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MULTILINGUAL LEARNERS

HANDBOOK

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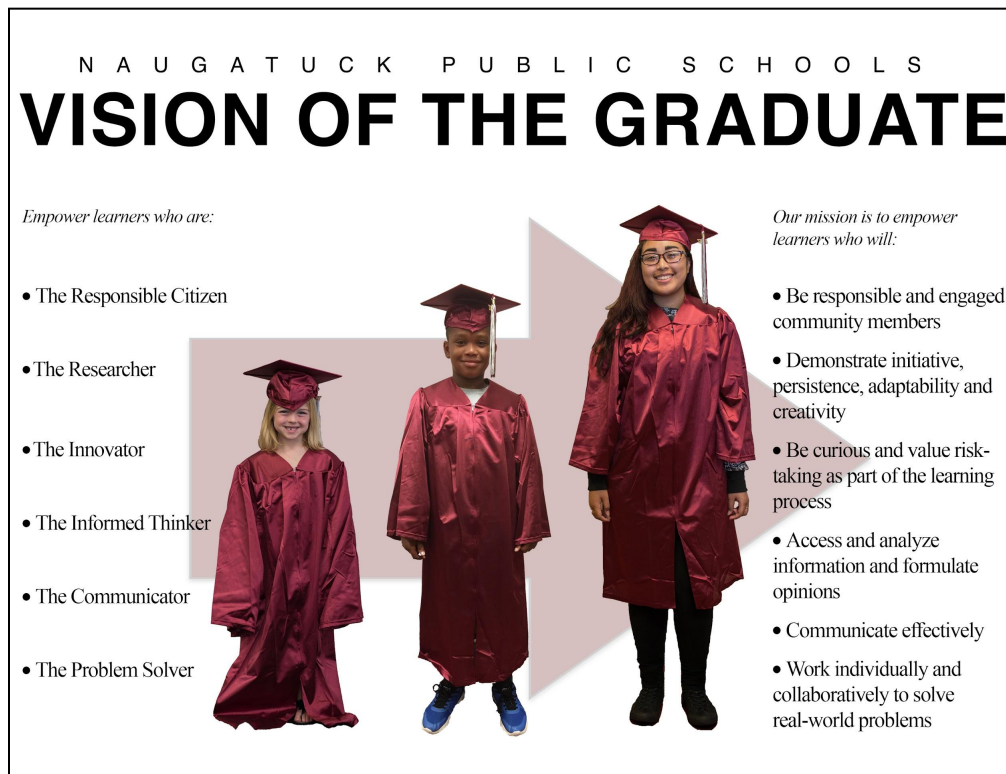
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Vision of ML Education in Naugatuck Public Schools

Naugatuck's Vision of the Graduate is embedded in our competency-based structure for teaching and learning, and is designed to ensure our students get opportunities to practice what it means to be that vision. All of our students will become communicators, researchers, informed thinkers, responsible citizens, innovators, and problem solvers.

Naugatuck's vision for Multilingual Learners complements the district's overall vision for every student by embracing students' cultures and languages as assets in their learning journey.



- Multilingual Learners have a right to be supported in their language growth. Language skills are a tool in building strong relationships, solving problems, innovating, researching, expressing and reflecting on ideas, opinions, and emotions, and participating in school and their community. Naugatuck Public Schools values its cultural and linguistic diversity, building strong partnerships with families in order to support our students in navigating their identities as multicultural and multi-linguistic community members who effectively use language to engage in a variety of school, community and academic environments with purpose and meaning.

The acquisition of language - and particularly English - also means the acquisition of linguistic norms, idioms, and the specific use and meaning of words to communicate. Therefore, connotation in the English language is particularly important to being understood, and denotation becomes the starting point in gaining proficiency. For ML students entering Naugatuck Public Schools, this nuance of words' connotations is an important cultural and social skill, as well as communicating specifically and accurately about academic, social and emotional issues and topics.

Communication with Families of Multilingual Learners

Naugatuck Public Schools values its cultural and linguistic diversity, building strong partnerships with families in order to support our students in navigating their identities as multicultural and multi-linguistic community members who effectively use language to engage in a variety of school, community and academic environments with purpose and meaning.

Families of Multilingual Learners have different needs when it comes to communicating with the school community. Under *Every Student Succeeds Act*, school districts have an obligation to communicate meaningfully with parents of Multilingual Learners.

All TESOL teachers will need to familiarize themselves with the National Clearinghouse for English Language Acquisition [Family Toolkit](#) which is supported by the *U.S. Department of Education's Office of Elementary and Secondary Education (OESE)*. Naugatuck Public Schools will be integrating and actively engaging in the steps outlined in this document to work with families of Multilingual Learners:

- Tool #1, Establishing Family-School Partnerships, provides a framework for family engagement activities that help schools and families partner for improved student outcomes.
- Tool #2, Tapping into the Strengths of Families and Communities, provides educators with ideas to establish and maintain strong parental engagement in schools.
- Tool #3, The School Leader and Engaging Families of MLs, provides 20 strategies for school leaders to consider when integrating ML families into the school culture.
- Tool #4, Interpretation and Translation Resources, contains multiple resources for interpretation and translation.

Translation Services

According to federal policy, families of Multilingual Learners are entitled to meaningful communication in a language they can understand. [Tips for Working Effectively Through An Interpreter in Schools](#)

Function	Potential Supports	Questions to Ask
Teacher communication with families	Parent-Teacher communication apps with translations in class settings (Sends SMS message to families' cell phone or email) • Parent Square ○ Changing the language in the app: Portuguese and Spanish instructions • Talking Points Education Translation tool that could be used in a voice call/email with parents • Say Hi Translate and Email/Phone	Which families need this support? How does NPS inform families about the availability of free language assistance services? What training might educators need? What guidelines might be needed so all families get access to information?

	● Google Translate/ Microsoft Translation	
District/ School written communication and phone calls with families The district or school should make every effort to communicate with families in a language they can understand, according to the Office of English Language Acquisition and Department of Justice Guidance contained in the OELA Toolkit.	Families are not required to provide their own translators. Not every family requires translation services. Translation and Interpretation Services: ● Proprio: 1-913-914-9304, Access code 31234 ○ Translation Service Log ● Bilingual Staff members ○ Nella Pires, assistant to the assistant superintendent: Portuguese ○ Francis Santana, assistant to the Superintendent, Spanish ○ Noemelly Alouisa, TESOL teacher, Spanish ○ Tainisha Lopez, TESOL teacher, Spanish ○ Kelly Janowitz, bilingual teacher, Portuguese ○ Ana Salgado, bilingual teacher, Portuguese Translation Apps - Free (Less Reliable/Accurate Translation) ● Google Translate/ Microsoft Translation ● Say Hi Translate App ● Talking Points	What is the process for providing language assistance to families? How does NPS inform families about the availability of free language assistance services? What is the process for determining that NPS staff is competent and appropriate to serve as interpreters or translators? How might NPS monitor translation service use considering the high cost and yet make the services readily available to educators? What guidelines might folks need?

Key Points in the OELA and Department of Justice Guidance

The guidance offered by the government informs how Naugatuck Public Schools will establish meaningful relationships with families and maintain those relationships through effective communication about a child's language plan and progress.

- State Education Agencies (SEAs) and Local Education Agencies (LEAs) have an obligation to communicate meaningfully with limited English proficient (LEP) parents and to notify LEP parents adequately of information about any program, service, or activity called to the attention of non-LEP families.
- LEAs must have a process to identify LEP parents and provide them with free and effective language assistance, such as translated materials or an appropriate and competent interpreter.
- Appropriate and competent translators or interpreters should have proficiency in target languages; ease of written and oral expression; knowledge of specialized terms or concepts; as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.

Bill of Rights

All families must be provided with the state [Multilingual Learners Bill of Rights](#).

Translation Services

Naugatuck Public Schools makes available to its educators and administrators a telephone service for translation assistance during meetings and other one-to-one communication with LEP families.

To use the telephonic translation service:

1. Dial 1-913-914-9304 - This will connect you directly to our automated system. (Remember to use the appropriate pre-dial of 9, if necessary, to get an outside line)
2. When your call is answered, you will be prompted to say or punch in your Access Code of 31234.
3. You will then be prompted to say the language you need.
4. When the Interpreter comes on the line:
 - a. Identify yourself
 - b. Briefly apprise the Interpreter of what you need to talk with the parent/student about
 - c. Then talk to the parent/student in "bite-size" chunks
5. When talking to the person requiring translation services (parent, student etc.) always talk to them in the first person - DIRECTLY. Do not converse with them in the 3rd person (by asking the Interpreter to ask your questions to the student or family). This will allow the conversation to flow smoothly and shorten the call. REMEMBER, THE INTERPRETER IS SIMPLY AN EXTENSION OF YOUR VOICE.

Video translation services for ASL are also available but may need to be scheduled in advance.

Document Translation Telelanguage also provides document translation. Administrators who would like documents translated should send them electronically to Dr. Lisa Romano at lisa.romano@naugatuck.k12.ct.us.

Document translation is also available at Central Office. Contact Francis Santana (francis.santana@naugatuck.k12.ct.us) or Nella Pires at manuella.lucas-pires@naugatuck.k12.ct.us) for any document translation needs.

Identification of Multilingual Learners

The population of Multilingual Learner students and their families bring a vital voice to the Naugatuck Public School community. The intent of identifying Multilingual Learners allows the educators in NPS to ensure that those students receive equitable access to educational opportunities.

Identification Process

Step 1: Families arrive at the Central Office to register a student. The school district provides translation services, as needed.

Step 2: Families fill out the Home Language Survey **if they haven't filled one out for a previous district**. Sending districts must include a home language survey.

Step 3: Registration secretary reviews enrollment information to see if the Home Language Survey - either given by us or a sending district - indicated **ANY** language other than English. The secretary keeps a spreadsheet of responses and notifies the administrator of the building to start the process for assessment with the ESOL, bilingual teacher or reading consultant in the building.

Step 4: The ESOL, bilingual teacher or reading consultant reviews records from the sending school for students in grades 1-12 to determine if they were previously identified as an Multilingual Learner in another Connecticut school.

Step 5: The ESOL, bilingual teacher, or reading consultant administers the approved English language proficiency assessment to the student.

Step 6: If the student's results on the assessment indicate the student is not yet proficient in English, the student is a Multilingual Learner. ESOL, bilingual teacher or reading consultant selects "Yes" to "English Language Learner" in the Registration section of PowerSchool. Parents are notified via letter to explain the programming options. Assessment results are placed in the student's cumulative folder and PowerSchool, even if the student is determined to be proficient.



Successful Family Interactions

Naugatuck Public Schools welcomes all families in our community with open arms. Our families are our partners in education.

We will:

- Learn to pronounce students' and families' names correctly
- Acknowledge different forms of interaction are respectful and follow the families' lead (e.g., eye contact, hand over heart rather than shaking hands, etc.)
- Learn greetings in other languages to greet families
- Be patient with families who are learning English and offer translation services
- Listen to parent requests and explain school and district policies clearly
- Support families with different levels of English literacy
- Maintain the families' privacy about immigration status
- Avoid assumptions about families and their children
- Connect families to resources in the school and community.

Hola!



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Upon registration, all families receive a welcome bag that includes information about grocery stores, restaurants, places of interest, the mobile food and diaper banks, childcare options and services, mental health services, StayWell, the Whittemore Library, and other information for newcomers to Naugatuck. The welcome bag also consists of supplies like notebooks, pencils and books, depending on what is in stock at the time of registration.

Step 7: Student's program and language codes are shared with the school secretary to update PowerSchool. If a student is not yet proficient in English, their language code remains their home language.

Roles and Responsibilities of ESOL and Bilingual Teachers

The ESOL and bilingual teachers in Naugatuck Public Schools serve a vital instructional role in supporting growth and development of identified Multilingual Learners, academically, linguistically, and culturally. While the bulk of the responsibilities for MLs falls under instructional duties, ESOL and bilingual teachers also provide a key role of advocating for the best interests of ML students and their families. See the table below for information about how ESOL and bilingual teachers support and advocate for their students.

Who?	Responsibility	Task Description
Building administrators and ESOL, bilingual teachers or reading consultants.	Identify all students potentially eligible for Multilingual Learner programming using statewide identification process.	Coordinate with school secretaries to determine the list of potential ML students based on the answers to the Home Language Survey (i.e., one answer other than English) either administered in Naugatuck or in a previous school district.
ESOL, bilingual teachers or reading consultants	Assess all potential ML students whose ML status has not been confirmed using the state approved placement assessment: • All newly enrolled students entering K-12 • All newly enrolled pre-K 4 students after January of the school year (optional)	Determine if students new to the district have previously been identified by the sending district (i.e., emails to district, review of cumulative files, verification through EdSight Secure. Teachers will administer the LAS Links Placement test or Pre-LAS assessment (K students) with the embedded protocols.
ESOL, bilingual teachers or reading consultants	Place copies of students' placement assessment results in cumulative file/PowerSchool.	Place a copy of the assessment results in the cumulative file/PowerSchool, even if the student is proficient.
ESOL, bilingual teachers or reading consultants	Notify parents/caregivers of students eligibility for and continuation and/or program exit of Multilingual Learner programming and of options. This letter can be found here and in Appendix F.	Send letters to all families of identified Multilingual Learners (EL Identification Letter to Send Out)-- even those previously identified -- to notify parents of continued services or new services. Enclose information about native language supports for statewide assessments. This is required by state law.

