

Getting to Know You

Please take a moment before today's presentation to provide us with more specific information about you and your SLIFE needs.

- Take a sticky note from your table, write your name and district, and place it on the chart paper that represents your top priority for today.
- The categories are:
 - Initial identification of SLIFE students
 - How to advocate for and start a program at the district level
 - Guidance and compliance-ILPs, SLIFE Team, Transitioning students
 - Curriculum design and planning at the student and classroom level

Ready, Set, SLIFE

Where do Administrators and
Teachers Begin?

Presented by:

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Framingham Public Schools

Objectives

Participants will:

- Examine various models of program & curriculum design used in Framingham Public Schools
- Identify your district/classroom SLIFE needs and priorities
- Develop an individualized action plan to address these needs

Agenda

As you enter, place a post-it in the category you are most interested in learning about today

2:30-2:50 Introductions, SLIFE program planning/design at the district level

2:50-3:10 Curriculum planning and development, SLIFE Coordinator role

3:10-3:15 Questions (of general interest to all)

3:15-4:00 Action plan work groups

Norms

1. Ask general questions at anytime; reserve uniquely relevant questions for the action plan work group time at the end
2. Technology: Please set cell phones to vibrate; laptops will be used later
3. No need to take photos or notes; we will send this presentation/accompanying documents to anyone who would like it
4. Know that we do not have all the answers or a perfectly functioning program, but we will be open and share our steps (and missteps!)

Framingham Public Schools demographics

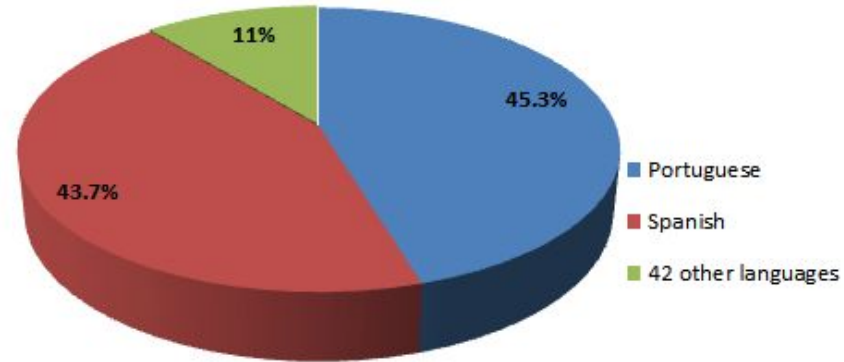
8,468 active K-12 students in 9 elementary schools, 3 middle schools, 1 high school

They speak **69** different languages and come from **67** different countries. **44.4%** FLNE

1,774 ELs (20.9% of district)

1,255 are in K-5 (27.4% of K-5 enrollment)

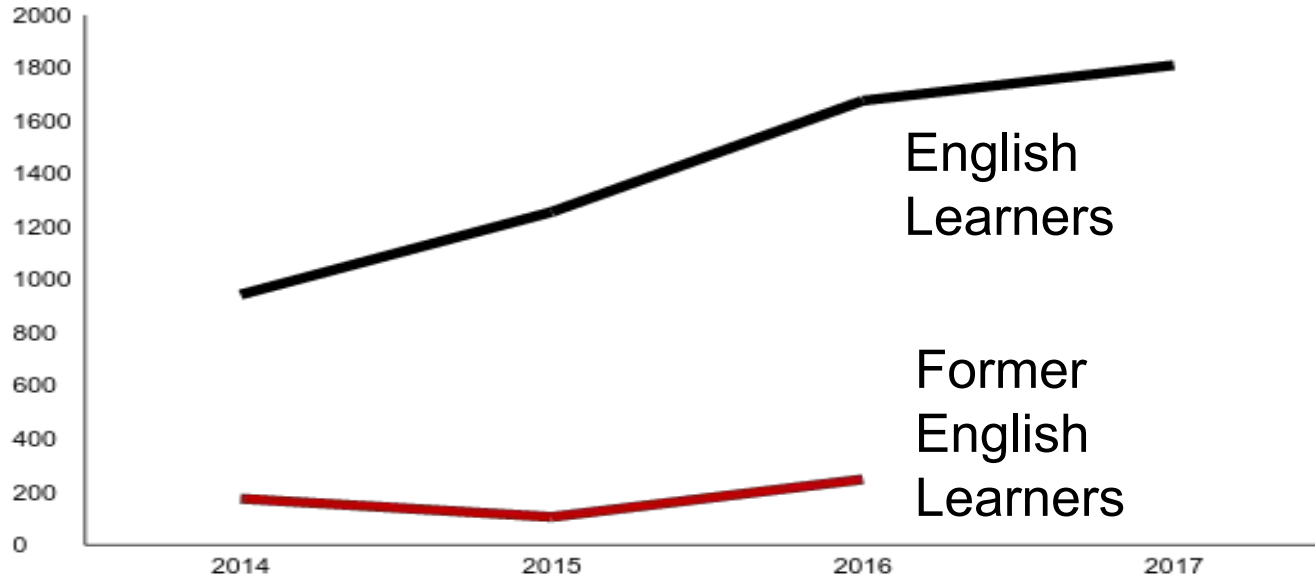
527 FELs in monitor status (6.2% of district)



