select a story.**

- Choose books that are developmentally appropriate for the reading level and engaging.
- Choose books that are culturally relevant and meaningful to students.
- Select texts that are culturally relevant and meaningful to students.

**Prepare:**

- Read and read the text over 1-3 days. Divide the text into chunks based on a grouping part that makes sense and prepares for the next day. (10- to 100-word chunks). Review the text for the quality of the preparation.
- Choose texts to introduce vocabulary words and math words.
- Divide a math word into parts (e.g., right, obtuse, greatest) which words to teach and discuss.
- Create vocabulary cards with a student-friendly definition and picture for each word.
- Display vocabulary cards in a visible place.

**TECHNICAL SKILLS ON MATHS VOCABULARY**

Teachers are highly likely to use word walls and vocabulary cards. They should use them to display words, not to display words that are not used. For words that are used, they should be used to support students' understanding of the words. Teachers should use the words to support students' understanding of the words. Teachers should use the words to support students' understanding of the words.

**Sample Books** **Sample Vocabulary Card**

© 2015 Texas Education Agency/The University of Texas System 8

## Teacher Perspectives: Chunking

© 2015 Texas Education Agency/The University of Texas System 9

## Step 1: Introduce and Preview

3-5 minutes

**Step 1: Introduce and Preview**

**Preview and activate background knowledge.**

- Show and read the front and back covers of the text.
- Activate and/or prior knowledge by making connections between what students know and what they need to know to understand the text.
- Ask students to preview what the text is about and briefly discuss concepts related to the topic.

**Briefly introduce the new vocabulary words.**

- Say and show each word and have students repeat it.
- Provide a student-friendly definition and show the vocabulary representation (e.g., object, picture, gesture) of each word, the more helpful if possible.
- Use the same definition consistently throughout the lesson.
- Make the words visible by displaying them on a pocket chart, vocabulary word wall, or bulletin board.

**Show the Front Cover** **Display Vocabulary Words**

© 2015 Texas Education Agency/The University of Texas System 10

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

3-5 minutes

**Step 1: Introduce and Preview**

**Preview and activate background knowledge.**

- Show and read the front and back covers of the text.
- Activate and/or prior knowledge by making connections between what students know and what they need to know to understand the text.
- Ask students to preview what the text is about and briefly discuss concepts related to the topic.

**Briefly introduce the new vocabulary words.**

- Say and show each word and have students repeat it.
- Provide a student-friendly definition and show the vocabulary representation (e.g., object, picture, gesture) of each word, the more helpful if possible.
- Use the same definition consistently throughout the lesson.
- Make the words visible by displaying them on a pocket chart, vocabulary word wall, or bulletin board.

**Show the Front Cover** **Display Vocabulary Words**

© 2015 Texas Education Agency/The University of Texas System 11

## Observation/Reflection Form 2

Read-Aloud Routine for Prekindergarten Handout 2.13 of 10

**Observation/Reflection Form**

**Before Reading**

**Step 1: Teacher introduces/previews the story and 1-2 new vocabulary words:**



- Show and read the front and back covers of the text
- Preview the text, activating and building students' background/prior knowledge
- Engages students in making predictions about the text and in brief discussions about concepts related to the text
- Introduces 1-2 words that students do not already know
- Has students say and repeat target vocabulary and provides student-friendly definitions
- Displays words in written form, along with a sociolinguistic representation

**OBSERVATIONS:**

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

© 2015 Texas Education Agency/The University of Texas System 12



## Step 1: Video and Reflection 1

© 2015 Texas Education Agency/The University of Texas System

13


## Step 1: Video and Reflection 2

© 2015 Texas Education Agency/The University of Texas System

14

## Step 2: Read the Chunk of Text



5 minutes

**Step 2: Read the Chunk of Text**

Tell the team to listen for the vocabulary words while you read and to give a “thumbs-up” or other gesture when they find a word.

Have a specific question before reading or tell students to listen carefully while you read because they will have to answer questions.

**Do not read with the purpose to make and answer comprehension questions.**

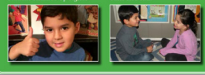
Read the chunk of text **WITHOUT STOPPING**, focusing on intonation and emphasis to provide a good model for students.


**Model to read several sentences from within the chunk of text.**

Guide students in discussing and retelling the passage.

- Ask students to use their thumbs up gesture to show that they heard the word at the beginning, middle, and end of the chunk of text.
- Provide a model of how to use the thumbs up gesture.
- Encourage students to use the thumbs up gesture while reading the story or answering questions.

Student Teams to Share      Turn and Talk






© 2015 Texas Education Agency/The University of Texas System

15

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



5 minutes

**Step 2: Read the Chunk of Text**

Tell the team to listen for the vocabulary words while you read and to give a “thumbs-up” or other gesture when they find a word.

Have a specific question before reading or tell students to listen carefully while you read because they will have to answer questions.

**Do not read with the purpose to make and answer comprehension questions.**

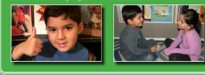
Read the chunk of text **WITHOUT STOPPING**, focusing on intonation and emphasis to provide a good model for students.


**Model to read several sentences from within the chunk of text.**

Guide students in discussing and retelling the passage.

- Ask students to use their thumbs up gesture to show that they heard the word at the beginning, middle, and end of the chunk of text.
- Provide a model of how to use the thumbs up gesture.
- Encourage students to use the thumbs up gesture while reading the story or answering questions.

Student Teams to Share      Turn and Talk







© 2015 Texas Education Agency/The University of Texas System

16



## Step 2: Video and Reflection 1

© 2015 Texas Education Agency/The University of Texas System

17


## Step 2: Video and Reflection 2

© 2015 Texas Education Agency/The University of Texas System



18

## Teacher Perspectives: Turn and Talk




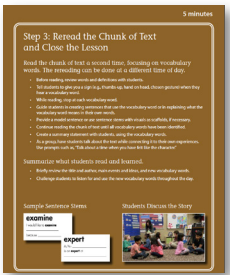

© 2015 Texas Education Agency/The University of Texas System 19

## Step 2: Video and Reflection 3




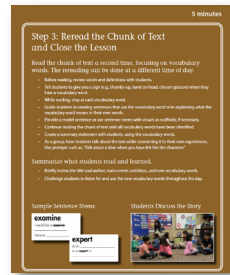

© 2015 Texas Education Agency/The University of Texas System 20

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





© 2015 Texas Education Agency/The University of Texas System 21

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





© 2015 Texas Education Agency/The University of Texas System 22

## Step 3: Video and Reflection 1



© 2015 Texas Education Agency/The University of Texas System 23

## Step 3: Video and Reflection 2



© 2015 Texas Education Agency/The University of Texas System 24



## Extend Language and Comprehension

**Extend Language and Comprehension**

*How to Incorporate Throughout the Week*

- Introduce new words and phrases in context before the program each day. Write the words on cards and place them in a word bank. Use the word bank to generate discussion and activities throughout the program.
- Review the words with specific images or real-world examples.
- Introduce the words in context through stories, songs, or activities.
- Use the words in context through role-play or dramatization.
- Call for the words during the vocabulary words with students.
- Create an illustration of the words.
- Provide a card to each student to keep in their reading folder.
- Integrate the words into other activities such as writing, drawing, or acting.
- Use the words to generate discussion and activities.
- Collaborate with other teachers to use the words in other programs and activities.

**Recent Book About Reading**      **Using a Reading Journal to Make Predictions**

© 2015 Texas Education Agency/The University of Texas System 25

## Teacher Perspectives: Using Words in Play

© 2015 Texas Education Agency/The University of Texas System 26


## Extending Language and Comprehension

**Activity: Gallery Walk**

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

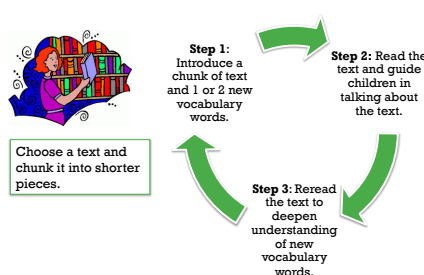
© 2015 Texas Education Agency/The University of Texas System 27

## Extensions in Action



© 2015 Texas Education Agency/The University of Texas System 28

## 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.

© 2015 Texas Education Agency/The University of Texas System 29

## Weekly Framework: At a Glance

**WEEKLY FRAMEWORK**

**Introduction Day**

Step 1: Introduce the text.

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.

**Subsequent Days**

Step 1: Introduce the text.

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.

**Wrap-Up Day**

Step 1: Review the text.

Step 2: Review the text.


Step 3: Review the text.

© 2015 Texas Education Agency/The University of Texas System 30

## Practice

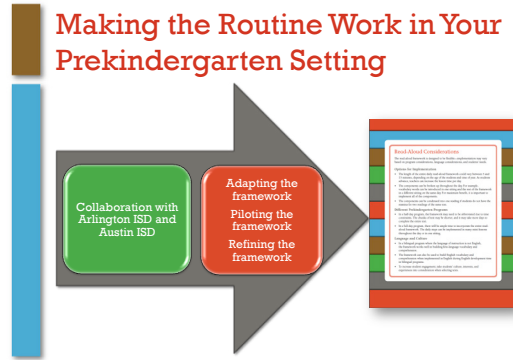

3

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



© 2015 Texas Education Agency/The University of Texas System 31


## Making the Routine Work in Your Prekindergarten Setting

© 2015 Texas Education Agency/The University of Texas System 32

## 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



© 2015 Texas Education Agency/The University of Texas System 33


## 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



© 2015 Texas Education Agency/The University of Texas System 34

## 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



© 2015 Texas Education Agency/The University of Texas System 35

## Implementation Leadership Perspectives


Making the routine your own:

- Challenges
- Successes




© 2015 Texas Education Agency/The University of Texas System 36


## Teacher Perspectives: Making It Your Own



© 2015 Texas Education Agency/The University of Texas System 37


## Extending Professional Learning Through Collaboration and Feedback

- Watch full videos during professional learning communities and use the Observation/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.



