

ELs in Education

Training for All Teachers Program @ SCSU

Winter, 2017 # 17

Every Student Succeeds Act (ESSA) & Connecticut's English Learners

The Elementary and Secondary Education Act (ESEA) was originally passed in 1965 to provide federal funds to states, earmarked for disadvantaged youth. It was the hope that such funding would help the neediest of students, those whose who had "fallen through the cracks," or who had been intentionally ignored in our schools.

Recently, the Elementary and Secondary Education Act was rewritten, turning No Child Left Behind (NCLB) into the new **Every Student Succeeds Act** (ESSA). The rewrite articulates several new ways that schools will need to identify their English learners students, serve their educational needs, administer assessments and subsequently report such information. The four areas of the ESSA that will impact the way Connecticut schools educate our ELs are highlighted in the boxes below.

www.ccsso.org/Documents/2016/ESSA/CCSSOResourceonESSAELLS02.23.2016.pdf

www.educationdive.com/news/4-ways-essa-will-change-how-schools-serve-ell-students/428266

1. Classifying English Language Learners

States must create a uniform process to:

- Identify ELs;
- Assign them services, and later;
- Move them from EL classes into general education.

Schools and district officials should be participating in comment periods and listening tours to impact the final state regulations.

2. Standardized Testing

States no longer must count the pass rates of newly arrived ELs into their accountability frameworks.

- Districts can instead use growth as a measure for academic progress for students' first two years in the country;
- ELs must, however, be assessed the same way as their peers by year 3.

3. English Proficiency

Under NCLB, schools were accountable for helping ELs gain English proficiency.

- Under ESSA, schools must build English proficiency rates into their accountability framework for Title I.
- States must also have in place English language proficiency (ELP) standards (derived from domains of speaking, listening, reading, and writing) that are aligned with their academic standards.

4. Reporting

Schools will be responsible for subgroup accountability.

- A school cannot get a high rating under the ESSA if one of its subgroups is failing across the board;
- ELs subgroup will be further divided into ELs and ELs with disabilities;
- Schools must report the number of long-term ELs who continue to receive services for more than five years.

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.



Visit our EL Curriculum Library

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 3rd grade mathematics lesson titled *Fractions*, Nicole Cassidy modifies her worksheets to become more accessible to her lower level proficiency EL students. Looking to the right, Cassidy uses different colors to make the parts of the whole more comprehensible to these students. Cassidy uses **red** highlights to differentiate between parts of the fractions.

Additionally, she has completed one example to model the answer and how she arrived at that answer, without relying on language. By outlining the fraction pies in **red**, Cassidy provides assistance to ELs without giving the answers. This minor modification gives students the opportunity to solve for the correct answer, focusing on fractions, without getting lost in the language that accompanies the explanation of equivalent fractions. For the full unit, please visit our online TAT EL Curriculum library: www.southernct.edu/tat

Practice 2 Understanding Equivalent Fractions

Example

Shade the Equivalent Fraction	Write the Equivalent Fraction
	$\frac{1}{4} = \frac{2}{8}$
	$\frac{1}{4} = \frac{\quad}{\quad}$

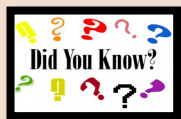
1.

Shade the Equivalent Fractions

$\frac{1}{5} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

Write the Equivalent Fractions

Quick Facts About Connecticut's Programs for ELs



“The ESSA defines an ‘English learner’ as an individual who, among other things, has difficulties in speaking, reading, writing, or understanding the English language that may be sufficient to deny the individual the ability to meet challenging state academic standards.” **This differs from the definition set by NCLB, stating ELLS has difficulty meeting** “...state’s proficiency level of achievement on state assessments but was otherwise substantively identical.”

<http://www.ccsso.org/Documents/2016/ESSA/CCSSOResourceonESSAELLs02.23.2016.pdf>

The ESSA works further to provide differentiation for English Language Learners: “...the English learner subgroup will be further disaggregated so the outcomes of English learner students with disabilities are separated from the English learner population as a whole.”

This, combined with reporting students who receive long-term services, will help to “incentivize schools to serve these students rather than letting them languish in programs that limit their access to high-level academic content.”

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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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