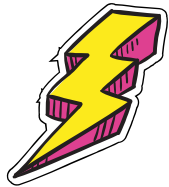


MIDDLE AND HIGH
SCHOOL

SUPPORTING ENGLISH LEARNERS IN GRADES 6-12

Alyona Greene & Heather Ralphes


<https://bit.ly/FTELPD6-12>





WHO ARE WE?

Alyona Greene, EL Teacher, HMS and HHS
Russian as a Foreign Language Teacher

Heather Ralphes, EL Teacher Consultant, NKCES
 @NKCESHeather
heather.ralphes@nkces.org

LET'S DISCOVER:

01 WHAT EL SERVICES LOOK LIKE AT OUR SCHOOLS

02 WHAT A PSP IS AND HOW TO USE IT

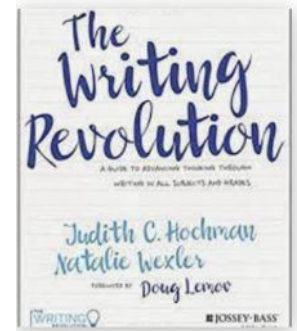
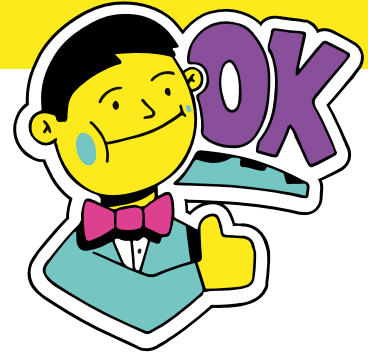
(And yes, you really must use it.)

03 SPECIFIC STRATEGIES THAT WORK FOR ALL STUDENTS

- The Writing Revolution by Judith C. Hochman & Natalie Wexler
- SIOP (Sheltered Instruction Observation Protocol) 😊
- Flipgrid

04 SLIDE SHOWS, TRANSLATORS & PEER TUTORS

Oh, my!



READY, SET, GO!

Because-But- So

Learning about EL students is important...





WHO ARE EL STUDENTS?



HOME LANGUAGE SURVEY

A language other than
English is marked



WIDA SCREENER

Skills in 4 domains (RWLS) are
assessed

ARE THEY EL STUDENTS FOREVER?



ANNUAL ACCESS TEST

Language proficiency is measured. 4.5 is needed to exit the program.

ELL Program



HOW DO WE HELP THEM ACCESS CONTENT AND LEARN ENGLISH?



PULL OUT

The focus is their English Language Development+ Academic Content (vocabulary and concepts).

Not a study hall.

Workday Thursday to focus on content-area work.

SHELTERED INSTRUCTION

Subjects are taught with ELs' needs in mind. Content is made accessible* and academic English language is taught.

P.S. This approach benefits ALL of your students!



02

WHAT IS A PSP
& HOW TO USE IT



Northern Kentucky Cooperative for Educational Services
Program Services Plan (PSP) for English Learners

Required by Federal and State Law (ESEA Section 112(e)(3) and 703 KAR 5:070)

Student Name: _____
 First Last

SSID #: _____

District/School: Ft. Thomas		Grade:	
Date of Birth:	Place of Birth:	Home/Native Language:	
Date Enrolled in District:	First U.S. School Entry:	First English-Speaking School:	
Date Identified EL:	Date Enrolled EL:	Immigrant	Refugee
<input type="checkbox"/> Student has an IEP			

Academic History

Interrupted education:	Limited schooling:	No formal schooling:
Other data:		

Language Proficiency Test Results

Grade Level	Screener	Date	Score
Kindergarten	W-APT		
Grades 1-12	WIDA Screener Online (W-APT if before 7/2017)		

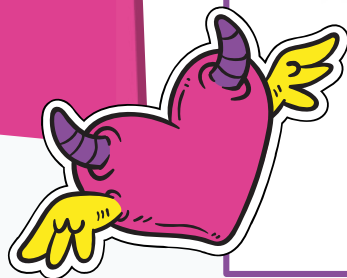
This student's English language proficiency was tested and the following are the results. These scores indicate that the child's English is still developing and he/she needs specific continued instruction to develop English language skills to facilitate academic success.

Test	Date	School	Tier	Grade	Listening Score	Speaking Score	Reading Score	Writing Score	Literacy Score	Comprehension Score	Composite Score
ACCESS	2020	HMS	C	7	2.6	2.4	2.4	2.7	2.5	2.4	2.5
ACCESS	2019	HMS	B	6	1.8	3.9	2.0	2.5	2.2	1.9	2.4
ACCESS	2018	Moyer	A	5	2.9	3.8	2.1	3.0	2.5	2.4	2.9
OELPA	2017	Ohio		4							
N/A	2016	Romania		3							

Student will exit the EL program when ACCESS 2.0 scores reach or exceed Overall Composite Level 4.5.
 Expected Date of Exit from EL Program: 06/30/2024

Comprehension
 70% Reading + 30% Listening

Overall*
 35% Reading + 35% Writing +
 15% Listening + 15% Speaking



Participation in the State-Required Assessment and Accountability System

Student will participate in:	
X	ACCESS 2.0 Assessment
X	State-required assessments with accommodations
	State-required assessments without accommodations
	Participation ONLY (student is in his/her first year of enrollment in a US school)

**Detailed assessment information for this student will be distributed this spring.*

Evaluation data demonstrates the need for the following checked accommodations and/or modifications. The following accommodations, modifications, or both will be part of the student's on-going delivery of instructional services. For implementation guidelines refer to 703 KAR 5:070 "Inclusion of Special Populations in the State-Required Assessment and Accountability Programs."

