

Madison County Schools ESL Program

2020-2021



At the end of this presentation, teachers will...

- Understand Madison County's Core EL Program
- Understand laws related to serving English Language Learner students
- Understand various types of EL students
- Recall how students are identified as an EL student
- Identify the criteria an EL must meet to exit the program
- Identify the 5 WIDA standards and use them in lesson planning
- Use EL test scores to accommodate & differentiate instruction
- Understand the EL grading policy
- Communicate effectively with EL parents

OUR ESL TEAM

● Federal Programs Department

- Jessica Aguirre-Cantrell- Resource Specialist
- Kerrie Bass- Supervisor of Federal Programs
- Tracy Wilken- Federal Programs Secretary

● ESL Teachers

- Tatiana Amis - HGES, MMIS, MXR
- Stacey Benson - LES, HES, EES
- Amanda Foss- Mt. Carmel, RES, NHES, NHHS, RIS, OCR, NMS
- Amy McConnell- MES, WGES, LFES, CENTRAL, MCES, MCHS
- Amanda Smith- MS, MVMS, SMS, MMS
- Sarah Threlkeld- BHS, HGHS, S9, SHS, MCVA / TECH/ PACE

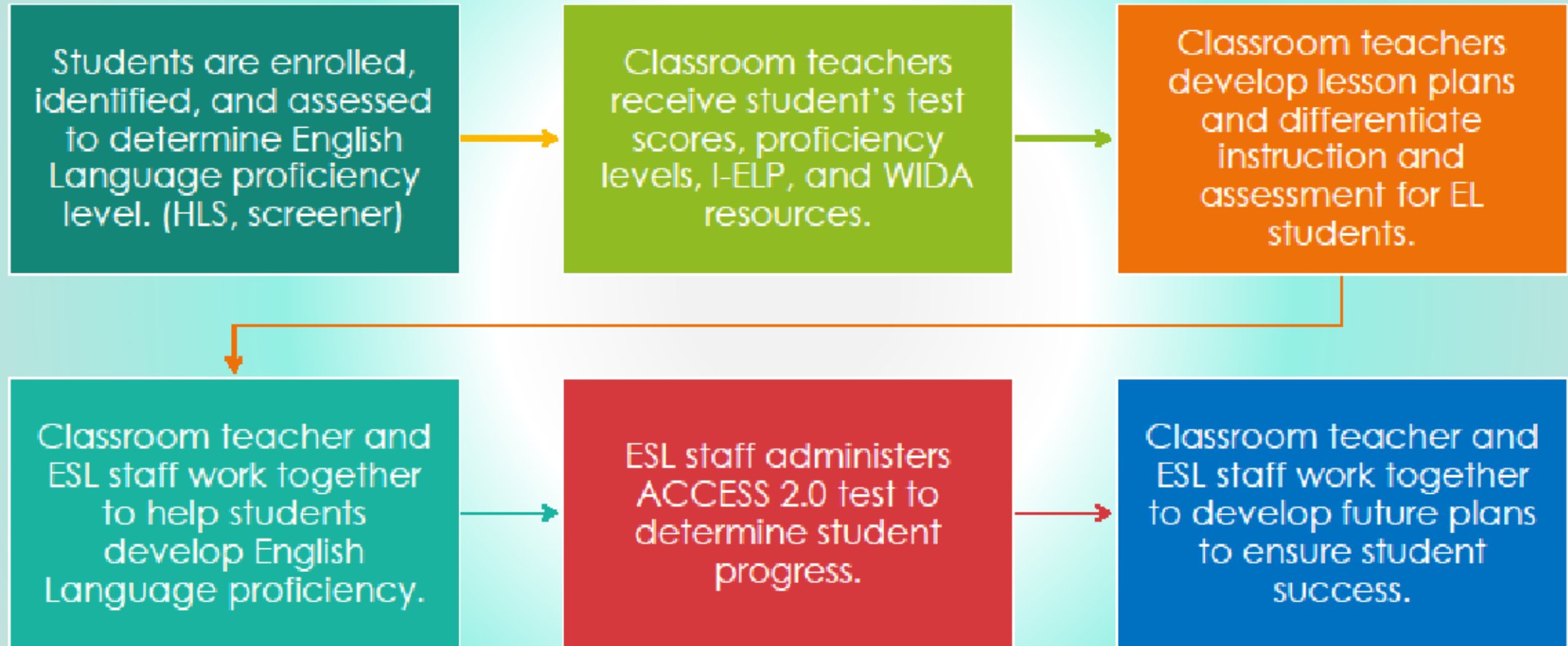


Immersion & HOW ELs Often Feel in our schools

(longer version)

(Shorter Version)

THE EDUCATION PROCESS FOR OUR EL STUDENTS...