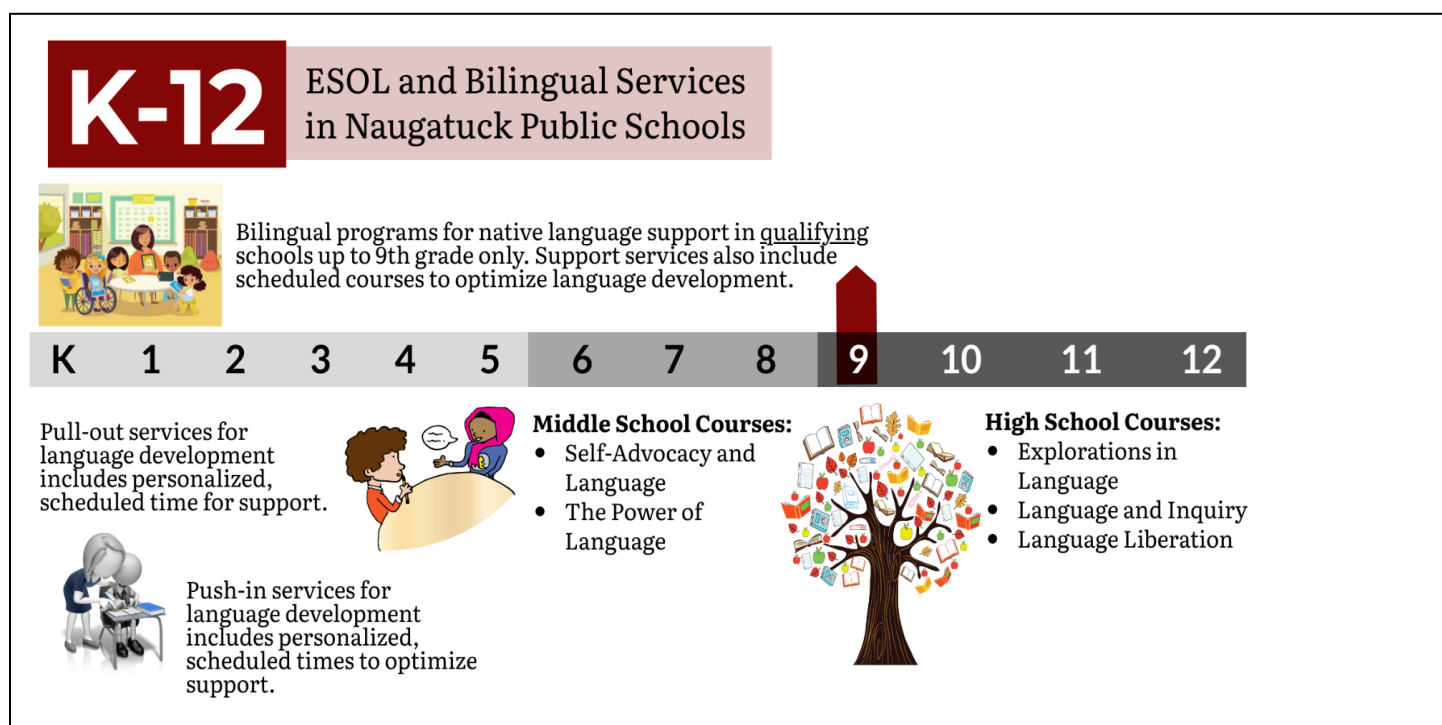
Who?	Responsibility	Task Description
ESOL, bilingual teachers or reading consultants	Determine the program code with information from the student history and parent/caregiver selection. Program codes used by NPS are provided on page 12. No other codes shall be used without consultation with the Assistant Superintendent and/or the Director of Teaching and Learning.	See the program code options on page 14. Codes must be entered in PowerSchool before October 1 for students enrolled at the beginning of the year and upon enrollment throughout the year. Codes may be changed upon written request from parent/guardian or upon audit of codes internally or via request from CSDE.
Administrators, ESOL, bilingual teachers or reading consultants	Create service schedules for MLs and their service providers to achieve optimal service hours based on service hour standards (see below).	Determine the frequency and duration of ESOL and bilingual services, depending on program code.
ESOL, bilingual teachers or reading consultants	Provide high-quality language services to Multilingual Learners	Based on the program codes, course descriptions, and pedagogical practices described below, provide instruction for all identified Multilingual Learners. Align instruction to CELF Standards and language objectives based on the Language Development Plan determined needs of individual students.
ESOL, bilingual teachers or reading consultants	Use existing structures (e.g., PLCs, data teams, collaboration time, etc.) to determine if the written curriculum and assessments meet the linguistic needs of MLs, determine and implement access points/differentiation.	Collaborate with classroom teachers, SPED teachers, and support educators to determine individual needs of students , using the students Language Development Plan
Administrators, ESOL, bilingual teachers or reading consultants	Address the linguistic interests of MLs in the intervention service model (e.g., MTSS, Tier 1 instruction, Tier 2, or Tier 3 intervention).	Attend all MTSS meetings for students who are identified MLs and/or provide ML data, appropriate levels of performance and corresponding supports needed to access curriculum and what modifications are necessary to access interventions.
ESOL, bilingual teachers or reading consultants	Advocate for the linguistic interests of all dually identified (SPED/ML) students.	- Attend all PPT or Section 504 meetings of identified Multilingual Learners. Review the Present Level of Performance and IEP/504 plan to address any linguistic needs. - Share ML data and corresponding supports. - Contribute to the decision of testing in other languages for evaluation. - Collaborate to provide translation for parents, as needed. - Determine which accommodations would be appropriate for students taking the annual language assessment (e.g., LAS Links) before January 1st.

Who?	Responsibility	Task Description
Administrators, school counselors, ESOL, bilingual teachers, reading consultants	Review data of and provide equitable access for MLs to Advanced Placement, Honors, and other advanced courses.	Coordinate with Assistant Superintendent and Director of Curriculum to determine how to best meet the needs of identified ML students.
Director/Assistant Director of Special Services, administrators, school counselors, ESOL, bilingual teachers and reading consultants	Provide information about MLs with significant disabilities to the CSDE Assessment Office for alternate ELP assessment.	Provide information to district testing coordinator and special education team to determine whether or not students with significant disabilities will take the annual assessment of language proficiency (e.g., LAS Links).
ESOL, bilingual teachers or reading consultants	Review assessment data for anomalies upon receipt.	Review annual assessment data (e.g., LAS Links) to determine if there are any anomalies, report such discrepancies to the district coordinator and Assistant Superintendent before contacting the testing vendor and CSDE.
ESOL, bilingual teachers or reading consultants	Review and analyze annual language assessment data. Share with pertinent stakeholders. Put a copy of annual assessment results in student's cumulative folder or PowerSchool.	- Review annual assessment data (e.g., LAS Links). Share scores with the classroom teachers, interventionists, special education team (as applicable), parents of MLs. - Place a copy of the scores in the cumulative folder and PowerSchool.
Administrators, ESOL, bilingual teachers or reading consultants	Group and place ML students in the following year's classes to best suit their linguistic needs, anticipating the population shifts.	Coordinate with building administration, school schedulers, classroom teachers, and special education team (as applicable) to determine schedules for identified and monitored MLs.

Important Dates

Annual Calendar of Responsibilities
❑ Screen all potential Multilingual Learners, send parent letters, send parents Bill of Rights and update codes in PowerSchool before October 1st ❑ Determine student service schedules for ESOL and/or bilingual services by October 15th ❑ Determine needed accommodations for LAS Links assessment for all dually identified students (i.e., special education and Multilingual Learner) by December 20th ❑ Set schedule and tickets for annual language assessments (i.e., LAS Links) by January 3rd ❑ Determine designated supports for statewide annual assessments (i.e., SAT, NGSS, and Smarter Balanced) by January 15th ❑ Administer annual assessment of language proficiency (i.e., LAS Links) by March 3rd (or as indicated by CSDE)

Programming for Identified Multilingual Learners



Language Program Options and Descriptions

“English language development is Tier 1 instruction, no matter where or with whom the instruction takes place.

“The Civil Rights Act of 1964, Title VI, and the Office of Civil Rights require that every identified English learner must receive services for English language development, even those who are also identified with a disability. The only exceptions are those students whose parents/caregivers have opted them out of language services. However, districts should monitor these students closely.”

[English Learners in Connecticut's Public Schools — Guidelines for Administrators](#)

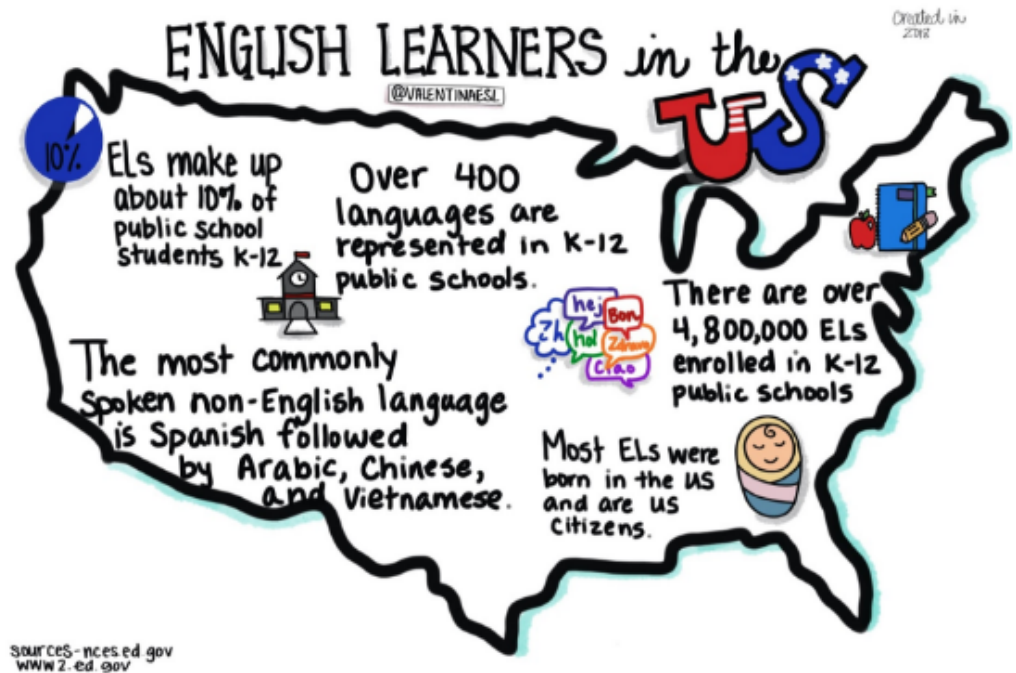
All students enrolling in Naugatuck Public Schools will be screened for dominant language by a Home Language Survey **if one has not been administered in a previous district**. If there is a language other than English spoken at home by the student or caretakers, educators will screen the student for English language proficiency and make a final determination of the dominant language. With that determination, ESOL and bilingual teachers will send a letter to parents to explain the program options (see [EL Identification Letter to Send Out](#)). Parents and teachers will collaborate to make a decision about program placement for MLs. ESOL and bilingual teachers will schedule students into the programs below with the service hour recommendations.

Elementary and Intermediate Schools (K-6)	Middle School and High School
ESOL  Using the CT English language Proficiency (CELP) Standards, teachers provide pull-out and push-in support to acquire growing English proficiency in speaking, listening, reading and writing. Students will receive these supports until students attain proficiency, as measured by the annual English Language Proficiency Assessment (e.g., LAS Links). These services and supports (both amount and type) will be determined by the student’s language proficiency level, as measured by formal and informal language assessments. These services and supports will be recorded in the students’ Language Development Plan (LDP) in ELlevation. Students are entitled to additional designated supports on classroom, district, and state assessments, including native language support. Transitional Bilingual Education  Eligible students in state-determined schools will receive native language support. The goal of bilingual education is to grow proficiency in English, while maintaining proficiency in the native language. Educators will honor the use of the native language as a tool in growing English proficiency. The educators will use the biliteracy approach, which focuses on the use of language analysis and growth of academic language skills in both languages.	ESOL  Using the CT English language Proficiency (CELP) Standards, teachers provide English language development courses, focusing on growing English proficiency in speaking, listening, reading, and writing. Students progress through a series of courses, until students attain proficiency, as measured by the annual English Language Proficiency Assessment (e.g., LAS Links). Select students will receive push-in support in core courses (e.g., ELA, math, science, and social studies). These services and supports (both amount and type) will be determined by the students’ language proficiency level, as measured by formal and informal language assessments. These services and supports will be recorded in the students Language Development Plan (LDP) n ELlevation. Students are entitled to additional designated supports on classroom, district, and state assessments, including native language support. Transitional Bilingual Education (Grades 7-9 only)  Eligible students in state-determined schools will receive native language support. The goal of bilingual education is to grow proficiency in English, while maintaining proficiency in the native language. Educators will honor the use of the native language as a tool in growing English proficiency. The educators will use the biliteracy approach, which focuses on the use of language analysis and growth of academic language skills in both languages.

Language Program Codes

Naugatuck Public Schools uses select ML Program Codes from the CT State Department of Education in Power School and PSIS to identify the programs being used to service students.

Program codes should be verified on Power School by the ESOL/Bilingual teachers for all Multilingual Learners upon enrollment and before September 30th, before the ELP Assessment window opens, and before June 30th. Any changes should be updated and reported to the PSIS coordinator.



Each year CSDE publishes the complete list of codes used for PSIS. Please refer to the latest [Connecticut Education Public School Information System \(PSIS\) Reference Guide](#) for complete details and descriptions. The codes used most often in our district are outlined below.

ML Program Codes for Naugatuck Public Schools:

- 1A: Transitional bilingual (Only available to eligible students in designated schools)
 - Grades K-9 only
 - Parents must confirm selection for bilingual program
- 2: High school ESOL (would otherwise be eligible for bilingual but 30 months to graduation)
 - Grades 10-12 only
- 3: LTSS (completed 3+ years of bilingual education but not yet proficient on ELP Assessment (LAS Links))
 - Grades 3-12 only
 - Must have previous 1A transitional bilingual code
 - Must have completed 3+ years of transitional bilingual education
- 4: Parent Refusal (eligible for bilingual education)
 - Parent must send a letter to opt student out of services
 - Student is still administered the ELP Assessment (LAS Links) yearly until exit criteria is attained
- 5A: ESOL pull-out courses
 - Grades 6-12
 - For all students in a non-bilingual mandated school

- For all students in a bilingual mandated school who don't speak second target language (e.g., Spanish or Portuguese)
- 5D: ESOL pull out/push-in (not eligible for bilingual services)
 - Grades K-12
 - For all students in a non-bilingual mandated school
 - For all students in a bilingual mandated school who don't speak second target language (e.g., Spanish or Portuguese)
- 6: Parent refusal (not eligible for bilingual education)
 - Parent must send a letter to opt student out of services
 - Student is still administered the ELP Assessment (LAS Links) yearly until exit criteria is attained
- 7D: Eligible for bilingual but opting for ESOL pull-out/push-in
 - Grades K-9
 - Parent must confirm this selection

Service Hours for Multilingual Learners

It is the responsibility of the ESOL/Bilingual teacher to create schedules for MLs and their service providers to achieve optimal service hours based on service hour standards. Duration and frequency of services are determined by student data including annual English language proficiency assessments (e.g., LAS Links) and classroom performance.

Intervention services are to be scheduled *after* students are scheduled for ESOL/Bilingual services, as ESOL/Bilingual services are Tier I instruction.

