Culturally and Linguistically Responsive Multi-Tiered Systems of Support for English Learners

Julie Esparza Brown, Ed.D.
Linda Cavazos, Ph.D.
Shannon Giroir, Ph.D.
Overview

• Overview of Model Demonstration Projects
• Evidence-based Practices
• Data-based Instructional Practices
• Effective Tiered Instruction
• Job-Embedded Professional Development for Enhancing Practice
• Culturally and Linguistically Responsive Practice
• Questions
Overview of Model Demonstration Projects
Overview of Model Demo Projects

Three, four-year model demonstration projects were funded by the Office of Special Education Programs, Department of Education in August 2016, to assess how the models can:

• improve literacy outcomes for English Learners (ELs) and ELs with disabilities (ELSWDs) in grades three through six, within a multi-tiered system of support (MTSS) framework;

• use culturally responsive principles; and

• be implemented by educators and sustained in general and special education settings.
Each project includes:

- A framework that includes, at a minimum, universal screening, progress monitoring, and effective tiered instruction;
- Culturally responsive principles within each component of the framework;
- Scientifically-based interventions that meet the needs of ELs and ELSWDs;
Valid and reliable practices that ensure appropriate identification of ELs who may have learning difficulties or disabilities;

Standardized measures of literacy outcomes when applicable, and teacher and systems outcomes, when appropriate;

Measures of language proficiency in the child’s first language and English;

Measures of the model’s social validity
OSEP Model Demo Projects

Project ELITE
https://www.elitetexas.org/

Project ELLIPSES
https://mtssclt.ning.com/

Project LEE
http://projectlee.org/

OSEP GRANT NUMBERS
Project ELITE - H326M160005
Project ELLIPSES - H326M160003
Project LEE - H326M160008
MTSS for ELs Website

https://www.mtss4els.org/

Multitiered Systems of Support for English Learners

Model Demonstration Research sponsored by the Office of Special Education Programs, U.S. Department of Education

In September of 2016, OSEP funded three projects focusing on tiered approaches to improving reading and language outcomes for English Learners (ELs). These projects are developing and implementing culturally and linguistically responsive models for multitiered systems of support for ELs, including those with or at risk of having a disability.

Features of these models include:
- Appropriate research-based reading instruction and intervention for ELs
- Culturally responsive teaching strategies and principles
- Professional development and strategic coaching for teachers
- Linguistically aligned progress monitoring and screening measures
- Data-based educational decision making

Model Demonstration Grantees
Evidence Based Practices

An activity, strategy or intervention that demonstrates a statistically significant effect on improved student outcomes or other relevant outcomes based on either strong, moderate, or promising evidence from research studies.

Every Student Succeeds Act
What Works Clearinghouse

**strong evidence**
at least 1 well designed and well-implemented experimental study

**moderate evidence**
at least 1 well designed and well-implemented quasi-experimental study

**promising evidence**
at least 1 well designed and well-implemented correlational study with statistical controls for selection bias
Evidence Based Practices for ELs – Academic Instruction

- Develop academic oral language while teaching literacy and other content areas
- Teach vocabulary across content areas
- Provide instruction and support in the primary language
- Provide appropriate interventions for ELs
- Implement culturally responsive instruction

Richards-Tutor, Aceves, Reese, 2016
Develop Academic Oral Language While Teaching Literacy and Other Content Areas

- Develop English oral language proficiency
- Provide sheltered instruction practices
- Use peer-supported instruction/learning
- Teach explicit comprehension strategies
Teach Vocabulary Across Content Areas

- Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking
- Teach high-utility academic words
- Teach word-learning strategies
Provide Instruction and Support in the Primary Language

- Consider transferability of literacy skills for students literate in their first language

- Provide students with bilingual programs when possible, including intervention in the language of instruction

- Provide instruction with primary-language support
Provide Appropriate Interventions for ELs

• Targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive needs

• Ensure that interventions include specific strategies to meet the needs of English Learners
Implement Culturally Responsive Instruction

• Instructional Engagement
• Culture, Language, and Racial Identity
• Multicultural Awareness
• High Expectations
• Critical Thinking
• Social Justice

Aceves & Orosco, 2014
Evidence Based Practices for ELs

• Progress Monitoring
  1. Implement purposeful and appropriate assessment practices taking into account ELs’ primary language, English-language proficiency, and ongoing linguistic and academic progress.
  
