

Project ELITE Report, 2012–2015

Implementing a Multitiered Instructional Model for English Learners



English Learner Institute for
Teaching and Excellence

Project ELITE is supported by U.S. Office of Special Education Programs Grant H326M110003.

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

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I. Introduction

What Is Project ELITE?

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

Multitiered Systems of Support for ELs

Response to intervention (RTI) is commonly implemented in the elementary grades as a framework for data-informed decision-making regarding the delivery of instruction for all students, including those identified with specific instructional needs. In many RTI models, such as the one implemented in DVISD, 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 of support to identify students’ needs and respond accordingly with appropriate, research-based instruction and interventions.

Project ELITE’s collaboration with DVISD has 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 needs of ELs?
- What professional development factors affect educators’ ability to adequately meet the needs of ELs?

This report discusses the development, refinement, and implementation of a multitiered model in DVISD, along with model practices and project tools used during implementation. The report also summarizes project findings and provides an overview of dissemination.

II. Project Overview

DVISD Participation and Project Timeline

Project ELITE has collaborated with three DVISD elementary campuses. During Year 1 (2012–2013), 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 Year 1 collaboration with district leaders, select model practices were adopted for districtwide implementation. In Year 2, two additional elementary campuses were added, Gilbert and Creedmoor, and Project ELITE supported model implementation across the three campuses. Year 3 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 2012–2013 school year, a technical advisory group was formed consisting of Baty Elementary’s leadership team, grade-level lead teachers, and RTI providers; 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

YEAR AND PHASE	CAMPUSES	ACTIVITIES
YEAR 1 (2012–2013) Pilot model	Baty	<ul style="list-style-type: none"> • Conduct technical advisory group meetings to identify needs and build a baseline model • Pilot model practices, collect feedback, and refine the model • Collaborate with key district leaders to integrate model practices into the districtwide RTI model
YEAR 2 (2013–2014) Model implementation	Baty Gilbert Creedmoor	<ul style="list-style-type: none"> • Provide technical assistance (training, observation, and coaching) to the three campuses to support full implementation of the model • Collect implementation data and refine the model • Design enhancements to the baseline model for Tier I (core) instruction
YEAR 3 (2014–2015) Model sustainability	Baty Gilbert Creedmoor	<ul style="list-style-type: none"> • Phase in the training-of-trainers model • Build capacity among campus instructional leaders • Integrate enhancements to the model for Tier I instruction • Provide technical assistance as needed

Key Focus Areas for ELs

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

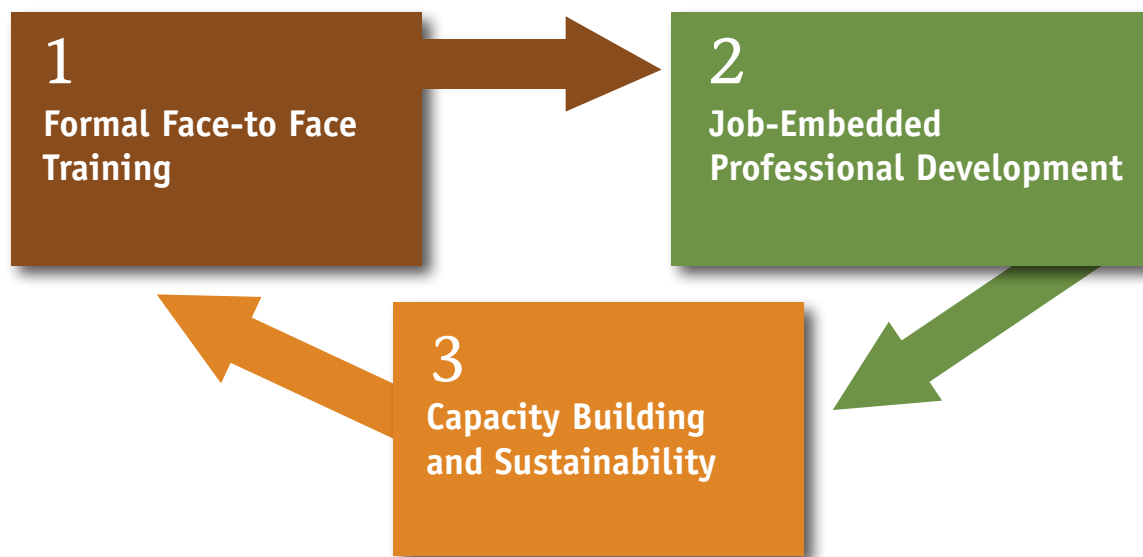
Project staff members implemented professional development that capitalized on existing frameworks for educator development and focused on job-embedded activities. The cyclical framework consisted of formal face-to-face training with continued follow-up throughout the school year (observation, feedback, reflection, and refinement). Professional development 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 professional development 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 and implementation phases, teachers and key personnel received ongoing professional development through formal face-to-face training, informal small-group training, coaching, observation, feedback, and self-reflection. During Year 3 of the project, professional development built capacity among campus leaders through a training-of-trainers model.

This professional development framework was designed to promote a “gradual release” of the model. Project ELITE support was most intensive during the implementation phase (Year 2) and focused on ongoing job-embedded professional development to advance educators’ expertise. Teacher leadership and educator collaboration were promoted for effective instructional decision-making and planning. In Year 3, Project ELITE support was less intensive and focused on building capacity among instructional leaders to sustain the model practices and the professional development cycle at their own campuses. As capacity is built, campus leaders will sustain the professional development model in future years as new staff members join the campus and as experienced staff members take on more leadership roles. Figure 1 illustrates this framework for professional development.

Figure 1. Overview of Professional Development Framework



Professional development 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 professional development 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 RTI 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 RTI specialists, and instructional administrators

Table 2b. Job-Embedded Professional Development

FORMAT	DESCRIPTION	PARTICIPANTS
Coaching and modeling	<p>Structured data meetings: Project ELITE staff members facilitated structured data meetings and modeled meeting practices for school staff members and administrators. Through a gradual release of the model, instructional leaders took ownership of the process by first co-leading data meetings and eventually leading meetings independently.</p> <p>Core instruction and read-aloud routine: Project ELITE staff members met with grade-level teams during professional learning communities to enhance and refine their read-aloud practices. Project ELITE staff members modeled practices, and participants watched videos of their colleagues implementing the read-aloud routine with a class.</p>	K–3 teachers and instructional administrators

FORMAT	DESCRIPTION	PARTICIPANTS
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
Peer collaboration	At different points during the school year, Project ELITE staff members met with educators during their professional learning community meetings. Project staff members discussed what they observed during instruction and guided teachers in planning next steps for refining their practices. Teachers shared successes and challenges of implementing the routine and collaborated with one another in planning lessons.	K–3 teachers and instructional administrators
Self-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 needed growth.	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 RTI specialists
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.

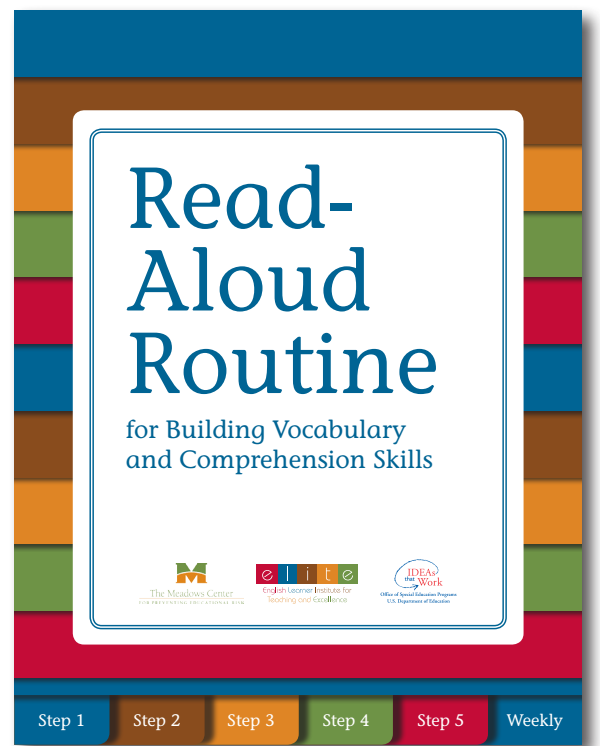
In Year 2, Project ELITE designed a modified version of the Tier I read-aloud system for parents. The tool described a sequence of steps that families could use when reading books to children at home, modeled after the steps of the classroom read-aloud routine. During the face-to-face sessions, parents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

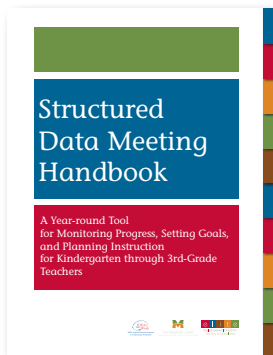
Tools and deliverables that Project ELITE developed, in collaboration with local and national partners, provided guidance for educators and leaders in implementing effective practices. These tools, described below, can be downloaded from the Resources section of the Project ELITE webpage: www.meadowscenter.org/projects/detail/english-learner-institute-for-teachi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

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 RTI 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/III. An additional set of tools is available for monthly Tier I meetings to promote ongoing collaboration among grade-level classroom teachers.

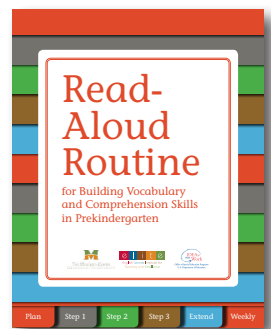
Effective Practices for English Learners Series



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 professional development 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.



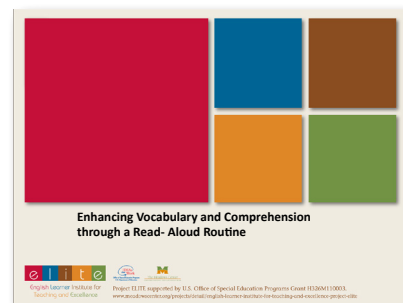
Family Read-Aloud Bookmark



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.

Professional Development Modules

Several professional development 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 professional development. 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. 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 professional development 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 professional development, 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/professional development 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 campuses. 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 RTI providers, 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.

VII. 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 for attendees across the nation. The archived webcast is available through this link: <http://edstream.ed.gov/webcast/Play/05ef-b312a17546669b19ef36357599271d?catalog=82d9933c-1256-4cb2-8783-89599eb97fd8>.

Research Publications and Presentations

Project ELITE 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 C includes a full list of project publications and presentations and an overview of their impact.

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.
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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

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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
	Hornby (BaU) K – 3	Hornby (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)

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Collaboratively Build an RTI Model that Optimizes Performance of ELLs

Expertise from DVISD + Expertise from Project ELITE Staff = Improved outcomes for all students, with an emphasis on ELLs

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How Did We Build this Model?

```

    graph TD
      A[Collect Data] --> B[Review Data]
      B --> C[Refine Practice]
      C --> A
    
```

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Technical Advisory Group (TAG)

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

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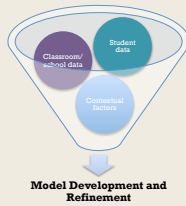
Step 1: Collected Data

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

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Step 2: Reviewed Data



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Step 3: Refined Practice

- Professional development
- In-class coaching
- Family engagement



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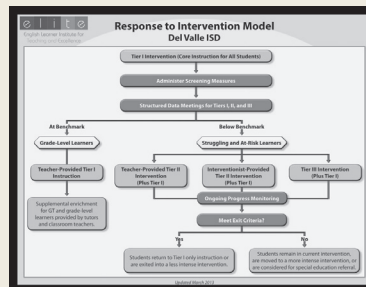


FOCUS AREAS FOR PROJECT ELITE...

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RTI Model



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Structured Data Meetings

Beginning-of-Year Meetings

In October/November, before the meeting for the first time, discuss with the beginning meeting. Discuss with the beginning meeting. Discuss with the beginning meeting.

Meeting Goals:

- Establish a shared vision for the year, including the school's and district's goals.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Preparation:

- Identify meeting facilitators.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Meeting Objectives:

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Meeting Agenda:

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Meeting Materials:

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Meeting Follow-up:

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Item II and III Beginning-of-Year Checklist

Item II: Have review goals performance of students.

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

Item III: Have review goals performance of students.

- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.
- Review the school's and district's goals for the year.

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Enhanced Core Instruction through a Read Aloud Routine

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Culturally Responsive Classrooms

- Using an assets based approach when working with students and families
- Communicating high expectations
- Learning about the cultures represented in your classrooms and translating that knowledge into instructional practice
- Positive perspectives on parents and families of culturally and linguistically diverse students

Adapted from NCCREST "Practitioner Brief: Culturally Responsive Literacy Instruction" (2006).
 Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
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Making Connections with Community and Families

Read-Aloud Routine

1. Read Aloud Routine
2. Read Aloud Routine
3. Read Aloud Routine
4. Read Aloud Routine
5. Read Aloud Routine
6. Read Aloud Routine
7. Read Aloud Routine
8. Read Aloud Routine

Rutina de leer en voz alta

1. Rutina de leer en voz alta
2. Rutina de leer en voz alta
3. Rutina de leer en voz alta
4. Rutina de leer en voz alta
5. Rutina de leer en voz alta
6. Rutina de leer en voz alta
7. Rutina de leer en voz alta
8. Rutina de leer en voz alta

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WHAT DOES THIS MEAN FOR YOU...

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Professional Development

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

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Implementation

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

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Teacher Input

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

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SELP Testing

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

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The Big Picture

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

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For More Information

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

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Creating Culturally Responsive Classrooms

Creating Culturally Responsive Classrooms

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

English Learner Institute for Teaching and Excellence
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Del Valle's Story

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Creating Culturally Responsive Classrooms

www.NCCRESt.org

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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).

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What Does it Mean to be Culturally Responsive?

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Dimensions of Culture

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Dimensions of Culture

- Language
- Space and Proximity
- Time
- Gender Roles
- Family Roles
- Family Ties
- Education

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

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A deeper look at language...

- Language & Culture: Inseparable

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

- Being culturally responsive is being "linguistically" responsive

Knowing the stages of second language acquisition

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Example

"to spend"

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

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

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"Time is Money"

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

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

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Second Language Development

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

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Preproduction Stage

English language learners:

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

Instructional focus:

- Make language comprehensible

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+ Early Production Stage

English language learners:

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

Instructional focus:

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

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+ Speech Emergence Stage

English language learners:

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

Instructional focus:

- Plan meaningful opportunities to speak
- Provide sufficient contextual support

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+ Intermediate and Advanced Fluency Stage

English language learners:

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

Instructional focus:

- Provide contextual support
- Emphasize academic English development

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+ Remember

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

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+ Why Does Culture Matter?

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

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

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+ What Does it Mean to be Culturally Responsive?

- Using an assets based approach when working with students and families
- Communicating high expectations
- Learning about the cultures represented in your classrooms and translating that knowledge into instructional practice
- Positive perspectives on parents and families of culturally and linguistically diverse students

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

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Celebrate our Uniqueness!



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Culturally Responsive Classrooms: What it is...



- English learners communicating in their native language with children from similar cultural and linguistic backgrounds
- Calling on all students frequently, giving ample feedback and praising
- Implementing a challenging curriculum
- Providing intensive time on task
- Genuine respect for students and belief in student capability
- Students seeing themselves reflected in the stories being read to teach critical concepts
- Utilizing families' funds of knowledge

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Culturally Responsive Classrooms: What it is NOT...

- Teaching one lesson on MLK during Black History Month
- Celebrating Cinco de Mayo or other holidays with dance and special foods
- Only having books of prominent cultural leaders (MLK, Cesar Chavez), etc.
- Believing that children are empty vessels ready to be filled with knowledge...

Beyond heroes and holidays, it is about understanding students' home life, their language, music, dress, behavior, jokes, ideas about success, the role of religion and community in their lives, and more. It is bringing the experiences of their 24-hour day into the seven-hour school day to give them information in a familiar context. - Cynthia Kopkowski

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

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Culturally Responsive Classrooms: Where do I begin?

Ask yourself questions:

- Have I made a conscious effort to get to know the cultural background of each of my students?
- Do I integrate literature and resources from the cultures of my students into my lessons?
- Do I begin my lessons with what my students already know from home, community, and school?
- Do I understand the differences between academic language and my students' social language, and do I find ways to bridge the two?

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

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Classroom Vignettes

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

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

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


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Cultural Responsiveness

- A process which includes cultivating an open attitude and acquiring new skills
- Having the capacity to function effectively in cultural contexts that differ from your own
- Developing the ability to be culturally responsive is an ongoing process


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

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**Achieving your goal:
Culturally Responsive
Classrooms**

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Vignette 1:

The third graders in Mrs. Arbenz’s class are into their third week of the thematic unit “Birds Around the World.” The class has a number of students who are struggling with decoding and comprehending the third grade basal readers her school district requires her to use as part of the reading curriculum, so Mrs. Arbenz has included a number of activities and additional nature books and magazines to scaffold (provide guided support) students’ motivation and literacy skills. Students have participated in several activities including bird watching, examining bird feathers, and making bird feeders. Mrs. Arbenz teaches using several literacy strategies: identifying new vocabulary and key words, activating prior knowledge, questioning, and summarizing.

In today’s lesson on graphic organization, Mrs. Arbenz stands at the front of the room holding up index cards with bird names and pictures of habitats that represent the different categories of birds (e.g. wetlands, arctic, desert, etc.). William and Maki are sitting in the back row and cannot see the pictures, but they try to follow along based on what is being said. Fernando raises his hand to comment on the birds of San Juan, where he is from, and Mrs. Arbenz reminds him that they are talking about birds, not cities.

- *How do the rules and routines of classroom participation, conversation, and interaction affect (both positively and negatively) opportunities to learn?*
- *Does the teacher use students’ unique preferences, identities, and backgrounds to create and support opportunities to learn? If yes, how so?*

Reflections



Vignette 2:

Mr. Yusuf's high school junior government students are hard at work on their latest class projects. A couple of weeks ago, Saria asked why the bilingual program she participated in since freshman year was discontinued. Mr. Yusef changed his original plan to study branches of government to respond to the class's interest in Saria's inquiry. Currently, the students are divided into five groups of four to study landmark Supreme Court cases around education and civil rights. Several students are using the computers in the back of the room to research the history of their cases. Others sit at the tables pouring over textbooks and library books they have just brought back from the school library. Mr. Yusuf moves from group to group checking students' progress and answering questions. He reminds students to refer to the assignment guidelines and grading rubric that he reviewed at the beginning of class as they plan their projects.

Elante's group has decided to hold a mock trial. Mr. Yusuf suggests that they look back at their notes from the previous unit when the superior court judge visited as they plan. Alec, Mihn, Olivia, and Joaquin will write a paper and create a PowerPoint presentation for the class. Micah's group has gone to the media lab to check out equipment so that they can make a video for their project. Saria's group chooses to hold a panel discussion about how their case has influenced their own educational opportunities and challenges, and invite family and community members to share their own educational experiences.

- *How do the rules and routines of classroom participation, conversation, and interaction affect (both positively and negatively) opportunities to learn?*
- *Does the teacher use students' unique preferences, identities, and backgrounds to create and support opportunities to learn? If yes, how so?*

Reflections

Read-Aloud Training of Trainers, Kindergarten to Grade 3

Enhancing Vocabulary and Comprehension through a Read-Aloud Routine

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Reflection (refer to article)

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

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Goals for This Session

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

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For This Training

Materials
Read-Aloud Routine for Building Vocabulary and Comprehension skills
Read-aloud storybook, *Abuelo and the Three Bears Blank*

Handouts
Video observation/reflection sheet
Planning template *Example*
Planning planning template *Blank*

[Hickman et al. Article \(optional\)](#)

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Overview of Read-Aloud Cycle

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 pictographic 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 or five vocabulary words from previous days that were particularly challenging and in need of further study. Reread or reread the entire story.
Adapted from Vicki Tabor Goodrich & Heather Duff

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Why chunk text?

- The teacher can focus on a smaller number of vocabulary words and explore meanings in depth.
- When children complete a text over 3-4 days, they maintain text comprehension and vocabulary knowledge over a longer period of time.
- Limiting text allows for more instructional opportunities for vocabulary and comprehension skill development in relation to the text over time.
(Hickman et al., 2004)

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Read-Aloud Routine

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

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Read-Aloud Routine

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

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Observation/Reflection Form

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Video Clip and Reflection

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

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Video Clip and Reflection

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

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Read-Aloud Routine

Step 3: Read the Passage (During Reading)

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Video Clip and Reflection

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

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Read-Aloud Routine

Step 4: Reread the Passage (During Reading)

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Video Clip and Reflection

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

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Read-Aloud Routine

Step 5: Extend Language and Comprehension (After Reading)

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Video Clip and Reflection

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

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Weekly Framework

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Extending Language and Comprehension

Activity: Gallery Walk

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

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Extending learning through home/school connections

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Extending Professional Learning through Collaboration & Feedback

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

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Extending Professional Learning through Self-Videos

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

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Practice

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

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Things to remember...

