

Session Handouts

Introduction to Course, Policy, and Data

Who is an ELL? Quick Write

What is an English Language Learner?

Who's an English Language Learner?

MA State Definition

"English learner" means a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

MA General Law Part I, Title XII, Chapter 71A, Section 2 (b)

Federal Definition - No Child Left Behind (NCLB)

(25) LIMITED ENGLISH PROFICIENT— The term limited English proficient', when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an **elementary school or secondary school**;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, **whose native language is a language other than English**, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments...
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

Course, Policy, and Data

Ask Write

Language Learner?

Language Learner?

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WIDA English Language Development Standards Gu

1. Students' languages and cultures are valuable resources in schooling.
2. Students' home, school, and community experiences support language development.
3. Students draw on their metacognitive, metalinguistic, and cultural knowledge to develop proficiency in additional languages.
4. Students' academic language development in their academic language development in English. Conviction that language development in English informs their academic language.
5. Students learn language and culture through meaningful experiences.
6. Students use language in functional and communicative contexts.
7. Students develop language proficiency in listening, speaking, reading, and writing, but at different rates and in different ways.
8. Students' development of academic language and literacy is a process of related processes.
9. Students' development of social, instructional, and academic language, and long-term process, is the foundation for their learning.
10. Students' access to instructional tasks requiring complex language use, linguistic complexity and instructional support in

statement about English Language Learners (ELLs).

uage means knowing how to say what you are thinking using the right

ginners or who are at lower proficiency levels cannot engage with the
meworks in the same way that native English speakers can OR ELL
ected to achieve to the same level as fluent English-speaking
as need to lower their expectations for ELLs. F

nglish language instruction, ELLs should be ready to be in
ull time. F

outside of the U.S. or are recent arrivals. F

a more effective language learners than older learners. T

Ls effectively all you need to do is make sure you use "good teaching
ng best practices" and strategies. _____

s should focus on teaching their content knowledge and skills, while
be responsible for helping ELLs learn English. _____

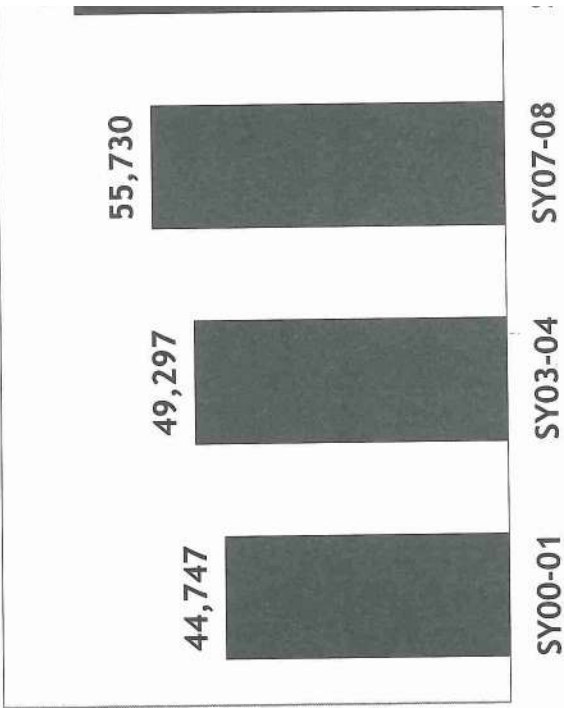
and regulations are somewhat extreme when compared to other states'
S. F

not as engaged or interested in the education of their children as
e. _____

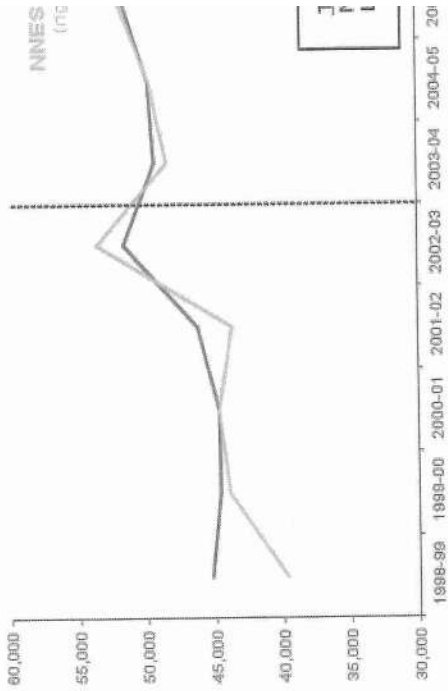
l write in a second language is fundamentally different from learning
one's native language. _____

