Objectives

○ Understand Royal Oak's ESL program

○ Gain insight into who Royal Oak's English learners are and the unique needs they have

○ Identify various roles and responsibilities in providing quality instruction for ELs

○ Develop a basic understanding of research-based models of instruction for ELs

ESL Department

Elementary

Kendra Seitz,
ESL Coordinator & K-5
Teacher

Secondary

Karina Landis,
ROMS ESL Teacher

Julia Giacoma
ROHS ESL Teacher

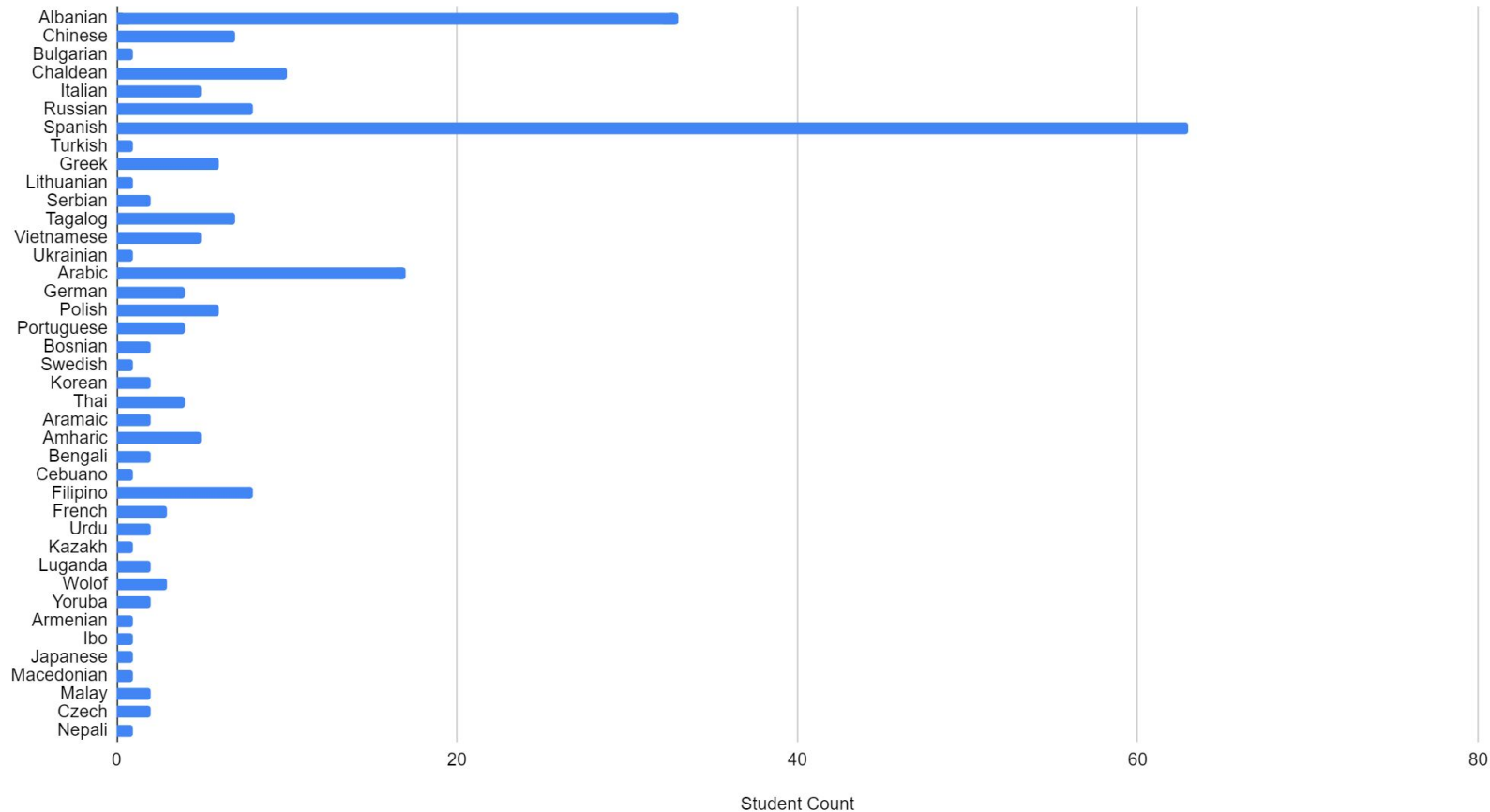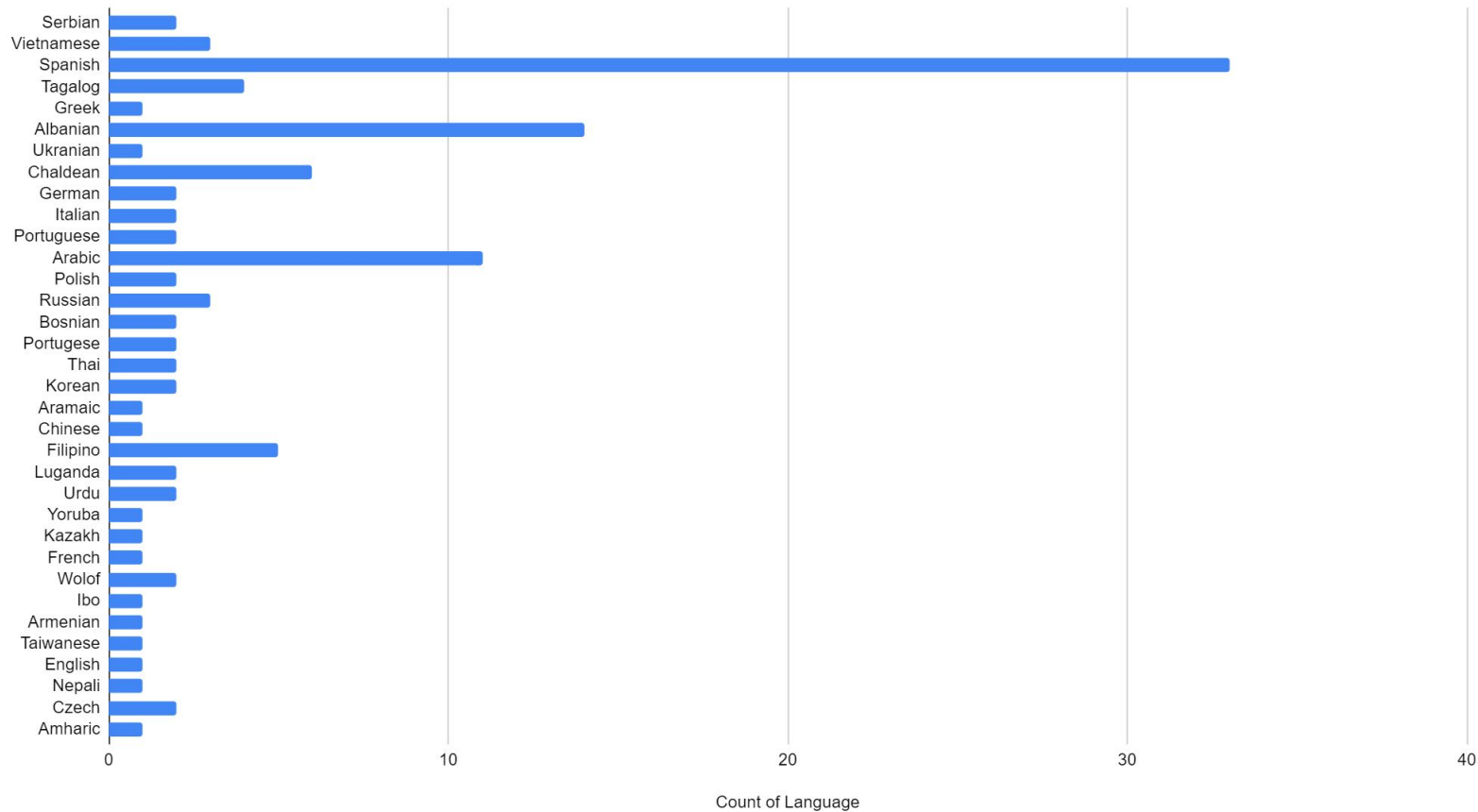Janka Demiri & Violet Andoni, bilingual paraprofessionals (Albanian)

