

ELL Programming and Ministry Guidelines



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Introduction

The Policies and Guidelines for ELL:

sets parameters for services

establishes consistent language

recognizes the need for flexibility of delivery



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Who are ELL students?

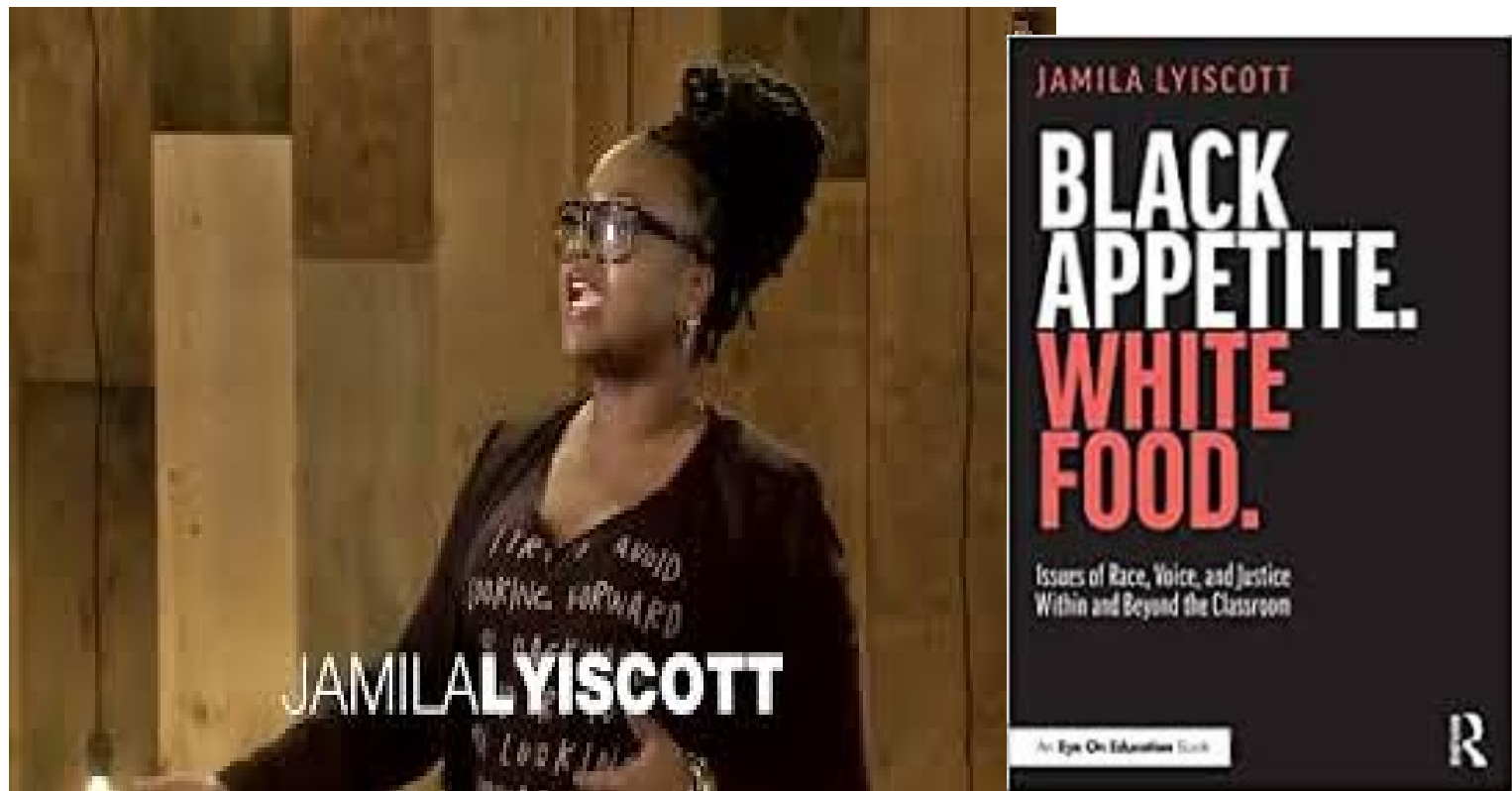
Primary language(s) of the home are other than English

New immigrants/refugees or may be born in Canada

Students who speak a variation of English that is significantly different than the English used in school may require **English Second Dialect (ESD)** services.



