Evidence of Language Use: Progress Monitoring for English Learners in Multi-tiered Systems of Support

Part II: Targeting Progress Monitoring of Language Use for English Learners

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3-Part Webinar

Evidence of Language Use: Progress Monitoring for English Learners in Multi-tiered Systems of Support

Part I: *Language Use and the State-Required Reclassification, Monitoring and Re-Designation of English Learners*

Part II: ***Targeting Progress Monitoring of Language Use for English Learners***

Part III: ***Connecting WIDA Tools to Collecting Evidence of Language Use***

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Act 48 Requirements

You must attend all three webinars to be awarded ACT 48 credits. Please contact Marci Davis at mdavis@pattan.net, if you are participating as a group.

You must connect to the webinar online in order to receive Act 48 credits and complete the Survey Monkey provided at the end of this webinar.

Using only your phone to access the webinar will not be accepted.

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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PDE's Commitment to Least Restrictive Environment (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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Part 1: State-Required Reclassification, Monitoring and Re-Designation of English Learners

- This session will focus on the collection of evidence of language use and the interpretation and implementation of the PDE ***State-Required Reclassification, Monitoring and Re-Designation of English Learners (ELs)*** for the 2017-2018 school year.
- Participants will also examine how this document will impact instruction and assessment of English learners.

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Part II: Targeting Progress Monitoring of Language Use for English Learners

This session will focus on effective progress monitoring strategies for English learners, as related to language use. Participants will be able to apply these best practices to their school context.

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Outcomes

Participants will:

1. identify characteristics of evidence-based progress monitoring implementation for English learners
2. examine evidence-based progress monitoring practices, as related to collecting evidence of language use

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NEW PDE *RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELS* – OCTOBER 1, 2017

RECLASSIFICATION EXIT PROCEDURES FOR THIS YEAR

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

	Language Use Inventories	ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6
Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

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RECLASSIFICATION CRITERIA

- The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS 2.0 scores, are likely to reach the threshold.
- Once ACCESS 2.0 scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

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RECLASSIFICATION CRITERIA

LEAs must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS 2.0 scores

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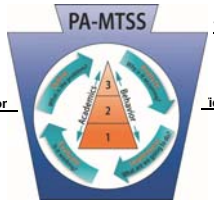
School-Wide Systems for Student Success: PA's MTSS Model

Academic Systems

Tier 3/Tertiary Interventions
Few
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Intervention
Some
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions
All
- All students
- Preventive, proactive



Behavioral Systems

Tier 3/Tertiary Interventions
Few
- Individual students
- Assessment-based
- Intense, durable procedures

ier 2/Secondary Interventions
Some
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions
All
- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at http://pbis.org/schoolwide.htm

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MTSS Assumes a Systems-Level Orientation

What is it about the student that is causing a problem?

instead

What about the interaction of the ***curriculum***, ***instruction***, ***learners***, and ***learning environment*** should be altered, so that the student(s) will learn?

This shift alters everything else!

Adapted from Batsche and Elliott materials (citing Ken Howell)

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MTSS is the FRAMEWORK; RtI is the METHODOLOGY

What do we mean? RtI is the METHODOLOGY?

Response to Intervention (RtI) is an array of procedures that can be used to determine if and how students respond to instruction and intervention. These methodologies help us answer the questions:

How slow is slow?

How low is low?

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PA's Model also Endorses:

1. **A continuum** of technically adequate data sources that converge, with heavy reliance upon **functional assessments** (sensitive to incremental growth)
2. A focus on **variables within our control**
3. **Academic and behavioral deficiencies** = difference or "**gap**" between expected and actual performance (heavy reliance on **progress-monitoring data**)
4. An instruction and intervention diet **matched to need** using **Evidence-Based Practices (EBPs)**

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Tier 1: Standards-Aligned Instruction for All Students – A Year's Worth of Growth

Definition:

Standards-aligned instruction and school-wide foundational interventions provided to all students in the general education core curriculum should include:

Access to High-Quality Standards-Aligned Core instruction Including ELD instruction and the implementation of PA English Language Development Standards	Whole and Small Group Differentiation ELs' differentiation is based on their ELP levels	Evidence-Based and Culturally Responsive Practices ELs' ecology (ELP level, culture, academic development in L1, SES, time in ELD Program) is considered	Reliable and Valid Assessment Practices and Measures including Universal Screening *ACCESS 2.0* and *WIDA Screener* scores data is part of the decision-making process	School Climate and Positive Behavioral Support Including considerations for cross-cultural misunderstandings and levels of acculturation

