



EXPERIENCED BILINGUAL/ESL/ELS SUPERVISORS TRAINING 2013

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*Office of Title 1
New Jersey Department of Education*

THINK / PAIR / SHARE

- What has been your greatest programmatic success since this time last year?
- What has been your greatest programmatic difficulty since this time last year?





Section 1

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Professional Development Calendar
- <http://www.state.nj.us/education/bilingual/pd/calendar.htm>
- Sheltered English Instruction Training of Trainers
- Bilingual/ESL Model Program Resource Centers 2012-14
- *English Language Learners in the Mainstream* Tutorial
- WIDA workshops – dates TBD – standards and differentiation; data analysis focus on classroom
- Bilingual program structure workshop



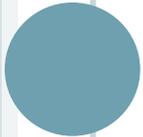
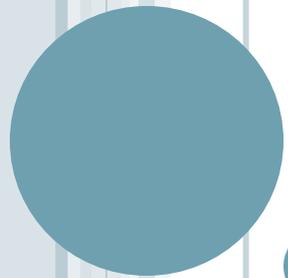
BILINGUAL/ESL MODEL PROGRAM RESOURCE CENTERS 2012-2014

- Clifton Public Schools, Bilingual/ESL Model Program, K-12 Program: ESL Program with Bilingual Support
- Howell Township Public Schools, ESL Model Program, K-8 Program
- Linden Public Schools, ESL Model Program, K-12 Program
- River Edge Public Schools, ESL Model Program, K Program: *New Bridge Center School*
- Roselle Borough Public Schools, Bilingual Model Program, 1-4 Program: *Harrison Elementary School*
- West Windsor-Plainsboro Public Schools, ESL Model Program, 6-12 Program

ENGLISH LANGUAGE LEARNERS IN THE MAINSTREAM TUTORIAL

- http://www.nj.gov/education/bilingual/ell_mainstream/index.html
- teacher videos
- student audio segments





STANDARDS

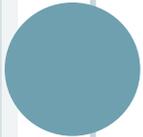
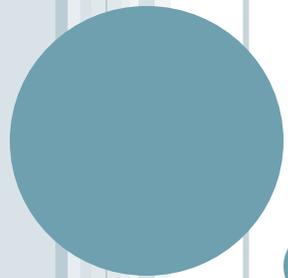
Section 2

2012 WIDA STANDARDS

[HTTP://WIDA.US/STANDARDS/ELD.ASPX](http://wida.us/standards/ELD.aspx)

- New terminology:
 - development vs. proficiency
 - emerging rather than beginning (Level 2)
 - Language forms and conventions replaces language control
 - Discourse complexity replaces linguistic complexity
 - Grade level vocabulary
- Common core standards connection
- <http://wida.us/standards/DraftRelease/player.htm>
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MODEL CURRICULUM

