

FROM POLICY TO PRACTICE BRIEF

LANGUAGE ACQUISITION STAFF DEVELOPMENT: QUALIFIED TO MEET NEEDS OF ENGLISH LANGUAGE LEARNERS



PURPOSE OF THIS BRIEF

This *From Policy to Practice Brief* addresses the confusion, often caused by misinformation at the school or district level, that surrounds the issue of staff development for teachers of English Language Learners (ELLs) and is meant as a guide for local association leaders.

- Not all teachers are required to be trained in English Language Development strategies (ELD).
- Teacher licenses are not jeopardized by the lack of ELD training. However, districts may be in jeopardy for not providing instruction to ELLs by qualified instructors.
- ELD training is not a relicensing requirement.

School districts must ensure that English Language Learners (ELLs) are taught by qualified individuals. To do this effectively, district administrators should work with teacher and administrator groups to provide staff development addressing educator learning needs. The Department of Elementary and Secondary Education (DESE) documents used to inform this *Brief* do not *mandate*, but rather *suggest*, potential staff development especially for low-incidence districts.

The guiding question for teachers should be: *How will I provide English language instruction to my ELL students so they understand the subject matter content of my instruction?*

The topics addressed here include:

1. Background of Transitional Bilingual Education
2. Inclusion and English Language Learners
3. Department of Elementary and Secondary Education Guidance
 - a. High-incidence Districts
 - b. Low-incidence Districts
4. Staff Development for Teachers and Administrators
5. Recommended Changes in Policy

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1. BACKGROUND OF TRANSITIONAL BILINGUAL EDUCATION

Prior to the 2003-04 school year, Massachusetts mandated that districts with 20 or more Limited English Proficient (LEP) students speaking the same language have a Transitional Bilingual Education (TBE) program. About 40 such programs existed statewide. TBE programs taught LEP students in substantially separate classrooms as they gradually acquired the English language skills to be successful in English-only classrooms. Students were taught with combined Bilingual (BL) and English-as-a-Second-Language (ESL) instruction: subject matter content begins with BL instruction and, as students acquire proficiency in English, through ESL instruction. In general, students transitioned to English-only classes within three years.

However, in 2002, a ballot initiative passed mandating Sheltered English Immersion (SEI) as the primary means of instruction for most LEP students beginning in 2003-04 [the law is codified in Chapter 71A¹]. The law indicates schools are to transition LEP students to regular classrooms typically after one year of SEI/ESL. Schools and districts that historically did not have a TBE program have been required to implement an SEI program with often conflicting guidance and no resources from the Commonwealth. Seventy-five percent of Massachusetts districts – with one or 100 students – now must provide SEI. However, SEI is not a specific curriculum or content. The law is silent about pedagogy courses or preparation for teachers to learn how to use this language acquisition strategy.

This much is clear: state and federal laws guarantee that LEP students are entitled to high-quality instruction that results in their learning both subject matter content and English. However, federal civil rights statutes require that LEP students may be taught in regular education classes *only if* they are able to “participate meaningfully” in those classes. Forcing students into such classes with SEI/ESL instruction may be a violation of their civil rights.²

To achieve the goal of English language development, LEP students must have appropriate instructional programs in both academic subject matter content and the English language, taught by licensed teachers knowledgeable about second language acquisition.

2. INCLUSION AND ENGLISH LANGUAGE LEARNERS

Today, the presence of English language learners in regular education classrooms is becoming more common in all our school districts. This necessitates districts providing high quality staff development to content area teachers in ELD strategies. The training should increase educator knowledge and skills to accommodate the differing needs of students based on their English language reading, writing, speaking, and listening skills. ELLs should not be segregated from their peers because of a lack of fluency. Mandating specific instructional methods, through law, regulation or policy, or preventing teachers from using their professional judgment to match the most effective instructional strategies to student needs is unethical.