  2. Utilize curriculum-based measurement to determine risk and monitor progress across tiers with ELs as part of a school site or district’s comprehensive MTSS model.
  
  3. Employ an ecological approach when evaluating ELs’ possible learning difficulties and to develop appropriate and culturally responsive supports.

Richards-Tutor et al., 2016
Academic Content and Literacy for ELs

- Intensive academic vocabulary instruction
- Oral and written English instruction in content-areas
- Structured opportunities to develop writing skills
- Small-group interventions in literacy and English

Gersten et al., 2014
Foundational Reading Skills

- Academic language skills (inferential and narrative language, and vocabulary knowledge)
- Awareness of segments of sounds in speech and letters
- Decode words, analyze word parts, and write words
- Read connected text daily for accuracy, fluency, and comprehension

Foorman et al., 2016
Supporting the Needs of ELs

- Explicit instruction
- Differentiated instruction
- Frequent opportunities to use language
- Structured academic discussions
- Student-centered instruction
- Accountable talk
- Paraphrase student responses
- Model correct responses
- Sentence stems and frames, graphic organizers, etc.
Data-Based Instructional Planning
Key Components of Data-based Instructional Planning for ELs

Culturally and Linguistically Responsive-Response to Intervention within Multi-Tiered System of Supports Fidelity of Implementation Rubric

The Culturally and Linguistically Responsive (CLR) - Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation within a Multi-Tiered Systems of Support (MTSS). The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school’s RTI leadership team.

Definitions:

English Learners (ELs): are K-12 learners whose native language is a language other than English, or who come from an environment where a language other than English is dominant or has a significant impact on the individual’s level of English language proficiency (modified from federal definition of students who are Limited in English Proficiency).

Literacy: includes the following: reading, writing, speaking, and/or listening depending on the context and areas of RTI being implemented. For ELs, speaking and listening must also be included in addition when reading or writing is addressed.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures</td>
<td>1</td>
</tr>
<tr>
<td>Screening</td>
<td>The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</td>
</tr>
<tr>
<td>Screening Tools</td>
<td>Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.</td>
</tr>
</tbody>
</table>

Source: Adapted from the National Center on Response to Intervention Integrity Rubric (2011) by Project LEE, Project ELITE, and Project ELLIPSES
Key Components of Data-based Instructional Planning for ELs - Screening

All students:
• receive universal screening
• are assessed with tools for literacy that match the language(s) of instruction

EL Students:
• language assessment data are collected and used for instructional planning in literacy
• if possible, tools for literacy assess students’ native language literacy skills (regardless of whether the language is taught in the school)

Source: CLR - Response to Intervention within MTSS: Fidelity of Implementation Rubric (nd)
Key Components of Data-based Instructional Planning for ELs – Progress Monitoring

For all students:
• Progress monitoring tools include sufficient alternate forms, specify acceptable growth, are valid and reliable for the population
• tools are available in all languages of instruction

For EL students:
• Progress is compared to “true peer” cohort as well as benchmarks (Brown & Doolittle, 2008; Brown & Sanford, 2011)

Source: CLR - Response to Intervention within MTSS: Fidelity of Implementation Rubric (nd)
Key Components of Data-based Instructional Planning for ELs

For all students:
- decision making is data-driven and based on validated methods
- teams include a broad base of stakeholders
- decision rules are operationalized and clearly established
- a data system is used and easily accessible

For EL students:
- the team must include EL specialist in all team meetings
- data are collected and analyzed by different groups (e.g., language, race, SES)

Source: CLR - Response to Intervention within MTSS: Fidelity of Implementation Rubric (nd)
Data Meetings

Tier 3:
Individual Problem Solving Meetings
**FEW** STUDENTS

Tier 2/3:
20% Meetings
**SOME** STUDENTS

Tier 1:
100% Meetings
**ALL** STUDENTS

How is it working?

