

Scaffolds for SLIFEs



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NJTESOL/NJBE Presentation

- What are SLIFEs' and What makes their needs unique? (Resource: Colorin Colorado)
- Need for Change
- Creating a Program
- Struggles and Solutions
 - ◆ ELL classroom
 - ◆ Mainstream classroom
 - ◆ Other classes (gym, life skills)
- School-Wide Support
- In-Classroom Support

What are SLIFEs?

- **Students with Limited or Interrupted Formal Education (SLIFE)** are English language learners who:
- ◆ have experienced interrupted education due to war, civil unrest, migration, or other factors
 - ◆ have never had the opportunity to participate in any type of schooling before entering school in the United States
 - ◆ have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances." (DeCapua & Marshall, 2010)

Who are Students with Limited or Interrupted Formal Education (SLIFEs)?

- They are newcomers with two or more years of education interrupted in their native country
- They have attended school in the U. S., returned to their native country for a period of time, then returned to the U.S again
- They have attended kindergarten in English (L2), 1st and 2nd grade in their first language (L1), then jumped into L2 in 3rd
- They have attended U.S. schools since kindergarten but have language and literacy gaps due to ineffective instruction
- They have attended school in one location for a few months, then moved to another location for a few months, and perhaps had some weeks in between these changes when they does not attend school. (Calderón, 2008.)

Which countries do Students with Interrupted Formal Education come from?

→ SLIFEs may come from:

- ◆ countries where poverty, disaster, and civil unrest affect the development of literacy and opportunities for education
- ◆ countries where persecution or strict rules about gender, social class, or ethnicity prevented them from attending school.

What makes the SLIFE's needs unique?

While needs of the SLIFE population may overlap with those of English language learners (ELLs) in general, SLIFEs are likely to need additional support and instruction in basic skills for a number of reasons (Office of English Language Learning & Migrant Education, 2008, p.1)

■ **1. Stress:** A student's formal education may have been interrupted by migration, war, lack of access to education, and/or socioeconomic or cultural circumstances. As a result, the student may suffer from post-traumatic stress disorder, may be under severe distress, or may be completely overwhelmed by the need to assimilate to a new school environment in a new language.

What makes the SLIFE's needs unique?

- **2. Literacy and academic gaps:** Students may not be able to read or write in their native language, and may also lack an understanding of the basic concepts, content knowledge, and critical thinking skills that their peers will have mastered. This situation presents a challenge to educators because, These learners require instruction in the basic concepts and skills necessary for academic success, including how to study and take notes, and how to participate in class discussions. On the other hand, their academic success rests on meeting increasingly sophisticated standards and English-language assessments.

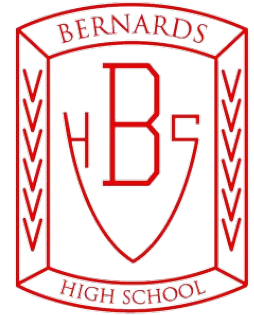
What makes the SLIFE's needs unique?

- **3. Frustration:** A SLIFE may be very excited to finally attend school regularly, and may have high hopes for his ability to work and support his family; however, the discovery that he is in fact far behind his peers can be a source of great frustration. Even as he makes great academic progress throughout the year, he is still chasing a moving target because English-speaking, grade-level peers are continuing to learn as well, and the realization that meeting his goals will be harder than expected may be devastating.

What makes the SLIFE's needs unique?

- **4. High risk of dropping out:** SLIFEs are considered to have a high risk for dropping out of high school given the precarious nature of their relationship with school as indicated by this statistic: "At-risk Hispanic students aged 16-19 who judged themselves as not speaking English well were four times more likely to dropout of high school than were their peers who spoke English well." (Fry, 2003 as cited in Spaulding, Carolino & Amen, 2004, p.8)

