



K-1
Beginners

Hands-On ENGLISH

An English Language Development Program

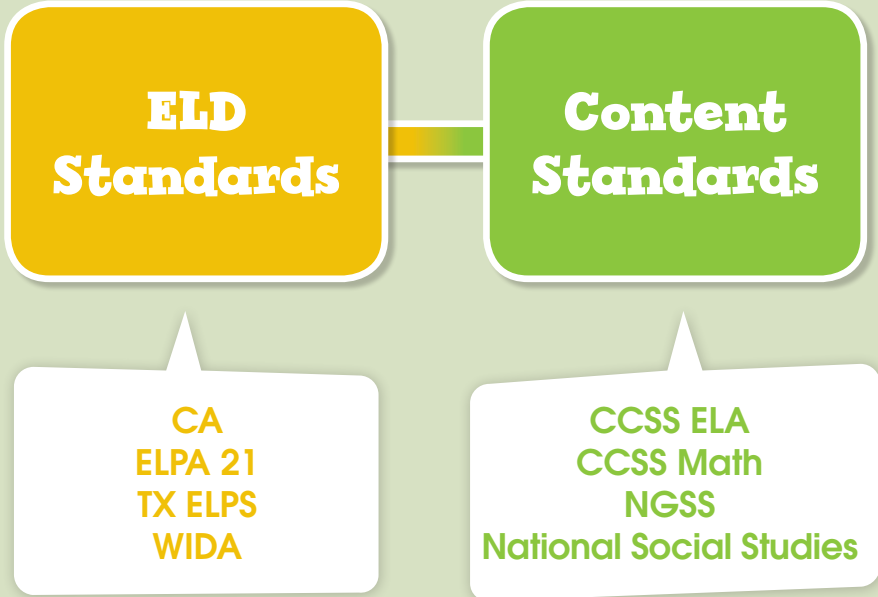
Early Adopter Program Summary Report

www.Hands-OnEnglish.com

Ballard
Tighe &

Hands-On English is an English language development program that delivers age-appropriate content grounded in state and national English language development (ELD) and subject-matter standards, including English language arts, math, and science.

With an emphasis on engagement, the program immerses students in interesting, meaningful tasks that contextualize and promote language learning.



- Focus on language
- Build oral competency
- Engage students with peers
- Introduce academic skills
- Teach essential content

For more information: www.Hands-OnEnglish.com

The program consists of components that teachers can use flexibly according to their students' needs, including:

PROGRAM GUIDE

TEACHER GUIDES

PRINTABLES

ENGLISHMATS

BIG BOOKS

STUDENT CARDS

VOCABULARY CARDS

SLIDES

PHONICS

SENTENCE FRAMES

TEACHER'S E-PORT

Early Adopter Goals

Over the 2017-2018 academic school year, two schools participated in Ballard & Tighe's *Hands-On English, K-1 Beginner* Early Adopter Program. In September of 2017, pre-production copies of the program were delivered to the schools along with access to the online *Hands-On English* Teacher's ePort, where teachers could access all of the materials electronically, as well as slides and printables.

The goals of the early adopter program were three-fold:

1

to develop and refine a training program for *Hands-On English*

2

to gather teacher feedback

3

to conduct research on the success of the program with students

Training and Implementation Process

1 To support implementation, Ballard & Tighe staff delivered a teacher training course virtually to the teachers.



2 A follow-up meeting was conducted 30 days after the initial training to discuss progress and implementation of the program and answer questions that the teachers had.

3

In December and January, Ballard & Tighe staff visited the schools to conduct observations and meet with the teachers. Staff observed all of the classes and collected examples of student work.



4 A mid-year check in was held with each teacher individually in March of 2018, and the final debriefing was conducted via an online survey in May of 2018. All teachers participated in each step of the process.

