



OFFICE OF COLLEGE & CAREER READINESS
OFFICE OF SPECIAL EDUCATION
OFFICE OF QUALITY SCHOOLS

*Special Education
and
English Language Learners:
Guidance for LEA Staff*

2013 - 2015 Missouri Department of Elementary and Secondary Education

Special Education / ELL Webinar Series

- JAN 2013** • An Overview of the ELL/SPED Programs and the Identification Process
- MAY 2014** • Issues and Implications in the Referral Process for Special Education
- Winter 2014** • Issues and Implications in Assessment for Determining Eligibility for Special Education
- Spring 2015** • Issues and Implications in providing FAPE to ELLs with disabilities
- Fall 2015** • Issues and Implications for collaboration between ELL and SPED to provide appropriate services



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**SPECIAL EDUCATION
AND
ENGLISH LANGUAGE LEARNERS:
GUIDANCE FOR LEA STAFF**

**ISSUES AND IMPLICATIONS
IN THE
REFERRAL PROCESS FOR SPECIAL EDUCATION**

WEBINAR #2

May 2014

Missouri Department
of Elementary and Secondary Education

Participating in this Webinar

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- Today's webinar will be in "listen-only" mode
- Please print the handouts and have available



Webinar Team

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Learning Outcomes

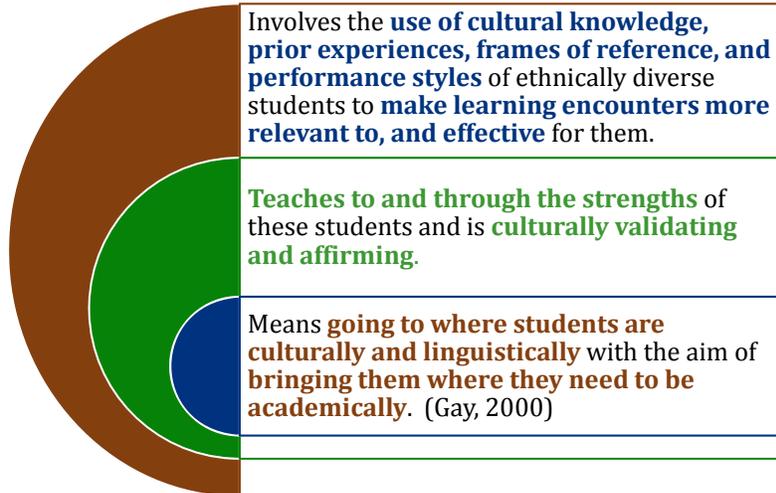
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After participating in this webinar, you will:

- ❑ Be aware of the factors that affect academic success for ELLs
- ❑ Identify factors that may impact academic success for ELLs (Tier 1 Instructional Support)
- ❑ Know where to obtain linguistically and culturally responsive resources for instructional practices
- ❑ Explore intervention strategies to address specific academic concerns (Tier 2 & Tier 3 ELL interventions)
- ❑ Know when to suspect a disability and make an initial referral for a special education evaluation

Culturally & Linguistically Responsive

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Explaining Observable Behavior

From an ELL Perspective:



Pedro's Listening Skills

- ❑ When given oral directions Pedro can only follow two-steps before becoming confused
- ❑ After listening to a story or informational text read aloud Pedro can only match illustrations that have literal meanings to oral descriptions
- ❑ When ask a direct question he smiles and shakes his head



Pedro's Speaking Skills

- ❑ Is reluctant to ask questions
- ❑ Uses phrases or short sentences to answer content based questions
- ❑ Shares social information with classmates at recess but avoids content discussions



Pedro's Reading Skills

- ❑ He can usually identify facts and some story elements
- ❑ He can use some context clues and illustrations to determine meaning
- ❑ He can make most sound/symbol/word relationships