Bernards High School



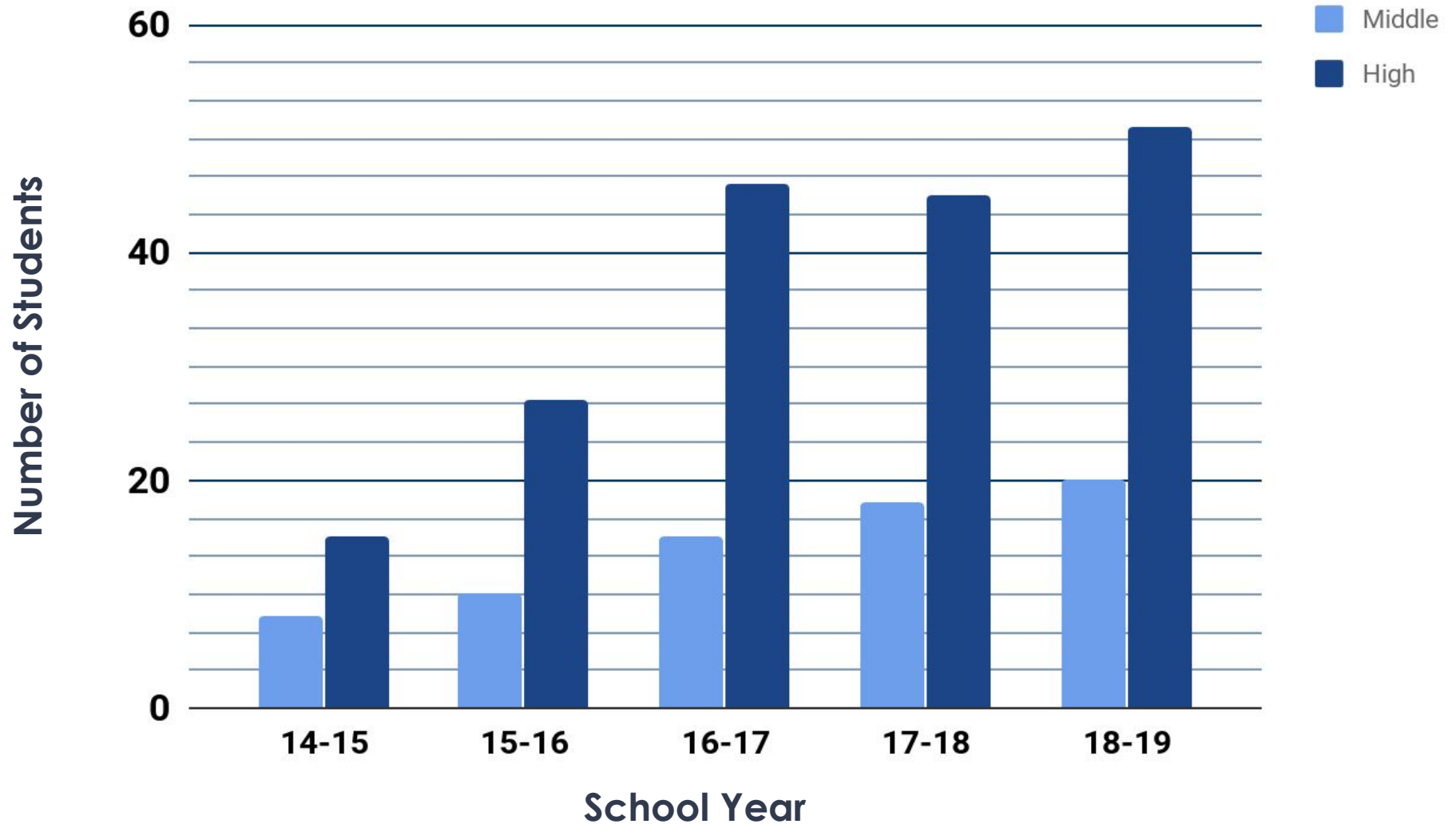
Bernards High School

- A 4-year public high school with grades 9-12 in Somerset County, New Jersey, United States.
- Somerset Hills Regional School District, a regional K–12 school district that consists of the participating municipalities of Bernardsville, Far Hills and Peapack-Gladstone.
- Students from Bedminster are sent to the district's high school for grades 9-12 as part of a sending/receiving relationship.
- The school is located in Bernardsville, within walking distance from the main section of Bernardsville.
- The school is overseen by the New Jersey Department of Education.
- The school's average enrollment is about **840** and is declining
- About **10%** of the student body qualify for **free or reduced lunch**

