

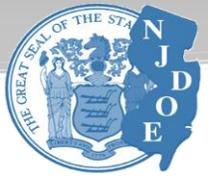
# Bureau of Bilingual/ESL Education IHE Summit Presentation

Presenters:

Lori Ramella

Kenneth Bond

Jacquelyn León



# Welcome

- Please introduce yourself
  - Make a name tag
  - Introduce yourself to the group
    - Name, title, affiliation
    - Choose one:
      - 1 sentence about why you entered education
      - 1 sentence about your vision for ELL education
      - 1 sentence about what you want to get out of today



# Bilingual/ESL Education



**Parent Information  
[en español]**



**ACCESS 2.0 Launch**



**FABRIC - ELL  
Professional Learning**

State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

Updates

Quick Links

Helpful Sites

FAQ

## Updates

- 3/16/16 [Providing ELL Services During State Assessments](#)
- 3/11/16 [Transferring Students for ACCESS 2.0](#)
- 3/11/16 [Submitting Incomplete WIDA ACCESS 2.0 Online Tests](#)
- 3/11/16 [ELL/LEP Parent Civil Rights Fact Sheet](#)
- 3/11/16 [Can Do Descriptors, Key Uses Edition](#)

[all updates »](#)



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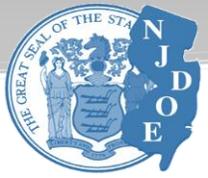
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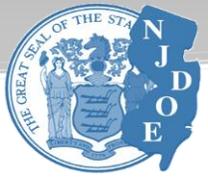
# NJDOE Policy





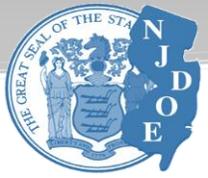
# Bilingual Education Code

- New Jersey Administrative Code (N.J.A.C. 6A:15) outlines the programmatic and administrative requirements for school districts that enroll students who are English language learners.
- It is based on the Bilingual Education Law of 1974 (N.J.S.A. 35-15 to 26) stipulates that districts must establish bilingual education programs when enrollment of English language learner (ELL) students from the same language reaches 20 or more students in one district.



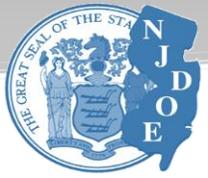
# Bilingual Education Code Requirements

- Bilingual Education: 20 or more ELLs of any one language classification in the district
- English as a Second Language (ESL): 10 or more ELLs enrolled in the district
- English Language Services (ELS): One or more, but fewer than 10 ELLs enrolled in a district



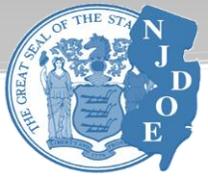
# What the Code Does Do

- Protects the rights of English learners to language assistance and other instructional services
- Establishes the minimum requirements for language assistance programs
- Defines program types
- Provides procedures for identifying, placing and exiting students; as well as procedures for NJDOE administration
- Establishes requirements for parent notification and parent involvement
- Supports programs that build biliteracy



# What the Code Does **Not** Do

- Identify the needs of individual students
- Make a distinction between language proficiency levels and level of service
- Set a maximum number of students in an ESL or bilingual class, or a teacher/student ratio
- Indicate how many grade or language levels can be combined in an ESL class
- Indicate a limit on how many schools/students an ESL teacher can reasonably visit/instruct daily



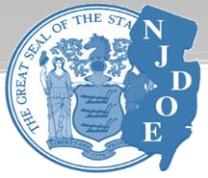
# Identifying ELL Students

- Maintain a census indicating all students whose native language is other than English;
- Develop a screening process, initiated by a home language survey, to determine which students in K to 12<sup>th</sup> grade must be tested to determine English language proficiency.

[http://www.nj.gov/education/bilingual/resources/prof\\_tests.htm](http://www.nj.gov/education/bilingual/resources/prof_tests.htm)

In addition, the following indicators must be considered **(Multiple measures)**:

- Level of reading in English;
- Previous academic performance;
- Achievement on standardized tests in English; and
- Teacher judgment

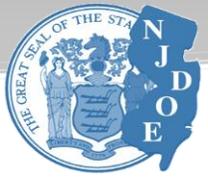


# Identifying ELL Students (con't.)

- Students who do not test proficient on a Department-approved test and who have at least one other indicator, are ELLs.
- State and federal law require parental notification and consent for placement in a language assistance program

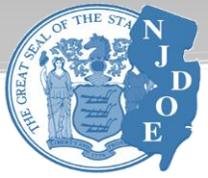
<http://www.nj.gov/education/bilingual/resources/letter/>

<http://www.nj.gov/education/bilingual/title3/accountability/notification/letters/>



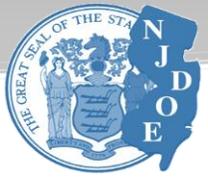
# Exit - Multiple Measures

- Department-established standard on an English language proficiency test
- Classroom performance
- The student's reading level in English
- Judgment of the teaching staff member(s)
- Performance on achievement tests in English



# Bilingual/ESL Program Types

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
<ul style="list-style-type: none"><li>• English Language Services</li><li>• English as a Second Language (ESL)*</li></ul> <p>* Always a component of alternative and full-time programs</p>	<ul style="list-style-type: none"><li>• Sheltered Instruction</li><li>• High-Intensity ESL</li><li>• Bilingual Tutorial</li><li>• Bilingual Resource</li><li>• Bilingual Part-Time Program</li></ul>	<ul style="list-style-type: none"><li>• Full-Time Bilingual</li><li>• Dual Language (Two Way Immersion)</li></ul>

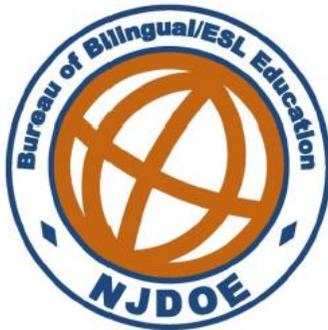


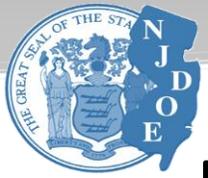
# A Guide to New Jersey ELL Programs

- <http://www.nj.gov/education/bilingual/policy/programs/guide.pdf>

**A Guide to New Jersey  
English Language Learner (ELL) Programs**

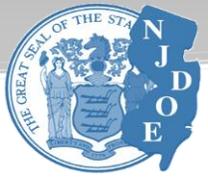
*A Description of Program  
Types as Defined by N.J.A.C.6A:15*





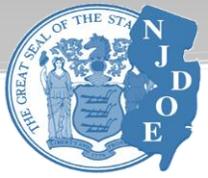
# ESL/Bilingual/ELS Three-Year Program Plans

- Every three years, all school districts at which English language learners (ELLs) are enrolled must complete a plan describing their district's program.
- The 2014-2015 school year was the beginning of a new three-year cycle ending in the spring of 2017.



# Bilingual Waiver

- **Due date:** June 30, 2016
- Annually, districts may request a waiver of N.J.A.C. 6A:15-1.4(d), which requires a district to implement a full-time bilingual education program if it enrolls 20 or more ELLs in a single language group K-12.
- A waiver is necessary when the age range, grade span and/or geographic location of the district's English Language Learners make it impractical for the district to provide a full-time bilingual program



# Bilingual Waiver

- On NJDOE Homeroom under “Bilingual”
- <http://homeroom.state.nj.us/>



**Important Information PLEASE READ!**

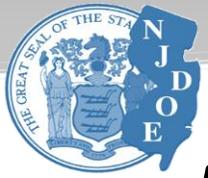
Homeroom Administrator Account information (form that was faxed to the NJDOE) only provides access to th System. To access any of the Data Collection Systems you need to have your district's Homeroom Administrat those systems.

