Addressing the Needs of SLIFE ELLs

NJPSA/FEA ELL SUMMIT
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NJDOE Interim Executive County Superintendent
There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Lau v. Nichols, 1974
REFUGEE & IMMIGRANT STUDENTS
Refugee vs Immigrant

**Refugee**
- Personal business has been left unsettled in home country
- Education may have been interrupted or postponed
- Sense of loss and trauma may be profound
- Sudden transition to a new country creates difficulties and confusion
- Returning home is not usually an option
- Children may be without parents or guardians
- Basic requirements of food, housing, and medical care may be urgently needed

**Immigrant**
- Have left behind friends, family, and familiar things
- Coping with different culture, weather, and language
- Desire opportunity to pursue their goals
- Require linguistic and academic supports
- May take on roles in family different from traditional ones

**Comparison**
- Personal business is taken care of before leaving home
- Education usually continues uninterrupted
- Sense of loss and trauma is not necessarily present
- Time to prepare for the transition allows for the development of understanding of new country
- Returning home is a personal choice
- Families are often intact
- Arrangements have likely been made for basic living requirements
SERVICING ALL STUDENTS

- https://youtu.be/9Kz2SvfxaGA
PROGRAM BACKGROUND
A Newcomer Student Center is developed and implemented to help bridge student’s educational gaps.

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Effectively address the growing population of newly arrived refugee/immigrant adolescent English Language Learners (ELLs) with interrupted, limited or no formal education (SLIFE) from their native countries in a school district.
Prior to a program, students are usually placed in age-appropriate grades regardless of their educational background experiences.

Students cannot master the curriculum because they do not possess grade level content and language skills which can ultimately lead to students dropping out of school.

Therefore, many are created as an alternative education drop-out prevention program.
The Newcomer program design should be modeled after nationally Research-based best practices.

Program Research: Newcomer Centers
Dr. Deborah Short – Center of Applied Linguistics

Features of Effective Newcomer Centers
Indiana Department of Education
A well designed effective Bilingual/ESL Instructional Program that provides all the necessary Standards-Based, Research-Based and Differentiated Instructional best methodologies to meet the needs of this specialized population (SLIFE) to successfully educate them at their functional cognitive levels.
FEATURES OF A MODEL PROGRAM

- **Student data** demonstrating academic and grade level achievements in pre/post tests and ongoing through academic year.

- Program provides students with the opportunity to simultaneously **develop academic language skills** while mastering **grade-level content skills**.

- **Modified schedules** are provided meeting the instructional needs of all SLIFE.
Small class sizes allow for individualized attention from teachers and differentiation of instructional practices. (10:1 MS/10:12 HS)

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Students are allowed to learn at their own pace having an Individualized Program Plan (IPP) as per the Alternative Ed. Code.

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Weekly common planning periods are provided for collaboration among the Bilingual and ESL teaching staff offering an opportunity to coordinate their lesson design and plan thematically across content areas. In addition, have conversations about students and their progress or lack of.
Remedial instruction is provided through before/after school instructional program, tutoring, Saturday Academy & Summer School.

Positive and nurturing learning environment for these recent immigrant students entering a school district possessing little or no prior formal schooling and low literacy, math and writing skills in their native language.
A researched composite model is implemented allowing for an effective program design which includes:

I. **Instructional Interventions**

II. **Ongoing Staff Development**

III. **Parental/Families Involvement**

IV. **Support services/Workforce**
PROGRAM GOALS
Meet the individualized needs of all ELL students with interrupted formal education in order to achieve academic success using:

- Standard-Based
- Researched-Based
- Differentiated Instruction
PROGRAM GOALS

- **Accelerate the students’ learning** so they can make the transition to other school programs and be prepared for the literacy and content demands of Bilingual, ESL, or mainstream courses.

- *Bridge severe gaps* in students’ educational backgrounds.
PROGRAM GOALS

- Provide a successful educational experience for students to continue their education and *prevent them from dropping out*

- Provide **Cultural Awareness** and **Acculturation** for all students

- Parent/Family Participation

- On-going Staff Development

- Support Services/Career Awareness/Mentorship
PROGRAM OBJECTIVES
Develop and acquire English language skills in the four domains (L, S, R & W)

Develop the students’ basic skills of Literacy, Mathematics and Writing in native language (L1) and English (L2)

Provide literacy instruction through the core academic thematic content areas (Science and Social Studies)
OBJECTIVES

- Guide the students’ acculturation to the school system in the U.S., and make them aware of educational expectations and opportunities.

