

Supporting English Learners Within MTSS, with Professor Claudia Rinaldi



BRANCHING
MINDS



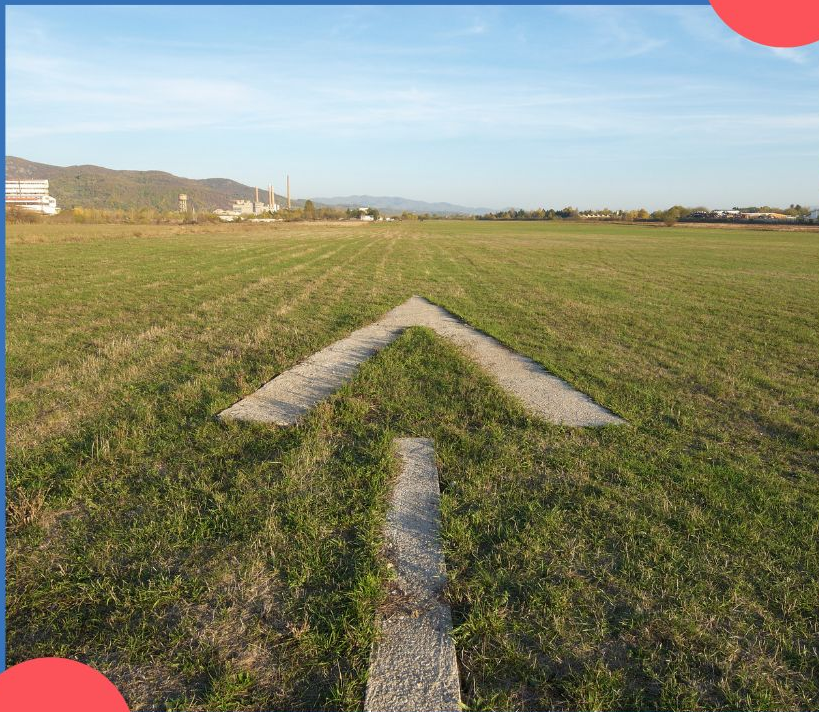
**Professor Claudia
Rinaldi**

Joan W. Arnow '49 Professor of
Education, Lasell University



**Katya Diaz
Henderson**

Customer Success Manager
Branching Minds



Agenda



Evolution into MTSS Thinking
Katya Henderson



How can MTSS support bilingual English Learners?
Professor Claudia Rinaldi



Supporting ELLs with Branching Minds
Katya Henderson

