

EFFECTIVE PRACTICES OF ELL EDUCATION IN HIGH SCHOOLS

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SESSION OVERVIEW

- Blueprint for ELL Success
 - Regulations
 - Bring them, and yourself, out into the light!
- Financial Support
 - Title III, Part A LEP
 - Immigrant Funds
 - General Budget
- Professional Development
 - Faculty
 - First-Year Teachers
 - Seasoned Teachers
 - Co-Teaching
- Collaboration / Partnership
- Parent Outreach
 - Presentations
 - Documents on website

BLUEPRINT? RELEASED IN APRIL 2014



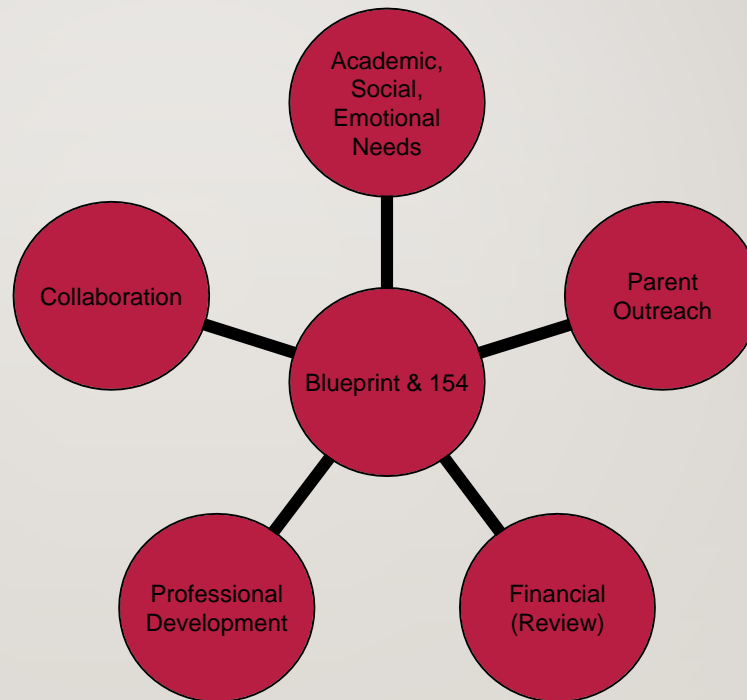
THE BLUEPRINT IS COMPOSED OF THE FOLLOWING 8 PRINCIPLES:

1. All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.
2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P- 12 Common Core Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma

CONTINUED:

5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
8. Districts and school use diagnostic tools and formative assessment practices in order to monitor ELLs' content knowledge as well as new and home language development to inform instruction.

HOW DO WE ENSURE THAT ELLS HAVE THEIR NEEDS MET AT HERRICKS HS?



