



# Response to Intervention for English Language Learners: Instructional and Assessment Considerations

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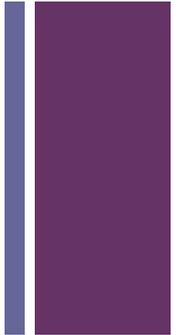
# + Definitions

**Language minority students** are students who come from homes and communities where a language other than English is spoken.

**English Language Learners** (also referred to as limited English proficient students) are students

- whose native language is other than English;
- who come from an environment where a language other than English has had a significant impact on their level of English proficiency; and/or
- whose English skills are so limited that they cannot profit from instruction in English without special language support.

# + Special Language Programs

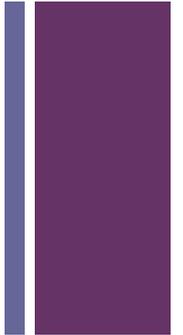


English language learners are typically served in special language programs:

**-Bilingual education programs** provide native language and English as a second language instruction. The amount of instruction in each language depends on the program model.

**-English as a second language (ESL)** programs provide a structured program of English instruction to help students acquire English proficiency. Programs are typically “pull out” and, thus, students spend most of their time in the general education program.

# + Why is it so hard to distinguish differences from disabilities among ELLs?

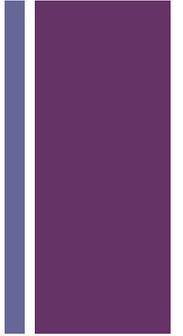


- Assessment results are typically based on instruments and procedures that were not developed for ELLs. They may tell us about a student's skills relative to norms or criteria, but may not accurately reflect students' abilities.
- English Language Learners who are acquiring a second language and those who are struggling academically may have very similar achievement and behaviors.
- ELLs whose behaviors are considered problematic may be demonstrating behaviors consistent with cultural norms.
- Educators may have difficulty interpreting results in light of linguistic, cultural, socioeconomic and educational histories.

# Shared Characteristics of ELLs and Students with Disabilities



- Articulation, pronunciation errors
- Poor comprehension
- Forgets easily
- Cannot follow directions
- Poor oral language skills
- Syntactical and grammatical errors
- Low vocabulary
- Reading below grade level
- Poor spelling
- Short attention span
- Frequently off-task
- Cannot work independently
- Does not complete tasks
- Anxious
- Poor motivation
- Distractible
- Low self-esteem
- Shy, withdrawn



**Making appropriate instructional decisions requires that educators understand the unique characteristics of the individual English Language Learner. However, a multiplicity of factors influence student performance, making this a difficult process.**

# + Factors Influencing ELL Performance

- Home Language(s) [L1, L2, Mixed Code]
- Nature of exposure to home language
- Type of bilingualism (simultaneous, sequential)
- Geographic location
- Language of the community
- Proficiency in the native language
- Proficiency in English
- Language Maintenance/Loss
- Cultural characteristics
- Economic levels
- Prior Instruction
- Type, duration, quality of special language program
- Native language literacy levels
- English literacy levels
- Performance levels in L1 and L2 in the content areas
- Student motivation, interest, etc.
- Teacher variables (language, culture, attitudes, training, experience, etc.)



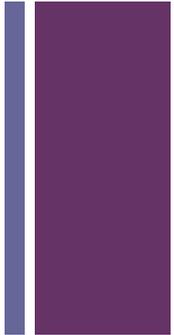
# + Disproportionate Representation

- Most school-level teams charged with making special education eligibility decisions for English language learners lack training and experience in distinguishing a language difference from a learning disability and do not understand the centrality of culture in learning.
- Some children do not actually have disabilities, but have been taught in “disabling contexts.”
- Students with disabilities who are also English language learners are less likely to receive language support services and more likely to be taught in segregated contexts. These problems are exacerbated by a shortage of appropriately qualified teachers.



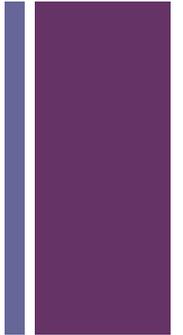
+ RTI: The promise and  
the pitfalls

# + Challenges



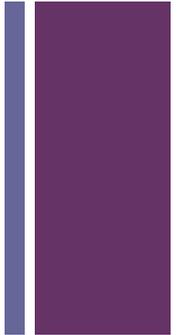
- Inadequate attention is focused on the unique needs *and* resources ELLs bring to school.
- Current policy and practice do not align with what scientific research shows about the value of the home language in promoting literacy (Goldenberg, 2008).
- “Nor as a nation are we taking advantage of ELLs as a source for developing the multilingual and multicultural resources of our society, which are so valuable in today’s global economy.”

# + Challenges



- English language learners are the most likely to attend schools with the sparsest of resources, staffed by ill-prepared teachers.
- Even in schools with access to Title I resources, the attention paid to English Language Learners may not be appropriately tailored to their unique needs in learning the English language and in gaining academic skills and subject matter knowledge.

# + Challenges

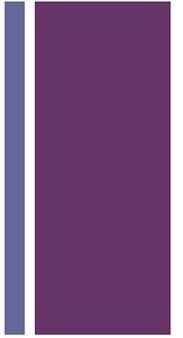


- Most teachers lack the training, expertise, and experience to teach reading and other subjects to English language learners.
- Most “evidence-based” practices promoted by Reading First and other initiatives have not been sufficiently validated for diverse populations.
- Recommendations for assessing and teaching English language learners do not adequately account for what we know about the very real differences between learning to read in one’s first and in a second language.

# + Challenges

- Too few ELLs receive high quality, culturally and linguistically responsive instruction.
  - Not enough focus on developing language and literacy skills (especially comprehension).
  - Scripted programs and set benchmarks put the responsibility to adjust on the *child* to match the curriculum rather than the other way around.
    - We treat the child as “broken” (or “at risk”) rather than the curriculum.
    - This may especially be true in kindergarten, where the curriculum assumes certain background experiences that may be different than the child’s.
- Instruction does not do enough to account for the central role of culture on cognition and learning.

# + Challenges



- We are not doing enough to examine underlying assumptions about who can learn and who struggles:
  - “It was as if the failure was invisible, or worse, inevitable” (Noguera & Wing, 2006).
  - “We also lament that we have to spend so much of our careers documenting competence, when it should simply be assumed, suggesting that ‘language minority’ students have the intellectual capabilities of any other children, when it should simply be acknowledged, and proposing instructional arrangements that capitalize fully on the many strengths they bring into classrooms, when it should simply be their right” (Moll & Gonzalez, 1997)

