

Intake Processes for Schools

2009 ESL-C Conference

BUILDING CULTURALLY RESPONSIVE SCHOOLS:

A Kaleidoscope of Learning

November 5-7, 2009

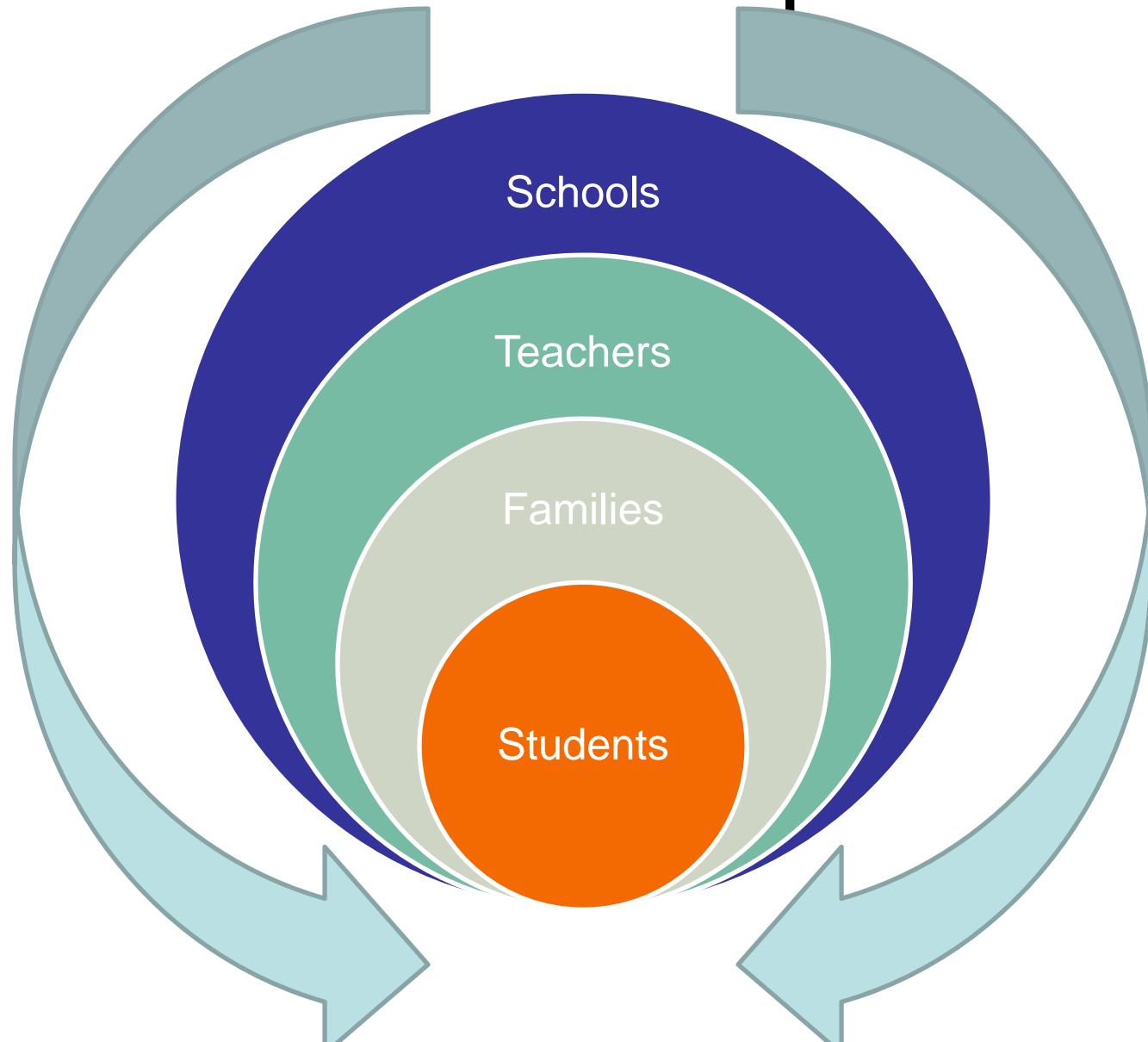
Nancy Brown

nancy.brown@lethsd.ab.ca

Rhoda Trehearne

rhoda.trehearne@lethsd.ab.ca

Relationships

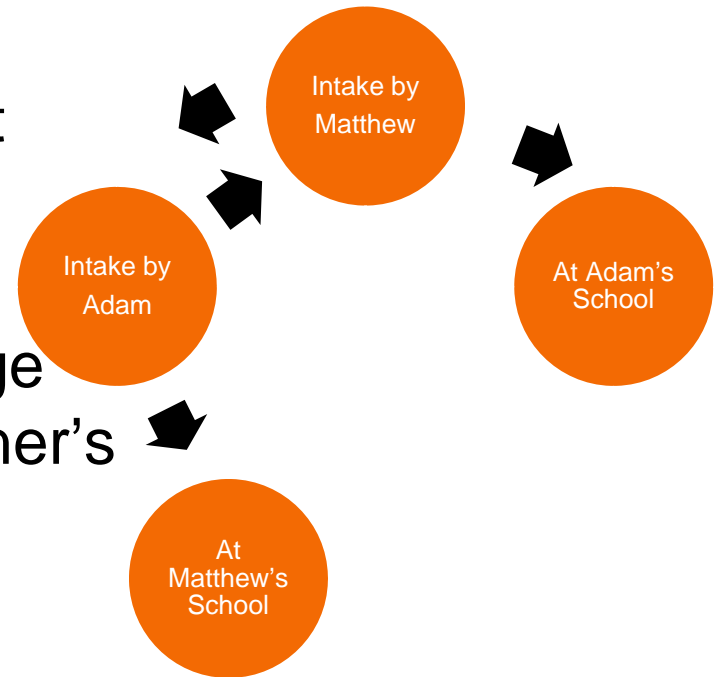


Addressing a need

1. We wanted to make sure we identified students who might otherwise fall through the cracks
2. We needed a systemic process and a baseline assessment
3. Teachers needed more support for new students arriving

Think, Pair, Share

1. Get in a group of 4
2. Pick a partner
3. Tell the partner what your school does for Intake
4. On the signal, change and share your partner's story.



What is involved for Intake and Reception?

1. Documentation and Registration
2. Family welcome
3. Assessment
4. Family Orientation
5. Registration day take home items
6. First day take home items
7. Placement
8. Providing baseline information to the receiving teacher
9. Follow up prior to reporting time

Family Welcome

1. Make time so your time is not rushed.
2. Create welcome signs or have world maps available.
3. Instead of saying, “Do you speak English?” Say
“The students in our school speak many languages.
We are proud of this. What languages do you speak?”
4. Book an interpreter if required.

