

Evidence Based Strategies to Improve Language and Literacy Outcomes for English Learners: The PLUS Framework



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Session Objectives

- Understand unique needs of ELs/MLs
- Identify key features of Culturally and Linguistically Responsive Multi-tiered support systems (CLR-MTSS)
- Understand and use a research based framework (PLUSS) for planning instruction for ELs
 - Learn about video self reflection process for improving implementation of evidence based practices for ELs

Session Description



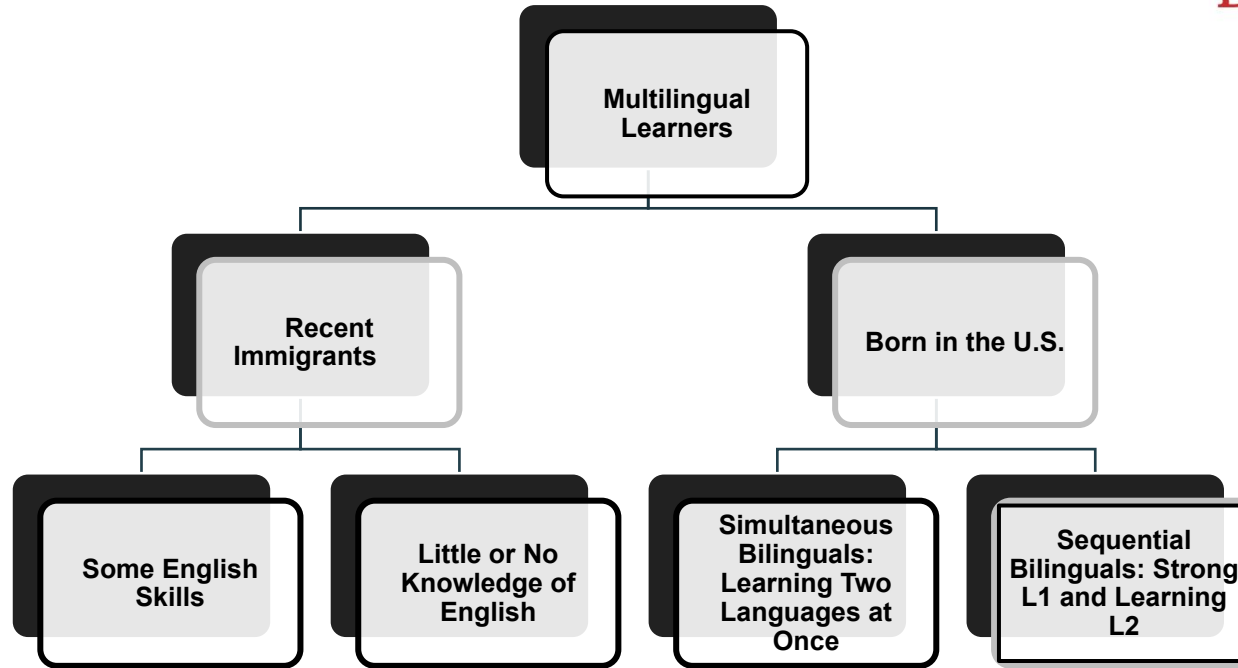
This presentation will describe an evidence-based approach to planning and implementing instruction for EL's using the PLUSS framework.

We will present (a) a research-based framework (PLUSS) for planning instruction and intervention for students who are English learners (ELs) and need additional support within a Multi-Tiered System of Support, (b) a process for videotaping your own instruction and reflecting on use of evidence-based practices and active student engagement for ELs.

The objective of the workshop is to share a planning and feedback loop to increase the use of evidence-based practices in the classroom, with a particular focus on improving the academic language of ELs with or at-risk for disabilities.

Unique needs of English Learners (ELs)/ Multilingual Learners (MLs)

Multilingual Learners: A Heterogeneous Group



What We Know From Research



The age and intensity of exposure to their languages makes a difference to both reading and language development in bilingual children and that an optimal period may be prior to age 3.

Language Registers: Social/Interpersonal Language

- Social or everyday language is informal language that we use in informal conversation with family and friends.
- Slang terms and high frequency words are common.
- Simple sentence structures are supported by gestures.
- Tone and volume are different for social and academic language as well as use of nonverbal language (space, body language).



Language Registers/Academic



- Academic language includes the complex words and phrases used in content instruction and is critical for reading comprehension.
- Academic language becomes especially important by late-elementary and middle school when students 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).
- Students learning a second language will progress through five stages of acquisition and can take between 5 – 7 years or more to become proficient in English.

