

Malverne School District



Scaffolds and Differentiated Instruction for ELLs in the Content Area Classrooms

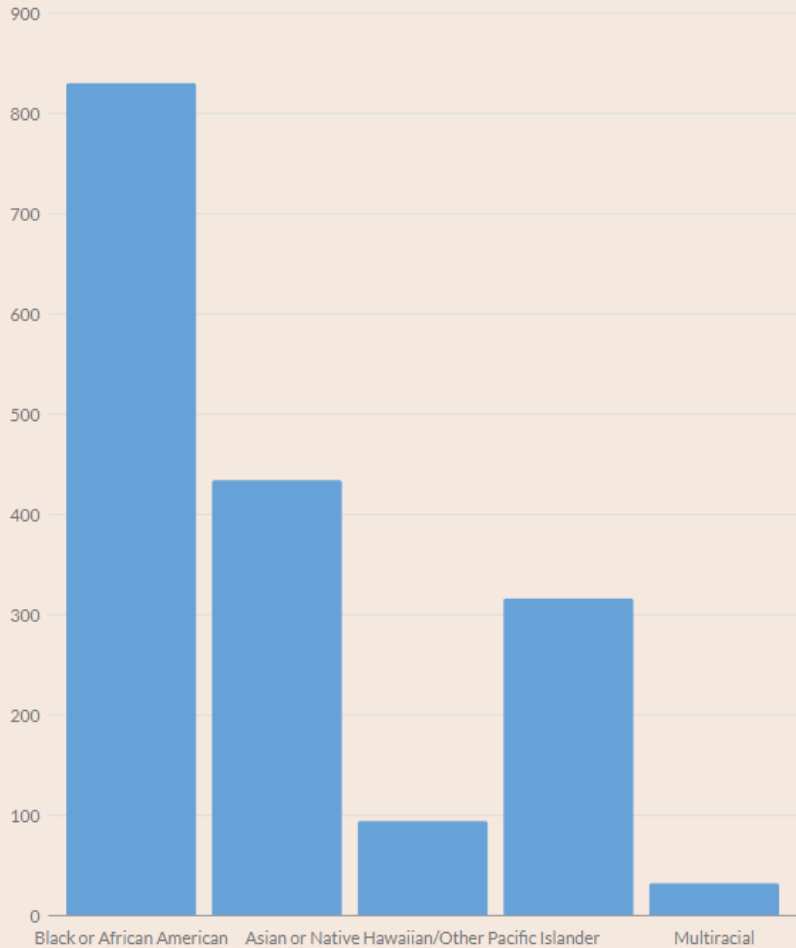
September 1, 2020

Agenda

- **Overview of our Student Population**
- **Part 154 and ELL Blueprint**
- **Definitions of Scaffolding and Differentiation**
- **How can we best use scaffolds and differentiation in our classrooms without overwhelming ourselves**
- **How scaffolding and differentiation will support ALL students**

Student Demographics Malverne School District

ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

831

49%

HISPANIC OR LATINO

435

25%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

95

6%

WHITE

317

19%

MULTIRACIAL

33

2%

Who are our EL Learner Subgroups?

SUBGROUPS	DEFINITION	MALVERNE
Newcomers	Recently arrived and identified ELLs (0-3 years)	84% (NYS 63%)
ELLs with 4 to 6 Years of Service	ELLs who have received English as a New language 4-6 years	11% (NYS 25%)
Long-Term ELLs	ELLs in ENL for 7+ years	Less than 5% (NYS 12%)
Special Education ELLs	ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.	20% (NYS 22%)
Students with Interrupted Formal Education (SIFE)	Students who come from a home in which a language other than English is spoken;; have had and function at least two years below expected grade level (may be pre-literate in their home language)	9% (NYS 8.7%)
Former ELLs	Includes students who have exited the ENL program. Former ELLs include those who have exited in the past 2 years. Ever ELLs include those who have exited the ENL program for 3+ years	45% (2019) (NYS 8.4%)

What is Part 154

- Principles mandated and supported by NYS, that are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of English as a New Language (ENL) and to prepare ELLs for college and career readiness, beginning in Kindergarten, throughout grade 12th.

