Name, School and...

If you could only have one thing on a deserted island...
Paraeducator Standards of Practice

Paraprofessionals provide the majority of instruction in programs designed by the legislature to reduce the opportunity gap. (HB 1115, 2017)

1. Support Educational Outcomes
2. Demonstrate Professionalism and Ethical Practices
3. Support a Positive and Safe Learning Environment
4. Communicate Effectively and Participate in the Team Process
5. Demonstrate Cultural Competency
FUNDAMENTAL COURSE OF STUDY FOR PARAPROFESSIONALS

COURSE A: Supporting a Positive and Safe Learning Environment = 6.0

COURSE B: Instructional Support = 6.0
  (includes 1 hour Technology – Kyte Learning)

COURSE C: Equity and Cultural Competency = 6.0

COURSE D: Effective Communication and Child Development = 6.0
  (includes 1 hour Technology – Kyte Learning)

COURSE E: District Orientation/Emergency and Health Safety = 4.0

TOTAL = 28
Educational and Instructional Support

PARAPROFESSIONALS
Learning Objectives

- Understand the paraprofessionals’ roles in instruction
- Acquire the necessary knowledge and skills of good instruction
Small Group Norms

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-Closure
- Listen for Understanding
- No Fixing
- Take Risks
Learning in Washington State
# Core Curriculum Adoption

## Elementary

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Last Review</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science/STEM</td>
<td>2010-11</td>
<td>2019-20</td>
</tr>
<tr>
<td>Reading</td>
<td>2011-12</td>
<td>2021-22</td>
</tr>
<tr>
<td>Writing</td>
<td>2012-13</td>
<td>2023-24</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2013-14</td>
<td>2024-25</td>
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<tr>
<td>Health</td>
<td>2013-14</td>
<td>2024-25</td>
</tr>
<tr>
<td>Music</td>
<td>2014-15</td>
<td>2024-25</td>
</tr>
<tr>
<td>Math</td>
<td>2015-16</td>
<td>2025-26</td>
</tr>
<tr>
<td>S.E.L (Social Emotional Learning)</td>
<td>2016-17</td>
<td>TBD</td>
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<tr>
<td>Social Studies</td>
<td>2017-18</td>
<td>2027-28</td>
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</table>

## Middle School

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Last Review</th>
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</tr>
</thead>
<tbody>
<tr>
<td>World Language</td>
<td>2011-12</td>
<td>2019-20</td>
</tr>
<tr>
<td>8th Grade Science</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2012-13</td>
<td>2019-20</td>
</tr>
<tr>
<td>Health</td>
<td>2012-13</td>
<td>2019-20</td>
</tr>
<tr>
<td>Math</td>
<td>2013-14</td>
<td>2020-21</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2013-14</td>
<td>2020-21</td>
</tr>
<tr>
<td>Music</td>
<td>2014-15</td>
<td>2021-22</td>
</tr>
<tr>
<td>Language Arts</td>
<td>2015-16</td>
<td>2022-23</td>
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<tr>
<td>Earth Science</td>
<td>2015-17</td>
<td>2025-27</td>
</tr>
<tr>
<td>Life Science</td>
<td>2015-17</td>
<td>2025-27</td>
</tr>
<tr>
<td>Physical Science</td>
<td>2015-17</td>
<td>2025-27</td>
</tr>
<tr>
<td>S.E.L (Social Emotional Learning)</td>
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<tr>
<td>F.L.A.S.H.</td>
<td>2017</td>
<td>TBD</td>
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</table>

## High School

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Last Review</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>2010-11</td>
<td>2018-20</td>
</tr>
<tr>
<td>Physics</td>
<td>2006-10</td>
<td>2018-19</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2009-10</td>
<td>2018-19</td>
</tr>
<tr>
<td>Math</td>
<td>2009-10</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>2011-12</td>
<td>2019-20</td>
</tr>
<tr>
<td>Pre-Calculus, Calculus</td>
<td>2012-13</td>
<td>2020-21</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2012-13</td>
<td>2020-21</td>
</tr>
<tr>
<td>Health</td>
<td>2012-13</td>
<td>2020-21</td>
</tr>
<tr>
<td>Biodiversity and Lab Concepts</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>2013-14</td>
<td>2021-22</td>
</tr>
<tr>
<td>Addendum - Social Studies</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>2014-15</td>
<td>2022-23</td>
</tr>
<tr>
<td>Biology</td>
<td>2017-18</td>
<td>2023-24</td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II</td>
<td>2017-18</td>
<td>2023-24</td>
</tr>
</tbody>
</table>
Core Curriculum

