

APPENDIX V – 96

Pargas, Marisa

From: Sandoval-Taylor, Patricia
Sent: Friday, March 31, 2017 10:21 AM
To: Lamm, Carissa; Hill, Stephanie; Taleb, Rene; Duran, Dianna; Lopez, Christina; Piaggi-Furet, Jane; Dillman, Lindsay; Hall, Patricia; Rodriguez, Elvia; Rosales, Marie; Watts, Deborah; Steele, Nathan; Crowley, Terry; Briggs, Sarah; Molina, Nikki; Hoffman, Diana; Chai, Gabriela; Olivarría, Jessica; Stone, Christina; Tautimer, Anjelina; Ptasnik, Deborah; Calderone, Linda; Lopez, Angela; De La Rosa, Cynthia; Contreras, Carlos; Quijada-Grijalva, Lizeth; Contreras, Anna; Kennicutt, Norma; Sanders, Zenia; Reddington, Caity; Adams, Emily; Paredes, Cathy; Garcia-Mendez, Christina; Gomez, Jahníe Dee; Barrandey, Luz; Ouellet, Valerie; Avalos, Gabriela; Smith, Jessica; Barcelo, Delia; Walczak, Chloe; Bermudez, Marco; Burke, Alba; Bennett, Terra; Monroy-Hawkins, Enedina; Grijalva, Miriam; Lopez, Adam; Peralta, Rebecca; Fimbres, Araceli; Jimenez Montano, Claudia; Mendoza, Christina; Munoz, Theresa; Cirerol, Lourdes; Badilla, Annabel; Serrano, Angelica; Ross, Tamra; Mickle, Celina; Grow, Kristin; Temple, Angela; Zuniga, Angela; Watts, Jamie; Robles, Ana-Alicia; Valencia Gomez, Angela; Ramirez, Nicole; Campbell, Victoria; Aragon-Gaona, Anna; Meza-Aldaghi, Rosalva; Tapia-Beltran, Grace; Peregrina, Alejandrina; Tompkins, Soo; Duran, Johanna; Luna Sabori, Amairani
Cc: Espinoza, Catherine; Manzano, Anna; Moore, Angela; Pargas, Marisa; English, Li-Lin; Federico, Adelina
Subject: TUSD USP Survey for ELD Teachers

Teachers,

Thank you for participating in our recent USP survey: Integrating ELLs Outside of the 4-Hour Block. The responses below are based on the results from that survey.

If you responded that you do not integrate your ELL students with Non-ELLs outside of the 4-hour block, please use the ideas listed as ways that you may be able to integrate your students.

Also, click on the link for additional ways to integrate ELL students submitted by the LAD and other ELD teachers in the district.

<http://avenues4eld.pbworks.com/w/page/25814687/Avenues%20Support%20Resources>

Survey Responses:

- We have a walk to math where students are grouped by ability. We also have joint PE classes.
- students play together, eat together, and do many activities in the school across grade levels and class designations.

- Students play with other students at lunch time and/or other recess time. Also our class and another would have "technology time" together. Special speakers that come in, students from other grade levels sit together and share ideas.
- On Tuesdays, 3rd grade does a reading rotation/intervention where we split up the students based on reading levels to better help them and help promote them to the next level. We do this for an hour every Tuesday.
- I also help to implement testing strategies with other 5th grade classrooms as we prepare for AzMERIT. This looks like peer review as my students are paired with other classmates from mainstream and dual language classrooms where they all teach each other testing strategies for both Math and ELA.
- During Math, Social Studies, Science and Thematic Learning. I make sure I use all domains of language Listening, Reading, Writing, Speaking and Visual Literacy along with the 4 Linguistic components of English: Grammar, Phonology, Vocabulary and discourse. I create activities that are appealing for my students and which reinforces the learning. (i.e. vocabulary, graphic organizers, matching games, visuals etc.).
- Some of my students go to Gate Bilingual for Math
- I do inclusion with my kindergarten class and a special ed classroom.
- In Physical education
- I am a kinder mixed SEI teacher so I have ELL's and non ELL's in my class.
- I have students in my room each morning from other non ELL classrooms during math. These students are from exceptional education classrooms and come with a teaching assistant.
- P.E. time, math exchange (I have 2 grade levels) band, orchestra, interventions, or other activities planned with grade level.
- They are all on the playground together at lunch recess and we have a 30 minute reading intervention that includes all first graders.
- PE with non-ELLs students, Walk To Math- Engage New York for 1st and 2nd graders, special activities on campus and field trips. A few times I have non-ELLs in my classroom.
- Students are integrated at lunch, P.E. and field trips.
- We have Walk-to-Intervention, in which 5th grade students get regrouped into intervention and enrichment groups depending on how they perform on a particular math skill.
- At recess
- Through Social Studies and Science instruction that includes reading and writing.
- Math
- Students have recess with other classes. We have non-Ell cross-age helpers.

- We have Kindergarten rotations, such as Dr. Seuss Day, where all students rotate through each K classroom & do activities related to the theme.
- We have Walk to Math four days a week. Students are grouped according to performance levels.
- My classroom is a SEI mix, so my ELLs are always with non-ELLs all day.
- Science lessons with general education/special education students from other classrooms, 2x per week.

Sincerely,

TUSD Language Acquisition Department

2025 E. Winsett/LIRC Bldg.
Tucson, Az 85719
(520)-225-4600
Fax 520 -225-4668