Language Arts Literacy & ESL

Patricia Dent, Supervisor of Language Arts Literacy and ESL

TEANECK PUBLIC SCHOOLS

Presentation Overview

Language Arts Literacy

- ❑ Three (3) Year PARCC Trend Analysis
- ❑ Departmental Accomplishments
- ❑ Future Instructional Foci
- ❑ Five-year Vision

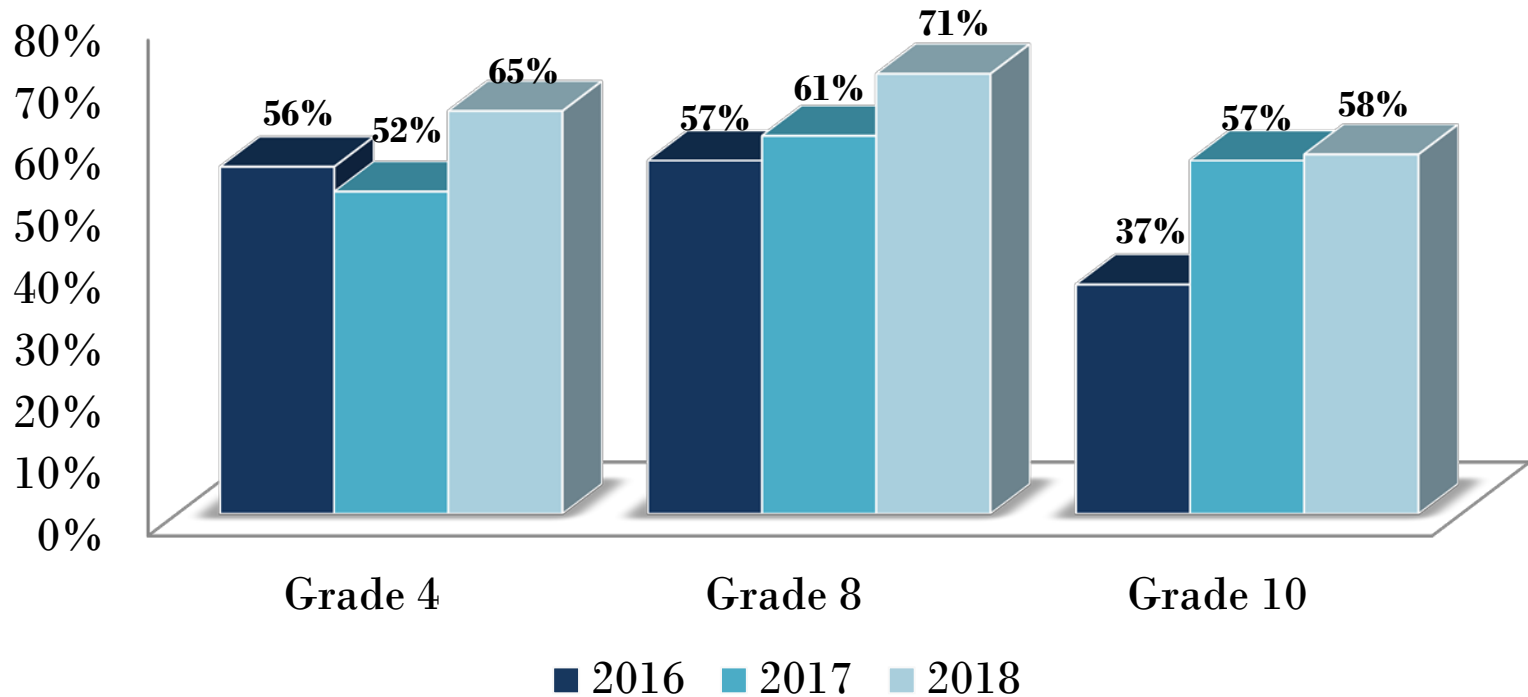## English as a Second Language

- ❑ Four (4) Year Enrollment Trend
- ❑ Current number of ELs enrolled & languages spoken
- ❑ ACCESS explanation and current status
- ❑ Family Engagement
- ❑ Five-Year Vision

