# Tiered Supports for Culturally and Linguistically Diverse Students

## Presented by
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Special thanks to
Mireika "Marie" Kobayashi, M.Ed., Cincinnati Public Schools
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# Introductions

## Dacia McCoy, PhD, BCBA-D

• Assistant Professor in the Behavior Analysis Program at the University of Cincinnati
• Collaborates with local schools and districts to support students' academic and behavioral success
• Completed research and presented nationally on the topic of intervention supports for teachers, parents, and English Language Learners

# Introductions

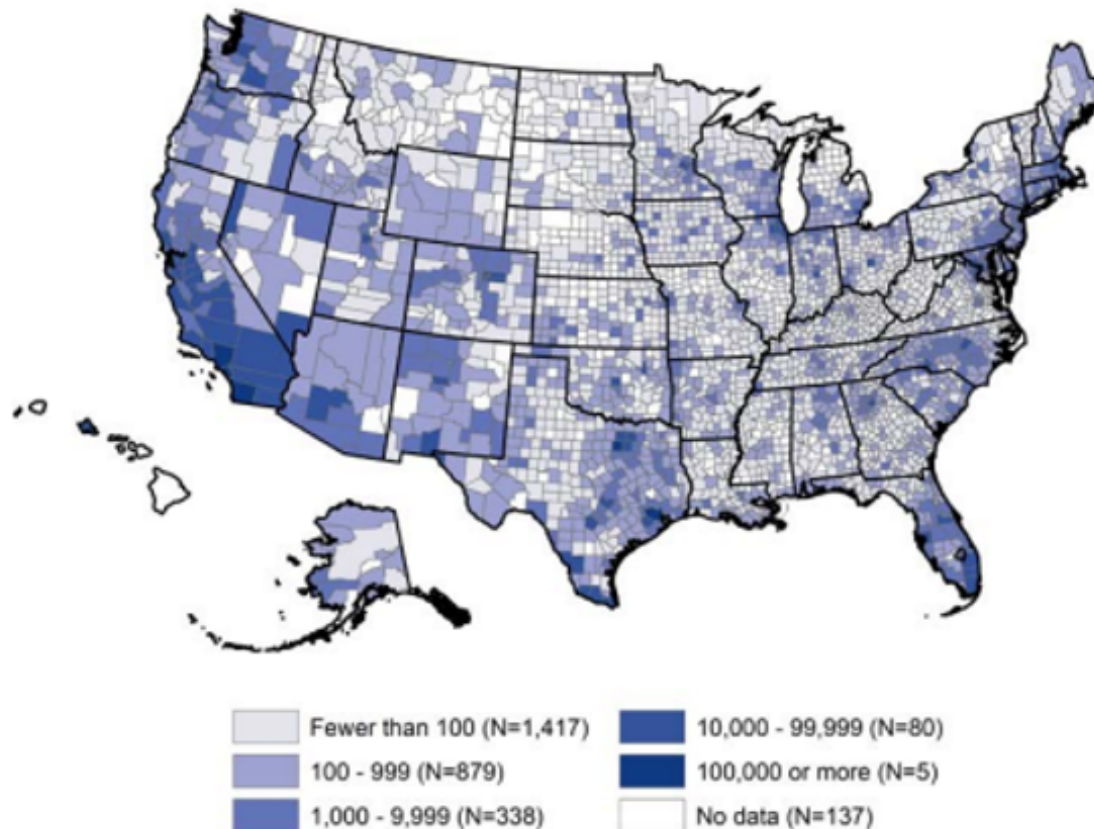Mim Larkin, M.Ed. School Psychology Doctoral Student at the University of Cincinnati

- Collaborated with Cincinnati Public School English Language Learners Program
  - Conduct benchmark screenings for ELL students across district
  - Facilitate early literacy and reading fluency interventions for ELL students
  - Collect, manage, and analyze teacher and student outcome data from a multi-district grant, Future CLASS for Diverse Learners aimed to provide
    - Teacher training in Sheltered Instruction
    - Scholarships for teachers to obtain TESOL certification through a local university
- Completed dissertation on using trial-based functional analysis to design effective interventions for students with autism spectrum disorder
- Currently completing a school psychology internship at the Clermont County Educational Service Center in Ohio

# Overview

- Background
- Washington State Model
- Best Practices
- Tiered Model of Service Delivery
  - Tier 1
  - Tier 2
  - Tier 3
- Role of School Psychologist
- Critical Assessment Questions
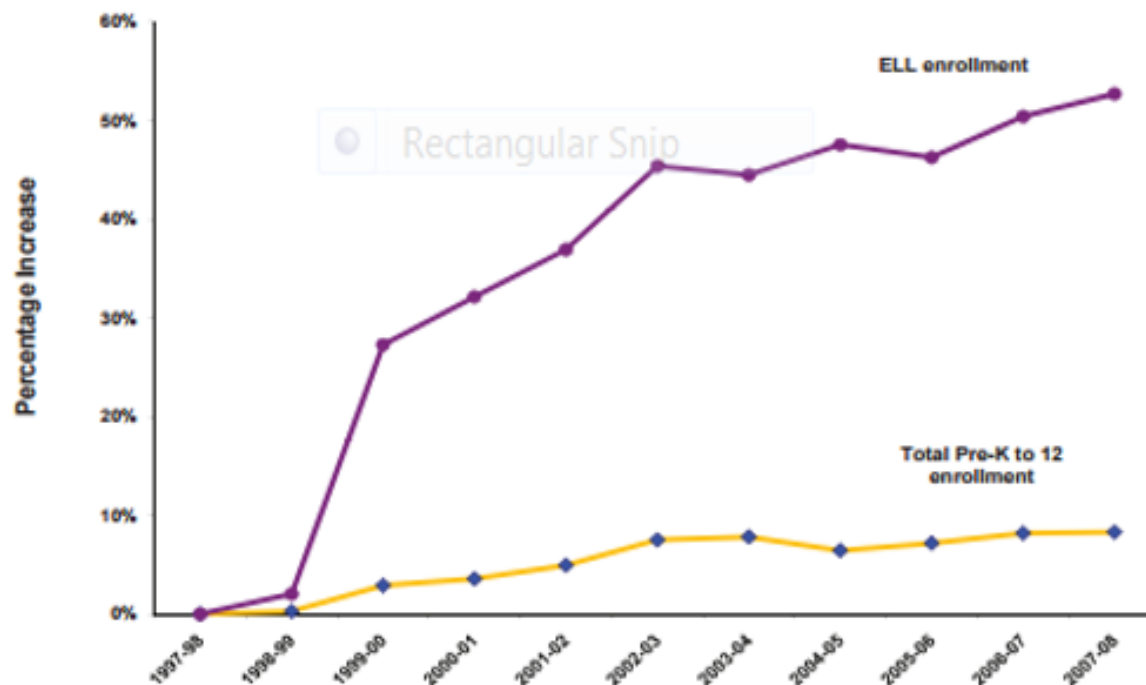- Scenarios
- Conclusion

# National Demographics

**Number of ELs, by County: SY 2011-12**



| | |
|---|---|
| Fewer than 100 (N=1,417) | 10,000 - 99,999 (N=80) |
| 100 - 999 (N=879) | 100,000 or more (N=5) |
| 1,000 - 9,999 (N=338) | No data (N=137) |

U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Local Education Agency 2000-01 and 2011-12

# National Demographics Continued



While the number of all pre-K-12 students increased by 8.5%, from 46 million in 1997-98 to 49.9 million in 2007-08, the number of ELL students increased by 53.2% (from 3.5 million to 5.3 million) in the same period.

State Title III Directors and 2007-08 State CSPR. NCELA

# Challenges for Teachers

Social Challenges:
- The growth and diversity
- Societal attitudes
- Federal, state, and district educational policies

Khong (2014) Challenges Confronting Teachers of ELLs

# Challenges for Teachers

Institutional Challenges:
- Teacher education
- Tools and resources
- Time
- Communication
- School culture
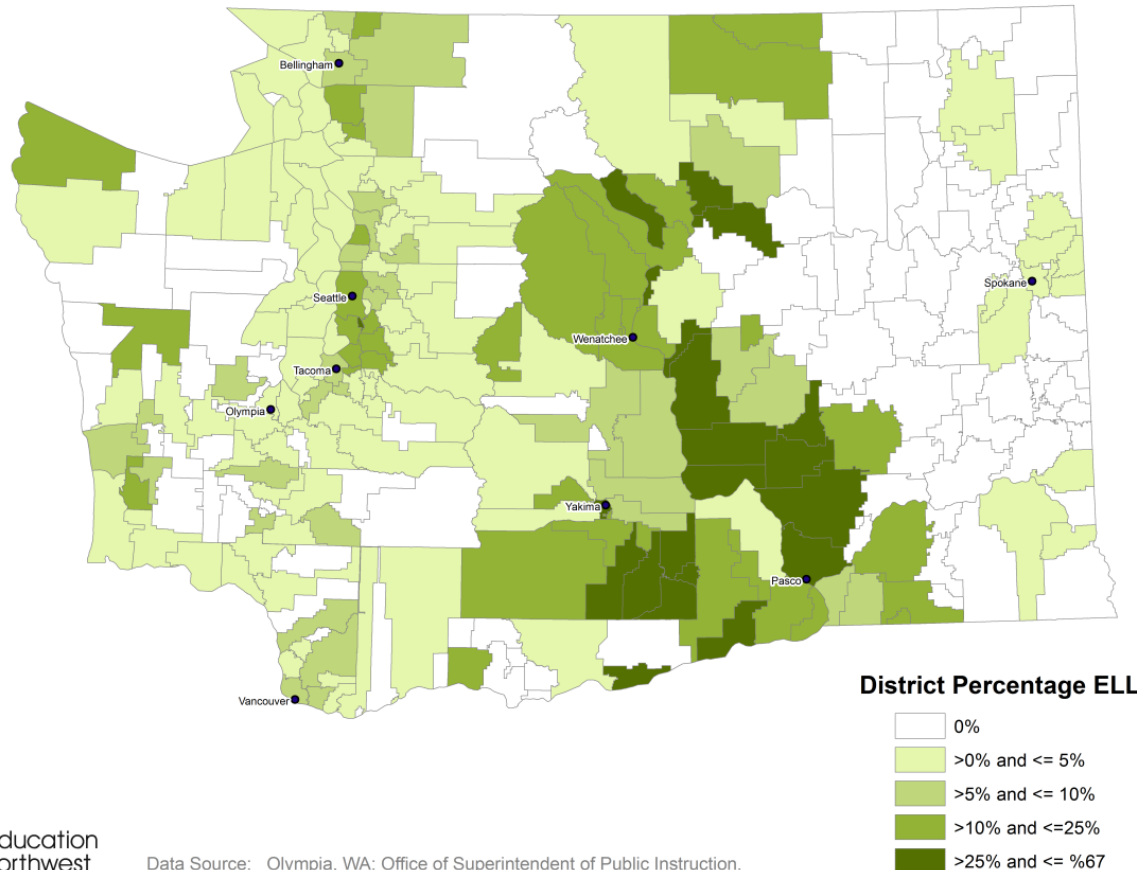- Academic achievement and retention of ELL students

