

Project ELITE² Final Report



Multitiered Instructional Models for English Learners in Grades 3–5





Support

Project ELITE² is funded by U.S. Office of Special Education Programs grant H326M160005.

The Project ELITE² Team

Letti Romero Grimaldo
Co-Principal Investigator

Shannon Giroir
Co-Investigator

Preferred Citation

Project ELITE². (2021). *Project ELITE² final report: Multitiered instructional models for English learners in grades 3–5*. The Meadows Center for Preventing Educational Risk.



© 2021 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk

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

For inquiries about using this product outside the scope of this license, contact licenses@meadowscenter.org

Contents

- Introduction. 1
- Project Overview 3
- Developing the Model 5
- Professional Learning 10
- Documenting Implementation Findings. 14
- Facilitators of Successful Implementation 18
- Tools and Resources 21
- Model Dissemination and Impact. 23
- References 25
- Appendices 29
 - Appendix A: Model Impact and Dissemination 29
 - Appendix B: Briefings and Presentations 31
 - Appendix C: Professional Development Modules 60
 - Appendix D: STAAR and TELPAS. 82

Introduction

What Is Project ELITE²?

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. The project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Project ELITE² is one of three research projects funded in September 2016 by the Office of Special Education Programs, and together, these projects make up a cohort for research on multitiered systems of support (MTSS) for English learners (ELs). Each site works to improve the outcomes of ELs in the upper-elementary grades (grades 3–5), including ELs with or at risk for a learning disability, by implementing tiered approaches to meeting their language and literacy needs.

The goal of Project ELITE² is to develop, implement, and evaluate a multitiered instructional model for ELs in the upper-elementary grades that focuses on language and literacy development and aligns with dual-language and English-as-a-second-language approaches.

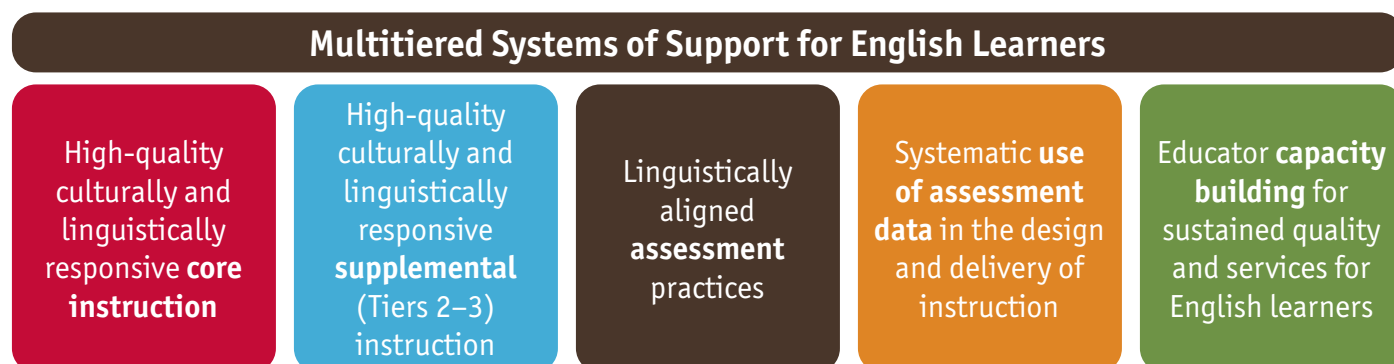
Multitiered Systems of Support for ELs

The MTSS and response to intervention (RTI) frameworks are commonly used in schools to support students' academic and behavioral needs. The latest reauthorization of the Individuals with Disabilities Education Act recommended RTI as an alternative method for identifying students with learning disabilities. Though the terms *RTI* and *MTSS* are often used interchangeably, MTSS is a more comprehensive framework for documenting the performance of all students, providing high-quality instruction, identifying students early who need additional support to meet grade-level academic and behavioral expectations, delivering interventions matched to students' needs, and monitoring their progress to inform further instructional decisions.

Within a multitiered instructional framework, academic instruction is typically provided at three levels. Tier 1 refers to the core curriculum and instruction that all students receive, Tier 2 refers to supplemental support that some students receive, and Tier 3 offers an even more intensive level of instruction for students who do not respond adequately to Tier 1 and Tier 2 instruction.

Project ELITE² enhanced this multitiered model to meet the unique language and literacy needs of students developing bi/multilingualism, or English as a second language. The five key components of the ELITE² model are shown in **Figure 1**.

Figure 1. The Five Components of Project ELITE²



Overview of This Report

The purpose of this document is to report major project activities, accomplishments, key outcomes, and dissemination efforts. We begin by providing an overview of the project design and activities. We then describe the model development process, including key personnel and leadership characteristics that facilitated successful model implementation, resources necessary for coordination, and strategies used for continuous quality improvement and model sustainability.

Additionally, this report describes the professional learning framework that was implemented at model demonstration sites and key implementation findings. Finally, this publication features key project outputs, including each of the tools and deliverables developed by Project ELITE², and a summary of dissemination activities.

Project Overview

Model Demonstration Sites and Timeline

The goal of model demonstration projects is to bridge educational research and practice to improve student outcomes. Since 2012, the ELITE research team has collaborated with three model demonstration campuses in Del Valle Independent School District (DVISD) in Central Texas. The number of ELs served by DVISD increased 153% between 2004 and 2014, and the district is among those with the highest enrollments of ELs in Central Texas. During the ELITE² project period, approximately 35% of DVISD students were identified as ELs, with the three participating campuses ranging from 44% to 59%. The district served ELs through a one-way (50/50) dual-language model in the primary grades and then transitioned ELs to majority-English instruction in the upper grades, with Spanish support.

Through the funded cooperative agreement in 2016, Project ELITE² extended our previous model demonstration work in the primary grades (see Project ELITE, 2016) to the upper-elementary grades (grades 3–5). This second iteration involved developing and piloting practices at the demonstration sites and using initial implementation findings to further refine the model components. We aimed to build on our previous work in kindergarten to grade 3 by carefully documenting the development and full implementation of a model for upper-elementary educators of ELs, gathering evaluative feedback and evidence of its feasibility, usability, and ability to achieve desired outcomes.

This collaboration addressed the following questions related to MTSS in the upper-elementary grades:

- 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 instructional decisions for ELs?
- When high numbers of ELs are identified for interventions, what steps can educators take to evaluate the core curriculum to ensure that it is high quality and responsive to the language and literacy needs of ELs?
- What professional learning components are feasible, valuable, and effective in raising the quality of teachers' practice, specifically in meeting the instructional needs of ELs?

Table 1 gives an overview of the project scope and major activities of the 2016–2021 model demonstration.

Table 1. Project Scope and Major Activities

YEAR AND PHASE	ACTIVITIES
Years 1–2 (2016–2018) Model development and pilot implementation	Form a campus technical advisory group and meet regularly
	Collect baseline data and identify target areas based on need
	Develop a pilot model, test initial implementation of pilot practices, and collect feasibility and usability data
	Develop prototypes of practitioner tools
	Refine the model

YEAR AND PHASE	ACTIVITIES
Year 3 (2018–2019)	Provide technical assistance and job-embedded support to educators to support full implementation
Model full implementation	Implement a professional learning model for increasing fidelity to model practices Collect feasibility and usability data Measure fidelity to model components Make model refinements
Year 4 (2019–2020)	Make final specifications to the model Phase in a trainer-of-trainer model
Dissemination and sustainability planning	Provide technical assistance as needed Publish final practitioner tools and resources

Refining MTSS to Meet the Language and Literacy Needs of ELs

When enhanced for ELs, the MTSS framework can be used to accurately identify ELs' unique language and academic needs and to provide efficient and high-quality supports. When implemented well, a culturally and linguistically responsive multitiered framework ensures that groups of students are not disproportionately referred for supplemental interventions or special education services and that language is taken into consideration when making instructional decisions.

Project ELITE²'s researcher-practitioner collaboration focused on optimizing the components of a multitiered instructional model for ELs, including the following.

- High-quality, evidence-based core literacy instruction that integrates language development
- Consideration of students' language proficiency, cultural background, and educational histories in assessment
- Systematic, targeted supplemental (Tiers 2 and 3) instruction

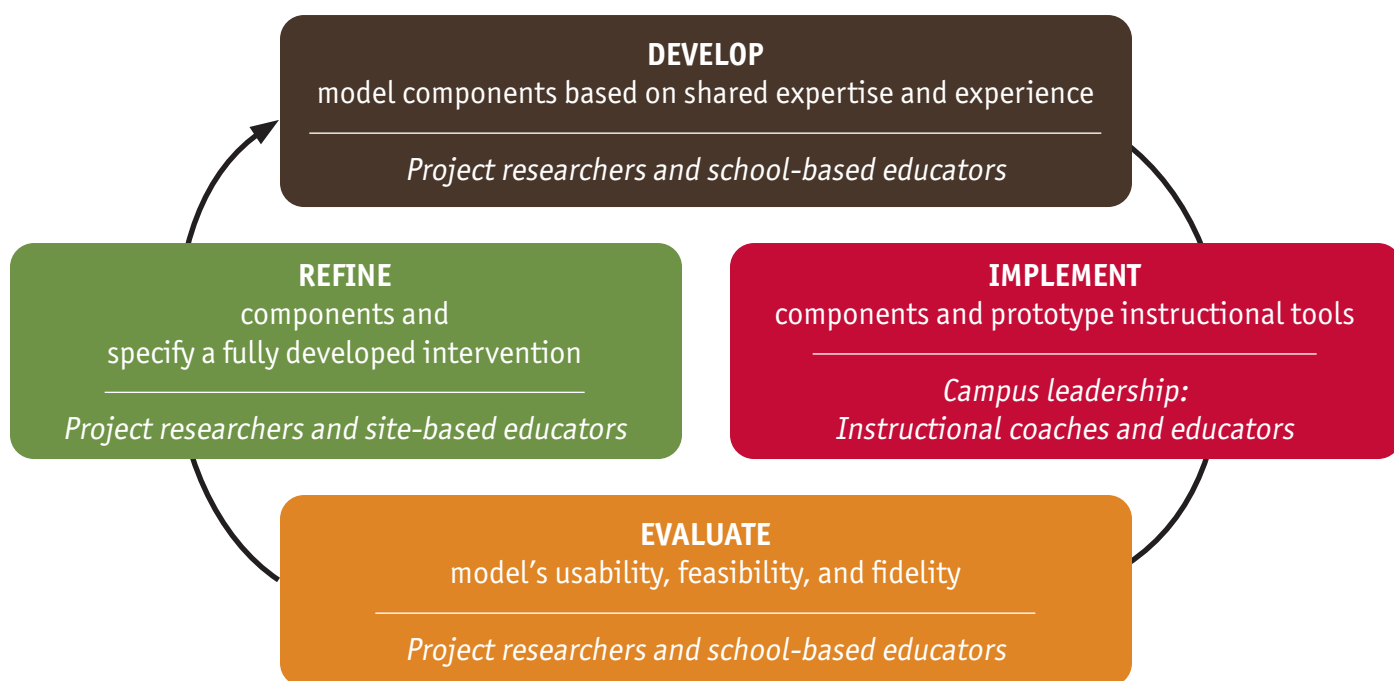
Developing the Model

Iterative Development Process With Stakeholders

Project ELITE² took a collaborative approach to building an MTSS model for ELs, with researcher and practitioner knowledge informing model development, refinement, and implementation. During Year 1 of the project, a technical advisory group (TAG) was established consisting of district leaders, campus leaders, and teacher leaders. This group provided ongoing input during model development and led the implementation of pilot practices at their campuses.

Project ELITE² used an iterative development process to refine model components. This process included (1) engaging stakeholders and end-users in continuous dialogue regarding the components and structure of the model (prototypes to final products); (2) using formative data to identify and document necessary adaptations to the model; (3) documenting reasons for changes and the extent to which they may be conditioned on district-, school-, classroom-, or student-level factors; and (4) specifying a final model, including any variations documented through the development process. **Figure 2** depicts this iterative development process.

Figure 2. Iterative Development Process



Identifying Focus Areas Within MTSS Frameworks

Initial development activities centered on identifying focus areas for support and development for enhancing the multitiered instructional model for ELs. As a result of ongoing consideration of data and collaboration with the TAG, the following became focal components of the Project ELITE² model.

Focus Area 1: Enhanced Language and Literacy Instruction in Tiers 1 and 2

High-quality core (Tier 1) and targeted supplemental (Tier 2) instruction is the foundation of effective MTSS frameworks for ELs. When high numbers of ELs fall below expected achievement levels or are identified as be-

ing at risk for academic difficulties, educators should first evaluate whether the core curriculum is high quality and culturally and linguistically responsive.

Project ELITE² worked with the model demonstration sites to improve educators' knowledge of how to enhance grades 3–5 reading and language arts instruction to meet the specific needs of ELs. In collaboration with practitioners, we developed and refined an instructional model that educators used to enhance both Tier 1 and Tier 2 instruction, with a focus on the following principles and practices.

Relevant content. Teachers integrate instructional content and texts that reflect features of ELs' cultural backgrounds, linguistic knowledge, ethnicities, and lived experiences (Gay, 2010; Hammond, 2015; Nieto, 2013; Powell, Cantrell, Malo-Juvera, & Correll, 2016).

Students' prior knowledge and lived experiences. Teachers understand and activate students' prior knowledge and facilitate connections between academic content and students' lived experiences when constructing knowledge and meaning from texts. Teachers facilitate use of students' full linguistic repertoire (home language and English) during instruction (Beeman & Urow, 2013; Cummins, 1996, 2000; Gay, 2010; Gutiérrez, Baquedano-López, & Alvarez, 2001; Hammond, 2015; Kroll & Bialystok, 2013; Nieto, 2013; Ortiz & Robertson, 2018; Otheguy, García, & Reed, 2015; Powell et al., 2016).

Active and equitable participation. Teachers establish “intellectually safe” environments, meaning that they provide equitable opportunities for all students' active participation and that students feel comfortable practicing the language they are developing (Hammond, 2015; Ladson-Billings, 1995; Nieto, 2013).

High-quality linguistic input and structured language practice. Teachers expose students to high-quality linguistic input and provide well-structured, text-based discussion opportunities for students to hear, use, and practice academic language encountered in text (August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Baker et al., 2014; Howard et al., 2018; Shanahan et al., 2010; Vaughn et al., 2009).

High-quality instructional discourse. Teachers facilitate text-based discussions using strategies that have been shown to promote higher-order thinking and reading comprehension (Klingelhofer & Schleppegrell, 2016; Michaels & O'Connor, 2015; Michener, Proctor, & Silverman, 2017; Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Rydland & Grover, 2018; Soter et al., 2008).

Example in Action: Implementing a Text-Based Discussion Model

*The following vignette describes one fifth-grade teacher's Tier 2 lesson and demonstrates how she targeted oral language development in Tier 2 instruction. For materials and practitioner resources, see the **Project-Developed Tools** section of this manual.*

To begin, Ms. Alma strategically forms reading groups of four to five students, selects culturally relevant texts appropriate for students' reading and language proficiency levels, and divides the texts into chunks. Before independent reading, Ms. Alma delivers a focused mini-lesson targeting vocabulary and comprehension.

For this text, *Esperanza Rising* by Pam Muñoz Ryan, Ms. Alma teaches the words *ranch*, *crochet*, *proposal*, and *strike*, using student-friendly definitions, visuals, and nonlinguistic representations. She also explicitly teaches and models a comprehension process—using text evidence to support ideas. Finally, Ms. Alma reviews the criteria for successful text-based discussions she had taught in

previous lessons and reminds students to use their language scaffolds (sentence-stem cards) as needed during discussions.

During the Tier 2 intervention block, Ms. Alma provides guided support in the vocabulary and comprehension practices targeted during the mini-lesson. She engages in guided reading of the text and guided practice with students in word-learning strategies. During reading, students record new words in their workbooks (see sample pages). After completing a chunk, students write a summary and respond to prompts in their workbook in preparation for group discussions. Next, using what they have written, students engage in group discussion to advance their comprehension of the text and practice language.

**Text Talks
Student Workbook**

BOOK TITLE AND AUTHOR

GROUP MEMBERS

WE CHOSE THIS BOOK BECAUSE...

© 2019 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk
Licensed under Creative Commons BY-NC-ND 4.0

NEW VOCABULARY

WORD _____ PAGE # _____

SENTENCE IN TEXT _____

MEANING _____ COGNATE! _____

VISUAL _____

WORD _____ PAGE # _____

SENTENCE IN TEXT _____

MEANING _____ COGNATE! _____

VISUAL _____

© 2019 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk
Licensed under Creative Commons BY-NC-ND 4.0

READING

PAGES READ: _____

MY SUMMARY
Write 3 or 4 sentences that provide a summary of your reading.

MY PICK-A-PROMPT RESPONSE

QUESTIONS I HAVE
Write 1 to 2 more questions you still have about the reading.

© 2019 The University of Texas at Austin/The Meadows Center for Preventing Educational Risk
Licensed under Creative Commons BY-NC-ND 4.0

Through observation of student interactions, Ms. Alma acknowledges and validates how ELs used language successfully to negotiate meaning, demonstrate critical thinking, and present evidence to support their arguments and ideas. She provides positive feedback to one student for using the new vocabulary words *devious* and *dishonest* to support her argument about Tío Luis, a character in the book. She reinforces another student's use of text evidence to build on his peer's ideas and add an argument. Ms. Alma also models how to go back to the text and record the page number where the evidence was found and explains how students can use text evidence in their writing. Students then practice communicating their arguments in writing in their workbooks.

In summary, Ms. Alma integrates an oral language focus into her instruction by providing meaningful, structured opportunities for ELs to use and practice language while negotiating meaning from the text. The student workbook is a tool for students to organize their thoughts and enhance their discussions. She incorporates culturally and linguistically responsive approaches into literacy instruction by validating and building on students' connections to text and language practices, providing support in extending their speaking to writing.

Focus Area 2: Language Proficiency in MTSS Decision-Making

Documenting a system for educational decision-making is an essential step in a culturally and linguistically responsive MTSS framework. It is also key for building schools' capacity to accurately identify students with learning difficulties and provide interventions that match the needs of ELs.

Project ELITE² collaborated with the three model demonstration campuses to develop and implement a system for structured data meetings that focuses on language in identifying students' instructional needs and planning interventions.

Key principles for assessment and data-based decision-making for ELs within MTSS (Project ELITE², Project ELLIPSES, & Project LEE, 2018) guided the development, including the following:

- An asset-based approach to identifying students’ strengths and needs
- Linguistically aligned assessment practices that provide information about students’ learning within and across languages (first language, second language, or both)
- Cross-analysis language proficiency data alongside literacy data to accurately determine intervention needs
- Progress monitoring in appropriate language
- Collaboration and communication with parents and families
- Practitioner evaluation of students’ progress in interventions and data-informed instructional adjustments

Using the tools developed at the demonstration sites, educators are guided through a series of procedures for conducting beginning-, middle-, and end-of-year data meetings for determining students’ intervention needs and working collaboratively to allocate resources accordingly. During data reviews, practitioners follow meeting agendas and have critical discussions around data, using prompts to consider the role of students’ language development when grouping students for intensive interventions, establishing criteria for the movement of students across tiers, and planning for instruction across tiers.

Table 2 provides example prompts educators can use during data meetings. For materials and practitioner resources, see the **Project-Developed Tools** section of this report.

Table 2. Example Prompts for Data Meetings

PRACTICE	EXAMPLE DISCUSSION PROMPTS
Identifying student strengths and needs through multiple data sources	<p>Is a disproportionate number of ELs identified as needing Tier 3 intervention or special education?</p> <p>What do the data show about students’ strengths and needs after targeted and intensive intervention?</p> <p>What are students’ proficiency levels for each language domain?</p>
Identifying instructional practices to address student needs	<p>On which skills do we need to focus our instruction?</p> <p>What intervention matches this student’s needs best?</p> <p>Does this intervention address needs in the student’s native language and/or English?</p>

PRACTICE	EXAMPLE DISCUSSION PROMPTS
Evaluating progress in interventions and making adjustments	<p>In what concepts or skills did students show progress in Tier 3 interventions?</p> <p>What concepts or skills did we struggle to teach successfully?</p> <p>What changes should be made to accelerate the progress of students, and how will we determine adequate progress?</p>
Making intervention decisions	<p>Which students should continue at the current level of support, which students need more intensive intervention, and which students should exit the intervention?</p> <p>For students who are not responding to high-quality Tier 3 interventions, would a referral be appropriate?</p> <p>For ELs with disabilities who are not responding to Tier 3 intervention, what changes need to be made to their individualized education program?</p>

Focus Area 3: Reflective Professional Learning Communities for Practitioner Growth

Developing educators' cultural and linguistic responsiveness is a key component in enhancing MTSS for ELs. Project ELITE² worked collaboratively with professionals to create a framework for professional learning communities (PLCs) that integrated systematic self-assessment and reflection for developing educators' cultural and linguistic responsiveness. This framework became key to successful implementation of model components and is described in detail in the following sections.

Professional Learning

High-quality professional learning for educators is a key component of effective multitiered models for ELs. Project ELITE² focused on building practitioners' knowledge base in culturally and linguistically responsive pedagogy and practice, second-language acquisition, and effective multitiered literacy instruction for bi/multilingual learners. In addition to formal professional development sessions, the model emphasized ongoing, job-embedded learning through instructional coaching, practitioner collaboration, self-reflection, peer observation, and data-informed instructional planning. The following sections describe the Project ELITE² model for professional learning.

Developing a Professional Learning Model for Educators of ELs

Project ELITE² worked collaboratively with educators to develop a professional learning framework that addressed their specific needs. Project staff members collected baseline and needs assessment data to identify topics for professional learning sessions, which connected research to practice. **Table 3** describes each learning session.

Table 3. Professional Learning Topics

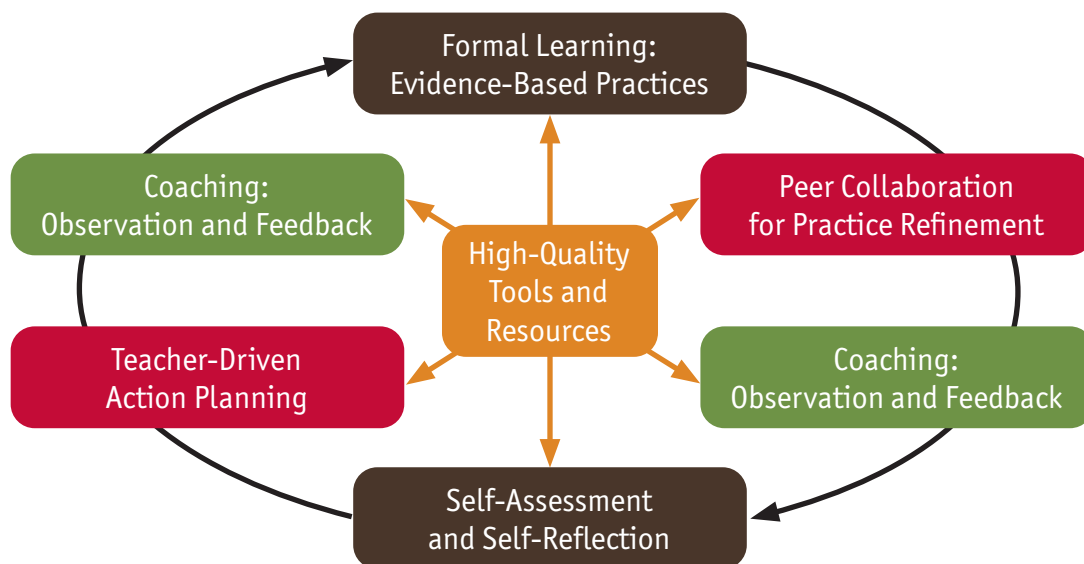
TOPIC	DESCRIPTION	PARTICIPANTS
Culturally responsive pedagogy and practice	Participants were introduced to the concept of cultural responsiveness and worked in small groups to deepen their understanding. Participants also discussed identifying and addressing deficit orientations of bi/multilingual learners and their families. Through collaboration, participants identified ways to operationalize culturally responsive practices in the classroom.	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Second-language acquisition and linguistically responsive pedagogy	Teachers developed knowledge of the second-language acquisition process and the components of linguistically responsive pedagogy. Participants were guided in recognizing bi/multilingual students' strengths, including the role of first-language knowledge in developing literacy. Through applications to practice, participants developed an understanding of instructional practices that support ELs.	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Effective data-based decision-making for ELs	Self-paced training modules explored the purposes, procedures, and materials needed to hold structured data meetings at key assessment points (beginning, middle, and end of year) for all educators serving ELs and monthly for core (Tier 1) classroom teachers. Project-developed tools included guides and protocols for leading successful meetings and for documenting decisions about students and instructional planning.	Campuswide

TOPIC	DESCRIPTION	PARTICIPANTS
Increasing ELs' engagement and accountable talk	Teachers developed an understanding of the role of expressive language in academic literacy development. Participants learned how to enhance instruction to advance students' academic language development through low-risk response, feedback, and assessment techniques. (See the Tools and Resources section of this manual to learn more about these strategies.)	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators
Text Talks: A strategic book club routine for building vocabulary and comprehension	Teachers learned how to build vocabulary and comprehension skills through Text Talks, including group work to practice implementing the steps and plan instruction. (See the Tools and Resources section of this manual for a full description.)	Grades 3–5 educators Instructional specialists and interventionists Instructional administrators

Using a Reflective PLC Model to Promote Instructional Change

Successful implementation of model practices required ongoing job-embedded support responsive to educator needs. DVISD educators participated in a reflective PLC model that included collaborative inquiry and strategic reflection on their use of new instructional practices in their classrooms. Educators received job-embedded support at critical points in the implementation process in the form of instructional coaching, performance feedback, and collegial support in PLCs. The model stressed collaborative analysis, reflection, and constructive critique as a means of improving knowledge, enhancing practice, and increasing effectiveness. **Figure 3** depicts this reflective PLC model.

Figure 3. Reflective PLC Model



Component 1: Formal Learning: Evidence-Based Practices

Teachers receive formal training that builds their knowledge base of evidence-based, culturally and linguistically responsive instructional practices, as outlined in **Table 3** (Darling-Hammond & Richardson, 2009; Desimone, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Parise & Spillane, 2010).

Component 2: Peer Collaboration for Practice Refinement

Educators participate in collaborative PLC meetings to target obstacles or challenges to teachers’ initial implementation, foster teacher leadership, and collaboratively plan lessons (Goddard, Goddard, & Tschanen-Moran, 2007; Sato, Wei, & Darling-Hammond, 2008).