What is the ELL Blueprint

ALL TEACHERS ARE TEACHERS OF ELLs

In response to the changing global economy, NYSED has adopted the Common Core Learning Standards (CCLS) to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs enrolled in NYS public schools, resulting in a current population of 213,178 students who speak over 200 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate **scaffolds**, **home language assessments**, and **materials** so that teachers can provide instruction that will enable students to meet rigorous standards. Under the Regulations of the Commissioner of Education Part 154, the OBEWL affirms that it is not permissible to assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

<https://www.esboces.org/site/handlers/filedownload.ashx?moduleinstanceid=2609&dataid=3933&FileName=NYSBlueprintforELLSuccessFINAL5.29.15.pdf>) These principles are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a New Language, and World Language Studies.

ELL Designations

Entering (formerly Beginning)

A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Emerging (formerly Low Intermediate)

A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Transitioning (formerly Intermediate)

A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Expanding (formerly Advanced)

A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

Commanding (formerly Proficient)

A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

What is Scaffolding?

Both a *structure* and a *process*, **scaffolding** refers to dynamic and responsive supports that enable learners to develop their full potential and eventually become autonomous learners.



In other words...

- **Teacher breaks information in chunks which allow students to develop their own learning devices in order to better absorb the material being learned.**

Types of scaffolds

Modeling: finished products of prior students' work, teacher-created samples, sentence starters, writing frameworks, shared writing.

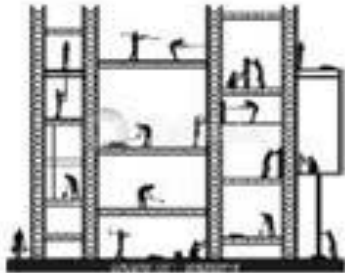
Activating and bridging prior knowledge and/or experiences: using graphic organizers, such as anticipatory guides, extended anticipatory guide, semantic maps, interviews, picture walk discussion protocols, think-pair-share, KWL.

Text representation: transforming a piece of writing into a pictorial representation, changing one genre into another.

Metacognitive development: self assessment, think aloud, asking clarifying questions, using a rubric for self evaluation.

Contextualization: metaphors, realia, pictures, audio and video clips, newspapers, magazines.

Building Schema: bridging prior knowledge and experience to new concepts and ideas.



Scaffolding Techniques

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
<ul style="list-style-type: none"> • Paraphrasing • Using “think-alouds” • Reinforcing contextual definitions • Developing Qs using Bloom’s Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: “May I go to the bathroom?”, “Excuse me” etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser 	<ul style="list-style-type: none"> • Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts’ lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations 	<ul style="list-style-type: none"> • Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

What Scaffolding looks like...