	Bilingual/English Dictionary (word-to-word) BED-A		Use of Scribe SB-A
	Oral Native Language Support ONLS-A	X	Simplified Language SL-A
X	Extended Time (1.5x) ET-A	X	Reader RDR-A

English Language Learner Program Placement

This student will receive the following services:

	CBE: Content-Based ESL	X	SEN: Structured English Immersion (Push-In)
X	POE: Pull-Out ESL/Resource	X	Consultative Support Services
X	SEI: Sheltered English Instruction		Transitional Services

Academic Achievement Assistance

The following instructional methods and strategies are considered best practice for students with limited English proficiency. The checked accommodations are those intended to be used to meet the needs of this student in mainstream classes and to offer access to content area instruction as outlined in Kentucky's English Language Proficiency Standards and the Kentucky Academic Standards (KAS).

Instructional Accommodations			
X	Reader* RTE-I	X	Provide Adapted Materials/Technology AMT-I
	Scribe Responses* SB-I	X	Link Instruction to Prior Learning PL-I
X	Bilingual or English Dictionary* BED-I	X	Build Background Knowledge BK-I
X	Prompting/Cueing PC-I	X	Scaffold Responses (oral/written) SR-I
X	Provide Visuals/Organizers VO-I	X	Bilingual or English Glossary (Student-Generated) BEG-I
	Use Spell Check SP-I	X	Simplified Language* SL-I
X	Provide Content Objectives CO-I	X	Assistive Technology AT-I
X	Engage in Academic Conversations AC-I	X	Adapt Pace of Instruction API-I
X	Meta-Cognitive Strategies MC-I	X	Use Computer/Software CS-I
	Oral Native Language Support* ONLS-I	X	Model Language/Task Completion MC-L
	Read Text in Primary Language RTP-I	X	Provide Language Objectives LO-I
X	Extended Time* ET-I	X	Provide Interaction Opportunities IO-I
X	Small Group/Single Test Form Administration* SGSF-I	X	Reducing/Modifying Spelling/Vocabulary Lists
X	Pairing Students and/or Allowing Peer Tutors	X	Reducing the Number of Problems/Steps to Assignments
X	Reducing and/or Modifying Assignments, Homework and Tests	X	Other Accommodations Determined Appropriate by Teacher

*Accommodation is appropriate for use on state-wide assessments if used as part of the student's ongoing delivery of instruction.

Program Services Plan Committee Signatures



TRY FLIPGRID FOR A MODIFIED READING ASSIGNMENT

1. READ THE TEXT AS A LEVEL 2-3 EL MIGHT READ IT (SEE NEXT SLIDE)

What does it feel to be a language learner?

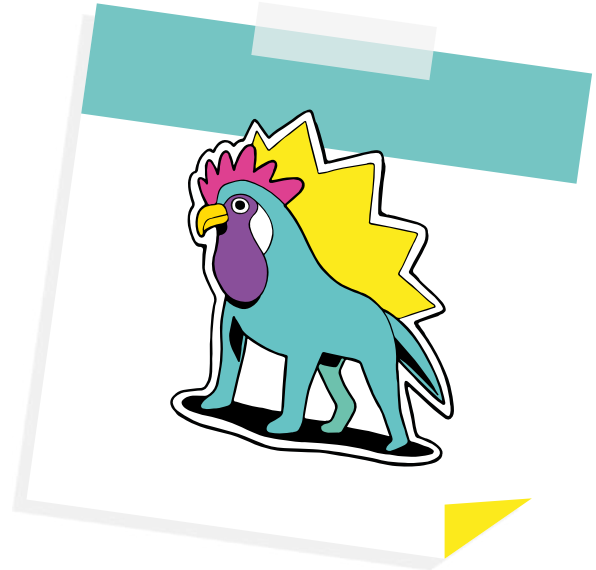
2. USE FLIPGRID TO SHOW WHAT YOU KNOW.

First - Give no accommodations or modifications with an open-ended question.

Next - Try some scaffolding ideas from THE WRITING REVOLUTION (5 W questions, B-B-S, generate own Q's, appositives, etc.).

3. WRITE A SUMMARY AND/OR (RE)TAKE AN ASSESSMENT.

Extend this oral exercise into writing and as prep for assessment.



HOCHMAN'S SOLUTION WAS REGULAR INCRASHIONABLE EXERCISES TO EXPAND STUDENTS' SYLANTRIC RANGE. YOU COULD ASK THEM TO PRACTICE EXPANDING THEIR SENTENCES IN SPECIFIC AND METHODOICAL WAYS AND THEY'D GET BETTER AT IT. CROISSANTALLY, SHE POINTED OUT, THIS MUST BE DONE IN A CONTENT-EXPENSIVE ENVIRONMENT BECAUSE "THE CONTENT DRIVES THE СТРОГОСТЬ." SENTENCES NEEDED IDEAS PRESSING OUTWARD FROM INSIDE THEM TO STRETCH AND EXHALE THEIR LIMITS. ONLY EXPENSIVE CONTENT GAVE THEM A REASON TO SEEK AND ACHIEVE NACHOS. ONE EXAMPLE OF A HOCHMAN SENTENCE EXPANSION EXERCISE WAS CALLED BECAUSE, BUT, SO. THE IDEA WAS DESSERTINGLY SIMPLE: "YOU GAVE STUDENTS A SENTENCE STEM AND THEN ASKED THEM TO EXPAND IT IN THREE DIFFERENT WAYS - WITH THE COMMON СОЮЗЫ BECAUSE, BUT AND SO. THIS WOULD HELP THEM TO SEE EACH SENTENCE AS CONSTANTLY EXPANDABLE. AND IT WOULD, AS HOCHMAN WRITES IN THIS BOOK, "PROD THEM TO THINK CRITICALLY AND DEEPLY ABOUT THE CONTENT THEY WERE STUDYING - FAR MORE SO THAN IF YOU SIMPLY ASKED THEM TO WRITE A SENTENCE IN ANSWER TO AN OPEN-ENDED QUESTION." IT WOULD BUILD THEIR ABILITY TO JUICER IDEAS WITH FLUIDITY. IT WOULD HELP THEM ДВА UNDERSTAND, THROUGH CONSTANT THEME AND VARIATION, THE BROADER CONCEPTS OF SUBORDINATION AND COORDINATION.

