

Culturally Responsive Instruction and Assessment for English Language Learners in an RTI Model: Culturally Responsive RTI

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NYS Rtl TAC

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- Alba Ortiz
- Laura McFarland
- Dan Haiman
- Julie Martinez

Agenda

- What it is/What it isn't
- Benefits and challenges of Rtl
- Creating the Context for Culturally responsive Rtl

What is your role?

- Classroom teacher
- ESL teacher
- Interventionist
- Special education teacher
- Administrator

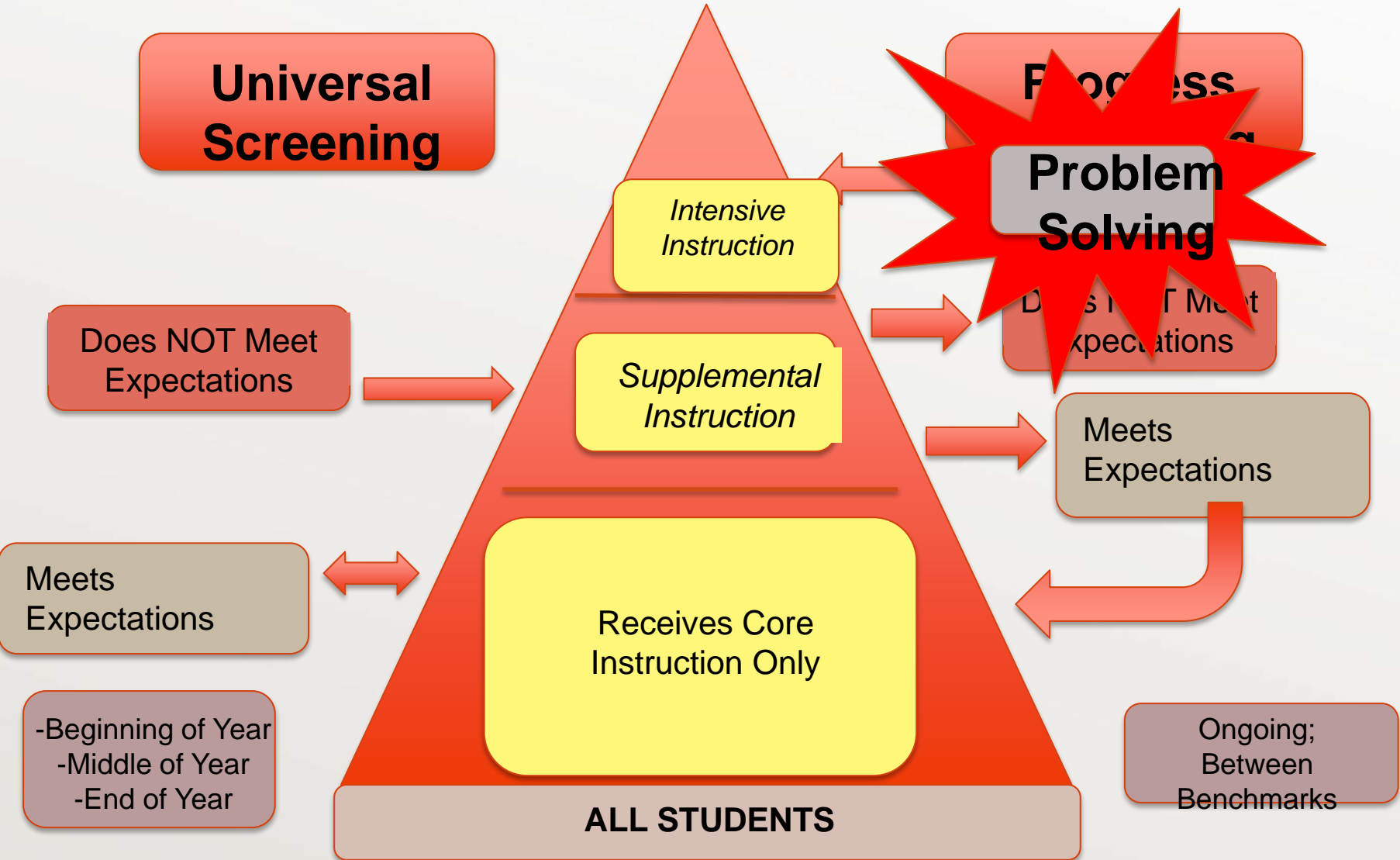
Culturally responsive Rtl

WHAT IT IS/ WHAT IT ISN'T

Culturally and Linguistically Responsive Response to Intervention

- **Ensures that no group of students is over- or under-represented** in supplemental or intensive interventions.
- Ensures that ELs are **properly instructed** in each tier.
- **Takes into account the many factors that can impact student performance**, progress, and scores on screening and progress monitoring measures. Factors include:
 - Changes in English and native **language proficiency** and literacy skills over time
 - Quality, quantity, and features of **prior educational experience**
 - **Imprecise and/or biased assessment instruments**

How Assessment Informs Instruction within a RTI Framework



What kind of bilingual program do you have?

