

Instructional Coherence and English Learners

Dr. Haley Richardson

*Senior Manager of Intervention | Special Education and
Student Support*

DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.



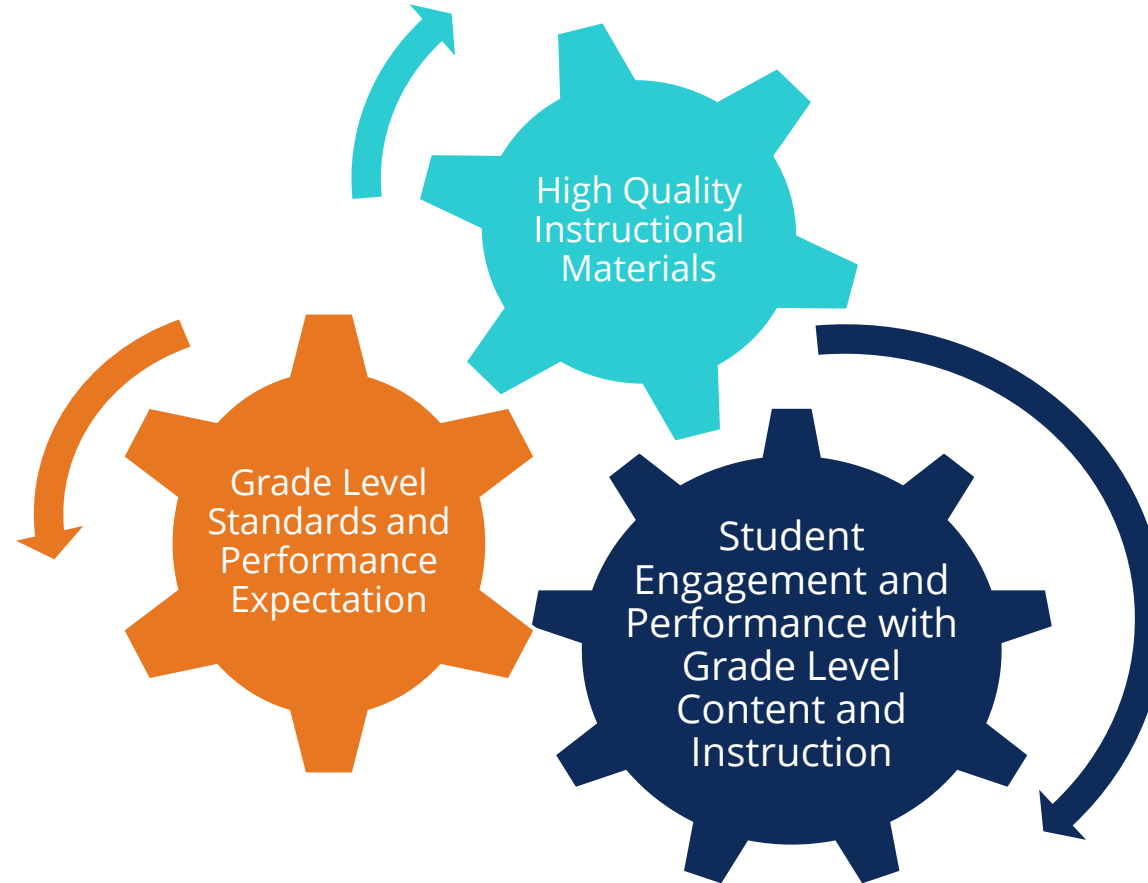


- High-Quality Tier I Instruction
- Instructional Coherence
- Scenarios and Examples
- Role of Leadership
- Closing and Survey



High Quality Tier I Instruction

Grade Level Instruction



Keystones of Instruction

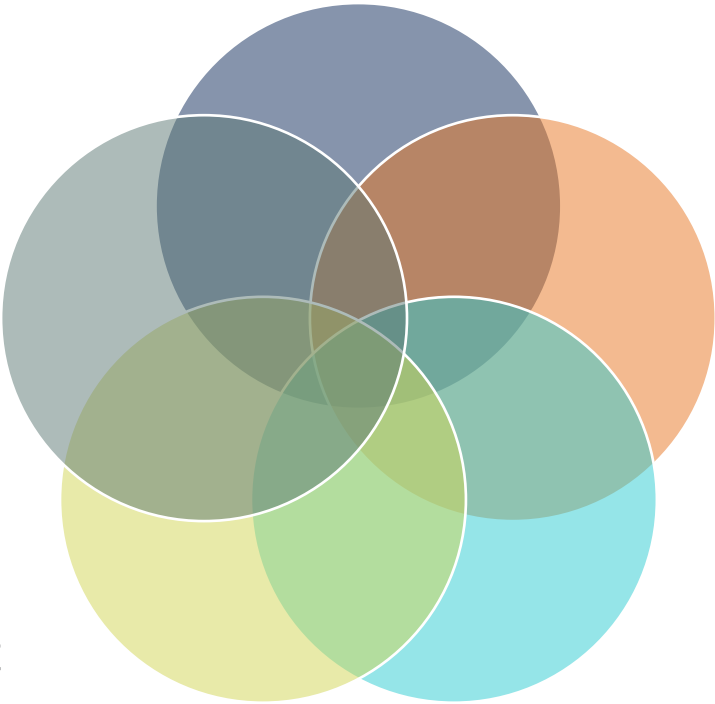
Rigor of HQIM

Understanding of
How Skills
Contribute to
Application and
Knowledge

High Expectations
of Grade-Level
Standards

Familiarity with
Student Present
Levels
(Assessment)