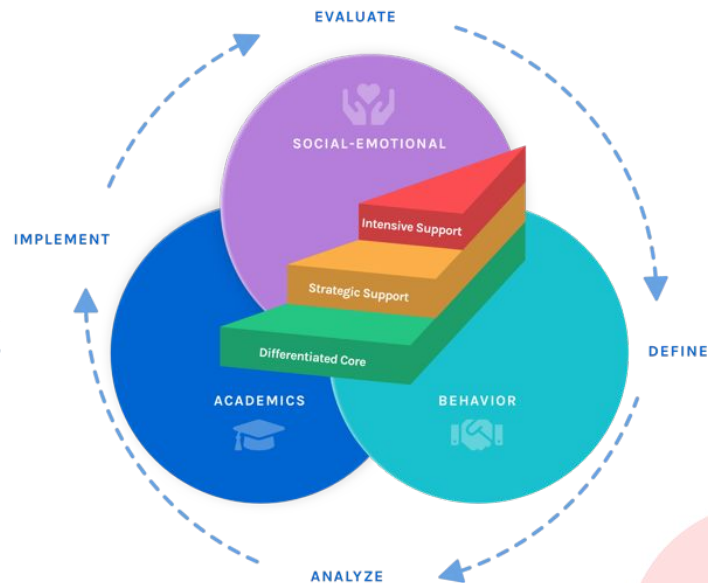


Q&A

Introduction of RTI/MTSS

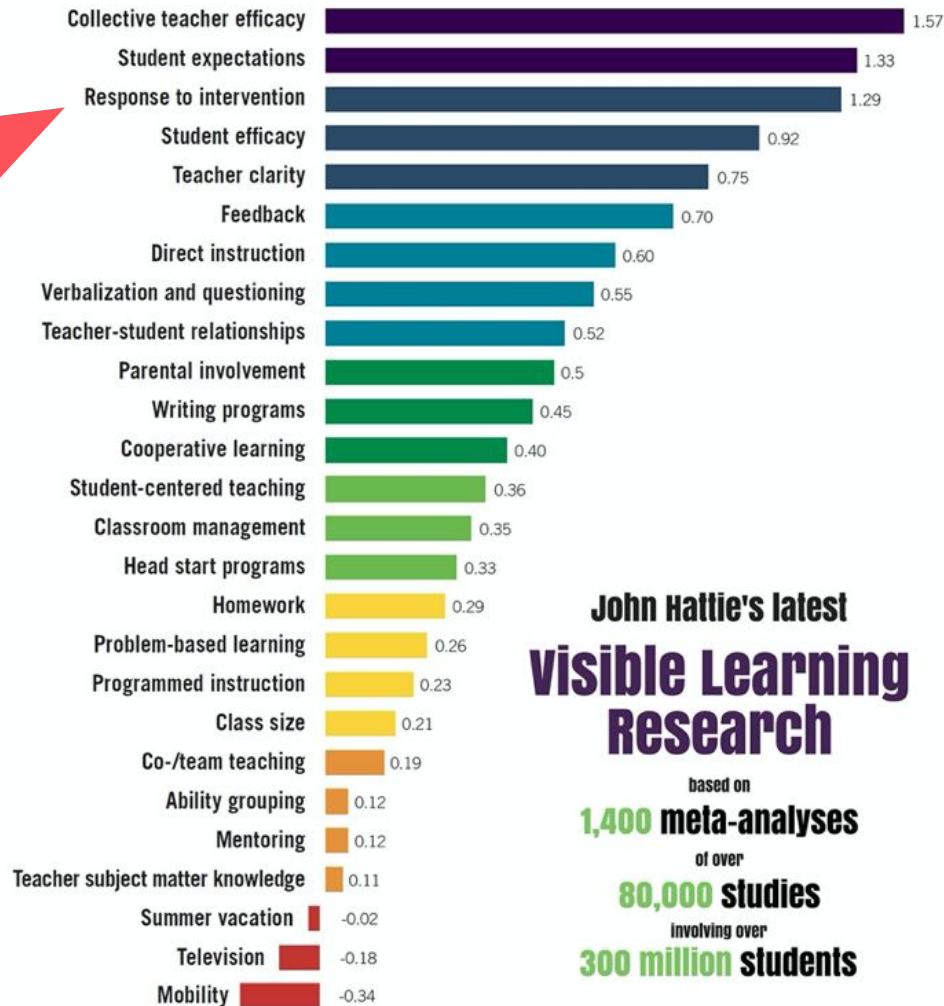
- **Reauthorization of Individuals with Disabilities Education Act (IDEA) in 2004** mandated the adoption of a more systematic, data-driven approach to identifying students for SpEd

📄 **Response to Intervention (RTI):** A Multi-tiered System of Support (MTSS) model that uses data to determine what level of support an individual students needs and if the provided support is being effective



