



English Language Learners (ELL)

MASC/MASS Joint Conference
Hyannis Conference Center
November 3, 2017

Presenter: Kirsteen Patterson, MBA
Medford Public Schools

Immigration Laws affecting Enrollment Process

- Medford Superintendent Belson initiated discussion and guidance from Attorney General regarding enrolling students that may be in the United States under a B-1/B-2 Visitor Visa
- Under this type of Visa the duration of stay is listed as only 6-months
- Maura Healey, AG provided response citing case law [Plyler v. Doe] and overwhelming distinction that *“It is not the role of school officials to make determinations as to immigration status”*
- **Schools must meet requirements of actual residency and provide all students with equal access to public education**

Challenges with Accountability for All Students

- Appropriate Staffing to run programs that are effective
- Multi-lingual testing and ongoing assessments
- Means for parental communication
- Counseling and translation services
- Transportation
- Special Needs - learning disabilities, assessments
- Budgetary Impact for largely transient population
- Changing mandates

Challenges for ELL Students

- Length of time to transition from social/conversational English skills to become proficient enough to learn and perform at proficiency expected of all peers in age/grade level group
 - Could take upward of 5-7 years to acquire level of English understanding to take courses that have technical language and concepts
- Difficult to assess students that may require Special Services and can't speak English
- Location of service programs may differ from home neighborhood creating barriers to forge friendships with peers in a classroom

Medford's ELL Population

- Represent 30 different language groups to date
- Highest groups currently are Portuguese, Haitian Creole, Spanish and Arabic
- Increase in students coming from Middle East
- We never know how long they will be in district
- We treat each student as if they are staying to get a diploma

FY2017	FY2018	Change... So far
430	476	46 +

**At our middle schools we have 66 ELL students spanning 12 different languages*

Medford's Process for Enrolling

Verify Residency

- Retain only documents relevant for student's enrollment

IF, Language other than English ~ Assessment for Age/Grade Placement

- WIDA – World Class Instructional Design and Assessment
- 'Can Do Philosophy' to support students rather than labeling

Newcomers Program

- Separate, self-contained classes designed to meet academic and transitional needs of early English Learners



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Can Do Descriptors

About | **K-12 ELD Key Uses Ed.** | Early Years ELD | K-12 SLD | Original Edition

Look at all we can do!

Creating learning environments for language learners based on what they can do!

The Can Do Descriptors highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts.



WIDA is proud to announce the release of the K-12 Can Do Descriptors, Key Uses Edition, the Early Years Can Do Descriptors (for children 2.5-5.5 years old), and the K-12 PODEMOS, the Spanish Language Development Edition of the Can Do Descriptors. The links below will take you directly to their pages.

Can Do Descriptors, Key Uses Edition, K-12 English Language Development

Clustered according to ACCESS 2.0 grade bands

Early Years Can Do Descriptors, English Language Development

Ages 2.5-5.5

Los Descriptores Podemos, K-12 Spanish Language Development

Clustered according to ACCESS 2.0 grade bands

Note of Thanks

The development of the Can Do Descriptors represents the work of many educators in the field. WIDA would like to extend its appreciation to everyone who contributed through their expertise to this work, including the staff at the Center for Applied Linguistics for their ongoing partnership and support. We invite you to view [a full list of educators who participated in the development workshop](#) (PDF), national experts who shared their expertise in the development process, and all those who participated in the review of the descriptors.

DOWNLOADS & PRODUCTS CAN DOs

- Can Do Descriptors, Key Uses Edition, K-12 FAQ [PDF](#)
- Can Do Descriptors, Early Years [PDF](#)
- Can Do Descriptors, Key Uses Edition Kindergarten [PDF](#)
- Can Do Descriptors, Key Uses Edition Grade 1 [PDF](#)
- Can Do Descriptors, Key Uses Edition Grades 2-3 [PDF](#)
- Can Do Descriptors, Key Uses Edition Grades 4-5 [PDF](#)
- Can Do Descriptors, Key Uses Edition Grades 6-8 [PDF](#)
- Can Do Descriptors, Key Uses Edition Grades 9-12 [PDF](#)
- Los descriptores Podemos: Educación temprana [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - Kinder [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - 1.er grado [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - 2.º y 3.º grados [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - 4.º y 5.º grados [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - 6.º y 8.º grados [PDF](#)
- Los descriptores Podemos: Usos clave del lenguaje académico en español - 9.º y 12.º grados [PDF](#)
- Can Do Name Charts 2012 [PDF](#)
- Can Do Descriptors, Original Edition PreK-K [PDF](#)
- Can Do Descriptors, Original Edition Grades 1-2 [PDF](#)
- Can Do Descriptors, Original Edition Grades 3-5 [PDF](#)
- Can Do Descriptors, Original Edition Grades 6-8 [PDF](#)
- Can Do Descriptors, Original Edition Grades 9-12 [PDF](#)
- 2008 Can Do Research Brief [PDF](#)
- Can Do Descriptors Student Name Chart Kindergarten [DOC](#)
- Can Do Descriptors Student Name Chart Grade 1 [DOC](#)
- Can Do Descriptors Student Name Chart Grades 2-3 [DOC](#)



Goals for Medford Newcomers: A 2-Tiered Effort Sheltered English Immersion

Sheltered Content - focusing on Progress in English Language

- Placement of Students with Limited or Interrupted Formal Education [SLIFE] to receive instruction focusing on English language development
- Support growth and grade level content to progress students in the English Language to better understand academic content needed for standardized testing
- Communication with family members – interacting in native languages by offering translation services and introducing English content

ELL Content - Literacy and Numeracy Support

- Provide segments in literacy and numeracy into each day for all ages
- At the High School level it is a full class period
- Required to take MCAS as all other students, can only take in native language the first year

Limitations for District

- Title III Grant - Restrictive and limited funding
 - **Required to extend the school day in some fashion:** difficulty for students that do not have transportation outside of school provided yellow bus; challenge to get participation in before/after school events
 - **Must increase parent outreach:** home to school outreach can be difficult with so many languages; don't know cognitive levels of family members or their ability to participate
 - **Must be used for Professional Development:** training is provided to General Education teachers for better understanding and inclusive participation with ELL population
- Transportation
 - Some students are on the bus longer than desired due to location of home to location of service program at grade level
 - Very Costly

Benefits for District



Cultural
Diversity



Learning and
Acceptance



Better
Understanding

← **ELL Students provide Opportunities** →