Teacher
Implementation



Keystones of Instruction

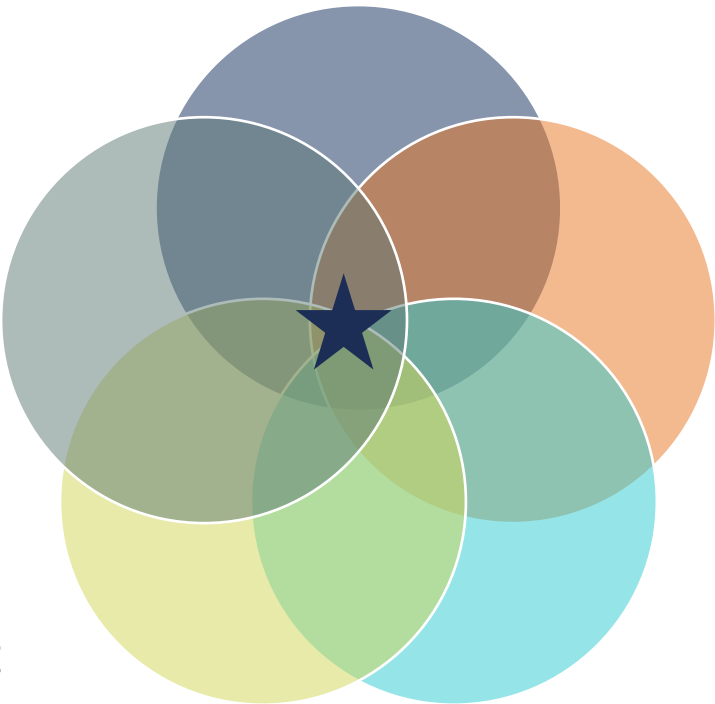
Rigor of HQIM

Understanding of
How Skills
Contribute to
Application and
Knowledge

High Expectations
of Grade-Level
Standards

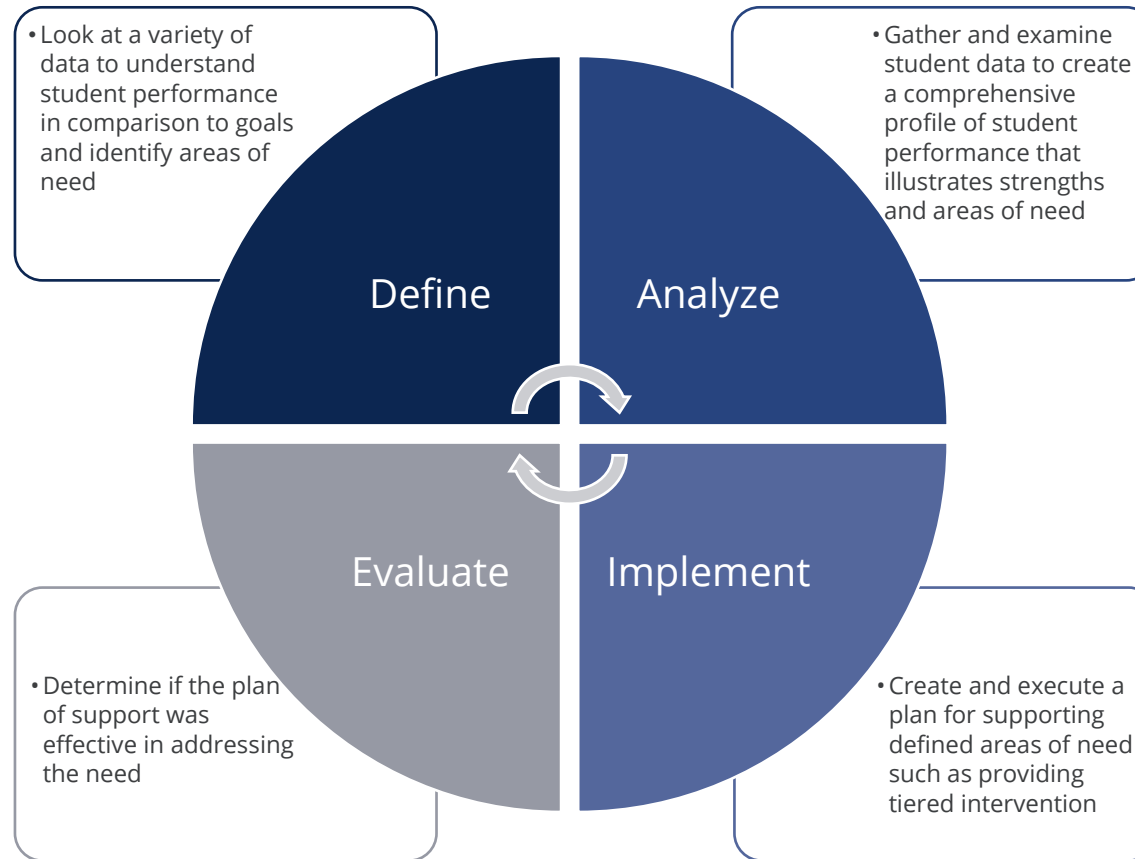
Familiarity with
Student Present
Levels
(Assessment)

Teacher
Implementation



When all elements are in place, students experience the greatest level of access and success possible.

