

Branching Minds **MTSS** Summit

Branching Forward: Setting Intentions for
MTSS in the New Year

TRACK: Achieving equity and addressing
disproportionality

SESSION: How to Support English
Language Learners within MTSS

PRESENTER: Claudia Rinaldi, Ph.D.

Today we will:

1. Review the elements of a culturally responsive MTSS framework
2. Connect how MTSS serves the needs of English learners
3. Use of data to identify students who need interventions
4. Review considerations for language difference versus learning disabilities

How can MTSS Support Bilingual English Learners?

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

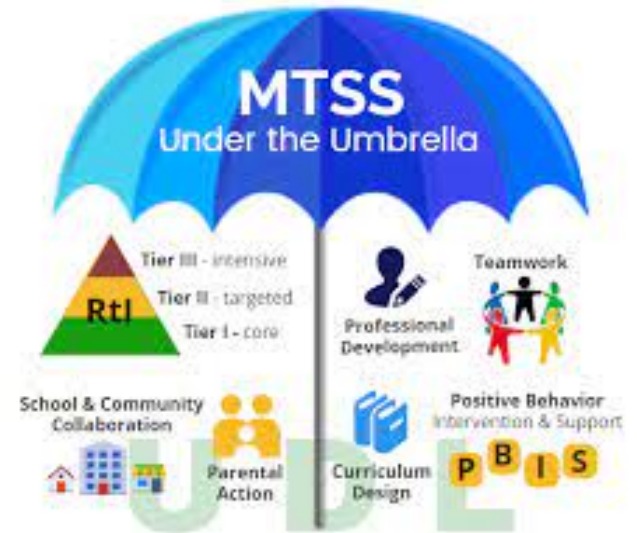
- It allows schools to allocate resources and human capita to improve instruction and deliver interventions while monitoring interventions
- Prioritizes collaboration to address all students including EIs with and without disabilities

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

MTSS FRAMEWORK CRITICAL FEATURES

- Universal Screening
 - Data-based decision making and problem solving
 - Continuous progress monitoring
 - Focus of successful student outcomes
 - Continuum of evidence-based interventions
-
- Core curriculum provided to all students
 - Strategic, small group interventions with modifications
 - Specialized/intensive intervention 1:1 or 1:3

Cedar Center retrieved Dec 2021



MTSS PROVIDES...

- A roadmap for problem-solving and finding the appropriate approach for each student across professionals – gen ed, ENL, SPED

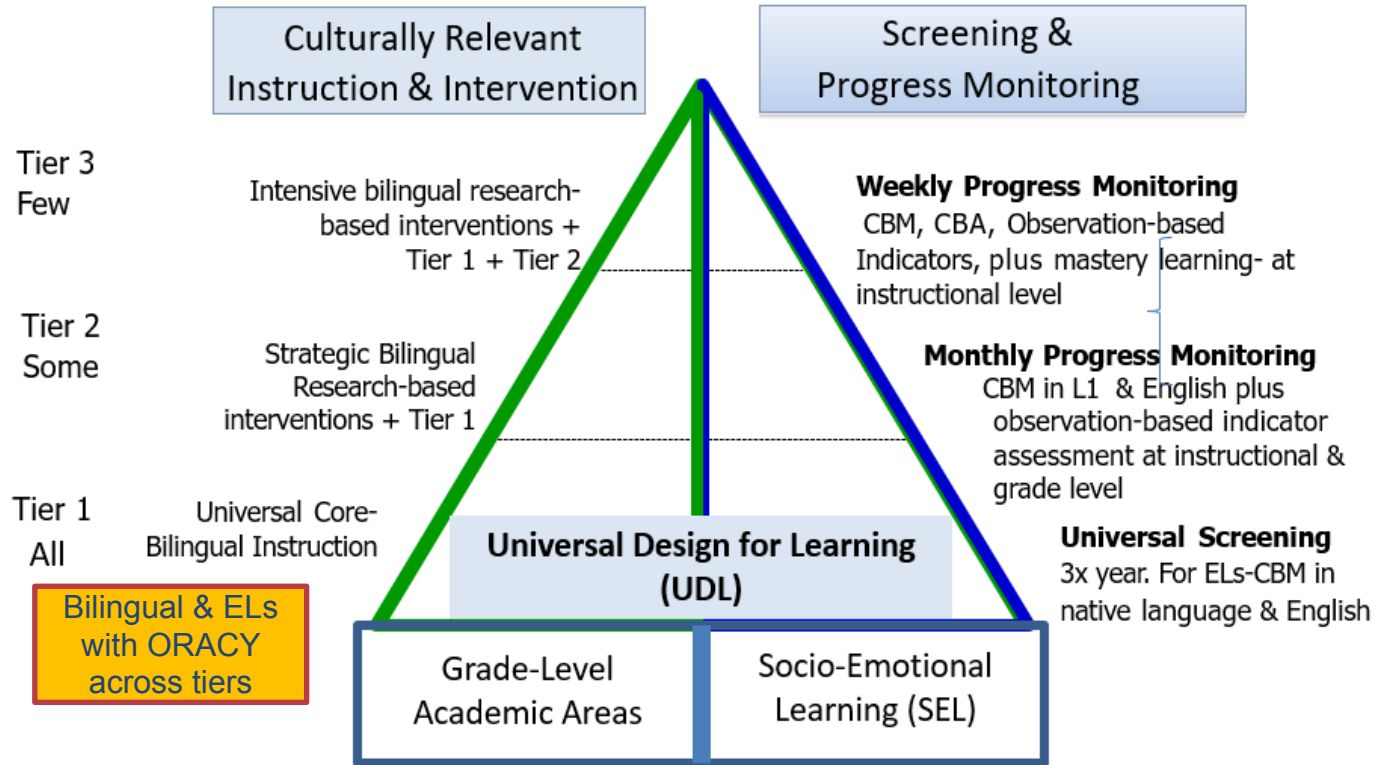
A preventive approach instead of “wait to fail”, less subjectivity

