

Seeking Instructional Solutions for English Language Learners

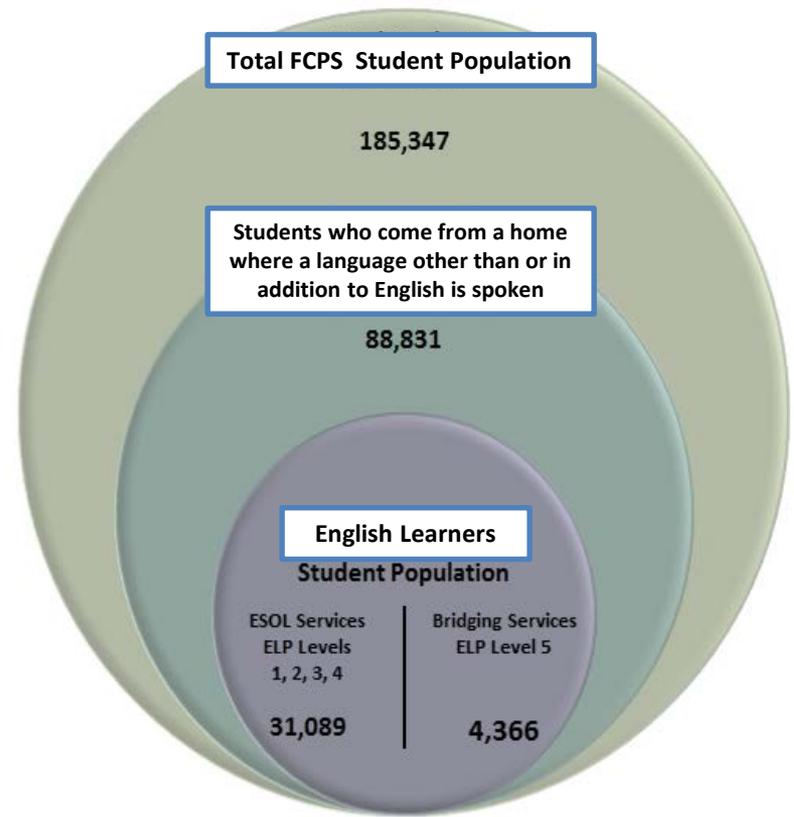
**Effective Practices in Implementing
RTI2 for English Learners**



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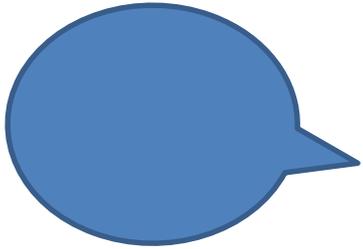
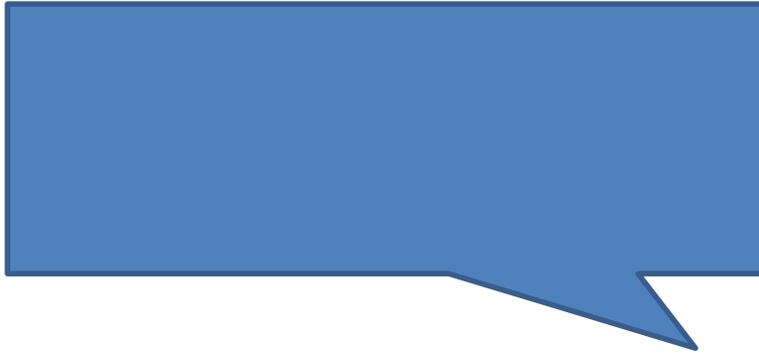
Context

- Over 48% of students in FCPS come from a home where a language other than (or in addition to) English is spoken.
- Approximately 1 in 5 students in FCPS is an English learner.

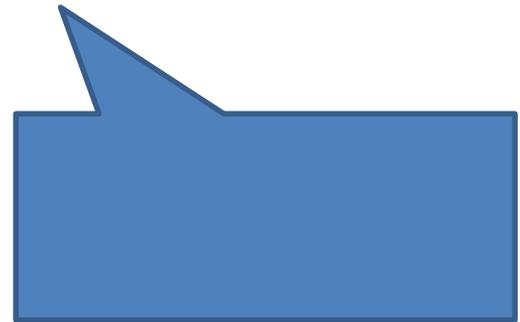
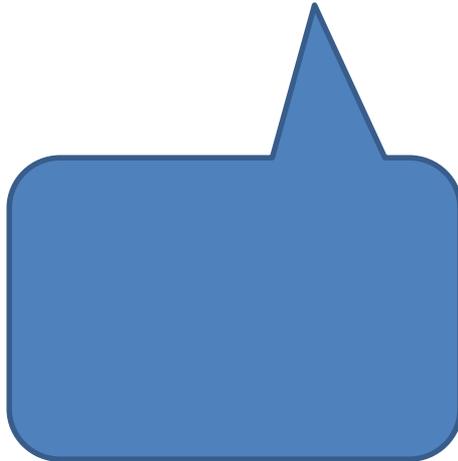


Language Groups: September 2014

	Language	Number of Students	Percent of Total Speakers of a Language Other Than or in Addition to English
1	Spanish	38,487	43%
2	Arabic	5,900	7%
3	Korean	5,695	6%
4	Vietnamese	5,233	6%
5	Chinese/Mandarin	4,018	5%
6	Urdu	3,394	4%
7	Amharic	2,346	3%
8	Farsi/Persian	1,978	2%
9	Telugu	1,799	2%
10	Hindi	1,691	2%
	Other	18,290	21%
	Total	88,831	100%



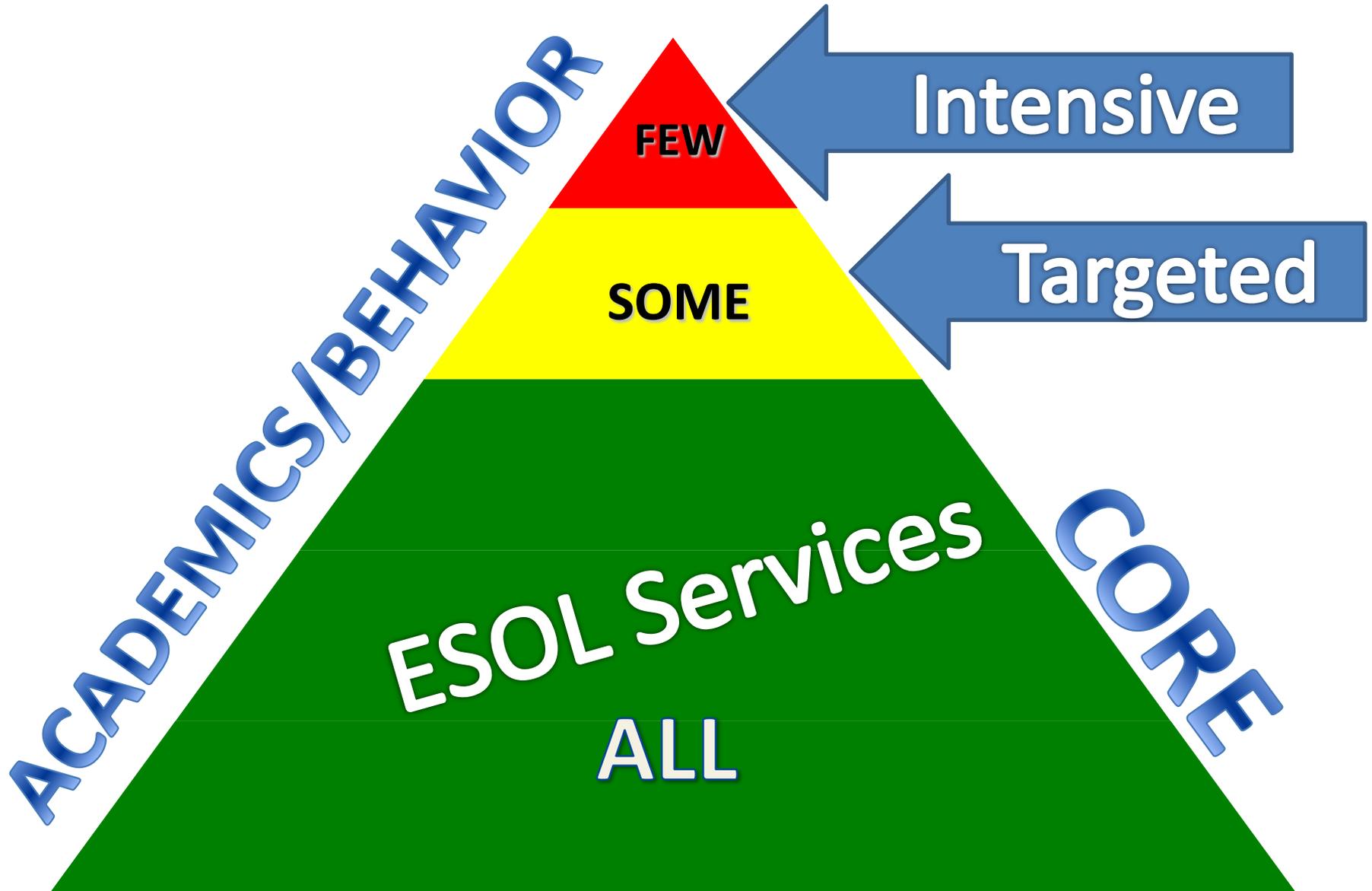
**One way we support
English Learners (ELs) is...**



Outcomes

- Explore key considerations in implementing RTI2
- Use WIDA test data to analyze progress in English Language development and inform instruction
- Explore considerations in a multi-tiered system of support for English Learners
- Reflect on current practices & desired outcomes

What is RTI2?



RTI2 Team in Action

- “The focus of solution-seeking teams should be to identify and build on student strengths and resources when supporting them in the areas in which they may experience challenges in school.”



- WIDA Consortium, 2013. “RtI2: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI2) for English Language Learners”.

