INTRODUCTION

Objectives for the Introduction

After reading this introduction, the reader will be able to

a. explain the intended purpose of the authors in writing this book

b. describe the background of the authors and supporting professionals who contributed to the writing of this book

c. explain how readers use this book to increase their understanding and improve their implementation of strategies for:

1. universal pedagogy
2. content specific pedagogy
3. meeting the needs of students with disabilities (including Universal Design for Learning, U.D.L., and response to intervention, RtI)
4. working with students and families from poverty
5. meeting the needs of English language learners
6. social-emotional learning
7. student efficacy (growth mindset, incremental learning theory, learnable intelligence, elimination of deficit perspective)
8. collaborative models of professional learning as they relate to each of the 10 areas of effective teaching noted in Figure I.1

d. explain how readers can most effectively use this book to improve the level of achievement of all students

Purpose of the Book

The decision to write the first edition of this book stemmed from the frustration expressed to us by many of our teaching and administrative colleagues. Those educators described the difficulty they encountered in finding a book that incorporated into a single reference the current practice and research about teaching practices that lead to the highest levels of student achievement. For many of these educators, the time needed to read the literally hundreds of relevant books on topics such as the brain and learning; differentiated instruction; Universal Design for Learning; working with special education students; working with English language learners; questioning techniques; assessing student learning; planning; collaborating effectively with colleagues; working with parents, guardians, and families; classroom management; motivation; brain-based learning,; and the nature of intelligence would require a year's leave of absence just for professional reading. Few educators have such an opportunity. It was our objective to write a book that would do three things for educators:

1. Provide a single, comprehensive book that contains teacher-friendly information on the most current effective teaching practices that lead to the highest levels of student growth and achievement.

2. Provide numerous examples of effective teaching practices already in use by teachers.

3. Include in each chapter a reference list of sources that educators can use to study the topics in each chapter in greater depth.

Choosing the Authors for This Book

We, the six authors of the book, have expertise in a broad range of student grade levels and academic content areas. We have taught all elementary grades from two through five, middle school grades from six through eight, and high school grades from nine through twelve. Our content-specific teaching experience includes reading, writing, mathematics, science, technology, social studies, special education, and English language learning. One author is an experienced special education teacher and college instructor, and the other a gifted and talented teacher. We also have authors with experience in teaching in urban, suburban, and rural schools. One author took the lead on each chapter. However, in order to ensure that each chapter has relevance to elementary, middle, and high school teachers, all six of us read and gave input into each of the chapters at regular authors' meetings. All six of the authors have also worked as teacher trainers. Collectively, we have trained thousands of teachers and administrators in more than 150 school districts in the United States and Canada. Because we are aware that even our wide range of practical knowledge is not sufficient to write such a book, we enlisted additional educators with experience in teaching all grades and disciplines from preschool through grade 12, special education, English language learning, and many others to contribute classroom practices and to comment on drafts of the book. In total nearly 50 educators have worked on this book. The list of these contributors can be found on the preceding acknowledgement pages.

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Content-Specific Instructional Methods, Universal Instructional Methods, and Grade Level-Specific Instructional Methods

We believe that it is important for teachers to know the universal instructional practices that work in multiple disciplines and across grade levels. We further believe that it is important for teachers to know the content-specific instructional methods designed primarily for their specific disciplines and grade levels. In this book, we devote a chapter to each of the major areas of effective teaching practice. Within many of the chapters, we have embedded explanations and examples of many content-specific instructional methods for a variety of grade levels. In selecting examples for this book, we sought to have a representation of many disciplines and grade levels. Unfortunately, the scope of the book would not allow us to provide examples of each concept for every grade level and discipline.

