



OaklandSchools

Equitable MTSS in Action: Collaborating to Accelerate Growth for English Learners

September 29, 2026
9:40-10:50

bit.ly/equitableMTSS4ELs



Welcome!

Tina Kozlowski

English Language Development (ELD)
Consultant

Christina.Kozlowski@oakland.k12.mi.us

Christy Osborne

English Language Development (ELD)
Consultant

Christy.Osborne@oakland.k12.mi.us



Keynote Speaker



Register Today!

MTSS in Action

MTSS for the Whole Child:

Align Systems & Elevate All Learners

September 29, 2026

8:30 AM - 3:30 PM

Schoolcraft College
VistaTech Center





County Partners

[Oakland](#)

[Wayne](#)





Agenda

bit.ly/MABE25-CI4ELs

1

Purpose/Connector

3

**Equitable MTSS for ELs: A
Team-based Approach**

2

**Systems Thinking: The
MTSS Practice Profile**

4

**MTSS Considerations for ELs:
Application & Next Steps**





Norms

“Start Where You Are, But Don't Stay There”





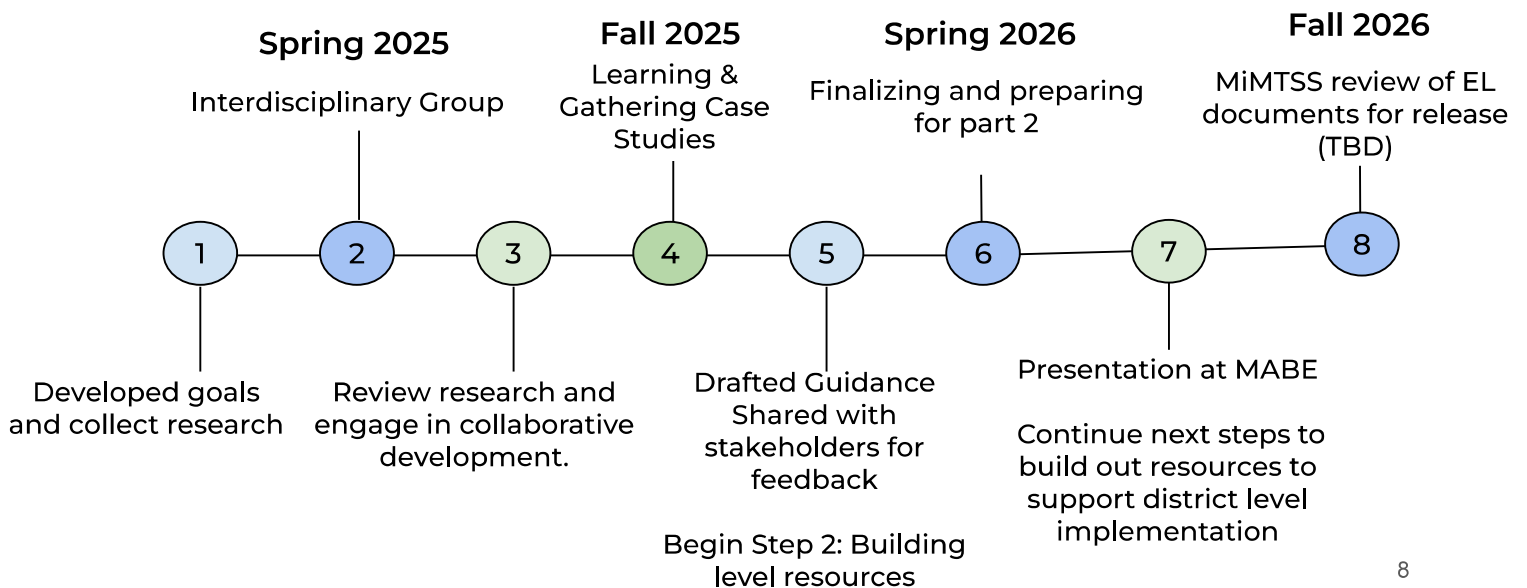
Today's Objectives

1. Gain an understanding of equitable inclusion of English Learners in MTSS
2. Equip participants with data tools, research and examples to highlight consideration and next steps



Statewide Work

MDE EL MTSS COMMITTEE



Connector





Connector



Highly effective systems FOR MLs lead to highly effective teachers of MLs.

1. Introduce yourself to an elbow partner and why you came today
2. What is your role in your district's MTSS system?
3. How might a district's MTSS system equip highly effective teachers of MLs?