Key Considerations: WIDA's Seven Integral Factors

Learning
Environment
Factors

Academic
Achievement/
Instructional
Factors

Oral
Language/
Literacy
Factors

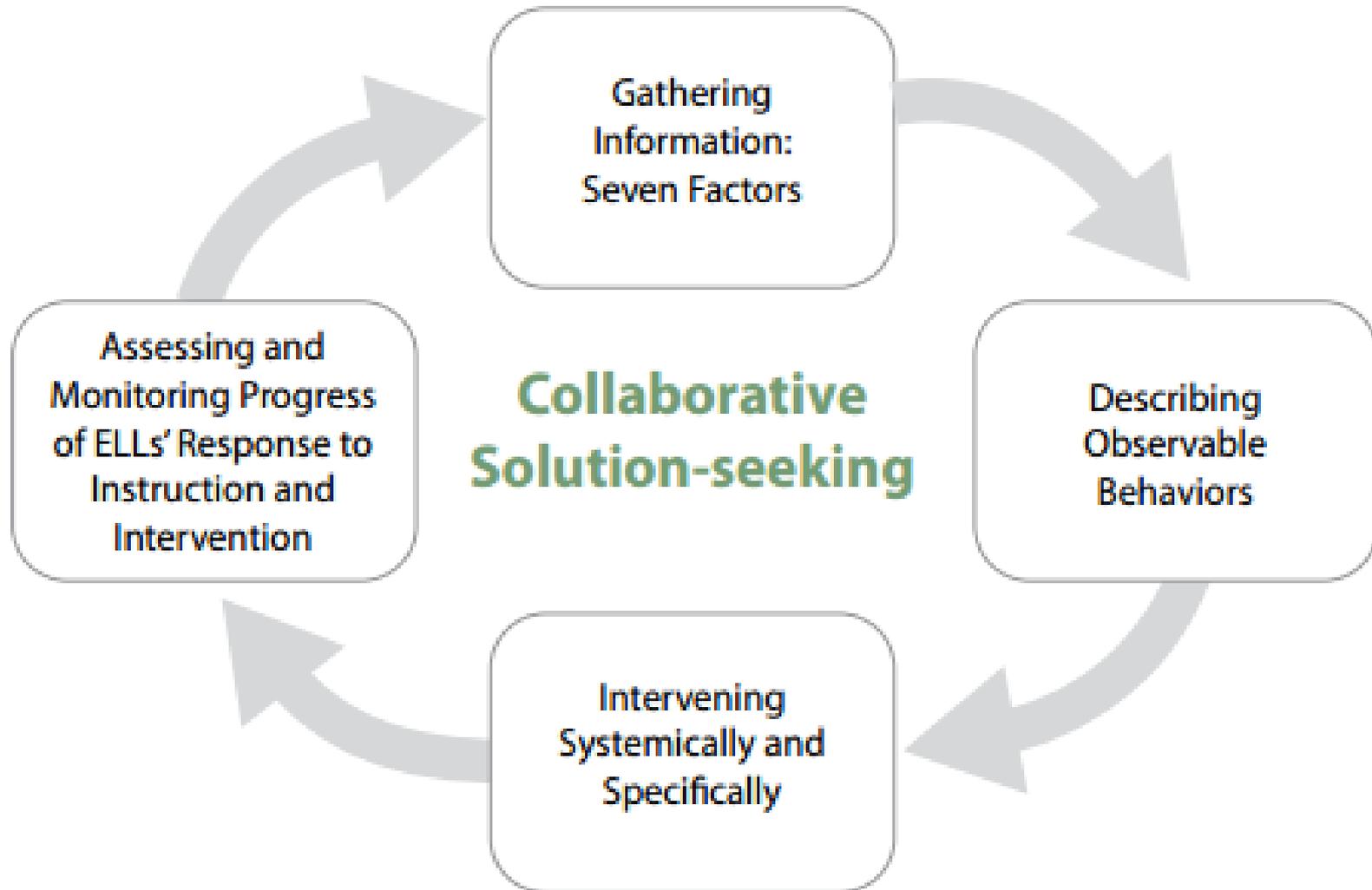
Personal and
Family Factors

Physical and
Psychological
Factors

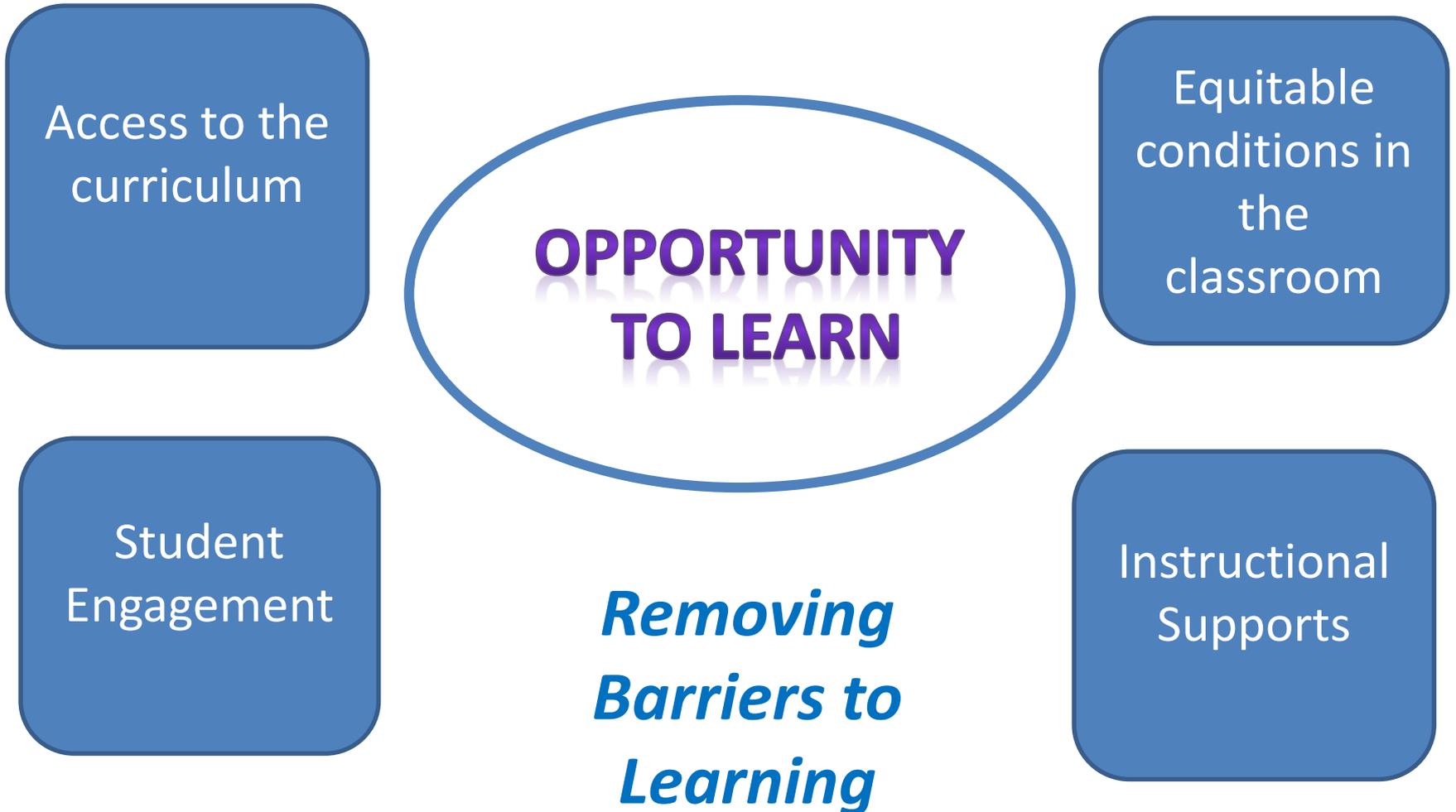
Previous
Schooling
Factors

Cross Cultural
Factors

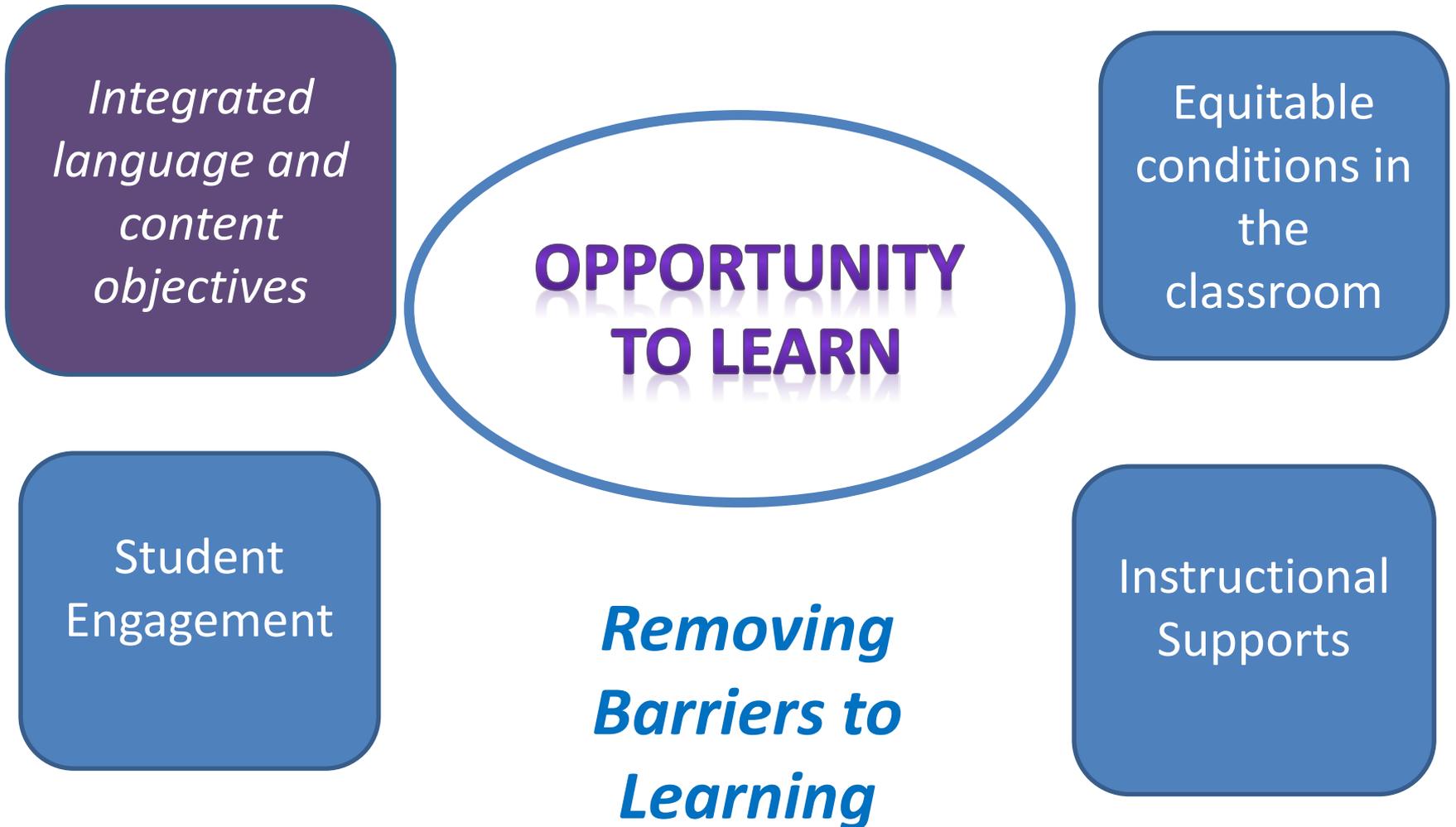
Solution - Seeking



Tier 1 Instruction



Tier 1 Instruction



Tier 1 Instruction

Integrated language and content objectives

Equitable conditions in the classroom

OPPORTUNITY TO LEARN

Learning tasks connect to student interests and background

Instructional Supports

Removing Barriers to Learning

Tier 1 Instruction

*Integrated
language and
content
objectives*

*Instruction is
culturally
responsive*

**OPPORTUNITY
TO LEARN**

*Learning tasks
connect to
student
interests and
background*

Instructional
Supports

***Removing
Barriers to
Learning***

Tier 1 Instruction

*Integrated
language and
content
objectives*

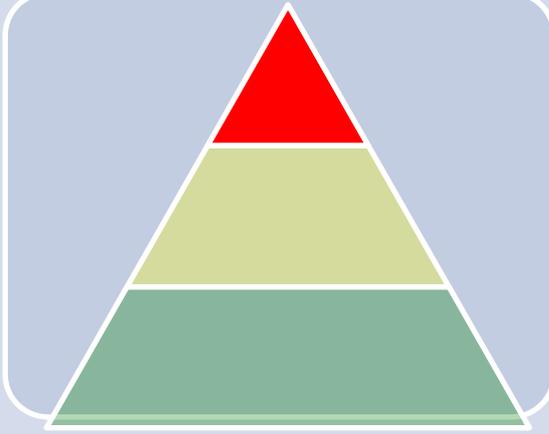
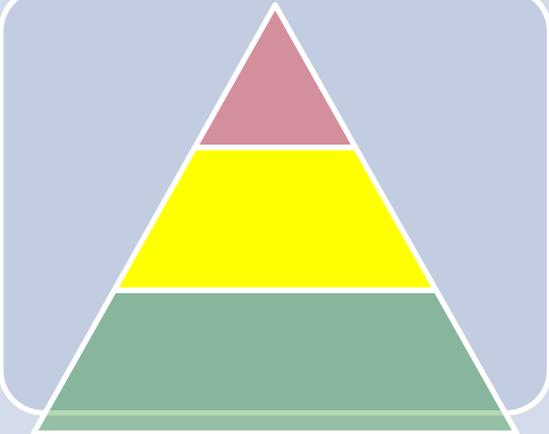
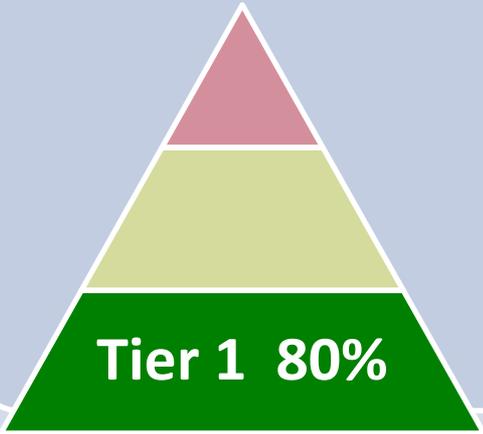
*Instruction is
culturally
responsive*

**OPPORTUNITY
TO LEARN**

*Learning tasks
connect to
student
interests and
background*

*Scaffolded
tasks based on
ELP data*

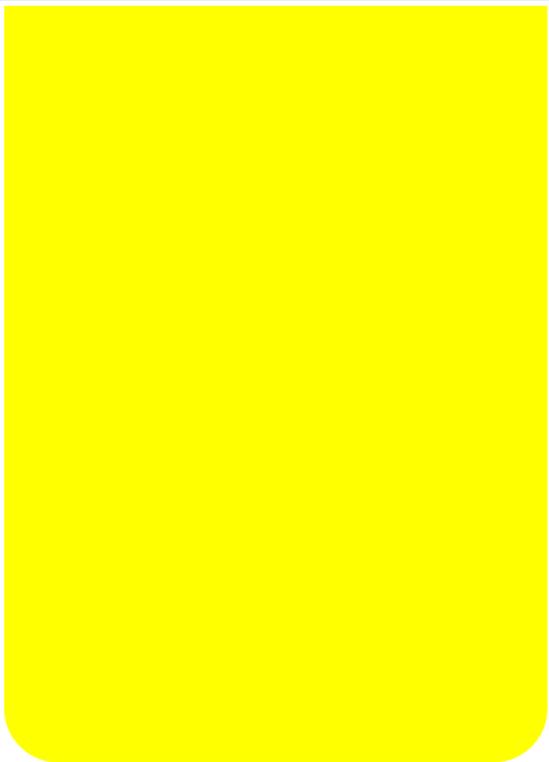
*Removing
Barriers to
Learning*



