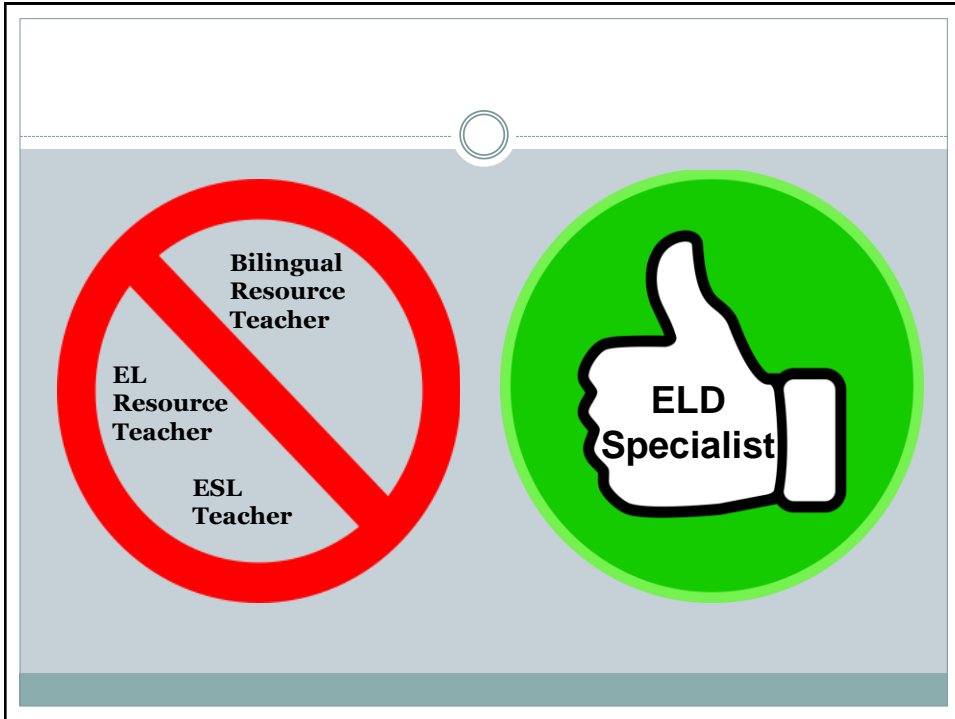


ELD Specialists

STUDENTS FIRST.
EDUCATE. INNOVATE. CELEBRATE.

- The title of EL RTs will be changed to **ELD Specialists**.
 - In order to meet the demand, the responsibilities of current bilingual resource teachers were revised to include expectations and roles aligned to ESSA. The bilingual resource teacher position was retitled to **English Language Development (ELD) Specialist**.
 - The change in name is necessary since the focus and target of the ELD Specialists will be aligned with ESSA and Federal guidelines. The teachers possess the expertise and knowledge of the EL dynamics, second language acquisition, ELD standards, and CCSS. The teachers also carry the expertise to support newcomer students using Specially Designed Instruction (SDI) with the integration of the four domains (speaking, listening, reading and writing). The ELD Specialists are part of the building leadership team that provides professional development and works to bridge the achievement gap. In addition to working directly with our non-English speaking population of students and being an active member of the building support team, ELD Specialists are assigned to buildings to support teachers in planning and delivering instruction that accelerates English Language Development.



An English learner is a student who is in the process of acquiring English and has a first language other than or in addition to English.

- **Federal Definition**

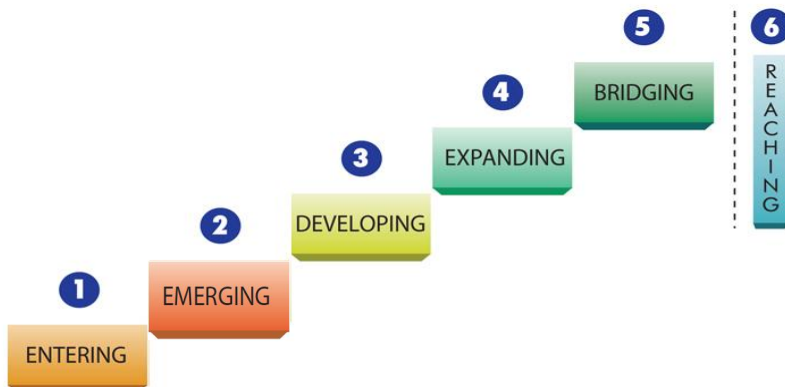
- The official federal definition of an English learner, referred to in federal language as a student who is limited English proficient, is the following (U.S. DOE, Title IX General Provision 9101 (25)): (25) LIMITED ENGLISH PROFICIENT- The term 'limited English proficient', when used with respect to an individual, means an individual—
 - (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C) who was not born in the United States or whose native language is a language other than English;
 - × (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - × (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - × (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant

Who are our ELs?

