Beyond Core Expectations

A Schoolwide Framework for Serving the Not-So-Common Learner

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Appendix

Essential Tool Kit

Tool #1

Developing Core Values Checklist

- ❑ Are you developing a set of core values collaboratively—including parents, teachers, students, and school and community leaders?

- ❑ Are the core values grounded in genuine respect for all students, families, and teachers?

- ❑ Is there consensus among stakeholders concerning the concept of equity?

- ❑ Are the values established focused on the learning needs of all students?

- ❑ Are there identified pathways for building the multicultural and multiethnic competencies required for teaching diverse learners?

- ❑ Have you instituted a process to review the combined set of values?

Tool #2

CCSS for Academically and Linguistically Diverse Learners: Equity Audit

Consideration	Questions to Ask	Action Items
	To What Degree . . .	
Role of Special Service Providers (ESL and special education teachers, etc.)	. . . are Special Service Providers working as experts and consultants and collaborating with general education teachers in implementing the CCSS?	
Instructional materials and curriculum	. . . are CCSS-based instructional materials and curriculum appropriate for academically and linguistically diverse learners?	
Professional development	. . . does professional development focus on preparing *all* teachers to implement the CCSS for academically and linguistically diverse learners?	
Assessment	. . . are all teachers aware of demands of CCSS assessments for academically and linguistically diverse learners, and do they adjust instruction?	
Parent outreach	. . . are parents of academically and linguistically diverse learners aware of implications of CCSS and their assessments?	
Teacher evaluation	. . . is teacher evaluation for all teachers inclusive of academically and linguistically diverse learners accessing the CCSS?	
Other factors		

Adapted from Diane Staehr Fenner (2013b). (Used with permission.)

Tool #3

Steps to Schoolwide Literacy Matrix

What Steps to Take?	How to Get There?
Establish a shared understanding of the importance of academic language and literacy development.	• Explore core beliefs about language acquisition and literacy development. • Determine if the shared values include proficiency in academic language and literacy. • Determine measurable, achievable goals and how to accomplish them.
Build capacity and sustain teacher learning regarding academic language and literacy development.	• Provide ongoing professional learning opportunities for all teachers centered on. • Use academic language and literacy development appropriate for their grade levels and content areas that they teach. • Establish literacy teacher leader teams who can offer ongoing peer coaching and in-class support. • Build on the often untapped expertise of your reading/literacy/ESL/speech-language teachers and others who can help the entire staff better understand language and literacy development.

Collaboratively develop, implement, and assess a schoolwide academic language and literacy action plan that is inclusive of all learners.	• Include all stake holders in all three phases:
	  o Create a plan that has shared ownership.
	  o Roll out the implementation incrementally and with ongoing support.
	  o Monitor the progress and conduct periodic assessments whether the goals set are met or not.
	• Identify and celebrate exemplary practices as well as barriers for success for others.

Create and maintain an academic language- and literacy-rich learning environment.	• Make academic language learning a shared practice (for example, word of the day or idiom of the day). • Motivate and engage all members of the school community (students and teachers alike) to participate in authentic literacy experiences every day. • Make sure a support system is in place for struggling learners. • Use mentor texts in every subject area for students to model. • Recognize and practice language and literacy learning as a social and highly interactive process. • Make sure language and literacy anchor charts support learning and active participation in a literacy community in every class. • Maintain a norm of academic discourse (teachers monitor their own language use and intentionally use an academic register when interacting with their students).

Tool #4

Unit and Lesson Quality Review

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the intended purpose of the CCSS:

- Targets a set of grade-level CCSS ELA/Literacy standards
- Includes a clear and explicit purpose for instruction
- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A and B).

A unit or longer lesson should

- Integrate reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills
- Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science, or technical subjects through the coherent selection of texts

Comments

II. Instructional Support

The lesson/unit is responsive to varied student learning needs:

- Cultivates student interest and engagement in reading, writing, and speaking about texts
- Addresses instructional expectations and is easy to understand and use

- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence
- Integrates appropriate supports in reading, writing, listening, and speaking for students who are ELL, have disabilities, or read well below the grade level text band
- Provides extensions and/or more advanced text for students who read well above the grade-level text band

A unit or longer lesson should

- Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units)
- Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units)
- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection
- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for Grades 3–5
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation (may be more applicable across the year or several units)
- Use technology and media to deepen learning and draw attention to evidence and texts as appropriate

Comments

III. Assessment

The lesson/unit regularly assesses whether students are making reasonable progressions and/or mastering standards-based content and skills:

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s)
- Assesses student proficiency using methods that are unbiased and accessible to all students
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance

A unit or longer lesson should:

- Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.

Comments

Adapted from the EQuIP Quality Review Rubric for Lessons & Units: ELA/Literacy Tool

Tool #5

Common Core Standard-Based Coplanning Template

Date:	Class:	Collaborative Teachers:
Common Core Standards Addressed		
Learning Objectives (Content/Language)		
Activities/Tasks (Rigor and Engagement)		
Resources and Materials		
Technology Integration		
Accommodations/Modifications		
Assessment Procedures		
Reflections/Special Notes		

Adapted from Dove and Honigsfeld (2013) and Honigsfeld and Dove (2013).

