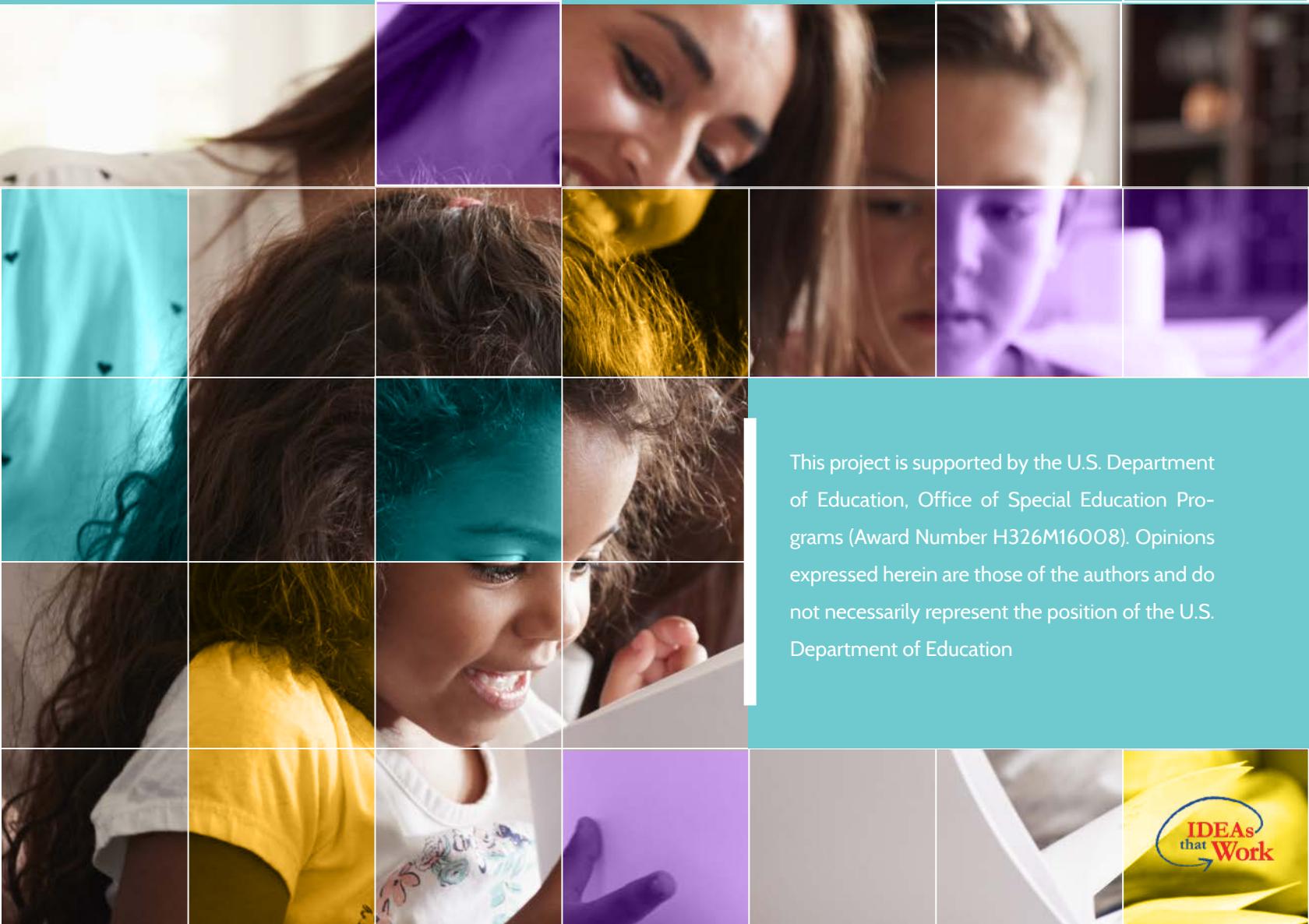




# Project LEE Implementation Manual:

Multitiered instructional models in  
literacy for English learners in grades 3 – 5



This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education





# Project lectura para excelencia y éxito: Project LEE

## Support

Project LEE is funded by U.S. Office of Special Education Programs grant H326M16008.

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### *Preferred Citation*

*Project LEE. (2022). Project LEE implementation manual: Multitiered instructional models in literacy for English learners in grades 3 - 5. Portland State University.*

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## Introduction to Project LEE

Project Lectura para Excelencia y Éxito (Project LEE) is a partnership between Portland State University's Department of Special Education in the College of Education and a local school district. It is one of three Model Demonstration Projects that were funded in September 2016-2021 by the U.S. Department of Education's Office of Special Education and Rehabilitative Services. The goal of these model demonstration projects was to improve literacy outcomes for English learners (ELs) with disabilities in grades three through five or six. The cohort of three research teams worked with school districts that serve high populations of ELs over four years. The overarching goals were to: (a) improve literacy outcomes for English learners with disabilities (ELsWD) in grades three through five within a multitiered system of supports (MTSS) framework, (b) use culturally responsive/sustaining principles, and (c) be implemented by educators and sustained in general and special education settings.

## Purpose of the Implementation Manual

This manual is intended to describe the processes and procedures used to develop, implement, and sustain Project LEE's model and to permit current and future practitioners to replicate, implement, and tailor the model within their systems. The guidance provided herein is applicable to a wide range of stakeholders including state, district, and school leaders, educators, and parents interested in creating a culturally and linguistically responsive (CLR) MTSS process. Such a framework is increasingly critical in improving the literacy success of the growing population of ELs. Further, this type of support structure is found in the Every Student Succeeds Act (2015) which requires that all children "receive a high-quality education that includes early identification, intervention and data-based decision making within multitiered systems of support" (Sussman et al., 2021, p. 1) as well as target literacy instruction and support for ELs (Charlton et al., 2018).

## Model Demonstration Projects: A Cohort of Three

Key to the success and productivity of the three Model Demonstration Projects was use of a cohort model which made for rich collaborations. The expertise of the key personnel across each team in the area of literacy instruction for ELs was paramount to the development of tools, resources, and the model itself. Project LEE collaborated with Project ELITE<sup>2</sup> and Project ELLIPSES (Project ELITE<sup>2</sup> et al., 2018) to create cross-project tools including the MTSS for ELs: Literacy Implementation Rubric that can be found at [projectlee.org](http://projectlee.org) (Project LEE et al., 2021), the Social Validity Scale and the Teacher Self Efficacy Scale (see Appendices 1 and 2), in addition to creating a cross project website ([mtss4els.org](http://mtss4els.org)) and collaboratively authoring five briefs on meeting the needs of English learners with and without disabilities ([projectlee.org](http://projectlee.org)).





This manual and the content within it is a reflection of our Project LEE's work as well the collaborative work across Project ELITE<sup>2</sup> and Project ELLIPSES including the Briefs cited below

### **Brief 1**

Multitiered Instructional Systems for ELs (Project ELITE<sup>2</sup> et al., 2018)

**01**

### **Brief 2**

Evidence-based Tier 2 Intervention Practices for English Learners (Project ELLIPSES et al, 2020)

**02**

### **Brief 3**

English Learners with Significant Learning Difficulties or Disabilities (Project ELLIPSES et al., 2021)

**03**

### **Brief 4**

Fostering Collaborative Partnerships with Families of English Learners within a Multitiered System of Supports (Project LEE et al., 2021)

**04**

### **Brief 5**

Promoting Leadership and Collaboration for an Effective Multitiered System of Supports for English Learners (Project ELITE<sup>2</sup> et al., 2021)

**05**



**Figure 1.**

*MTSS for ELs: Literacy Briefs*

## Planning

### Strategies for Selecting and Recruiting Sites

When considering school district partners for this work, a philosophical alignment between the proposed project and district assumptions, beliefs, and values is foundational. In other words, it is critical to look at the **contextual fit**. For the work targeted by this Model Demonstration project, we knew that three programs within our partner schools were integral to our project's success. The first was the Title III/English language development (ELD) program. *The Language Instruction for English Learners and Immigration Student Act* (Title III, Part A) provides states with supplemental funding to ensure that EL and immigrant students attain the English language proficiency to meet both state academic and ELD standards. These departments are held accountable to ensure that students' make annual progress in their acquisition of English proficiency as measured by a state-adopted English language proficiency exam. Title III/ELD also typically oversees both the ELD program and bilingual and two-way immersion programs, if they are offered.

The second program that was critical to implementation of this work was the federally funded Title I program designed to help students who need extra intervention support in school. Funds are given to each school district dependent upon the number of low-income families in the district. In our partner district, Title I programs focused on literacy and supported literacy specialists and well-trained paraprofessionals who provided interventions in both English and Spanish.

The third program that was integral to our partnership was the special education program guided by the Individuals with Disabilities Education Act (IDEA, 2004). IDEA provides a free appropriate public education to eligible children with disabilities throughout the country and ensures special education and related services are provided to students who qualify. IDEA includes several provisions related to ELs. These provisions include guidance to ensure: (a) prevention of the disproportionate representation by race and ethnicity of children with disabilities, (b) all assessment and evaluation materials are to be free of discriminatory racial or cultural bias; (c) assessments are to be administered in the student's native language and in a form likely to provide accurate information on the child (unless it is not feasible to do so); (d) that limited English proficiency is not the determinant factor in the identification of disabilities, and (e) that IEP teams consider special factors including consideration of the language needs of ELs as it relates to their IEP.

In many districts, each of these programs largely function in silos with little collaboration. As we were identifying potential partners, it was valuable that good collaboration already existed, therefore we could build upon that collaboration. This district had a well-functioning existing model of MTSS that incorporated effective screening and progress monitoring procedures in both English and Spanish, and evidence based instructional practices. It had well integrated service delivery models that made them an excellent partner district for this work. Our goal was to begin with the strengths of their MTSS work and **build their capacity of implementing a culturally and linguistically responsive MTSS to improve the literacy outcomes of ELs in the three partner schools.**

## Strategies for Selecting and Recruiting Sites

Project LEE was a partnership between Portland State University and three elementary schools with a large population of ELs in our partner school district. Project LEE's collaborating district is in a metropolitan area in the Pacific Northwest with a total student population of 12,678, representing 49 languages. Across the three partner schools, student groups range as follows: students identified as ever-ELs (defined as learners who are either currently in the ELD Program or who have met state criteria for reclassification as Fluent English Speakers and exited the ELD Program), 21% to 44% of the population; students with disabilities, 10% to 11%; Hispanic students, 36% to 48%; and economically disadvantaged students, 46% to 100%. The district has implemented MTSS in behavior since 1996 and in academics since 2001. Two of the partner schools implemented a two-way immersion (TWI) dual-language model in English and Spanish, and the third school's program focused on English-only instruction with ELD supports. The TWI programs began at kindergarten with a 90/10 (90% Spanish, 10% English) model and increased the proportion of English annually, culminating with a 50/50 model in fifth grade. Project LEE worked with the partner district's existing MTSS framework to enhance the cultural and linguistic alignment to better meet the needs and improve literacy outcomes for ELs. The focus of our project was on using academic and language data to make instructional decisions and plan instruction and interventions through the use of the PLUSS framework. Our collaboratively identified goals are found in Figure 2.

**Figure 2.** *Project LEE's Goals Relevant to District and Schools*

01

Provide initial and ongoing professional development in appropriate use of screening and progress monitoring measures across English and Spanish.

02

Provide initial and ongoing PD in Evidence-Based Tier 1-3 Instruction in English and Spanish.

03

Provide information and training to parents to facilitate active involvement in students' reading and language development in English and Spanish.

04

Use screening and progress monitoring measures to identify students in need of Tier 2 instruction and use progress monitoring to identify Tier 2 students making adequate progress.

05

Train school personnel on Tier 2 & Tier 3 interventions.

06

Document growth of students' reading and language skills during the three-tiers of instruction.

## Agreements for Professional Development

One of the first steps of implementation was to establish agreements and plans for professional development (PD) throughout the four years of the grant. These plans included the following what follows. The timeline is found in Figure 3.

**Figure 3.** Project LEE Timeline

### Implementation Plan: School A, Schools B&C, Sustain

School Implementation Plan		Year 1	Year 2	Year 3	Year 4
	Actions	School 1 begin	School 2 & 3 begin	Refine & Sustain	Refine & Sustain
<b>Establish Rapport, Overview of System</b>	PD with Admin	Red	Orange	Yellow	Yellow
	3x/year screening	Red	Orange	Yellow	Yellow
	Classroom observation	Red	Orange	Yellow	Yellow
	Analyze existing data	Red	Orange	Yellow	Yellow
<b>Tier 1</b>	PD: Screen, Prog. Mon.	Grey	Orange	Orange	Yellow
	PD: MTSS, PLUSS	Grey	Orange	Orange	Yellow
	Data Meetings	Grey	Orange	Orange	Yellow
	Parent Engagement	Grey	Orange	Orange	Orange
<b>Tier 2/3</b>	Core & PLUSS	Grey	Grey	Red	Orange
	Rdg Interventions	Grey	Grey	Red	Orange
	Coaching	Grey	Grey	Red	Orange
	Data based decision making	Grey	Grey	Red	Orange
	Prog. Mon.	Grey	Grey	Red	Orange
<b>SPED</b>	Indiv PS/SLD Eval	Grey	Grey	Red	Orange

**Y**

**School A**     **Schools B&C**     **Sustain**

**Focus:** Observation and evaluation of current systems with school leadership, SPED and intervention teachers, grade level team representatives.

**Main outcome:** A professional development plan that could be implemented for all relevant staff, and aligned to current systems of support.

**Process:** Collaboratively supported and provided financial resources for release time: (a) Identified key team members to meet and discuss strengths and needs in current systems; and (b) Used the MTSS for ELs Literacy Implementation Rubric (Project LEE et al., 2021) to identify strengths and needs of current system, and (c) create an action plan for addressing areas of need.

## Years 2-4

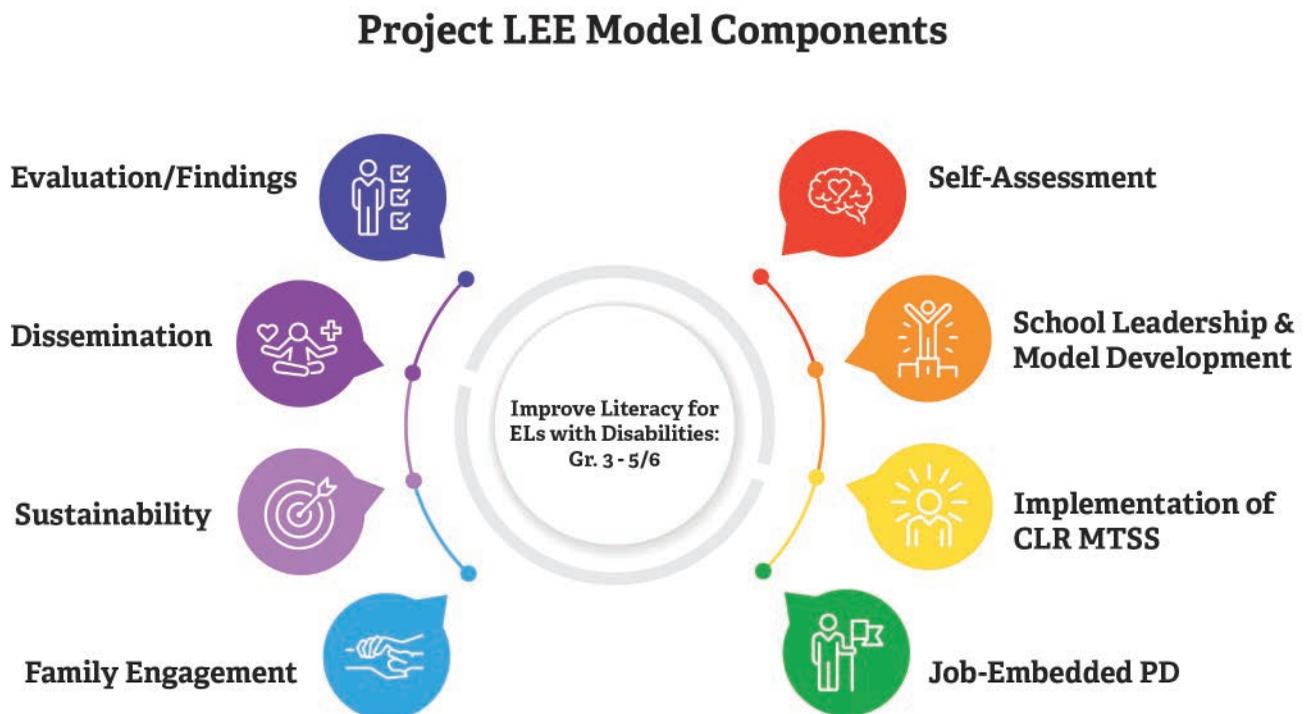
**Implementation** of the model across school 1 (beginning of year 2), and schools 2 and 3 (beginning of year 3).

**Main outcome:** Professional development plan implemented & Culturally and Linguistically Responsive Evidence Based Practices implemented and outcomes monitored for ELs with or at-risk for being identified with disabilities

**Process:** Identify PD focus, personnel, dates, implement, and monitor student and teaching outcomes.

There were eight model components as shown in Figure 4. The next section will describe each component in depth.

**Figure 4.** Project LEE Model Components



# 1. SELF ASSESSMENT, EVALUATION, AND ACTION PLANNING FOR THE SCHOOL SYSTEMS

## The MTSS for ELs Literacy Implementation Rubric

When we began our partnership at each school, we completed *The Multitiered System of Supports for English Learners: Literacy Implementation Rubric* (Project LEE et al., 2021) with the school leadership team. This school-level systems evaluation rubric provided a framework for evaluating the extent to which critical components of MTSS were in place, specifically as they related to supporting the needs of ELs. The rubric (a) determines the extent to which schools are implementing the core features of MTSS in culturally and linguistically responsive fashion, (b) identifies strengths and areas of need within MTSS for systems-level action planning, and (c) determines whether the implementation of MTSS features is related to changes in student outcomes. It includes five sections: (a) assessment, (b) data-based decision-making, (c) multilevel instruction, (d) infrastructure and support mechanisms, and (e) fidelity and evaluation. There are 51 total items (41 related to the original MTSS fidelity features that were modified to include specific attention to ELs and 10 additional focus items related to CLR Practices). For each item, schools rate themselves on a scale of 1 to 5 with anchors for 1: not in place, 3: partially in place, or 5: fully in place. Items partially in place indicated implementation with room to strengthen; items fully in place met full criteria. The original rubric (Center on Multitiered System of Supports, 2021) assessed the implementation of the components at the school level to inform leadership on areas for improvement but was adapted by our grant cohort to ensure that the unique needs of ELs are addressed in MTSS implementation.

Each team rated themselves on the MTSS for ELs rubric. Specifically, the teams reviewed the rubric and used green highlighters to identify which features were fully in place, yellow highlighters to identify features that were partially in place, then pink highlighters to identify areas not yet in place. After discussion, leadership teams rated the school system on the level of implementation of each item and provided evidence for their rating on the accompanying MTSS for ELs: Literacy Implementation Rubric Scoring Worksheet.



The tool, (Figure 5) along with accompanying worksheet and guiding questions, is available on the Project LEE or Multitiered System of Supports for English Learners website: [www.projectlee.org](http://www.projectlee.org); [www.mtss4els.org](http://www.mtss4els.org)

**Figure 5.**  
*Multitiered System of Supports for English Learners: Literacy Implementation Rubric*

During the projects' initial year, research teams identified project-specific MTSS practices and procedures and collected baseline data. Educator and stakeholder input was used to inform model development and identify key areas of focus for educator support in participating schools. During the implementation phase, teams tested and refined model practices in collaboration with educators; measured fidelity to the model; and provided ongoing support to leaders, specialists, and teachers in refining practice.

### **Decision-Making Framework for ELs in MTSS: The Outcomes-Driven Model**

Project LEE worked with school leadership teams to use their structured process, the Outcomes-Driven Model (ODM; Good et al., 2002), to improve literacy and language outcomes for ELs. School leadership teams included the principal, literacy specialists, ELD specialists, and grade-level teacher leaders across English and Spanish (in the two TWI schools). The outcomes-driven model is a prevention-oriented data-based decision-making model that includes the following steps: (a) identifying need for support; (b) validating need for support; (c) planning, implementing and evaluating support; and (d) evaluating outcomes (Figure 6).

**Figure 6.** *The Outcomes Driven Model*



Given that two of our partner schools had two-way immersion programs (TWI), we coached school teams to examine student data disaggregated by group status (e.g., EL, economically disadvantaged, special education, etc.). In this way, we could look holistically at each student’s foundational skills across languages as well as evaluate their existing literacy support systems to plan culturally and linguistically aligned instruction aligned to students’ instructional needs.

### Identifying Need for Support, Validating Need for Support

To both identify and validate students’ need for support and determine the effectiveness of core instruction for all students, school instructional leadership teams examined achievement and language data in both English and Spanish.

### Planning and Implementing Support Using the Action Planning Document

Our partner schools used the ratings on the rubric to identify strengths and potential areas of growth based on student data and their system’s self-evaluation. They summarized the strengths and areas of need on the MTSS for ELs: Literacy Action Plan (Figure 7) document and then identified a continuous improvement plan goal that aligned with their students’ needs. This was a central goal for the school and was reported to the district curriculum administrator to provide focus and accountability for the work. For our partner school teams, improving literacy outcomes for ELs was their goal (Grant Goal #6 ). Once a goal was identified, at least three observable, measurable actions were identified to help each team achieve the goal. These actions included collecting and reviewing progress monitoring data on language and literacy, implementing language supports for ELs, and video self-reflection cycles (described later).

**Figure 7.** MTSS for ELs: Literacy Action Plan

<b>MTSS for ELs: Literacy Action Plan</b>	School: Team members and roles: Date:
<p><b>System Strengths and Celebrations</b> (linked to student data and rubric ratings)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>System Areas of Need and Growth</b> (linked to student data and rubric ratings)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Goals</b> (linked to student data and rubric ratings)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	

Complete the tables on the following pages to provide further details on your goals and to document progress in quarterly check-ins.

## Evaluating Support and Outcomes

At the conclusion of each year, teams reviewed student state assessment data, English language proficiency data from ELPA21, and curriculum-based measurement data. They then reassessed their school systems to identify successes, challenges, and goals for the following year, starting the iterative process again.