© 2015 Texas Education Agency/The University of Texas System 38


## Teacher Perspectives: Planning



© 2015 Texas Education Agency/The University of Texas System 39

## 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 of colleagues.
- Teachers plan next steps for refining their practice.



© 2015 Texas Education Agency/The University of Texas System 40

## Teacher Perspectives: Successes



© 2015 Texas Education Agency/The University of Texas System 41

## 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!



© 2015 Texas Education Agency/The University of Texas System 42



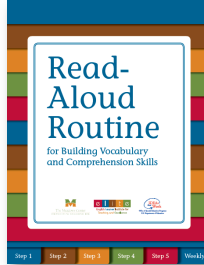
## Teacher Perspectives: Successes



© 2015 Texas Education Agency/The University of Texas System 43

## 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)





© 2015 Texas Education Agency/The University of Texas System 44

## 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.





© 2015 Texas Education Agency/The University of Texas System 45

## Questions and Contact

**Questions?**

**Contact:**



© 2015 Texas Education Agency/The University of Texas System 46



# Building Vocabulary and Comprehension Through Sharing Books

**Building Vocabulary and Comprehension Through Sharing Books**  
**Compartiendo Libros para Apoyar el Aprendizaje del Vocabulario y Comprensión**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Benefits of Reading to Your Child Beneficios de Leer con su Hija/o

- Helps build vocabulary, language, and listening skills.  
*Ayuda con el vocabulario, el lenguaje, y la habilidad para comprender lo que escucha.*
- Helps build a lifelong interest in reading and learning.  
*Ayuda a crear un interés permanente en la lectura y el aprendizaje.*
- Provides a special time for children and parents to communicate and bond.  
*Es un tiempo especial para los niños y los padres comunicarse y estar juntos.*

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

Read-Aloud Routine	Rutina de leer en voz alta
1 Choose a book your child is interested in. It should be more difficult than a book your child can read independently.	1 Elija un libro que le interesa a su niño(a). El libro debe ser más difícil que el que su niño(a) puede leer independientemente.
2 Ask a question about what the story might be about. For example, "What do you think will happen?"	2 Haga una pregunta acerca de lo que piensan que va a pasar en el cuento. Por ejemplo, "¿Qué piensas que va a suceder en el cuento?"
3 Before reading, choose three or four words that your child may not know and talk about what the words mean. For example, "The word 'decide' means 'to make a choice'."	3 Antes de leer el cuento, elija 3-4 palabras que su niño(a) no conozca y hablen sobre los significados de las palabras. Por ejemplo, "La palabra 'decidir' significa 'tomar una decisión sobre algo'."
4 Create a signal that your child will use when they stop you to ask a question. For example, "I have a question!" or "I need help!"	4 Cree una señal que su niño(a) use cuando él o ella necesite ayuda. Por ejemplo, "¡Tengo una pregunta!" o "¡Necesito ayuda!"
5 Tell your child to have control of the story because you will ask questions.	5 Dígale a su niño(a) que él o ella controle el cuento porque usted hará preguntas.
6 Read the story aloud for the signal when you stop. If your child asks a question, stop and answer the question. If your child asks a question, stop and answer the question.	6 Lea el cuento en voz alta hasta que su niño(a) haga una pregunta. Cuando su niño(a) haga una pregunta, deténgase y responda la pregunta.
7 After reading the story, ask your child questions about the story. For example, "What was the story about?" or "What do you think happened?"	7 Después de leer el cuento, haga preguntas sobre el cuento. Por ejemplo, "¿De qué se trataba el cuento?" o "¿Qué piensas que sucedió?"
8 Help your child make connections between the story and his or her own life. For example, "Have you ever felt like this character?"	8 Ayuda a su niño(a) hacer conexiones entre el cuento y su propia vida. Por ejemplo, "¿Alguna vez se sintió como este personaje?"

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Step 1 / Primer Paso

Choose a book your child is interested in. It should be more difficult than a book your child can read independently.

Elija un libro que le interesa a su niño(a). El libro debe ser más difícil de lo que su niño(a) pueda leer independientemente.

Adapted from: Hickman, P., Pollard-Durostola, S., & Vaughn, S. (2004). Storybook reading: Improving vocabulary and comprehension for English language learners. *Reading Teacher*, 57(8), pp. 720-730.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Step 2 / Segundo Paso

2 Ask a question about what the story might be about. For example, "What do you think will happen?"

Haga una pregunta acerca de lo que piensan que va a pasar en el cuento. Por ejemplo, "¿Qué piensas que va a suceder en el cuento?"

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)


### Step 3 / Tercer Paso


3 Before reading, choose three or four words that your child may not know and talk about what the words mean. For example, "The word 'decide' means 'to make a choice.'"

Antes de leer el cuento, elija 3-4 palabras que cree que su niño(a) no conozca y hablen sobre los significados de las palabras. Por ejemplo, "La palabra 'decidir' significa 'tomar una decisión sobre algo'."

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Step 4 / Cuarto Paso

**4**  Create a signal that your child will use when he or she hears the new words in the story. This signal can be a "thumbs-up," a cheer, or anything fun.


**4**  Escoja una señal con su niño(a) que le mostrará al escuchar las palabras nuevas en el cuento. Esto puede ser un "pulgar hacia arriba" o algo más divertido.


Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Steps 1-4 ★ Pasos 1-4

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite


### Step 5 / Quinto Paso


**5**  Tell your child to listen carefully to the story because you will ask questions afterward.

**5**  Dígale a su niño que escuche atentamente al cuento, porque se le hará preguntas después.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite


### Step 6 / Sexto Paso


**6**  Read the story and look for the signal when you get to the vocabulary words. After the signal is given, have your child explain what the word means. For example, "You're right! There's our word. Can you tell me what the word 'decide' means?"

**6**  Lea el cuento y busque la señal al llegar a las palabras de vocabulario. Después, pídale a su niño que le diga lo que significa la palabra. Por ejemplo, -¿Me puedes decir que significa la palabra 'decidir'?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite


### Step 7 / Séptimo Paso


**7**  After reading the story, ask your child questions about what happened. For example, "What was the story about? Who are the characters? What was the problem? How was the problem solved?"

**7**  Hágale preguntas a su niño después de leer el cuento. Por ejemplo, -¿Quiénes son los personajes de la historia? ¿Cuál era el problema? ¿Cómo se ha resuelto el problema?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Step 8 / Octavo Paso

**8**  Help your child make connections between the story and his or her experiences. For example, "What does this story remind you of? Have you ever felt like (character's name)?"

**8**  Ayude a su niño a hacer las conexiones entre el cuento y las experiencias que han tenido su familia y su niño(a). Por ejemplo, -¿De qué le recuerda este cuento? ¿Le has sentido como (nombre de un personaje en el cuento)?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Reading the Text ★ Leyendo el Libro

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## An Example in Spanish Un Ejemplo en Español

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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 imagenes 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Any Questions? ¿Algunas Preguntas?

## Thank you! ¡Muchas gracias!

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Comprehension Training of Trainers: Inferring

### Inferring

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Inferring is...

Using prior knowledge and textual clues to draw conclusions, determine themes and big ideas, and interpret text when the author doesn't tell us something explicitly.

Pictures and words	+	Prior knowledge	=	An inference!
Text clues		What we know		

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### What's Key for Kids.....

- Using background knowledge, textual and picture clues to understand the meaning of the text and unknown words.
- Knowing to infer when answers to their questions aren't explicitly stated in the text.
- Making predictions about the texts and confirming or contradicting them as they read
- Understanding that inferring will help them deepen their comprehension

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Possible Anchor Charts

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Read Aloud Routine Alignment

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Read Aloud Mini-Lessons

- Week 1- Making Predictions
- Week 2- Inferring Word Meaning
- Week 3- Inferring

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Read Aloud Mini-Lessons

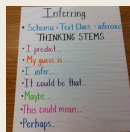
- **Ongoing during Project Elite Read Aloud Routine-** Continue to write an inference question for each chunk of your read aloud. Refer back to the posted inferring anchor chart as a reference.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Sentence Stems

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



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Did your students?

- Understand what it means to infer?
- Understand that their background knowledge is important to understanding what they read and learn?
- Use their background knowledge along with text clues to make meaning?
- Infer the meaning of unfamiliar words and concepts using context clues?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



# Comprehension Training of Trainers: Making Meaningful Connections

## Making Meaningful Connections

**e l i t e** English Learner Institute for Teaching and Excellence

**M** Meadows Center for Preventing Educational Risk

Leticia Romero Grimaldo, Ph.D.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Making Meaningful Connections

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Possible Anchor Charts

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Read Aloud Routine Alignment

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Read Aloud Mini-Lessons

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Week 1-Text-to-Self Connections

- Discuss and add to anchor chart.
- Model making text-to-self connections during the 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Week 2- Text-to-Text Connections

- Discuss and add to anchor chart.
- Model making text-to-text connections during 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Week 3- Text-to-World Connections

- Discuss and add to anchor chart.
- Model making text-to-world connections during 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Sentence Stems


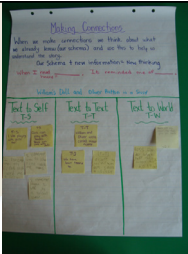
- This reminds me of \_\_\_\_\_.
- I have a \_\_\_\_\_ connection \_\_\_\_\_.
- When I read these words \_\_\_\_\_, it reminded me of \_\_\_\_\_.
- When I saw the picture, it made me think \_\_\_\_\_.
- This connection helped me understand \_\_\_\_\_ because \_\_\_\_\_.
- I am similar to this character because \_\_\_\_\_.
- I am different than this character because \_\_\_\_\_.
- This character is like \_\_\_\_\_ because \_\_\_\_\_.
- This book reminds me of \_\_\_\_\_.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Comprehension Training of Trainers: Questioning

**Questioning**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Possible Anchor Charts**

Asking Questions		
	Question	Answer
Before Reading		
During Reading		
After Reading		

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Read Aloud Routine Alignment**

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Read Aloud Mini-Lessons**

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Question Stems

- What if \_\_\_\_\_?
- What would happen if \_\_\_\_\_?
- What character traits describe \_\_\_\_\_?
- What caused \_\_\_\_\_?
- How did \_\_\_\_\_?
- Why is \_\_\_\_\_?
- I wonder \_\_\_\_\_?
- Do you think \_\_\_\_\_?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Extending Learning

After modeling questioning during your mini-lesson....