Community Language

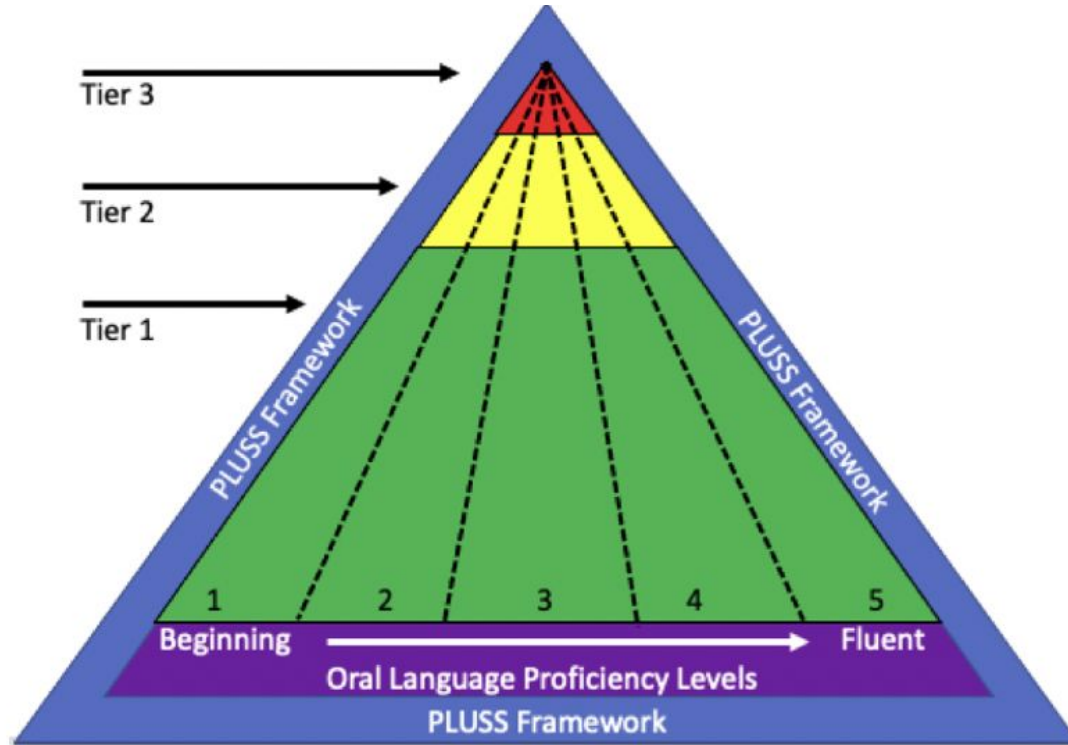


- While students need proficiency in academic or “school” language, or what we label as “standard” English, we must acknowledge and validity of their home and community language.
- Language and identity are intertwined.
- Respect the language students come to school with while also teaching them school language.
- Teach students which language to use appropriate to the formality of the situation.



Culturally and Linguistically Responsive Multi-tiered support systems (CLR-MTSS)

Culturally and Linguistically Responsive Multi-tiered support systems (CLR-MTSS)



www.dicepluss.org



Welcome!

Learn about evidence-based literacy instruction and interventions for multilingual learners

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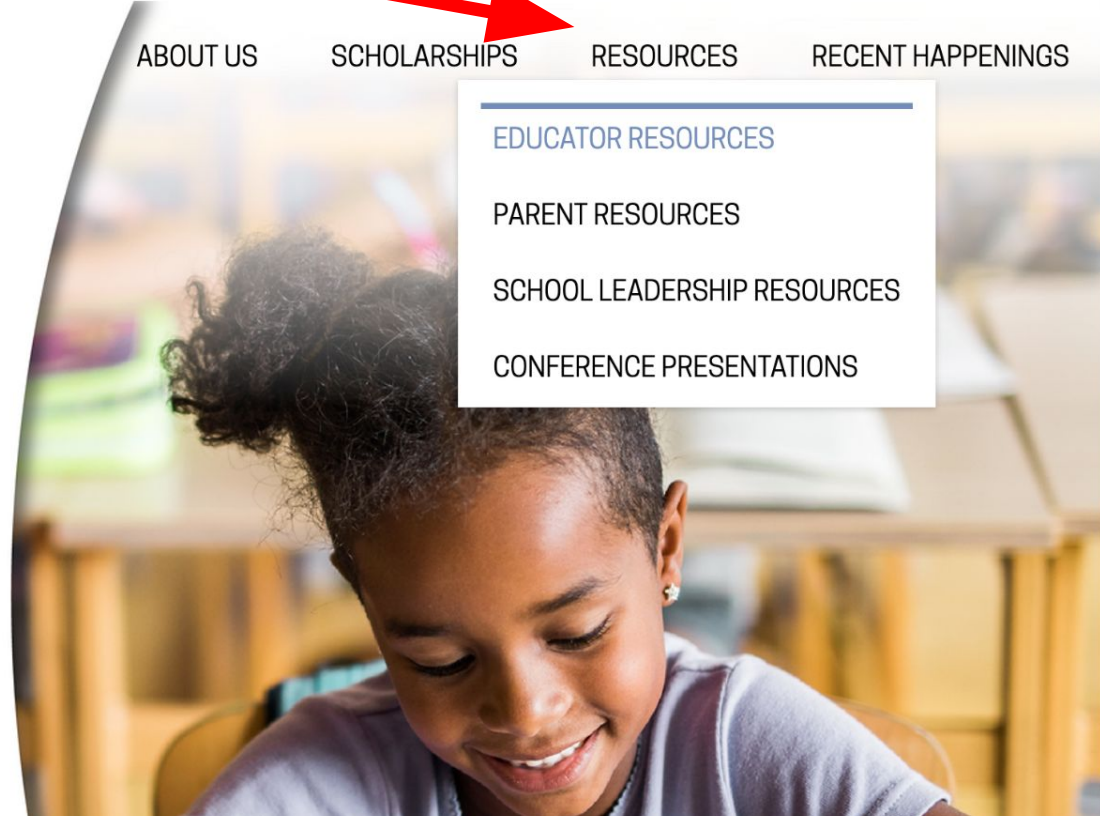
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PURPOSE

The vision of Project LEE is to form literacy and language outcomes for English learners (ELs), with a special focus on serving 3rd – 5th grade students with or at risk for being identified with a disability. Specifically, the goals of our project are to: (1) improve the literacy outcomes for ELs with or at-risk for being identified with a disability, and (2) create a repeatable and sustainable model of culturally and linguistically responsive instruction that can be overlaid across all tiers of instructional support within a multi-tiered system of supports. As one of three model demonstration sites funded by the federal Office of Special Education, Project LEE is a

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 ELITE². (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.



