A presentation offered by the students in the class:

*EDU 383/583 Teaching English Language Learners across the Curriculum*

**December 1, 2014**
**Hewitt 212**
**5-6:45pm**

Strategies to help English Language Learners be successful in your classroom and

Information to help you pass the EAS (Educating All Students) test
What teachers need to know about English Language Learners (ELLs) for the classroom (and for the test)....

- BICS and CALP and the stages of Second Language Acquisition
- The language needs of English Language Learners (ELLs) (in elementary or secondary school) and the relationship to learning/teaching content (SDAIE & SIOP)
- The cognitive and social issues around Bilingualism
- Issues of culture in working with ELLs
- How to work with an ESL teacher as push-in, pull-out or as co-teacher
- How to collaborate with the ESL teachers and others in the school, for the benefit of the students
- Literacy strategies that particularly benefit English Language Learners
- Sheltered Instruction (SI) and Scaffolding of language & content (SDAIE & SIOP)
- How to provide Comprehensible Input
- Laws and regulations that govern English Language Development (ELD) services for ELLs
- Communication with and working with families and communities of students who are ELLs
- Research about English Language Development
FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

Performance Expectations:

The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.

Performance Indicators

a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students’ English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)

b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners

c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners

d. demonstrates knowledge of effective approaches for promoting English Language Learners’ development of oral and written language proficiency in English, including adapting teaching strategies and materials

e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English

f. applies knowledge of research-based instructional strategies (e.g., providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of literacy development

g. applies knowledge of strategies for supporting English Language Learners’ development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning

h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas

i. identifies effective strategies for consulting and collaborating with students’ families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English language skills and academic progress
Topics:

Performance Indicator A: Dr. Fairbrother
Performance Indicator B: Kayleigh Grimm
Performance Indicator C: Tonya Wilson
Performance Indicator D: Peter Gierlach
Performance Indicator E: Sooyeoun Keum
Performance Indicator F: Haley Horan
Performance Indicator G: Sunah Hwang
Performance Indicator H: Christie Brown
Performance Indicator I: Sherade McKitty
Who are English Language Learners?

The Superintendent of Syracuse City School District stated recently:

“While diversity is one of our community’s strengths, it also presents a challenge when we consider the significant needs of many of our students. We serve more than 21,000 students who speak nearly 80 different languages. We have 1,400 Pre-K students, 1,600 English Language Learners and 2,100 refugees.”  http://www.syracusecityschools.com

State Regulations CR 154 September 2014
THE NY STATE EDUCATION DEPARTMENT ALBANY, NY:

Over the past 10 years, New York State ELL student enrollment has increased by 20%. According to the U.S. Department of Education, ELL student enrollment has increased by 18% nationally. Currently in New York State, over 230,000 ELLs make up 8.9% of the total public student population. Students in New York State speak over 140 languages, with 61.5% of ELL students having Spanish as their home language. In addition, 41.2% of ELL students were born outside of the United States. (p. 2).

Learning a second language

Learning a second language is not the same as acquiring your first. Teachers should understand the stages of Second Language Acquisition/Learning

Students learning a second language move through five predictable stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Krashen & Terrell, 1983).

How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

It is important that you tie instruction for each student to his or her particular stage of language acquisition. Knowing this information about each student allows you to work within his or her zone of proximal development—that gap between what students can do on their own and what they can with the help of more knowledgeable individuals (Vygotsky, 1978). (Hill & Björk, 2008).

The new State Regulations (CR 154) cite these stages for placement/instructional purposes:

Beginner/Entering
Low Intermediate/Emerging
Intermediate/Transitioning
Advanced/Expanding
Proficient/Commanding (exited as fluent, but supported for two years)
English Language Learners (ELLs) usually develop BICS first (Basic Interpersonal Communication Skills), through social interaction with their peers, exposure to the media etc. It takes longer to develop CALP (Cognitive Academic Language Proficiency) as they develop reading and writing skills. It can take 2-3 years to develop social language and 5-7 years to develop academic language.

What affects English Language acquisition and development?

Some students come with a good education in their first language, and have prior knowledge that should be drawn on by teachers.

For some students English may be their third or fourth language. If students are literate in their first language, they more easily transfer those skills to a second language (a rationale for bilingual programs where students continue to develop their first language along with English).

Some students, due to social disruption, have received little schooling or interrupted schooling (SIFE – Students with Interrupted Formal Education), so will need more support in building prior knowledge needed in content classes.

Most ELL students will not have the same cultural knowledge expected of monolingual English speaking students: knowledge of American history, experience with European fairy tales, nursery rhymes, English literature, western science concepts, western methods of computation. But they have similar knowledge and skills from their culture(s) which should be recognized and drawn on to build new learning.

"Whether her students are six years old or twenty-six, whether they speak English as the native language or are learning English as an additional language, a teacher is responsible to help all students develop their language abilities... And teachers constantly teach their students through language" (Freeman & Freeman, 2004, p. xii).

Remember!