**Elementary**
- Collaborative Literacy - Making Meaning
- Writers Workshop
- Eureka Math

**Secondary**
- Science, Technology, Engineering and Mathematics (STEM)
- Career Technical Education (CTE)
- Family Life and Sexual Health (F.L.A.S.H.)
Teacher and Paraprofessional Team
Teacher Roles

1. Designs the layout of the classroom; plans lessons and schedules

2. Sets lesson objectives; teaches the whole class, small groups and individuals

3. In charge of assessing learning; making sure all students complete lesson testing

4. Plans and implements behavior management strategies

5. Communicates with families regarding all aspects of their student's education

6. Plans, develops and implements IEP's creates instructional materials; participates in professional development opportunities

Adapted from the Puget Sound Educational Service District's Paraeducator Handbook
Paraprofessional Roles

1. Follows classroom plan and organization according to teacher’s lead

2. Helps teacher manage small group lessons and individual student support

3. Helps manage learning assessment according to teacher’s lead

4. Supports and implements behavior management strategies; tracks progress

5. Supports teacher’s efforts to communicate with families

6. Supports teacher’s IEP efforts; tracks student progress; reports progress to teacher; creates supporting materials according to teacher’s plans; attends professional development geared toward paraeducators

Adapted from the Puget Sound Educational Service District’s Paraeducator Handbook
Using one word describe your experience of providing instruction for the students you work with.
What are the factors that contribute to your feelings about providing instruction?
The Learning Cycle

1. Delivering Instruction
2. Assessing Student Skill Level
3. Recording Data
4. Re-assessing Student Skill Level
5. Delivering Instruction
Why do we assess our students?

1. Write down at least three thoughts you have about the purpose of assessments

2. Once your table has completed the first step, compare your ideas and together come up with one idea that you can all agree describes why we assess our students

3. Be prepared to share out with the group
Assessment & Data Collection

WHY?

1. Gathering focused data on an area of academic and/or social skill, assists in creating a student support plan.

2. Data informs on the effectiveness of the instruction and/or what may need to change instructionally moving forward.

3. Data informs what target interventions and/or behavioral supports might be necessary.
Assessment & Data Collection

HOW?

1. Standardized vs. Non Standardized
2. Screening: Brief grade level
3. Diagnostic: Follow up screening to determine type of support needed
4. Formative: Ongoing process to improve student learning
5. Summative: Measure understanding of material at end of unit
Types of Assessment Scores

• Percentile Rank
• Normal Curve Equivalent
• Grade-Equivalent Score
• Cut Score
Understanding Scores

If we look at Jamie’s scores, how do we understand what they mean?

Jamie’s scores show how she did on the test compared with a large sample of students. However, each score reflects a different type of comparison. That’s why they tell us different things.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>PR</th>
<th>NCE</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie</td>
<td>75</td>
<td>52</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Scores: Percentile Rank

Percentile Rank (PR)

- A percentile is a rank from 1 to 99
- Jamie, a third grader, scored 75
- “As well as or better than” 75% of group
- Distance between scores can be different
- Depends on sample size

Understanding Score Percentiles

A score percentile represents the percentage of scores that are equal or below a certain score within a given sample.

Example: The 75th percentile SAT score for incoming freshmen is 1400.