Khong (2014) Challenges Confronting Teachers of ELLs

# Challenges for Teachers

Personal Challenges:
- Beliefs, attitudes, and assumptions
- Emotions

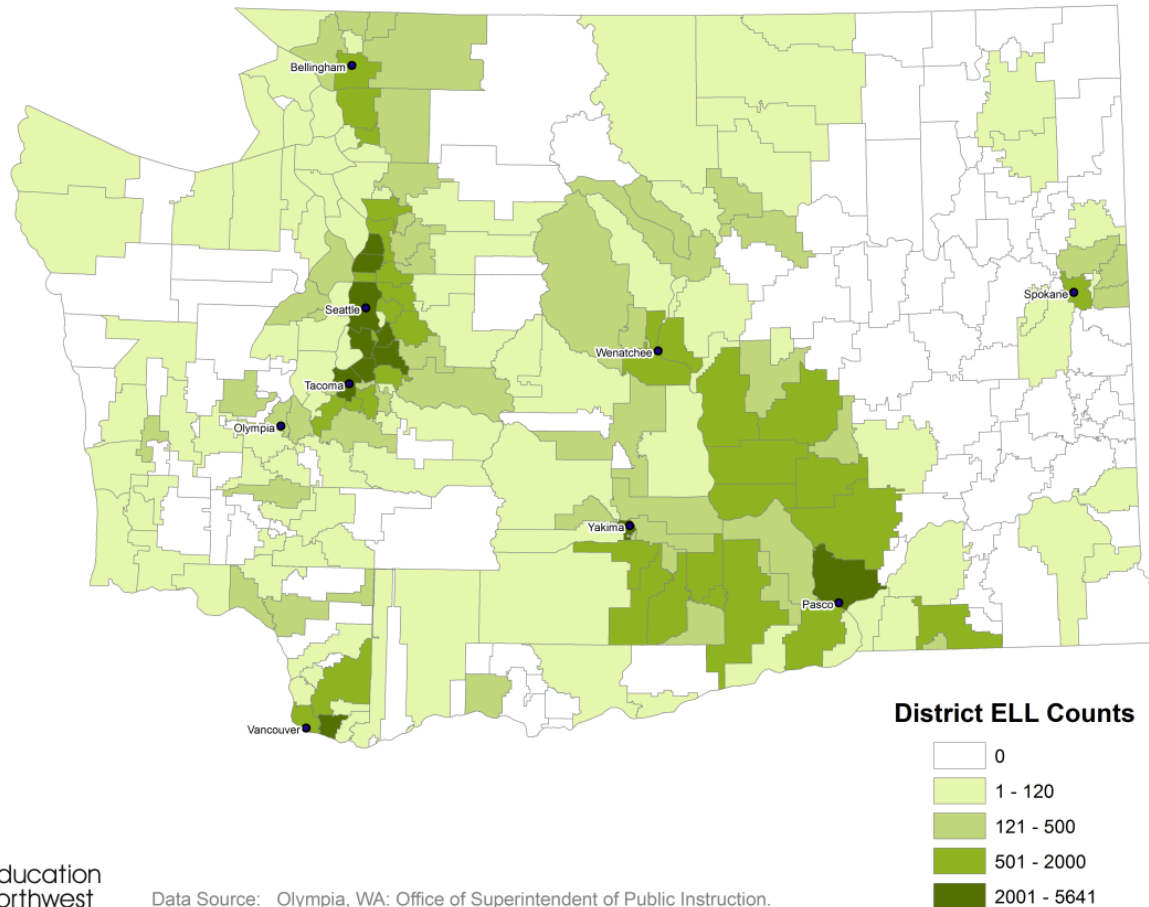Khong (2014) Challenges Confronting Teachers of ELLs

# Washington State Demographics

- Based on the 2013-2014 Transitional Bilingual Instruction Program Data
  - 219 languages were represented in Washington schools
  - Spanish was the most common non-English home language
    - Spoken by 67.4% of ELLs
  - Next most common: Russian, Vietnamese, Somali, Chinese, Ukrainian, Arabic, Tagalog, Korean, and Marshallese (spoken by 19% of TBIP students)
  - $88.2 million in funding, a 15.3% increase in funding for ELL services from 2012-2013

# Percent of ELLs of Total Enrollment by District (2009-10) Washington State



**District Percentage ELL**

- 0%
- >0% and <= 5%
- >5% and <= 10%
- >10% and <=25%
- >25% and <= %67

education northwest

Data Source: Olympia, WA: Office of Superintendent of Public Instruction.

# Number of ELLs by District (2009-10) Washington State



**District ELL Counts**

- 0
- 1 - 120
- 121 - 500
- 501 - 2000
- 2001 - 5641

education northwest

# Washington State Definition

- English Language Learner
  - A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:
    - The primary language of the student is other than English; and
    - The student's English skills are sufficiently lacking or absent as to delay learning.

- Washington State defines "primary language" as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

Base on the 2013-2014 Transitional Bilingual Instruction Program Data

# Washington State ELL Program Models

- Bilingual Programs
  - Dual Language/two-way immersion/bilingual instruction
  - Developmental Bilingual Education/Late-Exit
  - Transitional Bilingual Education/Early Exit
- Alternative Instructional Programs
  - Content-Based Instruction or Sheltered Instruction
  - English as a Second Language (ESL) Instructional Model
  - Newcomer Model

# Terms Used in this Presentation

**English Language Learner (ELL)**: Students whose first language is not English and who are in the process of learning English

**English as a Second Language (ESL):** An educational approach in which ELLs are instructed in the use of the English language, based on a special curriculum typically involving little or no use of the native language.
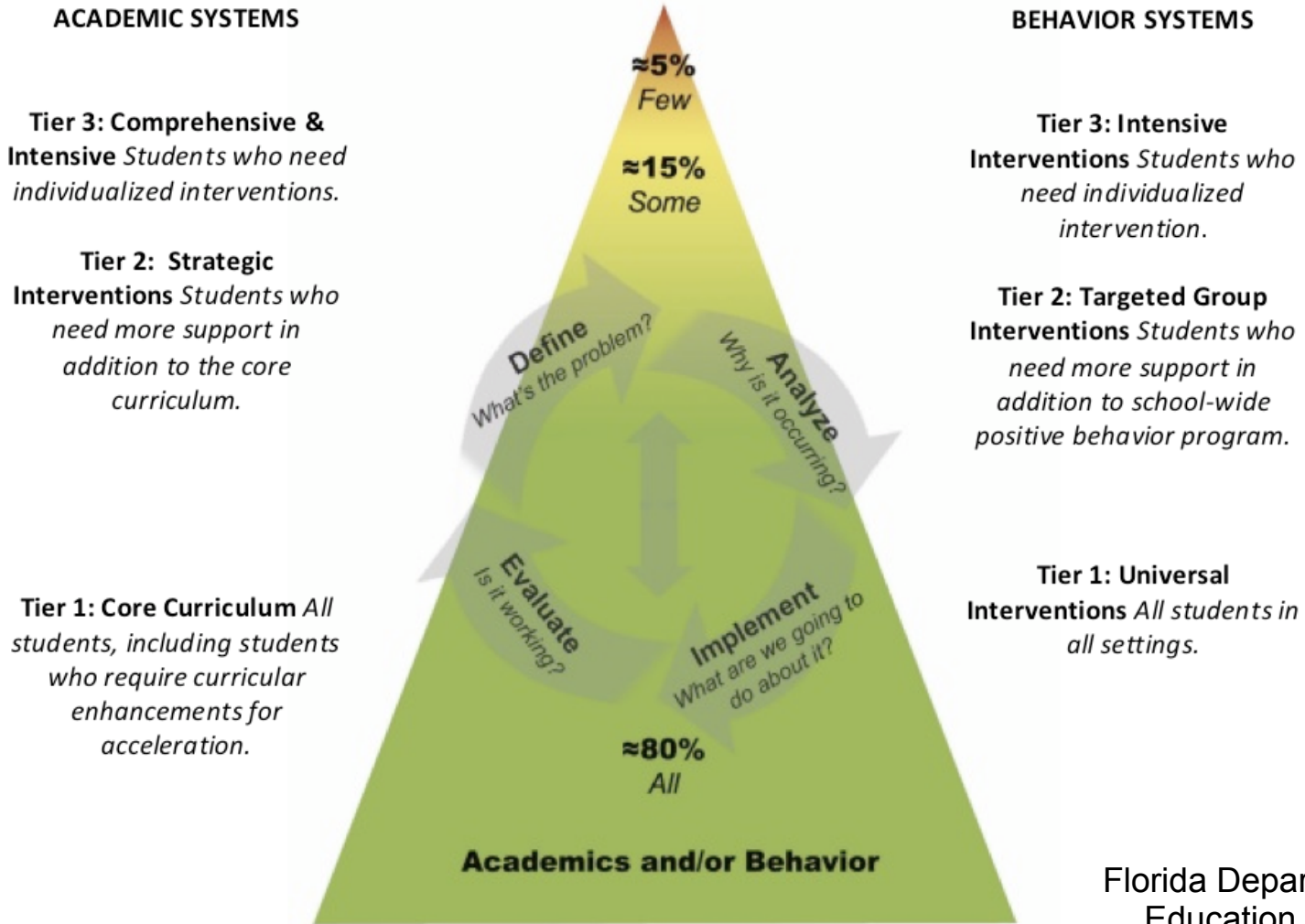
**L1:** An ELL's first language or native language

**L2**: An ELL's second language

**Home language**: The first language a person acquires in life, or identifies with as a member of an ethnic group.

**Limited English Proficient (LEP)**: the term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms.

**Students with Limited or Interrupted Formal Education (SLIFE):** For example, a refugee student who received formal education since Kindergarten, but has been in a refugee camp the last two years and has not attended school

Three-Tiered Model of School Supports & the Problem-Solving Process

**ACADEMIC SYSTEMS**

**Tier 3: Comprehensive & Intensive** *Students who need individualized interventions.*

**Tier 2: Strategic Interventions** *Students who need more support in addition to the core curriculum.*

**Tier 1: Core Curriculum** *All students, including students who require curricular enhancements for acceleration.*

≈5%
Few

≈15%
Some

≈80%
All

*Define* What's the problem?

*Analyze* Why is it occurring?

*Evaluate* Is it working?

*Implement* What are we going to do about it?

**Academics and/or Behavior**

**BEHAVIOR SYSTEMS**

**Tier 3: Intensive Interventions** *Students who need individualized intervention.*

**Tier 2: Targeted Group Interventions** *Students who need more support in addition to school-wide positive behavior program.*

**Tier 1: Universal Interventions** *All students in all settings.*

Florida Department of Education, 2008

# Non-Negotiable Components

All students participate in general education system that includes:

1. Research-based core literacy and intervention programs that explicitly and systematically address the 5 areas of reading
2. Integrated data collection system for universal screening and progress monitoring assessments
3. Multiple tiers of instructional supports with increasing intensity
4. Problem-solving framework

# Multi-Tiered System of Support for ELLs

| | |
|---|---|
| **Tier 3** | **Collaborative problem solving to develop an individualized intervention plan**<br>**Intervention Assistance Teams** |
| **Tier 2** | **Small Group Instruction**<br>**Peer Tutoring/Parent Volunteers**<br>**Mentoring**<br>**ESL Instruction** |
| **Tier 1** | **Positive Behavior Supports**<br>**Core curricula with differentiation**<br>**SIOP** |

# Multi-Tiered System of Support for ELLs in my School

| Tier 3 | What supports do we have in place for newcomers? What supports do we have in place for prefunctional students without missed instruction? How are we collecting data for progress monitoring reading, writing, listening and speaking? |
|---|---|
| Tier 2 | Do we have ELLs accessing intervention services? Are we progress monitoring our intermediate and below students? What core ESL program are we using and are we keeping data? |
| Tier 1 | Where are our ELLs in general education (certain classrooms with certain teachers, what track in HS)? How are we differentiating our core curriculum? What degree of success are we having in core with what level of proficiency? |

# Key Components to Delivering ELL Services Across All Tiers

Understanding the difference between BICS and CALPS

**Basic Interpersonal Communication Skills (BICS)**: Communicative capacity to function in daily interpersonal exchanges, or conversational skills

**Cognitive/Academic Language Proficiency (CALP)**: A level of language proficiency which allows the user to manipulate or reflect upon language features outside of immediate interpersonal context

# BICS

- conversation, jokes
- concrete
- embedded context
- uses nonverbal cues
- allow for clarification of meaning
- use familiar concepts
- require 2-3 years to acquire

# CALP

- lectures/texts/tests
- abstract
- context reduced
- few non-verbal cues
- new ideals/concepts and language
- 5-7+ years to acquire

# Key Components to Delivering ELL Services Across All Tiers

Theory of Acculturation

- <u>Euphoria</u>: excitement, optimism, anxiety
- <u>Culture Shock</u>: notice cultural difference, feeling deprived/ isolated, sad/confused, disoriented/ withdrawn, alienated, aggressive
- <u>Recovery/Anomie</u>: culture stress, gradually recover from shock, recognize two cultures, try new behaviors, test limits, English improves
- <u>Adaptation/Acculturation</u>: find value and meaning in both heritage and new culture

*Cultural mismatches may contribute to achievement and behavioral differences

# Tier 1: District, School, and Classroom Supports

## Critical features

- Effective instruction for all students, including ELLs
- Universal screening 3-4 times per year
- Data-based decision making
- Ongoing professional development
- School-wide leadership team
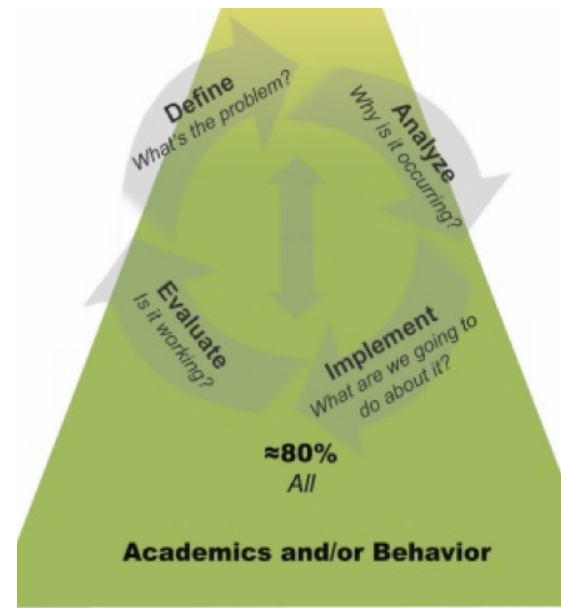
# Tier 1 Supports for ELLs

