Texas English Language Learner Instructional Tool (TELLIT): Science 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

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Need / Data

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

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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"

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Why is this important?

- "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.
- 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

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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

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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*

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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,

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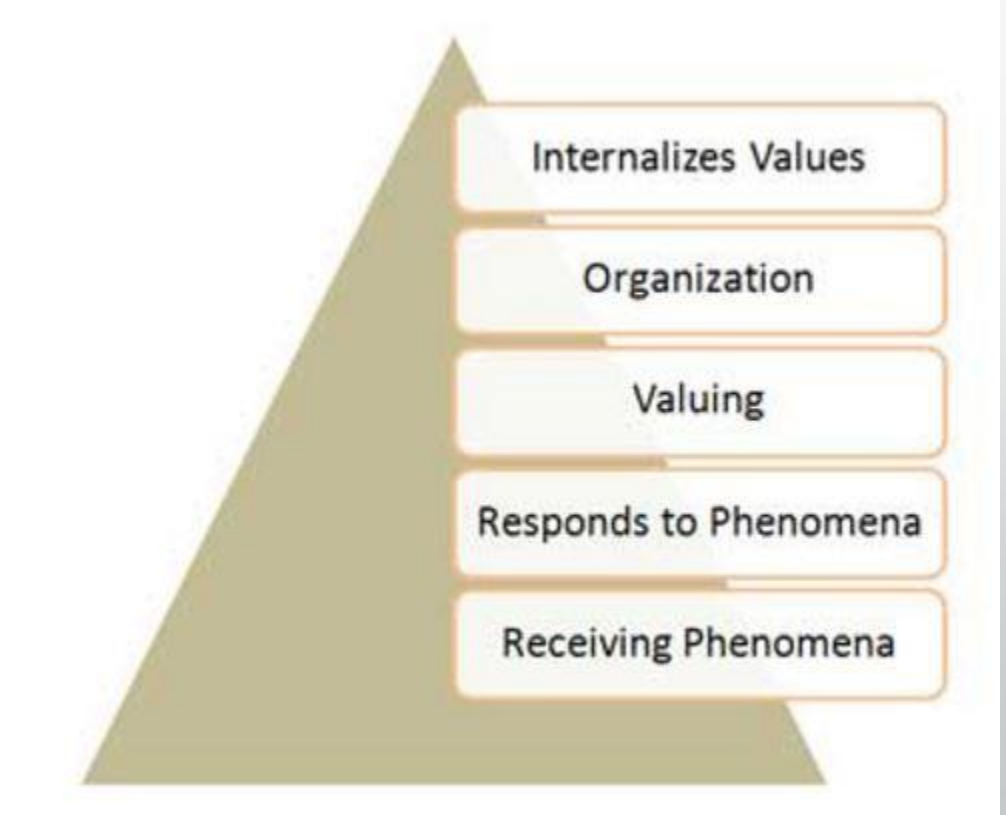
Affective Domain

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



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Affective Domain

Using Sentence Stems and Paragraph Frames in Science

- Scaffolds language development for ELLs
- Teacher is assessing the content and language objectives through the use of a paragraph frame
- Video Demonstration http://bcove.me/o6ngoh4h

Affective Domain

Check the video or delete slide

The Significance of Supporting Language Acquisition

- Student shares what the teacher does to support learning
- Video Demonstration

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Affective Domain

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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.

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Linguistic Domain

Focus on development of social language and academic language:

- Instructional techniques
- Linguistic accommodations

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Linguistic Domain

Language Objectives

- Explain how ELS will demonstrate knowledge of the academic content
- Derived from the English Language Proficiency Standards (ELPS)
- Explained at the beginning of the lesson
- Written in student friendly language
- Demonstration Video: Using Language Objectives with Students

Linguistic Domain

- Assessing Content Knowledge and Language Development (1:17)http://bcove.me/jyoeq8rx

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Linguistic Domain

Academic Language Development (Demonstration Video-math)

- Identify and teach technical terminology for concepts related to science
- General words and phrases that help connect ideas/thoughts about key concepts
- Support language that may give students difficulty in-
  - Learning science concepts
  - Understanding science problems
  - Finding science solutions

Social Communication

Basic common words and phrases in everyday, social communication

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Linguistic Domain

Using the Frayer Model in a Gallery Walk

- Word analysis
- Vocabulary building
- Video Demonstration – math example

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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. **ESLProgram:**

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.