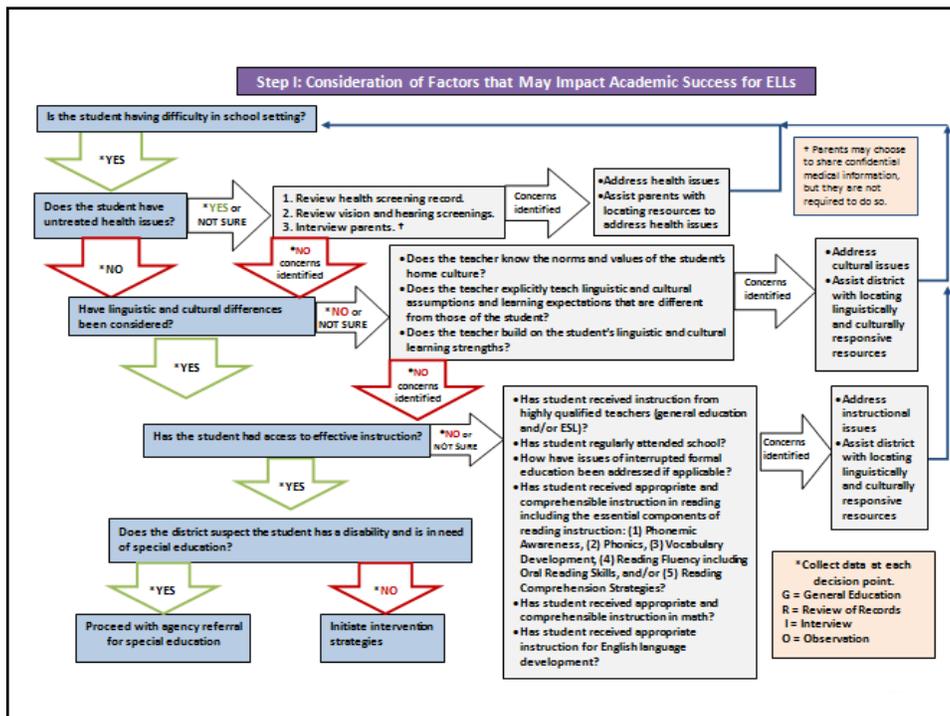
Pedro's Writing Skills

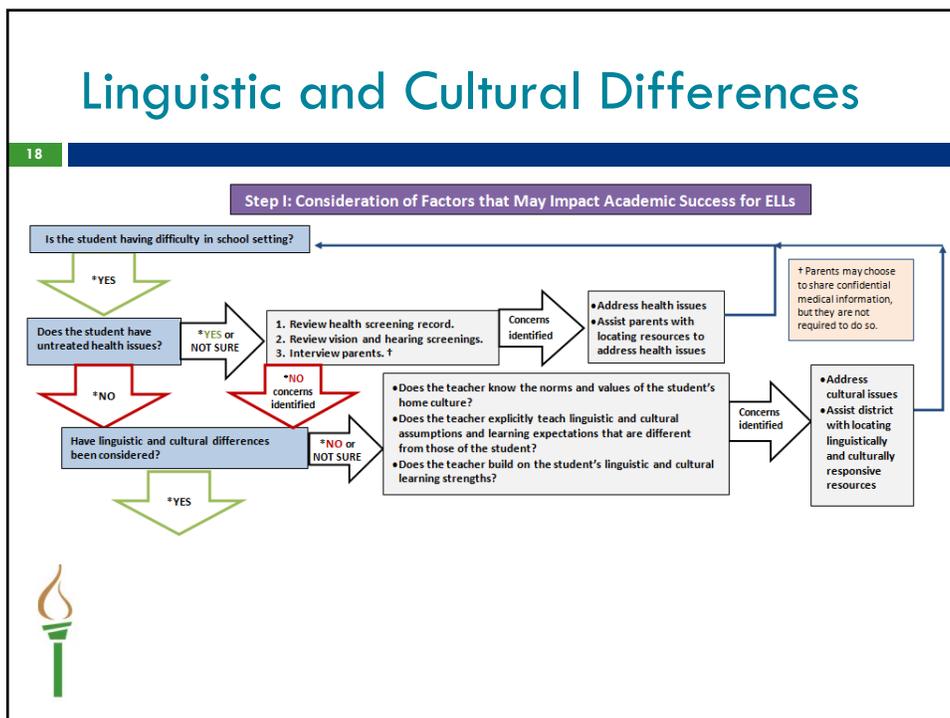
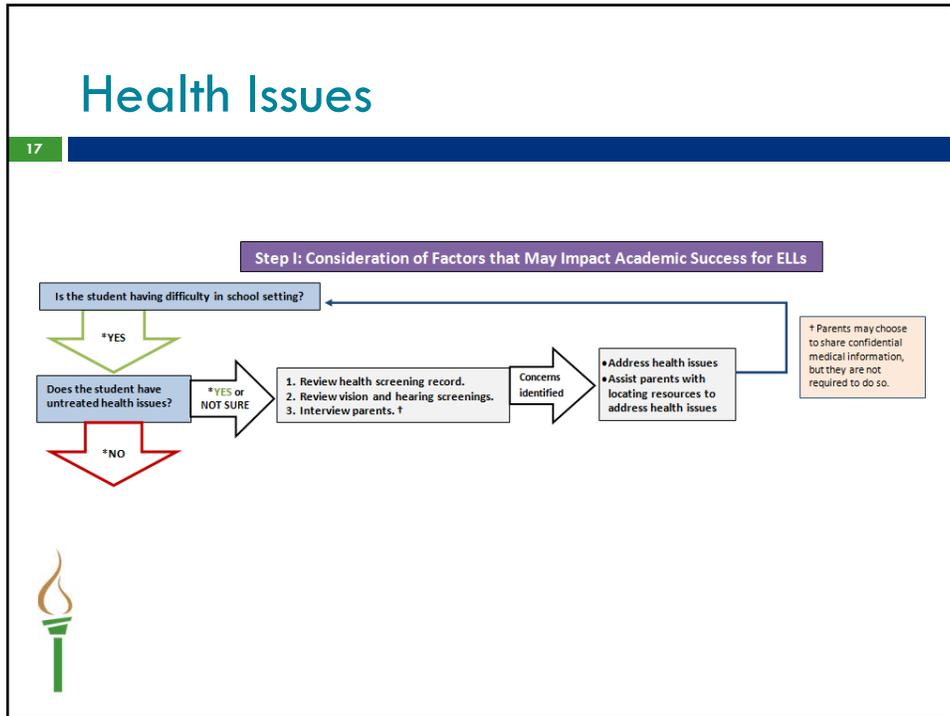
- ❑ He can create simple sentences when he has word banks
- ❑ He can fill in graphic organizers, charts, and tables from the whiteboard
- ❑ He can make list of single words and phrases
- ❑ He adds words from his first language when writing extended text
- ❑ He only uses inventive spelling



Pedro's Observed School Behaviors

- ❑ He becomes easily distracted
- ❑ He doesn't eat lunch
- ❑ He doesn't make eye contact with the teacher
- ❑ He doesn't make good use of time
- ❑ He has a difficult time completing assignments





Listening in a New Language

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Pedro may not understand what is being said because:

- ❑ The directions in English were not comprehensible at his proficiency level
- ❑ The cultural context of the stories or events is not relevant or familiar to him
 - ❑ Oral storytelling in his home is centered around relationships such as “When my grandfather was a child...” as opposed to the “Once Upon a Time” structure of fairy tales



Speaking in a New Language

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It could be that Pedro understands what is being said in English but doesn't feel comfortable speaking in front of the whole class because:

- ❑ His productive vocabulary is still developing
- ❑ The grammatical patterns of English varies greatly from his 1st language
- ❑ Articulation of English sounds is difficult
- ❑ In his culture children do not question adults



Reading in a New Language

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Pedro's reading skills are hindered due to :

- His understanding of the text reflects his cultural perspective
 - Pedro may come from a culture where people do not keep animals in their house as pets, and he may be appalled and distracted by a story about pets. This makes it difficult for him to concentrate on reading comprehension and on the sequence of the story



Writing in a New Language

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Pedro's is in the early stages of English language acquisition and is still developing his writing skills:

- He may be using his first language structures to negotiate writing in the second language; this may make the written text sound “out of sequence” in English.



Learning in a New Culture

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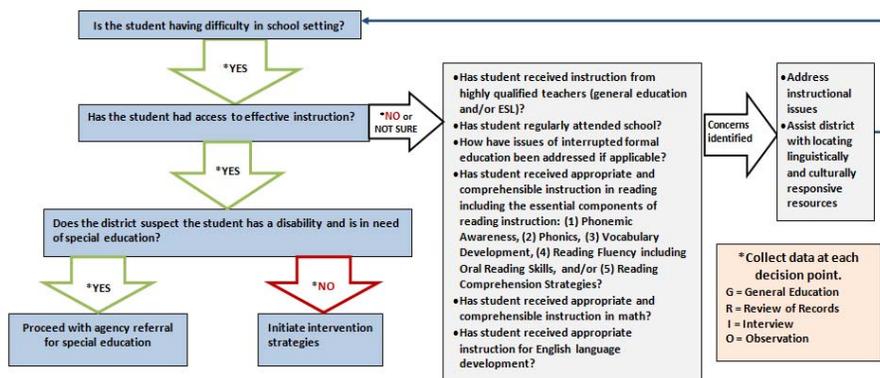
Pedro's schooling experiences vary from our education system

- ❑ He has always been told show respect by not directly looking at those in authority
- ❑ His food preferences are different from peers
- ❑ His cultural concept of time
 - ❑ Time schedules are less important than relationships
- ❑ Parents' role in education is different



Effective Instruction

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Tier 1 Instruction

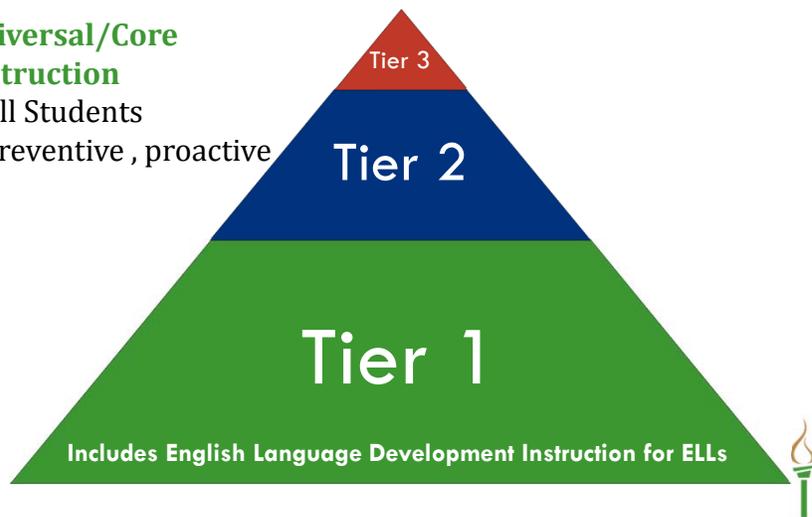


What is Tier 1?