Language Arts Literacy
PARCC TREND ANALYSIS

Percentage of students who met or exceeded grade-level expectations

PARCC
Levels 4 or 5

Bar chart showing percentage of students who met or exceeded grade-level expectations by grade and year:

	2016	2017	2018
Grade 4	56%	52%	65%
Grade 8	57%	61%	71%
Grade 10	37%	57%	58%

What Has Been Accomplished
Language Arts Literacy and ESL

- **Phonemic Awareness for Emergent Readers:**
  - ✓ Explicit, intentional teaching of the connection between letters and sounds
  - ✓ Important for decoding, spelling and word-busting
  - ✓ Implementation of multi-sensory reading support for children who have yet to meet grade-level standards

- **Familiarity with the Standards**
  - ✓ Common Core State Standards (2010) to New Jersey Student Learning Standards (2016)
  - ✓ New instructional shifts implemented district-wide

- **Common Language and Understanding**
  - ✓ The standards and the teacher observation system have created a common language and expectations among the grade-levels

Language Arts Literacy
2018 -2019 Instructional Focus

❑ **Challenge 1: Comprehending Content-Based Texts**
  ✓ As texts become more complex, students have difficulty sustaining while reading and comprehending written materials.

  ✓ The focus on reading literary text is decreased in light of the amount of informational texts that needs to be read. This creates a shift; students internalize reading for *learning* instead of reading for *pleasure*.

  Instructional Strategies
  o **Chunking text into manageable, comprehendible parts**
  o **Reading for information instead of reading from cover-to-cover**
  o **Teaching students flexible, meaningful note-taking strategies to support information retention**

❑ **Challenge 2: Vocabulary –Meaning and Decoding**
  ✓ Words become much more complex as text becomes content focused.

  Instructional Strategies
  o **Teaching morphological knowledge to support reading comprehension, especially when students need to deconstruct and decode difficult, multisyllabic words**
  o **Teaching prefixes and suffixes to help with meaning, spelling and decoding**

Five – Year Vision

Language Arts Literacy

Multisensory Reading Instruction
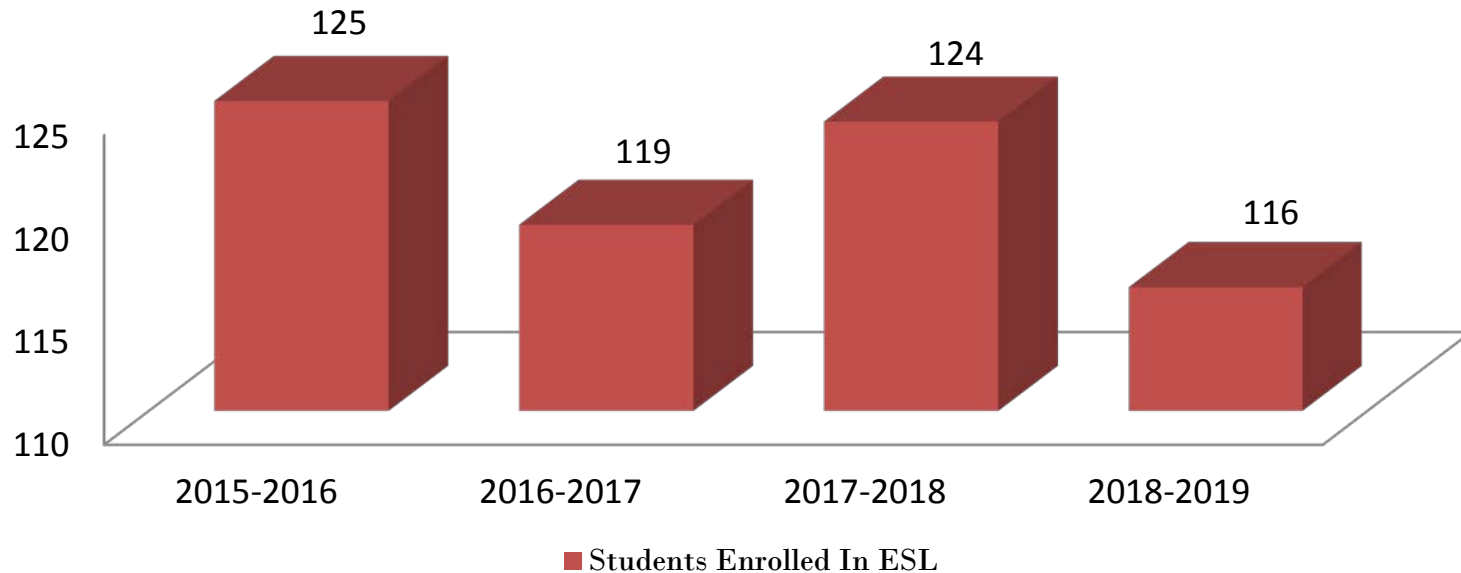
Technology as an Educational Tool

