Q'tal *What if.......?*

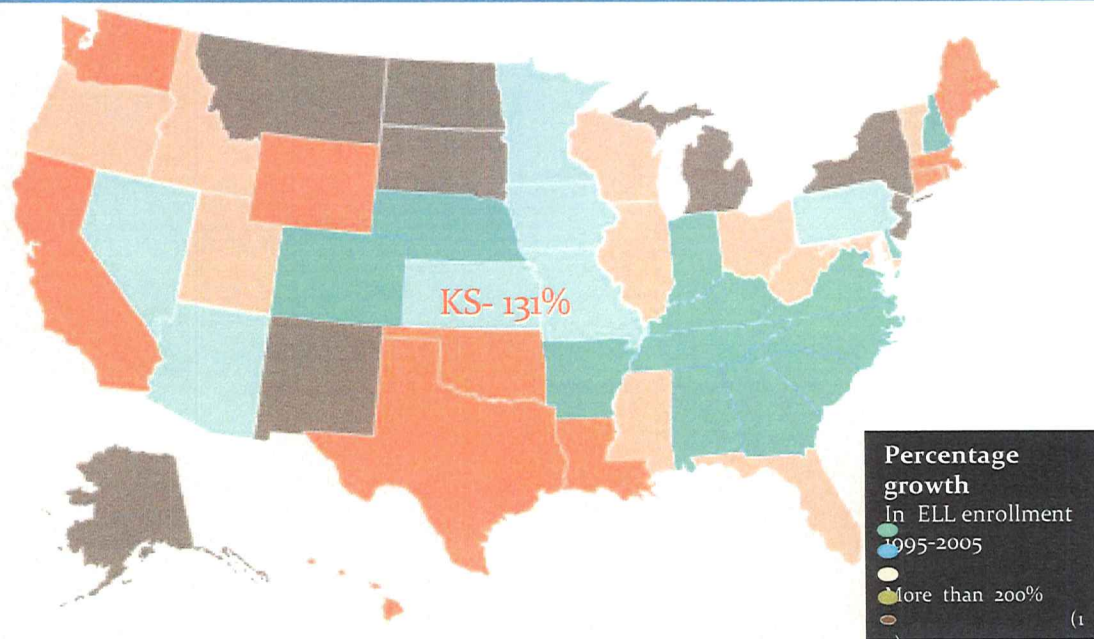# USD 443 Board of Education