**RResponse to Intervention (RTI) and English Learners**

Defining the Tiers for our English Language Learners

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| ***Tier 1 is…*** | ***Tier 1 is not…*** |
| Appropriate, effective, and research-based instruction for all students  | Instruction in which some students are successful and others are not |
| A process that includes formal, universal screening that occurs at least four times a year, focusing on specific skills, strategies, and content knowledge | In-class assessments that focus primarily on what is taught rather than what the students know and are able to do |
| A process that includes formal and informal progress monitoring on an ongoing and continuous basis | Only about determining student progress for reporting periods and at the end of the school year |
| Instruction with specific adaptations and modifications based on assessment and progress monitoring | One-size-fits-all instruction |
| Targeted, intense instructional support within the classroom for students who are having difficulty | Reliance on other instructional support staff (e.g., Student Support) to determine a student’s needs and to provide remediation |
| A variety of flexible, grouping configurations for instruction and practice | Whole class instruction, or fixed instructional groups consisting of students who are high, average, and low achievers  |
| A team approach with teachers, administrators, and parents working collaboratively  | Teachers who work primarily on their own |

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| ***Tier 2 is…*** | ***Tier 2 is not…*** |
| Supplemental instruction (pull-out groups) | A replacement for classroom content (if students are not getting the classroom program, they will only fall further behind) |
| Focused and targeted on specific skills that are associated with broader academic successes | Time to reteach an outcome that students did not master (This reteaching needs to be done in Tier 1) |
| Designed for students who are not making adequate progress on skills that are associated with broader academic success | Designed for student who did not master an outcome (These students need to receive differentiated instruction in Tier 1)  |
| Explicit instruction that emphasizes key instructional features we know to be important for ELLs: opportunities for developing and practicing oral language, key vocabulary emphasis, interaction, learning strategy instruction, etc. | A replacement for English Language Development |
| For approximately 20-25% of the students in a given class, grade level, or school | For more than 30% of the students in a given class, grade level, or school (if it is the case that more than 30% of the students need Tier 2 interventions, it is time to rethink Tier 1 – what can we do to improve this level of instruction? |

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| ***Tier 3 is…*** | ***Tier 3 is not…*** |
| Strategic instruction that promotes learning for each student based on individual need. It is more intensive than Tier 2; is more teacher-centered, systematic, and explicit, with lots of opportunity for student participation; uses smaller, homogeneous groups; is provided more frequently; is conducted by instructors with greater expertise; and is implemented for longer duration | Simply more of the same instruction students receive in the classroom |
| Intended for a specific duration of time using frequent progress monitoring to inform on-going decisions about placement | A life sentence |
| Part of a recursive RTI process where students move in and out of tiers, depending on their documented need for support. Students are in Tier 1 for most of the school day, even when they receive intervention | A way to remove challenging students from general education |
| A way to identify learning disabilities. Documentation that shows a student who is not making progress despite having been provided evidence based instruction for English learners, targeted at specific skill development, delivered with fidelity in small groups by a teacher with expertise in literacy and English language development may indicate a learning disability | Necessarily special education |