

## **Language Instruction Educational Programs in MTSS Policy and Practices for Charter Schools**

### **Webinar Part II: Best Practices for Instruction and Assessment for English Learners**

Presenters:  
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Paula Zucker  
Francine Dutrisac



Pennsylvania Training and Technical Assistance Network

### **LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS IN MTSS - POLICY AND PRACTICES FOR CHARTER SCHOOLS**

2-Part Webinar: 2:00 to 3:30

Webinar 1: **ESSA Policies and Practices for Language Instruction Educational Programs** 10/5/17

Webinar 2: **Best Practices for Instruction and Assessment for English Learners** 12/1/17

You must attend both webinars to be awarded ACT 48 credits. Please contact Sharon Faul [sfaul@pattan.net](mailto:sfaul@pattan.net), if you are participating as a group. You will be receiving the PPT as a handout at the end of the webinar.

2

### **PATTAN'S MISSION**

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

### PDE'S COMMITMENT TO LEAST RESTRICTIVE ENVIRONMENT (LRE)

Recognizing that the placement decision is an Individualized Education Program (IEP) team decision, our goal for each child is to ensure IEP teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

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### OUTCOMES

Participants will:

- Analyze the language instruction educational program best practices aligned to the needs of their student population.
- Self-assess current instructional practices.
- Evaluate tools and resources to support charter schools in the development and implementation of an effective language instruction educational program.

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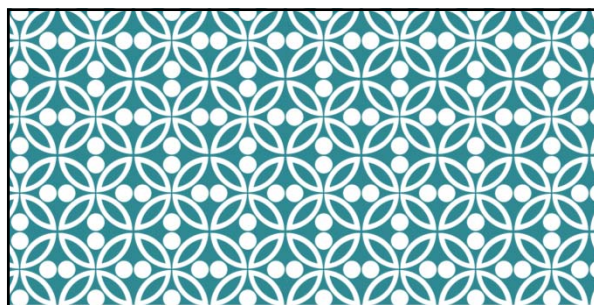
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PDE'S UPDATED WEBPAGE AND DOCUMENTS - *EDUCATING ENGLISH LEARNERS*

<http://www.education.pa.gov/EnglishLearners>




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## ELD INSTRUCTION

ELD Instruction must be aligned with the *Pennsylvania Core Standards*, and the *PA English Language Development Standards for ELs*.

Instruction must meet all requirements under *Lau v. Nichols*, 414 U.S. 563 (1974) and *Castañeda v. Pickard*, 648 F.2d 989 (1981).

## LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

- must be educationally sound in theory and effective in practice.
- must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- must offer ELD instruction and programs until ELs are proficient in English and can participate meaningfully in educational programs without ELD support.
- must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.

## English Language Development Program Models

Program Option	Program Goal	Language/s Used for Instruction
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s)
Structured English Immersion (SEI)	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with little use of the ELs' primary language(s)
Transitional Bilingual Education (TBE), or early-exit bilingual education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.	Students' primary language and English
Dual Language or Two-Way Immersion	Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language.	English and another language

### NEWCOMER PROGRAMS FOR NEW ARRIVALS AND STUDENTS WITH LIMITED OR INTERRUPTED EDUCATION

These programs offer specialized services and classes to help these students

- acclimate to U.S. schools,
- develop foundational skills in content areas (e.g., basic literacy and math concepts), and
- prepare them for the content classrooms.

Newcomer programs are “short-term”, typically lasting no longer than one year.

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### LONG-TERM ENGLISH LEARNERS

- Under ESSA, there is an increased focus on the large number of ELs who, despite many years in US schools, are still not proficient in English.
- These students are often referred to as Long-Term English Learners (LTELs).
- These students need a targeted program to improve their reading, writing, and mathematics skills.

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### DETERMINING YOUR ELD PROGRAM'S EFFECTIVENESS

- Is the ELD instruction provided to all eligible ELs, regardless of scheduling conflicts, grade, disability, or native language?
- Does the ELD program include instruction aligned to the *PA ELD Standards* and *PA Core Standards*?

