



# **Developing Capacity to Serve Dually-Identified Students: Project LEE Model Demonstration Project**

**Julie Esparza Brown, Ed.D.**  
Portland State University  
[jebrown@pdx.edu](mailto:jebrown@pdx.edu)

**Mary Martinez-Wenzl, Ph.D.**  
[Mary.Martinez-Wenzl@educationnorthwest.org](mailto:Mary.Martinez-Wenzl@educationnorthwest.org)  
**Jason Greenberg Motamedi, Ph.D.**  
[j.g.motamedi@educationnorthwest.org](mailto:j.g.motamedi@educationnorthwest.org)

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# Outline



- Introduction and Background
- Project LEE
  - PLUSS Framework
  - Implementation model
  - Evaluation
- Collective learning: *Language Focused Repeated Reading*



# Recognition



- Dr. Amanda Sanford, PSU, Professional Development Specialist on Project Lee, and Jessica Swindle, TOSA, Tigard-Tualatin School District are part of the research team and have collaborated in the work shared in this presentation.





# Session Outcomes

Participants will learn about

- Project LEE and the PLUS framework for enhancing literacy interventions for ELs
- Practical teaching strategies for improving students' fluency, use of academic language, and comprehension.





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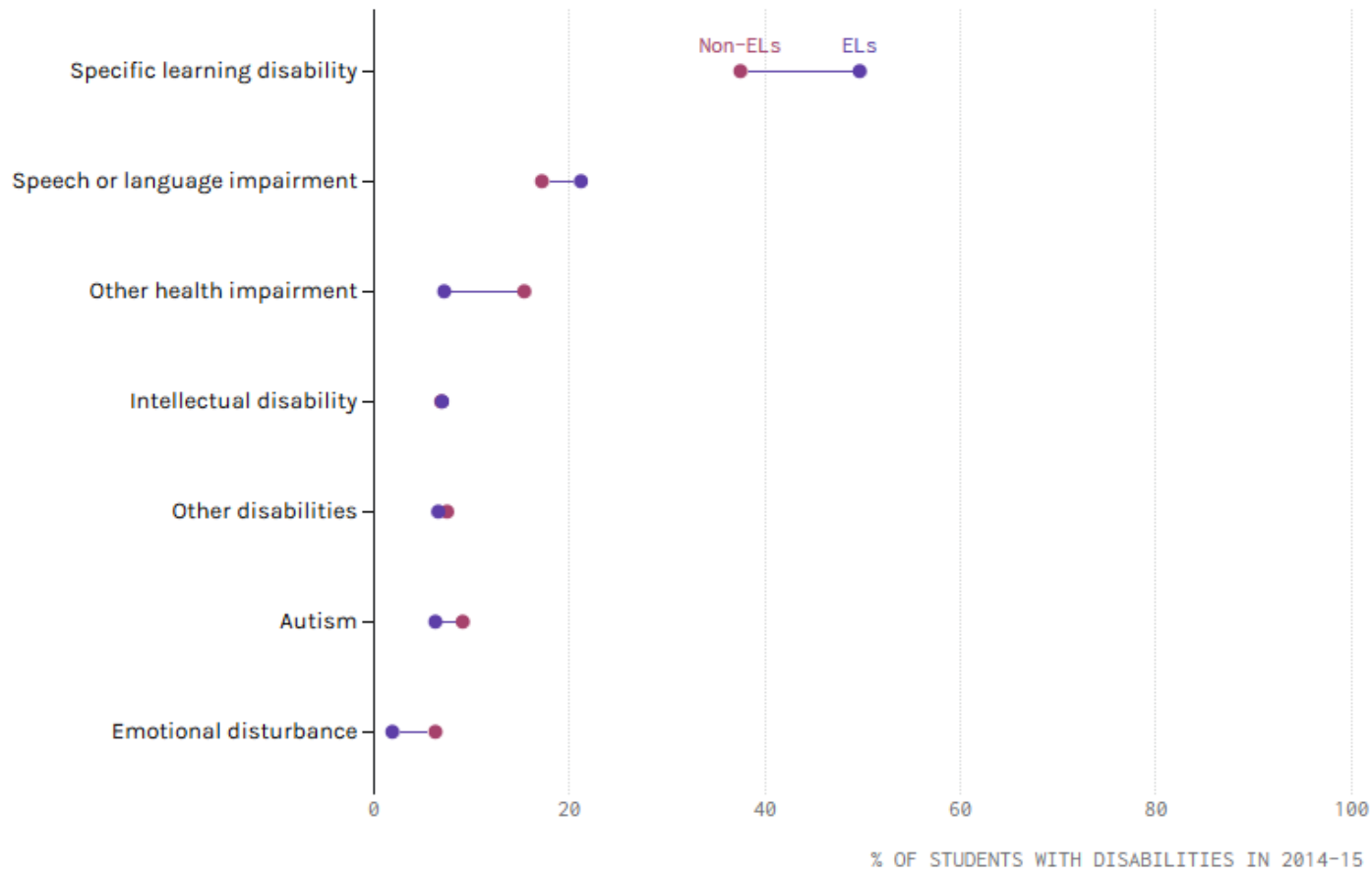