Core

- Collaborative Team
- Program of Studies
- Allocated time
- Data
- Differentiated instruction
- Access

Instruction and positive behavior support for ALL students .



Tier 1: Core

CLT

POS

Time

Data

Differentiation

Access



Core Instruction for ELs

ESOL Services &
ELD Standards

- Are part of CORE instruction

Individual
WIDA ELP Data

- Used to plan instruction
- Used to build on student's linguistic strengths

Flexible Groups

- Based on skill level in each domain

Explicit
Instruction

- Provided in all domains (reading, writing, listening and speaking)

The Power of EL Data

- Administrators, Instructional Coaches, School Testing Coordinators and ESOL teachers are stakeholders
- Ensure that WIDA data is accessible to stakeholders
- Develop an internal process to share data with school staff



Using WIDA Data

- Analyze and assess progress using WIDA Overall Composite Score over time
- Identify areas for instructional focus by domain (reading, writing, listening and speaking)
- Identify areas of strength by domain
- EL Data Portfolio serves as a tool to examine second language acquisition progress
- Group students for instruction



VA State Criteria for Growth WIDA ACCESS for ELLs[®]

Initial WIDA Level	Minimum Overall Composite <u>Scale Score</u> increase required to demonstrate progress
Level 1	29
Level 2	20
Level 3	14
Level 4	10
Level 5	3

