ANA SAINZ DE LA PENA: Good afternoon. My name is Ana Sainz De La Pena and today we’re going to work with the topic of Engaging Students in Learning, A Focus of Differentiation of Instruction for English Language Learners. With me are Connie Cochran and Paula Zucker, both of them RTTI and ELLs facilitators and technical assistants. We’re going to start our webinar. Please be certain to download the handouts before the webinar. We really refer to them constantly through the whole process, and they are going to be your tools to move forward as we are working with the assignments that we are going to give you at the end of this day. We’re going to start our webinar with [inaudible]. The mission of the test that we have training on technical assistance network is to support the efforts and initiatives of the Bureau of Special Education and to build the capacity of local educational agencies to serve students who receives special education services. This commitment and this descriptive environment are both part of our mission. Our goal for each [inaudible] to visualize program, IEP teams begin to generally [inaudible] with the use of supplementary aids and services before considering a more descriptive environment.

Outcomes of today's webinar. There are two outcomes for today's webinar. Our guide and special lessons [inaudible] language under focus groups [inaudible] to implement planning template for ELLs to facilitate the translation of discussion. For we are -- our intention is really to reach these outcomes by looking on what is available in our toolbox to make these lessons scaffolded, so our ELLs [inaudible] as well as ELLs in special education will be able to have access to that common core -- to that core that is essential for all children to achieve standards in Pennsylvania. The rationale that we have, why do we need to really work with the concept of providing access to the core curriculum? We have to understand that our students really are very important to us as a society, but also that everything that we do in school is related to their academic growth, their academic life, and as productive citizens of the society. So we are looking at this differentiation from the perspective of providing access to these children to really grow academically. We are also going to take a look at a second plan which is the Danielson Framework for Teacher Effectiveness. We all know that we -- all educators in Pennsylvania have to be evaluated from now on using the Danielson Framework that is the heart of our meeting the requirements [inaudible]. So we are going to be looking at differentiation from the perspective of meeting the needs of all students within the Danielson Framework that looks for that teacher effectiveness with all students. The third piece of this of the rationale is the annual measurable achievement objectives. As we all know, our ELLs are a part of what we called Title 3 - part of the No Child Left Behind Act of 2001. When we talk about annual measurable achievement objectives, we are talking about very specific targets that these children need to meet in relation to the development of English Language proficiency. If you worked with ESL teachers, if you worked with coordinators of ESL, if you talked to your principals or any of your school leadership, they don't have to be familiar with annual measurable achievement objectives. And if you still have more questions, the best resource is always go back to your ESL teachers, but we are going to really look in some areas to what are our annual measurable achievement objectives because there are various specific targets for each year. As we were talking about the Danielson Framework for Teacher Effectiveness, 50% of teacher effectiveness in our schools will be assessed using this framework, and it
is essential that we plan for instruction of all children who are sitting in front of us. So the idea of providing you with tools to differentiate instruction is probably aligned with the initiative of our Department of Education in regards to teacher effectiveness. As I was telling you about annual measurable achievement objectives or AMAOs, when we talk about that, we have to remember that Title 3 as well as Title 1 are part of the No Child Left Behind Act of 2001. And what that is is that we have certain accountability in both titles. In Title 1, our accountability measures are targets that are called Annual Yearly Progress. So the AYP that our children need to have is related to the PSSA. So there are targets that are called AYP. When we talk about Title 3, there are targets that are called Annual Measurable Achievement Objectives, and that is only a measurement for accountability in Title 3 that is aligned with English Language learners. And for this year, one of the targets, the first target which is making progress which 59% of your ELLs need to be making progress. And progress is defined by 0.6% or percentile that these children need to be growing yearly. The other measurement of AMAOs or the other target is achieving 4.5 composite score in access for ELLs; and that is 24% of all of your ELLs should be meeting that target. The third target is for your LEP student group to make AYP. And again, any kind of question related to AMAOs could be sent to [inaudible] Department of Education. We have two advisors that work specifically with Title 3, and the names of these two advisors are Linda Long and Lavinda Webber. Okay? So we have the -- and we will be providing you with emails for these two advisors. So anything related to AMAOs and Title 3 should be sent to the Department of Education. Now, we come to the Act 48 of Credit Piece that we always give our attendees the possibility of acquiring credits -- accurate credits, if you decide to do it