When determining the best educational setting, the question to be answered is: *What is the most appropriate placement or instructional strategy for this individual child?*

Because there is no clear understanding of what SEI is, educators are confused about what form instruction for LEP students should take. This confusion is born out by DESE test data which indicates that almost 40 percent of third and fourth graders are not proficient English speakers after

¹ See Chapter 71A, Transitional Bilingual Education go to www.mass.gov/legis/laws/mgl/gl-71a-toc.htm

² Link to Title VI, Civil Rights Act, www.archives.gov/eo/laws/title-vi.html

three years in SEI. LEP students also fare poorly on MCAS and have a higher dropout rate than their English-only or English-speaking peers. In a recent Rennie Center for Education Research and Policy study it was reported that LEP students are not qualifying for transition into mainstream classrooms after the one year of SEI required by Chapter 71A.³

DEFINITION OF TERMS

Bilingual Education (BL): a language acquisition instructional method that uses the student's first language as the primary instruction language for subject matter content as the student learns English with ESL methods.

English Language Development (ELD): classroom instructional practices and methods stressing vocabulary development, grammar, and syntax of English as used and applied to reading, writing, speaking, and listening.

English Language Learner (ELL): "A child who does not speak English or whose native language is not English and who is not currently able to perform ordinary class work in English." [MGL Ch.71A]

English Language Proficiency (ELP): the ability to speak, listen, read and write English in both social and academic settings.

English-as-a-Second Language (ESL): an English-only language acquisition instructional method that teaches a non-English speaker how to read, write, speak and listen in English. [Also called *English Language Development (ELD)*]

High-incidence districts: those with high numbers of LEP students.

Low-incidence districts: those with low numbers of LEP students.

Limited English Proficiency (LEP): another term for ELL.

MELA-O: Massachusetts English Language Assessment – Oral test.

MEPA R/W: Massachusetts English Proficiency Assessment – Reading/Writing test.

Sheltered Content Instruction: "Sheltered content instruction is designed to make content instruction, delivered in English, more comprehensible to LEP students with an intermediate or higher level of English proficiency. It will be very challenging for beginning and early intermediate students." [Guidelines for Using MEPA Results for LEP Students]

Sheltered English Immersion (SEI): a program that consists of both sheltered subject matter instruction in English and English language instruction. [Also called *Structured English Immersion*]

Transitional Bilingual Education (TBE): an instructional program that combines Bilingual and English-as-a-Second-Language instruction that transitions the student from first language to English over the course of one-three years.

3. DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION GUIDANCE

The Board of Elementary and Secondary Education (BESE) issued regulations that restate the mandates of Chapter 71A.⁴ The DESE has issued a series of guidance documents [see DESE Guidance Documents on page 11 of this brief] that have been disseminated primarily through the Commissioner's electronic memo to superintendents. However, guidance is just that – guidance. District leaders must read, understand, and implement this guidance understanding that using

³ Rennie Center, Seeking effective policies and practices for English language learners. www.renniecenter.org/research_docs/ELLReport-final.pdf

⁴ Access the complete regulations at www.doe.mass.edu/lawsregs/603cmr14.html?section=all

resources wisely while meeting the needs of ELLs should guide decision making. Unfortunately, if not all of these documents have been read, district leaders could make the assumption that **all** teachers must participate in all recommended staff development. Confusion and a lack of strategic planning and use of district resources may then result.

As stated above, this much is clear: teachers should be prepared to successfully teach their students. School administrators should be prepared to meet the learning needs of teachers and to implement instructional programs for all students. School districts must have educational programs for LEP students that are staffed by qualified, licensed teachers.

In a June 15, 2004 memo to superintendents, charter school leaders, and educator preparation program providers, the Commissioner requested that each school district review the “licenses, skills and knowledge of each teacher assigned to a classroom that served an LEP student... and to develop a multi-year comprehensive district professional development plan for these teachers, so that each LEP student would receive content instruction from teachers ‘qualified’ to deliver it in a ‘sheltered’ manner.”⁵

The memo acknowledges that Chapter 71A is silent on both the licensing requirements and staff development required for teachers in sheltered English immersion classrooms. However, the memo cites Title VI of the federal Civil Rights Act requiring that teachers be qualified to provide SEI instruction and other language support.

The following three sections outline the key elements of various DESE guidelines and memoranda.

