Classroom to Casa: Supporting Emergent Bilingual Students through Multi-Tiered Systems of Support (MTSS)
Objectives

• Share resources
• Provide an overview of the state of research on Emergent Bilingual student behavioral outcomes and supportive and effective instructional systems
• You will be able to: Share and cite references and resources regarding Emergent Bilingual students
Getting to know you:

1. Introduce yourself to your neighbors/table partners.
2. What question(s) do you have about how to better serve your Emergent Bilingual students?
Getting to know you:

3. What are practices that you or your school already engage in to support multi-lingual students?

4. What are practices that you or your school already engage in to support multi-lingual families?
What is an Emergent Bilingual Student?

- **Students** who are developing as young, dynamic **bilinguals**. The linguistic repertoire of these **students** taps into both languages as resources and **students** can be in developing stages of the native language and/or the second language. Ultimately, these **students** are on the path to balanced **bilingualism**. This term is used as a way to reject the deficit-oriented terminology of LEP, ELLs, or ESL **students**.
Support the whole student

Let’s not forget that we must support all students to develop their academic, behavior, linguistic, and social-emotional skills.
Grade 6 Students by Student Group
Percent at Level 3 or 4 in 2015-16

<table>
<thead>
<tr>
<th>Group</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>40%</td>
<td>26%</td>
</tr>
<tr>
<td>English Learners</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Migrant</td>
<td>29%</td>
<td>15%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Male</td>
<td>47%</td>
<td>38%</td>
</tr>
<tr>
<td>Female</td>
<td>59%</td>
<td>39%</td>
</tr>
<tr>
<td>All Students</td>
<td>53%</td>
<td>39%</td>
</tr>
</tbody>
</table>
High School Students by Student Group
Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2015-16

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>95%</td>
<td>84%</td>
<td>95%</td>
</tr>
<tr>
<td>Economically</td>
<td>58%</td>
<td>22%</td>
<td>47%</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>English Learners</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Migrant</td>
<td>42%</td>
<td>13%</td>
<td>28%</td>
</tr>
<tr>
<td>Students with</td>
<td>23%</td>
<td>5%</td>
<td>21%</td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>64%</td>
<td>33%</td>
<td>64%</td>
</tr>
<tr>
<td>Female</td>
<td>74%</td>
<td>33%</td>
<td>74%</td>
</tr>
<tr>
<td>All Students</td>
<td>69%</td>
<td>33%</td>
<td>69%</td>
</tr>
</tbody>
</table>
Behavior

• English Learners with disabilities had twice the odds or higher of receiving an ISS in 11 states (AK, CA, CO, CT, HI, NV, NM, OR, TX, UT, and WA),
• receiving a Single OSS in 12 states (AK, CA, CO, CT, HI, MA, NV, NM, RI, TX, UT, and WA),
• receiving Multiple OSS in 12 states (AK, CA, CO, CT, HI, MA, NV, NM, OR, TX, UT, and WA), and
• receiving an expulsion in 12 states (CA, CO, HI, IA, KS, MA, MT, NV, NM, OR, TX, UT).
Long-Term ELs: Context

• But he sounds fluent...
• Content area teachers don’t know student is a long-term EL student.
• Interventions are catered towards native speakers...
• Or language development classes are for newcomers.
• Teachers feel underprepared for how to support students.
Solutions to improve instruction and supports

Multi-tiered Support Systems
• Adopt a perspective that behavior is learned and significantly influenced by context and culture (i.e., how one’s own perspective may differ from student cultures and influence instructional and behavioral decisions,

• Value diversity, consciously set out to learn about students’ culture and language and use them in instruction,

• Provide effective instruction including instruction in social skills and collect data to evaluate outcomes, and

• Actively involve parents and community members in developing behavioral expectations.
Consider Social Emotional Well-Being & Group Supports

  - Demonstrated positive correlation between academic achievement and SEL
  - Students who have been in ELD for more than 5 years lower levels of SER, ethnic pride, GPA, and academic behaviors
  - 102 middle and high school students
  - Increased SEL knowledge and social-emotional resiliency (SER)
Classroom Solutions: 4 Evidence-based Recommendations from IES

- Teaching of Academic Vocabulary
- Oral and Written English Language in Content-Area Teachings
- Regular & Structured Language Opportunities
- Small-group instruction in literacy & language when needed
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities

Evidence: *Strong*

- Based on six studies that met WWC standards
  - 5 randomized controlled trials
  - 1 quasi-experimental
- Can consider the application of the findings for PK-8 settings
  - One study primary grades (pre-K to 2)
  - 5 conducted in upper elementary & middle school years
- Studies were conducted in integrated settings involving English learners & native English speakers
Choose a small set of academic vocabulary for in-depth instruction.

