How to Reach the Hard to Teach

Excellent Instruction for Those Who Need It Most

JANA ECHEVARRÍA | NANCY FREY | DOUGLAS FISHER

1703 N. Beauregard St. • Alexandria, VA 22311-1714 USA
Phone: 800-933-2723 or 703-578-9600 • Fax: 703-575-5400
Website: www.ascd.org • E-mail: member@ascd.org
Author guidelines: www.ascd.org/write

Deborah S. Delisle, *Executive Director*; Robert D. Clouse, *Managing Director, Digital Content & Publications*; Stefani Roth, *Publisher*; Genny Ostertag, *Director, Content Acquisitions*; Julie Houtz, *Director, Book Editing & Production*; Katie Martin, *Editor*; Melissa Johnston, *Graphic Designer*; Mike Kalyan, *Manager, Production Services*; Barton Matheson Willse & Worthington, *Typesetter*; Kelly Marshall, *Senior Production Specialist*

PAPERBACK ISBN: 978-1-4166-2238-3 ASCD product #116010 n8/16
PDF E-BOOK ISBN: 978-1-4166- 2240-6; see Books in Print for other formats.
Quantity discounts: 10–49, 10%; 50+, 15%; 1,000+, special discounts (e-mail programteam@ascd.org or call 800-933-2723, ext. 5773, or 703-575-5773). For desk copies, go to www.ascd.org/deskcopy.

Library of Congress Cataloging-in-Publication Data

Names: Echevarría, Jana, 1956- author. | Frey, Nancy, 1959- author. | Fisher, Douglas, 1965- author.
Title: How to reach the hard to teach : excellent instruction for those who need it most / Jana Echevarría, Nancy Frey, Douglas Fisher.
Description: Alexandria, Virginia, USA : ASCD, [2016] | Includes bibliographical references and index.
Identifiers: LCCN 2016021748 (print) | LCCN 2016030899 (ebook) | ISBN 9781416622383 (pbk.) | ISBN 9781416622406 (PDF)
Subjects: LCSH: Children with social disabilities—Education—United States. | Slow learning children–United States. | Linguistic minorities—Education—United States.
Classification: LCC LC4091 .E27 2016 (print) | LCC LC4091 (ebook) | DDC 371.826/94–dc23
LC record available at https://lccn.loc.gov/2016021748

24 23 22 21 20 19 18 17 16 1 2 3 4 5 6 7 8 9 10 11 12

How to Reach the Hard to Teach

Excellent Instruction for Those Who Need It Most

Every Child Achieves When There Is an Opportunity to Learn

Rita Elwardi's high school English students participated in an interdisciplinary unit organized around an essential question: *Why do people move?* The unit's focus was migration and immigration. It featured several informational texts and a literary one (a novel) and incorporated content related to geography, economics, and climate studies.

On the first day of the unit, after introducing the essential question and the purpose for the day, Ms. Elwardi announced the opening activity—a quick-write that would tap into students' background knowledge and prior experiences. She asked her students to write for 10 minutes about a moment when they had to say good-bye.

Ms. Elwardi's students are a diverse group. Many of them speak a language other than English at home. A majority live in poverty and have a history of struggling in school. Although they attend school in a busy urban center a few miles from a prosperous downtown, in terms of their present lives, the region's economic possibilities might as well be thousands of miles away. Student mobility is high, the result of families moving frequently in search of better lives for their children. Almost

every student enrolled in Ms. Elwardi's English language arts classes has attended many schools and lived in many different neighborhoods. Saying good-bye has become a routine part of their young lives.

While the class began the quick-write, Ms. Elwardi walked about the room and spoke privately with students not yet putting pencil to paper. With each, she followed a process designed to get them started, asking prompting questions (see Figure 1.1) and taking notes as they replied. "That's just what I'm looking for, Horacio," she assured one boy. "Write what you just told me, and continue writing down your thoughts, one after another, from that point on until the memory is complete."

Circling the room again, Ms. Elwardi scanned the responses of students who had stopped writing and asked them clarifying questions to prompt further exploration. Here is one student's response, with the irregularities in grammar and punctuation preserved:

> On November 15, 1996, it was winter and too cold. At that time I was so sad because I was coming to America. I think I couldn't see anymore my country, my cousins and relatives, my country's church, also my mother. One word was hard to say for my mother. It was Good-bye. Because I never left my mother for a long time or even a few days before I came to United States. My feeling was bad like a sad for two weeks before I came to USA. I was counting each day and I thought how do I say good-bye for my mother, cousins, relatives and my country? I was looking all around and I was crying.
>
> At last the day, November 15, 1996, came. But at that time I was not sad and I was well. I thought, "Now I can to say good-bye for my mother," and I told to myself. Each minute and hour were decreasing. I was ready and I went to my mother and I hugged. I was looking at the ground and I couldn't say good-bye. Both of us were crying. I remember that time. I never forget I couldn't say good-bye.

FIGURE 1.1
Guiding Questions That Elicit Details

- Where and when did this take place?
- Who was with you, and why?
- Why did you have to leave this place or say good-bye to this person?
- What did you say, and what did the others say to you?
- What were you thinking before, during, and after this moment?
- How do you feel now that you are looking back at the moment?

