

Welcome to the Webinar!

Response to Intervention for English Language Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning

We will be starting soon.



Response to Intervention for English Language Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning

April 19, 2012



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenter

Dr. Julie Esparza Brown

Assistant Professor
Portland State University

Response to Intervention for English Learners: Appropriate Screening, Progress Monitoring, and Instructional Planning

National Charter School Resource Center

Dr. Julie Esparza Brown

Portland State University

jebrown@pdx.edu

April 19, 2012



Webinar Outcomes

- Examine a framework for developing a culturally and linguistically responsive RTI system for English Learners (ELs).
- Understand the factors that must guide instruction and interventions for EL students within an RTI process.
- Consider application of this framework to your context through Questions and Answers.

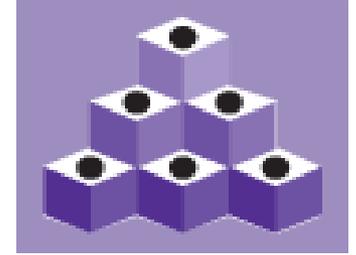


RTI for ELs

- “RTI has the potential to affect change for ELLs by requiring the use of research-based practices based on individual children’s specific needs” (Brown & Doolittle, 2008).



RTI Defined



“Rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction; assessment; and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.”

National Center on Response to Intervention



RTI as a Promising Practice for ELs

- The principle features of Response to Intervention (RTI) are:
 - Universal screening for all students
 - Instructional support/intervention and progress monitoring for struggling students
 - **An emphasis on appropriate and research-based core instruction**
 - A multi-tiered system with increasingly intense support at each tier
- This emphasis on core instruction means that instructional practices must be appropriate for all subgroups of students



Three Categories of ELs Who Experience Academic Challenges

- Those with ineffective instructional programs and environments
 - Instruction is not appropriately adjusted to students' language needs
- Difficulties in school due to life circumstances
 - Interrupted schooling, limited formal education, high mobility, limited access to standard English models, etc.
- Intrinsic disorders



Why is This Child Struggling?

- Supporting struggling EL students through the RTI process initially occurs without needing to answer the “why.”
- The first “why” to address is to assess whether the curriculum has been appropriately adjusted to the student’s unique linguistic, cultural, and experiential background?
- Thus, at the first sign of academic challenges, we must gather information on the student’s background.



Consider how
this model is
different from
your RTI
process?



NOTE: When L1 instruction is not provided, expectations regarding rates of learning and grade-level benchmarks may not be met.

Universal Screening

FLOWCHART: RTI for ELLs

80% of each subgroup should be successful in general education. If 20% or more of a subgroup is unsuccessful, problem may reside within curriculum

Curriculum appears appropriately adjusted for subgroup's needs. Administer benchmark assessment, progress monitor, provide targeted instruction and intervention and include oracy component

Curriculum problematic. Adjust Tier I core curriculum; monitor instruction and progress

Student's progress is lower than true peers, examine student's context

- Collect information on child's experiential and educational background
- Assess curriculum & instruction for linguistic and cultural adjustments
- Assess language proficiency in L1 and L2
- Provide research-based instruction/interventions and oracy component

Student is making progress; continue to monitor in Tier 1 (general education)

Student not on track to meet goal; adjust intensity; consider moving to Tier 2, progress monitor weekly; curriculum continues to be linguistically and culturally appropriate and includes oracy component; intervention does not replace core but provides a double dose

Student not on track to meet goal; consider moving to Tier 3, decrease group size; increase frequency of monitoring, curriculum continues to be linguistically and culturally appropriate and includes oracy component; consider psychoeducational evaluation;

Makes progress toward goals, continue until meets standard, continue decreasing intensity and returning to general education

Conduct psychoeducational evaluation, interpret results within a framework that considers cultural loading and linguistic demands of results; examine patterns of strengths and weaknesses rather than standard scores

Eligible. Develop culturally and linguistically appropriate IEP; instruction must continue to be culturally and linguistically appropriate and include oracy component

Not eligible. Continue supports through general education; may include targeted interventions

Knowing Student's History

- It is imperative to understand the opportunities the student has had to learn language (both L1 and L2), skills and content.
- You must gather data on:
 - First language proficiency
 - Second language proficiency
 - Third language proficiency (if applicable)
 - Educational history (in U.S. and outside U.S.); including preschool
 - Model of bilingual instruction
 - Attendance and mobility



Tier 1

- Research indicates that when we intervene early, before third grade, most students can acquire adequate literacy skills (Lesaux & Siegel, 2003; Sun, Nam, & Vanderwood, 2010; Vaughn et al., 2006).
- “If Tier 1 instruction is implemented poorly and several students in the classroom fail to progress toward grade-level expectations, then the assumption that generally effective instruction is in place is compromised” (McMaster & Wagner, 2007, p.227).
- Instruction in Tier 1 must be designed or modified to address the language *and* literacy needs of ELs.



