SAMUEL III
Transforming Instruction
With Grading & Accommodations for English Learners
Day At A Glance

Break around 10:20 – 10:30

1 hour lunch around 11:30

Re-convene around 12:30

Quick break at your convenience

Dismiss at 2:30
Welcome Educators
Workshop Objectives

Effective Instruction for ELs
EL Research Models for ELs
RTI

Factors That May Influence ELs’ Linguistic And Academic Development

Special Education/Cultural Linguistics
Accommodation/Grading for ELs

Newcomer’s Program
Eufaula City

Everyone Working Together For Success In The School And Classroom
Lamar County School District - 2377 students
* White - 2011 students
* Black - 308 students
* Hispanic - 34 students
* Multi-Race - 31 students

Lamar County High/Intermediate School - 696 students
* White - 569 students
* Black - 105 students
* Hispanic - 20 students
* Multi-Race - 2
In The Beginning
Principal’s Share
“Transitioning” Before and Now
In the beginning...

- Auditory Classrooms at Secondary Level
- Lack of Understanding Language Acquisition
  - Poor Parent Involvement
  - Cultural Unawareness

ONE SIZE FITS ALL!
Lamar County Schools
Vernon Middle/High School

Now...

- Data drives the need for classroom and special programs
  - Reaching out to parents through programs
    - Implemented EL TIER III Reading class
  - Adapting more of a student led classroom
    - Interaction through small groups

Differentiating Instruction!
Self Reflection

- What areas are strengths in your schools?
- What areas are weak in your schools?
- How can you ensure progress in reaching these goals?

- Welcoming Environment
- Data Driven
- Teacher Support
- Visuals
- Instruction
- Everyone Ready
It began with administration through partnerships, including counselors, instructional coaches, and teachers.

Components include:
- Culture Awareness
- Data Analysis
- Professional Development
- Support for Teachers
- Evaluation
“Students’ academic difficulties have more to do with the curriculum, teaching methods, and classroom setting than with any deficit in the child.”

Poor Example of a Lesson
Specifically Designed Academic Instruction in English

Sheltered Instruction Observation Protocol

An approach to teaching ELs integrating language and content

Specifically designed approach to teaching language through content

A research based approach for ELs using Sheltered Instruction

SIOP

Sheltered Instruction

SDAIE

SI
Specifically Designed Academic Instruction in English (SDAIE)

Sheltered Instruction Observation Protocol (SIOP)

Sheltered Instruction (SI)

Specifically designed approach to teaching language through content

An approach to teaching ELs integrating language and content

A research based approach for ELs using Sheltered Instruction
A Comparison
“Best Practices for ELs”

Sheltered Instruction
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Specially Designed Academic Instruction English
- Cooperative, interactive
- L1 support, content lessons including speaking, listening, reading and writing
- Chunking/webbing
- Performance based, multiple access points
8 Components of SIOP

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

http://siop.pearson.com/about-siop/index.html
Taking A Look At TIER I Instruction
B of Before the Lesson
B Before the lesson...

- Review previous instruction
- Choral Read objectives
- Whole group questioning
- Vocabulary Chart (Support)
  - Model/Example of expectation
  - Visual
  - Partner/group interaction
  - One on One with teacher/student
Taking A Look At TIER I Instruction

D of During the Lesson
TIER I
What We Witnessed

During the Lesson…
- Whole group ball toss to answer questions about the text
- Active student engagement
- Key questions on overhead for visual support
- Teacher rotating groups to informally assess
- Small groups discussing and locating key questions from text
Taking A Look At TIER I Instruction

A of After the Lesson Activity

- Insert Video of after
A After the Lesson

- Group Instructions
- Review of Academic Vocabulary
- Sequence Cards shown when providing assignment is a good visual reminder since this class does these types of activities regularly
- Provides que after observation of groups work
- Assesses all groups
- Observations of students participation in groups informs teacher of who will need further support
Partner Read & Discuss

Handout TIER 1, 2, & 3

- Highlight Main Points
- Discuss each TIER with one or two partners
- On the back of the handout, draw your own visual to represent the three tiers
- Share visuals

(Language Domains Used In this Activity Include: Listening, Speaking, Reading, and Writing)
BEHAVIORAL SYSTEMS

Tier 1 – Universal Instruction
- All settings, all students
- Preventive, proactive

Tier 2 – Targeted/Supplemental Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Tier 3 – Strategic/Intensive Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

ACADEMIC SYSTEMS

Tier 1 – Universal/Core Instruction
- All students
- Preventive, proactive

Tier 2 – Targeted/Supplemental Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Tier 3 – Strategic/Intensive Individual Interventions
- Individual students
- Assessment-based
- High intensity

Includes Bilingual, ESL, Sheltered, or Dual Language Instruction

Adapted from: OSEP Center of Positive Behavioral Interventions & Supports

RTI FOR ELS
Group Activity

“Quick Think”

- Using sticky notes
- What works well in RTI at your schools?
- Share thoughts
- Post notes on wall chart
- Whole Group Discussion

Tier Instruction

- Identify the Problem
- Gather Data
- Develop and Implement Plan
- Monitor and Evaluate the Plan
- Determine Next Steps
What Progress Monitoring Tools Can Be Used For **ELs** Along With Including The Prior Factors?