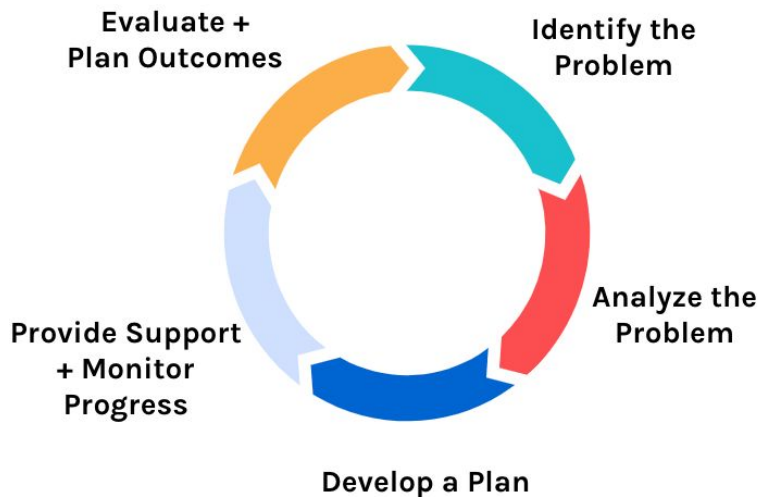
Effectiveness of RTI/MTSS

- One of the most effective practices for improving student outcomes
- At its core, it's a data-driven, collaborative, systematic, problem-solving framework for decision making



Problem-solving MTSS Framework

- ❑ Evidence-based core instruction
- ❑ Screening for at-risk students
- ❑ Support plans based on level of need
- ❑ Continual progress monitoring
- ❑ Adjustment of support plan based on student response



How can MTSS Support Bilingual English Learners?

Multi-tiered System of Support (MTSS) is a schoolwide prevention and intervention framework.

- It allows schools to allocate resources and human capital to improve instruction and deliver interventions while monitoring interventions
- Prioritizes collaboration to address all students including ELs with and without disabilities

...Let's "Unpack" what this means

MTSS offers....

- A roadmap for problem-solving and finding the appropriate approach for each student across professional – gen ed, ESL, SPED
- A preventive approach instead of “wait to fail”, less subjectivity
- An opportunity to look at students’ strengths, social-emotional history, and language & cultural considerations
- An approach that addresses both over- and under-identification of ELLs in special education- disproportionality
- A way to guarantee access to the general curriculum, & for ELs this includes ESL support at every tier