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Did your students?

- Understand the importance of asking questions before, during, and after reading?
- Understand that some answers to questions can be found directly in the text and some will have to be inferred?
- Listen to other questions in order to deepen their understanding?
- Have an opportunity to write and share their questions?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Comprehension Training of Trainers: Summarizing



**Summarizing**

**e l i t e**  
English Learner Institute for Teaching and Excellence

**M**  
The Meadows Center for Preventing Educational Risk

Leticia Romero Grimaldo, Ph.D.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Summarizing is....**

- Taking larger selections of text and reducing them to the main points that are most important to remember.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**What's Key for Kids.....**

- Pulling out the main details.
- Breaking down larger ideas.
- Writing only enough to convey the gist.
- Readers understand that summarizing will help them deepen their comprehension

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Possible Anchor Charts**

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Read Aloud Routine Alignment**

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

**Read Aloud Mini-Lessons**

- Week 1/Ongoing- Gist/Summary

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Sentence Stems

- The most important details are \_\_\_\_\_.
- The most important part was \_\_\_\_\_.
- I learned \_\_\_\_\_.
- At the beginning, \_\_\_\_\_.
- In the middle, \_\_\_\_\_.
- At the end, \_\_\_\_\_.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Comprehension Training of Trainers: Synthesizing

### Synthesizing

Leticia Romero Grimaldo, Ph.D.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Synthesizing is....

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Possible Anchor Charts

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Read Aloud Routine Alignment

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

### Read Aloud Mini-Lessons

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Week 1- Model- Synthesizing

- Discuss and create a definition for Synthesizing on the top part of the anchor chart. On the bottom write "I'm thinking" (Record your prediction here)
- After the second read of each chunk record your thinking. At first I thought, but now I'm thinking....
- Model synthesizing during an entire read aloud routine by recording your thinking after each chunk.
- On the last day revisit your prediction, record what you think now after reading the entire text and any changes in your thinking or new thinking.
- Allow students to share their thoughts 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 thoughts and how they changed during each chunk of the read aloud.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Week 2- Synthesizing Practice

- Revisit Synthesizing and how it helps them become better readers.
- Give the students the synthesizing graphic organizer to record their predictions.
- After each chunk, have students record their thinking on the graphic organizer.
- Allow students to share their thinking and what they wrote using pair-share and class discussion.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Read Aloud Mini-Lessons

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Sentence Stems

- I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.
- I'm beginning to think \_\_\_\_\_.
- My thinking has changed because \_\_\_\_\_.
- I now know \_\_\_\_\_.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Extending Learning

After modeling synthesizing during your mini-lesson....

- Provide opportunities for your students to share their thinking with others.
- Model and use graphic organizers that will help students synthesize.
- provide reading response opportunities for synthesizing.
- Keep your anchor charts visible and teach your students to use them as a reference.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Did your students?

- Understand what it means to synthesize?
- Use background knowledge to draw conclusions, create unique interpretations of the text, recall details significant to the text, and recall the text?
- Adapt their thinking throughout the read aloud?
- Use writing to express their thinking?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)



## Comprehension Training of Trainers: Visualizing



### Visualizing


**elite** English Learner Institute for Teaching and Excellence

**M** Meadows Center for Preventing Educational Risk

Leticia Romero Grimaldo, Ph.D.  
Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Visualizing is....

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



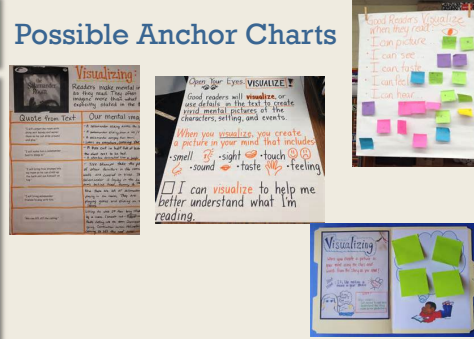
Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Possible Anchor Charts



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Read Aloud Routine Alignment

- Insert updated read aloud cycle

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Read Aloud Mini-Lessons

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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 1<sup>st</sup> 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Sentence Stems

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Possible Products

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Did your students?

- Understand what it means to visualize?
- Use images to draw conclusions, create unique interpretations of the text, recall details significant to the text, and recall the text?
- Adapt their mental images throughout the read aloud?
- Use mental images in their writing?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)



# Appendix B: Structured Data Meetings: Professional Development Modules



# Beginning-of-Year Meetings

## Implementing Structured Data Meetings

English Learner Institute for Teaching and Excellence

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Beginning of Year (BOY) Meetings

## Goals of this training

- To understand how structured data meetings are integrated into a multitiered system of support (MTSS)
- To identify ways that data analysis meetings are used to address the unique learning needs of ELs
- To be able to use the protocol and related materials to facilitate BOY meetings on your campus

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Having Critical Conversations around Data

Structured data meetings are a collaborative effort among various school staff with diverse expertise to:

- Collect and analyze data over time to make educational decisions.
- Use data to identify student needs and problem-solve ways to meet student needs.
- Set measurable goals and plan action steps to achieve those goals.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## MTSS and English Learners

- Multiple Data Sources**
  - ELs' language proficiency levels
  - Educational background and language of previous instruction
  - Literacy data, in both languages when available
- Educator Knowledge of Second Language Acquisition**
  - Stages of second language development
  - Different behaviors associated with the stages
  - How to differentiate instruction for different stages
- Culturally & Linguistically Responsive Instruction**
  - Students' first languages are assets.
  - Teachers bridge first language skills to English literacy.
  - Linguistic and cultural differences are distinguished from learning disabilities.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Knowing Our ELs

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Language Proficiency

- The communication skills that ELs need in order to use English as an effective medium for grade-level academic instruction
- Language proficiency levels can vary:
  - By language domain
  - Between languages (L1 and L2)
- Not the same as academic achievement

(TEA, 2011); (VCGRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Let's Think

- How do we get to know our students' levels of language proficiency?
- How do we know when they make progress in each skill?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Texas English Language Proficiency Assessment System (TELPAS)

- Focuses on the development of academic English in the four language domains

- Used to identify current language needs and set instructional goals

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Using Our Knowledge: Language Proficiency

- Knowing our students' language proficiency levels is key to providing instruction that is linguistically accommodated to meet their needs.
- The data can be used to set learning goals for ELs. Consider the following questions:
  - How can I adjust my instruction to make the content comprehensible?
  - How can I provide instruction and support so that this student can build on current language skills and grow toward the next level of proficiency?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Educational Histories

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

(VGCRLA, 21015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Educational Histories

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

What types of programs have served my ELs until now?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Educational Histories

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

What types of programs have served my ELs until now?

What are my students' linguistic and academic strengths?

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

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Knowing Our ELs: Cultural and Linguistic Identities

- Language and culture are conduits for learning more effectively, not obstacles to learning.
- Effective teachers understand that students' first language, cultural background, and diverse experiences are assets and create opportunities for students to use that knowledge to further learning.

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Cultural and Linguistic Resources and Assets

- ELs may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.
- Learning about the diverse backgrounds of students is a first step toward effective instruction.

(TEA, 2015; VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Data Sources: Educational Histories

Take a minute to brainstorm the following at your table:

- How can I learn about the educational backgrounds of my students?
- What sources of information can I access and use to further understand my ELs?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Preparing for BOY Meetings

# MEETING MATERIALS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## What you will need for BOY:

<p><b>For Tier I Meeting</b></p> <ul style="list-style-type: none"> <li>Tier I Beginning-of-Year Protocol (one per facilitator)</li> <li>Tier I Beginning-of-Year Participant Checklist (one per person)</li> <li>Class data sets and pre-meeting prompts for attendees</li> <li>Designated place for recording goals</li> <li>Chart paper and marker</li> <li>Tier I Instructional Plan (one per person)</li> <li>End-of-Year Instructional Plan from previous year</li> </ul>	<p><b>For Tier II/III Meeting</b></p> <ul style="list-style-type: none"> <li>Tiers II and III Beginning-of-Year Protocol (one per facilitator)</li> <li>Tiers II and III Beginning-of-Year Participant Checklist (one per person)</li> <li>Class data sets and pre-meeting prompts for attendees</li> <li>Designated space for recording goals</li> <li>Standardized reading intervention teacher materials</li> <li>Tiers II and III Intervention Worksheet (one per teacher)</li> <li>Tiers II and III Intervention Master List (one per intervention provider)</li> <li>End-of-Year Instructional Plan from previous year</li> </ul>
---	---

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Guides for Data Meeting Discussion

