



New Jersey
Department of Education

State Initiatives in Bilingual/ESL Education



Bureau of Bilingual/ESL Education
Office of Supplemental Educational Programs
New Jersey Department of Education



Agenda

- State Snapshot
- Federal Guidance Update
- English Language Proficiency (ELP)
- Supports for Educators



Welcome

- Visualization of ELLs in New Jersey
 - Draw a picture representing the ELL population in New Jersey
 - When complete, take 2 minutes to introduce yourself and share the picture with a partner

State Snapshot





Bilingual/ESL Program Types

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
<ul style="list-style-type: none">• English Language Services• English as a Second Language (ESL)* <p>* Always a component of alternative and full-time programs</p>	<ul style="list-style-type: none">• Sheltered Instruction• High-Intensity ESL• Bilingual Tutorial• Bilingual Resource• Bilingual Part-Time Program	<ul style="list-style-type: none">• Full-Time Bilingual• Dual Language (Two Way-Immersion)



Program Review Requirements

<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>

Implementing English Language Learner Program Services in New Jersey

A Summary of Program Review Based on N.J.A.C. 6A:15



New Jersey Department of Education
Office of Supplemental Educational Programs
Bureau of Bilingual/ESL Education



Implementing ELL Programs Document

- Provides assistance and clarification regarding the Three-Year Plan and Bilingual Education Program Waiver review processes
 - Includes guidance about:
 - Identification of students
 - Program descriptions
 - Number of certified staff hired for the program
 - Bilingual and ESL curriculum development
 - Evaluation design
 - Review process for exit
 - Age range
 - Grade span
 - Geographic location
 - Achievement data



Bilingual/ESL/ELS Three-Year Program Plans

- **Due date:** June 30, 2017
- Every three years, all school districts at which English language learners (ELLs) are enrolled must complete a plan describing their district's program.
- The 2017-2018 school year is the beginning of a new three-year cycle.
- Assurances are signed by the district chief school administrator/charter school lead person and enrollment/program information must be included.



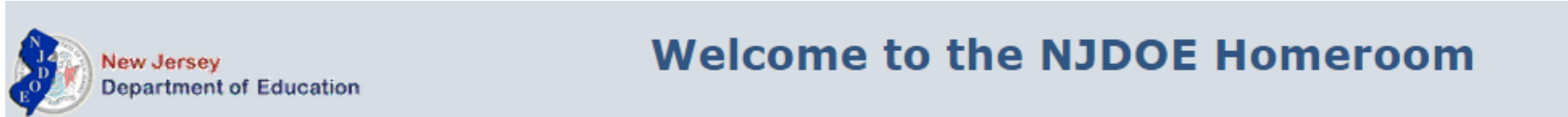
Bilingual Waiver

- **Due date:** June 30, 2018
- Annually, districts may request a waiver of N.J.A.C. 6A:15-1.4(d), which requires a district to implement a full-time bilingual education program if it enrolls 20 or more ELLs in a single language group K-12.
- A waiver is necessary when the age range, grade span and/or geographic location of the district's English Language Learners make it impractical for the district to provide a full-time bilingual program.



Bilingual Waiver

- On NJDOE Homeroom under “Bilingual”
- <http://homeroom.state.nj.us/>



Important Information PLEASE READ!

Homeroom Administrator Account information (form that was faxed to the NJDOE) only provides access to th System. To access any of the Data Collection Systems you need to have your district's Homeroom Administrat those systems.

TO CHANGE HOMEROOM ADMINISTRATORS FOR YOUR DISTRICT PLEASE FILL OUT THE *CHANGE HOMEROOM AD*

Do not bookmark links to any of the systems in Homeroom. The systems get archived yearly, therefore the bo the previous year's system. Before entering data into a new system delete cache from your browser.



Homeroom Administration	Data Collection Information Center
Homeroom Administrator Manual	<i>Homeroom Administrators! Please read the Manual before you enter the site</i>
ADDL	Ch 192-193 Funding Statement and Additional Funding Request
AMAO	AMAO Data Report
ARRA Quarterly Section 1512	ARRA Quarterly Section 1512 Reporting
ASSA	Application for State School Aid
AudSum	Audit Summary Online
Budget	2015-2016 Budget Statement Software
Bilingual	Bilingual Waiver Request Submission
CAFR Repository	Application for the Electronic Upload of the CAFR Submission Package
CDS	CDS Information System



Programs

Certifications/Training

English Language Services

- Any certification and experience/training to develop ELLs aural comprehension, speaking, reading, and writing skills in English

English as a Second Language/ High-Intensity ESL

- English as a second language certification

Sheltered Instruction

- English as a second language certification
- Also, all other teachers must have content certification and training on strategies to make subject-area content comprehensible for ELLs (15 hour NJDOE recommendation)

Bilingual Tutorial/ Bilingual Resource/ Bilingual Part-Time Program/ Full-Time Bilingual

- English as a second language certification
- Content certification and bilingual/bicultural certification

Dual Language (Two-Way Immersion)

- Bilingual/bicultural certification, world language certification, and other certificated teachers demonstrating fluency in language(s) of instruction



Certification Information

- Bilingual teacher certification candidates must pass subject matter tests in accordance with N.J.A.C. 6A:9B-8.2(a)4, effective December 7, 2015; and
- a written proficiency test (WPT) in the target language and in the English language for the endorsement for Teacher of Bilingual and Bicultural Education in accordance with N.J.A.C. 6A:9B-5.14 and N.J.A.C. 6A:9B-11.5(a)2i1; and Teacher of Bilingual and Bicultural Education meet either qualifying scores on the WPT of “Advanced Low” for the English language and of “Intermediate High” for the target language, or that candidates meet qualifying scores on the WPT of “Intermediate High” for the English language and of “Advanced Low” for the target language.



