Collaborative Instructional Planning for English Learners with Disabilities

Learning Forward Conference
December 9, 2019

Presenters: Bejanae Kareem and Silvia DeRuvo
WestEd’s: Vision & Mission

Vision:
Making a quality difference in the lives of children, youth, and adults.

Mission:
WestEd is a research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.
Attending this workshop participants will:

• Identify and discuss elements of **effective practice and good instruction** for English Learners with disabilities (ELSWD);

• Articulate the importance of **collaboration in instructional planning** for ELSWD; and

• Utilize WIDA’s standards and other resources (WIDA’s Can Do’s and ELD levels) to engage in a **lesson tuning protocol**, applying best practices for teaching ELSWDs.
Agenda

• Setting norms
• Identify the differences between language acquisition and learning disability
• Critical role of academic language development
• Role of collaboration
• Evidence-based strategies for effective practice and good instruction
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Have an Aha! Moment? Tweet it. Tag @WestEd and #VITALCollaboration
Norms of Collaboration

Seven Norms of Collaboration
1. Pausing – Wait Time
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table – Include All Voices
5. Providing Data
6. Presuming Positive Intentions
7. Be Present
8. Have Fun
Language Norms

English learner

• English learner status is meant to be temporary…” students are expected to leave the EL category as a result of quality instructional services they are entitled to receive.”

• Student with a disability (SWD)

• English learners with disabilities (ELSWD or ELD), English learners with IEPs, Dual-identified learners, differently-abled ELLs…
Learning Disability or Language Acquisition?
Misidentification

- Confusion about whether learning difficulties are a result of a language difference or a disability:
- Confusion linked to lack of appropriate testing in the native language;
- Poor procedures for assessing English learners with suspected learning disabilities;
- Lack of appropriate screening tools and procedures for ELLs;
- Insufficient number of knowledgeable or licensed personnel who can assist in the assessment process.

Brusca-Vega, Rita and Cristina Sanches-Lopez. *Serving English Language Learners with Disabilities: Perspectives of Illinois Educators.* Vol 45. Number 1
Activity 1: Learning disability or language acquisition?

Using the list of behaviors listed in the box on the top of your paper, place them into the correct space below.

• Which behavior is associated with a learning disability?

• Which behavior is associated with acquiring a new language?
<table>
<thead>
<tr>
<th>Behaviors associated with Learning Disabilities</th>
<th>Behaviors when acquiring a second language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty following directions</td>
<td>Difficulty distinguishing between sounds not in L1</td>
</tr>
<tr>
<td>Confused by figurative language</td>
<td>Confusion when sound for the symbol is different in L1</td>
</tr>
<tr>
<td>May have difficulty with attention span</td>
<td>Difficulty when meanings not understood</td>
</tr>
<tr>
<td>May seem easily frustrated</td>
<td>Understand more than can express in L2</td>
</tr>
<tr>
<td>Difficulty with phonological awareness</td>
<td>May have auditory memory difficulty</td>
</tr>
<tr>
<td>Slow to learn sound-symbol correspondence</td>
<td>Slow to process challenging language</td>
</tr>
</tbody>
</table>

Challenge of Serving Dual-Identified Learners

“There seems to be a mistaken belief that special education and ESL services should be thought of as ‘either/or’—that once ELLs qualify for Special Education; they no longer qualify for language support services. An important principle to keep in mind is that ELLs with LD are entitled to a full range of seamless services designed to meet their individual language and learning needs.”

—Janette Klingner, Ph.D., and Amy M. Eppolito, Ph.D.,
Coauthors of English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities
Critical Role of Academic Language Development
## Academic Language Development Terms

### AKA…

<table>
<thead>
<tr>
<th>Academic Discussion</th>
<th>Accountable Talk</th>
</tr>
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<tbody>
<tr>
<td>Content Area Conversations</td>
<td>Quality Interactions</td>
</tr>
<tr>
<td>Academic Conversations/Talk</td>
<td>Instructional Conversations</td>
</tr>
<tr>
<td>Collaborative Conversations</td>
<td></td>
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</table>
Student Interaction Stats

Only 4% of English learners’ day was spent in oral engagement.

Only 2% of English learners’ day was spent engaging in “academic talk.”

~Arreaga-Mayer & Perdomo-Rivera, 1996
Meet Moises
Whoever is **doing** the **talking** is **doing** the **learning**.
Engaging ELs in Academic Discussion

1. Carefully plan and prepare opportunities
2. Mix up grouping structures, but give more time to pairs
3. Use discussion strategies that require every student to talk
4. Provide language support (e.g. sentence starters)
5. Accept imperfect language
6. Expect and require extended responses

Which of these strategies are currently used in your classroom, school or district to intentionally encourage academic discussion?
Role of Collaboration
What Are the Strongest Influences on Learning and Achievement?

An effect size is a measure of the strength of the relationship between an outcome (e.g. achievement) and an influence on the outcome (e.g. homework).
Exploring Factors that Influence Achievement

- Reducing Class size
- Feedback
- Formative Evaluation of Teaching
- Teacher Knowledge
- Micro teaching/Lesson Study
- Collective Teacher Efficacy

**Scale**

- Off the Charts > 0.80
- High: 0.60 – 0.80
- Medium: 0.40 - 0.60
- Low: < 0.40
Collective Teacher Efficacy = 1.57
Effective Practice and Good Instruction
Six Key Principles For ELL Instruction

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that English Language Learners (ELLs) meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, ELL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELLs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

1. Instruction focuses on providing ELLs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem. Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.