Systems Thinking

The MTSS Practice Profile





MDE Practice Profile: Five Essential Components

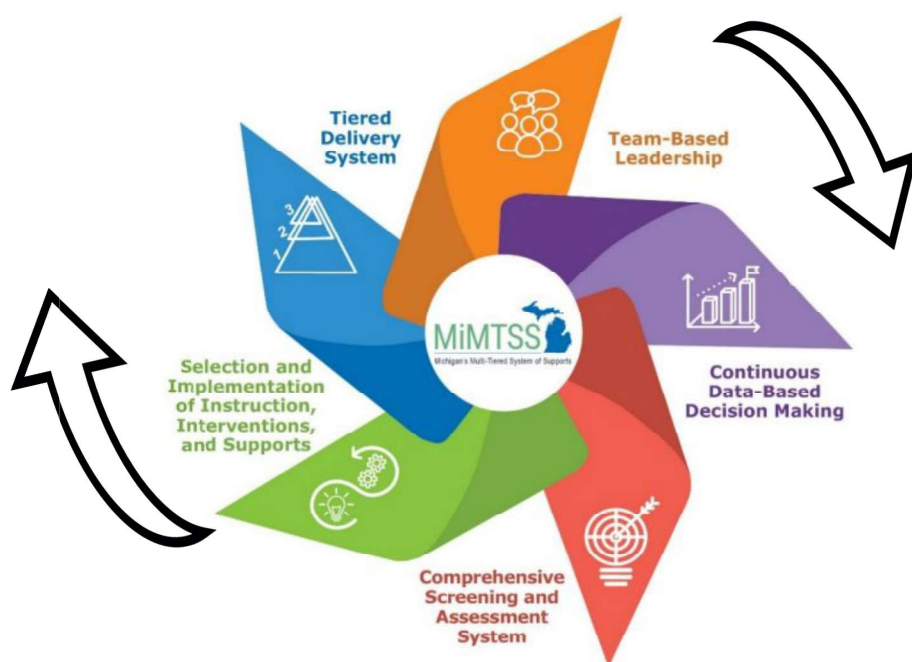


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework



Team-Based Leadership

Team-based leadership is essential for effective implementation of MTSS. It emphasizes **shared responsibility**, **collaborative decision-making**, and the **strategic use of data** to guide instruction and interventions. Leadership teams are crucial at all levels of the system.

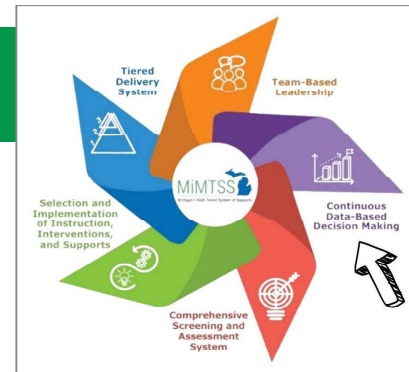


Listen and Jot



Continuous Data-Based Decision Making

Continuous data-based decision making is central to the MTSS framework. It ensures that **student progress** is **regularly monitored**, and decisions are **informed by data**. This process involves using **reliable data sources** to **tailor interventions** and supports to meet the unique needs of each student.



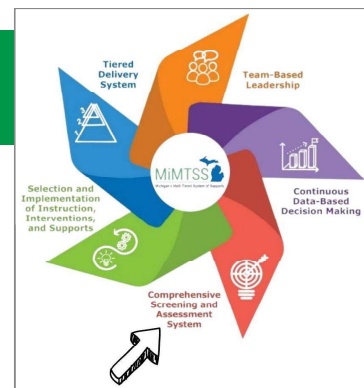
Listen and Jot

(Canva, 2024; MDE, 2020)



Comprehensive Screening & Assessment System

This system **identifies student needs early** and monitors progress through **universal screening, diagnostic assessments, and progress monitoring**. These tools ensure that interventions are **targeted and responsive** to each student's academic and behavioral needs.



Listen and Jot



Selection & Implementation of Instruction, Interventions, & Supports

The selection and alignment process **considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives.** Selection also considers the **resources and capacity** needed to support MTSS implementation with fidelity.



(MDE Practice Profile, p. 22)



Tiered Delivery System

A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. **Based on an aligned curriculum, the instructional practices, interventions and supports are organized along a continuum to meet the needs of each and every learner.** Tiers are intended to be layered with intensification of supports matched to learner need.



