

C6 – Equity & Academic Instruction

Lead Presenter: Erin Chaparro, Ph.D.
Twitter: @ErinChaparro
Email: echaparr@uoregon.edu

Key Words: Academic, Equity, Coaching

Gratitude

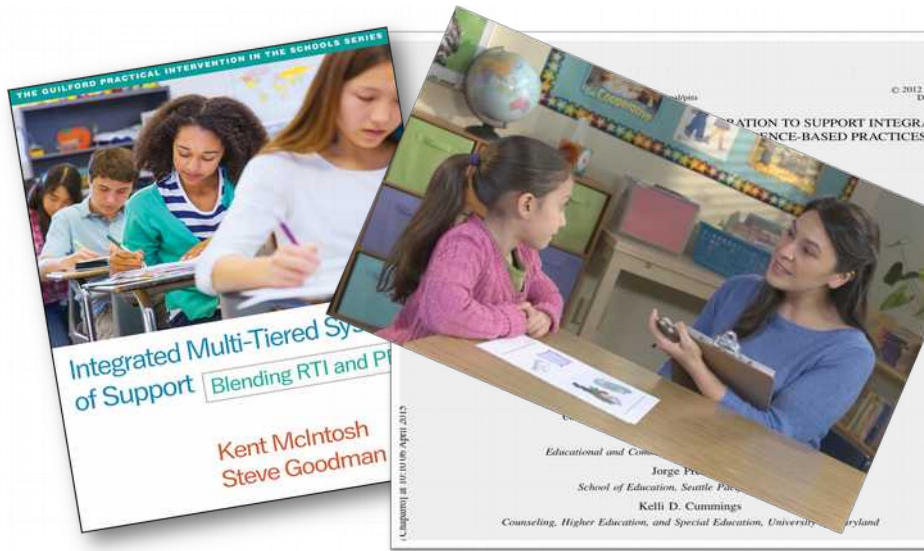
- Collaborations with OrRTI: <http://www.oregonrti.org/>
- Drs. Anita Archer, Doug Carnine, Linda Carnine, Rhonda Nese, Kathy Howe, Dave Howe, Jerry Silbert, Ed Kame'enui, Rob Horner, Kent McIntosh
- You!

Objectives

- Define the specific instructional delivery strategies taught
- Understand how instructional delivery can promote equity
- Develop ideas for how you might implement these strategies
- Provide Free Online Professional Development Resources for Independent Study

Getting to know you:

1. Introduce yourself, your home city/state, your role in your district, and the number of years you've been implementing PBIS
2. Why are you in this session? What information are you hoping to learn?



Middle School English Learners Project www.ori.org/mselp

Middle School EL Project

School districts have an opportunity to partner with Oregon Research Institute (ORI) to learn more about what middle school teachers are doing to teach English learners (EL) in the 6th and 7th grades how to speak English, and to find out what's working for their students, within the context of an evaluation of Direct Instruction Spoken English (DISE).

This study is being conducted by *Barbara Gunn, Ph.D.* and *Erin Chaparro, Ph.D.*, at Oregon Research Institute, and is funded by the United States Department of Education, Institute of Education Sciences (IES) Grant #R305A150325.

In this study we will invite middle schools to partner with us for two years. We will randomly assign the English language development teacher at each school to use the DISE curriculum or to provide their current EL instruction.

[Download informational PDF](#)

