

# English Learner SIFE Program

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METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# Metro Nashville Public Schools Office of English Learners

The MNPS EL Team will support English learners with the ***social, emotional, cultural, linguistic,*** and ***academic*** skills necessary to excel in higher education, work, and life.



# MNPS EL Office Vision

The MNPS EL Team will support English learners with the ***social, emotional, cultural, linguistic,*** and ***academic*** skills necessary to excel in higher education, work, and life.

**13,481** active ELs

**6,043** transitional students

**3,734** T1-T2

**2,309** T3-T4



# SIFE/SLIFE

Students with (Limited) and/or Interrupted Formal Education.

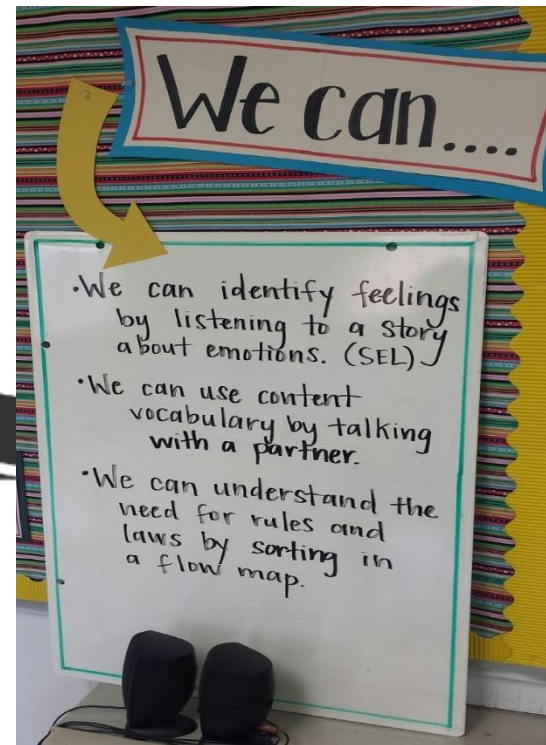


# SIFE Student Profile

- New to the U.S
- Possesses limited to no literacy in native language as identified on native literacy test
- WIDA Screener “Entering”
- Has limited, minimal or interrupted schooling
- Refugees and/or asylees of the US
- SEL needs and possible trauma
- family questionnaire



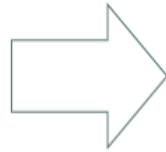
# Transformation of the SIFE Program 2010 to Present



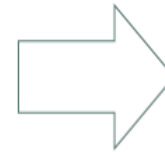
Increase in SIFE numbers and where they settled in Nashville

Planning increased rigor and SEL of SIFE student

Grade level TN State Standards and WIDA Standards



Revamping the MNPS SIFE Program




Adding teachers and strategically placing sites throughout district

SIFE PLC, collaborative planning and learning labs

Building capacity at schools and SIFE teachers

# Program Pillars



**Grade level content**  
**English Language Development**  
**Social Emotional Learning**  
**High Quality Instruction**  
**Professional Learning Community**  
**Our SIFE Families and Community Partners**



# Who are the MNPS SIFE Teachers?

- Certified and experienced English Learner (EL) teacher
- Engages in regular professional learning
- Leads professional learning and mentors others
- Highly collaborative and experienced lesson planner/ co-planner
- Trained in refugee resettlement process and *Trauma Informed Teaching*

# Our SIFE Students

The MNPS Office of English Learners currently has 16 certified English Learner (ESL) teachers on the SIFE Program team who support approximately **210 students from 15 different** countries. Students who qualify for the SIFE program and out of zone for a program location receive special transportation to a SIFE program location.