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

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
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Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
www.meadowcroft.org/projects/detail/english-learners-tuttain-the-teaching-and-excellence-project-elite



Questions and Contact

Questions?

Contact:

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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 H3386M110003.
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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)



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Goals for This Session

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

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Reflection

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



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Connecting to Our State Goals

The Texas Prekindergarten Guidelines

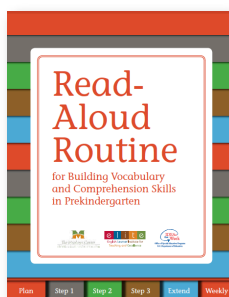
Guidance for working with ELs

Texas' Early Learning Pathways



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Introducing the Read-Aloud Routine



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Planning for the Read-Aloud

Planning: Select a Text and Vocabulary Words

Look to find:

- Choose texts that are age-appropriate, challenging, and meaningful and require shared reading, discussion, and thinking time, and demonstrate rich language.
- Search for text that is both engaging and content-rich.
- Select content that is culturally relevant and meaningful to students.

Prepare:

- As a adult read the text over 2 to 3 days. Circle the text that is likely based on a compelling event that makes an important connection to the reading. (10-15 min)
- Read through the text to get a sense of the plot and the program.
- Choose one to three vocabulary words for the text.
- Read all available representations (e.g., video, audio) of each word to learn the meaning.
- Create an outline for each word, including the definition and a picture for the word.
- Display vocabulary words in thematic, play area corners.

HELVETIA: WORDS TO KNOW

Use the following words to help students understand the text. For each word, use the words to help students understand the text. For each word, use the words to help students understand the text.

Sample Books:

Sample Vocabulary Card:

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Planning for the Read-Aloud (cont.)

Planning: Select a Text and Vocabulary Words

Look to find:

- Choose texts that are age-appropriate, challenging, and meaningful and require shared reading, discussion, and thinking time, and demonstrate rich language.
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HELVETIA: WORDS TO KNOW

Use the following words to help students understand the text. For each word, use the words to help students understand the text.

Sample Books:

Sample Vocabulary Card:

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Teacher Perspectives: Chunking

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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 student background knowledge by reading questions between what students know and what they need to know to understand the text.
- Ask students to predict what the text is about and justify those concepts related to the topic.

Explicitly introduce the new vocabulary words:

- Say and show each word and have students repeat it.
- Provide a context-friendly definition and give the nonlinguistic representation (e.g., object, picture, gesture) of each word (use real objects if possible).
- Use the same definition consistently throughout the reading.
- Make the words visible by displaying them on a poster card, vocabulary word wall, or bulletin board.

Show the Front Cover

Display Vocabulary Words

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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 student background knowledge by reading questions between what students know and what they need to know to understand the text.
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- Make the words visible by displaying them on a poster card, vocabulary word wall, or bulletin board.

Show the Front Cover

Display Vocabulary Words

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Observation/Reflection Form 2

Read-Aloud Reader for Prekindergarten Handbook 2 (1 of 2)

Observation/Reflection Form

Before Reading

Step 1: Teacher introduces/previews the story and 5-2 new vocabulary words:


- Shows and reads the front and back covers of the text.
- Previews 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 nonlinguistic representation.

OBSERVATIONS:

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


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Step 1: Video and Reflection 1




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Step 1: Video and Reflection 2



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Step 2: Read the Chunk of Text



5 minutes

Step 2: Read the Chunk of Text

Get the team to listen for the vocabulary words when you read and to give a "thumbs up" or other gesture when they hear a word.

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

This technique sets the purpose for reading and increases student engagement.

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

Reading the entire passage without interruption allows students to focus on meaning.


Guide students in discussing and writing the passage:

- Ask students to underline and label the main idea repeated the most of the reading.
- Ask students to underline and label the answer to the specific question generated.

Provide students support or additional questions as they are reading or writing.


- Encourage students to use the more vocabulary words while reading the story or answering questions.

Student Thumbs Up signed Turn and talk



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



5 minutes

Step 2: Read the Chunk of Text

Get the team to listen for the vocabulary words when you read and to give a "thumbs up" or other gesture when they hear a word.

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

This technique sets the purpose for reading and increases student engagement.

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

Reading the entire passage without interruption allows students to focus on meaning.


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Student Thumbs Up signed Turn and talk




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Step 2: Video and Reflection 1





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Step 2: Video and Reflection 2





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Teacher Perspectives: Turn and Talk




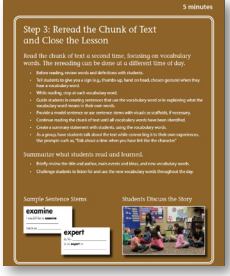

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Step 2: Video and Reflection 3




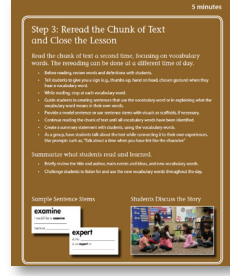

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Step 3: Reread the Chunk of Text and Close the Lesson





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





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Step 3: Video and Reflection 1



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Step 3: Video and Reflection 2



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Extend Language and Comprehension

Extend Language and Comprehension
Ideas to Incorporate Throughout the Week

- Have students write and draw in response to a story. Use simple text as a model to show how to write and draw. After reading, have students write and draw their own response.
- Use weekly story time and student writing to reinforce the story line, characters and plot.
- As each story is read, point out vocabulary words.
- Use story time to read and discuss a new story.
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Teacher Perspectives: Using Words in Play

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Extending Language and Comprehension

Activity: Gallery Walk

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

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Extensions in Action

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Read-Aloud Daily Cycle at a Glance

Choose a text and chunk it into shorter pieces.

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

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

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

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Weekly Framework: At a Glance

WEEKLY FRAMEWORK

Introduction Day

- Students are introduced to the text.
- Students are introduced to the text.
- Students are introduced to the text.

Subsequent Days

- Students are introduced to the text.
- Students are introduced to the text.
- Students are introduced to the text.

Wing-Up Day

- Students are introduced to the text.
- Students are introduced to the text.
- Students are introduced to the text.

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Practice

3

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

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Making the Routine Work in Your Prekindergarten Setting

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Options for Implementation

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

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Considerations for Different Programs

<p>Half-Day Programs</p> <ul style="list-style-type: none"> ▪ May be abbreviated due to time constraints ▪ May use short chunks of text ▪ May take more days to complete text 	<p>Full-Day Programs</p> <ul style="list-style-type: none"> ▪ Able to incorporate the whole read-aloud framework each day ▪ Can be delivered in mini-lessons during the same day or in one sitting
---	---

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Language and Culture

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

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Implementation Leadership Perspectives

Making the routine your own:

- Challenges
- Successes

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Teacher Perspectives: Making It Your Own



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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.



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Teacher Perspectives: Planning



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Extending Professional Learning Through Self-Videos

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



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Teacher Perspectives: Successes



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Things to Remember

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



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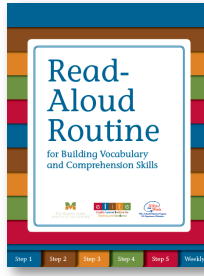
Teacher Perspectives: Successes



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The Read-Aloud Routine: K-3 Implementation

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





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

Focused support for **English learners**:

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





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Questions and Contact

Questions?

Contact:



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Building Vocabulary and Comprehension Through Sharing Books

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

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

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.*

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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 de lo que su niño(a) pueda 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 cree que su niño(a) no conozca y hable sobre los significados de las palabras. Por ejemplo, "La palabra 'decidir' significa 'tomar una decisión sobre algo.'"
4 Choose a spot that your child will see when you are done reading the page and ask them to find it. For example, "The dog is sitting on the grass. Can you find the dog?"	4 Elija una parte del cuento que su niño(a) pueda encontrar al leer. Por ejemplo, "El perro está sentado en el césped. ¿Puedes encontrar al perro?"
5 Tell your child they should look for the words you chose in the story.	5 Dígale a su niño que busque las palabras que eligió en el cuento.
6 Read the story and ask for the spot you and your child chose to read together. After the reading, ask your child to find the spot you chose. For example, "The dog is sitting on the grass. Can you find the dog?"	6 Lee el cuento y lea el pasaje que eligió con su niño(a). Después de leer, pregúntele a su niño que encuentre el pasaje que eligió. Por ejemplo, "El perro está sentado en el césped. ¿Puedes encontrar al perro?"
7 After reading the story, ask your child questions about what happened. For example, "What was the problem? How did the problem get solved?"	7 Después de leer el cuento, haga preguntas sobre lo que sucedió. Por ejemplo, "¿Cuál fue el problema? ¿Cómo se resolvió el problema?"
8 Help your child make connections between words. For example, "The dog is sitting on the grass. Can you find the dog?"	8 Ayuda a su niño a hacer las conexiones entre el cuento y las palabras que eligió con su niño(a). Por ejemplo, "El perro está sentado en el césped. ¿Puedes encontrar al perro?"

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

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Step 2 / Segundo Paso

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?"

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Step 3 / Tercer Paso


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

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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  Escoga 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.


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Steps 1-4 ★ Pasos 1-4

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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.

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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'?"

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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?

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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? ¿Te has sentido como (nombre de un personaje en el cuento)?

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Reading the Text ★ Leyendo el Libro

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An Example in Spanish Un Ejemplo en Español

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Let's Practice!

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

¡Vamos a Practicar!

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

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More Ideas! ¡Mas Ideas!

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

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More Ideas! ¡Mas Ideas!

- After the you read the story, your child can decorate the vocabulary cards with images of events that happened in the story.
- Después 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.

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Any Questions? ¿Algunas Preguntas?

Thank you! ¡Muchas gracias!

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Comprehension Training of Trainers: Inferring

Inferring

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Leticia Romero Grimaldo, Ph.D.

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		

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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

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Possible Anchor Charts

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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

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

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Week 1- Making Predictions

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

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Week 2- Inferring for Word Meaning

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

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Week 3- Inferring

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

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Read Aloud Mini-Lessons

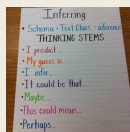
- **Ongoing during Project Elite Read Aloud Routine-** Continue to write an inference question for each chunk of your read aloud. Refer back to the posted inferring anchor chart as a reference.

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Sentence Stems

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



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Possible Products

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

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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.

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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?

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Comprehension Training of Trainers: Making Meaningful Connections



Making Meaningful Connections


English Learner Institute for Teaching and Excellence

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www.mead-wcenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Leticia Romero Grimaldo, Ph.D.

Making Meaningful Connections

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



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www.mead-wcenter.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.

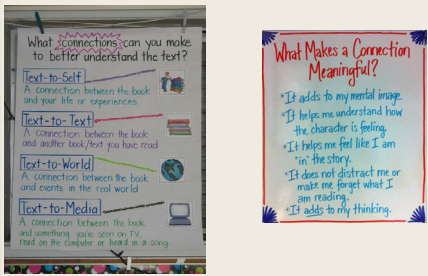
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Types of Connections

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

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Possible Anchor Charts



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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

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

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Week 1-Text-to-Self Connections

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

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Week 2- Text-to-Text Connections

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

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Week 3- Text-to-World Connections

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

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Meaningful Connections

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

Activity 1-

Day 1- Students make connections on sticky notes after the read aloud. Collect them.

Day 2- Before reading the next chunk read each connection and discuss whether the connection helped them understand the story.

Activity 2-

Day 1- Have the students make a connection one day during reading response.

Day 2- Ask, "Did your connection help you learn more about the story?" Have them respond below their connection in their reading response journal.

* You can continue to do these activities as needed to support meaningful connections.

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Sentence Stems

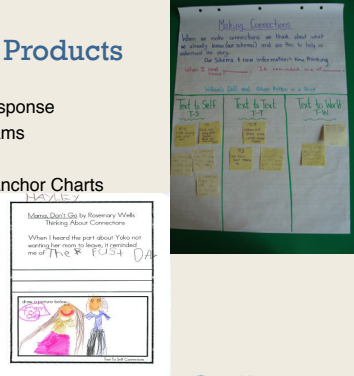
- This reminds me of _____.
- I have a _____ connection _____.
- When I read these words _____, it reminded me of _____.
- When I saw the picture, it made me think _____.
- This connection helped me understand _____ because _____.
- I am similar to this character because _____.
- I am different than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

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Possible Products

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



The collage shows three examples of student work. On the left is a reading response titled 'When I heard the part about Yoko not wanting her name to begin in general, me of The R. P. 154'. In the middle is a Venn diagram with two overlapping circles labeled 'Text 1' and 'Text 2'. On the right is an anchor chart titled 'When I hear...' with three columns labeled 'Text 1', 'Text 2', and 'Text 1 & 2'. The anchor chart contains handwritten notes and sticky notes.

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Extending Learning

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

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

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Did your students?

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

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Comprehension Training of Trainers: Questioning



Questioning

English Learner Institute for Teaching and Excellence

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Questioning is....

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


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What's Key for Kids.....

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

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Possible Anchor Charts



Asking Questions		
	Question	Answer
Before Reading		
During Reading		
After Reading		

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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

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

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

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

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Week 2- Questioning Web

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

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Week 3- Author's Purpose

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

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Ongoing.....

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

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Question Stems

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

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Possible Products

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

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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.

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www.modelawriter.org/projects/detail/english-learner-routines-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?

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Comprehension Training of Trainers: Summarizing



Summarizing

   Leticia Romero Grimaldo, Ph.D.

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
www.meadcenter.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.

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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

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Possible Anchor Charts

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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

- Week 1/Ongoing- Gist/Summary

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Week 1/Ongoing- Gist/Summary

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

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Read Aloud Mini-Lessons

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

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Sentence Stems

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

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Possible Products

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

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Extending Learning

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

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

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Did your students?

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

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Comprehension Training of Trainers: Synthesizing



Synthesizing

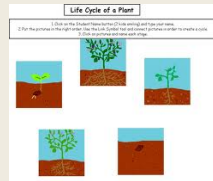
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Leticia Romero Grimaldo, Ph.D.

Synthesizing is....

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



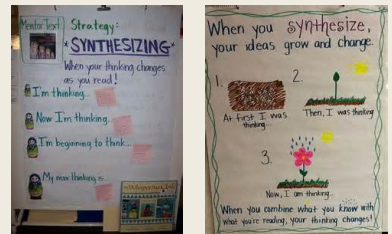
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What's Key for Kids.....

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

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Possible Anchor Charts



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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

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

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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.

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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.

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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.

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Sentence Stems

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

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Possible Products

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

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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.

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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?

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Comprehension Training of Trainers: Visualizing



Visualizing


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Leticia Romero Grimaldo, Ph.D.

Visualizing is....

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



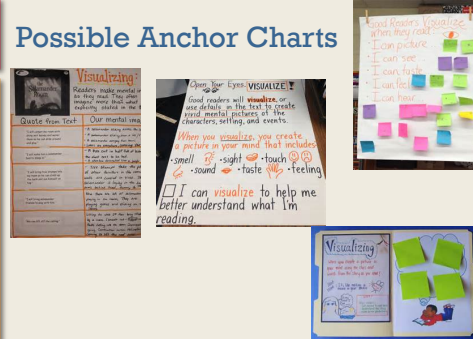
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What's Key for Kids.....

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

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Possible Anchor Charts



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Read Aloud Routine Alignment

- Insert updated read aloud cycle

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Read Aloud Mini-Lessons

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

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Week 1-Creating Mental Images

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

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Week 2-Poetry

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

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Read Aloud Mini-Lessons

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

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Sentence Stems

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

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Possible Products

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

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Extending Learning

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

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

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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?

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Appendix B: Structured Data Meetings: Professional Development Modules

Beginning-of-Year Meetings

Implementing Structured Data Meetings

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Beginning of Year (BOY) Meetings

Goals of this training

- To understand the purpose and rationale for implementing Structured Data Meetings at your campus
- To understand how the Structured Data Meetings are integrated into the Response to Intervention Model for DVISD
- To understand the protocol and related materials used to facilitate the BOY meeting and to document decisions

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Purpose

[Kaminski & Good, 2012]

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Having Critical Conversations around Data

Structured data meetings are 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.

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DVISD RTI Logic Model

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Structured Data Meetings as Professional Development

“Rather than viewing data meetings as something separate from professional development, such meetings should be viewed as part of the professional development that teachers receive....At these meetings, teachers can ask questions and ask for support in certain areas or with specific types of students if they feel they need more instructional knowledge or strategies. These meetings can also lead to [other] professional development activities.”

--DVISD RTI Manual, p. 26

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RTI and English Language Learners

Data Analysis

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

Educator Knowledge of Second Language Acquisition

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

Effective Multi-tiered Instruction for ELLs

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

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PREPARING FOR THE BOY MEETING

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What you will need for BOY:

For Tier I Meeting	For Tier II/III Meeting
<ul style="list-style-type: none"> ■ Tier I Beginning-of-Year Protocol (one per facilitator) ■ Tier I Beginning-of-Year Checklist (electronic; one per person) ■ Class performance data ■ Designated place for recording goals (e.g., Eduphoria spreadsheets) ■ Chart paper and marker ■ Tier I Instructional Plan (electronic; one per person) ■ End-of-Year Instructional Plan from previous year 	<ul style="list-style-type: none"> ■ Tiers II and III Beginning-of-Year Protocol (one per facilitator) ■ Tiers II and III Beginning-of-Year Checklist (electronic; one per person) ■ Designated place for recording goals (e.g., Eduphoria spreadsheets) ■ Class performance data ■ Standardized reading intervention teacher materials ■ Tiers II and III Intervention Worksheet (electronic; one per teacher) ■ Tiers II and III Intervention Master List (electronic; one per intervention provider) ■ End-of-Year Instructional Plan from previous year

[Access Electronic Forms Here](#)

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TIER I DATA MEETING

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Tier 1 Meeting Procedures for BOY

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

--DVISD RTI Manual, p. 20

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Guides for Data Meeting Discussion

The 1 Beginning of Year Protocol v.1

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

INTENT:

- The 1 Beginning-of-Year Protocol (one document one per facilitator)
- The 1 Beginning-of-Year Checklist (electronic; one per person)
- Designated place for recording goals (e.g., Eduphoria spreadsheets)
- Chart paper and marker
- The 1 Intervention Worksheet (electronic; one per person)

SCOPE AND PURPOSE:

- Create individual goals
- Develop intervention plan
- Record intervention provider

Prepared by the English Learning and Instructional Services Team. (2016). See center for more details.

The 1 Beginning of Year Checklist

Tier I Beginning of Year Checklist
Assessing Progress, Setting Goals, and Planning Instruction

INTENT:

- Tier 1 team review current performance of students
- Data to support data driven decisions to create individual goals for students
- Review current intervention practices (e.g., RTI) and determine if they are effective
- Review current data and determine if it is accurate
- Review current data and determine if it is accurate

SCOPE AND PURPOSE:

- Review current performance of students
- Review current data and determine if it is accurate
- Review current data and determine if it is accurate
- Review current data and determine if it is accurate

Prepared by the English Learning and Instructional Services Team. (2016). See center for more details.

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Understanding the Protocol

STEP 1: Team reviews current performance of students.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs). Consider hearing and vision tests (schedule if not yet administered). Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). 	<ul style="list-style-type: none"> "Let's analyze how our students are doing on [benchmark skill]." "How did this cohort of students do compared to last year's cohort?" "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?" "Is there a disproportionate number of ELLs identified as being at risk?" 	Progress-monitoring data

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Step 1: Identify Need for Support

STEP 1: Team reviews current performance of students.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs). Consider hearing and vision tests (schedule if not yet administered). Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). 	<ul style="list-style-type: none"> "Let's analyze how our students are doing on [benchmark skill]." "How did this cohort of students do compared to last year's cohort?" "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?" "Is there a disproportionate number of ELLs identified as being at risk?" 	Progress-monitoring data

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Step 1: Identify Need for Support

100% of their mastery of benchmark from any previous test.

