

How does this impact me?



Dorothy has been intervened with in the area of reading since the beginning of her 2nd grade school year. During her 3rd grade school year, the intervention was intensified two different times, once she was moved back for additional review and the 2nd time she was moved into a smaller group and placed with a certified teacher. Student's performance was not at a rate comparable to her peers, thus she was supported through various methods of intensifying the instruction. In addition, Dorothy started her 2nd and 3rd grade year in Reading Mastery Classic lesson. Her performance supports a picture of a skill deficit in reading that is resistant to instruction.

Intervention Name	Dates	Group Size	Duration	Instructor
Reading Mastery Classic 2	9/13/11-5/25/12	NA	60 min. daily	IA
Reading Mastery Classic 2	10/1/12-11/23/12	6	60 min. daily	IA
Reading Mastery Classic 2 (Moved back)	11/23/12	6	60 min. daily	IA
Reading Mastery 2 (moved to a smaller group with certified instructor)	2/11/13-present	4	60 min. daily	Certified Specialist

How does this impact me?



3 rd Grade									
	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
DORF WC	48	14 th	70	58	13 th	86	NA	NA	100
DORF Acc	82%	8 th	95%	85%	4 th	95%	NA	NA	97%
Retail	8	6 th	16	11	5 th	26	NA	NA	30

ELA Threshold Scores:				
Grade	Level 4	Level 3	Level 2	Level 1
3	2495	2432	2367	Less than 2367
Student Score:				2497
4	2533	2473	2416	Less than 2416
Student Score:				2354

Math Threshold Scores:				
Grade	Level 4	Level 3	Level 2	Level 1
3	2501	2436	2381	Less than 2381
Student Score:				2465
4	2549	2485	2433	Less than 2433
Student Score:				2376

	Benchmark	3 rd Spring Score	%ile	Benchmark
TWW	32	26, 16, 20	All below the 23 rd %ile	37
CWS	23	13, 4, 14	All below the 10 th %ile	28
WSC	28	20, 6, 18	All below the 30 th %ile	33

Wechsler Individual Achievement Test III

Composite	Standard Score	95% Confidence Interval	Percentile Rank	Qualitative Description
Oral Language	77	68-86	6	Below Average
Total Reading	71	66-76	3	Below Average
Basic Reading	71	66-74	3	Below Average
Reading Comprehension and Fluency				

Subtest Scores Summary	Standard Score	95% Confidence Interval	Percentile Rank
Listening Comprehension	87	75-99	19
Reading Comprehension	82	69-95	12
Math Problem Solving	72	61-83	3
Sentence Composition	69	59-79	2
Word Reading	81	77-85	10
Essay Composition	63	53-73	1
Pseudoword Decoding	60	56-64	0.4
Numerical Operations	91	82-100	27
Oral Expression	73	62-84	4
Oral Reading Fluency	72	64-80	3
Spelling	82	75-89	12
Math Fluency—Addition	76	63-89	5
Math Fluency—Subtraction	78	68-88	7
Math Fluency—Multiplication	68	59-77	2

Observation Form

Case Study



During the evaluation planning meeting, it was noted that Dorothy works at a slower rate than her peers and ignores the work around her. She has a lower vocabulary than her peers and struggles with multi-step directions (this was noted at home). It was also noted that she has great social skills and has many friends; this can at times be a distraction to her. Dorothy has low self confidence in herself; this was noted both at home and at school.

Dorothy demonstrates her strengths and weaknesses through a number of curriculum based measures, SBAC scores, classroom performance, and the Wechsler Individual Achievement Test. Dorothy's strengths are in her math curriculum based measures. Even though her rate of improvement fell below her peers, her scores fall in the low average range. In addition, she scored in the average range on numerical operations on the WIAT. Dorothy's strengths also fall in her writing skills as noted through her quarterly writing samples as well as her writing curriculum based measures.

Dorothy demonstrates her weaknesses through reading curriculum based measures, the WIAT, SBAC, and in program assessments. Dorothy falls in the low range in her general reading ability, vocabulary measures, and reading comprehension. In addition, her reading and math scores fall below the benchmark target as well as her total achievement on the WIAT.



