



LANGUAGE DIVERSITY AND **LITERACY DEVELOPMENT** RESEARCH GROUP
increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

LANGUAGE DIVERSITY & LITERACY DEVELOPMENT: LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS ACHIEVEMENT IN MIDDLE SCHOOLS

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Sky Marietta, EdD
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March 27, 2014

Today's Agenda

9.00 a.m. The Institute: Looking Back and Moving Forward

SCHOOL-BASED INSTRUCTIONAL IMPROVEMENT: SUPPORTING STRUGGLING READERS THROUGH DATA-DRIVEN INTERVENTION

9.15 a.m. Supporting Strugglers: Short-term and Long-term Planning

10.00 a.m. Part 1: Assessment for Impact
Screening, Progress Monitoring, Diagnostics

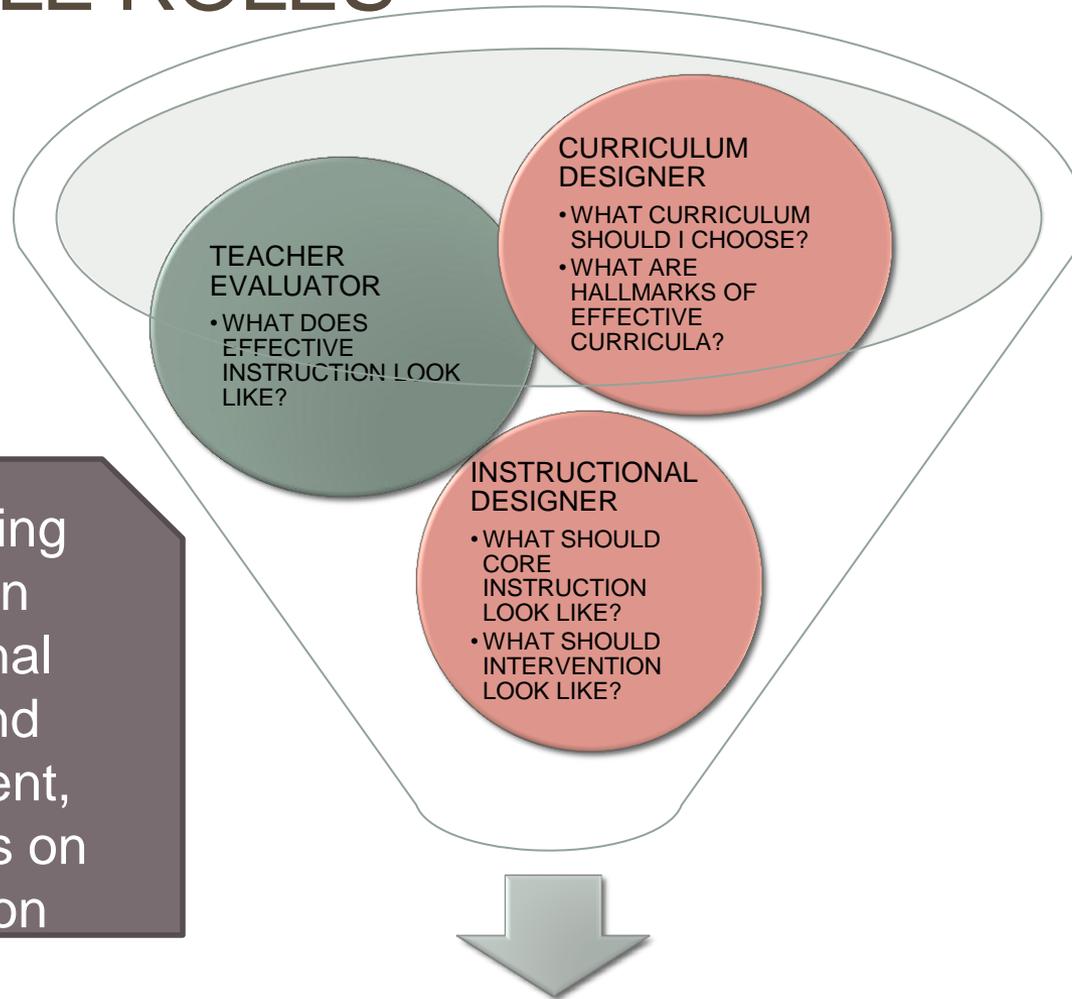
12.00 p.m. Lunch

12.45 p.m. Part 2. Selecting and Implementing Interventions

- How do we determine the (likely) targeted literacy skills?
- Spotlight on some interventions in use—who, when and why?
- Becoming a more critical consumer