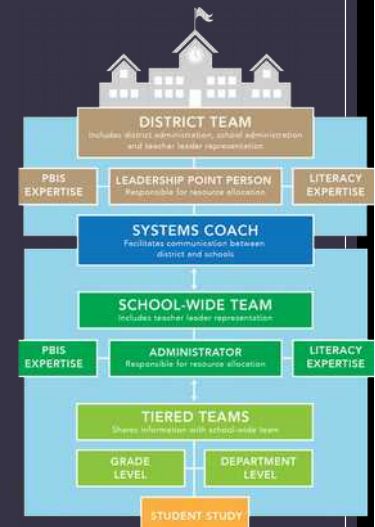
OREGON INTEGRATED SUPPORT SYSTEMS: BEHAVIOR & ACADEMICS

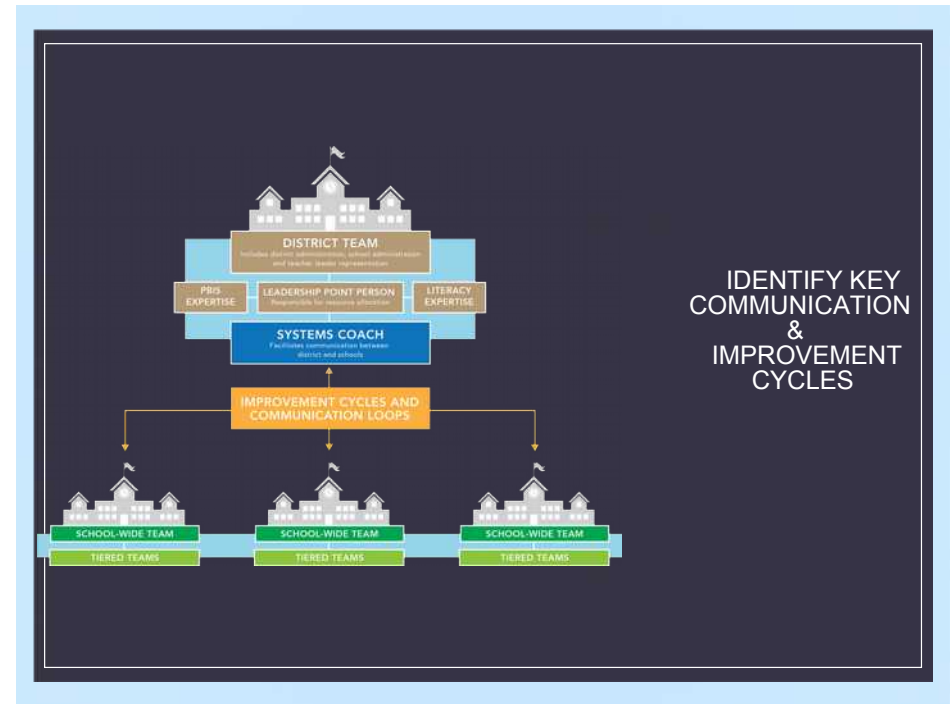
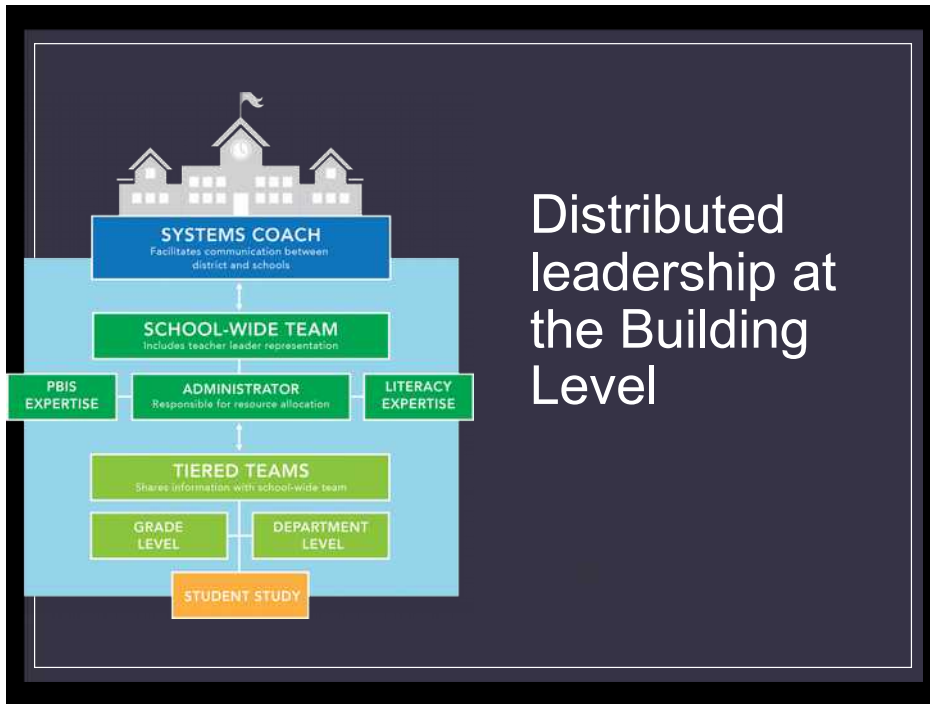
ECS EDUCATIONAL AND COMMUNITY SUPPORTS

Erin Chaparro, Ph.D.