so. This is what accurate credits requirements for this webinar specifically are; first of all, if you want accurate credits, you need to participate in this webinar, so there is an attendance part of it. Then, you are going to modify either your own lesson or one provided to engage ELLs using the template that we will provide through this webinar. We're going to guide you through this template and we're going to do the [inaudible], and then we are going to work with this, you know, template to provide us with some evidence of whether you can apply or would like to apply, where do you apply. There will be -- we are giving you a timeline to finish your lesson -- your modified lesson and that is February 21st. After that date, after February 21st, we will be posting and then you have the number three requirement that you will have to respond to the blog posting and then post one subsequent or relevant question by March 14th, 2013. So, in summary, you will have to work on your own modified lesson. You don't have to send the lesson. You just work on it and then use that evidence to respond to the blog questions and provide us with examples of how we have meet the requirements of working with the lessons, to modify and use these two words that they're going to be learning about. Let's go back of, you know, what would be the theme and -- not only the theme, but also the targets that they're going to use to modify this lesson. What you see here on the screen is access for ELLs resource and access for ELLs is the assessment mandated by the State of Pennsylvania to measure rows in listening, speaking, reading and writing for all students who are English Language Learners. Okay? So, if you're not familiar with access for ELLs, please talk to the ESL teacher and, you know, then familiar with the scores.
because if you are trying to modify your instruction then you -- then you took the ELLs in your classroom and you're not familiar with the scores and you're not familiar with these results then it will be almost as trying to really meet a target with your eyes close or blindfolded. So this is the test that is going to support any kind of modification or accommodation that you need to have for your students. With that said, let's take a look at these numbers. What we have done here is we have the results of three years of access for ELLs for the whole State of Pennsylvania. If you take a look at levels three and four, you will see that we really have the largest number of ELLs in levels three and four. For just, you know -- if you just look at this resource you would say, "Huh? They are -- the students are progressing, maybe." What you need to understand is that we have way too many students literally stuck at levels three and four. This is a different chart with a different picture of the same numbers. Okay? So here you can see that in three years of results that you are facing here is students who are not moving, you know, in the same numbers from three to four or even from four to five. And as we know exit criteria ELLs exit--our ESL programs, when they reach level 5, 4.5 or higher and they also have PSSA scores in literacy that are either if they get five they have to reach proficient and if they get -- excuse me. If they get five they have to reach basic or higher, but if they get reach 4.5 in access they need to have proficient in PSSA. So those are part of the requirements to exit the program so what we see here is students who are in the ESL program maybe for too long. And when we see here is that we need to make our instruction in content areas, more readers and also include what we need to -- we need to look at or the tools that we need to incorporate to help our students reach the ELP standards and also the academic standards and exit the program. With that said, I will turn my -- the part that -- next part of the webinar to Connie Cochran who will continue with the other part of this webinar.

CONNIE COCHRAN: Thank you, Ana. Now I'm going to refer to one -- the handouts that you should have downloaded for this workshop or webinar which is a list of the WIDA Performance Definitions, because we've been talking about students who are stuck at levels three and four. So, we're going to take a look at the new performance definitions that describe what a level three student is and what a level four student is. So, turn to that handout that you have look for the row on level three developing. One of the things to notice in the new WIDA Performance Definitions is that they are divided into what we call productive and receptive skills. So, we're looking at the receptive skill speaking and writing for level three and we will see definition of the kinds of speaking and the writing performances that students at a developing level are able to do. We've also included the productive skills for the listening and -- I'm sorry, those with the productive skills these are the receptive skills listening and reading for the developing level for level three. And please note that the slide number 12 in your PowerPoint if you downloaded that was incorrect. The slide that you're seeing now on the screen is the correct list of listening and reading skills for level three. So let's take a look them at the corrective definitions for level three. The -- this course with the series of extended sentences, related ideas, compound and some complex grammatical constructions and then sentence patterns across the content areas. These are the definitions of the developing student. Now, we look at the definitions for level four, listening and reading being the
