

# VESTED™ INVESTMENTS

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KOLAK GROUP INC.

## Linguistic Accommodations with VESTED™

According to the Texas English Language Proficiency Standards (ELPS), instruction must be provided to English language learners (ELLs) in a linguistically accommodated way: communicated, sequenced, and scaffolded, commensurate with the students' varied levels of English language proficiency. Your personal investment in VESTED™, like a good insurance policy, works to ensure that instruction is appropriately communicated, sequenced, and scaffolded in order to not only meet the needs of ELLs, but meet the needs of other students too.

VESTED™ accentuates the need for all instruction to be as accessible as possible to all stu-

dents to assure effective communication of key objectives involving knowledge and skills to be learned. This includes the careful transitions from one stage of lesson delivery to another in order to promote a variety of ways to communicate instruction to all.

VESTED™ also provides a highly predictable and replicable sequence for instructional delivery, originally designed with the beginning level ELL in mind. The sequence not only tends to the neediest of all students, but also addresses the needs of those students who need greater challenge in our schooling systems, the gifted.

VESTED™ uses a layered approach to employing high-quality

research based strategies to scaffold students as they work through each stage of the instructional approach. Strategies can be differentiated and modified to adjust instruction commensurate with the students' levels of language proficiency.

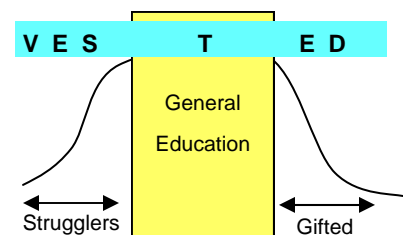


According to the Texas ELPS, instruction must be linguistically accommodated (communicated, sequenced, and scaffolded).

## Curriculum Paradigm Shift

Did you know that most curriculum is written with the general education student in mind and then other student populations are considered with add-ons? VESTED™ considers all students from the beginning of each

lesson and is crafted to include all from the start as opposed to adding supports after the students have started to struggle. This is a major paradigm shift in the preparation and delivery of instruction for all.



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### Special points of interest:

- VESTED™ ensures linguistically accommodated instruction for ELLs.
- SBS Strategy promotes instructional conversation.
- Math can change from a fright to a delight with strong experiences as foundations.

### VESTED™ in SIOP®???????



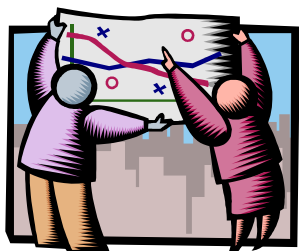
We are oftentimes asked if the VESTED™ Instructional Approach is just another way to talk about the SIOP® as if they are somehow synonymous. The answer is no. VESTED™ is not in the SIOP®. You will find that the SIOP® is in VESTED™ among other important research-based perspectives such as universal design for learning (UDL), accelerated learning, and culturally responsive teaching.

VESTED™ explicitly addresses and accentuates the needs of all students in the diverse classroom and offers a method to manage the demands that come with true inclusion. It specifically addresses the need for balanced instruction—both universal and differentiated in delivery—a perspective unique to VESTED™. Further, VESTED™ truly sets the bar high for all students and not only affords them

the opportunity to make expected gains for their respective levels of preparedness and capability, but affords them the opportunity to exceed expectations.

The SIOP® is a fine investment and establishes a firm foundation from which teachers can more readily shift into the new paradigm that VESTED™ has to offer, especially when sheltered instruction is delivered in the heterogeneous mixed-ability classroom.

### Spotlight Strategy! See Both Sides (SBS)!

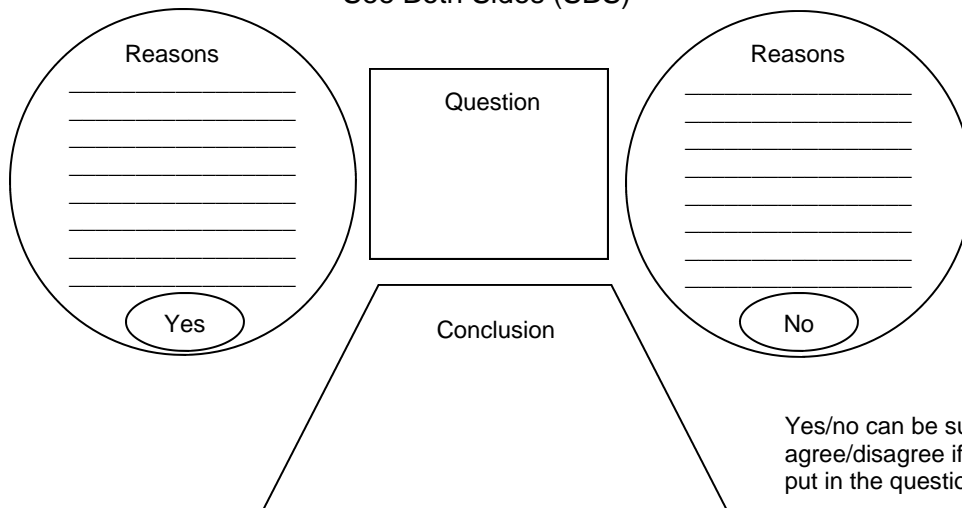


The Spotlight strategy this month can be easily incorporated into the speak stage of VESTED™. The strategy is best employed in cooperative groups of three where the students can work together to formulate and anticipate the arguments for and against any issue. Job roles in the cooperative groups may include scribe, tie breaker, and group spokesperson.