Listen and Jot

Students are NOT “Tiers”

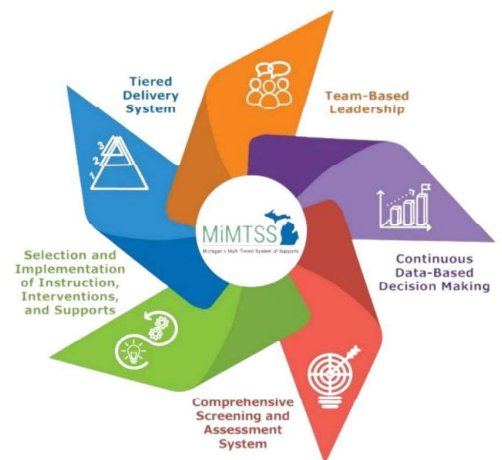
- Tier 1 is the **universal instruction and differentiation** intended to meet the needs of all learners.
- Tier 2 is an **intervention platform** consisting of supplemental, targeted interventions intended for some learners who **require support or extension beyond tier 1.**
- Tier 3 supports provide **intense individual interventions**, building on Tier 1 instruction and Tier 2 intervention, for learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.



MTSS as a System of Systems - 5 components

Discuss with your elbow partner.

Where do you see evidence of these 5 components at the district and school level?



Equitable MTSS for ELs

A Team-based
Approach





3 Myths & a Truth

1

ELD services are tier 3 interventions.



MYTH

3

ELs do not qualify for interventions, because they need time to develop language first.



MYTH

2

Newcomers automatically qualify for reading interventions if they are below grade level.



MYTH

4

Interventions and assessment plans should include academic, cultural and linguistic considerations.

TRUTH





Legal Obligations

Meaningful Access to Core Curriculum

- Instruction for ELs that allows them to **meaningfully participate** in **grade-level** curriculum through tier 1 instruction
- **Access** to district whole-child, MTSS, and other initiatives (Tier 1, 2, 3) within the school system

Direct English Language Development

- Intentionally designed to develop the **English** language
- Provided by a **certified ELD teacher**
- Considered **Tier 1 ELD instruction**

(Lau v. Nichols, 1974; Equal Education Opportunity Act, 1974)



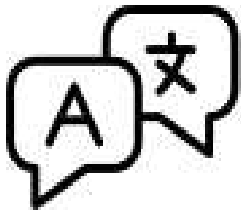
MTSS Systems Lens: The Classroom

What might this classroom look like and sound like with a strong, district-wide MTSS system inclusive of ELs?