English Language Learners will be more successful

- If they have teachers who value the language and experiences the students bring to the class, and don’t see the students as having a deficit
- If they have content teachers who use sheltered instruction strategies and approaches to make the content comprehensible.
PERFORMANCE INDICATOR B

"Bilingual Education is intended to permit students who speak little or no English to learn reading, writing, arithmetic and other basic subjects in their primary language while they are acquiring proficiency in English" (Krashen).

Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages.

Issues of delivery of Bilingual Education:

Purpose: The goals of the bilingual education programs are to always include acquisition of the second language, development of the first language, and subject matter education (Krashen).

1. A common method is speaking in first one language and then the other; an explanation is given in both the first language and in English during the same class hour, otherwise known as concurrent translation (Krashen).

2. Sometimes half a day is taught in English (L2) and half in the first language (L1). Not all programs use 50/50 exposure to each language (Krashen).

Dual Language Program Model (Maintenance) & Transitional Program Model:

- **Dual Language Program Model (Maintenance):** This program is designed to help native and non-native English speakers achieve bilingualism, biliteracy, cross-cultural competence, and academic proficiency equal to that of students in mainstream programs. Also, this program is intended to maintain the children's first language indefinitely while developing the second (Krashen).

- **Transitional Program Model:** This program provides instruction in children's native language to help them progress academically, in content areas such as math, science, and social studies, while they acquire English. In this program, instruction in English increases gradually until the student is ready to transition into an English monolingual setting.

Comprehensible Input: Meaningful, relatable, and understandable language being used to successfully teach ELLs. "There is a tremendous difference between receiving comprehensible, meaningful input and simply hearing a language one does not understand. The former will help second language acquisition, while the latter is just noise" (Krashen).
Alternatives to Bilingual Education:

1. Submersion or “Sink or Swim”

In submersion programs, non-English proficient children are simply placed in the same classroom as native English speakers and the regular curriculum is followed. There is no organized attempt to provide any special instruction or extra help for these children. Although some sympathetic teachers often try to do something, all instruction is in English (Krashen).

2. Submersion + ESL

In submersion plus ESL, non-English proficient children are usually given a separate ESL class for some prescribed period of time, (sometimes as “pull-out”). The rest of the day is spent in classes with native English speakers, and the non-English proficient students attempt to follow the all-English curriculum (Krashen). Sometimes the ESL teacher co-teaches with the content or general education teacher.

3. Immersion

Immersion typically refers to programs in which majority language children are instructed in a second language, that is, programs in which subject matter is taught in a second language. Immersion students receive all instruction in the second language. Immersion students are also “segregated”, that is, native speakers of the second language are not usually included in these programs; and immersion students do not usually receive formal education in the first language (Krashen).

Translanguaging: Translanguaging is the use of multiple languages simultaneously to communicate; it constitutes a form of flexible bilingualism.

In a General Education or ESL Program:
Since you teach the curriculum in English, your language objectives will be in English. However, you can help your EBLs better understand and use the English language they’re developing by making connections between English and their home languages. Many of the strategies in this guide will help you make those connections. For example, you can help EBLs translate English vocabulary to their home languages, identify cognates, and compare vocabulary use between the two languages. See Vocabulary strategies. With grammar, you can help EBLs compare and contrast English sentence, paragraph, and text structures with their home language. See Syntax strategies. (51)

Translanguaging: A CUNY-NYSIEB Guide for Educators
From UNESCO the Universal Declaration of Linguistic Rights:

Articles 23-30: Education:

**Article 23**
1. Education must help to foster the capacity for linguistic and cultural self-expression of the language community of the territory where it is provided.
2. Education must help to maintain and develop the language spoken by the language community of the territory where it is provided.
3. Education must always be at the service of linguistic and cultural diversity and of harmonious relations between different language communities throughout the world.
4. Within the context of the foregoing principles, everyone has the right to learn any language.

**Article 24**
All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory: preschool, primary, secondary, technical and vocational, university, and adult education.

**Article 25**
All language communities are entitled to have at their disposal all the human and material resources necessary to ensure that their language is present to the extent they desire at all levels of education within their territory: properly trained teachers, appropriate teaching methods, text books, finance, buildings and equipment, traditional and innovative technology.

**Article 26**
All language communities are entitled to an education which will enable their members to acquire a full command of their own language, including the different abilities relating to all the usual spheres of use, as well as the most extensive possible command of any other language they may wish to know.

**Article 27**
All language communities are entitled to an education which will enable their members to acquire knowledge of any languages related to their own cultural tradition, such as literary or sacred languages which were formerly habitual languages of the community.

**Article 28**
All language communities are entitled to an education which will enable their members to acquire a thorough knowledge of their cultural heritage (history, geography, literature, and other manifestations of their own culture), as well as the most extensive possible knowledge of any other culture they may wish to know.
Article 29
1. Everyone is entitled to receive an education in the language specific to the territory where s/he resides.
2. This right does not exclude the right to acquire oral and written knowledge of any language which may be of use to him/her as an instrument of communication with other language communities.