A. Recommended Instruction for LEP Students

In the DESE document, *Guidelines for Using MEPA Results to Plan Sheltered English Immersion Instructional Programming and Make Classification Decisions for Limited English Proficient Students*, the following recommendations are made. Figure 1 summarizes the information provided in this document.⁶

Figure 1: Recommended Instruction for LEP Students

English Proficiency Level	Definition	ESL/ELD	Content Instruction	Special Subjects, Electives
Beginning, Early Intermediate	Cannot produce or understand any English, spoken or written, or have very basic skills in English.	2.5 hours – full day of instruction	Hours outside ESL	Physical education, art, music with other students at same grade level.
Intermediate	Not yet developed academic proficiency in English; different levels of proficiency in speaking, listening, reading and writing	1-2 hours per day	English Language Arts (ELA) or reading – 1-2 hours per day Hours outside ESL and ELA	Physical education, art, music with other students at same grade level.

B. High-Incidence School Districts

Since the 2006-07 school year, high-incidence districts, those eligible for Title III funding under the Elementary and Secondary Education Act (ESEA), the so-called *No Child Left Behind Act (NCLB)*, have been required to submit a *Strategic Plan for SEI PD* to the DESE as part of their application for Title III funding.

⁵ Link to memo and document www.doe.mass.edu/ell/sei/qualifications.pdf

⁶ Link to document www.doe.mass.edu/ell/sei/MEPA_guidelines.doc

The most helpful guidance document for these districts is *Guidelines for Agencies Providing Sheltered English Immersion Professional Development for Content Teachers of English Language Learners*.⁷

Districts and collaboratives providing SEI staff development should submit an *Application for Review of SEI PD Training Curriculum Request* (appended to the document identified above) to the DESE at least two months prior to the start date of any program.

C. Low-Incidence School Districts

The most useful document provided by the DESE is *Designing and Implementing Sheltered English Immersion Programs in Low Incidence Districts*.⁸ The DESE acknowledges in this document that “implementation on a smaller-scale will look different from a large-scale implementation.” The relevant sections include:

1. The Department recommends that beginning and early intermediate level LEP students receive 2.5 hours to a full day of ESL/ELD instruction and students at the intermediate level receive 1-2 hours of ESL/ELD instruction daily [see page 3 of DESE document].⁹
2. The language in M.G.L. c. 71A may not be interpreted to suggest that there is a cap or limitation on the amount of time an LEP student may participate in a sheltered English immersion program [see page 5 of DESE document]. *[In other words, while the law states that students should be in SEI for only one year, students may stay in such programs until they are able to successfully transition to English-only classrooms.]*
3. The three low-incidence district scenarios provide guidance that district and association leaders should follow. These include
 - a. Ensuring that LEP students are taught English language skills by a licensed ESL teacher.
 - b. Identifying an ELL team of teachers within a school (see District 1 at elementary; District 3 at middle and high school).
 - c. Consolidate ELL classrooms within a certain school (see Districts 2 and 3).
 - d. Provide all teachers who are designated as SEI teachers with staff development in the knowledge and skills required to successfully teach LEP students in the academic content – mathematics, science, social studies, and language arts.

4. STAFF DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS

The DESE recommends four training modules (see Figure 2) for teachers working with LEP students. The DESE outlines the knowledge, skill and recommended hours per module in its *Guidance on Qualifications for Teachers of Limited English Proficient Students in Sheltered English Immersion Classrooms*.¹⁰ Figure 2 outlines the guidance provided to districts.

⁷ Link to document www.doe.mass.edu/ell/profdev/SEIPDguidelines.pdf

⁸ Link to document: www.doe.mass.edu/ell/news06/lowincidence.doc

⁹ It should be noted that in two of the three scenarios, students are not provided with the recommended hours of ESL instruction defined here. DESE staff indicate, “Where ESL instruction is not provided or not provided for a sufficient number of hours, increasing ESL staff is one of the ‘next steps’” a district should take in moving toward full compliance.

