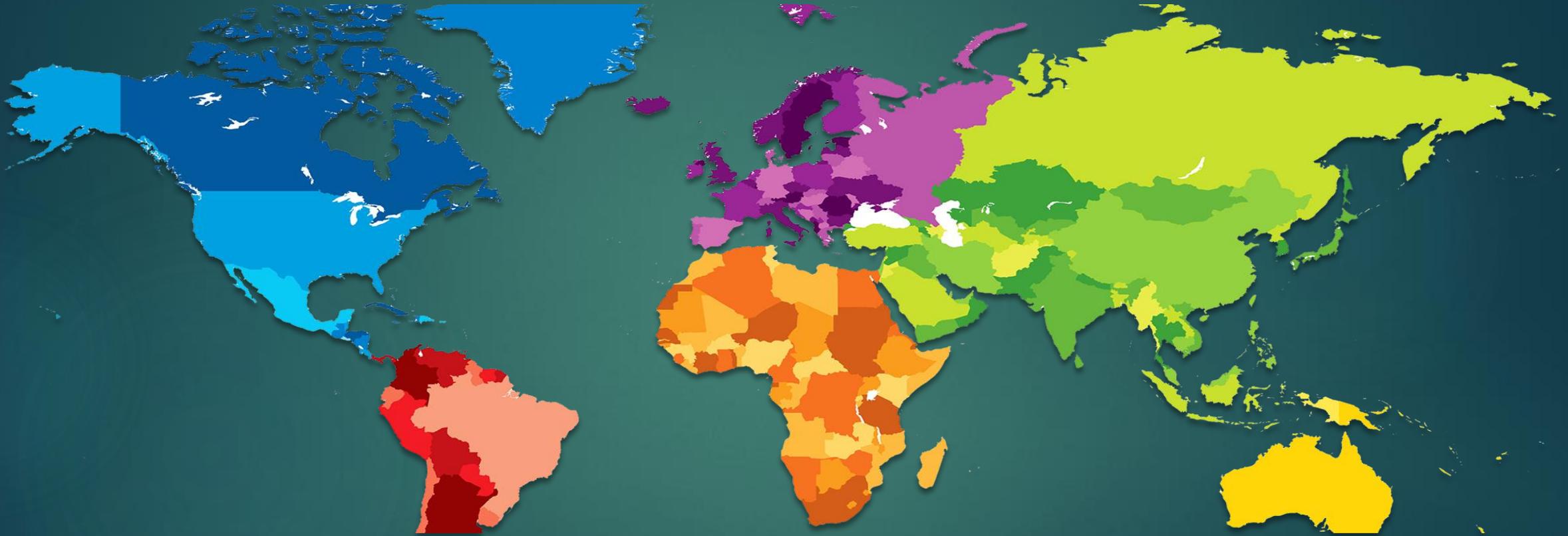


HELPING **MULTILINGUAL** LEARNERS SUCCEED

Impactful Ideas for Student Achievement



PRESENTED BY: YVONNE D. BROWN, M. ED., NBCT
TITLE III AND MLP FACILITATOR
ORANGEBURG COUNTY SCHOOL DISTRICT



...for choosing to attend this session!

little miss Bilingual

@ValentinaESL

nǐ hǎo

chào

ciao

privet

salve

hola

olá



bonjour

guten tag

szia

namaste

safam

zarave

Koninichiwa

OUR MISSION

Orangeburg County School District, through the use of innovative ideas and practices, will prepare our students to become productive members of society.

- ▶ **You are in the RIGHT SESSION if you are:**
- ▶ **1. A Gen-Ed teacher**
- ▶ **2. An Administrator, Counselor, Coach, Interventionist, Support Staff**
- ▶ **3. a MLP teacher**
- ▶ **4. a Teacher who wants to be prepared for future ML students!**

What to Expect from this PD today:

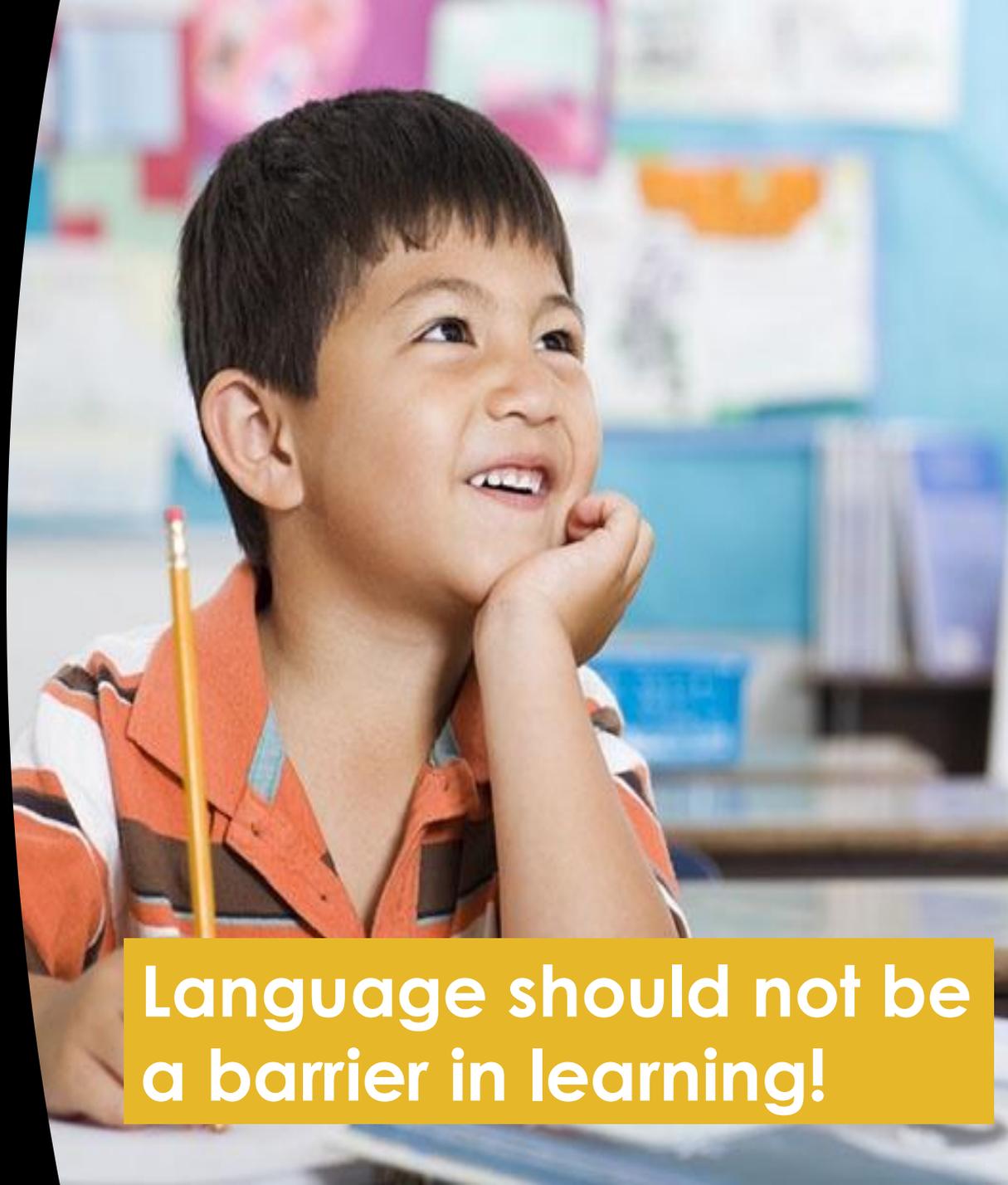
- ✓ Participate in an engaging PD!



What to Expect from this PD today:

- ✓ Increase your learning!+++
- ✓ Understand that the role of the Multilingual Learner Program

MLP is to provide assistance and support to MLs based on the **linguistic and academic needs** of these students.



Language should not be a barrier in learning!

What to Expect from this PD today:

- ✓ **Understand** that your role as teachers is to **integrate English language development and content.**
- ✓ **Understand** your role as a content-area teacher and the roles of the MLP teachers.
- ✓ **Learn how to collaborate with each other.**



