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

<table>
<thead>
<tr>
<th>Programs for Small ELL Populations</th>
<th>Alternatives to Full-Time Programs</th>
<th>Full-Time Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English Language Services</td>
<td>• Sheltered Instruction</td>
<td>• Full-Time Bilingual</td>
</tr>
<tr>
<td>• English as a Second Language (ESL)*</td>
<td>• High-Intensity ESL</td>
<td>• Dual Language (Two Way-Immersion)</td>
</tr>
<tr>
<td>* Always a component of alternative and full-time programs</td>
<td>• Bilingual Tutorial</td>
<td></td>
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<tr>
<td></td>
<td>• Bilingual Resource</td>
<td></td>
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<tr>
<td></td>
<td>• Bilingual Part-Time Program</td>
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</tbody>
</table>
Program Review Requirements

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/](http://homeroom.state.nj.us/)
<table>
<thead>
<tr>
<th>Programs</th>
<th>Certifications/Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Services</td>
<td>• Any certification and experience/training to develop ELLs aural comprehension, speaking, reading, and writing skills in English</td>
</tr>
<tr>
<td>English as a Second Language/ High-Intensity ESL</td>
<td>• English as a second language certification</td>
</tr>
<tr>
<td>Sheltered Instruction</td>
<td>• English as a second language certification</td>
</tr>
<tr>
<td></td>
<td>• Also, all other teachers must have content certification and training on strategies to make subject-area content comprehensible for ELLs (15 hour NJDOE recommendation)</td>
</tr>
<tr>
<td>Bilingual Tutorial/ Bilingual Resource/ Bilingual Part-Time Program/ Full-Time Bilingual</td>
<td>• English as a second language certification</td>
</tr>
<tr>
<td></td>
<td>• Content certification and bilingual/bicultural certification</td>
</tr>
<tr>
<td>Dual Language (Two-Way Immersion)</td>
<td>• Bilingual/bicultural certification, world language certification, and other certificated teachers demonstrating fluency in language(s) of instruction</td>
</tr>
</tbody>
</table>
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


- 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
• 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 Homeroom

Mid March 2019 – Mid May 2019

NJDOE reviews data and prints certificates

Late May 2019 – Early June 2019

Certificates are mailed to districts
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/
Announcing Enrollment for Newcomers
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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC/DLM Proficiency</td>
<td>30%</td>
</tr>
<tr>
<td>SGP/Graduation Rate</td>
<td>40%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>10%</td>
</tr>
<tr>
<td>Progress to English Language Proficiency (ELP)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

The summative score is calculated as follows:

\[
\text{Summative Score} = 0.30 \times \text{PARCC/DLM Proficiency} + 0.40 \times \text{SGP/Graduation Rate} + 0.10 \times \text{Chronic Absenteeism} + 0.20 \times \text{Progress to English Language Proficiency (ELP)}
\]
# ELP Indicator

## FIGURE 4.2: Expected ELP Level by Years in District

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>2\textsuperscript{nd} Year</th>
<th>3\textsuperscript{rd} Year</th>
<th>4\textsuperscript{th} Year</th>
<th>5\textsuperscript{th} Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1-1.9</td>
<td>IY+(P-IY)/4</td>
<td>IY+[(P-IY)/4]x2</td>
<td>IY+[(P-IY)/4]x3</td>
<td>Met Proficient Cut Score</td>
</tr>
<tr>
<td>Level 2-2.9</td>
<td>IY+(P-IY)/3</td>
<td>IY+[(P-IY)/3]x2</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Level 3-3.9</td>
<td>IY+(P-IY)/2</td>
<td>Met Proficient Cut Score</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Level 4-4.4</td>
<td>Met Proficient Cut Score</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Met Proficiency Cut Score</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Key:**
- IY = Initial-year proficiency level
- P = Proficient cut score
# ELP Indicator Example 1

**FIGURE 4.3: Example 1**

<table>
<thead>
<tr>
<th>Expected ELP Level by Years in District</th>
<th>3rd Year Level 4.5 Met Proficient Cut Score</th>
<th>4th Year N/A</th>
<th>5th Year N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Year Level 3.5</td>
<td>2nd Year Level 4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5=Initial Year (IY)</td>
<td>IY+(P-IY)/2</td>
<td>IY + [(P-IY)/2]x2</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>IY = 3.5</td>
<td>IY = 3.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P = 4.5</td>
<td>P = 4.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected Growth from Initial Year: (P-IY)/2 = .5</td>
<td>Expected Growth from Initial Year: [(P-IY)/2]x2 = 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected ELP: 3.5+(4.5-3.5)/2 = 4</td>
<td>Expected ELP: 3.5 + [(4.5-3.5)/2]x2 = 4.5</td>
<td></td>
</tr>
</tbody>
</table>
FIGURE 4.4: Example 2