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"ALL HANDS ON DECK"

General Educator
Special Educator
Reading Specialist/Title I
School Psychologist
Speech/Language Therapist
School Counselor
ESL Teacher
Para-Educator
Principal
Other Related Service Providers

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The Pennsylvania English Language Development Standards (ELDS)

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WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension / Linguistic Complexity	Sentence Dimension / Language Forms and Conventions	Word/Phrase Dimension / Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

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WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension / Linguistic Complexity	Sentence Dimension / Language Forms and Conventions	Word/Phrase Dimension / Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including context-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social, instructional and some content-related words

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Best Practices for English Learners

Educators must be properly trained to select and implement evidence-based interventions.

Educators need support to properly implement evidence-based interventions.

MTSS teams must include representation from all appropriate educators (e.g., ESL teachers, general class teachers and special education teachers).

Select evidence-based practices proven to work with second language learners.

Data related to students' progress must include language development data such as *ACCESS 2.0* scores, language use data, and *WIDA MODEL* data.

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Intensify Instructional Delivery

The process includes:

- Making instruction more explicit.
- Making instruction more systematic.
- Incorporating more opportunities for student response and feedback.

Murray, Coleman, & Vaughn, 2012

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Examples of Evidence-Based Practices for Phonemic Awareness (K-1)

- **Dr. Michael Heggerty's - "Phonemic Awareness: The skills that they need to help them succeed";** extra-strength Tylenol to Penicillin **(can be done K-2 – comprehensive Tier 1 option)**
- PATR – Phonological Awareness Training for Reading (Torgesen) – Small Group, 4-5 days per week, 15-20 min., supplemental intervention, limited training required, extra-strength Tylenol (can be done with older students)
- David Kilpatrick's "Equipped for Reading Success: A Comprehensive Step by Step Program for Developing Phonemic Awareness and Fluent Word Recognition" (Tiers 1, 2 and 3) extra-strength Tylenol

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Examples of Evidence-Based Practices for Phonemic Awareness (K-1)

- Road to the Code (Tier 2; Penicillin)
- Interactive Strategies Approach (Scanlon et al)
- K-PALS – Kindergarten PALS – used as part of core reading instruction in Kindergarten by classroom teacher 2-3 days per week from fall to winter – kids get into pairs and use a game like approach to master phonemic awareness skills; extra-strength Tylenol
- Dr. Virginia Berninger's "Talking Letters Program"; Penicillin
- 95% Group PA Routine Cards; extra-strength Tylenol

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Examples of Evidence-Based Practices for Phonics *Some w/Advanced PA Component*

- Phonics and Spelling through Phoneme-Grapheme Mapping (extra- strength Tylenol-Penicillin)
- Phonics for Reading (PFR Levels 1, 2 and 3) (Penicillin)
- Saxon Phonics and Spelling (Core and Supplemental) (Penicillin)
- Teacher-Directed PALS (Berninger)
- Orton Gillingham and Sonday System (Penicillin-Neurosurgery)
- *PhonoGraphix* (*Neurosurgery*)
- *LIPS* (*Neurosurgery*)
- Project Read, Fundations, Wilson (extra-strength Tylenol)

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Examples of Evidence-Based Practices for Phonics *Some w/Advanced PA Component*

Project Read, Fundations, Wilson

LANGUAGE! Live (SOPRIS for literacy and mathematics)

Step Up To Writing (SOPRIS)

LANGUAGE! 4th Edition (SOPRIS)

Passport Reading Journeys (SOPRIS)

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Examples of Fluency Evidence-Based Practices

- *Repeated Reading Strategy* http://www.readingresource.net/readingfluency.html
- *REWARDS*
- *Read Naturally*
- *Six-Minute Solution*
- *Peer Assisted Literacy Strategy (PALS)* http://vkc.mc.vanderbilt.edu/pals/

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Oral Language/Vocabulary Evidence-Based Practices

*Word Gener*ation (Grades 4-8)
http://wordgen.serpmedia.org/4_1.html

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Strategic Adolescent Reading Intervention

