

Academic Achievement for ELLs

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Day 1

ESOL Department
<http://www.broward.k12.fl.us/esol/>



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Objective:

This professional learning will prepare us to:

- *apply pertinent information to facilitate ESOL programs that are in compliance with federal, state and district guidelines pertaining to English Language Learners (ELLs).*
- *identify specific educational needs of English Language Learners (ELLs) and design instruction that promotes academic achievement for all students.*
- *explore instructional implications of the Common Core State Standards as they apply to ELLs.*

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Norms: For the Good of the Group

- *Start on time*
- *End on time*
- *Limit sidebars*
- *Silence cell phones*
- *Use computer for workshop*
- *Share-Value everyone's ideas*
- *Have fun!!!*

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Getting to Know You

What's in a name?

Learning Logs...

- ♦ A written response to literature but may be used to respond to other texts.
- ♦ A simple and straightforward way to help students integrate content, process and personal feelings.
- ♦ The common application is to have students make entries in their logs during the last five minutes of class or after each completed week of class.
- ♦ Write Extended Definitions in Learning Logs
- ♦ Following a lecture, discussion, or activity, ask students to write an expanded definition of the topic in their learning logs.

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How proficient are you in
ESOL terminology?



B

I

N

G

O

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Alphabet Soup

LEP	ESOL	RtI
CALP	CCR	IPT
Title III	LY	ELL
LF	ZZ	META Consent Decree
K-TEA	ESOL Matrix	ELLSEP
CCSS	BICS	CELLA

Alphabet Soup

LEP Limited English Proficient	ESOL ESOL- English for Speakers of Other Languages	RtI Response to Intervention
CALP Cognitive Academic Language Proficiency	CCR College and Career Readiness	IPT Idea Proficiency Test
Title III Federal grant that provides funding for ELLs	LY Active English Language Learner (ELL) Student	ELL English Language Learner
LF Code for former ELLs who are being monitored for 2 years	ZZ LEP code for non-ELLs	META Consent Decree Multicultural Educational Training and Advocacy
K-TEA Kaufman Test of Educational Achievement	ESOL Matrix Instructional strategies that are effective for ELLs	ELLSEP English Language Learner Student Education Plan
CCSS Common Core State Standards	BICS Basic Interpersonal Communicative Skills	CELLA Comprehensive English Language Learning Assessment

Interesting Facts

How many English Language Learners are there in the U.S.?

5,074,572 during the 2005-06 school year

There has been a 57% growth since 1995-96.



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Why should everyone be trained in ESOL?



Between 1979-2003, the overall number of school-age children ages 5-17 increased by **19%**.

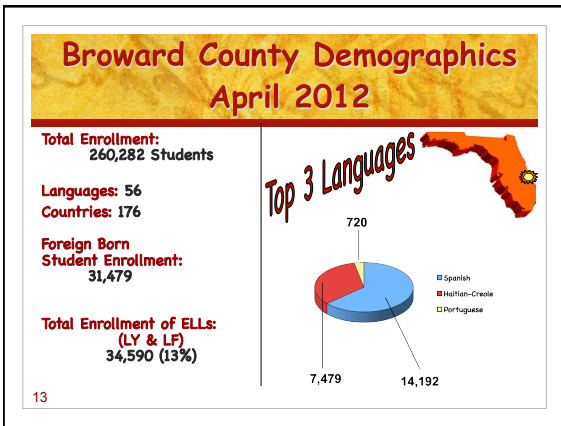
During the same period, the number of children who spoke a language other than English at home increased by **161%**.

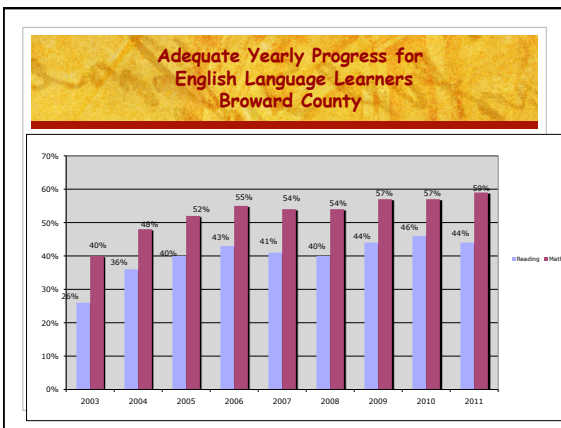
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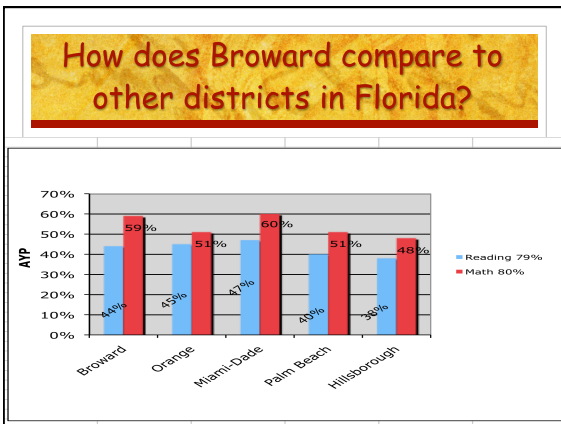
Broward County Demographics



