ENGLISH LANGUAGE EDUCATION

TEC Connections Academy

2022 - 2023

STAFF GUIDE

OVERVIEW

Multilingual Learners (MLs) represent a growing population of students at TECCA, as well as in Massachusetts. The goal of our English Language Education Program (ELEP) is to offer an education that supports the linguistic and cultural diversity of students who are acquiring English. Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA) require districts to put appropriate measures in place for MLs to access grade-level, standards-based curricula and instruction–while promoting English language acquisition–so that ELs meet academic standards equivalent to their English-only peers.

Additionally, federal laws outline mandates that promote ML family engagement in their students' education. This handbook serves to inform TECCA staff of the practices and protocols of our ELEP, as well as expectations for core content teachers in their use of Sheltered English Immersion (SEI) strategies in their classrooms. All ELE programming is aligned to both federal and state laws and OLA guidance.

WIDA

In September 2012, the Massachusetts Department of Elementary and Secondary Education (MA DESE) adopted the English language development standards and assessments of the WIDA Consortium (*https://wida.wisc.edu/*).   WIDA is the state's resource for English language development and academic advancement for Multilingual Learners.. WIDA provides language standards for instruction, student assessment, and professional development for educators.

The **WIDA Performance Definitions** (*https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf*, and *https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions- Receptive-Domains.pdf*) provide a language framework for instructional communication in the school setting. The **WIDA "Can- Do" Descriptors** (*https://wida.wisc.edu/teach/can-do/ descriptors*) advise teachers about which language skills MLs can be expected to demonstrate according to their grade and English proficiency level. All MLs can actively participate in learning communities when teachers differentiate to accommodate their ELD levels. Moreover, explicit English language instruction must be provided so that MLs gain proficiency equivalent to their English-only peers.

CURRICULUM

The instructional goal of English Language Education is to develop English language proficiency using the theory and methods of Second Language Acquisition. This involves explicit instruction in the four language domains: Listening, Speaking, Reading, and Writing. ELE teachers also collaborate with their core content colleagues to (1) identify the language demands of Math, Science, English Language Arts, and Social Studies (in addition to other classes); and (2) co-design differentiated lessons that support MLs in accessing the core curricula. A variety of platforms, apps, and programs are used to plan lesson content and instructional strategies; however, the ELEP primarily makes use of the curricular resources described below.

NATIONAL GEOGRAPHIC LEARNING

Through stories, ideas, photography, and videos, this K - 12 curriculum offers MLs content that is real, and relevant to their lives. The **REACH** series of textbooks uses fiction, science, and social studies to teach English literacy to MLs in Grades K - 5. The **INSIDE** series helps students in Grades 6 - 8 become stronger readers using multicultural literature and nonfiction texts. Finally, **EDGE** is a series of reading/language arts texts designed for students in Grades 9 - 12, that focuses on college and career readiness.

FRECKLE

Freckle is a practice website and app for students in Grades K - 12 that addresses standards-based skills and concepts in core content areas. Freckle continuously adapts to each student's individual skills, so each is being challenged appropriately, regardless of whether they are working at, above, or below grade level.

