GROWING SUCCESS FOR ELs

Opportunities to Support English Learners

bit.ly/ELs-WestHuddle19
GROWING SUCCESS FOR ELLs

bit.ly/NCDPI_updates

Listserv: Teachers of English Learners

Information
- Professional learning
- Tips from the field
- Resources
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#NCELS
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NCDPI ESL/Title III Team

Our vision is to build capacity at the local school system level and sustain statewide implementation of research-based strategies to meet the needs of our English learners.
Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA), all LEA/Charter Schools must ensure that English learners (ELs) can participate meaningfully and equally in educational programs and services.

Title VI of the Civil Rights Act of 1964
May 1970 Memorandum
English learners (ELs)

Headcount of English Learners (ELs) in North Carolina Public Schools on October 1, 2018

116,357, approximately 7% of the total student population, are identified as having limited proficiency in English.
The **top 5 languages** (and percent of total student population) spoken in the home other than English are:

- Spanish (16.4%)
- Arabic (0.44%)
- Vietnamese (0.26%)
- Chinese (0.25%)
- Hindi/Indian/Urdu (0.21%)
English learners (ELs)

- All 116 LEAs and 150 Charter Schools with at least 1 EL.
- 70% of ELs are born in the U.S. 30% Immigrants and Recently Arrived
- Language proficiency levels: Emerging, Developing, and Expanding
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- English Language Development (ELD) Standards
- English Language Proficiency (ELP) Assessments

https://wida.wisc.edu/
WIDA’s ELD Standards

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Standard 1  Standard 2  Standard 3  Standard 4  Standard 5
English language proficiency screening tools: W-APT and WIDA Screener

• After completing the Home Language Survey, if a language other than English is determined, the W-APT/WIDA Screener is administered to determine if the student is an English Learner (EL).
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English language proficiency assessment: ACCESS for ELLs

Annual Testing Window: Spring

Exit criteria
  Comprehensive Objective Composite (COC)
  A minimum score of 4.8 Composite
  4.0 Reading AND 4.0 Writing
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US Department of Education

Tool Kits

ENGLISH LEARNER TOOL KIT
for State and Local Education Agencies (SEAs and LEAs)

NEWCOMER TOOL KIT

English Learner Family Tool Kit
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State-Led Initiatives

• Sheltered Instruction Observation Protocol (SIOP)
• Expediting Comprehension for English Language Learners (ExC-ELL)
• LinguaFolio: Formative Assessment Tool
• Co-Teaching for English Learners
• Guided Language Acquisition Design (GLAD)
• Facilitating Academic Discourse Strategies (FADS) for Math, Social Studies, Sciences, and ELA.
• Dual Language/Immersion (DL/I)
• Digital Tools for English Learners (Tech I & II)
Building Capacity for ELs

- Google Site: bit.ly/NCELsWebsite
- Facebook Page: Growing Success for ELs
- Twitter Handle: @NCDPI_ELs
- Twitter Hashtag: #NCELs
- Listserv: Teachers of English Learners (Sign up at bit.ly/NCDPIupdates)
Exercise #1:
Restate the following:

The author’s book was rather sesquipedalian.
Clinching the piece before the end of the volation nonplussed us to say the least.
Possible answer:
The author’s book was full of long words. Finishing the piece before the end of the flight surprised us to say the least.
Review:
The author’s book was rather sesquipedalian. Clinching the piece before the end of the volation nonplussed us to say the least.
Exercise #2:
Restate the following:
When the lights suddenly went out, I purchased the nearest thing; an echinated vine! Such was my distress that I immediately defenestrated the plant.
DEFENESTRATE
ECHINATED
PURCHASE
Review:

When the lights suddenly went out, I purchased the nearest thing; an echinated vine! Such was my distress that I immediately defenestrated the plant.
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**Past**
- Watered down activities
- Language standards subpar to literacy standards
- Work in isolation
- Focus on grammar

**Educating Language Learners**

**Future**
- Challenging grade level curriculum with language scaffolds
- Language and content standards tightly woven, interconnected
- Work in collaboration
- Focus on interaction and production

@ValentinaESL
Types of Scaffolding

Verbal scaffolding: Paraphrasing, using think-alouds, reinforcing contextual definitions, providing correct pronunciation, eliciting more language from students.
Types of Scaffolding

Procedural scaffolding:
Explicit teaching, modeling, guided, and independent practice, small group instruction.
Types of Scaffolding

Instructional scaffolding:
Graphic organizers, visuals that support content, multiple texts, adapted texts, sentence frames, allow primary language support.
Things to Consider if you have an English Learner

- How long has the student been in U.S. schools?
- Is the student literate in another language?
- What types of educational experiences has the student had?
- What is the student's level of English language proficiency in listening, speaking, reading, and writing?
- What are the student's hobbies and passions?
PowerSchool Reports

Getting to know the ELs in your classroom
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