



# Coffee Chat

with the Diverse Learners Cooperative



## A Team Approach to Supporting Diverse Learners during Assessment

- Friday, April 9th
- 8:30 - 8:45am CST



The Diverse Learners Cooperative is a nonprofit organization that connects teachers and leaders with professional **learning, resources,** and **networks** to improve outcomes for diverse learners + increase teacher and leader retention

# Today's Mission

To identify potential challenges that arise during spring testing

To review methods for engaging all team members in the work of supporting diverse learners during an assessment window & beyond

## **AGENDA:**

1. Testing considerations
2. Identifying your priorities
3. Strategies for support
4. Next steps for scheduling



# Context & Challenges



- Spring assessment window is nearing, yet many schools & districts remain virtual
- U.S. Department of Ed. [offered options](#) for making assessments more “flexible”, but said it would not provide “blanket waivers”
- Assessments normally require a substantial shift in school & staff schedules -- now, decisions will include health considerations too
  - Small groups, extended time, rotating staff, bringing in virtual students for in-person testing



*How do I continue to  
provide students with  
quality instruction during  
all this testing?!*



# Planning your priorities



# Effort-Impact Matrix

## Paint a Picture

Take 30 seconds to list out the academic tasks your diverse learners do on a regular basis. Then, reflect: what feels most effective when it comes to supporting your diverse learners? **Why?**



## Prioritize Your Tasks

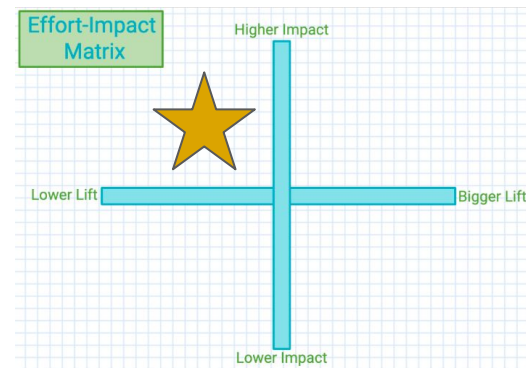
Limited time? Cut down to the most important strategies and activities you implement. Utilize an [effort-impact matrix](#) to categorize your tasks and determine what is most valuable (*high impact*).