Figure I.1 on the next page shows graphically the way in which this book was constructed. The "pin" wheel demonstrates the interrelationship between the body of current research and practice about effective teaching (center circle) and the 10 areas of effective teaching (the first circle outside of the center circle). We would have you think of this figure in the following way: If you were to look at the Assessing Student Learning spoke of the wheel, you would see that the knowledge and skills in the book on this topic are derived from the Proven Research and Practice (inner circle) on assessment of student learning. This interrelationship holds true for each of the 10 areas of effective teaching practice noted in the pin wheel.
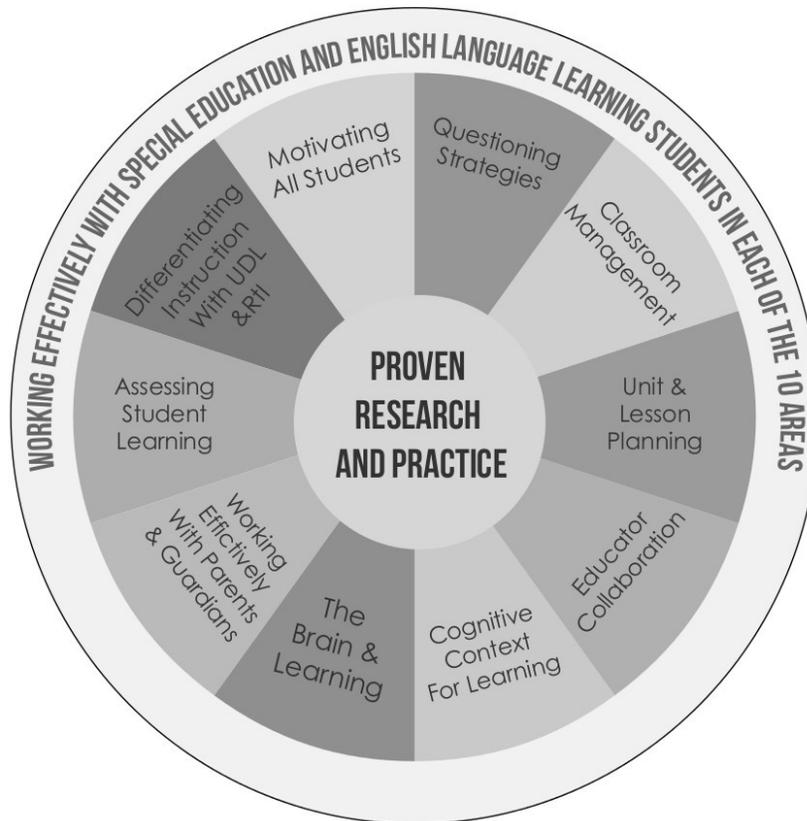
Special Education and 504 Students

We purposely did not include a specific chapter on special education. The special education teachers and administrators who assisted with the writing of this book indicated that most of the information and skills described in Chapters 1 through 11 are directly relevant to the teaching of special needs students in the regular education classroom. To quote one special education teacher:

> The strategies we use for special needs students are the same strategies all students should receive. As teachers, we need to remember that for every student in our class who has an identified need that is written in an individual education plan (IEP), there are at least one or two other students in the class with the same need. The only reason they don't have IEPs is that their special need is either not as severe as the student on the IEP or it has not been identified.

Figure I.1

To assist educators in connecting students with special needs to the most beneficial strategies, we have included a brief special education essay at the end of each chapter. The essays are written by our special education author, with feedback from our general education authors. They explain how the concepts and strategies in each chapter can be used to maximize the learning of special education students. However, we remind all of our readers that these strategies are important for all students, not just those students with identified special needs.

English Language Learners

Along with teachers of special education students, teachers of students who are learning English as a second language indicated that many of the strategies contained in the book are the strategies teachers should use with second-language learners. In the chapter on differentiated instruction (Chapter 6), we briefly discuss the needs of English language learners. For example, a differentiated instruction lesson plan in a classroom with second-language learners should contain a list of the vocabulary words that the second-language learners need to be successful. This list is typically more extensive than that which is needed by the students for whom English is their primary language. To assist educators with connecting English language learners in their classrooms to the most beneficial strategies, we have included a brief "English Language Learner" essay at the end of each chapter. These essays are written by our English language learning author. Each essay has also had feedback from our general education authors. They explain how the concepts and practices in each chapter can be used to maximize the learning of these students.

Universal Design for Learning

It was in 2008 that we began work on the 2010 edition of this book. It was at that time that we made the decision not to treat the instruction of special education students, students with 504s, and English language learners as separate entities. At that time, concepts such as Universal Design for Learning (UDL) and Positive Behavior Interventions and Supports (PBIS) were just beginning to gain broad recognition. The many years of work in these areas have proven that our decision not to separate these groups was the correct decision. To quote Meyer, Rose, and Gordon (2014, Chapter 4, Kindle edition), in their book *Universal Design for Learning,* "A core tenet of UDL is the understanding that what is 'essential for some' is almost always 'good for all.'" Kudos to our consulting educators on this book who made the same observation in the quote above as early as 2008.

Students from Poverty

The most recent U.S. Census reports that 21.1 percent of U.S. children live in poverty. Fortunately, we are learning more about how to meet the unique needs of these students in your schools. In Chapters 7, 8, and 9, we have brought in some of the key research related to working effectively with students from poverty and their parents/guardians. We have included a variety of practices that have led to higher levels of success for these students.

