

Scenario 1 – Elementary

Student: Sally

Program: Early French Immersion (Grade 1 entry)

Background/profile:

- Sally is in grade 5 French Immersion. Since starting the program in Grade 1, she has continued to struggle in most areas of literacy, especially reading. She began receiving extra support for reading toward the end of grade 1. Sally continued to receive literacy intervention in French on a consistent basis in grades 2, 3 and 4.
- Sally began receiving English instruction in grade 3. Her English teacher, Miss B., noticed that Sally was also experiencing reading difficulties. Although she has improved since, she is still reading at a grade 3 level.
- Her grade 5 immersion teacher, Mlle C, is a beginning teacher. She feels that so much has been tried to assist Sally and that the school has exhausted most options.
- Mlle C. acknowledges that teaching literacy is not one of her strengths. She is concerned with the development of Sally's literacy skills and feels that perhaps learning two languages may be too much for this student.

Team task:

- Based on your own experiences and knowledge of best practices and struggling learners, how would you help this teacher support Sally's reading development with regard to classroom practices and other interventions?
- Possible discussion points:
 - What research/information could be shared with Mlle C and Miss B?
 - What professional development might each teacher benefit from?
 - What teaching strategies, accommodations, and/or interventions could be used to assist Sally?
 - What about Sally's options in grade 6. Should her parents be considering a transfer to English?

Product options:

- Teacher resource kits (resources, adaptations strategies, interventions)
- Differentiated lesson ideas to support students such as Sally
- Professional development materials to support beginning literacy teachers

Scenario 2 - Elementary

Student: Jessa

Program: French Immersion (Grade 3 entry)

Background/profile:

- Jessa is in the first year of the new grade 3 entry French immersion program in New Brunswick. Jessa did well last year in English and as such, her parents thought French immersion would be a good option for her.
- During the November parent-teacher meetings, her parents were made aware that Jessa was lagging behind her peers in French literacy in Grade 3 immersion. Her oral and reading development skills, although progressing, were of concern to her French Immersion teacher. March parent-teacher meetings are now coming up and Jessa still seems to be experiencing some oral and reading difficulties.
- Jessa's parents both work, are Anglophone, and have a limited income. Providing tutoring supports outside school is not an option for them. Jessa's parents have expressed their frustration over her unwillingness to spend sufficient time on homework tasks. Jessa claims the homework is too hard, especially the reading assignments. Her parents are concerned and want to help her at home, but feel that they cannot do it themselves.
- Her parents are questioning if the FI program is more appropriate for students that are academically stronger and have the means to provide outside help.

Team task:

- Based on your own experiences and knowledge of best practices and struggling learners, what would you tell this teacher so that she can provide accurate and helpful information to Jessa's parents?
 - What role can parents play in supporting their child in French immersion?
 - What research/information could be shared with parents?
 - How can immersion programs support a wide-range of learners (teaching approaches, accommodations and interventions)?

Product options:

- PowerPoint presentation to parents/PSSC
- Information booklet for parents
- Resource kits (resources, adaptations strategies, interventions)

Scenario 3 – Elementary

Student: Zack

Program: French Immersion (Grade 3 entry)

Background/profile:

- Zach is enrolled in the new grade 3 entry French immersion program in NB. He has 3 older siblings, a brother and two sisters, who are in French Immersion and are doing well.
- Zack has a history of behavioral issues and his academic performance in K-2 has been marginal. Although his parents are aware of Zack's academic and behavioral issues, they are both committed to having their children learn a second language.
- Last year in Grade 2 English, Zack was being monitored by members of the student services team, which included the methods and resource teacher and literacy support teacher. This year, since he is in French immersion, the members of the student services team along with the administration are unsure as to how best to support Zack and his teacher.
- One suggestion would see Zack transferred back into the English program. This suggestion is based on the fact that more support for struggling learners is available in English (M&R). Moreover, it is thought that Zack should focus on strengthening his English reading and writing skills before learning a second language.

Team task:

- Based on your own experiences and and knowledge best practices and struggling learners, how would you support Zack, his teacher and his parents?
 - What are the advantages of Zach being in the immersion program?
 - What suggestions could be made in terms of teaching strategies, interventions, and other supports to help students experiencing difficulties in immersion?
 - What alternative course of action could be suggested and what research/information could be shared with the school administration and student services team?

Product options:

- Teacher resource kits (resources, adaptations strategies, interventions)
- Professional development materials for school administrators and student services teams
- PowerPoint or information booklet for school administrators and student services teams

Scenario 4 - Elementary

Student: Patrick

Program: English Program/French Immersion (Grade 3 entry)

Background/profile:

- Patrick is currently in grade 2. Within the next few months, his parents will need to decide whether Patrick should enter the new French immersion grade 3 entry program or remain in English.
- Patrick has been seeing a speech pathologist since Grade 1 for a speech sound disorder. His reading fluency is slightly below reading text level according to his March report card. His teacher is trying to strengthen his fluency by teaching him how to read using punctuation marks, increasing his high frequency reading vocabulary as well as providing him reading material one level below his running record text level (Level J).
- Patrick is a strong student in math. He is well behaved and has many friends. He is a middle child with an older brother who struggles in school. He also has a younger sister at home.
- Patrick's mother's heritage is French but she does not speak French fluently and cannot read French well. His father is an Anglophone. His mother wants him to learn a second language but his father is concerned about his speech impediment and feels learning another language might not be appropriate for his son. He is also concerned about Patrick's English literacy development and wonders about English instruction in immersion.
- Patrick's parents recently attended an information session on the grade 3 FI program, but remain indecisive about whether Patrick can handle the grade 3 FI program.