Data-Based Decision Making



Instructional Coherence

Importance of Instructional Coherence

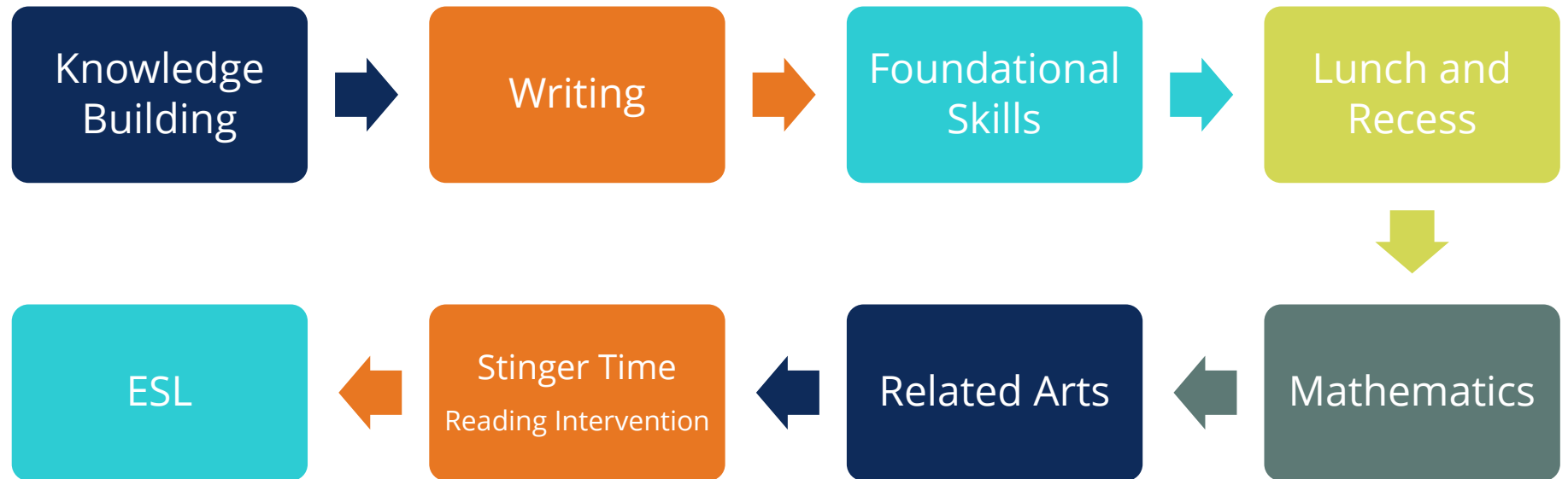
Incoherent systems and instructional programs have adults **going in opposing or opposite directions**, often with multiple divisions, departments, or individuals believing they lead the way and hold the vision.

Some individuals can be 'successful' in systems like these, but not all the time. The ceiling for individual success is always weighted by the coherence of the system they are in. Therefore, while success might be achieved, it is never at the level of what would be possible for that individual in more **coherently accelerated systems.**

.....

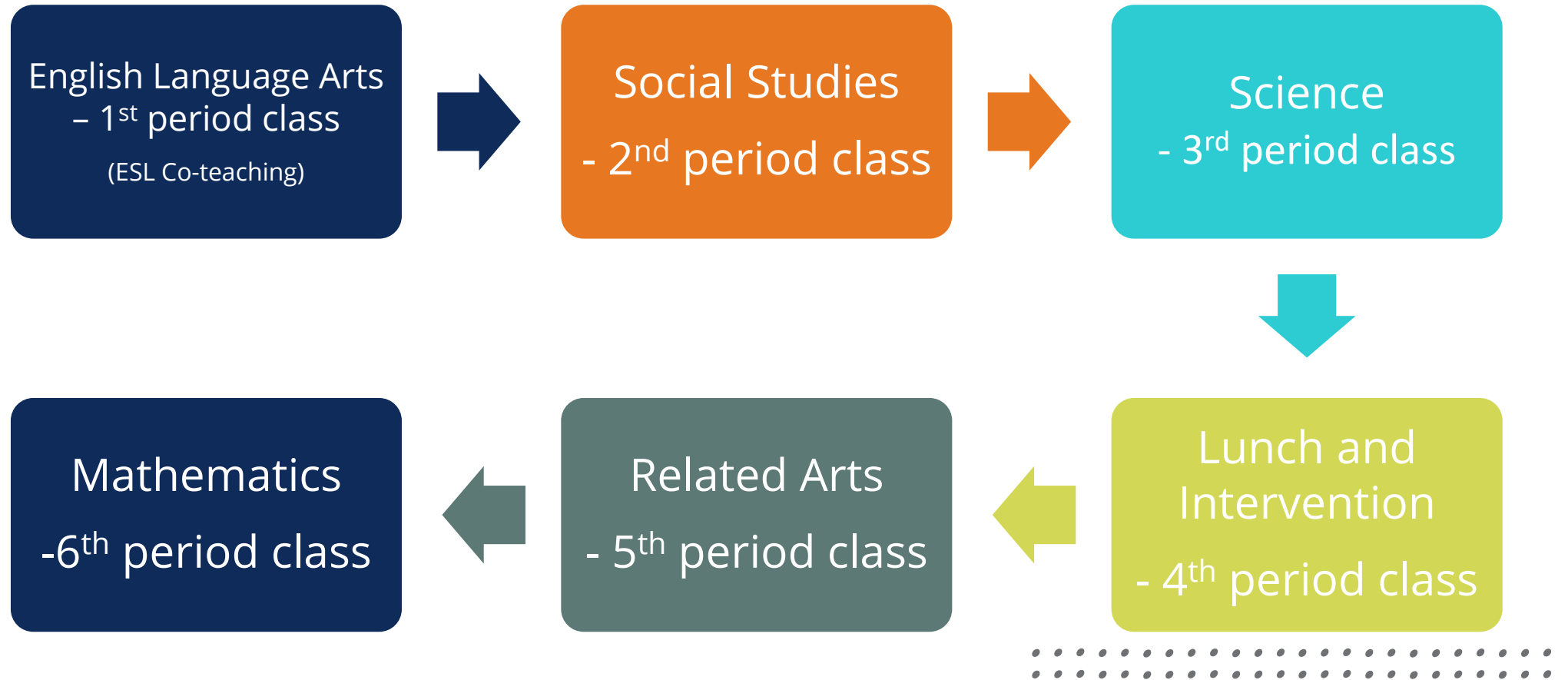
Framing the Challenge- A Day in the Life of an Elementary School Student

