

# Newcomer English Language Learner Summit



**April 15, 2015**

**Presenter**

**Yasmin E. Hernández-Manno**  
**NJDOE RAC 2, ELL Program Specialist**



# **PROGRAM BACKGROUND**

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**A *Newcomer Student Center* is developed and implemented to help bridge students educational gaps and effectively address the growing population of newly arrived immigrant adolescent English Language Learners (*ELLs*) with interrupted, limited or no formal education (*SLIFE*) from their native countries in a school district.**

# **PROGRAM BACKGROUND**

**Prior to a program, students are usually placed in age-appropriate grades regardless of their educational background experiences.**

**Students can not master the curriculum because they do not possess grade level content and language skills which can ultimately lead to students dropping out of school.**

**Therefore, many are created as an alternative education drop out prevention program.**

# **FEATURES OF A MODEL NEWCOMER PROGRAM OF EXCELLENCE**

**Program Research: Newcomer Centers**  
Dr. Deborah Short – Center of Applied Linguistics

**Features of Effective Newcomer Centers**  
Indiana Department of Education

# FEATURES OF A MODEL PROGRAM

**The Newcomer program design is modeled after nationally researched-based best practices for effective implementation of Bilingual/ESL Newcomer Centers.**



# FEATURES OF A MODEL PROGRAM

A researched composite model is implemented allowing for an effective program design which includes:

- I. **Instructional Interventions**
- II. **Ongoing Staff Development**
- III. **Parental/Families Involvement**
- IV. **Support services**

# FEATURES OF A MODEL PROGRAM

A well designed effective Bilingual/ESL Instructional Program that provides all the necessary **Standards-Based**, **Research-Based** and **Differentiated Instructional** best practices to meet the needs of this specialized population (SLIFE) to successfully educate them at their functional levels.

# FEATURES OF A MODEL PROGRAM

- **Student data** demonstrating academic and grade level achievements in pre/post tests every year.
- Program provides students with the opportunity to simultaneously **develop academic language skills** and while mastering **grade level content**.
- **Modified schedules** are provided meeting the instructional needs of all SIFE.

# FEATURES OF A MODEL PROGRAM

- **Small class sizes** allow for individualized attention from teachers and differentiation of instructional practices.
- Students are allowed to learn at their own pace having an **Individualized Program Plan** (IPP).
- **Weekly common planning** periods provided for collaboration among the Bilingual and ESL teachers offering an opportunity to coordinate their lesson design and plan thematically across content areas.

# FEATURES OF BEING A MODEL PROGRAM

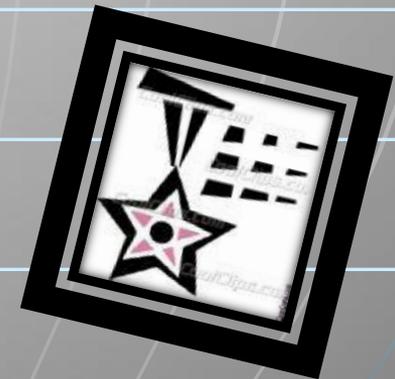
- **Remedial instruction** is provided through after school instructional program and tutoring.
- **Positive and nurturing learning environment** for these recent immigrant students entering a school district possessing little or no prior formal schooling and low literacy, math and writing skills in their native language.



# **PROGRAM GOALS**

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- Meet the individualized needs of **all ELL** students with interrupted formal education in order to achieve Academic Success using **Standard-Based, Researched-Based** and **Differentiated Instructional** Best Practices.
- Accelerate the students' learning so they can make the transition to other school programs and be prepared for the literacy and content demands of Bilingual, ESL, or mainstream courses
- **Bridge gaps** in students' educational backgrounds
- Provide a successful educational experience for students to continue their education and **prevent them from dropping out**
- Provide **Cultural Awareness** and **Acculturation** for all students
- Parent/Family Participation
- On-going Staff Development
- Support Services & Career Awareness