¹⁰ Link to document www.doe.mass.edu/ell/sei/qualifications.pdf

Figure 2: DESE Staff Development Guidance

Module	Knowledge	Skills or Observable Outcomes	Suggested Hours
<i>Part A: For all teachers of limited English proficient students in Sheltered English Immersion classrooms.</i>			
Second Language Learning and Teaching	<ol style="list-style-type: none"> 1. Key factors affecting second language acquisition. 2. Implications of these factors on classroom organization and instruction. 3. The implications of cultural difference for classroom organization and instruction. 4. Organization, content, and performance levels in the <i>Massachusetts English Language Proficiency Benchmarks and Outcomes</i>. 	<ol style="list-style-type: none"> 1. Teacher can analyze his/her own classroom as a site for second language acquisition and make appropriate adjustments. 2. Teacher can use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English and/or subject matter content. 	10-15
Sheltering Content Instruction	<p>Curriculum and Lesson Planning. Teachers will be able to:</p> <ol style="list-style-type: none"> 1. Plan lessons appropriate for LEP students at the four levels of proficiency described in the <i>Massachusetts English Language Proficiency Benchmarks and Outcomes</i>. 2. Plan lessons that are guided by both language and content objectives appropriate for LEP students who are at different grade levels and different English proficiency levels, and that are aligned with the <i>Massachusetts Curriculum Frameworks</i> and the <i>Massachusetts English Language Proficiency Benchmarks and Outcomes</i>. 3. Plan lessons that are characterized by student interaction, students' questions, and appropriate group work. <p>Instructional Strategies. While teaching, teachers will be able to:</p> <ol style="list-style-type: none"> 1. Make language objectives, content objectives, and academic tasks explicit. 2. Use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible. 3. Group students so that all LEP students can participate. 4. Integrate language instruction and content instruction. <p>Student Tasks. Teachers will be able to:</p> <ol style="list-style-type: none"> 1. Plan learning tasks that have a 	<ol style="list-style-type: none"> 1. Teacher can plan and conduct content classes that are based on standards contained in the <i>Massachusetts Curriculum Frameworks</i> and that engage LEP students who are at different levels of English proficiency in learning throughout the duration of the class. 2. Teacher can assess content learning of students who are at different levels of English proficiency. 	30-40

Module	Knowledge	Skills or Observable Outcomes	Suggested Hours
	<p>product and that enable all students, including LEP students, to work and ask questions in small groups.</p> <p>2. Provide opportunities for students to display their knowledge in various ways.</p> <p>Lesson Delivery. While teaching, teachers will be able to:</p> <p>1. Assess student comprehension and learning throughout the lesson.</p> <p>2. Pace and organize learning activities so that students are engaged 90-100% of the time.</p>		
Assessment of Speaking and Listening	<p>1. Multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary.</p> <p>2. Concept of communicative competence and its role in assessment.</p> <p>3. The six levels of oral proficiency assessed by the MELA-O and their relation to the four levels of English language proficiency as described in the <i>Massachusetts English Language Proficiency Benchmarks and Outcomes</i>.</p>	<p>1. Teacher can place students in the six-level continuum of oral proficiency as assessed by the MELA-O.</p> <p>2. Teacher is a Qualified MELA-O Administrator (QMA).</p>	8-10
<i>Part B: For teachers who teach English language arts to LEP students at any grade level in Sheltered English Instruction classrooms.</i>			
Teaching Reading and Writing to Limited English Proficient Students	<p>1. Basic concepts of linguistics, including phonology and syntax of English.</p> <p>2. Significant theories and practices for developing reading skills and reading comprehension in English for limited English proficient students who are at different English proficiency levels.</p> <p>3. A variety of strategies for teaching vocabulary.</p> <p>4. Approaches and practices for developing writing skills in limited English proficient students.</p> <p>5. Initial reading instruction, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The differences in initial reading instruction in English designed for those students who have limited or no oral proficiency in English compared to those who do have oral proficiency in English.</p> <p>6. The performance criteria and</p>	<p>1. Teacher can plan and deliver reading instruction appropriate for limited English proficient students who are at different levels of English language proficiency.</p> <p>2. Teacher can plan and deliver writing instruction and activities appropriate for limited English proficient students who are at different levels of English language proficiency.</p> <p>3. Teacher can use the scoring rubric and test results of the MEPA to plan reading and writing instruction for limited English proficient students who are at different proficiency levels.</p> <p>4. Teacher can plan and deliver early literacy instruction for students who have limited or no oral proficiency or literacy</p>	15-20

Module	Knowledge	Skills or Observable Outcomes	Suggested Hours
	scoring system used in the MEPA (Massachusetts English Proficiency Assessment) and based on the <i>Massachusetts English Language Proficiency Benchmarks and Outcomes</i> .	in English.	