Low Skills

OAR Eligibility Requirement: The child does not achieve adequately for the child's age or to meet Oregon grade-level standards in one or more of the following areas: (basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving, written expression, oral expression, listening comprehension) when provided with learning experiences and instruction appropriate for the child's age or Oregon grade-level standards (881.015.2170 (S)(c))

Significantly Discrepant from Peers: Is the student's performance significantly below peers?

- Smarter Balanced score is at a Level 1 or a 2
- Universal screening scores (or CBMs) are significantly low as compared to:
 - National percentile rank for proficiency or research-based benchmark
 - Typical performance of school/district peers
- Core program assessment scores are significantly low as compared to district/school peers (if available)
- Other Achievement Test results are significantly low as determined by district guidelines
- Other Intervention/Instructional data is significantly low compared to peers in instructional/intervention group(s)
- Assessment data coverage

Data Sources: Review, Interview, Observe, Test

- Smarter Balanced Test Results
- Universal Screening data (CBMs)
- District Wide Core Program Assessment Data
- Other standardized achievement tests (if needed)
- Group Intervention Data (CBMs, Intervention Assessments etc.)
- Observation Summaries
- Other:

Slow Progress

OAR Eligibility Requirement: The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention (581.015.2370 (3)(b))

Slow Progress Despite Interventions: Is the student making slower than expected progress when appropriate instruction is provided?

Slow Progress...

- Rate of progress during intervention is significantly less than expected:
 - Student Rate of Improvement (ROI) is less than typical student ROI
 - Student Rate of Improvement (ROI) is less than needed to completely close the gap between student performance and typical/benchmark performance (e.g. targeted ROI)
 - Student Rate of Improvement (ROI) is less than that of district/school peers
 - Student Rate of Improvement (ROI) is less than that of peers receiving similar intervention support
 - If student is an ELL, student Rate of Improvement (ROI) is less than that of ELL's with similar language & acculturation
- ...Despite Research-Based Interventions
 - Tier 2/Tier 3 instruction meets requirements of time & intensity
 - Tier 2/Tier 3 instruction matched to student needs
 - Tier 2/Tier 3 instruction provided as designed (fidelity)
 - Resources required to support sufficient growth differ from general education

Data Sources: Review, Interview, Observe, Test

- Cumulative Records
- Report Cards
- Progress Graph
- Intervention Plan
- Intervention Fidelity Data
- Problem Analysis/Diagnostic Data
- Instructional Program Data
- Parent/Teacher/Child/Provider Interview
- Interview Interventionist
- Observation during intervention
- Other:

How does this impact me?

3rd Grade

	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
DORF WC	46	14 th	70	58	13 th	86	NA	NA	100
DORF Acc	82%	8 th	95%	85%	4 th	98%	NA	NA	97%
Retell	8	6 th	16	11	5 th	26	NA	NA	30

In all areas, Student falls in the below average range or below the 20th %ile. Average rate of improvement for a typical 3rd grade student in oral reading fluency is 1.3 words per week or approximately 47 total word gain in one year's time. Student's average rate of improvement was .9 word per week or 32 total words per year. This leaves her falling further behind her fellow students. Also, she is making below typical progress when compared to only other students who started at her same reading level at the beginning of 3rd grade.

How does this impact me?

Comparison Group	ROI (WCPM/week)
Targeted ROI (Needed to reach the benchmark)	1.77
Peer ROI (Avg for kids receiving a similar intervention)	1.4
Peer ROI (All District)	1.3
Student ROI	0.9

Step 3: Plan Development (What are we going to do?)

Student name: _____ Date: _____

Target skill: _____

Goal: The intervention will be successful if, by April 27, 2017, the student's reading level will be at least a 1st grade (DORF score of 70).

What is the intervention?	What is the intervention?	What will be measured?	When will it be measured?	When will it be measured?	When will it be measured?
Reading fluency	Reading accuracy	DORF score	September	December	March
Reading comprehension	Reading comprehension	Comprehension score	September	December	March
Retell	Retell	Retell score	September	December	March

Step 4: Plan Implementation & Evaluation (Did it work?)

