

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

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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.



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



Project ELITE²

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



Project Ellipses

<https://mtssclrt.ning.com/>



Project LEE

<http://projectlee.org/>





<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



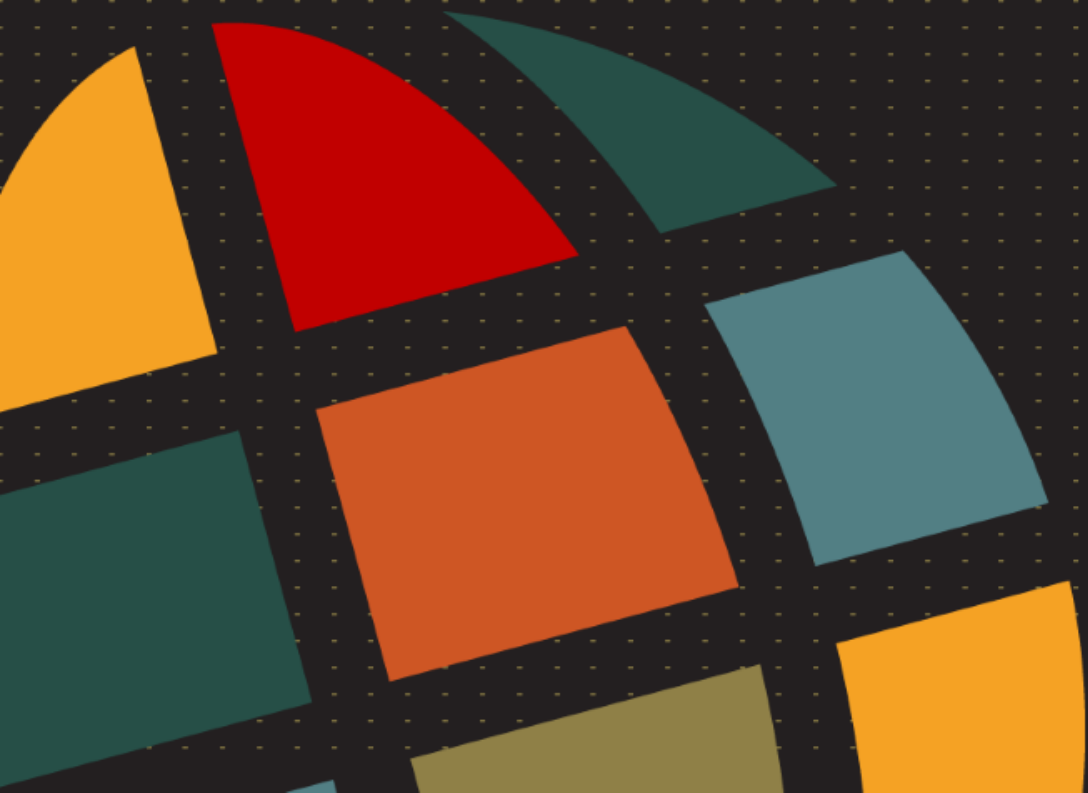
In September of 2016, OSEP funded three projects focusing on tiered approaches to improving reading and language outcomes for English Learners (ELs). These projects are developing and implementing culturally and linguistically responsive models for multitiered systems of support for ELs, including those with or at risk of having a disability.

Features of these models include:

- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles

Watch for updates

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





English Learner Institute for Teaching and Excellence²





Model Demo Context

- Rural school district that serves much of southeast Travis County
- One of the highest enrollments of ELs in Central Texas (2013-2014)
 - Campus 1: 43.5%
 - Campus 2: 58.4%
 - Campus 3: 58.8%



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.

