

From Awareness to Best Practice:

Tiered Instruction, Intervention, and the Special Education Referral Process for ELLs

Claudia Rinaldi, Ph.D.,
Lasell College
Elizabeth Hartmann, Ph.D.
Lasell College

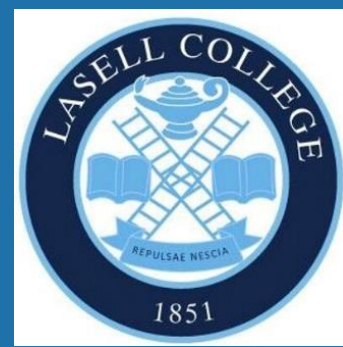


Socrative – m.socrative.com #1



Room: **520135**





Agenda

- 8:30-8:45- Introduction and Goals
- 8:45-9:45 Why a Tiered System of Support?
- 9:45-10:00 Break 1
- 10:00-11:30 “Smart from the Start” and UDL in Core/Tier 1 Instructional Planning
- 11:30- 12:30 LUNCH
- 12:35-2:00 Intervention Blocks/Tier 2 & Tier 3
- 2:00-2:15 Break 2
- 2:15-3:15 Consideration for ELL with Potential Disabilities: The Referral Process
- 3:15-3:30 Q & A and Evaluation



Why a Tiered System of Support or MTSS?

- School-wide system of support allows for
 - Ensuring fidelity of implementation
 - Using data effectively
 - monitoring progress of ALL students
 - Allocating resources (human capita and \$)
 - Lowering the burden on student learning
 - Monitoring subgroups of students – ELLs, ELD levels, ELL with disabilities, ELL by language



What is MTSS

IS a systematic approach to helping all students learn. It is a school-wide system of prevention and intervention for all students!

Academic Structure + Positive Behavioral and Social Supports

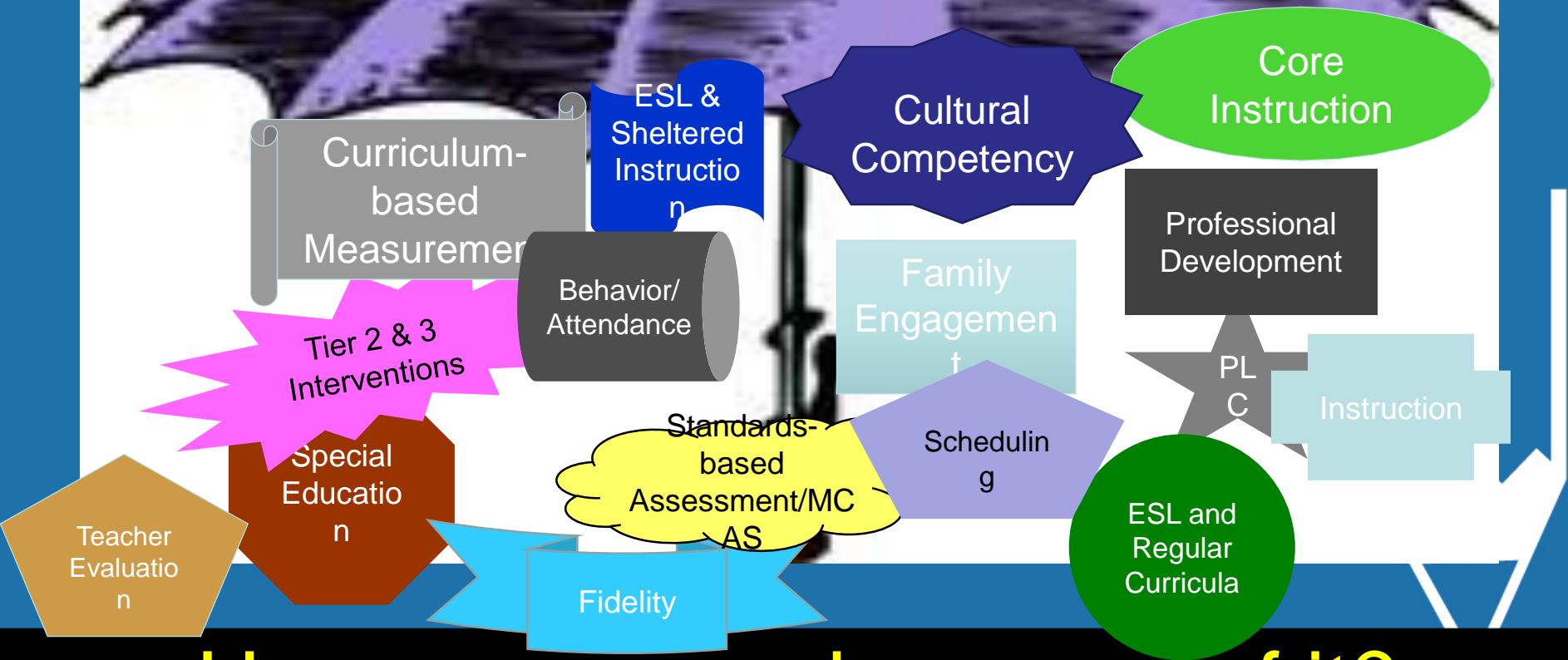


It's a Framework = MTSS

Not a program, test, etc.



MTSS = RTI + PBIS



How can we make sense of it?

MOVING FORWARD

<http://www.youtube.com/watch?v=47rQkTPWW2I>

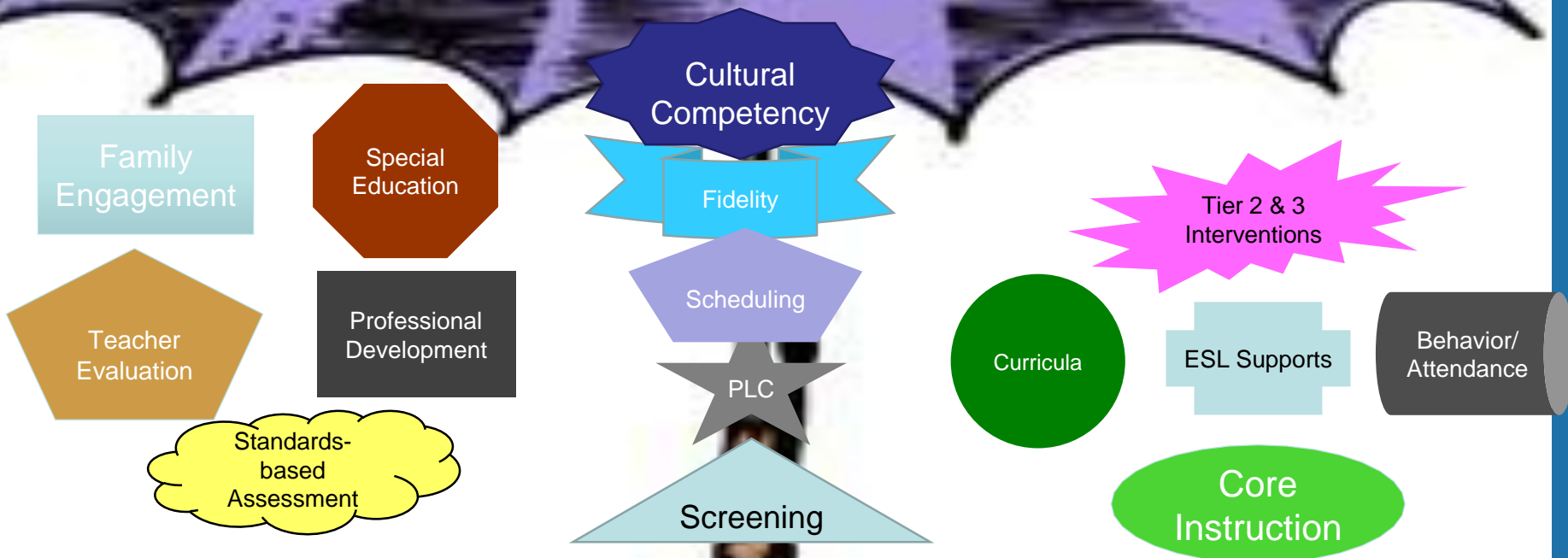
ARE YOU STUCK?

