

TIER 1 - INSTRUCTION FOR ALL STUDENTS in LINGUISTICALLY DIVERSE SCHOOLS



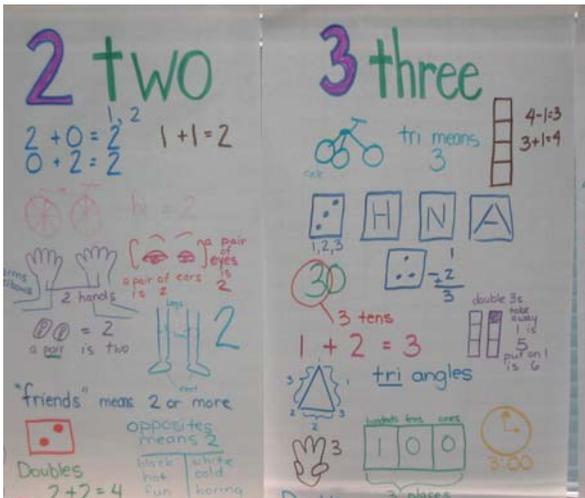
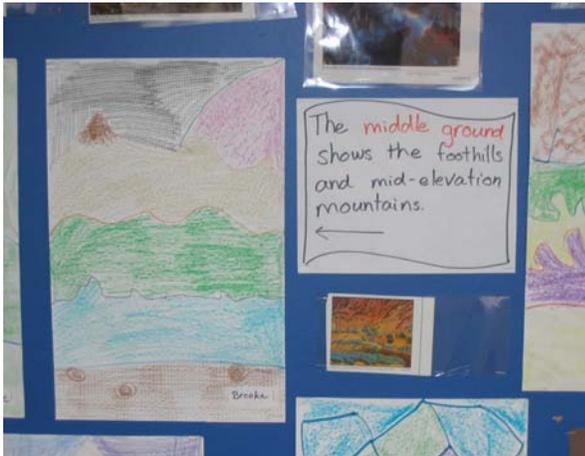
STUDENT BEHAVIORS – Students are

- Actively involved in hands-on activities
- Talking often and interacting with peers – Turn to your Partner, Think Pair Share, Small groups
- Participating in cooperative learning tasks that actively involve authentic communication between students of varying language proficiencies
- Using graphic organizers to take notes and record information
- Accessing information from a variety of sources not just a single textbook
- Able to show or explain how what they are doing relates to the big ideas of instruction
- Showing their understanding of the concepts through demonstration, speech, drawing, and the written word
- Using media and technology to support their learning
- Able to use their native language to make sense of the instruction

TEACHER BEHAVIORS – Teachers are

- Using a variety of strategies and modalities to teach, focusing on the big ideas of instruction
- Assigning peers, mentors, and buddies to allow for maximum student participation.
- Grouping and regrouping students across the day or class period.
- Using pictures, models, graphs, diagrams, charts, graphic organizers, etc. to organize information and to elicit student talk.
- Talking about what is on the walls and showing students how to make use of the information
- Eliciting students' background knowledge about the topic.
- Helping students connect what they know in one language to their learning in the other.
- Giving second language learners time to work on aspects of academic language both orally and in writing
- Valuing students' ability to use two languages.
- Placing more emphasis on students' understanding of the big ideas from content area instruction and less on how they express that knowledge.
- Modeling language for students and allowing them to practice expressing academic concepts in English.

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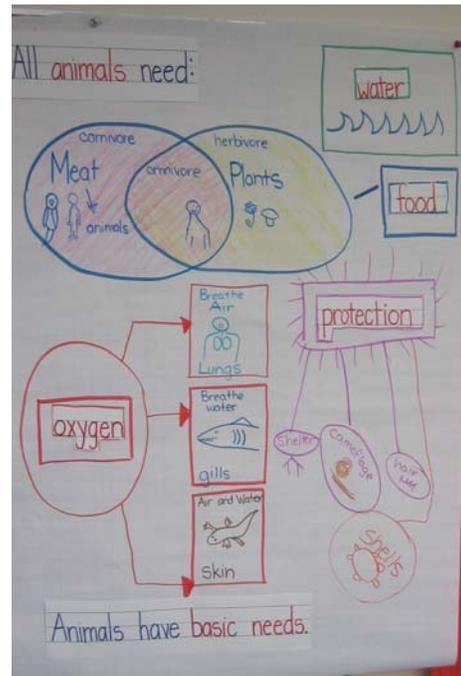
ASSESSMENT:

- There is a system in place to document students' developing proficiency in listening, speaking, reading, writing, and understanding of content
- Different assessments are used to measure language proficiency and academic knowledge
- Assessments allow students to demonstrate their understanding of the content through a variety of modalities beyond paper and pencil tests.
- Rubrics are posted with examples of students' work
- Teachers observe students interacting informally across different settings and in both languages, if possible.

PHYSICAL ENVIRONMENT

- It is apparent what students are learning from what's on the walls and student work is evident
- Questions and statements are used to label the room and the work displayed and to invite interaction.
- Content and Language Objectives are posted
- The entire classroom is a resource for students in their independent work
- Materials that acknowledge students' cultures are visible on the walls and in the reading materials.
- Visual images, gestures, and realia are visibly connected to the big ideas in all content areas
- Materials are available on every topic at a range of reading levels and complexity.
- Language Experience texts have been developed with input from the learners regarding content
- There are obvious connections between the big ideas from the content areas and what students are reading and writing.
- Parents and community members are in the room or it is evident that they are welcome there.
- Materials are available in students' first language -- even in all English programs.

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PLANNING FOR INSTRUCTION – TEACHERS:

- Use a standards based approach that focuses on what students should know and what they should be able to do with the information as a result of instruction
- Collaborate across settings to review common assessments and set goals for students
- Work in grade level or departmental teams to plan
- Discuss how to connect big ideas and themes from the content areas to what students read and write during other parts of their day.
- Have identified all the second language learners in their classrooms and are familiar with their differing stages of language proficiency
- Identify which features of language, i.e. grammar, functions, and vocabulary will require additional instruction.
- Plan together for how to group and regroup students across the school day along different dimensions – language proficiency, literacy level, interests and areas of expertise.
- Coordinate their schedule with other grade level or department teachers so that it is possible to group students across classrooms for specialized opportunities.
- Identify multiple avenues for students to learn about, interact with and display their knowledge about the topics of instruction.
- Identify common visual images to use across contexts to purposely interconnect what students are learning across their day in any language
- Communicate regularly with family members and encourage them to interact and communicate with their children in their strongest language (usually not English).