Components:

- Screening
- Progress Monitoring
- Data-Based Decision Making
- Multilevel Instruction
- Infrastructure and Support Mechanisms
- Fidelity and Evaluation

Dual Language/Biliteracy



- MLs use their two languages separately and together.
- Proficiency in native language literacy is the foundation of English literacy.
- Research shows that students develop an underlying phonological awareness that is not dependent on the language spoken.
- In some languages, phonemic awareness is less important to beginning reading instruction than it is in English.

Unique Considerations for Screening ELs

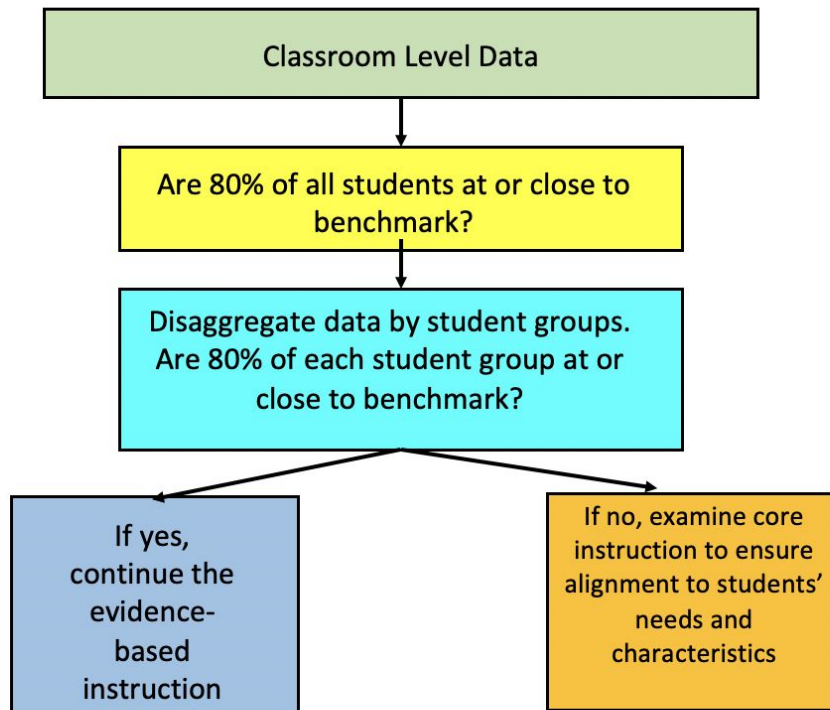
(Brown & Sanford, 2011)



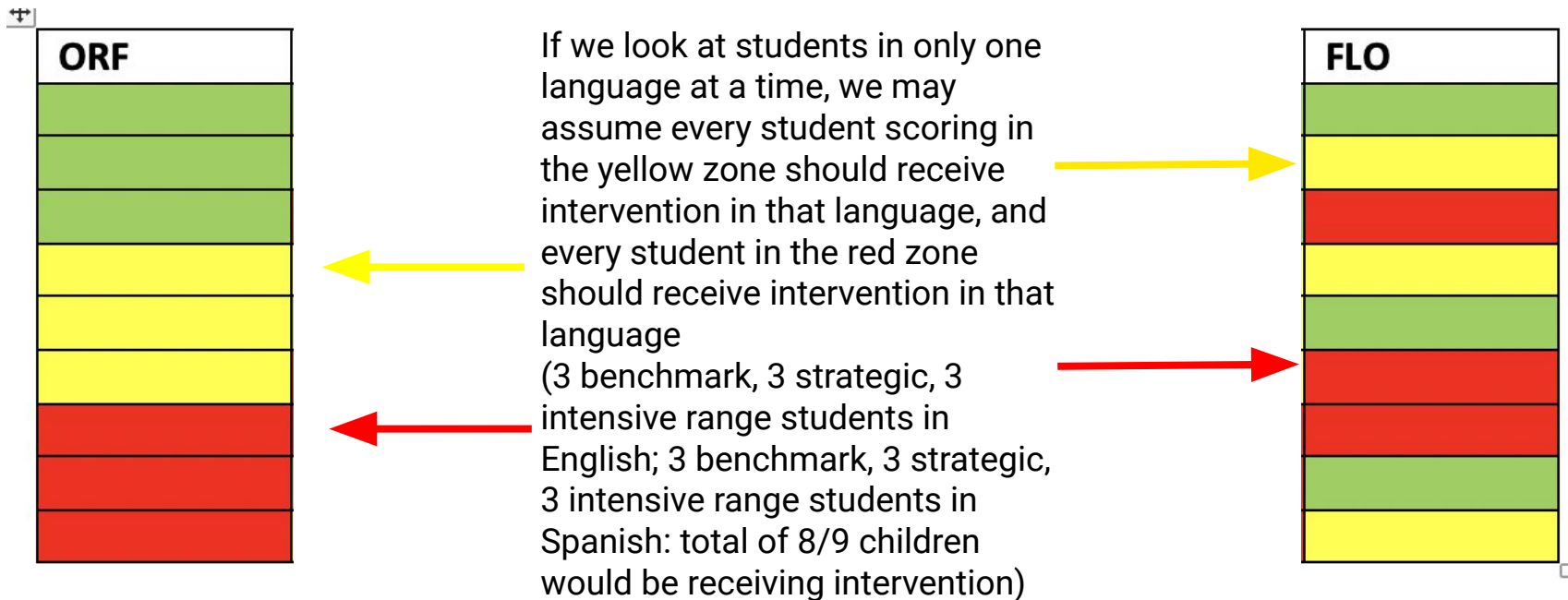
- Use tools with demonstrated reliability and validity to identify and monitor students' needs for instructional support in reading in both L1 and L2.
- Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.
- Plan instruction based on what you know about the student's performance and literacy experiences in L1 and L2 and teach for transfer if needed.

