



Overview of Project LEE & the PLUSS Framework

Portland State University Project LEE

Project LEE

Product of Project LEE projectlee.com
Brown, Sanford, Turner, & Swindle (2018)

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What is Project LEE?

- A four-year Model Demonstration Project from the federal Office of Special Education programs to improve literacy and language outcomes for English Learners (ELs) in grades 3-5 with or at-risk for a disability.
- We will be investigating using a framework from enhancing literacy interventions for ELs using the PLUSS model.
 - P: Pre-teaching language and vocabulary and priming background knowledge
 - L: Language use and modeling
 - U: Using Visuals and graphic organizers
 - S: Systematic and explicit instruction
 - Strategic use of native language and culture



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.



The information in this presentation is based on the work of:

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Multiple Voices for Ethnically Diverse Exceptional Learners, 13(1), 2012, 56-70
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Exceptional Learners of the Council for Exceptional Children

Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model

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ABSTRACT

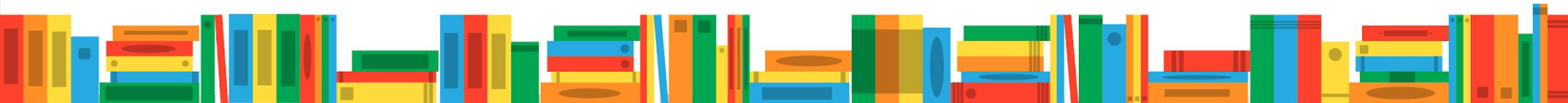
This paper proposes a model of effective instruction and intervention for English Learners (ELs) within a Response to Intervention (RTI) framework. First, we review literature on effective instruction for ELs and how RTI can address the needs of these students. Then, we describe the PLUSS model, which integrates research on effective instruction for ELs, tiered models of support, and teacher practices. The model includes the following elements: Pre-teaching critical vocabulary; Language modeling and opportunities to use academic language; Using visuals and graphic organizers; Systematic and explicit instruction; and Strategic use of native language and teaching for transfer. Finally, we provide an example of a PLUSS model lesson for Tier 2 instruction within an RTI framework.



PLUSS Framework for Evidence-based Instruction for ELLs

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

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





Introductions and Partnering



Effective Precision Partners

1. Intentional partnerships
2. Clear roles
3. Controlled alternation
4. Explicit tasks for both partners during the conversation
5. Language support - sentence frames and stems
6. Monitor and give feedback



Establishing Partners and Roles

Identify who is a 1-4

We will partner as odds and evens

We will be working in table group teams and in partnerships today!



Think and Write

What do you already know/do to support your students' language or reading development?

To support my students language development, I _____.

It helps my students because _____.

What do you want to know/hope to learn from today's presentation?

I would like to learn more about _____ because _____.



Agenda

Overview of Project LEE

Knowing our students:

- a. What defines an English Learner; how does a student qualify for services
- b. What qualifies a student with an IEP?
- c. What are important things to know about our students

Language acquisition

Background knowledge

PLUSS Framework and curriculum application



Knowing our Students



- What defines an English Learner; how does a student qualify for services
- What qualifies a student with an IEP?
- What are important things to know about our students?



English Learners Under ESSA

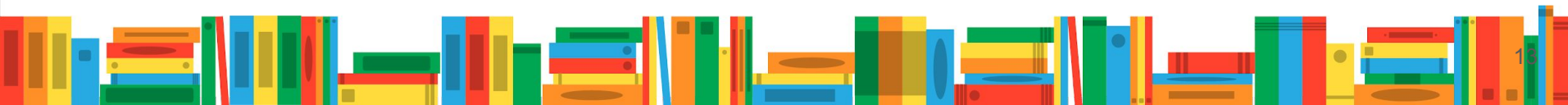
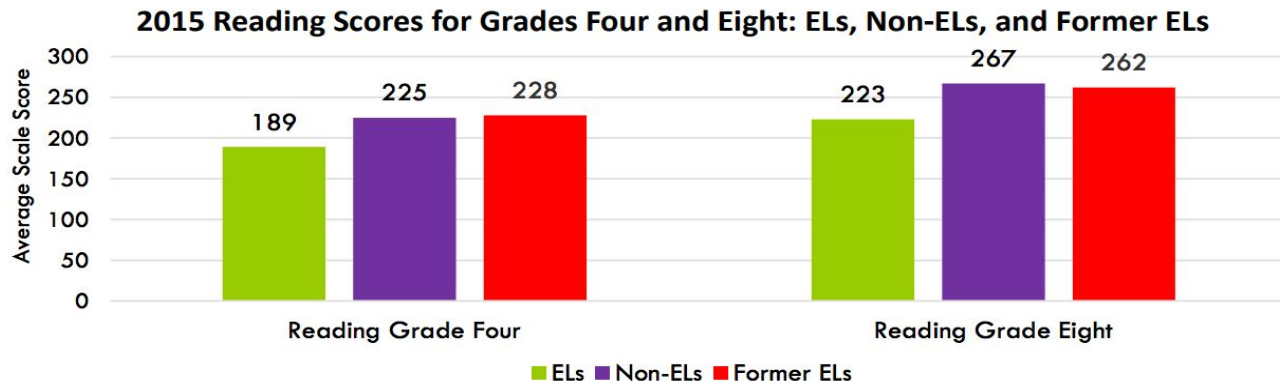
- Students whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))



What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

Fact: 2015 Reading Scores

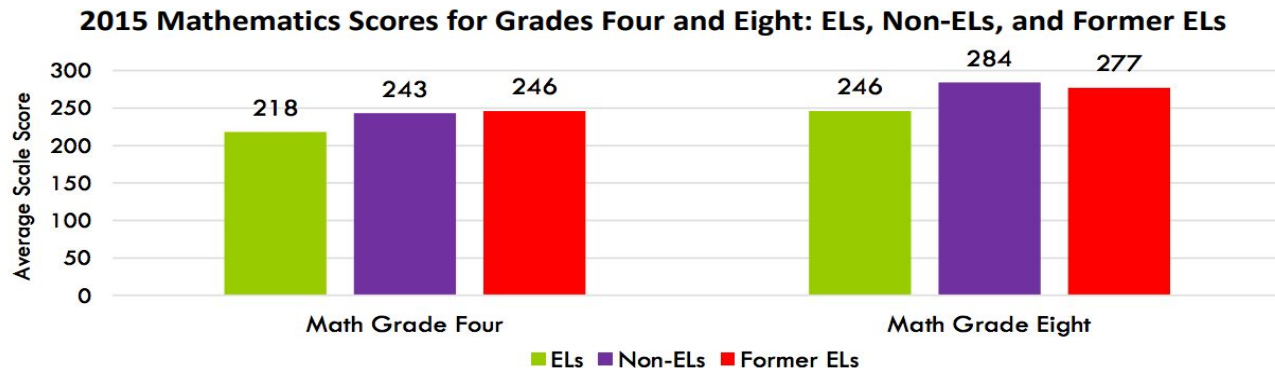
Former ELs on average scored higher than non-ELs in grade four and only five points lower in grade eight; however, average scores for ELs on the 2015 reading NAEP assessments in grades four and eight were lower than those for non-ELs.



What do English learners' academic outcomes look like and how do they compare to native English speakers' academic outcomes?

Fact: 2015 Mathematics Scores

Former ELs on average scored higher than non-ELs in grade four and seven points lower in grade eight; however, average scores for ELs on the 2015 mathematics assessments in grades four and eight were lower than those for non-ELs.



Sources: U.S. Department of Education, Institute of Education Sciences, the National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading and Mathematics Assessments. For more information, visit <http://www.nationsreportcard.gov/>.



What qualifies a student with a disability for an IEP?

