



# Serving English Learners in a Response to Intervention System:

Moving Forward with Best  
Practices

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# Do we believe all kids can learn?

“Student achievement **belongs to everyone** and will not be *predicted* by race, ethnicity, poverty, mobility, gender, disability, or initial proficiencies.”

From Beaverton School District's Strategic Plan

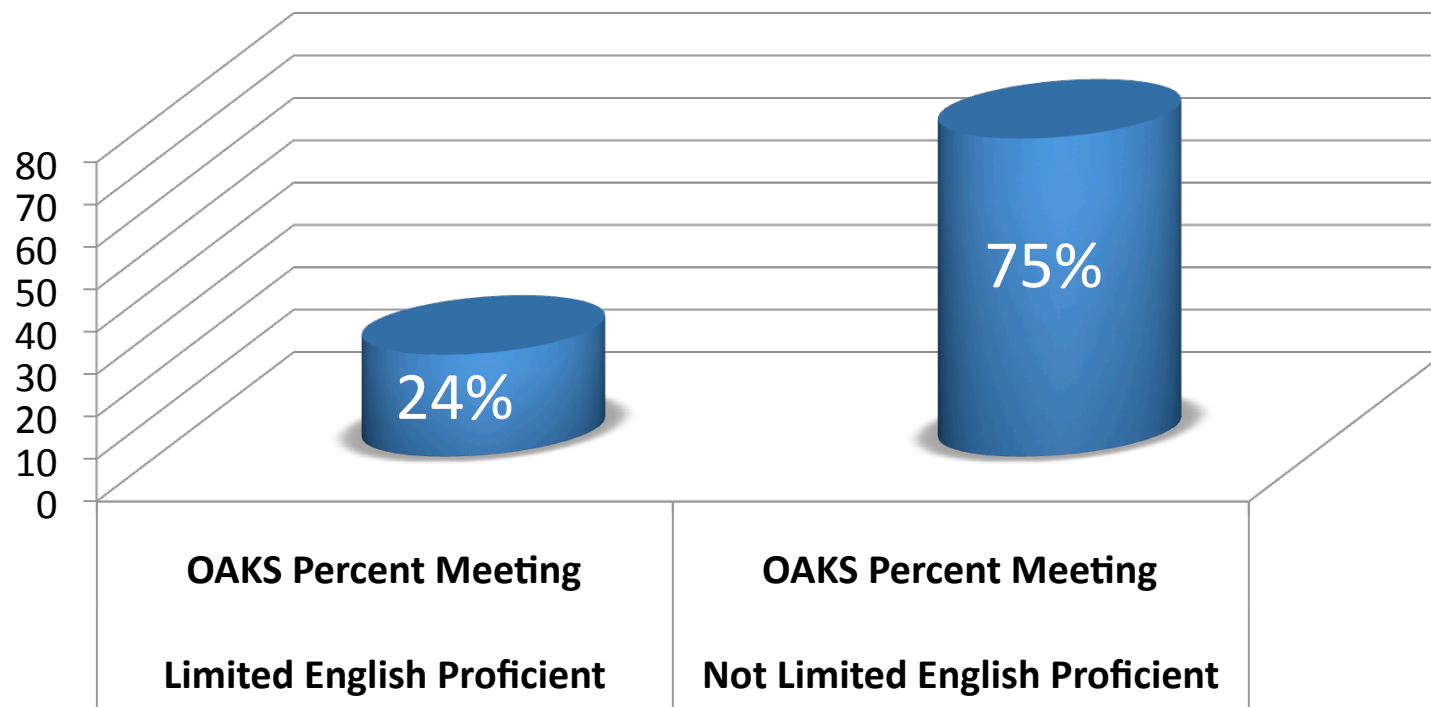




# Believing is not enough, How do we ensure all kids learn?

<b>District: All</b>	<b>School: All Schools</b>
<b>School Year: 2012-13</b>	<b>Subject: Reading</b>
<b>Grade: All Grades</b>	<b>Sub Group: Limited English Proficient</b>

**Oregon Reading Performance Summary 2012-13**





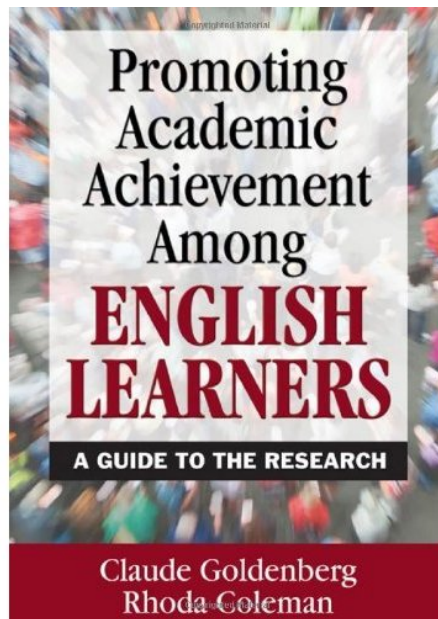
# Goals

- 1. Develop a conceptual understanding of the considerations for EL's in an RTI system*
- 2. Identify effective research-based practices for teaching literacy to ELs in primarily English-only instructional settings*
- 3. Instill an urgency to provide effective, evidence based instruction for ELs NOW*



