

GROWING SUCCESS FOR ELs



Opportunities to Support English Learners
bit.ly/ELs-WestHuddle19



bit.ly/NCDPlupdates

Listserv: Teachers of English Learners

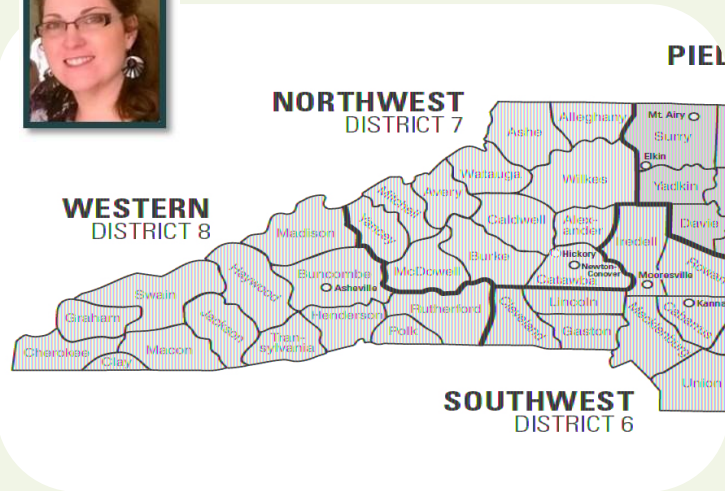
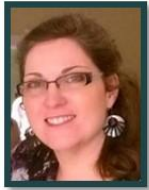
Information

- Professional learning
- Tips from the field
- Resources



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K-12 Standards, Curriculum, and Instruction Division
NC Department of Public Instruction

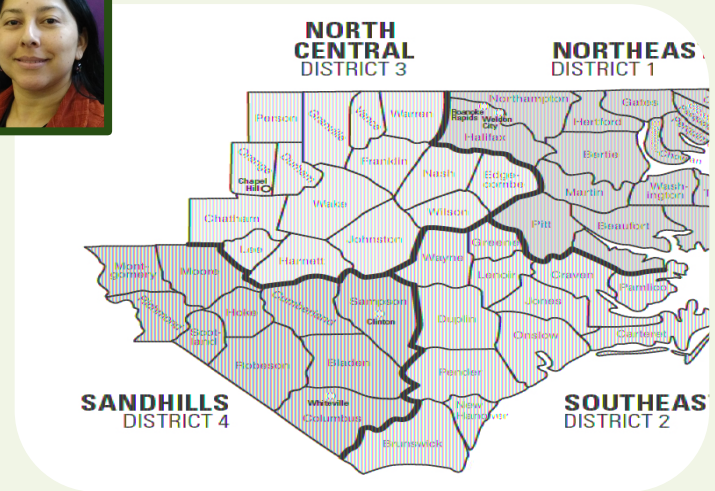


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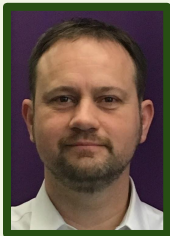
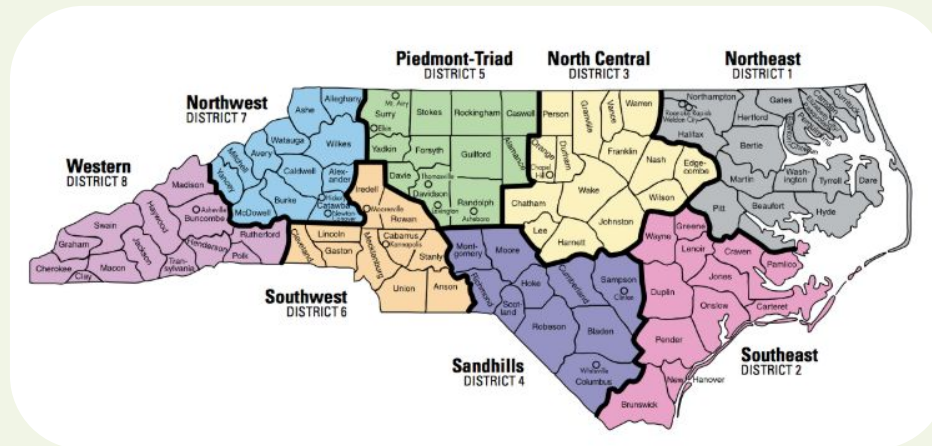
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#NCELS



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Federal Program Monitoring and Support Division NC Department of Public Instruction



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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





WIDA Consortium

- 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).