3. What to Expect from this PD today:

Accommodations

Scaffolding

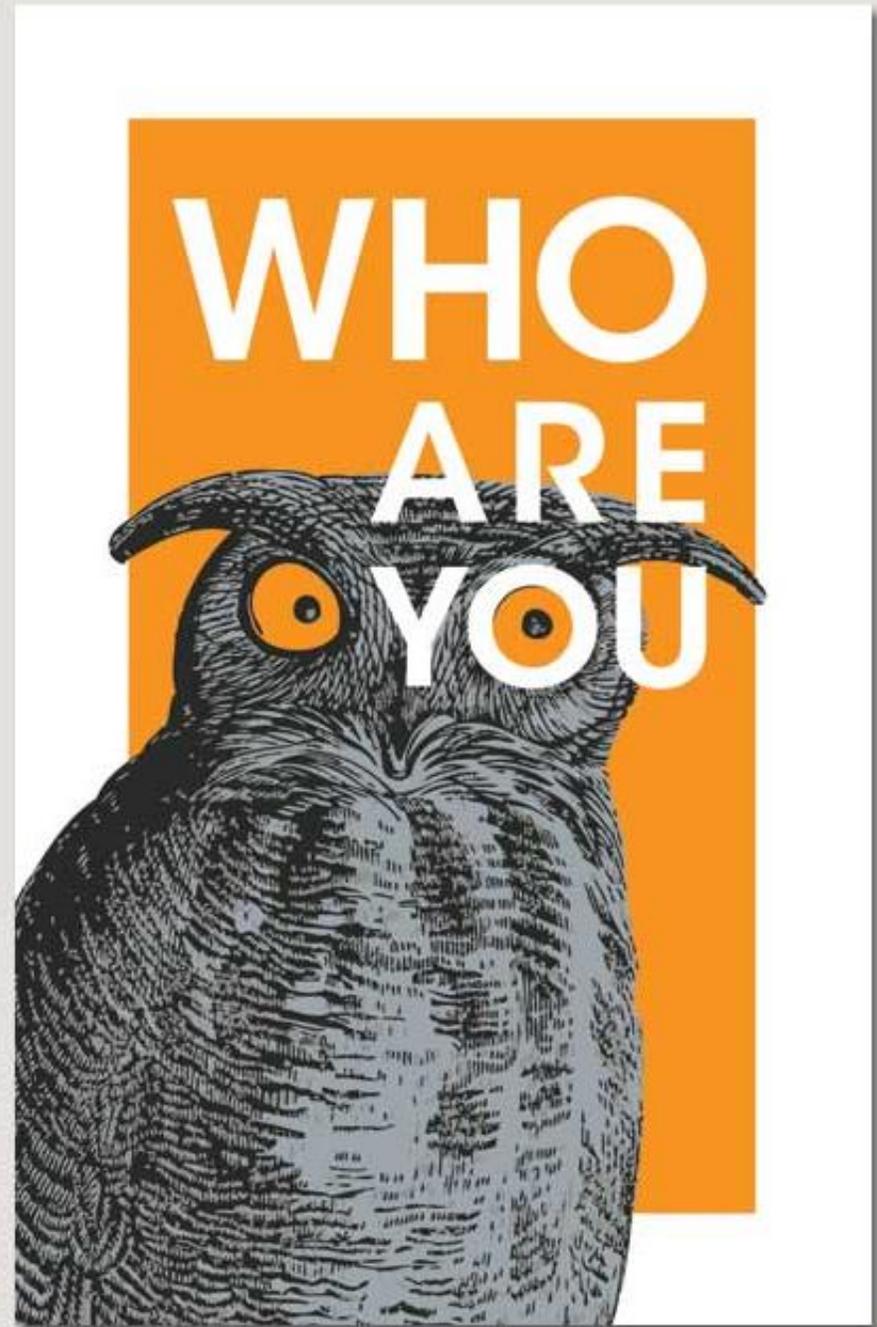
Differentiation





How do you
feel about this
new school
year?

1. **Introduce yourself to 2 attendees who are unfamiliar to you!**
2. Give your NAME, your role, and your school location.
3. Give ONE word to describe yourself as an educator. And explain WHY?

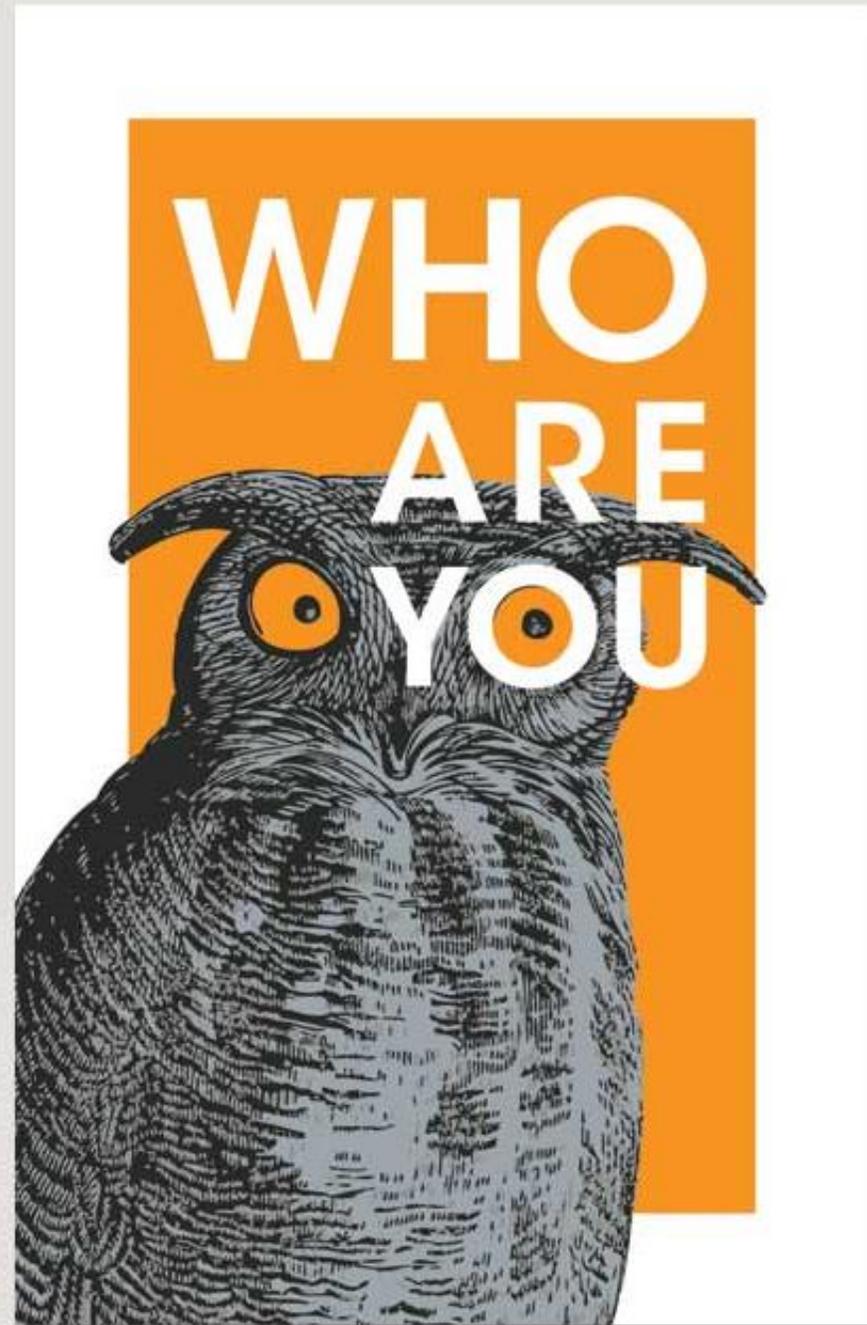


1. **Introduce one of the persons you met, who was unfamiliar to you!**

2. Give his/her NAME, role, school location.

3. Give ONE word to describe this person as an educator.

Oh by the way, You cannot use any words with letters N AND T in them!



HOW WAS THAT EXPERIENCE?

1. Share with your elbow partner what it's like not to be able to use some words.

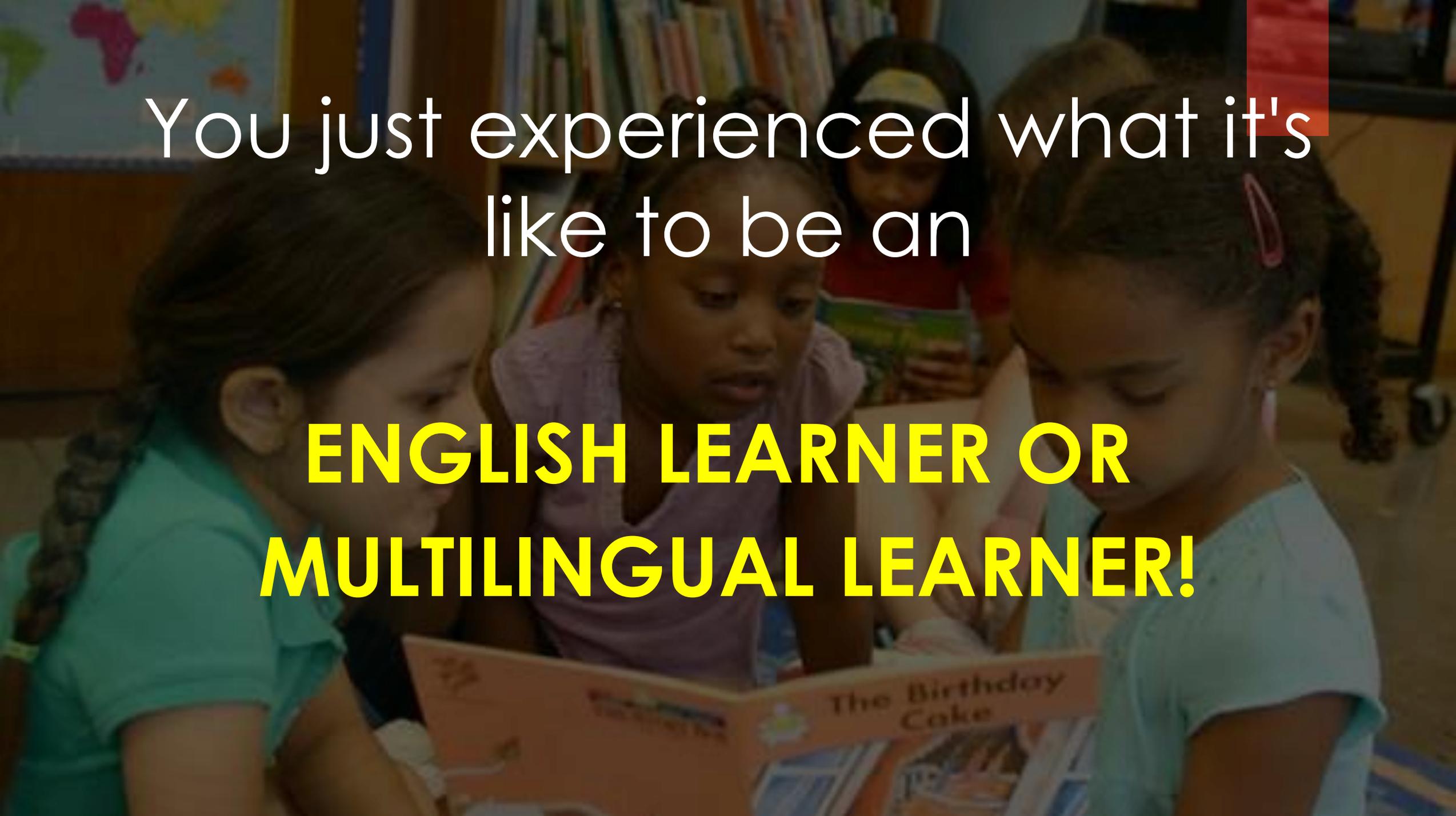
2. How did the exercise make you feel?