ESOL/Bilingual services are best implemented by a certified ESOL/Bilingual teacher. However, all educators can provide services for ML students. Reading Consultants and classroom teachers who deliver directed linguistic support count in this number.

Not all English learners should receive equal numbers of service hours. Newcomer English learners with limited English proficiency need intensive support upon arrival. Students who are dually identified with a disability may require different levels of service, depending on the nature of their disabilities and their special education service hours, as indicated on their IEPs. However, all dually identified English learners (SPED/EL) are entitled to receive English language development supports.”

[English Learners in Connecticut's Public Schools — Guidelines for Administrators](#)

Language level/Program <i>CSDE guidance on the education of Multilingual Learners</i>	Frequency/ duration of English language development
Newcomers up to 10 months Students with Limited or Interrupted Formal Education (SLIFE) Student with limited or no previous English instruction ESOL Pull-out/Push-in	Daily 45 mins + ~225 minutes weekly
Level 1 up to 10 months ESOL Pull-out/Push-in	4-5 days/wk 30-45 mins + ~120-225 minutes weekly
Level 2 and Level 1 over 10 months ESOL Pull-out/Push-in	3-5 days/wk 30-45 mins + ~90-225 minutes weekly
Levels 3-4 ESOL Pull-out/Push-in	2-5 days/wk 30-45 mins + ~60-225 minutes weekly
Transitional Bilingual Students less than 30 months (i.e., 3 years) in program Native language support in addition to English language development Use of target language (e.g., Spanish or Portuguese) in each session Pull-out/Push-in	Daily 30-45 mins + ~150-225 minutes weekly

English for Speakers of Other Languages (ESOL) Course Descriptions

Elementary School

ESOL support at the elementary level gives Multilingual Learners access to the curriculum. Educators will provide both push-in and pull-out supports to identified Multilingual Learners, focusing on language targets for individuals and groups of Multilingual Learners. Students who are learning English will continue to employ their knowledge and skills in their native language(s) to access course content. Students will explore the big ideas about the English language (e.g., patterns, processes, ways of knowing, etc.) that students will understand as a result of engaging in the learning experiences. Students who qualify for bilingual education will receive native language support both in ESOL and mainstream courses.

Middle School

ESOL courses in the middle school sequence give Multilingual Learners the opportunity to engage with language as a tool for learning and communication. Students who are learning English will continue to employ their knowledge and skills in their native language(s) to access course content. Students will explore the big ideas about the English language (e.g., patterns, processes, ways of knowing, etc.) that students will understand as a result of engaging in the learning experiences. Students who qualify for bilingual education will receive native language support both in ESOL and mainstream courses.

Self-Advocacy and Language

Levels: ELP Levels Newcomers, 1-3

By taking responsibility for their own learning, middle school learners will engage in English in order to ask the right questions to the right audience and learn to use their own multilingual and multicultural funds of knowledge to engage with the curriculum. Select student groups may need additional support to gain familiarity with the letters, sounds, structures, and basic vocabulary of the English language in service of the goal of self-advocacy. Students will build vocabulary and understand the functions of English in order to build self-advocacy skills for the mainstream classroom environment. Activities and materials may require additional modeling, scaffolding, or guided practice relative to ability or language levels, especially for those students who have experienced limited or interrupted formal schooling.

The Power of Language

Levels: 3-4

In this course, middle school learners will use their growing proficiency in English to communicate their ideas in speaking and writing. Students will develop their language output with elements such as acknowledgement of the audience, use of voice, style, text structure, usage, and tone in oral presentations, peer discussions, response to text, and written compositions by studying model texts.

High School

ESOL courses in the high school sequence give Multilingual Learners the opportunity to learn how English works, so that they can meet and exceed the high expectations of their academic pursuits and build strong bonds with peers and teachers. Students who are learning English will continue to employ their knowledge and skills in their native language(s) to access course content. Students will explore the big ideas about the English

language (e.g., patterns, processes, ways of knowing, etc.) that students will understand as a result of engaging in the learning experiences. Students who qualify for bilingual education will receive native language support both in ESOL and mainstream courses.

Explorations in Language

- **Levels:** Newcomers, ELP levels 1-2
- **Prerequisites:** N/A
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9-12

In this course, students will utilize a growing English vocabulary to access text, write responses to text, participate in discussions and debates, compose texts, and navigate between cultural contexts and orientations. Students will grapple with texts, both small selections of grade level texts and leveled texts. Select students may need additional support to gain familiarity with the letters, sounds, structures, and basic vocabulary of the English language. Students will learn to use a variety of tools and skills to access tasks and texts, including but not limited to task/text analysis, vocabulary strategies, and translation tools. Students will use their growing proficiency to communicate ideas, opinions, and feelings in speaking and writing. Activities and materials may require additional modeling, scaffolding, or guided practice relative to ability or language levels, especially for those students who have experienced limited or interrupted formal schooling.

Language and Inquiry

- **Levels:** ELP levels 1-4
- **Prerequisites:** Explorations in Language or ELP assessment scores
- **Credit Value:** 1.0
- **Terms offered:** Full year
- **Open to Grades:** 9-12

In order to grow in awareness of and proficiency in the English language, students will engage in the inquiry process to study model pieces of text. Students will investigate the use of style, form, structure, vocabulary, grammar and syntax from multiple genres (e.g., argument, poetry, short story, drama, speeches, dialogues, word problems, mathematical discourse, and other expository texts). Students will employ all language modes (e.g., speaking, listening, reading, and writing) to engage in language inquiry. Students will primarily work in small groups, stations, and centers. Activities and materials may require additional modeling or guided practice relative to ability or language levels. Students will share the outcomes of their inquiry with an authentic audience (e.g., peers, authors, community members, other teachers, administration, etc.)

Language Liberation

- **Levels:** ELP levels 3-4
- **Prerequisites:** Explorations in Language or ELP assessment scores
- **Credit Value:** 1.0

- **Terms offered:** Full year
- **Open to Grades:** 10-12

As students grow closer to English proficiency, it is the ideal time to learn and employ advanced skills in language acquisition that will serve to access tasks and texts throughout the learner’s lifetime. Based on the idea of language liberation, whereby students engage in a process of self-determination and claim linguistic power and also an internal process of self-examination, students will explore the intersections of language and power and discuss how bias exists in language. Students will read and respond to several essays, stories and videos that explore language and culture. Possible texts include “[3 Ways to Speak English](#),” “[The Power of Language: How Words Shape People, Culture](#),” “[Language is Power](#),” “[The Danger of a Single Story](#),” “[The Superior Social Skills of Bilinguals](#),” “[The Joys and Benefits of Bilingualism](#),” “[How the Language You Speak Influences the Way You Think](#),” “[Am I Latino Enough?](#)” “[The Art of Translation](#),” “[What is Translanguaging?](#)” “[Surrendering](#),” and “[Girl](#).” Students will discuss the use of translation, explore its benefits and challenges. In addition, students will compose a portfolio of original text (e.g., poetry, speeches, videos, narrative essays, short stories, etc.) that showcase their linguistic decisions by the use of code switching, circumlocution, and translanguaging in compositions and reflections on their choices as writers and speakers.

Bilingual Services

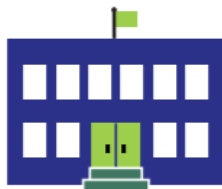
In Naugatuck Public Schools, the goal of bilingual education is to grow proficiency in English, while maintaining proficiency in the native language. Educators will honor the use of the native language as a tool in growing English proficiency. The educators will use the biliteracy approach, which focuses on the use of language analysis and growth of academic language skills in both languages.

Bilingual services, including native language support, gives Multilingual Learners access to the curriculum. Educators will provide both push-in and pull-out supports to identified Multilingual Learners enrolled in the bilingual program, focusing on language targets for individuals and groups of Multilingual Learners. Students who are learning English will continue to employ their knowledge and skills in their native language(s) to access course content and build academic language in both languages. Students will explore the big ideas about the English language and native language (e.g., patterns, processes, ways of knowing, etc.) that students will understand as a result of engaging in the learning experiences.

The state of Connecticut has specific [legislation](#) that guides its determination of eligibility for bilingual programming.

Mandated bilingual education program in the next school year if present in the current school year on the October 1 PSIS collection (Connecticut General Statutes, Section 10-17f(b)):

One school building



20 English learners



Same home/native language



The state has provided guidelines: [*English Learners in Connecticut's Public Schools: Guidelines for Administrators*](#)

Biliteracy

Biliteracy is defined as the capacity to listen, speak, read and write with proficiency in two languages. We have an **additive** view of our students' first language and culture in order to succeed academically and socio-emotionally that is, rather than a gradual transition out of Spanish into English, we **add** on literacy instruction in English. We simultaneously build up literacy in both languages. (See pedagogical components of bilingual education below.)

Bilingual educators will make intentional decisions about the use of native language in the support of Multilingual Learners enrolled in the bilingual program. All support sessions for the bilingual program will include the use of native language.

ESOL and Bilingual Pedagogy

English for Speakers of Other Languages (ESOL) and bilingual education programs provide students with a pathway to increase language proficiency while engaging in the mainstream curriculum.

Research-based approaches and strategies to language acquisition provide ML students with the opportunity to engage and learn with their peers.

ESOL Push-in Routines

Multilingual Learners in grade-level and content courses are entitled to access to the mainstream curriculum. As such, as ML students engage with lesson materials and tasks, they are entitled to linguistic supports. When a teacher pushes into a classroom to support students, it is critical to have a linguistic target to attain during the lesson.

Before entering the classroom, the teacher should determine the linguistic strengths and areas of growth to be addressed. The teacher may decide to curate a toolkit of resources to use with the student (e.g., graphic organizers, whiteboard, iPad, translation tools, bilingual dictionaries, etc.)

1. Upon entering the classroom, determine the content and skills targets of the lesson.
2. Determine what language and language skills the student needs to be successful in the day's lesson.

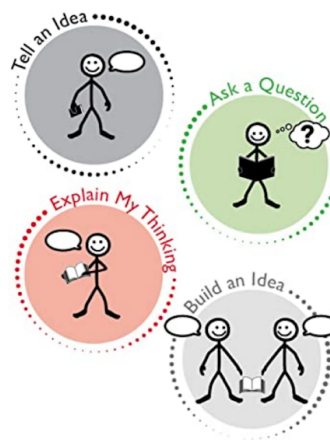
Push-In and Pull-Out Services

ESOL and Bilingual Student Support

What Push-In Services Look Like

Before entering the classroom, the teacher should:

- Determine the linguistic strengths and needs of students
- Prepare for content students will encounter and any academic or classroom vocabulary that will be necessary to a student's ability to make sense of the learning
- Use the CELF standards to develop a target for the student while assisting him or her in the classroom
- Think about and develop an approach that will assist that student in thinking deeply about the content while building language skills



During classroom instruction, the teacher should:

- Be prepared to offer language support and strategies so that the student can make sense of text, discussion and learning
- Be prepared with resources that a student can learn to use independently to improve his or her own language acquisition (i.e., dictionaries, glossaries, graphic organizers).
- Reword or rephrase questions or information in a grammatical structure that will help the student make sense of the learning.
- Use images and pictures to assist students in making sense of the learning.

After classroom instruction, the teacher should:

- Review the learning target and assess how well the student was able to use language strategies and support to meet the target.
- Use data from the student's response to your support to plan for push-in services.

What Pull-Out Services Look Like

Journaling:

- Each pull-out session should begin with a journaling activity that has a focus on Social and Emotional Learning, possibly using the RULER Mood Meter to facilitate.
- Differentiation is important so that students feel the exercise is accessible and valuable.



Vocabulary and Grammar:

- During each pull-out session, students will have a lesson that focuses on either vocabulary or grammar, depending on their needs.
- Such lessons can include: word sorts, cognate study, word parts, connotation vs. denotation, Noticing Approach to Grammar activity.

Focus Lesson and Skills Practice:

- This is a time for strategic practice. Students should either be learning and/or practice reading strategies, writing strategies, or speaking/listening strategies. The strategies should be practiced in context of classroom learning so that students can make connections between the pull-out services and classroom learning.

Independent Practice or Small Group:

- This is a time for students to independently apply the strategies or skills that you have taught in your focus lesson.
- Students should be actively practicing language acquisition skills.

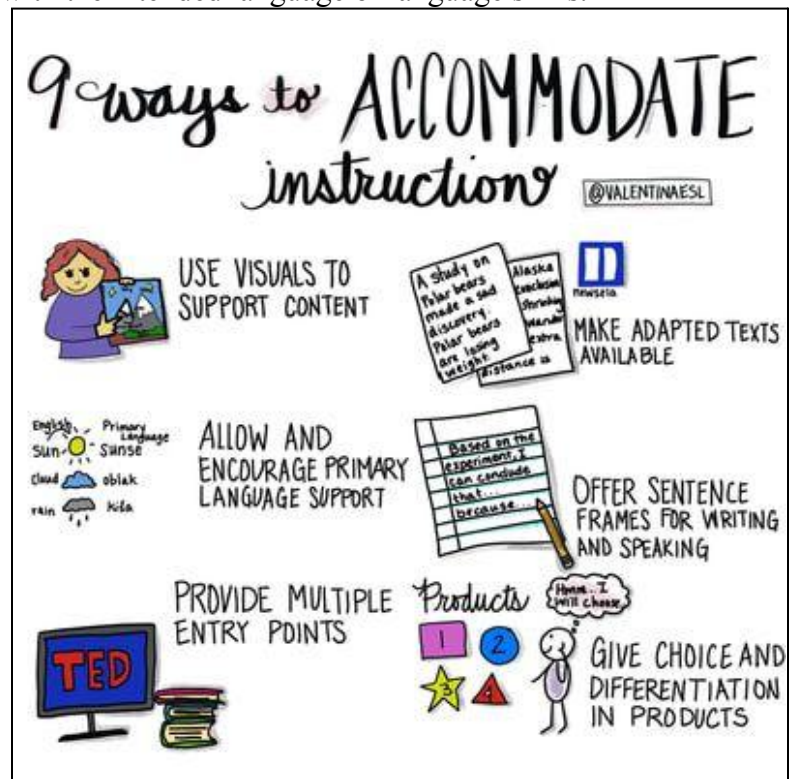
Exit Tickets:

- Students need to opportunity to reflect on their own learning, and these reflections will drive instructional needs and decisions.