Social-Emotional Learning (a.k.a. Mental Health of Students and Staff)

Social-Emotional Learning is a comprehensive, well-organized collection of the teaching strategies that lead to higher student achievement and strong intrapersonal and interpersonal knowledge in students and staff. The five major areas are:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Management
5. Responsible Decision-Making

The authors have addressed social-emotional learning in a comprehensive manner throughout this book. Because social-emotional learning should be weaved into everything a teacher does with students and colleagues, there is no single chapter on the topic. Below are selected examples of how teachers use this book to integrate social-emotional learning into all aspects of their teaching. Because of the inseparable relationship between social-emotional learning and all aspects of effective teaching, we provide a few examples below so teachers see the way in which they should view their teaching as opportunities for developing social-emotional learning.

Chapter 1 explains how teachers plan lessons in ways that address the multiple levels of student mastery. Making students aware of these stages of mastery facilitates awareness of their own learning styles and allows for increased self-management of their learning.

Chapter 2 explains the purpose of the cognitive context strategies in developing students' learning style self-awareness. Teachers learn to help students better manage their learning by replicating the strategies when working independently.

Chapter 3 addresses areas such as self-management, social awareness, and relationship management within context of classroom management. The arrangement of student seating to promote student-to-student interaction, teacher physical proximity, use effective group work to develop interpersonal and intrapersonal skills, positively reinforcing appropriate social behavior, and building strong relationships with their students and among their students are explained in depth.

Chapter 4 addresses key aspects of teacher assessment and student self-assessment. Teachers and students learn to assess cognitive and social skills. It contains concrete, easy-to-use rubrics and criteria sheets for assessment and self-assessment that develop self-awareness, self-management, social awareness, relationship management, and responsible decision-making.

Chapter 5 contains questioning strategies that enable teachers to assess and develop students' cognitive skills and their self-awareness, self-management, and social awareness. Teachers learn to use partner work as a vehicle for developing all five areas of social-emotional learning.

Chapter 6 explains the ways in which teachers can differentiate instruction and use the practices of Universal Design for Learning to maximize students' cognitive, interpersonal, and intrapersonal learning.

Chapter 7 teaches strategies for building students' confidence as learners. It addresses key components of this process such as learnable intelligence, overcoming the deficit perspective, attribution retraining, incremental learning theory, and multiple intelligence theory that contribute to higher levels of student self-awareness, self-management, and social awareness.

Chapter 8 explains the key ways in which brain function impacts cognitive and social learning.

Chapter 9 contains strategies teachers use to develop strong relationships with families that engender effective family involvement. Teachers learn to help parents and guardians become effective partners in their children's development of self-awareness, self-management, social awareness, relationship management, and responsible decision-making.

Chapters 10 and 11 provide strategies for developing self-awareness, self-management, social awareness, relationship management, and responsible decision making within and among teachers. The chapters contain models for effective teacher collaboration that develop teacher awareness and skills in the five social-emotional areas when working with one another.

The special education essays and English language learning essays at the end of each chapter provide important understanding about these two groups of students. Teachers learn strategies that are unique to developing the cognitive, interpersonal, and intrapersonal skills of these students.

The Importance of Teaching

Since the days of Aristotle, it has been believed that skilled teachers cause students to achieve at higher levels than less-skilled teachers do. It is only in the last three decades that the work in value-added testing and other forms of growth testing has given us quantitative proof that the skill of the teacher correlates with the level of student achievement. Educators continue to discuss (and even debate) the correct use of this growth data, but it is almost universally accepted that this data is valuable and can be correlated to teacher performance. There have been well-documented issues of misuse of this data that must be avoided.

While family income remains the best predictor of absolute achievement, good instruction is 10 to 20 times more powerful in predicting student growth.

The following is statistical evidence that longitudinal, value-added growth assessment data has provided us about the impact of good teaching on student achievement. Stronge and Tucker (2000, p. 2) first described this evidence at the turn of the century when they looked at several years of longitudinal data from the Tennessee value-added testing system.

> When children, beginning in third grade, were placed with three high-performing teachers in a row, they scored, on average, at the 96th percentile on Tennessee's statewide mathematics assessment at the end of fifth grade.
> When children with comparable achievement histories starting in third grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile."[1]

Robert Marzano tells us, in his book *The Art and Science of Teaching* (2007, p. 1),

> In the last decade of the 20th century, the picture of what constitutes an effective school became much clearer. Among the elements such as well-articulated curriculum and a safe and orderly environment, the one factor that surfaced as the single most influential component of an effective school is the individual teacher within that school.

