



Department of
Education

Better Together: A Collaboration Conversation

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Learning Objectives

Collaboratively plan explicit instruction for **language** that supports meaningful engagement in Tier I learning by examining:

- The educator's instruction
- The task
- The language learner

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English Learners (ELs) in Tier I

- Tier I is where ELs spend a majority of their day.
- Access to meaningful, grade-level content is a civil right, not simply an intervention.
- Intellectual prep is a primary mechanism that ensures access exists.
- Accessibility is designed during prep, not after failure.



Collaborative Intellectual Preparation Matters

Collaborative intellectual prep allows educators to:

- Anticipate language and learning demands.
- Leverage language learner strengths.
- Identify language barriers.
- Proactively plan access to rigorous instruction.

Tools to Support Collaboration

- Educator Collaboration Look-Fors





The Educators

Plan for explicit content and language instruction to ensure all students can access and engage in grade-level learning.

Explicit Instruction

- 16 Elements of Explicit Instruction (Archer & Hughes, 2011)
 - Looking at the Lesson Design
 - Looking for Explicit Instruction
 - Examining the Balance



Tools to Support the Educator

- Elements of Explicit Instruction Question Sort
- High Quality Instructional Materials (HQIM)
- Universal Design for Learning (UDL) Guidelines



Better Together: Analyze the Instruction

- Match each element of explicit instruction with the question that best helps you identify it in a lesson.
- Identify which elements of explicit instruction are present.
- Highlight evidence from the lesson that supports your thinking.
- Strengthen access through Universal Design for Learning (UDL).



The Task

Identify the language demands of grade-level lessons

Language Demands of a Lesson

Language Function



What students do with language during learning tasks, such as explain, compare, justify, argue, or summarize.

Academic Vocabulary

The words and phrases students need to understand and participate in academic learning and discussions.

Structures/ Forms

The grammar, sentence structures, and language patterns students use to communicate ideas.

Tools to Support the Task

- High Quality Instructional Materials (HQIM)
- Language Features Lesson Preparation Tool
- English Language Development (ELD) & English Language Arts (ELA) Standards Crosswalk (Grade 6) Excerpt



Better Together: Analyze the Task

- Identify the language functions, academic vocabulary, and language forms students must use to successfully complete the task.
- Determine where barriers to access may exist within the task design.
- Describe the specific language demands that may make the task challenging for learners.





The Learners

Use EL data to anticipate learner needs in Tier I instruction

Individual Learning Plans (ILPs)

- Because the ILP integrates:
 - Language domain performance (Listening, Speaking, Reading, Writing)
 - Language growth trends
 - Assessment and classroom accommodations and supports
 - Student goals and progress monitoring
- They are especially effective because they help teachers:
 - Anticipate language-related barriers before instruction
 - Identify which language domains require additional support
 - Connect language proficiency data to classroom performance
 - Make informed decisions about scaffolds and accommodations
 - Monitor whether supports are increasing access and independence



Student Profiles

- Because the profile integrates:
 - Informal language data
 - academic patterns
 - behavior/context
 - strengths
 - interests
 - student goals
- They are especially effective because they help teachers practice:
 - identifying barriers
 - distinguishing rigor vs. support
 - analyzing language needs
 - designing scaffolded instruction
 - interpreting student language development realistically



Tools to Support the Learner

- High Quality Instructional Materials (HQIM)
- Student Individual Learning Plan (ILP)
- Student Profile
- High Quality Scaffolds Tool



Better Together: Analyze the Learner

- Identify relevant learner strengths, needs, and language proficiency data.
- Anticipate barriers the learner may encounter during the lesson.
- Choose scaffolds that increase access without changing the learning target or task expectations.



All Together

Engage in a collaborative co-prepping routine to design accessible and meaningful instruction

Before Collaboration

Prepare Individually

- Review the lesson to analyze:
 - The instruction
 - The task
 - The learner
- Bring evidence, not opinions.



During Collaboration

Design for Access

- Discuss:
 - What must students learn?
 - What barriers might exist for all students?
 - What language must students use?
 - What barriers might exist for ELs?
 - What supports will remove barriers while maintaining rigor?
 - What supports will support language while maintaining rigor?



After Collaboration

Implement & Reflect

- Observe:
 - Did students access the task?
 - Which scaffolds worked?
 - Which barriers remained?
 - What should be adjusted next time?
- How will we know it worked?



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- Records your attendance
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Thank You!

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