English Learners 101: Instructional

Strategies, Interventions and Supports

Special Populations Conference 2019

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1 All Students Proficient and Showing Growth in All Assessed Areas

2 Every Student Graduates from High School and is Ready for College and Career

3 Every Child Has Access to a High-Quality Early Childhood Program

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

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Session Goals

- Understanding culture and second language acquisition

- Instructional strategies for supporting English learners

- Identifying English learners for intervention

GOALS

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Understanding
English Learners

- Stages of cultural adjustment
- Stages of second language acquisition

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Mississippi English Learners (ELs)

FIGURE 1
2012-2018 Mississippi EL Population

Year	Number
2012 2013	1,236
2013 2014	2,287
2014 2015	4,225
2015 2016	7,830
2016 2017	12,632
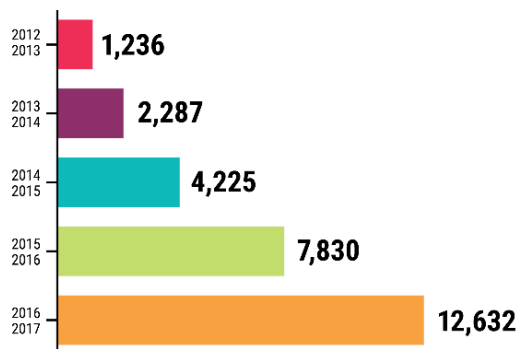
FIGURE 2
2016-2017 Top 5 Most Common Languages in Mississippi

LANGUAGES	Number of EL Speakers
Spanish	8,243
Arabic	480
Vietnamese	277
Chinese	223
Gujarati	85

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What is Culture?

A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next

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Transitioning to a New Culture

Assimilation – the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture (often at the loss of the home culture)

- Feelings

- Behaviors

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Transitioning to a New Culture

- Acculturation – the process through which a person or group from one culture comes to adopt the practices and values of another culture, while still retaining their distinct culture

- Feelings

- Behaviors

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Stages of Cultural Adjustment

- Euphoria - ELs may experience an initial period of excitement about their new surroundings where they demonstrate a great interest in learning about the new culture and are very motivated and cooperative

- Feelings/behaviors

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Stages of Cultural Adjustment

- Culture Shock – ELs may experience anger, hostility, frustration, homesickness, or resentment towards the new culture

- Feelings/behaviors

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Stages of Cultural Adjustment

- Acceptance - ELs may steadily accept their different surroundings; this is a period of gradual adjustment where students begin to feel more comfortable with the new culture and are able to enter a stage of deeper learning

- Feelings/behaviors

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Stages of Cultural Adjustment

- Assimilation/Adaptation - ELs may embrace and adapt to their surroundings and the new culture which begins to feel like home

- Feelings/behaviors

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Stages of Second
Language Acquisition

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The Stages of Second Language Acquisition

1. Preproduction

2. Early Production

3. Speech Emergence

4. Intermediate Fluency

5. Advanced Fluency

*It is important to tie instruction for each student to their particular stage of language acquisition.

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Examples of Language Acquisition Stages in ELs

Stages of
Oral Language
Development

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Factors Affecting Rate of Language Acquisition

- Chronological age (8-12 is ideal age)

- Raw intellectual and linguistic ability

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Factors Affecting Rate of Language Acquisition

Personality of the Learner

- Introverted students may develop oral language later but develop written language more quickly

- Self-motivation

- Willingness to take risks

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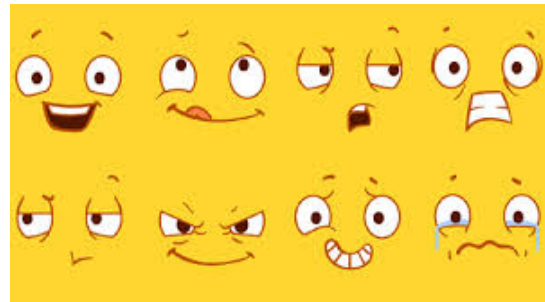
Factors Affecting Rate of Language Acquisition

Environmental Factors

- Importance family places on English

- Amount of English spoken at home

- Whether the student is engaged in the broader English-speaking community

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Factors Affecting Rate of Language Acquisition

- Native Language Development - students with a strong foundation in their native language tend to excel