We are in an era of educational accountability that is increasingly governed by state (provincial) laws and national legislation that requires quantitative proof of student achievement against set standards. This is creating pressure on teachers and schools to ensure that they are using the teaching practices that lead to the highest levels of student mastery. The good news is that we educators have a significant body of research and practice that enables us to choose those teaching practices that lead to the highest levels of student mastery. This book has synthesized the work contained in more than 800 current books, articles, and websites, and coupled them with the practical knowledge acquired by the almost 50 contributing educators to give teachers and administrators a concise, easy-to-use resource for teaching in ways that lead to the highest levels of student mastery.

The body of evidence supporting the relationship between effective classroom instruction and student achievement proves the power of teaching in positively influencing students' lives. In his article "The Revelations of Value-Added" (December 2004, p.10), Ted Hershberg, a professor of public policy at the University of Pennsylvania, writes, "While family income remains the best predictor of absolute achievement, good instruction is 10 to 20 times more powerful in predicting student growth." These studies prove that teachers have the power to improve the lives of students from any background or family circumstance. We believe this underscores the important role teachers and teaching play in the fabric of any society.

Advantages for Students and Teachers of Using the Strategies Contained in This Book to Teach for Mastery

Prior to and in the course of writing each edition of this book, we worked with thousands of teachers in more than 150 school districts. We found that teachers who work in districts

- that have well-constructed, standards-based curriculum
- in which all of the teachers have been trained in the research-based, universal, and content-specific instructional strategies that increase student mastery
- have been trained in effective parent, guardian, and family collaboration
- have been trained in effective collegial collaboration

report the following positive outcomes:

1. Students arrive at the start of the school year having been taught the same knowledge and skills

1   These findings first appeared in Sanders, W., and Rivers, J (1996).

regardless of who their teachers were in previous years.

2. Students arrive at the start of the year with higher levels of mastery of knowledge and skills acquired in their prior years of schooling. Not all students are at the application mastery or mastery levels on all knowledge and skills. Some students may even be only at the introductory level; however, overall, the knowledge and skill levels of each student are higher than they otherwise would have been.

3. Students have been taught learning strategies that enable them to learn more efficiently and effectively.

4. Students are more motivated to learn new knowledge and skills.

5. When standards are set at appropriate levels, teachers know what students are expected to master by the end of the year. Teachers may then focus on teaching that body of knowledge and skills. The teacher is no longer held accountable for poorly defined and limitless amounts of knowledge and skills. It is stressful for teachers when the expectation is that they will teach everyone everything!

6. Students achieve at higher levels on teacher, district, state (provincial), and national assessments.

7. Teachers experience greater levels of success and higher job satisfaction.

Districts may perform certain functions to assist teachers in ensuring that students reach the highest levels of mastery. First, curriculum mapping[2] maximizes the effectiveness and efficiency of teaching the curriculum standards at all levels. Second, appropriate levels of funding for staff enable districts to provide favorable class sizes, as well as support and enrichment programs. Third, high-quality professional development ensures that teachers have the highest level of competency on research-based effective practices. Curriculum mapping and funding levels are left for discussion in other books. We have written this book to provide each teacher with the universal teaching practices and content-specific teaching practices. As demonstrated above, the most important component in student achievement is the decisions teachers make on what strategy to use with each student at any particular moment during a lesson, unit, or the school year.

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2   Curriculum mapping is a process made popular by Heidi Hayes Jacobs. It enables districts to "map" their curriculum to ensure that information and skills are taught as often as needed, thus avoiding over-teaching or gaps in teaching specific information and/or skills (Jacobs 1997).

Chapter-by-Chapter Overview

This book provides teachers with a comprehensive menu of proven, successful practices from which to choose.

Chapter 1: Standards-Based (Mastery-Based) Planning and Teaching

After reading this chapter, the reader will be able to

a. explain to a colleague the key components of standards-based (a.k.a. mastery-based) planning and teaching
b. explain to a colleague the levels of student mastery
c. write essential questions for units that frame the big ideas for a unit of study
d. write objectives for a lesson and unit in language that describes what the students will know and be able to do after the teaching is finished
e. write objectives for a lesson and unit in language that enables him/her to readily assess whether the objectives have been mastered
f   choose assessments that measure students' levels of mastery of the objectives during and at the conclusion of the lesson or unit
g. choose the activities that most efficiently and effectively result in student mastery of the objectives

Chapter 2: Creating a Cognitive Context for Learning

After reading this chapter, the reader will be able to

a. use mastery objectives to create a context that leads to deeper understanding and longer retention of independent facts as they appear in the lesson
b. use an agenda to tell students what they will do during the lesson and how to retain focus
c. use activators to show students how the knowledge and skills taught in the lesson connect to their previous learning
d. use summarizers to increase student mastery and retention of the knowledge and skills taught in the lesson
e. use other brain-based strategies for maximizing student learning, such as essential questions (a.k.a. important concepts), repetition, goal setting, teaching for transfer, brain breaks that embed learning, connecting to prior knowledge, connecting learning to the real world, chunking, and role plays/simulations
f. explain the impact of exercise, nutrition, and sleep on the brain