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Universal/Core Instruction

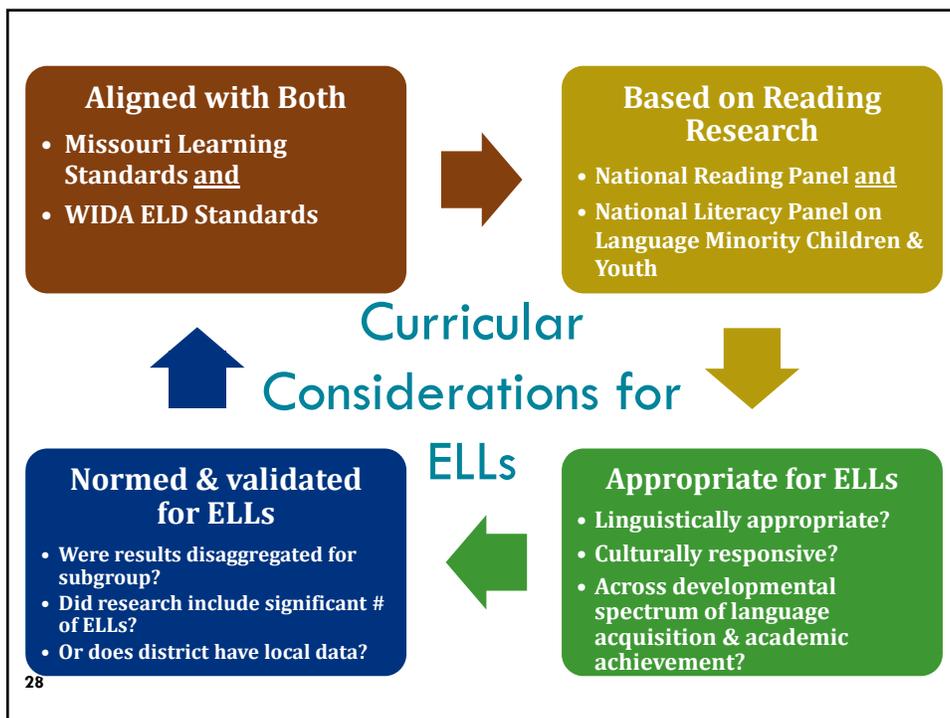
- All Students
- Preventive, proactive



Tier 1 = Whole Classroom

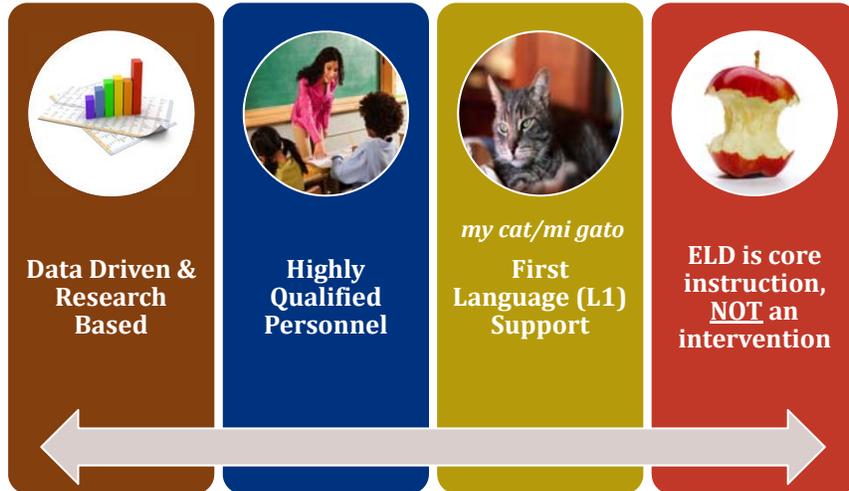
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Instruction	• How we teach
Curriculum	• What is being taught
Environment	• Where it is taught
Learner	• Who is being taught

Instruction & Interventions for ELLs

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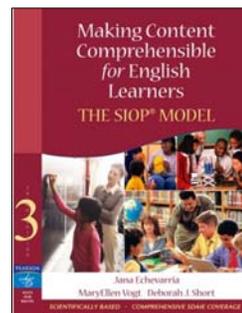
Sheltering English Instruction

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*Making Content
Comprehensible for English
Learners: The SIOP® Model
3rd Edition*

Jana Echevarria, Mary Ellen
Vogt, Deborah J Short,

ISBN: 978-0-205-51886-9
Paperback: 268 pages
Published: 2008



Example of Tier 1 for ELLs

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- ❑ Begin instruction with engaging visual and experiential activity that builds schema related to the content of the text that will be read
- ❑ Preview vocabulary and key ideas orally and visually
- ❑ Use home language (oral and/or written) to build background and a foundation on which to develop English literacy
- ❑ Oral language development and practice as previewed in Guided Reading.



Example of Tier 1 for ELLs

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- ❑ Develop Guided Reading units connected by content theme and with the skills embedded into the instruction
- ❑ Have students interact during opening experience so that they can practice their oral language
- ❑ Use graphic organizers that match the text structure and thinking represented in the reading
- ❑ Clear content, language, and literacy goals for each lesson, unit of study across the curriculum



Example of Tier 1 for ELLs

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- ❑ Multiple readings about the same topic at a range of reading levels in English and the home language
- ❑ Build Language Experience Approach (LEA) text with the whole class based on shared experiences (experiments, stories, films, video clips, simulations, etc.)
- ❑ Use academic language scaffolds (sentence frames, sentence starters) related to different content areas



National Literacy Panel on Language-Minority Children & Youth

Instruction that provides substantial coverage in the **key components of reading** has clear benefits for language-minority students



Instruction in the key components of reading is necessary, **but not sufficient**,
Oral language development in English is critical



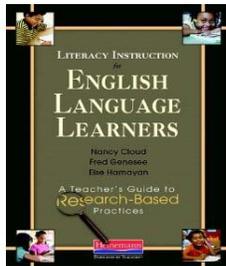
Oral language development and literacy in the **1st language** facilitates English literacy

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Literacy Research into Practice

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Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices

Nancy Cloud, Fred Genesee, Else Hamayan,

ISBN: 978-0-325-02264-2

Paperback: 248 pages

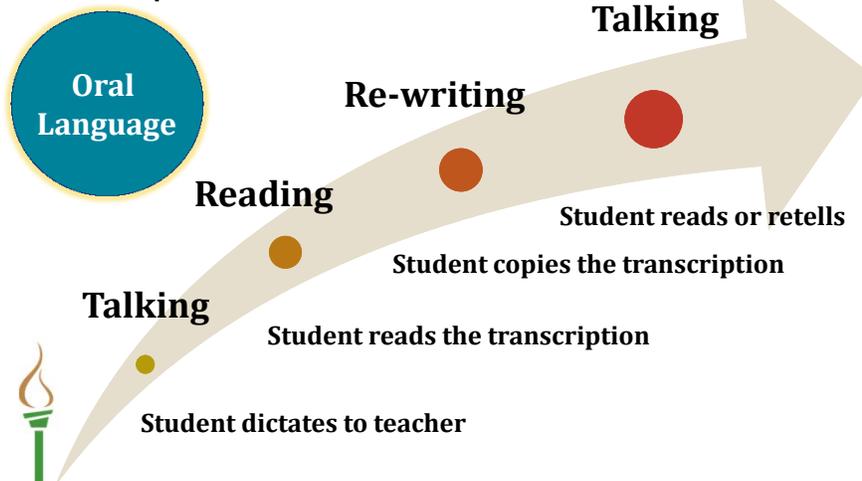
Published: 2009



Language Experience Approach

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Example: Shared Narrative



What Tier 1 Supports Would Help?

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LISTENING

Provide visuals and speak clearly at a moderate rate

SPEAKING

Preview vocabulary and key ideas orally and visually



READING

Use visuals and graphic organizers to support text

CULTURAL IMPACT

Begin with an activity that builds schema related to the text

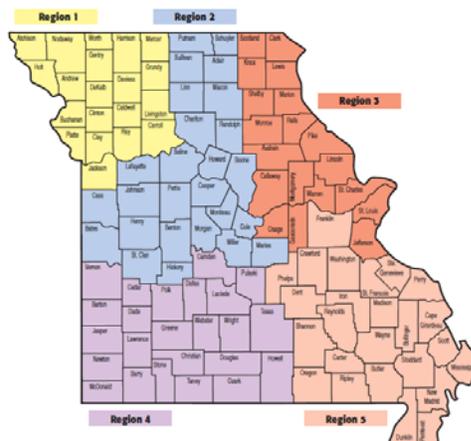
WRITING

Use sentence frames to guide summarizing the story.



