



Newcomer Programs in Small Districts

Presenter:

Kenneth Bond



Objectives

- Participants will apply features of effective instruction/programming for newcomers to their context



In place of an overarching theme...

- Variables are impossible to predict
- Programs are in constant flux
- Drawing from experience and pressing forward



Stand up if you have a...

- Partial program embedded in an existing school
- Full program embedded in an existing school
- Full program at separate site
- Whole newcomer school





Resourcing





Teaching Newcomers

Sentence frame:

Educators who work with newcomers are most like the movie/TV character _____ because _____.





Improvising

- Teacher
- Parent liaison
- Curriculum supervisor
- Free thrift store
- Food pantry
- Political activist
- Social worker
- Counselor
 - To teachers and to students



Material Resourcing

- Interesting
- Grade-level appropriate
- ELP-level appropriate
- Culturally appropriate
- Content rich
- Part of thematic units aligned to scope of learning in other classes (e.g. AIDS Unit)
- Support L1 whenever possible

- Tip: Check conferences, model programs, listservs, etc.



Human Capital Resourcing

- Staffing
 - District-level coordinator
 - Experienced teachers with ELD/sheltered instruction experience
 - Bilingual aides
 - ESL/bilingual teachers and counselors willing to go the extra mile
 - Trained enrolment staff
- Mentors
 - NES peers (national honor society, etc.)
 - Community members
 - Pick friend for field trips
 - Teacher mentors
 - Preservice teachers



Schedule Resourcing

- Scheduling in the margins
 - Parallel scheduling
 - 0 period
 - Lunch
 - Before/after school
 - **START CLASS PLACEMENT WITH NEWCOMERS**
- Push in/pull out considerations
 - Strengths of teacher
 - Class sizes
 - Perception of students



Enrollment





Entrance

- HLS
- L1 basic skills LAL/Math assessment if possible
- Screener with basic addition, subtraction, multiplication, and division
- Picture prompt if no L1 LAL assessment available
 - Student from India
- ELP assessment + multiple measures
 - Observations based on oral interviews with student and/or parent/guardian;
 - Review of available records (may include native language assessments); and
 - Standard district entrance assessments (e.g., basic skills screeners).



Entrance

- Additional information to document at entrance
 - Educational history
 - Repeated grades in home country
- Create a class schedule
 - Common classes w/ L1 and ELP
- Welcome students and show them around
 - Intro to L1 staff
 - Intro to high-contact and key staff
 - Video introduction
- Spaces to decompress
- Discussion about school differences (weapons, etc.)
(Niles, Santiago, & Eatmon, 2016)



Teaching Content





Language Arts





Literacy

- Language
 - Letters and their corresponding sounds;
 - Punctuation, capitalization, and spelling;
 - Word meanings, affixes, and morphemes; and
 - Structures of phrases, sentences, paragraphs, and conversations.
- Newcomer LAL/ESL curriculum should address all of these areas in all 4 domains **from the start**



Phonics Instruction for Newcomers

- The purpose of phonics instruction is to help students recognize words independently, not to have them state rules.
- Principles:
 - Provide ample time for students to read and write for meaningful purposes, allowing students to develop their own understanding of sound/symbol correspondences.
 - Teach phonics within a meaningful context. Enjoy the text for meaning first, then teach the skill.
 - Remember that phonics and other word recognition strategies are a means to an end: comprehension.