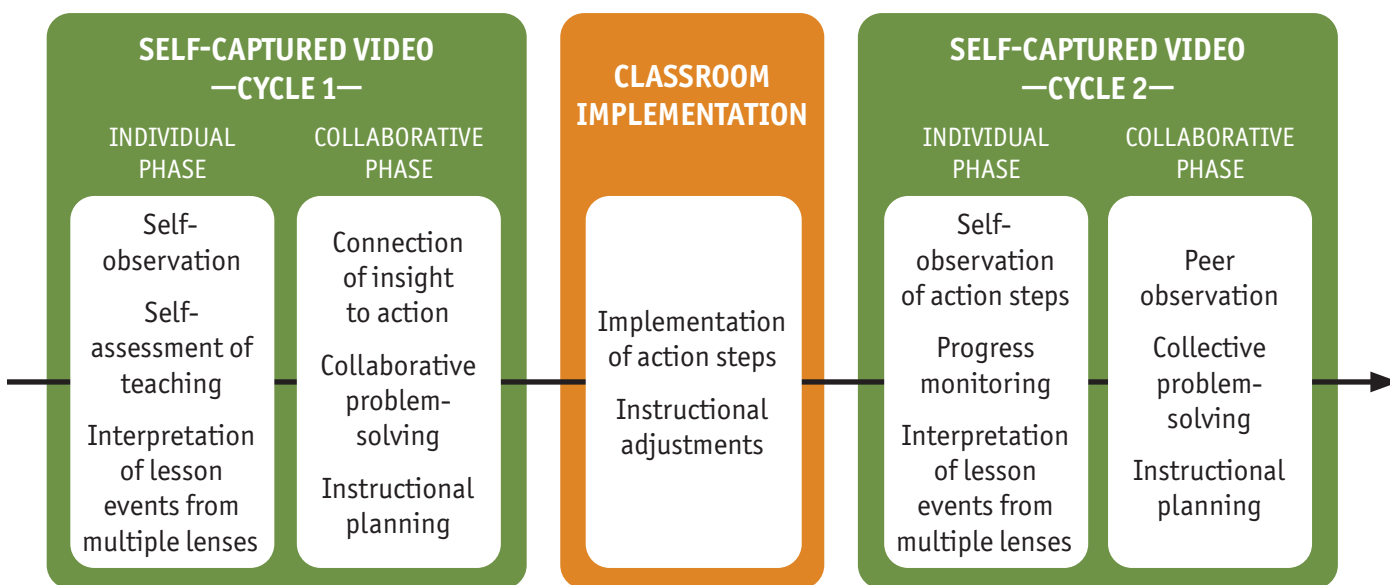
Component 3: Coaching: Observation and Feedback

Coaches observe teachers’ language and literacy instruction for ELs and provide meaningful, targeted feedback to improve the impact on student learning. Knowledge gained from the observation and feedback process is shared in PLC meetings (Cornett & Knight, 2009; Desimone & Pak, 2017; Kretlow & Bartholomew, 2010).

Component 4: Self-Assessment and Self-Reflection

Teachers use self-captured videos and guided-reflection protocols to critically reflect on their teaching. Teachers meet in PLCs to share insights from the self-reflection. **Figure 4** shows the self-captured video reflection and planning cycles (Center for Education Policy Research, 2015; McCombs, 2003; Ross & Bruce, 2007; Sato et al., 2008; Sherin & Star, 2011).

Figure 4. Self-Captured Video Cycles



Component 5: Teacher-Driven Action Planning

Based on the critical reflection process, teachers meet in PLCs to connect their new learning to instruction and plan next steps to refine their instructional delivery. Teachers share video examples of successful lessons and receive feedback from their colleagues (Calvert, 2016; Hargreaves & Fullan, 2012; Mezirow, 1997).

Example in Action: Self-Reflection and Collaborative Inquiry as Drivers of Instructional Change

Imagine if educators could press the “pause button” on their teaching, step out of the moment, and analyze what worked and what could be improved in their lessons. As part of their participation in Project ELITE², DVISD educators worked collaboratively to increase their knowledge and skill through self-observation and reflection. Through each PLC model component (**Figures 3 and 4**), teachers engaged in collaborative inquiry, self-reflection, and constructive critique to improve knowledge, enhance practice, and increase effectiveness.

PLC meetings typically began with teachers sharing the “glows and grows” of their lessons. Teachers then worked collaboratively to problem-solve around their implementation challenges. For example, educators worked through initial obstacles in implementing a group text-based discussion model, such as classroom management, scheduling, and structure of the lesson components. In particular, teachers were unsure of how and when to incorporate whole-group, direct instruction (the comprehension mini-lessons) into the text-based discussion model. Colleagues who had demonstrated successful implementation of this practice discussed how to implement the mini-lesson and provided support.

As teachers progressed in their implementation of new practices, they used video self-observation and reflection to evaluate their instruction. PLC meetings included structured time for teachers to share insights from their self-reflections, present video lesson examples for peer observation, and collectively apply their new learning to instructional planning. Through reflection, teachers noticed and addressed aspects of their teaching that could be enhanced for ELs and worked together to plan effective lessons.

Over time, teachers became increasingly comfortable with the practices and more skilled at applying insights from self-reflection to instructional planning. By the end of the model demonstration, all participating teachers improved their implementation of the instructional practices.

Teachers described the reflective PLC model as useful and valuable to their professional learning, saying it led to important insights about their teaching that were difficult to gain while “in the moment.”

As one teacher put it, “I always see from my vantage point, so it is good to see what students are doing [while I’m teaching]. I get more perspective.” A fourth-grade teacher reported that, “Seeing yourself teach is beneficial, as you gain a perspective you don’t naturally have. It informs your teaching and helps you to see what’s going well and what areas still need attention.” One fifth-grade educator described how self-video reflection became a powerful tool for gaining a deeper understanding of her teaching: “You can see things when you watch yourself that you can’t understand when you are just teaching. Like, ‘Oh, I need to fix that.’ Or ‘This person wasn’t engaged enough. I thought I had them but actually I missed somebody.’ So I thought it was ... powerful.”

“Seeing yourself teach is beneficial, as you gain a perspective you wouldn’t naturally have. It informs your teaching and helps you to see what’s going well and what areas still need attention.”

—Fourth-grade teacher

Documenting Implementation Findings

Broadly, the goal of model demonstration research is to bridge the research-to-practice gap by testing “a single new and promising practice, procedure, program, or technology that is deemed to have high potential for improving outcomes,” documenting its implementation in typical education settings, and assessing its outcomes (Shaver, Lenz, Wagner, & Greene, 2015, p. ii). The challenges of moving from research settings to full model implementation have been well-reported (Cook & Odom, 2013; Domitrovich et al., 2008; Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

We aimed to carefully document the development and full implementation of a PLC model for upper-elementary educators of ELs, gathering evaluative feedback and evidence of the model’s feasibility, social validity, and ability to achieve desired professional learning outcomes. The following evaluation questions guided Project ELITE² model development, refinement, and final specification:

- To what extent do school instructional leaders and educators find the PLC model components to be useful and feasible?
- How do educators perceive the PLC model components and to what extent do educators find the components to be instructionally valuable?
- In what ways does the PLC model increase educators’ confidence and ability in implementing evidence-based practices for ELs?

Feasibility of Model Practices

Data on the feasibility of the model were collected at regular intervals during development, pilot implementation, and full implementation. During the development and pilot phases, leaders and educators were introduced to prototypes of model components and practitioner tools. We collected input on the model’s feasibility to determine the degree to which practices or tools could be easily and efficiently used in practice. Data on the practitioner-friendliness of materials and products (i.e., the extent to which they were easy to use and clear in format) were also collected through teacher debriefs and focus group interviews. These data informed model development and refinement and ensured that the final model was feasible to implement.

Quality and Usefulness of Site-Based Trainings

During Years 2 through 4 of the model demonstration, participants received formal training on key topics for building educators’ knowledge of effective language and literacy instruction for ELs within MTSS (see **Table 3** above for descriptions of professional learning sessions). After each site-based training, participants evaluated the quality and usefulness of sessions. Overall, participants rated professional learning sessions as *useful* or *highly useful* to their teaching practice (99% of participants in Year 2; 97% in Year 3; 97% in Year 4). The majority of participants also rated the different professional learning sessions as of *high quality* (99% in Year 2; 94% in Year 3; 94% in Year 4).

Social Validity of Model Practices

Educators participated in a focus group interview and completed an anonymous survey focused on the usefulness and likely sustainability of different model components, rating each component of the model on a Likert scale (e.g., *not useful* to *very useful*). The purpose of collecting these data was to inform model development and refinement and ensure that the final, specified model had high social validity.

Social Validity Scale

Overall, educators of ELs rated the **overall MTSS process for ELs** as having high social validity (82% at the end of Year 2; 85% at the end of Year 3). Participants rated the **special education component of MTSS for ELs** as having high social validity, and their rating increased from Year 2 to Year 3 (72% at the end of Year 2; 83% at the end of Year 3; data could not be collected at the end of Year 4 due to the COVID-19 pandemic).

Project ELITE² has focused professional learning and technical assistance on specific components of the model, including high-quality culturally and linguistically responsive core and supplemental (Tier 2) instruction and data-based decision-making in the design and delivery of instruction. By the end of Year 3, the percentage of educators rating these components as having high social validity are as follows:

- High-quality culturally and linguistically responsive core instruction: 88%
- High-quality culturally and linguistically responsive supplemental Tier 2 instruction: 88%
- Data-based decision-making in the design and delivery of instruction: 92%

Analysis of Qualitative Data

At the end of Year 2, Project ELITE² conducted focus group interviews with participating teachers at each of our three campuses. The teachers reported that the professional learning sessions *Features of Effective Instruction for ELs*, *Culturally and Linguistically Responsive Pedagogy*, and *Self-Reflective Videos* made a significant difference in the learning and growth of their students, as well as in the quality of their instruction. They mentioned that incorporating vocabulary development, using kinesthetic learning, and providing students with multiple opportunities to use language during class helped students “speak in more complex sentences” and improved their academic language use. Teachers also felt that the self-reflective videos were useful in implementing their newly learned strategies and made them more aware of the quality of their interactions with students and the quality of interactions students had with each other.

At the end of Year 3, Project ELITE² conducted focus group interviews with participating teachers at each of our three campuses. The teachers shared that the professional learning sessions *Increasing Student Engagement and Accountable Talk*, *Implementing Text-Talks: A Strategic Book Club Routine for Increasing Vocabulary and Comprehension*, and *Self-Reflective Videos* made a significant difference in the learning and growth of their students. Analysis of qualitative data (interviews, field notes, teacher reflections, and research debriefs) corroborated the results of the anonymous surveys, highlighting the model’s usefulness, feasibility, and instructional value to professional learning in the targeted areas. One campus leader reported, “I think [the Project ELITE² PLC model] goes with everything we are trying to do as a campus ... We are trying to build this culture of literacy, talking about ‘collective efficacy.’ We want to move into student autonomy, student self-efficacy.”

Participating educators reported that the job-embedded professional learning increased their understanding and implementation of the target practices for ELs. One teacher described, “PLC discussions help me gain a better understanding of what ‘text talks’ should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach.”

Several teachers reported on the value of the self-reflective video process. For example, one educator stated, “Seeing yourself teach is beneficial, as you gain a perspective you don’t naturally have. It informs your teaching and helps to see what’s going well and what areas still need attention.”

Overall, data from a smaller case study of teachers showed that the study participants perceived the reflective PLC model as feasible and valuable for increasing the quality of their teaching practice, and teachers demon-

strated observable shifts in their perceptions and teaching after participating. Data from the educator surveys showed that model practices had high social validity, as all the case study teachers rated the components of the PLC model as *useful* or *very useful* to their teaching practice. Further, all of the educators reported that the reflective PLC practices increased their confidence level in implementing text-based discussions for their students.

Teacher Knowledge and Quality of Instruction

Project staff members, in partnership with site-based instructional coaches, observed teachers' classroom instruction periodically throughout each project phase, documenting implementation of model practices. Observational data were used to inform ongoing coaching, performance feedback, and model development and specification.

Additionally, teacher learning artifacts were collected for analysis throughout the project. Artifacts included teachers' written assessments and reflections of their self-captured video lessons and enhancements to their lesson plans. Project staff members also took detailed, descriptive observation notes during formal PLC meetings. Data from learning artifacts and PLC notes were used, along with observation data, to document teachers' learning and developing knowledge of cultural and linguistic responsiveness and effective instruction for ELs.

Narrative Summary of Teachers' Behavioral Change

Analysis of teacher-level data (interviews, formal classroom observations, and teachers' written reflections) showed that through reflexive activities, teachers benefited from opportunities to think critically about their teaching.

Self-reflection represented an opportunity for educators to not only evaluate their own teaching behaviors, but also observe evidence of their students' linguistic strengths and progress in language development. Among the themes that emerged as critical to teachers' learning was *self-reflection as a transformative tool* in developing increased responsiveness to their bi/multilingual students' needs. Through analysis of lesson events, teachers gained a deeper understanding of their teaching behaviors, recognizing areas of needed change they were not fully conscious of during real-time teaching (e.g., unconsciously relying on too much teacher-centered talk, reacting negatively to students' contributions). As one educator described, "You think you know what you are like as a teacher ... but you don't." Another reported that she was able to "see the behaviors that I have, which may affect the learning of the students."

The data also showed instances in which teachers re-evaluated their deficit assumptions about ELs' language ability and developed a more nuanced understanding of their students' language skills. Teachers who were initially hesitant to give students autonomy to lead discussions observed evidence of how their students become engaged, agentive, and capable communicators of knowledge during their independent discussions—sometimes at higher levels when teachers removed themselves from the group. For example, one teacher described how she "never expected" the benefit of self-reflection to be learning about how her students manage discussions for themselves and explore substantive topics without prompting from the teacher. As she put it, "I didn't know that before. That was a really interesting insight." Through self-reflection, teachers examined evidence that prompted them to re-evaluate their prior assumptions, and, with guidance, they applied that new knowledge to future lessons.

Fidelity of Implementation

Project staff members periodically conducted formal observations of selected teachers' classroom instruction and documented the extent to which model practices were implemented with fidelity. Observational data were used to inform ongoing coaching and feedback and model development and specification. Fidelity data were also used to identify facilitators and obstacles to successful implementation, so that the MTSS model could be adjusted to address the specific needs of campus personnel.

As the model demonstration progressed, participating teachers increased in their fidelity of implementation of key model practices targeted through job-embedded professional learning support.

Year 2

Project ELITE² researchers delivered the formal professional learning sessions *Second-Language Acquisition* and *Features of Effective Language and Literacy Instruction for ELs*. Teachers of ELs received job-embedded professional learning through PLCs and participated in self-captured video reflection to increase their implementation of these target instructional practices.

By the end of Year 2, 82% of teachers formally observed were implementing evidence-based practices with moderate to high fidelity, an increase from the fall semester. Data showed that all participating educators increased their fidelity to target instructional practices after participating in job-embedded professional learning, guided self-reflection of teaching, and teacher-driven action planning. By the end of Year 2, the number of teachers implementing the practices at high fidelity increased from three teachers (fall) to seven teachers (spring). The number of teachers who were not implementing the practices, or implementing at low levels, decreased from six teachers (fall) to three teachers (spring).

Year 3

Project ELITE² researchers delivered the formal professional learning sessions *Increasing Student Engagement and Accountable Talk* and *Implementing Text Talks: A Strategic Book Club Routine for Building Vocabulary and Comprehension*. Teachers of ELs received job-embedded professional learning through PLCs and participated in self-captured video reflection to increase their implementation of these target instructional practices.

By the end of Year 3, 100% of the teachers formally observed were implementing the target practices with high fidelity. Data showed that all participating educators increased their fidelity to target instructional practices after participating in job-embedded professional learning, guided self-reflection of teaching, and teacher-driven action planning. By the end of Year 3, the number of teachers implementing the practices with high fidelity increased from four (fall) to nine (spring). Observation data could not be collected at the end of Year 4 due to the COVID-19 pandemic.

Student Measures

Student-level measures of growth included the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment System (TELPAS). The STAAR measures reading achievement in grades 3–8 in English and in grades 3–5 in Spanish. The STAAR A is available for students with disabilities who meet eligibility requirements. The TELPAS assesses the English language proficiency of kindergarten to grade 12 ELs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments are federally required to evaluate ELs' progress in academic English. Ongoing analysis of student achievement guided model development, refinement, and implementation. See Appendix D.

Facilitators of Successful Implementation

Collaborative Partnerships

As described earlier in this report, Project ELITE² approached model development through a collaborative lens. Project staff members engaged site leaders and key stakeholders in a conversation about their current successes and ways they might improve services for ELs, as well as the organizational, practitioner, and student factors that they thought were important to consider during model development. Frequent site visits, observation, and participation in campus activities (e.g., staff training, data meetings, classroom instruction, schoolwide community events) supported the collaborative relationship. This collaborative partnership is shown in **Figure 5**.

Figure 5. Collaborative Model



These collaborative efforts helped the project to develop a model with high social validity—that is, a model that is appropriate, useful, and valuable to the community it directly serves. This approach also allowed Project ELITE² to provide early support that aligned with site-specific needs and that facilitated buy-in among administrators and educators working with ELs. Partnerships and collaborative approaches to educators’ professional learning were drivers of successful implementation. **Table 4** details educational leaders’ key practices.

Table 4. Professional Learning and Partnerships: Guiding Practices for Leaders

PROFESSIONAL LEARNING	PARTNERSHIPS
Create opportunities for teachers to provide input in the dissemination of the professional learning plan	Establish a firm university-district partnership, complete planning, and obtain buy-in before beginning MTSS reform efforts (initiating too soon may lead to short-term results but fail to maintain long-term sustainability)
Engage in various professional learning activities, such as classroom observation and feedback sessions, coaching, peer observation, and video recording with self-reflection	Discuss with classroom teachers best methods for incorporating new literacy practices into existing curricula
Provide opportunities for discussion around refining instructional practices and establishing next steps	Engage district and school administration, master teachers, and school teams in discussions and planning for sustaining implementation

Example in Action: Capitalizing on Campus Assets to Increase Practitioner Collaboration

Project ELITE² used the TAG model to better understand how school resources could be coordinated and optimized to support educators' collaboration in raising the quality of instruction for ELs. A framework for grade-level planning meetings was already established at the campuses before the model demonstration began, and teachers had access to a conference room used regularly for PLC meetings. Additionally, the campus instructional coaches were accustomed to leading planning meetings, observing teachers, and providing performance feedback. Capitalizing on what was working well, Project ELITE² built on existing practices to develop a job-embedded framework that included critical reflection and collective action planning.

“PLC discussions help me gain a better understanding of what [the instructional model] should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach.”

—Fourth-grade teacher

The iterative development approach increased educator buy-in and feasibility of implementation, as practitioners felt that their input was valued and that the PLC model aligned with the broader literacy initiatives in which they were already invested. Implementation data showed that study participants perceived the PLC model as feasible and valuable for increasing the quality of their teaching practice.

Analysis of teacher surveys, reflections, and interviews revealed that teachers felt the PLCs improved their teaching practice. One teacher said, “PLC discussions help me gain a better understanding of what [the instructional model] should look like. Also, hearing from other teachers regarding what works for them helped me tweak my

approach.” As another educator put it, the PLCs helped to “clear up” misunderstandings and address questions that came up during implementation. She described how it was valuable to hear “how others have been successful with this strategy and ways they made it more meaningful for their students.” Another teacher reported that the PLC meetings helped her to “know what others are doing and how they solve problems.”

Formative Data to Engage Stakeholders

Project ELITE² shared data from formal classroom observations, educator interviews, and surveys, along with student achievement data, to engage stakeholders in model exploration and development. Sharing data that showed the model's initial positive impact supported stakeholder buy-in and fostered early adoption of the practices. Further, this data sharing supported site-based practitioners' enthusiasm for the model and allowed for early sustainability planning.

Responsiveness to Local Needs

In the development phase, the project devoted resources to understanding needs and implementation factors that were unique to the students, teachers, and other stakeholders DVISD served. Piloting the model on a small scale was critical to feasibility and social validity. As educators began to build their knowledge and implement the components, project staff members collected data on their early implementation experiences to identify additional areas of need and to adapt practices and procedures. For example, during teachers' initial implementation to enhance core and Tier 2 instruction, project staff members conducted frequent observations and solicited feedback on ways the instructional system could be adapted for different grade levels, ages, and levels of language proficiency.

This responsive approach was also essential in developing the prototypes for practitioner tools and student materials (described in the next section). Educators tried the different lesson plans, materials, and tools. The project refined instructional products with consideration of the feedback educators provided on the prototypes, thus optimizing their usability and capacity to serve site-specific needs.

Effective Site Leadership and Collaboration

School leaders who valued professional collaboration were key to developing a highly feasible model and successfully implementing it. Leaders' willingness to identify and address deficit beliefs about students, and to reflect on their own stance, fostered a collaborative culture. This approach also emphasized collaborative coaching and performance feedback, and PLCs were seen as safe spaces for educators to analyze their teaching practice and engage in collective action planning. Establishing a culture of trust and collegial support increased teachers' confidence and comfort levels in implementing change in their classrooms, and it fostered their autonomy in working toward their professional learning goals.

Through peer observation, teachers worked together to reach shared goals and to identify evidence of progress toward those goals. Through active learning and collective participation (Desimone, 2009), teachers built a professional knowledge base to draw upon for improving their instruction and deepening their understanding of research-to-practice applications.

Support for Instructional Leaders

Direct and ongoing support for campus instructional leaders was essential to improved implementation and model sustainability. Leaders' feedback informed adaptations to the model, and this collaborative approach fostered ownership of the model and motivated leaders to sustain its implementation. During dissemination and sustainability planning, the last phase of the project, a training-of-trainers model supported site leaders in taking responsibility for learning model practices and leading professional development with teachers at their campus.

Throughout the project, cross-site collaboration was facilitated through monthly leadership meetings, in which instructional coaches from each campus met with project staff members. These meetings allowed instructional coaches to debrief on project model implementation and collaborate on refinement.

Practitioner-Friendly Resources

High-quality educator resources are essential to successful implementation and continued use of the model. Throughout each phase, Project ELITE² designed clear, user-friendly, and engaging resources that directly support educators in implementing model practices. For example, the project designed a flip book that teachers use to plan and deliver the text-based discussion lessons that build vocabulary and comprehension skills. Web-based materials were developed to support continued implementation, including a teacher toolkit for increasing high-quality classroom discourse, self-paced training modules, videos of model lessons, data meeting protocols and guides, and model lesson plans. (See the **Tools and Resources** section and **Appendices B and C** of this report for information about each tool.)

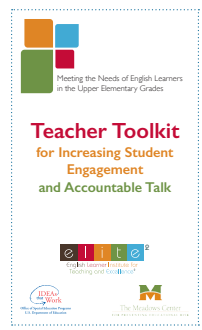
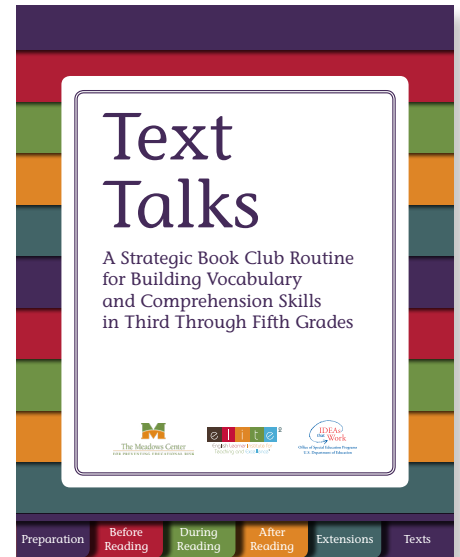
Tools and Resources

Project-Developed Tools

Project ELITE² collaboratively developed tools and deliverables that provide guidance for educators in implementing the different components of the model.

Text Talks Flip Book

In collaboration with the practicing professionals at partnering schools, Project ELITE² developed and refined an instructional model that educators use to enhance core language and literacy instruction for students in grades 3–5. Teachers strategically set reading groups of four to five students, select culturally relevant texts appropriate for reading and language proficiency levels, and divide the text into chunks. Teachers then deliver a focused mini-lesson that includes previewing the text and explicitly teaching academic vocabulary and reading comprehension. While students read independently, they practice word-learning strategies and record the meaning of new words. Students write a summary of the reading and respond to prompts in their journals to prepare for their group discussions. Next, students engage in structured, text-based discussion to advance their comprehension of the text and practice academic language.

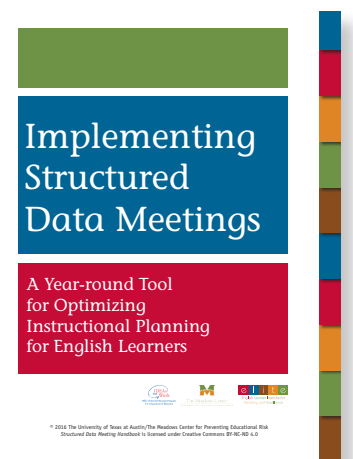


Teacher Toolkit for Increasing Student Engagement and Accountable Talk

Project ELITE² designed and collaboratively developed this toolkit and implementation guide with teachers to improve students' academic language development through low-risk response, feedback, and assessment. The toolkit guides teachers' use of the various tools presented as part of the "Increasing Student Engagement and Accountable Talk" teacher training. This resource offers practical guidance for implementing the tools systematically.

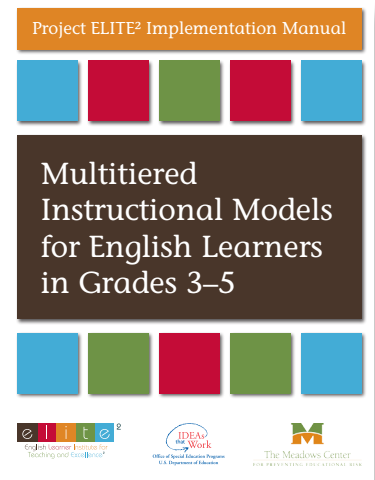
Structured Data Meetings: Protocols and Materials

Project ELITE² collaborated with district leaders to design a structured data-meeting process that facilitates effective decision-making for ELs. The tools include (1) a guide for year-round structured data meetings, (2) educator protocols and tools for effective meetings and instructional planning, and (3) self-paced training modules that guide educators in implementing effective data meetings for ELs.



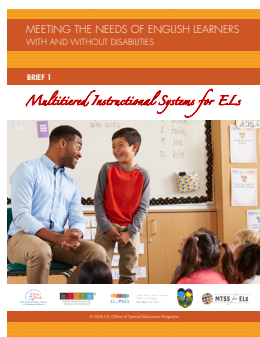
ELITE² Implementation Manual

Project ELITE² developed an Implementation Manual that provides guidance for future replicators, which may include district leaders, educators, and other stakeholders interested in implementing MTSS for ELs in grades 3–5. The manual includes a description of the model and how it was developed, tested, and adapted; key personnel necessary to support the model; professional development required to implement the model; resources necessary for coordination; and strategies for implementing and sustaining the model over time. Formative and summative evaluation measures used are also included. The manual also describes all project-designed tools and deliverables, including a complete roster of the available professional development training and the instructional guides required for implementation, support, and sustainment.



Cohort-Developed Tools

A total of three model demonstration projects focused on MTSS for ELs with and without disabilities were funded in September 2016 by the U.S. Department of Education’s Office of Special Education Programs. Three research teams worked collaboratively to develop educator resources and tools for optimizing multitiered instructional models for ELs the upper-elementary grades.



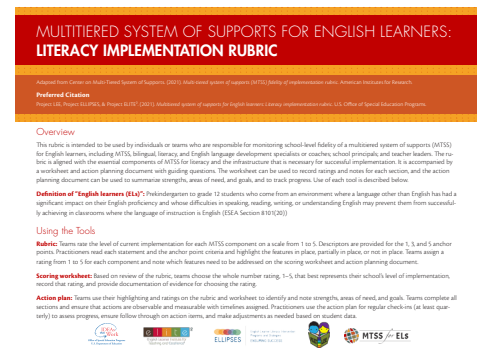
Practice Brief Series

The three model demonstration projects developed a series of guidance briefs to assist administrators, educators, policymakers, and other stakeholders in implementing a campuswide multitiered instructional framework to optimize outcomes of ELs in grades 3–5. The briefs address key issues in model implementation, such as strategies for enhancing core and supplemental (Tiers 2 and 3) instruction for ELs in bilingual and English as a second language instructional settings, family-school partnerships, and effective leadership practices to support MTSS for ELs.