# **PROGRAM OBJECTIVES**

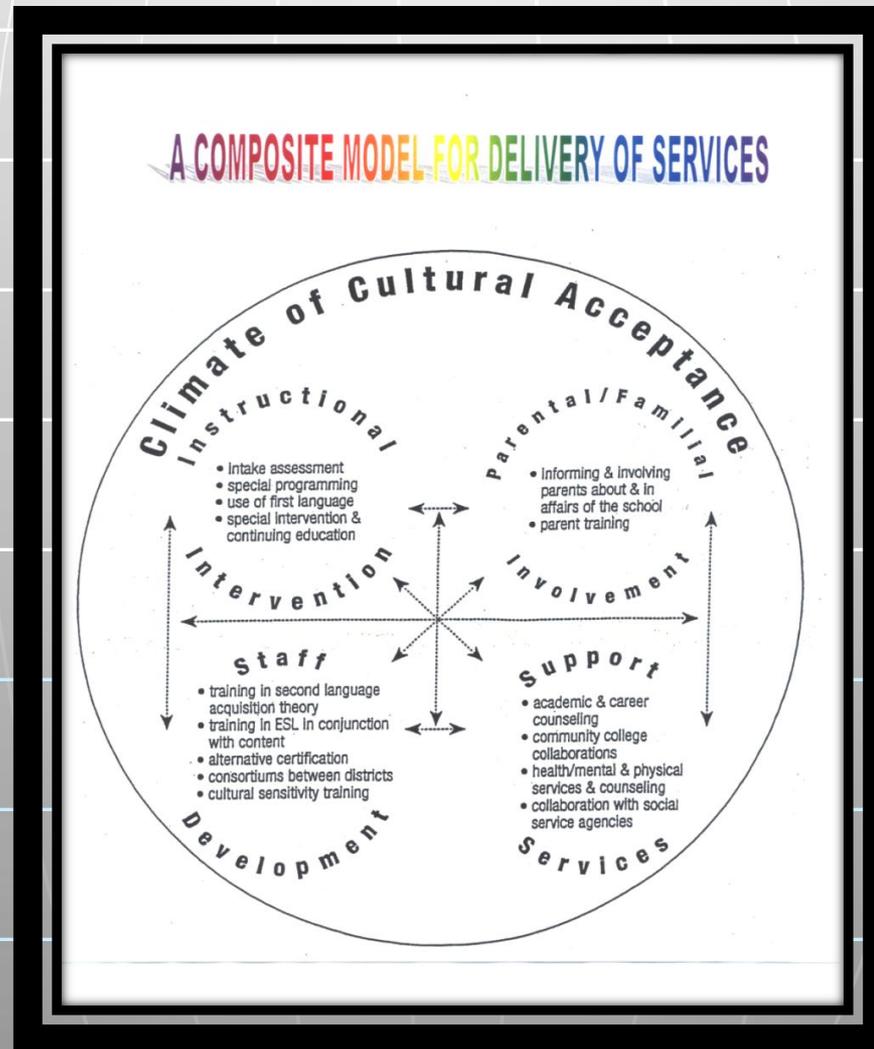
# OBJECTIVES

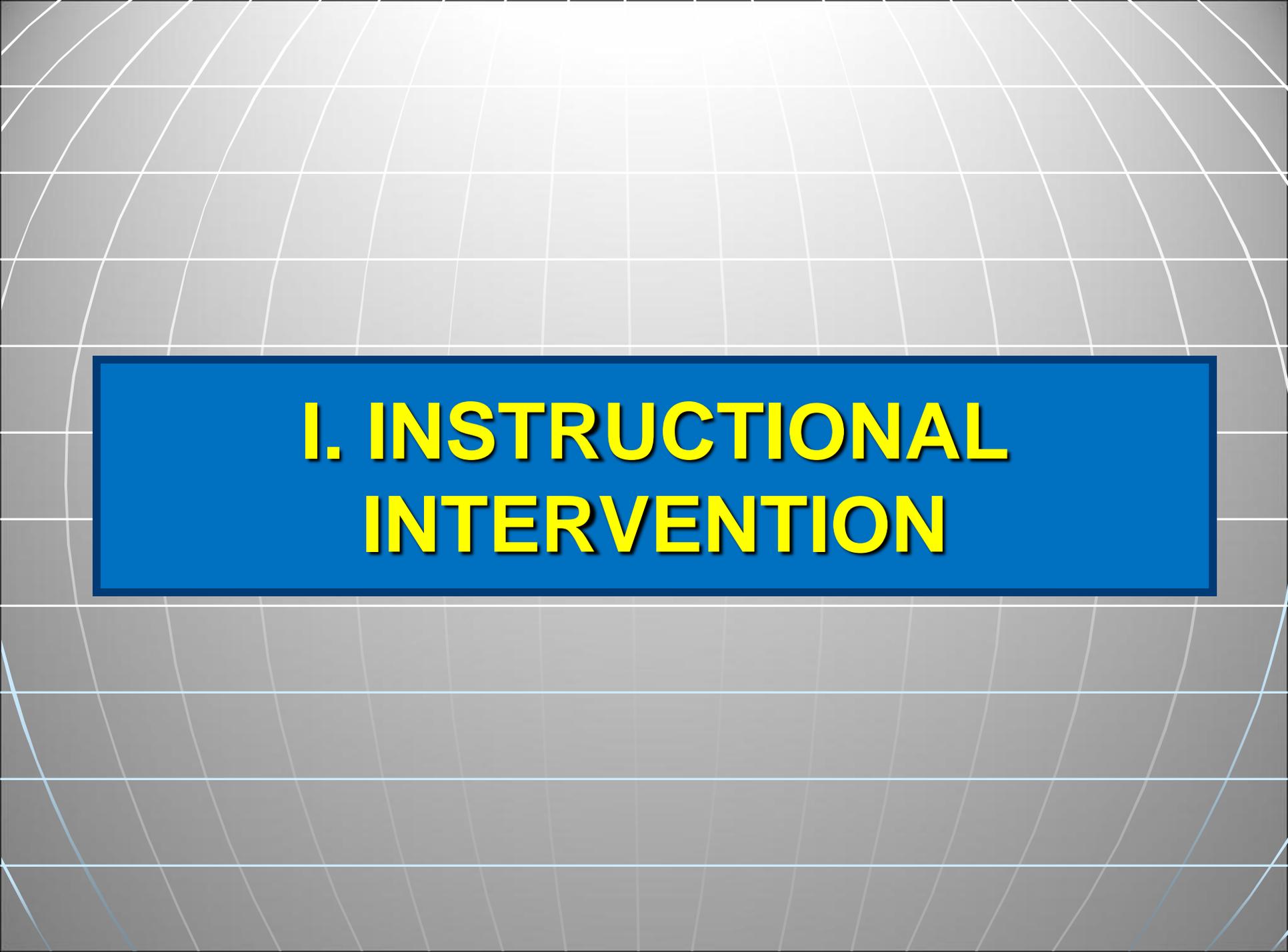
- Develop and acquire English language skills
- Develop the students' basic skills of Literacy, Mathematics and Writing in native language (Spanish) and English
- Provide literacy instruction through the core academic thematic content areas (Science and Social Studies)
- Guide the students' acculturation to the school system in the U.S., and make them aware of educational expectations and opportunities
- Acclimate students and their parents to the community
- Offer a **flexible curriculum** which responds to students' needs and allows them to move through the program at an **individualized pace**