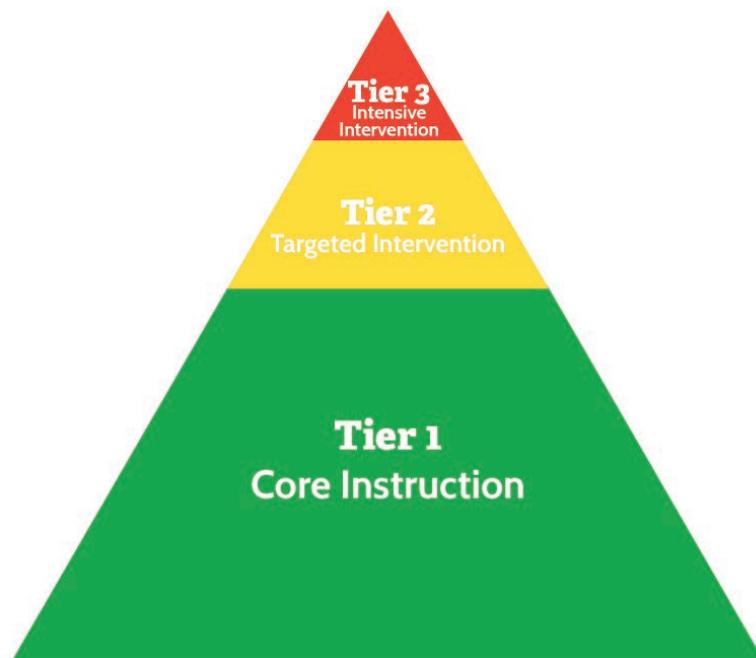
### 3. IMPLEMENTING THE INTERVENTION MODEL: CLR MTSS

#### Development of a Culturally and Linguistically Responsive MTSS Framework

Multitiered system of supports (MTSS) is a prevention-oriented framework for providing instruction that is matched to student needs. The components are (a) high-quality core instruction effective for the majority of students, (b) universal screening to identify students in needs of additional support, (c) supplemental and intensive instruction and interventions, and (d) systematic progress monitoring (Fuchs & Vaughn, 2012). While there is a substantial research base supporting MTSS as an effective prevention-oriented model (e.g. Berkeley et al., 2020; Burns et al., 2005; Fletcher & Vaughn, 2009), there is a gap in the research to guide its implementation with ELs. One of the goals of the Model Demonstration grants was to develop culturally and linguistically responsive MTSS (CLR MTSS) frameworks in partner schools.

In many multitiered instructional models, including in our partner district, Tier I refers to the core instruction that all students receive (benchmark), Tier II refers to supplemental supports that some students receive (strategic), and Tier III refers to a more intensive level of instruction for students who perform significantly below level or do not make sufficient progress with Tier II supports and/or special education (intensive). Figure 8 depicts the commonly-used triangle to represent the tiers of MTSS.

**Figure 8.** *Three Tiers of MTSS*



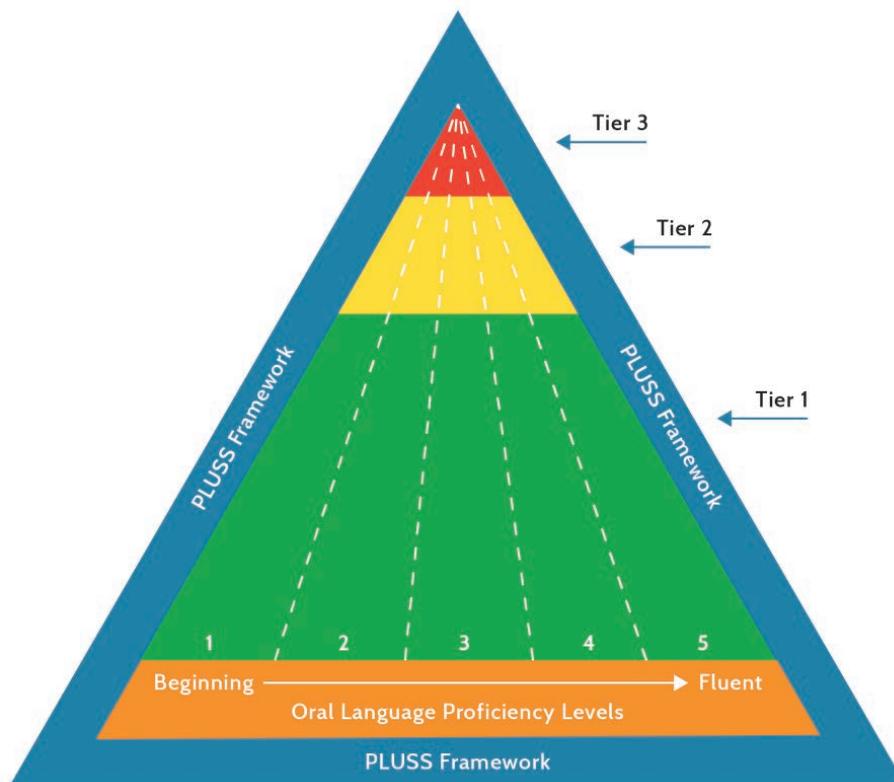
## Core Components of CLR MTSS

A main goal of the grant was to develop a culturally and linguistically responsive MTSS (CLR MTSS) model that would support the literacy instruction of ELs. Tran et al., (2021) defined culturally and linguistically responsive pedagogy as “...the integration of CLD students’ cultural characteristics, experiences, and language into ongoing intervention and the demonstration of respect for the student’s personal and community identity” (p 148). Linan-Thompson and colleagues (2018) identified four culturally responsive practice (CLRP) domains to consider: instructional (evidence-based instructional strategies to support EL learning), language (teaching that respects ELs’ native language), social (strong relationships with students and a supportive learning environment), and cultural knowledge (deep knowledge of students’ cultural, ethnic, racial, and social identities). They suggest these domains be integrated into all aspects of teaching, from planning core instruction and supplemental interventions to instructional delivery, to providing optimal learning conditions for ELs. After reviewing these evidence based CLRP, the three model demonstration projects collaboratively determined the essential components of a CLR MTSS framework to include the following features:

- High-quality, evidence-based language and literacy instruction in all tiers
- Culturally and linguistically responsive teaching practices and principles, including language supports in students’ first language when possible
- Linguistically aligned assessment practices and regular review of student data
- Appropriate identification of ELs with disabilities (ELsWD)
- Professional development and strategic coaching for teachers

To capture the considerations for CLR MTSS, we reconceptualized the typical MTSS triangle as depicted below (Figure 9). Each of the three colors represent the approximate percentage of students served at each level with the largest group served in the green core instruction section (approximately 80%), the yellow tiers serving about 15-20% of students, and the red tier reserved for the smallest group of students who need either intensive, individualized support or perhaps qualify for special education services. The dotted vertical lines represent the five stages of second language acquisition that EL students progress through to develop full English proficiency. We also discussed how this development is not linear and it is important to look at growth in the four domains of listening, speaking, reading, and writing. Instruction and interventions should be aligned to students’ proficiency levels so they can fully access content instruction. The blue outer band of the triangle represents the PLUS framework that incorporates culturally and linguistically responsive instruction at all tiers of instruction, across all levels of language proficiency.

**Figure 9.** *The PLUSS MTSS Model*



Not surprisingly, when MTSS is conceptualized as a problem-solving framework for identifying students' needs and allocating resources accordingly, MTSS is a promising framework for ELs. Yet, compared with monolingual student populations, less empirical evidence is available to guide educators in implementing MTSS for students who are developing biliteracy, or learning English as a second language and academic content simultaneously. Thus, we asked our school leadership teams these questions:

- What does MTSS look like within different instructional models for ELs (e.g., one- or two-way dual- language, early-exit bilingual, ESL, English-only instruction with ELD services)?
- Is core instruction differentiated to align with EL students' linguistic and cultural backgrounds and to determine that students' challenges are not the result of lack of appropriate educational opportunities?
- What adjustments are needed in core instruction (Tier I) for ELs, with and without disabilities, when a disproportionate number of ELs do not meet grade-level expectations or are identified as needing supplemental intervention?
- Which assessments are appropriate for ELs and consistent with the language(s) of instruction?
- What types of supplemental culturally responsive interventions do ELs with and without disabilities need?

In addition, we integrated the discussion of the role of language in all aspects of learning within the components of MTSS.

## The PLUSS Framework

In response to the limited research on academic intervention programs developed for ELs, the two primary investigators of Project LEE, along with a colleague, developed a conceptual framework to use as an overlay to existing research-based intervention programs across all tiers. PLUSS is a synthesis of research-based practices effective for ELs (Sanford et al, 2012). The components are:

- Pre-teach critical vocabulary, prime background knowledge, and make cultural connections
- Language modeling and opportunities for practice
- Using visuals and graphic organizers
- Systematic and explicit instruction and
- Strategic use of native language and teaching for transfer

The PLUSS framework is unique in that it focuses on the instructional needs of ELs across all tiers, including in special education. Figure 10 is a sample of a blank lesson plan template for the framework. The lesson plan is numbered to highlight the sequence of the planning steps involved. Steps 1 and 2 ask the educator to develop both content and language objectives for the lesson. In Step 3, educators identify systematic and explicit instructional strategies for teaching the content and language objectives. Next, Step 4 is identifying the selected vocabulary and background knowledge needed for students to fully access the lesson and make personal and cultural connections. Finally, Steps 5 - 7 are ways to engage students in the instruction by using language supports, visuals, and making life and cultural connections. This framework was the foundation of our work.

**Figure 10.** *PLUSS Lesson Plann*

Blank PLUSS Lesson Planning Format

- 1 Content Objective:
- 2 Language Objective:

<b>Strategies:</b> L - Lanugage modeling & opportunities for practice U - Use visuals and graphic organizers S - Strategic use of native language and teaching for transfer		5	6	7
		L	U	S
4	<b>P</b> Pre-teach critical vocabulary, prime background knowledge, and make cultural connections			
3	<b>S</b> Systemic & explicit instruction			

## Data Based Decision Making for ELs

For MTSS to be successful with ELs, a valid and comprehensive assessment system must be in place. Within MTSS, our school partners used accurate and appropriate screening and progress-monitoring tools to make instructional decisions and to plan instruction that best addresses the needs of ELs. **Through the model demonstration, school teams worked to improve their ability to understand the data within a TWI setting to guide instruction across languages.**

Their effective data-based decision-making system for ELs included the following:

- Screening and progress-monitoring measures with established validity and reliability with ELs
- Educator awareness and use of students' language proficiency data when interpreting student achievement data
- Regular review of student data for the purposes of planning instruction
- Collaborative evaluation of student progress and instructional planning within all tiers of instruction

## Assessment Used within MTSS

### Curriculum-based Measures

Assessments within MTSS provided data on how students were progressing in their basic academic areas (e.g., literacy, math) relative to grade level standards. As with any assessment, measures were determined to be reliable and valid for the population (c.f. Brown & Sanford, 2011). Our partner district used curriculum based measures (CBM) because they are brief; research has shown they are valid and reliable measures (Kaminski, Cummings, Powell-Smith, & Good, 2008), for the EL population (e.g. Baker & Good, 1995; Riedel, 2007; Samuels, 2007; Vanderwood, Linklater & Healy, 2008; Wayman, Wallace & Wiley, 2007). They are effective in gauging short-term growth as long as we use them in the context of examining the efficacy of core for ELs, and comparing to true peers to determine adequate growth. CBMs have several versions (forms) of an assessment allowing for frequent administration for progress monitoring. Graphs were generated to provide a visual that was easy for parents to understand. Perhaps the most important use of CBMs was that when the data show that students are not making adequate progress, instruction was changed and intensified. Our school district partner used DIBELS (English) and IDEL (Spanish) for screening and progress monitoring.

### Universal Screening Measures

Universal screening measures were used to identify students who needed additional support in acquiring key reading skills—phonological awareness, phonics, vocabulary, comprehension, and fluency. Within CLR MTSS, educators selected measures in English or students' home language that had established validity and reliability with ELs. Universal screening measures were used to establish students' current proficiency in the native language and/or English as a second language.

Because screening measures are usually quick assessments administered at a single point in time, educators consulted additional forms of assessment data to accurately diagnose learning needs. Given the role of language proficiency in assessment and achievement, as well as the variation in ELs' educational opportunities to develop their native and second languages, educators needed to review language proficiency assessment data when interpreting the results of a screening measure.

### **Progress Monitoring Tools**

Key to an effective multitiered system is the systematic use of progress-monitoring measures. These assessments were administered more frequently than screening measures and showed students' progress in specific skills. Effective educators of ELs with and without disabilities use both formal and informal measures of student progress in language and literacy and use the data from these measures to inform their instruction. For students with persistent academic difficulties, these measures were helpful in determining whether the difficulties were due to a lack of prior learning opportunities (e.g., effective instruction), were a result of the normal second-language acquisition process, or were due to a potential learning disability.

Of course, reviewing and analyzing the data is only half of the picture. The other half involves educators' active use of data for instructional planning. Because the educational needs of ELs are diverse and complex, educators regularly collaborated about salient issues and trends in the data, problem-solved about ways to address needs shown in the data, and shared expertise regarding instructional practices that positively affected student achievement. School leaders and administrators enhanced these practices by establishing time and guidance for teachers to engage in data-based decision-making.

### **Student Progress Monitoring in both Languages**

When students were learning in more than one language they were progress monitored in all languages of instruction. Progress monitoring occurred most frequently in the language of intervention, and we looked at progress monitoring data regularly during the data team meetings (described below).

### **True Peers**

When determining whether a child was making adequate progress toward meaningful learning outcomes, it was important to not only set and support students to reach ambitious goals, but it was also important to track their progress in comparison to students with similar linguistic and experiential backgrounds (i.e. true peers; Brown & Doolittle, 2008). If an EL was not making adequate progress, it was important to determine whether other students with similar educational experiences and language needs also needed additional support. If a large group of EL students were not making adequate progress, a change to instruction to address students' linguistic needs was warranted. However, if a student was making lower growth than other ELs with similar backgrounds, the student was referred for more individualized problem solving (c.f. Brown & Sanford, 2019).

## Data Team Meetings in Partner Schools

All data team meetings followed the problem-solving process (Figure 11) and were held shortly after school-wide screening or progress monitoring events.

**Figure 11.** *The Problem Solving Process*



### Screening, Core Evaluation, and Intervention Placement Meetings (100% Meetings)

In our partner district, 100% meetings were held three times per year. These meetings occurred as a collective staff within a week of screening data collection, and teams met with full spreadsheets with all data entered. ELD specialists, Title I literacy specialists, and special education teachers interspersed themselves with grade level teams to collaboratively plan and support in goal setting and instructional targets with the grade level teams. In these meetings, grade level teams examined the screening data to determine the health of core instruction, strengths within each grade level, and ways to adjust instruction, curriculum, or environment, when data showed it was needed. Language assessment data provided by the ELD specialists was considered an important part of instructional planning for ELs. Within the district, core instruction was prioritized as meeting the needs of about 80% of all students. Data were disaggregated so as to ensure that no major student population (e.g., race, EL, special education status, economically disadvantaged) was disproportionately in need of interventions. Next, teams examined student data to determine which students needed interventions.

## Disaggregating Student Data

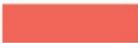
In order to gauge the effectiveness of instruction across the tiers, data were disaggregated by student group. In Tier 1, analyzing which students were falling in the intensive support need range helped identify instructional misalignment. For example, if a large group of EL students were identified as needing intensive support, the first action was to carefully examine the instruction to determine that it provided the language supports ELs needed to access academic content. Equally important was to critically look at the content for its cultural relevance to all students, and opportunities to include all students' perspectives, lived experiences, and values. When linguistic and cultural supports are in place in core instruction, typical CBM other screening and assessment data can reliably be used with EL students to identify those students who might need more intensive support than students from their peer group, or "true peers" (Brown & Doolittle, 2008). In other words, it is essential to answer the question "Is core instruction differentiated to align with EL students' linguistic and cultural backgrounds and to determine that students' challenges are *not* the result of lack of appropriate educational opportunities?"

## Analyzing Side-by-Side Student Data in TWI Programs

At 100% meetings, school teams analyzed side-by-side English and Spanish data for students in the TWI programs. Table 1 is an example of literacy data across both languages and how school teams examined student data to plan instruction. Looking at data across both languages provided a holistic picture of the student's breadth of knowledge and their understanding of cross linguistic connections. Students sometimes performed better in their stronger language. The data show several example profiles of students. Profile A (Student 1) shows students who are at benchmark across both languages. These students do not require interventions - continuation of high quality core instruction will likely support them to stay on track. Profile B (Students 2 and 5) are students who are at benchmark in one language and strategic in the other language. Such students likely only need some instruction on cross language connections to help build the bridge from what they know in their stronger language to develop what they need to learn in the other language. Profile C (Student 4) shows students in the strategic range across both languages who likely need Tier 2 intervention support. We recommend providing the interventions focusing on one language. This may be the student's stronger language or may mirror the language of literacy instruction in the classroom. Students at the strategic range in one language and Intensive in the other language are Profile D (Students 6 and 9). Their skills are not established in either language so their intervention may be similar to those with Profile C - with intervention provided in the language of instruction or their stronger language. Students in Profile E (Student 7), demonstrates intensive need for support for both in languages, and likely needs Tier 3 support. It is likely most beneficial beginning in their stronger language and then teaching them the cross language connections. Students with Profile F (Student 3 and 8), who are at benchmark in one language and who need intensive support in the other likely just need to be taught the cross language connections since they are at benchmark or grade level in one language (usually their stronger language).

**Table 1.** Side-by-Side Oral Language Fluency Data (English/Spanish)

Student	ORF	FLO	EL/EB	IEP
1	Green	Green		
2	Green	Yellow	X	
3	Green	Red		
4	Yellow	Yellow		X
5	Yellow	Green	X	
6	Yellow	Red		
7	Red	Red		X
8	Red	Green	X	
9	Red	Yellow	X	

**Benchmark**  **Strategic**  **Intensive** 

**Progress Monitoring Meetings (20% Meetings)**

Grade level teams met each quarter with ELD specialists, Title I, and special education teachers to review progress monitoring data and determine next steps for students receiving intervention including those in special education. First, the teams examined the data for each intervention group to determine whether the group of individuals were making limited progress as determined by analyzing aimlines and trendlines, true peer comparisons, and grade level norms. Instructional adjustments were made when students’ progress was lower than expected. For students requiring additional support, more intensive interventions were planned. These team meetings were collaborative and took into account students’ language and literacy needs. ELD and literacy specialists worked alongside grade level teachers to determine how to adjust instruction for students’ needs. These 20% meetings were a valuable support our partner district already had in place to carefully align data based decision making with the intensity of instruction students required to meet meaningful language and literacy goals across English only as well as TWI programs.

## **Individual Problem Solving Meetings**

When students demonstrated an intensive need for support and did not make adequate progress in Tier 2 intervention with evidence-based intervention programs and skilled instructional delivery, they were referred to individual problem solving. In these meetings, parents were invited to be a part of how to provide more intensive and individual support, both academically and behaviorally. These meetings were focused and individualized for each student's needs and in some cases were a precursor to referrals for special education evaluation. Additionally, the counselor or school psychologist completed a developmental history via a parent interview, and an Individual Problem Solving assessment and action plan was completed. A hypothesis for the lack of progress was created and interventions targeting the student's individual needs were planned. Meetings were reconvened at 9-week periods to examine progress. If the student was not making expected progress, a special education referral was considered.

## **Culturally and Linguistically Responsive Core Instruction: English-only and Two-Way Immersion Program Models**

All students received comprehensive, evidence-based language and literacy instruction as part of the core curriculum. Two of our partner schools offered both a two-way immersion (TWI) program and one school offered English-only instruction with ELD supports. Dual-language or Two-way Immersion (TWI) programs promote the equal status of the languages of instruction. Educators tapped into students' linguistic and cultural knowledge to advance learning. Instruction targeted the key components of literacy—phonological awareness, phonics, vocabulary, oral reading fluency, comprehension, and writing—using a variety of instructional techniques that were appropriate for students' different language proficiency levels and stages of literacy development. Educators recognized that bilingual students draw on linguistic resources in both languages. These educators facilitated students' cross-linguistic transfer and developed students' metalinguistic awareness. Also, educators explicitly taught forms of linguistic complexity (e.g., vocabulary, syntax, language functions, conventions) and provided multiple practice opportunities for developing language skills.

Whether students were developing biliteracy within a dual-language model, transitioning from native-language to English instruction, or receiving ESL instruction, core classroom teaching was explicit, systematic, and differentiated for students' language and learning needs. Core instruction was guided by teachers' knowledge of second-language acquisition, and it integrated teaching for each language domain (listening, speaking, reading, and writing). In addition to reading instruction, teachers provided high-quality, structured opportunities for students to use and practice language in meaningful ways through speaking and writing.

## **Language Considerations Across the Tiers**

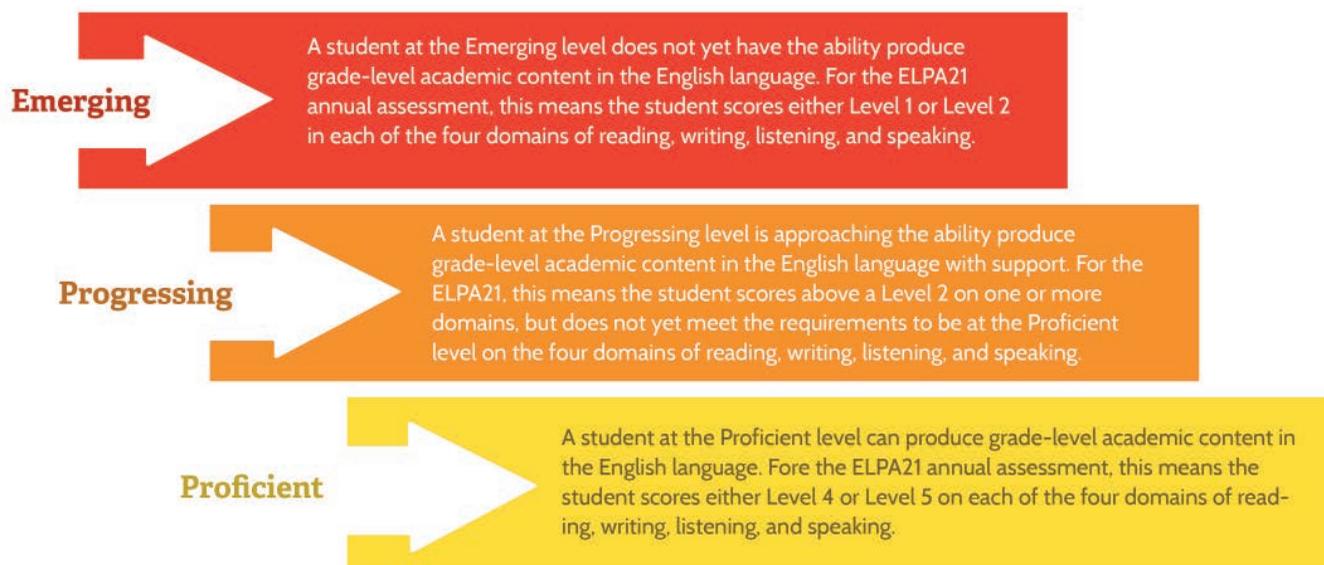
In addition to foundational reading skills, language is a predictor of reading achievement. In schools we define two types of language: (a) oral/colloquial language, and (b) academic language. Academic language becomes especially important by late-elementary and middle school when stu-

dents learn new content via increasingly dense texts (Truckenmiller, Park, Dabo & Newton, 2019). Evidence suggests that teaching new concepts using oral/colloquial language and then linking to academic language is beneficial for ELs (Truckenmiller et al., 2019).