Language Spoken at Home 2019-2020
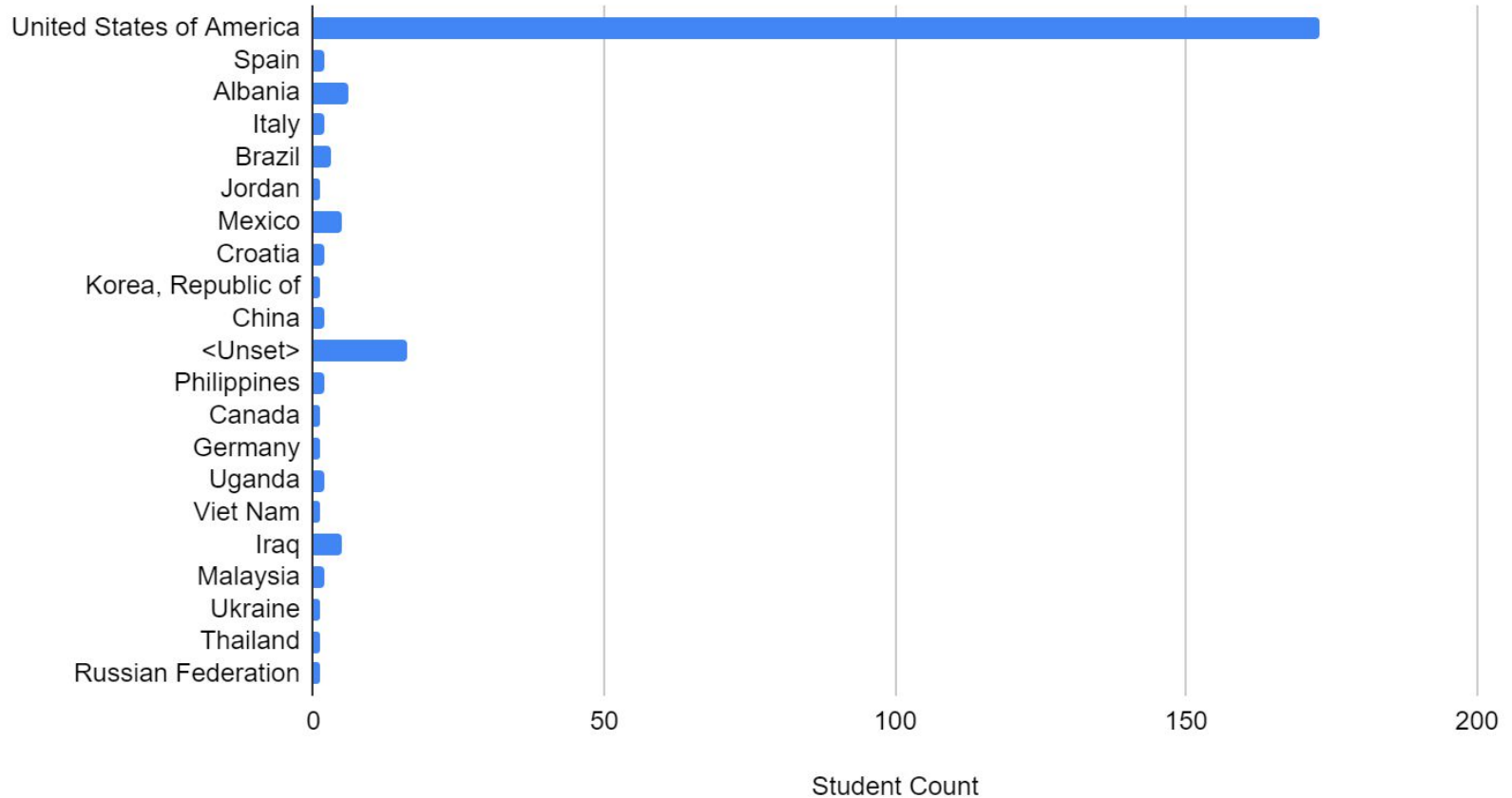
230 students