- Characteristics of Native Language - languages like Spanish and French have a nearly identical alphabet and numeric system, while languages like Arabic and Mandarin do not

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Understanding the Data

LAS Links Reports

LAS Links Assessment

LAS Links is the Language Assessment System test:

- is an English language proficiency assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 students;

- includes a screener that serves as Mississippi's initial placement test; and,

- has an End of Year assessment given in the spring

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Administering the LAS Links Assessment

The LAS Links screener and end of year assessment are secure testing materials and must:

- be administered by a licensed teacher who has been trained to administer the test;

- be proctored by other personnel who have been trained in test security rules and regulations; and,

- does not have a time limit.

Test administrators and proctors may be, but do not have to be, the English Learner teacher.

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Interpretation Guide

Each school has the following materials to help you understand the many reports available for each child:

- an interpretation guide (which also contains letters for parents available in different languages);

- a digital Assessment Library; and,

- an Instructional Library provided by LAS Links.

If you do not have these items in your building, contact your District Testing Coordinator

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SharePoint

Access files to assist with LAS Links through SharePoint

Path to access SharePoint files:

- Educators, Student Assessment, SharePoint, Public Access, Special Populations, English Learners

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Supports for Teachers and Administrators

- **LAS Links Blue Print** gives skill areas, language content strands, and sub-skill areas/subtests for the different tested grade bands.

- **LAS Links Overview** provides the scope and sequence for the tested domains along with the subskills in the different tested grade spans.

- **Proficiency Level Descriptors** provide information to teachers as to what ELs can do at each proficiency level by grade level.

- **Subskills and Objectives** can be found in the LAS Links Online Instructional Library under standards and blueprints. This breaks down the LAS Links Standards Subskills in each of the four domains by grade level.

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Sample LAS Links Reports

Student Proficiency Reports, Roster Reports, Strand Reports

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The Student Proficiency Report

Language Assessment System
Student Proficiency Report
Test Date: 06/01/11

IVETTE J ALVAREZ
Birthdate: 05/01/00
Gender: Female
Student ID#: X5499892

Grade: 05
Form/Level: A/3
Class: Gonzales
School: International School
District: MARINA

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	616	320-448	449-474	475-510	511-558	559-635
Listening	557	350-457	458-489	490-527	528-583	584-630
Reading	567	360-469	470-504	505-535	536-589	590-680
Writing	457	290-434	435-498	499-537	538-584	585-680
Overall*	549	330-452	453-491	492-527	528-578	579-656
Comprehension**	564	340-490	491-508	509-530	531-572	573-670
Oral***	593	300-451	452-484	485-515	516-579	580-680

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.
**Comprehension is based on designated items in the Listening and Reading skill areas.
***Oral is based on all items in the Listening and Speaking skill areas.

All teachers with EL students need to be given this data at the beginning of every school year.

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LAS Links Overview

Domain	Subskill	Grade Span					Administration Mode
		K-1	2-3	4-5	6-8	9-12	
Writing	Copy words and sentences	•					Individually or group for K; Group for Grades 1-12
	Write letters, numerals, and words	•					
	Use articles	•	•	•	•	•	
	Demonstrate correct use of singular and plural	•	•	•	•		
	Use subject/verb agreement	•	•	•			
	Demonstrate correct use of tense and aspect		•	•	•	•	
	Use conjunctions		•	•	•	•	
	Use pronouns correctly	•		•	•	•	
	Distinguish adjectives and adverbs			•	•	•	
	Use prepositional phrases			•	•	•	
	Use auxiliary verbs		•	•	•	•	
	Use appropriate capitalization	•	•			•	

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Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4	6	6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4	6	6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.
X = Scores not reported for strands with less than three points.
N/A = Not Applicable
INV = Test Invalidation

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Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA.	Points Obtained	Points Possible	RGA.	Points Obtained	Points Possible	RGA.	Points Obtained	Points Possible	RGA.	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	----	----	----	----	----	----	----	----	----	----	----	----
Language Arts, Social Studies, History	12	7	14	4	4		6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4		6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

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N/A = Not Applicable
INV = Test Invalidation

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Reading Vocabulary Subskills

