CLOSING THE GAP: HELPING ENGLISH LANGUAGE LEARNERS

How Might It Feel to be an English Language Learner?

Too Fast
Counselors Teaching

CDAs, Guidance Curriculum, Registration, CCR
1. Print quick roster, generate quick ELL report
2. Discover who & level
3. Pull out WIDA CAN-DO Descriptors
4. Pull out existing lesson plan
5. Fit in WIDA CAN-Dos & extend/scaffold

Evidence-based practice: WIDA
https://www.wida.us/standards/CAN_DOs/

2015 SAGE Data

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>65.0%</td>
<td>63.0%</td>
<td>60.1%</td>
</tr>
<tr>
<td>African American</td>
<td>68.7%</td>
<td>55.3%</td>
<td>55.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>48.0%</td>
<td>60.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>58.9%</td>
<td>76.9%</td>
<td>68.7%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>68.6%</td>
<td>75.6%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>60.0%</td>
<td>50.7%</td>
<td>62.1%</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>60.0%</td>
<td>51.1%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>56.3%</td>
<td>49.1%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Female</td>
<td>66.0%</td>
<td>52.5%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Cree</td>
<td>52.0%</td>
<td>64.1%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>67.0%</td>
<td>50.0%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Limited English Indicator</td>
<td>7.0%</td>
<td>10.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>9.5%</td>
<td>15.1%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Native</td>
<td>37.3%</td>
<td>51.5%</td>
<td>55.8%</td>
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</table>
WIDA by student name

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 1 - Entering</th>
<th>Level 2 - Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Can Do</td>
<td>Names</td>
</tr>
<tr>
<td></td>
<td>Can Do</td>
<td>Names</td>
</tr>
<tr>
<td>Listening</td>
<td>Follow one-step oral instructions</td>
<td>Follow multi-step oral instructions</td>
</tr>
<tr>
<td></td>
<td>Match visual language to visuals/graphics displays</td>
<td>Compare two recent related visuals per oral directions</td>
</tr>
<tr>
<td></td>
<td>Identify others, people, or places from oral descriptions</td>
<td>Identify information in charts or tables based on oral statements</td>
</tr>
<tr>
<td></td>
<td>Various ideas using gestures</td>
<td>Various ideas using gestures</td>
</tr>
<tr>
<td></td>
<td>Match (verbatim) language with visual representations</td>
<td>Match (verbatim) language with visual representations</td>
</tr>
</tbody>
</table>

Teach the Teacher

- Once you know how to do it, train teachers

- Could be as a faculty meeting, but most likely it will be as an answer to the question by an individual teacher: “What do I do with this kid?”

Meet our ELD students!

- 9th Grade
  - Level 4
  - First Language: Spanish
  - Able to:
    - use specific and some technical language of the content area
    - a variety of sentence structures

- 6th Grade
  - Level 3
  - First Language: Spanish
  - Able to:
    - use general and some specific language of the content area
    - expanded sentences in oral interaction or written paragraphs
    - oral or written language with phonological, semantic, or syntactic errors that may impede communication, but retain much of its meaning when presented with oral or written, narrative, or expository
ALPINE SCHOOL DISTRICT
Secondary Grading Guidelines
for WIDA Level 1 (Entering) and selected WIDA Level 2 (Emerging) English Learners

Assessing the academic learning of English Learners (ELs) is a challenging task for teachers. Demonstrating mastery of academic content is difficult for ELs at the WIDA Levels 1 and 2 of English language proficiency. As a result, alternative methods of assessment are necessary for ELs at these levels.

- WIDA Level 1 (Entering) and selected WIDA Level 2 (Emerging) language learners can be on a non-gradable status for a maximum of 1 year after initial enrollment. Input from the ALS Coordinator and the ELD teacher would provide relevant information as to the circumstances of particular ELs and the window of time advised for the non-gradable status. Students receive a P (Pass) or F (Fail) “grade” during this time period.

- This guideline does not preclude a teacher from assigning a letter grade if the language learner meets the content objectives. Classroom teachers should modify instruction, assignments, and tests based on students’ English language proficiencies.

- A helpful guide for general education teachers about differentiated instruction for ELs is found at www.wida.us/standards/CANS_DOS or the Instructional Accommodations and Modifications on the reverse side of this document.

- The use of instructional accommodations and modifications does not indicate that a student cannot receive the highest grade in the content area. No teacher should fail an English Learner if that teacher has failed to offer instructional and testing accommodations to the EL.

- A P (Pass) in a content area does not preclude the possibility that an EL may be required to repeat terms or the entire course. Once a language learner is assigned a letter grade in a subject, the student will continue to receive letter grades in that subject.

This non-gradable status might not apply to Physical Education or other courses where the English language does not prevent the student from demonstrating mastery.

A P (Pass) indicates that a student is:
- making an effort in class to do the assigned work
- demonstrating progress in the content material as additional English Language is acquired
- concentrating during lesson delivery
- asking for help or clarification when needed
- showing some understanding of the work in progress
An F (Fail) indicates that a student is:
* making no effort in class to do the assigned work
* not demonstrating progress in the content material as additional English Language is acquired
* not concentrating during lesson delivery
* neglecting to ask for help or clarification when needed
* showing no understanding of the work in progress

Instructional Accommodations and Modifications for ELIs
- Review the check and check the accommodations/modifications you are NOT currently using.
- Use the checked items as a plan for supporting the student on a non-gradable status.