MTSS for ELs: Literacy Implementation Rubric and Accompanying Documents

This rubric is intended for individuals or teams who are responsible for monitoring school-level fidelity of MTSS for ELs, including MTSS, bilingual, literacy, and English language development specialists or coaches; school principals; and teacher leaders. The rubric is aligned with the essential components of MTSS for literacy and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet and action planning document with guiding questions. The worksheet can be used to record ratings and notes for each section, and the action planning document can be used to summarize and track strengths, areas of need, goals, and progress.

These tools and guidance briefs are available on the Multitiered System of Supports for English Learners website: www.mtss4els.org



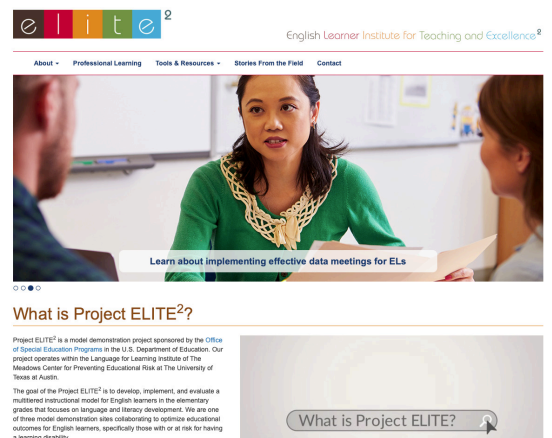
Model Dissemination and Impact

Project ELITE² collaborated with stakeholders locally, nationally, and internationally to disseminate model resources and guidance for optimizing MTSS for ELs. Appendix A of this manual describes the impact of model components as they were implemented through various professional learning and technical assistance initiatives beyond the model demonstration sites. Below, we describe our web-based dissemination activities.

Project ELITE² Website

Project ELITE² developed a website (www.elitetexas.org) to house resources related to program objectives. Practitioners can access a variety of project-developed tools and resources that support implementation of high-quality culturally and linguistically responsive instruction for elementary-grade students. Educators can visit the website to browse teacher tool-kits, lesson plans, and professional development trainings.

Since 2016, the Project ELITE website has garnered more than 237,000 hits, and the practitioner resources have been downloaded more than 67,000 times. As shown below, downloads have steadily increased each year of the project, as project-developed deliverables have been published and disseminated.



Resource Downloads

YEAR	DOWNLOADS
2016	144
2017	4,936
2018	6,741
2019	8,294
2020	16,908
2021	30,627
TOTAL	67,650

MTSS for ELs Website

In collaboration with our fellow research sites and OSEP, we also developed a model demonstration website (www.mtss4els.org) to highlight current and future work across the projects. These projects developed and implemented culturally and linguistically responsive models for MTSS for ELs, including those with or at risk of having a disability. Features of these models include the following:

- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles
- Professional development and strategic coaching for teachers
- Linguistically aligned progress-monitoring and screening measures
- Data-based educational decision-making

Educators can visit the joint project website to learn more about the projects and explore MTSS for ELs tools and resources developed in collaboration with demonstration sites.

The Meadows Center for Preventing Educational Risk

The Meadows Center for Preventing Educational Risk (MCPER) dissemination network is well established, with a long history of disseminating research findings, training materials, and teaching resources. Broadly, the network includes (a) the main MCPER website (www.meadowscenter.org), (b) social media channels, (c) an email listserv, (d) marketing materials (e.g., infographics, brochures), (e) The University of Texas College of Education Office of Communications (including *Texas Education Magazine*), and (f) partnerships with related organizations.

MCPER has a longstanding commitment to distributing materials to all key stakeholders—including teachers, parents, and educational leaders—at no cost. Further, MCPER’s social media presence continues to have a direct influence on education across Texas and the nation by sharing high-quality resources, research findings, and free professional development opportunities with roughly 30,000 followers. In addition, the MCPER email listserv delivers regular email “blasts” announcing new research findings, resources, and support opportunities to more than 16,000 users, including local, state, and federal contacts.

During the project period, key Project ELITE² deliverables have been disseminated through MCPER’s social media channels, and they continue to be accessed by stakeholders through web-based communications.



References

- August, D., Branum-Martin, L., Cardenas-Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. *Journal of Research on Educational Effectiveness, 2*(4), 345–376. <https://doi.org/10.1080/19345740903217623>
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). National Center for Education Evaluation and Regional Assistance.
- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy*. Caslon.
- Calvert, L. (2016). *Moving from compliance to agency: What teachers need to make professional learning work*. Learning Forward.
- Center for Education Policy Research. (2015). *Best foot forward: A toolkit for fast-forwarding classroom observations using video*. Harvard University.
- Center on Response to Intervention. (2014). *RTI fidelity of implementation rubric*. American Institutes for Research.
- Cook, B., Odom, S. L. (2013). Evidence-based practices and implementation science in special education. *Exceptional Children, 79*, 135–145. <https://doi.org/10.1177/001440291307900201>
- Cornett, J., & Knight, J. (2009). Research on coaching. In J. Knight (Ed.), *Coaching: Approaches and perspectives* (pp. 192–216). Corwin Press.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. California Association for Bilingual Education.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.
- Darling-Hammond, L., & Richardson, R. (2009). Teacher learning: What matters? *Educational Leadership, 66*(5), 46–53.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher, 38*(3), 181–199. <https://doi.org/10.3102/0013189X08331140>
- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory Into Practice, 56*(1), 3–12.
- Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis, 24*(2), 81–112. <https://doi.org/10.3102/01623737024002081>

- Domitrovich, C. E., Bradshaw, C. P., Poduska, J. M., Hoagwood, K., Buckley, J. A., Olin, S., Romanelli, L. H., Leaf, P. J., Greenberg, M. T., & Ialongo, N. S. (2008). Maximizing the implementation quality of evidence-based preventive interventions in schools: A conceptual framework. *Advances in School Mental Health Promotion, 1*(3), 6–28.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. University of South Florida.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal, 38*(4), 915–945. <https://doi.org/10.3102/00028312038004915>
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record, 109*(4), 877–896.
- Gutiérrez, K. D., Baquedano-López, P., & Alvarez, H. H. (2001). Literacy as hybridity: Moving beyond bilingualism in urban classrooms. In M. de la Luz Reyes & J. Halcón (Eds.), *The best for our children: Critical perspectives on literacy for Latino students* (pp. 122–141). Teachers College Press.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Corwin.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.
- Klingelhofer, R. R., & Schleppegrell, M. (2016). Functional grammar analysis in support of dialogic instruction with text: Scaffolding purposeful, cumulative dialogue with English learners. *Research Papers in Education, 31*(1), 70–88. <https://doi.org/10.1080/02671522.2016.1106701>
- Kretlow, A. G., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices: A review of studies. *Teacher Education and Special Education, 33*(4), 279–299. <https://doi.org/10.1177/0888406410371643>
- Kroll, J. F., & Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. *Journal of Cognitive Psychology, 25*(5), 497–514. <https://doi.org/10.1080/20445911.2013.799170>
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Education Research Journal, 3*(6), 465–491. <https://doi.org/10.3102/00028312032003465>
- McCombs, B. L. (2003). A framework for the redesign of K–12 education in the context of current educational reform. *Theory Into Practice, 42*(2), 93–101. https://doi.org/10.1207/s15430421tip4202_2
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education, 74*, 1–12. <https://doi.org/10.1002/ace.7401>

- Michaels, S., & O'Connor, C. (2015). Conceptualizing talk moves as tools: Professional development approaches for academically productive discussion. In L. Resnick, C. Asterhan, & S. Clarke (Eds.), *Socializing intelligence through talk and dialogue* (pp. 347–362). https://doi.org/10.3102/978-0-935302-43-1_27
- Michener, C. J., Proctor, P., & Silverman, R. D. (2017). Features of instructional talk predictive of reading comprehension. *Reading and Writing, 31*(3), 725–756. <https://doi.org/10.1007/s11145-017-9807-4>
- Murphy, K. P., Wilkinson, I. A., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology, 101*(3), 740–764. <https://doi.org/10.1037/a0015576>
- Nieto, S. (2013). Language, literacy, and culture: Aha! moments in personal and sociopolitical understanding. *Journal of Language and Literacy Education, 9*(1), 8–20.
- Ortiz, A., & Robertson, P. (2018). Preparing teachers to serve English learners with language- and/or literacy-related difficulties and disabilities. *Teacher Education and Special Education, 41*(3) 176–187. <https://doi.org/10.1177/0888406418757035>
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review, 6*(3), 281–307.
- Parise, L. M., & Spillane, J. P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice. *The Elementary School Journal, 110*(3), 323–346. <https://doi.org/10.1086/648981>
- Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P. (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teachers College Record, 118*, 1–46.
- Project ELITE. (2016). *Project ELITE implementation manual: Multitiered instructional models for English learners in grades K–3*. The Meadows Center for Preventing Educational Risk.
- Project ELITE², Project ELLIPSES, & Project LEE. (2018). *Meeting the needs of English learners with and without disabilities: Brief 1, Meeting the needs of culturally and linguistically diverse students*. U.S. Office of Special Education Programs.
- Project LEE, Project ELLIPSES, & Project ELITE (2019). *Culturally and linguistically responsive response to intervention within multi-tiered system of supports: Fidelity of implementation rubric*. U.S. Office of Special Education Programs. <https://www.mtss4els.org/files/resource-files/CLRT-RTI-Rubric.pdf>
- Ross, J. A., & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education, 23*(2), 146–159. <https://doi.org/10.1016/j.tate.2006.04.035>
- Rydland, V., & Grover, V. (2018). Argumentative peer discussions following individual reading increase comprehension. *Language and Education, 33*(4), 379–394. <https://doi.org/10.1080/09500782.2018.1545786>
- Sato, M., Wei, R. C., & Darling-Hammond, L. (2008). Improving teachers' assessment practices through professional development: The case of National Board Certification. *American Educational Research Journal, 45*(3), 669–700. <https://doi.org/10.3102/0002831208316955>

- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). National Center for Education Evaluation and Regional Assistance.
- Shaver, D., Lenz, K., Wagner, M., & Greene, S. (2015). *Planning for replication and dissemination from the start: Guidelines for model demonstration projects* (Revised). SRI International.
- Sherin, B., & Star, J. R. (2011). Reflections on the study of teacher noticing. In M. Sherin, V. Jacobs, & R. Philip (Eds.), *Mathematics teacher noticing: Seeing through teachers' eyes* (pp. 66–78). Routledge.
- Soter, A. O., Wilkinson, I. A. G., Murphy, P. K., Rudge, L., Reninger, K., & Edwards, M. (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research*, 47, 372–391. <https://doi.org/10.1016/j.ijer.2009.01.001>
- Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English language learners: Findings from two experimental studies. *Journal of Research on Educational Effectiveness*, 2(4), 297–324. <https://doi.org/10.1080/19345740903167018>

Appendices

Project ELITE² collaborated with local, national, and international stakeholders to disseminate resources and guidance for optimizing MTSS for ELs. Appendix A describes the impact of model components, as they were implemented by educators through various professional learning and technical assistance initiatives beyond the model demonstration sites. Appendices B and C provide samples of Project ELITE² presentations and professional development modules. Appendix D provides scores of participating students on standardized tests. All products and resources are available at www.elitetexas.org.

Appendix A: Model Impact and Dissemination

Parent and Family Partnerships: Home-School Literacy Connections

Deliverables:

- Parent read-aloud routine bookmark (see Project ELITE, 2016)
- Parent read-aloud routine workshop

International conferences: Through work with Bridge Multimedia, more than 1,500 bookmarks were disseminated at international conferences of the National Association for Parents of Children Who Are Visually Impaired and other similar conferences throughout the United States.

San Antonio schools: Through work with the nonprofit San Antonio Reads, the bookmark was disseminated to San Antonio schools as part of a communitywide literacy initiative to support local families.

Texas school districts: Various school districts, including Round Rock, Arlington, Hutto, and San Antonio, led community training on the parent read-aloud routine and disseminated the bookmark to families.

Distance learning support for families: The parent read-aloud routine and bookmark were included as part of online modules through The University of Texas at Austin to support families and their children for distance learning during the COVID-19 pandemic.

Linguistically Aligned Data-Based Decision-Making for ELs

Deliverable: *Implementing Structured Data Meetings: A Year-Round Tool for Optimizing Instructional Planning for English Learners*

Districtwide use: DVISD used the practitioner guides and tools to support MTSS at K–5 campuses districtwide.

Statewide online training and technical assistance: The Tiered Interventions Using Evidence-Based Research project, funded by the Texas Education Agency, included the manual and tools in statewide online training and technical assistance for educators.

Educational decision-making resource bank: The Building Capacity for Response to Intervention project, funded by the Texas Education Agency, disseminated the manual and tools statewide and nationally as part of a web-based resource bank focused on using an educational decision-making model for RTI in reading, math, and behavior.

Texas Literacy Achievement and Reading to Learn Academies: The tools and resources were included in this statewide training and technical assistance for K–5 educators, funded by the Texas Education Agency.

Evidence-Based Culturally and Linguistically Responsive Literacy Instruction

Deliverables:

- Flip book series (read-aloud routine and text talks)
- Training-of-trainers professional learning and resources
- Lesson plans and student resources

Translation and dissemination in Mexico: Through work with the nonprofit Subelee Biblioteca Móvil in Mexico City, the teacher toolkit series and educator resources were translated and disseminated to local teachers as part of a communitywide literacy initiative to support local families.

Texas Literacy Achievement and Reading to Learn Academies: The tools and resources were included in this statewide training and technical assistance for K–5 educators.

Use in statewide literacy initiative: Through work with the Institute for Public School Initiatives at The University of Texas at Austin, the read-aloud routine teacher tools, professional learning session, and instructional resources were disseminated across Texas for school districts that were part of a statewide literacy grant funded by the Texas Education Agency.

Use in statewide technical assistance: Through work with the Texas Literacy Initiative at The University of Texas at Austin, the read-aloud routine teacher tools and instructional resources were included in statewide technical assistance to K–5 educators funded by the Texas Education Agency.

Integrating Language Development Into Literacy Instruction

Deliverable: *Increasing Student Engagement and Accountable Talk: Teacher Toolkit*

Statewide online training and technical assistance: The Tiered Interventions Using Evidence-Based Research project included the tools in statewide online training and technical assistance for educators.


Implementing a Culturally and Linguistically Responsive MTSS

Deliverable: *MTSS for ELs: Literacy Implementation Rubric*

Statewide online training and technical assistance: The Tiered Interventions Using Evidence-Based Research project included the tool in statewide training-of-trainer modules.

Appendix B: Briefings and Presentations


Conference Poster



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

English Learner Institute for Teaching and Excellence: Project ELITE²

Model Demonstration Project
Supported by U.S. Office of Special Education Programs Grant H326M160005
Leticia Romero Grimaldo and Shannon Giroir, *The Meadows Center for Preventing Educational Risk, UT Austin*



English Learner Institute for Teaching and Excellence[®]

Overview

What is Project ELITE²?
Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. The goal is to develop, implement, and evaluate a multiterrier instructional model for English learners (ELs) in grades 3–5.

Model Demonstration Setting

- Major suburban school district that serves much of Southeast Travis County, including several incorporated communities and parts of Austin
- One of the highest enrollments of ELs in Central Texas
- ELs served by model demonstration campuses:
 - Campus 1: 41.4%
 - Campus 2: 56.5%
 - Campus 3: 53.5%

Multiterrier System of Supports for ELs

Description

- High-quality, evidence-based core literacy instruction that integrates language development
- Assessment: Consideration of students' language proficiency, cultural background, and educational histories
- Systematic, targeted supplemental instruction

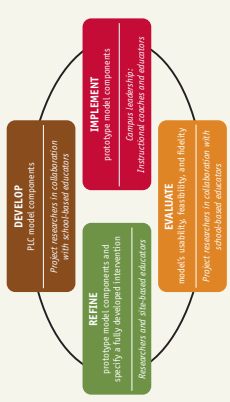
Key Components of the Project ELITE Model

Multiterrier System of Supports for English Learners

- High-quality culturally and linguistically responsive core instruction
- High-quality culturally and linguistically responsive supplemental instruction (Tier II-III)
- Linguistically aligned assessment practices
- Systematic use of assessment data in the design and delivery of instruction
- Educator capacity building for sustained quality and services for English learners

MTSS is modified to meet the language and literacy needs of ELs

Collaboratively Build a Model That Optimizes Language and Literacy Development for ELs




Professional Learning

Raising the Quality of Instruction for ELs

- Relevant content
- Students' prior knowledge and lived experiences
- Active and equitable participation
- High-quality linguistic input and structured language practice
- High-quality instructional discourse
- Instruction in all four language domains

Focus Areas



Findings (cont.)

Teachers' Perceptions of the Reflective PLC
PLCs involved active learning and collective participation to navigate teaching and learning challenges such as the following:

- Facilitating equitable student participation in the discussion
- Explicitly teaching students to demonstrate effective discussion behaviors
- Managing the logistics of multiple reading and discussion groups occurring simultaneously

Teacher Voices: Examples From the Data
On the collective participation component:

"PLC discussions help me gain a better understanding of what Text Talks should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach."

"[It was valuable to hear] how others have been successful with this strategy and ways they made it more meaningful for their students."

"PLC meetings helped me to know what others are doing and how they solve problems."

On the self-captured video reflection component:

"I may not be doing what I think I am."

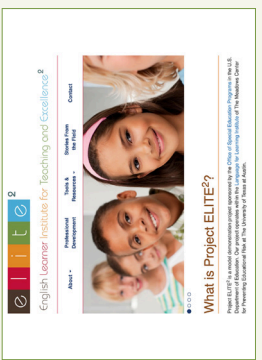
"[Self-captured video reflection] helped in terms of holding myself accountable to being conscious about what I do—whether good or bad."

"[Self-captured video reflection] helped me recognize that I was doing too much of the talking and see how some students overtake the conversation, so I can take steps in the future to help give equitable talk time to all students."

Facilitators of Change

- Collaborative model development
- Teacher-driven approaches to professional learning
- "Collective participation" in professional learning (Desimone, 2009)
- Campus Leadership: Value of building relationships and collaboration among educators
- Well-designed instructional tools and resources

Visit our project website: www.elitetexas.org




The Reflective PLC Model: Overview of Demonstration Findings

Developing a Valuable and Feasible PLC Model

- Overall findings from the data showed that the study participants perceived the reflective PLC model as **feasible, useful, and valuable** to increasing the quality of their teaching practice.
- Model practices had a **high social validity**.
- Teachers showed **improvements** in the following areas:
 - Confidence level** in implementing text-based discussions for their students
 - Comfort level** and **skill** in developing a reflection-action practice
 - Fidelity** to the instructional model

Presentation: Meeting the Literacy Needs of ELs With and Without Learning Disabilities



Meeting the Literacy Needs of English Learners with and without Learning Disabilities

THURSDAY, NOVEMBER 19, 2020

Goals for this Session

- Showcase the work of two model demonstration projects
- Explore job-embedded professional development models designed to prepare teachers to meet the literacy needs of their English learners with and without learning disabilities
- Highlight the use self-reflective videos as professional learning tools and evidence-based practices for English learners as integral components of the JEPD framework

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education Programs at the Department of Education in August 2016, to assess how the models can:

improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework;

use culturally responsive principles; and

be implemented by educators and sustained in general and special education settings.

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Project ELITE



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Context

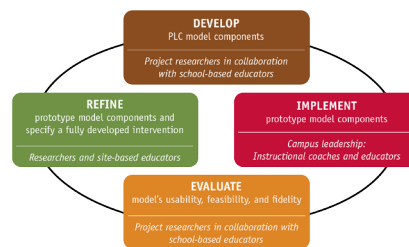
- Central Texas school district that serves much of southeast Travis County
- One of the highest enrollments of ELs in Central Texas

	School 1	School 2	School 3	District
Total Number	639	700	650	11,169
African American	2%	9%	13%	9%
Hispanic	88%	79%	82%	84%
White	9%	9%	3%	6%
Econ. Disadvantaged	92%	90%	97%	82%
English Learners	57%	54%	42%	37%
Special Education	10%	13%	13%	12%

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Collaborative Development of A Reflective PL Model for Instruction



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Target Areas:

High-quality, culturally and linguistically responsive language and literacy instruction

Systematic structured data meetings and decision-making procedures

Job-embedded professional development and reflective coaching

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Implementation of:

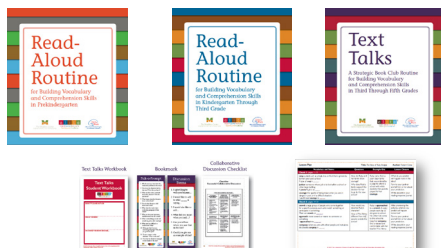
- High-quality classroom discourse practices.
- Meaningful expressive language opportunities.
- Student-centered discussions around academic texts.

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Instructional Tools: Classroom Level

Project ELITE Flip Book series



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Project ELITE Read Aloud Routine (PK-3rd)

Enhancing Teachers' Read-Aloud Practices

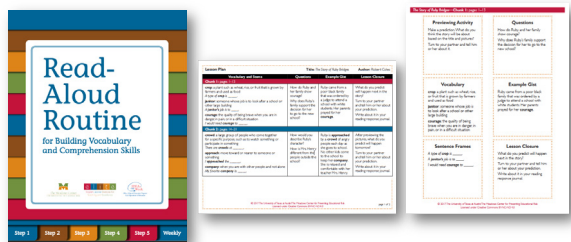
- Text Choice
- Focus on language development with multiple exposures to new language structures (vocabulary)
- Equitable opportunities for meaningful interaction
- Integrate all **four language skills**
- Planning for meaningful connections between content and students' lived experiences

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

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Read Aloud Routine Educator Tools



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Project ELITE Text Talks Routine (3rd – 5th)

- Transitioning from teacher-led read alouds to independent text talks
- Text Choice
- Focus on language development and advancing **students' vocabulary knowledge and comprehension**.
- Multiple opportunities for meaningful interaction
- Integrate all **four language skills**
- Planning for meaningful connections between content and students' lived experiences

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Materials: www.elitetexas.org

Read Aloud Routine

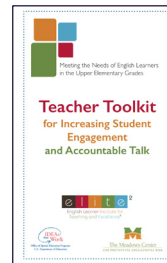
- Flip Book for Grades K-3
- Flip Book for Pre-Kindergarten
- 20 Lesson Plan Sets in English
- 9 Lesson Plan Sets in Spanish
- Video Models of Implementation
- Materials for Professional Development

Text Talks Routine

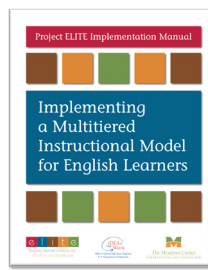
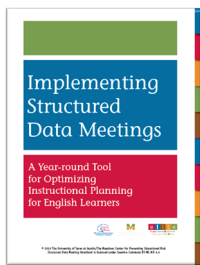
- Flip Book for Grades 3-5
- Text Talks Student Workbook in English and Spanish
- Text Talks Bookmark in English and Spanish
- Lesson Plans in English and Spanish



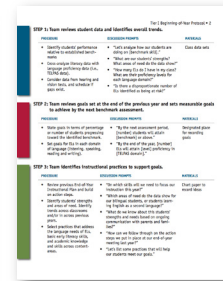
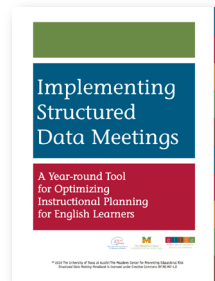
Instructional Tools: Classroom Level



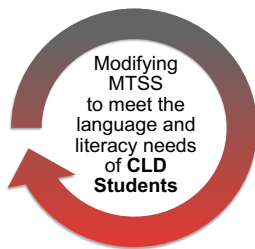
Instructional Tools: School and District Level



Implementing Structured Data Meetings



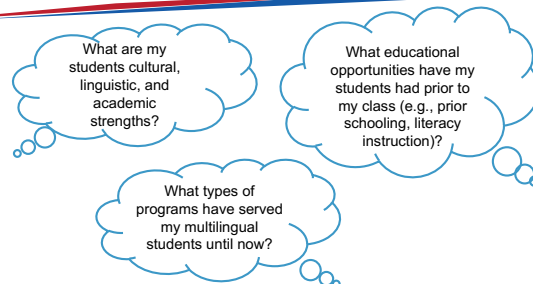
Culturally and Linguistically Responsive MTSS



- High-quality, Evidence-Based Core and Supplemental Instruction
- Students' language proficiency, cultural background, and educational histories informing academic instruction
- Linguistically Aligned Instruction and Assessment Practices



Getting to Know our CLD Students



Cultural and Linguistic Assets

Learning about the diverse backgrounds of students is a first step toward effective instruction.

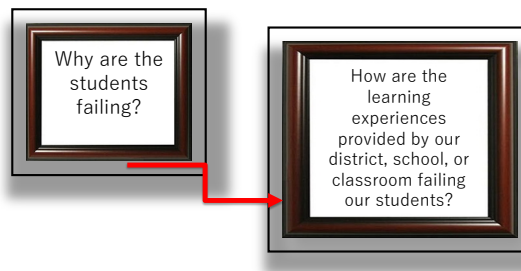
Students' diverse languages and cultures are assets to learning, not obstacles to learning.

English learners may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Reframing the Questions



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Evaluation of Instruction for CLD Students

With what concepts were students most **successful**?

What **instructional practices** helped students be successful?

What concepts did **we struggle** to teach?

What can **we adjust** to better address the language needs of students?

How did students respond to the intervention? What **can we modify** to **improve the effectiveness** of the intervention?

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Use of Multiple Sources of Data

- During reviews, educators provide information beyond screening and progress monitoring, such as the following:
 - Cross-analysis of language proficiency data with academic achievement (for multilingual students)
 - Quality of core and supplemental instruction
 - Home and community factors
 - Information from parents and families
 - Past educational placement

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



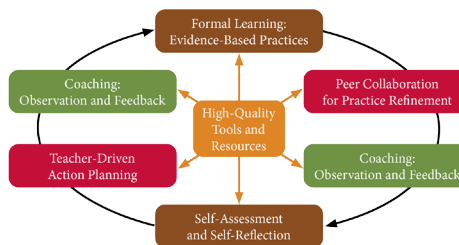
Job-embedded Professional Development and Reflective Coaching



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Framework for Professional Learning



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Guided Reflection and Planning Meetings

- Video-record an ELAR/SLAR lesson.
- Independently use reflection tool for self-assessment.
- Meet in professional learning communities to:
 - Share insights from self-captured videos
 - Identify strengths of lessons and share successes
 - Identify areas of growth noticed during self-observation
 - Plan action steps to increase the effectiveness of future lessons

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Self-Captured Video as a Tool for Teacher Behavioral Change

- For participating teachers in the study, self-video was a viable learning tool that opened opportunities for self-assessment, reflection, and focused instructional planning.
- Teachers were able to identify missed opportunities for meaningful student talk, due to their own reliance on teacher talk, bringing aspects of their practice into “sharper focus” (Sato et al., 2008).

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Essential Features of JEPL and Partnerships

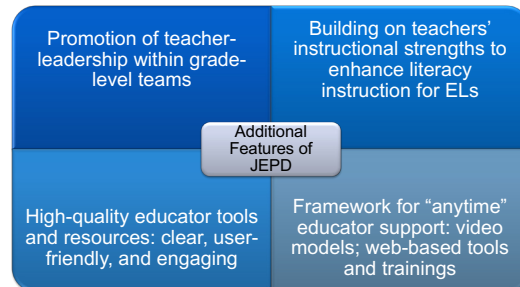
Professional Learning

- Develop a partnership with an instructional leader on the campus who works closely with teachers to build capacity.
- Create opportunities for teachers to provide input in the dissemination of the professional learning plan to build relationships and establish buy-in.
- Engage in various professional learning activities, such as classroom observations and feedback sessions, coaching, peer observation, self videoing with self reflection, etc.
- Provide opportunities for discussion around refining instructional practices and establishing next steps.

