



CONNECTICUT ASSOCIATION OF LATINO ADMINISTRATORS AND SUPERINTENDENTS

The Connecticut Association of Latino Administrators and Superintendents believes that high-quality, comprehensive and effective English to Students of Other Languages (ESOL) and bilingual education programs are essential to acquiring English language and academic proficiency for students who are English Learners (ELs).

We believe that research-based instructional practices that support ELs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. Our state, districts and schools are mandated by the United States Civil Rights Act of 1964 and the Connecticut Bilingual Statute (10-17a-n) to ensure that ELs receive specialized services to meet their language and academic needs.

In addition, it is important to ensure that certified teachers, pre-service teachers, administrators and staff receive professional development in order to become more effective when teaching ELs. Strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for EL students. The monitoring of bilingual programs is essential in order to provide quality and research-based programs for these students.



EDUCATIONAL SUPPORTS FOR ALL ENGLISH LEARNERS

The Connecticut Association of Latino Administrators and Superintendents, CALAS, is a non-profit organization committed to achieve Latino educator/student advancement and supports. CALAS has created a position statement which reminds us that our state, districts and schools are mandated by the United States Civil Rights Act of 1964 and the Connecticut Bilingual Statute (10-17a-n) to ensure that ELs receive specialized services to meet their language and academic needs. One of CALAS' goals is to share effective educational practices. The Connecticut Association of Schools has worked to support the mission and goals established by CALAS to support English learners.

Leaders must establish a common mission that will focus on how program models and instruction can be designed to maximize the linguistic, cognitive and social exchanges between students. With the demographic shift, the investment in research-based models and instruction is actually an investment in the future well-being of everyone. English to Speakers of Other Languages (ESOL) and bilingual programs which are high-quality, comprehensive and effective are essential to acquire English language proficiency and academic proficiency for students who are English learners (ELs). Districts are mandated by the United States Civil Rights Act of 1964 to ensure that ELs receive specialized services to meet their language and academic needs.

Districts need to make informed decisions that respond to the community's needs. Bilingual Statute 10-17a-n requires bilingual education programs to be provided in schools that have 20 or more speakers of the same native language who are identified as ELs. The variation within the ELs population makes it impossible to approach the implementation of bilingual programs with a "one size fits all". The monitoring of these programs is essential in order to provide quality and research-based programs.



School Administrators Responsibilities

- Ensure highly qualified teachers are hired to provide instruction to ELs;
- Ensure that TESOL and Bilingual teachers receive ongoing professional development;
- In coordination with the district's Director of English Learners, test and place English learners in appropriate ESOL or Bilingual program and implement a system of support for ELs that includes supplemental and intensive interventions;
- Include EL goals in the School Improvement Plan
- Implement common planning time for teachers to discuss needs of all learners;
- Develop a partnership between school and the parents of EL students recognizing the value of students' culture and language; and
- Ensure that EL high school students have access to all advanced ESOL and content area courses.

General Education Teacher Responsibilities

- Recognize that ELs exhibit varying levels of readiness based on age, home environment and experiences and set high expectations for all ELs;
- Assume primary responsibility for the instruction of the EL students in the class, in partnership with TESOL and other staff;
- Use the English Language Proficiency Standards (CELP) with the CT Core Standards during instruction;
- Plan and implement lessons for each content area using sheltered instructional strategies according to the level of English language proficiency of EL students;
- Provide ongoing support to the TESOL/Bilingual teacher and together, collaborate to develop strategies to help ensure academic success in making content areas comprehensible for all EL students;
- Utilize staff development opportunities to increase understanding of EL students' needs and to learn effective second language acquisition strategies;
- Modify tests and assignments giving consideration to the student's level of English language proficiency;
- Encourage parents to read to their children in English or in their native language; and
- Value and understand the cultural background of the EL students and families to make them feel more connected to their classroom.

TESOL and Bilingual Teacher Responsibilities

- Ensure that TESOL and Bilingual teachers collaborate with general education teachers
- Ensure collaboration and support to general education teachers that results in ELs receiving content instruction with modifications while learning English
- Use the CT English Language Proficiency Standards (CELP) with correspondence to K-12 practices during instruction;
- Serve as a liaison with parents/guardians of EL students, their community and the school;
- Encourage parents to read to their children in their native language and in English;
- Provide frequent opportunities for EL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing in their native language where applicable, and/or in English;
- Bilingual teachers assume the primary responsibility for the instruction of EL students in partnership with TESOL and other staff; and
- Bilingual teachers plan and implement lessons for each content area, either using the student's native language and/or sheltered instruction strategies according to the level of English language proficiency of students.
- Studies have indicated that effective teaching strategies to support the academic success of culturally and linguistically diverse learners is important. These students bring a wealth of cultural and linguistic knowledge that will demonstrate their verbal dexterity and multimodal ways of learning.

Curriculum Scope and Sequence

- Incorporate student voice and reading materials that connect to the social, political and historical events in students' communities and recognize the relationship to their culture, race ethnicity and language;
- Develop a responsive learning environment by centering collaborative literacy practices which promote discussion, encourage contributions from all students and allow peer interaction to support learning; and
- Develop lessons that are aligned with the CELP standards and recognize emergent bilingual students have home language knowledge and prior literary experiences;
- Incorporate in the core curriculum materials that showcase English Learners as part of the fabric of our country.

Professional Development and Best Practices

- Teachers approach students' abilities to use all their languages in creative and critical ways;
- Professional development opportunities should continue to build on methods for creating inclusive classrooms; and
- Ensure high quality professional development on second language acquisition and effective strategies is planned, implemented and ongoing.

Resources

For resources, more information and a list of works cited, visit the CALAS website:

www.calas-ct.org



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CT State Department of Education “Position Statement on the Education of Students Who Are English Language Learners” website:

<https://portal.ct.gov/-/media/SDE/Board/esl.pdf?la=en>

