Effective RTI Instruction for English Language Learners

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62nd MSPA Leadership Conference
March 3, 2017
Goals for today’s session:

- What is Response to Intervention (RTI)?
- When does RTI support ELL students most effectively?
- The RTI Decision-Making Process, with a focus on ELL students
- Reflection and Individual Next Steps
What is Response to Intervention (RTI)?

When does RTI support ELL students most effectively?
The Response-to-Intervention (RTI) Model

The RTI Model is based on tiered instructional processes, that are continuously adjusted based on students’ needs and progress.

- **RTI Tier 1:** *All students receive Tier 1* instruction. It is instruction guided by an evidence-based core program, i.e. regular instructional program.

- **RTI Tier 2:** *Supplemental and targeted* intervention for students performing at risk in particular skills, or students who need additional support. These students usually receive instruction in a **small group** in the same classroom.

- **RTI Tier 3:** *Intensive* instructional intervention for students considered at high risk of failure. These students receive intensive **one-on-one** instruction.

(Tier 2 vs. Tier 3: Intensity, Frequency. Special education students have an IEP)
Traditional Classroom - Pedagogy

**TEACHER RESPONSIBILITY**

- Deliver the Curriculum

**STUDENT RESPONSIBILITY**

- Learn, memorize, recall (curriculum)

"I do, explain it"

"You do, learn it"

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Student- Centered Classroom
(Gradual release of responsibility)

TEACHER RESPONSIBILITY

Deliver curriculum
Aligned to CCLS
(Expectations)

Guided &
Differentiated
Instruction

Work
Collaboratively

Demonstrate learning

STUDENT RESPONSIBILITY

“I do, I show”

“We do, we practice”

Response to Intervention

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Source:
How does RTI Instruction support ELL students?

The problem-solving approach typical of tiered RTI instruction is an effective framework to support the acquisition of grade level content and the development of English skills, when the model is used in a culturally and responsive manner.

Educators must:
- Have an understanding of the theories of language acquisition.
- Have an understanding on how the intersection of language and learning influences ELLs’ academic development.
Check your understanding about Language Acquisition:

- **Bilingualism**
  - Bilinguals are equally proficient in both languages

- **Bilinguals**
  - The majority of ELLs in our schools are “simultaneous” bilinguals.

- **Semilingualism**
  - Those who acquire a L2 after they have learned their first language

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- **Reality**
  - Includes a wide range of proficiencies in L1 and L2.

- **Misconception**
  - Sequential Bilinguals

- **Sequential Bilinguals**
  - Is not a valid concept; rather the result of partial testing measures.

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When does RTI support English Language Learners most effectively?

When RTI:
• Focuses on **identified skill/s**, together with
• The **language** necessary to use and demonstrate understanding of such identified skill/s, and

When the Students:
• Become **aware of the powerful role of language in learning**, and
• Develop their independence and **accountability as learners**.
How do we make decisions regarding RTI particularly for English Language Learners?
Is There a Grade wide Learning Problem?

Are there many grade 2 children in this school, reading below grade level expectations? Yes? No? Why?

- If Yes, core instruction should be adjusted before singling out individual students for assistance.
- If No, we will need to look deeper to find out whether it is a classroom problem, or an individual problem.
Classwide Intervention

1. Support **Co-Teaching** so as to ensure effective classroom practices that include **Content & Language Objectives and the teaching of Academic language**.

2. Provide in-class coaching (if possible), and **co-planning time**.

3. Incorporate classwide supplemental reading intervention, i.e. Tier 2 RTI into regular weekly program.
What are the results after 2 months?

What is happening here? Need to consider Tier 3 intervention.
Weeks 1-3: Improvement using 1<sup>st</sup> grade reading materials followed instruction, but no carry over to new materials of similar difficulty. Student <strong>may require sustained intensive intervention (Tier 3), following evaluation</strong>. 

