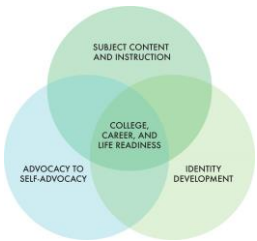
Meeting Them Where They Are: Educating SIFE Migrant Youth

Beth Clark-Gareca, PhD
May, 2020
garecab@newpaltz.edu

Connection to NYS-MEP Theory of Action



Agenda

- Introductions
- Background information about SIFE
- Meeting students where they are In School
- Meeting students where they are Out of School
- Eliciting Oral Production at the Very Beginning
- Breakout Rooms to Practice

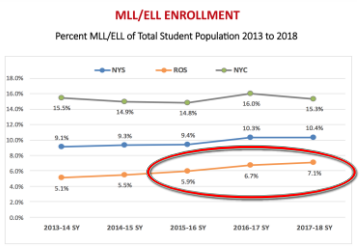
New York State K-12 Context

SIFE Definition: "ELLs who have attended schools in the United States…for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in Math due to inconsistent or interrupted schooling prior to arrival in the US".

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/sife_q_a_9_20_16.pdf

Hudson Valley Immigration

Immigration in NY and the Hudson Valley



Rest of State
Increase from
95,930 in 2015-16
to
111, 696 in 2017-18

An increase of 16.4% in 3 years

NYSED MLL/ELL Data Report (2019) http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/nysed_ell_mll_data-report_2018-2019-a.pdf

2015-16 – State of New York

ELL Subgroups	New York	
	#	%
Newcomer	152,629	63.3%
Developing ELLs	60,144	24.9%
Long Term ELLs	28,294	11.7%
SIFE	21.037	8.7%
ELL SWD	52,890	21.9%

http://www.nysed.gov/common/nysed/files/ell_demographicperformance_2017-ver-1516.pdf

Teacher Struggles With SIFE: Pre-COVID

Teaching emergent literacy
"I don't know how to teach reading/phonics."

Language abilities
"I don't speak the students' language(s) and they don't know English".
"I don't know how to teach in Spanish"

Lack of standard curriculum
"Our administrators have given us free rein."

Trauma/Socio-emotional needs
"These kids have been through so much. How can we manage our classrooms better?

Teacher Struggles With SIFE: During-COVID

Educational priorities have shifted to humanitarian ones
"We are worried about our students' safety."
"We know some of our students are hungry."

Locating students
"Some of my students haven't checked in since school was cancelled."
"I only see my students when I deliver food to their houses."

Technological shortfalls
"Our students don't have consistent access to internet, computers, smart phones, data to take part in online learning."

Work obligations
"These kids are still working, some as the sole breadwinner in their household. When school opens, will they come back?"

Lack of school-home connections
"We haven't made sufficient inroads with students' families/support networks for this to work."

Where does Migrant Education fit in?

- Expertise in one-on-one time with the students
  - Honing in on the individual learner
- Knowing students' capacities and proficiencies well
  - Finding appropriate reading materials for students according to their personal interests and levels
- Understanding of the home environment
  - Knowing the geography of the students' lives, their living situations, and supports
- Providing an additional expert resource
  - You provide another set of eyes and source of information

Meeting them where they are…

In School

At Home

FYI - SIFE Instruction by the School

Important tools available to teachers

- Screening, ID, and Placement for SIFE students
- Multilingual Screener – L1
- SIFE Writing Screener – L1
- Oral Interview Questionnaire

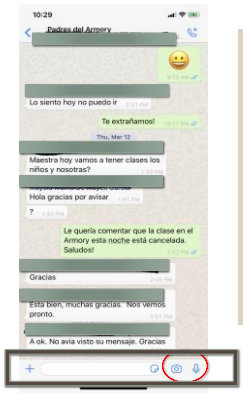
Interpreting a student's score on the Writing Screener	
Mostly 3	Student shows sufficient coherence in his/her writing ability.
Mostly 1 and 2	Student shows moderate coherence in his/her writing ability.
Mostly 0	Student shows minimal coherence in his/her writing ability.

Grade level	When you were . . .	In what country were you living?	Did you go to school for most of that school year?	How much time did you spend in school?	Was your school in a city or town?	In what language(s) were the lessons given?	Did you study outside of school that year?
	17-18						
	16-17						
	. . .						

http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/mls-screener-fall-webinar-10.10.16.pdf

SIFE Instruction During COVID

- Going back to basics – Meeting them where they are
- Awareness that students are receiving LESS exposure to English each day
- Affordances of lessened accountability to school curriculum
  - Freedom from Regents expectations
  - Loosening of grading requirements
- Phone and Whatsapp as modes to support oral and written language development



Benefits of Whatsapp:

- Allows for oral English practice through a familiar medium.
- Also allows for listening comprehension practice with educator as the model.
- On-the-fly recordings don't allow for excessive corrections.
- Requires lower bandwidth than regular texting
- Voice and video call options are also available

Meeting Them Where They Are: At the Very Beginning: 1

T: Hello, how are you?

S: I'm fine. And you? How are you?

T: I'm fine, thanks.

[Standard greeting. Students are likely familiar with this, so it gives confidence. If the student wants to answer something besides **fine**, you can improvise here, but this is typical for a formulaic interaction in English]

Meeting Them Where They Are: At the Very Beginning: 2

T: What's your name? My first name is _____ and my last name is _____. What's your first name and last name?

S: My first name is _____. My last name is _____.

[An opportunity for students to practice articulating their name, and sometimes *deciding* which name(s) to use in US society. Educators can help students pronounce their names for greatest intelligibility to an English-speaking interlocutor]

Meeting Them Where They Are: At the Very Beginning: 3

T: Can you spell your first name? I spell my first name [letters]. Can you spell your first name?