Section 3

MODEL CURRICULUM SCAFFOLDS FOR ELLS

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/modelcurriculum/math/>

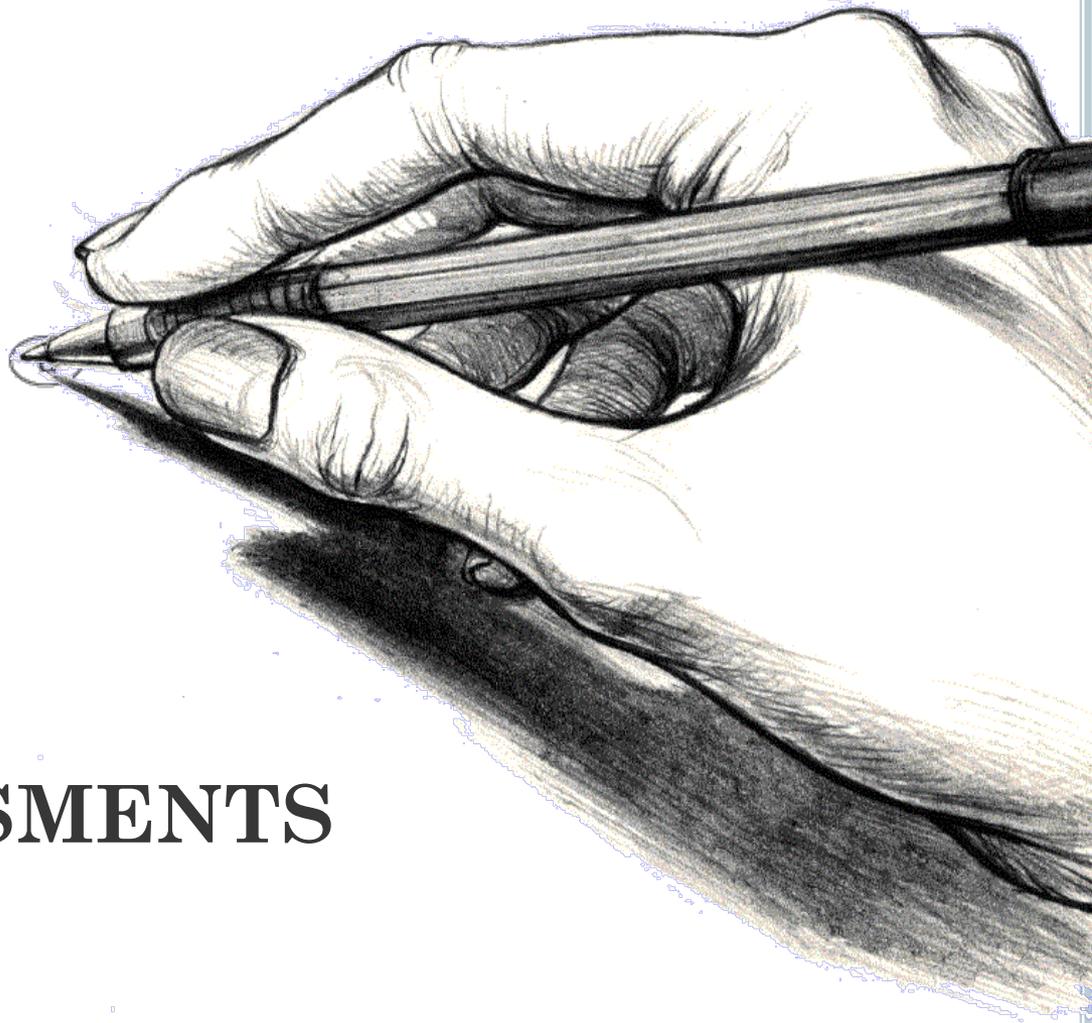


HOW HAVE YOU USED THE SCAFFOLDS?

- What Are your Next Steps?
- Do you have feedback on the scaffolds?
 - Email lep@doe.state.nj.us

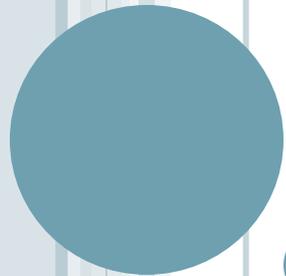


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ASSESSMENTS

Section 4



ACCESS FOR ELLS 2013-14 LISTENING TEST



- Media-based test
- Allows for authentic language use
- Increases standardization of the test administration
- Test items administered via audio from a CD or streamed online from a secure MetriTech, Inc. website





LISTENING TEST

- Can be played on a standard CD player or a computer with a CD/DVD drive with speakers
- Test administrator script will also include changes to reflect the new delivery method.
- Additional information and training is available on the WIDA Test Administrator course at www.wida.us



ACCESS FOR ELLS TIMELINE

Task	Start Date	End Date	Duration
Test Ordering	01/06/14	<u>02/05/14</u>	30
Pre-ID Ordering - State Provides (NJSMART Delivery)		02/05/14	1
Districts Receive Test Materials		02/24/14	7
Test Window	<u>03/03/14</u>	<u>04/18/14</u>	47
Additional Materials Deadline		04/04/14	
Districts Pack Completed Material	04/18/14	04/25/14	8
Districts Ship Completed Material to MT		04/25/14	3
All Materials Received at MT		04/30/14	
Data Validation Window - If Desired	05/29/14	06/08/14	10
Reports Shipped to Districts	06/25/14	06/28/14	3
Printed Report Correction Window	06/28/14	07/26/14	28
Final Data Due To State		07/29/14	

