



CAMDEN COUNTY SCHOOLS ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Technical Assistance for ESOL Practitioners

Learning Goals



- To understand how to identify, serve and exit English Learners.
- To implement the requirements to improve the service of English Learners.

“WHAT” are we improving?



GaDOE Systems of Continuous Improvement

CCS Focus Area Teams

Coherent Instruction

Focus Area I

Professional Capacity

Focus Area II

Supportive Learning Environment

Focus Area III

Family & Community Engagement

Focus Area V

Effective Leadership

Focus Area II and IV



“HOW” are we improving student achievement?

- Identify needs
- Select intervention
- Plan implementation
- Implement plan
- Examine progress



“WHY” do we improve student outcomes?

Ensure ALL students in Georgia graduate:

- *ready to learn*
- *ready to live*
- *ready to lead*



Purpose of ESOL

To help ensure that English Learners, including immigrant children and youth, attain English language proficiency and meet the same standards that all children are expected to meet.

Aim for Instruction of English Learners

To increase the English proficiency of English learners by providing effective

- The language instructional educational programs (LIEP) should meet the needs of ELs and demonstrate successes in increasing:
 - *English language proficiency; and*
 - *Student academic achievement*
- The LIEPs should be outcomes-driven
- The LIEP should demonstrably result in improved English language proficiency and academic achievement for ELs to be considered “effective”
- The LIEP should be based on rigorous, relevant research on what instructional approaches are proven effective for promoting English language proficiency and high academic achievement

Kindergarten W-APT Screener

The procedures from 2nd semester pre-kindergarten through 1st semester kindergarten are as follows:

- Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined **Listening and Speaking Raw Score**.
- If the student's combined **Listening and Speaking Raw Score** is ≥ 29 , the student meets the minimum criteria for English language proficiency and is not eligible for language support services.
- If the combined **Listening and Speaking Raw Score** is ≤ 28 , then the student qualifies for language assistance services.

The procedures from 2nd semester kindergarten through 1st semester first grade are as follows:

- Administer all four components of the Kindergarten W-APT.
- If the following is true:
 - 1. *Listening and Speaking raw score is ≥ 29 , and,*
 - 2. *the Reading score is ≥ 11 , and,*
 - 3. *the Writing score is ≥ 12 , then*
the student does not qualify for language support services.

If not all three criteria are met, the student requires language support services.

WIDA Assessments

WIDA Screener to determine eligibility

W-APT – Kindergarten (2 nd semester PreK – 1 st semester 1 st grade)	WIDA Screener Online - Grades 1- 12 (2 nd semester 1 st grade – 12 th grade)
<ul style="list-style-type: none">■ NO WIDA Certification Required■ Administer within 10 days of enrollment■ https://wida.wisc.edu//■ https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/Main%20Page/Kindergarten%20W-APT%20Eligibility%20Flow%20Chart.pdf	<ul style="list-style-type: none">■ Examiner Certification Required■ Administer within 10 days of enrollment■ Headphones Recommended■ https://wida.wisc.edu/■ https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/Main%20Page/WIDA%20Screener%20Eligibility%20Flow%20Chart.pdf

ACCESS for ELLs 2.10

- *ACCESS for ELLs 2.0* is administered annually to all English learners in Georgia.
- It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress towards English proficiency.
- It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

ACCESS – Determine proficiency

- **ACCESS for ELLs 2.0** is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English.
- **ACCESS for ELLs 2.0** is used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing. ACCESS for ELLs 2.0 serves five main purposes
- Examiner Online Certification Required
- WIDA – DRC Site is the testing platform
- <https://www.drccedirect.com/all/eca-portal-ui/welcome/DRCPORTAL>

ACCESS Scoring

Kindergarten ACCESS for ELLs –

- *Test Administrators score all domains in the test booklet*
- *System Coordinator sends the booklet to DRC, which captures the scores for reporting.*



ACCESS for ELLs Online

- *The online test engine automatically scores Listening and Reading during administration.*
- *DRC scores the Speaking and Writing domains in winter and spring.*

ESOL Exiting Criteria

Kindergarten

- Beginning in Spring 2018, to exit a Kindergarten student, the student must:
 - *achieve a 4.5 in Writing and*
 - *a 5.0 or greater in Listening, Speaking and Reading.*
 - *The student's Overall score must also be 5.0 or greater.*

Grades 1-12

- If the student scores a Composite Proficiency Level (CPL) score of 4.3 or higher, the student will be deemed English proficient and **MUST** be exited from language assistance services.
- The student will be coded EL-3 and his/her academic progress will be monitored for 2 years.

