



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

Waterbury Public Schools

New Teacher Orientation 2018

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Superintendent of Schools

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Waterbury Public Schools Bilingual/ESOL Education Department

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Bilingual Staff Developer

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Bilingual Literacy Coach

Training Outcomes

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

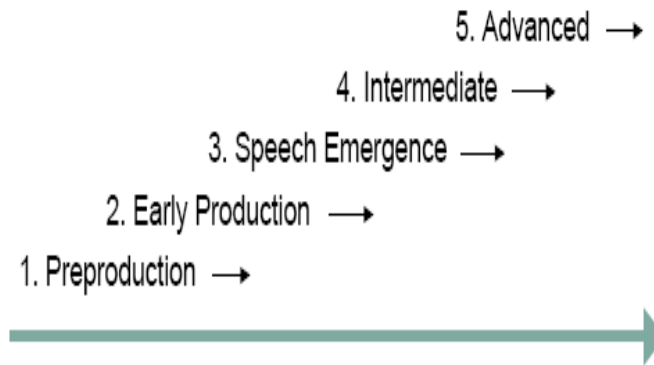
- ✓ Understand the federal and state laws and regulations
- ✓ Understand the stages of second language acquisition and LAS Links assessment as tools to effectively extend student learning.
- ✓ Identify recommended practices to get the most out of student learning.

Agenda

LAWS



Stages of Second Language Acquisition



ELL Strategies
Desk Cards

An illustration of diverse children of various ethnicities and ages standing around a globe, holding hands, symbolizing global unity and diversity.

Vision and Mission Statement



Vision

The Bilingual/ESOL Education Department will provide a superior continuum of services and support for English Learners (ELs), promoting the development of academic and social English in an emotionally safe and nurturing environment that promotes self-efficacy and cultivates leadership skills.

Vision and Mission Statement

Mission

The Bilingual/ESOL Education Department will provide English Learners with talented and highly qualified personnel who are invested in their students' academic, social and emotional success. Partnerships established between students, families, schools and the community will ensure English Learners continue to learn and grow beyond the school setting. Through individualized support, English Learners will develop the necessary social and academic English skills that promote high achievement and encourage self-efficacy while developing essential skills required of future leaders for life-long success.

Vision and Mission

Symbol



The tree, like many of our students and staff, has deep roots. Our roots can be traced back to many countries. Trees start from tiny little seeds, each one containing the potential for growth and expansion. Resilient branches can reach far into the sky while strong roots provide a firm, solid foundation, anchoring them safely to the ground. Under the right conditions, each one can grow and blossom to its full potential.

Colors: **Blue** and **Green**

Together, **blue** and **green** are reminiscent of the planet earth. Our students' roots are far reaching, encompassing places all over the world. **Blue** represents confidence and intelligence. **Green** symbolizes growth and harmony, and is associated with safety.

Who are English Learners?

Students who:

- have a **first language other than English.**
- are in **the process of learning English.**
- need **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 Education**
- 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



Identification Process

If the Home Language Survey and Parent Interview indicate that a language other than English is spoken at home, the student is tested for English Proficiency

- LAS-Placement test is administered
- If test results indicate limited English proficiency, program options are offered and explained to the parents.
- After the program options (Bilingual, English as a Second Language (ESL), and LEP in Regular) are offered and explained to the parents, the parents sign consent forms for placement.
- All required documentation is maintained in the Bilingual/ESOL Education Department Office as well as sent to the school for record keeping in the students' cumulative record

HOME LANGUAGE SURVEY

ENGLISH

Student's Last Name _____ First Name _____
Date of Birth _____
Address _____ School _____ Grade _____ Tel
ephone # _____

Has your child previously been enrolled in the Waterbury School District?

Dear Parents;

Under Connecticut General Statutes (CGS), Sections 10-17 concerning Bilingual Education, all schools are required to classify the language dominance of every student. **In order to do this, we must ask you to answer the following questions for each of your children who attend school.**

Please return this form to the school. Thank you for your cooperation.