Achievement Benchmark Goals and Cut Points for Risk

Assess	Assess	Assess	Assess	Assess	Assess
Grade	Assess	Assess	Assess	Assess	Assess
Assess	Assess	Assess	Assess	Assess	Assess

DIBELS Next Benchmark Goals and Cut Points for Risk

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Step 1: Validate Need for Support

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

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Step 2: Set Goals

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> State goals in terms of percentage or number of students progressing toward the identified benchmark. Set goals for ELLs in each TELPAS domain, prioritizing listening and speaking. 	<ul style="list-style-type: none"> "By the next assessment period, [number] students will attain [benchmark] or above." "By the next assessment period, [number] ELLs will attain [level] proficiency in [TELPAS domain]." 	Designated place for recording goals (e.g., Eduphoria spreadsheets)

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Steps 3-6 Plan for Support: The Big Questions

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

```

graph TD
    A[Plan Support] --> B[Evaluate Effectiveness of Support]
    B --> C[Implement Support]
    C --> A
    
```

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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"> Review previous End-of-Year Instructional Plan and build on action steps. Complete item analysis to identify skills that many students missed (to address in professional learning communities). Select practices and strategies that address the basic early literacy skills and Texas Essential Knowledge and Skills with which students struggle. 	<ul style="list-style-type: none"> "With which [items/concepts] did [students/classes] struggle most?" "With which items did ELLs struggle most?" "Are there noteworthy differences between this year's and last year's cohort at the beginning of the year?" "How can we follow through on the action steps we put in place at our end-of-year meeting last year?" "Let's list some practices that will help our students meet our goals." 	Chart paper to record ideas (see for ideas: Treasures, Tips of the Week, Florida Center for Reading Research, Read Naturally, Reading A to Z, Center on Instruction, Institute of Education Sciences practice guides, etc.)

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Tier I Instructional Plan

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

STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
Use the following filters: <ul style="list-style-type: none"> The practice is evidence based. If necessary, the practice can be modified to support ELLs. Curricular materials are available or can be readily created to implement the practice or strategy. 	<ul style="list-style-type: none"> "Let's rate these ideas." "Which have a research base? How do you know?" "In what ways do these practices support ELLs?" "Which, if any, modifications need to be made to support ELLs?" "Which of these practices are most practical?" "What materials do we have available? What materials do we need?" 	Chart paper to record team analysis of each idea

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

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

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Step 6, Plan for Support: Logistics of Implementing Practices

STEP 6: Team plans logistics of implementing practices.

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

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After the Tier I meeting...

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

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TIERS II/III MEETING PROCEDURES FOR BOY

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Step 1: Analyze student performance

STEP 1: Team reviews current performance of students.

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

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Step 2: Determine Intervention Needs

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Identify student intervention needs, based on the following: <ul style="list-style-type: none"> BOY benchmark assessment data Previous-year benchmark assessment data (if applicable) Previous-year intervention needs English language learner status and Texas English Language Proficiency Assessment System scores Completed vision and hearing tests (to be completed before assigning students to intervention groups) Assess campus resources (e.g., staff, space, materials) and create data-informed intervention groups. 	<ul style="list-style-type: none"> "Which students are at risk for future or ongoing reading difficulties?" "Which students could benefit from additional intervention?" (Tier II) "Which students need more intensive, ongoing intervention?" (Tier III) "What is our campus capacity this year to provide reading interventions across grade levels? What resources are available this year to support ongoing Tier II and Tier III interventions?" "How can we group intervention students, based on similar instructional needs?" 	<ul style="list-style-type: none"> Tiers II and III Intervention Worksheet (for teachers) Tiers II and III Intervention Master List (for intervention providers)

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Step 3: Set Goals

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
State the goals for each group in terms of the desired score by the next benchmark assessment (typically the recommended benchmark goal) or improvement on a specific skill related to State of Texas Assessments of Academic Readiness data.	<ul style="list-style-type: none"> "What are the overall goals for this entire intervention group?" (minimum rate of progress) "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) "Do our goals this year strive for higher achievement levels than last year?" 	<ul style="list-style-type: none"> End-of-Year Instructional Plan from previous year Tiers II and III Intervention Master List (for intervention providers)

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Step 4: Plan for Progress Monitoring

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

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

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Step 5: Plans communication with parents

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

--DVISD RTI Manual, p. 28

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

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After the Tiers II/III Meeting...

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

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The Big Picture



(Kaminski & Good, 2012)

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Middle-of-Year Meetings

Implementing Structured Data Meetings

English Learner Institute for Teaching and Excellence

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M Middle of Year (MOY) Meetings

Goals of this training

- To understand the purpose and goals for MOY Structured Data Meetings
- To understand how 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 MOY meetings and to document decisions

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Purpose

[Kaminski & Good, 2012]

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Guiding Questions

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

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PREPARING FOR THE MOY MEETINGS

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What you will need for MOY:

For Tier I Meeting	For Tier II/III Meeting
<ul style="list-style-type: none"> ■ Tier I Middle-of-Year Protocol (one per facilitator) ■ Tier I Middle-of-Year Checklist (electronic; one per person) ■ Class performance data ■ Designated place for recording goals (e.g., Eduphoria spreadsheets) ■ Chart paper and marker ■ Tier I Instructional Plan (electronic; one per person) ■ End-of-Year Instructional Plan from previous year 	<ul style="list-style-type: none"> ■ Tiers II and III Middle-of-Year Protocol (one per facilitator) ■ Tiers II and III Middle-of-Year Checklist (electronic; one per person) ■ Designated place for recording goals (e.g., Eduphoria spreadsheets) ■ Class performance data ■ Standardized reading intervention teacher materials ■ Tiers II and III Intervention Worksheet (electronic; one per teacher) ■ Tiers II and III Intervention Master List (electronic; one per intervention provider) ■ End-of-Year Instructional Plan from previous year

[Access Electronic Forms Here](#)

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Guides for Data Meeting Discussion

Tier I Middle-of-Year Protocol

Monitoring Progress, Setting Goals, and Planning Instruction

NOTE:

- The number of the Protocol (BOY, MOY, or EOY) indicates use per year.
- The number of the Tier (I, II, or III) indicates use per grade.
- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.

RECOMMENDED PRACTICES:

- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.

Tier I Middle-of-Year Checklist

Monitoring Progress, Setting Goals, and Planning Instruction

NOTE:

- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.
- Use protocols for individual students, small groups, or whole class.

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Understanding the Protocol

STEP 1: Team reviews current performance of students.

PROCEDURE

- Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs).
- Consider hearing and vision tests (schedule if not yet administered).
- Note whether grade level and individual students made substantial growth (compared to last assessment period or last year).

DISCUSSION PROMPTS

- "Let's analyze how our students are doing on [benchmark skill]."
- "How did this cohort of students do compared to last year's cohort?"
- "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?"
- "Is there a disproportionate number of ELLs identified as being at risk?"

MATERIALS

Progress-monitoring data

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Planning and Record Keeping:

Tier I Instructional Plan

Use this plan to record the instructional practices used in the classroom for the following student.

Instructional Practice	Frequency	Duration	Location	Notes

Tier I Instructional Plan

Use this plan to record the instructional practices used in the classroom for the following student.

Instructional Practice	Frequency	Duration	Location	Notes

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Planning and Record Keeping

Tiers II and III Intervention

Use this plan to record the instructional practices used in the classroom for the following student.

Student	Intervention	Frequency	Duration	Location	Notes

Tiers II and III Intervention

Use this plan to record the instructional practices used in the classroom for the following student.

Student	Intervention	Frequency	Duration	Location	Notes

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Turn, Talk, & Share Out...

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

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Allocating Time for your meetings: Some suggestions

Breaking up your meeting schedule:

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

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Allocating Time for your meetings: Some suggestions

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

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TIER I DATA MEETINGS

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Step 1: Identifying current performance

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Review performance of grade level against goals set in previous meeting. Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs). Note whether grade level and individual students made substantial growth (compared to last assessment period). 	<ul style="list-style-type: none"> “Let’s analyze how our students are doing on [benchmark skill].” “How did the students do compared to the last benchmark assessment?” “Are my ELLs making adequate progress toward the proficiency levels we set for each TELPAS domain?” “Are a disproportionate number of ELLs still at risk?” 	<ul style="list-style-type: none"> Class data spreadsheets Designated place for recording goals (e.g., Eduphoria spreadsheets)

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DIBELS Indicators vs. Literacy Skills

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

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

SOURCE: DIBELS Data System Website: <https://dibels.compi.com/>

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Step 1: Identify Need for Support

DIBELS Next Benchmark Goals and Cut Points for Risk

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Step 2: Set Goals


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

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

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Standards-based Goal Setting



ELAR TEKS Figure 19

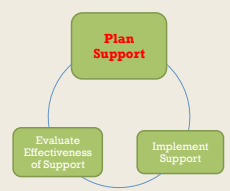
Figure 19 TAC (110.106) - Elementary
Figure 19 TAC (110.106) - Middle School

Figure 19 TAC (110.106) - High School

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Steps 3-6 Plan for Support: The Big Questions

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



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Steps 3 – 6: Plan for Support

Guiding TIER I questions for MOY:

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

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Step 3: Identify instructional practices to support goals

STEP 3: Team identifies instructional practices to support goals.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Complete item analysis to identify skills that many students missed (to address in professional learning communities). • Select practices and strategies that address the basic early literacy skills and Texas Essential Knowledge and Skills with which students struggle. 	<ul style="list-style-type: none"> • "With which [items/concepts] did [students/classes] struggle most?" • "With which items did ELLs struggle most?" • "Was there growth on items or skills between the first benchmark and the second benchmark?" • "Let's list some practices that will help our students meet our goals." 	Chart paper to record ideas (see for ideas: Treasures, Tips of the Week, Florida Center for Reading Research, Read Naturally, Reading A to Z, Center on Instruction, Institute of Education Sciences practice guides, etc.)

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Tier I Instructional Plan

Date: _____
Grade: _____

Tier I Instructional Plan

PART A Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

Targeted Literacy Skills	Supporting Instructional Practices	Support for English Language Learners	Notes
Comprehension			
Fluency			
Vocabulary			
Phonics/Phonological Awareness			
Writing			

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

STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
Use the following filters: <ul style="list-style-type: none"> • The practice is evidence based. • If necessary, the practice can be modified to support ELLs. • Curricular materials are available or can be readily created to implement the practice or strategy. 	<ul style="list-style-type: none"> • "Let's rate these ideas." • "Which have a research base? How do you know?" • "In what ways do these practices support ELLs?" • "Which, if any, modifications need to be made to support ELLs?" • "Which of these practices are most practical?" • "What materials do we have available? What materials do we need?" 	Chart paper to record team analysis of each idea

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Step 6, Plan for Support: Logistics of Implementing Practices

STEP 6: Team plans logistics of implementing practices.

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

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Tier I Instructional Plan

PART B: Implementing Practices
 Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

Instructional Practice	To Do	Person Responsible

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TIERS II/III MEETING PROCEDURES FOR BOY

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Step 1: Analyze student performance

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Examine intervention group progress-monitoring data. Compare scores from last assessment period to scores from current period. Examine rate of improvement for each student and each group. Consider students' English language learner (ELL) status and level of language proficiency for each of the language domains. 	<ul style="list-style-type: none"> "How did our students do in Tier II and Tier III this period?" "How far behind are these students?" "Is each student improving at an adequate rate?" "Are a disproportionate number of ELLs still at risk?" 	Intervention group progress-monitoring data

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Step 2, Determine effectiveness of interventions: Guiding Questions

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

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Step 3: Determine intervention needs and make needed modifications

Guiding Questions:

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

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Considering Second Language Needs

Guiding Questions:

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

Are ELs receiving adequate language supports during intervention instruction?

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Turn, Talk, & Share Out

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

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Recording Decisions

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Step 4-5: Setting Goals and Monitoring Progress

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
State goals in terms of desired score by the next benchmark assessment. (Specify the next benchmark score) or improvement on specific basic early literacy skill or skill related to the State of Texas Assessment of Academic Readiness.	<ul style="list-style-type: none"> "What is the overall goal for this entire intervention group?" (i.e., minimum rate of progress) "Which students could we reasonably push to a higher level of achievement by the next benchmark period?" (e.g., red to yellow, yellow to green) 	Tiers II and III Intervention Master List (for intervention providers)

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

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

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Step 6: Plan Communication with Parents & Next Steps

STEP 6: Team plans communication with parents.

Agree on a plan for sending letters home to parents.


BETWEEN MIDDLE- AND END-OF-YEAR MEETINGS

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

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End-of-Year Meetings



Implementing Structured Data Meetings

English Learner Institute for Teaching and Excellence

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End of Year (EOY) Meetings

Goals of this training

- To understand the purpose and goals for EOY Structured Data Meetings
- To understand how 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

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Purpose



[Kaminski & Good, 2012]

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Guiding Questions for EOY

- What impact has our instructional decisions made at MOY had on students? What were our students' response to those instructional decisions?
- 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?

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PREPARING FOR THE EOY MEETINGS

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What you will need for EOY:

For EOY Meeting

- End-of-Year Protocol (one per facilitator)
- End-of-Year 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 performance data
- Designated place for recording goals (e.g., Eduphoria spreadsheets)
- Chart paper and marker
- Standardized reading intervention teacher materials
- EOY Instructional Improvement Plan (electronic; one per person)
- Completed End-of-Year Instructional Improvement Plan from previous year

[Access Electronic Forms Here](#)

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Guides for Data Meeting Discussion

Tier 1-III End-of-Year Protocol Meeting Checklist and Planning Action Steps

NOTES:

- Tier 1-III End-of-Year Protocol (this document) (see per feedback)
- Tier 1-III End-of-Year Checklist (see below) (see per process)
- Tier 1-III End-of-Year Checklist (see below) (see per process)
- Tier 1-III End-of-Year Checklist (see below) (see per process)
- Tier 1-III End-of-Year Checklist (see below) (see per process)

Tier 1-III End-of-Year Checklist

1. Review current performance goals and compare to current performance.

- Review current performance goals and compare to current performance.
- Review current performance goals and compare to current performance.

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Understanding the Protocol

STEP 1: Team reviews current performance of students.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs). • Consider hearing and vision tests (schedule if not yet administered). • Note whether grade level and individual students made substantial growth (compared to last assessment period or last year). 	<ul style="list-style-type: none"> • "Let's analyze how our students are doing on [benchmark skill]." • "How did this cohort of students do compared to last year's cohort?" • "How many ELLs do I have in my class? What are their proficiency levels for each TELPAS domain?" • "Is there a disproportionate number of ELLs identified as being at risk?" 	<p>Progress-monitoring data</p>

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Planning and Record Keeping:

End-of-Year Instructional Improvement Plan

1. Review current performance goals and compare to current performance.

2. Review current performance goals and compare to current performance.

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Allocating Time for your meetings: Some suggestions

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

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CONDUCTING EOY DATA MEETINGS

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Step 1: Identifying current performance

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Review grade-level performance against goals set in previous meeting and/or at the beginning of the year. • Consider Texas English Language Proficiency Assessment System (TELPAS) scores for English language learners (ELLs). • Note whether grade level and individual students made substantial growth (compared to last assessment period). 	<ul style="list-style-type: none"> • "Did we reach our goals for this year?" • "What percentage of students are identified as being at low risk now, compared to at the beginning and middle of the year?" • "Did we see an adequate rate of improvement for at-risk ELLs?" • "Did ELLs make adequate progress toward the language proficiency goals we set at the beginning of the year?" (i.e., skills in each TELPAS domain) 	<p>Class progress-monitoring data</p>

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DIBELS Indicators vs. Literacy Skills

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

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

SOURCE: DIBELS Data System Website: <http://dibels.compen.edu/>

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Step 1: Identifying current performance

Measure	Grade	Next Year Goal	8 th Edition Goal	Next Year Goal	8 th Edition Goal
LNF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
ISF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
FSF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
PSF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
NWF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
ORF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
RTF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
Daze	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%
WUF	1st	75%	75%	75%	75%
	2nd	75%	75%	75%	75%

DIBELS Next Benchmark Goals and Cut Points for Risk

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Step 2: Set Goals

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
Set goals that will raise expectations for the next year.	<ul style="list-style-type: none"> "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." "This year, [percentage] of students exited interventions. For next year, our goal is [higher percentage] of students will exit interventions by the end of the year." 	End-of-Year Instructional Improvement Plan, Part A

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Standards-based Goal Setting

ELAR TEKS Figure 19

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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

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Steps 3-6 Plan for Support: The Big Questions

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

```

graph TD
    A[Plan Support] --> B[Implement Support]
    B --> C[Evaluate Effectiveness of Support]
    C --> A
    
```

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Steps 3 – 6: Plan for Support

Guiding TIER I questions for EOY:

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

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Step 3: Identify instructional practices to support goals

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Complete item analysis to identify skills that many students missed; analyze differences in performance on the Dynamic Indicators of Basic Early Literacy Skills (e.g., Letter-Naming Fluency, Nonsense Word Fluency) or other benchmark skills. • Discuss a plan for Tier I instruction that directly addresses new goals. 	<ul style="list-style-type: none"> • "With which [items/concepts] did [students/classes] struggle most?" • "With which items did ELLs struggle most?" • "In what areas was there growth between the middle and end of the year? In what areas is there still need for improvement?" (e.g., accuracy) • "Do we need to change instruction to meet targeted goals?" (e.g., making instruction more explicit, focusing more on different skills, increasing pace of lessons, modifying small-group instruction) 	<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>

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Step 4, Plan for Support: Evaluate and Select Practices

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Select instructional practices to implement with greater focus next year (according to filters: evidenced based, practical, etc.). • Identify whether curricular materials are available or can be readily created to implement the practice or strategy. • Identify additional resources needed to follow through with plan (e.g., teacher training or professional development, fidelity plan). • Identify ongoing challenges to meeting goals and prepare for those challenges. 	<ul style="list-style-type: none"> • "Which of these practices have a research base? How do you know?" • "Can we implement these practices with relative ease? Do we have the materials available?" • "In what ways do these practices support ELLs? Which, if any, modifications need to be made to support ELLs?" • "What supports need to be in place to meet our new goals and action plan?" (e.g., additional professional development, resources) • "What other ongoing challenges do we need to plan for now to prepare for next year?" 	<ul style="list-style-type: none"> • Chart paper to record team analysis of each idea • End-of-Year Instructional Improvement Plan, Part B

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EOY Instructional Improvement Plan

PART B: Tier I Improvement Plan

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

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

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Step 5, Determine effectiveness of interventions: Guiding Questions

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

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Considering Second Language Needs

Guiding Questions:

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

Are ELs receiving adequate language supports during intervention instruction?

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Step 5, Evaluating overall success of Tiers II and III

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Examine group intervention data and determine which of the following is true: <ul style="list-style-type: none"> Gains are clearly linked to the intervention for each student. Interventions worked for some students and not others. Interventions worked poorly. Interventions were not implemented as planned. Changes or adjustments are needed to improve effectiveness (e.g., pacing, reinforcement of skills, fidelity of intervention). Identify ongoing, programwide challenges to meeting goals and create a plan for the next year. 	<ul style="list-style-type: none"> "Did some students grow more than others? Why?" "In what areas were ELLs most successful? In what areas was there inequitable growth among ELLs?" "Do any instructional changes need to occur to meet targeted goals?" (e.g., making instruction more explicit, focusing more on certain skills, changing the pace of lessons, delivering interventions with better fidelity) 	<p>Group intervention progress-monitoring data</p>



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



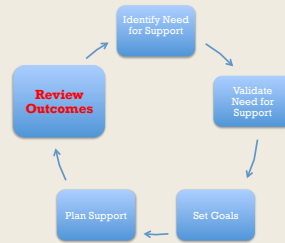
EOY Instructional Improvement Plan

PART C: Tiers II-III Improvement Plan
Below, record the decisions your team makes in steps 5 and 6 of the End-of-Year Checklist.

