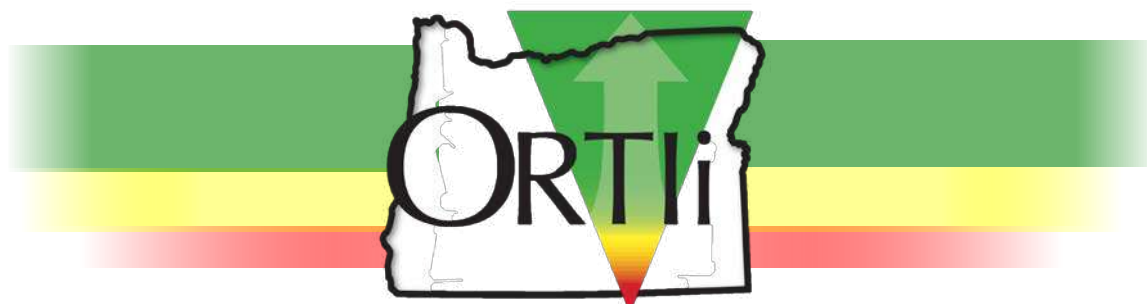


*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

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

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



# Goals

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



# INTRODUCTION



# Do we believe all kids can learn?

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

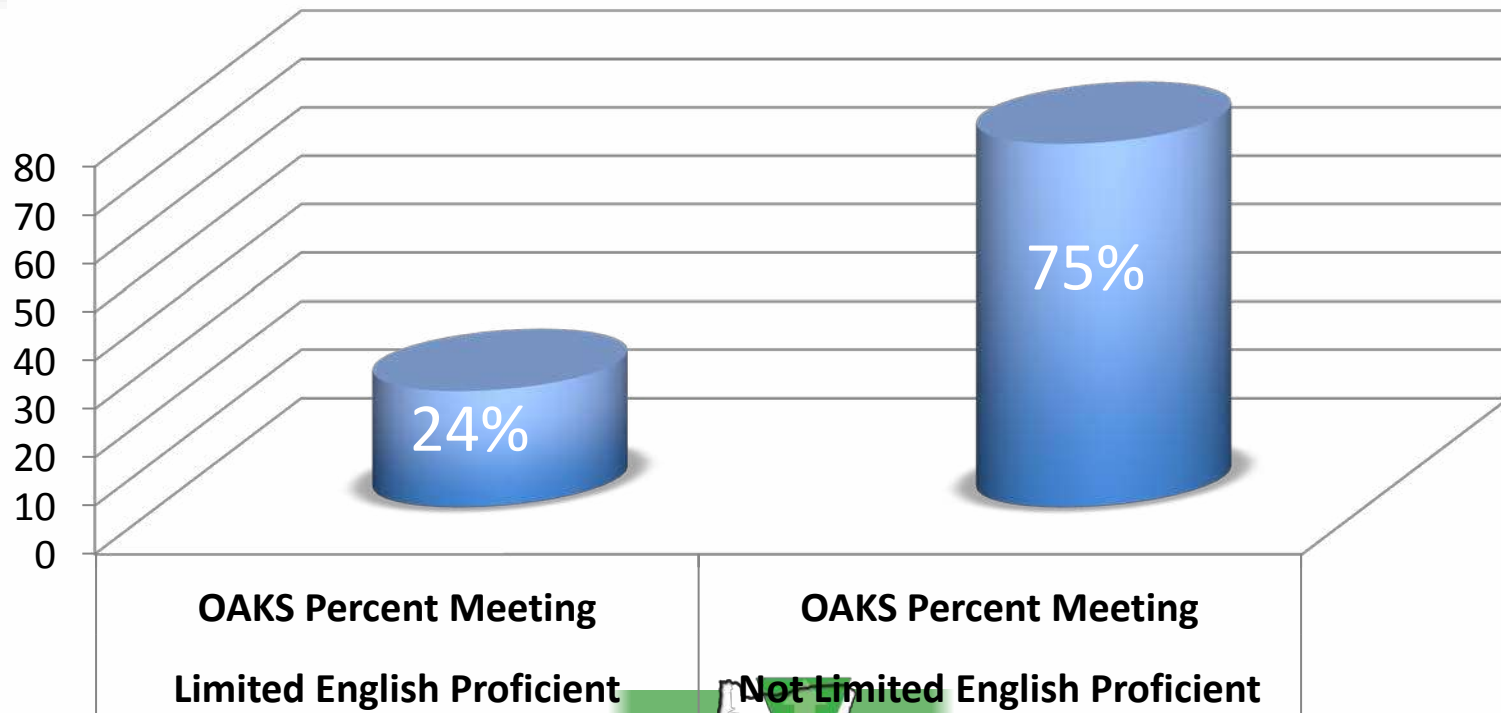
From Beaverton School District's Strategic Plan



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

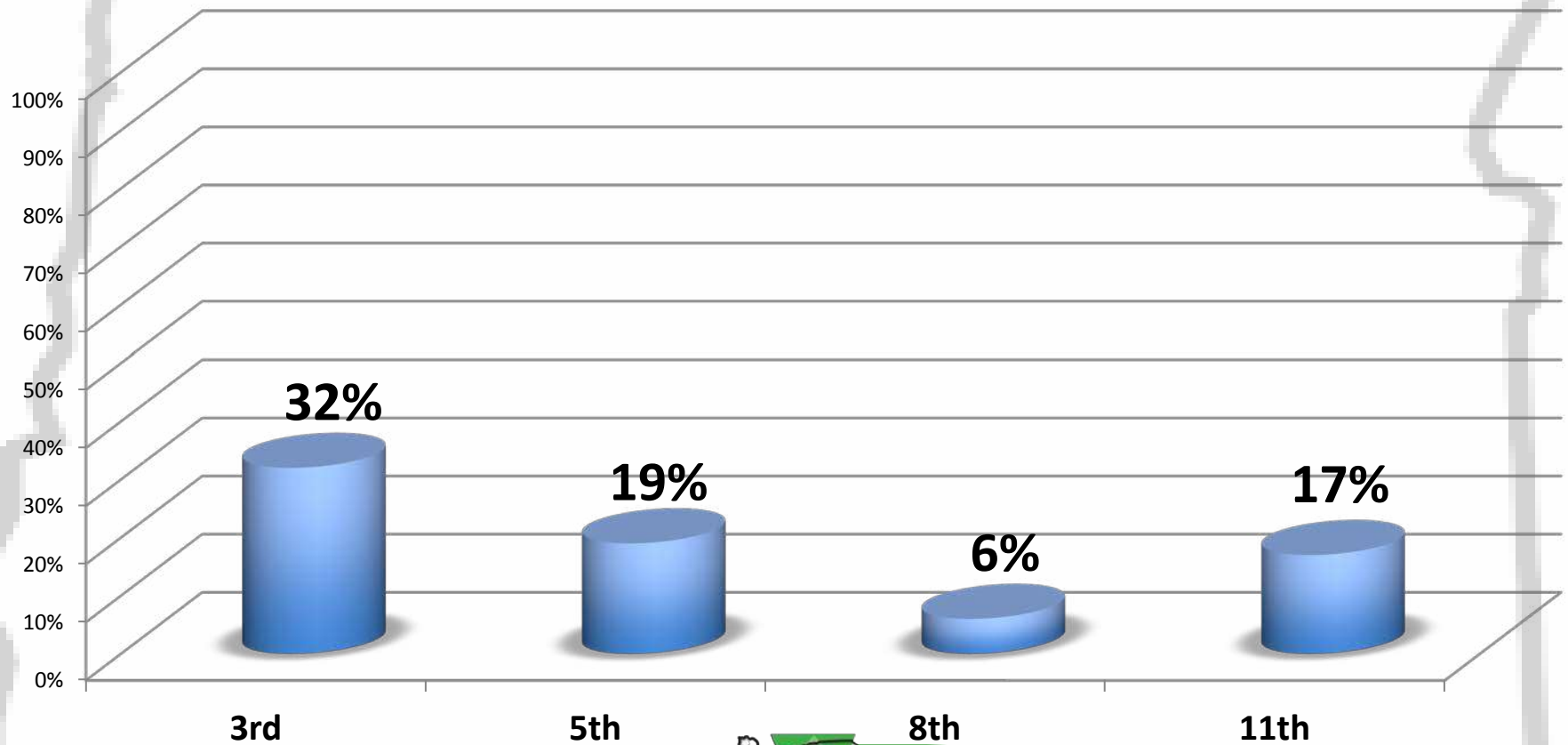
|                             |                                              |
|-----------------------------|----------------------------------------------|
| <b>District: All</b>        | <b>School: All Schools</b>                   |
| <b>School Year: 2012-13</b> | <b>Subject: Reading</b>                      |
| <b>Grade: All Grades</b>    | <b>Sub Group: Limited English Proficient</b> |