**As you watch please think about
how we can move others**



We need to organize the system using a framework

MTSS=
RTI + PBIS



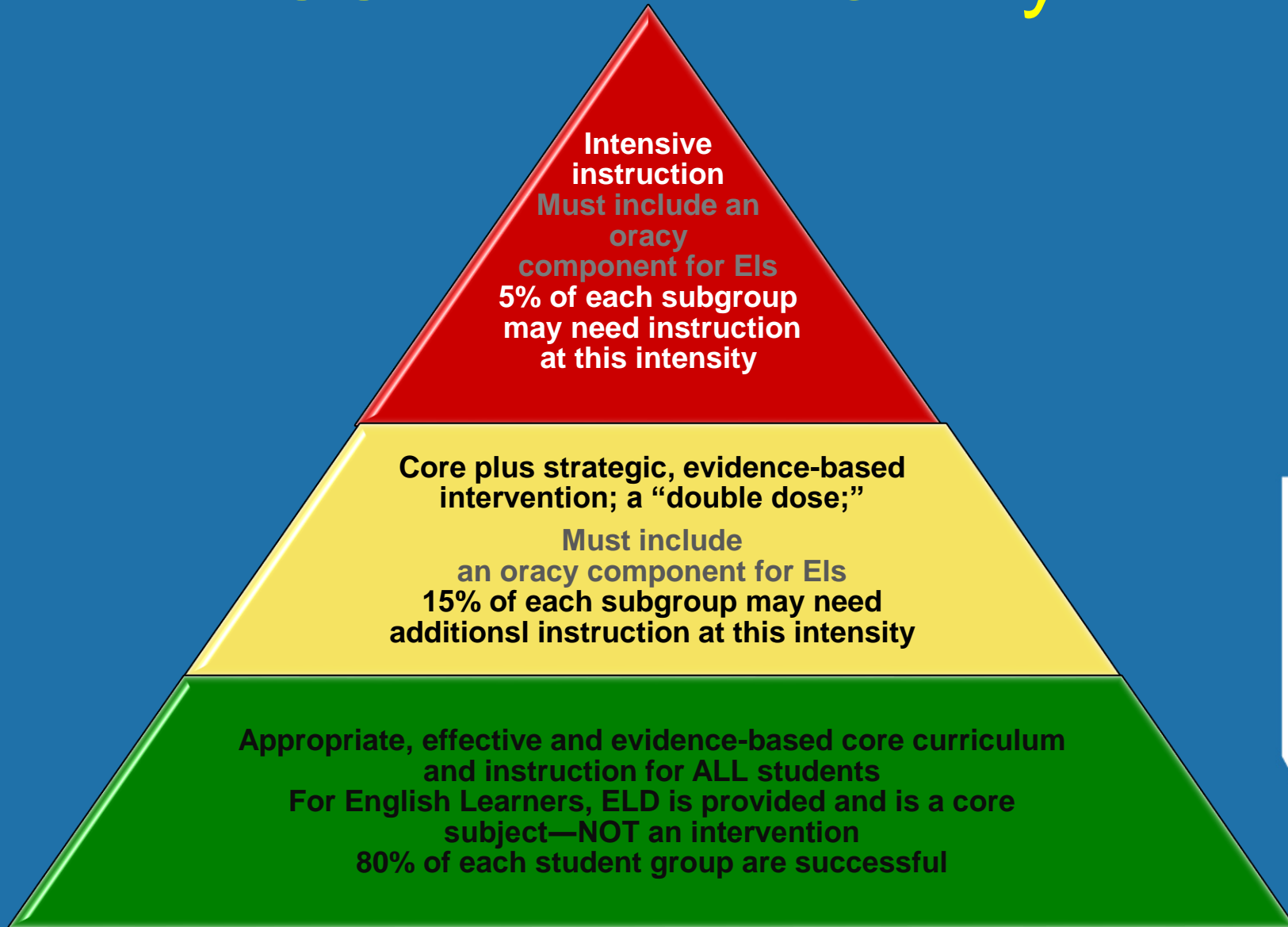
Massachusetts Tiered System of Support



Understand & do as intended!

We are at Tier 1 Still!

MTSS for ELLs: Oracy is Key



WHAT IS MTSS?

RTI

- Universal Screening
- Continuous progress monitoring
- Continuum of research-based practices (tiers)
- Data-informed decision making
- Collaboration
- Implementation fidelity

MTSS

–Systemic process & infrastructures

–**RTI + Positive Behavioral Interventions and Supports + Student Engagement = MTSS**

1. Culturally responsive instruction
2. **Universal Design for Learning (UDL)**
3. **Effective** Academic skills/core instruction
4. Academic behaviors
5. **Student engagement**
6. Problem-solving orientation & collaboration
7. Strategy instruction with increasingly more frequency, intensity & duration



MTSS IS NOT:

- A path to special education
- The responsibility of an interventionist
- Something you can do in your classroom alone
- A one-size-fits-all approach
- Only for low achieving students
- Not a framework for schools excelling
- **OPTIONAL!**

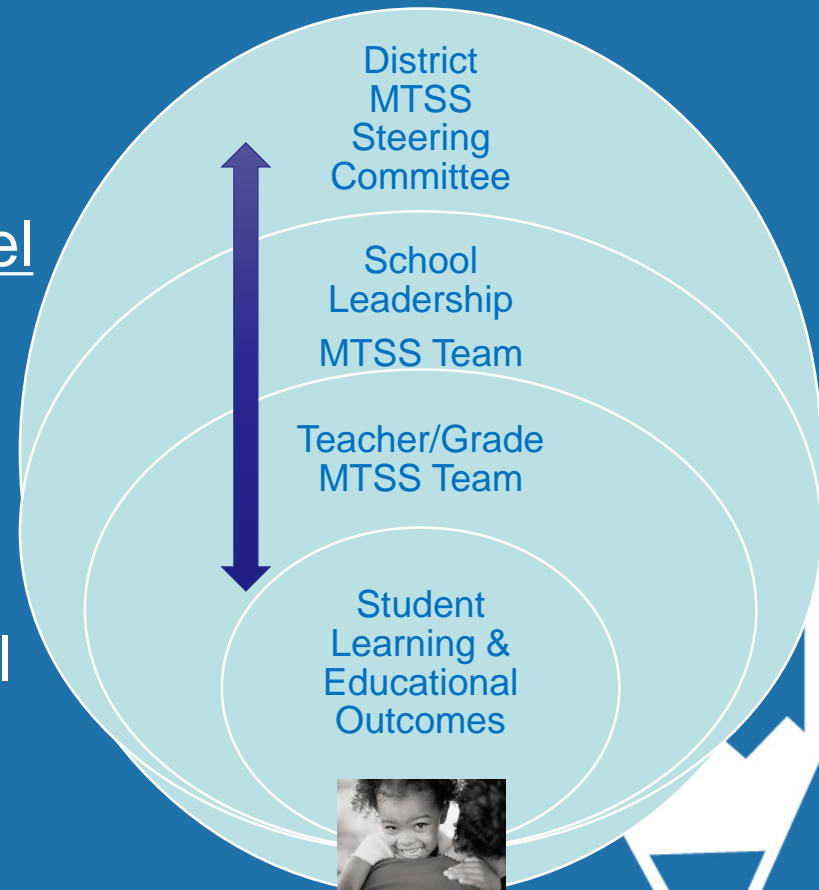


From Brown, J.E. (2013)

Recommended Organizational Framework

Teacher Collaborative Learning Teams (often grade level)

- **Responsibility:** Collaborative problem solving at the student level
- **Focus:** basic skills and growth through screening, progress monitoring
- **Membership:** Facilitator, direct service providers (e.g., grade-level faculty, ESL teacher, special education teacher)



A Framework without Direction is a lost OPPORTUNITY

A system without structure & follow-through is INCONSISTENCY.
A FOCUS ON FIDELITY IS KEY



• Organize



Start small



Identify the parts



Connect it ALL!!

Embedded Principles of MTSS with ELLs

- Language support must be provided **throughout**
- **Language proficiency level** guides the language taught and used throughout instruction.
- **Cultural and experiential backgrounds** are considered to provide background knowledge
- Using **strategy instruction versus a packaged program** and do with fidelity



Recent research...

- Low fidelity of core, Tier1, makes it difficult to determine the cause of learning difficulties in ELLs (Montalvo, Combes, Kea, 2014)
- ELLs benefit most when instruction & interventions include an oracy component that matches the language of intervention (Linan-Thompson and Vaughn, 2007)

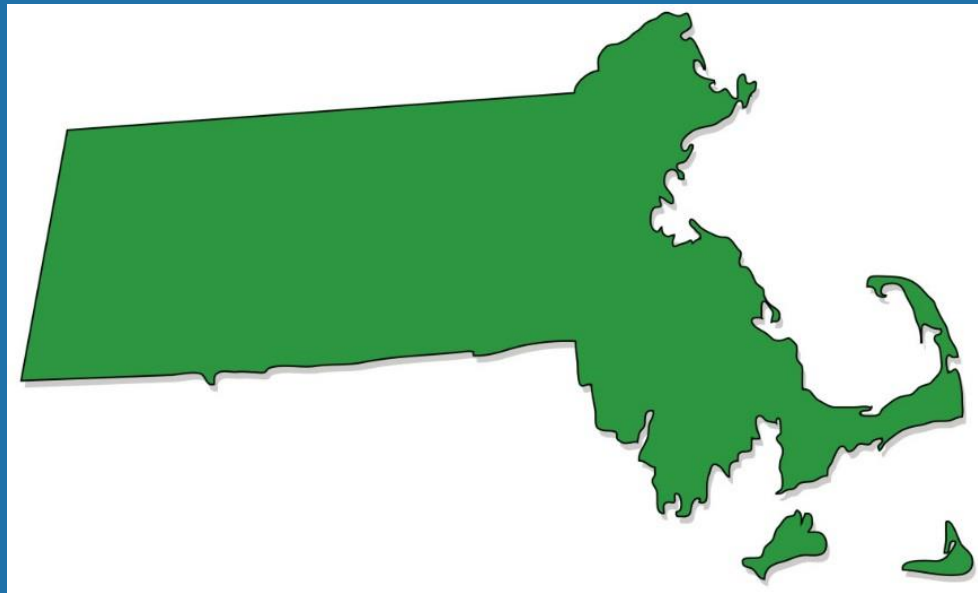


Schools should examine outcomes by specific subgroups of students.



Where are we : ELLs & MTSS in Mass.

- Study commissioned by MADESE
- On-line survey of all SPED and ELL directors across MA



Parker et al, 2012

Results

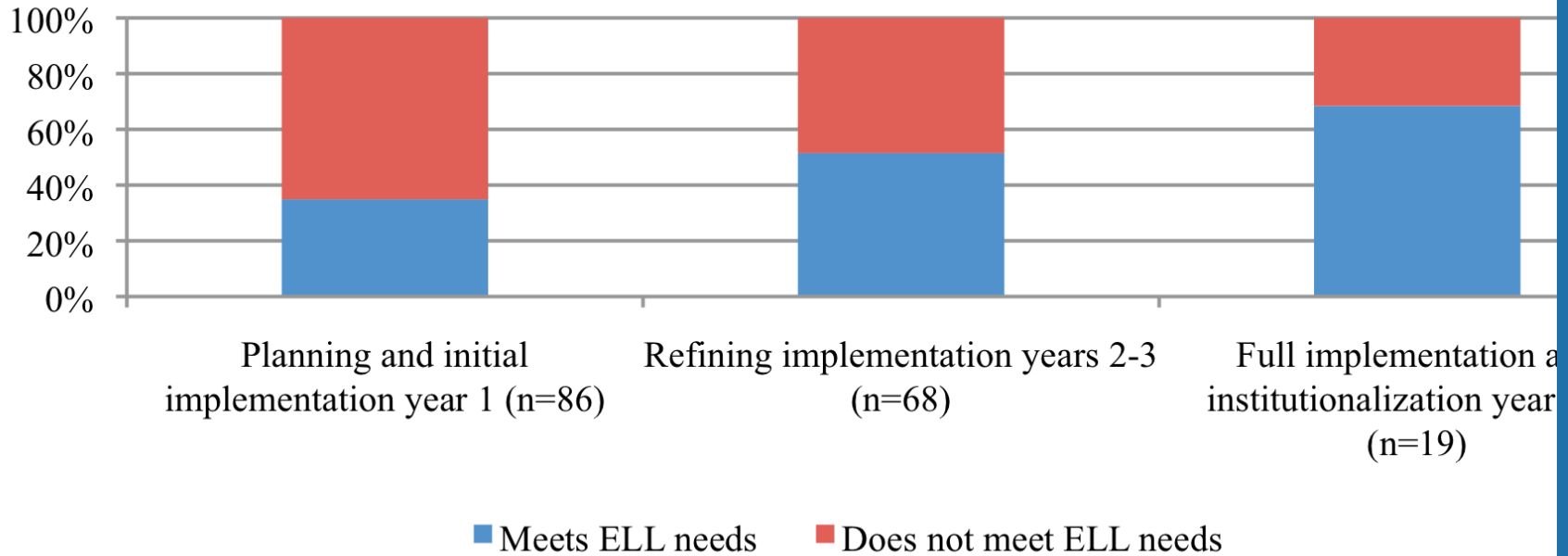


Figure 2. Percentage of district respondents who say that their current MTSS system does or does not meet the needs of ELLs by level of implementation (n=173).

