

# New Jersey Department of Education

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Division of Student Services

## New Jersey State Initiatives in Bilingual/ESL Education

NJTESOL-NJBE Spring Conference  
May 2019



# Agenda

- Identifying ELLs
- Education for ELLS in NJ
- Exiting ELLs
- Seal of Biliteracy
- ESSA
- Supports for Educators





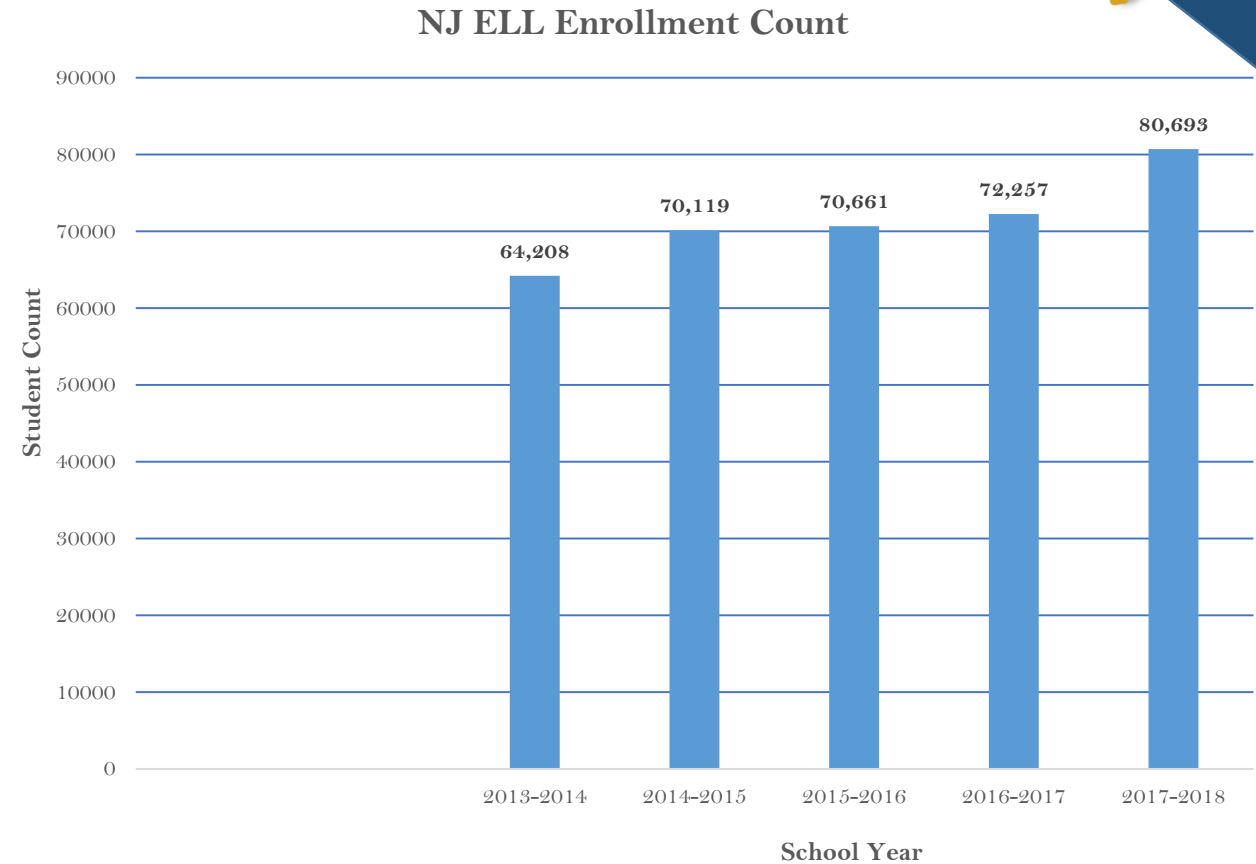
# Identifying ELLs in NJ





# Who are the ELLs in NJ?

- Students with a native language other than English.
- Students who are in the process of learning English.
- Students who are at varying degrees of English language proficiency as measured by an English language proficiency test.



Applicable New Jersey Regulations: N.J.A.C. 6A:14-3.4(f); N.J.A.C. 6A:15-1.3(a)2; N.J.A.C. 6A:15-1.3(b); N.J.A.C. 6A:15-1.3(b); P.L. 1995 c.327



# NJ Common Entrance



- 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



# Entrance Steps

## Home Language Survey (HLS)

(Step 1)

- Any individual with knowledge of student or ability to interview
- e.g. parent, trained intake person, office staff

## Records Review

(Step 2)

- NJ certified teacher
- e.g. basic skills, ESL, bilingual, administrator

## Multiple Indicators (Step 3)

- NJ certified staff, preferred ESL/Bilingual
- e.g. Bilingual/ESL supervisor, lead, teacher



# 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.



# Screeners Tests



- The [WIDA Screener](#) can now be used as a screener for **entrance** for students grades 1-12.
- W-APT remains on the [Approved ELP Test](#) list for entrance.
  - Please note that, while you can still administer the W-APT in New Jersey for Kindergarten students, WIDA is no longer supporting the W-APT.
- WIDA MODEL can be used as a screener for **entrance** for grades K-12.

The cut score for all screener tests is 4.5.