High Impact, Low Effort

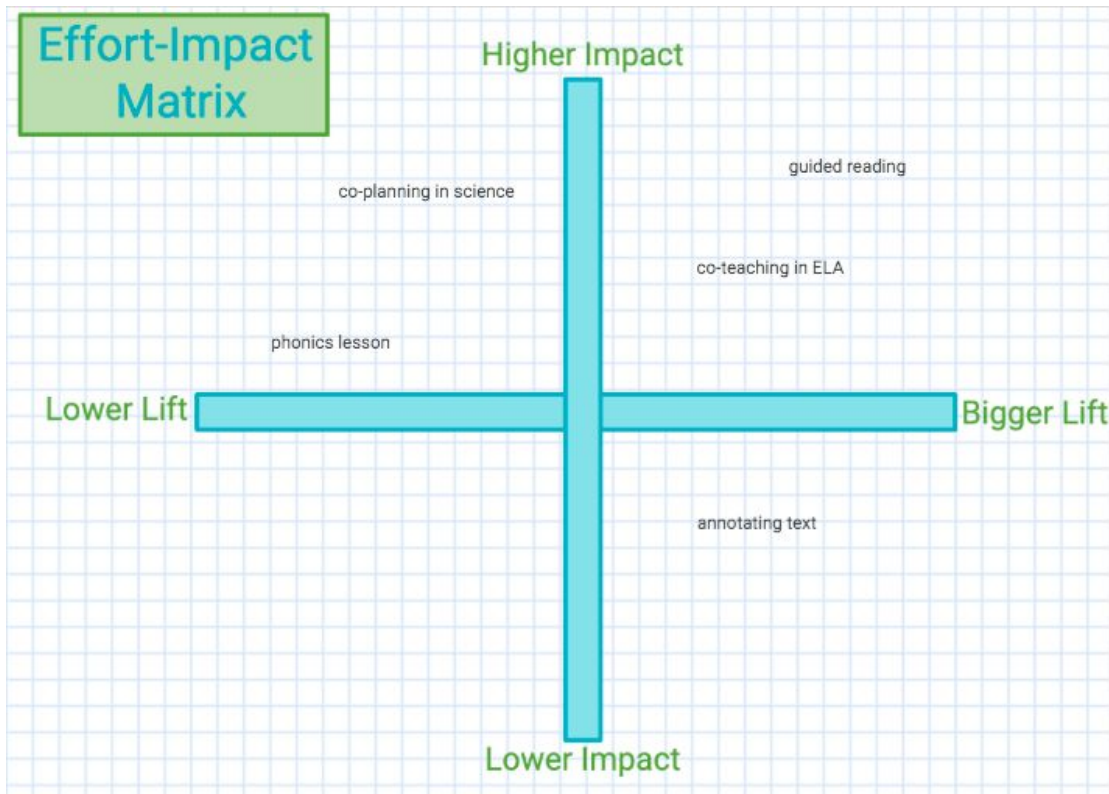
High Impact, High Effort

Low Impact, Low Effort

Low Impact, High Effort



- guided reading
- math homework
- correct mistakes on test
- lunch bunch
- phonics
- read aloud
- answer questions on exit ticket





# Choose HIGH-IMPACT

When our students have less in-person time with us (their multilingual education or special education teachers), *we need to leverage the power of their other teachers.*

We do this by prioritizing:



Sharing information about our diverse learners



Co-plan upcoming lessons



Accommodating lessons & materials



Analyzing progress & adapting support



# A team approach

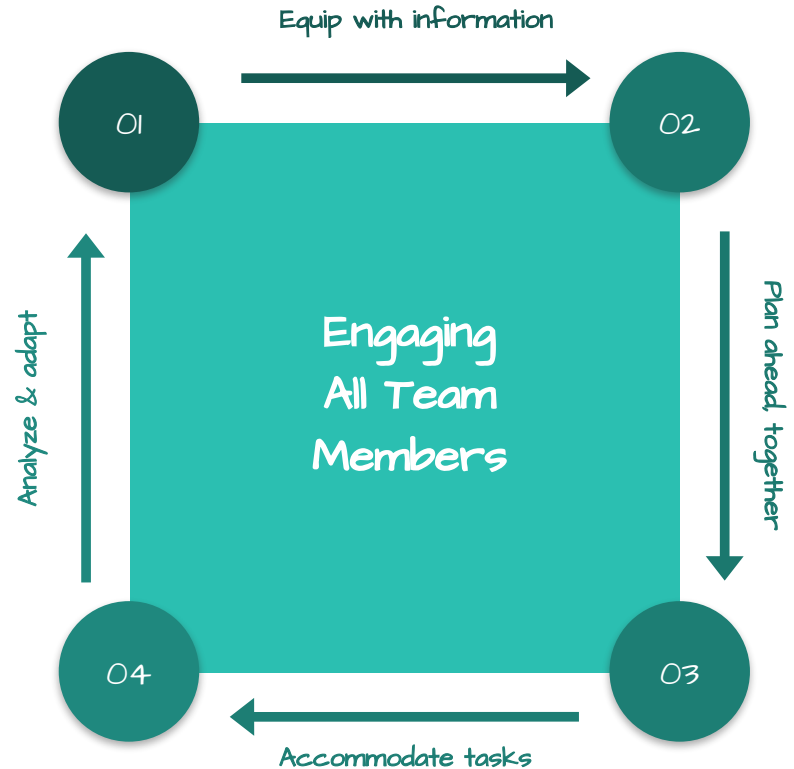


# Collaborate with Colleagues

A team approach relies on the support and participation of all team members, but especially our general education counterparts!

Once you've identified your highest impact supports:

1. Equip colleagues with key student information
2. Dedicate time for co-planning these supports
3. Accommodate lesson activities & tasks
4. Analyze progress to adapt future instruction



