

Manson School District

2021-2022

K-12 ELD

English Language Development &
Multilingual Student Service)

Manson School District's Current EL's

	Number of ELL's
K	21
1st	25
2nd	28
3rd	15
4th	19
5th	13
6th	19
7th	11
8th	16
9th	14
10th	11
11th	13
12th	16
Total ELL's	221

Total Qualifying EL's :

Elementary:

121/247 - 49%

Middle:

46/150 - 31%

High:

54/202 - 27%

K-12

221 - 37%

How does a student qualify as an EL in Washington?

- All parents are asked two questions on the home language survey when registering their child:
 - What language did your child first learn to speak?
 - What language does YOUR CHILD use the most at home?

*If their answer is any language other than English we are required by federal law to screen them within 10 calendar days.

All districts in Washington as of this school year use the WIDA English Language Proficiency Screener to identify EL's.

Approved State ELD Models

- Two-Way Dual Language Program
- One-Way Dual Language
- Developmental Bilingual Education (Late-Exit)

Transitional Bilingual Education (Early-Exit K-2)

- Alternative Program Models
 - Content-Based (Sheltered) Instruction (CBI)

Supportive Mainstream (3-12 in Manson)

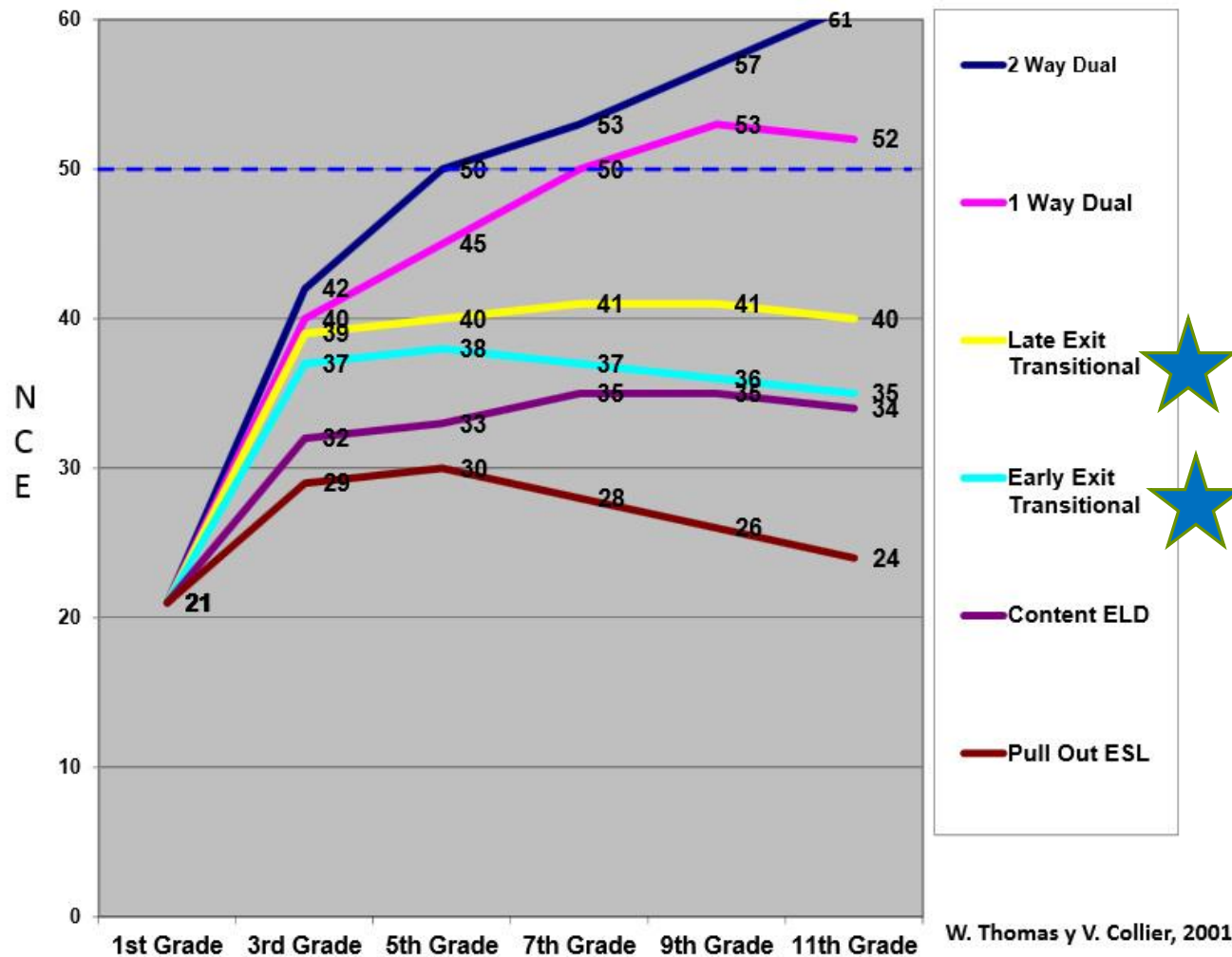
- Students in this model access grade-level academic content and English language development through participation in their mainstream classrooms.



