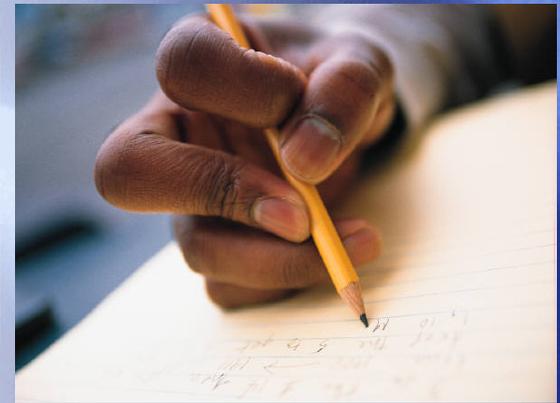


Office of English Language Acquisition

Margarita P. Pinkos Ed. D.
Associate Deputy Secretary
March 21, 2007

TESOL Teachers of English to Speakers of Other Languages, Inc.
A global education association.





NCLB insists that the status of minority students not be hidden among the averages, but that data be disaggregated.

★ ★ ★ ★ Role of Federal Policy on ELL Instruction

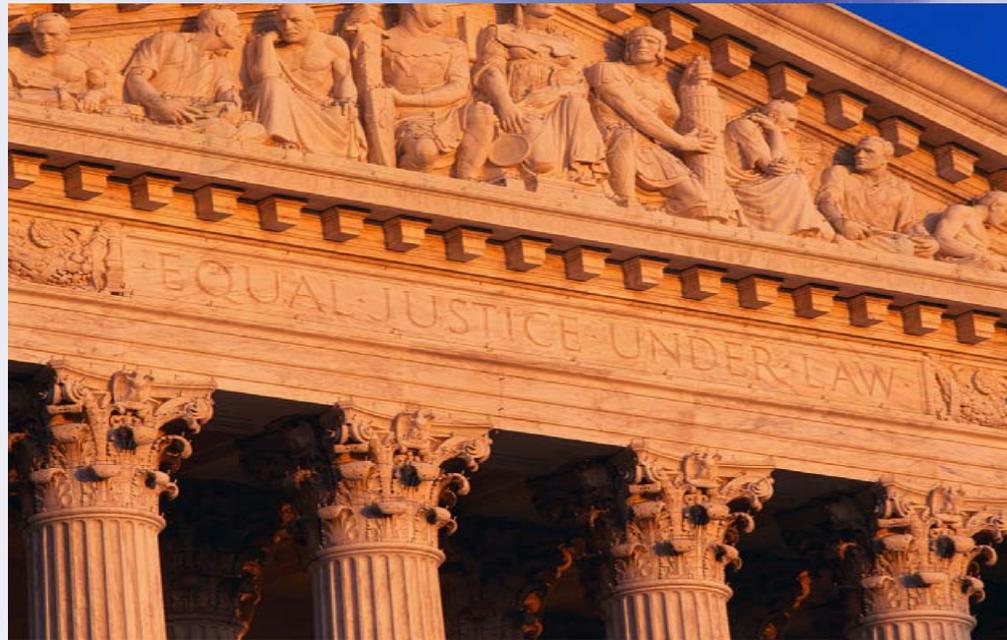
Federal position on education of ELL's based on federal case law. Lau v. Nichols & Castaneda v. Pickard

- Lau states: ELL's must receive instruction that is modified to make instruction comprehensible.
- Castaneda states: districts must provide students with access to general curriculum at grade level.
- Both laws require districts to provide instruction that supports acquisition of the English language both oral and written.
- Neither law advocates program approach. The law states that program approach be based on sound theory and continually evaluate program approach for student progress.

NCLB Title III Program Purpose

(Section 3101)

- **The purpose of Title III is to ensure that limited English proficient students master English and meet the same rigorous standards for academic achievement as all children are expected to meet, and to support to the extent possible, the native language skills of such students.**



OELA's Vision

The Vision of the Office of English Language Acquisition is that all non-English speaking students be valued as critical assets in US public education and the nation's economy.

OELA's Mission

To provide national leadership to ensure that all limited English proficient students learn English and achieve at the same high academic standards and achievement levels set by a state for all students.