MELL Instructional Specialist

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	<ul style="list-style-type: none"> • Diane Mora • Sarah Knoll
	<ul style="list-style-type: none"> • Becky Smith
	<ul style="list-style-type: none"> • Marlow Barton • Debra Cole
	<ul style="list-style-type: none"> • Jesse De Leon
	<ul style="list-style-type: none"> • Claudia Franks



MELL Instructional Specialist

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Region 1	Diane Mora	(816) 235-6157	morad@umkc.edu
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Region 3	Marlow Barton	(314) 692-1247	mbarton@edplus.org
	Debra Cole	(314) 692-1238	dcole@edplus.org
Region 4	Claudia Franks	(417) 836-4093	ClaudiaFranks@MissouriState.edu
Region 5	Jesse De Leon	(573) 986-6734	jdeleon@semo.edu



Migrant Education/ELL Web Page

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The screenshot shows the Missouri Department of Elementary and Secondary Education website. The main navigation bar includes Home, About, Administrators, Educators, Parents & Students, Adults & Community, and School Data. The 'English Language Learners' section is highlighted with a green arrow. The 'Quality Schools' sidebar contains a list of links, with 'English Language Learners' highlighted by a blue arrow. The main content area includes sections for Current Issues, Definitions, and Monitoring.



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WIDA Resources



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W-APT, MODEL, & ACCESS Scores

Features of Academic Language

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The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, uses, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formal and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



Performance Definitions

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WIDA Performance Definitions - Listening and Reading Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Use
Level 5: Bridging	<ul style="list-style-type: none"> • Rich discourse structure with complex sentences • Cohesive and organized related ideas 	<ul style="list-style-type: none"> • Complex, complete grammatical constructions (e.g., multiple phrase and clause) • A broad range of sentence patterns • Observation of particular content area 	<ul style="list-style-type: none"> • Technical and abstract content area language, including academic • Words and expressions with meaning across content area
Level 4: Expanding	<ul style="list-style-type: none"> • Coherent discourse with a variety of sentence types • Expanded related ideas 	<ul style="list-style-type: none"> • A variety of complete grammatical constructions • Common grammar characteristics of particular content area 	<ul style="list-style-type: none"> • Specific and some technical content area language • Words and expressions with meaning across content area
Level 3: Developing	<ul style="list-style-type: none"> • Discourse with a series of related sentences • Related ideas 	<ul style="list-style-type: none"> • Completed and some complete (e.g., main phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content area 	<ul style="list-style-type: none"> • Specific content language, including technical and abstract content area • Words and expressions with meaning through use of definitions and direct instruction across area
Level 2: Emerging	<ul style="list-style-type: none"> • Multiple related single sentences • An idea with details 	<ul style="list-style-type: none"> • Completed grammatical constructions • Repetitive phrasal and sentence patterns across content area 	<ul style="list-style-type: none"> • General content words and expressions • Local and instructional word and expressions across content area
Level 1: Entering	<ul style="list-style-type: none"> • Single sentences or phrases • An idea with words, phrases, or details of language 	<ul style="list-style-type: none"> • Single grammatical constructions (e.g., content words, Wh, question, declarative) • Common word and instructional forms and phrases 	<ul style="list-style-type: none"> • General content words and expressions • Local and instructional word and expressions across content area

...within sociocultural contexts for language use.

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

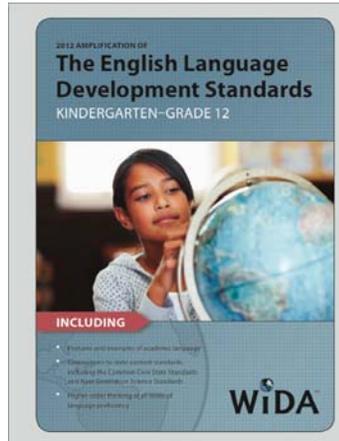
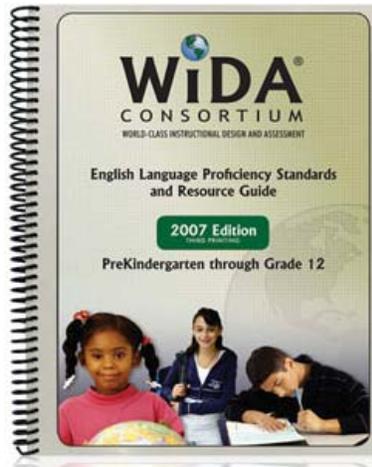
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 5: Bridging	<ul style="list-style-type: none"> • Multiple, complete sentences • Organized, coherent, and cohesive expressions of ideas 	<ul style="list-style-type: none"> • A variety of grammatical structures marked by a variety of • A broad range of sentence patterns • Observation of particular content area 	<ul style="list-style-type: none"> • Technical and abstract content area language, including academic • Words and expressions with meaning across content area
Level 4: Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complete sentences • Organized expressions of ideas with emerging coherence 	<ul style="list-style-type: none"> • A series of grammatical structures • Common grammar characteristics of particular content area 	<ul style="list-style-type: none"> • Specific and some technical content area language • Words and expressions with meaning through use of definitions and direct instruction across area
Level 3: Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging cohesiveness • Expanded expressions of one idea or emerging expressions of multiple related ideas 	<ul style="list-style-type: none"> • Repetitive grammatical structures with instructional systems • Sentence patterns across content area 	<ul style="list-style-type: none"> • Specific content language, including technical and abstract content area • Words and expressions with meaning through use of definitions and direct instruction across area
Level 2: Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expressions of ideas 	<ul style="list-style-type: none"> • Partially grammatical structures • Repetitive phrasal and sentence patterns across content area 	<ul style="list-style-type: none"> • General content words and expressions • Local and instructional word and expressions across content area
Level 1: Entering	<ul style="list-style-type: none"> • Words, phrases, or details of language • Single words used to express ideas 	<ul style="list-style-type: none"> • Partially grammatical structures • Phrasal patterns associated with common word and instructional situations 	<ul style="list-style-type: none"> • General content words and expressions • Local and instructional word and expressions

...within sociocultural contexts for language use.



ELP & ELD Standards Resource Guides

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ELP & ELD Standards Matrix

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GRADE 6

WIDA

ELD STANDARD 3: The Language of Mathematics **EXAMPLE TOPIC: Ratio & rate**

CONNECTION: *Common Core State Standards for Mathematics, Ratio and Proportional Relationships #5 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports averages).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their options and make choices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	

STRAND

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as sales tax, discount, percentage, ratio, proportion

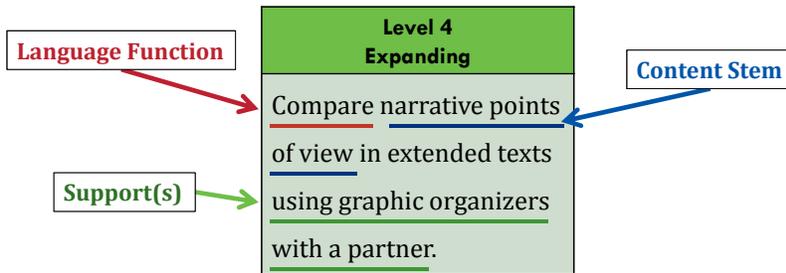
MPI

See expanded version of this strand on pp. 34-35

Model Performance Indicator

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The Model Performance Indicator (MPI) consists of three elements:



WIDA Speaking & Writing Rubrics

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PreK-K Writing

Writing Rubric of the WIDA [®] Consortium Grades PreK-K			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
2 Emerging	<ul style="list-style-type: none"> The candidate is able to use simple words and phrases to describe an object or event. The candidate is able to use simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> As the candidate uses "word" lists, the candidate uses simple words and phrases. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
3 Developing	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
4 Proficient	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
5 Advanced	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> The candidate uses simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.