Assessment Data: Universal Screening Measures

- All students are administered screening measures to identify those who may need additional support
- Screeners are quick assessments
- Measures should be administered in L1 and L2
- Language proficiency should be taken into account when interpreting scores



Side-by-Side Data in Dual Language Settings



Side-by-Side Data in Dual Language Settings: Possible Profiles of Student Need for Support

Benchmark Support:

Student 1: Students on track in both languages

- Require high quality core instruction

Students 2 & 5: Students on track on one language and showing a need for strategic support in the other language:

- Require high quality core instruction
- Instruction in cross linguistic connections to bridge knowledge in one language to the other

Student	ORF	FLO
1	Green	Green
2	Green	Yellow
3	Green	Red
4	Yellow	Yellow
5	Yellow	Green
6	Yellow	Red
7	Red	Red
8	Red	Green
9	Red	Yellow



Side-by-Side Data in Dual Language Settings: Possible Profiles

Benchmark Support + Monthly Progress Monitoring

Students 3 & 5: Students on track on one language and showing a need for intensive support in the other language:

- These students have strong literacy skills in at least one language.
- High quality core instruction +
- Instruction in cross linguistic connections to bridge knowledge in one language to the other will also be helpful
- Consider monitoring these students monthly to ensure they are making adequate progress toward literacy benchmarks

Student	ORF	FLO
1	Green	Green
2	Green	Yellow
3	Green	Red
4	Yellow	Yellow
5	Yellow	Green
6	Yellow	Red
7	Red	Red
8	Red	Green
9	Red	Yellow



Side-by-Side Data in Dual Language Settings: Possible Profiles

Strategic Support + Monthly Progress Monitoring

Student 4: Students who perform in the strategic range in both languages

- likely require tier 2 supplemental support
- should focus on stronger language or language of current literacy instruction

Students 6 & 9: Students performing in the strategic range in one language and intensive support range in the other language:

- Require high quality Tier 2 intervention
- Intervention should occur in stronger language

- Student 6: Intervene in English
- Student 9: Intervene in Spanish

Student	ORF	FLO
1	Green	Green
2	Green	Yellow
3	Green	Red
4	Yellow	Yellow
5	Yellow	Green
6	Yellow	Red
7	Red	Red
8	Red	Green
9	Red	Yellow



Side-by-Side Data in Dual Language Settings: Possible Profiles

Intensive Intervention + Weekly Progress Monitoring

Student 7: Students who perform in the intensive
range in both languages

- likely require tier 3 intensive intervention
- intervene in only one language
- should focus on stronger language



Student	ORF	FLO
1	Green	Green
2	Green	Yellow
3	Green	Red
4	Yellow	Yellow
5	Yellow	Green
6	Yellow	Red
7	Red	Red
8	Red	Green
9	Red	Yellow

Side-by-Side Data in Dual Language Settings: Possible Profiles

Linguistic assets approach to instruction and intervention:

When we place student data side by side, we see a different picture

- students who are proficient in one language can benefit from being taught to transfer those skills to another language and may not require intervention in the other language
- 6 core instruction; 3 strategic instruction; 1 intensive instruction
- better use of resources; better placement of students

Student	ORF	FLO
1	Benchmark	Benchmark
2	Benchmark	Strategic
3	Benchmark	Intensive
4	Strategic	Strategic
5	Strategic	Benchmark
6	Strategic	Intensive
7	Intensive	Intensive
8	Intensive	Benchmark
9	Intensive	Strategic

Benchmark



Strategic



Intensive



Side-by-Side Data in Dual Language Settings

Are there students who need additional support?

Student	Oral Reading Fluency (ORF)	Fluidez en la lectura oral (FLO)	EL Status/Prof Level*	IEP
A	100	71	4	
B	35	50	3	X
C	107	68		
D	74	60		
E	68	46		
F	76	67	4	
G	53	44	2	X
H	99	58		
I	53	68	3	
J	101	44		
K	78	53	4	
L	92	66		
M	106	58		
N	49	53	2	
O	62	36		X
P	98	61		
Q	72	60	4	
R	45	53	3	
S	96	71		
T	84	63		
U	87	66		
V	68	75	3	
W	52	58		
X	88	56		

*Level 1 = Beginning, Level 5 = Fluent English Proficiency

Figure 1. Example of Third Grade Fall Data for Oral Reading Fluency in a Dual Language

Effective Precision Partnering Practices

1. Intentional partnerships
2. Clear roles
3. Controlled alternation
4. Explicit tasks for both partners during the conversation
5. Language support - sentence frames and stems
6. Monitor and give feedback



THE PLUSS Framework for ELs

(Adapted from Sanford, Brown & Turner, 2012)

Purpose: To ensure instruction across all tiers is culturally and linguistically responsive

- ▶ **P**reteaching critical vocabulary, priming background knowledge, and making cultural connections
- ▶ **L**anguage modeling and opportunities for practice
- ▶ **U**sing visuals and graphic organizers
- ▶ **S**ystematic and explicit instruction
- ▶ **S**trategic use of native language, culture, and teaching for transfer

PLUSS Framework for Instruction and Intervention for ELs

Blank PLUSS Lesson Planning Format

1 **Content Objective:**

2 **Language Objective:**

Strategies: **L** - Language modeling and opportunities for practicing
U - Use visuals and graphic organizers
S - Strategic use of native languages & teaching for transfer