Partnerships

- Establish a firm university-school district partnership prior to beginning MTSS reform efforts (*initiating too soon may lead to short-term results yet fail to maintain long-term sustainability*)
- Engage in the process of change to a more effective MTSS for ELs ONLY after significant planning, buy-in and support are embedded into the partnership (TAG Group)
- Continuously engage classroom teachers in discussions about best methods for incorporating new literacy practices into existing curricula
- Engage district and school administration, master teachers and school teams in discussions and planning for sustaining implementation

Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Providing Literacy Instruction to Students with Disabilities • November 19, 2020



Project ELITE

WWW.ELITETEXAS.ORG

Presentation: Project ELITE Model Dissemination

Project ELITE Model Dissemination

Letti Romero Grimaldo
Shannon Giroir

Office of Special Education Programs
Model Demonstration Cross-Cohort Call
January 28, 2020

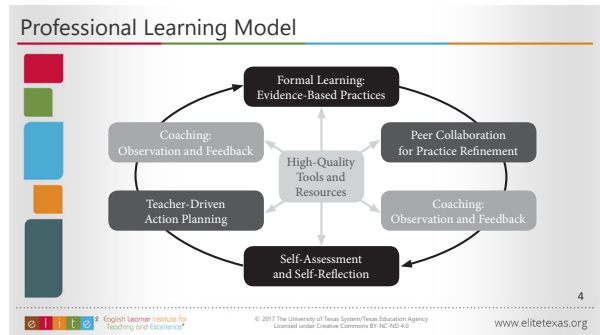
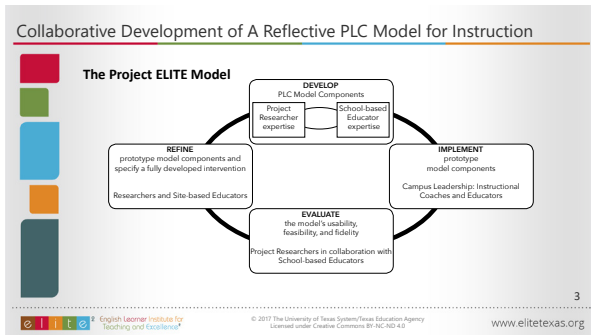
1

Introduction: Project ELITE

Project ELITE is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning Institute of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

- Improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five, within a multi-tier system of support (MTSS) framework;
- One of three model demonstration sites collaborating to optimize outcomes for ELs

2



Professional Learning and Partnerships

<p>Professional Learning</p> <ul style="list-style-type: none"> Develop a partnership with an instructional leader on the campus who works closely with teachers to build capacity. Create opportunities for teachers to provide input in the dissemination of the professional learning plan to build relationships and establish buy-in. Engage in various professional learning activities, such as: classroom observations and feedback sessions, coaching, peer observation, self videoing with self reflection, etc. Provide opportunities for discussion around refining instructional practices and establishing next steps. 	<p>Partnerships</p> <ul style="list-style-type: none"> Establish a firm university-school district partnership prior to beginning MTSS reform efforts (<i>initiating too soon may lead to short-term results yet fail to maintain long-term sustainability</i>) Engage in the process of change to a more effective MTSS for ELs ONLY after significant planning, buy-in and support are embedded into the partnership (TAG Group) Continuously engage classroom teachers in discussions about best methods for incorporating new literacy practices into existing curricula Engage district and school administration, master teachers and school teams in discussions and planning for sustaining implementation
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5

Website: www.elitetexas.org

6

Instructional Tools: Classroom Level

Project ELITE Flip Book series

7

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Instructional Tools: Classroom Level

8

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Instructional Tools: School and District Level

9

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Instructional Tools: School and District Level

10

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Dissemination Findings

- Core reading/literacy instruction and Culturally Responsive Practices
- Tiered supports/intensive intervention
- Using data for decision-making
- Job-embedded professional learning with self-reflective video

11

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Facilitators of Successful Dissemination

- Consistency and capacity of site leadership
- High social validity and impact
- Clear and accessible tools and resources

12

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITetexas.org

Dissemination During and After Project is Finished

- Bridge Multimedia- Parent Read Aloud Routine Bookmark
- SA Reads- Parent Read Aloud Routine Workshop and Bookmark
- Del Valle ISD- Implementing Structured Data Meetings Manual district wide
- Various school districts implementing Parent Read Aloud Routine Bookmark and the Read Aloud Routine
- Institute of Public School Initiatives at the University of Texas at Austin- Read Aloud Routine
- Texas Literacy Initiative- Read Aloud Routine
- Building Capacity for Response to Intervention- Implementing Structured Data Meetings Manual
- Tiered Interventions Using Evidence-Based Research (TIER)- Teacher Toolkit for Increasing Student Engagement
- Texas Literacy Achievement Academies- Read Aloud Routine, Lesson Plans and Structured Data Meeting Manual
- Subelee Biblioteca Móvil, Mexico City- Read Aloud Routine, Text Talks, Parent Read Aloud Bookmark

13

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Presentation: Reflection in a Different Way: Self-Captured Videos

“Reflection in a different way”
Self-captured videos as professional learning tools for DL teachers.

La Cosecha Annual Conference, 2019
Shannon Giroir & Letti Grimaldo
 University of Texas at Austin

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Introduction: Project ELITE²

Project ELITE² is a model demonstration project sponsored by the Office of Special Education Programs in the U.S. Department of Education. Our project operates within the Language for Learning of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

- Develop, implement, and evaluate a multitiered instructional model for ELs in grades 3-5
- One of three model demonstration sites collaborating to optimize outcomes for ELs

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Warm-Up Activity

Think about an instructional strategy, campus initiative, or a new curriculum you have found difficult to implement. What were some things that you did to improve the implementation of that practice?

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Goals for This session

- Share findings** from the implementation of a reflective PLC framework with upper elementary teachers of dual-language learners.
- Develop an understanding** of the role self-reflection plays in teacher development.
- Consider** ways in which collaboration and collective participation can enhance teacher learning.
- Develop our toolkit** for implementing self-reflection approaches to teacher development.
- Collaborate** with colleagues to share expertise and strategies for effective PLCs.

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Teacher Professional Learning: Gaps in Typical Practice

- Professional learning for teachers is still typically focused on one-shot, sit-and-get approaches, but not much evidence they are effective (Desimone, et al., 2002; Desimone, 2009).
- Research supports ongoing, job-embedded professional learning that involves active and collective participation of teachers applying new knowledge to their teaching (e.g., Kaplan et al., 2015)
- Teacher agency in professional learning
- Teacher-driven approaches (vs. expert driven)
- Commonly implemented framework: PLC (Calvert, 2016; Kelly & Churkowski, 2015; Pirtie & Ed Tobia, 2014)

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Model Demonstration Setting

- Major suburban school district in the southeastern U.S.
- District serves 40% ELs
- Participating Elementary Campuses serve 40% - 55% ELs

District Instructional Model: One-way Dual-Language

- 50/50 Spanish/English in **Grades K-2**
- Transition to English instruction with Spanish support in **Grades 3-5**
- Participating teachers were in Grades 3-5

English Learner Institute for Teaching and Excellence
 © 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0
 www.ELITETexas.org

Addressing Dual-Language Educator Needs

- Typical Practice Reflected Challenges Documented in the Research:
- High-quality, text-based discussion is still rare in U.S. public schools.
 - High-quality instructional discourse opportunities are **particularly absent for culturally and linguistically diverse students**.
 - Deficit views of ELs and immigrant students.
 - Entrenched status of low-level, teacher-centered discourse in U.S. schools.
 - Requires shift in teachers' thinking about the "role of talk in learning and its potential benefit for students" (Wilkinson, 2015).
- (Adair, Colegrove, & McManus, 2017; Applebee et al., 2003; Corden, 2009; Michaels & O'Connor, 2015; Nystrand, 1997; Powell et al., 2016)

Implementation of:

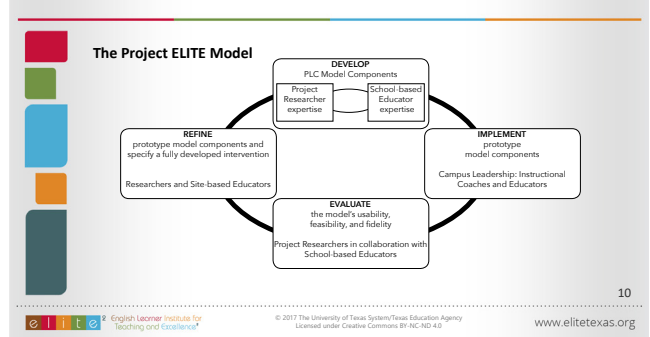
- High-quality classroom discourse practices.
- Meaningful expressive language opportunities.
- Student-centered discussions around academic texts.

The Text-Based Model: Instructional Tools

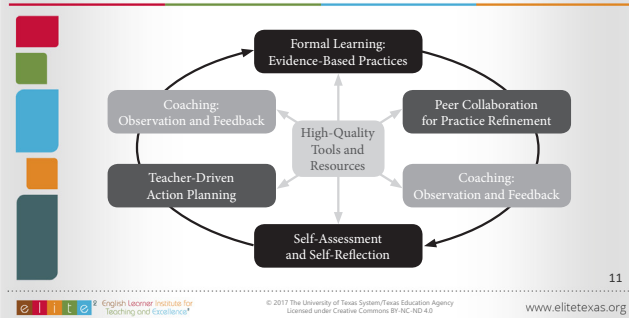
Text Talks
 A Strategic Book Club Routine for Building Vocabulary and Comprehension Skills in Third Through Fifth Grades

Teacher Toolkit for Increasing Student Engagement and Accountable Talk

Collaborative Development of a Reflective PLC Model for Instruction



The Reflective PLC Model



Think-Write-Turn-Talk

What is your experience with self-reflection in teaching? What has been beneficial in your practice? What have been obstacles?

Think-Write-Pair-Share Organizer

Question (Open-ended)	What I think	What my partner thought	What we thought
What is your experience with self-reflection in teaching? What has been beneficial in your practice? What have been obstacles?	Speaking It seems to me that...	Listening I hear you saying that...	Consensus/Writing We both thought that...

(Adapted from Soto, 2012) 13

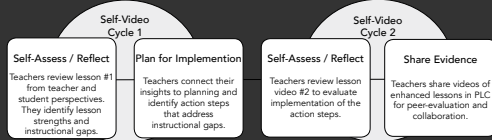
Self-Video Reflection: Theoretical Perspectives

- Teachers' own classrooms are powerful sites of new learning.
- Systematic and critical self-reflection of one's teaching represents highly-contextualized learning opportunities for educators to restructure their prior understandings about teaching and refine their pedagogical thinking.
- Transformative Reflection: push beyond evaluation and connect to action.

(Calandra & Dias, 2013; Putman & Borko, 2000; McFadden et al., 2014; Naido & Kirch, 2016; van Es & Sherin, 2002)

14

Self-Observation: Implementation of High-Quality Text-Based Discussions



15

The Reflective PLC Model



16

Research Questions

- RQ1: To what extent do school instructional leaders and educators find the PLC model components to be useful and feasible?
- RQ2: How do educators perceive the PLC model components and to what extent do they find them instructionally valuable?
- RQ3: In what ways does the PLC model increase educators' confidence and ability in implementing culturally responsive, evidence-based practices for English learners?

17

Data Collection Measures

Measure and RQ	Development Year (17-18)	Full Implementation Year (18-19)
Educator Interviews	1x/year	2x/year
Lesson Observations	2x/year	3x/year (1 video)
Teacher Learning Artifacts	Collected 2x/Year	Collected 3x/Year
Teacher Surveys		1x/Year
Field notes from PLC Meetings	2x/Year	3x/Year
Researcher Debriefs	Monthly; Ongoing	Monthly; Ongoing

18

Case Study Participants (N=6)

	Grade Level	Additional Degrees	Years Experience (as of 2018-19)	Certifications	Race/Ethnicity
Teacher 1	Third		5	ESL	Non-Hispanic/White
Teacher 2	Fourth	M.A.	23	ESL	Non-Hispanic/White
Teacher 3	Fifth		4	ESL	Non-Hispanic/White
Teacher 4	Fifth		4	ESL	Non-Hispanic/White
	Years in Leadership Role	Race/Ethnicity			
Instructional Coach	2	Non-Hispanic/White			
Principal	1	Non-Hispanic/White			

19

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

Self-Captured Video Reflection Packet: Round 1

Self-Captured Video Reflection Packet

Instructions for your self-reflection:

Review page 1 of this packet. Read through the text, think about the questions, and the prompts provided on that page. Watch your video. Listening to your own voice will help you think about the questions and prompts.

Complete all questions and respond to the prompts provided. Record your own voice. Describe any "Aha" moments.

When you have time, review your video. Watch your video and think through the lines of your video. Think about the questions and prompts. Write down your thoughts and responses. Use the space provided on page 2 of this packet. Please be specific and include the following questions:

What do the students see throughout the lesson? What do they not see?

What do the students hear throughout the lesson? What do they not hear?

How engaged are the students in the lesson? What student behaviors self you that?

How might the use of a guided self-reflection tool enhance or improve the quality of a teachers' self-reflection?

20

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

Developing a Valuable and Feasible Model for Instructional Change

- Overall, findings from the data showed that the study participants perceived the reflective PLC model as **feasible, useful, and valuable** to increasing the quality of their teaching practice.
 - Model practices had a **high social validity**.
 - Increased confidence-level** in implementing text-based discussions for their students.
 - Increased comfort-level and skill** developing a reflection-action practice.
- 21
- English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

Collaborative Vision for Change

"Culture of Literacy"

I think [the PLC model] goes with everything we are trying to do as a campus. So, ... we are trying to build this culture of literacy, talking about this "collective efficacy." We want to move into that student autonomy, student self-efficacy.

--Principal

Norms:

We will actively engage in discussion and activities.

We will make decisions collaboratively.

We will respect & value everyone's time, values, and opinions.

We will keep our meetings positive, solution-focused, and on task.

22

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

Educator Perceptions Around Change

- "I was nervous": Change as Risk
- Teachers articulated concerns about:
- Giving students more autonomy in student-led discussions
 - Managing multiple independent text-talk groups simultaneously
 - Scaffolding talk for ELs with different confidence levels and proficiency levels
- 23
- English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

Educator Perceptions Around Change

- "I didn't want to do it": Change as uncomfortable
- Self-Captured Video: initially daunting, "embarrassing,"
 - Time consuming; additional task to already demanding job
- "I didn't want to do it [laughing]. I didn't want to set up an iPad [for video-recording]... To get the tripod and set up the iPad," as it was seen as another task to add to the already demanding daily aspects of the job.*
- Fourth Grade Teacher
- 24
- English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ELITETexas.org

PLCs as a Space for Navigating Teaching and Learning Challenges

- Gain clarification on new practices
 - Learn how colleagues address implementation challenges
- “[The] PLC discussions help me gain a better understanding of what text talks should look like. Also, hearing from other teachers regarding what works for them helped me tweak my approach.”
- “[It was valuable to hear] how others have been successful with this strategy and ways they made it more meaningful for their students.”
- “[PLC meetings helped me to] know what others are doing and how they solve problems.”

PLCs as a Space for Navigating Teaching and Learning Challenges

- Observed areas:**
- how to facilitate equitable student participation in the discussion,
 - how to explicitly teach students to demonstrate effective discussion behaviors, and
 - how to manage the logistics of multiple reading and discussion groups occurring simultaneously.



PLCs as a Source of Support for Taking Instructional Risks

- Theme: PLCs as a source of support for taking instructional “risks” and receiving feedback**
- Teachers’ receive targeted feedback on their instructional decisions from colleagues and instructional leaders
 - Validation of instructional decisions
 - Teachers’ developed pedagogical knowledge through critical observation of colleagues’ lessons
 - Identified evidence for pedagogical features they were working toward
 - Draw conclusions about their impact on student learning

SCVR as a Transformative Tool

- **Affective Response: “a different perspective” on teaching.**

“It’s like you feel more empathy when you look through their eyes, and that’s what I felt. And then [to see] how I react [to them] and thinking about that.”

“We are more demanding than they are. We ask them to do a lot all day.”
- **Identify and address unconscious behaviors**

“It’s is how you look when [students] are saying something confusing. Are you looking thoughtful or are you looking confused? Because a lot of times I had the confused look on my face. And the other kids react to that. Then they look at that other child [the one with the original response] a different way.”

SCVR as a Transformative Tool

- **Self-captured video reflection as a means to evaluate teaching behaviors and enhance the instructional value of lessons.**

“I don’t know if I would have noticed this if not for the video.”

“I may not be doing what I think I am.”

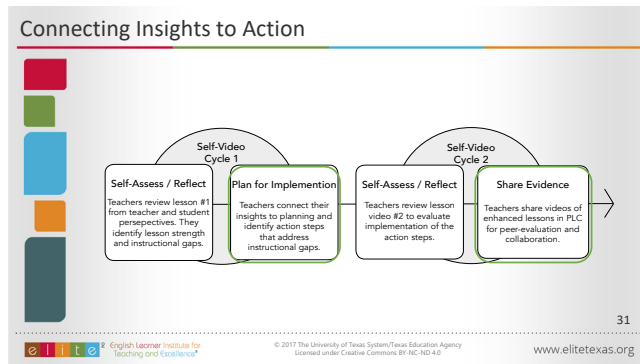
“[Self-video] helped in terms of holding myself accountable to being conscious about what I do- whether good or bad.”

“[SCVR] helped me recognize that I was doing too much of the talking and see how some students overtake the conversation, so I can take steps in the future to help give equitable talk time to all students.”

Focus on Students

- Focus on students and students’ learning contributed to the value of self-captured video

“I never expected that benefit to be more me seeing what those kids are talking about when I walk off. And if they get stuck, how they fix it for themselves or how they don’t. And that was super invaluable. I didn’t know that before.”



Self-Captured Video Reflection: Educator Tools

How might the collaborative process help teachers' increase the quality of their action steps and instructional planning?

32

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ellitexas.org

Increased Skill in Translating Insights to Pedagogical Actions

Teachers' Action Steps Year 1 (Pilot Year)	Teachers' Action Steps End-of-Study	Qualities End-of-Study
<p>"Example / Non example"</p> <p>"Interactive listening and learning."</p> <p>"Change table groups."</p>	<p>"Give each student the partner talk sentence stems for use in discussion."</p> <p>"Use Discussion Rubric and model mini-lesson over the individual sections of the rubric."</p> <p>"Start next Text Talk Lesson with a 'rich discussion' anchor chart [Collaborate with Ms. Culver]."</p>	<p>Specific: Communicates a defined action</p> <p>Solution Focused: Addresses as solution to a problem identified in the lesson.</p> <p>Identifies a specific pedagogical concept or instructional tool for immediate implementation</p>

33

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ellitexas.org

Insight to Action: Round 2

What do you see as some of the benefits of this second round of reflection?

34

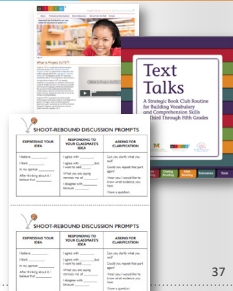
English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ellitexas.org

- ### Increased Comfort Level and Confidence
- Self-Captured Video Reflection: Initially "embarrassing" and uncomfortable → "easier" "less distracted by the "camera"
 - "I felt it was more natural. I just did my thing."
 - Increased confidence level in providing high-quality instruction in the domains of listening and speaking
 - Increased confidence level in implementing the text-based discussion model ("text talks")
- 35
- English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ellitexas.org

- ### Increased Implementation of Targeted Instructional Practices
- (1) meaningful integration of all four language domains effectively into literacy instruction,
 - (2) students' discussions demonstrate features accountable talk (e.g., academically productive talk),
 - (3) teachers use instructional scaffolds to advance students' academic language use, and
 - (4) teachers' facilitate equitable student participation in student-centered classroom discourse.
- 36
- English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.ellitexas.org

Facilitators of Successful Change

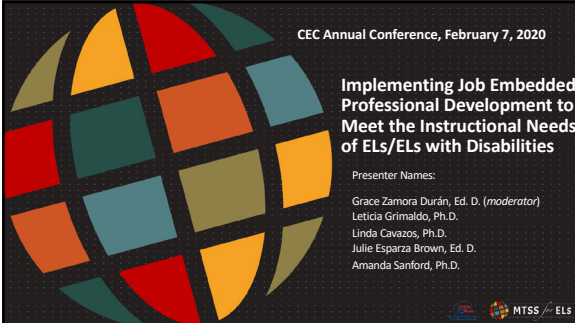
- Collaborative and Teacher-Driven Approaches
- “Collective Participation” salient driver of change (Desimone; 2009)
- Role of leadership was critical
- Well-designed instructional tools and resources key in supporting change



Gallery Walk

- What are 2-3 practices you could see yourself implementing moving forward?
- What are some things you would add or change to our self-reflective process?

Presentation: Implementing Job-Embedded Professional Development



CEC Annual Conference, February 7, 2020

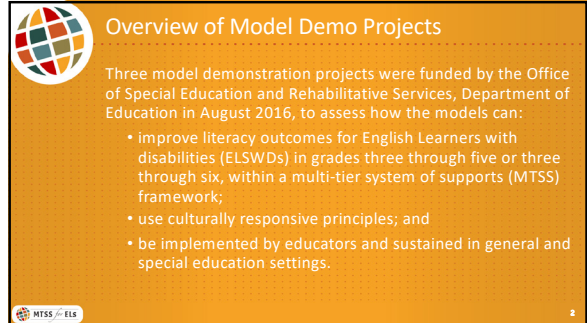
Implementing Job Embedded Professional Development to Meet the Instructional Needs of ELs/ELs with Disabilities

Presenter Names:

Grace Zamora Durán, Ed. D. (*moderator*)
 Leticia Grimaldo, Ph.D.
 Linda Cavazos, Ph.D.
 Julie Esparza Brown, Ed. D.
 Amanda Sanford, Ph.D.

MTSS for ELS

1



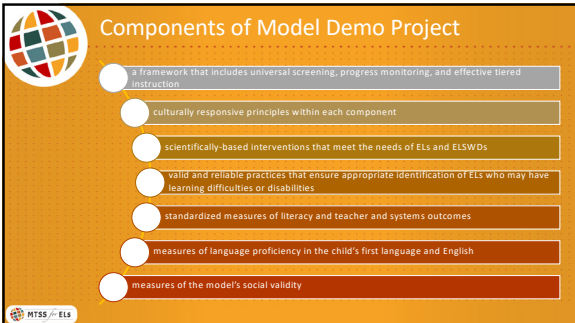
Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education and Rehabilitative Services, Department of Education in August 2016, to assess how the models can:

- improve literacy outcomes for English Learners with disabilities (ELSWDs) in grades three through five or three through six, within a multi-tier system of supports (MTSS) framework;
- use culturally responsive principles; and
- be implemented by educators and sustained in general and special education settings.

MTSS for ELS

2

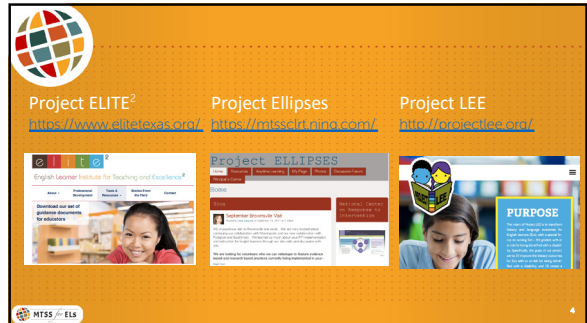


Components of Model Demo Project

- a framework that includes universal screening, progress monitoring, and effective tiered instruction
- culturally responsive principles within each component
- scientifically-based interventions that meet the needs of ELs and ELSWDs
- valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities
- standardized measures of literacy and teacher and systems outcomes
- measures of language proficiency in the child's first language and English
- measures of the model's social validity

MTSS for ELS

3



Project ELITE² Project Ellipses Project LEE

<https://www.elitetexas.org/> <https://mtssinria.com/> <http://proisclia.org/>

Project ELITE² Project ELLIPSES Project LEE

MTSS for ELS

4



<https://www.mtss4els.org/>

Multitiered Systems of Support for English Learners

Watch for updates

MTSS for ELS

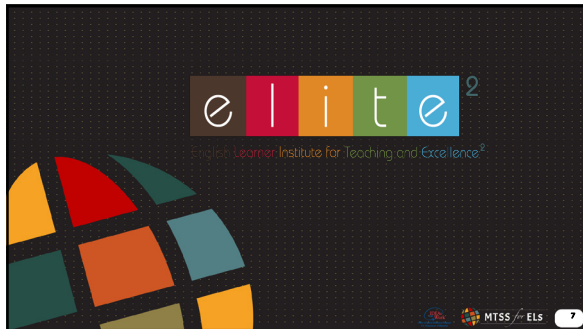
5



Job-Embedded Professional Development for Meeting the Needs of ELs/ELWLDs

MTSS for ELS

6



7

Model Demo Context

- Central Texas school district that serves much of southeast Travis County

	School 1	School 2	School 3	District
Total Number	610	700	706	11,238
African American	9%	1%	14%	9%
Hispanic	80%	88%	81%	83%
White	8%	10%	2%	6%
Econ. Disadvantaged	93%	94%	97%	87%
English Learners	58%	60%	42%	38%
Special Education	12%	8%	12%	10%

8

Context: Instructional Model for ELs

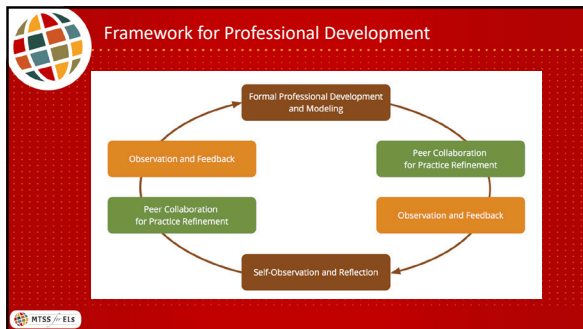
- Dual Language, 50/50 (K-2)
- English Instruction with Spanish support; Sheltered Instruction (grades 3-5)

9

Essential Features of JEPD

- Develop a partnership with an instructional leader in the schools who works closely with teachers of ELs to build capacity through PD.
- Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.
- Engage in various PD activities (e.g., classroom observations, feedback sessions, team teaching, coaching, peer observation, self-videoing with self-reflection).
- Provide opportunities for discussion around refining EL best instructional practices and establishing next steps.

10




11

Why self-video reflection?


