Establishing
Response to Intervention (RTI) Instruction for English Language Learners

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at
CSA Headquarters
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Today’s Objectives

• What is Response to Intervention (RTI)?

• The RTI Decision-Making Process: Is it a Gradewide, Classwide or Individual Learning Problem?

• How does RTI Instruction support ELL students?

• Schoolwide Scheduling for RTI

• Reflection and Individual Next Steps
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. Typically, there are three levels:

- **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)
Three Tiers of Instructional Support

Core of Instruction
(Tier I)

- Rigorous and evidence-based curriculum, including English language development for ELLs
- Serves >80% of students’ needs

"Double Dose" of Instruction
(Tier II)

- Extra attention, activities, and experience targeted to specific students, in addition to core instruction
- Serves about 5-10% of students

Intensive Intervention
(Tier III)

- Intensive and individualized instruction (small group or 1:1)
- Serves about 1-5% of students

Source: NYC DOE
# Tier 1: Essential Elements of Instruction

<table>
<thead>
<tr>
<th>Component</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>• Evidence-based core curriculum and instructional materials in core subjects areas</td>
</tr>
</tbody>
</table>
| **Instructional Organization** | • Large group instruction of skills  
• Small differentiated group instruction for application of skills, re-teaching, additional practice, and/or challenge activities as determined by benchmark and progress monitoring data |
| **Instructor**      | • Teacher (or other specialist) trained to teach programs being taught                                                                         |
| **Assessment**      | • Benchmark screenings, (at least 3 times per year), outcome-based assessments, ongoing program, and informal for all students  
• Parents informed of student progress on a regular basis |
| **Time**            | • Core instruction provided daily  
- Recommend K-3: 90 minutes reading instruction  
- Recommend 4-6: 60-90 minutes reading instruction  
• Applications of skills throughout the day across all content areas |
| **Setting**         | • General education classroom                                                                                                                 |
| **Support**         | • Home practice and support  
• Additional tutoring or peer-tutoring to provide practice at school  
• Use of trained paraprofessionals to provide practice opportunities  
• Encouragement of parent-school partnerships  
• Parent training as needed  
• Professional development for school personnel  
• Ongoing verification for fidelity of implementation |

Source: Montana, Office of Public Instruction, 2009
## Tier 2: Essential Elements of Instructional Intervention

<table>
<thead>
<tr>
<th>Components</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Materials</strong></td>
<td>- Evidence-based core curriculum and instructional materials in core subject areas</td>
</tr>
<tr>
<td></td>
<td>- Evidence-based intervention materials and strategies that supplement Tier 1 instruction</td>
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<tr>
<td><strong>Instructional Organization</strong></td>
<td>- Homogeneous groups</td>
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<td></td>
<td>- Explicit instruction targeting special skill deficits</td>
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<tr>
<td></td>
<td>- Pre-teach and Re-teach targeted skills</td>
</tr>
<tr>
<td></td>
<td>- Opportunities for review, practice, and feedback</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>- Teacher, reading specialist, special education teacher, ELL teacher, speech/language pathologists, or other specialists trained to teach programs being taught</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>- Tier 1 benchmark screening plus</td>
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<tr>
<td></td>
<td>- Diagnostic and ongoing progress monitoring</td>
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<tr>
<td></td>
<td>- Monthly, bi-weekly, or weekly</td>
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<td></td>
<td>- Parents informed of student progress on a regular basis</td>
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<tr>
<td><strong>Time</strong></td>
<td>- 20 to 60 minutes daily in addition to general classroom Tier 1 instruction</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>- General education classroom or other appropriate setting</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>- Home practice and support</td>
</tr>
<tr>
<td></td>
<td>- Before and after-school programs</td>
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<tr>
<td></td>
<td>- Additional tutoring and/or peer tutoring to provide practice at school</td>
</tr>
<tr>
<td></td>
<td>- Parent training</td>
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<tr>
<td></td>
<td>- Use of trained paraprofessionals to provide support to the classroom teacher as he/she provides Tier 2 instruction</td>
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<tr>
<td></td>
<td>- Instructional teams such as: literacy team, math team, grade-level team, or student support team</td>
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<td></td>
<td>- Professional development for all school personnel</td>
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<tr>
<td></td>
<td>- Ongoing verification for fidelity of implementation</td>
</tr>
</tbody>
</table>

Source: Montana, Office of Public Instruction, 2009
### Tier 3: Essential Elements of Instructional Intervention

<table>
<thead>
<tr>
<th>Components</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| **Curriculum and Materials** | • Continue Tier 1 and possibly Tier 2 instruction  
• Evidence-based intervention materials and strategies that supplement Tier 1 instruction  
• Programs and strategies emphasize skill building in areas of need as identified through diagnostic assessments  
• Possible replacement of the core program, **when appropriate** |
| **Instructional Organization** | • Explicit instruction targeting specific skill deficits  
• Individual or small, homogeneous groups (2-3)  
• Pre-teach and re-teach targeted skills  
• Opportunities for review, practice, and feedback  
• Use of multi-sensory approaches, as appropriate |
| **Instructor** | • Teacher, reading specialist, special education teacher, ELL teacher, speech/language pathologists, or other specialists trained to teach programs being taught |
| **Assessment** | • Tier 1 benchmark screening plus  
• Diagnostic assessments and ongoing progress-monitoring  
  Weekly or bi-weekly  
• Parents informed of student progress on a regular basis |
| **Time** | • 30-90 minutes daily in addition to Tier 1 classroom instruction |
| **Setting** | • Appropriate setting within the school |
| **Support** | • Instructional teams such as: literacy team, math team, grade-level team, or student support team  
• Use of trained support personnel to provide practice opportunities  
• Provision of parent training as needed for home practice and support  
• Additional tutoring programs  
• Home practice and support  
• Parent Training  
• Before and after-school programs  
• Ongoing verification for fidelity of implementation |