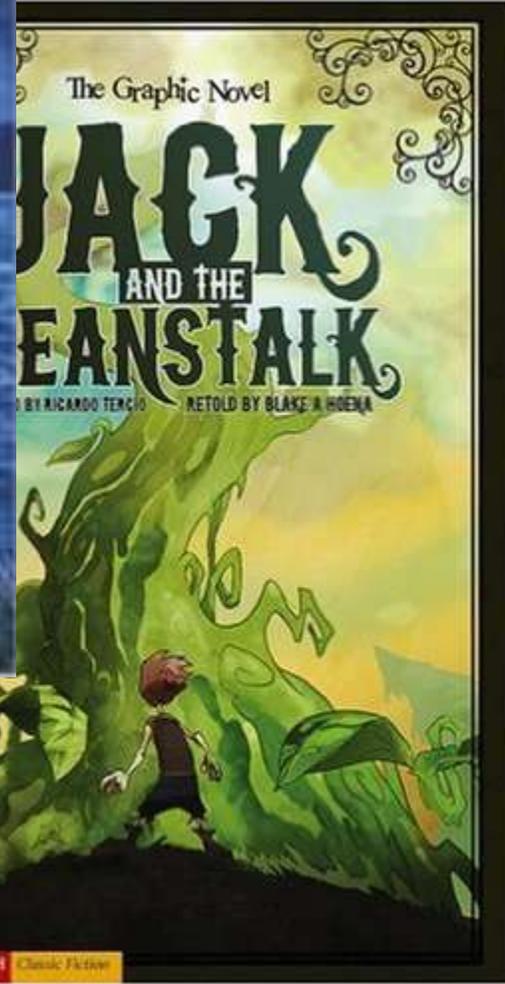
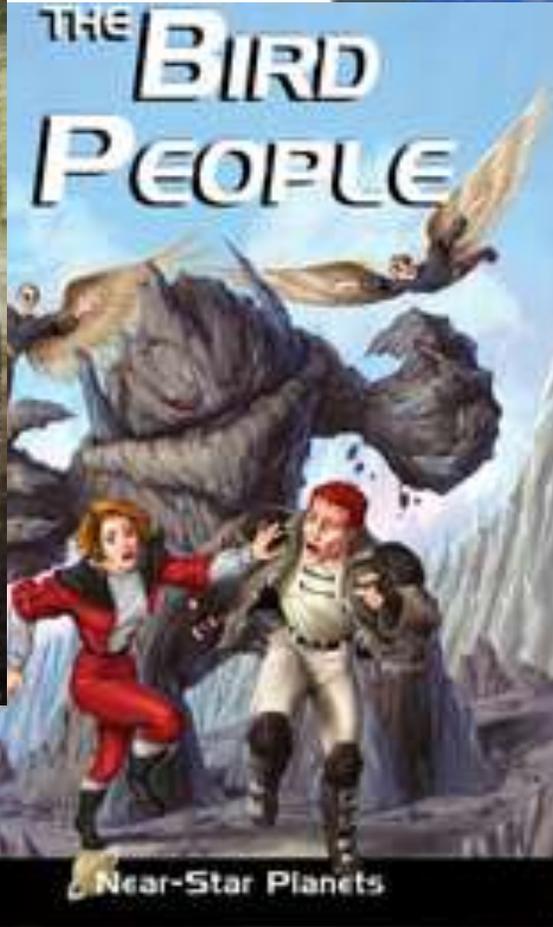
Literacy in the Margins



Developing Reading in the Margins

- Hi/Lo novel library







Developing Writing in the Margins

- Weekly writing at home





Example

Easy English News Tic-Tac-Toe

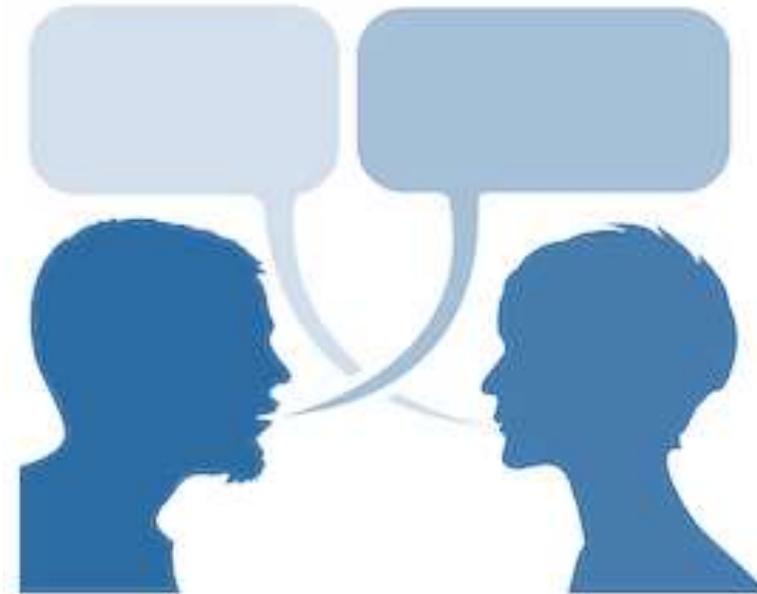
Directions: Each week you will need to do a line of 3 assignments in your homework notebook. Choose a different article for each box.