## Oregon Reading Performance Summary 2012-13



# Percent of Oregon LEP Students Meeting on OAKS Reading

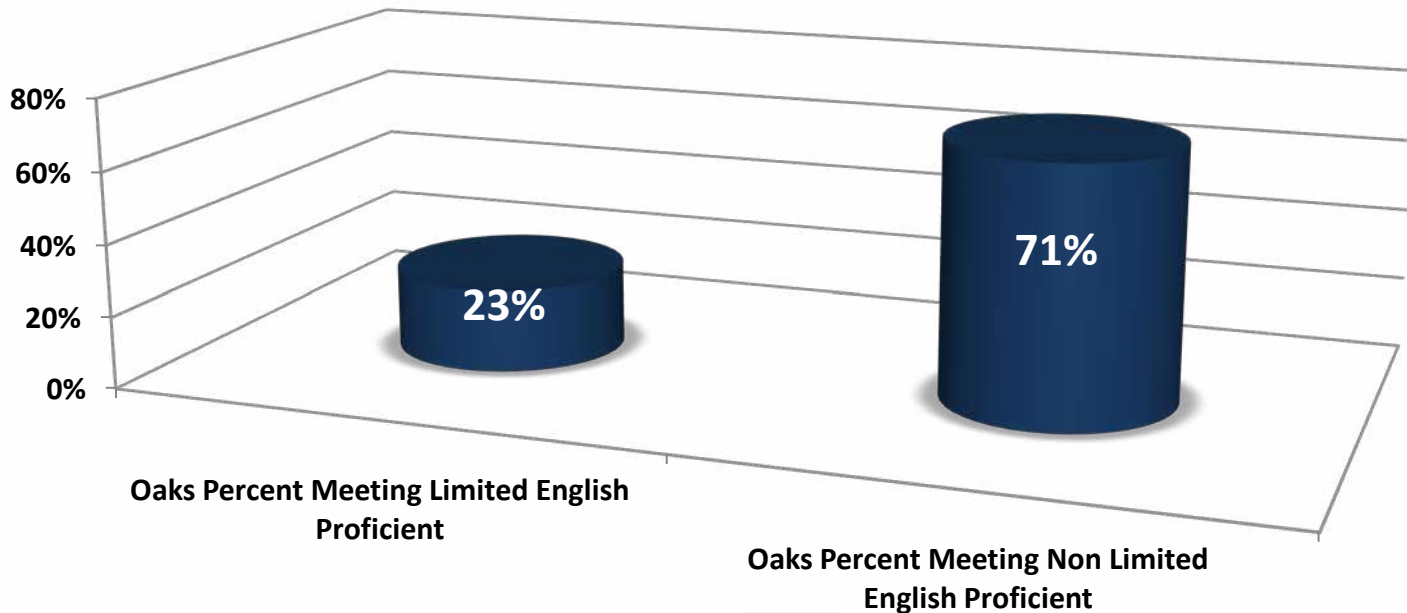
**2012-13**



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

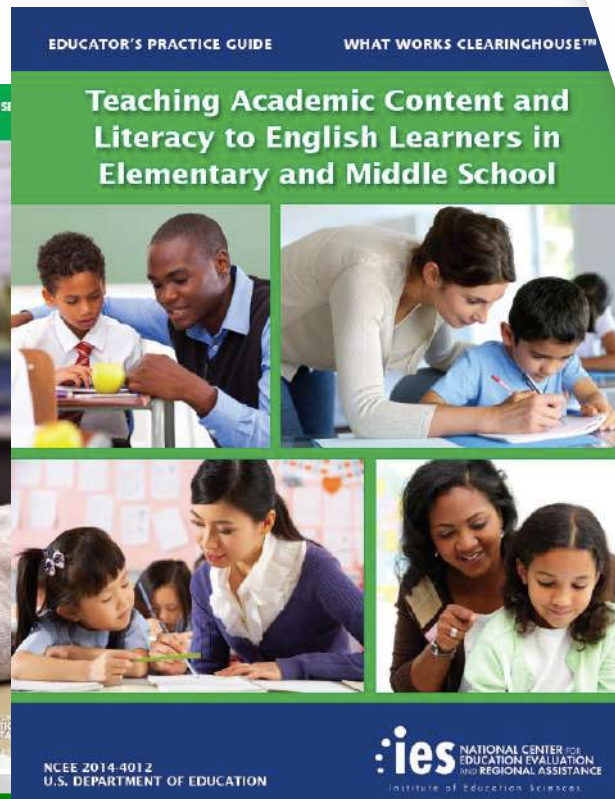
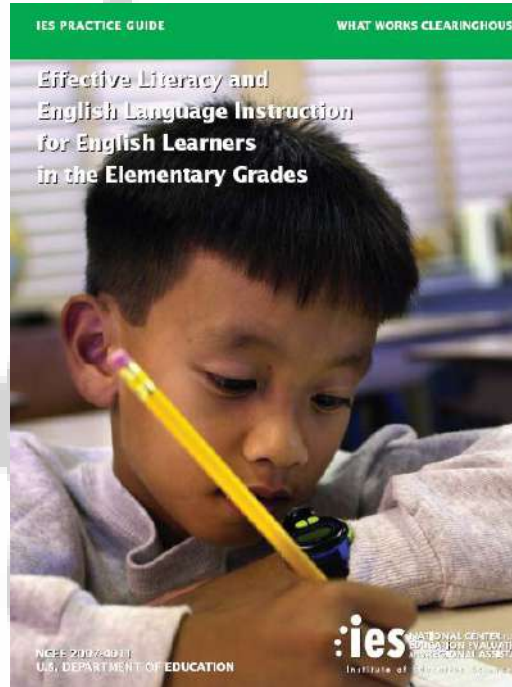
|                      |                                       |
|----------------------|---------------------------------------|
| District: All        | School: All Schools                   |
| School Year: 2013-14 | Subject: Reading                      |
| Grade: All Grades    | Sub Group: Limited English Proficient |