CHECK STUDENT DATA FOR ACCURACY

Opportunities

- NJ SMART ACCESS for ELLs Pre-ID Label Data Submission
- Pre-ID Labels
- Test Booklets
- Data Validation Window
- Printed Report Correction Window

What to Check for

- State Student ID
- Date of enrollment in the district
- Current grade
- Spelling of name
- Date of birth
- School District





- **Next generation, technology-based language assessment system**
- **Will use a common definition of English language learner (ELL) and develop a common home language survey to be used in the initial identification of ELLs.**
- **Will use a common score on the screener and annual assessment as one indication that a student no longer qualifies for language support.**





ACCESS FOR ELLS 2.0

Computer-based Assessment System

- Summative Assessment
- Interim Assessments
- Formative Resources
- Diagnostic Screener

<http://assets.wceruw.org/>

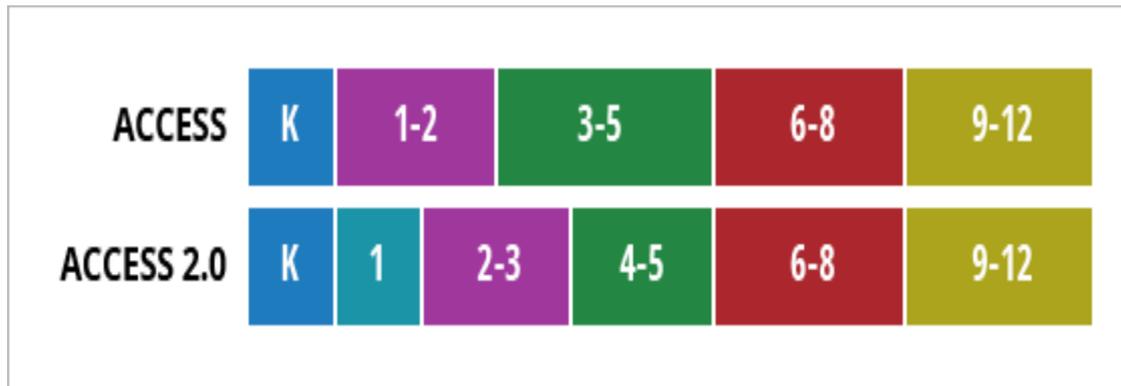




- **Time:** About two hours to complete for grades 1-12 and 40 minutes for kindergarten.
- **Item format:** Selected response and extended constructed response items.
- **K assessment:** Individually administered.
- **Scoring:** Centrally scored
 - selected response items used in the reading and listening will be scored by computer.
 - Student responses for the writing and speaking tasks will be digitally recorded and subsequently scored by trained raters.



Changes to Grade-level Clusters: In order to better measure students' language development at the lower levels, ACCESS for ELLs 2.0 will include separate test forms for both Kindergarten and Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) English language learners.



Changes to Delivery:

Both the ACCESS for ELLs 2.0 Summative Assessment and Screener will be computer-delivered.

•Changes to the Speaking Subtest:

- no longer be delivered face-to-face in individual test administration sessions.
- Speaking prompts will be delivered by computer and student speech samples digitally recorded.
- These digital recordings will then be centrally scored by trained raters.

•Changes to the Writing Subtest: As locally determined, students will either key their responses to prompts on the Writing subtest or produce handwritten responses which will be scored offsite.

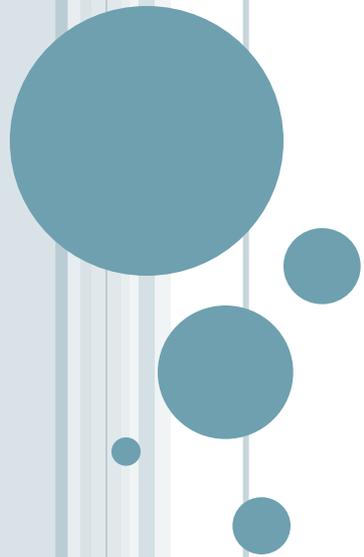
•Changes to the Listening Subtest: Listening prompts will be pre-recorded and delivered by computer, allowing for a more authentic testing experience that includes a variety of standard dialects.