People, Places, Events (what happened?), and Dates Circle	Finish the "Crossword Puzzle"	Write your own "Funny Stuff" Joke
Then and Now (20____)	Write a 5-10 sentence "This is Your Page" article.	Time Line
Use all of the "Idiom Corner" words in a new sentence.	Who, What, Where, When, How, Why?	For and Against (agree/disagree)



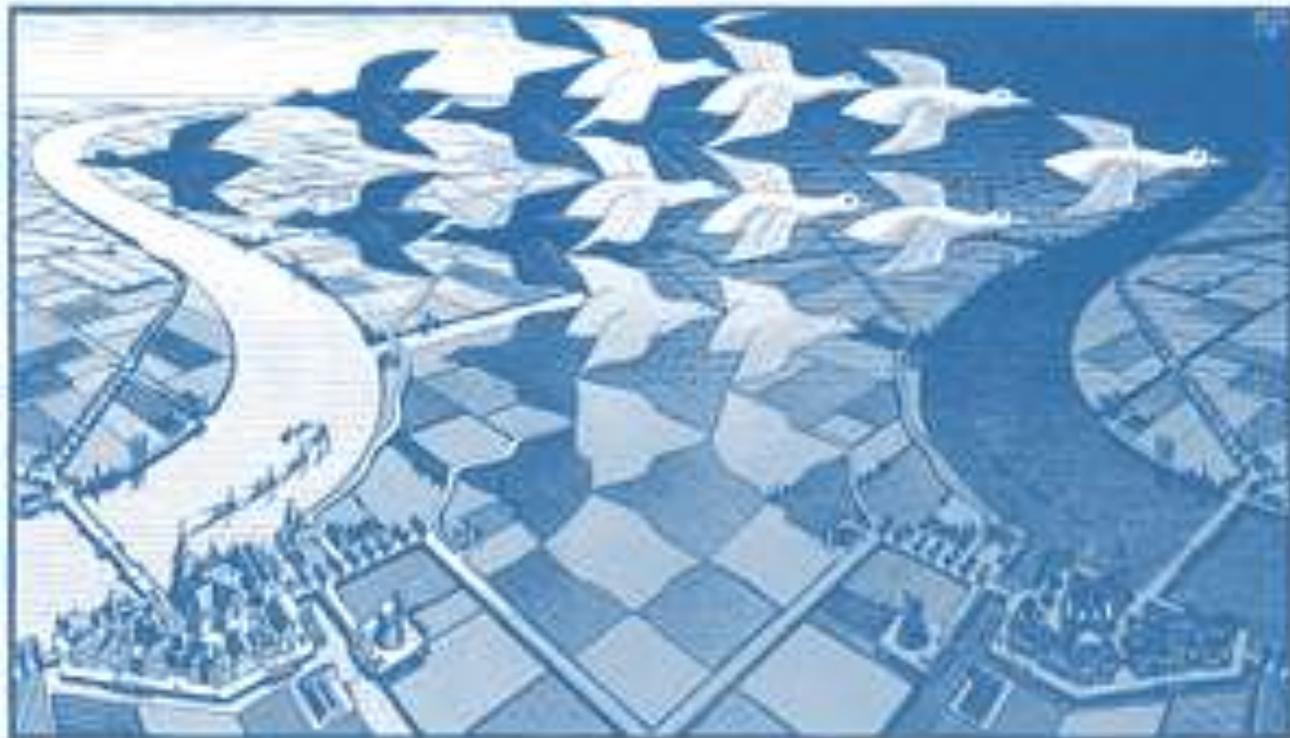
Developing Listening/Speaking in the Margins

- Facilitate interaction with NES mentors during recess/lunch/changing classes
- Lunch time music lessons





