EXPERIENCED
BILINGUAL/ESL/ELS
SUPERVISORS TRAINING 2012

PRESENTERS:
Raquel Sinai, Lori Ramella, and Ken Bond

Office of Title 1
New Jersey Department of Education
THINK / PAIR / SHARE

- What has been your greatest programmatic success since this time last year?

- What has been your greatest programmatic difficulty since this time last year?
Section 1
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- Professional Development Calendar
  http://www.state.nj.us/education/bilingual/pd/calendar.htm

- Bilingual/ESL Model Program Resource Centers 2012-14

- English Language Learners in the Mainstream Tutorial
COMPLETED WORKSHOPS

- October 4 and 9, 2012 (2 day session)
  "Connecting the WIDA English Language Development Standards to the Common Core Standards"

- October 10 and 18, 2012 (2 day session)
  "Connecting the WIDA English Language Development Standards to the Common Core Standards"

- October 23, 2012 (1/2 day sessions – a.m. and p.m.)
  "New Bilingual/ESL Supervisors" (a.m. session)
  "New ELS Supervisors" (p.m. session)
UPCOMING WORKSHOPS

- **December 3, 2012 (1 day session)**
  "Using the 2012 WIDA English Language Development Standards for Newcomer Students at the High School Level"

- **December 4, 2012 (1 day session)**
  "Using the 2012 WIDA English Language Development Standards for Newcomer Students at the High School Level"

- **December 10, 2012 (1 day session)**
  "Integrating WIDA English Language Development Standards into a Response to Intervention Process for Struggling ELLs"

- **December 12, 2012 (1 day session)**
  "Integrating WIDA English Language Development Standards into a Response to Intervention Process for Struggling ELLs"
UPCOMING WORKSHOP

- January 31, Feb. 1, Mar. 1

  - “Sheltered English Instruction Training of Trainers Workshop”

- Model Curriculum Scaffolds

  - Invite only for focus and priority schools.
BILINGUAL/ESL MODEL PROGRAM
RESOURCE CENTERS 2012-2014

- Clifton Public Schools, Bilingual/ESL Model Program, K-12 Program: ESL Program with Bilingual Support

- Howell Township Public Schools, ESL Model Program, K-8 Program

- Linden Public Schools, ESL Model Program, K-12 Program

- River Edge Public Schools, ESL Model Program, K Program: New Bridge Center School

- Roselle Borough Public Schools, Bilingual Model Program, 1-4 Program: Harrison Elementary School

- West Windsor-Plainsboro Public Schools, ESL Model Program, 6-12 Program
ENGLISH LANGUAGE LEARNERS IN THE MAINSTREAM TUTORIAL

- teacher videos
- student audio segments
New terminology:
- development vs. proficiency
- emerging rather than beginning (Level 2)
- Language forms and conventions replaces language control
- Discourse complexity replaces linguistic complexity
- Grade level vocabulary

Common core standards connection
http://wida.us/standards/DraftRelease/player.html
MODEL CURRICULUM
Section 3
MODEL CURRICULUM SCAFFOLDS FOR ELLs

http://www.state.nj.us/education/modelcurriculum/ela/
| SLO: 1  
CCSS: RL.1.1  
WIDA: 2  
Reading Speaking | **Student Learning Objective (SLO)** | **Language Objective** | **Language Needed** |
|------------------|------------------------------------|------------------------|--------------------|
|                  | Answer questions posed about key details in a text read aloud. | Orally answer questions using key details through reading and listening | VU: Question words: who, when, where, what  
LFC: Verbs, past tense  
LC: Varies by ELP levels |

<table>
<thead>
<tr>
<th>ELP 1</th>
<th>ELP 2</th>
<th>ELP 3</th>
<th>ELP 4</th>
<th>ELP 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objectives</td>
<td>Orally answer yes/no or either/or questions with single words about details in an appropriately leveled story.</td>
<td>Orally answer who, when, where questions in phrases or short sentences from an appropriately leveled text.</td>
<td>Orally answer “Wh” questions in simple sentences using an appropriately leveled text.</td>
<td>Orally answer questions in complete sentences using details from an adapted grade level text.</td>
</tr>
</tbody>
</table>
| Learning Supports | **Word Wall**  
**Visuals**  
**Gestures**  
**L1 support** | **Word Wall**  
**Visuals**  
**Sentence Frames**  
**L1 support** | **Word Wall**  
**Visuals** | **Word Wall** | **Word Wall** |

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Review Unit assessment for suggested texts and phonemic awareness skills which will be evaluated this unit. In all instances, background knowledge, key vocabulary and critical language structures connected to the actual tasks, activities and texts will need to be taught and emphasized throughout the lessons.
Section 4
NEW STATES

