Project KORE

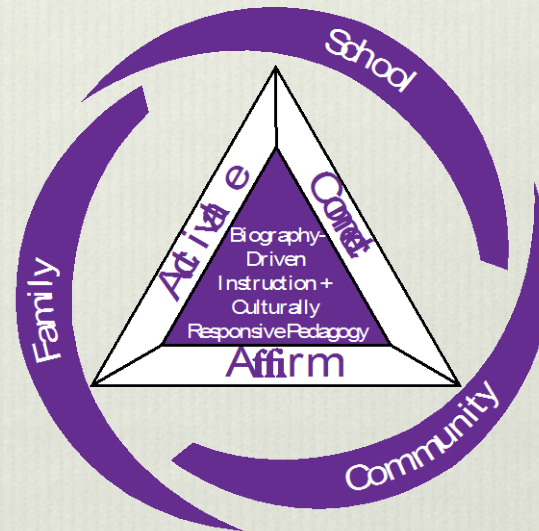**K**ansans **O**rganized for **R**esults-based and **E**ffective Instruction

KSDE 2012 Conference, Wichita, KS

SYSTEM-WIDE

TO

CLASSROOM-BASED

Project KORE's Primary GOAL

Scale up implementation of a coordinated, state-wide system of professional development that will increase the capacity of school systems to establish and use a multi-tiered model of scientific, research-based instruction, intervention, and assessment to improve the progress and performance of all students – *especially English Language Learners*.

Operationalizing in the Classroom

Preparing teachers in:

❖ **Opening** the lessons to **activate** background knowledge.

❖ **Working** within the lesson to make meaningful **connection**s to the content.

❖ **Closing** the lesson through **affirmation** of learning.

MTSS Core Belief Statement

A coherent continuum of <u>evidence-based</u>, <u>system-wide </u>practices to support a <u>rapid response</u> to <u>academic and behavioral needs </u>with frequent <u>data-based monitoring </u>for <u>instructional decision-making </u>to <u>empower</u> each Kansas student to achieve <u>high standards</u>"

How does this translate to our OWN practice?

Strategy #1: I Say/We Say

Evidence-based	**System-wide**
Rapid Response	**Academic/Behavior Needs**
Data-based Monitoring	**Instructional Decisions**
Empower	**High Standards**

University Faculty Perceptions

- **Evidence Based**

- **System Wide**

- **Rapid Response**

- **Academic/behavior needs**

- **Data-Based monitoring**

- **Instructional Designs**

- **Empower**

Through the looking glass

- Differentiated Instruction

- SIOP *(Sheltered Instruction Observation Protocol)*

- SDAIE (*Specially Designed Academic Instruction in English*)

- Success For All

- Literacy First

- Tomlinson's Framework for Teaching

- Danielson's Framework for Teaching

Professional Development Modules: Where MTSS and KORE meet!

❖ Aligned with MTSS core belief system

❖ 15 meaningful and highly interactive sessions with embedded strategies

❖ Grade-level, content area teachers, existing ESL teachers and administrators, and in appropriate cases, paraprofessionals.

Classrooms are small universes. In those universes, we learn to accept and appreciate one another's variances—or we learn to resent and be suspicious of differences. We learn to celebrate one another's victories and support one another's efforts—or we learn to compete in ways that undermine rather than dignify those with whom we share time and space.

~Tomlinson & McTighe (2006, p. 45)

A Glimpse into the Modules

❖ ***Culturally Responsive Teaching***

❖ ***Biography Driven***

❖ BICS and CALP

❖ CUP and SUP

❖ Stages of Language Acquisition

❖ Language/Literacy Development

What Is Culturally Responsive Teaching?

…using the cultural characteristics, experiences, and <u>perspectives of ethnically diverse students as conduits for teaching them more effectively</u>. It is based on the assumption that when academic knowledge and skills are <u>situated within the lived experiences and frames of reference of students</u>, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.

~Gay (2002, p. 106)

Culturally responsive pedagogy: Our Mental Images

Using the paper provided to you, fold the paper in half.

- ❖ Individually reflect upon the underlined phrases.

- ❖ On the outside of the folded paper draw what you think the two underlined phrases mean.

- ❖ On the inside of the paper, write what your drawings mean to you.