In order to provide ELs appropriate language supports throughout instruction and interventions, all teachers needed a basic understanding of the second language acquisition (SLA) process. We provided professional development that helped teachers understand that students learning a second language progress through five stages of acquisition and can take between 5 – 7 years or more to become proficient in English (Hakuta, 2011). Consequently, foundational to the development of a CLR MTSS framework was to ensure all school staff had a basic understanding of second language acquisition. All staff at the three partner schools were provided professional development reviewing Oregon’s English Language Proficiency (ELP) standards (<https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Documents/ELPStandardsFinal.pdf>) and the district’s English Language Development (ELD) program models. All schools were actively developing co-teaching models where ELD teachers pushed into classrooms in the English-only classrooms to provide the mandated language supports for ELs and ensure these supports were used throughout the day by grade level teachers to increase generalizability of these skills across content areas.

To monitor progress toward English language proficiency, our partner district administered the state mandated English Language Proficiency Assessment (ELPA 21) annually. The ELPA 21 is also used to qualify students for Title III ELD services. We targeted initial professional development to help all staff understand the second language acquisition process and what the ELPA21’s proficiency descriptors mean for instruction, and their link to providing appropriate instruction to each student based on their proficiency. While typically the second language acquisition process is conceptualized as a five or six stage progress, the ELPA21 instead identifies three levels of proficiency as shown in Figure 12:

**Figure 12.** *ELPA21 Proficiency Levels*



School staff learned that, particularly in the upper-elementary grades, learning can be challenging for ELs because they are not only learning a second language but also learning new content *in* a second language leading to increased cognitive demands (Goldenberg, 2013). Staff also learned some effective practices that included:

- Scaffolding instruction when linguistic and cognitive demands are high
- Using *nonlinguistic* tools strategically (e.g., advance organizers, visuals) to anchor instruction and support students in making sense of content
- Adjusting instruction for different levels of language proficiency

## Oral Language Assessment

Including oral language assessments within the MTSS process ensured teachers had information about native language and/or English proficiency to deliver lessons that support ELs' oral language development and to determine whether students are making expected progress. This was a focus within our partner schools. ELs with age- or developmentally-appropriate native language skills have a good foundation for acquiring English; those with communication difficulties in their native language are likely to have difficulty acquiring English. There is also substantial evidence that a child with low language abilities will have difficulty becoming a reader and writer. Therefore, determining effective methods within the school context for monitoring language growth was essential. Our partner schools utilized daily language checks with an application called SeeSaw where students were given a prompt to provide an oral response to demonstrate their understanding of both language and content taught for the day. These were monitored by the ELD specialists to determine how well students were responding to their language instruction.

For added information, in consultation with a researcher in Speech and Hearing Sciences we began investigating the use of language sample analysis. Research strongly suggests it to be one of the most valid direct methods for assessing language for a variety of purposes (Kapantzoglou et al., 2021, Dollaghan & Horner, 2011; Restrepo, 1998) including determining language proficiency in bilinguals (MacSwan & Rolstad, 2006). Overall, analyzing discourse provides information about lexical diversity, grammaticality, and syntactic complexity and how language characteristics and/or limitations may affect children's communication across contexts. We planned to gather language samples in both Spanish and English through a story retell from targeted students to assess their language abilities based on the number of grammatical errors (Retrespo, 1998). Unfortunately, due to the Covid pandemic we were unable to conduct this investigation but plan to continue to seek funding to move forward with this research.

## Supplemental and Intensive Interventions

For ELs identified for academic supports beyond those provided in core (Tier I) instruction, educators needed to consider a variety of factors when planning supplemental intervention (Tiers II and III). Because ELs are diverse—in terms of their native-language and English proficiency, previous educational experiences, and academic achievement—educators cannot adopt a “one-size-fits-all” approach to intervention. Therefore, we provided professional development on the PLUS framework to use as an enhancement to all reading interventionists.

## **Fidelity to Interventions**

Academic interventions must match students' identified needs (Freeman, Miller, & Newcomer, 2015; MTSS4ELS, 2020). For ELs, those needs include support for language development. While there is widespread agreement that interventions be delivered in a manner that maintains fidelity to core components, ELs will likely need additional targeted instruction in language and background knowledge (Brown & Sanford, 2019) to fully benefit from the intervention. Consequently, adjustments to interventions are likely needed. In fact, several studies on reading interventions with ELs included language enhancements (Baker et al., 2015; Linan-Thompson et al., 2007; Vaughn et al., 2006). Additionally, Kearns et al. (2014) acknowledged that adjustments to interventions may be necessary for certain students and recommend that the adjustment be implemented while leaving core elements of the program in place. The PLUSS framework offers a systematic approach to enhancing interventions while leaving those critical core components of interventions in place.

## **Determining Language of Interventions**

If language arts instruction is in a students' native language, Tier 2 intervention was also provided in that language. This required creative strategies such as grouping students with similar difficulties across classrooms during small group reading. Teachers also suggested ways that parents and siblings could support ELs at home (e.g., talking to them, telling stories, talking about what they are reading in school). Monolingual interventionists also used ELD strategies (using the components of the PLUSS Framework) and focused on teaching skills that support cross linguistic transfer of oral language skills (e.g., teaching vocabulary skills to communicate concepts they have already acquired in their native language). School leaders actively sought ways to ensure that ELs, like their non-EL peers, had access to highly qualified interventionists with expertise in bilingual language development.

## **Tier 2 Intervention**

Interventions in Tier 2 provided more targeted instruction than in the typical classroom instruction and grouping was determined by the skills needed to be learned. Groups of 3 - 5 students were a mix of EL and English-only students and they received support 3 - 5 times per week from a highly trained interventionist (reading specialist or trained paraprofessional). Interventions provided additional preview and review of skills learned in Tier 2 lessons, additional opportunities for practice, and immediate corrective feedback. The instructional materials were the researched-based programs already in use. Within Project LEE partner schools, Tier 2 interventions were enhanced by using the PLUSS framework as an overlay to the intervention programs to ensure EL students received CLR intervention. The PLUSS framework was used for both English and Spanish interventions. When interventions were delivered in a student's second language, small-group supplemental instruction included a focus on skills that do not transfer from the first language to the second (e.g., vocabulary, syntax, specific orthographic patterns). Progress was regularly monitored (at least one time per week). When teams determined that a student's progress lagged behind their true peer group, they were referred to the Individual Problem Solving Team and then provided Tier 3 intervention. Table 2 is a vignette of CLR Tier 2 Intervention.

## Tier 2 Strategies in Action:

# An Instruction Vignette

In this vignette, a Project LEE teacher provided evidence-based Tier 2 reading intervention to ELs, entitled Language Focused Repeated Reading (see Appendix 5).

The students were preparing to read a story about dune buggies. The teacher pre-taught vocabulary words (i.e., fuel, fumes, cruise, dune) using gestures, pictures, and student-friendly definitions. The teacher and students previewed the text and illustrations. The teacher showed students a sentence frame, “I predict that we will read about \_\_\_\_” and modeled making a prediction. She paired the students (using intentional partnership and explicit tasks) and partners took turns sharing their predictions (using controlled alternation, or turn taking, for a specific period of time so each partner gets to talk and has a clear role) with each other before sharing with the whole group.

To establish how well students read the unpracticed text, students independently read the story and graphed the number of words they read correctly in one minute (called a “cold read”). Students then read the text and highlighted words they could not read and or did not understand. The teacher then led an echo reading activity, reading a phrase or sentence and having the students repeat it. Students then raised their index finger when they came to a word they highlighted, and the teacher provided a quick definition to ensure comprehension without interrupting the story. Students practiced reading the story chorally to develop their rate and phrasing. Finally, the students read the passage independently and tracked the number of words read and graphed their fluency. The teacher checked the students’ comprehension with an activity like summarizing the text and had them discuss what they liked about the story. By using the PLUSS enhancements, the teacher noted that students increased their story comprehension and engagement.

The following is an example of the teachers’ self-assessment and reflection of the lesson with notes about the PLUSS components she included in her lesson.



**PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL**  
**Teacher Self Observation: PLUS Features**

Teacher: Ms. Sosa Grade: 4 Date: \_\_\_\_\_ Language: English Model: TWI, English

Student Goal: *Students will read the story with 95% accuracy and retell at least three key details of the story.*

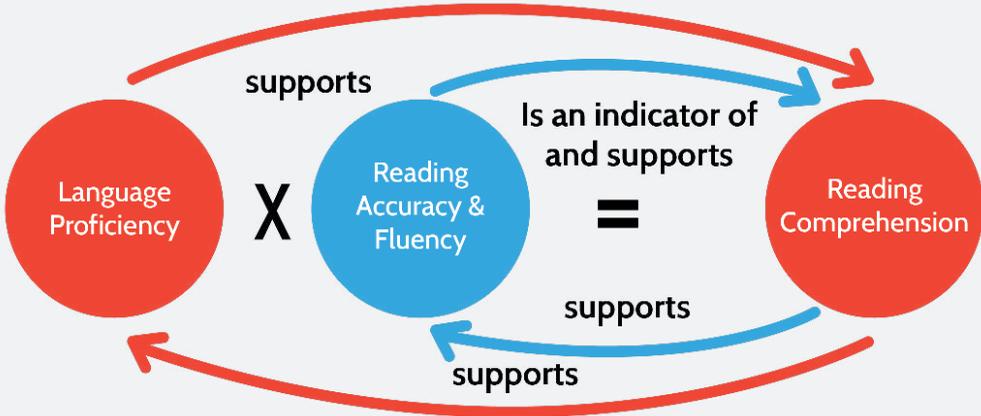
PLUS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses (or opportunities to improve support)	Not in place	Partially in place	Fully in place
Pre-teach vocab, prime background knowledge, make cultural connections	Addresses <b>vocabulary &amp; background knowledge</b> <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> <li>make cultural connections</li> </ul>	<ul style="list-style-type: none"> <li>Flagged unknown words with finger</li> <li>Highlighted unknown words with colored highlight words</li> <li>Pre-taught: fuel, fumes, cruise, done</li> <li>Taught concept of "cruising" using TPR</li> </ul>	0	1	2
Language use & modeling	Opportunities for students to practice targeted <b>language skills</b> <ul style="list-style-type: none"> <li>sentence frames</li> <li>opportunities to talk/write</li> </ul>	<ul style="list-style-type: none"> <li>Orally used sentence frame "I predict that we will read about"</li> </ul>	0	1	2
Using visuals & graphic organizers	Uses <b>visuals</b> and <b>graphic organizers</b> 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>	<ul style="list-style-type: none"> <li>Showed picture of dunes on phone</li> <li>TPR fumes &amp; cruise</li> </ul>	0	1	2
Systematic & explicit instruction	Includes <b>systematic and explicit instruction</b> <ul style="list-style-type: none"> <li>modeling</li> <li>guided practice with feedback</li> <li>partner and independent practice</li> </ul>	<p>Body of intervention lesson:</p> <ul style="list-style-type: none"> <li>Teacher reads</li> <li>Students echo read</li> <li>Choral read</li> </ul>	0	1	2
Strategic use of native language	Addresses student's <b>native language needs</b> <ul style="list-style-type: none"> <li>provides additional practice on skills relevant to student's native language and culture</li> <li>teaches for transfer by explicitly noting similarities and differences across languages</li> </ul>	<p>Independent read (students graphed words read per minute)</p> <p>N/A</p>	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



## Language Focused

# Repeated Reading Process

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

Step	Description	Details/Example Teacher Language
<b>Quick pre-teach of vocabulary</b>	Teach vocabulary explicitly and quickly <ol style="list-style-type: none"> <li>1. Teacher reads; students chorally read</li> <li>2. Student friendly definition (with visual or TPR)</li> <li>3. Example &amp; cognate/native language definition if appropriate</li> </ol>	<ol style="list-style-type: none"> <li>1. The word is _____ (fumes)</li> <li>2. What word? (fumes)</li> <li>3. The word fumes means chemicals or gas that smell bad and are dangerous to breath... (wave hand in front of face to demo bad smell)</li> <li>4. In Spanish fumes mean humo o vapores</li> <li>5. Fumes come out of the exhaust pipe of the delivery truck (waving hand in front of face)</li> </ol>
<b>Prediction</b>	<ol style="list-style-type: none"> <li>1. Read the title of the passage chorally</li> <li>2. Make a prediction               <ol style="list-style-type: none"> <li>a. Use sentence frame (written and verbally)                   <ol style="list-style-type: none"> <li>i. "I predict that we will read about..."</li> <li>ii. "I predict that we will learn about..."</li> </ol> </li> <li>b. Meticulously model                   <ol style="list-style-type: none"> <li>i. Teacher says</li> <li>ii. Students say</li> <li>iii. Students write</li> <li>iv. Students read</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. "I predict that we will read about..."</li> </ol> or <ol style="list-style-type: none"> <li>2. "I predict that we will learn about..."</li> </ol> <p>"Use the title, picture clues, and the vocabulary clues to make a prediction about what you think we will read/learn about.."</p>
<b>Cold read: (1st read)</b>	<ol style="list-style-type: none"> <li>1. Students whisper read for 1 min timing</li> <li>2. Students record their words per minute score and graph it in blue on their fluency graph.               <ol style="list-style-type: none"> <li>a. Label graph with date</li> </ol> </li> </ol>	

Step	Description	Details/Example Teacher Language
<p><b>Pre-teach process for identifying unknown words</b></p>	<ol style="list-style-type: none"> <li>1. Explicitly teach students to identify words that they cannot pronounce (decode) or don't know the meaning.               <ol style="list-style-type: none"> <li>a. Explain</li> <li>b. Model</li> <li>c. Prepare students for guided practice step (next)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. We are going to highlight words that we don't know. I'm highlighting two types of words: those I can't pronounce and those I don't know what they mean</li> <li>2. Teacher models with a think aloud:           <ol style="list-style-type: none"> <li>a. "I'm reading this text and I've come to the word _____ and I can read it but I'm not sure what it means, should I highlight it?" Students: "yes!"</li> <li>b. "I'm reading this text and I'm trying to sound out this word... P...p...p... I'm not sure how to read that word. Should I highlight it?" Students: "Yes!"</li> </ol> </li> </ol>
<p><b>2nd read: Identify unknown words</b></p>	<ol style="list-style-type: none"> <li>1. Students whisper read the text and highlight words they           <ol style="list-style-type: none"> <li>a. Can't read</li> <li>b. Don't know the meaning</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher praises quietly while students work, "Awesome! I hear people whisper reading and I see people highlighting words. So good."</li> <li>2. Correction: If students are not audibly whisper reading or are too loud, correct by quietly modeling and correcting until the student is successfully whisper reading.</li> </ol>

Step	Description	Details/Example Teacher Language
<b>3rd read: Echo read for expression and phrasing, students flag unknown words</b>	<ol style="list-style-type: none"> <li>1. Teacher reads by phrase or sentence using appropriate prosody</li> <li>2. Students flag unknown words as we read them.               <ol style="list-style-type: none"> <li>a. If meaning of the word is unknown: teacher fast maps for meaning</li> <li>b. If word is difficult to decode, teacher reads the word, fast maps for meaning if needed, students repeat the word</li> </ol> </li> </ol>	<p>My turn first. Teacher reads the first sentence. Students echo read. As they encountered unknown words she quickly defined them. She stopped to fast map “sand dune.” Sand dunes are hills of sand.”</p> <p>Fast mapping: to quickly give meaning to a word</p>
<b>4th read: Punctuation with a partner</b>	<ol style="list-style-type: none"> <li>1. Students turn to their partner and decide who is going first.               <ol style="list-style-type: none"> <li>a. Students partner read the text, switching turns at each period or ending punctuation mark.</li> <li>b. If students finish, the opposite partner begins reading the first sentence and they partner read the text again.</li> </ol> </li> </ol>	<p>“On this read, we are going to pay close attention to punctuation. Remember, when you see a period, you stop. When you see a comma, you pause” “When you see a question mark, your voice goes up.”</p>
<b>5th read: hot read for rate</b>	<ol style="list-style-type: none"> <li>1. Students whisper read for 1 min timing</li> <li>2. Students record their words per minute score and graph it in red on their fluency graph above their blue bar</li> <li>3. Celebrate growth</li> </ol>	<p>“Now we’re going to read just like we’re talking or telling a story. When I say begin please read out loud in a whisper voice. When you hear the buzzer and I say stop, please circle or draw a bracket around the last word that you read. If you need help counting up your words per minute, let me know. Now, take your score and graph it in red on top of your blue bar graph that you colored in after your cold read.”</p>

Step	Description	Details/Example Teacher Language
<p><b>Comprehension check</b></p>	<p>Students do one of the following to demonstrate comprehension of the passage:</p> <ol style="list-style-type: none"> <li>1. Write a summary</li> <li>2. Apply comprehension skill or strategy of the week</li> <li>3. (with a sentence frame)</li> <li>4. Answer comprehension questions</li> </ol>	<p>Provide students with sentence frame or language scaffold to get them started:          “This passage was mainly about _____. Some interesting things I learned were _____, _____, _____.”</p> <p>Or use paragraphing shrinking for expository text:  <a href="http://www.readingrockets.org/strategies/paragraph_shrinking">http://www.readingrockets.org/strategies/paragraph_shrinking</a></p> <ol style="list-style-type: none"> <li>1. Tell who or what the passage is about</li> <li>2. Tell the most important thing about the who or what</li> <li>3. Say it in 10 words or less</li> </ol> <p>For narrative text: use a retell          Tell the main character, the main problem they had and what happened first, next, and last.          This story was about _____. The main problem ____ had was _____. First, _____. Next, _____. Finally, _____.</p>



### Tier 3 Intervention

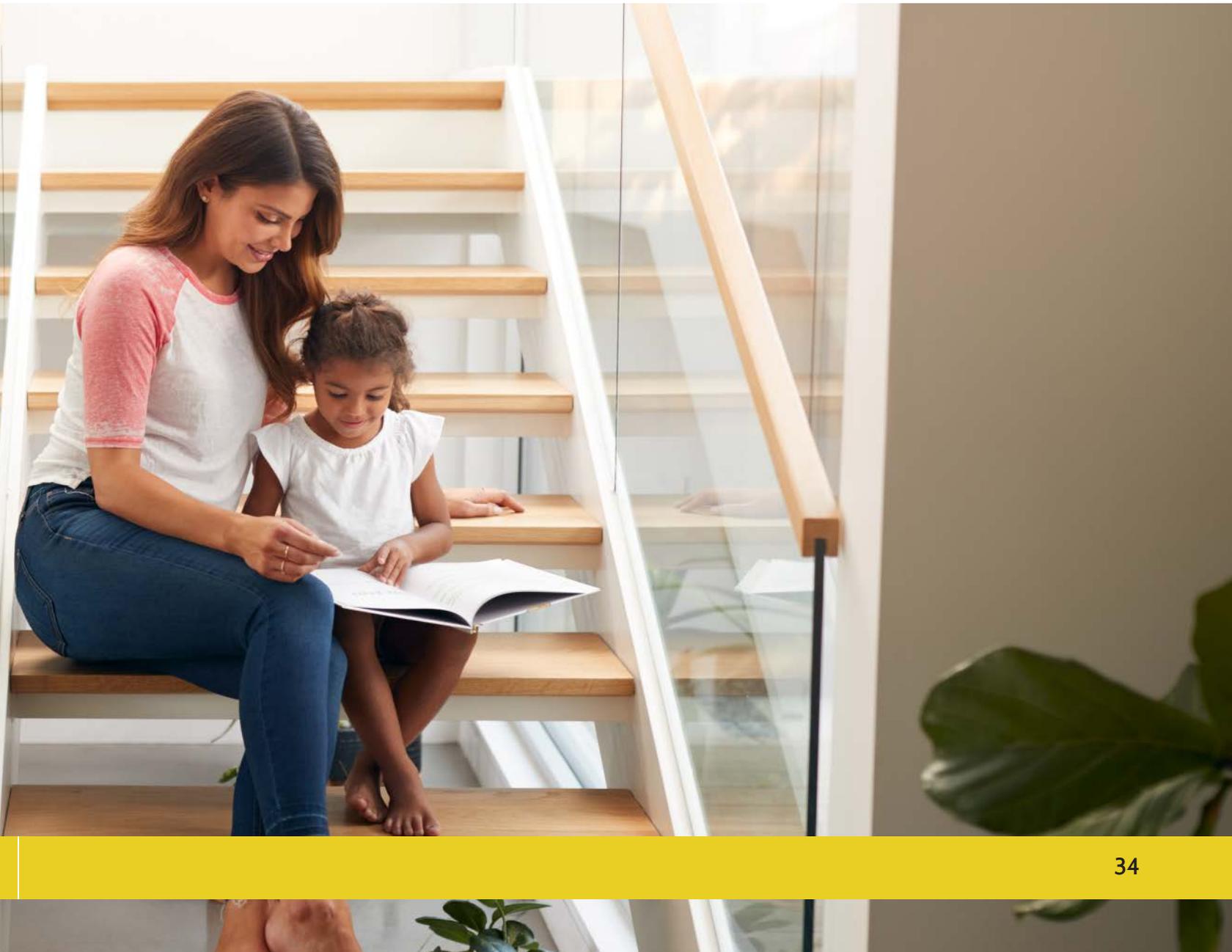
Highly skilled specialists delivered Tier III intensive interventions, which sometimes included students with IEPs, in smaller groups of two to three students. This level of instruction targeted specific, persistent difficulties and was adjusted based on data from continuous progress monitoring. The PLUSS framework continued to be used. The instruction in Tier 3 is intensified by increasing the duration or frequency of instruction, decreasing the group size, or changing the delivery or type of instruction. Frequent progress monitoring data guided any needed changes including the addition of increased language supports. The PLUSS framework was also used in special education instruction. Tables 3 identifies Tier 3 components and provides recommendations for ELs. Table 4 highlights additional components for ELs with disabilities in Tier 3 instruction. Table 5 is an example of an instructional vignette for a third grade reading group that included EL students with IEPs.

