Students with Unique Learning Needs

Specific Considerations in Evaluating Teachers of English Language Learners and Students with Disabilities

Broome-Tioga BOCES
November 19th, 2012
Elements of Lead Evaluator Training

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities
# New York June 2011 Graduation Rate

## Graduation under Current Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>74.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>59.6</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>82.4</td>
</tr>
<tr>
<td>Black</td>
<td>58.4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58.0</td>
</tr>
<tr>
<td>White</td>
<td>85.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>38.2</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44.6</td>
</tr>
</tbody>
</table>

## Calculated College & Career Ready*

<table>
<thead>
<tr>
<th>Category</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>34.7</td>
</tr>
<tr>
<td>American Indian</td>
<td>16.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>55.9</td>
</tr>
<tr>
<td>Black</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.5</td>
</tr>
<tr>
<td>White</td>
<td>48.1</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>6.5</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services
ESL & Special Ed: **Similarities**

- Students with unique learning needs
- Shared responsibility for teaching
- Federal civil rights legislation
- Testing accommodations available
- Common Core Standards & Assessments apply
- Service model options
## ESL & Special Ed: Differences

<table>
<thead>
<tr>
<th>ESL</th>
<th>Special Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>No IEP</td>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>Parents cannot opt out</td>
<td>Parent must approve participation</td>
</tr>
<tr>
<td>Single classification: LEP</td>
<td>Multiple classifications</td>
</tr>
<tr>
<td>Identification &amp; exit based upon standardized test</td>
<td>Identification &amp; exit based upon comprehensive evaluation</td>
</tr>
<tr>
<td>Developmental continuum leads to bilingualism</td>
<td>Developmental trajectories differ greatly</td>
</tr>
</tbody>
</table>
Specific Considerations in Evaluating Teachers of ELLs

Adam Bauchner
Director

Mid-State Bilingual Education Resource Network
Agenda for ELLs Section

1. Context
   a) Which teachers?
   b) NYS Regulations
   c) Service Models

2. Evaluation of Best Practice
   a) Ask about students
   b) Ask about curriculum
   c) Ask about instruction
Objectives

Participants will be able to:
• Understand NYS regulations regarding English Language Learners.
• Describe “language objectives” and “sheltered instruction”.
• Evaluate and develop best instructional practice for ELLs.
Pre-Assessment: Self-Evaluation

I wonder if this will help with state tests?
Do I need to speak other languages?
Is this all for those few students?
Which teachers??

“ESL Teachers”
• Linguistics & second language acquisition
• Cultural components
• ESL standards, curriculum & assessment
• Best instructional practice for ELLs

Training or experience with content areas?

“Teachers of ELLs”
• Any teacher with ELLs
• Any subject
• Any grade level
• Generalists & specialists

Training or experience with ELLs & SLA?
Commissioner’s Regulations
CR 154*

• ID Process
• Services models
• Services minutes
• Testing accommodations

*Also the name of the annual report
Use the FAQ.
Service Minutes
“Language Allocation Policy”

<table>
<thead>
<tr>
<th>Instructional Components</th>
<th>Required Units* Of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>• Native Language Arts (NLA)</td>
<td>One Unit* of Study for Students in a Bilingual Program</td>
</tr>
<tr>
<td>• English as a Second Language (ESL)***</td>
<td>Grades/Proficiency Levels</td>
</tr>
<tr>
<td>Grades K-8</td>
<td>2 Units* of Study of ESL</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>3 Units* of Study of ESL</td>
</tr>
<tr>
<td>• English Language Arts (ELA)</td>
<td>One Unit* of Study for Advanced ESL Level Students</td>
</tr>
<tr>
<td>Content Area Instruction</td>
<td>Language of Content Area will be determined by the Bilingual Education Program Model (see attached program descriptions) implemented and based on required content area units* of study as per CR Part 100 (<a href="http://www.emsc.nysed.gov/part100/">http://www.emsc.nysed.gov/part100/</a>)</td>
</tr>
</tbody>
</table>

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**FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM***

<table>
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</tr>
<tr>
<td>• English Language Arts (ELA)</td>
<td>One Unit* of Study for Advanced ESL Level Students</td>
</tr>
<tr>
<td>Content Area Instruction</td>
<td>Language of instruction is English. Mainstream content teachers should use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.</td>
</tr>
</tbody>
</table>

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* One Unit of Study equals 180 minutes per week
** Advanced ESL Level student must receive one Unit of Study of Language Arts
*** ESL instruction is to be provided in substantially equal daily allotments of instructional time, as required under CR Part 154.2(e)(1)(ii). Updated: December 2009
Service Minutes

– **1 unit** = 180 minutes per week
– 2 units = 360 minutes per week
– 3 units = 540 minutes per week