- There are 10 disability categories
- There must be academic impact and the need for specially designed instruction
- “Soft” categories: SLD and Communication
- Specifically for EL’s is the need to rule out learning a second language as the primary cause for their learning challenges.



Individual Problem Solving

- **What is it?**

A completely individualized process that involves investigation and planning for one individual child. We implement interventions in 9 week intervals, monitoring progress consistently, and then reconvene at the 9 week mark to review, refine, plan.

- **When do we do it?**

When a student is not responding to a series of interventions that have been intensified and **implemented with fidelity**.

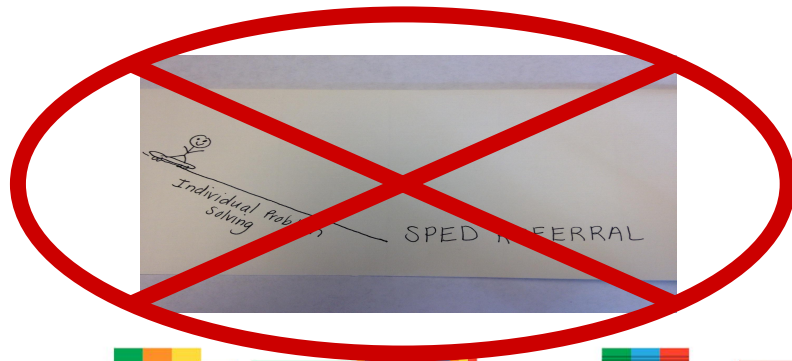
BASICALLY: When we can't figure out why this child isn't making growth despite our best efforts

- **What and who does it entail?**

Any and all staff and teachers who support the student especially around the problem(s) identified

- **What is it not?**

A direct line to special education



Problem Solving Across Levels of Support

Tier 3:

Individual Problem Solving Meetings

FEW STUDENTS

Tier 2/3:

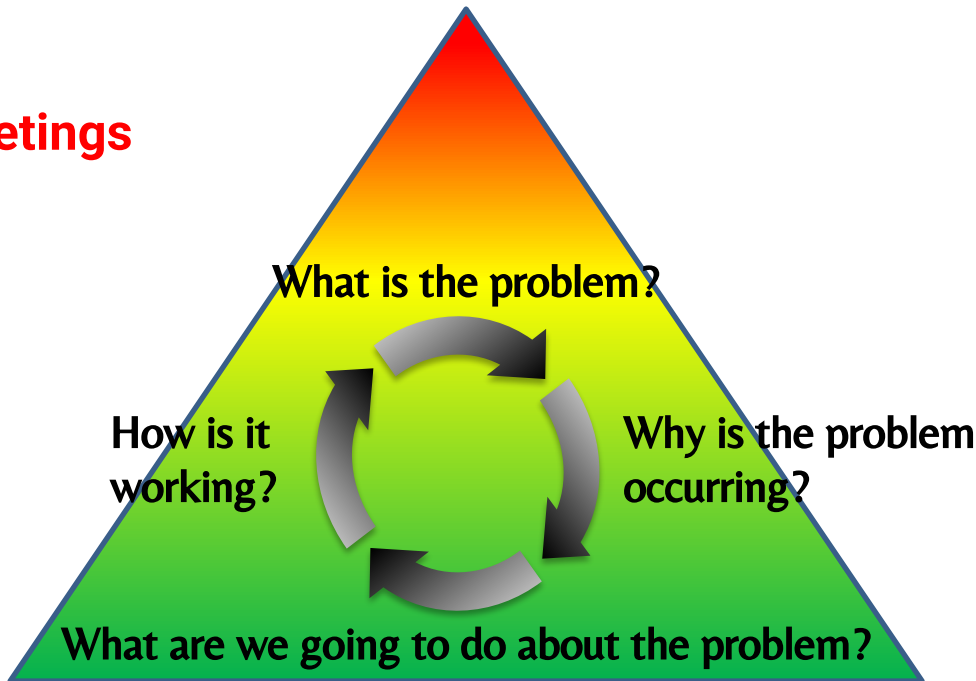
20% Meetings

SOME STUDENTS

Tier 1:

100% Meetings

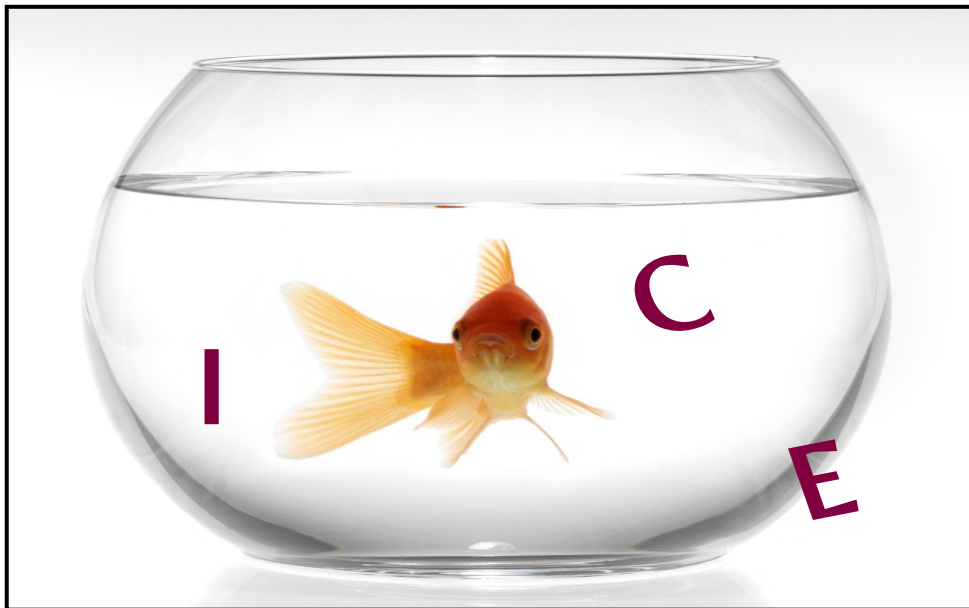
ALL STUDENTS



We (usually) don't blame the fish!

Focus on “the water”

- Instruction
- Curriculum
- Environment





ICEL

I – Instruction

C – Curriculum

E – Environment

L – Learner



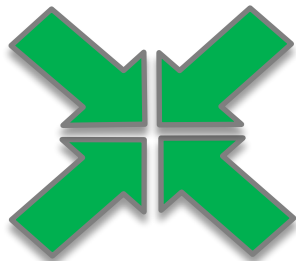
Student Learning

Instruction:

How you teach

Curriculum:

What you teach



Environment:

Where you teach

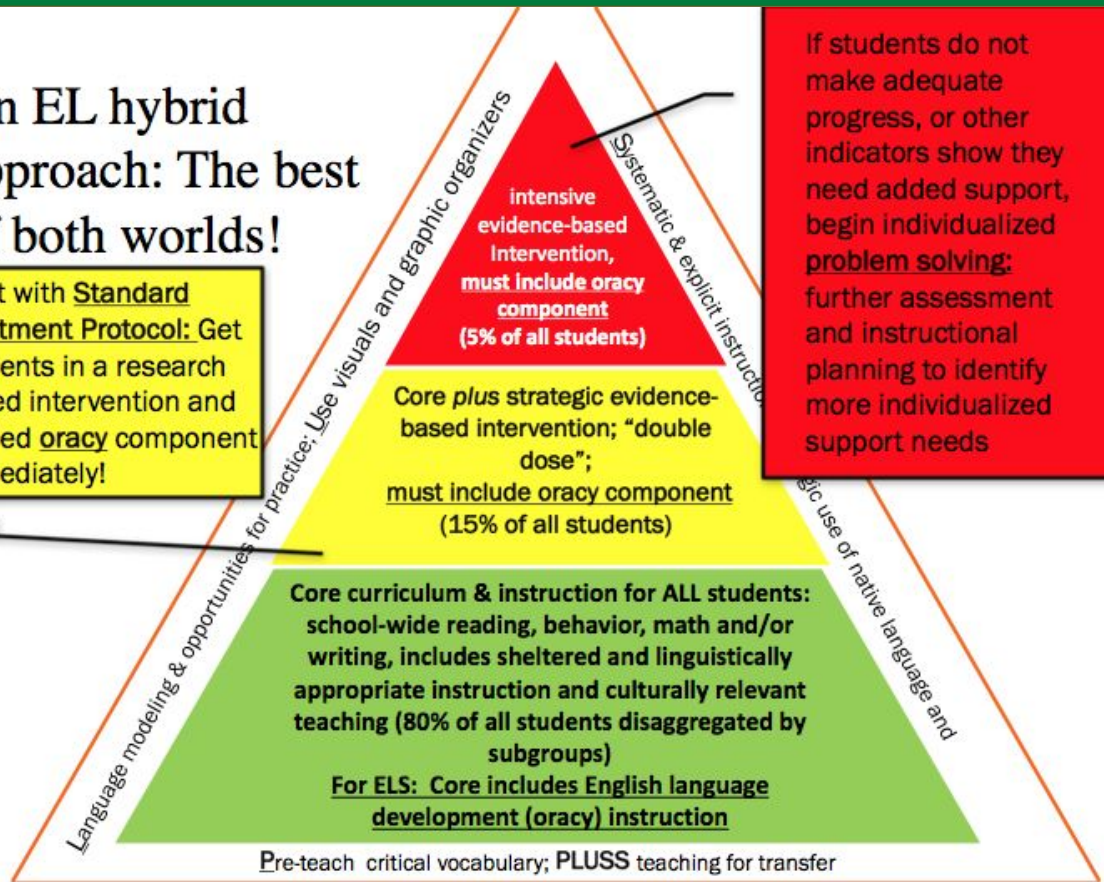
Learner:

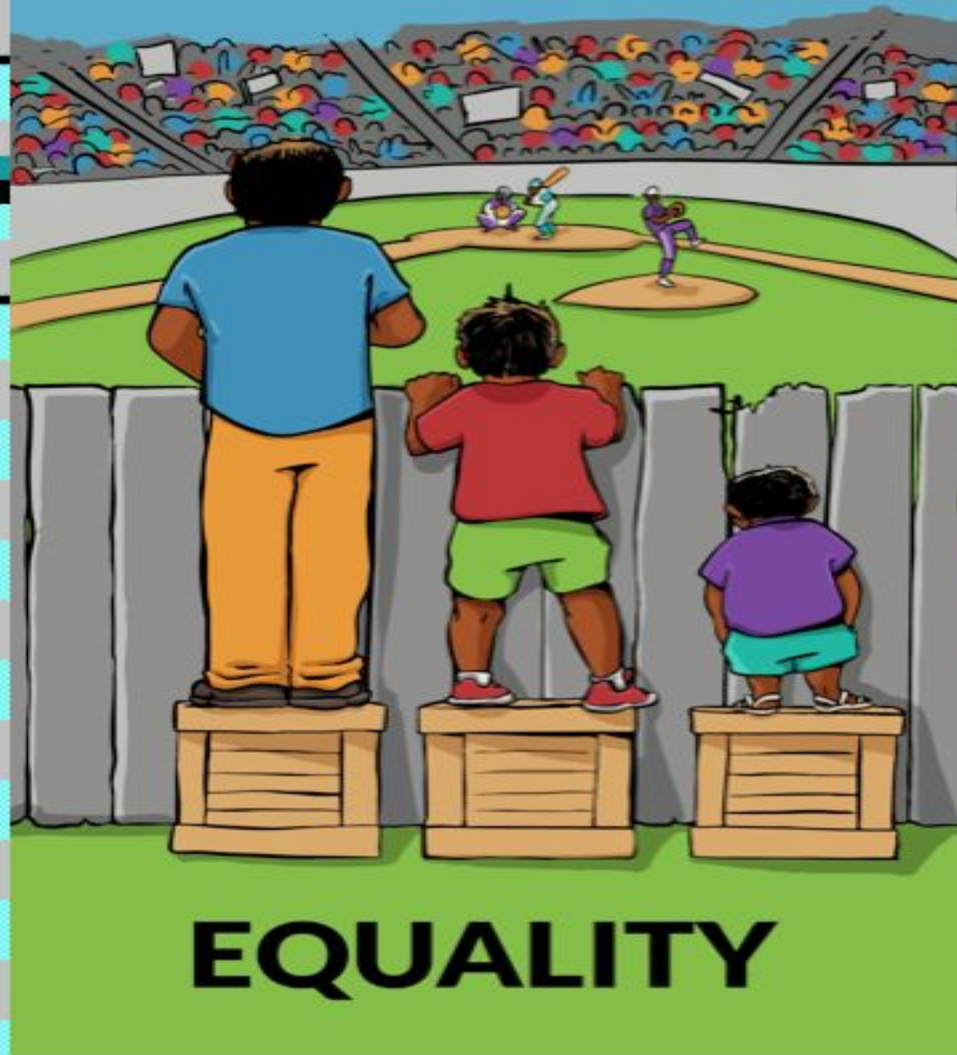
Who you teach



An EL hybrid approach: The best of both worlds!

Start with Standard Treatment Protocol: Get students in a research based intervention and embed oracy component immediately!





**What are the
problem with
systems that focus
on equality?**



EQUALITY



EQUITY

What are important factors to consider in supporting ELs?