# ELs tend to be disproportionately represented in certain disability categories

- Speech or language impairments
- Learning disabilities









# There is much variation in Oregon

- 17% of Oregon ELs are identified as having a disability, compared to 13% of all students
- Across districts, the percent of ELs with disabilities ranges from 5% - 47%
- There are 10 districts where more than 25% of ELs are in special education
- Among former ELs, 9% are identified as having a disability





# Identifying and serving ELs with disabilities is complex



Language learners are diverse:

- Current ELs
- LTELs
- Newcomers
- SIFE/SLIFE
- Former ELs

Disabilities vary:

- Physical
- Emotional
- Cognitive
- Visual
- Autism
- Speech & language
- Learning





# Three Model Demonstration Projects

## Project Elite

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



## Project Ellipses

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



## Project LEE

<http://projectlee.org/>





# Collaborative 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



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
- Professional development and strategic coaching for teachers
- Linguistically aligned progress monitoring and screening measures
- Data-based educational decision making

Watch for  
updates

## Model Demonstration Grantees



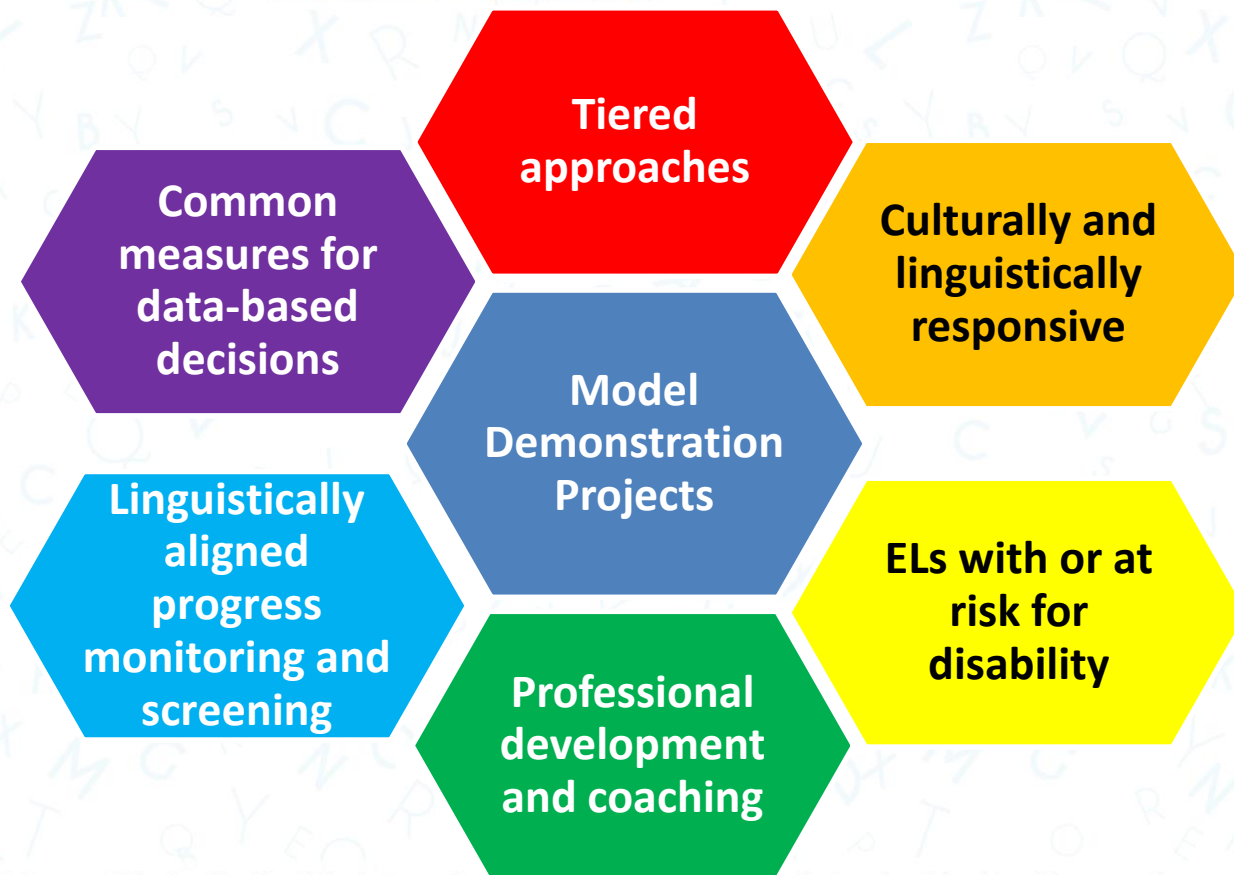
# The model demonstration projects have three common goals