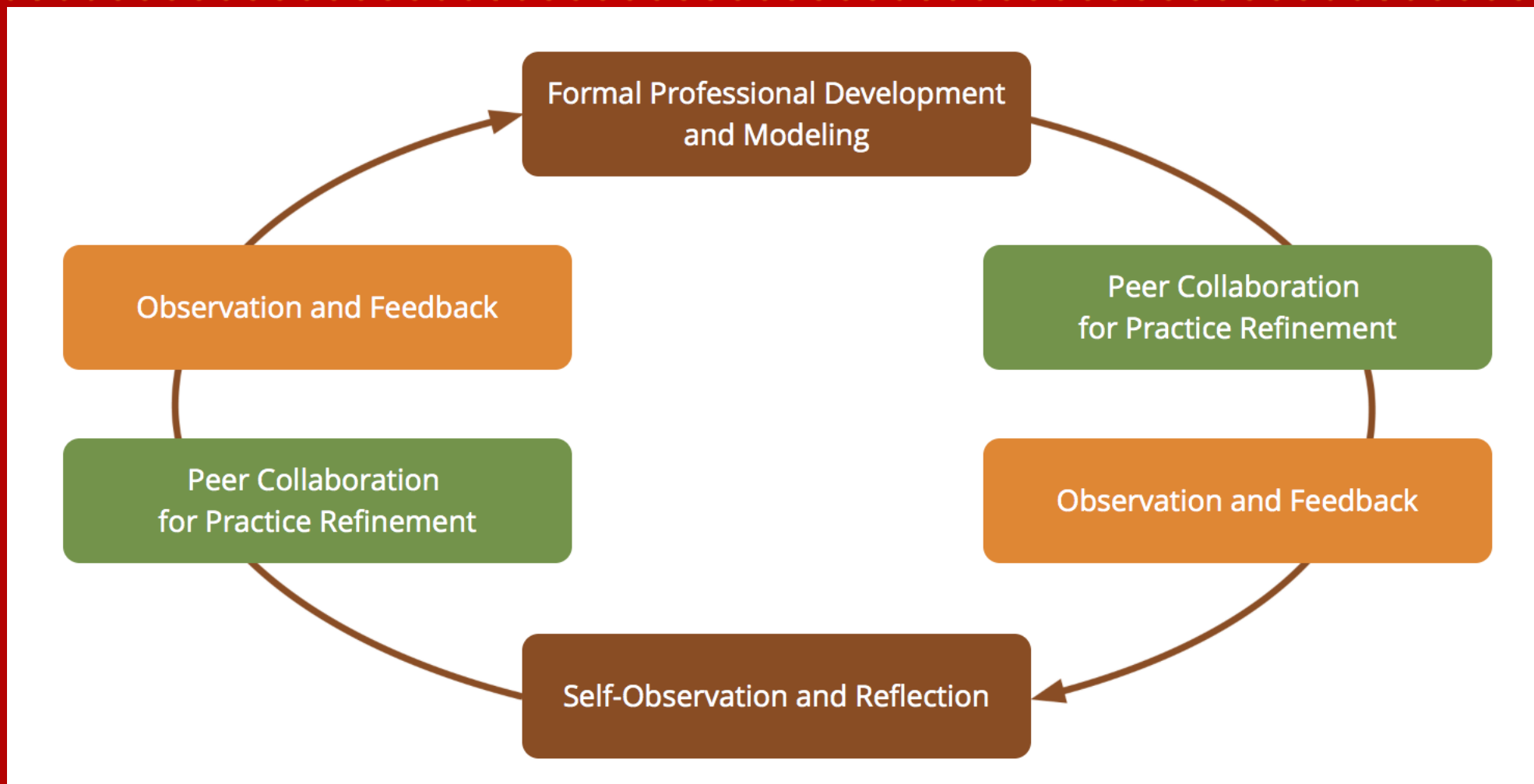
Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.

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.



Framework for Professional Development





Why self-video reflection?

- Expands opportunity to participate in key learning processes: **observation, assessment, and reflection**
- Provides a “time for reflection rather than action” (Sherin & Han, 2004, p. 164)
- Allows teachers to analyze components of their instruction that could be **“hard to pinpoint otherwise”** (Sato et al, 2008).
- Tied to educators’ individual learning goals
- Greater access to video recording and sharing technology



