Instructional Leadership Tool
Systems and Structures for Data-Based Decision-Making
for Multilingual and English Language Learners

Instructional leaders must nurture and instill the culture, systems, and structures necessary for staff to make ongoing data-based decisions that center their MLs and ELLs. Using this tool, instructional leaders can engage in an analysis and self-reflection of how school-wide teams, assessments, core instruction, and targeted supports serve their MLs/ELLs alongside all students. Understanding how to implement a multi-tiered system of supports (MTSS) to meet the needs of culturally and linguistically diverse students requires a sustained commitment over time, and is continuously refined based on the evolving strengths and needs of learning communities. The features listed under each anchor will assist instructional leaders in creating a strategic plan of action that results in timely support for staff, students, and families.

Sections:

- **Instructional Leadership and Teaming**
- **Assessment**
- **Tier 1 Core Instruction**
- **Tier 2 and 3 Supports and Interventions**
- *Action Steps*
- *Recommended Resources*
- *Glossary*

Instructional Leadership and Teaming

Anchors	Features

A leadership team that is representative of expertise across instructional areas is established and meets regularly	❑ **Includes ENL and/or bilingual educators on the team**
	❑ Evaluates and refines the school's vision and mission statement to make explicit the school-wide purpose and work of MTSS, **centering the needs of MLs/ELLs and the unique subgroups of the community the school serves**
	❑ Plans and reviews student progress towards goals, **including goals for MLs/ELLs**
	❑ Critically examines quantitative and qualitative data across domains (i.e. academic, physical, social-emotional, and mental health) to improve opportunities and outcomes, **including for MLs/ELLs**
	❑ Takes action to disrupt inequitable outcomes:
	  ❑ by identifying and supporting students at-risk
	  ❑ by ensuring accurate and timely referrals to special education services
	  ❑ **by serving the unique needs of diverse learners (e.g. students in transitional housing, students with disabilities, and ELLs: including dually designated, long-term ELLs, and newly arrived students)**
	  ❑ by strengthening core instructional practices across classrooms and a continuum of tiers
	❑ Takes stock of and coordinates school-wide assessments, instruction, interventions, and resources
	❑ **Promotes the view of home and community dialects, languages, and cultures as an asset**

Anchors	Features
The leadership team works in collaboration with other school teams	❏ All school teams have awareness of the purpose and organization of the school's multi-tiered system of supports (MTSS) **and how it serves the needs of MLs/ELLs** ❏ Structures consistent opportunities to build shared knowledge, communication, and professional learning across the school community **on the unique language and literacy needs of MLs/ELLs** ❏ Schedules and seeks to integrate systems of support across horizontal and vertical planning teams ❏ Teams use consistent protocols and decision-making rules to determine instructional changes at the school, classroom and grade-levels, and for the unique needs of groups and individuals
The leadership team is knowledgeable of their ML/ELL population	❏ **ELL programs and policies relevant to instructional decision-making** ❏ **English language proficiency levels for programmatic decision-making** ❏ **The diversity of characteristics within their ML/ELL population, such as home languages, cultural backgrounds, and years of ELL service**
School teams work in partnership with students, families, and community organizations	❏ Ensures that existing structures allow for meaningful two-way communication for families to co-construct plans of support for students ❏ Builds a cohesive support system that coordinates with community-based organizations and other external agencies to support students and families both within and beyond the school day ❏ **Home and community dialects, languages, and cultures are viewed and communicated as an asset to support learning and well-being**

Assessment

Anchors	Features
The leadership team takes stock of school-wide assessments at the beginning and end of the year	❏ Analysis of the scheduling, time to administer, type, and purpose of assessments used and how they work in tandem as a comprehensive system to inform student outcomes ❏ Ensures accommodations are provided for students with disabilities (e.g. large print) as detailed in their IEP **and assessments in the home languages of students are available when and where available and appropriate** ❏ There is a clear and structured process for decision-making for determining targeted supports for students
School-wide assessment plans are communicated to all staff	❏ Stakeholders understand the purpose of screeners (to identify potentially "at risk" students for additional supports and gauge the effectiveness of the instructional core) ❏ Outlines schedules and administration of <u>universal screening, diagnostics, progress monitoring, and outcome-based assessments</u> ❏ Includes professional development for administration, data analysis, and instructional planning
School teams are provided with a structured process with specific tools during regular scheduled time to critically analyze and take action on student data	❏ Data informs adjustments to the instructional core based on overall trends, classroom and grade-levels, subgroups, and individuals ❏ Screening analysis is conducted at the beginning, middle, and end of the school year ❏ Reviews multiple forms of qualitative and quantitative data to uncover student strengths and needs, such as: attendance, grades, reading, writing, language, math, and social-emotional indicators and screening results ❏ **Provides ELL demographic data alongside assessment data to enable** <u>true peer comparisons</u>**, such as: home language, English language proficiency levels, years of ELL service, and IEP or SIFE status** ❏ Ongoing analysis of student work and formative assessment data—including student reflections, discussions, and feedback—to inform instructional planning ❏ Intervention team analysis of diagnostic data for program placement and Tier 2 progress monitoring data 1 or 2x a month or Tier 3 progress monitoring data 1x a week or bi-weekly