Team task:

- Based on your own experiences and knowledge of best practices and struggling learners, what information do Patrick's parents need to have to help them make their decision?
 - What research/information could be shared with them?
 - What teaching strategies, accommodations, and/or interventions could be used to support Patrick?
 - What are the benefits of a strength-based approach in Patrick's case?

Product options:

- Information booklet for parents
- Resource kits (resources, adaptations strategies, interventions)
- Differentiated lesson ideas to support students such as Patrick
- Professional development materials to support literacy teachers

Scenario 1 – Middle school

Student: Bobby

Program: Late French Immersion

Background/profile:

- Bobby is in the grade 6 Late French Immersion program. He is a very competent student in several subjects including math and science. He met expectations in English language arts throughout elementary although discussions at team meetings indicated that he lacked confidence in both oral and written expression. Bobby does not enjoy reading in front of others, but he is an avid reader.
- Some teachers questioned if he would adjust to learning a second language because of an apparent lack of self-confidence. However, during his five months in the Intensive French Program in grade 5, Bobby responded very well to project-based learning. He seemed to be enjoying this experience and wanted to enter grade 6 FI.
- It is January (month 5 of the program) and Bobby's grade 6 LFI classroom language arts teacher is concerned that Bobby's willingness to engage in classroom discussions appears to be limited. Moreover, he seems to be struggling when attempting to write in French or when attempting to respond to reading comprehension questions.

Team task:

- Based on your own experiences and knowledge of best practices and struggling learners, how would you help this teacher support Bobby's literacy development in terms of classroom practices, keeping in mind his strengths and previous academic successes in English and Intensive French?
 - What role does Bobby's English literacy experiences play into learning a second language (language transfer)?
 - What research/information could be shared with the teachers involved?
 - What teaching strategies, accommodations and/or interventions could be used to support Bobby's literacy development and self-esteem?
 - What could be the role of a 'strength based approach' in helping Bobby's transition into French immersion?

Product options:

- Teacher resource kits (resources, adaptations strategies, interventions)
- Differentiated lesson ideas to support students such as Bobby
- Professional development materials to support middle school literacy teachers

Scenario 2 – Middle school

Student: Francine

Program: Late French Immersion

Background/profile:

- Francine is a grade 7 LFI student who entered the Late French Immersion program in grade 6. Many of Francine's friends had chosen to enter French Immersion and Francine wanted to do the same. Francine has a very outgoing personality and enjoys participating in many school activities (drama, sports, etc.)
- Francine's current French language arts teacher met with last year's teacher to discuss Francine's academic challenges. Francine was on an accommodated plan in elementary school because she did not meet expectations in reading and writing. When Francine entered French immersion in grade 6, her teacher felt that she needed an accommodated plan in French language arts as well.
- Francine's parents are aware of her difficulties, but wanted her to learn French. Francine's mom comes from a Francophone area and her grandparents are French. They are very concerned about and are involved in Francine's schooling. Francine received remedial support in elementary school, but last year her parents became frustrated by the apparent lack of remedial help available in French.

Team task:

- Based on your own experiences and knowledge of best practices and struggling learners, how can the school help support this student who wants to remain in French immersion.
 - What role can Francine's family play in supporting their child in French immersion?
 - How might school support and eventual decisions about programming for a student with this kind of family support be different from other students who do not have similar support?
 - What research/information could be shared with parents?
 - How can immersion programs support a wide-range of learners (teaching approaches, accommodations and interventions)?

Product options:

- Teacher resource kits (resources, adaptations strategies, interventions)
- Differentiated lesson ideas to support students such as Francine
- Professional development materials to support middle school literacy teachers

Scenario 3 – Middle school

Teacher: Mlle D.

Program: Late French Immersion teacher

Background/profile:

- Mlle D. is in her 8th year of teaching. She has experience teaching both early and late immersion. She has taught several at-risk students including students with behavioral issues.
- Based on her experience, Mlle D feels that there is little support for students in French immersion programs in terms of intervention or remedial programs.
- Mlle D is very self-motivated and enjoys teaching in the immersion program. She has learned how to differentiate and adapt the curriculum to meet the needs of all her students.
- She has had success using this approach. Her principal has asked her if she would make presentations to the PSSC, the District Education Council (DEC), and her fellow teachers.
- Mlle D is aware that some PSSC and DEC members, and some of her colleagues feel that French Immersion programs have very few learners with behavior problems, learning difficulties or other special needs, and therefore, there is no need to differentiate instruction. Furthermore, they feel that it is difficult to justify the allocation of additional resources to the FI program since the needs are so much greater in the English program.

Team task:

- If you were Mlle D, based on your own experiences and knowledge of research related to best practices and struggling learners, what information do you present to the PSSC and the DEC?
 - What research/information should be shared with parents?
 - What research/information could be shared with fellow teachers (both in the English program and FI program)?
 - What research/information should be shared with administrators and other decision-makers?
 - What role do teachers play in advocating for support services to help struggling students?

Product options:

- PowerPoint presentation
- Poster
- Information booklet for parents
- Resource kits (resources, adaptations strategies, interventions)