Identify Teaming Structure

- Implementation Teams developed
- Shared resources, knowledge & common goals
 - Set guidelines for implementation to meet clearly defined outcomes





<http://www.pbis.org/school/equity4pbis>

Table 1
Overview of Instructional Strategies and Selected Supporting Evidence

Instructional Strategy	Purpose	Evidence Base
Use Explicit Instruction	Clarifies student learning expectations and teaching objectives	<ul style="list-style-type: none"> Hattie (2012) Rosenshine (1995) Sirrmmons, Fuchs, Fuchs, Mathes, & Hodge (1995) Stein, Camine, & Dixon (1998)
Build and Prime Background Knowledge	Creates shared foundational schema to optimize student learning	<ul style="list-style-type: none"> Al-faki & Siddiek (2013) Johnson (1982) Rowe & Rayford (1987)
Increase Opportunities to Respond	Provides high-degree of student engagement and more practice	<ul style="list-style-type: none"> Armendariz & Umbreit (1999) Fuchs, Fuchs, Mathes, & Sirrmmons (1997) Haydon, Mancil, & Van Loan (2009) Dunlosky, Rawson, Marsh, Nathan, & Willingham (2002)
Provide Performance Feedback	Structures teacher knowledge of student progress and provides opportunities to correct misunderstandings	<ul style="list-style-type: none"> Colvin, Sugai, Good, & Lee, (1987) Reddy, Fabiano, Dudek, & Hsu, (2013) Hattie & Timperley (2007)

Increase(Opportunities(to(Respond

Multiple * Opportunities * to * Practice

Rates of learning are proportional to the rate at which they respond correctly.

Giving students more opportunities to respond is a way to increase their rates of learning.

We can increase opportunities to respond by:

- more rapid pacing of instruction
- choral responding facilitated by signals
- calling on low performers more often

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How Much Repetition is Needed?

Number of correct repetitions in a row of a new word needed to "automatize" the word; NICHD

Type of Learner	Number of Repetitions
Most Able	1 or 2
Average	4214
Least Able	20+?

(R. Lyon, 1997; G. Reitsma, 1983)

Vince Knows Learning

Students learn new skills by correctly practicing the skills repeatedly until the skills are mastered.



"Practice does not make perfect. Only perfect practice makes perfect." - Vince Lombardi
David Howe

Perfect Practice Events

Each time a teacher gets a student to practice a skill correctly, it helps the student learn the skill!

That's right! Joe Torgesen calls each practice event a positive instructional interaction.



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Positive Instructional Interaction (Pii)

Instructional Interaction 2

- The teacher explicitly explains and models a skill while students are engaged
- The teacher guides students while they practice the skill and, if needed, provides corrective feedback
- The teacher provides opportunities for

Positive 2 and reinforces their correct responses

- The students perform the skill correctly

Howe, WRRFTAC

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Intensity of Instruction

Joe Torgesen defines **Intensity of instruction** as the number of Positive Instructional Interactions (Pii's) per day.

For example:



Grade 6

7((((((((((((8((((((((((((9

A day of instruction that includes 200 Pii's is more intensive than a day that includes only 100 Pii's. How are you helping teachers to increase the amount of positive instructional interactions per day?

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B	ENGAGING ALL STUDENTS: PASSAGE READING 1
D* (T)	
A	

Choral Reading

- Read Selection with your students
- Read at a moderate rate
- Tell your students, "Keep your voice with mine."

Cloze Reading

- Read Selection
- Pause on "meaningful" words.
- Have students read the deleted words.

Silent Reading (if you must)

- Pose pre-reading question
- Tell students to read a certain amount
- Ask them to re-read material if they finish early
- Monitor students' reading. Have them whisper read to you.
- Pose post-reading question.
- Note: Use whisper reading with a large group.

Thanks to
WRRFTAC & Dr.
Anita Archer

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D* (T)
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ENGAGING ALL STUDENTS: PASSAGE READING 2

Partner Reading

Alternative to support lowest readers.

- Assign each student a partner and a lowest reader placed in a triad.
- 1. Reader whisper read to partner/Coach. Students alternate by sentence, paragraph, page, or time (3 minutes).
- 2. Coach corrects errors.
 - Ask Can you figure out this word?
 - Tell B This word is _____. What word?
- 3. Reader reread the sentence.

1. First reader (more skilled reader) reads material.
2. Second reader reads the SAME material.
3. Students read the material together.

Thanks to
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Anita Archer

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A* (T)

ENGAGING ALL STUDENTS: INDIVIDUAL TURNS 1

Less desirable practices

- Calling on volunteers.
- Guideline: 'Call on volunteers when the answer is the result of personal experience.' 'Don't call on volunteers when the answer is a product of instruction or reading.'
- Calling on inattentive students. Instead, use proximity, partners, or call on everyone to choral respond.