Identification, Enrollment, Placement

Home
Language
Survey

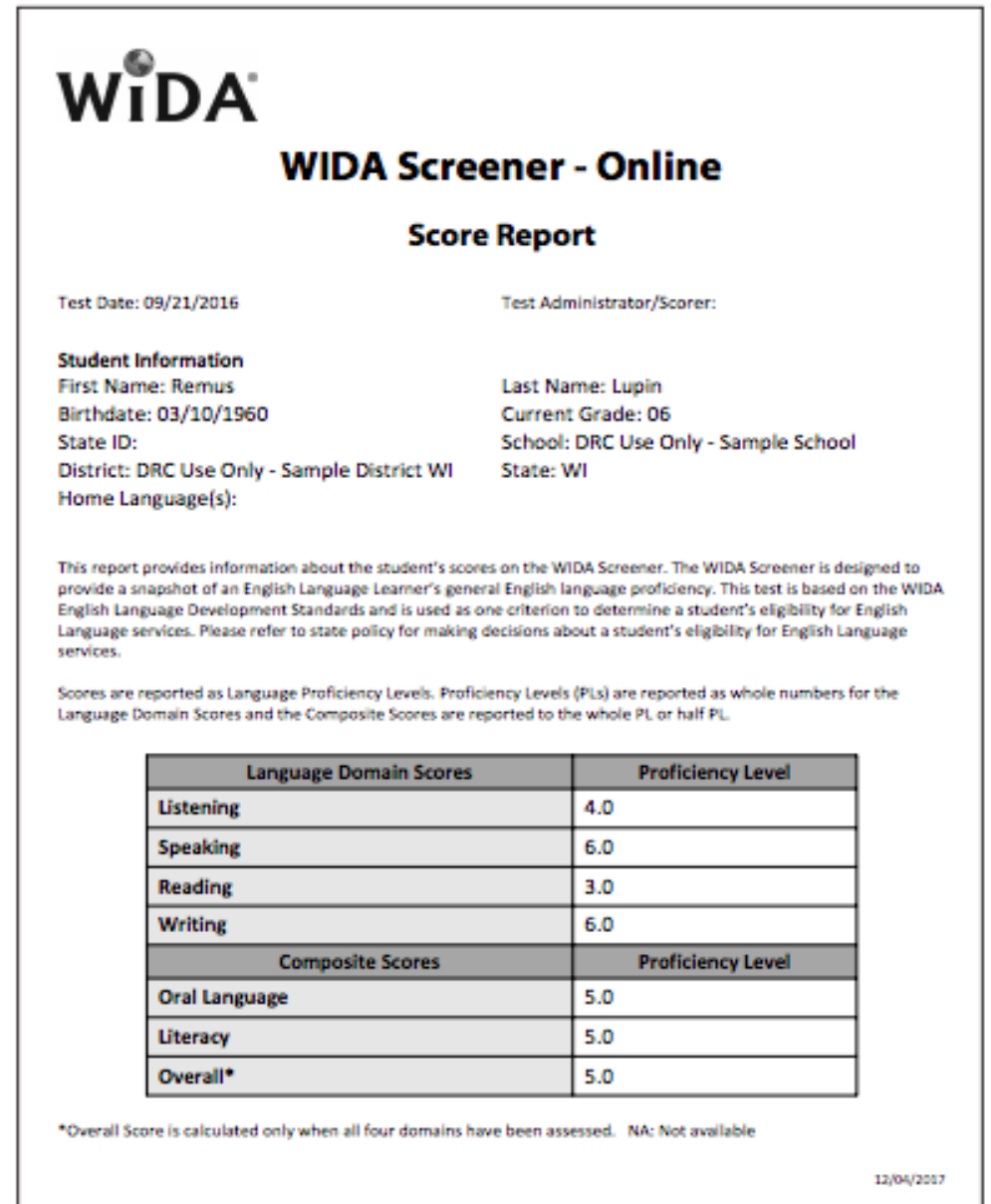
Beginning of
Year
Within 30 days

After BOY:
Within 10 days
from
enrollment date

- When Home Language Survey indicates a language other than English, school registrars and/or administrators contact school ESL Specialist
- Enroll students immediately per MCBOE Board Policy
- Place students in an age-appropriate class
- Students are later screened to determine eligibility for placement

- WIDA Screener is used to determine eligibility for students in grades 1-12.
- W-APT is used for students in kindergarten and first semester 1st graders.
- Used to identify ELs' English language proficiency.
- Given in an individual or small group setting online.
- Screens all four language domains (speaking, listening, reading and writing).

