



Equity and Excellence for all Students: Consideration of Culture and Language Learning Across Tier I

Fall Institute 2016

The Granite Way

- Exercise fidelity to the core.
- Implement the instructional framework.
- Use district provided tools and assessments.
- Organize and implement PLCs.
- Implement MTSS.





Objectives

Content:

- ▶ Participants will understand the expectations for services and supports for English Language Learners at Tier I

Language:

- ▶ Participants will **discuss** student access, **analyze** principles of language development

Process

1. Identify

Identify students using the registration form or teacher referral

2. Assess

Assess students using the W-APT placement assessment to identify student proficiency level

3. Services

Place into appropriate ESL class:
ELD Time
ESL Oral
ESL English
ESL Social Studies
Misc ESL

Language Survey

- What was the first language the student learned to speak?
- What is the language spoken most often in the home?
- What is the language most often spoken in the student's home regardless of what the student speaks?
- What language do you prefer for school to home communication?

Please Print HAS STUDENT EVER BEEN ENROLLED IN GRANITE DISTRICT? YES NO School _____ Year _____

STUDENT'S (LEGAL) LAST NAME FIRST MIDDLE HOME PHONE STUDENT'S SSN

STUDENT'S ADDRESS APT # CITY ZIP CODE MONTH DAY YEAR

MALE FEMALE DATE OF BIRTH

*****PARENT / GUARDIAN NAME(S) AND ADDITIONAL CONTACTS *****

NAME	RELATION	LIVES WITH	RELEASE	HOME PHONE	WORK PHONE	CELL PHONE
		YES / NO	YES / NO			
		YES / NO	YES / NO			
		YES / NO	YES / NO			

******* PERSON TO CALL IN EMERGENCY WHEN PARENT CANNOT BE REACHED *******

NAME OF EMERGENCY CONTACT	HOME PHONE	WORK PHONE	CELL PHONE

GENERAL INFORMATION

DOES THIS STUDENT RESIDE IN A SINGLE PARENT HOME? YES NO

DOES THE STUDENT HAVE HEALTHCARE NEEDS? YES NO

LIST SPECIAL NEEDS:

HAS THE STUDENT RECEIVED SPECIAL ED/504 SERVICES? YES NO

WHAT WAS THE FIRST LANGUAGE THE STUDENT LEARNED TO SPEAK?

WHAT IS THE LANGUAGE SPOKEN MOST OFTEN BY THE STUDENT?

WHAT IS THE LANGUAGE MOST OFTEN SPOKEN IN THE HOME?

WHAT LANGUAGE DO YOU PREFER FOR SCHOOL HOME COMMUNICATION?

RACE/ETHNICITY

Is this student Hispanic / Latino? YES NO

Which of the following groups describe the student's race?

ASIAN CAUCASIAN NORTHWEST BAND SHOSHONE

BLACK NATIVE AMERICAN UTE

PACIFIC ISLANDER OTHER

SIBLINGS IN DISTRICT

SIBLING NAME	BIRTH DATE

PREVIOUS SCHOOL ATTENDED

SCHOOL ADDRESS CITY ST ZIP

FOR OFFICE USE ONLY

STUDENT ID _____ GRADE _____ BUS # _____

FAMILY ID _____ (Elementary Schools Only)

TEACHER _____

OPEN ENROLLMENT PERMIT NEW RENEW REVOKE

KINDERGARTEN AM PM

IMMUNIZATIONS MMR DPT 2nd MMR POLIO

Granite School District
REGISTRATION CARD - ADMINISTRATION - 00

PARENT/GUARDIAN SIGNATURE _____ DATE _____

EMAIL _____

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Assessment



Bilingual Information and Classification Form (BLCF)

INITIAL ASSESSMENT ONLY

STEP 1 - SCHOOL SECRETARY

School Number School Name _____ Date of Referral

Student Number Grade Date of Birth Sex M F

Last Name _____ First Name _____ Initial _____

Country of Birth _____ Years in the U. S. _____ Refugee: Yes / No (If yes, attach copy of i-94 – front and back)

Parent(s) employed in agriculture, at a nursery, or at a meat packing plant: Yes / No

First Enrolled in US School. Month Day Year Years of Education Completed

Ethnicity: Father Mother Student

Language(s) spoken in the home other than English: Father Mother Student

Previous School _____ State/Country _____ District _____

Language _____

1. What was the first language the student learned to speak? _____
2. What is the language spoken most often by the student? _____
3. What is the language most often spoken in the student's home regardless of what the student speaks? _____
4. What language do you prefer for school to home communication? _____

STEP 2 - ASSESSMENT TEAM

ENGLISH PROFICIENCY ASSESSMENT TEST – WIDA/ W-APT Overall Score: ___1___ ___2___ ___3___ ___4___ ___5___ ___6___

Speaking : Proficiency level _____	WIDA Tester _____	Signature _____	Date of Assessment _____
Listening: Proficiency level _____	WIDA Tester _____	Signature _____	Date of Assessment _____
Writing: Proficiency level _____	WIDA Tester _____	Signature _____	Date of Assessment _____
Reading: Proficiency level _____	WIDA Tester _____	Signature _____	Date of Assessment _____

STEP 3 - ALTERNATIVE LANGUAGE PROGRAM

Student qualifies for ALP Services: YES NO MONITOR Notified Parent/Guardian of Placement Status: YES NO

Program Services: TYPE: ESL/ Sheltered Instruction Dual Language

Describe the program services for this student:

ALP Lead Teacher _____ Signature _____ Date _____

Parent Notification

- Initial Placement
 Continued Placement

Granite School District 20__ - 20__ Parental Notification and Consent Form for Student Placement in an English Language Learner (ELL) Program

To the parent or guardian of _____
Last Name First Name M.I. Date

Student I.D. School Grade

Your student's English language proficiency has been measured using the WIDA English Language Proficiency Assessment. The results of this assessment show that your student is at English language proficiency level _____.

Based on these results, your child has been identified as an English learner and placed in the following program:

- Elementary English learner (EL) with limited English language proficiency** and assigned to the English as a Second Language (ESL) Program.
- Secondary English learner (EL) with limited English language proficiency** and assigned to English as a Second Language (ESL) Program.
- English learner (EL) with limited English language proficiency** and assigned to a Dual Language Immersion Program.

Description of Program Placement Options and Goals for English Learners

- **Elementary English as a Second Language Program (ESL):** Students who score **limited English proficiency** will receive at least 45 minutes of English Language Development (ELD) time in reading, writing, speaking and listening. ELD instruction will be provided by ESL endorsed teachers using WIDA ELD standards.
- **Secondary English as a Second Language Program (ESL):** Students who score **limited English proficiency** are placed in ESL class/classes designed to give support in core content areas as well as reading, writing, speaking and listening. ESL instruction will be provided by ESL endorsed teachers using WIDA ELD standards.
- **Dual Language Immersion Program:** Students in the program will receive about 50% of their instruction in English and 50% in the other world language.

All programs include sheltered instruction teaching strategies used to differentiate for each student's level of English language proficiency. These programs are used to help each student reach proficiency in reading, writing, speaking and listening in English, and succeed academically in all core subjects. The expectations for the English language learners (ELs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

Exit Criteria

A student must meet the following criteria in order to achieve English language proficiency and exit the program: an English language proficiency level of 5 or higher in the WIDA ACCESS for ELLs, or upon graduation from high school.

The expected exit date from the program for your student is _____ The expected graduation date is _____.

