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

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Overview of Model Demo Projects

Three model demonstration projects were funded by the Office of Special Education Programs, U.S. 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.

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Components of Model Demo Projects

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; and

- scientifically-based interventions that meet the needs of ELs and ELSWDs.

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Components of Model Demo Projects (cont.)

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; and

Measures of the model's social validity.

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OSEP Model Demo Projects

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

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

Project LEE
http://projectlee.org/

OSEP GRANT NUMBERS
Project ELITE - H326M160005
Project ELLIPSES - H326M160003
Project LEE - H326M160008

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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
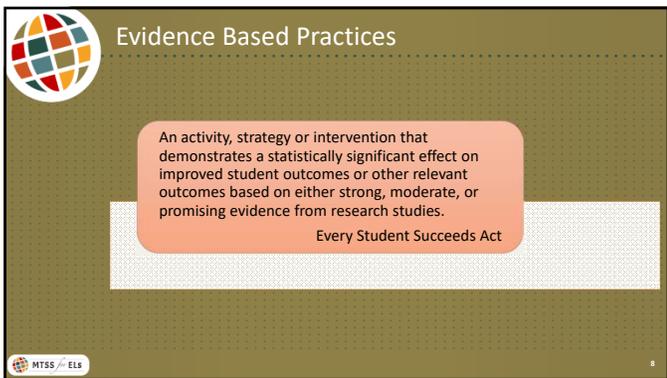• Data-based educational decision making

Watch for updates

Model Demonstration Grantees

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Evidence Based Practices
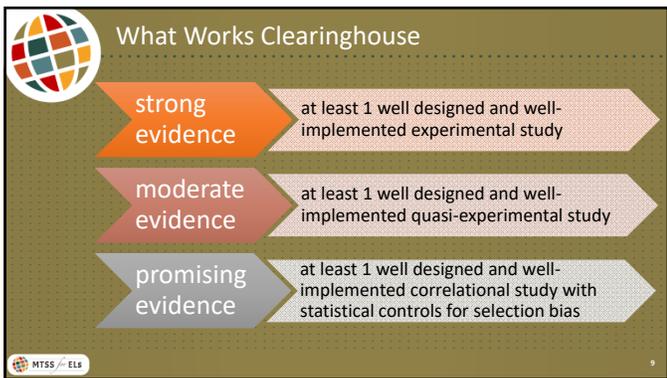
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Evidence Based Practices

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

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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

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Evidence Based Practices for ELs

- Academic Instruction
  - Provide ELs the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas;
  - Teach vocabulary across content areas;
  - Provide instruction and/or instructional support in the primary language as needed;
  - Provide appropriate interventions for ELs who need support beyond Tier 1 instruction; and
  - Implement culturally responsive instruction.

Richards-Tutor, Aceves, Reese, 2016

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Evidence Based Practices for ELs

- Progress Monitoring
  - Implement purposeful and appropriate assessment practices taking into account ELs' primary language, English-language proficiency, and ongoing linguistic and academic progress.
  - 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.
  - Employ an ecological approach when evaluating ELs' possible learning difficulties and to develop appropriate and culturally responsive supports.

Richards-Tutor et al., 2016

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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

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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; and

- Read connected text daily for accuracy, fluency, and comprehension.

Foorman et al., 2016

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Supporting the Needs of ELs

- Explicit instruction;
- Differentiated instruction;
- Frequent opportunities to use language;
- Structured academic discussion;s
- Student-centered instruction;
- Accountable talk;
- Paraphrase student responses;
- Model correct responses; and
- Sentence stems and frames, graphic organizers, etc.

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Data-Based Instructional Planning

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Data-Based Instructional Planning

Pacific Islander, 2%
White, 46%
Multi Racial, 5%
Native American, 0%
Hispanic, 40%
Asian, 3%
Black, 3%

TAG 3%
Low Income 35%
SPED 10%
EL 30%

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.

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Data-Based Instructional Planning

3 times a year	*100% meetings	EBIS team	*Analyze grade level trends in reading - *identify foundational skill focus *Identify instructional agreements * implementation plan	differentiated supports
Quarterly	* 20% Meetings	EBIS team	*How to analyze data *problem solve for intensive student by focusing on ICE	differentiated supports

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100% Meetings – Snapshot of Fifth Grade TWI

SPED	ELL	Span. level	First Name	Last Name	Fall DIBELS CWPM	Exp or ambitious	Spring Growth Goal CL Total +CWPM Needed Overall		November CL
	X		A		12	amb. 1.1	58.3	36.3	29.7
	X		B		36	amb. 1.1	72.3	36.3	43.7
	X		C		40	amb. 1.1	76.3	36.3	47.7
X	X		D		43	amb. 1.1	79.3	36.3	50.7
	X		E		56	amb. 1.1	92.3	36.3	63.7
	X		F		58	amb. 1.1	94.3	36.3	65.7
	X		G		66	amb. 1.1	102.3	36.3	73.7
	E		H		66	amb. 1.1	102.3	36.3	73.7
			I		70	amb. 1.1	106.3	36.3	77.7
			J		73	amb. 1.1	109.3	36.3	80.7
			K		76	amb. 1.1	112.3	36.3	83.7
	X		L		78	amb. 1.1	114.3	36.3	85.7
			M		81	amb. 1.1	117.3	36.3	88.7
	X		N		82	amb. 1.1	118.3	36.3	89.7
			O		82	amb. 1.1	118.3	36.3	89.7

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What did the data tell us about….