Effective instructional and language supports for ELLs at the classroom level:

- Bilingual Instruction
  - Two-Way Bilingual Instruction or dual language instruction
  - Late-exit or developmental bilingual education
  - Early exit, or transitional bilingual education
- Alternative Instructional Programs
  - Sheltered instruction
  - Content-based instruction
  - ESL mainstream

# Effective Tier 1 Classroom Practices

- Welcoming classroom environment
  - Include artifacts, words, pictures, from students' countries and/or culture
- Sensitize non-ELL students
- Peer buddy system
- Differentiate Instruction
  - Multiple means of providing and assessing instruction
- Emphasize Vocabulary development
  - Word Banks, Word Walls, label objects throughout the room

- Print-rich environment
- Visuals/visual aides
- Modeling skills and strategies
- Provide multiple opportunities to practice oral language
- Hands-on activities
- Use of program designed to promote success for ELLS
    - Bilingual instruction
    - Alternative Instruction Program (e.g. SIOP)

# What This Looks Like: Primary Classroom

- Activities targeting phonological awareness
- Systematic, explicit instruction in phonetic decoding strategies and spelling
- Activities targeting fluency in both word reading and connected text reading
- Explicit instruction in comprehension strategies
- A variety of vocabulary building activities

# Primary Classroom Example

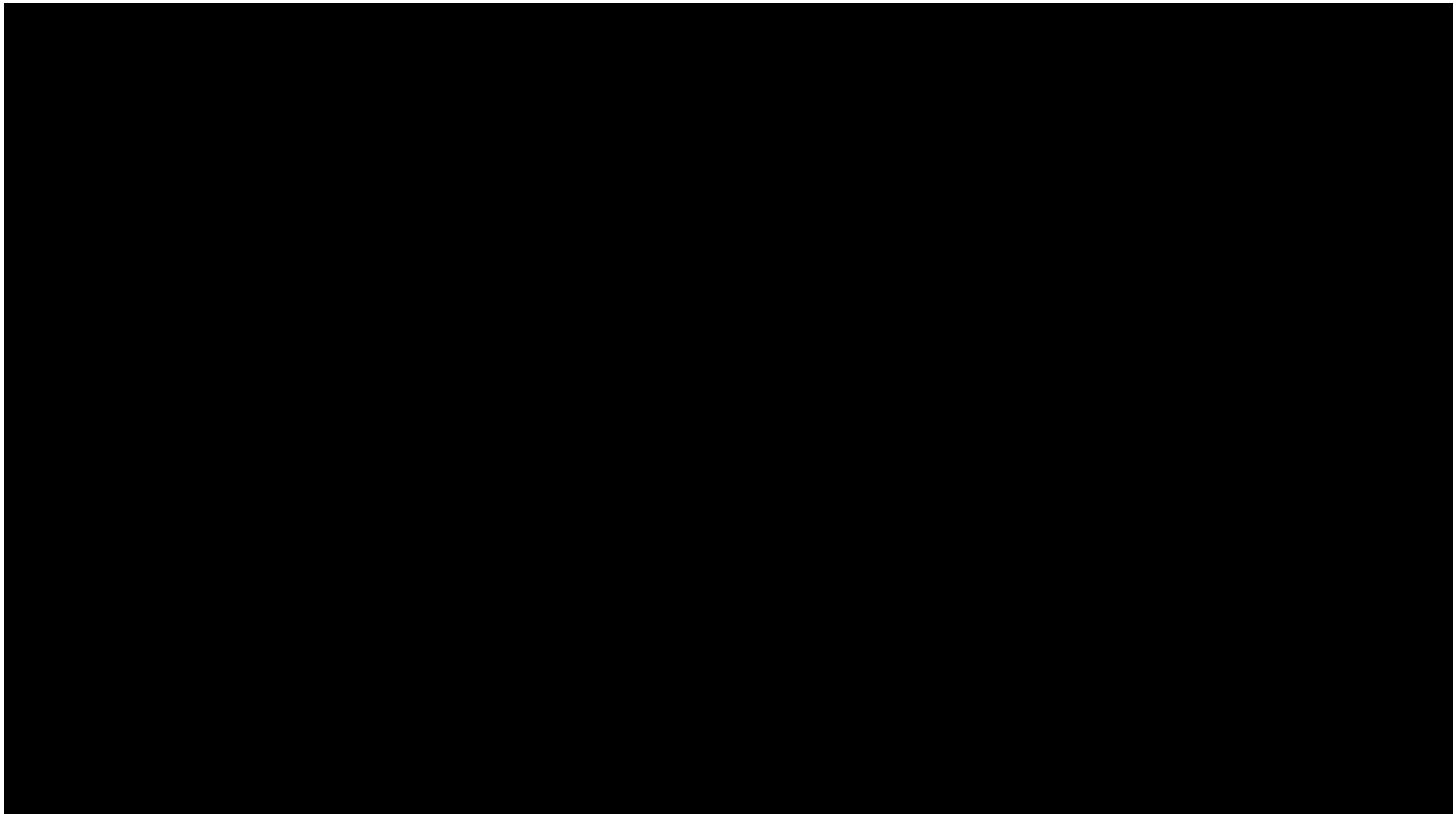https://www.youtube.com/watch?v=sujrwhI2eEQ
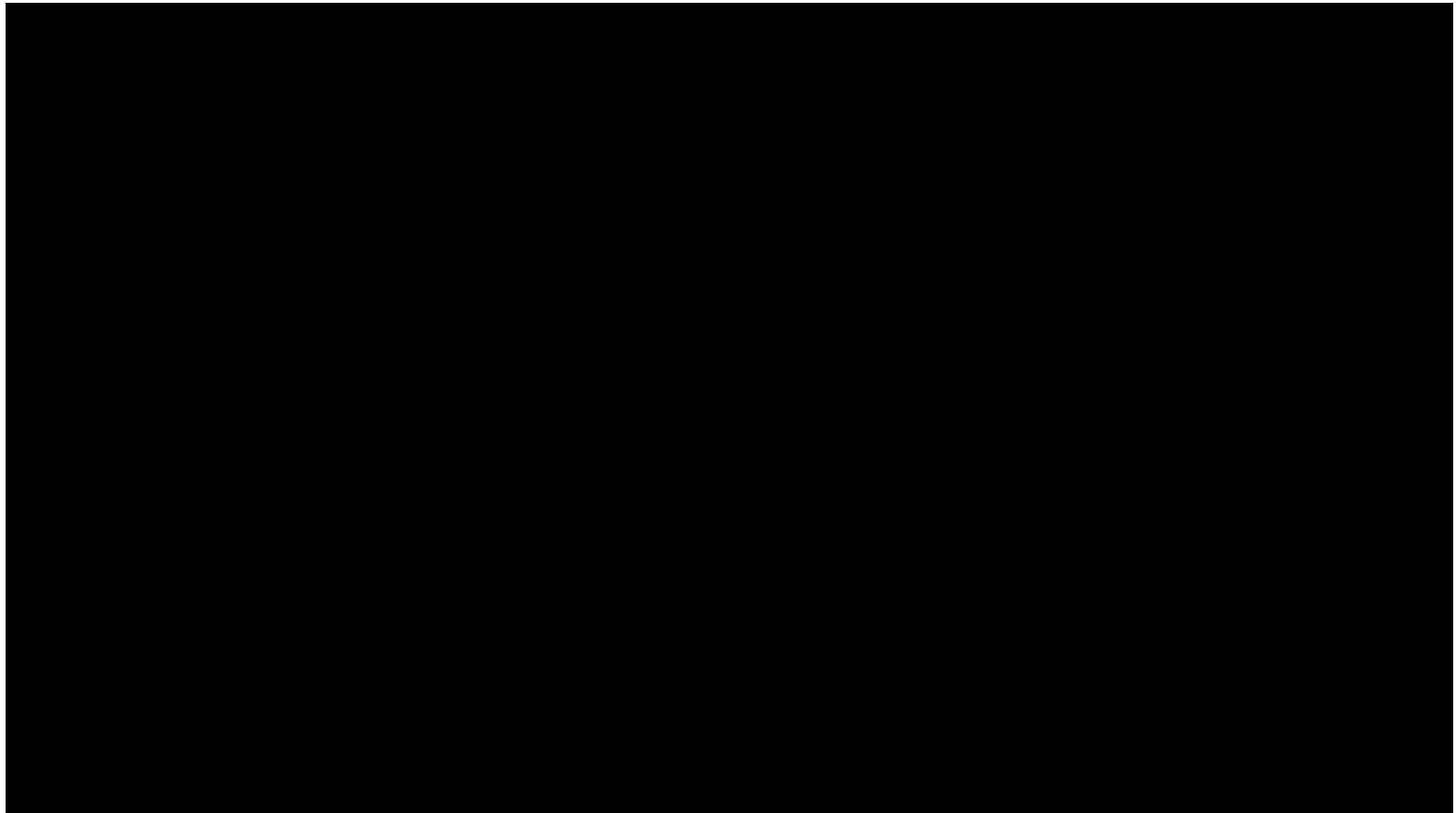
# What This Looks Like: Secondary Classroom

- Overt connections to previous learning
- Fluency building activities for both word reading and connected text reading
- explicit instruction of comprehension strategies
- intentional pre-teaching of and focus on vocabulary and background knowledge
- use of visuals, modeling, and hands-on activities to make content understandable and relevant

# Secondary Classroom Example

https://www.youtube.com/watch?v=sVlcr_ORpQk

# Bilingual Instruction

- Maintenance Bilingual Instruction
- Maximizes the social, cognitive, and academic benefits of bilingualism
- Uses both languages
  - At least 50% minority language
  - For minimally K-5

De Jong (2004) L2 Proficiency Development in a Two-Way and Developmental Bilingual Education Program

# Bilingual Instruction

- Three general methods
  - Two-way immersion instruction
    - Targets both minority and majority students
  - Developmental bilingual instruction (late exit)
    - Targets minority students
  - Transitional bilingual instruction (early exit)
    - Short term, minority language is used as bridge to learning English (2-3 years)

Dual Language Instruction

# Effective Features of Dual Language Instruction (DLI)

The guiding principles of dual-language instruction are:

- Assessment and accountability
- Curriculum
- Instruction
- Staff quality and professional development
- Program structure
- Family and Community
- Support and resources

# DLI: Assessment and Accountability

- Topic of professional development for teachers and administrators
- Supported by appropriate infrastructure and budget

## Assessments

- Aligned with curriculum and standards
- Aligned with the vision and goals of the program
- Conducted in both of the languages used for instruction

- Carried out in consistent and systematic ways

## Data

- Used to monitor program effectiveness
- Disaggregated to track the progress of groups in the program over time

- Interpreted accurately

- disseminated to appropriate audiences

# DLI: Curriculum

- Aligned with standards and assessment
- Meaningful and academically challenging
- Integrates higher order thinking
- Thematically integrated
- Enriching, not remedial
- Aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism,
- Includes language and literature across the curriculum
- Reflects and values students' cultures
- Incorporates a variety of materials
- Integrates technology

# DLI: Program

Features
- A variety of instructional techniques
  - Different learning styles
  - Language proficiency levels
- Positive interactions
  - Between teachers and students
  - Among students
- A reciprocal interaction model of teaching, featuring genuine dialogue

# DLI: Program

You should see….