Exit Criteria

As ELs reach proficiency and become ready to exit language assistance services, it is imperative to ensure that ELs have attained a degree of English language skill that will enable them to achieve academic success at levels similar to those of their native English-speaking peers.

Find the flow chart at [Exit Criteria Flow Chart.JPG](#)

Exit Criteria – ACCESS Proficiency Levels

Kindergarten

- The maximum Writing score on the Kindergarten ACCESS is now 4.5 (instead of 6.0).
- A Kindergarten student must achieve:
 - *4.5 in Writing **and***
 - *5.0 or greater in each of the remaining domains of Listening, Speaking and Reading.*
 - *The student's Overall score must also be 5.0 or greater*
 - *All Kindergarten students who meet these minimum criteria must be exited from the ESOL program.**

Exit Criteria – ACCESS Proficiency Levels

Grades 1 – 12

- Our office has confirmed with the Office of Accountability that **no changes** will be recommended to the minimum exit criteria to be applied to Spring 2018 ACCESS 2.0 results for grades 1 -12.
- Thus, if you choose, you may exit grades 1 - 12 English learners at the same scores you elected to exit last year's grades 1 – 12 English learners. The minimum exit criteria remain as noted in the 2017-2018 ESOL Resource Guide.
- [Parent Notification of Exit](#) may be found on the GA DOE website.

Notification to Parents

- **Initial Services Notification**
 - Per Office of Civil Rights, all parents of all identified ELs must receive the [Notice of ESOL Services](#). Various translations for the initial and continuing service notifications are available.
 - Parents are notified prior to services
- **Supplemental Services Notification (Title I)**
 - Parents of ELs who are selected to participate in supplemental language support programs should be sent the Title I notice (ESSA, Section 1112(e)(3)(A))
 - The purpose of the notification is to advise the parents of their child being offered federally-funded (**beyond just ESOL services**) language services. (**CCS does not currently offer supplemental support**)
- **Exit** – When ACCESS scores qualify a student to enter the Monitoring phase
- **Waiver** – Signed when parents are not interested in services



Parent Waiver of Direct Language Assistance Services

- Some parents of students identified as ELs may choose to waive language assistance services for their child;
- However, school districts are still held responsible for providing language support under Office for Civil Rights law.
- The district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes.
- Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation. A form for waiving services is available in the
- Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services.
- ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.

Monitoring Academic Progress of ELs

- Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement.
- Schools should compare ELs' achievement to that of their academically successful native English-speaking peers as well as mainstreamed language-minority students.
- Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving.
- Language-minority students must be compared with native their English-speaking peers in knowledge of subject matter.
- It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Re-entry into ESOL

Students who struggle during the Monitoring Period (Sample [Monitoring Forms](#) are available.)

- Sometimes ELs may struggle in some of their academic courses, even after they have been deemed proficient and have met the criteria for exiting ESOL services.
- Therefore, during the two calendar year monitoring period required under civil rights law, ELs may still require instructional accommodations in some of their content courses.
- As the students' progress is monitored, if there is evidence the students are struggling in one or more content areas, the first step is to ensure the students are provided any instructional supports available to students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success.