STARI (Strategic Adolescent Reading Intervention) - free
http://stari.serpmedia.org/team.html

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Oral Language/Vocabulary Evidence-Based Elementary Practices

- *RAVE-O* http://www.voyagersopris.com/curriculum/subject/literacy/rave-o/overview
- *Elements of Reading Vocabulary* (ERV)
- *Act it Out* (BOV, 2007)
- *Loop Writer*
- *Golden 20 Prefixes* (BOV, 2007)
- *Antonyms* (BOV, 2007)
- *Language Links* (Wilson and Fox, 2007)
- *Line Up Like a Sentence* (Funnel to Phonics, 2003)
- *Associated Vocabulary* (Davies, 2007)

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Oral Language/Vocabulary Evidence-Based Secondary Practices

- *REWARDS* (SOPRIS)
- *Elements of Reading Vocabulary* (ERV)
- *Golden 20 Prefixes* (BOV, 2007)
- *Antonyms* (BOV, 2007)
- *Language Links* (Wilson and Fox, 2007)
- *Associated Vocabulary* (Davies, 2007)

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3 Key Indicators that Predict Student Success

1. Attendance
2. Academics
3. Behavior

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At what point is a student considered off-track for graduation? EWS Metrics

EWS Metrics	Description	Calculation	Green	Yellow	Red
Attendance	**Daily Attendance Rate**	(Number of days student was in attendance during current school year/number of school days during current school year) * 100	**> 90%**	Between 80% and 90%	**< 80 %**
Behavior (School Code of Conduct)	**Number of School Code of Conduct** Violations during the current school year.	Count of Incidents where Infraction Category is School Code of Conduct violation	**0 <= Count <=3**	4 <= Count <=5	**> 5**
Behavior (State Reportable Offenses)	**Number of State Reportable** Offenses during the current school year.	Count of Incidents where Infraction Category is State Reportable Offense	**0**	-	**> 0**
Course Grades Math	**Math Course Grade** for the most recent grading period	Numeric course grade value	**> 70**	Between 60 and 70	**< 60**
Course Grades English / Language Arts	**English / Language Arts Course Grade** for the most recent grading period	Numeric course grade value	**> 70**	Between 60 and 70	**< 60**

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English Learners Succeed When They:

- are perceived and treated as capable, legitimate participants.
- engage in intellectually demanding interactions that have been deliberately crafted and scaffolded.
- engage in high-challenge, high-support tasks that provide them with multiple points of entry into the academic community.

(Aida Walqui)

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Why Progress-Monitor? a.k.a. the Toothpick Test?