75% of students Scored 1400 or below
75th percentile (25% of students) Scored above 1400
Scores: Normal Curve Equivalent

Normal Curve Equivalent (NCE)

- Rank is still percentiles from 1 to 99
- Jamie scored 52
- Average score is 50
- Distance between scores is the same
- Sample size doesn’t matter
Scores: Grade Equivalent

Grade Equivalent (GE)

• Rank is based on grade level averages
• Jamie scored a 2.6
• Compares average students in each grade reading material
• She reads “as well as” an average student in the 6th month of 2nd grade

<p>| Table 8.1. Average rates for reading with understanding for students in Grades 2-12 |
|---------------------------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th>Grade equivalent</th>
<th>Standard words per minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>121</td>
</tr>
<tr>
<td>3.5</td>
<td>135</td>
</tr>
<tr>
<td>4.5</td>
<td>149</td>
</tr>
<tr>
<td>5.5</td>
<td>163</td>
</tr>
<tr>
<td>6.5</td>
<td>177</td>
</tr>
<tr>
<td>7.5</td>
<td>191</td>
</tr>
<tr>
<td>8.5</td>
<td>205</td>
</tr>
<tr>
<td>9.5</td>
<td>219</td>
</tr>
<tr>
<td>10.5</td>
<td>233</td>
</tr>
<tr>
<td>11.5</td>
<td>247</td>
</tr>
<tr>
<td>12.5</td>
<td>261</td>
</tr>
</tbody>
</table>
Scores: Cut Score

Cut Score

• Another term you might encounter is “cut score”

• That refers to the “cut-off point” for proficiency

• A student who scores **above the cut score** would be considered **proficient** for that subject at that grade level

<table>
<thead>
<tr>
<th>Smarter Balanced High School Score Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington minimum Graduation Score</td>
</tr>
<tr>
<td>English Language Arts</td>
</tr>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>2299-2492</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Washington minimum Graduation Score</td>
</tr>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>2280-2542</td>
</tr>
</tbody>
</table>

2595
Assessment: Formative vs. Summative

What’s the difference?

There are many definitions of “Formative Assessment” by various scholars and authors. They generally include several common components:

• Systematic process to gather evidence of learning
• Students communicate their level of understanding during the lesson
• Allows the instructor an opportunity to make adjustments as needed
• Diagnose misconceptions and reteach student’s misconceptions/misunderstanding
Formative Assessment

Research says...

• Improves student achievement/attitude/motivation
• Allows students to show their level of understanding as learning progresses
• Helps academically challenged/struggling students to perform better
• Gives instructors the information they need to determine what concepts should be re-taught and who is ready to advance
Formative Assessment

Quality Feedback is a key component...

- Highlights student strengths
- Addresses misconceptions
- Guides student success — next steps toward learning goal
- Clearly communicates learning goals/expectations
- Timely — quick enough to act upon to improve
- Students MUST act on the feedback to advance learning
Formative Assessment Strategies

Think about how we began the assessment discussion of today.

Traditionally, instructors would ask for ideas, select participants who volunteer, and discuss responses.

- This would take about five minutes
- Only a few ideas would be heard – most would not
- The instructor doesn’t know the background of most of the participants or how comfortable they are with assessment – wouldn’t have a big picture of where everyone is at
Formative Assessment Strategies

Think about how WE began the assessment discussion of today.

I asked you to individually write at least three ideas, collaborate w/ colleagues and share your best ideas. Why?

• This also takes five minutes
• Everyone’s ideas were heard and discussed
• I was able to quickly assess the background of most participants and how comfortable they are with assessment (prior knowledge)
Assessment: Scenario

An instructor gives students a quiz often throughout a unit of study. The instructor wants students to become more motivated with frequent feedback and wants students to see the types of questions they can expect on their end of unit assessment.

Is this formative assessment?
Formative Assessment?

This is NOT formative assessment

• Students do not have the opportunity to improve on their past work (quiz information)

• Instructor does not use the information to adjust instruction
Assessment: Scenario

Instructor reads a prepared statement and asks students to indicate with their hands whether they agree.
(3 fingers = Absolutely; 2 fingers = Maybe; 1 finger = No Way)

Instructor sees every student degree of understanding and immediately decides whether to go on or revisit the concept to address misconceptions.

Is this formative assessment?
Formative Assessment?