Report on English Language Learners
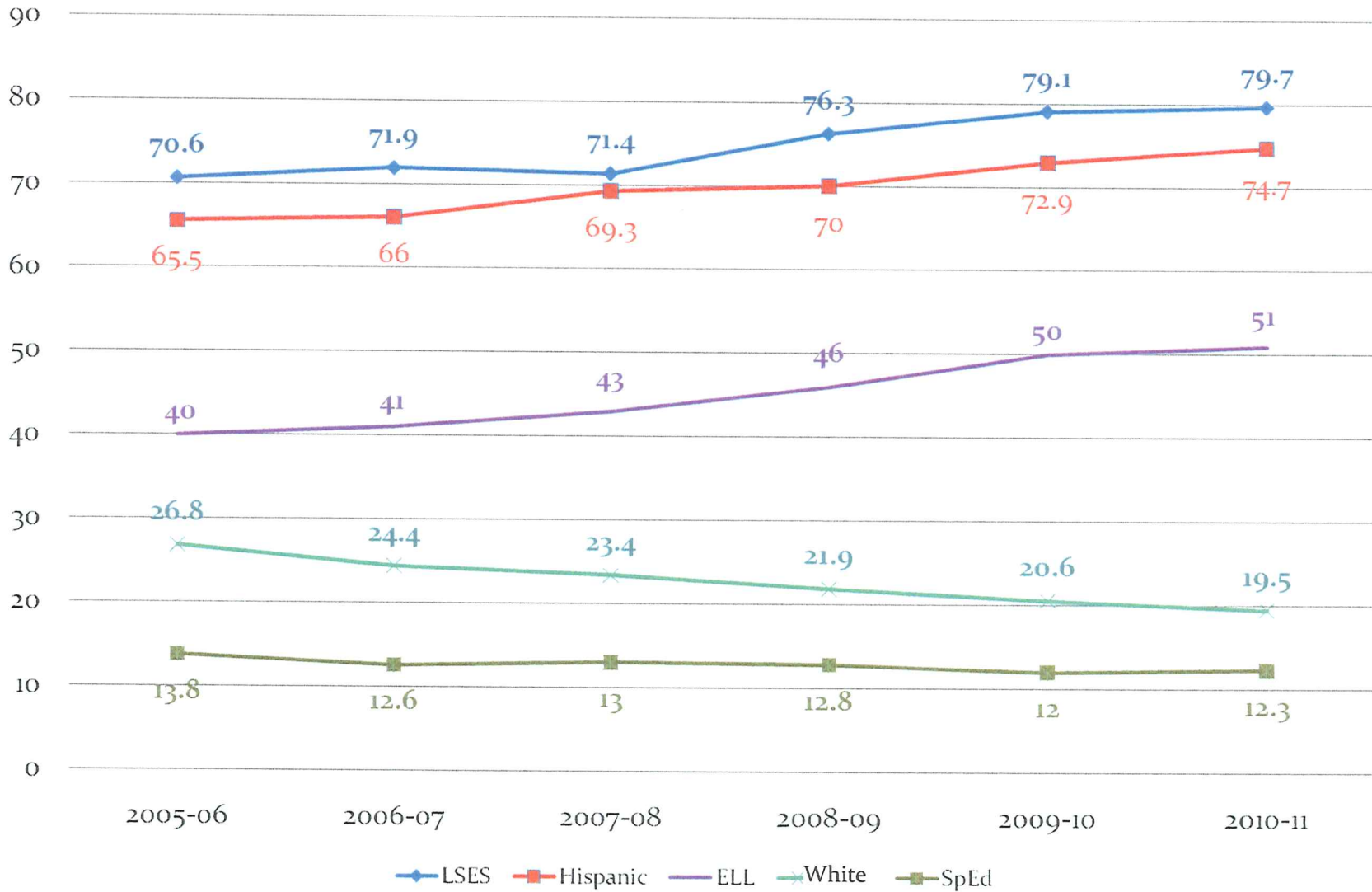
September 12, 2011