**TO CHANGE HOMEROOM ADMINISTRATORS FOR YOUR DISTRICT PLEASE FILL OUT THE *CHANGE HOMEROOM AD***

Do not bookmark links to any of the systems in Homeroom. The systems get archived yearly, therefore the bo the previous year's system. Before entering data into a new system delete cache from your browser.

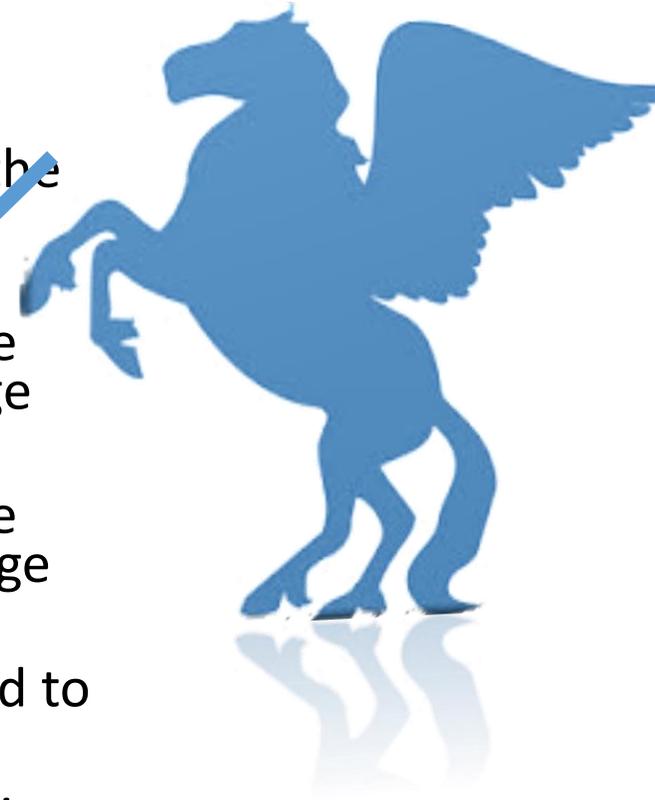


<b>Homeroom Administration</b>	Data Collection Information Center
<b>Homeroom Administrator Manual</b>	<i>Homeroom Administrators! Please read the Manual before you enter the site</i>
<b>ADDL</b>	Ch 192-193 Funding Statement and Additional Funding Request
<b>AMAO</b>	AMAO Data Report
<b>ARRA Quarterly Section 1512</b>	ARRA Quarterly Section 1512 Reporting
<b>ASSA</b>	Application for State School Aid
<b>AudSum</b>	Audit Summary Online
<b>Budget</b>	2015-2016 Budget Statement Software
<b>Bilingual</b>	Bilingual Waiver Request Submission
<b>CAFR Repository</b>	Application for the Electronic Upload of the CAFR Submission Package
<b>CDS</b>	CDS Information System



# Bilingual Waiver Myths

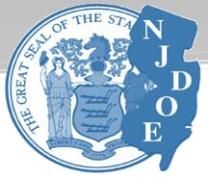
- A district does not have to demonstrate the reasons why it cannot offer a bilingual program.
- There must be 20 or more students in the same grade who speak the same language to have a bilingual program.
- There must be 20 or more students in the same school who speak the same language to have a bilingual program.
- An instructional alternative does not need to be provided in a waiver request and the minimum amount of ESL time will suffice.
- Once a district has an approved waiver request, it will be automatically approved in future years.
- A bilingual waiver request is not required if a district is intending to provide a part-time bilingual program.





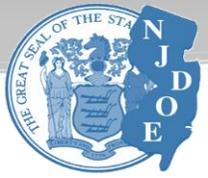
# Things to Consider for Students in All Program Types:

- ELLs with lower English language proficiency (ELP) may need more program services than higher ELP students.
- Various ELS/ESL/bilingual program models including co-teaching, small-group work, and pull-out programs may be effective. Program model effectiveness depends on district factors (e.g. ELP levels, schedules, and staffing).
- ESL programs must have a board-approved curriculum aligned with the [WIDA English Language Development Standards](#) and must support ELLs' ability to access the content and language of their subject-area classes.
- Teachers with ESL certifications are qualified to fulfill the language arts requirements for ELLs.



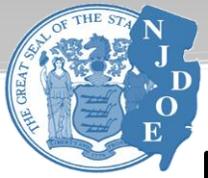
# Chapter 15

- Published 3/21/16
- LEP changed to ELL
- District board of education: Added charter school board of trustees
- Clarified that school districts may offer more than two periods of ESL instruction per day
- Specifies that school districts must notify parents of their child's eligibility within 30 day of the child being identified
- Stipulates components of the parental notification letter
- Replaces passive voice with active voice
- Expands districts' in-service training to include administrators who supervise ELL programs, as well as personnel who observe/evaluate ELL teachers



# Implementing ELL Programs Document

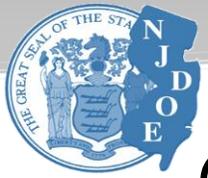
- Provides assistance and clarification regarding the Three-Year Plan and Bilingual Education Program Waiver review processes
  - Includes guidance about:
    - Identification of students
    - Program descriptions
    - Number of certified staff hired for the program
    - Bilingual and ESL curriculum development
    - Evaluation design
    - Review process for exit
    - Age range
    - Grade span
    - Geographic location
    - Achievement data



New Jersey  
Department of Education

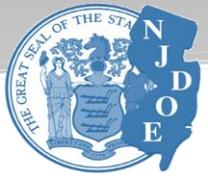
# English Language Learners (ELLs) and Special Education Question and Answer Document





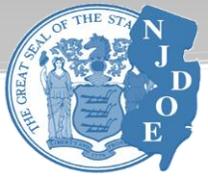
# Q & A Document Highlights

- **A student can be referred and/or evaluated for special education services while receiving bilingual/ESL services.**
- **Bilingual/ESL students can receive speech-language services unrelated to dialect, cultural differences or the influence of a foreign language.**
- **NJDOE has information on bilingual child study team members who can help complete a child study team evaluation.**



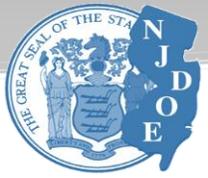
# Q & A Document Highlights

- According to N.J.A.C. 6A:14-3.5(b), "In making a determination of eligibility for special education and related services, **a student shall not be determined eligible if the determinant factor is due to a lack of instruction in reading, including the essential components of reading instruction, or math or due to limited English proficiency.**"



# PARCC and ELLs

- [ELL Exemption](#)
- [NJDOE PARCC Testing Accommodations for ELs \(Revised 12/14\)](#)
- [PARCC Accessibility and Accommodations \(Third Edition\)](#)
- [PARCC and ELLs Frequently Asked Questions](#)
- [PARCC Updates Memo](#)

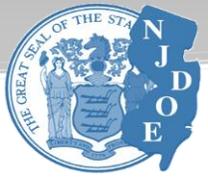


# Scenario

- Your mentor calls you on your way home from this conference. Pair-share about what policy you would explain to him/her.

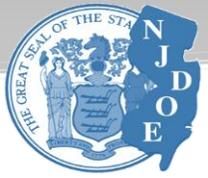
# Federal Policy





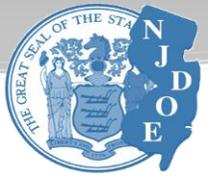
# Title III

*Purpose: To help ensure that English language learner students attain English proficiency, develop high levels of academic achievement in English and meet the same academic standards as all students are expected to meet.*



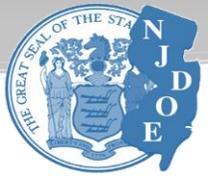
# Title III

- Formula Grants to States and Districts
  - to increase English language proficiency
  - to provide professional development
- Apply through consolidated NCLB application process
- Subgrants must be at least \$10,000 or districts may form consortia to meet minimum



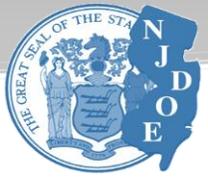
# Title III Allowable Activities

- Curricular Materials
- Technology
- Support personnel
- Tutorials, mentoring, academic or career counseling
- Community Programs/Services
- Parental Involvement/Outreach
- Supplemental Instructional Services
- Family Literacy Services
- Professional development of all teachers



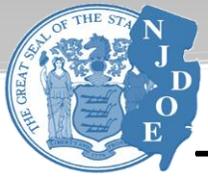
# Federal Definition of Immigrant Student

- Aged 3 to 21
- Were not born in any state,
- Have not been attending one or more schools in one or more states for more than three full academic years.