2.30 p.m. Wrap-Up

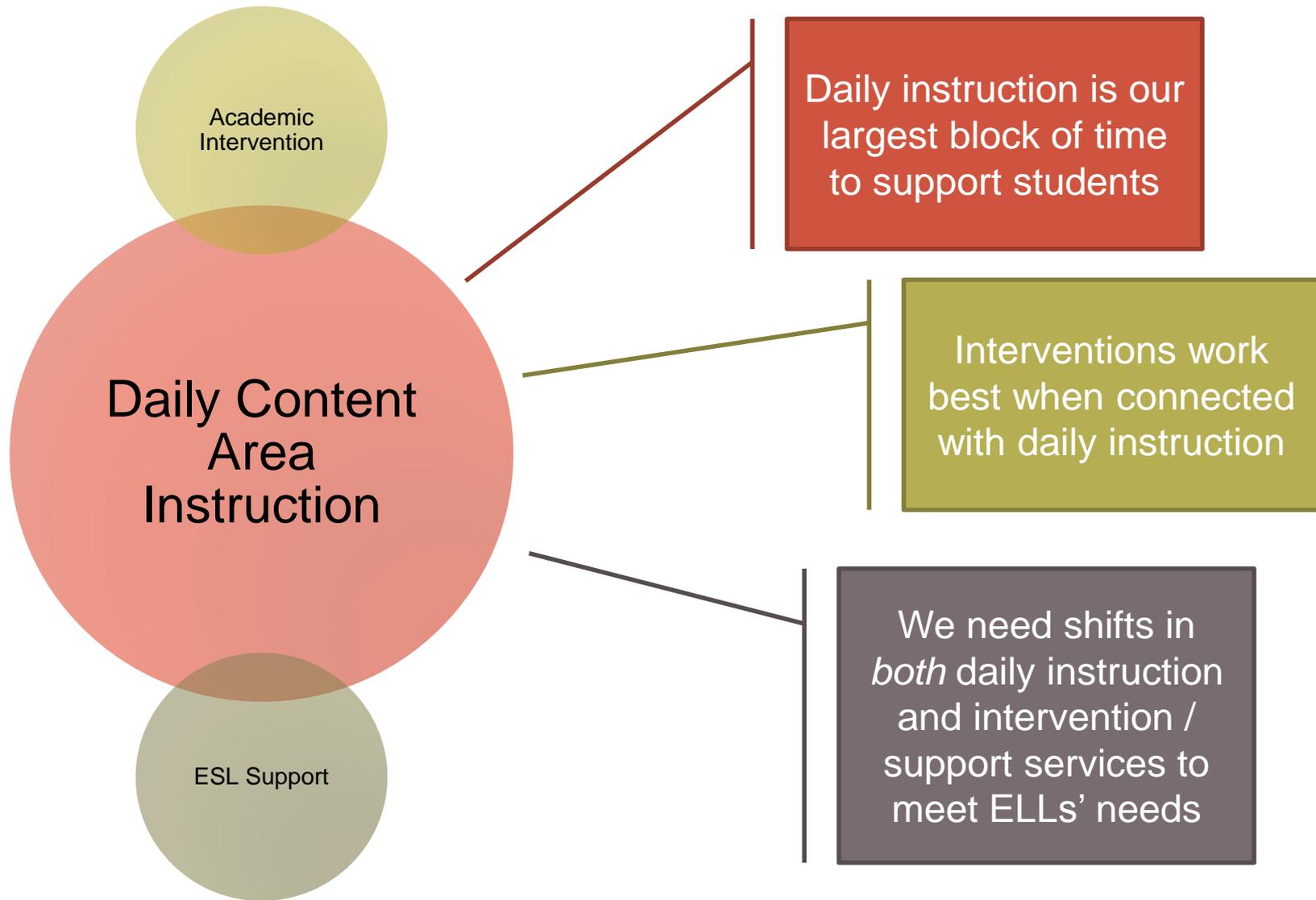
THE INSTITUTE: HELPING YOU FULFILL MULTIPLE ROLES



Today: Going deeper on instructional design and improvement, with a focus on intervention