Article 30
The language and culture of all language communities must be the subject of study and research at university level.

From the United Nations Declaration on the Rights of Indigenous Peoples:

Articles 13-15:

Article 13
1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14
1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15
1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.
Performance Indicator C: Applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners

Court Cases

_Lau v. Nichols (1974)_ – 1,800 non-English speaking Chinese students brought a class action suit against the San Francisco Unified School District for not providing them with supplemental instruction in the English language. They alleged that they were not provided with equal educational opportunities and, therefore, were not being afforded their 14th Amendment rights. The District court denied the case and the Court of Appeals affirmed the decision, stating that factors students bring into education are separate from the school system. Soon after, Congress passed the Equal Educational Opportunity Act (EEOA) stating that no state shall deny educational opportunity based on race, color, sex, or national origin by engaging in deliberate segregation by an educational agency.  [http://www2.ed.gov/about/offices/list/ocr/ell/lau.html](http://www2.ed.gov/about/offices/list/ocr/ell/lau.html)

_Castañeda v. Pickard (1981)_ – The Raymondville Independent School District was charged with ignoring the needs of LEP (Limited English Proficient) students. As a result, the Fifth Circuit established a three-prong test to evaluate whether educational officials have violated the rights of students who were LEP. [http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html](http://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html)

_Plyler v. Doe (1982)_ - The Supreme Court ruled that public schools were prohibited from denying immigrant students access to a public education; stated undocumented children have the same right to a free public education as U.S. citizens and permanent residents. [http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html](http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html)

Other court cases that supported the implementation of Bilingual Education: _Serna v. Portales (1974); Aspia v. New York (1975); Rios v. Reed (1978)._ For the cases in support of Bilingual education, it was found that LEP students do not learn at the same rate as their English-speaking peers. As a result, schools were ordered to develop educational plans that addressed LEP students’ needs by implementing a bilingual and bicultural curriculum.

Laws

_No Child Left Behind (2001)_ Title III of this act addresses the language instruction for limited English proficient and immigrant students. The act guarantees necessary funds to properly educate LEP students in both English and grade-level academic content. [http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html](http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html)

_New York State C. R. Part 117 (July 2007)_ established standards for the screening of every new entrant to the schools to determine which pupils are possibly gifted, or have a possible handicapping condition, and/or possibly have limited English. [http://www.p12.nysed.gov/biling/bilinged/pub/part117.html](http://www.p12.nysed.gov/biling/bilinged/pub/part117.html)

_New York State C.R. Part 154 (Updated 2013)_ established standards for the education of limited English proficient students. It states that all districts must provide ELL students with equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation.
New York State C. R. Part 154 (Amended and Adopted October 2014).

Overview of major changes:
- Name change from ESL to ENL (English as a New Language)
- Stages of Language Proficiency renamed – More differentiation
- Change from one year to two years of transitional support
- Addition of “Stand-Alone” ENL instruction (units required depends on grade level)
- Addition of required PD around ELL issues for all teachers (15% of PD must be dedicated to ELL issues)

Districts can begin to implement in 2014, however all districts are required to implement for 2015-2016 school year.

Ethical Rights

Based on the Supreme Court's ruling in Plyler v. Doe (1982), public school officials may not require children to prove they are in this country legally by asking for documents such as green cards, citizenship papers, etc. They may only require proof that the child lives within the school district attendance zone, just as they might for any other child. https://ed.sc.gov/agency/programs-services/90/documents/EnglishLanguageLearnerCourtRulings.pdf

Civil Rights Act of 1964: Title VI of the Civil Rights Act of 1964 is the federal authority requiring districts to address the needs of English language learners. It prohibits discrimination based on race, color, or national origin. In Lau v. Nichols, the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient (LEP) students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

Title VI of the Civil Rights Act of 1964 requires programs that educate children with limited English proficiency to be based on a sound educational theory; adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and periodically evaluated and, if necessary, revised.

The Office for Civil Rights (OCR) does not require or advocate a particular educational approach to the instruction of ELL students. Districts have substantial flexibility when developing programs to meet the needs of ELL students.

ELL students must be provided with alternative services until they are proficient enough in English to participate meaningfully in the regular program.
http://www2.ed.gov/about/offices/list/ocr/qa-ell.html

Equal Educational Opportunities Act (1974) – The EEOA affirms that no state shall deny educational opportunity based on race, color, sex, or national origin by engaging in deliberate segregation by an educational agency. http://lawhighereducation.org/52-equal-educational-opportunities-act-eeca.html
D. ...demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials

Language Use

- Basic Interpersonal Communication Skills (BICS) (Haynes)
  - Language used every day by students when interacting with their peers
  - Slang, casual and social language
  - Used all day in school as well as outside of class
  - Simpler language and used more frequently
  - Takes 2-3 years to fully develop for English Language Learners