- Let's follow Mark, a 2nd Grade student , throughout his day:



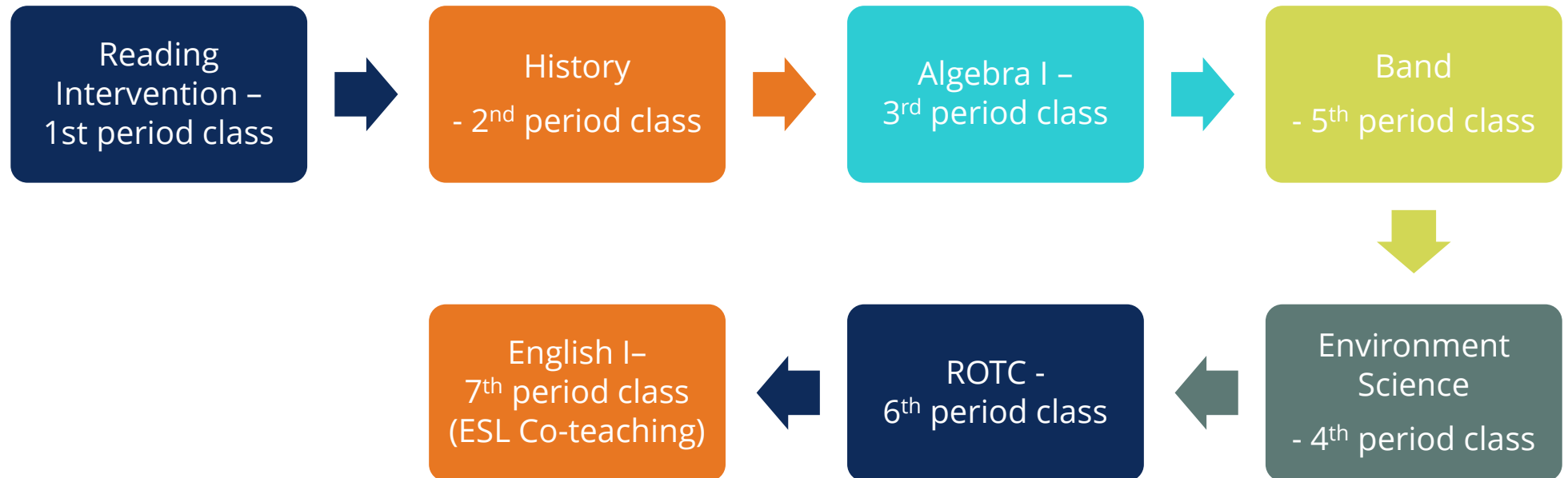
Framing the Challenge- A Day in the Life of a Middle School Student

- Let's follow Zoey, a 7th Grade Student, throughout her day:



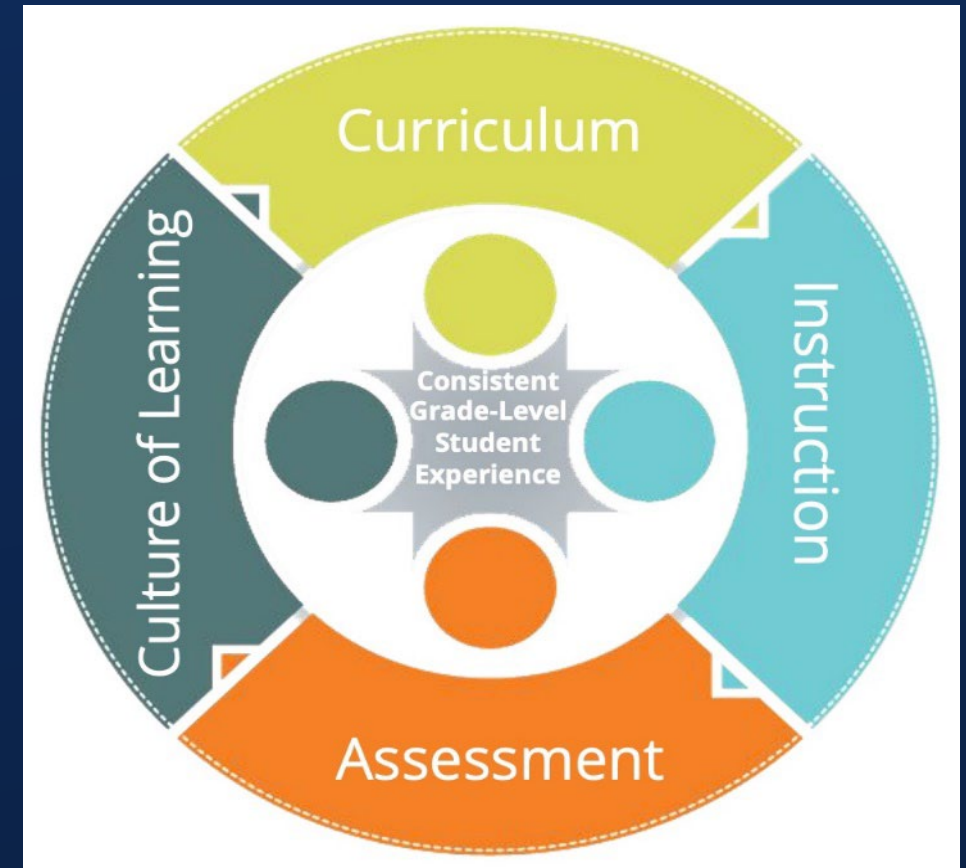
Framing the Challenge- A Day in the Life of a High School Student