This **IS** formative assessment

- Students have the opportunity to tell the instructor whether they understand the concept
- Instructor uses the student responses to adjust instruction if needed
Formative Assessment Strategies

Immediate (moment to moment)

Body language / facial expressions
Finger voting (thumbs up/down, five point scale)
Entry/Exit cards
Minute paper / Quick write
Oral – justify reasoning
Partner collaboration (Think – Pair – Share)
Embedded instructor questions
Formative Assessment Strategies

Often (daily to weekly)

- One-to-one conversations with students
- Composite best response (group work)
- Discussion boards (all learn from feedback to one)
- Error analysis
- Graphic organizers / Anticipation guides
- Quizzes
- Role play / Interviews
- Journaling / Reading questions / Embedded questions
- Peer / Self assessment
Types of Assessments
Group Quiz

1. Complete with a partner
2. Raise hand when finished
3. Check answers with key
Ask appropriate questions about the goal of each lesson

Be on the lookout for all different kinds of data that indicate how students are doing

Communicate what you observe to the teacher

Decide with the teacher what instructional strategies to use based on the data you’ve collected
A teacher asks you to work with a student on a draft of the student’s essay.

**Ask appropriate questions about the goal of each lesson**
What is the goal of the essay? (to demonstrate knowledge of essay components)

**Be on the lookout for all different kinds of data that indicate how students are doing**
What should I be looking for to be sure students are understanding? (intro, thesis statement, body, etc.)

**Communicate what you observe to the teacher**
Schedule time with the teacher to discuss what you observe

**Decide with the teacher what instructional strategies to use based on the data you’ve collected**
Re-teach/review the essay rubric with the student
Final Thoughts

Formative Assessment improves student achievement

Quality feedback helps students to reach learning goals

There is enough time in any instructional interaction to use Formative Assessment

Challenge: Select one strategy - try it the next time you are supporting students
Good Instructional Practices

• Clear Directions
• Gradual Release of Responsibility
• Scaffolding/Thinking Skills
• Differentiation
• Constructive Feedback
Good Instructional Practices:

Clear Directions

- Avoid confusing words, phrases and idioms
- Review WHAT you have previously done
- Check for prior knowledge
- Emphasize the WHY of what you’ll be doing
- Model expectations using step-by-step instructions
Good Instructional Practices:

Clear Directions - Scenario

These directions may seem clear, but how could they be misunderstood by some students?

• Write LEARN in the spaces provided __ __ __ __ __ __ __
• Make two words using the letters SWODWORT:
• Make a table with the following dimensions:
  Height = 2’  Length = 4’  Width = 3’
Good Instructional Practices: Clear Directions - Scenario

Here’s how students who misunderstood the directions might respond:

• Write LEARN in the spaces provided __ L __ E __ A __ R __ N __

• Make two words using the letters SWODWORT: TWO WORDS

• Make a table with the following dimensions:

<table>
<thead>
<tr>
<th>Height</th>
<th>Length</th>
<th>Width</th>
</tr>
</thead>
<tbody>
<tr>
<td>2’</td>
<td>4’</td>
<td>3’</td>
</tr>
</tbody>
</table>
Good Instructional Practices

- Clear Directions
- **Gradual Release of Responsibility**
- Scaffolding/Thinking Skills
- Differentiation
- Constructive Feedback
Good Instructional Practices: Gradual Release Model

https://www.teachingchannel.org/video/improving-teacher-practice
Good Instructional Practices

- Clear Directions
- Gradual Release of Responsibility
- Scaffolding/Thinking Skills
- Differentiation
- Constructive Feedback
Good Instructional Practices:

**Scaffolding**

https://www.youtube.com/watch?v=9gNjGD_W3dM
Good Instructional Practices: Scaffolding

- Changes as particular skills are mastered
- Instructional technique
- Guides students toward learning
- Deepens metacognitive understanding
- Adapted by grade level or content
Scaffolding - Table Discussion

• What types of scaffolding have you used or observed in your classroom?
### Good Instructional Practices: Scaffolding Examples