Chapter 3: The Social, Emotional, and Instructional Components of Classroom Management With a Section on the Effective Use of Homework)

After reading this chapter, the reader will be able to
a. list the nine components of effective classroom management
b. develop classroom rules (a.k.a. behavior standards), routines, and expectations that maximize the level of respectful, on-task behavior
c. develop an effective homework routine with students and parents
d. enable students to work effectively in pairs and small groups
e. obtain students' attention at the start of the lesson, after group and partner activities, after interruptions, and after student attention has deteriorated
f. develop teacher-to-student and student-to-student relationships that proactively increase appropriate student behavior
g. set up a classroom structure that proactively maintains appropriate student behavior
h. develop a classroom management plan that includes a system of rewards and consequences for reinforcing respectful, on-task behavior
i. develop an individual contingency plan for a student who is unable to behave appropriately within the classroom management plan
j. explain the role of social–emotional development in effective classroom management.

Chapter 4: Using Teacher-Made, Local, and State/Provincial, and National Assessments to Inform Instruction

After reading this chapter, the reader will be able to
a. use the principles of assessment for learning to develop quality assessments
b. use formative assessments effectively to support student achievement
c. use assessments effectively to support students' engagement
d. use assessment data to adjust, differentiate, and plan instruction
e. define the similarities and differences between diagnostic, formative, interim, benchmark, and summative assessments
f. create high-quality, authentic performance assessments
g. design assessments that use self-assessment or self-reflection
h. write rubrics and scoring guides to assess student products and performances and to guide students' learning

Chapter 5: Questioning, Dipsticking, and In-the-Moment "Short-Cycle" Formative Assessments That Target Mastery

After reading the chapter, the reader will be able to
a. use questions effectively
b. use student responses to assess their students' progress toward mastery
c. provide students with effective, actionable feedback
d. use formative assessment results to move all students toward mastery
e. use formative assessments to modify instruction to meet students' needs
f. increase the number of students who ask and answer questions
g. elevate the level of responses to oral and written questions

Chapter 6: Differentiating Instruction with a Connection to Universal Design for Learning

After reading the chapter, the reader will be able to
a. define the key components of differentiated instruction to a colleague
b. plan lessons that flexibly provide reteaching, practice, and extension as needed
c. manage differentiated activities in a single lesson
d. explain the connections between differentiated instruction and Universal Design for Learning
e. explain how Response to Intervention (RtI) supports differentiated instruction
f. use graphic organizers and other strategies that attend to various learning styles
g. use a variety of instructional strategies to differentiate instruction by content, process, and product

Chapter 7: Student Motivation and Succeeding with Students from Poverty

After reading the chapter, the reader will be able to
a. increase student motivation by
    i.   making learning relevant to students by connecting the curriculum to students' own lives, the real world, and previous learning
    ii. demonstrating our (the teachers') enthusiasm for the knowledge and skills we are teaching
    iii. making learning engaging
    iv. differentiating instruction to make the knowledge and skills accessible to all students
    v.   developing teacher-to-student and student-to-student relationships
    vi. demonstrating and developing in students a growth mindset related to life challenges

vii. better understanding the challenges of low-SES students
b. understand the challenges facing students from some low-SES homes and use strategies designed to help them overcome those challenges
c. implement classroom strategies that move students toward the belief that success is due more to effort and acquired strategies than to innate ability and luck
d. explain the key aspects of the following theories of intelligence and their relationship to student motivation:
    i.   innate, single-entity intelligence (i.e., fixed mindset)
    ii. growth mindset (e.g., learnable intelligence)
    iii. multiple intelligences
    iv. attribution of intelligence
e. increase student motivation by creating the belief in students that they control their ability to "be smart"

Chapter 8: The Brain and Student Learning

After reading the chapter, the reader will be able to
a. explain the basics of brain anatomy and how the brain functions
b. explain the processes of memory creation and learning and how they are connected
c. explain how the brain functions in relation to learning math
d. explain how the brain functions in relation to reading and learning how to read
e. explain how the brain functions in relation to the arts and how the brain specifically benefits from arts engagement
f. distinguish between common neuro-myths and research-backed findings about the brain
g. use knowledge of learning and memory processes to optimize classroom experiences in all subject areas

Chapter 9: Working Effectively with Parents and Guardians (with a Section on Working with Families from Poverty)

