

Bedford Public Schools
English Language Learners
Program

February 23, 2010

Dr. Laurie Zucker-Conde
ELL Coordinator

Bedford Public Schools English Language Learners

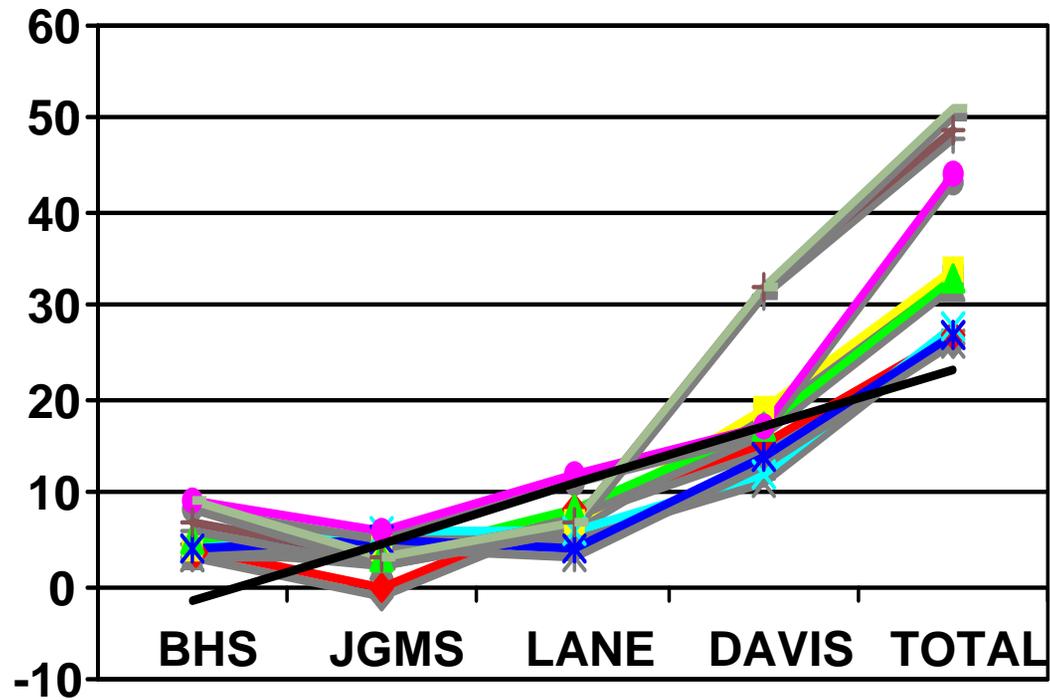
Traditionally
Low-incidence district
Growing ELL
population



ELLs by the Numbers

Year	BPS Total
2003	27
2004	34
2005	33
2006	28
2007	27
2008	44
2009	49
2010	50

- ELL Student Growth 2003-2010



Who Are They?



The
most
diverse
group of
learners

ELL Language Backgrounds

Armenian 1

Farsi 1

French/ (Cameroon)1

Gujarati 1

Hebrew 1

Telugu 2

Vietnamese 2

Russian 4

Japanese 6

Cambodian 1

Finnish 1

Greek 1

Haitian Creole 1

Urdu 1

Tibetan 2

Korean 3

Spanish 4

Chinese 23

Diversity in a Low-Incidence District

- Malay 1
- Turkish 1
- Mandarin Chinese 2
- (Unidentified) Indian 3
- Russian 5
- Korean 10
- Pushtu 1
- Other 1
- Hindi 3
- Japanese 4
- Spanish 10

Challenges

- ELL students learn new traditions and English as they make new friends. They are also learning about their home cultures and what their family values.



Challenges



ELL students must learn grade level content as well as social and academic English at the same time.

ELL Proficiency Levels: Fluency

- **0—No proficiency**
- **1---commonly used sentences and phrases**
- **2—Uses familiar sentences with ease; long pauses and gestures are common**
- **3---Begins to create more novel, incorrect sentences**
- **4--- Generally fluent in classroom and interpersonal conversations; vocabulary is lacking**
- **5---speech approximates that of a native speaker of the same age**

Why ESL?