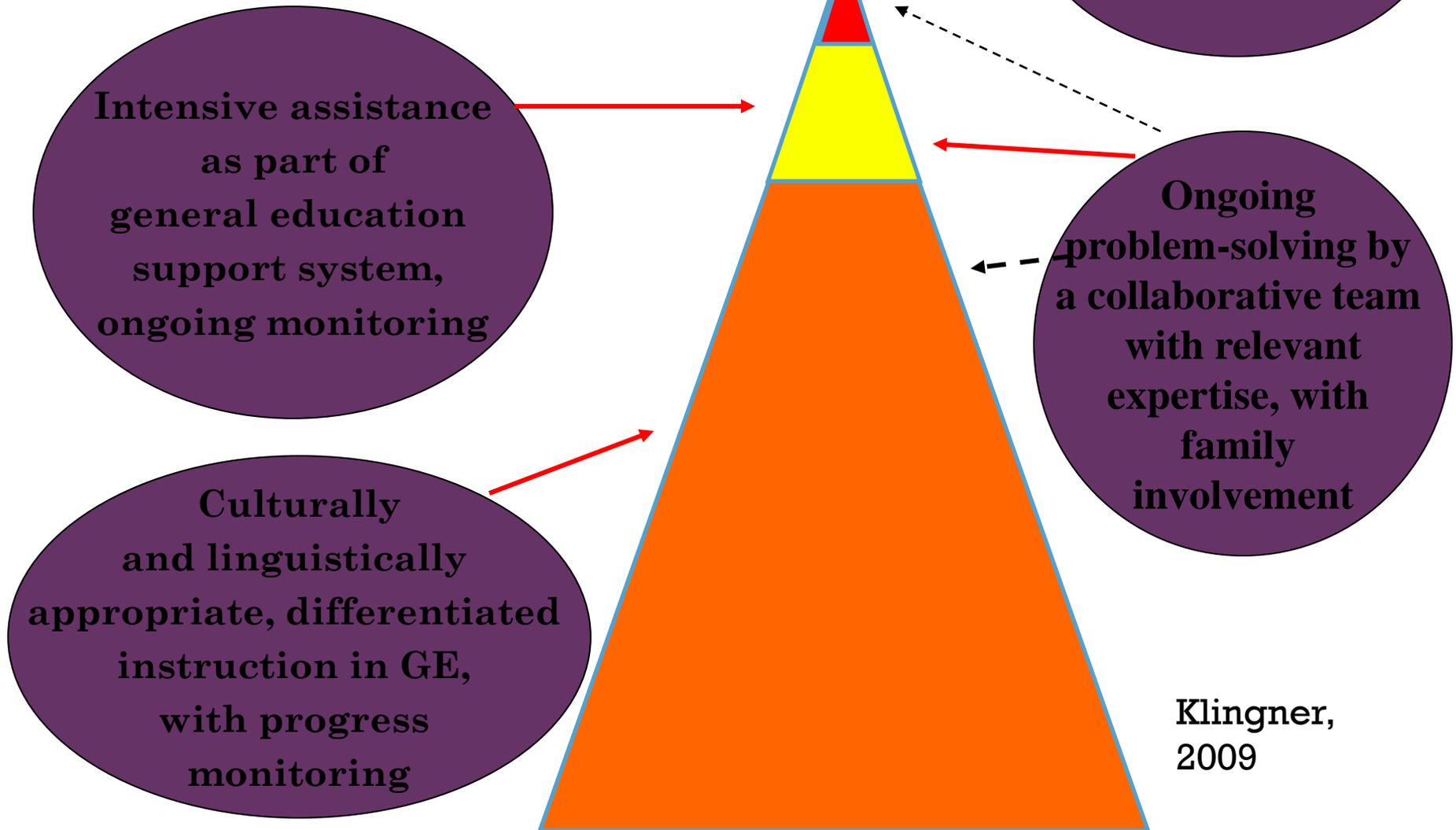
Klingner, 2009

# +Minute Think

- What advantages do English Language Learners (ELLs) bring to the language and literacy learning environment?
- What resources are, or should be available, for English Language Learners (ELLs) who are struggling with language and literacy?
- What is the biggest misconception on your campus about differentiating instruction for ELLs?
- When we think about response to diversity, our school is like (what animal)? Why?
- What is the greatest barrier to providing appropriate instruction for ELLs in the RTI era?
- Early intervention for ELLs is like what small appliance? Why?
- What factors must one consider when planning instruction to address the needs of ELLs who are struggling with language and literacy?



# A Culturally & Linguistically Appropriate RTI Model



Klingner,  
2009



## + The BEST ERA Model

# BEST ERA Model: Bilingual Exceptional Student: Early Intervention, Referral and Assessment

## **PREVENTION:**

- Create an environment that reflects a philosophy that all students can learn and that educators are responsible for assuring they do so.
- Use instructional strategies known to be effective for ELLs and differentiate instruction for specific learners..

## **EARLY INTERVENTION:**

- Implement more intensive interventions.
- If problems persist, request assistance from an Campus-Based Problem-Solving Team which includes members with expertise in the education of ELLs.

## **ADAPTING THE SPECIAL EDUCATION PROCESS:**

- Referral Committees ensure that requests for Full and Individual Evaluations (FIEs) are appropriate.
- Conduct an appropriate FIE.
- Ensure that the Multidisciplinary Team (MDT) has expertise specific to English Language Learners.
- Ensure that the MDT makes an appropriate eligibility decision.



+ Prevention (Tier 1)



## **PREVENTION (Tier 1)**

**Create school environments that reflect a philosophy that all students can learn and that educators are responsible for assuring that they do:**

- **Strong leadership by principals**
- **High expectations for all students**
- **Safe and orderly school environment**
- **Collegiality among school personnel**
- **Shared decision making**
- **A shared knowledge base related to the education of English Language Learners (ELLs)**
- **Linguistic and cultural pluralism**
- **Collaborative school, home, and community relationships**
- **Well-implemented bilingual education and/or English as a Second Language (ESL) programs based on a common philosophy**
- **Systematic, longitudinal evaluation of student progress and corresponding record keeping**
- **Effective responses to student difficulty, including well-implemented campus-based problem-solving teams that include members with expertise in the education of ELLs**
- **Mechanisms in place for mentoring new personnel**

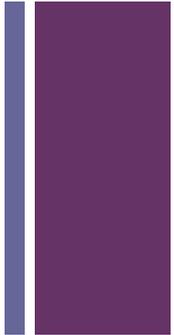




## **PREVENTION (Tier 1)**

**Instructional programs are characterized by:**

- **An effective core curriculum for ELLs**
- **Academically rich programs**
- **Universal design principles in planning and delivery of instruction**
- **Culturally responsive teaching**
- **Screening and continuous progress monitoring**
- **Emphasis on higher-order skills**
- **Direct, explicit instruction**
- **Meaningful language use across the curriculum**
- **Native language instruction (L1)**
- **ESL instruction (L2)**
- **Individualized transition planning**
- **Thematic instruction**
- **Collaborative learning**
- **Scaffolding**
- **Meaningful, continuous family involvement**



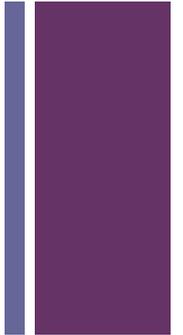
## **PREVENTION (Tier 1)**

**Teachers differentiate instruction to meet the needs of all students:**

- **Analyze assessment data to establish student performance levels in L1 and L2**
  - **State, district, and school levels**
  - **Classroom-based assessments for screening, establishing baselines, and continuous monitoring of progress in L1 and L2**
- **Use assessment data to plan instruction**
- **Differentiate instruction based on students':**
  - **Current academic performance levels in L1 and L2**
  - **L1 and L2 proficiency**
  - **Cultural characteristics**
- **Use results of continuous progress monitoring to inform further instruction**
  - **If multiple students are experiencing similar problems, analyze the appropriateness of the native language and/or ESL curriculum and adapt or modify accordingly**



# + A Quality Core Program for Language and Literacy Development



- Reflects a balanced approach--a focus on both skills and meaning
- Incorporates components shown to be determinants of literacy achievement for both monolingual students and ELLs (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension) recognizing that one size does not fit all
- Incorporates study skills and strategies
- Provides for differentiated instruction based on student characteristics

(Klingner, Hoover & Baca, 2008; August & Shanahan, 2006; Francis, 2005; Snow & Burns, 1998; Goldenberg, 1998)

