

SLIFE Guidance document

December 2015

Massachusetts Association of Teachers of Students of Other
Languages (MATSOL) Conference

May 5, 2016

David Valade

Urban ELL Coordinator-West

Office of English Language Acquisition and Academic Achievement

Sara Niño

ELL/SPED Coordinator

Office of English Language Acquisition and Academic Achievement



Agenda

- ★ SLIFE Guidance document timeline
- ★ Refugees and SLIFE in Massachusetts
- ★ What it is-what it is not
- ★ Placement procedures
- ★ Principles and programming considerations
- ★ SLIFE Interviews and Tools
- ★ Questions and Answers



SLIFE Guidance Project Timeline

- ★ Historical Background
- ★ SLIFE Working Groups
- ★ MATSOL Partnership and SLIFE Institutes
- ★ SLIFE Committee
- ★ SLIFE Guidance Document Development



Refugees in Massachusetts

Massachusetts Office for Refugees and Immigrants, 2016

2006-2011	# countries	# refugees	#1	#2	#3
Central Massachusetts	45	2,350	Iraq	Bhutan	Burma
Greater Boston	81	2,390	Iraq	Somalia	Bhutan/Uganda
Merrimack Valley	28	968	Burma	Iraq	Cambodia
North Shore	56	2,307	Haiti	Iraq	Burma
Western Massachusetts	40	2,934	Bhutan	Iraq	Burma
Grand Total	95	10,947	Iraq	Bhutan	Burma
Grand Total 2012-2015	79	8395	Iraq	Bhutan	Somalia



How many SLIFE currently attend Massachusetts schools?



SLIFE Guidance Document

What it is:

- ★ SLIFE definition
- ★ SLIFE identification
- ★ SLIFE placement
- ★ SLIFE guiding principles
- ★ SLIFE data

What it is not:

- ★ SLIFE program models
- ★ SLIFE curriculum
- ★ SLIFE legal mandates



Students with Limited or Interrupted Formal Education (SLIFE)

- ★ SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country.
- ★ They have limited literacy skills in their native language(s) and are below grade level in most academic skills (Freeman & Freeman, 2002).



Students with Limited or Interrupted Formal Education (SLIFE)

- ★ SLIFE could be refugees, migrants, or any student who experienced limited or interrupted access to school for a variety of reasons, such as:
 - ★ poverty
 - ★ isolated geographic locales
 - ★ limited transportation options
 - ★ societal expectations for school attendance
 - ★ need to enter workforce and contribute to the family income
 - ★ natural disasters
 - ★ war or civil strife



SLIFE Pre-Screener

Directions: *Information in the box below should be completed by school personnel after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment has been completed, yet prior to meeting with the student.*

District: _____

School: _____

Date of interview: _____

Location of interview: _____

Interviewer's Name: _____ Title: _____

Location: _____

Who is being interviewed? Student Parent Other

In what language is this interview being conducted in? _____

Interpreter's Name: _____

Student's Name: _____

SASID: _____

Date of Birth: _____

Gender: _____

Notes:

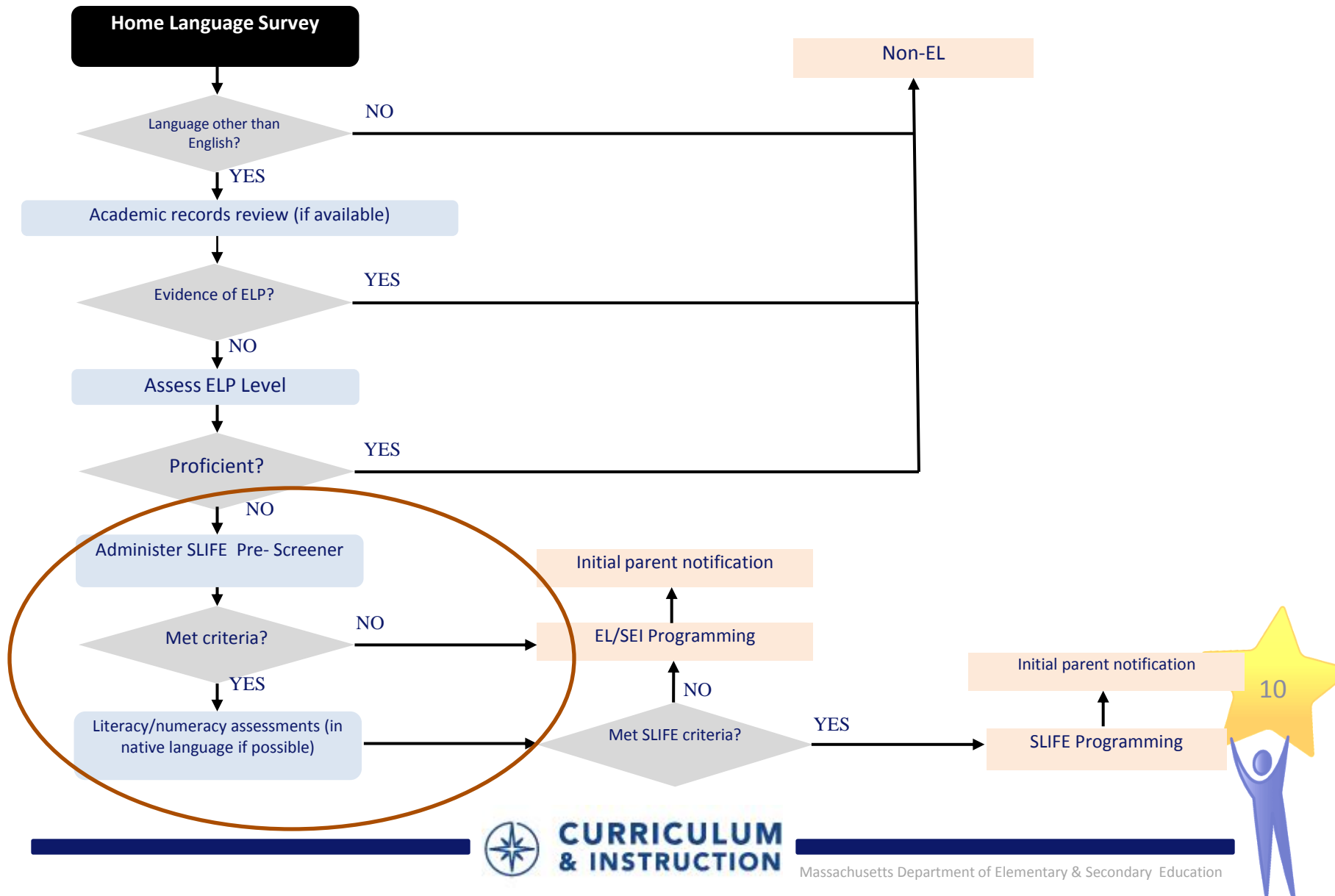
If all four items are checked, then administer literacy and numeracy diagnostics.