Language	Student Count
Albanian	
Chinese	
Bulgarian	
Chaldean	
Italian	
Russian	
Spanish	
Turkish	
Greek	
Lithuanian	
Serbian	
Tagalog	
Vietnamese	
Ukrainian	
Arabic	
German	
Polish	
Portuguese	
Bosnian	
Swedish	
Korean	
Thai	
Aramaic	
Amharic	
Bengali	
Cebuano	
Filipino	
French	
Urdu	
Kazakh	
Luganda	
Wolof	
Yoruba	
Armenian	
Ibo	
Japanese	
Macedonian	
Malay	
Czech	
Nepali	

Languages of ESL Students 2019-2020

116 students

Count of Language

Countries of Birth

Acronyms

Acronyms

- ESL- English as a Second Language (refers to program)

- ELL- English Language Learner (student)

- EL- English Learner (student- used in Michigan)

- LEP- Limited English Proficient (outdated term)

- FLEP/FEL- Former Limited English Proficient/Former English Learner

- ESOL/TESOL- English for Speakers of Other Languages/Teachers of English to Speakers of Other Languages

- L1/L2- 1st language/ 2nd language

- WIDA- no longer an acronym, just WIDA :)

Definition of English Learners

What ESSA says…

Section 8101(20)

The term **"English Learner"** means an individual:

- Who is aged 3 through 21

- Who is enrolled or preparing to enroll in elementary school or secondary school

- Who was not born in the United States or whose native language is a language other than English

- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

  - The ability to meet state standards

  - The ability to successfully achieve in classrooms where the language of instruction is English; or

  - The opportunity to participate fully in society

How Long Does it Take to Learn English?

BICS: Basic Interpersonal Communicative Skills
6 months to 2 years

CALP: Cognitive Academic Language Proficiency
5-7 years, up to 10 years

How are English Learners identified in Royal Oak?

Identification Process

Home language survey →
- Is your child's native tongue a language other than English?
- Is the primary language used in your child's home or environment a language other than English?
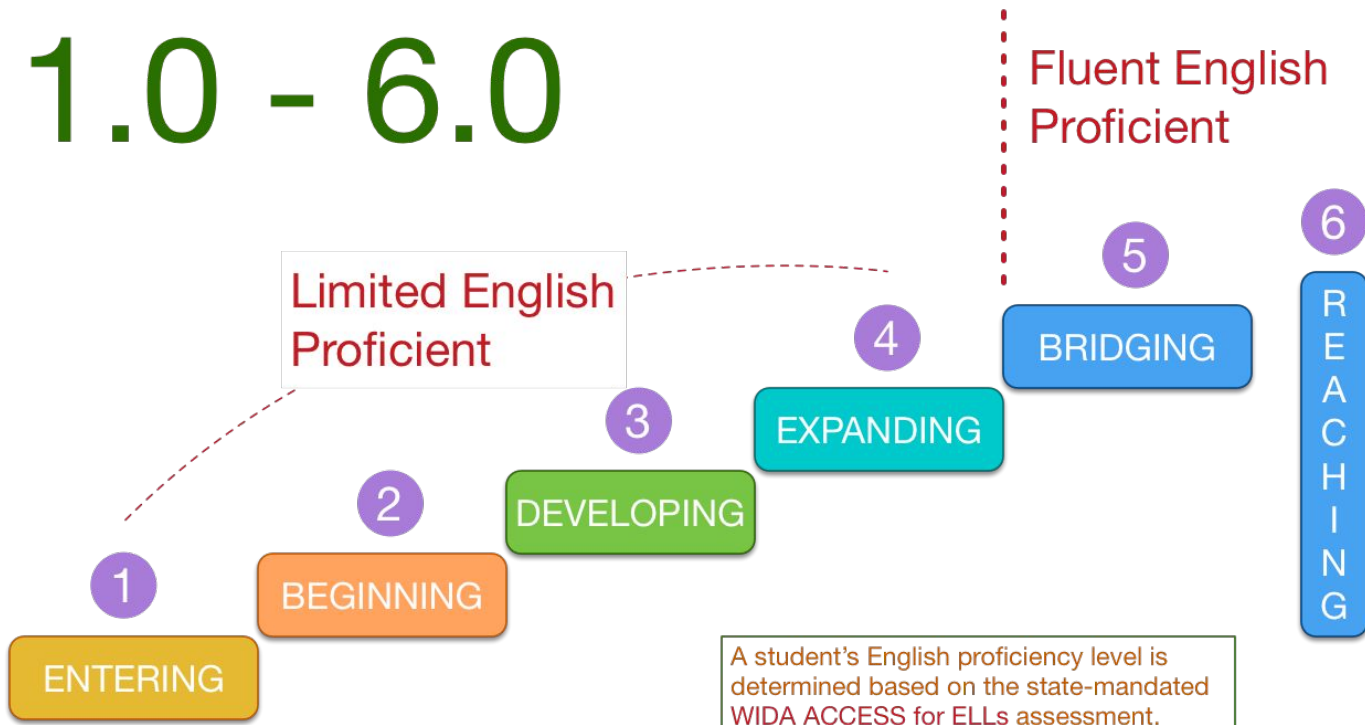
Language screener