3. Baseline Assessment



ESL Assessments for School Intake

Handout 1
Page 1 of 2

	Assessments	Reference	Look and listen for:
1.	Intake Form	Adapted from Calgary Board of Educ.	Ability to converse, sentence structure, willingness to use language
2.	Geometry- Whiteboard and Manipulatives - can identify attributes- size, color , shape thickness	Use manipulatives	-follows direction -demonstrates understanding by performing tasks -processing speed
3.	Patterns -can identify which element comes next, AB, ABBA -ask the child to make their own pattern (most difficult one they know)	Use manipulatives	
4.	Time -can tell time to the hour/ half hour/ - can tell time to five minute intervals -can add time	Use hand held clock	
5.	Money -can identify coins -can identify values of coins -can add monetary values to _____ -understanding process of subtraction with regrouping (with money) -student can make change (to one dollar)	Use real money and money that is either plastic or Canadian currency to differentiate. Have US coins too and world map to put coins on	
6.	Numeration -counts objects in a set to _____ -can read one/ two / three digit numerals -can determine numbers before and after _____ -can order a set of two/ three/ four digit numbers Mental computation - can give an answer to basic facts -can give the answer to an orally presented sequence of numbers (e.g 3+7+6)	Use manipulatives and/ or a whiteboard - hundred chart	-demonstrates understanding by performing tasks (can ask them to count in their own language)
7.	Operations -can combine two sets to determine a total (to ten, to twenty) -can count on to find a total (1-9) -can complete sums to _____ -can complete two digit numbers without regrouping -can complete two digit numbers with regrouping - sums (using paper and pencil tasks) -can complete subtraction to - Example -understanding process of subtraction with regrouping -shows understanding of division/ and or subtraction-understands more than with card game	Manipulatives Cards Paper pencil	-working memory -follows direction -demonstrates understanding by performing tasks
8.	Grade One Objectives (or other) -can interpret a pictograph -shows problem solving skills with puzzles and or tangrams or attribute blocks	Pictograph Tangrams Attribute blocks	
9.	Alphabet Knowledge -point to _____ - make the letter _____ (observe if he/ she prints in upper or lowercase)	Jerry L. Johns	
10.	Basic Word Knowledge	Jerry L. Johns	

The initial assessment should give the receiving teacher a baseline and starting point for planning. Assessment should be done over the next month to gather information on: oral communication, critical thinking skills, reading, writing and social and cultural competence. Teachers should use the following:

Chapter 6 Guide to Imp.

Page 160-163- Appendix 3

Brainstorm

1. What kind of assessment tools could you use or easily develop to get baseline data about:
 - Oral communication?
 - Words, phrases, sentences, hi
 - Thinking skills, problem solving, listening skills?
 - Reading?
 - Orientation of text, notion of story, sequencing, vocabulary
 - Writing?
 - Social and cultural competence?
 - Friendships, worries, role of school for the child

Assessment

- **Oral Communication**
 - Participates in learning tasks and social interactions, uses high frequency words and simple pattern sentences
- **Critical Thinking Skills**
 - Problem solving, organization, effective listening, copying
- **Reading**
 - Orientation of text, notion of story, sequencing, vocabulary, comprehension, strategies, overuse of decoding skills
- **Writing**
 - First and second language sample if possible
 - Scribe to get a sense of story
- **Social and Cultural Competence**
 - Strength based view, resiliency, humour, role of school for that child
 - Friendships and worries

**** I keep a copy of this in a place I can see it while working with the family***

4. Family Orientation

Work in your group to record ideas that you do in our schools to help students and families get settled.

4. Family Orientation

1. Give the parents a quick overview of all the things the child(ren) did well
2. Explain they will be placed with children of the same age.
 - They will receive help with learning English from their teacher.
 - They might also get small group help (explain this or draw a picture so parents and children know what to expect if the child is asked to leave the class)
3. Comment on good manners, ability to stick to tasks, they try hard, like math, strengths, conversational English etc.
4. Other programming features

School Tour

Give them a tour of the school. If you have a student who can speak the language, get them to help with the tour.





- Meeting spot for siblings
- Map
- **Washrooms**
- Library
- Their classroom or the classrooms in that grade



5. Registration Day Take Home Items

- Agenda and school calendar
- Phone number, attendance line number
- School Schedule with clocks showing times.
- Starter Kit or lunch bag, socks, coats, mittens

School Hours and Bells

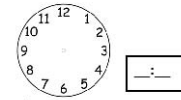
08:40 a.m.	Students can arrive at school	
08:56 a.m.	Classes begin for K-6	
12:00 noon	Lunch	
12:45 p.m.	Students can arrive at school	
01:00 p.m.	Classes begin for Gr. 1 – 5	
03:28 p.m.	Students go home	