A Growing Population

Nationwide enrollments of English-language learners increased by 57 percent between 1995 and 2005. Public K-12 schools educated a total of 5.1 million ELL students in the 2005-06 school year.

In 20 states, the size of the ELL population has at least doubled over this time period, with the greatest percentage increases in Arkansas and South Carolina. However, the numbers of English-language learners declined in nine states.

SOURCE: EPE Research Center 2009. Analysis of data from the National Clearinghouse for English Language Acquisition and U.S. Department of Education's Common Core of Data.

KS- 131%

Percentage growth
In ELL enrollment
1995-2005

More than 200%
(13)
101 To 2005
(7)
51 TO 100
(11)
0 TO 50%
(11)
Decline
(9)

USD 443 Enrollment %, 2005 - 2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
LSES	70.6	71.9	71.4	76.3	79.1	79.7
Hispanic	65.5	66	69.3	70	72.9	74.7
ELL	40	41	43	46	50	51
White	26.8	24.4	23.4	21.9	20.6	19.5
SpEd	13.8	12.6	13	12.8	12	12.3

Legend: ◆ LSES ■ Hispanic — ELL ✕ White ■ SpEd
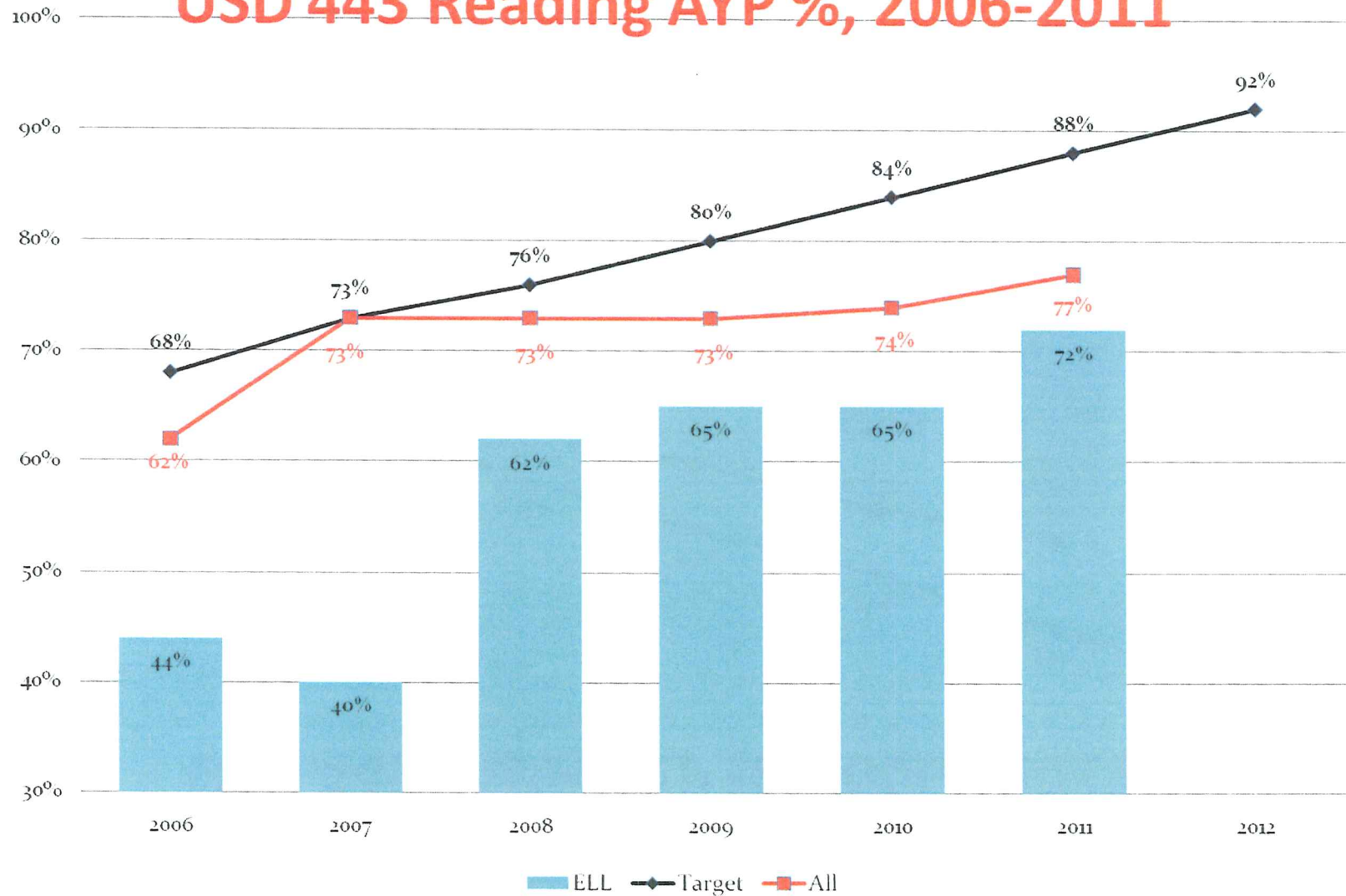
Q'tal What if …….?

USD 443 Mission Statement:
Our mission is to prepare students to be capable, contributing participants in a changing world.