If for some reason you prefer your child not participate in the program, you must submit a written request to decline or immediately remove your student from services. This request will be good for one year and will not exclude your child from assessment services.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

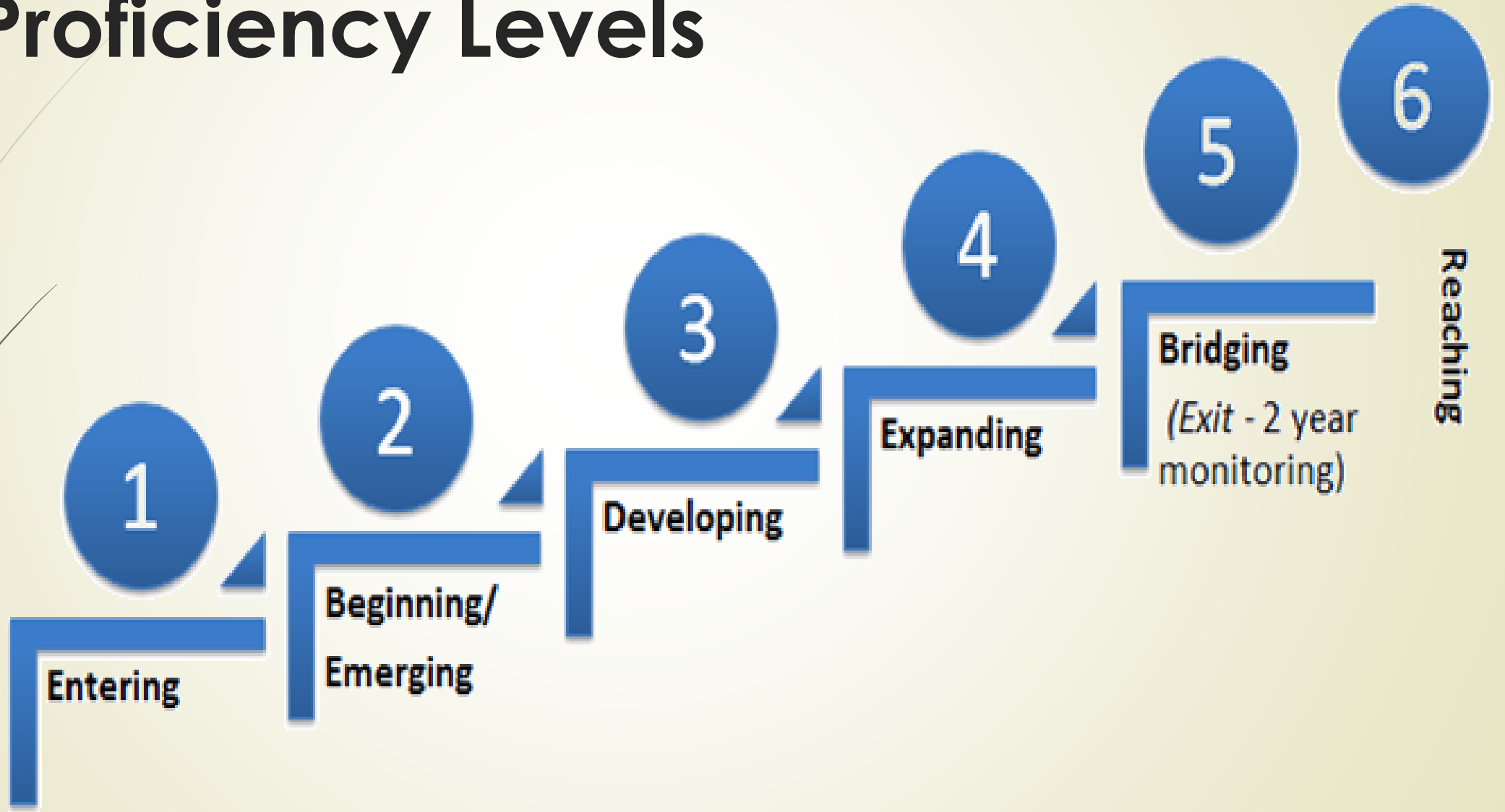
Signature of classroom teacher/language arts teacher

Date

Signature of parent or legal guardian

Date

English Language Development Proficiency Levels

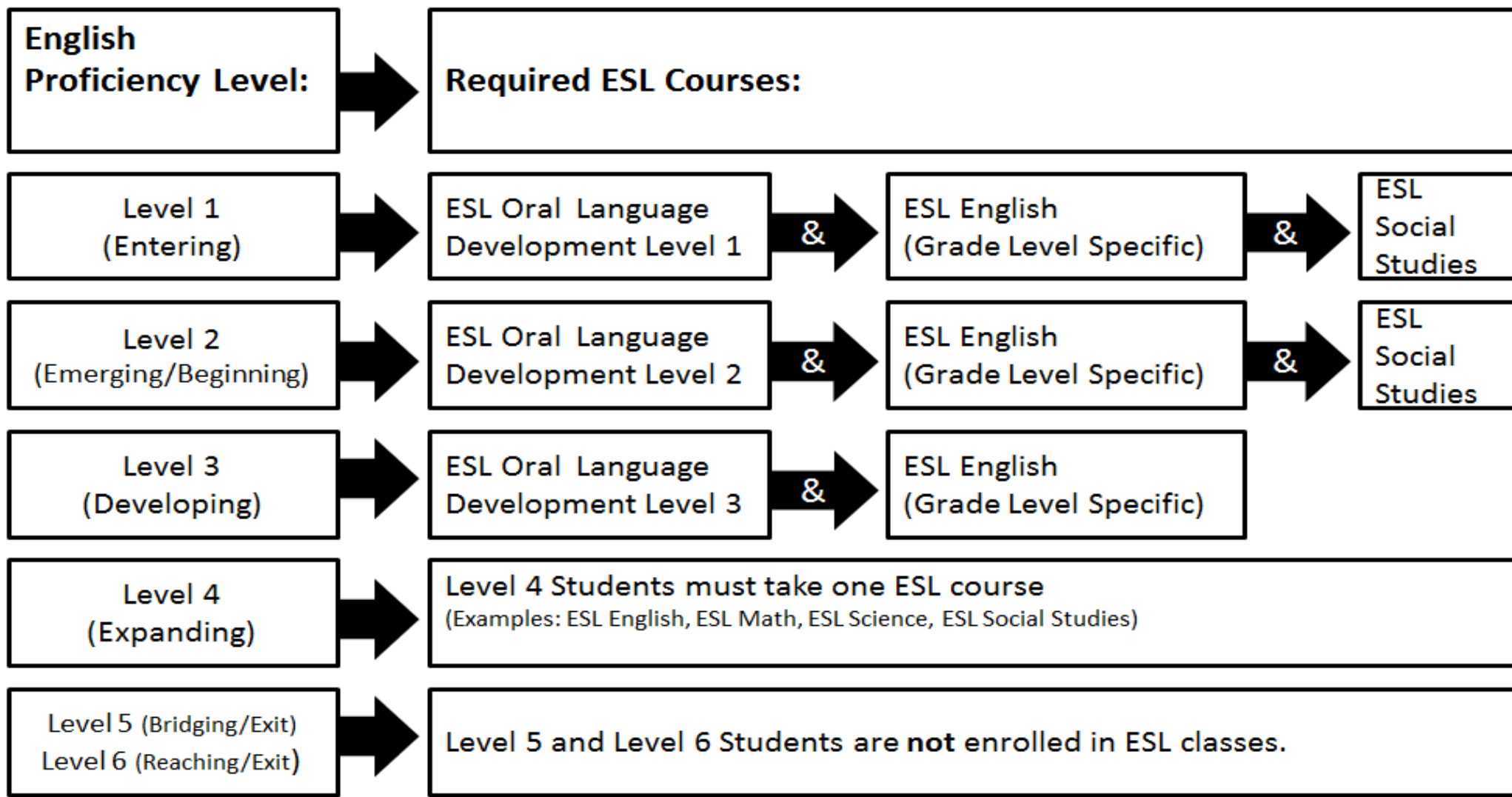




ELD


- ▶ **45-minute block of time** providing explicit language instruction targeted in each language domain: listening, speaking, reading and writing.
- ▶ Provides oral language, grammar, literacy, vocabulary, and writing development that **can cross other content areas** such as science and social studies.
- ▶ Taught by a highly qualified **ESL endorsed teacher.**
- ▶ Driven by **on-going language assessments.**

ESL Services in the Secondary Setting





DISCUSS

- ▶ How are you ensuring ELD/ESL time is provided to every English language learner in your school?
 - ▶ What obstacles do you face?
 - ▶ How have you addressed the obstacles?
 - ▶ What improvements can you make to the ELD/ESL program at your school?
- 

WIDA Can Do Philosophy

Linguistic
Assets

Cultural
Assets

Social and
Emotional
Assets

Experiential
Assets



The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavt (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Craige (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Diaz-Rico & Weed (1995); Halliday & Hasan (1989); Darnen (1987)

Student Profile

ENGLISH LEARNER STUDENT PROFILE

Name:

Abbas
Mohammad

Age/Grade:

Born In Iraq
Migrated to
US
6 months ago.
9 Years Old



Test Scores:

Listening: 1.8

Speaking: 2.5

Reading: 1.0

Writing: 1.0

Academic Strengths and/or Teacher Observations:

Has some English words. Reads? Looks at books and writes his name.

Has low WIDA Scores in all 4 Language Domains.

Educational Background:

Had some formal education, but has also missed some years of school.

Languages:

Arabic and a few English words.

Family:

Comes from a war zone. His father worked for the US Military.

Interests:

Loves Iraqi Music.

Likes dancing.

Loves soccer.

Can Do's

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing

Supports

Instructional strategies/ tools to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.



Scaffolds

An intentional act of building upon students' already acquired skills and knowledge to teach new skills.