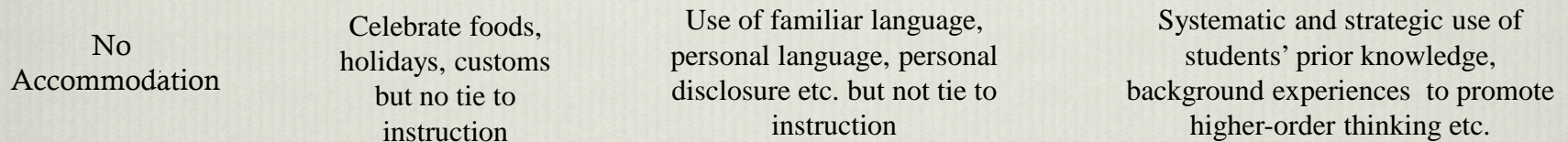# Culturally responsive teaching: charting our course

Scaffolding in Instructional Settings

- Superficial: Not Cognitively Anchored

- Deep: Cognitively Anchored

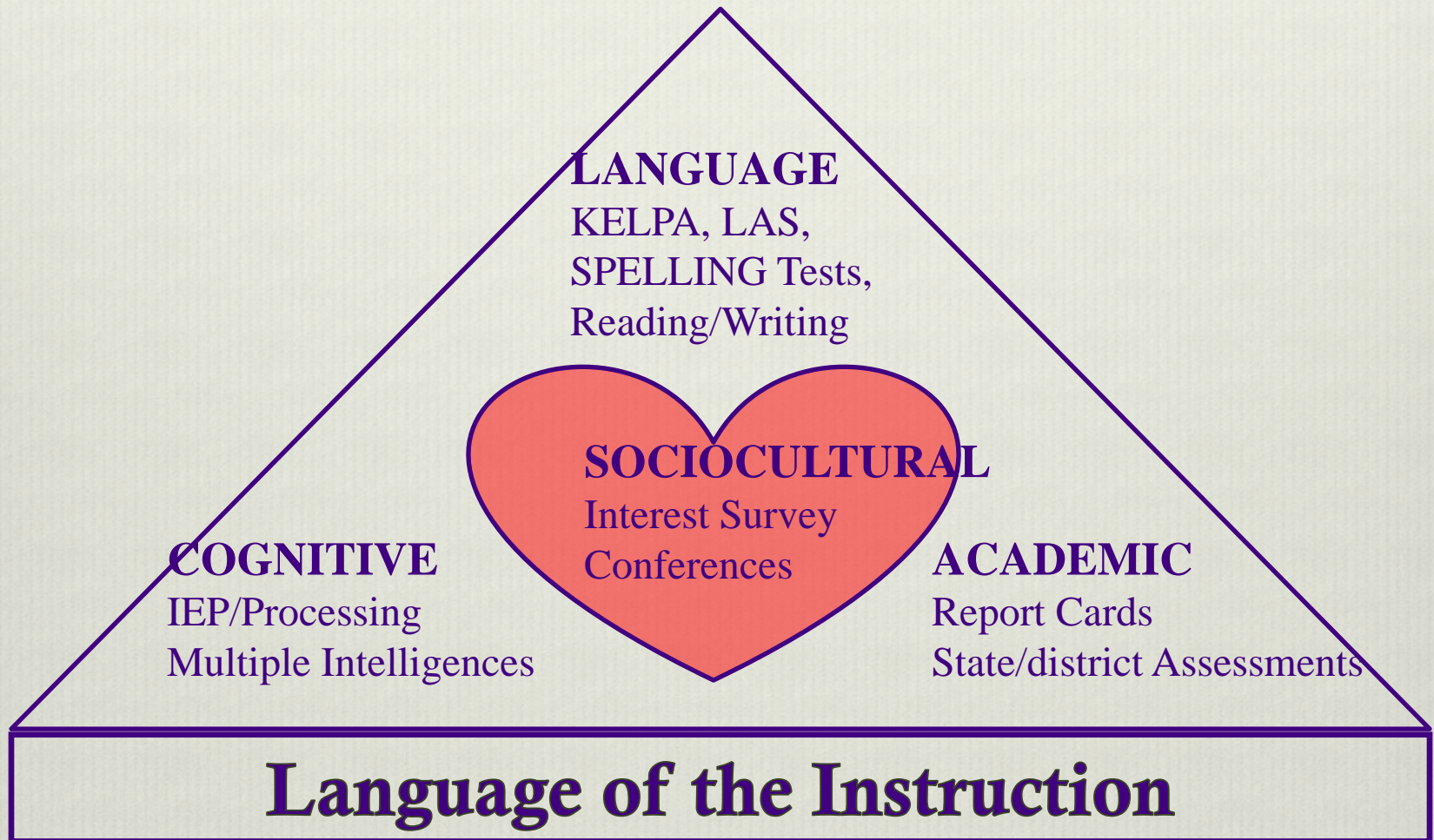- Not Instructionally Linked

- Instructionally Linked

No Accommodation

Celebrate foods, holidays, customs but no tie to instruction

Use of familiar language, personal language, personal disclosure etc. but not tie to instruction

Systematic and strategic use of students' prior knowledge, background experiences to promote higher-order thinking etc.