**COMPOSITE MODEL  
FOR  
DELIVERY OF SERVICES  
IN A  
NEWCOMER CENTER**

# COMPOSITE MODEL FOR DELIVERY OF SERVICES





# **I. INSTRUCTIONAL INTERVENTION**

# INSTRUCTIONAL INTERVENTION

## Instructional Program Design

- **ESL** Development Listening/Speaking/Reading/Writing
- Nationally Recognized Program of Excellence for struggling Adolescent **Literacy Program** instruction through Thematic Content Areas (Science & Social Studies)
- **SIOP Methodologies** for delivery of sheltered instructional practices and elements of lesson planning design
- **Writing Program** – (Spanish and English)
- **Mathematics** – (Spanish and English)
- **Specials** – Physical Education, Art & Music
- **Cultural Awareness**



# INSTRUCTIONAL INTERVENTION

## Content Based ESL Instruction

Development in double periods/block scheduling using ESL materials specifically designed to meet the needs of middle and high school Newcomer ELLs



# **INSTRUCTIONAL INTERVENTION**

## **LITERACY PROGRAM**

**Intensive Literacy Development  
through the use of a Well Balanced  
Literacy Researched-Based Program  
for struggling adolescent ELLs**



**Sheltered instruction for content areas  
being taught in English.**

# INSTRUCTIONAL INTERVENTION

## BALANCED LITERACY PROGRAM

### Daily Lesson Design

- Whole Group Instruction
- Small Group Instruction
- Independent Work Stations

### Non – Fiction (Content Based)

- Science
- Social Studies



# INSTRUCTIONAL INTERVENTION

## BALANCED LITERACY 5 STEP LESSON DESIGN

- PHONEMIC AWARENESS/PHONICS
- VOCABULARY DEVELOPMENT –TIER 1 (EVERYDAY), TIER 2 (COMPLEX) & TIER 3 (ACADEMIC CONTENT) WORDS
- GUIDED READING/INDEPENDENT READING & WORKSTATIONS
- WRITING – MODELED, SHARED & INTERACTIVE
- DAILY ONGOING ASSESSMENT OF STUDENT LEARNING

# INSTRUCTIONAL INTERVENTION

## WRITING PROGRAM



- Taught in Block Scheduling
- **6 + 1 Traits of Writing/The Writing Process/Writer's Workshop**
- Help develop skills using writing and genres as well as cross curricular connections to content (Science & Social Studies) area skills when using a non-fiction literacy program differentiated to meet the academic needs of all students