# Identifying ELLs who are Eligible for Special Education and Related Services

- ELLs can be referred and/or evaluated for special education and related services while receiving bilingual/ESL/ELS services.
- An ELL who is determined eligible for special education and related services or eligible for speech-language services must continue to receive bilingual/ESL/ELS services.
- Districts should consider embedding special education services in existing bilingual/ESL/ELS classes to provide the services in the general education setting.





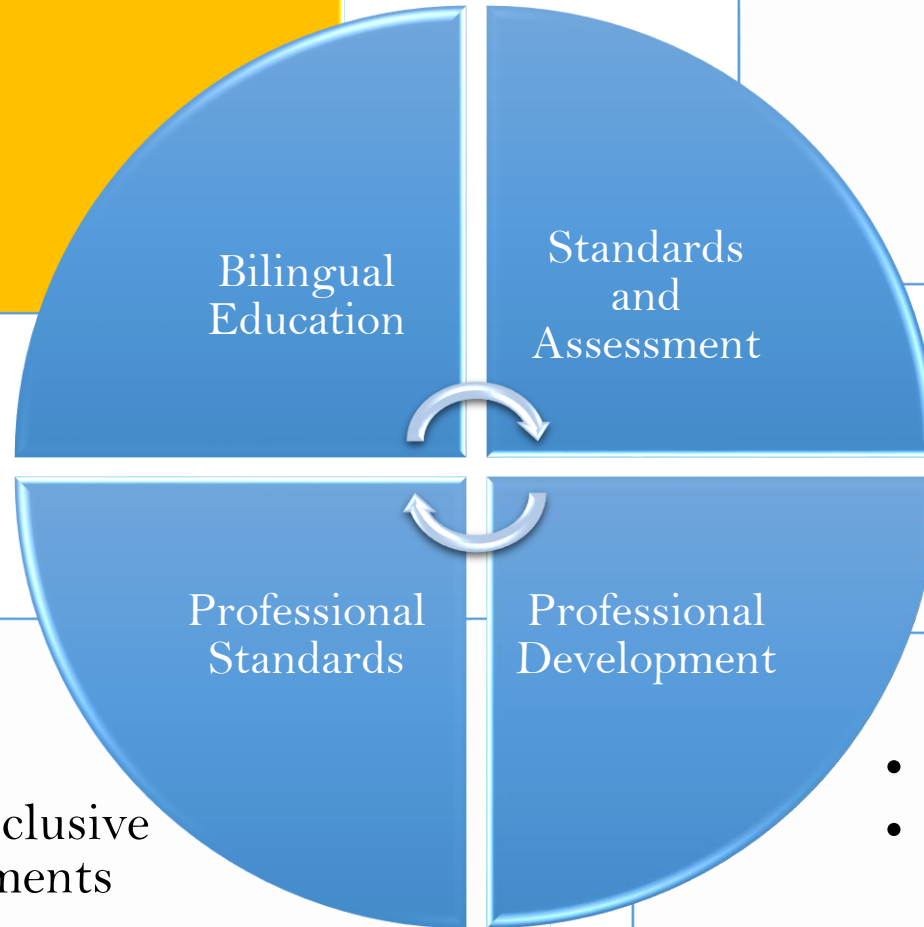


## NJ's Equitable Education for ELLs

# Administrative Code Requirements



- **6A:15**
- Equitable Instruction for ELLs



- **6A:8-3.1**
- Appropriate instructional adaptations

- **6A:9**
- Standard Two: Inclusive learning environments

- **6A:9c**
- Learning goals for students, teachers, and school leaders





# Bilingual/ESL Program Types



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



# Bilingual/ESL/ELS Three-Year Program Plans



- **Due date:** June 30, 2020
- Every three years, all school districts at which English Language Learners (ELLs) are enrolled must complete a plan describing their district's program.
- The 2020 -2021 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 28, 2019
- 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.