After reading this chapter, the reader will be able to
a. use proactive communication to establish positive relationships with parents and guardians
b. conference effectively with parents and guardians
c. deal effectively with aggressive/overly assertive parents
d. maximize the engagement of uninvolved and low-socioeconomic status parents in their children's education
e. conduct a successful curriculum night presentation

Chapter 10: Co-Teaching: Developing High-Performing Teams

After reading the chapter the reader will be able to
a. identify and describe each of the models of co-teaching
b. identify the strengths and challenges of each co-teaching model
c. list the observable behaviors that identify successful co-teaching
d. explain how co-teaching brings added value to the classroom
e. develop a plan with a co-teacher for supporting their partnership and professional growth as educators in their use of data, their instruction, and their impact
f. develop a year-long plan and individual weekly lesson plans for co-teaching that selects and uses each teacher's capacity effectively, and that select models and instructional activities that support students' needs
g. develop a lesson plan with clear objectives for learning
h. explain the administrative support needed for co-teaching to her principal
i. develop a plan with a paraprofessional for working together for the year

Chapter 11: Job-Embedded Professional Development: Teacher-Led Collaborative Inquiry Groups and Professional Learning Communities (PLCs)

After reading the chapter, the reader will be able to work effectively within a collaborative group to improve teaching and learning by
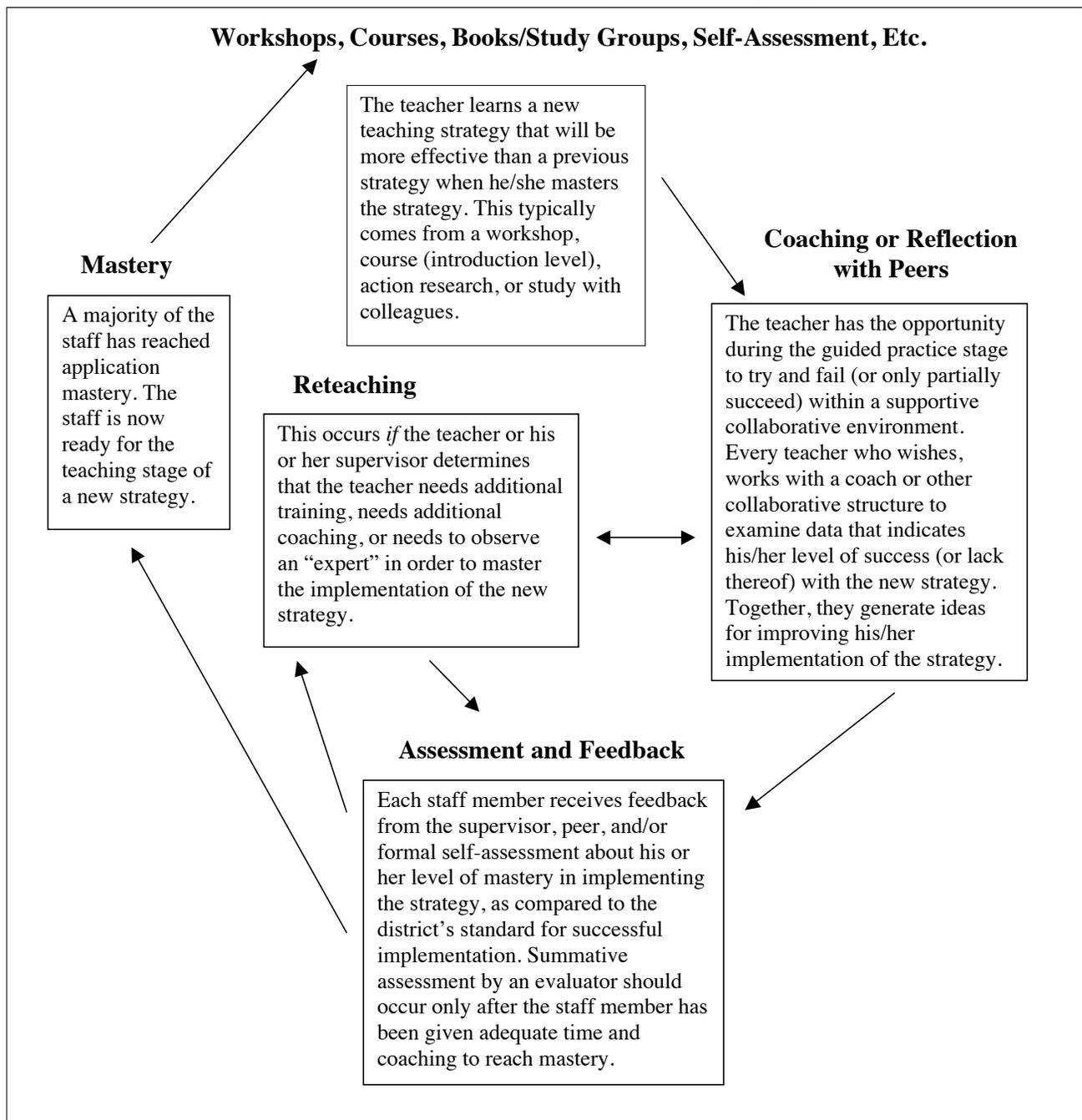a. working in a highly effective group that works collaboratively and establishes its group norms, sets collaborative goals, collects and analyzes data, researches and employs best practices
b. participating in a cycle of ongoing improvement
c. collaboratively solving classroom, curricular, school-based, and district-based concerns using a job-embedded and collaborative inquiry group, including
    i.   learning community or professional learning community (PLC)
    ii. data teams
    iii. peer reflection teams including mentoring and coaching
    iv. peer-facilitated action research
    v.   peer observation of teaching
    vi. lesson study group
    vii. creating common assessments
    viii. collaboratively assessing student work (CASW)
    ix. study groups for professional reading and research