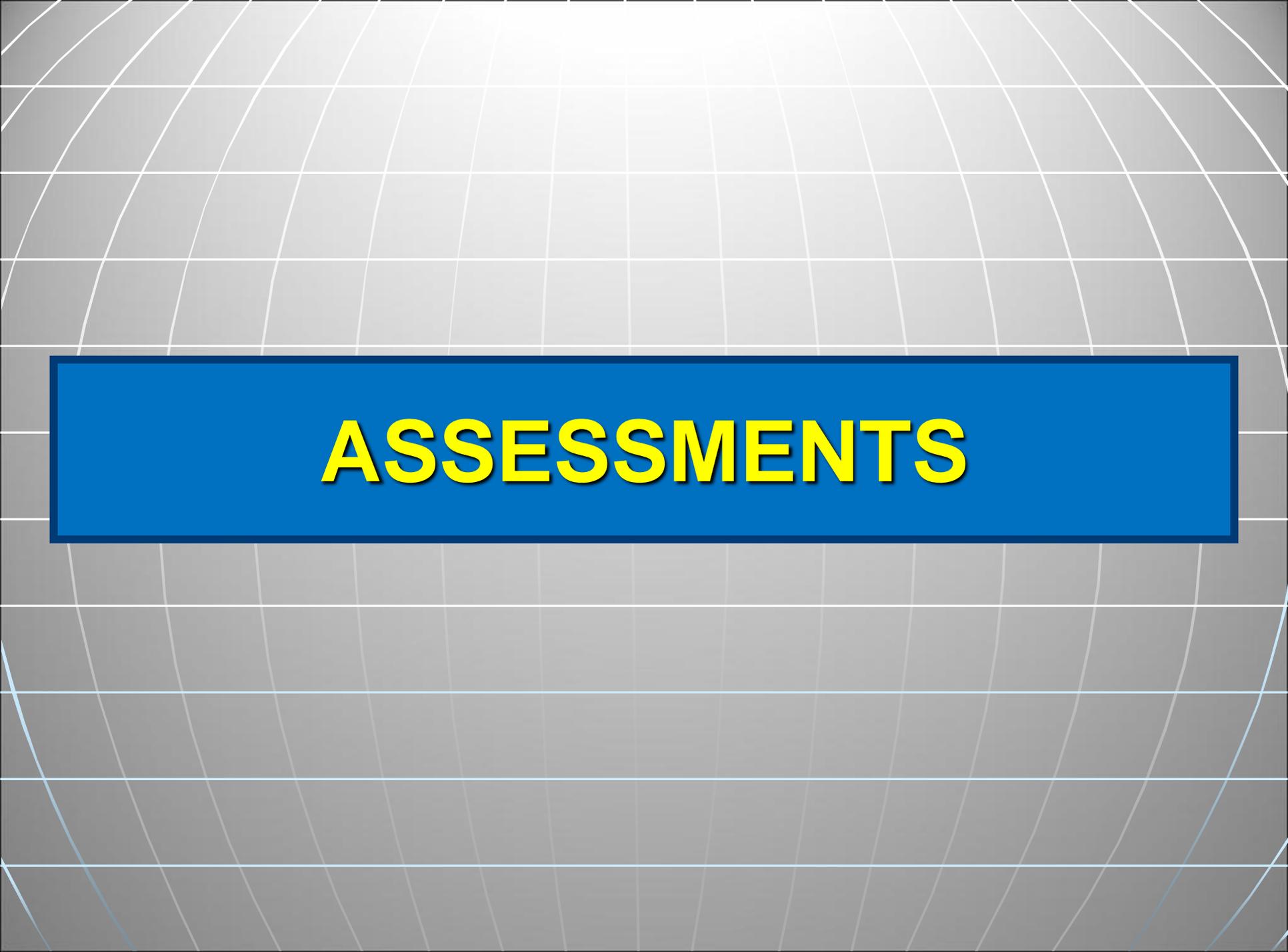
# INSTRUCTIONAL INTERVENTION

## MATHEMATICS PROGRAM

Development of basic and academic language through the use of a *meaningful standards-based* math program, for ELLs.

Building on student's understanding of content vocabulary and expressions as well as key concepts and ongoing second language acquisition.

Instruction is taught in English and Spanish. Lessons are differentiated to meet the various levels of students' needs.



# **ASSESSMENTS**

# ASSESSMENTS

## STUDENT ENTRY LEVEL EXAMS

***English Language Proficiency Test*** administered for establishment of program entry eligibility criteria

## PRE/POST

The appropriate ***Pre/Post Assessments (English & Spanish)*** will be administered to establish baseline data and developmental acquirement of skills in literacy, writing mathematics and ESL

## BRIGANCE TEST of BASIC SKILLS ***(English & Spanish)***

Administered to establish grade level proficiencies in Pre-test and grade level gains in Post-test in Literacy, Writing & Math administered

## STATEWIDE ASSESSMENTS

ACCESS & PARCC



# ASSESSMENTS

## **ESL**

Pre/Post Tests, End of Unit Exams, Midterm & Level Tests

## **LITERACY**

Pre/Post Tests, End of Unit Exams, Midterm, End of Year Exams & Weekly Observational Surveys