- Improve literacy outcomes for ELs with disabilities (ELSWDs) in grades 3-5 or 3-6, 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.









# All model demonstration projects use common evaluation measures

- Culturally and Linguistically Responsive RTI Fidelity Rubric
- Social validity survey
- Self efficacy survey
- PD feedback survey

Student outcomes,  
including

- % of students at significant risk
- Language growth
- % meeting IEP goals







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## PLUSS Framework for Evidence-based Instruction for ELLs



### PLUSS Framework

**Pre-teach critical vocabulary & prime background knowledge**

**Language modeling and opportunities for practice**

**Use visuals and graphic organizers**

**Systematic and explicit instruction**

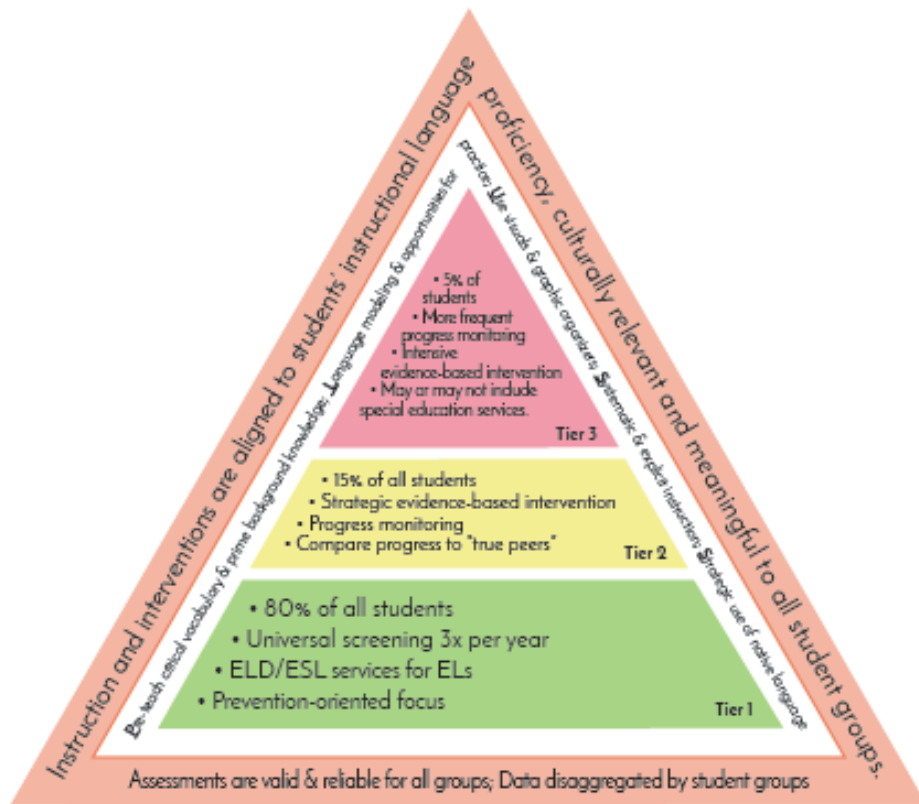
**Strategic use of native language & teaching for transfer**



This project is s

Source: Sanford, A., Brown, J.E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13, 56-70

U.S. Department of Education



©Sanford, Brown & Turner (2012)

## MTSS for ELs: The PLUSS Framework



# Project LEE Objectives



- Support use and interpretation of screening and progress monitoring measures across English and Spanish in Tiers 1, 2 & 3
- Support and PD in Culturally and Linguistically Responsive Evidence-based Tier 1 – 3 instruction and interventions in English and Spanish.
- Provide information and training to parents to facilitate active involvement in students' reading and language development in English and Spanish.
- Document growth of students' reading and language skills during the three-tiers of instruction.
- Disseminate promising and exemplary practices to improve literacy support for ELs with or at risk for disabilities.