Total ELL Enrollment

Number of ELL students enrolled in MA schools by :
current trend, by 2021 approximately 20% of all MA



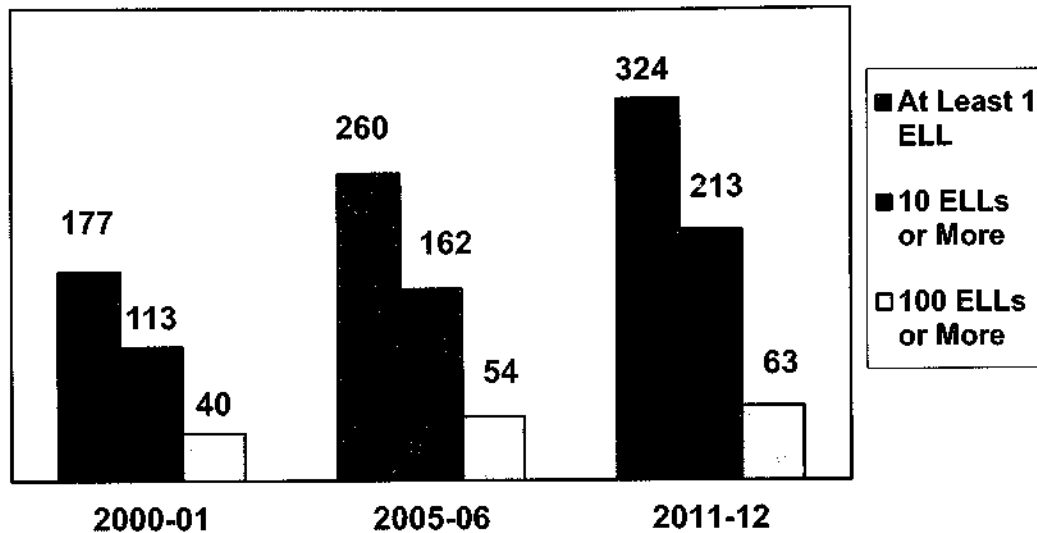
Non-Native English Speakers (NNES) and students
(LEP) enrolled in MA public schools 1999-2009.



ELL Enrollment by District

Number of districts enrolling at least 1 ELL, 10 ELLs or more, and 100 ELLs or more by school year.

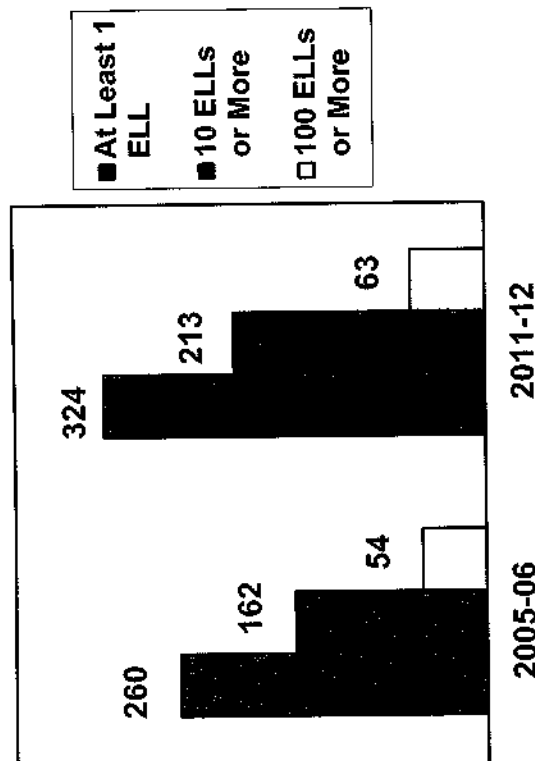
- ELLs are enrolled in 324 out of approximately 400 districts. This means that close to