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 bilingual and ELs support at every tier

Overview of the Multi-Tiered System of Support-2 (MTSS2)



Does your Tier Instruction & curriculum address anti-bias & representation of diverse students?
 The gold standard for bilingual student learning English as a new language is dual language Programs. When not available bilingual programs that support & use native language are key!

ORACY IS A MUST IN ALL INSTRUCTION

Oracy is a more specific subset of skills and strategies within oral language that more closely relates to literacy objectives in academic settings

1. It involves merging of interpersonal & academic language to mediate learning.
2. It involves explicit attention & instruction to the language students need to comprehend and express their understanding of literacy contexts
3. Provides students with opportunities to learn, apply, and practice this language often with peers in authentic learning activities

RECENT RESEARCH...

Low fidelity of core, Tier 1, makes it difficult to determine the cause of learning difficulties in ELLs therefore progress monitoring using CBM is KEY

(Montalvo, Combes, Kea, 2014) (Cavazos & Ortiz, 2020)

ELs benefit most when instruction & interventions include an **oracy component** that matches the language of instruction & intervention & when native language is value & used in the classroom

(Linan-Thompson and Vaughn, 2007, Haas & Brown, 201)

HOW DO WE KNOW THE FRAMEWORK IS MEETING THE NEEDS OF ALL STUDENTS?

- High quality instruction that uses culturally responsive practices (CRP) and Universal Design for Learning (UDL)
- Universal Screening in language and academics
- Progress monitor in **language and academics**
- Ensuring that interventions are delivered as intended
- Data-informed decision-making...

.....at each level teacher (our teaching is it truly using principles of UDL and CRP?), classroom, grade, school, district,

....and focus on progress of each group- whole school, special education students, English learners by EDL level, gender, SES, etc....

Let's Understand where the problem is?

- Low fidelity of core, Tier1, makes it difficult to determine the cause of learning difficulties in ELLs therefore progress monitoring using CBM is KEY
- ELLs benefit most when instruction & interventions include an **oracy component** that matches the language of instruction & intervention

(Montalvo, Combes, Kea, 2014) (Cavazos & Ortiz, 2020)

(Linan-Thompson and Vaughn, 2007, Haas & Brown, 2019)

IS YOUR CLASSROOM CULTURALLY RESPONSIVE?