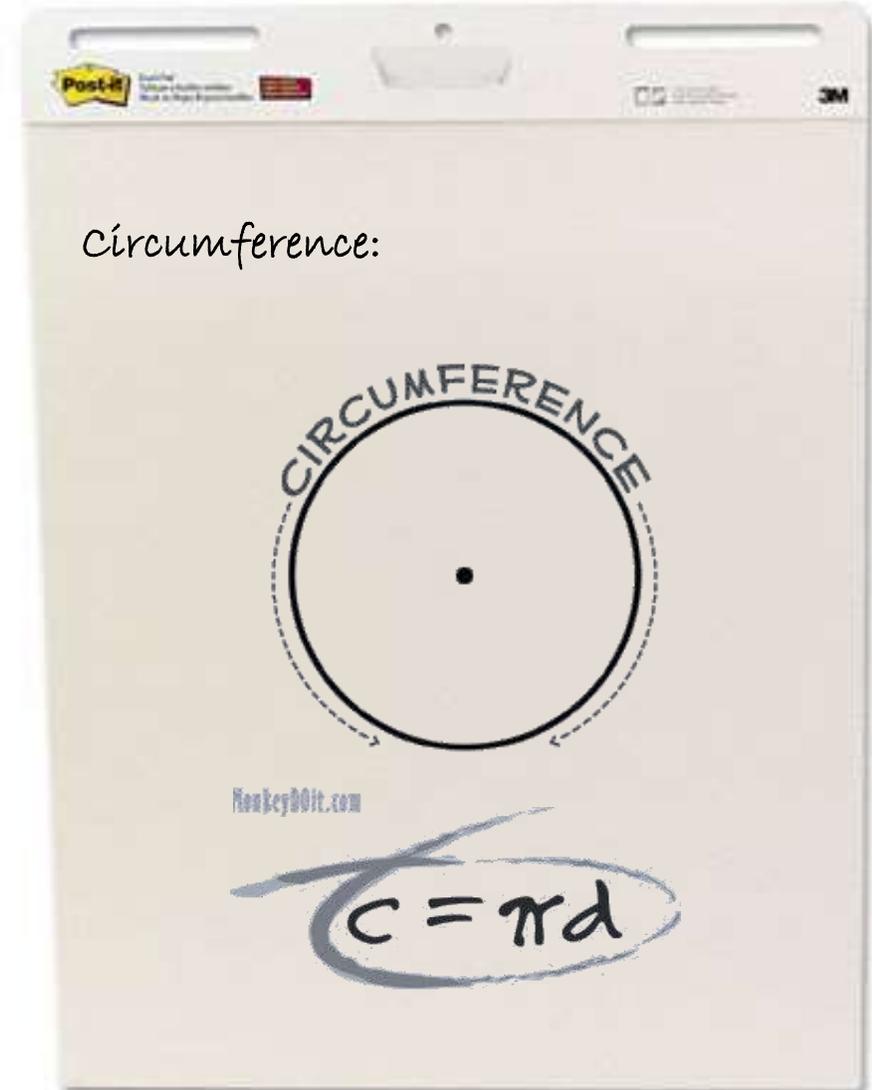
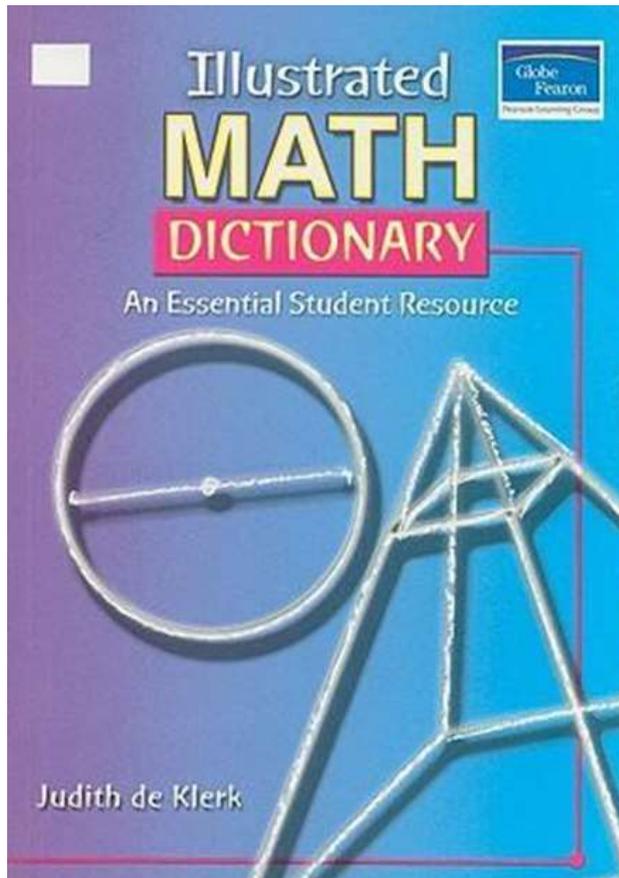
Math





Define terms and then visualize...

Circumference: The enclosing boundary of a curved geometric figure, esp. a circle.





Picking Terms to Teach

- Is term critically important to content I will be teaching this year?
- Is term critically important to content in this lesson?
- Add words to reflect standards and curriculum materials.
- Try to limit to 4-8 key words per week in each subject area.