Domain	Subskill	K-1	2-3	4-5	6-8	9-12	Administration Mode
Reading	Identify rhyming words	•					Individually or group for K; Group for Grades 1-12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•					
	Associate words with their representation	•					
	Apply knowledge of morphemes and syntax to word meaning		•	•			
	Classify words		•				
	Interpret words and phrases as they are used in text		•	•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Identify important literary features of text		•			•	
	Analyze the structure of texts				•	•	
	Identify point of view, tone, and attitude	•	•		•	•	

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Summary Report of Strands

Summary Report of Strands, Grade: 5, Form/Level: D/3, Test Date: 06/01/14-IV

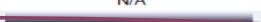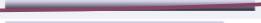| Group/Content	NT	Mean % Correct	Mean % Correct Graph	RGA % Correct	Total Points Possible
MARINA					
Speaking					
Social, Intercultural, and Instructional Communication	16	82.2		92.3	13
Language Arts, Social Studies, History	16	78.6		71.4	14
Mathematics, Science, Technical Subjects	16	79.5		71.4	14
Academic Speaking	16	79.0		67.9	28
Listening					
Social, Intercultural, and Instructional Communication	16	81.3		75.0	8
Language Arts, Social Studies, History	16	82.3		50.0	6
Mathematics, Science, Technical Subjects	16	95.8		66.7	6
Academic Listening	16	89.1		58.3	12
Reading					
Reading Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, Instructional Communication	16	88.0		64.3	14
Language Arts, Social Studies, History	16	76.6		37.5	8
Mathematics, Science, Technical Subjects	16	78.1		50.0	8
Academic Reading	16	77.4		43.8	16
Writing					
Writing Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, and Instructional Communication	16	95.0		70.0	10
Language Arts, Social Studies, History	16	71.0		54.5	11
Mathematics, Science, Technical Subjects	16	96.0		54.5	11
Academic Writing	16	83.5		54.5	22

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Summary Report of Strands

Summary Report of Strands, Grade: 5, Form/Level: D/3, Test Date: 06/01/14-IV

Group/Content	NT	Mean % Correct	Mean % Correct Graph	RGA % Correct	Total Points Possible
MARINA					
Speaking					
Social, Intercultural, and Instructional Communication	16	82.2		92.3	13
Language Arts, Social Studies, History	16	78.6		71.4	14
Mathematics, Science, Technical Subjects	16	79.5		71.4	14
Academic Speaking	16	79.0		67.9	28
Listening					
Social, Intercultural, and Instructional Communication	16	81.3		75.0	8
Language Arts, Social Studies, History	16	82.3		50.0	6
Mathematics, Science, Technical Subjects	16	95.8		66.7	6
Academic Listening	16	89.1		58.3	12
Reading					
Reading Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, Instructional Communication	16	88.0		64.3	14
Language Arts, Social Studies, History	16	76.6		37.5	8
Mathematics, Science, Technical Subjects	16	78.1		50.0	8
Academic Reading	16	77.4		43.8	16
Writing					
Writing Foundational Skills	16	N/A	N/A	N/A	0
Social, Intercultural, and Instructional Communication	16	95.0		70.0	10
Language Arts, Social Studies, History	16	71.0		54.5	11
Mathematics, Science, Technical Subjects	16	96.0		54.5	11
Academic Writing	16	83.5		54.5	22

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Reading Lexile Report

LAS Links

Reading Links

Test Date: 10/01/16

JASON SINGH
Birthdate: 10/30/02
Gender: Male
Student ID#: 1200000401
Scoring: NCR

Grade: 05
Form/Level: D/3
Class: FLORES
School: ASHLAND ELEM
District: MARINA UNION DISTRICT

Purpose
This report provides a list of books based on your student's performance on the LAS Links 2nd Edition Reading test. It can be used to assist your student in improving reading skills.

Suggested Titles	Author	Lexile
So You Want to be President?	St. George, Judith; Small, David	730L
A Wrinkle in Time	L'Engle, Madeleine	740L
Cuba 15	Osa, Nancy	750L
The Giver	Lowry, Lois	760L
Jumping Tree	Saldana, Rene, Jr.	770L
Rules	Lord, Cynthia	780L
The Schwa Was Here	Shusterman, Neal	790L
Roberto Clemente: Pride of the Pittsburgh Pirates	Winter, Jonah	800L
Bull Run	Fleischman, Paul	810L

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Exit Criteria

An English Learner student may exit the program when the student:

• scores 4-5 on the Reading section of the LAS Links, and

• scores 4-5 on the Writing section of the LAS Links, and

• scores 4-5 overall on the LAS Links

A student must be monitored for 4 years once they have exited the program.