2. Instruction leverages ELLs’ home language(s), cultural assets, and prior knowledge. ELLs’ home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

3. Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. Instruction that is rigorous and standards aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.

4. Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences. ELLs within a single classroom can be heterogeneous in terms of home language(s), proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

5. Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings. ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices. These assessment practices allow teachers to monitor students’ learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

These principles are based on papers and discussions from the January 2012 Understanding Language Conference at Stanford University. In developing these principles, the Understanding Language District Engagement Subcommittee drew directly from theory, research, and professional knowledge related to the education of ELLs and the papers presented at the conference. These principles explicitly reference the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, the Common Core State Standards for Mathematics, and a Framework for K-12 Science Education: Practices, Cross-cutting Concepts, and Core Ideas.
Understanding English Language Acquisition

The “Can Do” Descriptors

• Highlight what language learners can do at various stages of language development
• Use to inform scaffolding based on the language demands of a specific standard

https://wida.wisc.edu/teach/can-do/descriptors
What is Universal Design?
How might you use these resources in your schools or classrooms to improve instruction for:

- English Learners,
- Students with Disabilities, and
- Students who are Dual-Identified?
Collaborative Lesson Planning
Teaching and Learning Cycles

The Heart of Professional Collaboration for Teachers

PHASE 1
Prepare to Engage in Inquiry

PHASE 2
Engage in Teaching and Learning Cycles

PHASE 3
Study Impact on Student and Teacher Learning

PHASE 4
Take Action to Share Findings and Results

https://www.wested.org/service/vital-collaboration-developing-and-revitalizing-professional-learning-communities/
Lesson Tuning in Action

https://www.teachingchannel.org/video/coaching-cycle-teachers-example
Guided Practice with Lesson Tuning Protocol

- Review Protocol
- Guided Practice
- Debrief
## Collaborative Tuning Protocol

<p>| | |</p>
<table>
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<td><strong>8). Reflect on Conversation</strong></td>
<td><strong>9). Schedule Observation</strong></td>
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## Setting the Context for Lesson Tuning

### Grade Level: 4th Grade

**Lesson Presented: From “Wonders” Curriculum**

**Whole Group Language Arts Lesson**

### Classroom Demographics:

- 17 students
- Five are English Learners
  - Two are at the emergent language acquisition level
  - ONE OF THESE STUDENTS IS ON THE AUTISM SPECTRUM
  - Three are at the bridging language acquisition level
- Four students have IEPs
  - Two have a specific learning disability
  - One has a speech and language delay
  - One is on the autism spectrum
The Lesson Tuning Protocol – Guided Practice

- Review the Lesson Tuning Protocol and feedback sheet
- Presenting teacher uses the Lesson Tuning Protocol to:
  - Provide lesson information
  - Focus for feedback
  - Strategies to use
Analyzing Language Demands

• Analyze the standard identified in the sample lesson.
• Identify key language use (recount, explain, argue, discuss).
# Analyzing the Standards

## Tool for Analyzing Standards

<table>
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<tr>
<td>Processes &amp; Skills (Verbs)</td>
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- **What knowledge should students already have?**
- **What skills should students already have?**

### Implications for Instruction (Ideas for Teaching)

### Implications for Assessment (Ideas for Assessing)
WIDA’s Key Uses

**Recount** - display knowledge or narrate experiences or events.

**Explain** - To clarify the “why” or the “how” of ideas, actions or phenomena.

**Argue** - To persuade by making claims supported by evidence.

**Discuss** - To interact with others to build meaning.
Focus Standard – W.4.3b

Use dialogue and description to develop experiences and events or show the responses of characters to situations.
# Collaborative Tuning Protocol

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2). Determine Roles: Facilitator, presenting teacher, timer note taker

3) Present Lesson Materials

4). Determine the Focus of Feedback

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7). Tune the Lesson-Analyze and Discuss
   - Identify lesson elements to focus on
   - Silently read, analyze, and take notes (praise, probe, polish)
   - Share praise of effective practices
   - Discuss and offer feedback

8). Reflect on Conversation

9). Schedule Observation

**Things to look for:**
- EL Supports/Scaffolds
- UDL Elements
- Key Uses
- High leverage practices in special education
For Consideration:

- What additional EL scaffolds or supports should be added?
- How could you incorporate more academic discussion?
- What High Leverage instructional practices could be added?
- What elements of UDL could be included in the lesson?
Use the Feedback Organizer

Record your praises, probes and polishes to share with presenting teacher.
## Collaborative Tuning Protocol

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Beginning with the presenting teacher, participants share insights and take-aways from the conversation.
Teaching and Learning Cycles

The Heart of Professional Collaboration for Teachers

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Teaching & Learning Cycles

1. Plan a Lesson
2. Teach and Observe
3. Analyze Teaching and Learning

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Reflection

How successful were we in using the norms today?
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For More Information:
https://tinyurl.com/qpmlfoh
Post Session Evaluation

Take our 3 minute survey!

kickup.co/2019LF

Session ID: 1427

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our
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Atlanta, GA – June 3-4
Boca Raton, FL - June - TBD
Alameda, CA – July 8-9
Phoenix, AZ – July 22-23
Yonkers, NY- August - TBD
Boston, MA- August 19-20