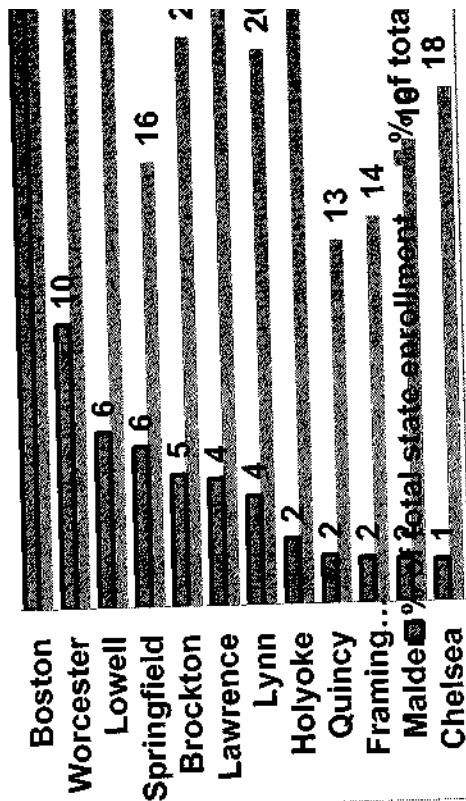
81% of all MA districts have at least 1 ELL student.

- ELLs are enrolled in 1,499 out of approximately 1,824 schools. This means that close to 82% of all MA schools have at least 1 ELL student.