- MODEL
- Rubrics
- Portfolios

We will discuss grading later in the presentation.
Tier I...What It IS

- Research-based core instruction for all students in all subject areas
- A process that includes formal assessment, focusing on specific skills, strategies, and content, targeting proficiency level of EL
- A process that includes continuous formal and informal progress monitoring
- Instruction with accommodations and modifications that is data driven
- Targeted instructional support within the regular classroom for students who are having difficulty
- A variety of flexible grouping configurations depending on objective
- A team approach working collaboratively (teachers, administrators, parents, etc.)
Tier I: What IT ISN’T

- Core instruction in which some students are successful and others are not (one size fits all)
- In-class assessments that focus primarily on what is taught rather than what students' knowledge and ability
- Only observing student progress every 6/9 weeks and year’s end
- Reliance on other instructional support (specialists) to provide remediation
- Whole class instruction, grouping students (low, middle, high)
- Teachers who work primarily on their own
“Focused classroom instruction is not sufficient to meet the needs of some children. To accelerate their progress and ensure that they do not slip further behind, these students require more strategic intervention.”

Tier 2
What It Is

- Supplemental instruction
- Focusing on specific skills that are part of broader topic
- Explicit instruction that emphasizes key instructional features for Els (language domain focus, key vocabulary emphasis, learning strategy. Etc.)
Tier 2

What It Isn't

- Replacing Core Curriculum
- Re-Teaching Using the Same Instruction
- Designed for students who did not master an isolated skill (students receive differentiated instruction in Tier 1)
- A replacement for English Language Development (ELD)
Strategic instruction designed for student, based on individual need.

Intended for a specific duration of time using frequent progress monitoring to drive instruction.

Identify learning disabilities...Determining whether a disability exist while ruling out language proficiency (educator should have literacy in ELD).
Tier 3
What It Isn’t

- Reteaching of the same instruction students received in the core curriculum
- A label, not a life sentence!
- A way to remove challenging students from general education or alleviate need for EL services
- Necessarily special education
Factors That May Influence ELs Linguistic And Academic Development

Jig Saw Activity Instructions

- Assign one of 7 factors to a member at your table.
- Jot notes
- Each share findings

Table Assignment After Read

- What can be implemented into your RTI process? ?
- Place on Sticky Note
- Post sticky notes on wall chart
- Whole group

Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners. © 2013 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium – www.wida.us.
Thinking About EL
Referrals to
Special Education
Indicators That Validate The Need For SPED Evaluation

- Student is demonstrating limited language structures in both L1 and L2, indicating that acquired morphologic structures are not acquired by the appropriate age.

- Both languages may be marked by a short length of utterance.

- Student’s response to specific structured interventions addressing his presenting problem is documented to be more than 40% below EL/CLD peers within individualized instructional intervention.

Prior to Formal Evaluation

- Screen standardized instruments for cultural and linguistic bias
- Review administration options for accommodation of language and culture issues
- Document how you have accounted for linguistic and cultural differences, and in regard to procedures and instrument selection

<table>
<thead>
<tr>
<th><strong>WHEN CHILDREN ARE LEARNING ENGLISH AS A SECOND LANGUAGE:</strong></th>
<th><strong>WHEN CHILDREN HAVE A LANGUAGE IMPAIRMENT OR DISORDER:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is typical for their skills in English vocabulary, pronunciation, grammar, and comprehension to be less well-developed than their peers who only speak English.</td>
<td>• Errors or limited skills in vocabulary, pronunciation, grammar, and comprehension interfere with communication in their first language (L1), compared to peers from the same language group.</td>
</tr>
<tr>
<td>• They will acquire English in a predictable developmental sequence, similar to younger children who are beginning to learn English.</td>
<td>• Their English skills are delayed in comparison to peers from the same language group who have been learning English for the same length of time.</td>
</tr>
<tr>
<td>• Reduced opportunities to use their first language may result in loss of competence in L1 before becoming proficient in English.</td>
<td>• Their communication is impaired in interactions with family members and others who speak the same language.</td>
</tr>
<tr>
<td>• They may switch back and forth between L1 and English, using their most sophisticated skills in both languages within single utterances.</td>
<td>• Skills in their first language will be limited, inappropriate, or confused in content, form, or use.</td>
</tr>
<tr>
<td>• Results from assessments conducted in English are unlikely to reflect the child’s true skills and abilities in most domains.</td>
<td>• Assessments conducted in English will be unable to discriminate between language acquisition and language disorder.</td>
</tr>
</tbody>
</table>

(http://www.k12.wa.us/Source: OSPI Pamphlet, p.12)
Recap…..