What is a Dialect?



Why ELL?

English language proficiency and knowledge of the cultures of Canada are fundamental for student success
(Indigenous Worldviews and Perspectives)



Students need both social and academic language (BICS and CALP)

BICS

Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

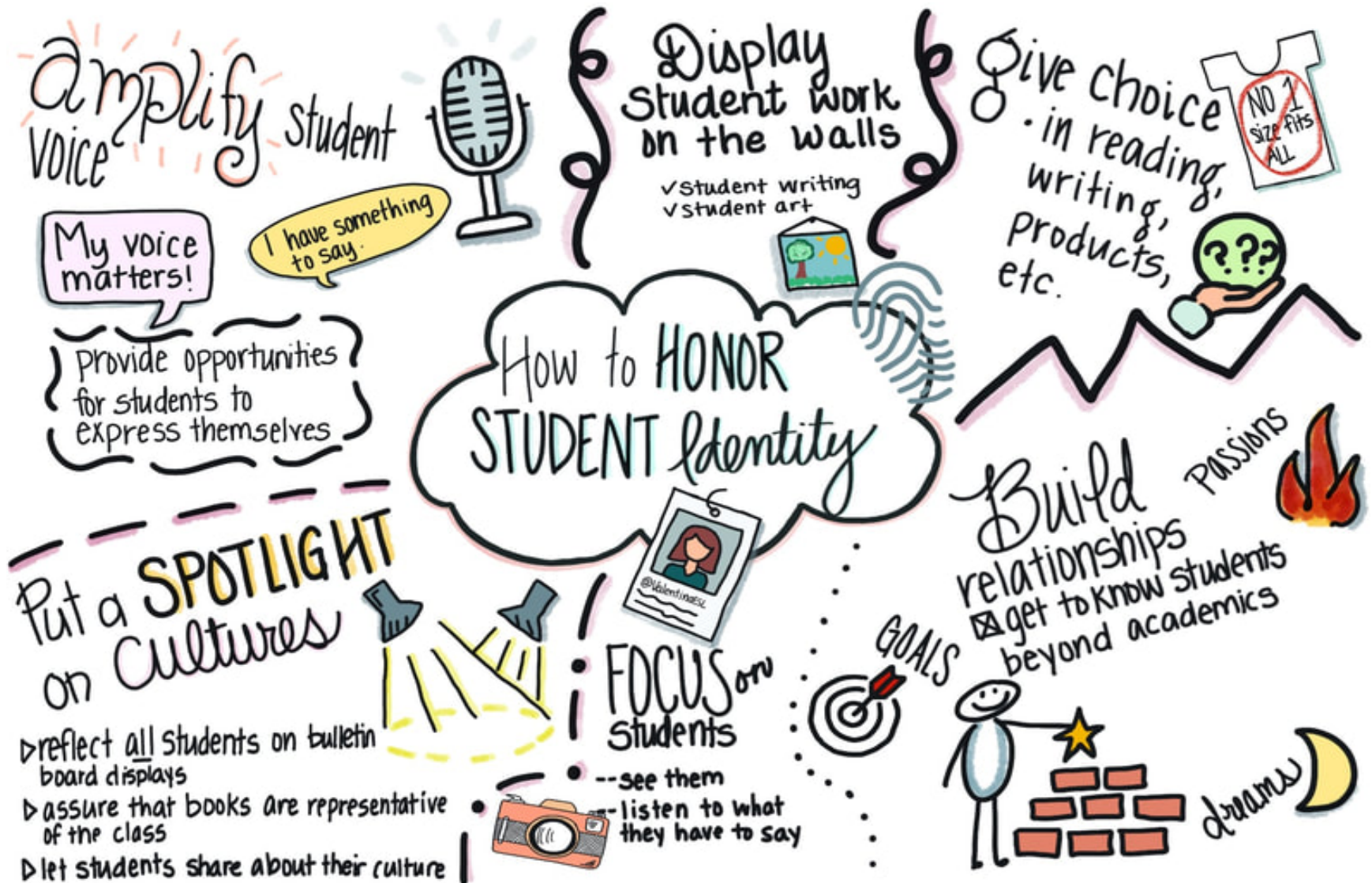
CALP

Cognitive Academic Language Proficiency



- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully



Respect and value for first language(s) and culture



Student learning is enhanced by having proficiency in more than one language (Additive Bilingualism)

Don't underestimate  an Emergent 



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I will have linguistic resources in multiple languages!

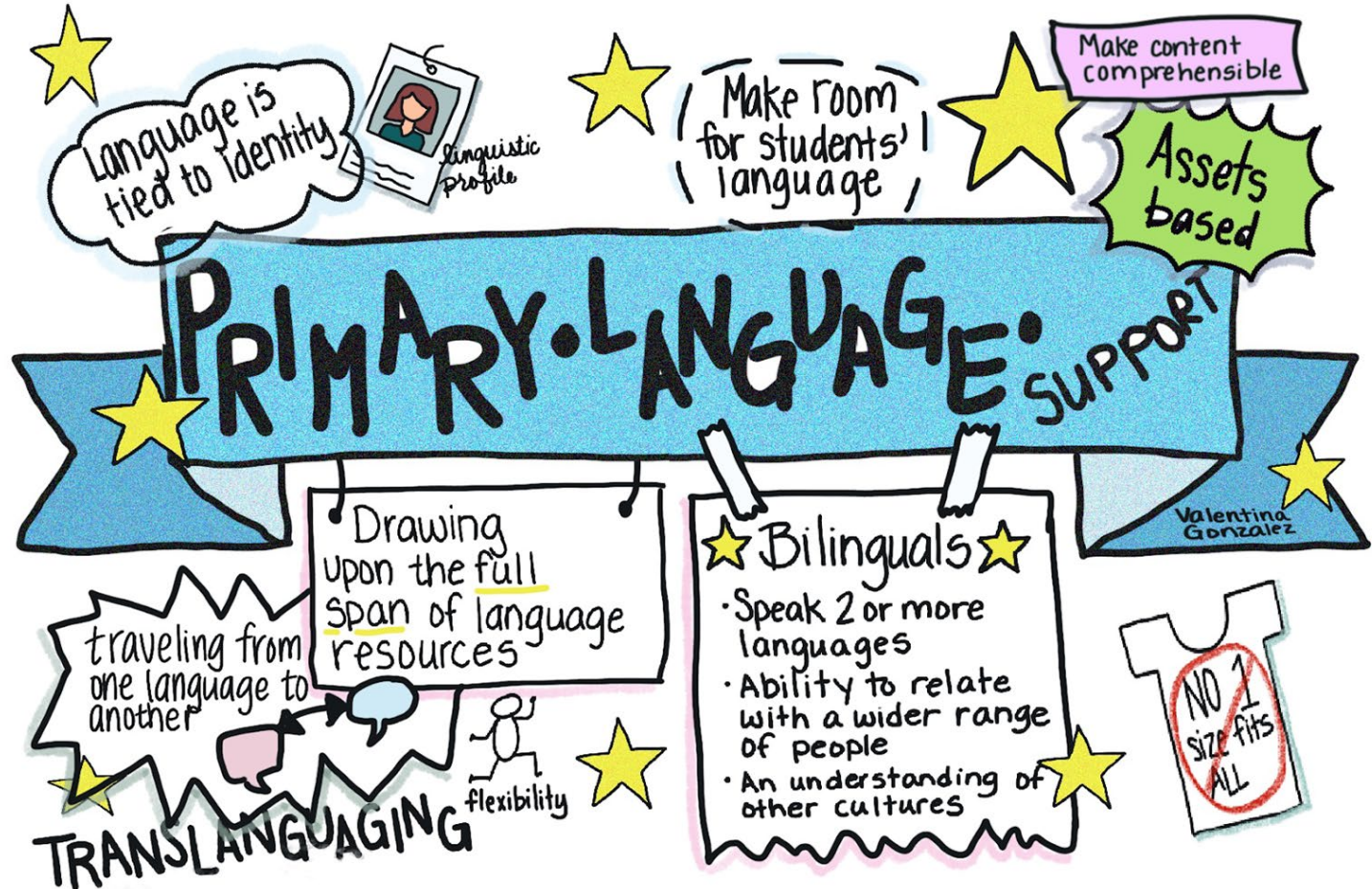
I can speak more than one language.