# 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



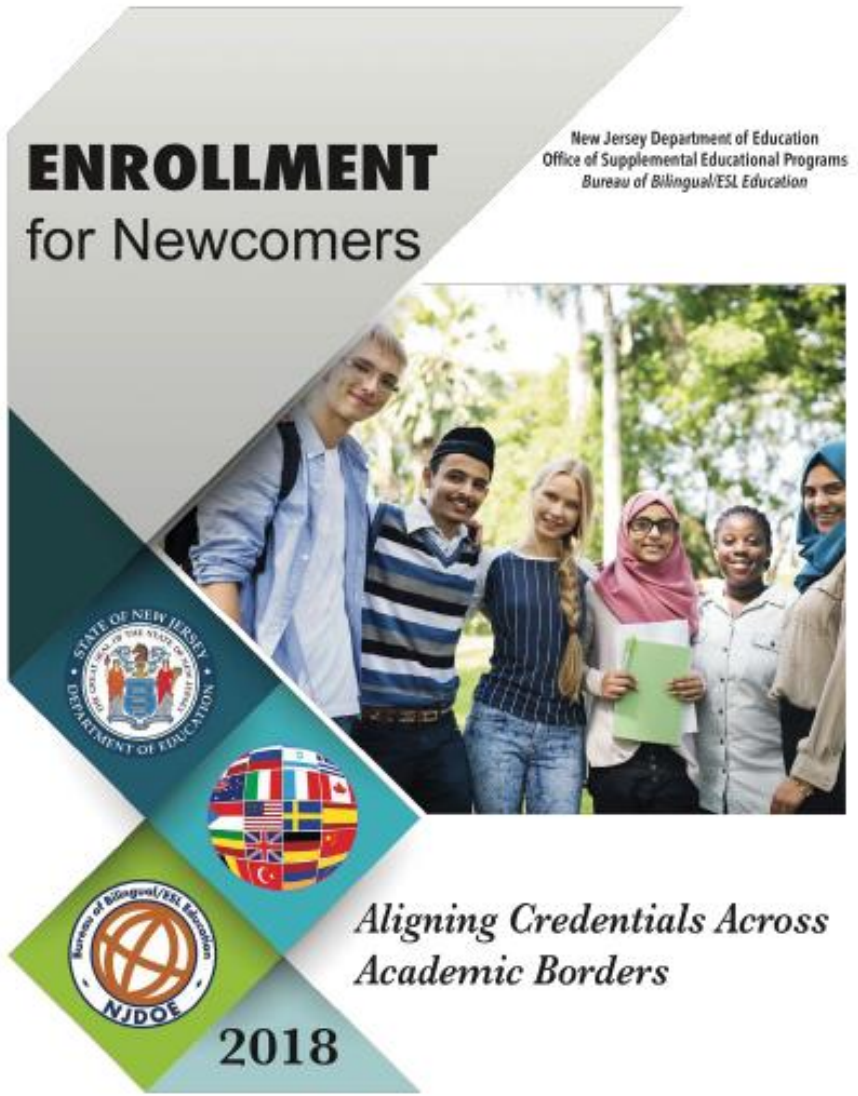
# Certification Information



- 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.







## *Enrollment for Newcomers*

- 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.



# Higher Education Guidance



- For all teacher candidates
- Second language acquisition
- State and federal policies
- Assessment
- Standards
- Curriculum
- Instructional strategies







# Exiting ELLs in NJ



# NJ 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



# Exit Steps



## NJ Standard on ELP Test (Step 1)

- 4.5 on ACCESS or Model
- A3 on Alternate ACCESS

## English Language Observation (Step 2)

- Multiple Indicators
- Lead by Certified ESL/Bilingual staff





# Step 1 Exit Tests

- ACCESS for ELLs 2.0 is administered for all K-12 ELLs.
  - The cut score for ACCESS 2.0 is 4.5 and multiple criteria
  - \*Model may be used for mid-year exit (4.5)
- Alternate ACCESS is administered for ELLs in grades 1-12 who have significant cognitive disabilities.
  - The cut score for Alt-ACCESS is A3 Engaging and multiple criteria.



## Step 2 English Observation Form

- 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.



# Exiting ELLs with Disabilities



- An ELL with a disability can be "exited" from ELL status when he/she no longer meets the definition of an ELL.
- Exiting occurs when the student meets the Department's definition of "proficient" (4.5 on ACCESS) in English. Personnel do not have the authority under federal law to remove a student's ELL designation solely because the student has an IEP.



# Entry and Exit: Questions from the field



- Do we have to use the HLS in the guidance document or can we use our own?
  - **Yes, every school will use the same standardized HLS survey (Appendix A); words or content may not be altered.**
- Can the format of the HLS be changed?
  - **Yes. Schools may create an online, google, or other format document, as long as the wording is not altered.**
- Is it possible to have access in NJSMART to ACCESS scores?
  - **Yes. All districts have access to NJSMART data. Coordinate with NJSMART district person.**



# Entry and Exit: Questions from the field



- Can ELLs be exited using passing scores from NJSLA?
  - **Yes, ELLs who receive a passing score on ELA and Math of NJSLA may be exited with score plus multiple criteria; English language Observation Form must be used for all ELLs exiting.**
- Can the MODEL be used for exit?
  - **Yes, the MODEL can be used for mid-year exit only (NJ Approved ESSA Guidance, p. 150).**







# Additional notes based on field feedback

- Q.1 will be corrected to include a '2b' (p.11)
- ELL professionals will be included in the entry **and** exit considerations for students with disabilities
- Updated version of the entire guidance will be posted prior to July 2019
- Translations will be posted online prior to July 2019
- A summary page will be disseminated and posted on the department's website