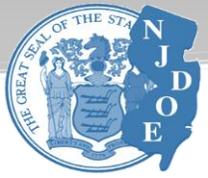
# Title III Immigrant Funds

- Provides additional funds for school districts that experience significant increases in their enrollment of immigrant children and youth
- Funds may be used to pay for activities that provide enhanced instructional opportunities for immigrant students



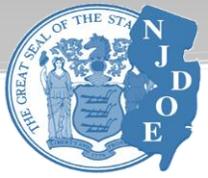
# Title III Immigrant Funds Allowable Uses

- Family literacy, parent outreach and training
- Support for personnel that work with immigrant students
- Tutorials, mentoring, career or academic counseling
- Instructional materials and software
- Basic instructional services, including civics
- Activities coordinated with other agencies



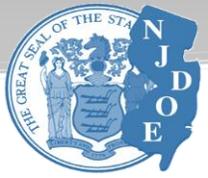
## Elementary and Secondary Education Act of 1965





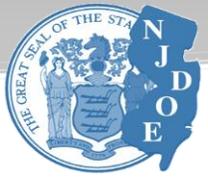
## No Child Left Behind 2001





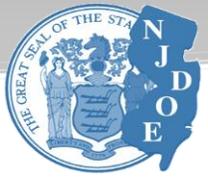
Every Student  
Succeeds Act of 2015





# ESSA Passage

- Federal law provides funding and accountability
- Replaces NCLB
- Signed December 10, 2015
- ELL accountability moved to Title I-- 1111(c)
- Annual Meaningful Difference (AMD) for accountability
- 1111(e)– Prohibitions for Secretary in following areas
  - Statewide accountability
  - Waivers
  - Non-regulatory guidance
  - Data collection



# ESSA Title I: Section 1111 Highlights for ELLs

## 1111(b)

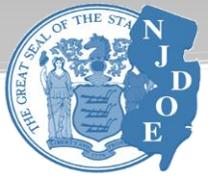
- 2 Options for newcomer ELLs
  - Suspend LAL and math results for ELL<1
  - Use growth model for LAL and math results for ELL<2
- ELL subgroup now includes former ELL yr. 3 & 4
- Each state shall identify the languages other than English needed for state assessment (from NCLB)

## 1111(c)

- 4 measurements for school-level accountability (consistent n across)
  - Proficiency on academic assessments, graduation rate, progress in ELP (content test grades), other

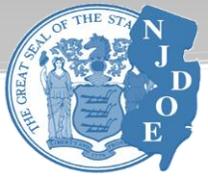
## 1111(h)

- State/school report cards should be in a language parents understand



# 1111 Implications

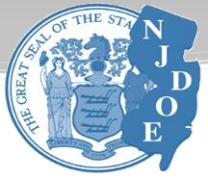
- 1111(b)
  - States chooses newcomer assessment options
  - Larger subpopulation for ELLs (3 and 4 year)
  - TBD for L1 content assessment
- 1111(c)
  - N number– Are ELLs counted?
  - ELP for grades not taking content test?
  - Title I schools must administer state ELP test
- 1111(h)
  - Translation of report cards and inclusion of ELP



# ESSA Title I: Section 1112 Highlights for ELLs

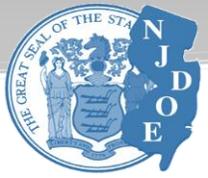
## 1112(c)

- ELL parent approval
  - Consolidated under Title I
  - Notification requirements are still the same
- Parental participation
  - Districts must implement “effective means of outreach to parents” of ELLs
  - Districts must have regular meetings
  - Districts must inform parents regarding how to...
    - Be involved in ELLs’ education
    - Assist ELLs in attaining English proficiency, high levels of academics, and meet standards



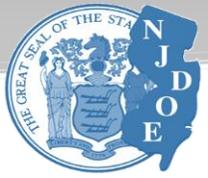
# 1112 Implications

- 1112(c)
  - Responsibility for parent notification in districts
  - ELL-specific parent involvement required
  - Under Title I infrastructure
    - Use of Title I funds
    - Use of Title I personnel
    - Expertise of Title I staff



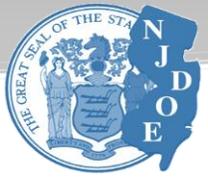
# ESSA Title III: Section Highlights for ELLs

- 3115(g)
  - No change in “supplement not supplant” definition
- 3116(b)
  - District plans need to include promoting ELL family and community engagement
  - District plans will include coordination with Head Start and other early childhood providers
- 3201
  - Eligible entity can include a consortia or collaboration with IHE, ed. services, or community-based organization



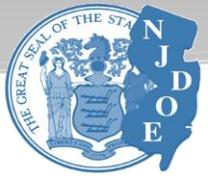
# Title III Implications

- 3115(g)
  - Need to ensure differentiation between SnS for Title I and Title III
- 3116(b)
  - Coordination is needed around parent involvement and early childhood
- 3201
  - Embedded consortium/coordination possibilities



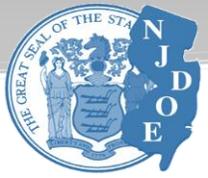
# Accountability

- Transition to ESSA
  - ED has allowed states to suspend AMAOs at their discretion
  - Districts under AMAO improvement plans from 2014-2015 are still required to continue interventions
  - NJDOE is currently monitoring NCLB/ESSA, but taking transition into consideration



# Timeline

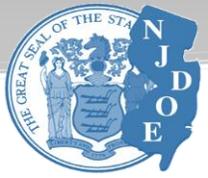
- Negotiation Rule-Making Committee on Assessment and SnS
  - Session 1: March 21–March 23, 2016
  - Session 2: April 6–April 8, 2016
- ED will use the language in its notice of proposed rulemaking
- ELL experts include Kenji Hakuta (Stanford) and Delia Pompa (Migration Policy Institute)
- L1 assessment was discussed in depth



# Lau v. Nichols

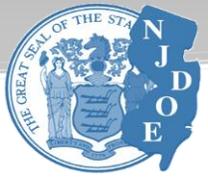
- In 1974, the Supreme Court ruled that identical education does not constitute equal education. The basis of the decision was Title VI of the Civil Rights Act of 1964, which bans discrimination on the basis of national origin, ruling that language is inextricably linked to national origin.





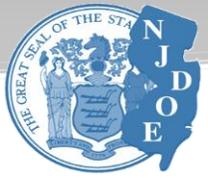
# Implications for Districts

- Goes beyond the specificity of Title III and N.J.A.C.
  - Improve proficiency
  - Provide access to core curriculum
  - Equal opportunities for culturally and linguistically diverse students
- Enforcement: Who holds the reigns?
  - USDE Office of Civil Rights
  - Department of Justice



# Dear Colleague Letter (January 7, 2015)

- Identifying and Assessing All Potential EL Students
- Providing a Language Assistance Program
- Staffing and Supporting an EL Program
- Providing Meaningful Access to District Programs
- Avoiding Unnecessary Segregation of EL Students
- EL Students and Special Education Services
- Opt Outs
- Monitoring and Exiting ELs
- Evaluating Program Effectiveness
- Ensuring Meaningful Communication with ELL Parents
- <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



# ELL/ELL Parent Civil Rights Fact Sheet

- The [Civil Rights Fact Sheet](#) is a summary of the longer “Dear Colleague” letter.