Make Appropriate Comparisons

- To gauge student progress, each student must be compared to the appropriate peer group.
- In particular, when determining adequate growth, EL students should be compared to “true peers” (Brown & Doolittle, 2008).
- True peers are children with similar language backgrounds, birth country, educational history, age and grade.



Tiers 2 and 3

- Interventions must be in the same language as the student's core literacy.
- Research is clear that ELs make progress when an oracy (listening & speaking) component is included with the literacy (reading & writing) interventions regardless of language of instruction (L1 or L2) (Nag-Arulmani, Reddy, & Buckley, 2003; Haager & Windmueller, 2001; Pollard-Durodola, Mathes, Vaughn, Cardenas-Hagan, & Linan-Thompson, 2006).
- interventions must combine oracy component with, phonological awareness, word study, vocabulary, fluency, and listening and reading comprehension for EL students make progress.



Tiers 2 and 3 (cont.)

- Tier 2 is a “double dose” of core skills (3-5 in group).
- Tier 3 is the most intensive instruction (1-3 in group) and may or may not include special education.
- If special education placement is a consideration, a full comprehensive evaluation should occur.
- All assessment data must be interpreted within a least biased framework (refer to the work of Flanagan and Ortiz)



How Do You Set Goals for EL Students?

- There is a paucity of research on growth trends for EL students.
- However, the National Literacy Panel (NLP; August & Shanahan, 2006) reported that ELs can make comparable progress to English-only peers on beginning literacy skills (e.g., phonological skills, decoding, word recognition) where the language requirement of the tasks is relatively low.
- One method of setting goals for ELs is to set the same goal as you would for English-only students and understand that it is very unlikely that the EL student will meet that goal within the same time frame (except perhaps as noted above on foundational skills)



How Do You Set Goals for EL Students?

- The NLP also reported the need for modifications to make the content more accessible and comprehensible.
- Thus, it may be most appropriate to set short term goals to reach the grade level goal.
- It is also important that we compare each child's trajectory to their true peers to help gauge the impact of their cultural and linguistic background.
- In other words, concern is appropriate when the student is achieving below grade level goals *and* below that of his/her true peers.
- Regardless, support must be provided to all students not at benchmark.



How Do We Assess Progress?

- Progress monitoring must consider that once a child reaches fluent English proficiency, it does NOT mean they are comparable to a native English speaker.
- Research demonstrates the dramatic effect that differences in early language experience can have on later academic achievement.



Language(s) for Progress Monitoring

- One of the first considerations for ELLs is whether progress should be monitored in all languages.
- If ELs receive reading instruction in their native language, then it is critical to monitor progress in their native language.
- If an EL student is not receiving reading instruction in the native language, there may be no need to monitor literacy progress in any language but English.



Progress Monitoring Measures Are...

- **Robust** (*powerful indicators* of academic health-link to meaningful outcomes)
- ***Brief*** and ***easy*** to administer-**efficient**
- Can be administered frequently
- Must have ***multiple, equivalent*** forms
 - (If the metric isn't the same, the data is meaningless)
- Must be ***sensitive- Dynamic***
 - *Sanford & Putnam, 2008*



Recommendations for Progress Monitoring ELs

- Monitor student progress in all languages of instruction.
- Set rigorous goals that support students towards meeting grade level standards.
- Evaluate growth frequently, increasing intensity of instruction when growth is less than expected.
- Evaluate growth as compared to that of true peers.