# Honoring Native Language of ELLs



# Biliteracy History

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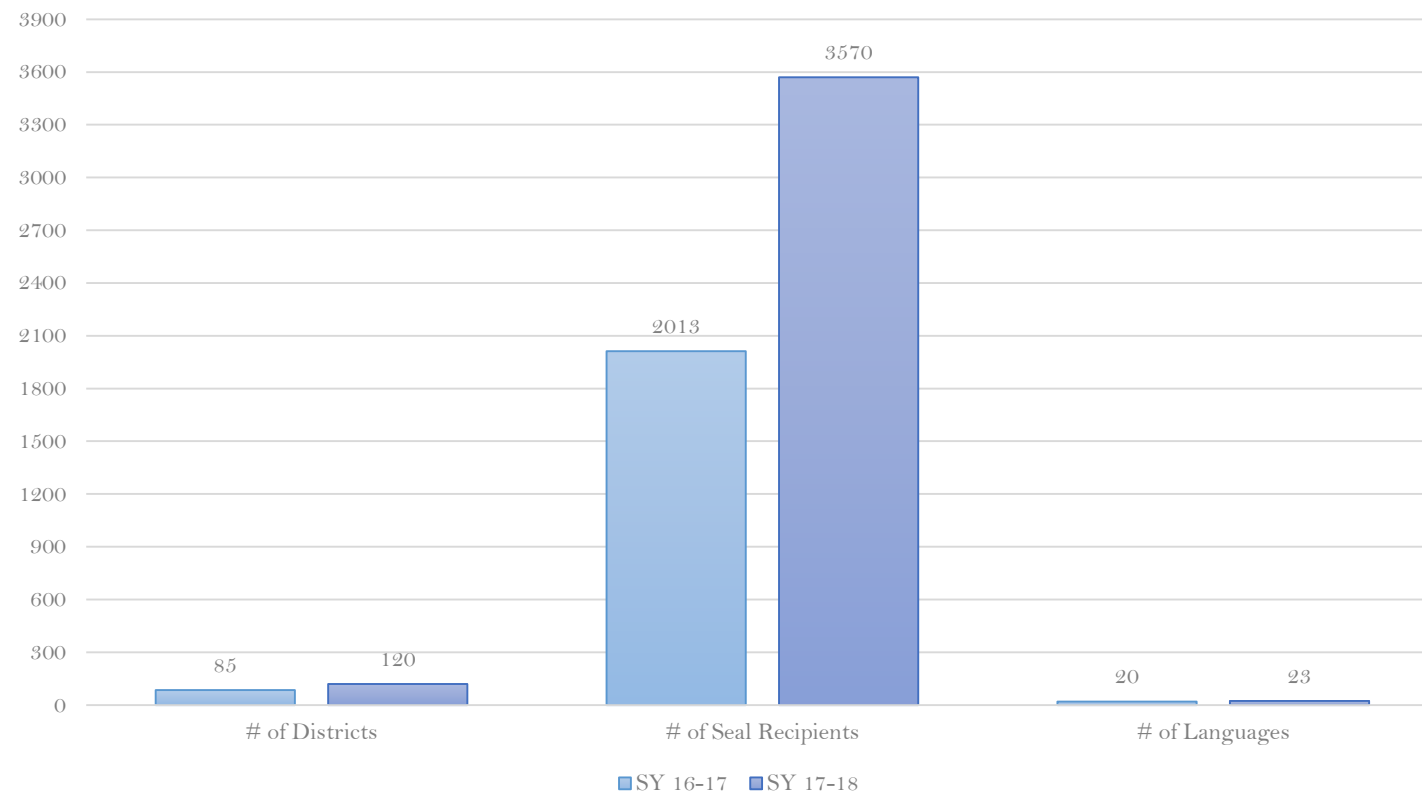
- To recognize benefits of being bilingual
- NJTESOL-NJBE and FLENJ endorsed
- Pilot districts 2013-2014, implementation 2014-2015, 2015-2016
- World language learners and ELLs
- Passed in NJ 216th legislature January 8, 2016



# Who's Becoming Biliterate in NJ?



NJ Seal of Biliteracy Data SY 16-17 to 17-18



<http://www.nj.gov/education/aps/cccs/wl/biliteracy/>







Are ELLs  
earning the  
Seal at  
equitable  
rates as non-  
ELLs in your  
district?

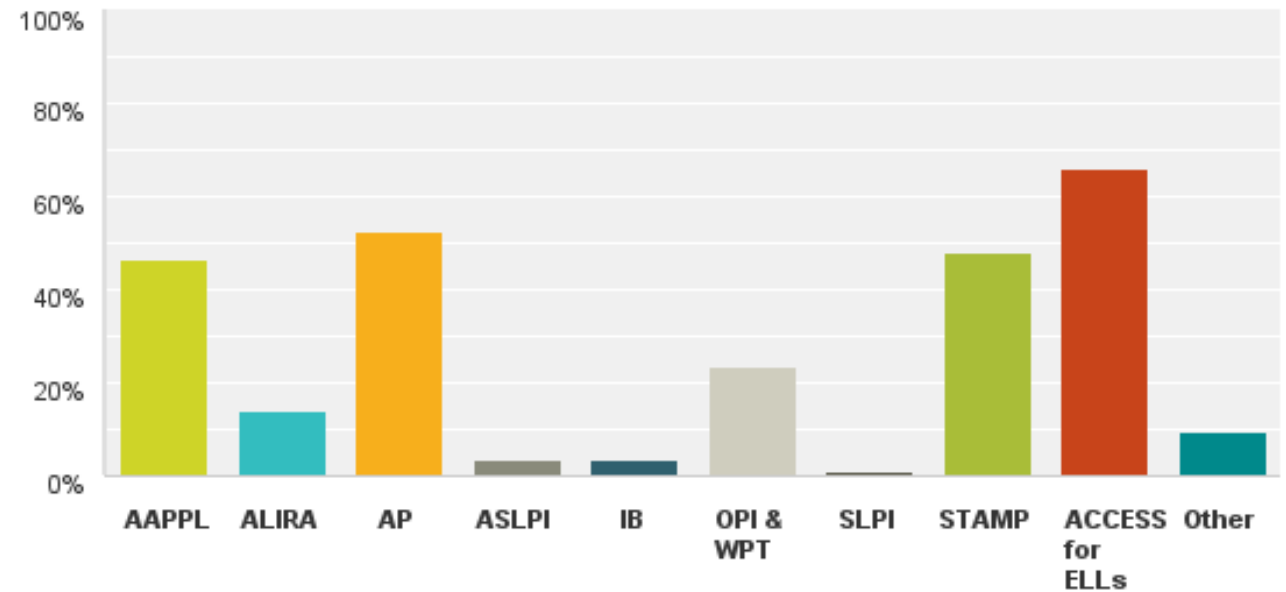
<b>2019 (Preliminary Data)</b>			
5285 numbers for total certificates			
5220 total students			
269 total ELLs			
589 former ELLs			
<b>2018</b>			
3570 numbers for total certificates			
3708 total students			
22* total ELLs			
150* former ELLs			