3. For the second part, what would have helped you produce the introduction of your partner?



You just experienced what it's
like to be an

**ENGLISH LEARNER OR
MULTILINGUAL LEARNER!**



"BANNED WORDS" REPRESENT...

- The L1 (first or home language) that our NEWCOMERS or English learners use.
- They may know some words but not all the words For everyday or academic language.



BANNED WORDS...

- ▶ MLs, too, feel the same EMOTIONS – frustration, embarrassment, anxiety, etc.- that you all felt, not being able to use some words in your statements.





In case we haven't met yet..





'80 – MASS COM



'84-USA



2007 – CLAFLIN U



'98 to 2019- ESOL
TEACHER; NBCT



2021- SofBL



OCSD MLP

"Don't forget that school is a unique place where every teacher is a language teacher and every student is a language learner."

- Margo Gottlieb in Education Week Teacher



Who is responsible in teaching **MULTILINGUAL LEARNERS?**

WE ALL ARE!

CONTENT OBJECTIVES:

- ✓ To better understand **who the multilingual learners** are and **how** to best meet their academic and linguistic needs.
- ✓ To learn **impactful ideas (strategies, activities, accommodations, etc.)** to implement in the classroom.
- ✓ To be engaged in learning about our **MLs!**

LANGUAGE OBJECTIVES:

- ✓ **I can share my new learning** about serving Multilingual Learners to others by:
 - **Discussing or speaking with my** peers,
 - **Writing** responses to sentence prompts,
 - **Reflecting** on the videos shown,
 - **Creating anchor charts or other projects.**
- ✓ **I can interact** with fellow participants through games, **conversation, writing responses,** and actively listening.

MULTILINGUAL LEARNER PROGRAM (Formerly ESOL)- Now MLP

- ▶ **Is a FEDERAL PROGRAM**
- ▶ **It is a US Supreme Court ruling that MLs are to receive services to access content and be provided appropriate accommodations.**
- ▶ **Multilingual Learners (formerly ELs or English Learners) are not created equal!**
- ▶ **They have different languages, school experiences, proficiency levels, backgrounds, emotional and social status, etc.**
- ▶ **Receives Title III funds for PDS, parent engagement**



MLP



NUMBER of MLS

- **340 +**

NUMBER of ESOL TEACHERS

- **7, plus 1 Facilitator**

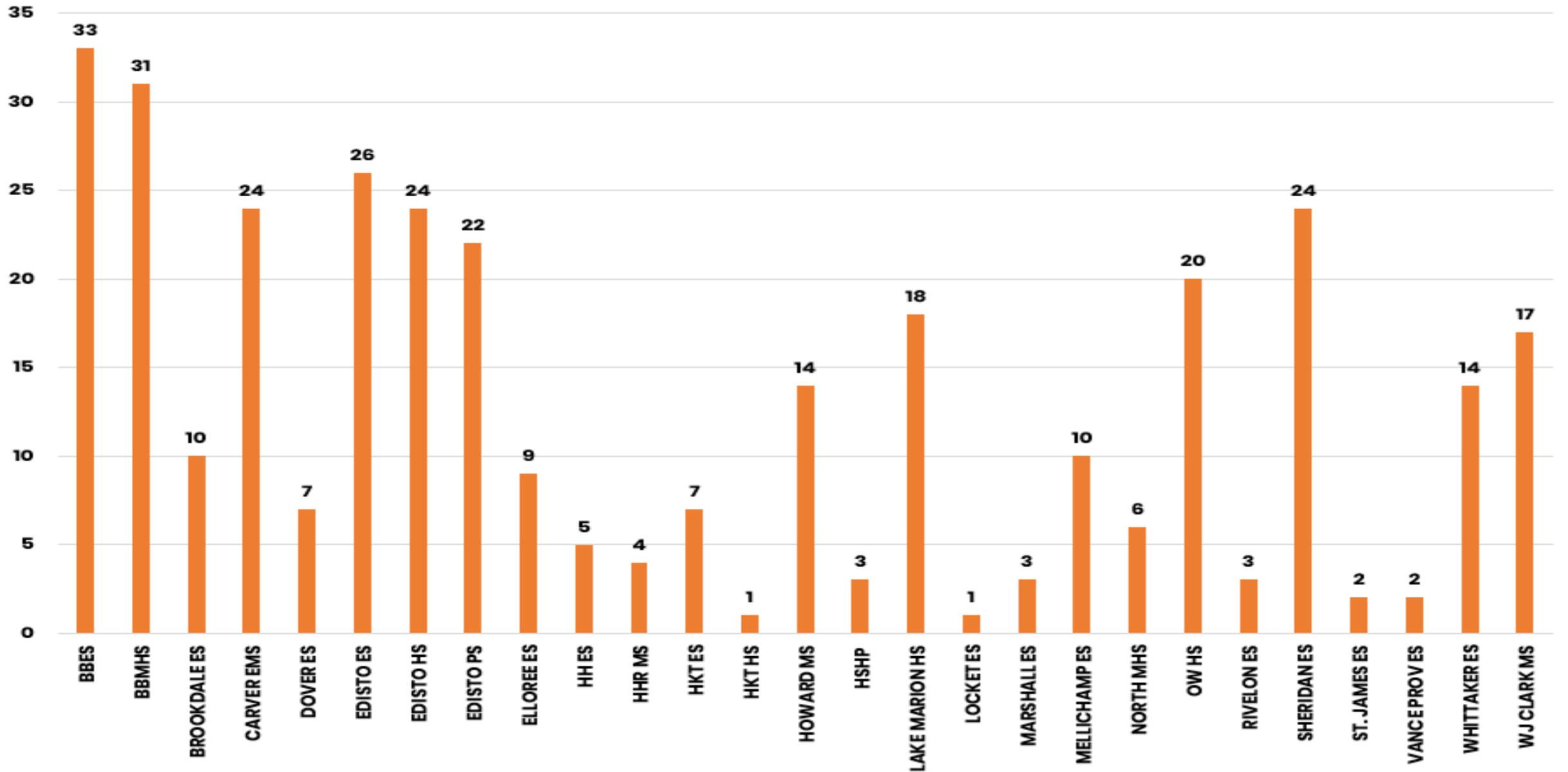
NUMBER OF SCHOOLS W/ MIS

- **26**

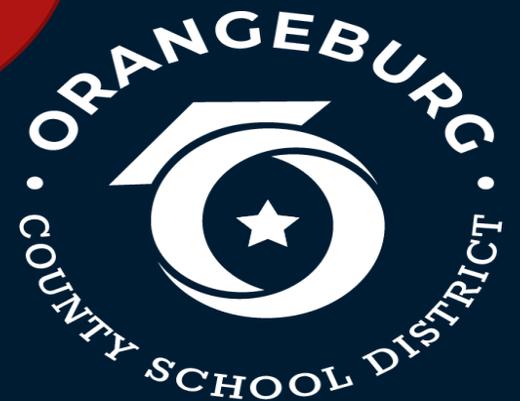
NUMBER OF LANGUAGES

- **7+ (Spanish, Chinese, Tagalog, Arabic, Hindi, Gujarati, Vietnamese)**

Number of Students Served by Location



Have you ever thought
how you would feel if
your teacher asks you to
do something in the
classroom and you don't
understand
these commands....



Mangyaring gawin ang sumusunod:

1. Puede bang tumayo kayong lahat?

2. Pueda bang umupo kayong lahat?

3. Puede bang ngumiti kayong lahat?

4. Puede ba kayong tumawa lahat?

WHAT KIND OF



**Help &
Support**

**WOULD HELP YOU UNDERSTAND
THESE COMMANDS?**

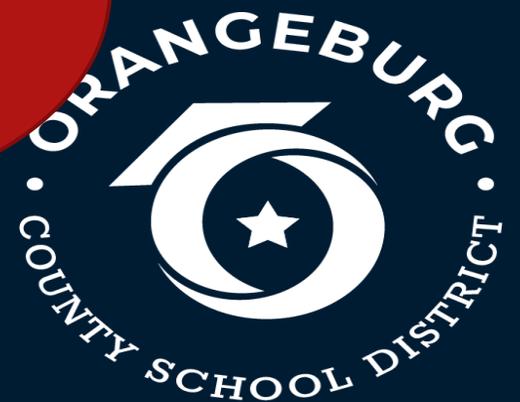
Acronyms used in the ML Program:

1. **MLP** – Multilingual Learner Program (formerly ESOL)
2. **MLs** – Multilingual Learners
3. **MLT** – Multilingual Learner Teacher
4. **ELP** – English language proficiency (1.0- 6.0)
5. **ILAP** – Individualized Language Acquisition Plan

Acronyms used in the ML Program:

6. **WIDA** - World-class Instructional Design and Assessment, designed the language development standards for early childhood and K-12 multilingual learners.
7. **ACCESS test** -Assesses the four language domains of Listening, Speaking, Reading and Writing; to monitor progress
8. **SLIFE**- Students with Limited or Interrupted Formal Schooling

How would you feel if you walked into the cafeteria and the food being served is not anything you have ever tasted or have seen before? And there is no fork to eat with!



A top-down view of a wooden table with various Japanese dishes. In the top left, a wooden tray holds bright green edamame. In the top right, a dark blue ceramic plate with a scalloped edge holds a single piece of golden-brown tempura shrimp, with wooden chopsticks resting on the plate. In the bottom left, a small blue and white patterned bowl contains kimchi. In the bottom center, a clear plastic container holds several pieces of sushi, including salmon nigiri, maki rolls, and a small side of sesame seeds. In the bottom right, a dark bowl contains a dark liquid, likely soy sauce, with a white question mark on a small brown rectangular background overlaid on it.