- Nevada and Colorado joined in October.
## ACCESS FOR ELLs Timeline

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Ordering</td>
<td>01/24/13</td>
<td>02/23/13</td>
<td>30</td>
</tr>
<tr>
<td>Pre-ID Ordering - State Provides</td>
<td>01/04/13</td>
<td>02/01/13</td>
<td>28</td>
</tr>
<tr>
<td>Districts Receive Test Materials</td>
<td></td>
<td>03/11/13</td>
<td>7</td>
</tr>
<tr>
<td>Test Window</td>
<td>03/18/13</td>
<td>04/30/13</td>
<td>44</td>
</tr>
<tr>
<td>Additional Materials Deadline</td>
<td></td>
<td>04/16/13</td>
<td></td>
</tr>
<tr>
<td>Districts Pack Completed Material</td>
<td>04/30/13</td>
<td>05/06/13</td>
<td>7</td>
</tr>
<tr>
<td>Districts Ship Completed Material to MT</td>
<td></td>
<td>05/06/13</td>
<td>4</td>
</tr>
<tr>
<td>All Materials Received at MT</td>
<td></td>
<td>05/12/13</td>
<td></td>
</tr>
<tr>
<td>Data Validation Window - If Desired</td>
<td>06/09/13</td>
<td>06/19/13</td>
<td>10</td>
</tr>
<tr>
<td>Reports Shipped to Districts</td>
<td>07/07/13</td>
<td>07/10/13</td>
<td>3</td>
</tr>
<tr>
<td>Printed Report Correction Window</td>
<td>07/10/13</td>
<td>07/25/13</td>
<td>15</td>
</tr>
<tr>
<td>Final Data Due To State</td>
<td></td>
<td>07/26/13</td>
<td></td>
</tr>
</tbody>
</table>
Computer based test for ELLs coming for the 2015-2016 school year

http://assets.wceruw.org/
Participation Criteria:

- The student has been classified as ELL.
- The student has a significant cognitive disability and is eligible for special education services under IDEA.
- The student is in an alternate curriculum aligned with their state's academic standards, and is participating in the state's alternate accountability assessment.

Note: Participation is based on an IEP team decision.
## AMAO 1 - Progress

<table>
<thead>
<tr>
<th>2011-12 Target</th>
<th>2012-13 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% of students will improve 10 scale score points or more on the ACCESS for ELLs test.</td>
<td>79% of students will improve 10 scale score points or more on the ACCESS for ELLs test</td>
</tr>
</tbody>
</table>
AAMAO 2- ATTAINMENT

- 5% of students in language assistance programs for less than one year through four years will attain a 4.5 composite score on the ACCESS for ELLs test.

- 50% of students in language assistance programs for 5 years or more will attain a 4.5 composite score on the ACCESS for ELLs test.
AMAO 3- Achievement of the LEP Subgroup at the District Level

- Method of calculating AMAO 3 will be aligned to approved ESEA flexibility/waiver request
- Will include district progress target for LEP subgroup in math, LAL and participation rate in each of those assessments.
- It will also include an additional indicator of attendance or graduation rate.
- Tested N-size of 30 students
- Letter will be sent to districts later this fall
MONITORING
Section 6
TITLE III MONITORING

• Use of funds
  --supplemental language instruction services
  --professional development
• Supplement not Supplant
• Parental notification
• English language proficiency assessment (ACCESS for ELLs)
• Annual measurable achievement objectives
• Private school participation
GUIDING QUESTIONS

- What is the instructional program provided to all students?
- What services is the district required to provide under state regulations?
- Was the program/service previously provided with state or local funds?
TITLE III ALLOWABLE AND NOT ALLOWABLE USES

Activity
Title III Funds Were Used To:

- Provide professional development for mainstream teachers in sheltered instruction.
- Offer an after-school program specifically designed to assist their ELL population.
- Purchase reading materials that are part of the core district ELA program.
- Pay for an ESL teacher’s mileage to travel between schools in the district.
- fund an ESL teacher’s salary.
- Purchase iPADS for the ELL students.
- Pay the costs to translate the Title III Parent Notification letter.
- Contract with a translation company to translate district communications that are sent to parents on a weekly basis. (e.g. newsletter)
- Translate the AHSA.
- Pay for the cost (100%) of the ACCESS for ELLs.
DATA COLLECTION
Section 7
NJSMART Data Elements

- ACCESS FOR ELLS PRE-ID SUBMISSION-
- LEP Program Start Date/Completion Date
- Home Language
- Immigrant Status
- Date of First Entry into a U.S. School
- Webinar dates to be posted on NJSMART site.
- Practice period Dec. 3 - Dec. 31.
Nonpublic Schools Data Collection

- Nonpublic School Enrollment Form
  - Number of LEP students eligible for Chapter 192 ESL services
  - Number of students who meet the definition of “immigrant student”
  - Number of students on foreign exchange visas identified as LEP students
PARENT RESOURCES
Section 8
PARENT RESOURCES

- Spanish Parent Website: [http://www.state.nj.us/education/bilingual/parents/spanish/](http://www.state.nj.us/education/bilingual/parents/spanish/)
- BRYCS: [https://usccb.adobeconnect.com/_a833422997/familyengagement/](https://usccb.adobeconnect.com/_a833422997/familyengagement/)
- Colorin Colorado: [http://www.colorincolorado.org/families/](http://www.colorincolorado.org/families/)
- Bilingual/ESL Model Programs: [http://www.state.nj.us/education/bilingual/resources/ModelProgram.htm](http://www.state.nj.us/education/bilingual/resources/ModelProgram.htm)
NETWORKING

- Take time to discuss the following areas with colleagues...
  - Title III
  - Monitoring
  - ACCESS for ELLs
  - Standards
  - Model curriculum
  - Professional development
  - Parent resources
  - Information related to think/pair/share activity
  - Other program details
New Jersey Department of Education

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www.state.nj.us/education
http://www.nj.gov/education/bilingual/

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