*As of 5/10/17. From FPS X2. Excludes therapy only, outplaced, preschool

Home languages-ELs

Enrollment trends 2014-2017



Bilingual Department Programs

- Two Way Immersion- Spanish K-12
- Transitional Bilingual Education (TBE)- Spanish K-12
- Transitional Bilingual Education (TBE)- Portuguese K-12
- SEI (WIDA 3.5+ and low-incidence languages) K-12
- DREAM Program (SLIFE):
 - Elementary (Placed in appropriate TBE/SEI program with support from ELD coach)
 - Fuller Middle School program (6th-8th grade)
 - Framingham High School program (9th grade+)

Differentiated

Rigorous

English &

Academic Achievement

Modules



SLIFE demographics

51 current SLIFE students (2.8% of ELs)

-4 Elementary

-17 Middle School

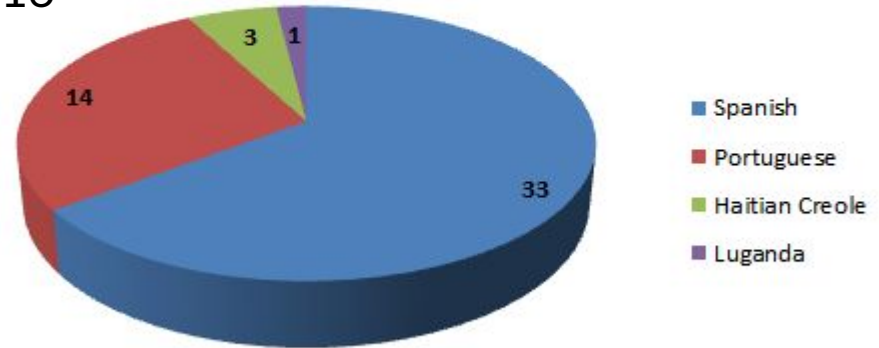
-30 High School

9 different countries of origin including 5 Spanish speaking countries

40 current students identified May-June 2016

37 new enrollees throughout 2016-2017

(20 transferred, 6 dropped out)



Home Languages-SLIFE students

*As of 5/10/17. From FPS X2.

SLIFE history in FPS

2014-2015 school year:

- SLIFE PD workshop- January
- Initial task force- May-June
- Summer work groups-July-August
- 16 teachers participated in MATSOL SLIFE I institute
- Summer School SLIFE program
- SLIFE ELD units written- Fuller MS
- BPS- presentation of HILT program

2015-2016 school year:

- New DESE guidance- December
- SLIFE district leadership meeting- December

- Unsung Hero initiative- January
- SLIFE PD workshop- January
- SLIFE Working group- February-May
- 7 teachers participated in MATSOL SLIFE II institute-May
- Identification of 40 current students- May-June
- Summer School SLIFE program

2016-2017 school year:

- First year of SLIFE programs at Fuller Middle School and Framingham HS



Summer 2015 SLIFE student institute- Fuller Middle School grades 5-8

SLIFE Working Group- February-May 2016

Upon reviewing the DESE Guidance, it was clear we had a lot to do! We established a working group composed of principals/VPs, department heads, and teachers K-12 with the following goals:

1. Review new DESE SLIFE guidance document and create a corresponding FPS document
2. Create FPS policies, procedures, and forms for: testing, identification, progress monitoring, exiting, and post-SLIFE program monitoring
3. Create programs for SY2016 at Fuller and FHS: “nuts and bolts”-teachers, classrooms, scheduling, curriculum (instructional methodologies and resources)
4. Create SLIFE teams at Fuller and FHS who oversee: initial identification of current SLIFE, monitoring, development of ILPs, exiting, and post-exit monitoring
5. Create a parent communication and community outreach plan
6. Create a training/PD plan for administration, PIC staff, teachers, students
7. Possibly create some tentative plans for a future elementary program grades 3-5 (still need to work with elem. teachers on curriculum and careful placement in the meantime)