# EL Toolkit

- <http://www2.ed.gov/about/offices/list/oe/ela/english-learner-toolkit/index.html>
- Toolkit to help teachers and schools fulfil civil rights obligations.



## CHAPTER 6

### TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

This is the sixth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

### TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

#### KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law.



The *Individuals with Disabilities Education Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973* (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services (which are special education and related services under IDEA or regular or special education and

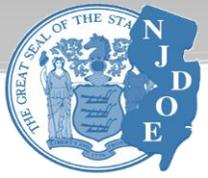
related aids and services under Section 504). Disability evaluations may not be delayed because of a student's limited English language proficiency (ELP) or the student's participation in a language instruction educational program (LIEP). Also, a student's ELP cannot be the basis for determining that a student\* has a disability.

It is important for educators to accurately determine whether ELs are eligible for disability-related services. Research shows that there is variability in how LEAs

\*IDEA refers to a 'child' with a disability. In this document 'student' is used to mean 'child' under IDEA.

NOTE: Neither this tool kit nor the above-cited OCR/DOJ Dear Colleague Letter is intended to be a replacement for the careful study of Part B of the *Individuals with Disabilities Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973* (Section 504), which govern the education of students with disabilities. More information about IDEA and Section 504 can be found at: <http://idea.ed.gov> and <http://www.ed.gov/ocr/publications.html#Section504>, respectively.

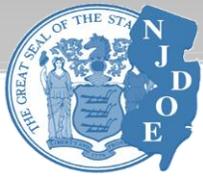
You can access **Tools and Resources for Addressing English Learners with Disabilities** at <http://www2.ed.gov/about/offices/list/oe/ela/english-learner-toolkit/index.html>.



# WIDA Overview



WIDA for **Teacher Education**



New  
Dep:

# Bilingual/ESL Education



Parent Information  
[en español]



ACCESS 2.0 Launch



FABRIC - ELL  
Professional Learning



- State and Federal Policy
- ACCESS for ELLs
- ACCESS for ELLs 2.0
- Professional Development
- Resources
- Contact Our Bureau

Updates

Quick Links

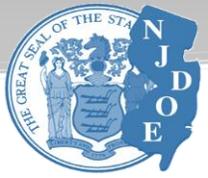
Helpful Sites

FAQ

## Updates

- 3/16/16 [Providing ELL Services During State Assessments](#)
- 3/11/16 [Transferring Students for ACCESS 2.0](#)
- 3/11/16 [Submitting Incomplete WIDA ACCESS 2.0 Online Tests](#)
- 3/11/16 [ELL/LEP Parent Civil Rights Fact Sheet](#)
- 3/11/16 [Can Do Descriptors, Key Uses Edition](#)

[all updates »](#)



# What is WIDA?

## WIDA Standards

1. Social and instructional
2. Language arts
3. Math
4. Social studies
5. Science

Teachers consider 3 types of language:

1. Word Level
2. Sentence Level
3. Discourse Level

## Classroom Instruction

## WIDA Consortium

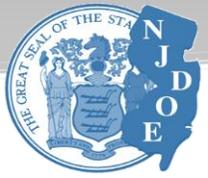
- Over 30 states
- Founded in 2002
- Response to NCLB
- At UW-Madison

## ACCESS 2.0 Assessment

Students can score 1-6 in 4 domains. Scores are called levels. Students are ready to exit at 4.5 composite.

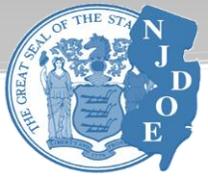
## Can Do Descriptors

Describe what language tasks students can accomplish at each level



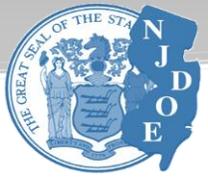
# New from WIDA

- [Can Do Descriptors, Key Uses Edition](#)
  - Four key uses: Recount, Explain, Argue, and Discuss
- [ACCESS for ELLs 2.0 Parent Handout](#)
  - Includes information about the purpose and scope of ACCESS 2.0
- [Focus Bulletins](#)
  - Focus on Early Years, Family Engagement, SIFEs
- [WIDA Parent Webinars](#)

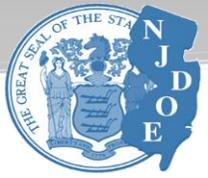


# WIDA for Teacher Education

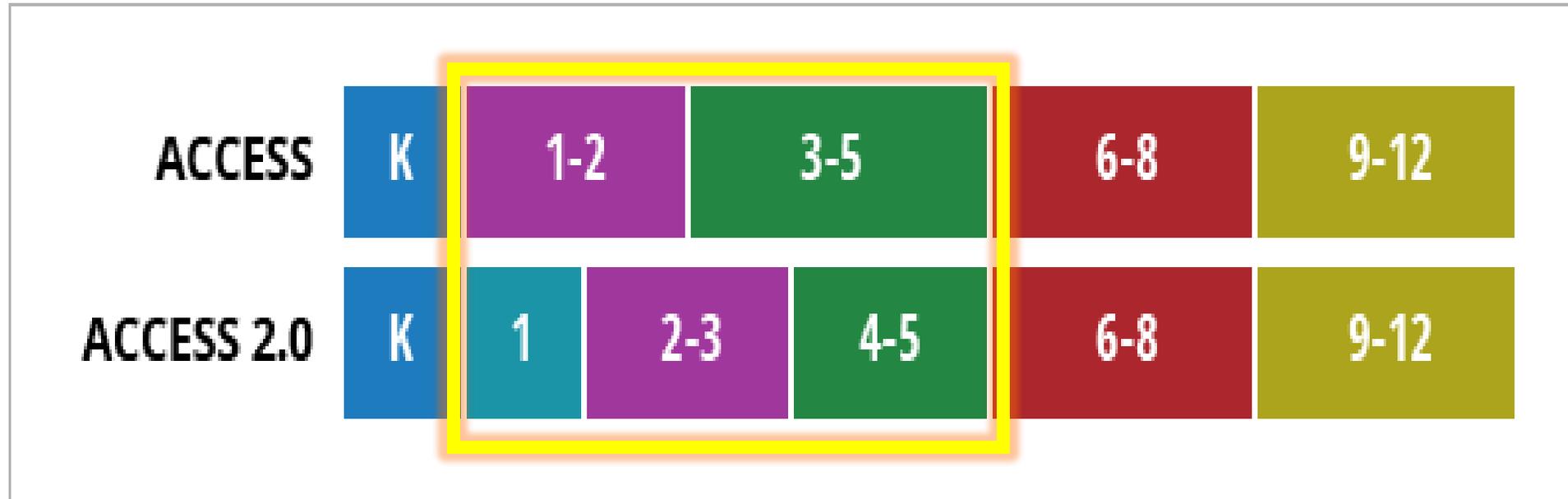
- <http://widateachered.wceruw.org/>
  - Contains resources, texts, and real-world examples
  - Includes activities that explore practices for linguistically and culturally diverse classrooms
  - Includes permissions for ACCESS 2.0 training