# 01: Equip with Information

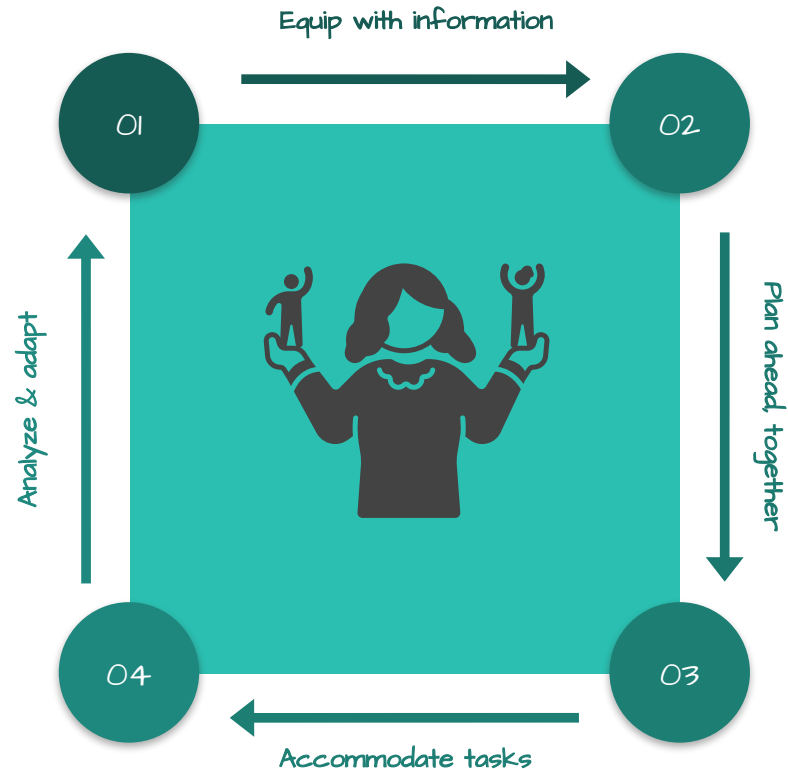
Share knowledge of the students you serve with their general education teachers, too - this will help them know which skills to target!

## For multilingual learners:

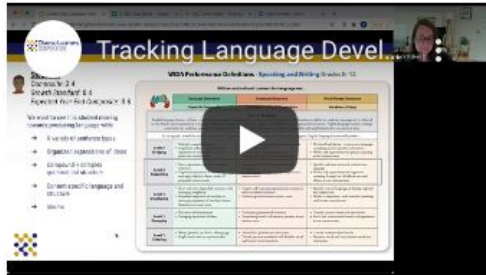
- ❑ Complete a [class-wide ACCESS chart](#) for teachers who are not “in the know” with students and their levels.
- ❑ Include a copy of the WIDA [Performance Definitions](#) with students’ ILPs to help teachers understand each level.

## For students with disabilities:

- ❑ Reprint IEPs at a Glance & distribute to team members.
- ❑ Pair this with an [accommodations matrix](#) to help teachers know which students need which types of support.



WIDA Scores Chart						
	ELP 1: Entering	ELP 2: Emerging	ELP 3: Developing	ELP 4: Expanding	ELP 5: Reaching	ELP 6: Bridging
Listening						
Speaking						
Reading						
Writing						



Tracking Language Development

	Extended Time	Read Aloud Assignments/ Assessments	Work Checklists	Graphic Organizers	Additional Prompting
Sean	X	X	X		X
Neveah	X		X		X
Jamie		X		X	
Jose					



Using a Goal Matrix to Extend Student Learning



# 02: Plan ahead, together

Set aside a dedicated co-planning time to review lessons with the general education teacher - the goal is to improve instruction to benefit student learning.

## For multilingual learners:

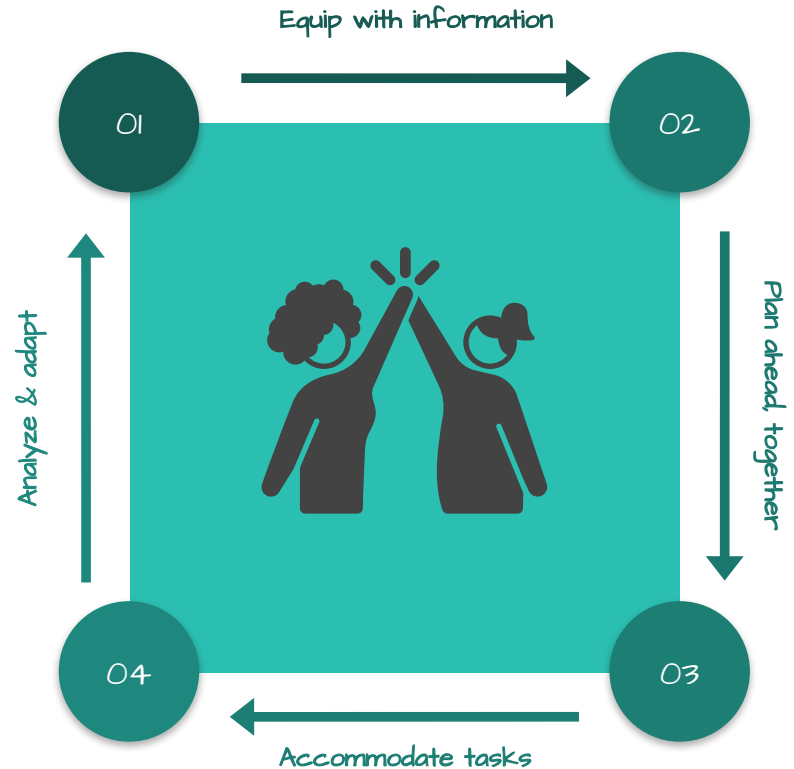
- ❑ Focus on how the lesson builds background knowledge & creates [opportunities](#) to practice students' language skills
- ❑ Consider planning from a [focal student lens](#) to identify specific needs & include accommodations to target these