Grades 1-12 Speaking & Writing

Writing Rubric of the WIDA [®] Consortium Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
2 Emerging	<ul style="list-style-type: none"> A limited number of words and phrases to describe an object or event. A limited number of words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Use of simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
3 Developing	<ul style="list-style-type: none"> A limited number of words and phrases to describe an object or event. A limited number of words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Use of simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
4 Proficient	<ul style="list-style-type: none"> A limited number of words and phrases to describe an object or event. A limited number of words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Use of simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.
5 Advanced	<ul style="list-style-type: none"> A limited number of words and phrases to describe an object or event. A limited number of words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Use of simple words and phrases to describe an object or event. 	<ul style="list-style-type: none"> Basic spelling and handwriting.



CAN DO Descriptors

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Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to text words in context Identify elements of story (grammar (e.g., characters, setting)) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairytale) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main idea Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer all questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences using word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text Sort related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade-level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Percentile Growth Charts

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WIDA FOCUS ON Growth

In This Issue

- Chart on ACCESS by State
- News of Test Scores
- Learning of Individual and Group Growth
- Using Information for Change
- WIDA Growth Instrument
- Adult WIDA Beliefs

STATUS & GROWTH

Most states in the U.S. use a variety of assessments to support student learning. Some are required for state and federal funds and some are selected by districts or schools, and some are developed by teachers. They measure various content area like reading, mathematics, and science. They measure student's knowledge, general and psychological capacities, and they measure student language proficiency.

From these measures, a variety of concepts of scores is generated. There are raw scores, percent scores, proficiency scores, scale scores, percentile ranks, z-scores, stanines, grade equivalents, and the list goes on. These are bits of numbers, statistics and values, numbers, percent and written words of numbers. Typically, these numbers tell how one compares students about time and distance about change over time or growth. Some schools use qualitative scores, reading, proficiency, reports or grades. It tells us where students are now. This is important to know. It helps us understand where students are and what kind of support we need to help us get to the next level. This does not tell us where students are, or what words, how much learning has occurred. This is where something grows is possible. Learning growth starts as a clearly visible change over time. It is change in scores, change in performance, change in skills, or change in capacity or ability. Learning growth is the way of the WIDA Focus Beliefs, specifically change in scores on WIDA, help with use of English language proficiency, ACCESS for ELLs.

Types of Test Scores

When discussing growth, we need to know what scores, specifically ACCESS for ELLs, ACCESS scores and how we might use them to measure growth. ACCESS scores represent different types of scores and are used with scores and proficiency level scores.

RAW SCORES

Raw scores are the total number of items or tasks that students answer correctly. A variety of different types of

raw scores are possible with WIDA tests reports. However, raw scores are the least reliable type of score to measure growth. They are not already comparable across grades or sites, and should not be used as a primary measure to track student growth.

SCALE SCORES

Scale scores are transformations of raw scores. They are developed to make it easy for them to be compared across grades and sites. They are comparable within language domains or competencies but not across them. This is an important point! You can compare changes in learning with scores but not learning with scores but not learning with scores across the learning and testing. Scale scores compare a single student with those in comparison to other grade. Because of this, scores are not used to track learning in students.

WIDA FOCUS ON Language Growth

In This Issue

- Status & Growth
- Types of Test Scores
- Understanding the Teacher Report
- Learning of Individual Growth
- Using Information for Change
- Using the Beliefs
- Discussion Questions
- Conclusion
- Beliefs as a Further Reading

Introduction

Ms. Ennals, an ELL teacher at Public Schools Middle School in Iowa, Missouri, is excited to be featured in the WIDA Focus Beliefs. She has been teaching for two years now. Because scores vary among different tests, scores and growth are challenging to discuss, with a data system. Specifically, because she is working on creating a data system, she decided to track the growth of students who have a need for it and a data system to report on their progress. She has been in contact with the WIDA team for the last year because she produced. Ms. Ennals has seen much improvement in the scores she reports over time, and her school for numerous students, lack confidence and when they are not confident, Ms. Ennals asks if the WIDA team could help her with the data system. She has been in contact with the WIDA team for the last year because she produced. Ms. Ennals has seen much improvement in the scores she reports over time, and her school for numerous students, lack confidence and when they are not confident, Ms. Ennals asks if the WIDA team could help her with the data system. She has been in contact with the WIDA team for the last year because she produced. Ms. Ennals has seen much improvement in the scores she reports over time, and her school for numerous students, lack confidence and when they are not confident, Ms. Ennals asks if the WIDA team could help her with the data system.

WIDA Resources for Looking at Growth

- Introduction Guide
- Performance Definition
- Can Do Descriptors
- Understanding ACCESS for ELLs Manual

Conclusion

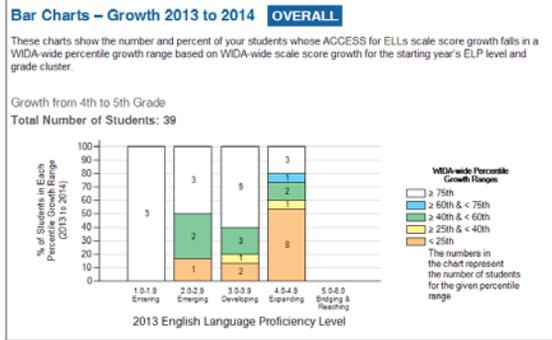
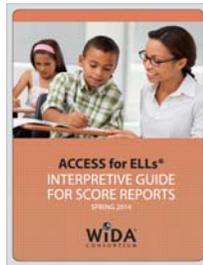
1. How do I know my ELLs are making adequate growth?
 2. How do I know my ELLs are making adequate growth?
 3. How do I know my ELLs are making adequate growth?

Ms. Ennals reflects that her focus is on the growth of students. She has been in contact with the WIDA team for the last year because she produced. Ms. Ennals has seen much improvement in the scores she reports over time, and her school for numerous students, lack confidence and when they are not confident, Ms. Ennals asks if the WIDA team could help her with the data system. She has been in contact with the WIDA team for the last year because she produced. Ms. Ennals has seen much improvement in the scores she reports over time, and her school for numerous students, lack confidence and when they are not confident, Ms. Ennals asks if the WIDA team could help her with the data system.



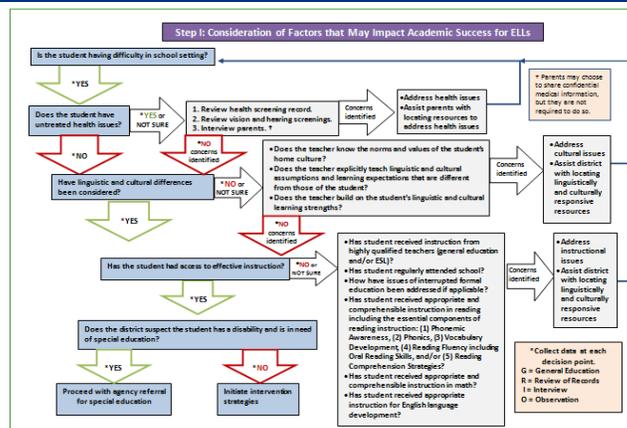
ACCESS for ELLs Growth Reports

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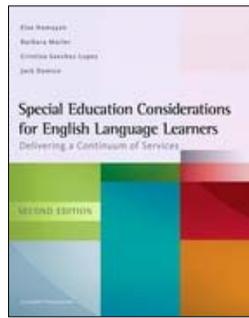
52

Is the student STILL struggling in the school setting?



