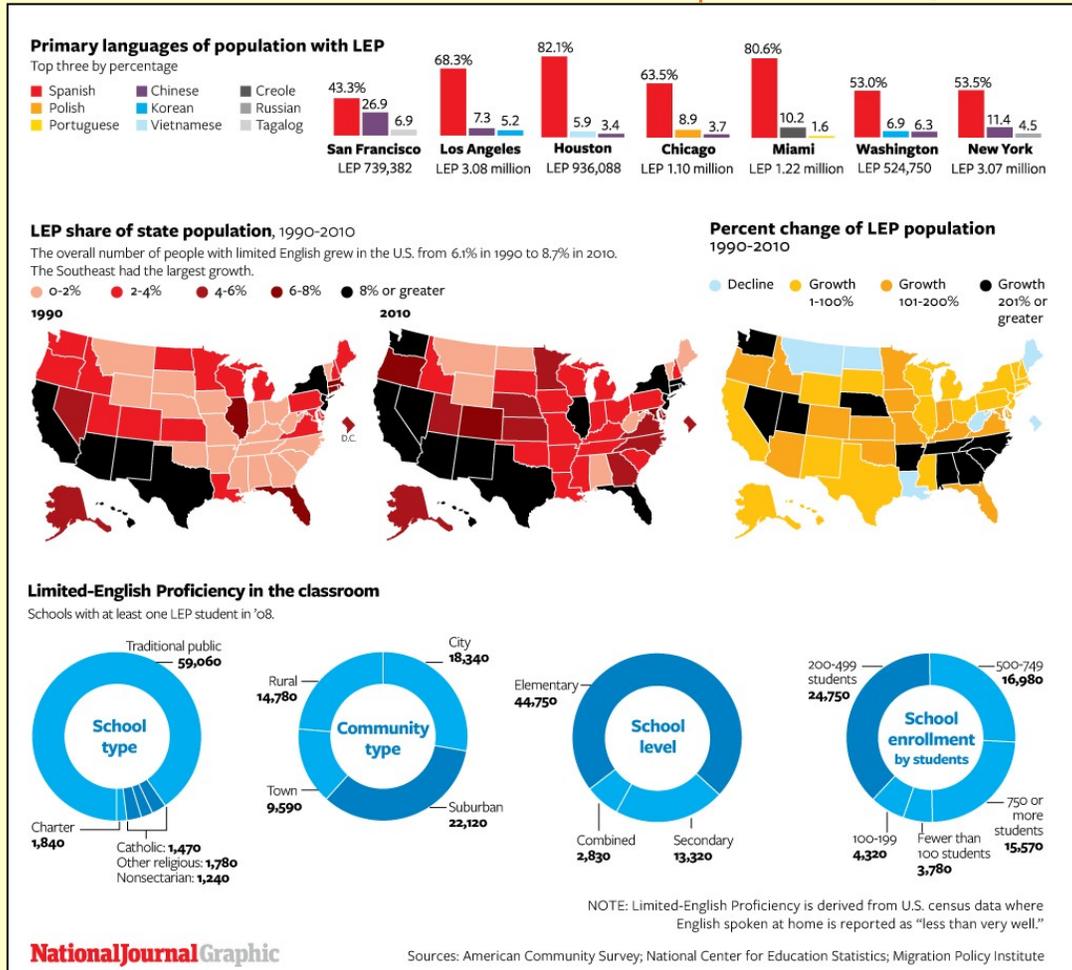


LPSD 38 English Learners (ELL) Update

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Fall 2012



LPSD38 ELLs At-A-Glance

We have over 40 **different languages** other than English represented by the families of our 300+ ELL students. LPSD ELLs range in English Language Development from **NEP** (Non-English Proficient) to very high **LEP** (Limited English Proficient), and come from a variety of backgrounds (adopted from overseas, foreign-born, immigrant or military families as well as refugees).

School	Non English Proficient	Limited English Proficient	Tested Proficient – on Monitor	Total
PRHS	3	21	9	33
LPHS	4	15	7	26
LPMS	3	17	13	33
BCES	11	27	4	42
PLES	9	30	2	41
LPES	2	21	6	29
KES	5	7	2	14
PWES	1	5	1	7
MA	5	41	10	56
PRESCHOOL	Not tested	Not tested	Not tested	28
TOTAL	43	184	54	309

NEW COLORADO ENGLISH LANGUAGE PROFICIENCY (CELP) STANDARDS: A NEW WAY OF ELL INSTRUCTION

The 2012/2013 school years brings the implementation of the new CELP standards. Colorado now joins 30 other states using the same standards. These combined states teach to approximately 1,050,000 ELL students. An Education Weekly article recently discussed how “putting the common-core standards into practice in classrooms is a monumental change for teachers in the nation's public schools, but for educators who work with English-language learners, the shifts in instruction are expected to be even more groundbreaking.”

The ELL staff at LPSD certainly feels the “ground shifting!” Training efforts are underway to incorporate the new standards as well as familiarize ourselves with new assessments. Classroom teachers may be noticing more of a presence of ELL teachers in their classrooms as ELL staff combines language acquisition strategies with academic classroom content. Additionally, students new to the district, with another language besides English indicated on their Home Language Surveys, will be given the new ELL placement test – W-APT. In January, all ELL students will take a new annual proficiency assessment – the ACCESS – that will assess their growth in English language acquisition.

The article goes on to state that “the new academic expectations.... require much more sophisticated uses of language than the mishmash of standards that have been in use for years across the states. Grammar and vocabulary, for example, are often the primary focus of instruction for English-learners, as is teaching students to master certain language functions, such as suggesting or complimenting. Under the standards developed through the Common Core State Standards Initiative, however, instruction for English-learners will have to move far beyond those fundamental components of learning the language to include instruction on how to read and comprehend complex texts.” The ELL staff looks forward to these new challenges and enhancing how we meet the instructional needs of our students with two or more languages. More detailed information on the new CELP standards is located at www.wida.us.

Source: Maxwell, Lesli. Language Demands to Grow for ELLs Under New Standards *Education Week*. (2012): n. page. Web. 29 Oct. 2012.

Upcoming Professional Development Opportunities

Nov 9-10
CoTESOL –
Denver

Jan 12 – Educating
Children of Color
Colorado College

Feb 6-9 CCIRA -
Denver

If you would like to attend please contact Stephanie Johnson for further information
sjohnson@lewispalmer.org

Annual LPSD
International Dinner

Nov 27 6pm-8pm LPHS

RSVP to
sjohnson@lewispalmer.org

785-4204

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the imperative to ensure equal access to grade-level content standards. Academic content standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. For ELs, **accommodations provided during instruction and classroom, district, and state assessments** assist in providing equal access to grade-level content. To accomplish this goal of equal access:

- every local educator must be familiar with Colorado Academic standards and accountability systems at the state and district level,
- and collaboration between general and ESL/Bilingual educators must occur.

All ELs can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following conditions are met:

- 1. Instruction is provided by teachers who are qualified to teach in the content areas.**
- 2. Instruction is provided by teachers who know how to differentiate instruction for diverse learners.**
- 3. Student plans (District ELA plans) for ELs are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for “learning how to learn”).**
- 4. Appropriate linguistic accommodations are provided to help students’ access grade-level content.**

For copy of the Colorado Academic Standards, including the English Language Proficiency Standards, visit: <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp>
For more information on EL designations and best practices for ELs please refer to the

Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs):
http://www.cde.state.co.us/cde_english/download/Resources-Links/Final_8-22-2011_Guidebook%202011.pdf

Source: http://www.cde.state.co.us/assessment/documents/manuals/12-13_AccomsGuide.pdf