# Research and Resources

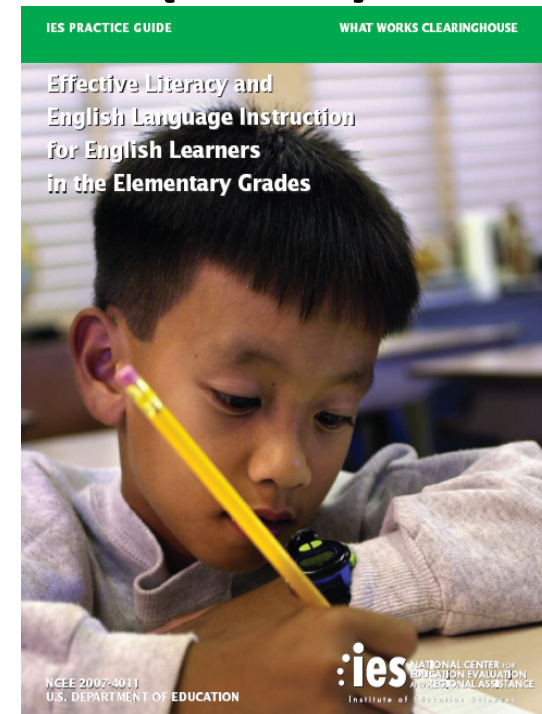
**Center for Research on Education,  
Diversity and Excellence (CREDE, 2006)**



**(2010)**

**National  
Literacy  
Panel  
(NLP,  
2006)**

**I.E.S. Guide  
(2007)**





## Linguistic and Cultural Considerations

“English learners in dual language programs master much more of the curriculum, academically and linguistically, than ELs in ESL only programs”

Thomas and Collier, 2012,  
Dual Language Education for a Transformed World



# Linguistic and Cultural Considerations

- Instruct in Native Language whenever possible (i.e., TWI)
- Teachers need knowledge of L1 and L2 language acquisition, regardless of model
- Child's language and culture should be viewed as strengths, not as liabilities. (Brown & Doolittle, 2008)
- Instruction should be linguistically and culturally appropriate at each prevention level



# Its all About the Core!

- High quality instruction is the most significant factor in student achievement
- What we know about good instruction in general holds true for ELs (for both English and L1 instruction):
  - Teach the big 5,
  - Explicit, systematic, frequent opportunities to respond,
  - High level of engagement and **TALKING**
- ELs need even more good instruction

**ALL DAY LONG, EVERYDAY, IN EVERYWAY**





# Sheltered Instruction (e.g., SIOP, GLAD)

- Strategic teaching
- Makes content/lessons understandable
- Promotes English Language Development
- Includes:
  - Clear objectives, Links to prior learning
  - Teaches learning strategies, allows interaction
  - Lots of opportunities for practice and feedback



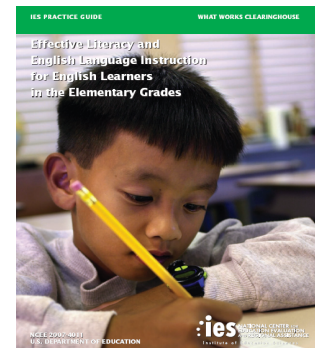
# Summary of Recommendations From the IES Practice Guide

1. **Screen** for reading problems and **monitor progress**
2. **Provide** intensive small-group reading **interventions** for those at risk for reading problems
3. Provide extensive and varied **vocabulary instruction**
4. **Develop academic English**, beginning in primary
5. Schedule **regular peer-assisted** learning opportunities



# IES Recommendation 1: Screen for Reading Problems and Monitor Progress

Conduct **formative assessments** with English learners using **English language measures of phonological processing, letter knowledge, and word and text reading**. Use these data to identify English learners who require additional instructional support and to monitor their reading progress over time.