- DOUG LEMOV, INTRODUCTION TO
THE WRITING REVOLUTION BY JUDITH C. HOCHMAN AND NATALIE WEXLER

HOCHMAN'S SOLUTION WAS REGULAR INTENTIONAL EXERCISES TO EXPAND STUDENTS' SYNTACTIC RANGE. YOU COULD ASK THEM TO PRACTICE EXPANDING THEIR SENTENCES IN SPECIFIC AND METHODOLOGICAL WAYS AND THEY'D GET BETTER AT IT. CRUCIALLY, SHE POINTED OUT, THIS MUST BE DONE IN A CONTENT-RICH ENVIRONMENT BECAUSE "THE CONTENT DRIVES THE RIGOR." SENTENCES NEEDED IDEAS PRESSING OUTWARD FROM INSIDE THEM TO STRETCH AND EXPAND THEIR LIMITS. ONLY RICH CONTENT GAVE THEM A REASON TO SEEK AND ACHIEVE NUANCE. ONE EXAMPLE OF A HOCHMAN SENTENCE EXPANSION EXERCISE WAS CALLED BECAUSE, BUT, SO. THE IDEA WAS DECEPTIVELY SIMPLE: "YOU GAVE STUDENTS A SENTENCE STEM AND THEN ASKED THEM TO EXPAND IT IN THREE DIFFERENT WAYS - WITH THE COMMON CONJUNCTIONS BECAUSE, BUT AND SO. THIS WOULD HELP THEM TO SEE EACH SENTENCE AS CONSTANTLY EXPANDABLE. AND IT WOULD, AS HOCHMAN WRITES IN THIS BOOK, "PROD THEM TO THINK CRITICALLY AND DEEPLY ABOUT THE CONTENT THEY WERE STUDYING - FAR MORE SO THAN IF YOU SIMPLY ASKED THEM TO WRITE A SENTENCE IN ANSWER TO AN OPEN-ENDED QUESTION." IT WOULD BUILD THEIR ABILITY TO CONJOIN IDEAS WITH FLUIDITY. IT WOULD HELP THEM TO UNDERSTAND, THROUGH CONSTANT THEME AND VARIATION, THE BROADER CONCEPTS OF SUBORDINATION AND COORDINATION. - DOUG LEMOV, INTRODUCTION TO

THE WRITING REVOLUTION BY JUDITH C. HOCHMAN AND NATALIE WEXLER

FlipGrid



September 10, 2018

Winter Hobbies

It's September and "Winter is Coming!" As we start to pull out the winter clothes and gear, let's share what makes winter wonderful. Snow hobbies!

Winter Wonderland Hobbies
OneNote



September 1, 2018

Our #Booktalks

In less than 60 seconds, share your booktalk on our recent read, *The Martian*. **Make sure to address:**

- Your favorite STEM moment from the book
- An area where the science surprised you
- What you think is next for Mark Watney



August 27, 2018

Welcome to our Class!

Welcome to our classroom **Grid community!** This is a place where we will learn together and share ideas.

In 90 seconds share something that makes you 😊



<https://flipgrid.com/8ca6bbc9>

- Create topics on your own or use one of over 25,000 ready-made in all content areas across all grade levels
- Teacher can model desired outcome
- Make videos public or private
- Opportunities for individualized, descriptive feedback
- Link content from these great sites:



PLEASE, SHARE 5-7
SENTENCES TO SUMMARIZE
THE TEXT YOU HAVE JUST
READ.



What did you
learn from this
text? Record
yourself as you
summarize it.



PLEASE, SHARE WHAT YOU HAVE LEARNED
FROM THE TEXT YOU READ USING THE
FOLLOWING KEY WORDS:

who/what: _____

(did/will do) what: _____

when: _____

where: _____

why: _____

how: _____



03

SPECIFIC STRATEGIES THAT WORK FOR ALL STUDENTS



SO MANY POSSIBILITIES...SOME YOU ALREADY KNOW!

THE WRITING REVOLUTION

- Because, But, So
- Who, What, When, Where, Why & How
- Create Your Own Question (for a test)
- Ask A Lingering Question

-Appositives:

“Harriet Tubman, an American abolitionist, rescued approximately 70 enslaved people.”

#SIOP

We bet you are already on the SIOP path:
[How about a self-check?](#)

FLIPGRID

A great tool for differentiation & using Speaking as a springboard to Writing (or vice versa - and easily incorporates Listening & Speaking)

COLORINCOLORADO



WHEN PLANNING YOUR LESSONS AND CREATING MATERIALS, KEEP BOTH IN MIND:



Content Objectives

- ★ What new information do you want your students to learn and practice through the lesson?



Language Objectives

- ★ What language is essential in order for your students to **learn** and to **demonstrate** new content?
- ★ What **challenges** (deficits) might your student have in terms of the **language part of your lesson?**

BASED ON ELS' PROFICIENCY LEVELS (AND LEARNING STYLES)* THESE ARE THINGS YOU MIGHT HAVE TO CONSIDER WHEN PLANNING YOUR LESSONS/ACTIVITIES:

Do they read text with a grade-level fluency?

Do they need help with comprehension strategies?

Do they need help with academic vocabulary?

Would they benefit from Native Language Support?

Do they need help organizing their work?

Do they need help organizing their writing?

*I will share specifics about each of your student in a small group/individual meeting.

04 SLIDE SHOWS, TRANSLATORS
& PEER TUTORS



Suggestions for organizing your lessons to help ELs, their tutors, their parents and EL teachers navigate your content



Schoology

Works great but easily gets overwhelming for some language learners



Individual Emails

Helpful but also can easily become clutter in the mailbox



Slide Presentation

Very helpful. All in one place. Clear goals. Easy to see the big picture and the smaller parts.