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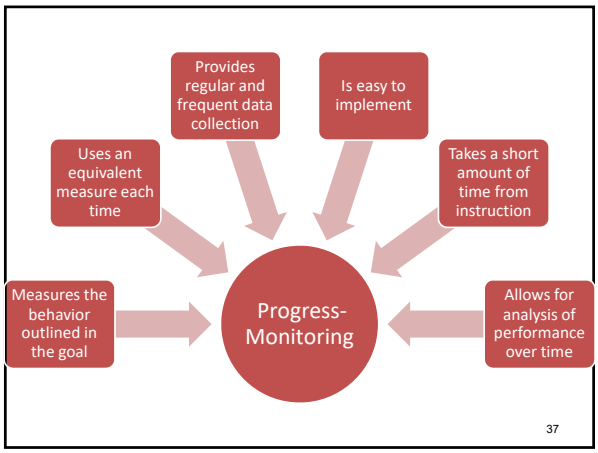
Provides regular and frequent data collection
Is easy to implement
Uses an equivalent measure each time
Takes a short amount of time from instruction
Measures the behavior outlined in the goal
Progress-Monitoring
Allows for analysis of performance over time
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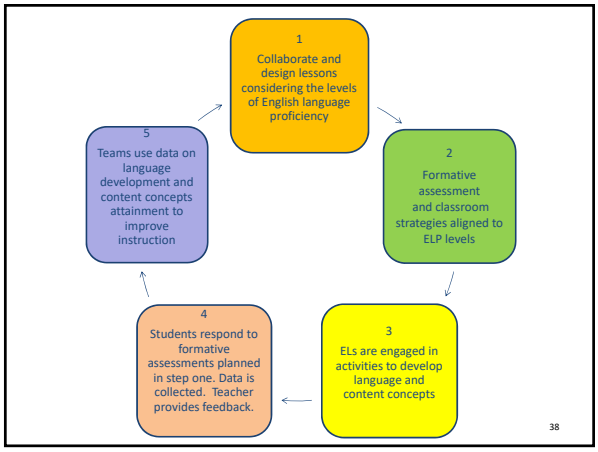
1
Collaborate and design lessons considering the levels of English language proficiency
2
Formative assessment and classroom strategies aligned to ELP levels
3
ELs are engaged in activities to develop language and content concepts
4
Students respond to formative assessments planned in step one. Data is collected. Teacher provides feedback.
5
Teams use data on language development and content concepts attainment to improve instruction
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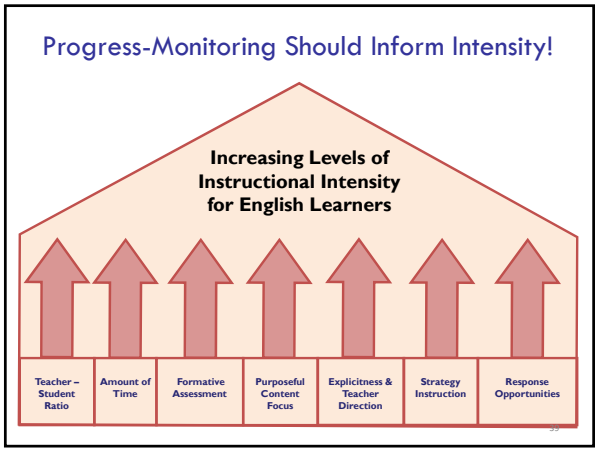
Progress-Monitoring Should Inform Intensity!
Increasing Levels of Instructional Intensity for English Learners
Teacher – Student Ratio
Amount of Time
Formative Assessment
Purposeful Content Focus
Explicitness & Teacher Direction
Strategy Instruction
Response Opportunities

Grade Level Problem-Solving Team

For all students

1. Meet within one week after universal screenings.
2. Follow a structured meeting protocol.
3. Analyze grade level student data
4. Set measurable grade-wide goals (e.g., By the second benchmark, 75% of 2nd graders will be at benchmark in Oral Reading Fluency).
5. Select and implement research-based, grade-wide strategies to reach this goal.
6. Monitor and adjust selected strategies.

Additional for English Learners

1. Meet within one week after universal screenings.
2. Follow a structured meeting protocol.
3. Include language development data and *WIDA Performance Definitions*.
4. Include language development benchmarks in collaboration with ESL teacher.
5. Include strategies to teach ELs literacy and mathematics.
6. Include ESL teachers in the discussion.

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Grade Level Goal-Setting

Team Identifies Current Performance of Grade Level

- Determine % at risk
- Determine % some risk
- Determine % low risk

Include in the conversation the level of English language proficiency and the *WIDA Performance Definitions*.

Team Sets Measurable Goal

- Create a brief statement describing expected attainments of group;
- Set a deadline or target date;
- State goal as "% of students making 'x' progress toward identified benchmark".

Create language development goal(s) in collaboration with the ESL teacher.

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Grade Level Goal-Setting

Team selects instructional strategies and interventions:

- Brainstorm specific ideas for teaching to the target skill
- Focus on evidence-based strategies

Include effective strategies to teach reading, writing and mathematics to ELs.

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Case Study – Dora

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Dora and Tier 1

Dora is a second generation Puerto Rican student, born in Philadelphia, PA.

- She attended Head Start for one year, where she had some instruction in Spanish.
- She attended a bilingual kindergarten before moving to a school with an ELD-only model (no Spanish instruction) at the beginning of first grade.
- In this English-only program, she received ELD pull-out instruction in grade 1.
- Her *ACCESS 2.0* composite score indicates she is a level 3 (Developing) in English language proficiency. She scored 4.0 in oral language and 2.3 in literacy development.
- While the *ACCESS* scores show a high score in oral English language proficiency, she remains language dominant in Spanish, since that is the language of the home. Parents read to her in Spanish.