## Oregon Reading Performance Summary 2013-14



# Research and Resources

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



## PBIS (2015)

# Linguistic and Cultural Considerations

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

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



# Linguistic and Cultural Considerations

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



# MTSS



# Multi-Tiered Systems of Support



MTSS

Behavior  
(PBIS)

Academics  
(RTI)



# MTSS

## Academic Systems

### Intensive Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

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

### Universal Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

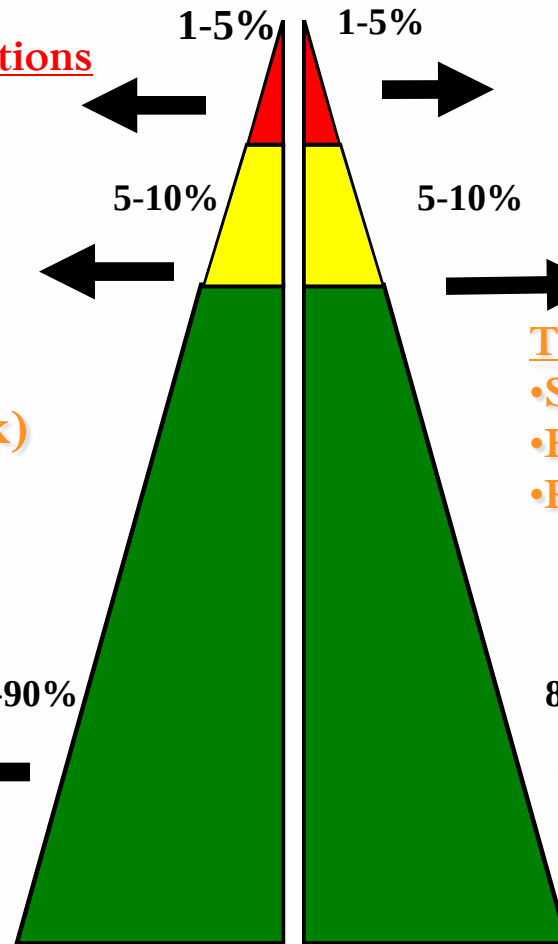
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