<table>
<thead>
<tr>
<th>Initial Year</th>
<th>2\textsuperscript{nd} Year</th>
<th>3\textsuperscript{rd} Year</th>
<th>4\textsuperscript{th} Year</th>
<th>5\textsuperscript{th} Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1.3</td>
<td>Level 2.1</td>
<td>Level 2.9</td>
<td>Level 3.7</td>
<td>Level 4.5</td>
</tr>
<tr>
<td>1.3=Initial Year (IY)</td>
<td>Expected Growth from Initial Year: (P-IY)/4 = .8</td>
<td>Expected Growth from Initial Year: ([\text{IY} + [(\text{P-IY})/4]x2= 1.6] )</td>
<td>Expected Growth from Initial Year: ([\text{IY} + [(\text{P-IY})/4]x3= 2.4] )</td>
<td>Expected Growth from Initial Year: ([\text{IY} + [(\text{P-IY})/4]x4= 3.2] )</td>
</tr>
<tr>
<td>1.3</td>
<td>IY+(P-IY)/4 [IY = 1.3] [P = 4.5]</td>
<td>IY + [(P-IY)/4]x2 = 1.6 IY = 1.3 [P = 4.5]</td>
<td>IY + [(P-IY)/4]x3 = 2.4 IY = 1.3 [P = 4.5]</td>
<td>IY + [(P-IY)/4]x4 = 3.2 IY = 1.3 [P = 4.5]</td>
</tr>
<tr>
<td>1.3+(4.5-1.3)/4= 2.1</td>
<td>Expected ELP: 1.3 + [(4.5-1.3)/4]x2 = 2.9</td>
<td>Expected ELP: 1.3 + [(4.5-1.3)/4]x3 = 3.7</td>
<td>Expected ELP: 1.3 + [(4.5-1.3)/4]x4 = 4.5</td>
<td></td>
</tr>
</tbody>
</table>

Met Proficient Cut Score
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 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/a/english-learner-toolkit/index.html](http://www2.ed.gov/about/offices/list/oe/a/english-learner-toolkit/index.html)

• Toolkit to help teachers and schools fulfil civil rights obligations.
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
Supports for Educators
# 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.

## 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Released</th>
<th>Price</th>
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<tbody>
<tr>
<td>1</td>
<td>Episode 5 -- Graduating ...</td>
<td>JoAnne Negrin is the p...</td>
<td>4/18/2017</td>
</tr>
<tr>
<td>2</td>
<td>Episode 4 -- Refugee Stu...</td>
<td>James Lenton’s positio...</td>
<td>3/31/2017</td>
</tr>
<tr>
<td>3</td>
<td>Episode 3 -- Newcomer E...</td>
<td>Yasmin Hernandez-Ma...</td>
<td>1/30/2017</td>
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<tr>
<td>4</td>
<td>Episode 2 -- WIDA and S...</td>
<td>Tim Boals, the Founder...</td>
<td>1/10/2017</td>
</tr>
<tr>
<td>5</td>
<td>Episode 1 -- Equity for El...</td>
<td>Karen Campbell, Direct...</td>
<td>9/29/2016</td>
</tr>
</tbody>
</table>
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/
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.
The FABRIC Paradigm

6 Threads

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

Introduction

ELLs are an especially diverse population of learners. Some ELLs come from settings where formal 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.

Body

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, 2008)

Classroom Example:

Karon and Heni are newcomers. In their home countries, Karon was educated in an academically challenging school whereas Heni 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 Heni will need additional basic skills math and language arts instruction in addition to the newcomer ESL class that both students attend.

Classroom Application

As students become more confident, 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 (SLIFEs) are students who are “over-aged and under-educated” compared with their U.S. peers. Although SLIFEs often have extensive knowledge in areas related to life in their home country, they lack home

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

<table>
<thead>
<tr>
<th>County</th>
<th>District or Charter School</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic</td>
<td>Atlantic City High School</td>
<td>Newcomer Center</td>
</tr>
<tr>
<td></td>
<td>Vineland School District</td>
<td>K-5, 9-12 Bilingual Program, K-5, 9-12 ESL Program</td>
</tr>
<tr>
<td>Cumberland</td>
<td>Vineland School District</td>
<td>K-5, 9-12 Bilingual Program, K-5, 9-12 ESL Program</td>
</tr>
<tr>
<td>Hudson</td>
<td>Hoboken Dual Language Charter School</td>
<td>HoLa Dual Language Program</td>
</tr>
<tr>
<td>Monmouth</td>
<td>Howell Township Public Schools</td>
<td>K-8 ESL Program</td>
</tr>
<tr>
<td>Passaic</td>
<td>Passaic City</td>
<td>K-8 Bilingual Program</td>
</tr>
<tr>
<td>Somerset</td>
<td>Franklin Township School District</td>
<td>K-4 and 9-12 ESL Program; K-4 Bilingual Program</td>
</tr>
<tr>
<td>Union</td>
<td>Linden Public Schools</td>
<td>K-12 ESL Program</td>
</tr>
</tbody>
</table>
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/](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 Department of Education

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