Performance Indicators – strands

- Represent a progression of increasing language complexity, vocabulary usage, and language control
- Illustrate language development that scaffolds within a language domain
- Contain visual/sensory, graphic, or interactive support through language proficiency level 4

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Chemical & physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., “Water and milk are liquids. You can pour them. Find something else to pour.”)	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., “Which one is the coldest?”)	Identify chemical or physical change in properties of objects based on oral scenarios

Organization of Performance Indicators

Strand

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Chemical & physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")	Identify chemical or physical change in properties of objects based on oral scenarios	Level 6 - Reaching
SPEAKING	Weather	Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")	Make statements about weather from pictures or photographs (e.g., "It's raining.")	Compare/contrast weather conditions from pictures, photographs or graphs	Predict weather and provide reasons from pictures, photographs or graphs	Validate weather forecasts against pictures, photographs or graphs	
READING	Living organisms	Identify living organisms from labeled diagrams, pictures in graphs or charts	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts	Compare living organisms according to their attributes using illustrated graphs or charts and text	Interpret graphs or charts related to living organisms and their attributes using explicit grade-level text	
WRITING	Change	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected sentences	

Performance Indicator

1.) Language Function

..., "Push h it move. 	backwards. The car then goes forwards. Finally, it stops.")	demonstra real-life ob "Show me fastest: bik airplanes."
of y ion, or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relati between ol or sky usin photograp. (e.g., "Mei to the sun.
natural , sources ake magazine	Search for words and pictures in big books or illustrated trade books associated with natural	Identify ill phrases ass with the u: resources i

- **Language Function** describes how students use language to demonstrate proficiency
- Describes how language is used
- Action word – measureable

2.) Content Stem

..., "Push h it move.)	backwards. The car then goes forwards. Finally, it stops.")	demonstra real-life ob "Show me fastest: bik airplanes."
of ky ion, or models	Describe <i>objects of the earth or sky</i> from observation, photographs or models (e.g., "The sun is big and yellow.")	State relat between ol or sky usin photograp (e.g., "Mei to the sun.
natural , sources ake magazine	Search for words and pictures in big books or illustrated trade books associated with natural	Identify ill phrases ass with the u resources i

➤ **Content Stem/Topic** specifies the context for language instruction

➤ Relates to state or local content standards or Common Core

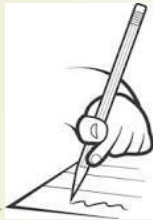
➤ Is grade level appropriate

3.) Scaffold or Support

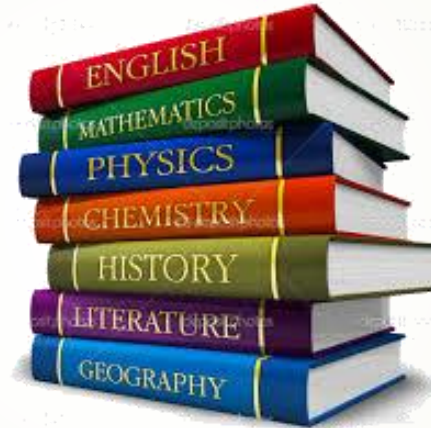
..., "Push h it move.)	backwards. The car then goes forwards. Finally, it stops.")	demonstra real-life ob "Show me fastest: bik airplanes."
of y ion, or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relati between ol or sky usin photograp (e.g., "Me to the sun.
natural , sources take magazine	Search for words and pictures in big books or illustrated trade books associated with natural	Identify ill phrases ass with the u resources i

- **Scaffolds and Supports** include instructional strategies or tools used to assist students in accessing content necessary for communication; can be sensory, graphic, or interactive
- May be visual, graphic or interactive
- May include use of languages other than English

WIDA Differentiation



Language
Function



Content
Stem or
Topic



Scaffolds
and Supports



Level 2 ELA Writing

List examples of

themes or central idea

from illustrated word/phrase banks using
graphic organizers (e.g., T chart).

Level 3 ELA Writing

Explain

themes or central idea

from illustrated word/phrase banks using
graphic organizers (e.g., T chart).

Level 3 Writing – new support

Explain

themes or central idea

from pictures or real-life materials (e.g., using phrases or short sentences with opposites).

ELA Level 3 MATH – new curriculum

Explain

dividing 2 digit numbers

from pictures or real-life materials (e.g., using phrases or short sentences with opposites).

Tier 2 and 3 Supports: Learning Objectives

Content: Learners will understand...

- How the Student Support Process and SPED/LEP processes work together
- How to develop Tier 2 and 3 intervention for ELLs
- How to follow SPED/LEP procedures including the SIP-ELL and the “Green Sheet”
- How to ensure support for ELLs during referral, identification and special education service delivery



Learning Objectives

Language: Learners will...

- **Discuss** how the Student Support Process and SPED/LEP process work together
- **Reflect** on Tiered Services for ELLs and write down take- aways and questions



Tier 1 Services and Supports Not Enough?

- ✓ We correctly assessed and identified English language proficiency levels
- ✓ We implemented differentiation of the appropriate WIDA performance indicators
- ✓ We provided the appropriate ELD/ESL time and services
- Our student is still not progressing



What next?

Task #1: Academic Discussion

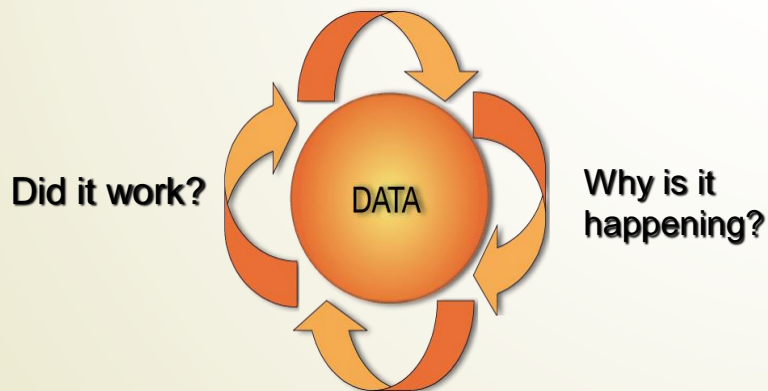
What can school support personnel, such as ALP leads, counselors, teachers, and support service providers do when TIER 1 data (ELD/ESL time, language proficiency testing, student outcomes) do not show progress similar to peers with similar circumstances?



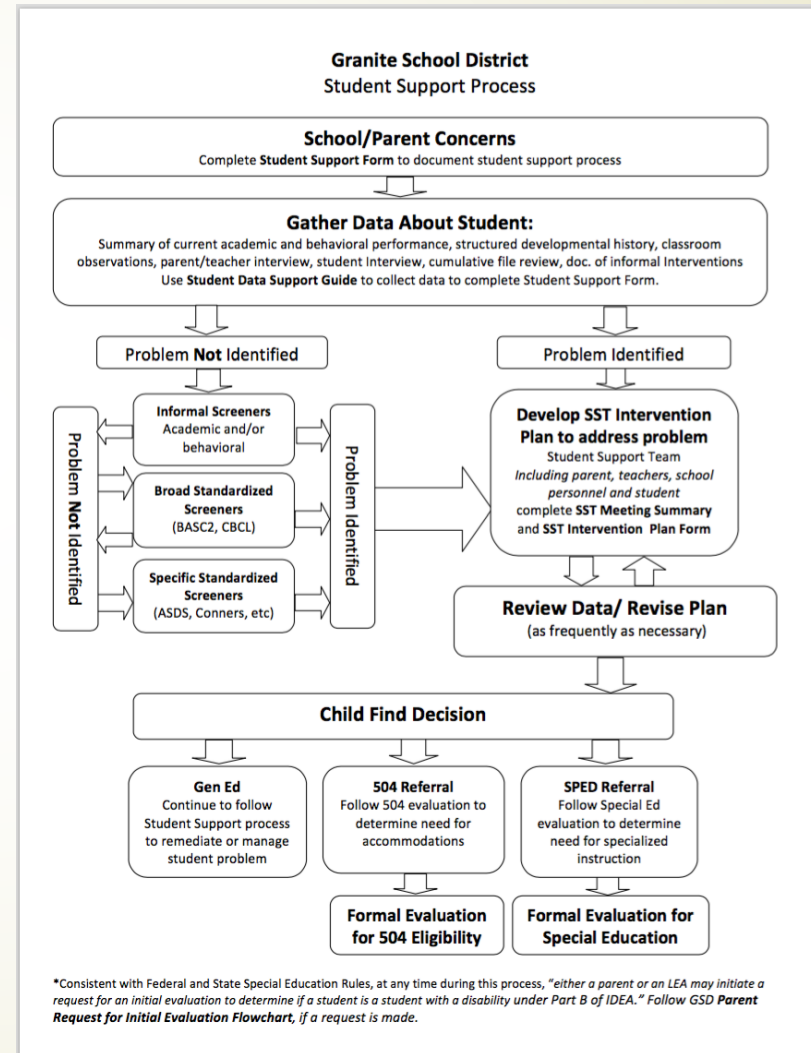
Student Support Process for ALL Students