SLIFE Working Group Meeting Topics

Met 5 times; often with some “homework” or readings in between

- Set norms/introductions/purpose of group
- SLIFE student funds of knowledge activity
- Reviewed the DESE Guidance Document
- Reviewed/Finalized Draft versions of FPS documents- Guidance, pre-screener, interview, ILP
- Started school based SLIFE teams to review/identify current students as SLIFE
- Researched numeracy and literacy assessments
- Reviewed/finalized SLIFE Coordinator job description
- School brainstorming/planning times

Starting a program-administrative tasks






- Gather and organize data on possible/identified SLIFE in your district
- Meet with Superintendent/Senior Leadership to present DESE Guidance and your implementation plan (spreadsheets are your friend!)
- Advocate for SLIFE Coordinator/additional ESL teacher positions or convert FTE
- Revise/adapt/reformat DESE sample docs with your district letterhead/specifics
- Create new job descriptions and approve with HR/Union
- Post job and interview/hire new staff
- Work with Office of Technology to add SLIFE info to your SIS
- Assemble a working group to help with tasks, research, review documents, write curriculum, etc.
- Coordinate school teams and oversee SLIFE identification process

Administrative tasks continued....

- Update all your forms/brochures used at registration-program options, school selection forms, etc.
- Train PIC and Language Assessment Office staff on new forms and procedures-who are SLIFE, what are differences in assessment process, who places students in schools, who is responsible for clicking the checkbox for DESE, etc.
- Since initial SLIFE designation is a placeholder until school based assessments are completed, what is your procedure for confirming SLIFE status? FPS made a new form-SLIFE identification form.
- Meet with principals to explain new program and their role in supporting its development and success at the school level
- Meet on a consistent basis with SCs to problem solve and adapt program

Aspen X2-SIS Identification

We added SLIFE entrance and exit boxes in addition to the DESE checkbox so that once a student exits the SLIFE program the information is not lost once the box is unchecked

ELL Service	[Not applicable]
Waiver Date	<input type="text"/> 
SLIFE (DOE41) 	<input checked="" type="checkbox"/>
SLIFE Entry Date	11/30/2016 
SLIFE Exit Date	<input type="text"/> 
Home Visit	<input type="checkbox"/>
Last Home Visit Date	<input type="text"/> 

SLIFE Coordinator performance responsibilities

- A. Oversee all compliance/day-to-day aspects of the SLIFE program which includes, but is not limited to:
 - Identification of current and incoming students; Completing extended surveys and additional assessments; Teaching classes as assigned; Organizing and facilitating SLIFE team meetings as needed to create Individualized Learning Plans (ILPs), monitor progress, and exit students; Create and revise district protocols, forms, and procedures to meet DESE requirements; Outreach to appropriate community agencies for student and family support, funding, field trips, etc.
- B. To provide professional development for administration and teachers
- C. To conduct curriculum study, implementation and or revision in ESL and the specific curriculum areas as they relate to SLIFE/ELL education.
- D. Be available, adaptable, and communicative in dealing with teachers, administrators, parents, and children.
- E. Collaborate with school administration and staff to accomplish the assessment needs set by DESE.
- F. Acquire and share knowledge of current research methodology and practice, SEI effective strategies and techniques, current educational technology trends, texts and materials.
- G. Perform additional responsibilities as deemed appropriate by school and district supervisors

SLIFE identification form-FPS created

Top part of the form has student demographic information

Chart has all 6 SLIFE elements to qualify for SLIFE.

(Pre-screener only has first 4)

Coach/SC sends to Bilingual Office to confirm SLIFE placement

		Criterion	Notes
<input type="checkbox"/>	1.	English language learner as defined at §2(d) of chapter 71A of the General Laws.	
<input type="checkbox"/>	2.	Aged 8 to 21 years	
<input type="checkbox"/>	3.	ELL entered a school in the U.S. after grade 2 OR Exited the United States for six months or more.	
<input type="checkbox"/>	4.	Extent of prior exposure to formal schooling is characterized by a. no formal schooling OR b. interruptions in formal schooling OR c. consistent, but limited formal schooling	
<input type="checkbox"/>	5.	Native language literacy assessment scores indicate 2+ years below grade level.	
<input type="checkbox"/>	6.	Numeracy assessment scores indicate 2+ years below grade level.	

After completing the above assessments, the student WILL continue in the SLIFE program.

After completing the above assessments, the student is not SLIFE and WILL NOT continue in the SLIFE program. **Please complete and attach Transition Form.*

Identifying current students May-June 2016

Once the district procedures and forms were ready, it was time to identify current students so that we knew how many sections of classes would be needed.