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

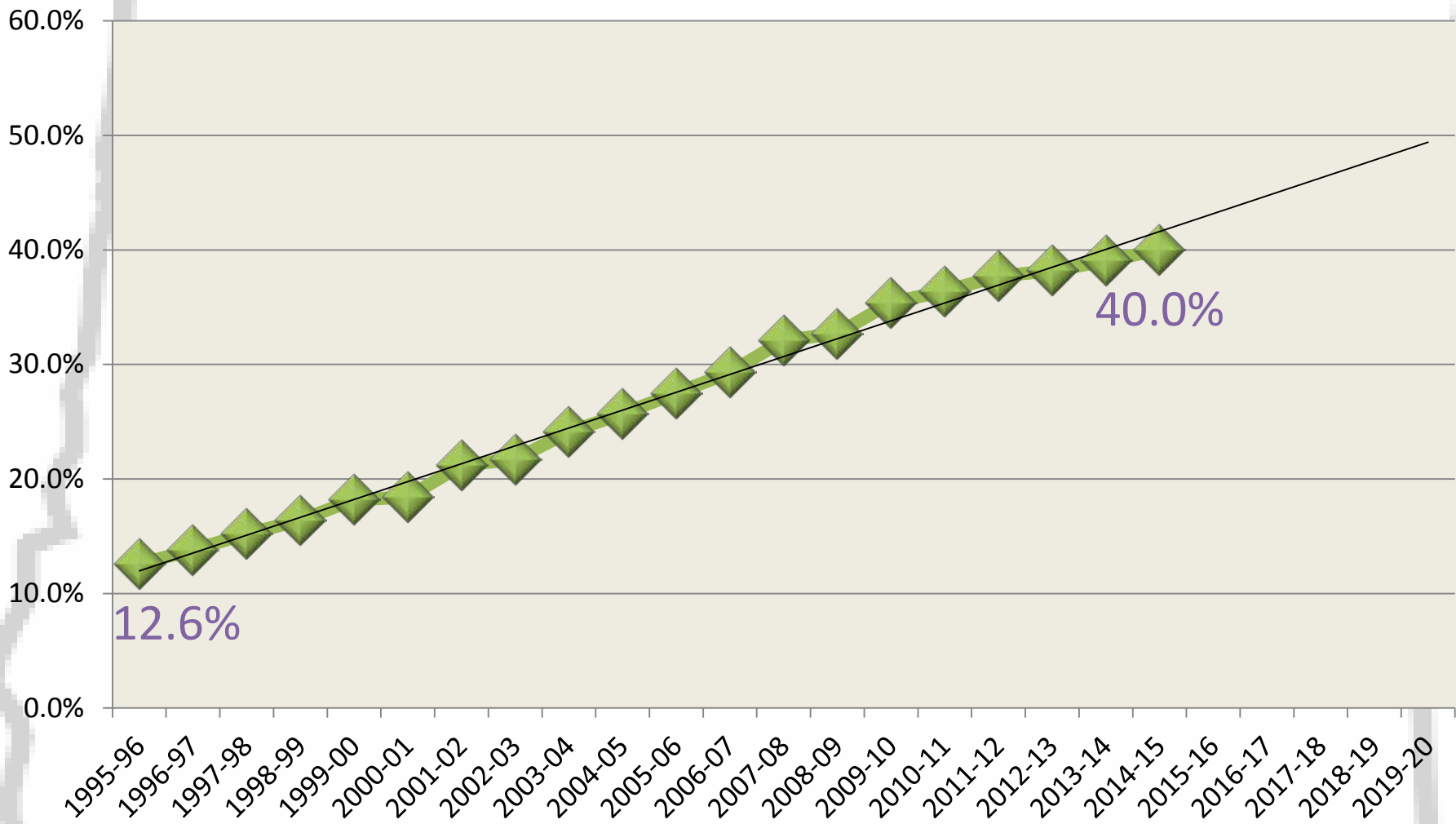
### Universal Interventions

- All settings, all students
- Preventive, proactive



Effective Behavior and Instructional Supports