Student name: _____ Date: _____

Target skill: _____

Goal: The intervention will be successful if, by April 27, 2017, the student's reading level will be at least a 1st grade (DORF score of 70).

Student rate of progress: _____

Magnitude of discrepancy: _____

Is the discrepancy/level of progress continuing to worsen? Yes/No

Is there intervention support? Yes/No

Do we need to intensify support? Yes/No

Are we using the same/intensity of intervention? Yes/No

Comments/Notes/Next Steps: _____



• "Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, *the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold.*"

(Shaywitz, *Overcoming Dyslexia*, 2003, p. 256)

Slow Progress	
OAR Eligibility Requirement: <i>The student does not make sufficient progress to meet age or Oregon grade-level standards based on the student's response to scientific, research-based intervention (SRI 015-2170 (3)(b))</i>	
Slow Progress Despite Interventions: Is the student making slower than expected progress when appropriate instruction is provided?	Data Sources: Review, Interview, Observe, Test
Slow Progress... Rate of progress during intervention is significantly less than expected: <input type="checkbox"/> Student Rate of Improvement (ROI) is less than typical student ROI <input type="checkbox"/> Student Rate of Improvement (ROI) is less than needed to completely close the gap between student performance and typical/benchmark performance (e.g. targeted ROI) <input type="checkbox"/> Student Rate of Improvement (ROI) is less than that of district/school peers <input type="checkbox"/> Student Rate of Improvement (ROI) is less than that of peers receiving similar intervention support <input type="checkbox"/> If student is an ELL, student Rate of Improvement (ROI) is less than that of ELL's with similar language & acculturation ...Despite Research-Based Interventions <input type="checkbox"/> Tier 2/Tier 3 instruction meets requirements of time & intensity <input type="checkbox"/> Tier 2/Tier 3 instruction matched to student needs <input type="checkbox"/> Tier 2/Tier 3 instruction provided as designed (fidelity) <input type="checkbox"/> Resources required to support sufficient growth differ from general education	<input type="checkbox"/> Cumulative Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Progress Graph <input type="checkbox"/> Intervention Plan <input type="checkbox"/> Intervention Fidelity Data <input type="checkbox"/> Problem Analysis/Diagnostic Data <input type="checkbox"/> Instructional Program Data <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Interview Interventionist <input type="checkbox"/> Observation during intervention <input type="checkbox"/> Other:

Instructional Need	
OAR Eligibility Requirement: <i>The child needs special education services as a result of the disability (SRI 015-2170 (3)(b))</i>	
Instructional Need: Does the student have instructional needs that require specially designed instruction: content, methodology, and/or delivery?	Data Sources: Review, Interview, Observe, Test
<input type="checkbox"/> Instructional needs beyond core instruction are identified <input type="checkbox"/> Curriculum content needs (concepts & skills) are identified as below grade level <input type="checkbox"/> Environmental needs are identified (or are not applicable) <input type="checkbox"/> Learning supports needed are identified (or are not applicable)	<input type="checkbox"/> Review of curricula <input type="checkbox"/> Problem Analysis/Diagnostic Data <input type="checkbox"/> Teacher/Child/Parent/Provider Interview <input type="checkbox"/> Observation in instructional setting <input type="checkbox"/> Work samples <input type="checkbox"/> Other:

Step 2: Problem Analysis (Why is it happening?)	
Domain	Relevant Known Information
Instruction (e.g. pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc)	Core instruction – 60 min whole group (choral fluency reading, teacher modeling of comp & vocab strategies) 30 minute small group guided reading (modeling, partner reading, group responding); not much corrective feedback provided (<80%), low target student engagement Intervention – 45 min direct instruction (I do, we do, you do), errors corrected at a higher rate (>90%), moderate pacing (4 to 5 opportunities to respond per minute), moderate engagement
Curriculum (e.g. skills taught, instructional materials, scope & sequence, expected outcomes, previous interventions, etc)	Core instruction – Treasures: whole group (vocab, comprehension, choral reading); small group (reviewed readers, oral reading, phonics instruction (focused on vowel combinations, prefixes and suffixes), teacher reported that scope and sequence is moving quickly for target student, low level of student academic success in curriculum (<70% success rate during oral and written responses) Intervention – Reading Mastery: small group focused on phonics (r-controlled vowels, vowel combinations, prefixes); scope and sequence covering some of her missing decoding skills, higher academic success (80-85% success rate during oral and written responses)
Environment (e.g. room setup, peer influence, expectations and rules, behavior management system, etc)	Core instruction – 22 students, PBIS effectively used, clear expectations & rules posted and reviewed regularly, good peer interactions; no significant environmental challenges observed Intervention – 8 students, great behavior management, no environmental challenges observed
Learner (e.g. academic skills, behavioral concerns, etc)	DIBELS – see above; Quick Phonics Screener (see attached); OMAS – Reading = 13 th percentile, Math = 34 th percentile; Core Assessments : Comprehension Avg = 55%, Vocab = 85%.

