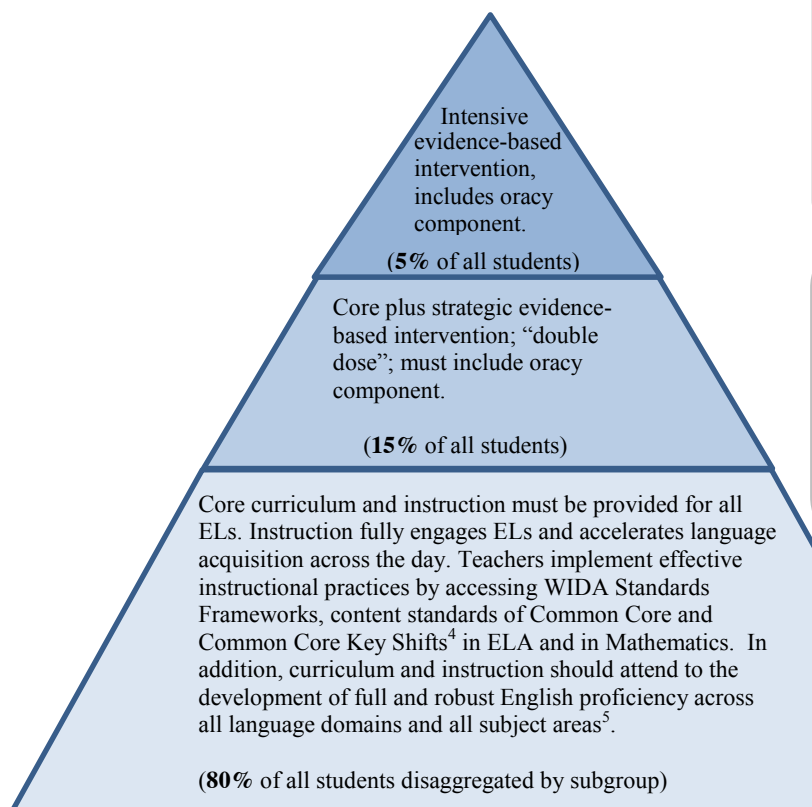


Defining Response to Instruction and Intervention¹

Response to instruction and intervention is a systematic, data-based assessment and intervention framework that seeks to prevent academic and behavioral difficulty for all students through high-quality, research-based instruction, interventions and frequent authentic assessment of students' progress. When students are not performing at expected levels within this framework, school personnel should first consider the possibility that students are not receiving adequate instruction by examining: teaching practices, school climate, multiple program options and student performance data. Then, school personnel should design and implement systemic and/or specific interventions within the general education setting in order to help students achieve at higher levels.

The RTI² framework consists of multiple levels of increasingly intense instruction known as tiers. These tiers provide students with a continuum of supports matched to their needs. There are various multi-tiered RtI² models currently being implemented in schools. However, the Individuals with Disabilities Education Act (IDEA) regulations allow states to adopt criteria that best meets local needs. This document focuses on a three-tiered model in which Tier 1 represents Universal or Core Instruction, Tier 2 represents Strategic Intervention and Tier 3 represents Intensive Intervention.

An RTI² Model for English Learners²



MTSS Academic Framework³

Tier 3: Intensive Intervention

- Provides individual diagnostic assessment
- Provides more intensive services to students who are not responding or not making sufficient progress in Tier 1 and Tier 2; designs individualized learning goals.
- Collaborates with grade level teams to conduct benchmark assessment and evaluation on a 2-4 week cycle
- Monitors student progress weekly and analyzes student data with ESL and SPED teacher expertise
- Determines outcome and next review

Tier 2: Strategic/Supplemental Group Intervention

- Provides group diagnostic assessment
- Collaborates with grade level teams to conduct benchmark assessment and evaluation on a 4-6 week cycle
- Provides instruction outside of the time dedicated to the core instruction in small group focuses primarily on providing increased opportunities to practice and learn skills taught in the core (Baker, Fien, & Baker, 2010)
- Determines outcome and next review

Tier 1: Universal/Core Instruction

- Provides ELs with an understanding of the basic structures of language in all four domains for a variety of registers; especially academic registers.
- Focuses on integrating the development and expansion of discipline-specific and academic English (DALE) into all content areas.
- Utilizes school-wide universal screening indicators that work with ELs