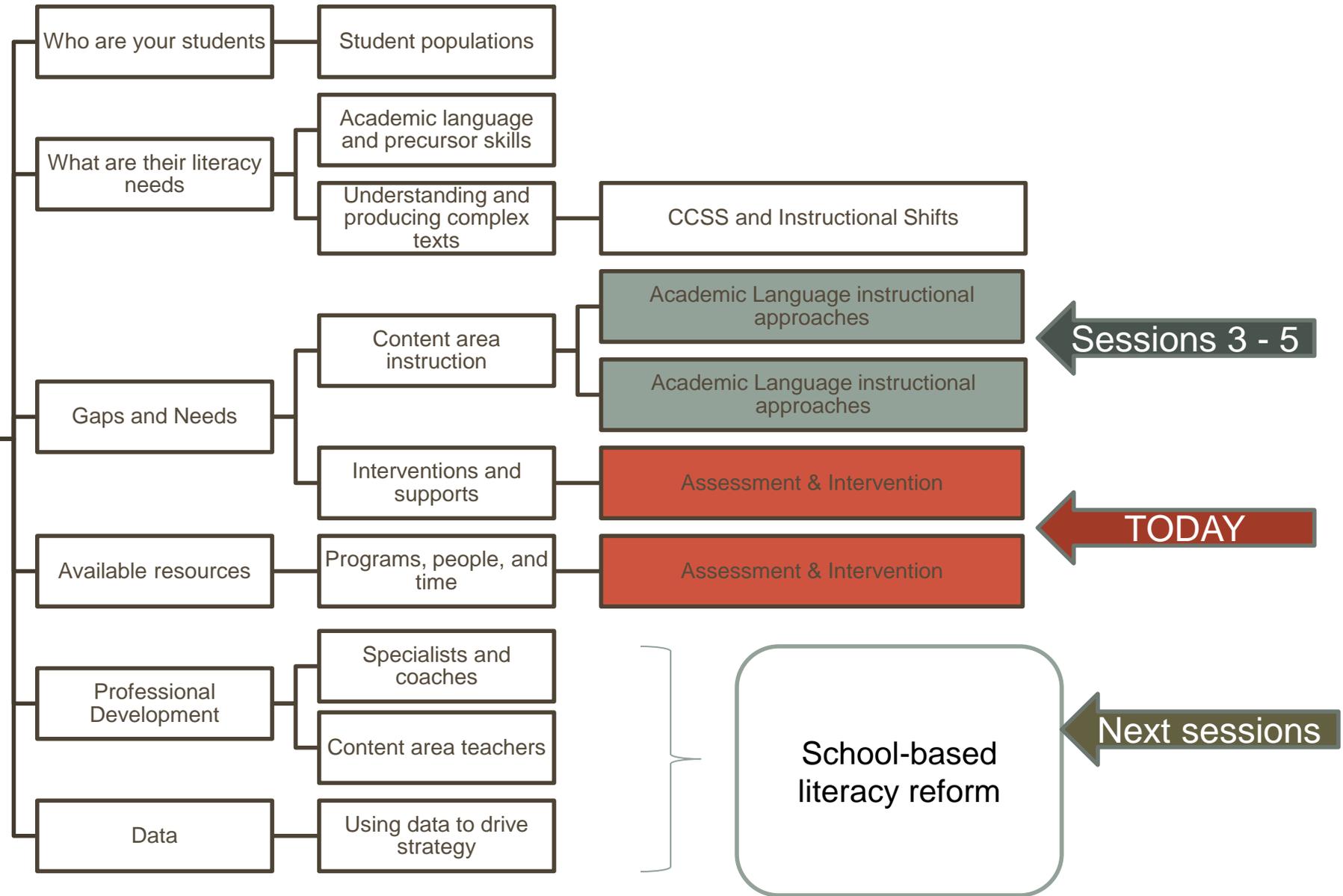
Leading Literacy Instruction for ELLs

Today's Focus on Academic Intervention



Instructional Improvement: Meetings 3-7

Blueprint



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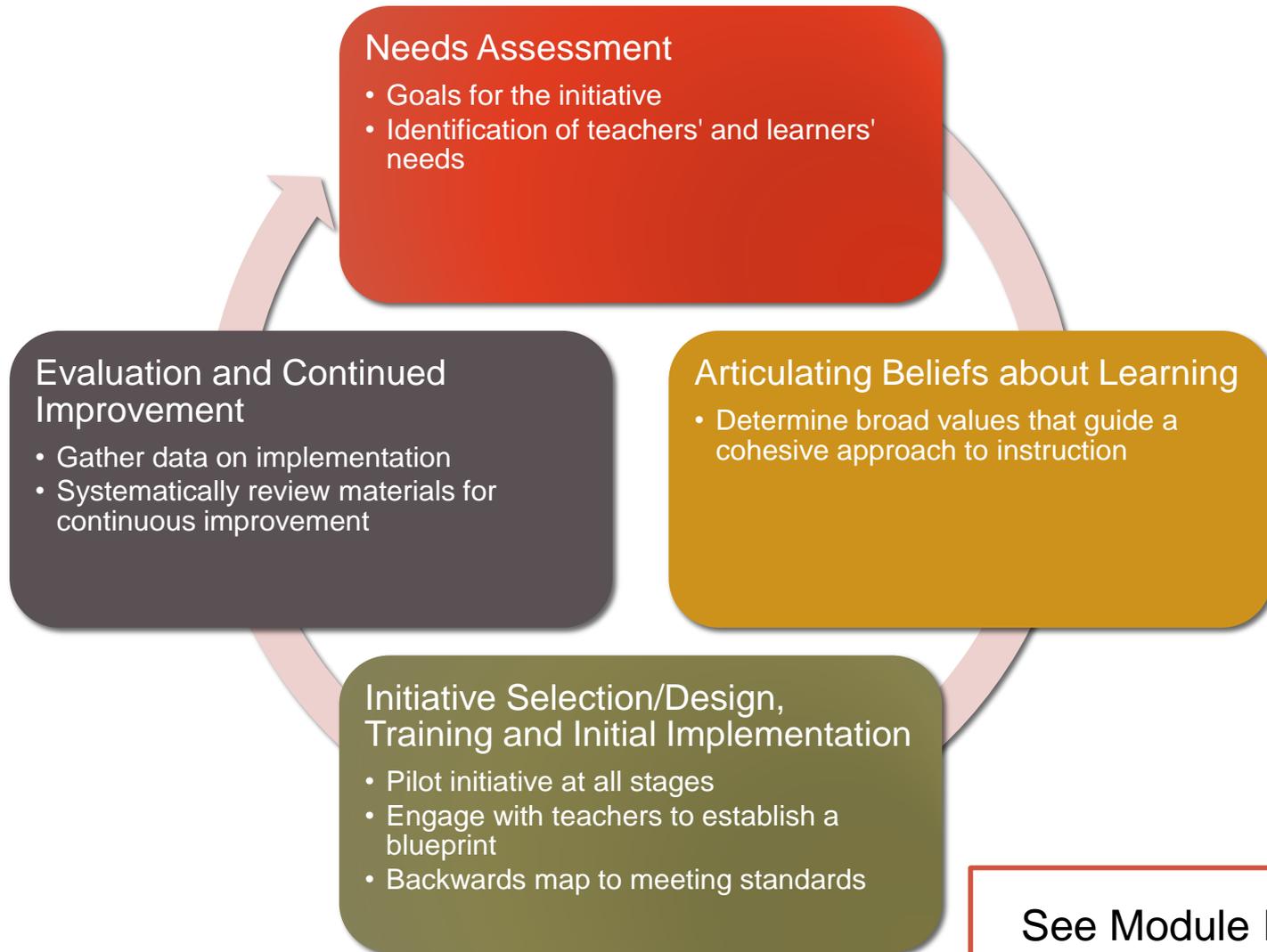
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INSTRUCTIONAL IMPROVEMENT: A SCHOOL- LEVEL CYCLE