Based on the above information (instruction, curriculum, environment, & learner) why do you think the current problem is occurring and what is the predicted result of an appropriately matched intervention?

Problem Hypothesis: The problem is occurring because Rita lacks decoding strategies for r-controlled vowels, and consonant digraphs &

SRIEL Observation Form	
Student:	Date:
Observer:	Class/Activity/Time:
Instruction EMPLOYMENT IN INSTRUCTION (explicit)? Pacing: Is there a high rate of student opportunities to respond? (8+ up opportunities) CORRECTIVE FEEDBACK: Is corrective feedback consistently provided? (up, down, correct)	Curriculum RELEVANT TARGET: Are the skills taught matched to need? LEVEL AND APPROPRIETY: Is the level of difficulty appropriate? (see instruction)
Environment BEHAVIOR MANAGEMENT: EXPECTATIONS (are expectations explicitly taught and consistent)? TEACHER/STUDENT INTERACTION (is interaction a positive to negative ratio of 4:1)	Learner BEHAVIOR: Is the student's behavior impacting their learning?
PHYSICAL SETUP: Is the instructional environment organized and distraction free (including peer influences)?	



Case Study

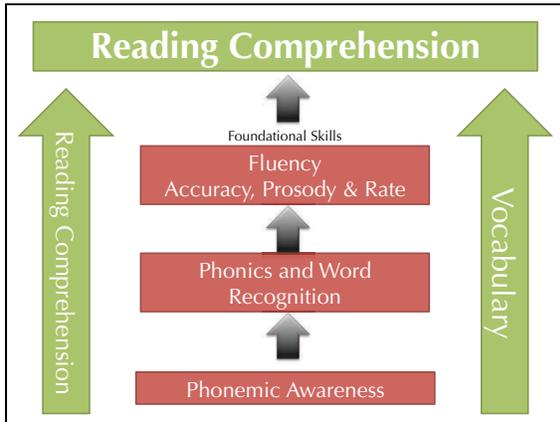
Dorothy was observed on 5.16.14 by Shelby DiFonzo, District Learning Specialist. Dorothy was observed from 9:25-9:45 am while in Language Group. She was being instructed by a general education teacher with 18-22 other students. Dorothy was sitting in the front of the class next to another student. The teacher was standing in the front of the classroom giving directions to the entire class. Dorothy did not respond to any of the coral response opportunities that were provided. She often was playing with her papers, talking with her peers, looking around her classroom, looking down, playing with her pencils, touching the peers face, and leaning back in her chair. Dorothy did engage in the "zig/zag" reading opportunities, but on 2 out of the 3 opportunities given to read aloud, the teacher needed to point out the spot to start reading from. In a one minute time sample, she was off task 3 times while a peer was off task 0 times.