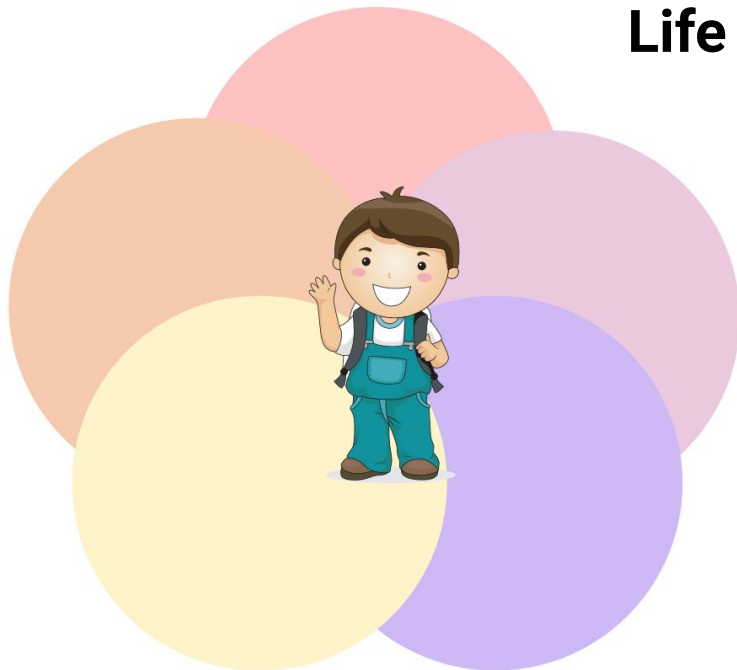
**Cultural
Background**

Life Experiences

**Educational
Experiences**

**Language
Knowledge/
Profile**

**Personal
Experiences**





Language Development





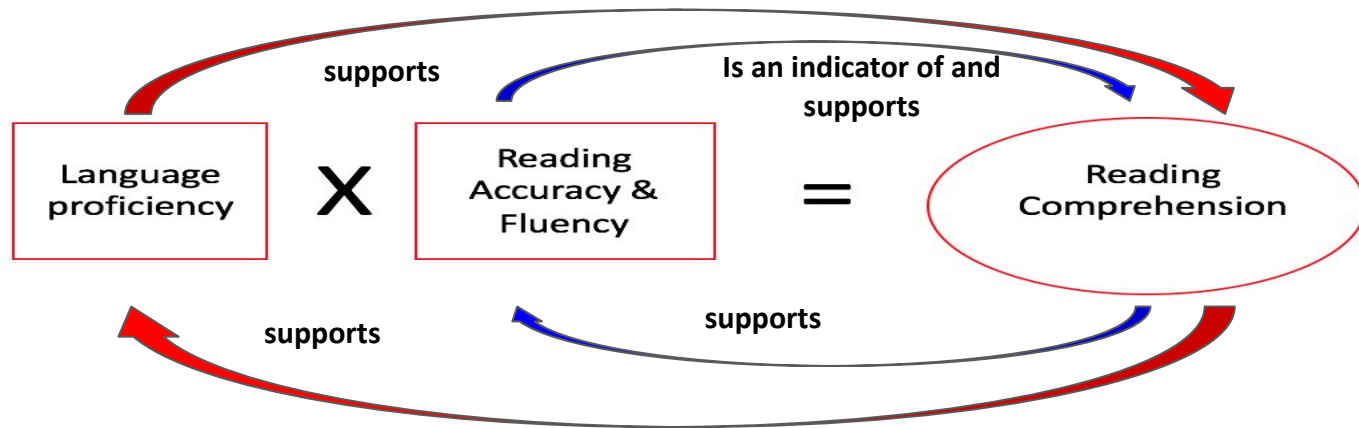
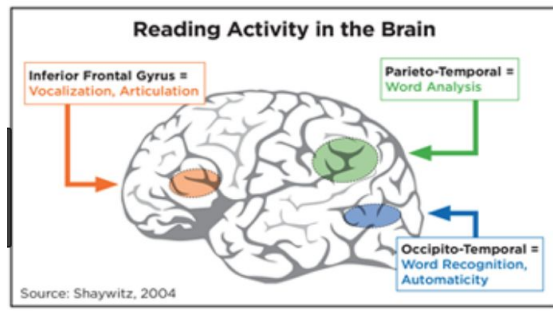
Is this your classroom reality?



Supporting Language Development

If students are low in reading fluency, they may need support with

- Accuracy and fluency
- Language proficiency





**EDUCATION ... IS THE PRACTICE OF
FREEDOM, THE MEANS BY WHICH MEN
AND WOMEN DEAL CRITICALLY AND
CREATIVELY WITH REALITY AND
DISCOVER HOW TO PARTICIPATE IN THE
TRANSFORMATION OF THEIR WORLD.**

PAULO FREIRE



30 Million Word Gap

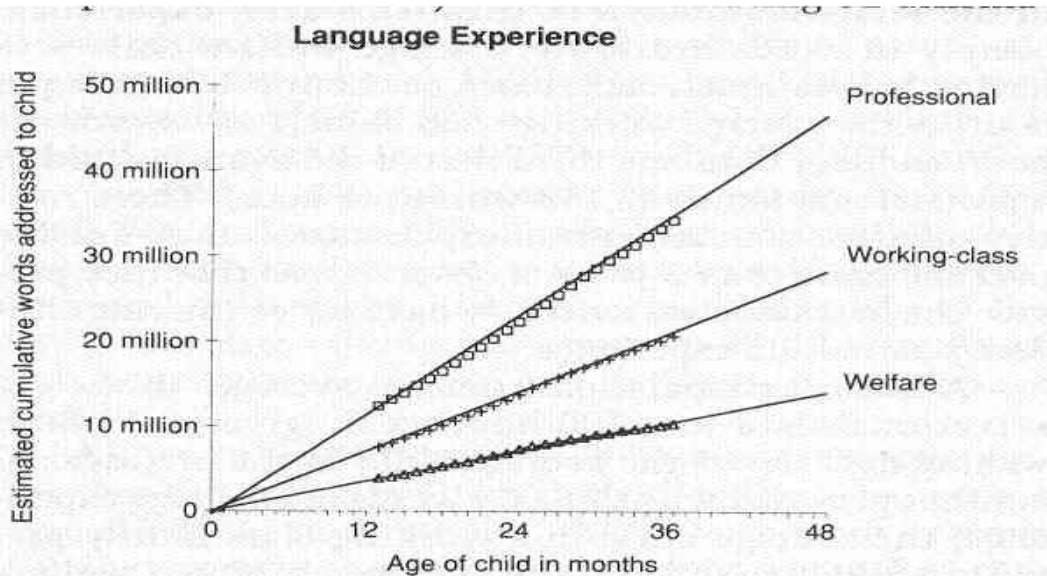


Figure 19. Estimated cumulative differences in language experience by 4 years of age. (See Appendix B for a detailed explanation of this figure.)



Language is...



that equals

=



knowledge



Terms

- **English language development (ELD)** standards **are the benchmarks**
- **Language proficiency** reflects a student's current level in the language acquisition process at a particular point in time. It also involves the language associated with content areas.
 - Levels 1-5 (or sometimes 6) are referred to as “proficiency levels”
 - In Oregon, the ELPA 21 is the English language *proficiency* assessment
- **Full language proficiency** is grade-level language skill in the instructional language.

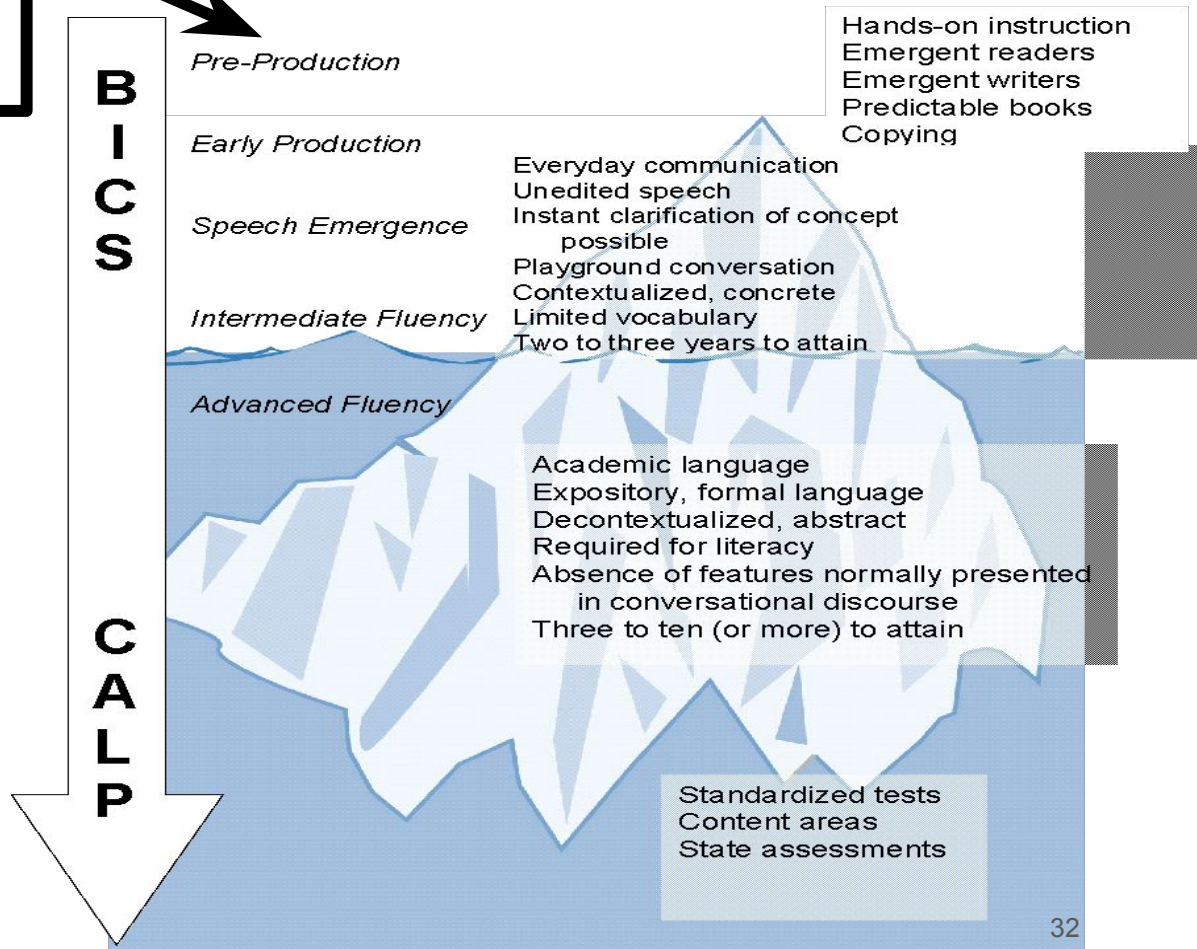


FIVE stages of language proficiency

BICS = Basic Interpersonal Communication Skills

CALP = Cognitive Academic Language Proficiency (Cummins, 2000)

