

# **New Bilingual/ESL/ELS Supervisors Training 2013**

**Presenters:**

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**Office of Title I**

**New Jersey Department of Education**

# Video

- The goal of language assistance programs is to make language comprehensible.
- What did you see in the video that helped you understand language?

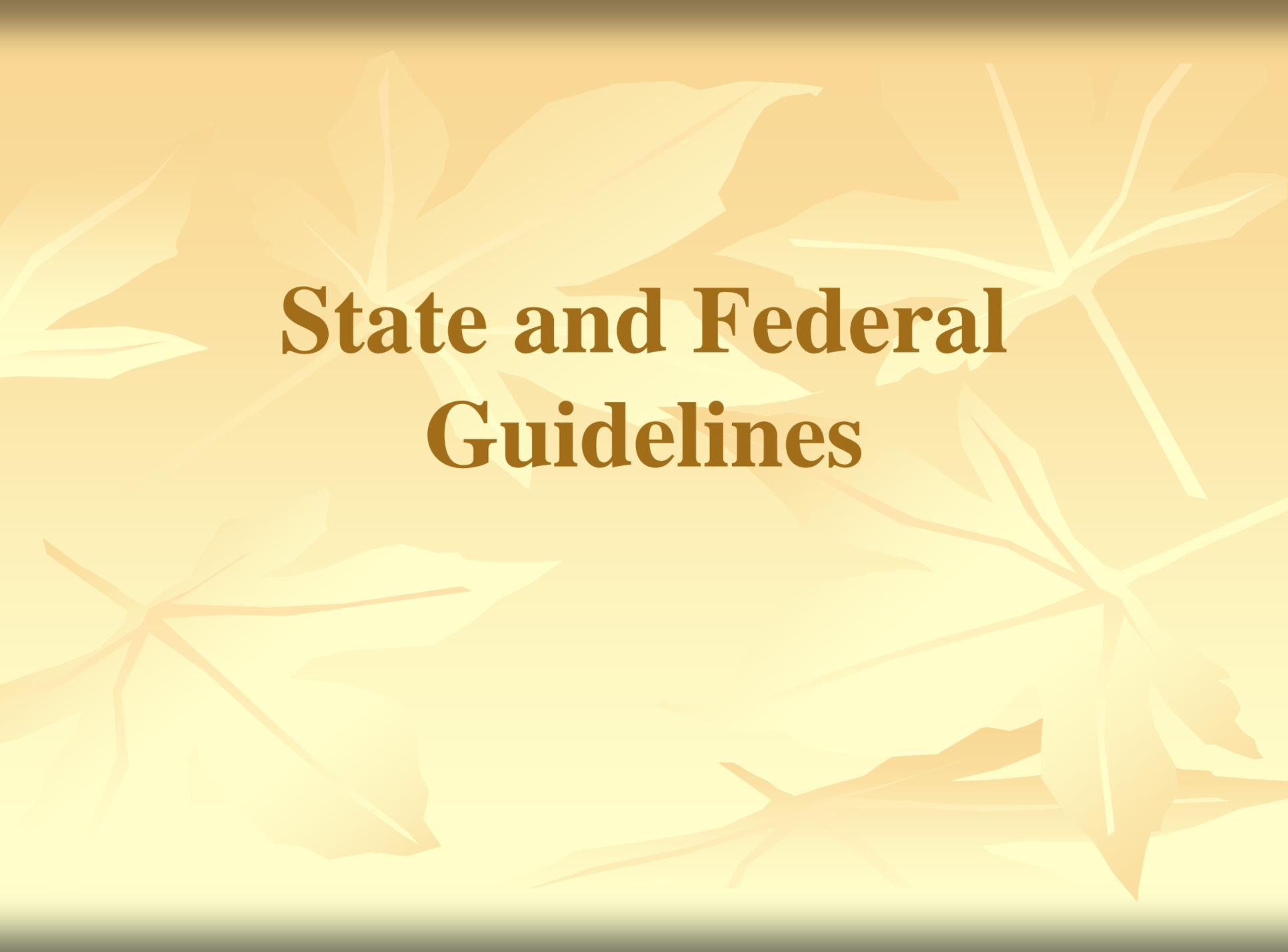
# Video

- The goal of our office is to provide constructs that meld federal guidelines and best practices so that language assistance programs have all the tools to succeed.