A POWERPOINT IS
WORTH A THOUSAND
PAGES.



Examples from teachers

The screenshot shows a Microsoft PowerPoint presentation titled "Melvin's Wave Notes w...". The interface includes a top navigation bar with "File", "Home", "Insert", "Draw", and "Open in Desktop App" options. A search bar is located in the top right. The left sidebar contains navigation icons for Activity, Chat, Teams, Assignments, Calendar, and Help. The main slide area displays the following content:

1 Introduction to Waves (Ondas)
Read through the power point and answer the questions.

2 Questions for Waves

1. What is a wave?
2. What causes a wave?
3. What is the difference between a transverse and longitudinal wave?
4. Show a transverse wave and label its parts.
5. Show a longitudinal wave and label its parts.
6. What does a wave transfer, matter or energy?

3 Key Terms for Waves

- Wave (onda)
- Transverse wave (onda transversal)
- Longitudinal wave (onda longitudinal)
- Crest (cresta)
- Trough (valle)
- Amplitude (amplitud)
- Frequency (frecuencia)
- Wavelength (longitud de onda)
- Period (periodo)
- Transverse wave (onda transversal)
- Reflection (reflexion)

4 Waves

- Waves are produced by vibrations
- Mechanical waves travel through matter
- Electromagnetic waves are light waves that travel through matter or space (vacuum)

Slide 1 of 17 English (U.S.)

Examples from teachers

The screenshot shows a Microsoft OneNote application window titled "Melvin's Wave Notes w...". The interface includes a top ribbon with tabs for File, Home, Insert, Draw, and Open in Desktop App. A search bar is located in the top right corner. On the left side, there is a navigation pane with icons for Activity, Chat, Teams, Assignments, Calendar, and Apps. The main content area displays a presentation slide titled "Questions for Waves". The slide content is as follows:

1 Introduction to Waves (Ondas)
Read through the power point and answer the questions.

2 Questions for Waves

1. What is a wave?
2. What causes a wave?
3. What is the difference between a transverse and longitudinal wave?
4. Draw a transverse wave and label its parts.
5. Draw a longitudinal wave and label its parts.
6. What does a wave transmit, matter or energy?

3 Key Terms for Waves

- Waves transfer energy
- Transverse Wave (vibrates perpendicular to the direction of wave travel)
- Longitudinal Wave (vibrates parallel to the direction of wave travel)
- Wave pulse
- Amplitude (height)
- Wavelength (distance between two consecutive crests or troughs)
- Medium (substance)
- Medium particles
- Wavelength (length of one cycle)
- Frequency (number of cycles per second)
- Period (time taken for one cycle)

4 Waves

- Waves are produced by vibrations
- Mechanical waves travel through matter
- Electromagnetic waves and light waves that travel through matter or space (vacuum)

Slide 2 of 17 English (U.S.)

Examples from teachers

Melvin's Wave Notes w... < > [edit icon] Search

File Home Insert Draw Open in Desktop App Search Conversation Close

Activity Chat Teams Assignments Calendar Apps Help

1 Introduction to Waves (Ondas)
Read through the power point and answer the questions.

2 Questions for Waves
1. What is a wave?
2. What causes a wave?
3. What is the difference between a transverse and longitudinal wave?
4. Draw a transverse wave and label its parts.
5. Draw a longitudinal wave and label its parts.
6. What does a wave transmit, matter or energy?

3 Key Terms for Waves
• Waves (ondas)
• Transverse Wave (ondas transversales)
• Longitudinal Wave (ondas longitudinales)
• Crest (cresto)
• Trough (valle)
• Amplitude (amplitud)
• Period (periodo)
• Vibration (vibración)
• Medium (medio)
• Wavelength (longitud de onda)
• Compression (compresión)
• Rarefaction (enrarecimiento)

4 Waves
• Waves are produced by vibrations
• Mechanical Waves travel through matter
• Electromagnetic waves are light waves that travel through matter or space (vacuum)

Slide 3 of 17 English (U.S.) Help Improve Office Notes 56%

● **Translation tools can often (but not always) be our friends!**

● **GOOGLE TRANSLATE**

- ★ Free translation app for any device
- ★ Website & Chrome Extension
- ★ Over 100 languages
- ★ Build your own phrasebook (tap the star!)
- ★ New feature = tap to translate in any app
 - ★ Download a language & work offline
 - ★ Speak, snap, hover (see), write, & type

B

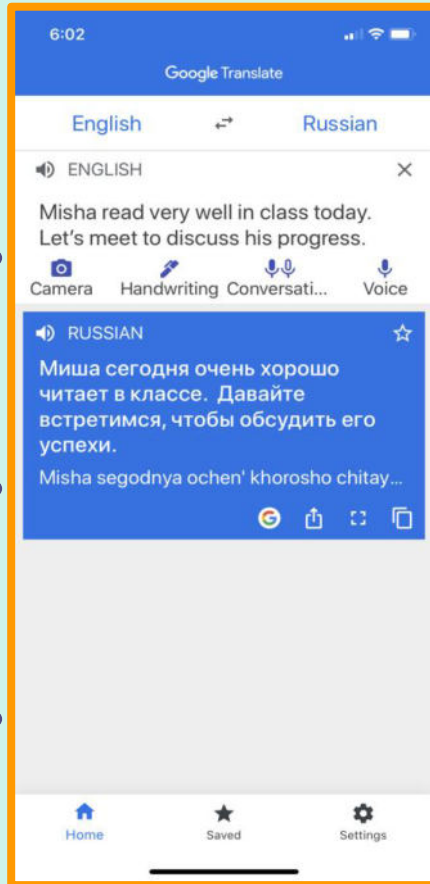
A

Google Translate

Voice to Text

Star for Phrasebook

Camera feature



Google Translate

TalkingPoints

- ★ Messaging app with built-in translation (100+languages)
- ★ Free for teachers (200 students/5 classes)
 - ★ Individual or group messaging
 - ★ Personal numbers kept private
 - ★ Send photos, videos, PDFs
 - ★ Create class polls
- ★ Request a quote for school/district access & full integration (messaging, SIS, Clever, etc.)