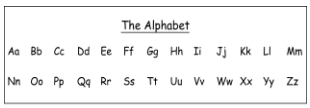
S: (Student spells first name)

T: Can you spell your last name? I spell my last name [letters]. Can you spell your last name?

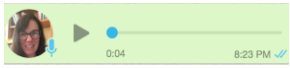
S: (Student spells last name)

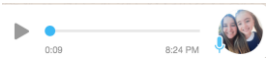
[Spelling: a necessary skill for any professional interaction. If students are unsure of how to spell their names, tutors should take the opportunity to review the alphabet and names of each letter. Don't hesitate to ask students to repeat].

Alphabet Support Charts



Whatsapp Demo





Breakout Room

- Practice some of these exchanges with your colleagues. Try to formulate what you would say before you say it like you would on Whatsapp (phone /Zoom).
  - Hello, how are you?
  - What's your first name? What's your last name?
  - How do you spell your first and last name?
  - What is your date of birth?
  - What is your phone number?

Debrief

- How were those practice exercises for you?
- Can we have some volunteers to model exchanges?

Volunteers?

Meeting Them Where They Are: At the Very Beginning: 4

T: How old are you? [Fourteen? Fifteen? Sixteen?]

(If the student does not know the number, you can count up with him/her)

S: I am _____ years old.

[This is a good opportunity to review the stress patterns in numbers, since it is likely these students are in their teens. Consider practicing fourTEEN, fifTEEN, sixTEEN, sevenTEEN and so on. Also, for some language speakers, this is a good moment to explicitly explain that we say, *I am* when speaking about age, not *I have*.]

Numeric Support Chart

Practice these numbers:

13	thirTEEN	30	THIRty
14	fourTEEN	40	FORty
15	fifTEEN	50	FIFty
16	sixTEEN	60	SIXty
17	sevenTEEN	70	SEVenty
18	eighTEEN	80	EIGHTy
19	nineTEEN	90	NINEty

2017 – two thousand seventeen
2018 – two thousand eighteen
2019 – two thousand nineteen
2020 – two thousand twenty

[find out when the student was born and practice that year]

Meeting Them Where They Are: At the Very Beginning: 5

T: When is your birthday? My birthday is _____. When is your date of birth? My date of birth is _____. When is your birthday? When is your date of birth?

S: My birthday is _____. My date of birth is _____.

[This is a chance to review or teach names of months (January-December) and ways to say years in English (2002 – two thousand two, or twenty twenty). Also, you can explain the numerical system used to represent date of birth (D.O.B.). It may be important to teach students explicitly that in American English, we put the month first, the day second, and finally, the year. Charts are helpful in this task]

Date Support Charts

Months of the Year

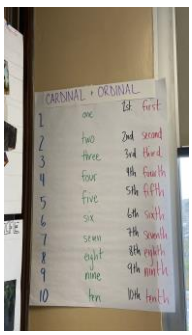
Number	Month
1	January
2	February
3	March
4	April
5	May
6	June
7	July
8	August
9	September
10	October
11	November
12	December

Numbers in English

0 zero	10 ten	20 twenty	30 thirty
1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
40 forty	50 fifty	60 sixty	70 seventy
41 forty-one	51 fifty-one	61 sixty-one	71 seventy-one
42 forty-two	52 fifty-two	62 sixty-two	72 seventy-two
43 forty-three	53 fifty-three	63 sixty-three	73 seventy-three
44 forty-four	54 fifty-four	64 sixty-four	74 seventy-four
45 forty-five	55 fifty-five	65 sixty-five	75 seventy-five
46 forty-six	56 fifty-six	66 sixty-six	76 seventy-six
47 forty-seven	57 fifty-seven	67 sixty-seven	77 seventy-seven
48 forty-eight	58 fifty-eight	68 sixty-eight	78 seventy-eight
49 forty-nine	59 fifty-nine	69 sixty-nine	79 seventy-nine
80 eighty	90 ninety		
81 eighty-one	91 ninety-one		
82 eighty-two	92 ninety-two		
83 eighty-three	93 ninety-three		
84 eighty-four	94 ninety-four		
85 eighty-five	95 ninety-five		
86 eighty-six	96 ninety-six		
87 eighty-seven	97 ninety-seven		
88 eighty-eight	98 ninety-eight		
89 eighty-nine	99 ninety-nine		

LARGE NUMBERS

100 one hundred	1,000 one thousand
101 one hundred and one	2,000 two thousand
200 two hundred	10,000 ten thousand
300 three hundred	100,000 one hundred thousand
400 four hundred	1,000,000 one million
500 five hundred	10,000,000 ten million
600 six hundred	123,456,789
700 seven hundred	one hundred and twenty-three million, four hundred and fifty-six thousand, seven hundred and eighty-nine.
800 eight hundred	
900 nine hundred	



More Practice Breakout

- Practice these simple conversational exchanges in pairs, with one person being the Teacher and one being a newly arrived SIFE student. Think of how you would scaffold the words if the students don't yet have the vocabulary to answer.
- T: How old are you?
- T: Where do you live?
- T: What is your address?
- T: What is your phone number?
- T: Where do you go to school?
- T: What languages do you speak?
- T: What is your job?
- T: Where do you work?

Debrief

- How was that experience for you? What were some of the things you noticed as the teacher? As the student?
- What other resources could support this kind of foundational oral language development?

Closing Remarks

- SIFE students are linguistically at risk
- Migrant Education is particularly well positioned to bridge these gaps…
  - Academically
  - Socially
  - Emotionally
- Don't be deterred from beginning your instruction from where the students are – the very start!

Questions/Comments?

Beth Clark-Gareca, Ph.D.
garecab@newpaltz.edu