- Elementary-Bilingual Dept. communicated with ELD coaches who went through their recent arrivals and identified a small number of qualifying students
- Fuller MS and Framingham HS- held SLIFE team meetings with members of District/School Admin, Guidance staff, department heads, English/Math/ELD coaches, and members of the SLIFE working group to identify students *who were not doing well* socially and/or academically in their current program (mostly TBE)
- Teams looked at grades, recent work samples, discussed student progress and histories, etc.
- Longer lists were reduced down to those who would benefit from SLIFE program

Identifying new students-a sample case at PIC

Imagine a 13 year old student named Marcos has just arrived from El Salvador and is enrolling in FPS for the first time. He had attended school more regularly when he was younger, but repeated 4th grade and for the last few years has not been in school much.

- Based on the HLS and conversations with Marcos and his family, a language assessor questions if he is SLIFE. Assessor administers pre-screener checklist and confirms that all initial qualifications are met.
- He scores level-1 on the W-APT for English and scores a level-2-limited Spanish reader/writer on the LAS-Spanish assessment. These also suggest SLIFE placement.
- Language assessor confirms age/grade/initial SLIFE placement with Bilingual Dept.
- Bilingual Dept. contacts SLIFE Coordinator/guidance/school admin to let them know to coordinate the intake process so the SC can be involved to learn more about Marcos' needs. He is registered and enrolled as an 8th grade SLIFE student at Fuller MS until/unless it is confirmed that he is NOT a SLIFE student.

Identifying new students-a sample case at FMS

- Guidance/Nurse/SC arrange appointment with family at school prior to start date
- SC (and Spanish Translator, if necessary) conducts SLIFE Interview to obtain more specific information regarding Marcos' educational history such as length of school day/year in El Salvador, methods/tools used during math instruction
- SLIFE Math teacher administers math literacy pre-assessment to Marcos
- If math literacy pre-assessment indicates a comparable 2+ year math gap (language and content) to Massachusetts' standards, along with information obtained from SLIFE Interview indicating limited Math instruction, Marcos is identified and assigned to SLIFE program of instruction on Dream Team
- SC completes SLIFE identification form and sends to Bilingual Dept.

SLIFE Interview

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 instructional time. 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. Please contact the Translations Coordinator for assistance.*

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?	

SLIFE Interview continued...

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?	

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?	

SLIFE Interview

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?	

DREAM Team Collaborators include...

- School administrator
- Bilingual Department (district) representative
- Guidance Department (school) representative
- SLIFE Coordinator
- HILT Educators
- Department Heads (ELA, Math, and Science)

DREAM Team Collaboration and Components

Marcos is assigned to DREAM Team at Fuller in multi-grade level homeroom and classes. His journey towards school acculturation, language and literacy development, and closure of gaps in education begins.

- Fuller SLIFE Team meets to review Marcos' literacy and math needs
- Individualized academic and social goals are established by SLIFE team
- SC completes a SLIFE Individualized Learning Plan (ILP) which contains information collected from intake (initial assessments/prior assessments) and student goals
- SC communicates and shares ILP with administration, content, ESL, and Specialists on Marcos' schedule
- Fuller SLIFE Team meets regularly to review Marcos' progress towards SLIFE ILP goals, and updates his family
- SLIFE Team determines and monitors transitions into TBE or ESL, per designated interval checkpoints during school year

SLIFE Individualized Learning Plan continued

Name: _____ Birth date: ___/___/___ LASID: _____ School: _____ Grade: ___
 Country of Origin: _____ Language(s): oral: _____ written: _____

Type of ELD program: ___ periods of ESL ¹ <input type="checkbox"/> ESL class <input type="checkbox"/> pull-out <input type="checkbox"/> push-in <input type="checkbox"/> TBE <input type="checkbox"/> Two-Way Bilingual <input type="checkbox"/> Newcomer <input type="checkbox"/> SLIFE <input type="checkbox"/> SEI <input type="checkbox"/> Other _____	<input type="checkbox"/> SEP ² Content areas: _____ _____	Type of support: <input type="checkbox"/> para in-class support <input type="checkbox"/> Title I <input type="checkbox"/> Title III <input type="checkbox"/> Tutoring <input type="checkbox"/> Literacy Support <input type="checkbox"/> Math <input type="checkbox"/> Other _____
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Language Accommodations (MCAS/PARCC): _____ IEP Goals: _____

IEP Accommodations: _____

Educator overseeing plan: _____ ILP Team Members: _____

<i>W-APT</i> Date:	Score
Reading	
Writing	
Listening	
Speaking	
Composite	

ACCESS 20	Score		Score
Reading		Social/Instructional Language	
Writing		Language of Science	
Listening		Language of Soc. Studies	
Speaking		Language of ELA	
Composite		Language of Math	