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Cognitive Domain

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

- Develop critical thinking skills
- Academic Achievement

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Cognitive Domain

Teacher-Group-Student Approach for Modeling

- Teacher models new concept
- Group for interaction
- Student demonstration of knowledge
- Video Demonstration – math example

Cognitive Domain

Keeping Students Engaged

- Class Discussion
- Peer Interaction
- Gallery Walks

Incorporating Technology and Keeping Students Engaged (3:31)

Video demonstration

Cognitive Domain

Using Objectives with Students throughout the Lesson

- Displayed: posted and in student-friendly language
- Beginning of the Lesson
  - Discussed (communicated)
  - T/Ss read and clarify unfamiliar terms
- During the Lesson
  - Supported
  - Teacher makes reference to the objective throughout the lesson
- Video Demonstration – math example

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Textbook Resources

- Assess and Differentiate
  - Intervention activity – for student who still struggle with content
  - Reteach – to reinforce the content and step by step guidance
  - On Level and Advanced activity

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Textbook Resources

Assessment Resources

- Formative Assessment – lesson and topic level
- Daily differentiated instruction
- Ongoing Assessment; diagnosis; and intervention resources
- Summative Assessment

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Textbook Resources

Supporting English Language Learners

- Daily language acquisition PLUS content knowledge
- Daily ELPS guidance for each lesson by proficiency level
- ELPS Toolkit – best practices and graphic organizers (from Envision Math)
- Word Cards – reading and vocabulary support

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Textbook Resources

Program Components

- Program Overview
  - Includes a correlations guide for TEKS and ELPS
- Teacher's Edition
  - Includes a list of resources to help you differentiate instruction
  - Ideas and resources to support ELLs
  - Connections to other subjects

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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

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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

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

WAC Components
Read
Think
Write

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Implications, Application, Activities, and Strategies

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

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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

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Instruction

Teaching Strategies	Learning Activities
•types of learning activities used •lesson delivery: instructor's class "persona" and communication style; ways of interacting with students and structuring class time; etc. •specific practices (e.g. early semester evaluations) •creating a positive class atmosphere •motivating students •dealing with diversity (or its lack) •discipline and class management •use and role of technology •adjustments to the syllabus	•classroom exercises and activities (group work, discussion, etc.) •reading questions •problem sets •case studies •student-conducted interviews •research projects •role-playing •essays, research reports, and other written work

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
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Comments / Questions

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References

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- TEA: TEKS and STAAR Resources

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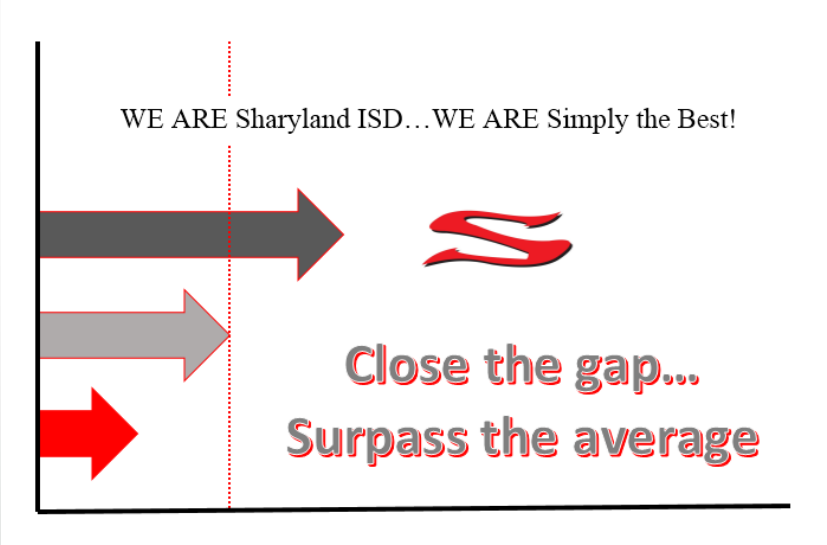
Contact Information



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