Certification Information

- Target Language Testing Exceptions (bilingual only)
 - Candidates for certification who establish themselves as a speaker of the target language who was primarily educated at the undergraduate or graduate level in that language, as determined by their submitted foreign evaluation transcript(s), will be exempt from taking the oral and written language proficiency tests (OPI & WPT) in their target language
- English Language Testing Exceptions (bilingual/ESL)
 - Candidates for certification who pass the Department-approved basic skills test will be exempt from taking the written English language proficiency test (WPT) requirement



Bilingual Certification in New Jersey

- <http://www.nj.gov/education/bilingual/policy/certification.pdf>
- Updated with WPT information and HS language arts certification information.



Transition to NJ Student Learning Standards

- NJSLS and ELL Scaffolds
 - <http://www.nj.gov/education/modelcurriculum/>



SUBCHAPTER 3. IMPLEMENTATION OF THE NEW JERSEY STUDENT LEARNING STANDARDS

• **6A:8-3.1 Curriculum and instruction**

- (a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.
- In the definitions section:
 - Instructional adaptation” means an adjustment or modification to instruction enabling students with disabilities, ELLs, or students in alternative education programs or who are gifted and talented to participate in, benefit from, and/or demonstrate knowledge and application of the NJSLS.



Biliteracy History

- To recognize of benefits of being bilingual
- NJTESOL-NJBE and FLENJ endorsed
- Pilot districts 2013-2014, implementation 2014-2015, 2015-2016
- World language learners and ELLs
- Passed in NJ 216th legislature January 8, 2016



Biliteracy 2018-2019 Calendar

April 2018

Adopted into state code

Summer 2018

Focus Group

September 2018

Broadcast announcing Seal of Biliteracy sent to the field

October 2018

Deadline for districts to indicate 2018 participation in the Seal of Biliteracy program

November 2018 – February 2019

Students take assessments, districts ask questions of the NJDOE (worldlang@doe.nj.gov or ell@doe.nj.gov)

March 2019

All assessment data must be "in hand" by this date

March 2019

Deadline for districts to upload spreadsheets to [Homerom](#)

Mid March 2019 – Mid May 2019

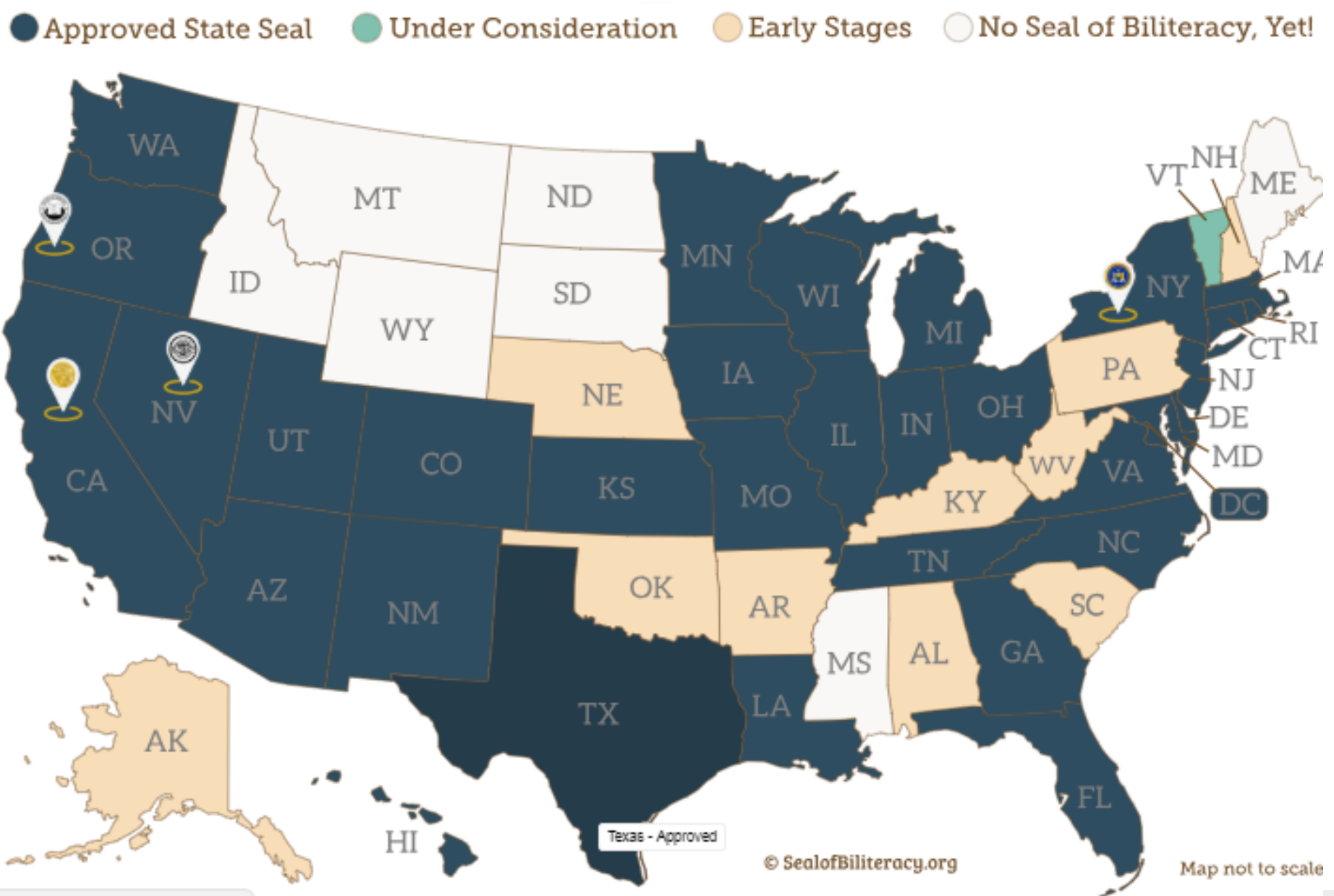
NJDOE reviews data and prints certificates