<table>
<thead>
<tr>
<th>Number Lines</th>
<th>Modeling</th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Prompts</strong></td>
<td><strong>Word Web</strong></td>
<td><strong>Flash Cards</strong></td>
</tr>
<tr>
<td><strong>Sentence Frames</strong></td>
<td><strong>Group Work</strong></td>
<td><strong>Manipulatives</strong></td>
</tr>
<tr>
<td><strong>Graphic Organizers</strong></td>
<td><strong>Task List</strong></td>
<td><strong>Vocabulary Lists</strong></td>
</tr>
</tbody>
</table>
Good Instructional Practices:

Thinking Skills - Questioning

All tasks should respect each learner . . . every student should be required to think at a high level and should find his or her work interesting and powerful.

(Carol Ann Tomlinson 2003, 61, 2:9)
Good Instructional Practices: 
Higher Level Thinking
Good Instructional Practices: Developing Questions

Read the short nonfiction passage, Great White Shark

In your table group, develop one question for each level of Bloom’s Taxonomy.
Good Instructional Practices: Questioning Strategies

• Scaffold the questions from easy to more difficult

• Probe for deeper explanations

• “Think Time” gives students a specific amount of time to prepare their responses

• Allow students a “come back” if not ready to answer (always go back to them)
Good Instructional Practices: Thinking Prompts

• What makes you think that?
• What evidence do you have for your position?
• What strategy did you use? Can you explain the steps you used?
• What other methods might you try?
• How would you explain this to someone else?
• Help us understand your perspective…
• How might you describe the author's message in this text?
Questioning in Action (or not!)

1. Watch video of instruction
2. While watching, make notes about questioning observed (or missed opportunities)
3. After video, discuss what you observed or didn’t observe in relation to questioning
4. As a table group, decide where on the continuum you would mark:
   - Toward the left: “I didn’t observe it.”
   - In the middle: “I saw some questioning, but not enough to say it was clearly observable.”
   - Toward the right: “I think questioning was clearly observable.”

https://www.youtube.com/watch?v=3cefved11so
Questioning: Video Discussion

Share your thoughts/notes with your table.

Decide as a group:

Was higher level questioning observable? Yes/No

If no, how could it have been?

If yes – why?
Questioning in Action (or not!)

• Watch video of instruction
• While watching, make notes about questioning observed (or missed opportunities)
• After video, discuss what you observed or didn’t observe in relation to questioning
• As a table group, decide where on the continuum you would mark:

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Questioning: Video Discussion

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If no, how could it have been?

If yes – why?
Good Instructional Practices

• Clear Directions
• Gradual Release of Responsibility
• Scaffolding/Thinking Skills
• Differentiation
• Constructive Feedback
Although the destination remains constant, the routes we take to reach that destination and the time it takes us to get there may vary.
Good Instructional Practices: Why Vary Instruction?

• Provides more engaging opportunities for learners
• Helps reinforce content without feeling repetitive
• Makes it easier for learners to understand
• Help students to better retain what they’re learning
• Using verbal, physical, and written elements helps students at ALL levels understand the learning objective better
• Makes learning fun!
Differentiation happens when you vary the content, environment, process, and product.
Good Instructional Practices:

Differentiating Instruction

**Content:** Changing the curriculum to teach the same concept or skill

**Process:** Changing the activities used to master concepts and skills

**Environment:** Changing the environment to minimize distractions or allow for movement

**Product:** Changing the results or outcomes that are acceptable for demonstrating knowledge
Differentiating: Table Discussion

How have you varied instruction for a student you support?
Good Instructional Practices: Differentiated Learning Styles

WHAT ARE THE DIFFERENT LEARNING STYLES?