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Why are we here?

Legislation

META Consent Decree

<http://www.fldoe.org/aala/cdpage2.asp>

Six Main Areas of the META Consent Decree

1. Identification and assessment
2. Equal access to appropriate programming
3. Equal access to appropriate categorical and other programming for ELLs
4. Personnel
5. Monitoring
6. Outcome Measures

1. Identification & Assessment

- All students must be identified in a timely manner.
- If there is a question regarding qualification, an ELL committee meeting must take place.
- The ELLs' prior education must be reviewed.
- Each ELL (LY) receives appropriate funding for up to 6 years in the ESOL program.
- Although schools may not receive funding past the 6th year for an ELL, it is still the schools' responsibility to provide appropriate services to the student for their duration in the ESOL program.

Identification

- The Home Language Survey (found on the registration form) is the first step in identifying a potential ELL and must be completed for all students in grades PreK-12 entering a Broward County Public School for the first time.

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Identification

- IDEA Oral Proficiency Test (IPT)
 - Pre-IPT
 - IPT I - grades K - 6
 - IPT II - grades 6 - 12
- Kaufman Test of Educational Achievement (K-TEA)
 - Identified students in grades 3 - 12 classified FES

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District Language Classification

A1 A2 B1 B2 C1

Beginning.....Fluent

A1 - C1 = LY
 C2, D, E = ZZ

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Language Level Classifications

- **A1- Non-English Speaker or minimal knowledge of English**
Demonstrates very little understanding; cannot communicate meaning orally. Unable to participate in regular classroom instruction.
- **A2- Limited English Speakers**
Demonstrates limited understanding; communicates orally in English with one or two word responses.
- **B1- Intermediate English Speaker**
Communicates orally in English, mostly with simple phrases and/or sentence responses; makes significant grammatical errors which interfere with understanding.
- **B2- Intermediate English Speaker**
Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.

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Language Level Classifications

- **C1- Advanced English Speaker**
Understands and speaks English fairly well; makes occasional grammatical errors; may read and write English with variant degrees of proficiency.
- **C2- Fluent English Speaker**
Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts; may read and write the native language with variant degrees of proficiency.
- **D-Fluent English Speaker** Dominant English speaker. Reads and writes English at a comparable level with English-speaking counterparts.
- **E- Monolingual English Speaker**

If the student is eligible to receive ESOL services...

- The school must inform the parents/guardians of their option to receive ESOL services at their home school, ESOL Cluster school (if available), or at the Nova Center (based on space availability).
- There should be at least one district trained oral language assessor at each school site.

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2. Equal Access to Appropriate Programming

- Entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have.
- Equal access to appropriate academic instruction which is comparable in amount, scope, sequence and quality to the instruction provided to non-ELLs.

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3. Equal Access to Categorical & Other Programming

- ELLs need to be provided with equal access to programs such as:
- Advanced Academics
- Magnet
- Title I Math & Reading
- Dropout Prevention/Alternative Education
- ESE
- Other Support Services

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4. Personnel

- All teachers of ELLs must participate in the required ESOL training.
- Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, who is dedicated, available, and trained to assist students in basic subject area instruction.

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5. Monitoring Issues

- The Florida Department of Education monitors districts to ensure compliance with the provisions of the Consent Decree pursuant to federal & state law and regulations.

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6. Outcome Measures

- The Florida Department of Education has a system in place to evaluate and address equal access and program effectiveness.
- Analyze data to compare ELLs and non-ELLs in regards to retention rates, graduation rates, dropout rates, grade point averages, and state assessment scores.