3. Determine the CELP Standards that align with the intended language or language skills.
4. Select a language target from the corresponding standard.
5. Develop an approach to give students access to the lesson activity or task, while focusing on your intended language target.

Note* Task completion is not your goal when pushing in with ML students. Your goal is to help students attain the language target.



CELP Standards and Corresponding Language Targets

Speaking (S) and Listening (L)	Reading (R)	Writing (W)
Aligned Standards CELP 1 (L retell, story elements, main idea, summary) CELP 2 (S/L student to student discourse) CELP 3 (S presentation) CELP 4 (S oral argument/opinion) CELP 5 (S research presentation) CELP 6 (S/L student debates) CELP 7 (S adapt language to audience, task, purpose, use academic vocabulary) CELP 9 (S/L text structure) CELP 10 (use grammar accurately)	Aligned Standards CELP 1 (retell, story elements, main idea, summary) CELP 5 (research) CELP 6 (analyze claims/opinions) CELP 8 (understand vocabulary meaning) CELP 9 (text structure, retell structure)	Aligned Standards CELP 3 (narrative, informational writing) CELP 4 (argument/opinion writing) CELP 5 (research and research writing) CELP 6 (written analysis of opinions/claims) CELP 7 (adapt language to audience, task, purpose, use academic vocabulary) CELP 9 (employ text structure) CELP 10 (use grammar accurately)
Speaking (S) and Listening (L)	Reading (R)	Writing (W)
Corresponding Targets <i>I can...</i> - listen to and retell a story (CELP 1) - watch a film and determine the main idea (CELP 1) - determine the most important details in an oral presentation/ read-aloud/ film (CELP 1) - determine the most important words in a presentation (CELP 1) - effectively participate in discussion (CELP 2) - use evidence to explain my ideas in conversation (CELP 2) - respond to other's ideas and questions (CELP 2) - use vocabulary effectively in presenting ideas (CELP 3) - use evidence to support my ideas and opinions (CELP 3, 4) - present ideas from research in a structured format (CELP 3, 5, 9) - present effectively (e.g., eye contact, volume, tone, etc.) (CELP 3) - formulate questions (CELP 6) - use transitional language effectively (CELP 9) - use social and academic language appropriately with different audiences (CELP 7) - construct an effective sentence (e.g., question, statement, opinion, claim) (CELP 10)	Corresponding Targets <i>I can...</i> - understand how text are organized (e.g., concepts about print) (CELP 1) - decode words (CELP all) - read fluently to support comprehension (CELP all) - determine the character, setting, and plot points in a story (CELP 1) - describe story elements (CELP 1) - read and retell a story (CELP 1, 9) - determine the most important details in a text (CELP 1) - determine the most important words in a text (CELP 1) - ask questions about a text (CELP 1, 6) - compare and contrast texts/topics (CELP 1, 5, 6) - make inferences (CELP 1) - make predictions (CELP 1) - determine the author's purpose (CELP 1) - activate background knowledge (CELP 1) - use evidence/details without plagiarizing (CELP 5) - self-monitor comprehension and use fix-it strategies (CELP 1) - analyze author's craft (i.e., what techniques an author uses and how they impact meaning of the text) (CELP 1, 6) - draw evidence from several texts (CELP 1, 5) - determine the meaning of new words (CELP 8) - use word parts (e.g., prefixes, suffixes, inflectional endings –ed, –ing) to determine the meanings of words (CELP 8)	Corresponding Targets <i>I can...</i> - Construct an effective sentence (CELP 3, 4, 7, 9, 10) - construct an effective paragraph (CELP 3, 4, 5, 7, 9, 10) - use academic vocabulary effectively (CELP 3, 7) - use descriptive language effectively (CELP 3, 7) - write for an intended audience (CELP 7) - construct an effective sentence (e.g., question, statement, opinion, claim) (CELP 10) - structure writing to match with my intended purpose (CELP 9) - use transitional language effectively (CELP 9) - use tense accurately (CELP 10) - use punctuation effectively (CELP 10) - use language effectively to name and describe objectives, topics, and concepts (CELP 3, 10) - use pronouns effectively (CELP 10) - use a variety of sentence structures (CELP 10)

• use tense accurately (CELP 10) • use language effectively to name and describe objectives, topics, and concepts (CELP 3, 10) • use pronouns effectively (CELP 10) • pronounce accurately (CELP all speaking)	• use reference materials to determine word meaning (CELP 8) • describe the text structure (CELP 9) • explain why the text structure is important (CELP 1, 9) • compare text structure (CELP 9) • use visuals (e.g., graphic organizers, images, video) to determine word meaning (CELP 8)	• correctly use frequently confused words (e.g., too, two, to) (CELP 10)
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Using the CELP Standards to Frame Instruction

The CT English Language Proficiency (CELP) Standards were approved by the State Board of Education in 2015 for use with all Multilingual Learners. As such, if there is an ML in your classroom, you should familiarize yourself with the CELP Standards and use them to make determinations about what MLs can do and how you might adapt instruction and/or assessment based on students' language levels.

Begin with the CELP Standards Proficiency Descriptors. These are organized by grade level band (i.e., K, 1, 2-3, 4-5, 6-8, 9-12).

Ten CELP Standards that describe the language skills that students use in order to access curriculum at every grade level.

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3. Speak and write about grade-appropriate complex literary and informational texts and topics.
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.
8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.



For each standard, there are levels that describe what MLs can do by their language proficiency level. [These descriptors](#) will function as our scoring guides for language proficiency and reporting. See the example below:

Example: 2-3.1

Grades 2-3 CELP Standard 1

2-3.2: Grades 2-3 CELP Standard 2

Levels 1-5 Describe what MLs can do for that standard and the level of support they need to be successful.

Grades 2-3 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases	with prompting and supports, use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson	with guidance and supports, use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details	use an increasing range of strategies to: • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories
		from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts, and oral presentations	from read-alouds, written texts, and oral presentations	from read-alouds, written texts, and oral communications
2-3.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh- questions	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas
		about familiar topics	about familiar topics	about familiar topics and texts	about a variety of topics and texts	about a variety of topics and texts

To assist classroom teachers in understanding the levels of performance of students, NPS ESOL/Bilingual teachers have created a tool to look at the students' performance in relation to familiar language skills. You

Speaking <i>I can initiate and participate orally in a range of discussions, collaborations, and presentations.</i>					
CELP Standards 2, 3, 4, 5, 6, 7					
Indicator	Level 1	Level 2	Level 3	Level 4	Level 5
Respond to and formulate questions (Indicator A)	<i>With prompting and supports,</i> I can produce one-word answers	<i>With prompting and supports,</i> I can produce one-word, short phrases and simple sentences or questions	<i>With guidance and supports,</i> I can produce simple sentences or questions	I can produce simple and complex sentences or questions	I can produce complex responses and questions

can access the full document [here](#).

Each of the CELP Standards Proficiency Descriptors are aligned to a language domain (i.e., speaking, listening, reading, and writing) and organized by indicator. For each indicator, there are descriptors of what MLs can do at each level of language proficiency.

CELP Standards Linguistic Supports

The level of support an ML needs to access performance levels depends on the individual student and content knowledge or skills being accessed. In Kindergarten, students at all levels need prompting and supports. Beyond Kindergarten, students at levels 1-2 need prompting and supports, students at level 3 need guidance and supports, and students at level 4 and above need supports.

Prompting and Supports vs. Guidance and Supports

As outlined in the CELP Standards document, Multilingual Learners at English proficiency levels 1 and 2 across grade levels K-12 receive prompting and supports and all proficiency levels in Kindergarten, while Multilingual Learners at English proficiency level 3 in grade levels 1-12 receive guidance and supports. The supports referenced in both cases are linguistic supports. The principal difference between prompting and guidance is the amount of support needed to enable students to produce output (speaking or writing) in response to what they have listened to or read. Students at English proficiency levels 1 and 2 require instructions, gestures, models of language, examples of language, and cues to be able to produce their own responses. Responses may be verbal or nonverbal at English proficiency level 1. However, as language develops, Multilingual Learners still need models, but may not require continual support from the teacher and may only need support to begin, continue, or finish a task. Although prompting is a valuable tool to use for Multilingual Learners at all English language proficiency levels, it is required for the success of the students at the lower levels of English proficiency in all classrooms and content areas.

You can access all the linguistic supports organized by language level and content area [here](#).

Building a Toolkit for Push-in Services

When pushing into a classroom to support Multilingual Learners' language development, a teacher needs to adjust to the targets of the lesson and the language targets that match the students' needs. As such, a teacher should build a toolkit of resources, tools and strategies that they can adapt to every classroom situation and for all student needs.

Resource	Use
Auto-Highlight Chrome Extension	Teach students to use the extension to identify points of focus in a text.
Bilingual dictionaries/glossaries	Have students create or use a printed resource of a word-to-word bilingual dictionary/glossary to build English and native language vocabulary. • Bilingual Glossaries and Cognates • Vocabulary cards
<i>Crossing into English</i>	Use the contrastive analysis to determine the sounds and structures that may be challenging for ML students learning English sounds and structures. Every school has copies of this text.
Google Read and Write	Use the extension to give students access to text with read alouds, translation, text simplification, picture dictionary, text masking, etc.
Graphic organizers	Build conceptual understanding by selecting or creating a graphic organizer that corresponds to conceptual understanding or text features.
Models	Provide students models of the target text type (e.g., statements, questions, paragraphs, full texts) and provide students the opportunities to notice the patterns and structures in the text before creating their own, using sentence frames and word banks, depending on language levels.
Other dictionaries/glossaries	Visual dictionaries or glossaries help students conceptualize new concepts or concepts they know in their home language(s). Have students create their own. • http://www.vidtionary.com/ • http://www.visualdictionaryonline.com/ • https://learnersdictionary.com/
Realia	Bring real items to assist students in conceptualizing vocabulary and build background knowledge. • Using realia to build background
Rewordify	Simplify text • https://rewordify.com/

Sentence frames with or without word banks	Sentence frames provide students a grammatical model for students entering into more complex forms of language in reading response, writing, and discussion. Word banks help students expand their vocabulary. • Scaffolds to Support Multilingual Learners from Achieve the Core
Thinglink	An interactive image tool offering a unique way to link "things" within images. Teachers and students should register using the EDU version. Free Android and iOS apps are also available. ThingLink for the Web allows users to embed interactive images into websites, videos and text with a click.
Total Physical Response (TPR)	Using movements that the teacher initiates, students engage in conceptual understanding of words and concepts.
Translation Tools	Translate whole documents or words and phrases in documents. • Google Translate • WordReference Bilingual Dictionary • Talking Points

ESOL Pull-Out Classroom Routines

All lessons should have language and/or content objectives aligned to CELP Standards. The lessons can be taught in any order, as long as it contains the lesson components. Students should have opportunities to read, write, and discuss every day. Times are approximate and should be adjusted based on length of class. Not all lesson components may be present in a 30 minute ESOL lesson.

LESSON PART 1:

Journals/Oral Check-in with Social and Emotional Learning (SEL) Focus (5-10 minutes daily)

- Use mood meter to orally check in (possibly in transition)
- A journal prompt should be provided (e.g., picture prompts, narrative, opinion/argumentative, and informational prompts should vary over time)
- Differentiation according to language and literacy level should be provided (e.g., writing in native language, minimum length guidelines, word banks, sentence frames, etc.)

LESSON PART 2: (select one of **two options** Vocabulary **OR** Grammar):

Vocabulary Activity (10-15 minutes)

- [Six Step Vocabulary Process from Marzano](#)
- Personal dictionaries
- Concept mapping
- Cognate study
- Word sort
- Word study of word parts
- Realia/role play

- [KIM Strategy](#)
- Use context clues
- Shades of meaning/ connotation vs. denotation
- *Academic Vocabulary Toolkit*
- Concept circles (for review)
- Cloze passages (for review)

Grammar Activity (10-15 minutes)

- Explicit and Embedded Grammar and Syntax Instruction
- ***Noticing Approach to Grammar*** Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *Tesol Quarterly*. 40 (1), 83-107.

[Example: Embedded Language and Structure Exercise](#)

Teacher Instructions:

Round 1: Read the passage aloud and ask students to answer the comprehension questions.

(Passage is selected by teacher based on the unit being studied)

Round 2: Read the same passage aloud again. Students fill in the blanks with targeted grammar point (e.g., word parts, punctuation, words, etc.). In pairs, students compare what they wrote/put in the blanks. *The blank targets one specific* grammar/spelling/punctuation/structure point (e.g., forming simple past tenses, punctuating dialogue, using capital letters, spelling patterns, etc.).

Round 3: Read the passage again. Compare what they agreed on and the blanks they've filled. Answer the open ended questions to generate the rule in student language.

Round 4: Teacher provides the rule. Class discusses the differences between the teacher rule and their rule. Then the students write a passage/sentences using the grammar point accurately.

- **RESOURCE** for Teachers: [English Grammar Lessons Online](#)

LESSON PART 3:

Choose Focus Lesson and Skills Practice (5-10 minutes)

You may have 1-4 focus lessons a week. During the other class periods, you are using the additional lesson time for additional skills practice, conferring, small group instruction, discussions, reading, protocols, etc.

- A. Reading Strategy
 - a. Supplemental foundational reading practice, focusing on new and challenging sounds, letters, etc. (Use *Crossing into English* as a resource; See explanation in bilingual pedagogy section)
 - b. Comprehension strategy (e.g., summarizing, predicting, inferring, comparing and contrasting, etc.)
 - c. Read a narrative or informational text (e.g., from CommonLit, Reading A to Z, a novel, Newsela, articles, etc.)
 - d. Students apply strategy to reading and write a reading response or discussion protocol
- B. Writing Strategy
 - a. Craft or Structure lesson (e.g., Using descriptive language, argumentative structure, using evidence, considering audience, etc.)
 - b. Discussion, Planning, and Time to draft and/or revise a text
 - c. Writing/ drafting graphic text/texts
- C. Speaking and Listening Strategy

- a. Process, structure, or content lesson (e.g., turn taking, adding evidence, responding to peers/oral text, listening for important information, considering audience/register, etc.)
- b. Engage in a discussion protocol or listening activity

LESSON 4 (if time allows):

Independent Practice or Small Group (10-15 minutes)

- Independent reading or writing - applying the strategies taught in the focus lesson
- Small group instruction targeting specific language skills

LESSON PART 5:

Oral/Written Exit Ticket (3-5 minutes)

Reflection on both content and process aligned to lesson targets *daily*

Oral Language Routines (embedded in all sections of the lesson routine)

Students need oral language development in order to develop sentence structure and vocabulary. Discourse is an important oral language routine. There are three student goals to sensemaking: “Make their own idea clear and comprehensible, understand their classmates’ ideas, and figure out how to compare their ideas” (Miller, 2017). These three goals can be heavily impacted by a students’ depth of conceptual understanding and linguistic ability. A useful article focused on science can be found [here](#).

