



# Texas English Language Learner Instructional Tool (TELLIT): Social Studies Learning

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## Need / Data

| 2015 STAAR     | State % | Region % | District % | ELLs % | Difference |
|----------------|---------|----------|------------|--------|------------|
| Reading        | 77      | 73       | 87         | 71     | -16        |
| Math           | 81      | 79       | 87         | 63     | -24        |
| Writing        | 72      | 71       | 88         | 76     | -12        |
| Science        | 78      | 75       | 88         | 68     | -20        |
| Social Studies | 78      | 72       | 86         | 66     | -20        |



# Need / Data

| 2015 PBMAS     | STAAR<br>Cut<br>Point | Bilingual   | ESL -<br>STAAR | EOC<br>Cut<br>Point | ESL-<br>EOC |
|----------------|-----------------------|-------------|----------------|---------------------|-------------|
| Reading        | 70-100                | 76.9        | <b>70.8</b>    | *Report<br>Only     | 50.3        |
| Math           | 70-100                | 75.7        | 83.2           | 60-100              | 66.7        |
| Writing        | 70-100                | 76.5        | <b>68.8</b>    | w/Rdg               | w/Rdg       |
| Science        | 65-100                | <b>61.4</b> | 68.8           | 60-100              | 79.7        |
| Social Studies | 65-100                | N/A         | <b>56.6</b>    | 60-100              | 78.9        |



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# Need / Data

| 2016 STAAR 5 | District % | ELLs % | Diff. |
|--------------|------------|--------|-------|
| Reading      | 87         | 76     | -11   |
| Math         | 91         | 82     | -9    |
| 2016 STAAR 8 | District % | ELLs % | Diff. |
| Reading      | 90         | 62     | -28   |
| Math         | 97         | 90     | -7    |

| Spr 2016 EOC | District % | ELLs % | Diff. |
|--------------|------------|--------|-------|
| English I    | 75         | 34     | -41   |
| English II   | 64         | 20     | -44   |
| Algebra I    | 89         | 69     | -20   |
| Biology      | 94         | 78     | -16   |
| US History   | 95         | 63     | -32   |

# Objectives for Today



## Content Objective

- Identify needs of ELLs
- List and define 3 Domains of Learning
- Observe teacher/student behaviors (videos)

## Language Objective

- Read sections of Texas Educator Standards and T-TESS to make connections to today's learning
- Discuss articles/handouts/videos
- Share experiences/ideas for implementation



# Why is this important?

- Chapter 89.1210 Program Content and Design
  - (c) “The bilingual education program shall address the **affective, linguistic, and cognitive** needs of English language learners”



# Why is this important?

- “Expert panelists discussed the key components necessary to creating positive conditions for learning. They shared the strong view that student wellness (social, emotional, behavioral, and psychological) is critical to academic achievement, and that schools must emphasize both equally if all students are going to learn to their fullest potential.”
- “The National Association of School Psychologists (NASP) believes that achieving excellence in education requires that every student is ready to learn, and every teacher is empowered to teach.
- To reach this goal, schools need to make creating positive conditions for learning a priority. Creating positive conditions for learning, which emphasize safe and supportive environments, is essential to student success.

*National Association of School Psychologists, 2011, Legislative Priorities*



# Why is this important?

- Schools need to actively create conditions that promote safety; prevent negative behaviors (e.g., bullying, violence, gang involvement, substance abuse, and truancy); foster increased student engagement; and support students' social–emotional wellness, mental health, and positive behavior to help students learn to their fullest potential. Unfortunately, student learning supports and mental health needs are given marginal attention in the current education reform debate. The focus has remained on improving teacher quality, curriculum, and instruction. These are the fundamental aspects of education; however, focus on these aspects of education reform in the absence of comprehensive learning supports for all students will be insufficient to improve academic outcomes for all of our students.”