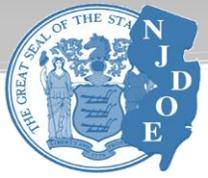


# ACCESS 2.0



## ACCESS GRADE CLUSTER CHANGES



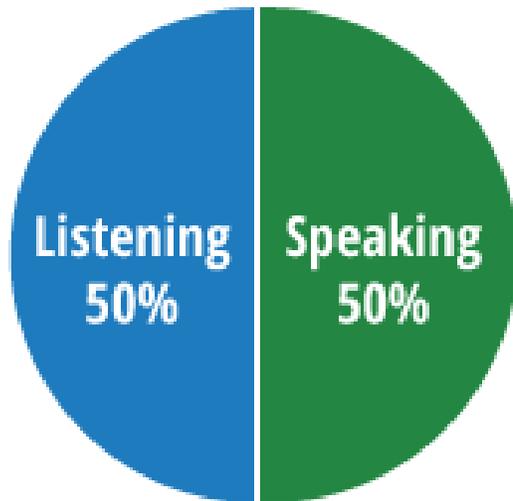


# ACCESS 2.0 Scoring

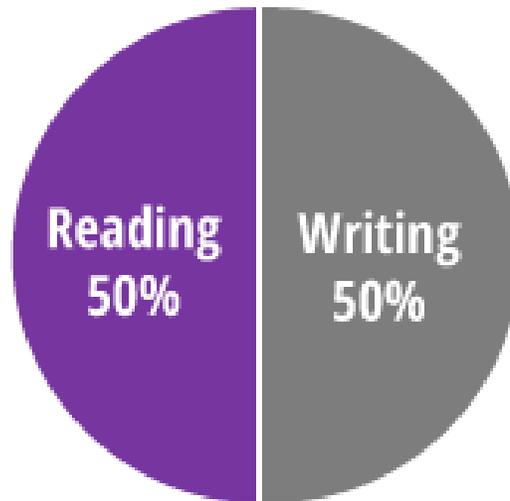
## Overall composite



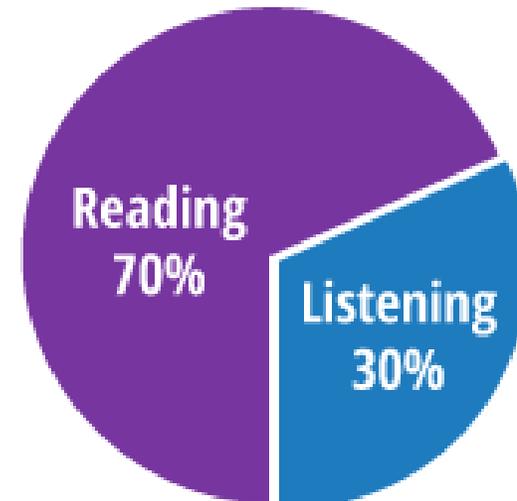
## Oral language composite

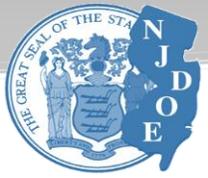


## Literacy composite



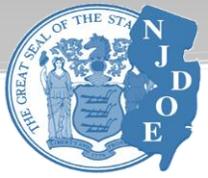
## Comprehension composite





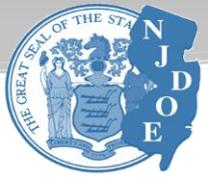
# Student Experience

- Graphic-supported items
- Audio-supported directions
- Narrated and guided introduction for each domain test
- Thematic folders pertaining to a unified theme
- Practice items
- Modeled responses for the productive domains
- Recorded human voices for directions and items



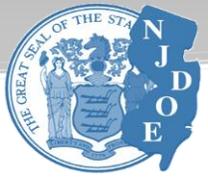
# Student Experience

- Simple navigation
- Uncluttered and streamlined interface
- Embedded accessibility features, such as:
  - Magnification
  - Highlighter
  - Writing tools (e.g. cut and paste, copy, underline)



# Sample Items/Test Practice

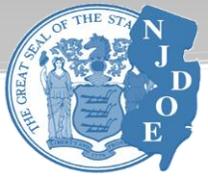
- <https://www.wida-ams.us/default.aspx>



# Information for the Writing Domain

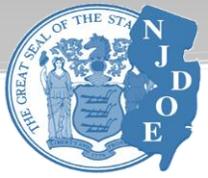
- The different test delivery and response modes of the Writing test are designed to meet the needs of all learners:

Writing Grades and Tiers	Writing Test Format	Writing Response Mode
Grades 1 – 3 All tiers	Paper-based prompts	Paper
Grades 4 – 5 All tiers	Computer-based prompts	Keyboard or Paper
Grades 6 – 12 All tiers	Computer-based prompts	Keyboard or Paper



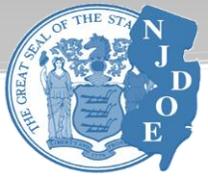
# Administration Considerations

- **Timing of Test:** The test will be self paced.
- **The test engine will manage tiers on the back end; educators do not need to select tiers for the online test.**
- **Order of Administration:** Students' performance on the Listening and Reading tests will determine their placement for Writing and Speaking.
  - **Listening and Reading:** will be administered first. They may be administered together or separately.
  - **Writing and Speaking:** can be administered in either order, after the Listening and Reading tests.



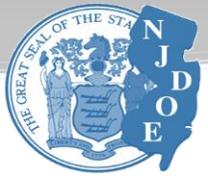
# Web Training Platform

<b>Role</b>	<b>WIDA AMS</b> <a href="http://www.wida-ams.us">www.wida-ams.us</a>	<b>WIDA Website</b> <a href="http://www.wida.us">www.wida.us</a>
<b>Test Coordinator</b>		Online and paper-based test training materials, including Test Administration Manuals, electronic checklists, and applicable web-based modules
<b>Test Administrator</b>		Online and paper-based test training materials, including Test Administration Manuals, electronic checklists, and applicable web-based modules
<b>Technology Coordinator</b>	Checklists, webinars, and applicable web-based modules	



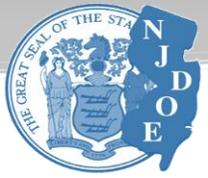
# Training Requirements by Role

<b>Role</b>	<b>Grades 1-12 Online</b>	<b>Grades 1-12 Paper</b>	<b>Kindergarten</b>	<b>Alternate ACCESS</b>
<b>Test Coordinator</b>	Checklist, Web-based Training	Checklist, Web-based Training	N/A*	N/A*
<b>Test Administrator</b>	Checklist, Web-based Training	Checklist, Web-based Training, Speaking Quiz	Checklist, Web-based Training, Kindergarten Quiz	Checklist, Web-based Training, Alternate ACCESS Quiz
<b>Technology Coordinator</b>	Checklist, Web-based Modules	N/A	N/A	N/A



# ACCESS 2.0 Resources

- New Jersey-Specific FAQ
  - <http://www.nj.gov/education/bilingual/ells/20/faq.htm>
- WIDA Comprehensive FAQ
  - <https://www.wida.us/assessment/ACCESS%202.0/FAQ.aspx>
- NJDOE ACCESS 2.0 Site
  - <http://www.nj.gov/education/bilingual/ells/20/>
- ACCESS 2.0 Update Page
  - <https://www.wida.us/assessment/ACCESS20.aspx>



# Professional Development Overview

Bilingual Program Structure Training

FABRIC – A Learning Paradigm for ELLs

English Language Learners in the Mainstream Tutorial Videos





New  
Dep:

## Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau



Parent Information  
[en español]



ACCESS 2.0 Launch



FABRIC - ELL  
Professional Learning

Updates

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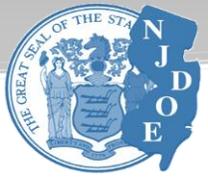
3/11/16 [Transferring Students for ACCESS 2.0](#)

3/11/16 [Submitting Incomplete WIDA ACCESS 2.0 Online Tests](#)