Late May 2019 – Early June 2019

Certificates are mailed to districts



N.J. State Seal of Biliteracy





Seal of Biliteracy Data

- Year 2 of statewide implementation
- Approximately 120 districts participating
- Approximately 3000 students are graduating with the seal (more than doubled from year 1)
- For more information see <http://www.nj.gov/education/aps/cccs/wl/biliteracy/>



New Jersey
Department of Education

Announcing *Enrollment for Newcomers*

ENROLLMENT for Newcomers

New Jersey Department of Education
Office of Supplemental Educational Programs
Bureau of Bilingual/ESL Education



*Aligning Credentials Across
Academic Borders*

2018



Guidance for Enrollment of Newcomers: *Aligning Credentials Across Academics Borders*

- What Must LEAs Consider When Registering English Language Learners (ELLs)?
- How Are ELLs Registered for School?
- Making Registration and Enrollment Practices Accessible: Strategies and Considerations
- How Do I Review Foreign Transcripts and Transfer Credits?
- Grade Level and Promotion Considerations
- What Are the Current High School Graduation Requirements for New Jersey Students?
- Multiple and Diverse Paths to Student Success
- Standards (Credits) and Assessments Requirements



On the Horizon

- Gifted and Talented ELL Guidance
- Higher Education ELL Guidance
- Special Education and ELLs FAQ Update
- Stockton SEI Online Session
- Teacher Evaluation Document



Scenario

- Your mentor calls you on your way home from this conference. Pair-share about what implications this information has for your local setting?

Federal Update





ESSA State Plan Highlights for ELLs

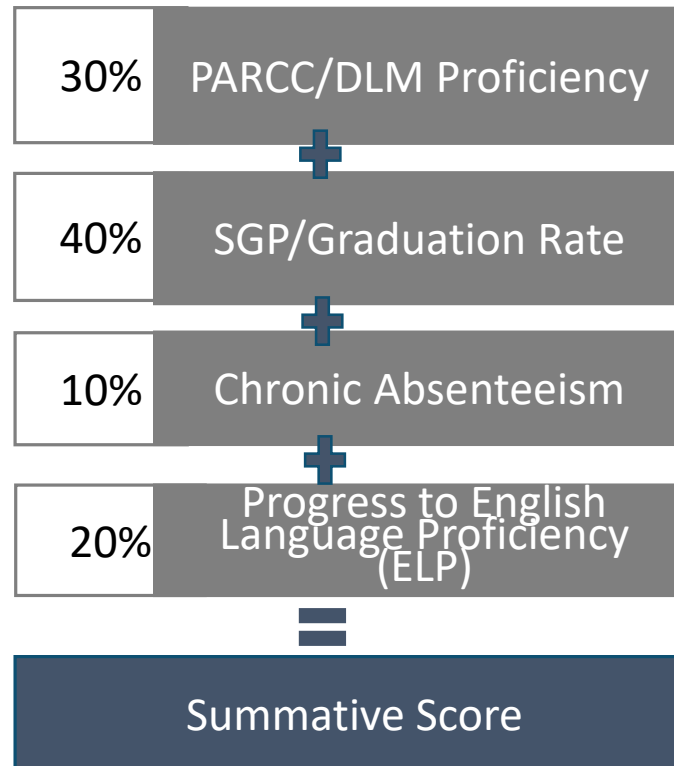
- Progress for ELP
- Interim progress for ELP
- Accountability system toward ELP
- Former ELL
- Minimum n size
- Standard home language survey, screening process, multiple indicators
- Exit process
- For more see: <http://www.state.nj.us/education/ESSA/plan/>



ESSA School Accountability: Proposed Formula

The NJDOE proposes the following indicator weights to reflect the importance of growth and maintain fairness to schools and districts. These summative ratings will be used to determine the schools in need of comprehensive and targeted support and improvement.