5

L

6

U

7

S

3

P

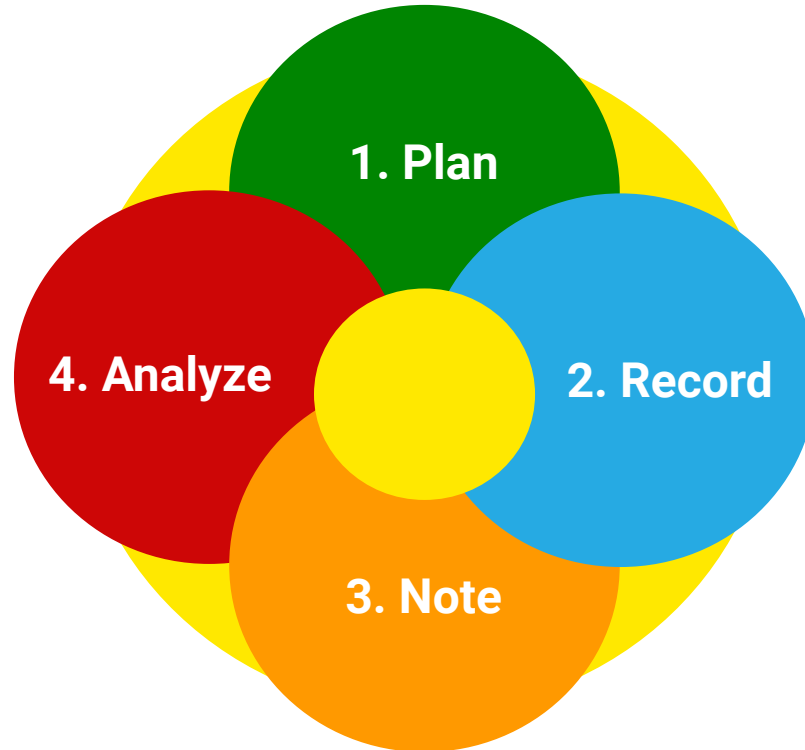
Pre-teach critical
vocabulary and
prime background
knowledge

4

S

Systematic and
explicit instruction

Video Self Reflection Process ([word](#), [pdf](#))



Video Self Reflection Form - Page 1



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1

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 ELs*	Note how ELs were supported, responses (or opportunities to improve support)	Not in place	Partially in place	Fully in place
Pre-teaching vocabulary and priming background knowledge	Addresses vocabulary & background knowledge <ul style="list-style-type: none"> fast mapping unknown vocabulary, using system to ID unknown words, pre-teaching difficult vocabulary words, pre-teaching necessary background knowledge 		0	1	2
Language use & modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> sentence frames opportunities to talk/write 		0	1	2
Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none"> sentence strips pictures, realia motions or TPR (Total physical response) 		0	1	2
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none"> modeling guided practice with feedback partner and independent practice 		0	1	2
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none"> provides additional practice on skills relevant to student's native language and culture teaches for transfer by explicitly noting similarities and differences across languages 		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

PLUSS Feature	Highlight any instructional strategies you saw utilized to support the ELs*
Pre-teaching vocabulary and priming background knowledge	Addresses vocabulary & background knowledge <ul style="list-style-type: none"> • fast mapping unknown vocabulary, • using system to ID unknown words, • pre-teaching difficult vocabulary words, • pre-teaching necessary background knowledge
Language use & modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> • sentence frames • opportunities to talk/write
Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none"> • sentence strips • pictures, realia • motions or TPR (Total physical response)
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none"> • modeling • guided practice with feedback • partner and independent practice
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none"> • provides additional practice on skills relevant to student's native language and culture • teaches for transfer by explicitly noting similarities and differences across languages



Video Self Reflection Form - Page 2



Student Observation: Opportunities for Language Use

Student Goal (language and content): _____

Instructional focus: (circle)	Time started – ended	Track either OTRs or Production Pedometer			Academic vocabulary (tally) & write vocabulary used	Students responses: Do students use complete sentences with academic responses (write examples)		
		Opportunities to respond (OTRs): group	(OTRs): pairs	(OTRs): individual				
PA Phonics Fluency Vocab Comp Writing Oral Language Other: _____					teacher used:			
		OR: production pedometer Total time responding (run stopwatch for all student responses: oral and written)		Response time / total time	student used:			
In what way(s) did you observe yourself address your teaching goal?					How did learners demonstrate they met their student goals?			
Glows: Identify at least three instructional strengths that supported ELs: 1. 2. 3.					Grows: identify 1-2 opportunities for improving support for ELs: 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

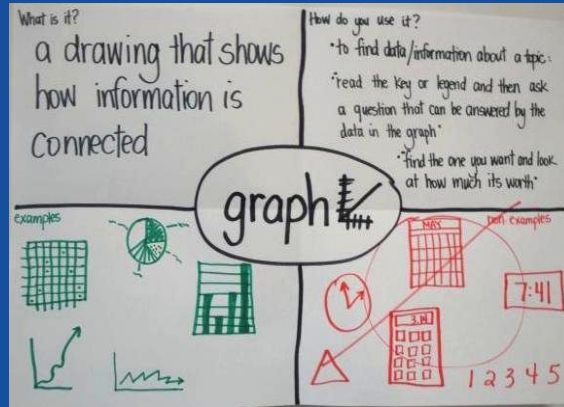
P: Preteach Critical Vocabulary and Prime Background Knowledge

Definition:

Identify and explicitly teach vocabulary and background knowledge that is unknown, and critical to understanding of the passage or unit of instruction

Sample Research:

Calderón, 2007; Carlo, et al. 2004;
Echevarria, Vogt & Short, 2008;
Linan-Thompson & Vaughn, 2007



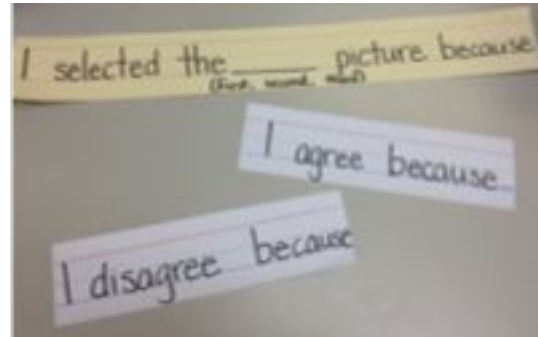
L: Language Modeling and Opportunities for Using Academic Language

Definition:

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

Sample Research:

Dutro & Moran, 2003; Echevarria, Vogt & Short, 2008; Gibbons, 2009; Linan-Thompson & Vaughn, 2007; Scarcella, 2003.