# Students of Color in Tigard-Tualatin School District

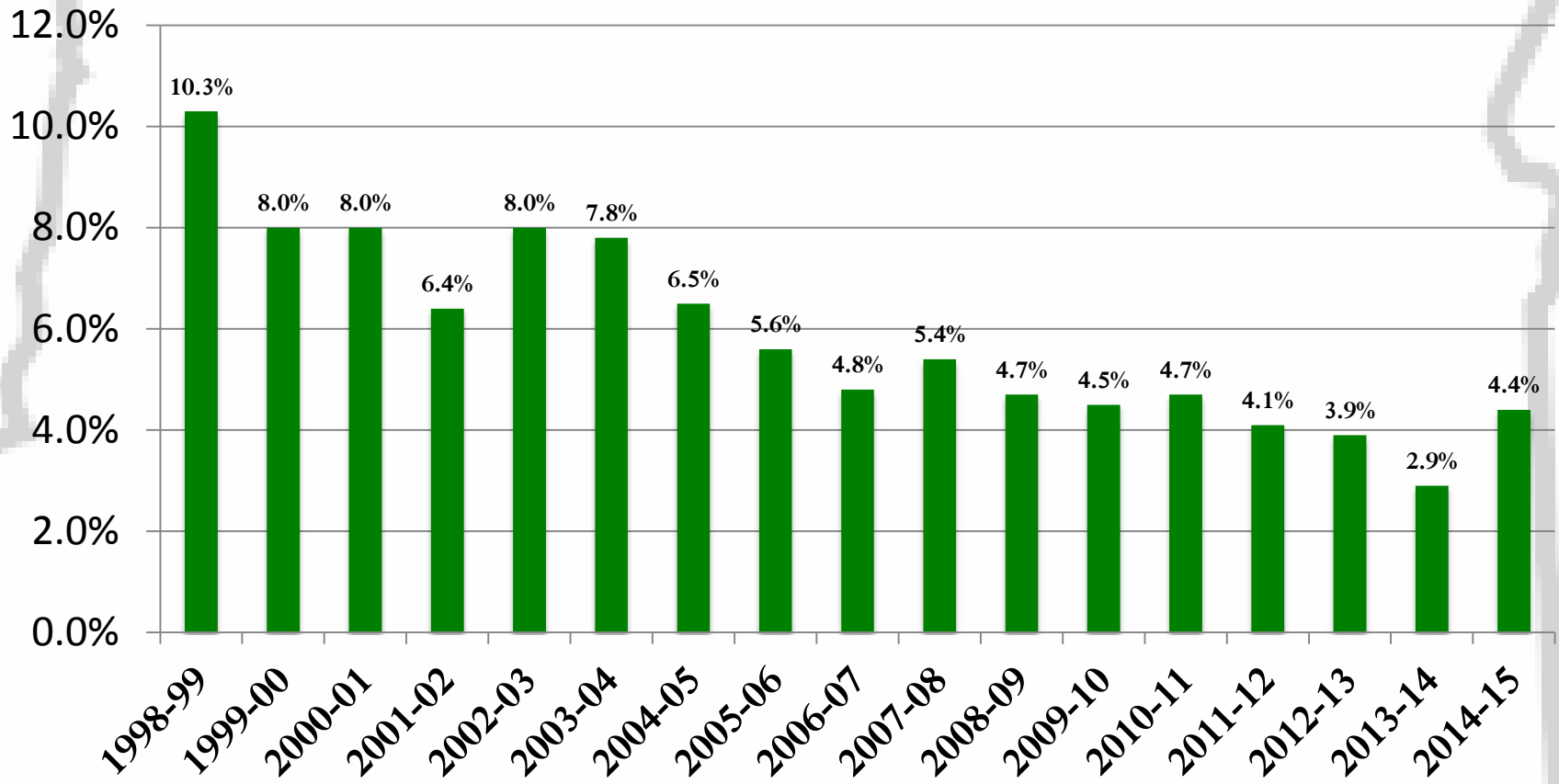


# 2095



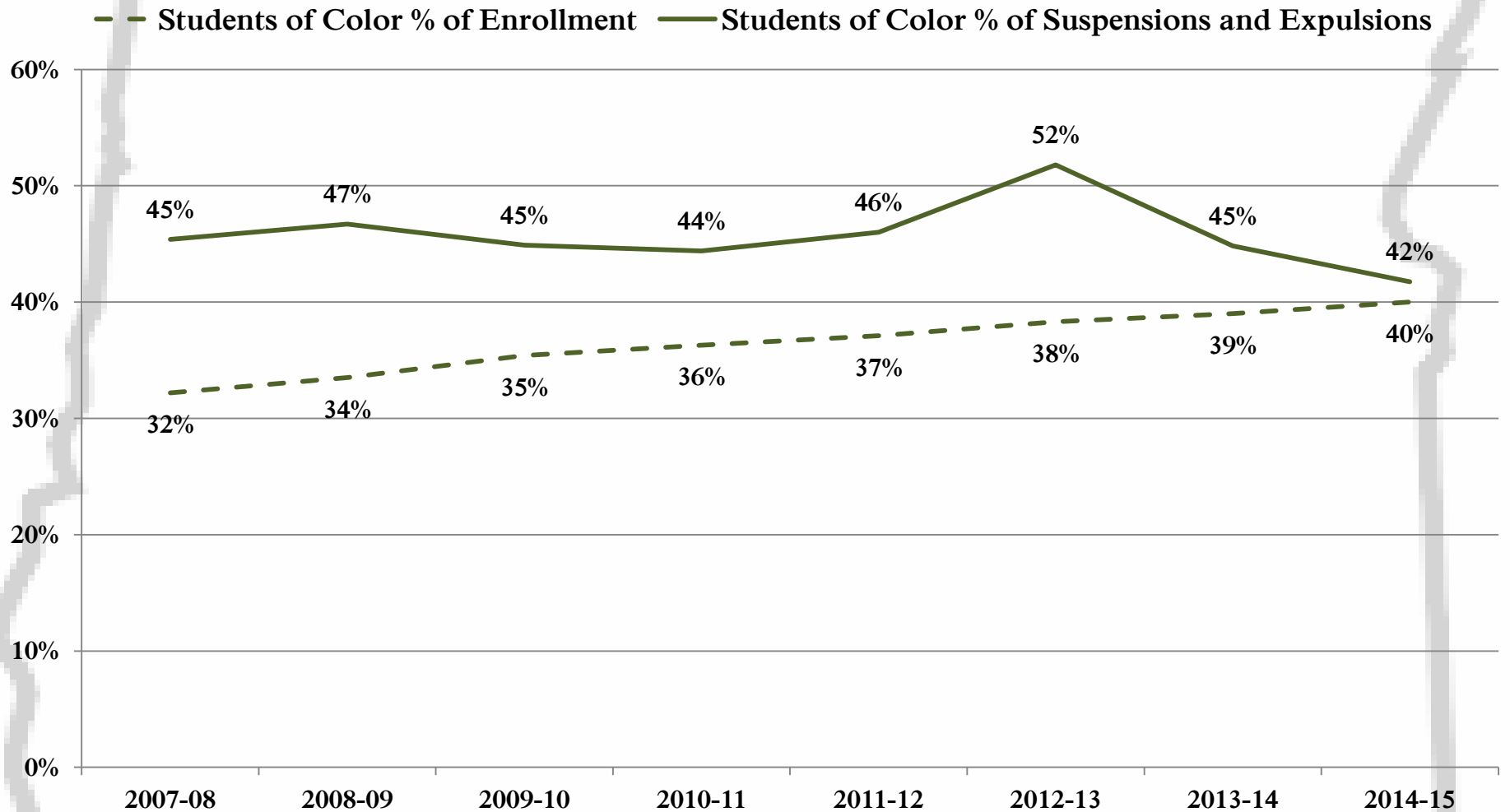
# PBIS in Place at all schools since 1997