# Objectives

Participants will gain an understanding of:

- N.J. law and code that govern language assistance programs in schools;
- Federal NCLB Title III requirements for standards, assessments and accountability for English language learners (ELLs);
- Language assistance program models and how to develop a program to best meet the needs of ELLs in a district;
- Available professional development resources; and
- Participants will become part of a community of professionals dedicated to helping English language learners make an effective transition to U.S. schools and achieve academic success.



# **State and Federal Guidelines**



# **State Requirements**

# Language Services for Limited English Proficient Students (LEP)

- 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 limited English proficient (LEP) students from the same language reaches 20 or more students in one district.
- New Jersey Administrative Code (N.J.A.C. 6A:15) outlines the programmatic and administrative requirements for school districts that enroll students who are limited English proficient.

# 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

# New Jersey Bilingual Administrative Code

## N.J.A.C. 6A:15

- Ensure that all limited English proficient (LEP) students as defined in this chapter are provided with a free, appropriate public education as defined in N.J.S.A. 18A:35-15 to 26;
- Ensure that the rights of LEP students are protected;
- Ensure the provision of bilingual education and related services;
- Assist district boards of education in providing educational services to LEP students; and

<http://www.nj.gov/education/code/current/title6a/chap15.pdf>

# Identifying LEP 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. K-12 students who are not screened out must be tested with a department-approved English language proficiency test

[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 LEP Students (con't.)

- Students who do not meet the Department standard on a Department-approved language proficiency test and who have at least one other indicator, are students of limited English proficiency.
- 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/>

# English Language Proficiency Tests

## State-Approved English Language Proficiency Assessments for Identification and Placement of LEP Students:

1. IDEA Proficiency Test (IPT)
2. Maculaitis II (MACII) Test of English Language Proficiency
3. Language Assessment Scales (LAS)
4. LAS Links
5. WIDA ACCESS Placement Test (W-APT)
6. Comprehensive English Language Learning Assessment (CELLA)
7. ACCESS for ELLs®
8. WIDA MODEL

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

# ESL/Bilingual/ELS Three-Year Program Plans

- Program plans are required every three years for Bilingual, ESL and English Language Services
- Current program plans are for 2011 to 2014
- Districts no longer have to submit program plans to the NJDOE for approval, but must keep them on file in the district.
- Program plans will define steps district will take to help ELLs achieve academic standards.

# Bilingual Waiver Requests

- A district may annually request a waiver from N.J.A.C. 6A:15-1.4(d)
- Instructional program alternative
- Must demonstrate **impracticality**

## **6A:15-1.5 Waiver process provided by statute**

- (a) A district may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish an instructional program alternative on an annual basis with the approval of the Department of Education when there are 20 or more students eligible for the bilingual education programs in grades kindergarten through 12 and the district is able to demonstrate that due to the age range, grade span and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.

# What the Code Does

- 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

# 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



# **Language Assistance Programs**

# Language Assistance Programs

## Four Types of Programs

- Full-time Bilingual Program with ESL support
- Alternative programs that use students' native-language for instruction (**Bilingual Part-time, Bilingual Tutorial, Bilingual Resource**)
- Alternative programs that are English-based (**High-Intensity ESL, Sheltered Instruction**)
- ESL-Only
- English Language Services (ELS)

# Full-Time Bilingual Program with ESL Support

**Full-time program** of instruction in all subjects which a child is required by law or rule to receive, administered in the *native language* of the limited English proficient student and also in English.

A bilingual program **must** be provided when there are **20 or more limited English proficient students in any one language classification** enrolled within the school **district**.

# Alternative Programs that use Students' Native-Language

**An alternative program** of instruction for bilingual students in districts where there is no full-time bilingual program available.

