

Supporting English Language Learners (ELLs) Procedure

RATIONALE:

Based on the fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* and so that assessment, evaluation and reporting are valid and reliable, teachers use practices and procedures that:

- are fair, transparent and equitable for all students;
- support all students through universal design for learning, differentiated instruction and tiered interventions. Teachers adjust the learning environment, instruction, assessment and evaluation to meet each student's existing and emerging needs, including those with special education needs, those who are learning the language of instruction and those who are First Nation, Métis, or Inuit;

These practices include providing accommodations and/or modifications and appropriate supports to adjust the learning environment, instruction, assessment, and evaluation to meet each student's language acquisition needs. *Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.* (Growing Success p.77)

TERMINOLOGY:

Parent: The term "parent" throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver.

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

Tiered Intervention: A systematic approach to providing timely and appropriate assessments, instruction and supports that respond to each student's needs. Whole class intervention is called tier one. Targeted small group or individual intervention is tier two. Intensive intervention for individuals or small groups is tier three. Students can move about tiers as needed.

Supporting English Language Learners (ELLs) Procedure

PROCEDURES:

1.0 Responsibility

1.1 The Principal supports teachers to:

- 1.1.1 ensure that all staff understand and provide differentiated instruction for ELLs (accommodations and modifications) to meet the language acquisition and learning needs of ELL students.
- 1.1.2 develop appropriate modifications for individual students by working with classroom/subject teachers, itinerant teachers or ESL department heads.
- 1.1.3 ensure that modifications to expectations are documented and reported to parents.
- 1.1.4 ensure that the ESL/ELD box on the report card is used to indicate that the expectations have been modified.

1.2 The teacher:

- 1.2.1 differentiates content as required for ELL students which may involve modifying expectations for a period of time, collaboratively with administration, the ESL itinerant teacher or the ESL department head.
- 1.2.2 ensures that modifications to expectations are documented and reported to parents– See appendix 1.
- 1.2.3 evaluates and reports on the modified expectations.
- 1.2.4 differentiates process, content, product and learning environment as required for ELL students by providing accommodations – See appendix 2.

2.0 Roles

- 2.1 Using Assessment Centre Reports and diagnostic assessment data determine students' level of language acquisition.
- 2.2 Using Assessment Centre Reports, diagnostic assessment data and information in student profiles, determine student strengths, needs, interests, learning styles and preferences.

Supporting English Language Learners (ELLs) Procedure

- 2.3 In collaboration with administration, the ESL itinerant teacher or ESL department head or classroom/subject teacher, determines if modifications are required, and if so which expectations will be modified, and the type of modifications.
- 2.4 Document modifications. See Appendix 1.
- 2.5 For modifications in secondary school, principals, collaboratively with subject teachers and ESL department head, determine if a credit will be granted. For detailed explanations and examples of secondary modifications see appendix 2.
- 2.6 Using all student information gathered (above) determine appropriate DI strategies, accommodations which may include:
 - The granting of extra time;
 - the use of alternative forms of assessment such as oral interviews, learning logs, or portfolios
 - the use of simplified language and instructions (e.g., through tasks that require completion of graphic organizers and cloze sentences).
- 2.7 When modifications have been made teachers check the ESL/ELD box on the progress report card and elementary and secondary provincial report cards.
- 2.8 Teachers do not check the ESL/ELD box to indicate:
 - that the student is participating in ESL or ELD programs or courses; or
 - that DI has been provided (e.g., accommodations such as extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

DI Strategies for English Language Learners

*It is essential for all educators to understand the distinction between **modifications** and **accommodations** as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment. (Growing Success AER Policy 2010)*

Name:	Grade:	ESL or ELD STEP:	First Language:
--------------	---------------	-------------------------	------------------------

Environment

- Differentiate the environment of learning (the context and environment in which students learn and demonstrate learning) by....
 - Using a variety of groupings (e.g. small group instruction, same language group)
 - Use of peer support
 - Use of preferential seating
 - Use of alternative or quiet space, as needed
 - Use of support staff, volunteers
 - Providing a rich visual environment (e.g. labelled pictures, word walls, charts, etc.)
 - Establishing an inclusive environment (e.g. books/visuals representing students cultural backgrounds)

To differentiate instruction is to recognize students' varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively.

(Adapted from Hall, Strangeman, & Meyer, 2003, pp. 2–3)

Content

- Differentiate the content (materials through which the content is accessed) of learning by...
 - Using adapted texts, bilingual dictionaries, picture dictionaries, and thesaurus
 - Using texts/visual aids reflecting diversity
 - Using dual-language materials
 - Providing simplified reading material (e.g. graphic novels, comics, wordless books, high-interest low vocabulary books)
 - Using technology (e.g. Google translate, web pages translated)
 - Creating and maintaining personal dictionary for key vocabulary
 - Using concrete materials (e.g. manipulatives, story boards, word walls, books on tape)
 - Providing exemplars and work samples (cursive, printed)
 - Reducing the complexity or scope of content (e.g., number of expectations addressed) [**modification**]

Process

- Differentiate the process of learning by...
 - extensive use of visual cues and materials
 - use of graphic organizers
 - strategic use of students' first languages (e.g. bilingual dictionaries, dual language texts, brainstorming, writing first drafts, concept attainment)
 - allowance of extra time
 - pre-teaching, highlighting and reviewing key words/vocabulary/questions
 - simplification/repetition of instructions as needed
 - simultaneous use of oral and written instructions
 - activating prior knowledge/build background information
 - slowing down rate of speech
 - teaching study skills (how to write the test, how to take jot notes)
 - providing a review sheet
 - clarifying meaning of text questions/assignment instructions
 - providing work samples/exemplars on student's desk
 - providing frequent opportunities for collaborative learning, guided learning, group discussion, role play, drama, think/pair/share
 - assigning one task at a time or chunking a major assignment into manageable tasks
 - reducing use of idioms, slang, colloquialisms
 - prior to instruction, providing student with questions to be answered by end of unit, or a unit/lesson guide
 - teaching reading comprehension strategies for informational text (e.g. text organization, reading topic sentences for main idea, highlighting key words, using glossary, table of contents, index)

Process (cont'd)

- providing desk copy of board/overhead notes to facilitate copying
- providing extra support (teacher, volunteer, first language tutor)
- pausing at key points to check understanding
- teaching transition words (e.g. then, next, for example, therefore)
- using body language, movement to clarify meaning
- using non-verbal directions or simplify/shorten direction
- having students repeat instructions
- using of technology (e.g. Premier, Co-writer)
- reducing linguistic complexity of tests/assignments (e.g. illustrating, matching, listing, sorting, providing graphic organizers)
- allowing notes, open book tests
- tape recording responses
- producing sequenced labelled diagrams to illustrate processes/showing experimental changes
- allowing draft submissions of assignments
- small group or teacher only oral presentations
- modeling
 1. various ways to organize and record information
 2. comprehension strategies (using context)
 3. language structures (asking questions)
 4. steps of the writing process
 5. use of dictionary, thesaurus

Products

- Differentiate the products of learning (the ways in which students demonstrate learning) by...
 - providing choice or use of alternative tasks which do not have heavy language demands (e.g. oral interviews, art products/models, demonstrations, drama, cloze sentences, portfolios, journals)