

Teaching and Reaching All

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.

Who should attend a VESTED™ Instructional Approach Training?

Anyone who touches the lives of students—mainstream, ELLs, GT, Special Ed., Elementary, Secondary—any student.

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Learning Inside a Kaleidoscope
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KOLAK GROUP INC.

Learning Inside a Kaleidoscope™

The **VESTED™** Instructional Approach



**Balanced Lesson Delivery
for the Diverse Classroom**

Research-based



Delivering Instruction to Culturally and Linguistically Diverse Students in the Mixed-Ability Content Area Classroom



The VESTED™ Instructional Approach is a research-based means to deliver instruction in the heterogeneous mixed-ability classroom where students learn and build on the

diversity and strengths that they bring to their content area classes. Teachers learn to meet the needs of all students including English language learners and strugglers without watering-down curriculum or lowering the bar for other students while at the same time provide the needed challenges that the gifted and academically-abled require in order to develop to their fullest potentials.

Training in the VESTED™ Instructional Approach is available in a three-day training format. Participants are provided with a handbook and are introduced to the six stages of lesson delivery—View, Experience, Speak, Transform, Extend, and Deliver— that will enable them to better manage and address the unique needs of all of their students. With VESTED,™ teachers are better prepared to

- Accommodate and modify instruction according to student IEPs.
- Implement English Language Proficiency Standards (ELPS).
- Differentiate instruction for the gifted.
- Challenge all students to perform at or beyond grade-level standards.
- Provide strong Tier I instruction for Rtl.

VESTED™ INSTITUTES

For schools looking for a more long-term solution for impacting the performance of students, it is highly recommended that schools and districts consider a VESTED™



Institute. Services include the three-day training and follow-up options aimed at impacting teacher performance through continued support, monitoring, and

feedback systems. Follow-up options include:

- Coaching,
- In-class modeling,
- Video review sessions, and
- Mini-sessions and refreshers.

VESTED™ Institutes can also be planned with specific end goals in mind with special consideration paid to content area or grade-level concerns. The Institutes can be tailored and packaged to address specific areas of need such as improving math or science instruction or working specifically with elementary or secondary teachers.

⇒ **We are an approved vendor for the Texas High School Redesign and Restructuring Program.**



VESTED™ ACADEMIES

For individuals interested in becoming a VESTED™ trainer, a three-day TOT is available in order to help schools and districts build internal capacity to train their own teachers and administrators. TOTs include a training manual with trainer notes and a CD of the PowerPoint presentation used to train the three-day VESTED™ Instructional Approach Training. Candidates for participation must have attended an initial three-day training session by a certified trainer.



VESTED™

is designed to help teachers:

- ⇒ Build supports into their lessons not because there is a struggler in the classroom, but because at any point in time, any student may struggle.
- ⇒ Build challenges into their lessons not because there is a gifted student in the classroom, but because at any point in time, any student may choose to share his/her gifts.