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



Areas of Teacher Growth

Autonomy in planning

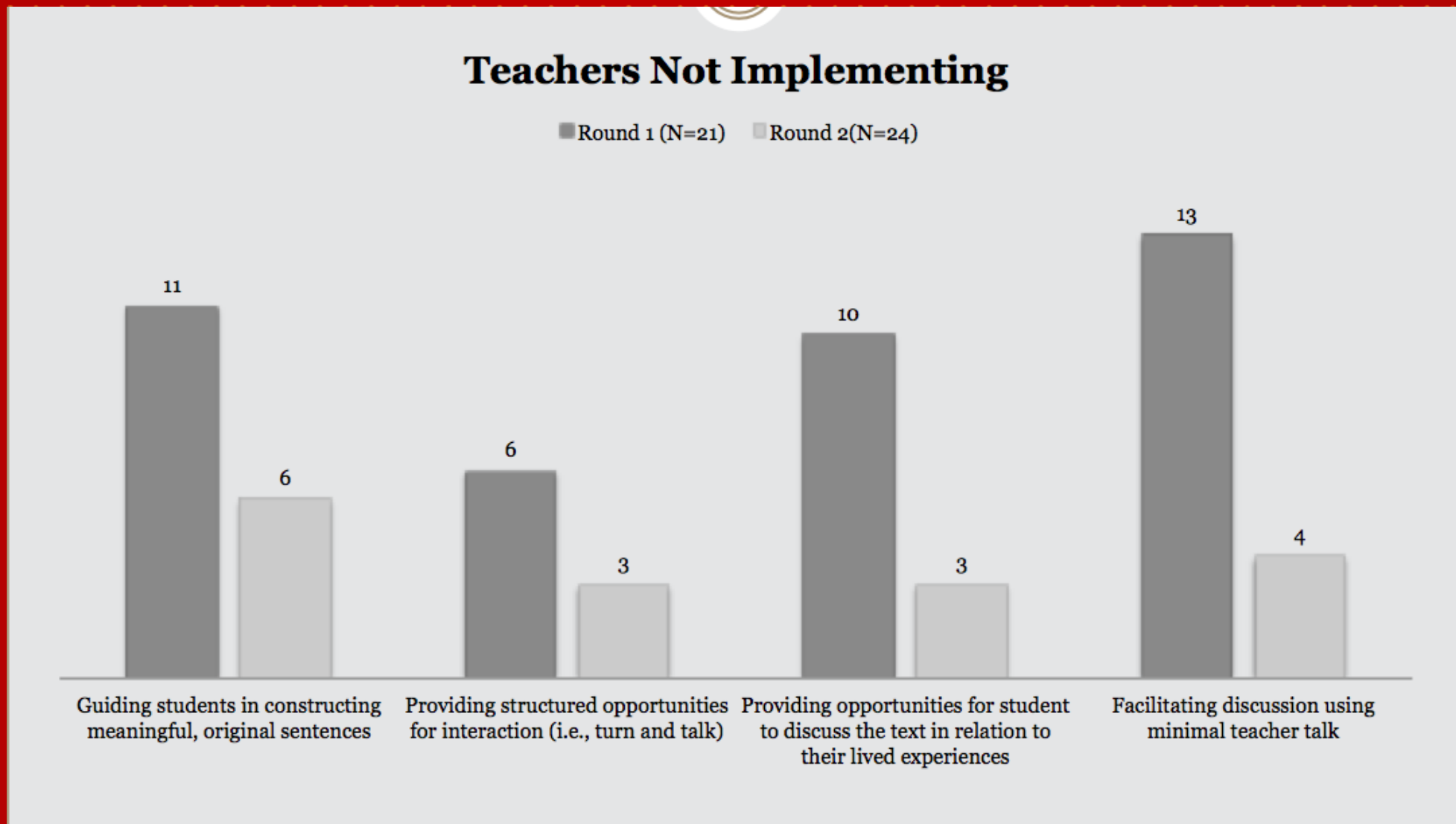
Strategic text selection

Awareness of inequitable patterns in class participation

Type and quality of student interaction



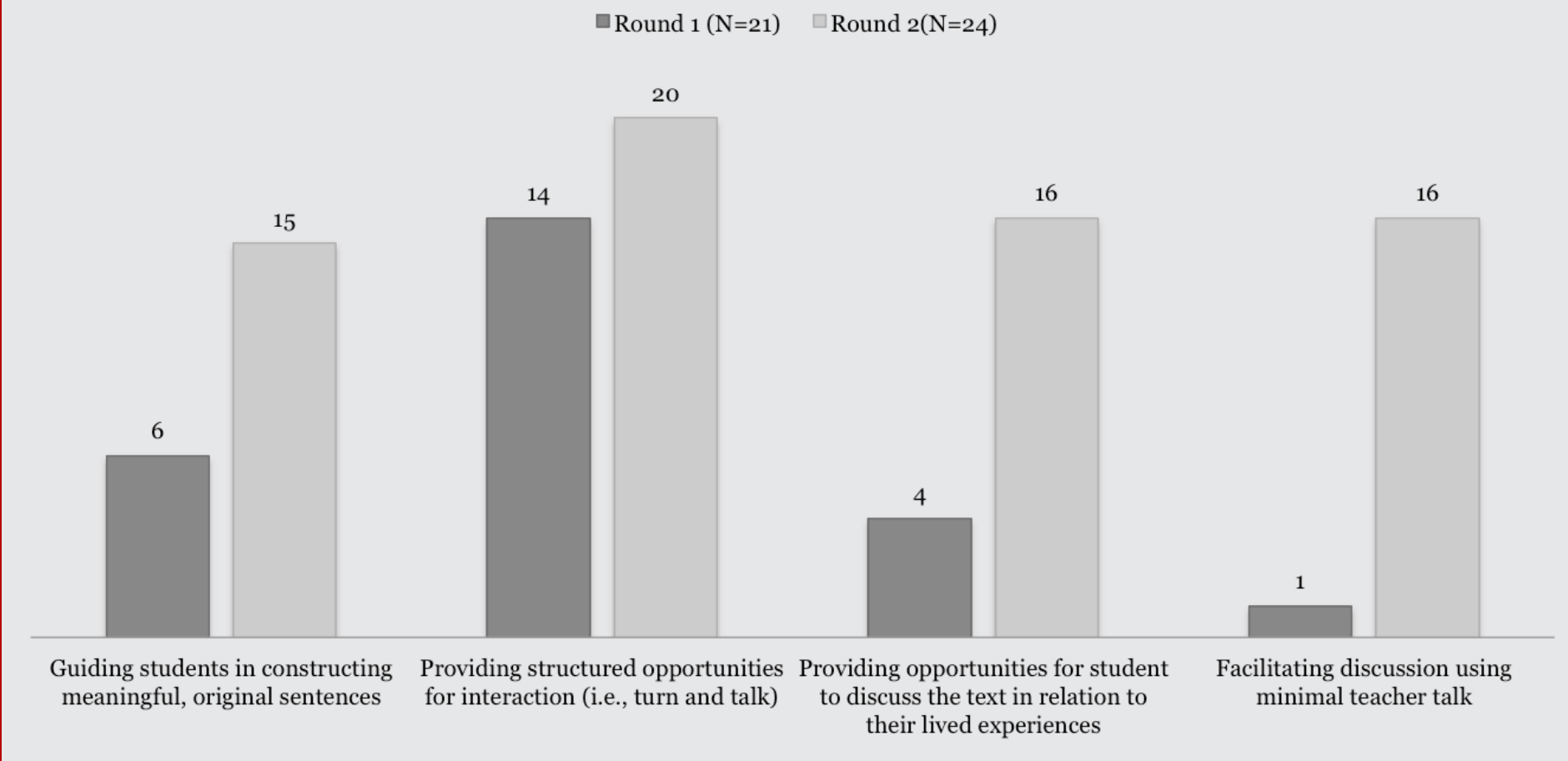
Type and Quality of Student Interactions





Type and Quality of Student Interactions

Teachers with Moderate to High Implementation





Usefulness to Practice

Professional Development Training with
Peer Videos: 98%

Collaborative Coaching: 94%

Self-captured Video and Reflection
Activities: 95%



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.



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).