Overarching Results

- Many respondents used MTSS terminology to describe traditional practices (instruction, ID)
- MTSS used for instruction but rarely in sped referral and eligibility
- Lack of collaboration between ELL, sped, & gen ed = primary Impediment to effective MTSS





Challenge

Our core instruction is evidence-based. Therefore it should work for All students



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#2



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MTSS implementation must include ELLs from the start!

- Core programs are not developed to provide the appropriate language supports & culturally relevancy that ELLs need to be successful.
- All instruction & interventions for ELLs requires inclusion of language support and culturally and experientially responsive pedagogy.
- A SMART from the START instructional planning using Universal Design for Learning Principles.



Defining Tier 1 Core Instruction

**EXPLICIT
And EMBEDDED**

**What is the role of the ELLs strategies in the CORE?
What is the role of the ESL in core instruction?**

TURN AND TALK

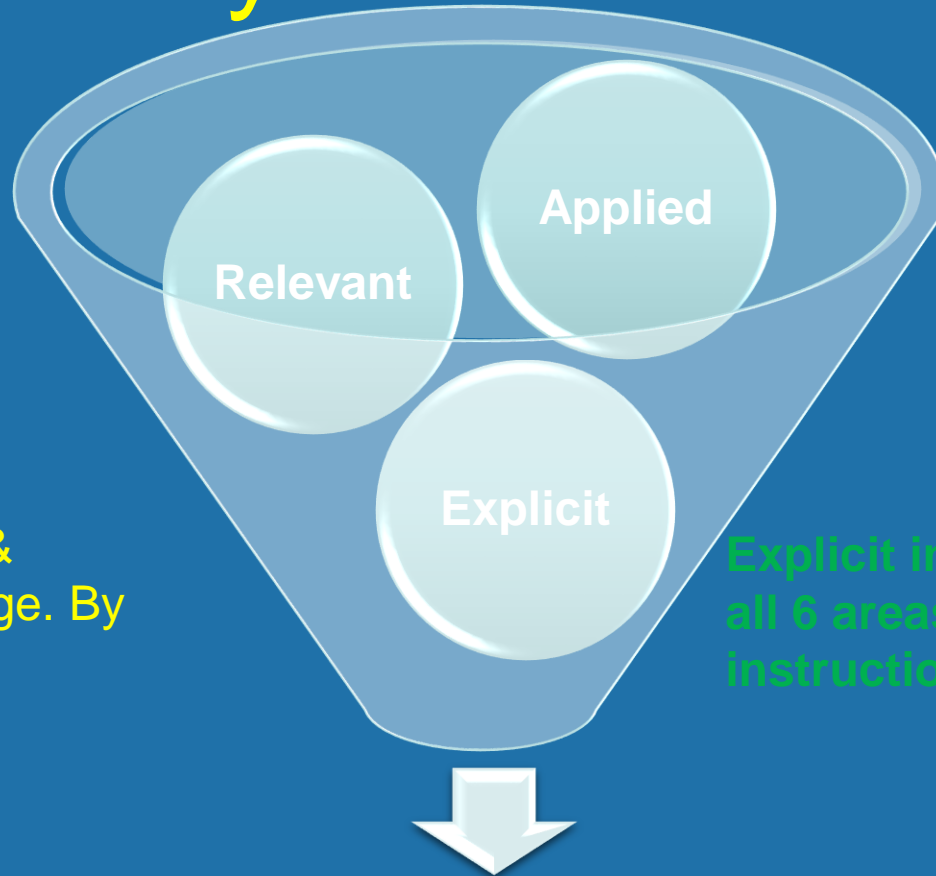


What is Culturally Responsive Pedagogy in CORE, Tier 1?

- Culturally-center, learner-center context where student strengths are identified, nurtured, and used to promote student learning.
- Three dimensions:
 1. Institutional, Administration, Values
 2. Personal and Individualized
 3. Instructional and data driven



Evidenced-based CORE Literacy Instruction for ELLs



Builds prior knowledge, interests, **motivation**, & home language. By making connections

Frequent opportunities to practice reading in meaningful contexts. Active engagement.

Explicit instruction in all 6 areas of literacy instruction

Effective literacy for ELLs

Klingner, 2014

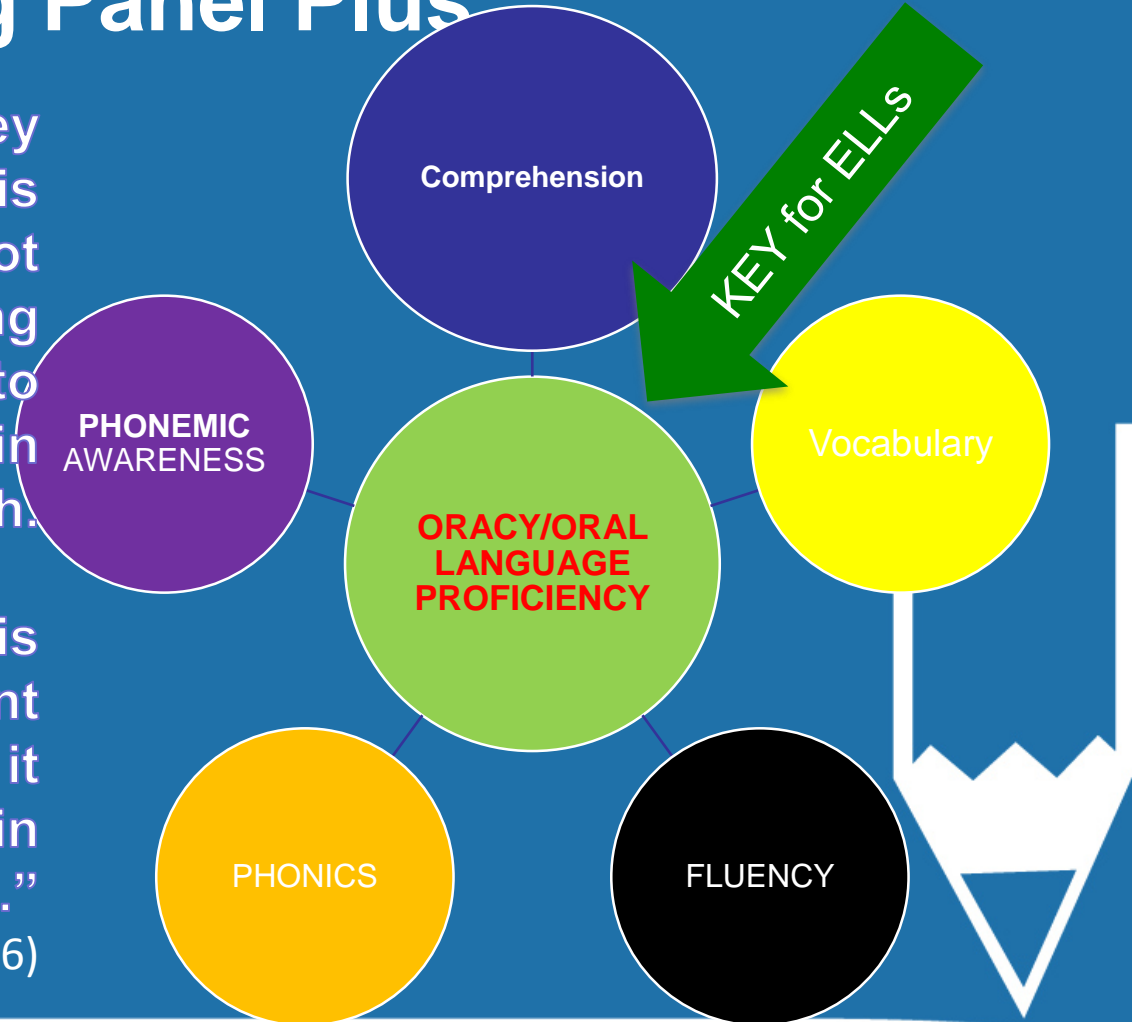


WHAT DOES RESEARCH SAY ABOUT LEARNING TO READ FOR ELLs: National Literacy Panel

National Reading Panel Plus

“Instruction in the key components of reading is necessary—but not sufficient—for teaching language-minority students to read and write proficiently in English.”

Oral proficiency in English is critical as well—but student performance suggests that it is often overlooked in instruction.”
(August & Shanahan, 2006)



...But Begin with Data! Who do we have?

GOALS	Phonemic Awareness	Decoding	Fluency	Compre- hension	Vocab.	Oral Language
What do your students come with BOY?						
What is the EOY goals?						
Instructional delivery options we agree to do:						
Instructional materials we agree to use- ELL & ESL Strategies						
How often & who does Progress Mon						
Percentage of time we agree based on our data & recs						
How will we monitored fidelity?						



Phonological Awareness and ELLs

- Phonological awareness transfers from L1 to L2.
- Phonological awareness benefits ELLs.
- Phonological awareness (in English) can present special challenges to ELLs.
- Teachers can help ELLs by finding out which phonemes exist and do not exist in their native language and helping them hear new sounds.



Alphabetic Principle, Decoding, and ELLs

- Learning to read in English is facilitated when students are literate in L1 and the orthographic systems are similar;
- Unfamiliar phonemes and graphemes make decoding and spelling difficult.
- Not knowing English vocabulary prevents ELLs from using word meaning to figure out how to read a word.



Fluency and ELLs

- IS both word recognition and comprehension
- **ELLs typically have fewer opportunities to read aloud in English with feedback**
- Effective strategies that should be part of all tiers!
 - Guided/scaffoled supports
 - Expert reader models
 - Classwide peer tutoring (PALS); partner reading; Cross-Age peer tutoring
 - Collaborative Strategic Reading (CSR)



Vocabulary and ELLs

- Some ELLs are able to read phonetically (word calling) yet do not understand what they read.
- Words with multiple meanings, anaphora, and idioms can all cause confusion.
- ELLs literate in an L1 that has many cognates with English have an important resource.





So how do we begin to
check it?



Based on who, how do we do it?