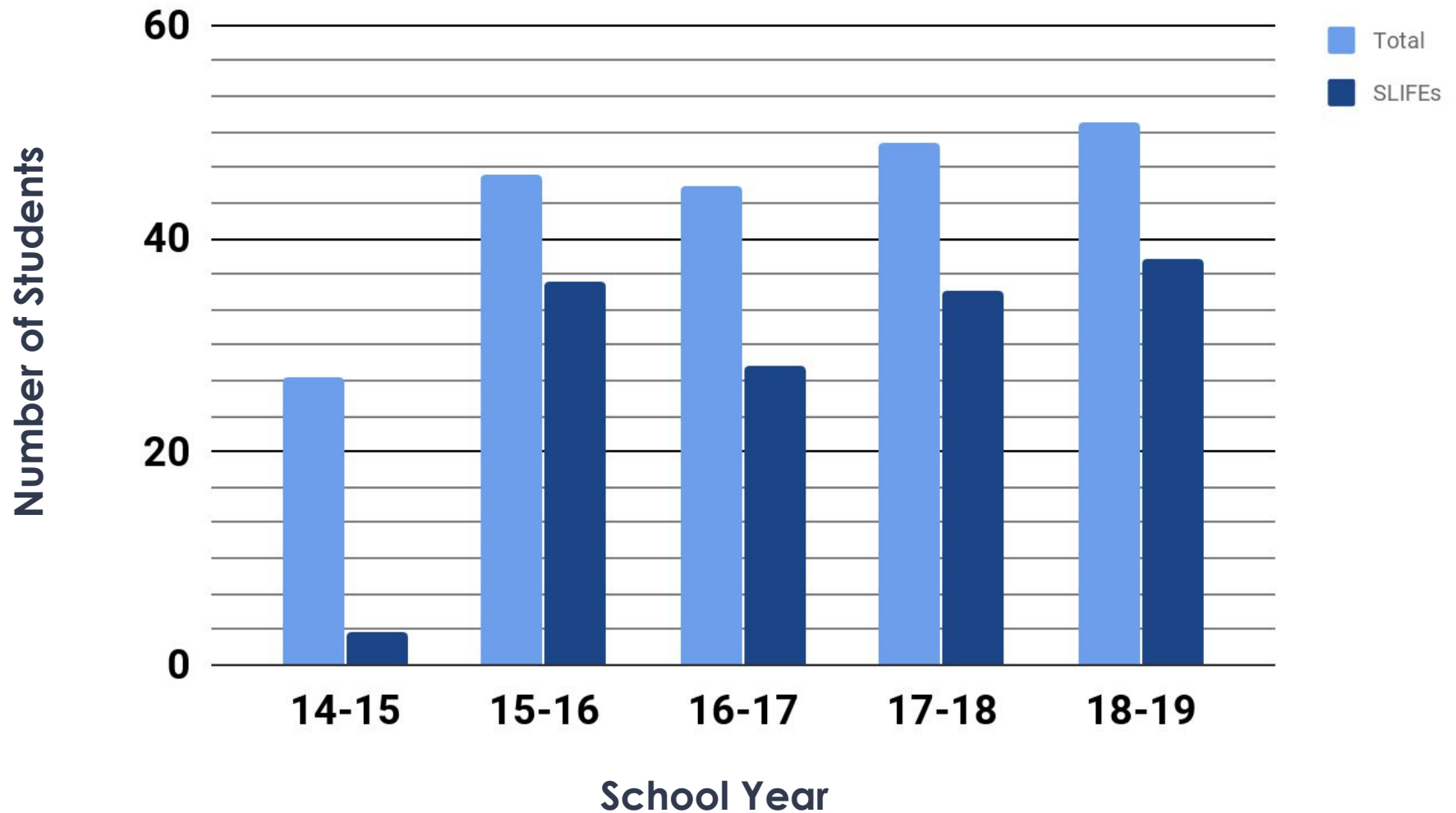
The Challenge

- The number of ELs (SLIFEs) at the high school level, at the beginning of the 2014-15 School Year grew exponentially. That was only the beginning.
- A large majority of students came to the high school with schooling ranging from Kindergarten through fourth or sixth grade in the best cases.
- Newly arrived students were assigned regular mainstream classes with one ESL English period and one ESL Support period daily.
- Students were not provided with any in class support besides the ESL classes.
- There is little to no parent involvement or advocacy. WE are their connection.

ELL Populations Over Time



Ratio of ELLs to SLIFEs Population



Our Programs at a Glance



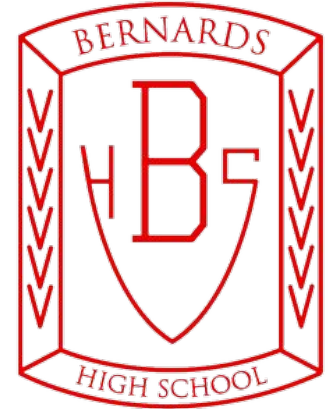
→Teachers in District

- ◆ Elementary→ 1 ESL
- ◆ High→ 2 bilingual full day
- ◆ District→ 1 ESL divided at elementary, middle and high school

→Students

- ◆ Elementary→ 46
- ◆ Middle→ 20
- ◆ High→ 51

Our Programs at a Glance



→Newcomers

- ◆ Newcomer Math→ 1 class, whole year
- ◆ Newcomer History→ 1 class, ½ year
- ◆ Newcomer Science→ 1 class, ½ year
- ◆ Transitional Skills→ 1 class, whole year
- ◆ Beginner ESL Support→ 2 classes, whole year
- ◆ Beginner ESL English→ 2 classes, whole year