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Understanding Language Service Plans

Developing a Language Service Plan

- The Mississippi Department of Education requires each student designated as an EL student to have a Language Service Plan (LSP)

- This also includes students whose parents have opted out of EL services

- The plan should be developed by the Student Evaluation Team (SET). This team should include the classroom teacher, counselor, EL teacher, principal, and parent

- The team should meet quarterly to evaluate the student's progress

Developing a Language Service Plan

Part V:

EL SERVICE	
Date Identified EL Program:	Date Entered EL Program:

☐ Student will receive Direct EL Services for _____ **Minutes** _____ **Days a week**

☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** _____ **Semester:** _____

☐ Parents Declined Services (school is still obligated to serve)   Comments: _____

Number of years until the student is identified as a Long Term English Learner (LTEL): _____

List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):

LISTENING	SPEAKING	READING	WRITING

The above information may be obtained through the student's
LAS Links Placement Test.

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Classroom Strategies to Support ELs

- Classroom set-up
- Best practices
- Oral language development

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Classroom Set Up

Make your room visually
welcoming by using:

- Pictures/posters that reflect
  their culture/heritage

- Anchor charts and other
  visuals to assist with
  understanding

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Classroom Set Up

- Provide multicultural books
  with labels on the
  bins/baskets

- Label classroom items (in all
  classroom languages if
  possible)

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Creating a Welcoming Classroom Environment

- Learn students names – correct pronunciation

- Offer one-on-one assistance when possible

- Assign a peer partner

- Use an interpreter

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Creating a Welcoming Classroom Environment

- Invite their culture into the classroom

- Include ELs in a non-threatening manner

- Involve ELs in cooperative learning

- Help your ELs follow established rules

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Start with Best Practices

Make it Visual

- Visual schedule

- Visual anchor charts

- Visual Word Walls

- Classroom labels

Word Wall

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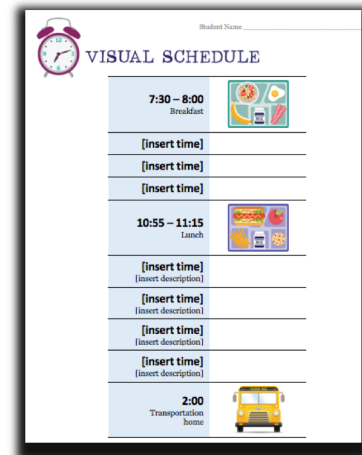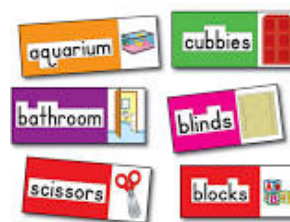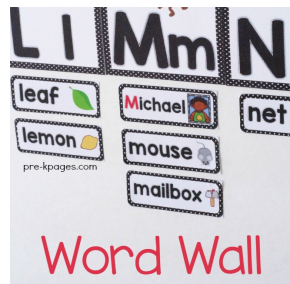
Start With Tier I Best Practices

- Speak slower (not louder)

- Speak distinctly

- Give longer wait times

- Allow students to write out answers before speaking

- Refrain from allowing "shout outs" when asking whole group or small group questions

- Write down key terms or use visuals

- Utilize scaffolding techniques to support learning
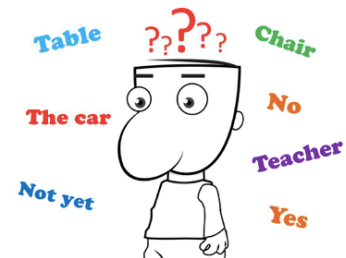
Start With Best Practices

Incorporate conversation into all aspects of your teaching!