WIDA: Multilingual Learner Assets



Linguistic



Cultural



Experiential



Social
Emotional



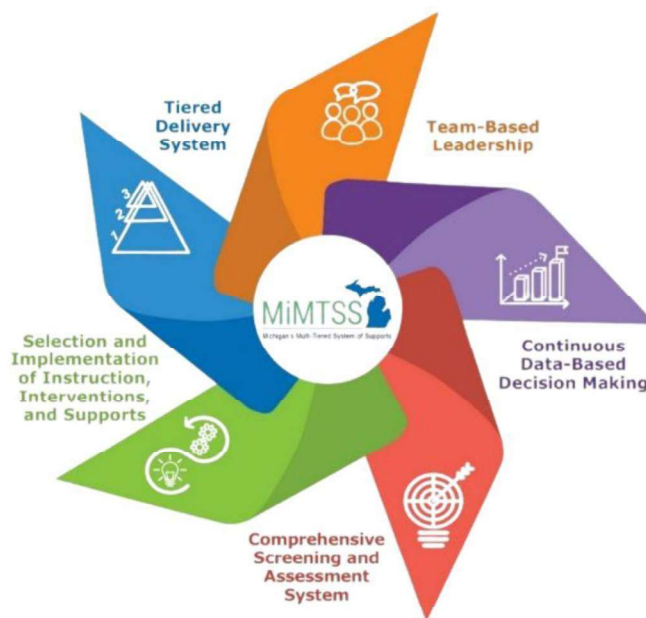
MTSS Systems Lens



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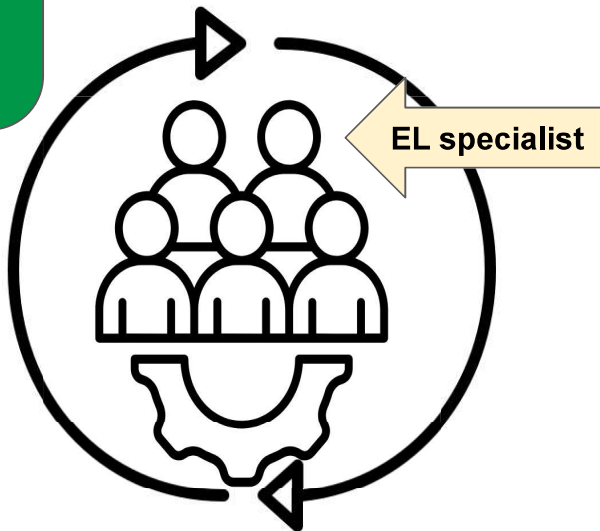


Social
Emotional



Team-Based Leadership

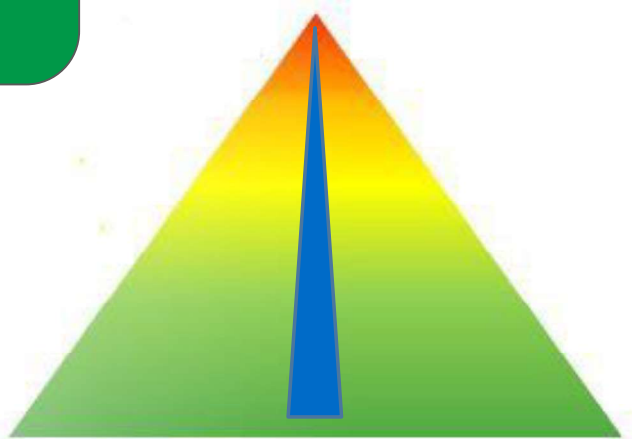
How might his outcomes change if the system includes an EL specialist on the team?





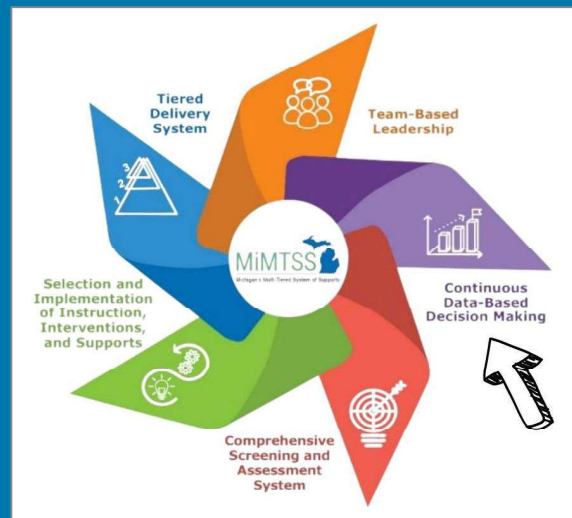
Tier-Based Delivery System

How might his access to grade level math content improve with effective tier 1 instruction?



Continuous Data-Driven Decision Making

Inclusion Of English Learners

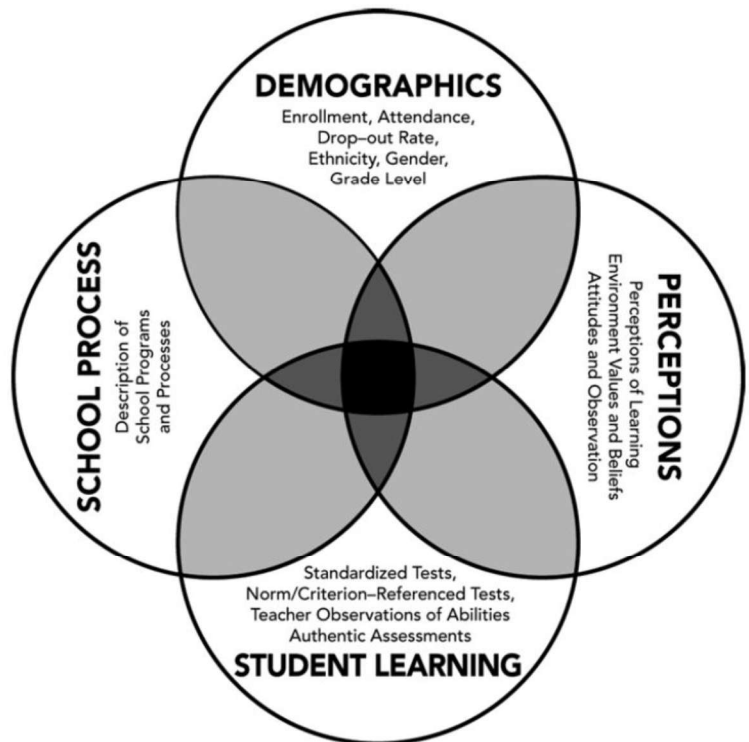




Four Types of Data



How might the team's data lead to better decision making for Moises?