Days of Week/ Literacy Skill (min)	Monday	Tuesday	Wednesday	Thursday	Friday	Daily Average
Phonemic Awareness	15 minutes via centers	15 minutes via center				
Alphabetic Principle	15 minutes via centers					
Fluency	Minutes 10- 15	Repeated Reading	Books on tape			
Vocabulary	Personal Vocab. Minutes 10-15	Frayer Method	Beck -Tier Words			
Comprehension	Guided Reading 15-20 min.	Guide Reading	Guided Reading			
Oral Language development	Peer Mediated Learning 20 minutes	Oral report presentations	Peer Mediated	Peer Mediated learning	Group Work	

Example of Fidelity checklist for Core Tier 1 Reading.

- Teachers can fill in the minutes spent in each recommended area of reading
- discuss differences across the team.

Goal: Define Tier 1 instruction for, review SIOP strategies, UDL planning- intended vs. delivered!!!



Examples of Tier 1 Daily Diet Analysis

Phonemic Awareness:	K	1	2	3	4
	14	15	3	0	0
Alphabetic Principle	18	26	20	14	94
Fluency	7	15	15	9	10.4
Vocabulary	12	7	6	6	10.8
Comprehension	9	17	30	29	37.8

Grade 1	A	B	C	D	E	F
Phonemic Awareness	18	12	10	6	23	18
Alphabetic Principle	33	18	38	23	23	20
Fluency	17	8	18	19	12	14
Vocabulary	13	8	9	5	6	0
Comprehension	9	28	9	9	18	30

Grade 4	A	B	C	D	E
Phonemic Awareness	0	0	0	0	0
Alphabetic Principle	4	12	4	13	14
Fluency	17	6	6	16	7
Vocabulary	8	9	12	10	15
Comprehension	45	14	31	50	49

Students can help monitor fidelity

**Workboard
(Teacher Selects)-**
allows for strategic
support, multiple
methods of
representation
ELL and ESL strategies

Menu (Student Choice)
ensures fidelity of big 5
with multiple methods of
engagements & assessment

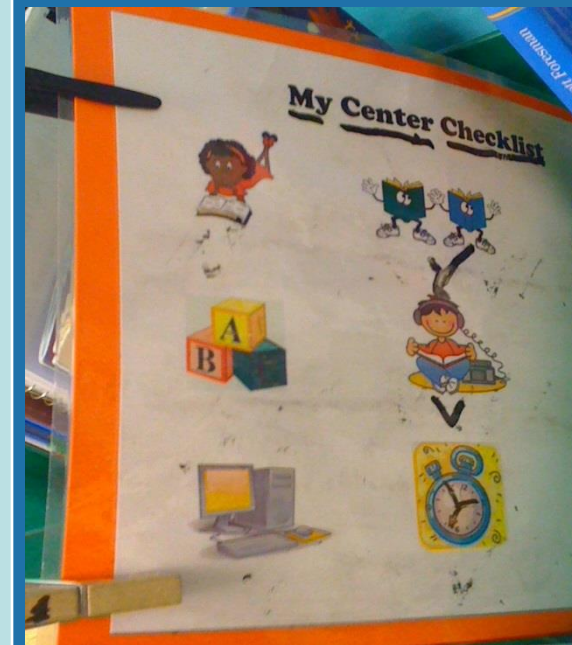


Center Menu

Name _____

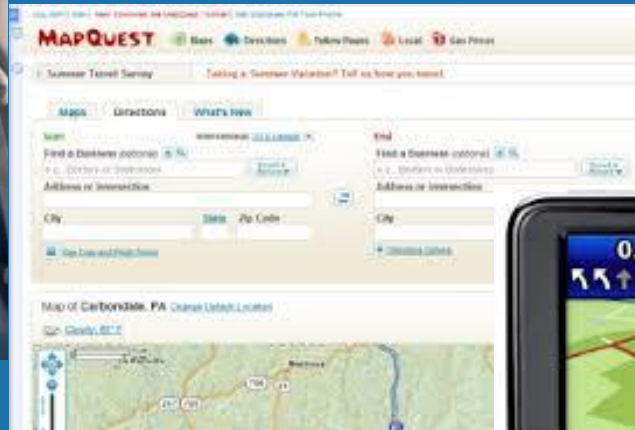
Week _____

- Listening Center
- Reading Journal
- ABC
- Fluency Center
- Vocabulary Center
- Poetry
- PALS reading





Now that we know which content needs to be part of the high quality core lets see how UDL can drive instructional planning and delivery in diverse classrooms



BREAK



Smart from the Start

UDL in Core

Instructional Planning

What is UDL?
How does it make core instruction better?



Quick Poll

- Have you heard about UDL?
 - No, not at all
 - Not sure, it sounds familiar
 - Yes, I know the basics
 - Yes, I know a lot about UDL
 - Yes ! Turn the presentation over to me



What is UDL?

A framework for teaching and learning that addresses the needs of all learners, especially those from diverse backgrounds and those with disabilities or support needs



UDL

UDL is a framework for all learners - this includes ELLs

The question is: HOW does UDL improve school for ELLs?

How does the UDL framework and practice lead to more meaningful learning for all?



Supporting Learner Variability



Heidi



Foundations of UDL

Architecture

Education

Neuroscience





“The design isn’t special for one group of people over another. It works for “everyone” to the greatest extent.”

Architect, Ron Mace





John Stephen Dwyer
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3.0 and older



RETROFIT





PHILLY RETROFIT – Arch Street Meeting House





PHILLY RETROFIT





George Norkus

<http://www.genorkusphotography.com/>

Universal Design

- Universal is not one size fits all - it is flexible alternatives
- Designed from the beginning - not retrofitted
- Increases access opportunities for everyone – not just the average user





SMART FROM THE START!

CC

Quick Hand Poll

- What population uses CC the most?
 - The Deaf/hard of hearing community
 - People in gyms working out
 - People in bars or restaurants
 - People in airports
 - Spouses in bed trying to watch TV

CC





Zero Step Home



photo from: <http://www.zerostep.org/>

Why is this UDL?



The ball bearing on the side tells the hours

Article found at :

<http://www.bbc.com/news/magazine-26920782#sa->

8 April 2014 Last updated at 20:04 ET



A watch for blind people



The ball bearing on the front tells the minutes

Article found at : http://www.bbc.com/news/magazine-26920782#sa-ns_mchannel=rss&ns_source=PublicRSS20-sa

Foundations of UDL

Architecture

Education

Neuroscience



Video: <http://youtu.be/MbGkL06EU90>



UDL Conceptual Shift



Which one is disabled?



By Maxbatt at en.wikipedia (Own work Transferred from en.wikipedia) [Public domain], via Wikimedia Commons



UDL Conceptual Shift



Which one is disabled?



UDL Conceptual Shift



- Goals
- Materials
- Methods
- Assessment

Change the Burden



A Disabled Curriculum

Goals – not focused on authentic learning



Materials –
present
barriers to
learning



A Disabled Curriculum

Instruction – one size fits all,
no options



Assessment
– doesn't
match the
learning
goals



What is UDL?

- **Universal** : considering all learners from the start
- **Design**: considering elegant design decisions to maximize supports and minimize barriers from the start
- **Learning**: considering knowledge, skills, and affect



Foundations of UDL

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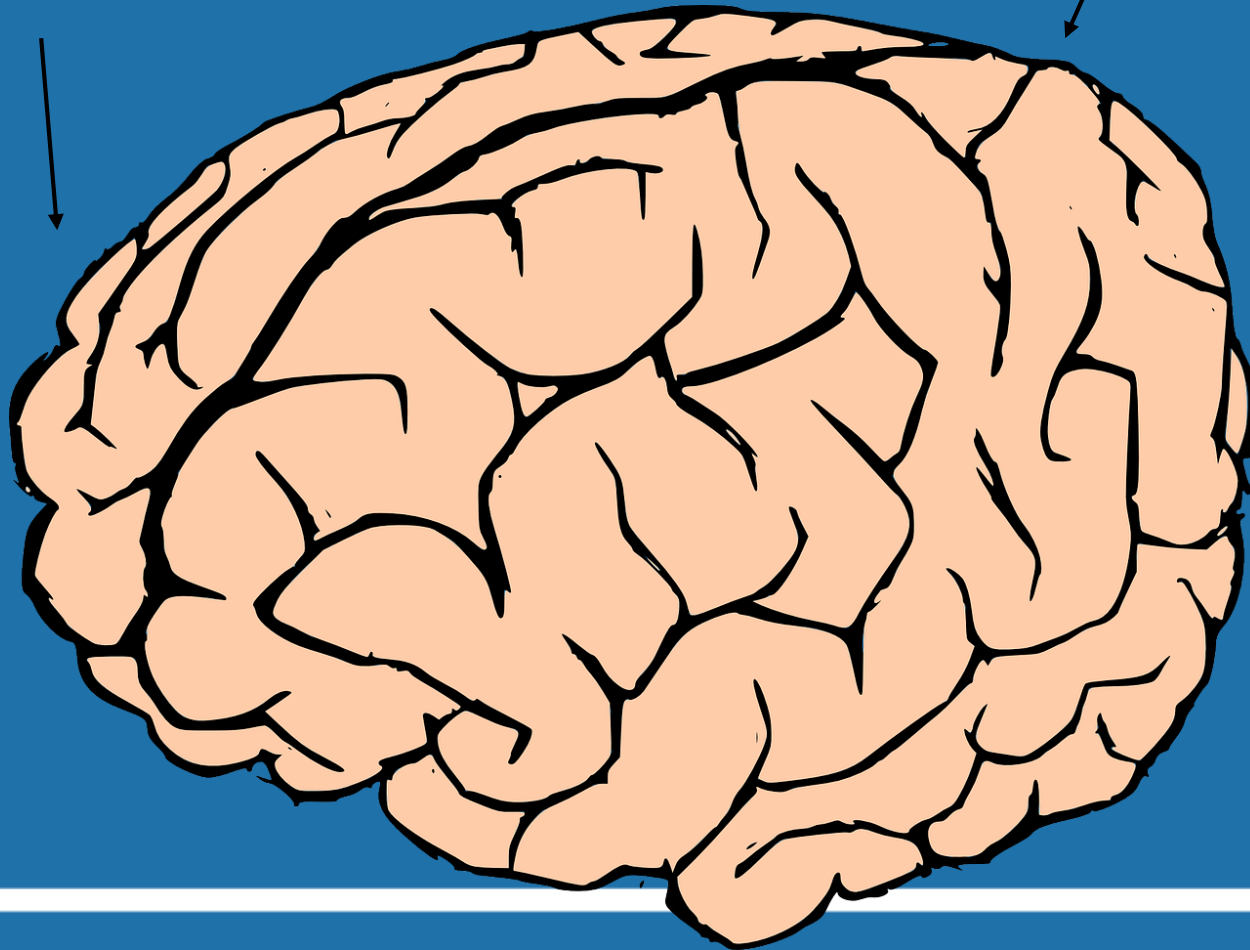
UDL and the Learning Brain