Figure 1: Score report for WIDA Screener Online



WIDA Screener-- qualifications for ESL services

- Aligns with the WIDA English Development Standards
- Kindergarten students taking the *W-APT™*:
 - In the first semester of school have a composite score less than **25**.
 - In the second semester of school is: Listening & Speaking less than **28** and Reading less than **12** and Writing less than **14**.
- Kindergarten students taking the *WIDA® MODEL™* is less than **4.0**.
- First grade students taking the *W-APT™* in the first semester of school is: Listening & Speaking less than **29** and Reading less than **14** and Writing less than **17**.
- First grade students in the second semester of school and students in grades 2-12 taking the *WIDA Screener Online* is less than **5.0**.



Acronyms for ELs (English Learners)

EL 1 - 1st year in EL program and US (newcomers)

EL 2 - second year or more in US school

FEL 1 - exited program and in their first year of monitoring

FEL 2 - exited program and are in their second year of monitoring

FEL 3 - exited program and are in their third year of monitoring

FEL 4 - exited and are in their fourth year of monitoring

FEL- Former English Learner (Completed monitoring)

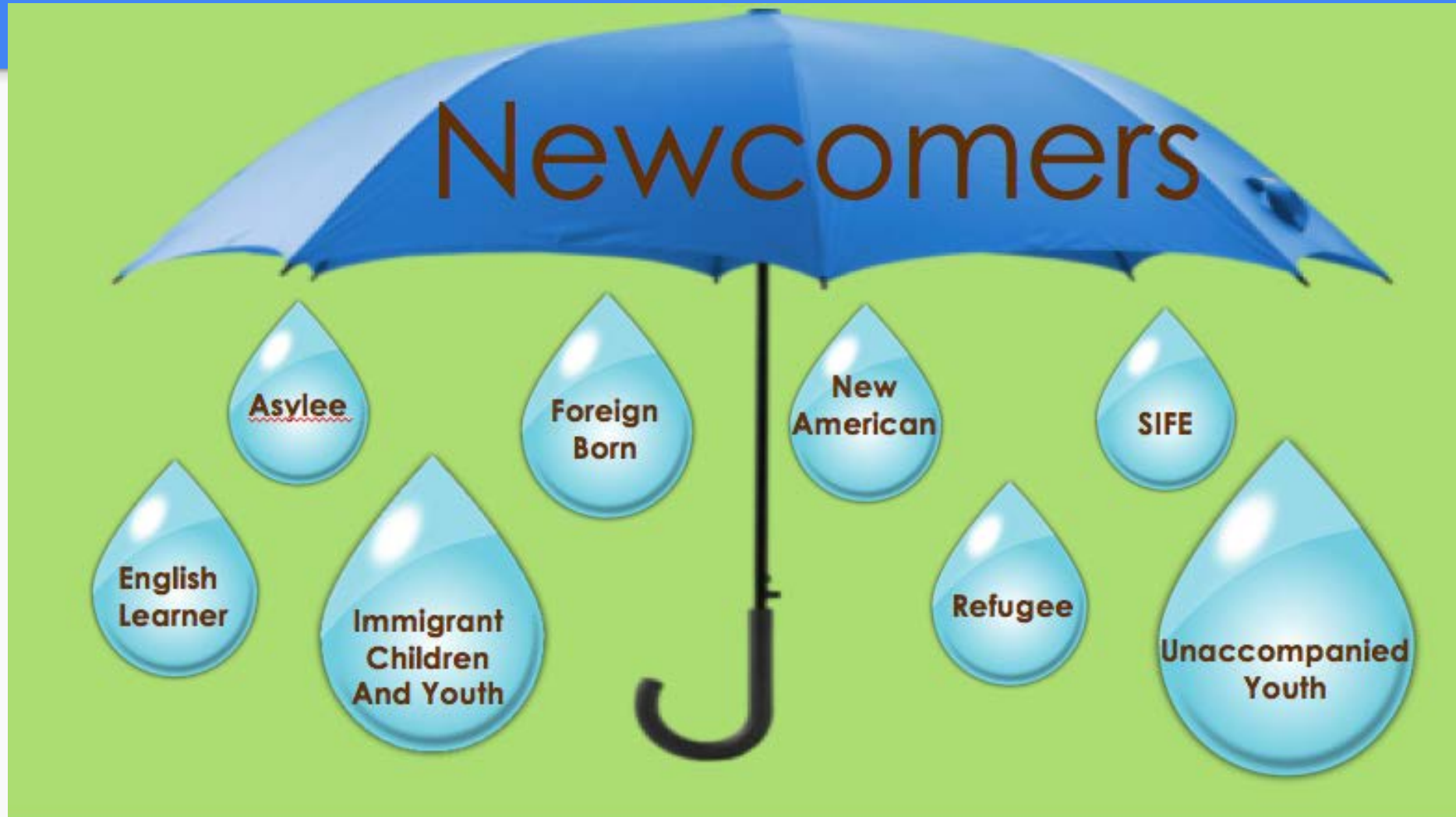
NOMPHLOTE - National Origin Minority Student Whose Primary Home Language is Other Than English (screened but did not qualify for ESL)