I wonder how many other languages I can learn to speak!

Do you need help translating?

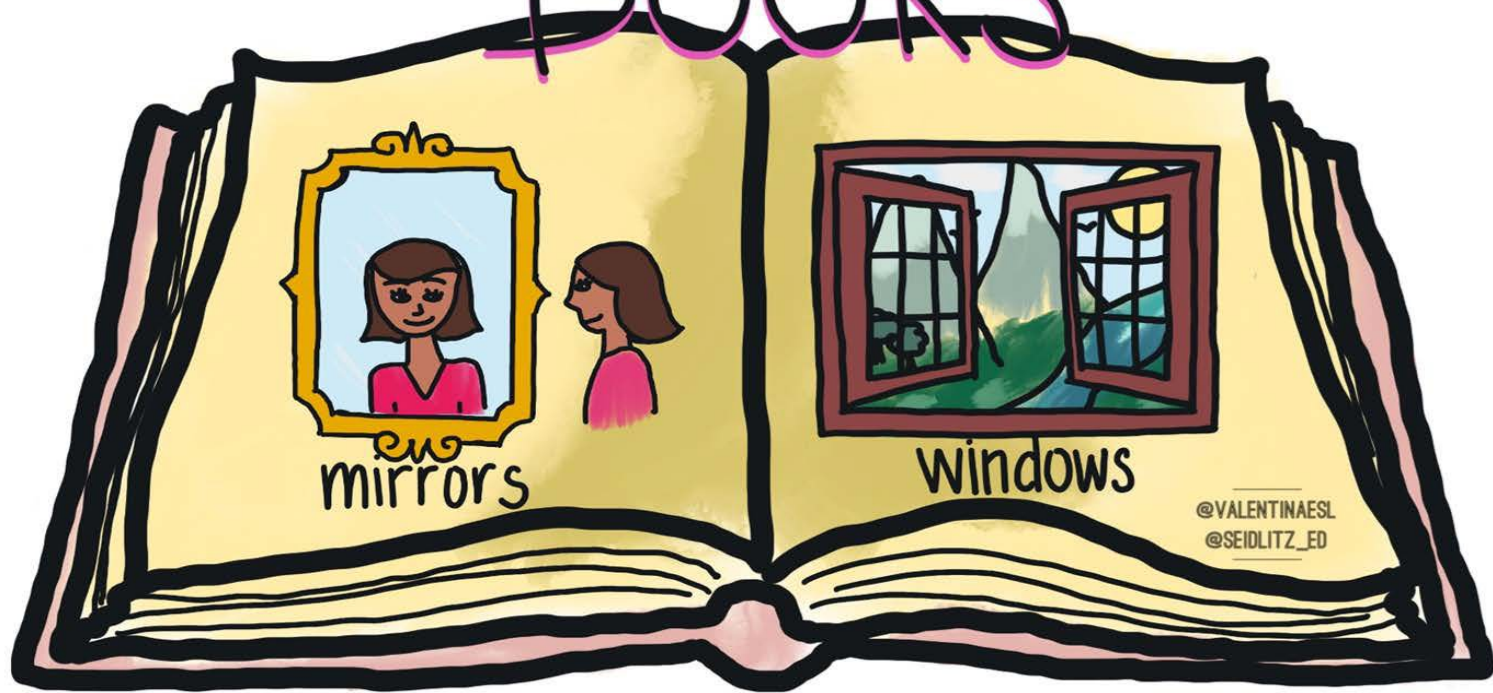
 **Bilingual** 

Benefits occur when students *maintain* their first language(s) or dialect(s)