\*Specific data variables on ELL Status were not collected prior to 2019 biliteracy collection; 2018 and years prior data are calculated and only an estimate.



## Additional Submission Information

- Acceptable evidence of proficiency
  - Assessments
- Collection of F1 and beyond F4



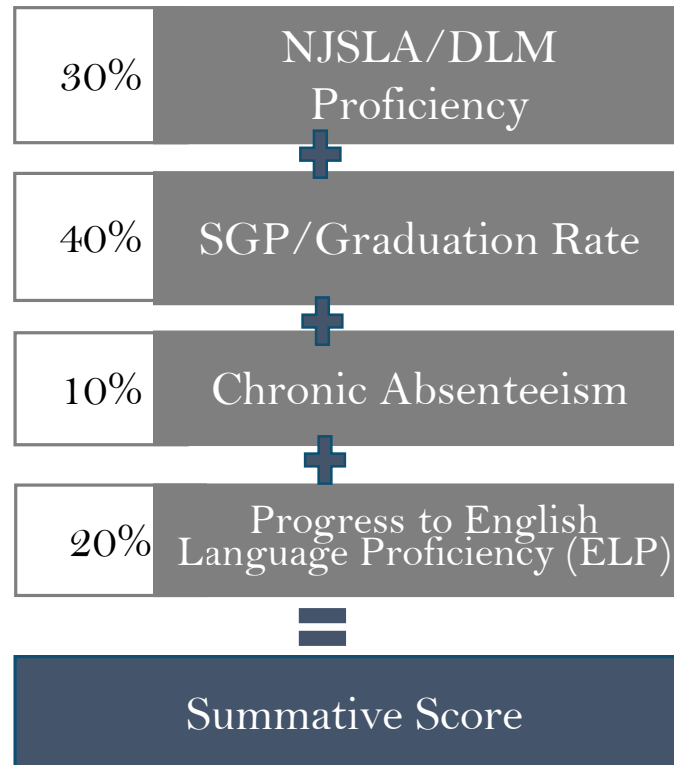


Every Student Succeeds |

# ESSA School Accountability: Formula

The NJDOE will use 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 (at 20)  
for English Learners**





# Student-Level Growth Data



<b>edConnectNJ</b>	IIS additional data loading
<b>Early Childhood</b>	Early Childhood Materials
<b>EIS</b>	<b>Evaluation Information System (replaces ESCT)</b>
<b>EEDS</b>	<b>Emergency Disaster Preparedness and Reporting System</b>
<b>ELP Data NEW</b>	ESEA ELP Student Data
<b>ESEA Allocation Notices</b>	ESEA Consolidated Subgrant Application
<b>EXAID</b>	Application for Special Education Extraordinary Aid
<b>Exemplary Educator</b>	Exemplary Secondary Educator Recognition Program
<b>EWEG</b>	Grants: IDEA, NCLB, PERKINS and Discretionary
<b>FICA</b>	Social Security Contributions
<b>GEOY</b>	Governor's Educator of the Year Program
<b>HIB-Grades</b>	School Self-Assessment for Determining HIB Grades



# ELP Student-Level Data



- Access on NJDOE Homeroom.
- Baseline 2017 or later based on ACCESS 2.0
- Year 1 indicators data notes
  - Growth from SY 16-17 to SY 17-18.
  - Kindergarten students that meet proficiency in their first year of test administration are counted as met (Y).
  - Any kindergarten that is retained is not included in the indicator.
  - Any student grade 1-12 that is retained is included in the indicator.
  - Years to proficient cut score is based on the baseline year of the student (e.g. the first time the student took the test).





# Understanding Growth Data

## KEY FIELDS

BASELINE\_COMP\_PROFICIENCY  
YEAR\_X\_GROWTH\_EXPECTED  
CURRENT\_YEAR\_GROWTH  
EXPECTED\_COMP\_SCORE  
ACTUAL\_COMP\_SCORE  
MET\_GROWTH\_TO\_TARGET

