

# ELs in Education

Training for All Teachers Program @ SCSU

Summer, 2016 # 15

## 10 Areas of Guidance to be in Compliance with while Educating ELs

In a letter from the U.S. Department of Education and the U.S. Department of Justice (dated January 7, 2015), addressed to grantees of programs that serve ELs, we are reminded that "...in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services. Congress, in this same year, enacted the Equal Education Opportunities Act (EEOA) to ensure schools overcome these language barriers."

The Departments provide guidance to assist SEAs, school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services. In order to comply with the civil rights laws, SEAs must provide evidence of success by having assistance programs that: 1) are supported by educational theory recognized by experts in the field; 2) implement the educational theory adopted by the school; and 3) produce results showing that language barriers are diminishing in a reasonable period of time. In this newsletter, we address two more points of guidance: [OELA Toolkit available at: [www2.ed.gov/about/offices/list/oela/English-learner-toolkit](http://www2.ed.gov/about/offices/list/oela/English-learner-toolkit)]

### G. Meeting The Needs Of ELs Who Opt Out Of Programs Or Services

School districts must:

1. Encourage parents or students to accept the EL services offered and respond appropriately when parents decline any or all EL services.
2. Maintain appropriate documentation demonstrating that a parent made a voluntary, informed decision to decline EL services.
3. Explore the causes of high opt-out rates for EL services and English language proficiency needs of the EL students who have opted out are being met.

### H. Monitoring And Exiting From EL Programs And Services

School districts must:

1. Monitor the progress of all EL students, including opt outs.
2. Monitor programs to enable ELs to acquire English content knowledge and participation in academic program.
3. Ensure that districts implement ELP standards that define EL status & inform EL programs, services, & assessments.
4. Not exit students from EL programs, services, and status until they demonstrate English proficiency on a valid & reliable ELP assessment.
5. Monitor, for at least two years, the academic progress of students who have exited an EL program to ensure that the students have not been prematurely exited.

### Coffee Q & A with Experts

Does your leadership team have questions about how to best serve your EL students? Concerns about program types? Assessments? Appropriate texts? Southern Connecticut State University's Training for All Teachers Program invites you to meet informally at your school with SCSU's EL experts for a personal Q&A. You bring the questions. We'll bring the coffee.

**To schedule a meeting, call Marisa Ferraro at 203.392.5162 or e-mail: [FerraroM4@SouthernCT.edu](mailto:FerraroM4@SouthernCT.edu).**



## Don't miss TAT's classroom resources...

This EL Curriculum library is now virtual! With a click of a button, teachers can access over 300+ instructional units, grades K-12. These units have been modified to make the course content accessible to ELs; they have all been created by teachers enrolled in Southern's MS TESOL & Bilingual Education Program.

## Best Practices From the Classroom...

### My Name (Modified for Level 1)

#### Mi Nombre

In English my name means hope. In Spanish it means too many letters. It means sadness.



En Ingles mi nombre significa la esperanza. En Espanol significa muchas letras. Significa la tristeza.

It was my great-grandmother's name and now it is mine. Esperanza.



Era el nombre de mi bisabuela y ahora es mio. Esperanza.

At school they say my name funny. But in Spanish my name sounds nicer.

En la escuela, no saben decir mi nombre y no suena bien. Pero en Espanol, mi nombre suena mejor.



It's better than my sister's name Magdalena – which is uglier than mine.

Es mejor que el nombre de mi Hermana, Magdalena, lo cual es mas feo que mio.

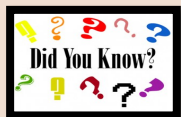
I would like to have a new name like Lisandra or Maritza or Zeze the X.

Yo quisiera tener otro nombre como Lisandra o Maritza o Zeza the X.

In this 6<sup>th</sup> grade language arts lesson, Talia Monroy utilizes several skills to make this (left) portion of text more comprehensible for her beginner ELs. Using the chapter “My Name” from the text *The House on Mango Street* by Sandra Cisneros, Ms. Monroy has modified the text in 3 different ways: 1) simplified the syntax and amplified the concepts, 2) added Spanish translations, and 3) added key visuals. These three modifications allow emergent bilinguals to access and understand this topic. “My Name” conveys a powerful message, one which may resonate with each student deeply and meaningfully.

For the full unit and others, please visit our online TAT EL Curriculum library: [www.southernct.edu/tat](http://www.southernct.edu/tat)

### Quick Facts About Connecticut's Programs for ELs



“There is no statutory time limit for participation in dual language bilingual programs. Over the last four years, the number of ELs enrolled in either transitional (22.5%) or dual language (25%) bilingual programs has increased faster than the overall growth in the number of ELs (15.2 %).”

**Those students who** “...have exhausted their eligibility for participation in a transitional bilingual education program but still have not met the CSDE’s English mastery standard must receive language transition support services (LTSS) to include ESL pull-out, ESL push-in/co-teaching, sheltered English instruction and tutoring.”

[http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el\\_databulletin\\_aug2015.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el_databulletin_aug2015.pdf)

**Beginning in 2016-2017**, an eligible student may spend up to an additional thirty months in a program of bilingual education if (1) the local or regional board of education responsible for educating such student requests an extension of such bilingual education for such student to the Department of Education, or (2) the Department of Education makes a determination that an extension of such bilingual education for such student is necessary.

[http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/english\\_learners\\_connecticut\\_legislation\\_2015.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/english_learners_connecticut_legislation_2015.pdf)

### We offer educators in Connecticut professional development workshops:

1. **Basic workshop** (10 hours) for mainstream teachers, special education teachers, pupil service personnel, and administrators who have had less than 10 hours of training. The goal of this training is to provide educators with the tools to make their mainstream lessons accessible and engaging to ELs of varying language proficiency.
2. **Advanced workshop** for educators who have received minimally 8-10 hours. Topics include: literacy and academic language development, linguistic and content assessment, language difference vs. disability and peer coaching.

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