Let's Review the Components of MTSS

Fidelity Checks

**Process,
Structures, &
Allocation of
Resources**

**Instruction &
Assessment**

Universal Screening & Progress Monitoring

**Collaboration: Gen
Ed, ESL, SPED, etc**

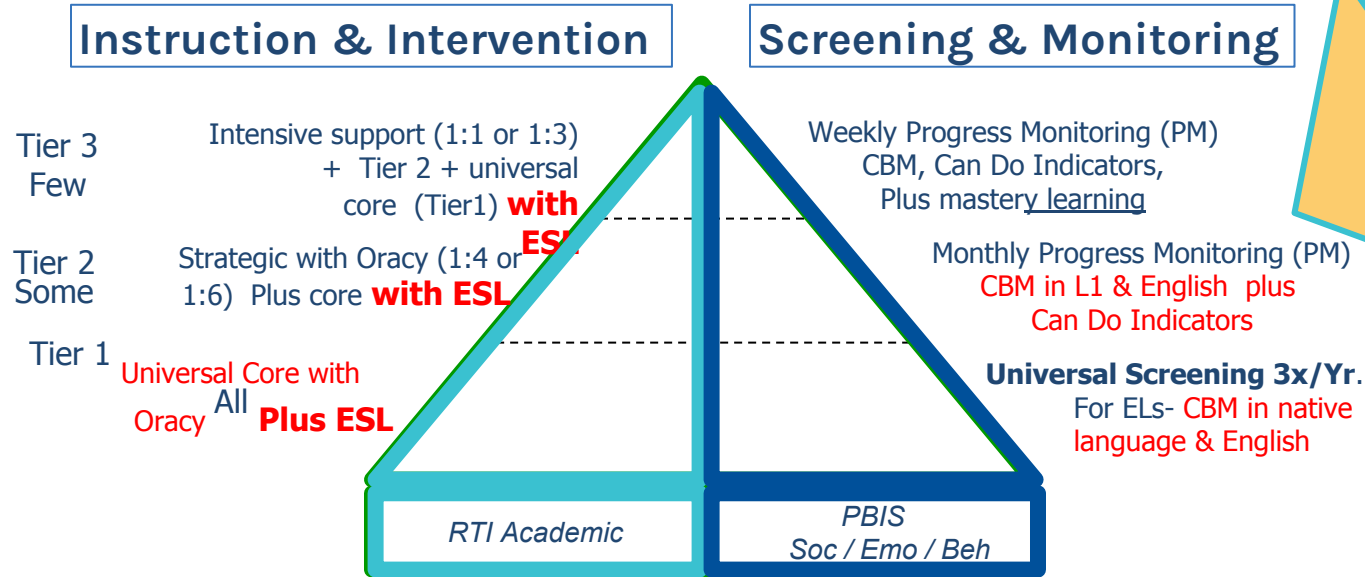
**Data-Informed
Decision**

Instruction & Intervention

**Tier 1, 2, 3
Evidenced-based Practices
SEL/ PBIS
Active Engagement**

**Culturally-Responsive Practices
(CRP)
Universal Design for Learning
(UDL)**

MTSS Re-Defined for Bilingual English Learners



Fidelity of Implementation Lives here!

Universal screening allows teachers to..

- **Use data** to work together in order to problem-solve and improved general education core curriculum and tiered interventions
 - Use of data for Bilingual English learners include:
 - Academic Areas- Reading & Math
 - English language development (ELD)
- Develop better & responsive instructional practices at each tier in collaboration with ESL professionals
 - Anti-bias & culturally sustaining practices that engage students' culture and native language
- Establish cycles of progress monitoring over the year
- Adjust instruction and intervention-
 - Frequency, intensity, duration, professional

What is tiered instruction for ELs?

Tier 1: Core instruction - ensures all students access to the general education curriculum

- for bilingual English learners with **ESL** support
- Universally designed (**UDL**), inclusive oracy-based instructional activities, culturally-responsive practices
- **Oracy** is the use of interpersonal interactive activities that requires students to use academic language

How do we know if Tier 1 is not working? - DATA- 70-80% of students must be responding and performing at grade level expectations- for bilingual ELs, this most happen with ESL supports.



Remember - access to the curriculum means access to the content areas, not if they know how to speak and read in English (unless that is the subject in question).

Culturally Responsive Tier 1 Instruction Needs to Include:

Culturally-centered, learner-centered context where student strengths are identified, nurtured, and used to promote student learning.

For Bilingual English Learners with disabilities the IEPs must include language needs and service for students

Universally Designed Learning (UDL)

Explicit & Oracy

Collaborative with ESL

Relevant & Anti-bias curriculum

Asset-based in culture & language

Connected to funds of knowledge



Applied & Scaffolded

How do we design Tier 2 Interventions for Bilingual Els?

- **Tier 2: Targeted group interventions** - provides evidenced-based strategic interventions that are culturally & linguistically responsive using UDL principles, oracy practice in collaboration with ESL strategies
 - Must include the use of interpersonal interactive activities that requires students to use academic language



How do we design Tier 3 Interventions for Bilingual Els?

- **Tier 3: Individual intensive interventions** – provides intensive intervention for students who are not at grade level or who are struggling- use
 - UDL
 - ESL consultation
 - Oracy
 - Culturally Responsive Practices



How can you develop cycles of progress monitoring?

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. You can group Bilingual Els when the ESL teacher can attend.

EXAMPLE: Of a grade level of 100 students- 25% are not at grade level.
This cycle can review 25 students in 6 weeks

Week 1: Student A, Student B, Student C, Student D

Week 2: Student E, Student F, Student G, Student H

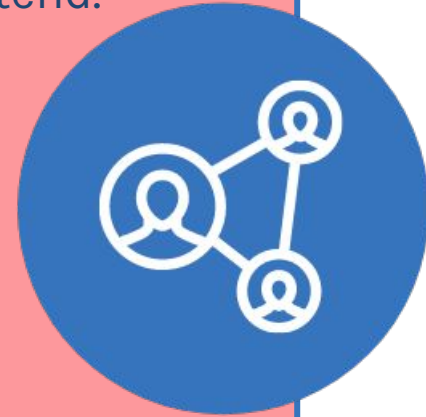
Week 3: Student I, Student J, Student K, Student L

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)

Strategies to keep in mind for Bilingual Els in MTSS

- Take a close look at a couple of student schedules (or shadow a student).
 - ❑ How many transitions and interventions are they managing daily?
 - ❑ How many minutes of core instruction are they getting each day?
 - ❑ Provide common planning time for General Ed, ESL, and SPED to address the 25-30%
- Look for opportunities to make small tweaks to student schedules to decrease the amount of lost class time & identify intervention time.
- Look for examples from other schools of how they are managing student schedules and staff time.