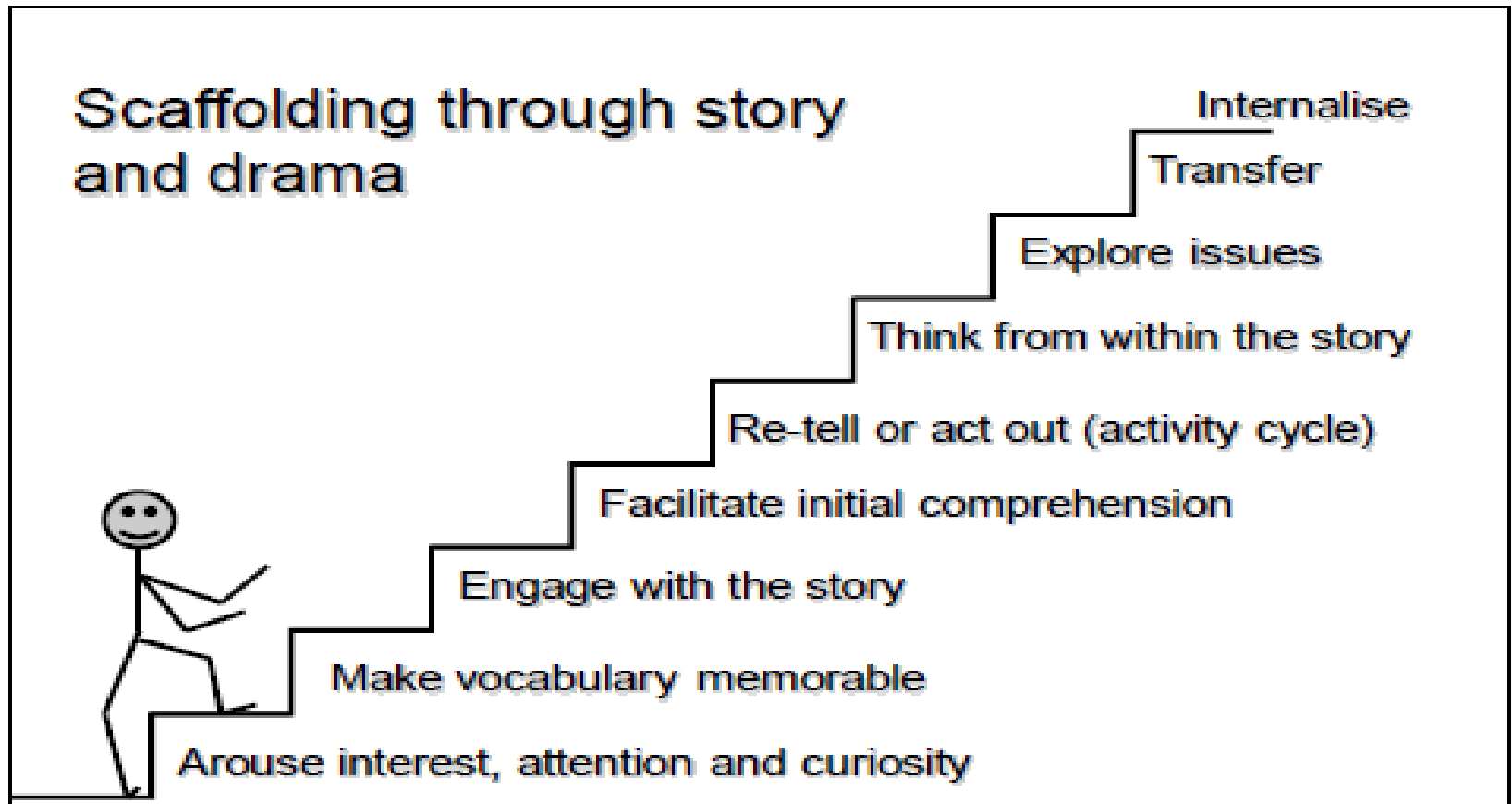


Figure 1: Scaffolding through story and drama

What Scaffolding looks like...

$$\begin{aligned}k(t) &= \frac{(t+2)^3}{\sqrt{t}} \\&= \frac{(t+2)(t^2+4t+4)}{\sqrt{t}} \\&= \frac{t^3+6t^2+12t+8}{t^{\frac{1}{2}}} \\&= t^{-\frac{1}{2}}(t^3+6t^2+12t+8) \\&= t^{\frac{5}{2}}+6t^{\frac{3}{2}}+12t^{\frac{1}{2}}+8t^{-\frac{1}{2}}\end{aligned}$$

$$\begin{aligned}\therefore g'(t) &= \frac{5}{2}t^{\frac{3}{2}}+6\left(\frac{3}{2}t^{\frac{1}{2}}\right)+12\left(\frac{1}{2}t^{-\frac{1}{2}}\right)+8\left(-\frac{1}{2}t^{-\frac{3}{2}}\right) \\&= \frac{5}{2}t^{\frac{3}{2}}+9t^{\frac{1}{2}}+6t^{-\frac{1}{2}}-4t^{-\frac{3}{2}}\end{aligned}$$