Schools who meet minimum n-size (proposed at 20) for English Learners





ELP Indicator

FIGURE 4.2: Expected ELP Level by Years in District

Initial Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Level 1-1.9	$IY+(P-IY)/4$	$IY+[(P-IY)/4]x2$	$IY+[(P-IY)/4]x3$	Met Proficient Cut Score
Level 2-2.9	$IY+(P-IY)/3$	$IY+[(P-IY)/3]x2$	Met Proficient Cut Score	--
Level 3-3.9	$IY+(P-IY)/2$	Met Proficient Cut Score	--	--
Level 4-4.4	Met Proficient Cut Score	--	--	--
Met Proficiency Cut Score	--	--	--	--

Key:

IY= Initial-year proficiency level

P= Proficient cut score



ELP Indicator Example 1

FIGURE 4.3: Example 1

Expected ELP Level by Years in District				
Initial Year Level 3.5	2 nd Year Level 4.0	3 rd Year Level 4.5 <i>Met Proficient Cut Score</i>	4 th Year N/A	5 th Year N/A
3.5=Initial Year (IY)	$IY + (P - IY) / 2$ $IY = 3.5$ $P = 4.5$ Expected Growth from Initial Year: $(P - IY) / 2 = .5$ Expected ELP: $3.5 + (4.5 - 3.5) / 2 = 4$	$IY + [(P - IY) / 2] \times 2$ $IY = 3.5$ $P = 4.5$ Expected Growth from Initial Year: $[(P - IY) / 2] \times 2 = 1$ Expected ELP: $3.5 + [(4.5 - 3.5) / 2] \times 2 = 4.5$	--	--



ELP Indicator Example 2

FIGURE 4.4: Example 2

Expected ELP Level by Years in District				
Initial Year Level 1.3	2 nd Year Level 2.1	3 rd Year Level 2.9	4 th Year Level 3.7	5 th Year Level 4.5 <i>Met Proficient Cut Score</i>
<p>1.3=Initial Year (IY)</p>	$IY + (P - IY) / 4$ $IY = 1.3$ $P = 4.5$ Expected Growth from Initial Year: $(P - IY) / 4 = .8$ Expected ELP: $1.3 + (4.5 - 1.3) / 4 =$ 2.1	$IY + [(P - IY) / 4] \times 2$ $IY = 1.3$ $P = 4.5$ Expected Growth from Initial Year: $[(P - IY) / 4] \times 2 = 1.6$ Expected ELP: $1.3 + [(4.5 -$ $1.3) / 4] \times 2 = 2.9$	$IY + [(P - IY) / 4] \times 3$ $IY = 1.3$ $P = 4.5$ Expected Growth from Initial Year: $[(P - IY) / 4] \times 3 = 2.4$ Expected ELP: $1.3 + [(4.5 -$ $1.3) / 4] \times 3 = 3.7$	$IY + [(P - IY) / 4] \times 4$ $IY = 1.3$ $P = 4.5$ Expected Growth from Initial Year: $[(P - IY) / 4] \times 4 = 3.2$ Expected ELP: $1.3 + [(4.5 -$ $1.3) / 4] \times 4 = 4.5$



Common Entrance/Exit

Section 3102 of the Every Student Succeeds Act of 2015 (ESSA) requires that all states must, “Establish and implement, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures”.



Common Entrance Criteria

✓ **Step 1: New Jersey Home-Language Survey**

- The home-language survey must be administered for all students upon enrollment. It can be administered through writing or an oral interview.
- The home-language survey indicates whether or not a screening process must take place.

✓ **Step 2: Records Review Process**

- A certified teacher must screen all students whose home language is other than English using a records review process. The screening process must distinguish students who are proficient in English and need no further testing. Three indicators are used for this determination.

✓ **Step 3: Multiple Indicators for Identification**

- Identification criteria, as determined by New Jersey-approved WIDA language proficiency assessments, must be used to determine eligibility
 - A student can be eligible for entrance with a W-APT, WIDA Screener, or WIDA MODEL composite proficiency level below 4.5. (see [state-specific guidelines](#) for Kindergarten students due to variations between entrance assessments)



Common Exit Criteria

✓ Step 1: Department-established standard on ELP test

• Exit criteria on WIDA Tests

- A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher. The ACCESS for ELLs test must be administered yearly according to New Jersey timelines. WIDA Model can be used for mid-year exit determinations. The English Language Observation Form must also support the decision to exit students.

• Alternate ACCESS for ELLs Cut Score

- Alternate ACCESS for ELLs is an English language proficiency assessment for ELLs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment. The Alternate ACCESS for ELLs must be administered yearly according to New Jersey timelines. For more information, please see: <https://www.wida.us/assessment/alternateaccess.aspx>.
- A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

✓ Step 2: English Language Observation Form

- This form indicates that students can successfully achieve in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in society.
 - As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.3, the form takes the following into account—
 - classroom performance;
 - the student's reading level in English;
 - judgement of the teaching staff member(s); and
 - performance on achievement tests.



Dear Colleague Letter (January 7, 2015)

- Identifying and Assessing All Potential EL Students
- Providing a Language Assistance Program
- Staffing and Supporting an EL Program
- Providing Meaningful Access to District Programs
- Avoiding Unnecessary Segregation of EL Students
- EL Students and Special Education Services
- Opt Outs
- Monitoring and Exiting ELs
- Evaluating Program Effectiveness
- Ensuring Meaningful Communication with ELL Parents
- <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



Newcomer Tool Kit

- <http://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>
- Tool Kit provides discussion of topics relevant to newcomer students/families, professional learning activities, and selected resources.





EL Toolkit

- <http://www2.ed.gov/about/offices/list/oe/ela/english-learner-toolkit/index.html>
- Toolkit to help teachers and schools fulfil civil rights obligations.



CHAPTER 6

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

This is the sixth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law.