→Beginners

- ◆ Beginner ESL Support→ 2 classes, whole year
- ◆ Beginner ESL English→ 2 classes, whole year

→Intermediate

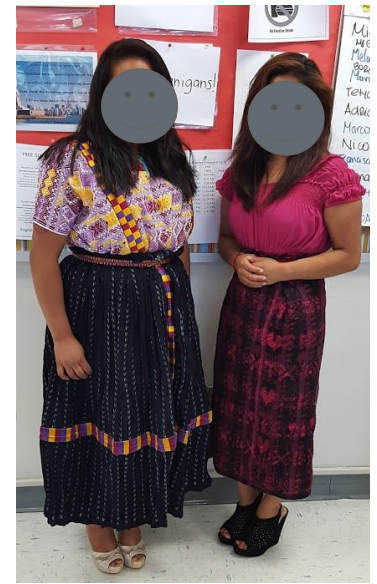
- ◆ Intermediate ESL Support→ 1 class, whole year
- ◆ Intermediate ESL English→ 1 class, whole year
-or-
- ◆ Regular English (Grade level) → 1 class, whole year

→Advanced

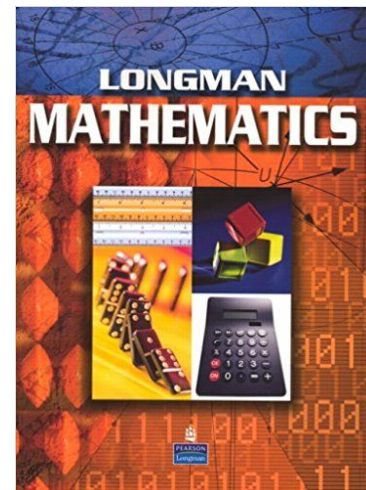
- ◆ Regular classes (with frequent check-ins and monitoring)

SLIFEs @ BHS

- The majority of our SLIFEs come from Central America
 - ◆ Guatemala, Honduras, Ecuador
 - ◆ Palestina de los Altos, Guatemala
- Languages
 - ◆ Guatemalan SLIFEs→ bilingual in Mam and Spanish
 - Mam is an oral language, but students often use this to explain things to each other
 - Spanish→ an L2 so many students lack literacy skills
 - ◆ SLIFEs from Honduras and Ecuador speak Spanish but also struggle with literacy in the L1
- Their previous experience with education ranges from none to sixth grade, with the average being a 3rd grade education
- Families→ many students live in non-traditional family settings or experienced traumas before or during their journey here. Most qualify for free-reduced lunch and other financial assistance



ELL Newcomer Math



- At the high school level we are offering full year basic skills Math instruction for SLIFEs. Instruction starts with numbers and numeracy and all vocabulary involved in doing math starting at elementary levels going up to concepts of Pre-Algebra and Geometry. Emphasis is provided in teaching the language of the subject area and the ways math problems are presented and solved. Throughout daily instruction students, first, listen to explanations read by the teacher and provided by their textbooks; reading is modeled then explained and students are asked to provide summaries or their understanding of what is being taught in L1. Opportunities are provided to work together and individually solving Math problems. Skills are reinforced with practical life applications in Transitional Skills (ex. Decimals→ counting money)

ELL Newcomer Life Science

- Life Science- Basic Skills instruction is provided during half of the year. It is important to mention that Basic Skills in Life Science is not a science class but rather a class orientated to provide SLIFEs with exposure and knowledge of language and basic concepts regarding the area of science particularly Biology which will be the first science class they will be having as a mainstream class. There are pre-reading activities, modeling and individual and pair or group activities using skills SLIFEs are learning during Transitional Skill class.