Every 8-12 weeks
@ every 8 weeks
3 times/year
2 times month (PLCs/SATs)
20% Meetings

The Problem Solving Process

1. Problem Identification
2. Problem Analysis
3. Plan Development
4. Plan Implementation & Evaluation

What is the problem?
Why is the problem occurring?
Improved Student Achievement

How is it working?
What are we going to do about the problem?
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Requirement</th>
<th>Team</th>
<th>Activities</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 times a year</td>
<td>*100% meetings</td>
<td>EBIS team</td>
<td>*Analyze grade level trends in reading - *Identify foundational skill focus *Identify instructional agreements *Implementation plan</td>
<td>Differentiated supports</td>
</tr>
<tr>
<td>Quarterly</td>
<td>*20% Meetings</td>
<td>EBIS team</td>
<td>*How to analyze data *Problem solve for intensive student by focusing on ICE</td>
<td>Differentiated supports</td>
</tr>
</tbody>
</table>

Example: Data-Based Instructional Planning

Project LEE: School A – Teaming Structure
Example: Data-Based Instructional Planning

Understand your student groups – big picture

Project LEE – School A

Continual Improvement Plan Academic Focus

Data Review → Academic Emphasis → Goals → High Leverage Actions → PD/Action/Evidence Plan

Academic Area of Emphasis/Problem of Practice

After a thorough review of school perception, implementation and outcome data/evidence, the academic area of emphasis and our Problem of Practice is specific to **Reading** with a more in-depth focus on:

1. A healthy core (80% on benchmark, Accuracy and Composite) across grade levels
2. Explicit instruction routines used daily with fidelity, with a focus on Vocabulary.
English-only and TWI Fall ORF and FLO

Two TWI and English-only classes per grade level

3rd Grade English-only

<table>
<thead>
<tr>
<th></th>
<th>Fall Benchmarking</th>
<th>Current Benchmarking</th>
<th>*Goal for next Benchmarking:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>ELL</td>
<td>All</td>
<td>ELL</td>
</tr>
<tr>
<td>% At or Above Benchmark</td>
<td>58%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>% Below Benchmarks</td>
<td>16%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>% Well Below Benchmark</td>
<td>26%</td>
<td>45%</td>
<td></td>
</tr>
</tbody>
</table>

Composite = accuracy, fluency, DAZE (district does not collect retell so they use an average replacement score)

3rd Grade Spanish TWI

<table>
<thead>
<tr>
<th>Previous Benchmarking</th>
<th>ORF</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Hispanic</td>
</tr>
<tr>
<td>% At or Above Benchmark</td>
<td>45% 37%</td>
</tr>
<tr>
<td>% Below Benchmarks</td>
<td>10% 8%</td>
</tr>
<tr>
<td>% Well Below Benchmark</td>
<td>45% 55%</td>
</tr>
</tbody>
</table>
### 100% Meetings – Snapshot of Fifth Grade TWI

#### Spanish screening data

<table>
<thead>
<tr>
<th>SPED</th>
<th>ELL</th>
<th>Span. level</th>
<th>First Name</th>
<th>Last Name</th>
<th>Fall DIBELS CWPM</th>
<th>Spring Growth Goal Ca Total + CWPM Needed Overall</th>
<th>November CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### English screening data

<table>
<thead>
<tr>
<th>SPED</th>
<th>ELL</th>
<th>Span. level</th>
<th>First Name</th>
<th>Last Name</th>
<th>Fall DIBELS CWPM</th>
<th>Spring Growth Goal Ca Total + CWPM Needed Overall</th>
<th>November CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
100% Meetings – Snapshot of Fifth Grade TWI