receptive skills. Again, connect to this course with a variety of sentences, expanded ideas, complex grammatical constructions. So you'll see that the level four student is working higher in all—in ESL receptive language. Now, we're going to take a look at the Pennsylvania ELPS or English Language Proficiency Standards. It has gone from WIDA's definitions of student performance at proficiency level to the Pennsylvania Proficiency Standards. And many of you know that we have five standards for English language learners in Pennsylvania. Standard one is English learners communicate for social and instructional purposes in the school setting. This one social and instructional language really belongs completely to the ESL, instruction to the ESL teacher. Standards two, three, five, in fact, are shared between the ESL teachers and the content area teachers. Standard two, English language learners communicate in promotion ideas and concepts necessary for academic success in the content area of Language Arts. Then the exact say, for the academic success in the content area of Mathematics, in content area of Science and of Social Studies. Clearly, here when we talk about having academic success in the content area, academic success is equated with academic language. So in all four of the other standards, we need to be looking at academic language course and using it to communicate. So I'd like to unpack that frames, English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of whether it's Language Arts, Math, Science and Social Studies. What does it mean to communicate the information? What does it mean to communicate ideas? And how is that separate from communicating concepts? Begin by remembering that communicate first to all four domains; listening, speaking, reading and writing. I'm going to take a look at what web step of knowledge tells us about communicating information. That's working the facts, terms, properties of an object or a simple procedure or formula. Having said that students can do things like recall the elements or the details of the story, sequence of events, character plot and setting. This would be communicating information, conducting basic Math calculation, labeling locations on the map, representing in words or diagrams in scientific concept. This is -- these are the acts of communicating information. Many of our yellow students who are going through levels one and two are being asked to communicate information. And they do this for scoring and maybe in writing. However, our students who are stuck at levels three and four probably are still only communicating information and have not move up to communicating ideas and both concepts. So this all comes from where the step of acknowledge that you're not familiar with web Google, DOK or Depth of Knowledge. And those -- the PSSA and the access for ESL, the ELLs questions come from web step of knowledge. Anyway, now we have two of web is compare and contrast, converting information from one form to another, classifying, describing or explaining issues, identifying cause and effect or other relationships and expressing points of view. All of these are communicating ideas whether listening, speaking, reading or writing. Now, the activities that one can do at this level and this is where level three students need to be working is identifying and summarizing a narrative using context clues to identify the meaning, solving multi-step problems, describing a cause and effect relationship, identifying patterns in events or behaviors, forming a routine problem given data and conditions, organizing, representing and interpreting data. Phase two, includes
these activities and they form the basis of classroom tasks for formative assessments. This could be built like a model performance indicator is built. Since we're moving toward communication of ideas we need to make sure that level three students are doing this daily in forms of listening, speaking, reading and writing. And then are being moved gently toward communicating concepts. Phase three of the language necessary for academic success in the content areas is the ability to communicate concepts. These as you recognize are related to the common core. Are removing our four -- level four and level five students to be able to do these things? And level three students being exposed to this kind of language. Why are we following these steps? We need to look at the difference between proficient and advance in the -- Danielson Rubric and find that moving students beyond expressing their own ideas into expressing concepts is part of being an advanced teacher in Danielson Framework. So we're asking students to analyze, evaluate, give their own reason, support that with evidence, generalize and create. They should be able to support ideas with the details and examples. They should use an appropriate voice, appropriate to the purpose and the audience of the -- of the speaking while they're writing. Identify and develop research questions and design investigations for a scientific problem or develop a model for complex situation. They should be able to determine an author’s purpose and describe how that purpose affects the interpretation of the reading of that author or be able to apply a concept in another context. These are the kinds of language functions that need to happen at levels three, four and certainly level five in order to successfully meet the standard. At this point, Paula Zucker will show you a framework.

ANA SAINZ DE LA PENA: Before Paula gets to continue, I just want to give you a message. If you are sharing a computer, if there are two people or more viewing this Webinar, would you please email Marie Strobel at mstobel@pattan.net. Okay? We need to leave a note. So your name will also be considered emailed and we look at the attendance records. You can email Marie Strobel, mstobel -- ble, el -- I would say it again mstor -- strobel@pattan.net. Thank you.