**Table 3.** Tier 3 Components for ELs with Significant Learning Difficulties

Tier 3 Component	Characteristics
<b>Eligible Students</b>	<ul style="list-style-type: none"> <li>• In bottom 5% of universal screenings or benchmark assessments</li> <li>• Performing two or more years below grade level</li> <li>• Identified based on performance standards or cut scores on universal screenings and benchmark assessments.</li> </ul>
<b>Time Allotted for Intervention</b>	<ul style="list-style-type: none"> <li>• 45-60 minutes daily, 4 or 5 days/week</li> </ul>
<b>Flexible Grouping</b>	<ul style="list-style-type: none"> <li>• Individual or small group (1-3 students)</li> <li>• Language Proficiency               <ul style="list-style-type: none"> <li>• Similar language needs</li> <li>• Varying proficiency levels to provide language models</li> </ul> </li> <li>• Similar reading level and needs</li> </ul>
<b>Interventionists</b>	<ul style="list-style-type: none"> <li>• Personnel with expertise specific to the intersection of language acquisition/development and learning difficulties or disabilities</li> <li>• General education teachers and language or reading interventionists</li> <li>• Bilingual education and English as a second language (ESL) or English language development (ELD) teachers</li> <li>• Special educators and related-services personnel</li> </ul>
<b>Language of Intervention</b>	<p>Typically, the language of core instruction</p> <ul style="list-style-type: none"> <li>• If core instruction is in English:               <ul style="list-style-type: none"> <li>• Incorporate ESL/ELD, scaffolds, including native language support</li> <li>• Provide native language support, as appropriate, to facilitate transfer of skills to English</li> </ul> </li> </ul>
<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• Curriculum-based assessments administered biweekly or weekly</li> </ul>

**Table 4.** *Additional Components of Tier 3 Intervention for ELs With Disabilities*

Component	Characteristics
<b>Individualized Education Program</b>	<ul style="list-style-type: none"><li>• Statement of special education, related services, and supplementary aides/services</li><li>• Accommodations, modifications, or other specialized supports to address disability-related needs</li><li>• IEP goals and objectives for all settings (e.g., special education, bilingual education, ESL/ELD, intervention programs)</li></ul>
<b>Culturally and linguistically appropriate intervention</b>	Incorporates Tier 3 instructional features (as detailed in Tables 3 and 4)



## Tier 3:

# Third Grade ELs with Reading Disabilities Vignette

Here we describe how one bilingual reading intervention teacher used the PLUSS framework (see lesson plan on the next page) to enhance a lesson from a research-based intensive intervention program. Mr. Franco's Tier 3 third-grade intervention group included two Spanish-speaking ELs with a specific learning disability and one native English speaker with a communication disorder. Both ELs were identified as "emerging English speakers - Level 2" (on a 1-5 scale, with 5 being fully proficient). The students were reading at the first-grade reading level. Mr. Franco taught the adopted intervention program with fidelity, but used the PLUSS framework to add additional scaffolding and language practice for his students.

## Integrating PLUSS Components into the Intervention Lesson

Mr. Franco previewed the lesson to (a) determine whether additional language or background support was needed to meet the unique needs of the students, (b) identify content objective(s), and (c) create a language objective (see components 1 & 2 in the lesson plan below).

## Preteach critical vocabulary and prime background knowledge (component 3)

Mr. Franco determined that the vocabulary was familiar to the students, but results of their language assessment indicated that they needed to learn to change verbs from present to past tense. He taught the students that adding -ed changed a verb to something that happened in the past. He made picture and word cards for walk, talk, call, and jump and gave each child a sticky note with "ed" on it so they could change the verbs from present to past tense.

## Systematic and explicit instruction (component 4)

Sounds, decoding and word reading, story reading, and answering comprehension questions orally and in writing were explicitly taught as prescribed in the intervention program. Mr. Franco added instruction on past-tense verbs using the gradual release strategy: model (I do), guided practice (We do), and independent application (You do). After the students read the story



twice (first to give them practice accurately decoding the text and then to build automaticity and answer comprehension questions), he modeled and had students practice reading the story with expression. Even when students are developing foundational reading skills, it is important for ELs to hear the story read with prosody (expression) and fluency because they are developing these linguistic skills. They can then practice reading text at their instructional level and with prosody.

## Strategies: Language use, visuals, native language and teaching for transfer (components 5–7)

Mr. Franco modeled each target verb using the total physical response (TPR) approach and visuals (i.e., picture cards). Then he added -ed endings on a sticky note as he said the words in the past tense. Finally, he provided sentence frames for students to use the target word in the past tense. “[verb] means [definition]” and “[verb + -ed] means to [verb] in the past.” These visuals made the language concepts comprehensible to students. To make a connection to the students’ native language, he provided the present and past-tense conjugations of the words in Spanish. As a motivator to complete their work, Mr. Franco read aloud a culturally relevant book. This reinforced that reading is for both learning and enjoyment.

Figure 13. PLUSS Lesson Plan

### PLUSS Lesson Plan

- 1 **Content Objective:** When presented with decodable words ending with -ed, students will read 9 out of 10 correctly.
- 2 **Language Objective:** When presented with four decodable verbs (walk, talk, call, jump), students will be able to add the past tense ending (-ed) and use 4 out of 4 correctly in a complete sentence orally showing their understanding that -ed means it happened in the past.

		5	6	7
<b>Strategies:</b>		L	U	S
3	<b>Preteach critical vocabulary, prime background knowledge, and make cultural connections</b>  <b>P</b>	Opening Activity: Before beginning the lesson, use pre-made picture cards (with word written on back) to quickly move through the verbs of the lesson with the group (walk, talk, call, jump).  I do/You do: Model word (students repeat) I do/You do: Model word with -ed (students repeat) I do/You do: Model defining word and using in a sentence You do: Student defines word, use in a sentence using sentence frames	Provide each student with a picture/word card with a sticky note with -ed written on it that they can add to changed words to past tense.  <b>Sentence Frames:</b> “The verb (verb) means (definition)” and “The verb (word + -ed) means to (word) in the past.” e.g. “Today, I walk to the store. Yesterday I (word + -ed) to the store.”	Picture/word cards, sticky note with -ed  <b>Sentence frames written on sentence strips for worksheet:</b> for students to convert to past tense.
4	<b>Systemic &amp; explicit instruction</b>  <b>S</b>	<b>The lesson format was:</b> *Sounds (choral and independent test) *Decoding/word reading practice (choral responses) *Independent activity  <b>Closing activity:</b> additional written practice adding the correct tense words to show past or present:  Today, I _____ my mom (call) Yesterday, I _____ my mom (called) Today, I _____ in the pool (jump) Yesterday, I _____ in the pool (jumped) Today, I _____ to my teacher (talk) Yesterday, I _____ to my teacher (talked)	<b>Practice:</b> have students respond chorally to most questions requiring a short response.  <b>Practice:</b> have students hold up appropriate picture cards after teacher/other students read the word.  <b>Practice:</b> after first two story readings, teacher models reading with expression and fluency, then has each child practice reading text with expression and to build fluency.	Picture/word cards, to add -ed endings  Use TPR to define words since they are all visible actions (e.g. could demonstrate jumping)

## 4. JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

A major goal of model demonstration projects was to build capacity of its partners in implementing the model's interventions past the completion of the grant. Project LEE used a job-embedded professional development model that included after school workshops, individual coaching, professional development days during the school year and summer, and coaching on data teaming during data meetings.

To establish professional development our approach was to first listen and observe each school's instruction and data teaming processes. We then worked collaboratively with the schools' leadership teams to complete the MTSS for ELs Literacy Rubric for baseline data on the responsiveness of their MTSS systems for ELs, attended data meetings, and examined disaggregated literacy outcomes for ELs. All teams identified the need to improve outcomes for ELs. Within the context of each school, we collaboratively planned PD activities around use of the PLUSS framework tailored to the needs of each school rather than a "one size fits all" approach. Along with the other two projects, we developed measure of self-efficacy and social validity to determine the efficacy of the PD. The results are presented below within the Evaluation/Findings section. Figure 13 shows the iterative PD cycle.

With those goals in mind, a targeted action plan that included professional development aligned with the school's goals was created. Once we identified key professional development, teachers engaged in Job-Embedded Profession Development: Video Self Reflection Cycle to learn and implement practices that were effective at improving learning outcomes for ELs (Appendix 3).

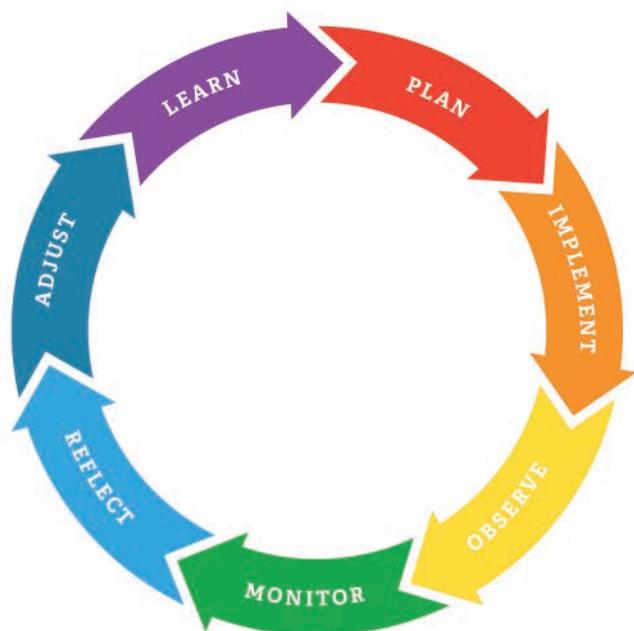
### These steps included:

1. **Learn** the components of the PLUSS Framework and classroom application. We provided professional development on various components of the PLUSS framework including using sentence frames and precision partnering practices to increase ELs active engagement, and use of rigorous academic language with correct grammar and syntax as they shared in structured partnerships. Sentence frames in both English and Spanish were utilized to support this (for example, "\_\_\_\_ is an example of \_\_\_\_ because..." "I agree because..." or "I disagree because\_\_\_\_\_" or "Estoy de acuerdo porque..." and "No estoy de acuerdo porque...")
2. **Plan** by reflecting on the learners and their needs, and planning a PLUSS lesson to target focus students and set teaching and learning goals. We held a second PD session to give teachers time to plan the content they wanted to teach and select the practices they wanted to improve. This was teacher's opportunity to self-reflect on which CLR evidence-based practice they learned through the PLUSS framework would be most relevant to improve their teaching and student learning. They then set a teaching goal (what teaching behavior did they want to implement [e.g. use of structured precision partnerships/use of academic sentence frames]) and a student

goal (i.e. what learning outcomes did they hope to achieve; [e.g. ELs will share their thinking in a complete sentence]).

3. **Implement** and video the lesson. The teachers were then able to implement the lesson on their own timeframe and video the lesson using an ipad/phone or other recording device. At this time coaching was also offered to teachers, so if they wanted to see a practice modeled an instructional coach or ELD specialist could come model the practice for the teachers, or they could observe another grade level teacher implementing the practice.
4. **Observe** the teaching video and observe instruction and students' responses; record what strategies were used and students' responses using the Video Self-Reflection Rubric. Teachers were asked to position the cameras in a way that they could both see their teaching, as well as hear and see a target EL student's responses. These videos were private - not shared with school administration or others unless a teacher explicitly asked to share them. It was impressive that over time teachers would volunteer to video a model lesson and share with colleagues because there was a sense of pride in implementing practices that were working for students.
5. **Monitor** teacher (self) implementation of CLR evidence based practices and student responses. Once teachers video taped themselves they would independently view the video and watch for their own implementation of the evidence based practices, as well as targeting their EL students' use of language and opportunities to respond. They could then evaluate the impact of their teaching on student engagement and learning.
6. **Reflect** on the impact of instruction; strengths and areas for growth. Teachers came together in a second video self reflection session to collaboratively discuss their findings and hear from others about strengths and areas of growth for their instruction and student learning.
7. **Adjust** based on the rubric and self reflection, make instructional adjustments and set new teaching and learning goals. Teachers ended this cycle by setting a new goal and embarking on another round of learning.

**Figure 14.** *Job-Embedded Professional Development: Video Self-Reflection*



**Plan**

Reflect on your learners and their needs; plan a PLUSS lesson to target focus students and set teaching and learning goals.

**Implement**

Implement and video the lesson.

**Observe**

View your teaching video and observe the instruction and students' responses; record what you strategies you used and students' responses using the Video Self-Reflection Rubric.

**Monitor**

Monitor teacher implementation of CLR evidence-based practices and student response.

**Reflect**

Reflect on impact of instruction: strengths and areas for growth.

**Adjust**

Based on your rubric, make instructional adjustments. Set new teaching and learning goals.

**Learn**

Learn the components of the PLUSS Framework and classroom applicaiton.

### Sample Professional Learning

Professional development topics included understanding and supporting Language Development, Language Focused Repeated Reading, and a Video Self Reflection two-part process. Sample professional development from these topic areas is described below and included in Appendix 5.

### Video Self Reflection

The Video Self Reflection process was a three part professional development series that followed professional development on CLR evidence based practices. In the first PD session, a feature of the PLUSS framework or application of the PLUSS framework would be highlighted, then participants would follow up with a second session to plan instruction, video, and reflect. Finally, a third session, educators would come together to debrief their video, their instruction, and their EL students' response to instruction and set a new target, beginning the process again.

# PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL

## Teacher Self Observation: PLUS Features

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

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

PLUS 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
<b>P</b> re-teach vocab, prime background knowledge, make cultural connections	Addresses <b>vocabulary &amp; background knowledge</b> <ul style="list-style-type: none"> <li>fast mapping unknown vocabulary</li> <li>using system to ID unknown words</li> <li>pre-teach difficult vocabulary words</li> <li>pre-teach necessary background knowledge</li> <li>make cultural connections</li> </ul>		<b>0</b>	<b>1</b>	<b>2</b>
<b>L</b> anguage 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>		<b>0</b>	<b>1</b>	<b>2</b>
<b>U</b> sing 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>		<b>0</b>	<b>1</b>	<b>2</b>
<b>S</b> ystematic & 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>		<b>0</b>	<b>1</b>	<b>2</b>
<b>S</b> trategic 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>		<b>0</b>	<b>1</b>	<b>2</b>

# PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL

## Student Observation: Opportunities for Language Use

Student Goal: \_\_\_\_\_

Instructional focus: (circle)	Time started - ended	Opportunities to respond: group	Opportunities to respond: pairs	Opportunities to respond: individual	Academic vocabulary (tally) & write vocabulary used	Students responses: Do students use complete sentences with academic responses (write examples)
<b>PA</b> Phonics Fluency Vocab Comp Writing Oral Language Other: _____						
<b>To what extent do you believe you addressed your teaching goal?</b>		<b>To what extent do you believe your learners met their student goal?</b>				
<b>Glows: Identify at least three instructional strengths that supported ELs:</b> 1. 2. 3.		<b>Grows: identify 1-2 opportunities for improving support for ELs:</b> 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  
 This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education  
 Sanford & Brown, 2022

**Table 5.** *Video Self-Reflection Process*

<p><b>Purpose</b></p>	<ol style="list-style-type: none"> <li>1. Analyze your own instruction, student learning, and make self-directed adjustments.</li> <li>2. Increase quality and quantity of academic language used by students (form) to improve understanding of content (function).</li> </ol>
<p><b>Plan: Before Recording</b></p>	<ol style="list-style-type: none"> <li>1. Identify EL students who need additional language support.</li> <li>2. Select 1-2 target EL students who you will observe to examine the impact of your teaching (when video-taping, you will position the video camera to capture target student(s) responses as well as your teaching).</li> <li>3. Choose an instructional time when you would like to increase the use of students' academic language during literacy instruction (e.g. vocabulary, reading comprehension, writing).</li> <li>4. Identify one teaching goal and one student goal.</li> </ol> <p><i>Examples</i></p> <p><b>Teaching Goal:</b> I will give students a process for identifying unknown words (words they can't pronounce or words don't know the meaning) and provide fast mapping instruction in response. I will write and model the use of at least two sentence frames to assist students in comparing and contrasting the main characters in the story.</p> <p><b>Student Goal:</b> Target EL students will use at least one complete sentence when they compare and contrast the characters in partner sharing.</p> <p>EL students will flag unknown words and ask for clarification on meaning and decoding (monitoring and clarifying).</p>
<p><b>Record: Video Clips</b></p>	<ol style="list-style-type: none"> <li>1. Record one to two 10-20 minute video clips of your instruction (plan to take two in case first video isn't usable).</li> <li>2. Focus video on target students and you as the teacher so that the target EL students are visible in your video and you can analyze the impact of your instruction for those students.</li> </ol>
<p><b>Takes Notes on PLUSS Features (first viewing)</b></p>	<p>Using Project LEE Teacher Video Self-Observation &amp; Reflection Protocol:</p> <ol style="list-style-type: none"> <li>1. Review entire protocol.</li> <li>2. Write your teaching goal on page 1 and write your student goal on page 2.</li> <li>3. View video focusing on your instruction and the students, not on irrelevant details (e.g., how you look, your clothing) and remember watching yourself for the first time can be stressful!</li> <li>4. Complete the first section, PLUSS Features, of the protocol.</li> </ol>

<p><b>Takes Notes on PLUSS Features (first viewing)</b></p>	<p>a. Highlight which components you see present in your instruction from the PLUSS features (note: you would expect to see some but not all of the components present in any given lesson).</p> <p>b. Make notes about how you addressed the components, or where you could have addressed the components better.</p> <p>c. At the conclusion: Give yourself an overall rating for whether each component was addressed (0 = not in place, 1 = partially in place, 2 = fully in place).</p>
<p><b>Takes Notes on Students Opportunities for Language Use (second viewing)</b></p>	<ol style="list-style-type: none"> <li>1. Review your student goal.</li> <li>2. View video for the second time to focusing on the students' use of language.</li> <li>3. Complete the second section, Opportunities for Language Use, of the protocol: <ol style="list-style-type: none"> <li>a. Circle the content of instruction in the far left column</li> <li>b. Note time of instruction</li> <li>c. Tally opportunities to respond (OTRs): <ol style="list-style-type: none"> <li>i. group</li> <li>ii. paired</li> <li>iii. individual</li> </ol> </li> <li>d. Tally how many times academic vocabulary was used by you and the students</li> <li>e. Write examples of student responses</li> </ol> </li> </ol>
<p><b>Analyze: Self-analysis</b></p>	<p>Steps to Effective Video Self-analysis</p> <ol style="list-style-type: none"> <li>1. Reflect on your goals for the video. <ol style="list-style-type: none"> <li>a. Note to what extent you addressed your teaching goal</li> <li>b. Note to what extent the learners met their student goal</li> </ol> </li> <li>2. Review your quantitative data and your notes <ol style="list-style-type: none"> <li>a. Focus on evidence about instruction.</li> <li>b. Connect instruction with principles of effective practices.</li> </ol> </li> <li>3. Identify at least 3 strengths of your instruction (glows)</li> <li>4. Identify 1 -2 areas for growth (grows)</li> <li>5. Plan future instruction based on what you learned from your video analysis.</li> </ol>

Product of Project LEE [projectlee.com](http://projectlee.com): Video Self-Reflection Process  
Sanford, Brown, & Swindle (2018; revised 2022)

This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education

## Language Focused Repeated Reading

Language Focused Repeated reading was an enhancement to evidence based repeated reading procedures that added language scaffolds and additional language monitoring and supports. This was intended to better support EL students' comprehension of text, academic language use, and fluency in reading.

## PLUSS Instructional Videos

These videos were taken to model CLR evidence based practices to share with educators at the professional development sessions. Table 6 provides a description of video titles, links, description, and look-fors within the video.

**Table 6.** Video Index

Title, Grade Level, Language, Group Size, Link	Description	Look Fors
<p><b>Read Aloud Strategies</b> (1st grade Spanish whole group)</p> <p>Link (4:41) <a href="https://www.youtube.com/watch?v=S6EogXlwjoQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=S6EogXlwjoQ&amp;feature=youtu.be</a></p>	<p>Maestra Centeno read aloud 1st grade story <i>Quique da una fiesta</i> using choral, cloze, and echo reading while asking comprehension questions using choral responses</p>	<p>Explicit statement of objectives: retelling story using sequencing words Active Engagement:</p> <ul style="list-style-type: none"> <li>• Choral reading               <ul style="list-style-type: none"> <li>• 1st reading: cloze reading</li> <li>• 2nd reading: echo reading with comprehension questions</li> </ul> </li> <li>• Language supports (fast mapping vocabulary)</li> <li>• Visuals (mapa del cuento - story map)</li> </ul>
<p><b>Retell with Graphic Organizer and Precision Partnering</b> (1st grade Spanish whole group)</p> <p>Link (8:51) <a href="https://www.youtube.com/watch?v=04-9gW3Vjb-g&amp;list=PL_Q-SiFvcPu2iAX55bR1PYboMq0D7f1B&amp;index=2&amp;t=0s">https://www.youtube.com/watch?v=04-9gW3Vjb-g&amp;list=PL_Q-SiFvcPu2iAX55bR1PYboMq0D7f1B&amp;index=2&amp;t=0s</a></p>	<p>Maestra Centeno reviewed character (personaje principal), setting (ambiente), and sequencing the story and taught students to precision partner to practice retelling the story</p> <p>Maestra Lauer taught small group to sequence events and retell story using precision partnering</p>	<p>Explicit statement of objective (2:08) Active Engagement:</p> <ul style="list-style-type: none"> <li>• Choral responses for comprehension questions (:30, 1:00, 1:20)</li> <li>• Teaching precision partnering (2:15-7:03)</li> <li>• Precision partnering to retell (7:00-8:57)</li> </ul> <p>Monitoring responses (6:20)</p> <ul style="list-style-type: none"> <li>• Error correction - my turn, your turn (5:20)</li> <li>• Echo reading (3:08)</li> <li>• Preteaching critical vocabulary: fast mapping ambiente (setting) (:15)</li> </ul> <p>Using visuals and graphic organizers: used story map to help students understand story structure. (:45-1:45)</p> <ul style="list-style-type: none"> <li>• Systematic and explicit instruction: Reviewing character, setting, and sequencing what happened first, next, finally in the story (0-1:49)</li> </ul> <p>Strategic use of native language:</p> <ul style="list-style-type: none"> <li>• Teaching lesson in Spanish in a bilingual literacy program</li> </ul>