Students benefit from seeing their own history, literature, and culture reflected in their school experiences (Culturally Responsive Practice)

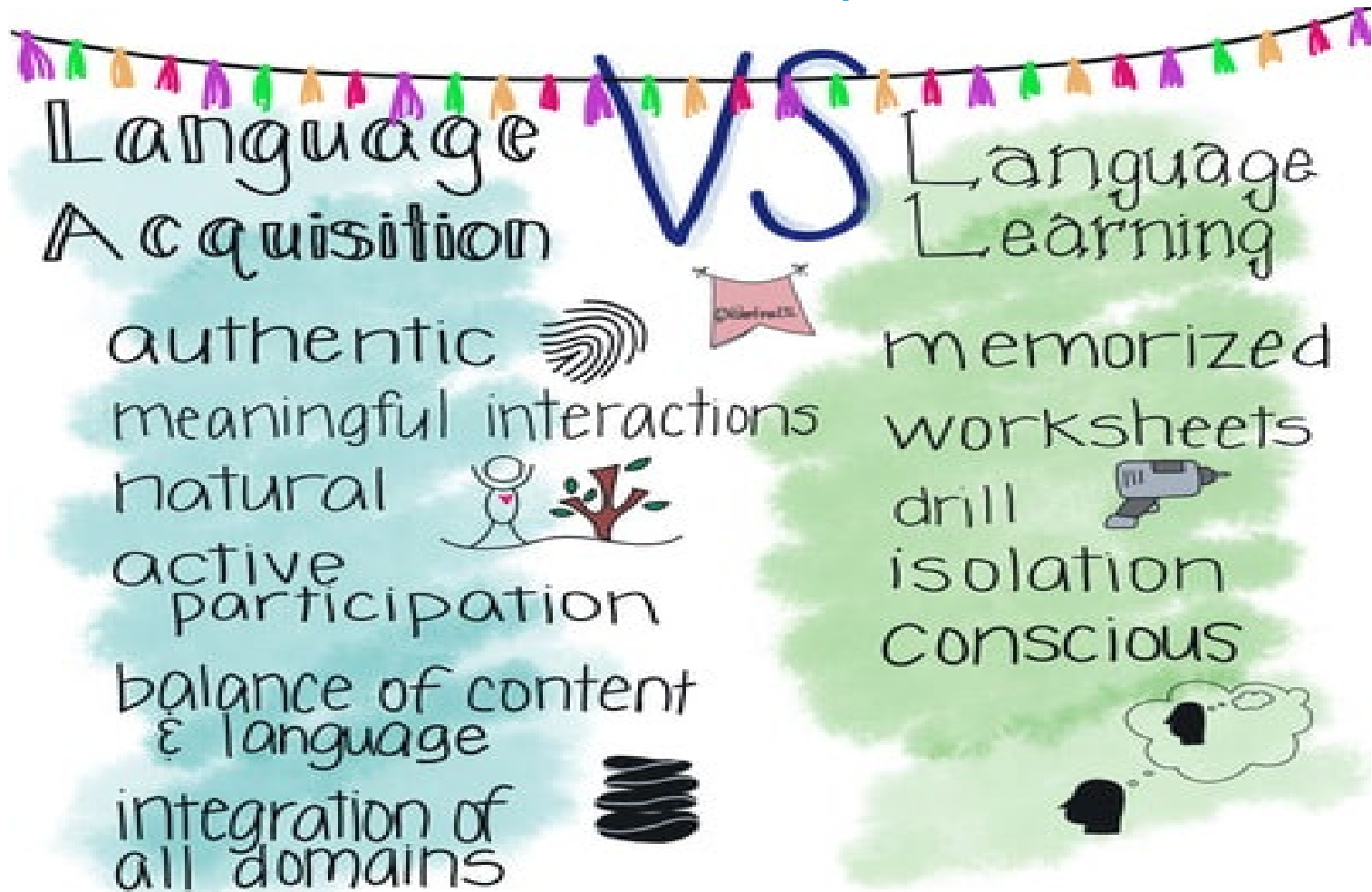
Culturally INCLUSIVE BOOKS



Parents play a vital role



ELL services should reflect current research with regard to inclusive practices (Linguistically Appropriate Practice)



Eligibility for Service

Funding for 5 years of service IF:

1. An ANNUAL ASSESSMENT of English language proficiency determines that the student requires specialized services
2. An ANNUAL INSTRUCTIONAL PLAN (AIP) is designed to meet the needs of the student
3. Specialized ELL services are provided
4. Progress is reported to parents
5. ELL specialist is involved in planning and delivering services



ELL Assessment

- **Initial assessments** are given for new ELLs upon arrival at school, but may be conducted at any point if there is an indication that there might be a need for ELL services
- **Yearly assessments** must be carried out each year (connected to our ELL Standards)



The Annual Instruction Plan

Focuses on aspects of:

Oral language (**Receptive** and **Expressive**)

Reading

Writing

Provides ideas for Instructional Supports for:

Explicit Language Instruction

Differentiation

Culturally Responsive Practices

Resources



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Students don't
come to class with
EMPTY slates!

Valentina
Gonzalez
@ValentinaESL



How can we leverage their
funds of knowledge?

Instructional Planning (AIP)

Objective of inclusion in the classroom (**Content and Language Integrated Learning**)

Goals can reasonably be met in the current school year

Current knowledge in ***inclusive*** practices

Assessment, ongoing progress review, and discontinuation of service is a ***shared, professional responsibility.***



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Assessment and Reporting

Classroom assessment is appropriate if ELLs are capable of meeting outcomes (**content and language objectives**)