Language: The Big Picture





ELPA 21 Proficiency Descriptors

Levels

1

2

3

4

5



Emerging

A student does not yet have the ability to produce grade-level academic content in the English language. This means that they obtain a profile score of Levels 1 and 2 in listening, speaking, reading and writing.

Progressing

A student is approaching the ability to produce grade-level academic content in English with support. This means they obtain a score above a Level 2 on one or more of the four domains, but does not yet meet the requirement to be Proficient in all four.

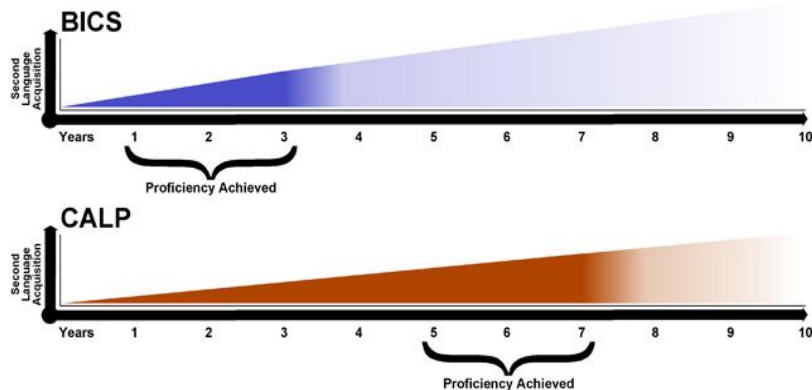
Proficient

A student can produce grade-level academic content in English. This means the student scores either Level 4 or 5 on each of the four domains.



Second Language Acquisition

- The time that students spend in progressing through language stages varies greatly.
- Developing social language depends on many factors including:
 - Similarity of the language to English,
 - Amount of prior exposure to English,
 - And temperament such as shyness or an outgoing personality.
- As children progress through school, the focus shifts from social language proficiency to development of academic language proficiency (Bailey, 2007; Gottlieb, 2006; Krashen, 1982; Schleppegrell, 2001).



<http://iris.peabody.vanderbilt.edu/module/ell/cresource/q1/p02/>



Language Domains

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading

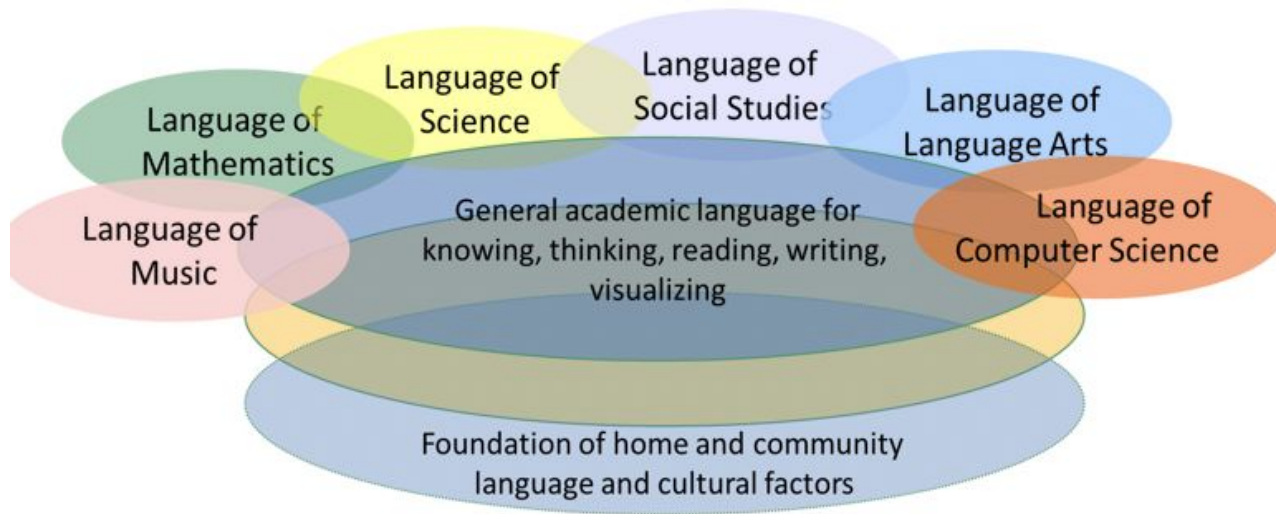
Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

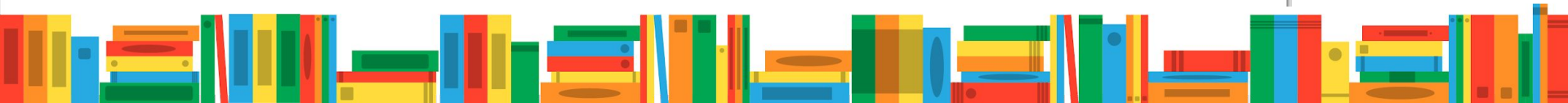
Engage in written communication in a variety of situations for a variety of purposes and audiences



Variations of Language



Adapted from Zwiers (2008)



Language Forms and Functions

- Function:

What we do with language.

- Uses
- Purposes

- Forms:

The language structures and vocabulary used to support the functions.

- Structures = cross-curricular vocabulary and syntax



Language Forms and Functions

Functions	Forms
1. Expressing needs and likes	Indirect/ direct object Subject/ verb agreement Pronouns
2. Describing people, places and things	Nouns Pronouns Adjectives
3. Describing spatial and temporal relations	Nouns Pronouns Adjectives
4. Describing spatial and temporal relations	Prepositional phrases
5. Describing actions	Present progressive Adverbs

Effective Practices

- Use principles of Universal Design (accessibility for all)
 - Pictures
 - Gestures
 - Real experiences
 - Interactions
 - Linguistic supports
- Leverage students' linguistic, social, experiential, cognitive, and community strengths
- Explicitly teach the language students need for the lesson/content
- Align and monitor your language use to students' current linguistic abilities



