

Assessment of School Level Readiness for RTI: Cultural and Linguistic Diversity

Current School-wide Reading Practices

Questions	Evidence
1. To what extent have core instructional reading programs been validated with similar students, in similar contexts, taking into account cultural and linguistic diversity?	
2. To what extent does the school's reading program differentiate instruction to meet all students' needs?	
3. To what extent do teachers' practices differentiate instruction to meet all students' needs, given their current levels and rates of reading learning as well as their particular cultural and linguistic needs?	
4. To what extent is instruction targeted to and appropriate for the students' level of English proficiency and learning needs?	
5. To what extent are teachers adequately trained in how to implement the comprehensive, supplemental, and intervention reading programs, particularly with culturally and linguistically diverse students?	
6. To what extent do teachers help students make connections to prior knowledge and to their own experiences?	
7. Does the representation of students who have difficulties or are succeeding in reading match the general representation of students in the school; or are some groups over- or under- represented?	

Current School-wide Environment

8. To what extent do teachers demonstrate caring about all students in ways that reflect understanding of students' cultures and languages?	
9. To what extent are teacher-student relationships positive, expressed in supportive ways?	
10. To what extent is the learning environment supportive, motivating, and meaningful to students?	
11. To what extent are teachers trained in building on the strengths of all students and families in the school, including those who are culturally and linguistically diverse?	
12. What systems are in place to seek out, welcome, and respond to all families' input on both classroom and school levels in relation to students' reading?	
13. To what extent are the voices of all families in the school heard and considered in a balanced way that is reflective of the student population, rather than some groups being over- or under-represented?	
14. Does the linguistic capacity of school staff meet the linguistic needs of students and families served by the school?	

Current Assessment Practices

Questions	Proposed Processes
15. To what extent does the data management system allow participants to document and analyze both qualitative and quantitative measures of student knowledge and academic progress, in reading as well as other areas?	
16. To what extent are all who are affected by the data management system included in designing a system that addresses their needs, such as core and supplemental teachers, support personnel, para-educators, administrators, and parents?	
17. To what extent are diverse individuals with expertise in the languages and cultures of the students included in developing the data management system (such as the principal, psychologist, counselor, literacy specialist, special education teacher, ELL specialist, social worker, and one or more classroom teachers)?	
18. Have authentic assessments been used to measure student knowledge and progress in addition to standardized tests?	
19. Do assessments measure what tasks students with difficulties can perform and in what contexts?	
20. How are multiple kinds of assessment data, including standardized as well as informal and observational data, used to inform ongoing instructional decision-making?	

School-wide Plan for Improving RTI

School-wide Plan for Improving Tier I Reading Instruction

Questions	Strategic Approaches
1. Are diverse individuals with expertise in the languages and cultures of the students included in developing the school-wide plan (such as the principal, psychologist, counselor, literacy specialist, special education teacher, ELL specialist, social worker, and one or more classroom teachers)?	
2. Are representative parents of all students included in developing the plan?	
3. Does Tier I instruction focus on grade-appropriate essential reading components?	
4. Does Tier I instruction focus on the particular linguistic and cultural strengths and needs of students?	
5. Does Tier I instruction differentiate in a way that takes into account all students' levels of reading and rates of progress?	
6. Are most students (including most ELLs) experiencing success with Tier 1 instruction?	
7. How will student progress be assessed? How often?	
8. Is a system established for Tier I problem solving and decision-making that includes diverse individuals with expertise in the languages and cultures of students affected by the plan?	
9. Through what mechanism will teachers be provided with professional development in RTI and in how to meet the needs of culturally and linguistically diverse students? Is assessment used to inform professional development needs?	
10. To what extent does the plan for professional development include experts in students' linguistic and cultural backgrounds, community stakeholders such as parents of all students, and teachers' self-assessment of their needs?	

