A workshop/presentation offered by the students in the class:

EDU 383 Teaching English Language Learners Across the Curriculum

Tuesday May 6, 2014
Hewitt 212
5-6:30pm

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

Information to help you pass the EAS (Educating All Students) test
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
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PERFORMANCE INDICATOR A

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

Learning a second language

Learning a second language is not the same as acquiring your first. Teachers should understand the stages of 2nd 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).

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 nonolinguial 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).

Educators Have a Dual Obligation to English Learners

1. Provide meaningful access to grade-level academic content via appropriate instruction
2. Develop students’ academic English language proficiency

Interconnected, not separate!
Simultaneous, not sequential!

(Leuv, Nichols, Casteñeda v. Pickard, NCLB)

English Language Learners will be more successful
- If they have teachers who value the language and experiences the student brings 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.
Nikki Pawlikowski

PERFORMANCE INDICATOR B

“Bilingual education refers to situations in which students are able to study subject matter in their first language while their weaker language skills catch up” (Krashen).

The purpose of Bilingual Education is either for students to maintain and develop their first language or to ultimately shift to an all-English program.

Not all programs provide a 50/50 exposure to both languages

Varieties of Bilingual Education
• Language use (manner)
• Amount of each language used
• 3 types of ESL
• Purpose

Maintenance/Transitional vs. Dual Language Education
• Maintenance/Transitional – This program transitions from instruction in mostly the native language to mostly English.
• Dual Language – Program designed to bring a 50/50 language instruction and result in bilingualism

Comprehensible Input
• ELL Students need comprehensible input in the weaker language
• It is exactly as the name suggest
• Comprehensible input can be:
  o Vocabulary
  o “Natural exposure” –like conversation with peers
  o Meaningful and relevant content

Alternatives to Bilingual Education
• Submersion or “Sink or Swim”
  o Students are placed in the same classrooms as native English speakers.
  o All instruction is in English.
  o Surrounded by English—students do well because they’ve had no choice.
• Submersion + ESL
  o Some period of time, usually an hour per day, in an ESL class. The rest of the day spent in English classes.
  o Those who favor “Sink or Swim” usually support this program as well because it provides more exposure to English.
• Immersion
  o The majority language children (English in the US and Canada) are instructed in a second language.
  o Immersion students receive all instruction in the second language, with exception of language arts in the first language.
  o Ex. Immersion programs in Canada using French as 2nd language.
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): upheld OCR’s 1970 memo; brought forward by Chinese-American students in the San Francisco Unified School District who were placed in mainstream classrooms despite their lack of proficiency in English; the district argued that it had done nothing wrong since the students were receiving equal treatment to that of their English fluent peers; the court’s ruling sided against the school stating that "students who do not understand English are effectively foreclosed from any meaningful education" (Justice William Douglass)
  - Within weeks of the ruling, Congress passed the Equal Educational Opportunity Act (EEOA) mandating that no state shall deny equal education opportunity to any individual.


- Castañeda v. Pickard (1981): originated in Texas when plaintiffs charged the Raymondville Independent School District with failing to address the needs of ELL students as mandated by the EEOA; federal court ignored the assumption that the EEOA (and the Lau ruling) mandated bilingual education; however, it did find that Raymondville fell very short of the requirements set by the EEOA; a three-pronged test to determine whether schools are taking "appropriate action" to address the needs of ELLs came out of it.


- Plyler v. Doe (1982): Supreme Court ruled that public schools were prohibited from denying immigrant students access to a public education; stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents; undocumented immigrant students are obligated to attend school until they reach the age mandated by state law (just like all other students).

THE LAWS
- New York State (as of July 2007)
  - C.R. Part 117: establishes 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 are limited English proficient; more information found here: http://www.p12.nysed.gov/bilinged/pub/part117.html
  - C.R. Part 154 (updated 2013): establishes standards for the education of limited English proficient students; 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. More information found here: http://www.p12.nysed.gov/bilinged/CRPart154.html

- **Equal Educational Opportunities Act (1974):** states that no U.S. state can deny equal educational opportunity to any person on the basis of gender, race, color, or nationality through intentional segregation by an educational institution. For more information see: http://www.justice.gov/crt/about/edu/types.php

- **No Child Left Behind Act (2001):** still in effect in most schools because Race to the Top has not made any clear distinctions in ELL education standards. Title III of this act requires that all ELLs receive quality instruction for learning both English and grade-level academic content. For more information see: http://www2.ed.gov/policy/elsec/leg/esea02/pg40.html

**ETHICAL RIGHTS**

- **Cultural Considerations**
  We as teachers need to understand that our students come from a variety of backgrounds and cultures. We need to include the backgrounds of our students in positive ways in our instruction in order to help all students, especially ELLs, to feel more comfortable and more accepted in the classroom.