We Have Reviewed…..

- Effective instruction
- SI models
- RTI
- Factors That May Influence ELs’ Linguistic And Academic Development
- Special Education/Cultural Linguistics

Let’s Take A Look At

- Grading
- A Newcomers’ Program
TOP 10 Countdown Questions To Ask Yourself When Grading An EL
At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| 6 Reaching | * specialized or technical language reflective of the content areas at grade level  
  * a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
  * oral or written communication in English comparable to English-proficient peers |
| 5 Bridging | * specialized or technical language of the content areas  
  * a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports  
  * oral or written language approaching proficiency to that of English-proficient peers when presented with grade-level material |
| 4 Expanding | * specific and some technical language of the content areas  
  * a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs  
  * oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support |
| 3 Developing | * general and some specific language of the content areas  
  * expanded sentences in oral interaction or written paragraphs  
  * oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written narrative, or expository descriptions with sensory, graphic, or interactive support |
| 2 Beginning | * general language related to the content areas  
  * phrases or short sentences  
  * oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support |
| 1 Entering | * pictorial or graphic representation of the language of the content areas  
  * words, phrases, or chunks of language when presented with one-step commands, directions, WH- choice, yes/no questions, or statements with sensory, graphic, or interactive support  
  * oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support |
Do I Have My Student’s I-ELP That Includes Accommodations?
Have I Determined An Assessment Plan Using The Appropriate Proficiency Level Along With Expectations?
Have I Met With The EL And Their Parents Explaining Expectations For Grading?
Have I Progress Monitored?
Is My Method Of Instruction Accommodated To Meet My EL’s Proficiency Level?
Have I Accommodated My EL’s Class Assignments?
Have I Accommodated My EL’s Homework?
Have I Used Formal And Informal Assessments?
Have I Used Alternative Grading?
Newcomers’ Program
Eufaula High School
A Word From Federal Program’s Director
WHY The Need?

- Four refugees from Guatemala.
- One student had no formal schooling at 17 years of age.
- Two students had a few years of school in Guatemala, while the other had been to school his entire life and had report cards to show how much he had.
- At the beginning of school, these young men were placed in regular 9th grade classes with support from the EL Coach.
- The teachers were in panic mode. The young men needed a specialized program that would meet their needs.
- In November, Eufaula enrolled another student: a refugee from Guatemala with no formal schooling.
The school system’s Director of Federal Programs and EL Coaches contacted the state department for assistance.

State EL Coaches went to Eufaula to observe their classes.

They saw that the boys were learning nothing, and they were bored.

The Coaches called a meeting that consisted of the district and school leaders to see what could be done to help these young men survive, thrive, and succeed in school.

The committee developed an alternative plan to ensure these young men could read, write, and be successful in financial mathematics.
WHO Is Involved In the Development Process?

The EL Leadership Team Consists Of:

- The Superintendent
- The school principal
- The state EL Coaches
- The Director of Federal Programs
- The district EL Coaches
- The Director of Instruction and Assessment
- The Secondary Curriculum and Instruction Coordinator
- The Instructional Specialist
- The Reading Coach
- The Chief Financial Officer
- The school counselor
- Teachers of the ELs
A Word From The Principal
WHEN Did the Newcomer Program Begin Classes?

September 30, 2013
HOW Did You Make A Schedule?

- Choosing electives for them was trial and error
- After considering the boys’ interests and talents, the committee decided upon:
  - 1st period – ESOL elective
  - 2nd period – Choral
  - 3rd period – Math
  - 4th period – Elective PE
  - 5th period – JROTC
  - 6th period – JROTC
  - 7th period – Reading Intervention
Eufaula High School
New Comer Classes

- video
If you would like a copy of the New Comer Manual please email one of the three EL Coaches

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Workshop Objectives

1. Effective Instruction for ELs
2. EL Research Models for ELs
3. RTI
4. Factors That May Influence ELs’ Linguistic And Academic Development
5. Special Education/Cultural Linguistics
6. Accommodation/Grading for ELs
7. Newcomer’s Program
8. Eufaula City

Everyone Working Together For Success In The School And Classroom
Thank You!

Lamar County Schools, AL
Eufaula Public Schools, AL

For Making SAMUEL III Real and Relevant!