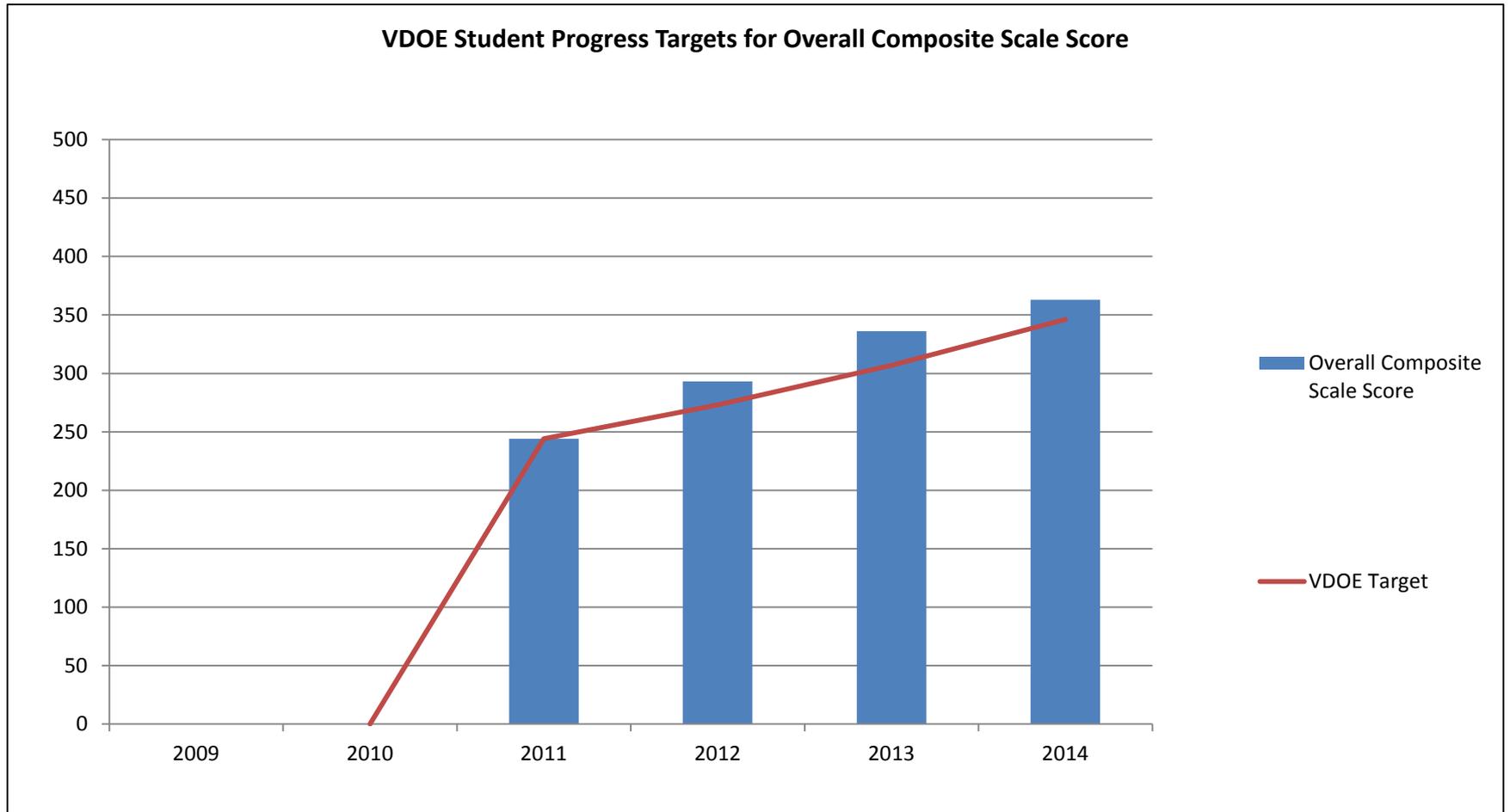
Maria



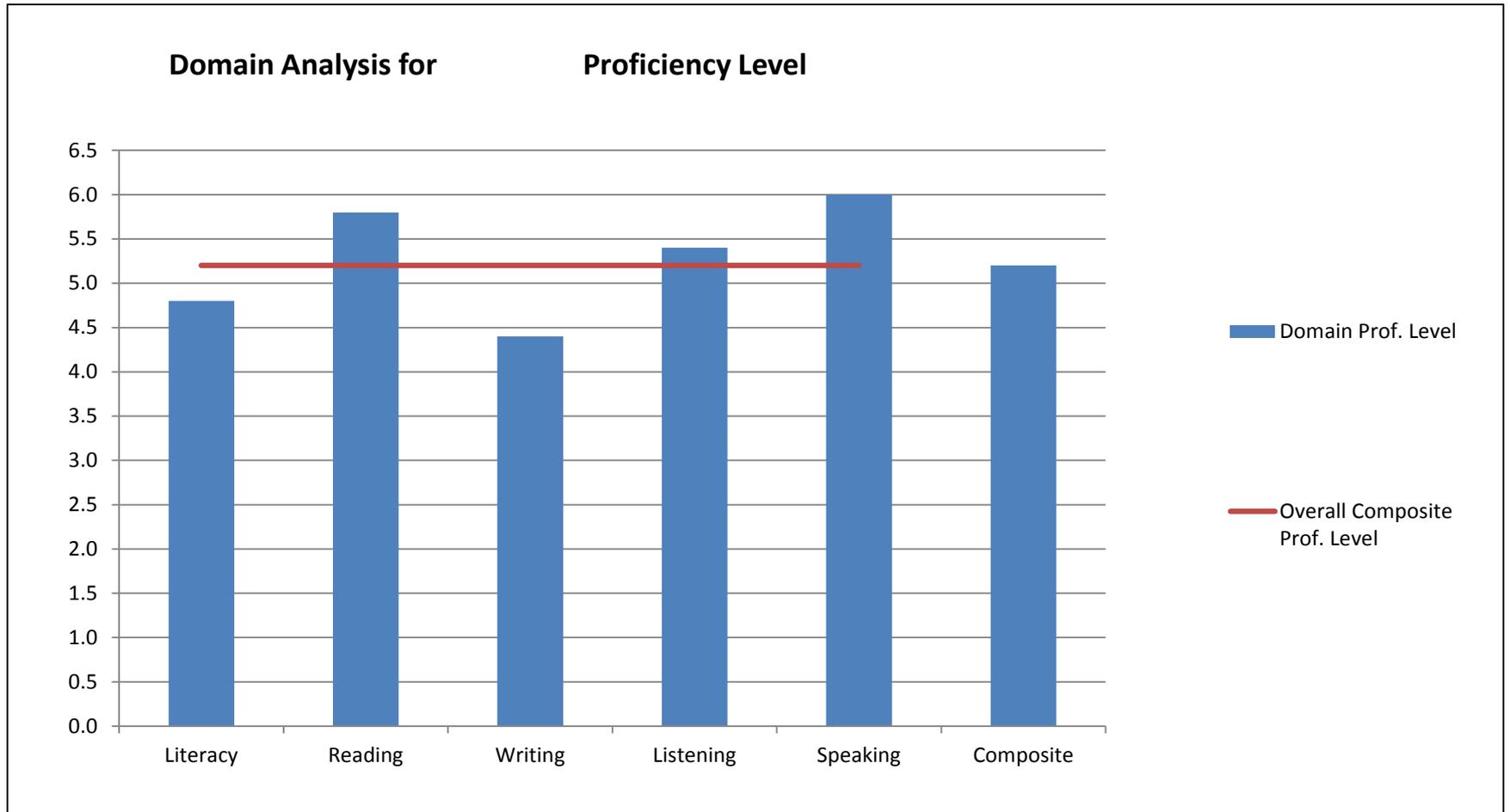
Year	Composite Proficiency Level	Composite Scale Score
2010-11	1.9	244
2011-12	2.5	293
2012-13	4.3	336
2013-14	5.2	363

Initial WIDA Level	Minimum Overall Composite Scale Score change required to demonstrate progress
Level 1	29
Level 2	20
Level 3	14
Level 4	10
Level 5	3

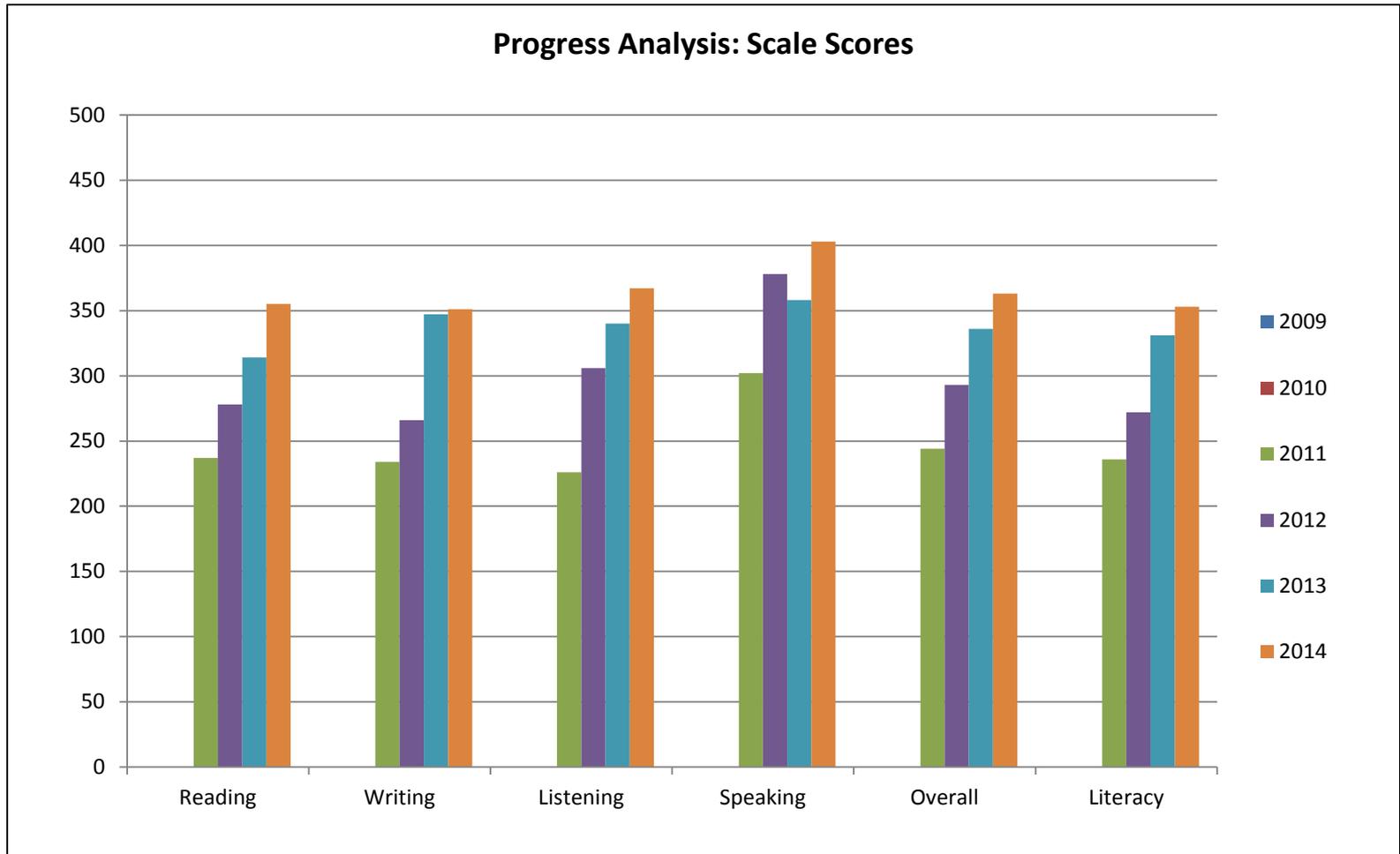
Progress over time



Domain Analysis



Progress Analysis by Domain



Individualized Performance Definitions

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

5 Bridging	<ul style="list-style-type: none">• specialized or technical language of the content areas
	<ul style="list-style-type: none">• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
	<ul style="list-style-type: none">• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