- **ELLs with and without special needs**
  It is important to make sure that ELLs receive the right amount of intervention and instruction needed to further their education. Once a common practice, ELLs used to be placed in special education programs without proper evaluation and assessment. We need to support our ELLs in their education by providing them with the support they need and finding them specialized instruction when and only when it is needed.

- **Do we need a code of ethics for ELLs?**
  Right now, there is no code of ethics set in place for teaching and assessing ELLs (with or without special needs), but it is essential to be developed so more regulation can be brought to the teaching of ELLs in our nation's schools.

**According to the Office for Civil Rights, FEDERAL LAW is VIOLATED if:**

1. Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction
2. National origin minority students are inappropriately assigned to special education classes because of their lack of English skills
3. Programs for students whose English is less than proficient are not designed to teach them English ASAP, or if these programs operate as a dead end track
4. Parents whose English is limited do not receive school notices or other information in a language they can understand

http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html (Revised 2000)
PERFORMANCE INDICATOR D

Approaches for Promoting ELLs’ Oral and Written Language Proficiency in English

- BICS: basic interpersonal communication skills
- CALP: cognitive academic language proficiency

When students have acquired the ability to listen and speak well in English, it doesn’t mean they are good at writing as well.

- Input (Krashen)
  1. Comprehensible Input:
     We acquire structure by understanding the message, and not focusing on the form of the input or analyzing it.

  2. Input sources
     a) ESL:
        ESL can make a contribution when it supplies the necessary input to children who have few or no other sources of input.
     b) Interaction
        Students interact with other children outside of school, on the playground, and in the neighborhood.
     c) Subject matter
        It will help second language acquisition if children understand enough of the second language to follow the lesson.

- Specially Designed Academic Instruction in English (SDAIE)

  It is a teaching approach that allows English language learners full access to key curricular concepts while acknowledging their limited ability to communicate extensively or proficiently in English. A collection of strategies provide English learners an affective environment.

  Strategies
  1) Contextualizing the lesson: phrase question so that students can answer them with nonverbal or short verbal answers at the beginning.
  2) Creating a positive affective domain: accepting student language without overtly correcting it and patient listening.
  3) Role-play:
  4) Small-group interaction

- Sheltered Instruction Observation Protocol (SIOP)

  It is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners as well as other students. This model consists of instructional strategies that cover eight aspects of
Yang Wang

lesson design and delivery: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment. The instructional strategies address the academic and linguistics needs of English language learners.

Strategies:
1. Dictogloss: read(twice) - read (3rd time and jot down) - compare and discuss - group - write
2. Picture sequencing: use a set of pictures that tell a simple stories
3. Word bank: academic words

*Scaffolding*

It is temporary assistance by which a teacher helps a learner do something, and then the learner will be able to complete the task without the help of the teacher.

“What a child can do with support today, she or he can do alone tomorrow.”

-Vygotsky

Help them towards higher level.
PERFORMANCE INDICATOR E

- When the first language is not used extensively and promoted at home, and is not supported at school, low first language skills, according to Cummins, can exert "a limiting effect" on the development of the second language (Krashen, p.69).
- 'Languages other than English are seen as resources. Because it promotes the development of two languages, the outcome is additive bilingualism, which is associated with positive cognitive benefits'... According to Cummins (1981), students who experience additive bilingualism will show cognitive benefits. These might include greater metacognitive ability and greater mental flexibility. Subtractive bilingualism typically has a negative effect on students' educational experience (Roberts, 1995, p.372).
- 'There is evidence, in fact, that strongly suggests that those language acquirers who do not reject their own language and culture succeed better in second language acquisition' (Krashen, p.69).
- 'English learners should be encouraged, whenever possible, to use their first languages to help them understand both English and classroom content' (Duguay, et al. p.10)

Benefits of the Bilingual Models:

- 'Incorporating students' first languages is a powerful tool in developing their academic language skills and in helping them meet learning objectives' (Krashen, 1990, p.15).
- Teacher may encourage students to engage in 'translanguaging' - to draw from their bilingual repertoires to use both language to express concepts (Krashen, 1990, p.15)

'Applied strategies for helping English Language Learners transfer literacy skills in the primary language to English'.