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## DETERMINING YOUR ELD PROGRAM'S EFFECTIVENESS

- Is ELD instruction designed to provide more intensive instruction for ELs who are the least proficient in English?
- Are ELs at the highest levels of English language development continuing to receive ELD instruction until they have exited the program?
- Are there additional interventions available for ELs who have not made expected progress despite extended enrollment in the ELD program (i.e. LTELs)?

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## STAFFING AN ENGLISH LANGUAGE DEVELOPMENT PROGRAM

LEAs must provide the personnel necessary to effectively implement their Language Instruction Educational Program.

- Necessary personnel include teachers who are qualified to provide ELD instruction, core-content teachers who are highly qualified in their field, as well as trained to support EL students, and
- trained administrators who can evaluate and support these teachers.

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## STAFFING AN ENGLISH LANGUAGE DEVELOPMENT PROGRAM

LEAs must provide adequate professional development and follow-up training in order to prepare ELD program teachers and administrators to implement the program effectively.

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### SUPPORTING AN ENGLISH LANGUAGE DEVELOPMENT PROGRAM

- LEAs are obligated to provide the resources necessary to effectively implement ELD programs.
- Necessary resources include adequate and appropriate materials for the ELD programs.

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### DEVELOP AN INSTRUCTIONAL PLAN

- Schedule daily ELD instruction
- Hire/contract qualified ESL teachers with PA ESL Program Specialist Certificate
- Develop an assessment plan
- Implement research-based ELD best practices
- Identify what is taught (curriculum)
- Identify appropriate materials
- Describe available opportunities (tutoring, afterschool programs, etc.)
- Train and support staff (Professional Development Plan)

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WHAT TOOLS ARE AVAILABLE TO IMPLEMENT OUR LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM?




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### The Pennsylvania English Language Development Standards (ELDS)



<http://www.pdesas.org/Standard/View/PASpecific/1181>

### WIDA INSTRUCTIONAL TOOLS

[WWW.WIDA.US](http://WWW.WIDA.US)

1. Performance Definitions
2. Can Do Descriptors
3. Can Do Key Uses
4. New Speaking and Writing Interpretive Rubrics
5. ACCESS 2.0 Score Reports (Teacher Report, Parent Report, Roster Report, School Report and District Report)

ACCESS FOR ALLS INTERPRETIVE GUIDE FOR SCORE REPORTS SPRING 2015  
ALTERNATE ACCESS FOR ALLS INTERPRETIVE GUIDE FOR SCORE REPORTS 2015. WIDA REPORTS CAN BE VIEWED AT [WWW.WIDA.US](http://WWW.WIDA.US)  
WIDA ACCESS FOR ALLS [WWW.WIDA.US](http://WWW.WIDA.US) [WWW.WIDA.US](http://WWW.WIDA.US)

28

The Charter School CEO should contact PDE ESL/Bilingual Programs Advisor, Bob Measel [romeasel@pa.gov](mailto:romeasel@pa.gov) to obtain a WIDA password, if the charter school does not have one.

You will receive directions regarding steps to follow for staff authorization to implement WIDA assessments.

**WIDA Performance Definitions - Listening and Reading Grades K-12**

Within sociocultural contexts for processing language...

	Discourse Dimension Linguistic Complexity	Sentence Dimension Language Forms and Conventions	Word/Phrase Dimension Vocabulary Usage
<b>Level 5 - Reaching</b> Language that meets all criteria through Level 5. Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
<b>Level 5</b> Bridging	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compositional, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4</b> Expanding	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3</b> Developing	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compositional and some complex (e.g., noun phrases, verb phrases, prepositional phrases) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2</b> Emerging	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>As ideas within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Compositional grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1</b> Entering	<ul style="list-style-type: none"> <li>Single sentences or questions</li> <li>As ideas within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, WH questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Interlevel social and instructional words and expressions</li> </ul>

**WIDA Performance Definitions - Speaking and Writing Grades K-12**

Within sociocultural contexts for language use...

	Discourse Dimension Linguistic Complexity	Sentence Dimension Language Forms and Conventions	Word/Phrase Dimension Vocabulary Usage
<b>Level 5 - Reaching</b> Language that meets all criteria through Level 5. Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
<b>Level 5</b> Bridging	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, coherent, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4</b> Expanding	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3</b> Developing	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2</b> Emerging	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1</b> Entering	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words</li> </ul>

## WIDA CAN DO DESCRIPTORS AND CAN DO DESCRIPTORS KEY USES

[https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)





## WIDA RESEARCH FINDINGS

The type of language used most often in academic and business settings were **recount, explain, argue, and discuss**.