Tool #6

Assessing an Integrated, Collaborative Model to Serve Diverse Learners

Rate the following activities on a scale of 1 to 5, with *1* indicating that it never takes place and *5* indicating that it is a most common practice.

1 = Never	2 = Rarely	3 = Sometimes	4 = Frequently	5 = Always or almost always

1. Interdisciplinary conversations					
a. to discuss students' academic, cognitive, and linguistic development	1	2	3	4	5
b. to consider students' changing curricular and instructional needs and appropriate adaptations	1	2	3	4	5
c. to explore extracurricular opportunities for diverse learners	1	2	3	4	5
d. to examine student work	1	2	3	4	5
e. to enhance parental involvement	1	2	3	4	5
Other:					

2. Common planning opportunity					
a. to compare and align lesson objectives	1	2	3	4	5
b. to design or modify instructional materials	1	2	3	4	5
c. to adapt instructional strategies	1	2	3	4	5
d. to adapt curriculum	1	2	3	4	5
e. to align curriculum	1	2	3	4	5
f. to engage in curriculum mapping	1	2	3	4	5
Other:					

3. Shared classroom experiences					
a. classroom visits to observe each other's best practices	1	2	3	4	5
b. classroom visits to observe student participation and learning in a range of instructional settings	1	2	3	4	5
c. classroom visits to offer peer coaching	1	2	3	4	5
d. coteaching to deliver instruction collaboratively	1	2	3	4	5
Other:					

4. Reflection and inquiry					
a. working in well-established teacher teams	1	2	3	4	5
b. participating in collegial circles	1	2	3	4	5
c. engaging in teacher study groups	1	2	3	4	5
d. sharing professional readings (sharing literature on collaboration and ESL topics)	1	2	3	4	5
e. conducting collaborative action research	1	2	3	4	5
f. engaging in lesson study	1	2	3	4	5
g. offering internal staff development for colleagues	1	2	3	4	5
Other:					

5. Administrative support and feedback					
a. offering instructional leadership	1	2	3	4	5
b. establishing logistical support for all levels of collaboration	1	2	3	4	5
c. securing necessary materials and resource that support all learners	1	2	3	4	5
d. offering ongoing professional-development opportunities that foster collaboration	1	2	3	4	5
e. creating a professional learning community	1	2	3	4	5
Other:					

Adapted from Honigsfeld and Dove (2010).

Tool #7

Supports During Explicit Instruction for Diverse Learners

Instructional Support	• Gradual release of responsibility model
	    o Explicit teacher modeling
	    o Guided practice
	    o Collaborative practice
	    o Independent application
	• Strategy instruction

Linguistic Support	• Use of native language or home dialect • Definition of key terms within sentences • Modification of sentence patterns • Use of redundancy or rephrasing • Opportunities to interact with proficient English models • Sentence starters and paragraph frames • Language frames for oral interaction
Graphic Support	• Charts • Tables • Timelines • Number lines • Graphs • Graphic organizers • Outlines
Visual Support	• Real objects (realia) • Manipulatives • Photographs • Pictures, illustrations • Diagrams • Models • Displays • Magazines, newspapers • Videos • Multimedia, including Internet
Interactive Support	• Whole Class • Large-group vs. small-group instruction • Learning Centers • Learning Stations • Pairwork • Buddy system • Cooperative learning structures (See Kagan)

Tool #8

A Classroom Walkthrough to Observe Diverse Learners' Engagement

Learning Environment

❑ Classroom is physically comfortable and allow for a variety of group configurations with minimal distractions.

❑ Classroom is cognitively stimulating and conducive to learning in a variety of modalities (through listening, speaking, reading, and writing).

❑ Instructional resources (technology, equipment, supplies, materials) are varied, reflective of different levels of readiness, and are readily available and utilized in a variety of ways.

❑ Diverse learners have a sense of belonging to the classroom community by virtue of where and with whom they are seated and how they interact with their peers.

Teacher Behavior

❑ Establishes purpose with clarity identifying learning targets

❑ Establishes high expectations for acquiring content, academic language

❑ Creates routines to help students reach learning goals

❑ Follows a predictable lesson sequence

❑ Offers the necessary structure and scaffold for diverse learners to fully participate

❑ Attentive to varied student needs and adjusts instruction based on ongoing formative assessment

❑ Monitors levels of engagement and addresses the needs of the students on all levels of academic and linguistic proficiency (from struggling to advanced levels)

Student Participation in Learning

❑ Students make meaningful connections to their prior knowledge or have opportunities to build background knowledge for new learning to take place.

❑ Students interact with each other through a range of instructional tasks.

❑ Students are intentionally paired in a variety of ways—both homogeneously and heterogeneously (to partner with students with disabilities, with others who speak the same home language, etc.).

❑ Students remain focused on the target task, understand what they are doing and why.

❑ Students have choices regarding pathways to learning and for demonstrating mastery.

❑ Students have access to and know how to use scaffolding tools (anchor charts, protocols, sentence starters, language frames, prompts) to support learners in expressing their ideas, asking and answering questions.

❑ Students are in the focus of the lesson and enjoy the learning experience.