Case Study Sites



Two pilot sites were selected to participate in the year-long program:

- Jackson Elementary School in Jackson, Wyoming
- Dyer-Kelly Elementary School in Sacramento, California

Case Study #1

Jackson Elementary School
Teton County School District
Jackson, WY

School Stats:

- Public school with 566 students
- 187 of 566 were classified as English learners (ELs) in the 2017-2018 school year.¹



- Most ELs at the school speak Spanish as a first language with a few Russian speakers as well

Wyoming is part of the WIDA Consortium and uses the WIDA English Language Development Standards to guide instruction and assess ELs, so all of the participating students were placed into their classes using the WIDA ACCESS Screener.

Case Study #2

Dyer-Kelly Elementary School
San Juan Unified School District
Sacramento, CA

School Stats:

- Public Pre-K-5 school with 445 students
- About 214 of 445 students are ELs²



- At least 10 languages are spoken at the school (Spanish, Arabic, Dari, Pashti, Ukrainian, Russian, Laotian, and Farsi)
- Large influx of refugee newcomers

The population at Dyer-Kelly three years ago had approximately 10 newcomers at the beginning level on the California English Language Development Test (CELDT). In the 2017-2018 school year, it had approximately 250 students who have been in the United States two years or less. California uses the California English Language Development Standards to guide instruction and assess ELs, so all of the participating students were placed into their classes using the CELDT.

¹ Source: Telephone conversation with Charlotte Reynolds, Information Coordinator, Teton County School District, September 21, 2018.

² Source: Dyer-Kelly Elementary, School Accountability Report Card, Reported Using Data from the 2016-2017 School Year, Published during 2017-2018, downloaded September 21, 2018 (https://www.sanjuan.edu/cms/lib/CA01902727/Centricity/domain/141/sarc/2016%20sarc/2016_School_Accountability_Report_Card_CDE_Dyer-Kelly_Elementary_School_20170115.pdf).

Case Study #1: Jackson Elementary School, WY

The teacher at Jackson Elementary School holds a master's degree in TESOL at New York University (NYU). Currently, she is completing her EdD in Curriculum and Instruction at the University of Wyoming. She has taught English as a Second Language (ESL) for 22 years at the adult level, high school level as well as elementary. For the last eight years, she has taught ESL to K-5 students at Jackson Elementary School in Wyoming. She believes that connecting to parents and students outside the classroom walls contribute to a student's success.

The Teacher



Class #1

The first class consisted of five English learner newcomers between the first and third grade. All but one of the students scored a 1 on the WIDA ACCESS screener. One student entered at a 3 on the screener but still qualified for English services.



The language background of all of the students was Spanish. One student lacked literacy in Spanish. Notably, these students were enrolled in the school's dual immersion program and the majority of their instructional day was in Spanish. The only explicit instruction they received in English was in the pull-out class with *Hands-On English*. The class met five days a week for an hour per session.

Class #2

The second class consisted of seven kindergarten students. In addition to being ELs, four of the students had Individualized Education Programs related to selective mutism, a learning disability, a severe speech impediment, and the fourth student was in the process of being tested. The other three students were non-English speakers. The class met every day in a pull-out setting for 40 minutes.

Implementation and Use of the Program

Hands-On English was introduced in the classrooms in October of 2017 after the virtual training was completed. The teacher used the program over 61% of the instructional time. She also used supplemental materials, such as *Side by Side* and *Carousel of IDEAS* workbooks.

The teacher used materials from nine chapters in the program (Chapters 1-8 and Chapter 10). The components that the teacher used most often were the Sentence Frames, Slides, and Student Cards. Of the components, she felt that students benefited most from using the Slides, Student Cards, and Vocabulary Cards during student activities. Though students could not read, for the most part, she used the Sentence Frames and saw students learn to make the sound-print association that is a critical step in literacy.



She reported that students were highly engaged by the chants and instructional routines, especially Lines of Communication and My Turn/Your Turn (using a ball).

Student Progress

Although Ballard & Tighe did not have access to individual student scores at the beginning or end of the school year, according to anecdotal reports by the teacher, all of the students showed gains in their English ability with most students starting as beginners and ending at the early intermediate or intermediate level.

Class 1 Student Progress

The end of year ACCESS scores ranged from a gain of half a level for the student who entered with a 3 and a full proficiency level for the other four students.