However, in 2006, the DESE issued *Guidelines for Agencies Providing Sheltered English Immersion Professional Development for Content Teachers of English Language Learners*, which outlined the four modules in Figure 3 and states, “In designing these training curricula, providers should keep in mind that teachers *must complete at least a minimum number of required hours in each of all four categories of training*. It is expected that this can be accomplished *in 65 to 85 hours*, depending upon the models of training completed by participants.” [Emphasis added.]

Figure 3: DESE Recommended Training Programs for ALL Teachers	Hours
1. Introduction to Second Language Learning and Teaching	10-12
2. Sheltered Content Instruction	30-40
3. Assessing Speaking and Listening (MELA-O)	10
4. Reading and Writing in Sheltered Content Classrooms	15-20
Totals	65-82

It is clear that in 2004, modules 1-3 were designed for content area teachers while module 4 was for ELA teachers. The 2006 guidance document conflicts with this information.

Districts are better able to determine their needs instead of adopting a “one size fits all” strategy that is being “*mandated*.” In low-incidence schools, regular classroom teachers must have sufficient knowledge of ELD to effectively meet the needs of their students. In addition, regular classroom teachers in any school may have students with varying English language abilities in their classes and should be prepared to meet their needs.

Not all teachers of LEP students need to be trained in the administration and interpretation of MELA-O. This type of redundancy should be substituted with a well-trained cadre who can assess LEP students’ mastery of oral and aural skills. Instead, 10-15 percent of the teaching and administrative force, across all grade levels, should be trained.¹¹

The hours associated with each of the courses in Figures 2 and 3 appear to be arbitrary. *Seat time* should not be the gauge by which successful staff development is measured; the acquisition and application of learned knowledge and skill in the classroom should be the sole determinant of success. Attention should be paid to ensuring that teachers have the time to learn, practice, and apply new language development strategies in their classrooms, preferably with assistance from a trained coach.

Staff development must be guided by the National Staff Development Council (NSDC) standards [see box]. The six characteristics of staff development that correlate with positive changes in

¹¹ DESE staff have indicated, “Teachers who are not going to be the raters of students in their schools do not have to take and pass the MELA-O calibration test.” We would argue that incorporating real classroom examples of the various stages of language development as a means of understanding ELD strategies should be included in all staff development programs.

educator knowledge and skill include: (NCES, 2005; Lieberman and Miller, 2001; WREL, 2000, NSDC, 2001).

1. Focus on the content area connecting educator learning and student learning.
2. Focus on specific instructional strategies to develop further expertise in subject content, instructional strategies, uses of technologies, and other essential elements of teaching to high standards.
3. Spend significant time on new learning and developing a common language about student learning and pedagogical practices.
4. Embed learning within the workday and work year requiring substantial time for professional conversations.
5. Provide the same learning experiences to all professional staff involving professional conversations among those directly engaged with the professional practices being learned.
6. Incorporate active learning activities by acknowledging and nurturing the intellectual and leadership capacity of all educators.

NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS

Staff development that improves the learning of all students:

Context Standards

1. Organizes adults into learning communities whose goals are aligned with those of the school and district.
2. Requires skillful school and district leaders who guide continuous instructional improvement.
3. Requires resources to support adult learning and collaboration.

Process Standards

4. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
5. Uses multiple sources of information to guide improvement and demonstrate its impact.
6. Prepares educators to apply research to decision making.
7. Uses learning strategies appropriate to the intended goal.
8. Applies knowledge about human learning and change.
9. Provides educators with the knowledge and skills to collaborate.

Content Standards

10. Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
11. Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
12. Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

5. RECOMMENDATIONS FOR LOCAL ASSOCIATION LEADERS

It is recommended that local association leaders confer with district leaders to:

- Develop a sensible systemic plan to provide LEP students with high-quality instruction by qualified staff.
- Identify those teachers who will be part of the district ELL team.