- Expands opportunity to participate in key learning processes: **observation, assessment, and reflection**
- Provides a "time for reflection rather than action", allowing educators to press pause and focus on various aspects of instruction (Sherin & Han, 2004, p. 164)
- Allows teachers to analyze components of their instruction that could be "hard to pinpoint otherwise" (Sato et al, 2008).
- Provides educators the opportunity to re-experience details of lesson, not having to rely on memory
- Tied to educators' individual learning goals
- Greater access to video recording and sharing technology

12




Guided Reflection and Planning Meetings

- Video-record an ELAR/SLAR lesson.
- Independently use reflection tool for self-assessment.
- Meet in professional learning communities to:
 - Share insights from self-captured videos
 - Identify strengths of lessons and share successes
 - Identify areas of growth noticed during self-observation
 - Plan action steps to address areas of need




13

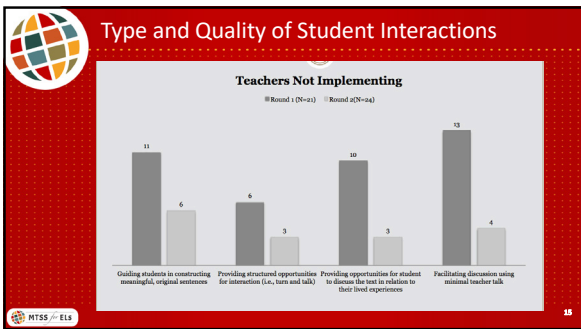


Areas of Teacher Growth

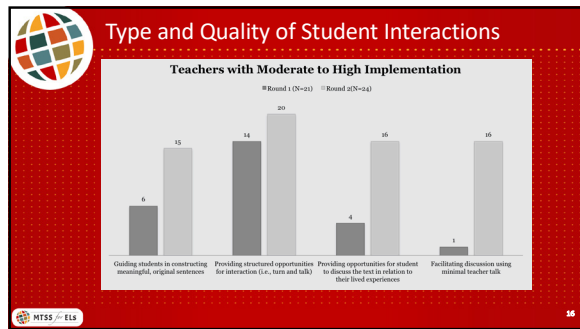
- Autonomy in planning
- Strategic text selection
- Awareness of inequitable patterns in class participation
- Type and quality of student interaction



14



15



16



Usefulness to Practice

- Professional Development Training with Peer Videos: 98%
- Collaborative Coaching: 94%
- Self-captured Video and Reflection Activities: 95%



17




Embedding Self-Captured Video in a Collaborative Coaching Model

- Specific parameters for video-capture focused teachers attention on specific events of interest and learning goals.
- Scaffolds/Tools and support from a more experienced other enhanced teacher learning and directed their attention to specific moments in the videos.
- Embedding self-captured video in an instructional planning process benefited teachers in improving their instructional delivery.



18




Selecting JEPD Topics

- Needs Sensing Survey
- Teachers identify PD topics
- Group needs are prioritized
- JEPD
- Evaluations
- Follow-up supports
- Virtual Supports
- Anytime Learning
- Recursive cycle

MTSS / ELS 25

25




All JEPD includes Strategies for Increasing English Language Development

Sample strategies include:

- Provide ample opportunities for ELs to use language and showcase what they have learned
- Structure academic discussions around content
- Allow ELs to talk about content with partners, groups, whole class
- Teach ELs to answer in complete sentences and avoid one word responses
- Keep students accountable (accountable talk)
- Provide sentence stems
- Model correct responses
- Paraphrase incorrect responses
- Provide corrective and affirming feedback
- Let *students* summarize key concepts and vocabulary before closing a lesson

MTSS / ELS 26

26



Intended Outcomes of JEPD

Increase Teacher Content Knowledge	Job-Embedded Professional Development	Modeling Coaching Feedback	Anytime Learning	Virtual Support
Improve Pedagogy	Increase use of evidence-based practices for ELs	Increase use of high leverage practices	Increase use of high leverage principles for ELs	Reflective Practice
Improve Instructional Approach	Explicit Instruction	Differentiated Instruction	Guided Reading Small Group Instruction	Flexible Grouping
Improve Student Performance	Culturally Responsive Teaching	Targeted interventions	Progress Monitoring	Use data to inform instruction
Improve the Special Education Referral Process	Identify areas for improvement	Reduce Inappropriate Referrals	Ensure language supports are provided for ELs with disabilities	Tier 3 intervention


MTSS / ELS 27

27




MTSS / ELS 28

28




Overview

- District and School Demographics
- Guiding Principles of JEPD and Coaching
- Outcomes-Driven Coaching Model
- Collaborative Coaching Cycle in Project LEE
- Considerations & Challenges

MTSS / ELS 29

29



Overview of Research District

- School district is a suburban district in the Portland, Oregon region.

ENROLLMENT AND DEMOGRAPHICS	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
Total Enrollment	3,800	1,995	2,864	4,019
Regular Attenders	89.2%	91.0%	86.2%	68.4%
Economically Disadvantaged	42%	43%	35%	31%
Students with Disabilities	8%	12%	11%	10%
Ever English Learners	20%	26%	25%	24%
Different Languages Spoken	48	42	41	49
Mobile Students	11.6%	10.0%	8.8%	12.2%

MTSS / ELS 30

30

Overview of School A

SCHOOL PROFILE		STUDENTS	
ENROLLMENT 2016-17	665	SELECTED DEMOGRAPHICS	
K-3	441	Economically Disadvantaged	***
4-5	224	Students with Disabilities	11%
6-8	--	Ever English Learner	34%
MEDIAN CLASS SIZE	School: 24.0 Open: 24.0	Different Languages Spoken	19
Self-Contained	--	Regular Attendees	88.9%
Departmentalized	--	Mobile Students	11.2%

IMMUNIZATION RATES
 Percent of students with all required vaccines: 95
 Percent of students without all required vaccines: 5
(The percent without required vaccines includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.healthvermont.org/immunize> for more information.)

When data are unavailable or to protect student confidentiality:
 * refers to groups of less than 6 students.
 † indicates that a percentage is less than 5%.
 >95 indicates that a percentage is greater than 95%.
 *** refers to a school that offers lunch at no charge to all students.

31

Two-Way Immersion Program

- TWI in our research district is:
 - an equity focused program with native Spanish speakers learning English and
 - all students becoming academically successful as bilingual/biliterate learners.
- It is a 90/10 model in kindergarten leading to 60/40 in Grade 5.

32

Job Embedded Professional Development: Coaching

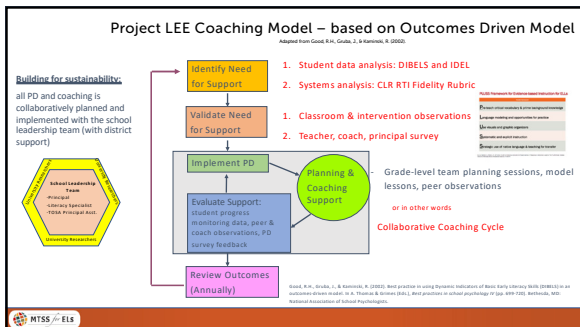
- Guiding Principles
 - Knight (2007) describes the coaching process as collaboratively planning, learning, observing, sharing ideas, examining data, and working towards goals.
 - Our goals are to increase the achievement of EL students in grades 3 – 5 by increasing leadership and instructional capacity.
 - We use and reflect on data that drives our coaching cycle.
 - The leadership team and the instructional staff are involved in identifying priorities for coaching and professional development.

33

Coaching universal systems to support all learners

“Coaching works hand-in-hand with a fluid and responsive Multi-tiered System of Supports framework (Vermont Reads Institute and Statewide Steering Committee on RTII, 2014). Instructional coaching enhances quality instruction delivered at the universal level. By effectively coaching at the universal level, schools can reduce the number of students needing more targeted interventions.”

34



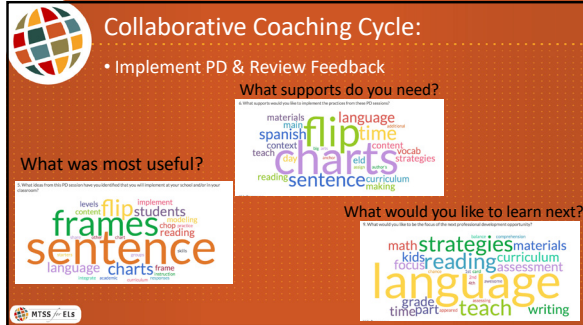
35

Leadership Matters in JEPD

The principal is the Instructional leader and must fully support coaching activities.

No matter how much a coach knows, and no matter how effective a coach is, the principal's voice is ultimately the one most important to teachers (Knight, 2006).

36



Collaborative Coaching Cycle:

- Implement PD & Review Feedback

What supports do you need?

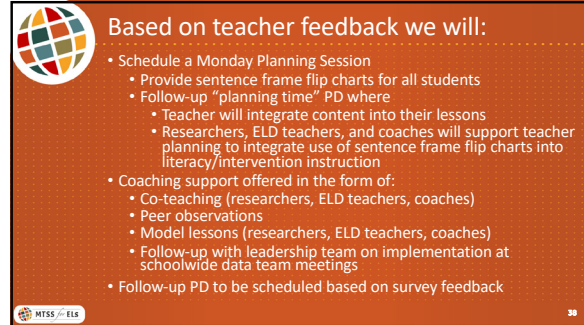
What was most useful?

What would you like to learn next?

Word clouds include terms like: language, flip charts, sentence, frames, students, reading, materials, spanish, teach, content, strategies, math, strategies, materials, kids, reading, curriculum, language, grade, time, part, teach, writing.

MTSS / ELS

37



Based on teacher feedback we will:

- Schedule a Monday Planning Session
 - Provide sentence frame flip charts for all students
 - Follow-up "planning time" PD where
 - Teacher will integrate content into their lessons
 - Researchers, ELD teachers, and coaches will support teacher planning to integrate use of sentence frame flip charts into literacy/intervention instruction
- Coaching support offered in the form of:
 - Co-teaching (researchers, ELD teachers, coaches)
 - Peer observations
 - Model lessons (researchers, ELD teachers, coaches)
- Follow-up with leadership team on implementation at schoolwide data team meetings
- Follow-up PD to be scheduled based on survey feedback

MTSS / ELS

38



Considerations & Challenges to JEPD

- Time (for professional development & coaching)
- Teacher resistance
- Fit to context
- Skill of coaches
- Competing priorities
 - District priorities
 - New curriculum adoption
 - Day-to-day "putting out of fires" that require teacher and administrative attention

MTSS / ELS

39



QUESTIONS

www.mtss4els.org

MTSS / ELS

40

Presentation: Culturally and Linguistically Responsive MTSS for ELs



Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education Programs, Department of Education in August 2016, to assess how the models can:

- improve literacy outcomes for English Learners (ELs) and ELs with disabilities (ELSWDs) in grades three through six, within a multi-tiered system of support (MTSS) framework;
- use culturally responsive principles; and
- be implemented by educators and sustained in general and special education settings.



Components of Model Demo Projects

Each project includes:

- a framework that includes, at a minimum, universal screening, progress monitoring, and effective tiered instruction
- culturally responsive principles within each component of the framework
- scientifically-based interventions that meet the needs of ELs and ELSWDs

Components of Model Demo Projects (cont.)

- Valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities;
- Standardized measures of literacy outcomes when applicable, and teacher and systems outcomes, when appropriate;
- Measures of language proficiency in the child's first language and English;
- Measures of the model's social validity



OSEP Model Demo Projects

<p>Project ELITE https://www.eliteous.org/</p> <p>Project ELITE - H326M160005</p>	<p>Project ELLIPSES https://mtssdirt.ning.com/</p> <p>Project ELLIPSES - H326M160003</p>	<p>Project LEE http://projectlee.org/</p> <p>Project LEE - H326M160008</p>
<p>OSEP GRANT NUMBERS</p>		



MTSS for ELs Website

<https://www.mtss4els.org/>

Multitiered Systems of Support for English Learners

Model Demonstration Research Sponsored by the Office of Special Education Programs, U.S. Department of Education

Features of these models include:

- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and practices
- Professional development and ongoing coaching for teachers
- Customizable support systems and/or intervention response systems
- Data-based educational decision-making

Model Demonstration Grantees

Watch for updates



EVIDENCE BASED PRACTICES

Evidence Based Practices

An activity, strategy or intervention that demonstrates a statistically significant effect on improved student outcomes or other relevant outcomes based on either strong, moderate, or promising evidence from research studies.

Every Student Succeeds Act



What Works Clearinghouse



Evidence Based Practices for ELs

- Academic Instruction
 - Provide ELs the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas
 - Teach vocabulary across content areas
 - Provide instruction and/or instructional support in the primary language as needed
 - Provide appropriate interventions for ELs who need support beyond Tier 1 instruction
 - Implement culturally responsive instruction

Richards-Tutor, Aceves, Reese, 2016

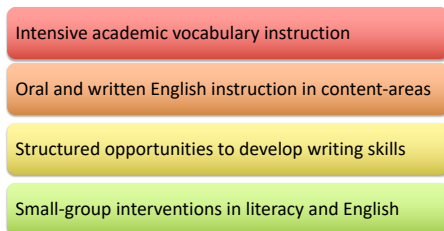


Evidence Based Practices for ELs

- Progress Monitoring
 - Implement purposeful and appropriate assessment practices taking into account ELs' primary language, English-language proficiency, and ongoing linguistic and academic progress
 - Utilize curriculum-based measurement to determine risk and monitor progress across tiers with ELs as part of a school site or district's comprehensive MTSS model
 - Employ an ecological approach when evaluating ELs' possible learning difficulties and to develop appropriate and culturally responsive supports

Richards-Tutor et al., 2016

Academic Content and Literacy for ELs



Gersten et al., 2014



Foundational Reading Skills

- Academic language skills (inferential and narrative language, and vocabulary knowledge)
- Awareness of segments of sounds in speech and letters
- Decode words, analyze word parts, and write words
- Read connected text daily for accuracy, fluency, and comprehension

Foorman et al., 2016

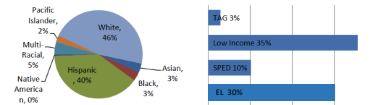
Supporting the Needs of ELs

- Explicit instruction
- Differentiated instruction
- Frequent opportunities to use language
- Structured academic discussions
- Student-centered instruction
- Accountable talk
- Paraphrase student responses
- Model correct responses
- Sentence stems and frames, graphic organizers, etc.



Data-Based Instructional Planning

DATA-BASED INSTRUCTIONAL PLANNING



Continual Improvement Plan Academic Focus

Data Review → Academic Emphasis → Goals → High Leverage Actions → PD/Action/Evidence Plan

Academic Area of Emphasis/Problem of Practice

After a thorough review of school perceptions, implementation and outcome data/evidence, the academic area of emphasis and our Problem of Practice is specific to **Reading** with a more in-depth focus on:

1. A healthy core 100% on benchmark, Accuracy and Composite across grade levels
2. Explicit instruction routines used daily with fidelity, with a focus on Vocabulary



Data-Based Instructional Planning

3 times a year	*100% meetings	EBIS team	*Analyze grade level trends in reading - *Identify foundational skill focus *Identify instructional agreements *Implementation plan	differentiated supports
Quarterly	* 20% Meetings	EBIS team	*How to analyze data *problem solve for intensive student by focusing on ICE	differentiated supports

100% Meetings – Snapshot of Fifth Grade TWI

SPED	ELL	Span. level	First Name	Last Name	Fall ORFLEX CWVW Exp. or ambitious	Spring Growth Goal CQ Total	CUMM Number	Overall	November CQ
X		A			88	103.3	36.3	29.7	
X		B			88	103.3	36.3	43.7	
X		C			88	103.3	36.3	47.7	
X	X	D			88	103.3	36.3	50.7	
X		E			88	103.3	36.3	63.7	
X		F			88	103.3	36.3	69.7	
X		G			88	103.3	36.3	73.7	
E		H			88	103.3	36.3	73.7	
		I			88	103.3	36.3	77.7	
		J			88	103.3	36.3	80.7	
		K			88	103.3	36.3	83.7	
X		L			88	103.3	36.3	85.7	
		M			88	103.3	36.3	88.7	
X		N			88	103.3	36.3	89.7	
X		O			88	103.3	36.3	89.7	



What did the data tell us about....

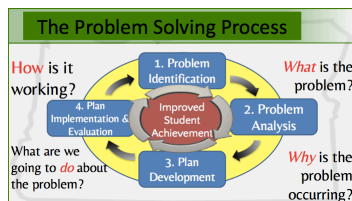
- Core instruction in English
- Core instruction in Spanish
- Next steps?



Data Meetings

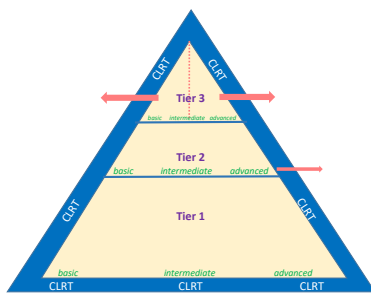


20% Meetings



EFFECTIVE TIERED INSTRUCTION

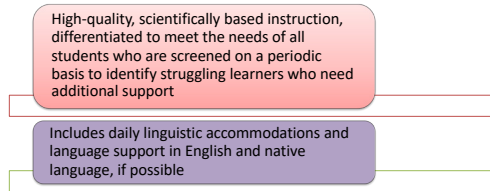
Culturally and Linguistically Responsive RTI Model



Tier 1 Characteristics

Focus	Instruction	Setting	Assessment
All students (including students with disabilities and learning differences)	District core curriculum and instructional practices that are research based and incorporate differentiated instruction	General education classroom	Screening, continuous progress monitoring for some students, and outcome measures or summative assessments

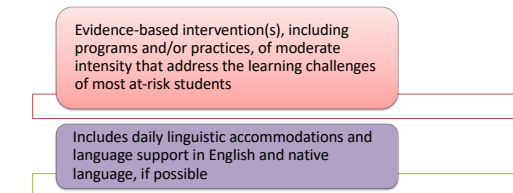
What is Tier 1: Core Instruction for ELs?



Tier 2: Supplemental Instruction

Focus	Instruction	Setting	Assessment
Students identified through screening, and verified with others assessments, as at risk (not meeting grade level cut-score)	Targeted, supplemental instruction delivered to small groups in addition to Tier 1	General education classroom or other general education location within the school	Progress monitoring, diagnostic

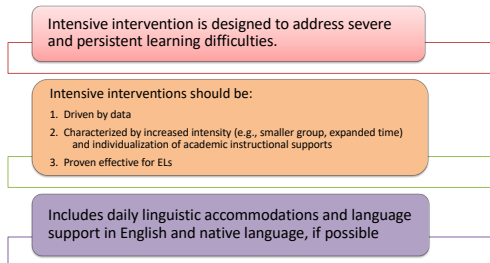
What is Tier 2: Supplemental Instruction for ELs?



Tier 3: Intensive Intervention

Focus	Instruction	Setting	Assessment
Students who have not adequately responded to core- and supplemental instruction (Tier 2)	Intensive intervention (Tier 3) delivered to small groups (two or three students) or individually by highly skilled specialists	Intervention classroom, other general education location within the school	Progress monitoring and diagnostic assessments (e.g. running records, skilled based math tests)

What is Intensive Intervention for ELs?



JOB-EMBEDDED PROFESSIONAL DEVELOPMENT FOR ENHANCING PRACTICE

Essential Features of JEPD for Teachers of ELs

Develop a partnership with an instructional leader in the schools who works closely with teachers of ELs to build capacity through PD.

Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.

Engage in various PD activities (e.g., classroom observations, feedback sessions, team teaching, coaching, peer observation, self-videoing with self-reflection).

Provide opportunities for discussion around refining EL best instructional practices and establishing next steps.

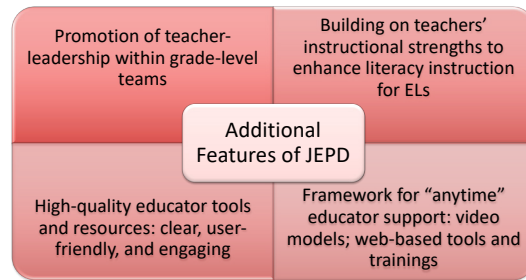
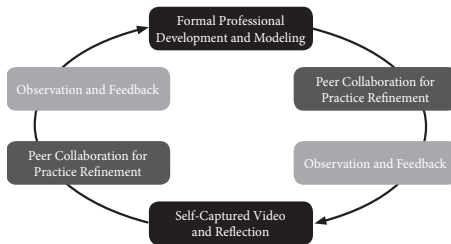
JEPD for Enhancing Practice

Ongoing job-embedded support that is responsive to educator needs that includes:

- PD with modeling
- Coaching
- Classroom observations
- Demonstrations as needed
- Virtual support
- Data and planning meetings
- Mini-workshops (virtual- mini lessons on strategy, mini videos for anytime learning; *i.e. making connections, inferencing*)



JEPD Recursive Cycle: One Example



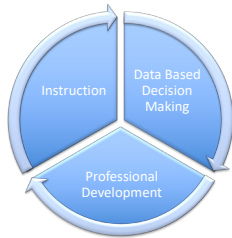
Critical Attributes for Successful JEPD

- Leadership is key.
- Capitalize on existing structures.
- Take an iterative approach to implementation.
- Plan collaborative JEPD to support sustainability such as the following:
 - Implementation, team teaching, and coaching
 - Self-observation and peer observation
 - Sharing of findings
 - Planning of next steps
- Foster self-reflection.
- Build capacity by supporting teacher leadership.

CULTURALLY AND LINGUISTICALLY RESPONSIVE PRACTICE



Culturally and Linguistically Responsive Model



CLRP Instruction

- Teachers know their students well and establish strong relationships with them and their families.
- Teachers have high expectations of all students, providing them with needed supports to reach their potential.
- Teachers use linguistic scaffolds to ensure access to rigorous curricula and instruction.
- Curricula and instruction validate literacy practices and funds of knowledge from students' homes and communities.

CLRP Data-Based Decision Making

- Strengths-based data analysis
- Shift the unit of analysis toward *instruction*
- Build and apply knowledge of language proficiency
 - TELPAS/WIDA
 - Language Proficiency
- Students' educational history:
 - Review of educational opportunity in L1 and L2
 - Language and literacy trajectories

PROCEDURE	DECISION PROMPTS
<ul style="list-style-type: none"> • Identify students' performance relative to established benchmarks. • Cross-analyze literacy data with language proficiency data (i.e., ELPA scores). • Consider data from hearing and vision tests, and consider if gaps exist. 	<ul style="list-style-type: none"> • "Let's analyze how our students are doing on [benchmark #1]." • "What are our students' strengths? What areas of need do the data show?" • "How many ELs do I have in my class? What are their proficiency levels for each language domain?" • "Is there a disproportionate number of ELs identified as being at risk?"

CLRP Professional Development



QUESTIONS

Appendix C: Professional Development Modules

Creating Culturally Responsive Classrooms



Creating Culturally Responsive Classrooms
Del Valle ISD
Letti Grimaldo, Ph.D.
Shannon Giroir, Ph.D.

Del Valle Independent School District

English Learner Institute for Teaching and Excellence

www.elitetexas.org

DVISD



English Learner Institute for Teaching and Excellence

www.elitetexas.org

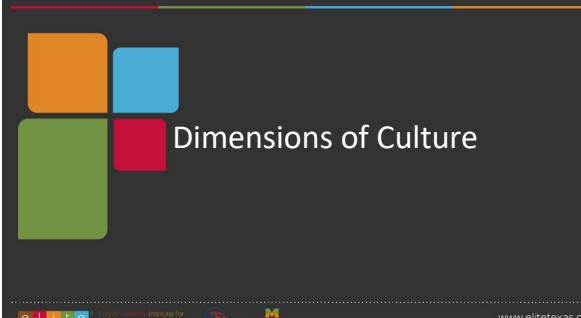
Objectives

- Understand the impact of culture on individuals and systems
- Recognize why culture and language matter
- Develop an understanding of how teachers become culturally responsive
- Develop an understanding of what cultural and linguistic responsiveness looks like in practice

Adapted from MCCREST "Module 1: Understanding Culture and Cultural Responsiveness: Academy 2: Appreciating Culture and Cultural Responsiveness"

English Learner Institute for Teaching and Excellence

www.elitetexas.org



Dimensions of Culture

English Learner Institute for Teaching and Excellence

www.elitetexas.org

What Does It Mean to be Culturally Responsive?



English Learner Institute for Teaching and Excellence

www.elitetexas.org

Dimensions of Culture

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

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

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Body Mapping

Body Mapping

Personal Self

Educator Self

English Learner Institute for Teaching and Excellence

www.elitetexas.org

How Might Teacher Self-Awareness Promote Students' Opportunities to Learn?

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Teacher Perceptions...

Family history

Tradition

Shaped by our background knowledge and life experiences

Education

Work

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Teacher Perceptions

Teacher Perceptions...

What thoughts or images come to mind when you hear:

- Bully
- English Language Learner
- Classleader
- Student brings promity
- Student with a disability
- Poorer and smarter

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Danger of a Single Story by Chimamanda Adichie

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Reflect

Take 2 minutes and free write what comes to mind after listening to The Danger of a Single Story


English Learner Institute for Teaching and Excellence

www.elitetexas.org




Get Into a Group and Share...

Talking Points:

1. Share some of the points in your free write.
2. Talk about a time when you have bought into a single story.
3. How do you see Adichì's words relevant in our schools today?

 English Learner Institute for Teaching and Excellence www.elitetexas.org


Features of Culturally Responsive Pedagogy

 English Learner Institute for Teaching and Excellence   www.elitetexas.org


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).

 English Learner Institute for Teaching and Excellence www.elitetexas.org


Students bring **funds of knowledge** to their learning communities, and recognizing this, teachers and teacher educators must incorporate this knowledge and experience into the classroom.



A **fund of knowledge** is a gold mine, a reservoir, of knowledge unique to you.

Why is it important?


Because when we come to any experience we arrive with something of worth to offer. Each of us **always has something to contribute.**

 English Learner Institute for Teaching and Excellence www.elitetexas.org

Activity: Getting to Know Students




Reflect and discuss with your partner:

- What specific activities can I apply in order to get to know the assets students bring into my classroom?
- What types of data can I consult regularly that will inform me of my students' cultural and linguistic identities?

 English Learner Institute for Teaching and Excellence www.elitetexas.org


Becoming Culturally and Linguistically Responsive

What does it look like in action?

 English Learner Institute for Teaching and Excellence   www.elitetexas.org

Culturally Responsive Classrooms: What They Are...

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

 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org

Culturally Responsive Classrooms: What They Are NOT...


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

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...


 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org

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 Kopolnick, C. (2000). "Sounds great, but how do I do it?" *MSA Today* Magazine.


 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org

Scenario Activity

 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org


Scenario #1

A second-grade teacher scolded a Vietnamese girl for low motivation and falling back on her first language. The teacher didn't understand that the child was confused and uncertain about the assignments, and she didn't know the girl was saying, in her language, "I am politely listening to you."

 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org

Scenario #2

A third-grade teacher informed Mexican immigrants their daughter was "insecure and overly dependent." The teacher didn't realize the parents taught their little girl to be quiet and obedient and to seek approval while working on her assignments.

 Project ELITE² Institute for Teaching and Excellence | www.elitetexas.org

Scenario #3

- A teacher viewed the Pacific Islander children in her classroom as “lazy and non-compliant.” The teacher didn’t understand why these students, raised to value peaceful interpersonal relationships,
- were reluctant to participate in spelling bees and other classroom competitions.

www.elitetexas.org

Scenario # 4

- A teacher was angry with a Southeast Asian student who, she said, “smirked disrespectfully” when she disciplined him. The teacher didn’t understand
- that in the boy’s culture, a smile was an admission to guilt and also conveyed “no hard feelings.”

www.elitetexas.org

Classroom Vignettes

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

www.elitetexas.org

Reframing the Question

Why are students failing?

➔

How are the learning experiences provided by our district, school or my classroom failing our students?

www.elitetexas.org

Activity:

What do you already do?

www.elitetexas.org


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

www.elitetexas.org

"The first step toward cultural responsiveness is building self-awareness and developing a sense of one's own cultural identity"
- Lynch & Hanson

"Cultural identity is fluid and highly nuanced, so that no two families may share the same values or levels of acculturation"
- Jim Banks

 Project ELITE Institute for Teaching and Excellence
www.elitetexas.org

Second-Language Development: Implications for Practice



Del Valle
Independent
School
District

Second Language Development: IMPLICATIONS FOR PRACTICE

Shannon Giroir, Ph.D.
Letti Grimaldo, Ph.D.