- Students that enroll in our district and indicate on **either** portion of the following portions on the student enrollment form that they speak any language other than English, he/she will be considered as *potentially eligible* for English language acquisition services and further steps will be implemented.
 - **1st Language Learned by Student (Primary Language) AND/OR**
 - **Home Language(s) (Parent/Guardian Information section) – “What language do you speak to the student most of the time?”**,
- WIDAACCESS is the English proficiency assessment that is given to students during the Spring of every year.
- W-APT is the screener that is given to students upon entry (students that come before, after or DURING the WIDAACCESS testing window)
- **Newcomers** are students who have been in the country less than one year and who have tested at the entry (Level 1) or emergent (Level 2) levels on the WIDA or W-APT. These students have little or no skills in speaking, reading, writing and understanding English.
- **Immigrants** are:
 - students between the ages of 3-21
 - born anywhere outside the U.S.
 - enrolled in a U.S. school for less than 3 years.

Misconception: All immigrants speak a language other than English.

Levels of English Language Proficiency



Number of **ELs: 10,078** (as of 11-18-16)

WIDA ACCESS 2016 Spring Results (8,334 current students)

WIDA 1: 805

WIDA 3: 1,921

WIDA 5: 1,910

WIDA 2: 881

WIDA 4: 2,512

WIDA 6: 305

Number of new ELs screened with **W-APT**

1,492

This includes students who enrolled after WIDAACCESS window closed (March) to date (Nov)

The total of current ELs (10,078) also includes ELs who transferred into our district from other districts where they were identified as ELs (however scores are not provided from previous districts).

EL Subgroups

Number of Immigrants: 1,958

Number of Refugees: 377

The number of English Learners continues to increase and change due to new students entering and students transferring in and out of our district (from other district).

Additional ELD Specialist—Placements

Additional ELD Specialist placements:

- Henry Ford Elementary- 1 FTE
- William Ford Elementary- 1 FTE
- Salina Elementary- 1 FTE
- Salina Intermediate- 1 FTE
- Miller- 1 FTE
- Maples- 1 FTE
- McDonald- 0.5 FTE
- Nowlin- 0.3 FTE
- Whitmore-Bolles- 0.2 FTE
- Duvall- 0.1 FTE
- Becker- 1 FTE
- Oakman- 1 FTE
- River Oaks- 1 FTE
- Geer Park- 0.5 FTE

Additional ELD Specialist Secondary placements:

- Fordson- 1 FTE
- Stout- 1 FTE
- Edsel Ford- 1 FTE (1 year commitment)

Additional Tier I support (ESL certified classroom teacher):

- 2-3 ESL certified teachers to create appropriate size classrooms- Fordson currently has up to 36 students in ELL 1A (all newcomers), up to 39 students in ELL World History and up to 40 students in ELL Bio.
- 1 ESL certified teacher to create appropriate size classrooms- Edsel Ford currently has up to 26 students in ELL 1A and 1B classes (newcomers)

Specially Designed Instruction (SDI) for Newcomers

- ELD Specialists will use the *Newcomer Pull-Out Guidelines and Criteria* to provide newcomers with Specially Designed Instruction (SDI).
- SDI is aligned to common core with a focus on reading foundational skills.

WIDA or W-APT ELP Level 1

Descriptor:

- Zero to limited English proficiency in speaking, reading, writing and listening

This is the ELD Specialists' target group

See WIDA Performance Definitions for explanation of all WIDA levels.

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

Level of Service for WIDA or W-APT 1

Tier I

ESL certified classroom teacher to effectively differentiate instruction with language development in mind throughout the day and across content areas.