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Understanding the Protocol

Tier 1: Beginning-of-Year Protocol

**STEP 1: Team reviews student data and identifies overall trends.**

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Optimizing Core Instruction for English Learners

# TIER I DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 1: Identifying Strengths, Needs, and Overall Trends in the Data

Tier 1: Beginning-of-Year Protocol

**STEP 1: Team reviews student data and identifies overall trends.**

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 2: Set Goals


Tier 1: Beginning-of-Year Protocol

**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
<ul style="list-style-type: none"> <li>State goals in terms of percentage or number of students progressing toward the identified benchmark.</li> <li>Set goals for ELs in each domain of language (listening, speaking, reading and writing).</li> </ul>	<ul style="list-style-type: none"> <li>"By the next assessment period, [number] students will attain [benchmark] or above."</li> <li>"By the end of the year, [number] ELs will attain [level] proficiency in [TELPAS domain]."</li> </ul>	Designated place for recording goals

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Standards-based Goal Setting



**ELAR TEKS Figure 19**

Figure 19 TAC (110.146) - Elementary  
Figure 19 TAC (110.146) - Middle School

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## English Language Proficiency Standards (ELPS)

Strands:

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

[www.esc20.net/elps](http://www.esc20.net/elps)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Steps 3 – 6: Plan for Support

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Review previous End-of-Year Instructional Plan and build on action steps.</li> <li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li> <li>Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>"On which skills will we need to focus our instruction this year?"</li> <li>"Which areas of need do the data show for our bilingual students, or students learning English as a second language?"</li> <li>"What do we know about this students' strengths and needs based on ongoing communication with parents and families?"</li> <li>"How can we follow through on the action steps we put in place at our end-of-year meeting last year?"</li> <li>"Let's list some practices that will help our students meet our goals."</li> </ul>	Chart paper to record ideas

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



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

### STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> <li>The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li> <li>The practice is appropriate for the EL's language of instruction and level of language proficiency.</li> <li>Curricular materials are available or can be readily created to implement the practice or strategy.</li> </ul>	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"> <li>"Which have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"In what ways do these practices support second language development?"</li> <li>Do the practices align with the English Language Proficiency Standards?</li> <li>"Can we enhance or adjust the practice to better support ELs?"</li> <li>"Which of those practices are most practical?"</li> <li>"What materials do we have available? What materials do we need?"</li> </ul>	Chart paper to record team analysis of each idea

### STEP 5: Team selects practices and agrees to implement.

DISCUSSION PROMPT	MATERIALS
"Based on what we have discussed, what instructional practices should we implement?" (NOTE: Do not select more than two practices for each targeted skill.)	Tier I Instructional Plan, Part A

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Tier I Instructional Plan

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



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

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"> <li>Assist all teachers in learning the practices.</li> <li>Locate and/or create instructional materials.</li> <li>Plan to self-monitor the use of practices (fidelity protocols).</li> <li>Adhere to implementation of the action plan (who is responsible for what by when).</li> </ul>	<ul style="list-style-type: none"> <li>"As a team, how can we make this happen for students?"</li> <li>"What do we have to do to make sure we all use this strategy as planned?"</li> <li>"Who can help us with implementation and how will we know we are on track?"</li> </ul>	Tier I Instructional Plan, Part B

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## After the Tier I Meeting

### AFTER THE MEETING

- Schedule Tiers II and III beginning-of-year meeting as soon as possible.
- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Plan for parent-teacher conferences, with specific ways to gather more information about the students' experiences, strengths, and needs from parents.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



Optimizing Supplemental Instruction for English Learners

## TIERS II/III DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Step 1: Analyze student performance

**STEP 1: Team reviews student data and identifies overall trends.**

DISCUSSION PROMPT	MATERIALS
<p>"Let's recap what we discussed in our Tier I meeting."</p>	<ul style="list-style-type: none"> <li>• Tier I beginning-of-year (BOY) meeting notes</li> <li>• Class data sets</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 2: Determine Intervention Needs

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>• Identify students in need of additional instructional support, and in the following:                             <ul style="list-style-type: none"> <li>- EOP screening data</li> <li>- Previous year benchmark assessment data</li> <li>- Fluency</li> <li>- Proficient prior intervention needs</li> <li>- EL status and level of language proficiency</li> <li>- Educational history</li> <li>- Learning the language</li> <li>- ELI history (type, time and the type of the student (W/SpEd, dual-language, etc.)</li> <li>- Completed student learning logs (to be completed before an intervention group)</li> <li>- Assess common resources (e.g., staff, space, materials) and create intervention groups based on need.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Which students could benefit from more intensive, targeted instruction? (Tier II)</li> <li>• What further assessments are needed to identify student instructional needs?</li> <li>• How do we compare learning data from students' first language and English? Do we know which learning skills students are most confident in? (Tier III)</li> <li>• Are the language needs being addressed in case instruction? Could they benefit from an additional language intervention?</li> <li>• What do we know about student strengths and needs based on ongoing communication with parents and families?</li> <li>• What is our campus capacity this year for providing quality instruction to our goals? (What support is available to support ongoing Tier II and Tier III instruction?)</li> <li>• How can we group intervention students, based on similar instructional needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Tier II and III Intervention Worksheet (for teachers)</li> <li>• Tier II and III Intervention Master List (for intervention providers)</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Recording Decisions (add both screenshots)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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
<p>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 skill related to the essential knowledge and skills outlined in the curriculum.</p>	<ul style="list-style-type: none"> <li>• "What are the overall goals for this entire intervention group?" (minimum rate of progress)</li> <li>• "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)</li> <li>• "Do our goals this year strive for higher achievement levels than last year?"</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-Year Instructional Plan from previous year</li> <li>• Tiers II and III Intervention Master List (for intervention providers)</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 4: Plan for Progress Monitoring

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

PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none"> <li>• Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).</li> <li>• Make changes to the instruction students receive if students or groups make insufficient progress toward target skill level (e.g., pacing, reinforcement of skills).</li> </ul>	<ul style="list-style-type: none"> <li>• "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?"</li> <li>• "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?"</li> <li>• "What instructional changes should we make to accelerate progress for [students/groups] not on target?"</li> <li>• "How many data review points will we consider when determining whether students make sufficient progress?"</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Communication with Families

- Parents and families are viewed as partners in students' education and learning.
- Educators communicate and collaborate with parents and families on an ongoing basis.
- Communication about student data and intervention instruction is part of ongoing collaboration with families.
- At BOY, educators capitalize on initial parent-teacher conferences to better know students.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M10003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

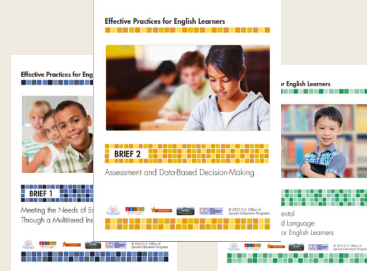
## After the Tiers II/III Meeting...

- Synthesize information from meetings and plan educator support.
- Make a plan for regular communication between classroom teachers and interventionists.
- Monitor fidelity of instruction and support effective progress monitoring.
- Schedule the next meeting date(s).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite)



## Supporting ELs through Effective Data-based Decision Making



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite)



## References

The Meadows Center for Preventing Educational Risk. (2015). *Implementing Structured Data Meetings: Optimizing Instructional Planning for English Learners, Handbook*. Austin, TX: Author.

Project ELITE, Project ESTRELLA, & 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.

Texas Education Agency. (2011). *Educator Guide to TELPAS*. Austin, TX: Author.

Vaughn Gross Center for Reading and Language Arts (VGCRLA) at the University of Texas at Austin. (2015). *Effective Practices for English Learners*. Austin, TX: Author.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-evidence-project-elite)



## Middle-of-Year Meetings

### Implementing Structured Data Meetings

English Learner Institute for Teaching and Excellence

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Middle of Year (MOY) Meetings

### Goals of this training

- To understand how structured data meetings are integrated into a multitiered system of support (MTSS)
- To identify ways that data analysis meetings are used to address the unique learning needs of ELs
- To apply the meeting process in a way that is most efficient and effective for your campus
- To be able to use the protocol and related materials to facilitate MOY meetings on your campus

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Having Critical Conversations around Data

Structured data meetings are a collaborative effort among various school staff with diverse expertise to:

- Collect and analyze data over time to make educational decisions.
- Use data to identify student needs and problem-solve ways to meet student needs.
- Set measurable goals and plan action steps to achieve those goals.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### MOY Meetings: The Big Picture

- What impact has our decisions made at BOY had on student learning?
- What impact has the supports provided to teachers since BOY had on instruction and learning?
- What challenges have we encountered with multitiered instruction (Tiers I, II, and III)? How can we better address those?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### MTSS and English Learners

**Data Sources**

- ELs' language proficiency levels
- Educational background and language of previous instruction
- Literacy data, in both languages when available

**Educator Knowledge of Second Language Acquisition**

- Stages of second language development
- Different behaviors associated with the stages
- How to differentiate instruction for different stages

**Culturality & Linguistically Responsive Instruction**

- Students' first languages are assets
- Teachers bridge first language skills to English literacy
- Linguistic and cultural differences are distinguished from learning disabilities.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Language Proficiency

- The communication skills that ELs need in order to use English as an effective medium for grade-level academic instruction
- Language proficiency levels can vary:
  - By language domain
  - Between languages (L1 and L2)
- Not the same as academic achievement

(TEA, 2011); (VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Let's Think

- How do we get to know our students' levels of language proficiency?
- How do we know when they make progress in each skill?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Texas English Language Proficiency Assessment System (TELPAS)

- Focuses on the development of academic English in the four language domains

- Used to identify current language needs and set instructional goals

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Using Our Knowledge: Language Proficiency

- Knowing our students' language proficiency levels is key to providing instruction that is linguistically accommodated to meet their needs.
- The data can be used to set learning goals for ELs. Consider the following questions:
  - How can I adjust my instruction to make the content comprehensible?
  - How can I provide instruction and support so that this student can build on current language skills and grow toward the next level of proficiency?