processes

3

Strategic

Affective



Recognition



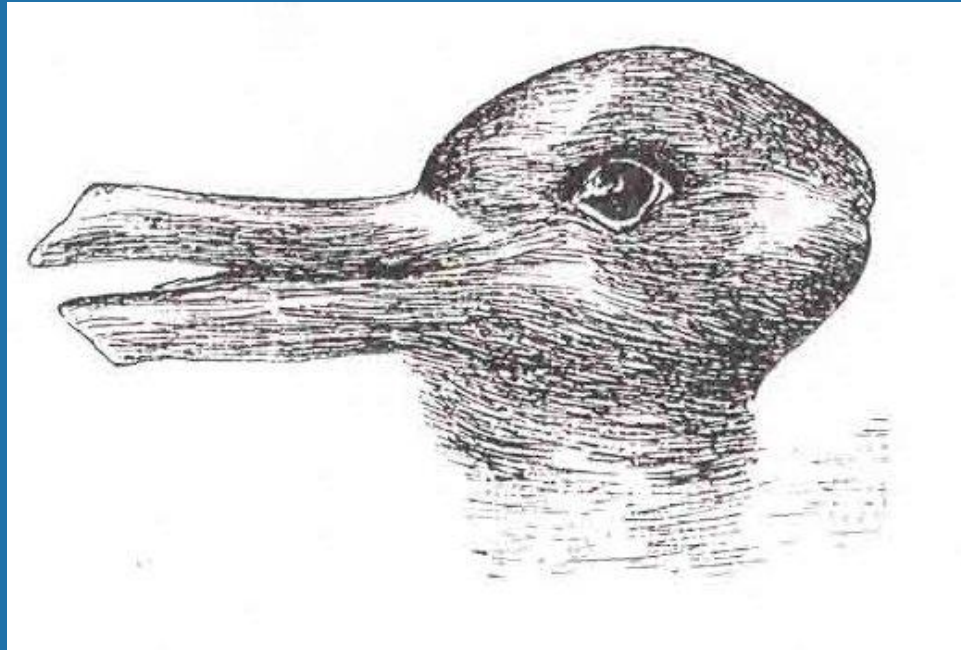
UDL and the Learning Brain

The Recognition Networks

- the “what” of learning
- to identify and interpret patterns of sound, light, taste, smell, and touch

Audio of David Rose explaining the Recognition Networks:





Jastrow, J. (1899). The mind's eye. Popular Science Monthly, 54, 299-312.

Poll: What did you see?

- Duck?
- Rabbit?
- Something Else?





The great dress debate of 2015



UDL and the Learning Brain

Strategic Networks

- the “how” of learning
- to plan, execute, and monitor actions and skills

Audio of David Rose explaining the Strategic Networks:





Lanxon, N. (2015). Photo Credit, *Wired Magazine*



Lanxon, N. (2015). Photo Credit, *Wired Magazine*

Poll: How would you begin?

- Open up and just use
- Give to my tech savvy friend and watch
- Go online and research videos
- Get a manual or instructions
- Go to the Apple Store
- Something Else



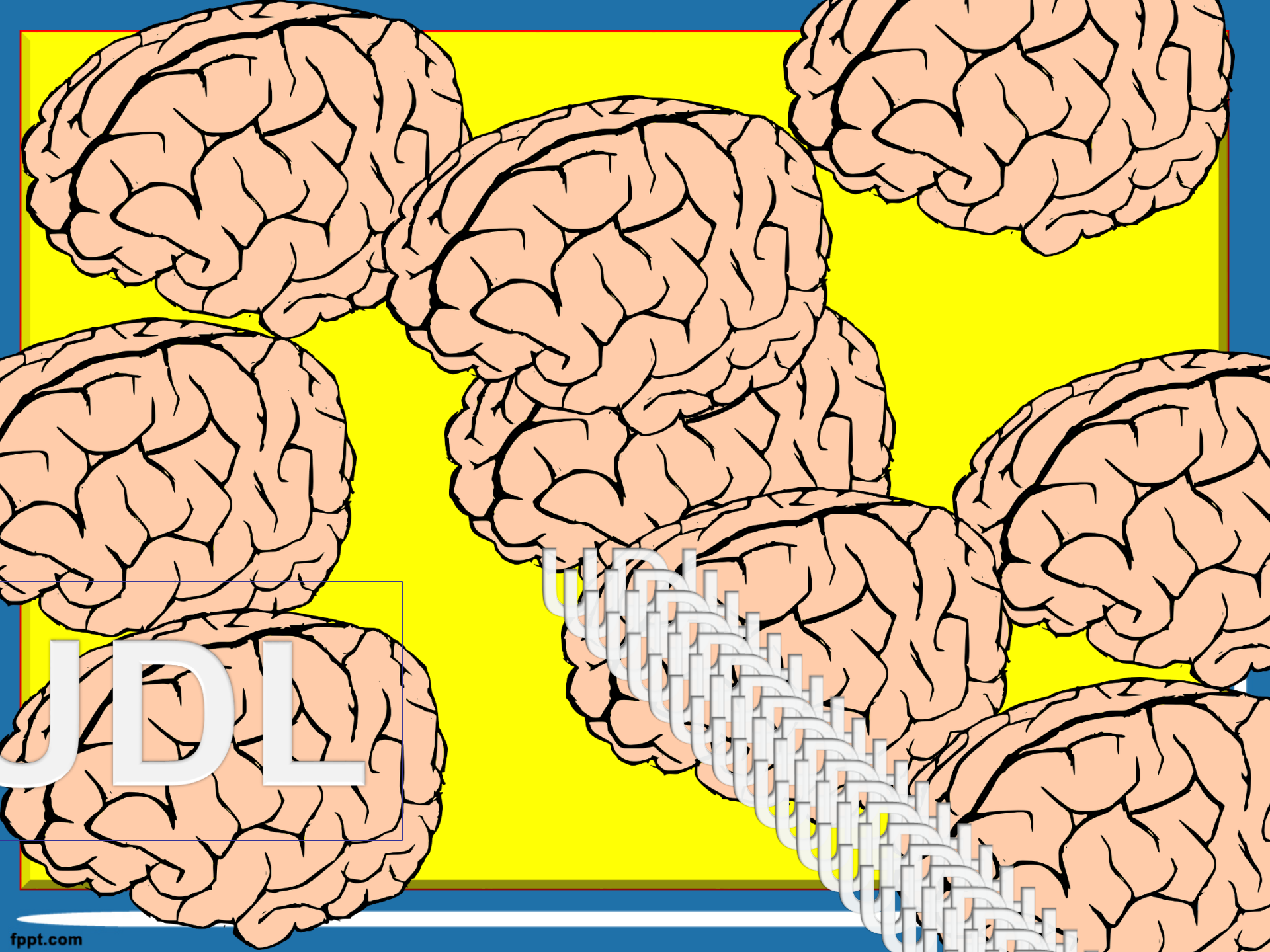
UDL and the Learning Brain

Affective Networks:

- the “why” of learning
- to evaluate and set priorities, influences motivation and preferences

Audio of David Rose explaining the Strategic Networks:





UDL

Poll: What did you think

- Loved it
- Kind of liked it
- I could tolerated it
- Hated it
- Other



“Individual differences are the kind that we need to pay attention to identify both the strengths and weaknesses of each student.”



– David Rose



Neurobiology to Learning

- Multiple Means of Representation
 - To increase **recognition**
- Multiple Means of Action and Expression
 - To expand **strategic output**
- Multiple Means of Engagement
 - To **enhance involvement** in learning



Foundations of UDL

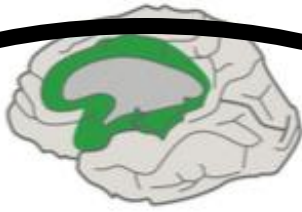
Architecture

Education

Neuroscience



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

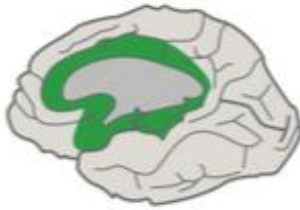
- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

3 Principles

Universal Design for Learning Guidelines



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Resourceful, knowledgeable learners

Provide options for enhancing multiple representations

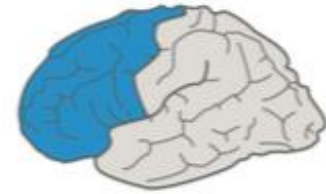
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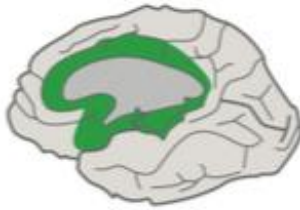
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9 Guidelines

Universal Design for Learning Guidelines



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Resourceful, knowledgeable learners

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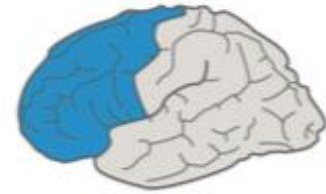
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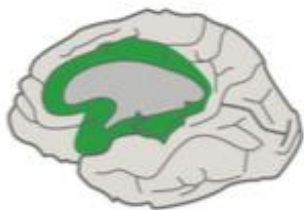
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Many Checkpoints

Universal Design for Learning Guidelines



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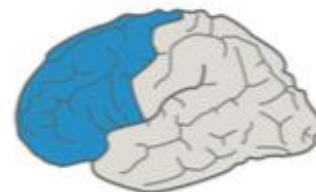
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Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Use scaffolds with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

3 Principles
9 Guidelines
Many Checkpoints

Multiple Means of Engagement

- Options for recruiting interest
- Options for sustaining effort and persistence
- Options for self-regulation



Multiple Means of Engagement

- Options for recruiting interest
- Options for sustaining effort and persistence
- Options for self-regulation

SIOP

- Offer meaningful activities to integrate lesson concepts with language practices
- Offer clear explanations of academic tasks and feedback on student output



Multiple Means of Action and Expression

- Options for physical action
- Options for expression and communication
- Options for executive function



M. Means of Action & Exp.

Options for physical action

Options for expression and communication

Options for executive function

SIOP

Provide hands-on materials and/or manipulatives

Incorporate student use of explicit learning strategies



Multiple Means of Representation

- Options for perception
- Options for language, mathematical expressions, and symbols
- Options for comprehension



M. Means of Representation

Options for perception

Options for language, mathematical expressions, and symbols

Options for comprehension

SIOP

Use supplementary materials

Use a variety of techniques to make content concepts clear

Clarify language objectives

Explicitly link concepts to student background



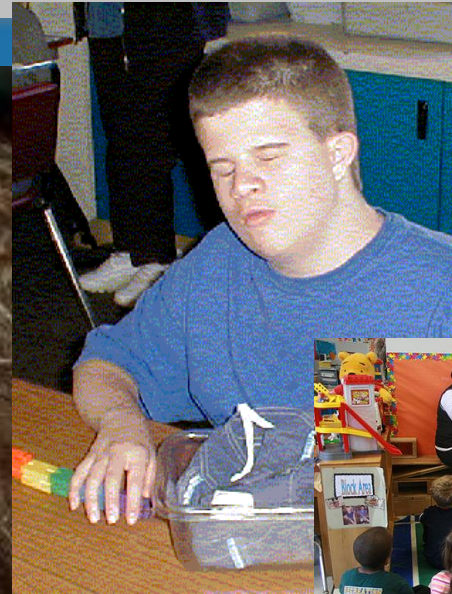
UDL is the Answer



- Math manipulatives in context
- Use of Korean to clarify English notation
- Digitized media



Who Benefits?