With the quick-writes completed, the class went on to a collaborative oral language-building activity called the Three Step Interview (Kagan, 1994), which encourages active listening. Grouped into fours (Students A, B, C, D) and partnered within their group (A with B, C with D), the students read their quick-writes aloud, telling their own stories. Then they retold the stories their partners had shared. Afterward, the students revised their quick-writes to improve clarity, to make them more vivid, and to be sure the writing captured the memory's key information and feelings.

Next up was a writing activity called Found Poetry (Dunning & Stafford, 1992). Ms. Elwardi used her own quick-write as a model, posting it on a document camera. She explained the procedure to the class: "As I read my quick-write, I'll underline the important words and phrases that convey sensory details and express the tone of my writing. Then I'll take those words and phrases and restructure them into an open-verse poem."

As Ms. Elwardi walked through the classroom, giving individual assistance and encouragement, her students "found the poetry" in the quick-writes they'd written and then revised. Here is the found poem in the quick-write we shared earlier:

Winter
too cold, so sad,
coming to America.

one word was hard to say—
Good-bye.
How do I say it
to my mother,
cousins, relatives,
and my country?
I was counting,
the last day came.
I was counting
each hour, each minute
decreasing.
Looking at the ground,
crying,
I hugged my mother.
I remember that time,
I couldn't say
Good-bye.

There are several reasons we wanted to tell this story. The first is an obvious one: Rita Elwardi is an amazing teacher, one of the finest we have ever known. Her professional practice embodies every one of the principles we explore in this book. She sets high expectations of success, provides access to the core curriculum, monitors her students' progress and provides necessary supports, attends to language development, and creates a supportive classroom climate. In the slice of classroom life we showed, Ms. Elwardi used a series of writing exercises to introduce her students to a novel they were about to read. In the unit's culminating project, they went on to answer the unit's essential question—*Why do people move?*—in writing, using evidence from several texts, including the novel. Her objective was for students to respond in ways that honored their personal experiences but also looked beyond the personal to analyze the perspectives presented in the various texts. For Ms. Elwardi, inviting students to write about their experience was a means of providing them access to the core curriculum.

The second reason we told this story has to do with the student writer, whom we'll call Renata. She arrived in the United States at age 11, having been transported by human smugglers who had charged her mother an exorbitant amount of money to do so. Renata's mother was desperate to protect her youngest daughter from the crime that had spread through their rural village, a side effect of a thriving illegal drug trade. In the United States, Renata was cared for by an older sister; after a few months, the sister's new boyfriend insisted that Renata move out of the house and into a moving box in the backyard, and that is what she did.

When Renata joined Ms. Elwardi's class, she was a largely silent girl who often disappeared into the background. But Ms. Elwardi saw a quick mind. Over the course of the year, Ms. Elwardi focused on helping Renata learn about herself, the world, and its possibilities. Through the advocacy of her teacher and the help of many others, Renata moved to a safe home, transferred to honors courses, and graduated from high school. Because she had the good fortune to live in a state where undocumented people are able to attend the university, Renata graduated from college and went on to earn an advanced degree in social work. Working through the legal system, she was able to obtain U.S. citizenship. Today Renata works for a nonprofit that specializes in advocating for young Latinas.

Of course we would never say that Renata's success is due entirely to one lesson that one teacher taught. But Renata has told us that on that day, Ms. Elwardi sparked in her a level of self-awareness that she hadn't experienced before. In turn, after reading Renata's quick-write and the poetry it contained, Ms. Elwardi looked at Renata in a different way. All teachers have had this experience—that moment when we see children in a new light and realize all they might achieve. This book is about shining that light on those who are too often overlooked. It's about taking action to change the lives of the students

typically considered the hardest to reach and, therefore, the hardest to teach.

Reaching the Hardest to Teach

The "hardest-to-teach" children who sit in our classrooms can make themselves known in obvious ways, chiefly by failing to make expected progress on academic measures. Some of these students have formal paperwork (e.g., an Individualized Education Program [IEP] or a 504 plan) that identifies their specialized learning needs and articulates a plan for them to gain access to the core curriculum; others do not. Some of these students are growing up in English-speaking households; many others are not.

This is where our look at the students who are traditionally thought of as the hardest to teach begins: with students who have disabilities and with students who are learning English. Until recent times, both were customarily served in separate classrooms or facilities, clustered with similarly labeled children. This approach was thought to be necessary in order to provide these students with access to the core curriculum, which is a foundational principle in public education. Because the needs of these students weren't widely understood, it was thought that only a relatively small portion of the teaching force, armed with specialized training, could teach them.

However, as society's perspectives have shifted, so have teacher education and placement practices. Both social justice issues and a growing body of evidence about best practices have converged. While there is still much to be improved, special education literature now emphasizes the general educator's content knowledge, collaboration skills, and provision of access to the core curriculum as vital factors for student success (Villa, Thousand, & Nevin, 2013). These perspectives run parallel to current best practices for helping English learners access the core curriculum. We are not saying that learning a new language is a disability; it's a gift. However, like students with identified

disabilities, English learners need skilled teachers who know how to provide them access to the general curriculum.