*Alternative program options are:*

- ❖ **Bilingual Part-time**
- ❖ **Bilingual Resource**
- ❖ **Bilingual Tutorial**

# Alternative Programs that are English-Based

**An alternative program** of instruction for bilingual students in districts where there is no full-time bilingual program available.

*Alternative program options are:*

- ❖ **High-Intensity ESL**
- ❖ **Sheltered Instruction**

# ESL-Only

A daily developmental second language program of up to **two periods of instruction** based on students' needs.

An ESL-Only program must be provided when there are ***10 or more LEP students*** enrolled within the school district.

# English Language Services (ELS)

Services designed to improve the English language skills of students of limited English proficiency.

These services are provided in districts with *less than 10 students* of limited English proficiency. It is recommended that districts provide 90-100 minutes of ESL instruction weekly.

# Scenario #1

The district has **35 students who speak 15 different languages.** The students are dispersed throughout the district, with a high concentration of port-of-entry students in the middle and high school. There are **3 certified ESL Teachers** in the district.

**What type of instructional program would be most effective for this school district?**

## Scenario #2

This is a K-8 district in one building with 39 students - 33 Spanish speakers and 6 speakers of other languages. Their Spanish-speaking population has doubled over the last 3 years. they have 1 ESL teacher and are advertising for a second one.

How can they best organize their program to meet the language assistance needs of the students?

| <b>Grade</b> | <b># of Students</b>   | <b>Level 1</b>          | <b>Level 2</b> | <b>Level 3</b> | <b>Level 4</b> |
|--------------|------------------------|-------------------------|----------------|----------------|----------------|
| K            | 13 Spanish             | 4 students              | 3 students     | 4 students     | 2 students     |
| 1            | 11 Spanish,<br>2 Other | 3 students<br>1 student | 6 students     | 2 students     | 1 student      |
| 2            | 6 Spanish              | 2 students              | 2 students     | 1 student      | 1 student      |
| 3            |                        |                         |                |                |                |
| 4            |                        |                         |                |                |                |
| 5            | 1 Other                |                         |                |                | 1 student      |
| 6            | 2 Spanish              |                         | 1 student      |                | 1 student      |
| 7            | 1 Spanish,<br>1 Other  |                         |                | 1 student      | 1 student      |
| 8            | 2 Other                |                         |                | 1 student      | 1 student      |



# **Federal Requirements**

# Title III

*Purpose: To help ensure that limited English proficient 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

# Title III Services for Nonpublic Schools

- Allocations are based on the reported numbers of LEP students identified for and receiving Chapter 192 ESL services and the number of immigrant students reported on NJSMART.
- Public school districts are responsible for identifying LEP students in nonpublic schools or have the district's service provider conduct the testing using one of the state-approved English language proficiency tests in the Chapters 192/193 Programs manual.
- Public schools must ensure that the nonpublic schools within their jurisdiction use Title III and Title III immigrant funds in accordance with the federal regulations.
- The "Supplement, not Supplant" provision of Title III applies to both public and nonpublic schools.

# Requirements

- **Standards:** WIDA English Language Development Standards

<http://www.wida.us/>

- **Assessment:** ACCESS for ELLs® English Proficiency Test

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

- **Accountability:** Annual Measurable Achievement Objectives

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

# English Language Development(ELD) Standards

- social and instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

<http://wida.us/standards/elp.aspx>

# ACCESS for ELLs®

- **ACCESS for ELLs®** stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*.
- addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners
- **grade level clusters** include PreK-K, 1-2, 3-5, 6-8, and 9-12
- **four language domains**: Listening, Speaking, Reading, and Writing.