English Learner Institute for Teaching and Excellence




The Meadows Center

www.elitetexas.org

Stand Up – Hand Up – Pair Up

When I say go:

- Stand up
- Put your hand up in the air
- Find a close partner from a different grade level or content area
- Give a high five
- Sit together
- Talk about the ELs you have worked with, and strategies you have used to facilitate their learning in class.




English Learner Institute for Teaching and Excellence

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System

www.elitetexas.org

Session Objectives

- Gain awareness of the linguistic diversity of DIVISD and the differences within EL groups
- Recognize and identify the different stages of second language acquisition and associated student behaviors
- Recognize the role of students' L1 knowledge in acquiring English
- Develop an understanding of instructional practices that support English language development



English Learner Institute for Teaching and Excellence


Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System

www.elitetexas.org

Who Are English Learners?

“A person who is in the process of acquiring English and has another language as their first language.”
(Texas Education Code 89.1203)

“Students who come from language backgrounds other than English and whose proficiency is not yet developed to the point where they can profit fully from English-only instruction.”
(NRC Report, 1997)



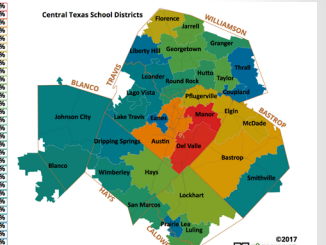
English Learner Institute for Teaching and Excellence


Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System

www.elitetexas.org

Getting to Know Our ELs

Del Valle	36%
Austin	28%
Bastrop	24%
San	23%
McCombs	23%
Pharr-Villa	22%
Floresville	21%
Leakey	17%
Hays	16%
Leander	14%
Georgetown	14%
Blanco	13%
Waller	13%
Spangar	10%
San Marcos	9%
Round Rock	9%
Wimberley	7%
Blanco	7%
High Vista	6%
Lake Travis	6%
Georgetown	6%
Johnson City	6%
Spring Springs	6%
Sherry Hill	5%
Fairfield Lea	3%
Scappellato	2%
Travis	2%
East	2%





English Learner Institute for Teaching and Excellence


Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System

www.elitetexas.org

ELs: A Diverse Group With Different Needs

English Language Proficiency	ELs differ in their current development in all four language domains: Listening, Speaking, Reading, and Writing.
Educational Background	ELs differ in their development of literacy skills and prior formal schooling in their native language. ELs differ in the instruction or formal schooling in English they have received.
Cultural and Linguistic Identities	ELs differ in their first languages and language varieties. There are differences in culture and lived experiences, even within L1 groups.

Partner Activity: How can teachers gather information about each of these student characteristics? Use Handout 1.



English Learner Institute for Teaching and Excellence

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System

www.elitetexas.org

Getting to Know Our ELs

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

What types of programs have served my ELs until now?

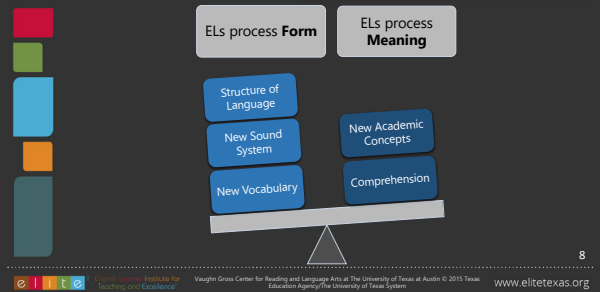
Partner Activity: What are we currently doing now to answer these questions, or find out the answers to these questions? What can we strengthen?

What are my students' linguistic and academic strengths?

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

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

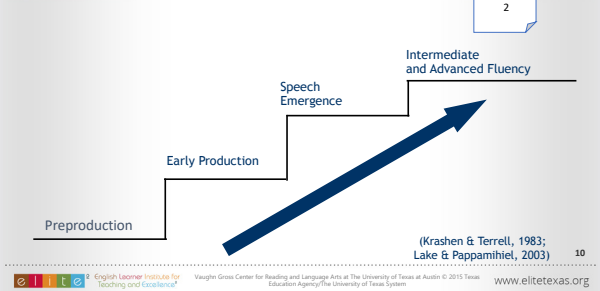
The Double Load



Second-Language Development

- Learning a second language is a complex and challenging cognitive and social task for ELs.
 - Becoming familiar with second-language development is crucial for teachers of ELs.
 - ELs can learn literacy skills even at the early stages of English development.
- (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; VGC, 2006, 2008, 2013)
- English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Second-Language Development



Preproduction

- Common characteristics:
 - Having little or no English competency
 - Entering a silent period or using only L1
 - Using nonverbal responses
 - Gathering information about the new language
 - Instructional focus: Making language comprehensible
- (Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)
- English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Early Production

- Common characteristics:
 - Having little English competency
 - Using simple words and phrases
 - Using telegraphic speech
 - Using formulaic chunks of language
 - Instructional focus:
 - Making language comprehensible
 - Planning for ELs to work in small groups
- (Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)
- English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Speech Emergence

- Common characteristics:
 - Building sentences
 - Trying new vocabulary
 - Understanding more language than they can produce
- Instructional focus:
 - Planning meaningful opportunities to speak
 - Providing sufficient contextual support

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

13

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

Intermediate and Advanced Fluency

- Common characteristics:
 - Beginning to engage in extended discourse
 - Answering complex questions
 - Building their academic English
- Instructional focus:
 - Providing contextual support
 - Emphasizing academic English development

(Krashen & Terrell, 1983; Lake & Pappamihel, 2003; VGC, 2006, 2008, 2013)

14

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

Activity: Stages of SLA

- Review each card that describes a student behavior. With your partner, decide in which stage of SLA would a student be likely to demonstrate that behavior.

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

15

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

Activity: Analyzing Student Profiles

- Read one of the student profiles. With your table, use poster paper to record your answers to the following questions:
 - At which stage of language development is this student? What evidence helped you come to that conclusion?
 - What are this student's areas of strengths and linguistic resources?
 - What are this student's possible needs?

16

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

GALLERY WALK

17

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

SLA: Interlanguage

- An interlanguage is an emerging linguistic system developed by an L2 learner in the process of acquiring L2.
- Positive Transfer and Negative Transfer
- It is not fully proficient yet; It preserves some features of L1 in speaking or writing and creates innovations.
- "Errors" vs. Transfer of linguistic knowledge

Selinker, 1972

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

18

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.elitetexas.org

Transfer Between L1 and L2

- Negation:**
 - "I no understand."
- Word Choice:**
 - "How old are you?" "I have 9 years."
- Syntax:**
 - "He happy." "She living in Austin."
 - "His dream is to become teacher, not lawyer."

19

Additional Features of L2

- Overgeneralization:**
 - "She **goed** to school."
 - "We went to the market to buy **foods**."
 - "Do I must do that?"
- Simplification:**
 - "Going there! Late. Brother coming!"

20

Receptive vs. Expressive Language

	Receptive	Expressive
Oral	Listening	Speaking
Text-based	Reading	Writing

For ELS, receptive language typically develops first.

21

What Supports Second Language Development?

- acquiring new Language
 - Comprehensible input
 - Learning is situated
 - Context is high
 - Learners receive comprehensible input
- i + 1**
- Different for different learners

22

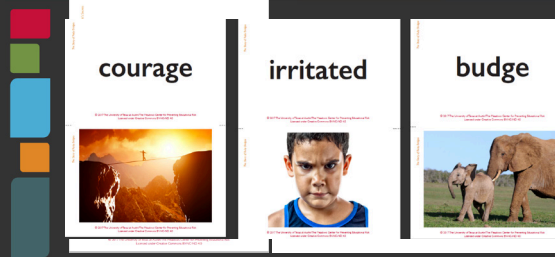
Making Language Comprehensible

- Make language comprehensible when content demands are high
- "Message abundance" (Gibbons, 2015)



23

Nonlinguistic Representations



24

Nonlinguistic Representations

Palabras de transición para organizar la escritura

Al principio, Al llegar, Primera, Todo empezó, Para empezar

Después, Luego, Proximo, Además, También

Por último, En conclusión, Finalmente, Últimamente, Para resumir

pause: To stop for a short time

tuff: A deep or stable state of feeling

alert: on urgent signal or warning

ajar: something that is slightly open

rook: a bird, used in chess

adventure: an exciting experience

occur: to happen

25

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

Features of Effective Instruction for ELs

- Build and activate students' background knowledge.
- Use modeling and think alouds.
- Strategically make connections between students L1 and English.
- Use nonlinguistic representations (visuals; nonverbal cues).
- Use manipulatives.
- Create concrete examples and non-examples that connect to students' experience or knowledge.
- Make connections between social and academic language.

26

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

THINK – WRITE – TURN – TALK

- Identify or think about a lesson you have planned.
- Consider some of the ways you will incorporate the features of effective instruction for ELs.
- Record your ideas on Handout 4.
- Discuss your ideas with your tablemates.

27

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

DEBRIEF: What We Can Observe

- Stated instructional focus
- Teacher modeling
- Consistent language
- Active participation
- Student talk
- Multiple examples
- Multiple grouping formats
- Manipulatives
- Visual aids/cues

28

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

Supporting Second Language Development: What About Output?

Turn to your Partner:
Why do English learners need to speak and write?

29

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

Receptive vs. Expressive Language

	Receptive	Expressive
Oral	Listening	Speaking
Text-based	Reading	Writing

High quality, meaningful opportunities for students to use and practice language are necessary to progress to higher levels of language proficiency.

30

English Learner Institute for Teaching and Excellence
Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System
www.ELITETexas.org

Why Do ELs Need to Speak and Write?

- Teaches ELs to initiate talk for real communicative purposes
- Allows ELs to test hypotheses about the language
- Pushes ELs beyond “getting the idea” from what is heard or read to using English syntax to communicate ideas
- Provides opportunities for ELs to become more fluent and automatic in English

Partner activity: How do you provide “output” opportunities for your students? What are specific practices you use in your classroom to support students in developing expressive language?

(Swain, 1984; Swain et al., 2002) 31

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Example: Classroom Discourse

T **Teacher:** Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?

R **Student:** Evaporation.

E **Teacher:** Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Partner Activity: If you were the teacher, how would you enhance this example of classroom discourse to provide more meaningful, extended student talk?

32

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Encourage Extended Discourse

Methods to enhance classroom interactions for ELs include the following:

- Empower students to initiate talk, not just respond to teacher questions.
- Use open-ended prompts that encourage extended discourse.
- Provide and allow peers to provide L1 support to beginning-level ELs.
- Use strategically-selected small groups and pairs for interactive activities (for example, think-turn-talk; “overhead accountability”).
- Promote students’ diverse ideas, asking for evidence to support their ideas.

(Baker et al., 2014; Gersten et al., 2007; Giroir et al., 2015) 33

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Examples: Open-Ended Prompts and Sentence Stems

The image shows a whiteboard with handwritten notes under three main headings: NEGOTIATE, CREATE, and CLARIFY. Each heading has several bullet points of open-ended prompts and sentence stems.

- NEGOTIATE:**
 - What is your opinion?
 - I disagree with... because...
 - Our ideas could be combined because...
 - How can we decide who the winner is?
- CREATE:**
 - What is your idea?
 - How can we combine these ideas?
 - What are other points of view?
 - What did you think about...?
 - Do you have a question?
- CLARIFY:**
 - What do you mean...?
 - Can you elaborate on...?
 - Why do you think that is important?
 - Can you support it with a different way?
 - I'm not sure I understand...

34

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Points to Remember

- Social language is a building block for academic language development.
- Students come to our classroom linguistic resources that they use in developing a second language.
- As students learn English, they need a lot of contextual support to make the content comprehensible.
- Structured, meaningful opportunities to use and practice language is necessary for second language acquisition.

35

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Remember! The Double Load

The diagram shows two columns of boxes. The left column is titled 'ELs process Form' and contains three boxes: 'Structure of Language', 'New Sound System', and 'New Vocabulary'. The right column is titled 'ELs process Meaning' and contains two boxes: 'New Academic Concepts' and 'Comprehension'. A horizontal line separates the two columns, and a triangle is positioned below the line, suggesting a balance or a challenge between the two processes.

36

English Learner Institute for Teaching and Excellence | Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin © 2015 Texas Education Agency/The University of Texas System | www.elitetexas.org

Increasing Student Engagement and Accountable Talk

INCREASING STUDENT ENGAGEMENT AND ACCOUNTABLE TALK
 Advancing Language Development for English Learners
 Shannon Giroir, Ph.D. Letti Grimaldo, Ph.D.
 Del Valle Independent School District
 Fall 2019

www.elitetexas.org

Quick Write + Quick Draw

What does *accountable talk* mean?

2

www.elitetexas.org

Session Objectives

- Develop an understanding of how to advance oral language development for ELs and assess progress.
- Practice applying strategies for increasing student engagement and accountable student talk.
- Develop our teacher toolkit to include knowledge and resources for increasing assessing accountable talk.
- Collaborate with colleagues to learn about effective instructional practices and their implementation.

3

www.elitetexas.org

Your Materials

- Increasing Student Engagement and Accountable Talk Toolkit
- Folder with slides, handouts, and tools
- Tools:
 - Pinch Cards; Processing Tent;
 - Appointment Card;
 - Think-Pair-Share Organizer;
 - Shoot-Rebound Cards

4

www.elitetexas.org

Using Appointment Cards

Appointment Card

Time: 10:00 AM, 12:00 PM, 2:00 PM

Meet With: _____

Sentence / Discussion stems:

- "Are you available at [time]?"
- "Yes, I am **free**. See you then!"
- "Sorry **I'm booked** then. What about [time]?"

5

www.elitetexas.org

Grouping Students for Collaboration – Considering Our English Learners

THINK-TURN-TALK-WRITE

What factors do you take into consideration when pairing or grouping students, particularly ELs?

Question (Considered)	What I think	What my partner thought	What we thought
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

6

www.elitetexas.org



Think-Write-Pair-Share Organizer

Question (Open-ended)	What I think <i>Speaking</i>	What my partner thought <i>Listening</i>	What we thought <i>Consensus/Writing</i>
What factors do you take into consideration when pairing or grouping students, particularly ELs?	It seems to me that...	I hear you saying that...	We both thought that...

(Adapted from Soto, 2012) 8

www.elitetexas.org

Classroom Discourse: Example

- T** **Teacher:** Ok, we just read about the water cycle. Who can tell me what it's called when water leaves the river or ocean and goes into the air?
- R** **Student:** Evaporation.
- E** **Teacher:** Yes, that's right! Evaporation. Evaporation is when the sun heats up water in rivers or lakes and turns it into vapor or steam.

Initiation → Response → Evaluation
Not enough for our ELs!

www.elitetexas.org

Facilitating High-Quality Interactions

Ask students to make connections between the concepts they are learning about and their effect on the world around them.

Use wide-open questions:

- In what ways...
- How might things be different if...
- Why is ___ important?

HO 3

Locate and recall	Integrate and interpret	Critique and evaluate
Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.	Make connections across parts of text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what's in a text.	Assess a text from various perspectives; synthesize what's in one text; decide on what's significant within a text; judge whether a text and its features effectively accomplish a purpose.

www.elitetexas.org

#1 Where does this story take place?

#2 What does this story remind you of and why?

www.elitetexas.org

#1 How does the character feel and how do you know?

#2 Who is the main character of this story?

www.elitetexas.org

#1
What are the effects of the author's word choice on you as a reader?

#2
What happens to the character?

13

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Pinch Cards

- Use your pinch cards to respond to the following question:
True – Not True – True with Conditions

When students talk to each other about a text it increases their comprehension of the text.

Not all talk is high-quality talk!

14

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

High-Quality Classroom Discourse: What Research Says

- Students use **full linguistic repertoire** to construct meaning from text = Use of first and second language.
- Students provide **explanations** to open-ended prompts
- Students **elaborate on explanations**
- Students contribute a **relevant argument**
- Students offer a **counter-argument**
- Students make **extratextual connections** (connections to other texts, works, or ideas)

(Michener et al., 2017; Orellana & Reynolds, 2008; Rydland & Grover, 2018; Soter et al., 2008)

15

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Read – Think – Write – Talk

Processing TENT

What qualities of high-quality classroom discourse can you identify in the students' conversations? What evidence for those qualities do you see?

- Students use **full linguistic repertoire** to construct meaning from text = Use of first and second language.
- Students provide **explanations** to open-ended prompts.
- Students **elaborate on explanations**.
- Students contribute a **relevant argument**.
- Students offer a **counter-argument**.
- Students make extratextual connections (connections to other texts, works, or ideas)

HO 1

16

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Text Talks: Example 1, *Esperanza Rising*

- Student 1:** I was also surprised when the mother had said yes.
- Student 2:** I was surprised whenever the house had burned down because it just came at random whenever she was sleeping. And her mother already knew who it was.
- Student 3:** How did they know that it was Tío Luis that like burned the house down?
- Student 4:** Because he was *devious*, something like that.
- Student 2:** Uh huh!
- Student 4:** Because he was *sneaky* and *dishonest*.
- Student 2:** And ...whenever they were talking before, whenever he first asked her...he was saying that something, some things were going to happen if she didn't say yes.

17

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Text Talks: Example 2, *Esperanza Rising*

- Student 1:** Do you think Tío Luis is going to catch them sneaking out?
- Student 2:** What if Tío Luis follows them?
- Student 3:** OR, what if they don't make it to the United States?
- Student 4:** No, because remember in the *Power Point* that it said...it showed you the farms in the United States. Maybe they *did* make it.
- Student 3:** What do you think will happen if they *don't* make it?
- Student 2:** He's (Tío Luis) going to do bad things to them.
- Student 3:** Yeah.
- Student 5:** Yeah he's going to threaten them, make their life horrible.

18

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Text Talks: Example 3, *Esperanza Rising*

- **Student 1:** But what's going to happen to the old lady?
- **Student 2:** Yeah, what's going to happen to Granny.
- **Student 1:** Are they gonna...leave her there?
- **Student 2:** Yeah, why didn't Abuelita go with him to the United States?
- **Student 1:** La van a dejar?
- **Student 3:** They left her because she, her leg is broken.
- **Student 1:** So they did leave her?
- **Students:** Yes.
- **Student 2:** Yeah, but she said that she was gonna go when she got better.

Accountable Talk "Academically Productive Talk"

"Accountable talk is classroom talk that is accountable to a community, to rigorous reasoning, and to accurate knowledge."

O'Connor, Michaels, & Chapin, 2015

Checklist for Effective and Productive Student Collaboration

- Setting and Modeling Student Expectations:**
- Prepare as required and contribute to the discussion.
 - Reply to your classmates' ideas, using responsive and respectful language.
 - Be clear in your ideas, and use evidence to support them.
 - Stay focused on the task and on your own group.
 - Remember your own goals and challenge yourself!



Example Anchor Chart

I am prepared and contribute to the discussion when I:

- Read the text to be discussed.
- Complete my reader's response.
- Come to the discussion with ideas about the reading.
- Stay on topic.
- Try to understand what my classmates are communicating about the topic / text.
- Ask questions, ask for assistance, and ask for clarification



Implementation Examples

Raising the Bar – Classroom Language

- Which one of these is right?
- Which of the following is correct?

Draw	Illustrate
Pass out (papers)	
Show (me)	
Answer	
Figure out	
Think about	

Accountability: Considering Our ELs

- Share out to the entire group/class
- Amplify student voices [reduce risk]:
 - Pinch Cards / Thumbs-up-down
 - Overhead accountability
 - "To quote from" and include students names
 - Gallery Walk
 - White Board Responses
 - Consensus Reporting
 - Exit Tickets

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Let's Review

Think-Write-Pair-Share Organizer

Use a think-pair-share organizer at the beginning of a lesson and prior background knowledge on a topic.

Use it to facilitate student understanding and/or compare notes.

Use it to generate specific expressive language skills.

Pinch Cards: True, Not True, True With Conditions

Use pinch cards at the beginning of a lesson to quickly assess students' prior knowledge.

Use pinch cards as an advance organizer to create interest in the topic and activate students' background knowledge.

Use pinch cards to promote meaningful, high-level class discussion.

White Boards / "Overhead" Accountability

Pinch boards with white boards as a low-risk participation system.

Use white boards to formatively assess student learning and/or comprehension.

Use "headset" accountability as a way to engage students' ideas and connections while also being prepared to speak in front of the whole class.

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Supporting Our Multilingual Students

- Recognize and validate students linguistic assets (home language and English).
- Encourage participation in language they feel comfortable.
- Foster a learning environment in which all languages are respected, and students feel comfortable to take risks.
- Make cross-linguistic connections whenever instances arise.
- Model and scaffold appropriate grammar use in both English and the native language.

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Scaffolding Expressive Language for ELs

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Advance Organizers

- are statements, activities, or graphic organizers that help the learner anticipate and organize new information.
- are used at the beginning of lessons in which new information is to be learned.
- often call on prior knowledge, so as to connect new learning to an existing cognitive structure.
- indicate to the learner what information from a lesson will be important.
- can be simple or complex to be effective.

(Hill & Björk, 2008)

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Advance Organizers: Example Think-Write-Pair-Share Organizer

PRE-READING ACTIVITY FOR TEXT: *Esperanza Rising*, by Pam Muñoz Ryan

Question (Open-ended)	What I think (Speaking)	What my Partner Thought (Listening)	What we thought (Consensus / Writing)
What would make a person leave their country without knowing if they could ever return?	It seems to me that it would be an extreme situation for someone to leave their country if they didn't know they could return. Maybe the person feels unsafe?	I hear you saying that it's not a little reason that someone would leave and not return, and that maybe it's because they are unsafe.	We both thought that someone would leave their country and never return due to an extreme situation.

(Adapted from Soto, 2012)

© 2017 The University of Texas System/Texas Education Agency
Licensed under Creative Commons BY-NC-ND 4.0
www.elitetexas.org

Advance Organizers: Example

HO 2

Anticipation-Reaction Guide

Before	Statement	After
Agree or Disagree?	<p>Schools are responsible for protecting students from cyberbullying.</p> <p>Evidence or New Information Learned:</p>	Agree or Disagree?

31

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency Licensed under Creative Commons BY-NC-ND 4.0 www.elitetexas.org

Shoot – Rebound Cards

SHOOT-REBOUND DISCUSSION PROMPTS

EXPRESSING YOUR IDEA	RESPONDING TO YOUR CLASSMATE'S IDEA	ASKING FOR CLARIFICATION
I believe _____ I think _____ In my opinion _____ After thinking about it, I believe that _____	I agree with _____ but I want to add _____ I disagree with _____ because _____ What you are saying reminds me of _____	Can you clarify what you said? Could you repeat that part again? I hear you, I would like to know what evidence you have. I have a question.
EXPRESANDO TU IDEA	RESPONDIENDO A LA IDEA DE TU COMPAÑERO	PIDIENDO UNA ACLARACIÓN
Yo creo _____ Yo pienso _____ En mi opinión _____ Después de pensar yo creo que _____	Yo estoy de acuerdo porque _____ Yo estoy en desacuerdo con _____ porque quiero agregar _____ Lo que estás diciendo me recuerda a _____	¿Puedes aclarar lo que dijiste? ¿Podrías repetir esa parte otra vez? Te gustaría que puedas volver a ver grabada la clase? Tengo una pregunta.

"[The shoot-rebound cards] were really useful because it gave them the autonomy within the discussion...It gave them the ability to know how to start talking. Because when people are nervous because they are on the spot period. If there is a language thing there, they can be more nervous. So if I already know how to come out of the gate, it can ease all of that."

- Fourth Grade Teacher

32

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency Licensed under Creative Commons BY-NC-ND 4.0 www.elitetexas.org

Sentence Stems: Implementation Examples

33

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency Licensed under Creative Commons BY-NC-ND 4.0 www.elitetexas.org

Assessing Progress



Checklist: Successful Collaborative Discussion Checklist

English Checklist: Successful Collaborative Discussion	Spanish Checklist: Successful Collaborative Discussion												
<p>¿FUE SUCCESFUL PORQUE...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN</th> <th>SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN</th> <th>SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN</th> </tr> <tr> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> </tr> </table>	ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<p>TUVE ÉXITO POR QUE...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN</th> <th>SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN</th> <th>SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN</th> </tr> <tr> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> <td> <ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. </td> </tr> </table>	ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión.
ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN											
<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 											
ESTABLECIERON UN OBJETIVO PARA SU DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN	SE ENFOCARON EN RESPONDER A LA PREGUNTA O TEMA DE LA DISCUSIÓN											
<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 	<ul style="list-style-type: none"> 1. Se establecieron metas para la discusión. 2. Se establecieron metas para la discusión. 3. Se establecieron metas para la discusión. 4. Se establecieron metas para la discusión. 5. Se establecieron metas para la discusión. 6. Se establecieron metas para la discusión. 7. Se establecieron metas para la discusión. 8. Se establecieron metas para la discusión. 9. Se establecieron metas para la discusión. 10. Se establecieron metas para la discusión. 											

35

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency Licensed under Creative Commons BY-NC-ND 4.0 www.elitetexas.org

Fishbowl Technique

Use the "fishbowl technique."

- As students develop specific skills, have the whole class observe one group conducting their discussions.
- Prompt the student observers to notice which criteria the model group is using successfully.
- Facilitate discussion about which student behaviors could improve the quality of the group discussion.

36

English Learner Institute for Teaching and Excellence
© 2017 The University of Texas System/Texas Education Agency Licensed under Creative Commons BY-NC-ND 4.0 www.elitetexas.org

Implementing Text Talks

Implementing Text Talks
 A Strategic Book Club Routine for Building Vocabulary and Comprehension Skills in 3rd through 5th Grade
 Letti Grimaldo, Ph.D.
 Shannon Giroir, Ph.D.

Del Valle Independent School District

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Project ELITE Flip Book Series

Read-Aloud Routine
 for Building Vocabulary and Comprehension Skills in Prekindergarten

Read-Aloud Routine
 for Building Vocabulary and Comprehension Skills

Text Talks
 A Strategic Book Club Routine for Enhancing Vocabulary and Comprehension of English Learners

English Learner Institute for Teaching and Excellence

© 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Think-Write-Share

Quick Write....

How do you ensure that students have eyes on text during your reading block?

What are the activities and strategies that you use to increase the amount of time students are reading?

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Goals for This Session

- Review the steps of the Text Talks Routine using the flip book tool
- See an example plan
- Reflect on and discuss the process
- Explore ways to implement the Text Talks Routine in your classroom

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Purpose of the Routine

- This particular framework or approach is meant to advance students' vocabulary knowledge and comprehension.
- Research emphasizes the systematic development of these skills for ELs.
- This framework for Text Talks is meant to be a flexible approach, but keep in mind these two important goals!

English Learner Institute for Teaching and Excellence

© 2017 The University of Texas System/Texas Education Agency
 Licensed under Creative Commons BY-NC-ND 4.0

www.elitetexas.org

Materials Needed

Text Talks Workbook

Text Talks Student Workbook

Bookmark

Collaborative Discussion Checklist

Sample Lesson Plan

English Learner Institute for Teaching and Excellence

www.elitetexas.org

Preparing for Text Talks

Preparation for Small-Group Text Talks

1. Review students' reading and language proficiency data and form reading groups based on the data and student interest and experience.
2. Assign one or more students and designate responses to be prepared for each group based on students' interest and reading level and allow students to choose which book to read.
3. Preview and discuss the text.
4. Make sure the vocabulary words that are essential to understanding the text or discussion. Where possible, show work that build background knowledge in context. It is optional to do this.
5. Make copies of the Text Talks Student Workbook for each student.
6. Prepare and distribute materials to get students excited and ready.
7. Lead a mini-lesson with the whole class.