¹ Adapted from WIDA Consortium: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners*, p.5

² RTI² model pyramid partially adapted from http://tapestry.usf.edu/response_to_intervention/ppt/Rti_and_ELS.ppt

³ Adapted from *Planning For a Culturally Responsive Framework of Instruction and Tiered Intervention* [PowerPoint slides] Retrieved from <http://proposalspace.com/publishdocs/531/download>

⁴ The following are key shifts called for by the Common Core in ELA: 1. *Regular practice with complex texts and their academic language* 2. *Reading, writing and speaking grounded in evidence from texts, both literary and informational* 3. *Building knowledge through content-rich nonfiction*. The following are key shifts called for by the Common Core in Math: 1. *Greater focus on fewer topics* 2. *Coherence: Linking topics and thinking across grades* 3. *Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity*

⁵ Adapted from *A Framework for Raising Expectations and Instructional Rigor for ELLs* A project of the Council of the Great City Schools, p.4

Multi-Tiered Systems of Support (MTSS) for English Learners (Draft)

Tiers	Key Dimensions ⁶	Defining Tiers ⁷	
Tier 1: Universal/Core Instruction	Tier 1 includes the English language development instruction that students may receive (e.g. ESL, Sheltered English Immersion or Dual Language Instruction).	<p>Tier 1 is...</p> <ul style="list-style-type: none"> • Appropriate, effective, and research-based core instruction for all students (reading, writing, math). • A process that includes formal, universal screening that occurs at least four times a year, focusing on specific skills, strategies, and content knowledge. • Instruction with specific adaptations and modifications based on assessment and progress monitoring. • Targeted, intense instructional support within the classroom for students who are having difficulty. • A variety of flexible grouping configurations for instruction and practice. • A team approach with teachers, administrators, and parents working collaboratively. 	<p>Tier 1 is NOT</p> <ul style="list-style-type: none"> • Core instruction in which some students are successful and others are not, and this is perceived as reality. • In-class assessments that focus primarily on what is taught rather than what students know and are able to do. • Only about determining student progress every nine weeks and at the end of the school year. • One-size-fits-all instruction. • Reliance on other instructional support staff (e.g., Special Education) to determine a student's needs and to provide remediation. • Whole class instruction, or fixed instructional groups consisting of students who are high, average, and low achievers. • Teachers who work primarily on their own.
Tier 2: Targeted/ Supplemental Group Intervention	Tier 2 represents strategic interventions designed for ELs who are at moderate risk. If a culturally and linguistically responsive Tier 1 learning environment has been created for all students, including ELs, only small percentage of students would need to receive Tier 2 support in any given area or for any given need.	<p>Tier 2 is...</p> <ul style="list-style-type: none"> • Supplemental instructional support. • Focused and targeted on core skills that are associated with broader academic successes. • Designed for students who are not making adequate progress on core skills that are aligned with grade-level standards, but associated with broader academic success. • Explicit instruction that emphasizes key instructional features we know to be important for English learners: opportunities for developing and practicing oral language, key vocabulary emphasis, interaction, learning strategy instruction, etc. • For appropriately 20%-25% of the students in a given class, grade level, or school 	<p>Tier 2 is NOT...</p> <ul style="list-style-type: none"> • A replacement of core curriculum (if students are not getting core program, they will only fall farther behind). • A studies skills class. • Designed for students who have not mastered some of the specified grade-level standards, such as comparing settings or converting centimeters to meters. (These students need to receive differentiated instruction and re-teaching in Tier 1) • A replacement for English Language Development (ELD). • For more than 30% of the students in a given class, grade level, or school.
Tier 3: Strategic or Intensive Intervention	Tier 3 represents intensive individualized support designed for students at high risk to meet the specific needs of the smallest percentage of students who did not make adequate progress in Tier 1 and 2. Tier 3 instruction does not represent referral for special education or special education services.	<p>Tier 3 is...</p> <ul style="list-style-type: none"> • Instruction that promotes learning for each student (including English language development), based on individual need. It is more intensive than Tier 2; is more teacher-centered, systematic and explicit, with lots of opportunity for student participation⁷ uses smaller, homogeneous groups; is provided more frequently; is conducted by instructors with greater expertise; and is implemented for longer duration. • Intended for a specific duration of time using frequent progress monitoring to inform ongoing decisions about placement. • Part of a recursive RTI process where students move in and out of tiers, depending on their documented need for support. Students are in Tier 1 for most of the school day, even when they receive intervention. • Provided to about 5%-10% of students in a school for whom Tier 1 and 2 are not sufficient. These students have intensive academic and/or behavioral needs. 	<p>Tier 3 is NOT...</p> <ul style="list-style-type: none"> • Simply more of the same instruction students receive in the core curriculum. • A way to remove challenging students from general education. • Necessarily special education. Students in Tier 3 may have IEPs, but they do not need to have an IEP to receive intervention.

