

Tennessee IPG-Aligned Practices Focused on Access for English Learners and Students with Disabilities

This guide is intended as a supplement to the Tennessee Instructional Practice Guide for Reading Comprehension to provide an opportunity for answering the question: ***To what extent do English learners (ELs) and students with disabilities have access to, and ownership of, rigorous grade-level content in Tier 1 instruction – and are we eliminating barriers to learning?*** Barriers to learning show up where students get stuck in a lesson or activity. Barriers are not student-centered limitations, rather, they are teacher-centered challenges in providing instruction that is responsive to student needs. This guidance is in addition to access points and scaffolds determined during preparation.

Culture of Learning: Environmental Readiness

*Does the teacher provide **access** to a strong instructional culture for **each learner**?*

Focus	Critical Practices	Example Instructional Practices
Students with disabilities	<ul style="list-style-type: none"> ❖ Teacher provides IEP-aligned or 504-aligned supports that eliminate environmental barriers for students to engage in the content 	<ul style="list-style-type: none"> • Ensuring that behavioral expectations are clearly stated. • Providing every student access to instructional tasks, (i.e., providing opportunities for every student to respond to questions and engage in discussion, access to the materials, or scaffolds to access learning). • Ensuring that every student has a seat or place in the classroom that enables engagement in the content of the lesson and with peers in the class.
English learners	<ul style="list-style-type: none"> ❖ Teacher provides ILP-aligned supports that eliminate environmental barriers for students to engage in the content 	<ul style="list-style-type: none"> • Ensuring that behavioral expectations are clearly stated. • Providing every student access to instructional tasks, (i.e., providing opportunities for every student to respond to questions and engage in discussion, access to the materials, or scaffolds to access learning). • Ensuring that every student has a seat or place in the classroom that enables engagement in the content of the lesson and with peers in the class.
Evidence		

Core Action 1: High-Quality Texts

*Does the teacher provide **access** to high-quality texts in ways that reach **each learner**?*

Focus	Critical Practices	Example Instructional Practices
Students with disabilities	<ul style="list-style-type: none"> ❖ Teacher provides IEP-aligned or 504-aligned supports that eliminate barriers for students to access and engage with grade-level high-quality texts ❖ Teacher provides each student with opportunities to build knowledge on topics through more accessible texts <u>in preparation for</u> reading grade-level texts 	<ul style="list-style-type: none"> • Providing supports regarding conceptually complex vocabulary (including pre-teaching supports and implicit/embedded vocabulary supports as students are reading). • Offering accessible texts (including those in a student's first language or audio books/texts) offered to support building background knowledge and comprehension of the anchor/central text. This can also include read-aloud structures for the whole class or small groups that may benefit each learner. • Modeling fluent reading (e.g., read-alouds by the teacher or other fluent readers to model fluent reading, choral reading, strategic partner reading) and/or facilitating discussion to deconstruct the text prior to releasing responsibility. • Chunking texts so that students have the opportunity to engage in reflection and discussion throughout reading a complex text. • Building background knowledge for students before approaching a text. This front-loading strategy should be intentionally planned for appropriate access of texts and may be beneficial for all learners.
English Learners	<ul style="list-style-type: none"> ❖ Teacher provides each student with opportunities to build knowledge on topics through more accessible texts <u>in preparation for</u> reading grade-level texts ❖ Teacher provides ILP-aligned supports that eliminate barriers for students to access and engage with grade-level high-quality texts 	
Evidence		

Core Action 2: High-Quality Questions and Tasks

*Culture of Learning: Environmental Readiness: Does the teacher provide **each learner** with questions and tasks, both oral and written, that are **accessible**, text-specific, and accurately address the analytical thinking required by the grade-level standards?*

Focus	Critical Practices	Example Instructional Practices
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Students with disabilities	<ul style="list-style-type: none"> ❖ Teacher provides IEP-aligned/504-aligned supports that eliminate barriers for students to access text-specific questions and tasks that address analytical thinking required by grade-level standards ❖ Teacher provides students with opportunities to build knowledge on topics through more accessible texts <u>in preparation for</u> reading grade-level texts 	<ul style="list-style-type: none"> • Providing questions and tasks that students find relevant, valuable, and authentic to their lives. • Providing options for how questions and tasks are perceived (e.g., customizing display of information, offering auditory and visual alternatives). • Providing questions that are considerate of the student's English proficiency level as well as include a push to the next level of English acquisition. • Explicit instruction to clarify questions and tasks (e.g., modeling or think-alouds) includes auditory and visual supports. • Limited strategy-based instruction that promotes or explicitly teaches cognitive processing strategies for clarifying questions and tasks (e.g., annotating, paraphrasing, attending to context clues, word-learning strategies, using tools to plan and organize). • Strategically sequencing questions to provide additional support to students to access more challenging questions. • Facilitating structured discussions to provide opportunities to clarify questions and tasks.
English Learners	<p>Teacher addresses the language demands inherent in the content (functions, form, and vocabulary) by providing:</p> <ul style="list-style-type: none"> ❖ opportunities to develop in their language abilities as outlined in the TN ELD Standards, as well as in content (by providing speaking and writing opportunities aligned with ILP goals and ELD levels, in addition to opportunities to engage with grade level content) ❖ instruction to address syntactical and grammatical barriers ❖ attending to forms and functions necessary for students to communicate about the content ❖ ILP-aligned supports that eliminate barriers for students to access text-specific questions and tasks that address analytical thinking required by grade-level standards 	
Evidence		

Core Action 3: Student Ownership

*Does the teacher provide **each learner** with opportunities to **engage** in meaningful content that is worthy of students' time and attention?*

Focus	Critical Practices	Example Instructional Practices
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<p style="text-align: center;">Students with disabilities</p>	<ul style="list-style-type: none"> ❖ Teacher provides IEP-aligned/504-aligned supports that eliminate barriers for students to engage in the work of the lesson ❖ Teacher provides IEP-aligned/504-aligned and data-informed integrated scaffolds 	<ul style="list-style-type: none"> • Providing strategic scaffolds and access points (e.g., sentence frames, graphic organizers, glossaries, word banks, etc.) so that only students who need them can access the work of the lesson, while preserving the cognitive complexity of the lesson target. • Facilitating structured discussions that result in high amounts of equitable student-to-student discourse about meaningful content that is worthy of students' time and attention. • Facilitating instructional routines that support students in generating, discussing, organizing, and expressing their thinking. • Strategy-based instruction that promotes or explicitly teaches cognitive processing strategies for engaging in the work of the lesson (e.g., encoding strategies, turning questions into response starters, using tools to plan, organize, and self-monitor). • Providing opportunities for students to express their thinking in various ways (e.g., visuals, non-linguistic representations, pointing, use of home language, assistive technology, etc.). • Providing expanded process-oriented writing opportunities (e.g., adding another round of editing or revising). • Using language proficiency data to design flexible grouping (linguistically similar or heterogeneous language proficiency levels) that provides ELLs with models and rehearsal time in small groups before participating in whole-class discussions. • Providing multiple opportunities to show mastery after a student had new opportunities to learn.
<p style="text-align: center;">English Learners</p>	<ul style="list-style-type: none"> ❖ Teacher provides ILP-aligned and data-informed integrated scaffolds and language-based supports that eliminate barriers for students to engage in the work of the lesson ❖ Teacher attends to forms and functions necessary for students to communicate about the content by identifying and aligning content to related TN ELD standard. 	
<p style="text-align: center;">Evidence</p>		