- Core instruction in English
- Core instruction in Spanish
- Next steps?

Data Meetings

Tier 3:
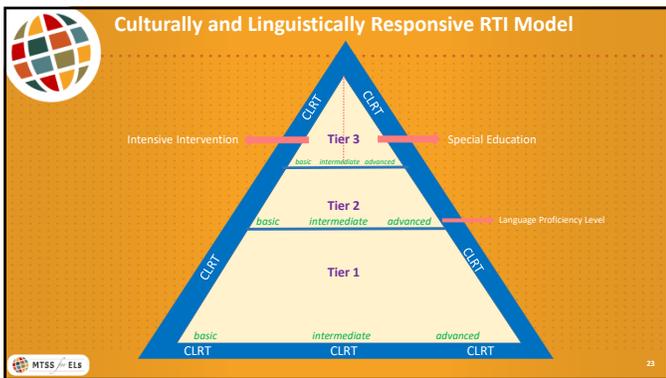Individual Problem Solving Meetings
FEW STUDENTS

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

How is it working?

1. Problem Identification

What is the problem?

4. Plan Implementation & Evaluation

Improved Student Achievement

2. Problem Analysis

What are we going to *do* about the problem?

3. Plan Development

Why is the problem occurring?

Effective Tiered Instruction

Culturally and Linguistically Responsive RTI Model

Intensive Intervention — **Tier 3** — Special Education

basic   intermediate   advanced

CLRT   CLRT

Tier 2

basic   intermediate   advanced — Language Proficiency Level

Tier 1

CLRT   CLRT

basic   intermediate   advanced

CLRT   CLRT   CLRT
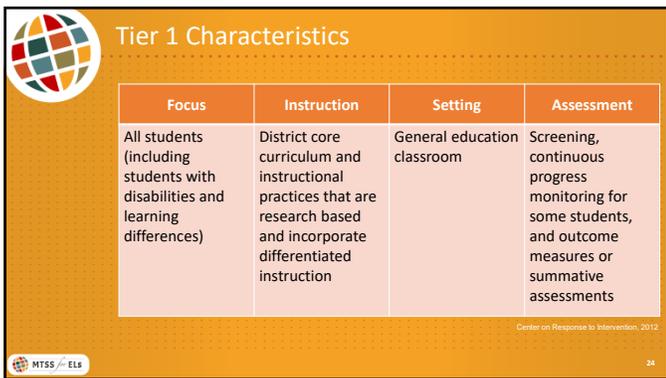
Tier 1 Characteristics

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

Center on Response to Intervention, 2012

What is Tier 1: Core Instruction for ELs?

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

Tier 2: Supplemental Instruction

Focus	Instruction	Setting	Assessment
Students identified through screening, and verified with others assessments, as at risk (not meeting grade level cut-score)	Targeted, supplemental instruction delivered to small groups in addition to Tier 1	General education classroom or other general education location within the school	Progress monitoring, diagnostic

Center on Response to Intervention, 2012

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 and;

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

Center on Response to Intervention, 2012

Tier 3: Intensive Intervention

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

Center on Response to Intervention, 2012

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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; and.
3. Proven effective for ELs

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

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Job-Embedded Professional Development for Enhancing Practice

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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.
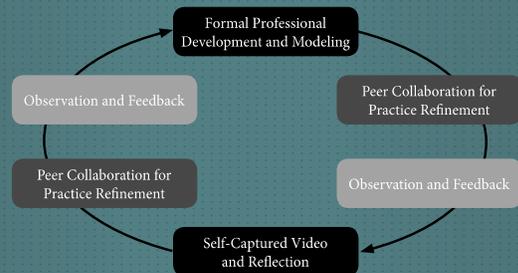
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JEPD for Enhancing Practice

Ongoing job-embedded support that is responsive to educator needs that includes:

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

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JEPD Recursive Cycle: One Example

Formal Professional Development and Modeling

Peer Collaboration for Practice Refinement

Observation and Feedback

Observation and Feedback

Peer Collaboration for Practice Refinement

Self-Captured Video and Reflection

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Additional Features of JEPD

- 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

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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; and
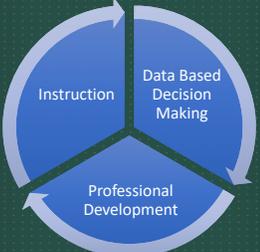- Build capacity by supporting teacher leadership.

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Culturally and Linguistically Responsive Practice

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Culturally and Linguistically Responsive Model

- Data Based Decision Making
- Instruction
- Professional Development

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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.

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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
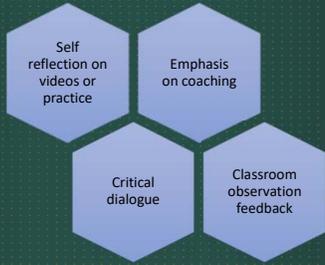 - Language and literacy trajectories

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

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

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CLRP Professional Development

Self reflection on videos or practice

Emphasis on coaching

Critical dialogue

Classroom observation feedback

QUESTIONS

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