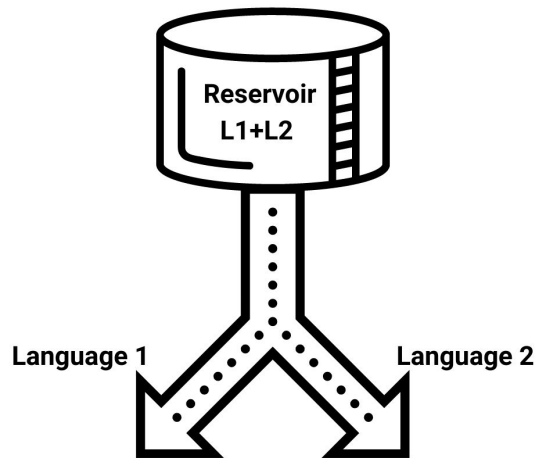
English language development levels

	<i>Utterance variety and control</i>	<i>Vocabulary use</i>	<i>Communicative functions and registers</i>
Level 1	Uses memorized phrases	Uses a small vocabulary of high-frequency words	Engages in a few types of familiar exchanges; requires native language or nonverbal supports for academic tasks
Level 2	Produces a variety of memorized phrases and limited range of sentence patterns	Uses mostly high-frequency words and some content words	Participates in very simple verbal and written interactions; performs academic tasks with native language or other supports
Level 3	Forms a range of phrase and sentence patterns	Uses high and mid-frequency words, plus a few hundred content words	Interacts in most everyday situations, conveys information and asks questions; performs academic tasks with modifications
Level 4	Forms a wider range of utterance patterns with growing accuracy	Uses mid-frequency words as well as hundreds of technical and content words and some idioms	Participates in social interaction; expresses meaning in multiple related sentences; distinguishes formal and informal registers; performs many academic tasks
Level 5	Forms a variety of utterance patterns into connected discourse with growing accuracy	Uses several thousand technical and content words as well as frequently used idioms and fixed expressions	Participates in extended discourse; switches purposefully between informal and formal registers; performs a wide range of communicative functions and academic tasks
Level 6 (Exited EL status at grade-level language ability)	Fluently produces grade-level utterance patterns with accuracy	Uses grade-level vocabulary, including a variety of idioms and fixed expressions	Performs grade-level communicative functions, using informal and formal registers appropriately; performs academic tasks independently



Language Knowledge/Profile

- Remember, EL students' language reservoir is the sum of L1 and L2!
- Many U.S. born students (second generation) may have heard both English and their native language from birth.



Your Turn to be Spanish Language Learner:



A Math Lesson

Poll: Do you speak Spanish?



YES



PARTIALLY



NO



What a Beginner English Speaker Might Understand

Good morning, clase. Today vamos a estudiar algo nuevo in math class. Es difícil, así que voy a necesitar la atención de todos. Open your book to page ciento setenta y dos. En la top de la page esta la palabra "neto". La lección de today es sobre la neto. Como dice en la definición en su book, en math, neto es un modelo de two dimensiones. El neto de un cilindro se muestra en su book. ¿Todos ven el rectangle y two circles? Esa es el neto del cilindro.



Poll

Do you understand what “neto” is?



YES



PARTIALLY



NO



What an Intermediate English Speaker Might Understand

Good morning, class. Today we are going to study algo nuevo in math class. It's difficult, así que going to need everyone's atención. Open your book to page one hundred setenta y dos. En la top of the page está la palabra "neto". Today's lesson es sobre la neto. Como dice en la definición en su book, in math, neto es un modelo de two dimensiones. El neto de un cylinder se muestra en su book. ¿Todos ven el rectangle and two circles? Esa es el neto del cylinder.



Poll

Do you understand what “neto” is?



YES



PARTIALLY



NO



What an Advanced English Speaker Might Understand

Good morning, class. Today we are going to study something nuevo in math class. It's difficult, so I'm going to need everyone's atención. Open your book to page one hundred seventy-two. At the top of the page is the word "neto." Today's lesson is sobre neto. Como dice en la definition in your book, in math, neto is a model of two-dimensiones. El neto of a cylinder se muestra in your textbook. Does everyone see the rectangle and two circles? Esa es el neto del cylinder.



Poll

Do you understand what “neto” is?



YES



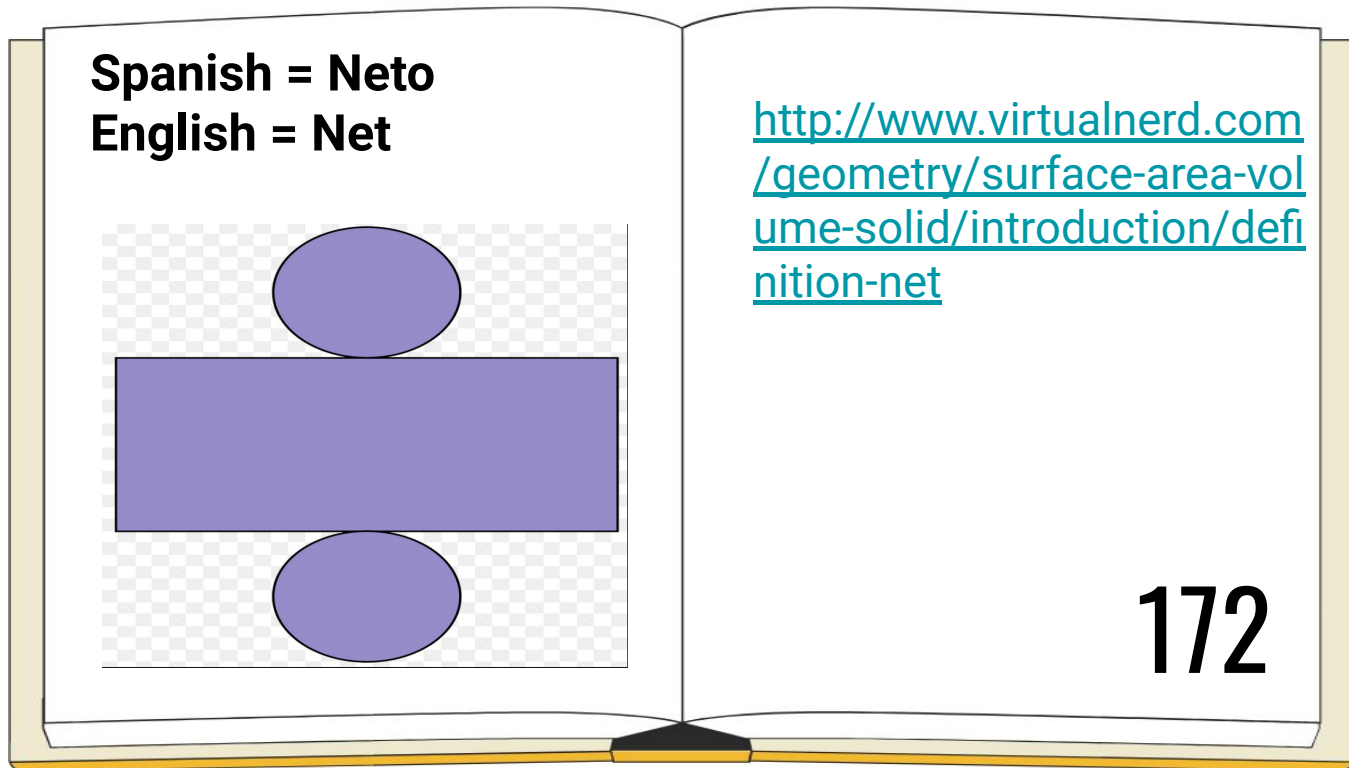
PARTIALLY



NO



But what if we used visuals and videos?



Poll

Do you understand what “neto” is?



YES



PARTIALLY



NO



Videos

- We will be viewing a series of videos of oral language samples across the language proficiency stages. Then we will discuss what language features are evident.
- Here is the prompt the students were given:

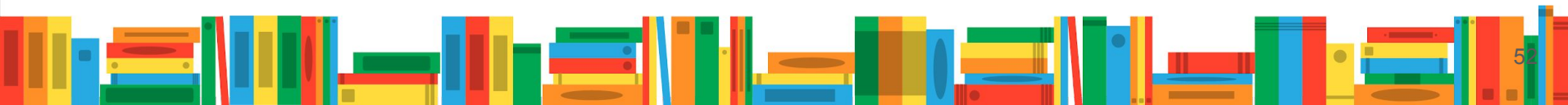
At what age do you think a student should be allowed to have a cell phone? Why do you think so? (Proposition and support, positive/negative agreement, use of conjunctions to explain)

- Before we begin the videos, please write down an example of a complete response.