LEP Definition

- States develop definition of “LEP” according to Title IX requirements and State concepts of Proficient and Advanced



LEP Definition

[Section 1111(b)(3)]

- **Between ages of 3 and 21**
- **Enrolled/preparing to enroll in elementary or secondary school**
- **Not born in U.S. or whose native language is not English or**
 - From an environment where language other than English significantly impacted English language proficiency
 - Is migratory, whose native language is not English and comes from environment where English is not dominant
- **Has difficulty speaking, reading, writing or understanding English sufficient to deny the individual the:**
 - Ability to meet the proficient level of achievement on State assessments
 - Ability to successfully achieve in classrooms taught in English with no language supports.
 - opportunity to participate fully in society



LEP=ELL

ONCE IDENTIFIED

- ELL's are placed in programs that work; based on scientific research.



ELL INSTRUCTION THE WORLD OF CHANGE

■ Little definitive quality scientific research on effective English language development approaches for non-English speaking students



- What do we need to know?
- Where do we look?
- What do we do?



The Essence of Teaching

Know what they
need to know

Find out what
they know

Teach them
what they
don't know



What do we Need to Know?

2 Sets of Standards-2 Sets of Objectives

- ENGLISH LANGUAGE PROFICIENCY STANDARDS, TITLE III (FOR LEP STUDENTS ONLY)
- ACADEMIC CONTENT STANDARDS, TITLE I (FOR ALL STUDENTS INCLUDING LEP STUDENTS)
- **Title III English Language Proficiency Annual Measurable Achievement Objectives AMAOs (for LEP students only), and**
- **Title I Adequate Yearly Progress (AYP) Objectives (for all students including LEP students)**



What do we Need to Know?

English Language Proficiency Standards



- **English language proficiency standards define progressive levels of competence in the use of the English language.**
- **English language proficiency levels set clear benchmarks of progress that reflect differences for students entering school at various grade levels.**
- **Five domains: reading, writing, speaking, listening and comprehension.**

What do we Need to Know?

Example of Proficiency in Academic Reading

The student can:

- **Independently read and comprehend a grade-level appropriate test and write a short essay describing the main idea of the text**
- **Apply knowledge of reading strategies to comprehend the text of the next higher level of difficulty**
- **Based on reading skills and strategies can comprehend and analyze elements of non-fiction and fiction tests, such as point of view of the author or conflict and resolution in a fiction work**

What do we Need to Know?

Example of English Language Proficiency in Reading

The student can:

- **Comprehend reading passages written in familiar or short sentence patterns and verbalize some of the main points of the passages**
- **Use acquired knowledge of the English language to learn and understand new vocabulary in context**
- **Identify and pronounce English phonemes in context**



What do we Need to Know?

Assessment of ALL LEP Students



★ Annual English language proficiency assessment

k-12 for students identified as limited English proficient

★ State Assessment in academic content for all students grades 3-8 and high school

Where do we look?

Using data to guide instruction



Where do we look?

■ U. S. Department of Education

<http://www.ed.gov>

■ U.S. Department of Education-OELA

<http://www.ed.gov/offices/OELA>

■ NCELA

<http://www.ncela.gwu.edu>



What do we do?

Language Development Instruction

- **Focus on oral language development: create a noisy, interactive classroom.**
- **Build in time to interact- peer assisted teaching- develop oral language skills based on academic content areas.**
- **Relate social concepts to academic concepts taught at the grade level.**



What do we do?

