Tier 2 and Tier 3 Interventions for ELLs/MLLs

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Today we will………..

- Explore RTI Tier 2 and Tier 3 considerations for interventions
- Look at a culturally responsive framework and considerations
- Discuss the research on the Center for Instruction
- Discuss phonics, comprehension and fluency
- Discuss listening and speaking as opportunities to strengthen Tier instruction

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In NYS, more ELLs than non-ELLs are

- Referred for a special education evaluation
- Placed in special education
- Placed in more restrictive placements
- Classified under specific disabilities categories (Speech/Language, LD & ED).

The classification rate of all students with disabilities is approximately 14%; the classification rate for ELLs is approximately 22%.

NYSED Special Education Field Advisory Memo (2014)
"Far too often, children from diverse backgrounds who fall behind in their learning, are inappropriately labeled as needing special education. What they may really need is academic support and the opportunity to learn in a culturally responsive environment."

Reg Weaver, past President, National Educational Assoc. (2008)
Revisiting Your Guidance Questions for Culturally and Linguistically Responsive RTI

Tier 1

- Characteristics of ELL/MLL students needing more rigorous instruction
- Guiding questions, instruction, interventions
- Service provider questions and skills
- What does your system have in place?
- What changes can you make immediately?

Source: Dr. Julie Esparza Brown
https://www.youtube.com/watch?v=fPIMGtcrq38

(over representation into special ed.) Dr. Alba Ortiz (2.43 min)
We need to begin assessing the instructional program prior to assessing the child. We must consider a student’s opportunity to learn and the many complex contextual factors that influence their learning. We cannot say with confidence that a student is or is not responding to instruction unless we ensure that they are engaged in learning opportunities that are culturally and linguistically responsive and founded on best practices for ELLs/MLLs across all tiers of instruction.

C. Spinelli (2008)
What is culturally and linguistically responsive?

A Framework for Culturally Responsive Teaching Raymond J. Wlodkowski and Margery B. Ginsberg

- Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.

- To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995).

- To that end, we have developed a comprehensive model of culturally responsive teaching: a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student’s cultural identity. The foundation for this approach lies in theories of intrinsic motivation.

How do you address culturally responsive teaching?
The framework names four motivational conditions that the teacher and students continuously create or enhance.

**Establishing inclusion**—creating a learning atmosphere in which students feel respected by and connected to one another.

- **Procedures**: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.
- **Structures**: Ground rules, learning communities; and cooperative base groups.

**Developing attitude**

- **Procedures**: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning.
- **Structure**: Culturally responsive teacher/student/parent conferences.
The framework names four motivational conditions that the teacher and students continuously create or enhance.

**Enhancing meaning**
- **Procedures**: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.
- **Structures**: Projects and the problem-posing model.

**Engendering competence**
- **Procedures**: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.
- **Structures**: Narrative evaluations; credit/no credit systems; and contracts for grades.

These conditions are essential to developing intrinsic motivation. They are sensitive to cultural differences. They work in concert as they influence students.
Culturally Relevant Mentor Texts for ENL Classroom Discussion

- Race
- Immigration, ethnicity
- Social Class, Poverty and Privilege
- Gender, region, religion
- Family
New York State, July 2012

Effective July 1, 2012, all school districts in NY State must have an **RtI** program in place as part of their evaluation process to determine if a student in Grades K-4* is a student with a learning disability in the area of reading; in NYC it is Grades K-5.
Multi-tiered system of supports

Response to Intervention (RtI) – Academic Tiered Model of support and academic decision making

- A seamless connection between three components:
  - A standards-aligned curriculum & research-based instructional practices
  - A comprehensive assessment system
  - Use of a problem-solving model

Student’s growth is monitored and instructional placements are adjusted accordingly if the student does not make adequate progress.

Where is your school on the seamless connection?
Response to Intervention (RTI) for ELLs

Differentiation/Tiered Intervention for ELLs

Don’t wait to fail!
RTI benchmark assessments provide a way of prioritizing ELLs for tiered instructional intervention immediately. Help to identify current skills.

 Tier 1:
Significantly differentiated core instruction (90 minutes for literacy) is required for all students. ESL is an essential part of differentiated core instruction.

 Tier 2: 15% (?)
5:1 student to teacher ratio
Core + 30 to 60 minutes a
At least 3x/week
Standard protocol

 Tier 3: 5% (?)
More individually targeted
Smaller group size (e.g., 3:1)
Delivered daily, for a longer duration.
It is important to remember that in any RtI system, “a pyramid is only as strong as its foundation.” (Collier, 2004)
Research states:

- The lowest 10% of readers in the middle of 1st grade are likely to stay the lowest 10% of readers unless they receive additional support (Good, Simmons, & Smith, 1998).