- Cognitive Academic Language Proficiency (CALP) (Haynes)
  - Academic language that is required to succeed in the classroom
  - Takes 5-7 years to fully develop for English Language Learners
  - Includes:
    * Content-Specific Terms
      + Hypothesis, Isolationism, Congruent, Metaphor, Infinitive
    * General Academic Tasks
      + Summarize, compare and contrast, analyze, evaluate, describe
    * Common Core State Standards Learning Tasks
      + Argue, support, summarize

- BICS vs. CALP We still struggle with CALP, and we speak the language!
  - We are always learning new academic terms, so imagine how hard this is for an English Language Learner!
  - Think of the language you learned in high school. Saying simple things like, “What time is it?” and “That’s so cool!” is much easier than writing a formal essay in that language, right?
  - Fluency in the first language helps fluency in the new language
IN ORDER TO PROMOTE LANGUAGE PROFICIENCY, WE MUST USE BICS TO OUR ADVANTAGE AND SUPPORT CALP DEVELOPMENT

Comprehensible Input

- Using language in a way that English Language Learners can understand or gain a general sense of (Krashen)
  - Think: It's easier to understand a foreign language when there are visuals, rather than just hearing the spoken words
- Teachers must provide supports to create context, activate background knowledge, and make the language understandable

Strategic Methods/Protocols

- SDAIE (Specially Designed Academic Instruction in English) (Nickolaisen)
  - This is a mindset and a list of strategies for creating comprehensible input
- SIOP (Sheltered Instruction Observation Protocol) (Echevarría)
  - This is a school-wide focus and training program on English Language Learner instruction

Both use similar strategies. SDAIE is more easily implemented on an individual basis; SIOP is based on SDAIE, and is a more institutionalized model

Oral and Written Fluency Strategies

- Create language objectives for English Language Learners to meet
- Activate the background knowledge of your students before and during the lesson
- Focus on improving the content vocabulary of English Language Learners
- Allow for simple writing and discourse from English Language Learners
- Model the language that you want English Language Learners to use verbally or through writing
- Use small group instruction to increase support for English Language Learners
  - Sometimes with a similar language partner (if possible), sometimes without one
- Point out important language
  - Vocabulary, tasks, etc.
Strategies for Increasing Writing Fluency

- Modify texts to a simpler form without watering down the content
  - Provide vocabulary, give sentence starters, or show completed examples
- Provide visuals
  - Pictures, graphic organizers, demonstrations, diagrams, manipulatives
- Model how writing should be completed
- Provide very structured writing tasks
  - Prewrite, write, edit, revise, and share

Strategies for Increasing Oral Fluency

- Utilize social learning
  - Interpersonal activities, teach social skills
- Rephrase or simplify your sentences
  - Also, repeat important words, phrases, or concepts multiple times in different ways
- Allow for imperfect vocabulary/syntax if the content is accurate
- Be subtle with your corrections. Constantly correcting every little thing could ruin a student’s morale!
Performance Indicator E

The first language development helps the second language development.

➤ There is no doubt in the minds of most researchers and teachers that learners draw on their knowledge of other languages as they try to discover the complexities of the new language they are learning (Lightbown & Spada, 2006).

➤ Language learners who do not reject their own language and culture succeed better in the second language acquisition than those who have negative attitudes toward their own group (Krashen, 1990).

➤ When the first language is not used extensively and promoted at home, and is not supported at school, low first language skills can exert a limiting effect on the development of the second language (Cummins, 1978).

➤ “Interlanguage” has some characteristics influenced by the learner’s previously learned languages, some characteristics of the second language, and some characteristics which seem to be very general and tend to occur in all or most interlanguage systems (Selinker, 1972).

Strategies to transfer literacy skills in the primary language to English

➤ Scaffolding (Gibbons, 2002)
   - Building connections between the prior knowledge (first language) and the new information (second language)
   - Pair / Group work
   - Graphic organizers (diagrams, charts, or webs etc.)

➤ Translanguaging (Celik & Seltzer, 2011)
   - The language practices of bilingual people strategically to communicate effectively
   - The pedagogical strategy for bilingual students to use the language and literacy in more academic ways, to notice differences in language, and to develop bilingual voices
Performance Indicator F

Content Objectives – Informational items or tasks to be met in order to understand the content information.

Language Objectives – Language items that students will need in order to successfully complete the lessons and meet content objectives. Also English language instruction.

Levels of Language Proficiency – As ELL students progress through their language development their level of proficiency will change. There are five levels of English proficiency ranging from Beginner to Proficient. When creating lessons it is of extreme importance that you take into account your students’ English Development levels because knowing that is how you will create or scaffold lessons that are appropriate for their skill levels.

Comprehensible Input

Ensures that students will understand the material being taught. When a student can understand the material being taught they can further their language accusation skills and learn the content. If the material is not made comprehensible for the students they are just hearing noise and no learning will come of it.

Scaffolding

Scaffolding is “The steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring” (Gibbons, p. 10)

Helps students to complete tasks that they previously could not do. Scaffolding is temporary and future oriented in that over time the help should slowly be removed and tasks should be made harder. Scaffolding is meant to help students learn to complete task on their own thus helping them to become independent learners. Scaffolding is NOT differentiation they are two different things.

