

ELs in Education

Training for All Teachers Program @ SCSU

Fall, 2016 # 16

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 assists 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 the last two points of guidance:

[OELA Toolkit available at: www2.ed.gov/about/offices/list/oela/English-learner-toolkit]

I. Evaluating the Effectiveness of a District's EL Program

Success is measured in terms of whether the particular goals of a district's language assistance program are met without unnecessary segregation. These goals must include ELs' attainment of both English proficiency and meaningful participation comparable to their never-EL peers w/in a reasonable period of time. The Departments must consider whether:

1. SEAs/districts monitor the academic performance of ELs in the program and those who exited the program over time, relative to that of their never-EL peers;
2. SEAs/districts evaluate EL programs over time using accurate data and modify their programs when they are not meeting the standards.

J. Ensuring Meaningful Communication with Limited English Proficient Parents

In their investigations, the Departments must consider whether SEAs/school districts:

1. Develop and implement a process for determining whether parents are LEP, and evaluate their language needs;
2. Provide language assistance to parents or guardians who indicate they require such assistance;
3. Ensure that LEP parents have adequate notice of and meaningful access to information about all school district or SEA programs, services, and activities;
4. Provide free qualified language assistance services to LEP parents.

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.







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

Our 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 SCSU's MS TESOL & Bilingual Education Program.

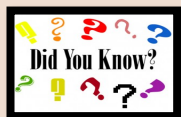
Best Practices From the Classroom...

In this 7-8th grade lesson about balanced and unbalanced forces, Avery Rourke utilizes several different methods to display language for her different proficiency level EL students. In order to share how the students' self-made models/experiments showed balance, Rourke provided sentence models to record their findings. On the left below, Rourke provides a sentence model for her level 3 students, as well as a phrase bank for their answers. On the right below, Rourke further amplifies modeled language for her level 1 students by providing pictures, along with phrases, making the content more comprehensible for the EL students.

For the full unit, please visit our online TAT EL Curriculum library: www.southernct.edu/tat

<p>The model _____ ...</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>stayed on the finger.</p> <p>fell off the finger.</p> </div> <p>... because the model was _____ .</p> <p>Balanced Unbalanced</p>	<p>The model was (balanced/unbalanced) because:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <p>The model stayed on the finger.</p> <p>The model fell off the finger.</p> </div>
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Quick Facts About Connecticut's Programs for ELs



“The 2015 reauthorization of the ESEA requires states to: 1) have in place English language proficiency (ELP) standards (derived from the domains of speaking, listening, reading and writing) for Els that are aligned to their academic standards; 2) implement a state-designed accountability system that includes long-term goals and annual indicators for all students, including Els. These indicators must specifically include Els progress in attaining proficiency in English and at least one school quality or student success indicator.”

<http://www.ccsso.org/Documents/2016/ESSA/CCSSOResourceonESSAELs02.23.2016.pdf>

REMINDER → “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

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.

TAT Program Faculty & Staff: Dr. Verplaetse, Project Director; Marisa Ferraro, Program Manager; Sophia Diamantis, Associate Program Manager; Avery Rourke, Graduate Assistant