Welcome to our School

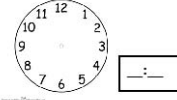


1. English is taught through curriculum experiences, literacy activities, direct language instruction and social interaction.
2. The principal at our school is _____
3. Schedules/ School timetables
4. School calendar- Days not required in school
5. Pick up and Drop off spots
6. Phone in for safety (absences) School phone number is _____
7. Lunch/ Food Services
8. If your child is sick at school
9. Speaking and reading at home in your first language
10. Classroom / School Tour
11. Map of the School. Highlight class and write the teacher's name on the map.
12. Clothes needed for playing outside _____
13. Recess and or Snack (show an example of healthy snacks if you can)
14. Arrival time for their first day of school. You will meet at the office/ front door/ classroom door and we will introduce your child's teacher to you at that time

School Starts



School Ends



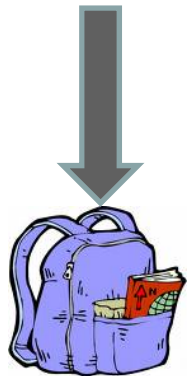
If you have questions you can call _____

H:\Intakes\District 51 Student Intake Form.doc

6. First Day

Take Home Items

1. Assignment they were successful with
2. Diagram or drawing
3. Dual language book
4. Name of the teacher, name of a friend
5. First language writing sample
6. Non-Fiction book of interest
7. Class photo or picture of the new student with a friend.



My School Paired Writing/PowerPoint Project



My School
Written by _____



7. Placement

- Is the responsibility of the school principal
- Generally, students are placed with grade appropriate peers
- Students should not be placed in lower grades as helpers until they have some language facility and should go as helpers with same age peers

8. Information for Receiving Teacher(s)

1. Use intake form, assessment/ observations as a starting point.
2. Try and find high interest materials and pictures from the country of origin. You can use these as writing prompts as well!

Provide support to the teacher

1. Assessment information
2. Help with the home reading (literacy) program with early literacy books/ game/ cards/
3. Help with early literacy strategies
4. Borrow materials from other classes

Provide support

5. Start the morning routine for the teacher so he/ she can meet the family. Allow time for the teacher to introduce a peer/ ambassador/ new friend.
6. Try and meet the children/family again at dismissal time to see how their day went
7. ELL/ ESL Classroom Supports sheet

9. Follow up prior to the Report Card or a natural break

1. Immigrant parents often work long hours which make it difficult to attend school events
2. May feel inadequate in talking with teachers or helping with school activities
3. Show the report card and show where the child will have an asterisk and comment

9. Follow up prior to the Report Card or a natural break

4. Show the program planning sheet or the language characteristics, explaining it may take 7 years to highlight all the skills
5. Ask how the family is doing, if the child talks about school, any problems or worries, friendships. Invite them back for the formal interviews. Students may be showing work, portfolios and/or doing student involved conferences. Give them a piece of paper with the date and time.

School Boxes and/or Binders

- Writing Sample blank
- ESL Program Plan
- Many Roots Many Voices
- Sorting Chart for Kindergarten
- Intake Forms
- Welcome to our School K, Grades 1-5
- School Hours and Bells
- My School- sample booklet, done in PowerPoint by the new ESL Student and a student ambassador
- Curriculum Express
- Beginning Language Learners diagram for teachers.
- Strategies
- Alberta Learning, content, process and product
- Phonemic Awareness
- Wordless Picture Reading
- Reading Passages
- Time
- Money
- Operations
- Alphabet Knowledge
- Basic Word Knowledge/Recognition
- Writing Sample
- Identifying Literacy Learning Levels
- ESL Program Plan
- Many Roots Many Voices
- Lesson Planning ESL Classroom Supports



Checklist of materials in the buckets

- **White board and marker**
- **Jerry John's Reading Inventory**
- **Intake Form- Grades 1-5**
- Deck of cards
- Money
- Clock
- National Geographic Pathfinder and Pioneer books (2 books)