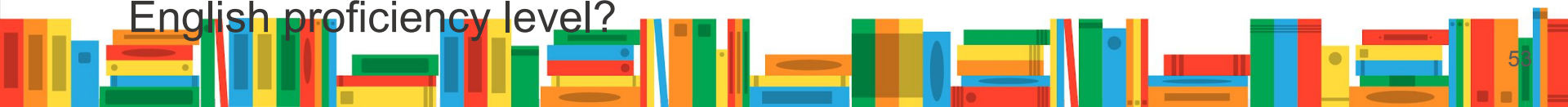
Videos (cont.)

- Watch and listen to the students' language use.
- Compare their sample (there is a slide with the transcription that follows each oral sample) to your anticipated response. Consider the grammatical forms that students used and now compare it to your anticipated response that you drafted.
- What language is similar? Is there language use that you did not expect? Is their message clear? What language does the child need to be taught next?



Video (cont.)

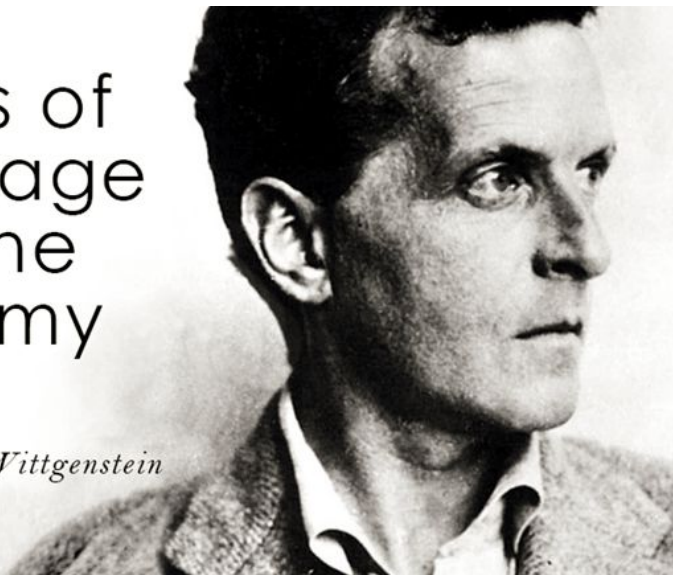
- Is the child avoiding the question entirely and talking in generalities (circumlocution)? How would this information guide your instruction?
- Does the child basically answer the question but with grammatical errors?
- Does the child provide an appropriate answer in standard English or close to standard English?
- From your analysis, how would you encourage the teacher to adapt their instruction and scaffold activities based on the student's English proficiency level?





The limits of
my language
mean the
limits of my
world

Ludwig Wittgenstein





Overview of PLUS framework and supporting English Learners in the RTI Framework



PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework

Pre-teach critical vocabulary & prime background knowledge

Language modeling and opportunities for practice

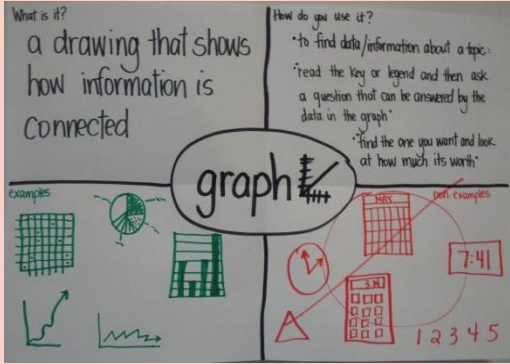
Use visuals and graphic organizers

Systematic and explicit instruction

Strategic use of native language & teaching for transfer

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

P: Preteach critical vocabulary and prime background knowledge

Definition	Sample Research
<p>Identify and explicitly teach vocabulary and background knowledge that is unknown, and critical to understanding of the passage or unit of instruction</p>	<ul style="list-style-type: none"> •Calderón, 2007 ; •Carlo, et al. 2004; •Echevarria, Vogt & Short, 2008; •Linan-Thompson & Vaughn, 2007 



Continuum of Vocabulary Teaching for Unknown Words

EVR

Quick pre-teach

Fast map

Big
Dogs

Lighter
Touch

Teach quickly with
“show & go”

A deep dive into high utility words meant for student mastery.

- Keep posted (BDs)
- Review often
- Used across content areas

A quick pre-teach designed to build background and basic understanding of the passage

Fast mapped words: words identified by students as unknown words and domain specific vocabulary



Defining - Fast Map

Definition: To quickly give meaning to a word

Critical feature: Comprehensible (i.e. student friendly); takes five seconds or less

Process: Uses visuals, familiar language, a student-friendly definition, or gestures; can use L1 cognates or a quick L1 definition (show and go)

Example: Comprehensible input means to make something understandable for your learner

Non-example: It is not explicit or deep vocabulary instruction.

<https://explicitinstruction.org/video-elementary/elementary-video-3/>



In Depth Check for Understanding - Fast Map

Odd partner: Define fast map and describe its critical feature.

"Fast mapping is _____."

"When you fast map a word you _____."

Even Partner: Describe ways to fast map and tell what it is not.

"One way to fast map a word is to _____."

"Fast mapping is not _____ or _____ because it is done quickly."



Example: Anita Archer

Fast mapping in Wolf! Observe for...

- Instructional Routine
- Effective Delivery Elements



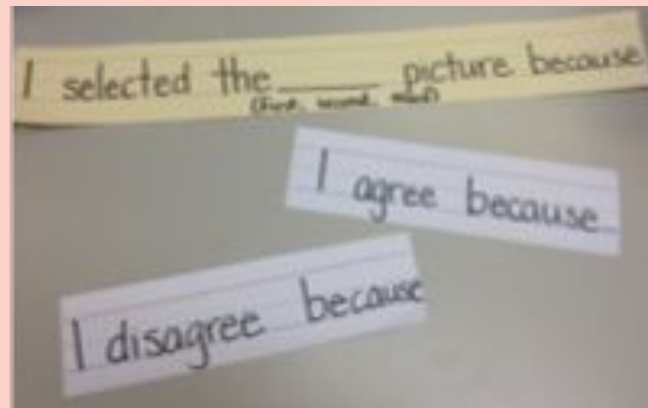
L: Language Modeling and Opportunities for Using Academic Language

Definition

Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts.

Sample Research

Dutro & Moran, 2003; Echevarria, Vogt & Short, 2008; Gibbons, 2009; Linan-Thompson & Vaughn, 2007; ScarceLa, 2003.



L: Language Modeling and Opportunities for Using Academic Language

SENTENCE FRAMES OR STEMS: Sentence frames can be used in a variety of formats and paired with any type of text, graphic organizer or visual.

Sentence frames have the highest impact when paired with opportunities for students to practice using academic language, such as through 'Turn and Talks' or other engagement strategies.

- There are many important things about communication.
- One of the main ^{ideas} features ^{concepts} about communication is...
- Another important ^{facet} point ^{element} is that...
- In addition, communication is important because...
- It is important to note that without communication,...

A neighborhood is a special place.
A neighborhood is where you _____ (verb).
A neighborhood has _____ to _____.
Neighborhoods also have _____ and _____.
Some neighborhoods have _____ (noun) and
other neighborhoods have _____ (noun).
A neighborhood is where you feel at home!



What Could That Look Like?

Paraphrase:

- I heard you say _____.
- So you think _____ is that correct?
- Interesting! So first you _____, then you _____, and finally you _____. What a great strategy!
- What I hear you saying is _____.

Building on What Was Said:

- Building on what you said, I think _____.
- Adding to what you said, I think _____.
- My ideas expand on _____'s idea. I think _____.
- I agree with _____ and want to add _____.
- I agree, and also _____.