# Screen for Reading Problems

- Similar processes should be used with ELs as with any other student group within an RTI framework.
- *CBM: curriculum-based measurement*
  - *DIBELS, easyCBM, Aimsweb*



# Screening ELs

- Establish procedures and provide training
- Screen all ELs for reading problems
- Assess phonological processing, alphabet knowledge, phonics, and word reading skills
- Both **CREDE** and **NLP** reports conclude that EL's learn in much the same way as non-ELs  
*(although instructional modifications and enhancements are certainly necessary)*
- Good instruction for students in general tends to be good instruction for ELs in particular
  - *(holds true primary language instruction)*



# IES Guide Quotes

- English learners can learn to read in English at the same rate as their peers.
- Oral language measures of syntax, listening comprehension, and oral vocabulary ~~do not~~ **is as accurate as flipping a coin to decide** predict who is likely to struggle with learning **which English learners are likely to have difficulty learning how to read.**
- Schools should not consider below grade level performance in reading as “normal” or something that resolve itself when oral language proficiency in English improves.



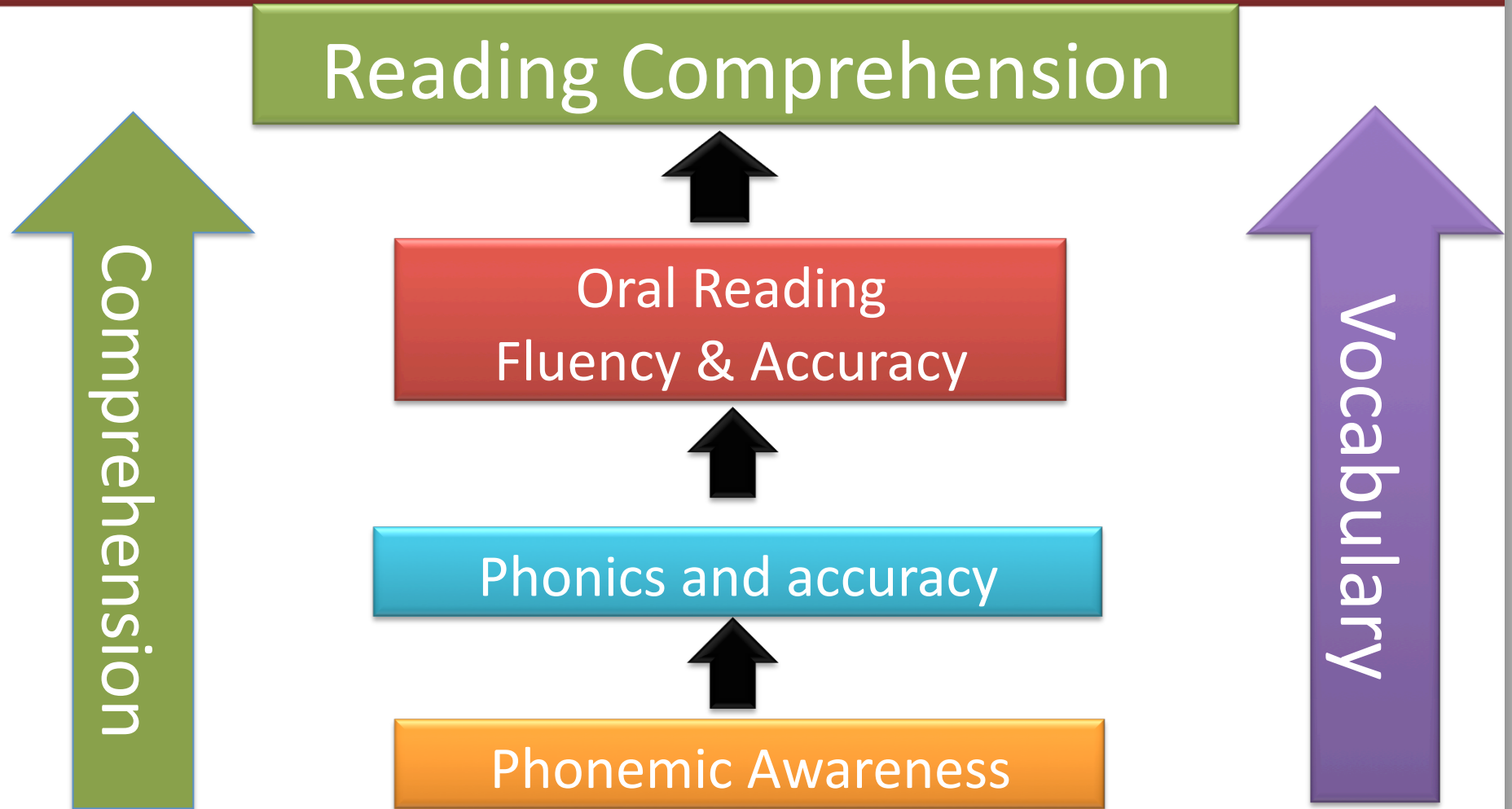
# IES Recommendation 2: Provide Intensive Reading Interventions

Provide focused **intensive small-group** reading interventions for English learners determined to be **at risk** for reading problems. **Interventions should include** the five core reading elements (**phonological awareness, phonics, reading fluency, vocabulary and comprehension**). **Explicit, direct** instruction should be the **primary means** of instructional delivery.