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Knowing Our ELs: Educational Histories

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Knowing Our ELs: Educational Histories

(VGCRLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Educational Histories

- What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?
- What types of programs have served my ELs until now?
- What are my students' linguistic and academic strengths?
- What functions do my students' languages serve in and out of school?

(VGCRCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Cultural and Linguistic Identities

- Language and culture are conduits for learning more effectively, not obstacles to learning.
- Effective teachers understand that students' first language, cultural background, and diverse experiences are assets and create opportunities for students to use that knowledge to further learning.

(VGCRCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Cultural and Linguistic Resources and Assets

- ELs may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.
- Learning about the diverse backgrounds of students is a first step toward effective instruction.

(TEA, 2015; VGCRCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Data Sources: Educational Histories

Take a minute to brainstorm the following at your table:

- How can I learn about the educational backgrounds of my students?
- What sources of information can I access and use to further understand my ELs?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Preparing for MOY Meetings

## MEETING MATERIALS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### What you will need for MOY:

<p><b>For Tier I Meeting</b></p> <ul style="list-style-type: none"> <li>Tier I Middle-of-Year Protocol (one per facilitator)</li> <li>Tier I Middle-of-Year Participant Checklist (one per person)</li> <li>Class data sets</li> <li>Designated place for recording goals</li> <li>Chart paper and marker</li> <li>Tier I Instructional Plan (one per person)</li> <li>End-of-Year Instructional Plan from previous year</li> </ul>	<p><b>For Tier II/III Meeting</b></p> <ul style="list-style-type: none"> <li>Tiers II and III Middle-of-Year Protocol (one per facilitator)</li> <li>Tiers II and III Middle-of-Year Participant Checklist (one per person)</li> <li>Intervention group data sets</li> <li>Designated Space for Recording Goals</li> <li>Standardized reading intervention teacher materials</li> <li>Tiers II and III Intervention Worksheet (one per teacher)</li> <li>Tiers II and III Intervention Master List (one per intervention provider)</li> <li>End-of-Year Instructional Plan from previous year</li> </ul>
---	--

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Guides for Data Meeting Discussion

**Tier I Middle-of-Year Protocol**  
*Identifying Needs, Setting Goals, and Planning Instruction*

**OBJECTIVES**

- The 10 members of the Tier I Data Meeting (see page 10)
- The 10 members of the Tier I Data Meeting (see page 10)
- Identify areas for meeting goals
- Set goals for the year
- The 10 members of the Tier I Data Meeting (see page 10)

**DISCUSSION PROMPTS**

- What are the overall goals?
- What are the overall goals?
- What are the overall goals?
- What are the overall goals?

**Tier I MOY Participant Checklist**  
*Identifying Needs, Setting Goals, and Planning Instruction*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Q1. How did you allocate time for your BOY meetings? Did you encounter challenges with time and scheduling of your BOY meetings?

Q2. How did you allocate time for your MOY meetings? Did you encounter challenges with time and scheduling of your MOY meetings?

Q3. How did you allocate time for your PLC meetings? Did you encounter challenges with time and scheduling of your PLC meetings?

Q4. How did you allocate time for your data meetings? Did you encounter challenges with time and scheduling of your data meetings?

Q5. How did you allocate time for your intervention meetings? Did you encounter challenges with time and scheduling of your intervention meetings?

Q6. How did you allocate time for your other meetings? Did you encounter challenges with time and scheduling of your other meetings?

Q7. How did you allocate time for your other meetings? Did you encounter challenges with time and scheduling of your other meetings?

Q8. How did you allocate time for your other meetings? Did you encounter challenges with time and scheduling of your other meetings?

Q9. How did you allocate time for your other meetings? Did you encounter challenges with time and scheduling of your other meetings?

Q10. How did you allocate time for your other meetings? Did you encounter challenges with time and scheduling of your other meetings?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Understanding the Protocol

Tier I Beginning-of-Year Protocol • 4

**STEP 1: Team reviews student data and identifies overall trends.**

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Optimizing Core Instruction for English Learners

# TIER I DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Allocating Time for your meetings: Some suggestions

**Breaking up your meeting schedule:**

- Conduct Tier I meetings in one sitting; conduct Tier II and III meetings in another sitting.
- Use BOY and MOY 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.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Allocating Time for your meetings: Some suggestions

- Have student data sets prepared and available to teachers before the meetings.
- Provide attendees with question prompts beforehand.
- Ask your team to consider what the data is telling them about students before the meeting, and to come with ideas of how to target their students' instructional needs.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 1: Identifying current performance

**STEP 1: Team reviews student data and identifies overall trends.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Identify students' performance relative to established benchmarks and goals set at BOY.</li> <li>Cross analyze literacy data with language proficiency data (i.e., TELPAS data).</li> <li>Identify current language and literacy needs.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's analyze how our students are doing on [benchmark skill]."</li> <li>"How did the students do compared to the last benchmark assessment?"</li> <li>"Are my ELs making adequate progress toward the proficiency levels we set for each language domain?"</li> <li>"Are a disproportionate number of ELs being identified as 'at risk'?"</li> </ul>	<ul style="list-style-type: none"> <li>Class data spreadsheets</li> <li>Previous set goals</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 2: Set Goals

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

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Standards-based Goal Setting

**TEKS ELAR Figure 19**  
Figure 19 TAC 1110.10(b) - Elementary  
Figure 19 TAC 1110.10(b) - Middle School

**TEKS ELAR Figure 20**  
Figure 20 TAC 1110.10(c) - Secondary

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## English Language Proficiency Standards (ELPS)

**Strands:**

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

[www.esc20.net/elps](http://www.esc20.net/elps)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Steps 3 – 6: Plan for Support

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Review previous End-of-Year Instructional Plan and build on action steps.</li> <li>Complete item analysis to identify skills that many students missed (to address in professional learning communities).</li> <li>Select practices and strategies that address the basic early literacy skills and Texas Essential Knowledge and Skills with which students struggle.</li> </ul>	<ul style="list-style-type: none"> <li>"With which [items/concepts] did [students/classes] struggle most?"</li> <li>"With which items did ELLs struggle most?"</li> <li>"Are there noteworthy differences between this year's and last year's cohort at the beginning of the year?"</li> <li>"How can we follow through on the action steps we put in place at our end-of-year meeting last year?"</li> <li>"Let's list some practices that will help our students meet our goals."</li> </ul>	<p>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.)</p>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

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

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> <li>The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li> <li>The practice is appropriate for the EL language of instruction and level of language proficiency.</li> <li>Curricular materials are available or can be readily created to implement the practice or strategy.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's take a further look at these ideas."</li> <li>"Which have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"In what ways do these practices support second language development?"</li> <li>"Do the practices align with the English Language Proficiency Standards?"</li> <li>"Can we enhance or adjust the practice to better support ELs?"</li> <li>"Which of these practices are most practical?"</li> <li>"What materials do we have available? What materials do we need?"</li> </ul>	<p>Chart paper to record team analysis of each idea</p>

**STEP 5: Team selects practices to implement.**

DISCUSSION PROMPT	MATERIALS
<p>"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.)</p>	<p>Tier 1 Instructional Plan, Part A</p>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Tier I Instructional Plan

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## 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: <ul style="list-style-type: none"> <li>Assist all teachers in learning the practices.</li> <li>Locate and/or create instructional materials.</li> <li>Plan to self-monitor the use of practices (fidelity protocols).</li> <li>Adhere to implementation of the action plan (who is responsible for what by when).</li> </ul>	<ul style="list-style-type: none"> <li>"As a team, how can we make this happen for students?"</li> <li>"What do we have to do to make sure we all use this strategy as planned?"</li> <li>"Who can help us with implementation and how will we know we are on track?"</li> </ul>	Tier I Instructional Plan, Part B

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## After Tier I Meetings

**AFTER THE MEETING**

- Schedule Tiers II and III middle-of-year meeting as soon as possible.
- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Plan specific ways to gather more information about the students' experiences, strengths, and needs through ongoing communication with parents.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Optimizing Supplemental Instruction for English Learners TIERS II/III DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Step 1: Analyze student performance

**STEP 1: Team reviews student data and identifies overall trends.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Examine intervention group progress-monitoring data.</li> <li>Compare scores from last assessment period to scores from current period.</li> <li>Examine rate of improvement for each student and each group.</li> <li>Consider students' EL status level of language proficiency and language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>"How did our students do in Tier II and Tier III this period?"</li> <li>"Is each student improving at an adequate rate?"</li> <li>"Are ELs progressing toward higher levels of English language proficiency?"</li> </ul>	Intervention group progress-monitoring data

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## Step 2, Determine effectiveness of interventions.

