



PROJECT ESTRE²LLA

Response to Intervention for English Language Learners with Reading Difficulties

National Association for Bilingual Education

February 13, 2014

San Diego, California

Presented by

Linda Cavazos and Alba A. Ortiz

The University of Texas at Austin

Session Overview

- Overview of Project ESTRE²LLA
- Overview of Response to Intervention
- Job-embedded Professional Development for Effective Tier 1 Instruction
- Effective interventions for ELLs with Reading Difficulties
- Implications for Future Research

Project ESTRE²LLA Overview

- Principal Investigators
 - Sylvia Linán-Thompson, UT Austin
 - Alba A. Ortiz, UT Austin
- Sponsor
 - US Department of Education, Office of Special Education Programs
 - Model Demonstration Project for English Language Learners (ELLs) with, or At-risk of Having, a Disability
 - Grant # H326M110010
 - Funding Period: 2012-2015

Project ESTRE²LLA Goals

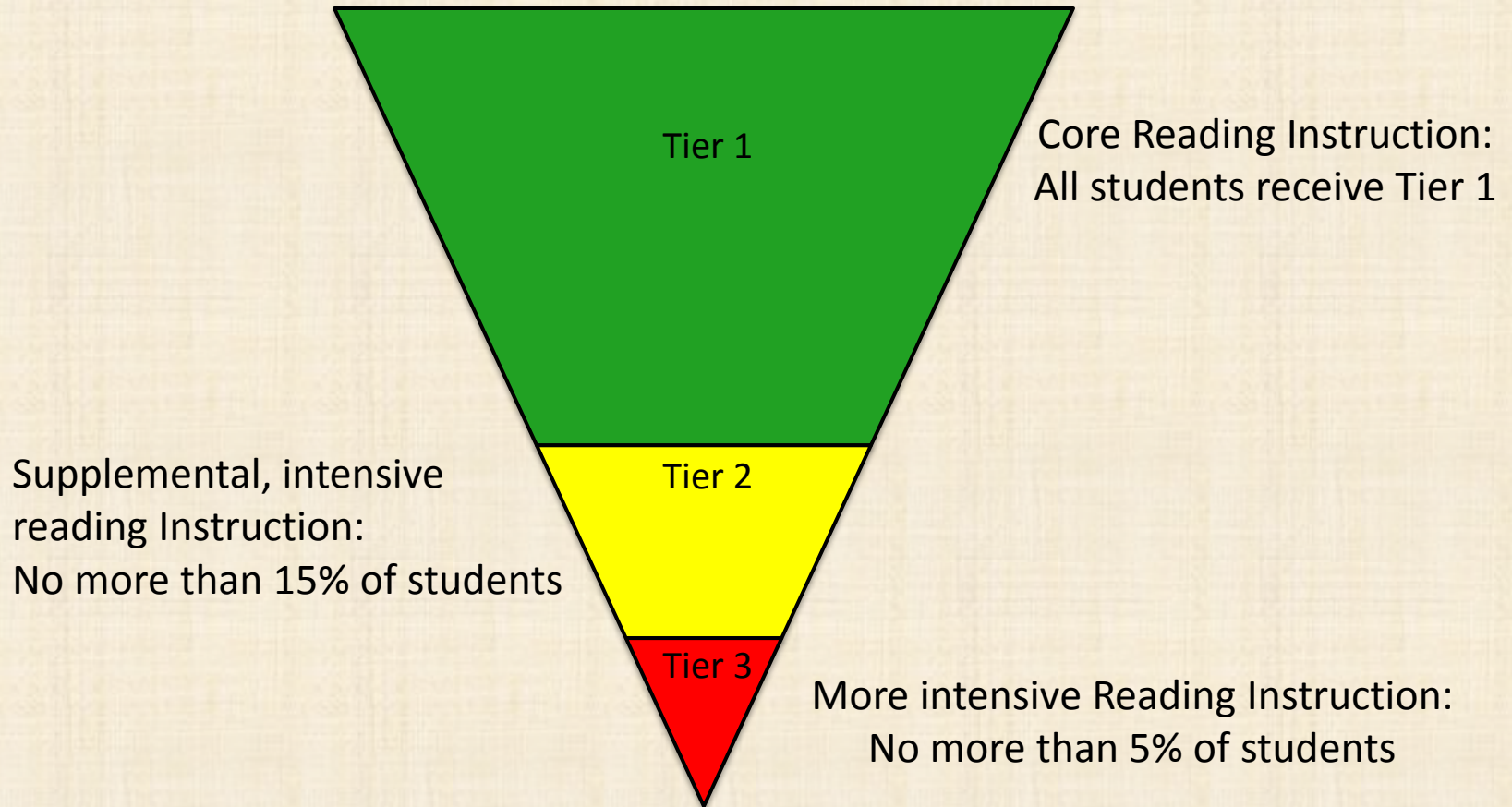
- To develop and implement a linguistically and culturally responsive Response to Intervention model for ELLs in one-way or two way dual language (Spanish/English) programs in 3 elementary schools
- To improve language and reading achievement of ELLs in K-3
- To help educators identify ELLs with reading disabilities
- To evaluate the implementation and sustainability of the ESTRE²LLA model