Relevant, Engaging Instruction

English as a Second Language

Learning is a treasure that follows its owner everywhere! – Proverb

English as a Second Language
Four (4) Year Enrollment Trend

Students Enrolled In ESL

Year	Number of ELs in District
2015-2016	125
2017-2016	119
2017-2018	124
2018-2019	116

English as a Second Language
Demographic and District Data

Bryant Elementary School (Kindergarten)	Hawthorne Elementary School	Lowell Elementary School	Whittier Elementary School
10 ELs	15 ELs	10 ELs	24 ELs

Malayalam

Twi

Spanish

Korean

Arabic

Chinese

Urdu

Tagalog

Creole

Thomas Jefferson Middle School	Benjamin Franklin Middle School	Teaneck High School
15 ELs	9 ELs	33 ELs

116 total students

# English as a Second Language ACCESS explanation

ACCESS 2.0

- Is given annually to monitor students' progress in learning academic English
- Assesses the four language domains of listening, speaking, reading and writing

Proficiency Levels

Proficiency Level	Descriptor
1 - Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 – Developing	Knows and uses social English and some specific academic language with visual and graphic supports
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade-level material
6 – Reaching	Knows and uses social and academic language at the high level *measured by this test*

English as a Second Language
Language Levels Data Trends

Student Performance on the ACCESS 2.0

	1- Entering	2 - Emerging	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
■ Series1	13%	19%	33%	25%	8%	1%
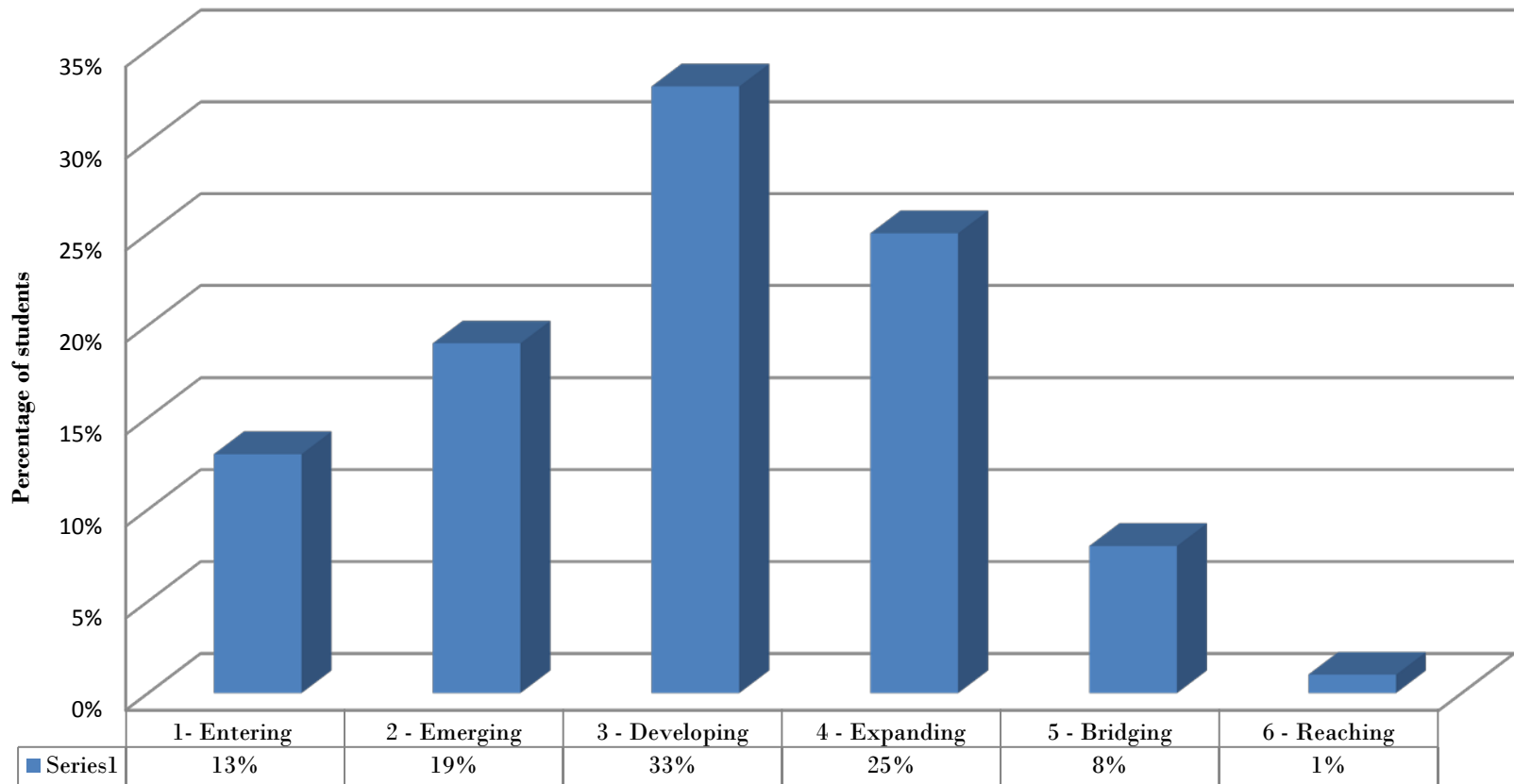
English as a Second Language
Data Analysis

❑ **<u>Number of Students who are Developing or Expanding & Writing</u>**
   - ✓ Out of 124 test takers, 72 students fall in the expanding (level 3) or developing (level 4) categories.
   - ✓ Writing in the English language is the area that needs strengthening.

   Instructional Strategies
   - o **Professional development focused on writing techniques in the English language**
   - o **Ensuring that every English learner has a Chromebook as a tool for improving keyboarding skills**
   - o **Providing students with low pressure, high – volume writing opportunities**

❑ **<u>Incorporating Language Instruction in the Content Area classrooms</u>**
   - ✓ Language acquisition is paramount in the ESL classes; we want the same instructional strategies to be used in the content-area classrooms.

   Instructional Strategies
   - o **All instructional practitioners and the ESL supervisor will provide every building with professional development on effective instructional strategies that can be used with English learners**

English as a Second Language
Family Engagement

Family Engagement Initiatives

✓ Adopting cultural sustainability
- Celebrating and supporting biliteracy and bilingualism
- Celebrating individual language and academic achievement

✓ Creating family opportunities for support
- Providing dual-language books to families
- Providing opportunities for families to partner with the community

Five Year Vision
English as a Second language

One ESL teacher per building

Increasing supports for students exiting the language assistance program