- SDAIE (Specially Designed Academic Instruction in English)
  - A teaching method that helps make content accessible for all students
  - Content is not watered down for students
  - Most effective for students who are at an intermediate stage of English Proficiency

- SIOP (Sheltered Instruction Observation Protocol)
  - Research based - based on SDAIE
  - Helps teachers create comprehensible lessons for all students
  - There are 30 features grouped in to 8 main topics from starting from lesson preparation and ending with application or teaching of the lesson.
Vygotsky Zone of Proximal Development
- The zone between what students can do on their own and what they can do with help.
- The theory says that the only true learning happens when a student needs support or scaffolding because their ZPD is being accessed.
- Development is social, collaboration with both the teacher and other students is needed for students to truly gain understanding of new information.

Activating and Building Background Knowledge
Activating prior knowledge or background knowledge is an important way to help students make connections to new material. By activating their prior knowledge students will be able to take old information or personal life experiences and make connections to new material, thus helping them create a better understanding of the material.

If students do not have the background information needed for a specific topic it is the teacher’s responsibility to create background knowledge. This can be done by pre-teaching about the topic, giving a series of mini lessons or reading material on a given topic.

Explicit teaching
- Clear articulated teaching
- Give a purpose for learning
- Tells students what is expected from them.
- You model and guide students until they are ready to do the tasks independently

Modeling
In modeling you complete a task you expect your students to complete while they watch you and listen as you explain what to do. This shows students what you expect from them.

Guiding
Similar to modeling you walk students through an expected task but they are participating with you. They can be doing the same example at their desk or giving their own ideas to help with the task.

Cooperative learning
When done properly cooperative learning can be very beneficial for students. Students of various English proficiency levels can be placed in a single group and help each other learn and practice content information. This can be especially helpful for ELL students because it can give them a chance to practice and develop their English speaking skills.

- Note that students should all be assigned an individual role to help the group run smoothly. This will ensure group learning as well as individual learning
- ELL students who are not proficient enough to have their own role should be assigned a role to shadow.
“Content literacy can be defined as the ability to use reading and writing for the acquisition of new content in a given discipline.” (McKenna & Robinson 1990)

► Two types of language ELLs are learning
  • Social or Conversational language (BICS):
    1) It is relatively easy to acquire
    2) It involves talking, reading, and writing about familiar contents
    3) High-frequency vocabulary and simple sentence structures
  • Academic language (CALP):
    1) Specific kind of language that takes time to learn
    2) The ability to talk, learn, and write about less familiar and abstract academic content
    3) Low-frequency technical vocabulary and grammatical patterns

► Strategy 1: Directly teach key vocabulary (subject-matter specific vocabulary)
  • Vocabulary is an essential component of reading and writing in the content areas
  • 3 Tiers of Vocabulary
    1) Tier 1: basic words/phrases commonly used in everyday conversation and familiar to most English-fluent students. (Ex. blue, water)
    2) Tier 2: Words are more descriptive or precise so that they need explanation (Ex. conductor, pleased)
    3) Tier 3: Words/Phrases that are not commonly used outside the classroom and limited to particular contexts (Ex. iambic pentameter)
  • Effective strategies for pre-teaching key vocabulary
    1) Select words that are important for understanding the chapter they are going to learn
    2) Do not exceed the number of words that a student can remember
    3) Select words that can advance students’ learning skills (ex. words with particular prefixes or suffixes)
    4) Teach words that are frequent, useful, and likely to be encountered in the content area.
    5) Let Students use context or structural analysis skills to discover the word’s meaning

► Strategy 2: Use scaffolding based on ELLs’ level of English proficiency
  1) Use graphic organizers that reflect major text structures
  2) Guided Reading: small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency
     - During the guided reading, let them take notes, teach them signal words, and set a purpose for reading
  3) Writing Frames/Templates
     - It helps ELLs express their ideas and shows them what to do

► Strategy 3: Building on existing knowledge to promote content learning
  - When texts and topics are too unfamiliar or outside of ELLs’ experience, reading and writing are much more complex.
  - Teachers should consider what students know about the topics, especially if the topics are country-specific (ex. US government)
  - Use special knowledge they bring to school to promote meaningful learning.
PERFORMANCE INDICATOR H

...applies knowledge of criteria and procedures for evaluating, selecting, and creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas.

This indicator looks into the SDAIE approach (Nickolaisen) and the SIOP model (Echevarría, Vogt & Short) as means to properly teach your students through language, literacy and content. Adjusting instructional methods, teaching methods, and assessment strategies are key points that are incorporated in this indicator.

1. **SDAIE:** Specially Designed Academic Instruction in English. SDAIE is composed of multiple teaching strategies. The focus of SDAIE is to teach language and content concurrently. Many of the strategies used in the SDAIE approach are already being used by many teachers who don’t even know about SDAIE. However, most teachers find that they use these techniques intermittently rather than consistently. The goal of the SDAIE approach is to incorporate these strategies into everyday teaching to enhance ELLs’ comprehension.