• Cooperative learning or group work situations
  – Independently working on tasks with common objectives
  – Individual accountability
  – Social equity in groups and in the classroom

# DLI: Program

- Language input
  - Sheltering strategies to promote comprehension
  - Visual aids and modeling instruction
  - Interesting, relevant, and of sufficient quantity
  - Challenging enough to promote high levels of language proficiency and critical thinking
- Language output
  - Objectives integrated into the curriculum
  - Structured and unstructured opportunities
  - Language policies that encourage students to use the language of instruction

# DLI: Staff Quality

High quality teachers should.....
- Have appropriate teaching certification and knowledge of
  - subject matter
  - curriculum and technology
  - instructional strategies
  - classroom management
- Have appropriate academic background and experience
- Be fully credentialed bilingual or ESL teachers
- Have knowledge of bilingual education and second language acquisition
- Have native/native-like ability in the languages of instruction
- Monolingual English speakers must understand the partner language in early grades

# DLI: Professional Development

- Aligned with goals and strategies of the program and focused on:
  - Language education pedagogy and curriculum
  - Materials and resources
  - Assessment
  - Development of professional language skills in the partner language
  - Educational equity/high expectations for all students
  - Dual language theory and models
  - Second language acquisition and biliteracy development

# Dual Language Instruction: Professional Development

Staff are encouraged to:

- Examine their own beliefs and practices in light of theory and the school's vision and goals
- Conduct teacher research to reflect on instructional strengths and shortcomings and to consider how strategies work in some contexts but not in others

# Dual Language Instruction: Professional Development

A variety of professional development are provided, including:

- Mentoring and teacher trainers
- Partnerships with university teacher training institutions to align coursework and provide internships
- Teacher study groups
- Retreats to make decisions about the model or curriculum
- Training for non-teaching staff
- Professional development collaborations with district middle and high schools

# DLI: Program Structure

A cohesive, shared vision and set of goals that:
- Commit to and focus on bilingualism, biliteracy, and multiculturalism
- Establish high expectations for achievement for all students

Ensures:
- A safe and orderly environment
- A warm and caring community
- Ample support and resources
- Additive bilingualism for all students
- Awareness of diverse needs of students of different linguistic and cultural backgrounds

# DLI: Program Structure

Effective leadership:
- Program advocacy and communication with central administration
- Oversight of model development, planning, and coordination
- Professional development, including fostering of staff cohesion and collegiality
- Appropriate allocation of funding

Program engages in ongoing planning, including:
- Focus on the vision and goals of the program
- School-wide vertical and horizontal articulation
- Proper scope, sequence, and alignment with standards that are developmentally, linguistically, and culturally appropriate

# DLI: Program Structure

A language education model that upholds:
- Principles of second language development
- Bilingual and immersion theory and research
- Effective instructional methodologies and classroom practices
- Belief in and commitment to the dual language education model
  - Sustained instruction in partner language for at least 6 years
  - At least 50% of instruction in partner language throughout program
  - Language arts and literacy instruction in both programs by upper elementary grades

# Dual Language Instruction: Family and Community

- Incorporates a variety of home/school collaboration activities
- Maintains a welcoming environment for parents and community
- Values bilingualism and biliteracy
- Hires office staff who speak the partner language
- Makes announcements in both languages
- Posts signs in both languages
- Values multiculturalism
- Fosters a sense of belonging

# Dual Language Instruction: Family and Community

Establishes parent liaisons who:
- Are bilingual and can reach out to parents and community in both languages
- Arrange parent training to assume advocacy and support for the dual language program
- Know dual language education theory and model
- Contribute to other parent topics as determined by needs assessment

# Dual Language Instruction: Support and Resources

## Support by community, board of education, and district ensures that

- Resources are allocated equitably
- Program is seen by all stakeholders as a permanent and enriching part of the school and district

## Administrators

- Understand, support, and advocate for the program
- Facilitate integration of the program across the school
- Ensure equitable access to resources for all students and in both program  languages

## Families and communities are

- Knowledgeable about the program
- advocate on its behalf

# Two-Way Immersion Programs

- Integrated language and academic instruction for native English speakers and native speakers of other languages
- Goals are:
  - bilingualism and biliteracy
  - grade-level academic achievement
  - cross cultural understanding
- Classrooms generally have 50% native English speakers and 50% native non-English speakers
- Monolingual instruction by teacher: one teacher teaches in English, one teacher teachers in the other language (e.g. Spanish)

Christian (1994) Two-Way Bilingual Education:
Students Learning through Two Languages

# Two-Way Immersion Programs Cont.

- Initial literacy development occurs in the native language for both groups
  - Native English speakers receive early literacy instruction in English
  - Native speakers of other languages receive early literacy instruction in their native language
- ELLs focus on oral language development in English in early grades
- Formal English literacy for ELLs starts around 2nd/3rd grade

De Jong (2004) L2 Proficiency Development in a Two-Way and Developmental Bilingual Education Program

# Two Major Models of Language Allotment

- 90:10 example
  - K-1st grade: 90% of day content delivered in target, or non-English language, 10% of day devoted to instruction in English oral language proficiency
  - 2nd-3rd grade: 80% of class time using the target language and 20% using English, with formal English reading in 3rd grade
  - 4th-5th grade: instructional time is balanced equally between English and the target language

# Two Major Models of Language Allotment

- 50:50: evenly divides instructional time between the two languages across all grade levels
  - Simultaneous model: reading instruction in both languages starts in Kindergarten
  - Successive model: each student initially receives reading instruction in his/her native languages and begins reading instruction in 2nd language in 3rd grade

# Two-Way Immersion Programs Cont.

Four critical features
1.Instruction and classwork take place in two languages
    a.    Non-English language used for at least 50% of the students' instructional day
2.The day includes periods of instruction during which students and teachers use only one language, with no translation or language mixing
3.Both ELLs and native English speakers do work in both languages in a balanced proportion
4.ELLs and native English speakers are together for most content instruction

# Dual Language Immersion Classroom Example



http://www.colorincolorado.org/classroom-video/making-dual-language-immersion-work
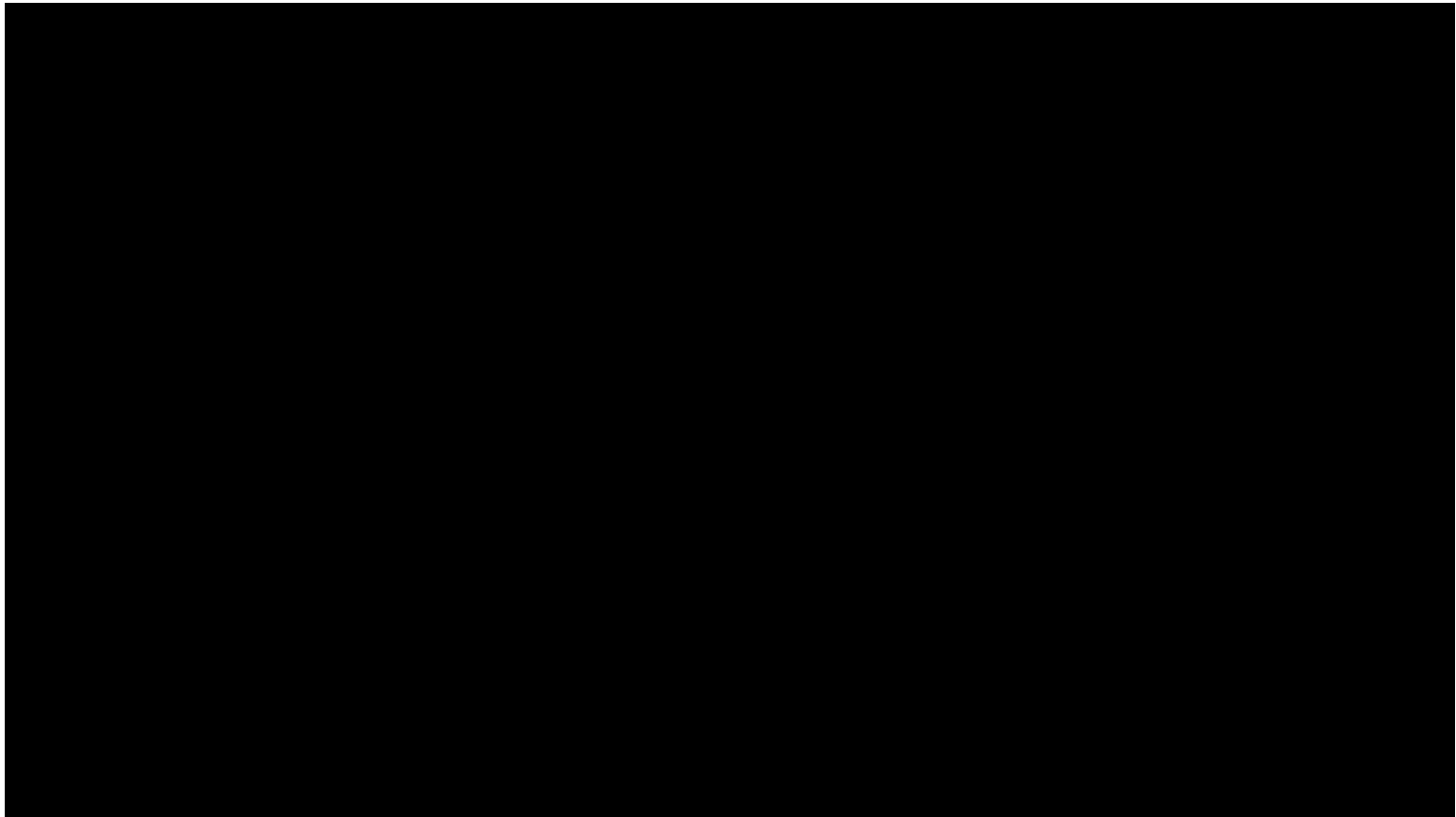
# Developmental Bilingual Education (DBE)

- Enrichment program specifically for ELLs
- Classrooms with only, or primarily ELLs
- Educates English language learners using both English and their first language for academic instruction
- Aims to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages
- Goal is to prepare ELLs for success in general education classroom
- Instruction gradually increases the amount of instruction in English each years until around 50% of content in English around 4th grade

Ramírez (1992) Executive Summary: Longitudinal Study…

# Developmental Bilingual Education Cont.

- Allocations of instructional time in L1 and L2 vary
- 2 major program types
  - 90/10
    - K-2nd:  90% L1 (e.g. Spanish), 10% L2 (e.g. English)
    - 4th-6th grade: gradually increase instruction in English until reach 50%
  - 50/50
    - Instruction in L1 and L2 is balanced from beginning throughout elementary years
- Initial literacy development is in L1
- Formal English literacy begins around middle of 2nd grade

De Jong (2004) L2 Proficiency Development in a Two-Way and Developmental Bilingual Education Program
Tong et al. (2008). English and Spanish Acquisition by Hispanic Second Graders in Developmental Bilingual Programs

# Developmental Bilingual Education Cont.

Effective qualities of DBE:
- Subject matter is taught in L1
- The two languages of Instruction are separated
- Literacy is developed in L1 and L2
- Comprehensible input is provided in L1 and L2
- Teachers are well trained and have high expectations of their students
- Instructional delivery is appropriate and well-paced

Tong et al. (2008). English and Spanish Acquisition by Hispanic Second Graders in Developmental Bilingual Programs

# Major Differences Between TWI and DBE

- Two-Way Immersion
  - ELL students have access to native English speakers across content areas
  - Teachers/courses are monolingual
- Developmental Bilingual Instruction
  - Often in classrooms with only ELL students
  - Each teacher uses both languages across content areas

# Transitional Bilingual Education (TBE)

- The most common form of bilingual education for English language learners in the United States
- Also known as early-exit bilingual education
  - Generally lasts 2-3 years
- Provides academic instruction in ELL's primary language as they learn English
- Goals:
  - Learn English through their home language
  - Strong command of English
  - Quick mainstreaming into English-only classroom

# Transitional Bilingual Education Cont.

- Uses both languages in the classroom for a transitional period of time
- As students gain mastery in English, the primary language is gradually faded out until the student is mainstreamed into English-only classes
- Main difference between TBE and Mainstream Immersion is the transitional/short term use of the home language in the classroom

Murphy (2014) The Effect of Dual-Language and Transitional-Bilingual Education Instructional Models on Spanish Proficiency for English Language Learners

# Transitional Bilingual Education Cont.

- Theoretical framework based on the relationship between the home language and English
- Skills, knowledge, and processes transfer across languages
- Development of literacy skills in the first language is thought to enhance academic skills in the second language

# Alternative Instructional Programs (AIP)

In Washington State, an AIP may be used when one or more of the following conditions are met:

•Instructional materials in student's home language are not available and the district has made reasonable efforts to obtain them

•The district's bilingual instructional program enrollment has temporarily exceeded capacity

•Bilingual instruction would substantially impair basic education due to the distribution of students across grades or schools

•Teachers trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are not available and the district has made a reasonable attempt to obtain services from such teachers

Washington State Program Models and Services (2015)

# Alternative Instructional Programs Cont.

- Content-Based Instruction or Sheltered Instruction
- Supportive Mainstream/ESL Instructional Model
- Newcomer Program

Washington State Program Models and Services (2015)

# Content-Based Instruction or Sheltered Instruction

- Used widely for teaching language *and* content to English language learners
- Academic subjects (e.g., science, social studies) and English language skills are taught using English as the medium of instruction.
- Most often in classes of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated

# Content-Based Instruction or Sheltered Instruction Cont.

- Teachers specially trained in English language acquisition and instructional strategies to support English language development
- Teachers should be endorsed in both:
  - ELL, ESOL, or Bilingual Education
  - Content area of instruction
- Team teaching with content area teachers and ESOL endorsed teachers

# Content-Based Instruction

- Focus primarily on English Language development
- Academic content as a vehicle for instruction
- Language is taught within the context of specific academic subjects
- Can enhance both acquisition of language and content in either the language or content classroom
- Can be either content drive or language driven
- Frequently takes place in ESL classrooms with language and content learning objectives  developed by ESL teacher alone