  **What should be happening in first grade?**

- 74% of poor readers in the 3rd grade likely remain poor readers in the 9th grade (Fletcher & Lyon, 1998).

  **What should be happening in third grade?**

- Studies indicate at-risk students make substantial gains in achievement and may catch up to their peers that are on-track when instruction is sufficiently intense (Harn et al., 2007; Vaughn et al., 2003).

  **What resonates for you in the above statement?**

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RTI Differences:

- Underlying differences in the RtI research literature:
  - times per week vs. daily
  - group sizes
  - length of delivery sessions
  - modifying pacing

What is needed?

- more training needed on modifying existing programs in place
- how to improve the coordination of instruction in the school

✓ How does your school modify programs? How often?
✓ How is the coordination of instruction carried out?
✓ How do you know when programs are effective?
Considerations in RTI for ELLs/MLLs

- Instructor is knowledgeable about 2nd language acquisition
- Interventions are ‘evidence-based” and validated for ELLs
- Progress monitoring considers the different benchmarks for ELLs
- Comparison to ‘true peers’
- Holistic approach vs. isolated approach
- Oracy in all languages, oracy surrounds the entire RTI pyramid
- Literacy development is in the native language
- Use strategies that promote language development, vocabulary acquisition, and reading comprehension as well as alternative assessments.

Assessing needs of ELLs/MLLs

Deirdre Danaher and Eva Garcia  R8ER-RN at Fordham University
What RTI for ELL/MLL Students Is and Is Not

- An initiative that supports general education school improvement goals for all diverse learners.
- Intended to help as many ELL/MLLs as possible meet proficiency standards without special education.
- A method to unify general and special education to benefit ELL/MLL students through greater continuity of services.
- Focused on effective instruction to enhance ELL/MLL growth.

- A stand-alone special education initiative.
- A means for getting more ELL/MLL students into special education.
- A method for increasing or decreasing special education numbers.
- Focused primarily on LD determination among ELL/MLL students and documented through a checklist.
Research-Center on Instruction

1. ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

2. K-12 classrooms across the nation must increase opportunities for ELLs to develop sophisticated vocabulary knowledge.

3. Reading instruction in K-12 classrooms must equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.

4. Instruction and intervention to promote ELLs’ reading fluency must focus on vocabulary and increased exposure to print.

5. In all K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk.

6. Independent reading is only beneficial when it is structured and purposeful, and there is a good reader-text match.
Put Reading First

Seminal government publication under President George W. Bush, 2001

5 tenets:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Text Comprehension
Role of Phonics in the Classroom

- **Phonics skills** are taught in the classroom before a child actually begins to read. Letter and sound recognition are of primary importance in the pre-reading stage. Children learn each letter is represented by a corresponding sound. These skills are taught simultaneously in whole and small group settings in the classroom with activities and games that continually reinforce and review letters and initial sounds.


Pre-reading and checklists

- **Phonics instruction** is never meant to replace read-aloud and comprehension strategy instruction, but as a **teaching** method, **phonics** makes the fundamental assumption that many children become better ...

Examples of Structured Phonics Programs

- Wilson Reading and Fundations
- Orton-Gillingham
- Linda Mood Bell
- Words Their Way
- Saxon Phonics
- Recipe for Reading
- Preventing Academic Failure

What does your school use for phonics instruction?
Phonics in the ENL classroom

- Incorporating phonics instruction in the ENL classroom provides focused training on the sounds of the English language.
- When ESL students learn the meaning of the word along with the sound of the word simultaneously, it “sticks” better.
- ESL students’ confidence increases when they are empowered with skills that help them successfully read and pronounce and spell English independently.
- Phonics instruction helps ESL students' improve their spelling since encoding (putting sounds together) is an integral part of explicit phonics instruction.

Source: https://www.readinghorizons.com/blog/post/2009/12/08/phonics-for-esol-students-and-ell
Once a child understands letter/sound correspondence, he can begin learning how to decode (sound out) words. Phonics instruction, at this stage of the reading process, includes teaching children how to look at a word, say the sound for each letter in the word, then blend the sounds to make the word. This takes much practice and reinforcement before children can read independently. Teachers help children decode with activities that provide practice in phoneme segmentation. *Reading actually begins once a child can quickly break the word down to its specific sounds, hear and recognize the sounds, then produce the word.*

**What are some of the decoding issues an ELL student may have?**
Fluency

Fluency is the ability to read accurately with smoothness and expression. Mastery of phonics is crucial for fluency. If a child has to spend a disproportionate amount of time decoding words, then the meaning of the story will be lost for him. Emphasis on mastery of phonics in the classroom has a direct impact on the development of fluency and comprehension.