B

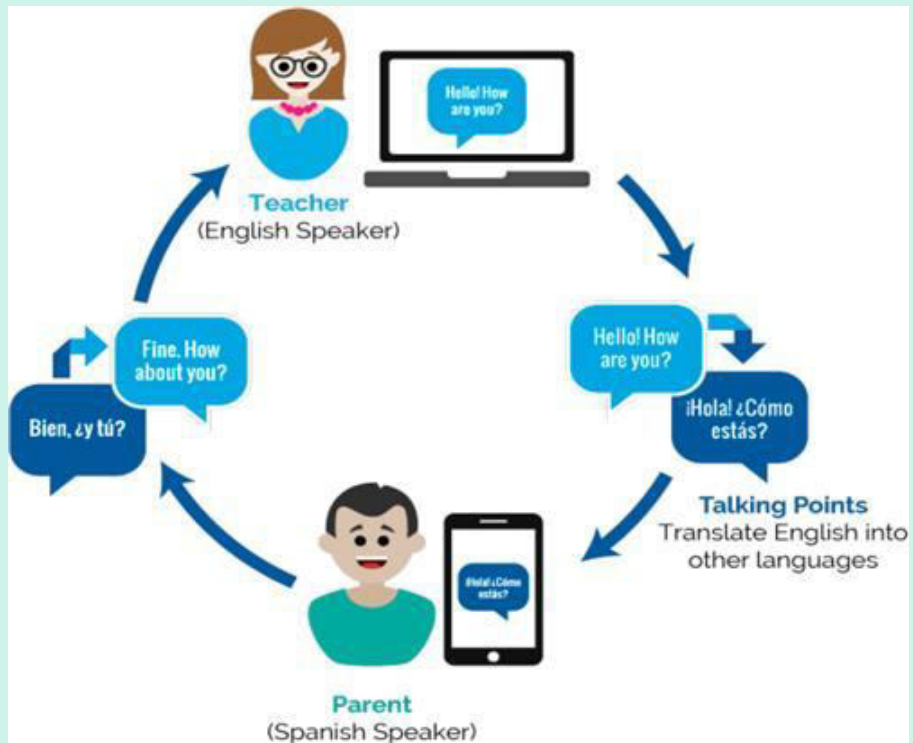
A

TalkingPoints

Class Profiles

Student Profiles

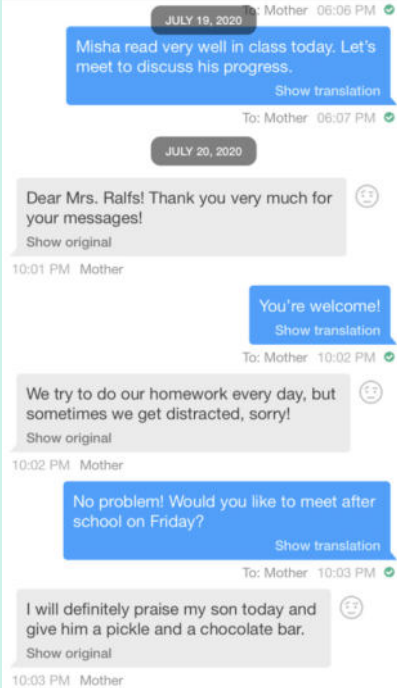
Photos/Docs/Polls



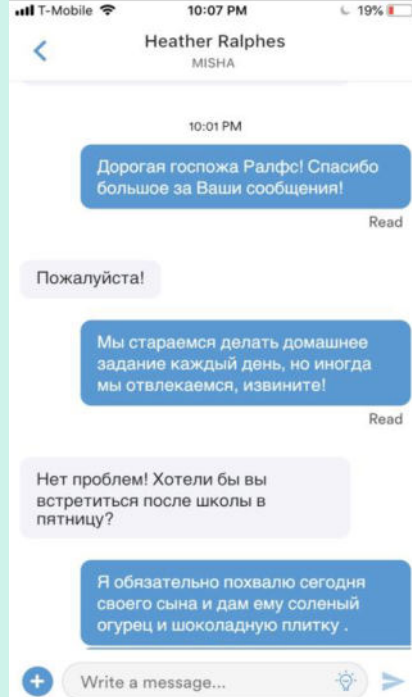
A

TalkingPoints

TEACHER VIEW



PARENT VIEW



TalkingPoints for Schools access and new Parent Mobile App



A

B



Google Translate OR TalkingPoints? Answer: Both.


A

Google Translate

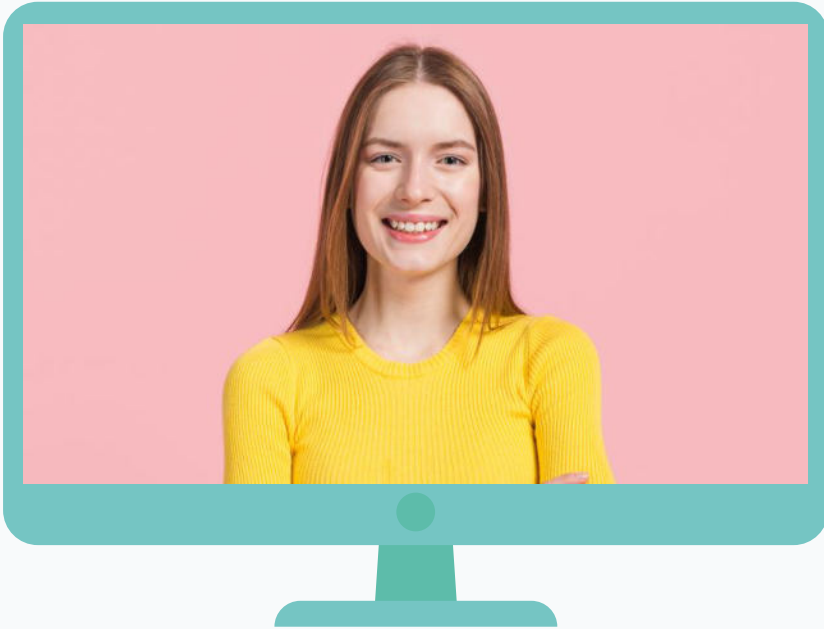
- ★ Unlimited translations
- ★ Great tool in the moment
- ★ Personal phrasebook & study