Changing Practice

The book is designed to create permanent positive change in teacher performance. It provides teachers with direct instruction in the practices that lead to the highest levels of student learning. In Chapters 10 and 11, teachers learn to work collaboratively self- and peer-assessing, discussing practice, peer coaching, and co-teaching with one another with the intent of creating an environment of continuous improvement. Figure I.2 below demonstrates what has become known as the *professional development change cycle*. It is the road map for differentiated professional development. In Chapter 1, you will see the levels of mastery students flow through as they make their way to application mastery of new concepts. The same chart applies to teachers when they are learning new practices. Teachers move through the stages at varying rates and require varying levels of teaching and assistance to master new practices. This book follows the differentiated professional development model and provides all teachers with what they need to improve.

Figure I.2 The Professional Development Change Cycle

Workshops, Courses, Books/Study Groups, Self-Assessment, Etc.

The teacher learns a new teaching strategy that will be more effective than a previous strategy when he/she masters the strategy. This typically comes from a workshop, course (introduction level), action research, or study with colleagues.

Mastery

A majority of the staff has reached application mastery. The staff is now ready for the teaching stage of a new strategy.

Reteaching

This occurs *if* the teacher or his or her supervisor determines that the teacher needs additional training, needs additional coaching, or needs to observe an "expert" in order to master the implementation of the new strategy.

Coaching or Reflection with Peers

The teacher has the opportunity during the guided practice stage to try and fail (or only partially succeed) within a supportive collaborative environment. Every teacher who wishes, works with a coach or other collaborative structure to examine data that indicates his/her level of success (or lack thereof) with the new strategy. Together, they generate ideas for improving his/her implementation of the strategy.

Assessment and Feedback

Each staff member receives feedback from the supervisor, peer, and/or formal self-assessment about his or her level of mastery in implementing the strategy, as compared to the district's standard for successful implementation. Summative assessment by an evaluator should occur only after the staff member has been given adequate time and coaching to reach mastery.

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Students with Disabilities: Legal Requirements

Accountability in education has increased, and the requirement for school districts to ensure that all students, specifically those with exceptionalities, receive an education that aligns with that of students without exceptionalities. It is important for teachers to continue to expand their skills to meet the needs of the students entering their classrooms. In order to do that, it is imperative for teachers to understand the intent of the laws that were designed to afford students equal education under the law.

In 1975, Public Law 94-142, Education of All Handicapped Children Act, was enacted to ensure that children with disabilities were educated in public schools. Prior to P.L. 94-142, more than one million children with disabilities had been excluded from the educational system. The law had four purposes: (1) to ensure a "free appropriate public education (FAPE)," (2) to ensure the protection of the rights of children with disabilities and their parents, (3) to assist state and local school districts in providing an education for all children with disabilities, and (4) to assess and ensure the effectiveness of the efforts in educating children with disabilities (US Dept. of Education 2015).

The Individuals with Disabilities Education Act (IDEA) has been revised several times over the past 40 years to incorporate other acts, as well as to respond to the changes with the reauthorizations of the Elementary and Secondary Education Act (ESEA) of 1965. The two most impactful reauthorizations occurred in 2002 with the reauthorization that enacted No Child Left Behind and in 2012 with the development of "A Blueprint for Reform." Each reauthorization has brought broad and comprehensive revisions to the original laws and statues; however, there are two areas of IDEA that have remained unchanged with each reauthorization, and they are the provision for students with disabilities receiving a FAPE in the least-restrictive environment (LRE) (Latham 2014). These two areas have great implications for teachers and the skills needed to address the varying needs of the students in their classrooms.