- 30 second conversations

- Turn and talk

- Think, Pair, Share

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Encouraging Oral

Language Development

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Oral Language

ACTIVITY

- Choose a partner

- For 30 seconds, tell your partner about your favorite vacation or your dream vacation

- Here's the catch: *you can't use any words that have the letter **n** during your conversation!*

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30 Second Conversations

- Encourage language development by allowing students opportunities to practice fluency and social language

- Allow teachers to scaffold conversation by supplying vocabulary and sentence mazes as needed

- Allow teachers to build rapport with EL students

- Can be part of the morning routine as students are welcomed into the classroom

- Can be conducted by students with one another to practice social and academic language during structured "Turn and Talk" moments

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30 Second Conversations – Examples

Teacher: Hi, Kelli! Did you have a good night?
Kelli: Good morning. Yes.
Teacher: I'm so glad! What did you do after you finished your homework?
Kelli: I help cook.
Teacher: Who did you help cook?
Kelli: I help me mom and me grandma.
Teacher: I always loved helping my grandma cook. What did you make?
Kelli: We cook arroz con pollo and maduros. I help fry the plantains.
Teacher: Which was your favorite thing to eat?
Kelli: I like maduros. They have a good sauce. It is with garlic and orange juice. It is good.

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Question and Answer Prompting

Teacher elaboration when the student is **silent**:

- Can you show us what you know by acting it out or drawing it?

- I'm going to come back to you and ask you again. Please get ready to talk with us.

- I really want to hear what you know about this.   Let me know when you are ready. (Provide a yes or no question, or an either/or choice to the student to support their attempt to respond.)

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Preproduction*

Teacher Prompts	*Three Little Pigs* Questions
"Show me…" "Circle the…" "Where is…?" "Who has…?"	Ask questions students can answer by pointing at pictures in the book. "Show me the wolf." "Where is the house?"

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Early Production*

Teacher Prompts	*Three Little Pigs* Questions
Yes/no questions Either/or questions "Who…?" "What…?" "How many…?"	Ask questions students can answer with one or two words. "Did the brick house fall down?" "Who blew down the straw house?" "How many houses did the wolf blow down?"

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Speech Emergence*

Teacher Prompts	*Three Little Pigs* Questions
"Why…?" "How…?" "Explain…"	Ask "why" and "how" questions students can answer with short sentences. "Why didn't the brick house fall down?" "Who blew down the straw house?" "How many houses did the wolf blow down?"

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Intermediate Fluency*

Teacher Prompts	*Three Little Pigs* Questions
"What would happen if…?" "Why do you think…?" Questions requiring more than a sentence response	Ask "What would happen if…" and "Why do you think…" questions. "What would happen if the pigs outsmarted the wolf?" "Why could the wolf blow down the house made of sticks, but not the house made of bricks?"

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Questioning in Each Stage of Language Acquisition

Classroom Examples: *Advanced Fluency*

Teacher Prompts	*Three Little Pigs* Questions
"Decide if…" "Retell…"	Ask students to retell the story, including main plot elements, but leaving out unnecessary details.

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Intervention
For English Learners

Language or Learning?

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First steps

Before implementing interventions for English Learners remember to:

- Consult with parents, general education, English Learner teacher and all other teachers who work with the student

- Examine <u>all</u> the data (MAAP, LAS Links, STAR, etc.)

- Determine the deficit and select an intervention that will best address the deficit area

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Language or Learning?

- Consider the amount of time the student has been in this country

- The quantity and quality of interactions within this new cultural experience

- Similarity or dissimilarity of ethnicity or national origin to that of the U.S.

