Supporting Classroom Teachers For ELL Success

Developing a PLAN for being all things to all people

Battle Ground Public Schools ESL Program:
Providing a learning environment that supports and promotes language acquisition, cultural transitions and academic success for EACH student.

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List your goals for supporting mainstream classroom teachers with ELLs:

What are some of your roadblocks?

What has/hasn’t worked?

What strategies and knowledge are critical for mainstream teachers to understand?

What training do your teachers already receive? How can you connect strategies and ideas from those trainings to the ones you need to provide?

What experience, training and support will your ESL staff need to have in order to effectively support mainstream teachers?

Prioritize the needs of students, mainstream teachers, administrators and ESL Staff.
If you could choose 3 basic concepts about your ELLs to be understood by every teacher in your district, what would they be?

1. 

2. 

3. 

ESL Specialist Duties, Skills, Knowledge, Talents...
What do mainstream teachers need to support their understanding and awareness process?

- Culture
- Language Acquisition
- Social
- Academic

What do mainstream teachers need to develop compassion and make connections?

- Student and Family:
  - Values
  - Interest
  - Communications
  - Classroom and School
  - Culture Impact

What do mainstream teachers need to build mastery and leadership skills?

- Understanding + Knowledge + Practice = Mastery
- Collaboration
- PLC
- Teaming, Leading, Coaching

What do mainstream teachers need in this stage of reflection and change?

- Attitude (can do)
  - Perspective
  - Strategies
  - Accommodations
Your ESL Students

In This Packet

- Your Students ... P.1
- Language Acquisition Progression Chart ... P. 3
- Multicultural Snapshots ... P. 4
- ESL Accommodation Ideas ... P. 8
- Contact Information ... P. 9

5th Grade
# YOUR STUDENTS

<table>
<thead>
<tr>
<th>Student Level</th>
<th>WELPA Level</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
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<tbody>
<tr>
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<td>535</td>
<td>547</td>
<td>521</td>
</tr>
<tr>
<td>Student</td>
<td>Level</td>
<td>Listening</td>
<td>Reading</td>
<td>Speaking</td>
<td>Writing</td>
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<tr>
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<th>Level</th>
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<tr>
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</tr>
<tr>
<td>&lt;548</td>
<td>3</td>
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<tr>
<td>&lt;666</td>
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</tr>
</tbody>
</table>
**LANGUAGE ACQUISITION CHART & LEVELS**

**Description of Proficiency Level 3:**

<table>
<thead>
<tr>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses complex and descriptive sentences</td>
<td>Recognizes literary elements and devices</td>
<td>Develops a topic in multiple paragraphs; topic sentences/supporting details</td>
</tr>
<tr>
<td>Participates in social and academic discussions</td>
<td>Uses a variety of strategies to monitor comprehension</td>
<td>Uses grade level conventions inconsistently</td>
</tr>
<tr>
<td>Uses/understands simple figurative language</td>
<td>Reads with increasing fluency, adjusting rate</td>
<td>Follows writing process independently</td>
</tr>
<tr>
<td>Listens to and responds to text read aloud</td>
<td>Uses a variety of resources for research</td>
<td>Starting to use complex language structures</td>
</tr>
<tr>
<td>Asks higher level questions</td>
<td>Text increases in length and complexity (vocab &amp; structure)</td>
<td>Emerging voice</td>
</tr>
</tbody>
</table>
**Description of Proficiency Level 2:**

Student may demonstrate some or all of these skills; proficiency in each area may be different.

<table>
<thead>
<tr>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Uses simple sentences</td>
<td>• Uses parts of words to decode meaning</td>
<td>• Writes simple sentences</td>
</tr>
<tr>
<td>• Participates in social and academic discussions</td>
<td>• Begins to read new text fluently</td>
<td>• Attempts complex sentences and proper grammar</td>
</tr>
<tr>
<td>• Begins to use academic vocabulary</td>
<td>• Uses text features to gain meaning</td>
<td>• Demonstrates control of basic conventions</td>
</tr>
<tr>
<td>• Asks questions to clarify</td>
<td>• Infers and makes generalizations</td>
<td>• Uses basic transitions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses writing process with support</td>
</tr>
</tbody>
</table>

**Description of Proficiency Level 1:**

Student may demonstrate some or all of these skills; proficiency in each area may be different.