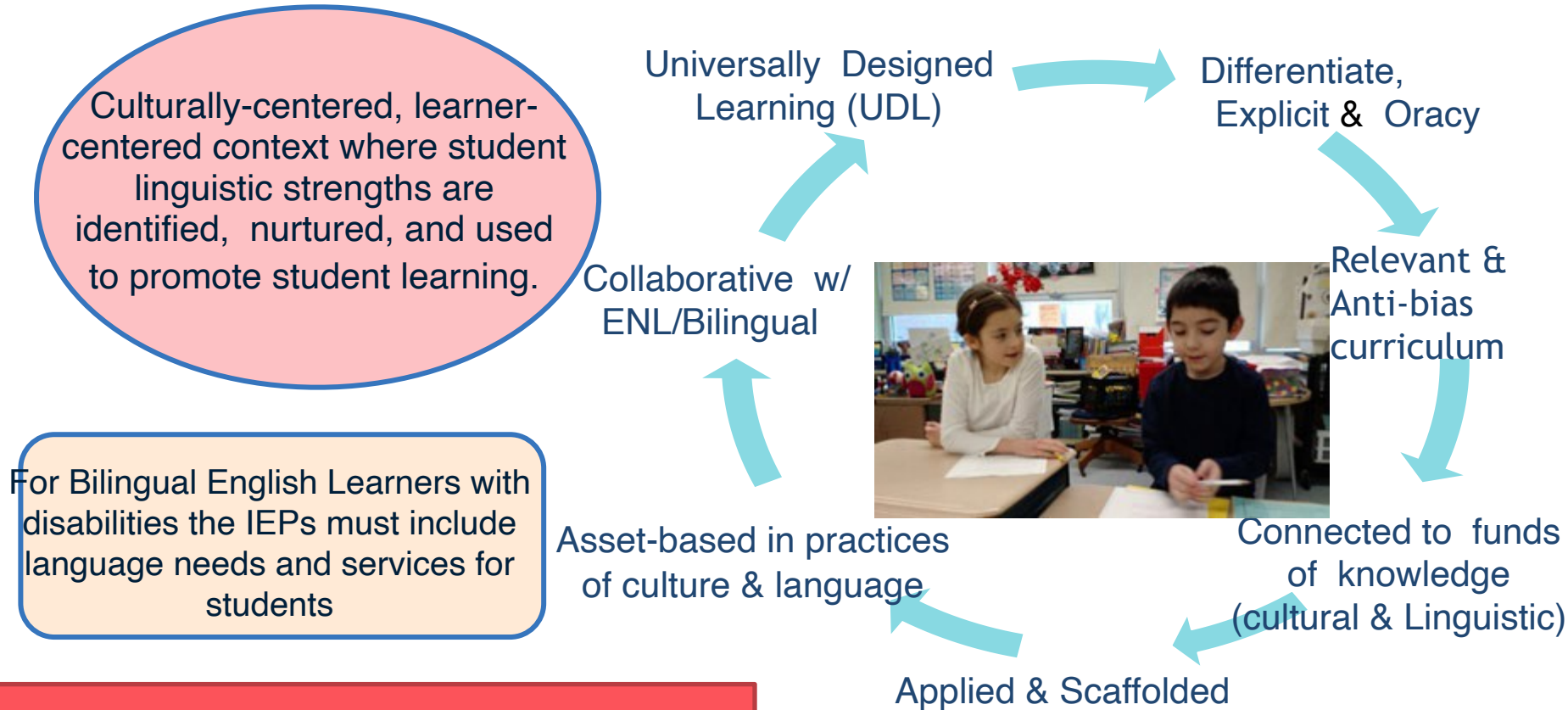
When thinking about a culturally & linguistically responsive classroom do you address the following:

- ❖ a culturally & linguistically responsive teaching philosophy?
- ❖ a culturally & linguistically responsive learning environment?
- ❖ a culturally & linguistically responsive curriculum?
- ❖ culturally & linguistically responsive instruction? (and)
- ❖ culturally & linguistically responsive assessment?

Are you collaborating with the bilingual, ESL, special educator?

