English Language Learners:
Laws, Regulations, and Implications for Teaching

Waterbury Public Schools
New Teacher Orientation 2013

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As a result of this workshop, participants will be able to:

✓ Understand the federal and state laws and regulations

✓ Understand the stages of second language acquisition and LAS Links assessment as tools to effectively extend student learning.

✓ Identify recommended practices to get the most out of student learning.
Agenda

LAWS

Stages of Second Language Acquisition

1. Preproduction
2. Early Production
3. Speech Emergence
4. Intermediate
5. Advanced

ELL Strategies Desk Cards
Who is an ELL?

A student who:

• has a first language other than English.

• is in the process of learning English.

• needs additional support to acquire language and learn grade level content.

NOT a RELUCTANT LEARNER!
Why is the ELL population important to all of us?
Federal and Connecticut law require:

- **Identify ELLs**
- **Provide Equal Access to Education**
- **Provide Quality Instruction**
- **Ensure Teacher Quality**
- **Assess ELL Students**
"There is no equality of treatment by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education"
The Equal Educational Opportunity Act Requires...

- Removal of language barriers
- Ensured equal participation of students in instructional programs
- Equal education is not the same education for all, but equal **access** to educational opportunities
NCLB Requires...

• Reform and Accountability (District-wide & School-wide)
• Effective instruction for English proficiency development and content area mastery
• Participation in a rigorous academic program while acquiring a second language
• Increased linguistic and academic achievement of ELLs
• Adequate yearly progress
Public Act 99-211 (July 1999)
An Act Improving Bilingual Education

• A student's time in a bilingual program is limited to a total of 30 months

• If a student does not meet the English proficiency mastery standard after 30 months, the local board must provide language transition support services (LTSS)

• If a student enrolls in high school with less than 30 months before graduation, the student is not eligible for Bilingual Education.
# Waterbury Public Schools

## English Language Learners

- **2,182** English Language Learners
- **39** Languages Spoken
- **Spanish** (1,888)
- **Albanian** (85)

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<td>Mandarin</td>
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<td>Arabic</td>
<td>Dari</td>
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<td>Bangla</td>
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<td>Montenegrin</td>
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<td>Kurdish</td>
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<td>Burmese</td>
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<td>Lao</td>
<td>Patwa</td>
<td>Spanish</td>
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<td>Cantonese</td>
<td>Hindi</td>
<td>Macedonian</td>
<td>Pilipino</td>
<td>Swahili</td>
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<td>Creole-Cape</td>
<td>Italian</td>
<td>Malay</td>
<td>Polish</td>
<td>Tagalog</td>
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Waterbury Public Schools

English Language Learners

Programs and Placement

• ESL
• Bilingual Education/LTSS
• LEP in Regular
ELL
English Language Learners
• Any student who has been identified as having limited English proficiency
• Per Federal and local mandates, ALL ELLs must take the LAS Links every year
• ELLs must be monitored until the Connecticut English Mastery Standard is met
• All ELLs are entitled to receive accommodations on a regular basis

Bilingual
Students identified as ELL who receive native language support in the content areas while acquiring English
Students receive accommodations on a regular basis
Participation is limited to only 30 months
Parent must provide consent

ESL
Students identified as ELL who receive support through an ESL class as needed
Students are placed in regular education classes for the majority of the day and are entitled to receive accommodations in mainstream classes on a regular basis

LEP in Regular
Students identified as ELL, but do not receive support due to parental request
Student can not enroll in an ESL or sheltered class, but can receive accommodations in mainstream classes on a regular basis

Connecticut English Mastery Standard
LAS Links: Overall Level 4 or 5 AND
- DRA2 (K-2): Proficient
  Kindergarten: Level 4
  1st Grade: Level 18
  2nd Grade: Level 28
- CMT (3-8): Level 3 or above in Reading and Math, Level 2 in Writing
- CAPT: Level 2 or above in Reading, Writing and Math
- MAS: 2 in Reading and Math

Accommodations include, but are not limited to:
- Differentiated Instruction based on English proficiency levels (LAS Links)
- Assessment based on English proficiency levels (LAS Links) and CT ELL Framework
- Time Extension
- Native Language support
- Word-to-Word Dictionary

Waterbury Public Schools  Bilingual/ESOL Education Department  1/25/2012
AMAO Targets:

Annual
Measurable
Achievement
Objectives
CT AMAO Targets for ELLs

- % Proficient as measured by the LAS Links

- % Making progress as measured by the LAS Links

- AYP
Exit Criteria

• LAS Links Level 4 or 5
  AND
• Grades K-2
  – DRA: Proficient Score
• Grades 3-8
  – CMT: Level ≥3 Math and Reading
    Level ≥2 Writing
• High School
  – CAPT: Level 2
• If the ELL student has enrolled for the first time in a US school and attended for **less than 12 calendar months** they MAY be exempted from reading and writing portions of the CMT or CAPT. They **must** take the **math and science portions** of the CMT or CAPT.
<table>
<thead>
<tr>
<th>Stages</th>
<th>Characteristics</th>
<th>Approximate Time Frame</th>
<th>Teacher Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production</td>
<td>The student&lt;br&gt;• Has minimal comprehension.&lt;br&gt;• Does not verbalize.&lt;br&gt;• Nods “Yes” and “No.”&lt;br&gt;• Draws and points.</td>
<td>0-6 months</td>
<td>• Show me...&lt;br&gt;• Circle the...&lt;br&gt;• Where is...?&lt;br&gt;• Who has...?</td>
</tr>
<tr>
<td>Early Production</td>
<td>The student&lt;br&gt;• Has limited comprehension.&lt;br&gt;• Produces one-or two- word responses&lt;br&gt;• Uses key words and familiar phrases.&lt;br&gt;• Uses present-tense verbs</td>
<td>6 months-1 year</td>
<td>• Yes/no questions&lt;br&gt;• Either/or questions&lt;br&gt;• Who...?&lt;br&gt;• What...?&lt;br&gt;• How many...?</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>The student&lt;br&gt;Has good comprehension.&lt;br&gt;Can produce simple sentences.&lt;br&gt;Makes grammar and pronunciation errors.&lt;br&gt;Frequently understands jokes.</td>
<td>1-3 years</td>
<td>• Why...?&lt;br&gt;• How...?&lt;br&gt;• Explain...?&lt;br&gt;• Questions requiring phrase or short-sentence answers</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>The student&lt;br&gt;• Has excellent comprehension.&lt;br&gt;• Makes few grammatical errors.</td>
<td>3-5 years</td>
<td>• What would happen if...?&lt;br&gt;• Why do you think...?&lt;br&gt;• Questions requiring more than a sentence response</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>The student has near-native level of speech.</td>
<td>5-7 years</td>
<td>• Decide if...&lt;br&gt;• Retell...</td>
</tr>
</tbody>
</table>
The Iceberg Model

**Basic Interpersonal Communication Skills**
- BICS:
  - are everyday language for personal and social communication.
  - are developed in 1 to 3 years.
  - are not necessarily related to academic success.

**Cognitive Academic Language Proficiency**
- CALP:
  - is the language needed to undertake academic tasks in the mainstream classroom.
  - includes content-specific vocabulary.
  - is developed in 5 to 7 years.
  - when developed in the first language, contributes to the development of CALP in the second language.

As presented by Jim Cummins
# A4 Worksheet for Stages Activity

**Instructions:** Each column below represents a different stage of language acquisition. After reading the behaviors and strategies for each, insert the name of the stage at the top of the column.

<table>
<thead>
<tr>
<th>Stage:</th>
<th>Stage:</th>
<th>Stage:</th>
<th>Stage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>Produces simple sentences.</td>
<td>Makes few grammatical errors.</td>
<td>Responds with one- or two-word answers or short phrases.</td>
<td>Is verbally unresponsive.</td>
</tr>
<tr>
<td>Makes basic grammatical errors.</td>
<td>Uses grade-level vocabulary with ease.</td>
<td>Depends heavily on context for meaning.</td>
<td>Indicates comprehension by nodding, drawing, or gesturing.</td>
</tr>
<tr>
<td>Shows good comprehension.</td>
<td>Exhibits high levels of comprehension, but may not understand some colloquialisms.</td>
<td>Repeats key words.</td>
<td>Only understands key words.</td>
</tr>
<tr>
<td>Expands academic vocabulary.</td>
<td></td>
<td>Approximates words.</td>
<td>Depends heavily on context, visuals, and gestures for meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grasps main ideas with support.</td>
<td></td>
</tr>
</tbody>
</table>