Today, children identified as English learners are found in classrooms all over the United States, not just in regions historically associated with migration. Nancy, who has spent her teaching career in Florida and California (two places with significant English learner populations), once found herself eating lunch at a conference held in a small city of 40,000 less than one hour's drive from the Canadian border. She was joined by two local English as a second language (ESL) specialists who supported nearly 100 children at 4 area elementary schools. Collectively, these students spoke 38 different languages and had widely varied educational histories. Some were the children of university professors or oil and gas exploration executives, while others had interrupted schooling experiences because of war and violence in their countries of origin.

According to these ESL specialists, they operated in a system with outdated models of support for English learners that shortchanged children and marginalized teachers. As itinerant educators, they spent just a few hours a week with their students, mostly providing pullout supports such as phonics and vocabulary instruction, or in some cases, content teaching. It simply wasn't enough time. "I can't keep doing this," one said. "What I'm doing isn't working for my kids, their teachers, or me." When asked to elaborate, they cited having no time to work with classroom teachers on aligning instruction. "The [classroom] teachers would like to know how to support these kids better, but they say they don't have the training," said one. "Over time the English learners in their classes become 'my kids' instead of theirs. They hoped that the ESL specialist could address all of the needs, but it really will take us all." As we discuss specifically in Chapter 5, *all* teachers must be language teachers, given that English learners are present in nearly every school in the United States and given the increased language demands that today's academic standards place on all students.

Who else falls into the "hardest-to-teach" population? We also include the students who fly under the radar, undetected until an astute teacher spots them. We are talking about students like Renata, whose genius has been muted by difficult circumstances in addition to a new language. We're talking about the boy who makes jokes all the time—not to "get attention" but to distract you from noticing he doesn't understand the task. The girl who shrinks in her seat when you glance her way, not out of shyness but because she is hoping you won't call on her for an answer she can't supply. The child who repeatedly brings you small gifts from home because her dad is hoping you'll regard his daughter kindly when she struggles to follow directions. The category includes all the students who do not have an identified disability and who are not learning English but, for a variety of reasons we may or may not grasp, underachieve. Perhaps they were slow to learn how to read. Perhaps chronic absenteeism in the primary grades, defined as 10 days or more in a school year, negatively affected their reading proficiency, grit, and perseverance (Ginsburg, Jordan, & Chang, 2014). Whatever the cause, these students have been unable to find themselves academically. Over time, they begin to engage in destructive self-talk that moves from "I don't get this" to "I'm stupid," and from "This is stupid" to "I don't care."

What all children who underperform need, whether they have formal paperwork or not, is a clear path forward—an on-ramp to the learning highway. Constructing that ramp requires intentionality. In other words, our struggling students cannot be overlooked, and they cannot be an afterthought. It is not sufficient to design instruction for most, and then retrofit it for the few who are on the learning fringes. Nor is it enough to hope that geography and good luck bring the students who most need help into the classrooms of teachers who are equipped to help them. All of us need to *be* those teachers, and that requires us to take explicit action.

The Way Forward: The Five Essential Practices of Excellent Instruction

There is ample evidence that specific practices improve the outcomes for students who do not have a history of academic success. The simple fact that students who fail in one school will achieve in another provides additional reason to hope that a different approach can be the difference (e.g., Ross, McDonald, Alberg, & McSparrin-Gallagher, 2007).

Our collective research, professional experiences in effective schools, and own teaching careers suggest that increasing the likelihood of every student's success is a matter of adhering to five principles of excellent instruction. Doing so is absolutely essential if we hope to bring out the hidden genius in our underachieving students.

1. **Provide access to the core curriculum.** Students who are learning English, struggling, or otherwise falling short of their potential don't need watered-down, "dumbed-down," curriculum. They don't need isolated skills practice. A 6th grader who is taught 3rd grade standards will likely be performing as a strong 4th grader in 7th grade. What these students need are teachers who know how to remove or otherwise circumvent barriers to the core curriculum, and know how to support students' development and accelerate their growth. This requires differentiated instruction and scaffolded learning. Without access to quality curriculum, students will stagnate, falling further and further behind; with access, they have the chance to explore complex ideas, think critically, and apply their learning creatively. Access is foundational, but access alone isn't enough.
2. **Establish a climate that supports students as individuals and learners.** Every student enters the classroom with his or her background knowledge, lived experiences, values,

beliefs, traditions, and ideas. These understandings factor into the learning experience, and they must be honored as scaffolds that will support new knowledge and understanding. A classroom learning environment that feels safe enough to encourage risk taking is especially critical for students with a history of academic struggle. For them, trying might very well mean failing (at first), and they must believe that their efforts won't be mocked or belittled, and that if they keep trying (and accept feedback), they will eventually succeed. It's the experience of learning that builds students' identity as learners. Students who find school difficult must have teachers who are both culturally sensitive and culturally proficient—willing to look beyond themselves and their own experiences to create a learning community that honors individuals and celebrates differences.