PAULA ZUCKER: Thank you Ana and Connie. Now we’re going to turn our slides to the Pennsylvania Standards Aligned System. And the Voluntary Model Curriculum in others words known as the VMC or that referring in [inaudible] you know where the standards aligned system. Within that, we will also find and we'll be specifically looking at the ELL template. And there are two of these. There's one for Literacy and one for Mathematics. The Voluntary Model Curriculum includes these Literacy and Mathematics lessons. Along with these lessons are these two templates with the goal of providing a systematic approach to support the pronunciation of content instruction for English language learners. And if you can access the VMC or the Voluntary Model Curriculum by following the directions showing in the slide. Why do we use the ELL template? And first of all based upon English Language Proficiency level of the individual English Language Learner. The two templates, one for literacy and one for mathematics will be incorporated into a voluntary curriculum lessons. And that as I stated before are found in the SAS portal under materials and resources. Again this template suggests systematic supports for ELLs based upon as I also said before, their English Language Proficiency level. And then after to differentiate instruction to support ELLs, so that they can really pass possibly stagnated ELP levels three and four toward
proficiency in English. Supports that were first demonstrated in the ELL templates must be incorporated into instruction. At this time, I’d like you to please take out the math template handout. I will work with the information that’s spelled within this handout. While I’m walking you through, you’ll find—you’ll find and hopefully notice the connections to the Danielson Model. You’ll find that in domain one when we talk about planning and preparation. There’s also a consideration where domains four within the Danielson Model which considers professional responsibilities, requiring teachers to specifically collaborate when they share the same students. So, when we look at the preparation phase, you’ll first note in that you must collaborate with the ESL teacher to understand the student’s levels of English Language Proficiency in each of the four domains of listening, speaking, reading and writing. We must also know our students and their background, clarify the countries origin and source of other mathematics education. If the student has received our education in the United States [inaudible] may not be relevant to the ELL. However, it may incorporate family members support not the silence at home. Note that the difference is found in specific cultures regarding mathematics, differences regarding linguistic, conceptual and procedural ideas. It is essential that you take into account the English Language Learners unique experiences, higher learning and individual strength and then real quick to develop appropriate instructional strategies. All of these possible differences are essential to exam. As I said before mathematical concepts that may differ or be difficult for new comers where ELLs educated in their home countries. These may include, you know, differences in the area of measurement, in fractions. These were some of the good ideas about some salient areas of cultural difference. But it does not exclude the importance of talking with parents without other possible areas of difference. So, interview with parents and even students may uncover even more differences. These are relevant specifically to level one or two students but please remember that our focus today is on level three and four English Language Learners. Other areas of difference and concern may be in and geometry and algorithms. In some countries a decimal point is use instead of a comma, were used to designate thousands. The dollar sign may be different, notations maybe different in division. Differences such as these can be very confusing for our English Language Learners. True mathematicians should be aware and would be aware of these differences. Choose the ELP standard that aligns to our lesson. We are going to of course address the mathematics standard but don’t forget that in addition to the content standard, you must choose the English Language Proficiency Standard that aligns to that lesson. And remember that since we are working at students at level three and four today, we should be at the ideas and concept phases, as our focused again is on the levels three and four. The standards again address must include content standards and English Language Proficiency Standard. When we look at the vocabulary, we want to be aware of identifying three phases for new vocabulary and pre-teaching. We want to be alert to terms that may have multiple meanings. We want to provide visual cues. ELLs will lead many opportunities to use these terms thoroughly. And also you can allow first language support. Of course, that would at a level--levels one and two English Language Proficiency levels. Looking at lesson objectives. With the systems of the ESL teacher powering the district ESL plan instruction. Select the language function for oral
development during the lesson which will find language functions in the WIDA Can Do Descriptors. The manual is like identify, retell, classify, compare, contrast, et cetera. Anna will continue. Thank you.