The *Individuals with Disabilities Education Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973* (Section 504) address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services (which are special education and related services under IDEA or regular or special education and

related aids and services under Section 504). Disability evaluations may not be delayed because of a student's limited English language proficiency (ELP) or the student's participation in a language instruction educational program (LIEP). Also, a student's ELP cannot be the basis for determining that a student* has a disability.

It is important for educators to accurately determine whether ELs are eligible for disability-related services. Research shows that there is variability in how LEAs

*IDEA refers to a 'child' with a disability. In this document 'student' is used to mean 'child' under IDEA.

NOTE: Neither this tool kit nor the above-cited OCR/DOJ Dear Colleague Letter is intended to be a replacement for the careful study of Part B of the *Individuals with Disabilities Act* (IDEA) and *Section 504 of the Rehabilitation Act of 1973* (Section 504), which govern the education of students with disabilities. More information about IDEA and Section 504 can be found at: <http://idea.ed.gov> and <http://www.ed.gov/ocr/publications.html#Section504>, respectively.

You can access [Tools and Resources for Addressing English Learners with Disabilities](http://www2.ed.gov/about/offices/list/oe/ela/english-learner-toolkit/index.html) at <http://www2.ed.gov/about/offices/list/oe/ela/english-learner-toolkit/index.html>.



English Language Proficiency and Academic Performance



ELL Achievement Gap

- 44% of all N.J. 10th graders met or exceeded ELA expectations on PARCC (SY 15/16).
- 4% of current 10th grade ELLs met or exceeded ELA expectations on PARCC (SY 15/16).



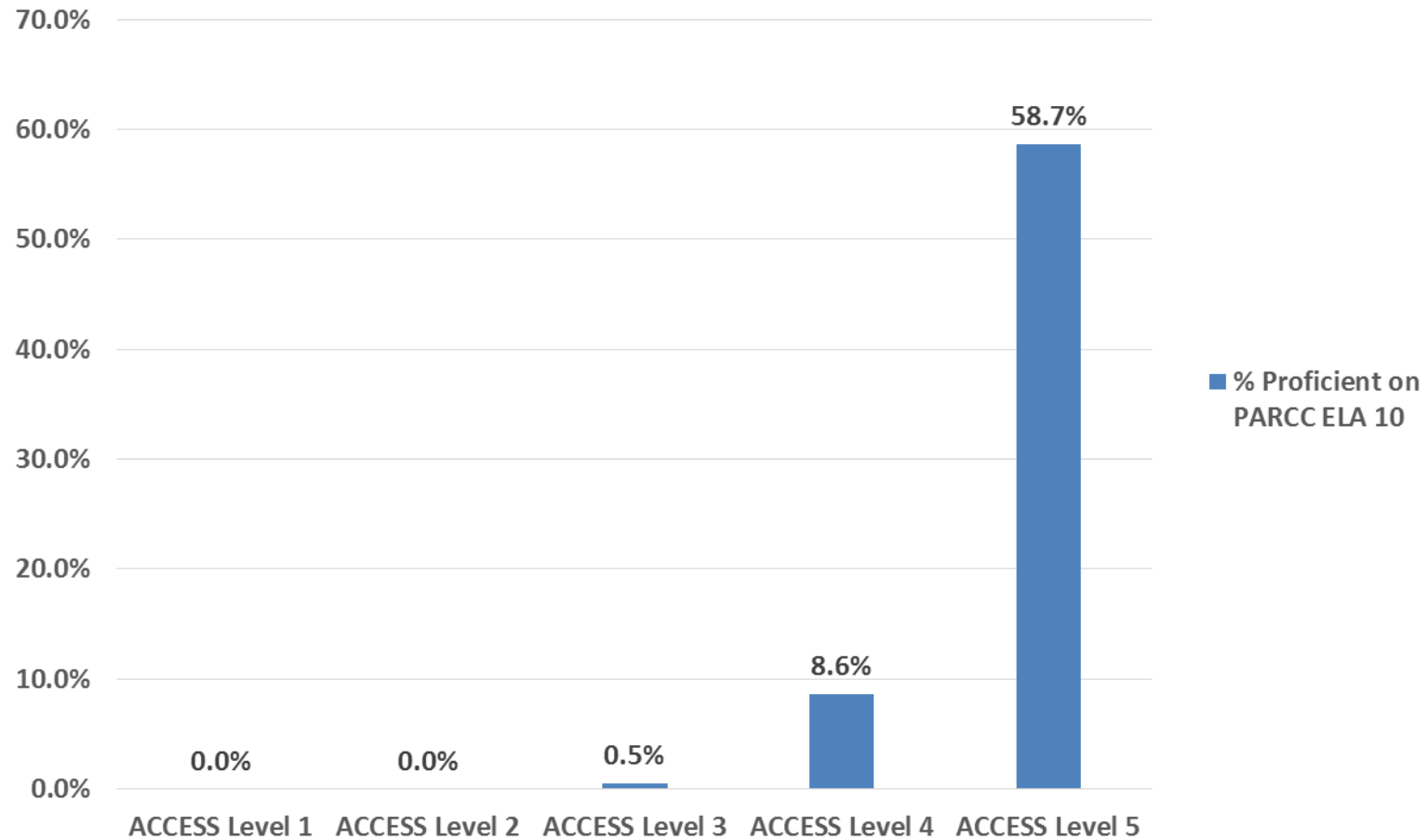
ELL Achievement Gap

- ELL content **growth** is about the same as all students
- ELLs at different levels of English language proficiency have different average levels of content proficiency