• **K-8**: 360m for Beg., 360m Inter., and 180m ESL & 180 ELA for Adv.
• **9-12**: 540m for Beg., 360m Inter., and 180m ESL & 180 ELA for ADV.
• Minutes can be distributed across the week as scheduling allows (as opposed to a certain number daily), keeping in mind the best interest of the student.
Testing Accommodations

Mandatory on state tests, local decision on local tests

1. Extended Time
2. Best location
3. 3rd read on listening sections (ELA & Regents)
4. Bilingual dictionaries or glossaries
5. Simultaneous dual language testing
6. Translator or interpreter
Mathematics 2006-2012
Grades 3-8 Combined
Percentage of Students Scoring at Levels 3 and 4

2012: 64.8%
Mathematics 2006-2012
Grades 3-8 Combined
Percentage of ELLs Scoring at Levels 3 and 4

2012: 34.4%
English Language Arts 2006 – 2012
Grades 3-8 Combined
Percentage of Students Scoring at Levels 3 and 4

2012: 55.1%

Grades 3-8

2006 2007 2008 2009 2010 2011 2012
English Language Arts 2006 – 2012
Grades 3-8 Combined
Percentage of ELLs Scoring at Levels 3 and 4

2012: 11.7%

Grades 3-8

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>16.2%</td>
</tr>
<tr>
<td>2007</td>
<td>18.0%</td>
</tr>
<tr>
<td>2008</td>
<td>25.1%</td>
</tr>
<tr>
<td>2009</td>
<td>36.4%</td>
</tr>
<tr>
<td>2010</td>
<td>14.3%</td>
</tr>
<tr>
<td>2011</td>
<td>12.6%</td>
</tr>
<tr>
<td>2012</td>
<td>11.7%</td>
</tr>
</tbody>
</table>
Service Models

**English as a Second Language (ESL)**

1. Push-in
2. Pull-out
3. Combo
4. Content area support
   - No opting out

**Bilingual Education**

1. Transitional
2. Two-Way
   - Rule of 20: One building, one grade level, one language
   - Parents can opt-out
What Teachers Need to Know and Be Able to Do to Help ELLs

- Understanding of the basic constructs of bilingualism and second language development
- Nature of language proficiency
- Role of first language and culture in learning
- Demands that mainstream education places on culturally diverse learners
- Capacity to make academic content accessible
- Ability to integrate language and content instruction
What Teachers Need to Know and Be Able to Do to Help ELLs

- Respect for and incorporation of students’ first language in instruction
- Understanding how differences in language and culture affect students’ classroom participation
- Needs and characteristics of SIFE students
- Understanding and ability to address students with little exposure to U.S. schools norms
- Belief in students as individuals and that limited academic skills are not deficiencies
1. Context
   a) Which teachers?
   b) NYS Regulations
   c) Service Models

2. Evaluation of Best Practice
   a) Ask about students
   b) Ask about curriculum
   c) Ask about instruction
Ask about Students
5 Stages of Second Language Acquisition

- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency
5 Stages of Second Language Acquisition

- **Preproduction**: 0-6 months
- **Early Production**: 6-12 months
- **Speech Emergence**: 1-3 years
- **Intermediate Fluency**: 3-5 years
- **Advanced Fluency**: 5-7 years
5 Stages of Second Language Acquisition

Affects:

- Questioning strategies
- Response expectations
- Level of independence
Differentiation

For English Language Learners

Among English Language Learners
Sub-Groups Of LEP/ELLs

- Long Term LEP/ELLs (LTL)
- Students With Disabilities who are LEP/ELLs (SWD)
- Former LEP/ELLs
- New Immigrants
- Students with Interrupted Formal Education (SIFE)
So we need to ask:

“Who are your ELLs? What are their specific needs? How is this lesson tailored to help them?”
Ask about **Curriculum**

**Dual Objectives**

- **Language Goals**
- **Content Goals**
Content Goals

- Usually drawn from state standards for the content area
- Recognized by verbs related to knowledge of the content area:
  
  *identify, analyze, rank, construct, graph, divide, solve, visualize, design.*
• Address the *language needed to engage* with the academic content, perform classroom tasks, and achieve the content objectives:

  *read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft*

• Also key vocabulary, language functions, and language learning strategies.
Content Objectives:
Students will be able to

• Explain the effects of smoking on health.

Language Objectives:
Students will be able to

• Explain to a partner the effects of smoking.
  o One consequence of smoking is _____________.
  o Smoking leads to _________________.
  o Smoking causes _________________.
  o Smoking increases the risk of _________________.
  o Smokers are more likely to _______________ than nonsmokers.

• In the reading, highlight the effects of smoking.
Content Objectives:
Students will be able to
1. Order numbers from least to greatest.
2. Use $<$, $>$, or $=$ to make each sentence true.

