

ELs in Education

Training for All Teachers Program @ SCSU

Winter, 2016 # 13

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 program 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 experts in the field recognize the educational theory underlying the assistance program, have programs that must implement the educational theory adopted by the school, and produce results indicating that language barriers are being overcome in a reasonable period of time. In these newsletters, we will address two points of guidance:

C. Staffing and Supporting EL Programs

Schools are obligated to provide personnel and resources to effectively implement their EL programs. This includes: having highly qualified teachers to provide language assistance services, trained administrators who can evaluate EL teachers & implementation of sheltered strategies, and adequate and appropriate materials for the EL programs. ELs are entitled to receive adequate quantities of English language development materials available at the appropriate English proficiency and grade levels. Paraprofessionals or tutors do not take the place of qualified teachers and may be used only as an interim measure.

D. Providing Meaningful Access to All Curricular and Extracurricular

School districts should ensure that their instruction does not use a “watered-down” curriculum – both core and specialized - and that assessment is in primary language if that is how the instruction of the core content subject is presented.

Equal opportunities must be provided to ELs in all types of specialized programs, including curricular & extracurricular. Schools must ensure that evaluation for such programs do not screen out ELs because of their limited proficiency.

Coffee Q & A:

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.



Click through to our EL Curriculum Library

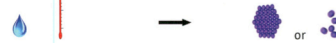
With a click of a button, teachers can access over 300+ instructional units, grades K-12. These units have been modified to make the course content accessible to ELs; they have all been created by working teachers enrolled in SCSU's MS TESOL & Bilingual Education Program.

Best Practices From the Classroom...

Level 1


Prediction 1:
When **water** boils, it will change to a _____.

solid gas




Observation 1:
First, the **water** was a _____. Then, it changed to a _____.

liquid solid liquid gas




This is the _____ phase.

precipitation evaporation




Prediction 2:
When **steam** cools, it will change to a _____.

liquid gas



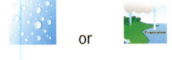
Observation 2:
First, the **steam** was a _____. Then, it changed to a _____.

liquid gas solid liquid



This is the _____ phase.

condensation evaporation



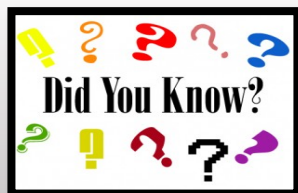
In the first lesson of a third grade science unit titled *The Water Cycle*, Melissa Mazzaro differentiates between her prediction and observation tasks. In the level 5 proficiency (below), the students are expected to fill in their predictions without sentence starters or clues. For level 1 proficiency (left), gestures and images are added to the vocabulary to ensure a deeper comprehension from students. This modified page not only uses images and gestures to help students with vocabulary, but also provides sentence starters to assist students in their selection and predictions, as well as participate more meaningfully in the full class analysis. For the full unit, please visit our online library:

www.southernct.edu/tat

Level 5

Prediction 1:	
Observation 1:	
Prediction 2:	
Observation 2:	

Quick Facts About Connecticut's ELs & Our Educators



Looking at Connecticut's ELs, Grades K-12 in the school year 2014-15:

"Connecticut received \$5.05 million in Title III funds for English language services."

ELs increased from 5.6 percent to 6.6 percent of all Connecticut's public school students in Kindergarten through 12th grade.

Over half of all ELs received various types of ESL support services. However:

"There were 3.4 percent of ELs who did not receive bilingual education or ESL services due to parental refusal and over the last four years their numbers increased 26.2 percent."

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.

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