Response to Intervention Essential Components

What is Response to Intervention

- Response to intervention (RtI) is the degree to which a student who has been identified as at-risk for reading difficulties by screening measures has benefited from interventions designed to reduce risk of reading failure.
- The success of RtI depends on:
 - Effective core literacy curriculum and instruction (Tier 1)
 - Increasingly intensive instruction (Tiers 2 and 3), that supplements Tier 1 instruction, for students who experience reading difficulties

A Framework for Multi-tiered Instruction



(Brown and Doolittle, 2008; NCRTI, 2012)

Screening

- PURPOSE:** To identify students who are at risk for poor literacy outcomes and to provide data on the effectiveness of core literacy curricula and instruction
- TOOLS:** Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting reading problems
- TIMEFRAME:** Administered three times per year (e.g., fall, winter, spring) in the language(s) of instruction

Tier 1: Core Literacy Instruction

Focus	For all students in K-3
Program	Scientifically-based reading curriculum and instruction
Grouping	Multiple grouping formats
Duration	90 minutes or more per day
Assessment	Screening/benchmark assessment at beginning, middle, and end of the academic year

A comprehensive approach to literacy development

- Is designed to assure that students develop proficiency in the native language and/or English in listening, speaking, reading, and writing, consistent with high expectations for all students (Center for Equity & Excellence in Education, 1996; August & Hakuta, 1997; Goldenberg, 1998)
- Reflects a balanced approach - a focus on both skills and meaning (Francis, 2005; Snow & Burns, 1998; Goldenberg, 1998)
- Provides differentiated instruction based on student needs (Francis, 2005; Snow & Burns, 1998; Goldenberg, 1998)

A comprehensive approach to literacy development

- Incorporates components known to be determinants of literacy achievement for both monolingual students and ELLs
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Incorporates study skills and strategies (Francis, 2005; Snow & Burns, 1998; Goldenberg, 1998)
- Incorporates a specific focus on academic language development (Francis et al., 2006; Peregoy & Boyle, 2005; Roit, 2006)

Flexible Grouping to Meet Student Needs

- Whole group
 - To introduce new information
- Small groups
 - For focused instruction
- Structured pairs
 - To provide additional practice
 - To provide language models

Job-Embedded Professional Development

Year 1: School A

Enhancing Core Literacy Instruction

- Professional development needs identified through:
 - analysis of universal screening data in reading
 - classroom observations
 - participation in literacy planning meetings
 - participation in teacher data analysis meetings
 - input of school administrators

Strengths Identified in Year 1, School A:

Targeted Group: 1st grade teachers

- Classrooms were staffed by certified bilingual education teachers who were proficient in Spanish and in English
- Teachers worked as a professional learning community
- They conducted weekly planning meetings to align curriculum and instruction across classrooms
- They grouped students for guided by reading ability and language of instruction (Spanish or English) across classrooms.