• Visual learners learn by seeing
• Auditory learners prefer to learn by listening and speaking
• Reading and Writing learners like to read and take notes
• Kinesthetic learners prefer to move and learn by doing

* Most people fall into this category or a combination of this and another category

Credit to: Tejeda’s Tots at - https://www.tejedastots.com/teaching-different-learning-styles/
DIFFERENT LEARNING STYLES

& tips for teaching

VISUAL
LEARN BY SEEING
- Charts, Graphs
- Graphic organizers
- Lesson outlines
- Picture aids
- PowerPoints

AUDITORY
LEARN BY HEARING
- Read-alouds
- Listening centers
- Verbal instructions
- Discussions
- Repeat to a friend

READ/ WRITE
LEARN BY READING & WRITING
- Books & texts
- Dictionaries
- Note-taking

KINESTHETIC
LEARN BY DOING
- Incorporate body movement
- Tactile- touch, feel
- Hands-on!
Good Instructional Practices:

Differentiated – Visual Learners

Visual learners learn by **seeing**!

Instructional Tools for Visual Learners:

- PowerPoint presentations
- Pictures projected onto a screen
- Story maps
- Diagrams or charts
- Graphic organizers
- Highlighting or color-coding
Good Instructional Practices: Differentiated — Auditory Learners

Auditory learners prefer to learn by listening and speaking!

Instructional Tools for Auditory Learners

- Turn and talk
- Class discussions
- Have students repeat what you’ve said
- Use songs or chants
- Summarize to recap the lesson
Good Instructional Practices: Differentiated – Reading/Writing Learners

Reading and Writing learners like to **read** and **take notes**!

**Instructional Tools for Reading/ Writing Learners**

- Handouts
- Books, dictionaries, and other texts
- Have students take notes
- Make lists
- Write sight words
Good Instructional Practices: Differentiated – Kinesthetic Learners

Kinesthetic learners prefer to move and learn by doing.

Instructional Tools for Kinesthetic Learners

- Role-play
- Science experiments
- STEM activities
- Sorting objects/pictures
- Building words (Play-Doh, finger-tracing, magnetic letters)
- Body-spelling
- Use real-life examples
Good Instructional Practices: Differentiated – What’s Your Learning Style?

Learning Style Quiz!

Purpose:

• To learn about learning styles
• To understand the differences
• To identify your own learning style
TIME FOR A BREAK
Differentiating:
Instruction to Reach All Students

https://www.youtube.com/watch?v=Kg38A1ggYiE
https://www.youtube.com/watch?v=VOl93cWljlw
Differentiating: Group Work

1. Form 4 work groups

2. Each group select one item from table (dice, playdough, Legos or cards)

3. Review the worksheet assignment

4. Brainstorm and research (via Smartphones) how to use item in the classroom to incorporate different student levels and learning styles.

5. What extension activities could you create for students needing additional challenge?

6. Prepare to share out ideas and how it addresses different levels and learning styles
### Playdough
- Tens Frames
- Clock

### Legos
- Lego Fraction Games for Kids
- Building Square Numbers
- Simple probability with Hands-on Experiments

### Dice
- Roll, Say, Keep

### Playing Cards
- Button Counting
- Fact Families
Good Instructional Practices

- Clear Directions
- Gradual Release of Responsibility
- Scaffolding/Thinking Skills
- Differentiation
- Constructive Feedback
Good Instructional Practices: Constructive Feedback

- Immediate
- Specific
- Delivered in neutral tone
- Focused on next steps
Good Instructional Practices:

Constructive Feedback Examples

Instead of saying "Good Work," try:

“I really like your introduction. Now you’re ready for your next paragraph.”

“Your paper is really well written with lots of details. Now ask your partner to proof read.”
Putting It All Together: Good Instructional Practices

- Clear Directions
- Gradual Release of Responsibility
- Scaffolding/Thinking Skills
- Differentiation
- Constructive Feedback
English Language Learners
Natural Progression of Language Development

<table>
<thead>
<tr>
<th>L2 Ability</th>
<th>Pre-Production</th>
<th>Early-Production</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Advanced Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Silent Period</td>
<td>Social Language</td>
<td>Social Language</td>
<td>Academic language</td>
<td>Transitional</td>
</tr>
<tr>
<td></td>
<td>0-6 months</td>
<td>6 mo. – 1 year</td>
<td>7000 words</td>
<td>3-5 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0-500 receptive</td>
<td>1000 receptive</td>
<td>1-3 years</td>
<td>12,000 word词汇量</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vocab.</td>
<td>words</td>
<td>Short phrases</td>
<td>More grammatical errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-verbal</td>
<td>1-word responses</td>
<td>Simple sentences</td>
<td>Teacher’s questions are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>responses</td>
<td>Teacher’s</td>
<td>Can read and write what</td>
<td>open ended:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions: Who?</td>
<td>they can say</td>
<td>-ask opinions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What? Where?</td>
<td>Teacher’s questions:</td>
<td>-ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Either/Or; Yes/No</td>
<td>Describe ____</td>
<td>--predictions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher’s</td>
<td></td>
<td>Retell ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>questions: show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>me; point to;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>draw; act out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Time