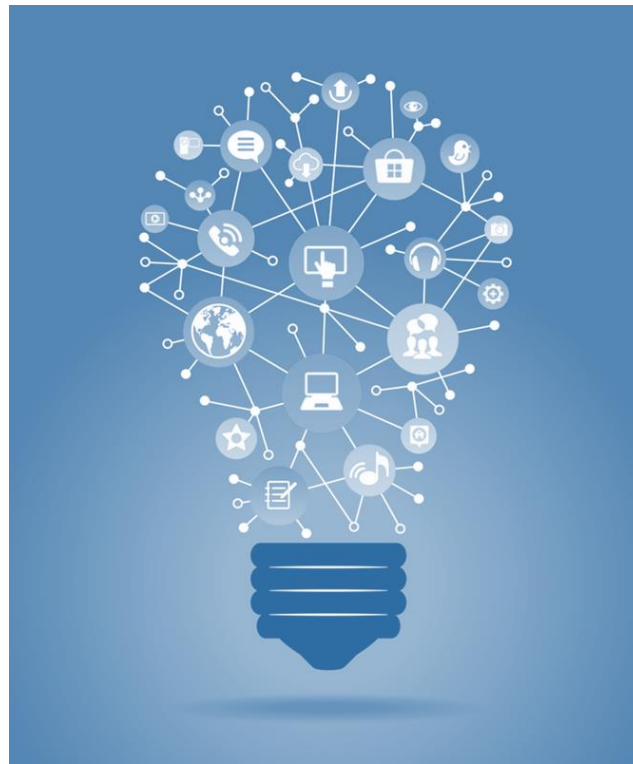
ELL Achievement

2016-2017 PARCC ELA 10 Performance by ACCESS Level





Supports for Educators





Bilingual/ESL Podcast

NJDOE Bilingual/ESL Podcast

By New Jersey Department of Education

To listen to an audio podcast, mouse over the title and click Play. Open iTunes to download and subscribe to podcasts.



[View in iTunes](#)

Free

Category: [Education](#)

Language: English

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Description

In this New Jersey Department of Education podcast, Ken Bond has bite-sized conversations with leaders in the field. His guests discuss various aspects of educating English language learners in K-12 settings. Topics encompass issues related to bilingual, English as a second language, and English-medium content classrooms. Neither the Department of Education, nor its officers, employees or agents, specifically endorse, recommend or favor views expressed by those interviewed in this program.

	Name	Description	Released	Price	
1	Episode 5 -- Graduating ...	JoAnne Negrin is the p...	i 4/18/2017	Free	View in iTunes ▶
2	Episode 4 -- Refugee Stu...	James Lenton's positio...	i 3/31/2017	Free	View in iTunes ▶
3	Episode 3 -- Newcomer E...	Yasmin Hernandez-Ma...	i 1/30/2017	Free	View in iTunes ▶
4	Episode 2 -- WIDA and S...	Tim Boals, the Founder...	i 1/10/2017	Free	View in iTunes ▶
5	Episode 1 -- Equity for EL...	Karen Campbell, Direct...	i 9/29/2016	Free	View in iTunes ▶



Supporting Our ELLs Online Modules

- Expanded face-to-face trainings in Bergen, Middlesex, Monmouth, Morris, Somerset, Sussex, Warren
- Completed individually or with a group led by a facilitator
- Readings, videos, activities, templates
- 7 modules

<http://www.state.nj.us/education/bilingual/pd/modules/>



New Jersey
Department of Education

Bilingual Portal

Portal Bilingüe Para Padres/Familias



- Casa
- La Importancia de Ser Bilingüe
- La Educación Bilingüe En Nueva Jersey
- Como Apoyar Mi Niño/a En Su Educación
- Recursos En Su Comunidad
- Página De Contacto

Bienvenidos,



Este portal bilingüe le ofrece información, recursos, y consejos prácticos a los padres de habla hispana para ayudarles a entender el sistema educativo y para ofrecerles información y recursos sobre sus opciones, posibilidades y derechos.

Esta información proviene de programas establecidos por el Departamento de Educación del Estado de Nueva Jersey (NJDOE siglas en inglés) y del Departamento (Nacional) de Educación de los Estados Unidos (ED siglas en inglés).

Esperamos les sea útil para apoyar a sus hijos y asegurarse que tengan los conocimientos y destrezas necesarias para triunfar en la escuela y en su futuro.