USD 443 Vision is …..
"To provide a world class education through the effective instructional delivery of a guaranteed, viable curriculum to highly engaged students."
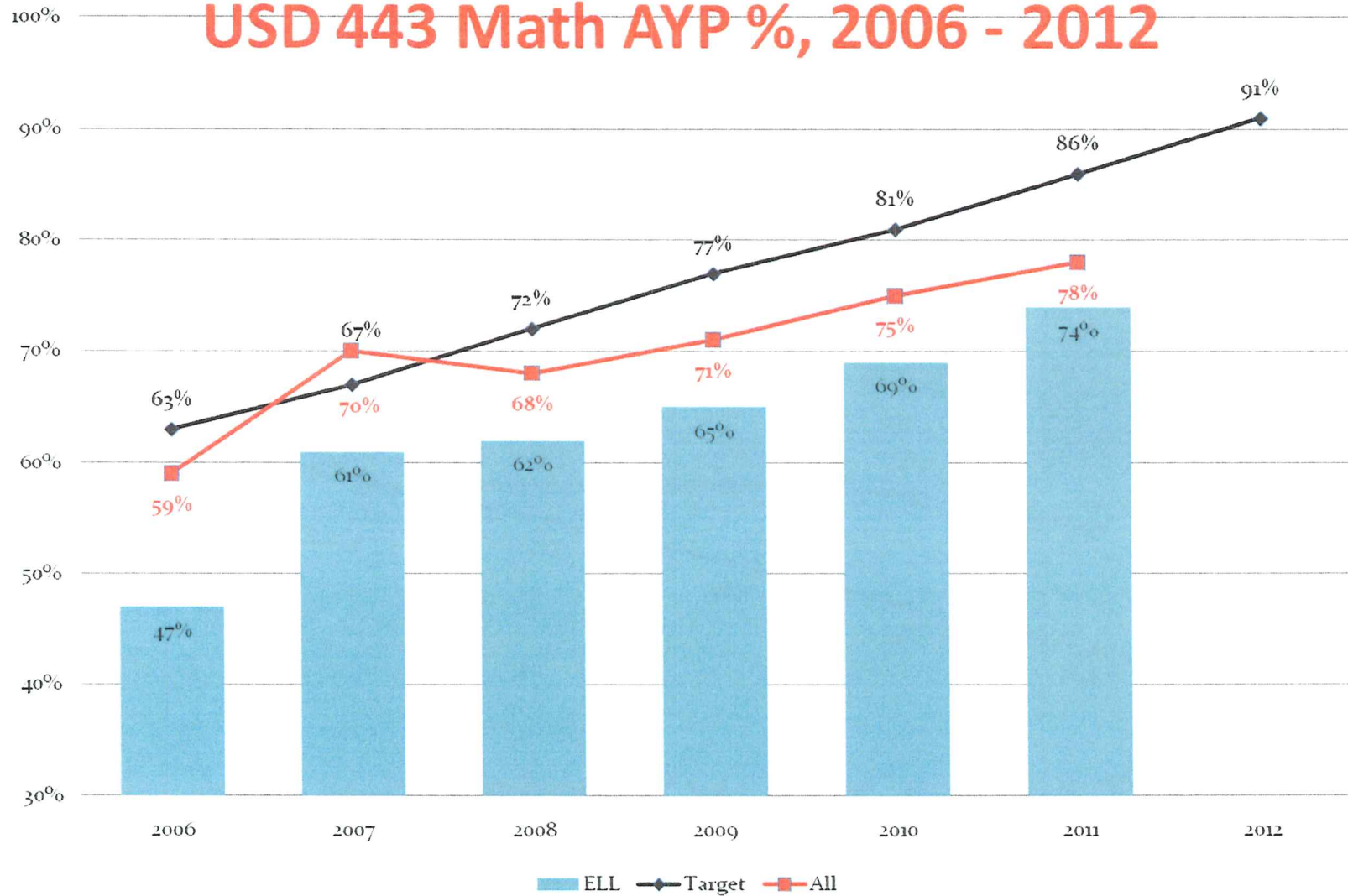
Q'tal *What if. . . . . . ?*

USD 443 Reading AYP %, 2006-2011

Chart legend: ELL (bars) · Target · All

ELL values by year: 2006: 44%, 2007: 40%, 2008: 62%, 2009: 65%, 2010: 65%, 2011: 72%

Target values: 2006: 68%, 2007: 73%, 2008: 76%, 2009: 80%, 2010: 84%, 2011: 88%, 2012: 92%