# + A Quality Core Program for Language and Literacy Development

- Provides opportunities for students to develop full and productive proficiencies in their native language and/or English in listening, speaking, reading, and writing, consistent with high expectations for all students
- Includes consistent, structured English as a Second Language instruction
- Incorporates culturally relevant pedagogy delivery by culturally proficient teachers
- Supports development of academic language in all content areas

(Klingner, Hoover & Baca, 2008; Center for Equity & Excellence in Education, 1996; August & Hakuta, 1997; Goldenberg, 1998)

# + A Quality Core Program for Language and Literacy Development

- Given the diversity of the student population, continuous monitoring of student performance and progress is key to
  - identifying struggling learners
  - designing interventions to support these students
  - determining which students should be referred to special education
  - distinguishing differences from disabilities

(Klingner, Hoover & Baca, 2008; Center for Equity & Excellence in Education, 1996; August & Hakuta, 1997; Goldenberg, 1998)

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English



Reading Component	Potential Challenges for ELLs
Phonological Awareness	<p>When student’s first language, or L1, does not include English phonemes:</p> <ul style="list-style-type: none"><li>•The student is not accustomed to hearing these sounds.</li><li>•It can be quite difficult to distinguish between sounds.</li><li>•Pronouncing new sounds can be difficult.</li><li>•Phonological tasks in general become more challenging.</li></ul>

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English



Reading Component	Potential Challenges for ELLs
Alphabetic Principle	<p>Some orthographies are very different than English; even when the orthography of the student’s L1 is similar to English, such as with Spanish, differences can be quite confusing:</p> <ul style="list-style-type: none"><li>•Letters might look the same but represent different sounds.</li><li>•Unfamiliar English sounds and their various spellings can make decoding and spelling difficult.</li><li>•Not knowing the meanings of words limits the ELL reader’s ability to use context clues.</li><li>•Learning/matching letters and sounds can seem very abstract.</li></ul>

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English



Reading Component	Potential Challenges for ELLs
Fluency	<ul style="list-style-type: none"><li>• ELLs typically have fewer opportunities to read aloud in English and receive feedback than their English speaking peers.</li><li>• ELLs may read more slowly, with less understanding</li><li>• ELLs can have an accent and still read fluently.</li></ul>

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English

Reading Component	Potential Challenges for ELLs
Vocabulary	<ul style="list-style-type: none"><li>• Students become good word callers but do not understand what they are reading.</li><li>• ELLs can be confused by common words, such as<ul style="list-style-type: none"><li>- prepositions (e.g., “on,” “above”)</li><li>- pronouns (e.g., “she,” “they”)</li><li>- cohesion makers (e.g., “therefore,” “however”)</li></ul></li></ul>

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English

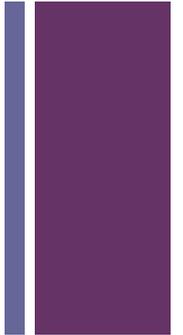


Reading Component	Potential Challenges for ELLs
Reading Comprehension	<ul style="list-style-type: none"><li>• Many factors affect comprehension, such as<ul style="list-style-type: none"><li>-oral language proficiency</li><li>-word recognition skills</li><li>-fluency</li><li>-vocabulary knowledge</li><li>-the ability to use comprehension strategies</li><li>-variations in text structures</li><li>-interest</li><li>-cultural differences</li></ul></li></ul>

# Possible Problematic Aspects of Instruction for ELLs in the “Five Big Ideas” of Reading in English

Reading Component	Potential Challenges for ELLs
Reading Comprehension	<ul style="list-style-type: none"><li>•To determine what students comprehend, teachers should<ul style="list-style-type: none"><li>-provide them with alternative ways to show understanding (e.g., in their native language, using diagrams)</li><li>-focus more on content than grammatical errors or accents</li></ul></li></ul>

# + Culturally Responsive Education



- Regardless of the language of instruction, culturally responsive practices should be utilized, including:
  - Connecting with students by understanding their sociocultural environmental contexts
  - Accommodating instruction to best reflect communication styles of students
  - Incorporating and valuing diverse community practices in the curriculum
  - Adapting instruction to accommodate acculturation needs of students (Hoover, 2009)

# + Culturally Responsive Education

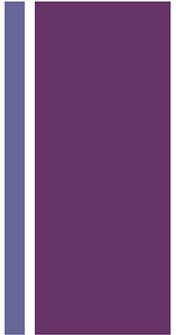
- Regardless of the language of instruction, culturally responsive practices should be utilized, including:
  - Developing linguistic competence through functional, purposeful classroom dialogue
  - Connecting students' prior experiences with current skills being taught (i.e., experiential background)
  - Contextualizing learning by reflecting and valuing students' native cultural values and norms as well as language into curriculum implementation

(Hoover, 2009)

# + Culturally Responsive Education

- Regardless of the language of instruction, culturally responsive practices should be utilized, including:
  - Engaging students strategically in on-going instructional conversation to support their interchanges and expression of ideas
  - Providing students with cognitively challenging curriculum (i.e., emphasizing higher-order thinking and scaffolding as appropriate)

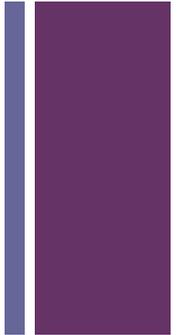
# + Screening and Progress Monitoring



Provide a means to

- Determine current performance levels
- Monitor student learning
- Determine efficacy of instruction
- Redirect instruction
- Identify students who need support
  - Lack of prerequisite skills
  - Achievement gaps

# + Screening



- Conduct screening assessments *2 times per year* in kindergarten (middle and end of the year)
- Conduct screening assessments *3 times per year* in first grade and above (beginning, middle, and end of the year)
- Assess all students on appropriate measures, consistent with language of instruction
- Examine students' scores in relationship to established goals and "true peers"
- Use results to inform both whole group and small group instruction

# + Language of Screening

## Bilingual Education

- Use grade appropriate measures that match the language of literacy instruction
  - Native language, initially
  - In both the native language and English during the transition process
  - English when students are ready to exit and are no longer receiving reading instruction in the native language

## English as a Second Language

- Assess English as a Second Language development
- Use grade appropriate measures in English
  - Provide modifications and accommodations as appropriate

# + Choosing Appropriate Tools

- Has the measure been normed with ELLs?
- Is the measure available in both English and Spanish? At what levels?
- Does the measure allow you to predict with accuracy if your ELLs will have later difficulties in reading?
- Does the measure allow you to differentiate among high, average, and low performers?
- Does the measure tell you what essential reading components you need to teach?
- Does the measure have multiple forms, or is it designed so that you can administer it more than one time per year?

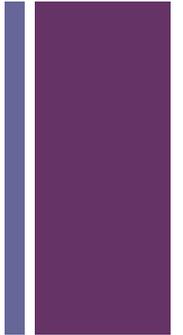
# + Remember...

- **Multiple** assessment methods are needed to provide a comprehensive view of learning.
  - No single best test or assessment strategy.
  - Different assessments tap into different skills and knowledge.
- All RTI assessment strategies should reflect the multi-dimensional nature of language and literacy.
- The purpose of progress monitoring is to ensure that instruction is adjusted to meet the needs of individual students and classrooms of learners—use it to find what works!

# + And don't forget language . . .

## Language Dominance versus Language Proficiency

- Define language dominance.
- Define language proficiency.
- List the characteristics of a student who is proficient in English.
- What reference group should you use in deciding whether an ELL is proficient in English?
- What reference group should you use in deciding whether an ELL has a disability?





+ Language and Literacy  
Records for ELLs

## A. Home Language Use

<b>Instrument</b>	<b>Date</b>	<b>Home Language Use Patterns</b>	<b>Comments</b>
<b>Home Language Survey</b>			
<b>Home Language Questionnaire*</b>			
<b>Other</b>			

\*Used to update/expand initial Home Language Survey.