New Jersey Department of Education									
2017-18 ESSA School Accountability Profile									
DISTRICT LEVEL									
	Participation Rate				Academic Achievement (PARCC/DLM)				Academic Progress
	Students Enrolled	Non tested Rate	Time In School< Yr Enrolled	Met (95%) Standard	Denominator (At least 95% of full-year enrollment)	Proficient ( Full-Year students only)	Annual Target	Met Target	Median SGP** (40-59.5) Exceeds (>=60)
	#	%	#			%	%		
<b>English Language Arts / Literacy</b>									
Schoolwide	6,813	6.5	400	N	6,092.4	20.3	22.9	N	Y
White	90	8.9	5	N	80.8	18.6	21.5	Y*	N
Hispanic	3,275	6.3	188	N	2,932.7	22.6	25.4	N	Y
Black or African American	3,365	6.7	199	N	3,007.7	17.7	20.7	N	Y
Asian	33	0.0	3	Y	30.0	33.3	39.6	Y*	*
American Indian				*				*	*
Two or More Races	46	10.9	5	N	39.0	30.8	24.9	Y	Y
Economically Disadvantaged	5,713	6.3	263	N	5,177.5	20.1	22.9	N	Y
Students with Disabilities	1,432	12.4	93	N	1,272.1	6.4	13.8	N	N
English Language Learners*	1,818	7.8	105	N	1,627.0	12.7	19.2	N	Y
<b>Mathematics</b>									
Schoolwide	7,058	7.0	455	N	6,272.9	10.8	16.2	N	Y
White	91	9.9	5	N	81.7	11.0	12.8	Y*	N
Hispanic	3,509	6.5	241	N	3,104.6	12.6	18.0	N	Y
Black or African American	3,374	7.4	200	N	3,015.3	8.6	14.5	N	Y
Asian	35	0.0	4	Y	31.0	25.8	36.4	Y*	*
American Indian				*				*	*
Two or More Races	44	6.8	5	N	37.1	18.9	19.9	Y*	Y
Economically Disadvantaged	5,897	6.5	300	N	5,317.2	11.3	16.4	N	Y
Students with Disabilities	1,421	12.0	95	N	1,259.7	4.1	13.1	N	Y
English Language Learners*	2,075	7.7	160	N	1,819.0	8.0	17.1	N	Y

	Graduation Rate (High School only)						School Quality / Student Success		
	Four-Year Graduation Rate			Five-Year Graduation Rate			Chronic Absenteeism		
	Class of 2017	Annual Target	Met Target	Class of 2016	Annual Target	Met Target	Chronically Absent (%)	State Average (%)	Met State Average***
Schoolwide	70.1	71.2	N	71.0	64.1	Y	25.8	10.9	N
White			*			*	29.0	10.9	N
Hispanic	69.6	72.7	N	71.3	65.7	Y	22.9	10.9	N
Black or African American	70.4	70.4	Y	70.3	64.3	Y	29.0	10.9	N
Asian			*			*	8.1	10.9	Y
American Indian			*			*			*
Two or More Races			*			*	33.3	10.9	N
Economically Disadvantaged	75.6	71.2	Y	72.5	66.4	Y	26.3	10.9	N
Students with Disabilities	60.6	68.2	N	64.8	61.3	Y	29.3	10.9	N
English Language Learners*	60.7	72.0	N	73.2	60.0	Y	20.9	10.9	N

English Language Progress to Proficiency (Schoolwide English Learners)		
ELP growth (%)	2017-18 Target	Met Target
39.2	56.6	N

## • ESSA Accountability Profiles

- Companion Guide for 2018 Every Student Succeeds Act (ESSA) Accountability Profiles
- ESSA Accountability Memo

## • Indicators:

- Academic Achievement;
- Academic Progress;
- Graduation Rate;
- English Language Learner Progress; and
- School Quality/Student Success (chronic absenteeism).



# ELP Long Term-Goals

	<u>2018</u> <u>(Baseline Target)</u>	<u>2019</u> <u>(Year 1)</u>	<u>2020</u> <u>(Year 2)</u>	<u>2021</u> <u>(Year 3)</u>	<u>2022</u> <u>(Year 4)</u>	<u>2023</u> <u>(Long Term Goal)</u>
<u>End Grade of 5<sup>th</sup> or Lower</u>	60.7	61.7	62.7	63.7	64.7	65.7
<u>End Grade is Greater Than 5<sup>th</sup></u>	46.8	47.8	48.8	49.8	50.8	51.8



# Accountability



## QSAC

- Instruction and Program Indicator 9-15 (p.23)
- Governance Indicator 9 (p.66)
- Three Year Plan & Bilingual Waiver (p.66)

## School Profiles

- Accountability Indicators (academic achievement, academic progress, chronic absenteeism) and
- English language proficiency

## Performance Reports

- Are students “on track” for given indicator
- ELP Indicator accounts for 20% of Performance







# Title III ELL and Immigrant Federal Funding

ELLs and  
Immigrant Children  
and Youth



# Title III ELL Grant Fund



Formula Grants to States and Districts

--to increase English language proficiency

--to provide professional development

--implement family & community engagement

Apply through consolidated ESEA application process

Subgrants must be at least \$10,000 or districts may form consortia to meet minimum (MOU needed)

Aged 3 to 21

Enroll(ing) in  
elementary or  
secondary School;

Not born in the United  
States (not including  
Puerto Rico) or whose  
native language is a  
language other than  
English; and

Limited in speaking,  
reading, writing, and  
understanding  
(listening) in the  
English language as  
identified by a New  
Jersey approved  
screening assessment.