Our Beliefs

Spirit of the
Legislation

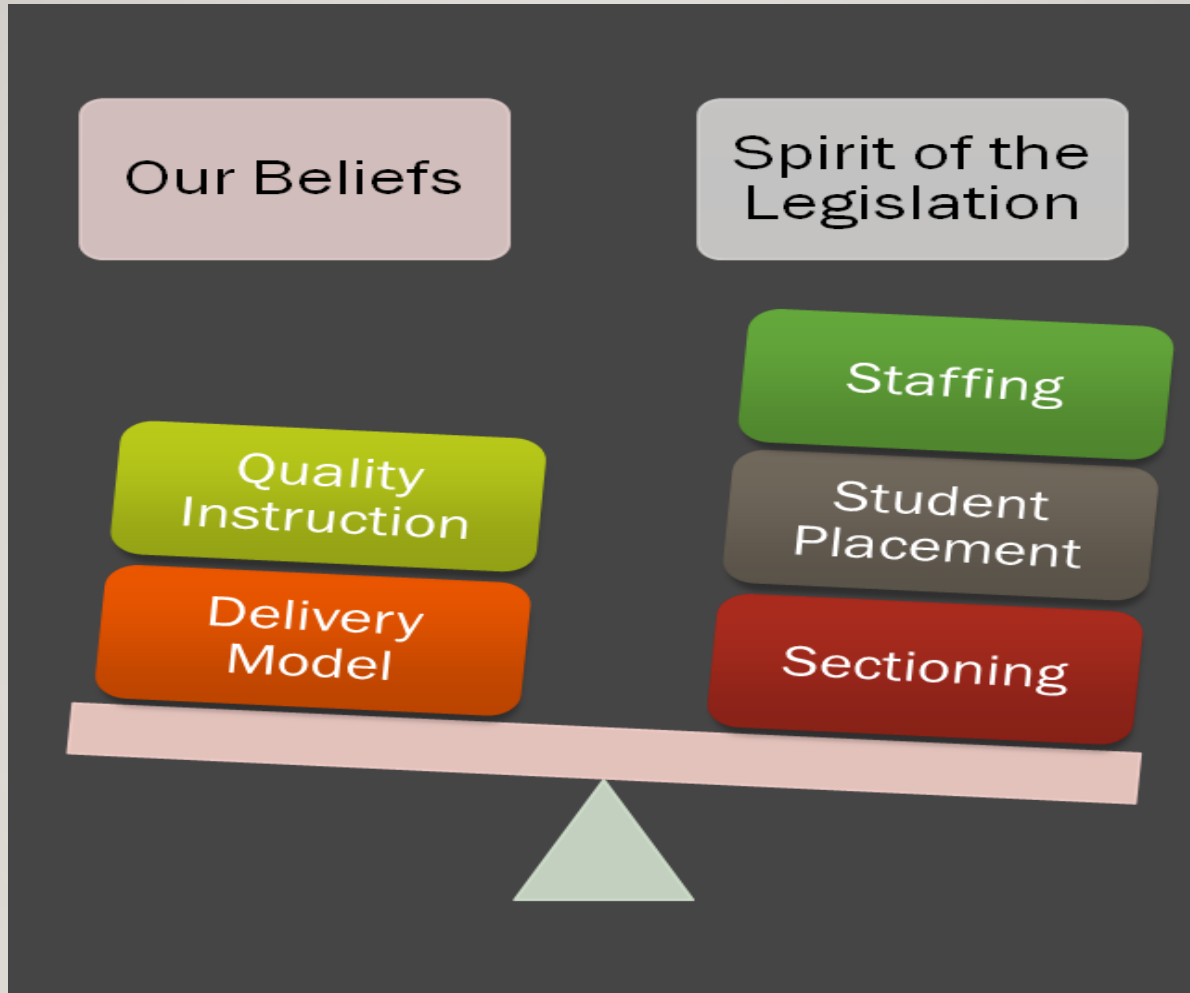
Quality
Instruction

Delivery
Model

Staffing

Student
Placement

Sectioning



IT'S NOT EASY, BUT AT HERRICKS....

- Use Part 154 and Blueprint to help guide our thinking and decision making
- Funding is targeted and programs are reviewed
- Collaboration is fostered
- ALL teachers are teachers of ELLs (in process)
- Data is reviewed (in process)
- We have tons of conversations! TONS!!!
- We bring our ELLs out into the light and celebrate our diversity
- We know we can improve and we will!



PUBLIC STATEMENTS OF SUPPORT

- **The Herricks School District**, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.
- **Department Philosophy:** The Herricks Union Free School District continues to welcome students, and their families, who are English Language Learners (ELLs) and the richness that they bring to our school community. As we immerse our students in the English language, we assist them in developing a deeper understanding of their own cultures, as well as the diverse cultures in the United States and in the world. ELLs are capable of reaching the highest standards, but they need time and support to acquire the English language.
- **Parental** involvement is sought and nurtured to ensure the success of our students. We encourage parents to speak to their children in their home language; a child who is literate in his/her first language acquires the second language, in this case English, with fewer difficulties. A rich and stimulating linguistic environment at home, in any language, will ensure the academic and emotional success of our children.

2016-2017: THE UNITED NATIONS AT HERRICKS UFSD

- Arabic
- Bengali
- Chinese
- Farsi
- Greek
- Gujarati
- Hindi
- Japanese
- Korean
- Malayalam
- Nepali
- Panjabi
- Polish
- Portuguese
- Spanish
- Thai
- Urdu



FINANCIAL

- Title III LEP and Immigrants Programs
 - How much?
- Target what ELLs need
- Review programs yearly and decide if they are worth the investment

HERRICKS AND TITLE III FUNDS

- JumpStart K-12 Summer Program
 - Theme
 - Focus on oral language and writing (upper grade levels)
 - Supplies and materials
 - Secretarial and teacher aides
- ELL Tutoring Program
- SIOP Training (Consultants) and Materials
- Conference Attendance
- Digital Glossaries
- Laminated Glossaries
- SmartBoard (2nd Generation) with color printers

HERRICKS AND TITTLE III FUNDS: POSSIBLE FUTURE PROGRAMS

- Develop a targeted summer program that focuses on writing for grade 6-12 students
- Parent ENL Evening Class
- Translation of district documents

Ask questions:

- Does your district provide a budget line for the ENL department? Does your district share or review how Title III funds are spent?
 - Herricks funds the ENL department – separate from federal funding

HOW CAN YOU USE FEDERAL FUNDING TO SUPPORT YOUR SECONDARY ELLS?



COLLABORATION / PARTNERSHIPS

- Colleagues (teachers and counselors)
 - Data
 - Access
 - Student Management Systems



- In Herricks, all ELLs have a bell next to their name with proficiency level
 - Scaffolding and Differentiation
 - Don't differentiate, but sit with a teacher and show them how to do it!
 - Peer to Peer Comparison (be careful) – Avoid saying...
 - Educate your colleagues and provide them with a deep understanding of what ELLs are able to do at their level of proficiency
 - Share the accommodations that ELLs are required to have
 - Avoid saying: "Well, we are violating the regulations"
 - Build capacity in one another
 - Have the difficult conversation about modifying and grading

PROFESSIONAL DEVELOPMENT

- If the expectation is that ALL teachers are teachers of ELLs, then they need support
 - Faculty Presentation
 - Language Acquisition
 - Differentiation
 - Scaffolding
 - Collaboration / Partnership
 - Grading
 - Review of Regulations
 - Co-Teaching Model (Integrated)
 - 100 PD Hours and ELLs

TEACHER NOTICE OF ELLS

Information for Teachers of ELLs 2016-2017

Welcome back to school! This letter is to let you know that the following students are your ELLs:

I	Class	Student Name	Level	Notes
			Commanding Expanding Transitioning Entering Emerging	

Every student's needs will be different. As you probably already notice, some students need more assistance than others.

At Herricks, we have traditionally extended the following courtesies to our ELLs:

- allowing the use of electronic translators or Smartphones for dictionary purposes only
- extra time for tests
- a HOLD (H) for quarterly grades when students show consistent and diligent effort in class and homework, but cannot perform to standards at this time

These courtesies extended to ELLs are NOT meant to absolve students from doing work. ELLs should be faced with the same high expectations as non-ELLs as well as the opportunity to learn challenging content, while working toward their English proficiency.

