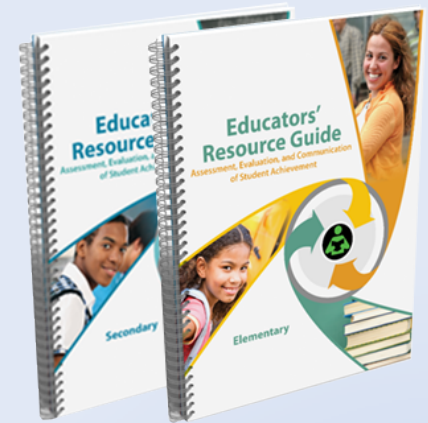


Educators' Resource Guide

Supporting English Language Learners and Students with Special/Exceptional Needs (Chapter 7)

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Part 1:

English Language Learners

“ELLs bring a wealth of knowledge and experience that when tapped, enriches the knowledge and understanding of all learners in the classroom.”

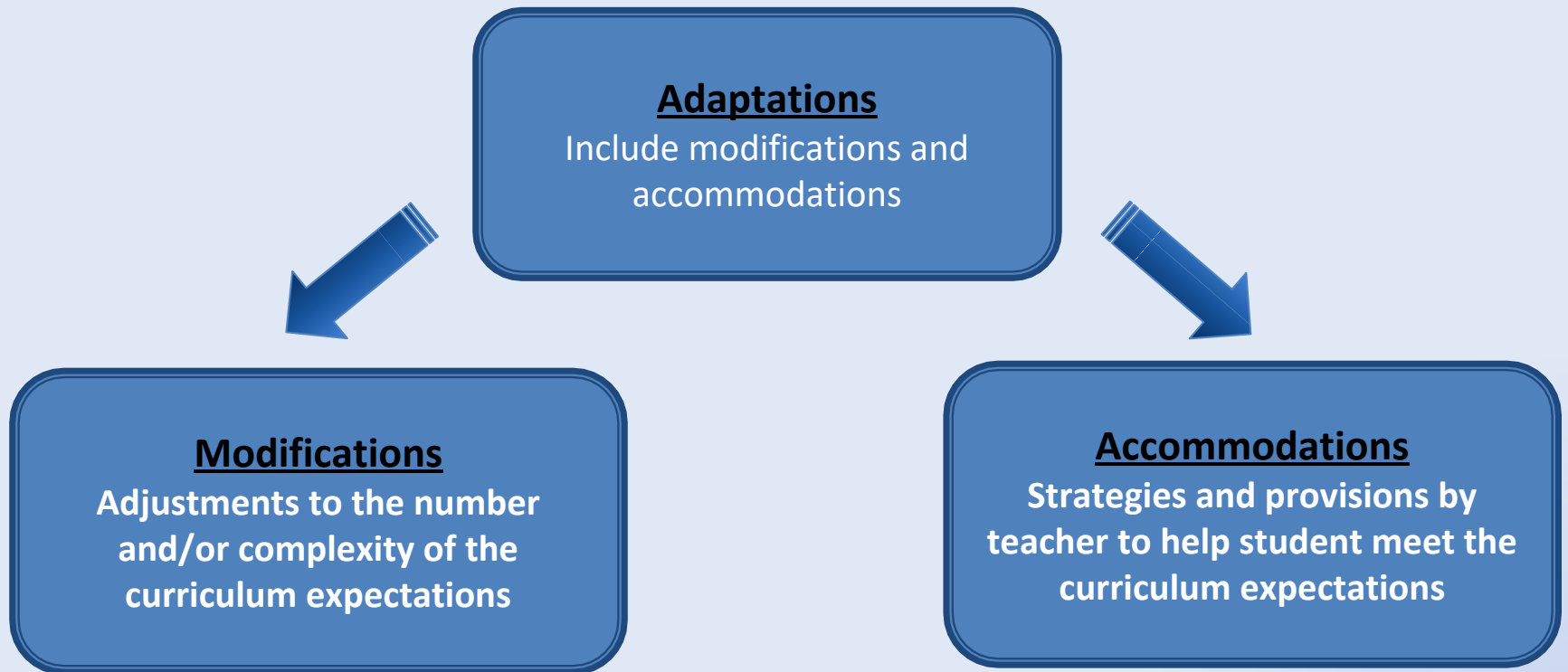
*-Supporting English Language Learners. A Practical Guide for Ontario Educators (Grades 1 to 8).
Ontario Ministry of Education, 2008*