Source: http://www.rtinetwork.org
Structures, Systems and Strategies
### Scheduling for Tiered Instruction

#### SMART Objectives
- Optimize resources
- Collaboration
Debate Strategic Lesson Template

Taking A Stand (Debate)

Topic/Issue:___________________________________________________________

Purpose:______________________________________________________________

Content Objective:_______________________________________________________

Language Objective:_______________________________________________________

Key Vocabulary, Expressions:_____ (language specific)___________

Lesson Implementation:

Step 1 - Students research/learn about the topic through questions (that the teacher prepared in advance).

Step 2 - Students exchange ideas (Q/A) about the topic, and take notes (they may include sketches, drawings and words written in a language other than the FL of the lesson).

Step 3 - Students reflect, take a stand and prepare for the debate.

Step 4 - Students engage in the debate based on notes /ideas taken during steps 1-3. Then, they assess their Learning.
Debate Strategic Lesson Template

Taking A Stand (Debate)

**Topic/ Issue:** __________________________________________________________

**Purpose:** ______________________________________________________________

**Content Objective:** ‘I formulate questions with a focus on my topic to research and prepare for the debate.’

**Language Objective:** ‘I use precise and effective language when I ask and respond to questions about my topic to better prepare for the debate.’

<table>
<thead>
<tr>
<th>Key Vocabulary, Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantage/ Disadvantage</td>
</tr>
<tr>
<td>Appropriate, Constructive criticism</td>
</tr>
<tr>
<td>Controversy/ Controversial</td>
</tr>
<tr>
<td>Articulate</td>
</tr>
<tr>
<td>Defend</td>
</tr>
<tr>
<td>Argue, discuss</td>
</tr>
<tr>
<td>“I refute your claim”</td>
</tr>
<tr>
<td>Gives a win</td>
</tr>
<tr>
<td>Line-by-line refutation</td>
</tr>
</tbody>
</table>
## Similarities and differences between Tier 1 and Tier 2 strategies

### STRATEGY: **ANALOGY**

<table>
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<tr>
<th>How is the strategy used to teach the Content or topic of the lesson?</th>
<th>... TIER 1 Instruction?</th>
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Please refer to handout for details.
## Similarities and differences between Tier 1 and Tier 2 strategies

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<td>How is the strategy used to teach the Content or topic of the lesson?</td>
<td>• Mixed pairs</td>
<td>• Same purpose</td>
</tr>
<tr>
<td></td>
<td>• Students share using a sequence of self-monitoring questions</td>
<td>• Small groups</td>
</tr>
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<td>How is the strategy used to teach Language that student need to learn and demonstrate learning of the Content?</td>
<td>• Mixed pairs help each other</td>
<td>• Examples and objects known to students are also used to practice the language students need to compare, describe and make analogies.</td>
</tr>
<tr>
<td></td>
<td>• Use of videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share common experiences</td>
<td></td>
</tr>
</tbody>
</table>
Targets of Measurement or TOMs (NYSESLAT)

https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyeslat-targets-measurement

How the NYSESLAT measures linguistic demands based on English proficiency

The linguistic demands necessary to understand and be able to respond to the content – anchor CCLS

Use Target of Measurements to set Language Objectives, and use the Performance Level Descriptors to determine strategy (how).

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Tiered Instruction fosters Learning Accountability

My Reading Strategy
Interesting Words /Expressions
Did we meet the goal for today’s session?

• **What is Response to Intervention (RTI)?**

• **What is the Decision-Making process?**

• **When does RTI support ELL students most effectively?**

  When RTI:
  
  ➢ Focuses on **identified skill/s**, together with the **language necessary to use and demonstrate understanding of such identified skill/s**, and

  When the Students:
  
  ➢ Become **aware of the powerful role of language in learning** and develop their independence and **accountability as learners**
Download a copy of this powerpoint at: Fordham NYC RBE-RN, or https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network

“Please fill out the evaluation. Thank you”, Roser Salavert