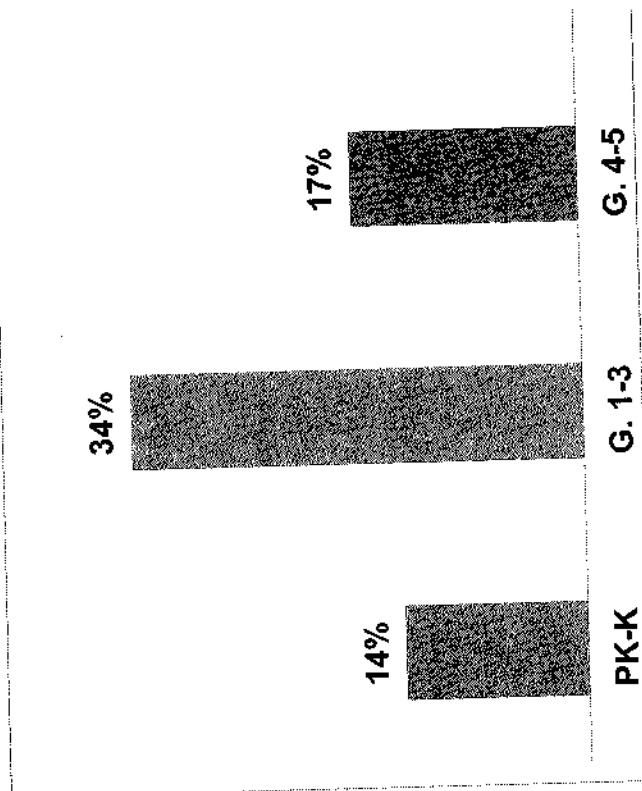
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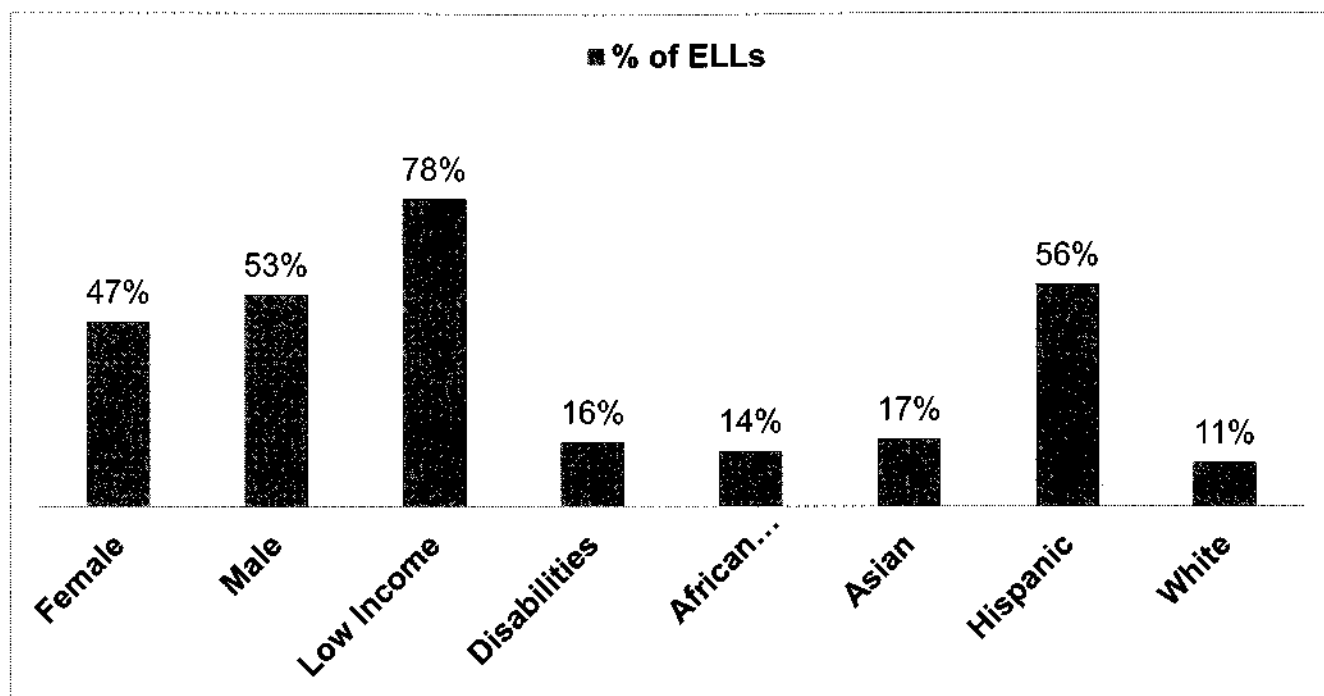
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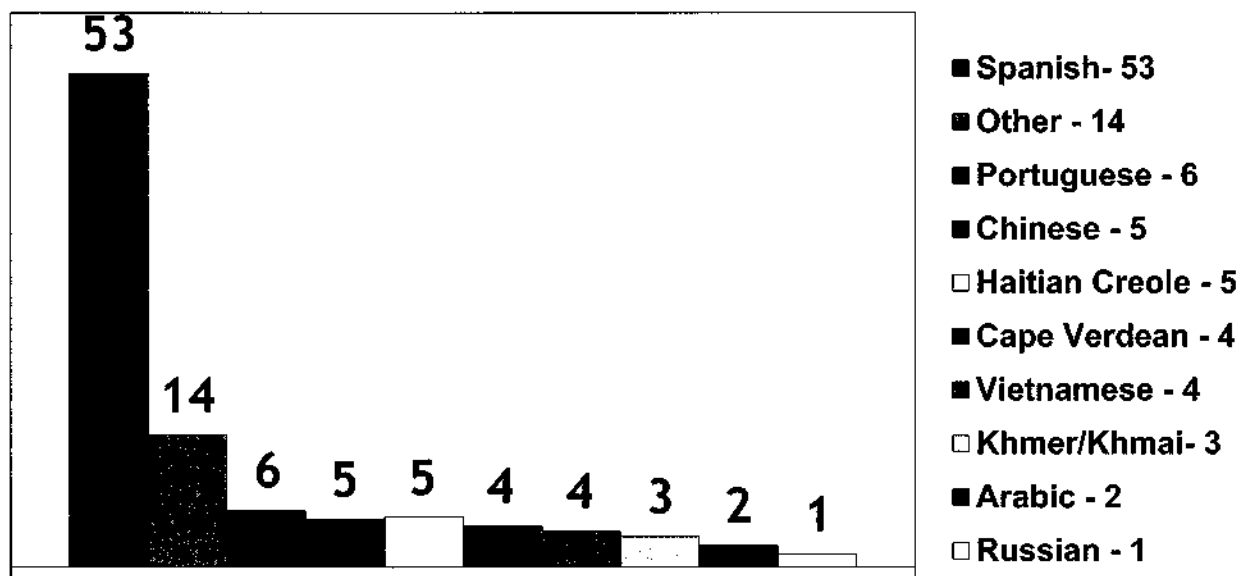
ELL Enrollment by Grade Span