See Both Sides (SBS) is a strategy that requires the students to take on an issue and to work together to identify and record all of the reasons individuals might use to defend their opinions and beliefs. After looking at both sides, the students, then draw a final conclusion based on their own ideals. Finally these conclusions are shared with the rest of the class. SBS

supports ELLs by providing the means for all perspectives to be identified and recognized as well as providing them the means to communicate in a small group with peer tutors and/or strong models of English. SBS supports the gifted by enabling the students to record a variety of arguments that may fit in or “out of the box.” Students with special needs are supported through access to multiple modalities of learning.

#### See Both Sides (SBS)



Yes/no can be substituted with agree/disagree if a statement is put in the question box.

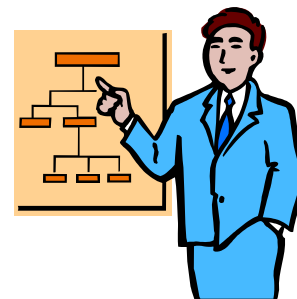
## See You At the National Council for the Social Studies Conference!

Kolak Group has been selected to offer a session "Mixed-Ability and Diverse Learners: Checks and Balances in U.S. History" at the National NCSS Conference this year in Houston, Texas! Currently, the presentation is scheduled for Friday, November 14, 5:00 to 6:00 p.m. in 351F at the George R. Brown

Convention Center. This session will feature a U.S. History lesson highlighting the VESTED™ Instructional Approach.

Kolak Group will also be presenting two sessions this year at the Region 4 ESC Bilingual/ESL Conference on October 15th featuring the VESTED™ Instructional Approach in Houston, Texas.

As we hear more about upcoming conferences in which we will be presenting, we will be sure to let you know. Hope to see you all soon out there! We will be the ones in the vests!



## We Want Your Stories and Ideas!

Kolak Group would like to share your tales out there on the front lines! It is through the sharing of our challenges and successes that the rest of us can benefit. We hope our newsletter can work to keep all in touch with one another as we all work to provide the best instruction for all students.

with you, we will be looking for great successes and ideas to share with others through this publication. So, if you do not toot your own horn, we will do it for you!



As we have opportunities to observe you and visit

## Special Shout Out!

We would like to extend a special shout out to Carolyn Wright of Hurst-Euleless-Bedford ISD and Rebecca Hampton of Galena Park ISD for helping us out with a state project concerning the Texas ELPS. They both made significant contributions to administrative sessions that we have designed for an adminis-

trative web-portal due to go up some time this semester.

Mrs. Wright wrote lesson examples for middle school content areas using the ELPS, while Mrs. Hampton wrote high school ones.

We are always looking for exceptional teachers to help us with a variety of

projects and initiatives both public (such as state projects) and private (Kolak Group projects). Please let us know if you would like to participate in any future initiative.



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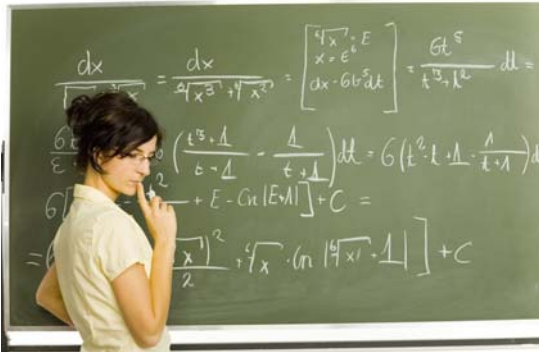


Learning Inside a Kaleidoscope  
**KOLAK GROUP**

It's important to note that the VESTED™ Instructional Approach was born out of the need to provide teachers with specific guidelines for conveying and delivering content area instruction to English language learners, especially at the high school level. After careful consideration and lengthy discussions with experts in the field, Kolak Group Inc. expanded the approach to address the needs of all students —ELLs, GT, Special Ed., mainstream— since VESTED™ works to provide both inclusion and accessibility to curriculum goals for all. Kolak Group Inc. is currently collaborating with districts to continue to expand and refine the theoretical underpinnings of this instructional approach with continued quantitative and qualitative research efforts.

**We are on the web!**  
**kolakgroup.com**

Point to Ponder: Fright or Delight?



Looks like hieroglyphics, doesn't it?

Face it. Math not only has its own language, but it also has its own orthography, the means to record concepts and ideas in print. All too often, just the sight of mathematical algorithms can

and relatability before transformations can be expected to take place. In this way, meaning truly precedes the formal use of conventions in order to arrive at any set of abstract notations on the

instantly throw an innocent bystander into a panic attack while at the same time, send another into a euphoric frenzied delight! VESTED™ aims to take the fright out of math and promote the delight through a user-friendly means to ensure a great deal of translation

chalkboard. The challenge here lies in the ability to provide real-world connections for the students. This will allow students to derive meaning and communicate understanding from a common frame of reference. The quality of these experiences can greatly impact the shift from experience to speak and then from speak to transformation— especially if there is a language barrier to the first degree, meaning that some students are still learning English aside of learning the language of math. Without these concrete supports, many math concepts will remain elusive and out of the grasp of many more students, not just the ELL population.