<table>
<thead>
<tr>
<th>SPED</th>
<th>ELL</th>
<th>Span. level</th>
<th>First Name</th>
<th>Last Name</th>
<th>Fall DIBELS</th>
<th>Exp. or ambitious</th>
<th>Spring Growth Goal CV</th>
<th>Total +CWPM Needed</th>
<th>Overall</th>
<th>November CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>58.3</td>
<td>36.3</td>
<td>29.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72.3</td>
<td>36.3</td>
<td>43.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>76.3</td>
<td>36.3</td>
<td>47.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>79.3</td>
<td>36.3</td>
<td>50.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>92.3</td>
<td>36.3</td>
<td>63.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>94.3</td>
<td>36.3</td>
<td>65.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>102.3</td>
<td>36.3</td>
<td>73.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>102.3</td>
<td>36.3</td>
<td>73.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>106.3</td>
<td>36.3</td>
<td>77.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>J</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109.3</td>
<td>36.3</td>
<td>80.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>112.3</td>
<td>36.3</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>114.3</td>
<td>36.3</td>
<td>85.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>117.3</td>
<td>36.3</td>
<td>88.7</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>118.3</td>
<td>36.3</td>
<td>89.7</td>
<td></td>
</tr>
</tbody>
</table>

Growth rates based on district norms

SPED or EL Status
### 100% Meetings – Snapshot of Fifth Grade TWI

#### Spring Growth

<table>
<thead>
<tr>
<th>SPED</th>
<th>ELL</th>
<th>Span. level</th>
<th>First Name</th>
<th>Last Name</th>
<th>Fall DIBELS CWPM</th>
<th>Exp. or ambitious goal</th>
<th>Spring Growth Goal CV To</th>
<th>CWPM Needed Over</th>
<th>November CV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>58.3</td>
<td>36.3</td>
<td>29.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>72.3</td>
<td>36.3</td>
<td>43.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>76.3</td>
<td>36.3</td>
<td>47.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>D</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>79.3</td>
<td>36.3</td>
<td>50.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>E</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>92.3</td>
<td>36.3</td>
<td>63.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>94.3</td>
<td>36.3</td>
<td>65.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>G</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>102.3</td>
<td>36.3</td>
<td>73.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>H</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>102.3</td>
<td>36.3</td>
<td>73.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>106.3</td>
<td>36.3</td>
<td>77.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>J</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>109.3</td>
<td>36.3</td>
<td>80.7</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>K</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>112.3</td>
<td>36.3</td>
<td>83.7</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>L</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>114.3</td>
<td>36.3</td>
<td>85.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>117.3</td>
<td>36.3</td>
<td>88.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>118.3</td>
<td>36.3</td>
<td>89.7</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td>O</td>
<td></td>
<td></td>
<td>amb. 1.1</td>
<td>118.3</td>
<td>36.3</td>
<td>89.7</td>
</tr>
</tbody>
</table>

#### Additional PM of low benchmark

The table above shows the snapshot of Fifth Grade TWI, highlighting students’ progress towards their goals. The chart indicates the Spring Growth and the additional PM of low benchmark. The data is organized by student’s SPED, ELL status, and their performance metrics including Fall DIBELS CWPM, Spring Growth Goal CV To, CWPM Needed Over, and November CV.
What did the data tell us about....

- Core instruction in English
- Core instruction in Spanish
- Next steps?
We *(usually)* don’t blame the fish!

Focus on “the water” -
- Instruction
- Curriculum
- Environment
Effective Tiered Instruction
Culturally and Linguistically Responsive RTI Model

Tier 1

Tier 2

Tier 3

Intensive Intervention

Special Education

Language Proficiency Level

basic  intermediate  advanced
## Tier 1 Characteristics

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Setting</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (including students with disabilities and learning differences)</td>
<td>District core curriculum and instructional practices that are research based and incorporate differentiated instruction</td>
<td>General education classroom</td>
<td>Screening, continuous progress monitoring for some students, and outcome measures or summative assessments</td>
</tr>
</tbody>
</table>

Center on Response to Intervention, 2012
High-quality, scientifically based instruction, differentiated to meet the needs of all students who are screened on a periodic basis to identify struggling learners who need additional support.

Includes daily linguistic accommodations and language support in English and native language, if possible.
Intensifying Instruction at Tier 1

- Change dosage or time
- Change the learning environment to promote attention and engagement
- Combine cognitive processing strategies with academic learning
- Modify delivery of instruction
  - Explicit
  - Systematic
  - Differentiated

Vaughn, Wanzek, Murray, & Roberts, 2012
Principles of Effective Instruction: Self Reflection

• Differentiated Instruction
  • How do I ensure that all learners are able to access instruction?
• Explicit Instruction with Modeling
  • Is my instruction step-by-step?
  • Am I using clear, concise language?
  • Do I model and use think-aloud strategies?