ELL Demographic Information

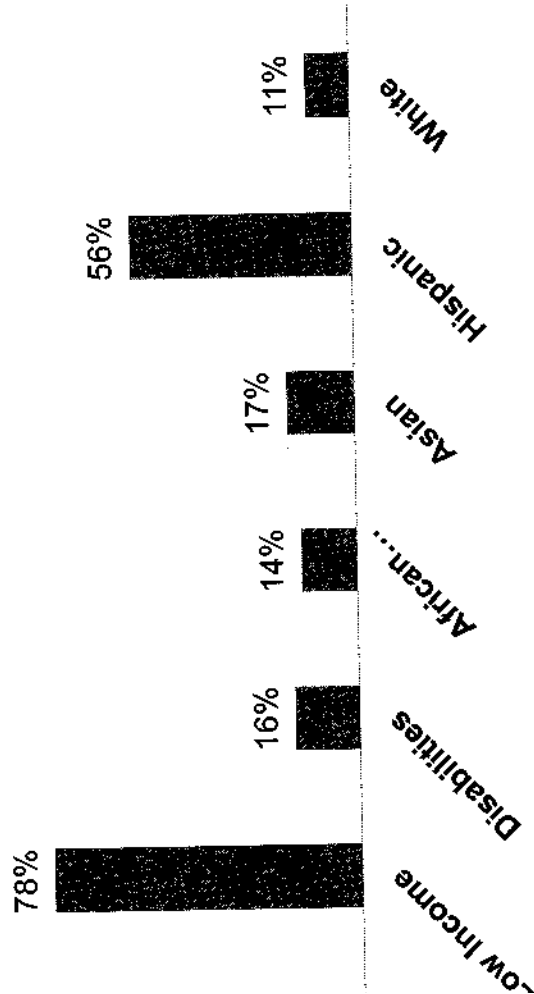


Percentage of ELLs in MA who speak most common first languages (SY 2011-12).

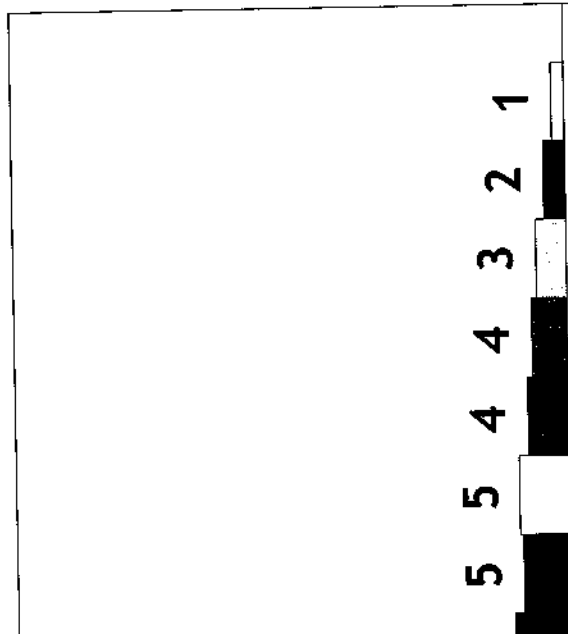


Demographic information on ELLs in MA.

■ % of ELLs



of ELLs in MA who speak most common first languages (SY 2011-12).



- Spanish - 53
- Other - 14
- Portuguese - 6
- Chinese - 5
- Haitian Creole - 5
- Cape Verdean - 4
- Vietnamese - 4
- Khmer/Khmer - 3
- Arabic - 2
- Russian - 1

In 2011, only 7 out of 57 (12.2%) of Massachusetts' Title I schools were in the LEP subgroup:

- AYP in English & Math: Arlington, Barnstable, Development Charter, Lexington, Lowell Community, and Westborough
- AYP in English only: Clinton
- AYP in Math only: Westborough

Teachers of ELLs

- Approximately 31,595 MA teachers work with LEP students. Only 8% (2,045) are bilingual.
- MA has about 89 teacher preparation programs. Across the state, only 11 indicated that they offer ELLs (29%). Eighty five percent of the preparation programs reported spending less than 2% of their budget on ELL content.

Dart Data

The following link takes you to the DART Data

<http://www.doe.mass.edu/apa/dart/>

Laws and Regulations Related to the Education of ELLs

There are several laws and regulations to ensure ELLs have access to education in the United States.

Federal Policy

Until the 1960s, federal policy towards ELLs could be described as one of neglect. ELLs were offered few or no remedial services, and were often placed in segregated classrooms. It was not until the 1960s that federal policy began to change. The Civil Rights Movement and the federal government's commitment to language minority policy.

- In 1964, Title VI of the Civil Rights Act, prohibiting discrimination on the basis of race, color, or national origin in federally funded programs, was enacted.
- U.S. Department of Education Memorandum to the Secretary of Education, dated 1970, districts were asked to:
 - Take steps to help Limited English Proficient (LEP) students.
 - Ensure ELLs could participate meaningfully in the classroom.
 - In 1970, the U.S. Office of Civil Rights also issued guidelines for the education of LEP students.