ANA SAINZ DE LA PENA: Thank you Paula. So, just in case since I sort of got you very confused with Marie’s last name, I will just say this again. If you are sharing your computer or watching as a group please email Marie Strodel at M-S-T-R-O-D-E-L@pattan, P-A-T-T-A-N.net. I think now it came out okay. So, I will not confuse you anymore. So, we will continue with our webinar. As Paula was talking to you about the WIDA Can Do Descriptors, we cannot say, you know, more about this tool that is provided by WIDA. And this tool actually is really an alignment of what we find as the different stages or levels from the webs Depths of Knowledge that Connie already address in her presentation. All of the very first statements that you will find in the WIDA Can Do Descriptor, we refer to language functions. And language functions is what you do with language. And since we are working with English Language Learners, we need to do a lot of different activities where language is really involved. And by language we mean all four domains of language, listening, speaking, reading and writing. For every teacher, who works with English Language Learners, it is very important that you are familiar with the Can Do Descriptors. What they provide you is with information of what students can do with language at each levels of English Language Proficiency classified in -- not only their levels but also in the four domains, listening, speaking, reading and writing. You can download this document when you go to the WIDA website which is on your screen, okay? So, one important information here is that if you are working -- if you’re going to get [inaudible] and you will be working with the assignments, you must download the WIDA Can Do Descriptors. So, let's say you’re a teacher in 6th grade and you will be working with modifying a lesson plan for your 6th graders. You should go to the WIDA webpage or you can also Google, Can Do Descriptors. If you Google Can Do Descriptors, it will come up right away. And then look for the grade cluster because that's another feature of the Can Do Descriptors. You’d find them by grade clusters. So, 6th to 8th is a grade cluster. You download that if you're going to modify a lesson for a 6th grader or a 7th grader or for an 8th grader, okay? So, that is important. So, what are the WIDA Can Do Descriptors really are, you know, statements that contains language functions that have been classified by -- with the different levels of English Language Proficiency in the four domains of listening, speaking, reading and writing. We are going to talk a little bit about MPIs, Model Performance Indicators. For your ESL teachers, if you ask them what are the Model Performance Indicators, they will be able to answer you, you know, but they are fast. And the content teachers, they really get familiar with Model Performance Indicators. This is part of what the ESL program is all about because you need to know that Model Performance Indicators are part of the information that we will find in the English Language Proficiency Standards for Pennsylvania, okay? So, if you want to find where the English Language Proficiency Standards are, you need to go to SAS and then click on standards and you will find a dialogue on the top part that one part says download standards. If you click in that box, you are going to get a menu of PDF files. If you scroll down, you will find the English Language Proficiency Standards. But now let’s get back with the Model Performance Indicators that are part of those standards. There is a formula
for each of these Model Performance Indicators that we need to use when we are going modify task for
English Language Learners. The formula goes, number -- the very first part of the -- of the task is
Language Function. That is what you're going to find in your Can Do Descriptors. So, the Language
Function, what students do with language is what you're going to find in the Can Do Descriptors. Then
there is the Content Stem. The Content Stem is what you're going to teach. What you're going to really
develop through that task, okay? So, the content stem varies according to what the task that you are
assigning to these children to completely these. Then the third part of -- the third part is the Support
Component. And the Support Component is what supports the students need at each level of English
Language Proficiency. We are going to take a one minute break to correct something with the
transmission of my voice here in the webinar. So, please excuse us. We would like to improve the, you
know, voice of what you are receiving on the other end. Okay. We are back together. I'm sorry for the
little interruption but we always like to have a, you know, quality reception from your side. And so as I
was telling you, the formula really is Language Function which is already defined in the Can Do
Descriptors. The Content Stem which is what you're going to ask students to do with language and then
the supports that they need to perform that task. So that's the formula we are going to use to develop the
task to modify the lessons that we have. A little deeper into the MPIs will be to show you the same
formula but now imbedded with how you're to find the MPIs in the English Language Proficiency
Standards Document, okay? Like in this case, you have to tell the story which is a Language Function
then you will have the Content Stem. This involves specific mathematical operation and then you'll have
the supports with their partner, okay? So, in other words, really the formula goes Language Function, the
Content Stem and the support that the students to perform or achieve that task or take it to completion,
okay? So, that's what an MPI is and we will be developing MPIs as part of modifying a lesson. Materials
are very important. When you select the materials for your lesson, consider all the students that are
sitting in front of you. If you have students with specific IPs or IUPs or plans that call for modifications or
adaptations. Let's take a look at the materials and see whether, you know, they are align to what you
need to have to provide access for the students to get content of your teachings. When we talked about
ELLs, they are different levels of English Language Proficiency. You also need to understand that when
you select materials, think about your students and think about how or what would you need to bring to
the table to provide access for these students. In the case of -- what we're going to be modifying or
adapting is really geared towards students who are at levels three and four. So, in those cases, you have
to be very familiar with what these students can do with language, okay? So, materials need to be
selected based on the student that you have in your classroom. The procedures that you're going to
follow--we are just suggesting some areas where you need to connect with your English Language
Learners. You have to understand that we learn something when we can connect it with prior
experiences and many times your ELLs will need to have some supports in relation to the themes and the
contents that we're going to teach because sometimes they may not be relevant to their prior experience,
so we either need to look for ways to connect or we have to really look at other ways to provide, you
know, meaningful materials and meaning procedures to achieve the standards that you are presenting. Be flexible with the students' use of native language. That was mentioned before by Paula. It is very important that we consider the use of native language strategically to support students understanding of the content, to support students that are at their lowest levels of English Language Proficiency. Formative assessment is also part of the modifications or adaptations that we need to do when we work with ELLs especially when we have ELLs at very low levels of English Language Proficiency, we need to actually scaffold—to scaffold it or scaffold or scaffolding when we select formative assessment, think about the levels of English Language Proficiency of your students. In the case of our levels of reason course, there is a, you know, there could be some areas that you need to consider when you are going to collect data regarding, you know, your instructions with your formative assessment also helps teachers to use different ways to present materials the next time and change gears almost, you know, automatically during instructions. Now Paula, is going to continue with the sample of the Mathematics lesson that we have, you know, we have modified for you.