Moises: Four Types of Data

Demographics

- Arrived from Mexico
- Speaks, reads and writes Spanish
- Attends school regularly

Perception

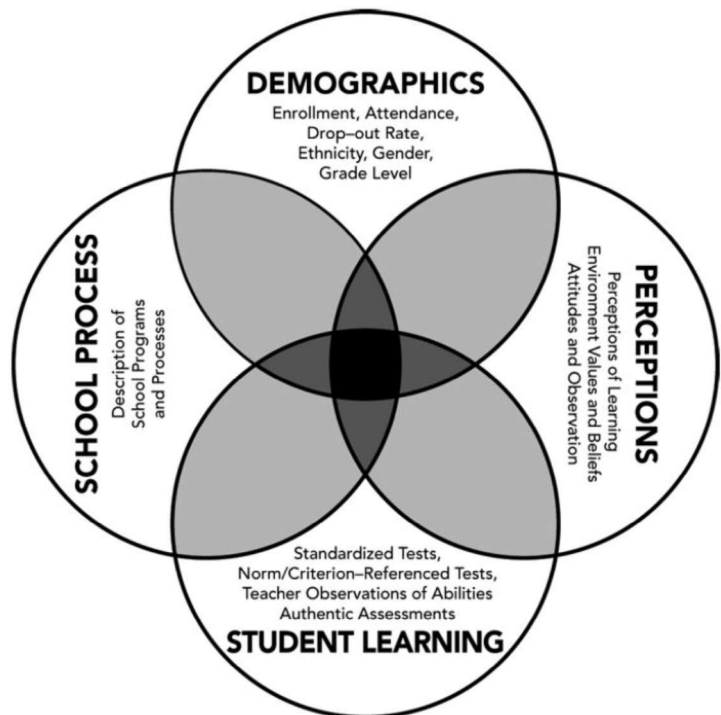
- Family interview: Values education, feels safe in school, prior schooling
- Goal: Attend college for engineering

Achievement/Student Learning

- WIDA overall: 1.7
- Interpretive domains > expressive
- Achievement testing in Spanish: iReady reading and math

Process/Systems

- EL program: designated 60/day (EL handbook)
- Tier 1 differentiated strategies (MTSS handbook)





District Continuous Improvement Data Sources

EL Data Sources For Continuous Improvement			
When possible, disaggregate data by EL vs. Non-EL. Consider disaggregating by language, ELD service model, minutes of ELD services, proficiency level, educational history, and/or grade level.			
Demographic	Achievement	Perception	Process (Systems)
- Attendance - Discipline & Referrals - Graduation and drop out rates - ELs Enrolled in AP, special programs, interventions, extracurricular, etc. - ELs with IEPs - Number/type of languages - Former English Learners (FELs) Exits (current and trends) - Service numbers (per teacher) MDE Staffing Calculator - Certified staff and EL service placements - Equitable staffing ratios - Enrollment numbers and trends (immigrant/newcomers, etc.) - Language Assistance Program (LAP) descriptions	- MSTEP/SAT Proficiency & growth - Local Assessments (NWEA, iReady, etc.) - WIDA ACCESS: Proficiency & growth - WIDA ACCESS trend data - CTE Completions - Graduation and dropout rates - Retention rates - Current course grades - District summative assessments - Common formative assessments	- MiPhy data (grades 7, 9, 11) current and trends - Student surveys - Administrator surveys - Listening circles (various EL students, staff, families administrators, etc.) - Staff surveys (EL & non-EL staff) - Student surveys - Administrator surveys - Family Surveys (translated) - Student shadow anecdotal data (Newcomer, Long-term EL, etc.) - Listening circles (various EL students, staff, families administrators, etc.) Title III Monitoring Indicators (perception surveys) - Program evaluation report - MDE Onsite Review findings - Staff interest in ESL endorsement	- MTSS handbook - Special education protocols ELs with suspected disabilities Protocol - ELD Handbook - PBIS Processes - Discipline/referral System - Family engagement calendar - Professional learning calendar - Data calendar - Funding reports - Walk through tools - Intake process Language Assistance Program (LAP) MDE ELD Program Model Descriptions MDE Staffing Calculator - Communication plan - Interpretation & translation services - Liaison protocols