Anchors	Features
Students and families receive consistent communication on school-wide assessments	❑ The purpose of the assessments administered by the school are explained **and information is provided in home languages** ❑ Regular and scheduled opportunities to receive updates and reflect on progress towards goals throughout the school year

Tier 1 Core Instruction

Anchors	Features

The leadership team takes stock of and monitors the school-wide culture and climate that contributes to the conditions for learning	❑ The school environment promotes high expectations alongside emotional, physical, and psychological well-being and safety
	    o Students, families, and visitors are acknowledged and welcomed upon entry
	    o **Student, family, and community racial, cultural, and linguistic backgrounds are visibly valued and affirmed**
	    o Students are guided through hallways, stairwells, and other spaces with clear expectations and positive feedback
	    o **There is a structured process for newly admitted students to be welcomed into the school community, screened for instructional strengths and needs, and for staff and other students to learn more about them**
	❑ Classrooms are organized and items posted are actively referred to by students for guidance or inspiration

The leadership team takes stock of the instructional core	❑ Teachers have access to professional learning, coaching, and feedback aligned to school curriculum and instructional goals **in support of MLs and ELLs** ❑ **The instructional core demonstrates consistent school-wide protocols for reading, talking, and writing using high-utility vocabulary** (i.e. Hallmarks of Advanced Literacy)

Anchors	Features
	❑ Students are expected to co-construct and provide feedback on what success looks like for grade-level learning goals in classroom assessments, tasks, and projects ❑ Students have access to a variety of texts aligned to their cultures, interests, and languages, in addition to grade-level texts that build academic language and knowledge
(*Elementary only*) The school has an explicit, systematic, and evidence-based K-2 foundational skills program	❑ A defined daily scope and sequence that includes the integration of sounds, spelling, and meaning through opportunities to hear, read, speak, and write the grapheme-phoneme correspondences and patterns students are learning ❑ Sufficient shared reading opportunities with grade-level texts to apply and build automaticity with word-level and sentence-level reading skills ❑ Sufficient interactive read-alouds of above grade-level texts to build knowledge and language
(*For bilingual programs only*) **Bilingual programs have a core literacy approach that is coherent and aligned across languages of instruction**	❑ **A shared curriculum across languages provides a platform for strategic planning for biliteracy development of content knowledge** ❑ **Strategically promotes cross-linguistic transfer and metalinguistic awareness** ❑ **For schools with Bilingual Spanish programs K-1: an explicit, systematic, and evidence-based foundational Spanish literacy program is used**
Units and lessons are regularly enhanced, scaffolded, and tailored by instructional teams and teachers to promote advanced literacy instruction for culturally and linguistically diverse learners	❑ A shared standards-based curriculum and consistent instructional routines provide a platform for cohesive, sequential, and high quality culturally and linguistically responsive learning experiences across classrooms that can build student agency and independence through ongoing feedback ❑ Teachers spend the majority of their planning time tailoring content to the unique needs and interests of students based on data and planning for delivery of instruction, rather than creating or gathering new instructional materials ❑ **Scaffolds for grade-level tasks, content, and texts are strategically designed and provided across classrooms based on English proficiency levels and home languages of MLs/ELLs**

Anchors	Features
	❑ Specially designed instruction for access to grade-level tasks, content, and texts is provided across classrooms based on individualized education programs ❑ Lessons are planned so that students have structured opportunities to grapple productively and critically with grade-level disciplinary or interdisciplinary content, language, and knowledge in order to develop advanced literacies ❑ Lessons are planned for students to make connections to their prior knowledge, identities, and languages
Bilingual or ENL and partner teachers implementing ENL integrated co-teaching have consistent planning time	❑ **Agreement on their roles and responsibilities for co-planning and co-delivery of instruction** ❑ **Builds a shared understanding of the language and literacy development of ML/ELLs**
Students, families, and community partnerships promote active participation in school and classroom experiences	❑ Structures are in place that actively seek and welcome the history and knowledge of families to contribute to strengthening core instruction ❑ Community organizations and external learning partners enhance and build on instructional content ❑ **Values a welcoming and affirming environment for racially, culturally, and linguistically diverse children**

Tier 2 and 3 Supports and Interventions

Anchors	Features

Students identified for more support receive supplemental intervention	❑ [Validated] by multiple forms of data and diagnostics
	❑ **Strengths and needs in their home language and in English are considered**
	❑ Receive intervention 3-5x a week, *in addition to*, not in place of, Tier 1 core instruction with intensity determined by student need and targeted to specific skills
	❑ Administered progress monitoring assessments to ensure adequate progress
	    o Tier 2 = 1 or 2x a month
	    o Tier 3 = 1x a week or bi-weekly
	❑ Have their interventions adapted, intensified, or removed as needed based on progress monitoring data and a process of [data-based individualization], such as reducing group size or increasing frequency

Interventions are targeted specifically to identified student needs based on data	Examples of possible intervention approaches: ❑ A code-based [structured literacy] approach ❑ A language and/or reading comprehension-based structured literacy approach ❑ A focus on writing skills ❑ A [multi-component] structured literacy approach (incorporating decoding, fluency, comprehension, and writing) ❑ A program in the student's home language, when available and appropriate ❑ Foundational math concepts, mathematical fluency, problem-solving, algebraic skills, or computation ❑ Social skills
Students, families, and community partnerships actively support student learning supports and interventions	❑ Intervention supports are discussed with students and families ❑ Students and families receive regular updates from progress monitoring data and reflect on progress towards goals

Action Steps

You can use this note-taking sheet to reflect on and record any action items.

