JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

ENGLISH LEARNERS: NEED-TO-KNOW 2019-2020

JPS CORE VALUES

EQUITY: Our vision of equity, put simply, is "all means all."

EXCELLENCE: High expectations from and for all adults foster ownership, consistency, and transparency.

GROWTH MINDSET: Everyone in the organization embraces the ideal that effort and perseverance lead to success.

RELATIONSHIPS: It is essential to develop relationships through mutual respect of culture, social context, and community.

REVLEVANCE: Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

POSITIVE AND RESPECTFUL CULTURE: All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

LEGAL PRECEDENTS

Title VI of the Civil Rights Act of 1964

Lau v. Nichols – lack of linguistically appropriate accommodations denied students equal educational opportunities

Plyler vs Doe – school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status

Castaneda vs Pickard – program must be (1) based on a sound educational theory; (2) implemented effectively with sufficient resources and personnel; and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

AGENDA

- The Why: ESSA & Title I
- BICS and CALP
- EL Standards
- LAS Links Results
- Language Service Plans
- Supporting Els in the Classroom

ESSA & TITLE I

- Accountability
  - ELs make up 5% (35 points/50 points) of the school's accountability model
- Family/Community Engagement
  - At least two Parent/Community activities per year is required
  - ALL communication sent home should be in a language parents can access
  - Document efforts to reach out to parents: conferences, telephone calls, etc.
- State-wide entry & exit
  - LAS Links: 4-5 Reading, 4-5 Writing, 4-5 Overall
  - Monitored for 4 years
- All instruction working toward proficiency
  - Documentation of interventions, methods, and accommodations provided to **ensure ELs have access to academic content**

BICS AND CALP

BICS: Basic Interpersonal Communication Skills

- It will take an EL 2 to 3 years to achieve proficiency
- Speaking with family and friends
- Informal language (sports, games, etc.)

CALP: Cognitive Academic Language Proficiency

- It will take an EL 5 to 7 years or 5 to 10 years to reach proficiency (depending on the support the student receives at home).
- Must be taught: academics, math, science, social studies, language arts

EL STANDARDS:
LISTENING, SPEAKING, READING, WRITING

SPEAKING

S1: Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation

      1.1: Provide information

      1.2: Express opinions and preferences

      1.3: Make requests

      1.4: Ask questions, request clarification, and negotiate for understanding

      1.5: Conduct transactions

S2: Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation

      2.1: Identify an object and describe its purpose or use, using words or phrases

      2.2: Identify an academic or social situation and describe it, using sentences

SPEAKING

S3: Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation

      3.1: Describe processes

      3.2: Describe people, locations, and scenery to give directions

S4: Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation

      4.1: Explain processes

      4.2: Compare and explain preferences

S5: Talk in depth and with detail about diverse academic or social events, attention to appropriate register, grammar, vocabulary, and pronunciation

      5.1: Interpret, narrate, and paraphrase events, using visual information

LISTENING

L1: Follow common, explicit oral directions to participate in diverse academic or social tasks

L2: Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning

L3: Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties

       3.1: Identify purpose

       3.2: Identify main ideas

       3.3: Identify supporting details

L4: Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties

       4.1: Make predictions based on known information

       4.2: Make inferences based on known information

READING

R1: Analyze words

      1.1: Identify rhyming words

      1.2: Apply letter-sound relationships to read English words

      1.3: Apply letter-sound relationships to read English phonemes

      1.4: Apply knowledge of morphemes and syntax to word meaning

R2: Understand word meaning

      2.1: Classify words

      2.2: Demonstrate vocabulary

R3: Comprehend written material

      3:1: Demonstrate reading comprehension

      3.2: Identify important literary features of text

      3.3: Read critically and apply learning strategies to interpretation

WRITING

W1: Use appropriate grammar

      1.1: Singular and plural

      1.2: Subject/verb agreement

      1.3: Tense agreement

      1.4: Conjunctions

      1.5: Pronouns

      1.6: Prepositional phrases

      1.7: Auxiliary verbs

W2: Use appropriate capitalization and punctuation

      2.1: Capitalize beginning of sentence and proper names

      2.2: Use sentence-ending marks

      2.3: Use commas in series and dates

      2.4: Use apostrophes in contractions and possessives

WRITING

W3: Use standard sentence structure

     3.1: Differentiate complete sentences from fragments

     3.2: Use articles

     3.3: Form statements and questions

     3.4: Differentiate complete sentences from run-ons

     3.5: Use adjectives and adverbs

W4: Write simple sentences to describe, narrate, or explain

     4.1: Write simple sentences to describe

     4.2: Write simple sentences to explain

W5: Write expository compositions

     5.1: Write to describe, explain, report, compare, narrate, persuade, or express

LAS LINKS SCORE REPORTS

- Number of EL students ------

- Number of EL students that met Exit Criteria

- Number of EL students meeting Growth Projections

- Number of EL students making growth, but not meeting Growth Projections

- Number of EL students that regressed.