<table>
<thead>
<tr>
<th>Listening/Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Very little or no English</td>
<td>• Uses words, drawings, gestures</td>
<td>• Draws, labels</td>
</tr>
<tr>
<td>• Uses words, gestures, and actions</td>
<td>• Sequence simple text</td>
<td>• Writes familiar words</td>
</tr>
<tr>
<td>• Practices repetitive social greetings</td>
<td>• Answers literal questions</td>
<td>• Begins to invent spelling</td>
</tr>
<tr>
<td>• Imitates</td>
<td>• Highly contextualized vocabulary</td>
<td>• Uses graphic organizers to convey ideas</td>
</tr>
<tr>
<td>• May recognize up to 500 English words</td>
<td>• Reads short phrases</td>
<td>• Participates in group writing process</td>
</tr>
<tr>
<td></td>
<td>• Uses word meaning strategies</td>
<td></td>
</tr>
</tbody>
</table>

See ELP Standards for Detailed Descriptors at [https://www.k12.wa.us/MigrantBilingual/ELD.aspx](https://www.k12.wa.us/MigrantBilingual/ELD.aspx)
MULTICULTURAL SNAPSHOTs

Who Are Our Students?

In BGSD, our ESL students speak:

- Russian (46.3%)
- Spanish (22.44%)
- Ukrainian (13.23%)
- Other (18.04%)

In YOUR Classrooms (these profiles are specific to the students in our school), Students are from:

The Former Soviet Union

Russia

Russia is an immense, rich, and influential culture, which I cannot simply describe in a few sentences. Instead I’ll focus on some of the important cultural matters we face in our community.

Unlike the vast majority of Russia, where only 33% of the population believes religion was an important part of their lives, the Russians immigrating to Battle Ground are highly religious. Furthermore, most of our population is either Pentecostal or Baptist, not Orthodox (with which 80-90% of Russians identify). These are very conservative and closely-held religious beliefs that inform their every decision. Most of them have very large families with very strict gender roles, and school is not as important as family or religion. Our students are very proud of being Russian, and take great care of one another.

Ukraine

The Ukrainian immigrants are similar to Russian in their faith and language. Most speak Ukrainian and Russian, however, so these students are not learning a second language, they’re learning third (or for some, a fourth).

Much like Russian immigrants, the majority of Ukrainian immigrants to this area are incredibly religious. Washington State is one of the top ten states for refugee resettlement, and most religious refugees in Clark County are from the Ukraine & Moldova (about 100 families every year, according to the Lutheran Family Services’ data). For many of these families, religion is incredibly sacred. Metaphorically, their faith is the hill they are willing to die on because it was the hill on which they almost died. This is true
even of immigrants who aren’t here on religious asylum, but on family sponsorship.

Our students are very proud of being Ukrainian, and they connect with Russians over a common language and cultural divide. Despite the tensions abroad, these two groups (in Battle Ground) tend to operate very well together because they have more similarities than differences. Many Ukrainians go to Russian School because there are more Russian churches nearby (and it generally costs less), so they may primarily speak Ukrainian at home, but read, write, and socialize in Russian.

Implications & Considerations:

- Students shut down if they believe what we are teaching or saying flies in the face of their beliefs.
  - This includes science & history classes (many are creationists that don’t’ believe in dinosaurs, for example).
  - It also includes holiday celebrations (Halloween is considered EVIL, and many students are kept at home on costume days & are offended by decorations).
- Most of them attend several religious services a week, and take “Russian School” classes with a lot of homework. Our homework is considered secondary to their Russian studies.
- It is common for students to miss school for church events, to babysit, or they may occasionally seem tired because they were up late fulfilling familial & church obligations.
- Because of their large family sizes, lack of English, and work schedules, you may not meet parents at conferences, but instead older siblings or young aunts and uncles.