Instructional Improvement: A School-Level Cycle

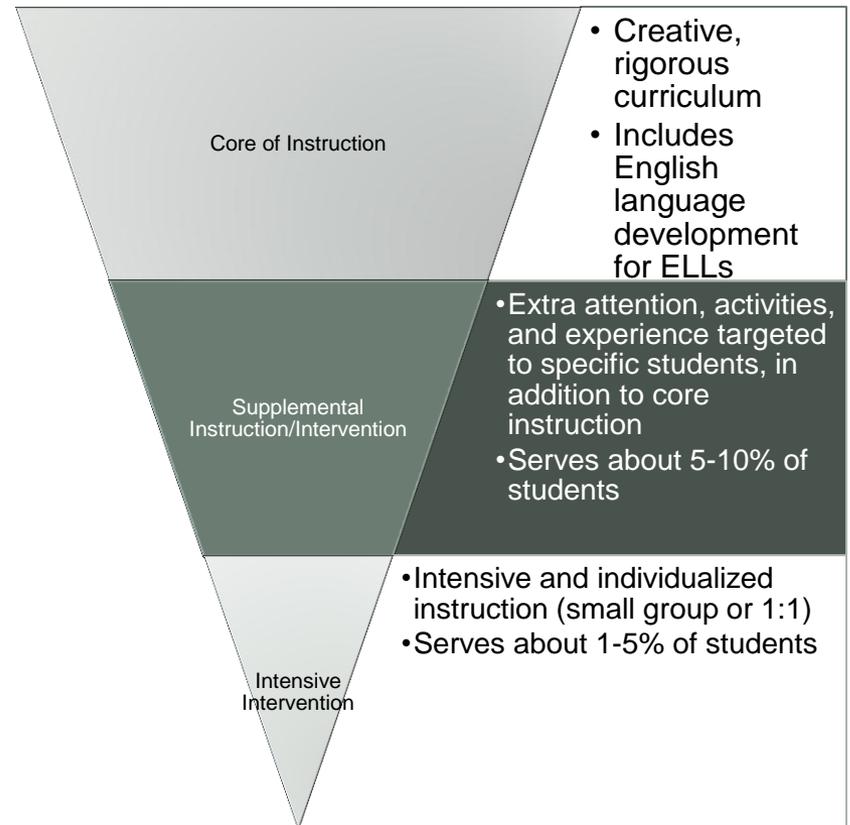


Today's Focus: The Importance of Supplemental Instruction/Intervention

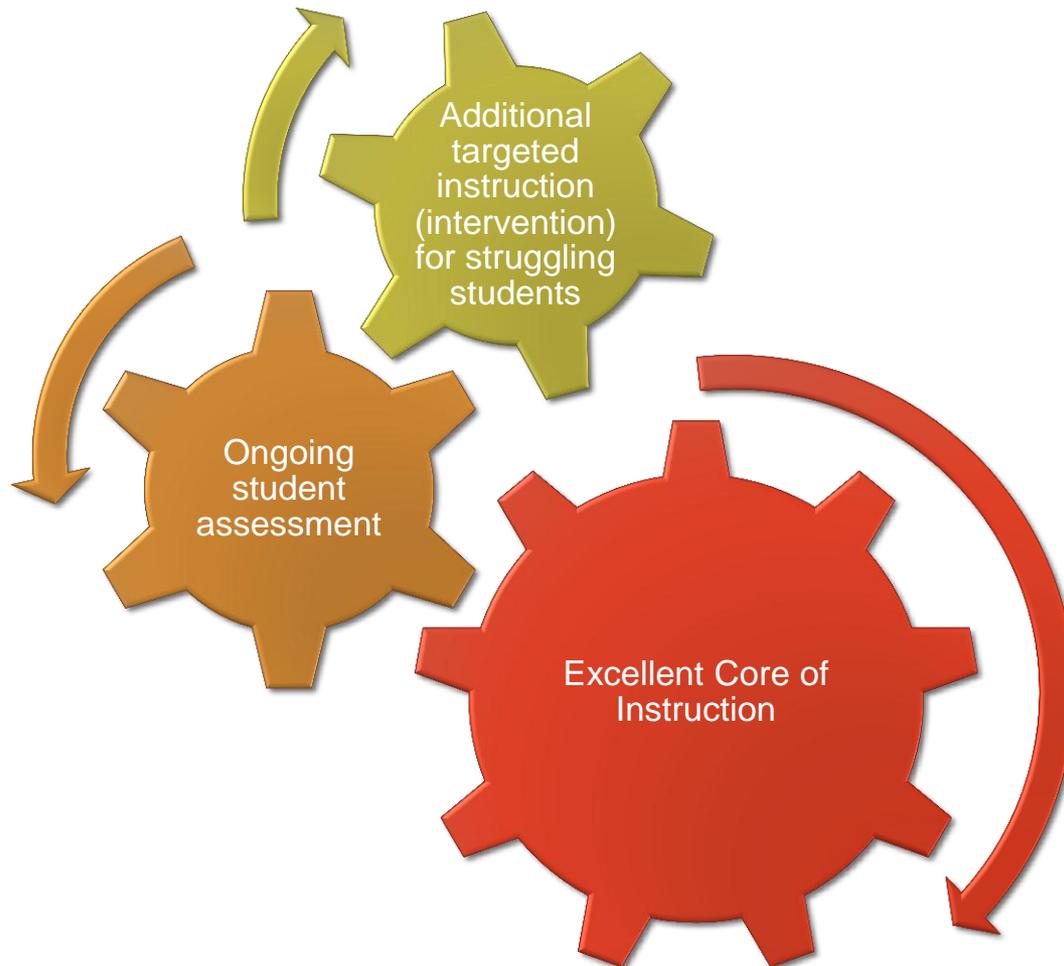
Data-Driven Instruction

The Importance of Supplemental Instruction/Intervention

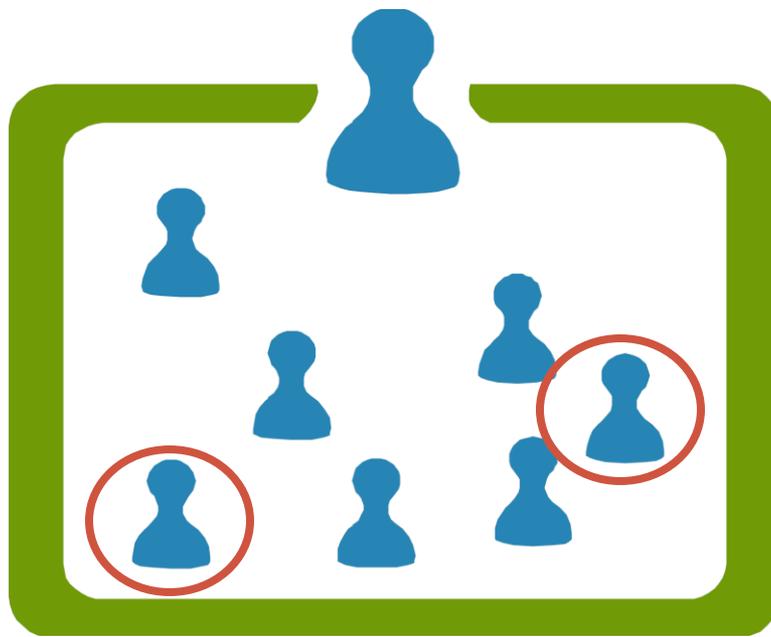
- Provides a “double dose” of instruction, targeted to specific needs
- bolsters skills that *some* students have yet to master, but are not the focus of the instructional core



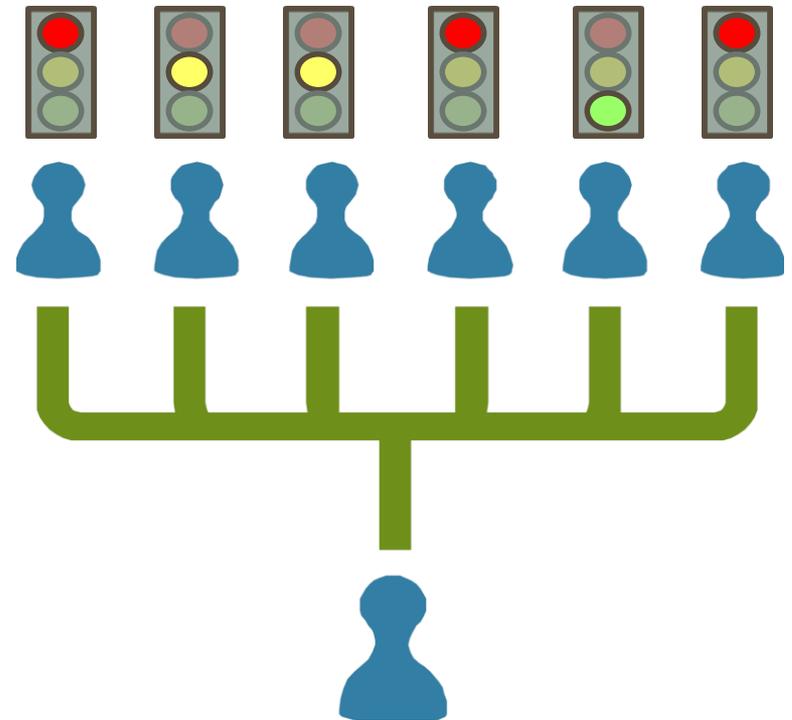
How do we better support struggling readers?



New Perspective on Student Performance



Following up with
struggling students



Screening all students
in key literacy skills

Assessment System

Screening

Universal / school wide system to inform instructional planning and support all students' learning