**STEP 2: Team evaluates effectiveness of Tier II and III interventions and determines students' intervention needs.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
Determine whether each of the following is true: <ul style="list-style-type: none"> <li>Goals are clearly linked to interventions for each student.</li> <li>Interventions were implemented as planned.</li> <li>Changes in the design or delivery of instruction are needed to improve effectiveness.</li> </ul> Decide whether each student will do the following: <ul style="list-style-type: none"> <li>Continue in the current tier</li> <li>Move to another tier</li> <li>Be referred for special education eligibility evaluation</li> </ul>	<ul style="list-style-type: none"> <li>"How did our interventions work this period?"</li> <li>"Did some interventions work better than others? Why?"</li> <li>"Do instructional changes need to occur to meet targeted goals?" (e.g., making instruction more explicit, focusing more on reference skills, increasing pace of lessons, delivering interventions with greater fidelity)</li> <li>Are there additional sources of data we should review to better understand students' instructional needs?</li> <li>Did ELs receive interventions that matched their needs?</li> <li>"Which students are consistently performing above grade level and can be removed from the intervention or receive a less intensive intervention?"</li> <li>"Which students need to continue in their current level of support?"</li> <li>"Which students are falling further behind and need more intensive intervention or a multi-sensory evaluation?"</li> <li>"Do our proposed changes meet the instructional needs of students?"</li> </ul>	<ul style="list-style-type: none"> <li>Intervention group progress-monitoring data</li> <li>Standardized reading intervention teacher materials</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

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

**STEP 3: Team makes any needed modifications to intervention groups, based on available resources.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Assess campus resources (e.g., staff, space, materials) and create or adjust intervention groups.</li> <li>Modify intervention groups so that each student in need is assigned to one of the available interventions.</li> <li>Base intervention decisions on the intensity and type of instructional need, as determined in Step 2.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's discuss which intervention matches this student's needs best."</li> <li>"What is our campus capacity to meet our students' intervention needs? What are our resources to support ongoing Tiers II and III interventions?"</li> </ul>	<ul style="list-style-type: none"> <li>Tiers II and III Intervention Master List (for intervention providers; saved copy from BOY meeting)</li> <li>Tiers II and III Intervention Worksheet (for teachers; saved copies from BOY meeting)</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Recording Decisions (add both screenshots)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Step 4: Setting Goals

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>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 the essential knowledge and skills outlined in the curriculum.</p>	<ul style="list-style-type: none"> <li>"What is the overall goal for this entire intervention group?" (i.e., minimum rate of progress)</li> <li>"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)</li> </ul>	<p>Tiers II and III Intervention Master List (for intervention providers)</p>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Step 5: Plan for Progress Monitoring

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

PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none"> <li>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).</li> <li>Consider possible steps if students make insufficient progress toward target skill level.</li> </ul>	<ul style="list-style-type: none"> <li>"What instructional changes should be made to accelerate the progress of [students/groups] not on target?"</li> <li>"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?"</li> <li>"How many data review points will we consider when determining whether students make sufficient progress?"</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Communication with Families

- Parents and families are viewed as partners in students' education and learning.
- Educators communicate and collaborate with parents and families on an ongoing basis.
- Communication about student data and intervention instruction is part of ongoing collaboration with families.
- At BOY, educators capitalize on initial parent-teacher conferences to better know students.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### After the Tiers II/III Meeting...

- Synthesize information from meetings and plan educator support.
- Make a plan for regular communication between classroom teachers and interventionists.
- Monitor fidelity of instruction and support effective progress monitoring.
- Schedule the next meeting date(s).

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Supporting ELs through Effective Data-based Decision Making

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## References

The Meadows Center for Preventing Educational Risk. (2015). *Implementing Structured Data Meetings: Optimizing Instructional Planning for English Learners, Handbook*. Austin, TX: Author.


Project ELITE, Project ESTRELLA, & 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.

Texas Education Agency. (2011). *Educator Guide to TELPAS*. Austin, TX: Author.

Vaughn Gross Center for Reading and Language Arts (VGRLA) at the University of Texas at Austin. (2015). *Effective Practices for English Learners*. Austin, TX: Author.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
[www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite](http://www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)

## End-of-Year Meetings



### Implementing Structured Data Meetings

English Learner Institute for Teaching and Excellence

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

End of Year (EOY) Meetings

### Goals of this training

- To understand how structured data meetings are integrated into a multitiered system of support (MTSS)
- To identify ways that data analysis meetings are used to address the unique learning needs of ELs
- To apply the meeting process in a way that is most efficient and effective for your campus
- To understand the protocol and materials you need to facilitate effective EOY meetings and to document decisions

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Having Critical Conversations around Data

Structured data meetings are a collaborative effort among various school staff with diverse expertise to:

- Collect and analyze data over time to make educational decisions.
- Use data to identify student needs and problem-solve ways to meet student needs.
- Set measurable goals and plan action steps to achieve those goals.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### EOY Meetings: The Big Picture

- What impact has our instructional decisions made at MOY had on students learning?
- What impact has the supports provided to teachers this year had on instruction and learning?
- What challenges have we encountered with Tier II/III interventions this year? How can we better address those next year?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### MTSS and English Learners

**Data Sources**

- ELs' language proficiency levels
- Educational background and language of previous instruction
- Literacy data, in both languages when available

**Educator Knowledge of Second Language Acquisition**

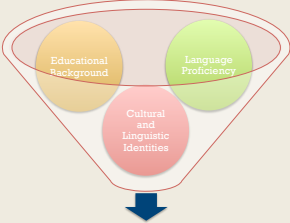
- Stages of second language development
- Different behaviors associated with the stages
- How to differentiate instruction for different stages

**Culturality & Linguistically Responsive Instruction**

- Students' first languages are assets
- Teachers bridge first language skills to English literacy
- Linguistic and cultural differences are distinguished from learning disabilities.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Language Proficiency

- The communication skills that ELs need in order to use English as an effective medium for grade-level academic instruction
- Language proficiency levels can vary:
  - By language domain
  - Between languages (L1 and L2)
- Not the same as academic achievement

(TEA, 2011); (VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Let's Think

- How do we get to know our students' levels of language proficiency?
- How do we know when they make progress in each skill?

(VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Texas English Language Proficiency Assessment System (TELPAS)

- Focuses on the development of academic English in the four language domains

- Used to identify current language needs and set instructional goals

(VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Using Our Knowledge: Language Proficiency

- Knowing our students' language proficiency levels is key to providing instruction that is linguistically accommodated to meet their needs.
- The data can be used to set learning goals for ELs. Consider the following questions:
  - How can I adjust my instruction to make the content comprehensible?
  - How can I provide instruction and support so that this student can build on current language skills and grow toward the next level of proficiency?

(VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Knowing Our ELs: Educational Histories

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

(VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Knowing Our ELs: Educational Histories

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

What types of programs have served my ELs until now?

(VGCLA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003. www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Educational Histories

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

What types of programs have served my ELs until now?

What are my students' linguistic and academic strengths?

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

(VGCRILA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Knowing Our ELs: Cultural and Linguistic Identities

- Language and culture are conduits for learning more effectively, not obstacles to learning.
- Effective teachers understand that students' first language, cultural background, and diverse experiences are assets and create opportunities for students to use that knowledge to further learning.

(VGCRILA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Cultural and Linguistic Resources and Assets

- ELs may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.
- Learning about the diverse backgrounds of students is a first step toward effective instruction.

(TEA, 2015; VGCRILA, 2015)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Data Sources: Educational Histories

Take a minute to brainstorm the following at your table:

- How can I learn about the educational backgrounds of my students?
- What sources of information can I access and use to further understand my ELs?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### Preparing for EOY Meetings

## MEETING MATERIALS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

### What you will need for EOY:

#### For EOY Meeting

- End-of-Year Protocol (one per facilitator)
- End-of-Year Participant Checklist (electronic; one per person)
- Completed Tier I Instructional Plans from previous meeting
- Completed Tiers II and III Intervention Worksheet and Master List from previous meeting
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Standardized reading intervention teacher materials
- EOY Instructional Improvement Plan (one per person)
- Completed End-of-Year Instructional Improvement Plan from previous year

[Access Electronic Forms Here](#)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Guides for Data Meeting Discussion

### Tiers I-III End-of-Year Protocol

*Identifying Needs, Setting Goals and Planning Action Steps*

**MEETING**

- Meet 10-15 minutes before the assessment (one per facilitator)
- Meet 15-20 minutes after the assessment (one per group)
- Meet 10-15 minutes after the assessment (one per group)
- Meet 10-15 minutes after the assessment (one per group)
- Meet 10-15 minutes after the assessment (one per group)
- Meet 10-15 minutes after the assessment (one per group)

**AGENDARY ACTIVITIES**

- Review assessment results
- Review student progress
- Review student progress
- Review student progress
- Review student progress

### Tiers I-III EOY Participant Checklist

*Setting Goals and Planning Action Steps*

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Review student assessment and identified needs.

2. Review student assessment and identified needs.

3. Review student assessment and identified needs.

4. Review student assessment and identified needs.

5. Review student assessment and identified needs.

6. Review student assessment and identified needs.

7. Review student assessment and identified needs.

8. Review student assessment and identified needs.

9. Review student assessment and identified needs.

10. Review student assessment and identified needs.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

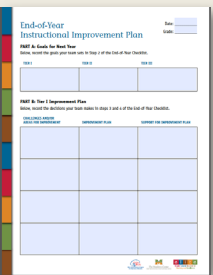
## Understanding the Protocol

**STEP 1: Team reviews student data and identifies overall trends.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Examine intervention group progress-monitoring data.</li> <li>Compare scores from last assessment period to scores from current period.</li> <li>Examine rate of improvement for each student and each group.</li> <li>Consider students' EL status level of language proficiency and language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>"How did our students do in Tier II and Tier III this period?"</li> <li>"Is each student improving at an adequate rate?"</li> <li>"Are ELs progressing toward higher levels of English language proficiency?"</li> </ul>	Intervention group progress-monitoring data

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Planning and Record Keeping:



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## EOY DATA MEETINGS

Optimizing Multitiered Instruction for English Learners

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Turn, Talk, & Share Out...