1. *Ask questions to strengthen oral language accountability* [from Bureau of Educational Research (2020). “Significantly Increase ELL Students’ Fluency in Reading, Writing, and Speaking”]

• I am going to give you a minute to write down an answer and then I am going to call on someone. • Turn to your partner. Think of ____prompt____. I will call on a group to answer. • I will give you 30 seconds to write your answer to this question, hold up your answers when you are done. • Listen carefully, I am going to read this passage and I want you to listen for_____.	• I am going to give you two choices. Then you tell me the answer and why you think it is correct. • Does this remind you of anything else we have learned about? • Think out loud. (Especially for math) • Do you agree with ____? Why? • Give me an example of _____. • (Assign a question.) After we discuss the answer to the question, I am going to call on someone for the answer.
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2. *Use protocols for discussion*

- [Find Someone Who](#)
- [Four Corners](#)
- [Inside Outside Circles](#)
- [Jigsaw](#)
- [Kagan Strategies](#) and [Kagan Cards](#)
- [Quiz-Quiz-Trade](#)
- [Rank-Talk-Write](#)
- [Save the Last Word for Me](#)

- [Say Something](#)
- [Second Set Partners](#)
- [Think Pair Share](#)
- [Turn and Talk](#)
- [Two Stray, One Stay](#)
- [Walk, Talk, Decide](#)
- [World Cafe](#)

3. *Embed language supports in discussion*

- a. Opportunities to use native language
- b. [Sentence frames](#) (Several examples of sentence frames in [math](#), [science](#), [ELA](#), [social studies/history](#))
- c. Word banks and/or word walls
- d. Model responses

Newcomers



Newcomer Toolkit

This newcomer toolkit gives suggestions/guidelines to help the reading specialist when a student first enters a new school and has limited or no English. The toolkit is designed to be used for the first four months of a student's arrival and possibly beyond based on student's need. Each student is unique and each student's supports and goals should be altered based on the student's ability and level.

All initial assessments should be administered soon after a student's arrival.

Access the Newcomer Toolkit [here](#).

Formative Assessment Practices

Formative assessment is a planned process in which teachers elicit evidence of student learning and adjust instruction accordingly. Formative assessment is not a test, but a process that includes several activities to collect evidence of individual student learning and progress towards the goals of the lesson. (Popham, W.J. 2008. *Transformative Assessment*. Alexandria, VA: ASCD.)

Examples of formative assessment practices and tools:

- [4 Formative Assessment Practices that Make a Difference in Classrooms](#)
- [27 Formative Assessment Strategies](#)
- [5 Fast Formative Assessment Tools](#)
- [8 Digital Formative Assessment Tools to Improve Student Motivation](#)

Materials

Texts <i>Find texts that represent the multicultural perspectives</i>	Technology	Other
Booksource Texts Breaking News English CommonLit Epic! Books ESL Bits Fable Cottage, The Global Story Books Newsela Reading A to Z Readworks Saddleback Books Spanish Experiment, The Teaching Tolerance Unite for Literacy Library	Auto-Highlight Google Extension Closed captioning EdPuzzle Google Read and Write Google Translate Khan Academy Kahoot Illustrated Math Dictionary Learner's Dictionary Lexia Power Up! (K-8) Padlet Peardeck Quiziz Quizlet Say Hi Translate ThingLink Vidtionary Vocaroo WordReference Bilingual Dictionary	<i>Academic Vocabulary Toolkit</i> <i>Crossing into English</i>

Bilingual Program Pedagogy

The bilingual teacher provides native language support to provide access to the course curriculum. Naugatuck Public Schools values its multicultural and multilingual community. By state statute the transitional bilingual program emphasizes the attainment of English. Naugatuck Public Schools takes the biliteracy stance, in order to value the attainment of English proficiency and the continued exploration of home language, particularly in the academic setting.

The principal tools in Naugatuck's Bilingual Program are:

- Intentional native language use and native language literacy instruction
- The Bridge/Bridging
- English language development

Bilingual Push-In Programming

1. Upon entering the classroom, determine the content and skills targets of the lesson.
2. Determine what language and language skills the student needs to be successful in the day's lesson.
3. Determine how you will use native language skills to support student comprehension and skill attainment

4. Determine the CELP Standards that align with the intended language or language skills.
5. Select a language target from the corresponding standard.
6. Develop an approach to give students access to the lesson activity or task, while focusing on your intended language target.

Bilingual Pull-Out Programming

All lessons should have language and/or content objectives aligned to CELP Standards. The lessons can be taught in any order, as long as it contains the lesson components. Students should have opportunities to read, write, and discuss every day. Native language should be used with intention to achieve the language targets. Times are approximate and should be adjusted based on length of class.

LESSON PART 1:

(Native language) Journals with Social and Emotional Learning (SEL) Focus (10 minutes daily)

- Journal writing should take place at the beginning of the class period.
- A journal prompt should be provided daily (e.g., picture prompts, narrative, opinion/argumentative, and informational prompts should vary over time)
- Differentiation according to language and literacy level should be provided (e.g., writing in native language, minimum length guidelines, word banks, sentence frames, etc.)
- [Lesson Planning](#)

LESSON PART 2: (select one of **two options** Vocabulary **OR** Grammar):

(Native language and English) Vocabulary Activity (15 minutes)

- [Six Step Vocabulary Process](#)
- Personal dictionaries
- Concept mapping
- Cognate study
- Word sort
- Word study of word parts
- [KIM Strategy](#)
- Use context clues
- Shades of meaning/ connotation vs. denotation
- *Academic Vocabulary Toolkit*
- [Teaching Vocabulary with Multilingual Learners in Mind](#)
- Concept circles (for review)
- Cloze passages (for review)

(English) Grammar Activity (15 minutes)

- **Noticing Approach to Grammar** Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *Tesol Quarterly*. 40 (1), 83-107.

[Example: Embedded Language and Structure Exercise](#)

Teacher Instructions:

Round 1: Read the passage aloud and ask students to answer the comprehension questions.

(Passage is selected by the teacher based on the unit being studied.)

Round 2: Read the same passage aloud again. Students fill in the blanks with targeted grammar point (e.g., word parts, punctuation, words, etc.). In pairs, students compare what they wrote/put in the blanks. *The blank targets **one specific** grammar/spelling/punctuation/structure point (e.g., forming simple past tenses, punctuating dialogue, using capital letters, spelling patterns, etc.).*

Round 3: Read the passage again. Compare what they agreed on and the blanks they've filled. Answer the open ended questions to generate the rule in student language.

Round 4: Teacher provides the rule. Class discusses the differences between the teacher rule and their rule. Then the students write a passage/sentences using the grammar point accurately.

- **RESOURCE** for Teachers: [English Grammar Lessons Online](#)

LESSON PART 3:

(Native language) Choose Focus Lesson and Skills Practice (10 minutes)

You may have 1-4 focus lessons a week. During the other class periods, you are using the additional lesson time for additional skills practice, conferring, small group instruction, discussions, reading, protocols, etc.

D. Reading Strategy

- a. Foundational reading skills lesson comparing English reading to native language reading (Use *Crossing into English* as a resource)
- b. Comprehension strategy (e.g., summarizing, predicting, inferring, comparing and contrasting, etc.)
- c. Read a narrative or informational text (e.g., from CommonLit, Reading A to Z, a novel, Newsela, articles, etc.)
- d. Students apply strategy to reading and write a reading response or discussion protocol

E. Writing Strategy

- a. Craft or Structure lesson (e.g., Using descriptive language, argumentative structure, using evidence, considering audience, etc.)
- b. Discussion, Planning, and Time to draft and/or revise a text
- c. Writing graphic novels

F. Speaking and Listening Strategy

- a. Process, structure, or content lesson (e.g., turn taking, adding evidence, responding to peers/oral text, listening for important information, considering audience/register, etc.)
- b. Engage in a discussion protocol or listening activity

LESSON 4:

(Native language or English, depending on levels and goals) Independent Practice or Small Group (10-50 minutes)

- Independent reading or writing - applying the strategies taught in the focus lesson
- Small group instruction targeting specific language skills

LESSON PART 5:

(Native language and English) Exit Ticket (5 minutes)

Reflection on both content and process aligned to lesson objectives *daily*.

Using Contrastive Analysis in Foundational Reading Instruction

- Using the text, *Crossing into English*, determine which sounds may be challenging to your students.
 - For example, short vowels are challenging for students who speak Spanish (see image below).
- Determine a multi-sensory approach to examine and learn [minimal pairs](#)
 - Find examples of multisensory approaches [here](#).
- Focus on the differences between the native language and English.
- Discuss the similarities and differences between the native language literacy and English literacy (e.g., letter names, letter sounds, spelling patterns, syllabication, silent letters and syllables, etc.).

Spanish

Countries of Origin: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Perú, Spain, Uruguay, Venezuela, United States

Number of Student Speakers (as of June 2018): 57311

New and Challenging Vowel Sounds Learning English

/æ/ mat, that

/ʌ/ cup

/ʊ/ bit

/o/ stop, lot

r-controlled vowels

/a:/ car

/ɜ:/ bird

/ɔ:/ court



New and Challenging Consonant Sounds Learning English

/dʒ/ enjoy, edge

/ŋ/ strong

/z/

/ʃ/ ship, sure

/tʃ/ chunk, creature

/v/

/h/

/θ/ teeth

/ð/ this, father



KEY For Grammar Terms

MARKED FOR: the base word is modified with a word part (e.g., prefix or suffix) to indicate agreement, inflection, or declination

WORDS CAN BE MARKED FOR:

Aspect: time reference in verbs if ongoing or completed

Gender: masculine or feminine nouns (i.e., grammatical gender)

Number: Plural or singular

Mood: manner that verb is expressed (e.g., imperative, subjunctive, conditional, etc.)

Person: 1st person (I/me), 2nd person (you/your), 3rd person (he/she/it/his/hers/its)

Tense: present, past, future, etc.

Definite: 'the' or 'that'

Indefinite: 'a' or 'an'

Infinitive: A verb with no inflection. In English, expressed 'to jump' 'to love' 'to be' etc.

Honorifics: A show of respect through use of different levels of verbs/pronouns to indicate respect

Particles: Small words that need to function with a noun/verb that indicate case, honorifics, tense, definiteness, etc.

Tonal languages: use high, medium, and/or low tones to express meaning; a different tone indicates a different meaning of a word

Grammar and syntax is different in different languages. Those differences can explain how students learning English may produce language that does not follow typical Standard English patterns. Examine the differences between English and the native language in the table below. Analyze how these differences might explain some different language patterns your students produce.

ENGLISH

Sentence order: subject-verb-object

Tonal language: no

Verbs: Marked for person, number, tense in the 3rd person singular (e.g., he/she/it runs), aspect, and mood; Relies heavily on auxiliary verbs (e.g., **has run** a mile every morning)

Nouns: Not marked for grammatical gender; Marked for number and possession

Pronouns: Marked for person, case, gender

Adjectives: Not marked for number or case; Precede noun or in predicate follows copula be

Articles: Definite and indefinite precede nouns

Writing/Spelling/Capitalization: Latin script; left to right; many exceptions to spelling rules; months, days of the week capitalized

Loanwords/Cognates: Latin, French, Greek, German

SPANISH

Sentence order: subject-verb-object; some flexibility

Tonal language: no

Verbs: Marked for gender, number, person, case, tense; 'that' clause used instead of infinitive (e.g., 'I want that they try harder.'). Present tense instead of present perfect (e.g., 'I finish it tomorrow.' instead of 'I will finish it tomorrow.')

Nouns: Marked for gender and number

Pronouns: Marked for gender, person, and number; Personal pronouns can be dropped;

Adjectives: Follow nouns; Marked for number and gender; Comparative and superlative adjectives formed with 'more' and 'most' (e.g., good, more good/better, most good)

Articles: Definite articles can be omitted;

Writing/Spelling/Capitalization: No capitalization of months, days of week, languages; Most words are spelled as pronounced; Latin script; left to right

Loanwords/Cognates: Arabic, English, Latin

Oral Language Routines (embedded in all sections of the lesson routine, Native Language/English)

Students need oral language development in order to develop sentence structure and vocabulary. Discourse is an important oral language routine. There are three student goals to sensemaking: “Make their own idea clear and comprehensible, understand their classmates’ ideas, and figure out how to compare their ideas” (Miller, 2017). These three goals can be heavily impacted by a students’ depth of conceptual understanding and linguistic ability.

- *Ask questions to strengthen oral language accountability* [from Bureau of Educational Research (2020), “Significantly Increase ELL Students’ Fluency in Reading, Writing, and Speaking”]

• I am going to give you a minute to write down an answer and then I am going to call on someone. • Turn to your partner. Think of (<u>prompt</u>). I will call on a group to answer. • I will give you 30 seconds to write your answer to this question, hold up our answers when you are done. • Listen carefully, I am going to read this passage and I want you to listen for_____.	• I am going to give you two choices. Then you tell me the answer and why you think it is correct. • Does this remind you of anything else we have learned about? • Think out loud. (Especially for math) • Do you agree with ____? Why? • Give me an example of_____. • (Assign a question). After we discuss the answer to the question, I am going to call on someone for the answer.
--	---

- *Use protocols for discussion.* Some examples of protocols include:
 - [Find Someone Who](#)
 - [Four Corners](#)
 - [Inside Outside Circles](#)
 - [Jigsaw](#)
 - [Kagan Strategies](#) and [Kagan Cards](#)
 - [Quiz-Quiz-Trade](#)
 - [Rank-Talk-Write](#)
 - [Save the Last Word for Me](#)
 - [Say Something](#)
 - [Second Set Partners](#)
 - [Think Pair Share](#)
 - [Turn and Talk](#)
 - [Two Stray, One Stay](#)
 - [Walk, Talk, Decide](#)
 - [World Cafe](#)

Embed language supports in discussion:

- Opportunities to use native language
- [Sentence frames](#) (Several examples of sentence frames in [math](#), [science](#), [ELA](#), [social studies/history](#))
- Word banks and/or word walls

- d. Model responses

Bilingual Program Materials

Texts	Technology	Other
<i>Find texts that represent the multicultural perspectives</i> Booksource Texts Breaking News English CommonLit Epic! Books ESL Bits Fable Cottage, The Global Story Books Newsela Reading A to Z Readworks Saddleback Books Spanish Experiment, The Teaching Tolerance Unite for Literacy Library	Auto-Highlight Extension Closed captioning EdPuzzle Google Read and Write Google Translate Khan Academy Kahoot Illustrated Math Dictionary Learner's Dictionary Lexia Power Up! (K-8) Padlet Peardeck Quiziz Quizlet Say Hi Translate ThingLink Vidtionary Vocaroo WordReference Bilingual Dictionary	<i>Academic Vocabulary Toolkit</i> <i>Biliteracy from the Start</i> <i>Crossing into English</i> <i>Teaching for Biliteracy</i>

The Bridge/Bridging

The Bridge is an instructional routine that is the critical piece of building biliteracy. The Bridge is meant to build metalinguistic knowledge in students, thus deepening their capacity to draw from funds of knowledge in either language in order to process tasks, conceptual knowledge, and deeper understanding. Bridge lessons take place midway through the learning cycle and at the end of the learning cycle.