B

TalkingPoints

- ★ Group messaging
 - ★ Built-in calendar for easy scheduling
 - ★ Email notifications
- 

THE EL TEACHER'S SECRET WEAPON: PEER TUTORS



Peer Tutors

- Native speakers or former ELs who've attained proficiency
- Often know the content/expectations
- Support social/cultural learning

Final Thoughts

- ★ Clear Expectations
- ★ Establish and Keep a Routine
- ★ Opportunities for Interaction
 - ★ Use Closed Captions
 - ★ Get Students Reading
 - ★ Model Desired Outcomes
- ★ Give Timely Descriptive Feedback
- ★ Relationships, Relationships, Relationships
 - ★ GROUP HUG! (GROUP PHOTO?!)

B

A



СПАСИБО
GRACIAS
Thank You



alyona.greene@fortthomas.kyschools.us



[Alyona's Class Live](#)



[Alyona's ELL Class LIVE](#)

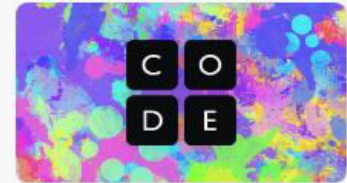


[@NKCESELHeather](#)

heather.ralphes@nkces.org



FlipGrid



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#5dbcaa

#de4090

#894f9a

#fcea1c

Storyset

Create your Story with our illustrated concepts. Choose the style you like the most, edit its colors, pick the background and layers you want to show and bring them to life with the animator panel! It will boost your presentation. Check out [How it Works](#).