3. **Set high expectations for success.** Study after study has demonstrated that teacher belief in students' capacity to achieve has a significant impact on actual student achievement. Students rise to the expectations their teachers set. All students must understand what they are expected to learn and why they should learn it. They need high expectations for academic language, critical thinking, and engagement. It's essential that struggling students have teachers who acknowledge and support the aspirations they have for themselves. They need learning experiences that open their eyes to the vast array of possibilities that lie before them and present pathways to achieve short- and long-term goals. And, critically, there must be responsive systems in place that teachers can readily activate when students fall short of high expectations.
4. **Provide language instruction.** Humans learn through language. When we interact with others, through speaking, listening, reading, writing, and viewing, we acquire new

insights, skills, and experiences. Language should permeate the classroom, and students who struggle in school should receive explicit instruction in language. Some need specific, dedicated time for English language instruction, and all need access to the academic language that will open the doors to classroom learning and facilitate their membership in the literate community.

5. **Provide assessment-informed instruction.** Struggling students need teachers who know how to uncover what they already know and can measure their evolving skills and understanding, stay abreast of their shifting needs, and take regular, informed action to keep their learning on track toward the identified goals. It's critical that their teachers know and employ formative assessment techniques.

Together, these principles have the power to radically change lives, and not just the lives of students. When teachers use these five principles, they feel more successful. They become empowered professionals who apply sound pedagogical know-how to make informed decisions that impact students' learning.

The principles of excellent instruction outlined in this book draw on and extend our previous works: the Framework for Intentional and Targeted Teaching® (FIT Teaching®) and the Sheltered Instructional Observation Protocol (SIOP®). The FIT Teaching approach, created by Doug and Nancy, unifies nearly two decades of work on educational excellence to clarify the most effective planning, instruction, and assessment practices (Fisher, Frey, & Arzonetti Hite, 2016). SIOP, co-developed by Jana and colleagues (Echevarría, Vogt, & Short, 2000, 2017), is a widely used model of instruction for English learners empirically shown to improve their access to the curriculum and raise their achievement (Short, Echevarría, & Richards-Tutor, 2011).

Learning is a complex process, and facilitating it requires teachers to apply pedagogical content knowledge—first to build

student knowledge and then to deepen it. Within FIT Teaching, this staged approach is called Instructing with Intention. It means providing

- *Focused instruction* that clearly communicates the purposes for learning and the measures of success, and uses modeling and think-alouds to explicitly demonstrate how experts understand the content
- *Guided instruction* that gradually releases responsibility to the learner; provides questions, prompts, and cues to scaffold learning; and takes note of when learning has stalled
- Opportunities for *collaborative learning* where students use academic language in the company of their peers to resolve problems, propose solutions, and create products
- Opportunities for *independent learning* where students deepen and extend their understanding through spiral review, application, and opportunities to self-regulate

The SIOP Model has similar components that reflect excellent instruction, but it also includes features that are critical for English learners, such as adapting content to students' English proficiency levels and using visuals and other techniques to make the content understandable.

FIT Teaching and SIOP intersect with our five targeted principles in a number of ways, including the expectations we hold for students and the academic and linguistic supports we use to help them move through a learning progression and develop their capacity to meet the transfer goals necessary for meaningful learning. Finally, in line with our belief that what happens in a school's hallways and common spaces seeps into its classrooms, our approach also incorporates aspects of FIT Teaching's Cultivating a Learning Climate component, which focuses on solidifying students' confidence that their teachers and the school administrators see every student's potential and will do everything to nurture it.

Ensuring the Opportunity to Learn

Despite the media claims to the contrary, a majority of students in most U.S. schools do well (e.g., Berliner & Biddle, 1996). But *most* students isn't *all* students. It certainly doesn't include students who don't read well, many who are learning English, and many who live in poverty.

A growing body of evidence drawn from large-scale national and international data suggests that every school includes some students who have fewer opportunities to learn than their classmates (Schmidt, Burroughts, Zoido, & Houang, 2015). It is worth noting that *opportunity to learn* (OTL) requires exposure to rigorous and challenging content. Children who live in poverty, English language learners, and students with disabilities are especially vulnerable to restricted OTL, which can also be attributed to organizational practices and policy decisions. Schmidt and colleagues go on to explicitly state that the "systematically weaker content offered to lower-income students" has a negative effect. "Rather than ameliorating educational inequalities, schools were exacerbating them" (p. 380). In other words, the unintended effect of watering down the curriculum, slowing the pace, and tracking students into remedial course work magnifies, rather than reduces, knowledge gaps. These gaps become more difficult to overcome with each year of a student's schooling.

Yes, work with human beings is complex, and education occurs within a web of social, organizational, and political contexts. Many of the factors that influence our students' circumstances lie outside our sphere of influence, and it is tempting to throw up our hands in defeat. There is no question that poverty, adverse childhood experiences, and chronic health problems negatively affect learning. Having said that, as teachers and administrators, there is much that we can positively influence:

- We can form positive suppositions about the future success of our students.

- We can provide high-quality instruction for them each and every day.
- We can support students' learning with linguistic and academic scaffolds to ensure full participation.
- We can actively work on establishing, maintaining, and repairing relationships with struggling students to create a safe and healthy learning space.
- We can devote our resources—time, attention, caring, and services—*unequally,* if that is what it takes, to meet the unequal needs of the students we teach.
- We can challenge ourselves to continually question whether current curricular, instructional, and organizational practices are sufficient to reach our students and support their success.