*National Association of School Psychologists, 2011, Legislative Priorities*



# Why is this important?

## Texas Educator Standards

- Standard 1 – Instructional Planning and Delivery
  - B – developmentally appropriate, standards-driven lessons
    - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
    - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
  - C – diverse learners, adapting methods
- Standard 2 – Knowledge of Students and Student Learning
  - A – belief that all students have the potential to achieve
    - A ii – create a community of learners in an inclusive environment
  - B – acquire, analyze, and use background information to engage students in learning
    - B ii – understand the unique qualities of students with exceptional needs...and know how to effectively address these needs through instructional strategies and resources



# Why is this important? – T-TESS

- *Dimension 1.1 Standards and Alignment – All activities, materials and assessments that...are appropriate for diverse learners*
- *Dimension 1.2 Data and Assessment – analysis of student data connected to specific instructional strategies*
- *Dimension 1.3 Knowledge of Students – adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students*
- *Dimension 1.4 Activities – activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students*
- *Dimension 2.4 Differentiation – adapts lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught*



# Affective Domain

§89.1210 (c) (1) Program Content and Design. **Bilingual Education Program:**

English language learners **shall** be provided **instruction in their home language** to introduce basic concepts of the school environment, and instruction **both** in their home language **and** in English, which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program **shall** address the history and cultural heritage associated with both the students' home language and the United States.

**ESL:** ELLs **shall** be provided instruction using second language methods in English to introduce basic concepts of the school environment,



# Affective Domain

Stress

Anxiety

Lack of  
Self-  
Confidence

- Overemphasis on error correction
- Laughing at mistakes
- Awkward/high-risk environments

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# Affective Domain

Consists of 2 major components:

- Physical appearance of the classroom
  - Arrangement that provides students opportunities to interact with one another
  - Highlights each student's culture
- Making a safe, welcoming, and supportive environment



# Affective Domain

- Making a safe, welcoming, and supportive environment





# Affective Domain

## Culturally Responsive Classrooms

- Supports achievement of ALL students through equitable opportunities
- Identifies, nurtures, and builds upon students' strengths
- Respects diversity of languages, cultures, and life experiences
- [Video Demonstration](#)



# Affective Domain

## The Significance of Supporting Language Acquisition

- Student shares what the teacher does to support learning
- [Video Demonstration](#)



# Affective Domain

## Using Self-Assessments with Students

- Students learn to compare their performance with standards
- [Video Demonstration](#)



# Linguistic Domain

§89.1210 (c) (2) Program Content and Design. **Bilingual Education Program:**

English language learners **shall** be provided **instruction** in the skills of listening, speaking, reading, and writing **both** in their home language and in English. The instruction in both languages **shall** be **structured** to ensure that the students **master** the required essential knowledge and skills **and** higher-order thinking skills in **all** subjects.

**ESL** - ELLs shall be provided **intensive instruction** to develop proficiency in listening, speaking, reading, and writing in the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.



# Linguistic Domain

Focus on development of social language and academic language:

- Instructional techniques
- Linguistic accommodations



# Linguistic Domain

## Using the Teacher-Student-Group Approach

- Use of realia/concrete objects
- Model and set the expectation for the group work that follows
- Check for understanding
- [Demonstration Video](#)



# Cognitive Domain

§89.1210 (c) (3) Program Content and Design.

## (c) (3) Bilingual Education Program:

English language learners **shall** be provided instruction in language arts, mathematics, science, and social studies **both** in their home language and in English. The content area instruction in both languages...

## (f) (3) Program Content and Design. ESL Program:

English language learners **shall** be provided instruction in **English** in language arts, mathematics, science, and social studies using second language methods. The instruction in academic content areas...

**shall** be structured to ensure that the students master the required essential knowledge and skills and higher-order thinking skills.