I-ELP - Individual English Learner Plan

WIDA - educational consortium - designs and implements assessments and proficiency standards for English Learners.

Who are newcomer students?

Newcomers are students who have just arrived to the US and have been enrolled in a US school less than 12 months.



MCSS Core EL Program: ESL Content-based English Program

- Lessons should be taught using CCRS/WIDA standards that merge the four language domains (listening, reading, writing, and speaking)
- Accommodations are needed for testing (**documentation**)
- Accommodations and differentiation should be delivered during instruction (planning)
- Understand the core ESL program, delivery method, and proficiency level of students in Madison County Schools.
- Students learn English through academic content while in the mainstream classroom.

ESL INSTRUCTION

We are all ESL teachers.

- Core instruction is provided by classroom teachers. Parents can not waive core instruction.
- Supplemental instruction is provided by the ESL teacher. Parents can waive supplemental instruction.
- Our instruction for our EL students should consider the WIDA Language Development Standards and the EL Student's Proficiency Level.

Collaboration: ESL & Classroom teachers

EL Specialists and Classroom Teachers work together in **partnership to serve ELs.**

- ▶ I-ELP Meetings
- ▶ Parent conferences
- ▶ One-on-one teacher support for lessons and accommodations
- ▶ Grade-level, department, and school PD

This means that *every* teacher in Madison County is an ESL teacher!

IMPORTANT COURT CASES

**Same Does NOT
mean Equal!**

Lau v. Nichols

(US Supreme Court
Decision 1974)

**Equitable Access to
Education**

**Its all about the
program!**

**Castañeda vs.
Pickard**

(5th Cir. 1981 648 F.2d
989 (US COURT OF APPEALS))

**Sound Theory and
Research, Implementation,
Evaluation**

ALL IN Folks!

Plyler v. Doe

(U.S. Supreme Court
Decision 1982)

**"Chilling Effect",
Registration Process**

Every Student Succeeds Act of 2015 (ESSA)

- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

Title VI Civil Rights Act of 1964

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Federal Law & Requirements:

- Federal Law states:
 - schools are obligated to ensure that ELs have **equal access** to education
 - **we must communicate** information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English
- All classroom teachers are considered the primary teacher of EL students and are expected to teach content while developing students' English language.
- Supplemental English language development program include pull-out; push-in; and high school sheltered English and History, and ESL elective courses at the Tech Center.