Best Practices for EL Students

1. Increase ELL students' English language production and peer interaction.
2. Explicitly teach English language vocabulary and structures.
3. Build on ELLs' Background Knowledge to Increase Comprehension
4. Increase ELL Parent Involvement
5. Increase writing opportunities
6. Use graphic organizers
7. Differentiate instruction
8. Provide opportunities for visual thinking



Effective ESL Classroom Management: Techniques & Strategies

- Build a Classroom Community - Create an environment that promotes accountability and belonging.
 - *Create a classroom community where students learn to respect, value, and support one another.*
 - An ESL classroom community should encourage mistakes.
- Develop a Structured Routine
 - As much as is possible, communicate to students what is expected of them.
 - Having a structured routine in place will ensure students know what they are supposed to be doing, and when they are supposed to be doing it.
 - *Create a classroom routine with times and images; keep it displayed at all times.*
 - *Let students know when a transition is about to take place, and what that transition will be.*
 - *Inform students right away when changes to the routine have to be made.*

DynEd - Practice English Language

- A computer application that offers effective method of teaching English based on the natural way of learning, simulating the learning of small children.
- The principles are:
 - *Learning in natural sequence: first listening and speaking, later on reading and writing.*
 - *Blended method of teaching: computer and teacher.*
 - *Flexibility: study of English anytime, online as well as offline.*
 - *Maximally personalized approach: students start studying at their current level of English language.*

DynEd - Practice English Language

- A computer application that offers effective method of teaching English based on the natural way of learning, simulating the learning of small children.
- The principles are:
 - *Intelligent Tutor which evaluates the efficiency of the study itself – (no graded tests) and not only the acquired knowledge. The result is efficient learning and permanent mastery of English.*
 - *Entertaining and interactive study: students themselves choose activities during the lesson.*
 - *Polishing pronunciation thanks to unique Speech Recognition exercises.*
 - *Language mastery is up to 60% faster compared to traditional methods.*
 - *Regular reports: measurable evaluation of learning efficiency.*

Parent Communication

Encourage families regarding the the following:

1. Speak the native language at home, and read to the child in his/her native language.
2. Let the student do his/her own homework. If the child cannot do his/her homework, tell the teachers.
3. Attend parent-teacher meetings and family nights
 - *Camden County Collaborative Connections (C4) – Elementary Schools*
 - *Walk in My Shoes Night – Middle Schools*
 - *High School Transition Night – Ninth Grade Center*
4. Be patient with student. Language learning takes a long time!

Effective ESL Classroom Management: Techniques & Strategies

■ Create a Student-Centered Environment

- *Put the students' needs ahead of your own goals, and in practicing language, the students are the focus, not the teacher.*
- The learners should be doing most of the talking and engaging, and the teacher should be a secondary figure who facilitates the way students are communicating.

■ Be Repetitive

- *Building upon what students already know and reviewing those topics frequently will lead to increased language retention and confidence.*
- *It will also reduce off task behavior and noncompliance.*

■ Incorporate Interests

- *Find out what motivates your students, what interests them, and what will get them talking.*
- Do activities where students define their preferences, and listen carefully to student conversations.

■ Non-Verbal Signals

- *Non-verbal signals can be very useful to manage the volume of your class or warnings that discipline is about to ensue.*
- *An example is when the teacher raises one hand, it means he or she is asking for the class to quiet down.*

Parent Communication

- Camden County School System receives Title I, Part A funds.
- Therefore schools must have an effective means of outreach to parents of English Learners to inform the parents regarding how the parents can—
 - *be involved in the education of their children; and*
 - *be active participants in assisting their children to—*
 - attain English proficiency;
 - achieve at high levels within a well-rounded education;
 - meet the challenging State academic standards expected of all students.

EL Parent, Family, and Community Engagement

- Schools must implement an effective means of outreach to parents of ELs.
- Outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents of ELs
 - *Stakeholder Meetings*
 - *Camden County Collaborative Connections Mtg (C4)*
 - *Walk in My Shoes Night*
 - *High School Transition Night*
 - *Social Media*
 - *Eblast*
- Meetings must include specifics regarding ways parents can support ELs' content and language proficiency skills

Questions about the ESOL Program

Contact Denise Cato

- dcato@camden.k12.ga.us
- 912-729-5687



Sources:

- <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-III.aspx>
- <https://study.com/academy/lesson/effective-esl-classroom-management-techniques-strategies.html>
- <https://busyteacher.org/15100-expert-esl-classroom-management-10-golden-tips.html>
- <https://wida.wisc.edu/>