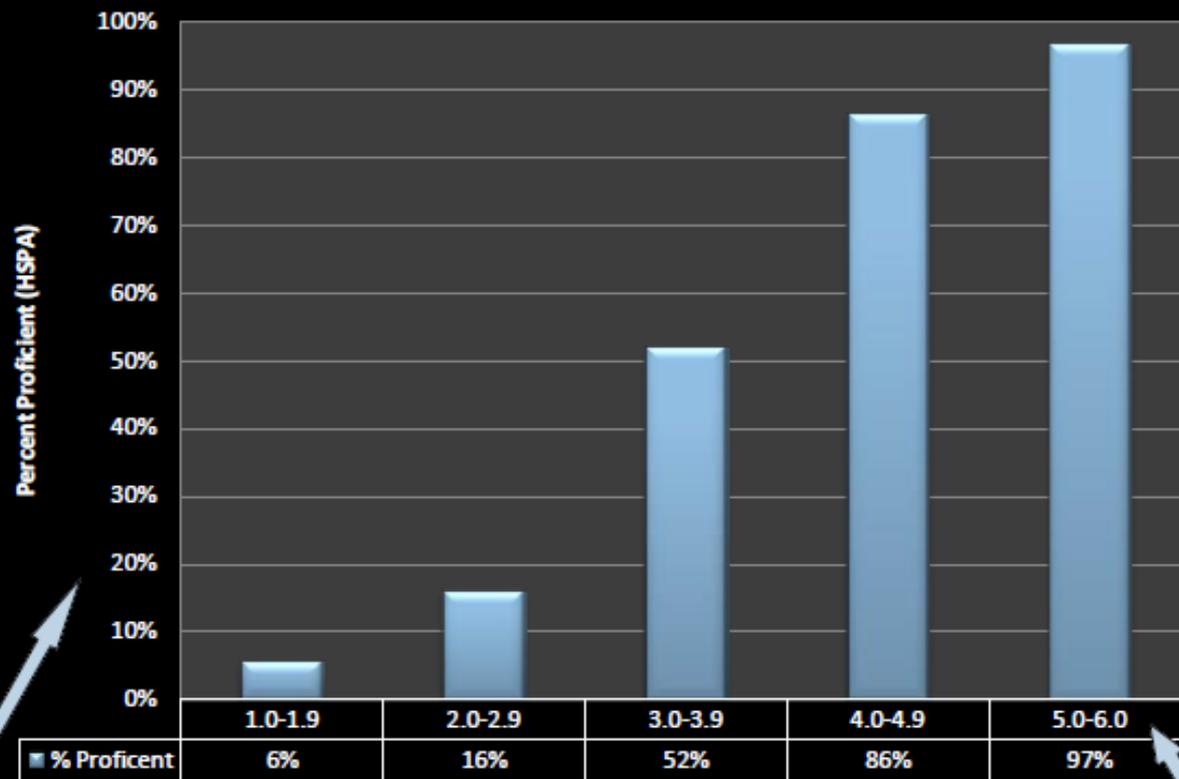


2012-13	Create item specifications, items and pilot forms Begin pilot testing
2013-14 <ul style="list-style-type: none">•June 2013: Field test participation will be requested from districts•Summer/Fall 2013: Preparatory webinars/information•January 2014: Field test administration training materials to be sent out•March-June 2014: Field Test Reading, Writing, and Speaking•January to March 2015: Field Test Listening	Conduct and score field test. New Jersey districts will be offered the opportunity to participate. Correspondence to be sent in June.
2014-15	Conduct reliability and validity studies, finalize design, develop score reports and administrator training materials.
2015-16	ASSETS assessment system is operational