Language Objectives:
Students will be able to
• Explain to a partner why your statements are true using a number line. Use these sentence patterns:
  • $x$ is {greater / less } than $y$.
  • $x$ is equal to $y$. 
Content Objectives:
Students will be able to

• **Explore three decisions** about the atomic bomb that were faced by the U.S. during WWII, take a position on each, and defend their position orally
  
  Decision A: Whether to build an atomic bomb
  Decision B: Whether to drop an atomic bomb
  Decision C: Whether Truman made the right decision

Language Objectives:
Students will be able to

• **Read** information in a small group for each decision and reach consensus on a position by **listening** and discussing

• State their position and **orally** defend it in a class dialogue

• Disagree with prior speakers in a respectful manner

• In **writing**, defend a position on whether or not it was justifiable to use the bomb on Japan
So we need to ask:

“What are the lesson’s **content** objectives and **language** objectives?

How did you determine these objectives?”
Factors Affecting Language Learning

1. Motivation
2. Reading & Writing Skills in 1st Language
3. How different is 1st language from new language.
4. How much English is in the home?
5. Age
6. Personality & Learning Style
7. Peers & Role Models
8. Quality of Instruction
9. Cultural Background

Which can teachers have the greatest control over?
Ask about Instruction

“Sheltered Instruction”

Definition: An approach to teaching content to English Language Learners in a strategic way so that they both access the subject matter and improve their English.
Eight Components:

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

“ESL Teachers”

- Linguistics & second language acquisition
- Cultural components
- ESL standards, curriculum & assessment
- Best instructional practice for ELLs

Training or experience with content areas?

“Teachers of ELLs”

- Any teacher with ELLs
- Any subject
- Any grade level
- Generalists & specialists

Training or experience with ELLs & SLA?
Rubric on Handout:

- For use by trained teachers and administrators
- For self-evaluation
- For peer observation

Not for summative evaluation.
Best Instructional Practice for ELLs

• Start with what the kids bring:

  *Culture*
  *Language*
  *Personal Experiences*
  *Academic Experience*
Best Instructional Practice for ELLs

• Provide lots of comprehensible input.
  
  *Speak slowly & clearly*
  
  *Controlled, simplified vocabulary.*
  
  *Minimize idiom*
  
  *Use gestures & visuals*

• Check comprehension frequently
Best Instructional Practice for ELLs

• Teach strategies

• Check comprehension frequently
Best Instructional Practice for ELLs

• Provide lots of opportunity to use English.
  
  Students speaking a lot
  Extra processing time
  Affirm communicative ability
  Correct with modeling

• Check comprehension frequently
Best Instructional Practice for ELLs

• Practice all four language modalities:
Best Instructional Practice for ELLs

• Keep anxiety low.
So we need to ask:

“How are you sheltering instruction for your ELLs?

How do you check comprehension and progress?”
Next Steps

• Crosswalk these ideas with your districts evaluation rubric.
• Practice evaluation with videos, norming levels of rigor.
• Contact Network Team or RBERN for further support.
RBERN Resources

- Website
- Resource Library
- Contacts for Translators & Interpreters
- Email List
- Quarterly Administrators Meetings
  - November 28th @ OCM BOCES
  - November 30th @ GST BOCES

http://rbern.ocmboces.org/
Resources on OBE-FLS Webpage

- LEP/ELL Program Evaluation Toolkit
- Bilingual Glossaries
- FAQ
- “Art as a Tool for Teachers of ELLs”
- “Guide for Parents of Limited English Proficient Students in New York State”
- “Promising Instructional Practices for Secondary English Language Learners (7-12)”
- “Response to Intervention (RtI)”
- “Suggested Spanish Literature and Reading Books”
- “Technology in the LEP/ELL Classroom”

**Post-Assessment: Self-Evaluation**

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**Track Your Progress**

Assessing Learning Targets on: Introduction to Sheltered Instruction for ELLs

Directions: Shade each rectangle to show your CURRENT understanding of each target:

<table>
<thead>
<tr>
<th>Target</th>
<th>Shade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I can recognize and differentiate instruction for diversity among ELLs</td>
<td></td>
</tr>
<tr>
<td>B. I can describe important concepts of Second Language Acquisition.</td>
<td></td>
</tr>
<tr>
<td>C. I can implement Sheltered Instruction in my content area.</td>
<td></td>
</tr>
<tr>
<td>D. I can write Language Objectives that support my content objectives.</td>
<td></td>
</tr>
</tbody>
</table>

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**“Burning Questions” I have at the beginning of today’s workshop:**

- I wonder if this will help with state tests?
- Do I need to speak other languages?
- Is this all for those few students?

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**“Burning Questions” I have at the end of today’s workshop:**

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10 Minute Break