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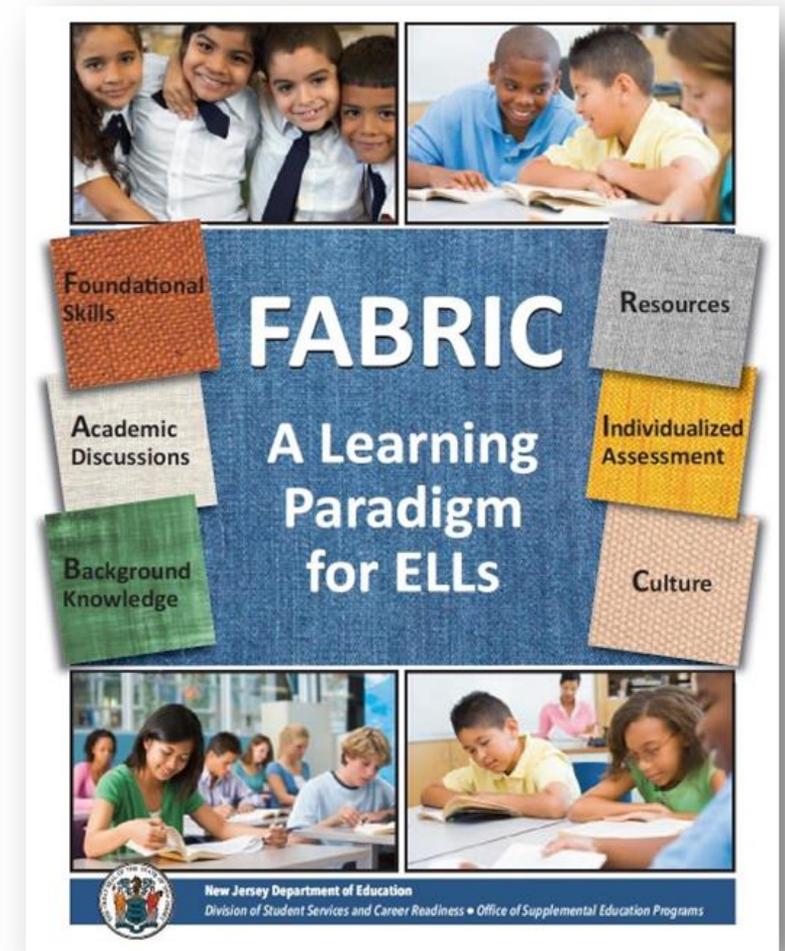
[all updates »](#)



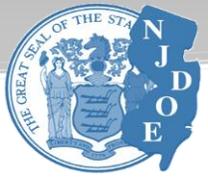
# The FABRIC Paradigm

## 6 Threads

- Foundational Skills
- Academic Discussions
- Background Knowledge
- Resources
- Individualized Assessment
- Culture



- <http://www.nj.gov/education/bilingual/pd/fabric.pdf>



# FABRIC Paradigm Overview

## **Purpose**

- Gives background for teachers and administrators
- Can be used with staff who have limited training

## **Sections**

- Introduction
- 6 threads
- Helpful links for teachers
- FABRIC Classroom Feedback Guide



# Features

Connections  
Introduction

Body

Classroom Application

## Foundational Example

**CCSS Connection:**  
**WIDA Essential Action Connection:** A2, A5, A6, A10, A14  
**UDL Connection:** Guideline 6: Provide options for executive functions; Guideline 8: Provide options for sustaining effort and persistence

**Introduction**  
ELLs are an especially diverse population of learners. Some ELLs come from settings where former schooling is nonexistent. Other ELLs come from school systems that outperform U.S. schools. As newcomers to the U.S., learners from every background need foundational English and content skills to master content goals as well as comprehend the language used in school.

**Language skills**  
To understand ideas and content in English, ELLs need to learn the systems of the English language by mastering the following:

- Letters and their corresponding sounds (especially when different from native language);
- Punctuation, capitalization, and spelling;
- Word meanings, affixes, and morphemes; and
- Structures of phrases, sentences, paragraphs, and conversations.

While students may acquire some of these skills on their own, they also need to receive systematic, consistent instruction related to these areas. Teachers should, "Provide small group instruction that focuses on the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension)" (U.S. Department of Education, Institute of Education Sciences, 2012).

As students become more fluent, their growth should be tracked to determine if more intervention is needed to help gain language proficiency (IES, 2007).

**Foundational content skills**  
Students with a limited or interrupted formal education (SLIFE) are students who are "over aged and under educated" compared with their U.S. peers. Although SLIFE often have extensive knowledge in areas related to life in their home country, they lack home

**Classroom Example:** Karen and Henri are newcomers. In their home countries, Karen was educated in an academically challenging school whereas Henri did not have access to formal schooling. A large academic gap between them was shown by a native language math and language arts basic skill test they completed on arrival. Their teacher realizes that Henri will need additional basic skills math and language arts instruction in addition to the newcomer ESL class that both students attend.

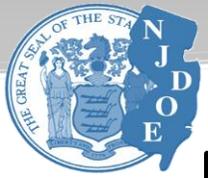
language literacy skills and grade level content knowledge. These students must gain beginning literacy skills, print awareness, and background concepts that are the foundations for content learning. The unique needs of SLIFE are often addressed through supplemental instruction that takes place in:

- Newcomer classes,
  - Extended day/year programs,
  - Differentiated center work, and
  - Small group instruction.
- (Short & Boyson, 2012)

**Technology skills**  
Students are expected to learn in classrooms and complete assignments that are embedded with technology. ELLs must have the skills they need to access the technology platforms used in school. It is the responsibility of teachers to ensure that students have the abilities needed to use devices at school as well as access to necessary technologies outside school.

- Classroom application questions:**
- What skills, not mentioned above, might you need if you were learning academic content in a new language?
  - At what levels have ELLs in your classes acquired the three skill categories (language, foundational content, and technology)?
  - Of the three categories in this section, which one is the hardest for you to develop? Why?

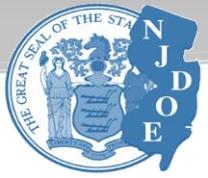




# English Language Learners in the Mainstream Tutorial Videos

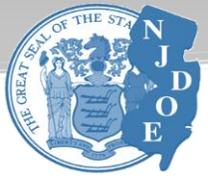
<i>Videos of Experienced New Jersey Teachers</i> (in Windows media format - download Windows Media Player <input type="checkbox"/> )					
Teacher	Grade Level	Preparation	Teaching	Reflection	Complete Video
<b>Sandra Nahmias</b> Harrison E.S. Roselle, NJ	Elementary				
<b>Eva Rogozinski</b> Christopher Columbus M.S. , Clifton, NJ	Middle				
<b>Debra Franek</b> West Orange H.S. West	High				





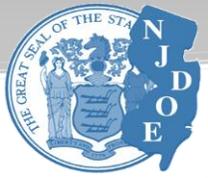
# Bilingual/ESL Professional Development Calendar

- <http://www.nj.gov/education/bilingual/pd/calendar.htm>
  - Highlights:
    - October: “New Bilingual/ESL/ELS Supervisor Session”
    - December: “ELL Superintendent Institute”
    - July: “Sheltered Instruction Training of Trainers”
- Other PD
  - NJTESOL/NJBE
    - June 1-3, 2016
  - WIDA Conference in Philadelphia
    - October 2016