- Have you encountered challenges in scheduling and implementing data meetings this year?
- Do you anticipate any of the same challenges for EOY? What ideas do you have to address those challenges?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Allocating Time for your meetings: Some suggestions

**Breaking up your meeting schedule:**

- Conduct Tier I meetings in one sitting; conduct Tier II and III meetings in another sitting.
- Use BOY and MOY structured Data meetings to focus on intervention instruction and decisions about students intervention needs.
- Use EOY meetings to discuss the overall effectiveness of MTSS on your campus and plan for the next year.
- Use monthly PLC's to conduct Tier I meetings and make data-informed decisions about Core Instruction.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Considerations

- Have student data sets prepared and available to teachers before the meetings.
- Provide attendees with question prompts beforehand.
- Ask your team to consider what the data is telling them about students before the meeting, and to come with ideas of how to target their students' instructional needs.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Optimizing Multitiered Instruction for English Learners

## EOY DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 1: Identifying current performance

Tiers I-III End-of-Year Protocol • 2

**STEP 1: Team reviews student data and identifies overall trends.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Review grade-level achievement against goals set in previous meeting and/or at the beginning of the year.</li> <li>Cross analyze literacy data with language proficiency data (i.e., TELPAS data).</li> <li>Note whether grade level and individual students made substantial growth (compared to last assessment period).</li> </ul>	<ul style="list-style-type: none"> <li>"Did we reach our goals for this year?"</li> <li>"What percentage of students are identified as being at low risk now, compared to at the beginning and middle of the year?"</li> <li>"Did we see an adequate rate of improvement for students identified as 'at risk'?"</li> <li>"Did ELs make adequate progress toward the language proficiency goals we set at the beginning of the year?" (i.e., in each language domain)</li> </ul>	Class data sets

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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.	<ul style="list-style-type: none"> <li>"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."</li> <li>"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."</li> </ul>	End-of-Year Instructional Improvement Plan, Part A

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Standards-based Goal Setting

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## English Language Proficiency Standards (ELPS)

Strands:

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

[www.esc20.net/elps](http://www.esc20.net/elps)

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## EOY Instructional Improvement Plan

Date: \_\_\_\_\_  
Grade: \_\_\_\_\_

### End-of-Year Instructional Improvement Plan

**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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Steps 3 – 6: Plan for Support

**STEP 3: Team evaluates the overall success of Tier I instruction and identifies a plan to support goals set in Step 2.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li> <li>Discuss a plan for Tier I instruction that directly addresses new goals.</li> </ul>	<ul style="list-style-type: none"> <li>"With which concepts/skills were students most successful?"</li> <li>"What practices helped students be successful?"</li> <li>"What concepts did we struggle to teach?"</li> <li>"How can we better address the language and literacy needs shown in this data?"</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper to record ideas</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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
<ul style="list-style-type: none"> <li>Select instructional practices to implement with greater focus next year (according to filters: evidenced based, practical, etc.).</li> <li>Identify whether curricular materials are available or can be readily created to implement the practice or strategy.</li> <li>Identify additional resources needed to follow through with plan (e.g., teacher training or professional development, fidelity plan).</li> <li>Identify ongoing challenges to meeting goals and prepare for those challenges.</li> </ul>	<ul style="list-style-type: none"> <li>"Which of these practices have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"Can we implement these practices with relative ease? Do we have the materials available?"</li> <li>"Do the practices effectively promote second language development for ELs?"</li> <li>"What supports need to be in place to meet our new goals and action plan?" (e.g., additional professional development, resources)</li> <li>"What other ongoing challenges do we need to plan for now to prepare for next year?"</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper to record team analysis of each idea</li> <li>End-of-Year Instructional Improvement Plan, Part B</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## Step 5, Determine effectiveness of interventions

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Examine group intervention data and determine which of the following is true:                             <ul style="list-style-type: none"> <li>Gains are clearly linked to the intervention for each student.</li> <li>Interventions worked for some students and not others.</li> <li>Interventions were not implemented as planned.</li> <li>Changes in the design or delivery of instruction are needed to improve effectiveness (e.g., pacing, reinforcement of skills, fidelity of intervention).</li> </ul> </li> <li>Identify ongoing, programwide challenges to meeting goals and create a plan for the next year.</li> </ul>	<ul style="list-style-type: none"> <li>"Were some interventions more effective than others? Why?"</li> <li>"In what areas were ELs most successful? What needs did we as teachers struggle to address for our ELs?"</li> <li>"Do any instructional changes in the design or delivery of interventions need to occur to better meet the needs of our students (e.g., making instruction more explicit, focusing more on certain skills, changing the pace of lessons, delivering interventions with better fidelity)?"</li> <li>"Are there additional sources of data we could use to better understand students' needs?"</li> </ul>	<ul style="list-style-type: none"> <li>Group intervention progress-monitoring data</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## 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
<ul style="list-style-type: none"> <li>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).</li> <li>Identify additional resources needed to follow through with plan (e.g., teacher training, fidelity plan).</li> <li>Identify ongoing challenges to meeting goals and prepare for those challenges.</li> </ul>	<ul style="list-style-type: none"> <li>"What changes in the design and delivery of instruction should be made to accelerate progress for students next year?"</li> <li>"In what ways can we use progress monitoring and data-based decision making more effectively?"</li> <li>"What other ongoing challenges do we need to plan for now in preparation for next year?"</li> <li>"What supports need to be in place to meet new goals and follow the action plan?" (e.g., additional professional development, resources)</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper to record team analysis of each idea</li> <li>End-of-Year Instructional Improvement Plan, Part C</li> </ul>

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

## EOY Instructional Improvement Plan

**PART C: Year 11-12 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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Collaboration with Parents and Families

- How did our collaboration with parents and families inform our instructional decision-making?
- What successes and challenges did we encounter in our efforts to build relationships with families?
- How can we better address these challenges for next year?

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## Supporting ELs through Effective Data-based Decision Making



Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



## References

- The Meadows Center for Preventing Educational Risk. (2015). *Implementing Structured Data Meetings: Optimizing Instructional Planning for English Learners, Handbook*. Austin, TX: Author.
- 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.
- Texas Education Agency. (2011). *Educator Guide to TELPAS*. Austin, TX: Author.
- Vaughn Gross Center for Reading and Language Arts (VGCRLA) at the University of Texas at Austin. (2015). *Effective Practices for English Learners*. Austin, TX: Author.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.  
www.meadowcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite



# Appendix C: Evaluation Measures



# Fidelity Checklists



## 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.	1	2	3	4	
<ul style="list-style-type: none"> <li>Previews text, activating students' prior knowledge</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Engages students in making predictions about the text and in brief discussions about concepts related to story</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Selects three or four high-utility words used across contexts and has students say the words and repeat</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Uses nonlinguistic representations to teach target vocabulary words</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Provides student-friendly definitions of target vocabulary</li> </ul>	1	2	3	4	N.O.

<ul style="list-style-type: none"> <li>Displays words in written form and posts the vocabulary words</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Sets explicit instructional goals for read-aloud (e.g., listen for vocabulary and prepare for comprehension questions)</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Works with students to create an anchor chart for the comprehension strategy that is the focus (first day of cycle only)</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Checks for background knowledge (first day of cycle only)</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Incorporates the comprehension strategy in each day of the read-aloud cycle</li> </ul>	1	2	3	4	N.O.
<b>During Reading (15 minutes)</b>					
<b>First Read</b>					
Teacher reads aloud <b>without stopping</b> a passage from a narrative or informational text, focusing on literal and inferential comprehension.					
<ul style="list-style-type: none"> <li>Reads passage aloud without stopping, emphasizing concepts through prosody</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>During guided discussion, encourages students to use new vocabulary</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Asks students to turn and talk and <b>retell</b> what the passage was about (who, what, when, where)</li> </ul>	1	2	3	4	N.O.



<ul style="list-style-type: none"> <li>Uses one probe effectively for inferential comprehension</li> </ul>	1	2	3	4	N.O.
<b>Second Read</b> Teacher rereads passage, drawing attention to the new vocabulary.					
<ul style="list-style-type: none"> <li>Reviews words and meanings with students</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Checks for students' recognition of new vocabulary (e.g., thumbs-up)</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Asks students to repeat a word they recognize and provide an explanation</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Guides and scaffolds students in creating their own original sentences, using vocabulary words encountered in the text</li> </ul>	1	2	3	4	N.O.
<b>After Reading (5-7 minutes)</b>					
Teacher extends comprehension, focusing on deep processing of vocabulary knowledge.					
<ul style="list-style-type: none"> <li>Provides opportunities for students to discuss the story in relation to their own experiences</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>Facilitates discussion, using minimal "teacher talk"</li> </ul>	1	2	3	4	N.O.
<ul style="list-style-type: none"> <li>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)</li> </ul>	1	2	3	4	N.O.

Teacher summarizes what was read and any content that was learned.						
	1	2	3	4	N.O.	
• 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.	