- ✓ Start with the Student Support Team, including experts who can help design interventions for ELLs

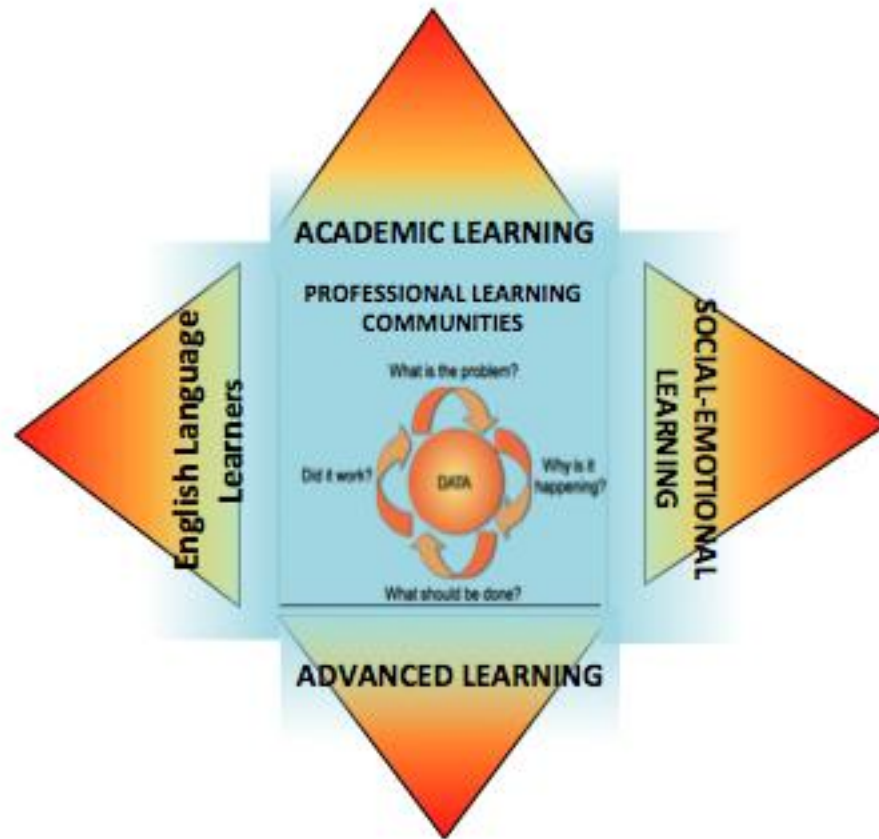
What is the problem?



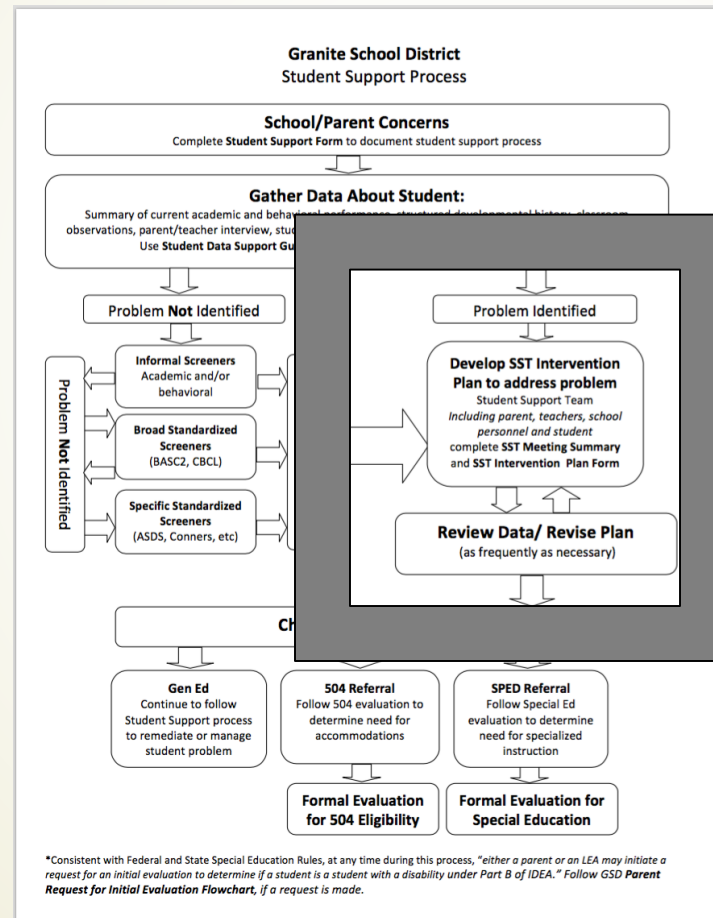
What should be done?



MTSS and ELLs



Tier 1 Not Enough? Intervention Phase of Student Support Process



The SIP-ELL Aligns Interventions to Student's Current Can Do's

Page 2

Student Intervention Profile English Language Learner (SIP-ELL)

WHAT SHOULD BE DONE? Intervention #1 (align with ACCESS - attach WIDA "Can Dos")

Goal:

Start Date:

End Date:

If intervention is done as a **group**, set up a progress-monitoring program in each area of concern and progress monitor weekly. For **individual** student interventions, monitor the student's progress in the areas of concern.

- Group size: 1 on 1 small group whole classroom
- Frequency: Daily 2-3 times/week 4-5 times/week check in/check out other
- Duration: 15 minutes 30 minutes 45 minutes 60 minutes other
- Frequency: Regular Ed Special Ed Support Services BHA/Paraeducator Administrator

Attendance: (# of days present / # of sessions):

Can Do's from WIDA ACCESS + Critical Components of Tier 2 = Strong ELL interventions

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast oral information Summarize and synthesize oral information Classify oral information
READING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Summarize and synthesize oral information Classify oral information
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Locate and classify information Identify facts and messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, processes, procedures

	Tier 1	Tier 2	Tier 3
Focus	All students in the classroom	Targeted students whose data support that Tier 1 instruction is sufficient to meet their needs	Targeted students who have not responded to Tier 1 instruction
Program	Research-based curricula are used with fidelity. Data should document instruction beyond presenting to middle of class	Research-based programs implemented with fidelity that are designed to supplement regular classroom instruction and focus on targeted skills	Targeted interventions implemented with fidelity
Grouping	Multiple grouping formats to meet student needs through differentiated instruction such as whole group, small group and individual	Heterogeneous small group instruction (typically no more than 5-7 students per adult in a group)	Heterogeneous small group/individualized instruction (typically 3-5 students per adult in a group)
Time	180 minutes or more per day of core instruction in literacy and 90 minutes daily in mathematics	Multiple times per week in small group in addition to Tier 1 instruction, typically for a minimum of 20-30 minutes	Multiple times per week for a minimum of 50 minutes in small group in addition to Tier 1 and/or Tier 2 instruction
Assessment	Ongoing checks for understanding (regularly), Common formative assessments, Mastery benchmark assessments (quarterly), Universal Screening Assessment (3 times a year)	Progress monitoring at least every two weeks on deficient skills to ensure adequate progress and facilitate necessary adjustments to intervention based on data (Acuity Progress, DIBELS, AIMSweb, other)	Progress monitoring at a minimum weekly on target skills to ensure adequate progress and facilitate necessary adjustments to intervention based on data (Acuity Progress, DIBELS, AIMSweb, other)
Who Does It Happen	General Education Teacher	Determined by the school (may include classroom teacher, specialized teacher, or paraprofessional)	Determined by the school; may include specialized teacher, paraprofessional, or interventionist
Where Does It Happen	General Education Classroom	Depends on space and structure of the school level	Depends on space and structure of the school level. It may be a pull-out or push-in model

English Learner Student Profile

ENGLISH LEARNER STUDENT PROFILE

Name:

Abbas Mohammad

Age/Grade:

Born in Iraq
Migrated to the US
3 years and 6 months ago
12 years old

**Test Scores:**

Listening: 3.5

Speaking: 3.2

Reading: 2.9

Writing: 2.8

Academic Strengths and/or Teacher Observations:

Abbas is progressing in English. He can follow multi-step oral directions and match literal meanings of oral descriptions or oral reading to illustrations. Abbas can retell short stories or events and make predictions. He can also share basic social information with peers.

Abbas enjoys reading. He can identify facts and explicit messages from illustrated text. He can also identify the main idea of a given reading passage. When given visually supported written directions, Abbas can follow the directions (e.g., "Draw a sun in the sky."). He can correctly fill in graphic organizers and charts. Abbas can make lists from labels and complete sentences from word /phrase banks or walls.