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



Purpose



[Kaminski & Good, 2012]



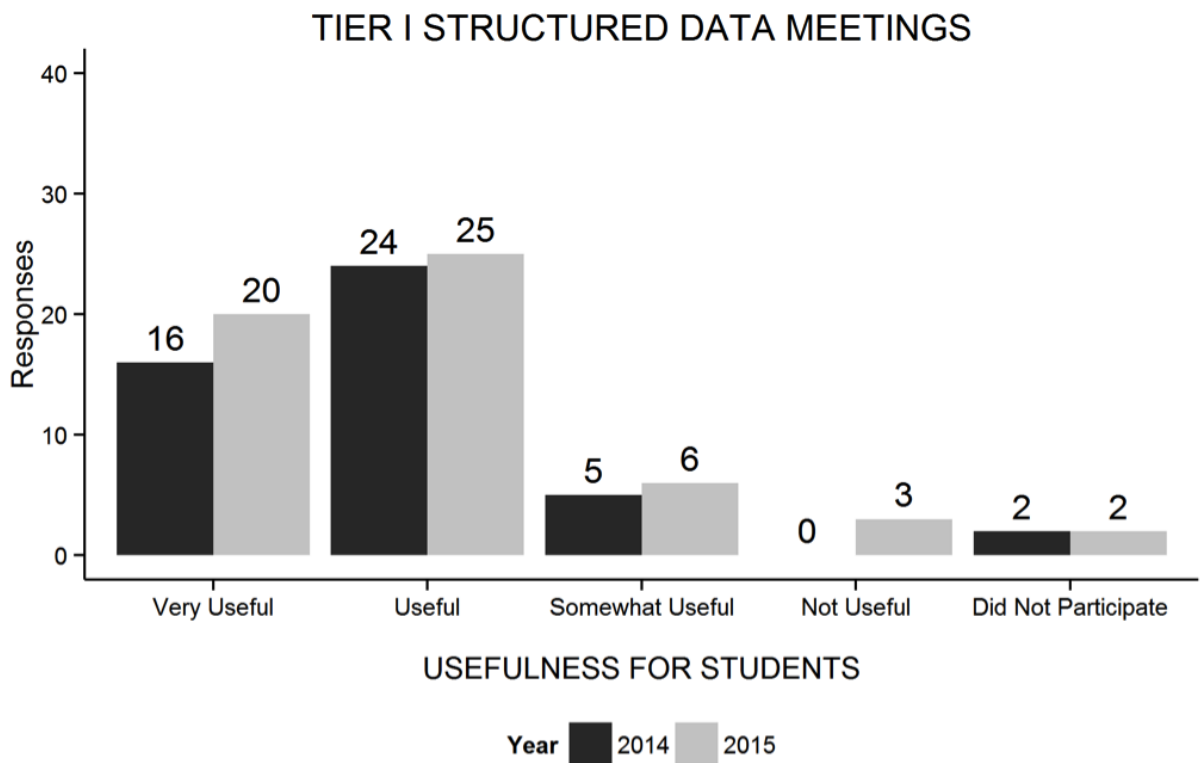
Appendix C: Teacher and Student Data

Project ELITE used various measures to collect teacher and student data during the implementation process. In this section, the measures are described and key results are highlighted from each.

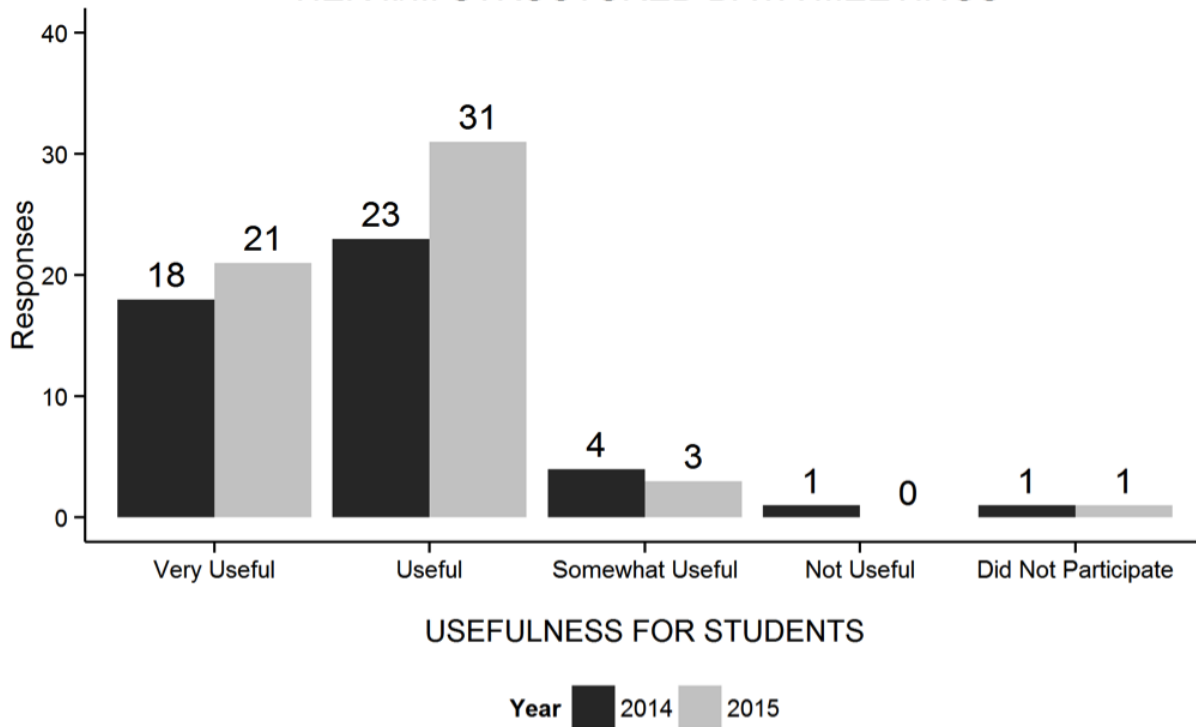
Teacher-Level Data

Usefulness and Sustainability of Model Practices

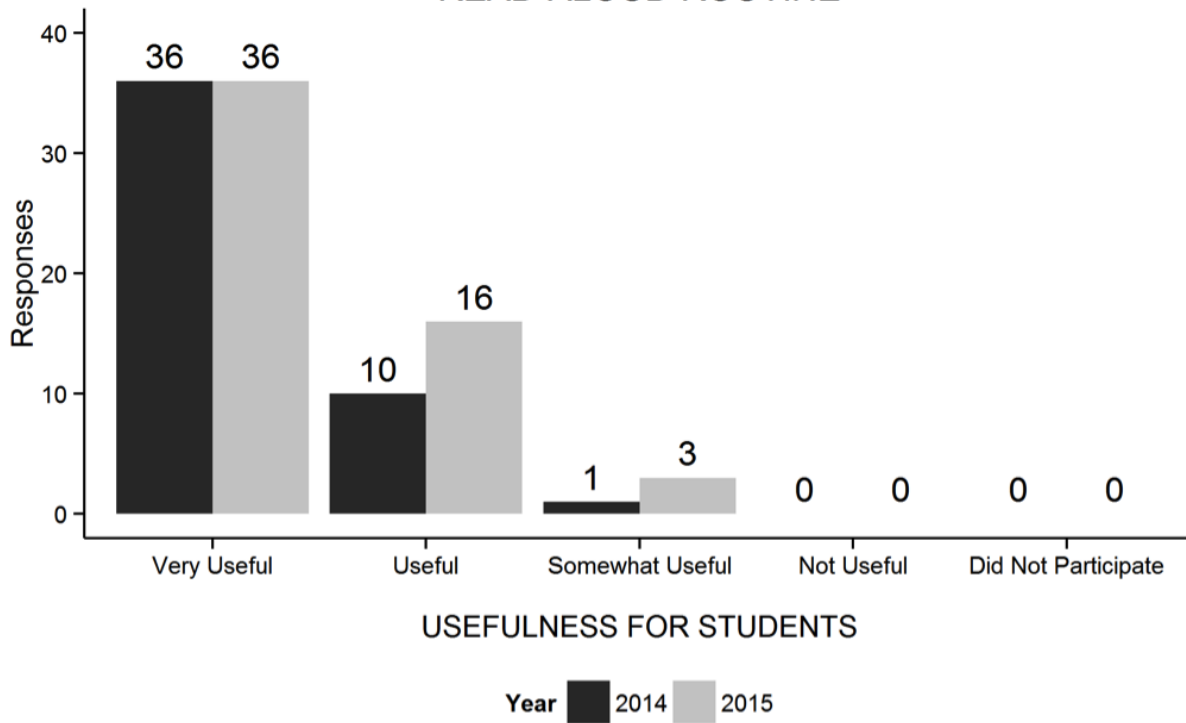
At the end of years 2 and 3, teachers completed and returned anonymous surveys regarding the usefulness and sustainability of model practices. Focal model practices included the monthly Tier I structured data meetings, Tiers II/III structured data meetings, the read-aloud instructional routine, and the job-embedded professional development 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.

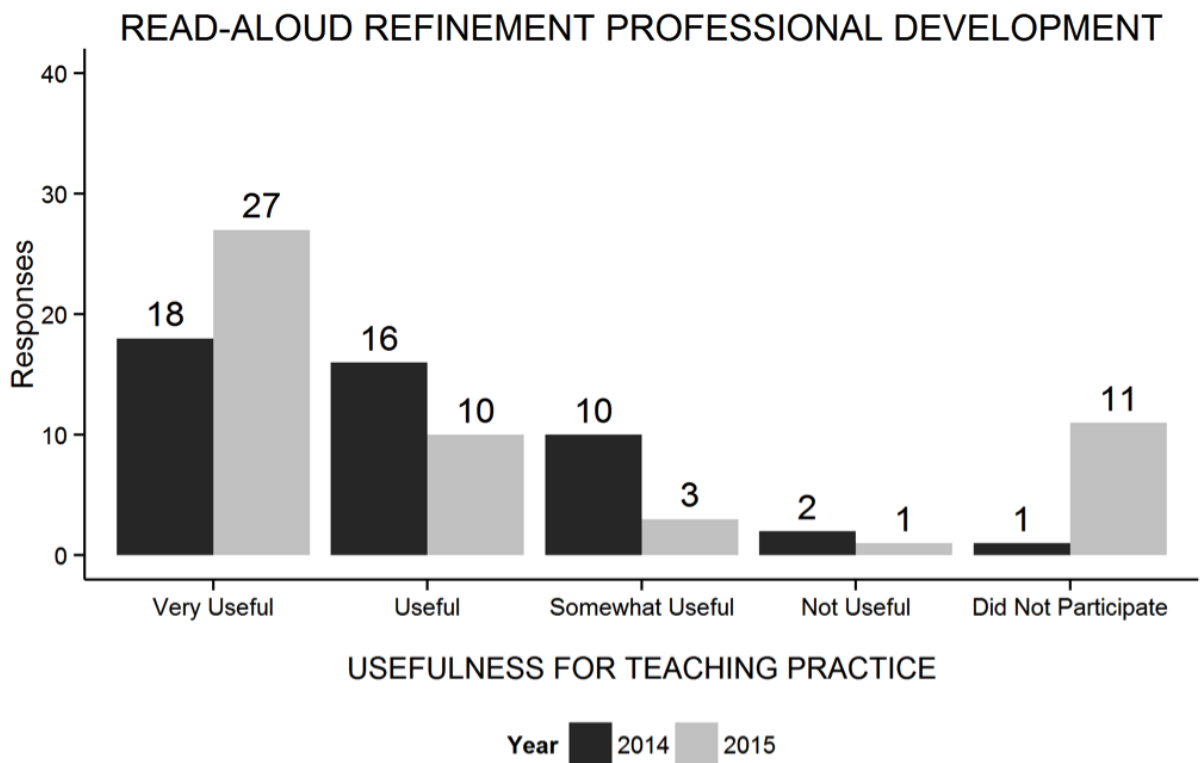
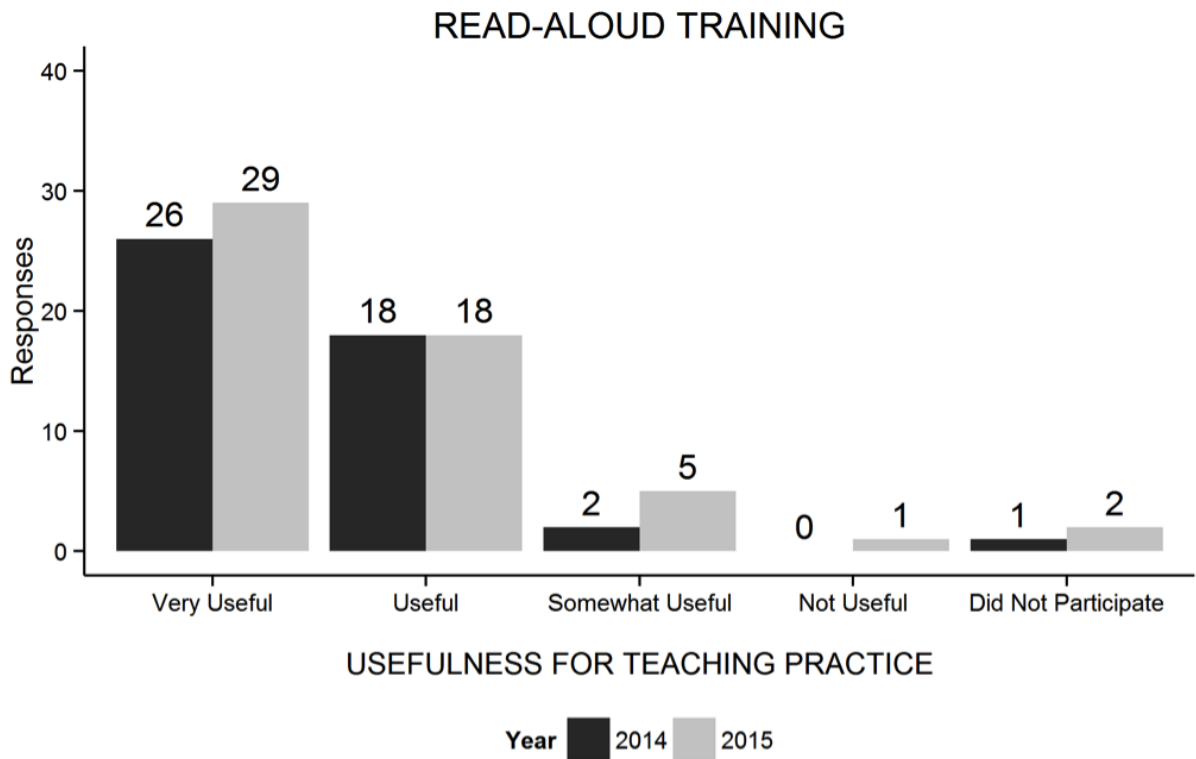


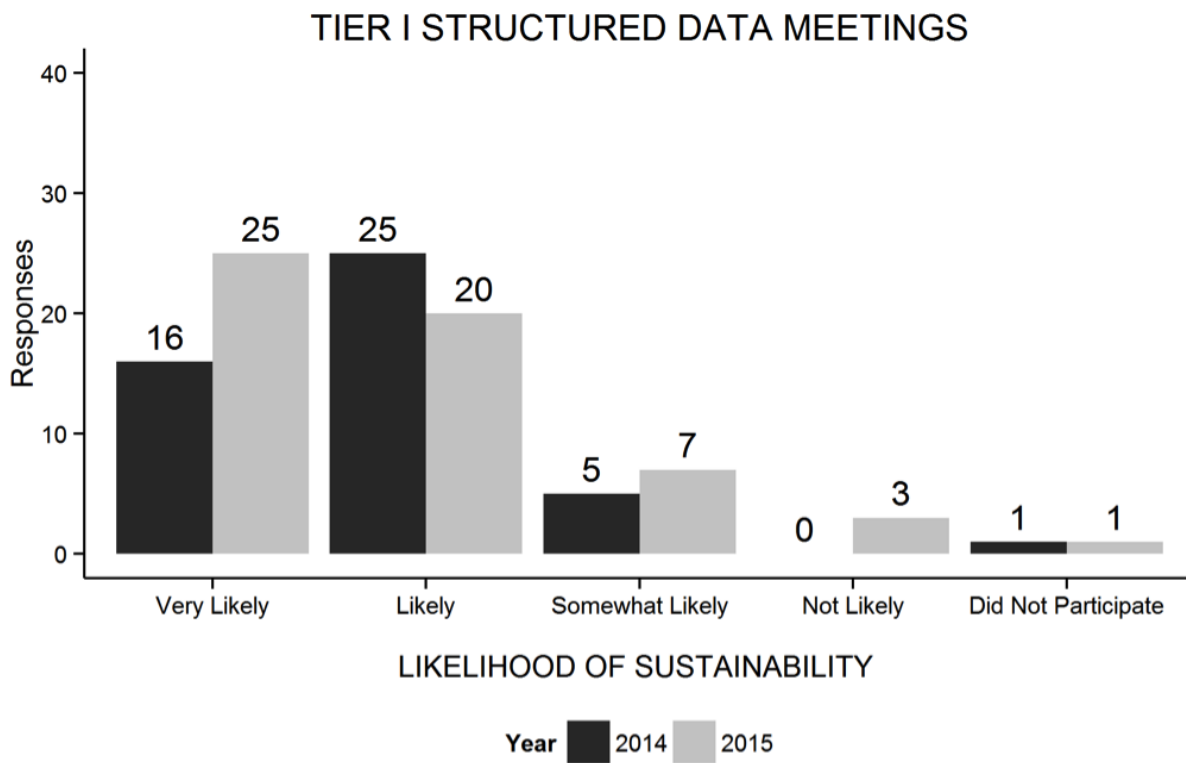
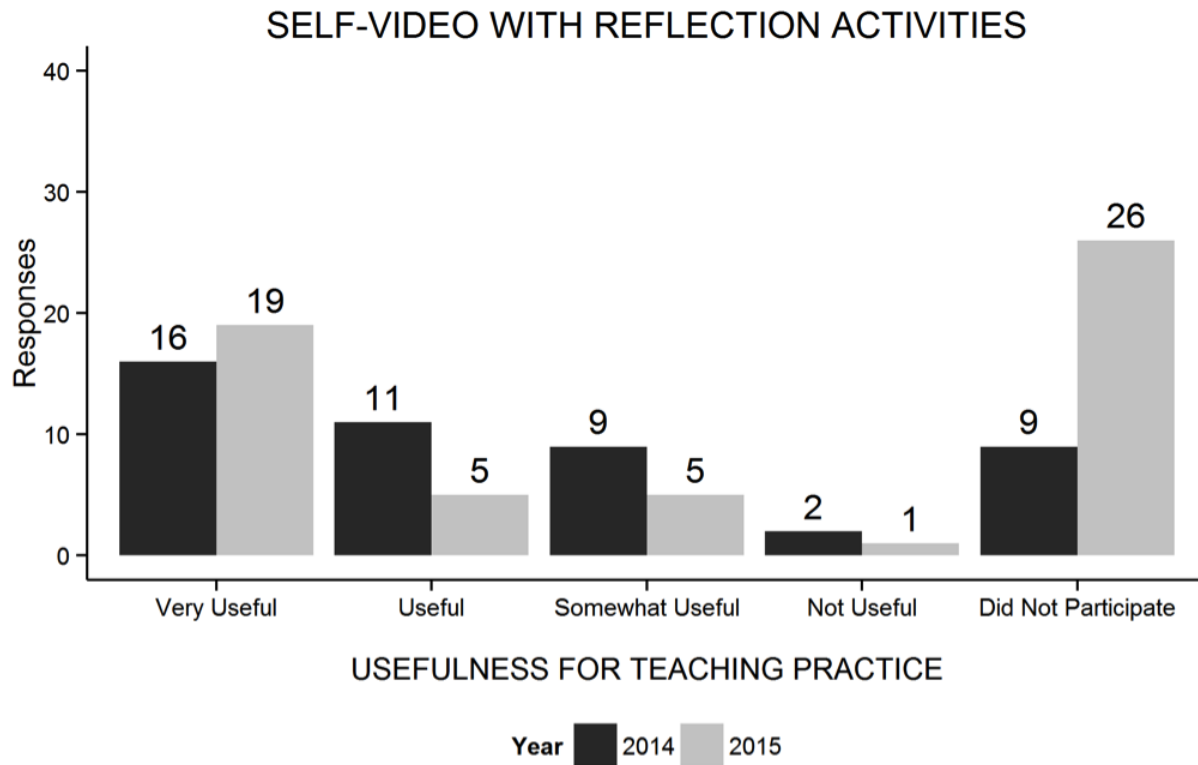
TIER II/III STRUCTURED DATA MEETINGS