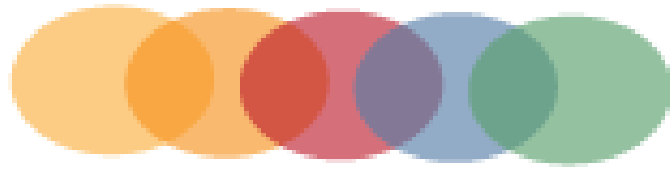
Promotion of teacher-leadership within grade-level teams

Building on teachers' instructional strengths to enhance literacy instruction for ELs

Additional
Features of JEPD

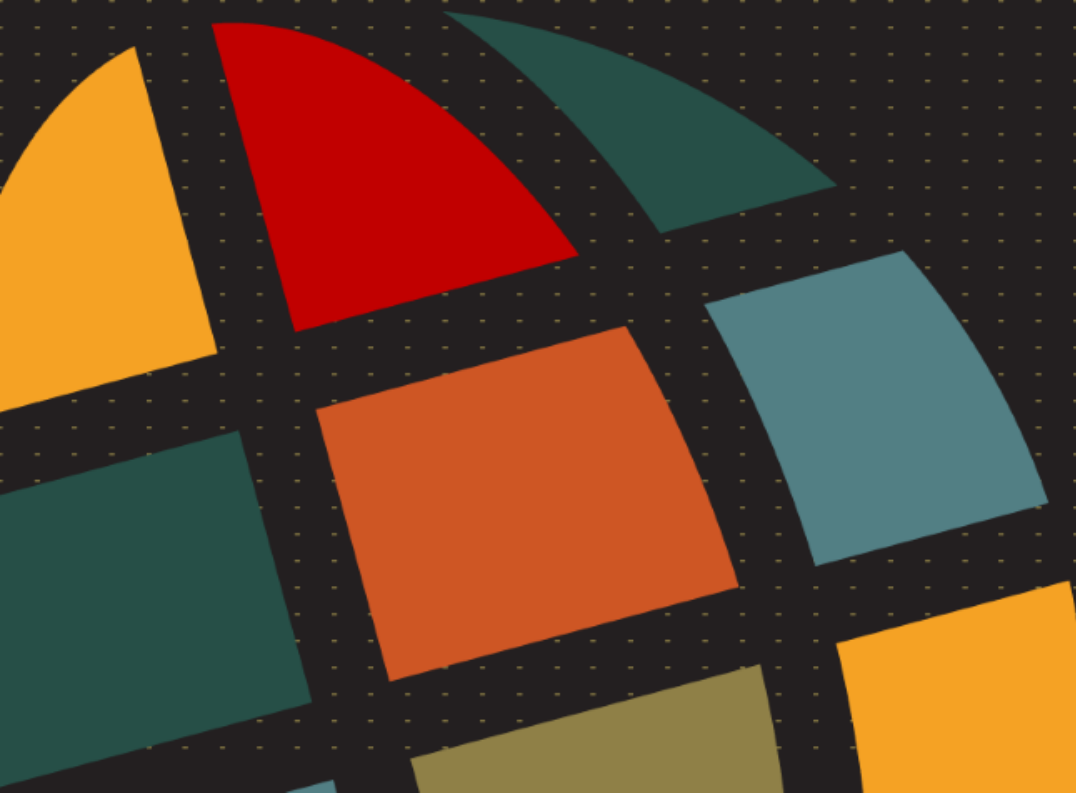
High-quality educator tools and resources: clear, user-friendly, and engaging

Framework for “anytime” educator support: video models; web-based tools and trainings



