

ELs in Education

Training for All Teachers Program @ SCSU

Spring, 2016 # 14

10 Areas of Guidance to be in Compliance with Educating our 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: \[www2.ed.gov/about/offices/list/oela/englishearner-toolkit\]\(http://www2.ed.gov/about/offices/list/oela/englishearner-toolkit\)\]](#)

E. Avoiding Unnecessary Segregation of EL Students

EL programs may not unjustifiably segregate students on the basis of national origin or EL status. To evaluate any segregation necessary, Departments must consider if:

1. Entry/exit into a segregated EL program are voluntary
2. The program is designed to provide comparable access to the standard curriculum.
3. ELs in the same range and level of program have same extracurricular activities & services as all students.
4. The district annually assesses English proficiency and appropriate level of language services, determining eligibility to exit.

F. Evaluating ELs & Providing Special Education and English Language Services

School districts must consider the English proficiency in determining appropriate assessments and evaluation materials. Assessments and materials must be provided in the student's native language to yield accurate information of what they know/can do.

1. The evaluations to determine disability are conducted in appropriate language based on ELs' needs/language skills.
2. The disability determination is based on criteria that evaluate ability, not language.
3. The EL is promptly evaluated.
4. Language/Disability services are provided when EL is eligible for both.
5. Individualized plans for services address ELs' language-related needs.

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...

This EL Curriculum library, which has been in existence and growing for well over 10 years, 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 the third lesson of a third grade science lesson titled *Environmental Handprint Unit* by Alyssa Duffy, modified exit cards are created to differentiate between her English Language Learner's proficiency levels. For her level 5 students, the handout below (left) offers a prompt quote for the students to respond at the end of the lesson in their own words. She differentiates, however, for her level 1 students (right). In the level 1 exit card, Duffy uses a combination of sentence starters, multiple choice responses, and visuals to help the EL students. By differentiating between the various levels of proficiency, as well as offering different response types to her students, she is creating a differentiated means of assessment on the same topic for all levels, allowing all students to participate fully in the lesson, as well as be assessed on their knowledge. For the full unit, please visit our online TAT EL Curriculum library: www.southernct.edu/tat

"Unless someone like you cares a whole awful lot, nothing will get better. It's not."

If I had the last truffula seed, I would make _____ better.

a) my school



b) my room



I would _____

a) clean up the trash



b) follow the rules

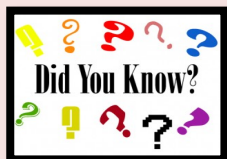


It would make _____

a) make people happy 😊

b) make people sad 😞

Quick Facts About Connecticut's ELs & Our Educators



Looking at Connecticut's English Language Services provided to EL Students:

"Under federal law, which was also upheld by the U.S. Supreme Court (Lau v. Nichols, 1974), ELs are entitled to receive English language support services until they demonstrate English proficiency by meeting the SEA's (state educational agency) English mastery standard."

Looking at an Overview of Connecticut's English Learners:

"96.9 percent of ELs received English language services."

Of that 96.9 percent of ELs in Connecticut, "Over 60 percent of all ELs were in Grades K-5."

http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el_databulletin_aug2015.pdf

We offer educators in Connecticut:

Professional development workshops for mainstream educators, student service personnel and administrators:

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 vocabulary development for ELs, linguistic and content assessment, language development vs. learning disability and peer coaching.

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