  - Adapt lessons, assignments, and assessments to WIDA language development standards.
  - Provide clear explanation of academic tasks.
  - Break down complicated tasks into one-step manageable parts and model each part.
  - Post, share, and refer to Common Objectives (core objectives) for each lesson.
  - Incorporate practice with listening, speaking, reading, and writing in each lesson.
  - Promote frequent structured interaction opportunities to use English with peers.
  - Incorporate meaningful activities and materials that relate to student background experiences.
  - Explicitly link concepts to students’ background experiences, previous learning and new concepts.
  - Emphasize support key vocabulary with examples and non-examples.
  - Slow down rate of speech (recommended 120 words per min. for elementary, 140 wpm for secondary).
  - Pause often between sentences. Enunciate clearly. Repeat directions.
  - Provide minimal 10 second wait time for student response to allow time for thinking and processing.
  - Provide extended time to complete assignments and assessments.

  - Adapt assessments: Administer orally, use a checklist, modify information.
  - Provide ongoing review and assessment of key vocabulary, lesson concepts, and student comprehension.
  - Provide frequent, specific feedback to reinforce students’ comprehension, vocabulary, and language development.
  - Provide corrective feedback and allow revision and resubmission of written work.
  - Employ a variety of instructional techniques such as modeling, hands-on activities, and gestures.
  - Use supplementary materials such as visuals, computer-assisted instruction, charts, graphic organizers.
  - Provide supports through photocopied notes, study guides, flash cards, use of bilingual dictionaries.
  - Use Bloom’s Taxonomy to promote higher order thinking and questioning.
  - Encourage elaborated responses from the student by asking who, what, when, where, why, how, . . . tell me more . . . explain it to me . . .
  - Use scaffolding techniques throughout the lesson—Think-aloud, paraphrasing, partnerrening.
  - Provide note-taking assistance.
  - Allow native language reading material (if literacy in first language).
  - Permit demonstration of content knowledge in native language when necessary or practicable.
Bilingual Peer Mentor Program

- Evidence-based practice (permission to use data from Claudia Kassner
claudia.kassner@jordandistrict.org)

Total of classes passed Q1 in 2013-2014 and 2014-2015

A comparison of ELL students who did not receive bilingual services in 2013-2014 school year with ELL students who did receive bilingual services in 2014-2015 school year, quarter 1

SIOP: Teacher Training
Other Steps

- Always generate list of ELLs, their level, and the WIDA CAN-Dos, then email this to all your teachers every year

- Advocate for your ELL students. If you don’t who will?

Best Ways to Serve our ELD Students

Get to know as much as possible about each student — ELLs represent a wide range of academic skills, interests, languages, English language proficiency levels, and cultures. The more a teacher can learn about each student’s background, the better prepared s/he is to provide appropriate instruction for that student.

Best Ways to Serve our ELD Students

Have high expectations for all students — Content should not be “watered down” for students who are still developing English language skills. Creative teachers think of ways to help students understand key material and “show what they know” in ways that match their language proficiency levels.
Best Ways to Serve our ELD Students

*Have a variety of research-based instructional strategies at hand* — Experienced teachers know that "one-size-fits-all" instruction is rarely successful. There are many different learning profiles in any given classroom, and students learn best when instruction matches their needs and learning styles.

Best Ways to Serve our ELD Students

*Use ongoing assessment to guide instruction* — Ongoing, informal assessment is vitally important to matching instruction to students' changing needs.

Best Ways to Serve our ELD Students

*Provide multiple types of assessment* — matching assessment to students' learning profiles and language proficiency ensures that every student has an opportunity to demonstrate what he/she knows.
Other Ideas

• Parent connections?
• School involvement
  - Groups (LIA, student government, Hope Squads etc.)
  - Peer Leaders/Mentors
• Other Ideas?
  - What do you do at your school?

Randy Evans, revans@alpinedistrict.org
Cody Thompson, cthompson@alpinedistrict.org
<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 1 - Entering</th>
<th>Level 2 - Beginning</th>
<th>Level 3 - Developing</th>
<th>Level 4 - Expanding</th>
<th>Level 5 - Bridging</th>
<th>Level 6</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
</tr>
<tr>
<td>Follow one-step oral commands/instructions</td>
<td>Match social language to visual/graphic displays</td>
<td>Identify objects, people, or places from oral statements/questions using gestures</td>
<td>Match instructional language with visual representation</td>
<td>Categorize content based on examples from oral directions</td>
<td>Match main ideas of familiar text read aloud</td>
<td>Use learning strategies described orally</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
</tr>
<tr>
<td>Answer yes/no and choice questions</td>
<td>Begin to use general and high frequency vocabulary</td>
<td>Repeat words, short phrases, memorized chunks</td>
<td>Answer select WH-questions within context of lessons or personal experiences</td>
<td>Convey content through high frequency words/phrases</td>
<td>State big/main ideas of classroom conversation</td>
<td>Describe situations from modeled sentences</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
</tr>
<tr>
<td>Associate letters with sounds and objects</td>
<td>Match content-related objects/pictures to words</td>
<td>Identify common symbols, signs, and words</td>
<td>Recognize concepts of print</td>
<td>Find single word responses to WH-questions related to illustrated text</td>
<td>Use picture dictionaries</td>
<td>Sequence illustrated text of fictional and non-fictional events</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
<td><strong>Can Do</strong></td>
<td><strong>Names</strong></td>
</tr>
<tr>
<td>Draw content-related pictures</td>
<td>Produce high frequency words</td>
<td>Label pictures and graphs</td>
<td>Create vocabulary/concept cards</td>
<td>Generate lists from pretaught words</td>
<td>Complete pattern sentences with original ideas</td>
<td>Extend “sentence starters” with original ideas</td>
</tr>
</tbody>
</table>