6 Reaching	<ul style="list-style-type: none">• specialized or technical language reflective of the content areas at grade level
	<ul style="list-style-type: none">• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
	<ul style="list-style-type: none">• oral or written communication in English comparable to English-proficient peers

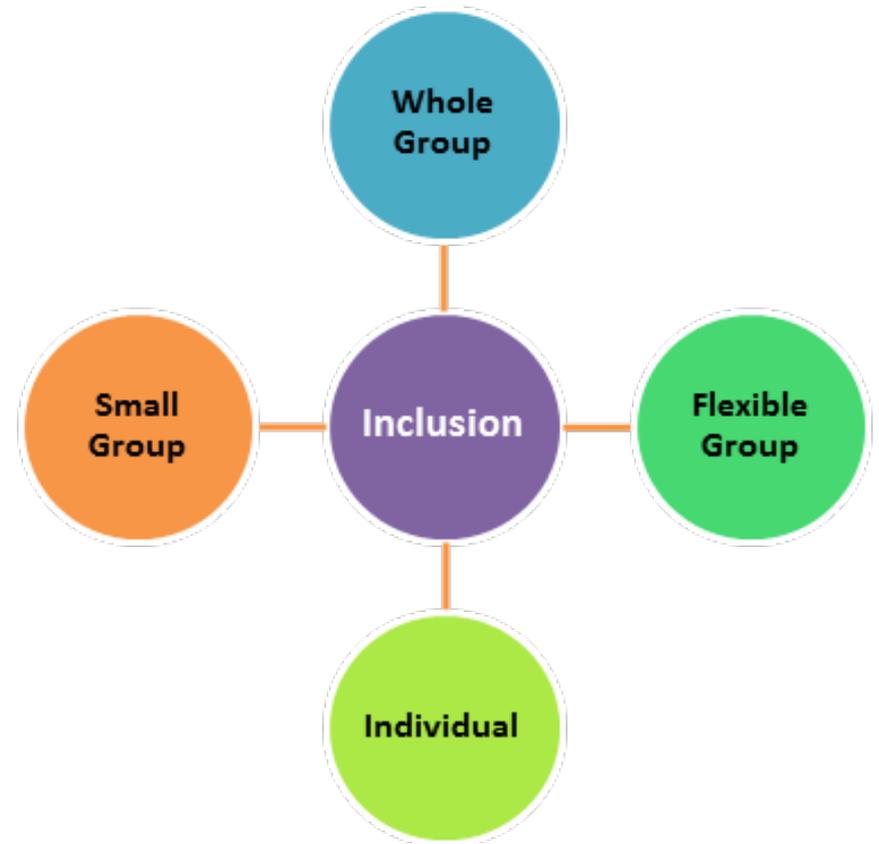
Individualized Can-Do Descriptors

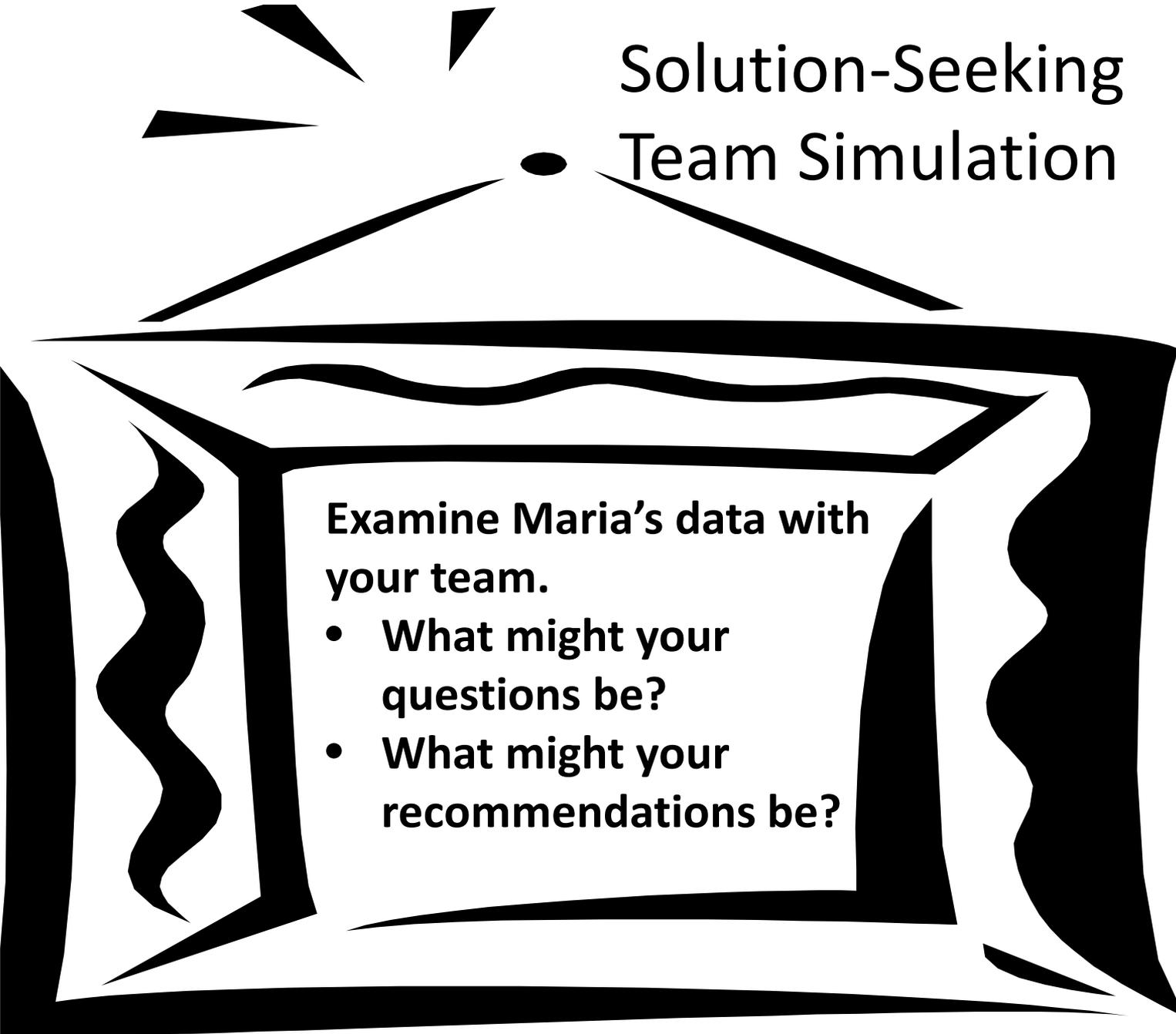
Can Do Descriptors: Current Level

Listening 5	Speaking 6	Reading 5	Writing 4
<p>Carry out oral instructions containing grade-level, content-based language</p> <p>Construct models or use manipulatives to problemsolve based on oral discourse</p> <p>Distinguish between literal and figurative language in oral discourse</p> <p>Form opinions of people, places, or ideas from oral scenarios</p>	<p>Reaching</p>	<p>Summarize information from multiple related sources</p> <p>Answer analytical questions about grade-level text</p> <p>Identify, explain, and give examples of figures of speech</p> <p>Draw conclusions from explicit and implicit text at or near grade level</p>	<p>Take notes using graphic organizers</p> <p>Summarize content-based information</p> <p>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</p> <p>Explain strategies or use of information in solving problems</p>

Tier 1: Key Considerations for ELs

- Create a **meaningful context**
- Integrate **language development**
- Connect **personal experiences and classroom tasks**
- Develop **language and vocabulary**





Solution-Seeking Team Simulation

**Examine Maria's data with
your team.**

- **What might your questions be?**
- **What might your recommendations be?**

A photograph of a classroom from a rear perspective. Several students are visible, with their hands raised in the air, suggesting an interactive or questioning session. The students are wearing various colored shirts: light blue, dark blue, red, orange, and green. The background is a dark chalkboard with some faint, illegible markings.

“If a culturally and linguistically responsive Tier 1 learning environment has been created for all students, including ELLs, only a small percentage of students would need to receive Tier 2 support in any given area or for any given need.”

WIDA Consortium, 2013. “RtI2: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI2) for English Language Learners”.

Universal Screening

Sources of Screening Data

- Intake interviews in home language and English
- School demographic data
- Grade level meeting notes
- Academic achievement data
- ACCESS for ELLs® scores
- School records (cumulative folders)
- Title program data
- Cultural information
- Community organizations
- Ethnographic research

Key Considerations: WIDA's Seven Integral Factors

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Factors

Academic
Achievement/
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Oral
Language/
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Personal and
Family Factors