English Language Learners

- “ ELLs are students in English-language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used in instruction.
- “ May be Canadian-born or from another country
- “ Diverse background
- “ Variety of strengths and needs
- “ Aboriginal students whose first language is not English
- “ Children born in distinct cultural or immigrant communities

Programming for ELLs

- “ Programs may be adapted to align instruction and assessment with student’s stage of development in English.



Considerations for Assessment, Evaluation and Communication of Achievement of ELLs

Assessment FOR and AS Learning

- Initial assessments of newcomers are often conducted at a central reception centre. Use these reports to plan for learning based on the student's current stage of language proficiency.
- Invite beginning learners of English to show what they know by using concrete or visual representations.
- Give an oral test. This can be done in two languages by involving bilingual peers or members of staff.
- Other strategies include: using graphic organizers for students to complete rather than expecting students to write complete sentences, paragraphs, or essays; providing additional thinking time for ELLs to process ideas in two languages; providing dictionaries, including bilingual dictionaries (electronic or paper).

Considerations for Assessment, Evaluation and Communication of Achievement of ELLs

Assessment OF Learning

- When the curriculum expectations for ELLs have been modified, the student's mark or grade should reflect the student's level of achievement in the modified program.
- Develop assessment rubrics to suit the student's particular stage along the continuum of language acquisition.
- Use a variety of assessment tools.
- Use progress over time as the major criterion for the evaluation of performance of English language learners, giving greater consideration to more recent evidence of achievement.
- Use performance tasks and evaluation criteria appropriate to each student's stage of development in English.

Considerations for Assessment, Evaluation and Communication of Achievement of ELLs

Communicating Student Achievement

- Communicate the information on student achievement gathered through assessment and evaluation to students and, wherever possible, to parents using a language with which they are comfortable.
- To report on ELLs' development in English, use checklists and observation forms based on the ESL/ELD descriptors. Use the form in student-teacher conferences and parent-teacher interviews.
- Where appropriate, indicate, on the report card, when modifications to curriculum expectations have been made for English language learners.

Part 2: Students with Special/Exceptional Needs

Special Education Programs

- “ Individualized Education Plans (IEP) are designed to provide students with an educational plan based on their needs.
- “ Programs can include:
 - Additional or alternate curriculum
 - Accommodations
 - Adaptations
 - Individualization
 - Modifications
 - Changes to teaching technology
 - Evaluation
 - Support from school staff

Universal Design for Learning and Differentiated Instruction

- “ Used in combination, UDL and DI enable teachers to respond effectively to the strengths and needs of all students.
- “ UDL provides teachers with broad principles for planning instruction for a diverse group of students.
- “ DI allows teachers to address specific skills and difficulties.



Programming for Students with Special/Exceptional Needs

Universal Design for Learning (UDL)

“Universal Design is not just a technique for special education; rather it is a technique to enhance the learning for all students.”

(Turnbull, Turnbull, Shank, Smith, & Leal, 2002, p.92)

“In a diverse classroom, no single method can reach all learners. Multiple pathways to achieving goals are needed.”

(Hitchcock, Myer, Rose, & Jackson, 2002, p. 18)

Differentiated Instruction (DI)

To differentiate instruction is to recognize students' varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively.