L: Language Modeling and Opportunities for Using Academic Language

Sentence Frames or Stems:

- Can be used in a variety of formats and paired with any type of text, graphic organizer or visual
- Have the highest impact when paired with opportunities for students to practice using academic language, e.g. Precision Partnering or other engagement strategies

A neighborhood is a special place.

A neighborhood is where you _____.

A neighborhood has _____ to _____.

Neighborhoods also have _____ and _____.

Some neighborhoods have _____ and
other neighborhoods have _____.

A neighborhood is where you feel at home!



• There are many important things about communication.

• One of the main ^{ideas} features about communication is... ^{concepts}

• Another important ^{facet} point is that... ^{element}

• In addition, communication is important because...



• It is important to note that without communication,...

Video: Vocabulary Practice ([lesson plan](#))

You do: Watch the [video example](#)

1. **Highlight** components of PLUSS
2. **Make notes** about how the teacher addressed the components,
3. Give an **overall rating**

1



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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 ELs*	Note how ELs were supported, responses (or opportunities to improve support)	Not in place	Partially in place	Fully in place
Pre-teaching vocabulary and priming background knowledge	Addresses vocabulary & background knowledge <ul style="list-style-type: none">fast mapping unknown vocabulary,using system to ID unknown words,pre-teaching difficult vocabulary words,pre-teaching necessary background knowledge		0	1	2
Language use & modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none">sentence framesopportunities to talk/write		0	1	2
Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none">sentence stripspictures, realiamotions or TPR (Total physical response)		0	1	2
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none">modelingguided practice with feedbackpartner and independent practice		0	1	2
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none">provides additional practice on skills relevant to student's native language and cultureteaches for transfer by explicitly noting similarities and differences across languages		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

U: Use Visuals & Graphic Organizers

Definition: Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make language to make critical language, concepts and strategies more comprehensible to learners.






Examples:

- Illustrated Word Wall
- Expository Text Organizers
- Framed Outline
- Storyboards/Comic Strips/Movie Clips

Sample Research:

Brechtal, 2001; Echevarria & Graves, 1998; Haager & Klingner, 2005; Linan-Thompson & Vaughn, 2007; O'Malley & Chamot, 1990

What Could That Look Like?

plant		First, the tomatoes are _____ed.
harvest		When they are ripe, the tomatoes are _____ed.
process		Then, the tomatoes are _____ed. This means they are washed and sorted.
transport		Next, the tomatoes are _____ed. This means they are put on a truck and taken to the store.
select		At the end, the tomatoes are _____ed.

S: Systematic and Explicit Instruction

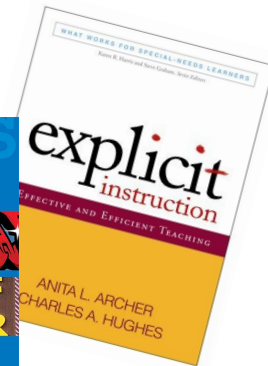
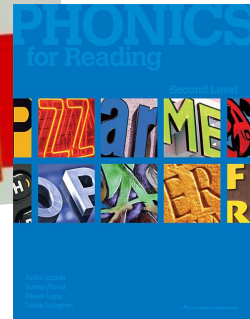
Definition:

Explain, model, provide guided practice with feedback, and independent opportunities to practice in content, strategies, and feedback

- I do, we do, you do
- Can be incorporated into programs
- Or in the way instruction is designed and delivered

Sample Research:

Calderón, 2007; Carnine, Silbert & Kame'enui, 1997; Faggella-Luby & Deshler, 2008; Gibbons, 2009, Haager & Klingner, 2005; Klingner & Vaughn, 2000



S: Strategic Use of Native Language and Teaching for Transfer

Definition:

Use native language to teach, or identify content and concepts students already know in their native language or culture to explicitly explain, define, and help them understand new concepts in English.

Examples:

- Dual language programing
- Pre-teaching in native language
- Identifying & using cognates
- Pair paraphrase
- Dual language glossary

Sample Research:

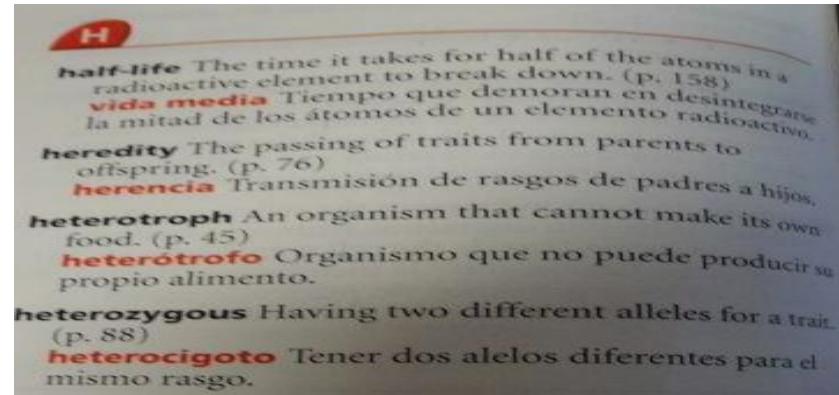
Carlisle, Beeman, David & Spharim, 1999; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Genesee, Geva, Dressler, & Kamil, 2006; Odlin, 1989; Schecter, & Bayley, 2002

S: Strategic Use of Native Language and Teaching for Transfer




DUAL LANGUAGE GLOSSARIES:

(published resource or student created)

- Individual or whole group resources used when students in a group speak the same L1
- Allow students to use their knowledge in L1 to support their acquisition of key content vocabulary in English
- Format can vary from words and definitions to simple pictures with labels
- Created with and by students based on the need for words to be successful during small group instruction.