How can MTSS improve special education referral practices for ELLs?

- Improves progress monitoring- data is already collected
- Increases collaboration with ESL/bilingual colleagues
- Takes cultural considerations into account
- Progress monitors language proficiency/development indicators
- Comparison with a “true peer” within CBM* data & local norms



Finding a “true peer”

A True Peer is a bilingual EL with as many similar characteristics as possible that provides a true comparison to your target student who is struggling

- Language proficiency, culture, and 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
- Education experience and services such as dual language instruction, transitional bilingual instruction, ESL services, or sheltered-English instruction (Esparza & Doolittle, 2008).





Helping English Language Learners Succeed with a Multi-tiered System of Support (MTSS)

By [Dr. Claudia Rinaldi](#) (2018)



In this article written for Colorín Colorado, [Dr. Claudia Rinaldi](#) of Lasell College provides an introduction to the Multi-tiered System of Support (MTSS) framework and what MTSS means for English language learners (ELLs). She also explains how the relationship between MTSS and Response-to-Intervention (RTI) and includes guidelines for identifying effective interventions for ELLs who need extra support.

Many schools across the country use a Multi-tiered System of Support (MTSS) framework to target instruction and interventions based on students' needs. The MTSS model can be particularly powerful in determining what kinds of supports are most appropriate for English language learners (ELLs), who are frequently [over- and under-identified in special education](#).

On this page

[MTSS: An Overview](#)

[MTSS and English Language Learners](#)

[Recommended Videos](#)

[Recommended Resources](#)

Recommended Resource: Dear Colleague Letter Q & A and DOE Tool Kit, Understood, www.ColorinColorado.org

Updated November 2018



CHAPTER 6

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

ESSA UPDATE INCLUDED

This is the sixth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/resources.html>.

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.



The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability

or disabilities and whether the related services (which are services under IDEA or regular aids and services and evaluations may not be delay limited English language pro

NOTE: Neither this tool kit nor the above-cited OCR/DOJ Dear Colleague Letter is intended to be a replacement of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), which give you additional information about IDEA and Section 504. You can find them at <http://www2.ed.gov/about/offices/list/ocr/resources.html> and <http://www2.ed.gov/about/offices/list/oeo/oeo-504.html>, respectively.

*This chapter has been updated to reflect changes in the Elementary and Secondary Education Act (ESEA), as amended Act of 2015 (ESEA). The U.S. Department of Education has released a non-regulatory guidance (NREG) about ESEA at <http://www2.ed.gov/about/offices/list/oeo/oeo-504.html>. The text of the ESEA, as well as <http://www2.ed.gov/about/offices/list/oeo/oeo-504.html>.

You can access Tools and Resources for Addressing English Learners with Disabilities at <http://www2.ed.gov/about/offices/list/oeo/oeo-504.html>.

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.¹ That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.²

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.³ It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the FFOA. (In the enclosed