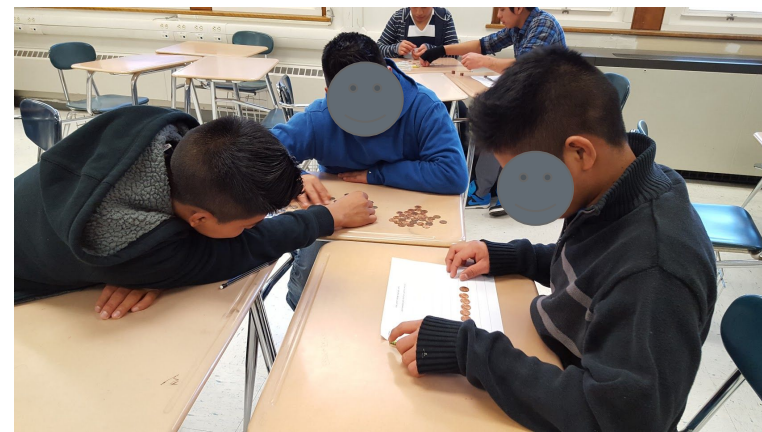


ELL Newcomer History

- Basic Skills in the area of Social Studies is provided during half of the year. This class provides students with basic concepts in history that align with elements SLIFEs will be touching when taking their first mainstream History class at the high school level. The reading of timelines, active and passive voice is presented along with sequential historical events. Plenty of time for participation reading, writing and discussing is provided in L1 and L2. This class also provides students with the opportunity to use technology and create google documents such as google slides and google documents and more as a part of integrating knowledge acquired in our Transitional Skills class.



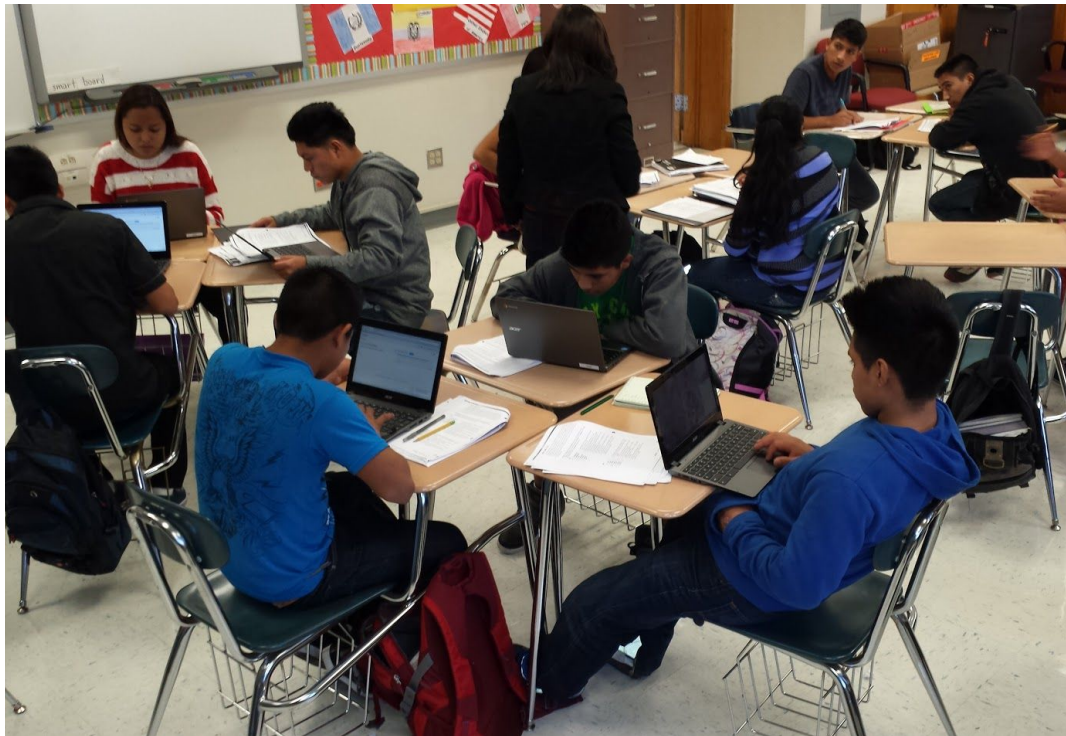
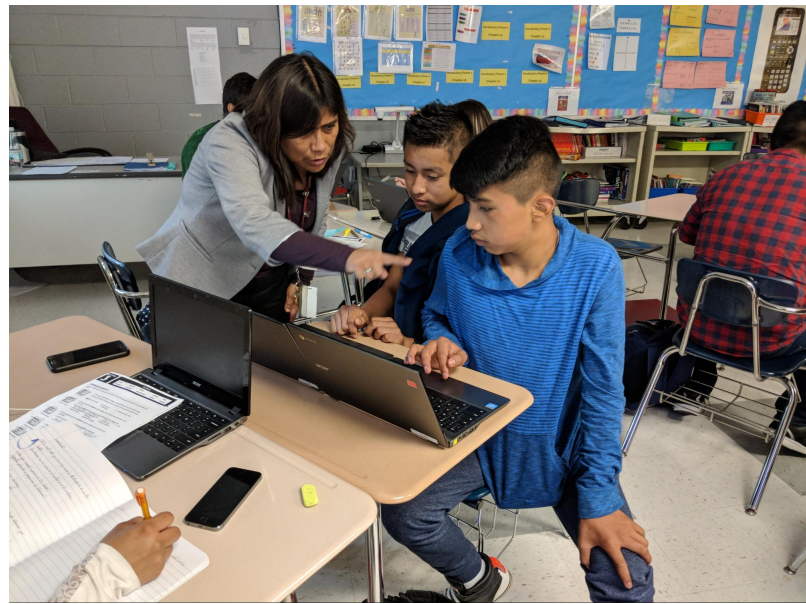
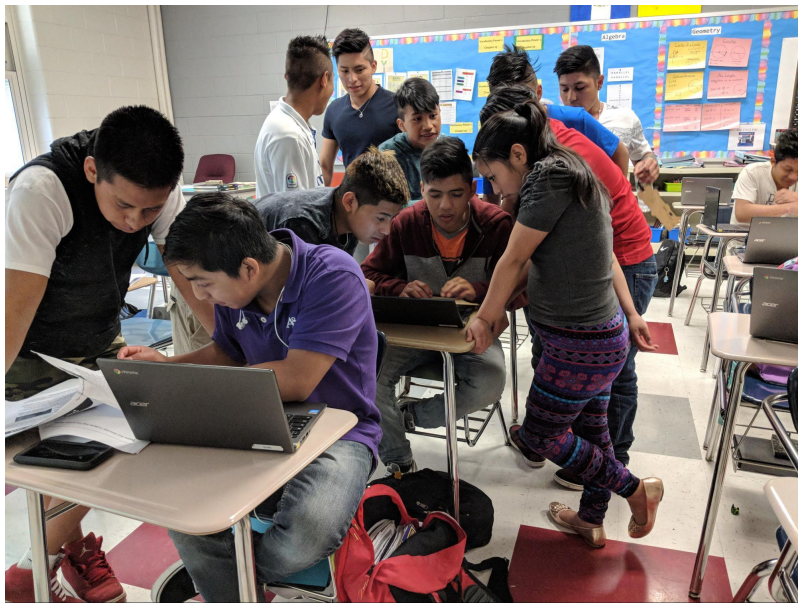
Transitional Skills