WIDA Language Standards





- Become familiar with the WIDA Language Proficiency Standards and use them in your lesson plans.
- There are five English language development standards:
 - Social and Instructional Language
 - Language of Language Arts
 - Language of Mathematics
 - Language of Science
 - Language of Social Studies

Assessment and Accountability

- Once identified, ELs will take *ACCESS for ELLs* until they achieve a composite of 4.8 or better
- All ELs participate in the statewide assessment program; ELs are LEP students
- One exception - newcomer students in first academic year are not required to participate in some Reading and ELA subtests. *For questions, ask your EL Specialist.*

QUALIFYING SCORES FROM ACCESS

- All active and waived students are required to take the ACCESS test each Spring.
- ACCESS measures 4 language domains: Listening/Speaking/Reading/Writing.
- Test results are typically returned in the summer.
- Students who score 4.8 or above exit the ESL program; however, they are monitored for 4 years after exiting to ensure academic success.
- Students scoring below 4.8 remain in the ESL program.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	4.0						368					
Speaking 	2.2						320					
Reading 	3.4						356					
Writing 	3.5						355					
Oral Language 50% Listening + 50% Speaking	3.2						344					
Literacy 50% Reading + 50% Writing	3.5						356					
Comprehension 70% Reading + 30% Listening	3.7						360					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						352					



What should teachers know from score reports?

- The **proficiency level** of your EL student on the WIDA report is important.
- The overall score (composite) is on the **WIDA ACCESS** score report.
- This score tells you how to accommodate for your EL student.
- The **Can-Do descriptors** show the ability levels for your EL student in each of the four language domains (reading, writing, listening, speaking).

See the next few slides for ACCESS test report example and CAN-DO Descriptors.

Consider posting the Can-Do descriptors in your classroom and reference in lesson plans for continued monitoring of ELs.

STUDENT PROFICIENCY LEVELS

RG-58

Resource Guide

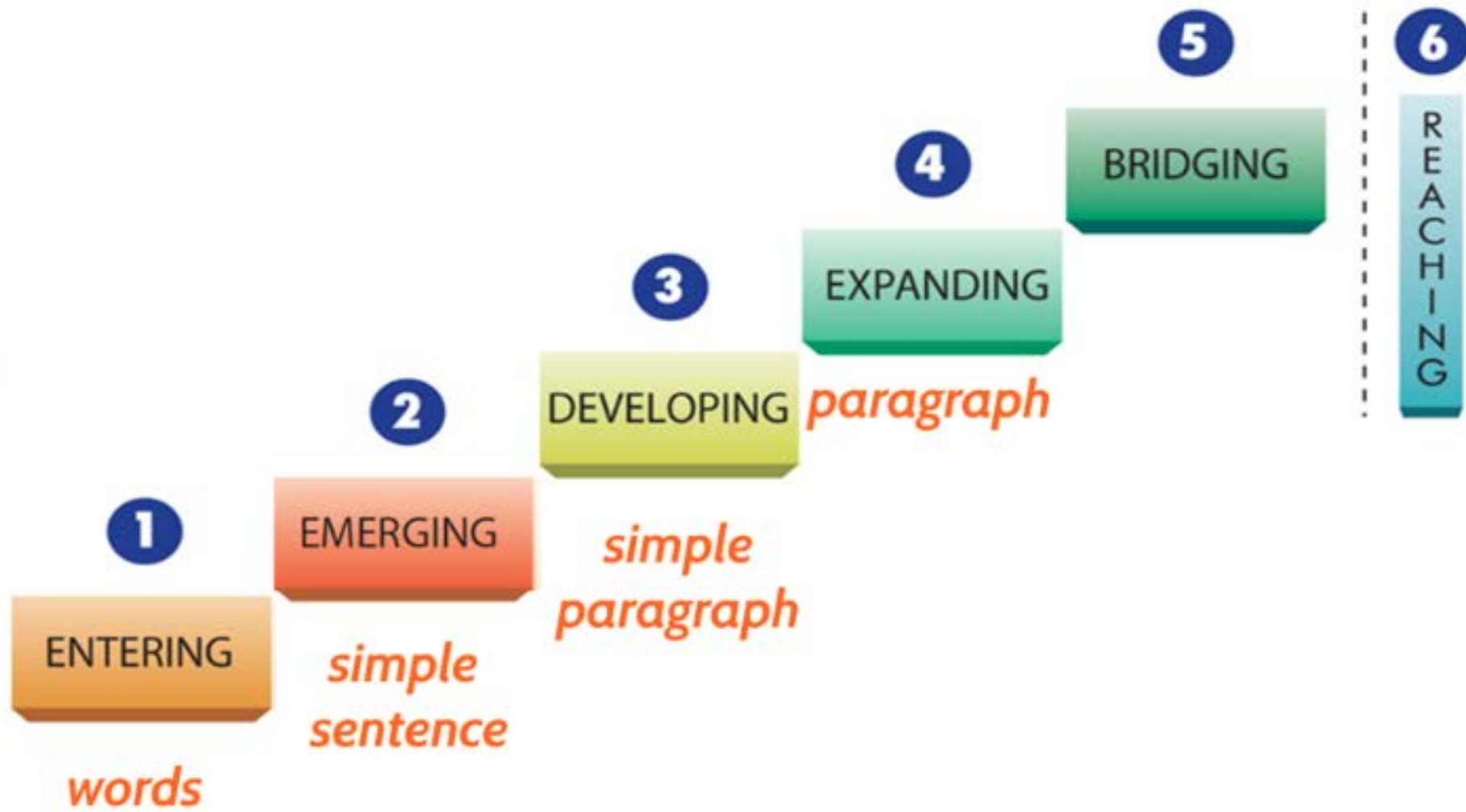
Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable) are to be considered in using this information.