Identified Professional Development Needs

- PA and Phonics
 - Students did not meet grade level criteria on measures of phonemic awareness, phonics, and word level reading
 - Teachers received low scores on the phonics component of a knowledge assessment of Spanish and English reading
- Comprehension
 - Students did not meet grade level criteria on measures of reading comprehension
 - Teachers noted comprehension difficulties as they delivered instruction
- Academic Language
 - Building academic language was a school-wide initiative

Identified Professional Development Needs

- Instructional Planning
 - Teachers did not use a basal.
 - They spent a considerable amount of time
 - identifying and/or creating reading instructional materials.
 - translating materials into Spanish.
 - because teachers lacked reading content knowledge, the materials they developed were not always appropriate/effective
- Teachers requested help in restructuring the literacy block:
 - Use of instructional time
 - Lesson pacing
 - Nature and structure of independent seatwork
 - Guided reading
 - Efficient transitions from activity to activity

Job-Embedded Professional Development in Reading

- Professional development was frequent and intensive
 - After school every two weeks for 5 months
 - 2 hour sessions
- Training sequence included:
 - Content presentations
 - Classroom observations
 - Coaching
 - Classroom demonstration
 - Collaborative planning with coaching
 - Fidelity of Implementation checks

Summary of Results of JEPD

- Increased teacher knowledge of reading skills and instruction
- Instruction differentiated by student needs/performance
- Increase in explicit instruction in targeted skill areas
- Changes in structuring of independent seat work activities minimized off-task behavior
- Teachers incorporated ongoing assessments to monitor student progress
- Improved student outcomes indicated by progress monitoring and end-of-year assessments

Teacher Perceptions of JEPD

- Coaching and demonstrations facilitated implementation of instructional practices that were the focus of JEPD
- Teachers preferred JEPD over traditional PD (e.g. one day workshops) because it was
 - relevant to their daily classroom needs
 - differentiated to address grade level needs
- Teachers wanted more JEPD sessions in reading; sessions in other content areas; and all day summer sessions

Teacher Quote

*“...I would, if I could, have all my professional developments in this manner [JEPD]. I think that I would be probably 100 times better at teaching everything. It’s just, the feedback, the coaching, and the modeling, all of that works together to just help me improve as a teacher and help the students in return. I really have enjoyed it!
I really have!”*

(Carmen)

Identifying ELLs who Need Tier 2 Intervention

Data Driven Professional Development

Year Two: Three Schools

- Analysis of beginning of year reading screening results
- Observations of Tier 1 instruction
- Teacher and administrator input

Criteria used by Schools to Identify Students who Need Tier 2 Intervention

Grades	Criteria for Tier 2 in Schools A & B
K	Tejas LEE: NI on Sections 1 & 2 (Graphophonemic Awareness)
1	Tejas LEE: NI on Sections 1 & 2 or EDL score 3 or lower
2	Tejas LEE: Frustration level on either story and EDL score 12 or lower
3	EDL/DRA under 30; “too hard” on Flynt Cooter; Below Average or Well below average on AIMSWeb

Grades	Criteria for Tier 2 in School C
K	AIMSweb below average or well below average (LNF, SSF)
1	AIMSweb below average or well below average (LNF, SSF, SRF)
2	AIMSweb below average or well below average (R-Spanish); below grade level on EDL/DRA
3	AIMSweb below average or well below average (R-Spanish); below grade level on EDL/DRA

Number and Percentage of ELLs Requiring Tier 2 Intervention

School	Kindergarten			First			Second			Third		
	N	Tier 2	%age	N	Tier 2	%age	N	Tier 2	%age	N	Tier 2	%age
A	48	7	15	30	12	40	32	12	38	30	24	80
B	57	4	7	49	32	65	70	8	11	57	22	39
C	50	13	26	61	16	26	66	16	*24	36	9	*25
Total	155	24	15	140	60	42.9	168	36	21.4	123	55	44.7

*Based on EDL, 33% of 2nd graders and 51% of 3rd graders would meet criteria for Tier 2.