If you share these beliefs, then you're ready for this book. Providing students with access to the core curriculum; creating rich, culturally considerate learning experiences; setting high expectations; arranging for language development; and monitoring and guiding progress through formative assessment can change lives. We see the truth of this every day in the classrooms of caring educators who have made the commitment to reach students who are traditionally thought of as hard to teach. This book is filled with real-life stories of these excellent teachers and what they are doing to create learning opportunities for linguistically and culturally diverse students and others who struggle in school.

Excellent Instruction in Action

Let's drop in on a teacher who has embraced the five principles of effective instruction—middle school math teacher Alicia Gomez.

Mrs. Gomez previously taught at a school marked by apathy and low expectations; it was routine for the school to offer remedial classes for the high numbers of students not making

academic progress. At her current school, which is located in a less affluent area of the city and enrolls a higher number of English learners and students with disabilities, things are different . . . and better. It's a vibrant, exciting place to work. Thanks to a deliberate effort to reach "hard-to-teach" culturally and linguistically diverse students with a history of academic struggle, there's been a positive effect on their performance and participation in school.

In her math classroom, Mrs. Gomez maintains a laserlike focus on high expectations and achievement. Her walls display pictures of successful individuals, both men and women, of various ethnicities and races. Her teaching style is oriented toward preventing learning gaps, and she does this by offering the kinds of academic and linguistic supports that we will discuss throughout this book. She believes that all her students can learn, because all her students *do* learn. But this doesn't "just happen"; it's a result of deliberate action she takes every day.

When Mrs. Gomez teaches a lesson on measuring angles with a protractor, her plans include the language supports that her English learners and struggling learners will need—such as a visual reference to words that will be part of her instruction. Today, she's written these words on a board at the front of the classroom: *angle, ray, acute, vertex, obtuse, right angle,* and *90°*. She asks her English learners how they say *angle* in their home languages and gets back many answers. She shows a right angle on the projector and writes *90°* next to it as a review. "What do we call an angle that is less than 90 degrees?" she asks. "Please show me your answers on your whiteboards." All but three students write *acute*, and Mrs. Gomez points to the word *acute* on the classroom board to help the students who need it. When she asks what an angle greater than 90 degrees is called, she gestures to the word list again. It's a way to hint that the spelling of the word is there, but she doesn't give away the word. All students produce the correct answer, *obtuse*.

Once Mrs. Gomez finishes the terminology review, she puts a protractor on the projector and models how to line it up on the vertex of the right angle. She repeats the terms several times and prompts the class, "The first step is to place the protractor on the—" "Vertex!" the class responds.

Mrs. Gomez sets up her class in teams, and each team member is typically assigned a job during collaborative learning activities. Today's task is to measure a series of angles. One student lines up the protractor with each angle, another student measures the angle, and a third team member writes the answer on the worksheet. After each problem is completed, team members rotate responsibilities so that all are equally involved in the procedure. As they work, Mrs. Gomez circulates among the groups to check for understanding and accuracy, keeping an especially sharp eye on those compliant students who may not understand but pretend to in order to please the teacher. This type of close observation of student work allows her to assist those who might otherwise slip through the cracks.

Any time she judges that more guided instruction is needed to ensure understanding, she calls for the whole class's attention and models another problem on the projector. When all the teams have completed their collaborative worksheet, Mrs. Gomez distributes a second problem set for everyone to solve as an individual assessment of understanding. Again, she circulates through the room, looking over shoulders and checking in on the work. Although all the students demonstrate a general understanding of angle measurements, she notes that some will need more practice using the protractor and deciphering the measurements.

As a culminating activity, Mrs. Gomez asks students to briefly discuss why measuring angles is important. She encourages students to use their own experiences as a basis for their contributions to the discussion so that they realize the relationship between their life experiences and schooling.

Do you recognize aspects of Mrs. Gomez's approach in your own practices—or in those of other teachers in your school? She and her colleagues give every child an opportunity to learn. They have used the five principles of excellent instruction to figure out what works with hard-to-teach students and, in doing so, they've become the kind of teacher struggling students need. Over the next five chapters, we will explore the five principles and share more stories of great teachers putting these principles into action. And that's the key to this book—action.

Reading about good ideas is insufficient. Strengthening one's instructional effectiveness isn't a spectator sport. To that end, we have set up this book as a collection of actions that will help you transfer these principles from the page to your practice. The actions steps we recommend are short in terms of words, but they require thoughtful application and a willingness to interrogate your beliefs and practices.

We have ordered the chapters to align with a logical and practical progression of ideas—the best way, we think, to begin putting the principles to work for your students. Therefore we begin, like Mrs. Gomez, with a focus on expectations, then move to access, assessment, language instruction, and climate.

References

Abedi, J., Leon, S., & Kao, J. C. (2008). *Examining differential item functioning in reading assessments for students with disabilities* (CRESST Report No. 744). Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Allen, J. A., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System—secondary. *School Psychology Review, 42*(1), 76–97.