# Project Lectura para Excelencia y Éxito (LEE)



- Implementation in the Tigard Tualatin School District began in 2017
- 2017/18: One elementary sites
- 2018/19: Three elementary sites





# The schools participate in job- embedded PD



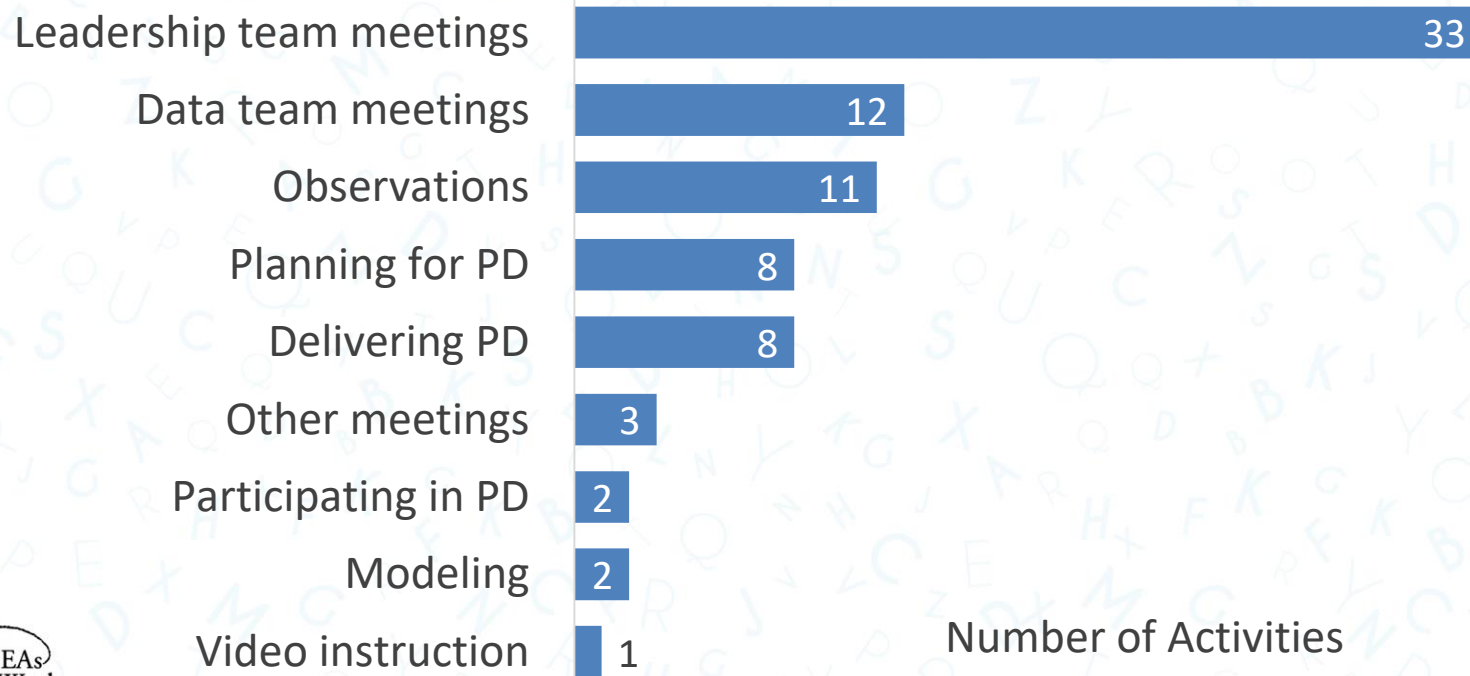
- Coaching and learning opportunities for
  - Administrators
  - Classroom teachers
  - Instructional assistants



