# *Collaborative v. Tradition Models for English Learners in Special Education Workshop*

## Agenda

**9:00 – 10:10 a.m.** – **Challenges in educating English Learners**

- Understanding developmental differences in language acquisition
- Demystifying the idea that English learners can "catch up"
- The relationship between educational programming and English learner academic outcomes
- Consequences of developmental language differences--The achievement gap

**10:10 – 10:20 a.m.** – **Q&A Session 1**

**10:20 – 11:20 a.m.** – **Collaborative Framework for Intervention**

- Understanding MTSS/RTI as a measurement paradigm
- Implications for Tier 1 RTI models - what is effective instruction for English learners?
- A framework for evidence-based instruction of English learners
- The role and purpose of the pre-referral process
- Is Special Education the answer to general education problems?
- An integrated collaborative model of service delivery

**11:20 – 11:30 a.m.** – **Q&A Session 2**

**11:30 – 1:00 p.m.** – **Lunch Break**

**1:00 – 2:20 p.m.** – **A framework for nondiscriminatory evaluation of English learners**

- The main threats to test score validity with English learners
- Traditional methods of addressing validity concerns
- A recommended best practice approach for using tests with English learners

**2:20 – 2:30 p.m.** – **Q&A Session 3**

**2:30 – 3:30 p.m.** – **The Culture-Language Interpretive Matrix (C-LIM)**

- Translating research into practice - Introduction to the C-LIM
- Addressing cultural and linguistic exclusionary factors in evaluation of English learners
- Interpreting test score patterns in the C-LIM
- The importance of discerning "difference" via pre-referral information