How do you support ELL students with fluency?
As children begin to read books on their instructional level in the classroom, their vocabulary should increase. Phonics is important in vocabulary development because it teaches children spelling patterns that will help them sound out unfamiliar words they encounter. This enables students to remember these words when they see them again as they read more books.
Connecting Comprehension and Fluency

In order to help students become the best they can be, it's important to teach comprehension and fluency hand in hand. In the early grades, rather than simply testing a student's speed and accuracy or listening to see how well a student reads a text, teachers should offer a more integrated approach. As students get older and experience more difficult texts, the focus shifts away from fluency and focuses more on comprehension, but teachers should still model strong fluency skills to help students continue to build key word recognition and comprehension skills.

Preview a Text

Before reading any text, take time to preview it. Look at the title, the name of the author, the layout, and any illustrations that appear. This helps give the reader a frame of mind before reading the text. Often these features can provide clues to help readers decode more difficult words in a text.

Text features

The student should verbalize to identify text features that will help with comprehension.
Capitalization and Grammar

- Names of people and pets: Ned, Fluffy
- Names of places: McDonald's, Kroger
- Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- Months of the year: January, February, March, April, May, June, July, August, September, October, November, December
- Beginning a sentence: The dog sat.
- Capital letters: I
- Sight word: I
- Names of holidays: Christmas, Halloween
- Good and Well
- I and Me
- Articles
- Synonyms and Antonyms
- Prefixes and Suffixes
- Homographs and Homophones
- Nouns
- Singular and Plural Possessive Nouns
- Pronouns
- Adverbs
- Verbs
- Adjectives
- Troublesome Words
Pronouns
Present & Past Tenses

Irregular Verbs:
Verbs that do not form their past tense by adding the ending -ed are called Irregular Verbs!

Present:
go run give speak write
Past:
gone ran gave spoke wrote

Possessive Nouns:
Singular Possessive:
- Add an apostrophe and add s to a singular noun to make it possessive.
- Examples:
  - boy's bike
  - pencil's eraser
  - puppy's food
  - student's pen

Plural Possessive:
- Add an apostrophe to a plural noun that ends in s to make it possessive.
- Examples:
  - teams' bats
  - hammers' carrots
  - classes' books
  - three students' pencils

Ownership:

Example:
One student has a pencil. It is the student's pencil.

Three students have pencils. They are the students' pencils.
Listening is a Skill

▪ Of the four primary English language skills (speaking, reading, writing, listening) that ELLs (English Language Learners) focus on during the course of their education, listening is perhaps the one that is most often ignored or underdeveloped. This is not necessarily the fault of the student as few students are taught the difference between hearing and listening.

▪ Hearing is the act of receiving sound whereas listening is the process of consciously processing the sound that is being heard. This simple distinction can mean a world of difference for how people process language and develop comprehension skills. ELLs are already at a significant linguistic disadvantage when the majority of their coursework and assessments are delivered in English. But if you can provide them with guidance based on appropriate listening strategies, they'll be better poised for success.
Listening Strategies

Before deciding on which listening strategies will work best for your ELLs, it's important to ask yourself a few questions.

1. What listening skills do my students currently possess?
2. How well do my students absorb and retain new information?
3. What specific aspects of listening would I like my students to improve?

How often are ELL students explicitly taught listening skills?
How do you currently plan for listening in your classroom?
Listening Opportunities

Active Listening

Active listening is an essential strategy for ELLs. While the mechanics of active listening can be fairly in-depth, it's helpful to focus on these following listening strategies:

https://study.com/academy/lesson/teaching-listening-strategies-for-ell-students.html
7 KEY ACTIVE LISTENING SKILLS

1. Be attentive.
2. Ask open-ended questions.
3. Ask probing questions.
4. Request clarification.
5. Paraphrase.
6. Be attuned to and reflect feelings.
7. Summarize.
ACTIVE LISTENING

Pay attention

Look at who is talking

Do not talk

Ask questions

Follow directions

Visualise what is being said
Speaking Strategies

Hallmark 1: Work with engaging texts that feature big ideas and rich content

Hallmark 2: Talk/discuss to build both conversational and academic language and knowledge

Hallmark 3: Write to build language and knowledge

Hallmark 4: Study a small set of high-utility vocabulary words and academic language structures to build breadth and depth of knowledge

Supported by school-wide protocols
Hallmark 2 of Advanced Literacies Instruction (Lesaux, N. 2017)

Why is this important?