- Sheltered instruction/ SDAIE strategies:
  - Activating prior knowledge - teachers must build bridges between students' prior knowledge and content concepts
  - Scaffolding - supports in place for the learner to succeed
  - Graphic Organisers (Mindmaps, KWL, VENN diagram, T Chart, flash cards)
  - Collaborative work
  - Language and content objectives

References


Emily Varonier

PERFORMANCE INDICATOR F

When formulating lessons plans in any content area, there are two objectives that need to be met: language objectives and content objectives.

Strategies for Language Objectives

Scaffolding “What is meant by the term scaffolding? "Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p. 345). The teacher of second language learners has to facilitate that support. Then, "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2002, p. 85).”
http://iteslj.org/Articles/Bradley-Scaffolding

- SDAIE AND SIOP
  - SDAIE (Specially Designed Academic Instruction in English) is the umbrella for all teaching strategies a teacher can use when formulating lesson plans to meet the needs of ELL students. To make the content comprehensible.
  - SIOP ( Sheltered Instruction Observation Protocol) is a program based on SDAIE. It helps teachers to clearly state, display, and review the language objectives and what the main goals are with the student(s).

- Emergence - early stage of language development
  - In teaching language it is important to keep developing and activating prior knowledge, while keeping the standards in mind. The more a student is exposed to the English language, the more they will absorb the information like a sponge and be able to apply that information to tasks inside and outside of the classroom.

- Cooperative Learning
  - A strategy that is used when students with different proficiency levels use and produce learning activities and forms of comprehensible input to understand a specific subject.
  - Each person is assigned a role when conducting cooperative learning tasks that they are responsible for. This allows each student to learn collectively as a group, as well as individually.

- Activating prior knowledge can be done in many ways through multiple forms of comprehensible input
• **What is Comprehensible Input?**
  o Students should be able to understand the purpose and meaning of what is being said and/or presented to them, keeping the language objectives in mind. When the input is comprehensible the students can understand a majority of the aspects that are required for learning.
  o Input is effective when a student is challenged but is able to understand most of the words that the teacher is using through speaking, reading, writing, and listening.
  o **Visuals** can be used to connect a word to a picture that demonstrates that the student understands the specific vocabulary term visually and orally.
  o **Modeling** is a great way of providing the student(s) with examples of what the teacher is looking for; it allows the students to shadow what the teacher does but with their own interpretation.
  o **Context clues** are a great tool for comprehension, so students can enhance their knowledge of the English language.
  o Provide relevant and meaningful vocabulary and knowledge that is related to the content but true to the language. Thoroughly explain ideas and concepts numerous times through variation.

• **Levels of Language Proficiency**
  o All students learn and acquire information at a different level and pace that is comfortable for them without feeling overwhelmed.
  o It is crucial to focus on the different stages and languages of language proficiency that each student obtains because the way the language objectives are presented and implemented will vary in difficulty level and use of strategies.

• **Vygotsky’s Zone of Proximal Development (ZPD)**
  o ZPD is the cognitive gap of a student being able to complete a challenging task by themselves with some assistance from the teacher and eventually a student will be able to complete a task on their own, while still keeping in mind the main objective which is language.
  o Collaboration is a key component to successfully implementing strategies that utilize the ZPD.

• It is extremely important to know that all of the strategies can be applied and implemented for all students, not just ELLs.
PERFORMANCE INDICATOR G

It's important to remember to focus on language and literacy instead of isolated lists of vocabulary or grammatical forms. Teachers should do this by providing meaningful instruction of academic language that is infused with the content instruction. It is important, however, to make sure key vocabulary is taught so that ELLs can understand the key concepts of each lesson.

Key vocabulary should be pre taught to students so they can begin to be exposed to new vocabulary and can have a basic understanding of what a lesson is about when the key points are presented. This helps all students, not just ELLs.

