

English Learners and Response to Intervention (RTI)

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Eligibility for ESOL services and placement in an ESOL class automatically is considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery and methodology.

For the purposes of serving the student effectively and efficiently, the language minority student is served at the Tier 4 level during any scheduled ESOL classes; however, in mainstream classes, the student's needs may not be such that Tier 4 level services are recommended. As is appropriate for all students, the EL student in a general education class should receive Tier 1 interventions, and often the student will require Tier 2 interventions as well to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, the Pyramid of Interventions functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

For more information about RTI and ELs, see the GADOE Response to Intervention links at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Response-to-Intervention.aspx>.

There is a section specifically directed to RTI and ELs.

For information about ELs and Special Education, please visit <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-services/Pages?default.aspx>

For information about ELs and Gifted Education, please visit <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Gifted-Education.aspx>.