School	Participants In K-3	Number in Tier 2	Percentage in Tier 2
A	140	55	39
B	233	66	28
C	213	54	25
Total	586	175	30

Classroom Observation Data

Number of Teachers Observed Teaching Targeted Skills

Areas	K			First			Second			Third		
	School (Teachers)			School (Teachers)			School (Teachers)			School (Teachers)		
	A(4)	B (5)	C(4)	A(3)	B(4)	C(3)	A(2)	B(4)	C(4)	A(3)	B(3)	C(3)
PA	4	3	1	2	3	1	1	0	1	0	0	0
Phonics	4	5	4	3	4	3	2	2	4	1	0	2
Fluency	2	0	0	2	3	1	2	2	4	2	?	1
Comp	2	5	3	3	3	3	2	4	4	3	3	3
Vocab	0	0	0	2	0	2	0	2	0	1	2	1

Implications of Assessment and Classroom Observation Data

- Inconsistencies in skill instruction within and across grade levels
- Need to augment instruction in
 - phonemic awareness and phonics in K and 1
 - comprehension and fluency instruction in grades 1-3
 - vocabulary across grades
 - academic language development

Professional Development Provided

- Fluency
- Comprehension
- Vocabulary
- Academic Language

Fluency

- Precursors
 - Phonemic awareness
 - Phonics
- Word level reading
- Connected text
- Automaticity
- Accuracy
- Smoothness
- Prosody

Comprehension

- Word-level skills
- Vocabulary knowledge and oral language skills
- Broad conceptual knowledge
- Knowledge and abilities required specifically to comprehend text
- Thinking and reasoning skills
- Motivation to understand and work toward academic goals

Vocabulary Needs

- Children at age 6 are expected to have a spoken vocabulary of 6,000 words.
- By 8th grade, students have a reading vocabulary of 25,000 words.
- By 12th grade students have a reading vocabulary of 50,000 words.
- From 3rd grade on, children need to learn 2,000 to 3,000 words per year.
 - word = word families; basic word and other forms; also includes all meanings of the word

(Cairns, 1996; Graves, 2006)

Explicit Vocabulary Instruction

- Pronounce the word
- Develop students' word consciousness (i.e., interest in, and awareness of, words, including word parts and word order)
- Give a student-friendly definition
- Give examples and non-examples.
- Provide opportunities for students to encounter the word throughout the lesson.

(Scott & Nagy, 2004; Graves & Watts-Taffee, 2002)

Academic Language: Definition

- Academic language is:
 - the language used in the classroom
 - the language of subject and content areas
 - the language of text
 - the language assessments
 - the language of academic success

(Scarcella, 2003)

Academic Language Development

- Wide range of vocabulary in oral conversation and text
- Discipline specific vocabulary
- Breadth and depth of vocabulary knowledge needed, including multiple meanings
- Specific academic vocabulary needed to compare historical events, state and reflect on different points of view, etc.
- Complex sentence structures
- Corresponding syntax

(Scarcella, 2003)

Characteristics of Effective Tier 2 Interventions for ELLs with Reading Difficulties

A Literature Review

Guiding Questions

- How has RTI addressed reading difficulties experienced by ELLs?
 - What is the language of intervention?
 - What reading skills are targeted?
 - How is progress monitored?
 - What are the characteristics of effective interventions?

