



English Language Learners: Laws, Regulations, and Implications for Teaching

Waterbury Public Schools

New Teacher Orientation 2013

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Training Outcomes

As a result of this workshop, participants will be able to:

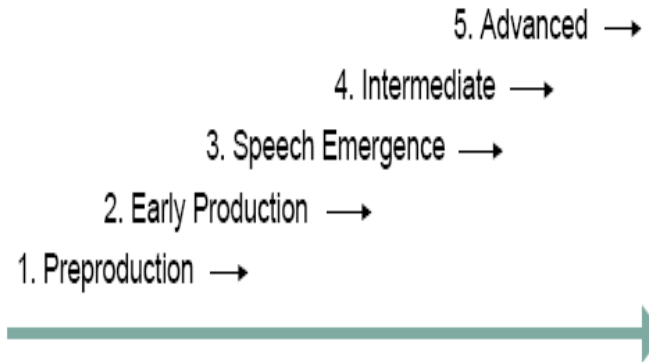
- ✓ Understand the federal and state laws and regulations
- ✓ Understand the stages of second language acquisition and LAS Links assessment as tools to effectively extend student learning.
- ✓ Identify recommended practices to get the most out of student learning.

Agenda

LAWS



Stages of Second Language Acquisition



Who is an ELL?

NOT a RELUCTANT LEARNER!

A student who:

- has a first language other than English.
- is in the process of learning English.
- needs additional support to acquire language and learn grade level content.



Why



Why is the ELL population
important to *all* of us?

It is the law!

Federal and Connecticut law require:

- **Identify ELLs**
- **Provide Equal Access to Educ**
- **Provide Quality Instruction**
- **Ensure Teacher Quality**
- **Assess ELL Students**



Lau vs. Nichols 1974

- "There is no equality of treatment by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education"



The Equal Educational Opportunity Act Requires...

- Removal of language barriers
- Ensured equal participation of students in instructional programs
- Equal education is not the same education for all, but equal **access** to educational opportunities



NCLB Requires...

- Reform and Accountability (District-wide & School-wide)
- Effective instruction for English proficiency development and content area mastery
- Participation in a rigorous academic program while acquiring a second language
- Increased linguistic and academic achievement of ELLs
- Adequate yearly progress



Public Act 99-211 (July 1999)

An Act Improving Bilingual Education

- A student's time in a bilingual program is limited to a total of 30 months
- If a student does not meet the English proficiency mastery standard after 30 months, the local board must provide language transition support services (LTSS)
- If a student enrolls in high school with less than 30 months before graduation, the student is not eligible for Bilingual Education.

Waterbury Public Schools

English Language Learners

- **2,182 English Language Learners**
- **39 Languages Spoken**
- **Spanish (1,888)**
- **Albanian (85)**

Albanian	Creole-Haitian	Karen	Mandarin	Portuguese	Turkish
Arabic	Dari	Khmer	Mondingo	Puniabi	Urdu
Bangla	Farsi	Korean	Montenegrin	Russian	Vietnamese
Bengali	French	Kurdish	Pashto	Serbo-Croatian	Yorubu
Burmese	Greek	Lao	Patwa	Spanish	
Cantonese	Hindi	Macedonian	Pilipino	Swahili	
Creole-Cape	Italian	Malay	Polish	Tagalog	

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English Language Learners

Programs and Placement

- ESL
- Bilingual Education/LTSS
- LEP in Regular

ELL

English Language Learners

- Any student who has been identified as having limited English proficiency
- Per Federal and local mandates, ALL ELLs **must** take the LAS Links every year
- ELLs must be monitored until the Connecticut English Mastery Standard is met
- All ELLs are entitled to receive accommodations on a regular basis

Bilingual

Students identified as ELL who receive native language support in the content areas while acquiring English

Students receive accommodations on a regular basis

Participation is limited to only 30 months

Parent must provide consent

ESL

Students identified as ELL who receive support through an ESL class as needed

Students are placed in regular education classes for the majority of the day and are entitled to receive accommodations in mainstream classes on a regular basis

LEP in Regular

Students identified as ELL, but do not receive support due to parental request

Student **can not** enroll in an ESL or sheltered class, but **can** receive accommodations in mainstream classes on a regular basis

LTSS

Language Transition Support Services

If a student does not meet the CT English Mastery Standard at the end of 30 months, they continue to receive support (ESL or Sheltered class as needed) until they meet the standard. They are entitled to receive accommodations in mainstream classes on a regular basis.