Focus Area	Next Steps	Supports Needed
Instructional Leadership and Teaming		
Assessment		
Tier 1 Core Instruction		
Tier 2 and 3 Supports and Interventions		

Recommended Resources

Instructional Leadership and Teaming
- Multi-Tiered System of Supports for Multilingual/English Language Learners
- The Policy and Reference Guide for MLs/ELLs
- The First Steps: A Leader's Resource for Welcoming Newly Arrived ELLs in NYC Public Schools *New!*
- LAP Resources
- Commissioner's Regulations Part 154 (CR Part 154)
- Center for the Success of English Learners
- What Works Clearinghouse
- Promoting the Educational Success of Children and Youth Learning English

Assessment
- Assessing Multilingual Learners within MTSS *New!*
- Assessment Analysis Graphic Organizer
- Formative Assessment for MLs/ELLS K-12 *Updated!*
- Decision-tree for ML/ELLs

Tier 1 Core Instruction
- The Hallmarks of Advanced Literacy Instruction for Linguistically Diverse Learners
- Scaffolding Instruction for Multilingual Learners and English Language Learners, K-12
  - Scaffolded Core Curriculum Units
  - ELA Core Curriculum Guides for ENL Programs *New!*
- Home Language Use in Diverse Classroom Settings
- Citywide Digital Library on SORA
- NatGeo Panorama Core Curriculum ENL Stand-Alone
- ENL Stand-alone Lessons on TeachHub

Tier 2 and 3 Supports and Interventions
- Decision-tree for ML/ELLs
- PLUSS Framework
- WWC Guide: Providing Reading Interventions for Students in Grades 4–9

Glossary

Instructional Leadership and Teaming

- **Leadership team**: a *vertical* (across grade-level) planning team that makes strategic school-wide decisions on instructional programs, systems, and structures based on aggregated and disaggregated student data. The title of the team is less important than its function – it may be termed a leadership cabinet, an instructional leadership team (ILT), AIS, MTSS, etc. The leadership team works in close conjunction with other *horizontal* (grade-level) teams, departmental, and other specialized teams to design and implement MTSS (see definition below).
- **Multi-tiered System of Supports (MTSS):** a data-based decision-making framework for school teams to coordinate evidence-based instruction and intervention to match the dynamic learning strengths and needs of students. This prevention oriented approach integrates academic, behavioral, and social-emotional supports across a continuum of tiers to ensure that all students have access to the right level of support at the right time.

Assessment

- **Universal screening:** a screener is used to identify students who are yet to meet academic benchmarks and who will likely have future difficulties on the measured skills (norm-referenced or criterion-referenced) compared to a normed sample, three times per year
- **Diagnostics:** as part of a diagnostic process, further assessments may be administered that can help to pinpoint an individual student's strengths and needs more precisely. This process may also involve the gathering and analysis of data from other sources, such as observation, student work samples or writing, or conversations with students and their families.
- **Progress monitoring:** For students receiving a Tier II or III intervention, progress monitoring can be conducted using *curriculum-based measurements* and/or assessments that are included with the intervention program.
- **Outcome-based assessments:** standardized tests that measure student achievement outcomes, such as state exams (e.g. NYSESLAT, 3-8 ELA and Math tests, Regents, etc).
- **True peer comparison**: comparisons of ELL data by subgroups that share similar characteristics, such as language proficiency, number of years as an ELL, or time in the U.S.

Tier 1 Core Instruction

- **Cross-linguistic transfer:** the transfer of the linguistic features or skills in one language to the learning of another language.
- **Metalinguistic awareness:** a conscious awareness of the features of languages, such as phonological, morphological, or syntactic awareness
- **Shared reading:** a structured and interactive reading experience where a teacher uses the gradual release model over multiple reads to support students in developing fluency in reading print.

Tier 2 and 3 Supports and Interventions

- **Data-based individualization (DBI):** the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need.
- **Multicomponent approach:** multicomponent interventions address multiple components of literacy, from phonemic awareness, decoding, and automaticity at the word level, to vocabulary, oral language, comprehension, and writing.
- **Structured literacy:** a systematic, cumulative, and explicit approach to literacy instruction.
- **Validated:** in an outcomes-driven model, the next step after identifying need for support through universal screening is to validate a student's need for support. This validation process entails considering additional information beyond the initial screening data, which may include information on the student's cultural and linguistic background and experiences, as well as diagnostics (see definition above).