Strategies for migrant tutors and SSPs from the perspective of the ESOL Teacher

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Migrant Instructors

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Summary

We recognize that the instruction of migrant students and ESOL instruction differ. We will offer resources and strategies to aid the migrant tutor when assisting students in the regular education classroom. We will address strategies for elementary, middle school and high school instructors. The focus will be on advocating for your migrant student, the need for summarizing, accommodating and modifying material and text, and the use of students as a resource.

The Role of the migrant tutor in the Elementary Classroom: Working with the ESOL Teacher

Becoming familiar with the Can-Do Descriptors

Because Writing and Speaking are an integral part of students' success and is integrated into every task in the classroom, becoming familiar with the WIDA ACCESS writing and speaking rubrics would be helpful.

Summary Chart of Speaking and Writing Expectations

Figure 5K: Summary Chart of Speaking Performance Expectations

Speaking Rubric of the WIDA Consortium

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Figure 5L: Summary Chart of Writing Performance Expectations

Writing Rubric of the WIDA Consortium (Grades 1-12)

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

Adapted from *ACCESS for ELLs® Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

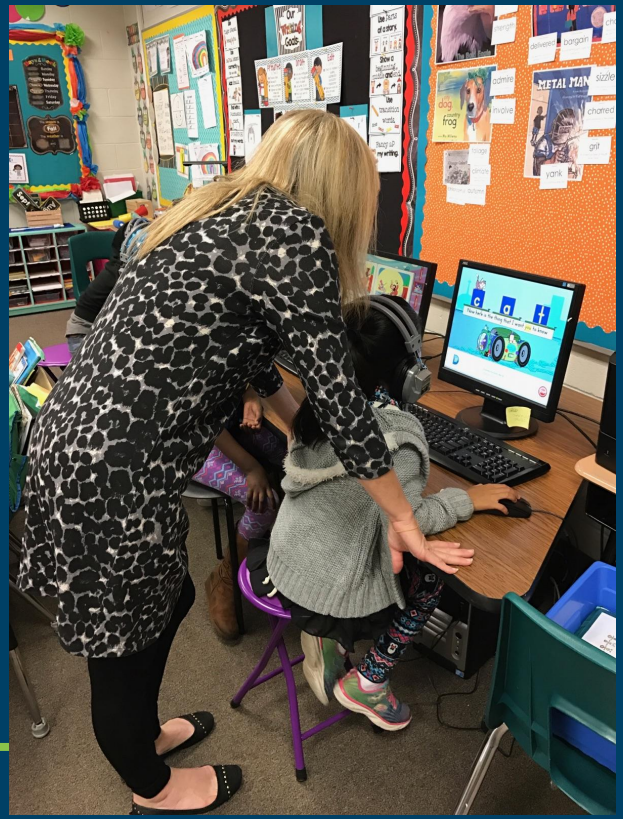
*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

Knowledge of Language Development Levels

Classroom teachers may be overwhelmed with remembering when and how to differentiate instruction for migrant students. A migrant tutor can assist by knowing his/her students' language development levels and ways to differentiate for these students while the teacher is allowed to continue with the needs of others in the classroom.

Targeting Specific Needs

Students are now administered the ACCESS test online. Many students do not have the necessary keyboarding skills needed to produce grade level writing pieces. The migrant tutor scheduling a segment during the student's computer lab time will allow the tutor to target keyboarding practice as well as work on in progress writing pieces.



Professional Development

Professional development is a must for all involved with student success. Participating in county wide professional development opportunities is a suggestion for the migrant tutor. Learning methods of instruction when teaching specific language and math skills will allow the migrant tutor to better serve the migrant student.

Communication is the Key

Communication between the ESOL teacher and the migrant tutor is essential.

*scheduling

*methods of differentiation

* suggestions for working with the student

*strategies for bridging the language gap

SCHEDULING

- Group **known** migrant students by school, grade and subjects
- Groups should center around priority for service
- Travel time should be considered
- Work with your guidance counselor and the master school schedule to identify classes that can be utilized for migrant students' services

SCHEDULING

You may create a different schedule for each day depending on the number of students and the number of schools you serve

- The idea is to maximize your exposure to migrant students
- Give your migrant schedule to the guidance counselors. As **known** new migrant students arrive, the counselors can schedule them with you as much as possible
- Work with your Migrant Education Office to identify migrant students ASAP and work with guidance to create or adjust the STUDENT schedule to match your schedule
- Your schedule is fluid and may change based on the migrant population patterns

RELATIONSHIPS

- Build relationships immediately
- Get to know your students
- What outside influences are affecting your student’s ability to learn, i.e. the migrant lifestyle including interruption from school

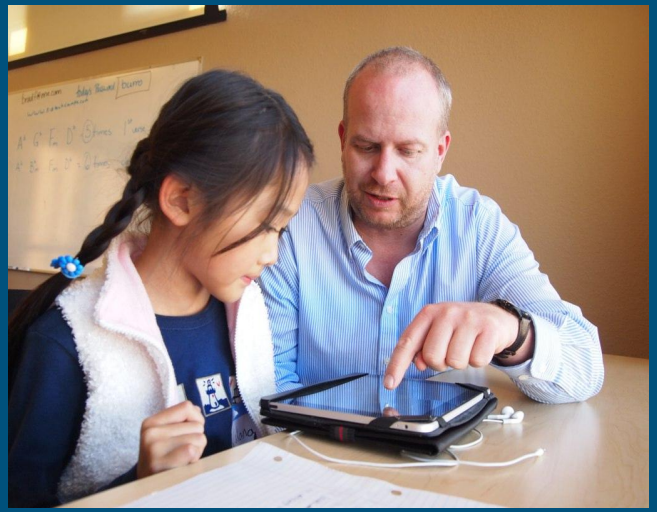
How do I keep up with the lessons?

- Keep a notebook or file folder in each classroom
- Attend class regularly
- Ask the teacher to put a copy of any assignments in the notebook when you are not there
- Ask the teacher to take a picture of the board and email it to you
- Use technology like Google Drive

I LOVE MY INTERNS!

- WORK WITH YOUR ESOL TEACHER!
- USE INTERNS TO FILL IN THE GAPS WHEN YOU CAN NOT BE IN CLASS
- INTERNS CAN KEEP YOUR NOTEBOOK CURRENT
- EMAIL YOU IMPORTANT INFORMATION OR LESSONS
- KEEP YOUR STUDENT CAUGHT UP
- BRIDGE THE LANGUAGE GAP

Instructional Strategies



- Advocate for your student - ask questions
- Summarize
- Ask your teacher to present the information in a different way
- Make copies of the information in your notebook to give to your migrant student when they miss class
- Consider supplemental programs such as HEP, CAMP, Migrant Preschool
- Use graphic organizers
- Use Credit Recovery and Course Completions
- Assist in contextual and background information
- Make real-life connections

Special Education and ELL

- Sometimes the English Language is not the only problem
- Work closely with your classroom teacher if you notice the student is struggling and you feel the problem might not be language
- It is extremely important to identify students that have learning disabilities early in their education
- Many students may be labeled ESOL because they cannot pass the reading and writing portion of the ACCESS test
- Students who are migrant, ELL and are in Special Education have additional struggles

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