Tier II

Elementary:

- Supports from ELD specialists: use the specially designed researched based instructional strategies (academic, social emotional, transition and adjustment to new environment) that infuse language development and curriculum growth together through various approaches:
 - Newcomer groups—pull out for elementary and class sessions for secondary (specially designed instruction appropriate for non-English speakers, targeting immigrant and refugee populations)
- Students will be placed in an EL classroom and will receive one daily session (45 minutes) of EL service provided by the ELD Specialist to align services. In buildings with high number ELs, the Title 1 RT/Interventionist will also work with WIDA 1s in collaboration with the ELD Specialist.
- **If there are classrooms with no ESL endorsed teachers:**
 - ELD Specialist and Title 1 RT/Interventionist will collaborate carefully and align services to provide 2-3 daily sessions of EL service. (This will be a combination of teacher collaboration and direct push-in services depending on the number of newcomers and classroom designations. For example, one session with ELD Specialist, 1 session with Title RT and 1 session of ELD instruction planned by classroom teacher. This will vary based on needs and available supports.

Level of Service for WIDA or W-APT 1

Tier I

Secondary:

- Daily courses in the content area with an ESL endorsed teacher: Language Arts, Math, Science, and Social Studies
- Students will receive SDI by the ELD Specialist in a co-teaching setting or a classroom that is taught by the ELD Specialist.

Tier II

Interventions can be provided:

- LA Plus
- Reading Interventions
- System 44
- Co-teaching with ELD Specialist in core content areas

WIDA *or* W-APT ELP Level 2



Descriptors:

- Use general language related to content areas
- Short phrases and sentences
- Oral or written language with errors often impedes the meaning of the communication.

See WIDA Performance Definitions for explanation of all WIDA levels.

Level of Service *for* WIDA *or* W-APT 2

Tier I

ESL Certified classroom teacher to effectively differentiate instruction with language development in mind throughout the day and across content areas.

Tier II

Elementary Level

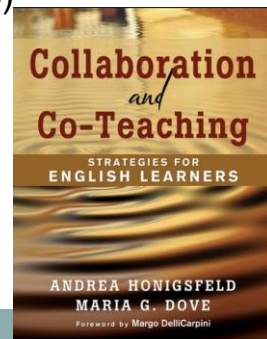
- The Title 1 RT/Interventionist will co-teach daily with classrooms that have WIDA 2s and provide services that meet their proficiency level.
- **If there are classrooms with no ESL endorsed teachers:** Two daily sessions of co-teaching provided by Title 1 ESL endorsed RT/Interventionist in consistent collaboration with the ELD Specialist.
- Co-teaching support in EL classroom by ESL endorsed Title I Resource Teacher/Interventionist and ELD Specialists.

Secondary Level

- 3-4 daily courses in the content area with an ESL endorsed teacher: Language Arts, math, science **or** social studies
- ELD Specialist will co-teach in classrooms with these students.
- Co-teaching support in EL classroom by ESL endorsed Title I Resource Teacher/Interventionist and ELD Specialists.

EL services may be provided by a combination of co-teaching and pull-out programs. Pull-out classes with newcomers and beginning level ELs should continue even if co-teaching is being carried out.

(Honigsfeld & Dove, 2010)



WIDA or W-APT ELP Level 3

Descriptors:

- Use general and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with errors may impede the communication, but retain much of its meaning.

See WIDA Performance Definitions for explanation of all WIDA levels.

Level of Service for WIDA or W-APT 3

Tier I

Classroom teacher to effectively differentiate instruction with language development in mind throughout the day and across content areas.

Tier II

Elementary

- Students will be placed in EL classrooms or in a classroom with a teacher that has been SIOP trained.
- 2 to 3 weekly sessions of EL co-teaching service provided by the ELD Specialist as well as Title I ESL endorsed RT/Interventionist or other Title I support staff required to meet student needs.

(Lowest performing WIDA/W-APT 3s)

Title 1 ESL endorsed RT/Interventionist co-teaching with classroom teacher targeting this subgroup of students and other at-risk students (non-EL) that may have the same identified learning targets.