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![LAS Links logo]

Student Proficiency Report

Test Date:

Student Name:
Birthdate:
Gender:
Student ID#:

Grade: 01
Form/Level: C
Grade: Grade 01
School:
District:
State:

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Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	513	300-431	432-461	462-495	496-550	551-580
Listening	500	300-431	432-449	450-475	476-520	521-530
Reading	431	240-359	360-384	385-422	423-478	479-550
Writing	407	200-354	355-434	435-488	489-534	535-630
Overall*	462	260-393	394-432	433-470	471-520	521-572
Comprehension**	465	270-389	390-415	416-451	452-485	486-540
Oral***	506	300-431	432-462	463-489	490-529	530-555
Literacy****	419	220-356	357-409	410-455	456-506	507-590
Productive*****	460	250-392	393-447	448-491	492-542	543-605

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Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	9	11▲	12	6	7▲	8	7	10▲	10	5	5▲	7
Foundational Skills	N/A	-	N/A	N/A	-	N/A	9	12▲	12	9	10▲	11
Language Arts, Social Studies, History	11	14▲	14	4	6▲	6	2	3▲	4	4	3	7
Mathematics, Science, Technical Subjects	11	13▲	14	4	6▲	6	2	1	4	4	5▲	7
Academic*	22	27▲	28	8	12▲	12	14	16▲	20	18	18▲	25

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LANGUAGE SERVICE PLANS

TST/SET

Who needs to be there?
- Principal
- Parent
- Interventionist
- Grade Level Teacher/English Language Arts Teacher
- EL Teacher

What is discussed?
- Student Achievement/Progress (Where is the student at, where the student needs to be)
- Appropriate in-class interventions
- Testing accommodations
- Pull-out/Push-In Services/Course
- Concerns

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking	3/18	500	3	3/17	493	3	3/16	490	3						
ELPT Listening		526	4		481	3		470	3						
ELPT Reading		531	3		490	3		450	2						
ELPT Writing		562	4		438	2		438	2						
Composite SCORE		529	4		475	3		462	2						

EL SERVICE

Date Identified EL Program:	8/2013	Date Entered EL Program:	8/2013

x Student will receive Direct EL Services for __30__ Minutes __5__ Days a week

☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** ____   **Semester:** ____

☐ Parents Declined Services (school is still obligated to serve)	Comments:

Number of years until the student is identified as a Long Term English Learner (LTEL):   0 *2018 6th Year

List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):

LISTENING	SPEAKING	READING	WRITING
L4: Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties 4.1: Make predictions based on known information 4.2: Make inferences based on known information	S5: Talk in depth and with detail about diverse academic or social events, attention to appropriate register, grammar, vocabulary, and pronunciation 5.1: Interpret, narrate, and paraphrase events, using visual information	R3: Comprehend written material 3:1: Demonstrate reading comprehension 3.2: Identify important literary features of text 3.3: Read critically and apply learning strategies to interpretation	W5: Write expository compositions 5.1: Write to describe, explain, report, compare, narrate, persuade, or express

ACCOMMODATIONS: MUST BE IN PLACE BY THE 9TH WEEK OF SCHOOL

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the Mississippi Testing Accommodations Manual for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.

ACCOMMODATION(S)	CODE #	TEST(S)
Extended time through the end of the day	23	STAR, BM, MAAP ELA & Math
Provide cues	47	STAR, BM, MAAP ELA & Math
Use of memory aids, fact charts, recourse sheets	48	STAR, BM, MAAP ELA & Math
Read test directions and test items	58	STAR, BM, MAAP ELA & Math

FOR "OTHER" – MUST INCLUDE "INSTRUCTION ON ACADEMIC VOCABULARY"