Universal Design for Learning

Teachers need to reach everyone

This includes

- English Language Learners
- Learners with Special Needs
- Learners who are Average
- Learners who are Gifted/Talented

ALL LEARNERS



UDL in Conclusion

- UDL helps us to consider diversity and variability from the beginning –

SMART FROM THE START

- Flexibility is the key to authentic learning

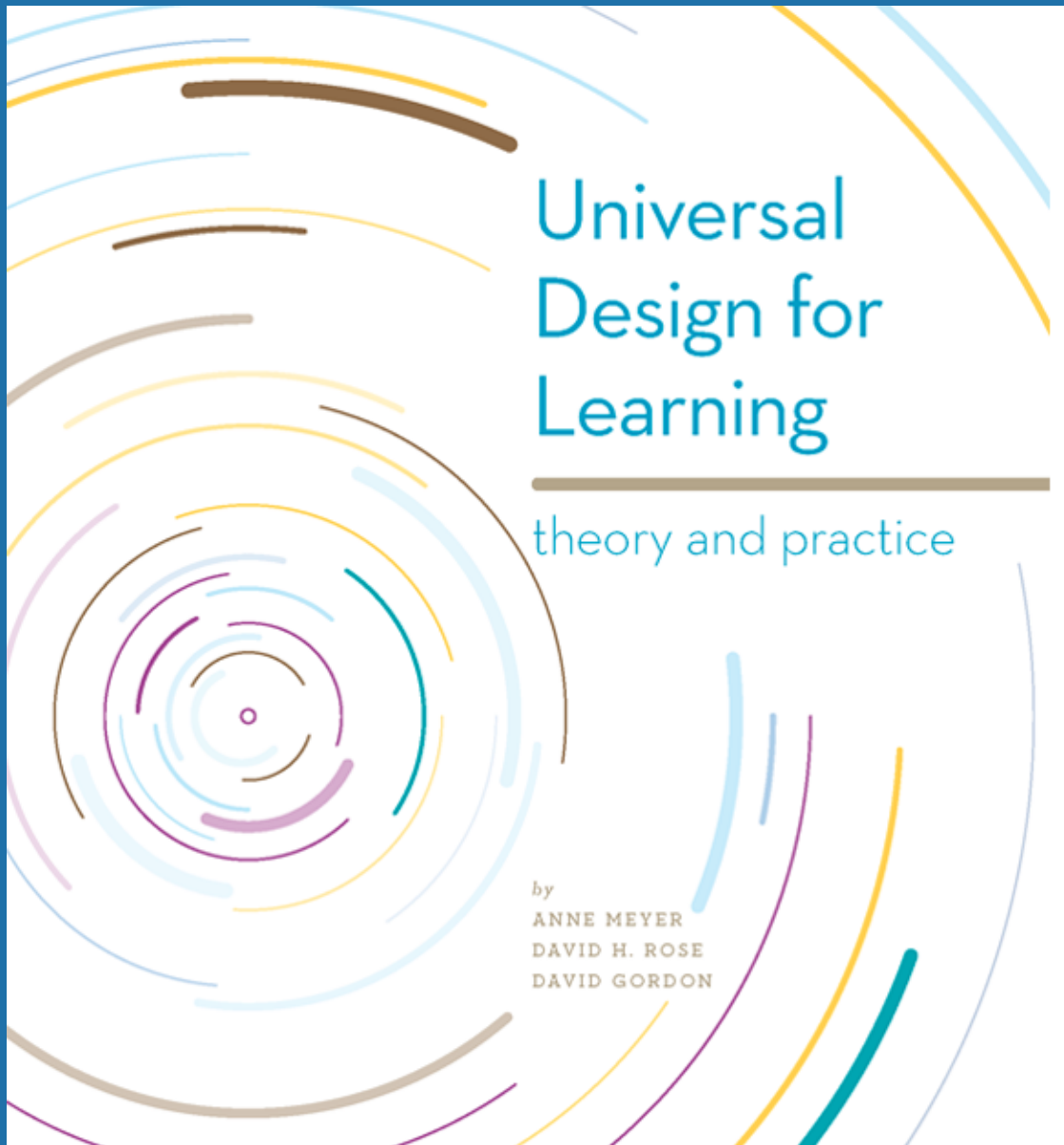


UDL NOW!

A Teacher's Monday-Morning Guide to
Implementing Common Core Standards
using Universal Design for Learning

by KATIE NOVAK





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#3



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Interventions for ELLs and the role of an Intervention Block

What is actually an intervention?
What are the benefits of an Intervention Block?



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#4



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Success of MTSS

Effective innovations

(Systems, core instruction, interventions)

+

Effective implementation

(What, when, who, accountability)

= Improved Outcomes



What is An Intervention?

- Characteristics

- - _____
- - _____
- - _____

- Examples

- - _____
- - _____

- Non-Characteristics

- - _____
- - _____
- - _____

- Non-Examples

- - _____
- - _____

Definition: _____



What is an Intervention?

- Instruction that **Supplements** and **Intensifies** classroom curriculum / instruction to meet student needs
 - ✓ Academic or Behavioral
- ALL Interventions must have:
 - ✓ **a plan for implementation**
 - ✓ **evidenced-based pedagogy**
 - ✓ **criteria for successful response**
 - ✓ **assessment to monitor progress**



Intervention or Not?

1. A group of 6 ELL students in Mrs. Jones's 3rd grade class is receiving guided reading using Level L materials 2x additional times per week for 20 minutes with the ESL teacher. The ESL teacher also supports the guided reading time the other 3 days of the week. The students are monitored every two weeks towards a level N.
2. A group of 4 ELLs level 3-5 in Mr. Herrera's 7th grade class are working with the teacher 4 times a week for 15 minutes learning new words that will be presented in the English language arts class. Immediate feedback is provided and motivation activities are used.
3. A 2nd grader, ELL level 2 student spends 2.5 hours with the ESL teacher. The regular classroom teacher has seen a lot of oral language growth but no growth in recognition of the units vocabulary words. The teacher is using RETELL/SEI strategies including visual supports during vocabulary instruction and a peer support. The teacher asks the ESL teacher to have the student practice the vocabulary words with her during ESL time by writing them using the Frayer model/. The ESL teacher agrees.



Turn and Talk



How can we make them Appropriate for ELLs Interventions?

- A group of 4 ELLs level 3-5 in Mr. Herrera's 7th grade class are working with the teacher 4 times a week for 15 minutes learning new words that will be presented in the English language arts class. Immediate feedback is provided and motivation activities are used.
 - How can you increase UDL principles?
 - How can you ensure this is an intervention?



How can we make them Appropriate for ELLs Interventions?

- A 2nd grader, ELL level 2 student spends 2.5 hours with the ESL teacher. The regular classroom teacher has seen a lot of oral language growth but no growth in recognition of the units vocabulary words.
- The teacher is using RETELL/SEI strategies including visual supports during vocabulary instruction and a peer support.
- The teacher asks the ESL teacher to have the student practice the vocabulary words with her during ESL time by writing them using the Frayer model. The ESL teacher agrees
 - How can you increase UDL principles?
 - How can you ensure this is an intervention?



What is Not an Intervention?

- Guided reading group or use of leveled reading materials
 - Small flexible groups for projects
 - Scaffold instruction
 - Sheltered English instruction strategies
 - ESL
 - UDL
 - Guided writing and conferencing
 - Word walls, editing check lists, etc.
 - Dual language instruction
 - Use of native language supportd
- These are just good teaching practices



What is PALS? My favorite Strategy based Intervention

Lesson 6

t	s	a	★	s	m
m	s	★	a	t	s
m	s	a	s	t	★

- Fuchs, D., Fuchs, L.S., & Burish, P. (2000) Peer-Assisted Learning Strategies: An evidence-based practice to promote reading achievement




PALS: What is It? Not your typical pairs

- **Structured Instructional strategy** -students are paired to improve their **reading fluency & comprehension**
- This is a **strategy** that students will be able to use time and time again in other settings and contexts and with any reading content
 - Student interaction is highly structured; process for pairing is explicit
 - Reinforcement and **CORRECTIVE FEEDBACK** are taught to students.
 - Students engage in 3 specific reading skills:
 1. Partner Reading (fluency) & Retelling
 2. Paragraph Shrinking
 3. Prediction Relay

COACHING TIPS
Partner Reading

1. Ask the Reader to point to where he/ she is reading.
2. Place your Point Sheet close to the book.
3. Keep your pencil in the right spot on the Point Sheet.
4. Move your eyes from your Point Sheet to the book, not your head.
5. Don't worry if you miss a couple of points.



(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 175.)

Question Card

Partner Reading

1st Reader reads. 2nd Reader is Coach.
.....
2nd Reader reads. 1st Reader is Coach.
Begin reading where 1st Reader started.

1 point for each sentence

Retell

2nd Reader retells. 1st Reader asks:
1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you earn all 10 points?

(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 175.)

Question Card

Paragraph Shrinking

1st Reader reads. Coach says:
1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

2nd Reader reads. Coach says:
1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 177.)