# Reading Skill Development







## Characteristics of High-Quality Reading Interventions Used With ELs

- **Multiple opportunities** for students to **respond** to questions
- **Multiple opportunities** for students to **practice reading** both words and connected text **out loud** (either in a small group or with a peer)
- **Clear feedback and immediate correction** from the teacher when students make errors
- **Explicit instruction** in all areas of reading: phonological awareness, phonics, reading fluency, vocabulary, and comprehension



# Recommended Intensity and Groupings for Reading Interventions

- Daily
- At least 30 minutes per day
- Small groups of 3–6 students
- With well trained teachers and/or interventionists
- Students grouped by skill level
- Groups can include both ELs & non-ELs



# Resources for Identifying Effective Interventions

- NCRTI Instructional Intervention Tools Chart:  
[www.rti4success.org/instructionTools](http://www.rti4success.org/instructionTools)
- What Works Clearinghouse (Institute of Education Sciences):  
<http://ies.ed.gov/ncee/wwc/>
- Best Evidence Encyclopedia (Johns Hopkins University):  
[www.bestevidence.org](http://www.bestevidence.org)



# IES Guide Quotes

- **Extra instructional time** devoted to vocabulary, reading comprehension, and listening comprehension **will help directly with the development of English language proficiency.**
- **Learning to read is critical** to all other learning demands.
- **Effective coordination of services** for EL is critical.



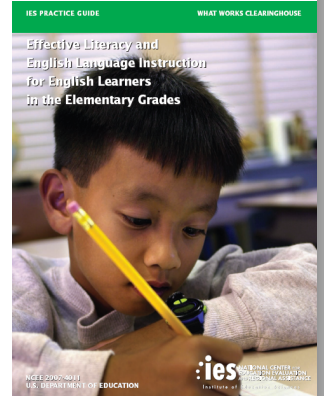
## Think/Pair/Share

- Does your school or district use a valid, reliable, screener for all students?
- Research-based interventions?



## IES Recommendation 3: Provide Extensive and Varied Vocabulary Instruction

Provide high-quality **vocabulary instruction** throughout the day. Teach **essential content** words in depth. In addition, use **instructional time** to address the **meanings of common words, phrases, and expressions** not yet learned.





# Vocabulary Knowledge

- **Limited vocabulary knowledge** is the most common source of reading comprehension difficulties among ELs
  - Knowing **Tier 1** words (e.g., *can, tip*)
  - Defining and using **Tier 2** words (e.g., *ancient, pursue, admire, practice*)
  - Learning content area vocabulary or **Tier 3 words** (e.g., *ratio, peninsula, pentagram*)
- ***Teach ELs More Words!***

Droop & Verhoeven, 2003; Garcia, 1991; Proctor, Carlo, August & Snow, 2005; Umbel, Pearson, Fernandez & Oller, 1992



## Results 1: Time spent on Core Components of Reading Instruction by Condition

	SETR M (SD)	Control M (SD)	t-statistic (df = 35)	p-value	Hedges' g
Phonological awareness	7.9 (6.2)	3.9 (5.7)	2.01	.052	0.67
Alphabetic principle	27.5 (11.0)	22.4 (11.6)	1.36	.183	0.45
Fluency	23.9 (12.3)	26.3 (15.9)	-0.51	.613	-0.17
Vocabulary	5.3 (3.9)	7.8 (5.9)	-1.56	.127	-0.50
Comprehension	19.8 (11.4)	21.6 (10.8)	-0.50	.618	0.16
Total	84.3 (31.2)	82.1 (34.1)	0.20	.839	0.07

Note. Analyses were conducted at the school level (18 SETR schools, 19 Control schools). Time was measured in minutes. M = Mean, SD = Standard Deviation.