Guatemala

Congo

Tanzania

Honduras

El Salvador

Sudan

Thailand

Haiti

Sudan

Burundi

Honduras

Myanmar

Egypt

Yemen

Myanmar



Home Languages

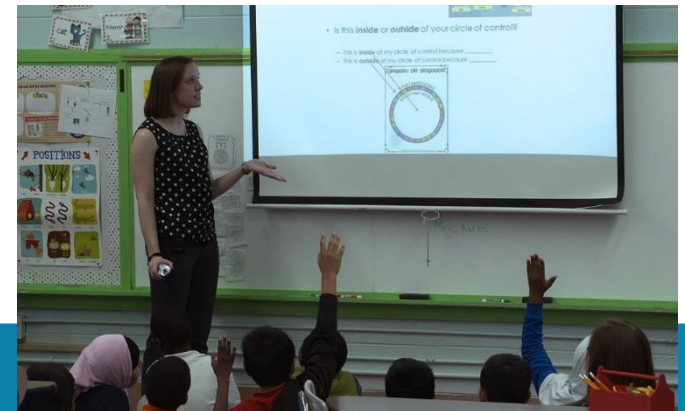
Spanish, French, Swahili, Kinyarwanda, Chin, Burmese, Achi, K'iche, Chuj, Mam, Arabic, Q'eqchi, Karen

# Partnerships

- Principals
- Teachers
- Students and Families
- Counselors
- Social Workers
- Resettlement Agencies
- Department of Transportation
- Department of Translation
- MNPS Enrollment Office
- Department of SEL
- Universities
- Community and Churches
- Bilingual tutors

# SIFE Program Theory of Action

If MNPS SIFE students are provided access to grade level standards through integrated language development, High Quality Instruction (HQI) and a proactive SEL approach, **then** students will make a successful transition to the general education program, be equipped to access the grade level content, and positively participate in the greater school community.



# Collective Commitments

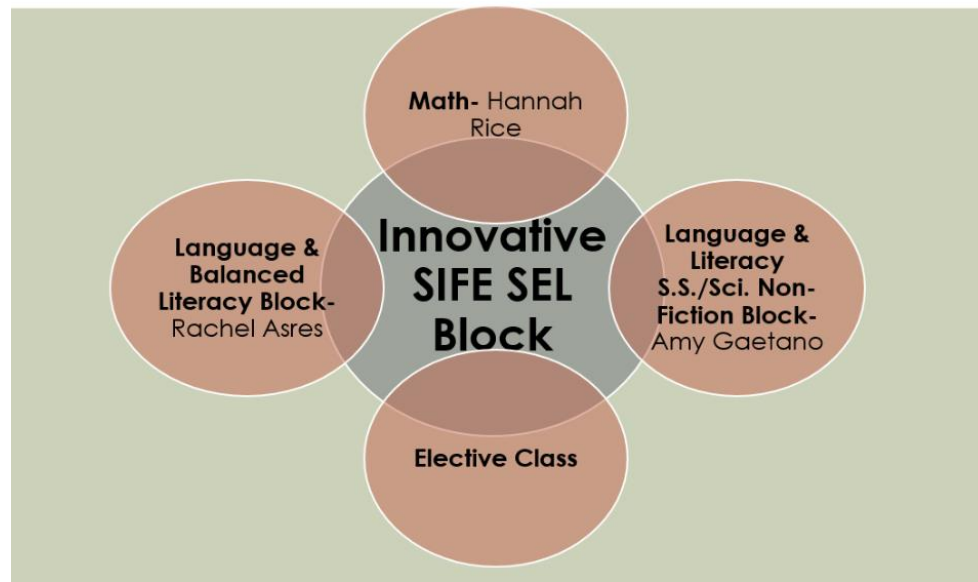
- Priority of grade level content, language and SEL
- High Quality Instructional practice through language, literacy and learning
- Monthly collaboration via SIFE Professional Learning Community
- Family outreach and home visits
- Trauma informed teaching practices
- SIFE student portfolio
- Mid-year and end of year transition meetings