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- ☐ Paraphrasing or repeating directions in English
- ☐ Personal cueing
- ☐ Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
- ☐ Dictation of answers to test administrator/proctor (scribe) in English only
- ☐ Reader (oral administration)
- ☐ Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
- ☐ Present questions in same phrasing as learning/review
- ☐ Reduced and/or modified class & homework assignments
- ☐ Modified assessments (i.e. oral)
- ☐ Break tasks/directions into subtasks
- ☐ Increase wait time
- ☐ Additional time to complete assignments and tests
- ☐ ESS (Extended School Services)
- ☐ Provide questions for classroom discussion in advance
- ☐ Label items in the room
- ☐ Previewing of academic content

- ☐ Provide shortened assignments
- ☐ Face student when speaking – speak slowly
- ☐ Print instead of using cursive; type all notes, tests, handouts
- ☐ Use high interest/low vocabulary text material
- ☐ Use overhead and provide students with copies of teacher transparencies/notes/lectures
- ☐ Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
- ☐ Highlight/color code tasks, directions, letters home
- ☐ Pair ELs with an English speaking "peer partner" for assistance
- ☐ Provide preferential seating or seating with a peer partner
- ☐ Check for comprehension often
- ☐ Ask questions that allow the student to answer successfully
- ☐ Allow the student opportunities to read aloud successfully
- ☐ Use manipulatives
- ☐ Use audiobooks
- ☐ Record material for student listening
- ☐ Vocabulary matching/fill-in-the-blank exercises w/ words
- ☐ OTHER:

CLASSROOM SUPPORT STRATEGIES
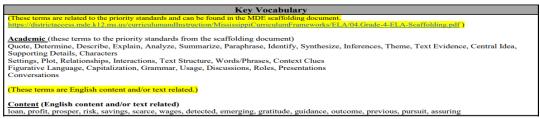
Sheltered Instruction

- Differentiated Instruction

- Language Objectives

- Accessing Prior Knowledge

- Building Vocabulary and Concept Knowledge

- Student Interaction

- Learning Strategies

- Assessment

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ACADEMIC VOCABULARY

- Frontload Academic Vocabulary
  - Curriculum Guides:

Key Vocabulary
(These terms are related to the priority standards and can be found in the MDE scaffolding document. https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/04.Grade-4-ELA-Scaffolding.pdf)
Academic (these terms to the priority standards from the scaffolding document) Quote, Determine, Describe, Explain, Analyze, Summarize, Paraphrase, Identify, Synthesize, Inferences, Theme, Text Evidence, Central Idea, Supporting Details, Characters Settings, Plot, Relationships, Interactions, Text Structure, Words/Phrases, Context Clues Figurative Language, Capitalization, Grammar, Usage, Discussions, Roles, Presentations Conversations
(These terms are English content and/or text related.)
Content (English content and/or text related) loan, profit, prosper, risk, savings, scarce, wages, detected, emerging, gratitude, guidance, outcome, previous, pursuit, assuring

- Continuous Check of Vocabulary
  - Vocabulary logs
  - Graphic organizers (e.g. Word Webs)
  - Productive tasks that target key vocabulary (e.g. sentences, paragraphs, dialogues)

COMMUNITY   FAMILY   EDUCATORS

EDUCATORS

Apps

Academic Standards

Assessment

Educator Resources

Career and Technical Education

Counseling and Support Services

Dyslexia

Early Childhood Education

EdUpdate Newsletter

Elementary Education

English Learner Supports

Exemplar Units

Gifted Education

GoSignMeUp

Health and Wellness

Intervention Services

JROTC

Library Services

Licensure

Literacy Focus of the Mo

Mississippi Public Schoo

MSIS (MS Student Inform

Nutrition Programs

Professional Developmen

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we are launching a series of recorded webinars designed to provide administrators, general education teachers, EL tutors and other educators with information on how to effectively serve this population.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Tools and Supports

- **Teaching and Engaging English Learners Symposium** (July 2018)
- English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports
- Language Service Plan (Revised 2018)
- How to Write a Language Service Plan
- EL Professional Development Request
- Newcomer Kit introduction
- Newcomer orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- English Language Acquisition Stages Information for Educators
- Family welcome sheet
- Sentence stem cards
- Visual schedule

PART THREE

English Learner Guidelines: Regulations, Funding Guidance, and Instructional Suppor