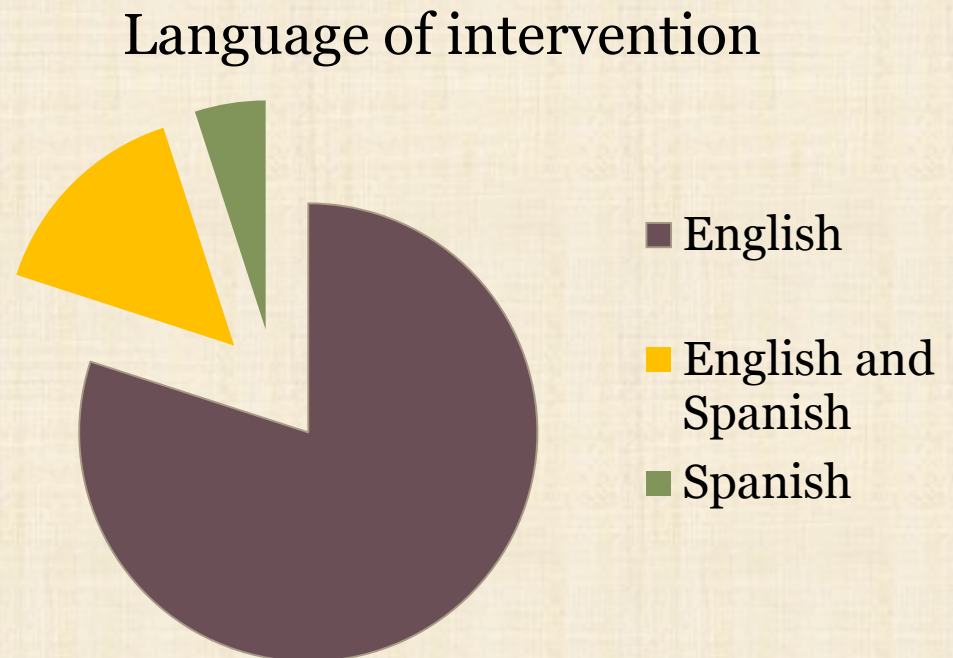
Electronic Search

- Using ERIC, PsychINFO, PsycArticles, Web of Science, Google Scholar, and Academic Search Complete databases
- 20 articles met the selection criteria
 - Empirical studies of reading intervention conducted in the U.S.
 - Published in peer reviewed journals between 2000 through 2011
 - Included elementary age ELLs receiving reading intervention in the context of a multi-leveled prevention or Rtl framework
 - Disaggregated reading outcomes for ELLs

Language of Intervention

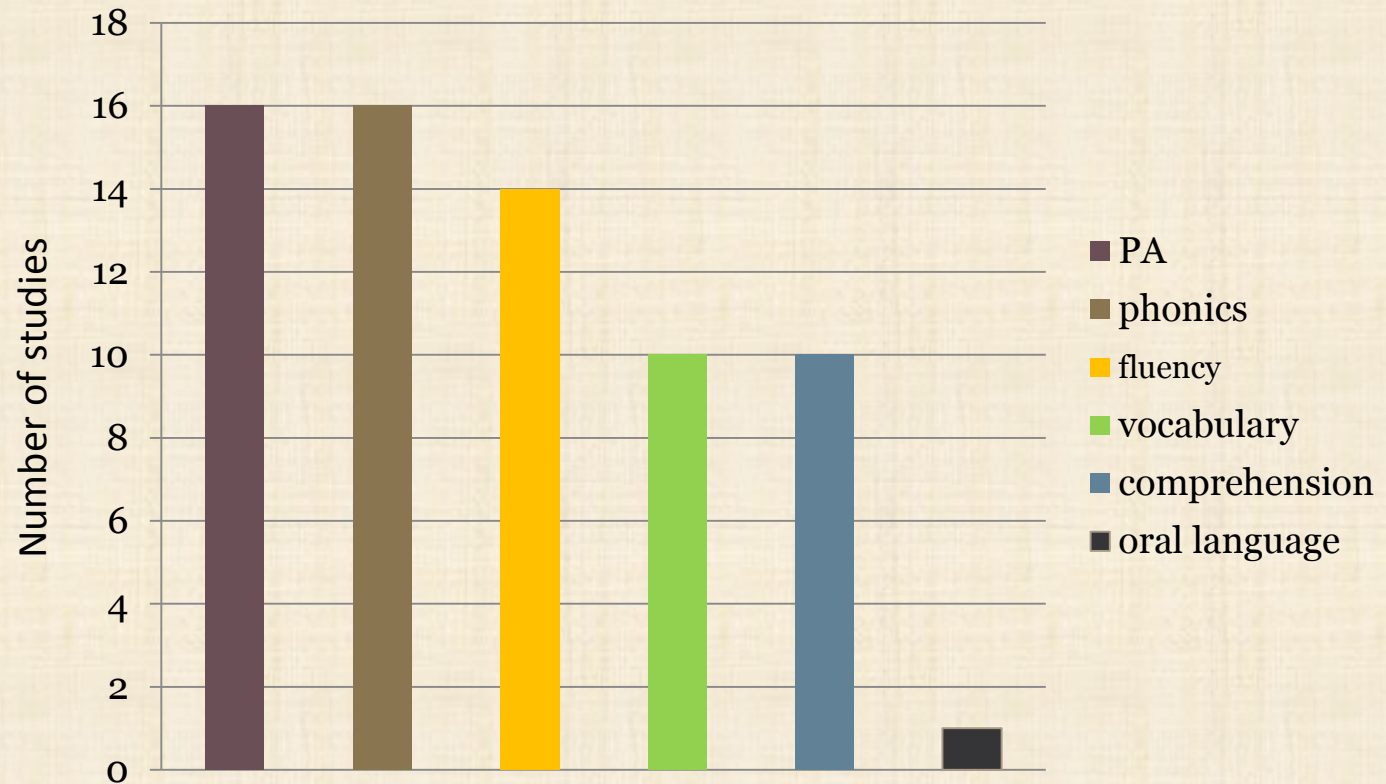
What is the language of intervention?