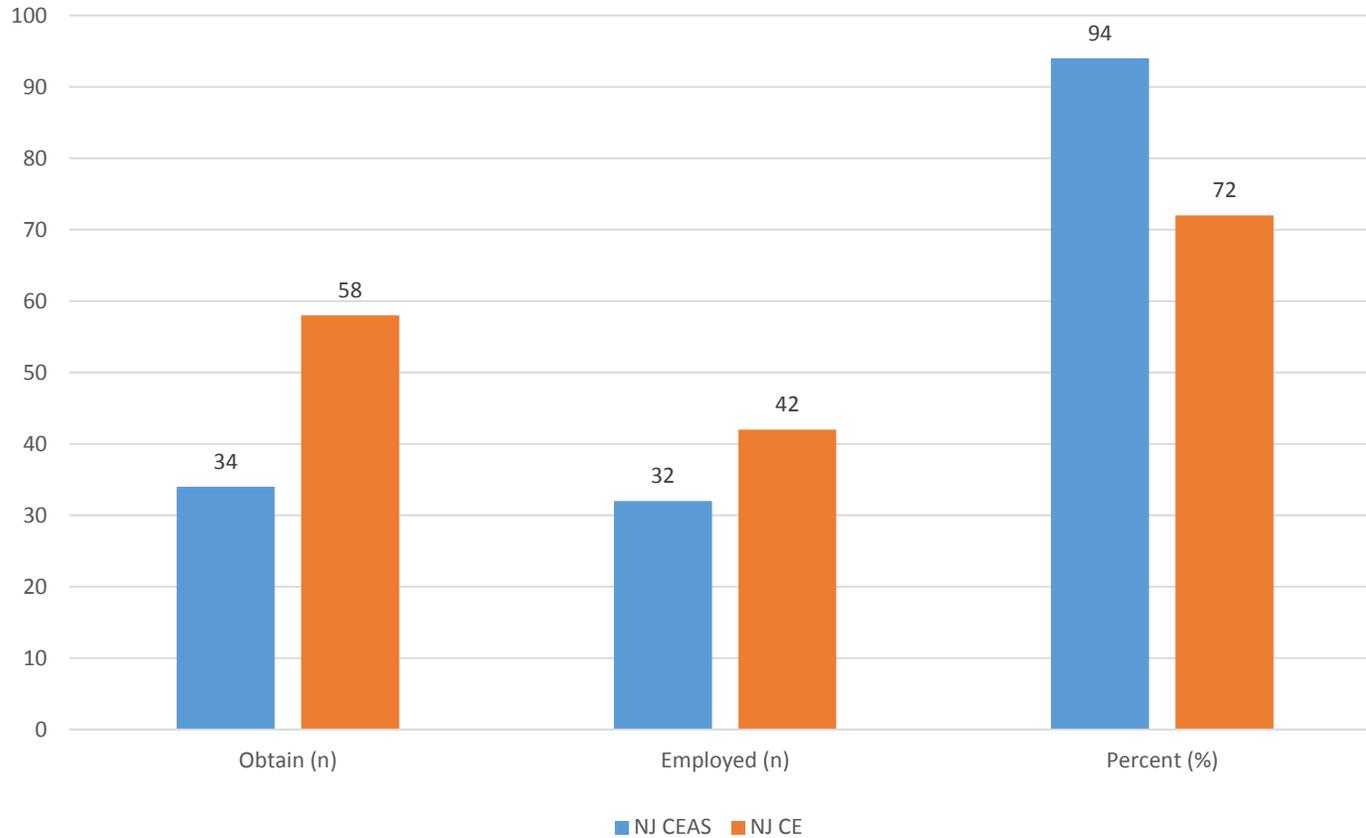
# A Look at N.J.'s ELLs and K-12 Education

<b># of ELLs (SY 2013-2014)</b>	<b>68,396</b>
<b>Top 10 Languages</b>	Spanish, Arabic, Chinese, Gujarati, Haitian Creole, Portuguese, Urdu, Korean, Bengali, Vietnamese
<b>Graduation Rate (2015)</b>	<b>74%</b>

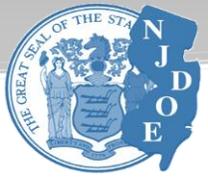


# State of Bilingual Teacher Shortage in N.J.

Teacher of Bilingual/Bicultural Education

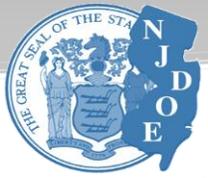


(N.J. DOE Educator Preparation Annual Report, 2015)



# On the Horizon . . .

- **THREAD** - An Approach for Recruitment & Retention of Bilingual Professionals in Education
  - **Six Strands** (*Strategies*) to address teacher shortage:
    - **Tap** into community resources
    - **Harness** existing resources & assets
    - **Reach** across borders
    - **Establish** educational partnerships
    - **Awareness** of routes to certification
    - **Develop** internal, untapped talent



# How Can IHE's Implement THREAD?

## Tap

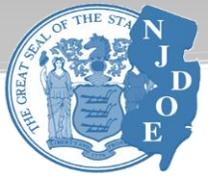
- What can IHEs do to make programs more accessible to community members?

## Harness

- How can IHEs integrate previous experience of particular groups to attract potential students?

## Reach

- What ways can IHEs develop inter-department relationships within their school and/or region to attract students to the program?



# How Can IHE's Implement THREAD?

## Establish

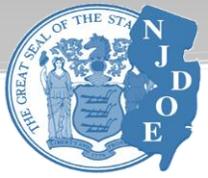
- How can IHEs establish partnerships with schools to better align teacher preparation with school needs?

## Awareness

- How can IHEs promote the bilingual teacher preparation program to students with undecided majors?

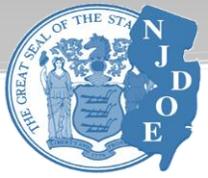
## Develop

- What ways can IHEs attract potential high school students to enter a bilingual teacher preparation program?



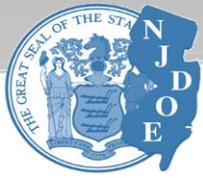
# Discussion

- What ideas from this document could strengthen bilingual education in New Jersey?
- How would teacher candidates in your content programs respond to this document?
- Is there anything that this document brought to mind that you need to explore further?



# Resources

Family Engagement  
Information on Specific ELL Populations  
Program Resources  
Regional Resources



# Bilingual/ESL Education



Parent Information  
[en español]



ACCESS 2.0 Launch



FABRIC - ELL  
Professional Learning

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ACCESS for ELLs 2.0

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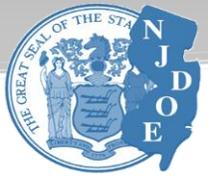
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3/11/16 [Submitting Incomplete WIDA ACCESS 2.0 Online Tests](#)

3/11/16 [ELL/LEP Parent Civil Rights Fact Sheet](#)

3/11/16 [Can Do Descriptors, Key Uses Edition](#)

[all updates »](#)



# Parent Involvement Guide for ELLs

- Highlights 6 types of involvement
  - Parenting
  - Communicating
  - Volunteering
  - Learning at home
  - Decision making
  - Collaborating with community
- Tips for parental involvement
- School leadership
- Resources/articles/websites
- Examples of best practices

• <http://www.state.nj.us/education/bilingual/resources/Title3ParentInvolvement.pdf>



# http://www.nj.gov/education/bilingual/resources/

## Bilingual/ESL Education



- State and Federal Policy
- ACCESS for ELLs
- ACCESS for ELLs 2.0
- Professional Development
- Resources
- Contact Our Bureau

### Resources

These links contain a variety of resources for ESL/Bilingual programs.

#### Family Engagement [-]

Parents of English language learners (ELLs) should be provided with opportunities to fully participate in school events and activities. The below resources will assist school personnel in engaging parents to make this possible.

- [A Parent Involvement Guide for Educators in ELL Programs](#)
- [Family Engagement: Authentic Partnerships for Increasing Achievement](#)
- [Immigrant Family and Community Engagement in the Schools](#)
- [WIDA Parent Webinars](#)

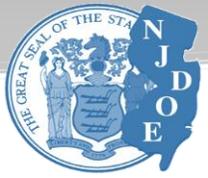
#### Information on Specific ELL Populations [+]

#### Parent Forms [+]

#### Program Resources [+]

#### Regional Resources [+]

#### Testing [+]

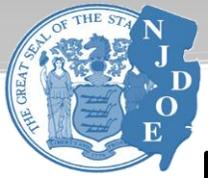


# Parent Involvement Guide for ELLs

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# Family Engagement: Authentic Partnerships for Increasing Achievement

- Interviews and webinar about engaging and empowering ELLs and their families

## Family Engagement: Authentic Partnerships for Increasing Achievement

On September 25, 2014, teacher, author, and parent advocate, Mary Cowhey, presented a webinar to help educators better understand how to partner with parents of ELLs. The webinar was made possible by a partnership between the Equity Assistance Center Region II and the New Jersey Department of Education.

