



# Diversifying Independent Schools

Meeting the Needs of English Language Learners



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Bachelor's of Science in  
English Language Arts Secondary Education  
Dual license in English as a New Language Instruction  
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## Teacher

Director of English Language Learner Services

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# SETTING UP ELLS FOR SUCCESS

What I've seen in our American schools today . . .

. . . 15 years of never ending triage.



# Cathedral High School Indianapolis, IN

Independent Catholic High School

Grades 9-12

96/ 1055 students

33%

9%

12%



# ELL INSTRUCTION

- Bilingual programs
- Sheltered programs
- Pull-out programs



# 3 STEPS TO SUCCESS

- Enrolling students
- Providing Services for ELL students and their families
- Helping Teachers



# 3 STEPS TO SUCCESS

- Enrolling students
  - Who can you teach?
  - Where do you find them?
  - And so now what?!



# 3 STEPS TO SUCCESS

- Enrolling students
  - Who can you teach?
  - Where do you find them
- Servicing your ELL students and their families
  - Testing
  - Classes



# 3 STEPS TO SUCCESS

- Enrolling students
  - Who can you teach?
  - Where to find them
- Servicing your ELL students and their families
  - Testing
  - Classes
- Helping your teachers
  - Best resources



# ENROLLING STUDENTS

Where can you have success with ELLs?

The cold, hard facts . . .



# ENROLLING STUDENTS

Where have **WE** had success with ELLs?

Non-Native Speakers. (NNS). WIDA Level 5+

vs.

English Language Learners. (ELL). WIDA Levels 3-5



# ENROLLING STUDENTS

- Local Parishes
  - 3-5 parishes in Indianapolis
  - Personalized information sessions in HL
- Foreign Exchange Programs
  - Classify under ELL/NNS
- Welcoming
  - Scholarships based on Financial Need/Tuition Vouchers
  - Transportation Services (shuttles)
  - Programs for Academic Minded Students (IB, AP, Dual Credit)

# PROVIDING SERVICES TESTING

- Home Language Survey (HLS)
- WIDA Testing
  - 37 states, District of Columbia, Puerto Rico
  - <https://wida.wisc.edu/>
- State Standardized Testing (ISTEP and NWEA)
- High School Placement Test (HSPT)





### Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

## Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1-6)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
	1 2 3 4 5 6	100 200 300 400 500 600
Listening 	4.0	368
Speaking 	2.2	320
Reading 	3.4	356
Writing 	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

# UNDERSTANDING WIDA'S LEVELS: CHOOSING YOUR ELL STUDENTS

# WIDA TESTING

Can-Do-Name-Chart-Gr9-12							
Home Insert Design Layout References Mailings Review View Acrobat Table Design Layout							
2 Emerging		<ul style="list-style-type: none"> <li>Following modeled oral commands</li> </ul>	<ul style="list-style-type: none"> <li>Comparing information, symbols, or icons on charts or tables described orally</li> </ul>	<ul style="list-style-type: none"> <li>Identifying claims in oral statements</li> </ul>		<ul style="list-style-type: none"> <li>Providing examples of content-related information previously studied</li> </ul>	<ul style="list-style-type: none"> <li>Posing questions</li> </ul>
Level 3 Developing		<ul style="list-style-type: none"> <li>Identifying main ideas from short content-related oral presentations</li> <li>Classifying examples of genres read aloud (e.g., types of narration)</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing relationships in a series of oral statements</li> <li>Identifying causes for particular events or phenomena in short oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Organizing information related to different perspectives presented orally</li> <li>Identifying language choices that represent specific points of view from a series of oral statements</li> </ul>		<ul style="list-style-type: none"> <li>Posing and responding to questions in small group discussions</li> <li>Describing the sequence of processes, cycles, procedures, or events with details</li> </ul>	<ul style="list-style-type: none"> <li>Connecting series</li> <li>Sequencing processes</li> </ul>
Level 4 Expanding		<ul style="list-style-type: none"> <li>Following the steps of content-related tasks or assignments given orally</li> <li>Identifying details from oral discussions (e.g., when, who, where, what, and why)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying components of systems from multimedia</li> <li>Interpreting cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Classifying claims and evidence from oral presentations</li> <li>Differentiating multiple perspectives presented orally</li> </ul>		<ul style="list-style-type: none"> <li>Presenting factual information on content-related topics to the class</li> <li>Paraphrasing and summarizing content-related ideas in large and small groups</li> </ul>	<ul style="list-style-type: none"> <li>Describing systems</li> <li>Providing phrases</li> </ul>
Level 5 Bridging		<ul style="list-style-type: none"> <li>Reconstructing past experiences or series of events based on oral discourse</li> <li>Recognizing nuanced meanings of words and phrases in extended oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identifying effects and consequences of events and phenomena from class discussions</li> <li>Identifying interdependence of different parts of systems from multimedia presentations</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how language choices connect to particular audiences</li> <li>Evaluating the purpose of arguments presented by others</li> </ul>		<ul style="list-style-type: none"> <li>Engaging in extended discussion of effects, impacts, or events related to content topics</li> <li>Giving multimedia oral presentations on content-related material learned from various sources</li> </ul>	<ul style="list-style-type: none"> <li>Presenting objects</li> <li>Using complex</li> </ul>
Level 6 Reaching		<ul style="list-style-type: none"> <li>Categorizing perspectives of multiple speakers</li> <li>Identifying important information on specific events and concepts from lectures and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing specific language used to enhance clarity and precision</li> <li>Recognizing and following language related to the same event or phenomenon throughout presentations</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strengths, limitations, and potential biases from oral presentations</li> <li>Organizing claims and counter claims presented in debates</li> </ul>		<ul style="list-style-type: none"> <li>Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience</li> <li>Presenting information that follows discipline-specific organization</li> </ul>	<ul style="list-style-type: none"> <li>Providing in class</li> <li>Following organized</li> </ul>