Regular classroom assessment is ***not appropriate*** if ELLs are not yet able to follow the curriculum due to their ***level of language proficiency***



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Reporting Tips

Use simple English

Use interpreters for parent/teacher conferences

Become familiar with the **ELL Standards** (Quick Scales!)

Note: ELL specialists' provide supplemental reports with information on AIP progress



District Responsibilities

- Identify students
- Provide appropriate assessments (ELL Standards)
- Develop AIPs
- Ensure inclusive learning environments and instruction
- Give progress reports

The Ministry sets funding eligibility criteria and monitors through audit

The NLPS board is accountable to the public for the funds provided for ELL service.



ELL Specialists in NLPS...

ESL TEACHER : LANGUAGE GURU

@galtmatt

Collaborate with colleagues to analyze student data

Create a safe, culturally responsive and inclusive environment

Coteach or model strategies that support ELs

Grow professionally by reading and attending PD

Support learners as they acquire a new language

Actively advocate for ELs

Build relationships with families

Plan lessons that promote language development and academic success



How do we do it?

Tier 1 Support (Classroom Teacher/ELL Specialist)

- Scaffolding and adaptations
- Co-teaching and collaboration
- Leveraging funds of knowledge
- Content area support and resources
 - Focus on interactive strategies

Tier 2 Support (ELL Specialist)

- Individual or small group explicit language teaching
 - Meaningful hands-on activities
- Vocabulary and background building
 - Oral language development

While a student
MAY NOT be able to
speak English

• • • **YET** • • •

they CAN still 
think,   feel,  &     **LEARN**.

♥ Valentina Gonzalez

Ministry Documents

- British Columbia Ministry of Education. (1999). *English language learners: A guide for classroom teachers*. Retrieved from <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/classroom.pdf>
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