## B. Language(s) of Literacy Instruction



<b>*Primary Language of Instruction</b>							
<b>Grade</b>	<b>School Year</b>	<b>Setting/ Teacher</b>	<b>Native Language (indicate which)</b>	<b>ESL</b>	<b>English with support<sup>1</sup></b>	<b>English without support<sup>2</sup></b>	<b>Comments</b>

\*Use “P” to indicate primary language of instruction and indicate the language (e.g., P=Spanish)

Use “√” to indicate other language(s) of instruction, as appropriate.

<sup>1</sup>The native language is used as needed to ensure comprehension (e.g., preview, clarification, comprehension checks)

<sup>2</sup>English is not adapted in any way to make it comprehensible to the student

# C. Language Skills Assessments



## 1. Standardized Oral Language Proficiency Tests

### *Language Other than English*

<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Results</b>

### *English*

<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Results</b>

# C. Language Skills Assessments



## 2. Informal Oral Language Proficiency Assessments

### *Language Other than English*

<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Results</b>

### *English*

<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Results</b>

# D. Achievement Assessments



## 1. Standardized Achievement Test Results

### *Language Other than English*

<b>Subject</b>	<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Benchmark?</b>	<b>R.S.*</b>	<b>S.S.*</b>	<b>%ile</b>	<b>Grade Equivalent</b>	<b>Age Equivalen t</b>	<b>Comments</b>
<b>Reading</b>									
<b>Writing</b>									

\*R.S.=Raw Score; S.S.=Standard Score



## D. Achievement Assessments



### 2. Informal Measures

#### *Language Other than English*

<b>Subject</b>	<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Scores</b>	<b>Comments</b>
<b>Reading</b>					
<b>Writing</b>					

# D. Achievement Assessments



## 2. Informal Measures

### *English*

<b>Subject</b>	<b>Date</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Scores</b>	<b>Comments</b>
<b>Reading</b>					
<b>Writing</b>					

## E. Other Assessments (e.g., state-wide assessments)



<b>Subject</b>	<b>Date</b>	<b>Language of Assessment</b>	<b>Instrument/ Procedure</b>	<b>Areas Assessed</b>	<b>Results: Number of objectives passed</b>	<b>Other (e.g., mastered; not mastered)</b>	<b>Comments</b>
<b>Reading</b>							
<b>Writing</b>							

**Need a system for distinguishing entries over time.**

**Could add block for initials and for role of person completing form.**



+ Early Intervention (Tier 2)

## **EARLY INTERVENTION (Tier 2)**

**For students who struggle despite differentiated instruction, implement individualized interventions:**

- **Obtain family input**
- **Re-teach using significantly different strategies**
- **Conduct additional curriculum-based assessments to determine the nature of the difficulty(ies)**
- **Select or design interventions to address identified needs**
- **Implement interventions and assess progress to inform further instruction**

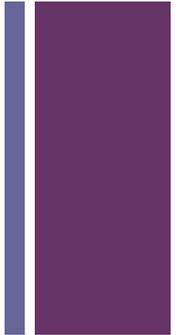


# + Key Considerations

- If a majority of ELLs are not making adequate progress, determine whether or not:
  - The instructional program being used has been validated with students similar to those in the class
  - The instructional program has been implemented with fidelity
  - The instruction provided is at the appropriate level for the students
  - Teachers are sufficiently differentiating instruction to meet students' unique needs

(Adapted from Klingner, Méndez Barletta & Hoover, 2008)

# + Key Considerations



- If some ELLs struggle despite effective language and literacy instruction, teachers must understand the meaning and purpose of an intervention:
  - Small-group instruction that is supplemental to the core
  - Designed to address the unique needs of the student
  - With the expectation of closing the gap between current and expected performance
  - Within the domain of general education

(Adapted from Klingner, Méndez Barletta & Hoover, 2008; Vaughn and Roberts, 2008)

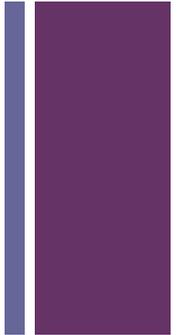


# Key Considerations

In all cases:

- **Instruction is assessment-driven**
- **Instruction is systematic**
- **Instruction is intensive and scaffolded in both languages**
- **Progress is monitored and documented over time**

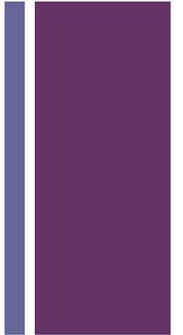
# + Remember . . .



- English language development should be part of Tier 1 and the core curriculum for all ELLs.
- The “20%” of students receiving Tier 2 interventions should NOT be mostly just the ELLs in a diverse school—if most ELLs are not progressing, the instruction is not sufficient.
- Tier 2 is part of general education—it supplements core instruction and is more intensive and targeted to students’ needs.

(Klingner, 2009)

# + Remember . . .



- School personnel may be confused by what it means for practices to be “evidence-based.” They try to use generic “evidence-based practices” with their English language learners and blame them (and their families) when they show little progress.

(Klingner, 2009)

# + *What Do We Mean by “Evidence-based”?*

- The RTI model is based on the principle that instructional practices or interventions should be based on scientific research evidence about “what works.”
- However, it is essential to find out ***what works with whom, by whom, for what purposes, and in what contexts—***



**One size does not fit all**



- When deciding if a practice is appropriate for implementation as part of an RTI model, it should have been validated with students like those with whom it will be applied.
- The National Reading Panel report “**did not address issues relevant to second language learning**” (2000, p. 3).

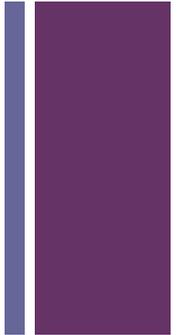


- Many factors affect a child's response to instruction:
  - Instructional method
  - Level of instruction
  - Learning environment
  - Student-teacher relationship
- Experimental research studies tell us what works best with the majority of students in a research sample, **not *all* students.**



Klingner, 2009

# + Opportunity to Learn?



**Instruction in an RTI Model by Teachers who Lack Preparation in Teaching ELLs and Use Generic “Evidence-based” Practices**

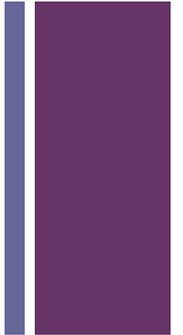
- **Example is from a real classroom with English language learners, most at beginning levels of English proficiency.**

Klingner, 2009

## + Tier 2 Intervention

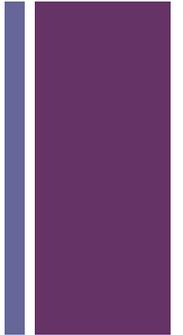
T., “Let’s work on our sight words.” She writes sight words on her dry erase board: *have, many, some*. T. reads the words and has students repeat them. Some students read the words without much difficulty; others do not say anything. T., “Okay, now can you guys use these words in a sentence? Who would like to try?” No takers. T., “Someone?” T. looks at a student across from her and says, “Pick a word and try.” The student is hesitant. T., “How about if I help you? Can you say this, *I have some snow*. Repeata (Spanglish).” The student seems to get the gist, “I hab... so...mo... s...no.” T., “Good. How about someone else? How about the word *many*?” Students hesitate. T., “Okay. Here is an example. *I have many friends*. Can you say this?” Student, “I...hab...ma...ni friend...z.” T., “Good. Next word. *Some*.” T. looks at another student and makes up a sentence, “*I have some toys*.” S. repeats... The teacher takes them back to class.