**MAY I ASK YOU ALL TO TASTE
THESE YUMMY FOODS FROM
OTHER COUNTRIES!!!**

?

CHECK FOR UNDERSTANDING!

• 1-1-1

Share

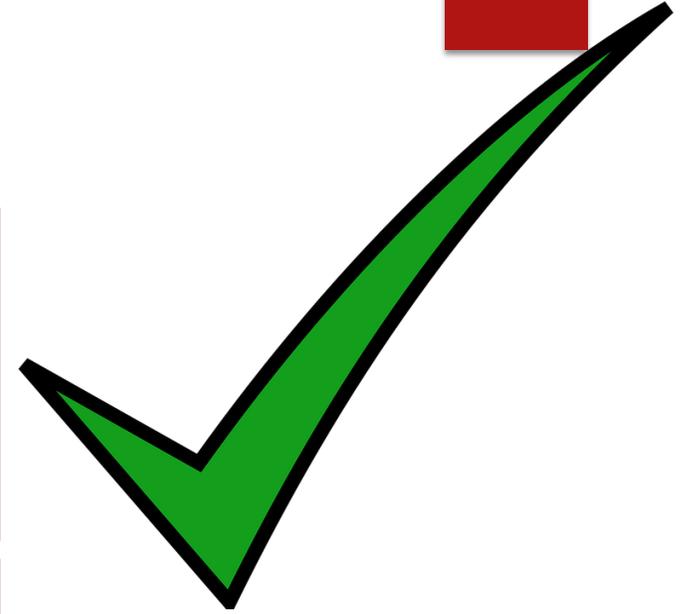
Share any new information you have learned so far from the session.

Give

Give one thing you understand better about the experience of an ML.

Write

Write ONE thing you are curious about that you hope you would learn by the end of this session.



Let's take a 15-minute break!





SORRY : Oscar Winner Short Movie

- Did you understand the movie? WHY or WHY NOT?
- What would have helped us understand?
- How do you think this theme applies to teaching English learners or MLs?



HELPING MULTILINGUAL LEARNERS SUCCEED!

IMPACTFUL IDEAS TO ACCELERATE STUDENT ACHIEVEMENT

For teachers and administrators:

Changing Mindsets

@ValentinaESL

from:

- My ELLs can't speak English.
- My ELLs aren't able to read on grade level.
- I don't know how to help my ELLs.
- My ELLs seem off task, angry or unhappy.



to:

What language can my ELLs speak?

How can I accommodate this text? What resources are available?

Who can I reach out to for support? Where can I learn more?

How can I make the classroom environment inviting and safe?

MLP GOAL

Integration of **Language** and **Content!!**

Meaning,

English language skills are developing while learning academic content.

Academic content is the context for language learning.

Language is used as a means for learning academic content.

**...while developing their
ENGLISH skills...**

**to meet state standards and be College and
Career Ready!**



Enrollment Survey: Section I

Section I: This portion of the Enrollment Survey (ES) must be completed for *all* students upon first-time enrollment in South Carolina public schools and at registration each year.

Information collected within the ES is strictly for educational and program purposes. A local educational agency (LEA) must comply with Family Educational Rights and Privacy Act (FERPA) guidelines. Under federal law, all children, regardless of their citizenship or residency status, are entitled to equal access to free public education.

Student Name:

Date of Birth:

Today's Date:

Right to Translation and Interpretation Services

All families have the right to information about their student's education in a language they understand. An interpreter and translated documents **must** be provided by the district, free of charge when needed.

In what language(s) would your family prefer to communicate with the school?

Oral Communication Language(s):

Written Communication Language(s):

South Carolina Student Information

Grade:4 PS#: 519166 State ID: 4335757468 DOB: 04/28/2012 Gender: M Entry:08/15/2022 Exit:06/10/2023 HR: Jackson, Dyrease H Face to Face BBE

Contacts Chronic Absenteeism Truancy CTE Early Childhood SC Student Information MLP Read To Succeed Precode Students Not Tested Transport
Work-Based Learning Privacy and Security

English Proficiency Levels (PL)	<input type="text" value="2 - Emerging"/>   *	PL Progression	<input type="text" value=".5"/> 	Waiver	<input type="checkbox"/>	English Language Proficiency (ELP) Initial Assessment	
Birth Country	<input type="text" value="(Blank) - United States"/>  			District Enrollment Date	<input type="text" value="MM/DD/YYYY"/> 	ELP Assessment	<input type="text"/>
U.S. School Entry Date	<input type="text" value="MM/DD/YYYY"/>  			ELP Score	<input type="text"/>		
Language First Acquired	<input type="text" value="SPN - Spanish"/>  						
Language Spoken Most Often	<input type="text" value="(blank) - English"/> 						
Primary Home Language	<input type="text" value="SPN - Spanish"/> 						
Oral Communication Language	<input type="text" value="SPN - Spanish"/> 						
Written Communication Language	<input type="text" value="SPN - Spanish"/> 						

Title I, Part C: Education of Migratory Children & Youth

The Education of Migratory Children/Youth (MEP) is authorized by Title I, Part C of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015. The MEP provides various educational services to families who work in agriculture and their children between the ages (0-21). This program is **free** to all eligible families and may include tutoring, free lunch eligibility, summer programs, parental involvement activities, and referrals to other services as needed.

In the last three (3) years, has anyone in your family moved from another school district, state, city, or country? Yes No

In the past six (6) years, has anyone in your family worked in any of the following occupations? This includes work related to logging, timber planting/growing, harvesting, food processing plant (such as poultry, pork, beef, or vegetable), packing houses (fruits and vegetables), dairy farms, or other general farm work not listed. Yes No



McKinney-Vento

This survey complies with the McKinney-Vento Act, U.S.C. 42 11431 *et seq.* Your answers will help determine if the student meets eligibility requirements for **free** services and educational rights provided under the McKinney-Vento Act, including immediate school enrollment, even if lacking required documents. Based on the residency option selected, this survey will be submitted to the district McKinney-Vento Liaison to determine eligibility.

What best describes where you live now?

- | | |
|---|--|
| <input type="checkbox"/> Single-family house/apartment/trailer | <input type="checkbox"/> In a residence with inadequate facilities (no water, no heat, no electricity, no plumbing, overcrowded, infested, etc.) |
| <input type="checkbox"/> Transitional Housing | <input type="checkbox"/> Agricultural camp |
| <input type="checkbox"/> Living with others due to loss of housing or economic hardship | <input type="checkbox"/> Shelter |
| <input type="checkbox"/> Moving from place to place/couch surfing | <input type="checkbox"/> Displaced by a natural disaster (hurricane, flood, etc.) |
| <input type="checkbox"/> Car, park, or similar location | Disaster: _____ |
| <input type="checkbox"/> Motel | <input type="checkbox"/> Displaced due to COVID-19 |
| <input type="checkbox"/> Camping grounds | Other: _____ |



**HOW DO
WE
IDENTIFY
MLS?**

What is first used to identify potential MLs?

A. HOME LANGUAGE SURVEY

B. BIRTH COUNTRY

C. BIRTH CERTIFICATE



Enrollment Survey: Section II

Section II: This portion of the Enrollment Survey must be completed for *all* students upon first-time enrollment in South Carolina public schools and is not completed annually at registration.

Title III, Part A: Multilingual Learner Program (MLP) and Immigrant Children and Youth

The MLP program complies with Title III, Part A of the ESEA, as amended by ESSA. The MLP program provides various educational services to multilingual learners (MLs) and immigrant children and youth who may speak languages other than English. This program is **free** to all eligible students and provides support for language acquisition.

Home Language Survey (HLS)

School districts and charter schools are required to determine the language(s) spoken in each student's home to identify their specific language needs. The purpose of the HLS is to determine the primary or home language of the student and is given to all students one time at initial enrollment in a South Carolina public school district or charter school and should remain in the student's permanent record.

Information about the student's language helps to identify students who qualify for **free** support to develop the English language skills necessary for success. English language proficiency (ELP) testing may be necessary to determine if the student is eligible for language supports if a language other than English is recorded for any of the three HLS questions below. If the student qualifies, they will be entitled to services as an ML and will be assessed annually to determine their English language proficiency.

Families must fully understand the purpose and intent of the HLS and MLP program. **If you have any questions, you may contact your district's Title III/MLP Coordinator before completing the HLS.**