Individual Responses

- Option #1. 'Have students share answers with their partners.' Then call on a student.
- Option #2. 'Ask a question.' Teacher raises hand to indicate silence. 'Give think time.' Then call on a student.

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ENGAGING ALL STUDENTS: INDIVIDUAL TURNS 2

Procedures for calling on student to insure that all students are involved.

Procedure #1. (Call on students in different part of the room.)

Procedure #2. (Write names on card or sticks. (Draw names. (Usually after a choral or partner response.)

If student is called on and says, "I don't know." Scaffold his/her response.

Procedure #1. (Have student consult with his/her partner.)

Procedure #2. (Have student refer to his/her book or notes.)

Procedure #3. (Have the student tell the best of previous answers. (Answers heard from other students)

Procedure #4. (Tell student the answer.)

Procedure #5. (Ask a question to lead the student to the correct answer.)

Thanks to
WRRFTAC & Dr.
Anita Archer

Think. Pair. Share.

- Why would this type of approach work or not work for your school system?
- What resources would you need to help increase the use of explicit and engaging instruction?
- What questions do you have?

- Explicit Instruction
- Opportunities to Respond
- Culturally Responsive & Positive Relationship

Set a goal for how you will use and share these resources

RESOURCES

Resource: Doing What Works

- <http://dwwlibrary.wested.org/>
- <http://dwwlibrary.wested.org/media/explicit6vocabulary6instruction6for6english6learne>

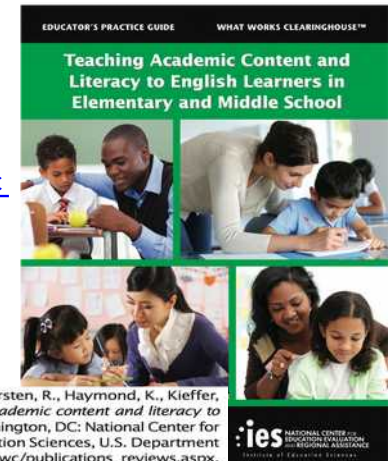


<http://oregonliteracydpd.uoregon.edu/>

The screenshot shows the 'Academic Language' page from the Oregon Literacy DPD website. The page has a navigation bar with tabs for 'Goals', 'Assessment', 'Instruction', 'Leadership', 'Professional Development', and 'Commitment'. Below the navigation bar, there is a header for 'Academic Language'. The main content is divided into three columns: 'Key Concepts', 'Professional Development Presentation', and 'Apply the Concepts'. The 'Key Concepts' column lists six points: 1. Oral language development promotes vocabulary development and comprehension. 2. The definition of academic language is complex. 3. Discussing familiar topics helps students develop accurate use of grammar and syntax. 4. Explicit instruction on how to use comprehension strategies effectively is necessary to support ELs comprehension and academic language. 5. Using sentence frameworks helps support ELs language development. 6. Acquiring English language proficiency depends on curriculum and instruction. The 'Professional Development Presentation' column features a video thumbnail and links to 'Academic Language (PPT)' and 'Academic Language (PDF)'. The 'Apply the Concepts' column lists 'Practice Activities' (Lesson Reflection Tools, Identifying the Characteristics of Academic Language, Narrative Versus Expository Text, Classroom Applications of Academic English) and 'Resources' (AccELLerate Summer 2008, Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap, What is Academic Language?, IES Practice Guide - Recommendation 4: Academic English).

IES Practice Guide

- <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19>



Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.

RESOURCES

- ExplicitInstruction.org from Dr. Anita Archer
- <http://oregonliteracypd.uoregon.edu/>
<http://ies.ed.gov/ncee/wwc/colorincolorado.org>
- ColorofUs.com – multicultural children’s books
- Metropolitan Center for Urban Education, New York University, “*Culturally Responsive Classroom Management Strategies*” (2008).

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Online Resources

- [ODE MTSS Project](#)
- UO Systems Coaching Website:
<https://blogs.uoregon.edu/systemscoaching/>
- Oregon Department of Education
MTSS Webinar Repository
• <http://www.orspdgddata.net/Webinars>

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation

- Let’s give it a try & evaluate (demonstration)

Full Implementation

- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

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Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- Excellent
- Very good
- Good
- Average
- Poor

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