Peer Assisted Learning Strategies (PALS)

Why implement PALS at each tier in MTSS?

1. It engages students in ACTIVE LEARNING vs passive learning.
2. It enriches your core Tier 1 or basic reading instruction. Can be a Tier 2 & 3 intervention
3. It embeds differentiate instruction & UDL as a default
4. It is a strategy that uses real books!
5. It is a strategy that can be used in dual language programs -can use the strategy in English and Spanish
6. It addresses oral language development!! [\(August and Shannahan, 2006\)](#).



7. It is easy to monitor progress and complexity as the students use the strategy
8. It can use fiction & non-fiction texts so that you can address Common Core State Standards
9. It encourages students to work as teams (SOCIAL)!
10. It encourages BICS- social interaction for English language learners in the use of interpersonal and academic language(CALP) Linan-Thompson & Vaughn (2007)
11. It encourages the teachers to facilitate learning rather than stand in the front of the classroom and lecture.
12. Allows teachers to capitalize on time & work with students who may need extra help while others are actively engaged in learning!!



Monitoring Fidelity

Is PALS being implemented as intended?

1. Routine for students to get PALS materials is calm and predictable, requiring no more than 1 to 2 minutes.
2. Students get their tutoring materials set up on their desks within 2 minutes- tutor has correction card and they switch it when its time
3. Tutor uses a corrective feedback strategy & provides positive praise
4. Content has been assigned/updated in students' folders prior to the start of PALS.
5. Teacher checks to make sure students are doing the correct activities.
6. Teacher listens to a few pairs and gives feedback as necessary.
7. Transition between activities (e.g., Partner Reading to Shrinking) is smooth.
8. There is a clear procedure for putting the PALS materials away.
9. Putting materials away occurs within 2 minutes.
10. If points are reported, the procedures take no more than 5 minutes

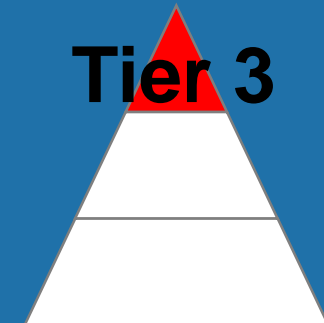
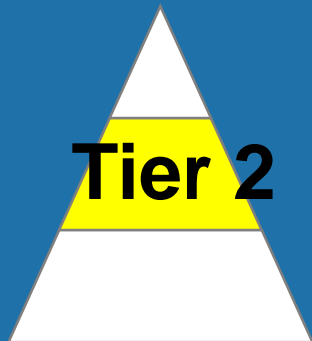
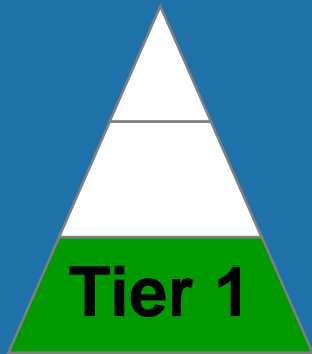


Teacher gives praise to specific pairs for specific behaviors

Comparing Across Tiers

What's the same?

- Common Core Standards
- Evidence-based practices and interventions
- Interventions provided by the most-skilled person available
- SEI strategies/ESL instruction



What's different?

- Assessments
- Choice of priority skills and learning targets
- Number and nature of target students
- Dosage, frequency, duration, time of support
- Trained educators



One of the biggest challenges to
successful MTSS
adoption is finding time to
consistently deliver interventions as
intended– with Fidelity!

(Easton & Erchul, 2011; Kupzyk et al., 2012).



© Alamy



Create a method to track intended and delivered interventions

Record of Problem Solving and Progress Monitoring

Protocol example from Boston Public Schools AAF Implementation Guidebook, EDC, 2013
<https://sites.google.com/site/academicachievementframework/>

Time	Note-taker	CYCLE Meeting Date:				
2 min	What's going well with the student?	Student's Strengths:				
	What is the student's profile? (ELL, IEP, etc.)	ELD Level _____ IEP Area(s) _____ Other _____				
2 min	What does the data tell us? What are the scores (DIBELS, DRF, etc.)?	Data about Area of Concern: (define problem in specific, observable and measurable terms)				
2 min	How is Tier 1 (Core) going? (Note student/teacher absences, interruptions to Core, fidelity, etc.)	Core/Tier:				
4 min	What level of intervention does the student need?	Check one: Tier 1 (3x/week in ratio of 1:6) Tier 2 (4-5x/week in ratio of 1:3)				
	What intervention (e.g., Read Naturally, Lexia, Soar, Sight Word Sort, more guided reading) will be delivered and by whom?	Action Plan: (describe the intervention and who will implement it)				
	Who will progress monitor, with what (e.g., DIBELS) and how often?	PM by: _____ PM tool: _____ PM frequency: weekly biweekly (circle)				
1 min	What is the timeframe for the intervention cycle? (6-8 weeks)	Start date: _____ Review date: _____				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Fidelity						
Call/note home						

When Do Interventions Happen?

The Intervention Block

- Think about how to maximize the following:
 - Develop a school-wide assessment schedule
 - Use trained educators on intervention & resources
 - Identify the best time of intervention delivery
 - Provide professional development required
 - Guarantee 3 days/20 minutes minimum per week
 - Prioritize in what academic areas- start small
 - Identify highest trained with most neediest

Intervention Requirement for Tier 2

- All students are on “success time” 3 times per week all hands on deck for small group targeted instruction
- Tier 3 additional 50 minutes to Tier 1 and 2



Asset Map Example

	Instructional & Behavioral Strategies		Personnel and Partners		Needs:	
TIER 1 CORE ALL students	Academic -School wide Reading focus -PALS - MTSS data teams - grade level Teams	Behavior -Token economy -SST -Cultural relevant training	Academic Need school wide PD on recalibrating administration of universal screeners	Behavior PBIS coach- Mental Health providers as member	Academic -Need literacy district person to come and present on fidelity of core reading time -Need data coach position/role	Behavior -Data coach -Teacher PD on PBIS -Development of behavioral expectation -Calendar for rolling out each lesson on behavior
TIER 2 Strategic Interventions SOME students	Tier 2 interventions (Quick Reads, PALS, Read Naturally, Home grown small group intervention) -Parent meeting	-Suspension -Removal from room with redirection -Mental Health counseling -Friendship/Gender groups -PBIS Check in & Check out	-Teachers trained in administering DRA and fluency checks		-Cross training across teachers on administration of diagnostic and fluency test -PD on differentiated instruction -PD on UDL	-PD on Check-in Check out -PD- on reading interventions
TIER 3 Intensive Interventions A FEW students	-Wilson rule-based -Project Read -Reading Recovery -1 to 1 teacher grown	-Suspension -SST referral to special ed. -Referral for mental health -FBA=BIP increase time, frequency and intensity -PBIS coach	-3 people in district level training -1 teacher already trained in Orton Gillingham - 1 reading coach 50% time		-Need district ELL specialist to come and present strategies for ELLs level 1 and 2 in small groups and 1 to 1 settings	-Need school psychologist trained in FBA to do PD and observe students not responding to PBIS school wide or Tier 2 Check in/Check out intervention

Intervention Recommendations & Options for Engaging Students

Research-based Option	Instruction Intervention/Activity	Can be used in any language
1	Peer Mediated learning activities such as Peer Assisted Learning Strategies (Fuchs, Fuchs, Mathes, & Simmons, 1997)	Yes
2	Repeated Readings	Yes
3	Vocabulary Cycles (Frayer Model, Tiered Words, and Personal Vocabulary)	Yes
4	Cross-age peer tutoring	Yes
5	Problem-based Learning	Yes
6	Collaborative Strategic Reading (CSR)	Yes
7	Reciprocal Teaching	Yes
8	Packaged Programs (Foundations, etc.)	No
9	Software-based programs Read Naturally, Lexia, etc.	Maybe

How do you get interventions started?

Roll out plan?

- Develop a roll out plan that considers:
 - School wide implementation vs grade level start ups
 - Professional development for all or some
 - Month by month expectations
 - Data collection deadlines
 - Data coach role
 - 3 DAYS (BOY, MOY, EOY) for data reporting and problem solving days school-wide
 - Location of intervention information
 - Identify teacher leaders

Acknowledgment for meeting deadlines



Developing the Weekly Progress Monitoring Cycles

- **ALL** students needing Tier 2 and/or Tier 3 support are discussed at Grade level meeting/common planning time- In essence, they become the agenda items.
- **EXAMPLE:**
 - Week 1: Student A, Student B, Student C, Student D
 - Week 2: Student E, Student F, Student G, Student H
 - Week 3: Student I, Student J, Student K, Student L
 - Week 4: Student M, Student N, Student O, Student P
 - Week 5: Student Q, Student R, Student S, Student T
 - Week 6: Student U, Student V, Student W, Student X (**24 students covered!**)
 - Week 7: (**REVISIT. Cycle begins again!**): Student A, Student B, Student C, Student D for **CYCLE 2** – **TOTAL 5 CYCLES** in the year
- Write the intended plan so that after each cycle you can evaluate actual delivery of interventions (i.e. fidelity of implementation)

Tertiary/Tier 3 Intensive Interventions

- Different
 - Architecture
 - Scheduling
 - Delivery
 - professional
- High intensity, longer duration
- Individualized Specifically designed intensive intervention for individual students
- Frequent (weekly) progress monitoring assessments
- 5-10% of students



Build your Library of Interventions



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#5



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BREAK



What do we do when ELLs still don't make progress?

When do we refer for
special education?



MTSS Implementation Assumptions

- Tier 1, Tier 2, and Tier 3 represent broad **fluid** categories, **not** concrete designations.
- **All** students receive Tier 1 Instruction.
- Some receive get Tier 1 and Tier 2 and some all 3 tiers.
- **Label the need**, not the child.
- Students are referred to Special Education after failure to respond to Tier 1, Tier 2 and Tier 3 interventions.
- Regardless of eligibility, ELLs **CONTINUE** to receive the assistance through tiered instruction as need.



RTI-based Specific Learning Disabilities Toolkit Guidance for Educators

The RTI Action Network

<http://www.rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell>



When ELLs don't Succeed, and We must Refer, What is the Key?