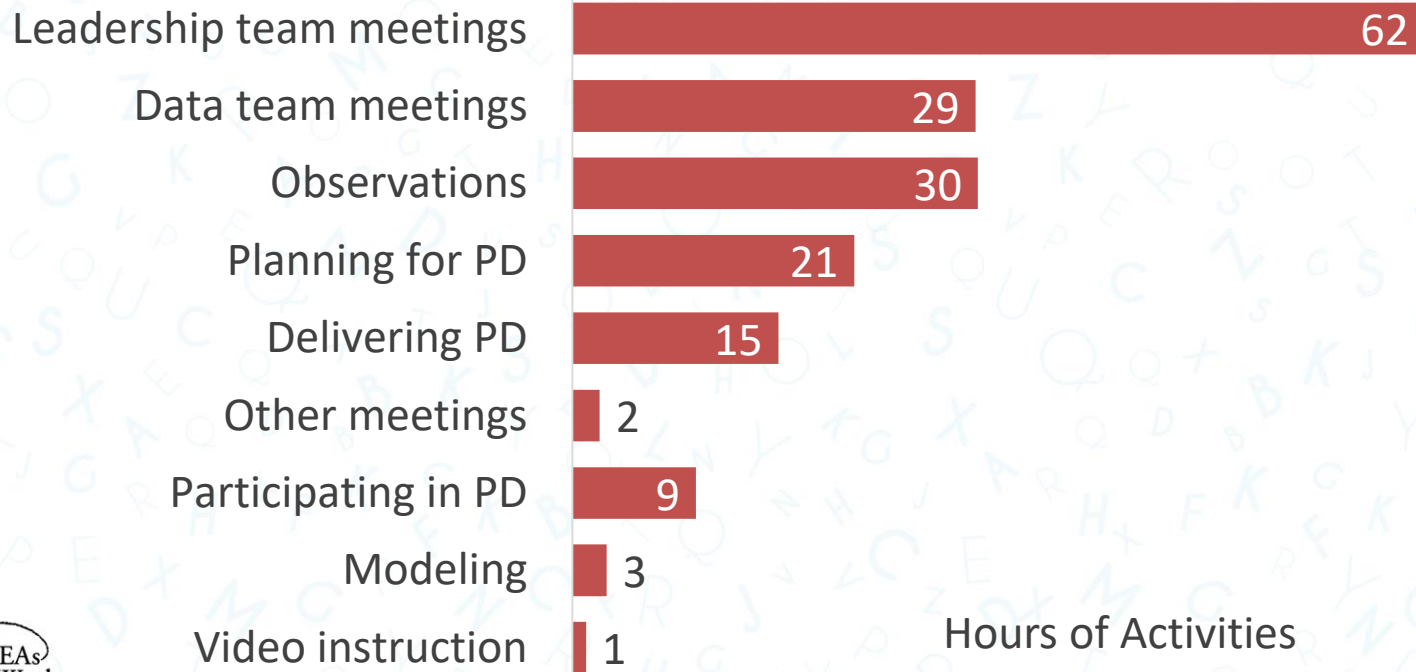




# Number of Activities in 2017/18



# Activities by Hours in 2017/18

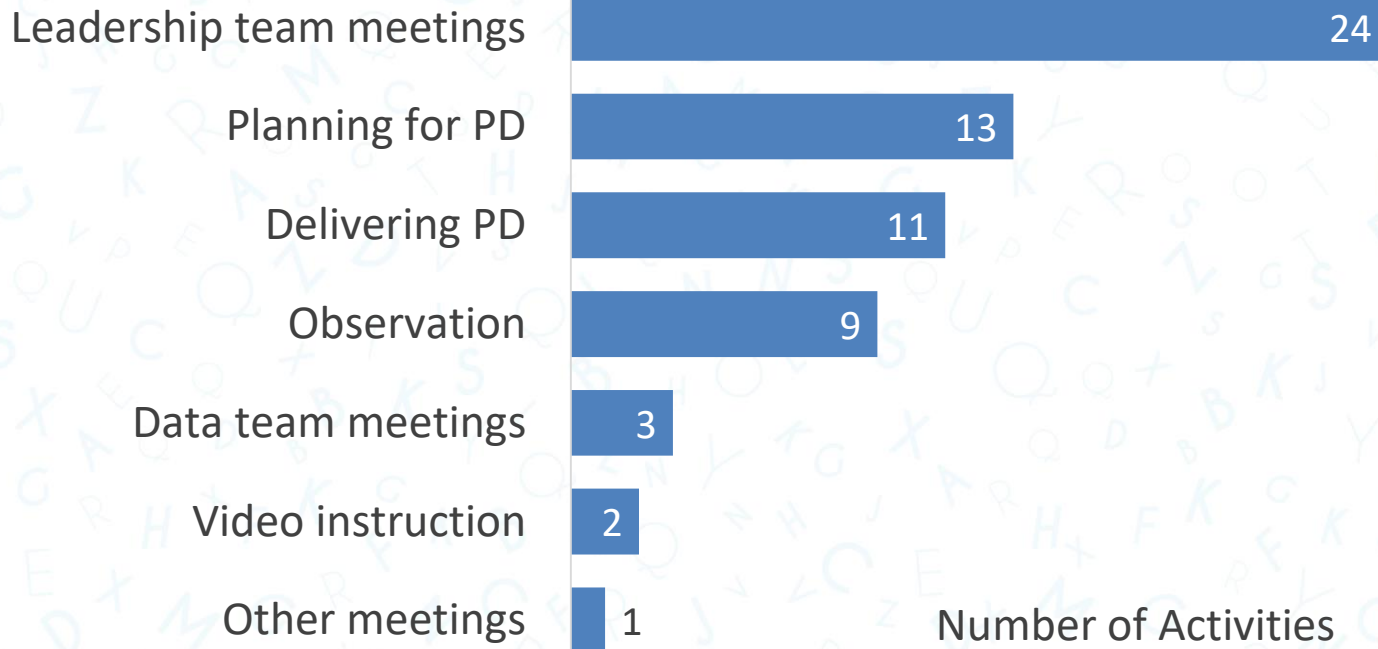


Hours of Activities

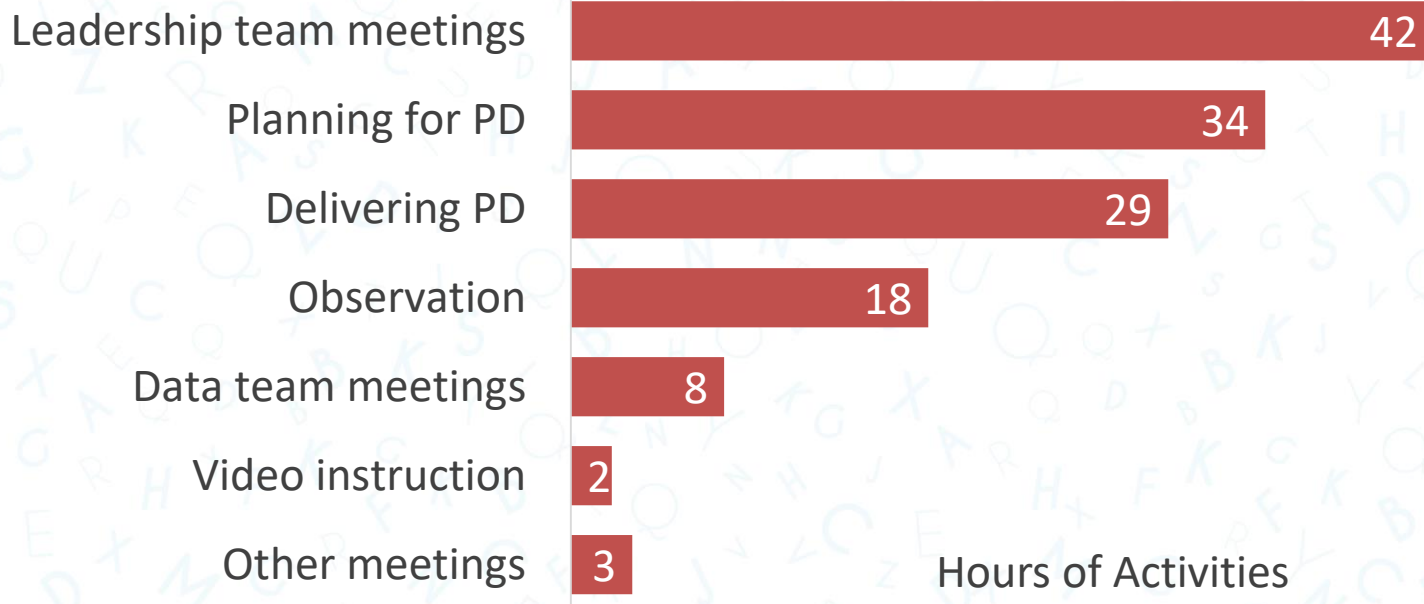




# Number of Activities in 2018/19



# Activities by Hours in 2018/19



# Professional development has been well-received



- 88% of participants say it is “very likely” they will implement what they learned in the classroom
- 77% rate PD as “very useful”

*I have already begun doing a better job of modeling frames and responses, and giving my students more clear directions in how to share with each other.*





# Teachers are providing input on their



## PD needs for the future

- Increasing use of academic vocabulary
- Comprehension strategies
- Differentiating instruction using data for students on, below, or above grade level
- Increasing student opportunities to use academic language (i.e. structured language practice routines)

*Most requested  
PD topics*







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# Language Focused Repeated Reading




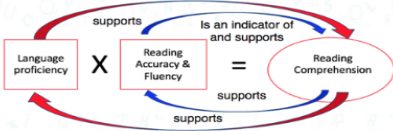


- We will focus on the use of:
  - vocabulary teaching and monitoring routine,
  - use of sentence frames and starters to support academic language use, and
  - utilizing repeated reading strategies to support prosody, phrasing, and comprehension for K-5 students.