Abbas is able to count to 10 in English. He struggles with one digit addition and subtraction. He is not able to multiple or divide based on informal assessments in English.

Educational Background:

Had some formal education in Iraq, but missed some years of school due to safety concerns in his country.

Has attended school in the United States since age 9. This is his third year in the United States. Abbas is now 12 years old.

Languages:

Arabic and is continuing to learn English here in the United States in school.

Family:

Comes from a war zone.

Father worked for the US Military

Interests:

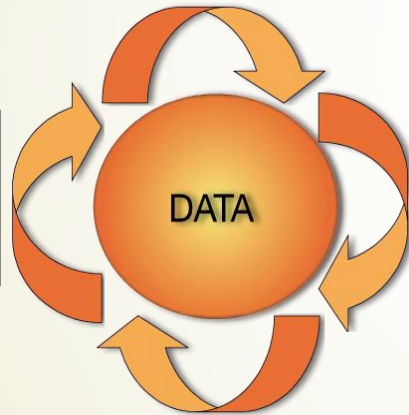
Loves Iraqi Music

Likes dancing

Likes Soccer

Following Interventions...

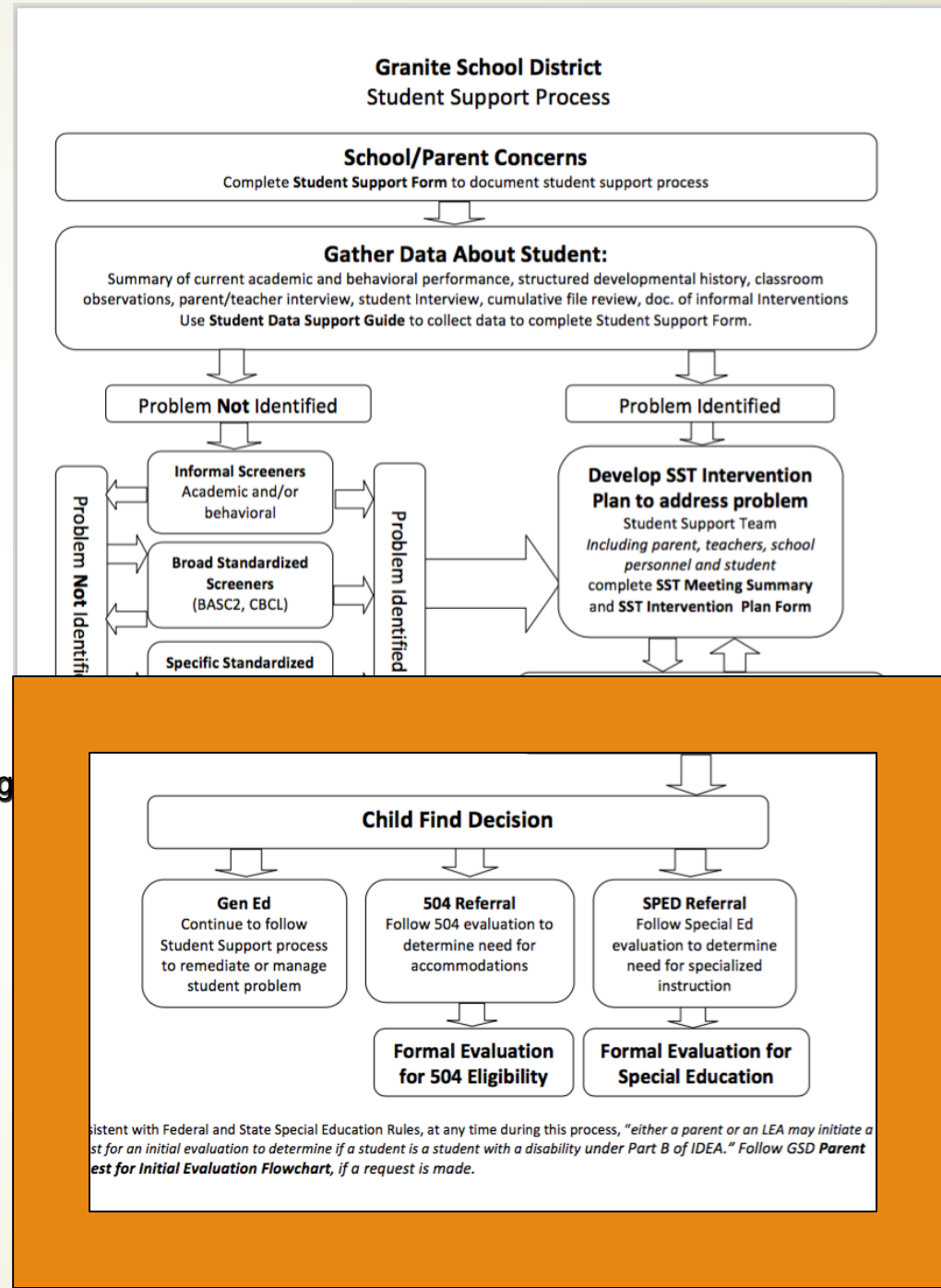
Did it work?



What should be done?

What is the problem?

Why is it happening?





Starting The Formal Evaluation Process and Intervention

IF NO Sufficient Progress...conduct Child Find/Eval SPED/LEP School Tracking Form: GREEN SHEET

Granite School District
Special Education Limited English Proficient (SPEDLEP)
School Tracking Form

Student _____ School _____ Grade _____
Teacher _____ ALP Teacher _____ Date _____
Language _____ Case Manager _____

The following steps must be completed

Step I Data, including intervention, ELD Time, Social/Developmental History, and Language Proficiency testing (I.E. IPT, WIDA, ACCESS) is collected using the Student Support Process and attached.

Step II Referral for Special Education Evaluation (based on history of failed interventions)

Parent notified in preferred language that a referral is being submitted (interpreter obtained from school's volunteer list of interpreters, OCR plan, p. 21)

Reason for Referral: _____

Notified by: _____

Step III Consent for evaluation obtained by school

Explanation of evaluation procedures, Prior Notice and Procedural Safeguards given in parent's preferred language by: _____

(For a trained Special Education Interpreter, follow the "Interpreter Request Process" on the Employee Intranet.)
Case manager assigned

Step IV Oral language and reading/writing evaluation completed in English by school's speech-language pathologist (SLP)

A. Language evaluation completed by school SLP (minimum of four tests: 1. PPVT; 2. EOWPVT; 3. A broad test - e.g. ITPA, OWLS; 4. Woodcock-Munoz Language Survey-English Edition)

B. If student scores within 1-1/2 SDs of the mean (SS=78) on the oral and the reading and writing evaluations, team completes the regular evaluation process in English.

Do NOT use Estimator disk!!

C. If student scores 1-1/2 SDs or more below mean on oral or reading and writing evaluation, then:

1. Send copies of Student Intervention Profile - English Language Learner (SIP - ELL) or SST intervention Plan and supporting data, Referral for Evaluation, Consent for Evaluation, language test and school tracking form to SPEDLEP Specialist, GEC - Annex, Room 211.

2. Consultation is provided and/or language evaluation is conducted in the student's home language by SPEDLEP Specialist.

3. Classroom teacher completes classroom checklist.

4. SPEDLEP Specialist shares results of the language evaluation with case manager on the Language Proficiency Summary.

5. Specialized evaluation plan is designed and completed.

Procedures in accordance with IDEA (Special Education)

09/14

Pg.2

Step V Eligibility Determination

Notice of Meeting given in parent's preferred language by: _____

Documentation of evaluation instruments and methods are reported on GoalView Evaluation Summary

Do NOT use Estimator disk!!

Determination of eligibility made by the School Team, including parent (interpreter present)

STEP VI Outcome

LEP and qualifies:

IEP Developed and parent consent for placement obtained (interpreter present)

Alternative Language Program continued (noted on IEP) Unless documented otherwise

LEP but does not qualify:

Results of evaluation and reasons for non-eligibility explained to parents

Alternative Language Program and regular education with accommodations

New Individualized Language Development Plan developed by ALP teacher

P.24c.0

SPELLEP School Tracking Form (The Green Sheet)

Follow All steps and complete All sections of the SPELLEP Tracking Form as the evaluation process proceeds

► Part 1: SIP-ELL completed



- ✓ Must Always Use the SIP-ELL during intervention if considering eligibility for: SLD, SLI, ED, OHI, or AU during evaluation process

Granite School District
Salt Lake City, Utah 84115

Student Intervention Profile
English Language Learner (SIP-ELL)

Reg'd
(c) 2016
GSD

Student Information
Name: _____ Student ID: _____ Date of Birth: _____
English Language Proficiency: _____ School: _____ Grade: _____
Teachers: _____

Historical Information:
Include: 1) attendance review; 2) pertinent medical information; 3) other info from cumulative folder; 4) prior assessment/intervention information; 5) parent, teacher, and student interviews (summary of structured developmental history).