Agreeing:

- I agree with _____ because _____.
- I agree with _____, and I also think _____.
- My idea is similar to _____'s idea. I think _____.
- I agree with _____ and want to add _____.

Clarifying:

- Will you please explain _____?
- What did you mean when you stated _____?
- Could you please clarify your _____ for me _____?
Try explaining your process, strategy, or idea again or in a different way.

Disagreeing:

- I disagree with _____ because _____.
- I disagree with _____. I think _____.
- I don't agree with _____ because _____.
- I have a different perspective from _____. I think _____.
- My views are different from _____.
- I believe _____.



What Could That Look Like?

7 UP sentence	= 1 point
"Who" or "what"	= 1 point
<u>Correct spelling</u>	= 1 point
Total	= 3 points

or

7 UP sentence	= 1 point
"Who" or "what"	= 1 point
Added details	= 1 point
<u>Correct spelling</u>	= 1 point
Total	= 4 points

A 7 UP sentence has at least 7 words, begins with a capital, and ends with proper punctuation.

The white dog sat under the tree.

1 2 3 4 5 6 7



U: Use Visuals & Graphic Organizers

Definition

Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make language to make critical language, concepts and strategies more comprehensible to learners.

Examples & research

- Illustrated Word Wall
- Realia
- Pictures (see binders)
- Write/draw on board
- Expository Text Organizers
- Storyboards/Comic Strips/Movie Clips

(research: Brechtal, 2001; Echevarria & Graves, 1998; Haager & Klingner, 2005; Linan-Thompson & Vaughn, 2007; O'Malley & Chamot, 1990)



What Could That Look Like?

1 shearing helper than locks
pants sheets planned holding
steal still chest every

2 hope rate shaved nose fake those

3

A	B	C
shape	shaping	shapely
like	likely	liked
cold	coldest	colder
short	shortly	shortest

4 wool look good even
stay show felt ready
someone where there
money before grabbed

Lesson 28

5 The Con Man and the Sheep Rancher

Emma Branch had a lot of big sheep on her ranch. One day she said, "My sheep need shearing. I will send for a sheep shearer."

So she told one of her helpers to go to town and get someone who can shear sheep. The helper went down the road to town. But he did not get there. He met the con man on the road. The con man said, "Where are you going?"

The helper said, "The rancher needs her sheep sheared."

The con man said, "I am the best at shearing sheep. I have shears in my pack."

So Emma's helper led the con man back to the ranch. When they got there, Emma yelled from the door, "I hope that man can shear fast."

The con man said, "I can shave sheep. I can shape. And I can shear."

"But how is your rate at shearing?" the rancher asked.

"I can go so fast that I can shave a sheep before it sees the shears. You can shop and shop, but you cannot get someone who can shape or shave faster than me."

So the con man got the job. He told the rancher to get him ten sacks for holding the wool.

The con man had a plan. He did not plan to shear sheep. He planned to steal sheep. He planned to pack sheep into sacks. Then he planned to take those sacks and run from the ranch.




Example: Language frames & visuals

Observe for...

- Instructional Routine
- Effective Delivery Elements (language frames and visuals)



S: Systematic and Explicit Instruction in Reading Components and Strategies

Definition	Sample Research
<p>Explain, model, provide guided practice with feedback, and independent opportunities to practice in content, strategies, and feedback</p> <ul style="list-style-type: none"> • Can be incorporated into programs • or in the way instruction is designed and delivered 	<p>Calderón, 2007; Carnine, Silbert & Kame'enui, 1997; Faggela-Luby & Deshler, 2008; Gibbons, 2009, Haager & Klingner, 2005; Klingner & Vaughn, 2000</p> 





S: SYSTEMATIC & EXPLICIT INSTRUCTION IN READING COMPONENTS & STRATEGIES



S: Strategic Use of Native Language

Definition

Use native language to teach, or identify content and concepts students already know in their native language or culture to explicitly explain, define, and help them understand new concepts in English

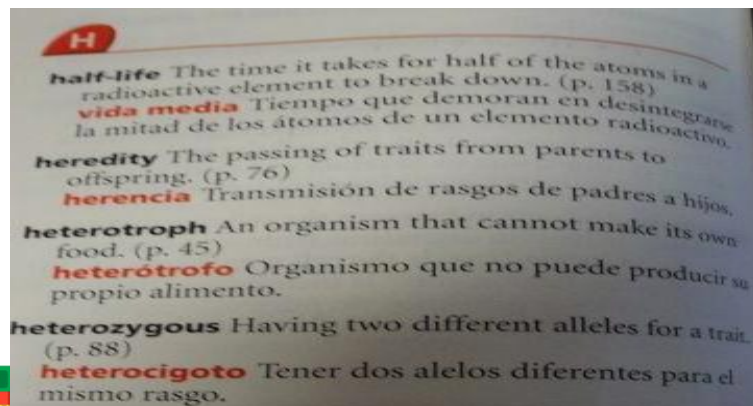
Examples

Dual language programing
Pre-teaching in native language
Identifying & Using Cognates
Pair Paraphrase
Dual Language Glossary
Selection Summaries




Sample reasearch: Carlisle, Beeman, David & Spharim, 1999; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Genesee, Geva, Dressler, & Kamil, 2006; Odlin, 1989; Schechter, & Bayley, 2002;

S: Strategic Use of Home Language

DUAL LANGUAGE GLOSSARIES: These individual or whole group resources can be used when students in a group speak the same L1. Dual Language Glossaries allow students to use their knowledge in L1 to support their acquisition of key content vocabulary in English. The format can vary from words and definitions to simple pictures with labels. The most powerful Dual Language Glossaries are those created with and by students based on the need for words to be successful during small group instruction.



What Could That Look Like?

<p>war</p> <p>a conflict (fight) in which two groups use weapons to solve a problem</p>	<p>guerra</p> 
<p>Soldiers</p> <p>a person(people) who serve in the army</p>	<p>Soldados</p> 
<p>weapons</p> <p>any tool used for attack or defense against another living thing</p>	<p>armas</p> 





Blank PLUSS Lesson Planning Format

1	Content Objective				
2	Language Objective				
	Strategies: L – Language modeling & opportunities for practice U – Use visuals and graphic organizers S – Strategic use of Native language and teaching for transfer	L	U	S	
4	P Pre-teach critical vocabulary				
3	S Systematic & explicit instruction				





Applying it to a Curriculum



Activity:

Preview your story

Are there vocabulary pre-selected?

- If yes: Do you think the vocabulary are the most appropriate or would you select different words?
- If no: what words would you select to pre-teach?

Prepare to share: your passage title and vocab to be pre-taught



Planning for Responses

When answers are short and the same - you can use choral response to maintain active engagement.

When answers are long or different, precision partnering is an effective way to engage all learners.

Select a comprehension question from your curriculum that is open-ended.

Consider how use of a sentence frame would support the learner to answer in a complete sentence.



Prepare to share

What question did you select?

What was the expected response from the student?

What language supports would help the student be successful?

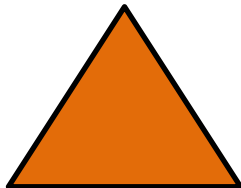
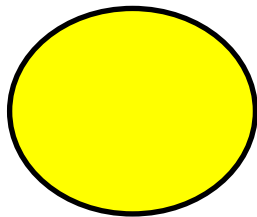


Practice Teaching

Use precision partnering - Teach the partnering strategy to your “group”.

3 Glows & A Grow: Group, be prepared to give the teacher feedback on what they did well (3 glows) and teacher, identify 1 area of growth to polish your precision partnering.





Closing Reflection

What completed a circle of knowledge?

What did you see from a new angle?

What “squares” with your thinking?



Professional Development Feedback

We value your feedback!

Completing & submitting this survey gives your permission to use these data for research purposes and for the purposes of planning professional development for the future.

THANK YOU!!





Thank You!





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