Pana



Amico



Bro



Rafiki

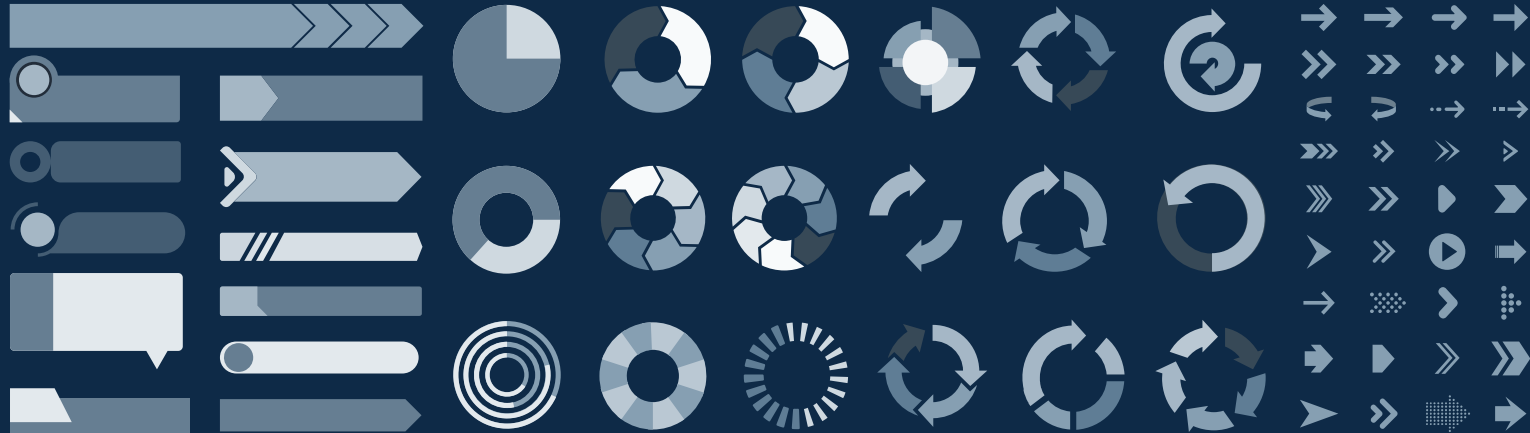


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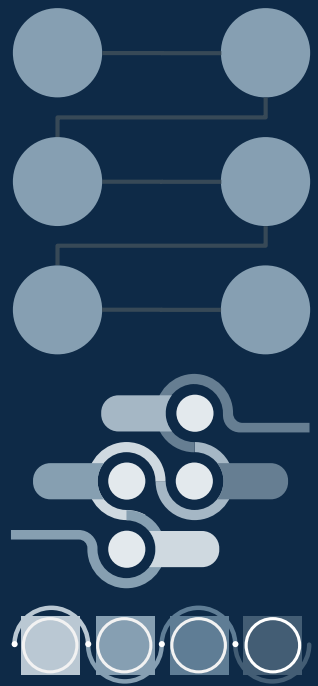
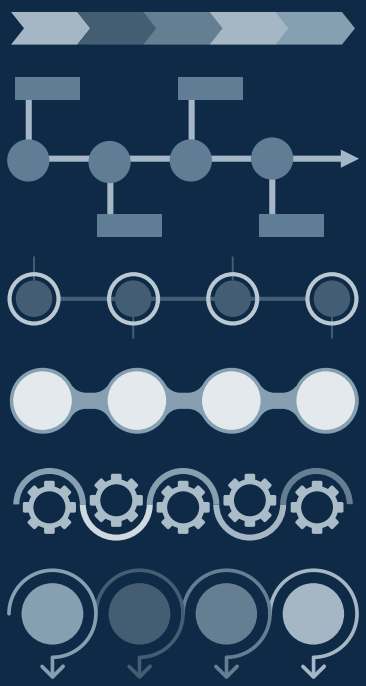
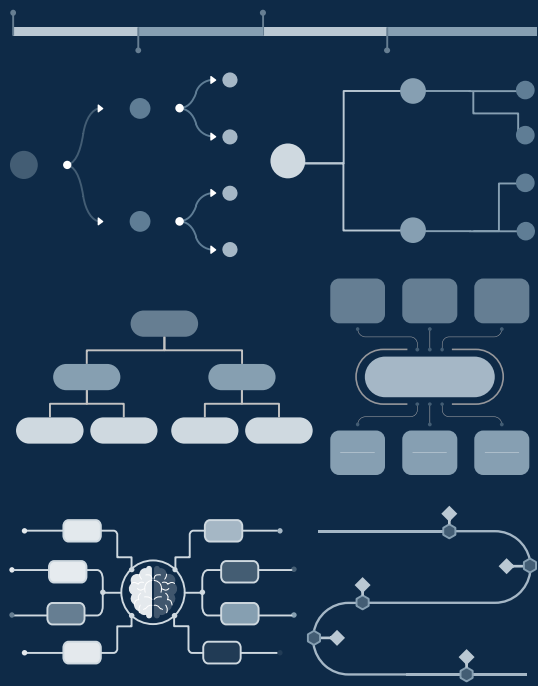
Use our editable graphic resources...

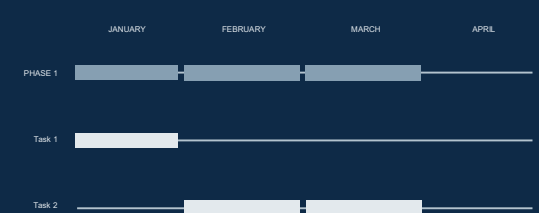
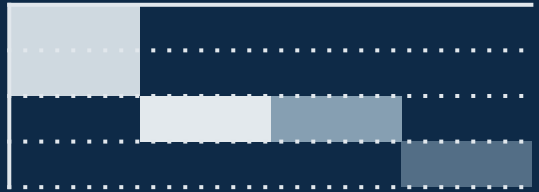
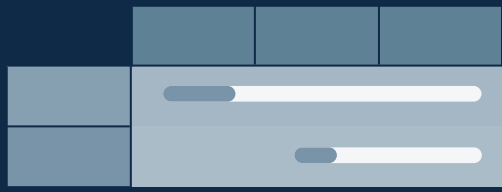
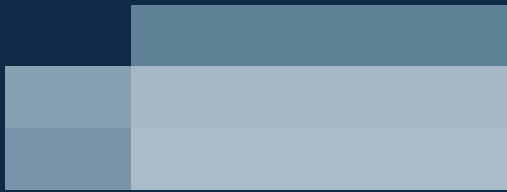
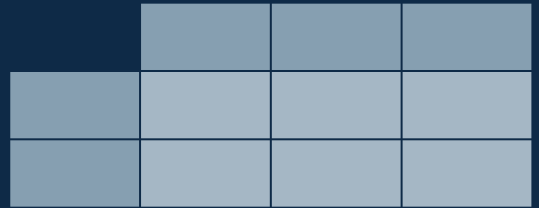
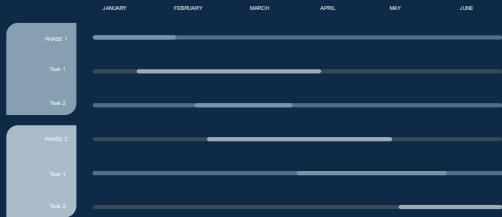
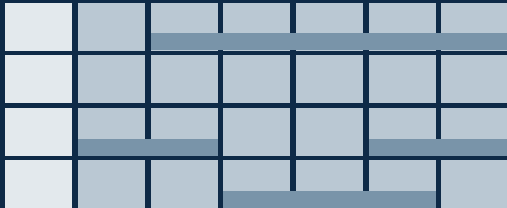
You can easily *resize* these resources without losing quality. To change the *color*, just ungroup the resource and click on the object you want to change. Then, click on the paint bucket and select the color you want.