- Identify the best staff development strategy for the district that includes all ELL team members.
- Assess educator knowledge and skill prior to the planning of staff development using the NSDC standards as guidelines.
- Determine program evaluation criteria prior to the implementation of a staff development program to ensure that both parties understand what the outcomes and expectations will be.
- Allow for other teachers to participate in SEI staff development as a means of building internal capacity.
- Address compensation issues related to those spending additional time on staff development, crafting curriculum and instructional materials to address ELL needs, or acting as staff developers within the district.
- Determine the number of Professional Development Points (PDPs) and the “observable demonstration of learning” required by participants to earn the PDPs.¹²

6. RECOMMENDED CHANGES IN POLICY

The Department of Elementary and Secondary Education should work with the field to ensure that:

- Schools and providers may offer staff development programs both through on-site in-service and online learning formats. The current guidance documents disallow the use of online learning.
- Educators may use all training sessions back to 1996 for the purposes of having the knowledge and skill to teach LEP students. Current guidance disallows all coursework and training prior to the 2002 reauthorization of ESEA. The Massachusetts Highly Objective Uniform State Standard of Evaluation (HOUSSSE) allows inclusion of all such work from 1996 for the purposes of being designated *highly qualified*. The same consideration should be provided to those qualified and able to teach ELLs.
- Educators may use all training in SEI coursework toward relicensure in their content area since the focus of these courses is to assist students in learning specific content. Current guidance allows for PDPs in content for elementary teachers but only in pedagogy and/or electives for secondary teachers, most of whom are content area teachers.

¹² DESE, Recertification Questions and Answers at www.doe.mass.edu/recert/ga.html

DESE Guidance Documents*

Massachusetts Department of Elementary and Secondary Education, 2004. Updated guidance on qualifications for teachers in sheltered English immersion classrooms. Memorandum from Commissioner Driscoll to superintendents, charter school leaders, educator preparation program providers, and other interested parties, June 15, 2004. Retrieved online on February 14, 2008 at www.doe.mass.edu/ell/sei/qualifications.pdf

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Links to Statutes and Regulations

Massachusetts General Law, Chapter 71A, Transitional Bilingual Education, www.mass.gov/legis/laws/mgl/gl-71a-toc.htm

Department of Elementary and Secondary Education Regulations, 603 CMR 14.00 Education of English Language Learners, www.doe.mass.edu/lawsregs/603cmr14.html?section=all

United States Civil Rights Act, Title VI, www.archives.gov/eo/laws/title-vi.html

* Effective March 2008, the Department of Education became the Department of Elementary and Secondary Education (DESE).

THE MTA BOARD POSITION: LANGUAGE ACQUISITION PROGRAMS WITH ELLS

Appendix A: Methodological Program Design	Recommend	Question	Reject
English Language Development (ELD): Focus is on language acquisition using second language methods. Designed for lower levels of language proficiency. Emphasis is on listening, speaking and early literacy instruction. Organized around themes based on academic standards in the content areas	X		
English as a Second Language (ESL): Uses second or foreign language teaching methods. Content is the English language - specific points of grammar, syntax, and vocabulary. Goals are communicative competence for beginning second language learners.	X		
Specially Designed Academic Instruction in English (SDAIE): Focuses on teaching content (social studies, math, science, etc.) with modifications for intermediate language proficiency. Strong emphasis on developing conceptual understanding and second language literacy. Maintains high expectations, but assumes a lag in development of native-speaker equivalent language and academic skills.	X		
Transitional Bilingual Education (TBE): Uses second language teaching methods. Phase in second language as a medium of instruction. Refines structured content area instruction according to students' language proficiency.	X		
Dual Immersion/Two-Way: Students with different first languages are grouped so that each learns the other group's language. Promotes true bilingualism and biculturalism. Builds language and academic skills.	X		
Primary Language Instruction (PLI): Sufficient use of first language to develop cognitive-academic language proficiency in first language. Planned separation of languages of instruction. Additive bilingual environment.		X	
Total or Partial Immersion: Requires fully trained bilingual teachers. Uses the target language (second language) as the medium of instruction. Assumes that advantages of bilingualism compensate for delayed academics. <i>(This tends to be the low-incidence district model.)</i>		X	
Structured English Immersion (SEI) and/or Submersion/Sink-or-Swim: An over-extended term that loosely describes a program for educating language minority students in English. Supposed to use ELD and SDAIE approaches within an integrated language arts curriculum and thematic lesson design for content-area instruction.			X
<i>Source for definitions: http://coe.sdsu.edu/people/jmora/MoraModules/ELDDefine.pps</i>			

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