These four forms of languages were grouped into what WIDA calls **Key Uses** because they represent the “keys” to academic success (Board of Regents of the University of Wisconsin System, 2016; Lundgren, 2015).

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## ENHANCED CAN DO DESCRIPTORS CONSIDER COLLEGE- AND CAREER-READINESS STANDARDS

- **Recount:** display knowledge/narrate experiences.
- **Explain:** clarify “why” and “how” of ideas, action, or phenomena.
- **Argue:** persuade by making claims supported by evidence.
- **Discuss:** interact with others to build meaning and share knowledge.



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## POTENTIAL USES FOR THE *CAN DO DESCRIPTORS, KEY USES EDITION*:

- Collaborate and engage in conversations about academic language use as students move along the continuum of language development
- Advocate for equitable access for language learners to grade-level content based on their level of language proficiency
- Attend to students' academic language use in content classrooms
- Differentiate instruction and classroom assessment based on language learners' levels of language proficiency

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### DISTRICTS MUST DEVELOP LOCAL PLANS FOR HOW TO:

- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores
- select content teachers who will complete the inventories
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- manage the decision-making/reporting process using this procedure and these criteria

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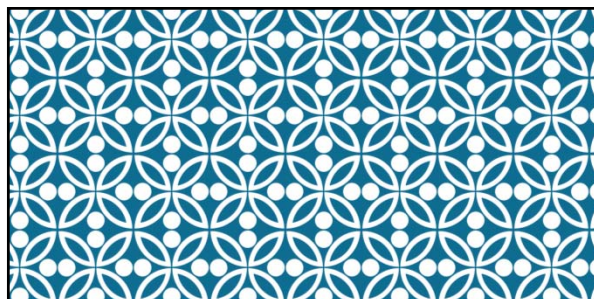
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### EFFECTIVE TEACHING PRACTICES



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### BEST PRACTICES FOR ENGLISH LEARNERS

Educators must be properly trained to select and implement evidence-based interventions.

Educators need support to properly implement evidence-based interventions.

MTSS teams must include representation from all appropriate educators (e.g., ESL teachers, general class teachers and special education teachers).

Select evidence-based practices proven to work with second language learners.

Data related to students' progress must include language development data such as ACCESS 2.0 scores, language use data, and WIDA MODEL data.




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### INTENSIFY INSTRUCTIONAL DELIVERY

The process includes:

- Making instruction more **explicit**.
- Making instruction more **systematic**.
- Incorporating more opportunities for student response and **feedback**.

Murray, Coleman, & Vaughn, 2012

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### PROVIDE **EXPLICIT** INSTRUCTION

- State the purpose and learning goal of the lesson.
- Provide models with clear, detailed explanations (many "I do").
- Use pictures, graphics, manipulatives, or "think-alouds" (many "We do").
- Provide multiple guided practice opportunities (more "We do").

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### PROVIDE **SYSTEMATIC** INSTRUCTION

- Break down tasks into smaller steps.
- Break down instruction into simpler segments.
- Use step-by-step strategies.
- Provide temporary support, and then gradually reduce that support over time.

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## FEEDBACK

When teaching ELs, it is particularly important to ensure that your feedback is comprehensible, useful, and relevant.




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## COMPONENTS OF INFLUENCE ON SPOKEN AND WRITTEN LANGUAGE

Phonology  
Morphology  
Semantics  
Syntax  
Discourse  
Pragmatics (discourse)




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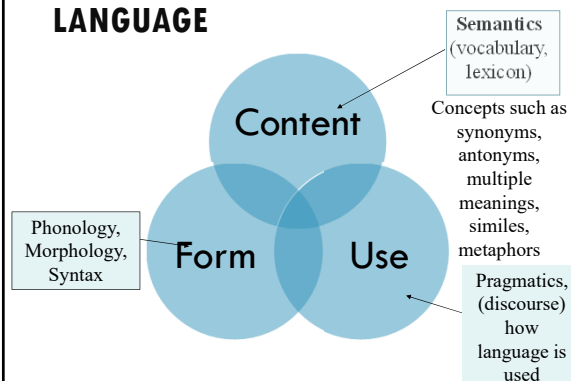
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## LANGUAGE