- Transitional bilingual
- Dual language
- ESL

Rtl and ESL Programs

English as a Second Language

- For students who have limited English proficiency.

Response to Instruction

- For students who are experiencing learning difficulties.

Parallel Programs

ESL

- Qualification criteria, Prescriptive instruction
- Exit criteria

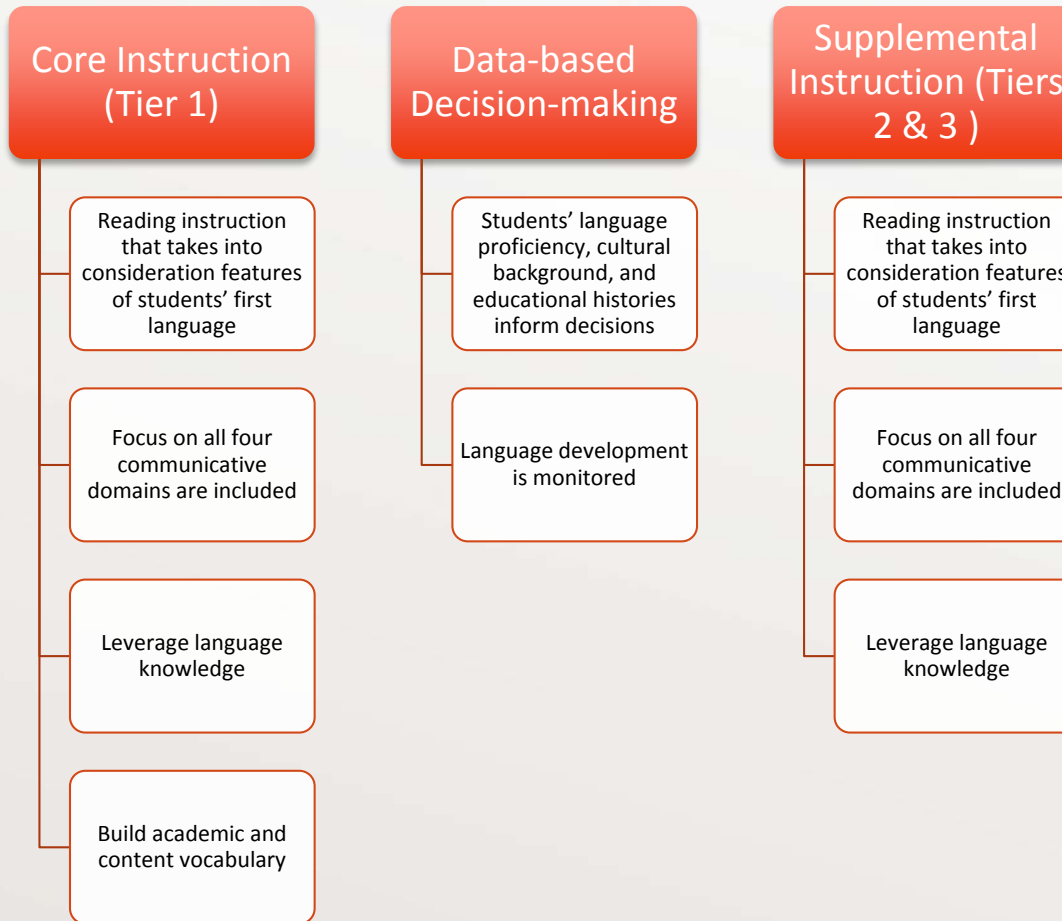
RtI

- Qualification criteria, Prescriptive instruction
- Exit criteria

Differences in programs

1. Most reading programs focus on building reading skills, they assume a certain level of English language skills.
2. Thus, there is not enough emphasis on building language proficiency, in particular academic language.
3. Further, students need access to expository text to build disciplinary knowledge.

RtI +



High quality instruction

- apply higher order thinking to key disciplinary areas,
- deliberately structure productive collaboration,
- develop rigorous and coherent content, knowledge and applications,
- develop academic language, and
- develop disciplinary literacy

Culturally Responsive Rtl

BENEFITS AND CHALLENGES

Benefits of Rtl



The Challenges

- There are no clear guidelines in the transition from one language to another
- Does not address the time needed to develop language skills
- Lack of definitive answers practical significance of benchmarks
- Getting adequate data

Culturally Responsive Rtl

CREATING THE CONTEXT FOR CULTURALLY RESPONSIVE RTI

RTI and the identification of ELLs

- Rather than have 2 parallel Rtl systems determine how the two will work together.
 - Consider data in light of students language proficiency and their opportunities to learn.
 - Consider the **norming sample** of assessments used.
 - Consider **with whom** interventions have been validated.
 - Consider the language proficiency of students.

Implementing Rtl With ELs

- Access to high-quality core and supplemental language and literacy instruction
- Availability of assessments and instructional materials
- Accuracy of screening and progress-monitoring tools
- Appropriate use and interpretation of data
- Accuracy in identifying literacy-related disabilities

Choosing Linguistically Appropriate Measures

One- or Two-Way Bilingual

- Use grade-appropriate measures that match the language of literacy instruction.
- Assess in both L1 and L2 during the transition process.