### 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
<b>Screening and Benchmarking</b>			
Measures	<ul style="list-style-type: none"> <li>Is DIBELS used as a screening measure?</li> </ul>	1 2 3 4 5 N/A	
Frequency	<ul style="list-style-type: none"> <li>Is DIBELS administered to all students at the beginning, middle, and end of the year?</li> <li>Are two additional "checkpoints" administered to all students in October and March?</li> </ul>	1 2 3 4 5 N/A	
Cut points	<ul style="list-style-type: none"> <li>Are the cut points outlined in DIBELS used as an indicator of which students are at benchmark and below benchmark?</li> </ul>	1 2 3 4 5 N/A	
Language of assessment	<ul style="list-style-type: none"> <li>Does the screening assessment match students' language of instruction appropriately (DIBLES/IDEL)?</li> </ul>	1 2 3 4 5 N/A	
Fidelity of administration	<ul style="list-style-type: none"> <li>Has each teacher received necessary training in administration?</li> <li>Does each classroom teacher administer and score the DIBELS?</li> <li>Does an appointed individual observe test administration to ensure fidelity?</li> <li>Do the teacher and another individual score the DIBELS to ensure reliability?</li> </ul>	1 2 3 4 5 N/A	
Data storage and retrieval	<ul style="list-style-type: none"> <li>Are data entered into DVISD's Eduphoria system?</li> </ul>	1 2 3 4 5 N/A	

<b>Core Reading and Language Instruction</b>		1	2	3	4	5	N/A
Practices and curricula	<ul style="list-style-type: none"> <li>Do teachers engage in ongoing, job-embedded professional development that promotes effective practices for ELs and cultural responsiveness?</li> </ul>	1	2	3	4	5	N/A
EL support	<ul style="list-style-type: none"> <li>Do teachers regularly incorporate a research-based read-aloud routine that supports language and literacy development?</li> <li>Do teachers provide explicit vocabulary instruction that supports ELs?</li> <li>Do teachers regularly use strategies to make language comprehensible for ELs?</li> <li>Do teachers provide multiple opportunities for ELs to use and practice language?</li> </ul>	1	2	3	4	5	N/A
<b>Tier II and Tier III Interventions</b>							
Tier II delivery	<ul style="list-style-type: none"> <li>Does a classroom teacher and/or interventionist deliver Tier II interventions?</li> <li>Are interventions provided for 30 minutes daily?</li> <li>Does intervention group size range from three to six students?</li> <li>Does the language of the intervention match students' language of instruction appropriately?</li> </ul>	1	2	3	4	5	N/A
Tier II materials and intervention	<ul style="list-style-type: none"> <li>Do Tier II interventions include the designated intervention program at each grade level?</li> <li>Do Tier 2 interventions use the following:                             <ul style="list-style-type: none"> <li>Evidence-based instructional practices?</li> <li>Explicit, systematic instruction?</li> <li>Multiple response opportunities?</li> <li>Scaffolding?</li> <li>Effective feedback?</li> </ul> </li> </ul>	1	2	3	4	5	N/A

Tier III delivery	<ul style="list-style-type: none"> <li>• Does an interventionist deliver Tier III interventions outside of the classroom?</li> <li>• Are interventions provided for 45 to 60 minutes daily?</li> <li>• Does intervention group size range from two to four students?</li> <li>• Does the language of the intervention match students' language of instruction appropriately?</li> </ul>	<p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p>
Tier III materials and intervention	<ul style="list-style-type: none"> <li>• Do Tier III interventions include the designated intervention program at each grade level?</li> <li>• Do Tier III interventions use the following:                             <ul style="list-style-type: none"> <li>○ Evidence-based instructional practices?</li> <li>○ Explicit, systematic instruction?</li> <li>○ Multiple response opportunities?</li> <li>○ Scaffolding?</li> </ul> </li> </ul>	<p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p>
<b>Progress Monitoring</b>		
Measures	<ul style="list-style-type: none"> <li>• Is DIBELS used for progress monitoring?</li> </ul>	<p>1 2 3 4 5 N/A</p>
Frequency	<ul style="list-style-type: none"> <li>• Is progress monitoring for Tier II completed every 2–3 weeks?</li> <li>• Is progress monitoring for Tier III completed every 1–2 weeks?</li> </ul>	<p>1 2 3 4 5 N/A</p> <p>1 2 3 4 5 N/A</p>
Cut points and data points	<ul style="list-style-type: none"> <li>• Are the cut points outlined in DIBELS used as the primary factor in determining whether a student is above or below benchmark?</li> </ul>	<p>1 2 3 4 5 N/A</p>
Administration and scoring	<ul style="list-style-type: none"> <li>• Do classroom teachers and/or interventionists administer and score benchmark tests?</li> </ul>	<p>1 2 3 4 5 N/A</p>
Data storage and retrieval	<ul style="list-style-type: none"> <li>• Are data entered in the DVISD's Eduphoria system?</li> </ul>	<p>1 2 3 4 5 N/A</p>

		1	2	3	4	5	N/A
Data sharing	<ul style="list-style-type: none"> <li>Are progress-monitoring data shared at parent-teacher conferences?</li> <li>Are progress-monitoring data shared on students' report cards?</li> <li>Are summaries of academic expectations that align with DIBELS subtests provided to parents?</li> </ul>	1	2	3	4	5	N/A
<b>Data-Based Decision Making</b>							
Process	<ul style="list-style-type: none"> <li>Is the DVISD/Project ELITE structured data meeting process used?</li> <li>Do teams review literacy screening data (DIBELS/IDEL) during these meetings?</li> <li>Do teams review language proficiency and/or TELPAS data during these meetings?</li> </ul>	1	2	3	4	5	N/A
Participants	<ul style="list-style-type: none"> <li>Are the necessary individuals present (principal, assistant principal, instructional administrator, classroom teachers, interventionists)?</li> </ul>	1	2	3	4	5	N/A
Tier I (core instruction) meetings	<ul style="list-style-type: none"> <li>Do Tier I meetings occur monthly?</li> <li>Do teams review previous goals and set new goals?</li> <li>Do teachers use data to make instructional decisions (modifications or implementation of new practices)?</li> </ul>	1	2	3	4	5	N/A
Tier II and Tier III meetings	<ul style="list-style-type: none"> <li>Do Tier II and Tier III meetings occur at the beginning, middle, and end of the year?</li> <li>Do teams review goals and set new goals?</li> <li>Do teams use data to identify students in need of supplemental instruction and to allocate resources accordingly?</li> <li>Do teams use data to make decisions about intervention instruction (program type, pacing, sequencing, level of intensity, skill reinforcement)?</li> </ul>	1	2	3	4	5	N/A

Culturally Responsive Practices				
School policies, climate, and organization	Are the following implemented and embedded into all tiers of instruction?		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Understanding that culture, language, and ethnicity influence school achievement</li> <li>Working collaboratively as a school staff to ensure an equitable education for all students</li> </ul>		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Including in the school climate an ethic of care, respect, and responsibility for the achievement of all students</li> </ul>		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Involving families and the community in the formation of new school policies</li> </ul>		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Using ongoing, job embedded professional development that promotes culturally responsive practices</li> </ul>		1 2 3 4 5	N/A
Parental engagement	Are the following implemented and embedded into all tiers of instruction?			
	<ul style="list-style-type: none"> <li>Featuring the positive perspectives of parents and families of culturally and linguistically diverse students</li> </ul>		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Using families' funds of knowledge in the school curriculum, formation of new policies, and reform decision making</li> </ul>			
	<ul style="list-style-type: none"> <li>Giving surveys to parents to gather input on topics to be covered during family information sessions</li> </ul>		1 2 3 4 5	N/A
	<ul style="list-style-type: none"> <li>Establishing a parent community liaison to empower parents and students to the navigate school system</li> </ul>		1 2 3 4 5	N/A

## 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.

<b>Tier I Structured Data Meetings:</b> Monthly grade-level meetings to review data and plan instruction	Very Useful	Useful	Somewhat Useful	Not Useful	Did not Participate This Year
<b>Tier II and Tier III Structured Data Meetings:</b> 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
<b>Project ELITE Read-Aloud Routine:</b> 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.

<b>Read-Aloud Routine Training:</b> Initial modeling of read-aloud steps with videos	Very Useful	Useful	Somewhat Useful	Not Useful	Did not Participate This Year
<b>Read-Aloud Refinement Professional Development:</b> 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
<b>Self-Video With Reflection Activities:</b> 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.

<b>Tier I Structured Data Meetings:</b> Monthly grade-level meetings to review data and plan instruction	Very Likely	Likely	Somewhat Likely	Not Likely	Did not Participate This Year
<b>Tier II and Tier III Structured Data Meetings:</b> 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
<b>Project ELITE Read-Aloud Routine:</b> Daily routine of building vocabulary and comprehension through text reading with	Very Likely	Likely	Somewhat Likely	Not Likely	Did not Participate This Year



embedded strategies for English learners and culturally responsive pedagogy					
<b>Read-Aloud Routine Training:</b> Initial modeling of read-aloud steps with videos	Very Likely	Likely	Somewhat Likely	Not Likely	Did not Participate This Year
<b>Read-Aloud Refinement Professional Development:</b> 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
<b>Self-Video With Reflection Activities:</b> 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

## 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
B. I believe that learning about students' cultural backgrounds will make me a more effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
C. I believe English language learners are most successful when they receive all instruction in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
M. I believe that my culture is different than most of the students I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
N. It is important that my students learn about cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

## 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 <b>clearly presented</b> .	1	2	3	4	
2. The [...] <b>referenced the research</b> behind the information presented.	1	2	3	4	
3. The [...] provided information that will help me <b>make informed decisions</b> related to [...].	1	2	3	4	
4. The [...] focused on skills and provided resources that can be used now or in the future to <b>take the next step</b> in our work.	1	2	3	4	
5. The [...] <b>strengthened my understanding</b> of [...].	1	2	3	4	
6. The [...] helped me <b>learn strategies</b> for improving [...].	1	2	3	4	
7. The [...] helped me <b>understand implications</b> for practice.	1	2	3	4	
8. I will <b>apply</b> 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



# Appendix D: Publications, Presentations, and Impact



## 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 ESTRE<sup>2</sup>LLA, & 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 ESTRE<sup>2</sup>LLA, & 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 ESTRE<sup>2</sup>LLA, & 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 ESTRE<sup>2</sup>LLA, & 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 ESTRE<sup>2</sup>LLA, & 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.

## 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.



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.

## 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.