English language proficiency assessment: ACCESS for ELLs

Annual Testing Window: **Spring**

Exit criteria

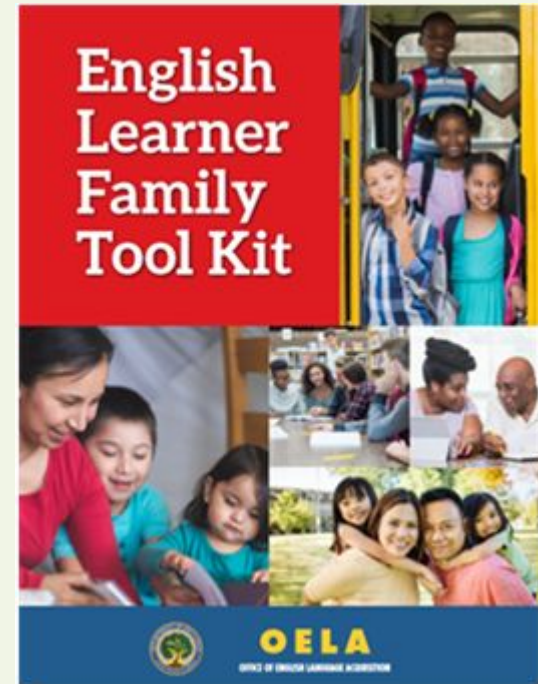
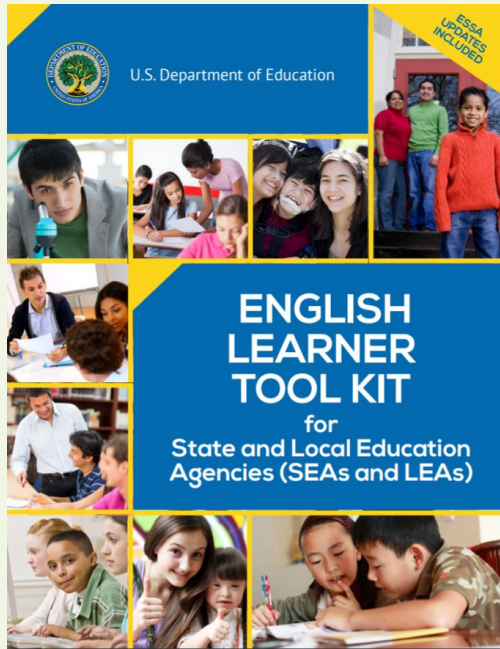
Comprehensive Objective Composite
(COC)

A minimum score of 4.8 Composite
4.0 Reading AND 4.0 Writing



GROWING SUCCESS FOR ELs

US Department of Education Tool Kits



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.



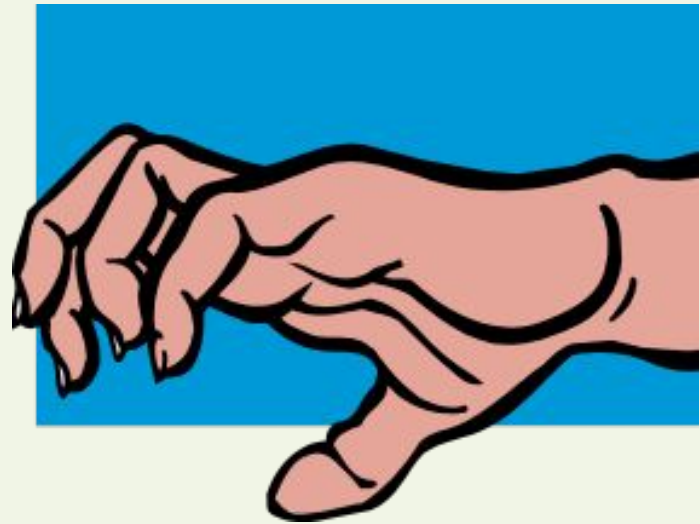
DEFENESTRATE



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.



Past

Watered down activities



language standards
subpar to literacy standards



work in isolation



focus on grammar



Educating Language Learners



~~Future~~

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Challenging grade
level curriculum with
language scaffolds

language and content
standards tightly woven,
interconnected

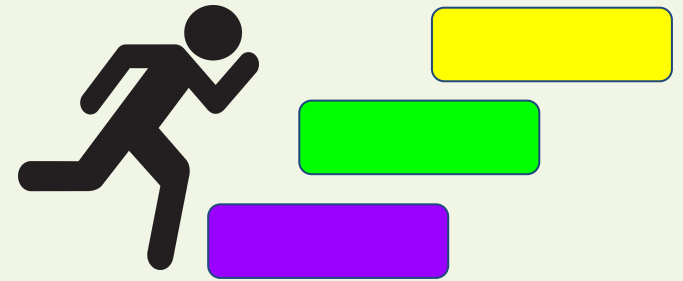
Work in collaboration

focus on interaction
and production

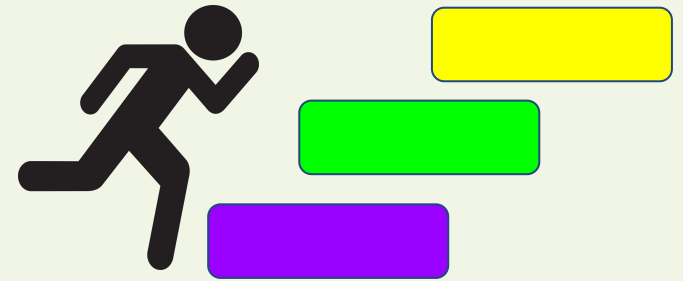
Types of Scaffolding

Verbal scaffolding:

Paraphrasing, using think-alouds, reinforcing contextual definitions, providing correct pronunciation, eliciting more language from students.



Types of Scaffolding

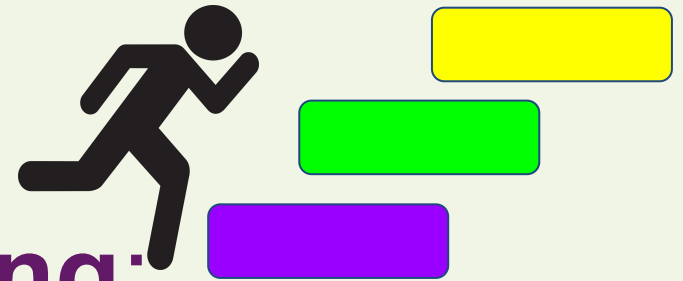


Procedural scaffolding:

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.



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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?

Things

to

CONSIDER if you have an

English Learner

@ValentinaESL

What is the student's level of English language proficiency in listening, speaking, reading, and writing?

What are the student's hobbies & passions?



PowerSchool Reports

Getting to know the ELs in your
classroom



M1	M1 Alert
M2	M2 Alert
M3	M3 Alert
M4	M4 Alert



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