Diagnostics & Progress Monitoring

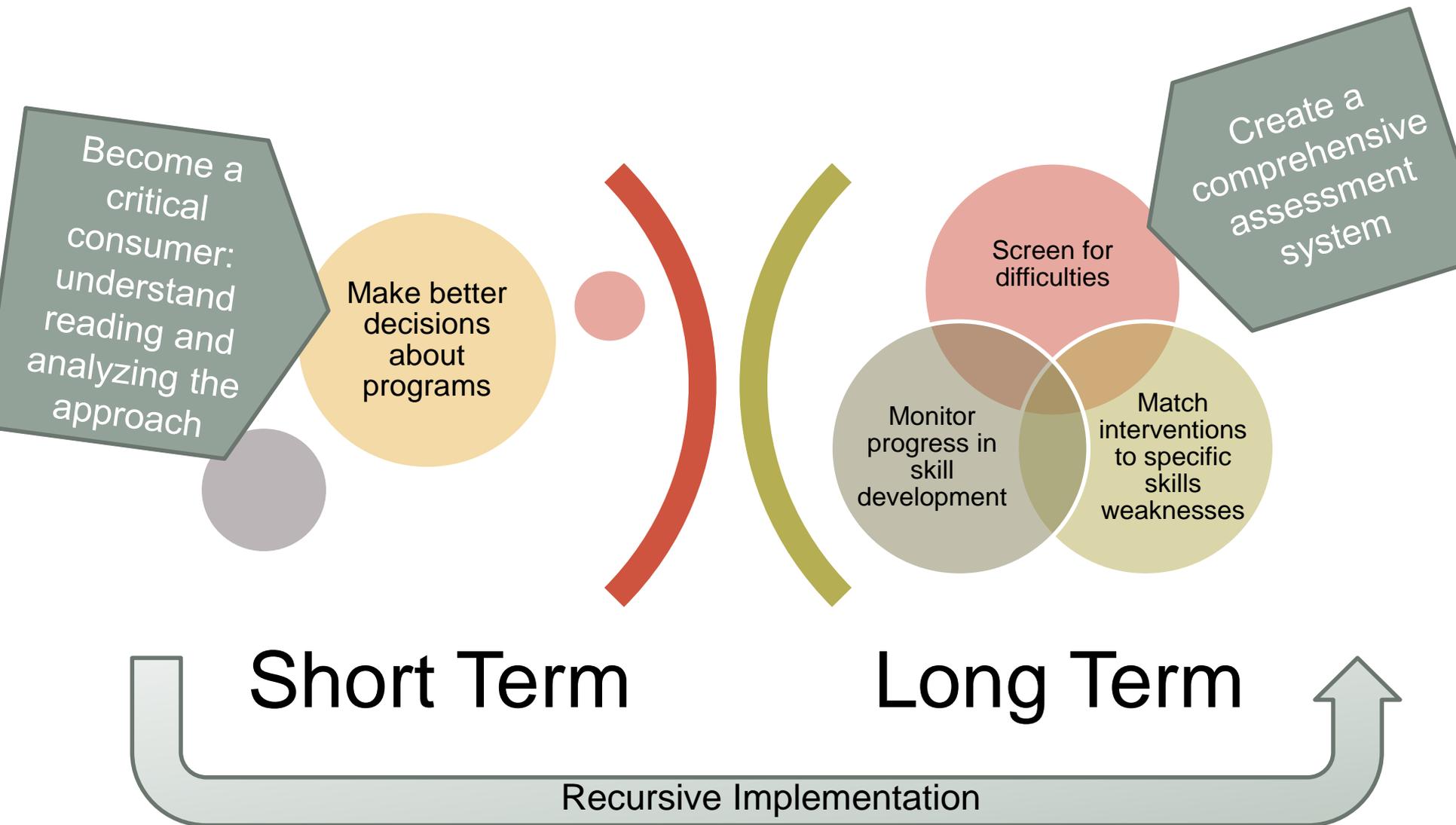
Targeted to a smaller subset of students to inform intervention and monitor progress

Diagnostics & Progress Monitoring

Individualized to better understand persistent difficulties and adjust intervention

See Module Page 5 & 6

Getting to More Effective Intervention: Short-Term & Longer-Term Strategies



Basics of Intervention

Questions...	...And Answers
Where does it happen?	<ul style="list-style-type: none">• Not location-specific• Additional, targeted support one way or the other
Who provides it?	<ul style="list-style-type: none">• Variety of personnel as determined at the site
What skills?	<ul style="list-style-type: none">• Any areas impeding literacy development• For ELLs : might be ESL support AND support for literacy skills
How is instruction designed?	<ul style="list-style-type: none">• Assessment-driven• Adjusted based on progress monitoring (i.e., response to instruction!)