Bloom & Lahey, (1978); Soifer, (1999)

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## THE ENGLISH LANGUAGE

- Of all languages in the world, the alphabetic writing system of English is complex.
- This is because English is a morphophonemic language (sound and meaning).
- The meaningful parts of words are often spelled consistently even though their pronunciations change from one word to the other

## THE ENGLISH LANGUAGE

**Let's look at these examples:**

child, children

site, situation

heal, health

anxious, anxiety

compete, competition

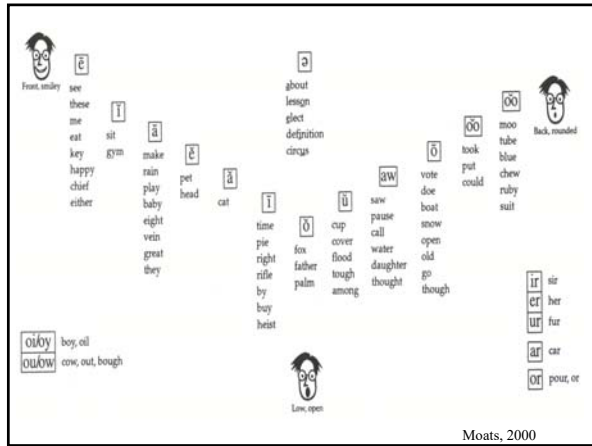
deep, depth

perspire, perspiration

How do you teach this to ELs?

## THE PHONETIC ALPHABET ENGLISH CONSONANTS

	Lips together	Teeth on lip	Tongue between teeth	Tongue on ridge behind teeth	Tongue Pulled back on roof of mouth	Back of throat	Glottis
Stops	/p/			/t/		/k/	
Unvoiced	/b/			/d/		/g/	
Voiced							
Nasals	/m/			/n/		/ŋ/	
Fricatives		/f/	/θ/	/s/	/ʃ/		
Unvoiced		/v/	/ð/	/z/	/zh/		
Voiced							
Affricates					/tʃ/		
Unvoiced					/tʃ/		
Voiced					/dʒ/		
Glides						/w/	/h/
Unvoiced						/w/	
Voiced					/y/		
Liquids				/l/	/r/		




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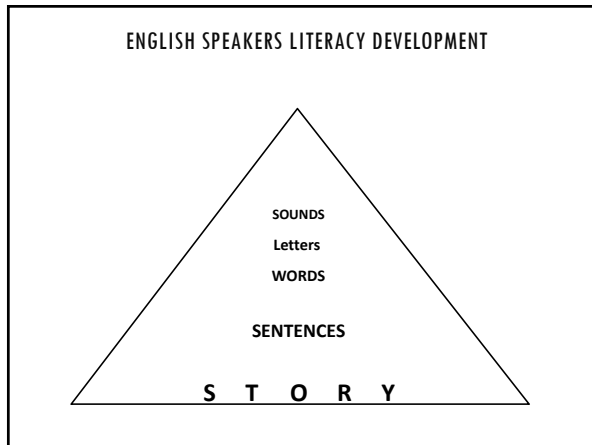
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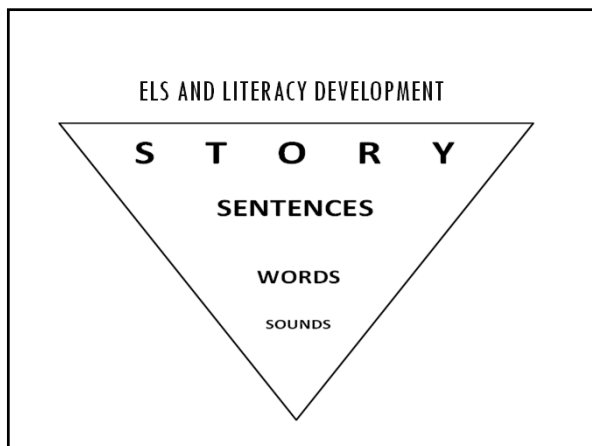
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### GENERIC SEQUENCE FOR BEGINNING PHONICS INSTRUCTION