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



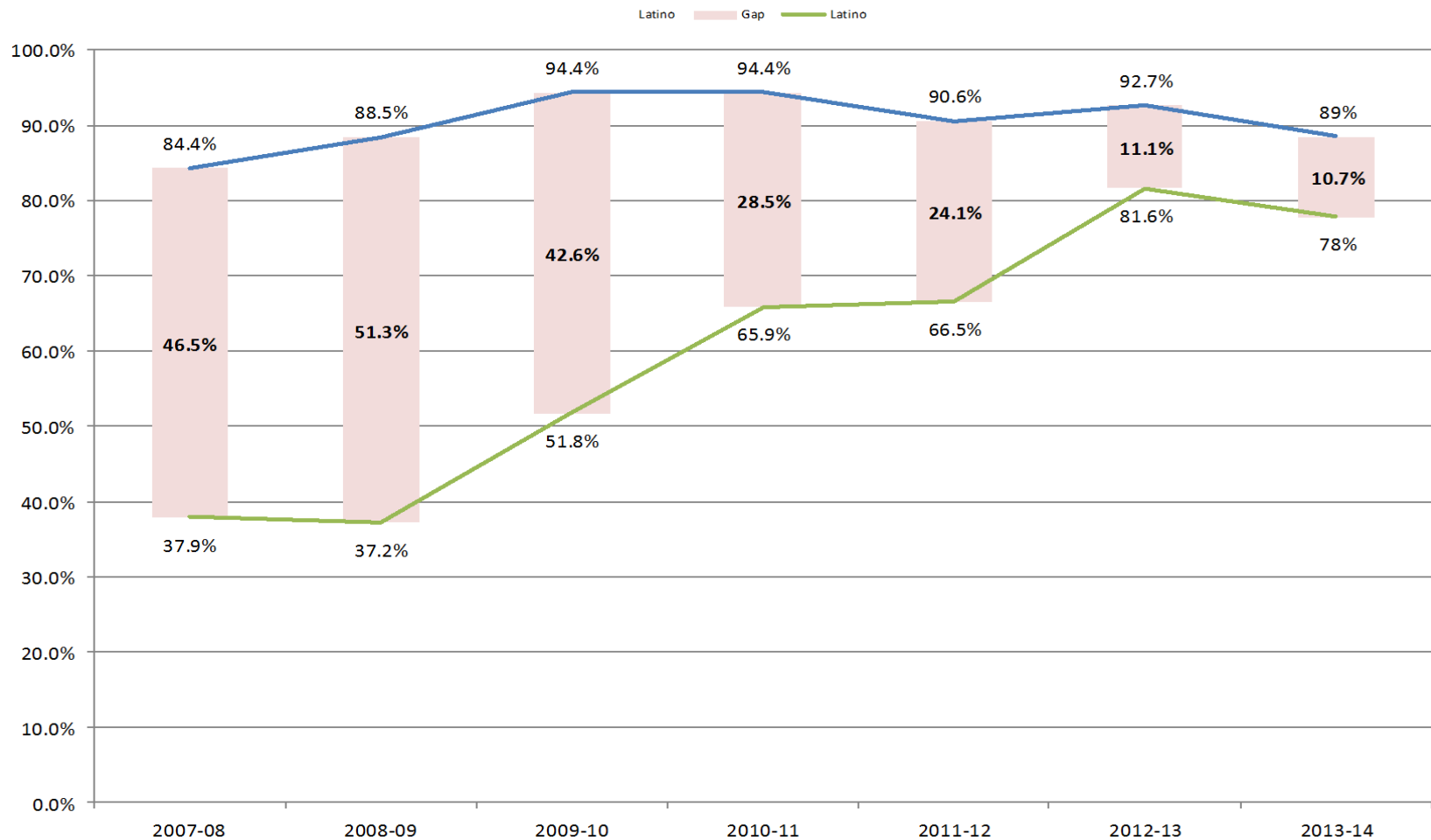
# Working towards inclusion and equity

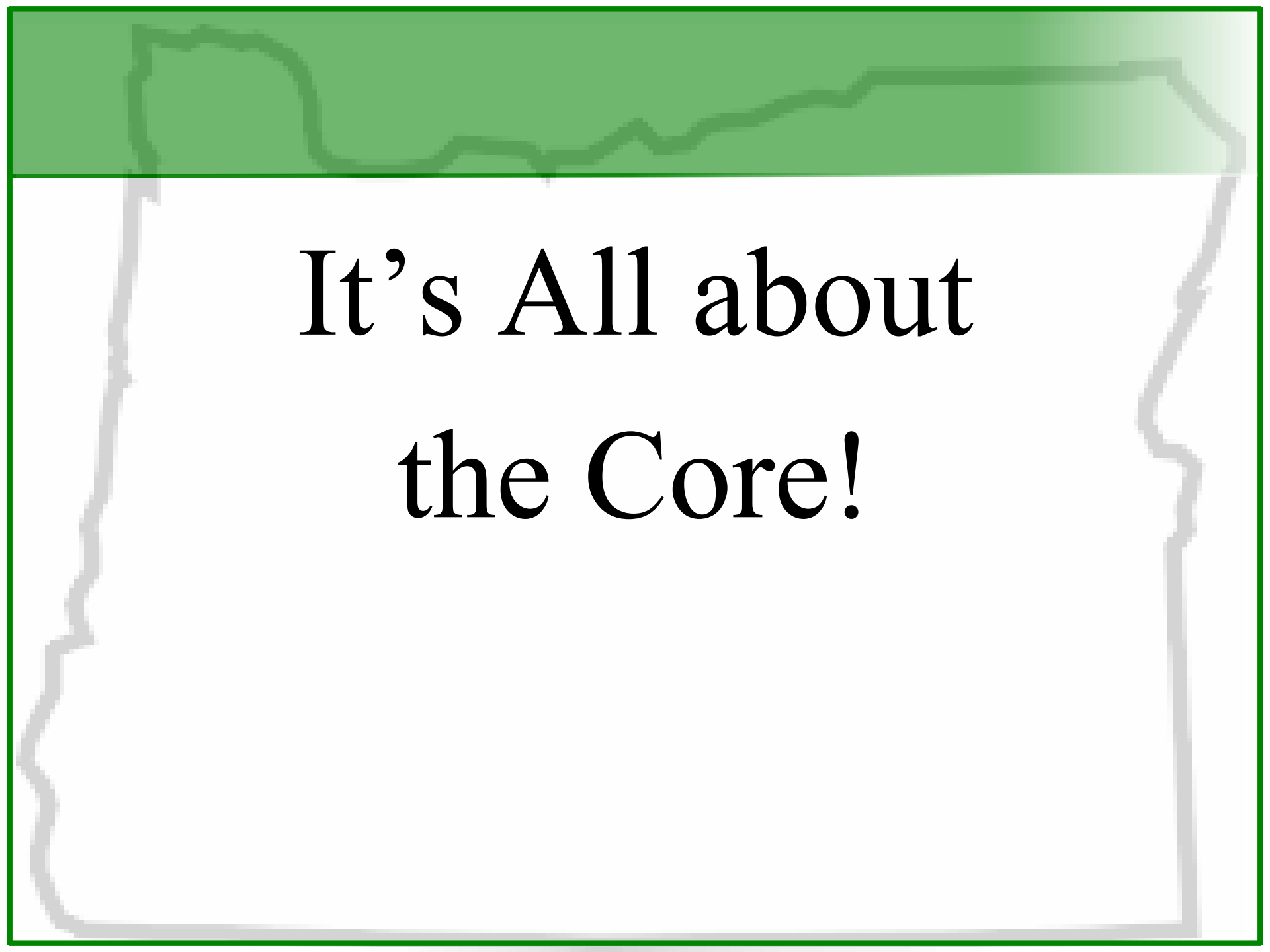
## Suspension and Expulsions



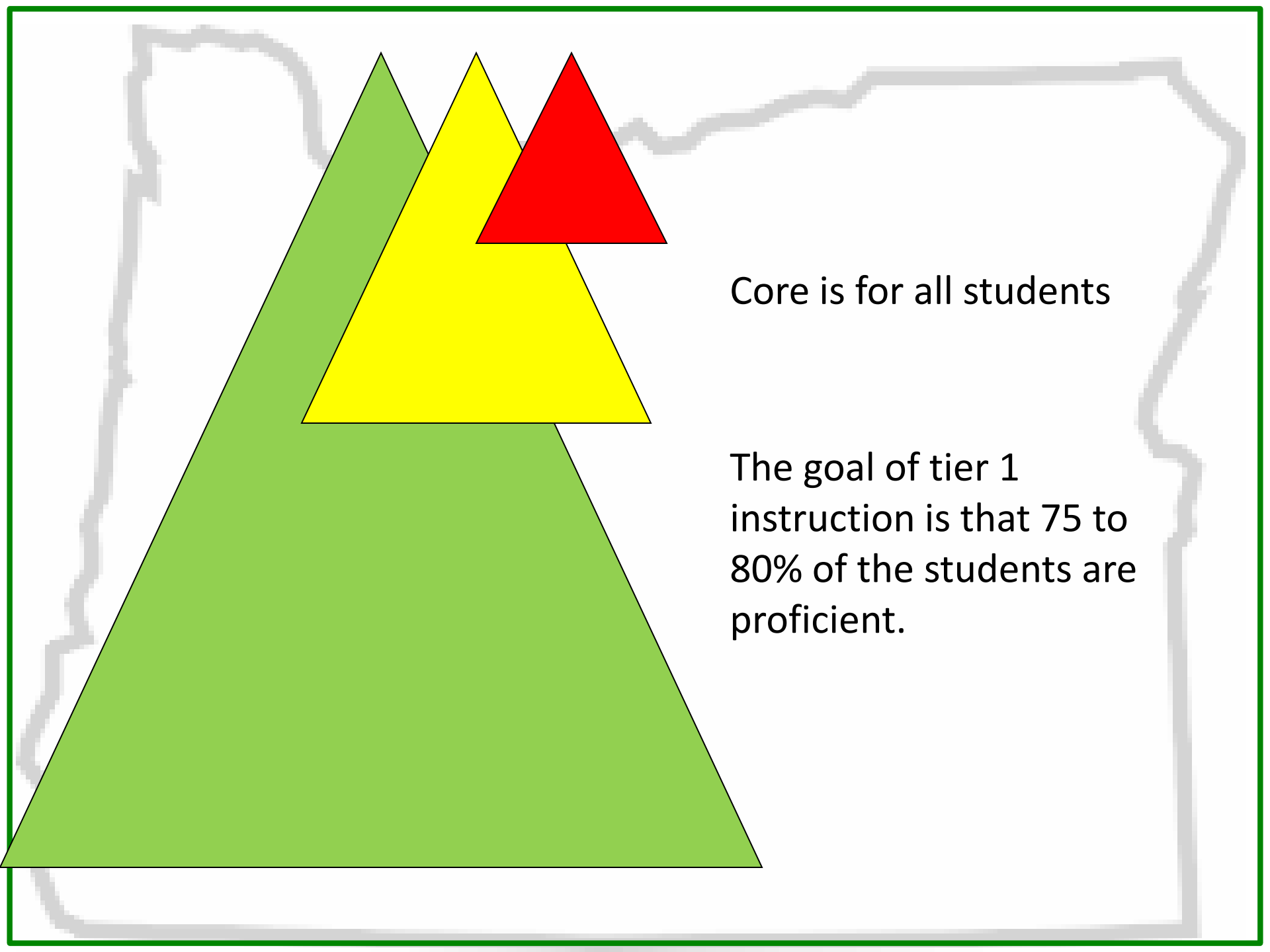
# Focus on Closing the Achievement Gap

**Tigard-Tualatin School District  
High School OAKS Reading Achievement Gap**



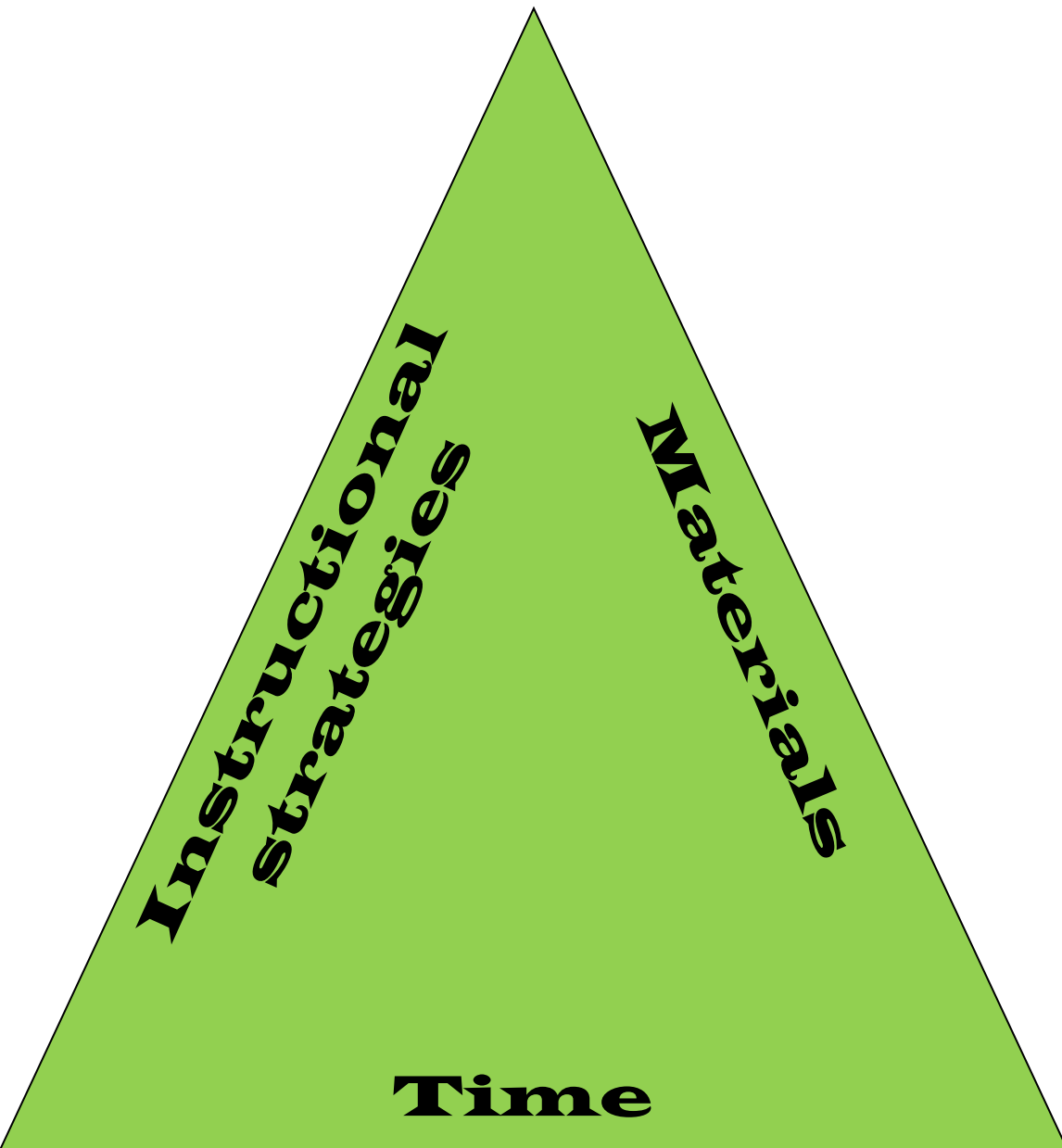


It's All about  
the Core!



Core is for all students

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



Core is for all students

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

# Its all About the Core!

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

**ALL DAY LONG, EVERYDAY, IN EVERYWAY**



# Core Components

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



# Effective Instructional Strategies



Table 1

*Overview of Instructional Strategies and Selected Supporting Evidence*

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

# Examples and Questions

## Questions to Guide Instruction

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



# Questions for Guiding Instructional Planning

## Questions to Guide Lesson Planning and Preparation

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



# Think. Pair. Share.

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



# IES Practice Guides Recommendations

## 2007

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

## 2014

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



# IES Recommendation

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



# Teach Academic Vocabulary

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



# Vocabulary Knowledge

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

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



# Conversational vs. Academic Language

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

# Teach Academic Vocabulary

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

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



# Teach Academic Vocabulary

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



# IES Guide Quotes

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



# IES Recommendation

Schedule regular peer-  
assisted learning  
opportunities



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

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



# Discourse Patterns

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

*(Ramírez, 1992, pp. 9–10)*



# IES Guide Quotes

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



# IES Recommendation

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



# Teach Language in Content Areas

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



# Teach Language in Content Areas

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



# Teach Language in Content Areas

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



# IES Guide Quotes

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



# IES Recommendation

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



# Written Language Opportunities

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



# Written Language Opportunities

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



# IES Guide Quotes

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



# Data-Informed Instructional Practices: 100% Meetings



# Why Look at *ALL*?



# 100% Meeting General Features

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

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



# 100% Meeting General Features

What:

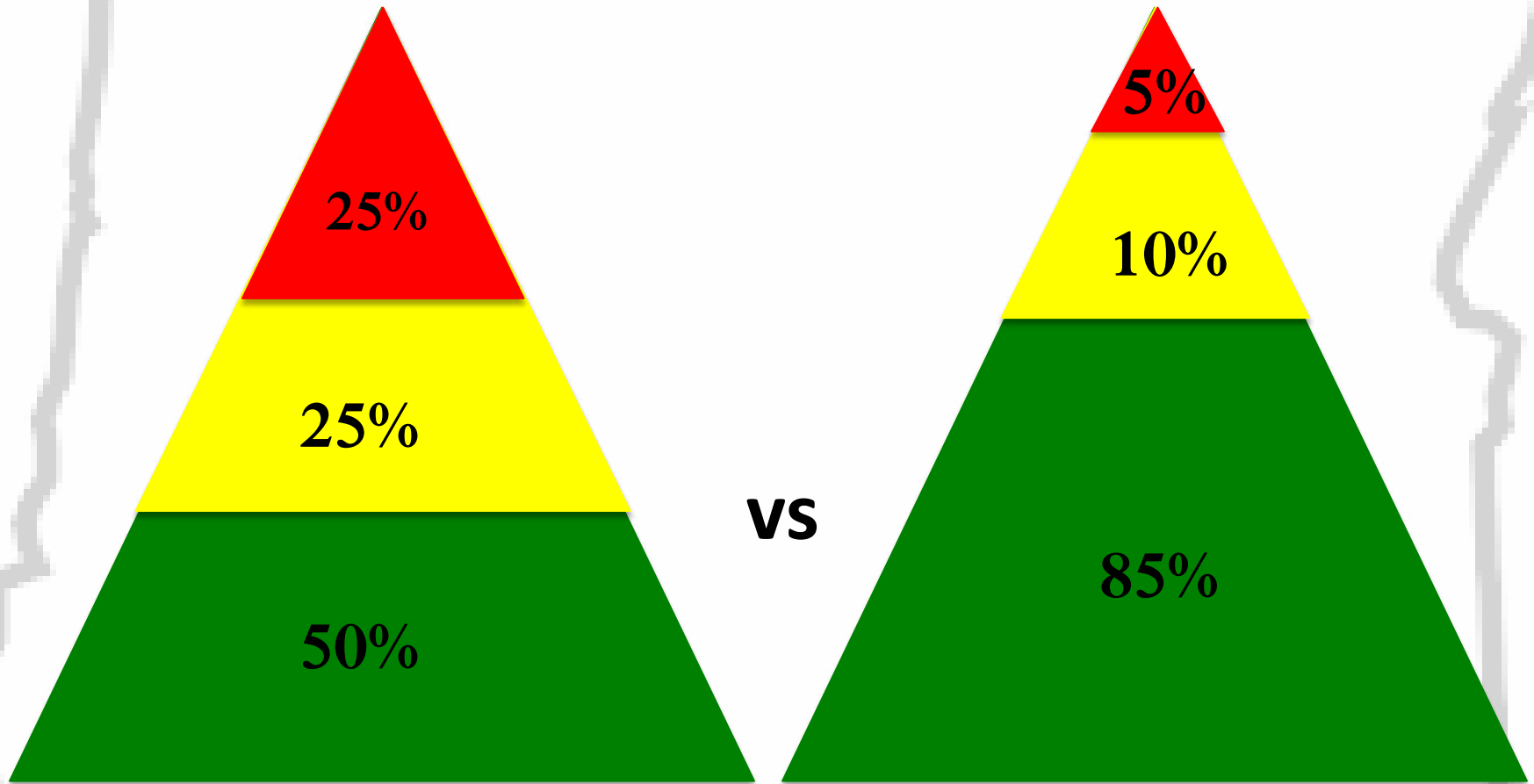
Use **schoolwide screening data** to answer questions about core instruction

Outcomes:

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



# Forest or the Trees?



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

## 100% Data Meeting Agenda

School:

Grade level:

Benchmarking period (circle one):

Fall

Winter

Spring

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

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

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

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

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

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

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

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

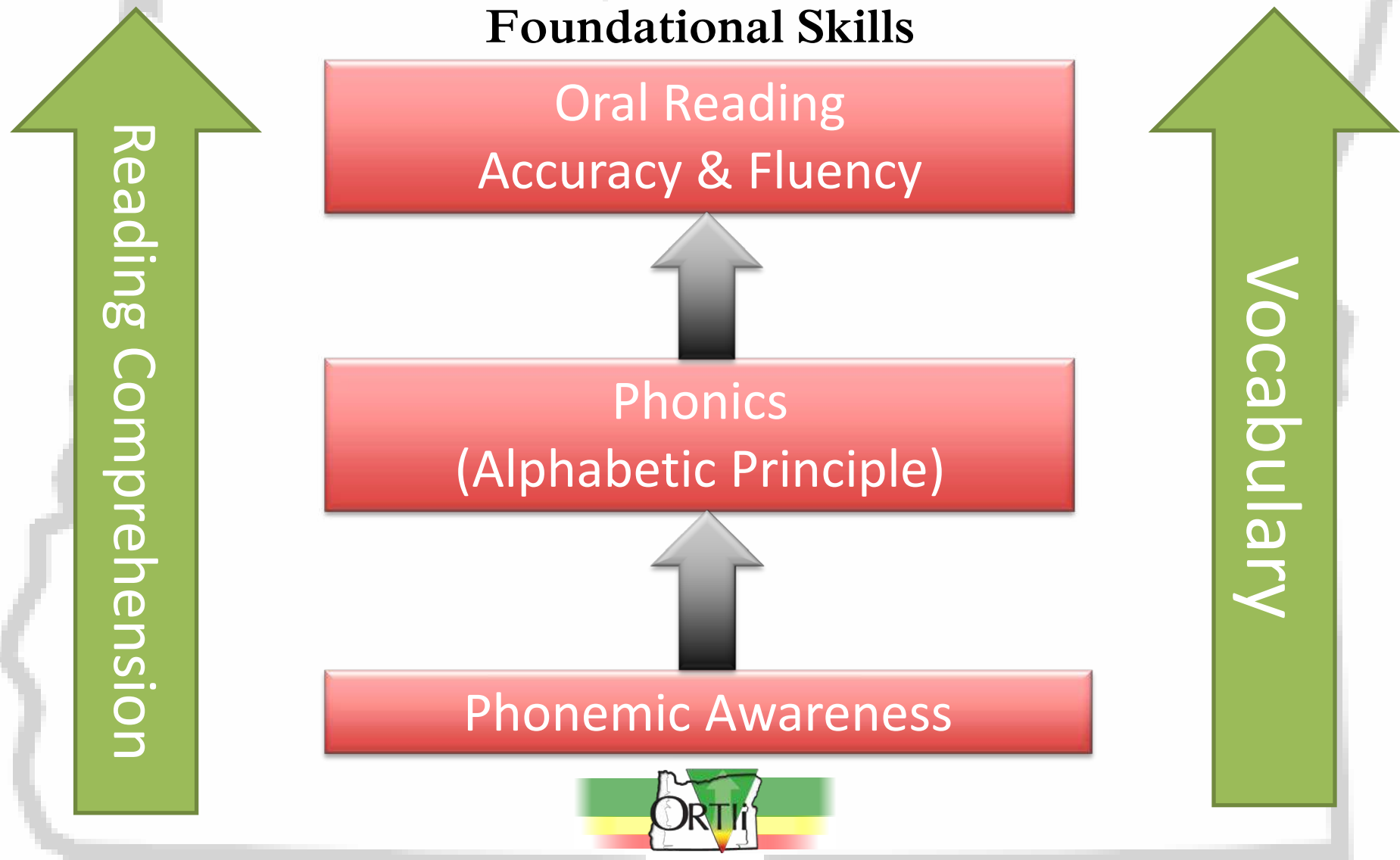
### Step 2: Problem Analysis (Why is it happening?)

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

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

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

# Why is the problem happening?



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

What instructional strategies have been effective in your classroom?

#### ***A. Curriculum***

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

#### ***B. Instruction***

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

#### ***C. Environment***

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

#### ***D. Adult Learning***

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

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

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

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

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

- If **YES**, what did we do that worked? Were there adjustments made to the Action Plan between 100% Meetings (note changes made and when on this form).
- If **NO**:

1) Did we implement the strategies we agreed to?

A. Instruction: \_\_\_\_\_

B. Curriculum: \_\_\_\_\_

C. Environment: \_\_\_\_\_

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

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

# Effective Strategies for Improving Core

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

# Make it public



# Think/Pair/Share

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



**Thank  
You!**