# Overview of Language Focused Repeated Reading



Language Focused Repeated Reading Process

<b>Purpose</b> 	<ol style="list-style-type: none"> <li>1. Improve reading fluency (rate, accuracy, prosody) through language supported repeated reading practice</li> <li>2. Recognizing language and comprehension contribute to reading fluency, and are an essential part of supporting ELs in fluent reading</li> </ol> 	
<b>Step</b>	<b>Description</b>	<b>Details/Example Teacher Language</b>
<b>Selecting passage: Before Reading</b> 	Select a passage that students can read at a cold read with 90-95% accuracy (instructional level)	For ELs, make sure they can decode and understand most of the words.
<b>Before Instruction: Select high-utility vocabulary words; unfamiliar words</b> 	Pre-read the passage – identify 3-5 unknown words (words students can't read or don't know the meaning) <ol style="list-style-type: none"> <li>1. High leverage</li> <li>2. Important to understanding the passage</li> <li>3. Tier 2 (applies across content areas)*</li> </ol> *fast map (teach quickly with "show & go" or quick definition) domain specific vocabulary	Preteach words (see below) that are more generalizable such as fuel, fumes, and cruise.  Fast mapped words: words identified by students as unknown words and domain specific vocabulary such as tubular and sand dunes.

# Language Focused Repeated Reading



## For whom?

1. Students who are **low (often strategic range) in fluency**, but read with **sufficient accuracy**
2. Students who may be struggling with fluency due to **lack of vocabulary knowledge**/lower reading comprehension
  - a. students who are accurate, but demonstrating poor comprehension on “cold reads” task in curriculum
  - b. In Spanish you can have students who are accurate in decoding (especially due to transparency of the orthography), but don’t adequately understand the text they read.

***If students can independently read and answer comprehension questions proficiently, this is not an appropriate process for those students.***





# Video: language focused repeated reading process

Use this as  
you watch  
the video



## PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL Teacher Self Observation: PLUSS Features



Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Language: \_\_\_\_\_ Model: TWI, English

Teaching Goal: \_\_\_\_\_

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses (or opportunities to improve support)	Not in place	Partially in place	Fully in place	in se
Pre-teaching vocabulary and priming background knowledge	Addresses vocabulary & background knowledge <ul style="list-style-type: none"> <li>fast mapping unknown vocabulary,</li> <li>using system to ID unknown words,</li> <li>pre-teaching difficult vocabulary words,</li> <li>pre-teaching necessary background knowledge</li> </ul>		0	1	2	
Language use & modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> <li>sentence frames</li> <li>opportunities to talk/write</li> </ul>		0	1	2	
Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none"> <li>sentence strips</li> <li>pictures, realia</li> <li>motions or TPR (Total physical response)</li> </ul>		0	1	2	
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none"> <li>modeling</li> <li>guided practice with feedback</li> <li>partner and independent practice</li> </ul>		0	1	2	
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none"> <li>provides additional practice on skills relevant to student's native language and culture</li> </ul>		0	1	2	

\*not all strategies need to be used in every lesson; teachers should select the most appropriate supports for their student population and lesson content





# Before Reading: Select an Appropriate Passage



Select a passage that students can read at a cold read with 90-95% accuracy (instructional level)

- attend to both what students can decode AND
- what students understand in terms of the word meaning
- If the topic is unfamiliar, the decoding and vocabulary level should be easier
- If the topic is more familiar you can teach more difficult decoding and vocabulary





# Choose a Partner



- Turn to a neighbor.
- The person closest to the left side of the room (as you face the front) is A partner.
- As you watch the video:
  - A partner: identify the PLUSS components (front of rubric)
  - B partner: tally the number of opportunities students had to respond (whole group, partner and individual)



# Before Reading



## Pre-Teach vocabulary explicitly and quickly

1. Teacher reads word; students chorally read
2. Student friendly definition (with visual or TPR)
3. Example & cognate/native language definition if appropriate



# Before Reading



## Make a Prediction

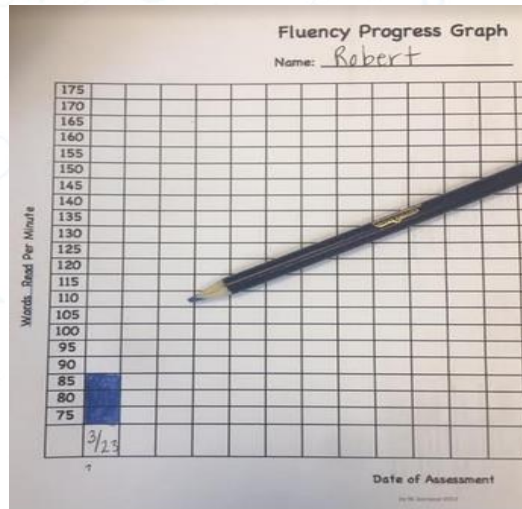
1. Read the title of the passage chorally
2. Make a prediction
  - a. Use sentence frame (written and verbally)
    - i. “I predict that we will read about...”
    - ii. “I predict that we will learn about...”
  - b. Meticulously model
    - i. Teacher says
    - ii. Students say
    - iii. Students write
    - iv. Students read