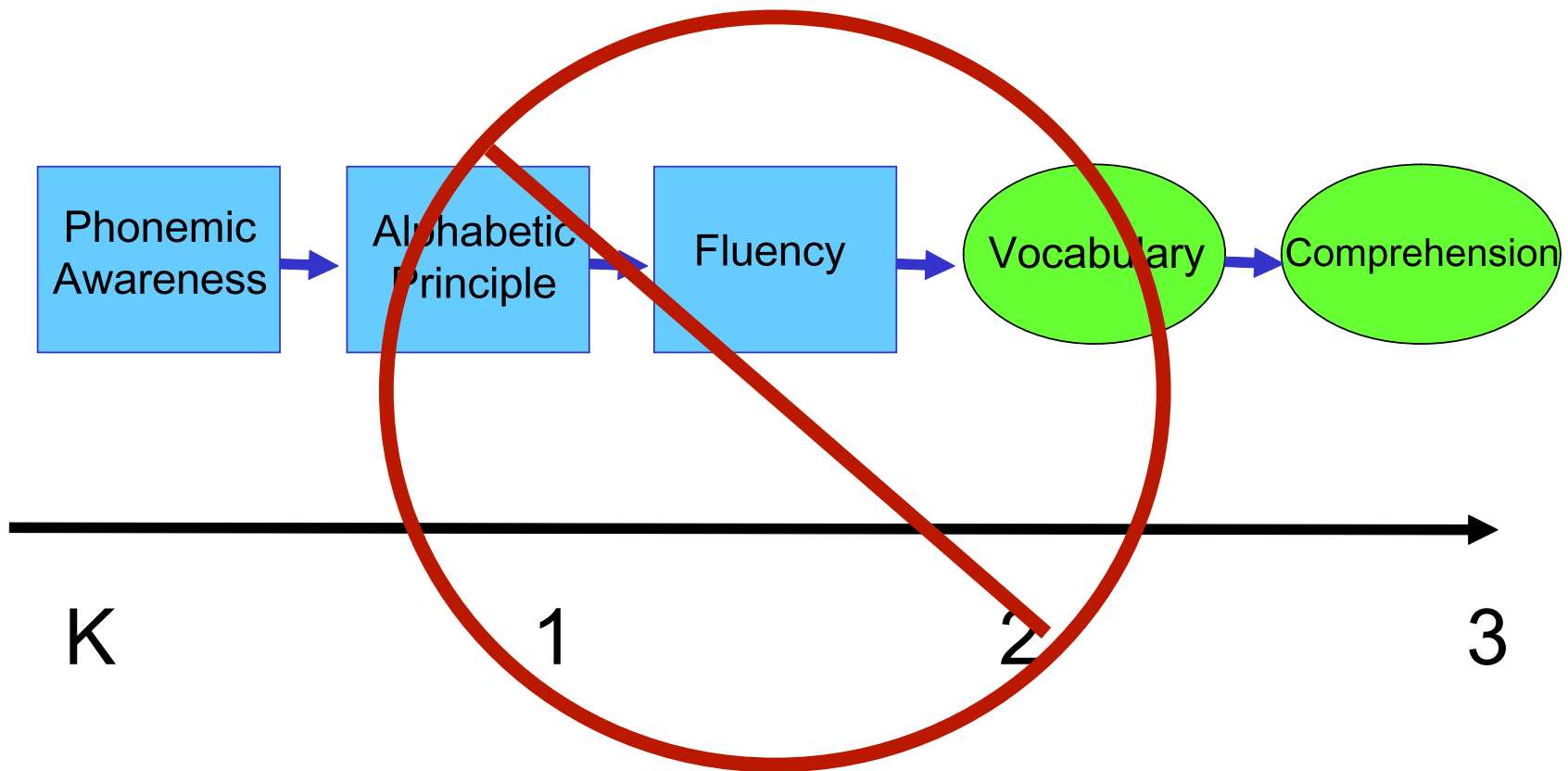
# Discourse Patterns

***“...teachers do most of the talking in classrooms, making about twice as many utterances as do students. . . . in over half of the interactions that teachers have with students, students do not produce any language as they are only listening or responding with non-verbal gestures or actions.” This has to change!***

*(Ramírez, 1992) pp. 9–10)*



# A Conceptual Framework for Reading/Literacy Instruction





# A Conceptual Framework for Reading/ Literacy/Language Instruction

## Language Proficiency Instruction

Code Based  
Instruction



Meaning Based  
Instruction



K

1

2

3



# IES Guide Quotes

- Vocabulary instruction should be emphasized **in all parts of the curriculum**, including reading, writing, science, etc.
- Effective instruction includes **multiple exposures** to target words **over several days across reading, writing, and speaking opportunities**.
- **Coaching and professional development** is necessary to ensure that teachers learn effective routines for teaching vocabulary.



# Anita Archer

## Read Aloud: Wolf

### 2<sup>nd</sup> Grade



## IES Recommendation 4: Develop Academic English

Ensure that the **development of formal or academic English** is a **key instructional goal** for English learners, beginning in the primary grades. **Provide curricula and supplemental curricula** to accompany core reading and mathematics series to support this goal. Accompany with relevant training and professional development.