1. What language do you speak at home? _____
2. What language does your child speak at home? _____
3. What language did your child learn first? _____

Parent's Signature: _____ Date: _____

Available in English, Spanish, Albanian, Portuguese and Italian

Programs

BIL: The Bilingual Education Program follows the same curriculum as the mainstream education program, with a focus on the language and academic needs of English Learners (ELs). Instruction in content areas (Mathematics, Science and Social Studies) for bilingual students uses both English and the native language for clarification of the subject matter being taught pursuant to section 10-17e of the Connecticut General Statutes (CGS). Participation in a Bilingual program is limited to 30 months.

LTSS: Language Transition Support Services are provided to students who have completed 30 months in the Bilingual Education Program and have not met the Connecticut English mastery standard.

ESL: The English as a Second Language Program is for students learning to speak, read, and write in English for the purposes of academic achievement and social interaction. Teachers provide strategies for students to acquire proficiency in English, promoting and enhancing students' Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

LEP REG: This refers to students who have been identified as having limited English proficiency, but do not receive any EL services due to parental request.

EL English Learners

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

Bilingual

Students identified as EL 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 EL 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 EL, 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 classes as needed) until they meet the English mastery standard. They are entitled to receive accommodations in mainstream classes on a regular basis.

Connecticut English Mastery Standard

LAS Links: Grades Overall Level 4 or 5

And

Grades K-12

Reading Score 4 or Higher

Writing Score 4 or Higher

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

Waterbury Public Schools

English Learners

- **2,008 English Learners**
- **39 Languages Spoken**
- **Spanish (1,944)**
- **Albanian (76)**

Albanian	Dari	Haitian-Creole	Mandarin	Pashto	Turkish
Arabic	Farsi	Khmer	Mandingo	Russian	Urdu
Bangla	Filipino	Karen	Montenegrin	Serbian	Vietnamese
Bengali	French	Korean	Patwa	Spanish	Yoruba
Burmese	Greek	Kurdish	Polish	Swahili	Zulu
Cantonese	Guyanese-Creole	Lao	Portuguese	Tagalog	
Creole-Cape Verde		Macedonian	Punjabi	Tamil	

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

English Learners by Program

The Bilingual/ESOL Education Department serves over 2,000 students identified as English Learners. As mandated by Connecticut General Statutes, Section 10-17, we offer Bilingual Education, Language Transition Support Services, and English as a Second Language (ESL).

Level	BIL	ESL	LEP REG	LTSS	Grand Total
ES K-5	356	725	45	106	1232
MS 6-8	121	205	13	130	469
HS 9-12	91	183	24	209	507
Grand Total	568	1113	82	445	2208 (6/11/14)

Initial Testing

2013-2014 SY

1167 new students were tested for English proficiency

792 qualified for services

- **388** ESL
- **369** Bilingual Education
- **11** LTSS
- **24** did not accept direct services but are monitored and tested annually

Bilingual/ESOL Education Department Educators

The Bilingual/ESOL Education Staff consist of 79 teachers and 4 tutors. Our certified staff includes a Bilingual Social Worker, a Bilingual Literacy Coach, and one Bilingual Staff Developer.

ELL Teachers by Program

Level	BIL	ESL	RDG	Grand Total
Elementary K-5/8	20	22	8	49
Middle School 6-8	7	10	0	16
High School 9-12	7	6	0	11
Grand Total	34	38	7	80

Bilingual/ESOL Education Department Office Staff

- English
- Spanish
- Albanian
- Portuguese
- Italian

Translations

2013-2014 SY

The Bilingual/ESOL Education Department
provided written translations of
134 documents
and
assisted with oral translations at
39 meetings and events
District-wide

As of June 11, 2014



Translation Devices

- Waterbury Public Schools has purchased three Lexicon translation devices to facilitate translations for families in larger venues such as school-wide or district-wide events.
- These devices include in line interpretation monitoring, headset microphones, compact transmitter, receivers and headsets.
- Each set contains 30 headsets

LAS Links

Language Assessment Scales

**Mandated Annual English Proficiency Test
given to all English Learners**

What is LAS Links?

LAS Links is an assessment designed for English 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.
- Designed to meet **Federal** requirements for testing English Learners in English proficiency.

LAS Measures...

Language Domains:



Listening



Reading



Speaking



Writing

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.



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.