Use Existing Testing Data or Collect Additional Testing Data to help determine instructional need

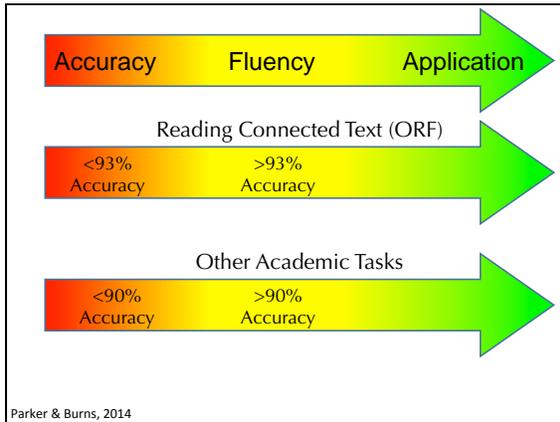
Instructional "Focus" Continuum

Accurate at Skill	Fluent at Skill	Able to Apply Skill
If no, teach skill. If yes, move to fluency	If no, teach fluency/ automaticity If yes, move to application	If no, teach application If yes, the move to higher level skill/concept



- Verify that the child has prerequisite skills
- Use well-controlled instructional materials
- **Model-Lead-Test**
- Frequent and more elaborate **corrective feedback**
- Increased OTR's w/ closer monitoring of response accuracy
- Gradual increase in task difficulty based on improved student performance
- Monitor accuracy of responses
- **Increased OTR's**
- Delayed corrective feedback
- Appropriate level of instructional materials for independent **practice**
- Goal setting and motivational strategies to improve fluency
- Monitoring correct responses per minute
- Intentional variation of task materials (e.g., slight increases in difficulty, changes in problem format, use unpracticed materials)
- Continued monitoring of correct responses per minute when variations made to materials

Adapted from Kovaleski et al, 2013



Instructional Need	
OAR Eligibility Requirement: <i>The child needs special education services as a result of the disability</i> [SBL-015-2-170 (19)(b)]	
Instructional Need: Does the student have instructional needs that require specially designed instruction: content, methodology, and/or delivery?	Data Sources: Review, Interview, Observe, Test
<input type="checkbox"/> Instructional needs beyond core instruction are identified • More frequent repetition of concepts & skills, more explicit instruction, etc. <input type="checkbox"/> Curriculum content needs (concepts & skills) are identified as below grade level <input type="checkbox"/> Environmental needs are identified (or are not applicable) • Reduced teacher/staff ratio, different setting, etc. <input type="checkbox"/> Learning supports needed are identified (or are not applicable) • Individualized reinforcement system	<input type="checkbox"/> Review of curricula <input type="checkbox"/> Problem Analysis/Diagnostic Data <input type="checkbox"/> Teacher/Child/Parent/Provider Interview <input type="checkbox"/> Observation in instructional setting <input type="checkbox"/> Work samples <input type="checkbox"/> Other:

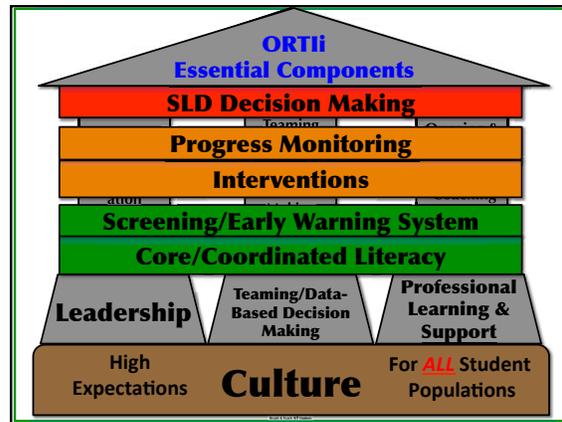
Exclusionary Factors	
OAR Eligibility Requirement: <i>A determination of whether the primary basis for the suspected disability is (i) a lack of appropriate instruction in reading (including the essential components of reading) or math; or (ii) Limited English proficiency</i> [SBL-015-2-170 (5)(g)]	
Appropriate instruction: Has student had ample opportunity to learn?	Data Sources: Review, Interview, Observe, Test
<input type="checkbox"/> Appropriate instruction provided in general education setting (core & intervention instruction) <input type="checkbox"/> Concerns pervasive (exist across settings or providers, etc.) <input type="checkbox"/> Consistent attendance during instruction <input type="checkbox"/> Primary cause is not limited English Proficiency <input type="checkbox"/> Primary cause is not visual, hearing, or motor impairment, mental retardation, emotional disturbance, cultural factors, or environmental or economic disadvantage.	<input type="checkbox"/> Cumulative Records <input type="checkbox"/> Attendance Records <input type="checkbox"/> Report Cards <input type="checkbox"/> Parent/Teacher/Child/Provider Interview <input type="checkbox"/> Observation of general education instruction <input type="checkbox"/> Progress monitoring data from cohort students <input type="checkbox"/> Intervention documentation <input type="checkbox"/> Other:



Case Study

- Dorothy has passed her most recent hearing and vision screenings. Overall, she is very healthy and only goes to the doctor when needed. She met most of her developmental milestones on time other than talking. Auntie Em noted on the developmental history that she talked late, and her first word was "Elmo".
- Dorothy attended Head Start prior to coming to public school in kindergarten. The time frame is unknown at this time for how long and/or how often. In addition, the educational history of her parents is unknown at this time. It should be noted that Dorothy lives with her Aunt, Uncle and little dog Toto.
- Dorothy's Aunt noted that both Spanish and English are spoken in the home, but Dorothy is not an English Language Learner, nor has she ever been one. In addition, she was born in the United States and has always lived in the United States.

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Comprehensive Evaluation

Includes:

- Response to **Instruction** and **Interventions**
- **Review** of student work samples, grades, office referrals, etc
- **Interviews** of teachers, parents, counselors, the student and others
- **Observation** of the student in relevant settings
- **Testing**: screeners, progress monitoring, classroom, districtwide and state tests, etc

<http://www.rtinetwork.org>




Planning for English Learners:

- For English Language Learners (ELLs) who meet the above criteria, check the progress of a English Learner Comparison Cohort group (at least 3 students with similar language levels, educational experiences, and cultural backgrounds) after each 9-week cycle to determine whether an individual student's progress is significantly different from this group
- Identify students language level and look at ELPA indicators in order to see if student performance is consistent with indicators.
- If student's progress is on trajectory with their language-like peers, continue with current intervention.
- If student's progress is not on trajectory with their language-like peers, see the Planning for English Language Learners guide in the ELL link.
- Recent arrivals (students in the country for less than one year) will not be served in reading intervention for the first three months after arrival. The EBIS team will monitor this acculturation period and administer a DIBELS screener at the end of the three month period to determine intervention placement.



Standard English Language Development Protocol

****ALL EDUCATORS WILL USE SHELTERED INSTRUCTION ALL DAY, EVERY DAY, WHEN TEACHING CONTENT TO ENGLISH LEARNERS****

GRADE	CORE ELD PROGRAM		ELD INTERVENTIONS	
	TIME	CURRICULUM OPTIONS	ELD LEVEL	TIME-GROUP SIZE
K	20 min daily (half day) 30 min daily (full day)	• Curriculum of Ideas • TUSD ELD Framework	Levels 1-4	Care = 10 minutes daily Small group
Grades 1-4	60 min daily	• Curriculum of Ideas • TUSD ELD Framework	Level 1 (Newcomer)	Care = 10 minutes daily Small group
Grades 1-4	30 min. daily	• Curriculum of Ideas • TUSD ELD Framework	Level 2	Care = 10 minutes daily Small group
Grades 1-4	30 min. daily	• Curriculum of Ideas • TUSD ELD Framework	Levels 3 & 4	Care = 15-30 minutes daily Small group

ELD INTERVENTIONS CURRICULUM OPTIONS (Determined by EBIS team based on student data and instructional needs)

- **Kern ELD Intensive Sheltered Instruction #100**
 - Language for Learning
 - Anita Archer Visual Routines
 - Journeys ELL lessons
 - Targeted Strategies, ELD
- **Kern ELD Intensive Sheltered Instruction #101**
 - Language for Learning
 - Anita Archer Visual Routines
 - Journeys ELL lessons
 - Word Generation #600
 - Targeted Strategies, ELD

Decision Rules:
When either of the following occurs for students who score in the strategic or intensive ranges on DIBELS Next:

- ELPA or LAS links results indicate that the student's language level has not increased since the previous year
- The Datto Quick Screen and the Correct Writing Sequence screen (CWS) indicate that the student's language development is much slower than that of his/her language level peers

Place student in a reading intervention and intensify general education classroom sheltered instruction, using the Sheltered Instruction Intensification Worksheet.