- Acclimate students and their parents to the community & social services afforded to them.

- Offer a flexible curriculum which responds to students’ needs and allows them to move through the program at an individualized pace.
CONTINUUM of SUPPORT for SLIFE
The need for targeted and specialized supports increases with older students for whom the academic gap is wider.
UNDERLINING CULTURAL DIFFERENCES

- https://youtu.be/QcRzInOr2m0
COMPOSITE MODEL FOR DELIVERY OF SERVICES IN A NEWCOMER CENTER
COMPOSITE MODEL FOR DELIVERY OF SERVICES
I. INSTRUCTIONAL INTERVENTION
Instructional Program Design

- **ESL** Development Listening/Speaking/Reading/Writing
- Nationally Recognized Program of Excellence for struggling Adolescent **Literacy Program** instruction through Thematic Content Areas (Science & Social Studies)
- **Sheltered Instruction Methodologies** for delivery of sheltered instructional practices and elements of lesson planning design
- **Writing Program** – Native Language [L1] & English [L2]
- **Mathematics** – Native Language [L1] & English [L2]
- **Specials** – Physical Education, Art & Music
- **Cultural Awareness/Workforce Opportunities**
INSTRUCTIONAL INTERVENTION

Content Based ESL Instruction

Development in double periods/block scheduling using ESL materials specifically designed to meet the needs of middle and high school Newcomer ELLs.
LITERACY PROGRAM

Intensive Literacy Development through the use of a Well Balanced Literacy Researched-Based Program for struggling adolescent ELLs

Sheltered instruction for content areas being taught in English.
INSTRUCTIONAL INTERVENTION

BALANCED LITERACY PROGRAM

Daily Lesson Design

• Whole Group Instruction
• Small Group Instruction
• Independent Work Stations

Non – Fiction (Content Based)

• Science
• Social Studies
INSTRUCTIONAL INTERVENTION

BALANCED LITERACY

5 STEP LESSON DESIGN

- PHONEMIC AWARENESS/PHONICS
- VOCABULARY DEVELOPMENT – TIER 1 (EVERYDAY), TIER 2 (COMPLEX) & TIER 3 (ACADEMIC CONTENT) WORDS
- READING – GUIDED /INDEPENDENT READING & WORKSTATIONS
- WRITING – MODELED, SHARED & INTERACTIVE
- DAILY ONGOING ASSESSMENT OF STUDENT LEARNING
WRITING PROGRAM

Taught in Block Scheduling

- 6 + 1 Traits of Writing
- The Writing Process
- Writer’s Workshop

Help develop skills using writing and genres as well as cross curricular connections to content (Science & Social Studies) area skills when using a non-fiction literacy program differentiated to meet the academic needs of all students.
MATHEMATICS PROGRAM

Development of basic and academic language through the use of a meaningful standards-based math program, for ELLs.

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Building on student’s understanding of content vocabulary and expressions as well as key concepts and ongoing second language acquisition.

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Instruction is taught in English and Spanish. Lessons are differentiated to meet the various levels of students’ needs.
ASSESSMENTS
STUDENT ENTRY LEVEL EXAMS

English Language Proficiency Test administered for establishment of program entry eligibility criteria

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PRE/POST

The appropriate Pre/Post Assessments (L1 & L2) will be administered to establish baseline data and developmental acquirement of skills in literacy, writing mathematics & ESL
BRIGANCE TEST of BASIC SKILLS
(English & Spanish)
Administered to establish grade level proficiencies in Pre-test and grade level gains in Post-test in Literacy, Writing & Math administered

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STATEWIDE ASSESSMENTS
ACCESS & PARCC Replacement
ASSESSMENTS

**ESL**
Pre/Post Tests, End of Unit Exams, Midterm & Level Tests

**LITERACY**
Pre/Post Tests, End of Unit Exams, Midterm, End of Year Exams & Weekly Observational Surveys

**WRITING**
Pre/Post Tests, End of Unit Exams, Midterm, End of Year Exams & Weekly Observational Writing aligned with Literacy Content Theme (Science/SS)
MATHEMATICS
Pre/Post Tests, End of Unit Exams, Midyear & Level Exams, End of Year Exams