## **WRITING**

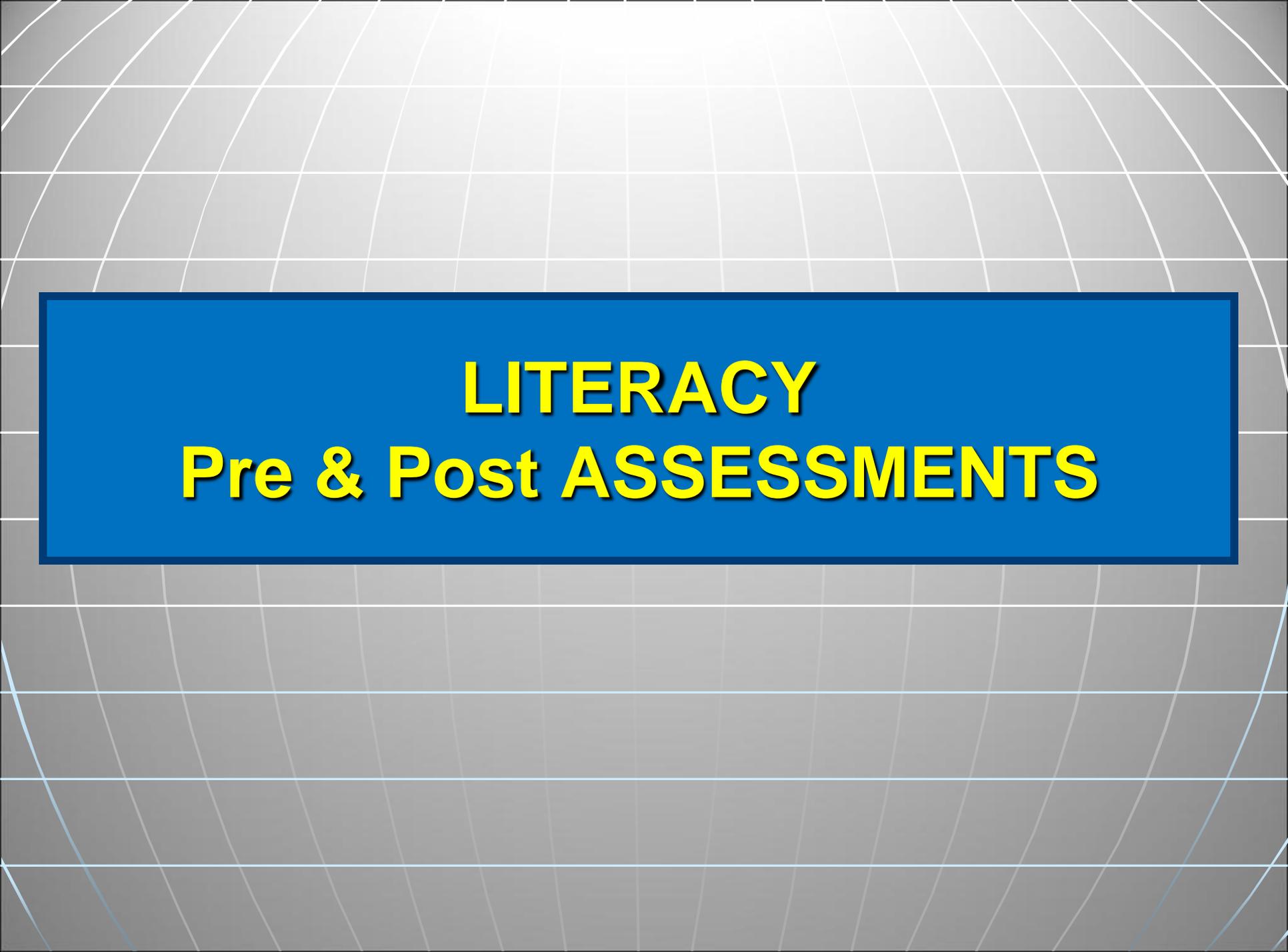
Pre/Post Tests, End of Unit Exams, Midterm, End of Year Exams & Weekly Observational Writing aligned with Literacy Content Theme (Science/SS)

## **MATHEMATICS**

Pre/Post Tests, End of Unit Exams, Midyear & Level Exams, End of Year Exams

## **THROUGHOUT THE YEAR**

On-going Informal Assessments, Quarterly ESL/Literacy/Math/Writing Progress Reports, Portfolio