Resource for Educators

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Special Education Considerations for English Language Learners: Delivering a Continuum of Services -2nd edition

Else Hamayan, Barbara Marler, Cristina Sánchez-López , Jack Damico

ISBN: 978-1-934000-11-3

Paperback: 240 pages

Published: January, 2013



Contrasting Possible Explanations for Typical Academic Difficulties Encountered by ELLs

Observable Behavior	Possible ELL Explanations (observed in English)	Possible Disability Explanations
Omits words or adds words to a sentence; forgets names of things that he or she knows has to describe them	<ul style="list-style-type: none"> • Word not in English (L2) vocabulary yet • Word/concept not learned in home language (L1) 	<ul style="list-style-type: none"> • Limited vocabulary due to poor oral comprehension and lack of opportunity to use vocabulary • Memory limitations • Word retrieval problems
Becomes distracted easily	<ul style="list-style-type: none"> • Is not getting comprehensible input in English • Is not getting visual/concrete support for material in English • Student may be exhausted from having to function in English all day 	<ul style="list-style-type: none"> • Poor oral comprehension due to lack of lexical development or grammatical mastery • ADHD • ADD

Helpful Templates

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Appendix B

Contrasting Possible Explanations for Typical Observable Behaviors That ELLs May Exhibit in Academic Settings (Blank Template)

Observable Behavior	Possible ELL Explanations	Possible Disability Explanations
Writes or adds words to a sentence, but gets upset or angry that he or she knows how to describe items in illustrated words.		
Has trouble following directions.		
Can do fine motor activities on paper, but has difficulty with math word problems.		
Avoids writing.		
Doesn't seem to transfer learning from one lesson to another, but is able to transfer skills across their research.		
May forget—misses information, activities, materials, and instructions.		
Often understands concepts but has difficulty showing understanding to others, especially those with paper and pencil or through group work.		
Learns from working more than from listening.		
Has difficulty organizing, identifying, or summarizing.		
Has difficulty providing an oral narrative of a story that he or she has heard.		
Low motivation; often gives up easily or quickly.		

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Appendix C

Generating ELL Interventions: Listening, Speaking, Reading, Writing, and Cultural Impact (Blank Template)

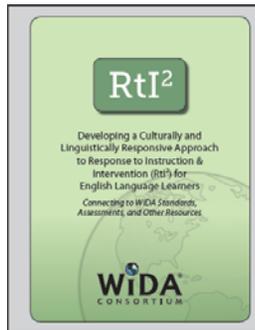
Observable Behavior: Student has difficulty providing an oral narrative of a story that he or she has heard or listened to.	ELL Interventions	
	In Home Language	In English
<p>Listening</p> <ul style="list-style-type: none"> The student may not understand what is said because they are in English or because the cultural content of the stories or stories was unfamiliar or unfamiliar. <p>Speaking</p> <ul style="list-style-type: none"> The student may understand what is said but does not have enough English speaking proficiency to communicate. The student may have developed fluency in her social English skills, but may not have been taught the academic language needed to deal with the material, content, or expected demands of instruction (e.g., text, discussion) or be able to draw from resources. The student may be able to read content or stories in her or his home language after hearing a narrative in English. The student's home language may have a different structure for telling stories and is not the same as English, which "set off" order of responses." <p>Reading Comprehension</p> <ul style="list-style-type: none"> The student may not be able to understand what is said in English and so he or she did not understand enough of the story to recall the oral narrative. 		

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Resource for Educators

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RtI²: Developing a Culturally and Linguistically Responsive Approach to Instruction and Intervention for English Language Learners

Available to download at www.wida.us



Seven Integral Factors Data Collection

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Protocol for Gathering Data Along Seven Integral Factors	
Integral Factors	Examples of Data
Learning Environment Factors	
Academic Achievement & Instructional Factors	
Oral Language & Literacy Factors	

Personal & Family Factors	
Physical & Psychological Factors	
Previous Schooling Factors	
Cross-Cultural Factors <small>(These cross-cultural considerations should be taken into account with all of the above integral factors.)</small>	

Adapted from Himmelfarb, Marla, Sanchez-Lopez of Denver (2013)



Guiding Questions for Data Collection

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Guiding Questions for Solution-Seeking Teams	
I. Learning Environment	
School Staff	<ul style="list-style-type: none"> What percentage of current teachers have a minimum of an add-on bilingual or ELL certification? Who staff members (e.g., teachers, administrators, and related services personnel) are already knowledgeable about the process of acquiring a second or additional language? What kinds of opportunities do all staff have for ongoing professional development in addressing culturally and linguistically responsive pedagogy? What opportunities do classroom teachers have to collaborate with ELL/bilingual teachers?
Services & Resources	<ul style="list-style-type: none"> What do the services (e.g., special education, guidance counseling, school psychology, speech and language, C.T., E.T.) and resources (i.e., human, material, physical) provided to ELLs look like compared to those provided for all students? What kinds of learning materials (e.g., textbooks, reading materials, classroom posters, etc.) presently used in your school are culturally and linguistically responsive? How salient and consistent is the programming that ELLs receive across classes? What are ways that general education teachers and special education teachers support ELLs linguistically (listening, speaking, reading and writing) during content area instruction? What are ways that general education teachers differentiate instruction according to ELLs' English language proficiency levels? What are ways that resource teachers such as ELL and special education teachers support additional classroom instruction? What opportunities have teachers of ELLs had to learn about the language students are able to understand and produce at different English language proficiency levels? What activities are in place (e.g., professional learning communities, common planning time, grade-level team meetings) that allow for collaboration among educators? How often do classroom teachers (e.g., ELL/bilingual, general education, special education) and student services personnel have the opportunity to collaborate with one another to address a range of diverse student needs?
Service Delivery Methods	<ul style="list-style-type: none"> How have we ensured that ELLs are receiving appropriate language support? What evidence is there that the systems in place provide sufficient data to show student achievement at multiple levels (e.g., school-level, grade-level, classroom-level, specific groups of students, individual students)? What qualitative and quantitative data are shared with staff as these trends?
Role of Home Language	<ul style="list-style-type: none"> What evidence is there that staff value ELL home languages and support multilingualism? What are some examples of ways that school staff have elevated the priority of students' home languages (e.g., displayed in the classroom through language walls, posters, books)? How often are students given the opportunity to present (think aloud, discuss, research, etc.) material or concepts in their home language in the classroom?

Role of Home Culture	<ul style="list-style-type: none"> What district/school policies have been developed or changed to be more sensitive to the cultures of students and their families? How have school staff incorporated the diverse experiences of students into the curriculum? What school district initiatives reflect students' cultural and ethnic backgrounds and view them as resources and strengths that add to the richness of the school community? What are some professional development opportunities that have helped educators become more aware of the cultural differences that may explain ELL students' forms of communication and behavior?
Role of Instruction & Assessment	<ul style="list-style-type: none"> Describe the types of language services ELL students receive. What evidence do you have that these services are effective? What evidence do you have that ELL students' academic achievement and linguistic progress? What opportunities do students have to practice and show what they know in multiple modalities? What opportunities do students have to practice and show what they know in each of their languages across content? To what extent are staff aware of the anxiety ELL students may experience when learning a new language? To what extent are students allowed to show what they know orally and in writing in all of their languages? How well is the school progressing in promoting a balanced assessment system in which both instructional assessment and summative, large-scale assessment methods are utilized? What assessment methods do staff use to measure ELLs' content knowledge rather than their English language proficiency? What evidence is there that language is not serving as a barrier to content assessment? What discussions have staff had around the potential limitations of standardized assessment tools that are not standardized on diverse populations? To what extent do teachers attend to language for all students in design, planning, delivery, and assessment?
Potential Areas for Improvement:	

Adapted from Himmelfarb, Marla, Sanchez-Lopez of Denver (2013)



Tier 2 Interventions for ELLs



Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:

- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

Source: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (Rt²) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. www.wida.us