Sources for Progress Monitoring Tools

(Sanford & Putnam, 2008)

- National Center on Response to Intervention:
(www.rti4success.org)
- National Center on Student Progress Monitoring
(studentprogress.org)
- [DIBELS](http://dibels.uoregon.edu) (dibels.uoregon.edu - Free to Oregon Schools)
- [AIMSWEB](http://www.aimsweb.com) (www.aimsweb.com)
- [Easy CBM](http://www.easycbm.com) (www.easycbm.com)
- Monitoring Progress of Basic Skills (Fuchs & Fuchs; Reproducible masters)
- The ABC's of CBM (Hosp, Hosp,& Howell)



Case Studies of ELL Students



Scenario 1: Luis



© Jay Koppelman

- Luis was born in Mexico and is the youngest of five siblings. His family came to the United States when he was 4. In Mexico, while he did not attend preschool, his brothers and sisters attended private schools and spent a lot of time reading stories to him and entertaining him. In their private school, while the instructional language was Spanish, they also learned English. Luis is now in first grade in a bilingual program. His language proficiency scores on the Woodcock Muñoz indicate he is a level 2 in English and level 4 in Spanish.

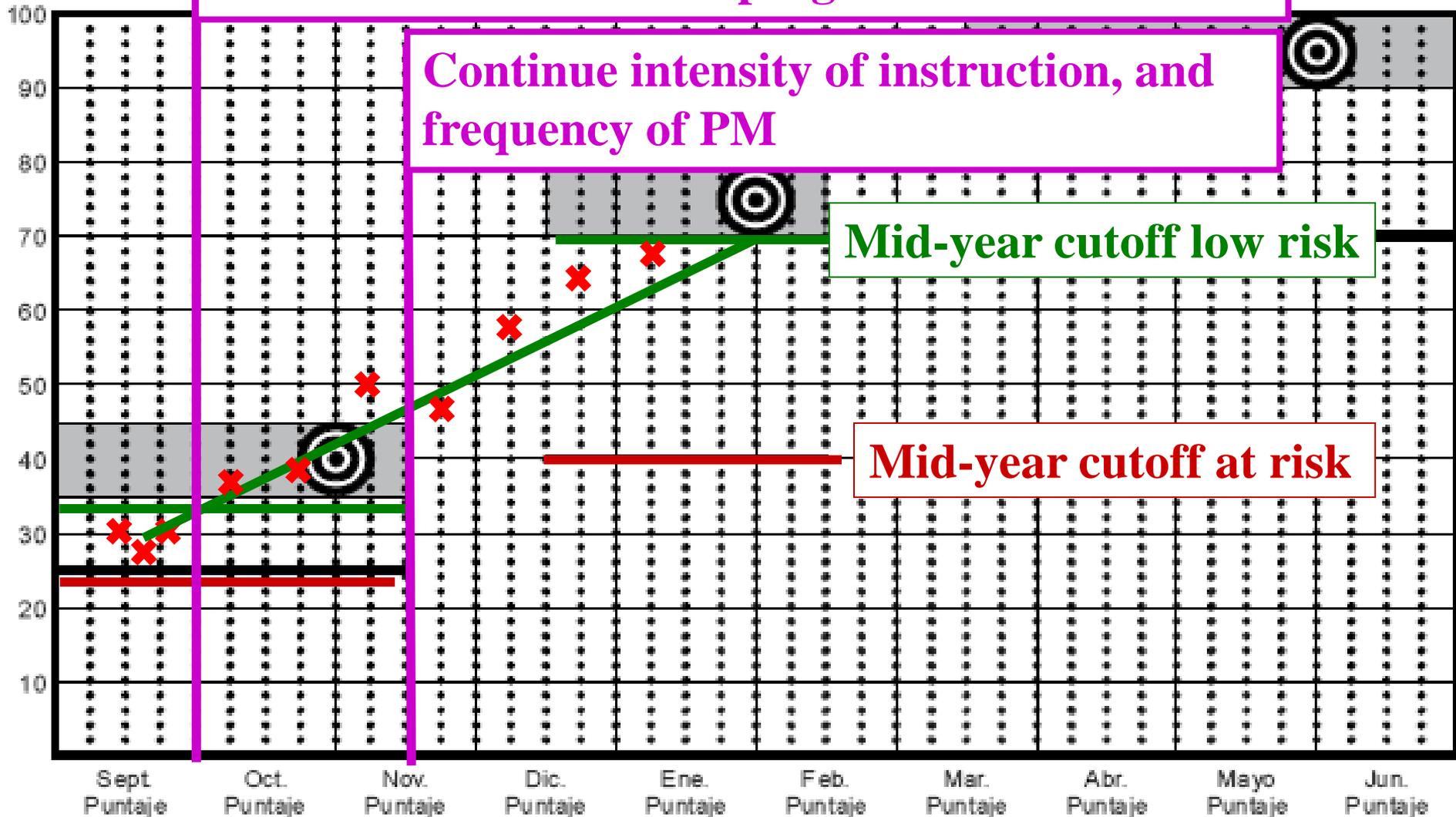


FIRST GRADE - DIBELS	Decision Criteria – Beg of Yr	Luis
Letter Naming Fluency (LNF)	At Risk 0-24	
	Some Risk 25-36	27
	Low Risk 37+	
Phoneme Segmentation Fluency (PSF)	Deficit 0-9	
	Emerging 10-34	30
	Established 35+	
Nonsense Word Fluency (NWF)	At Risk 0-12	11
	Some Risk 13-23	
	Low Risk 24+	

FIRST GRADE - IDEL	Decision Criteria – Beg of Yr	Luis
Fluidez en nombrar letras (FNL) <i>Letter Naming Fluency</i>	At Risk 0-19	
	Some Risk 20-34	33
	Low Risk 35+	
Fluidez en la Segmentación de Fonemas (FSF) <i>Phoneme Segmentation Fluency</i>	Deficit 0-34	
	Emerging 35-49	41
	Established 50+	
Fluidez en las Palabras sin Sentido (FPS) <i>Nonsense Word Fluency</i>	At Risk 0-24	
	Some Risk 25-34	32
	Low Risk 35+	

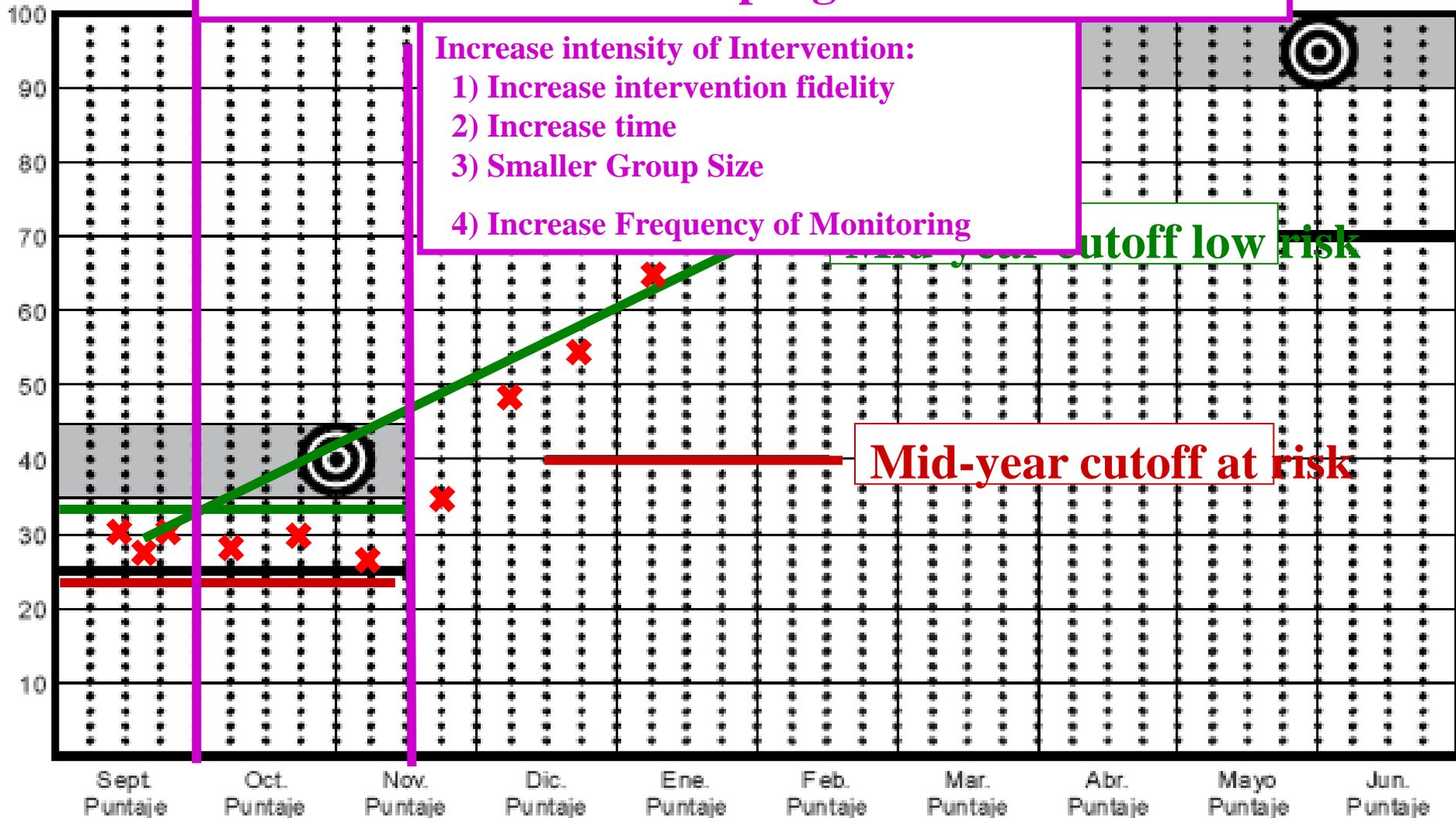
Luis – Fluidez en las Palabras sin Sentido