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Individual Student Example (Dora)

- 2nd Grade; no IEP
- 2nd grade AIMSweb Reading CBM is at the 3rd percentile
- Teacher reports that Dora struggles with reading in areas of short and long vowels, consonant blends, and digraphs

ELD Data:

ACCESS 2.0 composite score indicates she is a level 3 (Developing) in English language proficiency. She scored 4.0 in oral language and 2.3 in literacy development.

Data:

- *Star Reading*- 9th percentile
- Core Phonics:
  - Short vowels CVC words- 11/15
  - Consonant sounds- 18/21
  - Consonant blends with short vowels- 9/15
  - R-controlled vowels-6/15
  - Long vowel spellings- 0/15

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Dora

- Survey Level Assessment:

  CBM scored for ORF administered
  - 2nd grade: 8 wcpm, 10 errors, 3rd percentile
  - 1st grade: 12 wcpm, 7 errors, 47th percentile

  CBM scored for NWF administered in early September
  - 2nd grade: NWF 32 CLS, 5 WWR, 16th percentile
- Spring 2nd Grade Goal = 42 WCPM, with 95% accuracy within 12 calendar weeks

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Intervention Plan - Dora

Reading and Language Development Intervention Plan and Actions Taken

What	By Whom	Frequency/Duration
Tier 1 Interventions Core instruction: • *Reading Street Comprehensive Building Blocks* • Small Group Instruction: decodable skills • Text based on phonics skills in small-group instruction using manipulatives, phoneme-grapheme mapping ELD instruction: • Using sentence stems, elicit oral responses • Review specific vocabulary related to *Reading Street Comprehensive Building Blocks*' current lesson • Collect data regarding Dora's language use (oral and written)	Classroom Teacher ESL Teacher	130 minutes daily, including 15 minutes of small group intervention and ELD instruction with 15 minutes of ELD intervention

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Intervention Plan -

Reason for Intervention: Reading
Teacher: Classroom Teacher

Tier 1 **Small group instruction on letter sounds and phoneme/grapheme mapping using flashcards, review vocabulary and phoneme/grapheme mapping** **Collect evidence of language use during ELD instruction using WIDA Speaking and Writing Rubrics**	**Classroom Teacher and ESL Teacher** **ESL Teacher**	**3 times a week during the Literacy Block** **3 times a week during ELD instruction** **2 times a week during ELD instruction**
Motivation Plan: Sufficiently motivated		
Family support: After collecting evidence of learning, the problem-solving team will schedule a meeting with the parents to discuss Dora's literacy goals.		
Measurement of Progress: AIMSweb: Oral Reading Fluency and NWF	**Classroom teacher**	**4 times a year**
How will we ensure instructional fidelity?	**Building /District MTSS Coordinator**	**Measured by a team decision**

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Tier 1 Observations

Classroom Teacher: "Dora receives core instruction for our English Language Arts and Reading block. She is motivated to participate during our phonics lessons. She is able to follow along better when we are working with base words and their spelling patterns. She struggles to understand how to add endings to base words. Dora is given a spelling list with short vowel sounds and sight words. She can identify 3/6 words correctly on the weekly spelling tests. She is able to read, write, and spell easily-decodable words up to four letters. When I am reading stories aloud, Dora is able to answer some simple comprehension questions based on what we have read. She does not always give appropriate responses to questions. Her progress is slower than the progress of other ELs in our class."

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ESL Teacher: "Dora is practicing her sight words three times a week using pictures and text in the ELD classroom. Dora is progressing at the same rate as like-peers and is closing the gap in vocabulary development and oracy. She struggles with phoneme/grapheme mapping with 4/8 correct answers. She is also behind in sight word recognition as compared to other ELs in her class."

"The evidence of language use collected indicates that Dora is using short expanded and some complex sentences describing familiar topics with some repetitive grammatical structures and including some specific and some technical content-area language."

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Moving Forward: Questions to Consider

- Exit from plan?
- Continue plan and progress monitor?
- Increase/change plan intensity and progress monitoring - What changes would you make?
- How would content teachers provide evidence of language use?
- What are her strengths and weaknesses? What are her?
- What other assessments might you recommend?
- Other?

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Juan and Tier I

Juan was born in the U.S.

- Enrolled in U.S. schools in kindergarten.
- In 4th grade, he and his family moved to the Dominican Republic. Juan returned to the US when he was in 8th grade. He is currently in 9th grade.