VISUAL SUPPORTS STRATEGIES	EXPLANATION
Label Classroom Items	Placing labels on classroom items, aids in learning new vocabulary and in basic communication skills
Visual schedule/visual anchor charts for daily routines	Helps students understand daily routines and anticipate upcoming classroom activities when coupled with pictures and times they also help students recall responsibilities independently
Manipulatives	Allowing for the use of physical objects used to engage students in hands on learning of classroom concepts, help make concepts comprehensible, provide support to help ELs participate in classroom activities/discussions
Graphic Organizers	Providing a visual display that demonstrates relationships between facts, concepts or ideas; guides the learner's thinking as they fill in and build upon a visual map or diagram
Word Wall with pictures	Providing a word wall with pictures to match the words or word parts, may help ELs learn and remember vocabulary that will help with listening, speaking, reading and writing
Key terms written out	Writing key terms with meanings on the board, on chart paper or on handouts for the students; should be accompanied with a visual

COOPERATIVE LEARNING STRATEGIES	EXPLANATION
Peer buddy	Utilizes a cross grade tutor who may speak the newcomer's language and can serve to assist the new student in understanding school policies and procedures
Think-Pair-Share	Allows students to work together to solve a problem or answer a question about a posed question; requires students to 1. **Think** individually about a topic, 2. **Pair** with a partner, 3. **Share** ideas with classmates
Jigsaw Activities	Provides opportunities for students to work in small groups consisting of five to six students. The small groups serve as the students' home base. Each member of the home base group is assigned to an "expert" group to learn a portion of the content and then share learned information with their home group.
Turn and Talk	Provides students with opportunities for practicing social and academic language in response to a structured question
COOPERATIVE LEARNING STRATEGIES	EXPLANATION
Choral Reading	Reading aloud in unison with a whole class or group of students; helps build EL students' fluency, self-confidence and motivation
Read-around, Write-around	Engages students in partner or silent conversation; helps them to share opinions, debate or discuss; fosters critical thinking because they have to consider other opinions

AUDITORY SUPPORTS STRATEGIES	EXPLANATION
Songs that teach concepts	Stimulates vocabulary acquisition and retention by helping students to chunk language and helping them master additional words and phrases used in spoken language; this also lowers anxiety levels when students attempt to use English words
Chants	Facilitate oral language because they are easy to learn and can be easily repeated and remembered since they usually rhyme; chants can also be a great source for learning new vocabulary as well as a way to improve pronunciation and fluency
Audiobooks	Using audiobooks teaches critical listening, provides modelled fluent reading, introduces new vocabulary and allows students to access literature above their reading level as well as materials from genres that they might not otherwise read.

PRE-TEACHING/FRONTLOADING STRATEGIES	EXPLANATION
Pre-teach/frontload lessons with academic vocabulary	Facilitates comprehension of a passage; enhances comprehension and expands critical thinking by teaching essential vocabulary prior to the teaching of text or academic content
Use photos/pictures/videos to teach vocabulary	Provides ELs with a visual to help them understand new concepts being discussed in class
Small group discussion of concepts/vocabulary (teacher or student lead)	Provides students with opportunities to use language in a lower risk environment, also provides the teacher with the opportunity to preteach content and to identify and correct misconceptions
Provide advanced notes, graphic organizers or sentence stems for note taking	Provides scaffolding to help students grasp main ideas of lessons, see the relationship of ideas and get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response

COMMUNICATION STRATEGIES	EXPLANATION
Speak slowly	Using a steady but slower rate of speech helps ELs understand what is said
Use shorter sentences	Simplifying language helps ELs understand the main idea of what is being said
Allow for longer wait times for student responses	Benefits ELs who are thinking in two languages and need time to take in, interpret, select a response, translate their response to English and then orally respond
Provide students with sentence stems for use during class	Helps students begin speaking or writing without the added pressure of thinking about how to correctly formulate a response
30 Second conversations	Provide modeling of fluency, vocabulary and correct sentence structure and grammar; may be informal, on social or academic topics, may be in a variety of locations and should include student conversation with teacher

BUILDING ENGAGEMENT STRATEGIES	EXPLANATION
Maintain positive body language	Demonstrates an openness and understanding on the part of the teacher to the student (includes smiling, open posture, etc.); be mindful of cultural norms so as not to upset or insult the student or their parent
Celebrate meaningful student successes	Provide positive reinforcement when student illustrates language growth
Facilitate peer connections	Helps the student take steps in the classroom to ensure he/she is accepted by peers, engaged and has strong language models
Facilitate class wide cultural understanding	Ensures students classmates are sensitive to possible cultural differences
Incorporate multicultural literature into the classroom library	Provide students with materials that value their culture which aids in positive self-confidence and elevates their interest

QUESTIONS?

Thanks!