## English Learner Considerations (ELC)
### For Facilitated Assessment of MTSS - School Level (FAM-S) and NCStar

With the implementation of the Every Student Succeeds Act of 2015 (ESSA), accountability for the progress and proficiency of English Learners (ELs) moved from Title III to Title I.  This shift moved accountability for ELs from the district to the school level. The English Learners Considerations (ELC) document was designed to offer assistance to both LEAs and schools as they explore additional strategies and resources for meeting the needs of ELs and successfully navigating the ESSA accountability requirements.

The English Learner Considerations (ELC) are designed to help school-level and district-level personnel identify and prioritize implementation steps via EL-related questions in conjunction with the Facilitated Assessment of MTSS - School Level.

**A variety of resources were used in the creation of this document:**
- NC FAM-S
- Title III of ESSA
- US Dept. of ED English Learner Tool Kit
- WIDA ELD Standards
- NCStar and  NCStar Weebly

**The materials were reviewed and edited by a number of stakeholders:**
- NCDPI Cross-curricular Workgroup
- NCDPI State Implementation Team Members
- The NC English Learner Advisory Council (ELAC)
- Other NC educators

**How should it be used?**
As an enhancement to the FAM-S, the ELC offers guiding questions to facilitate a deeper discussion of FAM-S items in regard to the specific needs of English Learners (ELs). As teams review the FAM-S item descriptors, they should discuss the ELC questions and review the suggested NCStar indicators aligned to the items.  Use the ELC to determine how the items are currently being addressed, as well as establish and prioritize actions steps.

Our hope is that this tool will enhance the understanding of needs specific to English Learners (ELs) and guide educators to discussions and practices that target those needs, in all aspects of MTSS implementation and the NCStar

Comprehensive Plan. Additional support for working with the ELC and ELs is available from NCDPI by contacting the ESL/Title III team ESLTitleIII@dpi.nc.gov

| FAM-S Item Summary | English Learner Considerations | NCStar |
|---|---|---|
| **Leadership** | | |
| 1. Principal actively involved | How does leadership facilitate the use of EL data when teams are problem-solving?<br>● Instructional modifications<br>● Second Language Acquisition (WIDA) | A2-03<br>A3-01<br>**B1-03**<br>B1-05<br>B3-02<br>C1-02<br>C3-01 |
| 2. School-based team leads MTSS | How do core area teachers and specialists collaborate with the EL specialist to address the process of MTSS implementation with ELs?<br><br>Is there a person on the team with the right skillset (knowledge about language acquisition, WIDA, etc.) to make data-based decisions that are effective for ELs? | **B1-03** |
| 3. Teaming structures | What is the communication protocol when EL concerns are being problem solved?  Who is the link between family, community, and school? | A2-03, A3-01<br>**B1-03, C3-04** |
| 4. School-based team leads PD and coaching | How does the leadership team ensure all educators of ELs understand language supports and integrate them within MTSS | B3-04, C1-01<br>C2-02, C2-03 |

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| | implementation? | **C3-04** |
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| 5. MTSS implementation plan exists | How does school improvement (ie. SIP) address EL achievement? NCStar Key Indicators  NC Star Indicators | A4-13, A4-15 |
| 6. School-based team uses MTSS in school improvement planning | To ensure continuous school improvement, what data and how is it used to ensure inclusion of all learners and teachers? | **B1-03, C2-01** |

| FAM-S Item Summary | English Learner Considerations | NCStar |
|---|---|---|
| **Building the capacity/Infrastructure for implementation** | | |
| 7. MTSS is defined, understood by staff | How does core instruction address cultural and linguistic aspects of learning for ELs? | A4-02, A4-13 A4-15 |
| 8. PD/coaching – assessments and data sources | How do leaders facilitate use of ELD measures of progress towards English proficiency to inform instructional decisions? | B3-04, **C2-01** C2-02, C2-03 |
| 9. PD/coaching – data-based problem-solving | How are staff trained strategically and continuously supported in the use of second language acquisition strategies? | A3-01, B3-04 C1-01, **C2-01** C2-02, C2-03 |
| 10. PD/coaching – tiered instruction/intervention | How are EL specifics included in the planning and training for all educators of ELs?<br>● Use of LIEP for reference | A1-06, A2-16 A4-03, A4-04 B3-04, **C2-01** |