ACCESS 20	Score		Score
Reading		Social/Instructional Language	
Writing		Language of Science	
Listening		Language of Soc. Studies	
Speaking		Language of ELA	
Composite		Language of Math	

ACCESS 20	Score		Score
Reading		Social/Instructional Language	
Writing		Language of Science	
Listening		Language of Soc. Studies	
Speaking		Language of ELA	
Composite		Language of Math	

SLIFE Individualized Learning Plan continued

Test	Date	Score	Level
PARCC/MCAS Math			
PARCC/MCAS ELA			
MCAS Science			
ELA			
Math			
Science			
Social Studies			

Test	Date	Score	Level
PARCC/MCAS Math			
PARCC/MCAS ELA			
MCAS Science			
ELA			
Math			
Science			
Social Studies			

Notes: *What do we need to know about this student? What are her/his funds of knowledge, What are current learning goals, How is s/he adjusting to school, what interests or motivates her/him, what is her/his family situation, etc.?*

SLIFE Individualized Learning Plan continued

School Interventions: Interventions for ELLs include tiered systems of support - small group instruction, literacy instruction, etc. ESL is <i>not</i> an intervention.					
Subject	Specific Goals	Intervention/Strategies	Intervention Monitoring Date	Monitoring Status	
				Sufficient Progress	Comments
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

Intervention Status	<input type="checkbox"/> Student is not progressing in a timely manner. Intervention/strategies to be revised: _____ Date: _____
	<input type="checkbox"/> Student is making some progress. Continue with _____ intervention/strategies. Date: _____
	<input type="checkbox"/> Student has mastered and completed interventions. Student will no longer receive interventions/strategies. Date: _____

SLIFE Individualized Learning Plan continued

Family Strategies: *(Steps/strategies that the student's family may take to help the student improve his/her skills)*

Parent signature: _____ Date: _____

Outcomes: *What goals/standards, etc. will the student work on? What do we want the student to accomplish? Based on the student's scores on eligibility assessment, what standards/linguistic skills does the student need to focus on? Based on other assessments, what standards/content area knowledge or skills does the student need to achieve in order to master what is measured on those assessments?*

HILT program of studies

High

Intensity

Literacy

Training



Students with Limited or Interrupted Formal Education at Fuller Middle School ~ Purple Team Grades 6 - 8

English as a Second Language

Literacy

Social Studies

Science

Math & Numeracy

HILT descriptions

As SLIFE, they are part of the district-wide DREAM Team and the Fuller Middle School Purple Team.

- **HILT ESL** – Direct language instruction personalized for individual SLIFE needs.
- **HILT Literacy** - Specially designed literacy and language arts instruction that promotes rapid development of knowledge of American school culture, expectations, and vocabulary. Students are regularly assessed on their literacy growth in English and in the native language if possible.
- **HILT Social Studies** - Direct language instruction based on Social Studies themes and American history and culture personalized for individual SLIFE needs.
- **HILT Science** – Specially designed STEM instruction that promotes rapid development of key concepts of science, technology, engineering, and math as well as social and academic language in the content areas through a Project-Based Learning design.
- **HILT Math & Numeracy** – Specially designed numeracy instruction that promotes rapid development of foundational math skills through authentic application and immediate relevancy to the students.

HILT Instructional Strategies

HILT program of studies support ILPs through language-enriched, immediately relevant thematic explicit instruction to include:

- Lessons that take the learner from the *familiar* to *unfamiliar* of key concepts and major language features
- Backwards planning and instruction practices
- Center-based, differentiated learning opportunities
- Flexible grouping (partner, small group)
- Interactive technology (Lexia, www.learningchocolate.com, SmartBoard, tablets)
- Modelling of performance expectations for lessons and units
- Use of manipulatives
- Audio/Visual prompts of big ideas and key lesson/unit concepts
- Limited teacher talk, increased student talk
- Opportunities to engage in academic conversations supported by sentence frames
- Physical, emotional, and cognitive exercises which promote full potential of learner's brain and social competency (examples include Power Brain Education, Brain Gym)

HILT Grading

Fuller S.L.I.F.E.

