New ELD Teacher Training - Part I
English Language Learners in TUSD

Language Acquisition Department
Tucson Unified School District 2016

Presenters: Catherine Espinoza and Marisa Pargas
Session Norms

- Set aside preconceived notions
- Make application to your own work with second language learners
- Ask questions and use the “Parking Lot”
- Respect others’ viewpoint and expertise
- Take time to share and be ready to actively participate in all sessions
- Take a break from cell phones
Session Objectives

Participants will:

• become familiar with the historical perspectives surrounding students in TUSD.

• become familiar with the identification process for students who have another language in the home and their instructional program.

• experience a sheltered lesson in order to understand the instructional needs of an English Language Learner.

• identify effective strategies that helped make the lesson comprehensible
Historical Perspective

1960’s

Desegregation suit is filed (Fisher-Mendoza)
✓ District is granted taxing authority to address desegregation agreement
✓ Busing begins for desegregation purposes
TUSD reaches its highest enrollment: 65,000
Davis becomes a bilingual magnet school

1970’s

Roskruge becomes a bilingual middle magnet
Bonillas becomes a back-to-basics school
University High is created
$350M bond project for refurbishing schools

1980’s

Board eliminates corporal punishment

1990’s

1992: TUSD enters corrective action agreement with OCR regarding services to ELLs
1992: Flores suit filed vs. Nogales USD & AZ
1995: TUSD becomes majority minority district
1999: Supt. Keegan initiates AIMS test

2000’s

2000: Prop. 203—TUSD which limits bilingual education in our schools and requires SEI for all ELLs
2002: TUSD enters corrective action agreement with OCR regarding LEP translation services
2006: Arizona mandates 4-hours of ELD
Currently in TUSD...

We have:

• About 49,000 students
• 63.6% Hispanic students
• 21% White/Anglo
• 5.5% African American
• 3.7% Native American
• 2% Asian American
• 4% Other ethnicities
• 103 languages represented
When a Student has a ....

- Primary
- Home
- Language
- Other
- Than
- English

They are flagged to be assessed with a state proficiency exam called the AZELLA
This is determined by the **Student Registration Form**

**TUSD**

**Registration Form**

**Tucson Unified School District**

1. **Student Information (Please PRINT student name exactly as it appears on the birth certificate)**
   - Legal Last Name: [ ]
   - Legal First Name: [ ]
   - Full Middle Name: [ ]
   - Gender: [ ] Male [ ] Female

2. **Ethnicity**
   - Check all that apply:
     - [ ] White
     - [ ] Black or African American
     - [ ] Asian
     - [ ] American Indian or Alaskan Native
     - [ ] Native Hawaiian or other Pacific Islander

3. **Race (Check all that apply)**
   - [ ] Yes [ ] No
   - [ ] White
   - [ ] Black or African American
   - [ ] Asian
   - [ ] American Indian or Alaskan Native
   - [ ] Native Hawaiian or other Pacific Islander

4. **If Ethnicity is Hispanic AND Race is Black**
   - Please indicate if you primarily identify the student as Black or as Hispanic?
   - [ ] Black or African American
   - [ ] Hispanic
   - [ ] Both (Student is identified equally as both Black and Hispanic)

5. **Language:**
   - Primary language used in the home regardless of the language spoken by the student?
     - [ ] English [ ] Spanish [ ] Other
   - Language most often spoken by the student?
     - [ ] English [ ] Spanish [ ] Other
   - Language that the student first acquired?
     - [ ] English [ ] Spanish [ ] Other

6. **Date of Birth**
   - MM DD YYYY

7. **Country of Birth**
   - [ ] United States
   - [ ] Other
   - [ ] US Only - State of Birth:

8. **Relationship:**
   - [ ] Father [ ] Mother [ ] Other Legal Guardian (please specify)

9. **Address (write SAME if same as Student Residential Address):**
   - Employer:
   - Work Phone:
   - Cell Phone:

10. **Emergency Contact**
    - [ ] Stepparent [ ] Grandparent [ ] Friend [ ] Other
    - Name:
    - Home Phone:
    - Work Phone:
    - Cell Phone:

    - [ ] Stepparent [ ] Grandparent [ ] Friend [ ] Other
    - Name:
    - Home Phone:
    - Work Phone:
    - Cell Phone:

    - [ ] Stepparent [ ] Grandparent [ ] Friend [ ] Other
    - Name:
    - Home Phone:
    - Work Phone:
    - Cell Phone:
And the **Home Language Survey (HLI)**

State of Arizona  
Department of Education  
Office of English Language Acquisition Services

Primary Home Language Other Than English (PHLOTE)  
Home Language Survey  
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? __________________________

2. What is the language most often spoken by the student? ______________

3. What is the language that the student first acquired? __________________________
What Is AZELLA?

- *Arizona English Language Learner Assessment*

- Assesses language proficiency in Listening, Speaking, Reading, and Writing
- Aligned to English Language Proficiency standards
- 5 different Stages/levels for K-12
AZELLA Test Purposes

Placement Test

- **Identify** students who need **English language services**
- Determines appropriate instructional classroom placement for the **current** school year