Anagnostopoulous, D. (2003). The new accountability, student failure, and teachers' work in urban high schools. *Educational Policy, 17*(3), 291–316.

Atwood, V. A., & Wilen, W. W. (1991). Wait time and effective social studies instruction: What can research in science education tell us? *Social Education, 55*(3), 179–181.

August, D., & Shanahan, D. (2010). Effective English literacy instruction for English learners. In California Department of Education (Ed.), *Improving education for English learners: Research-based approaches* (pp. 209–249). Sacramento, CA: CDE Press.

Baily, F., & Pransky, K. (2014). *Memory at work in the classroom: Strategies to help underachieving students*. Alexandria, VA: ASCD.

Beaudoin, M. N. (2011, September). Respect—Where do we start? *Educational Leadership, 69*(1), 40–44.

Berliner, D. C., & Biddle, B. J. (1996). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. New York: Basic Books.

Bondie, R., Gaughram, L., & Zusho, A. (2015, November). Fostering English learners' confidence. *Educational Leadership, 72*(3), 42–46.

Chall, J., & Jacobs, V. A. (2003, Spring). The classic study on poor children's fourth-grade slump. *American Educator, 27*(1), 14–15, 44.

Coggins, D., Kravin, D., Coates, G. D., & Carroll, M. D. (2007). *English language learners in the mathematics classroom*. Thousand Oaks, CA: Corwin.

Cruz, B. (2015, March). The problem we still live with. *Educational Leadership, 72*(6), 16–20.

Davis, A. P., & McGrail, E. (2009, March). The joy of blogging. *Educational Leadership, 66*(6), 74–77.

Davis, S., & Nixon, C. (2011, September). What students say about bullying. *Educational Leadership, 69*(1), 18–23.

Dunning, S., & Stafford, W. (1992). *Getting the knack: 20 poetry writing exercises*. Urbana, IL: National Council of Teachers of English.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine Books.

Echevarría, J., & Graves, A. (2015). *Sheltered content instruction: Teaching students with diverse abilities* (5th ed.). Boston: Allyn & Bacon.

Echevarría, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP® Model to promote the acquisition of language and science concepts with English learners. *Bilingual Research Journal*, *34*(3), 334–351.

Echevarría, J., Richards-Tutor, C., & Vogt, M. (2015). *Response to intervention (RTI) and English learners: Using the SIOP® Model* (2nd ed.). Boston: Allyn & Bacon.

Echevarría, J., & Short, D. (2010). Programs and practices for effective sheltered content instruction. In California Department of Education (Ed.), *Improving education for English learners: Research-based approaches* (pp. 250–321). Sacramento, CA: CDE Press.

Echevarría, J., Short, D., & Vogt, M. (2008). *Implementing the SIOP® Model through effective professional development and coaching*. Boston: Allyn & Bacon.

Echevarría, J., Vogt, M. E., & Short, D. (2000). *Making content comprehensible for English learners: The SIOP® Model*. Boston: Allyn & Bacon.

Echevarría, J., Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP® Model* (5th ed.). Boston: Allyn & Bacon.

Elliott, S. N. (2015). Measuring opportunity to learn and achievement growth: Key research issues with implications for the effective education of all students. *Remedial & Special Education, 36*(1), 58–64.

Espin, C. A., Shin, J., & Busch, T. W. (2005). Curriculum-based measurement in the content areas: Vocabulary matching as an indicator of progress in social studies learning. *Journal of Learning Disabilities, 38*(4), 353–363.

Ferlazzo, L. (2011, May). Involvement or engagement? *Educational Leadership*, *68*(8), 10–14.

Fisher, D. (2009). The use of instructional time in the typical high school classroom. *The Educational Forum, 73,* 168–176.

Fisher, D. & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework*. New York: Scholastic.

Fisher, D., & Frey, N. (2010). *Enhancing RTI: How to ensure success with effective classroom instruction and intervention*. Alexandria, VA: ASCD.

Fisher, D., & Frey, N. (2011). *The purposeful classroom: How to structure lessons with learning goals in mind.* Alexandria, VA: ASCD.

Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility* (2nd ed.). Alexandria, VA: ASCD.

Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent and Adult Literacy, 57*(5), 367–376.

Fisher, D., Frey, N., Anderson, H., & Thayre, M. (2015). *Text-dependent questions: Pathways to close and critical reading, grades K–5*. Thousand Oaks, CA: Corwin.

Fisher, D., Frey, N., & Arzonetti Hite, S. (2016). *Intentional and targeted teaching: A framework for teacher growth and leadership.* Alexandria, VA: ASCD.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content area conversations: How to plan discussion-based lessons for diverse language learners*. Alexandria, VA: ASCD.

Frey, N., Fisher, D., & Nelson, J. (2013). It's all about the talk. *Kappan, 94*(6), 8–13.

Frey, N., Lapp, D., & Fisher, D. (2009). The academic booster shot: In-school tutoring to prevent grade-level retention. In J. Richards & C. Lassonde (Eds.), *Literacy tutoring that works: A look at successful in-school, after-school, and summer programs* (pp. 32–45). Newark, DE: International Reading Association.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York: Teachers College Press.