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| | | C2-02, C2-03 E1-08 |
|---|---|---|
| | • Language acquisition<br>• How ELD impacts learning across content/contexts<br>• Role of EL specialist made clear to everyone<br>• Inclusion of WIDA Can Do Descriptors | |
| 11. Coaching is used to support MTSS | How do you identify and address specific coaching needs your staff has regarding working with ELs? | A2-03, C1-02 E1-08 |
| 12. Schedules – time for PD/coaching | What options for differentiated instructional support related to ELs are available to all staff?<br>• Part of PD calendar<br>• Suggested for specific staff | C1-02 |
| 13. Schedules – time to administer assessments | Are EL assessments (W-APT, WIDA Screener, WIDA ACCESS) communicated and on the school's assessment calendar? | A1-04, A1-05 |
| 14. Master schedule- time for tiered instruction/intervention | How do Core ESL services & time/frequency of service reflect/support the district's Language Instruction Educational Plan (LIEP) submitted to the state annually? | A3-01 |
| 15. Master schedule- time for data-based problem-solving | How is time provided for EL Specialists to participate/collaborate in school meetings/discussions? | A1-03, A1-05, A3-01, A3-04 C1-02 |
| 16. Decision rules established | How are opportunities for input/involvement from an EL specialist evident in your processes and procedures? | A2-02 |
| 17. Resources for MTSS allocated | What resources regarding best practices for ELs, students' | D1-02 |

| | cultural and linguistic profiles and language development history are available?<br>What funds are allocated for support of ELs? | |
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| FAM-S Item Summary | English Learner Considerations | NCStar |
|---|---|---|
| **Communication and Collaboration** | | |
| 18.      Staff engaged in consensus activities | How are EL considerations represented in staff consensus? | A4-03 |
| 19.      Staff provided data on implementation and outcomes | How are EL specialists/representatives involved at the meetings where student outcomes and data is shared?<br><br>Is EL data timely and easily accessible for staff to analyze? | A3-01, **C2-01** |
| 20.      Infrastructure for family and community engagement | How do protocols reflect the language diversity within the school?<br><br>How are EL families involved in the SIP?<br><br>How is two-way communication facilitated with the EL families? | B1-05, E1-01 **E1-06,** E1-07 E1-08, E1-11 E2-01, E2-02 E2-04 |
| 21.      Engage students, families, stakeholders in MTSS | What resources are available to support language minority families in understanding and participating in problem solving meetings?<br><br>How do you create inclusive opportunities for all stakeholders to attend family engagement? | A4-22, **C2-01** E1-01, E1-04 E1-05, **E1-06** E1-08, E1-09 E1-10, E1-11 E1-12, E1-13 |

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| | • Supply interpreter<br>• Childcare<br>• Flexible times<br>• Translated resources<br>• Comprehensible signage | E2-02, E2-04 |

| FAM-S Item Summary | English Learner Considerations | NCStar |
|---|---|---|
| **Data-based Problem Solving** | | |
| 22.　Integrated data-based problem-solving | How are EL specific factors such as cultural norms, trauma (refugees) and students with interrupted formal education (SIFE) included in the process? | A1-03, A1-04<br>A3-01, A3-04<br>A3-07, A4-03<br>**C2-01** |
| 23.　Multiple sources of data used in problem solving | How are data of "like peers" who are performing as expected used when problem-solving for EL students ? | A1-04, A3-01<br>A3-07, A3-10<br>A4-03,**C2-01** |
| 24.　Attendance, behavior, social-emotional, and academic data problem solved | How are data of "like peers" used when problem-solving for EL students who do not seem to be accessing core instruction (learning grade-level material)? | A1-04, A1-05<br>A3-01, A3-07<br>A3-10, A4-03<br>**C2-01** |
| 25.　Instruction/intervention | How do instructional/intervention plans consider comparisons | A1-04, A1-05 |

| planning is based in problem solving | of ELs to "like peers" ?<br><br>How do instructional plans consider language domain needs (listening, speaking, reading, writing) and how to leverage language domain strengths?<br><br>How are instructional plans aligned to language proficiency levels and how are plans designed to scaffold a student to the next language proficiency level? | A3-01, A3-07 A3-10, A4-03 **C2-01** |
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| 26.    Student progress is monitored | How is progress towards EL academic, behavior and social emotional goals measured over the course of time?<br><br>How are the social emotional needs of ELs addressed by core area teachers? Support staff such as school counselors? Others? | A1-04, A3-01 A3-07, A3-07 A3-10, A4-02 A4-03,**C2-01** |
| 27.    Data-based problem solving of diverse groups | What data is being used to inform the patterns of EL student performance and consistent growth?<br><br>How are language proficiency scores across time compared to "like peers" analyzed to consider language growth? | A3-01, A3-04 A4-03,**C2-01** |
| 28.    Resources and barriers to MTSS identified through data-based problem-solving | Do resources represent culturally proficient pedagogy such as linguistic transfer* among languages and cultural norms? Language transfer (also known as L1 interference, linguistic interference, and crosslinguistic influence) refers to speakers or writers applying knowledge from one language to another language. | **C2-01** |