<table>
<thead>
<tr>
<th></th>
<th>Frequently used in the text</th>
<th>Central to understanding the text</th>
<th>Appears in other content areas</th>
<th>Affixes</th>
<th>Multiple meanings and uses</th>
<th>Cross-language potential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Exhibit</strong></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Option</strong></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pursuit</strong></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
Evidence: *Strong*

- Five randomized controlled trials met WWC standards
- Positive impacts on content-area acquisition measures developed by the researchers
- Relatively broad range of grade levels
  - Four studies conducted at the intermediate & middle school level
  - One study involved students in pre-K thru 2nd grade
- Classrooms contained both English learners & native English speakers
Defining Academic Language

• Academic language is:

  – Language used in academic settings and for academic purposes to help students acquire and use knowledge (Anstrom, et al., 2010)

  – Words and syntactic structures that students are likely to encounter in textbooks and tests, but not in everyday, spoken English (Strategic Education Research Partnership, 2010)

  – “The language used in the learning of academic subject matter in a formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study.” (TESOL, 2003)
Defining Academic Language

• Academic language:
  – Cannot be defined dichotomously (i.e., a student has mastered it or has not) but exists on a continuum, with informal, casual conversation at one extreme and the formal, technical presentation of ideas at the other extreme.

...and the lions they, um, live in the deserts of Africa and have to walk long ways to find food. There’s not much water either. They’re hot a lot.

Lions, also known as “kings of the jungle” inhabit the large, arid, deserts of Africa. Due to the sweltering temperatures and minimal water supply they often have to traverse long distances to find prey to hunt and water to drink.
Activity: Defining Academic Language

Turn to a colleague and, in your own words, define academic language. What critical components are part of this complex construct? Are there any components that you forgot to mention that your colleague included in their definition?
Additional Methods for Supporting Academic Language Development

• Explain and model all academic language activities.
• Provide sentence frames.
• Make it a habit for students to always answer in complete sentences.
• Have students practice extended discourse.
• Record words and grammatical structures students have trouble with.
• Repeat student answers using proper English.

Oregon Literacy Framework, 2011
Resources for teachers
Numerous research projects have discovered that supporting teachers to develop is the most important thing we can do to improve outcomes for learners.
### Instructional Routine for Teaching Critical, Unknown Vocabulary Words

#### Procedures:
Use in Combination with Template #17.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Introduce the Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Write the word on board.</td>
</tr>
<tr>
<td>B.</td>
<td>Read word. Students repeat.</td>
</tr>
<tr>
<td>C.</td>
<td>Repeat for unfamiliar words.</td>
</tr>
</tbody>
</table>

#### Example
“This word is *reluctant.*”
“What word?”

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Present a Student-Friendly Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Tell students explanation, or,</td>
</tr>
<tr>
<td>B.</td>
<td>Have students read explanation with you.</td>
</tr>
</tbody>
</table>

#### Example
“*Reluctant* means you are not sure you want to do something.”
“When you are not sure you want to do something, you are . . .”

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Illustrate the Word with Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concrete examples</td>
</tr>
<tr>
<td></td>
<td>Visual representations</td>
</tr>
<tr>
<td></td>
<td>Verbal examples</td>
</tr>
</tbody>
</table>

#### Example
“If your mother asked you to try a new food, you might be *reluctant.*”
“You may be *reluctant* to watch a scary movie.”

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Check Students’ Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1:</td>
<td>Deep processing questions</td>
</tr>
<tr>
<td>Option 2:</td>
<td>Examples/Nonexamples</td>
</tr>
<tr>
<td>Option 3:</td>
<td>Students generate examples</td>
</tr>
<tr>
<td>Option 4:</td>
<td>Sentence starter</td>
</tr>
</tbody>
</table>

#### Example
“Why would a student be *reluctant* to go to a new school?”
“Would you be *reluctant* to go to recess on a warm, sunny day?”
“Tell your partner something you would *be reluctant* to do.”
“Tell you partner something a cat might be *reluctant* to do. Start your sentence by saying, ‘A cat might be *reluctant* to . . .’ Then tell why.”
Academic Language

Key Concepts

1. **Oral language development promotes vocabulary development and comprehension.**

2. **The definition of academic language is complex.**

3. **Discussing familiar topics helps students develop accurate use of grammar and syntax.**

4. **Explicit instruction on how to use comprehension strategies effectively is necessary to support ELs comprehension and academic language.**

5. **Using sentence frameworks helps support ELs language development.**

6. **Acquiring English language proficiency depends on curriculum and instruction.**

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Professional Development Presentation

Click to download presentation.