Process of the Bridge

1. Translation of words and phrases from primary language of instruction to the other target language (e.g., side by side, illustration, or *Asi se dice*)
2. Metalinguistic study and activity focused on phonology, morphology, syntax and grammar, or pragmatics (e.g., cognates, shared/different sound-letter correspondences, use of tu/usted and you,
3. Extension activity using the other target language

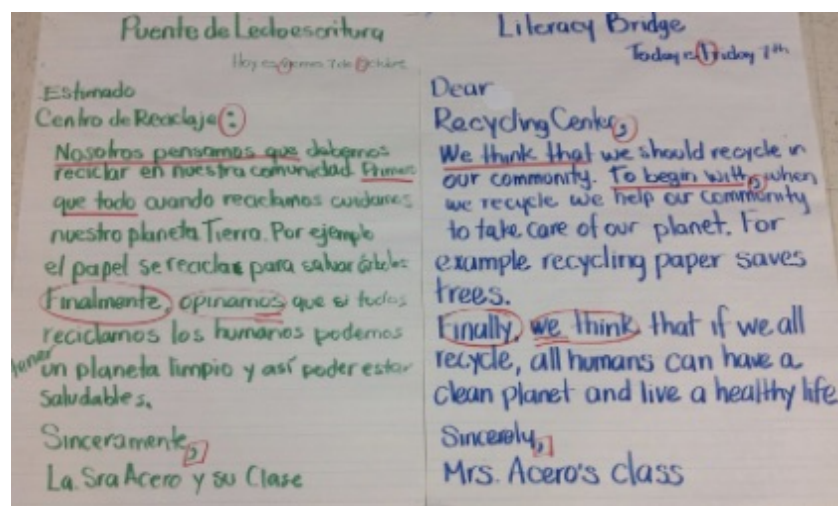
Bridge lessons

1. 5-7 minute bridge translation of key words and phrases and concepts
2. Review all translations; Teacher selects the key words for the bridge that highlight a linguistic point (e.g., cognates, endings like tion/accion; ed/o);

3. Present the bridge words/phrases with translations; Teacher asks students what they notice about the words, sounds, patterns, syntax, morphology; How do those patterns between languages help me understand the concept? (e.g., triangle and triangulo helps me understand the features of a triceratops because I know the word part and cognates; 'inverse operations' and 'operacion inversa' are inverse phrases and knowing that will help me understand the concept)
4. Extension synthesis, application objective under each topic in English with Spanish supports

Types of Bridges

ILLUSTRATION	SIDE-BY-SIDE																								
El puente The Bridge Los 5 sentidos / 5 senses Yo veo con los ojos. Yo saboreo con la boca. Yo olfateo con la nariz. Yo toco con la mano. Yo oigo con el oído.	Puente de Contenido Content Bridge <table border="0"> <tr> <td>clima</td> <td>climate - weather</td> </tr> <tr> <td>pluviometro</td> <td>rain gauge</td> </tr> <tr> <td>veleta</td> <td>wind vane</td> </tr> <tr> <td>temperatura</td> <td>temperature</td> </tr> <tr> <td>anemometro</td> <td>anemometer</td> </tr> <tr> <td>manga de viento</td> <td>wind sleeve</td> </tr> <tr> <td>direccion del viento</td> <td>wind direction</td> </tr> <tr> <td>precipitacion</td> <td>precipitation</td> </tr> <tr> <td>energia</td> <td>energy</td> </tr> <tr> <td>patrones de clima</td> <td>weather patterns</td> </tr> <tr> <td>termometro</td> <td>thermometer</td> </tr> <tr> <td>velocidad del viento</td> <td>wind speed</td> </tr> </table>	clima	climate - weather	pluviometro	rain gauge	veleta	wind vane	temperatura	temperature	anemometro	anemometer	manga de viento	wind sleeve	direccion del viento	wind direction	precipitacion	precipitation	energia	energy	patrones de clima	weather patterns	termometro	thermometer	velocidad del viento	wind speed
clima	climate - weather																								
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Foci for the Bridge

1. Phonology

Letter sounds: /f/: formas del relieve-
physical features

Herramientas geográficas	Geographic representations
Medio ambiente	Physical environment
Entorno físico	Physical attributes
Formas del relieve	Physical features
Recursos naturales	Natural resources

2. Morphology

Cognates: contribución / contribution

tion	Suffixes (endings)	ción
contribution		contribución
exposition		exposición
resolution		resolución

3. Syntax and Grammar

La casa de Lili es grande / Lily's house is big

de ↔ 's	
La casa de Lily es grande.	Lily's house is big.
Yo fui al trabajo de mi mamá.	I went to my mum's work.

4. Pragmatics

Usted debe visitar Chapel Hill.

Tu debes visitar Chapel Hill.

You should visit Chapel Hill.

(Analyze why in Spanish you can use "tu" or "usted" and in English you use "you")

Formative Assessment Practices

Formative assessment is a planned process in which teachers elicit evidence of student learning and adjust instruction accordingly. Formative assessment is not a test, but a process that includes several activities to collect evidence of individual student learning and progress towards the goals of the lesson. Popham, W.J. (2008). *Transformative Assessment*. Alexandria, VA: ASCD. Examples of formative assessment practices and tools:

- [4 Formative Assessment Practices that Make a Difference in Classrooms](#)
- [27 Formative Assessment Strategies](#)
- [5 Fast Formative Assessment Tools](#)
- [8 Digital Formative Assessment Tools to Improve Student Motivation](#)

Language Development Plans

Language Development Plans are used to track progress of English language proficiency and appropriate supports for ML students. In the progress of collaborative development of the plan, all educators will have a clear understanding of the goals and language targets for ML students in their classrooms. Use the [ELLlevation platform](#) to develop all language plans for Naugatuck Public School students qualifying for ML services.

Process for Developing Language Development Plans

1. ESOL and/or Bilingual teachers review the LAS Links and school/district performance data.
2. ESOL/Bilingual teachers meet with classroom teachers and special education teachers (as applicable).
3. Based on the student data review, educators will collaborate to determine year-long language goals and supports for task completion and assessments.
4. Educators will conduct a meeting to review progress toward goals at the mid-year and end of year and update goals and supports.
5. Plans are distributed to all educators (e.g., classroom teachers, special education teachers, service providers, interventionists) by the ESOL/Bilingual teachers.
6. ESOL/Bilingual teachers will provide support to other educators, as needed.

Multilingual Learner Progress Reports

In addition to the report card, ESOL and Bilingual teachers will fill out an ML progress report for all identified MLs on their caseload to serve as a supplement.

Click the link to access the Naugatuck Public Schools [ML Progress Report](#).

Student Name	Grade level				
This report is based on classroom language performance (i.e., how your child is using language in their classwork). Each student will take a formal assessment to determine their official level of English proficiency each winter.					
	1	2	3	4	5
	Just beginning. Getting a lot of support	Exploring and applying English skills. Getting a lot of support	Transitioning into academic English use. Getting support	Goal! Your child has reached proficiency. Building self-advocacy and refining skills	Advanced Like a native speaker of English
Speaking					
Listening					
Reading					
Writing					

Equity in Assessment Practices

Equitable assessment of English learners is a critical factor in student success. “If assessment is reliable, valid, and fair (for ELs) from start to finish, then it can serve as the bridge to educational equity” (Gottlieb, 2016). As English learners engage in authentic assessment of language and content with high expectations and high support, they are better able to demonstrate their current level of performance, and educators can get a more accurate picture of what students can do, rather than only understanding what they cannot do yet.

According to Gilliland and Pella, “While multilingual students may not score well on standardized tests, other assessments (such as portfolios or first language testing) show that they have knowledge and skills that are not revealed through the tests (Solórzano, 2008). Clearly, a single test cannot capture the wide range of multilingual students’ abilities and assets” (Gilliland & Pella, 2017). As such, it is necessary to implement equitable practices in assessment of English learners to ensure that students receive a comprehensive education that accounts for students’ growing levels of English language proficiency and allows access to grade level curriculum.



Practices for Equity in Assessment of English Learners’ Performance



1. Assess English learners on language targets within a given task.
2. Set achievable goals and success criteria for English learners based on English language proficiency levels.
3. Provide English learners with supports to access assessments based on English language proficiency levels and individual needs.
4. Provide comprehensible and actionable feedback to English learners before, during, and after the task is complete.
5. Interpret assessment results with considerations for growing English language proficiency.

From CSDE Equitable Assessment Practices for English Learners in Connecticut: A Handbook for Educators

Assessment of Multilingual Learners

Annual Assessment of English Proficiency

Each year, identified Multilingual Learners are required under the Every Student Succeeds Act (ESSA) to take the English language proficiency assessment to measure growth in language proficiency.

The State of Connecticut uses this performance data to gauge a school district's relative success in the accountability system. See the link below for information about how the LAS Links performance is used to measure school and district level accountability.

Multilingual Learners with disabilities are potentially eligible for accommodations on the LAS Links assessment, depending on the nature of their disabilities. See the resource below for more information.

Annual Assessment Resources:

- [CT English language proficiency assessment page](#)
- [CT LAS Links Growth Model](#)

LAS Links Reports

When sending home LAS Links reports, please send home the report and the accompanying [letter of explanation](#) from the state. The letter is also available in:

- [Portuguese](#)
- [Spanish](#)
- [Arabic](#)

Check the state [web site](#) for other languages.

Exit Criteria

In order for a multilingual learner to be exited from services, the CSDE requires:

GRADES	LAS Links Scores
Kindergarten-Grade 12	Overall Level 4 or 5
	AND
	Reading Score 4 or higher
	AND
	Writing Score 4 or higher

When exiting a student from services, please use [this district letter](#). For additional additional information about exiting Exiting and Monitoring regulations in Connecticut please see the [CSDE Guidelines for Administrators](#) on page 24 of the printed copy (e-copy page 30).

Once a student is exited from services, please change the EL/ML status to “no” in Powerschool and enter scores and date of mastery.

Designated Supports for Annual Statewide Assessments

Standardized Measures of Literacy, Math, and Science for Multilingual Learners (Smarter Balanced Assessment, SAT, and NGSS Assessment)

Each year, all students engage in summative, standardized assessment to measure performance in English language arts, mathematics, and science (grades 5, 8, and 11 only). Multilingual Learners, regardless of when they arrive, must take these assessments. Multilingual Learners are entitled to designated supports designed to create more equitable access to the assessments. In addition, MLs with disabilities are eligible to receive accommodations in accordance with their Individualized Education Plan (IEP).



Pursuant to Connecticut State Statute Sec. 10-14n. Mastery examination:

(f) (1) For the school year commencing July 1, 2015, and each school year thereafter, the scores on each component of the mastery examination for students who are English language learners, as defined in section 10-76kk, and who have been enrolled in a school in this state or another state for fewer than twenty school months, shall not be used for purposes of calculating the accountability index, as defined in section 10-223e, for a school or school district.

(2) For the school year commencing July 1, 2015, and each school year thereafter, mastery examinations pursuant to subsection (b) of this section shall be offered in the most common native language of students who are English language learners taking such mastery examinations and any additional native languages of such students when mastery examinations in such native languages are developed and have been approved by the United States Department of Education.

Multilingual Learners are entitled to designated supports, including native language, during the summative assessment process. MLs should practice and use these tools during coursework and classroom assessment.

CSDE Resources¹:

- [CT State Department of Education Special Populations on the State Summative Assessments](#)
- [CT State Department of Education Using Accountability Results to Guide Improvement](#)

Progress Monitoring and Data Collection for Multilingual Learners

TESOL teachers will monitor the progress of Multilingual Learners using a variety of best practices. The district subscribes to two tools that TESOL teachers can access to monitor student growth.

¹ From CSDE *Equitable Assessment Practices for English Learners in Connecticut: A Handbook for Educators*

- **mClass DIBELS:** TESOL teachers can use this tool to examine acquisition of phonemic awareness and phonics as foundations for learning to speak, read and write English. Students will not become proficient or adept at reading if they do not have phonemic awareness (Kilpatrick, 2017).

TESOL teachers will also be investigating other tools and products for effective progress monitoring of listening and speaking skills, as well as writing skills using CELF standards (progressions) to help monitor progress. .

TESOL teachers are also able to collect data on student progress in English language acquisition through student work based on effective instructional strategies. The monitoring of sight words, verbal sentence construction, vocabulary (both social and academic), and written work will aid TESOL teachers in understanding when to intervene and how to best support students.

TESOL teachers can also access and use preLAS and LAS-LINKS data to understand students' progress toward proficiency and isolate areas of improvement as well as areas of strength.

Designated Supports for District and Classroom Assessments

All ML students are entitled to equitable access to curriculum, which includes district and classroom assessments. As such, teachers can use designated supports to give students access to assessments of all types. Teachers should begin by looking at the ML students' [Language Development Plans](#) in order to determine what kinds of assessment supports are appropriate for the students' ages, language levels, native language, previous school experience, and developmental needs. Supports can be individualized based on these factors and should change over time, as MLs grow in their English language proficiency. In addition, these supports during classroom assessments should mirror those that are available on state standardized assessments (see above) but not be limited to these supports. For students with disabilities, accommodations and/or modifications for individuals should also be utilized.