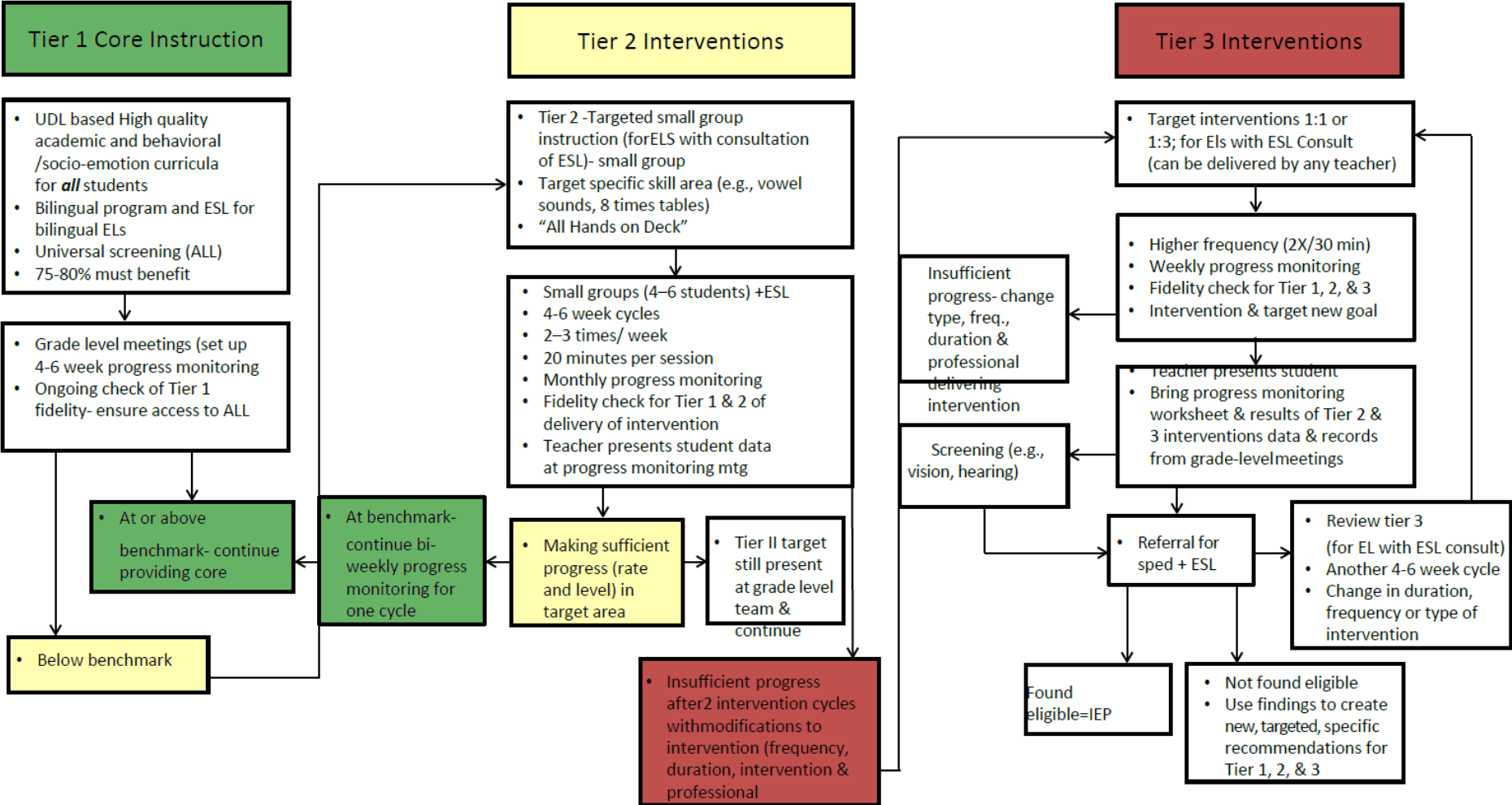
See NYC's [Culturally Responsive-Sustaining Education Framework \(nysed.gov\)](https://www.nysed.gov) or MA website for additional guidance <https://www.doe.mass.edu/ele/disability.html>

Culturally Responsive Tier 1 Instruction Needs to Include



Multi-Tiered System of Support Flowchart with Guidance for Bilingual English Learners

Rinaldi, C. (2012, 2021).





How do we ensure that ELs are provided with the right interventions?