# + Identifying the Needs in a BEST ERA School



- *Describing the Educational Context*  
Questionnaire
- Focus group with campus administration and instructional specialists
- Focus groups with second-grade teachers
- Data from district administered assessments, including Tejas Lee (Texas) and DRA

# + BESt ERA 1



## Demographics

- 83% Hispanic, 94% economically disadvantaged, 63% ELL
- Recognized school by the Texas Education Agency

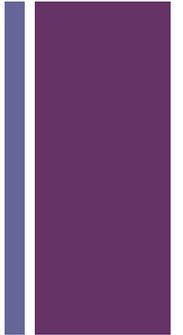
## Needs Identified

- Need for intensive interventions prior to third grade
- Some students continue to struggle despite intensive instruction in homogeneous groups
- According to district criteria, a majority of second grade students were at-risk in terms of benchmark measures—it is not feasible to provide Tier 2 interventions to so many students
- Need for intensive interventions prior to third grade

# + Selecting the Students

First:

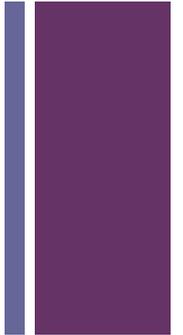
1. Review the reading assessment results on the handout provided (the intervention began in March, so you have boy BOY and MOY scores).
2. Identify up to 8 students you feel would be in greatest need of intervention.
3. Discuss ways in which you would group the students you have identified. Small groups of 4 are ideal number (UTCRLA, 2004).
4. Be prepared to share the rationale for your choices.



# + Selecting the Students

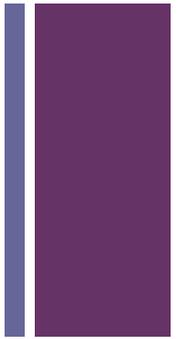
Now:

1. Review the language assessment results (administered at the beginning of the intervention) on the handout provided.
2. Discuss any changes in grouping that you might make based on those results.



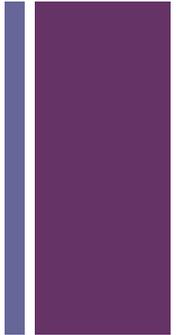
# + The Intervention

- Nine weeks, three sessions per week, 90 minutes per session
- Each session included:
  - Directed Spanish reading intervention using Voyager Pasaporte (45-60 minutes)
  - ESL intervention using a Shared Literature Approach (30 minutes)



# + Teacher Professional Development

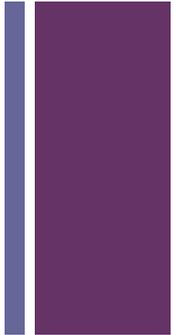
- Voyager provided a workshop for all teachers and project staff prior to implementation.
- Every teacher received a kit including tutorial booklets on curriculum and assessment and videos showing good implementation practices.
- Project staff provided a second workshop on the Shared Literature component.
- Teachers were provided with unit guides, picture books, language charts and student activity books for each child in their tutoring group.



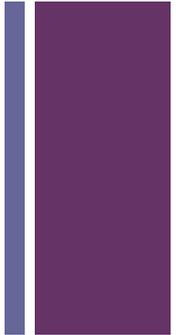
# + Native-Language Reading

## Lesson Features

- **Explicit, systematic instruction**
  - Skills are modeled, practiced and reinforced with accuracy and consistency.
- **Leveled, daily passages in Spanish**
  - Instructional level text features engaging stories with familiar cultural references.
- **Correction Procedures**
  - Embedded throughout each lesson to ensure students understand and master important skills.
- **Reteaching**
  - Provides teachers the opportunity to intensify instruction for low responders.



# + ESL Intervention

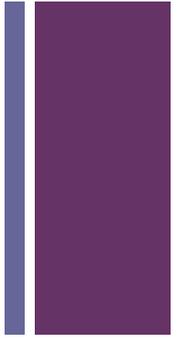


## Shared Literature

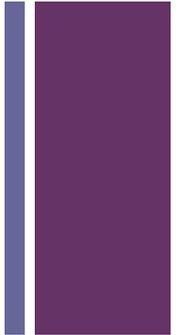
- Exposes students to rich literature
- Familiarizes them with authors and illustrators
- Prepares them for a variety of writing styles they will encounter
- Exposes them to language just beyond their grasp
- Fosters a love of books and reading

# + ESL Intervention

- Literature is organized into units enabling a thematic exploration of selected topics
- Sample thematic units:
  - “Ezra Jack Keats” (one author’s work serves as a unit)
  - “Write to Me” (selected stories share a theme related to writing)
  - “Dinosaurs” (books about dinosaurs, including fiction and non-fiction)
  - “Brothers and Sisters” (selected books on the topic of siblings)



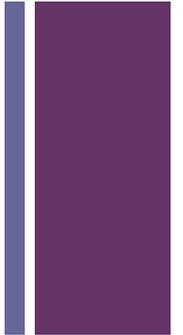
# + ESL Intervention



## Unit Features

- Activities for introducing each unit
- Daily Lessons
  - Teacher reads a book each day
  - Identify new words and review those previously introduced
  - Discussion and completion of a language chart
  - Complete a writing activity in the accompanying activity book
- Activities for concluding each unit

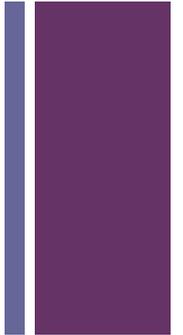
# + ESL Intervention



A typical 30-minute lesson included:

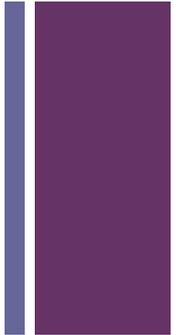
- Introducing vocabulary
- Sharing the story
- Completing a language chart
- Follow-up activity involving writing

# + Monitoring Progress



- Fidelity Checklist for Teachers
- Pasaporte Measures
- Developmental Reading Assessment (DRA)
- Indicadores Dinámicos del Éxito en la Lectura (IDEL)
- LAS-O Story Retell
- Telling a Story About a Picture (TASP)

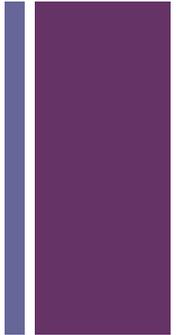
# + IDEL Results



- 12 of 17 students gained in fluency (wcpm), as measured on IDEL reading (range=4 to 27 wcpm)
- 10 of 13 students made gains in comprehension as measured by IDEL recall (range=4% to 40%)
- Both students whose comprehension scores placed them at risk on the pretest were no longer at risk on the posttest

# + Current Status

- Teacher tutors continue to draw upon their tutoring experiences in working with students in the classrooms
- Teacher tutors continue to share their knowledge of interventions with colleagues
- Teacher are more knowledgeable of the RTI process and what constitutes an intervention
- Among students who have remained at the campus for third grade (11 of 17), all met standards on the state accountability assessment





## **EARLY INTERVENTION (Tier 2)**

**If problems are resolved,  
continue in the core  
instructional program with  
differentiated instruction and  
ongoing progress monitoring**



## **EARLY INTERVENTION (Tier 2)**

**If the student continues to  
experience difficulty despite  
differentiated instruction and  
individualized interventions,  
the teacher requests the  
assistance of a campus-based  
problem-solving team.**

- **The teacher prepares documentation for the team meeting:**
    - **specific nature of student difficulties**
    - **how instruction was differentiated and results**
    - **individualized interventions and results**
- 