POST INTERVENTION QUESTIONS

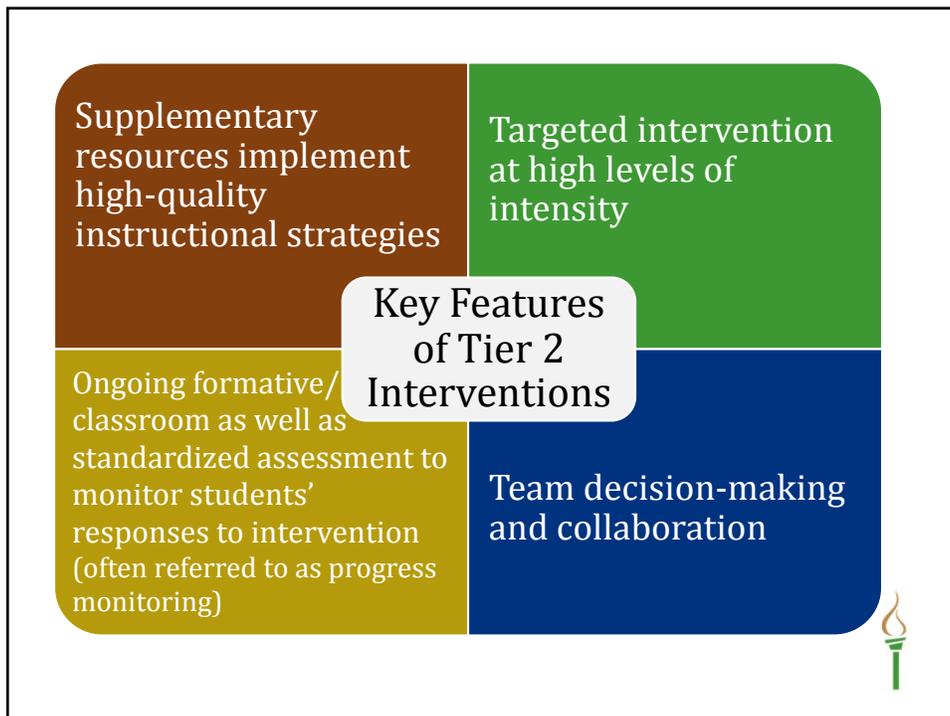
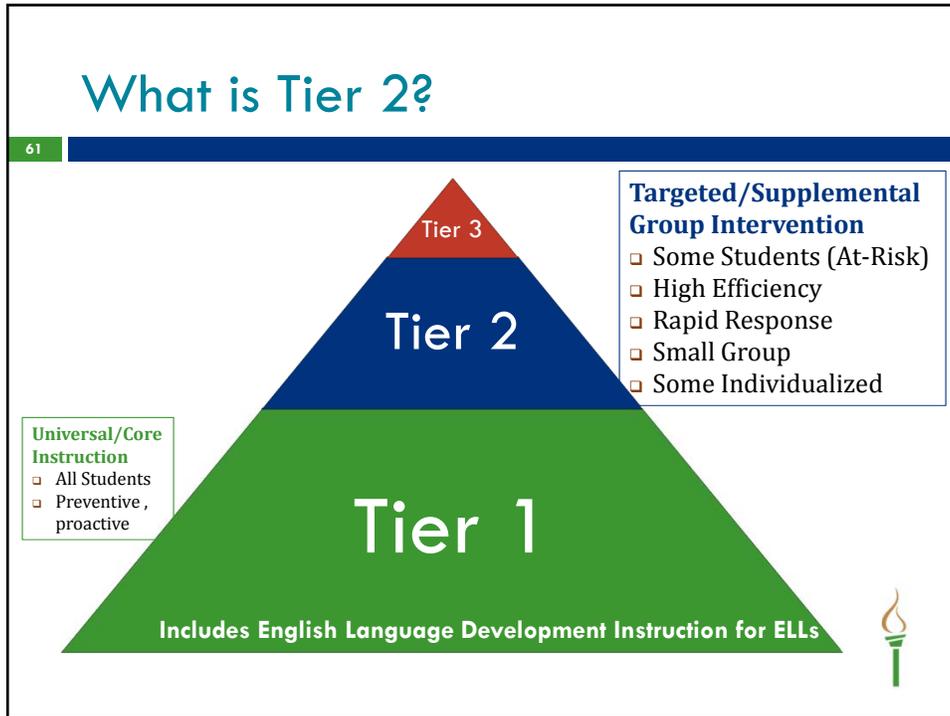
(1) Does data show that intervention was successful to address the student's difficulty?

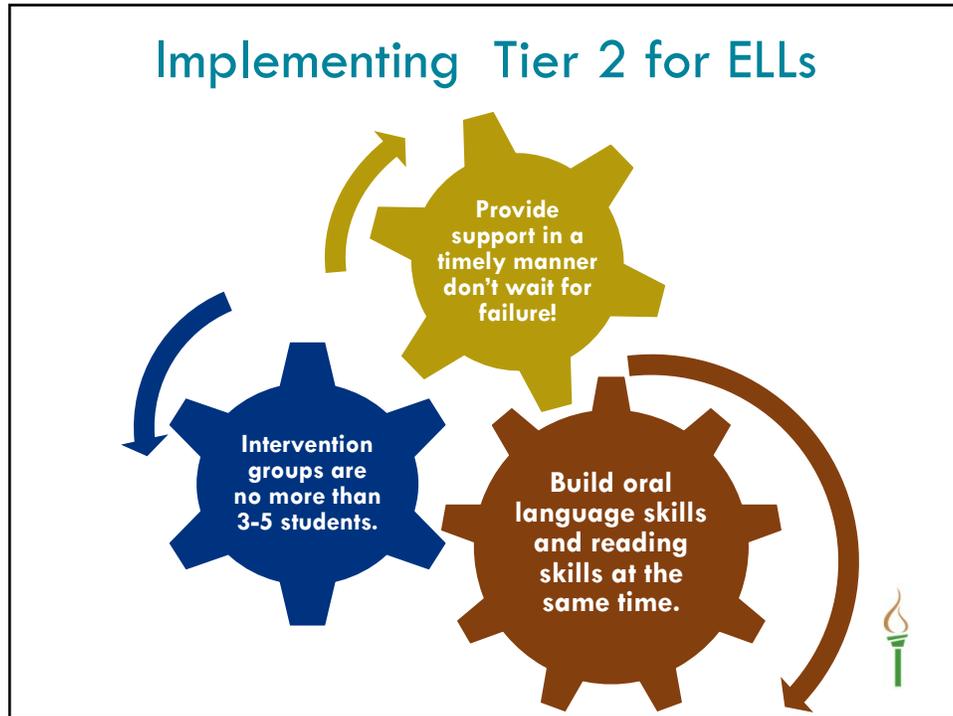
YES: continue the intervention
NO: proceed to question 2

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

YES: proceed with agency referral for special education
NO: use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.





Examples of Tier 2 for ELLs

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- ❑ Preview of the unit content and language (with different visuals, video clips, graphic, diagrams, etc. than the ones that will be used in class) prior to the whole class preview to facilitate transfer and generalization
- ❑ More oral academic language practice in summarizing, inferring, cause and effect, questioning, etc. connected specifically to the content being taught



Examples of Tier 2 for ELLs

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- ❑ Small group generated Language Experience Approach (LEA) texts based on classroom content and experiences
- ❑ LEA texts (in English and home language) used for first reading prior to book used in class or chapter assigned
- ❑ LEA text bound into books to use for repeated readings and for home reading assignments



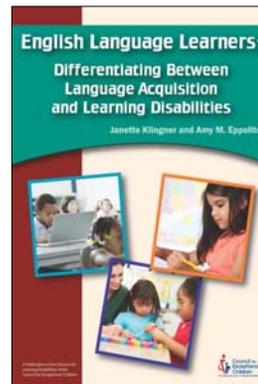
Strategic Literacy Interventions

66

*English language Learners:
Differentiating Between
Language Acquisition and
Learning Disabilities*

Janette Klingner, Amy M.
Eppolito,

ISBN: 978-0-86586-478-8
Paperback: 117 pages
Published: 2014



Language Experience Approach (LEA)

67

- ❑ LEA is a reading method based on the students' own language
- ❑ Students dictate a story to a scribe about an actual experience and then, at a later time, copy the story and illustrate it. Then the student would practice reading it aloud over and over again

(LEA; Nessel & Dixon, 2008)



Dictado

68

- ❑ Dictado is a cross-language method addressing receptive & expressive language skills.
- ❑ In a Tier 2 Group, the teacher dictates a meaningful and skill focused story to the students and the students writes in pencil and then teacher and student create a corrected model of the text while student self-corrects using red pen

(Escamilla, Geisler, Hopewell, Sparrow & Butvilofsky, 2009)



Collaborative Strategic Reading (CSR)

69

- ❑ CSR is a multicomponent reading comprehension strategy that teaches students metacognitive awareness when reading complex texts.
- ❑ In a Tier 2 Group, teachers lead students through text preview, then students lead each other through reading activities and after reading activities. The teacher then leads a wrap-up section.