Sample Graphic Organizer: *Hamlet*

Act 3.1, Lines 190–203	Questions
<p>POLONIUS</p> <p>It shall do well. But yet I do believe The origin and commencement of his grief Sprung from neglected love.— How now, Ophelia? You need not tell us what Lord Hamlet said; We heard it all.— My lord, do as you please, But, if you hold it fit, after the play Let his queen-mother all alone entreat him; And I'll be place, so please you, in the ear Of all their conference. If she find him not, To England send him, or confine him where Your wisdom best shall think.</p> <p>KING</p> <p>It shall be so. Madness in great ones must not unwatched go.</p> <p><u>Vocabulary</u></p> <p>origin and commencement (n.) — beginning neglected (adj.) — ignored, untended entreat (v.) — to beg confine (v.) — to lock up</p>	<p>190 What does Polonius believe is the cause of Hamlet's "grief"?</p> <p>In lines 192–194, how does Polonius respond to Ophelia?</p> <p>195 What motives might he have for this opinion? Hint: Consider his position in the court relative to Hamlet's. Consult the Dramatis Personae if necessary.</p> <p>In lines 195–198, what alternative plan does Polonius propose?</p>

Excerpted Text Selection

Scaffolded Questions

Vocabulary

What is Differentiation?

- **Differentiation** refers to the idea of catering to each student's individual needs and learning methods. It's what and how the teacher allows the students to learn.



Differentiation

Differentiation is a way of teaching; it's not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students **multiple options for taking in information** (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Here is a list of some key principles that form the foundation of differentiating instruction.

How To Differentiate

Meeting a Student's Individual Needs

- **Native Language Support (Beginners, SIFE and Newcomers)**
- **Schema Development and Background Knowledge**
- **Contextual and Tiered Vocabulary**
- **Close Reading, Guiding and Comprehension Questions**
- **Structured Organization around writing (Graphic Organizers, models, prompts, sentence starters)**
- **Adjust linguistic demands of the materials, especially ELLS. The objective can be reached in different ways**
- **Set common lesson objectives for all students and figure out ways to make it manageable for all students**
- **Use flexible, not fixed, groups, and let students do some differentiating by offering a choice of activities**
- **Allow the same time period for a set of differentiated tasks**



Process

Examples of differentiating process:

1. Using tiered activities;
2. Providing interest centers;
3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners);
4. Offering manipulatives or other hands-on supports; and
5. Varying the length of time a student may take to complete a task.

Differentiation Continuum

Not Differentiated

Fully Differentiated



Assessment is at the end.

Assessment is ongoing.

A single form of assessment is used.

Diagnostic assessment is used.

Teacher directs student behavior.

Teacher scaffolds self-reliant learning.

Instruction is whole class.

Flexible grouping is practiced.

Coverage of texts and curriculum drive instruction.

Materials are varied.

Intelligence is viewed narrowly.

Multiple forms of intelligence are valued.

Single option assignments.

Assignments offer multiple options.

Time is inflexible.

Time is flexible in terms of student needs.

Teacher solves problems.

Teacher facilitates student problem-solving.

Grading is based on teacher-set, inflexible objectives.

Grading is determined by learning goals.

adapted from Carol Ann Tomlinson, 1999

The Differentiated Classroom: Responding to the Needs of All Learners, p. 16



Product

Examples of differentiating product:

1. Giving students options of how to express required learning;
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

12 Example differentiated strategies/activities



- Write group/individual targets on table/board/books
- Group chart with flexible groups
- Adjusting questions
- Sound, word, sentence, text levels
- Adjusting stimuli e.g. concrete materials, listening materials, graphic organizers
- Choice box/board



How to Complement Scaffolds and Differentiation

Differentiation and Scaffolding complement each other well, which is why these terms are often confused