**Instructional Material Strategies:**

- Supplementing words with other forms of communication has proven to be successful with ELLs. Visuals and non-verbal cues often help ELLs: referring to charts, pictures, videos, acting out words/phrases are great ways to build background knowledge or use a more creative approach to learning language or context words. Incorporate their personal experiences as a lesson to learn your concept.
- Hands-on activities can help ELLs learn through physical means rather than verbal ones.
- Use organizer to help ELLs understand the material you may be teaching them, try connecting it to their own personal backgrounds.

**Teaching Strategies:**

- Pausing for comprehension checks is essential to make sure ELLs are understanding their instructions/lessons. Teaching the “thumbs up/thumbs down” strategy is also a great way to make sure all students are following.
- Use your voice to attract the attention of the ELLs. Make sure you are not only speaking with appropriate articulation, volume and speed, but also making sure sentences fit the level of the students’ English acquisition.
- Using gestures and animated body motions not only keep the attention on you as a teacher, it helps exaggerate what concepts are important to know and study.

**Assessment Strategies:**

- Assessment strategies should center around key vocabulary and main topics, and should not include too many details.
2. The SIOP Model: Sheltered Instruction Observation Protocol. This is an approach for teachers to integrate content and language instruction to ELLs. Teachers using this model employ techniques that make content concepts accessible while developing the students' skill in the new language.

The SIOP model is based around eight main components:

-Lesson Preparation: this includes the initiation of the lesson planning process; includes content and language objectives, uses supplementary materials, and creates meaningful activities.

-Building Background: concentrates on making connections with students’ background experiences and what they already know, while developing their academic language and vocabulary (CALP).

-Comprehensible Input: this component focuses on how teachers should adjust their speech, model academic assignments, and use multi-modal techniques to enhance understanding by ELLs.

-The Strategies: this emphasizes teaching learning strategies to students, scaffolding instruction and promoting higher-order thinking skills.

-Interaction: teachers should encourage students to elaborate with their speech and to group students appropriately for language and content development.

-Practice and Application: providing students with activities that will enhance language and content knowledge.

-Lesson Delivery: ensures that teachers present a lesson that meets the planned objectives and promotes engagement of the student.

-The Review and Assessment: this aspect reminds teachers to review the key language and content concepts, assess student learning and provide specific academic feedback to students on their output.

SIOP Instructional Methods include:

- Providing students with many visuals to create a clearer understanding of the topic at hand.
- Providing adapted texts for ELLs who are below the class’s reading level.
- Using technology should increase accessibility to materials and extra help if student requires it.
- Providing interesting activities to help keep students’ attention and create a learning environment where everyone can engage.
SIOP Teaching Methods include:

- Highlighting key vocabulary to signify importance and meaning.
- Allowing enough time for students to ask questions because it may take them longer to think of how to word a question.
- Connecting a student’s personal experience with the lesson to promote engagement or interest in the lesson.
- Teachers speaking clearly and at a level that ELLs can follow, having important information about assignments written down for them and explained.
- Modeling the assignments you have given to ELLs: they may write essays differently than we do and they will not know what is expected of them without guidelines and this modeling.

SIOP Assessment Methods:

- Students should be evaluated on their understanding of the materials, and also their understanding of the lesson’s objectives.
- Teachers should be able to provide rubrics and give feedback frequently on how well the student is performing.

Sheltered Instruction (SI)

The purpose of **sheltered instruction** (SI) is to deliver grade level subject matter content (Language Arts, Math, Science, Social Studies, Health, PE, and Art) in a manner that is accessible to all learners. In **sheltered instruction** classes, delivered by a core teacher, students receive comprehensible core content instruction throughout the day. The content is from grade level curricula taught using instructional strategies that **scaffold** the content learning and language by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc. Lessons have clear grade level, content and language objectives.

http://www.pps.k12.or.us/departments/curriculum/2436.htm
Performance Indicator 1

It is essential for teachers to practice and master effective strategies for consulting and collaborating with the families, communities, and other educators of their students. Active communication is the best way to make sure this happens. Teachers need to take any measures necessary to help improve the relationship they share with the people in their students’ lives. Once this is done, steps can be taken towards improving both the academic and social skills of students.

It is no easy feat meeting the demands of our English Language Learners, but it is also not an impossible one. This involves much more than the work that is done by the general education and ESL teachers. Administrators and other school personnel need to play a role in the success of ELLs. How can this be achieved? ELLs can thrive in schools with just a little additional work from educators, families, as well as the community. The language development and the academic progress of these students should be the main focus of all parties involved. There are various ways in which we can make sure this does not change.

Communicating with the Family:

Families care about how their students are doing academically, those of ELLs are no exception. Many of these students emigrate from countries where the notion of education being the key to success is constantly reinforced. Every family wants their child to be successful in school, but not everyone can communicate this. As educators, it is our job to make sure families are informed on how their children are performing academically.