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Juan and Tier I

Bicultural: experienced the acculturation process in two countries.
Received all instruction in Spanish for four years.
Received no instruction in English for four years, while in the Dominican Republic.
Current *ACCESS* test scores:

Level 4.0 Listening
Level 4. 4 Speaking
Level 2.5 Reading
Level 2.1 Writing

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Juan and Tier I

Behavior:
Well-accepted by both Spanish and English-speaking peers
Good rapport with teachers
Attendance: no issue
Academics: failing grades in ELA and Social Studies

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Juan and Tier I

Academic literacy – How can we support his reading and writing challenges in the content areas? How can we harness listening and speaking domains (strengths) to support the literacy demands?
ELA teacher focuses on academic vocabulary.
ESL teacher focuses on language forms that support grade-level reading and writing.
Encourage more technical vocabulary and more complex grammatical structures.

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Intervention Plan - Juan

Literacy and Language Development Intervention Plan and Actions Taken

What	By Whom	Frequency/Duration
Tier 1 Interventions **Core instruction:** • Explicit vocabulary instruction using graphic organizers and *Word Generation* • Small Group Instruction focusing on oral and written tasks • Scaffolding techniques (sentence frames for both oral and written tasks) **ELD instruction:** • Using sentence stems, elicit oral and written responses • Review specific vocabulary related to ELA and Social Studies current lesson • Collect data regarding Juan's language use (oral and written)	ELA Teacher and Social Studies Teacher ESL Teacher	45 minutes daily, including 15 minutes for interventions, three times a week ELD instruction 45 minutes daily, including 15 minutes for interventions, three times a week

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Intervention Plan -

Reason for Intervention: Reading and Writing
Teachers: ELA, Social Studies, and ESL

Tier 1 **Small group instruction on academic and technical vocabulary related to ELA and Social Studies lessons;** **Emphasis on reading comprehension and writing (informational);** **Collect evidence of language use during ELD instruction using *WIDA Speaking and Writing Interpretive Rubrics* and *WIDA Performance Definitions.***	**ELA and Social Studies Teachers** **ESL Teacher**	**2 times a week during the ELA or Social Studies period (to be determined by teachers)** **3 times a week during ELD instruction** **Bi-weekly during ELD instruction**
Motivation Plan: Sufficiently motivated		
Family support: After collecting evidence of learning, the problem-solving team will schedule a meeting with the parents to discuss Juan's literacy goals.		
Measurement of Progress: curriculum-based assessment	**ELA and Social Studies teachers**	**TBD by teachers (minimum bi-weekly)**
How will we ensure instructional fidelity?	**Building /District MTSS Coordinator**	**Measured by a team decision**

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Juan

Spring 9th Grade Goal

Juan will be able to read, understand, and respond to grade-level text

Evidence:

Process (Reading) 3 out of 4 responses correctly with expanded related ideas using a variety of complex grammatical constructions, including specific and some technical content-area vocabulary.

Produce (Writing) 3 out of 4 responses correctly with short and some expanded sentences with emerging complexity using a variety of grammatical structures, including specific and some technical content-area vocabulary.

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Moving Forward: Questions to Consider

- Exit from plan?
- Continue plan and progress monitor?
- Increase/change plan intensity and progress monitoring - What changes would you make?
- How would content teachers provide evidence of language use?
- What are his strengths and weaknesses?
- What other assessments might you recommend?
- Other?

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What is the relationship between progress-monitoring data and evidence of language use?

The following rubrics "should be used to evaluate a student's use of language. The evaluation must consist of multiple observations."

PDE Reclassification Criteria, p.13

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Grades: 4-12
Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

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Grades: 4-12
Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

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Families receive ongoing and precise information regarding:

- their child's needs.
- a description of their child's intervention and who is delivering the intervention.
- clearly stated intervention goals and academic progress.
- the amount of time spent in each tier to determine whether the intervention is working.
- the right to request a special education evaluation at any time.
- assigned advocate to assist families with development of questions and contributions to team process and strategies.

Information must be shared in the families' dominant language.

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English Learners Succeed When They:

- are perceived and treated as capable, legitimate participants.
- engage in intellectually demanding interactions that have been deliberately crafted and scaffolded.
- engage in high-challenge, high-support tasks that provide them with multiple points of entry into the academic community.