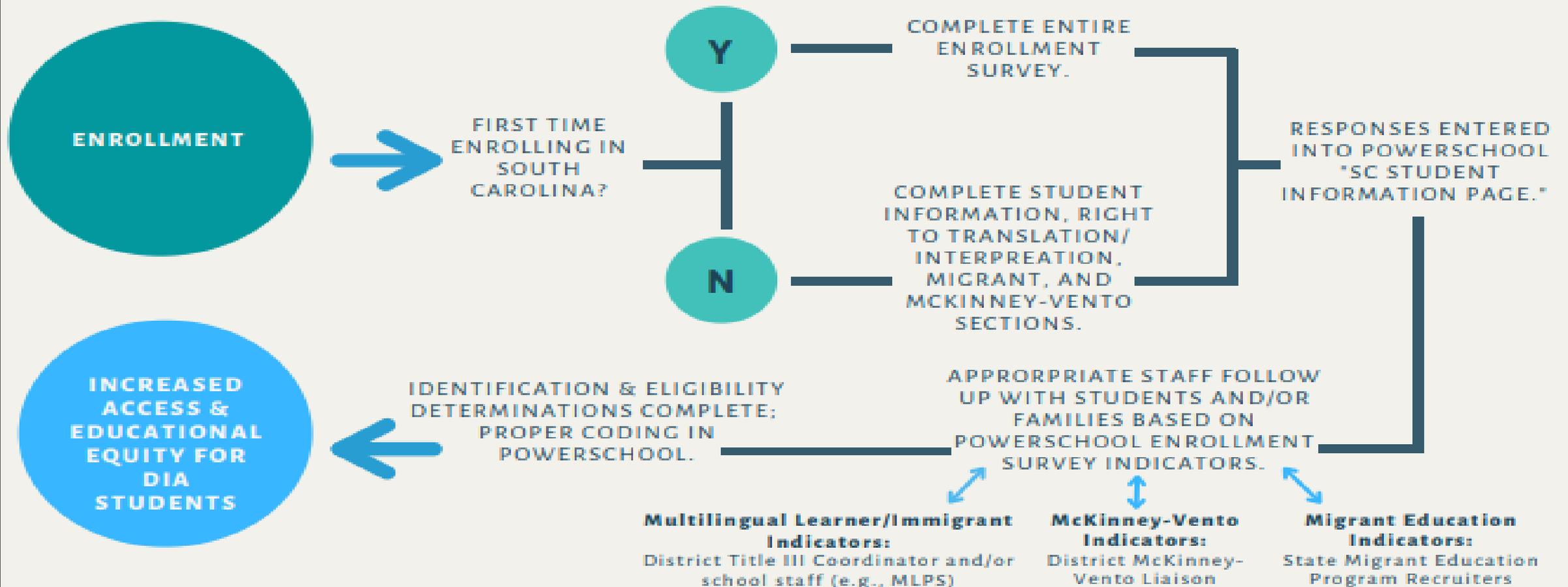
1. What is the language(s) that the **student** first acquired? _____
2. What language(s) is spoken most often by the **student**? _____
3. What is the **primary language(s) used in the home**, regardless of the language(s) spoken by the student? _____

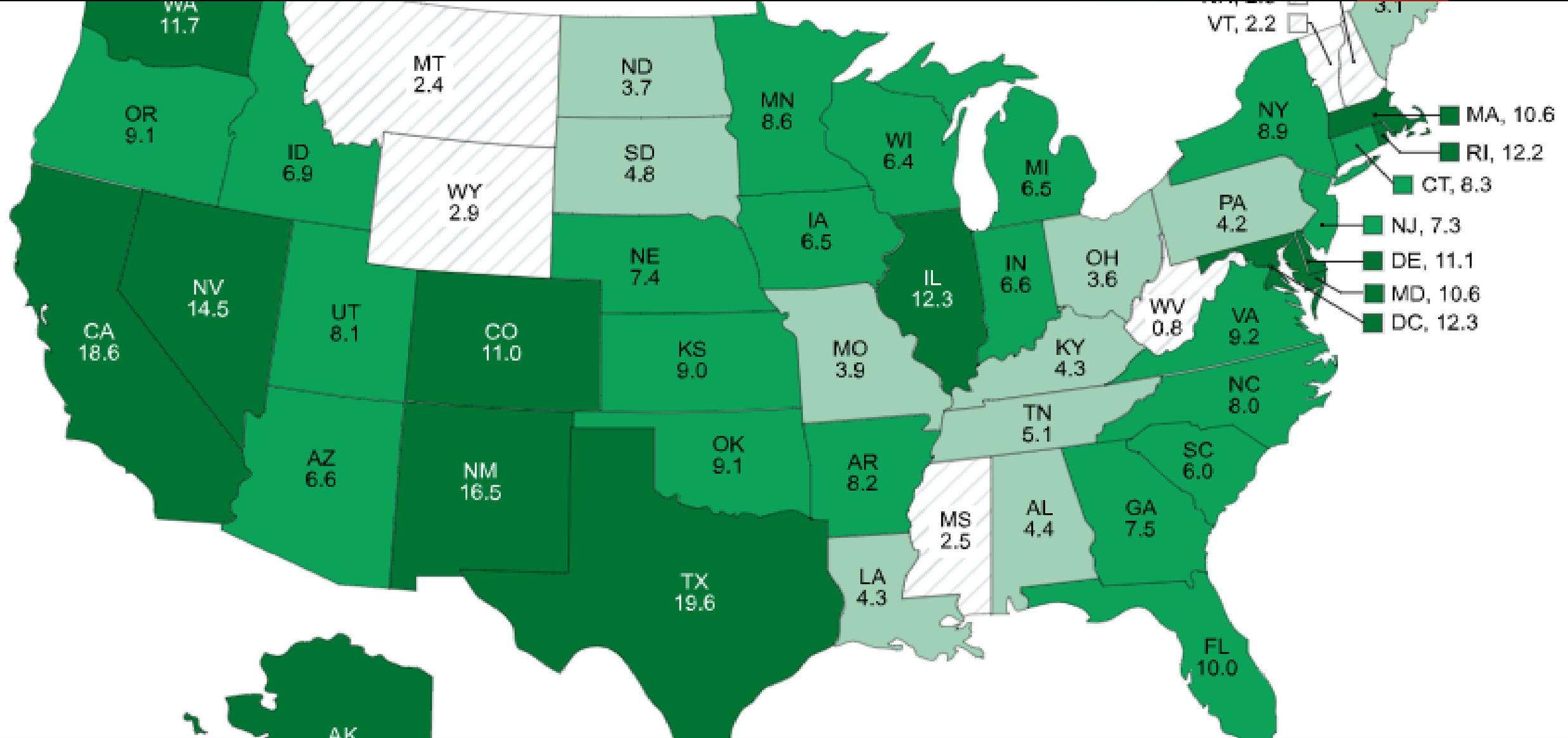


Enrollment Survey Flow Chart

Diversity, Inclusion, & Access (DIA)

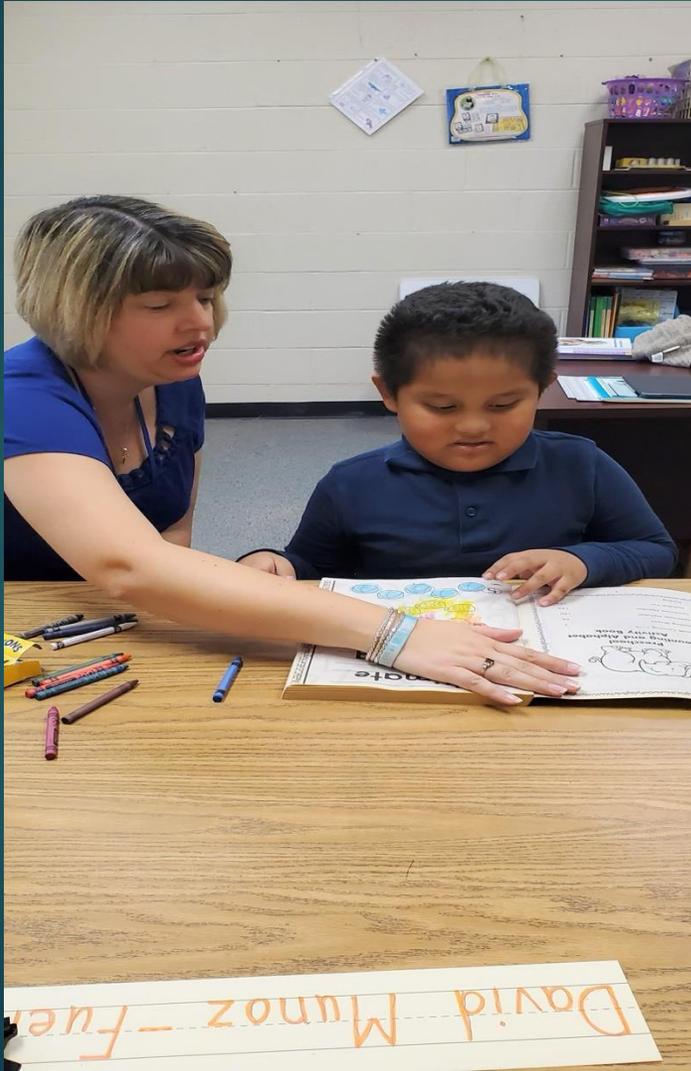
Office of Federal & State Accountability





Percentage of public school students who were English learners (ELs), by state and categorized into specific ranges: Fall 2019

Which of these documents list the MLP services for MLS?



A. POWER SCHOOL

B. ENRICH-ILAP

C. PARENT
NOTIFICATION

DO WE REALLY KNOW OUR STUDENTS?

HOME LANGUAGE?

INTERESTS?

HOME SITUATIONS?



Legal Responsibility...

- ▶ The **Civil Rights Act of 1964** protects our students from being discriminated against in their education. They **cannot be denied equal educational opportunities** regardless of their national origin, native language, or immigrant status.
- ▶ Supreme Court ruling says, students are entitled to an **equal education regardless of their national origin, English proficiency, or immigration status.**

Registration



What documents can we ask and not ask for?

Schools can ask for:

- ▶ Proof of residence
- ▶ Guardian's names
- ▶ ID
- ▶ proof of the child's age (birth certificate);
- ▶ proof of immunization;
- ▶ School records/Transcripts

Schools cannot ask for:

- ▶ Immigration visa (legal status)
- ▶ Passport
- ▶ Social Security #

Any program for MLs,
regardless of the language of
instruction or the models used
must do two very important
things:

- ✓ **Teach
English and
teach
academic
language!**



✓ Schools must provide instruction in **English for MLs** because they are not yet proficient in English.



MLs need **fluency in English** to succeed in mainstream classrooms and to be **successful in life** in general.

At the same time, schools cannot focus just on **teaching English**. Students must also learn the same academic content their English proficient peers are learning!



Discover the value that each multilingual learner brings to the school community

- ▶ Teachers of **multilingual learners** need to recognize their students' **unique assets** in order to create a **learning community** that **develops their full potential**.



You look at your class list, and you notice a "foreign sounding name."



Jose Alejandro Mayorga Lopez

1. What is the first name of this student?
2. What is his last name?
3. What is his middle name?
4. What is his mother's last name?