Progress monitor students and review in 12 weeks:

- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, complete the Intervention Profile Sheet and enter progress-monitoring scores.

Adapted from TUSD Standard ELD Protocol, 1/22/14

Intervention Changes after 12 weeks of intensified general education classroom sheltered instruction

If the Language Learner's Reading Level:	Then...
Improves	Improves The teacher will continue to use the intensified sheltered instructional strategies. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Doesn't Improve	Improves Place the student in an ELD Intervention from the above protocol. The team will review the exit criteria to determine whether the student should continue in the reading intervention or whether the reading intervention should be discontinued for the next 12 weeks. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day.
Improves	Doesn't Improve The teacher will continue to use the intensified sheltered instruction strategies. The team will consider intensifying the reading intervention according to the reading protocol.
Doesn't Improve	Doesn't Improve Place the student in an ELD Intervention from the above protocol. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day. The team will consider intensifying the reading intervention according to the reading protocol. However, at the determination of the team, the reading intervention may be discontinued for the next 12 weeks.

Progress Monitor Students and review in 12 weeks:

- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, update the Intervention Profile Sheet to indicate that the student is receiving an ELD intervention, and enter progress-monitoring scores.

Intervention changes after 12 weeks in an ELD Intervention

If the Language Learner's Reading Level:	Then...
Improves	Improves The team will decide whether to continue the ELD intervention. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Doesn't Improve	Improves The team will continue or intensify (i.e. see page 11 EBIS handbook for appropriate recommendations) the current ELD intervention. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Improves	Doesn't Improve The team will review progress-monitoring data and determine whether or not to continue the ELD intervention AND The team will consider reinstating and/or intensifying the reading intervention according to the reading protocol.
Doesn't Improve	Doesn't Improve Continue or intensify the current ELD intervention. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day. The team will consider reinstating and/or intensifying the reading intervention according to the reading protocol.

Adapted from TUSD Standard ELD Protocol, 1/22/14

Sheltered Instruction Intensification Worksheet

Student: _____ Core teacher: _____ Date: _____

SHELTERED INSTRUCTION	CURRENT PRACTICES	INTENSIFIERS	(EXAMPLES)
Explicit learning objectives communicated to student			Student practice lesson outcome at end of each day. Student ends each session with outcome sentence as journal. Self-rating on meeting objectives.
Build background			Pretest/retest vocabulary Add vocab chart to each activity and Show short video about concept The observation charts to assess prior knowledge
Oral practice opportunities			Add Think-Pair-Share to each math lesson Call on student twice during each lesson Require complete sentence responses from all
Checks for understanding			Add exit ticket every third day Quick write Classroom Write board response checks
Other sheltered instruction			Add hand-on lesson to each week