Supporting ELLs through Data-Driven Intervention

ELLs in mainstream classroom settings included in the assessment system

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graph TD; A[ELLs in mainstream classroom settings included in the assessment system] --> B[Assessment used to guide instructional planning and support – NOT for high stakes decisions or to label students]; A --> C[ELLs flagged as at-risk or below-benchmark should receive targeted instructional support];
```

Assessment used to guide instructional planning and support – NOT for high stakes decisions or to label students

ELLs flagged as at-risk or below-benchmark should receive targeted instructional support

ADOLESCENT LITERACY ASSESSMENT IN NYCDOE

Esther Friedman, Executive Director, Literacy and AIS

LUNCH

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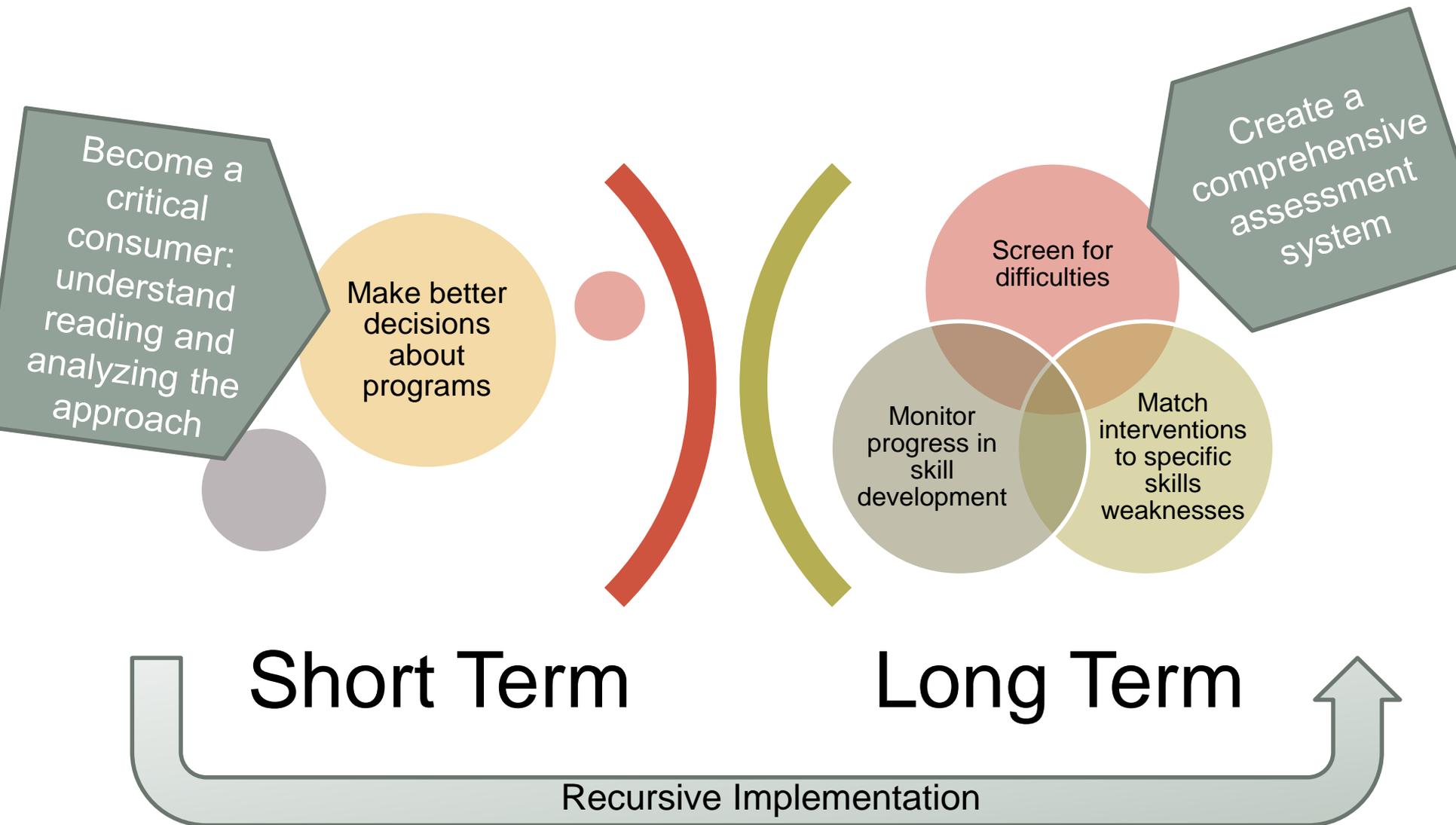
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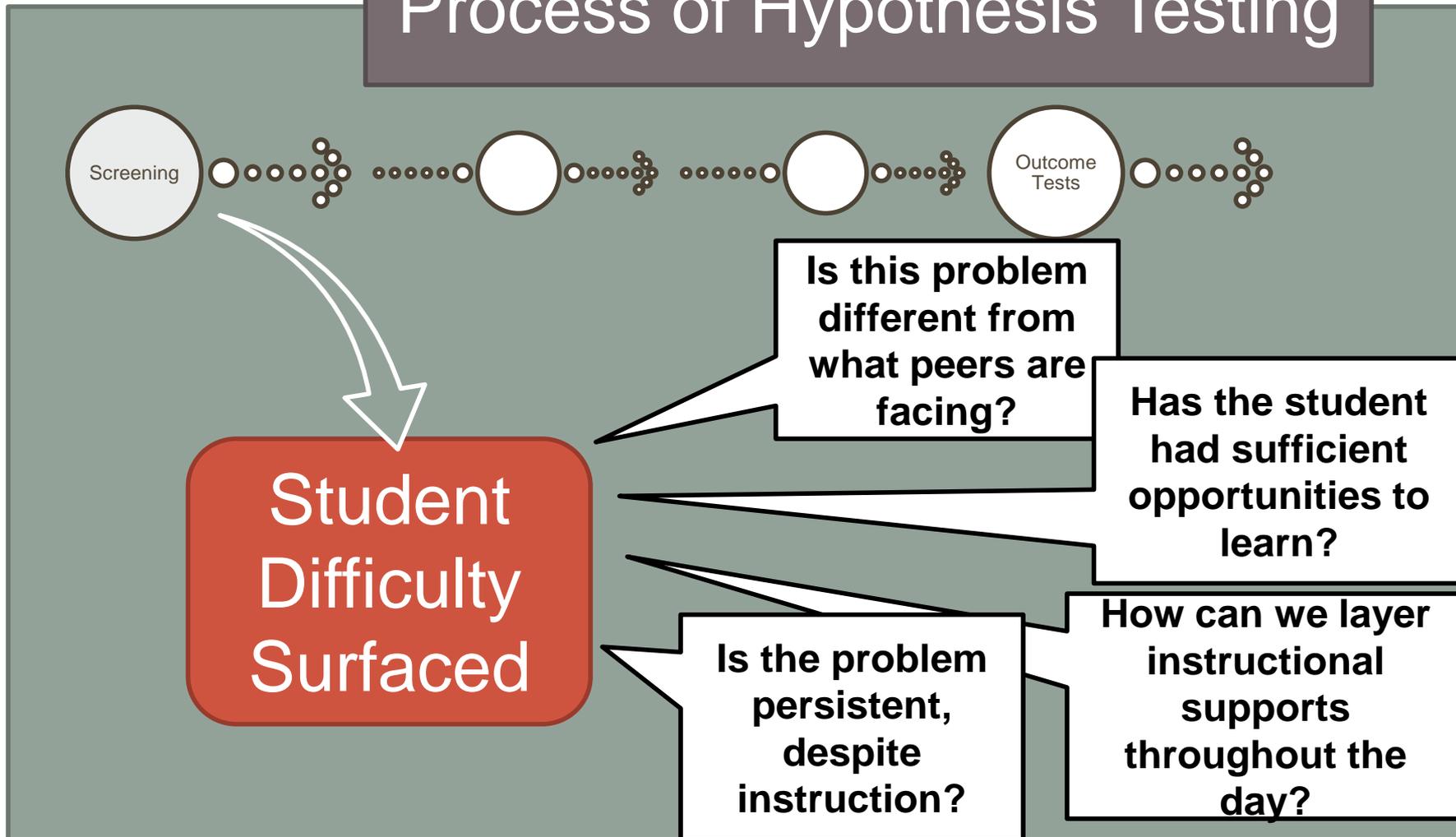
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Getting to More Effective Intervention: Short-Term & Longer-Term Strategies

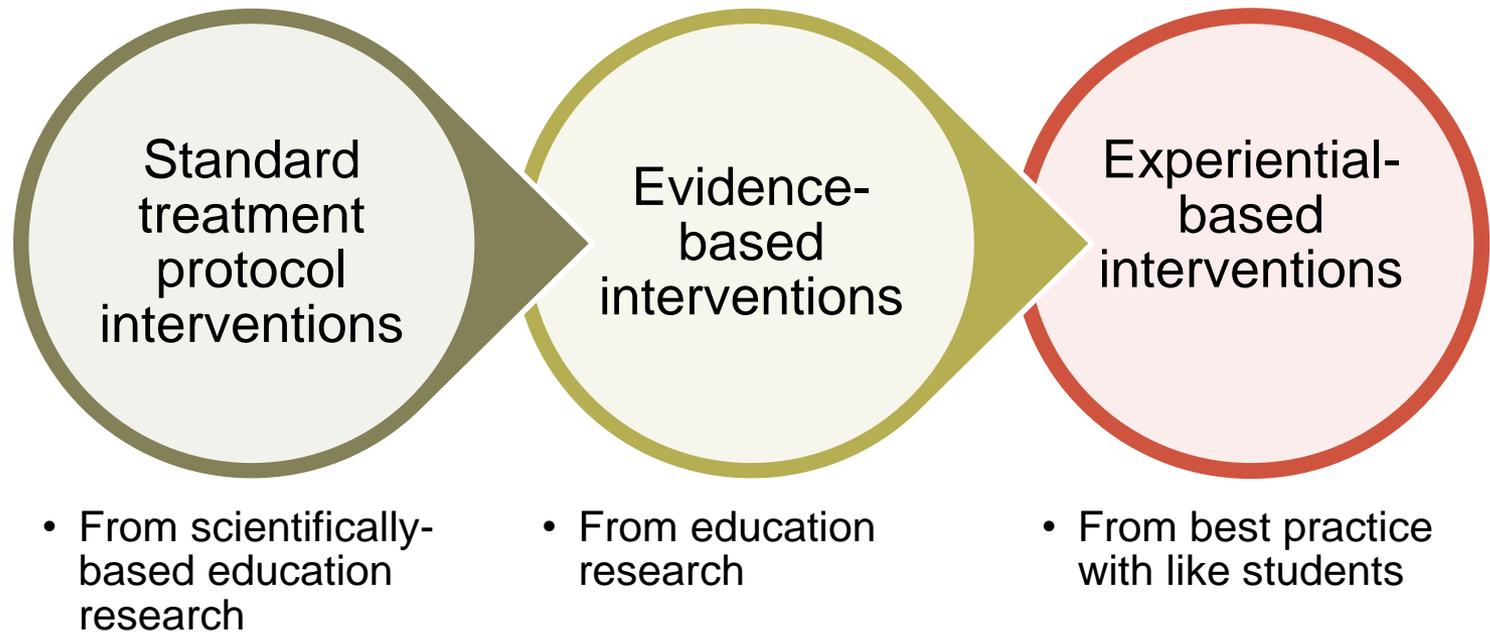


Alternative Pathways for Struggling Students

Process of Hypothesis Testing



What Types of Interventions?



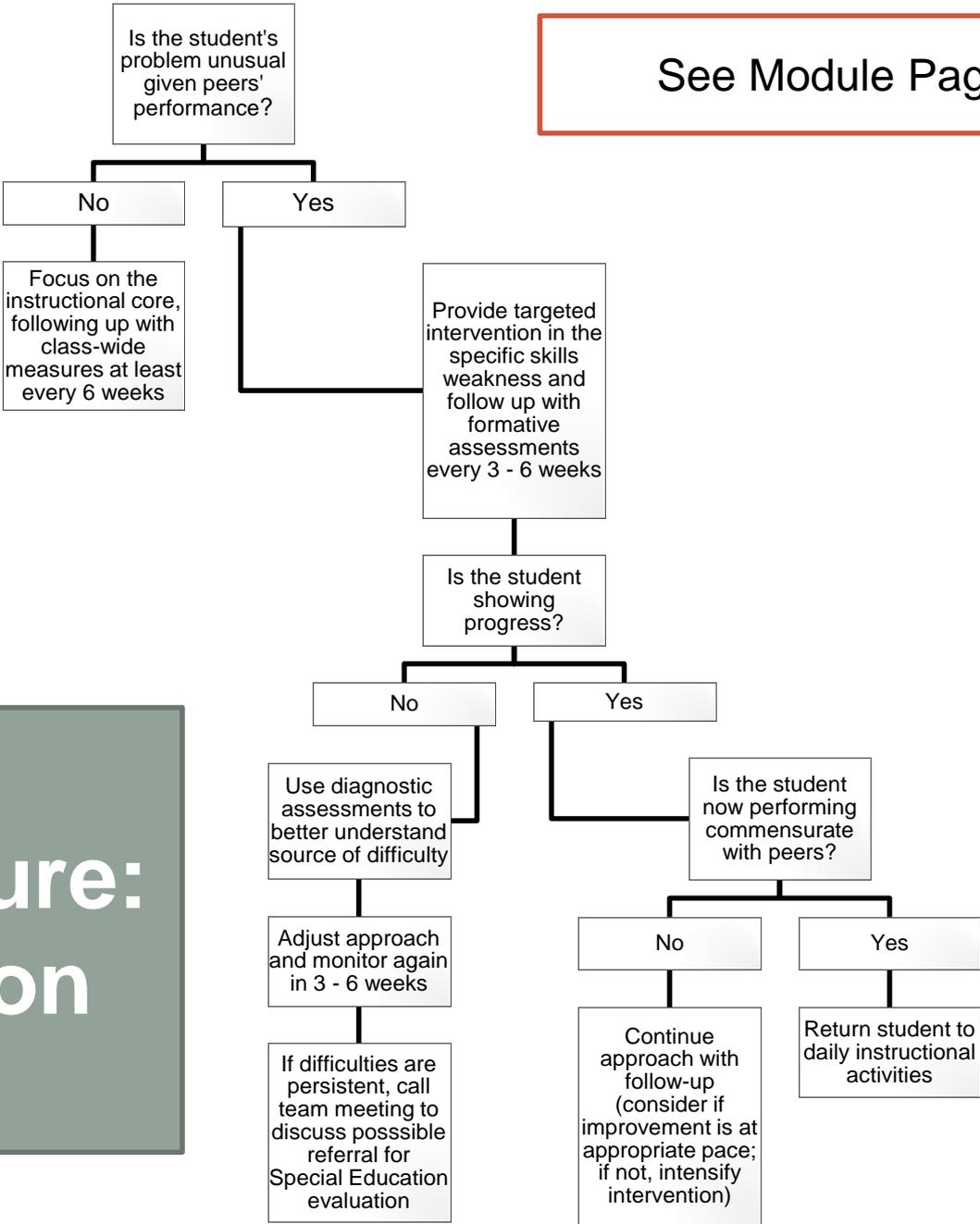
Determining Interventions

Use of problem-solving methodology



- Define problem
- Brainstorm solutions
- Choose intervention with greatest potential for student success
- Monitor intervention outcome
 - Adjust!

See Module Page 7

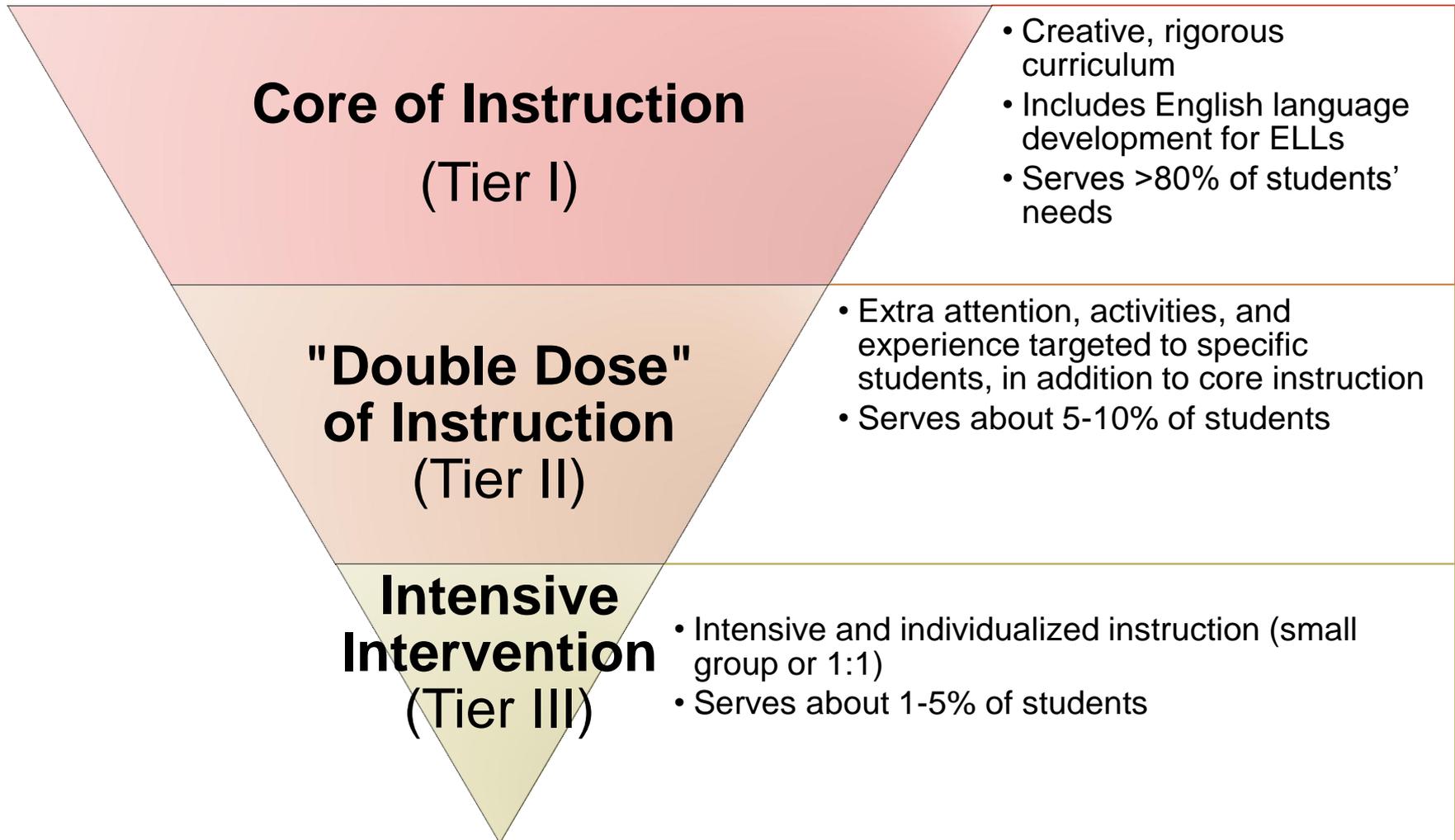


MTSS Infrastructure: The Decision Tree

Basics of Intervention

Questions...	...And Answers
Where does it happen?	<ul style="list-style-type: none">• Not location-specific• Additional, targeted support one way or the other
Who provides it?	<ul style="list-style-type: none">• Variety of personnel as determined at the site
What skills?	<ul style="list-style-type: none">• Any areas impeding literacy development• For ELLs : might be ESL support AND support for literacy skills
How is instruction designed?	<ul style="list-style-type: none">• Assessment-driven• Adjusted based on progress monitoring (i.e., response to instruction!)

Bringing It All Together



Core of Instruction (Tier I)

- Creative, rigorous curriculum
- Includes English language development for ELLs
- Serves >80% of students' needs

"Double Dose" of Instruction (Tier II)