<table>
<thead>
<tr>
<th>English Proficient Student</th>
<th>Mainstream Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner (ELL)</td>
<td>Dual Language Classroom- (They must qualify for a waiver)</td>
</tr>
<tr>
<td>English Language Learner (ELL)</td>
<td>SEI Classroom receiving English Language Development (ELD) for 4 hours per day separate from mainstream students. Or placed on an ILLP (Individual Language Learner Plan)</td>
</tr>
</tbody>
</table>
## 4-Hour ELD/SEI Model

<table>
<thead>
<tr>
<th>Time Allocations</th>
<th>AZ ELP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Oral English Conversation and Vocabulary</td>
<td>• Reading Domain</td>
</tr>
<tr>
<td></td>
<td>• Listening and Speaking Domain</td>
</tr>
<tr>
<td></td>
<td>• Language Strand standard 2 (only)</td>
</tr>
<tr>
<td>2 hour block</td>
<td></td>
</tr>
<tr>
<td>Writing &amp; Grammar</td>
<td>• Writing Domain</td>
</tr>
<tr>
<td></td>
<td>• Language Strand standard 1 (only)</td>
</tr>
</tbody>
</table>

or 90 min. blocks each for Intermediate level students who qualify
Schools with fewer that 20 ELLs in 3 consecutive grade levels are placed on an...  

**ILLP** *(INDIVIDUAL LANGUAGE LEARNER PLAN)*
AZELLA Reassessment Test

- **Progress** of English language acquisition
- Appropriate instructional classroom placement for the following school year
- **ELLs** continue to reassessed until they reach English proficiency

Districts, schools, and parents may **not** opt out of testing students with an AZELLA Test. Parents may, however, opt out of their child receiving English language acquisition services.
It takes time for language to be acquired....

• Basic Interpersonal Communication Skills (BICS) take 6 mos. to a year to acquire
  - Basic survival language

• Cognitive Academic Language Proficiency (CALP) takes 5 to 7 years
  - Academic Language needed to comprehend content learning
Language Learning... Occurs through stages (Much like the first language):

- Pre-production
- Early Production
- Speech Emergent
- Intermediate Fluency
- Advanced Fluency
## ELL Stage II: Grades 1-2

AZELLA uses the following labels for the stages:

| Standard 1: The student will actively construct and acquire new knowledge by... |
| --- | --- | --- | --- | --- |
| Pre-Emergent | Emergent | Basic | Low Intermediate | High Intermediate |

The student will demonstrate understanding of oral communications by:

<table>
<thead>
<tr>
<th>PE-1: identifying phonemes in the initial and/or final positions of words.</th>
<th>E-1: distinguishing between phonemes in the initial, medial, and final positions of words.</th>
<th>B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).</th>
<th>LI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).</th>
<th>HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.</th>
</tr>
</thead>
</table>
Demonstration
https://www.youtube.com/watch?v=5Ith7KvAESI
What happens if we teach and test to the middle?
When we teach ELLs, what do we need to consider?
### What worked for you as a learner?

<table>
<thead>
<tr>
<th>First time</th>
<th>End of lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you experience at first?</td>
<td>What made the lesson comprehensible?</td>
</tr>
<tr>
<td>What might have helped you as a learner?</td>
<td></td>
</tr>
<tr>
<td>What did you need more of to enhance your learning?</td>
<td></td>
</tr>
<tr>
<td>SIOP Component</td>
<td>Key Question When Planning</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Lesson Preparation</td>
<td>How am I going to plan a lesson with both \textit{content} and \textit{language} objectives in mind?</td>
</tr>
<tr>
<td>Building Background</td>
<td>What can I do to build my students’ background so the \textit{content} and \textit{language} are more accessible?</td>
</tr>
<tr>
<td>Comprehensible Input</td>
<td>How can I make the \textit{language}, the \textit{content}, and the concepts clearer to the students?</td>
</tr>
<tr>
<td>Strategies</td>
<td>What do my students need in terms of strategies &amp; scaffolding to own the \textit{content} and \textit{language} of the lesson?</td>
</tr>
<tr>
<td>Interaction</td>
<td>How can I use student-student interaction as a means of working with the lesson’s \textit{content} and \textit{language}?</td>
</tr>
<tr>
<td>Practice/Application</td>
<td>How can I maximize the opportunities students have to interact with the \textit{content} and \textit{language} of the lesson?</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>How am I going to engage my students and keep them focused on the key \textit{content} and \textit{language}?</td>
</tr>
<tr>
<td>Review/Evaluation</td>
<td>When and how will we assess learning and address strengths and challenges with the \textit{content} and \textit{language}?</td>
</tr>
</tbody>
</table>
About The SIOP® Model

In an age of high accountability, the SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners—to become college and career ready.

As a framework for organizing instruction, the SIOP® Model supports teachers in planning and delivering high-quality instruction for all students.

The Eight Components

There are eight interrelated components to The SIOP® Model: watch the videos for each component:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment
In Closing...

• Remember how it feels to be a second language learner.

• Always keep in mind what students might be experiencing (consider - prior knowledge, personal experiences).

• Remember the strategies that helped you as a learner.

• Find ways to implement these strategies for English Language Learners.
Questions??

Thank You!

Language Acquisition
TUSD 2016