La Importancia de Ser Bilingüe



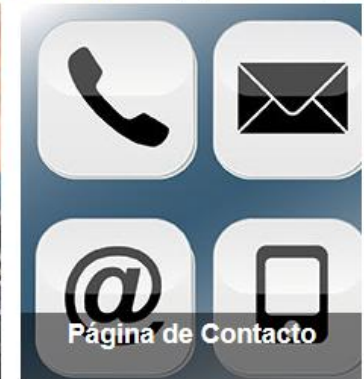
La Educación Bilingüe en Nueva Jersey



Como Apoyar Mi Niño/a En Su Educación



Recursos en Su Comunidad



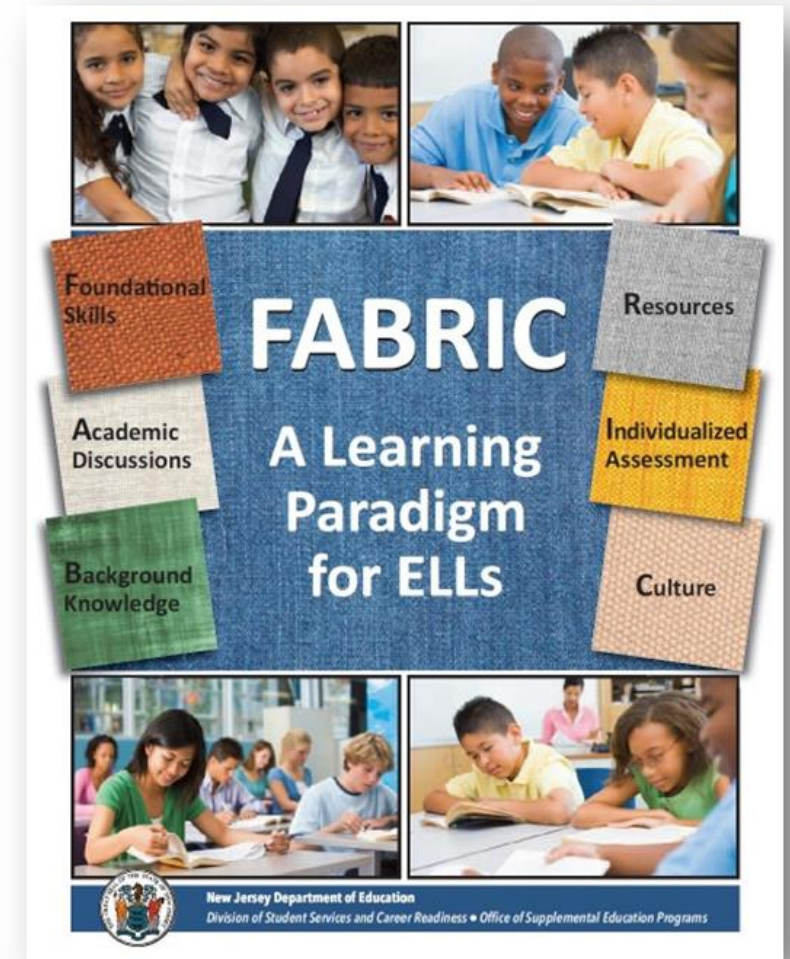
Página de Contacto



The FABRIC Paradigm

6 Threads

- Foundational Skills
- Academic Discussions
- Background Knowledge
- Resources
- Individualized Assessment
- Culture



- <http://www.nj.gov/education/bilingual/pd/fabric.pdf>



Features

Connections
Introduction

Body

Classroom Application

Foundational Example

CCSS Connection:
WIDA Essential Action Connection: A2, A5, A6, A10, A14
UDL Connection: Guideline 6: Provide options for executive functions;
Guideline 8: Provide options for sustaining effort and persistence

Introduction
ELLs are an especially diverse population of learners. Some ELLs come from settings where former schooling is nonexistent. Other ELLs come from school systems that outperform U.S. schools. As newcomers to the U.S., learners from every background need foundational English and content skills to master content goals as well as comprehend the language used in school.

Language skills
To understand ideas and content in English, ELLs need to learn the systems of the English language by mastering the following:

- Letters and their corresponding sounds (especially when different from native language);
- Punctuation, capitalization, and spelling;
- Word meanings, affixes, and morphemes; and
- Structures of phrases, sentences, paragraphs, and conversations.

While students may acquire some of these skills on their own, they also need to receive systematic, consistent instruction related to these areas. Teachers should, "Provide small group instruction that focuses on the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension)" (U.S. Department of Education, Institute of Education Sciences).

As students become more fluent, their growth should be tracked to determine if more intervention is needed to help gain language proficiency (IES, 2007).

Foundational content skills
Students with a limited or interrupted formal education (SLIFE) are students who are "over aged and under educated" compared with their U.S. peers. Although SLIFE often have extensive knowledge in areas related to life in their home country, they lack home

Classroom Example: Karen and Henri are newcomers. In their home countries, Karen was educated in an academically challenging school whereas Henri did not have access to formal schooling. A large academic gap between them was shown by a native language math and language arts basic skill test they completed on arrival. Their teacher realizes that Henri will need additional basic skills math and language arts instruction in addition to the newcomer ESL class that both students attend.

language literacy skills and grade level content knowledge. These students must gain beginning literacy skills, print awareness, and background concepts that are the foundations for content learning. The unique needs of SLIFE are often addressed through supplemental instruction that takes place in:

- Newcomer classes,
 - Extended day/year programs,
 - Differentiated center work, and
 - Small group instruction.
- (Short & Boyson, 2012)

Technology skills
Students are expected to learn in classrooms and complete assignments that are embedded with technology. ELLs must have the skills they need to access the technology platforms used in school. It is the responsibility of teachers to ensure that students have the abilities needed to use devices at school as well as access to necessary technologies outside school.

- Classroom application questions:**
- What skills, not mentioned above, might you need if you were learning academic content in a new language?
 - At what levels have ELLs in your classes acquired the three skill categories (language, foundational content, and technology)?
 - Of the three categories in this section, which one is the hardest for you to develop? Why?