Source: Montana, Office of Public Instruction, 2009
The RTI Decision-Making Process

1. Analyze data at Grade level decision
2. Analyzing data at the Classroom level decision
3. Analyzing data at the Individual level decision

Ready for Guided Practice?
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.

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Source: http://www.rtinetwork.org
In this class, the Reading median score is 51. Is there a classwide reading problem? Yes? No? Why?

- If Yes, core instruction should be adjusted before singling out individual students for assistance.
- If No, What should the core instruction look like in this class, and are there individual students who would need further assessment?
What is causing the Problem?

• Do incentives improve performance for students in the risk range?

Source: http://www.rtinetwork.org
In this class, the reading median score is 31. Is there a classwide reading problem? Yes? No? Why?

• If Yes, core instruction should be adjusted before singling out individual students for assistance. How?
• If No, are there are individual students who would need further assessment?
Classwide Intervention

1. Support teacher so as to ensure the correct use of the school reading instruction program.
2. Provide in-class coaching to maximize instructional time, and
3. Incorporate classwide supplemental reading intervention, i.e.
Results from Classwide Intervention

After two months of Classwide Intervention which included:
• Ensuring the correct use of the school reading program.
• In-class coaching to maximize instructional time, and
• In-class Tier supplemental reading intervention

Source: http://www.rtinetwork.org
Week 1: Improvement using 1st grade reading materials
Week 2: Limited carry over when materials increased in complexity (grade 2)
Week 3: Beginning in the 3rd week, the student demonstrated steady improvement.

Source: http://www.rtinetwork.org
Weeks 1-3: Improvement using 1st grade reading materials followed instruction, but no carry over to new materials of similar difficulty. Student may require sustained intensive intervention (Tier 3), following evaluation.
Case Examples in Mathematics:
Is There a Gradewide Learning Problem?
Are There Individual Learning Problems?

School: 
Teacher: Grade 4
Mean Score: 29.93, Median Score: 32
Assessment: 9/8/2010 - Math, Multiplication, Multiplication facts: 0 to 9

Source: http://www.rtinetwork.org
Based on your analysis, what should be the next step?

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Gradewide Level Intervention

The graph shows that the majority of grade 4 students are performing at at risk/below level. The school must:

• Troubleshoot the instructional programming to identify and address instructional problems that are causing so many students to perform below expectations.
• Implement supplemental intervention (Tier 2) to ‘catch-up’ immediately, and
• Routinely screen data to evaluate if programming and intervention efforts are paying off or not.

Source: http://www.rtinetwork.org
Results from Gradewide Intervention

After three months there is evidence of progress in all the classes. However, this measure reflects only one skill, and therefore it will be important to examine other sources of information to verify that improvements are detected more broadly (across a number of mathematical skills).

Source: http://www.rtinetwork.org
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

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

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

**Sequential Bilinguals**
- The majority of ELLs in our schools are “simultaneous” bilinguals.
- Those who acquire a L2 after they have learned their first language

**Semilingualism**

### Activity: Finding similarities and differences between Tier 1 and Tier 2 strategies

<table>
<thead>
<tr>
<th>STRATEGY: ____________</th>
<th>... TIER 1 Instruction?</th>
<th>... TIER 2 Instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How is the strategy used to teach CONTENT in ....?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How is the strategy used to teach LANGUAGE in ....?</strong></td>
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</tr>
</tbody>
</table>

Then, discuss the similarities and differences based on their Instructional Tier.

Please refer to handout for details.
Scheduling for Tiered Instruction

Computer-adaptive Systems:
- Identify student strengths and weaknesses in reading and mathematics.
- Provide individualize computer based instruction for Tier 2 and Tier 3 support.
- Enable teachers to increase or decrease lessons assigned to students based on student performance.
- Offer supplemental lessons targeting areas of need.

- Optimize resources
- Collaboration
Tiered Instruction fosters Learning Accountability

Survey-Reviews.net sample survey:

1. Default Section

This is a sample survey created for Survey-Reviews.net.

1. Do you like our site?
   - Yes, it’s what I was looking for
   - It’s ok
   - You could do better

2. Please tell us why you like / don’t like it

3. What survey software platforms have you used so far?
   - [ ] Survey Monkey
   - [ ] QuestionPro
   - [ ] eSurveysPro
   - [ ] Zoomerang
   - [ ] SurveyGizmo
   - [ ] FreeOnlineSurveys
   - [ ] Other (please specify)
Targets of Measurement or TOMs (NYSESLAT)

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

Note: Use Target of Measurements to set Language Objectives, and use the Performance Level Descriptors to determine strategy (how).
Thank you very much.

Roser Salavert