Research-based intervention program for PA and Phonics in L1 – Monitor progress 1 x / 2 weeks



Luis – Fluidez en las Palabras sin Sentido

Research-based intervention program for PA and Phonics in L1 – Monitor progress 1 x / 2 weeks



Scenario 2: Margarita

- Margarita came to the United States at the age of one. She attends a bilingual school with an early-exit program model; thus, she is transitioning to English literacy instruction. Her language proficiency scores on the Woodcock Muñoz indicate she is a level 2 in English and level 3 in Spanish.



FIRST GRADE - DIBELS	Decision Criteria – Beg of Yr	Margarita
Letter Naming Fluency (LNF)	At Risk 0-24	
	Some Risk 25-36	27
	Low Risk 37+	
Phoneme Segmentation Fluency (PSF)	Deficit 0-9	
	Emerging 10-34	30
	Established 35+	
Nonsense Word Fluency (NWF)	At Risk 0-12	11
	Some Risk 13-23	
	Low Risk 24+	

FIRST GRADE - IDEL	Decision Criteria – Beg of Yr	Margarita
Fluidez en nombrar letras (FNL) <i>Letter Naming Fluency</i>	At Risk 0-19	19
	Some Risk 20-34	
	Low Risk 35+	
Fluidez en la Segmentación de Fonemas (FSF) <i>Phoneme Segmentation Fluency</i>	Deficit 0-34	31
	Emerging 35-49	
	Established 50+	
Fluidez en las Palabras sin Sentido (FPS) <i>Nonsense Word Fluency</i>	At Risk 0-24	12
	Some Risk 25-34	
	Low Risk 35+	