## **EARLY INTERVENTION (Tier 2)**

**If problems persist, request assistance from a campus-based problem-solving team.**

- **The team coordinator reviews the request and obtains additional information as necessary**
- **The coordinator arranges a classroom observation, as appropriate**
- **Family members are invited to participate**
- **A team meeting is held at which the team and teacher will:**
  - **review data describing student performance, including language proficiency, achievement, behavior, recommendations of bilingual and/or ESL personnel, and previously attempted interventions and their results**
  - **reach consensus about the nature of the problem and set priorities for intervention**
  - **select or design an intervention(s) to address identified priorities**
  - **design an intervention(s) to address identified priorities specifying strategies, duration and intensity**
  - **determine the supports needed by the teacher for successful implementation**
  - **determine what data will be collected to evaluate the**
    - **effectiveness of the intervention**
    - **fidelity of implementation**

## **EARLY INTERVENTION (Tier 2)**

**The teacher implements the intervention plan**

- **Necessary supports needed by teachers are provided**
- **Data are collected to evaluate the**
  - **effectiveness of the intervention**
  - **fidelity of implementation**
- **Progress is reported to the campus-based problem-solving team**

**AND / OR**

## **EARLY INTERVENTION (Tier 2)**

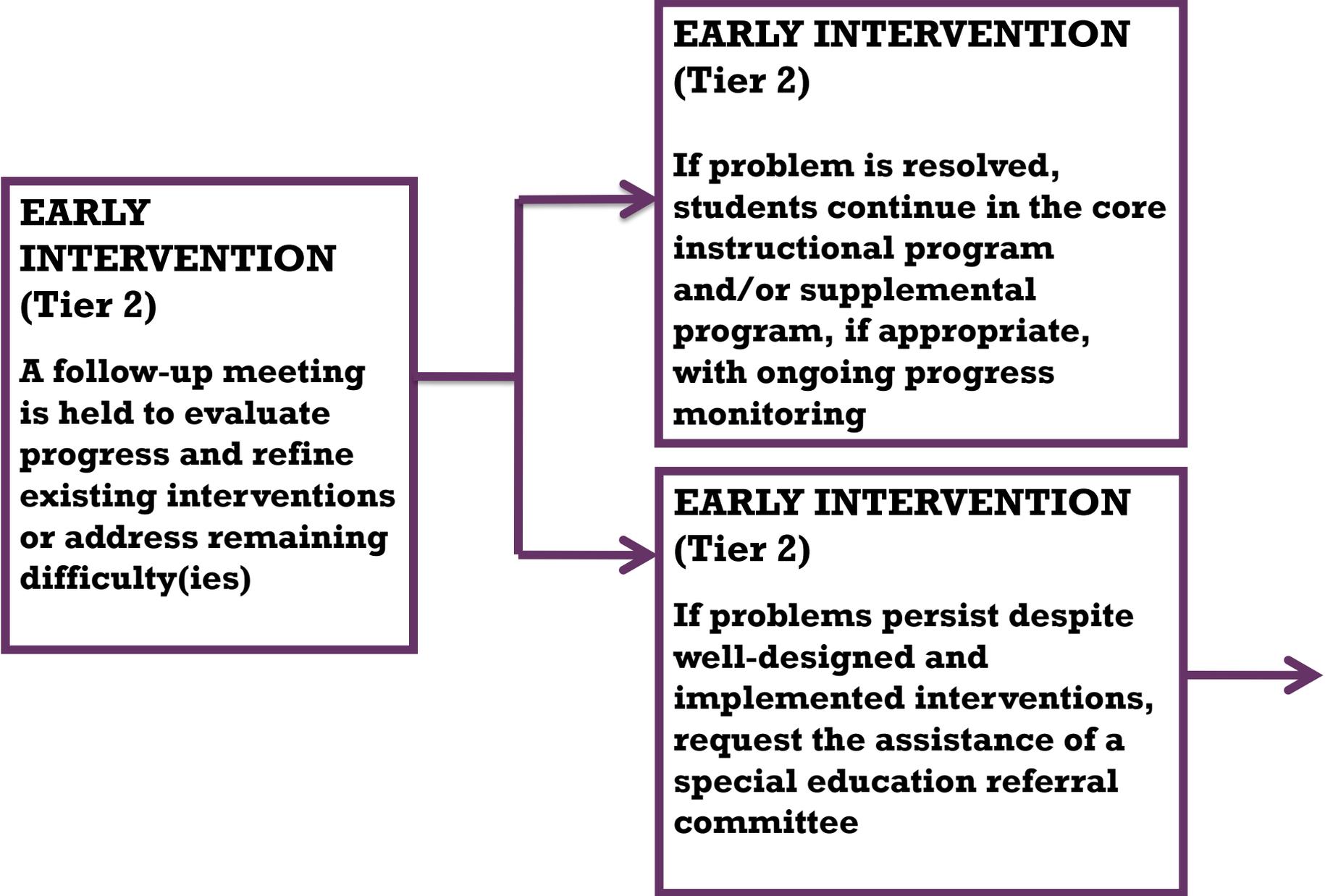
**The team and teacher refer to alternative general education programs and services (e.g., tutoring, supplemental reading program, counseling)**

**The problem-solving team**

- **Provides documentation of team decisions, interventions, and progress data to program personnel**
- **Determines data to be collected to evaluate effectiveness of supplemental services**

**Support program personnel**

- **Ensure that supplemental instruction is linguistically and culturally responsive**
- **Implement services and document progress**
- **Report progress to the campus-based problem-solving team**



**EARLY INTERVENTION (Tier 2)**

A flowchart illustrating the process of Early Intervention (Tier 2). It starts with a box on the left describing the initial step: a follow-up meeting to evaluate progress and refine interventions. This leads to two possible outcomes in two boxes on the right. The top box describes the path if the problem is resolved, leading to core or supplemental programs. The bottom box describes the path if problems persist, leading to a special education referral committee. An arrow points from the bottom box to the right, indicating further steps.

**A follow-up meeting is held to evaluate progress and refine existing interventions or address remaining difficulty(ies)**

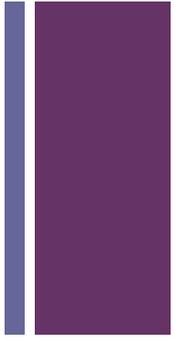
**EARLY INTERVENTION (Tier 2)**

**If problem is resolved, students continue in the core instructional program and/or supplemental program, if appropriate, with ongoing progress monitoring**

**EARLY INTERVENTION (Tier 2)**

**If problems persist despite well-designed and implemented interventions, request the assistance of a special education referral committee**

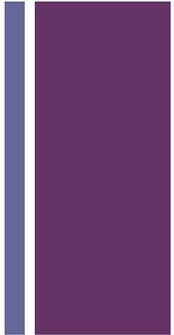
# + Potential Difficulties in the Problem-Solving Process for ELLS— BEST ERA Observations



## Accessing information from families

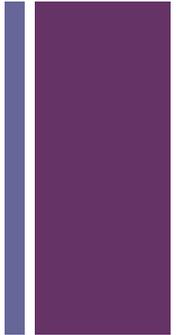
- Working with initial data
  - Gathering initial data
  - Analyzing initial data
  - Finding the source of the problem
- Designing interventions
- Designing intervention evaluations

# + Barriers to Family Participation



- Families may not understand the team's purpose and processes.
- Even with an interpreter, what is being said and done may be difficult to understand.
- Team members may believe that there is potential for disagreement between the school and the family about appropriate interventions.
- Team meetings are often held during the school day.