WLPT 1
- ELD Beginning/Advanced Beginning
- Listening
- Reading
- Writing

WLPT 2
- ELD: Intermediate
- Speaking
- Reading
- Writing

WLPT 3
- ELD: Advanced
- Listening
- Speaking
- Reading
- Writing

WLPT 4
- ELD: Transitional
- Listening
- Speaking
- Reading
- Writing
English Language Learners

• The ISD follows the Washington State English Language Proficiency Standards (ELPs) which provide learning targets for teachers as they help ELL students learn English.

• More than 1,200 students receive ELL services in the ISD. These students represent 75 different cultures and language groups. The most common are Spanish, Chinese, Korean and Vietnamese (2017 data).
English Language Learners

1. Welcoming Environment
2. Interaction
3. Thinking Skills
4. Comprehension
### ELL Comprehension Support

<table>
<thead>
<tr>
<th>Speak more slowly</th>
<th>Speak clearly</th>
<th>Monitor vocabulary</th>
<th>Use multimodal techniques</th>
<th>Simplify syntax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use longer pauses between sentences and ideas. Use a natural pace rather than a slow, exaggerated one. Limit the use of contractions or fused forms (e.g., use want to rather than wanna). Stress key words to support meaning.</td>
<td>Limit the use of high-frequency words. Explain unfamiliar terms. Use cognates. Limit the use of idioms, slang, pronouns, and vague referents.</td>
<td>Use high-frequency words. Explain unfamiliar terms. Use cognates. Limit the use of idioms, slang, pronouns, and vague referents.</td>
<td>Use objects, pictures, labeled diagrams, and videos. Infuse demonstration throughout lessons. Use gestures, body language movement, and role playing.</td>
<td>Keep sentences short. Keep clauses short.</td>
</tr>
</tbody>
</table>

University of Colorado at Boulder
Project GLAD

- Focus on Academic Language
- Plan for Peer Interaction
- Support Meaning with Realia/Visuals/Movement
- Activate Prior Knowledge/Create Shared Knowledge
- Make Text Accessible
- Develop Student Learning Strategies
- Build Multi Lingual Language Bridges
- Celebrate Diversity (linguistic, cultural, individual)

Kriteman & Tabet-Cubero, 2015
GLAD Method – Sentence Patterning Chart

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Prepositional Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>heart-shaped</td>
<td>leaves</td>
<td>falling, dancing, shriveling</td>
<td>on the ground, on the tree, in people's yards, on people's roofs, on heads, in the desert, on a rainbow, on people's pools, on your feet, beneath your feet, inside trashcans, inside a squirrel's hole, through the clouds, under the sandbox, far away from heaven, inside an owl's home</td>
</tr>
<tr>
<td>soft, pointy, red, yellow, cutting, cricky, crunchy, green, dangerous, skinny, funny, skin colored, jiggly, shiny, wiggly, spikey, wavy, pretty, healthy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Education
The Truth of Our Past

https://www.youtube.com/watch?v=Oj4b9d4XAdY&feature=youtu.be
Special Education

Issaquah School District Special Services programs serve students with disabilities from birth through twenty-one years who reside within district boundaries.
Special Education Programs

**Birth to Three.** Infants and toddlers with disabilities are provided early intervention assistance through agencies such as Kindering and Encompass.