# Trauma Informed Teaching



# Program Model

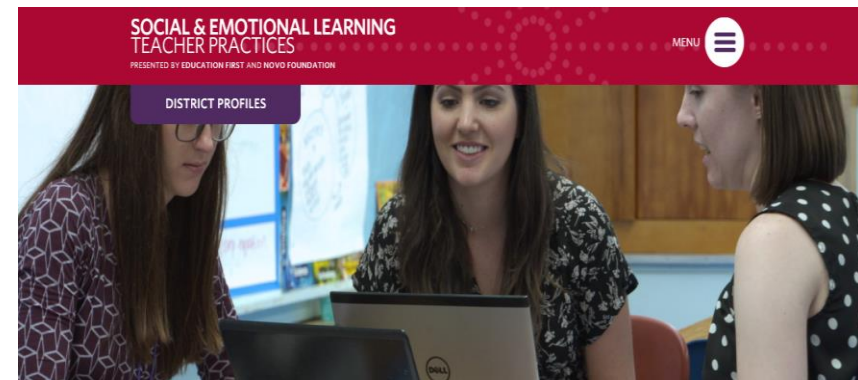
## SIFE PROGRAM AT MCMURRAY





# Our Story

- Social Emotional Learning Teacher Practices
- Presented by Education First and Novo Foundation
- <http://selforteachers.org/>



**Metro Nashville's English Learners: where language and social and emotional learning instruction meet**

Metro Nashville's English Learner educators have a challenging balancing act. They must differentiate instruction to students with a broad

# The SIFE Graduate

- 2.0 on WIDA Can Do Descriptors & Key Uses
- SEL awareness and self management skills
- Understands classroom and school routines
- Awareness of American cultural norms and school norms
- Growth in foundational math and reading skills (measured by TLA)
- Basic technology skills and navigation

## CAN DO's ELL Student Chart - Grade Level Cluster 6 - 8

Domain	Level 1 - Entering		Level 2 - Emerging		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Names
<b>Listening</b>	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people or places from oral statements</li> <li>Match instructional language with visual representation</li> </ul>		<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/locate content-related visual-per oral descriptions</li> <li>Sequence visual-per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	X	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visual</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames</li> </ul>		<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize or reconstruct scenes from oral reading</li> </ul>		<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>		
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high-frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions within context of lessons or personal experiences</li> </ul>		<ul style="list-style-type: none"> <li>Carvey content through high frequency words/phrases</li> <li>State big/main idea of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>		<ul style="list-style-type: none"> <li>Begin to express time through multiple times</li> <li>Retell/paraphrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions</li> <li>Use different registers inside and outside class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification</li> </ul>		<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with Supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	X	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract content-based ideas</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH-questions related to illustrated text</li> <li>Use picture dictionaries</li> </ul>		<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure</li> <li>Follow text read aloud</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary to complete simple sentences</li> <li>Use L1 to support L2</li> <li>Use bilingual dictionaries</li> </ul>	X	<ul style="list-style-type: none"> <li>Identify topic, sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning in abstract meaning in text</li> <li>Answer questions about explicit information in texts</li> </ul>		<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and functional texts</li> <li>Use an array of strategies</li> </ul>		<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words</li> </ul>		<ul style="list-style-type: none"> <li>Complete simple sentences with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/forms with personal information</li> <li>Respond to yes/no, choice, and some WH-questions</li> </ul>	X	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details</li> <li>Create compound sentences</li> <li>Explain steps in problem solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences and reactions along with reasons</li> </ul>		<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details, examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/conclusion</li> <li>Paraphrase/summarize text</li> <li>Take notes</li> </ul>		<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>		

**Student is ready to transition out of SIFE Classroom.**

- Student will move out of SIFE Class to a new homeroom teacher and receive services during ELD block.
- Student will move out of SIFE Class only for part of the day (math, for example)

**Data Collection**

SIFE Teacher collects data from at least 3 of the following sources: (check three below)