There are three types of vocabulary that is used in schools. Each tier contains different vocabulary at varying levels of use in everyday situations. Tier 1 is basic words and phrases that are used in everyday conversation and don’t need further explanation. Tier 2 is words that are used often and need more explanation because they are more descriptive and also includes linking words. Tier 3 is the words that are not likely to be used outside the classroom and are used in limited contexts. Students need to be able to practice these at least 12 times, in context, before they can fully understand them.

Lessons should be designed around the content standards. Once the content standards have been identified teachers should consult the language standards to determine how to integrate English language development into the lesson. Teachers need to remember to keep the focus on the academic language and allow students the opportunity to practice using it. For many students school is the only place they can practice academic English.

Teachers should create environments where students feel safe using new vocabulary. One way to do this is to focus on the meaning and not accuracy. This promotes students to practice the content, and they will learn the grammar through modeling of the teacher and other scaffolds that the teacher uses to make the lessons comprehensible.

Develop scaffolds for your students based on their proficiency levels and the background that they bring with them. Some scaffolds that are useful in the content areas include graphic organizers, group interactions, repetition, and modeling. Group collaboration allows ELLs to hear other students speak, giving them additional exposure to English and this helps to build confidence for them.

It is important to build upon and connect with background knowledge. Teachers may need to research where their ELLs come from to be able to create lessons that are meaningful to the students. Connecting with the background knowledge is another scaffold that can be used to help build students’ abilities to use English. We should also consider using a student’s first language as a tool in the classroom if they are literate enough in their first language.
Kristen Schaefer

PERFORMANCE INDICATOR H

Adjusting Instructional Materials, Adjusting Teaching Strategies, and Adjusting Assessment Strategies. Looking at SDAIE, SIOP, Scaffolding, and Sheltered Instruction.

1. SDAIE is a collection of teaching strategies; it stands for Specially Designed Academic Instruction in English. These strategies focus on students learning language and content simultaneously.

Adjusting Instructional Materials

They address many different methods to help make the instructional materials more accessible to these students. They are as follows:

- Point out features in the text that illustrate key concepts so that the students don’t get lost trying to understand all the smaller details.
- Contextualize materials by providing visuals such as pictures, charts, or even by acting out what you are saying to help your students give meaning to lessons.
- If it is possible to provide students with manipulatives, this can also be extremely helpful, because it gives them a hands-on connection to what you are teaching them.

Adjusting Teaching Strategies

SDAIE also discusses different strategies the teacher can utilize to ensure their students’ understanding.

- When you are speaking it is a good idea to use the volume of your voice to highlight key points, pause to allow your students to have time to absorb and process the information you are giving them, use clear concise sentences, and rephrase something if people seem confused, rather than just repeating it.
- It is also important to do comprehensible input checks, which is when you pause often in your reading to give students an opportunity to show you what they understand rather than just telling you.
- Teacher’s body language also can help with a student’s understanding through gestures, facial expressions, and role playing.
- When giving your students an assignment, make sure you model or demonstrate it for them so that they know what is expected of them in the task. Also make sure to give your directions in small steps so that they don’t get confused.

Adjusting Assessment Strategies

SDAIE recommends a summative assessment for your ELLs to help them feel successful in their learning.

- The assessment of your ELLs should be a review of main topics and of the key vocabulary, make sure not to focus too much on the details when testing.
- By doing this your students will show that they have the ability to master key concepts and synthesize information.
Kristen Schaefer

2. **SIOP** is a program that is used to teach English language learners, it stands for Sheltered Instruction Observation Protocol.

**Adjusting Instructional Materials**

This model is made up of highly structured strategies based on research that are organized around 8 lesson plan components. These components are: lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. Teachers can use this method to help them choose and modify their instructional materials based on the following:

- Both content and language objectives should be clearly defined and displayed for the students to see, make sure to not only show them but also go over them with your students.
- Teachers should make sure to use supplementary materials such as visuals to make the lesson clear and meaningful to their students.
- It is important to take into consideration when choosing a lesson that your ELLs may not be at the same grade/reading level as the rest of your class so make sure what you are teaching is appropriate for the age and education level of all your students.
- Lastly, it is important to make sure you plan meaningful activities that will grab your students’ attention and help them practice their language skills as well as the content.