Manson's Current Models

Thomas and Collier's Seminal Study of 7,000,000 Language Learner Students

English Learners' Long-Term Achievement by Program Model



Manson School District ELD Delivery Models

- **Early-exit bilingual program** - Students are taught content in their first language. Amount of time spent in the student's first language is reduced each year Kindergarten through 2nd grade. In 3rd grade all instruction is in English.
- **Mainstream Support - Sheltered English or content-based ELD** - Mainstream classroom teachers use English language development strategies to support ELL students' language development. (Certified ELD Coach trains and helps classroom teachers design instruction)

Rationale for Manson's ELD Models

Bilingual Program Model - Early Exit (K-2)

- Students are able to learn in their home language making content accessible in the early grades
- Students' language and culture is valued by the school
- Parents are able to support students with homework and communicate directly with bilingual classroom teachers
- Although Early-Exit programs are less effective than Dual Language Models Early exit programs are more effective than Content Based ELD and Pull Out models (see Thomas and Collier's study on previous slide)
- Staffing: Lack of bilingual teacher in grades 3-12

Alternative Programs: Supportive Mainstream (3-12 in Manson)

- Supportive Mainstream of Content Based ELD models are more effective than pull out models.
- Teachers are trained in effective ELD strategies

A typical day for a kindergartener in Manson's Early Exit Program

Time	Subject	Language
90 minutes	Reading & Writing	Spanish
45 minutes	Designated English Language Development	English
120 minutes	Math Science Social Studies	Spanish
40 minutes	PE, Music, & Art	English

A typical day for a first grader in Manson's Early Exit Program

Time	Subject	Language
90 minutes	Reading & Writing	Spanish
45 minutes	Designated English Language Development	English
60 minutes	Math	English
60 minutes	Science Social Studies	Spanish
40 minutes	PE, Music, & Art	English

What is Designated ELD?

- Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners.
- ELD Instruction is designed around the WIDA ELP Standards and student data from the annual ELP Assessment that all qualifying EL's take in February & March each year.

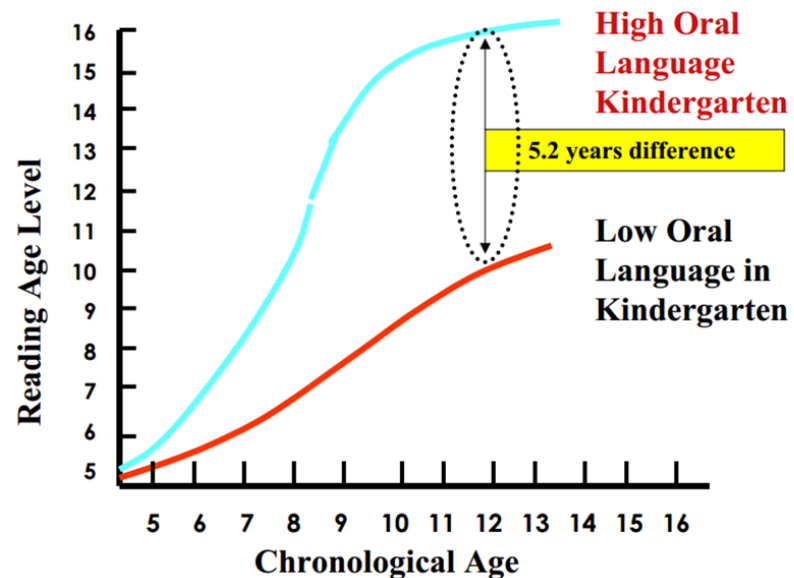
The Importance of Oral Language Development

Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.

Jerome Bruner (1983)

Research shows that students who develop strong vocabulary skills go on to develop strong reading comprehension skills.

The Effects of Weaknesses in Oral Language on Reading Growth



Multilingual Learner Professional Development and Collaborative Work in Manson

- A majority of elementary staff has been trained in Guided Language Acquisition Development (GLAD) strategies to support language acquisition and assure academic content accessible to all learners
- Manson's ELD committee meets a minimum of three times a year to deepen understanding of EL's needs in Manson (comprised of K-12 teachers and admin) and guide district decision making
- March 11th Professional Development will be a full day of training focused on instruction for EL's (Education Impact Exchange)
- ELD Coordinator meets regularly with instruction staff and administration regarding the needs of EL's in Manson
- ELD Coordinator participates on building leadership teams district-wide

Next Steps:

- Continue to analyze the effectiveness of our current ELD models and services and look for areas in need of improvement
- Train staff on Washington State's newly adopted WIDA ELP Standards
- Continue to train current and new staff to support language acquisition and academic needs of EL's

Questions . . .