# A Variant of CBI: Two- way CBI

- Differs from SIOP:
  - language-driven content objectives
  - content driven language objectives
  - collaboratively developed with ESL and content teachers
- Uses co-teaching to reach collaborative practice

# Sheltered Instruction

- Focus primarily on content learning with a secondary focus on language development
- Emphasizes academic English over conversational English
- The SIOP model (Sheltered Instruction Observation Protocol)
  - Specific features of teachings shown to improve academic literacy of ELLs
  - Gives teachers a tool to guide lesson planning
  - Allows for instruction to be evaluated on a performance continuum for each feature of the model
  - Allows for structured classroom observations and concrete feedback for teachers

# SIOP:30 Items Grouped into Eight Components Essential for Making Content Comprehensible for ELLs

1. Lesson preparation: content and language objectives (listening, speaking, writing, reading) with meaningful activities and materials
2. Building background knowledge: linking new concepts with prior knowledge and emphasizing key vocabulary
3. Comprehensible input: using clear speech and a variety of techniques
4. Strategies: scaffold and question learners and get them to practice learning strategies

Daniel & Conlin (2015) Shifting Attention Back to Students Within the Sheltered Instruction Observation Protocol

# SIOP:30 Items Grouped into Eight Components Essential for Making Content Comprehensible for ELLs, Cont.

5. Interaction: providing ample opportunities for teacher and student interaction
6. Practice and application: for both content and language knowledge using manipulatives and activities
7. Lesson delivery: appropriate pacing and high student engagement
8. Review and assessment: key concepts and vocabulary and assessing student comprehension

# SIOP Classroom Examples

https://www.youtube.com/watch?v=U30tOXpjuvA
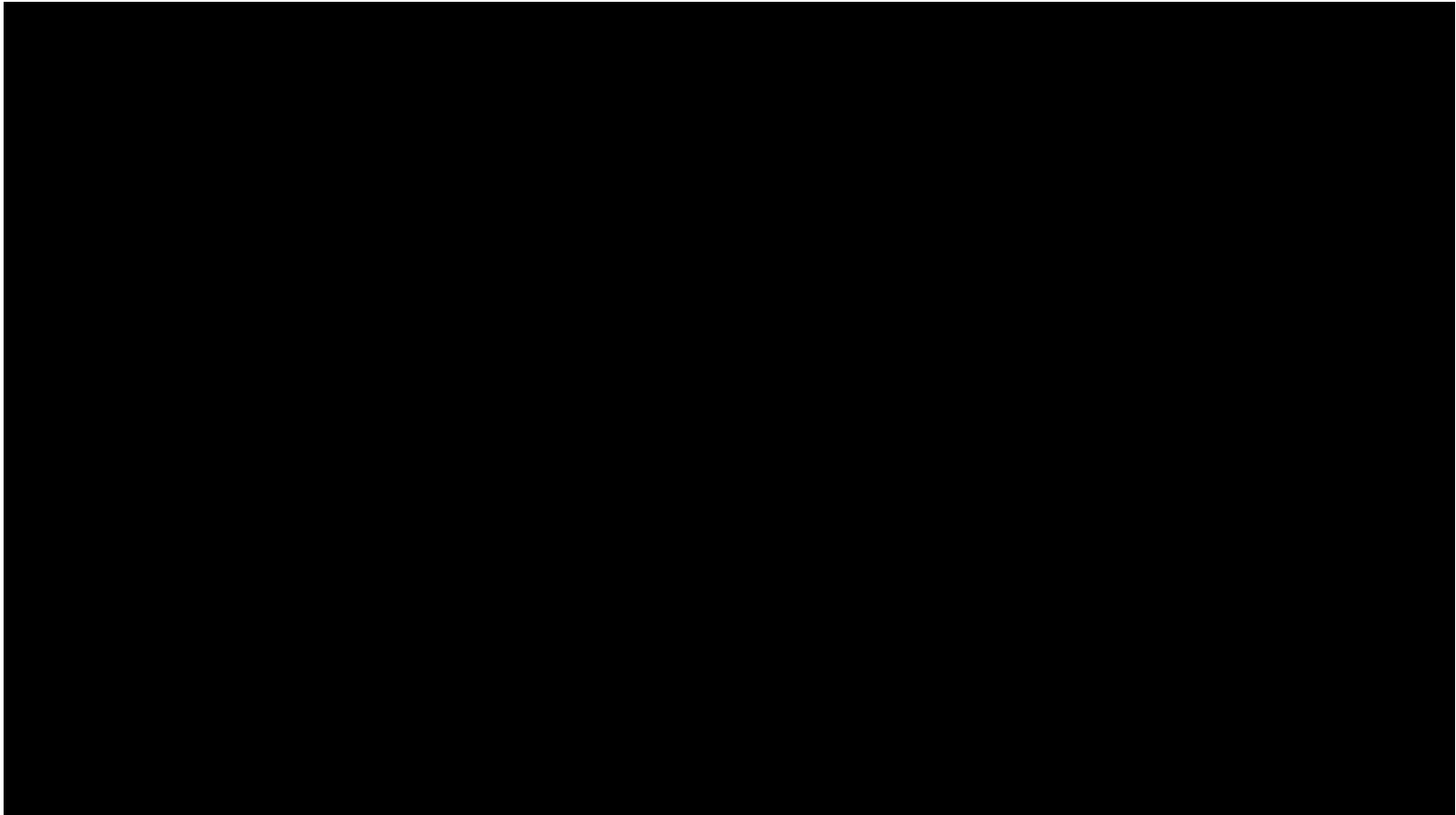
# Supportive Mainstream/ESL

- ELL pull-out/push-in language development instruction or through small group work with the classroom teacher
- Language instruction delivered in English by teachers trained in the field of second language acquisition and strategies
- Students access grade-level academic content through participation in their mainstream classrooms.
- sufficient time and resources are allocated for professional development of classroom teachers responsible for providing access to grade-level curriculum for the English language learners is imperative

Washington State Program Models and Services (2015)

# Newcomer Programs

The goals of newcomer programs are:

- Help students acquire beginning English language skills along with core academic skills and knowledge
- To acculturate to the United States school system
- Some programs have additional goals
  - Developing students' primary language skills
  - Preparing students for their new communities.

Education English Language Learners in
Washington State, 2009-2010

# Newcomer Program

- Specialized instruction for beginning level English language learners who have newly immigrated to the United States
- Useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language
- Typically at the secondary level to familiarize newcomers with American culture and educational settings.
- Time in program varies depending on the particular district model
  - Typically one semester to one year, depending on individual student needs.

Washington State Program Models and Services (2015)
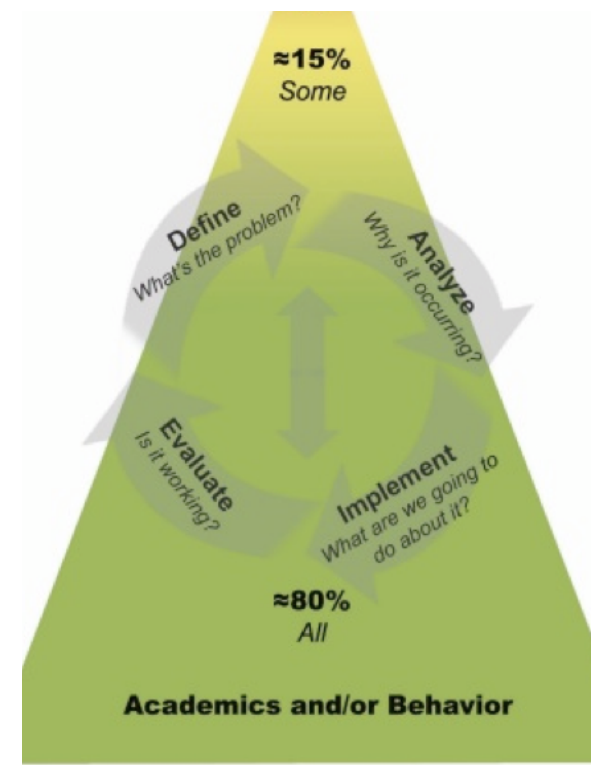
# Newcomer Program Classroom Example
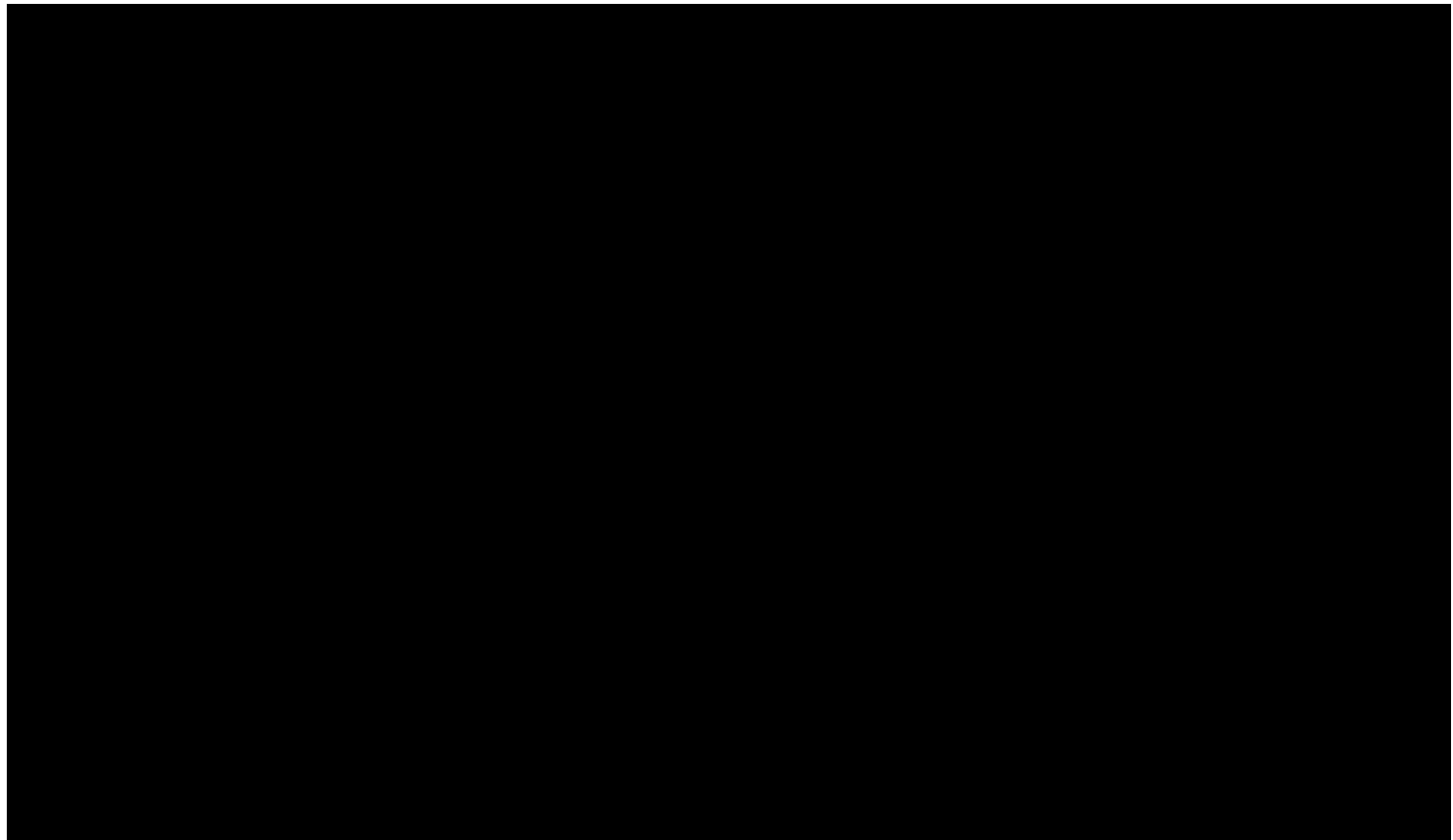
# When ELLs Experience Academic Difficulty at School

- Transitioning across tiers with increasing supports
    - Critical assessment questions
    - Key features
    - Data-based decision making

# Tier 2: Targeted Interventions for ELLs

## Areas of targeted interventions

- Academic
  - Language
  - Skill Deficit
- Behavior

# Critical Features of Tier 2 Interventions

- Effective leadership and problem-solving framework
- Systematic data-based decision making
- Integrated data-collection system of universal screening and progress monitoring
- Scientific research-based intervention programs for ELD and academic skills, *provided in addition to* the core curriculum
- Targeted problem-solving teams
- Intervention resources
- Collaboration, coordination and flexibility of intervention service providers