If you feel at any time that the student is not using his/her resources or accommodations in an appropriate way during or outside of class, please do not hesitate to bring this to the attention of the student and to me as soon as possible. We also extend the following accommodations to ELLs during midterms/finals and Regents exams:

- Time extension 1.5 x
- Separate location
- Bilingual dictionary / glossary
- Translated edition of Regents (if available)
- Oral translation of Regents (for low-incidence languages only)
- Responses written in native language (Regents only)

I am willing to work with you on helping our ELLs. Please feel free to communicate with me should you notice any concerns throughout the school year.

Sincerely,

INDIVIDUAL ELL PROFILES

Herricks High School

2016-2017

ELL Profile

Student: A. S.

ENL Level: Transitioning

Grade: 12

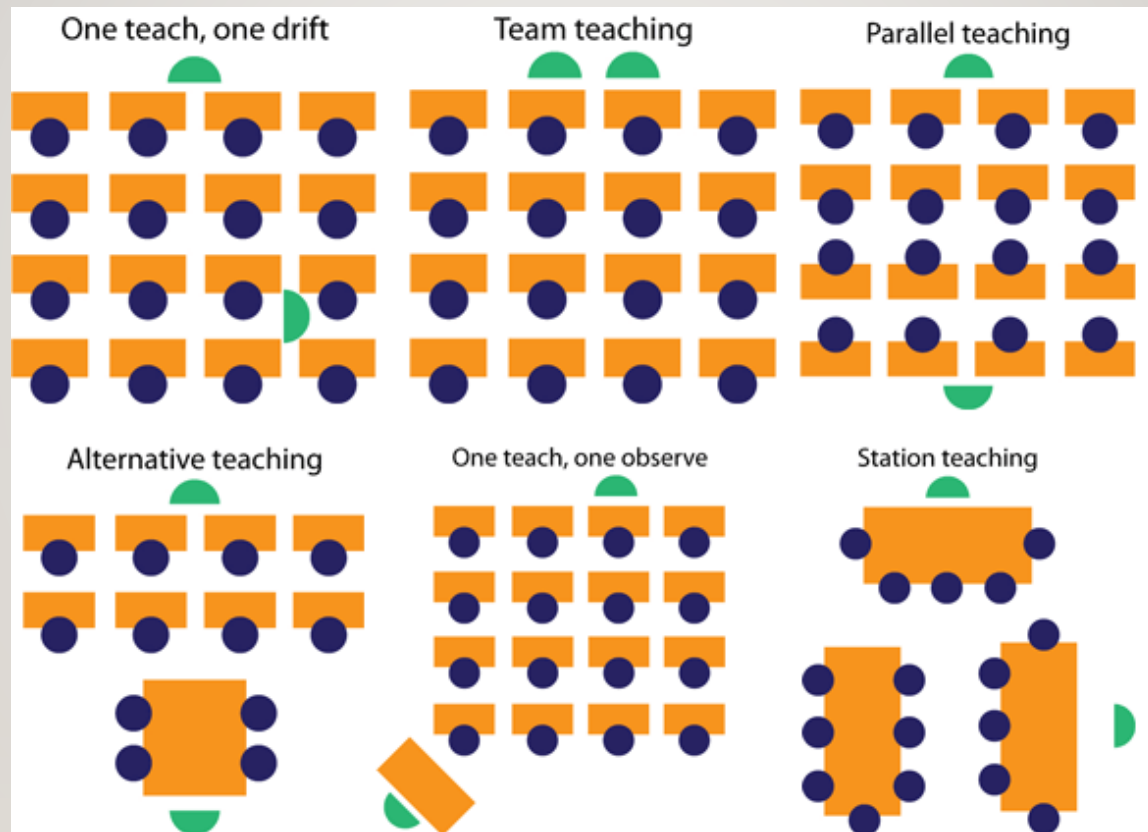
Family / Personal Background	Academic Background	Linguistic Background
Ankith arrived from India 1 year ago. He lives with his aunt's family and has a cousin (non-ENL) in the high school. His uncle passed away last year, which affected him. His siblings and parents are in India. He is sweet and friendly and shy.	Ankith attended public school in India. His schooling was taught in Malayalam in the elementary years, but in junior high school, his classes were taught in English. He is not used to writing essays in academic English.	<p>Ankith speaks Malayalam, but his reading and writing knowledge of Malayalam is not strong. It is more of an oral language for him.</p> <p>Ankith has a working knowledge of English grammar and a developing command of vocabulary. Last year he scored at the Expanding level.</p>

Needs and Supports	Seat in front of class. Modified homework assignments. Homework assignments and due dates clearly written. Needs individual support and checking for understanding.
Testing Accommodations	School Mid-terms/Finals: 1.5 x Extended Time. Separate Location. He does not prefer to use a Malayalam dictionary.