All values: 2006: 62%, 2007: 73%, 2008: 73%, 2009: 73%, 2010: 74%, 2011: 77%

Q'tal *What if . . . . . ?*

USD 443 Math AYP %, 2006 - 2012

Legend: ELL | Target | All

ELL bars: 2006: 47%, 2007: 61%, 2008: 62%, 2009: 65%, 2010: 69%, 2011: 74%

Target line: 63%, 67%, 72%, 77%, 81%, 86%, 91%

All line: 59%, 70%, 68%, 71%, 75%, 78%

KELPA Level	Student Characteristics	Approximate Time Frame	Teacher Prompts	Teacher Tips
Level I Beginning Level II	The Student •Has minimal comprehension •Does not verbalize •Nods "Yes" and "No" •Draws and points	0-6 months	• Show me... • Circle the... • Where is...? • Who has...?	• Pair students with more advanced learners. • Use many visuals, physical movements, gestures and verbal cues to support and expand students' language acquisition process. • Avoid forcing students to speak prematurely by allowing for silent period. • Try to help student use their background knowledge by making connections to their native language and previous experiences.
	The Student •Has limited comprehension •Produces one- or two-word responses •Participates using key words and familiar phrases •Uses present-tense verbs	6 – 12 months	• Yes/no questions • Either/or questions • One- or two-word answers • Lists • Labels	• Provide students with an increasing number of visual cues to help them integrate phonics and context cues. • Use authentic and rich literature in classroom instruction. • Teach key vocabulary and concepts to increase students' comprehension. • Have students label or manipulate pictures and/or real objects.
Level III Intermediate	The student •Has good comprehension •Can produce simple sentences •Makes grammar and pronunciation errors • Frequently misunderstands jokes	1-3 years	• Why...? • How...? • Explain... • Phrase or short-sentence answers	• Guard vocabulary and introduce concepts through the use of multiple strategies. • Model responses to literature for students by explaining, describing, comparing, and retelling. • Focus on communication in meaningful contexts and expression in speech and print. • Respond genuinely to student writing and hold conferences that highlight students' strengths and progress.
Level IV Advanced	The student •Has excellent comprehension •Makes few grammatical errors	3-5 years	• What would happen if...? • Why do you think...?	• Structure and guide group discussions to facilitate more advances literature studies. • Provide for a variety of realistic writing experiences. • Continue to shelter instruction and check for understanding.
Level IV Fluent	The student has a near-native level of speech.	5-7 years	• Decide if... • Retell....	• Continue to support ongoing language development through integrated language arts and content-area activities.
	Source: Adapted from Krashen and Terrell (1983).and KSDE ELL Assessment Fact Sheet (2011)			Adapted from Herrera (2007),

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English Language Learners Challenges

Considerations	Deficit	Asset
Poverty	Lack of Resources Lack of Basic Needs	Resilience Resourcefulness
No or Limited English	Communication in L2	Communication in L1
Cultural Difference	Unknown School Rules Unknown "Hidden" Rules	Adaptability "World" view
Parental Involvement	Parents "disengaged" Inability to communicate	Family "support" network Belief in the "American Dream"
Housing	Crowding Responsible for caring for younger children and elderly	Family "support" network Learned "authentic" responsibility
Educational Background	Off "grade" level	Experiential knowledge (Funds of Knowledge)
Limited Formal Schooling	Lack of Prerequisite skills	Motivated to learn
Teacher Resources and/or Skills	Too much disparity in class, I don't know how to . . . . . Too many kids, too little time "Lone Ranger" system ("Egg Carton" Schools)	Students/Parents as classroom resources Teachers "facilitating" learning PLCs – teacher collaboration Instructional Coaches District/Building Staff Development USD 443 "Tool Box" including FileMaker Pro

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Perceptions: How we View Foreign Language Instruction vs ELL Instruction
(a Deficit vs. Asset View)