ASSESSMENT DATA ANALYSIS



Percent Proficient by ACCESS for ELLs - Grade 11

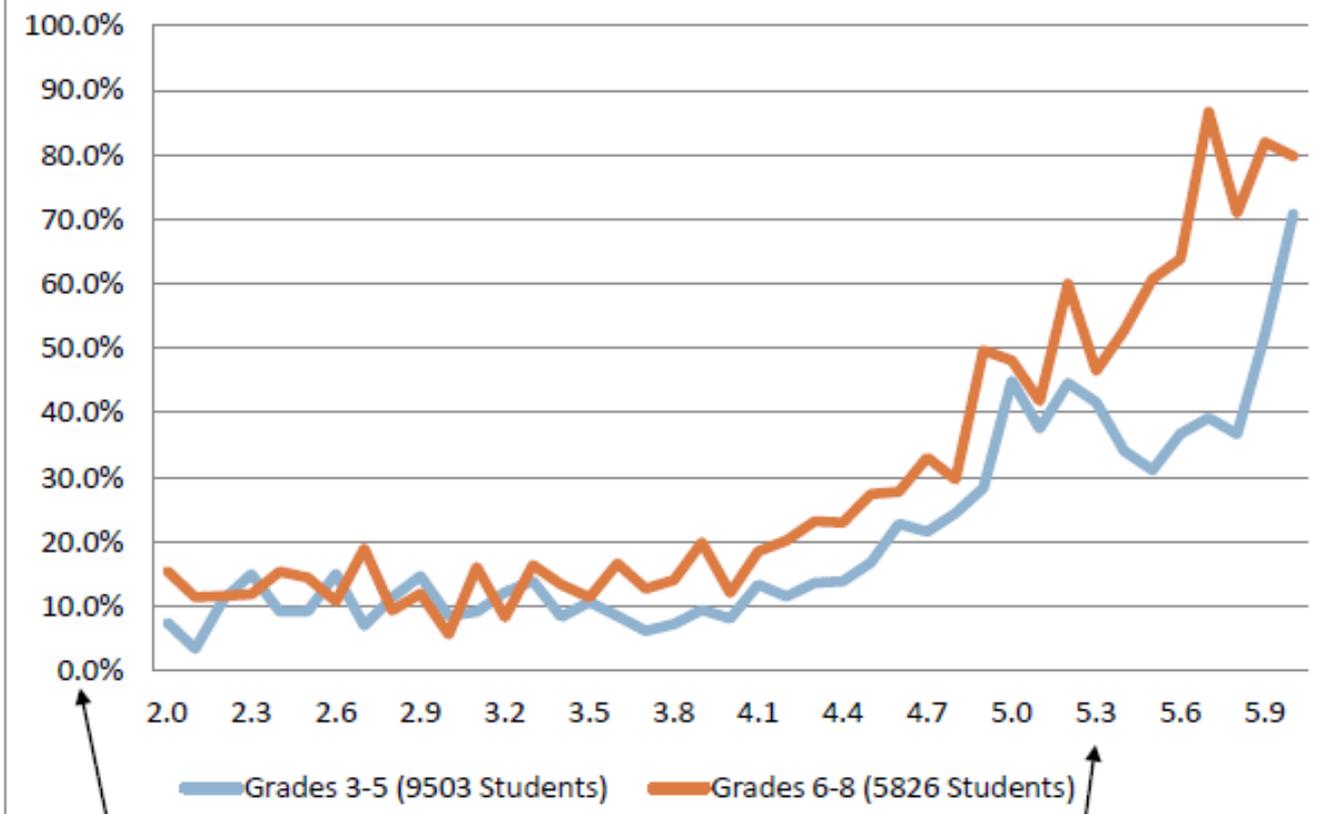


This column shows the percentage of New Jersey ELLs that score proficient on the HSPA Language Arts section.

This row shows the ACCESS for ELLs test English language proficiency levels for New Jersey ELLs.

*Based on the 2011 test results for grade 11 (3473 students).