WHAT IS THE PROBLEM?
World-Class Instructional Design and Assessment (WIDA - Placement)

Date	Speaking	Listening	Reading	Writing	Comprehension	Level 1-5

Idea Proficiency Test (IPT) - Spanish Version
ORAL Date: _____ Non-Speaking Limited Spanish Speaker Fluent Spanish Speaker
ACCESS Assessment: 3 most recent assessment in _____ Info_Listening Level 2: Beginning; Level 3: Developing; Level 4: Expanding; Level 5: Bridging

Date	Reading Level	Level 1-5	Header

Attach most current ACCESS parent letter for further information

Alternative Language Program (ALP)
Entry Date: _____

ELEMENTARY: Attach English Language Development (ELD) Plan **SECONDARY:** Attach Student Schedule

Individual Assessment (including benchmark or summative data)
 SAGE DIBELS/AIMSweb Math Quarterly ELA Quarterly Office Discipline Attendance
Prof. Level: _____ Benchmark: _____ Benchmark: _____ Benchmark: _____ Referrals: _____ Absences: _____

Whole Class Information
% of class on benchmark on DIBELS: _____ % of class on track to reach mastery in math: _____
Is this concern a: Group Deficit Student Deficit

Brief Functional Behavioral Assessment (if applicable)
Antecedent/Trigger: _____
Unexpected Behavior: aggression non-compliance not completing work out of seat other
Internally Level: mild moderate severe
Hypothesized Function: to gain something to avoid something
Baseline data: average frequency _____ # of times of behavior _____ happened in # of units: _____ Units _____
average duration _____ Start Time: _____ Stop Time: _____

Please attach data sheets, scatterplots, ABC tracking forms, etc.

- ✓ Varies significantly from the SIP for non-ELLs
- ✓ Relies heavily on use of the WIDA assessments in conjunction with benchmarks, peer comparison data, and progress monitoring data
- ✓ Relies on WIDA Performance Indicators in conjunction with evidence-based intervention models for developing Tier 2 intervention

Intervention During Evaluation for ELL Students

➤ (SIP-ELL Form) Historical

Review attendance, pertinent medical information, other info from the cumulative folder, prior assessment / intervention information including parent interview conducted by the school **social worker or psychologist.**






Intervention During Evaluation for ELL Students

➤ (SIP-ELL Form) WHAT IS THE PROBLEM?

- Use the information from the WIDA administered by the ALP teacher.
- Is the student Spanish speaking? If so, determine the need for a Spanish IPT. Determine who will make the referral for the a Spanish IPT?
- Confirm that student has an appropriate ELD Plan for elementary or is enrolled in appropriate ESL classes for secondary students.
- A student may not be evaluated for special education without having the appropriate ELD/ESL time in their schedule.
- Analyze individual assessments, whole class information and any behavior data.



Intervention During Evaluation Process for ELL Students

- ▶ (SIP-ELL form) WHAT SHOULD BE DONE?
 - Multiple accommodations/interventions in ALP/regular classroom attempted.
 - Collect progress-monitoring data in the areas of concern.
 - Use Dynamic Assessment. Collect baseline data and look at progress over time.

- ▶ (SIP-ELL form) DID IT WORK?
 - Determine if the student has made adequate progress
 - Complete the SPEDLEP School Tracking form if interventions were not successful.

Align Interventions to Student's Current Can Do's?

Page 2

Student Intervention Profile English Language Learner (SIP-ELL)

WHAT SHOULD BE DONE? Intervention #1 (align with ACCESS - attach WIDA "Can Dos")

Goal:

Start Date:

End Date:

If intervention is done as a **group**, set up a progress-monitoring program in each area of concern and progress monitor weekly. For **individual** student interventions, monitor the student's progress in the areas of concern.

- Group size: 1 on 1 small group whole classroom
- Frequency: Daily 2-3 times/week 4-5 times/week check in/check out other
- Duration: 15 minutes 30 minutes 45 minutes 60 minutes other
- Frequency: Regular Ed Special Ed Support Services BHA/Paraeducator Administrator

Attendance: (# of days present / # of sessions):

SPEDLEP School Tracking Form (The Green Sheet)

► Part II: Referral to Special Education

- Parents notified that a referral is being submitted (This might be at a parent conference appointment).
- Permission for evaluation given in native language or through interpreter and signed.



Overview of Basic Steps for Special Education Evaluation of Students who are Culturally and Linguistically Diverse (Alvardo, 2011)

Evaluation Steps

- ✓ Interview parent, child, teacher (social history, etc.)
- ✓ Observe in instructional environment/classroom
- ✓ Conduct oral language proficiency and dominance testing
- ✓ Conduct cognitive evaluation
- ✓ Conduct adaptive behavioral assessment
- ✓ Conduct academic assessment
- ✓ Assess socio-emotional functioning

Who's Responsible?

- ☞ School social worker or school psychologist
- ☞ Member of the SST designated
- ☞ Speech language pathologist and SPED/LEP specialist based on Language proficiency
- ☞ School psychologist
- ☞ School psychologist or social worker
- ☞ Special education teacher or SPED/LEP specialist based on Language proficiency
- ☞ School psychologist or social worker

VALID and ETHICAL

WARNING:
FOLLOW ALL SPED/LEP
STEPS AS OUTLINED
OR NOT VALID and LEGAL
EVALUATION

Granite School District
Special Education Limited English Proficient (SPEDLEP)
School Tracking Form

Student _____ School _____ Grade _____
Teacher _____ ALP Teacher _____ Date _____
Language _____ Case Manager _____

The following steps must be completed

Step I Data, including intervention, ELD Time, Social/Developmental History, and Language Proficiency testing (I.E. IPT, WIDA, ACCESS) is collected using the Student Support Process and attached.

Step II Referral for Special Education Evaluation (based on history of failed interventions)

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Explanation of evaluation procedures, Prior Notice and Procedural Safeguards given in parent's preferred language by: _____

(Approved Special Education Interpreter follows the "Interpreter Consent Process" on the "Employee Intranet.")

Case manager assigned

Step IV Oral language and reading/writing evaluation completed in English by school's speech-language pathologist (SLP)

A. Language evaluation completed by school SLP (minimum of four tests: 1. PPVT; 2. EOWPVT; 3. A broad test - e.g. ITPA, OWLS; 4. Woodcock-Munoz Language Survey-English Edition)

B. If student scores within 1-1/2 SDs of the mean (SS=78) on the oral and the reading and writing evaluations, team completes the regular evaluation process in English.

5. Specialized evaluation plan is designed and completed.

Language Proficiency Summary.

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accordance with IDEA (Special Education)

What are some “Red Flag” Signs of Special Education Needs in ELL students



Red Flags that Team May Want to Start Special Education Evaluation Process

- ✓ Does not respond to visual cues or learn from visual materials over time
- ✓ Rate of progress is below expected rate for LEP students; significantly less than peers' with similar language proficiency
- ✓ Did not meet the expected growth based on instruction or intervention (See SIP-ELL)
- ✓ Significant history of medical, development, and/or educational problems prior to language learning
- ✓ Adaptive skills are significantly delayed
- ✓ Failing to learn observable daily routines and procedures in the classroom
- ✓ Parents regard the child as "atypical" or delayed

“Red Flags” continued

- ✓ Siblings making more rapid progress learning English or academic material (use *caution and refer to the parent interview*)
- ✓ Does not show mastery of material at his or her language and developmental level after carefully planned and administered instruction (See WIDA “CAN DO” DESCRIPTORS)
- ✓ WIDA progress data-how much growth for 1 year of instruction?
- ✓ Family history of special education/learning difficulties



When needed, ELLs must receive both sets of services

To meet my unique educational needs to access the content, I need SPED

To get an equitable education, I need help with English Language Development...

