

## MTSS Bilingual/ESOL Academic Guidance – Elementary

Students identified as English Language Learners (LY) may be considered for Response to Intervention (RtI). Teachers and CPS Team members must ensure Universal (Tier 1) core instruction is implemented and made comprehensible before beginning the RtI process. Once it is determined an ELL may need Targeted (Tier 2) or Intensive (Tier 3) intervention, follow the process below. The ESOL Contact must be included in the collaboration.

Teachers/Support Staff in collaboration with the CPS Team including the ESOL contact engages in the problem-solving process for English Language Learners (ELLs) which includes the following:

- Review class-level data trends and patterns
- Identify DEUSS and discuss implication
- Discuss Educational Background
- Consider Cross-cultural variables
- Review Language Classification
- Analyze English Language Proficiency Levels
- Recognize Stages of Second Language Acquisition
- K - 3 BAS, ACCESS for ELLs
- 3 – 5 BAS, FSA, ACCESS for ELLs

Complete all ELL Recommendation RtI forms

- Instructional Data Analysis
- Parent Interview Questionnaire
- Teacher Support Discussion

Identify student's area(s) of need and/or concern(s) for Tier 2 Intervention including any of the language domains (Reading, Writing, Speaking, Listening).

Collaborative Problem-Solving Team (CPST) and instructional staff MUST engage in problem-solving for English Language Learners (ELLs) which includes the following:

- Review school-wide data; identify grade-level and class level data trends and patterns
- CPS Team in collaboration with the ESOL contact will conduct an ELL committee meeting to determine placement for Tier 2 or Tier 3
- Communicate findings and plan of action to teachers, support staff, and ELL Committee
- If determined student needs Tier 2 or Tier 3 Intervention, design and provide appropriate strategies and instructional supports (standard protocol support plan and/or individualized academic Targeted (Tier 2) or Intensive (Tier 3) reading plan)
- Ensure PMPs (Progress Monitoring Plan) generated
- Inform and engage parents throughout the process

Teachers/Support Staff regularly engage in data chats, progress monitoring, and share RtI outcome. Teachers will answer the reflective questions from the ESOL Progress Monitoring Notes in the comments section of the BASIS Progress Monitoring Form.

## Tier 1 Core Instructional Factors for ELLs 2019-2020

\*Collaborative Problem Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).

\*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

<b>DEUSS</b> <b>(Date Entered U.S. School)</b> <input type="checkbox"/> First time the student enrolled in a United States school (to include transiency)	<b>EDUCATIONAL BACKGROUND</b> <input type="checkbox"/> Transcripts <input type="checkbox"/> Academic Grades <input type="checkbox"/> Programmatic Assessment <input type="checkbox"/> Literacy in Home Language(s) (L1) <input type="checkbox"/> ELL Committee Recommendations <input type="checkbox"/> Weaknesses and Strengths in L1 and/or L2	<b>INTERRUPTED EDUCATION</b> <input type="checkbox"/> Transiency <input type="checkbox"/> Lack of ESOL services <input type="checkbox"/> <a href="#">Students with Limited or Interrupted Formal Education (SLIFE)</a>	<b>ELL RESOURCES</b> <input type="checkbox"/> ELlevation Strategies for Teachers <input type="checkbox"/> <a href="#">InSync (Grades K-12)</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Dictionaries</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Content Area Glossaries</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Picture Dictionaries</a> <input type="checkbox"/> <a href="#">Potential Impact of Syntax and Phonology of English Language Learners</a> <input type="checkbox"/> <a href="#">Free Online Resources for Language Acquisition</a> <input type="checkbox"/> ELL Supplemental Resources (Grades K-12) <input type="checkbox"/> Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) <input type="checkbox"/> Imagine Learning (PreK-8) <input type="checkbox"/> Reading Horizons (Grades 6-12) <input type="checkbox"/> ESL Reading Smart (Grades 6-12) <input type="checkbox"/> <b>Language Enrichment Camp (LEC)</b> <input type="checkbox"/> Istation (Dual Language Schools)
<b>ESOL INSTRUCTIONAL RESOURCES</b> <input type="checkbox"/> <a href="#">ESOL Instructional Strategies Matrix</a> <input type="checkbox"/> <a href="#">ESOL Instructional Strategies Addendum</a>	<b>DATA</b> <input type="checkbox"/> FSA (R/W) (when applicable) <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> IPT (Grades K-12) <input type="checkbox"/> K-TEA (Grades 3-12) <input type="checkbox"/> WIDA ELP Standards Report <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Universal Design for Learning (UDL)	<b>CROSS-CULTURAL VARIABLES</b> <input type="checkbox"/> Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) <input type="checkbox"/> Social and Emotional (Personal interests and needs, Empathy for diverse experiences, and Knowledge of community resources) <input type="checkbox"/> Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) <input type="checkbox"/> Cultural (Different perspectives, Practices, Beliefs, and Social norms) <input type="checkbox"/> Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	
<b>SECOND LANGUAGE ACQUISITION</b> <input type="checkbox"/> <a href="#">Second Language Acquisition Chart</a>	<b>ENGLISH LANGUAGE PROFICIENCY LEVELS</b> <input type="checkbox"/> <a href="#">English Language Proficiency Levels – Codes</a> <input type="checkbox"/> <a href="#">WIDA Can Do Descriptors</a>		