School-wide Plan for Tier II Intervention for Struggling Readers

Questions	Strategic Responses
1. Who will provide Tier II intervention (e.g., classroom teacher or specialized reading teacher)?	
2. To what extent will Tier II providers have training or expertise in serving culturally and linguistically diverse students?	
3. To what extent will Tier II providers have training or expertise in serving struggling readers?	
4. When will Tier II intervention be provided (e.g., during centers, before or after school)?	
5. If time is scheduled before or after school, have transportation and other family needs been considered and accounted for to support student participation?	
6. Where will Tier II intervention be delivered (e.g., within the general education classroom, in a resource room)?	
7. To what extent will the learning environment for Tier II interventions be supportive, motivating, and meaningful to students?	
8. How will Tier II providers help students make connections to prior knowledge and to their own experiences?	
9. Is a system in place for frequently monitoring Tier II student progress (e.g., every two weeks)?	
10. Does the system for progress monitoring include multiple kinds of measures (both quantitative and qualitative) that assess what students <i>can</i> do as well as their needs?	
11. Will experts on students' linguistic and cultural backgrounds be involved in interpreting assessment data and planning instruction?	
12. How will assessment data be used to group and regroup students (small same-ability groups; one-on-one tutoring), to plan targeted instruction, and to make adaptations?	
13. How will parents of all students affected by Tier II grouping be included in tracking student progress and changes in interventions?	
14. What criteria are established for entry into and exit from Tier II?	
15. Are the criteria implemented and re-assessed as needed with the help of experts who are knowledgeable about the cultural and linguistic backgrounds and needs of the students involved?	
16. Is a system established for Tier II problem solving and decision-making?	
17. Is the system implemented and re-assessed as needed in conjunction with experts who are knowledgeable about the cultural and linguistic backgrounds and needs of the students involved?	

SCHOOL-WIDE PLAN FOR SMALL GROUP TIER III INTENSIVE INTERVENTION FOR STRUGGLING READERS WITH EXTREME READING DIFFICULTIES

Questions	Strategic Responses
1. Who will provide Tier III intervention (e.g., specialized reading teacher or special education teacher)?	
2. Will Tier III providers have training or expertise in serving culturally and linguistically diverse students?	
3. Will Tier III providers have training or expertise in serving students with reading difficulties?	
4. Where will Tier III intervention be delivered (e.g., within or outside the general education classroom)?	
5. To what extent will the learning environment for Tier III intervention be supportive, motivating, and meaningful to students?	
6. How will Tier III providers help students make connections to prior knowledge and to their own experiences?	
7. How much additional instructional time for Tier III intervention is scheduled, and when?	
8. If time is scheduled before or after school, have transportation and other family needs been considered and accounted for to support student participation?	
9. Is the relationship of Tier III with 504 and special education services determined? Is a system established for Tier III problem solving and decision-making?	
10. Is the system for problem solving and decision-making implemented and re-assessed as needed in conjunction with experts who are knowledgeable about the cultural and linguistic backgrounds and needs of the students involved?	
11. How will assessment data be used to group and regroup students to plan targeted, more intensive instruction, and to make adaptations?	
12. Will experts on students' linguistic and cultural backgrounds be involved in interpreting assessment data and planning instruction?	
13. Does the assessment data include multiple kinds of measures (both quantitative and qualitative) that assess what students <i>can</i> do as well as their needs?	
14. How will parents of all students affected by Tier III grouping be included in tracking student progress and changes in interventions?	
15. What criteria are established for entry into and exit from Tier III?	
16. Are the criteria implemented and re-assessed as needed in conjunction with experts who are knowledgeable about the cultural and linguistic backgrounds and needs of the students involved?	

SCHOOL-WIDE PLAN FOR SMALL GROUP TIER III INTENSIVE INTERVENTION FOR STRUGGLING READERS WITH EXTREME READING DIFFICULTIES

Questions	Strategic Responses
17. Is a system in place for frequently monitoring Tier III student progress (e.g., every two weeks)?	
18. Does the system for student monitoring include multiple kinds of measures (both quantitative and qualitative) that assess what students <i>can</i> do as well as their needs?	

Note. From Klingner, J., Méndez Barletta, L., & Hoover, J. (2008). Response to intervention models and English language learners. In J. K. Klingner, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 37-56). Thousand Oaks, CA: Corwin Press. Adapted from University of Texas Center for Reading and Language Arts. (2003). *3-tier reading model: Reducing reading difficulties for kindergarten through third grade students*. Austin: UT System/Texas Education Agency.