Assessment folders, Use of Rubrics and Review of Authentic Student Work



**LITERACY**  
**Pre & Post ASSESSMENTS**

# Pre & Post ASSESSMENTS

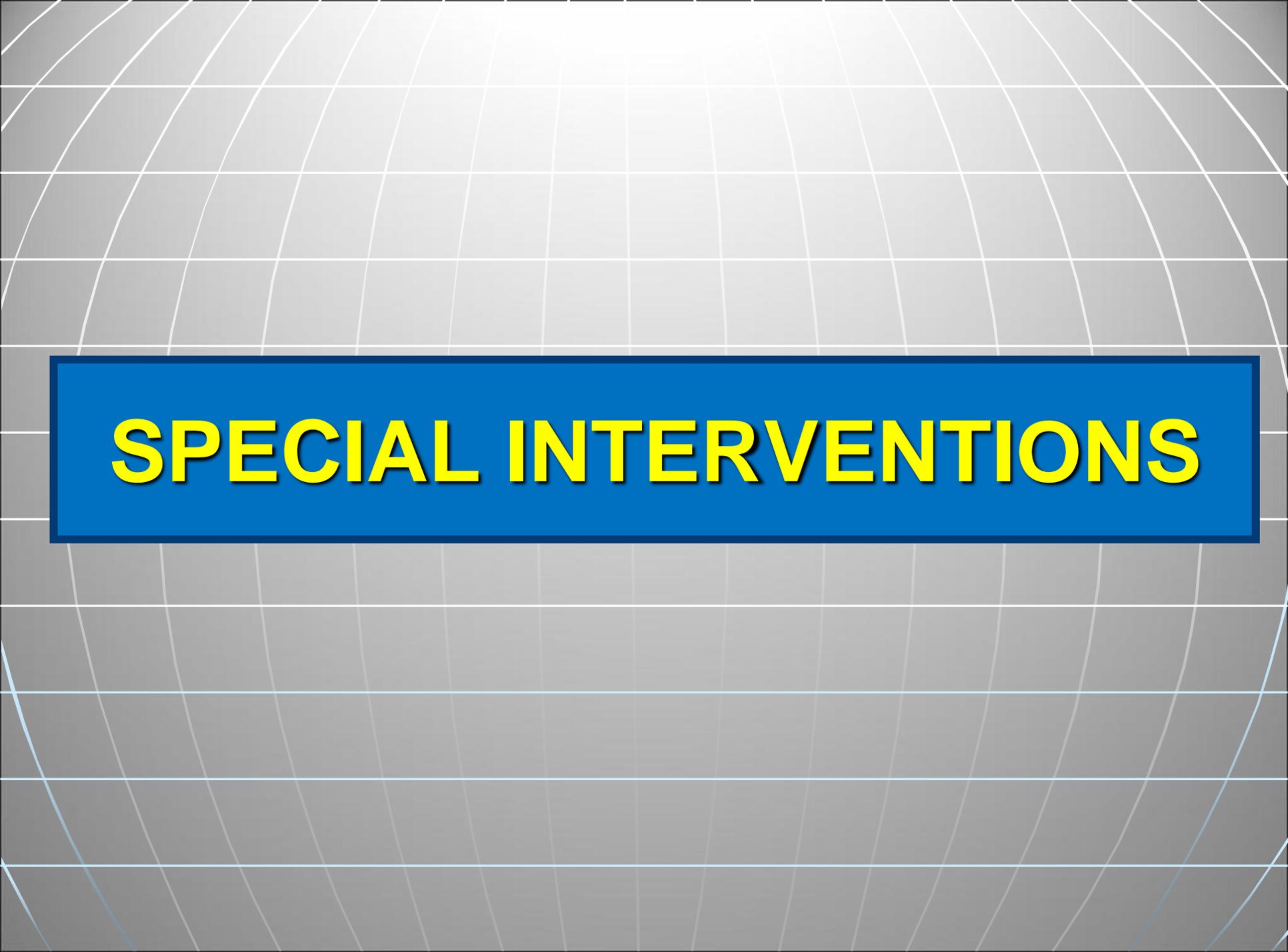
- Letter Recognition
- Consonant Sounds
- Vowel Sounds
- Initial Sounds
- Syllable awareness
- Final Sounds
- Consonant Clusters
- Differentiating Sounds
- Initial Sounds Substitution
- Tier one Vocabulary
- Reading and Writing