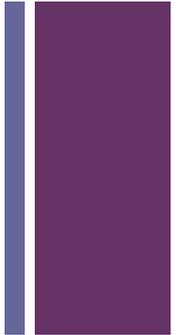
# + Family Roles in Campus-Based Problem Solving



- Sharing information about the student's strengths and needs
- Providing/augmenting information about the student's health and educational history
- Providing information about the family's language use and/or cultural background
- Describing strategies (both successful and not) that have been used at home to deal with the difficulty

(Adapted from: National Alliance of Black School Educators [NASBE] & ILIAD Project, 2003; Bilingual Special Education Program, 2006)

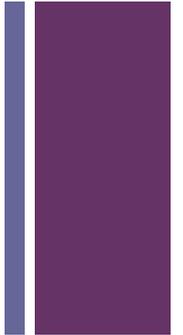
# + Family Roles in Campus-Based Problem Solving



- Assisting with the development of strategies/interventions
- Assisting with the implementation of interventions if a home component is needed and is acceptable to all parties
- Meeting with the teacher or team coordinator if no family member can attend the meeting

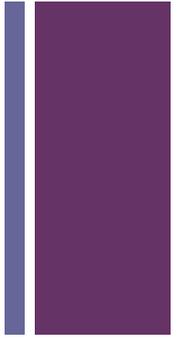
(Adapted from: National Alliance of Black School Educators [NASBE] & ILLAD Project, 2003; Bilingual Special Education Program, 2006)

# + Initial Data Needed by the PST



- Present levels of performance, including proficiency in English and in L1
- Educational history
  - Number of schools attended
  - Attendance patterns
  - Patterns of promotion/placement/retention
  - Language(s) of instruction over time
  - Program placement over time
- Family perceptions about the difficulty

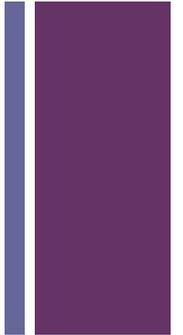
# + Initial Data Needed by the PST



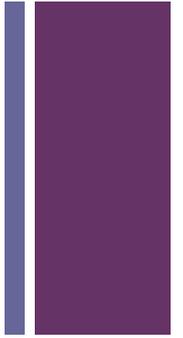
- Information about vision, hearing and any other health issues
- Classroom observation (BEST ERA form)
- Descriptions of interventions to date and results
- Work samples and progress monitoring records

# + Initial Data Needed by the PST

- Should be consistent with data teachers collect routinely
- *Language and Literacy Record for English Language Learners*
  - School History
    - Language(s) of Instruction for Literacy
    - ESL Instruction
  - Home Language Use
  - Language Assessments
  - Achievement Assessments
  - Other Assessments

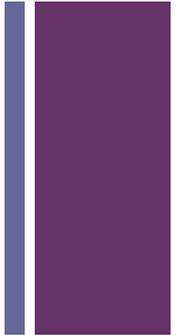


# + Initial Data Needed by the PST



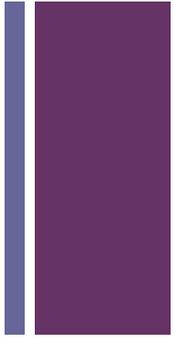
- Information from other sources:
  - Attendance clerk
  - Nurse
  - Counselor
  - Behavior or instructional specialists
  - Families
- Information to be added at the meeting
  - Any information/assessment results from other folders brought to the PST

# + Analyzing Initial Data



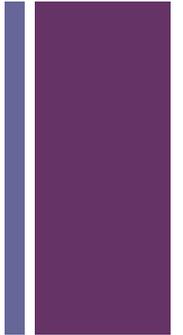
- **Phase 1: Understand current status/levels of performance**
  - Language Proficiency
  - Academic Achievement
  - Behavior
  - Health
  - Socioemotional Status
  - Response to Differentiated and Individualized Instruction
- **This phase ends when team members have identified areas in which interventions are and are not needed.**

# + Analyzing Initial Data



- Phase 2: Identify significant influences on performance, e.g.,
  - Significant life events
  - Attendance/mobility patterns
  - Changes in language program or language of instruction
  - Match/lack of match between school/classroom and student's level of acculturation
  - Match/lack of match between school/classroom and student's general interests
- This phase ends when the team believes all influences have been identified and agrees on how they should impact intervention goals, strategies, intensity and duration.

# + Analyzing Initial Data: Alberto



- How would you describe Alberto's present levels of performance?
- What significant influences on performance can be identified? How should these be incorporated as interventions are designed?
- What data needs does this case reveal?

# + Designing an Appropriate Intervention

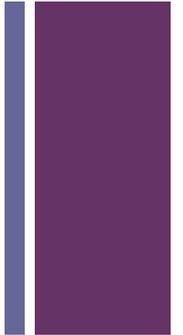
- “Secondary preventions are interventions directed at students who are at risk for academic problems, and for whom additional, more targeted instruction is provided to *close the gap between their current performance and expected performance.*”

(Vaughn & Roberts, 2008, p.53; Emphasis

added)

- When possible, interventions should be evidence-based.

# + Intervention Considerations for ELLs



- Student's most proficient language for instruction is identified
- Student's level of acculturation and adjustment to the school environment is determined
- Discrepancies between teaching and learning style differences are identified
- Culturally and linguistically relevant instructional interventions are attempted and results documented

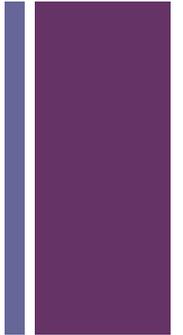
(Hoover, 2008)

# + Intervention Considerations for ELLs

- ESL and/or bilingual instruction is implemented
- Sufficient time and opportunity for the student to make satisfactory progress are provided relative to acculturation and English proficiency levels
- Authentic or other criterion-referenced tests are used to assess student progress and socio-emotional development
- One or more classroom observations are made to observe student interactions in the academic environment and assure fidelity of implementation of interventions

(Hoover, 2008)

# + Components of an Intervention Plan

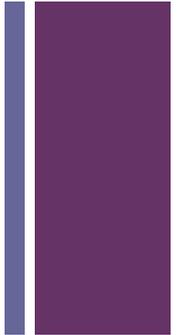


- A clear description of the target behavior
- A measureable goal which reflects baseline data and expected performance
  - Plans and instruments for collecting baseline data, if needed
- Instructional delivery features
  - Effective instructional practices for ELLs
    - Language of instruction
    - Cultural relevance
  - Methods
  - Strategies
  - Materials

Baca &  
Hollinger, 2000)

(Adapted from: Hoover, 2009; Vaughn & Roberts, 2008; Klingner,  
Roberts, 2008; Telzrow, McNamara &

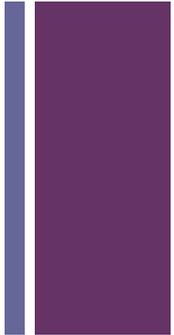
# + Components of an Intervention Plan



- **Instructional setting**
  - Group size
  - Person responsible
- **Motivational and behavioral features**
  - Ties among content, student interests and student background knowledge
  - Effective behavior supports
  - Culturally responsive reinforcement of student performance

(Adapted from: Hoover, 2009; Vaughn & Roberts, 2008; Klingner, Baca & Roberts, 2008; Telzrow, McNamara & Hollinger, 2000)

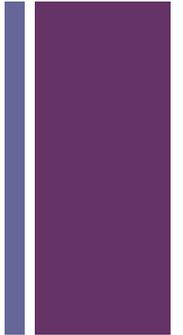
# + Components of an Intervention Plan



- **Timelines**
  - Time per day
  - Total implementation time (usually 6 to 12 weeks; matched to needs and goal)
- **Progress monitoring measures**
  - What?
  - Administration interval
  - Person(s) responsible
- **A measure of fidelity of implementation**
  - Student exposure to intervention
  - Match between intervention plan and implementation

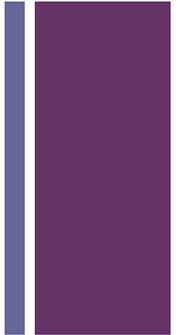
(Adapted from: Hoover, 2009; Vaughn & Roberts, 2008; Klingner, Baca & Roberts, 2008; Telzrow, 2000)

## + Case Study: Alberto



- What intervention(s) would you suggest for Alberto ?
- What timelines would you set?
- What data needs do you see as you begin to plan an intervention for Alberto?