- Let's follow Jaclyn, a 9th Grade Student, throughout her day:



Instructional Coherence: Tier I Instruction and Student Supports

- **Instructional coherence** means that all parts of the student experience are working together to ensure that all students have access to rigorous, grade-level learning.
- **Instructional design** should provide ALL students access to grade level work through entry points and scaffolding and utilize HQIM.
 - ALL students may need scaffolds and supports to learn and apply new skills and knowledge at some point in their instructional program.
- **Intervention instruction** should connect when applicable to Tier I content and work to close skill gaps while accelerating learning where possible.
 - All students need connections to Tier I content and standards and opportunities for acceleration in both Tier I and intervention spaces.



What would it mean for our example students if all the interrelated programs and staff were working to build this level of coherence in their academic experience?



What data do educators need to make informed decisions about students?



Identifying Student Need

Identifying students in need of support and their *unique* learning needs.



How do we provide entry points and appropriate scaffolding for students in the Tier I setting?



**Identifying
Student
Need**

Instructional Materials

Selecting evidence-based intervention materials while building educator capacity for utilizing HQIM as part of intervention instruction.



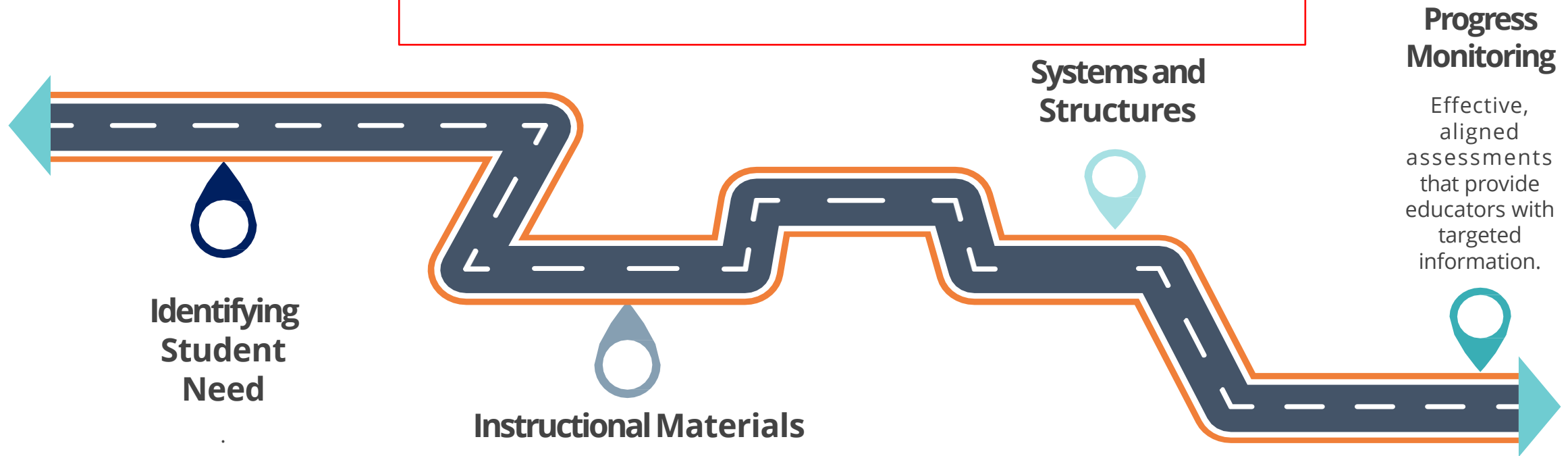
How will we ensure educators have the knowledge necessary to create a cohesive experience? How will leadership build the capacity for such collaborative structures?