To develop their language skills, all students, but especially ELs, need a lot of practice with language. But we know that in many classrooms, the typical teaching scenario doesn’t give our students much of a chance to talk. What is this typical scenario? A teacher asks a question, calls on a student to respond, the teacher then follows by evaluating the response (i.e., saying whether it’s correct or incorrect)—and the interaction is complete. Even though this is a very common scenario, this exchange is not going to get today’s students to the levels of language and critical thinking that they are capable of—and that they need for academic and personal success.
## Differentiating Speaking & Listening Instruction

<table>
<thead>
<tr>
<th>ELLs/MLLs</th>
<th>SWDs</th>
<th>Advanced Learners</th>
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| • Incorporate structured, extended wait time (such as stop-and-jot activities) before students are expected to talk.  
• Allow these students to record their voices or present to you after class, if they are too shy at first to speak in front of others.  
• Offer linguistic scaffolds and verbal encouragement to students as they participate in public speaking or large-group presentations.  
• Provide partially completed scaffolds for listening and note-taking tasks.  
• Assign these students to specific groups and specific roles during the SOLE routine, rather than letting them self-organize.  
• Borrowing a teacher's assistant to assist in the task or record notes for the pair. | • Use assistive technology (both low-tech options, such as pictures, photographs, and symbols, as well as high-tech ones, such as computer programs and augmentative communication devices). | • Group these students together occasionally for collaborative activities, so that you can provide a more complex level of research (or expect a more rigorous academic conversation).  
• When grouping advanced learners together for any of the routines, ask them to make connections, not just summarize (e.g., compare this new lesson to something previously learned, note a cause and multiple effects, state a problem and possible solutions, point out the sequence of events, mention multiple points of view).  
• When designing stations that include content that these students have mastered, add a challenge-level question or advanced task to one or two of the stations. Encourage these students to work on the alternative tasks found at these stations.  
• Ask these students to develop their own questions for SOLE research. |

Source: Dodge and Honigsfeld (2014)
NYSESLAT Speaking Rubric k-12

Transitioning:
- Uses connected phrases or a simple sentence to respond
- May use multiple sentences
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Expanding: Uses connected simple sentences to respond
- May use limited expanded sentences
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Commanding: Uses connected expanded sentences
- Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic
- No errors or infrequent errors that do not obscure meaning
When is it appropriate to move to a Tier 2 intervention for an ELL student?

- With your partner brainstorm on your ideas in answering the question. Be specific and describe what should happen in Tier 1 for the student.
- What evidence will you bring to an RTI meeting in requesting the ELL student should move to Tier 2.
Moving from Tier 1 Core Instruction to Tier 2

- **Assessment for all students:**
  - Guide instructional decision-making
  - Monitor student progress
  - Identify struggling students who need intervention

- **Targeted Instruction**
  - Meet students where they are
  - Go from the known to the unknown
  - Assessments guide instructional decisions
  - Teach them what they need to learn
You’re teaching, but…… are they learning?

- Don’t just cover critical content, **teach it to mastery**
- When confusion is built on confusion, the result is a **MESS**
- **Reteach** as needed
- Practice, practice, practice!
- Monitor progress
- Some students need more time to master critical content
https://www.youtube.com/watch?v=AOiUVa1LS9o
Intensifying instruction at Tier 2 and Tier 3

A defining feature of the RTI framework is the relative increase of intensity among the tiers: more time, attention and resources devoted to students at Tier 3 relative to Tier 2 or Tier 1.
Tier 2 & 3 instructional support

Let’s look at a selection of commonly discussed instructional factors that illustrate the difference between Tier 2 and Tier 3 Interventions.
RIOT and ICEL

ICEL:
- Instruction – how new skills are taught and reinforced
- Curriculum – what is being taught
- Environment – where instruction takes place
- Learner – the recipient of the skills being taught

RIOT:
- Review – review existing data, permanent products, attendance records, lesson plans
- Interviews – structured, semi-structured and unstructured that involve question-answer formats
- Observations – Observing tasks when the problem is most and least likely to occur
- Testing – Formal and informal tests.