<input checked="" type="checkbox"/>	MODEL assessment (see ELD Coach with questions)
<input type="checkbox"/>	WIDA Can Do Descriptors
<input type="checkbox"/>	<i>aimsweb</i>
<input type="checkbox"/>	Text Level Assessment
<input type="checkbox"/>	Sight word growth
<input checked="" type="checkbox"/>	Letter and sound recognition growth
<input type="checkbox"/>	Information from RTI2 meetings
<input type="checkbox"/>	Student portfolio & work samples
<input type="checkbox"/>	FUCHS assessments
<input checked="" type="checkbox"/>	Current ELD: (WAPT, ELDA, MODEL, ACCESS) Data
<input type="checkbox"/>	Formative assessments tracking growth
<input type="checkbox"/>	Work Samples
<input type="checkbox"/>	Imagine Learning Data
<input type="checkbox"/>	WIDA standards Portfolio Work Samples
<input type="checkbox"/>	Other:

The following criteria automatically qualify a SIFE student to transition:

- Score 2.0 or higher on the MODEL assessment
- OR
- Complete one year in the SIFE program

**Time of Transition**

Movement falls at one of the following dates:

- End of 2<sup>nd</sup> 9 weeks
- End of 3<sup>rd</sup> 9 weeks

**Communication & Collaboration**

A brief meeting with SIFE teacher EL Coach, Administration, transitional grade level teacher, and future ELD teacher.

**Transitional Meeting**

Date of Meeting: \_\_\_\_\_

Participants:

SIFE Teacher: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

EL Teacher: \_\_\_\_\_ EL Coach: \_\_\_\_\_

Administrator: \_\_\_\_\_ Other: \_\_\_\_\_

Summary:

- Data Review
- Review of Can-Do Name Charts
- Overview of student's WIDA Portfolio and WIDA profile.
- Team decides date of transition.

Student will transition to new classroom on (date):

\_\_\_\_\_

- SIFE teacher sends translated *Readiness for Release* letter home to parents.
- SIFE teacher gives student work and Can-Do Name Charts to student's new teacher.
- Place this form in the student's blue EL Folder.

# Areas of Opportunity

- Strengthening our support for transitioning SIFE students
- Building capacity of teacher leaders and SIFE school partnerships
- Monitoring our residency, resettlement and movement of SIFE families
- Learning new cultural groups

# Resources

- **Focus on SLIFE: Students with Limited or Interrupted Formal Education | WCER | University of Wisconsin–Madison | [www.wida.us](http://www.wida.us)**



## In This Issue

Introduction  
1

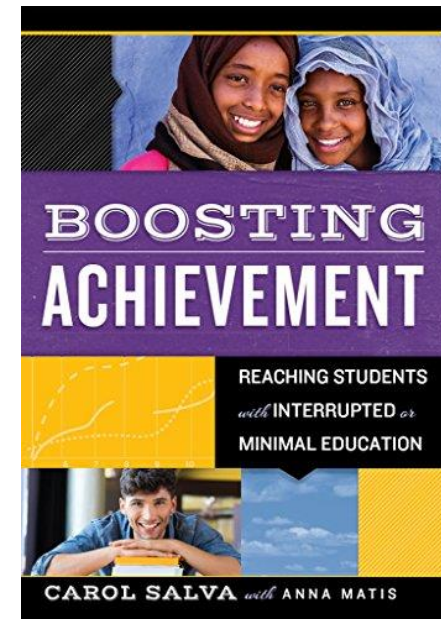
Who are SLIFE?  
1-2

Teaching the Whole Student  
2-3

## Introduction

Consider Monica, who has enrolled in a suburban Chicago high school after she immigrated to the United States from rural Guatemala. Monica's local school in Guatemala only offered education for Kindergarten through Grade 2; the intermediate and secondary schools were located in a city that was over an hour away by bus. Therefore, like most other children in her community, she stayed home to help her family after she completed the second grade. The family immigrated to the United States when Monica was 14 years old, at which point she enrolled in the local school district as a freshman in high school.

Once she enrolled in high school, Monica's unique educational needs became apparent. While she did have basic literacy skills in her native language, her academic skills had never progressed



# Thank you!

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#SIFELIFE