Ginsburg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance influences school success*. Retrieved from http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_090114-1-1.pdf

Giroir, S., Grimaldo, L., Vaughn, S., & Roberts, G. (2015). Interactive read-alouds for English learners in the elementary grades. *Reading Teacher, 68*(8), 639–648.

Goldenberg, C. (2013). Unlocking the research on English learners: What we know—and don't yet know—about effective instruction. *American Educator, 37*(2), 4–11, 38.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. III, pp. 403–424). Mahwah, NJ: Erlbaum.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.

Hernandez, F., & Kose, B. W. (2012). The developmental model of intercultural sensitivity: A tool for understanding principals' cultural competence. *Education & Urban Society, 44*(4), 512–530.

Huddleston, A. (2014). Achievement at whose expense? A literature review of test-based grade retention policies in U.S. schools. *Education Policy Analysis Archives, 22*(18), 1–31.

Jackson, K. F. (2009). Building cultural competence: A systematic evaluation of the effectiveness of culturally sensitive interventions with ethnic minority youth. *Children & Youth Services Review, 31*(11), 1192–1198.

Jasmine, J., & Schiesl, P. (2009). The effects of word walls and word wall activities on the reading fluency of first grade students. *Reading Horizons, 49*(4), 301–314.

Kafele, B. (2013). *Closing the attitude gap: How to fire up your students to strive for success*. Alexandria, VA: ASCD.

Kagan, S. (1994). *Cooperative learning.* San Clemente, CA: Kagan Publishing.

Kaufman, J. S., Jaser, S. S., Vaughan, E. L., Reynolds, J. S., Di Donato, J., Bernard, S. N., & Hernandez-Brereton, M. (2010). Patterns in office referral data by grade, race/ethnicity, and gender. *Journal of Positive Behavior Interventions, 12*(1), 44–54.

Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., & Kristapovich, P. (2014). *The condition of education 2014* (NCES 2014-083). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubs2014/2014083.pdf

Kidd, J. M. (2011). Unlearning color blindness and learning from families. In P. R. Schmidt & A. M. Lazar (Eds.), *Practicing what we teach* (pp. 218–234). New York: Teachers College Press.

Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review, 47*(2015), 49–63.

Layne, S. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

LeDoux, J. (1996). *The emotional brain*. New York: Simon & Schuster.

Lindsey, R. B., Nuri Robins, K. J., & Terrell, R. D. (2009). *Cultural proficiency: A manual for school leadership* (3rd ed.). Thousand Oaks, CA: Corwin.

Lindsey, R. B., Roberts, L. M., & Campbell Jones, F. (2013). *The culturally proficient school: An implementation guide for school leaders* (2nd ed.). Thousand Oaks, CA: Corwin.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: ASCD.

Miller, A. K. (2015). *Freedom to fail: How do I foster risk-taking and innovation in my classroom?* (ASCD Arias). Alexandria, VA: ASCD.

Ross, S. M., McDonald, A. J., Alberg, M., & McSparrin-Gallagher, B. (2007). Achievement and climate outcomes for the Knowledge Is Power Program in an inner-city middle school. *Journal of Education for Students Placed at Risk, 12*(2), 137–165.

Rowe, M. B. (1987, Spring). Wait time: Slowing down may be a way of speeding up. *American Educator, 11,* 38–43, 47.

Samuels, C. A. (2014). Read-aloud option boosts NAEP achievement, study finds. *Education Week, 33*(26), 15.

Santoro, N., & Allard, A. (2005). (Re)examining identities: Working with diversity in the pre-service teaching experience. *Teaching and Teacher Education, 21*(7), 863–873.

Saunders, W. M., & Goldenberg, C. (2010). Research to guide English language development instruction. In D. Dolson & L. Burnham-Massey (Eds.), *Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press.

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013, Summer). English language development: Guidelines for instruction. *American Educator*, *37*(2), 13–25, 38–39.

Schmidt, W. H., Burroughs, N. A., Zoido, P., & Houang, R. T. (2015). The role of schooling in perpetuating educational inequality: An international perspective. *Educational Researcher, 44,* 371–386.

Schrodt, K., Fain, J. G., & Hasty, M. (2015). Exploring culturally relevant texts with kindergartners and their families. *The Reading Teacher*, 68(8), 589–598.

Short, D., & Echevarría, J. (2016). *Developing academic language using the SIOP® Model*. Boston: Allyn & Bacon.

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research, 15*(3), 363–380.

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners. A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Smit, R., & Humpert, W. (2012). Differentiated instruction in small schools. *Teaching & Teacher Education*, *28*(8), 1152–1162.

Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: Restorative practices for positive classroom management*. Alexandria, VA: ASCD.

Snyder, T. D., & Dillow, S. A. (2015). *Digest of Education Statistics 2013* (NCES 2015-011). Washington, DC: U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences.

Stahl, K. (2012). Complex text or frustration-level text: Using shared reading to bridge the difference. *The Reading Teacher, 66*(1), 47–51.

Steinmayr, R., & Spinath, B. (2009). The importance of motivation as a predictor of student achievement. *Learning and Individual Differences, 19*(1), 80–90.