→ Transitional Skills is a full-year class for newcomers and select students at the beginner level in need of skills. It was originally defined as a class dedicated to supporting students post-secondary, with skills such as resume writing and job searching. Presently, it is used to teach newcomers and SLIFE skills they will need to be successful in the mainstream classroom through teacher-selected themes:

- ◆ All About School
- ◆ Numbers / Letters
- ◆ Telling Time / Keeping a Schedule
- ◆ Money / Banking
- ◆ Computer Skills→ typing, Google applications, email, navigating the internet





The Schedule of a Student in the Newcomer Program

Exp	Trm	Crs-Sec	Course
1(M-F)	18-19	03226-1	ELL Integrated Math 
2(M-F)	S1	03996-1	PhysEd_SX_5-Day
2(M-F)	S2	03996-13	PhysEd_SX_5-Day
3(M-F)	18-19	03209-2	Beginner ESL English 
4(M-F)	18-19	03931-1	Spanish II(A)
5(M-F)	18-19	03215-1	Beginning ESL 
6(M-F)	S1	03010-638	Study Hall
6(M-F)	S2	03010-647	Study Hall
7(M-F)	S1	03001-1	Lunch (Sem 1)
7(M-F)	S2	03002-2	Lunch (Sem 2)
8(M-F)	S1	03227-1	ELL Integrated Social Studies (Semester) 
8(M-F)	S2	03228-1	ELL Integrated Science (Semester)
9(M-F)	18-19	03229-1	ELL Transition Skills 

In-Class Support: Teacher Responsibilities

- reinforcing concepts during the support class (Beginner or Intermediate ESL)
- being present during the class
- creating or recommending modifications to tests, assignments, and projects
- in some cases, co-teaching
 - ◆ we are not the “experts” or certified as content teachers
- These classes are classified as “No Letter” and are typically half ELL, half classified students

Mainstream In-Class Support

Prior to 2015

no in-class support or modifications were offered for ELLs.

2016

In-class support was provided by the two acting ESL teachers as they were able and with the consent of the classroom teacher.

2017

A third ESL teacher (bilingual) was hired to push-in at the first level of three core academic classes: Algebra 1, World History, Biology. This teacher is responsible for

Mainstream In-Class Support

2018

The district is unofficially planning to add two periods of push in for the second level: Geometry and Chemistry. Some students will be entering the next level in A-level and honors classes. 3 students who received a half year of Newcomers will graduate.

2019

The district continued to receive more students, most of whom are SLIFEs, at all levels. More students are moving up. 7 from the first full Newcomers program will graduate.