⁶ Adapted from WIDA Consortium: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (Rt²) for English Language Learners*, p.6-7

⁷ Adapted from Echevarri J., & Vogt M. (2015). *Response to Intervention (RTI) and English Learners Using the SIOP Model*, p.54-75

Systemic and Specific Intervention Strategies for Teaching Academic Content⁸

Instruction

1. Implement an instructional learning cycle used by all school personnel.
2. Organize instruction to teach underlying principles and essential understandings rather than topics and memorization.
3. Present academic concepts visually and experientially.
4. Engage students' home language actively as a resource to build background and ensure access to academic concepts.
5. Incorporate reading and writing in students' home language into instruction.
6. Use multiple level reading materials across the curriculum for every study unit.
7. Use graphic organizers that match text structures in home language and English.
8. Articulate content objectives clearly.
9. Articulate language objectives clearly for academic listening, speaking, reading, and writing.
10. Incorporate ELs' linguistic and cultural background and experiences into curriculum and materials.
11. Assign teachers with expertise in content areas and strategies in second language learning to provide instruction to ELs.
12. Develop curriculum maps for all grades.
13. Develop academic language maps for all content areas and for all grades.
14. Increase and expand use of ELs' home language (speaking, listening, reading, and writing).
15. Invite parents and community members to come to school on a regular basis to assist students in their native languages.
16. Create dual-language projects across the curriculum at all grade levels.
17. Conduct meetings with EL parents to encourage them to use their native language at home and to talk with their children about school in their native language.
18. Create common plan time for teachers to coordinate instruction during the week.
19. Begin each lesson with a shared experience to develop schema on which to build the rest of the lesson.
20. Conduct student-directed portfolio conferences where the student talks to the parents in their native language about his or her schoolwork in lieu of traditional parent conferences.
21. Find out what life experiences the student has had with the content-area material.
22. Get to know students and incorporate their strengths, talents, interests, cultural and linguistic resources, and background and life experiences into instructional units of study.
23. Use free online multilingual resources with students on a regular basis.
24. Display work in students' language in the school and on the school websites.
25. Make certain that classroom instruction is engaging and interesting through the use of project-based or inquiry-based projects, integrated cross-curricular units of study, and service learning projects (this guarantees that students continue to discuss what happened in school outside of class).

Assessment

1. Collect and organize work samples in portfolios across content areas in home language and English.
2. Capture listening, speaking, reading, and writing in students' home language and English.
3. Use teacher observation checklists across the curriculum.
4. Use anecdotal notes from teacher-student conferencing.
5. Include student self-assessments in the data gathering.
6. Demonstrate progress over time.
7. Present rubrics with clear criteria for work samples.
8. Provide students with multiple methods to show what they know.
9. Design clear criteria for all academic projects so that students understand what they are assessed on.
10. Interview students about times they have understood content-area material very well. What made those experiences so positive? Use the information to provide academic opportunities for ELs.
11. Ask students to practice talking about their academic portfolio on a regular basis, and fill out self-assessment forms.
12. Review completed standardized tests with the student using something like a "think aloud," having the student explain how he or she got to answers to certain items.
13. Assess in ways that capture the process of learning and the thinking behind the learning, not just the end result.

⁸ Adapted from Hamayan, E., Marler, B., Sánchez-López, C., & Damico, J. (2013). *Special Education Considerations for English Language Learners Delivering a Continuum of Services* [Second Edition] p.204-205