PAULA ZUCKER: Thank you Anna. Now that we've summarized the Mathematics template, I'd like you to please put down your template for now and take out your Math lesson handout which is M833. We'll now be moving forward by putting the Mathematics template into practice, into an actual VMC Mathematics lesson with real ELLs. So we'll be applying what we just heard about into a real VMC lesson. First of all, the first piece talks about preparation, who are your students. Please take out your case studies which were also provided to you handouts. The VMC lesson will be differentiated for these students to a English Language Proficiency level three and to at English Language Proficiency level four. Consider and look in today's Webinar we will address only Louis and Miguel. If you choose to modify your lesson that we provide, you will have all four of these students in your hypothetical class and these as I said these case studies can be found in your handouts. The case studies give us students' levels of English Language Proficiency, their country of origin and series of other Mathematics education including possible linguistic conceptual procedure differences. At all times, remember it is imperative to consult and collaborate with the ESL teacher. Now, we turn to case study one, Louis at the developing level. Remember when examining the background of our students, note the amount of time in the United States schools, the progress in English Language Proficiency through the years as measured from the WAP tape through the most current access for ELLs data and the breakdown of the composite score and then after to determine their academic needs. Let's examine the first case study of Louis the score developing composite level of English Language Proficiency. If we break -- if we breakdown the overall composites score, we note that his literacy composite score which includes reading and writing was at 2.4. According to this case study, this area of highest need, it is literacy. Turning to case two, we look at Miguel and examining Miguel's case study, we find that his areas of highest need are also in reading and writing as demonstrated by scores of 3.9 for reading and 3.6 for writing on the access for ELLs. Here we can see the Mathematics curriculum lesson correlation on M833. We first look at the PA Mathematics academics standard as addressed in our correlation lesson and we can see them as they appear in our lesson.
Remember that we must improve with Pennsylvania English Language Proficiency Standard that is addressed in this lesson for our ELLs and this is the corresponding PA ELP Standard. Remember in levels three and four which are Louis's and Miguel's levels, the focus of support must be on ideas and concepts in an effort to reach our goal of attainment of English Language Proficiency for all our students. The next part of our template deals with vocabulary if we recall. And in this particular lesson, I have carefully selected several key phrases and new vocabulary to pre-teach which include correlation graph scatter plot and there may be more all that you would choose. Also I've identified words with multiple meanings such as bar, line, weeks, long, positive, negative and please note the importance of allowing multiple opportunities for oral language use of new words. We look next at the lesson objectives as stated in the Math lesson itself and we can look these over. And then there is how we improve along with the Math objective of create and explore scatter plots, language function objective, discuss, compare and analyze scatter plots. So what the language function for oral development during this lesson. Look at the CAN DO Descriptors as discussed earlier. Looking at this, the ESL teacher and the content teacher decided to use, discuss, compare and analyze. The language function is the action. For the beginning of the lesson, we have selected the language domain which focuses on oral language development. Next, we look at the materials years during this lesson, use of graphic organizers, manipulations on the computer, multiple opportunities for students to use the support. Maintain support during practice. Maintaining these supports throughout the practice is essential. And remember, this is how you're differentiating your instruction. Remember, we're looking specifically at levels three and four today although we're focusing on levels three and four for our purposes. Our goal is to bring the students to level five. Including level five here shows the progression meter for success and attainment with English Language Proficiency. Exit criteria requires our English language writers to be at level five. In order to provide language functions, we selected from the CAN DO Descriptors for grade level cluster six to eight. When we talk about discuss, we are talking about sharing ideas with others and elaborating our thinking. The more we include activities like compare and analyze an extent on the language functions, the better if all students will improve their language and bring our ELLs to English language proficiency. And remember, we really want all of our students to reach that level of analyze and present. We want them all to have those language functions. And now Ana will continue with procedures. Ana?