What do
you do
right
away?



DON'T PANIC!

- ▶ 1. Welcome ALL/ML students with a **SMILE!**
- ▶ 2. Ask his/her **name and listen** to how it is pronounced.
- ▶ Repeat the name a couple times, if it is unfamiliar!



If you have an ML or someone who just enrolled....

- ▶ **1. Send a quick email to your MLP teacher assigned in your school.**
- ▶ **2. If the child has not been screened, he or she will be screened ASAP.**
- ▶ **3. If the child is a returning student, you will receive some paperwork from the MLP teacher with this student's **ACCESS SCORE, ILAP**, etc.**
- ▶ **4. Schedule a meeting online/face2face meeting with the MLP teacher.**

If you have an ML or someone who just enrolled....

- ▶ 5. In Power School, you'll see the student's English Proficiency Level, plus, other pertinent information:
- ▶ Home language, Language for communication
- ▶ 6. Now, you have to consider THIS STUDENT/THESE STUDENTS in your lesson planning.
- ▶ 7. **Look at this students as an active participant of your learning community!!!**



Multilingual learners
bring many assets
to the classroom:

► **What are these assets?**

experiences

languages

prior learning

Background
knowledge

culture

Gifts, talents,
interests

Why Know your MLs?

- ▶ Knowing your multilingual students more deeply **can transform the way you approach instructional planning.**
- ▶ You may find yourself on a journey of discovery led by your interest in **learning more about your students, their families and their communities.**

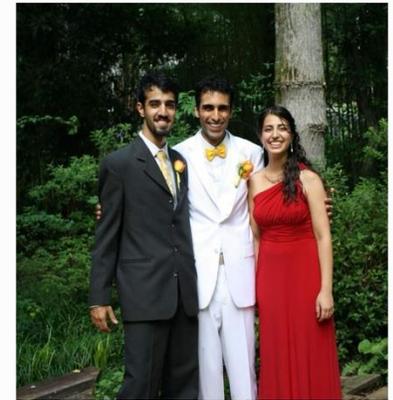




**That child who
did not speak
English
before....**



FORMER ELS!



SC SEAL OF BILITERACY RECIPIENTS 2022



CHOW HIGH SCHOOL



LAKE MARION HS



EDISTO HIGH SCHOOL

So now, your
ML has been
identified and
part of your
class...

Refer

Refer to his/her ILAP

Refer

Refer to his or her ACCESS SCORE with
the English Proficiency Level

Provide

Provide the APPROPRIATE
ACCOMMODATIONS

Watch

Watch your students GROW!



CHECK FOR
UNDERSTANDING

MLP Grading Policy

(from the *2021-2022 ESOL Guiding Principles*)

- A student may not be assigned a failing grade (**below a 60**) in a content area or be retained at grade level based on English language proficiency.

MLP Grading Policies and Accommodations

- The key to appropriate grading of multilingual learners (MLs) is reasonable accommodations!!
- Accommodations are found in the **ILAP – Individualized Language Acquisition Plan**- (in Enrich); these are provided to all teachers of MLs.

A teacher **MAY NOT** fail an MLP student if....

- ✓ Language is a factor in learning. (ML is receiving MLP services)
- ✓ Student is NOT YET proficient
- ✓ No accommodations are provided and DOCUMENTED
- ✓ Without meeting/collaborating with the MLP teacher

MLP TEACHERS: How do they serve MLS?

Teach students in acquiring academic language and English language development.

Assist in making lessons in content-areas comprehensible.

Create the Individualized Language Acquisition Plan (ILAP); Code Students in PS.

But MLP teachers also....

Do home visits to deliver materials. Call, talk to/text parents. Check on truancy situations. Serve as Liaisons

Enter/code ESOL students in Power School, create ILAP_ Individualized Language Acquisition Plan, Monitor grades

Serve as advocates for our students. Provide support, etc!!

BUT MLP TEACHERS ALSO....

**Screen new MLs.
(within 10 days). Help
with translation of
documents, letters to
homes.**

**Help with
registration, testing,
introducing new
students to their
teachers. Assist with
scheduling.**

**Serve as
Interpreters. Call
parents. Serve as
test monitors.
Administer
ACCESS.**

Raise your hand if you felt one of these emotions when you are told to make accommodations for your MLs or other students:

- **Anxiety**
- **Guilt**
- **Frustration**
- **Avoidance**
- **Helplessness**

IT DOESN'T HAVE TO BE THAT WAY!!

WIDA ELD Standards Statements

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

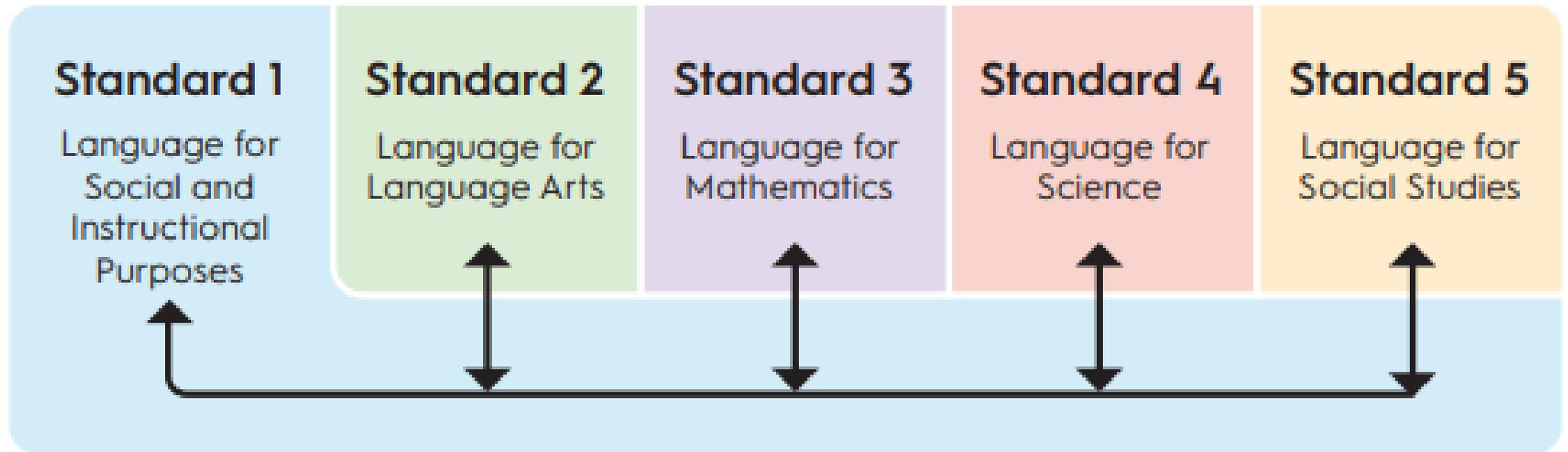
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Figure 2-2: Relationship among the WIDA ELD Standards



HOW DO TEACHERS KNOW WHAT
ACCOMMODATIONS TO GIVE MLS?



TEACHERS OF MLs will
receive the ILAP in **Enrich**
- Language Acquisition
Plan – for each student
identified as English
learner.

**Orangeburg County School District
Individualized Language Acquisition Plan**

Orangeburg-Wilkinson High
601 Bruin Parkway
Orangeburg, SC 29115
(803) 534-6180

Yahayra Alcantara-Gonzalez
Legal Name of Student

08/17/2005
DOB

510415
Local ID

8737109448
SUNS

STUDENT DEMOGRAPHICS

School: Orangeburg-Wilkinson High

Plan Start Date: 08/16/2021

Plan End Date: 06/10/2022

Access for ELLs

<i>Listening: 6</i>	<i>Speaking: 3.1</i>	<i>Reading: 5.7</i>	<i>Writing: 3.6</i>	<i>Composite: 4</i>
---------------------	----------------------	---------------------	---------------------	---------------------

ACCOMMODATION PLAN: SPECIFIC STRATEGIES AND IDEAS

Best Practices

Best practices are intended to support MLs in all classes, no matter their proficiency level. These strategies are expected to be used by all teachers within lessons, assignments, and assessments to support MLs and all learners. Best practices are strategies that educators can quickly implement within daily instruction, activities, and classroom assessments.

Below is the current list of best practices that are listed in each student's INDIVLAP. Research-based best practices are not only essential for multilingual learners at all proficiency levels but beneficial to all students, including non-MLs. The list below is not comprehensive of all research-based best practices. Other best practices and strategies may be used to support learners.

English Language Acquisition Proficiency Levels

English Language Proficiency Levels serve as a guide of what can be expected of an English Learner's language abilities

LEVEL 1- ENTERING	<ul style="list-style-type: none">• Limited or no understanding of the English Language• May produce some isolated words or expressions• Responses may be non-verbal• Benefits from visuals, labeling, and concrete examples
LEVEL 2: EMERGING	<ul style="list-style-type: none">• Limited ability to communicate in English• Understands simple directions• Begins to recognize environmental print• Limited understanding of English vocabulary• Limited ability to decode unknown words• Little knowledge of English conventions when writing• Low expressive and receptive vocabulary
LEVEL 3: DEVELOPING	<ul style="list-style-type: none">• Able to communicate more effectively in English• Oral and written communication may still contain some errors that impact meaning• Able to follow more complex verbal directions• Expressive and receptive vocabulary increases
LEVEL 4: EXPANDING	<ul style="list-style-type: none">• Able to communicate in more complete sentences with minimal errors that impact meaning• Greater understanding of words in content areas• Understands more abstract ideas/concepts
LEVEL 5: BRIDGING	<ul style="list-style-type: none">• Communication in English will sound fluent• Ability to decode words more efficiently• May still struggle with academic vocabulary• Understands more abstract ideas

ACCOMMODATION FOR MLs

- Accommodations are practices and procedures that provide equitable access during instruction and assessments
- **to show what they know and can do.**
- Accommodations are designed to support each student's access to instructional or test content, interactions with content, and response to content.