WIDA Proficiency Levels



Plan Types of Instructional Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & photographs• Magazines & newspapers• Physical activities• Videos & film• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic Organizers• Tables• Graphs• Timelines• Number lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small group• In a whole group• Using cooperative group structures• With the internet (websites) or software programs• In the native language (L1)• With mentors

USE APPROPRIATE ACCOMMODATIONS BASED ON I-ELP.

Appropriate accommodations are used from individual I-ELPs.

Grades 3-5 Sample Accommodations of Instruction and Assessment - Language of Science

Domain	Level 1	Level 2
Listening	<ul style="list-style-type: none">Choose topic from <u>realia</u>, magazines or newspapers following oral directionsIdentify examples of states of matter from oral statements with visual support	<ul style="list-style-type: none">Classify foods from <u>realia</u>, magazines or newspapers following oral directionsDistinguish among examples of states of matter from oral statements and visual supports
Speaking	<ul style="list-style-type: none">Organize and identify natural phenomena from real-life examples in small groupsAnswer questions that name basic parts of systems depicted visually and modeled	<ul style="list-style-type: none">Describe natural phenomena from real-life examples using general vocabulary in small groupsClassify or give examples of parts of systems depicted visually
Reading	<ul style="list-style-type: none">Sort real-life objects according to labelsMatch labeled pictures representing earth materials with vocabulary	<ul style="list-style-type: none">Identify ways to conserve from pictures and written textSort descriptive phrases according to pictures of earth materials
Writing	<ul style="list-style-type: none">Label features of the Earth based on diagrams or modelsCopy names of astronomical objects associated with the solar system from labeled diagrams	<ul style="list-style-type: none">Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentencesDescribe features of astronomical objects from labeled diagrams



INSTRUCTIONAL ACCOMMODATIONS FOR ESL STUDENTS

*These are examples of helpful I-ELP accommodations.

Instructional Accommodations

- Allow use of language translation device/dictionary
- Limit vocabulary matching exercises to 5-10 items
- Limit fill-in-the blank exercises to 5-10 items
- Give clues for questions with short answers (word bank)
- Encourage peer work and provide English conversation partners
- Allow inventive spelling
- Oral/written inventory of key vocabulary using the following:
 - Picture/Flash Cards
 - Dictionary/Picture Dictionary
 - Manipulatives
 - Manuscript fonts
- Allow more time for reading assignments
- Reduce the amount of the material to be taught and assessed
- Rephrase questions and directions using simplified language
- Have student seated at the front of the class
- Use simplified books or texts to provide content area instruction
- Choose vocabulary words student can illustrate and understand
- Reduce or eliminate word problems in mathematics
- Simplify or reduce homework

TESTING ACCOMMODATIONS FOR ESL STUDENTS

*These are examples of helpful I-ELP accommodations.

Test Accommodations

- Allow use of language translation device/dictionary for testing
- Test vocabulary using word-to-picture
- Provide tests and study guides using simplified sentence structure or reduced language content
- Provide tests using simplified sentence structure or reduced language content
- Allow oral test responses
- Read test directions and items orally
- Retest orally on test items missed previously
- Give frequent, short tests
- Reduce number of questions per assignment/assessment
- Reduce number of choices on multiple-choice tests
- Give open-book tests
- Present test questions using the same phrasing as used in learning/review
- Give test over several days or in sections as appropriate
- Small group testing

State Guidelines on Grading (p 37 of EL Handbook from ALSDE)

Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law (Every Student Succeeds Act of 2016 (ESSA). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

- They should have access to the content just like their English-speaking peers.
- All accommodations made should be documented
- An EL student cannot be retained or receive a failing grade as a function of their language proficiency.
- We must provide proof that the failing grade is not a result of the language barrier (excessive absences, just not doing work- even when accommodated, etc.)
- The proof must show that we have given the EL learner sufficient access to the language at their proficiency level and content that we are teaching.