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Testing Accommodations for ELLs

- Use of Heritage Language to English Dictionary (Strategy Code A-1)
- Limited Assistance in the Heritage Language (Strategy Code A-2)
- Flexible Scheduling (Strategy Code A-4)
- Flexible Setting (Strategy Code A-5)
- Flexible Timing (Strategy Code A-6)

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Crucial Requirements of the Consent Decree



"EQUAL ACCESS"
 to
"COMPREHENSIBLE INSTRUCTION"
 taught by
"QUALIFIED PERSONNEL"

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English Language Learner Student Educational Plan (ELLSEP)



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ELLSEP folder should contain these documents for initial placement:

- Home Language Survey**, which is part of the student registration form
- Aural/Oral Language Assessment (IPT)**
- Reading and Writing Test (K-TEA-II Brief Form)** for Grades 3-12 only
- Notification Letter** (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days
- Initial Aural/Oral Language Classification Assessment** (Form # 2590-E, Revised 5/07)

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT
ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN (ELLSEP)

Name _____ (Last) _____ (First) _____ (Middle)	School _____	Year _____	Grade _____
Date of Birth _____	Place of Birth _____	_____	_____
Student Language _____	Parent/Guardian Language _____	_____	_____
Home Language Survey Date (REDFIE) _____	_____	_____	_____
(Date parent completes explanation form)			

This is an initial ELLSEP ☐ Yes ☐ No	Date _____	Signature _____ (ESOL Contact/Designee)	Date _____	Signature _____ (Parent Signature)
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Initial Placement Information

Listening/Reading Language Assessment (K - 12) Instrument _____
 Assessment Date (CLASS) _____

Reading/Writing Assessment (YES Grades 3 - 12) Instrument _____
 Reading Parents _____
 Writing (Language) Placement Assessment Date (CLASS) _____

ESOL Program Entry Date (ENTRY) _____
 (Send Initial Parent Notification Letter (Form 4307))

INSTRUCTIONAL PROGRAM RECOMMENDATIONS

Option 1: ELLS received instruction in a Sheltered Instructional/Well-contained setting in English Language Arts and content areas.
 Option 2: ELLS received instruction in a Sheltered Instructional/Well-contained setting in English Language Arts. Content areas can be delivered through a combination of Shelter and/or basic mainstream instruction.
 Option 3: ELLS received instruction in English Language Arts and content areas through the basic mainstream program.

GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____ Option: 1 2 3 *PLAN Date: _____ ESOL Contact Signature _____
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CURRENT STUDENT SCHEDULE (AEP/SPED) WITH DATE STAMP AND/OR SIGNATURE MUST BE FILED IN ELLSEP.
 Update *PLAN Date to reflect most current Language Assessment.

Form 4300 Revised 8/11/11 CC&R Descriptors used in TERMS Database

RECOMMENDATION: "RE-EVALUATE THROUGH ELL COMMITTEE MEETINGS FOR 4th, 5th, or 6th YEAR IN THE ESOL PROGRAM"
 Update *PLAN Date within 30 days prior to the anniversary date. Time in an ESOL Program is determined by original entry date.
 Form 4407 must go lower for continuation of services.

4th Year Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.	5th Year Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.	6th Year Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.
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Additional ELL Committee Meetings

Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Purpose for meeting: _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.	Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Purpose for meeting: _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.	Grade: _____ Date: ____/____/____ Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESSE Rep. _____ Custodian _____ Parent _____ Other _____ Purpose for meeting: _____ Recommendations: _____ Criteria used to determine recommendations: _____ Minimum of 2 appropriate by DOE; refer to ELL Committee Section of Handbook.
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* Descriptors used in TERMS Database

ELL Programmatic Assessment and Academic Placement Review

Programmatic assessment must be conducted to provide a basis for determining appropriate placement and scheduling. This section must be completed by time taken to determine the academic literacy of the student, independent of the student's highest language proficiency.

Place complete all applicable areas below:

A. Age appropriate grade placement _____

B. Interview with student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies in the native language _____ (Relationship to student) _____

____ (Name of parent interviewee)

Results from interview: _____

Additional information about courses taken in other schools: _____

Subject areas of academic strength: _____

Literacy Levels: Native Language: Reading _____ Math _____ English: Reading _____ Math _____

Other important information obtained from parent/guardian: _____

____ (When home language assistance provided during the interview) _____ Provided by: _____

C. Review student's prior school records (consider student performance in the home language for appropriate placement)

Standardized Tests/Other Assessments _____ Score(s) _____ Test Date(s) _____

____ (Language of Assessment)

____ Report Cards/Transcript _____

D. Additional steps taken by the school to determine academic placement (additional steps may include administration of subject area diagnostic or placement tests).