PROCEDURES

Among the other responsibilities of the ELE program is the identification, assessment, placement, reclassification, and monitoring of MLs. Each of these procedures is described in the table below.
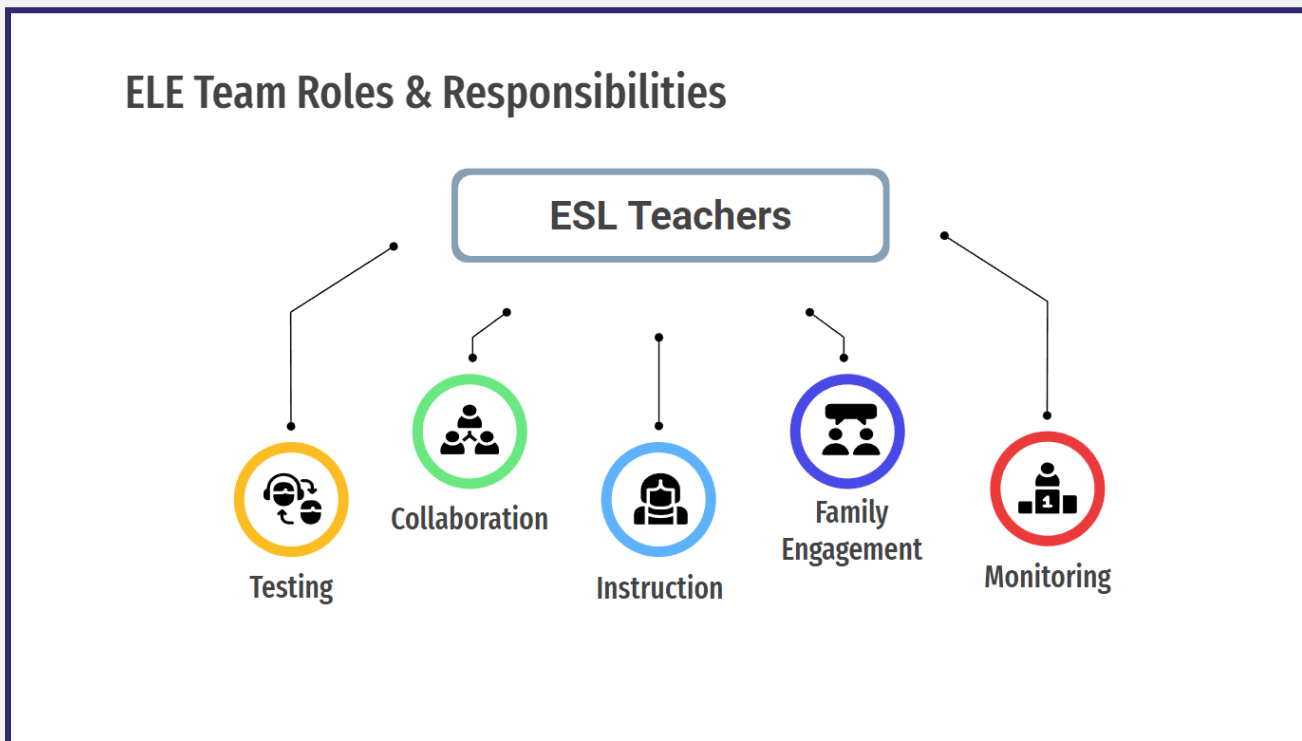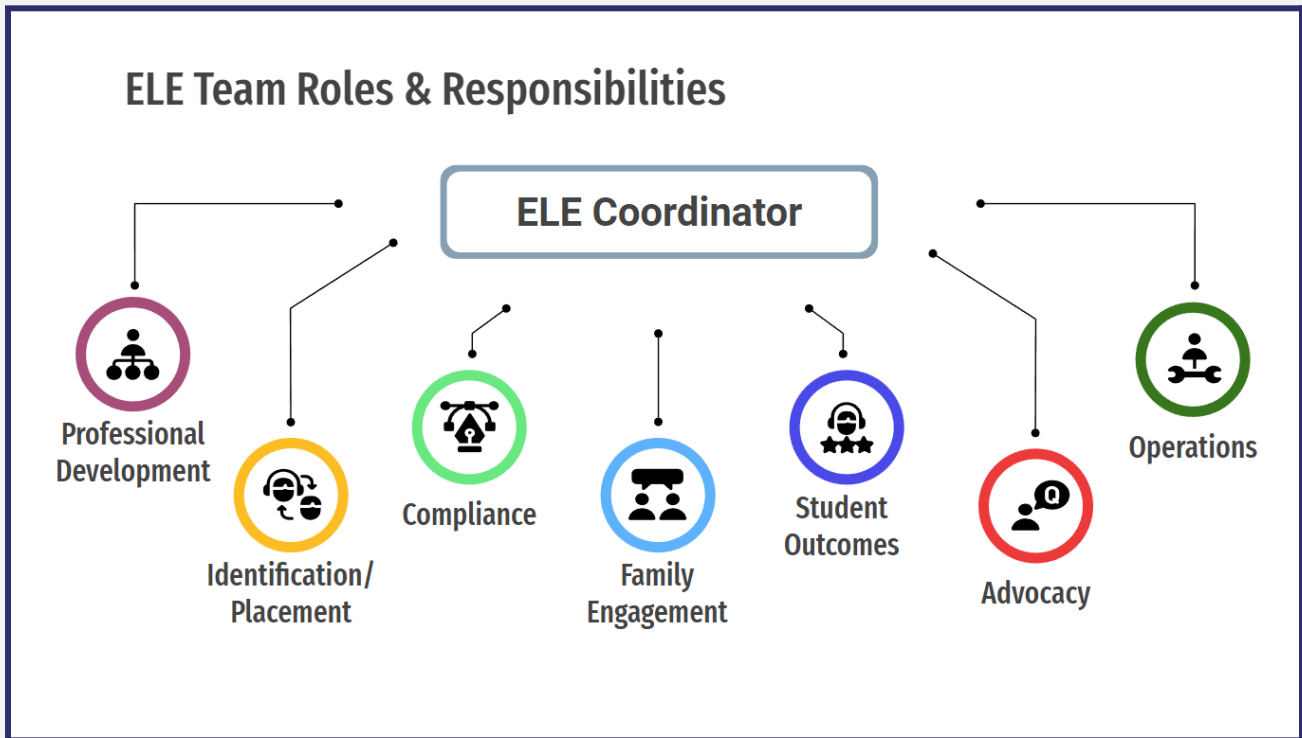
	PROCEDURE
IDENTIFICATION	At enrollment, all families complete a Home Language Survey. If a student experiences a language other than English at home, the student must be screened (or the family must provide prior screening results)..
ASSESSMENT	The WIDA Screener is the instrument used to assess a student's current English proficiency. The Screener measures a student's language skills in the four domains of Listening, Speaking, Reading, and Writing.
PLACEMENT	Upon review of screening results (or after receipt of results from a prior district), a placement decision is based on the student's English proficiency level, and the most suitable language instruction model.
RECLASSIFICATION	All students enrolled in ELE participate in annual ACCESS testing. Test results indicate how far a student's skills have advanced, or may show that they no longer need English language support.
MONITORING	Quarterly reports, completed by ESL Teachers, track the progress of students in the ELEP. When students exit the program, monitoring is still required for an additional four years.