**Table 6.** *Video Index*

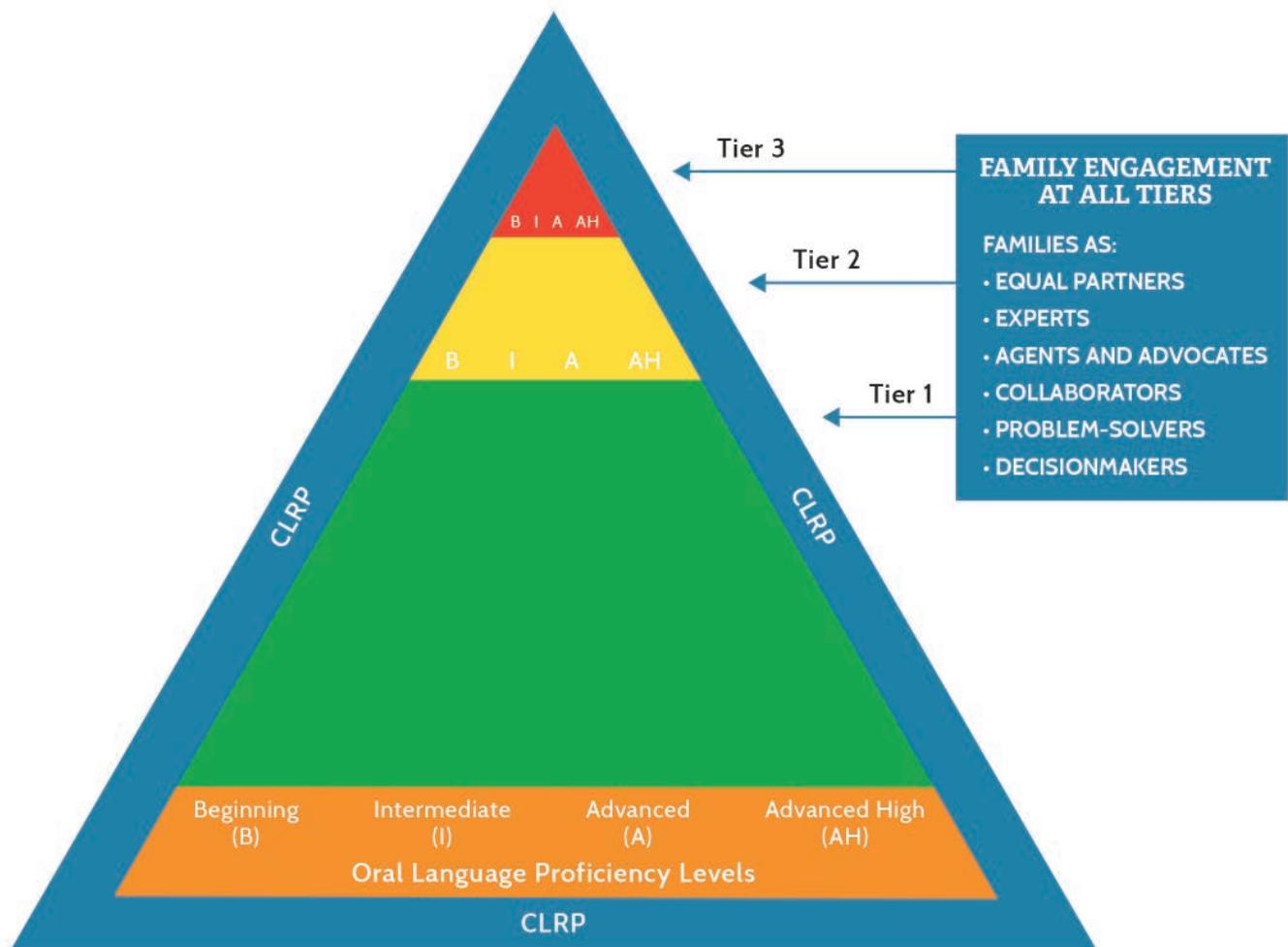
Title, Grade Level, Language, Group Size, Link	Description	Look Fors
<p><b><i>Small group with Retell Sequencing</i></b> (1st grade Spanish whole group) Link (2:11) <a href="https://www.youtube.com/watch?v=e4EderCjA-RA&amp;list=PL__QSitFvcPuz64I-kUn3u-gNckANhJ2q&amp;index=2&amp;t=0s">https://www.youtube.com/watch?v=e4EderCjA-RA&amp;list=PL__QSitFvcPuz64I-kUn3u-gNckANhJ2q&amp;index=2&amp;t=0s</a></p>	<p>Maestra Lauer modeled retelling the story in 1st grade small groups using sequencing words (primero, mas tarde, finalmente) to retell story. Pre-completed graphic organizers were used to support student participation and comprehension.</p>	<ul style="list-style-type: none"> <li>• Preteaching vocabulary: modeling and guided practice sequencing words</li> <li>• Language use and modeling: Partner responses</li> <li>• Using visuals and graphic organizers: used sequencing graphic organizer the students had pre-filled out to retell story</li> <li>• Systematic and Explicit Instruction: teacher modeled retell before asking</li> </ul>
<p><b><i>Paragraph Shrinking</i></b> (4th grade English whole group)  Link (8:51) <a href="https://www.youtube.com/playlist?list=PL__QSitFvcPtyZRDLZ1M-frp6KSsSwh7cu">https://www.youtube.com/playlist?list=PL__QSitFvcPtyZRDLZ1M-frp6KSsSwh7cu</a></p>	<p>Ms. Haner teaching paragraph shrinking to 4th grade whole class mixed skill group as a way to summarize the main idea of text. She demonstrated cloze reading and using highlighters to track text during student reading of the text. When teaching the strategy, she explained, referenced a visual, modeled.</p>	<p>Explicit statement of objectives (0--37, 2:10) Active Engagement:</p> <ul style="list-style-type: none"> <li>• Choral response (:28)</li> <li>• Cloze reading (1:30) with highlighters (4:15)</li> <li>• Echo reading (5:30)</li> <li>• Precision partnering to retell (7:00) with agree/disagree</li> <li>• Whisper reading with monitoring (8:20)</li> </ul> <p>Preteaching critical vocabulary</p> <ul style="list-style-type: none"> <li>• Fastmapping words and phrases (2:50-3:10, 6:00)</li> <li>• Language use and modeling</li> <li>• Using visuals and graphic organizer               <ul style="list-style-type: none"> <li>• Circling who/what, underlining important details (2:00-2:15)</li> </ul> </li> </ul> <p>Systematic and explicit instruction</p> <ul style="list-style-type: none"> <li>• Modeling numbering paragraphs (:45-1:20)</li> <li>• Modeling paragraph shrinking using think aloud (2:00-4:12)</li> <li>• Guided practice (5:30)</li> <li>• Y'all do (together with teacher) (9:15)</li> <li>• You do (11:40) - writing together with monitoring and feedback from the teacher (12:00)</li> </ul>

Title, Grade Level, Language, Group Size, Link	Description	Look Fors
<p><b>Language Focused Repeated Reading</b> (4th grade English whole group) Swindle - 4th grade LFRR</p> <p><b>Link (8:38)</b> <a href="https://www.youtube.com/playlist?list=PL_QSit-FvcPuf85ky8ytH7VxdcYSW6eGD">https://www.youtube.com/playlist?list=PL_QSit-FvcPuf85ky8ytH7VxdcYSW6eGD</a></p>	<p>Ms. Swindle teaching a fourth grade small group the language focused repeated reading routine. It includes:</p> <ol style="list-style-type: none"> <li>1. Preteaching vocabulary</li> <li>2. Making a predication</li> <li>3. Cold read (unpracticed timed read)</li> <li>4. Read &amp; highlight unknown words</li> <li>5. Practice (with echo reading)</li> <li>6. Hot read (with expression)</li> </ol>	<p>Explicit statement of objectives</p> <p>Active Engagement:</p> <ul style="list-style-type: none"> <li>• Choral response (while practicing vocabulary)</li> <li>• Whisper reading (3:00-3:45)</li> </ul> <p>Preteaching critical vocabulary (quick pre-teach of vocabulary - :20-1:40)</p> <ul style="list-style-type: none"> <li>• Modeled word (had students repeat)</li> <li>• Student friendly explanation</li> <li>• Highlight words you don't know or don't what it means (4:50)</li> <li>• Fastmapping vocabulary (6:10-6:55)</li> </ul> <p>Language use and modeling:</p> <ul style="list-style-type: none"> <li>• Using sentence frame to make a prediction "I predict that we will read about..." (1:45-3:00)</li> <li>• Echo reading to model fluent prosodic reading (5:58)</li> </ul> <p>Using visuals and graphic organizer</p> <ul style="list-style-type: none"> <li>• Post it notes used for sentence frames</li> <li>• Total physical response used to define some words (1:00, 6:10)</li> <li>• Visuals used to show meanings for words (6:30)</li> </ul> <p>Systematic and explicit instruction</p> <ul style="list-style-type: none"> <li>• Models fluent reading, whisper reading</li> </ul>
<p><b>Using Sentence Frames in Math</b> (3rd grade English whole group)</p> <p><b>Link (1:14)</b> <a href="https://www.youtube.com/playlist?list=PL_QSit-FvcPs_O_mgUootCxQzDvD_z41c">https://www.youtube.com/playlist?list=PL_QSit-FvcPs_O_mgUootCxQzDvD_z41c</a></p>	<p>Ms. Lansing teaches a whole group math lesson with the language target of explaining your thinking</p>	<p>Explicit statement of objectives (0-2:00)</p> <p>Active Engagement:</p> <ul style="list-style-type: none"> <li>• Choral response (1:00-2:00, 2:55)</li> <li>• Choral reading (3:20)</li> <li>• Echo reading (1:00-2:00)</li> <li>• Precision partnering (5:00-7:00)</li> </ul> <p>Preteaching critical vocabulary</p> <p>Language use and modeling</p> <ul style="list-style-type: none"> <li>• Offering sentence frames different levels of language sophistication (:40-2:00)</li> </ul> <p>Using visuals and graphic organizer</p> <ul style="list-style-type: none"> <li>• Sentence frames posted (:40-2:00)</li> <li>• Student tool available (2:20)</li> </ul> <p>Systematic and explicit instruction</p> <ul style="list-style-type: none"> <li>• Teaching explicit strategy for thinking through a math story problem (2:55-5:00)</li> <li>• Modeling thinking with different math strategies (8:00)</li> </ul>

## 5. FAMILY ENGAGEMENT

Figure 14 shows family and school partnerships at all tiers of support. Working closely with families was an integral part of supporting ELs to be successful. Families were engaged through cultural liaisons at our partner schools, multicultural events at the schools, and through outreach interviews and home visits. The partner schools ensured availability of interpreters for every meeting with the school, whether it was a formal individual problem solving meeting or brief meetings with the school leadership. The counselors, Title I teachers, and ELD specialists worked closely with teachers, families, and the school leadership to ensure integrated support services were provided that involved families collaboratively at every step of the MTSS process. The grant cohort also authored a brief on fostering relationships with families that can be found on our websites (Project LEE et al., 2020).

**Figure 15.** *Family Engagement at All Tiers*



## 6. SUSTAINABILITY

One of the goals of the Model Demonstration projects was for partners to develop the knowledge, skills, and supports needed for full implementation of the model so that their own staff could fully implement the model without support. Project LEE planned all PD in collaboration with school personnel. Additionally, most of the PD was also delivered with school partners. We collaborated with school partners to take video models of instructional practices related to Project LEE and have edited and posted these instructional videos to our project website so that our collaborating district as well as other school partners can view these effective instructional practices long past the life of the grant. We have also shared these instructional videos and examples of the video self-reflection process and language supports at numerous professional conferences to support scaling up of the practices, as well as sustainability within our partner district. The partner district leadership has reported continuing professional development and use of the video self-reflection cycles. The co-planning and collaborative delivery of PD positively impacted sustainability. Leaders report sustainability of many of Project LEE's components (discussed further under Evaluation/Findings).

## 7. DISSEMINATION

Another main goal of model demonstration projects is to share knowledge about evidence-based practices and their use in schools to the national audience by documenting replicable practices and their outcomes. Since the beginning of the grant, we have maintained both an individual project website ([projectlee.org](http://projectlee.org)) and a cohort website ([mtss4els.org](http://mtss4els.org)). Our project staff have co-presented or presented on Project LEE at 29 local, national, and international conferences since the grant inception in 2016. We have also been made aware that at least two states are using our five project briefs for statewide professional development. Additionally, one statewide professional development project reported they were using the MTSS for ELs Literacy Rubric with their state's school teams. Given the interest thus far, we believe the tools and resources will continue to be used broadly. The resources developed by the Model Demonstration Projects should be integrated within existing state initiatives.

## 8. EVALUATION/FINDINGS

### **Overall Project Findings (Principal/Leadership Interviews)**

In this section we will describe Project LEE findings that will include: (a) ratings from the MTSS for ELs: Literacy Implementation Rubric, (b) feedback from Project LEE school administrators and school interviews, (c) survey findings from Project LEE teachers (Teacher Self Efficacy and Social Validity of Model Components), and finally (d) the ELs growth study. Project evaluation included multiple data sources that supported replication of model components.

## MTSS for ELs: Literacy Implementation Rubric Ratings

### 2019-2020 Rubric Ratings

We assessed the implementation of culturally and linguistically responsive MTSS model components at Schools A (May 2019), B (April 2019), and C (June 2019). Implementation was assessed with the MTSS for ELs Fidelity Rubric (Project LEE et al., 2021), which measures progress in 46 areas in the following categories: 1) assessments, 2) progress monitoring tools, 3) data-based decision making, 4) multilevel instruction: primary level intervention (Tiers I, II, and III), 5) special education referral, identification, and IEPs for English learners, 6) infrastructure and support mechanisms, and 7) fidelity and evaluation.

Overall, the ratings were high at all schools with implementation of 91 percent of the MTSS model components. This performance measure met the target since it was over 80 percent. Out of the 46 measures, School A reported the highest level of implementation in 28 of the 46 areas, a moderate level of implementation in 16 of 46 areas, and a low level of implementation in 1 area (IEPs for ELs in Special Education Referral, Identification, and Individual Education Plans (IEPs) for English Learners [Tier III]). School B reported the highest level of implementation in 12 out of 46 areas, a moderate level of implementation in 33 of 46 areas, and a low level of implementation in one area (Cultural and linguistic match of evidence-based intervention to ELs in Multilevel Instruction: Secondary-Level Intervention [Tier II]). School C reported the highest level of implementation in 19 out of 46 areas, a moderate level of implementation in 26 of 46 areas, and a low level of implementation in one area (Linguistically Aligned Progress-Monitoring Tools in Progress Monitoring).

### 2018-2019 Rubric Ratings

We assessed the implementation of culturally and linguistically responsive MTSS model components at Schools A (August 2018) and B (April 2019). Overall for 2019, the ratings were high at both schools, with implementation of 98% of the MTSS model components overall. Out of the 46 measures, School A reported the highest level of implementation in 26 of the 46 areas, a moderate level of implementation in 19 of 46 areas, and a low level of implementation in 1 area (IEPs for ELs in Special Education Referral, Identification, and Individual Education Plans (IEPs) for English Learners [Tier III]). School B reported the highest level of implementation in 12 out of 46 areas, a moderate level of implementation in 33 of 46 areas, and a low level of implementation in one area Cultural and Linguistic Match of Evidence-based Intervention to ELS in Multilevel Instruction: Secondary-level Intervention [Tier II]).

### Interview Findings: School Leadership Perceptions

External evaluators interviewed Project LEE principals and school leaders within three schools during January 2022 to ask about their experiences implementing the PLUSS framework, what aspects of the model they were able to sustain during distance learning, and lessons learned for implementation.



*The PLUSS framework provided a common language, process for collaboration, and enhanced focus on English Learner students for Project LEE school educators.*

Within interviews, school leaders described how the PLUSS framework provided a “laser focus” on students who needed additional supports and provided a useful way to “frame” conversations about student academic growth and next steps. One administrator mentioned how the framework provided clarity for all staff (e.g., learning specialists, instructional assistants, classified staff) within their school.



*The clarity around it, and so I think that that was one of the greatest benefits, because when we have clarity, then we're all speaking the same language, we're focused on common things, and then the feedback becomes more focused, and that people know what the feedback is going to be on...and particularly, it was focused on our language learners, we know when we are supporting them well, we know benefits are across the board for all of our students.*

*- Project LEE School Administrator*



School administrators indicated that the common language provided by the framework enhanced their staffs' ability to collaborate and build capacity together.



*That's where [Project LEE] really stood out, was accelerating those actionable practices or actionable steps for educators to be able to collaborate, and ultimately, it improved that learning together mentality for adults."*

*- Project LEE School Administrator*

*And so it helped with some of that thinking, like, 'Hey, this is how we're going to get better together,' instead of 'hopefully, I can take something and just improve in my own silo of an instructional space or how I work with kids.' And so it impacted multiple areas, so collaboration was a really important one, being part of that feedback loop based on those explicit instructional practices.*

*- Project LEE School Administrator*





*The PLUSS framework provided educators a new focus on literacy and language development within a multi-tiered system of support.*

Administrators reported that participating in Project LEE helped to bridge language and literacy teams within their school and form unified approaches.



*Where I notice it most are in the meetings that we have within MTSS, at our 20% meetings or even our 100% meetings, just the overall team approach of that language and literacy are intertwined. That we can't look at these things in isolation and these conversations need to happen in the same room...These strategies often are hand in hand and not, again, isolated just language team would have these ideas and just the literacy specialists would these ideas.*

*- Project LEE School Language Specialist*



School leaders also mentioned within interviews that the project helped their staff see all students as language learners, which in turn helped to improve core instruction.



*I think it also helped to lead conversations about the students as a whole and not just students who are non-native English speakers, but actually the whole picture. That we in our co-teaching classes started assessing or getting benchmark assessments for all kids in the class, so that we could see the whole picture versus just pulling out the English learners.*

*- Project LEE School Language Specialist*

*I think it reinforced the emphasis on our core instructional practices, and so looking at what we do in tier one across the board, and what that means to then ultimately making sure that we are not overidentifying students who are language learners into other support services like special education.*

*- Project LEE School Administrator*



Finally, support within the project helped to provide specific research-based practices and approaches to support student interventions for literacy and language.



*We've been able to expand a little bit in terms of adding an intervention option, which is a language focused repeated reading routine and Project LEE helped us develop that [intervention]. When it comes to intervention programs in Spanish, there is not a wide range of options. Not to mention that a lot of the intervention programs that we do have, aren't always linguistically responsive or really tailored for English learners, right? And so they helped us develop a language focused repeated reading routine and PD that goes along that and we've been able to add that into our interventions, which has been hugely useful.*

- Project LEE School Administrator



*The video self-reflection process helped staff reflect on their own teaching and collaborate with staff to improve outcomes for all students.* Within interviews, all Project LEE administrators reported that the video self-reflection process was especially useful to staff. Specifically, they commented on how the process not only helped teachers reflect on their own practices, but also become more aware of their students' engagement with the lesson.



*I think one of the most useful things that we did was the video self-reflection piece where teachers basically recorded themselves teaching, but they were observing their students and they had focal students that were English learner. And then they were looking for observable actions, things that the English learners did and produce. And actually instead of just looking at instruction, looking at what their English learners, as focus students, were able to produce throughout the lesson. So I think that it had a dramatic impact in terms of knowing where to put their attention and actually looking for language production from their English learners.*

- Project LEE School Administrator

*I think those video reflections helped many teachers to see where added language supports could be put into their lessons. It was eye opening to be able to see the conversations that kids are having when you are not over there and how they're using the language and what you can do to beef it up.*

- Project LEE School Language Specialist



Several school leaders also shared how staff have shared their video self-reflection—or sometimes the video itself—with other staff as part of a continuous improvement process. One administrator reflected on how her staff “bounced ideas off [each other]” and were able to share their thoughts and strategies with each other in a way that enhanced teacher collaboration in her school. Finally, although video self-reflection took a backseat due to the challenges of distance learning, school administrators in all schools have planned to reinstate this practice in the upcoming 2022-23 school year.

## Lessons learned from implementing Project LEE

*Partnering with PSU faculty provided Project LEE administrators opportunities to thoughtfully plan professional development and implementation of the framework, identify areas of improvement, and troubleshoot issues.*



*Hav[ing] that support that [the Primary Investigators] specifically have [such as] a great wealth of knowledge around the science of reading, language development, bilingual biliteracy, and then culturally responsive instruction. It just felt like adding these outstanding thought partners to your process.*

*- Project LEE School Administrator*



PSU supported implementation by ensuring that project activities were aligned with the school's current practices and initiatives.



*I think [the Primary Investigators] were really mindful about integrating their work into our current work so that it wasn't another thing that we were doing, but rather the work that was already happening. And that made it actually helpful and sustainable.*

*- Project LEE School Administrator*

*I think that's a really, really important piece. It enhanced the work that we already had. And so it wasn't an isolated, separated thing, but really integrated to what we were doing.*

*- Project LEE School Administrator*



***Project LEE schools varied in their sustained implementation of the model during distance learning. All school leaders interviewed reported aspects of the model being present within their classrooms.***



*We use that PLUSS framework in intervention consistently, daily, especially for grades two through five. Teachers use the framework as well in their classrooms. We did that virtually in each lesson.*

*- Project LEE School Administrator*



At least two schools reported using the framework actively to guide all student interventions, and two schools described using the video reflection process to support their special education team.



*Having structures for collaboration and teacher accountability helped staff maintain culturally and linguistically responsive MTSS practices within the PLUSS framework. School leaders cited co-teaching, time and structures for teacher collaboration, and regular MTSS meetings [100% (Tier 1 data meetings) and 20% (Tier 2 data meetings) meetings] were helpful in sustaining culturally and linguistically responsive practices.*



*If we didn't collaborate and talk to teachers on a regular basis and push ourselves into those classrooms and be a presence, then I feel like there would be no holding each other accountable for this work to continue.*

*- Project LEE School Language Specialist*



Having enough time to work with staff to engage with the model and utilizing the online resources and videos helped school administrators implement and sustain the model with fidelity.

***Some Project LEE school staff struggled to maintain the video self-reflection piece during distance learning.*** During interviews, school leaders mentioned lack of time for staff, instructional coach turnover, and the online distance learning format as barriers to effective video self-reflection. A few staff within Project LEE schools were able to maintain aspects of the practice through on-going teacher collaboration efforts, such as through co-teaching or within student teacher practicums. School leaders mentioned plans to re-engage with video self-reflection during in-person learning.

## Survey Findings

Project LEE participants within three schools in Oregon provided feedback on professional development sessions, self-efficacy to implement model components (i.e., culturally and linguistically responsive evidence-based instruction and assessment for English learners), and usefulness and sustainability of model components. Feedback on video self-reflection was also collected after each session via survey. The Professional Development Survey was administered after each professional development session. All participants completed this survey at least once. Below we report data from each of the three surveys.

### Professional Development Survey

Overall, feedback on the Project LEE professional development was very positive, with 99 percent of participants rating the sessions as useful or very useful, and 100 percent indicated that they would implement what they had learned in their classroom. Participants also indicated that the material was presented in an engaging manner (94% agreed) and the PD learning activities were helpful (95%).

### Video Self Reflection Survey

Among the educators who participated in the video self-reflection professional learning, 97% reported that the process had strengthened their understanding of their own teaching. A majority of participants (87 to 99%) indicated it was easy or very easy to implement all of the steps in the video self-reflection process, including using the observation rubric independently to evaluate the use of the PLUS features in their instruction, and record the quantity and quality of English learner students' responses in the classroom.

Participants largely reported high levels of their own understanding of the PLUS components, with 92 to 95% saying they understood four of the key components well or very well. However, there was room for improving teachers' understanding of strategic use of native language, with 70% of teachers reporting they understood this area well or very well.

### Teacher Self Efficacy Survey

Overall, a majority of participants across the school sites reported they were confident they would be able to implement the model components across the areas of assessment practice, data-based decision making, multitiered systems of instruction and intervention, special education, and infrastructure and support mechanisms. Educators reported a higher level of self-efficacy implementing these practices in English than in the native languages of English learners.

There were some areas that suggested room for improvement. Specifically, distinguishing linguistic and cultural differences from learning disabilities and speech and language impairments, which 57 to 59% of teachers expressed they would be able to implement. Educators reported lower levels of self-efficacy in areas related to communication and collaboration with the families of English learners.

## Social Validity Survey

A social validity survey assessed the extent to which participating educators found the practices they had learned through Project LEE to be acceptable, feasible to implement with the resources available, and realistically something they could do or use without continued support from the project. Most (86 to 91%) educators rated the practices related to high-quality culturally and linguistically responsive instruction as useful or very useful, across all tiers. Usefulness ratings among educators were a bit lower in areas specific to distinguishing culturally and linguistic differences from disability.