Adapted from TUSD Standard ELD Protocol, 1/22/14

Sheltered Instruction Strategies for English Language Learners	
Sheltered Instruction (SIOP) Components and Features	Suggested Instructional Activities
<p>Lesson Preparation (LP)</p> <ol style="list-style-type: none"> 1. Write content objectives clearly for students. 2. Write language objectives clearly for students. 3. Choose content concepts appropriate for age and educational background level of students. Teach required concepts before introducing the content. 4. Identify modifications appropriate to one language, multiple languages. 5. Adapt content (e.g., text, assignments) to all levels of student proficiency. 6. Plan meaningful activities that engage lower-proficiency students (e.g., writing, reading, listening, and/or speaking). Avoid planning a lecture as a meaningful activity. <p>Building Background (BB)</p> <ol style="list-style-type: none"> 7. Explicitly link concepts to students' backgrounds and experiences ("How are you?"). 8. Explicitly link past learning and new concepts. (Do you remember when we...?) 9. Emphasize key vocabulary (e.g., gestures, notes, notes, and highlights) for students. <p>Comprehensible Input (CI)</p> <ol style="list-style-type: none"> 10. Use speech appropriate for students' proficiency level (e.g., slower rate, repetition, and simple sentence structure for beginners). 11. Explain academic tasks clearly. 12. Use a variety of techniques to make content concepts clear (e.g., modeling, visual, hand-on activities, demonstrations, gestures, body language). <p>Strategies (S)</p> <ol style="list-style-type: none"> 13. Provide ample opportunities for students to use strategies (e.g., problem solving, problem solving, summarizing, summarizing, summarizing, self-monitoring). 14. Use scaffolding techniques consistently (providing the right amount of support to ensure students from one level of understanding to a higher level) throughout class. 15. Use a variety of question types (including those that promote higher-order thinking skills) throughout the lesson (visual, auditory, and interactive questions). 	<p>Incorporate listening, speaking, reading, and writing activities.</p> <p>Reading: independent, paired, group/whole, literature.</p> <p>Discussion: of lower proficiency.</p> <p>Values: DVID, CMAP, audio tapes.</p> <p>Adapted: topic, or highlight/last.</p> <p>Teacher-provided: student.</p> <p>Figure activities.</p> <p>Magical notes.</p> <p>High interest, low readability texts, Trade books.</p> <p>Thinking Maps and other graphic organizers.</p> <p>Alongside: dictionaries, Native language texts.</p> <p>Question: focus on direct and shared background experiences.</p> <p>Classroom: charts and posters to link prior learning to new learning.</p> <p>Advance Organizers.</p> <p>Values: DVID, stories, articles, books, posters, or photographs.</p> <p>Level: Material, Anticipation Guides.</p> <p>Concept: Question Board, Concept Definition maps.</p> <p>Word walls, Vocabulary Flip books, Word generation activities.</p> <p>Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Close activities.</p> <p>Metacognitive strategies, Interactive word walls, Labeling.</p> <p>Word knowledge: self-assessment, Word books, Cognate study.</p> <p>Picture: focus on topic, provide multiple exposures to key words.</p> <p>Provide: both oral and written directions for tasks.</p> <p>Keep: to help explanation and modeling of tasks.</p> <p>Display: a finished product as an example.</p> <p>Audio: students' comprehension often ("Did you prefer what to do?"; "Thank you for your report the afternoon"; etc.).</p> <p>Multiple: questions (visual, overhead transparencies, PowerPoint presentations, Web sites, videos/DVID, etc.).</p> <p>English: organizers specific to the task.</p> <p>Allow: students to express understanding via alternative forms.</p> <p>Metacognitive strategies.</p> <p>WOP/SA, COVE.</p> <p>Advanced: strategies.</p> <p>Thinking Maps and other graphic organizers.</p> <p>Text: comprehension strategies (reading, writing, summarizing, etc.).</p> <p>Task: strategy.</p> <p>Overcoming the Author.</p> <p>Anticipation: Reaction Guides.</p> <p>Think: Alouds.</p> <p>Note Taking (Three Columns, Cornell notes, etc.).</p> <p>Specific: Checklists. Verbal scaffolding of difficult concepts.</p> <p>Question: stems that promote higher-order thinking skills.</p>

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Cohort Data

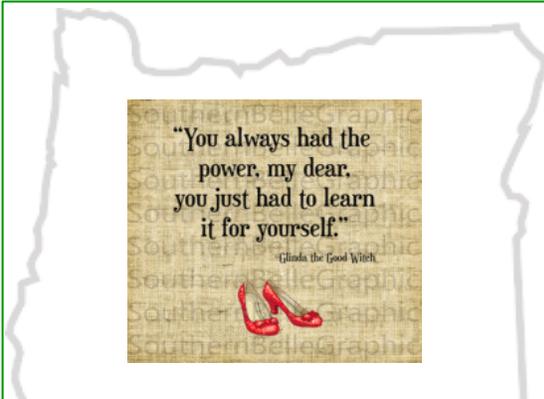
- The following questions can be used in determining comparison data:
 - Do student's progress monitoring data reflect a comparison to a true peer?
 - Is there evidence that a student's achievement differ significantly to that of a true peer?
 - Is the rate of progress different?
 - Has the student failed to develop native language and English skills at a rate comparable to their peers who have had the same level of instruction and intervention?



Bringing it all together....



Resources

Thank You!

Questions ???

David
&
Shelby