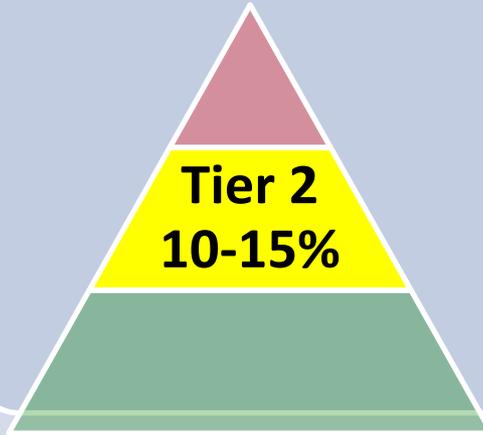
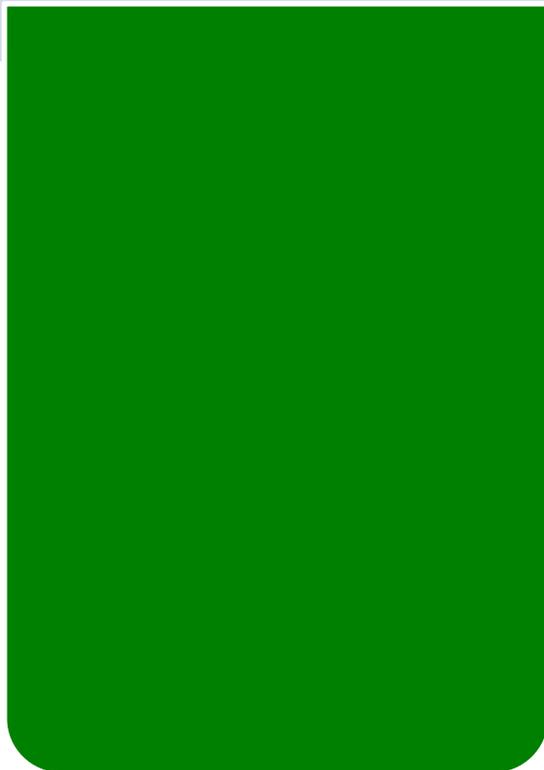
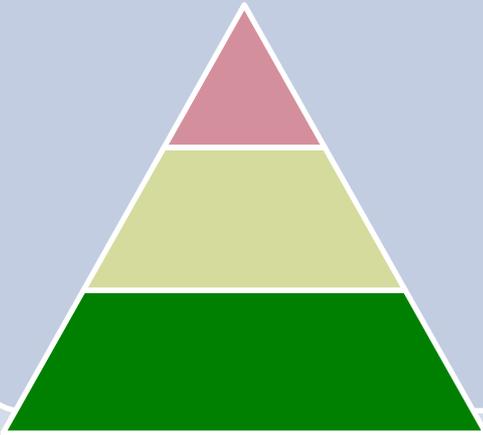
Physical and
Psychological
Factors

Previous
Schooling
Factors

Cross Cultural
Factors

Screening – WIDA Data

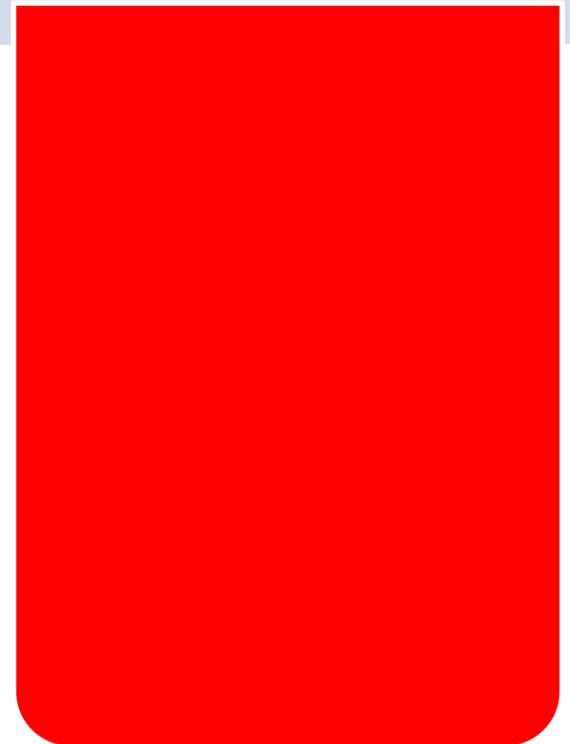
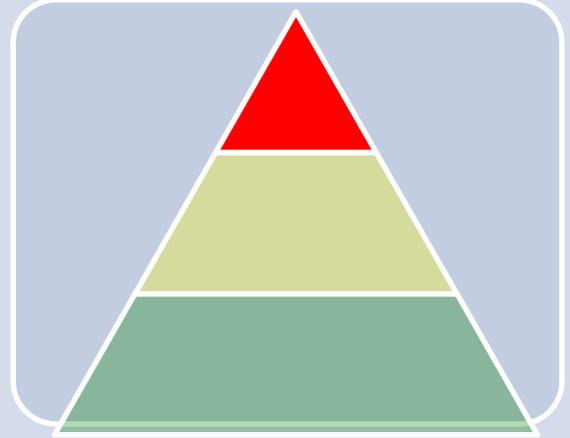
VDOE Testing ID	Demographic Information									VDOE WIDA Student Progress Benchmarks				
	Grade	Gender	SE Status	SE Program	ELP Level	ESOL Status	Home Language	U.S. Entry Date	FCPS Entry Date	2010	2011	2012	2013	2014
Student 1	2	F			3	SB	Arabic	3/9/2010	3/9/2010				Met	Met
Student 2	2	F			4	SB	Amharic	9/4/2012	9/4/2012				Met	Not Met
Student 3	1	M			1	SB	Arabic	9/3/2013	9/3/2013					Met
Student 4	4	M	S	NCE	4	SB	Arabic	9/7/2010	9/7/2010		Met	Met	Met	Met
Student 5	3	M			3	SB	Spanish	9/6/2011	9/6/2011			Met	Met	Met
Student 6	1	F			2	SB	Tagalog/Pilipino	9/3/2013	9/3/2013					Met
Student 7	4	F	S	NCE	2	SB	Spanish	9/8/2009	9/8/2009		Met	Met	Not Met	Met
Student 8	3	M			3	SB	Somali	9/6/2011	9/6/2011			Met	Met	Not Met
Student 9	3	F			4	SB	Urdu	9/6/2011	9/6/2011			Met	Met	Not Met
Student 10	2	M			3	SB	Somali	9/4/2012	9/4/2012				Met	Met
Student 11	5	M			2	SB	Somali	10/1/2013	10/1/2013					Met
Student 12	1	M			1	SB	Spanish	9/3/2013	9/3/2013					Met
Student 13	5	F			2	SB	Spanish	9/3/2013	7/26/2013					Met
Student 14	3	F			4	SB	Arabic	9/19/2011	9/19/2011			Met	Met	Met
Student 15	5	F			4	SB	Spanish	8/3/2009	8/3/2009		Met	Met	Met	Not Met
Student 16	4	M	S	LD	4	SB	Spanish	9/7/2010	9/7/2010		Met	Met	Met	Met
Student 17	1	F			2	SB	Spanish	9/3/2013	9/3/2013					Met

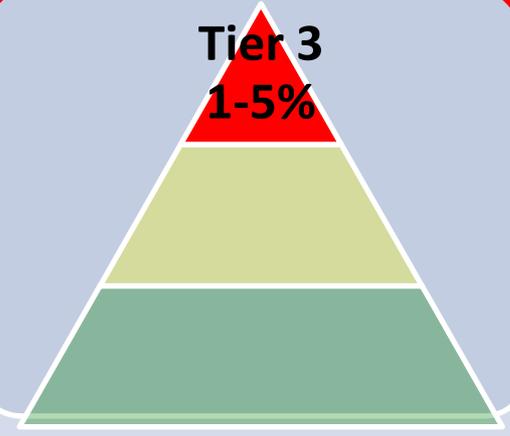
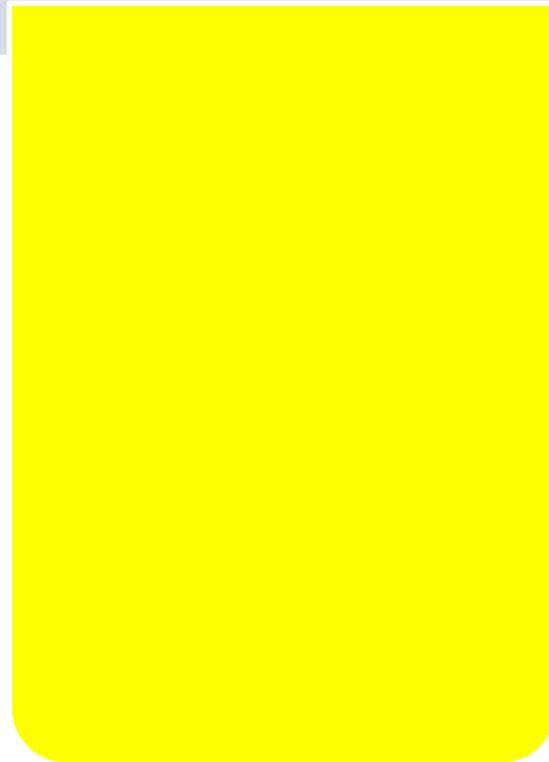
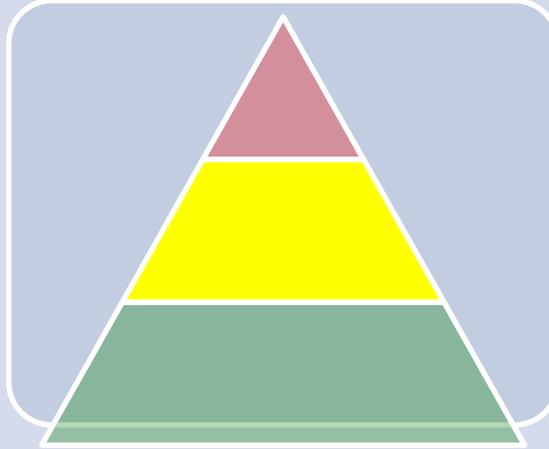
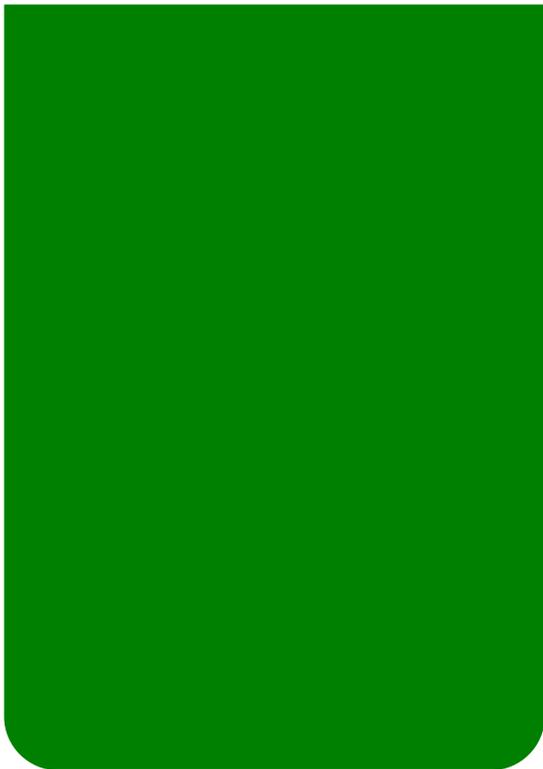
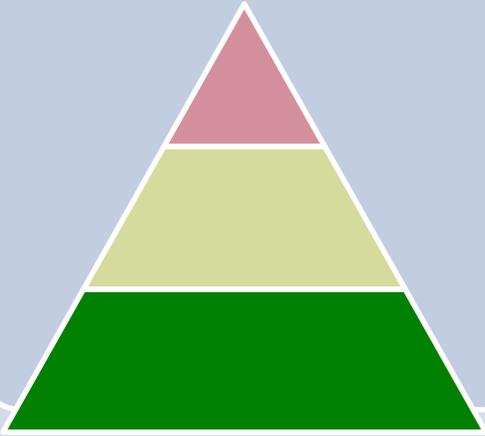


Targeted

- CLT + RI Core Team
- Core + up to 30 extra minutes
- 2 to 3 times per week
- Progress monitoring occurs a minimum of every 2 weeks

Strengthens basic academic and/or behavioral skills for students not responding to core.