Educators indicated that they would continue to implement what they had learned through Project LEE, even without continued support from the project. Specifically, educators rated high quality culturally and linguistically responsive core instruction and Tier I and II interventions as sustainable or very sustainable at their schools.





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# MTSS for ELs: Literacy Implementation Rubric (Project LEE, Project Ellipses, & Project Elite<sup>2</sup>, 2021)

[http://www.projectlee.org/wp-content/uploads/2021/09/Lit-Imp-Rubric\\_20211.pdf](http://www.projectlee.org/wp-content/uploads/2021/09/Lit-Imp-Rubric_20211.pdf)

## MULTITIERED SYSTEM OF SUPPORTS FOR ENGLISH LEARNERS: LITERACY IMPLEMENTATION RUBRIC

Adapted from Center on Multi-Tiered System of Supports. (2021). *Multi-tiered system of supports (MTSS) fidelity of implementation rubric*. American Institutes for Research.

### Preferred Citation

Project LEE, Project ELLIPSES, & Project ELITE<sup>2</sup>. (2021). *Multitiered system of supports for English learners: Literacy implementation rubric*. U.S. Office of Special Education Programs.

### Overview

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

**Definition of "English learners (ELs)":** Prekindergarten to grade 12 students who come from an environment where a language other than English has had a significant impact on their English proficiency and whose difficulties in speaking, reading, writing, or understanding English may prevent them from successfully achieving in classrooms where the language of instruction is English (ESEA Section 8101(20))

### Using the Tools

**Rubric:** Teams rate the level of current implementation for each MTSS component on a scale from 1 to 5. Descriptors are provided for the 1, 3, and 5 anchor points. Practitioners read each statement and the anchor point criteria and highlight the features in place, partially in place, or not in place. Teams assign a rating from 1 to 5 for each component and note which features need to be addressed on the scoring worksheet and action planning document.

**Scoring worksheet:** Based on review of the rubric, teams choose the whole number rating, 1–5, that best represents their school's level of implementation, record that rating, and provide documentation of evidence for choosing the rating.

**Action plan:** Teams use their highlighting and ratings on the rubric and worksheet to identify and note strengths, areas of need, and goals. Teams complete all sections and ensure that actions are observable and measurable with timelines assigned. Practitioners use the action plan for regular check-ins (at least quarterly) to assess progress, ensure follow through on action items, and make adjustments as needed based on student data.



# APPENDIX 1: Project LEE Social Validity Survey

Do you consent to take the survey?\*

Yes  No

## Components of multi-tiered systems of support (MTSS/EBIS)

Rate the usefulness of high quality culturally and linguistically responsive...

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
1. Core Instruction					
2. Supplemental Tier II intervention					
3. Supplemental Tier III intervention					

Rate the usefulness of screening measures to identify students in need of...

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
4. Reading intervention in the native language					
5. Reading intervention in English					
6. Native language development					
7. English language development					

Rate the usefulness of ongoing progress monitoring to measure student growth toward goals in...

Very Useful      Useful      Somewhat Useful      Not Useful      NA/Don't Know

8. Reading intervention in the native language					
9. Reading intervention in English					
10. Native language development					
11. English language development					

12. Rate the usefulness of data-based decision making in the design and delivery of instruction.

Very Useful     Useful     Somewhat Useful     Not Useful     NA/Don't Know

13. Rate the overall usefulness of the MTSS (EBIS) process for English learners

Very Useful     Useful     Somewhat Useful     Not Useful     NA/Don't Know

Rate the usefulness of...

Very Useful      Useful      Somewhat Useful      Not Useful      NA/Don't Know

14. Problem solving processes (e.g., grade level teams, child study teams, problem-solving teams) to support English Learners before special education referral					
15. Special education referral process for English Learners					
16. Assessment instruments, procedures, and interpretation of data used to identify English Learners with language disorders					
17. Assessment instruments, procedures, and interpretation of data used to identify English Learners with reading-related disabilities					
18. Multidisciplinary Team processes for qualifying English Learners as students with disabilities					
19. IEPs developed for English Learners with disabilities that consider culture and language					
20. Involvement of parent/family members in special education processes for English learners					
21. Support for English Learners who are referred but do not qualify for special education services					
22. Overall usefulness of the Special Education component of MTSS for English Learners					

## English Learners with Disabilities

Rate the usefulness of...

Very  
Useful

Useful

Somewhat  
Useful

Not  
Useful

NA/Don't Know

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
14. Problem solving processes (e.g., grade level teams, child study teams, problem-solving teams) to support English Learners before special education referral					
15. Special education referral process for English Learners					
16. Assessment instruments, procedures, and interpretation of data used to identify English Learners with language disorders					
17. Assessment instruments, procedures, and interpretation of data used to identify English Learners with reading-related disabilities					
18. Multidisciplinary Team processes for qualifying English Learners as students with disabilities					
19. IEPs developed for English Learners with disabilities that consider culture and language					
20. Involvement of parent/family members in special education processes for English learners					
21. Support for English Learners who are referred but do not qualify for special education services					
22. Overall usefulness of the Special Education component of MTSS for English Learners					



## Sustainability

Rate the sustainability of Project LEE at your school in terms of high quality culturally and linguistically responsive...

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
23. Core Instruction					
24. Tier I intervention					
25. Tier II intervention					

Rate the sustainability at your school of the following components of Project LEE.

	Very Useful	Useful	Somewhat Useful	Not Useful	NA/Don't Know
26. Screening measures used to identify students in need of reading and language intervention					
27. Ongoing progress monitoring used to measure student growth toward goals					
28. Systematic process and use of assessment data in the design and delivery of instruction					
29. All major components of the MTSS process for English Learners					
30. All major components of the MTSS process for English Learners with Disabilities					

# THANK YOU!

## APPENDIX 2:

# Project LEE Self-Efficacy Questionnaire

## Introduction

1. Do you consent to take the survey?\*

- Yes     No

## Background

2. Which best describes your role at this school?

- General education teacher
- Special education or related service provider
- ESL education
- Intervention teacher
- Instructional assistant
- Administrator
- Other - Write In: \_\_\_\_\_

3. Check all that apply

- I am ESOL endorsed
- I teach in the two-way immersion program

4. Which language(s) do you use in your teaching practice with English learners?  
Teaching practice includes assessment, progress monitoring, classroom instruction,  
and interventions (check all that apply).\*

- Native language (Spanish)
- English

5. Which grades do you work with at this school? (check all that apply)

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade

## Assessment Practice

6. In the native language, I am able to use a variety of instruments and procedures to assess English learners'...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Oral language skills						
Reading skills						
Writing skills						

7. In the native language, I am able to assess student progress in response to instruction and supplemental intervention in...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Oral language						
Reading						
Writing						

8. In English, I am able to use a variety of instruments and procedures to assess English learners'...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Oral language skills						
Reading skills						
Writing skills						

9. In English, I am able to assess student progress in response to instruction and supplemental intervention in...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Oral language						
Reading						
Writing						

### Data-Based Decision Making

10. I am able to identify English learners who need supplemental instruction (e.g. Tier 2 and 3) in...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Oral language						
Reading						
Writing						

11. I am able to use assessment data to plan instruction for English learners in...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
Native language						
English						

12. I am able to...

	Definitely No 1	2	Neutral 3	4	Definitely Yes 5	Does not apply
identify ways that standardized tests may be biased against English learners						

## Multilevel Instruction

13. In the native language, I am able to use culturally responsive instructional practices in teaching...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
Oral language						
Reading						
Writing						

14. In the native language, I am able to differentiate instruction for English learners in...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
Oral language						
Reading						
Writing						

15. In the native language, I am able to provide culturally and linguistically appropriate supplemental intervention (e.g. Tier 2 and 3) in...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
Oral language						
Reading						
Writing						

16. In English, I am able to use culturally responsive instructional practices in teaching...

	<b>Definitely No</b>		<b>Neutral</b>		<b>Definitely Yes</b>	<b>Does not apply</b>
	1	2	3	4	5	
<b>Oral language</b>						
<b>Reading</b>						
<b>Writing</b>						

17. In English, I am able to differentiate instruction for English learners in...

	<b>Definitely No</b>		<b>Neutral</b>		<b>Definitely Yes</b>	<b>Does not apply</b>
	1	2	3	4	5	
<b>Oral language</b>						
<b>Reading</b>						
<b>Writing</b>						

18. In English, I am able to provide culturally and linguistically appropriate supplemental intervention (e.g. Tier 2 and 3) in...

	<b>Definitely No</b>		<b>Neutral</b>		<b>Definitely Yes</b>	<b>Does not apply</b>
	1	2	3	4	5	
<b>Oral language</b>						
<b>Reading</b>						
<b>Writing</b>						

19. I am able to...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
use my student's cultural backgrounds to help make learning meaningful						
use my student's prior knowledge to help them make sense of new information						
create a learning environment that reflects the diverse background of English learners						

## Special Education

20. I am able to...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
identify English learners who should be referred to special education						
implement individualized education plans for English learners with disabilities						

21. I am able to distinguish linguistic and cultural differences from...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
learning disabilities among English learners						
speech and language impairments among English learners						

22. I am able to provide instruction in...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
the native language to English learners with disabilities						

23. I am able to provide instruction in...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
English to English learners with disabilities						

## Infrastructure and Support Mechanisms

24. I am able to...

	Definitely No		Neutral		Definitely Yes	Does not apply
	1	2	3	4	5	
identify ways that the school culture (i.e., values, norms, practices) is different from that of the English Learners in my classroom						
obtain information about my students' home life						
establish positive relationships with parents/families of English Learners						
communicate effectively with parents/families of English learners						
effectively communicate to parents about their child's progress in acquiring native language and English oral language and literacy skills						
participate effectively on problem solving meetings for English learners (e.g., child study teams, IEP meetings)						

## Strengths and Supports

25) *What do you feel are your greatest strengths in working with English learners?*

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26) *What are your greatest areas of support needed in working with English learners?*

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27) *What do you feel are your greatest strengths in working with English learners with disabilities?*

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28) *What are your greatest areas of support needed in working with English learners with disabilities?*

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## APPENDIX 3:

# Project LEE PD Video Self-Reflection Survey

## Background

1) Which best describes your role at this school?

- General education (English)
- General education (Spanish)
- Special education or related service provider
- ESL education
- Intervention teacher
- Administrator
- Other - Write In: \_\_\_\_\_

2) Which grades do you work with at this school?

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade

## Professional Development Feedback

3. Please consider your experience from the video self-reflection. Tell us how easy or difficult it was to implement the following steps in the process:

	Very Difficult	Difficult	Easy	Very Easy
Selecting a target EL student				
Choosing an instructional time				
Selecting teaching goal				
Selecting a student goal				
Using the observation rubric to evaluate PLUSS features				
Using the observation rubric to record student responses (quantity and quality)				
Using your evaluation rubric for self reflection				

4. How well do you understand the PLUSS components

	Not at all	Somewhat	Well	Very well
Pre-teaching critical vocabulary and priming background knowledge				
Language modeling and opportunities for practice				
Using visuals and graphic organizers				
Systematic and explicit instruction				
Strategic use of native language				

5) *What was your greatest learning from this experience?*

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6) *What was your biggest challenge?*

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7) *What suggestions do you have for improving the video self-reflection process?*

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**THANK YOU!**

## APPENDIX 4:

# Project LEE PD Feedback Survey

## Background

1) Which best describes your role at this school?

- General education (English)
- General education (Spanish)
- Special education or related service provider
- ESL education
- Intervention teacher
- Administrator
- Other - Write In: \_\_\_\_\_

2) Which grades do you work with at this school?

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade

3. Please rate the quality and relevance of last Friday's (2/14/2020) professional learning on supporting language through precision partnering across content.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Does not apply
The sessions met the stated objectives					
The learning activities were helpful					
The material was presented in an engaging manner					
The information strengthened my understanding of teaching language-focused repeated reading					

4) Please indicate the effectiveness of this professional development

- Very effective
- Effective
- Somewhat effective
- Ineffective

5) What is the likelihood that you will implement the information presented in your classroom?

- Not likely at all
- Somewhat likely
- Very likely

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

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7) What could be done to improve this PD session if delivered to future groups of administrators and/or educators?

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8) Overall, how useful was the session?

- Not useful at all
- Somewhat useful
- Very useful

## Future professional development

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

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10) I would be interested in additional opportunities for supporting language through precision partnering across content.

- Yes
- Maybe
- No

# APPENDIX 5: Project LEE PD PowerPoint Presentations



## Video Self-Reflection Part 1

Project LEE

Product of Project LEE projectlee.com: Video Self-Reflection Process Sanford, Swindle, & Brown (2018)

This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education




## Video Self-reflection

1. Watching "Game Film"
2. Dip your toe in the water or dive in head first - this is a personalized experience!







## Video Self-reflection

Meeting 1

1. learn process
2. set personal goals

Between

3. video yourself
4. watch, self reflect

Meeting 2

5. come together and debrief & discuss




## Agenda: Day 1

1. Purpose
2. Process
3. Practice
4. Planning




## Video Self-Reflection

Benefits:

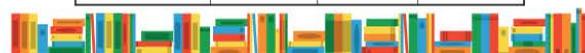
1. Purpose: Opportunity to
  - a. Set personal goals
  - b. Improve your teaching practice
  - c. Improve student language interactions and reading outcomes




## The Power of Coaching

(percent of staff; Education Resources Inc, 2005)

Training Steps	Knowledge Mastery	Skill Mastery	On-the-job Mastery
Theory and/or Information	20-30%	10%	2-5%
Plus Demonstration	30-50%	10-30%	5-10%
Plus Practice and Feedback	50-70%	40-70%	10-15%
<b>Plus Coaching</b>	<b>90%</b>	<b>90%</b>	<b>80-90%</b>

## Video Self-Reflection: Process



## 1. Plan: Before Recording

1. **Identify EL student(s)** who need additional language support.
2. **Select 1-2 target students** (either small group or whole group) who you will observe to examine the impact of your teaching. (When videotaping, you will position the video camera to capture target student(s) responses as well as your teaching.)
3. **Choose an instructional time** when you would like to increase the use of students' academic language during literacy instruction (e.g. vocabulary, reading comprehension, writing)
4. Identify **one teaching goal** and **one student goal**



## PLUSS Framework for Evidence-based Instruction for ELLs

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

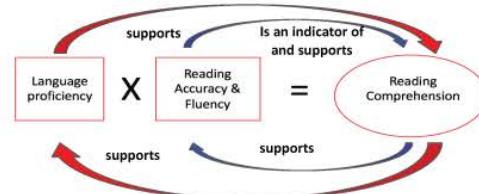
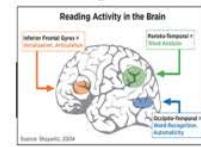
Source: Bertoldi, A., Brown, J. E., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSS Model. Multiple Measures for Stronger Chemical Equilibrium Learners, 13, 30-70.



## Supporting Language Development

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

- a. Accuracy and fluency
- b. Language proficiency



## 1. Plan: Before Recording

Identify one teaching goal and one student goal

- A. **Teaching Goal:** Focus on teaching behaviors and the type of support you are aiming to provide in the lesson. They might include one or more of the PLUSS features (like pre-teaching vocabulary, giving students a strategy for flagging unknown words, using sentence strips to prompt the use of a sentence frame.)
- B. I will \_\_\_\_\_ (teaching action) in order to \_\_\_\_\_ (for what purpose) with \_\_\_\_\_ (what content).



## 1. Plan: Before Recording

Identify one teaching goal

Examples:

- 1) **Teaching Goal:** I will **write and model the use of at least two sentence frames from flip charts in order to assist students in comparing and contrasting the main characters with the Unit 16 story.**
- 2) **Teaching Goal:** I will **give students a process for identifying unknown words (words they can't pronounce or words don't know the meaning) and provide fast mapping instruction in response in order to support student vocabulary learning with difficult words from the Read Naturally passage.**



## Give it a try! Write a sample teaching goal

I will \_\_\_\_\_ (teaching action) in order to \_\_\_\_\_ (for what purpose) with \_\_\_\_\_ (what content).



Students, write your response!

Peer Deck Interactive Slide

## 1. Plan: Before Recording

Identify one teaching goal and one student goal

- A. **Student Goal:** Focuses on the behavior you hope to see from students as a result of your teaching (*think both content and language*; e.g. complete sentences, use of academic vocabulary).
- B. Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).



## 1. Plan: Before Recording

Identify one student goal

Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).

Examples:

1. **Student Goal:** Target EL students will use at least **one complete sentence** in order to **compare and contrast** the characters in partner sharing.
2. **Student Goal:** EL students will **flag unknown words** (highlight or raise index finger) and ask for clarification in order to **decode and understand the meaning of the passage** (monitoring and clarifying).



## 1. Plan: Before Recording

Identify one student goal

- Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).

Examples:

- **Student Goal:** Target EL students will use **accurate pronunciation and appropriate phrasing** in order to **learn math unit vocabulary**.



## Give it a try! Write a sample student goal

Target EL students will \_\_\_\_\_ (language goal) in order to learn \_\_\_\_\_ (content goal).



Students, write your response!

Peer Deck Interactive Slide

## 1. Plan: Before Recording

**YOU DO:**

Consider a plausible response to each question (*this can change later, but will give us practice and a starting point for today*).

1. Identify EL student(s)
2. Select 1-2 target students
3. Choose an instructional time (what is the focus)
4. Identify one teaching goal and one student goal

**Be prepared to share your instructional focus and teaching and student goal**



## 2. Record: Video Clips

1. Record one to two **10-15 minute video** clips of your instruction (plan to take two in case first video isn't usable).
2. Focus video on **target students** and **you** as the teacher so that the target EL students are visible in your video and you can analyze the impact of your instruction for those students.



## Recording Options

1. Your phone on a stand or Swivel
2. An iPad on a stand or Swivel
3. Check out a Swivel camera
4. Have another teacher come film you with a device.
  - a. e.g. lit or EL specialist, a PBIS TOSA, etc.
  - b. get sub time to release to film someone else
5. Have someone cover for your teammate so they can film you.
6. What other ways could you record?



**Reminder: You are the only one that will ever see the film unless you choose to share it.**

## 3. Note

1. You will watch your video at least twice:
  - a. once from the teaching perspective and
  - b. once from the learners' perspectives



## 3. Note: Teaching Perspective PLUSS Features

Portland State UNIVERSITY

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 SLO	How are ELs more supported with this strategy (or opportunities)	Not in place	Partially in place	Fully in place
Pre-teaching vocabulary and content background knowledge	<ul style="list-style-type: none"> <li>• fast mapping unknown vocabulary</li> <li>• using "finding phrases" cards</li> <li>• pre-teaching difficult vocabulary words</li> <li>• pre-teaching unknown background knowledge</li> </ul>		0	1	2
Language use & modeling	<ul style="list-style-type: none"> <li>• opportunities for students to practice targeted language</li> <li>• sentence frames</li> <li>• opportunities to talk/reflect</li> </ul>		0	1	2
Using visuals & graphic organizers	<ul style="list-style-type: none"> <li>• Use visuals and graphic organizers in lessons</li> <li>• sentence strips</li> <li>• pictures, cards</li> <li>• activities = TWS (Three physical responses)</li> </ul>		0	1	2
Systematic & explicit instruction	<ul style="list-style-type: none"> <li>• includes systematic and explicit instruction</li> <li>• modeling</li> <li>• guided practice with feedback</li> <li>• practice and independent practice</li> </ul>		0	1	2
Strategic use of native language	<ul style="list-style-type: none"> <li>• Address students' native language needs</li> <li>• provide additional practice on skills relevant to students' native language and culture</li> </ul>		0	1	2



## 3. Note: PLUSS Features

1. Review entire protocol
2. Write your teaching goal on page 1 and write your student goal on page 2
3. View video focusing on your instruction and the students, not on irrelevant details (e.g., how you look, your clothing) and remember watching yourself for the first time can be stressful!



## 3. Note: PLUSS Features

### You Do:

Review page 1 of your protocol - identify concepts/wording that are:

1. Unknown
2. Are familiar but about which you have a question



### 3. Note: PLUSS Features

- Complete the first section, PLUSS Features, of the protocol.
  - Highlight** which components you see present from your instruction from the PLUSS features (note: you would expect to see some but not all of the components present in any given lesson)
  - Make notes** about how you addressed the components, or where you could have addressed the components better
  - At the conclusion give yourself an **overall rating** for whether each component was addressed:
    - 0 = not in place,
    - 1 = partially in place,
    - 2 = fully in place)



### 3. Note: Learners' Perspective Language Use

Portland State University

Student Observation: Opportunities for Language Use

Student Goal:

Instructional focus (circle)	Time spent on task	OTR(s) group	OTR(s) pairs	OTR(s) individual	Academic vocabulary (circle) & other non-academic words	Student response (circle) & other non-academic responses (circle) & examples
PLUSS Features: Content, Writing, Oral Language, OTRs					student words	
To what extent do you believe you addressed your teaching goal?				To what extent do you believe your partners met their student goal?		
Circle/Identify at least three instructional strengths that supported L&L:				Circle/Identify 1-2 opportunities for supporting support for L&L:		
1.				1.		
2.				2.		



### 3. Note: Language Use

- Review your student goal.
- View video for the second time focusing on the students' use of language.
- Complete the second section, *Opportunities for language use*, of the protocol.
  - Circle the content of instruction in far left column
  - Note time of instruction



### 3. Note: Opportunities to Respond

Opportunities to respond (or OTRs):

- One way to define academic engagement
- Opportunities for students to provide a response to teacher questioning and prompts.
- Continued on the next slide...



### 3. Note: Language Use

- OTRs include:
  - choral responses, reading aloud as a group, whisper reading as a group, writing, thumbs up or down, flagging a word
- Tally opportunities to respond (OTRs):
  - group
  - paired
  - individual
  - Tally how many times academic vocabulary was used by you and the students
  - Write examples of student responses



### 3. Note: Language Use

**You do:** watch the [video example](#)

Partner A:

- Highlight** components of PLUSS
- Make notes** about how you addressed the components,
- Give an **overall rating**

Partner B: **Tally** opportunities to respond (OTRs):

- Tally** how many times academic vocabulary was used by teacher and the students
- Write** examples of student responses



## 4. Analyze

1. Reflect on your goals for the video.
  - a. Note to what extent you addressed your teaching goal
  - b. Note to what extent the learners met their student goal
2. Review your quantitative data and your notes
  - a. Focus on evidence about instruction.
  - b. Connect instruction with principles of effective practices.



## 4. Analyze

3. Identify at least 3 strengths of your instruction (glows)
4. Identify 1 -2 areas for growth (grows)
5. Plan future instruction based on what you learned from your video analysis.



## Your turn

Take some time to plan your lesson and instructional supports for students that aligns with your **teaching and student goal**.



