

# Working with Students with Limited/Interrupted Education (SIFE, SLIFE)

**NJTESOL/NJBE**

Cumberland Chapter

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# GREETINGS FROM EXECUTIVE BOARD

Thank you

**Regional conferences** on ACCESS 2.0

Rowan Feb. 6 and Stockton Jan. 23

**Spring Conference:** New format: June 1, 2, 3

**Advocacy:**

Seal of Biliteracy –soon to be law!

High School graduation

ESSA transition to state accountability

Building pathways to Seal of Biliteracy

Changing Role of ESL teachers

## WHAT SHOULD I KNOW ABOUT SIFE?

### Upon entrance identify:

- ELP level
- Attendance/educational gaps/mobility
- **Assessment of L1**
- Achievement in both languages
- Family dynamics
- Medical issues
- Cultural characteristics/non verbal



# SOCIO-CULTURAL FACTORS

Internal	External
Motivation	Motivation
Personality and learning style	Access to the target language
Tolerance of errors (self)	Quality of instruction
Cultural background	Contrast between L1 and L2
Attitude <u>toward</u> target language community (Reasons for coming)	Attitude of target language community (How welcoming?)
First language development and level of education in L1	Others' tolerance of errors
Family support/value of education	Teacher Classroom Environment
Family Dynamics	Role models
Age	Peer relationships



## What do you offer now?



- Kahoot it
- [https://create.kahoot.it/?\\_ga=1.106490883.1009351827.1449437844&deviceId=f8dde163-f228-410f-829c-20033926b8af#user/2c649202-3826-4053-b97e-f052fa892b4b/kahoots/created](https://create.kahoot.it/?_ga=1.106490883.1009351827.1449437844&deviceId=f8dde163-f228-410f-829c-20033926b8af#user/2c649202-3826-4053-b97e-f052fa892b4b/kahoots/created)



# How do you define SIFE?

Think Write Pair Share



# Questions to consider...

- 1. What academic and social goals would you set for SIFE?
- 2. What entry and exit criteria would you create?
- 3. What technology do you think would be advantageous for SIFE?
- 4. How would you develop a literacy class for pre-literate or low literacy students? What would be its components?



## WORKING WITH SIFE Schools

- Set academic and social goals for the students and build a program to meet them.
- Define entry criteria and exit criteria for your students.
- Develop a separate literacy course or set of courses for students with interrupted educational backgrounds if program has both preliterate and literate newcomers.
- Provide content-based ESL and sheltered instruction or bilingual courses.
- Implement flexible scheduling to reflect real needs and obligations of high school immigrants.
- Use technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress).
- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible.





# WORKING WITH SIFE Classrooms

- Activate prior knowledge.
- Provide a print rich environment.
- Engage students in hands-on learning so students are physically involved.
- Keep the amount of new vocabulary in control.
- Give frequent checks for communication.
- When assessing understanding, be open-minded.
- Allow students to work in cooperative groups.
- If possible, build the native language content and literacy instruction in order to build on English.
- Use teaching strategies that weave together language and content instruction, (SIOP).
- Keep your expectations realistic at the beginning of the year.



## **WORKING WITH SIFE Parents and Community**

- Provide extra learning time through after-school, summer school, Saturday school, and/or vacation institutes.
- Hire a parent liaison and/or social worker to connect families to the community and address the students' nonacademic needs (e.g., social and economic factors that affect students' learning).
- Engage parents by teaching them about schooling in the United States and showing them how to be involved in their children's education. Plan support groups and activities to address family reunification issues.
- Make connections in the community for health and mental health services.
- Make connections in the community for career exploration, work experience, and internships for high school newcomers.



## **WORKING WITH SIFE**

### **District and Policy**

- ▶ Smooth the transition process for students exiting the newcomer program (e.g., classroom and school visits, field trips, student mentors, auditing a course, crossprogram teacher meetings).
- ▶ Work on postsecondary options for high school newcomers (e.g., connect with community colleges and trade schools, explore scholarship options, provide career education).
- ▶ Continue to recruit and retain teachers who are specifically trained to teach newcomers and have ESL or bilingual credentials/endorsements. Provide ongoing professional development to them.
- ▶ Provide professional development for teachers who receive newcomers after they exit the program.
- ▶ Work with the department in charge of special education to design an eligibility process for newcomers suspected of having special education issues so that they can be diagnosed and provided with an IEP (individualized education plan) within 1 year of enrollment.
- ▶ Collect student data and conduct regular program evaluations.
- ▶ Advocate for your state to request a waiver of the 4-year graduation cohort requirement under NCLB to allow for 5- or 6-year graduation cohorts.

# Sheltered Instruction Strategies

- ▶ Language objective
- ▶ Focus on meaningful language activities
- ▶ Comprehensible Input
- ▶ Connections to students' background experiences and prior knowledge
- ▶ Teach strategies
- ▶ INTERACTION
- ▶ Ongoing formative assessment
- ▶ Use of L1

Quick write

# Translanguaging strategies

1. Create bilingual and multilingual word walls with visual representations <http://translate.google.com> and [www.wordsift.com](http://www.wordsift.com).
2. Supply school and classroom libraries with books, magazines, and other resources in students' home languages.
3. Encourage emergent bilinguals to produce bilingual books in English and their home languages.
4. Have students work in pairs with students who speak their home languages so that they can discuss and support one another to clarify reading or writing assignments in English.
5. Use videos in other languages produced professionally or by the students to support academic learning and raise self-esteem.
6. Use preview, view, review (Freeman & Freeman, 2011).



## Writing Between Languages with SIFE

- Immensely challenging...
- Treat each case differently, based on what the individual student can do first.
- For ELLs who couldn't even write their names in their native language,
  - draw first to express themselves
  - Then teach the English words to label their pictures.
  - English pattern books to help them learn to read sentence patterns, then use the sentence patterns to write their own books.
- Encourage SIFE to draw and label or write captions for their drawings in their native language.
- “Each student needs his/her own approach for success and the starting point for SIFE will be different from the ELLs who can read and write in their own language.” (p. 38)

# NEWCOMERS

Language Domain	Level 1 Entering	Level 2 Emerging
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words or phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people or pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects or people</li> <li>Restate facts</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicitly stated messages</li> <li>Select language patterns associated with facts</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to oral directions</li> <li>Produce icons, symbols, words or phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>

## How to tap into HOTS?

- If we only depend on the list of Can Do Descriptors at ELP Levels 1 and 2, how can we engage newcomers in higher order thinking activities?



Collocation pairs



**Which steps could you make today for your SIFE?**





## REFERENCES

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