Grading and Referral to RTI/PST

- A grade of F cannot be assigned to an EL student without **full documentation of accommodations** having been made to assure student's full access to the content
- Use alternative grading strategies
- Convene an EL Committee and complete an EL Case Study to address persistent academic concerns
- EL students can receive intervention and supports on the same basis as all other students
- A referral to Special Education should not be made without consultation of the ESL specialist

Parent Involvement

- Schools should communicate to parents regarding school programs, procedures, and meetings in parents' native language whenever possible.
- Do not exclude parents from school events and activities because of language.
- Make use of [TransAct](#), Language Link (see registrar), and Google Translate.
- Avoid using student interpreters to communicate with parents.

Parent Involvement

- Consider that cultural differences may impede communication - become familiar with your student's cultural background and non-verbal communication style.
- Do not discuss immigration status.
- Remember: students speaking their native language at home is beneficial. The best model for English is at school. Encourage native language literacy at home.
- Coordinate community supports and bilingual resources- Contact ESL Teacher
- Parent conferences regarding academics, behavior, discipline, attendance, and other important topics should be communicated by an interpreter (utilize Language Link)

EL Communication & Resources

- TransAct Parent Notices
 - <https://www.transact.com/>
- Talking Points
 - <https://app.talkingpts.org>
- WIDA Resources - Can Do Descriptors
 - <https://wida.wisc.edu>
- Ellevation- English Learner platform
 - www.ellevationeducation.com
- Madison County Website
 - www.mcस्क12.org
- Google Translate
 - <https://translate.google.com/>

Parent Rights: Waiving of Services

- Parents are given a copy of their rights and have the option to opt out of students receiving supplemental ESL services only.
- Students are *STILL SERVED in the classroom by the classroom teacher although their parents have opted out of supplemental ESL services*
- *ELs should be referred to PST if academic concerns arise.*
- ELs must be assessed using the ACCESS for ELLs annual English proficiency test until proficiency is reached—4.8 even if their parents opt out of services.
- The *classroom teacher and PST* are responsible for the EL students' progress towards English proficiency.

ELlevation

- ELlevation is an ESL student management program
- Teachers can access the student I-ELPs in ELlevation
- All general education teachers can access ELlevation.
 - Please contact Jessica Cantrell for assistance.
- With ELlevation, teachers have access to platform features (dashboards, student lists, charting, student profile) and will only see their own student data or any EL students who are enrolled in their classes.

Interested in more professional development to serve ELs?

WIDA offers professional learning that can be completed for free, on your own time, at your own pace! Relevant, practical content that you can put into action!

These eWorkshops provide valuable information for school leaders, teachers, coaches, and specialists working with English learners.

Log in to <https://wida.wisc.edu/memberships/consortium/al>

Don't have an account yet? Click the "WIDA eLearning Center" tile to view available eWorkshops.

Six eWorkshops are Available Sept. 1!



Foundational Concepts

Builds awareness of ELLs, explores the WIDA ELD Standards Framework, and promotes instructional action that can be taken in the classroom. For K-12 classroom and ESL teachers and school leaders.

Time to complete: 10 hours



Doing and Talking STEM

Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. For K-12 science, math, and ESL teachers.

Time to complete: 6 hours



WIDA Writing Rubric Series

Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. For 1-12 ESL teachers.

Time to complete: 10 hours



Leading for Equity: Classroom Walkthrough

Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. For K-12 school leaders.

Time to complete: 2 hours



Classroom Educators: Engaging Newcomer Multilingual Learners

Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. For K-12 classroom teachers.

Time to complete: 2 hours



Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. For K-12 math and ESL teachers.

Time to complete: 4 hours

Final Notes and For More Information:

- Culturally and Linguistically Diverse students and parents have much to offer our school communities
- This was a summary of the Madison County School District ESL Plan
- For more information, please read the plan found on the district [ESL webpage](#) or contact your school's ESL specialist.



obrigado

Dank U

Merci

mahalo

Köszí

спасибо

Grazie

Thank
you

maururu

Takk

Gracias

Dziękuję

Děkuju

danke

Kiitos