H.I.L.T. Grading Policy

(ESL, Literacy, Math, and Science)

- 50% - Participation/Classwork
(Prepared, Practice, Produce)
- 30% - Projects or Tests (unit)
- 10% - Quizzes or Exit Slips (lesson)
- 10% - Homework
 - Trimester 1: 2 times/6-day rotation
 - Trimester 2: 2-3 times/6-day rotation
 - Trimester 3: 3-4 times/6-day rotation

HILT Scope and Sequence (Middle School)

Unit Length	HILT ESL & Literacy Unit Themes	HILT Social Studies Unit Themes	HILT Math & Numeracy Themes	HILT STEM Themes
3 weeks	My School	Community	Numeracy	School Community Garden
3 weeks	Where do I come from?	Maps/Globes	Value Comparisons	Water, Water Everywhere
3 weeks	Where am I?	Maps/Globes	Operations	Earth & Land
6 weeks	Journeys	U.S. Regions & States	Operations	Physical Science
3 weeks	Customs & Traditions	U.S. Regions & States	Charts & Graphs	Life Science
7 weeks	Friends & Family	Early United States	Units of Measurement	Life Science
7 weeks	Feelings & Hobbies	A New Nation	Financial Literacy	Save Our Planet

HILT Trimester 3 (Teacher)

Trimester 3/End of Year - HILT Participation (Teacher copy)

*It is Trimester 3 and the last few weeks of school. There have been two trimesters to practice what is expected of a Fuller Middle School student. Participation in HILT classes (ESL, Literacy, Math & Numeracy, Science) is **50 %** of the total grade. The following rubric will be used to calculate student participation grades for the remainder of Trimester 3 to reflect school readiness for upcoming school year and transitions (a significant component of S.L.I.F.E. program)*

HILT _____ **class** **Week of** _____ **to** _____, **2017**

Name	Prepared (25)	Engaged (10)	Efficient (10)	Citizenship (5)	Weekly Total
	<ul style="list-style-type: none"> • agenda • pencil/pen • notebook • homework 	<ul style="list-style-type: none"> • On-task • Focused on lesson • Seated 	<ul style="list-style-type: none"> • On-time to class • Complete assigned & <i>missed</i> classwork 	<ul style="list-style-type: none"> • Polite • Respectful <p><small>* To <u>students</u> & <u>teachers</u></small></p>	_____ points/week
	5 points/day	2 points/day	2 points/day	1point/day	
J1					
R2					
M3					
J4					
M5					
K6					
A7					
E8					

HILT Trimester 3 (Student)

Trimester 3/End of Year - HILT Participation (Student copy)

Name _____

Week of _____ to _____, 2017

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
Prepared (25)	___/5	___/5	___/5	___/5	___/5	_____/25
<ul style="list-style-type: none">• agenda• pencil/pen• notebook• homework						
Engaged (10)	___/2	___/2	___/2	___/2	___/2	_____/10
<ul style="list-style-type: none">• On-task• Focused on lesson• Seated						
Efficient (10)	___/2	___/2	___/2	___/2	___/2	_____/10
<ul style="list-style-type: none">• On-time to class• Complete assigned & <i>missed</i> classwork						
Citizenship (5)	___/1	___/1	___/1	___/1	___/1	_____/5
<ul style="list-style-type: none">• Polite• Respectful						

Low-incidence SLIFE recommendations

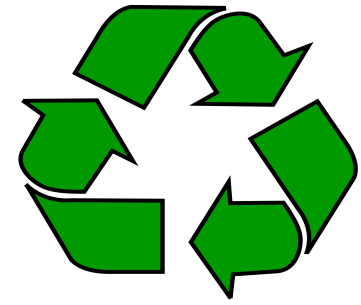
1. Form a small SLIFE identification committee/group
2. Arrange extended interview with student and family
3. Advocate and arrange for Native Language tutor (if TBE unavailable in district)
4. Assess native literacy and numeracy, and school familiarity
5. Establish individualized SLIFE goals (literacy -NL/TL, math, social) in consultation with guidance, EL/ESL/SEI/TBE coach/coordinator/director, and teacher
6. Create a schedule to include native literacy (L1) if possible, ESL, and numeracy

Example A:

- A. Writer's Workshop/SEI
- B. Reader's Workshop/SEI
- C. NL or Literacy (w/ NL Instructor/Tutor) pull-out/push-in models
- D. Science/SEI (thematic)
- E. Numeracy & Financial Literacy