Non-Linguistic Considerations

1,258,125

\$5.00

$$\begin{array}{r} 8 \\ 4 \overline{) 32} \end{array}$$

English System

1.258.125

R5,00

$$\begin{array}{r} 32 \quad | \quad 4 \\ 0 \quad 8 \end{array}$$

Metric System

(Dethrage and Chairez)



Example: Co-teaching Math in a Mainstream Class

- Included a mix of newcomer (approx. 5), LD (approx. 3), and general education 8th graders (approx. 10).
- Unit Sequence
 - Pretest (customized in Study Island)
 - Introduce unit vocabulary
 - Split the class for two lessons to enhance background knowledge
 - Integrated FAST Math to pre-teach foundational concepts
 - Co-teach lessons for the remainder of the unit
 - Assess students with a unit test
 - Reteach concepts as necessary
- (Bond, 2011)



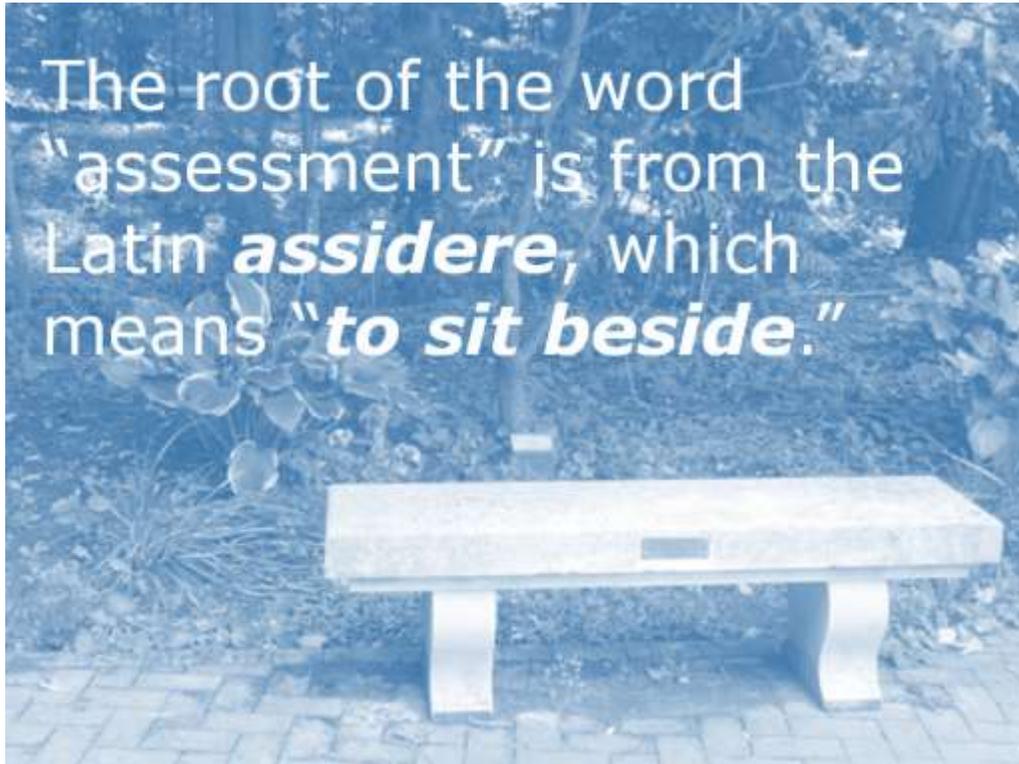
Findings

- Our pretest and posttest results for the year showed that all of the students in the class grew. There was a pretest and posttest for each unit.
 - Of the nine students that were with us the whole year, there was a mean of 29.8 percent growth from their pretest to their posttest.
 - 5 newcomers who were in the class the whole year had a mean gain of 30.
 - 4 NES from the class had a mean gain of 29.5 percent.
 - (Bond, 2011)



Assessment

The root of the word
"assessment" is from the
Latin *assidere*, which
means "*to sit beside.*"





You should...

- hold students accountable for the content and language they have been taught;
- find ways to make assessments authentic and related to ELLs' background knowledge;
- adjust question wait time, structure (e.g. change open-ended questions to multiple choice), and language complexity;
- add features like word banks, simplified language, pictures, graphs, checklists, and glossaries to tests;
- give all students assessments that look somewhat similar so that ELLs don't feel singled out; and
- offer alternative ways to answer questions (e.g. graphic organizers, sentence frames, and drawings).
 - (Bond and Ramella, 2014)



Considerations for Assessment through Speaking

- What if a student doesn't want to speak.
 - Are they still in the silent period?
 - Consider their former school setting
 - Give them appropriate wait time
 - Tell them you will come back to them
 - Have a physical object to hand out
 - Be Patient!!!!



You should not...