Disability

- Academic areas such as reading, math, writing, etc.
- Social/emotional learning
- Other

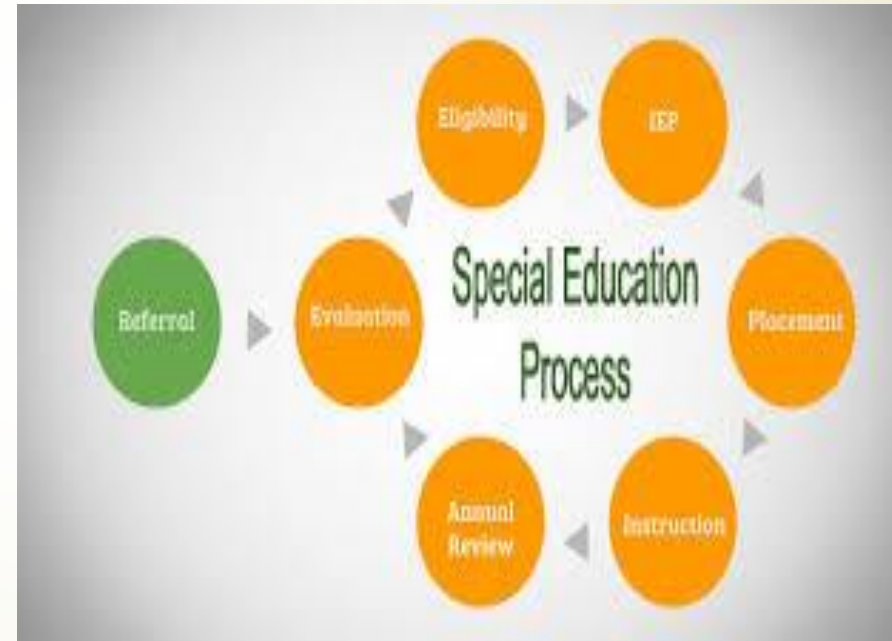


Language Development

- Listening
- Speaking
- Reading
- Writing

If the Student Qualifies for SPED...

- Follow all of the Special Education eligibility procedures as indicated in the Procedural Manual and pay attention to a few particular procedures in the IEP





Procedural Reminders...

SPEDLEP Service Documentation Form

- ALP lead completes SPED/LEP Service Documentation Form when beginning special education services
- Completes yearly if qualified to ensure ongoing services
- Students participate in Special Ed Services AND regular ESL Services
- ESL services can provided by SPED and/ or ESL teacher who is endorsed in ESL
- One Copy goes in SPED File

SPEDLEP/ALP SERVICE DOCUMENTATION FORM
(To be completed when a LEP student has qualified for Special Education Services and reviewed yearly with IEP)

STUDENT INFORMATION

Last Name _____ First Name _____ School _____

Student Number Grade Date of Birth

WIDA TESTING INFORMATION

	Date	Fill in percentage scores for each modality					Scaled Score	Language Classification (1, 2, 3, 4, 5)
		Speaking	Listening	Reading	Compreh.	Writing		
1								
2								
3								

ASSESSMENT TEAM RECOMMENDATION

ESL services provided by a SPED/ESL teacher: YES NO

Student will participate in Special Ed. Services AND regular education ESL Services: YES NO

(Access to ESL services and recurrent WIDA ACCESS testing required for all students)

Comments:

Signatures:

Alp Lead _____ Date _____

SPED Teacher _____ Date _____

Principal _____ Date _____

Classroom Teacher _____ Date _____

Parent/Guardian _____ Date _____

Copy Distribution:
Original - Student Red Documentation File - yearly
Copy - Department of Educational Equity - 1st year only
Copy - SPED Documentation File - yearly

IEP Reminders

Remember to identify home and student language, and need for interpreters

<u>Eligibility Date:</u>	01/22/16
<u>Next Re-Evaluation Completed By:</u>	01/21/19
<u>Attending School:</u>	Taylorsville Senior High
<u>Home Language:</u>	Spanish
<u>Other:</u>	
<u>Student Language:</u>	Spanish
<u>Interpreter:</u>	Yes
<u>Classification:</u>	Specific Learning Disability

DON'T FORGET

IEP Reminder

Remember to identify Language as a special factor and address special language needs in the IEP

IEP for Jane Doe

- IEP
- 1. Student Information
- 2. Present Levels
- 3. Special Factors
- 4. Annual Goals
- 5. Services

Save Cancel

3. The IEP Team considered the following Special Factors

Behavior:

- ?
- Jane needs behavioral strategies because her behavior interferes with her learning and/or the learning of others.
- Jane does not need behavioral strategies.
- Jane's needs for behavioral strategies are addressed in her IEP.

Language:

- ?
- Jane has special language needs addressed in her IEP because she is a limited English proficient student.
- Jane does not have special language needs.
- Jane's special language needs are addressed in her IEP.

Braille:

- ?
- Jane needs Braille instruction because she is blind or visually impaired.
- Jane does not need Braille instruction.
- Jane's needs for Braille instruction are addressed in her IEP.

Communication:

- ?
- Jane has special communication service needs such as a student with a hearing impairment.
- Jane does not need any special communication services.
- Jane's needs for special communication services are addressed in her IEP.

DON'T

FORGET

Interpreter Reminders

- Special Ed trained interpreters are trained in basic Special Education law, the SPEDLEP process and ethics.
- Special Ed trained interpreters have sufficient vocabulary skills in both English and the home language.
- Special Ed trained interpreters have awareness of the culture and communicating within the culture.



When do you request an interpreter using the “Interpreter Request Process” on the employee intranet?

- ✓ To obtain a permission to test and explain procedural safeguards.
- ✓ To explain test results to parents (Determination of Eligibility).
- ✓ For an IEP.
- ✓ For any meeting where you are discussing Special Education related issues.
- ✓ To complete the Special Education Data review form.
- ✓ Social assessments – Achenbachs etc. (Student Services staff should meet with the interpreter and parent).



What the interpreter will not be able to do?

- Interpret tests
- Diagnose
- Give personal opinions
- Make recommendations
- Write reports
- Re-write any forms in the Home Language
- “Act” as an IEP team member (They DO sign the IEP as the interpreter)



Checklist for Pre-meeting with Interpreter

- Meet with interpreter just before the meeting
- Discuss the purpose of the session and expectations
- Determine where the interpreter should sit.
- Remind interpreter about confidentiality concerns.
- Remember the interpreter that he or she is there to interpret for both parties needing the interpretation
- Remind the interpreter to let you know when they need clarification of the content during the meeting



Checklist for the Meeting Using an Interpreter

- Be sure that all of the educators are making eye contact with the parent as they speak
- Ensure that educators tell the interpreter exactly what to say including talking through the procedural safeguards
- Check for understanding with parent and interpreter regularly
- Clarify for the interpreter as necessary
- Be aware of the length of the sentences and acronyms you use as you speak and pause to provide time for the interpreter
- Give the parent ample opportunities for asking questions and providing input



Reflection Time

To meet my unique educational needs to access the content, I need SPED

To get an equitable education, I need help with English Language Development...

Disability

- Academic areas such as reading, math, writing, etc.
- Social/emotional learning
- Other



Language Development

- Listening
- Speaking
- Reading
- Writing

Reflection



1. Discuss 2 “**Ah-has**” you had today
2. Discuss 1 question you still have
3. Discuss things you will do to start the year to help ensure ELLs in your school receive Equity and Excellence in their education