## Tell us what you need

### Resources:

- **Kim Parson** - tech. support, instructional planning, etc.
- **Mentor teacher/SAT team** - tech. support, instructional planning, devices, coverage coordination
- **Laura Resnick** - tech support, instructional planning, models

[lresnick.youcanbook.me](http://lresnick.youcanbook.me)



# Thank You!



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## Video Self-Reflection Part 2

Project LEE Partnership

Product of Project LEE projectlee.com: Video Self-Reflection Process  
Sanford, Swindle, & Brown (2018)

This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education



## Today's Agenda

1. Review purpose & process
2. Debrief
  - Global thoughts
  - Specific reflection
3. Next steps



## Video Self-reflection

### Review:

1. Purpose: Opportunity to
  - Set personal goals
  - Work and collaborate with others
  - Improve your teaching practice
  - Improve student language interactions and reading outcomes



## Video Self-reflection: Process



## Share with a partner...

### Your:

1. Target EL student(s)
2. Instructional time and focus
3. Teaching goal
4. Student goal



## Share with group...

What features of instruction supported your English learners and how did you know?

Portland State University

PROJECT LEE TEACHER VIDEO SELF-OBSERVATION & REFLECTION PROTOCOL  
Teacher Self-Observation: EL L2L Features

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

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

PLUSSS Feature	Highlight any instructional strategies you use <b>aligned to support the ELs</b>	Did your ELs seem engaged with the strategy you implemented?	How often?	Partially or more often?	Fully or always?
Pre-instructional assessment and planning	<ul style="list-style-type: none"> <li>• use existing academic content</li> <li>• bring "other plans" cards</li> <li>• pre-writing different vocabulary words</li> <li>• pre-writing content background knowledge</li> </ul>			0 1 2	
Language use in instruction	<ul style="list-style-type: none"> <li>• opportunities for student or partner request language</li> <li>• sentence frames</li> <li>• opportunities to write/record</li> </ul>			0 1 2	
Using visuals in content instruction	<ul style="list-style-type: none"> <li>• cues, models and graphic organizers in lesson</li> <li>• sentence strips</li> <li>• pictures, audio, and video</li> </ul>			0 1 2	
Systematic & explicit instruction	<ul style="list-style-type: none"> <li>• include systematic and explicit instruction</li> <li>• modeling</li> <li>• guided practice with feedback</li> <li>• repeated independent practice</li> </ul>			0 1 2	
Strategic use of teacher	<ul style="list-style-type: none"> <li>• address student's unique language needs</li> <li>• provide additional practice on skills or concepts student's lacks language and action</li> </ul>			0 1 2	



**How many overall opportunities** did your students have to respond and **what was the quality** of the responses?

Tally opportunities to respond (OTRs):

- i. group
- ii. paired
- iii. individual

- Tally how many times academic vocabulary was used by you and the students
- Write examples of student responses



**With a partner: Analyze your learning**

1. Reflect on your goals for the video.

- a. Note to what extent you addressed your teaching goal
- b. Note to what extent the learners met their student goal



**How do you know?**

2. What did you observe in terms of EL student behavior that showed you they had met their goal/understood the content and language in your lesson?



**4. Analyze & share with a partner**

3. Identify at least 3 strengths of your instruction (glows).



**4. Analyze & share with a partner**

- 4. Identify 1 -2 areas for growth (grows)
- 5. Plan future instruction based on what you learned from your video analysis.



**Next steps**

What do you see as next steps for your own learning?





# Language Focused Repeated Reading

Project LEE

Product of Project LEE | projectlee.com | Video Self-Reflection Process Sanford, Swindle, & Brown (2018)

This project is supported by the U.S. Department of Education, Office of Special Education Programs (Award Number H326M16008). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education



## Presented by:

**Amanda Sanford**  
Portland State University

**Julie Esparza Brown**  
Portland State University

**Jesabel Centeno**  
Metzger Reading Specialist



## Agenda

1. PLUSS Framework
2. Supporting reading achievement through language development
3. Language Development
4. Language Focused Repeated Reading Process Overview
5. Practice & Feedback



## Logistics

Meet from [insert date/ time]

- We will honor you by starting and ending on time.
  - Break [insert break time]



## Think and Write

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

*One (practice/ support/ strategy) I already (know/use) is \_\_\_\_\_.*

*It helps my students because \_\_\_\_\_.*

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

*One (practice/ support/ strategy) I would like to learn more about is \_\_\_\_\_ because \_\_\_\_\_.*



## 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!



# 30 Million Word Gap



Figure 19. Estimated cumulative differences in language experience by 48 months of age. (See Appendix B for a detailed explanation of this figure.)



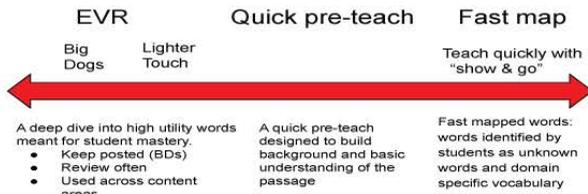
# PLUSS Framework for Evidence-based Instruction for ELLs

- 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: Barfield, G., Wilson, J.B., & Turner, M. (2012). Enhancing instruction for English learners in Response to Intervention systems: The PLUSSE Model. Multiple sources for Elementary General Educational Learning, 13, 98-107.



# Continuum of Vocabulary Teaching for Unknown Words



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

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



# 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."



# Fast Map

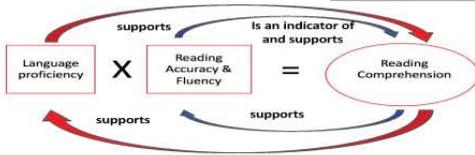
- Odd Partner:**
- Time your partner
  - Tell them how long it took
  - Tell whether the definition felt sufficient to give you understanding of the term.
- Even Partner:**
- Provide a fast map (quick definition, visual show & go, prompt) of fast map in 5 seconds or less



## Supporting Language Development

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

- Accuracy and fluency
- Language proficiency



## First Fast Map Challenge

Turn to your neighbor, using only familiar oral language.

**Odd Partner:** In 5 seconds or less, fast map the word "repeated" to Partner 1 (no gestures or pictures).

**Even Partner:** In 5 seconds or less, fast map the word "rescue" to Partner 2 (no gestures or pictures).



## Language Development



Is this your classroom reality?



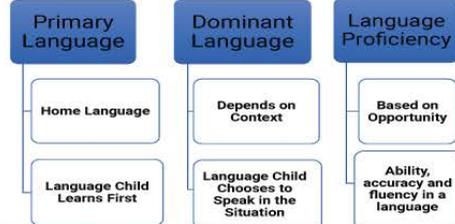
## English Learners Under ESSA

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))



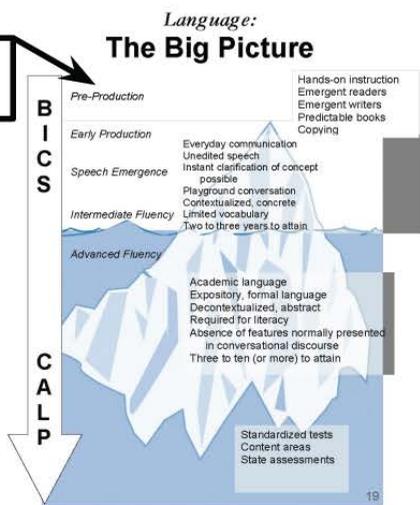
## Language Concepts



## FIVE stages of language proficiency

BICS = Basic Interpersonal Communication Skills

CALP = Cognitive Academic Language Proficiency (Cummins, 2000)



## ELPA 21

- All students with a primary language other than English who qualify for EL services based on a language proficiency assessment are required to participate annually in English/Spanish language proficiency testing.
- In Oregon the assessment is the ELPA 21.
- Once students have met the criteria for exit from EL services, they are monitored for two years to ensure that language barriers do not result in academic challenges.



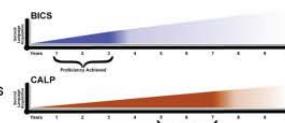
## ELPA 21 Proficiency Descriptors

Levels	1	2	3	4	5
<b>Emerging</b>	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.		<b>Progressing</b>	<b>Proficient</b>	
	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.		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**.
- 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).
- 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.



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



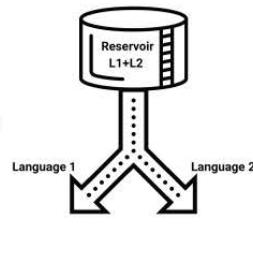
Table 1. The Language Proficiency Continuum.

Level	Leasner Characteristics	How will they gain language?	Do they understand me?	What can they do?
1	Can be silent for an initial period Recognizes basic vocabulary and high frequency words May begin to speak with few words or imitate	Multiple repetitions of language Simple sentences Practice with partners Use visual & realia model, model model check for understanding build on cultural and linguistic history	Instructions such as - listen - line up - point to - but say - repeat - color - tell - touch - circle - draw - match - label	use gestures use other native speakers high frequency phrases common nouns basic needs survival language
2	Understand phrases and short sentences Beginning to use general vocabulary and everyday expressions Grammatical forms may include present, present progress and imperative	multiple repetitions of language visual supports for vocabulary pre-teach content vocabulary link to prior knowledge	present and past tense subject related topics comparatives/superlatives forming questions imperative tense single negative words past progressive tense contractions	routine expressions single phrases subject verb agreement ask for help
3	Increased comprehension in context May sound proficient but has social NOT academic language Inconsistent use of standard grammatical structures	multiple repetitions of language Use cognates/antonyms Use word banks demonstrate sample sentences link to prior knowledge	general meaning relationship between words present perfect continuous general & implied meaning varied sentences figurative language connecting ideas tag questions	formulate questions comprised sentences use precise adjectives use systematic expanded responses
4	Very good comprehension More complex speech and with fewer errors Engages in conversation on a variety of topics and skills Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts Continues to need academic language development	multiple repetitions of language authentic practice opportunities to develop fluency and automaticity in communication explicit instruction in the use of language specific feedback continued vocabulary development in all content areas	analyze, defend, debate predict, evaluate, justify hypothesize and synthesize reactive, critique	range of purposes increased cultural competence (USA) standard grammar implicit information
5	Communicates effectively on a wide range of topics Participates fully in all content areas at grade level but may still require curricular adjustments Comprehends concrete and abstract concepts Produces extended interactions to a variety of audiences	May not be fully English proficient in all domains Has mastered formal and informal language conventions Multiple opportunities to practice complex grammatical forms Meaningful opportunities to engage in conversation Explicit instruction in the smaller details of English usage Focus on "gaps" or areas still needing instruction in English Focus on comprehension instruction in all language domains	analyze, defend, debate predict, evaluate, justify hypothesize and synthesize reactive, critique	may not yet be fully proficient across all domains Comprehends concrete and abstract topics Communicates effectively on a wide range of topics and purposes Produces extended interactions to a variety of audiences Participates fully in all content areas at grade level but may still require curricular adjustments Increasing understanding of nuance, including figurative language Read grade level text with academic language support Support their own point of view Use humor in native-like way



## 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?



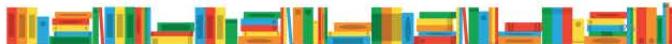
YES



PARTIALLY



NO



### What a Beginner English Speaker Might Understand

Good morning, class. 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-dimensions. El neto of a cylinder se muestra in your textbook. Does everyone see the rectangle and two circles? Esa es el neto del cylinder.



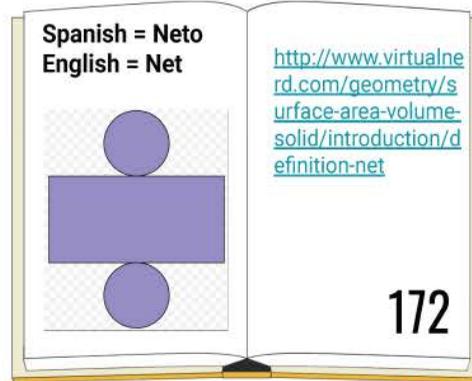
# Poll

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



The limits of my language mean the limits of my world

Ludwig Wittgenstein



# Second Fast Map Challenge

Turn to your neighbor, using only pictures from your phone:

**Partner 1:** In 5 seconds or less, fast map the word "sloth" to Partner 2 (pictures only).

**Partner 2:** In 5 seconds or less, fast map the word "safari" to Partner 1 (pictures only).



# Overview of Language Focused Repeated Reading

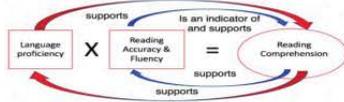
<b>Purpose</b>	<ol style="list-style-type: none"> <li>1. Improve reading fluency (rate, accuracy, prosody) through language supported repeated reading practice.</li> <li>2. Recognizing language and comprehension contribute to reading fluency and are an essential part of supporting ELs in fluent reading.</li> </ol>
<b>Step</b>	<b>Description</b>
<b>Selecting passage: Before reading meeting</b>	Select a passage that students can read at a solid read with 80-90% accuracy (independent level)
<b>Before reading: Select high-quality vocabulary words</b>	<ol style="list-style-type: none"> <li>1. High frequency</li> <li>2. Important to understanding the passage</li> <li>3. Tier 2 (appears across content areas)</li> </ol> <p>*that may be used regularly with "show &amp; go" or quick definition domain-specific vocabulary.</p>
<b>Details/Example Teacher Language</b>	<p>For ELs, make sure they can decode and understand most of the words.</p> <p>Prefix words (see below) that are more generalizable such as fun, funny, and create.</p> <p>Fast mapped words identified by students as unknown words and domain-specific vocabulary such as tubular and sand dunes.</p>



## Language Focused Repeated Reading

### Purpose:

1. **Improve reading fluency** (rate, accuracy, prosody) through language supported repeated reading practice.
2. **Recognizing language and comprehension contribute to reading fluency**, and are an essential part of supporting ELs in fluent reading.



## 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.**



## Language Focused Repeated Reading

### Before Reading:

- A. Select passage and vocabulary,
- B. Pre-teach vocabulary and make prediction.

**Cold Read: Students read and graph performance.**

### Repeated Readings:

1. Identify & highlight unknown words
2. Echo read for expression
3. Punctuation

**After Reading: Hot read, comprehension check**



## Video: Language Focused Repeated Reading Process

### Observe the repeated reading process:

1. **Odd partners:** What supported comprehension of the passage?
2. **Even partners:** What supported building fluency and accuracy in the passage?
3. **Both partners:** What active engagement strategies were used to increase student participation?



## 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.



## Before Reading:

Select high utility vocabulary words:

Pre-read the passage – identify 3-5 unknown words (words students can't read or don't know the meaning).

Prioritize but don't limit to:

1. High leverage
2. Important to understanding the passage
3. Tier 2 (applies across content areas)
4. May or may not choose to teach tier 3 vocabulary\*

**\*Fast map (teach quickly with "show & go" or quick definition) domain specific vocabulary**



## 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 vocabulary to be pre-taught



## 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

### Video 1: Observe and note:

Partner 1: Process

Partner 2: Active engagement strategies



## EVR vs. Quick Pre-teach

### Explicit Vocabulary Routine

- **Purpose:** teach words in depth to
  - Increase word knowledge
  - Use in speaking, writing
- Reserved for high-utility words
- Comprehensive with explicit steps and review

### Quick Pre-teach of Vocabulary

- **Purpose:** increase passage comprehension
- Can cover any unknown words
- Is meant to be quick and efficient - just enough for understanding



## Activity:

### Partner #1: Pre-teach your passages' vocabulary

**Team members:** Observe and give one piece of positive feedback about pre-teaching vocabulary to support the use of the sentence frame.

- How did the teacher support efficient pre-teaching of vocabulary?
- How was active engagement used?



## 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



## Video: Prediction

**Evns:** Observe active engagement strategies (and how language use is supported)

**Odds:** Observe steps of process



### Activity:

- Preview your story.
- Select and write a sentence frame to support students making a prediction.
- Write two sample predictions for your students.
- Be prepared to share your story title, sentence frame, and prediction with group.



### Activity:

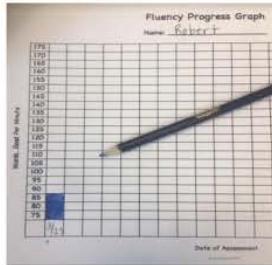
**Partner #2:** Teach your group to make a prediction using your sentence frame and the steps of meticulous modeling:

**Team members:** observe and give one piece of positive feedback about the use of meticulous modeling to support the use of the sentence frame



### 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



### Video: Cold Read

Observe steps of cold read:

- What steps do you note?
- What is the purpose of the cold read?



### Third Fast Map Challenge

Turn to your neighbor, using only gestures.

**Odds:** In 5 seconds or less, fast map the word "piñata" to Partner 2 (gestures only).

**Evens:** In 5 seconds or less, fast map the word "swimming" to Partner 1 (gestures only).



### 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 the words they
  - a. Can't read
  - b. Don't know the meaning



## Video: Identifying unknown words

**Observe:** How did students read the passage this time?

What benefit does that procedure have for the student? teacher?

What kinds of words were students asked to highlight?

What benefit does this have for student learning?



## 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



## Video: echo reading and flagging unknown words

**Observe:** How were students asked to identify unknown words?

How will this strategy support reading across content areas?

What added benefits does this process have?



## Activity:

**Partner #3:** Teach your group to highlight unknown words and prompt them to do their second reading using whisper reading.

**Team members:** Observe and give one piece of positive feedback about their teaching.



## 4th Read: Punctuation with a Partner

	Period	Stop
	Comma	Pause
	Question mark	Voice goes up
	Exclamation mark	Voice is loud and excited

1. Students turn to their partner and decide who is going first.
  - a. Students partner read the text, switching turns at each period or ending punctuation mark.
  - b. If students finish, the opposite partner begins reading the first sentence and they partner read the text again.



## Activity:

Partner #4: Teach your group to read the passage attending to punctuation

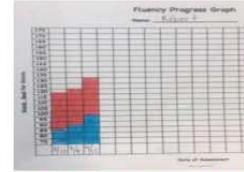
- Pre-teach the punctuation
- Partner reading procedure
  - Alternating at each ending punctuation

Team members: Observe and give one piece of positive feedback about their teaching.



## 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



## Video: Hot Read

**Observe:** What were steps of hot read?

What value does this process have for the students? The teacher?



## 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)
3. Answer comprehension questions



## Paragraph Shrinking:

[http://www.readingrockets.org/content/pdfs/paragraph\\_shrinking.pdf](http://www.readingrockets.org/content/pdfs/paragraph_shrinking.pdf)

### PARAGRAPH SHRINKING

1st Reader reads. Coach says:

1. Name the who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

2nd Reader reads. Coach says:

1. Name the who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step



## Paragraph Shrinking:

[http://www.readingrockets.org/strategies/paragraph\\_shrinking](http://www.readingrockets.org/strategies/paragraph_shrinking)

**Tell the who or what:** This passage was mainly about dune buggies.

**Tell the most important things about the who or what:** A dune buggy is a car that rides on sand dunes.



## Say the main idea in 10 words or less

**1st Try:** "This passage was mainly about dune buggies, cars that can drive on sand dunes, and what they do and how to care for them."

*SHRINK IT!*

"This passage is about dune buggies and how they operate." or

"Dune buggies drive on sand and need special care."



## For narrative text, use retell

Tell the main character, the main problem they had and what happened first, next, and last.

"This story was about \_\_\_\_\_.  
The main problem \_\_\_\_ had was \_\_\_\_\_.  
First, \_\_\_\_\_. Next, \_\_\_\_\_. Finally \_\_\_\_\_."



## Activity:

Review your passage:

- Are there comprehension checks already built in?
- Do they work for your students?
- Do they require additional language scaffolds (e.g. defining any words? teaching a strategy? using a sentence frame? teaching the "chop chop strategy" to turn the question into the start of an answer?)
- What comprehension application activity do you plan to use?



## Ready response for retell

Expository retell:



## Fourth Fast Map Challenge

Turn to your neighbor, using all resources including visuals, familiar language, gestures.

**Partner 1:** In 5 seconds or less, fast map the word "fireworks" to Partner 2.

**Partner 2:** In 5 seconds or less, fast map the word "island" to Partner 1.



## Closing: Appreciation and Application



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

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



Thank You!



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# PLUSS

Un esquema para mejor  
instrucción e intervención

Project LEE



© 2017 Project LEE  
This project is supported by the U.S. Department of Education,  
Office of Special Education Programs (Award Number H325PFA001E)



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### Introducción

El esquema PLUS para mejor instrucción e intervención.

El esquema PLUS (Stanford, Brown & Turner, 2010) fue creado para ser usado por educadores para mejorar sus métodos de instrucción e intervención con el fin de satisfacer las necesidades únicas de estudiantes aprendiendo inglés en los Estados Unidos. PLUS es una síntesis de prácticas basadas en evidencia que han sido efectivas para estudiantes EI, y es compatible con los siguientes componentes: Hoja de vocabulario, línea de comprensión lectora, Programa de lenguaje y otras estrategias de práctica, Una cámara de video y grabaciones de audio, Instrucción sistemática y explícita, y Una estrategia del idioma nativo y enseñar para la transferencia. Este esquema es fácil de usar y puede ser aplicado tanto en el salón de clases como en la instrucción de pares en grupos pequeños y preparación de apoyo lingüístico y cultural para los estudiantes. Elige recursos y que hace falta en muchos programas de instrucción e intervención.

### ¿Quiénes son los estudiantes aprendiendo inglés?

Algunos aprendiendo inglés (estudiantes EI) son un grupo heterogéneo de estudiantes con niveles de dominio del idioma inglés que van desde un dominio limitado del inglés (L1), estudiantes de inglés como segundo idioma (ESL) y bilingües emergentes (EFL). Todos estos términos refieren a estudiantes que están en proceso de aprender el idioma inglés. Por definición, los estudiantes EI requieren diferentes niveles de apoyo del idioma para aprender a leer, de la instrucción de inglés. Cuando, naturalmente, los datos reflejan niveles de baja de los estudiantes EI y sus compañeros con el mismo nivel de dominio del idioma inglés, el apoyo del idioma para aprender a leer es el idioma compartido y Vietnam, 2010. En el 2013, la Evaluación Nacional del Programa Educativo (NAEP) reportó una diferencia de 37 puntos en la lectura de cuarto grado entre estudiantes EI y no EI (NAEP, 2014). Además, los datos también muestran una representación desproporcionada de los estudiantes EI en algunas categorías de educación especial y una

diferencia de 4 puntos en NAEP entre los estudiantes con discapacidades y los que no (NAEP, 2014). Muchos estudiantes EI utilizan y reciben servicios suplementarios para mejorar sus habilidades de lectura de dominio del idioma inglés como el Título II en virtud de la Ley de 2001 de todos los estudiantes (LITIA). El objetivo de este servicio es brindar a los estudiantes EI un nivel de apoyo adicional de dominio del idioma inglés (L2) en el momento en que salen de los servicios L1. El resultado de los estudiantes aprendiendo el idioma inglés es un mayor nivel de dominio del idioma inglés (L2) en el momento en que salen de los servicios L1. El resultado de los estudiantes aprendiendo el idioma inglés es un mayor nivel de dominio del idioma inglés (L2) en el momento en que salen de los servicios L1. El resultado de los estudiantes aprendiendo el idioma inglés es un mayor nivel de dominio del idioma inglés (L2) en el momento en que salen de los servicios L1.