Adapted from Reading First, 2005

The CLD Student Biography

❖ Sociocultural

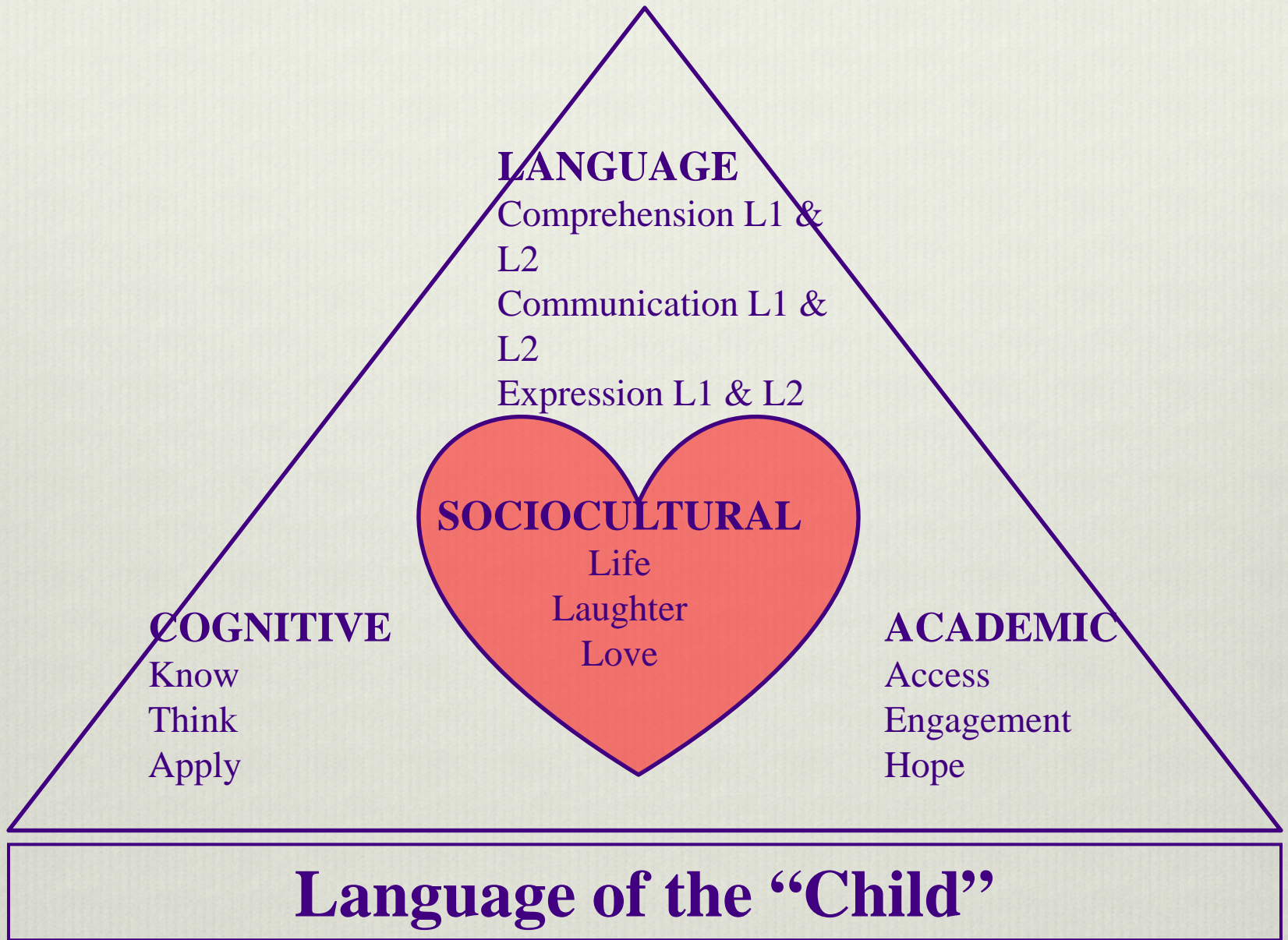❖ Linguistic

❖ Academic

❖ Cognitive

We all have stories…Get to know me and you will see I have a different point of view.

~BESITOS/Herrera Terry (2004)

The Two Sides of Teaching and Learning

LANGUAGE
KELPA, LAS,
SPELLING Tests,
Reading/Writing

SOCIOCULTURAL
Interest Survey
Conferences

COGNITIVE
IEP/Processing
Multiple Intelligences

ACADEMIC
Report Cards
State/district Assessments

Language of the Instruction

Adapted from The Prism Model by Thomas & Collier, (1997)

CIMA © 2011

Language is the roadmap of a culture. It tells you where its people came from and where they are going.

So What Now What!

❖ Identify 20 external coaches and train them

❖ Begin to operationalize first five modules

❖ Conduct professional development

Other areas to be covered:

❖ Phases of Lesson Delivery

❖ Alignment to MTSS modules

❖ Moving through the Tiers

❖ Biography Driven Performance Rubric

Bringing it all together

❖ I WISH…

❖ I WONDER…