# 1st Read: Cold Read



1. Students whisper read for 1 min timing.
2. Students record their words per minute score and graph it in blue on their fluency graph.
  - a. Label graph with date





# Preteach: Process for Identifying Unknown Words



1. Explicitly teach students to identify words that they cannot pronounce (decode) or don't know the meaning.
  - a. Explain
  - b. Model
  - c. Prepare students for guided practice step (next)







## 2nd Read: Highlight Unknown Words

1. Students whisper read the text and highlight words they
  - a. Can't read
  - b. Don't know the meaning





## 3rd Read: Echo Read for Expression and Phrasing; Students Flag Unknown Words

1. Teacher reads by phrase or sentence using appropriate prosody
2. Students flag unknown words as we read them.
  - a. If meaning of the word is unknown: teacher fast maps for meaning
  - b. If word is difficult to decode, teacher reads the word, fast maps for meaning if needed, students repeat the word









# 4th Read: Punctuation with a Partner

Students turn to their partner and decide who is going first.

- Students partner read the text, switching turns at each period or ending punctuation mark.
- If students finish, the opposite partner begins reading the first sentence and they partner read the text again.

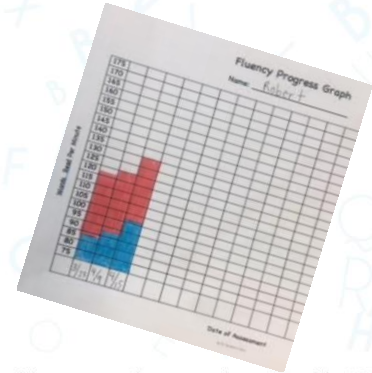
**Punctuation Chart/Tabla de Puntuación**

	.	Period	Stop
		Punto	Detente/Para
	,	Comma	Pause
		Coma	Breve pausa
	?	Question mark	Voice goes up
		Signo de pregunta	Vamos subiendo nuestra voz
	!	Exclamation mark	Voice is loud and excited
		Signo de exclamación	Nuestra voz es alta y muestra emoción



# 5th Read: Hot read for Rate

1. Students whisper read for 1 min timing
2. Students record their words per minute score and graph it in red on their fluency graph above their blue bar
3. Celebrate growth



# Comprehension Check



Because comprehension is always the purpose of reading, it is critical to close a repeated reading task with a check for understanding.

Students could do one of the following to demonstrate comprehension of the passage:

1. Write a summary (optional: use paragraph shrinking; retell)
2. Apply comprehension skill or strategy of the week (with a sentence frame)
1. Answer comprehension questions





# Appreciation and Application



One aspect I appreciated about today's session was \_\_\_\_\_.



One practice I will apply in my teaching is \_\_\_\_\_.



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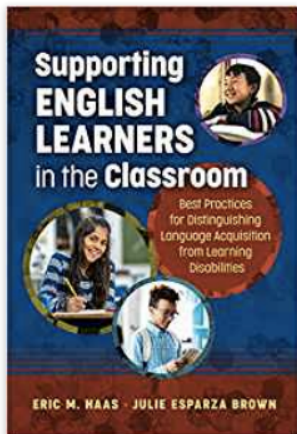




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In this important resource, educators will find evidence-based best practices to help them address the individual needs of English learners with academic challenges and those who have been referred for special education services. The authors make the case that systems can be put in place at three levels to help English learners succeed: the classroom level, before and after identification; the support-team level, when support plans are developed and assessed; and the system level, where programs and professional training plans should be continually developed, assessed, and revised. Putting theory into practice, this book offers guidance and specific tools to help districts, schools, and classrooms use multi-tiered systems of support (MTSS) and other interventions to promote higher levels of achievement for ELs with academic challenges or learning disabilities.





# Presenters

**Julie Esparza Brown, Ed.D**

[jebrown@pdx.edu](mailto:jebrown@pdx.edu)

**Mary Martinez-Wenzl,  
Ph.D.**

[Mary.Martinez-  
Wenzl@educationnorthwest.org](mailto:Mary.Martinez-Wenzl@educationnorthwest.org)

**Jason Greenberg Motamedi, Ph.D.**

[J.G.Motamedi@educationnorthwest.  
org](mailto:J.G.Motamedi@educationnorthwest.org)





# Thank You