What Could That Look Like?

<p>war</p> <p>a conflict (fight) in which two groups use weapons to solve a problem</p>	<p>guerra</p> 
<p>Soldiers</p> <p>a person(people) who serve in the army</p>	<p>Soldados</p> 
<p>weapons</p> <p>any tool used for attack or defense against another living thing</p>	<p>armas</p> 

Video: Comprehension Summarizing (lesson plan)

You do: Watch the [video example](#)



First:

Tally opportunities to respond (OTRs):

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

Next:

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



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Student Observation: Opportunities for Language Use

Student Goal (language and content): _____

Instructional focus (L2/L1): ELA: Reading Fluency/Vocabulary Comp. Writing Oral Language	Time spent: Observation to respond OTR/No group OTR/No pair OTR/No individual	OTR/No pair OTR/No individual	Academic vocabulary (L2/L1) & content vocabulary used teacher used: student used:	Students responses: Do students use vocabulary correctly with academic responses (write examples)
OK: production performance Total time responding time (percentage for all students) Impressions: oral and written		Responses (oral / total time)		How did teachers demonstrate they met their student goals?
In what ways did you observe yourself address your teaching goal?		Gives: identify at least three instructional strengths that supported ELA: 1. _____ 2. _____ 3. _____		
		Gives: identify 1-2 opportunities for improving support for ELA: 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

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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 are utilizing to support the ELA:	Note how ELA were supported, responses (or opportunities to improve support)	Not in plan	Partially in plan	Fully in plan
Pre-teaching vocabulary and grammar	Addressed vocabulary & background knowledge <ul style="list-style-type: none"> not exposing students vocabulary using system to ID unknown words pre-teaching difficult vocabulary words pre-teaching necessary background knowledge 		0	1	2
Language use modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> sentence frames accompaniment to self-write 		0	1	2
Using visuals & graphics	Uses visuals or graphics: expectations in lesson <ul style="list-style-type: none"> sentence strips picture cards student in TPS (final physical responses) 		0	1	2
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none"> modeling guided practice with feedback self-reflection practice 		0	1	2
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none"> provides additional practice or skills relevant to student's native language and culture teacher for teacher to explicitly using similarities and differences across languages 		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



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



Teacher: _____ Grade: 4 Date: _____ Language: English Model: TWI, English

Teaching Goal: I will explain, model, and provide guided practice with oral sentence frames in order to support students to summarize and sequence events with a biographical text from the anthology.

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
Pre-teaching vocabulary and priming background knowledge	Addresses vocabulary & background knowledge <ul style="list-style-type: none"> fast mapping unknown vocabulary, using system to ID unknown words, pre-teaching difficult vocabulary words, pre-teaching necessary background knowledge 	<ul style="list-style-type: none"> Reviewed key background knowledge before continuing on in lesson Teacher provided sentence frames verbally "I can conclude that..." Partner practice: shared with partners "I can conclude that..." 	0	1	2
Language use & modeling	Opportunities for students to practice targeted language skills <ul style="list-style-type: none"> sentence frames opportunities to talk/write 		0	1	2
Using visuals & graphic organizers	Uses visuals and graphic organizers in lesson <ul style="list-style-type: none"> sentence strips pictures, realia motions or TPR (Total physical response) 	<ul style="list-style-type: none"> Strategy was posted Summary chart posted Student highlighting text on overhead for others to follow along 	0	1	2
Systematic & explicit instruction	Includes systematic and explicit instruction <ul style="list-style-type: none"> modeling guided practice with feedback partner and independent practice 	<ul style="list-style-type: none"> Monitored student responses by getting down on their level and giving positive and corrective feedback 	0	1	2
Strategic use of native language	Addresses student's native language needs <ul style="list-style-type: none"> provides additional practice on skills relevant to student's native language and culture teaches for transfer by explicitly noting similarities and differences across languages 		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

For ELs to be Successful

- Every school needs robust systems that provide culturally and linguistically responsive instruction, interventions, and assessment.
- Every teacher needs to understand the impact of second language acquisition on learning new concepts.
- It is with this grounding that fair and equitable decisions regarding support and educational programming for ELs will be made.

Project LEE: Instructional Resources: projectlee.org

PLUSS

**Framework for Instructional /
Intervention Enhancement:
Observation Rubric**

Project LEE

Blank PLUSS Lesson Planning Format

1 Content Objective:

2 Language Objective:

Strategies: L - Language modeling and opportunities for practicing
U - Use visuals and graphic organizers
S - Strategic use of native languages & teaching for transfer

5 L

6 U

7 S

3 P

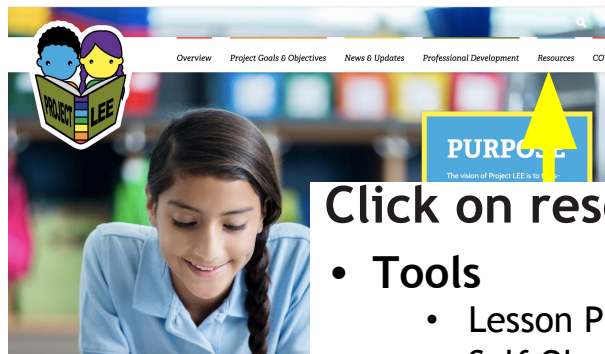
Pre-teach critical
vocabulary and
prime background
knowledge