Intensive

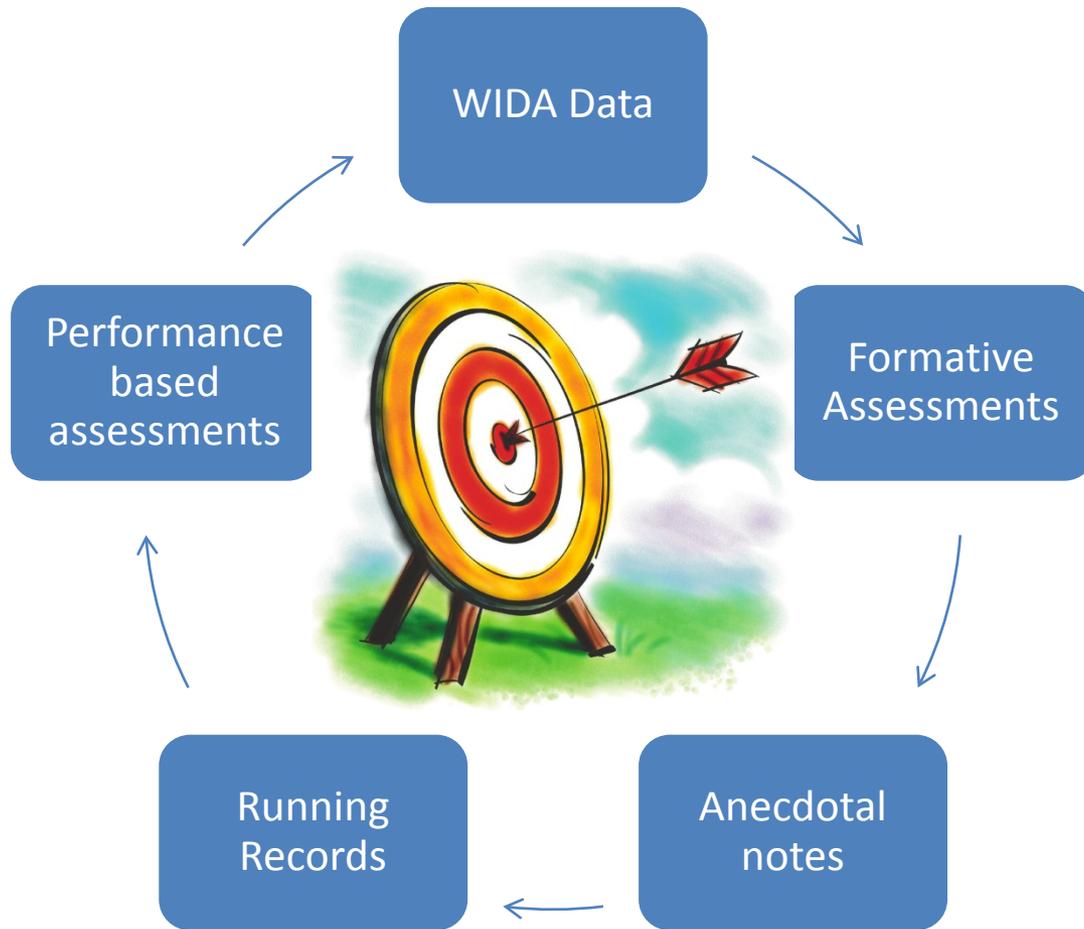
- RI Core Team
- Core + up to 45 extra minutes
- 4 to 5 times per week
- Progress monitoring occurs weekly

Students with significant needs receive multiple supports and intensive instruction.

Solution - Seeking



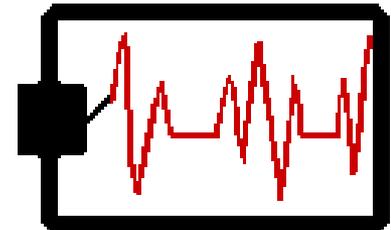
Multiple Data Sources to determine learning target



Tier 2 and 3 Intervention

Progress Monitoring Informs:

- Duration of the intervention
- Effectiveness of the intervention*
- Flexible grouping
- Implementation with fidelity



Progress monitoring occurs:

- Tier 2: Every two weeks
- Tier 3: Every week

****Consider the effectiveness of intervention with “true peers”***

Continued Tier 2 and 3: Key Considerations for ELs

1. Ensure **accessibility**
2. Address learning and **English language development**
3. Target a **specific skill**
4. Implement the intervention with **fidelity**
5. Monitor for **progress**

Tier 2 and 3:

Key Considerations for ELs

6. Examine reliability and validity with **true peers**
7. Evaluate student's response to the intervention in terms of **English Language Development**
8. Connect **core instruction and the intervention**

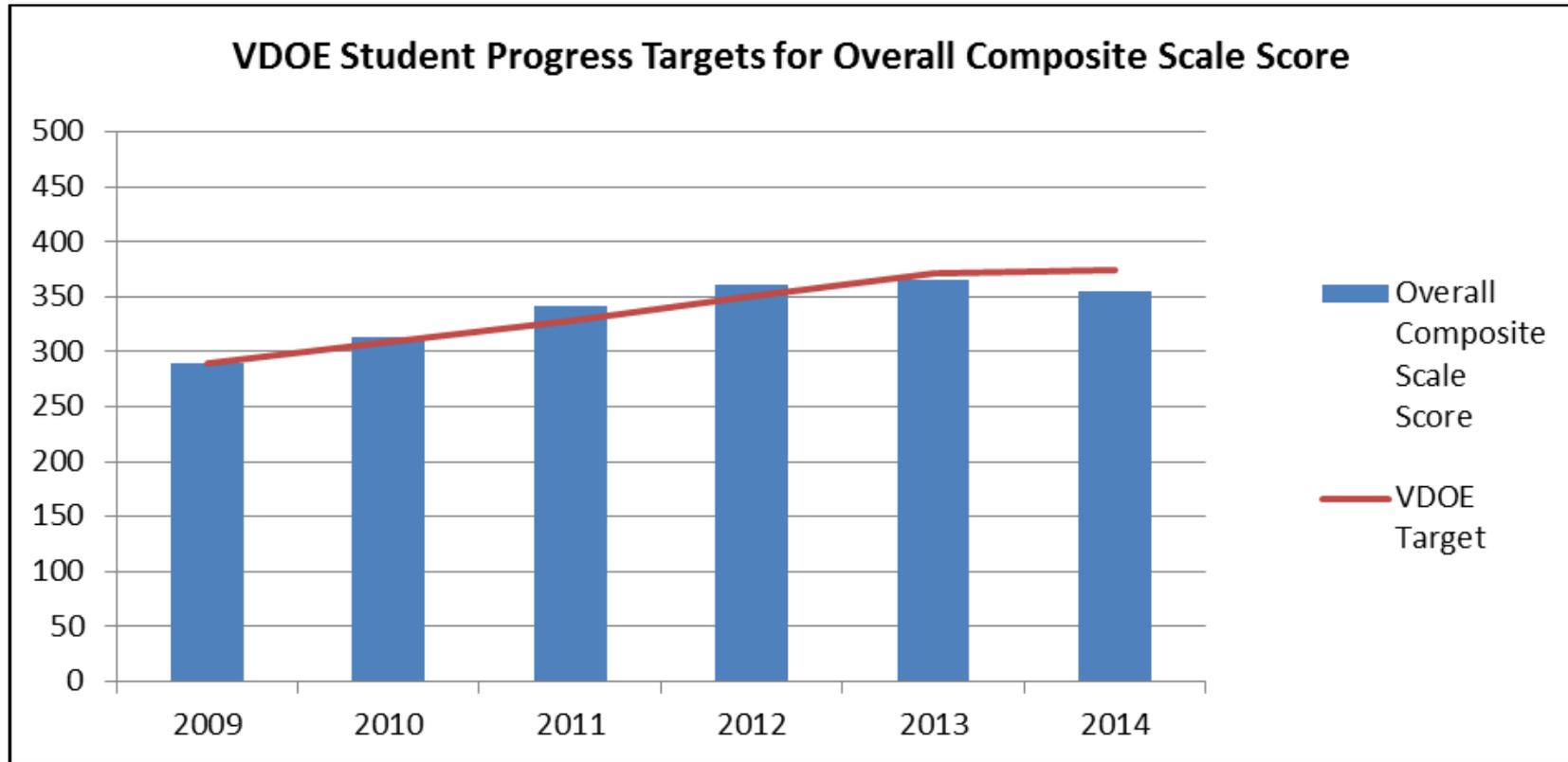
Judy



Year	Composite Proficiency Level	Composite Scale Score
2010-11	4.1	325
2011-12	4.6	352
2012-13	4.3	343
2013-14	3.5	341