1. English language learner as defined at §2(d) of chapter 71A of the General Laws.
2. Aged 8 to 21 years
3. ELL entered a school the U.S. after grade 2
OR
Exited the United States for six months or more.
4. Extent of prior exposure to formal schooling is characterized by
no formal schooling
OR
interruptions in formal schooling
OR
consistent, but limited formal schooling

Refer to *Formal Schooling* in *Appendix B: Glossary of Terms*



Initial identification of SLIFE



SLIFE Pre-Screener

Directions: *Information in the box below should be completed by school personnel after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment has been completed, yet prior to meeting with the student.*

District: _____

School: _____

Date of interview: _____

Location of interview: _____

Interviewer's Name: _____ Title: _____

Location: _____

Who is being interviewed? Student Parent Other

In what language is this interview being conducted in? _____

Interpreter's Name: _____

Student's Name: _____

SASID: _____

Date of Birth: _____

Gender: _____

Notes:

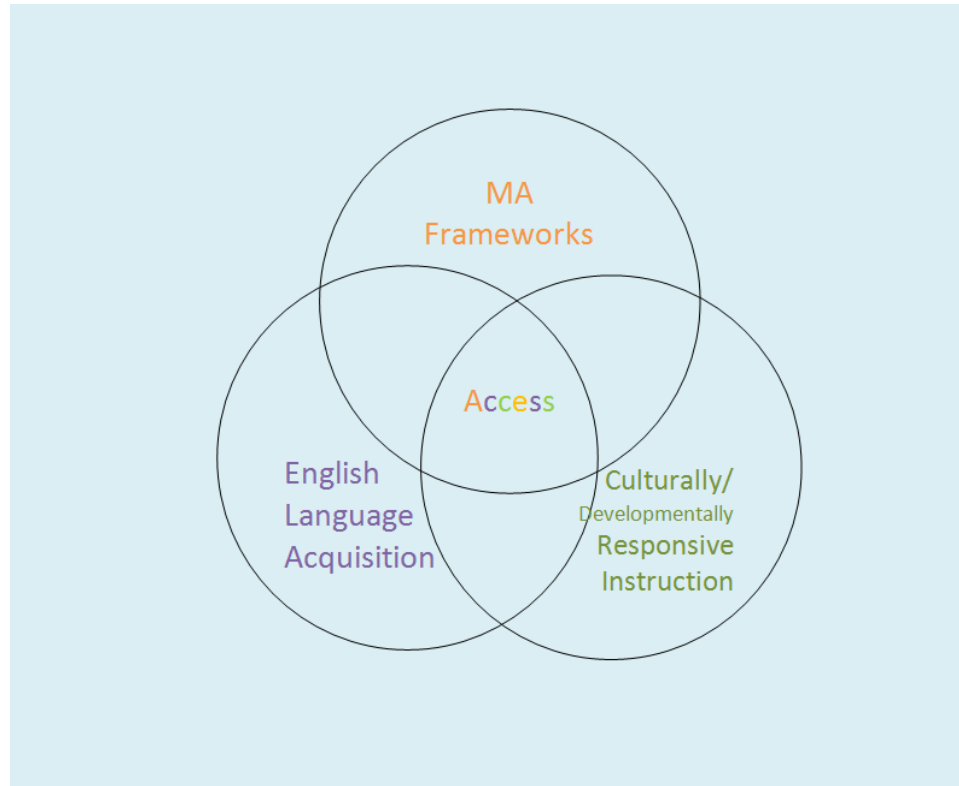
If all four items are checked, then administer literacy and numeracy diagnostics.