Interviews with Josefina Rodriguez of Families with Power/Familias con Poder, Northampton, MA

These interview videos are referenced throughout the webinar. After viewing the two interviews with Josefina, please scroll down to download and view the webinar.



Webinar - Family Engagement: Authentic Partnerships for Increasing Achievement

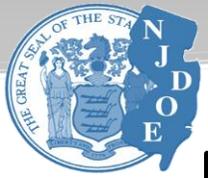
Use the link below to download and view the "Family Engagement: Authentic Partnerships for Increasing Achievement" webinar.  
[Webinar Archive\\*](#)



**Webinar - Family Engagement: Authentic Partnerships for Increasing Achievement**

Use the link below to download and view the "Family Engagement: Authentic Partnerships for Increasing Achievement" webinar.  
[Webinar Archive\\*](#)

Resource links:  
[Webinar Slide Show](#)  
[Learning to Roar](#)



# BRYCS Refugee and Immigrant Family and Community Engagement

- Videos of parents discussing their experience
- Synthesizes best practices for immigrant family engagement and PTA standards

Refugee and Immigrant Family and Community Engagement with the Schools

Laura Gardner  
Education Technical Assistance Specialist  
Bio | Contact

Outline	Notes	Search
Slide Title		Duration
1. Title		00:29
2. Pre-Test		00:13
3. Audience		00:16
4. Goals of Training		00:24
5. BRYCS Overview		00:26
6. Cont.		00:34
7. Cont.		00:51
8. Whose Definition?		00:52
9. Video Clip		00:23
10. National Working G...		00:54
11. Terminology		00:36
12. Importance of Fami...		02:09
13. Cont.		01:14
14. Cont.		00:54
15. Stages of Immigran...		04:17
16. PTA Standards		00:49
17. PTA Standard 1		00:43
18. Video Clip		00:21
19. Recommendations fo...		02:29
20. Recommendations fo...		02:43
21. PTA Standard 1 Pro...		01:47
22. Use Existing Mater...		01:38
23. PTA Standard 2		00:37
24. Video Clip		00:29

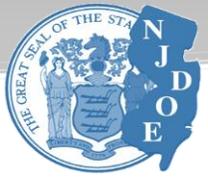
78 Minutes 12 Seconds Remaining

Refugee and Immigrant Family and Community Engagement with the Schools

Bridging Refugee Youth & Children's Services (BRYCS)

*This training is made possible by funding from the Office of Refugee Resettlement (DHHS/ACF/ORR)*

Slide 1 / 63 | Stopped 00:05 / 00:29



# WIDA Parent Webinar Recordings

- In Spanish and English
- 3 Topics
  - What does it mean to be and ELL?
  - How is language development supported at school?
  - How do I know if my child is making progress?



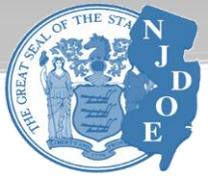
*“My child is an English language learner.  
What does that mean?”*

An Introduction to English Language Standards and Assessments for Parents  
Part I

© 2013 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

0:00:01/0:24:09

The image shows a video player interface for a WIDA webinar recording. The background is a grey grid with a faint world map. The WIDA logo is prominently displayed in the center, with a globe icon above the 'i'. Below the logo, a blue banner contains the quote: "My child is an English language learner. What does that mean?". Underneath the banner, the text reads "An Introduction to English Language Standards and Assessments for Parents Part I". At the bottom of the video player, there is a copyright notice: "© 2013 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium" and a progress indicator showing "0:00:01/0:24:09".



<http://www.nj.gov/education/bilingual/resources/>

## Bilingual/ESL Education



State and Federal Policy

ACCESS for ELLs

ACCESS for ELLs 2.0

Professional Development

Resources

Contact Our Bureau

### Resources

These links contain a variety of resources for ESL/Bilingual programs.

[Family Engagement](#)

[+]

[Information on Specific ELL Populations](#)

[+]

[Parent Forms](#)

[+]

[Program Resources](#)

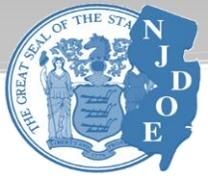
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[Regional Resources](#)

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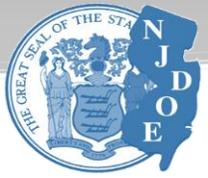
[Testing](#)

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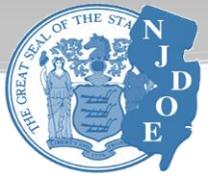
# Information on Specific ELL Populations

- [Early Childhood](#)
- [ELLs with Special and Diverse Needs](#)
- [Newcomers](#)
- [SIFEs](#)
- [Refugees](#)
- [Adult ELL Programs](#)
- [Unaccompanied Immigrant Children](#)



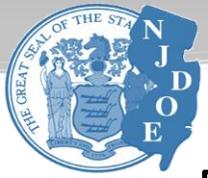
# Parent Forms

- [Early Childhood Home Language Survey Parents/Guardians](#)
- [ACCESS Score Report Translations](#)
- Home Language Survey Parent/Guardian [English](#) | [en español](#)
- [List of Language Translations for ESL Entrance Letter](#)
- [Title III Parent Notification Requirement](#)



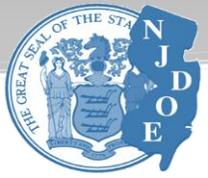
# Program Resources

- [Fall Checklist for New Bilingual/ESL Supervisors](#)
- [Grading Policy Samples](#)
- [Multiple Indicators Samples](#)
- [NJ Model Curriculum and ESL Curriculum Exemplars](#)
- [Websites for Teachers](#)



# Bilingual/ESL Model Program Resource Centers

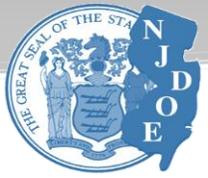
- **Atlantic City School District**  
Atlantic City High School, ESL/Bilingual Newcomer Center
- **Clifton Public Schools, Clifton, New Jersey**  
K-5 ESL Only and Bilingual Magnet Programs in Arabic and Spanish  
6-8 High Intensity ESL with sheltered and POE Programs
- **Howell Township Public Schools**  
K-5 ESL Program  
6-8 Middle School ESL Program
- **Linden Public Schools**  
Bilingual/English as a Second Language Model Program Designation:  
K-12 ESL Program
- **New Brunswick Public Schools**  
Placement Center



# Update Us

- Please update us when changes have been made:

<http://www.nj.gov/education/bilingual/resources/college.htm>



- Directions:
- Take an index card
- On the front draw a picture of your inspiration for entering education
- On the back write a message to yourself of 3 months from now
  - What are your takeaways?
  - What are your to-dos?
  - Who do you need to share information with?

# POST CARD

ADDRESS



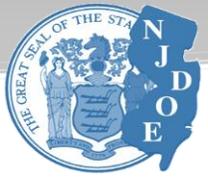
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# EQUITY FOR ELLS

- Every educator...

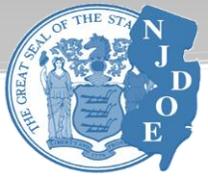
**“makes choices, every moment of the day. She chooses what and how to teach, and whether to teach at all. Simply because she follows her job description, follows tradition, follows what she expects her boss wants her to do does not mean she’s not making choices. Choices by default are choices none the less.”**

**- Derrick Jensen from *Walking on Water: Reading, Writing, and Revolution***



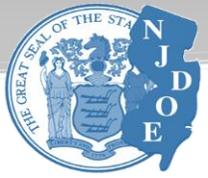
# Equity for ELLs

- How are you equipping teacher candidates to utilize implementational and ideological spaces to promote equity for ELLs?



# Questions, Comments, Concerns?

- What are you experiencing in your programs?



# New Jersey Department of Education

## Office of Supplemental Educational Programs Bureau of Bilingual/ESL Education

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[www.state.nj.us/education](http://www.state.nj.us/education)  
<http://www.nj.gov/education/bilingual/>

(609) 292-8777