# Title III Allowable Activities



Increasing English language proficiency and academic achievement\*

ELL professional development\*

Parent/family/ community engagement\*

Upgrading ELL programs

Curricula/ materials/software/ assessments for ELLs

Tutorials and materials (including native language) for ELLs

PreK-12 ELL program improvement

Early college high school or dual enrollment programs for ELLs

Improving instruction, including for ELLs with disabilities

\*Required



# Title III Immigrant Grant Fund



Under Section 3114(d), LEAs must use Title III Immigrant funds to pay for activities that provide enhanced instructional opportunities for immigrant students and their families. An LEA must use Title III Immigrant funding for a separate and distinct purpose than Title III funding.

Aged 3 to 21

Were not born in any  
state,

Have not been  
attending one or more  
schools in one or more  
states for more than  
three full academic  
years.



# Title III Immigrant Allowable Activities



Family literacy, parent outreach and training

Recruitment and support for personnel that work with immigrant students

Tutorials, mentoring, career or academic counseling

Instructional materials and software

Basic instructional services, including civics

Activities coordinated with other agencies



# Immigrant Student Count

## Data Collection

- Annually, districts report on the number of immigrant students (Pre K-12) enrolled in the school district and the number of eligible immigrant students enrolled in nonprofit, nonpublic schools within the district.
  - Public – NJSMAART
  - Nonpublic – enrollment report
- Districts experiencing a “significant increase” **may** receive immigrant funds under Title III.

## Data reporting

- Combined public and nonpublic immigrant student enrollment must be at least a 2% increase as compared to the average of the two previous years.
- Total public and nonpublic enrollment must be 20 or more immigrant students.
- Do not have to be eligible for Title III funds.







Estimate Timeline	ESEA Application Status	Steps to complete prior to submission of ESEA Application
Mid May – End May	Federal allocations are awarded to districts	Visit the Office of Grants Management’s website to confirm district allocations for Title III and Title III Immigrant, if applicable.
Mid May – Early June	ESEA Application available for data entry	Visit EWEG system on <a href="#">NJ Homeroom</a> . Review previous school year’s application budget and funded activities based on identified needs. Did the funded program/activity meet the needs of the students? Based on the district’s current year identified needs, determine which programs/activities will be funded to address those needs.
June – September	Two Tier Review Process - County Education Specialists - NJDOE OGM	Ensure the budgeted costs are allowable under the title programs and benefit the target population. Do the data support the intervention?
September – December	Program Implementation	Ensure fidelity of program activities and assess effectiveness. What should continue to be funded for the next fiscal year? What changes are necessary?





## Supports for Educators



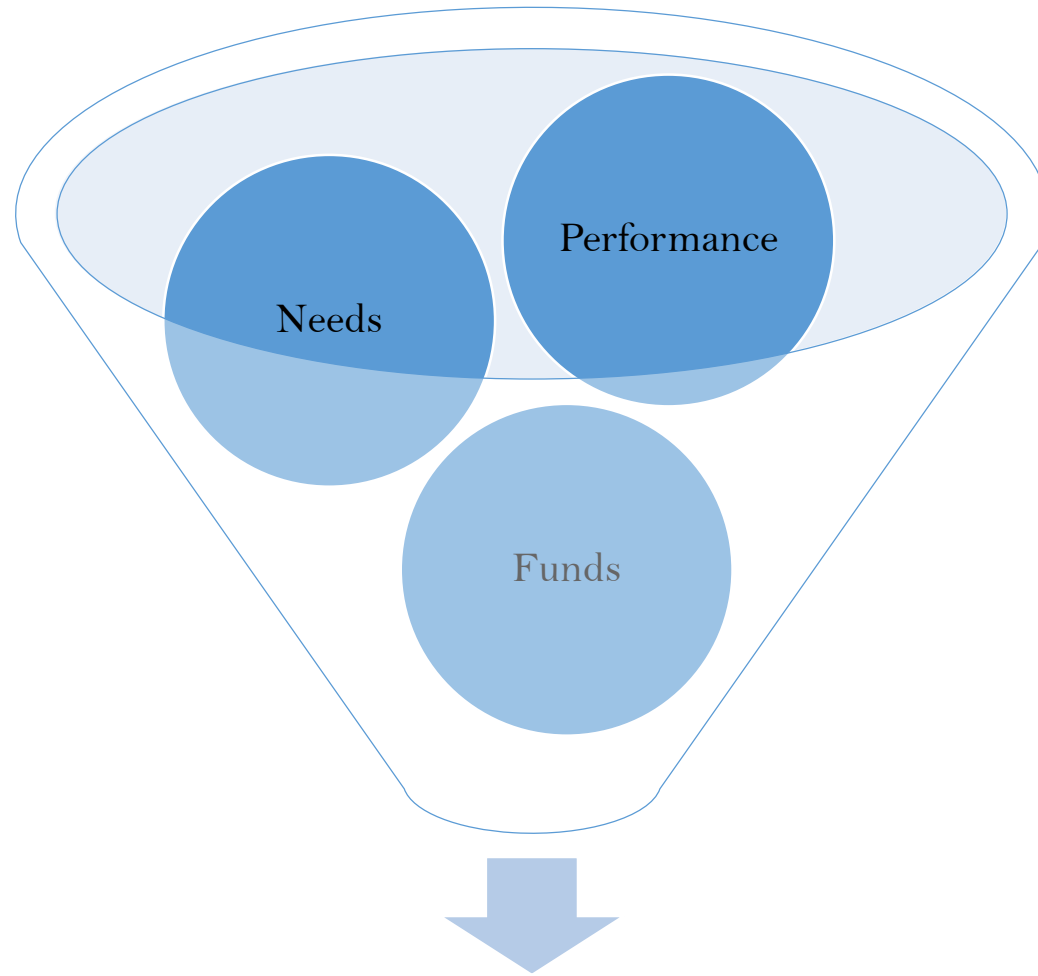
*N.J.A.C.  
6A:15-1.8*

**Training:**

The district board of education shall develop a plan for in-service training for **bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs.**

The plan shall include instructional strategies and appropriate assessments to help ELLs meet the NJSLS and the WIDA English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum.





