



English Learners Newsletter

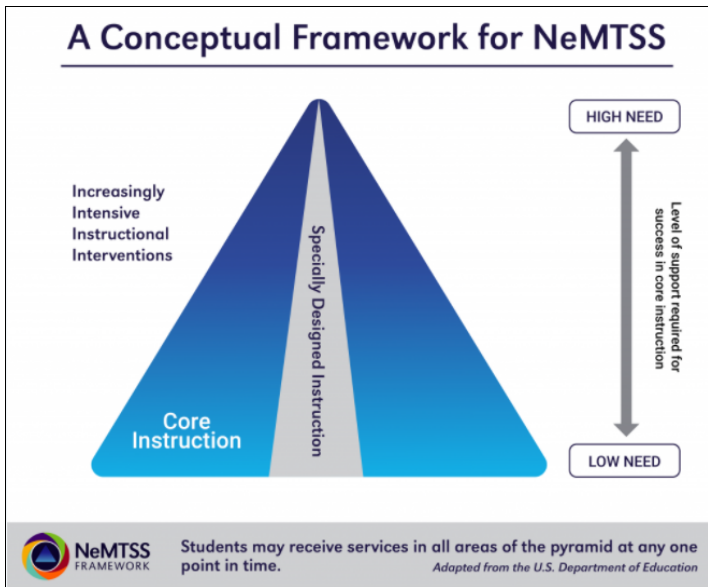
November 2021

Supporting ELs through the MTSS Process

NeMTSS Framework is a framework used to support ALL students.

NeMTSS Essential Elements:

1. [Shared Leadership](#)
2. [Communication, Collaboration and Partnerships](#)
3. [Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment](#)
4. [Building Capacity and Infrastructure for Implementation](#)
5. [Layered Continuum of Supports](#)
6. [Data-Based Problem-Solving and Decision-Making](#)



Tier 1 | Core

All students receive high-quality, core academic and behavioral instruction and supports.

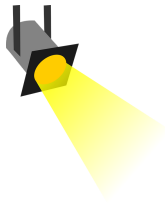
Tier 2 | Intervention

Students needing additional support receive more focused, targeted small group instruction/intervention and supports in addition to core academic and behavior curriculum and instruction.

Tier 3 | Intensive Intervention

Individual students receive the most intense instruction based on individual student need in addition to core and supplemental academic and behavior, curriculum, instruction and supports.

In any type of EL programming model, the LIEP (Language Instruction Educational Program) is Tier 1. EL students should receive high-quality, core academic and behavioral instruction and supports in every programming model i.e., push in, pull out, sheltered instruction, ELD (English Language Development) classes, dual language, or a combination of any of these. Students may sometimes need additional supports and should receive small group instruction and/or interventions in addition to the core instruction. There may be a few students who need the most intense instruction and/or interventions in addition to the core instruction. Districts can refer to the NeMTSS framework and resources as well as the NDE EL Website, Supporting ELs through the MTSS Process.



Spotlight District: South Central Unified Schools



Building Teacher Capacity: Teachers and administrators at Sandy Creek Middle School and South Central Unified Schools recognized the need for more professional learning in the area of working with English learners. The district grew from having 2 secondary students last year to 6 secondary students this year. Although this district has a low number of EL students, they have made a commitment that all of the secondary teachers increase their knowledge of strategies to support these students in every class! They are building the capacity of all of their middle school teachers through ongoing learning about EL strategies and best practices in partnership with their ESU and NDE. They have reviewed the ELPA21 Summative reports and identified areas for improvement for individual students. They meet as a team on a regular basis to discuss ELP standards, the ALDs, and individual student progress. They also learn a new strategy to try in their classes that promotes academic language production each time they meet. They implement the strategies in their classes and reflect on how it is going in a cycle of ongoing learning. A big shout out to South Central Unified and the excellent model of professional learning!

CAAELP Pilot Study Recruitment: Nebraska is part of a [pilot study](#) for an alternate assessment for English learners with significant cognitive disabilities. We are looking for students and teachers to participate in this study. If you have questions or would like to participate, please contact us.

Additional Resources

- [Sign up for the Free ELPA21 Educator toolkit](#)
- [US Department of Education OELA Toolkit](#)
- [ELPA Practice Tasks and Resources](#) and [Constructed Response rubrics](#)
- [Elite2 Website](#)
- [IRIS website](#)
- [MTSS for ELs](#) and [MTSS Program Comparison tool](#)



Questions: Please contact us with any questions or concerns regarding your EL students.



NEBRASKA
ENGLISH
LEARNER
PROGRAMS

Allyson Olson DenBeste - Title III Director, ELPA 21 Coordinator
allyson.olson@nebraska.gov 402 405-5212

Anne Hubbell - English Learner Specialist
anne.hubbell@nebraska.gov 402 405-7017