ACCOMMODATIONS - Why provide them?

- ▶ Provide access to grade-level curriculum;
- ▶ Alter the environment, not the curriculum;
- ▶ Do not change the learning outcomes;
- ▶ Happen in the content-area classroom;
- ▶ Should not impact grading, though how learning is assessed may change

ACCOMMODATIONS FOR MLS (found in the ILAP)

- Allow alternative response options for assignments and assessments
- Allow for assignment/assessment retakes or corrections
- Bilingual dictionary
- Chunk assignments/assessment into manageable pieces
- Grading with a rubric based on the student's level of English proficiency
- Individual instruction
- Paired oral and written instructions
- Permit student errors in spelling and grammar except when explicitly taught and assessed, Acknowledge errors as indications of learning, Allow edits for certain language errors

- **ACCOMMODATIONS FOR MLS (found in the ILAP)**

- *Pre-teach key vocabulary and key content
- Provide a copy of notes
- *Provide sentence frames or sentence stems
- *Provide word banks
- Small group instruction
- Teacher use of simplified language
- Use of instructional tools such as highlighter, calculator, etc.
- Use varied print and audio texts, such as recorded books, graphic novels, etc.
- *Visual cues



Examples will be provided and modeled for each accommodation.

1. Allow Alternative Response Options for Assignments and Assessments

Alternative response options allow students to demonstrate their learning by completing instructional assignments or assessments through **ways other than typical verbal or written responses.**

It employs strategies that ask students to show **what they can do**

Examples: Oral Presentations or Performances



- ✓ Role-plays: students write a play and perform
- ✓ Interviews: Have students pick from a pile of pictures, and ask questions to elicit responses from them. You can assess the student based on vocabulary used or comparing concepts.
- ✓ Orally describe, explain, retell, paraphrase, summarize texts

Non-Verbal Responses

- ▶ Charades: Give a student vocabulary words you've taught and have them act it out to see if they understand what the word or concept is.
- ▶ Pictures: You can ask students to draw or collect pictures to show their knowledge on a topic.
- ▶ Thumbs up/thumbs down.
- ▶ Templates (e.g., format to write a friendly letter, guide to write a five-paragraph essay)



Yes - yes, it's important.

3. Use Technology

- ▶ Voice/Speech to text or voice-recognition software for writing assignments
- ▶ Immersive reading
- ▶ Temporary modifications can be appropriate for a SLIFE and newcomer MLs: “Districts may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time” (EL Toolkit, Chapter 4)

4. Allow for Assignment/Assessment Retakes or Corrections

The teacher provides instructive, corrective, and actionable feedback on the student's performance on an assessment and allows that student to either retake or make corrections to their work.



What does it look like?

Teacher:

- ▶ Meet with student to review the test.
- ▶ Acknowledge strengths and growth made.
- ▶ Provide instructive and corrective feedback for student in areas that need improvement.
- ▶ Ask student to paraphrase what has been reviewed.
- ▶ Offer encouragement

What does it look like?

Student:

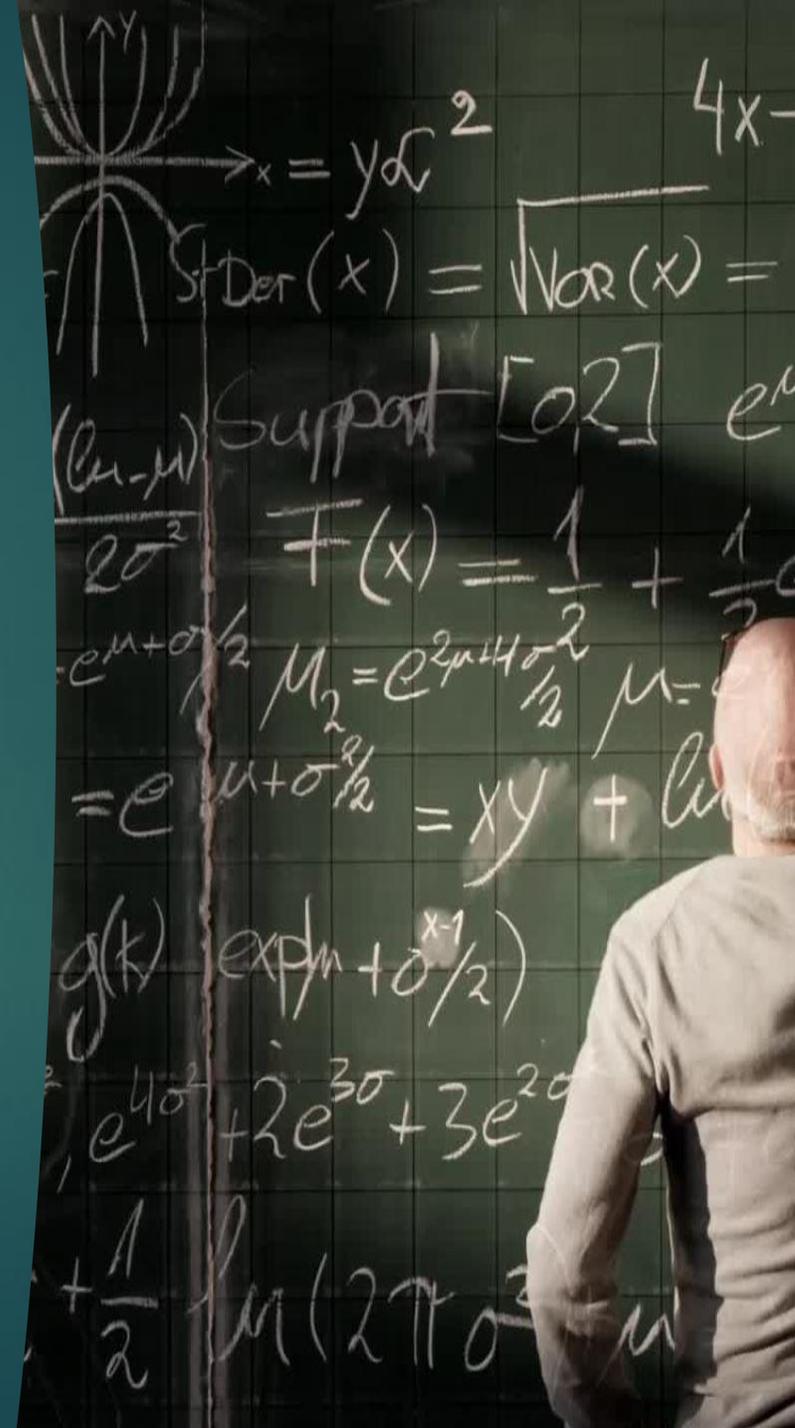
- ▶ Meet with teacher to review test.
- ▶ Listen to feedback.
- ▶ Paraphrase what has been reviewed.
- ▶ Retake or correct work applying what was reviewed

What would you do?

- ▶ For example: Maria has 24 marbles which is 8 fewer than Paolo has. How many marbles does Paolo have? The student has answered 16, rather than 32.
- ▶ In the meeting, the ML stated the simple computations were easy, but the **word problems were difficult for them**. When she walked the teacher through her thought process, she explained that she saw the word “fewer” in the problem and associated it with subtraction. So she **subtracted 8 from 24 to get 16**.



- ▶ The problem was not with the student's ability to do the math, but in her **misunderstanding of the language**. After clarifying that Maria has **fewer (less)** marbles than Paolo and having the student draw out the scenario, the student understands that **Paolo has more marbles than Maria**. She is able to walk the teacher through the strategy before she is allowed the time to fix her error. She was able to turn her test back in with the correct answer of **32 marbles**.



STUDENT COLLABORATION!

Let's do a Writing Activity

Story Chain: **Chain stories** - Students each add a different segment or part to a story. This is one great way to encourage **learning through cooperation**.

Story Chain is designed to help your students listen, interact, and cooperate with each other while practicing essential English skills. Chain stories are by definition, collaborative, so it's essential that you get all students involved in the activities.



5. ACTIVATE PRIOR KNOWLEDGE

Activating prior knowledge includes building initial knowledge of a subject/content and eliciting from students what they already know.

Culture and language differences are **assets** rather than deficits.

Give examples that you do in your class.

Topic: _____

Know

What do you think you already know about this topic?

Wonder

What do you wonder about this topic? Write your questions below.

Learned

After you complete your project, write what you learned.

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	



Agree or Disagree

WHAT IT LOOKS LIKE?

- ▶ The teacher explicitly plans to do the following: include students' cultures and experiences make connections to past learning asks, “Who remembers what we learned about..?”
- ▶ The student may: share in English or home language respond with key ideas/concepts



On the next video.....

- ▶ Take notes on what Moises is faced with.
- ▶ What his teacher's challenges are.
- ▶ How the principal thinks about making accommodations.
- ▶ What could his teacher have done to make the lesson accessible for him?
- ▶ SHARE WITH YOUR GROUP. (4)
- ▶ SHARE WITH THE WHOLE CLASS.

REFLECT ON THE MOVIE

ON THE TEACHER

- ▶ Describe her as a teacher.
- ▶ What did she do and didn't do for Moises?
- ▶ What could she have done?
- ▶ What do you think she will do?

ON MOISES

- ▶ What were some advantages that he had?
- ▶ What level of ML do you think he was?

6. Provide Comprehensible Input

- Comprehensible input is a **teacher's input** that the students can easily understand due to its **high quality and relevance**.
- And this is particularly important for EL students because comprehensive input helps them use information that they already know to understand and interpret new linguistic concepts.
- In other words, the teacher's input should be both **understandable and a bit challenging** for the students.

What does it look like?

- ▶ The teacher uses appropriate speech patterns and terms easier for Multilingual Learners (MLs) to understand:
- ▶ avoid idioms, especially with beginners
- ▶ employ paraphrasing and repetition to enhance understanding
- ▶ point out cognates to promote understanding
- ▶ simplify sentence structures to reduce the complexity

What does it look like?