- Set clear expectations
- Allow students to take control of their own learning

Traditional Instruction

A single teaching approach
for the entire class

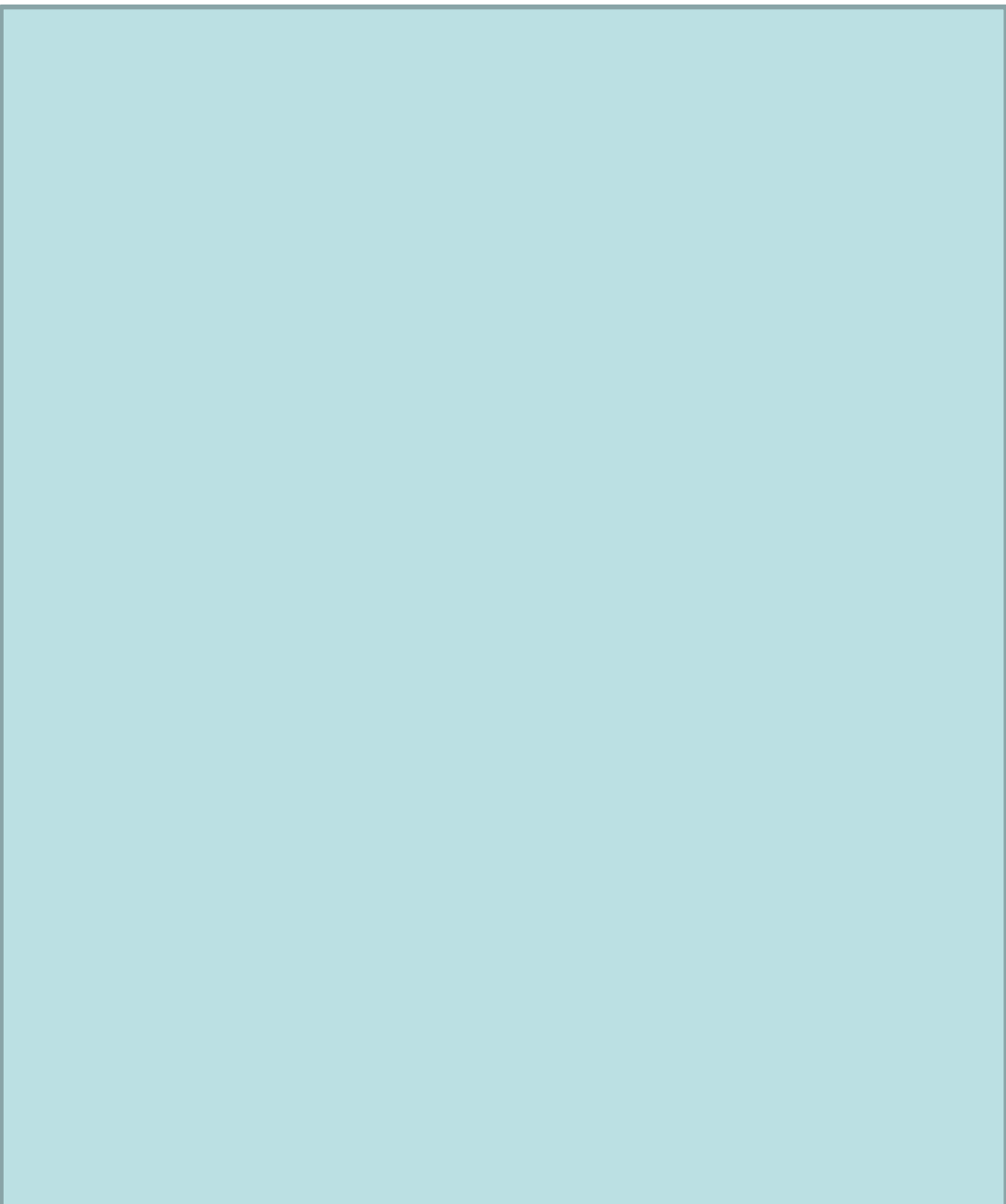
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Traditional Instruction	Example
A single teaching approach for the entire class	The math teacher works sample word problems on the board
Student practice looks the same for the entire class	Students work the odd problems from their textbook on their own with the teacher answering questions
Students who have already mastered the material wait until the rest of the class catches up	A student who worked ahead in the textbook spends the next half of class reading an off-topic book to kill time
Students have little choice in what they study	Students who are learning to write research papers are assigned topics randomly by the teacher
Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone	Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail



Traditional Instruction	Example	Differentiated Instruction
A single teaching approach for the entire class	The math teacher works sample word problems on the board	A variety of approaches of lesson delivery
Student practice looks the same for the entire class	Students work the odd problems from their textbook on their own with the teacher answering questions	Students have access to the content through a variety of learning styles
Students who have already mastered the material wait until the rest of the class catches up	A student who worked ahead in the textbook spends the next half of class reading an off-topic book to kill time	Students who have mastered the material are given "challenge assignments" which deepen their understanding of the content
Students have little choice in what they study	Students who are learning to write research papers are assigned topics randomly by the teacher	Students are given choice in their areas of study whenever possible
Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone	Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail	The teacher modifies the grading rubric to take into account varying levels of readiness for this assignment among students