ANA SAINZ DE LA PENA: Thank you, Paula. And it is so important also that you are designing your paths as Paula has pointed out here in -- when you're differentiating your instruction for the different levels to look at and I am pointing with my cursor here, to look at the supports that the students will require. In the case of level three in a small group, why in a small group? Because there are more opportunities to balance ideas from one another. In a discussion, there's a lot of language involved and if you have a small group, there is more opportunities for your ELL to hear other students using the same language of instruction, Math in this case, several times at different times with different individuals. That's what it's needed to move into level four. They are balancing ideas. They are hearing more academic language. And if you look at the supports on the bottom for level four, we have partner, in this case, yes,
they are comparing and comparing their predictions and they are doing it with a partner. There's still that interaction, that is necessary for ELLs to have as a way to double check, you know, paraphrase, check their comprehension of something. It is easier for them to work with a partner in this case because then they don't have to be raising their hand for clarification. They have a partner if they require clarification, they have a partner to clarify it with. So those side of the key pieces that you need to look at when you are differentiating instruction for your ELLs, you know. It is mostly designing opportunities for the students to use language with a purpose in a meaningful way and they require supports for them to increase their opportunities to develop, you know, proficiency to develop ideas and concepts. That is why maybe our students who are ELLs at levels three and four and they are sort of stuck there. We are not gaining these opportunities. We have to provide them with these opportunities. That is the differentiation that they need in the classroom, in the content areas, so they are able to move forward. So moving along with our lesson, the procedures, the procedures is how do you really address all the different concept that you want these children to acquire when you've had, you know, a diverse group of students from all perspectives. So when you design your procedures, also include in your procedures not only time for discussion but -- and for sharing of ideas but also a time to have some sort of like showing what you have developed. So you have to not only explain ideas with samples and providing them with information that they require and the opportunities to balance ideas, but also to examine and look at each other's work. That is important for ELLs and it is really important for all children who are sitting in your classroom. It is crucial for your ELLs. Scaffolding your procedures is also very important. Many of the activities that we probably find in books about how to scaffold, you know, concepts, so you get students engaged, will require also to double check and see what else you need to do when you have ELLs in your classrooms specifically ELLs that are at levels three and four when you want to move them forward. In this case, the scaffold of their procedures are here, you know, it says enters set of data and then for best practice, review the activity, model the steps for the students. Lots of modeling, it could be included if you really want to scaffold when the concept is very complex. Providing examples, considering, you know, views of examples and frequently measuring whether the students are really getting that concept development going on is through your formative assessment, but remember formative assessment that might work very well that maybe speakers will need a little bit of tricking when you work with ELLs. Some of the scaffolding procedures that you see here in the general lesson here, you've also have in red as we were talking about Louise and Miguel who Louise is at level three and Miguel is on level four. What you are going to do here is how are you going to support them through these procedures that you already have in your lessons. So what are you going to do specifically with Louise who is at level three? Well, I'm going to support Louise with graphic organizer because he needs to see things and manipulate, you know, maybe the data in a graphic organizer. What am I going to do for Miguel since Miguel already can understand most of the concepts that he needs to balance ideas, maybe to come up with the right concept then maybe what I need is to help him work with a partner. So when his clarification of a color, he will have a partner there for, you know, some clarification about what he needs to learn or something a
new word that he had never heard. Another way to scaffold procedures is using their GeoGebra which is a free geometric software. And it demonstrates how to create scatter plot for the radius. That was part of the lesson with the Math teacher. Okay? So if you talk to your Math -- some Math teachers in the audience, you know what it is. So remember, this is to Math lesson for eight grade that has been modified or accommodated. I will -- I like to use the word accommodated for the students who are ELLs and are on level threes and fours. It's seems to be that when we work with levels ones and twos, we -- they get a lot of that information and they facilitated information through charts and through pictures. So they are able to, you know, somehow understand certain things other certain parts of whatever you're teaching. And as they