# SERVICES FOR FAMILIES

One specified School Counselor for all ELLs

ELL Director

Translators (parent volunteers)



# SERVICES FOR STUDENTS

- Flex Period – help with school
- Student Life – Student Unions
- Guided Study Hall
- ELL class – focus on linguistics and vocabulary



# SERVICES FOR TEACHERS

- SIOP model instruction help
- Modifications/Accommodations
- ELLs with other disabilities (Language Support Program)



# TEACHING ELLS WITH SIOP

It's just good teaching!



# SHELTERED INSTRUCTION OBSERVATION PROTOCOL

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review & Assessment



# LESSON PREPARATION

- Who is your student? What do you know?
  - Overall WIDA Score
    - Do you need more information to do this?
  - Personal Knowledge
  - Prior Teaching and Learning in the classroom



# AUDIENCE

## **The learners or the students**

- Who are your learners? The more details you can provide to answer this question, the better your lesson plans will be.
- Don't plan for generic people!



# CREATE YOUR STUDENT

- Create a student (List or Diagram)
  - Age
  - Gender
  - Chemistry within the class
  - Prior knowledge and experiences
    - How does the above differ from the rest of class?
  - Learning preferences
  - Culture
  - L1
  - Educational background
  - Interests

# LESSON PREPARATION – HOW TO

- ▶ What is your objective? End goal.
  - Content specific
  - **Language specific**



# CONDITION

- The objective should state the circumstances under which the student will complete the objective.
- This part of the objective might include the use of manipulatives, class notes, a book, with a partner, with the assistance of a teacher, with L1 support or translation, etc.

**Big Hint:** do not plan or assess with no consideration or naming of conditions.



# MASTERY

- The objective must also address the **accuracy** with which the student must complete the stated behavior in order to be considered proficient. For example, the objective might include a percentage of time or a number of correct questions.

Big Hint: Do not demand 100% mastery of everything.



# LANGUAGE OBJECTIVES

- What aspects of English do students need to know and apply to succeed in your lesson?
- How can the lesson support students' academic language development?
- Process vs. Product

## Examples:

- Read a textbook and take notes
- Give an oral presentation using technical vocabulary

**What assumptions are embedded in these tasks?**



# LANGUAGE OBJECTIVES

- Determine the area of language development to which your lesson lends itself:
  - Reading comprehension
  - Writing process (brainstorm, outline, draft, etc.)
  - Vocabulary development
  - Functional language (how to negotiate meaning, provide detailed explanations, justify opinions, ask for info)
  - Language structure (morphemes, prefix, suffix)

# WRITING LESSON OBJECTIVES

- Be specific!
- Make objectives outcome-based: How will you know if students have met your objectives?
- Under what conditions? To what level of accuracy?

## ABCD

**Audience**

**Behavior**

**Condition**

**Degree**

**Know: what are students expected to know?**

**Do: What are students expected to do?**

**Level: To what extent do they have to do it?**

# EXAMPLES OF LANGUAGE OBJECTIVES

Using her own calculations and notes, the learner will explain the process of solving the equation clearly enough that her partner can understand her thinking.

ABCD



# SHELTERED INSTRUCTION OBSERVATION PROTOCOL

- 1. Lesson Preparation**
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
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# RESOURCES

## **Suggested Texts**

For teaching a linguistics and sound based reading, spelling, and vocabulary program for ELLs:

***Kendore Kingdom: The Smart Reading Solution***

<https://kendorelearning.com/>

For studying and learning about the SIOP Model:

***Making Content Comprehensible for English Learners: The SIOP Model***

by Jane Echevarria, MaryEllen Vogt and Deborah J. Short



# CONTACT ME!!!

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