2011 Impact of English Language Proficiency Level on NJASK Percent Proficient

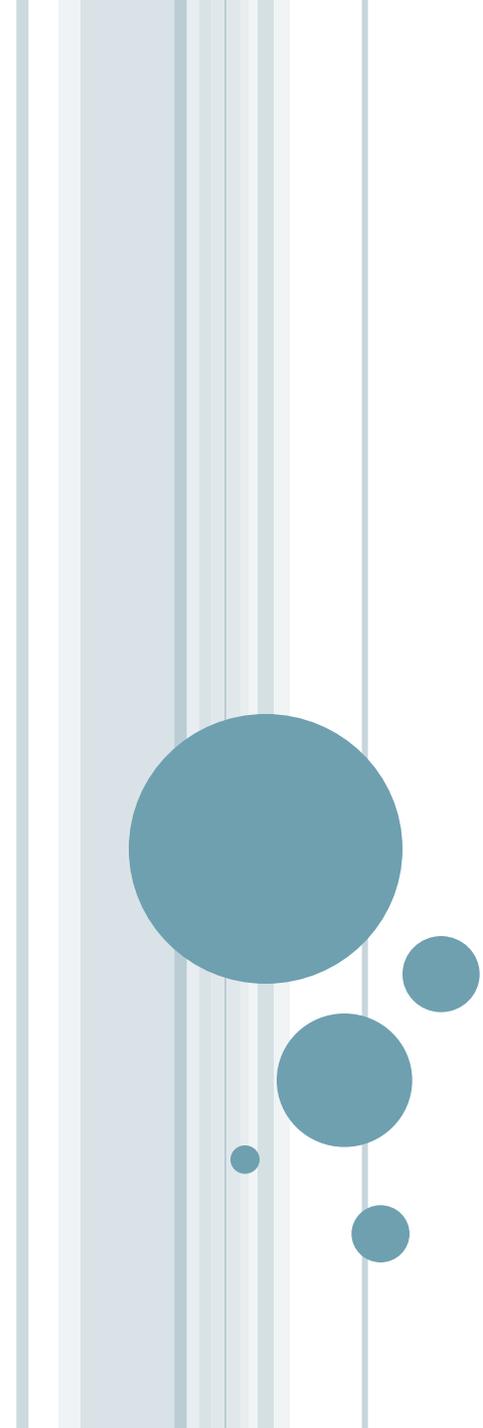


*Based on the 2011 NJASK LAL test results and the 2011 ACCESS for ELLs test results.

This column shows the percentage of New Jersey ELLs that score proficient on the NJASK Language Arts section.

This row shows the ACCESS for ELLs test English language proficiency levels for New Jersey ELLs.





TITLE III
ANNUAL MEASURABLE
ACHIEVEMENT OBJECTIVES
Section 5

AMAO 1 - PROGRESS

2012-2013 Target

79% of students will improve 10 scale score points or more on the ACCESS for ELLs test.

2013-14 Target

59 % of students will increase 0.5 composite proficiency level or more on the ACCESS for ELLs test.



AMAO 2- ATTAINMENT

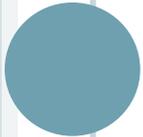
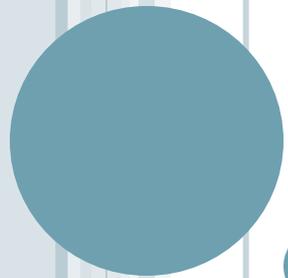
- **5%** of students in language assistance programs for **less than one year through four years** will attain a 4.5 composite score on the ACCESS for ELLs test.
- **50%** of students in language assistance programs for **5 years or more** will attain a 4.5 composite score on the ACCESS for ELLs test.



AMAO 3- ACHIEVEMENT OF THE LEP SUBGROUP AT THE DISTRICT LEVEL

- Method of calculating AMAO 3 will be aligned to approved ESEA flexibility/waiver request
- Will include district progress target for LEP subgroup in math, LAL and participation rate in each of those assessments.
- It will also include an additional indicator of attendance or graduation rate.
- Tested N-size of 30 students
- Letter will be sent to districts later this fall





MONITORING

Section 6

TITLE III MONITORING

- Use of funds
 - supplemental language instruction services
 - professional development
- Supplement not Supplant
- Parental notification
- English language proficiency assessment (ACCESS for ELLs)
- Annual measurable achievement objectives
- Private school participation



TITLE III MONITORING TOOL

- All Title III funded teachers are fluent in English and any other language used for instruction.
- The district is in compliance with the parental notification requirements for LEP students.
- Bilingual or ESL program uses instructional methodology that is scientifically based and proven to be effective.
- The English proficiency of the students served is annually assessed.