**Early Childhood.** Children, ages 3-5, with developmental delays in communication, cognition, social-emotional, adaptive, and motor skills areas receive specially-designed instruction at one of three schools in the district. This is a half day program. (*Location: Regional*)

**Extended Day.** Children, ages 3-5, with a medical diagnosis on the autism spectrum or an educational disability category of autism, and a demonstrated need based on data for early intervention may be eligible to receive additional services that address the unique communication, social, and behavioral needs of this disability. (*Location: Regional*)
Special Education Programs

**Issaquah Skills Enhancement Program (ISEP).** Students with emotional and behavioral disabilities receive specially-designed instruction in a self-contained setting. *(Location: Regional)*

**Academy for Community Transition (ACT).** Students, ages 18-21, with significant disabilities receive on-going specially-designed instruction in the areas of community living and work training. *(Location: Downtown)*

**Home Instruction/Tutoring.** Students, ages 3-21, receive specially-designed instruction at home due to medical, physical, emotional, or behavioral needs or students who have been suspended or expelled from their school receive specially-designed instruction as per their IEP team.

**Outside Agencies.** Students, ages 3-21, receive specially-designed instruction in a setting outside of the District if the District is unable to provide an appropriate program to meet the student's needs.
Special Education

**Learning Resource Center I (LRC I).** Students receive specially-designed instruction in academic, behavior, and social areas as indicated on their evaluation from the LRC I staff/classroom and/or related service therapists. *(Location: Every building)*

**Learning Resource Center II (LRC II).** Students with moderate to severe disabilities receive specially designed instruction in all areas as indicated on their evaluations from the LRC II staff/classroom and/or related services. Opportunities for participation in the general education class will occur as designated in the IEP. *(Location: Regional)*
IEP
An Individualized Education Program

- Written statement for a student eligible for special education
- Developed, reviewed, and revised in accordance with state and federal laws
- Guides student learning while in special education
- Describes the amount of time that a student will spend receiving special education, any related services a student will receive, and the academic/behavioral goals and expectations for the year
504 PLAN

Students with physical or mental impairment that substantially limits one or more major life activities.

- Civil rights law Section 504 of the Individuals with Disabilities Education Act Prohibits the discrimination on the basis of disability

- Applies to public elementary and secondary schools and other federally funded institutions

- Under Section 504, denying a disabled student a free appropriate public education constitutes disability discrimination

- A 504 written plan describes the educational and related aids and services that a district determines a student needs to receive a Free and Appropriate Public Education
Changing **WHAT**
they are learning
= modification

Changing **HOW**
they are learning
= accommodation
# Modification VS. Accommodation

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of Extra Time</td>
<td>Change in Performance Criteria</td>
</tr>
<tr>
<td>Preferential Seating</td>
<td>Change in Course Content</td>
</tr>
<tr>
<td>Peer Tutor</td>
<td>- Ex: Complete 3 of 4 Units</td>
</tr>
<tr>
<td>Note Taker</td>
<td>Use of Calculator</td>
</tr>
<tr>
<td>Audio Books</td>
<td>- Ex: When Test Measures Memory of Facts</td>
</tr>
</tbody>
</table>
Modification or Accommodation?

A student is allowed to access an audio book instead of reading the short story in the textbook.

- **Accommodation**
  A teacher assesses a fifth-grade student using a third-grade learning standard.

- **Modification**
  A second grade reading-level book is provided for a sixth grade student with diagnosed Dyslexia.

- **Modification**
  A hard copy of teacher notes is provided for a student to highlight in class.

- **Accommodation**
How are you feeling about providing instruction?

Has your one word to describe instruction changed?
What steps will you take to address any barriers to improve your ability to be effective in your instructional role?
Kyte Learning – Tech Hours

- **2 hours** by the end of the school year
- Part of Washington State Paraprofessional Requirements (HB 1115, 2017)
- Required for *instructional paras* (time w/students in classroom)
- Detailed instruction handout
- More info on Connect – Bits n Pieces website
- Quick list of approved courses – more to come!
- New Staff Hub: Para Info website coming soon!
- Due by **May 5th, 2020** (compensated for no more than 2 hours)
- **Any questions?** Paraprofessional Learning Coaches: Judy Heasly and Julie Worsfold
Thank you!