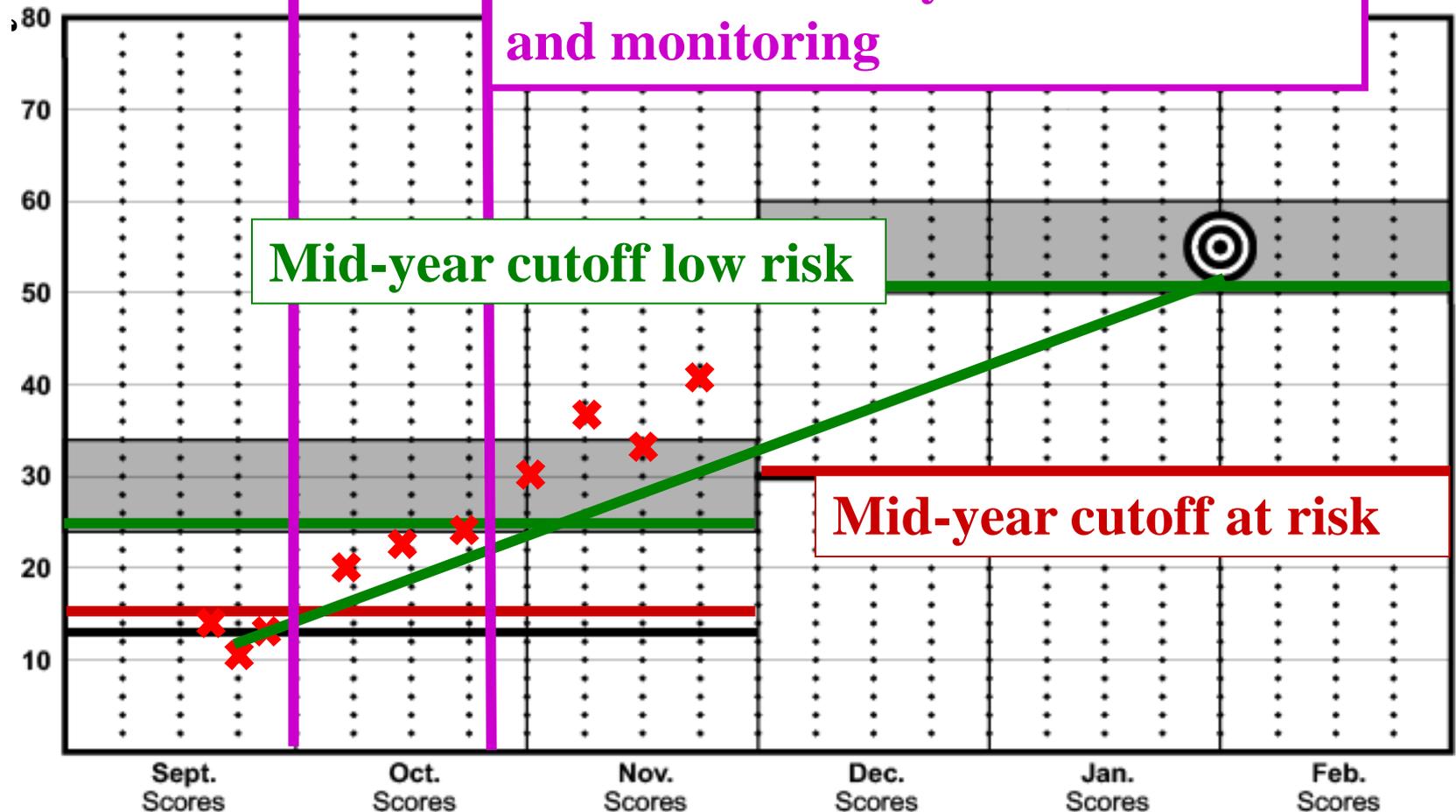
Margarita – Nonsense Word Fluency

Tier 2+ Research based intervention L2; monitor weekly

Continue intensity of instruction and monitoring

Mid-year cutoff low risk

Mid-year cutoff at risk

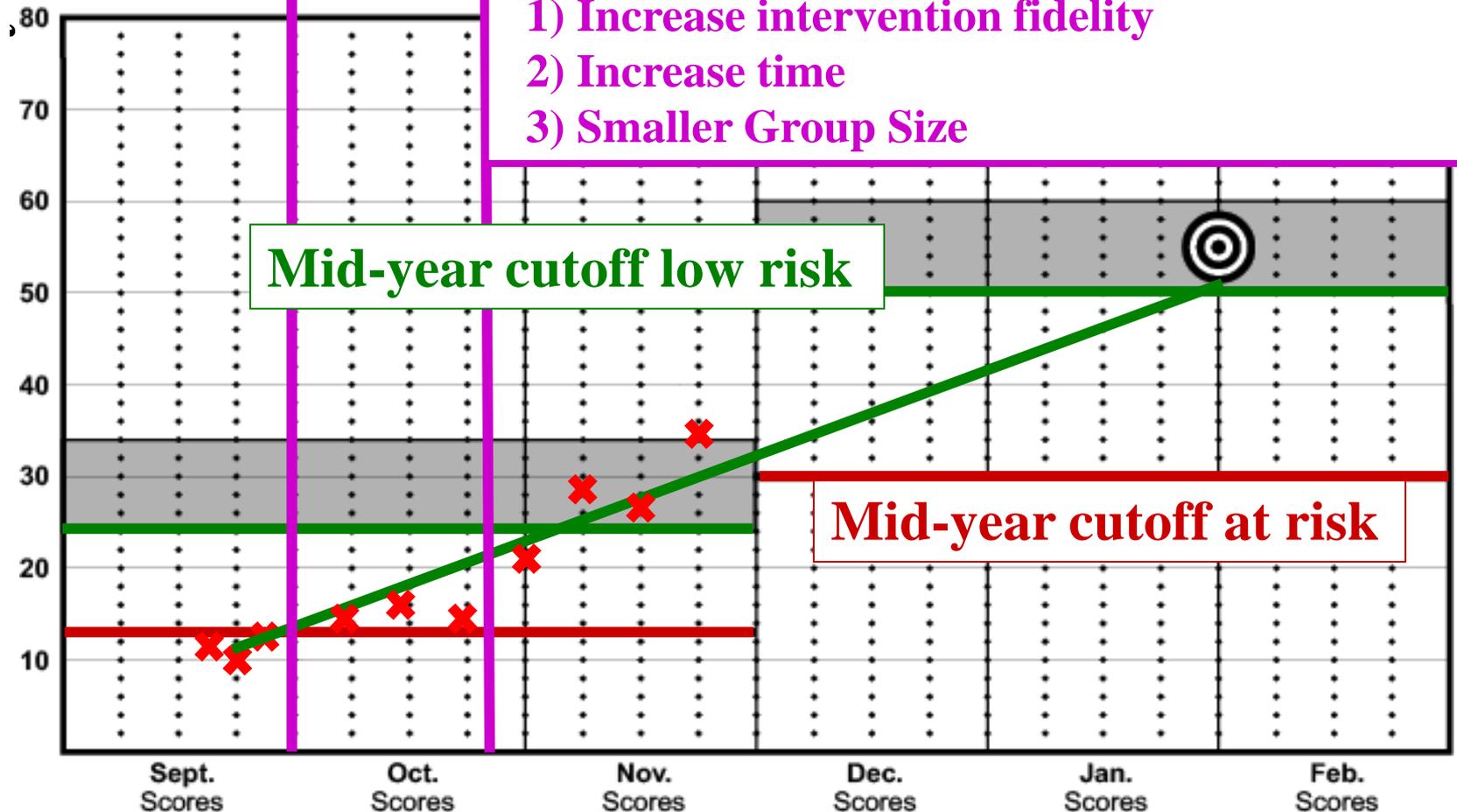


Margarita – Nonsense Word Fluency

Tier 2+ Research based intervention L2; monitor weekly

Increase intensity of Intervention:

- 1) Increase intervention fidelity
- 2) Increase time
- 3) Smaller Group Size



Mid-year cutoff low risk

Mid-year cutoff at risk

The PLUSS Model for Core and Interventions (Sanford & Brown, in preparation)

- **P:** Preteach critical vocabulary and academic language
- **L:** Language modeling and opportunities for using academic language
- **U:** Use visuals and graphic organizers
- **S:** Systematic and explicit instruction in reading components and strategies
- **S:** Strategic use of native language



PLUSS Framework for Research Based Instruction for ELLs

Definition

Identify and explicitly teach vocabulary that is unknown and critical to understanding a passage or unit of instruction

Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts

Strategically use pictures, graphic organizers, gestures, realia and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners