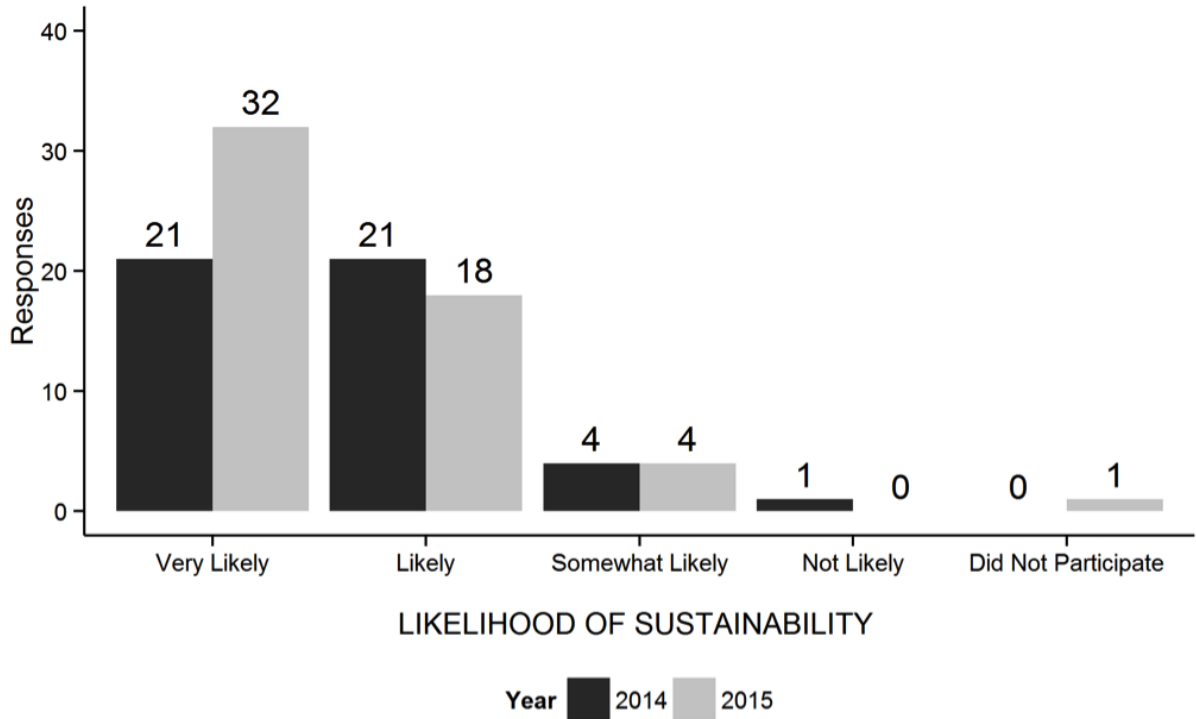
READ-ALoud ROUTINE



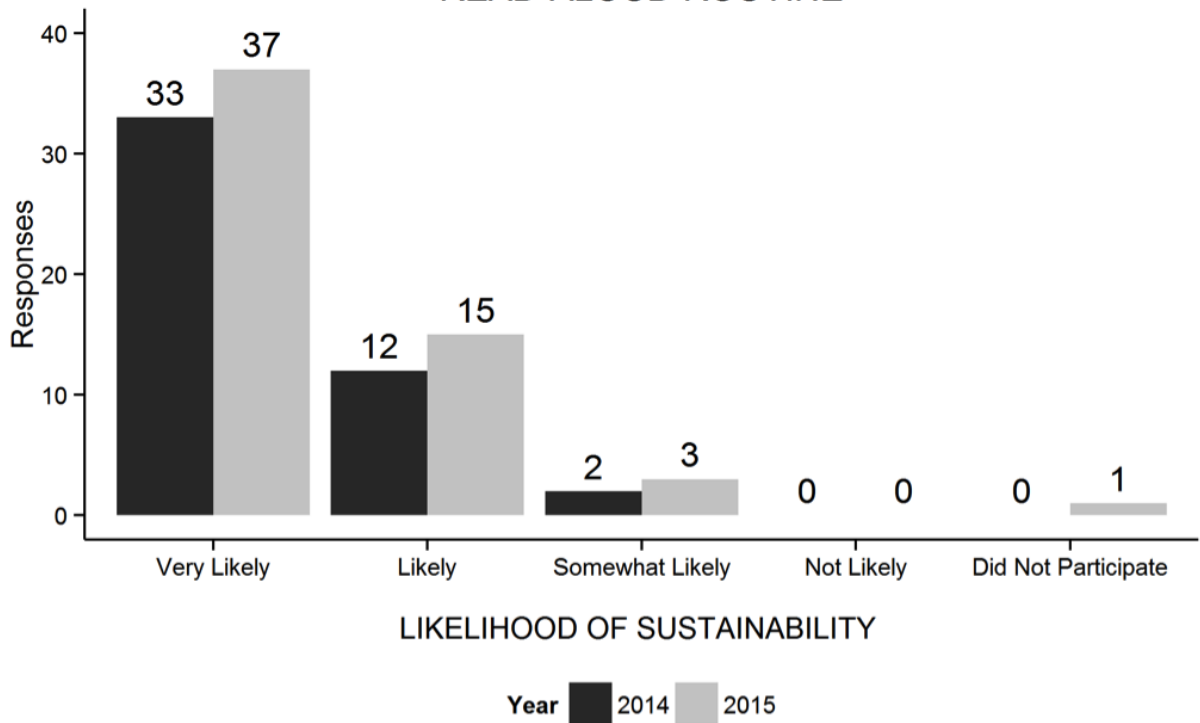


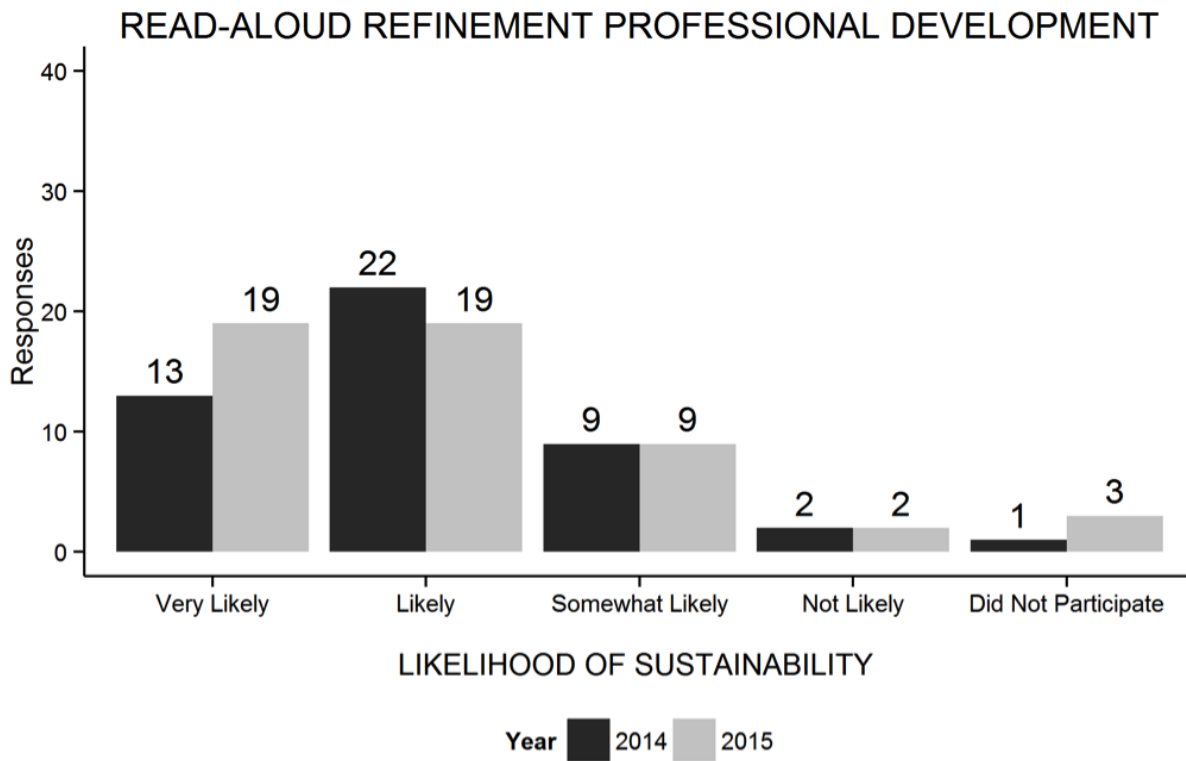
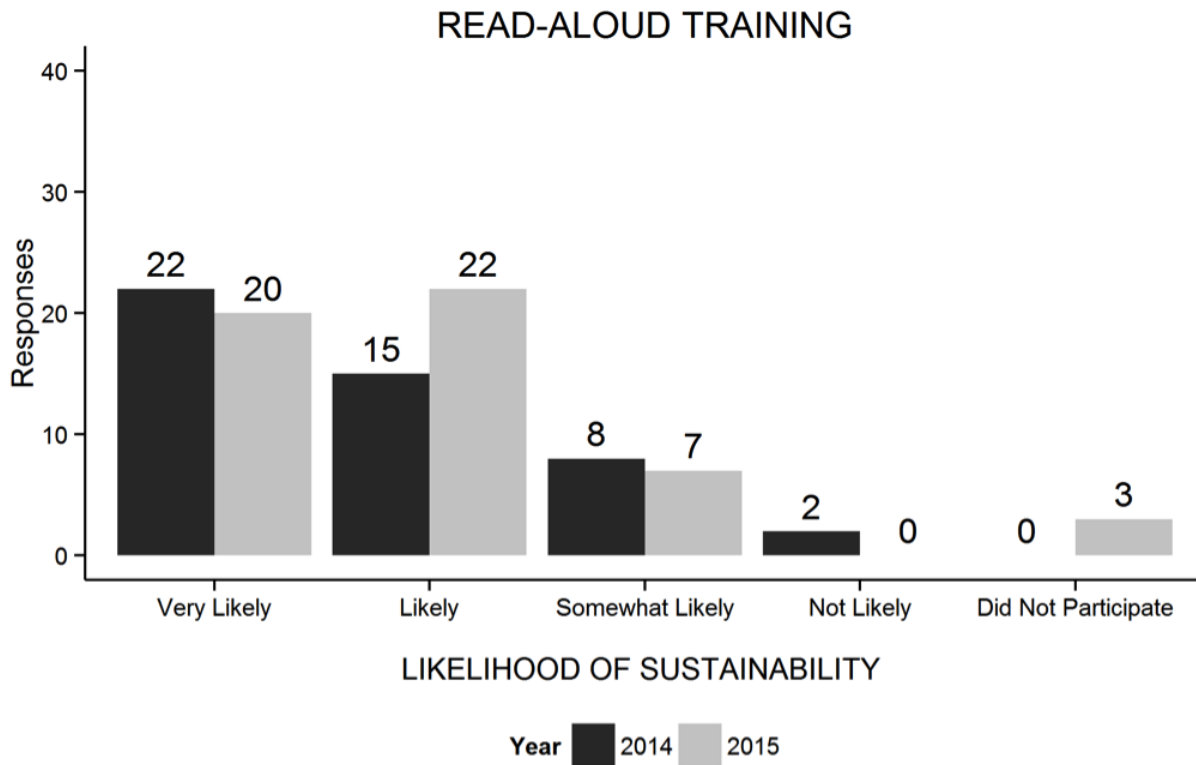


TIER II/III STRUCTURED DATA MEETINGS



READ-ALoud ROUTINE







Role of Culture and Language in Curriculum and Instruction

At the end of each year of model implementation (2013, 2014, and 2015), 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. In the following, key results in these areas from years 1 to 3 are highlighted.

Overview of Surveyed Teachers

Teacher Group	Year	Completed Surveys	Response
Monolingual	2013		53.66% (44)
	2014		58.49% (31)
	2015		58.93% (33)
Bilingual, with reading instruction in English	2013		28.05% (23)
	2014		20.75% (11)
	2015		21.43% (12)
Bilingual, with reading instruction in Spanish	2013		18.29% (15)
	2014		20.75% (11)
	2015		19.64% (11)

Implementing Culturally Responsive Pedagogy and Practice

I believe that I should make connections between my instruction and my students' lives outside of school.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	7% (3)	93% (41)	4.86	44
	2014	0% (0)	0% (0)	100% (30)	5.00	30
	2015	3% (1)	0% (0)	97% (31)	4.88	32
Bilingual, English reading instruction	2013	0% (0)	0% (0)	100% (23)	5.00	23
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	7% (1)	0% (0)	93% (13)	4.71	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

I believe that learning about students' cultural backgrounds will make me a more effective teacher.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	5% (2)	95% (42)	4.91	44
	2014	0% (0)	0% (0)	100% (30)	5.00	30
	2015	3% (1)	0% (0)	97% (31)	4.88	32
Bilingual, English reading instruction	2013	0% (0)	0% (0)	100% (23)	5.00	23
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	0% (0)	0% (0)	100% (14)	5.00	14
	2014	0% (0)	9% (1)	91% (10)	4.82	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

I should include materials (i.e., books, visuals) from various cultural groups when planning my instruction.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	9% (4)	91% (40)	4.82	44
	2014	0% (0)	0% (0)	100% (30)	5.00	30
	2015	0% (0)	3% (1)	97% (31)	4.94	32
Bilingual, English reading instruction	2013	0% (0)	9% (2)	91% (21)	4.83	23
	2014	0% (0)	9% (1)	91% (10)	4.82	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	0% (0)	7% (1)	93% (13)	4.86	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	9% (1)	91% (10)	4.82	11

I believe that it is part of my job to learn about my students' cultural backgrounds.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	16% (7)	84% (37)	4.68	44
	2014	0% (0)	3% (1)	97% (29)	4.93	30
	2015	3% (1)	6% (2)	91% (29)	4.75	32
Bilingual, English reading instruction	2013	0% (0)	4% (1)	96% (22)	4.91	23
	2014	0% (0)	9% (1)	91% (10)	4.82	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	7% (1)	0% (0)	93% (13)	4.71	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

I believe that I should make connections between what students have learned within their cultural communities and what they are learning about in my classroom.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	7% (3)	93% (41)	4.86	44
	2014	0% (0)	0% (0)	100% (30)	5.00	30
	2015	0% (0)	6% (2)	94% (30)	4.88	32
Bilingual, English reading instruction	2013	0% (0)	0% (0)	100% (23)	5.00	23
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	7% (1)	0% (0)	93% (13)	4.71	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

It is important that my students learn about cultural differences.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	2% (1)	9% (4)	89% (39)	4.73	44
	2014	0% (0)	3% (1)	97% (29)	4.93	30
	2015	0% (0)	9% (3)	91% (29)	4.81	32
Bilingual, English reading instruction	2013	0% (0)	0% (0)	100% (23)	5.00	23
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	7% (1)	0% (0)	93% (13)	4.71	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

The Role of Students' First Language in Teaching and Learning

I believe English language learners are most successful when they receive all instruction in English.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	45% (20)	39% (17)	16% (7)	2.41	44
	2014	47% (14)	30% (9)	23% (7)	2.53	30
	2015	37% (12)	41% (13)	22% (7)	2.69	32
Bilingual, English reading instruction	2013	69% (16)	22% (5)	9% (2)	1.78	23
	2014	73% (8)	27% (3)	0% (0)	1.55	11
	2015	75% (9)	17% (2)	8% (1)	1.67	12
Bilingual, Spanish reading instruction	2013	86% (12)	0% (0)	14% (2)	1.57	14
	2014	82% (9)	18% (2)	0% (0)	1.36	11
	2015	91% (10)	9% (1)	0% (0)	1.18	11

I believe that a student's use of a language other than English at home will hinder their development of English at school.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	73% (32)	20% (9)	7% (3)	1.68	44
	2014	80% (24)	20% (6)	0% (0)	1.40	30
	2015	69% (22)	31% (10)	0% (0)	1.62	32
Bilingual, English reading instruction	2013	87% (20)	13% (3)	0% (0)	1.26	23
	2014	100% (11)	0% (0)	0% (0)	1.00	11
	2015	100% (12)	0% (0)	0% (0)	1.00	12
Bilingual, Spanish reading instruction	2013	57% (8)	14% (2)	29% (4)	2.43	14
	2014	91% (10)	9% (1)	0% (0)	1.18	11
	2015	64% (7)	18% (2)	18% (2)	2.09	11

I believe that English language learners' use of their first language during class will hinder their development of English.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	66% (29)	23% (10)	11% (5)	1.91	44
	2014	70% (21)	27% (8)	3% (1)	1.67	30
	2015	69% (22)	22% (7)	9% (3)	1.81	32
Bilingual, English reading instruction	2013	96% (22)	0% (0)	4% (1)	1.17	23
	2014	91% (10)	0% (0)	9% (1)	1.36	11
	2015	100% (12)	0% (0)	0% (0)	1.00	12
Bilingual, Spanish reading instruction	2013	71% (10)	0% (0)	29% (4)	2.14	14
	2014	82% (9)	9% (1)	9% (1)	1.55	11
	2015	82% (9)	0% (0)	18% (2)	1.73	11

I believe that English language learners have skills in their first language that help them learn English.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	0% (0)	2% (1)	98% (43)	4.95	44
	2014	0% (0)	7% (2)	93% (28)	4.87	30
	2015	0% (0)	6% (2)	94% (30)	4.88	32
Bilingual, English reading instruction	2013	0% (0)	0% (0)	100% (23)	5.00	23
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (12)	5.00	12
Bilingual, Spanish reading instruction	2013	0% (0)	0% (0)	100% (14)	5.00	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	0% (0)	100% (11)	5.00	11

Teacher Knowledge

I could benefit from additional training on instructional strategies that support English language learners.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	2% (1)	12% (5)	86% (37)	4.67	43
	2014	4% (1)	10% (3)	86% (25)	4.66	29
	2015	0% (0)	25% (8)	75% (24)	4.50	32
Bilingual, English reading instruction	2013	0% (0)	13% (3)	87% (20)	4.74	23
	2014	0% (0)	9% (1)	91% (10)	4.82	11
	2015	17% (2)	0% (0)	83% (10)	4.33	12
Bilingual, Spanish reading instruction	2013	0% (0)	0% (0)	100% (14)	5.00	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	0% (0)	9% (1)	91% (10)	4.82	11

Teachers need to know about the stages of second language acquisition in order to be effective with English language learners.

Teacher Group	Year	Disagree	Neither	Agree	Mean	Total
Monolingual	2013	2% (1)	9% (4)	89% (39)	4.73	44
	2014	0% (0)	3% (1)	97% (29)	4.93	30
	2015	0% (0)	6% (2)	94% (30)	4.88	32
Bilingual, English reading instruction	2013	0% (0)	9% (2)	91% (21)	4.83	23
	2014	0% (0)	9% (1)	91% (10)	4.82	11
	2015	8% (1)	0% (0)	92% (11)	4.67	12
Bilingual, Spanish reading instruction	2013	7% (1)	7% (1)	86% (12)	4.57	14
	2014	0% (0)	0% (0)	100% (11)	5.00	11
	2015	9% (1)	9% (1)	82% (9)	4.45	11

Evaluation of Professional Development

Teachers rated each professional development training session and provided qualitative feedback after each training opportunity. In the following, teacher evaluations are summarized for each event.

PD Evaluation Summary

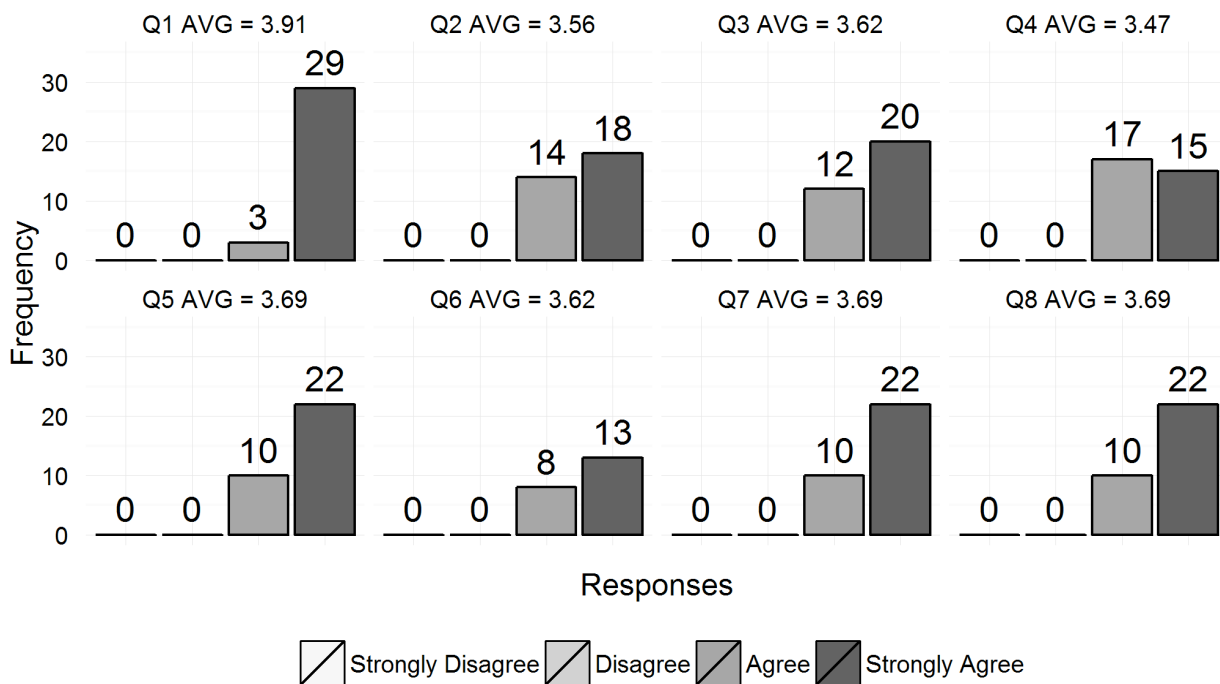
EVENT: Creating Culturally Responsive Classrooms

DATE: October 8, 2012

QUESTIONS:

1. The information was clearly presented.
2. The presenters referenced the research behind the information presented.
3. The discussion and activities provided information that will help me/our school make informed decisions related to culturally responsive instruction.
4. The presentation focused on skills and ideas that can be used now or in the future to take the next step in our work.
5. The presenter strengthened my understanding of culturally responsive instruction.
6. The presenter helped me learn strategies for improving instruction provided to culturally diverse students.
7. The presenter helped me understand implications for practice.
8. I will apply the information/tools presented.