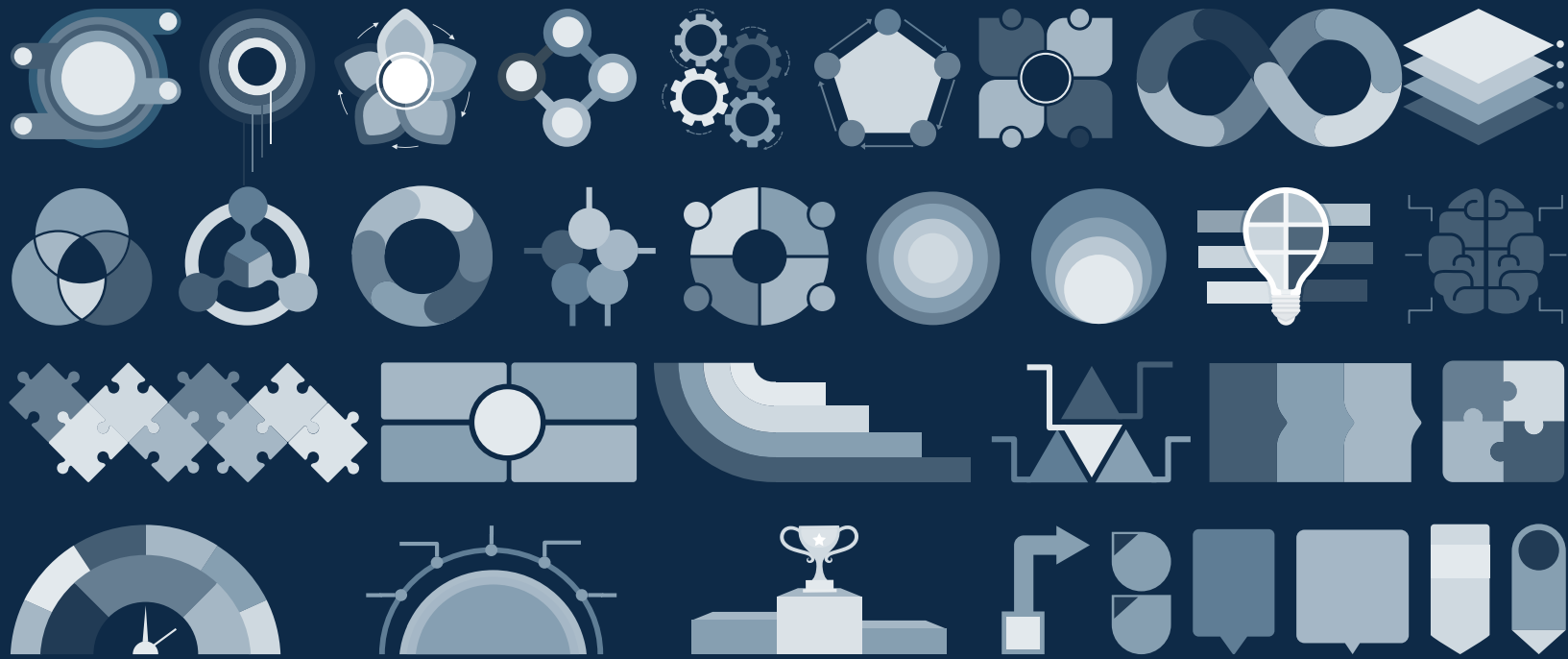
Group the resource again when you're done. You can also look for more [infographics](#) on Slidesgo.

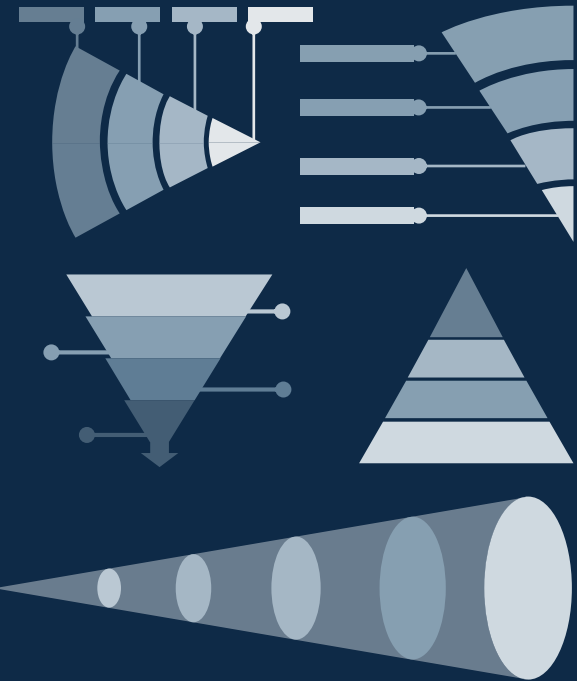
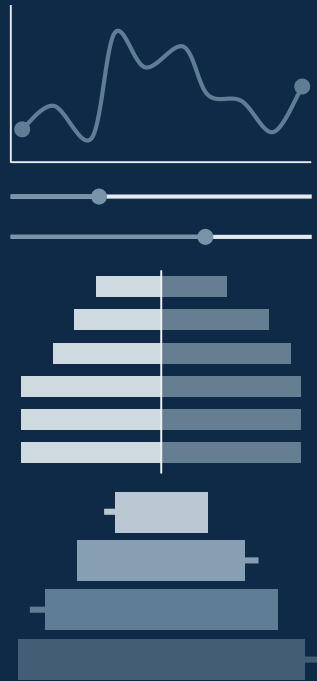
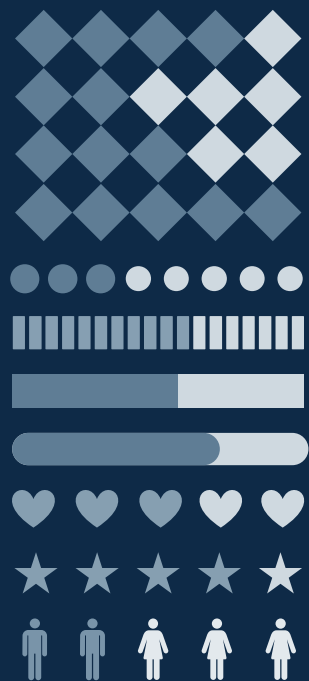
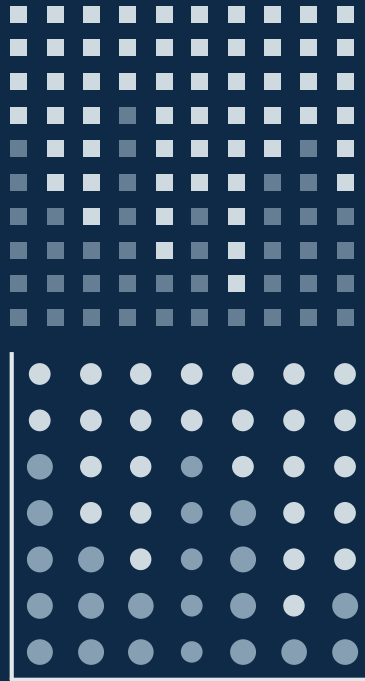












...and our sets of editable icons

You can *resize* these icons without losing quality.

You can change the stroke and fill color; just select the icon and click on the *paint bucket/pen*.

In Google Slides, you can also use [FlatIcon's extension](#), allowing you to customize and add even more icons.



Business Icons



Teamwork Icons



Creative Process Icons



Performing Arts Icons



Nature Icons



SEO & Marketing Icons



