


APPENDIX V – 96



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

I-C
Americanization program is abolished

TUSD establishes **first bilingual Education Program**

1970'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**

1980's

Board eliminates **corporal punishment**

Roskrige becomes a **bilingual middle magnet**

Bonillas becomes a **back-to-basics school**

University High is created

\$350M bond project for refurbishing schools

TUSD now AZ's 2nd largest—behind Mesa USD

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

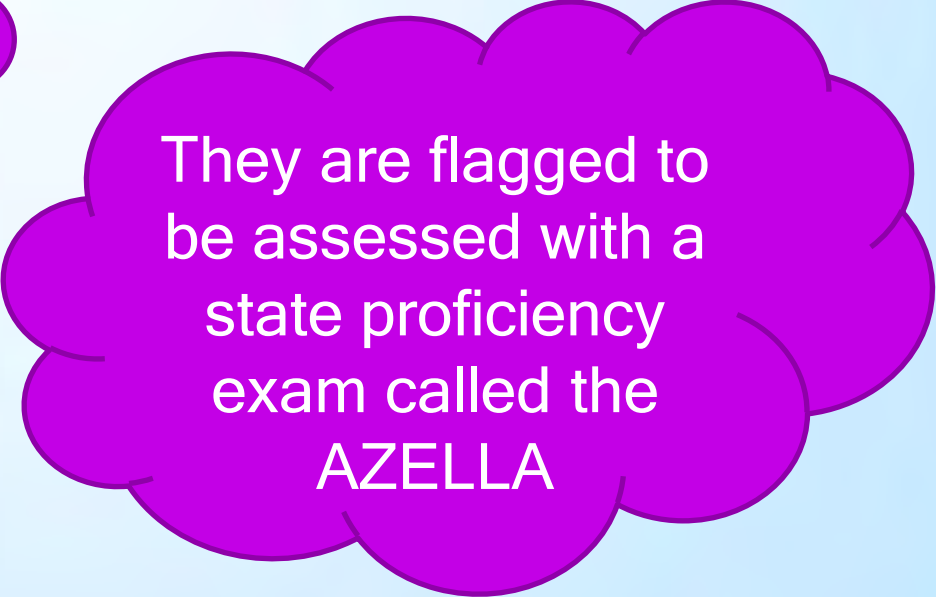
Currently in TUSD...

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

- **P**rimary
- **H**ome
- **L**anguage
- **O**ther
- **T**han
- **E**nglish



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

School: _____ Grade _____ School Year _____ **TURN OVER ->**

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: <input type="checkbox"/> Male <input type="checkbox"/> Female
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2. Ethnicity 3. Race (Check all that apply) 4. IF Ethnicity is Hispanic AND Race is Black

Is this student Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Native Hawaiian or other Pacific Islander	Please indicate if you primarily identify the student as Black or as Hispanic? <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Both (Student is identified equally as both Black and Hispanic)
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5. Language: 6. Date of Birth 7. Country of Birth

Primary language used in the home regardless of the language spoken by the student? Language most often spoken by the student? Language that the student first acquired?	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____ <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____ <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____	MM DD YYYY	<input type="checkbox"/> United States <input type="checkbox"/> Other _____ US Only - State of Birth: _____
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5. Language:

Primary language used in the home regardless of the language spoken by the student?
Language most often spoken by the student?
Language that the student first acquired?

<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other _____
<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other _____
<input type="checkbox"/> English	<input type="checkbox"/> Spanish	<input type="checkbox"/> Other _____

2nd Contact

Relationship: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other Legal Guardian (please specify) _____	If yes, which language? _____		
Last Name: _____	First Name: _____	Home Phone: _____	
Address [write SAME if same as Student Residential Address]: _____	Employer: _____	Work Phone: _____	Cell Phone: _____
Email: _____	Is an Interpreter needed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which language? _____		

10. Emergency Contact

Relationship: <input type="checkbox"/> Stepparent <input type="checkbox"/> Grandparent <input type="checkbox"/> Friend <input type="checkbox"/> Other _____	If yes, which language? _____			
Name: _____	Home Phone: _____	Work Phone: _____	Cell Phone: _____	<input type="checkbox"/> Interpreter needed? Language _____
Relationship: <input type="checkbox"/> Stepparent <input type="checkbox"/> Grandparent <input type="checkbox"/> Friend <input type="checkbox"/> Other _____	If yes, which language? _____			
Name: _____	Home Phone: _____	Work Phone: _____	Cell Phone: _____	<input type="checkbox"/> Interpreter needed? Language _____
Relationship: <input type="checkbox"/> Stepparent <input type="checkbox"/> Grandparent <input type="checkbox"/> Friend <input type="checkbox"/> Other _____	If yes, which language? _____			
Name: _____	Home Phone: _____	Work Phone: _____	Cell Phone: _____	<input type="checkbox"/> Interpreter needed? Language _____