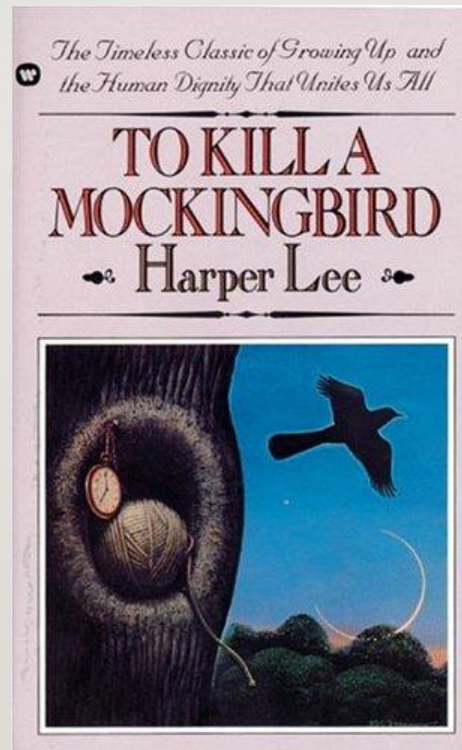
WE WORK AS A TEAM TO REACH ALL STUDENTS



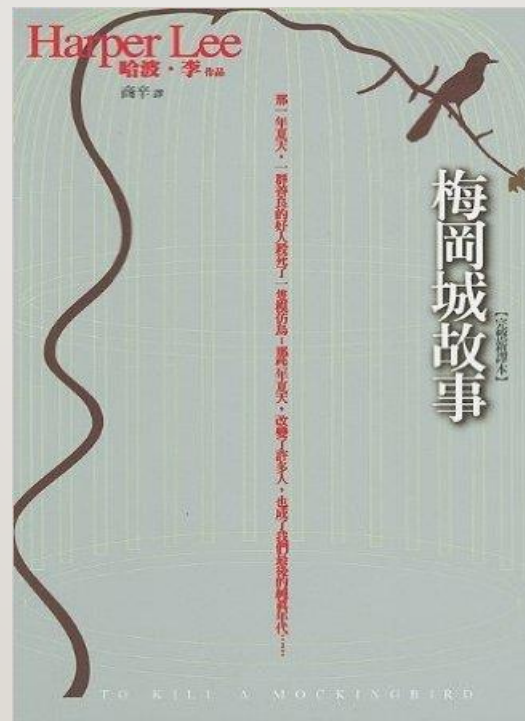
CO-TEACHING MODELS



TO KILL A MOCKINGBIRD



ACCESS TO TEXTS



LESSON PLANNING FOR THE INTEGRATED COURSES

2016-2017
English 10 ENL

Week of 9/12/16 ★ Start date of intervention

Students:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>English 10 Goals</p> <p>What are the qualities of an original blog post?</p> <p>(Summer Reading Assignment)</p> <p>ENL Goals Not separate</p> <p>Provide help alternate assignments</p> <p>Ziqiao - 1 & 2</p> <p>Dev - movie review</p> <p>Maiké - movie summary</p>	<p>Integrated</p> <p>What are the qualities of a model response post?</p> <p>Turn and talk.</p> <p>Join Google classroom if not already did.</p> <p>Conference and assist with ELLs' alternate assignments for summer reading.</p>	<p>English 10 Goals</p> <p>Reading strategy: noticing & responding to lit.</p> <p>Short Story "Fist Stick Knife Gun"</p> <p>What do you notice? What issues/ conflicts do you see arising?</p> <p>ENL Goals</p> <p>First half of short story.</p> <p>Reading comprehension</p> <p>Basic literary terms: character setting</p>	<p>Integrated</p> <p>Goal: making connections in literature</p> <p>Work in groups to focus on characters in "Fist Stick Knife Gun"</p> <p>~Helen ~Dev ~Ziqiao ~Maiké ~Victoria</p> <p>> Focus on <u>Symbol</u> of the jacket in the story</p>	<p>English 10 Goals</p> <p>Assessment? Informal of making connections/ responding to literature using short story. "Cheever"</p> <p>ENL Goals</p> <p>Second half of short story.</p> <p>What is a connection?</p> <p>How do you connect to Daniel or Geoffrey?</p> <p>Write sentences</p>

To be re-evaluated after one month

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OVERVIEW OF NOVEL: BREAK IT DOWN!

To Kill a Mockingbird

Important Events

Chapter 1

1. Scout is a 6 year-old girl. Her brother Jem is a 10 years old.
2. They live with their father Atticus and the maid Calpurnia.
3. Scout and Jem meet Dill, a 7 year-old boy. They like to play together.
4. Scout, Jem, and Dill are afraid of Boo Radley.
5. Boo Radley is a man who lives in a strange house near them.

Chapter 2

1. Scout goes to school for the first time.
2. Her teacher is Miss Caroline.
3. Miss Caroline does not understand the children.
4. Miss Caroline gets angry at Scout and hits her.
5. Atticus tells Scout that they are poor but some people are poorer.

Chapter 3

1. Walter is a poor boy in Scout's class. Walter comes to Scout's house to eat dinner.
2. At dinner, Scout is rude to Walter.
3. Calpurnia scolds Scout. Scout is upset with Calpurnia.
4. Burris Ewell is another poor boy in Scout's class. Miss Caroline tells him to go home and take a bath. Burris gets angry and yells at Miss Caroline.
5. Miss Caroline is crying.

Chapter 4

1. One year has passed. It is summer time again.
2. Scout finds a pack of gum inside the knot hole of a big oak tree near Boo Radley's house.
3. Dill comes to visit again. Jem and Scout and Dill play together. They roll tires.
4. Dill, Scout, and Jem play-act. They pretend to be Boo Radley.
5. Atticus sees them and warns them.

Chapter 5

1. Dill, Scout, and Jem play in the neighborhood.
2. Scout talks to Miss Maudie. She tells them a story about Boo Radley and Boo Radley's father.
3. Jem and Dill don't want Scout to play with them because she is a girl.
4. One day Dill and Jem decide to send a note to Boo Radley. The note says they want Boo to come out of the house.
5. Atticus finds out and scolds them. Jem is angry at Atticus.

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DIFFERENTIATED ASSESSMENT

Name: _____ Date: _____
English / ENL 10 Period: _____

Quiz
Character Traits - To Kill a Mockingbird
mischievous stubborn curious tomboy naïve judgmental
feisty daring reserved fair hardworking outspoken
brave confident immature critical calm

Choose 5 character trait words. Finish the sentence.