Explain, model, provided guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts

Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English

Evidence

Calderón, 2007; Carlos, et al. 2004; Echevarria, Vogt & Short, 2008; Linan-Thompson & Vaughn, 2007

Dutro & Moran, 2003; Echevarria, Vogt & Short, 2008; Gibbons, 2009; Linan-Thompson & Vaughn, 2007; Scarcella, 2003

Brechtal, 2001; Echevarria & Graves, 1998; Haager & Klingner, 2005; Linan-Thompson & Vaughn, 2007; O'Malley & Chamot, 1990

Calderón, 2007; Flaggella-Luby & Deshler, 2008; Gibbons, 2009, Haager & Klingner, 2005; Klingner & Vaughn, 2000; Watkins & Slocum, 2004;

Carlisle, Beeman, Davis & Spharim, 1999; Durgunoglu, et al., 1993; Genesee, Geva, Dressler, & Kamil, 2006; Odlin, 1989; Schecter, & Bayley, 2002

Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center:
<http://registration.airprojects.org/NCSRCELL/register.aspx>
- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

National Charter School Resource Center

at American Institutes for Research

National Charter School Resource Center

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

Phone: 877-277-2744

Website: www.charterschoolcenter.org

E-Mail: charterschoolcenter@air.org



ED.gov

The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by American Institutes for Research, under contract number ED-04-CO-0109/0004.