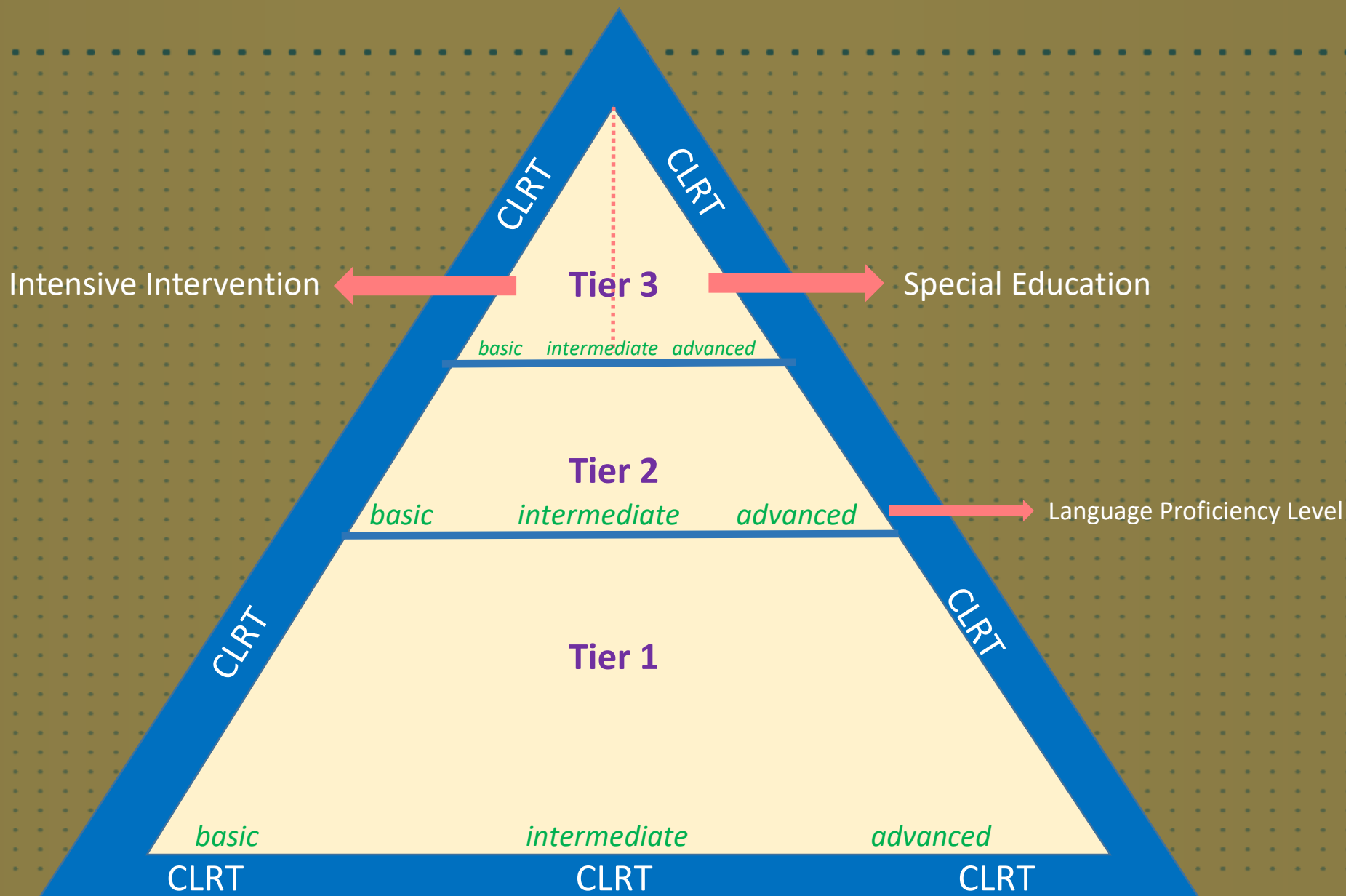
ELLIPSES

English Learner Literacy Intervention Programs and Strategies **ENSURING SUCCESS**





Culturally and Linguistically Responsive RTI Model





Participating District

Three pilot schools recruited for participation in the MTSS model demonstration project.

- Located on the Texas-Mexico border
- Early exit transitional bilingual education program
- 85.4% of city members report speaking Spanish at home