Systems and Structures

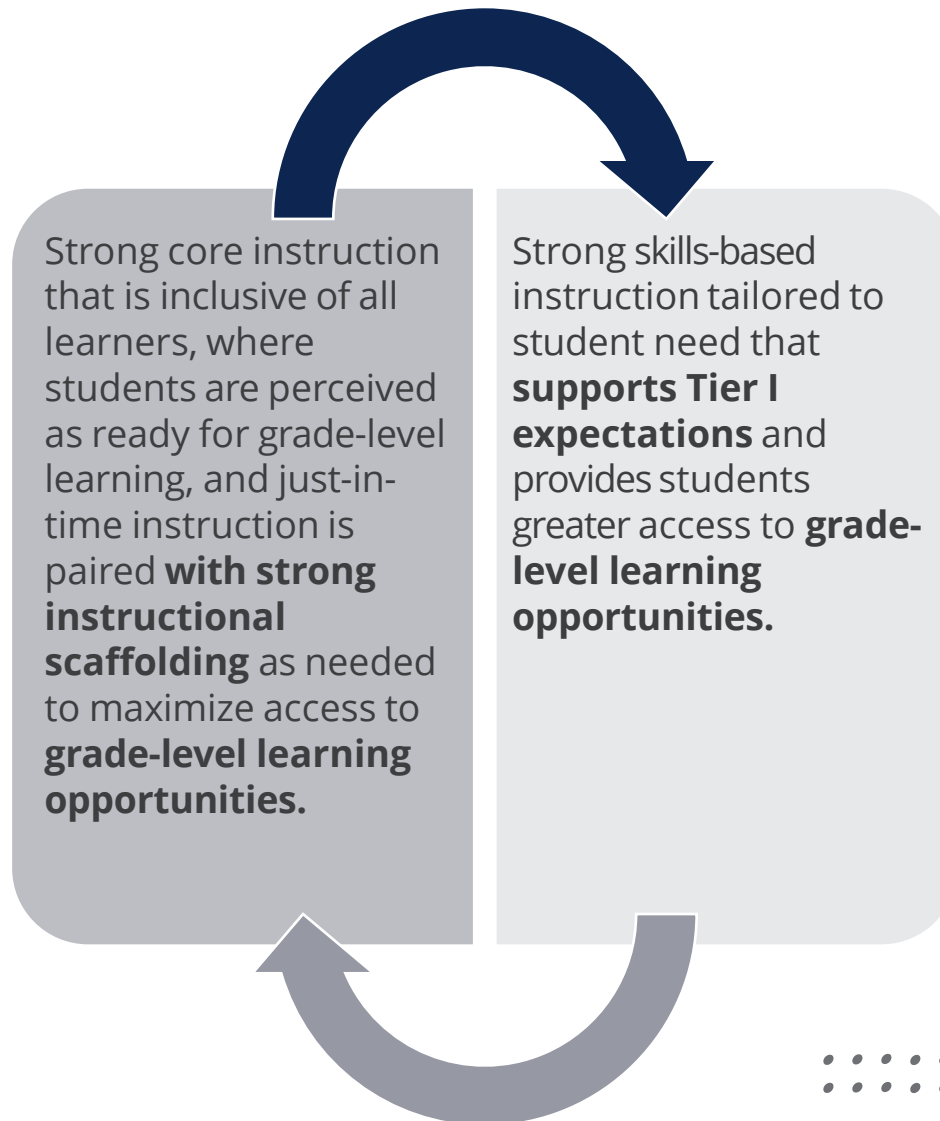
Creating the environment for collaboration and designing cohesive educational experiences.



How will we leverage learning acceleration to better position students for engagement in Tier I instruction?