## Teacher Strategies

<table>
<thead>
<tr>
<th>SPEECH EMERGENCE</th>
<th>INTERMEDIATE FLUENCY</th>
<th>EARLY PRODUCTION</th>
<th>PRE-PRODUCTION</th>
<th>ADVANCED FLUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
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<td>The teacher</td>
</tr>
<tr>
<td>Expands the student’s academic vocabulary.</td>
<td>Emphasizes grammatically complex academic language.</td>
<td>Expands the student’s vocabulary using gestures and objects to represent key words and phrases.</td>
<td>Uses simple commands, gestures, and objects to communicate meaning.</td>
<td>Helps the student develop complex academic language, both spoken and written.</td>
</tr>
<tr>
<td>Uses long sentence stems to support responses.</td>
<td>Asks grammatically complex questions.</td>
<td>Asks the student questions that require one or two word responses.</td>
<td>Asks yes/no questions.</td>
<td>Expands the student’s figurative vocabulary.</td>
</tr>
<tr>
<td>Encourages the student to speak extensively.</td>
<td>Expands the student’s figurative vocabulary.</td>
<td>Introduces figurative language.</td>
<td>Speaks slowly.</td>
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*Source: Lynda Franco, Organization for Learning Excellence. Adapted with permission.*
What is LAS Links?

LAS Links is an assessment designed for English Language Learners.

- LAS Links is a language proficiency test designed to determine a student’s abilities in English when their primary language is other than English.

- Developed to meet No Child Left Behind (NCLB) requirements for testing English Language Learners in English proficiency.
LAS Measures...

Language Domains:

- Listening
- Reading
- Speaking
- Writing
ELL Strategies Desk Cards

(Tip Sheets for ALL Classroom Teachers)

Sponsored by the Connecticut Department of Education
Developed by the Connecticut RESC Alliance (2009)
## General ELL Strategies

<table>
<thead>
<tr>
<th>Provide explicit vocabulary instruction for unfamiliar vocabulary prior to and during lesson (i.e. word walls, personal bilingual dictionaries, word cards with pictures, games, etc.)</th>
<th>Use scaffolding techniques and adapted content for comprehensible input (i.e. jigsaws, think alouds, graphic organizers, answer frames sentence starters, taped text, adapted text, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use visuals as much as possible, such as pictures, gestures, pointing, graphic organizers</td>
<td>Provide supplementary materials, such as graphs, models, realia (actual objects), visuals</td>
</tr>
<tr>
<td>Provide background knowledge and connect to students’ prior knowledge (i.e. KWL charts, anticipation guides, bilingual dictionaries, journal writing in native language, creating bilingual books, etc.)</td>
<td>Learn about students’ culture and native language to better understand learning needs (i.e. what are the similarities of the phonetic systems?)</td>
</tr>
<tr>
<td>Expect reading skills to come slowly. If the student has learned to read in his native language, this will probably help him to transfer reading skills to English. However, the student may be pronouncing words, but not really comprehending.</td>
<td>Use gentle correction to encourage use of correct patterns while at the same time encouraging risk –taking with the language (i.e. Student says, “I eated breakfast.” Teacher responds, “I ate breakfast too. I ate toast. What did you eat?”).</td>
</tr>
<tr>
<td>Modify activities and assessments according to the ELL language level.</td>
<td>Frequent opportunities for oral interaction (i.e. Think-Pair-Share, Partner Talk, Cooperative Learning, etc.)</td>
</tr>
</tbody>
</table>

Developed by the Connecticut RESC Alliance (2009)
## LAS Links Level 1

### Beginner/Pre Production

<table>
<thead>
<tr>
<th>Student Learning Characteristics:</th>
<th>Questioning Techniques:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands very little English</td>
<td>• Ask yes or no questions (i.e. “Is this a ...?”, “Does this ...?”)</td>
</tr>
<tr>
<td>• Stage lasts 6 months to one year, typically</td>
<td>• Use “point to”, “circle”, “find”, “show me”, “draw”, “match”</td>
</tr>
<tr>
<td>• May not talk at all; “silent period”</td>
<td>• Ask students to categorize objects</td>
</tr>
<tr>
<td>• Is learning to understand basic conversation and instructions such as “hello, how are you, sit down, line up, color.”</td>
<td></td>
</tr>
<tr>
<td>• Is beginning to speak in one and two word phrases</td>
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<tr>
<td>• May have cultural conflicts or misunderstandings</td>
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</tbody>
</table>

### Specific Teaching Strategies for Level 1

- Teach basic survival English, such as “bathroom”, “lunch”, “home”
- Help the student to learn the classroom and school routines
- Use visuals such as pictures, gestures, and pointing
- Create “I need” cards for students to hold up when he or she needs something
- Use a student buddy, if possible someone with the same language
- Label objects around the room and around the school in English and other languages
- Provide books and audio books in native language
- Use bilingual picture dictionary and have student create personal illustrated dictionaries
- Be patient, give the student a few weeks or months to adjust