Resources for Classroom Teachers

- Sharing WIDA Scores so they are understandable.
 - ◆ Can Do Descriptors
- Grading Recommendations
- “ESL” Snapshots
- I&RS [Action Plans](#) for exited and monitored ELs

Other Classes

- Advocate for modifications
- Supplemental Resources or Translated Materials
 - ◆ Driver's Education
 - ◆ Life Skills
 - ◆ Financial Literacy
- Community Service → what is realistic and authentic?



Foreign Language

- Advocate for higher levels → High school students AND incoming Freshman
- Assess student ability in the first language
- Remember: Students enrolled in ESL can count that class as their Foreign Language Requirement in New Jersey



Outcomes

→ The number of SLIFEs graduating is on track to increase in the coming years (projected from current numbers)

- ◆ 2015→ 0
- ◆ 2016→ 0
- ◆ 2017→ 1
- ◆ 2018→ 3
- ◆ 2019→ 7



Outcomes

- Students, including SLIFEs, are entering higher level classes (Foreign Language testing, A-level and honors classes)
- Students are participating in and passing classes like Life Skills, Financial Literacy, and Driver's Education
- SLIFEs are having access to realistic graduation plans and meeting more requirements (credits, service hours, etc.)

Ten Ideas for Providing School-Wide Support to SLIFEs

- 1. Build supportive environments that respond to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling
 - ◆ bilingual/bicultural staff from the students' home country
 - ◆ a teaching staff highly trained in cross-cultural communication, the cultural and historical backgrounds of the students, and instructional methods that are designed to accelerate academic achievement
 - ◆ student and parent access to support services (ideally in the family's native language) provided by counselors, tutors, mentors, and parent coordinators.
 - ◆ a buddy system with peers or classmates who can show students around and help them adjust to the daily schedule (p.4)

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 2. Implement newcomer centers and/or programs to ease transitions for newly immigrated students

- ◆ academic support
- ◆ language instruction
- ◆ an introduction to basic school activities and skills
- ◆ community resources for immigrant families
- ◆ Instructors who understand and are trained to assist with their academic, emotional and cultural needs (sheltered instruction)

Ten Ideas for Providing School-Wide Support to SLIFEs

- **3. Create collaboration models across high school academic departments to support simultaneous linguistic and academic development**
- ◆ A collaborative instructional model reinforces student learning and accelerates academic progress.
 - ◆ a review of the instructional system, curriculum and content, school resources, and teacher planning schedules when necessary
 - ◆ administrators, counselors, classroom teachers and resource teachers work together to ensure that students and families have the necessary information needed to provide school supplies, documentation for meal programs, and other requisites for assimilation. Working together to create a climate of acceptance and accountability ensures that the student's academic success is secured on many levels.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 4. Implement flexible scheduling to reflect real needs and obligations of high school immigrants

- ◆ Allow students to balance home and school responsibilities
- ◆ Opportunities to spend extra time in school to accelerate learning
- ◆ Opportunities to keep working while attending school
- ◆ Schools that can offer "non-traditional" school hours, such as afternoon, evening, or Saturday schedules or a year-round school calendar

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 5. Increase sheltered instruction

- ◆ English-language instruction that is modified so that subject matter is more comprehensible to students with limited vocabularies
- ◆ increased use of visuals, collaborative learning activities, and demonstrations

Ten Ideas for Providing School-Wide Support to SLIFEs

- **6. Consider how standards and the curriculum can be adapted so that SLIFEs learn critical material in a way that is effective, accessible, and age-appropriate**
- ◆ adapt standards-based lessons so that they cover the most important information in a way that is accessible, culturally relevant, and age-appropriate
 - Instead of giving a 2nd-grade book to a 17-year-old immigrant from Ghana who reads at a 2nd-grade level, a teacher might work, for example, with the social studies instructor and provide the student with ESL materials on U.S. history
 - ◆ Schools may also consider using thematic curriculum, individual learning plans, or alternative ways of gaining course credit, such as an independent study or an internship

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 7. Provide intensive literacy/language instruction.

- ◆ explicit instruction in an age-appropriate manner of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension
- ◆ increasing student access to literacy-rich environments and print materials
- ◆ unifying language and content instruction
- ◆ increased time in language development or ESL courses, particularly if the class sizes are small

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 8. Teach students learning strategies that they can use in the future.

