

# Bedford Public Schools English Language Learners Program

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# Bedford Public Schools

## English Language Learners

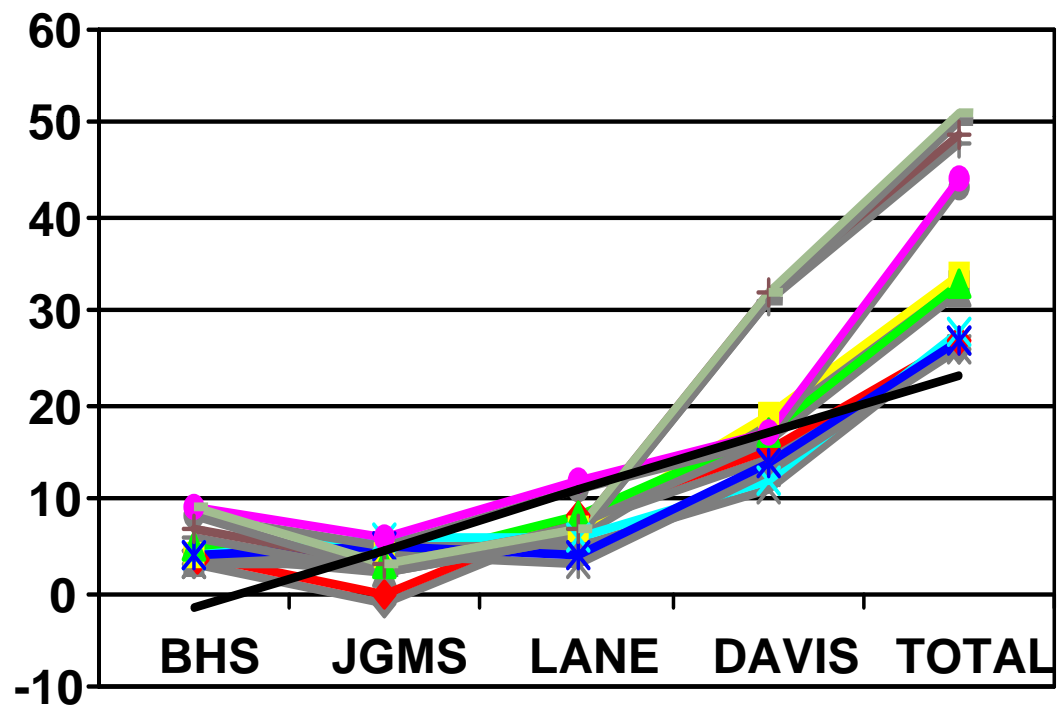
Traditionally  
Low-incidence district  
Growing ELL  
population