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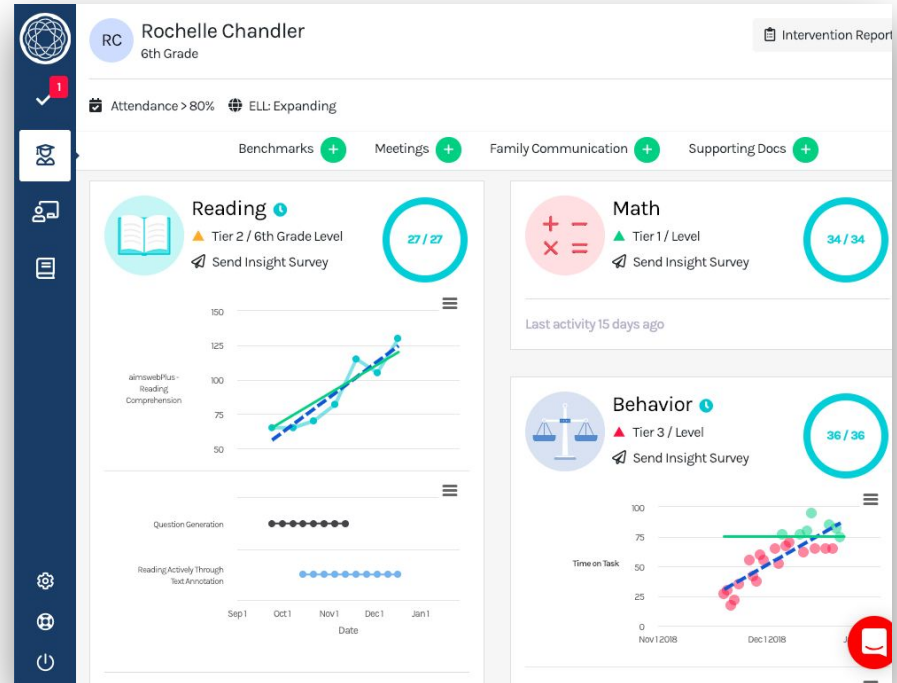
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Branching Minds Web Application

➤ Streamline and scaffold MTSS practice

- ❏ Use data to ID who needs support
- ❏ Find evidence-based interventions
- ❏ Create academic/behavior/sel plans guided by best practices
- ❏ Monitor implementation and progress
- ❏ Streamline communication across colleagues and families



Use native
language
data to
drive
decisions



NWEA MAP (Spanish)

Dec 14, 2020

Reading (Overall)

Score: 201

Percentile: 48 ^

Sep 7, 2020

Reading (Overall)

Score: 193

Percentile: 37 v

Measure

Score

Level

Author's Purpose and Craft

193

LoAvg

Foundational Language Skills: Vocabulary

206

HiAvg

Multiple Genres

205

Avg



NWEA MAP

Dec 14, 2020

Reading (Overall)

Score: 187

Percentile: 9 ^

Sep 7, 2020

Reading (Overall)

Score: 169

Percentile: 2 v

Measure

Score

Level

Author's Purpose and Craft

185

Low

Foundational Language Skills: Vocabulary

191

Low

Multiple Genres

186

Low



Drill Down to Understand Student Needs

PREVIOUS

12 OF 12

Does Meredith make the connection between cognates (words that have the same meaning and similar spelling/pronunciation in English and another language, e.g., restaurant/restaurante)?

Find a list of cognates in English and Meredith's native language (search online for this). Present the English spelling to Meredith and ask him to tell you what the word means. If he is unsure, ask him to guess based on a word from his native language. If still unable to do this, make sure Meredith knows the word in his native language.

- ☐ Never
- ☐ Sometimes
- ☐ Often
- ☐ Always

Add an optional comment to your answer

Finish

CHALLENGE STRENGTH

Language



→ Phonemic Awareness



→ Phoneme-Grapheme Mapping



→ Vocabulary



Executive Functions



→ Processing Speed



→ Working Memory



Find best
evidence-
based support
for each
learner



Eva Dundas: Library - Reading

Supports

Asses



Strategy

1-8



Peer Tutoring and Response Groups

✓ Plan Appropriate



1



Strategy

2-12

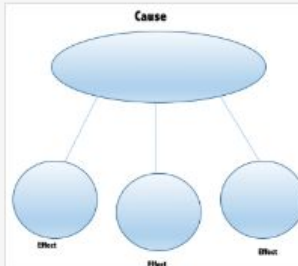
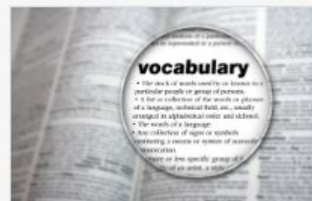