Source: (Christ, 2008, Howell & Nolet, 2000)
Time for lunch.........
If most ELLS in the class are thriving, have you considered the following?

- child’s cultural, linguistic, socio-economic, and experiential background
- authentic assessments been used in addition to progress monitoring
- tasks the student can perform and in what contexts
- how the student differs from true peers (rate and level of learning)
- involving child’s parents for their input

Source: J. Klingner (2012)
Some Considerations for Assessing ELLs

- Early literacy screening often focus on print awareness, phonological awareness, and letter-word identification. They often do not include measures of **vocabulary knowledge, oral language proficiency, or listening and reading comprehension**.

- In the domain of vocabulary, as is the case with many native speakers, **linguistically diverse students often have receptive vocabularies that are much larger than their expressive (productive) vocabularies**.

- An ELL student might have a broad, but not very deep, vocabulary, such as only **having one meaning (the common one) for words with multiple meanings**.

- Second language acquisition is an uneven developmental process. Some skills might develop more quickly than others. For example, **some linguistically diverse students with good vocabulary knowledge might still have difficulty with grammar** (Lesaux & Marietta, 2012).

**What classroom decisions should we make?**
Consider the proficiency in the target areas in the L1 of ELLs. Students highly proficient in early reading skills in L1 and low in that proficiency in L2 can be considered instructionally different from students low in proficiency in L1 and L2.

Provide instructional support to ELLs with low performance in reading areas even when oral language skills in English are low. **Interventions should simultaneously address the development of language and literacy skills in English.**
The RtI cycle

1. Examine achievement at the classroom level
2. Monitor progress over time and plan for mid-course corrections
3. Draw on multiple sources of information
4. Design and implement targeted supplemental supports
5. Analyze data through a language acquisition lens
Learner Characteristics

What you look for …
- Language background
- Acculturation
- Educational and experiential background
- Values/norms
- High-order thinking skills

What you use…
- Family interviews (student if possible)
- Home Language Survey
- Review of records
- Portfolio assessments
- Home visits

For example, a student might be demonstrating difficulties that are not related to a learning disability or opportunities to learn, but instead to a different issue:
- Physical (e.g. blood sugar levels, vision problems)
- Social (e.g. bullying)
- Emotional (e.g. anxiety)

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Learner Characteristics

What you look for …

 Student’s academic strengths and weaknesses

What you use …

 Curricula-based measures and other formative measures (e.g. end of unit test, running records)
 Classroom observations
 Standardized assessments with external benchmarks

Hoover, 2009
Learner Characteristics…

What you look for …

- Proficiency in both languages

What you use …

- Language samples
- Running records
- If available – standardized measures with external benchmarks in the native language

Hoover, 2009
Classroom and School Characteristics

What you look for …

- Areas of instructional strengths and weaknesses as well as a match between instruction and students’ needs

What you use …

- Classroom observations – with attention to time allocation and amount of rigorous instruction targeted to address student needs
- Classroom and school level trends in student data

What should we look for in school and classroom?

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Hoover, 2009
Characteristics of Students Needing Additional Supports

Tier 2
- Achievement continues both at a lower level as compared to “true peers” and occurs at a substantially slower rate.

Tier 3
- Achievement continues both at a lower level than like-peers, occurs at a substantially slower rate, and the student needs individualized instruction in order to learn.

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PROGRESS MONITORING
Progress Monitoring for ELLs

- 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.
- 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!

What might be some progress monitoring for the modalities?

Source: J. Klingner (2012)
Figure 1. Illustration of variability within data.

Note: For Student 1, the data indicate that the student’s next data point can be predicted with reasonable confidence, whereas for Student 2, more data is needed. Both examples have fewer than eight data points.
Tier 2 Questions

- Do Tier 2 providers have sufficient expertise in teaching ELLs?
- Does our system for progress monitoring include multiple kinds of measures – both quantitative and qualitative, that assess what students can do as well as their learning needs?
- Are experts on students’ linguistic and cultural backgrounds involved in interpreting assessment data and planning instruction?
- Is a plan in place for using assessment data to group and regroup students (in small same ability groups and 1:1 tutoring), to plan targeted instruction, and to make adaptations?
- Are criteria for entry in and out of Tier 2 implemented and reassessed as needed, with the help of experts who are knowledgeable about the cultural and linguistic backgrounds and needs of the students involved?
- Are interventions research-based, and have they been validated with similar students in similar contexts?

Other factors to consider......