# 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?



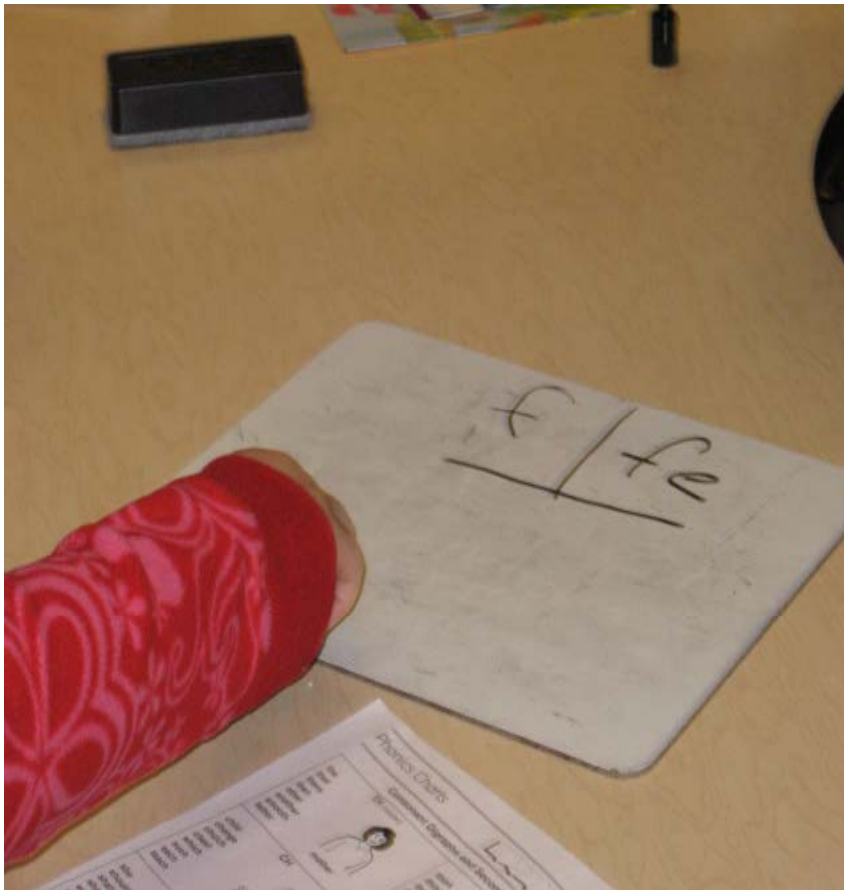
# Why ESL?

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





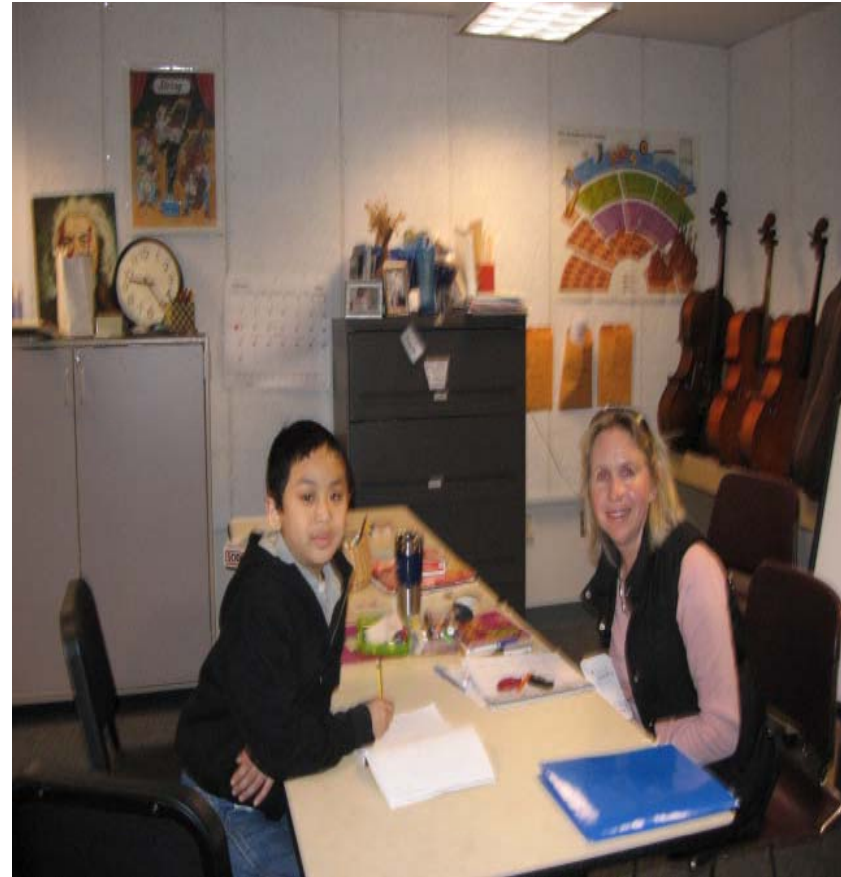
# Why ESL?



- 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 Stadtlander, 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