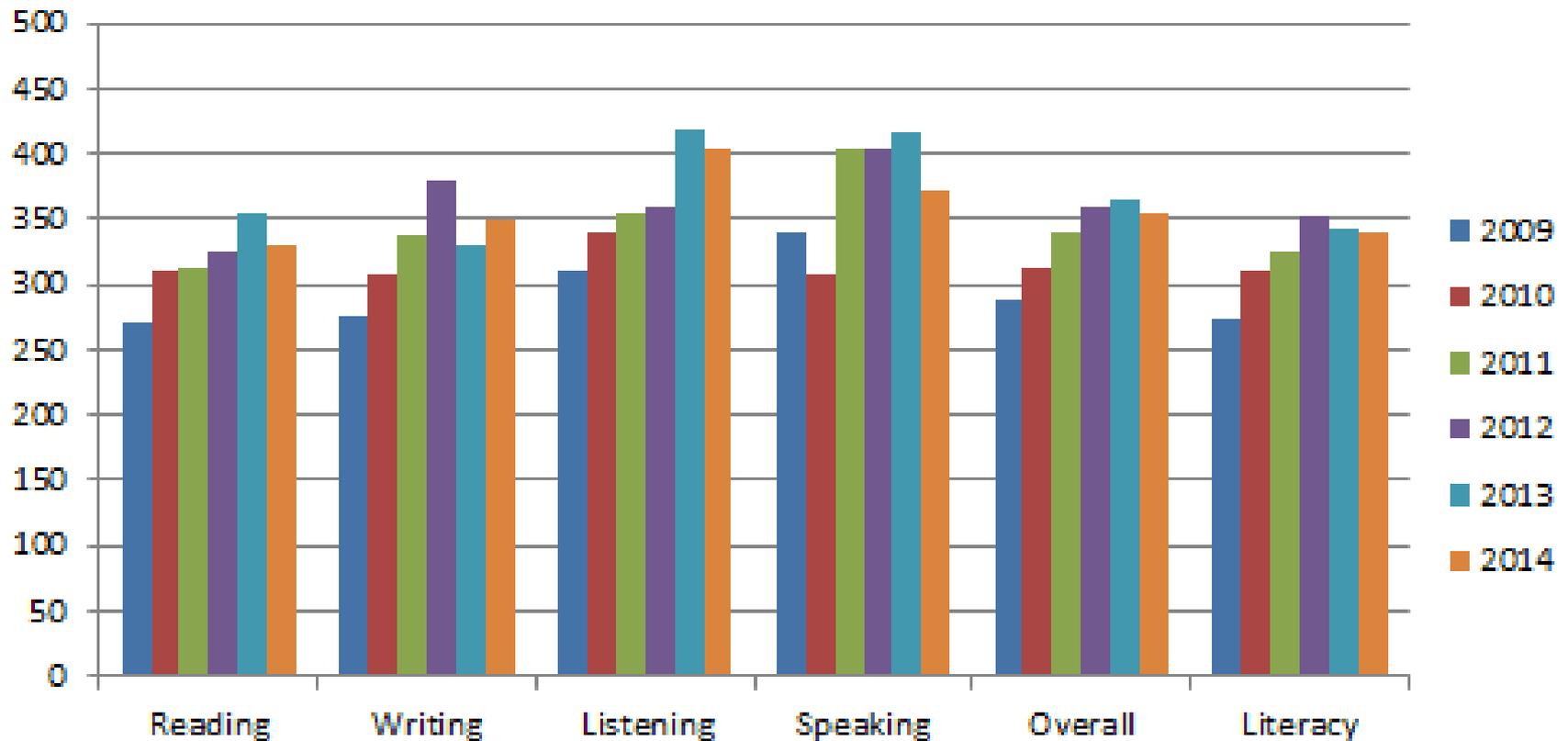
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Progress over time

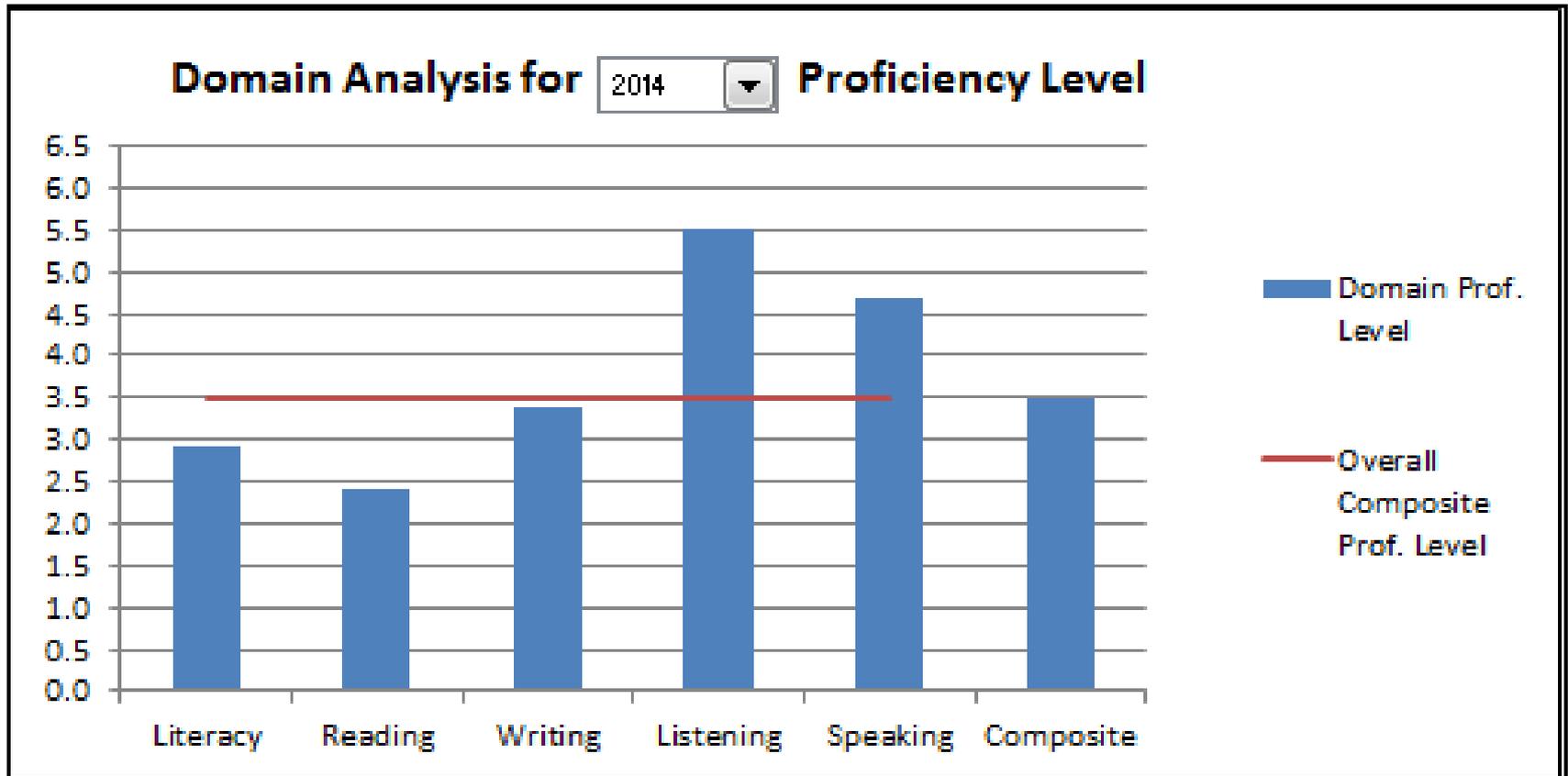


Judy – Progress by Domain

Progress Analysis: Scale Scores



Judy – Domain Analysis



Judy – Can Do Descriptors

Can Do Descriptors: Current Level

Listening	5	Speaking	4	Reading	2	Writing	3
Use oral information to accomplish grade-level tasks		Paraphrase and summarize ideas presented orally		Sequence illustrated text of fictional and non-fictional events		Produce short paragraphs with main ideas and some details (e.g., column notes)	
Evaluate intent of speech and act accordingly		Defend a point of view		Locate main ideas in a series of simple sentences		Create compound sentences (e.g., with conjunctions)	
Make inferences from grade-level text read aloud		Explain outcomes		Find information from text structure (e.g., titles, graphs, glossary)		Explain steps in problemsolving	
Discriminate among multiple genres read orally		Explain and compare content-based concepts		Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases		Compare/contrast information, events, characters	
		Connect ideas with supporting details/evidence		Use pre-taught vocabulary (e.g., word banks) to complete simple sentences		Give opinions, preferences, and reactions along with reasons	
		Substantiate opinions with reasons and evidence		Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries			

Judy - Can Do Descriptors: Next Level

Can Do Descriptors: Next Level

Listening	6	Speaking	5	Reading	3	Writing	4
Reaching		Defend a point of view and give reasons		Identify topic sentences, main ideas, and details in paragraphs		Create multiple-paragraph essays	
		Use and explain metaphors and similes		Identify multiple meanings of words in context (e.g., “cell,” “table”)		Justify ideas Produce content-related reports	
		Communicate with fluency in social and academic contexts		Use context clues Make predictions based on illustrated text		Use details/examples to support ideas	
		Negotiate meaning in group discussions		Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)		Use transition words to create cohesive passages	
		Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)		Differentiate between fact and opinion Answer questions about explicit information in texts		Compose intro/body/conclusion	
				Use English dictionaries and glossaries		Paraphrase or summarize text Take notes (e.g., for research)	



Solution-Seeking Team Simulation

**Examine Judy's data with
your team.**

- **What might your questions be?**
- **What might your recommendations be?**

Reflecting on RTI2 for ELs

- *Please jot a message on a sticky note:*
 - *Was the session what you expected?*
 - *How might you apply this information in your setting?*
 - *What would you like to remember from today's conversation?*



Thank you!

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