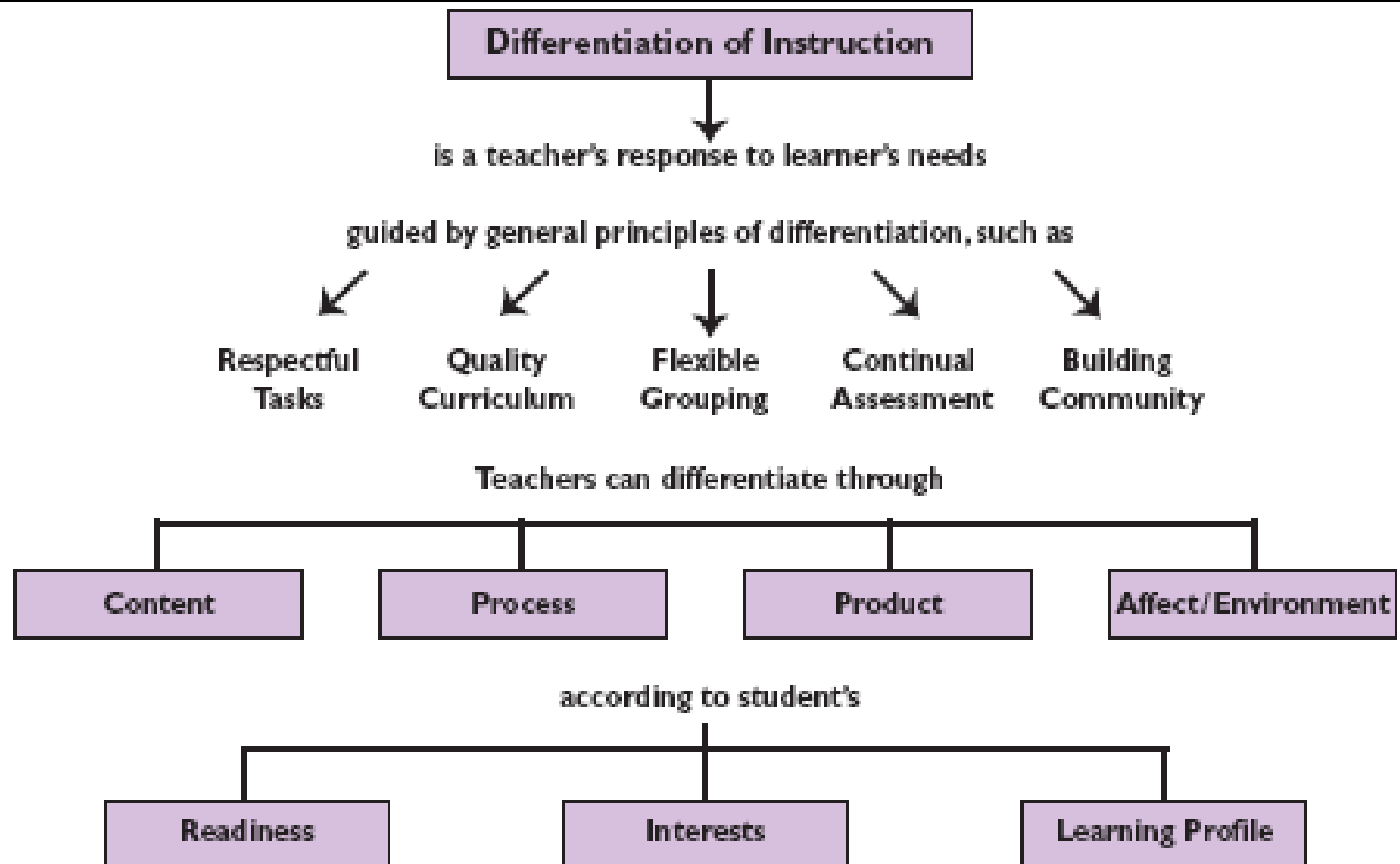
(Adapted from Hall, Strangman, & Meyer, 2003, pp.2-3)

Differentiated Instruction

- “ Students differ in their strengths, interests, learning style and readiness to learn.
- “ Instruction must be adapted to suit these differing characteristics.
- “ Elements to consider differentiating:
 - Content of learning (what and when to learn).
 - Process of learning (types of tasks/activities).
 - Products of learning (ways to demonstrate).
 - Affect/environment of learning (context and environment).



