

Connecting the Dots

California MTSS and English Learners

Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social and emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In California MTSS, counties, regions and state educational agencies are the source of technical support, local educational agencies are the place of intervention and schools are the place of transformation. MTSS is a framework that supports equity-based inclusion within a multi-tiered framework.



English Learners in California

An English Learner (EL) is defined as an individual with a first language other than English who is in the process of learning English. California has the largest number of English Learners in the country. According to the Fall 2016 California Language Census, 21.4% of the total student enrollment is made up of students learning English as a second language; representing over 60 language groups. This diversity is not only a gift, but also poses challenges as educators create instructional opportunities for all students. The California Department of Education (CDE) has two goals for LEAs and schools:

1. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

These goals will be achieved through English Language Development (ELD) instruction targeted to each student's English proficiency level and appropriate level of instruction, through intentional integrated and designated ELD instruction.

How do MTSS and English Learners Instruction Align?

The CA MTSS model supports academic and language development for English Learners through responsive teaching and learning. Fundamental needs of ELs include feeling safe, confident, and valued for their culture, language and identity; therefore, celebrating the whole child. A child's development of the English language is one part of their story. CA MTSS provides a framework that calls for high-quality, research-based instruction that includes assessment and feedback to ensure that all of their assets are surfaced. Students benefit from instruction that meets them where they are as well as providing scaffolds to support them in mastering rigorous and demanding content. To further support language development, educators integrate listening, speaking, reading, and writing to build English proficiency. Educators differentiate in whole group, small group, and individual settings where a space is created for learners to take risks as they develop language.



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Want to learn more about using MTSS to support English Learners?

Check out these resources to support your MTSS work:

- Facts About English Learners <https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- Frameworks and Standards
 - ELA/ELD Framework <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
 - CA ELD Standards <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
 - English Language Proficiency Assessment for California (ELPAC) <https://www.cde.ca.gov/ta/tg/ep/>
 - Family Engagement Framework <https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf>
- Policy and Initiative Guidance
 - English Learner Toolkit - U.S. Department of Education <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
 - California English Learner Roadmap <https://www.cde.ca.gov/sp/el/rm/index.asp>
 - California English Learner Teacher Authorization <https://www.cde.ca.gov/sp/el/er/elteachersfaq.asp>
- Title III and Technical Assistance
 - OCDE resources for State and Federal Programs <https://ocde.us/SFP/Pages/default.aspx>
 - Title III Accountability <https://www.cde.ca.gov/re/pr/t3.asp>
 - Reclassification <https://www.cde.ca.gov/sp/el/rd/>
- Dual and Foreign Language Education
 - Guiding Principles for Dual Language Education <http://www.cal.org/twi/guidingprinciples.htm>
 - CA State Standards en Español <https://commoncore-espanol.sdcoe.net/>
 - OCDE Guidance: CA State Seal of Biliteracy <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>