Placement in Title III/ESL Program

English Language Proficiency Levels

1.0 - 6.0

Fluent English Proficient

Limited English Proficient

6 REACHING

5 BRIDGING

4 EXPANDING

3 DEVELOPING

2 BEGINNING

1 ENTERING

A student's English proficiency level is determined based on the state-mandated WIDA ACCESS for ELLs assessment.
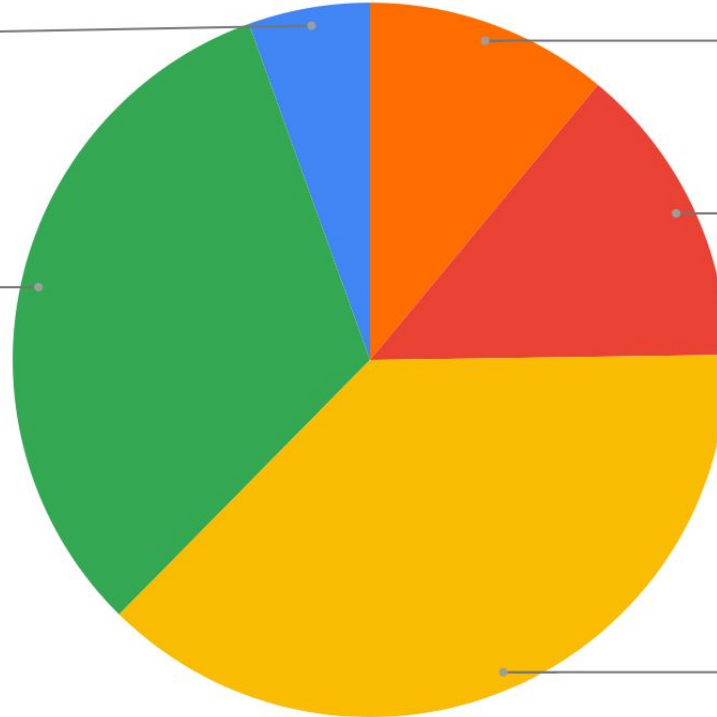
Royal Oak's English Learners