Foreign Language	Second Language (L2) ELL
• Student does not need it to interact fully in country of residence	• The language is required for effective civil participation
• Standards for proficiency are quite tolerant	• Standards for proficiency are very demanding
• The first language (L1) of the student is valued and unquestioned	• Value of student's first language (L1) is not appreciated by many
• The "foreign" language does not displace the L1	• Over time, the L1 is displaced by the second language (L2) with severe consequences
• Leads to "elite" or "elective" bilingualism	• Leads to "folk" or "circumstantial" bilingualism

Curriculum and Instruction

- Identify, unpack, and develop instructional calendar to implement Common Core Standards
- Integrate CCS standards and build Curriculum units and an instructional calendar
- Build and implement assessment/performance instruments for CCS
- Integrate ELL standards and strategies into the CCS
- Identify (Walk-Through Data Instrument) instructional and student engagement needs
- Staff development and instructional coaching to increase effectiveness of curriculum delivery
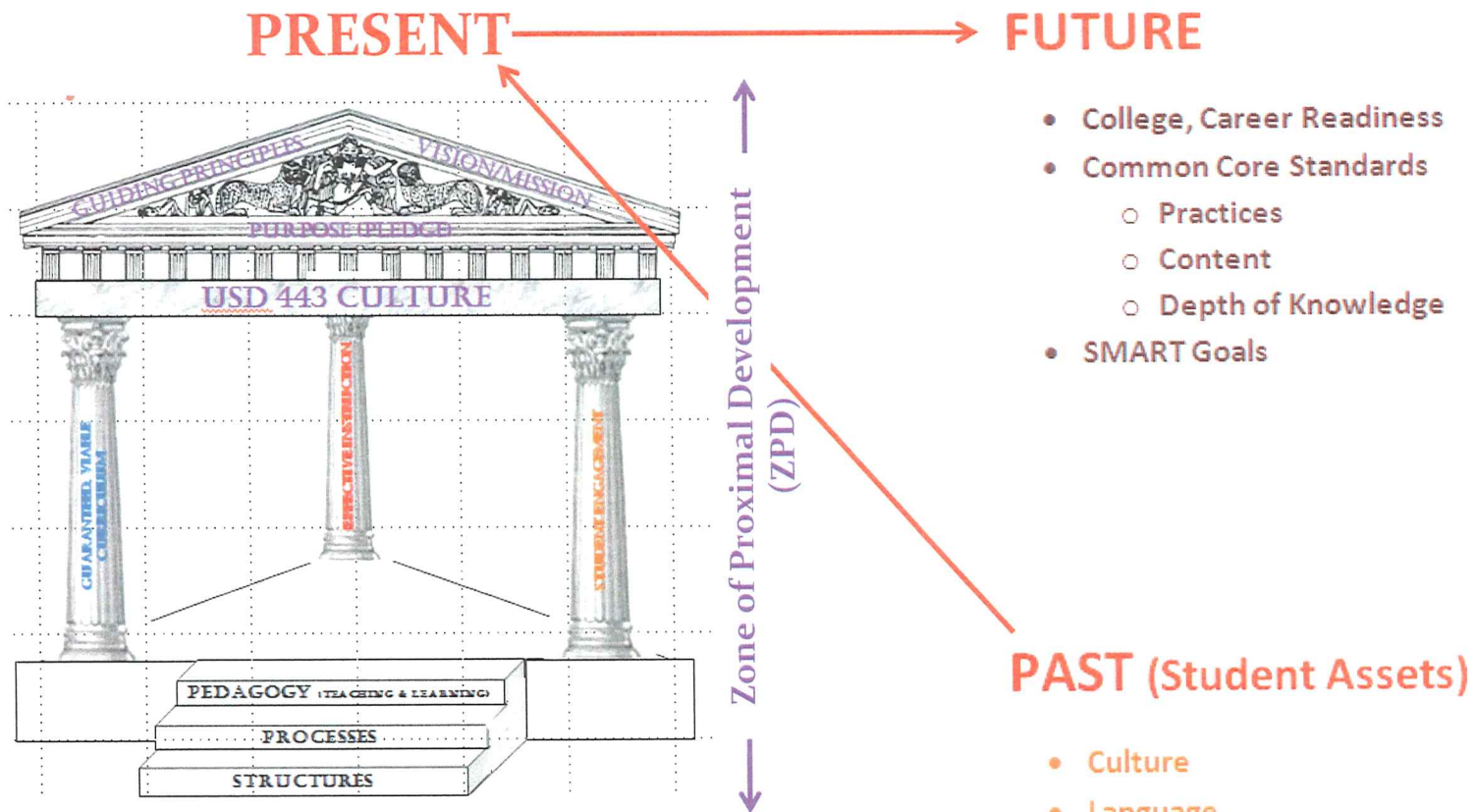
Q'ta! *What if . . . . . ?*