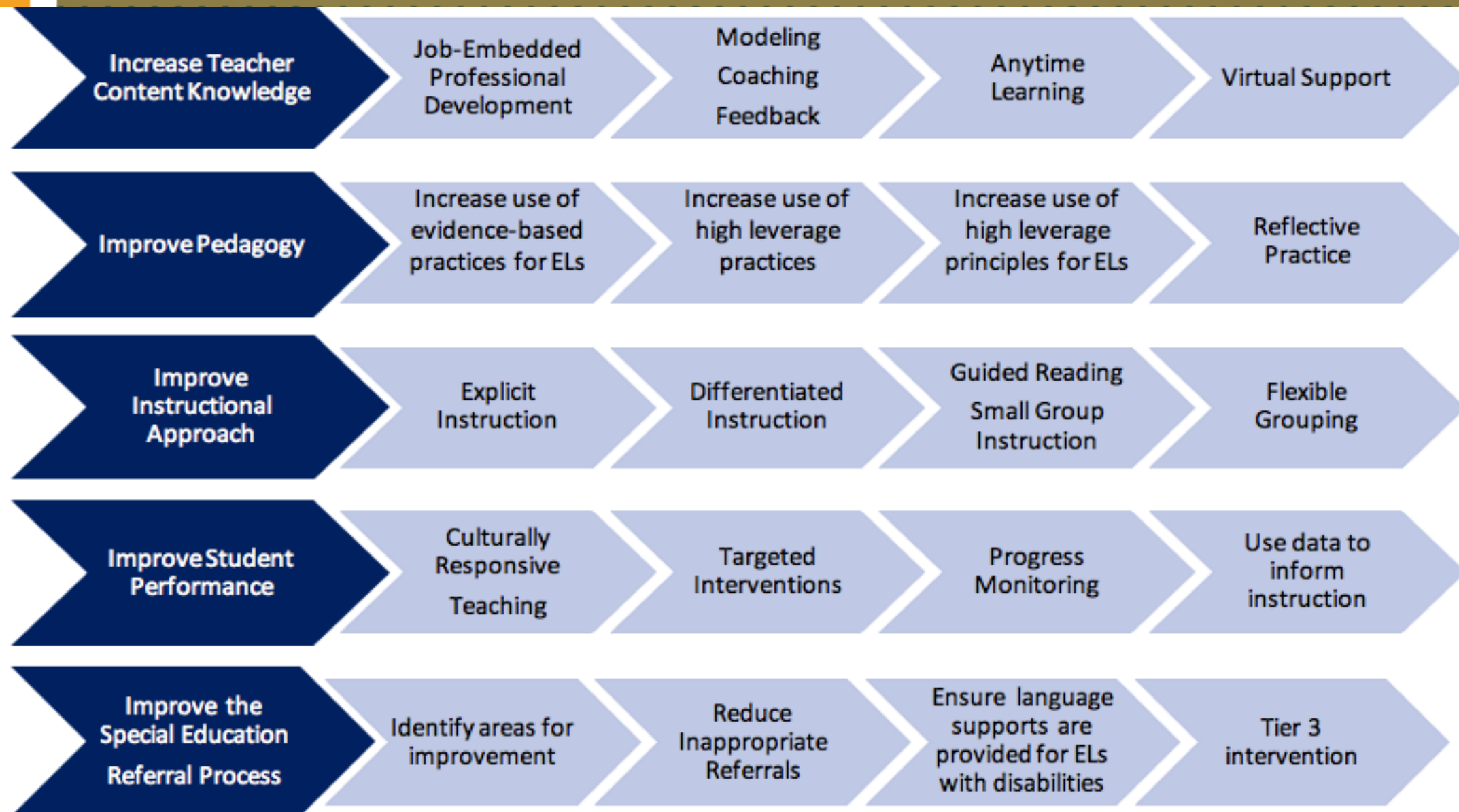


Participating School and District Demographics

	School A	School B	School C	District
Total Students	718	399	780	46,799
Hispanic Students	98%	99.7%	100%	98%
English Learners	53%	45%	53%	33%
Econ. Disadvantaged	97%	99%	98%	96%
Special Education	10%	16%	11%	11%