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 **E**nglish **L**anguage **P**roficiency 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

English Proficient Student



Mainstream Classroom

English Language Learner (ELL)



Dual Language Classroom-

(They must qualify for a waiver)

English Language Learner (ELL)



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)

4-Hour ELD/SEI Model

	Time Allocations	AZ ELP Standards
2 hour block	Reading & Oral English Conversation and Vocabulary	<ul style="list-style-type: none"> • Reading Domain • Listening and Speaking Domain • Language Strand standard 2 (only)
2 hour block	Writing & Grammar	<ul style="list-style-type: none"> • Writing Domain • Language Strand standard 1 (only)

or 90 min. blocks each for Intermediate level students who qualify

standards documentation and implementation

Schools with fewer than 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 to the ideas of others in order to acquire new knowledge.						
Dimension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	The student will demonstrate understanding of oral communications by:					
	PE-1: identifying phonemes in the initial and/or final positions of words.	E-1: distinguishing between phonemes in the initial, medial, and final positions of words.	B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).	LI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).	HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.	
PE-2: repeating main ideas from read-alouds (fiction	E-2: responding to main ideas from read-alouds (fiction	B-2: responding to read-alouds (fiction and nonfiction) by	LI-2: summarizing main ideas and supporting details	HI-2: summarizing main ideas and supporting details		

Demonstration



巴黎 春节前

KOMB43

[https://www.youtube.com/watch
?v=5lth7KvAESI](https://www.youtube.com/watch?v=5lth7KvAESI)

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?

First time	End of lesson
<p>What did you experience at first ?</p> <p>What might have helped you as a learner?</p> <p>What did you need more of to enhance your learning?</p>	<p>What made the lesson comprehensible?</p>

SIOP COMPONENT	KEY QUESTION WHEN PLANNING
LESSON PREPARATION	How am I going to plan a lesson with both <i>content and language objectives</i> in mind?
BUILDING BACKGROUND	What can I do to build my students' background so the <i>content and language</i> are more accessible?
COMPREHENSIBLE INPUT	How can I make the <i>language, the content, and the concepts</i> clearer to the students?
STRATEGIES	What do my students need in terms of strategies & scaffolding to own the <i>content and language</i> of the lesson?
INTERACTION	How can I use student-student interaction as a means of working with the lesson's <i>content and language</i> ?
PRACTICE/APPLICATION	How can I maximize the opportunities students have to interact with the <i>content and language</i> of the lesson?
LESSON DELIVERY	How am I going to engage my students and keep them focused on the key <i>content and language</i> ?
REVIEW/EVALUATION	When and how will we assess learning and address strengths and challenges with the <i>content and language</i> ?

Sheltered Instruction Observation Protocol

<http://siop.pearson.com>

The screenshot shows a web browser window displaying the homepage of the Sheltered Instruction Observation Protocol (SIOP) Model. The browser's address bar shows the URL <http://siop.pearson.com/about-siop/index.html>. The page features a navigation menu with links for ABOUT SIOP, BOOKS, EVENTS & PROFESSIONAL DEVELOPMENT, AUTHORS, RESOURCE LIBRARY, and DIAGNOSTIC SERVICES. A sidebar on the left contains links for About SIOP®, Research Video, SIOP® Research, News, and FAQ. The main content area includes a large banner with the text "About Sheltered Instruction Observation Protocol - SIOP®" and a photograph of a teacher interacting with students. Below the banner, there is a section titled "About The SIOP® Model" which describes the model's purpose and provides a list of "The Eight Components":

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

On the right side of the page, there are three additional sections: "REQUEST INFORMATION" with a "Request Information" button, "BOOKS & RESOURCES" with a "View All Books & Resources »" link, and "EVENTS & TRAININGS" with a "View All Events & Trainings »" link. A calendar icon is also visible in the "EVENTS & TRAININGS" section.

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