# What is academic English?

- Classroom language
- Language used in academic disciplines (e.g., science, history, and literary analysis)
- Language of texts and literature
- Language of extended, reasoned discourse
- More abstract than conversational English



# Conversational vs Academic Language

## The roots of language activity





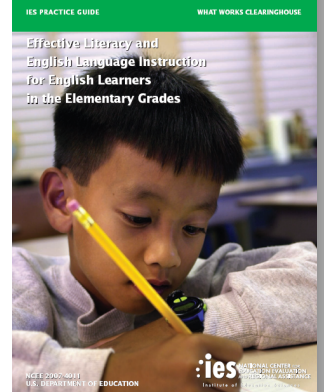
## IES Guide Quotes

- Many features of **academic English** can and **should be included during reading instruction.**
- **Begin teaching academic English in the earliest grades.**
- **Daily academic English instruction should be integrated into the core curriculum.**
- Link vocabulary instruction with **instruction on proper language usage.**



## Recommendation 5: Schedule regular peer-assisted learning opportunities

Ensure that teachers of **English learners devote approximately 90 minutes** a week to instructional activities in which **pairs of students** at different ability levels or different English language proficiencies **work together on academic tasks** in a structured fashion. These activities should practice and extend material already taught.





# Discourse Patterns

*“..... students are limited in their opportunities to produce language and in their opportunities to produce more complex language...typically **Students produce language only when they are working directly with a teacher, and then only in response to teacher initiations.**”*

*(Ramírez, 1992, pp. 9–10)*



## Schedule 90 Minutes per Week for Paired Reading and Language Arts Activities

- Pairs of students should be at different ability levels or English language proficiencies.
- Activities should practice and extend material already taught.
- Tie activities to areas that emerge as key targets from district's evaluation data.



# IES Guide Quotes

- **All students** benefit from working with a partner in a structured way.
- Peer-assisted learning is **not a substitute for teacher-led instruction**, ...It is an opportunity for Els (and all students) **to practice and work with skills and concepts they are learning.**
- It allows students to **receive feedback as they practice.**



# Summary of Recommendations From the IES Practice Guide

1. Screen for reading problems and monitor progress
2. Provide intensive small-group reading interventions for those at risk for reading problems
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4. Develop academic English
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# Key Features of RTI

SLD SPED Referral and Eligibility

Progress Monitoring

Interventions

Decision Rules and Reading Protocol

Universal Screener

Core Curriculum & Effective Instruction

**Data Based  
Teaming**

**Leadership**

**Professional  
Development**



# Sample ELD Protocol

**\*\*ALL EDUCATORS WILL USE SHELTERED INSTRUCTION ALL DAY, EVERY DAY, WHEN TEACHING CONTENT TO ENGLISH LEARNERS\*\***

GRADE	CORE ELD PROGRAM		ELD INTERVENTIONS		
	TIME	CURRICULUM OPTIONS	ELD LEVEL	TIME/GROUP SIZE	CURRICULUM OPTIONS (Determined by EBIS team based on student data and instructional need)
K	20 min daily (half day)	<ul style="list-style-type: none"> <li>• Carousel of Ideas</li> <li>• TTSD ELD Framework</li> </ul>	Levels 1-4	Core + 10 minutes daily, Small group	<b>Gen Ed intensifies Sheltered Instruction</b> <b>AND</b> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Anita Archer Vocab Routine</li> <li>• Journeys ELL lessons</li> <li>• Targeted Systematic ELD</li> </ul>
	30 min daily (full day)				
Grades 1-5	60 min daily	<ul style="list-style-type: none"> <li>• Carousel of Ideas</li> <li>• TTSD ELD Framework</li> </ul>	Level 1 (Newcomer)	/	/
Grades 1-5	30 min. daily	<ul style="list-style-type: none"> <li>• Carousel of Ideas</li> <li>• TTSD ELD Framework</li> </ul>	Level 2	Core + 30 minutes daily, Small group	<b>Gen Ed intensifies Sheltered Instruction</b> <b>AND</b> <ul style="list-style-type: none"> <li>• Language for Learning</li> <li>• Anita Archer Vocab Routine</li> <li>• Journeys ELL lessons</li> <li>• Word Generation 4th-5<sup>th</sup></li> <li>• Targeted Systematic ELD</li> </ul>
Grades 1-5	30 min. daily	<ul style="list-style-type: none"> <li>• Carousel of Ideas</li> <li>• TTSD ELD Framework</li> </ul>	Levels 3 & 4	Core + 15-30 minutes daily, Small group	





**Decision Rules:**

***When either of the following occurs for students who score in the strategic or intensive ranges on DIBELS Next:***

- ELPA or LAS Links results indicate that the student's language level has not increased since the previous year
- The Dutro Quick Screen and the Correct Writing Sequence screen (CWS) indicate that the student's language development is much slower than that of his/her language level peers

***Place student in a reading intervention and intensify general education classroom sheltered instruction, using the Sheltered Instruction Intensification Worksheet.***

***Progress monitor students and review in 12 weeks:***

- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, complete the Intervention Profile Sheet and enter progress-monitoring scores.