Secondary

At minimum, two scheduled classes with an ESL endorsed teacher: Language Arts and Math

Level of Service for WIDA or W-APT 3 *(Higher Performing)* & 4

Tier II

Title 1 ESL endorsed RT or non-endorsed Title RT/Interventionist/Coach co-teaching with classroom teacher targeting this subgroup of students and other at-risk students (non-EL) that may have the same learning targets identified.

WIDA *or* W-APT ELP Level 4



Descriptors:

- Use specific and some technical language of the content areas
- Use a variety of sentence lengths of varying linguistic complexity (oral discourse)
- Oral and written language with minimal errors that do not impeded the overall meaning of the communication.

See WIDA Performance Definitions for explanation of all WIDA levels.

Levels of Service *for* WIDA *or* W-APT 4

Tier I

Classroom teacher to effectively differentiate instruction with language development in mind throughout the day and across content areas.

Tier II

Elementary

Students will receive 1-2 weekly sessions of small group intervention in the classroom by the Title 1 RT/Interventionist supported by the ELD Specialist in collaboration with the classroom teacher.

Secondary

1-2 weekly small group interventions provided by Title 1 instructional staff (interventionist, resource teacher, paraprofessional) in collaboration with classroom teacher and supported by ELD Specialist.

WIDA or W-APT ELP Level 5

Descriptors:

- Uses specialized or technical language of the content areas
- Uses a variety of sentence lengths of varying linguistic complexity, including stories, essays or reports
- Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

See WIDA Performance Definitions for explanation of all WIDA levels.

WIDA or W-APT ELP Level 6

Descriptors:

- Use specialized or technical language reflective of the content areas **at grade level**.
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level.
- Oral or written communication in English comparable to English-proficient.

Level of Service for WIDA or W-APT 5 & 6

(If needed)

Services as identified through district MTSS process for students needing targeted interventions.

Content Area Achievement

"English learners are evaluated with the same tests as their native English-speaking classmates, no matter what their English proficiency level is. That is why it is imperative for all teachers to help English learners both acquire English and learn content. Content-area/classroom teachers must integrate academic language and literacy into their lessons and ESL teachers must add content topics to their language classes. ***As students improve their academic English skills, they also will increase their content area achievement scores.***"

(Cook, Boals, Lundberg, 2011)

Students EXIT when....

K-12 students are exited from the Alternative Language/Title III Program Services when they:

1. **Receive 4.5 or higher on all four of the domains** (listening, speaking, reading, writing)

AND

2. **Composite score of 5.0** on the spring WIDA ACCESS for ELLs

AND

3. Have demonstrated **academic proficiency on a State-approved reading assessment** to ensure proficiency in ELA.

Professional Development

Provide professional development opportunities for **ALL** teachers during staff meetings, late starts and/or PLCs facilitated by our department and/or building ELD Specialist:

- Co-teaching
- Content & Language Objectives
- Can-Do Descriptors
- Word Work
- WIDA results
- Support feeder track initiatives
- SIOP
- Language & Literacy

ELD Specialists and Title I RTs/Interventionists

DOs	DON'Ts
<ul style="list-style-type: none"> • Service ELs and identified students who need targeted interventions • Must speak Arabic • NS or YK endorsed • Oversee services • Ensure buildings are in compliance • Coordinate WIDA ACCESS Assessment • Participate in MTSS process • Coordinate grouping kids • Co-teach/push-in if students are clustered • M-Step accommodation and support for planning for accommodations during testing. 	<ul style="list-style-type: none"> • Suspend services • Substitute • Coordinate any testing other than WIDAW-APT. • Lunch Duty <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Although the ELD Specialists' and Title I RTs/Interventionists' first priority is servicing students, they are a part of the building leadership team. They work collaboratively with administrators and teachers in supporting positive climate & culture, assisting with assessments, selection of resources, special school events, etc. ELD Specialists and Title I RTs/Interventionists can and should continue support in anyway they can. Please keep in mind that all these supports are in addition to providing direct instructional service to students not in place of providing services to students.</p> </div>

Misconceptions

1. Every classroom teacher has to be ESL (NS) or Bilingual (YK) endorsed.
 - ✓ **Clarification:** It depends on building EL population.

1. When co-teaching, the role of the ESL highly qualified teachers (ELD Specialist, Title 1 RT/Interventionists) is to translate.
 - ✓ **Clarification:** Planning, collaboration and communication with classroom teachers is necessary when co-teaching.