Phonics Concepts	Examples
Single consonants, high-utility	<b>b, s, t, d, m</b>
Short vowels, introduced gradually	<i>/ă/, /ô/, /î/, /û/, /è/</i>
Consonant blends (final, initial)	<b>st, -lk, -mp, br, cl</b>
Consonant digraphs	<b>th, wh, sh, ch, ng</b>
Simple endings	<b>wishes, wished, wishing</b>
Vowel-consonant-e	<b>late, wide</b>
Odd consonants	<b>qu, x</b>

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### Morphemes in English

<b>Anglo-Saxon Layer</b>	<ul style="list-style-type: none"> <li>• compounds</li> <li>• inflections</li> <li>• base words</li> <li>• suffixes</li> <li>• odd, high-frequency words</li> </ul>
<b>Latin, French (Romance) Layer</b>	<ul style="list-style-type: none"> <li>• prefixes</li> <li>• roots</li> <li>• suffixes</li> <li>• Latin plurals</li> </ul>
<b>Greek Layer</b>	<ul style="list-style-type: none"> <li>• combining forms</li> <li>• plurals</li> </ul>

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### ENGLISH PHONICS DEMONS FOR SPANISH-SPEAKERS

- All the short vowels: **hat, bed, hit, top, up**
- The /sh/ sound: **shoes, mission, nation, ocean, chef, special, sugar (one sound with six spellings!)**
- The /th/ of **thank** and /th/ of **this**
- The /j/ of **jello, edge, giant**
- The /z/ of **zero, has**
- The /v/ of **voice, very**
- The r-controlled vowels – especially the one sound (ir, er, ur)
- The /zh/ of **measure, mirage**
- The /d/ of **day, ladder, bad**
- The /h/ of **home, house, hare**

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Resource: *National Geographic Reach, Using the Language Transfer Supports*

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs, (verb+ing)	A verb is not inflected for person and number.	Chinese Haitian Creole Hmong Korean (verbs are inflected to reflect age or status) Vietnamese	That house have a big door. = That house has a big door. Everyone like you. = Everyone likes you.
	Several verbs can be used together with no words or punctuation to separate them.	Hmong Vietnamese	I cook eat at home. = I cook and eat at home.
	There is no gerund form (-ing) and/or no distinction between gerunds and infinitives.	Chinese (no form to show that an action is ongoing) Haitian Creole Hmong Korean Spanish Vietnamese	She hates to read. = She hates reading.

28

Phonics Transfer Chart

ENGLISH			SPANISH		CANTONESE		VIETNAMESE	
Phoneme	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
/b/	b	book	yes	yes	approx.	no	approx.	yes
	c	canon	yes	yes	yes	no	yes	yes
/k/	k	key	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	no
/d/	d	desk	approx.	yes	approx.	no	approx.	yes
/f/	f	fish	yes	yes	yes	no	yes	no
/g/	g	girl	yes	yes	approx.	no	yes	yes
/h/	h	hand	yes	no	yes	no	yes	yes
	j	jacket	no	no	approx.	no	approx.	no
/j/	g	cage	no	no	approx.	no	approx.	no
	dge	badge	no	no	approx.	no	approx.	no
/l/	l	lamp	yes	yes	yes	no	yes	yes
/m/	m	map	yes	yes	yes	no	yes	yes
/n/	n	newspaper	yes	yes	yes	no	yes	yes
/p/	p	pizza	yes	yes	yes	no	yes	yes
/kw/	qu	quarter	yes	no	approx.	no	yes	yes
/r/	r	red	approx.	approx.	no	no	no	yes
/s/	s	seed	yes	yes	yes	no	yes	yes
	c	city	yes	yes	yes	no	yes	yes
/t/	t	ten	yes	yes	yes	no	approx.	yes

29

TECHNICAL ASSISTANCE

Provided by  
PDE ESL/Bilingual Education Program  
Advisors  
IU ESL Points of Contact  
PaTTAN