**Effective Professional  
Development**



# 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

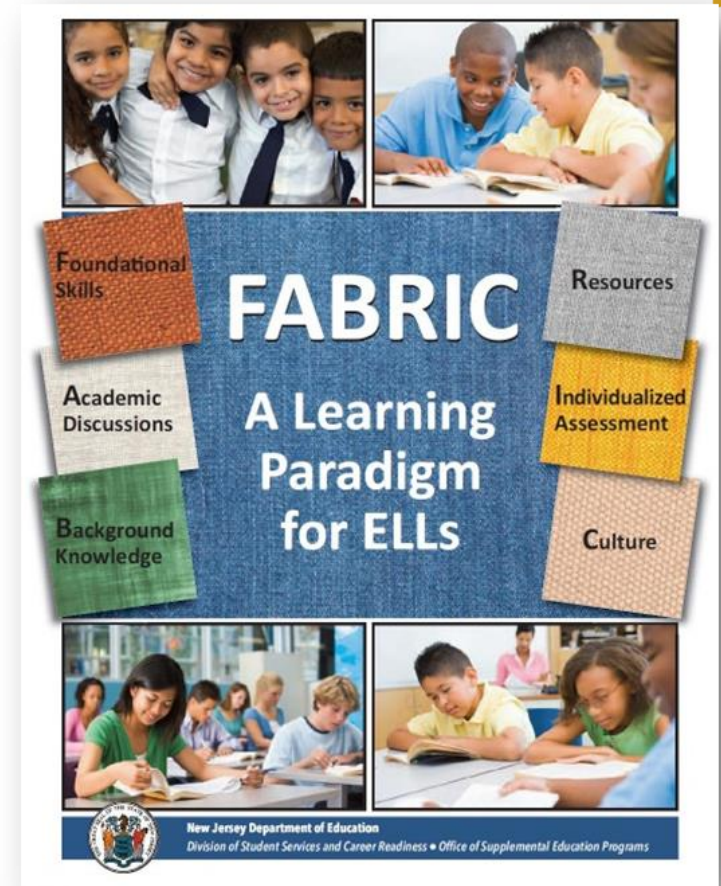




# The FABRIC Paradigm

## 6 Threads

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



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





Sheltered  
English  
Instruction

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**July 24 – 26, 2019**

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Train-the-Trainer

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15 hours, 3 days

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3-5 administrators and teachers already  
SEI trained

# Bilingual Portal



## Portal Bilingüe Para Padres/Familias



Casa

La Importancia de Ser Bilingüe

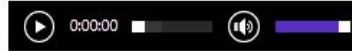
La Educación Bilingüe En Nueva Jersey

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



# Bilingual/ESL Educator Fundamentals

- A starter guide for educators to support access and equity for ELLs
- Suite of 9 key documents/resources
- Suite topics related to
  - *Policy*
  - *Educator PD*
  - *ELL enrollment support*



# WIDA Updates



- Changes to Professional Learning Format
  - Facilitated and Blended eWorkshops
  - Pilot Professional Learning Participation Data
- ACCESS Student Score Reports – **June 13, 2019**
  - Score Interpretation Resources online
    - [ACCESS for ELLs Parent Handouts](#) and [Alternate](#)
    - [Parent Guide for Score Reports](#) and [Alternate](#)
    - [Interpretive Guide K-12](#) and [Alternate](#)
- COS-SD Transition and Supporting Documentation
  - Central Office Services – Service Device (COS-SD) will replace the Testing Site Manager (TSM), and will be phased in over the summer of 2019.





# ELL Model Program Resource Centers 2018-2020



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



# Peer Review

- Federal peer review
- Spring 2019, annual thereafter
- ELP Assessment
- District monitoring of test administration
  - Random selection
  - Test administration manual
  - Accommodations
  - Test security



# Advancing Advocacy & Equity for ELLs



The labels placed on students who are acquiring English as an additional language can create mindsets, define opportunities, and determine investments. Labels not only affect how students are educated, they can also influence how students perceive themselves.

-Santos, 2015.



# Sentence Starters



Complete the following sentences

- I learned something new about \_\_\_\_\_.
- I still have questions about \_\_\_\_\_.
- I need to have a conversation with \_\_\_\_\_ about \_\_\_\_\_.



# Thank You!

New Jersey Department of Education Website

<http://www.state.nj.us/education/>

**Director**

Kathleen Ehling

**Assistant Division Director**

Leslie Franks McRae

**Bilingual/ESL Education Program Specialists**

Jacquelyn León

Lori Ramella

**Email us @ [ell@doe.nj.gov](mailto:ell@doe.nj.gov)**

**Visit us @ <http://www.nj.gov/education/bilingual/>**

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