- ▶ The student understands content at a greater level if language delivery level is provided at a level where the content is accessible.
- ▶ The student interacts with language and content through the scaffolded supports put in place.

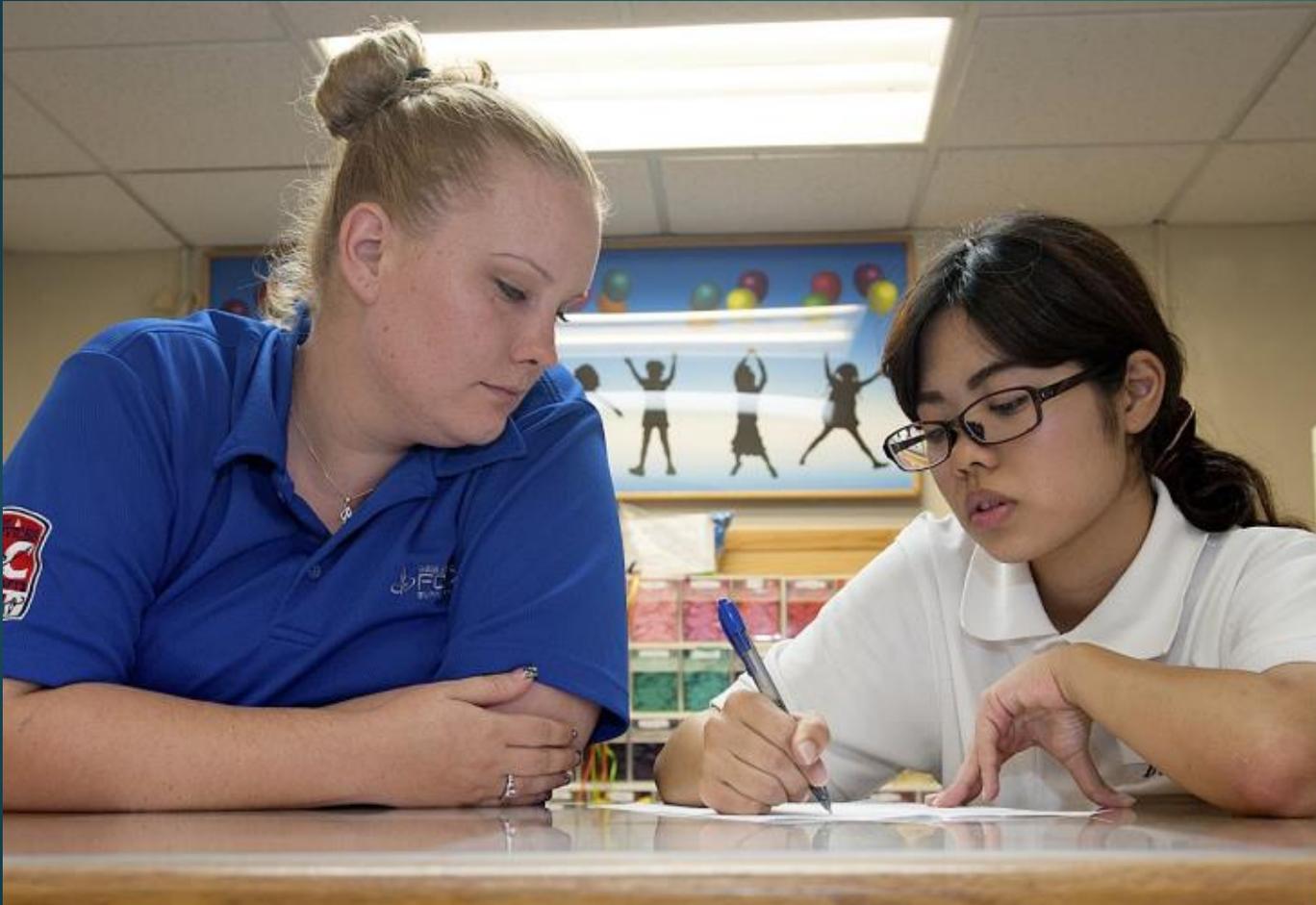
7. Clear Academic Tasks

- ▶ Explaining and rewording unclear content,
- ▶ presentation of enough relevant background and context,
- ▶ share visual models of expected finished products,
- ▶ clear and straightforward directions that are written and readily accessible,
- ▶ oral directions accompanied with written as a reference while students complete tasks, and steps to complete academic tasks should be delineated and include visuals to demonstrate each step.

Variety of Techniques used

- ▶ Plan for, use and present context and visual cues.
- ▶ Use gestures, body language, pictures, and objects to accompany speech
- ▶ build context through relatable experiences
- ▶ provide a model of process, task, or assignment
- ▶ preview material for optimal learning
- ▶ allow students alternative forms for expressing their understanding of information and concepts
- ▶ provide repeated exposures to words, concepts, and skills, but avoid excessive practice of a single word or skill).

8. *Pre-Teach Key Vocabulary and Key Content



- The teacher selects and teaches key words from a reading text—vocabulary that is essential to understanding the text— before the students read the text.
- Knowing vocabulary words is **key to reading comprehension**. The more words a student knows, the better he or she will understand the text.
- Using a variety of effective teaching methods will increase the student's ability to learn new words.

What does it look like?

- ▶ The teacher teaches key vocabulary in context.
- ▶ The student is able to establish a relationship between the meaning of the vocabulary and the context in which it is used.

To ensure mastery of more complex words and concepts, you might want to follow these six ML steps:

- ▶ Pre-select a word from an upcoming text or conversation.
- ▶ Provide examples of how it is used.
- ▶ Explain the meaning with student-friendly definitions.
- ▶ Ask students to repeat the word three times.
- ▶ Engage students in activities to develop mastery.
- ▶ Ask students to say the word again.

9. Cognates

- ▶ Related words like "family and familia"
- ▶ Admirable, animal, altar, brutal, capital, cancer, carbon, carton, radio, principal, reunion, revision, rural, secular, religion, etc.

10. Scaffolding

- ▶ Use a graphic organizer to explain concepts and related words.
- ▶ Post new vocabulary on a word wall and review the words daily.
- ▶ Swap out old words as necessary. Label drawings and pictures to help students make the connection between oral and written English.
- ▶ Point to these visuals to clarify meaning when using the vocabulary words

11. Encourage Oral Language

- ▶ Begin by making sure that MLs know instructional words that you use every day, such as "follow directions", "describe", "start at the top of the page", "read to the bottom of page 4", "highlight the verbs only", and "use the steps in your guide."

12. *Provide Sentence Frames or Sentence Stems

- ▶ Giving students **sentence frames or starters** promotes a higher academic level of speaking and writing.
- ▶ This also helps with students of a lower language proficiency focus on content since the sentence structure is given.
- ▶ This best practice teaches sentence structure to all levels as well as requires students to use more complex language.
- ▶ For higher level language proficiency students, this pushes students to use academic language rather than conversational.

Sentence frames

- ▶ Teachers can implement sentence frames or sentence stems in a whole group setting.
- ▶ However, with lower language proficiency students, teachers can write the sentence frame(s) on the paper to help the student express their ideas more quickly.
- ▶ Writing sentence frames for students should be scaffolded as their command of writing increases.

14. Provide Examples and Models of Completed Projects and Papers

- ▶ Modeling for students should help to clarify the expectations of the task without giving away the answer. Models should be accessible to students throughout the task.

What it looks like?

- ▶ The teacher models/demonstrates how to complete a complex task using visuals, realia, or other means to show a visual representation of the final product.
- ▶ The student uses and refers to the model as they complete the task

Examples

- ✓ 1. Completing the first problem/task in a set as an example
- ❑ 2. Using sentence stems/frames
- ❑ 3. Providing visual models and explicit guidance on the expectations of the assignment through the visuals
- ❑ 4. Demonstrating how to complete the steps of a task through video
- ❑ 5. Chunking the steps of a complex problem or process
- ❑ 6. Using templates

REMEMBER: Teach to All Modalities

- ▶ When working with multilingual learners (MLs) the incorporation of multi-sensory learning is key.
- ▶ Meeting all of these learning styles can be best achieved by infusing activities that incorporate all four language processes (**listening, speaking, reading, and writing**) into practice, instruction, and supplemental support.

IF YOU NEED LANGUAGE ASSISTANCE
TO TALK TO PARENTS:

- ▶ **Call LanguageLine
Solutions!!**
- ▶ See Handout.

TO ACCESS AN INTERPRETER:



1. DIAL: **1-866-874-3972**

2. PROVIDE CLIENT ID: **681221**

3. INDICATE: **LANGUAGE**

4. PROVIDE: **3-DIGIT SCHOOL CODE #**



5. **CONNECT WITH THE INTERPRETER!**

Here is the current list of **best practices that are listed in each student's ILAP.**

Research-based best practices are not only essential for MLs at all proficiency levels but beneficial to all students, including non-MLs. The list below is not comprehensive of all research-based best practices.

- ❑ Activate prior knowledge
- ❑ Check for understanding
- ❑ Pre-teach key vocabulary and key content
- ❑ Provide comprehensible input
- ❑ Provide word banks
- ❑ Provide visual cues
- ❑ Give positive reinforcement/can do attitude
- ❑ Provide examples and models of completed projects and papers
- ❑ Teach to all modalities
- ❑ Incorporate student culture
- ❑ Provide sentence frames or sentence stems
- ❑ Use graphic organizers
- ❑ Use manipulatives

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REFLECTION..

...

- **Know your ML and teacher population –**
 - ▶ both collectively and individually.
- **Clearly define best practice for MLs: (refer to this PPT)**
What best practices must be used in YOUR classrooms with MLs?
- **Know your ML-related data: How do MLs perform in comparison to their peers?**

Exit Ticket

3-2-1

- 3 things you learned
- 2 things you will use in your role
- 1 Question you have



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