# Data-Based Decision Making at Tier 2

- Analyze universal screening data, progress monitoring data and English language proficiency (ELP) data to:
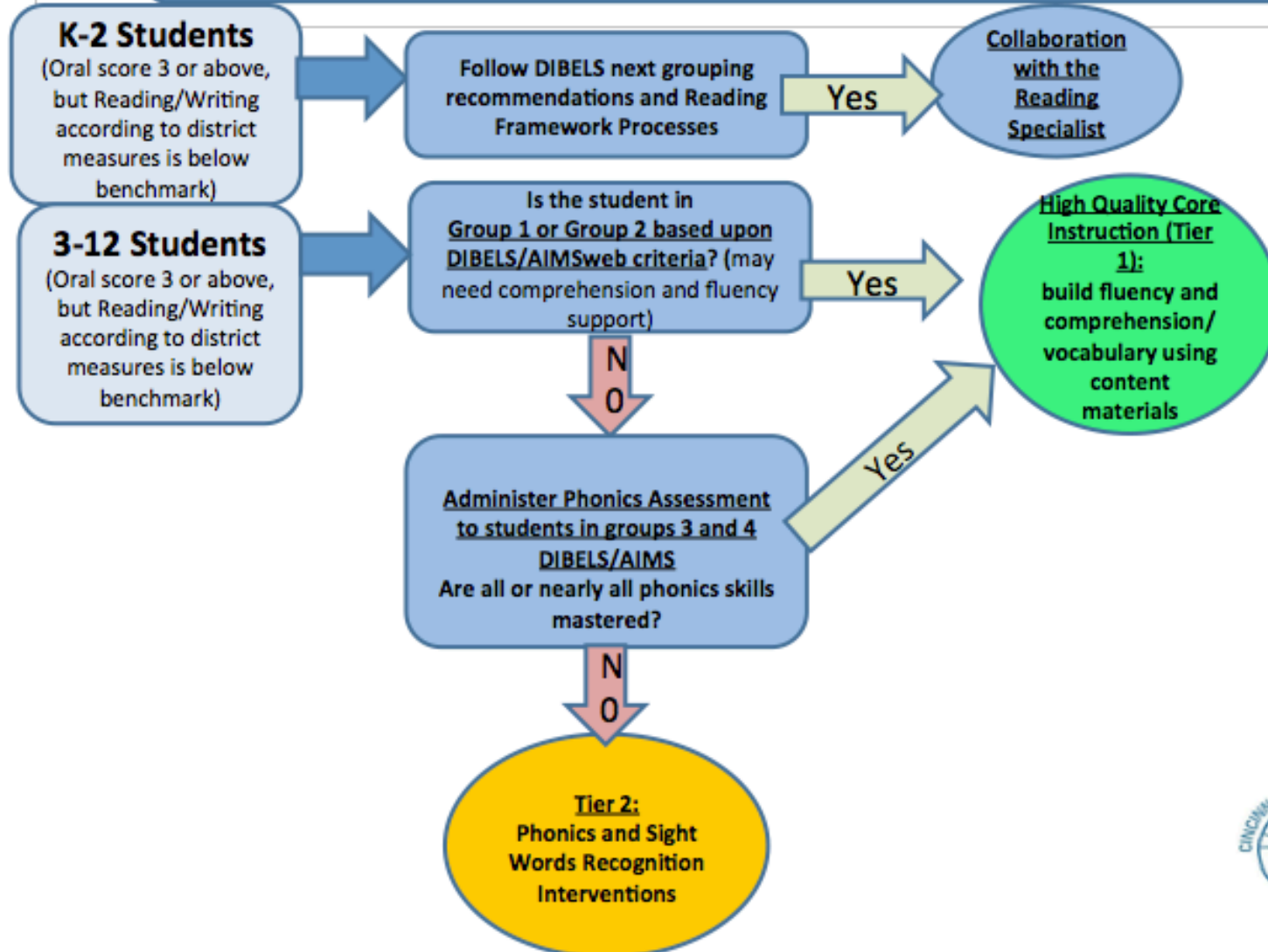  1. Identify and validate need for Tier II instructional support
  2. Plan interventions
  3. Implement supports
  4. Evaluate supports
- For English language development *and* academics

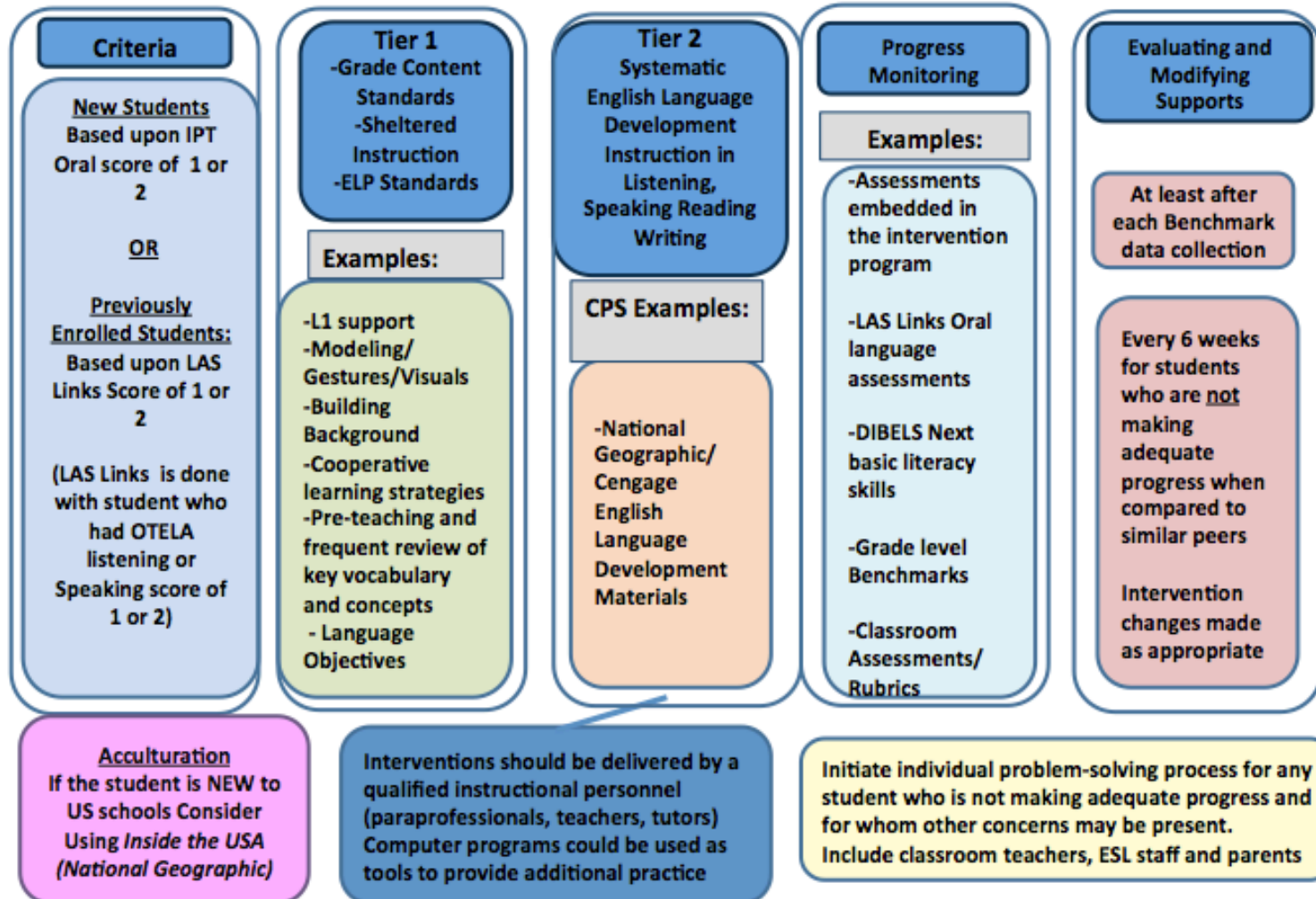# Identifying Language and Literacy Priorities for ELLs Using Multiple Measures

**Is the student in Trial Mainstream (Composite of 4 on last OTELA)?** Did the student score a Composite of 4 on the most current English Language Proficiency Assessment (IPT/OTELA):

**Yes** → **Monitor student:** Student would be monitored in general ed environment. Eligibility for exiting would be determined when OELPA Assessment results are provided by ODE.

NO ↓

**Recommend SLIFE Program (see SLIFE Program Recommend-ations)** ← **Yes** — **Determine SLIFE Eligibily:** Refer to SLIFE Eligibility Criteria and follow those programmatic decisions. **Is the student SLIFE eligible?** ← **Yes** — **Is the student age 9 or older and NEW to U.S. Schools (<180 days),**

NO ↓

NO (SLIFE) ↓

**Administer Universal Screening measures as indicated in ELL Data Collection Plan.** **Is the student at or above Benchmark/Proficient?**

**Yes** → (to Monitor student)

NO ↓

**Provide Intensive English Language Development Instruction (refer to ELD Guidance)** ← **Yes** — **Is student LOW in Oral Language?** Is the student's Oral proficiency in English based upon the IPT or LAS Links Oral a 1 or 2? NOTE: If Listening or Speaking on the most recent OTELA was below 3, give IPT or LAS Links.

↓

# Identifying Literacy/Reading Needs and Priorities for ELLs

**K-2 Students**
(Oral score 3 or above, but Reading/Writing according to district measures is below benchmark)

**Follow DIBELS next grouping recommendations and Reading Framework Processes**

**Yes**

**Collaboration with the Reading Specialist**

**3-12 Students**
(Oral score 3 or above, but Reading/Writing according to district measures is below benchmark)

Is the student in **Group 1 or Group 2 based upon DIBELS/AIMSweb criteria?** (may need comprehension and fluency support)

**Yes**

**High Quality Core Instruction (Tier 1):** build fluency and comprehension/ vocabulary using content materials

**NO**

**Administer Phonics Assessment to students in groups 3 and 4 DIBELS/AIMS**
Are all or nearly all phonics skills mastered?

**Yes**

**NO**

**Tier 2:**
**Phonics and Sight Words Recognition Interventions**

UNIVERSITY OF Cincinnati

# Instructional Priority – Basic Literacy, Reading, and Academic Language

**Criteria**

New students:
Use IPT

Previously Enrolled students:
LAS Links/ Previous OTELA in Listening or Speaking Score of 3 or Above

**AND**

Significantly Below grade level on DIBELS Next/AIMS Reading and/or Early Literacy

Use DIBELS next (K-6) and AIMSweb (7-12) Instructional Groupings

**Tier 1**
-Grade Content Standards
-Sheltered Instruction
-ELP Standards

**Examples**

-Modeling/ Gestures/Visuals
-Building Background
-Cooperative learning strategies
-Pre-teaching and frequent review of key vocabulary and concepts
- Language Objectives

**Tier 2**
**Targeted Early Literacy/ Reading Interventions**

**Examples**

• Phonological Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension
-See chart below for identifying a reading priority
-Refer to Reading Framework intervention chart

For Grades k-3 consider CPS District's Reading Framework Resources Link:

**Progress Monitoring**

**Examples**

-Assessments embedded in the intervention program

-DIBELS Next Early Literacy skills; Reading measures
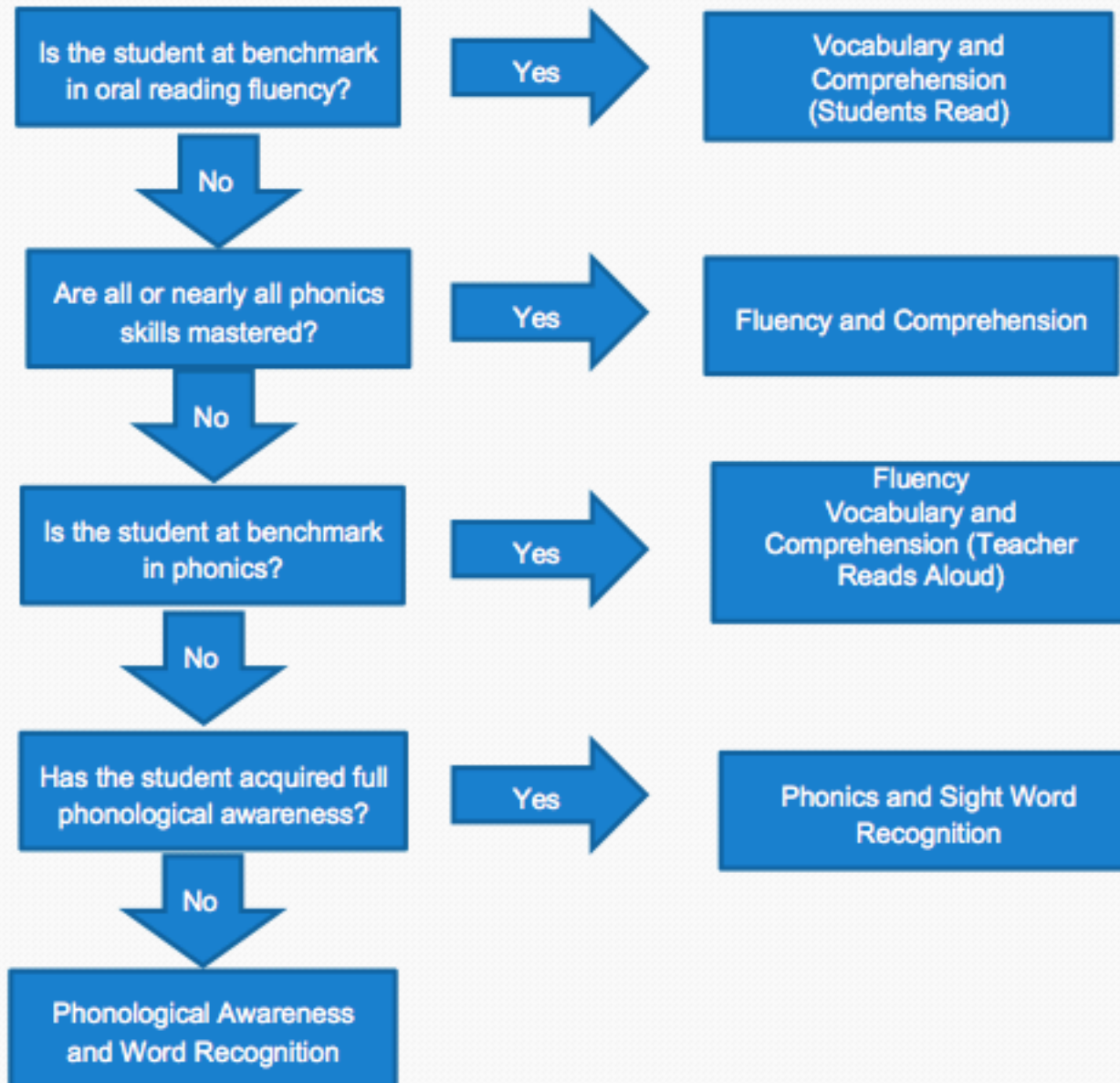
-Grade level Benchmark Assessments

-Classroom Assessments/ Rubrics

**Evaluating and Modifying Supports**

At least after each Benchmark Data Collection

Every 6 weeks for students who are not making adequate progress when compared to similar peers
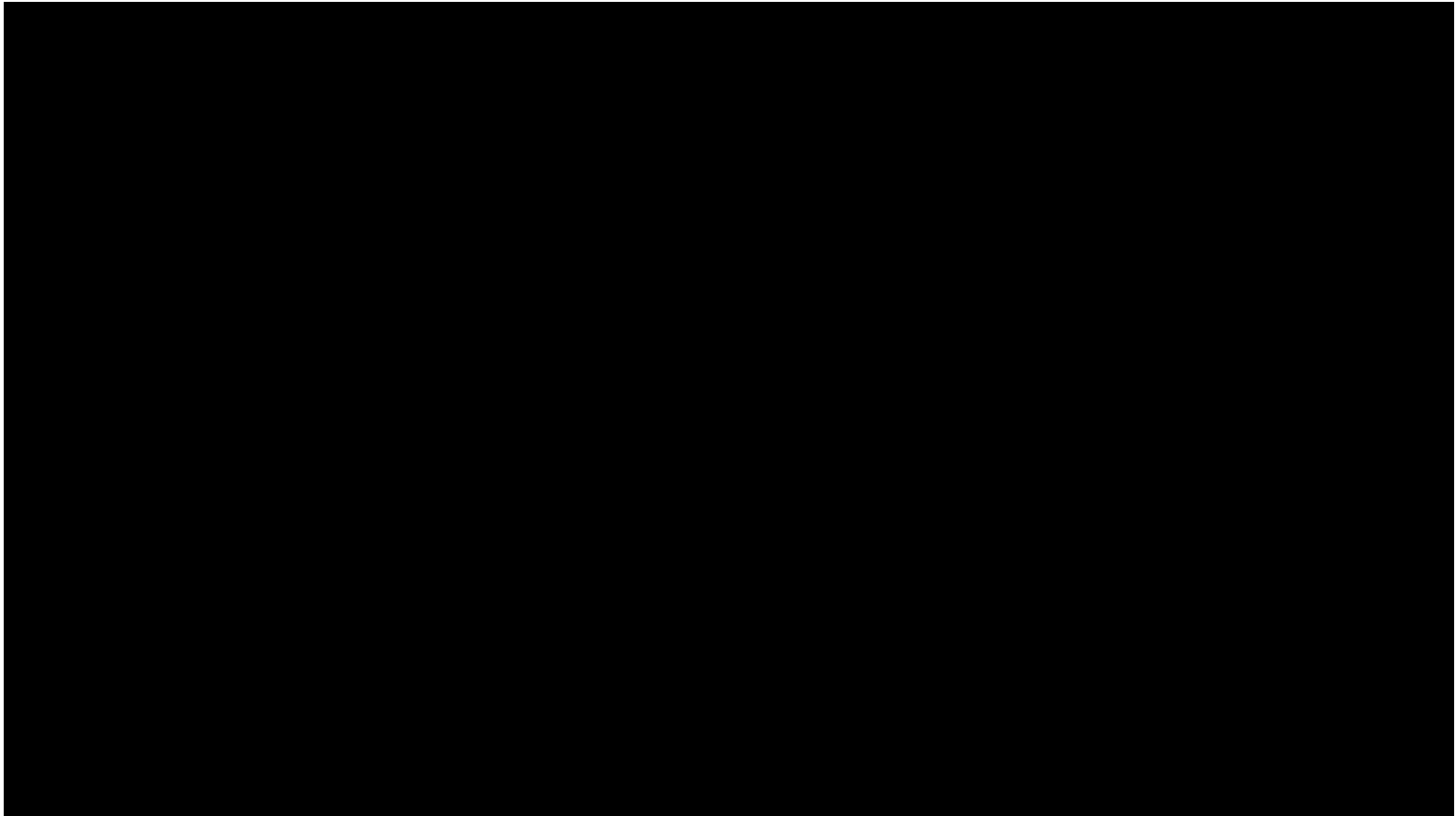
Initiate individual problem-solving process for any student who is not making adequate progress and for whom other concerns may be present. Include classroom teachers, ESL staff and parents.

```
Is the student at benchmark        Yes    →    Vocabulary and
in oral reading fluency?                        Comprehension
                                                (Students Read)
        ↓ No

Are all or nearly all phonics      Yes    →    Fluency and Comprehension
skills mastered?
        ↓ No

Is the student at benchmark        Yes    →    Fluency
in phonics?                                     Vocabulary and
                                                Comprehension (Teacher
                                                Reads Aloud)
        ↓ No

Has the student acquired full      Yes    →    Phonics and Sight Word
phonological awareness?                         Recognition
        ↓ No

Phonological Awareness
and Word Recognition
```

# Tier 2/Targeted Interventions Cont.

Small Group Reading Instruction
- 6 elementary schools that served high numbers of ELL students
- In addition to Tier 1 reading instruction, Tier 2 small group interventions included
  - Evidence-based direct instruction reading curricula that taught the Big 5 literacy skills (e.g., letter-sound recognition, fluency)
  - Small groups of 3-6 students

Kamps, D., et al (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention

# T2 Classroom Example

# Tier 3: Individualized Interventions for ELLs

## Critical Features

- Systematic, explicit, targeted interventions designed to meet the individual needs of the most struggling students
- The primary difference between Tier II and Tier III intervention is the intervention intensity and focus
- Intensity of Tier III interventions could be increased
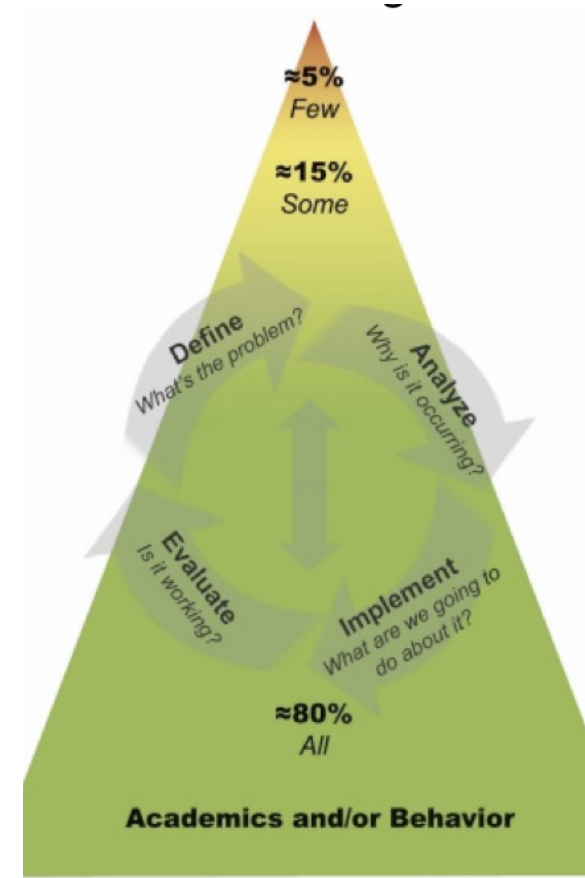
# Individual Problem Solving Team

Regularly scheduled team meetings should actively involve the following individuals:

- Parent(s)
- Administrator
- Content areas teachers
- ESL teacher
- Intervention providers
- School psychologist
- Cultural/linguistic broker
- Speech and language pathologist

# Problem Solving Process

The process remains the same, but an individualized approach is taken that links the functional hypothesis to the intervention supports designed

**Can't Do**
- Additional practice opportunities
- Explicit instruction, modeling, feedback

**Won't Do**
- Positive reinforcement for correct responding
- Individualized behavior support plan

# Considerations for ELLs and Behavior Concerns

- Have cultural norms been explored to determine possible reasons for behavior?
- Are there clear expectations of school norms?
- Has the student received explicit instruction of school norms (teach, model, practice)?
- Have additional, appropriate and individualized interventions been put in place?
- If so, does this target child require more individualized, intensive instructional supports than those with similarly, acculturated backgrounds in order to be successful?

# The Role of the School Psychologist: Developing Cultural Competence

- Is a process
  - Awareness, knowledge and skill
  - Lower defenses, take risks, practice behaviors that are unfamiliar (i.e. practice what we expect many ELLs and their parents to do on a daily basis)
- Examine your own cultural beliefs and values
- Develop culture specific awareness and understanding
- Expand knowledge in distinguishing and adapting communication styles to facilitate effective teaming
- Apply skills to incorporate cross cultural competence

# Examining Your Own Cultural Beliefs & Values

- Learn about your own cultural heritage
- Learn about the history of your community
- Determine how your values, beliefs, customs, and behaviors have been shaped by your cultural heritage
- Distinguish between what is culturally embedded and what is universal

# Key Components of Evaluation Process

- Difference between student's performance and similar peers using local/state/national norms in relevant domains on direct performance measures

- Significant discrepancy in rate of progress under research-based instruction and interventions of increasing intensity in comparison to peers

- Documented adverse impact on educational performance

- Documented need for specially designed instruction and/or related services in order for child to obtain an appropriate education

# Critical Assessment Questions when Students are Referred for Support or Evaluation

**Student Information**

**Grade level**_____

**Skill deficits/concerns** _____
_____

**To determine language deficit vs academic deficit**

What is the students' proficiency in their native language (L1)?

_____

What is the students' proficiency in English (L2)?

_____

Social communication?

_____

Academic language?

_____

# Critical Assessment Questions Cont.

Is the core curriculum known to be effective for language minority students? Y / N

    No - was it adapted/supplemented? Y / N

    Yes - was instruction differentiated to meet student's language needs? Y / N

How has the core curriculum been adapted to meet this student's language proficiency level and academic needs?

_____

_____

# Critical Assessment Questions Cont.

**Do observations provide evidence of effective instructional strategies for supporting ELLs?**

❑Is the environment conducive to learning for ALL students?

❑Is the instruction comprehensible to ELLs?

❑Are there indicators that multi-cultural perspectives are valued?

❑Activating prior knowledge

❑Explicit vocabulary instruction

❑Use of visuals, models, imagery, context,

❑Appropriate pace

❑Increased opportunities for language practice through cooperative grouping…

Can the team rule out "lack of instruction" as a possible reason for academic difficulty? Y / N Why?

_____

What does universal screening data indicate?