**Adjusting Teaching Strategies**

The SIOP model also lays out what teachers should do to help their teaching be more effective for ELLs.

- It is a good idea to make links between the students’ experiences and their past learning so that they have more of an interest in the lesson and they feel like the topics discussed are relevant to them.
- Teachers should emphasize key vocabulary and make sure that it is highlighted for them to see and make sure they learn.
- Teachers should make sure to speak appropriately for their students’ proficiency level, this means speaking at a slower rate, enunciating words, and using simple sentence structures.
- Teachers should also provide a clear explanation of academic tasks, as well as using a variety of techniques (such as modeling, visuals, and hands on activities) to make the content concepts clear.
- Interaction with other students in the class can also help support the students’ language and content objectives of the lesson, as well as interaction with the teacher to encourage the students to give elaborated responses.
- Make sure to allow students to have time to respond to your questions, they may need a little while to formulate how to say the answer that they have in their head.

**Adjusting Assessment Strategies**

SIOP has the following methods for assessment of student learning:

- Students should be able to show that they comprehend both key vocabulary and key concepts.
- Students should be provided with regular feedback to help them know how they are doing.
Kristen Schaefer

- Students should be assessed on both their comprehension and their learning of all the lesson objectives.

3. **Scaffolding** is when students are given temporary help in a classroom, then this help is slowly taken away until the students can complete a similar task on their own. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

**Adjusting Instructional Materials**

Teachers should follow the following guidelines when developing scaffolded instruction materials:

- They should focus on the curriculum goals to make sure their tasks are appropriate and they should define a shared goal for all students to reach in the lesson through engagement in the lessons tasks.
- Teachers should make sure to identify individual student needs and provide instruction that is adapted to each student’s language ability, the material should only be modified not watered down.
- Encourage your students to stay motivated and focused throughout the tasks and activities and make sure you create an environment to allow students to feel safe taking risks.

**Adjusting Teaching Strategies**

Teachers should modify their teaching strategies in the following ways when scaffolding:

- They should make sure to provide clear directions and provide step by step instructions for students to avoid causing confusion.
- Make sure to clarify purpose, students should not be left wondering why they are doing a certain task, make sure they are aware of where the lesson is headed which will help avoid surprise.
- Create momentum to help your students want to learn more and increase their understanding.

**Adjusting Assessment Strategies**

When scaffolding teachers should consider the following during assessment:

- Understand your students’ abilities and monitor their growth based on those abilities.
- Provide clear feedback in order for students to monitor their own progress
- Promote responsibility for independent learning.

4. **Sheltered Instruction**

Content-Based Instruction is another way of going about teaching your ELLs. This is when you focus on the content and teach a lesson based on it. During the lesson your students are learning language indirectly through the content.
Kristen Schaefer

**Adjusting Instructional Materials**

The ways that teachers can **modify their instruction materials** to fit the content based lesson are as follows:

- Teachers should choose a topic that is interesting to the students so that they want to learn about it and have interest in becoming knowledgeable about it. This will help them strive to understand it.
- They also base their lesson, not on language objectives, but on the content the students learn in their core classes to provide them with motive to learn.
- Teachers should use many different sources that address different aspects of the subject so that the students can practice speaking language, writing, and reading.

**Adjusting Teaching Strategies**

During a content-based lesson teachers have to make sure they **modify teaching strategies**:

- Incorporate many opportunities for students to practice oral language, as well as for them to engage in reading and writing tasks based on the content.
- Try to correct students on their content errors in the classroom as well as their language errors, this will help them have more of an opportunity to learn from their mistakes and it will advance their second language acquisition.

**Adjusting Assessment Strategies**

When assessing ELLs here are some additional tips:

- Create content and language objectives so that the students know what they are aiming to achieve.
- Design rubrics that reflect the students’ English proficiency levels. Make sure to also share these with the students so that they know what is expected of them.
- One assessment type is in the moment assessments, these occur as the teachers observe students engaging in classroom activities. Formative assessment.
- Routine assessments are when the teacher evaluates a student’s journal entries, quizzes, or homework. Formative assessment.
- Summative assessments such as a final presentation or test evaluates the students’ work at the end of the semester.
- Assessing students multiple times before the final summative exam helps them to see what they have to work on before the big “final test.”