Concept Map of Differentiated Instruction



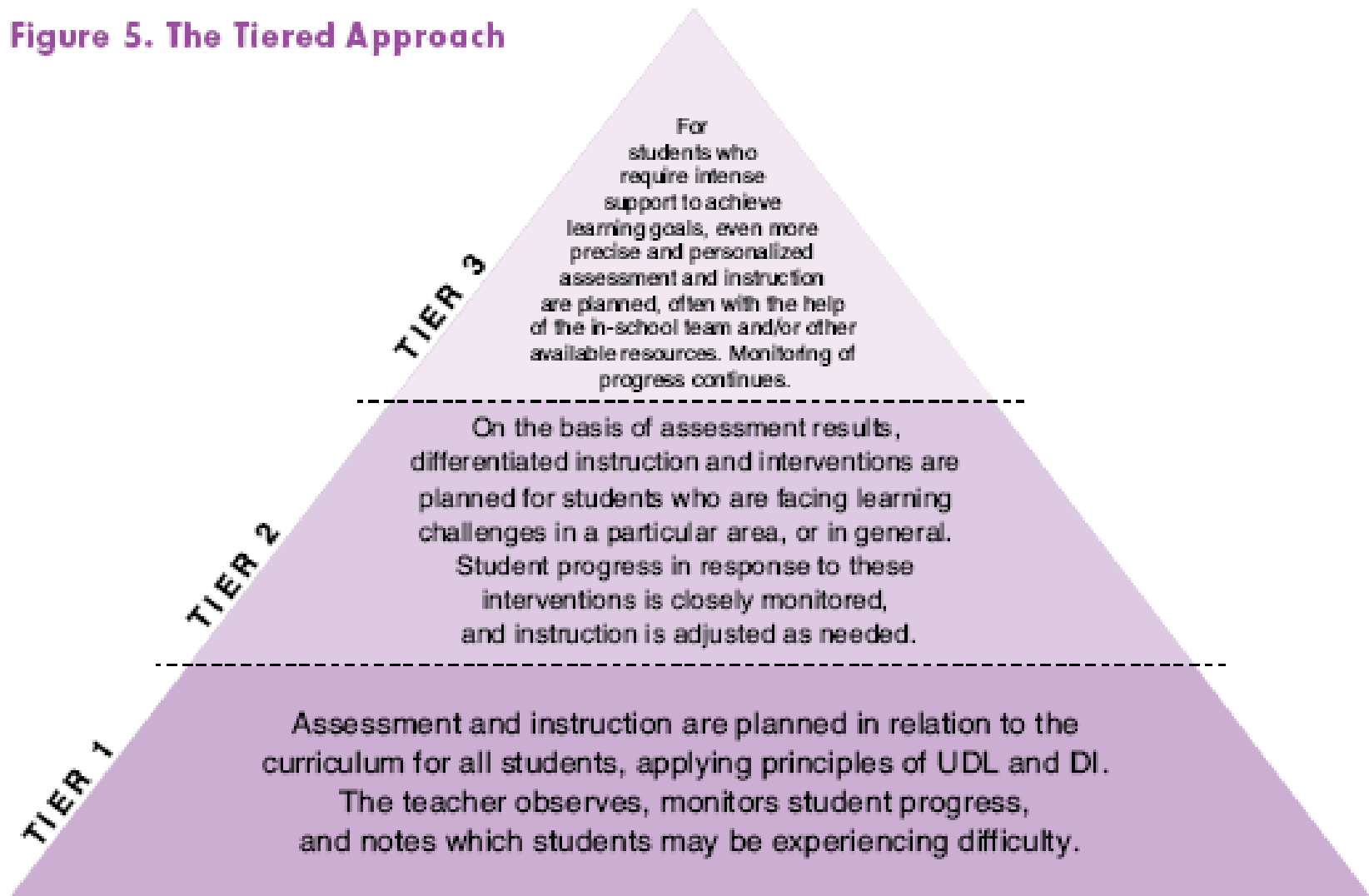
Source: Adapted from Carol Ann Tomlinson, Association for Supervision and Curriculum Development (ASCD): Summer Conference Material, 2008. Reprinted with permission from ASCD (www.ascd.org).