**BRIGANCE Diagnostic  
ASSESSMENT  
of  
BASIC SKILLS**

# **BRIGANCE Diagnostic ASSESSMENT of BASIC SKILLS**

- Word Recognition
- Reading Vocabulary Comprehension
- Word Analysis Survey
- Spelling
- Computational Skills
- Problem - Solving

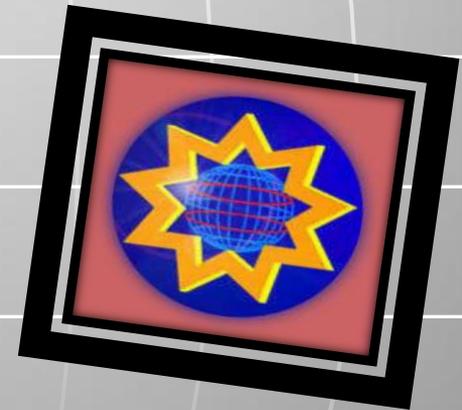


# **SPECIAL INTERVENTIONS**

# SPECIAL INTERVENTIONS

## AFTER SCHOOL

- After School ESL Program (Title III Funded)
- Tutoring
- Counseling
- Social Services
- Local Partnerships (CBO'S & COLLEGES)

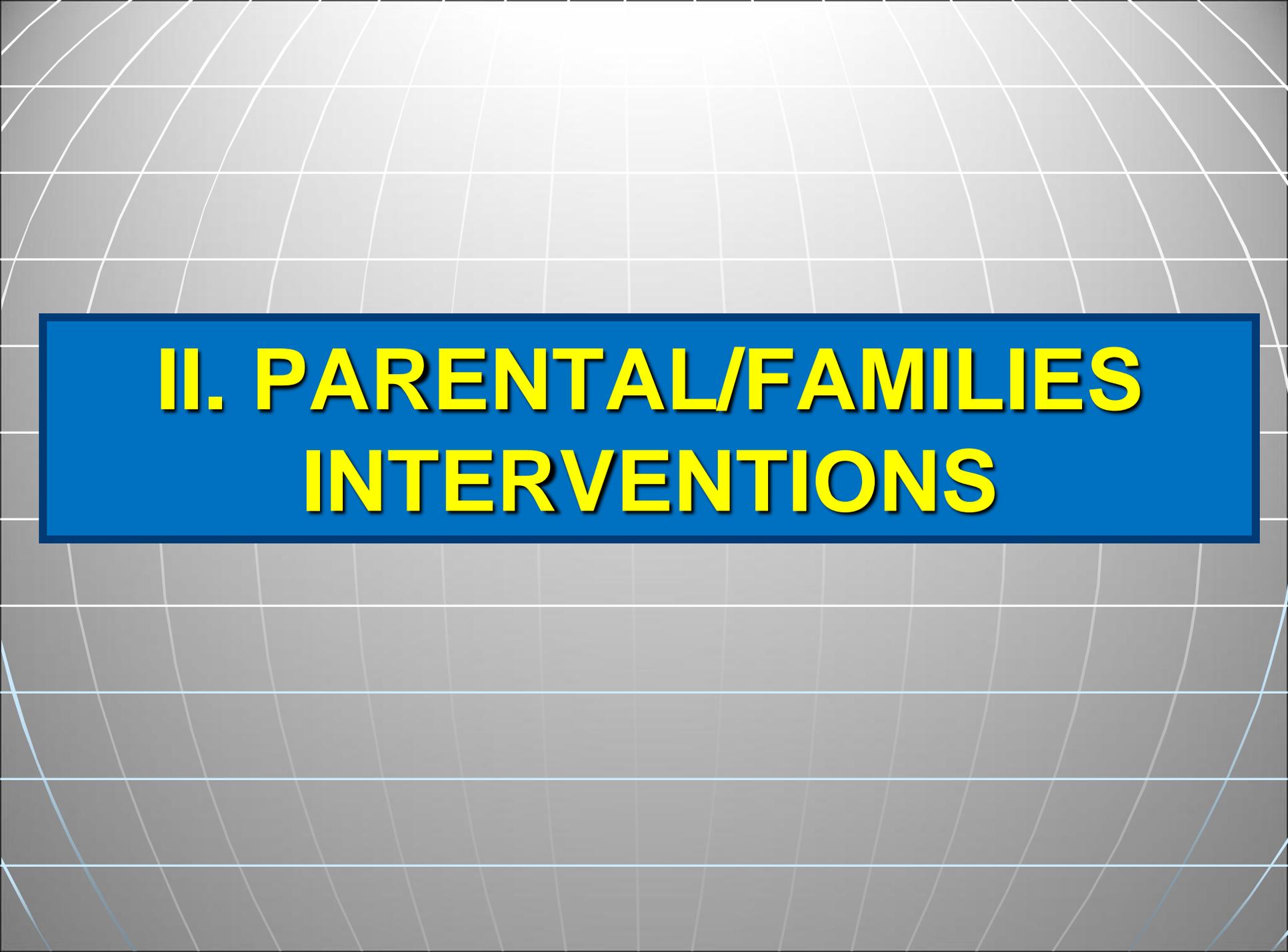


# SPECIAL INTERVENTIONS

## SUMMER PROGRAM

- Bilingual/ELL Summer Program
- English Language Acquisition through Intensive ESL in neighboring college
- Job Skills/Volunteer Projects





## **II. PARENTAL/FAMILIES INTERVENTIONS**

# PARENTAL/FAMILIES INTERVENTIONS

## PARENT/FAMILY EDUCATION PROGRAM

- Cultural Orientation for Refugees Workshop
  - District Parent Conferences
  - Regional Parent Workshops
- Immigration Agency Workshops
  - Adult Education ESL Classes
- Community Based Organizations (CBO) Workshops

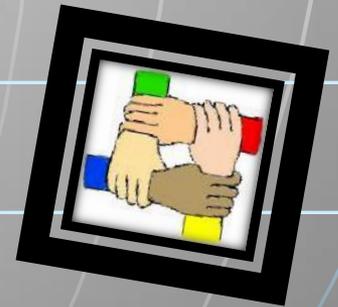




# **III. STAFF DEVELOPMENT**

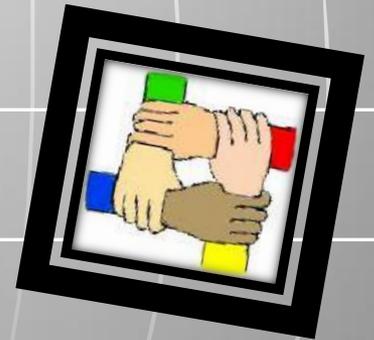
# ONGOING STAFF DEVELOPMENT SUPPORT FOR TEACHERS

- Differentiated Instructional Practices
- Second Language Acquisition Theory for Newcomers
- SIOP Instructional Model & Lesson Plan Format
- Scaffolding Instruction for ELLs using the NJDOE Model Curriculum Framework
- Content Based ESL
- Literacy Programs - (*English/Spanish*)



# ONGOING STAFF DEVELOPMENT SUPPORT FOR TEACHERS

- Mathematics Program (*English/Spanish*)
- Writing Program (*English/Spanish*)
- Assessments – Formal, Informal & On-Going
- ESL Computer Program
- Weekly **P**rofessional **L**earning **C**ollaboration Meetings(PLC's)
- Weekly Collaboration with Bilingual/ESL Staff