Reciprocal Teaching for Reading Comprehension

✓ Plan Appropriate



1



Strategy

1-12



Graphic Organizers

✓ Plan Appropriate



1

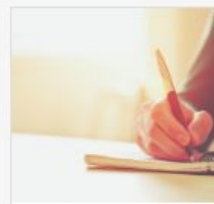


Strategy

2-5



Story Map



Activity

Asses

Instructional Conversations and Literacy Logs

✓ Plan Appropriate



1



Create a Plan



Strategy

K-5

Assisted Cloze Intervention

Start Week *

11/16/2020



End Week *

12/28/2020



Group size *

One on one



Times per week * ?

Mins per session *

Delivery Setting

Select



Modifications (optional)

Please enter modifications, if any



How To Use

Assign to Staff *

Select a staff member



Goals

Achieve By	Status	Description	Evaluated by	Progress Measured by
12/14/20	Select Goal Outcome	32nd percentile	Eva Dundas	aimswebPlus - Oral Reading Fluency (Goal Score: 31)

Progress Monitors

aimswebPlus - Oral Reading Fluency

Assigned to Eva Dundas Goal Score: 31 8/10/20 - 12/14/20

Interventions & Accommodations

Assisted Cloze Intervention

Strategy

Assigned to Eva Dundas One on One 3x/week 20min 9/14/20 - 12/14/20
In Class (Specialist)

0/84

Group Progress With “True Peers”



MA Maya Gat

← All Intervention Groups

Reading Intervention Group Plan

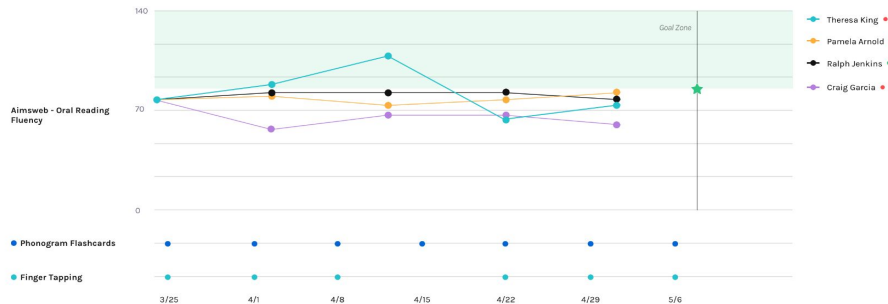


Start Date 02-01-2021 End Date 03-15-2021 Delivery Setting Classroom Group Size 4 students Plan Assignees Maya Gat, Eva Dundas

Goal Description

Students will work on phonics skills in order to improve reading fluency

Maya Gat



Intervention Plan Delivery

Summary Detailed

Aimsweb - Oral Reading Fluency

★100 Maya Gat

	2/8/21	2/15/21	2/22/21	3/1/21	3/8/21	3/15/21	ROI	Goal ROI	
Theresa King	72	99	127	Add score	—	—	3.6	4.6	...
Pamela Arnold	75	98	99	98	89	—	4.4	4.2	...
Ralph Jenkins	72	95	77	88	98	—	4.7	4.6	...
Craig Garcia	—	—	71	75	58	—	-0.4	4.5	...

Phonogram Flashcards, Finger Tapping

2x/week 20 min In Class (Teacher) Eva Dundas

Show Modifications

	2/8/21	2/15/21	2/22/21	3/1/21	3/8/21	3/15/21			
Theresa King	5x, 30min	5x, 30min	5x, 30min	Add session	—	—		300/400	...
Pamela Arnold	5x, 30min	5x, 30min	5x, 30min	5x, 30min	5x, 30min	—		300/400	...
Ralph Jenkins	5x, 30min	5x, 30min	5x, 30min	5x, 30min	5x, 30min	—		290/400	...
Craig Garcia	—	—	0x, 0min	5x, 30min	5x, 30min	—		120/400	...

Q&A



Before you go...



Sign up to our resources digest
bit.ly/BRMsignup



Follow us on Twitter
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Like us on Facebook
facebook.com/branchingminds/

Think
You're