**One last thing**, it is important to note what the differences are between language objectives and content objectives. Content objectives are statements that identify what students should know and be able to do in particular content areas. They support school and state content standards and help to guide teaching and learning in the classroom. These should be presented in writing and orally at the beginning of the lesson so that students know what the content of the lesson will be and it should be visited again at the end of the lesson to remind kids what they had just learned. Language objectives are the language demands of the content class. They can include things like language function or school language that students will need to understand as well as academic vocabulary and language structures.
PERFORMANCE INDICATOR I

Educators communicate with a lot of people in their careers. Especially teachers in a mainstream classroom. How this correlates with ELLs is quite a situation. We have to meet the demands of all our ELLs that appear in our classroom. Between families, administrators, other interested parties, there is a lot of talk to juggle about an ELL.

Meeting the needs/demands of our ELLs is a task that we must all stand up to. For everyday teachers in the mainstream classroom, handling ELLs is a daunting task. Especially if one has never had the experience of teaching such a student or may not have the knowledge of understanding an ELL. Fortunately, there are resources around us teachers to aid us in the sense of communication with various parties that a teacher will most likely have to consult during their career. It is crucial, for the sake of our ELLs’ English development and academic progress.

Communication with Families: Every family worries about their child and we should be aware that each family has a different circumstance and have different customs than our own. However, it is recommended to get the parents involved on their child’s progress. Among other points.

- Know your students’ background! Study up their customs (specifically manners and greetings) so first meetings/conferences go smoothly and information is communicated clearly
- Contact a translator, some families just do not understand English and may require the need for someone who speaks their native language. Be aware of some of the repercussions this may have, such as language uncommonly used, long sentences, so on.
- Find out if the family’s home language is low context or high context. Low Context is defined as conversations being short and direct, individual accountability and not taking offense from differing views. High Context is placing value on family loyalty and honor and conversations are more emotional.
- Knowing a family’s view on time would also help, as some cultures have different views on timed events, affecting punctuality.
- Keeping the family in the know about the progress of their child is also crucial. Building a family-teacher relationship is important, so everyone can stay in the know about the ELL child!

Communication with a Community: Depending on the location of your school, the local neighborhood may be a wonderful opportunity to see the children do something spectacular. Paying attention to the neighborhood can give ideas and spark some movement.

- Have the school host an event that welcomes everyone. This also helps if a school makes something more accessible to everyone, such as transportation to and from the school, free meals, a night at the library, access to translators.
- Take note of what language programs are available in the school, use that and make an event revolving around it. Invite families not only to attend but to take part in the decorations, set up, and run of the event.
Communication with other Educators: It is key that communication between teachers/other staff members happens. Particularly with administrators and ESL teachers. Both sides will be curious about the performance of the ELL child: whether their English development has increased or their academic performance is something to take note of.

- Know who the ESL teacher is. A quick trip around the hallway or down a few floors is worth it. Keep in touch, especially if you have multiple ELLs in varying levels of English development working in your classroom.
- The ESL teacher is there as a resource, and will help. Utilize them! They are there to assist with ELLs’ English language development.

Or in other cases, start a partnership with the ESL teacher. Explore a method known as Co-Teaching: where two teachers assist each other in the classroom and aid one another with teaching duties.

With co-teaching it can significantly cut workload down, among other points.

- Faster, more efficient profiling of an ELL’s strengths and weaknesses
- Assistance with the planning process and adjusting for ELLs
- Have a hand with talking out ideas and future plans for the ELLs
- Adapt more content and develop learning materials without watering down content
- More focused attention on the ELLs
- Two ways to profile and benchmark an ELL’s English and their academic performance

Let us not forget that ELLs do need our attention as well, but the relations we develop with specific parties is just as crucial to their success in learning the English language and content.
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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.

Appendix B

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.
<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.&lt;br&gt;Does not verbalize.&lt;br&gt;Nods “Yes” and “No.”&lt;br&gt;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>
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<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>
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<tr>
<td>Advanced Fluency</td>
<td>The student has a near-native level of speech.</td>
<td>5–7 years</td>
<td>Decide if …&lt;br&gt;Relate …</td>
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ELL GEOGRAPHIC DISTRIBUTION

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

Source: Public School ELP Counts as of May 8, 2011