

Implementing RtI with English Language Learners:

Distinguishing Language Acquisition from Learning Disabilities

Reflection and Discussion

Questions	Reflections
<ul style="list-style-type: none">At what stage is your school in implementing RtI?	
<ul style="list-style-type: none">What are the greatest challenges your schools are facing as they implement RtI with ELLs?	
<ul style="list-style-type: none">If you are not implementing RtI, what kind of instruction are you providing to your ESLL students? What are the challenges you are facing?	
<ul style="list-style-type: none">What challenges are you facing with tier 1 instruction in your classroom?	
<ul style="list-style-type: none">What strategies or approaches have you had success with?	
<ul style="list-style-type: none">Which model or approach is being implemented in your school?	
<ul style="list-style-type: none">What are the main differences between this model and the previous pre-referral process in your school?	
<ul style="list-style-type: none">Do you perceive new challenges based on the differences discussed?	

Questions	Reflections
<ul style="list-style-type: none"> What are the similarities in a language difference and a language disability? 	
<ul style="list-style-type: none"> What are the differences between a language differences and a language disability? 	
<ul style="list-style-type: none"> What are the three factors in the RtI ecological model? 	
<ul style="list-style-type: none"> How often should there be progress monitoring in each of the 3 tiers? 	
<ul style="list-style-type: none"> What supports are already in place that can help us address our challenges? 	
<ul style="list-style-type: none"> What should our next steps be? 	
<ul style="list-style-type: none"> How will we know when we have succeeded? 	