(Aida Walqui)

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In Conclusion

Concepts addressed today:

1. characteristics of evidence-based progress monitoring implementation for English learners
2. evidence-based progress monitoring practices, as related to collecting evidence of language use

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Upcoming Webinar Part III
February 14, 2018
2:00 – 3:30 PM

1. The *WIDA Speaking and Writing Interpretive Rubrics* and *WIDA Can Do Key Uses*, as related to collection of evidence of language use;
2. The WIDA Tools during development of progress monitoring;
3. Explore additional sources to connect language development at different English language proficiency levels.

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Resources

Pennsylvania Department of Education (October 2017) Reclassification criteria

http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx#tab-1

Common European Framework of Reference for Languages (*CEFR*) https://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Cook, G., Boals, T., & Lundberg, T. (2011, November). ***Academic achievement for English learners: What can we reasonably expect?*** Kappan, 93(3), 66-69. Retrieved from https://www.wida.us/get.aspx?id=485

Fairfax Public Schools ***Seeking Instructional Solutions for English Language Learners Effective Practices in Implementing RTI^2 for English Learners***
http://www.doe.virginia.gov/federal_programs/esea/tech_assistance_academy/2015/Seeking-Instructional-Solutions-for-English-Language-Learners.pdf

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- Kim, J. & Herman, J. L. (2012). **Understanding patterns and precursors of ELL success subsequent to reclassification** (CRESST Report 818). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies; CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED540604.pdf
- Linquanti, R., & Cook, H. G. (2013). ***Toward a "common definition of English learner": Guidance for states and state assessment consortia in defining and addressing policy and technical issues and options.*** Washington, DC: Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Documents/2013/Toward_a_Common_Definition_2013.pdf
- Linquanti, R. (2001). ***The redesignation dilemma: Challenges and choices in fostering meaningful accountability for English learners*** (Policy Report 2001-1). Santa Barbara, CA: University of California Linguistic Minority Research Institute. Retrieved from https://www.wested.org/online_pubs/redesignation.pdf
- NCELA ***Sample Digital Monitoring Systems*** http://ncela.ed.gov/files/forms/digital_progress_monitoring.pdf
- Sainz de la Peña, A., Zucker, P. and Cochran, C. (2014) ***Monitoring ELLs' Progress in ESL Instruction in Multi-Tiered Systems of Support*** http://www.pattan.net/Videos/Browse/Single/?code_name=monitoring_ells_progress_in_esl_instruct
- West Virginia Connections. (2011) ***Progress Monitoring Challenges/Appropriate Responses*** http://wvconnections.k12.wv.us/documents/RTIELLsFAQForm013111.pdf

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Resources

- U.S. Department of Education, Office for Civil Rights. (2014, October). ***Dear colleague letter: Resource comparability.*** (Guidance to ensure all students have equal access to educational resources.) Retrieved from https://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf
- US Department of Education EL Toolkit Chapter 8 ***Tools and Resources for Monitoring and Exiting English Learners from EI Programs and Services*** https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf
- U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice (DOJ). (2015, January). ***Dear colleague letter: English learner students and limited English proficient parents.*** Retrieved from https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

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Resources

- Western Oregon University, The Teaching Research Institute, Education Evaluation Center. (2015). ***2015 Special Education Assessment Process for Culturally and Linguistically Diverse (CLD) Students*** (Rev. ed.). Salem, OR: Oregon Department of Education, Office of Student Learning & Partnerships. Retrieved from http://www.oregon.gov/ode/students-and-family/SpecialEducation/publications/Pages/default.aspx
- Wolf, M. K., Herman, J. L., Bachman, L. F., Bailey, A. L., & Griffin, N. (2008). ***Issues in assessing English language learners: English language proficiency measures and accommodation uses—Literature review***, Part 1 of 3 (CRESST Report 731). Los Angeles, CA: UCLA, Graduate School of Education and Information Studies, CRESST. Retrieved from http://files.eric.ed.gov/fulltext/ED502283.pdf

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Resources

- Zantal-Wiener, K. (2015). ***Content monitoring form for English learners or former English learners***. Silver Spring, MD: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from http://ncela.ed.gov/files/forms/content_monitoring_form.pdf

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