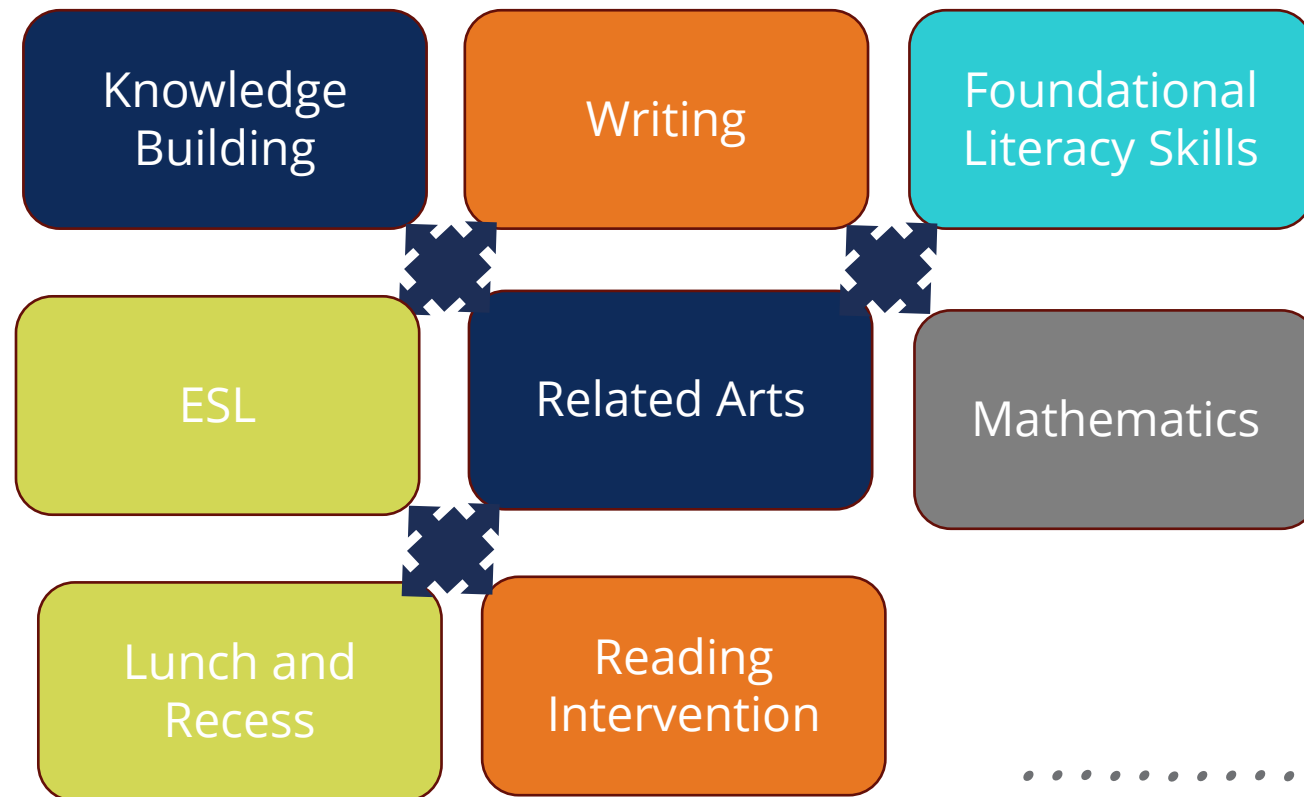
Importance of Instructional Coherence



Application: Scenarios and Examples

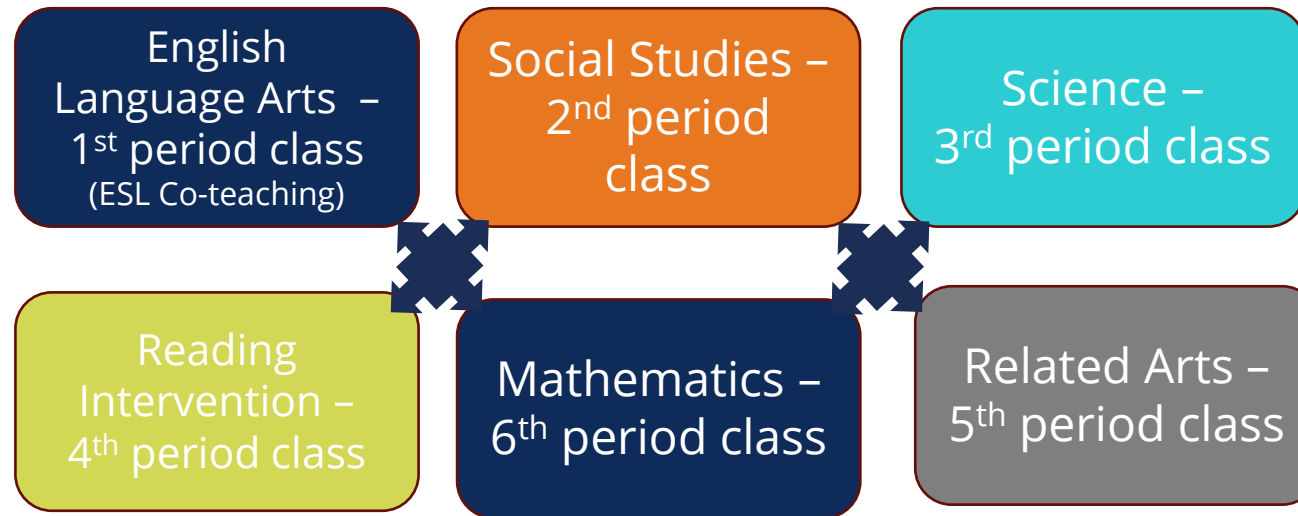
Framing the Challenge- A Day in the Life of an Elementary School Student

- Let's follow Mark, a 2nd Grade student throughout his day:



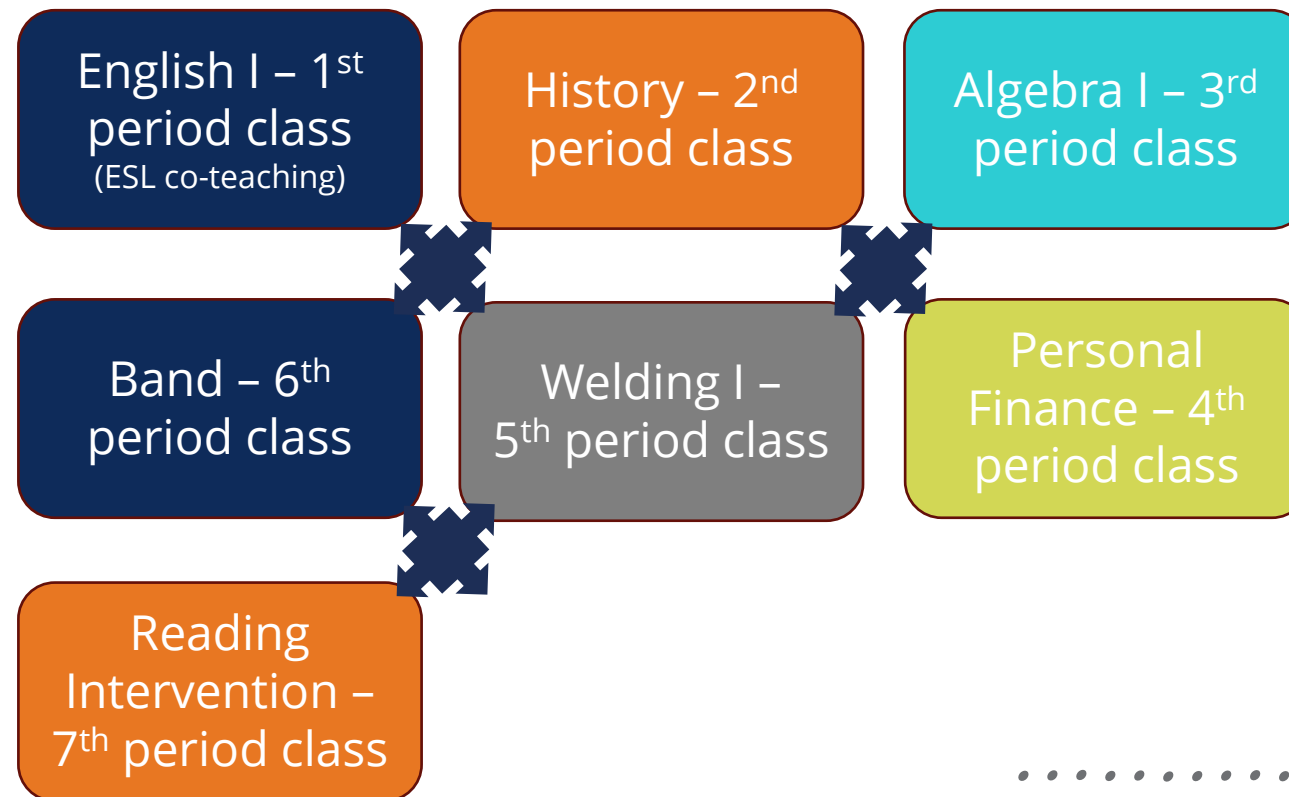
Framing the Challenge- A Day in the Life of a Middle School Student

