



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: New York City

As a convener, we would like you to put together a short report from your group describing the following. When you're finished, please type in this report in one of the laptops and hand in this sheet. Thanks!

1. **Names of group members**

Jackie LeRoy, Laura Vieira-Suarez, Elizabeth Scaduto, Alyson Luther, Wanda Sykes, Patricia Mamara, Kristen, Kollgaard, Mary Enright, Dionisio Rodriguez, Rose Colon, Khanna Borukhov

2. **Issue/Topic/Activity**

RTI and Progress Monitoring ELLs

3. **Highlights of Discussion/Recommendations/Next Action Steps**

How do you know your ELL is progressing? How do you know when they are not? When is it appropriate to refer them to an intervention team? What does RTI look like with an ELL?

NYSESLAT has shortcomings especially when used as a diagnostic assessment and/or ELLs are referred to committees for interventions and/or Special Ed. Overall, lack of appropriate Diagnostic Tools for ELLs. Group did not have any "ELL" norm referenced diagnostic assessments that they used or identified as appropriate for ELLs. If using standardized tests- do not compare to monolingual students, But can compare to "true peers" for some information. Still it is not adequate.

NYSESLAT does not drive instruction. NYESLAT does not provide analysis of student strengths or deficiencies. Have to look elsewhere for tool(s)

Syracuse City Schools- formed an assessment committee and dug deeper- started with NYS Standards, and performance Indicators- too numerous to use as benchmarks and too tedious of a task to ask teachers to do on a regular basis. Looked nationwide- at National TESOL Standards and what other states were doing. Liked WIDA "Can Do" descriptors. Broken down by proficiency levels and by domains. Set-up progressively and with only 4-6 descriptors that would be markers or benchmarks. Fairly simple to implement on a regular basis (4 times a year). Vermont is part of the consortium- and is beginning implementing the "can Do" descriptors for progress monitoring with mainstream teachers since they are content specific.

What happens when an ELL is referred to an intervention team(RTI)? Who has the knowledge base to determine when it is language difference vs. language disability? The Language Development specialist must be included on the team. Need diagnostic tools- and a progress monitoring method to analyze student performance. What are districts using? Syracuse is developing a model that includes the WIDA "Can Do" descriptors and a Diagnostic Tool sheet that includes all state assessment, district

assessments and classroom assessments (ie. Unit tests) that would be brought to the committee to assist in understanding student progress or lack of.

Very important point- the committee must always look at Tier 1 instruction- “the quality of instruction”. Questions to ask-How prepared, trained and experienced is the mainstream teacher with working with ELLs? Is the instruction differentiated with best practices that are effective with ELLs? Is the understanding of second language acquisition taken into account, and is the student’s prior educational history, culture, etc. taken into account. Using RTI is complex when it comes ELLs that is why a Language Development Specialist must always be involved. Syracuse is also training their intervention teams to assist team members in understanding the needs and development of ELLs.

4. Available Resources

Catherine Collier- RTI and ELLs, RTI for Diverse Learners
Jane Echevarria and Deborah Short- RTI and ELLs

Syracuse City Schools- Jackie LeRoy and Laura Vieira-Suarez

5. Follow-up requests

Additional meetings to brainstorm and share ideas in New York State and with some smaller neighboring states (ie. Vermont).

Visitations- to Syracuse

Invitations- Syracuse to NYC with input on implementing RTI