***Intervention Changes after 12 weeks of intensified general education classroom sheltered instruction***

<b>If the Language Level:</b>	<b>And the Reading Level:</b>	<b>Then...</b>
Improves	Improves	The teacher will continue to use the intensified sheltered instructional strategies. The team will review the exit criteria to determine whether the student should continue in the reading intervention.
Doesn't Improve	Improves	Place the student in an ELD Intervention from the above protocol. The team will review the exit criteria to determine whether the student should continue in the reading intervention or whether the reading intervention should be discontinued for the next 12 weeks. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day.
Improves	Doesn't Improve	The teacher will continue to use the intensified sheltered instruction strategies. The team will consider intensifying the reading intervention according to the reading protocol.
Doesn't Improve	Doesn't Improve	Place the student in an ELD Intervention from the above protocol. The ELD teacher will work with the classroom teacher to further refine and intensify sheltered instruction throughout the day. The team will consider intensifying the reading intervention according to the reading protocol. However, at the determination of the team, the reading intervention may be discontinued for the next 12 weeks.

***Progress Monitor Students and review in 12 weeks:***

- Progress monitor using Correct Writing Sequence (CWS) and DIBELS Next Daze biweekly and DIBELS Next ORF or IDEL weekly.
- In IPAS, update the Intervention Profile Sheet to indicate that the student is receiving an ELD intervention, and enter progress-monitoring scores.



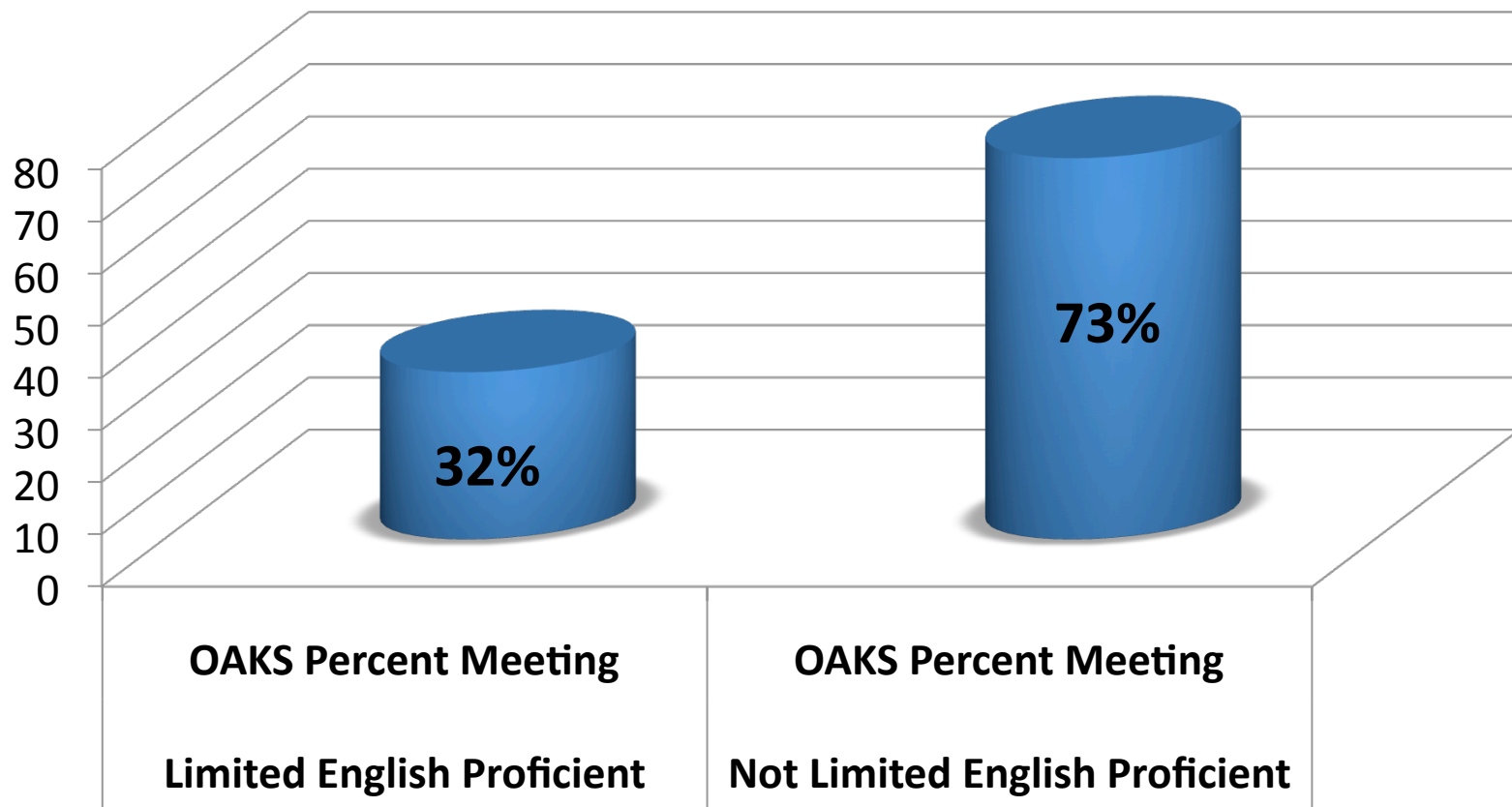
# We Must Act Quickly

- Students who read below grade level in 3<sup>rd</sup> grade are **four times more likely to dropout** of high school.
- Approximately **75% of students** identified with reading problems in 3<sup>rd</sup> grade were **still disabled readers in 9<sup>th</sup> grade.**
- In Oregon in 2011, **only 52% of EL's graduated.**
- Over 30% of dropouts **live in poverty.**