E. Programmatic Assessment Outcomes/Instructional Program: _____

Initial Placement Programmatic Assessment completed by: _____ Date: _____

____ ESOL Contact/Custodian/Designee

CATEGORICAL PROGRAMS

Check if the student is participating in any of the following programs:

School Year(s)	School Year(s)
Advanced Academic _____	Oral Presentation/Alternative Education _____
Gifted/Talented _____	Exit Counselor for Placement in CLM (Editor) _____
Two (Two) _____	Designated Student Education (See 4477) _____

Annual Reviews

Recommendations for continued placement in ESOL Program

Update *PLAN Date within 30 days prior to the anniversary date.
 Time in an ESOL Program is determined by original entry date.
 Form 4407 must go lower for continuation of services.

____ 2nd Year in ESOL Program Date: _____ Signature _____ (ESOL Contact/Designee)	____ 3rd Year in ESOL Program Date: _____ Signature _____ (ESOL Contact/Designee)
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Functions of the ELL Committee

- The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL.
- The ELL Committee can also make program placement recommendations.
- The committee is composed of:
 - An administrator or designee
 - The ESOL contact
 - The ESOL teacher
 - The home language teacher (if applicable)
 - The classroom/subject area teacher(s)
 - Guidance counselors, school social workers, school psychologists or other educators as appropriate

The parent must be invited to the meeting.

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Functions of the ELL Committee

- The school must take the necessary actions to ensure that the parent understands the proceedings of the meeting, which may include arranging for an interpreter.
- If there is no parent representation at the meeting, then it is the school's responsibility to communicate the ELL Committee decision to the parent in **writing** and in their home language, and maintain documentation in the ELLSEP folder.

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Available Data

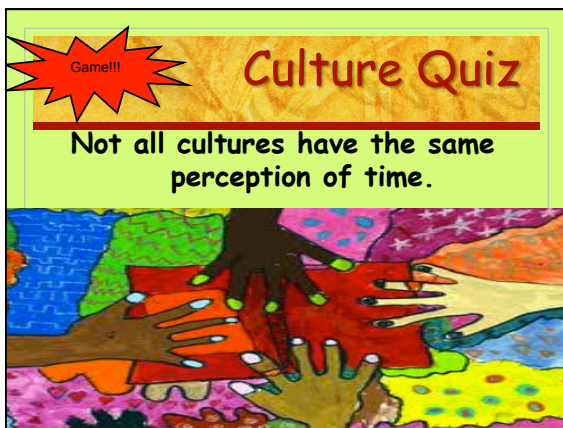
Virtual Counselor:

- ☐ Demographics for students including language classification
- ☐ Test Scores (FCAT, BAT, etc.)
- ☐ Assignment History
- ☐ Marking Period Grades
- ☐ BASIS

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Game!!!

Culture Quiz

People from the same nation or geographic region, or those who speak the same language, share a common culture.



Game!!!

Culture Quiz

Families from the same culture share the same values.



Game!!!

Culture Quiz

Most people identify with more than one culture.



Let's Review!

■ I Have Who Has?

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Are They College and Career Ready?



Friday, Oct 28, 2011- Photo posted in the Sun Sentinel taken near Banyan Elementary School.

Common Core
State Standards

<http://www.corestandards.org/>
[http://www.floridastandards.org/Standards/
Common_Core_Standards.aspx](http://www.floridastandards.org/Standards/Common_Core_Standards.aspx)

Preparing America's Students for College and Career



Common Core State Standards Initiative

- ◆ A state-led effort to create the next generation of standards for K-12 Mathematics and for K-12 English Language Arts and 6-12 Literacy in Social Studies/History, Science and Technical Subjects
- ◆ A common set of K-12 standards to ensure that all students, no matter where they live, are prepared for success in college and work
- ◆ Internationally benchmarked to ensure that our students are college and career ready in a 21st century, globally competitive society
- ◆ 48 states and D.C. have adopted the CCSS



Vision

- ◆ Establishes a vision of what it means to be a literate person in the twenty-first century
- ◆ Students who readily undertake the close, attentive reading that is the heart of understanding and enjoying complex works of literature
- ◆ Students habitually perform the critical reading necessary to pick carefully through the staggering amount of information
- ◆ Students actively seek wide, deep and thoughtful engagement with high-quality literary and informational text that builds knowledge, enlarges experiences and broadens worldviews
- ◆ Students demonstrate cogent reasoning and use evidence that is essential for deliberations and responsible citizenship

Key Advances of the Common Core ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity
Emphasis on argument, informative/explanatory writing, and research
Speaking and listening skills
Literacy standards for history/social studies, science and technical subjects





What are the Common Core State Standards?

- Consistent, clear understanding of what students are expected to learn, so schools and parents know what is needed to help them.
- Designed to be relevant to the real world, reflecting the knowledge and skills that young people need for success in both college and work.
- Establish what students need to learn but they do not dictate how teachers should teach.