Connecticut English Mastery Standard

LAS Links: Overall Level 4 or 5 **AND**

DRA2 (K-2): Proficient

Kindergarten: Level 4

1st Grade: Level 18

2nd Grade: Level 28

CMT (3-8): Level 3 or above in Reading and Math, Level 2 in Writing

MAS: 2 in Reading and Math

CAPT: Level 2 or above in Reading, Writing and Math
MAS: 2 in Reading and Math

Accommodations include, but are not limited to:

- Differentiated Instruction based on English proficiency levels (LAS Links)
- Assessment based on English proficiency levels (LAS Links) and CT ELL Framework
- Time Extension
- Native Language support
- Word-to-Word Dictionary

AMAO Targets:

Annual

Measurable

Achievement

Objectives

CT AMAO Targets for ELLs

- ☑ % Proficient as measured by the LAS Links
- ☑ % Making progress as measured by the LAS Links
- **AYP**

Exit Criteria

- LAS Links Level 4 or 5
AND
- **Grades K-2**
 - DRA: Proficient Score
- **Grades 3-8**
 - CMT: Level ≥ 3 Math and Reading
Level ≥ 2 Writing
- **High School**
 - CAPT: Level 2

**Bilingual Education/ESL Exemptions
CMT and CAPT Exemption Information
Connecticut's English Language Learner (ELL)
Exemption Guidelines**

- If the ELL student has enrolled for the first time in a US school and attended for **less than 12 calendar months** they MAY be exempted from reading and writing portions of the CMT or CAPT. They **must** take the **math and science portions** of the CMT or CAPT.

Stages of Second Language Acquisition

BICS
CALP

Stages	Characteristics	Approximate Time Frame	Teacher Prompts
Pre-production	The student <ul style="list-style-type: none"> •Has minimal comprehension. •Does not verbalize. •Nods “Yes” and “No.” •Draws and points. 	0-6 months	<ul style="list-style-type: none"> •Show me... •Circle the... •Where is...? •Who has...?
Early Production	The student <ul style="list-style-type: none"> •Has limited comprehension. •Produces one-or two- word responses •Uses key words and familiar phrases. •Uses present-tense verbs 	6 months-1 year	<ul style="list-style-type: none"> •Yes/no questions •Either/or questions •Who...? •What...? •How many...?
Speech Emergence	The student Has good comprehension. Can produce simple sentences. Makes grammar and pronunciation errors. Frequently understands jokes.	1-3 years	<ul style="list-style-type: none"> •Why...? •How...? •Explain...? •Questions requiring phrase or short-sentence answers
Intermediate Fluency	The student <ul style="list-style-type: none"> •Has excellent comprehension. •Makes few grammatical errors. 	3-5 years	<ul style="list-style-type: none"> •What would happen if...? •Why do you think...? •Questions requiring more than a sentence response
Advanced Fluency	The student has near-native level of speech.	5-7 years	<ul style="list-style-type: none"> •Decide if... •Retell...

The Iceberg Model



**Basic Interpersonal
Communication Skills**

BICS:

- are everyday language for personal and social communication.
- are developed in 1 to 3 years.
- are not necessarily related to academic success.

**Cognitive Academic
Language Proficiency**

CALP:

- is the language needed to undertake academic tasks in the mainstream classroom.
- includes content-specific vocabulary.
- is developed in 5 to 7 years.
- when developed in the first language, contributes to the development of CALP in the second language.

As presented by Jim Cummins



A4 Worksheet for Stages Activity

Instructions: Each Column below represents a different stage of language acquisition. After reading the behaviors and strategies for each, insert the name of the stage at the top of the column.