- Degree of language proficiency

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Roster Report

Roster Report
MARINA, Grade: 5, Test Date: 06/01/14-IV

Number of Students Listed: 16

LAS Links 2nd Edition

Last Name	First Name	Speaking SS	PL	Listening SS	PL	Reading SS	PL	Writing SS	PL	Overall* SS	PL	Comprehension** SS	PL	Oral*** SS	PL	Literacy**** SS	PL	Productive***** SS	PL
ADAM	TYLER	521	Proficient	556	Proficient	585	Proficient	608	Above Proficient	567	Proficient	570	Proficient	538	Proficient	596	Above Proficient	564	Proficient
ASHBURY	ALISHA	513	Proficient	526	Intermediate	608	Above Proficient	572	Proficient	554	Proficient	567	Proficient	519	Proficient	590	Above Proficient	542	Proficient
BUSBY	DIANE	507	Intermediate	579	Proficient	565	Proficient	582	Proficient	558	Proficient	572	Proficient	543	Proficient	573	Proficient	544	Proficient
BUSH	MARIA	532	Proficient	539	Proficient	585	Proficient	594	Above Proficient	562	Proficient	562	Proficient	535	Proficient	589	Above Proficient	563	Proficient
CHANCE	PETER	510	Intermediate	503	Intermediate	596	Above Proficient	562	Proficient	542	Proficient	549	Proficient	506	Intermediate	579	Proficient	536	Proficient
EDDE	BRIAN	635	Above Proficient	640	Above Proficient	596	Above Proficient	594	Above Proficient	616	Above Proficient	618	Above Proficient	637	Above Proficient	595	Above Proficient	614	Above Proficient
HARRIS	KAREN	510	Intermediate	579	Proficient	585	Proficient	608	Above Proficient	570	Proficient	582	Proficient	544	Proficient	596	Above Proficient	559	Proficient
HARRIS	LONNIE	510	Intermediate	556	Proficient	565	Proficient	572	Proficient	550	Proficient	560	Proficient	533	Proficient	568	Proficient	541	Proficient
KROMER	BRE	510	Intermediate	556	Proficient	613	Above Proficient	596	Above Proficient	582	Proficient	575	Proficient	604	Above Proficient	561	Proficient	589	Above Proficient	546	Proficient
MICKELSON	PATTIE	558	Proficient	556	Proficient	608	Above Proficient	608	Above Proficient	582	Above Proficient	582	Above Proficient	557	Proficient	608	Above Proficient	583	Above Proficient
RAGAN	ROSE	528	Proficient	579	Proficient	622	Above Proficient	594	Above Proficient	580	Above Proficient	600	Above Proficient	553	Proficient	608	Above Proficient	561	Proficient
REYNOLDS	JASON	558	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	591	Above Proficient	599	Above Proficient	585	Above Proficient	596	Above Proficient	583	Above Proficient
SIMON	GRANT	513	Proficient	526	Intermediate	585	Proficient	608	Above Proficient	558	Proficient	555	Proficient	519	Proficient	596	Above Proficient	560	Proficient
SINGH	JASON	513	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	579	Above Proficient	599	Above Proficient	563	Proficient	596	Above Proficient	560	Proficient
SOUTH	DONNIE	517	Proficient	539	Proficient	622	Above Proficient	608	Above Proficient	571	Proficient	580	Above Proficient	528	Proficient	615	Above Proficient	562	Proficient
WINTERMUTE	LINDA	575	Above Proficient	579	Proficient	608	Above Proficient	594	Above Proficient	589	Above Proficient	593	Above Proficient	577	Proficient	601	Above Proficient	584	Above Proficient

*Overall scale score is an average of Speaking, Listening, Reading, and Writing.
**Comprehension is based on all items in the Listening and Reading skill areas.
***Oral is based on all items in the Listening and Speaking skill areas.
****Literacy is based on all items in the Reading and Writing skill areas.
*****Productive is based on all items in the Speaking and Writing skill areas.

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Planning Interventions

- Consider using the BIC/CALP form and or/ LaRue Reading Skills Assessment for Preliterate Students to assist in informing instruction and to assist your team in determining the best intervention to meet the deficit areas

- Use the Tier II or Tier III Supplemental Instruction Documentation form to describe the deficit area, identify the intervention to be utilized and determine the evaluation criteria to be used

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Implementing Interventions

- Tier II interventions should be implemented 2- 3 times per week for approximately 20-30 minutes each with progress monitoring completed once every two weeks

- Tier III interventions should be implemented 4-5 times per week for 30-60 minutes each with progress monitoring completed once every week

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Difference or Disability

Considerations when determining best supports

- Has additional support been provided?

- Has the student made progress with the additional support?

- Can the student complete the same type of activity in their first language?

- Is the difficulty due to limited former educational experiences?