TITLE III MONITORING TOOL

- Title III subgrantees must conduct professional development activities that are: based on scientific research; effective in improving participants' understanding of the use of curricula, assessment measures, and instructional strategies for LEP students; and of sufficient intensity and duration to have a lasting impact on teachers' classroom performance.
- District uses Title III funds to supplement the language assistance program required by law and code, and for approved purposes and activities.



TITLE III MONITORING TOOL

- If applicable, district uses Title III Immigrant funds to supplement the language assistance program required by law and code, and for approved purposes and activities.
 - If the district has not met any one or more of the Title III AMAOs they must have sent a letter notifying parents of LEP students.
 - If the district has been alerted that they have not met the Title III AMAOs for two or more consecutive years, they must have developed, submitted to the NJDOE and implemented an improvement plan.
 - District complies with NCLB requirement regarding participation of LEP students and teachers in private schools under Title III.
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GUIDING QUESTIONS

- What is the instructional program provided to **all** students?
- What services is the district required to provide under state regulations?
- Was the program/service previously provided with state or local funds?



TITLE III ALLOWABLE AND NOT ALLOWABLE USES

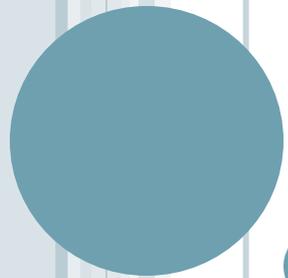
Activity



TITLE III FUNDS WERE USED TO:

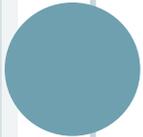
- Provide professional development for mainstream teachers in sheltered instruction.
- Offer an after-school program specifically designed to assist their ELL population.
- Purchase reading materials that are part of the core district ELA program.
- Pay for an ESL teacher's mileage to travel between schools in the district.
- fund an ESL teacher's salary.
- Purchase iPADS for the ELL students.
- Pay the costs to translate the Title III Parent Notification letter.
- Contract with a translation company to translate district communications that are sent to parents on a weekly basis. (e.g. newsletter)
- Translate the AHSA.
- Pay for the cost (100%) of the ACCESS for ELLs.





DATA COLLECTION

Section 7



NJSMART DATA ELEMENTS

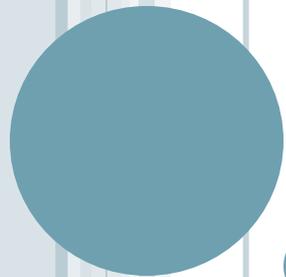
- *ACCESS FOR ELLS PRE-ID SUBMISSION-*
- *LEP Program Start Date/Completion Date*
- *Home Language*
- *Immigrant Status*
- *Date of First Entry into a U.S. School*
- *Webinar dates to be posted on NJSMART site.*



NONPUBLIC SCHOOLS DATA COLLECTION

- Nonpublic School Enrollment Form
 - Number of LEP students eligible for Chapter 192 ESL services
 - Number of students who meet the definition of “immigrant student”
 - Number of students on foreign exchange visas identified as LEP students





PARENT RESOURCES

Section 8

PARENT RESOURCES



- Parent Handbook:
<http://www.state.nj.us/education/bilingual/resources/ParentHandbook.pdf>
- Spanish Parent Website:
<http://www.state.nj.us/education/bilingual/parents/spanish/>
- BRYCS:
<https://usccb.adobeconnect.com/a833422997/familyengagement/>
- Colorin Colorado: <http://www.colorincolorado.org/families/>
- Bilingual/ESL Model Programs:
<http://www.state.nj.us/education/bilingual/resources/ModelProgram.htm>



NETWORKING

- Take time to discuss the following areas with colleagues...
 - Title III
 - Monitoring
 - ACCESS for ELLs
 - ASSETS
 - Standards
 - Model curriculum
 - Professional development
 - Parent resources
 - Information related to think/pair/share activity
 - Other program details



New Jersey Department of Education

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