Process for Addressing the Needs of ELLs Students Experiencing Difficulties in School

Step 1

Is the student experiencing difficulties? → No → Continue same programming

Resources to use throughout problem-solving process:

- Teaming
- Cross grade projects
- Mentors
- Reading Support
- After-school and/or summer programming
- Scheduled time for collaboration/planning
- Global projects
- Parents/families
- Materials in L1 and L2
- Professional Development for all staff
- Partnerships
- Paraprofessionals literate in student's L1
- Create multilingual schools
- Use online multilingual resources
- Social worker discussion groups
- Sports, performing and fine arts groups

Step 2

What difficulties have been observed?

Step 3

Collecting Data ← **AND** → **Improving the Learning Environment**

Assessments (alternative and standardized in L1 and L2):

- Classroom work with rubrics for ELL students
- Classroom observation checklists
- Audio and video recordings
- Artifacts from portfolio over time and across content areas
- Performance assessments
- Student self-assessments and self-selected products
- Multilingual projects
- Teacher narratives
- Oral, reading and writing samples across content areas
- Standardized language proficiency measures
- Standardized achievement measures

Look at the effectiveness of:

- Program model •Classroom • Instruction
- Create engaging and meaningful learning activities and a culturally responsive environment
- Increase amount of time child works with an ELL specialist
- Augment use of primary language and sheltering strategies
- Supplement classroom materials/texts and experiences
- Make instruction comprehensible throughout a lesson cycle

Step 4

Analyzing and Interpreting Student Response

TAT/FLEX Problem Solving Team to Interpret Student Response in Light of the Following Factors

1. Bilingual/ESL Program Design Factors
2. Personal/Family Factors
3. Physical and Psychological Factors
4. Previous Schooling Factors
5. First and Second Language Development (Including Literacy): Social and Academic
6. Academic Achievement in the First and Second Language
7. Cultural Factors
8. Developing a Bank of Interventions and a Process for Documenting Progress
9. Alternative Programming
10. Collaboration and Learning Environment Factors

Step 5

Student Continues to Experience Difficulties → Refer for Case Study Evaluation

-OR-

Student No Longer Experiences Difficulties → Continue Existing Program

Else Hamayan, Barbara Marler and Cristina Sanchez-Lopez. Illinois Resource Center, 2005