- ◆ how to recognize cognates
- ◆ looking for the heading of a chapter in pre-reading exercises
- ◆ using a dictionary
- ◆ how to take effective notes
- ◆ Build background knowledge

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 9. Build partnerships with local businesses, higher education and adult education programs

- ◆ make a partnership with local businesses
- ◆ adult basic education
- ◆ higher education programs in order to provide a seamless transition for SLIFEs who will need more than four years to graduate or are older and will "age-out" before completing high school graduation requirements
- ◆ Students are allowed to attend high school until the age of 21, and if a connection exists with the adult basic education or local higher education institution

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 10. Use the full resources of the community to support immigrant students

- ◆ "It takes a whole village to raise a child"
- ◆ contacts with community resources such as health care organizations, after-school tutoring, job programs, and ethnically/linguistically based community groups
- ◆ A Newcomer Center is often well-connected with such community resources and likely offers community organization services on-site to the students

Ten Ideas for Teaching SLIFEs in the Classroom

→1. Activate prior knowledge.

- ◆ know what prior information your students have
- ◆ link the new information to what they already understand
- ◆ stimulate student motivation
- ◆ Some strategies include: word associations, wordsplash relationships, KWL charts, and anticipation guides.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 2. Provide a print rich environment.

- ◆ Cover your walls with lots of visuals that correspond to text (maps, charts, signs, posters with motivational phrases)
- ◆ the alphabet in print and script
- ◆ the Pledge of Allegiance
- ◆ Seek out appropriate lower-grade texts or texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 3. Engage students in hands-on learning so students are physically involved.

- ◆ Have students write, illustrate, and record their own books
- ◆ let them create their own picture dictionaries and flash cards,
- ◆ incorporate drama to act out events and stories
- ◆ use interactive activities on a SMARTBoard
- ◆ use manipulatives, reciprocal teaching
- ◆ teach to the multiple intelligences

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 4. Keep the amount of new vocabulary in control.

- ◆ Rephrase
- ◆ define in context
- ◆ simplify your explanation so as not to confuse students
- ◆ Limit your sentence length, but don't patronize students by raising your voice as if they were hard of hearing
- ◆ use intonation and pauses for emphasis

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 5. Give frequent checks for communication.

- ◆ Try to avoid Yes/No answers.
- ◆ ask that students summarize what they understood
- ◆ Increase your wait time, because students will need extra time to process your question, think of the answer, they find the words they need in English.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 6. When assessing understanding, be open-minded.

- ◆ Provide multiple opportunities to demonstrate understanding (instead of writing: explain, act out, discuss, defend, draw, compare, predict, etc.)
- ◆ Emphasize formative assessment versus evaluative assessment and individualize what you ask students to do.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 7. Allow students to work in cooperative groups.

- ◆ teach the necessary social skills they need to interact productively with one another.
- ◆ Forming skills such as getting into groups, taking turns, and encouraging one another provide the foundation for higher-order thinking in collaborative groups.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 8. If possible, build the native language content and literacy instruction in order to build on English.

- ◆ work on pre-reading, during reading, and post-reading strategies
- ◆ Use of graphic organizers to make learning visual and incorporate thinking skills
- ◆ Use reading logs and journals to incorporate reading and writing.

Ten Ideas for Providing School-Wide Support to SLIFEs

- **9. Use teaching strategies that weave together language and content instruction, such as the SIOP model** (Sheltered Instruction Observation Protocol).
 - ◆ Start with the concrete then build to the abstract.
 - ◆ Try to relate material to students' prior knowledge and experience.
 - ◆ What they don't have you can try to create for them through visuals or by using technology.

Ten Ideas for Providing School-Wide Support to SLIFEs

→ 10. Keep your expectations realistic at the beginning of the year.

- ◆ Raise your expectations up as students reach them and keep them high enough that students will stretch to reach for them, but not too high that they give up.
- ◆ Supply them with the necessary tools, remain optimistic, and offer to help as they need it, they will gain the self-confidence to be successful.
- ◆ Don't let frustration and the seemingly insurmountable barriers affect the instruction and support they receive from you or your school.



It Takes a Village

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**THANK
YOU!**

Resources - Textbooks

→ Pearson

- ◆ Writing Power 1, 2, 3, 4
- ◆ Reading Power 1, 2, 3, 4
- ◆ Vocabulary Power 1, 2, 3
- ◆ Language Central for Science
 - Life Science (Biology)
 - Earth Science
 - Physical Science (Chemistry, Physics)
- ◆ Language Central for Math Grades 4, 5, 6, 7, 8
- ◆ Focus on Grammar 1, 2, 3

→ Longman

- ◆ Longman Mathematics
- ◆ Longman Social Studies
 - The Middle Ages
 - US History
 - Ancient Civilizations

→ Houghton Mifflin Harcourt

- ◆ Core Skills Spelling Grades K, 1, 2, 3, 4, 5