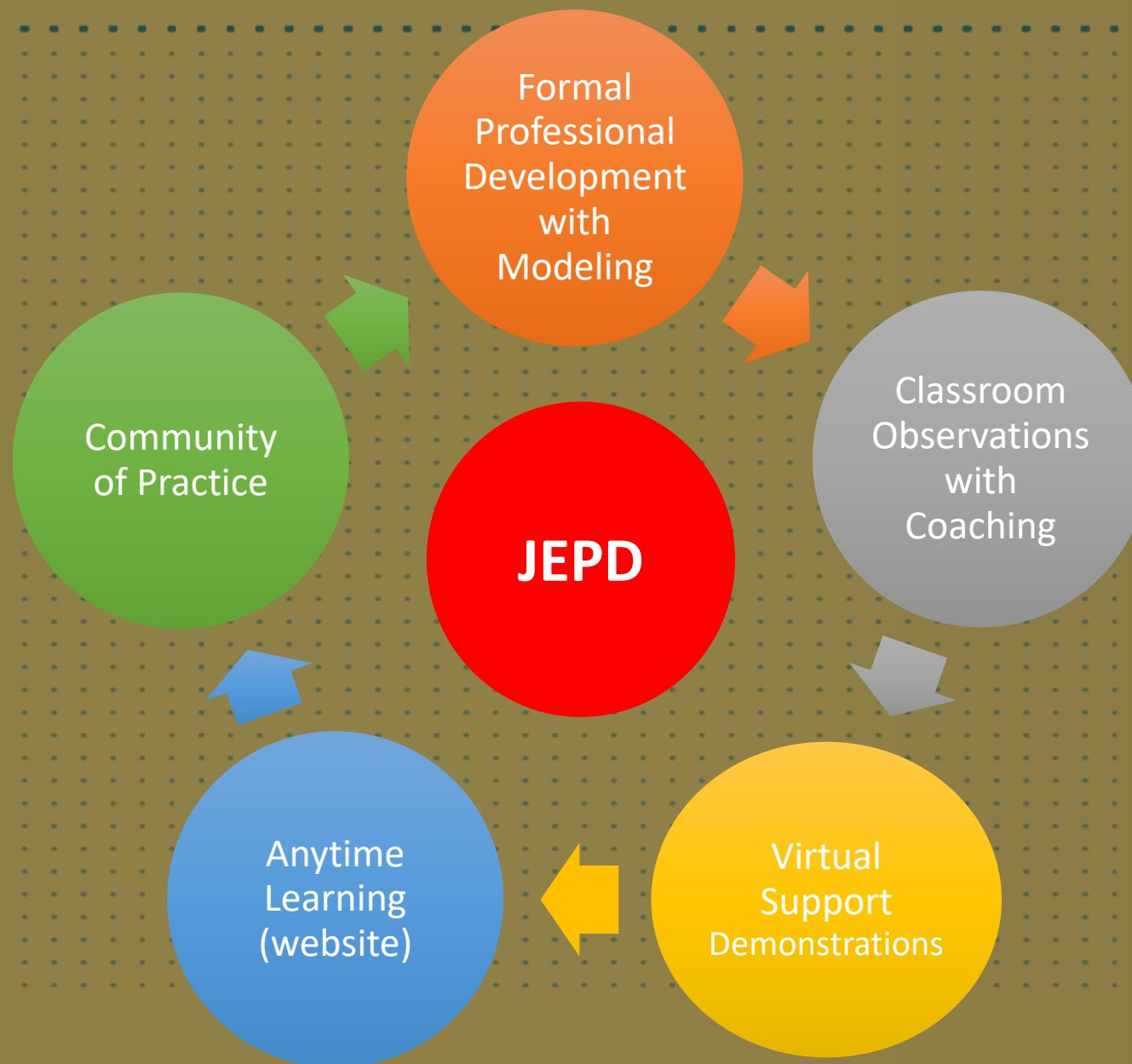


Intended Outcomes of JEPD





JEPD Recursive Cycle





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



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





Overview

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



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%



Overview of School A

SCHOOL PROFILE

ENROLLMENT 2016-17	665
K-3	441
4-5	224
6-8	—

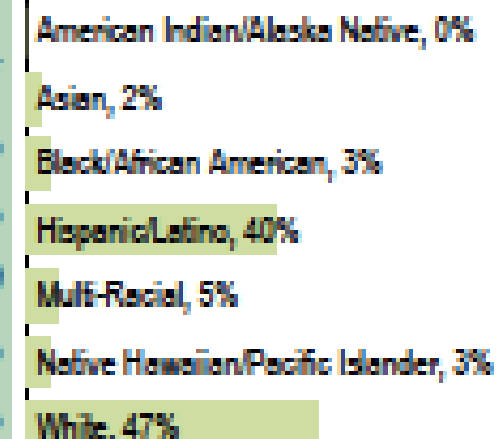
MEDIAN CLASS SIZE

	School	Oregon
Self-Contained	24.0	24.0
Departmentalized	—	—

SELECTED DEMOGRAPHICS

Economically Disadvantaged	***
Students with Disabilities	11%
Ever English Learner	34%
Different Languages Spoken	19
Regular Attenders	88.9%
Mobile Students	11.2%

STUDENTS



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.healthoregon.org/immdata> for more information.)

When data are unavailable or to protect student confidentiality:

* refers to groups of less than 6 students.

<5 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.



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.



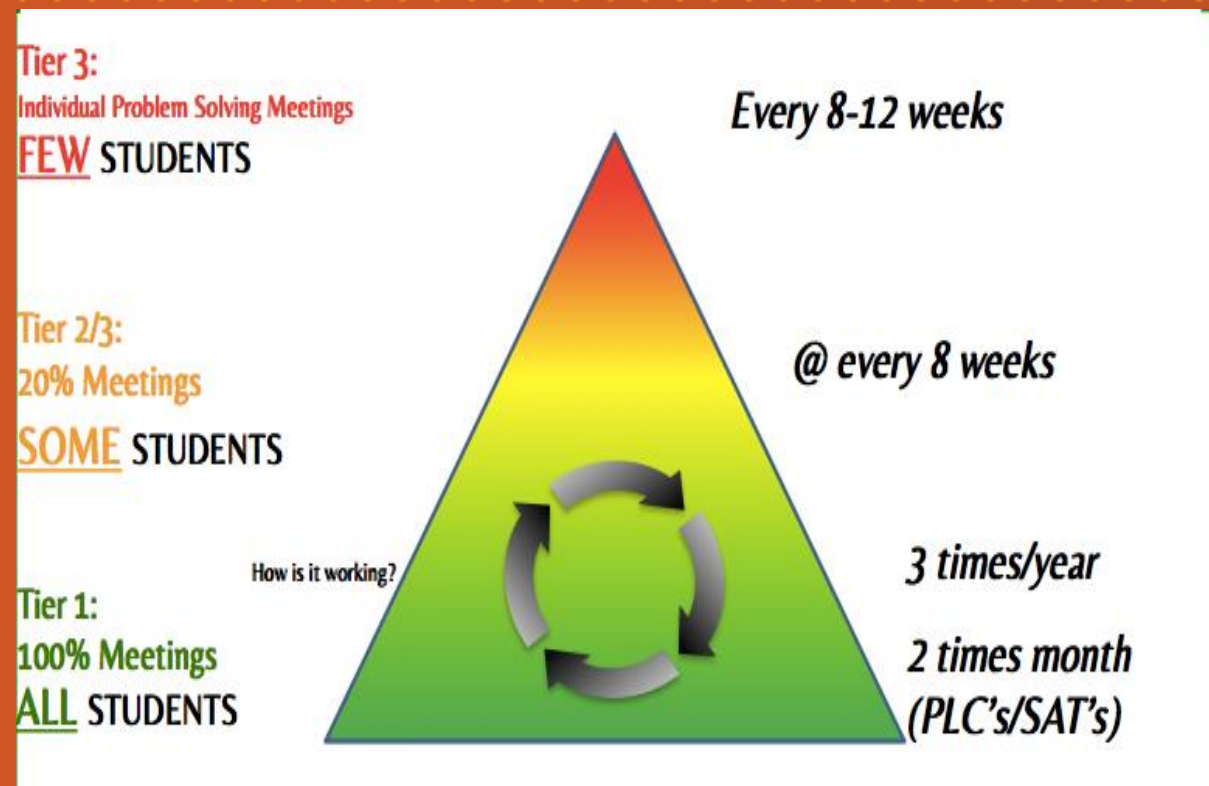
Job Embedded Professional Development: Coaching

- 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.



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.”