Developed by the Connecticut RESC Alliance (2009)
### LAS Links Level 2

#### Early Intermediate/ Early Production

<table>
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<tr>
<th><strong>Student Learning Characteristics:</strong></th>
<th><strong>Questioning Techniques:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands most basic directions</td>
<td>• Ask literal questions – who, when, where, what</td>
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<tr>
<td>• Can respond with one or two word answers</td>
<td>• Ask questions with 1-3 word answers</td>
</tr>
<tr>
<td>• Stage lasts 6 months to one year, typically</td>
<td>• Ask questions with an either/or option</td>
</tr>
<tr>
<td>• Uses English vocabulary that is still very limited</td>
<td>• Ask students to list, name, tell which, categorize, draw, label, create</td>
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<tr>
<td>• Probably understands more that he/she can express</td>
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<tr>
<td>• May have cultural conflicts or misunderstandings</td>
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**Specific Teaching Strategies for Level 2**

- Use a student buddy, if possible someone with the first language
- Teach explicit phonemic awareness, phonics rules and skills.
- Label objects around the room and around the school in English and other languages
- Provide books and audio books with patterned sentence structure and pictures
- Provide books and audio books in native language
- Use bilingual picture dictionary and have student create personal illustrated dictionaries
- Corrections for grammar and spelling can be done after the student has finished their writing
- Provide modified or shortened text for reading assignments
- Give the student a picture story without words and provide him with some basic vocabulary that goes with this story. Ask him to write a sentence or so to describe each picture, which then makes a story.
- Provide sentence and answer frames

*Developed by the Connecticut RESC Alliance (2009)*
# LAS Links Level 3
## Intermediate/ Speech Emergence

### Student Learning Characteristics:
- Understands most *conversational* English vocabulary, but not necessarily *academic* vocabulary.
- Speaks in simple sentences and has some incorrect grammar usage.
- Stage lasts 1 year to two years, typically.
- May not understand spoken or written English with complicated sentence patterns.
- May not understand many idioms and homonyms.
- May not grasp underlying meanings in a story because of vocabulary.

### Questioning Techniques:
- Ask how and why questions.
- Check for understanding by asking student to tell you what something means.
- Check for understanding by asking student to explain the assignment to you.
- Ask student to tell about, describe, explain.
- Ask student to explain similarities and differences.

### Specific Teaching Strategies for Level 3
- Use bilingual picture dictionary.
- Teach explicit phonemic awareness, phonic rules and skills through all grade levels.
- Encourage student to use full sentences.
- Make modifications to assignments and tests, so the student will not be overwhelmed.
- Corrections for grammar and spelling can be done after the student has finished their writing.
- Provide modified or shortened text.
- Provide student with content learning objectives with simple language.
- Explain idioms and homonyms.
- Provide sentence frames showing use of transition words.

*Developed by the Connecticut BESC Alliance (2009)*
## LAS Links Level 4&5

(Proficient & Above Proficient /Inter. & Adv. Fluency)

### Student Learning Characteristics:
- Speaks in fluent sentences using standard grammar
- May have difficulty understanding content-area materials where a high degree of literacy is required
- Has limited understanding of less commonly used words and idioms and homonyms
- May have reading and writing skills below those of native English speaking students
- May not grasp underlying subtle meanings in a story because of vocabulary
- Stages last 3 to 5 years, typically

### Questioning Techniques:
- Ask how and why questions
- Check for understanding by asking student to tell you what something means
- Ask student to tell about, describe, explain
- Ask student to explain similarities and differences
- Ask student to tell “What would happen if ...?”; “Tell me as much as you can about ...?”; “Why do you think ...?”; “What would you recommend ...?”

### Specific Teaching Strategies for Levels 4 & 5:
- Continue to make modifications to assignments and tests, if necessary
- Check for understanding of academic vocabulary
- Give the student a list of target words for each unit of study
- Help with writing skills. They will need assistance with self-editing, especially syntax and word usage
- Encourage use of English-English dictionary as well as a bilingual dictionary to expand vocabulary
- Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.)
- Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring

(Developed by the Connecticut RESC Alliance (2009))
### LAS Links Level 4&5
(Proficient & Above Proficient / Inter. & Adv. Fluency)

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<td>• May not grasp underlying subtle meanings in a story because of vocabulary</td>
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### Specific Teaching Strategies for Levels 4 & 5:
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• Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring

Developed by the Connecticut RTI Alliance (2012)
Remember we have the opportunity to become a hero to some student every day!

I Love my Teacher