1. I think _____ is _____ because _____
(character name) (trait) (event from story)

2. I think _____ is _____ because _____
(character name) (trait) (event from story)

3. I think _____ is _____ because _____
(character name) (trait) (event from story)

4. I think _____ is _____ because _____
(character name) (trait) (event from story)

5. I think _____ is _____ because _____
(character name) (trait) (event from story)

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WRITING...

To Kill a Mockingbird:
My Journal

Chapter 6

The Text What happened?	My Thinking Questions, Thoughts, and Connections
At night, Jem goes to Radley house to get his pants.	I really like this part because Jem shows me his courage.
Miss Maudie says that Mr. Radley once was a "Negro" and is really with her now.	I wonder if Jem and I would have predicted this the way they say. Radley shot at the "Negro".
Atticus asks Jem: "Were you out playing?" Jem says: "Just with matches."	Jem is a very smart boy.

- I really like (or dislike) this part because...
- I wonder why...
- I predict that...because...
- I think the character should...
- This reminds me of the time when I...
- This reminds me of a book I read (movie I watched, and so on)...

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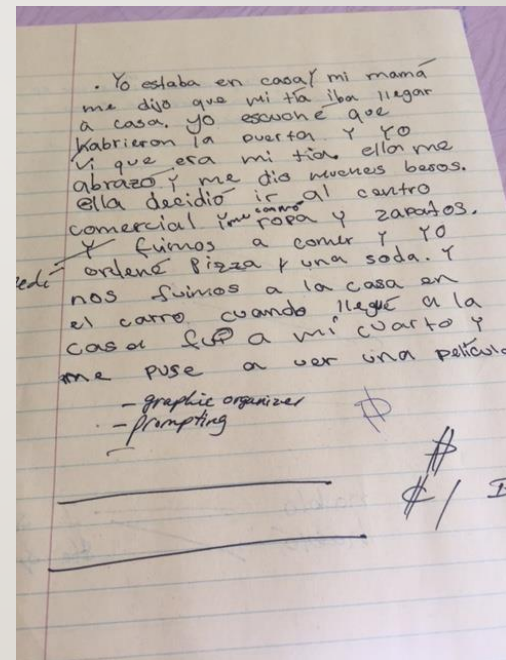
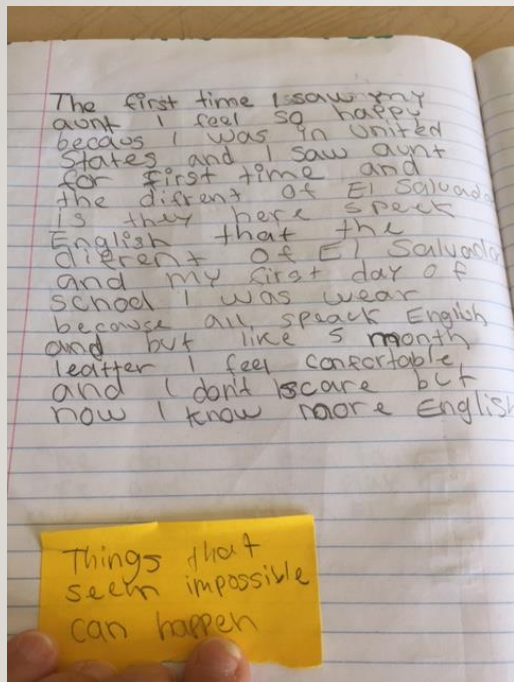
STAND-ALONE CLASSES

- Get to know your ELLs!
- Curricular Focus
 - Can shift, and often does
 - Avoid the label – “The Homework Class”
- “Homecoming” – educate our ELLs

ELLS WITH POSSIBLE LD

- The Special Education Department
 - Language or learning disability
 - RTI Process
 - Text: Multicultural Students with Special Language Needs
 - Establish a Language Proficiency Team
 - Evaluate new entrants
 - Discuss data
 - How many ELLs are being referred to CSE for evaluation?

WHEN A STUDENT STRUGGLES..



Student up for review with notes:

Name, Title, and Signature



EXAMPLES OF A DATA PRESENTATION ON

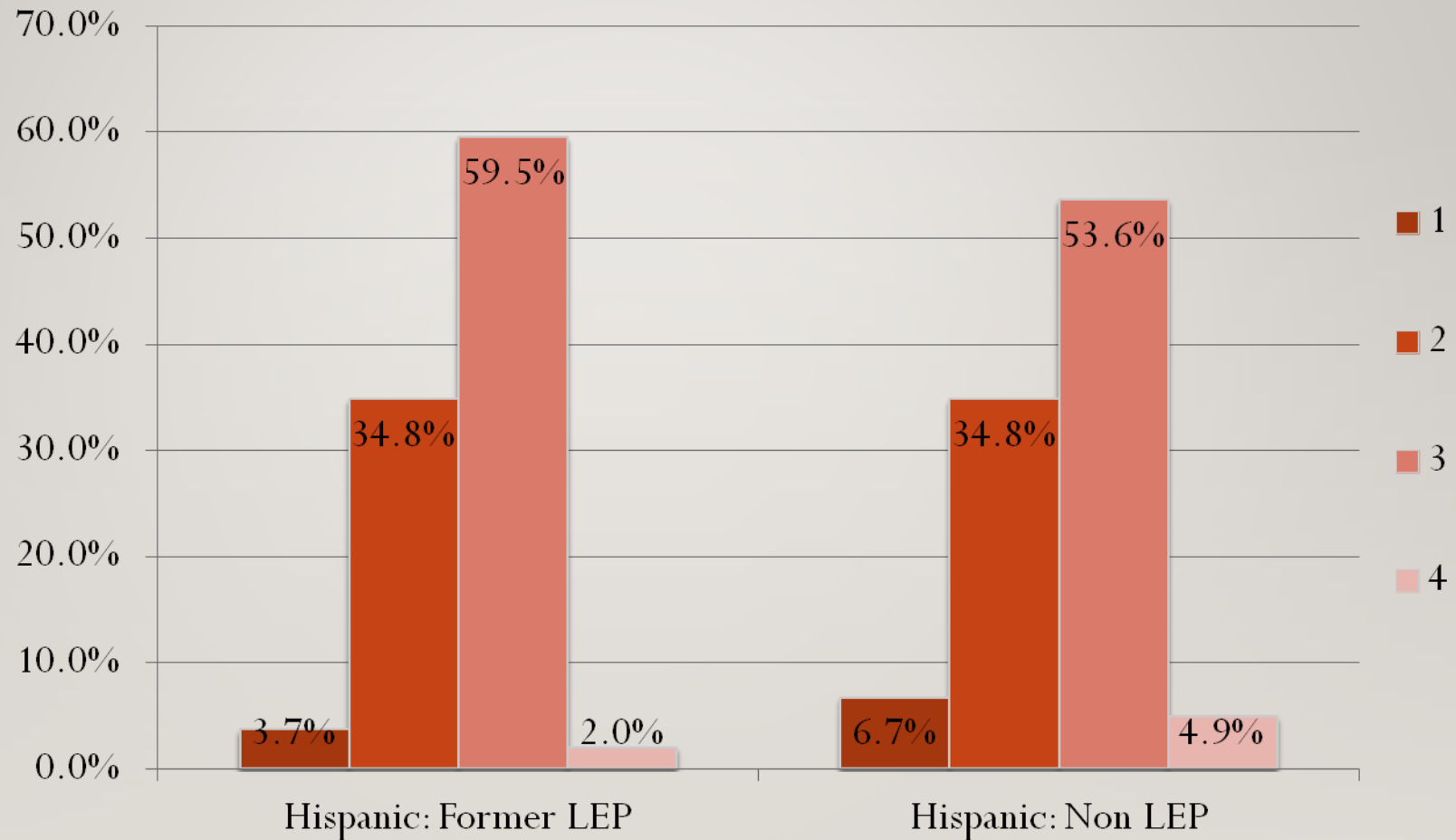
- The district questioned the effectiveness of the ENL program
- Lacked data
- Worked with CIO and extracted 8 years of data on former ELLs
 - Why former?
- Shattered Perceptions
 - ALL students need an ENL Program!

DISTRICT X: WHAT DID WE WANT TO KNOW?

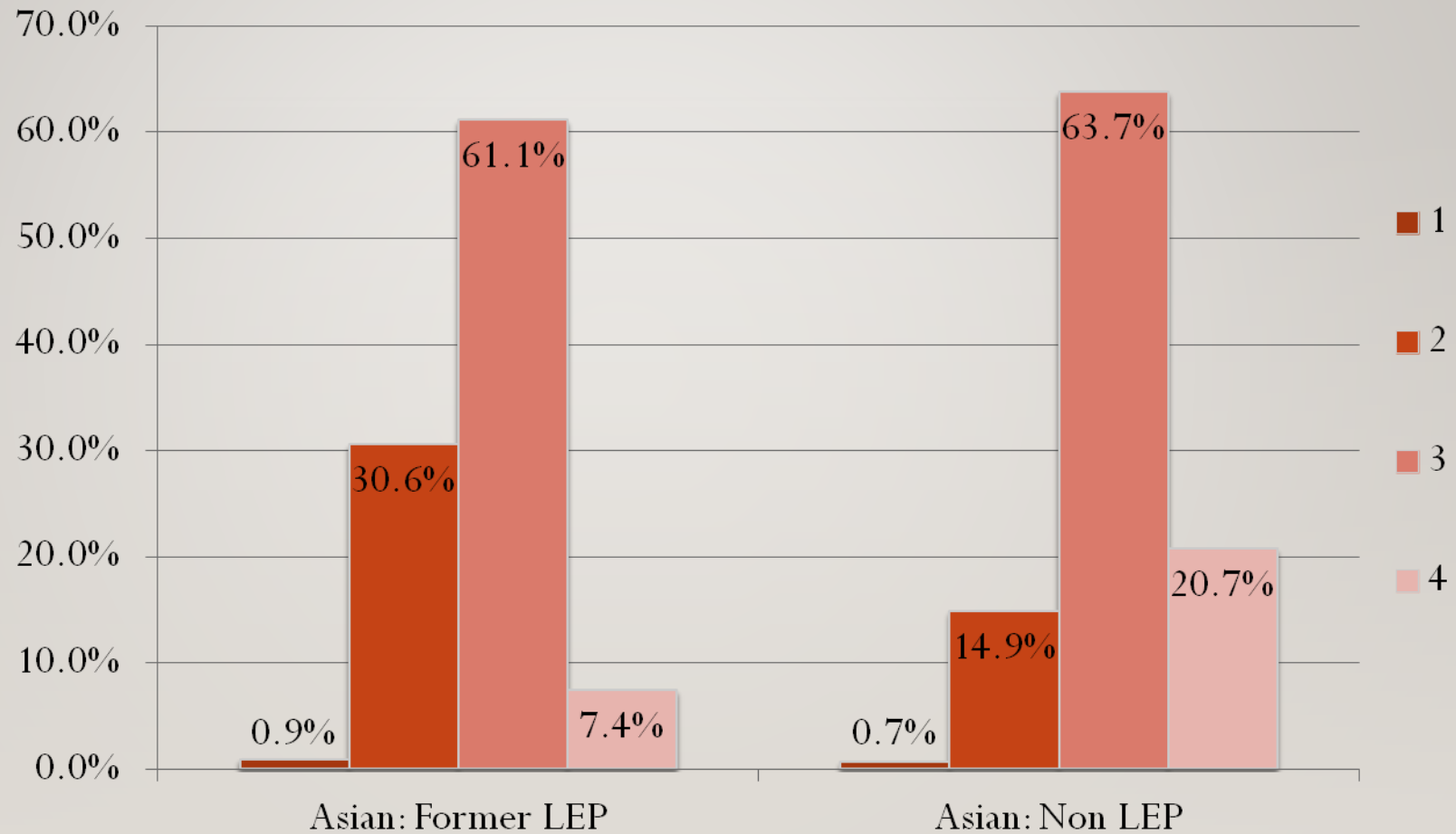
- How long does it take for an ELL to exit ESL services?
- How do Hispanic ELLs compare to Asian ELLs?
 - Are there difference between these two groups?
 - How does poverty impact performance?
 - Limited Income: LI
 - Not Limited Income: NLI
- Does math and science performance increase since less language is required to demonstrate knowledge?