Summary of Responses



9. What ideas from this PD session have you identified that you will implement in your classroom?
- Tapping into prior knowledge more during lessons
 - Cultural differences in every lesson
 - All the ideas will be used to better collect data and work on student interventions in a culturally responsive way
 - Higher expectations equally
 - High expectation and implementation in the classroom
 - This PD was very similar to what I was taught during my special Ed Masters degree at UT in 1993
 - Communicating high expectations to families and kids
 - Have students bring prior knowledge-let the knowledge directly impact instruction
 - Just different ways to actually incorporate students' backgrounds and cultures into teaching. Using what they come with as an asset
 - Student driven instruction
 - Connecting more to students
 - Understanding that parents' and families' cultures affect the interactions they have with us and working with them to find ways of communicating
 - Being more aware of the culture in my classroom-having more input from students
 - Making sure that I look at instruction material from a culturally broad lens
 - Include opportunities using their culture
 - I like the idea of tying culture to learning (i.e. show/tell, literature, etc.)
 - Using assets based approach, how to make use of your lessons
 - Just simply taking the time to talk about who they are
 - More use of rubrics and allowing the students to lead the way
 - I will be prepared to be more culturally responsive to my students to build upon their background knowledge
 - Bringing in students background knowledge more often
 - Using the asset based approach instead of the "pobrecito" thought process. Look through a positive lens to identify what the children already know and have experienced
 - Ways to incorporate the families into what is being learned
 - Allowing students to guide your instruction based on their background knowledge and interests
 - Integration with RTI during SAO procedures
 - Using assets based approach when working w/ students and families- learn about cultures represented
 - Using prior knowledge to facilitate comprehension of academic materials
 - I already do some of these and will be more sensitive to the cultures of others
 - Take into account culture in the classroom

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

- Extend lesson further with student's prior knowledge of their own culture
- Books & Materials & online access
- Parent communication- working phone numbers, converse with RTI teachers about progress
- More culturally diverse resources
- To see some on grade level lessons and ideas
- Having someone come into the class and model various ways to implement strategies
- Strategies and continual reminder so we don't forget to do it
- Resources
- Capitalization on prior knowledge
- I already implement these practices. But decreasing benchmark testing in math would help. I'd be more able to piggyback on student curiosity
- To me, more flexibility in the scope/sequence
- More specific strategies to implement on daily basis
- Books/lessons to have implement in classroom lessons
- Culturally diverse material: books, websites, etc.
- Can I get a list of culturally rich resources (i.e. reading lists)
- Forms that remind us what to take into consideration when working with students from other backgrounds (i.e. this culture is known for__)
- More time with students
- Video visuals- instead of reading vignettes only
- Maybe more example of things to do in classroom
- Knowledge of books & materials that could be used in the classroom
- List of resources- websites, books, music, art that represent Hispanic culture
- Providing more examples
- Time
- Use student prior knowledge
- More flexibility in the scope & sequence

11. What could be done to improve today's PD session if it were delivered to future groups of teachers?
- Video is always powerful too
 - Give specific/explicit instructions on how to implement/apply strategies to our classroom
 - Love it this way- good information, not so long, opportunity to share
 - Have Samples of teachers doing this in their classrooms
 - Show examples (visuals) of what teachers are already doing
 - More examples
 - More resources and ways to implement
 - It was very clear and well developed
 - It was great!
 - Resources
 - It was a great presentation, especially showing what we do at Baty at the very beginning of the presentation with the video
 - Session was positive and informative as is
 - Videos of short lessons where teachers utilized these strategies
 - Nothing
 - A handout- perhaps a checklist of strategies
 - More group time
 - More examples to implement
12. Overall, how useful was today's session?
- 0 - Not useful at all
 - 6 - Somewhat useful
 - 1 - Somewhat/Very useful
 - 19 - Very useful
 - *Two people did not complete*
13. What is the likelihood that you will implement the information presented today in your classroom?
- 0 - Not likely at all
 - 2 - Somewhat likely
 - 1 - Somewhat/Very likely
 - 21 - Very likely
 - *Two people did not complete*

PD Evaluation Summary

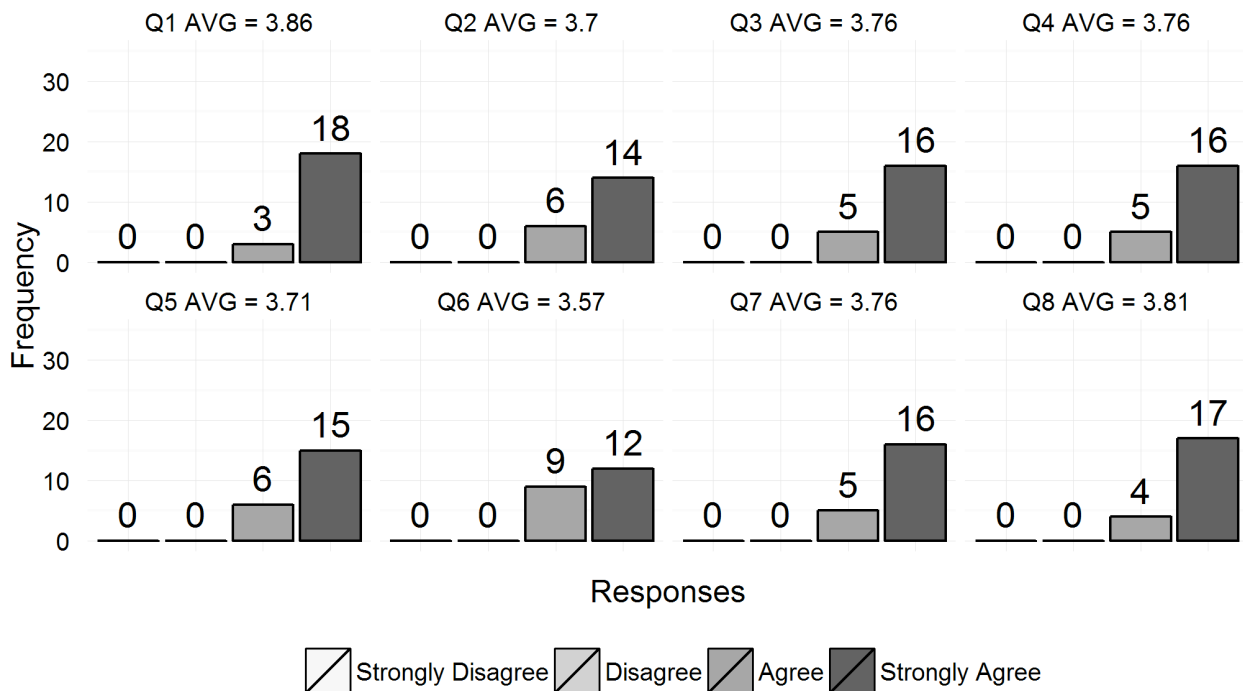
EVENT: Enhancing Vocabulary and Comprehension Instruction: The Project ELITE Read Aloud Routine

DATE: January 28-31, 2013

QUESTIONS:

1. The information was clearly presented.
2. The presenter referenced the research behind the information presented.
3. The discussion and activities provided information that will help me/our school make informed decisions related to the topic.
4. The presentation focused on instructional practices that can be used now or in the future to take the next step in our work.
5. The presenter strengthened my understanding of implementing a read aloud routine.
6. The presenter helped me learn strategies for improving my read aloud routine.
7. The presenter helped me understand implications for practice.
8. I will apply the information/tools presented.

Summary of Responses



9. What ideas from this PD session have you identified that you will implement in your classroom?
- Vocabulary preview
 - Student friendly definitions, pre-teaching vocabulary, chunking the text
 - Introducing vocabulary words and using read-alouds to reinforce
 - I read the entire article that you had for us. Introducing vocab, using non-linguistic cards, questioning during and after reading
 - More talk time to use vocab in sentences
 - Nonlinguistic representations and writing short stories
 - Chunking the passages and using vocab words from just that section
 - More activities to do with vocab words
 - Vocab presentation; chunking
 - Vocab: introduced, chunking
 - Chunking books into sections and going into greater depth
 - The new read aloud routine
 - I will use all of this info for future lessons
 - I like the structure of a read aloud. I've always struggled with vocabulary
 - I like the structure of the read aloud routine
 - Chunking the story
 - 5 participants had no response
10. What would help you to implement the practices you have seen today?
- Other sample lessons
 - Model
 - Story books with better text
 - Vocab; review, think aloud, chunking
 - Just time to implement
 - Maybe a new book list
 - Better literature in Spanish and vocabulary cards in Spanish
 - To see a lesson actually modeled with students with timing
 - To see a lesson with a class
 - The lesson plan template
11. What could be done to improve today's PD session if it were delivered to future groups of teachers?
- More time than 45 minutes
 - It was rushed
 - Use a different location, the noise was distracting
 - Nothing that I know of, yet
 - ?
 - Snacks
 - Nothing
 - NA

12. Overall, how useful was today's session?

- 0 - Not useful at all
- 4 - Somewhat useful
- 16 - Very useful
- 1 participant did not respond
- Comment: Loved it. Never knew how to stretch a book more than 2-3 days.

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

- 0 - Not likely at all
- 3 - Somewhat likely
- 17 - Very likely
- 1 participant did not respond

PD Evaluation Summary

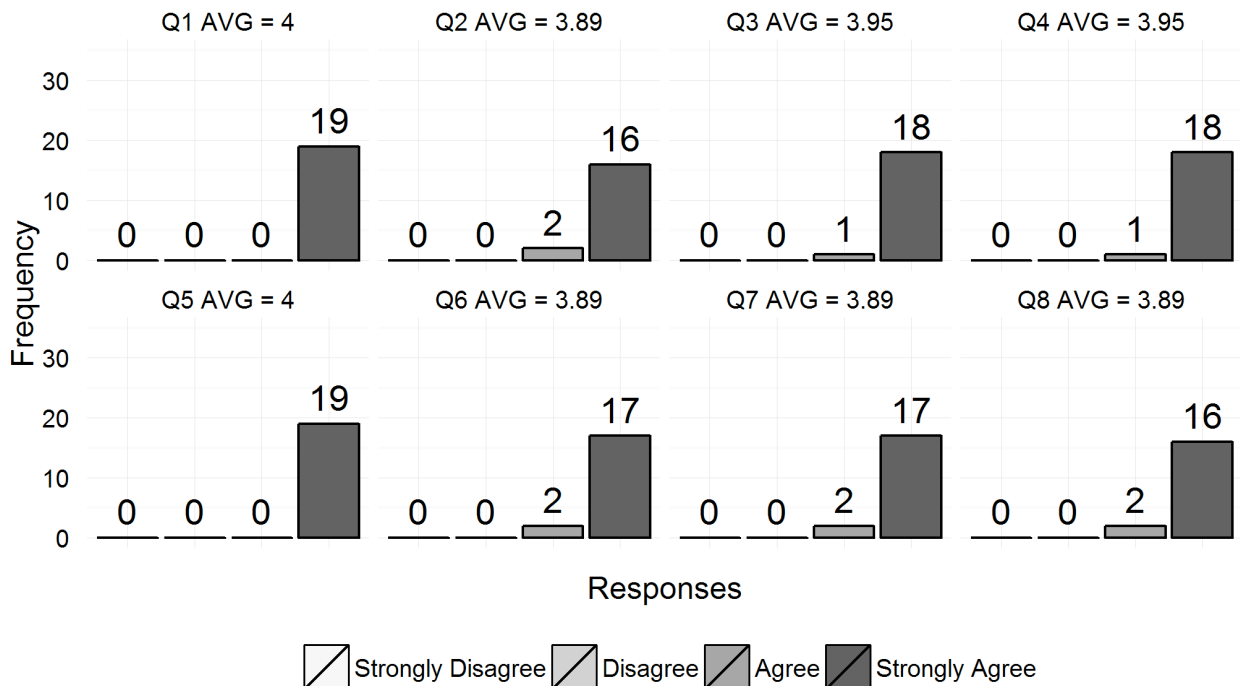
EVENT: The Project ELITE Read Aloud Routine: Refining the Daily Cycle

DATE: March 25-28, 2013

QUESTIONS:

1. The information was clearly presented.
2. The presenters referenced the research behind the information presented.
3. The discussion and activities provided information that will help me/our school make informed decisions related to culturally responsive instruction.
4. The presentation focused on skills and ideas that can be used now or in the future to take the next step in our work.
5. The presenter strengthened my understanding of culturally responsive instruction.
6. The presenter helped me learn strategies for improving instruction provided to culturally diverse students.
7. The presenter helped me understand implications for practice.
8. I will apply the information/tools presented.

Summary of Responses



9. What ideas from this PD session have you identified that you will implement in your classroom?
- A class verbal clue to the partner transition-guided discussion
 - “Gist” statements and reading twice
 - Reading it twice
 - All
 - All of them. Loved seeing the video.
 - Using pictures for the vocabulary
 - Adding more pictures
 - Use text and pictures to re-enforce vocabulary
 - Clap Clap go -switch-; what did you partner say
 - Whiteboards idea and gist on sentence strips
 - More turn and talk and explicit vocab; words for math
 - Cycle
 - The routine makes sure I am following the cycle
 - All
 - Extend to personal knowledge after reading
 - I’ll not stop on my 1st read
10. What would help you to implement the practices you have seen today?
- Practice!
 - I like the idea of sharing vocab w/ special area teachers to get more use
 - Laminated pictures to use
 - Pictures
 - Seeing video helped a lot
 - Having someone come in to observe and correct me
 - Share video first
 - Seeing it (which we did)
 - Lots of planning
11. What could be done to improve today’s PD session if it were delivered to future groups of teachers?
- Problems w. video
 - Technology
 - Video quality ☺
 - Technology ☺
 - Technology
12. Overall, how useful was today’s session?
- 0 - Not useful at all
 - 1 - Somewhat useful
 - 18 - Very useful
 - Helpful clarifying expectations
13. What is the likelihood that you will implement the information presented today in your classroom?
- 0 - Not likely at all
 - 0 - Somewhat likely
 - 19 - Very likely
 - I really liked that we saw the read-aloud modeled
 - I liked watching a sample lesson

PD Evaluation Summary

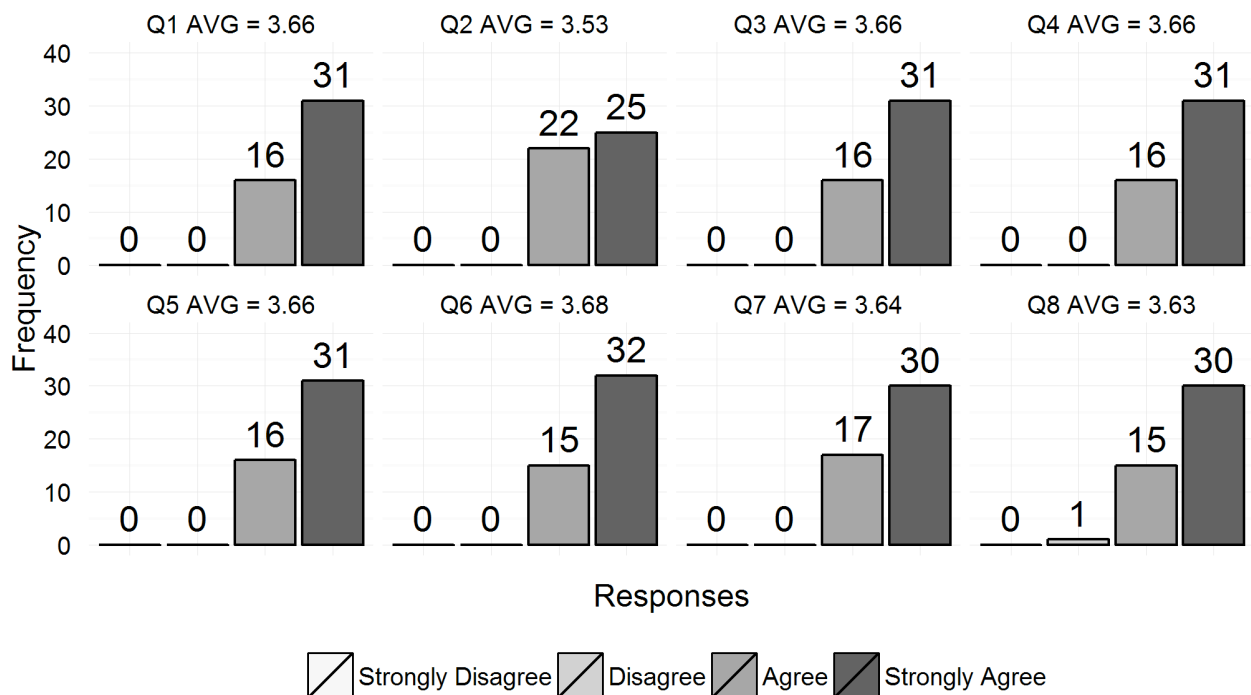
EVENT: Improving Vocabulary and Comprehension Instruction: The Project Elite Read Aloud Routine

DATE: September 18, 2013

QUESTIONS:

1. The information was clearly presented.
2. The presenter referenced the research behind the information presented.
3. The discussion and activities provided information that will help me/our school make informed decisions related to implementing a read aloud routine.
4. The presentation focused on instructional practices that can be used now or in the future to take the next step in our work.
5. The presenter strengthened my understanding of implementing a read aloud routine.
6. The presenter helped me learn strategies for improving my read aloud routine.
7. The presenter helped me understand implications for practice.
8. I will apply the information/tools presented.

Summary of Responses



9. What ideas from this PD session have you identified that you will implement in your classroom?
- Proper read aloud strategies. Presenting vocabulary.
 - Everything
 - Read-aloud technique
 - Love the pictures with the cards
 - Vocab cards with pictures
 - Read aloud routine
 - I will be enhancing my whole group read aloud routine.
 - The read aloud without stopping and having students repeat words and make their own sentences.
 - Implementing reading first without stopping, implementing more vocabulary, making read alouds longer
 - Chunking text
 - Work on reading text the first time without stopping
 - Focus on the text on the first read aloud without stopping
 - Stretching a picture book over a course of five days instead of one. J
 - I will try to implement as suggested!
 - Chunking stories
 - Introducing the vocabulary words first and then reading a section of the story
 - Books—more time
 - Vocabulary development, Questions intentional and planned to reach higher-level thinking
 - The vocabulary visuals!
 - Intentional vocab instruction
 - The whole routine. I really like the pictures or actions with the vocabulary words.
 - Introducing vocabulary, having kids repeat vocabulary
 - The chunking and three word vocabulary
 - How to do a Read-Aloud
 - Motions for words, don't stop first time, chunking large books
 - Read-Aloud Lessons with focus on vocabulary and getting kids to use the vocabulary
 - Read Aloud Routine
 - Everything!!
 - Vocabulary on cards
 - Chunking read aloud, planning daily guide
 - Behavior management, introduction of vocabulary
 - Chunking a book
 - Questioning
 - Chunking the story
 - Chunking a book
 - I liked that this program helps introduce and reinforce vocabulary.
 - Review the book to be read aloud
 - Read the entire chunk without stopping to discuss
 - Vocabulary

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

- The video of the teacher actually implementing these strategies.
- None
- Seeing more videos—very helpful
- More time! Worried about implementing everything
- Additional time to plan with my team during PLC
- Suggested book listsàcreating a database or school library section of lit lab to store and share books with vocabulary and questions already prepared
- List of good read-aloud books
- Review over color flow chart
- Review the flow chart
- A list of books to use in classroom
- Good read aloud suggestions for Grade 2
- More time
- More resources, materials, more time
- More time
- Books given, more time
- More books and lots of feedback
- Increase time to teach Science and SS.
- Use the research-based process described today in an age-appropriate, TEKS-aligned, natural/fluid manner.
- Copies of books in Spanish and English.
- Having multiple read alouds
- Time to plan for the read alouds
- Time and practice with observation
- More time! If we had appropriate material ex: “Tesoros”
- More time during the day
- If I had appropriate materials—Tesoros. More time!!!
- List of good read aloud books for third grade
- Observation/critique
- Increase the time given to teach math/science/social studies
- Visuals/timeline
- More class time
- Books for math/science
- A list of good math/science read aloud books
- More time
- More time—or time that is not interrupted

11. What could be done to improve today's PD session if it were delivered to future groups of teachers?

- Everything was great.
- None
- None
- More example videos
- More, shorter teaching clips
- Was really good J , examples of lesson plan
- A lesson plan and picture cards to reinforce the new vocabulary words introduced in the book.
- Model/practice opening routine
- More clips of information being presented
- Info presented was clearly explained and video provided a clear way of implementing
- Different picture books per teacher
- Good work!
- ??
- Day 4/5 clarity
- Bring it to Creedmoor. Give us more than 1 book and possibly some in Spanish.
- Provide with read alouds to start right away.
- AMAZING!
- I loved it! Loved the ideas!
- Provide time to figure out how to incorporate into daily schedule
- You ladies are awesome!! (none)
- More help with kid-friendly definitions
- Multiple books at each grade level
- Time to reflect, more time to plan
- Emphasize this is a daily cycle
- More applicable strategies for math and science
- Give us an example of doing a read aloud in math/science
- PD was good as is. Videos were very helpful... post them online.
- The videos were very helpful.