_____

# Critical Assessment Questions Cont.

**To assess parent involvement**

Are parents continuing to speak to their child and teach them their native language?  Y / N _____

Did the child struggle to learn in their native language? Y / N

Did the child struggle to learn in their native country?  Y / N

Did the child attend school regularly prior to coming to this school?  Y / N

Do the parents have concerns about their child's learning?  Y / N

If yes, explain _____

How are the child's communication skills in their native language? (including US born students)

_____

Social communication (greetings, conversation etc)?

_____

Academic language (textbook vocabulary, abstract concepts etc)?

_____

# Critical Assessment Questions Cont.

**To assess level of acculturation**

How many years in the United States?

How many years in US schools/district?

How many years in ESL/Bilingual program?

What is the student's bilingual proficiency?

What is the student's Ethnicity/national origin?

What percent of students in the school represent this student's ethnic/ cultural group?

Are there cultural norms that explain the student's areas of strengths and challenges in the classroom?

Does the student's background align with a U.S. school setting?

Are there physical, psychological, environmental factors getting in the way of learning? Y/ N

If yes, explain

_____

# Critical Assessment Questions Cont.

**Important background information questions**

Has the student received structured exposure to the student's languages? L1: Y / N

L2: Y / N

What is the oral proficiency in home/native language(s)?

What are the student's literacy skills in home/native language(s)?

Quality and quantity of prior educational opportunity – both in the U.S and home country _____

 Concerns with student's classroom performance? _____

Native language proficiency assessments scores (when appropriate)?

_____

# Critical Assessment Questions Cont.

**Parent and student interview questions**

What is the language of choice in the home?
_____

What does the family believe is the most important things to learn?
_____

What is the family experience in education?

_____


Summary and recommendations?_____

# Juan Scenario

Juan is a seventh grade male ELL identified as having a learning disability. Part of his identification of having a learning disability was the fact that he displays difficulties in letter-sound correspondence, spelling, and writing. He speaks at a high-intermediate level of English conversationally. He does not require translation of his assignments, but he occasionally needs translation of particular words. However, his academic English would fall in the basic to intermediate level, according to the Stanford English Language Proficiency Test.

# Juan Scenario Continued

Juan was born in the United States, but his family moved back to Mexico shortly after his birth. He lived and attended school there until second grade when they moved again to the U.S. He enrolled in our elementary school in the second grade when there was approximately one month of the school year remaining. When he arrived at our school he used only Spanish when speaking and writing. He demonstrated no knowledge of English at that time. He finished the school year in second grade and was registered for third grade for the next year.

# Juan Scenario Continued

Another interesting point about Juan is that his family usually leaves for an extended period of time during the school year. In fact, one year Juan and his family were gone for a four-month period in the middle of the year. This had a great impact on his learning.  A meeting was held with his parents to discuss the impact this and all other extended leave times has on Juan's learning.  His parents were clearly embarrassed during the meeting. They apologized many times and said they were not aware that their time away had put Juan at such a disadvantage.  They were mortified at the fact that he could be retained in the same grade for another year. Despite their statement of apology and embarrassment, they continue to leave during the school term each year. However, they have limited their time away to a three to four week absence instead of four months.

# Juan Scenario Continued

His parents speak mostly Spanish in the home. His mother has acquired a great deal of conversational English and is the contact between home and school. His father, on the other hand, still knows little English and requires a translator if Juan's mother is not with him. They are supportive, concerned parents and cooperative with the school.

# Completed Questionnaire- Juan

Student information: *Juan*

Grade level: *7th*

Skill deficits/concerns: *difficulties in letter-sound correspondence, spelling, and writing*

 **To determine language deficit versus academic deficit**

What is the students' proficiency in their native language (L1)?

*Additional information needed*

What is the students' proficiency in English (L2)?

Social communication? *High-intermediate level of English conversationally*

Academic language? *Basic to intermediate level, according to the Stanford English Language Proficiency Test. He does not require translation of his assignments, but he occasionally needs translation of particular words.*

# Completed Questionnaire- Juan

**If the student is experiencing academic difficulty**

Is the curriculum known to be effective for language minority students? Y / N *DK*

No - was it adapted/supplemented? Y / N

Yes - was instruction differentiated to meet student's language needs? Y / N

How has the core curriculum been adapted to meet this student's language proficiency level and academic needs?

*Need more information*

_____

# Completed Questionnaire- Juan

Did observations provide evidence of effective instructional strategies for supporting ELLs? *Observation needed*

Can the team rule out "lack of instruction" as a possible reason for academic difficulty? Y / **N**

Why? *There have been long periods without schooling*

What does universal screening data indicate? *Additional data needed*

# Completed Questionnaire- Juan

**To assess parent involvement**

Are parents continuing to speak to their child and teach them their native language?  **Y** / N *Spanish*

Did the child struggle to learn in their native language? Y / N *DK*

Did the child struggle to learn in their native country?  Y / N / *NA- US born- level of education unknown in Mexico*

Did the child attend school regularly prior to coming to this school?  Y / N/ ***DK***

Do the parents have concerns about their child's learning?  **Y** / N /

If yes, explain *They are supportive, concerned parents and cooperative with the school. They are concerned that Juan could be retained because of leaves for extended time.*

How are the child's communication skills in their native language? (including US born students) *Need more information from parents*

Social communication (greetings, conversation etc) _____

Academic language (textbook vocabulary, abstract concepts etc)?_____

# Completed Questionnaire- Juan

**To assess level of acculturation**

How many years in the United States? *Approximately 5 years*

How many years in US schools/district? *Approximately 5 years*

How many years in ESL/Bilingual program? *None known*

What is the student's bilingual proficiency? *Additional information needed*

What is the student's Ethnicity/national origin? *Hispanic- US born, parents from Mexico*

What percent of students in the school represent this student's ethnic/cultural group? *Need more information*

Are there cultural norms that explain the student's areas of strengths and challenges in the classroom? *Need more information*

Does the student's background align with a U.S. school setting? *Need more information*

Are there physical, psychological, environmental factors getting in the way of learning? Y/ N  *Additional information needed*

# Completed Questionnaire- Juan

**Important background information questions**

Has the student received structured exposure to the student's languages?
L1: Y / N- *Additional information needed*

L2: Y / N- *Additional information needed*

What are the student's literacy skills in home/native language(s)? *Additional information needed*

Quality and quantity of prior educational opportunity – both in the U.S and home country *Additional information needed regarding quality, but quantity has been interrupted by long trips to Mexico during the school year- unknown in home country*

Concerns with student's classroom performance? *Early literacy, writing, and spelling*

Native language proficiency assessments scores (when appropriate)? *Additional information needed*

# Completed Questionnaire- Juan

Parent and student interview questions

What is the language of choice in the home? *His parents speak mostly Spanish in the home*

What does the family believe is the most important things to learn? *Additional information needed*

What is the family experience in education? *Additional information needed*

 Summary of concerns and recommendations/next steps:

 *Additional information regarding language proficiency and literacy in Spanish and English. A parent interview to address native language skills and prior educational experiences. Observation of the current curriculum and records review to gather information regarding previous supports and possible ELL services provided. Confirm that ESL supports are being provided*

# Yesenia Scenario

Yesenia was born in the United States to parents who immigrated from Central America. She attended Head Start for 1 year; there, she had some instruction in Spanish and some exposure to English as well. She later attended a bilingual kindergarten class where she received native language instruction before moving to a school with an English as a Second Language (ESL) only model (no Spanish support) at the beginning of first grade. In the current English-only program, she receives traditional ESL services in a pull-out model where curriculum is decontextualized (i.e., not connected with classroom instruction).

# Yesenia Scenario Continued

Her language proficiency scores on the Woodcock-Muñoz Language Survey–Revised (WMLS-R; Woodcock, Muñoz-Sandoval, Ruef, & Alvarado, 2005) indicate she is a level 3 in English and level 3 in Spanish (described below). Although the scores appear that she has equal language proficiency in L1 and L2, it is possible she is still slightly more dominant in Spanish, the language of her home and the language which her parents speak to her most frequently. In addition, the Spanish instruction in kindergarten bolstered her native language development and helped create a good foundation before to the change to the English-only program.

# Completed Questionnaire- Yesenia

Student information: Yesenia

Grade level: *1st*

Skill deficits/concerns: *Reading*

 **To determine language deficit versus academic deficit**

What is the students' proficiency in their native language (L1)?

*Level 3 (limited) Woodcock-Munoz Language Survey-Revised*

What is the students' proficiency in English (L2)?

*Level 3 (limited) Woodcock-Munoz Language Survey-Revised*

Social communication?

*Need more information from teachers and parents/observations*

Academic language?

*Limited according to WMLS*

# Completed Questionnaire- Yesenia

**If the student is experiencing academic difficulty**

Is the curriculum known to be effective for language minority students? Y / N *DK*

No - was it adapted/supplemented? Y / N

Yes - was instruction differentiated to meet student's language needs? Y / N

How has the core curriculum been adapted to meet this student's language proficiency level and academic needs?

*Need more information*

_____

# Completed Questionnaire- Yesenia

Did observations provide evidence of effective instructional strategies for supporting ELLs? *Observation needed*

Can the team rule out "lack of instruction" as a possible reason for academic difficulty? **Y** / N

Why? *Yesenia received preschool, kindergarten, and 1st grade education with at least some ESL support/instruction in L1*

What does universal screening data indicate?

*According to DIBELS she is at some risk in letter naming fluency (27), has emerging phoneme segmentation fluency (30), and is at risk with nonsense word fluency (11) in English.*

# Completed Questionnaire- Yesenia

**To assess parent involvement**

Are parents continuing to speak to their child and teach them their native language?  Y / N *Spanish*

Did the child struggle to learn in their native language? Y / N *DK- would appear not to since her DIBELS scores in Spanish indicate low risk and established skills*

Did the child struggle to learn in their native country?  Y / N / NA- *US born*

Did the child attend school regularly prior to coming to this school?  **Y** / N

Do the parents have concerns about their child's learning?  Y / N / **DK**

If yes, explain *Need more information from parents*

_____

How are the child's communication skills in their native language? (including US born students) *Need more information from parents*

Social communication (greetings, conversation etc) _____

Academic language (textbook vocabulary, abstract concepts etc)?_____

# Completed Questionnaire- Yesenia

**To assess level of acculturation**

How many years in the United States? *Born in the US*

How many years in US schools/district? *3- PS, K, and 1st*

How many years in ESL/Bilingual program? *1 year bilingual, 1 year ESL pull out*

What is the student's bilingual proficiency? *Considered limited in both English and Spanish according to the WMLS-R*

What is the student's Ethnicity/national origin? *Hispanic – Central America*

What percent of students in the school represent this student's ethnic/ cultural group? *Need more information*

Are there cultural norms that explain the student's areas of strengths and challenges in the classroom? *Need more information- appears stronger in early literacy in Spanish than in English*

Does the student's background align with a U.S. school setting? *Yes- has always attended US schools*

Are there physical, psychological, environmental factors getting in the way of learning? Y/ **N-** *none that we're aware of at this time*

# Completed Questionnaire- Yesenia

**Important background information questions**

Has the student received structured exposure to the student's languages?
L1: Y / N- *Spanish for one year in Kindergarten*

L2: Y / N- *Head Start, Bilingual Kindergarten, and English-only 1st grade*

What are the student's literacy skills in home/native language(s)?
*Established phoneme segmentation fluency, and low risk in letter naming and nonsense word fluency on Spanish DIBELS*

Quality and quantity of prior educational opportunity – both in the U.S and home country *Received Head Start preschool with some Spanish instruction and some English exposure, bilingual Kindergarten, and Mainstream 1st grade with ESL pull out*

Concerns with student's classroom performance? *Need more information*

Native language proficiency assessments scores (when appropriate)?

*On Spanish LNF received a score of 41, indicating low risk, on Spanish phoneme segmentation fluency received a score of 53, indicating established skills, and on Spanish nonsense word fluency received a score of 39, indicating low risk.*

# Completed Questionnaire- Yesenia

Parent and student interview questions

What is the language of choice in the home? *Spanish*

What does the family believe is the most important things to learn? *Need more information*

What is the family experience in education? *Need more information*

 Summary of concerns and recommendations/next steps:

 *Yesenia has grade appropriate early literacy skills in Spanish, but below grade level expectations in English. She may need literacy instruction that incorporates and builds on her Spanish literacy skills, and ESL services that are connected to the class curriculum, in order to reinforce in Spanish, the information and skills she has been learning in English. Yesenia would also benefit from more intensive language support services in both English and Spanish.*

# Conclusion

- ELL students benefit the most from strong core supports in language development and academic content areas
  - Dual language instruction is associated with the strongest academic outcomes for ELL students
  - Content area instruction should also support English language development goals
- Intervention supports for ELL students should be delivered through a multi-tiered model of support with some additional components
  - Evaluating language proficiency in English and L1
  - Determining priorities for supports
    - Language development
    - Academics
    - Behavior