# Oregon OAKS Performance Summary 3rd Grade

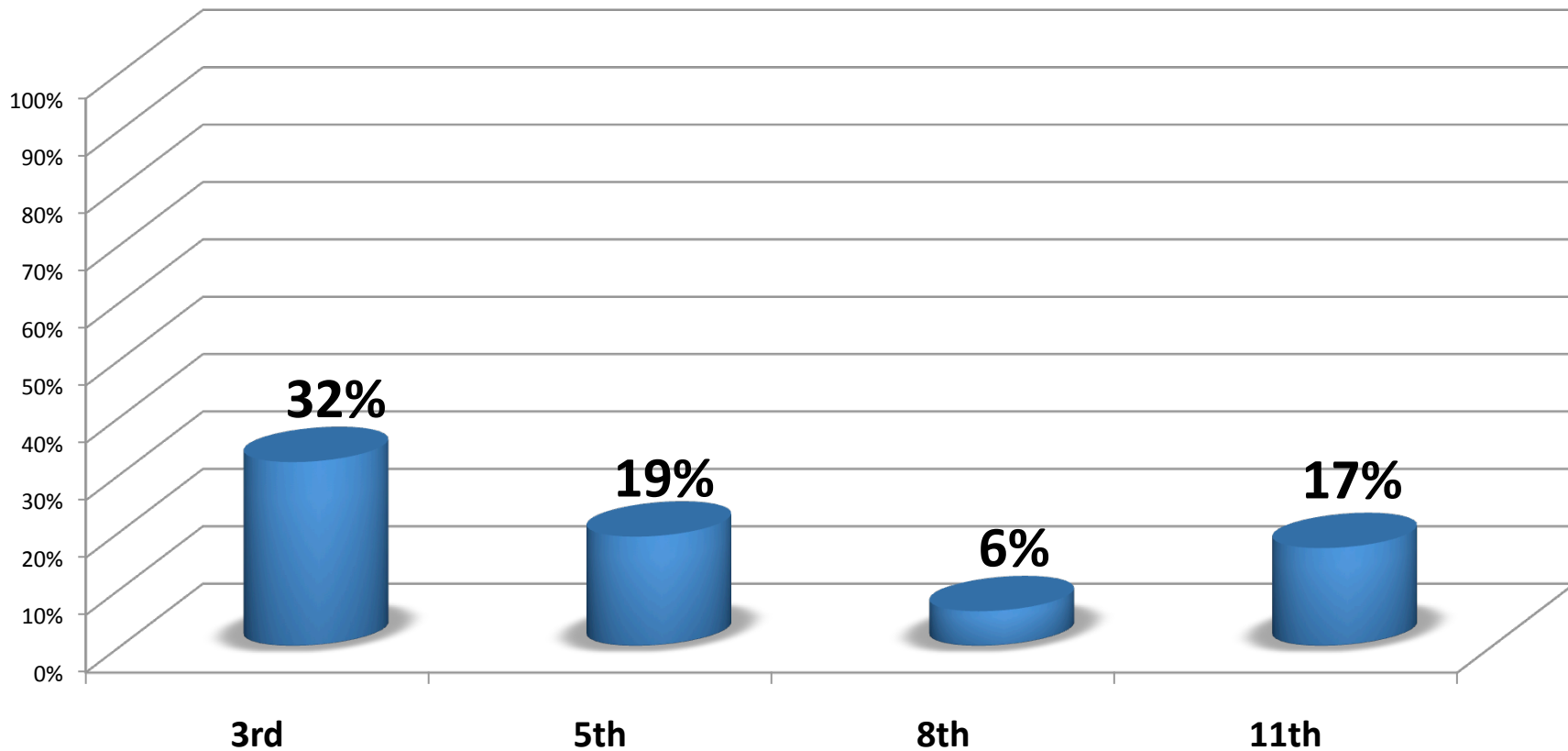
2012-13





# Percent of Oregon LEP Students Meeting on OAKS Reading

2012-13





## Think/Pair/Share

What is the *single change* you could make next week to improve instruction for ELs that would take the *fewest resources* and yield the *largest impact*?



**Thank You!**