RTI

- Intervening early in reading (or Math) with increasingly evidence-based interventions taught with fidelity.

- Use of screening & progress monitoring data to determine students responsiveness to instruction/intervention & progress towards grade level benchmarks & standards.

Concerns for ELLs/MLLs

- Limited intervention programs that have been researched on ELLs/MLLs (i.e. What Works Clearinghouse).

- Assessment tools must be reliable and valid for use with ELLs. ELLs cannot be expected to meet grade level benchmarks within the time frame as English-only students.

Esparza-Brown & Rosa-Luzo
Tier 3 Interventions
How is Tier 3 Intervention Effectively Implemented with ELLs/MLLs?

- ELLs who are significantly behind in reading require highly intensive interventions that start immediately and continue until the student is able to adequately benefit from reading provided in the core classroom.

- Tier 3 needs to be provided by a well-trained specialist such as a bilingual or ENL teacher with a strong background in literacy or a special education teacher who has a strong background understanding the needs of ELLs.

- Tier 3 may last for a significant period of time when students are making minimal progress. A team approach to problem solving may be very useful in interpreting factors that influence progress and provide suggestions for designing instruction.

- Other factors may need to be considered such as attention and behavior.
Tier 3 Questions

- Has the student had sufficient time within Tier 2 interventions before referral to Tier 3?
- Are Tier 3 interventions available without a special education referral?
- Does the student differ from like “true peers” in the following ways:
  - Level of performance
  - Learning slope
- Are the child’s functional, developmental, academic, linguistic, and cultural background used to guide interventions?
- Are all assessments technically sound, valid, and used appropriately for ELL students?
- Are test results interpreted in a manner that considers the student’s language proficiency in the language of assessment and the language of acculturation?

After Tier 3, what’s next?

A referral for a Special Education evaluation for a suspected learning disability should be based on the student’s response to intense Tier 3 interventions. All RtI interventions must be documented in SESIS before a referral can proceed.

This is a school based decision

- Should be made in accordance with the school’s RtI model
- Evidence of sufficient attempts at intensive intervention at Tier 3 must be documented

Considerations for specific populations

- Students possibly inappropriately classified as having a disability in K, 1st and 2nd grade

Parents may initiate a referral at any time.
ENL/Bilingual Specialists

You have expertise about language and literacy development, how to use assessment tools and techniques and how to use effective instructional practices for ELLs!

Your role should include:

- Clarifying needs associated with L2
- Providing evidence for differences between language acquisition and a LD
- Putting RtI data into a cultural context
- Modeling effective instructional strategies for classroom teachers (Co-Teaching models)
- Assisting with culturally responsive assessment practices
Your role as an ENL or Bilingual Teacher

- **Language Proficiency Team (LPT):** Standing committee for incoming IEPs from other US States or US Territories (Puerto Rico, et. al.)
- **IEP Team:** Initials, Annual Reviews, Triennials, Present Level of Performance
- Meetings with parents/guardians
- Progress reports
- Sharing of test results: MLS, NYSITELL & NYSESLAT
- RTI/AIS team member
- Horizontal and vertical school teams
Resources – NY State Education Department

- https://nysrti.org/
- https://www.weteachnyc.org/resources/resource/RtI-Guidance-NYSED/
- A FOUR-TEAM DEPT.: LIT K-12, EARLY LIT K-2, AIS K-12, LIBRARY SRVCS K-12
  Literacy Events Registration: http://bit.ly/Literacy_PL
  Academic Intervention Events Registration: http://bit.ly/AISevents
  AIS Resources: https://www.weteachnyc.org/resources/?q=&subjects%5B%5D=10
- RtI for ELLS: http://proxy.nycboe.org/Academics/ELL/EducatorResources/RTI+Guide.htm?wbc_purpose=basicContactusContactusContactus>Contactus?mo=5&yr=2018
- Response to Intervention - Creating an RTI Model for ELLs’ Academic Success. October 2018. NYC Department of Education, DELLSS Office

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RTI Institutes

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Developing Culturally and
Linguistically Responsive Multi-
tiered
Systems of Support (MTSS)/RTI2
for English Language Learners
(ELLs)
Cristina Lopez Sanchez
Registration link now open

March 15, 2019

for School Teams

Inquiry Based Problem Solving for
English Language Learners within
a
Multi-tiered System of Supports
(MTSS)/RTI 2: Collaborative
Practice
Cristina Sanchez Lopez & Theresa
Young

Registration via email to:
ycrbern@Fordham.edu
Thank you. Please complete the evaluation.