# **ACCESS for ELLs**

## **Language Proficiency Levels**

- **Level 1 - Entering**
- **Level 2 - Emerging**
- **Level 3 - Developing**
- **Level 4 - Expanding**
- **Level 5 - Bridging**
- **Level 6 - Reaching**

# ACCESS for ELLs Timeline

| <b>Task</b>  | <b>Start Date</b> | <b>End Date</b> | <b>Duration</b> |
|--|-------------------|-----------------|-----------------|
| Test Ordering  | 01/06/14          | <u>02/05/14</u> | 30              |
| Pre-ID Ordering - State Provides<br>(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        |                 |

# 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](http://www.wida.us)



- **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/>



# ASSETS

2012-13

Create item specifications, items and pilot forms  
Begin pilot testing

2013-14

- 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

# 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- District Performance for the LEP Subgroup

- Method of calculating AMAO 3 is aligned to approved ESEA flexibility/waiver request
- Includes district progress targets 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

# 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

# Immigrant Student Collection

- Annually, districts report on the number of immigrant students (Pre K-12) enrolled in the school district and the number of eligible immigrant students enrolled in nonprofit, nonpublic schools within the district
  - Public – NJSMART
  - Nonpublic – enrollment report
- Districts experiencing a “significant increase” **may** receive immigrant funds under Title III.

# 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.

# Eligibility Criteria for Immigrant Funds

- Combined public and nonpublic immigrant student enrollment must be at least a 2% increase as compared to the average of the two previous years
- Total public and nonpublic enrollment must be 20 or more immigrant students
- Do not have to be eligible for Title III funds

The background of the slide features a repeating pattern of stylized, overlapping leaves in various shades of yellow and orange, creating a textured, organic feel. The leaves are rendered in a flat, graphic style with visible veins.

# **Professional Development**

# 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/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/njpep/pd/ell\\_mainstream/index.html](http://www.nj.gov/education/njpep/pd/ell_mainstream/index.html)
- teacher videos
- student audio segments

# Resources

- Bilingual Education website:
- <http://www.state.nj.us/education/bilingual/>
- Model Curriculum Scaffolds for ELLs:  
<http://www.state.nj.us/education/modelcurriculum/ela/>
- WIDA: [www.wida.us](http://www.wida.us)
- NJTESOL-NJBE: [www.njtesol-njbe.org](http://www.njtesol-njbe.org)
- Colorin Colorado: <http://www.colorincolorado.org/>

# Model Curriculum Scaffolds for ELLs

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

**NJDOE SCAFFOLDED MODEL CURRICULUM FOR ELLS**

|            |                 |               |  |
|------------|-----------------|---------------|--|
| <b>ELA</b> | <b>Grade: 1</b> | <b>Unit 1</b> |  |
|------------|-----------------|---------------|--|

|   | Student Learning Objective (SLO)   |   | Language Objective  |   | Language Needed   |
|---|--|---|---|---|---|
| <b>SLO: 1</b><br>CCSS: RL.1.1<br>WIDA: 2<br>Reading<br>Speaking | Answer questions posed about key details in a text read aloud.   |   | Orally answer questions using key details through reading and listening               |   | <b>VU:</b> Question words: who, when, where, what<br><b>LFC:</b> Verbs, past tense<br><b>LC:</b> Varies by ELP levels |
|   | <b>ELP 1</b>   | <b>ELP 2</b>  | <b>ELP 3</b>  | <b>ELP 4</b>  | <b>ELP 5</b>  |
| <b>Language Objectives</b>                                      | Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story. | Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text.            | Orally answer "Wh" questions in simple sentences using an appropriately leveled text. | Orally answer questions in complete sentences using details from an adapted grade level text. | Orally answer questions in complete sentences using grade level vocabulary about key details in a grade level story.  |
| <b>Learning Supports</b>  | <a href="#">Word Wall</a><br><a href="#">Visuals</a><br><a href="#">Gestures</a><br><a href="#">L1 support</a> | <a href="#">Word Wall</a><br><a href="#">Visuals</a><br><a href="#">Sentence Frames</a><br><a href="#">L1 support</a> | <a href="#">Word Wall</a><br><a href="#">Visuals</a>                                  | <a href="#">Word Wall</a>   |   |

Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.

# New Jersey Department of Education

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[www.state.nj.us/education](http://www.state.nj.us/education)

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

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