Traditional Instruction	Example	Differentiated Instruction	Example
A single teaching approach for the entire class	The math teacher works sample word problems on the board	A variety of approaches of lesson delivery	Math teacher works the first step then instructs students to discuss the next steps with a partner
Student practice looks the same for the entire class	Students work the odd problems from their textbook on their own with the teacher answering questions	Students have access to the content through a variety of learning styles	Students in small groups cycle through centers to tackle word problems visually, with math manipulatives and through journal writing
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Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone	Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail	The teacher modifies the grading rubric to take into account varying levels of readiness for this assignment among students	A student struggling with writing would be given a modified version of the assignment which would still be challenging but more appropriate for his current skill set.

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Your turn...

Student A and B are both second language learners. Student A just arrived and speaks some English. Student B is an **Expanding ELL** who has been in the country for two years. Both are (11th graders/3rd graders) and will be taking the NYS ELA assessment. You are in charge of teaching them how to write a detailed response. Plan your strategies with a partner. Decide how you will scaffold and differentiate your lesson to help both students achieve the same goals.

Possible solutions...

Student B might be rather opinionated but struggle with finding quotes that support his or her point of view. This student could potentially benefit from individual instruction on finding and interpreting textual evidence. **Student A** might be writing a similar essay and find fantastic supporting quotes, but perhaps struggles with incorporating them into a cohesive essay structure due to a language barrier. Both students are working toward the same end goal, but each requires help in different areas.

- identify individual learning needs
- identify individual strengths
- provide strategic pairing
- offer learning options
- visuals/organizers
- translation
- one-on-one
- mini differentiated assessments
- ...If all else fails...we are here to help!



In Closing

- **WHAT HAVE YOU LEARNED ABOUT OUR STUDENT POPULATION?** Our Student Population is diverse and culturally varied—our learner subgroups overlap in needs.
- **WHAT TYPE OF INSTRUCTION CAN YOU APPLY IN YOUR CLASSROOM?** Scaffolding and Differentiation CAN benefit ALL students in your classroom.
- **HOW CAN SCAFFOLDING HELP YOUR INSTRUCTION?** Scaffolds can be used in a variety of settings, especially when teaching complex material by breaking the lesson into CHUNKS.
- **HOW CAN DIFFERENTIATION BE APPLIED?** Differentiation WILL meet the needs of EVERY Student when you provide choices for learning the SAME material.
- **HOW CAN CO-TEACHING WORK TO BENEFIT YOUR STUDENTS?** Effective Co-Teaching strategies through the use of scaffolds and differentiation will support learning for ALL students.
- **WHAT DO ALL TEACHERS HAVE IN COMMON?** Sharing best strategies, using technology, human resources (e.g., paraprofessionals, peers, and parents) will help us understand our students and simplify the task of meeting each individual need without overwhelming ourselves

Useful Links

- **TO TRANSLATE ONE SENTENCE OR PARAGRAPH:**
<https://translate.google.com/?hl=en&tab=wT>
(Cut and paste in box and select language)
- **TO TRANSLATE A DOCUMENT OR POWERPOINT:**
www.freetranslation.com
(Choose file from your computer)
- **TO TRANSLATE A WEBSITE:**
<http://itools.com/tool/google-translate-web-page-translator>
(Select language you want it translated to and copy and paste website address box then click G-Translate)
- **TO SIMPLIFY ENGLISH LANGUAGE:**
<https://rewordify.com/index.php>

Links Used in this Presentation

- [Data.nysed.gov](https://data.nysed.gov)
- [EngageNY.org](https://engage.ny.gov)
- [Mentoringminds.com](https://mentoringminds.com)
- [Colorincolorado.com](https://colorincolorado.com)

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THANK YOU, GRACIAS, MERCI, GRAZIE!

Your trusted ENL department!