- use “baby talk” when asking a question (e.g. making references to oneself/student in the third person);
- talk more loudly to lower-proficiency students;
- surprise students in front of the class with a question that has hard-to-process language;
- water down content demands;
- expect students to speak and write using conventions they have not yet learned; or
- single out ELLs as being different because of their differentiated assessments.
 - (Bond and Ramella, 2014)



What does language assessment look like?

Project Runway



Fire Inspector





Rubrics

Name: _____

Points: _____/100

10 points for research index cards. _____ / 10

	GREAT!- 30 -points	OK- 20 points	Needs Improvement- 10 points
Paragraphs	5 paragraphs of 5 sentences or more. Paragraphs have a topic sentence , stay on topic, and make sense.	5 paragraphs of 5 or more sentences. Paragraphs have a topic sentence and make sense.	5 or more paragraphs of 4 or more sentences.
Grammar/ Spelling	0-5 noticeable mistakes in spelling or grammar.	6-10 noticeable mistakes in spelling or grammar.	11 or more noticeable mistakes in spelling or grammar.
Word Choice/ Citations	The author uses interesting words to support claims. Citations are correct.	The author supports claims. Citations are correct.	The author supports claims. Citations are not correct.



Additional Suggestions

- Write rubrics in language students can understand
- Use websites like <http://rubistar.4teachers.org/>
- Do not use arbitrary scales (/20); write a descriptor for each point value
- Student driven rubrics



Example: Social Studies Graphic Organizers

- Help students organize ideas
 - Lower ELP– Final product
 - Higher ELP– Conceptualize assignment and organize
- Help teachers differentiate without extra work
 - Fill a drawer



Events Graphic Organizer

Date(s) of Event:

People (who?)

Places (where?)

Events

1.

2.

3.

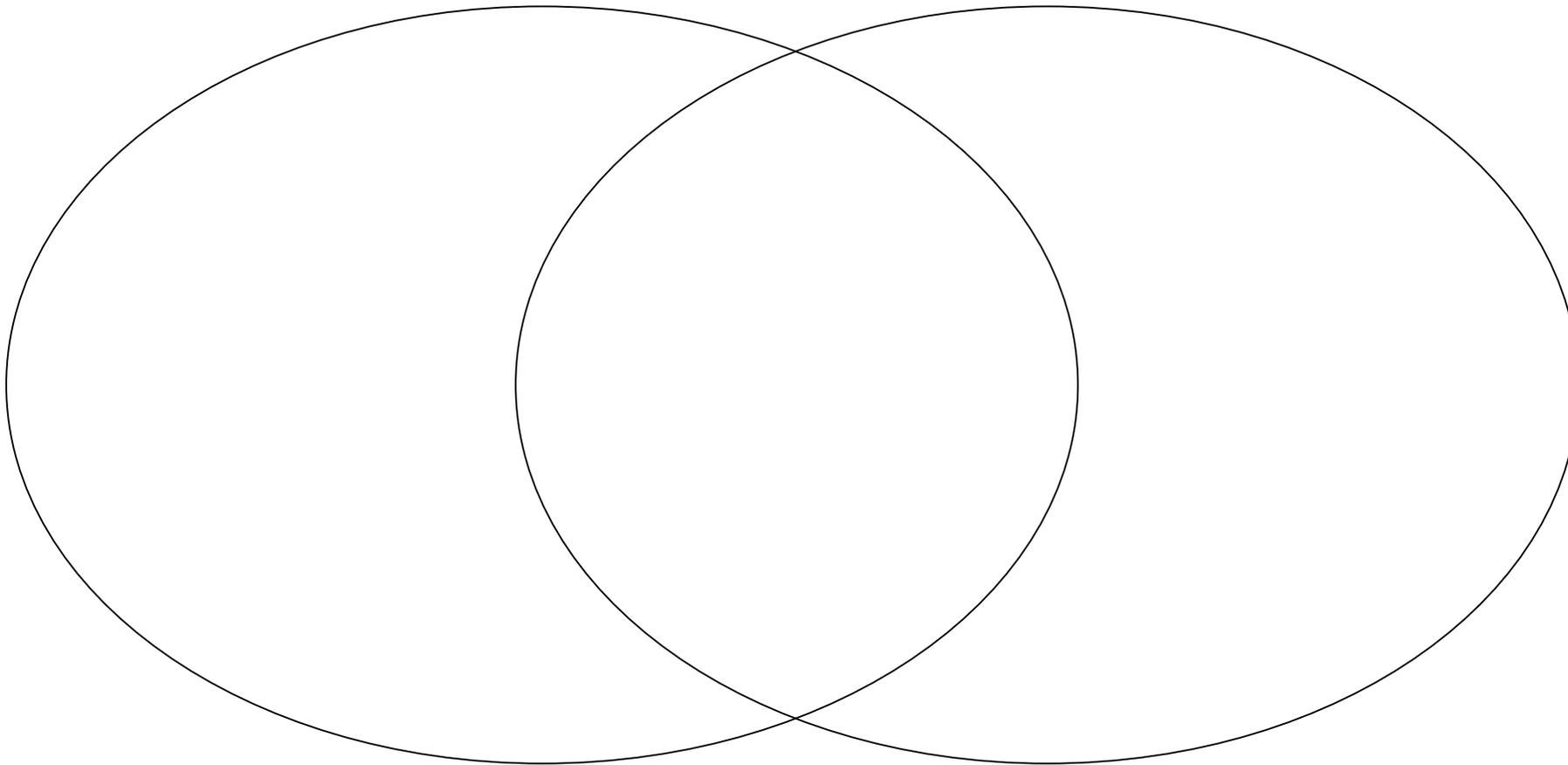
4.