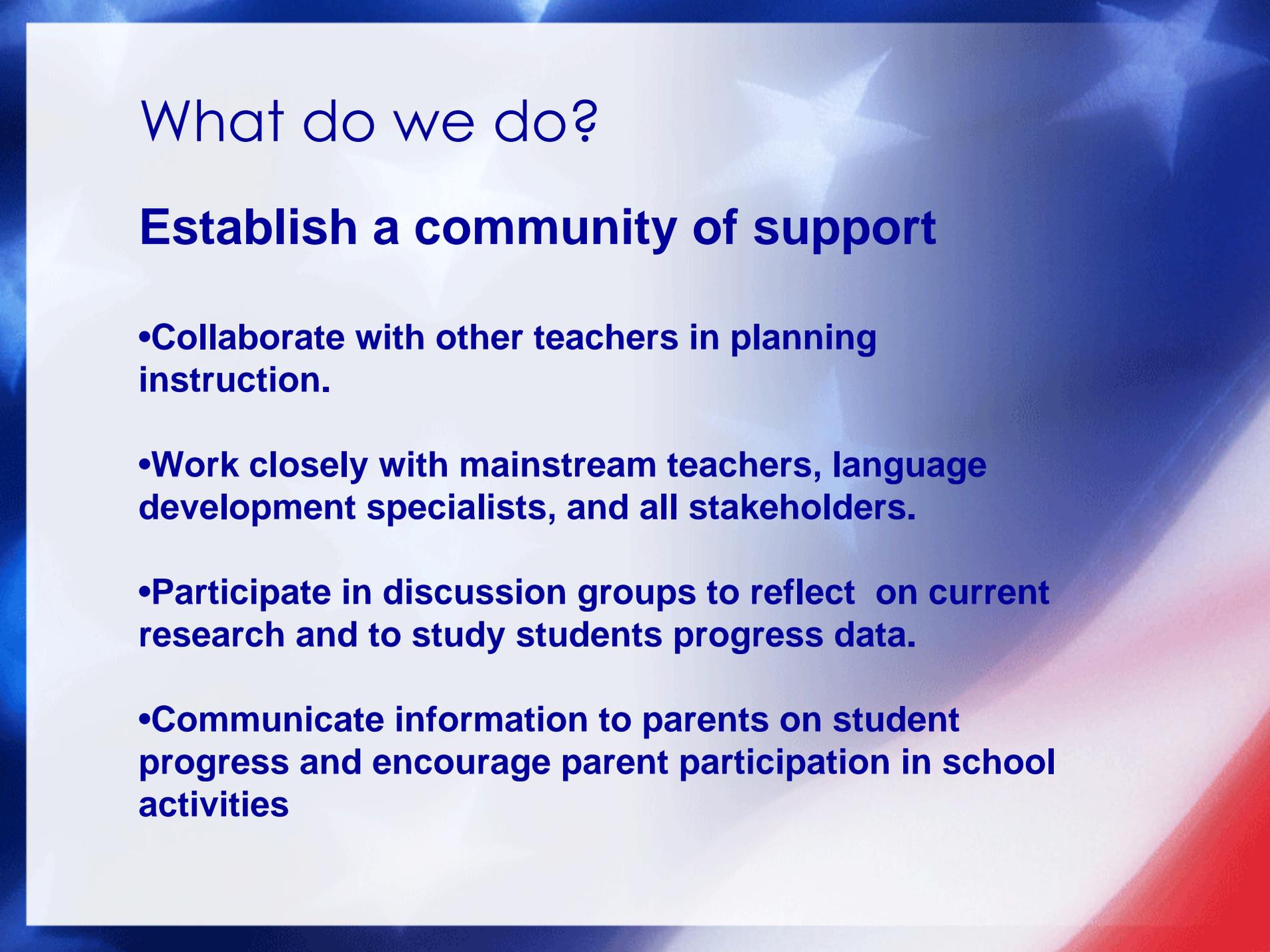
Develop Vocabulary in ALL Target Languages

- **Teach vocabulary in the context of the academic concept.**
- **Teach academic language- the language of school that is aligned to the academic content standards for that grade.**
- **Use vocabulary related to the grade level academic standard in reading/language arts, math and science.**
- **Discuss reading passages written in familiar or short sentence patterns and verbalize the main points of the passages.**
- **Use acquired knowledge of the English language to learn and understand new vocabulary in context.**
- **Explicit intervention is important: explain, guide, pair, peer-to-peer, talk, discuss, develop vocabulary.**

What do we do?

Explicit Instruction in Phonics and Phonemic Awareness

- **Discreet articulation of sound**
- **Hook the sounds to symbols and letter symbols to blends**
- **Distinguish blends and sounds to develop words**
- **Discuss the function of sounds and blends to make words**

The background of the slide is a stylized American flag, with the stars and stripes visible. The stars are white and set against a blue field, while the stripes are red and white. The flag is slightly blurred and has a soft, glowing effect.

What do we do?

Establish a community of support

- **Collaborate with other teachers in planning instruction.**
- **Work closely with mainstream teachers, language development specialists, and all stakeholders.**
- **Participate in discussion groups to reflect on current research and to study students progress data.**
- **Communicate information to parents on student progress and encourage parent participation in school activities**

The background of the slide is a stylized American flag, featuring a blue field with white stars in the upper left and a red and white striped field in the lower right. The text is overlaid on this background.

What do we do?

Validate Student's Culture and Identity

- **Incorporate student's culture and language in instruction.**
- **Provide opportunities for students to highlight aspects of their culture.**
- **Explore different points of view and present events and ideas from different perspectives.**
- **Maximize opportunities for diverse learning styles and encourage individual contributions.**

What do we do?



We are teaching the future leaders
of our country!!!