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|---|---|---|
| **Three Tiered Instruction/Intervention Model** | | |
| 29. Core academic practices | How do core academic practices (MTSS and/or standard treatment protocol tools) guide linguistic scaffolding of grade level learning for ELs? | A1-06, A2-07 A2-08, A2-09 A2-10, A2-12 A2-16, A2-22 A2-23, A2-26 A2-27, A2-28 A3-09,**A4-01** A4-08, A4-10 A4-13, A4-15 A4-22, D2-01 |
| 30. Core behavior practices | How are best practices for culturally responsive teaching, including cultural norms, trauma, etc. being implemented? | A1-06, A1-07 A2-12, A2-27 A2-28,**A4-01** A4-04,**A4-06** A4-08, A4-10 A4-22, D2-05 |
| 31. Core social-emotional practices | How are best practices for culturally responsive teaching, including cultural norms, trauma, etc. being implemented? | A2-12, A2-27 A2-28, A1-03 A1-06, A1-07 **A4-01,**A4-04 **A4-06,**A4-08 A4-10, A4-18 A4-22, D2-01 |

| | | D2-05 |
|---|---|---|
| 32. Supplemental academic practices | How do supplemental academic practices take language needs into account and link to core academic practices?<br><br>Supplemental language services<br>● Linguistic scaffolds<br>● Translanguaging<br>● L1 supports | A2-07, A2-08<br>A2-09, A2-10<br>A2-12, A2-16<br>A2-22, A2-23<br>A2-26,**A4-01**<br>A4-08, A4-10<br>A4-13, A4-22<br>D2-01 |
| 33. Supplemental behavior and social-emotional practices | How are ELs receiving emotionally and linguistically appropriate supplemental services aligned/linked to core instruction?<br>● Scheduling<br>● Linguistic considerations (Use of L1)<br>● Historical information - trauma | A2-12,**A4-01**<br>**A4-06,**A4-08<br>A4-10, A4-22<br>D2-05 |
| 34. Intensive academic practices | How do intensive academic practices take the individual student's language needs into account and link to core and supplemental services?<br><br>Supplemental language services<br>● Linguistic scaffolds<br>● Translanguaging<br>● L1 supports | A2-07, A2-08<br>A2-09, A2-10<br>A2-12, A2-16<br>A2-22, A2-23<br>A2-26,**A4-01**<br>A4-08, A4-10<br>A4-13, A4-22<br>D2-01 |
| 35. Intensive behavior and social-emotional practices | How are ELs receiving emotionally and linguistically appropriate intensive services aligned/linked to core and supplemental instruction? | A2-12,**A4-01**<br>**A4-06,**A4-08<br>A4-10, A4-22 |

| | • Scheduling<br>• Linguistic considerations (Use of L1)<br>• Historical information - trauma | D2-05 |
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|---|---|---|
| **Data Evaluation** | | |
| 36.    Comprehensive assessment system exists | What EL specific data is included?<br>• Language Proficiency<br>   ○ W-APT/Screener<br>   ○ ACCESS 2.0<br>• EL Plans<br>• Years in US schools<br>• L1 similarity to English (Language Distance)<br>• Literacy in L1 | A1-04, A3-04<br>A3-07, A3-10<br>A4-22, B3-02<br>D2-02 |
| 37. Decision-making rule are established for assessments/data | How are language proficiency data made available, understandable and applicable to all teachers of ELs?<br>• EL identification process<br>• Annual Proficiency Testing<br>• Reclassification<br>• Exit Criteria<br>   ○ Link User Guide | A1-04 |
| 38.    Data tools used appropriately and independently | How are teams prepared to interpret data for ELs?<br>• English Language Proficiency<br>• Read to Achieve | A1-04 |

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| | • Content Assessments<br>• Local Assessments | |
| 39. Data sources are used to evaluate impact of MTSS | What do administrators look for in walkthrough in regard to ELs and EL strategies?<br>• Language objectives<br>• Linguistic strategies<br>• Differentiation | B1-07, B3-02 E2-03 |
| 40. Available resources are allocated effectively | How are the needs of ELs taken into account when determining allocation of available resources? ex. Diverse literature available in media center, Title III funding | D1-02 |
| 41. Monitoring of assessment/data | Note: Power School is the EL data authoritative source | A3-01 |