## For students with disabilities:

- ❑ Identify points of entry within the lesson where students will be able to access the content with scaffolded support



Incorporate measurable learning goals into the lessons so that teachers will know whether instruction was [effective](#)



### Coffee Chat: Co-Planning Resources

Meeting Agendas & Reflection Questions

Co-planning is a process in which two equipped teachers meet to analyze and plan for academic instruction with the goal of improving student learning. The process requires effective collaboration between the teachers, which must be built on authentic trust in the colleague relationship, deliberate intentions for use of shared time, and parity across both roles.

Below, you will find resources and agendas for three types of co-planning meetings that special education teachers can facilitate. While the key components are similar, the purpose of each meeting type is unique.

#### Co-Planning for a Focal Student

##### See It: Purpose

Teachers collaboratively engage in student-centered lesson adaptations, anchoring their work in a focal student's needs. Additionally, this process helps equip general education teachers with the skills needed to design any lesson to meet the needs of students within their classroom. They can generalize the tools and strategies from this co-planning meeting to other classes, students, or lessons.

##### Name It: Key Characteristics of a Successful Focal

- One student with an IEP is identified as the focal student.
- Both teachers are aware of the focal student's needs and how those needs impact the student's motivation and learning.
- Accommodations from the student's IEP are discussed and implemented.
- Teachers share a vision and hold each other accountable.



**Co-Planning Practices for All Teachers**

**#1 Focal Student**  
Teachers learn how to adapt lessons to benefit many students by planning for 1 student in depth.

**#2 Co-Teaching**  
Teachers intentionally plan for shared creation & facilitation of content instruction.

**#3 Data Analysis**  
Teachers evaluate student work for gaps & use learnings to adjust new lessons.



### #1 Focal Student

Teachers learn how to adapt lessons to benefit many students by planning for 1 student in depth.



### #2 Co-Teaching

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### #3 Data Analysis

Teachers evaluate student work for gaps & use learnings to adjust new lessons.



# 03: Accommodate!

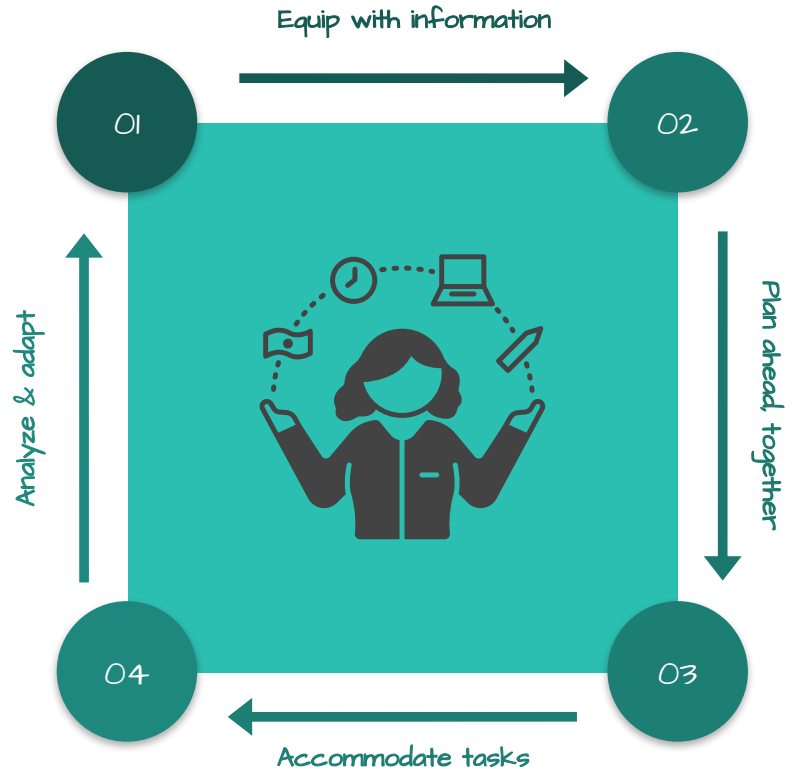
Support your colleagues by modeling how they might accommodate lesson activities & tasks, then build their capacity to differentiate for students over time.