**Latin America**

Our Latinos are from all across Latin America, but most come from Mexico. Many of these students are very proud of their Latin heritage, but truly love being Americans. While many of our students were born in the states, some of our students’ families were only able to get paperwork for a few family members to move here, which means that a good handful of these kids live with a single parent or family member in the US while other family members remain in their home country. The Latino families may not engage in the school as much because of the language and academic barriers, but they have incredibly high regard for teachers and want their children to succeed. They see education as a key to their success, and therefore parents will often support teachers if they only know how to do so.

Implications & Considerations:

- Getting parent participation may be more difficult with Latino & Hispanic students because of their jobs, language barrier, and other pressures.
- These students may not advocate for themselves or have the help and resources available to them at home. They may need more assistance from teachers than other students, but won’t always know how to ask.
Major Multicultural Differences

It helps to remember that even the students who’ve spent their *entire* academic career in the U.S. are living in *two* cultures. If their home and family life is strongly linked to their first culture, acculturation in schools may not be as natural or fluid as we expect. Students need time and space, as well as firm, yet kind, reminders, to assimilate. Their home cultures are reinforced more than the culture at school.

Large vs. Small Power Distances Cultures

- **Key Question:** How is power distributed and revered?
- **Large:** Those with power & authority dictate life because they rule the hierarchies
  - Obedience is expected of children
  - Students may be hesitant to participate or ask for help/clarification
  - Ex. Russia, Ukraine, & Latin America
- **Small:** Leaders expect and may even encourage participation from those lower in the hierarchies (U.S.A.)
- **Notes:** Most of the ELL in your classroom are from Large Power Distance societies.
  - Class participation may be incredibly difficult for them because it’s not something that is expected, or even permitted, of them in their culture.
  - For some students, when a teacher asks them to participate, it may be confusing, strange, or absurd.
  - In Russia, for example, the students receive instruction in lecture and practice rote memorization. Parents may believe this is how their children are learning, so explanations for classroom conduct may be necessary.
  - To avoid being impolite, many will give verbal compliance with no plan for following through.
  - This will also play into conference participation. Striking a more collaborative & interactive balance (where parents are not simply nodding in compliance and then not following through, for example) may be difficult.
  - (Goleman, 2003 & Caputo, Hazel, McMahon, & Darnels 2002)

Collective vs. Individual Cultures

- **Key Question:** Whose interest prevails: the collective or the individual?
- **Individualist:** Individual rights, independence, & ambitions trump those of the group’s (U.S.A.)
- **Collective:** The interests of the group overrule the individual’s
  - Ex. Russia, Ukraine, Latin America, & Cambodia
- Are extremely traditional & family-oriented
- Often subscribe to “us versus them” mentality
- Harmony is of primary importance
- Individual: Personal interest is supreme to the group’s
- Most societies are collective
  (Goleman, 2003 & Caputo, Hazel, McMahon, & Darnels 2002)

**Particularism vs. Universalism**

- Key Question: When do the rules apply to me?
- Particularism: Subscribe to “dual morality,” in which law applies, situationally, to different people
  - Ex. Latin America & Russia
  - May expect personalized attention
  - Focus more on relationships than standardized rules
- Universalism: Laws and regulations are the same for everyone (U.S.A.)
- Particularism may offer a cultural explanation for the behavior that drives us all a little insane at times. Perhaps this explains the students who believe the rules do not apply to them.
  (Goleman, 2003)

**Gender Roles**

- Key Question: How are males and females “supposed” to behave – how traditional are the roles?
- Traditional: men and women have very different roles. Men are expected to be strong/tough providers, and women are expected to keep house and manage children while being meek and compliant. If women seek work outside of the home, it’s in nurturing roles with lower pay and status (and do so because of financial need). The fathers are the head of the household, and as such make all of the decisions.
  - Ex. Russia & Ukraine
  - Some male students may struggle with female authority
  - Fathers rarely participate in anything related to school because women run the household
- Non-traditional: Men and women are seen working together and lines are blurred. Men can be stay-at-home fathers and sensitive without shame, and women can pursue careers outside of the home without judgment.
  - We have less traditional roles in the U.S.