Class 2 Student Progress

The students all scored a 1 on ACCESS at the beginning of the year and ended the program scoring in the 3's.

Case Study #2: Dyer-Kelly Elementary School, CA

The Teachers

All three of the participating teachers are highly qualified K-12 teachers of English as a second or additional language.

Teacher 1 attended CSU Sacramento, where he earned a bachelor's degree in Business Administration and a master's degree in Spanish. After earning his credential, he began teaching high school students and elementary ELs in California. The 2017-2018 school year was his second year supporting kindergarten and first grade ELs. He works to integrate technology and science in his lessons.



Teacher 2 attended CUNY Hunter College where she earned a bachelor's degree in English Language Arts and a master's degree and teaching credential in TESOL, specializing at the K-12 level. She taught ELs at the middle, elementary, and high school levels in New York City for four years, and has spent two years working with elementary, middle, and high school ELs in California. She strives to incorporate music and social-emotional skill building into her lessons.



Teacher 3 attended the University of California at San Diego, where he completed a bachelor's degree in English and later earned a teaching credential and two separate master's degrees in English and in Education. He worked in rural Paraguay, where he used his linguistics training to learn and communicate using the indigenous language of Guarani. For the last nine years, he has been teaching in California and is currently an elementary-level ELD instructor at Dyer-Kelly Elementary, one of Sacramento's high-needs and refugee-rich urban schools. He enjoys integrating music and interactive games into his lessons.



The Students



Class #1

- kindergarten ELD pull-out class
- students ranging in age from five to six years old
- students were classified as beginners at the beginning of the year, scoring a level 1 on CELDT language backgrounds included Farsi, Dari, and Pashto
- major student turnover
- As the year went on, students who progressed were transitioned to different classes to make room for recent arrivals

Class #2

- kindergarten ELD pull-out class
- first-grade ELD pull-out class that began with ten students ranging in age from six to seven years old
- beginners at the beginning of the year, scoring a level 1 on CELDT
- disruption in their education before enrolling in their current school
- language backgrounds included Arabic, Farsi, Dari, and Pashto
- major student turnover, with students who progressed being phased out to a different group as to make room for recent arrivals.

Class #3

- kindergarten ELD pull-out class with six students ranging in age from five to six years old
- newcomer beginners at the beginning of the year based on their CELDT scores
- language backgrounds included Pashto and Farsi
- stayed in this class for the duration of the school year

Class #4

- first grade ELD pull-out class with nine students ranging in age from six to seven years old
- classified as high beginners at the beginning of the school year based on CELDT scores
- language backgrounds included Farsi and Pashto
- stayed in the class for the duration of the school year
- Two students had limited productive English abilities at the beginning of the year and showed significant gains by the end of the year, speaking in full sentences with support
- Six students progressed to an early intermediate level and three to an intermediate level by the end of the year

Class #5

- pull-out group of kindergarteners ranging in age from five to seven years old
- classified as beginners at the start of the academic year
- language backgrounds included Dari, Pashto, Farsi, and Russian
- from refugee circumstances, therefore some students remained non-verbal for weeks, later surprising staff with their "sudden" skill development
- constantly changing, in part because of their spotty attendance records

Implementation and Use of the Program

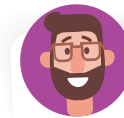
Hands-On English was introduced in the participating teachers' classrooms in October of 2017. Three of the teachers used the program for 41-60% of their instructional time with the students and the other teacher used it over 61% of the time. Teachers also used classroom and supplemental materials such as alphabet cards, *The Oxford Picture Dictionary*, and phonics materials, in addition to an English Language Arts program called *Benchmark Advance*.



The teachers used materials from almost all of the chapters in the program, with two teachers using materials from Chapters 1-8 and the third teacher using materials from all 10 chapters. The components that teachers used most often were the Vocabulary Cards, Slides, and Student Cards, followed by Printables and Sentence Frames. Of these components, teachers felt that students benefited most from using the Big Books, Student Cards, and Vocabulary Cards during student activities, followed by the Sentence Frames.