4 S

Systematic and
explicit instruction

Portland State

IDEA Work

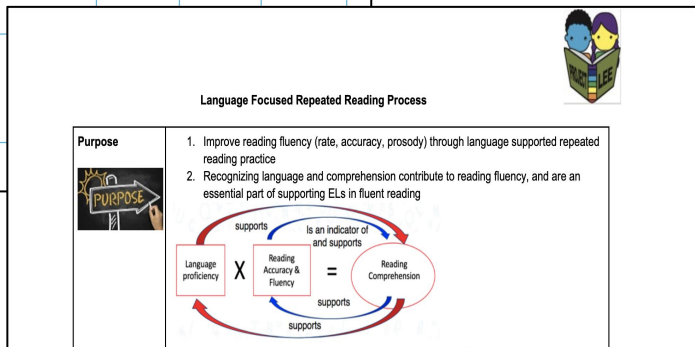


Click on resources

• Tools

- Lesson Planning Form
- Self Observation Video Form and Protocol
- Video self observation process
- Language Focused Repeated Reading process

• Instructional Videos



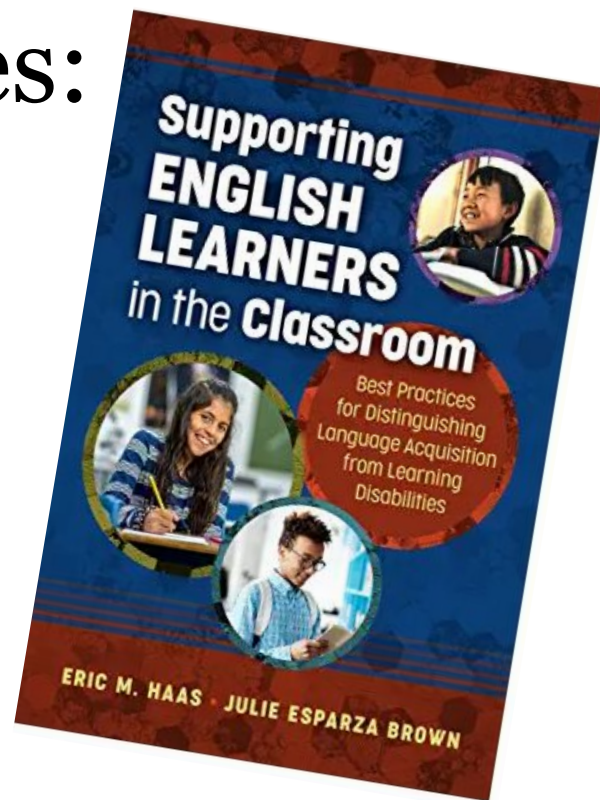
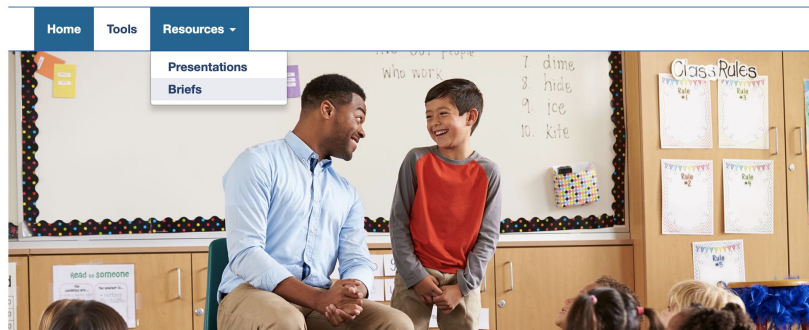
Additional Resources:

Model Demo Collaborative Website

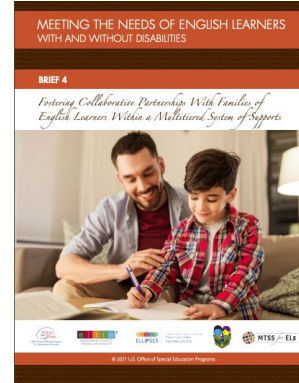
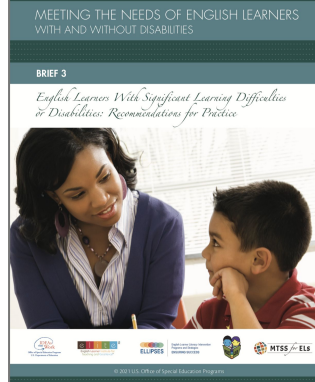
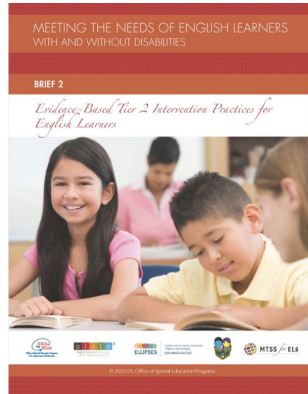
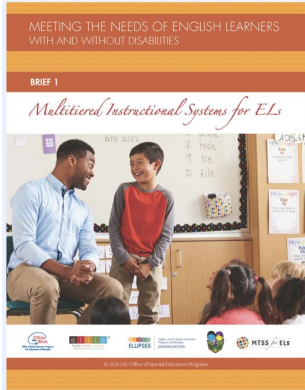
<https://www.mtss4els.org/>

Multitiered Systems of Support for English Learners

Model Demonstration Research sponsored by the Office of
Special Education Programs, U.S. Department of Education



<https://www.mtss4els.org/resources/briefs>





Questions/Preguntas?



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