THROUGHOUT THE YEAR
On-going Informal Assessments, Quarterly ESL/Literacy/Math/Writing Progress Reports, Portfolio Assessment folders, Use of Rubrics and Review of Authentic Student Work
LITERACY
Pre & Post ASSESSMENTS
Pre & Post ASSESSMENTS

- Letter Recognition
- Consonant Sounds
  - Vowel Sounds
  - Initial Sounds
- Syllable Awareness
- Final Sounds
- Consonant Clusters
- Differentiating Sounds
- Initial Sounds Substitution
- Tier One Vocabulary
- Reading and Writing
BRIGANCE Diagnostic ASSESSMENT of BASIC SKILLS

- Word Recognition
- Reading Vocabulary Comprehension
- Word Analysis Survey
- Spelling
- Computational Skills
- Problem - Solving
SPECIAL INTERVENTIONS
SPECIAL INTERVENTIONS

- Before/After School ESL Program (Title III Funded)
- Tutoring
- Counseling
- Social Services
- Local Partnerships (CBO’S & COLLEGES)
- Saturday Academy
SUMMER PROGRAM

- Bilingual/ESL Summer Program
- English Language Acquisition through Intensive ESL in neighboring college
- Job Skills/Volunteer Projects/Workforce Opportunities
II. PARENTAL/FAMILIES INTERVENTIONS
PARENTAL/FAMILIES INTERVENTIONS

PARENT/FAMILY EDUCATION PROGRAM

- Cultural Orientation for Refugees Workshop
- District Parent Conferences
- Regional Parent Workshops
- Immigration/Refugee Agency Workshops
- Adult Education ESL Classes
- Community Based Organizations (CBO) Workshops
III. STAFF DEVELOPMENT
ONGOING STAFF DEVELOPMENT SUPPORT FOR TEACHERS

- Differentiated Instructional Practices
- Second Language Acquisition Theory for Newcomers
- Sheltered Instructional Model & Lesson Plan Format
- Scaffolding Instruction for ELLs using the NJDOE Model Curriculum Framework
- Content Based ESL Ongoing PD
- Literacy Programs - (L1 & L2)
- Alternative Education
ONGOING STAFF DEVELOPMENT SUPPORT FOR TEACHERS

- Mathematics Program (L1 & L2)
- Writing Program (L1 & L2)
- Assessments – Formal, Informal & On-Going
- ESL Online Program
- Weekly Professional Learning Collaboration Meetings (PLC’s)
- Weekly Collaboration with Bilingual/ESL Staff
IV. SUPPORT SERVICES
SUPPORT SERVICES

- Outreach Program to Refugees & Immigrant Service Centers
- Academic and Career Counseling
- Social Services/I&RS Interventions/CST
- Attendance Program Assistance
- Health/mental & physical services & counseling
- Community college & CBO collaborations
- Follow-Up with receiving schools/programs on students’ performance who have exited the program
THE SIFE CLASS

https://youtu.be/tAE_hqvdwh8
BEST PRACTICES for ELLs and ELLs with _Limited_ Formal Schooling (LFS)
BEST PRACTICES for ELLs and ELLs with Limited Formal Schooling (LFS)

best practice for ELL

differentiated instruction

culturally responsive pedagogy

explicit language instruction

best practice for LFS

family-strengthening community services

adapted academic programming

targeted interventions
PROGRAM MULTIPLE EXITING CRITERIA
Students enrolled at least one academic year in the program

Successful completion of instructional programs- ESL courses, Literacy Programs L1 and/or L2, Mathematics Programs, Writing Program, SS & Science

Analysis of multiple assessments indicating continual progress each academic school year
Analysis of scores on State Assessments ACCESS & PARCC Replacement

Successful completion of Alternative Education IPP Goals and Objectives

Attendance Rate

Exhibit appropriate behavior and dedication to learn
PROGRAM EXITING
PLACEMENT OPTIONS
Student Placement Options

**Middle School Students** are placed back in neighboring school offering Bilingual and ESL instructional Programs

**High School Students** are placed in high school offering Bilingual and ESL Programs

**Alternative Settings (18 & OVER):**
Adult Education, Alternative Education only if Bilingual/ESL instructional component available or out of district GED Programs
A DAY IN THE LIFE OF A S.L.I.F.E. STUDENT

- https://Vimeo.com/57552939
SLIFE INFORMATION

RESOURCES FOR EDUCATORS

NJDOE
https://www.state.nj.us/education/bilingual/resources/newcomer.htm

CAL
www.cal.org
Our Education System

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” - Albert Einstein
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