“must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”⁷ It also explains that “federal law is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- national origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.”⁸
- In 1974, a major court case tested the provisions of the Civil Rights Act and the 1970 memo. In **Lau vs. Nichols**, the U.S. Supreme Court upheld language minority students’ rights to equal education. It also described how equality under the law for ELLs implied much more than mere participation in the same schools as their Native-English speaking peers : *“There is no equality of treatment merely 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.”*⁹
- *Lau vs. Nichols* established that equality of opportunity means not just the same education for every student, but the same opportunity to receive an education. This court case then clarified that equal education could only exist in an instructional setting where ELLs can understand the language of instruction.
- *Lau vs. Nichols* paved the way for Congress to pass the **Equal Educational Opportunity Act (EEOA)** just a few weeks later. This law prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school district to take action to overcome barriers to students’ equal participation.
- The EEOA gave ELL students the right to file civil suits in federal court if they are denied equal educational opportunities. In 1981, the Fifth Circuit Court of Appeals upheld claims that the language remediation programs in a Texan school district violated the EEOA. In *Castañeda v. Pickard* the courts set a 3-pronged test to determine whether school programs complied with the provisions of EEOA:
 - Theory: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy
 - Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality
 - Results: The school must not persist in a program that fails to produce results.
- These criteria established by *Castañeda v. Pickard* were also recognized in the 1991 U.S. Department of Education **Policy Update on Schools’ Obligations Toward National Origin Minority Students with Limited English Proficiency**.
- The **U.S Department of Education’s Office of Civil Rights (OCR)** oversees whether school districts ensure equal educational opportunity for ELLs. According to OCR, districts must:
 - identify students as potential ELLs;

⁷ <http://www.ncela.gwu.edu/faqs/view/6>

⁸ Ibid

⁹ Ibid

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- ensure that necessary staff, curricular materials, and resources are available properly;
- develop appropriate evaluation standards measuring the progress of students; and
- assess the success of the program and modify it as needed.
- Finally, in 2002, **Title III of No Child Left Behind** reinforced the federal ELL instruction. In order to receive federal funding, states must meet the following requirements:
 - Teachers of ELLs must be certified as English Language Learners.
 - ELL instruction must be based on sound pedagogical practices.
 - English language proficiency benchmark achievement and progress in attaining language skills must be monitored annually.
 - State English Language Proficiency standards must be aligned with state language standards.
 - Parents must be notified about program and progress.
- As with other federal grants, Title III funds are distributed to states, and federal funds that, in the absence of state funds, are expended for programs for LEP students are case supplant such federal, state, and local funds.

Massachusetts State Policy

Current ELL policy in Massachusetts is grounded in the following principles:

- The 1993 **Massachusetts Education Reform Act** aimed to reform the Commonwealth. The Act aimed to:
 - Equalize funding among districts to level the playing field.
 - Increase state spending on education.
 - Create curriculum frameworks for all core subjects.
 - Create means for assessing student performance.
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- In 2002, **Ballot Question #2: English in Public Schools** was passed, providing for transitional bilingual education for students with limited English proficiency into state law as **Chapter 71A** of the MA Code of Regulations. This law created a limited exception, that all public school children with limited English proficiency must be placed in English language classrooms.