Past and Present Venn Diagram

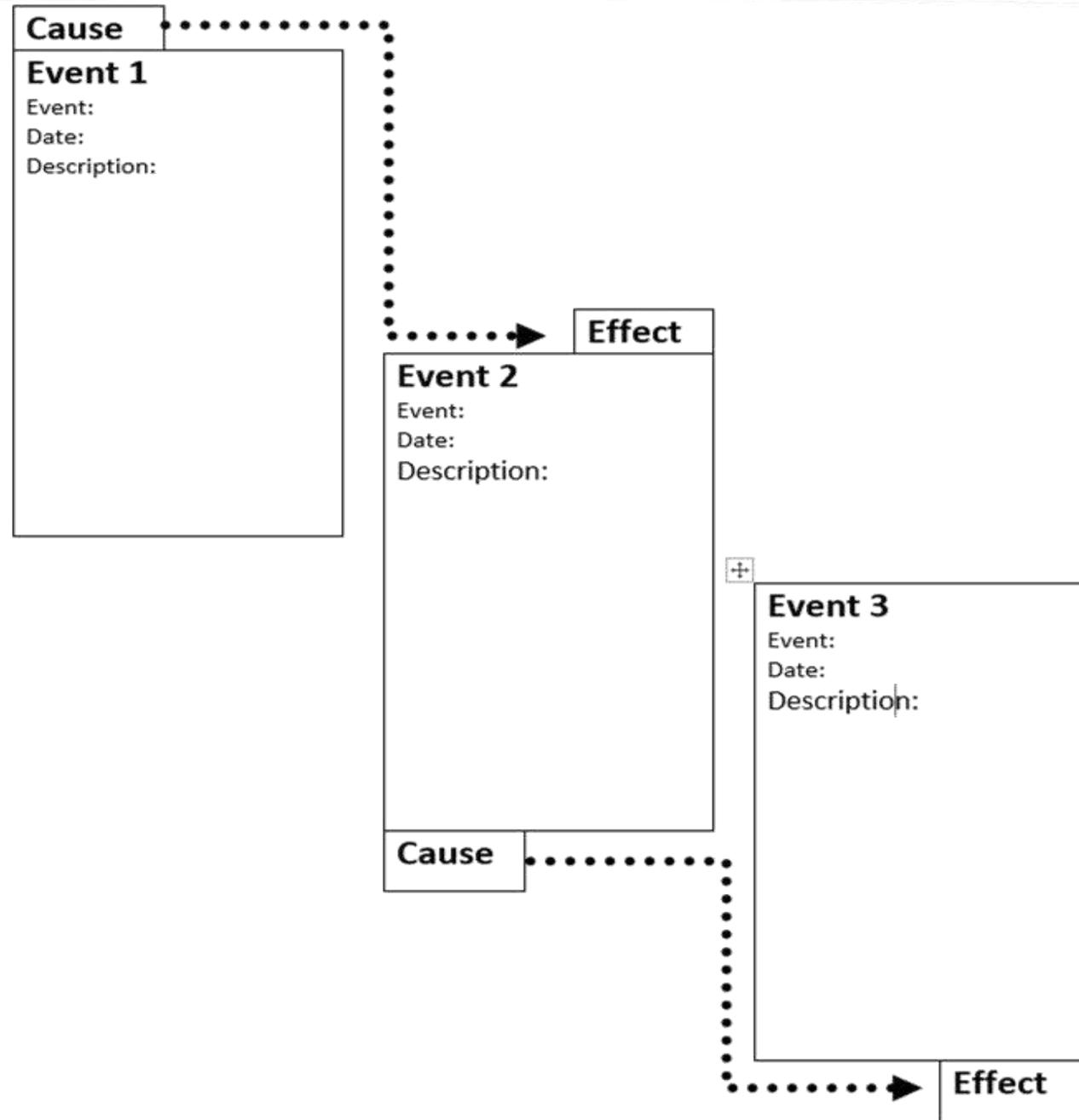
Past (_____)