### Formas y Funciones del Lenguaje

Funciones	Formas	Ejemplos
<p>Usa el lenguaje con un propósito específico</p>	<p>Funciones comunes del lenguaje oral:</p> <ul style="list-style-type: none"> <li>• Describir</li> <li>• Plantear preguntas</li> <li>• Definir un argumento</li> </ul>	<p>Formas comunes en lenguaje académico:</p> <ul style="list-style-type: none"> <li>• Describir de manera</li> <li>• Comparar o contrastar</li> <li>• Clasificar</li> <li>• Clasificar de manera o ideas</li> </ul>
<p>Comprende y usa</p>	<p>Las estructuras de lenguaje oral y escrito se utilizan con fines de comunicación. Por ejemplo, hacer preguntas, hacer afirmaciones, hacer afirmaciones.</p>	<p>Formas comunes en lenguaje académico:</p> <ul style="list-style-type: none"> <li>• Alfabéticas y fonológicas</li> <li>• ortográficas, ortográficas, ortográficas</li> <li>• Alfabéticas fonológicas</li> </ul>
<p>Planifica y organiza</p>	<p>Formas comunes en lenguaje académico:</p> <ul style="list-style-type: none"> <li>• Alfabéticas y fonológicas</li> <li>• ortográficas, ortográficas, ortográficas</li> <li>• Alfabéticas fonológicas</li> </ul>	<p>Formas comunes en lenguaje académico:</p> <ul style="list-style-type: none"> <li>• Alfabéticas y fonológicas</li> <li>• ortográficas, ortográficas, ortográficas</li> <li>• Alfabéticas fonológicas</li> </ul>

### Formato de planificación de lecciones PLUS en México

Objetivo del Contenido

Objetivo del Lenguaje:

Objetivo del Lenguaje:

Objetivo del Lenguaje:

Objetivo del Lenguaje	L	U	S
<p>Objetivo del Lenguaje:</p> <p>Objetivo del Lenguaje:</p>			
<p>Objetivo del Lenguaje:</p> <p>Objetivo del Lenguaje:</p>			
<p>Objetivo del Lenguaje:</p> <p>Objetivo del Lenguaje:</p>			

## Pre enseñar previamente vocabulario crítico y conocimientos básicos

### Pre enseñar previamente vocabulario crítico y conocimientos básicos

El lenguaje académico suele ser un reto para los estudiantes EL pero un conocimiento amplio del vocabulario es esencial para la comprensión de lectura. Para comprender el texto, los estudiantes necesitan conocimiento tanto de vocabulario como de estructuras (Bassman, 2010; Ivimian, 2010). Nation (2001) encontró que para que los estudiantes tuvieran una comprensión moderada necesitaban estar familiarizados con aproximadamente un 95% de las palabras en la lectura. Al nivel intermedio esto ascendía a unos 25.000 palabras (Graves, 2004). Aunque muchos lectores aprenden vocabulario usando pistas de contexto mientras leen, los estudiantes EL, generalmente requieren instrucción con vocabulario explícito.

Pre enseñar previamente vocabulario crítico y conocimientos básicos

### Rasgos PLUS

Destaca las estrategias de instrucción que viste utilizadas para apoyar a los estudiantes EL\*

Observe cómo se las apoyó a los EL, las respuestas (o oportunidades para mejorar el apoyo)

Fuera de lugar

Parcialmente en su lugar

En lugar

P

Pre enseñar previamente vocabulario crítico y conocimientos básicos

Aborda vocabulario y conocimientos de fondo

- espacio rápido de vocabulario desconocido
- usando el contexto para identificar palabras desconocidas
- pre enseñanza de palabras difíciles de vocabulario
- pre enseñanza del conocimiento previo necesario

0

1

2

7

\*En todas las estrategias deben usarse en cada lección, los maestros deben seleccionar cuáles apoyos son más apropiados para sus estudiantes y el contenido de la lección

### Modelaje y uso del lenguaje

Niños adquieren un segundo idioma de manera similar a cómo desarrollan su primer idioma. Es decir, se manejan a través de cinco etapas predecibles a medida que desarrollan dos registros de idiomas: informal / social y formal / académico. La fluidez oral informal inicial se desarrolla con bastante rapidez, pero requiere mucho más tiempo desarrollar las estructuras más complejas del lenguaje académico en los cuatro dominios (escuchar, hablar, leer y escribir). La mayoría de los niños alcanzarán fluidez académica formal en inglés en aproximadamente seis años, pero algunos podrían tomar más tiempo (Hakuta, 2011; Hakuta, Butler y Witt, 2000; Thomas y Collier, 2002). Comprender este continuo ayudará a los maestros en desarrollar el lenguaje para sus estudiantes. Los niveles de idioma tienen diferentes nombres en todos los estados, y la mayoría de los estados tienen cinco o seis etapas. Aquí simplemente enumeramos los niveles para simplificarlo.

Modelaje y uso del lenguaje

### Modelaje y uso del lenguaje

### Rasgos PLUS

Destaca las estrategias de instrucción que viste utilizadas para apoyar a los EL\*

Observe cómo se las apoyó a los EL, las respuestas (o oportunidades para mejorar el apoyo)

Fuera de lugar

Parcialmente en su lugar

En lugar

L

Modelaje y uso del lenguaje

Crear oportunidades para practicar habilidades lingüísticas específicas

- ejemplos de estructuras
- oportunidades para hablar / leer etc.

0

1

2

8

\*En todas las estrategias deben usarse en cada lección, los maestros deben seleccionar cuáles apoyos son más apropiados para sus estudiantes y el contenido de la lección

### Niveles de adquisición de un segundo idioma

Características del Lenguaje	Cómo EL se comunican	Apoyos necesarios
<b>Nivel 1</b> Palabras y frases simples, palabras de alto frecuencia	Puede proporcionar información durante un período inicial, se comunican usando palabras sueltas y expresiones comunes simples y tipo	Revisión idioma materno y respuestas verbales
<b>Nivel 2</b> Utiliza principalmente palabras de alto frecuencia, algunas palabras de contenido con algunas expresiones simples.	Utiliza intercambios verbales y muestra simple y palabras de estructura, pero ayuda	Responde apropiada para todas las tareas académicas reales y modela
<b>Nivel 3</b> Utiliza palabras de frecuencia alta a menudo y una variedad de palabras de contenido con algunas y algunas más palabras y estructuras complejas, comienza a expresar la complejidad de la respuesta	Se involucra en la comunicación cotidiana, hace preguntas formales, preguntas adicionales	Responde modificadas para las actividades, interactúan formalmente, muestra con información, proporcionar apoyo, incluye el uso del idioma materno que ayuda, interacción social específica, interacción con el uso del lenguaje al caso de estructura o palabras para ayudar con la comprensión de vocabulario más complejo

### Niveles de adquisición de un segundo idioma

Características del Lenguaje	Cómo EL se comunican	Apoyos necesarios
<b>Nivel 4</b> Utiliza palabras de frecuencia media, muchas palabras de contenido y algunas expresiones idiomáticas	Utiliza registros formales e informales y usa múltiples estructuras relacionadas con mayor precisión	Puede realizar la mayoría de las tareas académicas con poca ayuda, interactúa exitosamente en un espacio del idioma académico para el nivel de grado, por ejemplo, participa en actividades, informes del contenido, proyectos sencillos, informes e informes con palabras y otros aspectos lingüísticos. Comenzaba específicas relacionadas con el grado y la producción lingüística
<b>Nivel 5</b> Utiliza vocabulario, expresiones idiomáticas y expresiones que a nivel de grado	Participa en un discurso con sentido, utiliza registros de lenguaje apropiados para la situación, comunicaciones formales y académicas	Puede cumplir tareas académicas de apoyo
<b>Nivel 6</b> Utiliza un lenguaje similar al de los compañeros de nivel de grado	Comunicación a nivel de grado	Salto de los servicios EL, realiza tareas académicas de forma independiente

10

11

### El uso de organizadores gráficos y visuales

El uso de imágenes, como objetos reales, fotos, imágenes, dibujos y gestos pueden hacer que el contenido sea más comprensible para los estudiantes. Andarica como estos pueden ser medios efectivos para demostrar la significación del vocabulario y darles a los estudiantes maneras de los estudiantes para que puedan mostrar lo que saben (Archer y Hughes, 2011; Roberts y Neal, 2004). Los organizadores gráficos (por ejemplo: mapas, diagramas de Venn y tablas) ayudan a los estudiantes EL a organizar la información y aclarar las acciones (Kover et al., 2018).

El uso de organizadores gráficos y visuales

### El uso de organizadores gráficos y visuales

Rasgos PLUS	Destaca las estrategias de instrucción que viste utilizadas para apoyar a los EL*	Observe cómo se les apoyó a los EL, las respuestas o oportunidades para mejorar el apoyo	Fuera de lugar	Parcialmente en su lugar	En lugar
<b>U</b> Uso de organizadores gráficos y visuales	Utilice elementos visuales y organizadores gráficos en la lección. - Use de imágenes. - Símbolos. - Mapas o TDR (respuesta única total)		0	1	2

\*En todas las estrategias deben usarse en cada lección, los maestros deben seleccionar cuáles apoye con más frecuencia para sus estudiantes y el contenido de la lección.

### Instrucción sistemática y explícita

La instrucción sistemática es una instrucción secuencial cuidadosamente, que proporciona práctica suficiente para dominar el contenido y utiliza una versión práctica para retener el aprendizaje a largo plazo (Karnine et al., 2010). Los maestros que brindan instrucción sistemática y explícita brindan explicaciones claras, integrales y cuidadosas, demuestran activamente cómo implementar habilidades y estrategias, y brindan práctica guiada y luego oportunidades para la práctica independiente a medida que los estudiantes dominan el contenido que se enseña (Archer y Hughes, 2011; Hong et al., 2008). A medida que aumentan las necesidades de un estudiante, la explicación de la instrucción también aumenta para garantizar que el estudiante comprenda el contenido y los conceptos.

Instrucción sistemática y explícita

### Instrucción sistemática y explícita

Rasgos PLUS	Destaca las estrategias de instrucción que viste utilizadas para apoyar a los EL*	Observe cómo se les apoyó a los EL, las respuestas o oportunidades para mejorar el apoyo	Fuera de lugar	Parcialmente en su lugar	En lugar
<b>S</b> Instrucción sistemática y explícita	Incluya instrucción sistemática y explícita. - modelado. - práctica guiada con retroalimentación. - práctica independiente con práctica.		0	1	2

\*En todas las estrategias deben usarse en cada lección, los maestros deben seleccionar cuáles apoye con más frecuencia para sus estudiantes y el contenido de la lección.

### Uso estratégico de la lengua materna y la enseñanza para la transferencia

El uso estratégico del idioma nativo de un niño puede apoyar el desarrollo de su habilidad y comprensión del segundo idioma. Puede ser tan simple como proporcionar un solo término en el idioma nativo del estudiante para un término en inglés, o tan complejo como proporcionar una lección completa en el idioma nativo antes de enseñar el mismo término en inglés, o enseñar primero en el idioma nativo y luego en el idioma inglés. Por ejemplo, a los estudiantes pueden leer un capítulo, los maestros pueden transferir esa información enseñando que muchos de los términos de la conversación son iguales en inglés y en español (por ejemplo, *el, la, él, ella, yo, tú, nosotros*).

"Bilingüismo" es la práctica en donde los estudiantes usan sus recursos lingüísticos en un idioma para comprender y comunicarse en otro idioma, a través de estrategias como el cambio de código, la traducción e interpretación y el uso de palabras (Diaz y Padilla, 2003). El concepto de recursos lingüísticos que los estudiantes usan en sus conversaciones, los maestros pueden reforzarlos y fortalecerlos en la escuela. Sin embargo, quizás el aspecto más importante del "bilingüismo" es en cómo las múltiples habilidades lingüísticas de los estudiantes en lugar de enfocarse la utilización del inglés solamente.

Uso estratégico de la lengua materna y la enseñanza para la transferencia

### Uso estratégico de la lengua materna y la enseñanza para la transferencia

Rasgos PLUS	Destaca las estrategias de instrucción que viste utilizadas para apoyar a los EL*	Observe cómo se les apoyó a los EL, las respuestas o oportunidades para mejorar el apoyo	Fuera de lugar	Parcialmente en su lugar	En lugar
<b>S</b> Uso estratégico de la lengua materna y la enseñanza para la transferencia	Ayuda de los recursos del idioma nativo del estudiante. - proporcionar práctica o enseñanza en el idioma nativo para la lengua o cultura nativa del estudiante. - usar palabras, palabras, estrategias que son comunes en ambos idiomas.		0	1	2

\*En todas las estrategias deben usarse en cada lección, los maestros deben seleccionar cuáles apoye con más frecuencia para sus estudiantes y el contenido de la lección.



## Conclusión

Por lo general, los estudiantes desarrollan habilidades básicas de lenguaje oral e interpersonal en los 5 a 6 años, pero pueden necesitar de apoyo a este nivel para alcanzar el dominio "básico" de un fuerte conocimiento del lenguaje académico. Para que los estudiantes (L) tengan éxito académico, todos los maestros deben enseñar explícitamente el idioma del plan de estudios académico y también enseñar a los estudiantes a leer y escribir a lo largo del tiempo de aprendizaje en los idiomas que la intensidad y los tipos de apoyo lingüístico que más beneficiarán a cada estudiante. El sistema PLEE es flexible ya que puede usarse en cualquier nivel de intervención y a la par de programas de educación especial para garantizar que los estudiantes del idioma necesitan a la instrucción y el plan de estudios no sean una barrera para el aprendizaje.



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# PLUSS

Framework for Instructional /  
Intervention Enhancement:  
Observation Rubric  
Project LEE



© 2017 Project LEE  
This project is supported by the U.S. Department of Education,  
Office of Special Education Programs (Award Number H035PFA0016)



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NEEK Design



## Introduction

PLUSS Framework for Instructional/Intervention Enhancement

The PLUSS Framework (Stanford, Brown & Yarnes, 2012) was created to advance existing instructional and intervention programs with linguistic and cultural supports for EL students (EL). PLUSS is a synthesis of research-based practices for EL and consists of the following components: Pre-teach critical vocabulary and prior background knowledge, Language modeling and opportunities for practicing, Using visuals and graphic organizers, Systematic and explicit instruction, and Strategic use of native language and teaching for transfer. This framework is user-friendly and easily applicable across any language of instruction and in both large and small group settings.

## Who Are English Learner Students?

English learner (EL) students are a heterogeneous group of students known by many terms including limited-English-proficient (LEP) students, English-as-a-second-language (ESL) students, and emergent bilingual (EB). All terms refer to students who were born in a country other than the United States or whose first language is not English. Unfortunately, data reflects long-standing gaps between EL students and their native-English-speaking counterparts (Bauerfeld & Valenzuela, 2018; 2011; the National Assessment of Educational Progress (NAEP) reported a 20-point difference in fourth-grade reading between EL and non-EL students (NCES, 2018). Additionally, data also show disproportionate representation of EL students in some special education categories (Stratton, 2018) and a 40-point difference in MAP between students

with disabilities and those without (NCES, 2018). Many EL students qualify for and receive supplemental services to improve their English language proficiency through Title III under the Every Student Succeeds Act (ESSA). The goal of language services is for each EL student to become fluent in English as evidenced by passing a state English Language Proficiency (ELP) exam at least two times. Many schools are required to monitor the academic progress of native students for two years and compare language or academic progress when needed. Recently, the term "Low-English-Learner" (LEL) (Stratton, Thompson, & Dietz, 2015) student has been introduced to include students who are receiving ELD services and those that have been exited and included as fully English Proficient (EFP) to better identify students for whom standard English is not their native language.

### PLUSS Framework & Definition

### Evidence

#### Pre-teach critical vocabulary and prior background knowledge

Identify and explicitly teach vocabulary and language structures that are essential and critical to understanding a passage in order to increase students' cultural response and comprehension and increase students' background information and skills responses.

Carlsen, 2007;  
Carlsen et al., 2006;  
Chapman, Hagg & Smith, 2016;  
Gao, 2005; Tschida, 2012;  
Lopez-Thompson & Vaughn, 2017; Nunez & Beck, 2018; Park, 2016; Striano, 2019

#### Language modeling and opportunities for practicing

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

Parks & Pech, 2018; Schwabach, Hagg & Stein, 2018; Valencia 2019;  
Lopez-Thompson & Vaughn, 2017; Swartzell, 2018

#### Use a variety of graphics, organizers, and guides

Strategically use pictures, graphic organizers, glossaries, maps and other visual prompts to help make critical language, concepts, and strategies more understandable.

W. Carlsen 2007; Carlsen et al., 2006; 2009;  
Hagg & Hagg, 2016; Lopez-Thompson & Vaughn, 2017; W. Carlsen, 1990

#### Systematic and explicit instruction

Explicitly model, provide guided practice with feedback, and opportunities for independent practice of concepts, strategies, and concepts.

Carlsen, 2007; Rogoff, Gallo & Garcia, 2018;  
Gibbons, 2018; Hagg & Hagg, 2016;  
Lopez-Thompson, 2018; Swartzell & Striano, 2018

#### Strategic use of native languages and teaching for transfer

Identify concepts and content students already know in their native language and culture and help them understand those concepts in English.

Carlsen, Swartzell, Park & Scharif, 1999;  
Durgunovic et al., 1993; Garcia, Soto,  
Hagopian & Park, 2016; Lopez-Thompson & Vaughn, 2017

### Blank PLUSS Lesson Planning Format

- Context Objective:
- Language Objective:

Strategies:	L	U	S
L - Language modeling and opportunities for practicing U - Use visuals and graphic organizers S - Strategic use of native language & teaching for transfer			
3 P Pre-teach critical vocabulary and prior background knowledge			
4 S Systematic and explicit instruction			

## Pre-teach Critical Vocabulary and Prime Background Knowledge

Academic language frequently poses challenges for EL students yet broad vocabulary knowledge is crucial for text comprehension. To comprehend text, students need both conceptual and vocabulary knowledge (Baumann, 2009; Nelson, 2010). Nation (2007) found that students needed fluency with about 95% of words in a text for moderate comprehension. By middle school this amounted to about 25,000 words (Gross, 2004). Although many readers learn vocabulary by using context clues while reading, EL students benefit from explicit vocabulary instruction and word learning strategies.



Pre-teach Critical Vocabulary and Prime Background Knowledge

## Pre-teach Critical Vocabulary and Prime Background Knowledge

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses for opportunities to improve support)	Not in place	Partially in place	Fully in place
<b>P</b> Pre-teach Critical Vocabulary and Prime Background Knowledge	<ul style="list-style-type: none"> <li>fast mapping unknown vocabulary</li> <li>using systems to ID unknown words</li> <li>pre-teaching difficult vocabulary words</li> <li>pre-teaching necessary background knowledge</li> </ul> Other:		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

## Language Use and Modeling

Children acquire a second language similarly to how they develop their first language. That is, they move through predictable stages as they develop two language registers: *informal/social* and *formal/academic*. Initial informal oral fluency develops fairly rapidly but it takes much longer to develop the more complex structures of academic language in all four domains (listening, speaking, reading, and writing). Most children will reach formal academic fluency in English in about six years but some could take longer (Ishida, 2010; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). Understanding this continuum will help teachers scaffold language for their students. The language levels have different names across the states with most delineating between five to six stages. Here we merely number the levels for simplicity.



Language Use and Modeling

## Language Use and Modeling

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
<b>L</b> Language Use and Modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> <li>use through dialogues</li> <li>opportunities for self-correction</li> </ul> Other:		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

## Using Visual and Graphic Organizers

Using visuals, such as use of media, photographs, pictures, drawings, and gestures can make content more comprehensible to students. Scaffolds such as these can be effective means to demonstrate vocabulary meanings and to prime students' background knowledge so they can draw upon what they know (Auer & Wright, 2011; Roberts & Neal, 2004). Graphic organizers (e.g., word maps, Venn diagrams, and charts) help ELs organize information and clarify relationships (Hoyer et al., 2008).



Using Visual and Graphic Organizers

## Using Visual and Graphic Organizers

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses for opportunities to improve support)	Not in place	Partially in place	Fully in place
<b>U</b> Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none"> <li>science topics</li> <li>political issues</li> <li>math or TEA</li> </ul> (Additional physical resources) Other:		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

### Systematic and Explicit Instruction

Systematic instruction is that which is carefully sequenced, provides efficient practice to master content, and uses judicious review to retain learning over time (Carnine et al., 2010). Systematic, explicit instruction provides clear, comprehensive, and careful explanations and actively demonstrates how to implement skills and strategies. Then, through guided and independent practice students demonstrate content mastery (Osher & Hughes, 2011; King et al., 2016). The emphasis of instruction can increase to meet student support needs.

Systematic and Explicit Instruction

### Systematic and Explicit Instruction

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses for opportunities to improve support)	Not in place	Partially in place	Fully in place
<b>S</b> Systematic & explicit instruction	Includes explicit and explicit instruction - modeling - guided practice with feedback - partner and independent practice Other:		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 classroom.

### Strategic Use of Native Language Teaching for Transfer

Using a child's native language strategically can support the development of skills and comprehension. It may be as simple as providing a single sentence in the student's native language for an English word, or as complex as presenting an entire lesson in the native language before teaching the lesson in English. Teaching for transfer involves identifying what students already know in their native language and teaching them which skills are the same or similar, and which skills are different in English. For example, if students cannot do Spanish, teachers can teach for transfer by telling students that many consonant sounds are the same in English and Spanish (e.g., /ch/, /m/, /n/, /s/) or write (e.g., /ch/, /m/).

Translanguaging is the practice where students use their linguistic resources in one language to understand and communicate in another language through strategies such as code-switching, borrowing, and code-mixing, and language brokering (Dolz & Pecheux, 2005). By knowing the linguistic resources the students use in their communities, teachers can then identify and strengthen them at school. Perhaps the most important aspect of translanguaging, however, is to value students' multiple language abilities rather than replace with English only.

Strategic Use of Native Language and Teaching for Transfer

### Strategic Use of Native Language and Teaching for Transfer

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*	Note how ELs were supported, responses for opportunities to improve support)	Not in place	Partially in place	Fully in place
<b>S</b> Strategic use of native language and Teaching for transfer	Addresses student's native language needs - provides additional practice on skills unique to the students' native language and culture - points out sounds, words, concepts that are common across their two languages Other:		0	1	1

\*Not all strategies need to be used in every lesson. Teachers should select the most appropriate supports for their student population and classroom.



### Conclusion

Typically students develop basic academic interpersonal language skills in one to two years but may take five to seven years to reach "bilingual" proficiency with strong knowledge of academic language. For ELs to be academically successful, all teachers need to explicitly teach the language in the classroom. Students need to access the content, receiving and understanding it, through their English language proficiency for instructional language. And language support and access to the intensity and quality of language supports that will benefit each student. The PLSS framework is flexible in that it can be used within general education, intervention, and/or special education programs to ensure that the language demands or content remains relevant to instruction and contributes to a path to content learning and high achievement.



# JSS