progress in language acquisition, of course, they would be able to understand more complex ideas and develop, you know, more complex concepts. It seems to be, according to the data that we see statewide, that we need to something a little different for those levels threes and fours. That is why we're really focusing on that population because I don't think we are successful at moving them from three to four and from four to five. And I know that they're -- though there are many questions regarding -- so, what do you do for level one and two and that is why when you look at -- you can do the scriptures, look at that level -- if you have level one and two students, look at that section because the same thing we're doing for levels threes and four, the same process can be applied for levels one and two. The difference will be in these words that they require as well as the language functions that they can actually perform. Okay? So, that is the difference. And this is a lesson that is for -- that was developed by Math teacher. This not an ESL teacher lesson. This is a Math teacher lesson. As we go again to the scaffolded procedures, generalizations are important, correlations are important, connections are important as we know that, you know, the process of acquiring a concept is based on all of those elements that we need to include in our lesson. And in red, we cannot say enough about allowing student discussion as these questions are being posted, plan in advance what to do if students do not seem to understand as well as develop assessing and advancing questions to help the students as they begin to make connections. This is key when we talk about the Danielson Framework. This is really empowering our students to take some control over their learning. And that is what is -- what the difference is between a proficient teacher and a -- an advanced teacher in the framework. How do you empower students to direct their instruction once they have the most basic or fundamental concepts in place? When you work with students that are diverse in your classroom and by that, I mean also students with IEPs or ELLs that have IEPs or just ELLs, you need to understand that making them work in groups is very strategic. You have to make some decisions before you group your students. What would be the outcome of that work is important, but when you do so you have to understand that in this case, for this lesson we have decided that Luis will explain the steps used to compare and/or contrast data on scatter plots as depicted visually within a small group. Look and see, explain the language function, the content is in middle, the steps used to compare and/or contrast and then in a small group, that is the support that at this point Luis needs. Miguel is going to analyze and evaluate the steps used to interpret data on scatter plots within a small group. Again, Miguel also needs to balance those ideas but he's not going to explain the steps.
He's going to analyze and evaluate. That is the difference in the expectations regarding the level of English Language Proficiency of these students. We need to consider also the fact that we have to value the individual work of students. It is important also to consider the fact that in many instances, yes, they're going to work with partners or they're going to work with groups of students that you also need to consider the fact that when they have to present individual work, you could scaffold that presentation by allowing the use of graphics, visuals -- or when they are presenting to use PowerPoint or to use some graphic organizers, so they could explain their ideas and not that English Language Proficiency will get in their -- in their place of presenting those concepts. That is why I said that it is really important that when we have students working in groups, we need to be very strategic about grouping students. Formative assessment is a tool that really informs our instruction. If you're going to collect data and use the work of these students that you, you know, the tasks that you have developed to collect data in regards of your instruction and how these students are attaining this concept. It is important also to collect that data but use the same kind of formula that we have presented before. If we're going to really get information about our students, we also need to be very strategic about the kinds of support we're providing these students and how these collection of data through formative assessment is going to inform me as a teacher as well as my students as learners. So with that said, you know, I have it on this slide again, you know, that -- the five levels -- I mean, the levels three, four and five and how we have developed these formative assessment tool modify to meet the needs of these students. With these slides, I will finish my presentation here and I will have Connie continue with the final part of our presentation.

CONNIE COCHRAN: So far this afternoon, we have connected the work to the SAS, the Standards Aligned System and the portal. We have connected this work to both WIDA and Pennsylvania English Language Proficiency Standards. We have connected this work to the Danielson Framework for teaching effectiveness. Now, we're going to connect this work to the Common Core Standards and how that works for ELLs. Here is a slide that represents some of the latest research that comes from Stanford on the Common Core Standards in English Language Learners. This was developed by Kenji Hakuta at Stanford. The instruction for ELLs needs to be rigorous perhaps that's why…