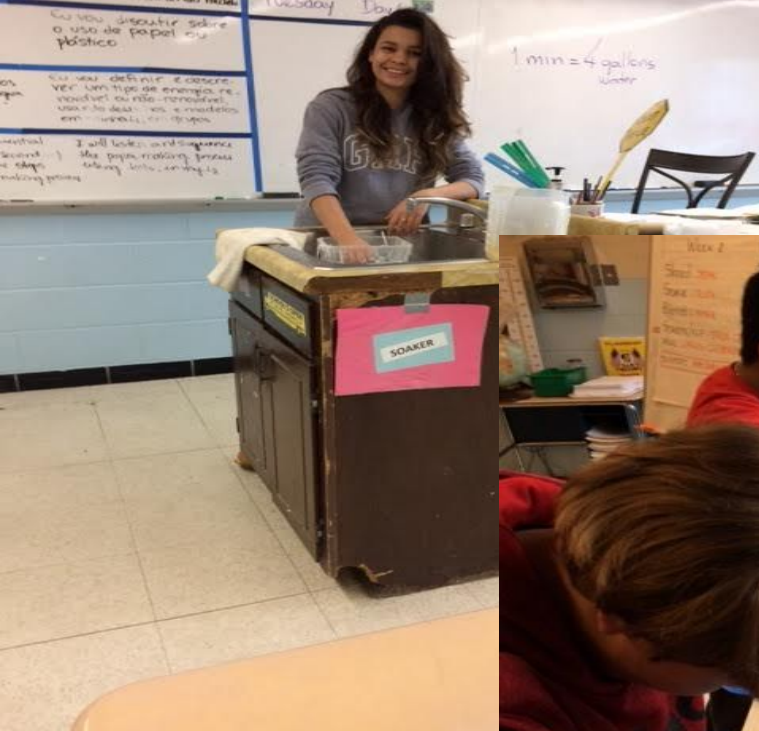
Example B:

- A. NL Language Arts & Literacy (w/ NL Instructor/Tutor) pull-out or push-in models
- B. ESL-1 (literacy/language arts; thematic)
- C. ESL-1 (Social Studies)
- D. ESL-1 (Science)
- E. TBE Math & Numeracy (NL Tutor support)



International Ecoteam Project 2017

International Ecoteam Project 2017



SLIFE need...

Culturally responsive staff members who recognize, acknowledge, and empathize with the challenges they may have faced so far in life

- **Trust and empathy** from all community members who are willing to recognize cultural misunderstandings and patiently work with them to adapt to a new context
- **Time** to learn what it means to be a student in the American school system
- **Language and literacy** in both English and their first language
- **Numeracy and foundational skills**
- **Multiple opportunities** to engage in cross-curricular, immediately relevant thematic topics

SLIFE Resources (student based)

Books

- *Enrique's Journey* by Sonia Nazario
- *A Long Way Gone - Memoirs of a Boy Soldier* by Ishmael Beah (Sierra Leone)
- *A Long Walk to Water* by Linda Sue Park

Documentaries/Videos

- *Sugar* - Dominican Republic
- *Sin Nombre* - gangs in El Salvador
- Vice TV Show - Season 3 Episode 24 - Coming to America (HBO website)
- *Which Way Home* a documentary series by HBO Films

SLIFE Educator & Family resources (continued)

DESE Guidance Document:

- [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#)

Organizations:

- [Bridging Refugee Youth & Children's Services \(BRYCS\)](#)
- MATSOL SLIFE Special Interest Group

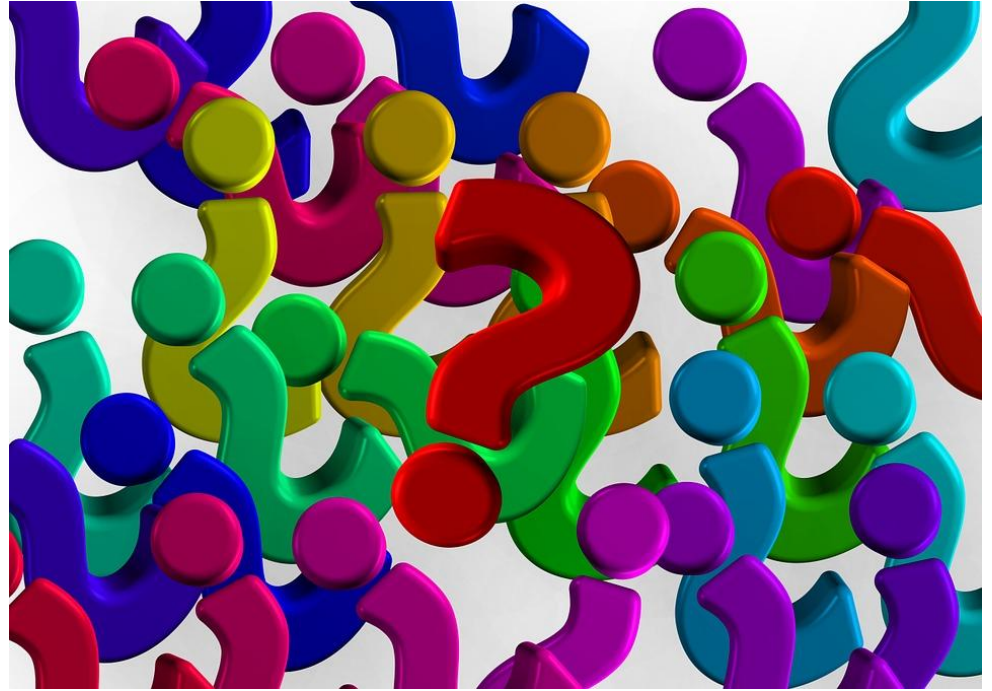
Articles regarding establishing SLIFE programs/Case studies:

- [Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready](#)
- [Establishing an Effective Newcomers Program](#)

Research articles about SLIFE students:

- WIDA Focus Bulletin: [SLIFE: Students with Limited or Interrupted Formal Education](#)

Thoughts? Comments? Questions?



Guidelines for writing an action plan

1. Focus on the '*can*': there are many factors out of our control. What can you do now in your locus of control.
2. Focus on immediate impact (short vs. long term goals).
3. Don't forget to be SMART!

S-Specific

M-measurable

A-achievable

R-relevant, realistic

T-time-sensitive

Guiding Questions - SLIFE Action Plan

- ★ When/how will SLIFE learners be identified at my school or district?
- ★ Who should be part of the SLIFE Team for my school or district?
- ★ Who are SLIFE stakeholders?
- ★ How do we/Who will support our SLIFE socio-emotionally?
- ★ How will SLIFE learners be initially assessed for math and native language literacy?
- ★ What will the schedule of a SLIFE learner in my district/school consist of?
- ★ What documents do I need to track a SLIFE learner?
- ★ How/when/by whom will SLIFE ILP goals be monitored?
- ★ Does the curriculum in place currently have a newcomer or thematic supplement(s)?
- ★ What will an ILP for SLIFE learners in my district be composed of?
- ★ Do we have the numbers to create a separate program or are SLIFE integrated into the current ELE program?

Feedback

We'd love to hear your thoughts and comments!
Please complete the brief google survey on your table or at:
<https://goo.gl/forms/LfYZMNZUds6myhdB2>



Contact us!

We're more than happy to share these slides and any of Framingham's sample documents if you would like.

Email us at:

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SLIFE Educator resources

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity and education in a new land*. Malden, MA: Wiley-Blackwell. Investigates the language learning, multiple literacy development, and schooling and community experiences of Somali SLIFE in Minnesota

Cole, M. (2005). Cross-cultural and historical perspectives on the developmental consequences of education. *Human Development*, 48, 195-216. Reviews research on the developmental consequences, especially the cognitive consequences, of formal schooling across different cultures.

DeCapua, A., & Marshall, H.W. (2011). *Breaking new ground: Teaching students with limited or interrupted formal education*. Ann Arbor, MI: University of Michigan Press. Introduces readers to and engages them in the implementation of the authors' instructional model, the Mutually Adaptive Learning Paradigm (MALP).

DeCapua, A. & Marshall, H.W. (2010a). Serving ELLs with limited or interrupted education: Intervention that works. *TESOL Journal*, 1, 49-70. Report of an intervention using MALP on a high school class of SLIFE.

DeCapua A., & Marshall, H.W. (2010b). Students with limited or interrupted formal education in US classrooms. *Urban Review*, 42, 159-173. An early introduction to the Mutually Adaptive Learning Paradigm (MALP) for SLIFE.

SLIFE Educator resources (continued)

DeCapua, A., Smathers, W., & Tang, F. (2009). Students with limited or interrupted schooling: A guide for educators. Ann Arbor, MI: University of Michigan Press. Handbook for teachers, administrators, and school personnel on SLIFE, to meet their specific literacy development and content-area knowledge needs.

Deutscher, G. (2010). Through the looking glass: Why the world looks different in other languages. New York: Metropolitan. Argues that one's language cognitively shapes one's thinking and how one experiences the world. Draws from a wealth of research, both old and recent.

Marshall, H.W., & DeCapua, A.(2013). Making the transition to classroom success: Culturally responsive teaching for struggling language learners. Ann Arbor: University of Michigan Press.

- Focuses on struggling L2 learners and examines how understanding the learning paradigm of these learners, rooted deeply in their past experiences and cultural orientations, provides a key to the solution to their lack of progress in school.

Marshall, H.W. & DeCapua, A. (2009). The newcomer booklet: A project for limited formally schooled students. *ELT Journal*, 64, 396-404.