# Cognitive Domain

**Focus:** instructional practices used by the teacher to help students-

- Develop critical thinking skills
- Academic Achievement



# Cognitive Domain

## Benefits of Cooperative Grouping for ELL Students

- Use cooperative learning with hands-on activities
- Opportunity to be proactive in the learning process
  - Problem solving
  - Discovery
  - Application
  - Development of community
- [Video Demonstration](#)



# Cognitive Domain

## Keeping Students Engaged-Social Studies

- Class Discussion (not in video)
- Peer Interaction
- Support with instructions/staying on task
- [Video Demonstration](#)



# Textbook Resources

- Supporting English Language Learners
  - Daily language acquisition PLUS content knowledge
  - Daily ELPS guidance for each lesson by proficiency level
  - [ELPS Toolkit](#) (Envision Math) – best practices and graphic organizers
  - Word Cards – reading and vocabulary support



# How does this fit with Sheltered Instruction?

| Sheltered Instruction Components |
|----------------------------------|
| Lesson Preparation               |
| Building Background              |
| Comprehensible Input             |
| Strategies                       |
| Interaction                      |
| Practice & Application           |
| Lesson Delivery                  |
| Review and Assessment            |



# How does this fit with Collaborative Strategic Reading (CSR)?

## CSR Components

### Preview

Read; Brainstorm;  
Predict

### Click & Clunk

Clunks & Fix-Up  
Strategies

### Get the Gist

Main Idea

### Wrap Up

Question & Review



# How does this fit with Writing Across the Curriculum (WAC)?

| WAC Components |
|----------------|
| Read           |
| Think          |
| Write          |



# Implications, Application, Activities, and Strategies

- Get to know your students
  - Learning styles (inventories in the RtI Binder)
  - English Language Proficiency Levels
  - Academic Achievement/Knowledge



# Curriculum Implications

- Know your content TEKS
- Plan according to your students' proficiency level(s) and academic level(s)
- Know your textbook adoption and resources for differentiation and ELLs
- Know the vertical alignment of TEKS
- Know what is assessed:
  - TEKS Curriculum Framework Documents
  - STAAR Essence Statements
  - Blueprints
  - Released Tests
  - Assessed Curriculum



# Instruction

Strong Tier I instruction reduces the number of students in need of additional support. Planning is critical.

**Goal: 85%+** through initial teach

- Strategy – structure, system, method, techniques, procedures, and processes (teacher)
  - Match students' learning styles with your teaching style/strategies
  - Gradual Release of Responsibility Model (I do, we do together, you do together, you do)
- Activity – teacher-guided instructional tasks or assignments for students
  - Pre-teach vocabulary
  - Build Background knowledge
- Potential Pitfalls
  - Aware – district; campus; teacher; student data by TEKS
  - TEA Statewide Item Analysis Summary Report (by content and grade)
  - Know your students' English proficiency level to identify potentially challenging vocabulary words



# Instruction

| Teaching Strategies   | Learning Activities  |
|---|--|
| <ul style="list-style-type: none"><li>•types of learning activities used</li><li>•lesson delivery: instructor's class "persona" and communication style; ways of interacting with students and structuring class time; etc.</li><li>•specific practices (e.g. <u>early semester evaluations</u>)</li><li>•creating a positive class atmosphere</li><li>•motivating students</li><li>•dealing with diversity (or its lack)</li><li>•discipline and class management</li><li>•use and role of technology</li><li>•adjustments to the syllabus</li></ul> | <ul style="list-style-type: none"><li>•classroom exercises and activities (group work, discussion, etc.)</li><li>•reading questions</li><li>•problem sets</li><li>•case studies</li><li>•student-conducted interviews</li><li>•research projects</li><li>•role-playing</li><li>•essays, research reports, and other written work</li></ul> |

<http://kaneb.nd.edu/evidence/implementation/description-of-teaching-strategies-and-learning-activities/>



# Assessment

- In class
  - Diagnostic (Beginning of Year; can use previous year's assessment)
  - Formative (Daily lesson; unit exams; grading period exams; intervention quizzes)
  - Aware – item analysis
- District
- State
- Know what is assessed:
  - [TEKS Curriculum Framework Documents](#)
  - [STAAR Essence Statements](#)
  - Blueprints
  - Released Tests
  - Assessed Curriculum



# Comments / Questions



# References

- *National Association of School Psychologists, 2011, Legislative Priorities*
- Texas Gateway
  - Texas English Language Learner Instructional Tool (TELLIT) – Math Learning
- TEA: TEKS and STAAR Resources
- University of Notre Dame (Kaneb Center for Teaching and Learning)



# Contact Information

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