- Let's follow Zoey, a 7th Grade Student, throughout her day:



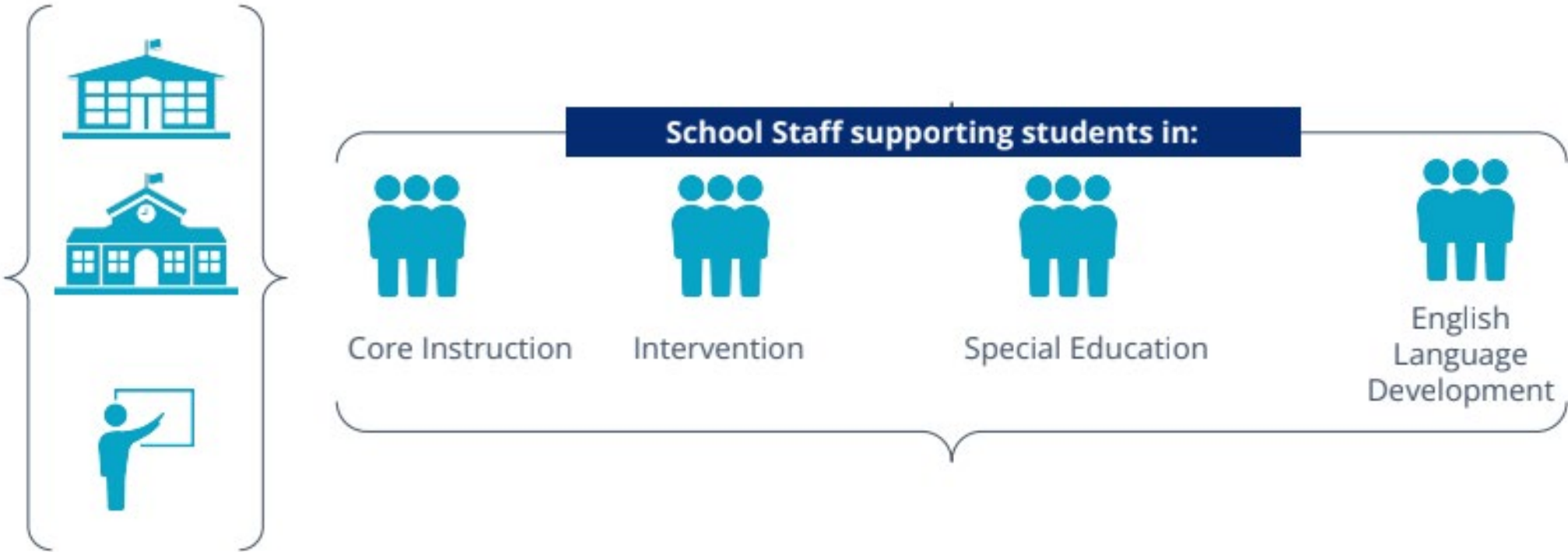
Framing the Challenge- A Day in the Life of a High School Student

- Let's follow Jaclyn, a 9th Grade Student, throughout her day:



Importance of Leadership

Leadership sets the expectation for implementation and ensures fidelity in execution of the vision.



Closing

Please use the QR code to complete this survey regarding today's Community of Practice.

<https://tinyurl.com/yckar74s>





Thank You!

**Haley Richardson,
Senior Manager of Intervention**
Haley.Richardson@tn.gov

**Raven Cleveland,
Statewide Manager of English Learners**
Raven.Cleveland@tn.gov

General Questions: RTI.Questions@tn.gov

Permission is granted to use and copy these materials for non-commercial educational purposes with attribution credit to the "Tennessee Department of Education". If you wish to use these materials for reasons other than non-commercial educational purposes, please contact the Office of General Counsel at (615) 741-2921 or TDOE.GeneralCounsel@tn.gov.