



# ELL Newsletter

Kentucky Department of Education (KDE)  
Spring Issue  
April 2009



## Important Dates 2008-09

April 21- 24	ACCESS reports shipped to districts
April 23- May 21	ACCESS corrections window
May 15	APR* due to KDE
May 15	ACCESS Data entered into IC
May 28	ACCESS final data due to state
June 15-16	KY Early Childhood Summer Institute

\*Annual Performance Report

## NEW Section: Spotlight on Success!!

This section will be a new feature in our newsletter with the goal of highlighting districts or schools that are achieving success when working with English language learners. The spotlight is on you and your ELLs! This will be your opportunity to share the exciting things you are doing in your school or district and stories of ELL students' achievements. We know great things are happening across the state, so send us your stories to feature in our next newsletter. Send your information to [sonia.upton@education.ky.gov](mailto:sonia.upton@education.ky.gov)

## New Training Opportunity – Elementary ELLA

In the past, KDE offered the Mini-ELLA as a one-day professional development training for elementary teachers. This year, we are offering the new Elementary ELL Academy (Elementary ELLA) for elementary teachers. This training will follow the format of the ELLA for middle school/high school teachers that we are continuing to offer. Elementary ELLA will meet four times with assignments between the meetings. Watch for more information participating in this new PD opportunity. For more information, contact

[Sonia.Upton@education.ky.gov](mailto:Sonia.Upton@education.ky.gov)

## Professional Development for 2009-2010

This summer and fall, KDE will offer the following training opportunities:

- Emergent ELL Populations Training WebExes
- Secondary ELL Academy (July – November)
- Elementary ELL Academy (July – November)
- Migrant Staff Training April 23 & 30

For more information contact

[sonia.upton@education.ky.gov](mailto:sonia.upton@education.ky.gov)

4-17-09

## Newsletter Format Changing

We are changing the format of the *ELL Newsletter*. In keeping with the scope of work at the Kentucky Department of Education, the newsletter will be more focused on sharing information to help implement the components of High-Quality Instruction (HQI). Each issue will focus on a different component and how it relates to instructional practices for English language learners in grades K through 12. Our goal is to help Kentucky educators working with ELLs develop and implement HQI in their classrooms. Watch for the new, informative format starting with the next issue.

## Secondary ELLA and Elementary ELLA 2009-10

Applications are now available for the Secondary ELLA and the new Elementary ELLA at the following link:

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/Language+Learning/English+Language+Learning/ELL+Academy+%28ELLA%29.htm>

## KDE Training Opportunities:

The Kentucky Department of Education in collaboration with WIDA will be offering the following six professional development trainings for 2009-10.

- Formative Assessment
- Collaborating to Meet the Needs of ELLs
- Scaffolding Reading Instruction & Assessment and Scaffolding Content Area Reading Assessments
- Assessing Content Area Writing: Text Structures
- Standards Based Instruction & Assessment
- Designing Scoring Rubrics that Promote Learning and Assessment Toolbox: Using the Right Tool

Watch for more details about these new offerings for our state. For more information contact

[sonia.Upton@education.ky.gov](mailto:sonia.Upton@education.ky.gov)

## **Professional Development Opportunity**

Here are some training opportunities from the Center for Applied Linguistics (CAL).

*Trainer of Training (TOT) Institute, What's Different About Teaching Reading to English Language Learners?* is set for May 18-20 in Washington, D.C. Presenters are Lisa Tabaku ([ltabaku@cal.org](mailto:ltabaku@cal.org)) and Dr. Betty Ansin Smallwood ([bsmallwood@cal.org](mailto:bsmallwood@cal.org)).

Also, plan ahead to attend a *CAL Direct Strategies Institute* this summer on teaching reading to ELLs. The three-day Direct Strategies Institutes will take place June 23-25 and July 21-23 in Washington, DC. An option to receive graduate credit for attending the summer institutes will be available. For more information and to register please go to <http://www.cal.org/services/workshops>.

## **Frequently Asked Questions (FAQs)**

**Q. Do I have to wait two years before referring an English language learner for special education?**

**A.** No: in Kentucky, the intervention process must be documented as evidence that the delay is NOT due to second language acquisition issues (e.g., no prior instruction for learning English or interrupted schooling in English). For ELLs, as for all students, if the core instruction or supplemental instruction (Tier 2) show the problems still persist, then the "intervention team" (ESL teacher, counselor, parents, and others) make adjustments in the student's plan and the student moves to Tier 3 with implementation of "intensive instruction" in addition to core and supplemental. If the team suspects the ELL student has a disability, then a referral for special education is made. Because each student is unique, there can be no time period that would apply to all cases.

**Q. We have an elementary LEP student under consideration to be retained. Does the state have any guidelines on retaining LEP students?**

**A.** This is a common question and according to KRS 158.140, the principal has the final word in placement decisions. Well-informed school administrators and teachers are aware that "grade retention is **never** an intervention." Teachers should be using the Kentucky System of Interventions (KSI) [http://www.education.ky.gov/users/otl/RTI/KSI%2010\\_30.pdf](http://www.education.ky.gov/users/otl/RTI/KSI%2010_30.pdf) to ensure the educational needs of this student are being met through core instruction or through Tier 2 or Tier 3 interventions. Research shows it takes five to seven years for students to acquire academic English. This is important to emphasize with everyone working with ELLs who have limited knowledge of the process of acquiring another language. The student needs to have a Program Services Plan (PSP) that reflects appropriate accommodations and modifications to assist that student in achieving success in the classroom. From the legal view, retaining a student with limited English proficiency may be viewed as discrimination. Documentation of the reasons for retention is required, and an ELL student must **not** be retained solely because of language development.

## **Helpful Websites:**

For general purposes of translating, online tools are useful for phrases, word-to-word translations and short sentences. [NiceTranslator](#) is a free online translator created by [Tumble Design](#). The service, which makes use of the [Google Translate](#) API, allows you to select as many languages as you want from a drop-down menu. Then, as you type your word or phrase into the text field, it is translated instantly into every chosen language in real time.

The Hispanic Family Learning Institute (HFLI), a division of the National Center for Family Literacy is dedicated to providing important resources and information to aid in creating an educational community for Hispanic families across the country. The institute provides programs and resources to professionals who work with adult English Language Learners (ELL) so that they may better understand and educate their Hispanic students and families.

<http://www.familit.org/site/c.gtJWJdMQIsE/b.1697307/>

Perspectives on a Population: English Language Learners in American Schools is a special 50-state report with extensive data on the characteristics of the ELL population, their performance, and state policies and programs.

[www.edweek.org/go/qc09](http://www.edweek.org/go/qc09)

Imagine Learning English is bringing outstanding results to children all across the nation and world. This very engaging English language acquisition software program prescribes differentiated instruction for each child based on an adaptive pretest and performance throughout the program. It includes the option for native language support, and is based on scientific research, state standards, and federal No Child Left Behind guidelines. This language development tool is very easy for teachers to use and provides a wealth of actionable data to inform instruction at all levels.

Imagine Learning English is the SMART solution for providing explicit instruction to your English language learners:

<b>S</b>	Strategic use of primary language
<b>M</b>	Measurable results
<b>A</b>	Academic vocabulary
<b>R</b>	Recommended by teachers and kids
<b>T</b>	Tutoring technology

To learn more about this amazing set of tools for increasing achievement with your most struggling learners, go to [www.imaginelearning.com](http://www.imaginelearning.com)

## **For More Information on Kentucky's ELLs**

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