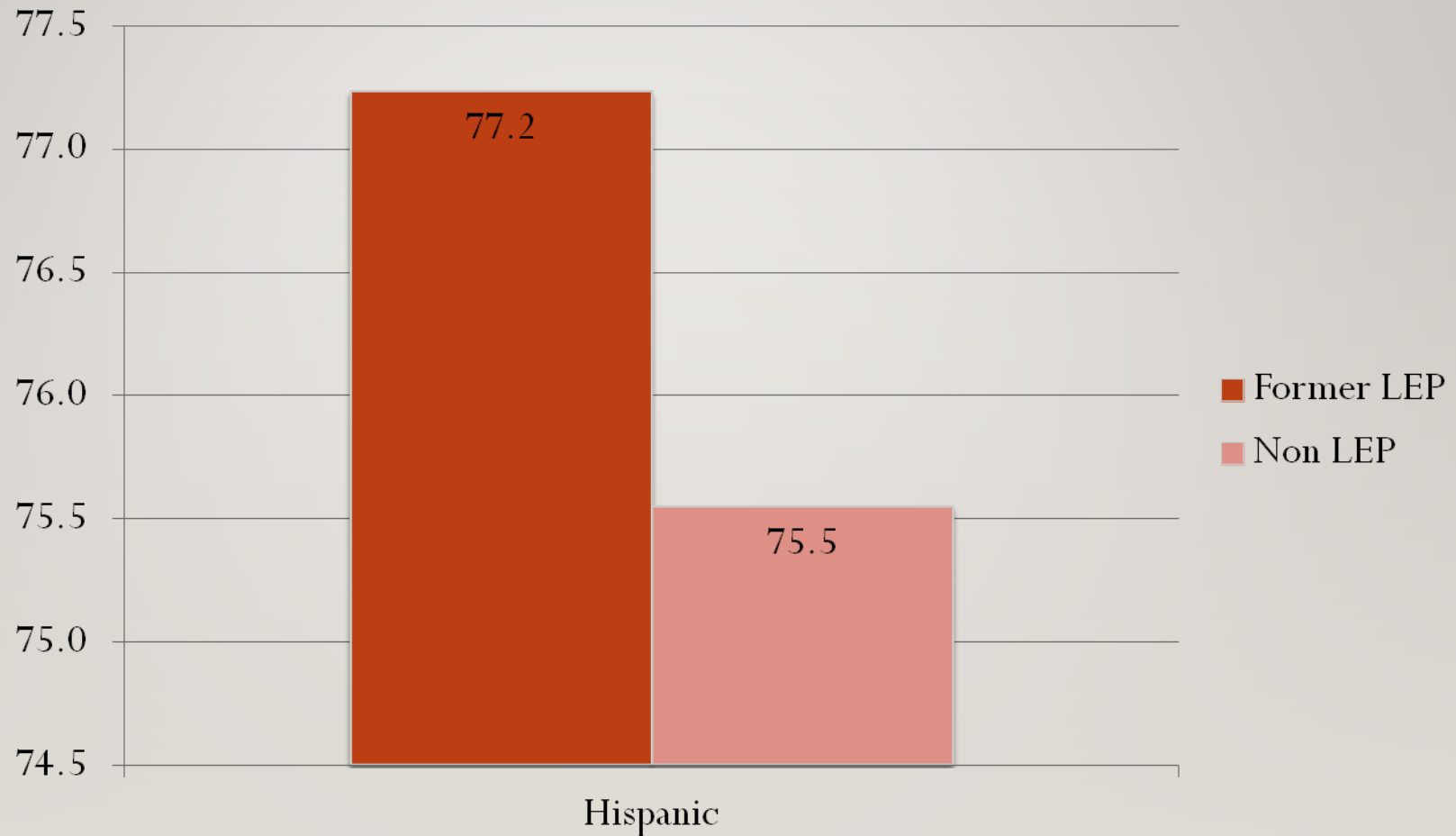
DISTRICT X: GRADES 6-8 ELA: HISPANIC



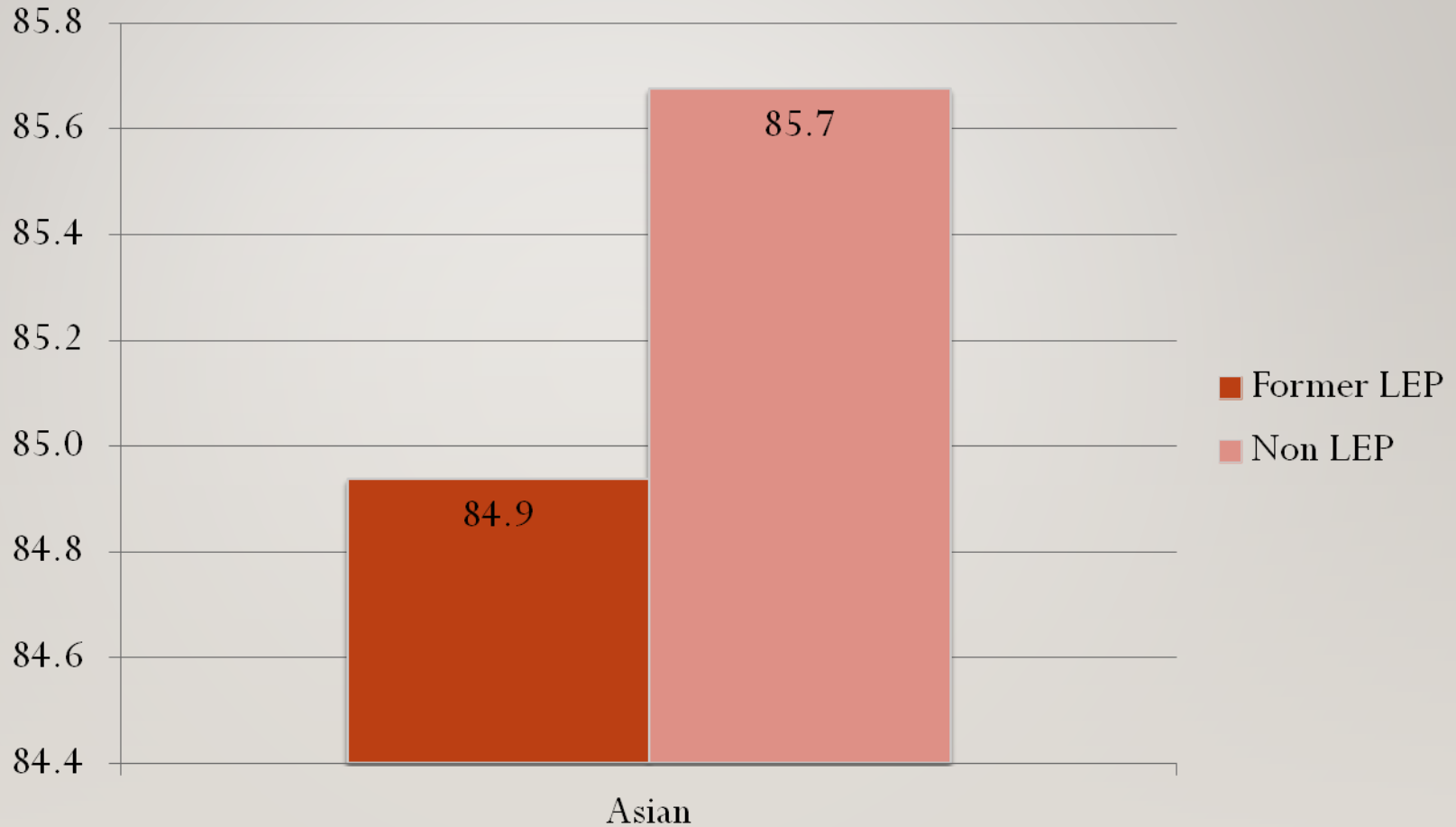
DISTRICT X: GRADES 6-8 ELA:ASIAN



DISTRICT X: REGENTS LIVING ENVIRONMENT: HISPANIC



DISTRICT X: REGENTS LIVING ENVIRONMENT: ASIAN



WHAT DATA DO YOU HAVE ON YOUR ELLS?

THINK, PAIR, SHARE



PARENT(S)/GUARDIAN(S)

- Use federal funds
- Parent Workshops
 - Required
 - Encourage parent / teacher meetings
 - Provide a translator
- District Documents in various languages
- Provide a parent workshop, in their language, on how to access the student management system through the parent portal
- Website
- Café Con Leche Group (Example of a parent group)
 - Parents supporting one another
- Work with PTA to have them translate their documents for parents of ELLs
 - Can't use Title III funds for this ;(

THE INTEGRATED ENL/ELA CLASSES ARE GREAT, BUT....

- Math?
- Science?
- Social Studies?
- Other Courses?

ADDITIONAL CHALLENGES

- Release of the NYSESLAT Scores
- Funding
- Professional Development
- Others??

RESOURCES FOR EDUCATORS

- US Department of Education: [EL Toolkit](#)
- Colorín [Colorado](#)
- Teaching [Channel](#)
- CARLA – [Research](#)
- Annenberg [Learner](#)
- [REACH](#)
- ESBOCES – [LI-RBE RN](#)
- When in doubt, contact the [OBE & WL!!!!](#)

WE CAN DO THIS BECAUSE WE WILL TURN FEAR INTO....

- **Face it**
- **Explore it**
- **Accept it**
- **Respond**



Xie Xie

Terima
kasih

Kiitos

Toda
Raba

Arigato

Dank je

Thank
you

Gracias

Dziękuję

Shukran

Merci

MAHALO

ANY QUESTIONS?

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