USD 443 Walk-Through Data Instrument

School: _____ Grade/Subject: _____ Date: _____ Start Time: _____ End Time _____

Essential Indicators and Lesson Objective: The Indicator(s) or learning objectives for the current lesson(s) are Communicated to All Students:		Comments
Essential Indicator(s) posted in student friendly language.	Learning Objectives for the current lesson are posted	
Language/Vocabulary Objective(s) in addition to content objective(s) are posted.		
The Learning Objectives for the current lesson are communicated to students		
Highest DOK observed: ☐ 1 Recall ☐ 2 Application ☐ 3 Strategic Thinking ☐ 4 Extended Thinking		
Teaching Academic Vocabulary: Direct and Explicit instruction of vocabulary necessary for the attainment of the learning objective(s)		
Listening/Speaking scaffolding	Language scaffolding through academic/accountable talk	
Academic Vocabulary instruction	Opportunities for student to use academic English	
English Language Learner Strategies:		
Visuals	Realia/Manipulatives	
Students are shown what mastery of the current lesson looks/sounds like through modeling, demonstrations, etc.		
Modeling of lesson objective	Specific feedback with modeling and reframing	
Speech/activities appropriate to student proficiency level	Variety of questioning techniques	
Frequent comprehension checks	Teacher provides summary frames	
Marzano's Nine Highly Effective Instructional Strategies:		
Identifying similarities and differences	Summarizing and note taking	
Reinforcing Effort and providing recognition	Homework – providing feedback: relating to standard	
Nonlinguistic representation	Cooperative learning	
Setting objectives and providing feedback	Generating and testing hypotheses	
Questions, cues, and advance organizers used prior to presenting new content		
☐ Check if teacher led Whole or Small Group **Engagement Strategies – 85% of students must be engaged) Strategies used during group instruction explicitly mandated by the teacher to get the students engaged and for teacher monitoring of the level of student engagement.**		
Speech - Teacher elicits all students to respond orally in unison		
Writing - Teacher elicits all students to write or draw, to become engaged in the lesson [not worksheets, word searches, problems from book.		
Signals - Teacher elicits all students to exhibit some common gesture or symbol.		
Performance - Teacher elicits all students to demonstrate a response through movement.		
Thought - Teacher elicits all students to mentally process information. Increased wait time (5 seconds)		
Equitable Interaction – all students		
Combination - Teacher elicits all students to respond using a blend of speaking, writing, signaling and/or performing.		

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PRESENT ⟶ **FUTURE**

(Temple diagram)
- GUIDING PRINCIPLES — VISION/MISSION
- PURPOSE (PLEDGE)
- USD 443 CULTURE
- GUARANTEED VIABLE CURRICULUM
- EFFECTIVE INSTRUCTION
- STUDENT ENGAGEMENT
- PEDAGOGY (TEACHING & LEARNING)
- PROCESSES
- STRUCTURES

Zone of Proximal Development (ZPD)

FUTURE
- College, Career Readiness
- Common Core Standards
  - Practices
  - Content
  - Depth of Knowledge
- SMART Goals

PAST (Student Assets)
- Culture
- Language
- Experiences
- Education
  - Prior Knowledge

Scaffolding
Is a dynamic and situated act that is <u>responsive to a particular set of circumstances</u> in a particular classroom context. It manifests itself:
- When teachers <u>plan</u> what to do in a classroom <u>with specific students</u> to ripen their potential
- When they <u>act contingently</u> in a class to support <u>the development of new skills</u> or understandings