1. Plan for appropriate expertise/knowledge of special education eligibility team & informed parent participation
2. Ensure the effectiveness of Tier 1 core instruction
3. Ensure the effectiveness of Tier 2 & 3 interventions
4. Ensure effectiveness of academic assessments & interpretation
5. Compare to populations & normative sample



1. Plan for appropriate expertise/knowledge of special education eligibility team & informed parent participation

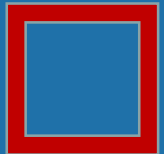
- ESL & regular education teachers must be present and address oral language proficiency and literacy growth over time
- Special Education Team should have training in culturally responsive pedagogy
- Communication of the US public education system is key
- Collaboration for data driven decision making processes must include parents as partners



Let's Try it- Did you Plan for appropriate expertise/knowledge of special education eligibility team & informed parent participation?



1. Is there a cultural liaison that can link the school and community contexts and parental rights for the parents?
2. Is the family informed of the student receiving preventive, tiered intervention in addition to ESL services as part of the school's RTI/multi-tier system of supports (MTSS) model?
3. Is the parent's consent to a special education evaluation based on an informed understanding of the process and with the support of the cultural liaison, cultural navigator, or translator?²



Let's Try it- Did you Plan for appropriate expertise/knowledge of special education eligibility team & informed parent participation?



4. When appropriate, are parents provided with the opportunity to report on surveys (adaptive, ecological, etc.) with the support of a cultural liaison, cultural navigator, or translator?



5. Have the student's parents/guardians participated in the eligibility determination as partners and do they understand how the child will continue to receive the tiered, ESL, and specially designed instruction if eligible for special education services?



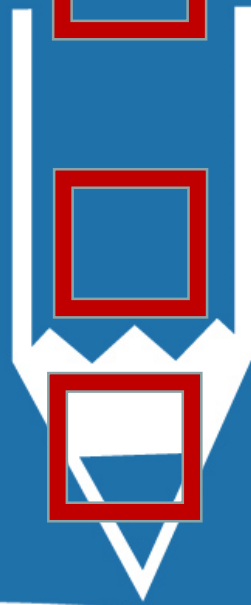
**Did you Plan for appropriate
expertise/knowledge of
special education eligibility
team & informed parent
participation?**

___/5



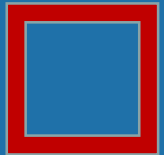
2.Let's Try it-- Did you Ensure the effectiveness of Tier 1?

1. Is there adequate instruction in reading and math, including in the five critical areas of literacy identified?
2. Is the core curriculum for ELL students reflective of academic standards specific to bilingual education and ESL programs?
3. Is the core instruction of high quality and delivered with fidelity?
4. Is there a difference in the student's performance by subject area?



2. Lets try it -Did you Ensure the effectiveness of Tier 1?

5. Are the universal screening & progress-monitoring instruments that have been selected culturally responsive for the ELLs?
6. For example, are there items on the tests that would be easily understood based on the target student's English language proficiency levels?
7. Was progress monitoring conducted in the language of intervention, when appropriate, and in English?



Did you Ensure the effectiveness of Tier 1?

/7



Ensure the effectiveness of Tier 2 & 3 interventions

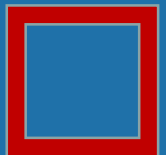
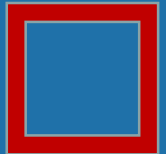
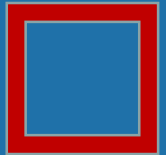
- Interventions are explicit and targeted for ELLs with guidance from the ESL teacher on skills identified in screeners plus:
 - Vocabulary instruction using a variety of strategies every day
 - Oral language development using peer mediated learning for developing interpersonal and academic language



Lets try it- Do you Ensure the Effectiveness of Tier 2 & 3 Interventions?



1. Was the instruction/intervention implemented culturally, linguistically, & developmentally appropriate?
2. Does the intervention include explicit academic intervention in the area(s) of learning difficulty?
3. Is there evidence that interventions were implemented with high fidelity as intended
 1. (i.e., by a qualified educator the specified number of times, for the time allotted, the number of weeks, and with regular progress monitoring)?



Let's Try it-- Do you Ensure the Effectiveness of Tier 2 & 3 Interventions?



4. Do Tier 2 and Tier 3 interventions supplement core instruction (not replace it)?
5. If students did not make sufficient progress with Tier 2 intervention, are the Tier 3 interventions delivered with higher intensity (i.e., qualified educator (ESL+), more frequency, longer duration, and smaller group delivery [e.g., group sizes of 1 to 1 or 1 to 3])?



Ensuring the effectiveness of Tier 2 & 3 interventions

/5



Ensure effectiveness of academic assessments & interpretation

Guidelines include:

- Assessment in native language & English language when necessary and where appropriate;
- Reliable instruments & procedures validated for intended use;
- Credit for correct responses in either language
- Use of authentic & curriculum-based measures
- Determination of eligibility by a team that includes an expert in educating CLD students (see Collier, 2011; A. A. Ortiz & Artiles, 2010; Wagner, Francis, & Morris, 2005).

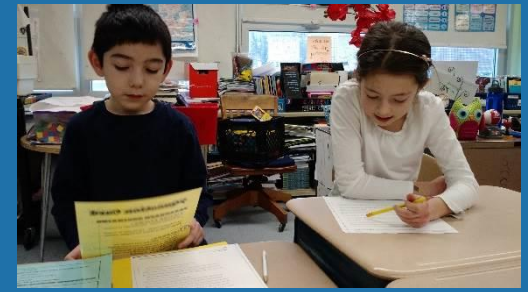


Universal Screeners for ELLs

- The teams, including the ESL teacher, meet regularly to analyze universal-screening & progress-monitoring data- data driven instructional planning!
- Language proficiency data are is part of the universal-screening & progress-monitoring processes in: listening, speaking, reading, and writing (WIDA).
- The universal-screening & progress-monitoring instruments used are culturally responsive & developmentally appropriate for the learners (i.e., items on the test should be easily understood by the target student because of his or her English language proficiency levels at instructional and grade level.



Comparison Using a TRUE PEER



- True peer- represents students who can be used for comparison to the target student such as:
 - students have similar language proficiency, culture, & experiential background
 - Age and time in the United States & acculturation in adapting to a new environment,
 - use of L1 and L2 at home, school and community
 - Similar education experience & education services such as dual language instruction, transitional bilingual instruction, ESL services, or sheltered-English instruction)



Sample Progress Monitoring Using WIDA Can Do Indicators

READING Indicators level 1 (R1), Level 2 (R2), and Level 3 (R3)	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
R1- Identifies words from left to right and upright position	X	X	X	X					
R1- Recognizes the alphabet from Arabic numbers and begins to recognize sounds	X	X	X	X					
R1- Reads simple one syllable and high frequency words when strongly supported by context	X	X	X	X					
R2-Recognizes sounds/symbol relationships and sounds of the English language		X	X	X					
R2- uses cognates for academic or social comprehension				X					
R2- reads common word families and simple sentences			X	X					
R3- Locate meaning, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, or internet				X					
R3-recognizes and uses knowledge of spelling patterns when reading				X					
R3- Identified main idea									

Lets Check it - Do you Compare to Populations & Normative Sample?

The following questions can be used by teams to address common challenges involved when using CBM data for CLD and ELL students in comparison with their peers.



1. Do student progress-monitoring data reflect a comparison to age- and grade-level state norms that represent the school population and comparison to a “true peer”?

2. Is there evidence that a student’s achievement (e.g., basic skills in reading, writing, listening, and speaking) differs significantly on grade-level standards from that of a true peer?



Let's Check- Do you Compare to populations & normative sample?

3. Is there evidence that the rate of progress differs significantly from that of a true peer?



4. Has the student failed to develop expected native language and English skills reasonable for developmental experiences and background despite appropriate instruction for the numbers of years the target student has received ESL supports as part of the general education?



Ensure effectiveness of academic assessments & interpretation

/4



How Can we Start Now?

Let's take a look:

<https://www.youtube.com/watch?v=RXMnDG3QzxE>

How will you start your movement?

Please complete the Action Planning Section of the Self-Assessment form and/or interact on Socrative.



MTSS Works for ALL



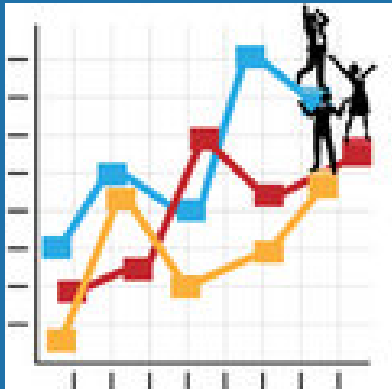
“Effective instruction and interventions **X**
effective implementation= **improve**
outcomes”

(Fixen, 2013)

&

“Districts must championing sustainability
and

...schools must championing
implementation of interventions with
fidelity” (Burello et al., 2013)



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#6



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THE FUTURE IS NOT SOME PLACE WE ARE GOING TO, BUT ONE WE ARE CREATING. THE PATHS ARE NOT TO BE FOUND BUT MADE, AND THE ACTIVITY OF MAKING THEM CHANGES BOTH THE MAKER AND THE DESTINATION.”

By: John Schaar



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Additional Resources for ELs: Vocabulary and Background Knowledge

For full report “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades”

– <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=6>

For older students Instruction and interventions should use cognitive strategies.

- Reciprocal teaching
- Collaborative Strategic Reading

- Additional resources

- Vaughn Gross Center for Reading & Language Arts <http://www.meadowscenter.org/vgc/>
- Florida Center for Reading Research <http://www.fcrr.org/>
- US. DOE Practices Guides/ What Works
- Margarita Calderon <http://margaritacalderon.org/>



Additional Resources for ELs: Reading Fluency & Comprehension

- Peer-assisted learning is an effective intervention strategy (PALS)
 - Found effective with ELLs to improve both literacy skills and oral language development
 - Described in What Works Clearinghouse at http://ies.ed.gov/ncee/wwc/reports/english_lang/pals/index.asp
 - Home page & videos: <http://kc.vanderbilt.edu/pals/>
 - How to professional development modules:
 - <http://iris.peabody.vanderbilt.edu/module/pals26/>



Additional Links to Evidence-based Screeners and Interventions

- National Center for Response to Intervention at www.rti4success.org
- National Center on Intensive Interventions at <http://www.intensiveintervention.org/>).
- National Center for Learning Disabilities' RTI Action Network and Schools transformation project at www.rtinetwork.org or www.ncld.org
 - Rinaldi- Tier 2 Ask the experts Tier 2 for ELLs -- <http://rtinetwork.org/connect/593-diversity-and-disproportionality-q7>
- WIDA RTI ELLs Position Statement “ Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI) for English Language Learners