- English (16)
- English or Spanish (3)
- Spanish (1)



Skills Targeted

What skills are targeted by the intervention?



Progress Monitoring

How is progress monitored?

Five studies reported they used regular progress monitoring:

- daily (2)
- weekly (2)
- bi-weekly (1)

What were the outcomes of the interventions?

- Intervention students outperformed comparison groups across studies
- Students made gains when instruction was provided:
 - in the native language
 - in English incorporating ESL strategies
- Students provided native language instruction made greater gains than students provided intervention in English
- Evidence of cross-linguistic transfer was greater for Spanish to English reading

Characteristics of Effective Interventions for ELLs

- Supplement, do not replace, core literacy instruction
- Are provided in small groups of 3 to 5 students
- Are provided 3-5 times a weeks for 20-30 minutes
- Target the five components of reading based on results of screening data

Characteristics of Effective Interventions for ELLs

- Provide systematic, explicit literacy instruction
 - In the native language
 - In English, using ESL strategies
- Emphasize vocabulary development
- Incorporate strategies to build oral language skills in the native language and/or in English

Next Steps

- Address obstacles to effective implementation of Rtl for ELLs
- Link the Rtl process with the special education referral process
- Identify characteristics that distinguish ELLs with disabilities

Issues in the Implementation of Tier 2 Intervention

- Inconsistent implementation of RTI processes
- Differences in teachers' interpretations and meaning of Tier 2 intervention
 - differentiation of core instruction is Tier 2
 - guided reading is Tier 2
- Lack of clarity of roles
 - Tier 2 is the responsibility of teachers
 - Tier 2 is the responsibility of the reading specialist

Issues in the Implementation of Tier 2 Intervention

- Tier 2 intervention is provided for different students
 - Priority is given to students
 - in testing grades (e.g. 3-5)
 - “bubble” students
 - receiving English reading instruction
 - The number of students served is dependent on availability of resources (not all eligible students are served)
 - students needing native language intervention are not served because of the lack of bilingual reading specialists
 - bilingual specialists are available but serve students receiving English reading instruction
- Tier 2 is provided at different times
 - during the instructional day
 - as after school tutoring for students who can attend
 - replaces core literacy or other content area instruction

Contact Information

Linda Cavazos

hcavazos@austin.utexas.edu

Alba A. Ortiz

alba.ortiz@austin.utexas.edu

Website

projectestrella.wordpress.com