## For multilingual learners:

- ❑ Identify lesson adaptations that will be high impact, but require less effort so teachers will utilize these strategies
- ❑ [Show](#) how tools like annotations, sentence stems, and visuals can increase students' understanding of the material

## For students with disabilities:

- ❑ Emphasize accommodations that are required by students' IEPs, so teachers remain in compliance
- ❑ Provide [sample materials](#) of how the same lesson can be accommodated & modified in different ways to meet needs





# Process



Identify the goals.



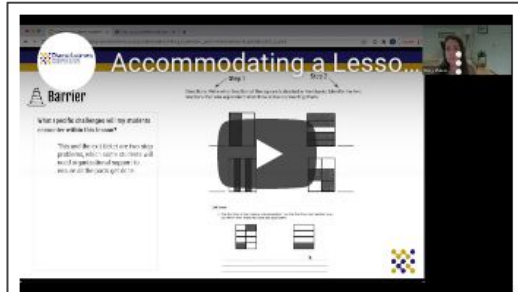
Understand your students.



Identify potential barriers.



Implement strategies to break down the barriers.



Accommodating a Lesson Plan for Diverse Learners



Name:	Date:
Subject	Homeroom

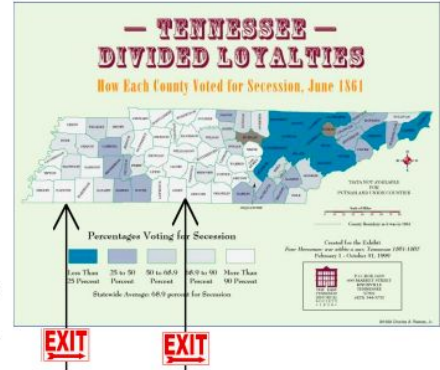
TODAY, we will explain why Tennessee was divided on the issue of secession using evidence from the source.

## TENNESSEE SECESSION

*The Last State to Join the Confederacy*

**Prior** to the Civil War, Tennessee was divided on the issue of \_\_\_\_\_ to leave the Union.

- Many people in **EAST** Tennessee remained loyal to the Union.
  - Tobacco and cotton did not grow in the soil of East Tennessee. East Tennesseans **did not need slaves** as much as landholders in other parts of the state.
  - East Tennesseans also had a strong **antislavery** tradition. The first antislavery **n** \_\_\_\_\_ in the country was published in East Tennessee in 1819.



- Support for the \_\_\_\_\_ was strong in **WEST** and **MIDDLE** Tennessee.

# 04: Analyze progress & adapt

Schedule a time (after a few lessons have occurred) to debrief with general education teachers - use this time to analyze progress & determine further supports.