INSTRUCTION

ESL Teachers deliver English language instruction in both pull-out and push-in models. Students are expected to attend their ESL Live Lessons; beginning in the 2022-23 school year, students will receive a grade for their ESL course. ESL Teachers are also available to consult with core content teachers and offer guidance and support in sheltering instruction for MLs.

ELE TEAM

In addition to the activities mentioned above, the ELE team performs other functions for students, families, and teachers.

ELE Team Roles & Responsibilities

ELE Coordinator

- Professional Development
- Identification/Placement
- Compliance
- Family Engagement
- Student Outcomes
- Advocacy
- Operations

ELE Team Roles & Responsibilities

ESL Teachers

- Testing
- Collaboration
- Instruction
- Family Engagement
- Monitoring

TRANSLATION SERVICES

TECCA partners with Baystate Interpreters, Inc. of Gardner, MA to provide translation and interpreter services for our ML families. Services are available on-demand, 24 hours a day, 7 days a week. For instructions on how to request translation/interpreter services, see IA 2868014 or contact the ELE Coordinator.

TITLE III

TECCA receives an allocation of grant funds from Title III of the Every Student Succeeds Act (ESSA). The broad purpose of these funds is to increase the English language proficiency of students and to improve their academic achievement; and to enhance educational programs for MLs which include parent, family, and community engagement.

HOME VISITS

The ELE Coordinator is available to make home visits as needed, particularly for multilingual families whose level of engagement is below expectations, or for students who may be struggling academically. Contact the ELE Coordinator directly to request a home visit be made.

CONNEXUS

Here's where to look for information in Connexus for the MLs in your classes.

"EL COMPLIANCE" DATA VIEW	• Home Language Survey • Country of birth • First year enrolled in U.S. schools • Language(s) spoken by adults in the home • Current status in ELE program
IA 2868014	• Instructions for requesting translation/interpreting services for ML families