- The law also stipulates that ELLs “shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one school year.”¹¹ It also provides certain recommendations: placing ELLs of different grade levels but similar language fluency in the same classroom, reclassifying ELLs with a “good working knowledge of English... able to do regular school work” as former ELLs and transferring them to “English language mainstream classes.”
- Parents and guardians of ELLs are granted several rights under Chapter 71A. They may apply for an annual waiver from the sheltered English immersion program to place their child in mainstream English or bilingual classrooms. Schools in which 20 or more children request a waiver for bilingual education are required to offer the class. Finally, the law explains that parents and guardians can apply for the waivers if:
 - The child already knows English,
 - The child is at least 10 years old, and/or
 - The child has special education needs.
 - Parents and guardians are also able to file civil suits to enforce this law.
- Massachusetts participates in *No Child Left Behind's* Title III grant program. Currently, MA priorities for Title III are to:
 - Increase English proficiency and academic achievement in core academic subjects of limited English proficient students by providing high-quality language instruction programs and content area teaching;
 - Provide high-quality professional development to enable classroom teachers to deliver effective sheltered content and English language instruction; and develop, implement, and provide extended day, weekend, and summer opportunities for English language and academic content instruction for limited English proficient students; and
 - Promote parental, family, and community participation in programs for limited English proficient children, including immigrant children and youth.¹²
- In 2012, the Massachusetts Board of Education established additional regulations related to the teaching and learning of ELLs. The **Rethinking Equity and Teaching for English Language Learners (RETELL) Initiative** included a host of regulations related to teaching ELLs:
 - Starting in 2016, or a year after teachers are placed in a RETELL cohort, teachers of ELLs and their administrators must earn the Sheltered English Instruction Endorsement. Educators who possess an ESL license or graduate degree in the field are exempted.
 - In order to renew or advance their license, Massachusetts educators must obtain at least 15 PDPs in professional development related to the teaching and learning of ELLs.
 - Candidates seeking to obtain an ESL license must pass the ESL MTEL and also complete a 150 hour practicum.

¹¹ MGL Chapter 71A, section 4

(<http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section4>)

¹² Title III in Massachusetts (<http://www.doe.mass.edu/ell/titleIII.html>)

Other sources: <http://lawhighereducation.com/52-equal-educational-opportunities-act-eeoa.html> and <http://www.colorincolorado.org/article/50856/>

Key Design Considerations for the Standards (select)

College and Career Readiness (CCR) and Grade

The CCR standards anchor the document and define general expectations that must be met for students to be prepared for programs ready to succeed.

An Integrated Model of Literacy

Although the standards are divided into Reading, Writing, Language strands for conceptual clarity, the processes of literacy are reflected throughout this document.

Shared Responsibility for Students' Literacy Development

The standards insist that instruction in reading, writing, speaking, and listening be shared responsibility within the school. This division of responsibility among all teachers in developing students' literacy skills within the school is a shared responsibility.

Part of the motivation behind the interdisciplinary approach to literacy is extensive research establishing the need for literacy to be a career-ready skill in reading complex information in content areas. Most of the required reading in college and career-ready standards is in informational text; typically, informational text is more complex in content and structure and challenging in content than narrative text. K-12 schools and comparatively little scaffolding.

In accord with NAEP's growing emphasis on informational literacy, standards demand that a significant amount of reading be done outside the ELA classroom. Because the ELA classroom is the primary place where students learn to read, a great deal of attention must be paid to literacy instruction in other classes if the NAEP assessment is to be instructionally valid.

2011 MA ELA Curriculum Framework (<http://www.doe.mass.edu/frameworks/ELA/>)

It also provides certain recommendations: placing ELLs of different language fluency in the same classroom, reclassifying ELLs working knowledge of English... able to do regular school work" as former ELLs, and "English language mainstream classes." Guardians of ELLs are granted several rights under Chapter 71A. They may request a waiver from the sheltered English immersion program to place their child in English or bilingual classrooms. Schools in which 20 or more students are bilingual are required to offer the class. Finally, a waiver for bilingual education can apply for the waivers if: parents and guardians already know English, the child is at least 10 years old, and/or the child has special education needs.

Guardians are also able to file civil suits to enforce this law. Guardians participate in *No Child Left Behind's* Title III grant program. Currently, Title III is to:

improve English proficiency and academic achievement in core academic subjects of English proficient students by providing high-quality language instruction and content area teaching;

provide high-quality professional development to enable classroom teachers to deliver sheltered content and English language instruction; and develop, implement, and provide extended day, weekend, and summer opportunities for English and academic content instruction for limited English proficient students and their families, and community participation in programs for limited English proficient children, including immigrant children and youth.¹²

Massachusetts Board of Education established additional regulations related to English and learning of ELLs. The **Rethinking Equity and Teaching for English Learners (RETELL) Initiative** included a host of regulations related to:

1. In 2016, or a year after teachers are placed in a RETELL cohort, teachers of English learners must earn the Sheltered English Instruction endorsement. Educators who possess an ESL license or graduate degree in the field of English education are exempted.

2. To renew or advance their license, Massachusetts educators must obtain at least 150 hours of professional development related to the teaching and learning of English learners.

3. As seeking to obtain an ESL license must pass the ESL MTEL and also obtain a 150-hour practicum.