## For multilingual learners:

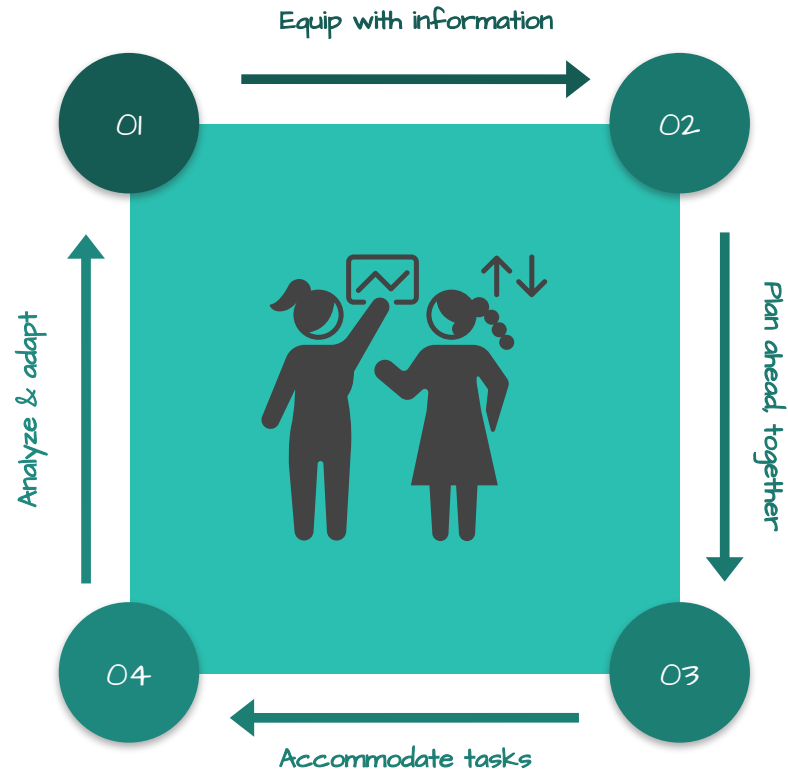
- ❑ Review & discuss student work to determine if students met both the content & [language objectives](#) for the lesson / unit
- ❑ Make a plan to intentionally group students during collaborative tasks to increase opportunities for engagement

## For students with disabilities:

- ❑ Analyze student work to determine whether the provided accommodations were effective in supporting students



❑ Consider ways in which the team can provide specific supports, such as for [executive functioning skills](#), to boost students' engagement and comprehension



Percentile Range ● 81-99 ● 61-80 ● 41-60 ● 21-40 ● 1-20

Student Name	Grade When Tested	Reading						Math					
		RIT		Percentile		RIT		Percentile		RIT		Percentile	
		F	W	S	Typical Pct	F	W	S	F	W	S	Typical Pct	F
Bartoletti, Norene Z.	K	152	175	17	62	98	154	160	19	85	76		
Becker, Pinkie	K	139				19	137			17			
Blins, Hanna D.	K	139	142	21	48	26	120	146	28	11	38		
Bode, Otto A.	K	143	157	20	68	71	141	150	22	57	50		
Breitenberg, Rowen C.	K	133	154	23	31	62	137	155	24	46	64		
Daniel, Noella A.	K	134	157	22	34	71	128	144	26	25	33		
David, Minnie K.	K	179	192	10	99	95	170	176	15	98	97		
Dickinson, Aliza T.	K	132	147	23	29	40	124	147	27	17	41		
Dietrich, Jan T.	K	138	142	21	45	26	128	138	26	25	19		
DuBuquet, Jerome	K	160				78	144	161	22	64	78		
Emard, Esta R.	K	131	139	23	26	19	132	135	25	34	14		
Framl, Willis M.	K	136	152	22	40	56	127	138	26	23	19		
Friesen, Natalie	K	138				17	133			11			
Gibson, MaryJane	K	126	148	24	16	48							
Hamil, Loren D.	K	140				21							
Hammes, Carolanne R.	K	153	158	17	64	73							
Herzog, Arianna D.	K	140	146	21	51	37							

Determine a method for collecting & organizing general education data:

- **By diverse learner:** individual data sheets, [google forms](#), portfolios
- **By skill:** exit tickets, [CFUs during instruction](#), across screeners
- **By small group:** compare scores on the same [GOM](#) to determine effectiveness for the whole group

**Organizing & Analyzing Diverse Learner Data**

Keep materials handy based on the format you decide to use:

- **Paper:** in a binder with / near instructional materials, color coded folders, etc.
- **Tech:** calendar reminders, saved desktop icons, on iPad, etc.
- Remember to **teach the procedure!**



# Next steps for scheduling



# Next Best Step(s)



- Confirm with administrators what your service schedule will look like during upcoming assessment windows
- Communicate this information with general ed colleagues (and your students!) to ensure everyone is on the same page
- Seek input! Ask your general education teaching partners what tools they think they need to be successful in supporting students in your absence, and start there.
  - Increases colleague buy-in around extra planning times
  - Creates opportunities to be proactive, while leaving flexibility to respond to needs that arise later on



*I can advocate for the  
best possible support  
for my diverse  
learners!*





# Thank you!

[www.dlcresourcecenter.com](http://www.dlcresourcecenter.com)

Join us [here](#) next time for...

## **Supporting Students with Dyslexia: Lessons Learned from Virtual School**

- April 30th
- 8:30 - 8:45am CST

**Let's hear from you.**







**What questions do you have  
about supporting students  
during assessment?**