- Extra attention, activities, and experience targeted to specific students, in addition to core instruction
- Serves about 5-10% of students

Intensive Intervention (Tier III)

- Intensive and individualized instruction (small group or 1:1)
- Serves about 1-5% of students

Selecting Programs for Struggling Readers

Key Considerations:

1. Instructional Format

2. Instructional Paradigm

3. Instructional Elements

4. Overall Approach

Considerations for Selecting an Intervention for Struggling Readers

INSTRUCTIONAL FORMAT	Always	Sometimes	Never
Small Group			
• Instruction and/or verbal interaction takes place in a small group composed of students and teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual w/ Teacher			
• Instruction takes place 1:1 between student and teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual w/Computer			
• Student works independently on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small Group + Individual			
• Combination of small group and individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTIONAL PARADIGM	Always	Sometimes	Never
Direct instruction			
• Modeling of various ways to grapple with the learning and mastery (e.g., read aloud and discussion-based text work); application across different contexts is central to the approach; emphasis on gradual release of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategy instruction			
• Students are taught a prescribed set of process steps and skills for students to practice and master. Emphasis is on repetition and guidance to learn the steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent work			
• Students work in a workbook or move through a computer program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTIONAL ELEMENTS	Low	Medium	High
Built-in Questioning & Opportunities to Respond			
• The teacher asks questions and encourages students to ask questions; the teacher and students engage in dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex tasks with scaffolding			
• The teacher breaks down difficult material into steps, supporting students at each phase of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher modeling and scaffolding			
• Teacher demonstrates and uses the language and procedures taught during instruction and student support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaboration and strategic repetition			