MTSS Considerations for ELs

Application &
Next Steps



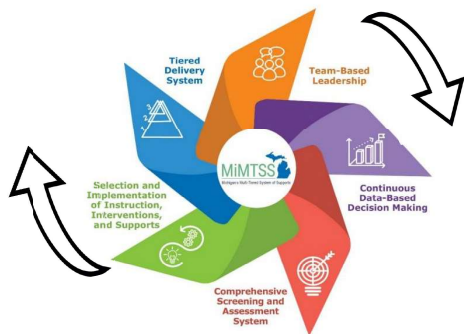
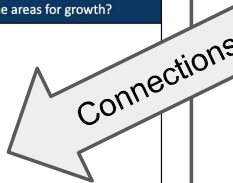


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Notescatcher: Equitable MTSS in Action: Collaborating to Accelerate Growth for English Learners[†]
Presenters: Christina.Kozlowski@oakland.k12.mi.us / Christy.Osborne@oakland.k12.mi.us
*adapted from Oakland Schools Moving the Needle (2025) and the [MDE Practice Profile](#) (2020)

District Level				
MTSS Component	Definition	Structures for All Students	Considerations for ELs (Red will indicate connection to Program Evaluation Indicator)	In Your District: Which considerations for ELs are being addressed? What might be some areas for growth?
Team-Based Leadership	An active, organized, knowledgeable and representative group exists to provide whole child supports, remove barriers, coordinate, and evaluate activities for the district in alignment with the broader education system." (p. 8)	❖ District team has authority and responsibility for supporting district-wide MTSS implementation. ❖ Team includes members representing diverse perspectives and roles. ❖ Formal process for reviewing and addressing internal/external barriers. ❖ Commitment to MTSS professional learning. ❖ Formal communication plan for internal/external community members.	1. How does the district ensure EL specialists are included on leadership teams to support equitable MTSS decisions? (Indicator 15, 27) 2. How does the district equip building teams with training and resources to meet EL students' academic and language needs in MTSS? (Indicators 22, 5, 14)	





Reflect

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Read and Reflect

- Choose one MTSS component of interest to read and reflect on.
- In your district: Which considerations for ELs are being addressed? What might be some areas for growth?

Share your thinking with an elbow partner.



Exit Ticket

One next step is...

*The most helpful
learning today was...*





Upcoming Professional Learning

MICIP for English Learners:
Partnering for
Meaningful Access

OCTOBER 21ST, 2026

9:00 AM - 3:00 PM

AUTOMATION ALLEY, 2675 BELLINGHAM RD, TROY, MI 48063

[Smore](#)

CONTINUOUS IMPROVEMENT
for English Learners

ELD PROGRAM EVALUATION

PROFESSIONAL LEARNING: JAN 29, 2027

TECH ASSISTANCE: APRIL 28, 2027

[Smore](#)



Thank You!

Tina Kozlowski

English Language Development (ELD)
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Christina.Kozlowski@oakland.k12.mi.us

Christy Osborne

English Language Development (ELD)
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Christy.Osborne@oakland.k12.mi.us



The flyer for the 'MTSS in Action' event features a blue and white polka-dot background. On the left, a circular portrait of Dr. Angela Burke is shown with the text 'Keynote Speaker' below it. To the right of the portrait is a small blue circle with 'Dr. Angela Burke' and a Novak logo. Below this is a QR code with the text 'Register Today!'. The main title 'MTSS in Action' is in large, bold, blue letters, followed by 'MTSS for the Whole Child: Align Systems & Elevate All Learners' in smaller blue text. A green box on the right contains the event details: 'September 29, 2026', '8:30 AM - 3:30 PM', and 'Schoolcraft College VistaTech Center'. At the bottom left are the RESA and Oakland Schools logos. A small circular portrait of a woman is in the bottom right corner.

MTSS in Action
MTSS for the Whole Child:
Align Systems & Elevate All Learners

September 29, 2026
8:30 AM - 3:30 PM
Schoolcraft College VistaTech Center

RESA SERVICE LEADERSHIP COLLABORATION INITIATIVE
Oakland Schools



Thank You

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Every Student. Everyday.