All interventions & referrals must include collaboration with the bilingual/ESL teachers & focus on Oracy for instruction

Culturally responsive teaching practices that capitalize on native language must be used for language learning and academic learning

Assessment in the special education referral process must weigh in equally observation-based assessment and standardized assessment

Assessment must include MTSS screeners and progress monitoring data & information on interventions to avoid duplication

Comparing to True Peers who meet a variety of similar factors is needed to disentangle difference from disability

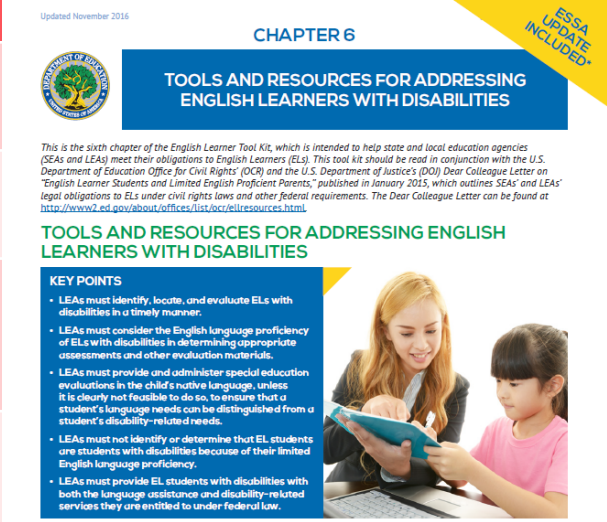
Finding a “true peer”

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; Haas & Brown, 2019).



Special Education Referral Teams need to use Evidence-based Practices to Identify difference from disability

	Learning Behavior Manifested	Indicators of Language Difference	Indicators of Possible Learning Disability
Oral Comprehension & listening		 <p>KEY POINTS</p> <ul style="list-style-type: none"> 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. 	
Speaking & Oral fluency			
Phonemic Awareness & Reading			<p>https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html</p>
Reading Comprehension & Vocabulary			
Writing Spelling Math Behavior			

Updated November 2016



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/ellresources.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 EA must evaluate the EL promptly to determine if the EL has a disability

or disabilities and whether the EL needs disability-related services (which are special education and related services under IDEA or regular or special education and related aids and services under Section 504). Disability evaluations may not be delayed because of a student's limited English language proficiency (ELP) or the student's

NOTE: Neither this tool kit nor the above-cited OCR/DOJ Dear Colleague Letter is intended to be a replacement for the careful study of Part 8 of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), which govern the education of students with disabilities. More information about IDEA and Section 504 can be found at <http://idea.ed.gov> and <http://www.ed.gov/officeofpublications/html/section504>, respectively.

*This chapter has been updated to reflect changes in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The U.S. Department of Education has released a non-regulatory guidance (NRG) about ESEA and ELs that is available at <http://www2.ed.gov/policy/speced/essa/essasite/guidingprinciplesforenglishlearners30116.pdf>. The text of the ESEA, as amended by ESSA, can be found at <http://www2.ed.gov/documents/essa-act-of-2015.pdf>.

Adopt a Process of Ensuring Disability versus Opportunity Gap or Inappropriate Instruction is the cause



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RTI-Based SLD Identification TOOLKIT

Considerations for English Language Learners



by [Claudia Rinaldi, Ph.D.](#), [Samuel O. Ortiz, Ph.D.](#), and [Sue Gamm, Esq.](#)

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Considerations for English Language Learners

Recent articles (e.g., Scott, Hauerwas, & Brown, 2014) have summarized research and state regulatory provisions and guidance pertaining to the use of Response to Intervention (RTI) for the identification of students with specific learning disability (SLD) who are culturally and linguistically diverse (CLD) and who may additionally be English language learners (ELLs).¹ The process for determining whether students' difficulties are due to the normal process of English language acquisition or limited opportunity for acculturative knowledge acquisition rather than a disability is neither well understood nor applied by school personnel, and students acquiring English often display similar characteristics to students with an SLD (Collier, 2011). Information in the following five areas provides guidance for the instruction of students who are CLD and for making valid decisions for determining special education eligibility.

[Toolkit Home Page](#)

[Foreword](#)

[Introduction](#)

[Criterion 1](#)

[Criterion 2](#)

[Criterion 3](#)

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go...



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Thank you for your contributions!

The team at Branching Minds has chosen to dedicate our MTSS Summit to [Project Night Night](#) — a charity that "donates over 30,000 Night Night Packages each year to homeless children 12 and under who need our childhood essentials to have a concrete and predictable source of security and an increased exposure to high-quality literacy materials during their time of upheaval."

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each year to homeless children 12 and under who need our childhood essentials to have a concrete and predictable source of security and an increased exposure to high-quality literacy materials during their time of upheaval. Each Night Night Package contains a new security blanket, an age-appropriate children's book, and a stuffed animal — all



LOGOS