*All of these differences are on a continuum. Where a culture may be Universalist or Traditionally*
Gendered, that doesn’t mean they strictly adhere to every tenet, nor will every family adopt the culture identically. *
ACCOMMODATION IDEAS:

1. Allow extra time for assignment completion.
2. Modify the length of assignment (10 math problems instead of 20 – but do be sure to keep some higher-level thinking questions).
3. Allow extra time and/or modifications for assessments.
4. Take assessments in separate location (with ELL teacher by arrangement).
5. Modified grading (can use “grade modified for ESL student” in gradebook).
6. Provide written instructions in easy to understand language.
7. Provide study guide.
8. Read assignments, quizzes, or exams to students.
9. Offer student help (many ELLs are uncomfortable asking for extra help).
10. Allow open book exams.
11. Provide a peer tutor.
12. Provide physical modeling.
13. Provide alternate assignments that show learning with less writing & reading.
14. Seat student toward front of class.
15. Adjust final product requirement (ex. 3 page paper instead of 5).

Please understand that these accommodations are just ideas, and we understand that every classroom, teacher, and student, will have specific needs and styles. This list, we hope, serves as a resource to make it easier for you, not more difficult. This list is not comprehensive, and there are other options for accommodations. We are always happy to help brainstorm accommodations for our students and their specific needs.
CONTACT INFORMATION:

Daybreak Middle School ESL Room
(at DBM 11:30-4) x. 3386

- Debra Gregory – ELL Resource Teacher
gregory.debra@battlegroundps.org
- Tatiana Troutman – IA/Student Teacher
trottman.tatiana@battlegroundps.org

District Interpreters

- Russian Parent Outreach
  - Nadiya Bodyanska x.5433 or 360.601.7802 (mobile)
  - Anna Moskal x.5442
- Spanish Parent Outreach
  - Maria Carbajal x.5431

ESL Program Resources

- Learning Support – Programs x.5428
- Glenna Ainley – ESL Coordinator x. 5439
- Carol Wills – ESL Program Assistant x. 5439

Alternate Interpreting Service (other than Russian & Spanish)

- Evergreen Interpreters 360.954.5114
- Columbia Languages 360.896.3881

Translated Documents

- TransACT Website
  www.transact.com
- BGPS Documents
  Google Docs Shared Folder: Translated Documents BGPS
Supporting Classroom Teachers for ELL Success

Developing a PLAN for being all things to all people
Supporting Classroom Teachers for ELL Success

In Battle Ground Public Schools, we partner with building instructional coaches and intervention specialists to bring proven strategies for ELL success to the general education classroom. In this workshop, participants learn how to create effective resources for content teachers to support and promote language acquisition, cultural transitions, and academic achievement in their classrooms.
Our Story

Department Goal - Provide a learning environment that supports and promotes language acquisition, cultural transitions and academic success for EACH student.

● (support content teachers to) provide a learning environment…

● (train content teachers to) provide a learning environment…

● (encourage content teachers to) provide a learning environment…

● (convince! content teachers to) provide a learning environment…

● (reward content teachers who) provide a learning environment…
Our Schools:
14,000 students
7 K-8 campuses
2 AAAA high schools
1 alternative HS
1 Magnet School (CAM)
1 Homelink School K-12
Our Story

2007 - Program Coordinator

Department Goal - Provide a learning environment that supports and promotes language acquisition, cultural transitions and academic success for EACH student.

Staff Changes:

2005: 18 Instructional Assistants, 4 Certified Teachers (540)

2016: 9 Instructional Assistants, 13 Certified Teachers (780)
Our Story

Department Goal - Provide a learning environment that supports and promotes language acquisition, cultural transitions and academic success for EACH student.

Overcoming challenges in the Mainstream Classroom:

- Cultural Misunderstandings
- Early Intervention Mentality
- Federal, State, and District Initiatives
Use your workbook to brainstorm.

What are your goals for supporting mainstream classroom teachers who work with ELLs?

What are some roadblocks to accomplishing this?

What has/hasn’t worked?
First things...

Learning about ourselves

Brainstorm with our ESL Department Staff, our first line of offense:

What do you do?

What do you think you should be doing?

What do you think people expect you to do?

What do you think should change about your position?
Use your workbook to brainstorm.