Transitional Bilingual Program

- Initially, assess in the language of literacy instruction (L1).
- Assess in both L1 and L2 during the transition process.
- Assess in L2 upon exit.

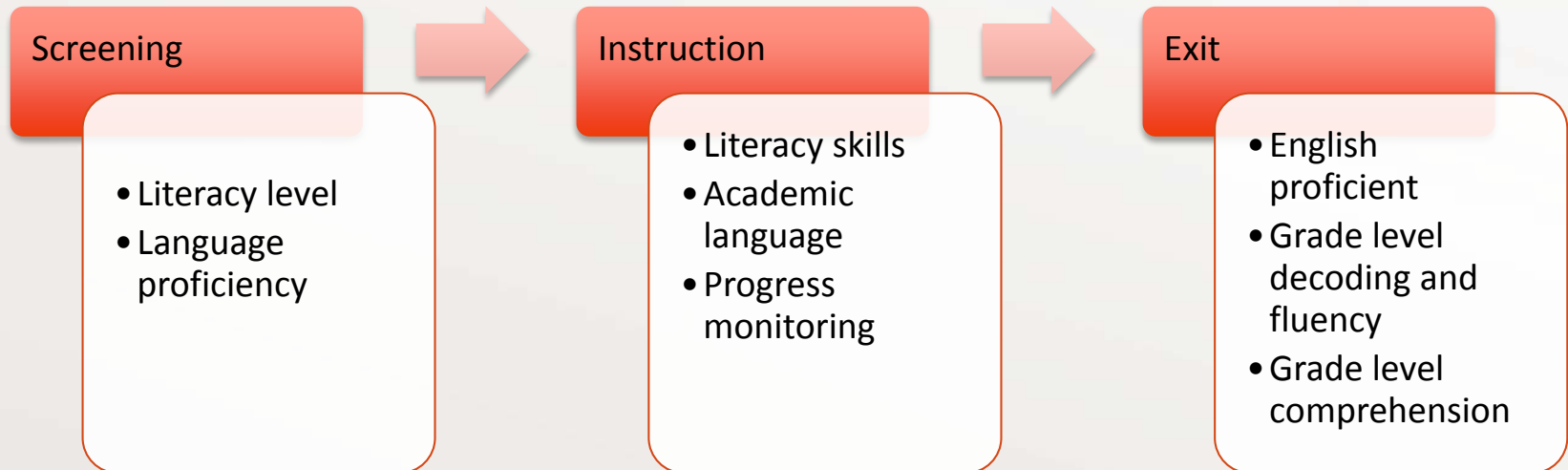
English Immersion and English as a Second Language

- Use grade-appropriate measures in English to document language and literacy development.

Other Data

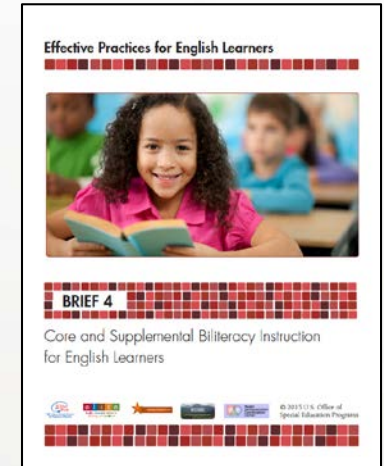
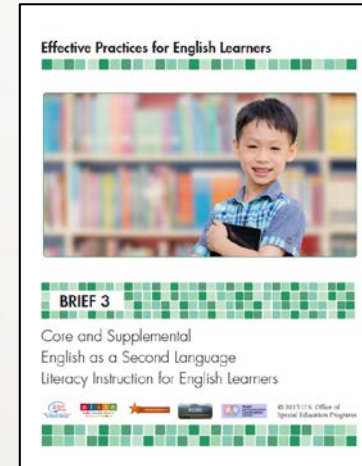
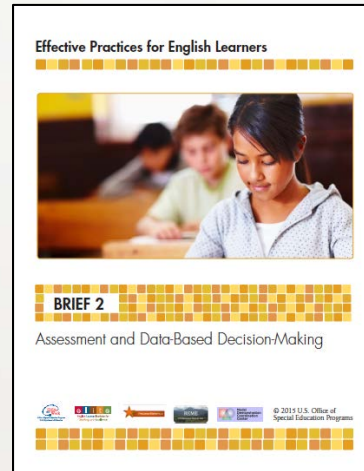
- Students' educational history:
 - Extent of educational opportunity in L1 and L2
 - Language and literacy trajectories
- Relationship between language proficiency and literacy achievement
- Cut scores for measures not normed for ELs:
School and district comparisons (past performance)
- Class means:
 - Grade expectations
 - Similar peers

Integrated Process



QUESTIONS

Practice Briefs



Practice Briefs can be found on the Model Demonstration Coordination Center website:

<http://mdcc.sri.com/cohort5.html>

Thank you

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