Bridging/ Level 5
5.5%

Entering/ Level 1
11.0%

Beginning/Level 2
13.8%

Expanding/ Level 4
32.1%

Developing/ Level 3
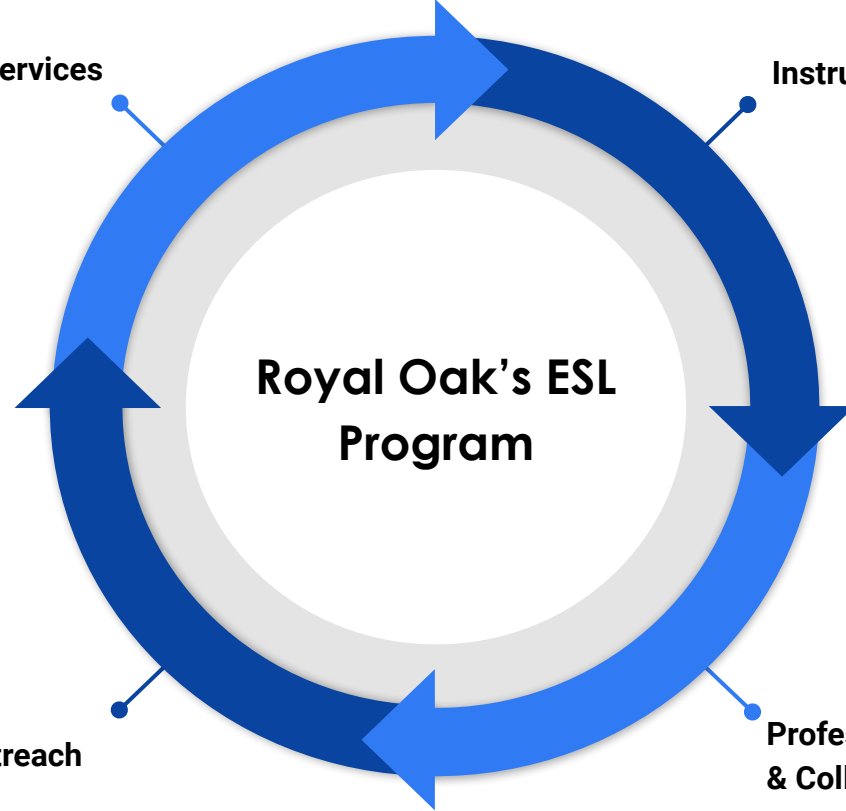37.6%

Royal Oak's ESL Program

Supplemental Services

Instruction & Assessment

Professional Development & Collaboration

Parent Outreach

Roles & Responsibilities

Classroom/Content Teacher	ESL Teacher	Paraprofessionals
• Provide ELs the support needed to understand content and improve language proficiency. • **Deliver grade-level subject matter in a manner that is accessible to all students** • Explicitly teach academic language skills • Provide opportunities for students to read, write, listen, and speak in English • Communicate meaningfully with families	• Provide ELs the support needed to understand content and improve language proficiency. • **Integrate grade-level content with language development instruction** • Explicitly teach academic language skills • Provide opportunities for students to read, write, listen, and speak in English • Communicate meaningfully with families	• Carry out instruction and assessment planned by ESL teacher • Provide native language support • Support with classwork in push-in settings • Consult with teachers to provide background information • Assist in family communication and outreach

Equity

How do we ensure equal opportunities for ELs?

We provide equal access for ELs when we...

- Gear instruction toward college readiness

- Provide access to mainstream classes

- Distinguish between language development and effort

- Provide students opportunities to use language while they are learning language

- Incorporate explicit language teaching with content instruction

- Extend our teaching beyond basic skills

We provide equal access for ELs when we...

- Understand the progression of language development

- Appreciate and affirm student identity and home language

- Communicate with families

- Appropriately identify for Special Education services

What Learners Need to Develop a New Language

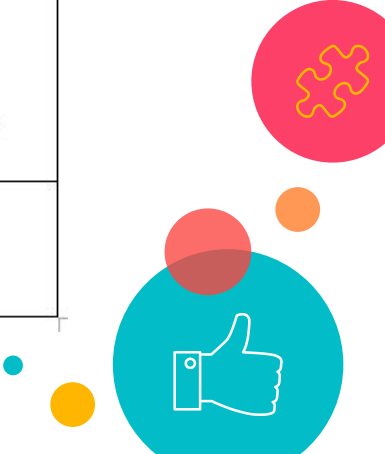**Learners need to understand what is said to them/what they read.**

- ○ Build on shared experiences or previous learning

- ○ Use pictures, diagrams, graphic organizers to illustrate complex ideas

- ○ Links to prior knowledge

- ○ Technology

- ○ Express the same idea in more than one way
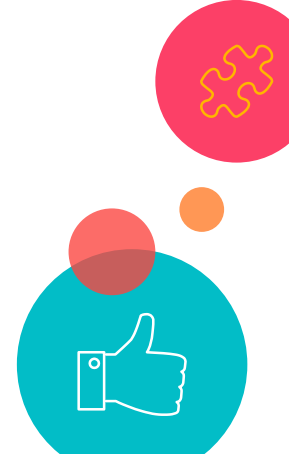
- ○ Build up relevant background knowledge before reading

Categories of Scaffolds	Examples
Materials and Resources	➢ Graphic organizers ➢ English and/or bilingual glossaries ➢ English and/or bilingual dictionaries ➢ Home language materials ➢ Sentence frames, sentence stems, and paragraph frames ➢ Visuals ➢ Word banks or word walls
Instruction	➢ Pre-identified and pre-taught vocabulary ➢ Concise instruction of background knowledge ➢ Reduced linguistic load, repetition, paraphrasing, and modeling
Student Grouping	➢ Structured pair work ➢ Structured small-group work ➢ Teacher-led small-group work

ELP Level	Scaffolds for Instruction by Level	Scaffolds for ALL Levels
Beginning	➢ Access to text, video, and/or instructions in home language as well as English ➢ Sentence frames to help ELs respond to text-dependent questions posed throughout the lesson ➢ Word walls and word banks ➢ Reduced linguistic load for language of instruction	➢ Concise background knowledge ➢ Pre-taught vocabulary ➢ Graphic organizers ➢ Glossaries ➢ Dictionaries ➢ Repetition, rephrasing, and modeling ➢ Pair and small-group work
Intermediate	➢ Access to text, video, and/or instructions in home language as well as English, as appropriate ➢ Sentence stems ➢ Word walls and banks	
Advanced	• See scaffolding for all levels	

Learners need to use the new language themselves.

- Comprehensible output (Merrill & Swain, 2000, 2005)

- Visible thinking routines

- Turn and talk

- Think pair share

- Jigsaw reading

- Structured writing

Learners need models of new language.

- Academic registers of school
- Teacher's role in modeling language is essential
- Whole class, individual