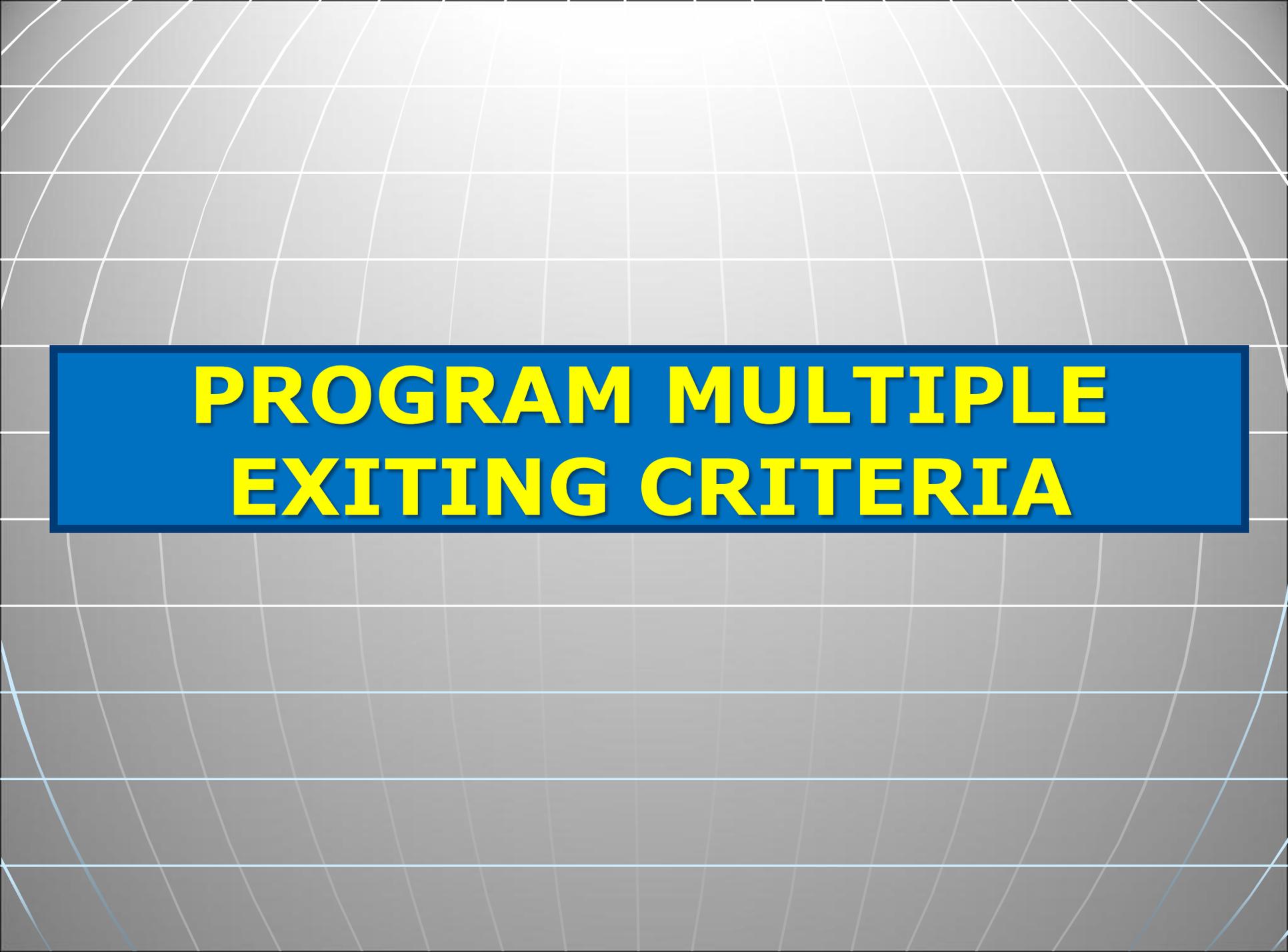


# **IV. SUPPORT SERVICES**

# SUPPORT SERVICES

- Outreach Program to Refugees & Immigrant Service Centers
- Academic and Career Counseling
- Social Services/I&RS Interventions/CST
- Attendance Program Assistance
- Health/mental and physical services and counseling
- Community college & CBO collaborations
- Follow-Up with receiving schools/programs on students' performance who have exited the program



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# **PROGRAM MULTIPLE EXITING CRITERIA**

# PROGRAM

## MULTIPLE EXITING CRITERIA

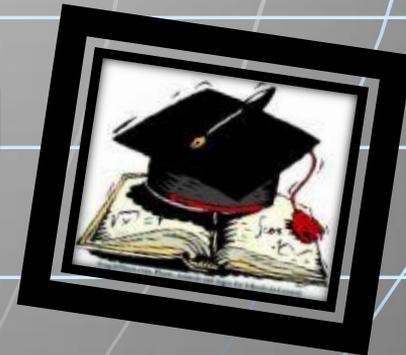
- Students enrolled at least one academic year in the program
- Successful completion of instructional programs-ESL courses, Literacy Programs - English and/or Spanish, Mathematics Programs & Writing Program
- Analysis of multiple assessments indicating continual progress each academic school year



# PROGRAM

## MULTIPLE EXITING CRITERIA

- Analysis of scores on State Assessments  
– ACCESS & PARCC
- Successful completion of Alternative Education IPP Goals and Objectives
- Attendance Rate
- Exhibit appropriate behavior and dedication to learn





# **PROGRAM EXITING PLACEMENT OPTIONS**

# Student Placement Options

**Middle School Students** are placed back in neighboring school offering Bilingual and ESL instructional Programs

- **High School Students** are placed in high school offering Bilingual and ESL Programs
- **Alternative Settings (18 & OVER):** Adult Education, Alternative Education only if Bilingual/ESL instructional component available or out of district GED Programs



# Contact Information

## ***NJDOE***



**Regional Achievement Center-#2 (RAC)**

**Yasmin E. Hernández-Manno  
ELL PROGRAM SPECIALIST**

**Phone (609) 815-0974**

**E-Mail: [yasmin.hernandez@doe.state.nj.us](mailto:yasmin.hernandez@doe.state.nj.us)**

**Helping Kids Worldwide**

The logo for 'Helping Kids Worldwide' is located at the bottom of the slide. It features a stylized globe with green continents and blue oceans, set against a white background. The text 'Helping Kids Worldwide' is written in a colorful, multi-colored font across the bottom of the globe. The entire logo is enclosed in a black rectangular border.