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Discussions Around Interventions for ELs

- Form a group of 4

- Read the intervention scenario cards

- Determine the student needs – intervention or comprehensive assessment

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RESOURCES FOR
SUPPORT

MDE Resources and Tools |
Educational Apps | Websites

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Resources – MDE English Learner Page

| COMMUNITY | FAMILY | EDUCATORS | ADMINISTRATORS |

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we are launching a series of recorded webinars designed to provide administrators, general education teachers, EL tutors and other educators with information on how to effectively serve this population.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Tools and Supports

- English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports
- Language Service Plan (Revised 2018)
- EL Professional Development Request
- Newcomer Kit introduction
- Newcomer orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- English Language Acquisition Stages Information for Educators
- Family welcome sheet
- Sentence stem cards
- Visual schedule

EL Literacy Tips of the Month

- Identifying EL Students (Aug. 2017)
- Vocabulary Development (Sept. 2017)
- Comprehension (Oct. 2017)
- Phonological Awareness and Phonics (Nov. 2017)
- Fluency (Jan. 2018)
- Other Webinars

Elementary Education and Reading

- 601-359-2586
- Staff
- FAQ

Services

Academic, Career, Counseling and Support Services

Dyslexia

Early Childhood

English Language Arts

English Learners

Gifted Programs

Intervention Services

Library

Literacy

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Resources – MDE Intervention Services Page

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Intervention Services

The Office of Intervention Services (Pre-K – 12) supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinate the local implementation of policies and procedures and provide professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

The office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Three Tier Instructional Model

The Three Tier Instructional Model is a part of State Board Policy 41.1). This model is designed to meet the needs of every student and consists of three tiers of instruction:

- **Tier 1:** Quality classroom instruction based on Mississippi standards.
- **Tier 2:** Focused supplemental instruction.
- **Tier 3:** Intensive interventions specifically designed to meet the individual needs of students.

Tools and Supports

- English Learner Resources
- Evidence-Based Programs
- Family Guides for Student Success
- Family Guides for Student Success (Spanish versions)
- Family Guides for Student Success Training Materials
- Individual Reading Plan
- Links to Response to Intervention Resources
- MTSS Quick Reference Guide
- MTSS Documentation Packet (Revised Summer 2018)
- MTSS 4-12 Screening Chart
- MTSS Flowchart for Pre-K – 12
- Response to Intervention Best Practices Handbook (2010)
- Response to Intervention Essential Elements Matrices (2010)
- Response to Intervention FAQs (2010)
- Parent and Family Guide to Understanding RtI

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Services

Academic, Career, Counseling and Support Services

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Literacy

Mathematics

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Resources – MDE Literacy Page

Note: Resources can be found under the "PD and Resources for Teachers" Link on the Literacy page

Newcomer Kit

Path: MDE website, English Learners page

Newcomer Kit

- Newcomer Kit Introduction

- Newcomer Orientation Chart

- Communication cards (elementary and secondary)

- Sentence stem cards

- Visual schedule template

- Welcome to Our School

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Apps for ELs

Chatterpix Kids (FREE)
Duck, Duck, Moose, Inc.

Create "talking" images
- 30 second voice recording
- Add photo filters and stickers
- Save to camera roll

Sock Puppets (FREE)
Smith Micro Software, Inc.

Create "talking" images
- 30 second voice recording
- Add backgrounds and graphics
- Save to camera roll

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Apps for ELs

Duolingo (FREE)
Duolingo

Key Features:
- Personalize lessons
- Practice reading and writing
- Practice speaking and listening with Chatbots

Newsela newsela
Key Features:
- Nonfiction texts at different reading levels
- Primary sources, biographies, speeches, careers, and myths & legends
- Sign-in with Google Credentials

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Websites for ELs

Rewordify Rewordify.com
understand what you read
Key Features:
- Enter your own text
- Simplifies difficult words
- Helps improve vocabulary

News in Levels (FREE) News in Levels
Key Features:
- Read or listen to news articles
- Graduated levels of learning
- Learn up to 3000 words

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Visual Resources

- Pixabay - https://pixabay.com

- Morguefile - https://morguefile.com

- Flickr - https://www.flickr.com

- Classroom Clipart and Openclipart -
https://classroomclipart.comOpenclipart

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Websites for Teachers of EL Students

Teacher resources:

- ¡Colorin Colorado! http://www.colorincolorado.org

- Reading Rockets
http://www.readingrockets.org/reading-topics/english-language-learners

- Edutopia https://www.edutopia.org

- Everything ESL http://www.everythingesl.net

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Student Intervention Supports

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Elementary Specialist
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Secondary Specialist
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