Language Proficiency Level	Possible Supports
Newcomers to Level 3	Additional time Alternative text Assessment in the native language/ native language use Bilingual dictionary Checklist for assessment criteria Dictation of written items Graphic organizers (partially filled in) Model responses Opportunity to use notes Oral assessment Picture dictionary Read aloud assessment questions and text Read aloud instructions Shortened assignments Sentence frames and word banks

	Separate setting Simplified instructions Text simplification Translation tools Visual responses Vocabulary supports (e.g., images, translation, videos)
Levels 4-5, exited students	Additional time Key tasks and terminology highlighted Bilingual dictionary Checklist for assessment criteria Graphic organizers (partially filled in) Model responses Opportunity to use notes Read aloud assessment questions Read aloud instructions Sentence frames Separate setting Vocabulary supports (e.g., images, translation, videos)

Grading Multilingual Learners

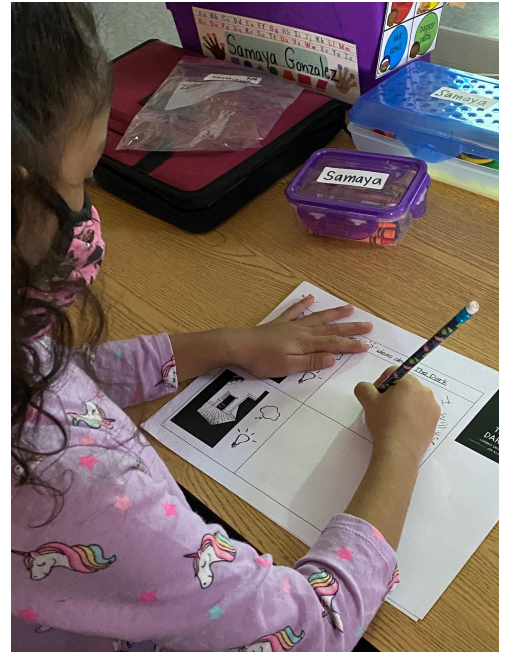
Equitable Grading Practices

Grading and standards-based grading in particular present a challenge to educators who are determining and assigning grades. When we think of equity, we must keep in mind that equal does not mean equitable. While districts and schools may use a single set of criteria by which to grade all students, it does not mean that all assignments are created with access points for all learners.

If an assessment is designed with equitable access points for all learners, including MLs, determining and assigning grades comes easier but not without challenge.

Even with sufficient access points and linguistic supports in place, MLs with growing language proficiency may still generate products of learning that lack the linguistic complexity (in English) of their monolingual peers. However, we must keep in mind that we cannot penalize students for their growing English proficiency.

If those determining and assigning grades know (1) the language targets based on CELF Standards for a given task and (2) the students' ability to perform to those targets based on their English language proficiency levels as outlined in the CELF Standards Proficiency Descriptors then they are better equipped to grade equitably.



Grading Resources²:

- [“The Five Pillars of Equitable Grading ELLs”](#)
- [Empowering ELLs “Grading Newcomers”](#)
- [CAPELL Grading Guidance](#)
- [Larry Ferlazzo and Grading ELs](#)

² Note: From CSDE *Equitable Assessment Practices for English Learners in Connecticut: A Handbook for Educators*

Multi-Tiered Systems of Support (MTSS) and Multilingual Learners

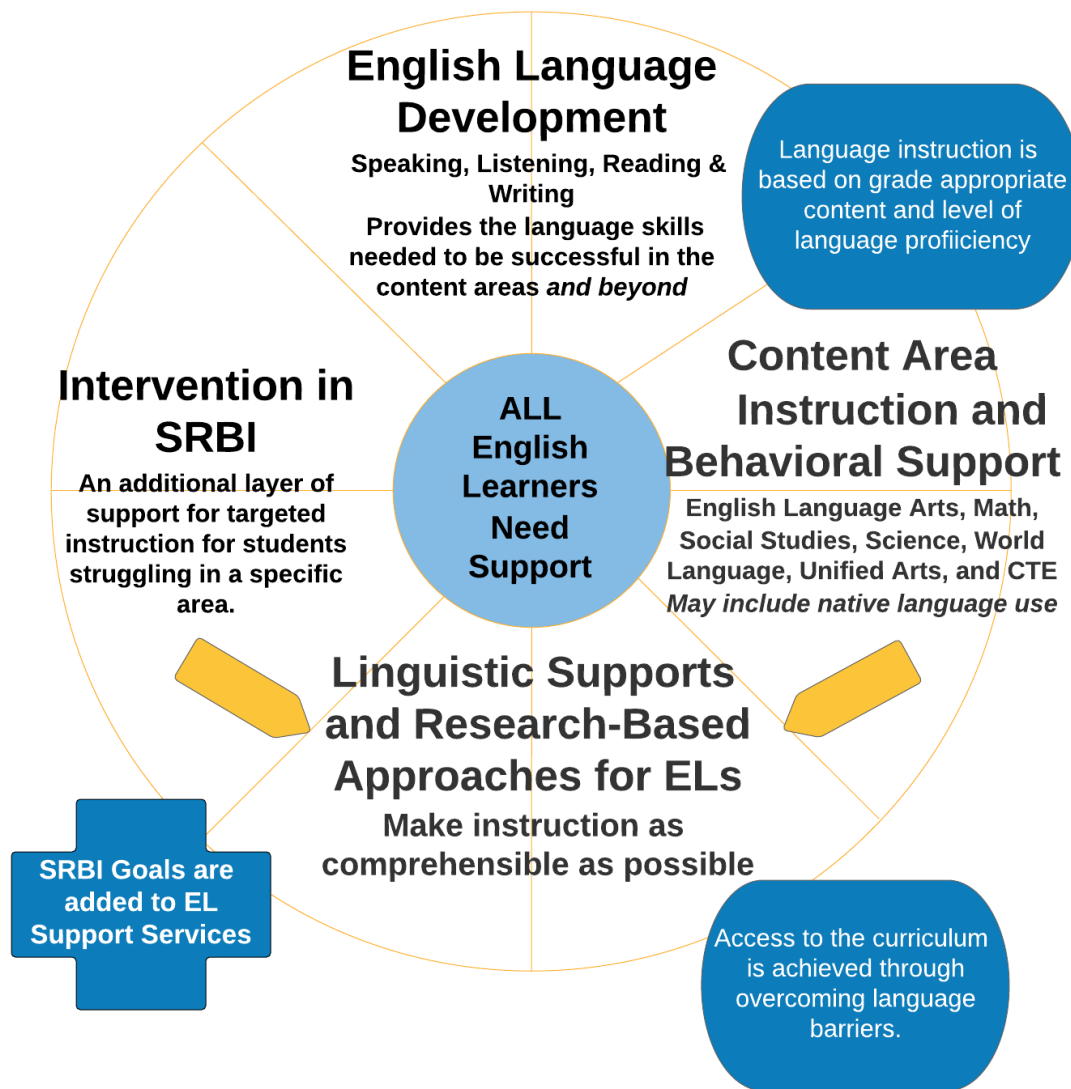
ML students have the right to access tier I instruction and interventions. The decision making process for Multilingual Learners in MTSS needs to include those who can advocate for the linguistic needs of the students.

Key Factors³ for Multilingual Learners' Success in The MTSS Process

It is vital that Multilingual Learners receive the same systems of support targeted at academic needs regardless of where they are in their language acquisition. When determining what supports an ML student needs, their language needs should not factor into the decision; rather, they should be compared to a “true peer” and assessed on what they know and are able to do to ensure educational success. Factors include:

1. Provide high quality Tier I instruction that includes differentiation and access points for Multilingual Learners.
2. Include educators with knowledge of Multilingual Learners on the MTSS team.
3. Gather information, monitor progress, and analyze data comparing Multilingual Learner performance to *true peers*
 - Multilingual Learners' performance should be compared to that of a “true peer.” A *true peer* shares characteristics of the learner profile including the same/similar (Brown & Doolittle, 2008):
 - Home/native language;
 - Use of home language and English at home;
 - Language proficiency;
 - Time in the United States and level of acculturation;
 - Age/developmental level;
 - Previous educational history;
 - Previous trauma history; and
 - ML programming (e.g., dual language, transitional bilingual, sheltered instruction, ESL, etc.).
 - District teams should make every effort to compare Multilingual Learners' performance to the closest true peer possible.
4. Provide increasingly intensive interventions with differentiation and access points for Multilingual Learners, as needed.

³ From CSDE *English Learners in the Scientifically Research-Based Intervention (SRBI) Process: A Handbook for Connecticut Educators*



From CSDE *English Learners in the Scientifically Research-Based Intervention (SRBI) Process: A Handbook for Connecticut Educators*

Interventions should be designed to provide access to Multilingual Learners.

In order for Multilingual Learners to fully access interventions, they must include the following provisions⁴:

- Addresses differences in culture (Brown & Sanford, 2011)
- Addresses differences in languages (e.g., sounds, syntax, etc.) (August & Vockley, 2003)
- Includes daily and explicit instruction of new and potentially confusing vocabulary (e.g., multiple meaning words, transitional language, and instructional language) (Carlo, et al., 2004; August, et. al., 2009; Lesaux, 2010)
- Develops academic English (August & Shanahan, 2006; Snow & Fillmore, 2000; Echevarria, Vogt, & Short, 2004)
- Includes instructional conversations (Saunders, 1999)
- Includes structured, peer-assisted learning activities (Sáenz, Fuchs, & Fuchs, 2005)

⁴ From CSDE *English Learners in the Scientifically Research-Based Intervention (SRBI) Process: A Handbook for Connecticut Educators*:

- Trauma informed (Klompfen, 2018; Romero, Robertson & Warner, 2018)

Research-based adaptations for Multilingual Learners in intervention (Echevarría & Vogt, 2011; Echevarría, Vogt, & Short, 2007) include:

- Hands-on manipulatives (e.g., counting chips, globes, etc.)
- Real-life objects (e.g., coins, bills, and models)
- Pictures, visuals, and multimedia (e.g., illustrations, graphs, timelines, maps, and videos)
- Graphic organizers and outlines
- Highlighted and recorded text
- Structured oral language practice
- Increased peer interactions

Dually Identified Students (ML and SPED)

Multilingual Learners can be referred for special education services at any point that it is determined that their learning and behavioral challenges are not due to cultural or linguistic differences. English language proficiency cannot be the basis for the referral to special education services. A referral received at any time during the MTSS process must be reviewed by a planning and placement team (PPT).

Referring ML Students for Special Education Evaluation⁵

If a student has participated with fidelity in at least two rounds of tier III intervention in addition to the core curriculum and behavioral/social-emotional supports and has not made adequate progress on identified indicators of success as compared to a *true peer*, it is recommended that the team consider a referral for special education.

The Individuals with Disabilities Education Act (IDEA) requires that schools determine the degree to which the student's English proficiency and cultural differences contribute to learning and behavioral challenges before proceeding with special education decisions.

The assessment tools used by the district must be administered in the languages most likely to yield accurate information. Teachers with knowledge of and experience with Multilingual Learners should be part of the PPT team, in accordance with federal guidance.

Supporting Students with the Dual Identification

Cultural and linguistic diversity does not cease to be integral to diverse students' teaching and learning once they are placed in special education." (Hoover, et al., p. 12) **Special education services do not supersede the need for ESOL/Bilingual services.** Both are federally mandated aspects of Tier I instruction. On *rare* occasions, there may be students with significant disabilities that require limited ESOL/Bilingual services due to the amount of time they spend outside of the classroom. In that case, the ESOL/Bilingual teacher should consult with the special education teacher to help determine what kinds of supports a student may need to get access to the curriculum.

Educators of ML students need to consistently advocate for the linguistic needs of students. The U.S. Department of Justice and the U.S. Department of Education Civil Rights offices said the following:

“School districts must provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under Federal law. Districts must also inform a parent of an EL student with an individualized education program (IEP) how the language instruction education program meets the objectives of the child's IEP.

⁵ From CSDE *English Learners in the Scientifically Research-Based Intervention (SRBI) Process: A Handbook for Connecticut Educators*

“The Departments are aware that some school districts have a formal or informal policy of “no dual services,” i.e., a policy of allowing students to receive either EL services or special education services, but not both. Other districts have a policy of delaying disability evaluations of EL students for special education and related services for a specified period of time based on their EL status. These policies are impermissible under the IDEA and Federal civil rights laws, and the Departments expect SEAs to address these policies in monitoring districts’ compliance with Federal law. Further, even if a parent of an EL student with a disability declines disability-related services under the IDEA or Section 504, that student with a disability remains entitled to all EL rights and services as described in this guidance.

“Once a school district determines that an EL student is a child with a disability under the IDEA and needs special education and related services, the school district is responsible for determining, through the development of an IEP at a meeting of the IEP Team (which includes the child’s parents and school officials), the special education and related services necessary to make FAPE available to the child. As part of this process, the IDEA requires that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as those needs relate to the child’s IEP. **To implement this requirement, it is essential that the IEP team include participants who have the requisite knowledge of the child’s language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student’s limited English proficiency and the student’s disability.** Additionally, the IDEA requires that the school district “take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.” (pp. 24-27)⁶

Naugatuck Public Schools does not have a “no dual services” policy, whether formal or inferred, and the district - regardless of other services they may be receiving - will set out to meet the needs of every student, keeping parents and families informed of the process through whatever means necessary (i.e., translation services, translators, etc.)

Individual Education Plans (IEPs) for Multilingual Learners

Dually identified students’ learning profiles should include information about English language proficiency. This includes present level of performance summaries in the IEP, 504, and language plan..

Present Levels of Academic Achievement and Functional Performance

When reporting on these levels, educators and administrators will consider what might be some information that

⁶ <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

would be important to include for Multilingual Learners?

The following is excerpted from Texas Education Agency's [*Writing Culturally Relevant IEPs*](#):

Writing About Present Levels of Academic Achievement and Functional Performance

An IEP must include a statement of the child's present levels of academic achievement and functional performance, including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities (34 CFR 300.320 (a)(1)(i)(ii)).

The PLAAFP statement(s) does not have to conform to a specific structure and LEAs may choose to include additional information.

- **These components can be used when developing PLAAFP statements:**

- How the student's disability affects involvement and progress in the general curriculum
 - What the student can do
 - What the student can't do
- What the student needs to do in relation to the appropriate content standards and the ELPS Guiding questions for PLAAFP development.