• Material is presented more than once and students are given multiple opportunities for practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Authentic text supports student learning			
• Students engage with high quality texts—magazines, news articles, books, etc.—to provide models of language use and additional information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL APPROACH			
The role and expertise of the teacher	Strictly a facilitator	Central to the implementation
Where it falls on our continuum	Isolated skills	Integrated work
Potential for youth engagement	Very low	very high

See Module Page 12

Activity re: Considerations and Content

See Module Page 13

STEP 1:

- Select an intervention to review as a team

STEP 2:

- Identify the reading subskills or literacy performance (writing, reading comprehension) this intervention claims to develop (e.g., oral/written academic language; word reading or word spelling; fluency; academic vocabulary; reading comprehension)

STEP 3:

- For each reading subskill or literacy performance that this intervention claims to support complete the appropriate checklist (for programs marketed as complete reading comprehension interventions complete checklists III-VI).

STEP 4:

- Interventions that meet most (if not all) listed criteria are likely to support students in developing the target subskill or literacy performance.

Determining Fit Between Program Design and Program Use: An Updated Version

Our Analysis of the Programs You are Utilizing

Confidential

Programs at a Glance
 sssKey: ● = Core Component; ○ =

Program	Teacher PD or Literacy
Just Words (Wilson)	
Reading Apprenticeship	●
Word Generation (SERP)	●
Wordly Wise	
Expeditionary Learning	○
Units of Study in Writing (Teachers College)	●
Code X	
Wilson Reading System	
Read 180 Stage B	
Teenbiz (Achieve 3000)	
Rosetta Stone	

Addendum: A Review of Literacy Curricula for Middle School ELLs | 2014

Program Review Addendum

Contents

- LightSail 2
- Lexia Reading 4
- iReady 6
- iLit 8
- myON 10
- Reading A-Z with Raz-Kids 12

DO NOT COPY

See “Program Review Addendum”

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NEXT SESSIONS

Bringing it all Together: School-Based
Literacy Reform

Case Consultations on May 23

Presentations

- Format provided
- Capstone of Institute work
- Share ideas and get feedback from peers and us

Template and more information will be sent out in April

Instructional Improvement: Meetings 3-7

Blueprint