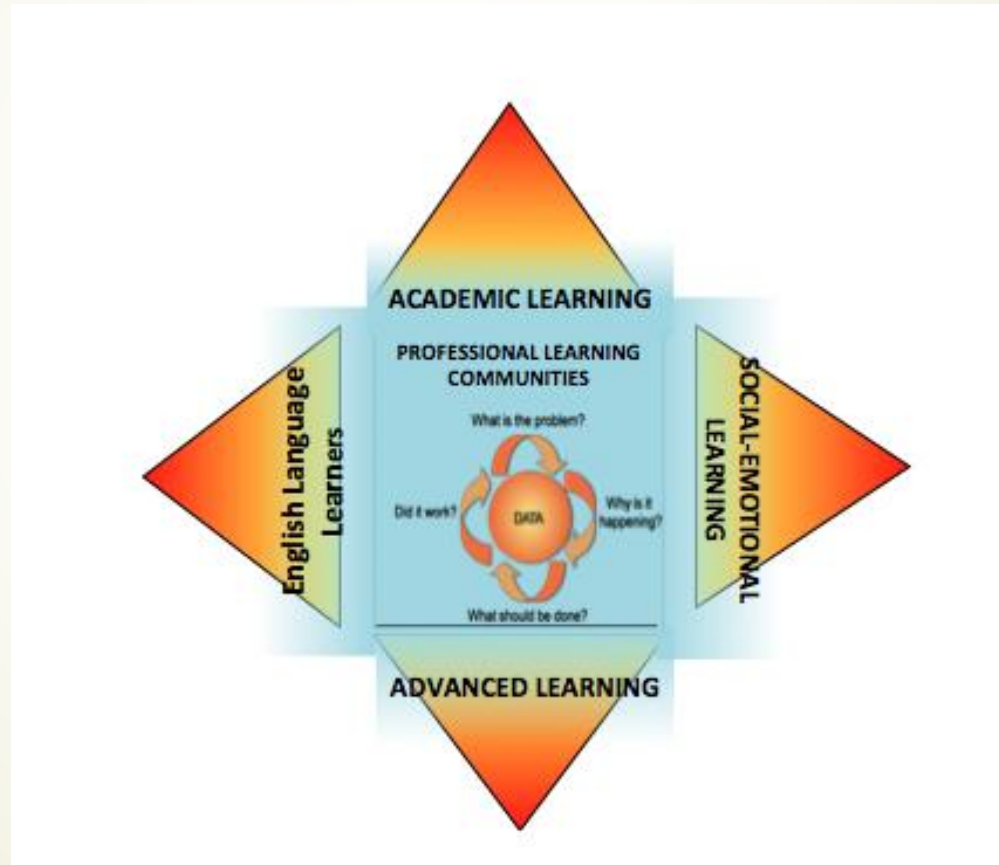


Resources: WIDA

WIDA on the internet: www.wida.us

GSD Intranet hotlink: bit.ly/gsdwida

MTSS and School-Based Supports for All Students in 2016-17





Thinking Functionally About Behavior

Behavior Matters

Setting the Stage





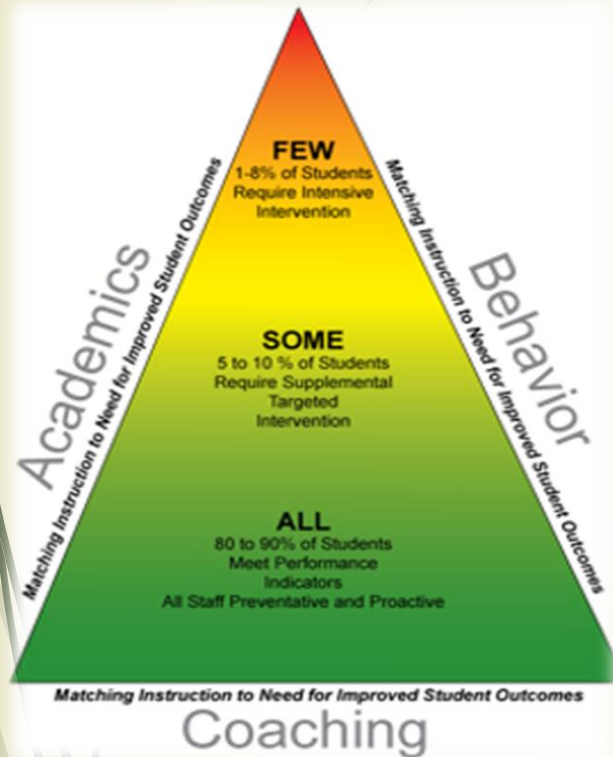
Thinking Functionally About Behavior

- ▶ BHAs are back! Thank you!
 - ▶ Collaboratively developed job description
 - ▶ One 19 hour per week BHA in each school
 - ▶ School-based supervision
 - ▶ District-led training and support CCR Department
 - ▶ Requirements
- ▶ Greater need
 - ▶ Create a successful behavioral system and supports

Creating a System



Thinking Functionally About Behavior



**Behavior Response Support Team
(BRST)**

**Thinking Functionally About Behavior
Learning Modules**

**Behavioral Health Assistants
Educator's Handbook District License
K-12 Implementation of PBIS**

Behavior Response and Support Team (BRST) Pilot

Spring 2016

- ▶ Pilot Project – Partnership with the University of Utah
- ▶ Behavior Response and Support Initiative (BRST)
 - ▶ Roosevelt – all 2nd grade classes, one 1st grade class
 - ▶ Multiple students
 - ▶ Hillsdale – one 2nd grade class
 - ▶ Multiple students
- ▶ Intervention
 - ▶ Staff PD
 - ▶ Good Behavior Game
 - ▶ School Psychology grad students
 - ▶ Monitor and track progress
 - ▶ Functional Behavior Assessment (FBA)
 - ▶ Behavior Support Plan (BSP)
 - ▶ Social skills small group



U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

Behavior Response and Support Initiative (BRST) 2016-2017

- **5 Elementary Schools**
- **15 Elementary Schools**
- **All Schools**

Intensive – Tier 3

Identify students - Student Support Process (SST)
Implement Tier 2 interventions (teachers and staff)
Conduct Functional Behavior Assessment (FBA)
Develop Behavior Support Plan (BSP)
Coach teachers to implement BSP

Targeted – Tier 2

Thinking Functionally professional development
Classroom management assessment (consultant-report)
Brief coaching for teachers
Behavior Health Assistants (BHAs)

Universal – Tier 1

Interactive learning modules - positive behavioral classroom management
Classroom management assessment (self-report)

GSD Behavioral System and Supports



Intensive – Tier 3

Identify students - Student Support Process (SST)
Implement Tier 2 interventions (teachers and staff)
Develop Behavior Support Plan (BSP)
Coach teachers to implement BSP

Targeted – Tier 2

Thinking Functionally professional development
Classroom management assessment (consultant-report)
Brief coaching for teachers
Behavior Health Assistants (BHAs)

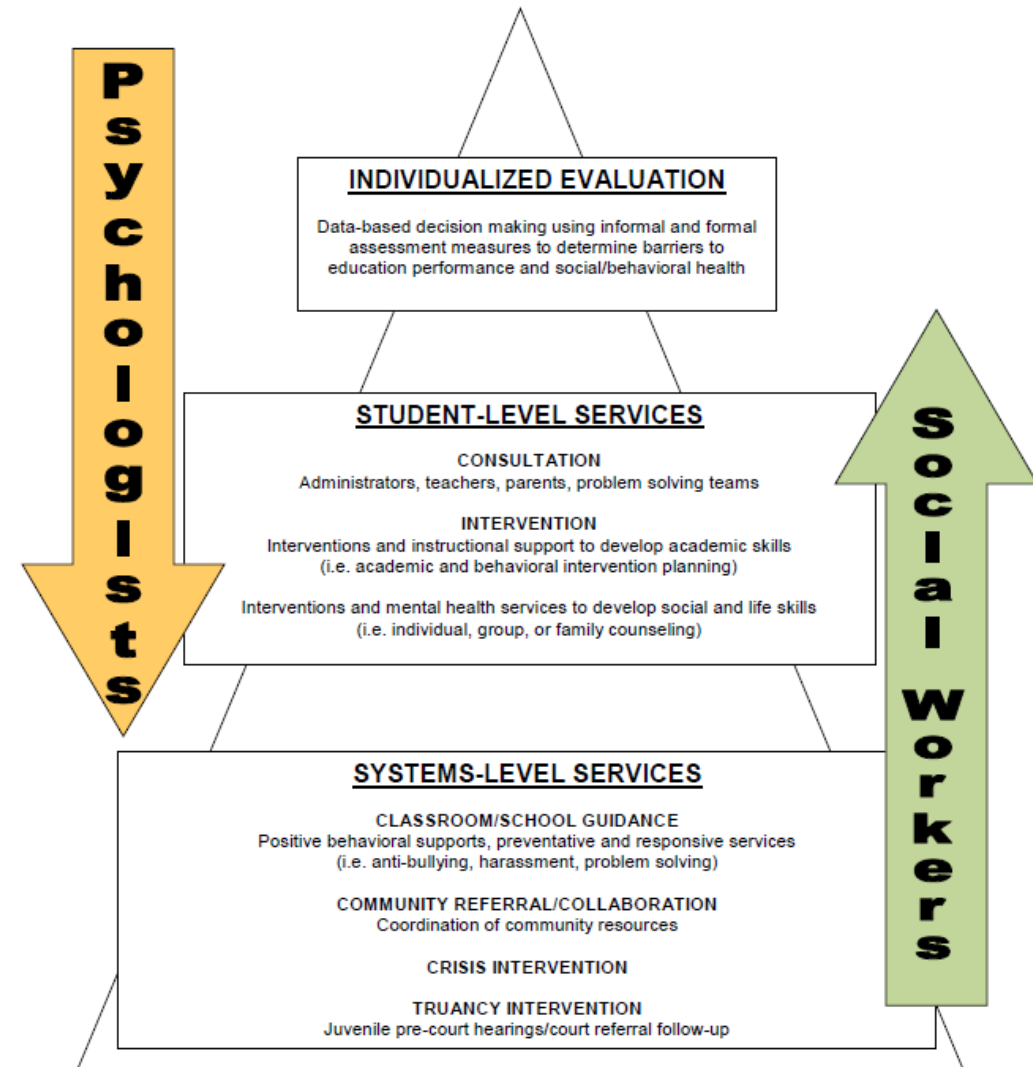
Universal – Tier 1

PBIS fully implemented K-12

All teachers complete interactive learning modules -
positive behavioral classroom management

Expectations for Social Workers and Psychologists

The Continuum of School Psychologist and School Social Work Services For Children, Families, and Schools





Link to Behavior Support Handouts

► <http://granitesdbehaviorsupports.weebly.com/>



Special Ed Quick Reference Docs