Present (20__)





Cause/Effect Sequence



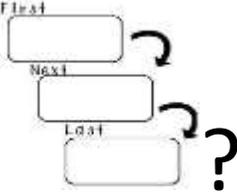
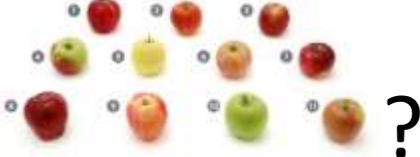


Event Questions

Event: _____

1. Who was part of the event?
2. Where did it happen?
3. When did it happen?
4. How did it happen?
5. Why did it happen?
6. What do I think about it?



Question Guide		
Who	Person question	
What	Thing/event question	
When	Time question	
Where	Place question	
Why	Reason question	because...
How	Cause question	
How many	Amount question	
How much	Amount question (non-count words)	



Grading Policy Sample

- <http://www.nj.gov/education/bilingual/resources/grading.pdf>

Students at WIDA proficiency levels 1.0 (entering) – 3.5 (developing)*	Students at WIDA profici 2.0 (developing) – 5.5 (b
<ul style="list-style-type: none"> • A student is given a passing grade (P) if he or she performs the following tasks: <ul style="list-style-type: none"> ○ is prepared for class with needed materials ○ tries all the work assigned to him or her <ul style="list-style-type: none"> ▪ uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) ▪ attempts as much of an assignment as he or she can ▪ completes portions of modified work ▪ is attentive during instruction/ group work ▪ copies notes when necessary ▪ communicates needs and feelings verbally or non-verbally • A student is given a failing grade (F) if he or she generally does not perform the above tasks. 	<ul style="list-style-type: none"> • A student is given modified work include, but are not limited to: <ul style="list-style-type: none"> ○ Assessment time, language banks, resources because of drawing organize should be the ESL ○ See grade Description should a students proficient • Individual grade participation, not references to bet in a student's fin
<ul style="list-style-type: none"> • Note, "Pass/Fail grade due to language proficiency," on report card. 	<ul style="list-style-type: none"> • Note, "Working modifications," o



Potential Resources





Resources Samples from NJ LEAs

- Literacy
 - [Comprehensive Literacy for SLIFES](#)
 - [ESL for Newcomers](#)
 - Hi/Lo Readers
 - [Thrillers](#)
 - [YA fiction](#)
 - [Fairytale graphic novels](#)
 - [Mystery, Sci-Fi, etc.](#)
- Science/Social Studies
 - [Language, literacy, and vocabulary](#)
- and many, many more.



FAST Math

- <http://www.ncela.us/files/uploads/15/Fastmath1of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath2of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath3of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath4of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath5of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath6of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath7of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath8of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath9of10.pdf>
- <http://www.ncela.us/files/uploads/15/Fastmath10of10.pdf>

FAST Math Curriculum

Volume 1

Department of Instructional Services
Fairfax County Public Schools
Fairfax, Virginia

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Bilingual/ESL Professional Development Calendar

- <http://www.nj.gov/education/bilingual/pd/calendar.htm>
 - Highlights:
 - October: “New Bilingual/ESL/ELS Supervisor Session”
 - December: “ELL Superintendent Institute”
 - July: “Sheltered Instruction Training of Trainers”
- Other PD
 - NJTESOL/NJBE
 - June 1-3, 2016
 - WIDA Conference in Philadelphia
 - October 2016
 - TESOL Conference in Seattle
 - April 2017



Think-Pair-Share

- Does your school already have sufficient supports for newcomers to develop their ELP and content skills?
 - If so, please describe what is going on and how you can use what you learned today to enhance current practices.
 - In not, describe the most critical opportunity for change in your district and how you will effect change with what you learned.



New Jersey
Department of Education

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Office of Supplemental Educational Programs Bureau of Bilingual/ESL Education

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