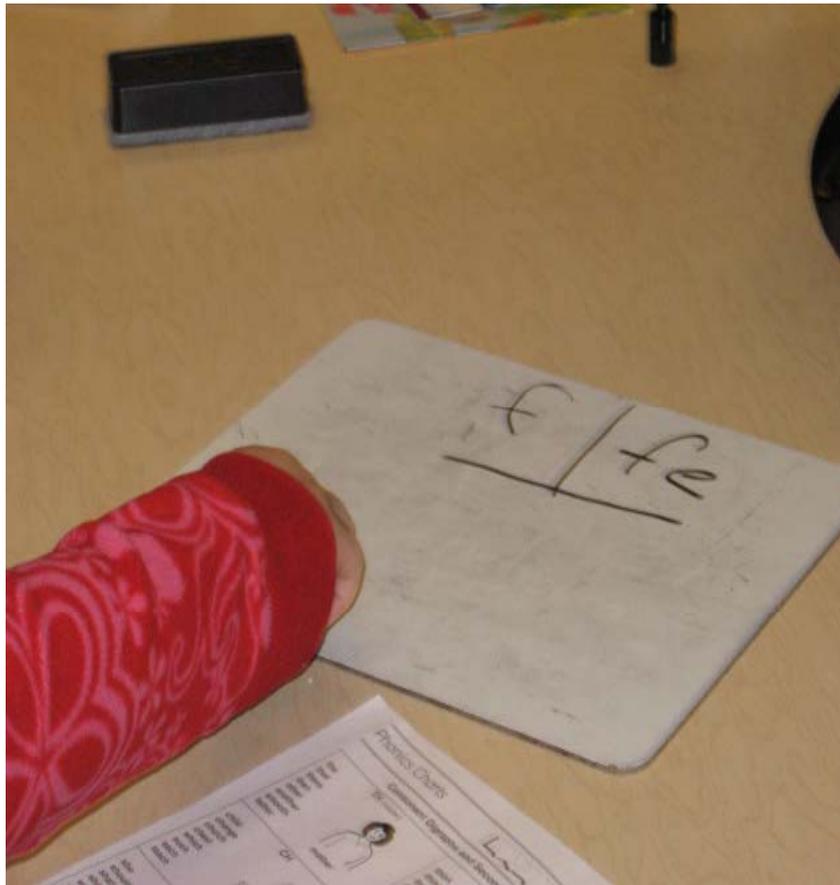


Why ESL?

- ELL Students may enter at any grade or proficiency level
- The majority of Bedford ELL students are currently at Davis school



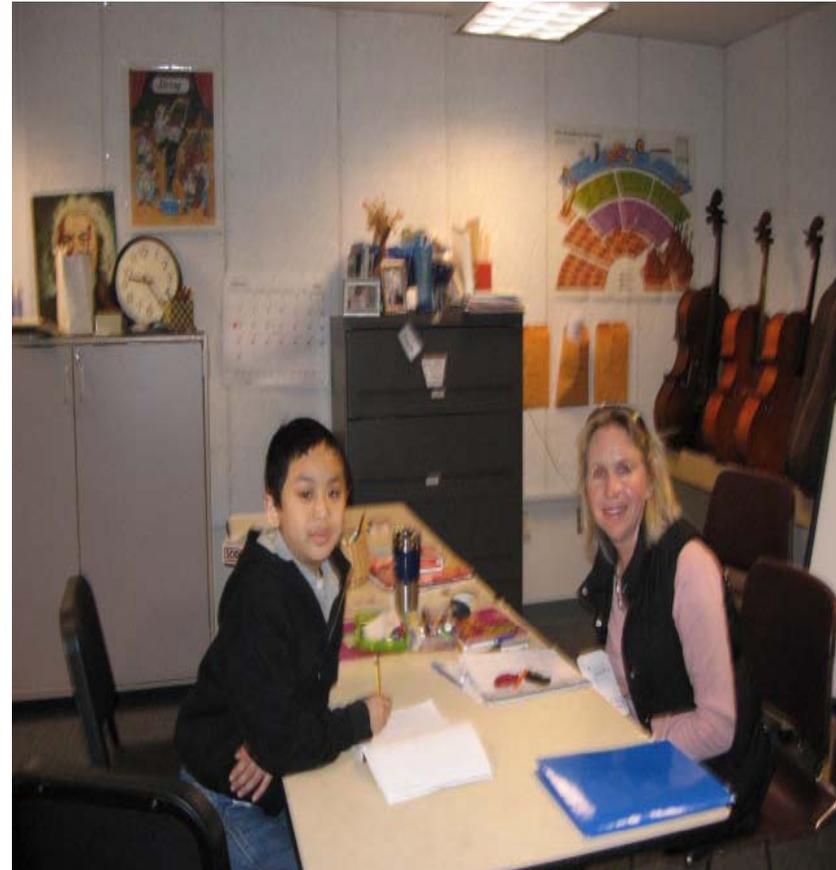
Why ESL?



- Students learn grammar rules
- Students learn to hear sounds that are different from the phonology they know through games, discussion, small group reading, and writing

Why ESL?

- In Upper elementary grades, reading and content learning becomes more challenging



Why ESL?



In middle and high school, content and language demands increase.

Challenges After MCAS



Meeting the Challenges for ELL Students

- A child-first approach
- A collaborative approach
- An inclusive approach
- An additive approach
- A legally compliant approach

What is Inclusion for ELLs?



- Including ELLs requires training for general education teachers
- All ELLs are immersed in regular classrooms in Bedford from the first day of school.

SHELTERED INSTRUCTION

- **Category I: Introduction to Second Language and Teaching**
- **Category II: Enhancing English Language Learning In Elementary Classrooms (K-5) or Enriching Content Classes for Secondary ESOL Students (6-12)**
- **Category III: MELA-O Training**
- **Category IVA: (6-12)**
- **Category IVB: (K-5) From Language to Literacy: Reading and Writing for English Language Learners**

Bedford Teachers promote Inclusion of ELLs

Davis: Julie Sutton, Nancy Seldon, Amy Cormie, Erica Fontaine, Clare Hunt

Lane: Diana Partyka, Beth Stadlander, Stacy Williams, Allison Colpoys, Amber Edwards, Gloria DeRocco, LoriAnn O'Brien

JGMS: Wendy Tanahashi-Works, Vincent McGrath, Alison Breaux, MaryEllen Cantillion, Tammy Westenfeld

BHS: Lisa Morrison, Lisa Flannery

An Additive Approach



Legal Compliance

- The ELL program is building a legally compliant program by:
- Dividing an ESL position among schools to better serve student needs in the district
- Training teachers to work with ELL students
- Improving parent communication about student progress; improving translation of required documents

Moving Forward