CEEDAR Center, 2014; Vaughn et al., 2012
Examples of Differentiated Instruction

• Small group direct instruction (e.g. guided reading)
• Peer tutoring
• Strategically designed learning centers that reinforce targeted skills
## Tier 2: Supplemental Instruction

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Setting</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identified through screening, and verified with others assessments, as at risk (not meeting grade level cut-score)</td>
<td>Targeted, supplemental instruction delivered to small groups in addition to Tier 1</td>
<td>General education classroom or other general education location within the school</td>
<td>Progress monitoring, diagnostic</td>
</tr>
</tbody>
</table>
What is Tier 2: Supplemental Instruction for ELs?

Evidence-based intervention(s), including programs and/or practices, of moderate intensity that address the learning challenges of most at-risk students.

Includes daily linguistic accommodations and language support in English and native language, if possible.

Center on Response to Intervention, 2012
**Tier 3: Intensive Intervention**

<table>
<thead>
<tr>
<th>Focus</th>
<th>Instruction</th>
<th>Setting</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who have not adequately responded to core- and supplemental instruction (Tier 2)</td>
<td>Intensive intervention (Tier 3) delivered to small groups (two or three students) or individually by highly skilled specialists</td>
<td>Intervention classroom, other general education location within the school</td>
<td>Progress monitoring and diagnostic assessments (e.g. running records, skilled based math tests)</td>
</tr>
</tbody>
</table>

Center on Response to Intervention, 2012
What is Intensive Intervention for ELs?

Intensive intervention is designed to address severe and persistent learning difficulties.

Intensive interventions should be:
1. Driven by data
2. Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instructional supports
3. Proven effective for ELs

Includes daily linguistic accommodations and language support in English and native language, if possible
Data-Based Individualization (DBI): A framework for intensive intervention

http://www.intensiveintervention.org/
Who Needs Intensive Intervention?

- Students with or without learning disabilities who are not making adequate progress in their current instructional program.
- Students who have very low (persistent) academic achievement.
- Students in a tiered intervention program who have not responded to Tier 2 instructional programs delivered with fidelity.
- Students identified through a problem-solving approach with thorough examination of cumulative and trend data.

Source: NCII, 2013
## Distinction Between Tier 2 and Tier 3

<table>
<thead>
<tr>
<th></th>
<th>Tier 2: Supplemental</th>
<th>Tier 3: Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Follow standardized evidence-based programs as designed or evidence-based practices</td>
<td>Use standardized evidence-based program as a platform, but adapt instruction based on student data</td>
</tr>
<tr>
<td><strong>Duration and Time Frame</strong></td>
<td>Consistent, frequent over a pre-determined timeframe and in accordance with program specifications (recommended: 3-4 times per week for 30-45 minutes)</td>
<td>Increased frequency and timeframe (recommended: daily for 30-45 minutes)</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Recommended: Small group (5-10 students) and in accordance with program specifications</td>
<td>Recommended: Individual or no more than 3 at elementary level Reduce group size from Tier 2</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>Biweekly</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>Students at-risk (not making adequate progress in their current instructional program)</td>
<td>Students with significant and persistent learning needs</td>
</tr>
</tbody>
</table>
Job-Embedded Professional Development for Enhancing Practice
Essential Features of JEPD for Teachers of ELs

Develop a partnership with an instructional leader in the schools who works closely with teachers of ELs to build capacity through PD.

Create opportunities for teachers of ELs to provide input in the dissemination of the PD plan to build relationships and establish buy-in.

Engage in various PD activities (e.g., classroom observations, feedback sessions, team teaching, coaching, peer observation, self-videoing with self-reflection).