- **Academic Language (PPT)**
- **Academic Language (PDF)**

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Apply the Concepts

Practice Activities

These practice activities are designed for group or individual study.

1. **Lesson Reflection Tools**
2. **Identifying the Characteristics of Academic Language**
3. **Narrative Versus Expository Text**
4. **Classroom Applications of Academic English**

Resources

These resources provide a more in-depth look at the topic.

1. AccELlrate Summer 2008
2. **Structured and Accountable Classroom Language Use Across the Curricula: A Key to Narrowing the K-12 Verbal Gap**
3. **What is Academic Language?**
Resources

- [http://dwwlibrary.wested.org/](http://dwwlibrary.wested.org/)
- [http://dwwlibrary.wested.org/media/explicit-vocabulary-instruction-for-english-learne](http://dwwlibrary.wested.org/media/explicit-vocabulary-instruction-for-english-learne)
Meeting the Unique Needs (Olsen, 2014)

- Targeted courses that includes writing, academic vocabulary, active engagement, and oral language.

- Explicit academic language and literacy development across the curriculum.

- Systems for monitoring progress and decision rules for support; master schedule designed for flexibility and movement as students progress.
Meeting the Unique Needs (Olsen, 2014)

- Affirming school climate
- Effective educators affirm language, culture, and maintain rigor
- School-wide focus on study skills, metacognition, and learning strategies
Meeting the Unique Needs (Olsen, 2014)

- Effective educators emphasize oral language and active engagement; provide explicit instruction and models; build background knowledge, scaffold key concepts, and teach vocabulary; teach academic reading and writing skills, use graphic organizers; check for understanding, monitor progress.
Resources for Leaders
ENGLISH LEARNER TOOL KIT for State and Local Education Agencies (SEAs and LEAs)

ESSA UPDATES INCLUDED

- [https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)
## A. EL Program Implementation Information

**Overview:** Following are questions to consider in collecting and maintaining information needed to determine whether all aspects of an LEA’s EL program(s) are being evaluated. Where an LEA uses more than one EL program, the evaluation should disaggregate current and former EL students’ performance data by program to ensure that each program’s strengths and weaknesses can be identified and addressed, as needed.

**Questions to Ask About EL Program Implementation:**

1. **Does the evaluation cover all procedural and service provision requirements set forth in the LEA’s EL plan, including**
   - the identification/screening process?
   - the student assessment process, including the annual ELP assessment?
   - the provision of EL programs and services to all EL students in ways that avoid the unnecessary segregation of EL students?
   - the provision of qualified staff and resources consistent with EL program design?
   - equal opportunities to participate meaningfully in programs and activities, whether curricular, co-curricular, or extracurricular?
   - following appropriate criteria for exiting students from EL program services?
   - the implementation of monitoring practices for current EL students, including opt-out ELs, and former EL students who have transitioned from EL program services?

2. **Is the information collected on each EL program element being assessed with reference to the specific requirements of the district’s EL plan?** For example, when looking at the process for identifying potential EL students, does the evaluation determine whether the LEA has followed the established plan for identifying potential EL students with a home language survey (HLS) and timely referral for an ELP assessment?

3. **Does the evaluation determine whether staff are adequately trained and have followed applicable procedural and service requirements, including frequency, timeliness, and documentation to ensure no lapses in EL services?**
Early Warning Signs did not predict drop out for Emergent Bilingual students

- Report from March 2017, Washington state high schools
Thank you!

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UO email echaparr@uoregon.edu

Educational and Community Supports, University of Oregon: https://ecs.uoregon.edu/

www.ori.org/mselp Middle School English Learners Project

IES Practice Guide

Middle School EL Project

School districts have an opportunity to partner with Oregon Research Institute (ORI) to learn more about what middle school teachers are doing to teach English learners (EL) in the 6th and 7th grades how to speak English, and to find out what’s working for their students, within the context of an evaluation of Direct Instruction Spoken English (DISE).

This study is being conducted by Barbara Gunn, Ph.D. and Erin Chaparro Ph.D. at Oregon Research Institute, and is funded by the United States Department of Education, Institute of Education Sciences (IES) Grant #R305A150325.

In this study we will invite middle schools to partner with us for two years. We will randomly assign the English language development teacher at each school to use the DISE curriculum or to provide their current EL instruction.

Download informational PDF