Tiered Approach

A tiered approach is an effective process to assessment and evaluation that sequentially increases the intensity of instruction and intervention.

The Tiered Approach

Figure 5. The Tiered Approach



Tier One

- “ Is classroom based
- “ Begins with creating a class or individual profiles
- “ Involves planning DI and assessment, including informal collaboration with other members of school staff
- “ Gathers information from parents
- “ Monitors students progress

Tier Two

FOR STUDENTS NOT SUCCESSFUL AT TIER ONE...

- “ Is classroom based.
- “ Involves more intensive instruction along with Tier One instruction.
- “ Requires ongoing SBT meetings with staff to problem solve and determine programming **based on data.**

Tier Three

- “ **FOR STUDENTS NOT SUCCESSFUL AT TIER ONE AND TWO...**
- “ Involves more in-depth assessment (psycho-educational)
- “ Includes specialized instruction
- “ Includes a variety of personnel

Considerations for Assessment, Evaluation and Communication of Achievement of Students with Special Needs

- “ Assessment is an ongoing process.
- “ Teachers use a variety of methods to gather information on student achievement, level of understanding and the effectiveness of strategies.
- “ Methods: observations, conferences and criterion-referenced performance tasks.
- “ Information and data collected is used primarily for planning programs to meet each student’s strengths, interests, needs, and level of functioning.

Accommodations, Modifications and Alternative Expectations

Accommodations	Modifications	Alternative Expectations
<ul style="list-style-type: none">• No change to curricular expectations.• Grades/marks reflect the student's achievement of grade-level expectations.• No reference to the accommodations appears in the comments.	<ul style="list-style-type: none">• The modified curriculum expectations are described in the IEP.• Grades/marks reflect the student's achievement of expectations in the IEP.	<ul style="list-style-type: none">• Expectations are not reflected in the curriculum.• The specific expectations developed for the student are described in the IEP.• An alternative report is completed with anecdotal comments regarding the student's achievement of alternative expectations in the IEP.

Frequently Asked Questions

Q: How can I modify the curriculum?

- “ You can modify the curriculum by increasing and/or reducing the number and/or complexity of the curriculum expectations from the regular grade level.**
- “ You can develop expectations that reflect the knowledge and skills required in the curriculum for a different grade level to meet students learning needs, allow further learning growth, and maximize student achievement.**

Frequently Asked Questions

Q: How do I assess and evaluate a student with an IEP?

- “ Evaluate student progress in relation to the curriculum expectations as outlined on the individual plan.**
- “ Review each student’s plan on a regular basis to determine whether or not the goals/objectives need to be revised to better meet the needs of the student.**

Frequently Asked Questions

Q: How do I determine which grade level expectations are appropriate for a student requiring curriculum modifications?

- “ To determine the appropriate grade level expectations, review the previous student plan.**
- “ Conduct assessments on a regular basis to ensure the grade level expectations are appropriate.**

Frequently Asked Questions

Q: How do I know what my students' needs are?

- “ It is important to get to know your students at the start of the school year by assessing their readiness, interests, learning styles, and/or multiple intelligences.**
- “ It is important to review student records (IEPs), student plans, past report cards and other relevant information.**
- “ Consultation with former teachers is also key to determining needs.**