12. Overall, how useful was today's session?

- 0 - Not useful at all
- 9 - Somewhat useful
- 37 - Very useful

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

- 0 - Not likely at all
- 6 - Somewhat likely
- 39 - Very likely

PD Evaluation Summary

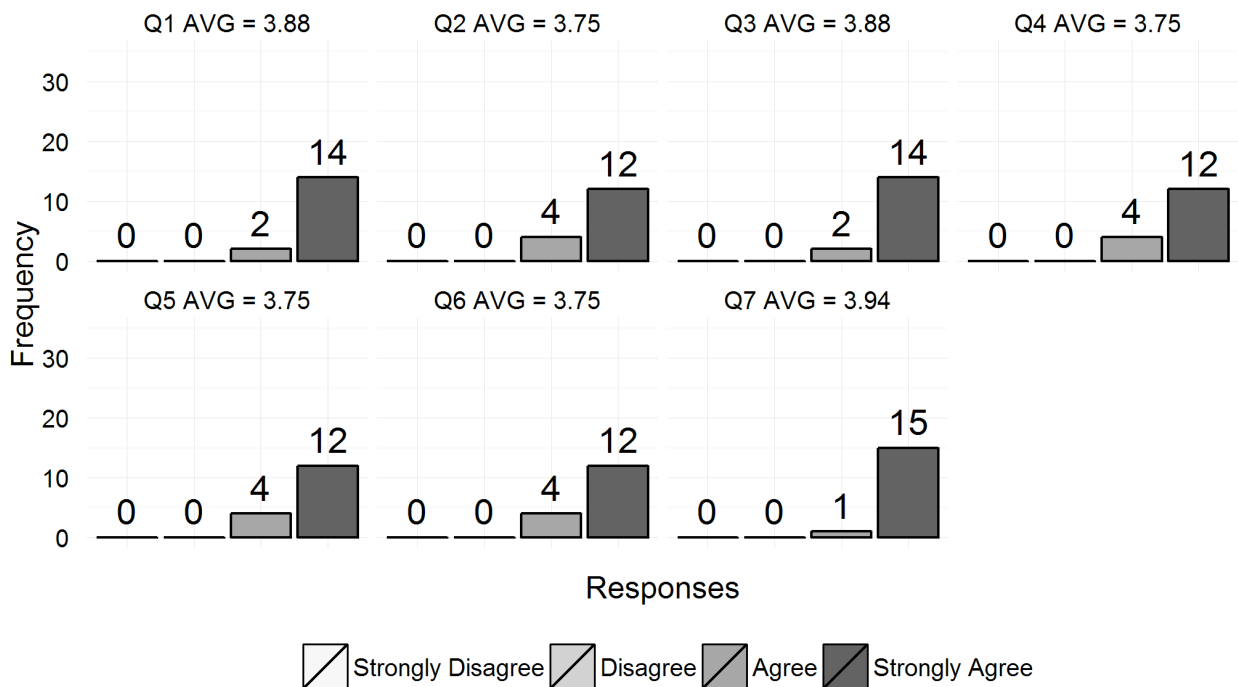
EVENT: Implementing Structured Data Meetings

DATE: February 4, 2014

QUESTIONS:

1. The information was clearly presented.
2. The information will help me/our school make informed decisions related to data analysis and instruction.
3. The information focused on skills/provided resources that can be used now or in the future to take the next step in our work.
4. The information strengthened my understanding of structured data meetings.
5. The information helped me learn strategies for implementing structured data meetings.
6. The presentation helped me understand implications for practice.
7. I will apply the information/tools presented.

Summary of Responses



8. What ideas from this PD session have you identified that you will implement at your campus?
 - Using the guidelines for Tier 1 Meetings and planning
 - Setting goals—measurable and specific identified programs, flexible T2 groups
 - Have goals and list what materials they have that could be beneficial
 - Goal setting, pre-sending data with questions to teachers; restructuring Tier II groups for teachers (3 days-Group A / 2 days-Group B) in order to serve more students.
 - Big pic of DIBELS
 - Need to work more on the documentation piece, especially for Tier 1
 - DIBELS info—and how to implement gaps
 - Emphasis on the protocols to guide the discussions
 - Sharing the DIBELS website with teachers, following protocols
 - The steps to take in the meetings
 - Setting goals and giving data before meeting so meeting can be all about instruction
 - More of a focus on setting goals
 - Strengthen core instruction, PD on language development

9. What would help you to implement the practices you have seen today?
 - More planning prior to meeting with teachers
 - Time—time to meet, think, implement
 - Looking at it a little deeper and taking a “practice run” beforehand
 - Protocol structure
 - More discussion on how other campuses are conducting their interventions, scheduling, etc.
 - Time
 - We need to implement our SDMs using more of the forms to hold our Tt’s accountable
 - Time to prepare data
 - A cheerleader (support!)
 - Hearing what other campuses are doing as far as RTI
 - More PD
 - Another RTI teacher on our campus
 - Resources

10. What could be done to improve today’s PD session if it were delivered to future groups of administrators/educators?
 - More time for discussion, question/answer time
 - It would be great to see short videos of steps for meetings to see them in practice with real teachers
 - More time
 - I thought it ran well today
 - Time, follow up on campus
 - More time
 - Reminder to bring our binder so you don’t have to make all the copies for our folders
 - It was great!
 - All teachers

11. Overall, how useful was today’s session?
 - 0 - Not useful at all
 - 1 - Somewhat useful
 - 14 - Very useful

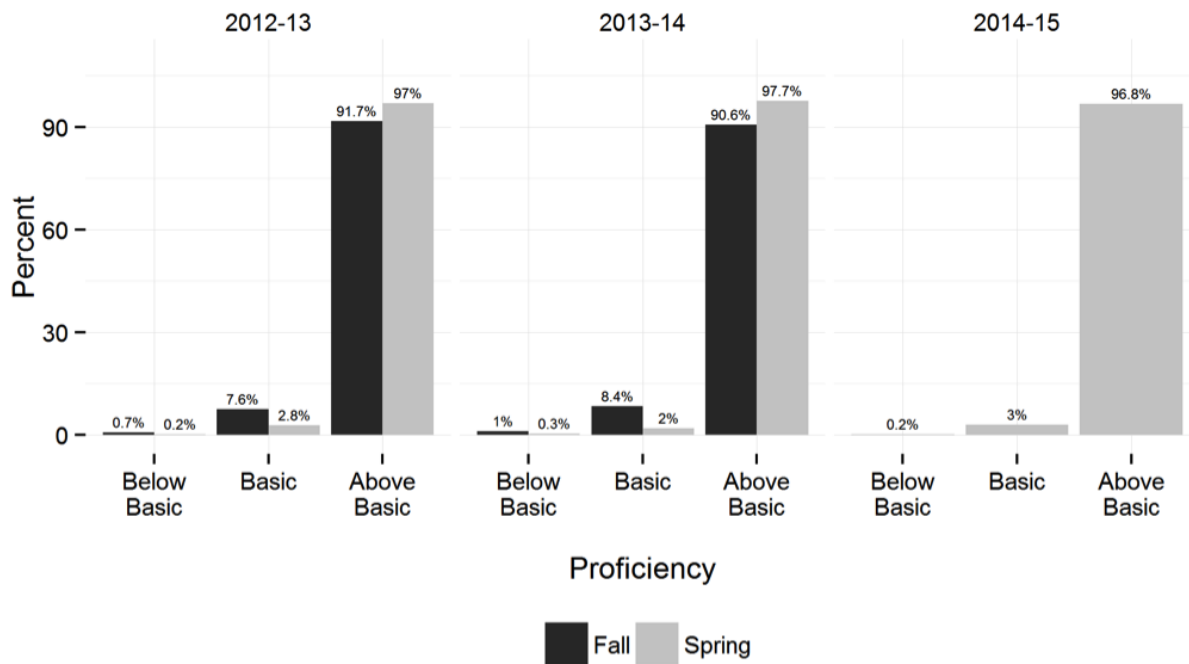
12. What is the likelihood that you will implement the information presented today in your classroom?

- 0 - Not likely at all
- 1 - Somewhat likely
- 14 - Very likely

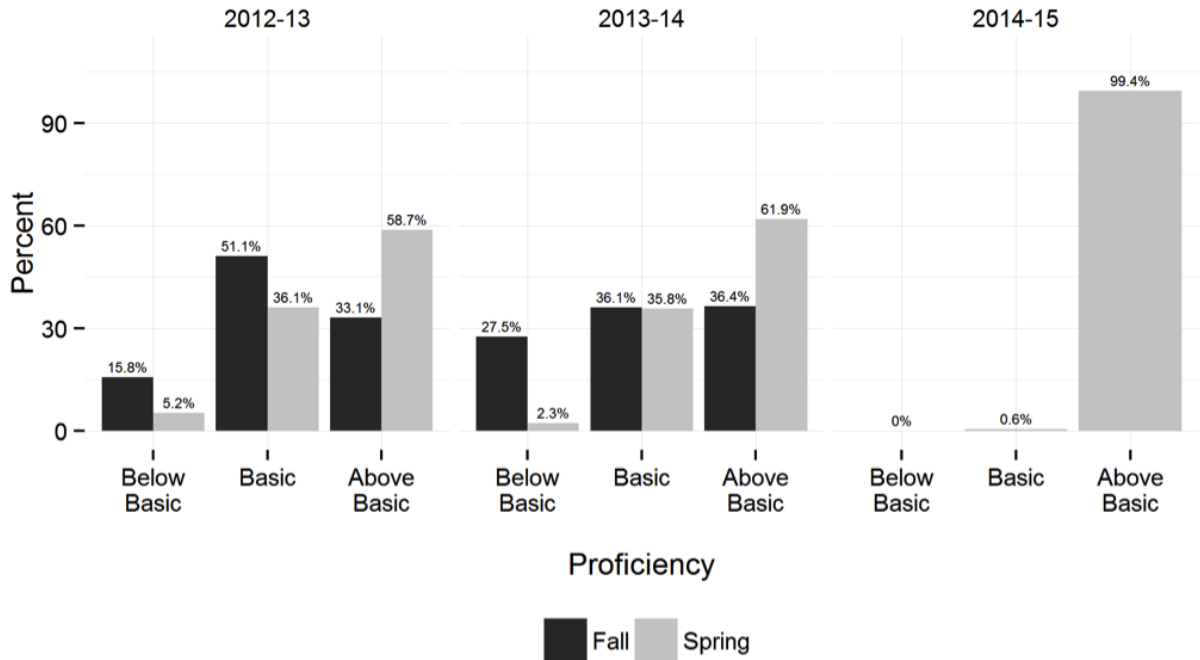
Student-Level Data: Stanford English Language Proficiency Test

Students in kindergarten to grade 3 were measured for English language proficiency by using the Stanford English Language Proficiency Test (SELP). Participating students were pretested and posttested during the 3 years of project implementation. During each assessment round, students were tested for English proficiency in listening comprehension and reading comprehension. The 20% of students who scored lowest on these two measures were selected for the speaking proficiency subtest. The students received ratings of “pre-emergent,” “emergent,” “basic,” “intermediate,” or “proficient” in each measured language skill. The following charts give an overview of students’ English language proficiency levels over the 3 years of project implementation. Following that are tables that show SELP data for each round of administration for each skill, grouped according to student cohort.

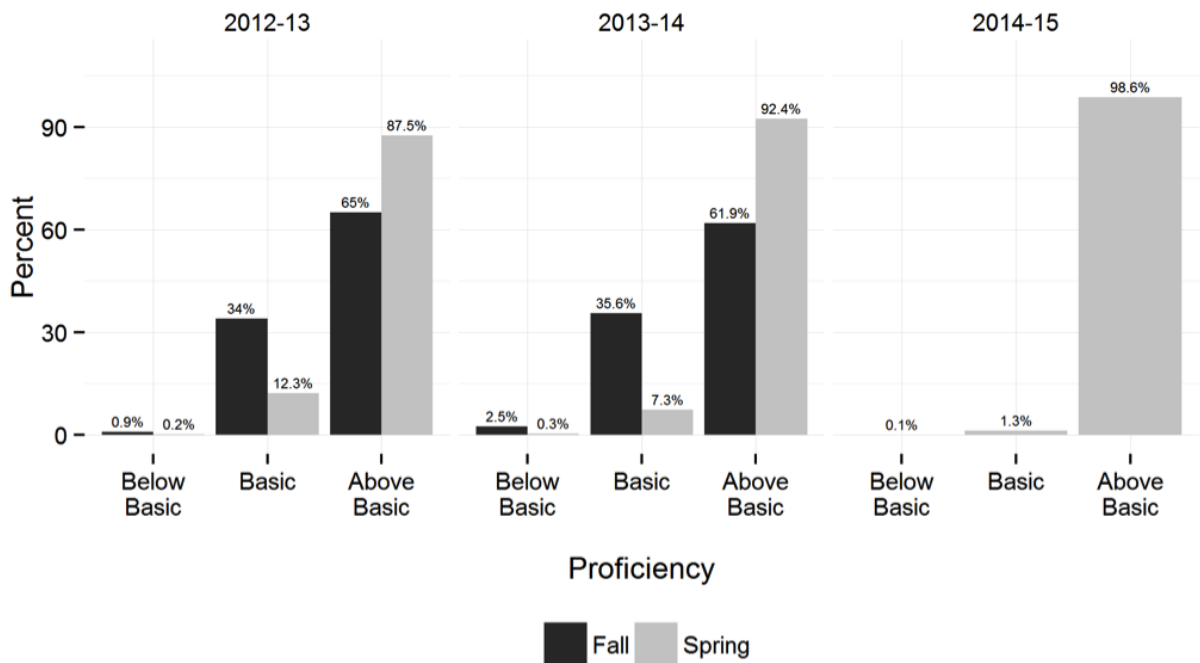
SELP Listening Proficiency



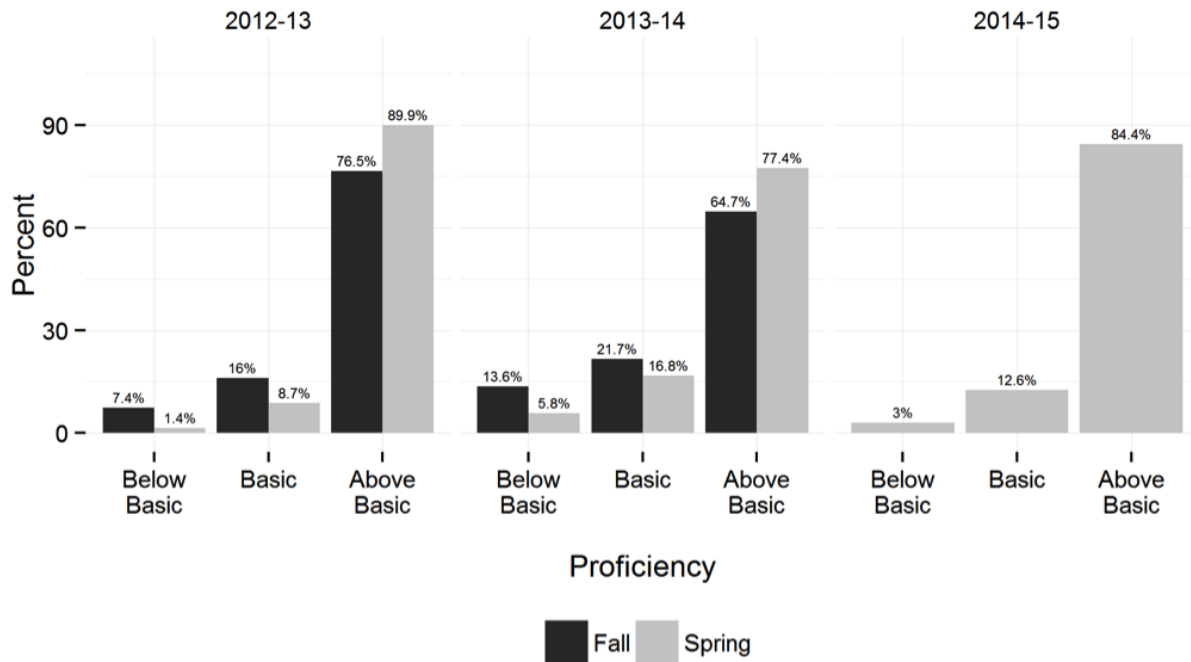
SELP Reading Proficiency



SELP Reading and Listening Combined Proficiency



SELP Speaking Proficiency



SELP Listening Comprehension Proficiency Ratings

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	3	All	95	1.1% (1)	2.1% (2)	20% (19)	47.4% (45)	29.5% (28)
		No	5	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)
		Yes	90	1.1% (1)	2.2% (2)	20% (18)	47.8% (43)	28.9% (26)
Spring 2013†	3	All	111	0% (0)	0.9% (1)	9% (10)	30.6% (34)	59.5% (66)
		No	46	0% (0)	0% (0)	4.3% (2)	32.6% (15)	63% (29)
		Yes	65	0% (0)	1.5% (1)	12.3% (8)	29.2% (19)	56.9% (37)

† Baty Only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	2	All	110	0% (0)	0% (0)	0% (0)	20.9% (23)	79.1% (87)
		No	3	0% (0)	0% (0)	0% (0)	66.7% (2)	33.3% (1)
		Yes	107	0% (0)	0% (0)	0% (0)	19.6% (21)	80.4% (86)
Spring 2013†	2	All	114	0% (0)	0% (0)	0% (0)	8.8% (10)	91.2% (104)
		No	46	0% (0)	0% (0)	0% (0)	13% (6)	87% (40)
		Yes	68	0% (0)	0% (0)	0% (0)	5.9% (4)	94.1% (64)
Fall 2013‡	3	All	225	0.4% (1)	0.4% (1)	14.2% (32)	46.2% (104)	38.7% (87)
		No	112	0.9% (1)	0% (0)	14.3% (16)	44.6% (50)	40.2% (45)
		Yes	113	0% (0)	0.9% (1)	14.2% (16)	47.8% (54)	37.2% (42)
Spring 2014	3	All	336	0% (0)	0.3% (1)	5.1% (17)	28.6% (96)	66.1% (222)
		No	164	0% (0)	0.6% (1)	4.3% (7)	22% (36)	73.2% (120)
		Yes	172	0% (0)	0% (0)	5.8% (10)	34.9% (60)	59.3% (102)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	1	All	119	0% (0)	0% (0)	2.5% (3)	42% (50)	55.5% (66)
		No	4	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)
		Yes	115	0% (0)	0% (0)	2.6% (3)	42.6% (49)	54.8% (63)
Spring 2013†	1	All	126	0% (0)	0% (0)	0.8% (1)	20.6% (26)	78.6% (99)
		No	49	0% (0)	0% (0)	0% (0)	22.4% (11)	77.6% (38)
		Yes	77	0% (0)	0% (0)	1.3% (1)	19.5% (15)	79.2% (61)
Fall 2013‡	2	All	243	0% (0)	0% (0)	0% (0)	14% (34)	86% (209)
		No	111	0% (0)	0% (0)	0% (0)	9% (10)	91% (101)
		Yes	132	0% (0)	0% (0)	0% (0)	18.2% (24)	81.8% (108)
Spring 2014	2	All	382	0.5% (2)	0% (0)	0.3% (1)	5.5% (21)	93.7% (358)
		No	170	1.2% (2)	0% (0)	0.6% (1)	3.5% (6)	94.7% (161)
		Yes	212	0% (0)	0% (0)	0% (0)	7.1% (15)	92.9% (197)
Spring 2015	3	All	326	0.3% (1)	0% (0)	8.3% (27)	45.1% (147)	46.3% (151)
		No	170	0.6% (1)	0% (0)	8.8% (15)	37.6% (64)	52.9% (90)
		Yes	156	0% (0)	0% (0)	7.7% (12)	53.2% (83)	39.1% (61)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	K	All	99	0% (0)	0% (0)	10.1% (10)	33.3% (33)	56.6% (56)
		No	2	0% (0)	0% (0)	0% (0)	0% (0)	100% (2)
		Yes	97	0% (0)	0% (0)	10.3% (10)	34% (33)	55.7% (54)
Spring 2013†	K	All	112	0% (0)	0% (0)	1.8% (2)	22.3% (25)	75.9% (85)
		No	54	0% (0)	0% (0)	0% (0)	13% (7)	87% (47)
		Yes	58	0% (0)	0% (0)	3.4% (2)	31% (18)	65.5% (38)
Fall 2013‡	1	All	250	0% (0)	0.4% (1)	1.6% (4)	41.6% (104)	56.4% (141)
		No	109	0% (0)	0% (0)	1.8% (2)	39.4% (43)	58.7% (64)
		Yes	141	0% (0)	0.7% (1)	1.4% (2)	43.3% (61)	54.6% (77)
Spring 2014	1	All	370	0% (0)	0% (0)	0.5% (2)	14.6% (54)	84.9% (314)
		No	169	0% (0)	0% (0)	0% (0)	13% (22)	87% (147)
		Yes	201	0% (0)	0% (0)	1% (2)	15.9% (32)	83.1% (167)
Spring 2015	2	All	339	0% (0)	0% (0)	0% (0)	8.8% (30)	91.2% (309)
		No	181	0% (0)	0% (0)	0% (0)	9.9% (18)	90.1% (163)
		Yes	158	0% (0)	0% (0)	0% (0)	7.6% (12)	92.4% (146)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2013‡	K	All	217	1.8% (4)	0.9% (2)	19.8% (43)	46.1% (100)	31.3% (68)
		No	101	0% (0)	1% (1)	5.9% (6)	47.5% (48)	45.5% (46)
		Yes	116	3.4% (4)	0.9% (1)	31.9% (37)	44.8% (52)	19% (22)
Spring 2014	K	All	328	0.3% (1)	0% (0)	2.4% (8)	21.6% (71)	75.6% (248)
		No	161	0% (0)	0% (0)	0% (0)	11.8% (19)	88.2% (142)
		Yes	167	0.6% (1)	0% (0)	4.8% (8)	31.1% (52)	63.5% (106)
Spring 2015	1	All	312	0% (0)	0% (0)	0.3% (1)	22.4% (70)	77.2% (241)
		No	172	0% (0)	0% (0)	0% (0)	16.9% (29)	83.1% (143)
		Yes	140	0% (0)	0% (0)	0.7% (1)	29.3% (41)	70% (98)