For one-to-one or small-group sessions, use the help component from part of a particular chapter and work on vocabulary, writing, or the structure of a particular chapter. Provide practice opportunities for students.

Circle an author that students can use to support that application of the text based the chart throughout the cycle.

IDEAS FOR BOOK INTRODUCTIONS

Teacher Introduction:

- Show the cover of the book and read the synopsis of the book cover.
- Show the group of characters from the book.
- Read the introduction.
- Ask students who have read the book provide a review or synopsis that gives just enough information to get them started.
- Ask students who have read the book create a mini-lesson or poster for the book.

Student Introduction:

- Show the cover of the book and read the synopsis of the book cover.
- Show the group of characters from the book.
- Read the introduction.
- Ask students who have read the book provide a review or synopsis that gives just enough information to get them started.
- Ask students who have read the book create a mini-lesson or poster for the book.

Text Talks Student Workbook

Charlas del Texto
Cuestionario de Trabajo

strike
to stop work to force a boss to change something or do what you want!

www.ELITETexas.org

Text Talk: Example 1 - Teacher Generated

The teacher can show the title of the book and read the synopsis on the back cover of the book to create interest in the book.

www.ELITETexas.org

Book Talk: Example 2 - Student Generated

Are you an animal fan? This book is for you! Meet Ivan! Ivan is a silverback gorilla who lives in a glass and metal enclosure at the Big Top Mall and Video Arcade. Ivan lives there with an old elephant named Stella and Bob, a stray dog. Ivan watches TV, and draws pictures that are sold to visitors. This story is told by Ivan gets even more interesting with the arrival of a new baby elephant. This book is based on a true story of a gorilla. Read about Ivan and his animal and human friends in "The One and Only Ivan."

www.ELITETexas.org

Student-Generated Book Talk Example

www.ELITETexas.org

Focused Mini-Lesson

Provide a whole-class, short mini-lesson and create an anchor chart on one skill or strategy for students to apply in their group work:

- Teach a comprehension process.
- Teach the characteristics of a good book discussion.
- Teach the characteristics of a strong readers' response.

www.ELITETexas.org

Text Talks Cycle

```

    graph TD
      subgraph Before_Reading [Before Reading]
        B1[Step 1: Preview and activate background knowledge]
        B2[Step 2: Introduce target vocabulary]
        B3[Step 3: Set a purpose for explicit vocabulary learning]
      end
      subgraph During_Reading [During Reading]
        D4[Step 4: Provide a purpose that sets a purpose for reading]
        D5[Step 5: Students read independently]
        D6[Step 6: Students respond to the reading]
      end
      subgraph After_Reading [After Reading]
        A7[Step 7: Students engage in collaborative discussion]
      end
      B3 --> D4
      D6 --> A7
      A7 --> B1
      A7 --> D4
  
```

www.ELITETexas.org

Appendix D: STAAR and TELPAS

State of Texas Assessments of Academic Readiness: Reading

The State of Texas Assessments of Academic Readiness (STAAR) Reading test is a standardized assessment of reading ability that all K–12 students in Texas take at the end of each academic year. Results are put into four categories that indicate students' reading proficiency relative to grade-level benchmarks: Does Not Approach, Approaches, Meets, and Masters. Scores are disaggregated by grade and English learner (EL) status.

Notably, STAAR scores were restandardized in 2017, while the present study was ongoing, which may account for some of the variation in scores. Also, per direction by the Texas Education Agency, the STAAR was not administered during the 2019–2020 academic year because of the COVID-19 pandemic. Descriptive statistics for the STAAR Reading data are displayed in **Table 1** below.

Table 1. STAAR Reading Scores, 2017–2021

DATE	GRADE	EL	# OF STUDENTS	DOES NOT APPROACH	APPROACHES	MEETS	MASTERS
May 2017	3	All	794	45.9% (365)	27.9% (222)	12.4% (99)	13.6% (109)
		No	406	44.3% (180)	27.0% (110)	13.7% (56)	14.7% (60)
		Yes	388	47.6% (185)	28.8% (112)	11.0% (43)	12.3% (48)
	4	All	815	47.8% (390)	28.9% (236)	12.8% (105)	10.3% (84)
		No	431	48.4% (209)	26.6% (115)	12.2% (53)	12.5% (54)
		Yes	384	47.1% (181)	31.5% (121)	13.5% (52)	7.8% (30)
	5	All	731	43.5% (318)	31.0% (227)	14.3% (105)	11.0% (81)
		No	388	41.2% (16)	29.1% (113)	16.2% (63)	13.4% (52)
		Yes	343	46.0% (158)	33.2% (114)	12.2% (42)	8.4% (29)

DATE	GRADE	EL	# OF STUDENTS	DOES NOT APPROACH	APPROACHES	MEETS	MASTERS
May 2018	3	All	745	42.6% (318)	39.0% (291)	9.2% (69)	9.1% (68)
		No	631	41.9% (265)	38.3% (242)	10.1% (64)	9.6% (61)
		Yes	114	46.4% (53)	42.9% (49)	4.3% (5)	6.1% (7)
	4	All	879	46.9% (413)	28.5% (251)	14.5% (128)	9.8% (87)
		No	754	47.0% (355)	28.9% (218)	14.1% (107)	9.8% (74)
		Yes	125	46.4% (58)	26.4% (33)	16.8% (21)	10.4% (13)
May 2019	3	All	160	43.1% (69)	35.6% (57)	6.8% (11)	14.3% (23)
		No	103	41.7% (43)	33.9% (35)	7.7% (8)	16.5% (17)
		Yes	57	45.6% (26)	28.0% (16)	15.7% (9)	10.5% (6)
	4	All	262	44.6% (117)	32.4% (85)	16.4% (43)	6.4% (17)
		No	132	42.4% (56)	34.0% (45)	15.1% (20)	8.3% (11)
		Yes	130	46.9% (61)	30.7% (40)	17.6% (23)	4.6% (6)
	5	All	277	24.1% (67)	45.8% (127)	17.6% (49)	12.2% (34)
		No	145	22.7% (33)	43.4% (63)	20.6% (30)	13.1% (19)
		Yes	132	25.7% (34)	48.4% (64)	14.3% (19)	11.3% (15)

DATE	GRADE	EL	# OF STUDENTS	DOES NOT APPROACH	APPROACHES	MEETS	MASTERS
May 2021	3	All	84	64.2% (54)	15.4% (13)	10.7% (9)	9.5% (8)
		No	61	65.5% (61)	13.1% (8)	11.4% (7)	9.8% (6)
		Yes	23	52.1% (12)	30.4% (7)	8.6% (2)	8.6% (2)
	4	All	99	56.5% (56)	26.2% (26)	9.0% (9)	8.0% (8)
		No	68	64.7% (44)	20.5% (14)	4.0% (3)	10.2% (7)
		Yes	31	38.7% (12)	38.7% (12)	19% (6)	3.0% (1)
	5	All	110	51.8% (57)	24.5% (27)	6.3% (7)	17.2% (19)
		No	64	59.3% (38)	9.3% (6)	10.9% (7)	20.3% (13)
		Yes	46	30.4% (14)	56.5% (26)	0.0% (0)	13.0% (6)

Texas English Language Proficiency Assessment System

The Texas English Language Proficiency Assessment System (TELPAS) is a standardized assessment of English language proficiency that is administered to K–12 students in Texas identified as having limited English proficiency. For the purpose of this report, we refer to these students as ELs. The TELPAS consists of four subtests, each administered to students separately: Listening, Speaking, Reading, and Writing. Results are disaggregated by subtest into one of the following criterion-referenced categories: Beginning, Intermediate, Advanced, or Advanced High. Students who did not take a subtest or who were unable to complete a subtest were given a score of No Rating. The TELPAS is administered in the spring of each school year; therefore, most of the assessments were under way or completed when schools closed in 2020 due to the COVID-19 pandemic.

In 2018, the TELPAS went through a complete redesign, and the assessment of three of the four TELPAS domains changed. The Reading test was redesigned to be shorter, and the Listening and Speaking tests were administered as item-based standardized assessments for the first time. Prior to the 2018 redesign, the teacher holistically scored the Listening and Speaking tests. The composite scores are also weighted differently between the two tests. **Table 2** below reflects these changes.

Table 2. Differences in TELPAS Composite Score Weights

LANGUAGE DOMAIN	2017 COMPOSITE SCORE WEIGHT	2018 COMPOSITE SCORE WEIGHT
Listening	10%	25%
Speaking	10%	25%
Reading	50%	25%
Writing	30%	25%

Descriptive statistics for the TELPAS data are displayed in **Table 3** below.

Table 3. TELPAS Scores, 2017–2021

DATE	GRADE	# OF STUDENTS	SUBJECT	NO RATING	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
March 2017	3	448	Listening	0.0% (0)	5.3% (24)	25.2% (113)	33.7% (151)	35.0% (157)
			Speaking	0.6% (3)	8.9% (40)	32.5% (146)	31.0% (139)	26.7% (120)
			Reading	0.2% (1)	24.3% (109)	22.9% (103)	29.4% (132)	22.9% (103)
			Writing	1.7% (8)	15.1% (68)	36.1% (162)	30.3% (136)	16.5% (74)
	4	446	Listening	1.1% (5)	3.3% (15)	14.5% (65)	36.0% (161)	44.8% (200)
			Speaking	1.1% (5)	4.4% (20)	20.6% (92)	40.8% (182)	32.9% (147)
			Reading	0.6% (4)	11.4% (51)	33.4% (149)	41.9% (187)	12.5% (56)
			Writing	1.7% (8)	5.8% (26)	28.2% (126)	45.5% (203)	18.6% (83)
	5	412	Listening	0.7% (3)	4.1% (17)	6.0% (25)	27.1% (112)	61.8% (255)
			Speaking	1.2% (5)	4.8% (20)	6.0% (25)	34.9% (144)	52.9% (218)
			Reading	0.0% (0)	13.5% (56)	25.2% (104)	36.8% (152)	24.2% (100)
			Writing	1.4% (6)	4.3% (18)	26.2% (108)	37.6% (155)	30.3% (125)

DATE	GRADE	# OF STUDENTS	SUBJECT	NO RATING	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
March 2018	3	156	Listening	0.0% (0)	1.9% (3)	18.5% (29)	41.0% (64)	38.4% (60)
			Speaking	0.0% (0)	6.4% (10)	38.4% (60)	41.6% (65)	13.4% (21)
			Reading	0.0% (0)	16.6% (26)	40.3% (63)	25.6% (40)	17.3% (27)
			Writing	1.2% (2)	11.5% (18)	37.1% (58)	31.4% (49)	18.5% (29)
	4	135	Listening	0.0% (0)	5.9% (8)	34.0% (46)	41.4% (56)	18.5% (25)
			Speaking	0.0% (0)	3.7% (5)	39.2% (53)	51.8% (70)	5.1% (7)
			Reading	0.0% (0)	8.1% (11)	29.6% (40)	33.3% (45)	28.8% (39)
			Writing	2.2% (3)	5.9% (8)	31.8% (43)	33.3% (45)	26.6% (36)
	5	146	Listening	0.0% (0)	2.0% (3)	17.8% (26)	39.7% (58)	40.4% (59)
			Speaking	0.0% (0)	5.4% (8)	23.9% (35)	47.2% (69)	23.2% (34)
			Reading	0.0% (0)	3.4% (5)	15.0% (22)	32.8% (48)	48.6% (71)
			Writing	1.3% (2)	6.8% (10)	21.9% (32)	35.6% (52)	34.2% (50)

DATE	GRADE	# OF STUDENTS	SUBJECT	NO RATING	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
March 2019	3	129	Listening	0.0% (0)	6.2% (8)	11.6% (15)	30.2% (39)	51.9% (67)
			Speaking	0.0% (0)	15.5% (20)	54.2% (70)	24.0% (31)	6.2% (8)
			Reading	0.0% (0)	14.7% (19)	34.8% (45)	28.6% (37)	21.7% (28)
			Writing	0.7% (1)	10.0% (13)	49.6% (64)	23.2% (30)	16.2% (21)
	4	161	Listening	0.0% (0)	19.2% (31)	35.4% (57)	32.2% (52)	13.0% (21)
			Speaking	0.0% (0)	11.1% (18)	52.7% (85)	28.5% (46)	7.4% (12)
			Reading	0.0% (0)	14.9% (24)	40.3% (65)	21.1% (34)	23.6% (38)
			Writing	1.20% (2)	9.2% (15)	25.4% (41)	40.3% (65)	23.6% (38)
	5	143	Listening	1.3% (2)	8.3% (12)	24.4% (35)	41.2% (59)	25.1% (36)
			Speaking	1.3% (2)	16.0% (23)	43.3% (62)	30.7% (44)	8.3% (12)
			Reading	0.6% (1)	4.8% (7)	25.1% (36)	25.8% (37)	43.3% (62)
			Writing	2.0% (3)	6.2% (9)	22.3% (32)	41.9% (60)	27.2% (39)

DATE	GRADE	# OF STUDENTS	SUBJECT	NO RATING	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
March 2020	3	406	Listening	1.9% (8)	4.6% (19)	12.8% (52)	33.0% (134)	47.5% (193)
			Speaking	1.9% (8)	12.8% (52)	56.8% (231)	20.6% (84)	7.6% (31)
			Reading	0.7% (3)	28.0% (114)	32.5% (132)	18.4% (75)	20.1% (82)
			Writing	39.4% (160)	13.7% (56)	23.6% (96)	15.5% (63)	7.6% (31)
	4	370	Listening	2.4% (9)	9.4% (35)	29.7% (110)	33.7% (125)	24.5% (91)
			Speaking	2.4% (9)	8.9% (33)	42.1% (156)	44.0% (163)	2.4% (9)
			Reading	0.2% (5)	17.2% (64)	28.1% (104)	26.7% (99)	27.5% (102)
			Writing	39.4% (146)	4.8% (18)	20.8% (77)	21.8% (81)	12.9% (48)
	5	428	Listening	9.3% (40)	7.7% (33)	18.6% (80)	33.1% (142)	31.0% (133)
			Speaking	9.3% (40)	9.1% (39)	42.5% (182)	34.8% (149)	4.2% (18)
			Reading	1.1% (5)	11.6% (50)	29.4% (126)	21.9% (94)	35.7% (153)
			Writing	21.9% (94)	8.4% (36)	14.9% (64)	27.8% (119)	26.8% (115)

DATE	GRADE	# OF STUDENTS	SUBJECT	NO RATING	BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
March 2021	3	109	Listening	0.0% (0)	16.5% (18)	14.6% (16)	18.3% (20)	50.4% (55)
			Speaking	0.0% (0)	24.7% (27)	45.8% (50)	25.6% (28)	3.6% (4)
			Reading	0.0% (0)	40.3% (44)	31.1% (34)	14.6% (16)	13.7% (15)
			Writing	1.8% (2)	24.7% (27)	48.6% (53)	22.0% (24)	2.7% (3)
	4	123	Listening	0.0% (0)	47.9% (59)	21.1% (26)	21.1% (26)	9.7% (12)
			Speaking	0.0% (0)	39.0% (48)	31.7% (39)	27.6% (34)	1.6% (2)
			Reading	0.0% (0)	40.6% (50)	30.0% (37)	13.8% (17)	15.4% (19)
			Writing	4.0% (5)	13.0% (16)	34.1% (42)	31.7% (39)	17.0% (21)
	5	99	Listening	0.0% (0)	31.3% (31)	18.1% (18)	29.2% (29)	21.2% (21)
			Speaking	0.0% (0)	28.2% (28)	19.1% (19)	49.4% (49)	3.0% (30)
			Reading	0.0% (0)	28.2% (28)	22.2% (22)	16.1% (16)	33.3% (33)
			Writing	4.0% (4)	2.0% (2)	21.2% (21)	43.4% (43)	29.2% (29)

Scores by Student Cohort

Figure 1 shows STAAR scores of ELs and non-ELs for the first 3-year cohort that received instruction from educators who participated in Project ELITE². In Cohort 1, there were relatively few differences between ELs and non-ELs based on STAAR Reading scores, as distribution across the four score ranges was similar for both groups of students. By Year 3 of implementation, when students in Cohort 1 were in fifth grade, the percentage of ELs and non-ELs who scored Does Not Approach dropped by more than 20%. This clear change in level indicates that instruction positively affected students’ reading scores by fifth grade.

Figure 1. STAAR Scores for Cohort 1 (2016–2019)

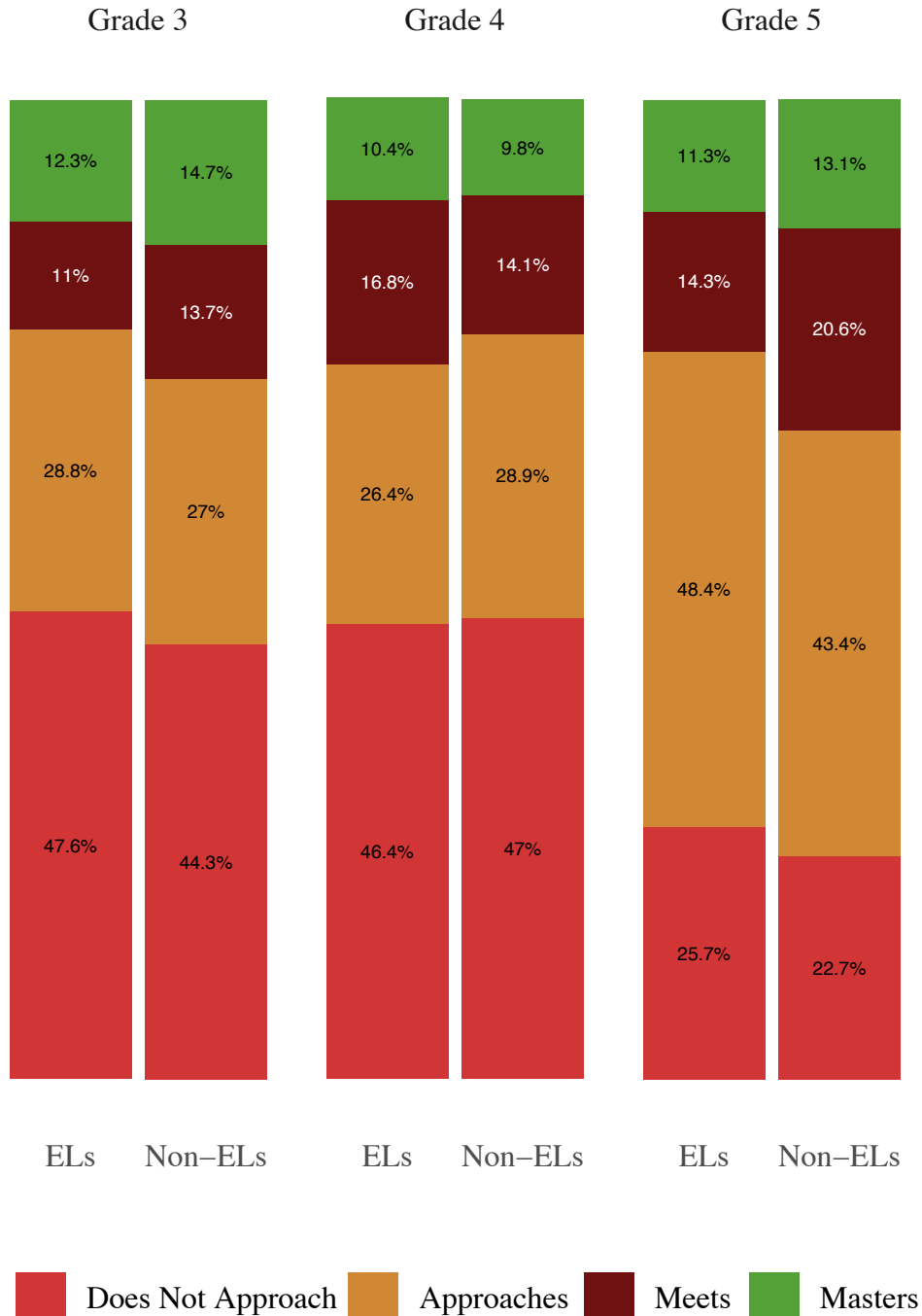


Figure 2 shows STAAR scores of ELs and non-ELs in the second 3-year cohort to receive instruction from educators who participated in Project ELITE². Only data from students’ third- and fourth-grade assessments were reported due to the COVID-19 pandemic. In Cohort 2, non-ELs performed slightly higher on the STAAR Reading test across both assessed grades. Although the percentage of students who scored Does Not Approach remained stagnant, both groups saw progress in the total percentage of students who scored Meets or Masters between grades 3 and 4. Because the most significant change for Cohort 1 occurred in fifth grade, it is possible that the absence of a fifth-grade assessment masked similar growth in the third year of implementation for Cohort 2.

Figure 2. STAAR Scores for Cohort 2 (2017–2020)

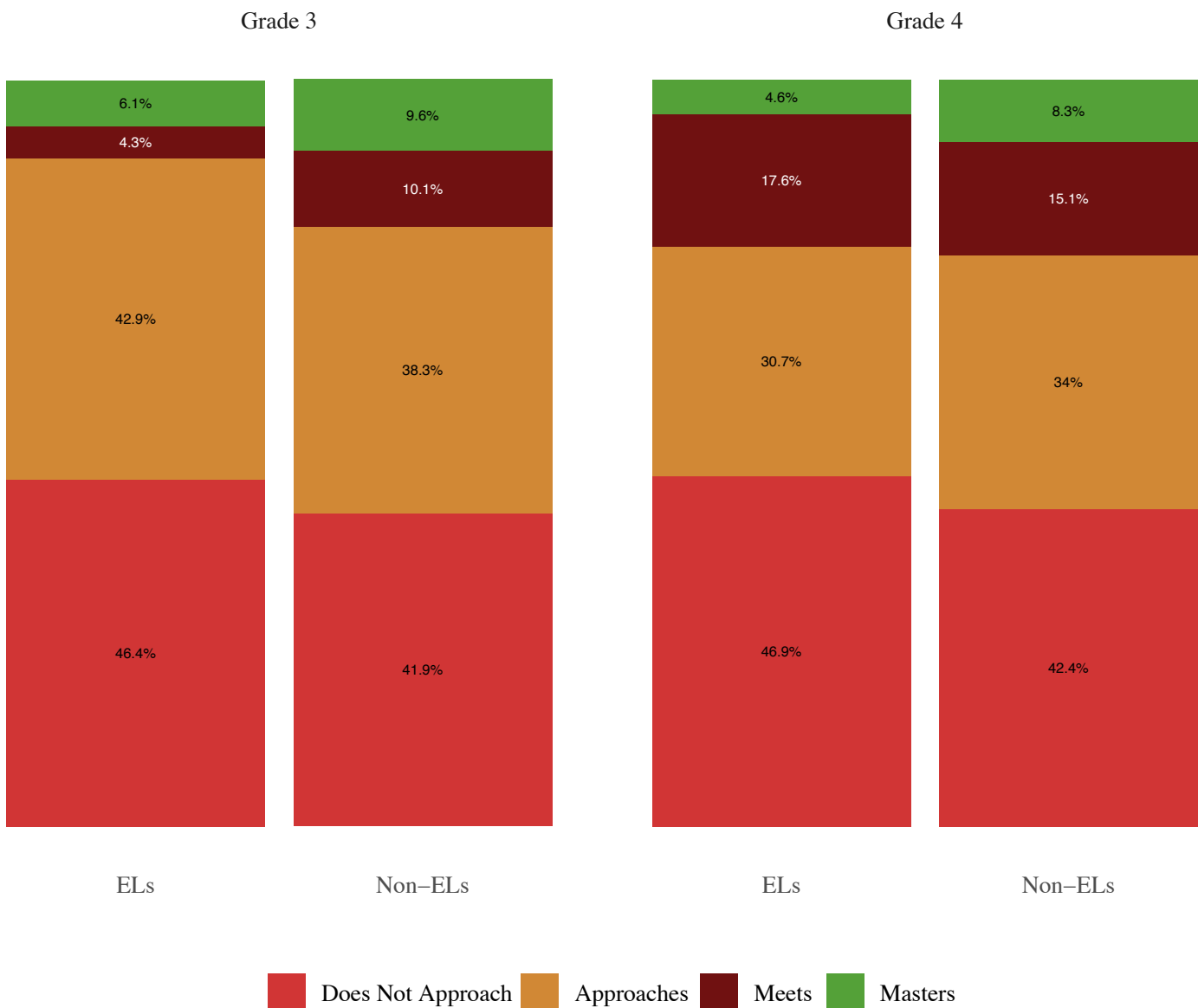


Figure 3 shows STAAR scores of ELs and non-ELs in the third 3-year cohort to receive instruction from educators who participated in Project ELITE². Only data from students' third- and fifth-grade assessments were reported due to the COVID-19 pandemic. Cohort 3's third-grade performance was similar to that of the previous two cohorts. The most significant difference between ELs and non-ELs in third grade was that non-ELs scored Masters at a higher rate. Importantly, the discrepancy between how the COVID-19 pandemic affected ELs' and non-ELs' reading outcomes is clear in Figure 3. Based on the state achievement data of our sample, it seems that the challenges of the pandemic (e.g., pauses in instruction, virtual learning, changes to instructional plans) took a larger toll on non-ELs' reading performance than that of ELs. In fifth grade, the percentage of ELs that scored Does Not Approach decreased relative to third grade, and the percentage for non-ELs across the same timeframe increased by nearly 20%.