What do your ESL Specialists do?

What do you think they should be doing?

What do you think should change about this position?
Use your workbook to sort. Look at the items you wrote down defining the job of an ESL Specialist. Can you group them into 2-4 categories? Do this below your list.
Administrating

Teaching

Supporting

Teachers

- Provide thorough intake of students
- Administer placement and annual test
- Facilitate scheduling of services
- Lead the pre-referral process on ELLs of concern
- Advocate for social and academic needs of students
- Complete and maintain necessary records
- Complete ELL support plan
- Administrate building support plan and IA schedule
- Train, monitor, and plan lessons for program assistants
- Beginning English classes/Newcomer support
- Model, team, or teach language intervention classes
- Provide in-class support for students
- Assist with test prep
- Assist with acculturation and transfer issues
- Assist parents in connecting and participating in school
- Attend conferences, meeting, IEPs, etc…
- Develop curriculum appropriate for student success
- Model SIOP and GLAD strategies in your classroom
- Instructional coaching- ELD, SIOP, GLAD
- Facilitate building ESL Professional Development
- Facilitate connections to district PD and Coaches
- Assist in finding resources and ideas
- Assist with ELL modifications and accommodations
- Consistent communication with staff and admin
- Consistent communication with district ESL administrations
Supporting Teachers

- Instructional coaching - ELD, SIOP, GLAD
- Facilitate building ESL Professional Development
- Facilitate connections to district PD and Coaches
- Assist in finding resources and ideas
- Assist with ELL modifications and accommodations
- Consistent communication with staff and admin
- Consistent communication with district ESL administrations
Our greatest resource and biggest strength for our ELLs is our ESL Specialists. We provided coaching training, effective communication classes, on-going workshops, conferences, PD both in and outside the district.
First things...

Learning about adult learners

What do we know about our own best learning practices?

What have we experienced when coaching or giving advice to classroom teachers and administrators? What's worked? What motivates?
First things...

Learning about adult learners

What does research say?

Joyce and Showers

Personal Action Research

“What ESL Professional Development has made an impact on student learning in your classroom?”

What does that look like in real life?
Use your workbook to brainstorm... What PD Models have worked well for you?... What are teachers asking for?... What do teachers need in order to be more effective in working with their ELLs?
First things...

Learning about our students

- Never assume teachers know anything about language development.
- The variables that influence language acquisition are often undetected and mysterious.
- Cultures have tendencies and norms, but we must be careful not to stereotype.
- Understanding and accepting a cultural norm does not mean excusing a student from reaching high levels of success.
First things...

Learning about our students

- Videos - i.e. They Speak with Other Tongues and Childhood Lost in Translation
  - Video clips from YouTube:
    - German Coast Guard
    - Benefits of Being Bilingual
    - What kind of Asian Are You?
  - TED Talks
    - Chimamanda Adichie
  - Student Panel
Use your workbook to brainstorm. 

What is unique about your population of students that teachers need to know?

If you could create 3 basic concepts about your ELLs to be understood by every teacher in your district, what would they be?
Connecting with current research, district data, and program model

Many “aha” moments
Use Coop
“ELLs need to
nities to spea
t through com
municator.”
Connecting the dots
Bringing it all together

What do students need?
What do Mainstream teachers need?
What do ESL Teachers need?
Use your workbook to brainstorm.

Find the common denominators. Make a list of strategies:
1) students respond to
2) teachers might already know or can be easily taught (including district initiatives and PD)
3) ESL teachers can support
Timeline

ESL Specialists
Administrators
Mainstream Teachers

Project GLAD:
SIOP:

ELP Standards
Cultural Continuum
TPEP

- Build Capacity For Leadership at Many Levels
- Train Coaches and Trainers
- Develop Resources For and In Our ESL Staff

Now:
In 6 months:
In 1 year:
In 2 years:
Down the road:
Use your workbook to create a timeline.

Prioritize the needs of students, teachers, and ESL specialists. Where is the greatest need?

Where are you in this process right now? Where on the timeline?

Create a plan to implement support and training for ESL teachers first, administrators second, and mainstream teachers third.
Thank You!