Provide opportunities for discussion around refining EL best instructional practices and establishing next steps.
Ongoing job-embedded support that is responsive to educator needs and includes:

- PD with modeling
- Coaching
- Classroom observations
- Demonstrations as needed
- Virtual support
- Data and planning meetings
- Mini-workshops (mini lessons on strategies, mini videos for anytime learning; *i.e.* making connections, inferencing)
JEPD Recursive Cycle: One Example

- Formal Professional Development and Modeling
- Observation and Feedback
- Peer Collaboration for Practice Refinement
- Observation and Feedback
- Self-Captured Video and Reflection
Promotion of teacher-leadership within grade-level teams

Building on teachers’ instructional strengths to enhance literacy instruction for ELs

High-quality educator tools and resources: clear, user-friendly, and engaging

Framework for “anytime” educator support: video models; web-based tools and trainings

Additional Features of JEPD
Critical Attributes for Successful JEPD

• Leadership is key.
• Capitalize on existing structures.
• Take an iterative approach to implementation.
• Plan collaborative JEPD to support sustainability such as the following:
  – Implementation, team teaching, and coaching
  – Self-observation and peer observation
  – Sharing of findings
  – Planning of next steps
• Foster self-reflection.
• Build capacity by supporting teacher leadership.
Culturally and Linguistically Responsive Practice
CLRP Instruction

Teachers know their students well and establish strong relationships with them and their families.

Teachers have high expectations of all students, providing them with needed supports to reach their potential.

Teachers use linguistic scaffolds to ensure access to rigorous curricula and instruction.

Curricula and instruction validate literacy practices and funds of knowledge from students’ homes and communities.
CLRP Data-Based Decision Making

- Strengths-based data analysis
- Shift the unit of analysis toward Instruction
- Build and apply knowledge of language proficiency
  - TELPAS/WIDA
  - Language Proficiency
- Students’ educational history:
  - Review of educational opportunity in L1 and L2
  - Language and literacy trajectories

**STEP 1: Team reviews student data and identifies overall trends.**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>DISCUSSION PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify students’ performance relative to established benchmarks</td>
<td>“Let’s analyze how our students are doing on [benchmark skill].”</td>
</tr>
<tr>
<td>Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).</td>
<td>“What are our students’ strengths? What areas of need do the data show?”</td>
</tr>
<tr>
<td>Consider data from hearing and vision tests, and schedule if gaps exist.</td>
<td>“How many ELs do I have in my class? What are their proficiency levels for each language domain?”</td>
</tr>
<tr>
<td></td>
<td>“Is there a disproportionate number of ELs identified as being at risk?”</td>
</tr>
</tbody>
</table>
CLRP Professional Development

- Self reflection on videos or practice
- Emphasis on coaching
- Critical dialogue
- Classroom observation feedback
**Data-Based Decision Making**

Data-based decision-making processes are used to inform instruction, movement within the multilevel system, and disability identification (in accordance with state law).

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision-Making Process</strong></td>
<td>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <strong>no more than one</strong> of the following criteria: The process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).</td>
<td>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <strong>two</strong> of the following criteria: The process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).</td>
<td>The mechanism for making decisions about the participation of students in the instruction/intervention levels meets <strong>all</strong> of the following criteria: The process (1) is data driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).</td>
</tr>
<tr>
<td><strong>Culturally and Linguistically Responsive Decision-Making Process</strong></td>
<td>Data are <strong>not collected</strong> or analyzed by different student groups (e.g., by language, race, socioeconomic status, ethnicity, or other relevant groups).</td>
<td>Data <strong>may be collected</strong>, but are <strong>not regularly analyzed</strong> by different student groups (e.g., by language, race, socioeconomic status, ethnicity, or other relevant groups).</td>
<td>Data are <strong>collected and analyzed</strong> by different groups (e.g., by language, race, socioeconomic status, ethnicity, or other relevant groups).</td>
</tr>
</tbody>
</table>
### CLRT RTI Fidelity Rubric

**Intensive Intervention—Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level (Tier III)**

| Data-Based Interventions Adapted Based on Student Need | Intensive interventions are **not more intensive** (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions. | Intensive interventions are **more intensive** than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program). | Intensive interventions are **more intensive** than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data. |
|---|---|---|
| Cultural and linguistic match of intervention to students | The intervention **does not align with** students’ linguistic, cultural, and instructional needs. | The intervention **inconsistently aligns** with students’ linguistic, cultural, and instructional needs. | The intervention **consistently aligns** with students’ linguistic, cultural, and instructional needs. |
QUESTIONS