Taba, H. (1967). *Teachers' handbook to elementary social studies*. Reading, MA: Addison-Wesley.

Taylor, W. L. (1953). Cloze procedure: A new tool for measuring readability. *Journalism Quarterly, 30,* 415–433.

Tobin, T., & Sugai, G. (1999). Using sixth grade school records to predict violence, chronic discipline problems, and high school outcomes. *Journal of Emotional and Behavioral Disorders, 7*(1), 40–53.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: ASCD.

Villa, R., Thousand, J., & Nevin, A. (2013). *A guide to co-teaching: New lessons and strategies to facilitate student learning* (3rd ed.). Thousand Oaks, CA: Corwin.

Vogt, M. E., & Echevarría, J. (2008). *99 ideas and activities for teaching English learners with the SIOP® Model.* Boston: Allyn & Bacon.

Vogt, M. E., Echevarría, J., & Washam, M. (2015). *99 MORE ideas and activities for teaching English learners with the SIOP® Model*. Boston: Allyn & Bacon.

Wilkinson, I. A. G., & Nelson, K. (2013). Role of discussion in reading comprehension. In J. Hattie & E. M. Anderson (Eds.), *International guide to student achievement* (pp. 299–302). New York: Routledge.

Winograd, P., & Paris, S. G. (1989). A cognitive and motivational agenda for reading instruction. *Educational Leadership, 46*(4), 30–36.

Wolf, M. (2008). *Proust and the squid: The story and science of the reading brain*. New York: Harper.

Wright, J. A., & Dusek, J. B. (1998). Compiling school base rates for disruptive behaviors from student referral data. *School Psychology Review, 27*(1), 138–148.

Zau, A. C., & Betts, J. R. (2008). *Predicting success, preventing failure: An investigation of the California High School Exit Exam.* Sacramento: Public Policy Institute of California.

Zwiers, J., & Crawford, M. (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. Portland, ME: Stenhouse.

About the Authors

Jana Echevarría is a professor emerita at California State University, Long Beach, where she was selected as Outstanding Professor in 2005. She has taught elementary and secondary students in general education, special education, ESL, and bilingual programs. A founding researcher of the SIOP Model, Jana focuses on effective instruction for English learners, including those with learning disabilities. Her publications include more than 60 books, book chapters, and journal articles. She has presented her research in the United States and internationally, including at Oxford University (England), Wits University (South Africa), Harvard University (United States), Stanford University (United States), University of Barcelona (Spain), and South East Europe University (Macedonia), where she was a Fulbright Specialist. Currently, Jana serves as the ELL expert for the U.S. Department of Justice on the *Lau v. SFUSD* case. She can be reached through her blog site, www.janaechevarria.com.

Nancy Frey is a professor of educational leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. Nancy is a recipient of the Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities and the Early Career Award from the Literacy Research Association. She has published many articles and books on literacy and instruction, including *Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding; The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning;* and *Guided Instruction: How to Develop Confident and Successful Learners.* She can be reached at nfrey@mail.sdsu.edu.

Douglas Fisher is a professor of educational leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and was honored as an exemplary leader by the Conference on English Leadership. He has published numerous articles on improving student achievement, and his books include *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind; Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention; Checking for Understanding: Formative Assessment Techniques for Your Classroom; How to Create a Culture of Achievement in Your School and Classroom;* and *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership.* He can be reached at dfisher@mail.sdsu.edu.

Related ASCD Resources: Effective Instruction for Struggling Students

At the time of publication, the following ASCD resources were available (ASCD stock numbers appear in parentheses). For up-to-date information about ASCD resources, go to www.ascd.org. You can search the complete archives of *Educational Leadership* at www.ascd.org/el.

ASCD Edge Group

Exchange ideas and connect with other educators on the social networking site ASCD EDge® at http://ascdedge.ascd.org

Online Courses

Literacy Strategies: Improving Comprehension (mobile-friendly) (#PD09OC51M)

Teaching with Poverty in Mind (#PD11OC139M)

Print Products

Educational Leadership: Reaching the Reluctant Learner (#108025)

Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention by Douglas Fisher and Nancy Frey (#110037)

Getting to "Got It!" Helping Struggling Students Learn How to Learn by Betty K. Garner (#107024)

Hanging In: Strategies for Teaching the Students Who Challenge Us Most by Jeffrey Benson (#144013)

How to Support Struggling Students (Mastering the Principles of Great Teaching series) by Robyn R. Jackson and Claire Lambert (#110073)

Learning to Choose, Choosing to Learn: The Key to Student Motivation and Achievement by Mike Anderson (#116015)

Unlocking Student Potential: How do I identify and activate student strengths? (ASCD Arias) by Yvette Jackson and Veronica A. McDermott (#SF115057)

Video

Breaking Through Barriers to Achievement (DVD and Facilitator's Guide) (#605133)

Educating Everybody's Children (DVD) (#600228)

For more information: send e-mail to member@ascd.org; call 1-800-933-2723 or 703-578-9600, press 2; send a fax to 703-575-5400; or write to Information Services, ASCD, 1703 N. Beauregard St., Alexandria, VA 22311-1714 USA.