1. English language learner as defined at §2(d) of chapter 71A of the General Laws.
2. Aged 8 to 21 years
3. ELL entered a school the U.S. after grade 2
OR
Exited the United States for six months or more.
4. Extent of prior exposure to formal schooling is characterized by
no formal schooling
OR
interruptions in formal schooling
OR
consistent, but limited formal schooling

Refer to *Formal Schooling* in *Appendix B: Glossary of Terms*



SLIFE Instructional Design



SLIFE Guiding Principles

- ★ **Build foundational skills** necessary to develop English language acquisition
- ★ **Bridge students' background experiences to academic experiences** and content in the Massachusetts Curriculum Frameworks
- ★ Acknowledge and **incorporate students' existing skills and knowledge to facilitate connections** to learning the necessary skills and academics
- ★ **Design equitable, intentional, responsive, and strategic academic programming**
- ★ Consider research-based instructional elements necessary for SLIFE academic success, such as **thematic units, culturally responsive teaching, and project based learning**
- ★ Provide **socio-academic and socio-cultural supports** through the school based team



Programming Considerations

- ★ **Thematically coordinated** literacy and content courses
- ★ **Appropriate ESL classes** as outlined in *Guidance* document
- ★ **Sheltered curriculum** that is intensive, consistent, and age-appropriate
- ★ Instruction by teachers trained to teach **age-level literacy and numeracy skills** for their students
- ★ **Enrichment opportunities** that accelerate both their language acquisition and overall socio-emotional adjustment
- ★ **Supplemental support programs** before or after school, and during the summer to accelerate academic progress and language acquisition
- ★ For secondary students, **pathways to pursue** career, vocational, and technical education (**CVTE**), a High School Equivalency (**HSE**), Testing Program or other **alternative educational programs**



Sample SLIFE Interview

Directions: Information in the box below is to be completed by school personnel prior to the interview.

District: _____

School: _____

Date of interview: _____

Location of interview: _____

Interviewer's Name: _____ Title: _____

Location: _____

Who is being interviewed? Student Parent Other

In what language is this interview being conducted in? _____

Interpreter's Name: _____

Student's Name: _____

SASID: _____

Date of Birth: _____

Gender: _____

Notes: _____

- ★ **Directions:** *The following interview is to be conducted when developing the student's individual learning plan.*
- ★ *It should be completed with the student and, if applicable, parent(s).*
- ★ *It should not be conducted during the instructional school day.*
- ★ *The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.*



Sample SLIFE Interview

Personal Information

Who raised you? Until what age?

Who do you live with now?

Who came with you to the U.S.?

Describe your country/home.

Prior School Practices

How old were you when you started school?

How many years did you attend school?
(suggestion- list each year of schooling)
How many hours each day?

Where did you go to school?

What was your favorite subject?

Did you always attend school? Are there times you did not attend school? Why?

When did you stop going to school?
Date? Year?



Sample SLIFE Interview

Language Literacy Numeracy Technology Practices

Did you have books at school? What kind of books?

Do you like to read/draw/write?

What is your favorite book, magazine, website?

What do you use math for in your daily life?

Do you like Math?

Do you have a computer/cell phone?

Directions: *The following will help educators place students in electives and programs:*

Outside interests/Future plans

What do you like to do outside of school?
E.g., sports, music, crafts, art, work, cook, babysit?

What are your goals as a student?

What would you like to do job after high school? Go to college? Work?

Are you interested in attending clubs and/or playing a school sport after school?



Sample Individualized Learning Plan

- ★ How can the ILP support SLIFE and their teachers?
- ★ How would you use the ILP in your context?
- ★ Would you make any changes? If so, what would you do?



Next Steps...

- ★ Professional development
- ★ Online tutorials
- ★ Additional resources (WIDA, iColoríncolorado!, existing MA SLIFE programs)



Resources

- ★ *Focus on Students with Limited or Interrupted Formal Education-* www.wida.us
- ★ *Guidelines for Educating Limited English Proficient Students with Interrupted Formal Education-* www.p12.nysed.gov/biling/docs/NYSEDSIFEGuidelines.pdf
- ★ *English Learner Tool Kit-* www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
- ★ *How to Support ELL Students with Interrupted Formal Education (SIFEs)-* www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes



Thank you!

David Valade

Urban ELL Coordinator-West

dvalade@doe.mass.edu

413-314-6711

Sara Niño

ELL/SPED Coordinator

sara.nino@doe.mass.edu

781-338-3522