Supporting Educators of ELLs

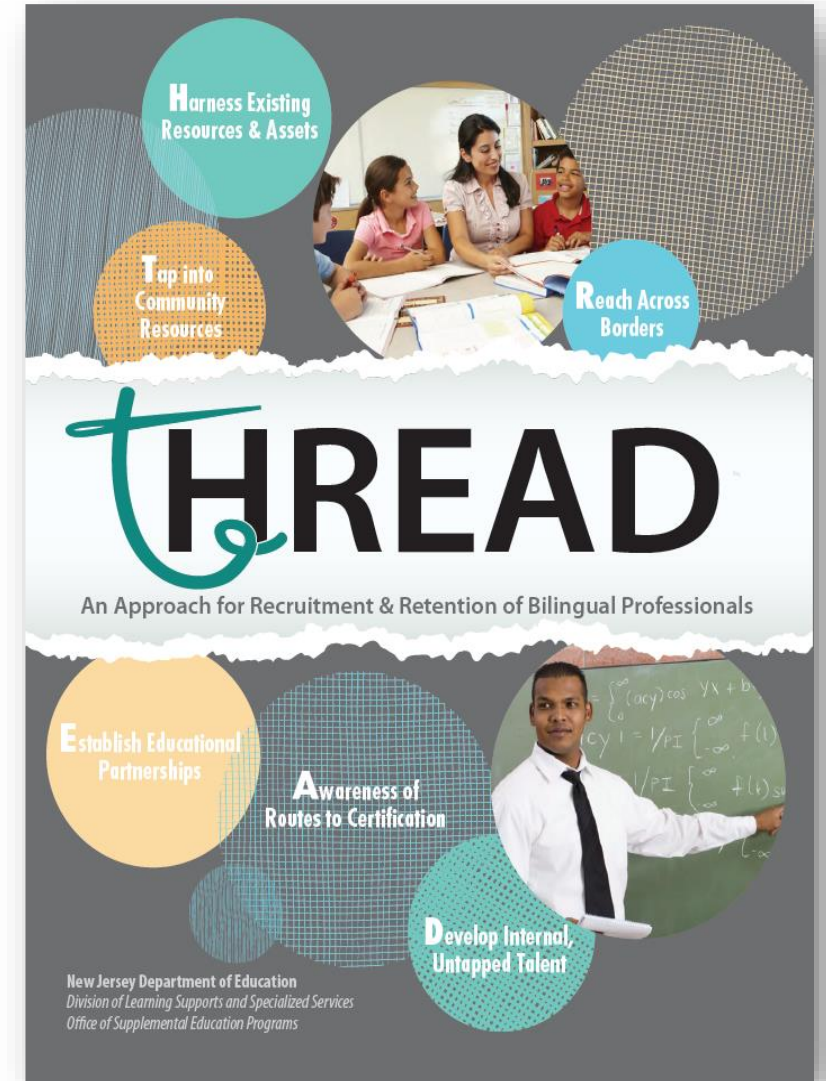
<http://www.nj.gov/education/bilingual/pd/calendar.htm>

- WIDA Trainings (13 days)
- Bureau Trainings (18 days)
- Sheltered Instruction MOU
 - MOOC Platform
- Comprehensive Support Network



THREAD

- **Six Strands (Strategies)** to address teacher shortage:
 - **Tap** into community resources
 - **Harness** existing resources & assets
 - **Reach** across borders
 - **Establish** educational partnerships
 - **Awareness** of routes to certification
 - **Develop** internal, untapped talent





ELL Model Program Resource Centers 2018-2020

County	District or Charter School	Program
Atlantic	Atlantic City High School Vineland School District	Newcomer Center
Cumberland	Vineland	K-5, 9-12 Bilingual Program, K-5, 9-12 ESL Program
Hudson	Hoboken Dual Language Charter School	HoLa Dual Language Program
Monmouth	Howell Township Public Schools	K-8 ESL Program
Passaic	Passaic City	K-8 Bilingual Program
Somerset	Franklin Township School District	K-4 and 9-12 ESL Program; K-4 Bilingual Program
Union	Linden Public Schools	K-12 ESL Program



Comprehensive Support Network

ELL-Specific Work

- Provide insight and coaching to school districts
- Determine and build a common vision with districts, schools and staff for school improvement by implementing best practices to ensure that English Language Learners are provided with an equitable education in order to develop academic skills while acquiring English language skills.
- Model and encourage the professional culture of teaching and learning
- Analyze multiple sources of data to assess progress alignment between curriculum, instruction, assessment and standards



Comprehensive Support Network

- Identifying and facilitating the implementation of interventions to address the needs of ELLs in Comprehensive Support and Intervention Schools.
- Facilitate, along with building and district leaders, regular classroom walkthroughs identifying research based strategies utilizing a bilingual “look-fors” rubric that supports effective classroom instruction.
- Work collaboratively with bilingual/ESL director and stakeholders to determine the effectiveness of ELL program services, and making necessary adjustments



Services Provided

- Tier 1
 - All districts
 - General support related to available resources (Example: identify specific online resources, etc.)
- Tier 2
 - Targeted
 - More intensive one-on-one support to schools (Example: provide technical assistance to directors/supervisors, sheltered instruction support, etc.)
- Tier 3
 - Comprehensive
 - Most intensive on-site district and school support (Example: walkthroughs, classroom observations, instructional support, etc.)



Website Tour

- <http://www.nj.gov/education/bilingual/>



Sentence Starters

- Complete the following sentences
- I learned something new about _____.
- I still have questions about _____.
- I need to have a conversation with _____ about _____.



New Jersey
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