- Become familiar with the customs of your students’ families. Some parents are not familiar with meeting the teacher of their child or know what to expect during these meetings, so it is up to you to make sure this is known. Send letters home inviting parents/guardians to conferences, and be explicit in your invite.
- Contact translators to sit in on conferences. Translators can also be used to translate letters and other written documents sent home into the students’ native languages. If a translator is unavailable, ask if there is a bilingual family member who can attend. However, this person should not be the student.
- It is also good if babysitters can be provided for the families. It doesn’t have to be a hired sitter; if other teachers can help to keep an eye on the younger ones during the conferences then that would suffice.
- Find ways in which the curriculum can be connected to the home lives of students. Whether it be a mini-lesson on an author or poet from their culture, or acknowledging a holiday that is not necessarily celebrated by the school. This will help families become more active partners in the education of their children, because they will be able to assist with homework etc.
Communicating with the Community:

Becoming familiar with the community in which your students reside is an effective way of getting to know them outside of the classroom setting. There are always different cultural events occurring that can teach us some of what we need to know. Also, this is where liaisons who will most likely make a difference can be found.

- Hosting an event at school that welcome members of the community is a good place to start. Make sure this event is accessible so people will actually attend. It’s good to provide refreshments or even meals if possible, because the event might take the place of dinner time. Another important thing to bear in mind is that these families may not own cars, so it’s good to provide transportation.
- Community members can always be invited into schools to help prepare for events as well. They can decorate, prepare the food, usher, etc. They can also help with costumes, if it’s a play for example. They can even be a part of the show. This allows the school to be intertwined with the community, thus bridging the gap.
- School spaces can also be used to host community events. This presents an opportunity for the community as a whole to be brought into the school.
- Attend events and activities in the community. There are always fun events taking place. Find ways in which you as the teacher can be a part of them, or just be a spectator.
- Try to connect with Academic Coaches. They can be a liaison between the school and non-English speaking parents/guardians.

Communicating with Other Educators:

It is very important that educators communicate with each other about their ELLs. This communication can lead to collaborations that will in more ways than one benefit these students. However, while collaboration might be one of the best ways to help ELLs become successful, it is easier said than done.

- Building a relationship with the ESL teacher is one of the first things general education teachers need to do. They know the students and can help answer questions you may have. They are also more familiar with proficiency levels, work ethic as well as the cultures. The ESL teacher is one of your biggest assets.
- Collaborating with other teachers, the administrators, faculty specialists and, support staff can help make a difference in the academic success and language development of ELLs. However, the general education and ESL teachers should be the core of the teams. Collaboration is, “a style of direct interaction between at least two equal parties voluntarily engaged in shared decision making as they work towards common goal.” Members of the team need to be identified and specific tasks should be assigned. This will make things run more smoothly.
• Not every collaboration can or should result in co-teaching, but it does more good than harm. Co-teaching is, “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.” Teachers who co-teach need to figure out which model best suits the pair. There are seven different models to choose from:

**One Teach, One Observe**- One teacher has primary instructional responsibility while the other gathers information (on instructor and students) by observing.

**One Teach, One Assist**- One teacher has the primary instructional responsibility while the other assists students with their work.

**Station Teaching**- This is when the instructional content is divided into parts and each teacher works with a group, then rotate (or not).

**Parallel Teaching**- Each teacher instructs half the students by addressing the same instructional material with the same teaching strategies.

**Supplemental Teaching**- One teacher works with grade level students, while the other works with students who need information to be re-taught, extended, or remediated.

**Alternative or Differentiated Teaching**- Provide teachers with the opportunity to take two different approaches to teaching the same information.

**Team Teaching**- Both teachers are actively involved in the lesson, and there is no defined leader. They share the information, are free to interject information, and are available to assist students.

• There needs to be constant communication between both parties, so the partnership is not in any way compromised.

Communication is an essential part of every relationship, especially that of a teacher and their students. Finding effective ways in which we can make a difference in our ELLs’ lives should be at the forefront of our practice. The connection of families, communities and other educators is one of the many ways in which we can help ELLs become successful students and more active members of society.
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  http://pixgood.com/pair-of-students.html
- Graphic organizers-
<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>The student&lt;br&gt;Has minimal comprehension. Does not verbalize. Nods &quot;Yes&quot; and &quot;No.&quot; Draws and points.</td>
<td>0–6 months</td>
<td>Show me ...&lt;br&gt;Circle the ...&lt;br&gt;Where is ...?&lt;br&gt;Who has ...?</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student&lt;br&gt;Has limited comprehension&lt;br&gt;Produces one- or two-word responses.&lt;br&gt;Uses key words and familiar phrases.&lt;br&gt;Uses present-tense verbs.</td>
<td>6 months–1 year</td>
<td>Yes/no questions&lt;br&gt;Either/or questions&lt;br&gt;Who ...?&lt;br&gt;What ...?&lt;br&gt;How many ...?</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student&lt;br&gt;Has good comprehension.&lt;br&gt;Can produce simple sentences.&lt;br&gt;Makes grammar and pronunciation errors.&lt;br&gt;Frequently misunderstands jokes.</td>
<td>1–3 years</td>
<td>Why ...?&lt;br&gt;How ...?&lt;br&gt;Explain ...&lt;br&gt;Questions requiring phrase or short-sentence answers</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student&lt;br&gt;Has excellent comprehension.&lt;br&gt;Makes few grammatical errors.</td>
<td>3–5 years</td>
<td>What would happen if ...?&lt;br&gt;Why do you think ...?&lt;br&gt;Questions requiring more than a sentence response</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student has a narrative level of speech.</td>
<td>5–7 years</td>
<td>Decide if ...&lt;br&gt;Reteil ...</td>
</tr>
</tbody>
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Appendix A