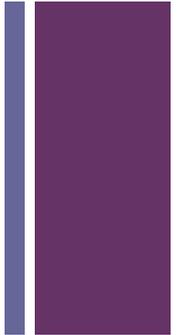
# + Assessing Fidelity of Implementation



- Typically addressed using observation
- Main questions
  - Is this instructional program being implemented as it was intended to be implemented?
  - Are any important anecdotal aspects of the student's learning noted which may inform or clarify decisions about student response and/or about intervention design?

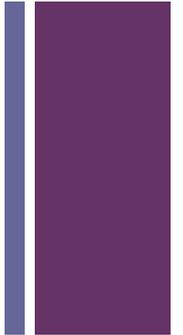
(Adapted from: Bender & Shores, 2007)

# + Assessing Fidelity of Implementation



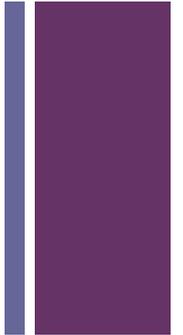
- General areas to consider
  - Student engagement
  - Time management
  - Behavior management (positive? appropriate? effective?)
  - Teacher response to student questions/difficulty
  - Pace
  - Transitions

# + Assessing Fidelity of Implementation



- Match to Planned Intervention
  - Language of instruction
  - Teacher knowledge of format/materials
  - All key components addressed/completed
  - Time (Overall lesson and each key component)
- May also note
  - Significant deviations from implementation plan
  - Teacher comments about the lesson

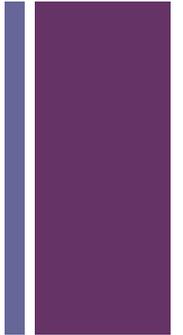
# + Components of an Intervention Evaluation



- **Direct comparison of the student's post-intervention performance with baseline data**
- **A description of the degree to which the student has achieved the target goal**
- **Any other data indicating student response to intervention**
  - Work samples
  - Teacher/family/student perceptions
- **Assessment of fidelity of intervention**

(Telzrow, Mcnamara & Hollinger, 2000)

# + Documenting PST Procedures



- The PST should keep a student folder which includes the:
  - Initial Request for Assistance
  - Intervention Planning Form
  - Classroom Observation
  - Supporting Documentation for Outcomes
- If the difficulty is resolved, these should stay with the student's records
- If not, they should be forwarded to the Referral Committee

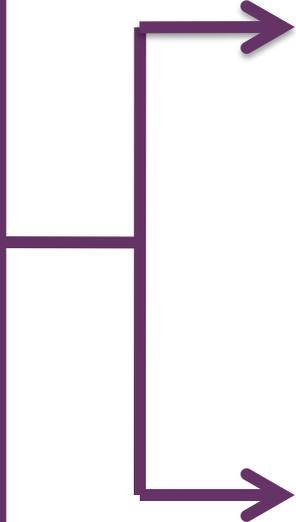


+ Adapting the Special  
Education Process (Tier 3)



## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

### **The Referral Committee:**

- **Obtains family input**
  - **Reviews request for assistance and supporting data**
  - **Reviews results of early intervention efforts**
  - **Describes present levels of academic performance in L1 & L2**
  - **Verifies student's dominant language**
  - **Gathers additional data if needed**
- 

## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

### **Recommend Additional Problem Solving:**

- **Design and implement other interventions**
- **Determine data to be collected to evaluate effectiveness and fidelity of implementation**
- **Ensure that interventions are linguistically and culturally responsive**
- **Implement interventions and document progress**
  - **If problems are resolved, student continues in core or supplemental program with ongoing progress monitoring, and supplemental support if needed**
  - **If problems persist, consider a referral for an Full and Individual Evaluation (FIE)**

## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

### **Refer for Full and Individual Evaluation:**

- **Identify unresolved issues or concerns**
- **Identify specific questions to be answered by FIE**

## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

**The evaluator plans the Full and Individual Evaluation:**

- **Reviews existing data (e.g., teacher, family, problem-solving team, referral committee data)**
  - **Determines other data needs**
  - **Determines whether an interpreter is needed**
  - **Plans for family involvement**
  - **Determines how the FIE will address referral concerns and questions**
  - **Selects an assessment battery to include:**
    - **multiple sources and types of information**
    - **instruments appropriate for assessment of performance in L1 & L2**
    - **informal assessment strategies for assessing performance in L1 and L2 that corroborate or refute results of formal assessments**
    - **Determines how formal and informal assessments will be used and interpreted**
- 



## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

### **Conduct an appropriate FIE and report results**

- **Describe nature of evaluations**
- **Describe all adaptations of instruments and procedures**
- **Describe outcomes of prevention and early intervention efforts**
- **Describe strengths and needs in L1 and L2**
- **Correlate results with referral concerns**
- **State basis for recommendation about eligibility using data from multiple sources and consistent with student's background characteristics (e.g., language proficiency, culture)**
- **Provide recommendations for general and special education, including how L1 and L2 will be used**



## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

**The Multidisciplinary Team (MDT) has expertise specific to English Language Learners**

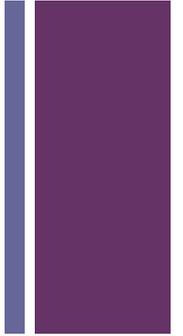
- **In addition to those required by law include:**
  - **representatives with expertise in the education of ELLs**
  - **representatives of alternative programs and services in which the student is served (e.g., ESL, tutoring, supplemental programs and services)**
  - **representatives who can interpret L1 and L2 assessment data**
- **Determine whether an interpreter is needed to allow parents to participate meaningfully in deliberations**



## **ADAPTING THE SPECIAL EDUCATION PROCESS (Tier 3)**

**Team members ensure that eligibility determinations are appropriate for ELLs.**

- **Determine whether FIE incorporates best practices and includes all information needed for decision making**
- **Provide and document assurances that problems are not primarily the result of lack of appropriate instruction, limited English proficiency, cultural, or other background characteristics**
- **Determine if student meets disability criteria and needs special education services**

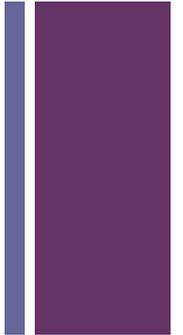


**If student is not eligible,  
return to the campus-based  
problem-solving team for  
further intervention design**

**If student is eligible,  
develop the Individualized  
Education Plan**



# In conclusion...



- RTI must be a comprehensive, school-wide approach, requiring:
  - coordinating curriculum and assessment considerations,
  - addressing teachers' professional development needs,
  - attending to school climate issues,
  - and enhancing leaders' capacities to orchestrate and respond to multiple (often contradictory) reforms (Adelman & Taylor).
  
- Sustained implementation of RTI will require strong leadership, collaboration among special educators, general educators, and families, and a well-established infrastructure (Burdette, 2007)



# For more information...

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