Stage:	Stage:	Stage:	Stage:	Stage:
<p>The student</p> <ul style="list-style-type: none"> • Produces simple sentences. • Makes basic grammatical errors. • Shows good comprehension. • Expands academic vocabulary. 	<p>The student</p> <ul style="list-style-type: none"> • Makes few grammatical errors. • Uses grade-level vocabulary with ease. • Exhibits high levels of comprehension, but may not understand some colloquialisms 	<p>The student</p> <ul style="list-style-type: none"> • Responds with one- or two-word answers or short phrases. • Depends heavily on context for meaning. • Repeats key words. • Approximates words. • Grasps main ideas with support. 	<p>The student</p> <ul style="list-style-type: none"> • Is verbally unresponsive. • Indicates comprehension by nodding, drawing, or gesturing. • Only understands key words. • Depends heavily on context, visuals, and gestures for meaning. 	<p>The student</p> <ul style="list-style-type: none"> • Produces complex sentences. • Makes complex grammatical errors. • Shows good comprehension with support
SPEECH EMERGENCE	INTERMEDIATE FLUENCY	EARLY PRODUCTION	PRE-PRODUCTION	ADVANCED FLUENCY
Teacher Strategies				
<p>The teacher</p> <ul style="list-style-type: none"> • Expands the student's academic vocabulary. • Uses long sentence stems to support responses • Encourages the student to speak extensively. • _____ • _____ • _____ • _____ 	<p>The teacher</p> <ul style="list-style-type: none"> • Emphasizes grammatically complex academic language. • Asks grammatically complex questions. • Expands the student's figurative vocabulary. • _____ • _____ • _____ • _____ 	<p>The teacher</p> <ul style="list-style-type: none"> • Expands the student's vocabulary using gestures and objects to represent key words and phrases. • Asks the student questions that require one or two word responses. • Introduces figurative language. • Speaks slowly. • _____ • _____ • _____ • _____ 	<p>The teacher</p> <ul style="list-style-type: none"> • Uses simple commands, gestures, and objects to communicate meaning. • Asks yes/no questions. • Asks the student to show or draw responses. • Speaks slowly. • _____ • _____ • _____ • _____ 	<p>The teachers</p> <ul style="list-style-type: none"> • Helps the student develop complex academic language, both spoken and written. • Expands the student's figurative vocabulary. • _____ • _____ • _____ • _____ • _____

Source: Lynda Franco, Organization for Learning Excellence Adapted with permission.

What is LAS Links?

LAS Links is an assessment designed for English Language Learners.

- **LAS Links is a language proficiency test designed to determine a student's abilities in English when their primary language is other than English.**
- **Developed to meet No Child Left Behind (NCLB) requirements for testing English Language Learners in English proficiency.**

LAS Measures...

Language Domains:



Listening



Reading



Speaking



Writing

A colorful illustration of a diverse group of children of various ethnicities and ages holding hands in a circle around a central globe. The globe is green and blue, representing Earth. The children are drawn in a simple, cartoonish style. The entire scene is set against a light blue, cloud-like background.

ELL Strategies Desk Cards

(Tip Sheets for ALL Classroom Teachers)

Sponsored by the Connecticut Department of Education

Developed by the Connecticut RESC Alliance (2009)

General ELL Strategies

<p><u>Provide explicit vocabulary instruction</u> for unfamiliar vocabulary prior to and during lesson (i.e. word walls, personal bilingual dictionaries, word cards with pictures, games, etc.)</p>	<p><u>Use scaffolding techniques and adapted content</u> for comprehensible input (i.e. jigsaws, think alouds, graphic organizers, answer frames sentence starters, taped text, adapted text, etc.).</p>
<p><u>Use visuals as much as possible</u>, such as pictures, gestures, pointing, graphic organizers</p>	<p><u>Provide supplementary materials</u>, such as graphs, models, realia (actual objects), visuals</p>
<p><u>Provide background knowledge and connect to students' prior knowledge</u> (i.e. KWL charts, anticipation guides, bilingual dictionaries, journal writing in native language, creating bilingual books, etc.)</p>	<p>Learn about <u>students' culture and native language</u> to better understand learning needs (i.e. what are the similarities of the phonetic systems?)</p>
<p><u>Expect reading skills to come slowly</u>. If the student has learned to read in his native language, this will probably help him to transfer reading skills to English. However, the student may be pronouncing words, but not really comprehending.</p>	<p>Use <u>gentle correction</u> to encourage use of correct patterns while at the same time encouraging risk –taking with the language (i.e. Student says, “I eated breakfast.” Teacher responds, “ I <i>ate</i> breakfast too. I <i>ate</i> toast. What did you eat?”).</p>
<p><u>Modify activities and assessments</u> according to the ELL language level.</p>	<p><u>Frequent opportunities for oral interaction</u> (i.e. Think-Pair-Share, Partner Talk, Cooperative Learning, etc.)</p>

LAS Links Level 1

Beginner/Pre Production

Student Learning Characteristics:

- Understands very little English
- Stage lasts 6 months to one year, typically
- May not talk at all; “silent period”
- Is learning to understand basic conversation and instructions such as “hello, how are you, sit down, line up, color.
- Is beginning to speak in one and two word phrases
- May have cultural conflicts or misunderstandings