(CSR; Klingner & Vaughn, 1999)



Peer-Assisted Learning Strategies (PALS)

70

- ❑ PALS is a supplemental reading activity that pairs an average or high reader with a lower reader.
- ❑ Pairs of readers are selected based on their reading fluency scores.
- ❑ The pairs read together for about 4 weeks.

(PALS; Fuchs, Fuchs & Burish, 2000)



Modified Guided Reading

71

- ❑ Modified guided reading uses the same structure as guided reading with modifications that benefit ELLs.
- ❑ In Tier 2, the teacher presents culturally relevant text through a guided discussion connecting the content and language structure to students' personal lives.
- ❑ Authentic use of language rather than isolated, detailed vocabulary instruction that targets ELLs' needs

(Avalos, Plasencia, Chavez, & Rascon, 2007)



Graphic Organizers

72

- ❑ Graphic organizers, such as tree diagrams, semantic maps, concept maps, and word maps, help students organize key topics or concepts and make connections among new vocabulary and concepts in reading materials.
- ❑ In Tier 2, graphic organizers assist learners to activate prior knowledge and put into context new vocabulary and concepts that are directly connected to new reading materials.



What Tier 2 Interventions Would Help?

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LISTENING

Do additional pre-listening activities to prepare the students for comprehension

SPEAKING

Use the text to create a short play and practice with a peer



READING

Model a sequence graphic organizer during reading.

CULTURAL IMPACT

Discuss the cultural context of the text as a pre-reading activity.

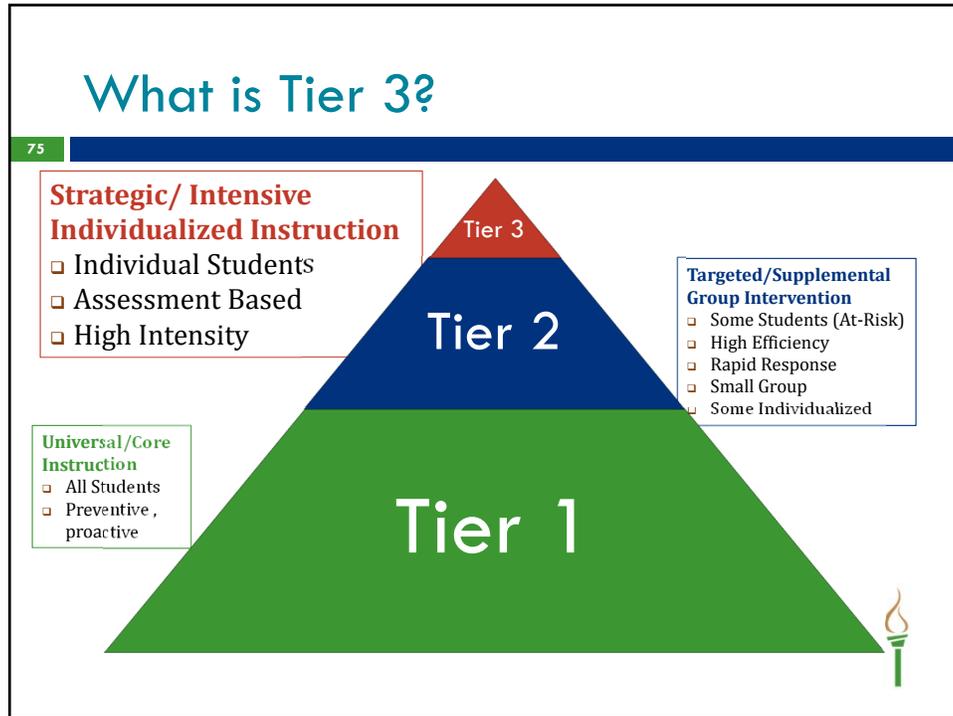
WRITING

“Write” the text with visuals, pictures, or manipulatives, by pointing, sequencing the pictures, or recreating the event.

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Tier 3 Interventions for ELLs





- ## Characteristics of Tier 3 for ELLs
- 76
- Offers the highest level of instructional intensity or support for individual students or small groups (2-3 students)
 - Uses supplementary resources to implement high-quality instructional strategies that supports and connects to the core curriculum
 - Ongoing formal and informal assessments to check learning of skills
- 

Characteristics of Tier 3 for ELLs

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- ❑ Use meaningful, high-quality text matched to the students' reading levels for the focus of skill development
- ❑ Skill development embedded in authentic reading experience
- ❑ Instruction has to be targeted and effective and used in the data driven decision making processes



What Tier 3 Interventions Would Help?

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LISTENING

Each listening activity is contextualized and visually supported

SPEAKING

Target specific grammatical and cohesive devices through modeling



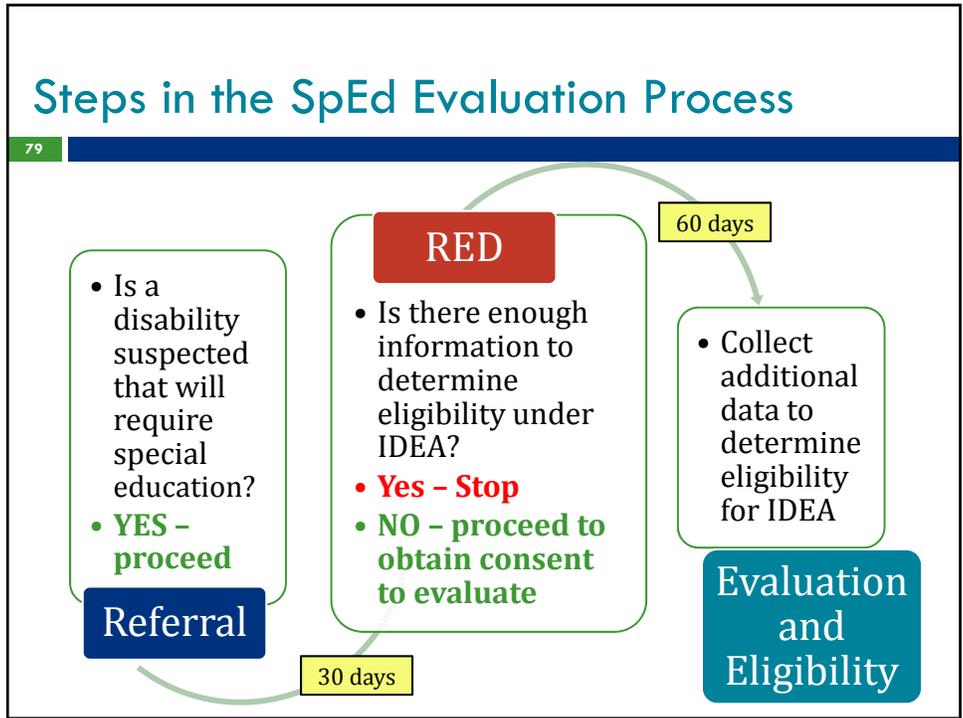
READING

Vocabulary and cultural references are understood with background building activities

WRITING

Explicitly teach text structure, highlighting its parts and organization





Questions?

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Email questions to: nancy.thomas@dese.mo.gov
use the subject line "SPED and ELL Webinar"

LIVE Q&A Webinar on Monday, June 2 beginning at 1:30 p.m.



Thank You for Participating

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