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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ELA/EL Differentiated Units

Infusing Sheltered Instruction Strategies into the ELA Curriculum

During the course of the 2013-2014 SY, Bilingual/ESL teachers met regularly to analyze the new Concept Based ELA Curriculum to identify:

- **Appropriate Sheltered Instruction strategies**
- **Unfamiliar topics**
- **Foundational skills needed to access the content at each grade level**
- **Anticipated content misconceptions, ambiguity or misunderstanding that may arise due to students' limited English Proficiency**

ELA/EL Differentiated Units

- The goal is to maintain the high level of rigor of a concept based curriculum, while making the content comprehensible and allowing students to demonstrate their understanding as they develop linguistically. As experts in second language acquisition, teachers made recommendations for differentiation by level of English proficiency, content, process, and product

ELA/EL Differentiated Units



CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:



Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning

Community Partnerships: NVCC

- Field Study Internship Placements
- Gear-Up Transition 8th-9th Summer Academy
 - focus on developing and enriching academic content vocabulary
- Campus Tours and Orientations for High School Students
- Dr. Daisy Cocco DeFilippis: Guest Speaker at our Hispanic Heritage Month Celebration

Community Partnerships: NVCC Campus Tours and Orientation



Hispanic Heritage Month



About National Hispanic Heritage Month

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America

Hispanic Heritage Month



Students From Crosby High School performed cultural dances and students from North End demonstrated costumes from various Hispanic Countries

Hispanic Heritage Month



Waterbury Public Schools, in collaboration with the Mayors' Office, Connecticut Dance Theater, and Community Members, hosted the 4th District-Wide Hispanic Heritage Month Celebration

School-Community Partnerships:



**Family and Housing Expo:
Progress Book Training for
Parents
Saturday, May 10, 2014**





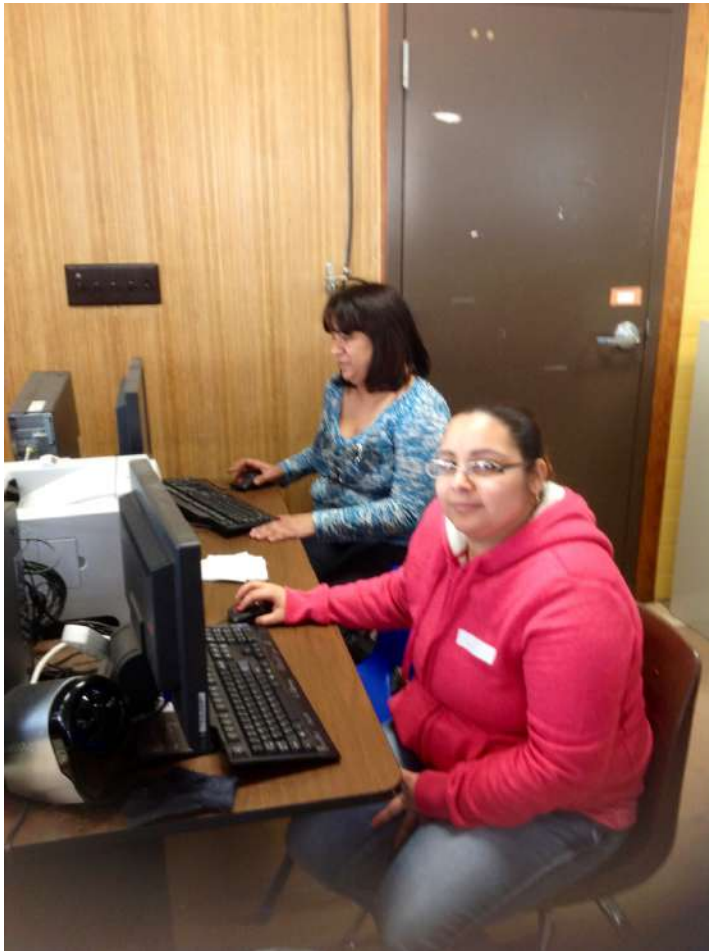
Parents, Teachers and Students: The Gathering Saturday, May 17, 2014



Parent Empowerment Workshops



Parent Empowerment Workshops



Electronic collection of parent workshop evaluation surveys provides immediate and authentic feedback from parents

Students, Teachers, Parents and Community



Waterbury Public Schools Bilingual/ESOL Education Department



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