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Spring 2015	K	All	288	0.3% (1)	0% (0)	3.5% (10)	19.1% (55)	77.1% (222)
		No	146	0.7% (1)	0% (0)	1.4% (2)	14.4% (21)	83.6% (122)
		Yes	142	0% (0)	0% (0)	5.6% (8)	23.9% (34)	70.4% (100)

SELF Reading Comprehension Proficiency Ratings

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	3	All	95	4.2% (4)	4.2% (4)	41.1% (39)	30.5% (29)	20% (19)
		No	5	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)
		Yes	90	4.4% (4)	4.4% (4)	41.1% (37)	31.1% (28)	18.9% (17)
Spring 2013†	3	All	111	0% (0)	0.9% (1)	18% (20)	34.2% (38)	46.8% (52)
		No	46	0% (0)	0% (0)	19.6% (9)	37% (17)	43.5% (20)
		Yes	65	0% (0)	1.5% (1)	16.9% (11)	32.3% (21)	49.2% (32)

† Baty Only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	2	All	110	0% (0)	1.8% (2)	27.3% (30)	44.5% (49)	26.4% (29)
		No	3	0% (0)	0% (0)	33.3% (1)	0% (0)	66.7% (2)
		Yes	107	0% (0)	1.9% (2)	27.1% (29)	45.8% (49)	25.2% (27)
Spring 2013†	2	All	114	0% (0)	0.9% (1)	8.8% (10)	27.2% (31)	63.2% (72)
		No	46	0% (0)	2.2% (1)	13% (6)	28.3% (13)	56.5% (26)
		Yes	68	0% (0)	0% (0)	5.9% (4)	26.5% (18)	67.6% (46)
Fall 2013‡	3	All	225	0.9% (2)	0.9% (2)	32.9% (74)	43.1% (97)	22.2% (50)
		No	112	0.9% (1)	0% (0)	34.8% (39)	39.3% (44)	25% (28)
		Yes	113	0.9% (1)	1.8% (2)	31% (35)	46.9% (53)	19.5% (22)
Spring 2014	3	All	336	0% (0)	0.6% (2)	17.3% (58)	33% (111)	49.1% (165)
		No	164	0% (0)	1.2% (2)	14.6% (24)	32.9% (54)	51.2% (84)
		Yes	172	0% (0)	0% (0)	19.8% (34)	33.1% (57)	47.1% (81)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	1	All	119	2.5% (3)	10.1% (12)	79.8% (95)	7.6% (9)	0% (0)
		No	4	0% (0)	0% (0)	100% (4)	0% (0)	0% (0)
		Yes	115	2.6% (3)	10.4% (12)	79.1% (91)	7.8% (9)	0% (0)
Spring 2013†	1	All	126	0.8% (1)	2.4% (3)	39.7% (50)	32.5% (41)	24.6% (31)
		No	49	0% (0)	4.1% (2)	49% (24)	26.5% (13)	20.4% (10)
		Yes	77	1.3% (1)	1.3% (1)	33.8% (26)	36.4% (28)	27.3% (21)
Fall 2013‡	2	All	243	0% (0)	1.2% (3)	34.6% (84)	38.7% (94)	25.5% (62)
		No	111	0% (0)	1.8% (2)	34.2% (38)	34.2% (38)	29.7% (33)
		Yes	132	0% (0)	0.8% (1)	34.8% (46)	42.4% (56)	22% (29)
Spring 2014	2	All	382	0.3% (1)	1% (4)	14.7% (56)	27.7% (106)	56.3% (215)
		No	170	0.6% (1)	0.6% (1)	14.1% (24)	28.2% (48)	56.5% (96)
		Yes	212	0% (0)	1.4% (3)	15.1% (32)	27.4% (58)	56.1% (119)
Spring 2015	3	All	326	0% (0)	0% (0)	1.5% (5)	3.7% (12)	94.8% (309)
		No	170	0% (0)	0% (0)	1.8% (3)	4.1% (7)	94.1% (160)
		Yes	156	0% (0)	0% (0)	1.3% (2)	3.2% (5)	95.5% (149)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	K	All	99	9.1% (9)	33.3% (33)	52.5% (52)	5.1% (5)	0% (0)
		No	2	50% (1)	0% (0)	50% (1)	0% (0)	0% (0)
		Yes	97	8.2% (8)	34% (33)	52.6% (51)	5.2% (5)	0% (0)
Spring 2013†	K	All	112	3.6% (4)	12.5% (14)	77.7% (87)	5.4% (6)	0.9% (1)
		No	54	1.9% (1)	9.3% (5)	81.5% (44)	5.6% (3)	1.9% (1)
		Yes	58	5.2% (3)	15.5% (9)	74.1% (43)	5.2% (3)	0% (0)
Fall 2013‡	1	All	250	6% (15)	12.4% (31)	66.8% (167)	12% (30)	2.8% (7)
		No	109	6.4% (7)	17.4% (19)	61.5% (67)	11% (12)	3.7% (4)
		Yes	141	5.7% (8)	8.5% (12)	70.9% (100)	12.8% (18)	2.1% (3)
Spring 2014	1	All	370	0% (0)	0.5% (2)	37.8% (140)	37.3% (138)	24.3% (90)
		No	169	0% (0)	0.6% (1)	42.6% (72)	27.8% (47)	29% (49)
		Yes	201	0% (0)	0.5% (1)	33.8% (68)	45.3% (91)	20.4% (41)
Spring 2015	2	All	339	0% (0)	0% (0)	0% (0)	0% (0)	100% (339)
		No	181	0% (0)	0% (0)	0% (0)	0% (0)	100% (181)
		Yes	158	0% (0)	0% (0)	0% (0)	0% (0)	100% (158)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2013‡	K	All	217	66.4% (144)	27.6% (60)	6% (13)	0% (0)	0% (0)
		No	101	72.3% (73)	24.8% (25)	3% (3)	0% (0)	0% (0)
		Yes	116	61.2% (71)	30.2% (35)	8.6% (10)	0% (0)	0% (0)
Spring 2014	K	All	328	1.2% (4)	6.1% (20)	77.1% (253)	13.4% (44)	2.1% (7)
		No	161	1.9% (3)	4.3% (7)	77.6% (125)	13.7% (22)	2.5% (4)
		Yes	167	0.6% (1)	7.8% (13)	76.6% (128)	13.2% (22)	1.8% (3)
Spring 2015	1	All	312	0% (0)	0% (0)	0% (0)	0.3% (1)	99.7% (311)
		No	172	0% (0)	0% (0)	0% (0)	0% (0)	100% (172)
		Yes	140	0% (0)	0% (0)	0% (0)	0.7% (1)	99.3% (139)

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Spring 2015	K	All	288	0% (0)	0% (0)	0.7% (2)	1.7% (5)	97.6% (281)
		No	146	0% (0)	0% (0)	0.7% (1)	1.4% (2)	97.9% (143)
		Yes	142	0% (0)	0% (0)	0.7% (1)	2.1% (3)	97.2% (138)

SELF Comprehension Proficiency Ratings: Listening and Reading Subtests Combined

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	3	All	95	1.1% (1)	2.1% (2)	35.8% (34)	43.2% (41)	17.9% (17)
		No	5	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)
		Yes	90	1.1% (1)	2.2% (2)	35.6% (32)	43.3% (39)	17.8% (16)
Spring 2013†	3	All	111	0% (0)	0.9% (1)	14.4% (16)	36.9% (41)	47.7% (53)
		No	46	0% (0)	0% (0)	10.9% (5)	39.1% (18)	50% (23)
		Yes	65	0% (0)	1.5% (1)	16.9% (11)	35.4% (23)	46.2% (30)

† Baty Only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	2	All	110	0% (0)	0% (0)	6.4% (7)	65.5% (72)	28.2% (31)
		No	3	0% (0)	0% (0)	33.3% (1)	0% (0)	66.7% (2)
		Yes	107	0% (0)	0% (0)	5.6% (6)	67.3% (72)	27.1% (29)
Spring 2013†	2	All	114	0% (0)	0% (0)	4.4% (5)	23.7% (27)	71.9% (82)
		No	46	0% (0)	0% (0)	8.7% (4)	26.1% (12)	65.2% (30)
		Yes	68	0% (0)	0% (0)	1.5% (1)	22.1% (15)	76.5% (52)
Fall 2013‡	3	All	225	0.4% (1)	0.4% (1)	24.9% (56)	50.2% (113)	24% (54)
		No	112	0.9% (1)	0% (0)	24.1% (27)	46.4% (52)	28.6% (32)
		Yes	113	0% (0)	0.9% (1)	25.7% (29)	54% (61)	19.5% (22)
Spring 2014	3	All	336	0% (0)	0.3% (1)	7.7% (26)	37.2% (125)	54.8% (184)
		No	164	0% (0)	0.6% (1)	7.3% (12)	31.1% (51)	61% (100)
		Yes	172	0% (0)	0% (0)	8.1% (14)	43% (74)	48.8% (84)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	1	All	119	0% (0)	0% (0)	30.3% (36)	68.9% (82)	0.8% (1)
		No	4	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)
		Yes	115	0% (0)	0% (0)	30.4% (35)	68.7% (79)	0.9% (1)
Spring 2013†	1	All	126	0% (0)	0% (0)	2.4% (3)	64.3% (81)	33.3% (42)
		No	49	0% (0)	0% (0)	2% (1)	69.4% (34)	28.6% (14)
		Yes	77	0% (0)	0% (0)	2.6% (2)	61% (47)	36.4% (28)
Fall 2013‡	2	All	243	0% (0)	0% (0)	4.5% (11)	63.4% (154)	32.1% (78)
		No	111	0% (0)	0% (0)	4.5% (5)	55% (61)	40.5% (45)
		Yes	132	0% (0)	0% (0)	4.5% (6)	70.5% (93)	25% (33)
Spring 2014	2	All	382	0.3% (1)	0.3% (1)	1.3% (5)	33.2% (127)	64.9% (248)
		No	170	0.6% (1)	0.6% (1)	0.6% (1)	30.6% (52)	67.6% (115)
		Yes	212	0% (0)	0% (0)	1.9% (4)	35.4% (75)	62.7% (133)
Spring 2015	3	All	326	0% (0)	0% (0)	3.7% (12)	9.2% (30)	87.1% (284)
		No	170	0% (0)	0% (0)	4.7% (8)	9.4% (16)	85.9% (146)
		Yes	156	0% (0)	0% (0)	2.6% (4)	9% (14)	88.5% (138)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2013‡	K	All	217	2.3% (5)	6.5% (14)	89.4% (194)	1.8% (4)	0% (0)
		No	101	1% (1)	2% (2)	95% (96)	2% (2)	0% (0)
		Yes	116	3.4% (4)	10.3% (12)	84.5% (98)	1.7% (2)	0% (0)
Spring 2014	K	All	328	0.3% (1)	0% (0)	18.3% (60)	78.4% (257)	3% (10)
		No	161	0% (0)	0% (0)	9.9% (16)	86.3% (139)	3.7% (6)
		Yes	167	0.6% (1)	0% (0)	26.3% (44)	70.7% (118)	2.4% (4)
Spring 2015	1	All	312	0% (0)	0% (0)	0.3% (1)	0.3% (1)	99.4% (310)
		No	172	0% (0)	0% (0)	0% (0)	0.6% (1)	99.4% (171)
		Yes	140	0% (0)	0% (0)	0.7% (1)	0% (0)	99.3% (139)

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Spring 2015	K	All	288	0.3% (1)	0% (0)	1.4% (4)	4.2% (12)	94.1% (271)
		No	146	0.7% (1)	0% (0)	0.7% (1)	3.4% (5)	95.2% (139)
		Yes	142	0% (0)	0% (0)	2.1% (3)	4.9% (7)	93% (132)

SELP Speaking Proficiency Ratings

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	3	All	13	0% (0)	0% (0)	7.7% (1)	15.4% (2)	76.9% (10)
		No	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)
		Yes	12	0% (0)	0% (0)	8.3% (1)	8.3% (1)	83.3% (10)
Spring 2013†	3	All	14	0% (0)	0% (0)	7.1% (1)	21.4% (3)	71.4% (10)
		No	3	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)
		Yes	11	0% (0)	0% (0)	9.1% (1)	27.3% (3)	63.6% (7)

† Baty Only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	2	All	15	6.7% (1)	0% (0)	6.7% (1)	33.3% (5)	53.3% (8)
		No	1	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)
		Yes	14	7.1% (1)	0% (0)	7.1% (1)	28.6% (4)	57.1% (8)
Spring 2013†	2	All	13	0% (0)	0% (0)	0% (0)	15.4% (2)	84.6% (11)
		No	4	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)
		Yes	9	0% (0)	0% (0)	0% (0)	11.1% (1)	88.9% (8)
Fall 2013‡	3	All	36	0% (0)	2.8% (1)	0% (0)	19.4% (7)	77.8% (28)
		No	19	0% (0)	0% (0)	0% (0)	21.1% (4)	78.9% (15)
		Yes	17	0% (0)	5.9% (1)	0% (0)	17.6% (3)	76.5% (13)
Spring 2014	3	All	40	0% (0)	0% (0)	2.5% (1)	7.5% (3)	90% (36)
		No	17	0% (0)	0% (0)	0% (0)	5.9% (1)	94.1% (16)
		Yes	23	0% (0)	0% (0)	4.3% (1)	8.7% (2)	87% (20)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	1	All	28	0% (0)	0% (0)	10.7% (3)	25% (7)	64.3% (18)
		No	1	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
		Yes	27	0% (0)	0% (0)	11.1% (3)	25.9% (7)	63% (17)
Spring 2013†	1	All	22	0% (0)	0% (0)	4.5% (1)	31.8% (7)	63.6% (14)
		No	9	0% (0)	0% (0)	0% (0)	22.2% (2)	77.8% (7)
		Yes	13	0% (0)	0% (0)	7.7% (1)	38.5% (5)	53.8% (7)
Fall 2013‡	2	All	27	3.7% (1)	0% (0)	3.7% (1)	59.3% (16)	33.3% (9)
		No	9	0% (0)	0% (0)	0% (0)	44.4% (4)	55.6% (5)
		Yes	18	5.6% (1)	0% (0)	5.6% (1)	66.7% (12)	22.2% (4)
Spring 2014	2	All	41	0% (0)	0% (0)	2.4% (1)	22% (9)	75.6% (31)
		No	12	0% (0)	0% (0)	0% (0)	8.3% (1)	91.7% (11)
		Yes	29	0% (0)	0% (0)	3.4% (1)	27.6% (8)	69% (20)
Spring 2015	3	All	16	0% (0)	0% (0)	0% (0)	0% (0)	100% (16)
		No	3	0% (0)	0% (0)	0% (0)	0% (0)	100% (3)
		Yes	13	0% (0)	0% (0)	0% (0)	0% (0)	100% (13)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2012†	K	All	25	8% (2)	12% (3)	32% (8)	28% (7)	20% (5)
		No	0	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
		Yes	25	8% (2)	12% (3)	32% (8)	28% (7)	20% (5)
Spring 2013†	K	All	20	0% (0)	5% (1)	20% (4)	40% (8)	35% (7)
		No	10	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)
		Yes	10	0% (0)	10% (1)	30% (3)	60% (6)	0% (0)
Fall 2013‡	1	All	67	0% (0)	3% (2)	23.9% (16)	43.3% (29)	29.9% (20)
		No	30	0% (0)	3.3% (1)	23.3% (7)	33.3% (10)	40% (12)
		Yes	37	0% (0)	2.7% (1)	24.3% (9)	51.4% (19)	21.6% (8)
Spring 2014	1	All	74	0% (0)	0% (0)	5.4% (4)	20.3% (15)	74.3% (55)
		No	33	0% (0)	0% (0)	9.1% (3)	18.2% (6)	72.7% (24)
		Yes	41	0% (0)	0% (0)	2.4% (1)	22% (9)	75.6% (31)
Spring 2015	2	All	43	0% (0)	0% (0)	0% (0)	7% (3)	93% (40)
		No	15	0% (0)	0% (0)	0% (0)	13.3% (2)	86.7% (13)
		Yes	28	0% (0)	0% (0)	0% (0)	3.6% (1)	96.4% (27)

† Baty Only

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Fall 2013‡	K	All	54	11.1% (6)	27.8% (15)	42.6% (23)	16.7% (9)	1.9% (1)
		No	11	9.1% (1)	9.1% (1)	45.5% (5)	36.4% (4)	0% (0)
		Yes	43	11.6% (5)	32.6% (14)	41.9% (18)	11.6% (5)	2.3% (1)
Spring 2014	K	All	71	4.2% (3)	14.1% (10)	45.1% (32)	18.3% (13)	18.3% (13)
		No	15	6.7% (1)	0% (0)	13.3% (2)	33.3% (5)	46.7% (7)
		Yes	56	3.6% (2)	17.9% (10)	53.6% (30)	14.3% (8)	10.7% (6)
Spring 2015	1	All	40	0% (0)	0% (0)	5% (2)	35% (14)	60% (24)
		No	9	0% (0)	0% (0)	11.1% (1)	33.3% (3)	55.6% (5)
		Yes	31	0% (0)	0% (0)	3.2% (1)	35.5% (11)	61.3% (19)

‡ Creedmoor and Gilbert only

Round	Grade	ELL	# of Students	Pre-Emergent	Emergent	Basic	Intermediate	Proficient
Spring 2015	K	All	68	1.5% (1)	5.9% (4)	27.9% (19)	11.8% (8)	52.9% (36)
		No	27	0% (0)	0% (0)	7.4% (2)	7.4% (2)	85.2% (23)
		Yes	41	2.4% (1)	9.8% (4)	41.5% (17)	14.6% (6)	31.7% (13)

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 ESTRE²LLA, & Project REME. (2014). *Effective practices for English learners: Brief 1, Meeting the needs of English learners through a multitiered instructional framework*. Washington, DC: U.S. Office of Special Education Programs.
- Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 2, Assessment and data-based decision making*. Washington, DC: U.S. Office of Special Education Programs.
- Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 3, Core and supplemental English as a second language literacy instruction for English learners*. Washington, DC: U.S. Office of Special Education Programs.
- Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 4, Core and supplemental biliteracy instruction for English learners*. Washington, DC: U.S. Office of Special Education Programs.
- Project ELITE, Project ESTRE²LLA, & Project REME. (2015). *Effective practices for English learners: Brief 5, Professional development to support a multitiered framework*. Washington, DC: U.S. Office of Special Education Programs.

Peer-Reviewed Research Article

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

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.