Figure 3. STAAR Scores for Cohort 3 (2018–2021)

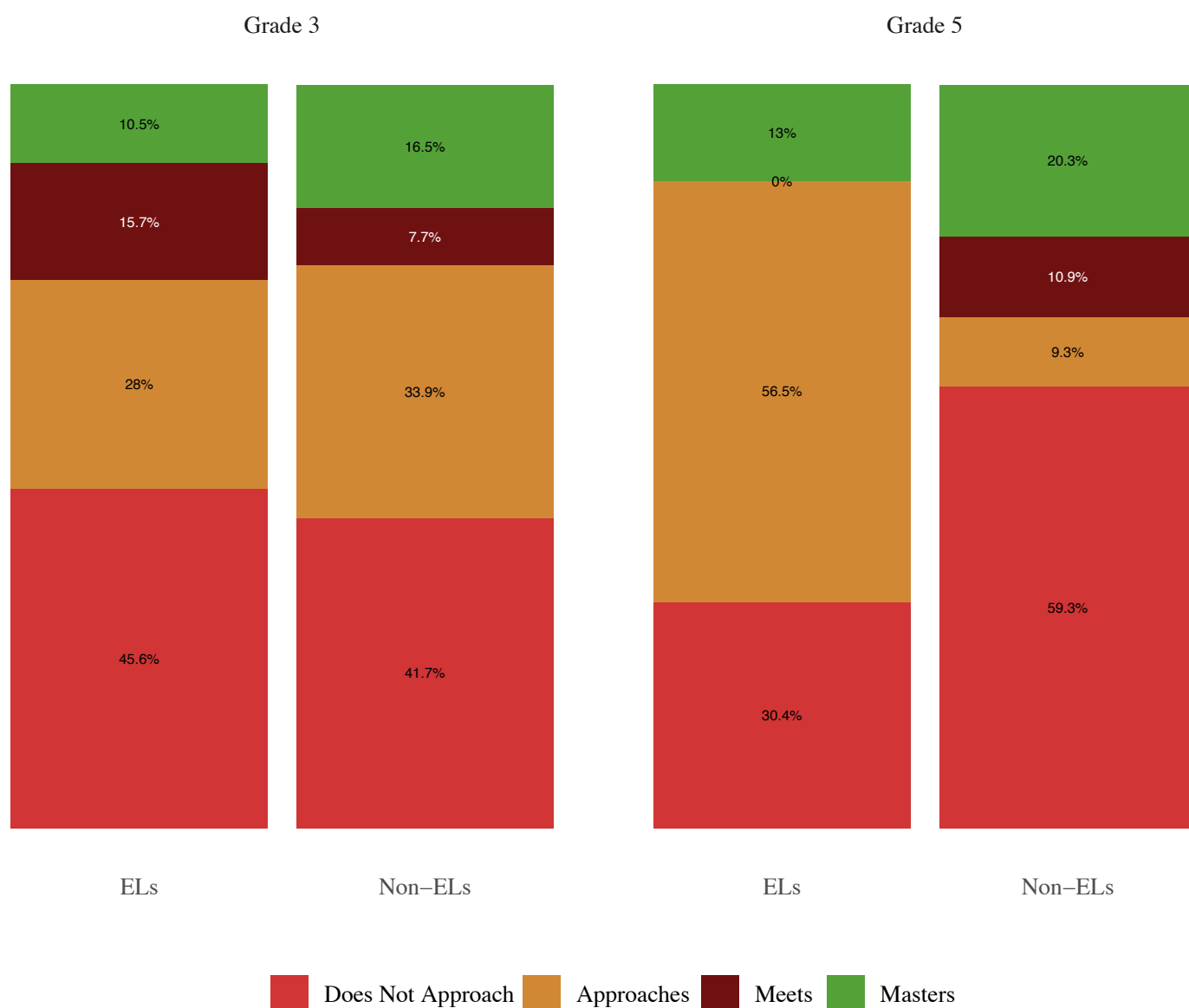


Figure 4 shows STAAR scores of all the participants who were enrolled in third grade during the 5 years of ELITE² implementation. Scores for the third-grade class during the 2019–2020 academic year were unavailable due to the COVID-19 pandemic. Results indicate that before the pandemic, non-ELs in third grade outperformed ELs. However, consistent with the findings for Cohort 3, non-ELs experienced a marked decrease in reading scores following the return to school, as demonstrated by the most recent STAAR scores.

Figure 4. STAAR Scores for Grade 3

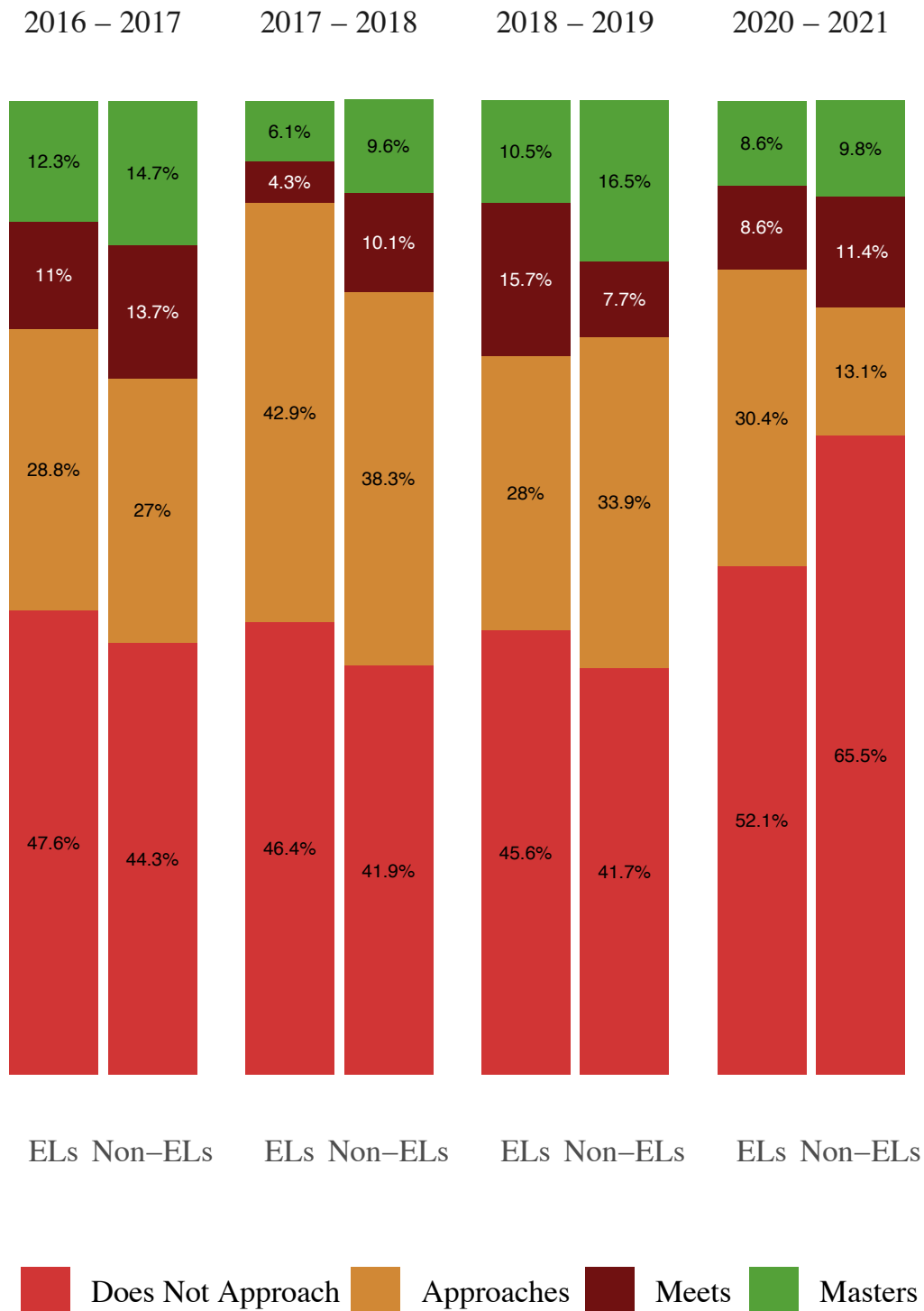


Figure 5 shows STAAR scores of all the participants who were enrolled in fourth grade during the 5 years of ELITE² implementation. Scores for the fourth-grade class during the 2019–2020 academic year were unavailable due to the COVID-19 pandemic. Reading scores were relatively stagnant for fourth-grade participants prior to the pandemic. Following the return to school, the discrepancy between ELs and non-ELs was greater than that between the third-graders. In the most recent round of assessments, nearly 65% of non-ELs scored Does Not Approach, compared to 39% of their EL peers. However, non-ELs were more than three times as likely to achieve a Masters score in fourth grade, indicating a trend toward the extreme ends of the spectrum for non-ELs in fourth grade.

Figure 5. STAAR Scores for Grade 4

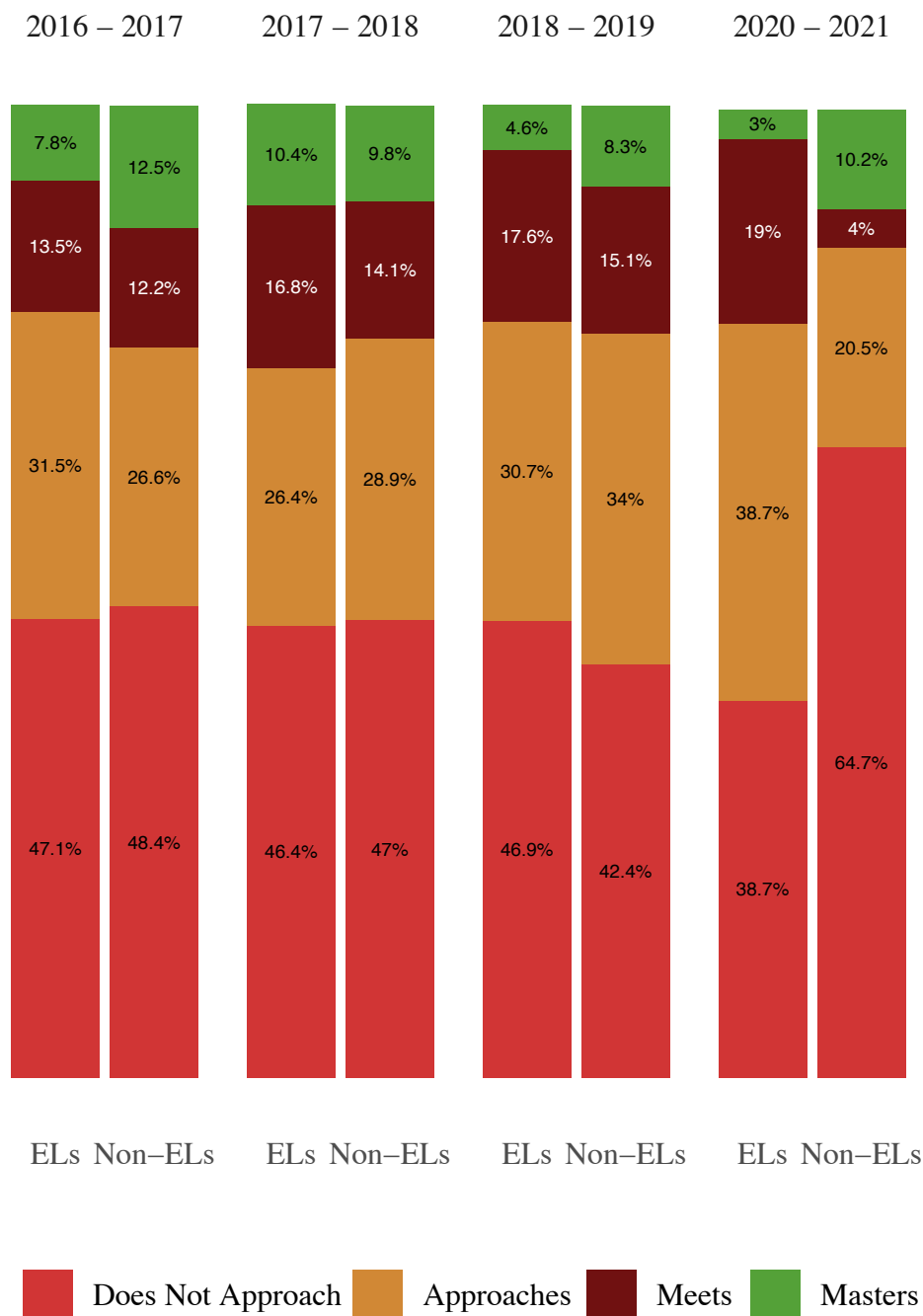


Figure 6 shows STAAR scores of all the participants who were enrolled in fifth grade during the 5 years of ELITE² implementation. Scores for the fifth-grade class during the 2019–2020 academic year were unavailable due to the COVID-19 pandemic. In addition, data for fifth-graders in the 2017–2018 class were unavailable due to challenges related to the data-collection system. There was a positive trend in achievement across all fifth-grade participants before the pandemic. The 2020–2021 STAAR scores, the fifth year of ELITE² implementation, show an increase in both student groups scoring Does Not Approach; however, there is a notable gap between the two groups, as fewer ELs than non-ELs scored Does Not Approach.

Figure 6. STAAR Scores for Grade 5

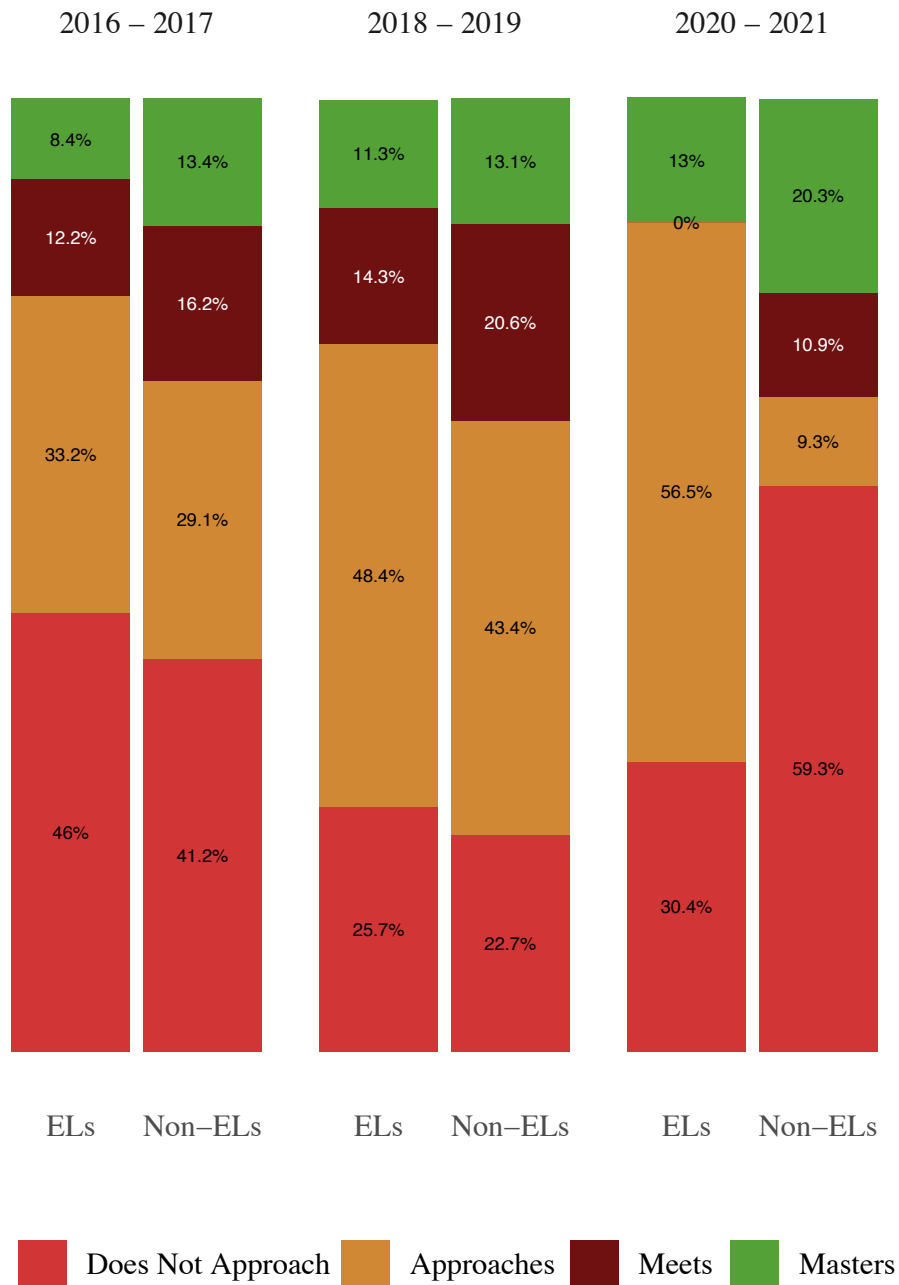


Figure 7 shows Cohort 1’s scores from the four subtests (Listening, Speaking, Reading, Writing) of the TELPAS. Grade 3 assessments from Cohort 1 seem to indicate that the four subtests are ordered in terms of difficulty, which keeps with the framework that students rely on listening and speaking skills to build upon reading and, ultimately, writing skills. However, a clear change in trend occurred during grades 4 and 5, when participants were older and gained more experience with the general curriculum and ELITE² implementation. At older ages, participants experienced more success with Reading and Writing while simultaneously losing ground on their Listening and Speaking scores.

Figure 7. TELPAS Scores for Cohort 1 (2016–2019)

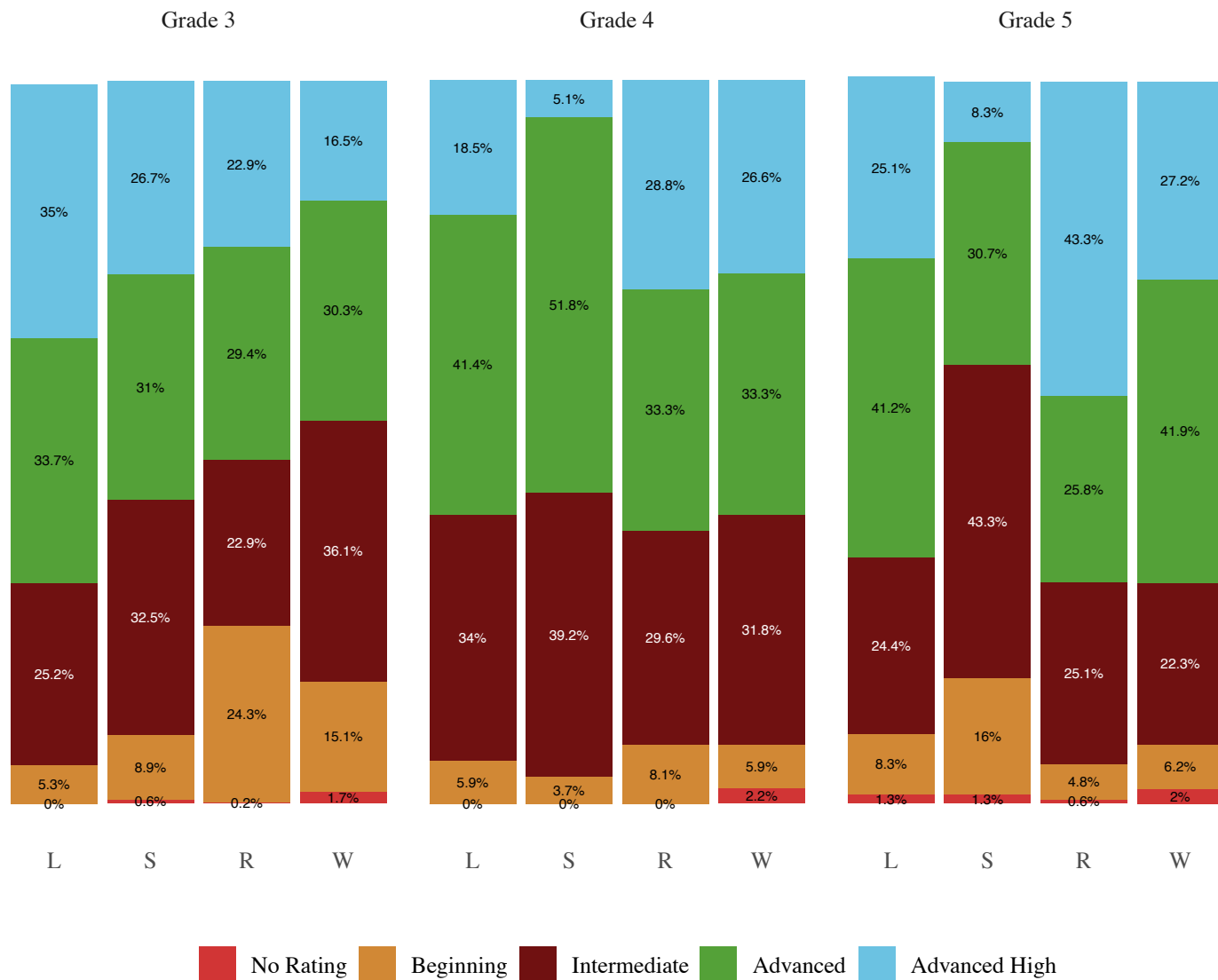


Figure 8 shows Cohort 2’s scores from the four subtests of the TELPAS. Notably, large percentages of students scored No Rating in grade 5 due to incompleteness of one or more subtests before the COVID-19 pandemic. Cohort 2 followed a similar trend in growth in Reading and Writing as they moved through the three upper-elementary grades.

Figure 8. TELPAS Scores for Cohort 2 (2017–2020)

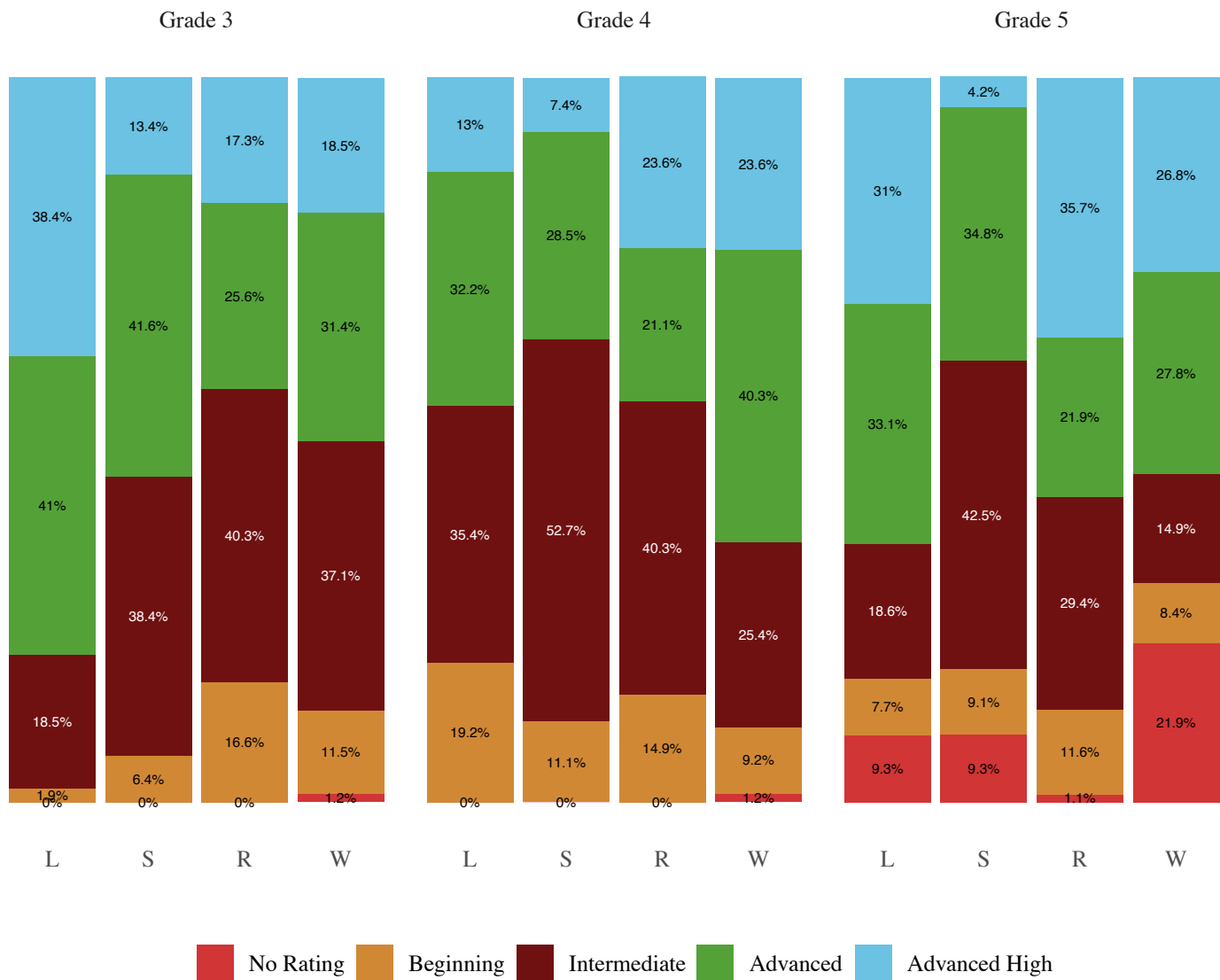
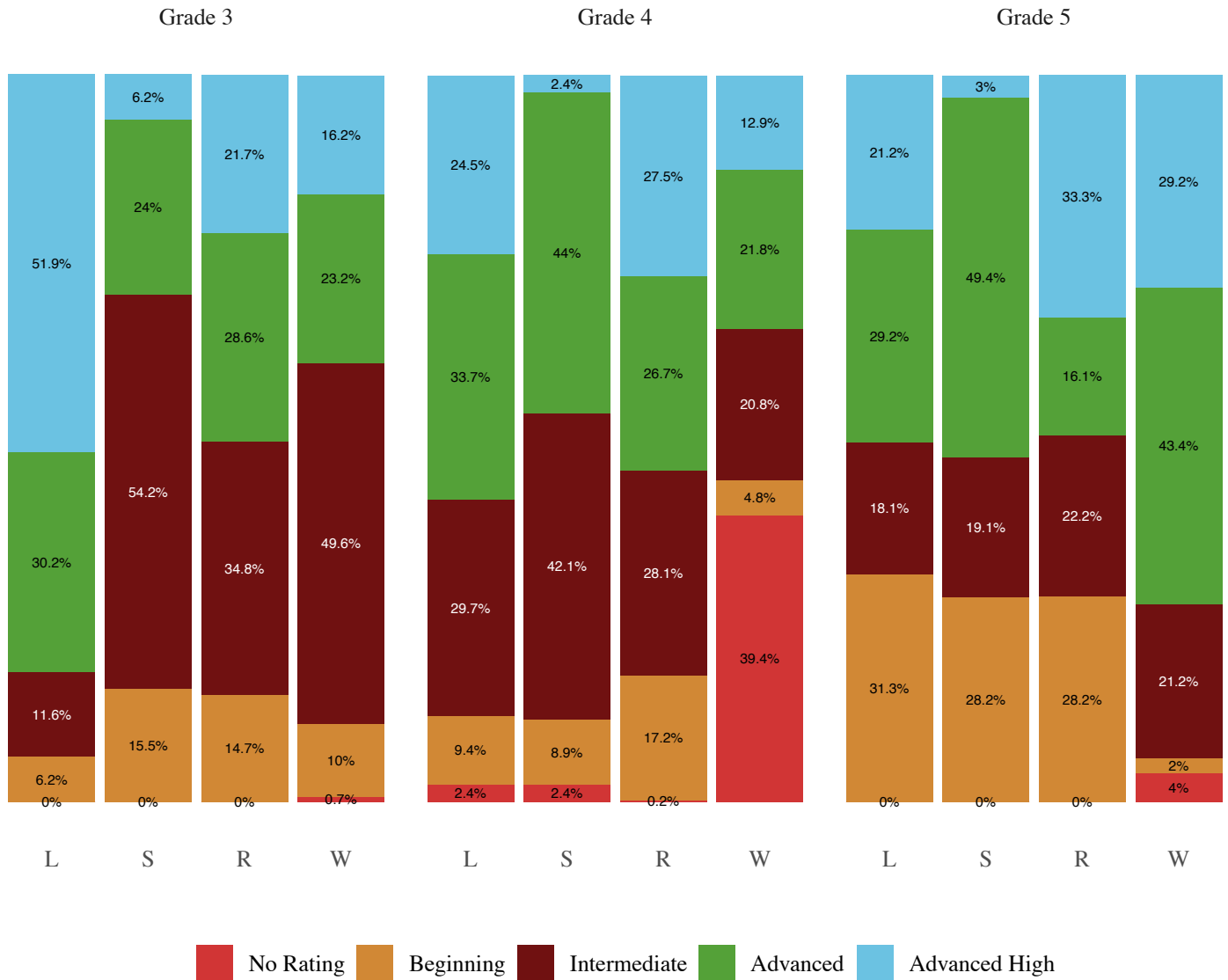


Figure 9 shows Cohort 3’s scores from the four subtests of the TELPAS. Large percentages of students scored No Rating in grade 4, particularly for the Writing subtest, due to incompleteness of one or more subtests before the COVID-19 pandemic. TELPAS results for Cohort 3 demonstrate the effects of the pandemic on students’ academic outcomes. In fifth grade, there was a significant increase in the percentage of students who scored Beginning relative to previous grades. Notably, students’ Writing scores did not follow this trend.

Figure 9. TELPAS Scores for Cohort 3 (2018–2021)





English Learner Institute for
Teaching and Excellence²