Essential Elements of Effective Programs for Limited English Proficient/ English Language Learners

1. High standards for LEP/ELLS. LEP/ELLS are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving LEP/ELLS students are aligned with New York State standards in the seven core areas.

2. Strong Literacy Development for LEP/ELLS. Literacy is developed through native language arts (NLA), English as a second language (ESL) and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English.

3. Qualified and Well-Trained Educators of LEP/ELLS. There are sufficient numbers of well-prepared, competent, and appropriately certified teachers, administrators, and staff working with LEP/ELLS. The staff participates in ongoing, long-term staff development with strong emphasis on the State learning standards. The single most critical element for successful learning by LEP/ELLS is the quality and preparation of the teachers.

4. LEA/School-Based Leadership Committed to Educational Excellence and Equity for LEP/ELLS. The superintendent promotes educational excellence for LEP/ELLS. Principals are highly articulate regarding curriculum and instructional classroom strategies for LEP/ELLS. They are highly supportive of their bilingual/ESL instructional staff. The school leadership encourages alternative approaches to teaching LEP/ELLS, such as creating open-ended learning opportunities that lead to critical thinking, student-directed activities, and collaboration with peers. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for LEP/ELLS are supported.

5. Positive School Climate for LEP/ELLS. The languages and cultures of LEP/ELLS are respected and valued throughout the school. Parents of LEP/ELLS are made to feel important members of the school community. Bilingual and ESL teachers are an integral part of the instructional staff and they are provided with the support, materials, and resources needed to be successful.

6. Parent/Family and Community Involvement in the Education of LEP/ELLS. Parents of LEP/ELLS are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of LEP/ELLS are encouraged to become more active and involved members of the school community and to participate in decision-making activities.

7. Assessment and Accountability. LEP/ELLS performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. Assessment is conducted in the native language and in English as appropriate. The information obtained is used to determine student academic progress, the level of English language acquisition, and to refine services to LEP/ELLS and report outcomes.

From: 2013-2014 C.R. Part 154 Data/Information Reporting Requirements for the Education of Limited English Proficient/English Language Learners (LEP/ELL)  
Twelve Action Steps to Assist
Limited English Proficient/English Language Learners in Meeting
The English Language Arts Standards

1. Setting clear goals and providing curriculum using the ELA core curriculum as its base in both NLA and ESL classes to ensure that all LEP/ELLs successfully complete the Comprehensive Regents Examination in English.

2. Providing intensive English language instruction to LEP/ELLs by increasing the daily instructional time requirement through revision of the Commissioner’s Regulations.

3. Supporting an extended school day and year through after-school instruction, Saturday instruction, and/or summer English language academies.

4. Initiating an intensive English language instruction to newly enrolled students during the two weeks of August prior to the opening of school in September.

5. Providing professional development through training sessions statewide on the ELA standards and assessments and how to teach English language arts to LEP/ELLs.

6. Ensuring that certified teachers teach LEP/ELLs through the strengthening of teacher preparation programs and by helping uncertified bilingual and ESL teachers become certified.

7. Communicating effectively with parents through the implementation of a two-hour orientation on the standards within the first semester of the enrollment of their child(ren) in a New York State school.

8. Ensuring equity in technology and instructional resources by providing equal access to computers, instructional technology, and materials that support native language and English language literacy development.

9. Improving identification and assessment by ensuring that English language achievement will be measured uniformly throughout New York State.

10. Requiring specifications for improving local accountability by requiring that LEAs implement the Regents recommendations to assist LEP/ELLs in meeting the ELA standards.

11. Supporting the development of model programs by identifying those programs which incorporate the Essential Elements of Effective Programs for LEP/ELLs, and by disseminating information about them.

12. Improving reporting and collection of LEP/ELLs achievement data by working with the State Education Department, school LEAs, and BOCES.
Figure 1. Percentage of public school students who are English language learners (ELLs), by state: School year 2010-11


ELL GEOGRAPHIC DISTRIBUTION

ELLs are overwhelmingly concentrated in New York City, the other large city school districts, and Long Island.

Source: Public Schools (EP Counts as of May 1), 2011
TOP 10 ELL HOME LANGUAGES

Nearly two-thirds of ELLs in the State are Spanish-speakers.

Source: Local Education Agency Limited English Proficient Count by Language 2009-2010
*Estimate based on new information from New York City regarding data discrepancy between SED and NYCDOE count of Chinese-speaking ELLs.