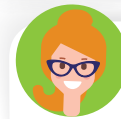
Student Progress

Ballard & Tighe did not have access to individual student scores at the beginning or end of the school year. However, according to anecdotal reports by the teachers, all of the students showed gains in their English ability with most students starting as beginners and ending at the early intermediate or intermediate level.



Teacher 1:

When my students entered my groups, they were non-verbal in English. As the year progressed, students began to use language structures learned from the program and gained confidence.



Teacher 2:

elaborated on the types of skills students learned in the program. Newcomers with limited to no productive English abilities were able to use specific words or phrases in appropriate contexts to engage in everyday and academic conversations. Students who had some English skills when entering the classroom demonstrated the ability to engage in more complex academic discourse on a given topic.



Teacher 3:

noted that though students made progress, they were considered beginners at the end of the term...largely due to their school readiness deficits. As refugees, they have many social-emotional needs that supersede their academics.

Hands-On ENGLISH Conclusion

Flexibility and Ease of Implementation While Providing Engaging, Meaningful Practice

Teachers enjoyed using the program and believed the flexibility and variety in the tools it gave them were highly beneficial to the students. One teacher stated that, **“The vocabulary cards and sentence frames supported his students’ oral proficiency.”**

Another teacher commented that the **“chants were catchy, the vocabulary cards were bright and interesting, topics were applicable to the content areas, and the meaningful activities required productive struggle and lots of speaking and interaction”** necessary to help her students increase their English proficiency and academic skills.

Taken together, the teacher and student experience provide strong anecdotal evidence that the *Hands-On English* program and its wealth of materials and instructional tools provide the successful foundation ELs need to read, write, and communicate orally for a variety of purposes in daily and academic life in the United States.

Teachers’ Words to Sum Up

Hands-On ENGLISH

MEANINGFUL

SUPPORTIVE FLEXIBLE

**IMPLEMENTED
SMOOTHLY**

**ENGLISH SKILLS AND
CONFIDENCE IMPROVED
VASTLY OVER THE YEAR
(EVERYDAY ENGLISH AND
ESPECIALLY ACADEMIC
ENGLISH)**

ENGAGING

VARIETY OF TOOLS

TEACHER'S e-PORT

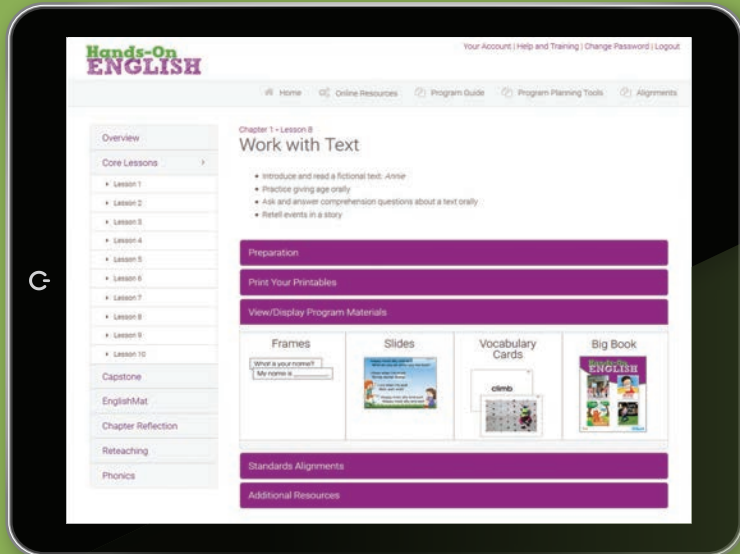
Each kit comes with access to the Hands-On English Teacher's e-Port, a web-based teacher's portal with a wealth of materials and information about the program. Teachers can look up standards alignments, access the Program Guide, view program pacing guides, and access Online Resources for teaching.



▲ Print and view printables



▲ Project the pictures and words on a screen and drag and drop to practice vocabulary and play learning games



◀ Project slides, sentence frames, and Big Book stories on the screen, laptop, or tablet

For pricing and alignments:
www.HandsOnEnglish.com
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 Consultant for a demo:

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