While most educators understand the meaning of FAPE and LRE, very few understand the requirements and implications they have for teachers. It is imperative for teachers to understand that while teaching students with disabilities, the implementation of the student's individualized education plan (IEP) is a primary responsibility that is outlined in FAPE. The IEP ensures the appropriateness of the education. This is not just in regards to the goals outlined in the IEP, but it also encompasses the accommodations, modifications, and supplemental aids and supports. The responsibility to ensure that the IEP is implemented to the fullest has shifted with each reauthorization of IDEA and ESEA. In the past, it was the sole responsibility of the special education teacher and staff to ensure that the needs of students with disabilities were met and that they met the goals outlined in their IEP. However, this has transitioned to the expectation that students with disabilities will achieve at the same or similar levels as their non-disabled peers. Therefore, the responsibility to educate students with disabilities and implement their IEPs has become a dual responsibility of both general education and special education teachers and staff.

The focus to ensure that students with disabilities are educated in the LRE has challenged many educators' philosophies and practices regarding students with disabilities. IEP teams are required to ensure

that removing a student with a disability from the general education classroom occurs only when the student is not successful. This is a shift from the past; while the LRE has always been a part of the law, the emphasis was not placed on ensuring that it was a primary consideration, which resulted in students with disabilities being removed and placed into separate classrooms—segregated from their non-disabled peers. Special education teachers and personnel were primarily responsible for the outcome of those students (Hodgkinson 2001). The shift back to ensuring that the LRE is a primary area addressed for students is resulting in general education and special education teachers sharing the responsibility for the outcomes of the students and those students spending the majority of their school day in the general education classroom.

These shifts make the "Working with Students with Disabilities" section at the end of each chapter

imperative to expand teachers' skills not only to enable them to address the needs of students with disabilities, but also create classrooms that address the needs of all students.

Resources

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English Language Learning: Current Trends

Current trends in teaching English learners include the examination of cultural perspectives, the study of linguistics, and the development of academic language across four language domains. Since the No Child Left Behind (NCLB) Act was passed in 2001, English as a Second Language (ESL) teachers are no longer the only educators accountable for the Limited English Proficient (LEP) or English language learner (ELL) subgroups. Schools and districts have adopted research-based instructional practices, such as those outlined in the work of Echevarria, Vogt, and Short (2013), which involve the development of academic language proficiency and literacy skills in all students (p. 13). Over thirty states have adopted the World Class Instructional Design and Assessment (WIDA) English Language Development Standards, which rely on features of academic language and levels of language proficiency in its framework (2013).

Researchers continue to support the theory that the process of acquiring a second language is similar to native language acquisition (Hill and Miller 2012). Essentially, learners listen and understand, then produce one-word expressions, then multi-word phrases, and then sentences. Eventually, they participate in extended discourse (p. 11).

In order to provide English learners with appropriate instruction, educators must study and learn the developmental levels of language proficiency. Table I.1 outlines the different stages of language acquisition children go through as they become proficient in a second language, characteristics of each stage, approximate time frame for each stage, and teacher prompts that are appropriate for each given stage. It is important to note that although all ELL students will pass through levels or stages of English language acquisition, the amount of time spent in each stage will vary from student to student (Hill and Flynn 2006). As you read each chapter and the article at the end of the chapter about teaching ELL students, you will see a reference to this chart from time to time.

Table I.1 Stages of Language Acquisition

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	*The student* ● Has minimal comprehension ● Does not verbalize ● Nods "yes" and "no" ● Draws and points	0–6 months	● Show me… ● Circle the… ● Where is…? ● Who has...?
Early Production	*The student* ● Has limited comprehension ● Produces one- or two-word responses ● Participates using key words and familiar phrases ● Uses present tense verbs	6 months–1 year	● Yes/no questions ● Either/or questions ● One- or two-word answers ● Lists ● Labels
Speech Emergence	*The student* ● Has good comprehension ● Can produce simple sentences ● Makes grammar and pronunciation errors ● Frequently misunderstands jokes	1–3 years	● Why…? ● How…? ● Explain… ● Phrasal or short-sentence answers
Intermediate Fluency	*The student* ● Has excellent comprehension ● Makes few grammatical errors	3–5 years	● What would happen if…? ● Why do you think…?
Advanced Fluency	*The student* ● Has a near-native level of speech.	5–7 years	● Decide if… ● Retell…

Adapted from Krashen and Terrell (1983) in Hill, J.D., and Flynn, K.M. (2006). *Classroom Instruction That Works with English Language Learners*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

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