Questioning Techniques:

- Ask yes or no questions (i.e. “Is this a ...?”, “Does this ...?”)
- Use “point to”, “circle”, “find”, “show me”, “draw”, “match”
- Ask students to categorize objects

Specific Teaching Strategies for Level 1

- Teach basic survival English, such as “bathroom”, “lunch”, “home”
- Help the student to learn the classroom and school routines
- Use visuals such as pictures, gestures, and pointing
- Create “ I need” cards for students to hold up when he or she needs something
- Use a student buddy, if possible someone with the same language
- Label objects around the room and around the school in English and other languages
- Provide books and audio books in native language
- Use bilingual picture dictionary and have student create personal illustrated dictionaries
- Be patient, give the student a few weeks or months to adjust

LAS Links Level 2

Early Intermediate/ Early Production

Student Learning Characteristics:

- Understands most basic directions
- Can respond with one or two word answers
- Stage lasts 6 months to one year, typically
- Uses English vocabulary that is still very limited
- Probably understands more than he/she can express
- May have cultural conflicts or misunderstandings

Questioning Techniques:

- Ask literal questions – who, when, where, what
- Ask questions with 1-3 word answers
- Ask questions with an either/or option
- Ask students to list, name, tell which, categorize, draw, label, create

Specific Teaching Strategies for Level 2

- Use a student buddy, if possible someone with the first language
- Teach explicit phonemic awareness, phonic rules and skills.
- Label objects around the room and around the school in English and other languages
- Provide books and audio books with patterned sentence structure and pictures
- Provide books and audio books in native language
- Use bilingual picture dictionary and have student create personal illustrated dictionaries
- Corrections for grammar and spelling can be done after the student has finished their writing
- Provide modified or shortened text for reading assignments
- Give the student a picture story without words and provide him with some basic vocabulary that goes with this story. Ask him to write a sentence or so to describe each picture, which then makes a story.
- Provide sentence and answer frames

LAS Links Level 3

Intermediate/ Speech Emergence

Student Learning Characteristics:

- Understands most *conversational* English vocabulary, but not necessarily *academic* vocabulary
- Speaks in simple sentences and has some incorrect grammar usage
- Stage lasts 1 year to two years, typically
- May not understand spoken or written English with complicated sentence patterns
- May not understand many idioms and homonyms
- May not grasp underlying meanings in a story because of vocabulary

Questioning Techniques:

- Ask how and why questions
- Check for understanding by asking student to tell you what something means
- Check for understanding by asking student to explain the assignment to you
- Ask student to tell about, describe, explain
- Ask student to explain similarities and differences

Specific Teaching Strategies for Level 3

- Use bilingual picture dictionary
- Teach explicit phonemic awareness, phonic rules and skills through all grade levels.
- Encourage student to use full sentences
- Make modifications to assignments and tests, so the student will not be overwhelmed
- Corrections for grammar and spelling can be done after the student has finished their writing
- Provide modified or shortened text
- Provide student with content learning objectives with simple language
- Explain idioms and homonyms
- Provide sentence frames showing use of transition words

LAS Links Level 4&5

(Proficient & Above Proficient /Inter. & Adv. Fluency)

Student Learning Characteristics:

- Speaks in fluent sentences using standard grammar
- May have difficulty understanding content-area materials where a high degree of literacy is required
- Has limited understanding of less commonly used words and idioms and homonyms
- May have reading and writing skills below those of native English speaking students
- May not grasp underlying subtle meanings in a story because of vocabulary
- Stages last 3 to 5 years, typically

Questioning Techniques:

- Ask how and why questions
- Check for understanding by asking student to tell you what something means
- Ask student to tell about, describe, explain
- Ask student to explain similarities and differences
- Ask student to tell “What would happen if ...?”; “Tell me as much as you can about ...?”; “Why do you think ...?”; “What would you recommend ...?”

Specific Teaching Strategies for Levels 4 & 5:

- Continue to make modifications to assignments and tests, if necessary
- Check for understanding of academic vocabulary
- Give the student a list of target words for each unit of study
- Help with writing skills. They will need assistance with self-editing, especially syntax and word usage
- Encourage use of English-English dictionary as well as a bilingual dictionary to expand vocabulary
- Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)
- Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring

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Remember we have the
opportunity to become
a hero to some student
every day!