Source: Common Core State Standards Initiative
Messaging Toolkit



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Stanford University: Understanding Language

Understanding Language

Language, Literacy, and
Learning in the Content Areas

Conference Overview

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CCSS Application to ELLs

- The National Governors Association Center for Best Practices and the Council of Chief State School officers strongly believe that **all students should be held to the same high expectations outlined in the Common Core State Standards**. This includes students who are English Language Learners (ELLs). However, these students may require **additional time, appropriate instructional support, and aligned assessments** as they acquire both English language proficiency and content area knowledge.

■ *Application of Common Core State Standards for English Language Learners*

■ <http://www.corestandards.org/the-standards>

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Application of Common Core State Standards for ELLs

- Teachers and personnel who are qualified to provide ELL support
- Literacy-rich environments
- Instruction that develops foundational skills
- Coursework that prepares ELLs for postsecondary education
- Opportunities for classroom discourse and interaction
- Ongoing assessments and feedback
- Speakers of English who know the language well enough to provide ELLs with models and support

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Key Principles for ELL Instruction

- **Principle 1:** Instruction leverages ELLs' native language(s) and culture.
- **Principle 2:** Instruction develops discipline-specific language along with discipline-specific knowledge and competencies.
- **Principle 3:** Instruction is standards-aligned and grade level appropriate.

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Key Principles for ELL Instruction

- **Principle 4:** Instruction addresses the needs of students with various levels of English proficiency and with a variety of prior school experiences.
- **Principle 5:** Instruction provides the necessary support to ensure that ELLs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners.
- **Principle 6:** Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

61 Source: [Understanding Language V6](#) [ell.stanford.edu](#)



Gallery Walk

- Each principle charges educators with responsibilities to examine their practices and reflect on potential implications for planning and instructional delivery.
- In your group, reflect and record the potential implications these principles have on instruction (planning, resources, assessment, instructional delivery, etc.)

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From NGSSS to the CCSS What can we do now?

1. Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
2. Make sure that instruction focuses on deep comprehension of complex, grade-level, informational texts.
3. Provide instructional scaffolding that enables all students to access complex texts directly without replacing the text (e.g. with a powerpoint) or translating its contents for students.
4. Provide a gradual movement towards *decreasing scaffolding* and *increasing independence* because that is what will be demanded in college and the workplace (and on FCAT and new tests.)

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From NGSSS to the CCSS *What can we do now?*

5. Ask text-dependent questions that require students to demonstrate that they follow the details of what is explicitly stated in the text while also asking them to make valid claims that square with all the evidence in the text.
6. Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, presenting careful analyses, well-defended claims, and clear information.
7. Facilitate regular opportunities for students to share ideas, evidence, and research. Students should be engaged in most of the text based-talk in the classroom.

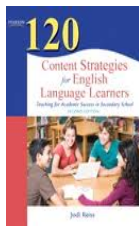
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From NGSSS to the CCSS *What can we do now?*

8. Students read widely from complex text that varies in length, style, genre, structure, organizational pattern... everyday.
9. Provide systematic instruction in vocabulary and word study.
10. Provide explicit instruction in grammar and conventions as needed.
11. Cultivate and celebrate students' independence as readers, writers, thinkers, listeners, speakers.
12. Set expectations for achievement high so students will rise to meet those expectations.

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120 Content Strategies for English Language Learners



By Jodi Reiss

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Perspectives for Classroom Practice: Theory & Culture

- Jigsaw Chapters 1 & 2

Group #1 -pp 3-8 (Stop at *Using i + 1*)

Group #2 -pp 8-15 (Start with *Vygotsky* and end before
Questions for Discussion)

Group #3 -pp. 17-19 (Stop at *Attention Patterns*)

Group #4 -pp. 19-24 (Stop at *Special Considerations for
Teachers of Science*)

Group #5 -pp. 24-27 (Stop at *Questions for Discussion*)

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Objective:

This professional learning will prepare us to:

- *apply pertinent information to facilitate ESOL programs that are in compliance with federal, state and district guidelines pertaining to English Language Learners (ELLs).*
- *identify specific educational needs of English Language Learners (ELLs) and design instruction that promotes academic achievement for all students.*
- *explore instructional implications of the Common Core State Standards as they apply to ELLs.*

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Home Fun

- CCSS....
- Explore the link on the Quia web page on Common Core State Standards become familiar with the standards
- On Quia web page take a look at the available resources for your viewing.

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See you tomorrow!

¡Hasta mañana!

Até manha!

Vous voir demain!

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