31

**EVIDENCE OF LANGUAGE USE: PROGRESS MONITORING  
FOR SECONDARY ENGLISH LEARNERS IN MULTI-TIERED  
SYSTEMS OF SUPPORT**

**3-Part Webinar (2:00 – 3:30)**

**Part I:** January 10, 2018 **State-Required  
Reclassification, Monitoring and Re-  
Designation of English Learners**

**Part II:** January 17, 2018 **Targeting Progress  
Monitoring of Language Use for English  
Learners**

**Part III:** January 24, 2018 **Connecting WIDA  
Tools to Collecting Evidence for Language  
Use**

**RESOURCES**

edCount, LLC A Diagnostic Tool For Taking Your  
Program's Pulse [http://assets.center-  
school.org/documents/esl/ADiagnosticToolForTakingYour  
ProgramsPulse.pdf](http://assets.center-school.org/documents/esl/ADiagnosticToolForTakingYourProgramsPulse.pdf)

e-Metric ACCESS for ELLs website  
<https://solutions.emetric.net/paaccess/>

National Center for Culturally Responsive Educational  
Systems (NCCRESt, 2006) [www.nccrest.org](http://www.nccrest.org), Practitioner  
Brief, Becoming Culturally Responsive Educators:  
Rethinking Teacher Education Pedagogy

National Clearinghouse for English Language Acquisition  
[www.ncele.us](http://www.ncele.us)

**RESOURCES**

Office of English Language Acquisition. English Learner Toolkit  
[http://www2.ed.gov/about/offices/list/oela/english-learner-  
toolkit/index.html](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html)

Office for Civil Rights. Programs for English Language Learners  
<http://www2.ed.gov/about/offices/list/ocr/ell/index.html>

PaTTAN and English Language Learner Initiatives  
[http://www.pattan.net/category/Educational%20Initiatives/Engli  
sh%20Language%20Learners%20\(ELL\)](http://www.pattan.net/category/Educational%20Initiatives/English%20Language%20Learners%20(ELL))

**PDE Basic Education Circular *Educating English Learners* reviewed  
July 1, 2017**  
[http://www.education.pa.gov/Documents/Codes%20and%20  
Regulations/Basic%20Education%20Circulars/PA%20Code/Ed  
ucating%20English%20Learners%20\(EL\).pdf](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20English%20Learners%20(EL).pdf)

## RESOURCES

PDE English Learner Identification Procedure – Grades K-12  
 PDE Pre-K Identification Guidance for Pre-K Students  
<http://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Identification-Placement-Exit.aspx#.Vbt7YmXD-Uk>

Pennsylvania English Language Development Standards  
<https://www.pdesas.org/Standard/View/PASpecific/1181>

PDE Bureau of Special Education Guidelines for English Learners with IEPs <http://www.education.pa.gov/Documents/K-12/Special%20Education/Guidelines%20for%20English%20Learners%20with%20IEPs.pdf>

35

## RESOURCES

WIDA Resources

- ACCESS for ELLs Released Items  
[http://www.wida.us/assessment/ACCESS/ACCESS\\_Sample\\_Items.pdf](http://www.wida.us/assessment/ACCESS/ACCESS_Sample_Items.pdf)
- Can Do Descriptors and Can Do Key Uses [www.wida.us](http://www.wida.us)
- Rtl<sup>2</sup>: Developing a Culturally and Linguistically Responsive Approach [www.wida.us](http://www.wida.us)
- WIDA Speaking and Writing Interpretive Rubrics, July 2017 [www.wida.us](http://www.wida.us)
- WIDA Performance Definitions Listening and Reading <https://www.wida.us/get.aspx?id=542> ; Speaking and Writing <https://www.wida.us/get.aspx?id=543>

36

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. *Future of Children*, 21(1), 103-127. Retrieved from [http://www.princeton.edu/futureofchildren/publications/docs/21\\_01\\_05.pdf](http://www.princeton.edu/futureofchildren/publications/docs/21_01_05.pdf)

OCR Resources,  
<https://www2.ed.gov/about/offices/list/ocr/index.html>

OELA Toolkit  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Dear Colleague Letter  
<https://www2.ed.gov/about/offices/list/ocr/letters/collleague-el-201501.pdf>

PDE Educating English Learners  
[www.education.pa.gov/EnglishLearners](http://www.education.pa.gov/EnglishLearners)

37

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Commonwealth of Pennsylvania  
Tom Wolf, Governor

58

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