



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

Response to Intervention for Struggling English Learners Royal Oak Checklist/ Guidelines

Contacts:

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Follow Royal Oak's Protocol.	Review and follow Response to Intervention for English Learners flowchart .
Gather Team: *Include ESL Staff	<p>Invite to RtI/ Student Study team/ REED:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ESL Coordinator/ Instructor (Invite or get input when ESL students are not making sufficient progress) <p>Consider other appropriate staff to invite:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpreter: Fill out Interpreter Request Form two weeks in advance. Have interpreter fill out Stipend Form at the meeting for reimbursement. **Parents must be fully informed when signing consent for testing and special education services. Contact ESL Coordinator to determine if necessary. <input type="checkbox"/> Administrator <input type="checkbox"/> General Education Teacher <input type="checkbox"/> Response to Intervention Coordinator <input type="checkbox"/> Speech Language Pathologist <input type="checkbox"/> School Psychologist <input type="checkbox"/> Special Education teacher <input type="checkbox"/> Social Worker
Classroom Accommodations	<ul style="list-style-type: none"> <input type="checkbox"/> Review classroom accommodations for tests, assessments and classwork. <input type="checkbox"/> Are accommodations appropriate for language level? (Use WIDA Can Do statements to analyze) <input type="checkbox"/> Document from Oakland Schools: General Education Interventions and Strategies for English Learners (ELs)
ESL Services	<ul style="list-style-type: none"> <input type="checkbox"/> Review intensity, fidelity and amount of time in services. Has the student received appropriate services? <input type="checkbox"/> Review ESL Curriculum, performance and assessments. Is instruction appropriate for language level?
Interventions/ Progress Monitoring	<ul style="list-style-type: none"> <input type="checkbox"/> When ESL students are not making appropriate progress, are they eligible for RtI interventions? <input type="checkbox"/> Are chosen RtI Interventions appropriate for the student's academic and language needs? <input type="checkbox"/> Is the student being progress monitored? By who? <input type="checkbox"/> Is the progress monitoring measure appropriate (free of cultural

Adapted by C. Osborne, ESL Coordinator in Royal Oak

Adapted from: Oakland Schools Guidance: Big Ideas when Considering a Special Education Evaluation of a Student learning English as a Second Language (Spring 2015)

	<p>bias/ appropriate for language level)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the intervention provider collaborating with the student's ESL instructor?
Data Collection/ Analysis:	<p>ESL Coordinator will gather:</p> <ul style="list-style-type: none"> <input type="checkbox"/> WIDA Scores (Listening, Speaking, Reading, Writing, Comprehension and overall scores) <input type="checkbox"/> Parent Interview (may be gathered at meeting with parents and interpreter) <input type="checkbox"/> Prior Schooling experience
	<p>General Education teacher will gather:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Universal screening data: NWEA (2-5), AIMSweb (K-2) <input type="checkbox"/> Classroom assessments that show deficit: DRA, classroom tests/ quizzes, On Demand scored writing samples, pre/post math assessments
	<p>Rtl/ Title I will gather:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress Monitoring data
Language considerations:	<p>Discuss:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic language proficiency: English & Native language <input type="checkbox"/> Social language proficiency: English & Native language <input type="checkbox"/> Prior schooling in first language vs. English classrooms <input type="checkbox"/> Language spoken at home: Are families encouraged to speak their native language at home? <input type="checkbox"/> Has language loss occurred? (Lack of proficiency in native language as well as English) <input type="checkbox"/> Progress on WIDA standards as a result of ESL services
Measure progress over time: 1. Language 2. Academic	<p>Language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Study pattern of gaps in WIDA scores: between listening, speaking, reading and writing scores over time <input type="checkbox"/> ESL Coordinator can conduct a BVAT (Bilingual Verbal Abilities Test) or Woodcock-Munoz assessment if deemed necessary
	<p>Academic Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Study pattern of gaps between expected grade level performance and student performance over time (reading, writing, math)
Special education evaluations:	<p>If the team decides to schedule a REED/ further testing to determine if there is an underlying disability, follow Royal Oak's Special Education Protocol for English Learners.</p>
District Documents:	<p>http://royaloakschoolsesl.weebly.com/teacher-resources.html</p>

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