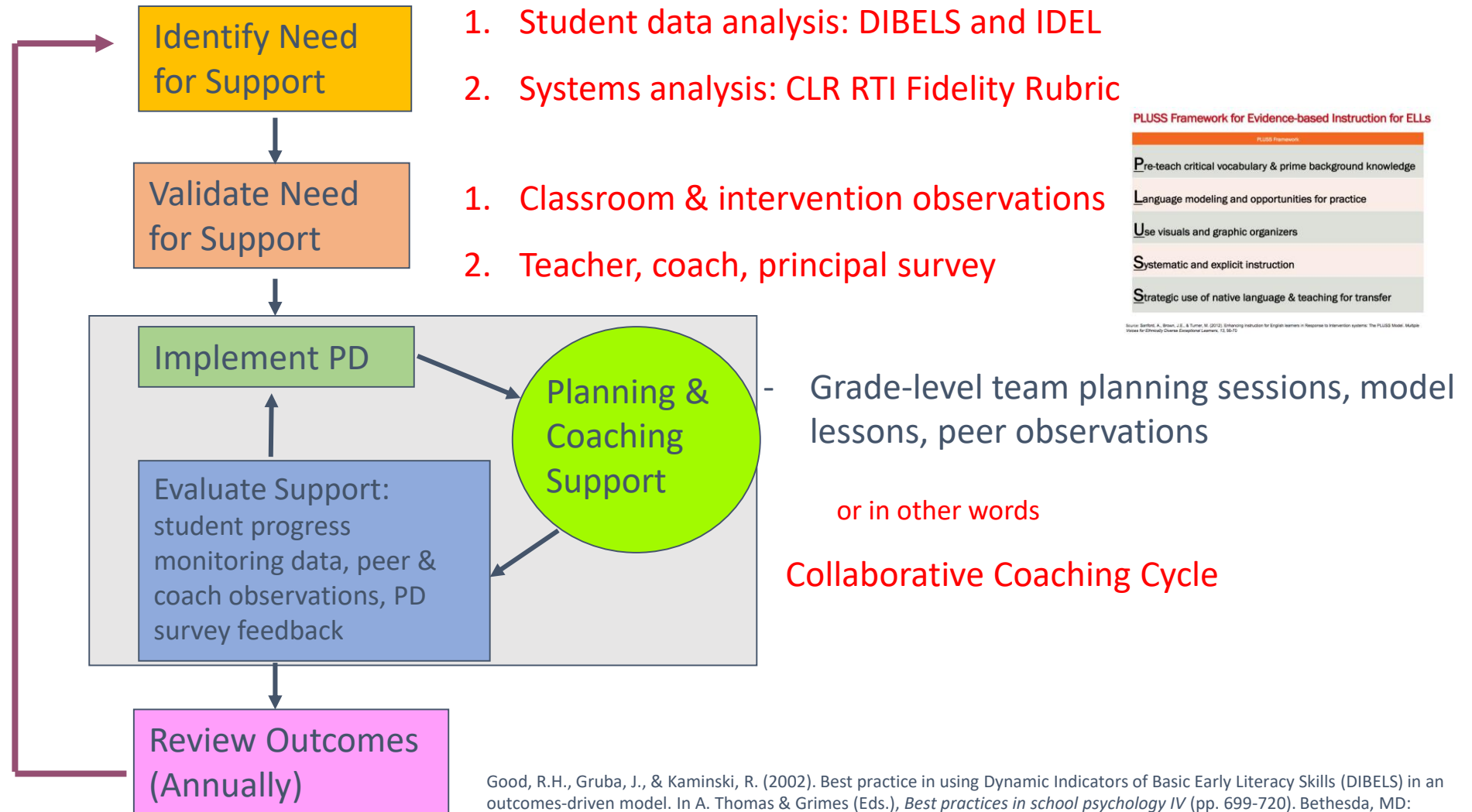
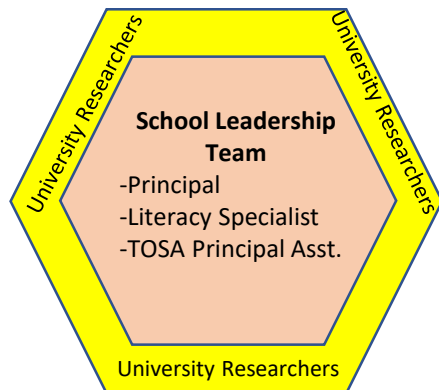


Project LEE Coaching Model – based on Outcomes Driven Model

Adapted from Good, R.H., Gruba, J., & Kaminski, R. (2002).

Building for sustainability:

all PD and coaching is collaboratively planned and implemented with the school leadership team (with district support)



PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework
P re-teach critical vocabulary & prime background knowledge
L anguage modeling and opportunities for practice
U se visuals and graphic organizers
S ystematic and explicit instruction
S trategic use of native language & teaching for transfer

Source: Berlitz, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUS Model. Multiple Issues for Ethnically Diverse Exceptional Learners, 13, 58-72.

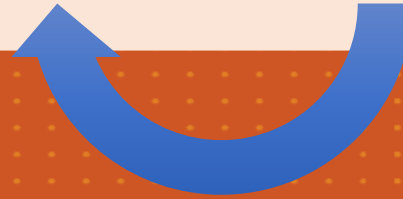
Good, R.H., Gruba, J., & Kaminski, R. (2002). Best practice in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes-driven model. In A. Thomas & Grimes (Eds.), *Best practices in school psychology IV* (pp. 699-720). Bethesda, MD: National Association of School Psychologists.



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).





Collaborative Coaching Cycle:

- Implement PD & Review Feedback

What supports do you need?

6. What supports would you like to implement the practices from these PD sessions?

materials main flip language additional
spanish context teach day charts vocab strategies
reading sentence curriculum making
big arts anchor eld assign author's

What was most useful?

5. What ideas from this PD session have you identified that you will implement at your school and/or in your classroom?

levels content flip students implement
frames modeling chop practice reading
share other chart language charts frame
starters groups skills integrate academic curriculum responses

What would you like to learn next?

9. What would you like to be the focus of the next professional development opportunity?

math strategies materials balance comprehension
kids focus reading curriculum assessment
language grade time part appeared assessing
1st card 2nd 4th chance awesome
writing teach



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



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

QUESTIONS

www.mtss4els.org