- **Guiding questions for PLAAFP development:**

- Does the PLAAFP identify the disability condition and describe the cognitive processing information that is reported in the Full Individualized Evaluation (FIE)?
- Does the PLAAFP include the current language proficiency level reported in the TELPAS?
- Does the PLAAFP describe how the disability affects language acquisition (how the disability impacts language?)
- Does the PLAAFP reflect information about how the disability and language proficiency levels impact access and progress in the general education curriculum?

- **When developing PLAAFP statements, consider the following suggestions:**

- Identify present performance level of the student;
- Refer to the NPS Competencies;
- Include current performance data;
- Include specific and measurable terms; and
- Use understandable language vs. strictly technical language.

- **When including what the student needs to do:**

- use assessment data and scope and sequence of skills to determine next steps;
- identify area(s) the student needs to work toward (Refer to grade-level competencies, reading data, standardized testing, district curriculum-based assessments, etc. , and
- select the most critical skill(s) the student needs to be taught. Identifying the most critical need(s) will help determine measurable annual goals.

- **What to AVOID when writing PLAAFP Statements:**

- Including too much information;
- Including lists of strengths and weaknesses or lists of descriptive terms that do not identify levels of performance in educational areas affected by the child's disability;
- Using vague test scores to indicate the student's level; and
- Using general statements such as: "severe delay," "mild/moderate disability," "understands some English," "needs specialized instruction."

Well written PLAAFP statements include enough detail so that anyone who reads it knows where to begin instruction and under what conditions. Consider these examples:

- **General PLAAFP excerpt:** The student is able to do some 2-digit multiplication problems but struggles with more complex problems.
- **Specific PLAAFP excerpt:** When presented with 2-digit by 2-digit multiplication problems without regrouping, the student is able to solve 9 out of 10 problems correctly in 10 minutes or less. When presented with 2-digit by 2-digit multiplication problems, an example problem showing the process for regrouping and extended time, the student is able to solve 8 out of 10 problems correctly in 15 minutes.



Practice

Consider the examples below, adapted from *Writing Culturally Relevant IEPs* (2018)⁷. When reading these examples, identify the key words and phrases that would contribute to an effective PLAAFP statement.

First Grade Reading

Gabe, who is a second language learner, is able to recite the English alphabet and name letters in random order: capital letters: 20/26 (does not know: E, H, K, Q, R, W) and lowercase letters: 21/26 (does not know: e, g, h, n, v). Gabe is able to name consonant letters sounds 17/21 (does not know: j, q, r, v) and long and short vowels 2/10 (he knows: long a, long o).

His LAS Links reading level is intermediate due to the fact that Gabe struggles with phonological differences between Spanish and English and he consistently mixes up the letter sounds and the letter names between both languages. When provided visual cues, he is able to more accurately identify sounds. With CVC and VC words, he is able to decode 15/24 (most words missed include letters/sounds he does not know, i.e., jog, van, on, get). When assessed on the Dolch Sight Words Assessment, he reads from the pre-primer list: 10/20, primer list: 10/20 and Grade 1 list 3: 5/20 (most words he missed include letter and/or sounds he does not know, i.e., help, run, very, where).

Based on existing current data from Reading A-Z, collected from the classroom teacher, Gabe performs at a level C, which is instructional level, at 90% reading accuracy. When the teacher explains the meanings of unknown English words, Gabe comprehends Level C books at 100% comprehension.

Sixth Grade Functional Skills

Golibe has difficulty getting to his classes on time. On most days he successfully enters his next classroom without being tardy only 4/8 times when transitioning independently. However, when moving with a peer, he is rarely late for class. Family reports that his difficulty with time is cultural in that in his home culture time does not take on the rigidity seen in US schools (i.e., approximation in use of time is preferred and practiced). Golibe also prefers to not ask for help when lost, continuing to wander around the school until he locates the classroom. In Golibe's culture, seeking advice from others is important, so his reluctance to ask for directions to his next classroom is not culturally based, though, as stated, difference in how time is viewed is culturally based teaching. His family and teachers agree that Golibe needs to be more reliable and self-sufficient in transitioning to classes. A behavior plan was developed in which Golibe would transition from one class to the next with a peer for four of the eight classes daily – and independently for the remaining four classes, provided he asks for assistance if he is unsure of the next class location. The behavioral plan was revised as success occurred to where Golibe was able to successfully arrive on time on a more independent basis. Over a four-week period, his on-time attendance improved to 6/8 classes then to 100% over a 6-week period. Behavioral contracting is successful in improving his ability to independently transition between classes.

Ninth Grade Mathematics

Based on a teacher generated curriculum-based algebra probe, Chloe scored 35/50, 70% accuracy. When solving word problems, Chloe utilizes a bilingual dictionary that includes definitions and translation from French to English. Also, when provided visuals or manipulatives, she is able to more quickly and easily complete the mathematics problems.

Chloe requires extended wait time to think through the language of word problems. Building academic language associated with the mathematics problems prior to asking her to respond is essential to ensure success. Chloe

⁷ <https://projects.esc20.net/upload/page/0196/docs/Writing%20Culturally%20Relevant%20IEPs%2011.05.18%20508.pdf>

also uses a calculator on mathematics assignments and tests, allowing her to focus on concepts over computation.

Considerations for IEPs

When creating IEPs for dually identified MLs, include accommodations that students may need to participate in the annual language proficiency assessment (e.g., LAS Links). This is particularly important for students in grades not tested on standardized assessments.

Designated supports and ESOL/Bilingual services do not need to be included in the IEP.

Connecticut IEP pg. 1

Student: _____ Last Name, First Name	DOB: _____ mm/dd/yyyy	District: _____	Meeting Date: _____ mm/dd/yyyy
PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE			
Current Enrolled School: _____	Age: _____	Current Grade: _____	H.S. Credits: _____
Current Home School: _____	School Next Year: _____	Home School Next Year: _____	Gender: ☐ Female ☐ Male
SASID #: _____	If your school district does not have its own high school, is the student attending his/her designated high school?		
Case Manager: _____	☐ Yes	☐ No	☐ NA
Student Address: _____	Student Instructional Lang: ☐ English ☐ Other: (specify) _____		
Parent/Guardian (Name): _____	Home Dominant Lang: ☐ English ☐ Other: (specify) _____		

Connecticut IEP pg. 9

<u>English Language Proficiency Assessment</u>
☐ English Language Proficiency Assessment required for all English Learners Grades K-12
☐ Student requires designated supports/accommodations on the ELP assessment
All English Learners (EL) are required to take the English Language Proficiency Assessment in grades K-12 annually until they are exited from EL status. Indicate if the student requires supports/accommodations as documented on page 8 of the IEP (Program Accommodations and Modifications). Districts are encouraged to use the Alternate Assessment Eligibility Form for English Learners in Grades K-2, 9, 10, or 12 to guide decisions regarding English Learner Proficiency Testing.

Connecticut IEP pg. 10

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA
1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and : ☐ NA ☐ A behavioral intervention plan has been developed. ☐ IEP Goals and Objectives have been developed to address the behavior. ☐ Other (specify): _____
2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following: ☐ NA ☐ Recommendation: (specify) _____

Roles and Responsibilities for Classroom Teachers

All students are entitled to access to the mainstream curriculum. As such, all educators are responsible for the MLs in their classrooms.

Steps to Supporting your ML Students

- ❑ Determine who the ML students are in your classroom.
- ❑ Collaborate with the ESOL/Bilingual teacher to fill out the language plan in the Elevations platform for your ML students.
- ❑ Work with the ESOL/Bilingual teacher to understand the language levels of students in your classroom.
- ❑ Examine your lessons, tasks, and assessments to determine what language skills students need to get access to your lesson, task, or assessment.
- ❑ Determine which CELP Standards correspond to your task. Keep in mind, there should be 1-2 standards that you are focusing on teaching. Refer to the CELP Standards and Corresponding Language Targets section of this document.
- ❑ Determine what your students can do according to the CELP Standards Proficiency Descriptors. Adjust your lesson, task, or assessment, as is necessary for your ML students to get access to the curriculum.
- ❑ Determine the linguistic supports your students need based on what they can do. Refer to the CELP Standards Linguistic Supports and the student's Language Development Plans.
- ❑ Consistently implement linguistic supports in lessons, tasks, and assessments to give ML students access to the curriculum.
- ❑ Communicate with families of ML students in a language they understand.

Helpful Sections in this Document for Teachers:

- [Assessment of Multilingual Learners](#)
- [CELP Standards](#)
- [Communication with Families of MLs](#)
- [Designated Supports for District and Classroom Assessments](#)
- [Dually Identified Students \(ML and SPED\)](#)
- [ML Progress Reports](#)
- [Grading Multilingual Learners](#)
- [Language Development Plans](#)
- [Newcomers](#)
- [Oral Language Routines](#)
- [MTSS and Multilingual Learners](#)
- [Using Contrastive Analysis in Foundational Reading Instruction](#)
- [Vision of ML Education in Naugatuck Public Schools](#)



Roles and Responsibilities for Administrators

Administrators play a critical role in ensuring adherence to state and federal policy which allows Multilingual Learners to have equitable access to education.

Laws and Policies that Govern Multilingual Learner Instruction

Much of the federal legislation and case law has been explained and interpreted [in this letter from the Office of Civil Rights and Department of Justice](#) sent to SEAs in 2015.

RESOURCE: Use the [Office of English Language Acquisition \(OELA\) Toolkit](#) to ensure your LEA is in compliance with federal law and guidelines.

- ***Civil Rights Act of 1964, Title VI:*** “No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”
- ***May 25, 1970 Memorandum (Department of Health, Education, and Welfare):*** “Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”
- ***Equal Educational Opportunities Act, 1974:*** “No state shall deny educational opportunity to an individual on account of his or her race, color, sex, or national origin, by... the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”
- ***Lau v. Nichols, 1974 (U.S. Supreme Court):*** “[T]here is no equality of treatment merely 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 decision also stated that there must be a policy in place to educate Limited English Proficient (LEP) students. This policy/plan is referred to as a “Lau plan.”
- ***Castañeda v. Pickard, 1981 (5th Circuit Court):*** “The court’s decision states that the burden of proof is upon the district that the instructional program designed for a LEP student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.”
- ***Plyler v. Doe, 1982:*** In 1982, the Supreme Court ruled in *Plyler v. Doe* that public schools were prohibited from denying immigrant students access to a free public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law. Public schools and school personnel are prohibited under *Plyler v. Doe* from adopting policies or taking actions that would deny students access to education based on their immigration status (Willshire Carrera, 1992).

Supporting Your School Programming for Multilingual Learners and Their Families

Use the following to assess your ML programming in your school or program.

Advocacy Element	Rarely	Sometimes	Consistently	Notes
Does our school clearly articulate and communicate a vision for and commitment to educating all MLs effectively in classrooms? If so, how? If not, what barriers to equal access for MLs exist and how can they be addressed?				
Does our school provide all educators with access to data (e.g., grades, observations, curriculum-based assessments, records, and test scores) related to MLs' academic achievement and English language development?				
Do teacher evaluations use relevant performance indicators in a performance-based evaluation system that is inclusive of MLs?				
Does the school's language support program effectively address MLs' linguistic and cultural strengths as well as needs with the CELP Standards?				
Does the school's services, policies, and practices take into account the cultural, linguistic, and experiential backgrounds of all students and their families?				
Does the school utilize a variety of valid and reliable measures to assess ML student learning progress and inform instruction? Does the school offer MLs the appropriate informal and formal assessment accommodations students need to demonstrate their learning?				
Do educators, students, families, caregivers, and community members collaborate to communicate, share resources and expertise, make decisions, and solve problems related to ML education in our school?				
Does the school provide educators with adequate time to collaborate with each other and to communicate with MLs' families, caregivers, and community members?				
Does the district communicate a sense of community around MLs where individual and cultural and linguistic differences are				

valued? In what ways?				
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LAS Links Accountability

Each school with a matched cohort of 20 or more ML students will have an accountability measure from the State Department of Education. For K-5 schools, ML accountability accounts for 10% of the total accountability report card. For 6-12 schools, the ML accountability is slightly less than 10% due to the number of indicators.

No:	Indicator	Index/ Rate	Target	Points Earned	Max Points	% Points Earned	State Avg Index/Rate
1a.	ELA Performance Index – All Students	57.9	75	38.6	50	77.2%	67.7
1b.	ELA Performance Index – High Needs Students	55.0	75	36.6	50	73.3%	56.7
1c.	Math Performance Index – All Students	53.0	75	35.3	50	70.7%	61.4
1d.	Math Performance Index – High Needs Students	50.4	75	33.6	50	67.2%	49.9
1e.	Science Performance Index – All Students	45.0	75	30.0	50	60.0%	57.5
1f.	Science Performance Index – High Needs Students	42.0	75	28.0	50	55.9%	47.0
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	52.0%	100	52.0	100	52.0%	63.8%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	50.1%	100	50.1	100	50.1%	58.3%
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	57.3%	100	57.3	100	57.3%	65.0%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.9%	100	55.9	100	55.9%	57.4%
2e.	English Learner Progress (Oral) Avg. Percentage of Growth Target Achieved		100		50		
2f.	English Learner Progress (Literacy) Avg. Percentage of Growth Target Achieved		100		50		
4a.	Chronic Absenteeism – All Students	14.5%	<=5%	31.0	50	62.1%	9.6%
4b.	Chronic Absenteeism – High Needs Students	17.1%	<=5%	25.7	50	51.4%	15.6%
11	Physical Fitness (estimated part rate) and (fitness rate)	86.8% 43.5%	75%	14.5	50	29.0%	89.2% 50.5%
	Accountability Index				950		

CSDE (2017). Performance office update. CAPELL meeting.

Beginning with the SY 2018-19, the state has been determining school and district accountability based on the LAS Links assessment. There is an expectation that students will achieve proficiency in 5 years. The measure is scored on oral and literacy scale score performance of students of the matched cohort.

Resources for Administrators

Tool/Resource	Contents
CSDE Multilingual Learners Page	Policy and practice updates
OELA Toolkit	Federal guidance on ML policy
CELP Standards	K-12 standards for all MLs in the state
CELP Standards: Video Training	Recorded training

Coaching and Self-Reflection Tool	Aligned to CT SEED Rubric 2016, reflection on best practice for MLs in the four domains (not for evaluative purposes)
Resources for Families of MLs	Websites, printable resources in various languages, policy about family engagement

Helpful Sections in this Document for Administrators:

- [Assessment of Multilingual Learners](#)
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