An Overview of the Massachusetts RETELL Initiative

New Guidance for Identification, Assessment and Placement of ELs

Denise Ruszala
Director of Assessment & Accountability
District Goals

To inform and support teachers and administrators with navigating through the RETELL Initiative changes and DESE’s new guidelines for educating English Learners

To better serve and support our growing population of English Learners

Meet Federal & State Compliance Requirements
State EL Statistics

ELs have grown more than 50% in the past ten years

The only subgroup of our student population that is growing

Drop out rate is the highest of all student subgroups

ELLs experience the largest gap in academic proficiency compared to their native-born peers whose first language is English

Source: DESE (December, 2012) Guidelines SEI Teacher and Administrator Endorsement
This trend indicates that by 2021, ~20% of all MA students K-12 will be ELs

Source: 2011 SIMS
ELL Growing Enrollment: Statewide

Source: DESE SIMS Reporting Data
EL Growing Enrollment: Westfield

Source: DESE SIMS Reporting Data
Political Context: Federal to MA

- **NCLB Act 2002**
  - In 2001, ESEA was reauthorized as the No Child Left Behind Act (NCLB).
  - In 2002, the state statute was amended to delete transitional bilingual education as the primary instructional methodology for ELLs, and replaced it with Sheltered English Immersion (SEI).
  - It stated that when ELL students are placed in any general education classroom, sheltered English instruction must be delivered and it should be considered an SEI classroom.
  - DESE created workshops (Category 1-4) for core academic teachers and administrators but did not make them mandatory to attend.
Federal to MA Continued

- **Civil Rights Division – Department of Justice (DOJ)**
  - In 2011, DESE initiated a review of ESL/SEI Programs statewide. Districts reported that 94% of ELLs were enrolled in SEI Programs with the remaining in kindergarten or bilingual programs.
  - On July 22, 2011, the U.S. Department of Justice (DOJ): Civil Rights Division informed DESE that MA had failed to take appropriate action to overcome language barriers experienced by ELLs by not defining and mandating the preparation and training that teachers and other educators must have to provide effective SEI to ELLs.
  - Additionally, the DOJ found that the existing Category Trainings, “do(es) not prepare SEI teachers adequately to deliver the state mandated SEI instruction and therefore falls short of what the EEOA requires”

Sources:
1. DESE Guidelines SEI Teacher and Administrator Endorsement
2. Civil Rights Division: Department of Justice (July 22, 2011) Redacted Letter to MA DESE
DESE Responds with RETELL

- DESE launches the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative to comprehensively restructure teaching and learning for ELLs.
- ELL Standards: World Class Instructional Design and Assessment (WIDA)
- New Assessment: Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)
- Professional Development: SEI Endorsement & New PDP Requirement.
- DESE mandates all core academic teacher of ELs and their supervisors be adequately trained by 2016.
# New Policy: RETELL Regulations

<table>
<thead>
<tr>
<th>Policy</th>
<th>Description</th>
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<tbody>
<tr>
<td>603 CMR 7.00 – Educator Licensure and Preparation Program</td>
<td>Implementation of new content &amp; standards to be created or folded into existing educator preparation programs (1 or more courses).</td>
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<tr>
<td>603 CMR 14.00 – Education of English Learners</td>
<td>Implementation of ESL/SEI Principles &amp; Methodologies for all core academic teachers of ELLs and their supervisors.</td>
</tr>
<tr>
<td>603 CMR 44.00 – Educator License Renewal</td>
<td>Implementation of new Professional Development trainings (SEI Endorsement and PDPs)</td>
</tr>
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Source: DESE (December, 2012 Guidelines SEI Teacher and Administrator Endorsement)
New Regulations: Beginning July 2014

• SEI Endorsement is a regulatory requirement
• Any teacher holding a preliminary license will be required to earn the SEI Endorsement in order to obtain an initial license.
• If a teacher is assigned an ELL and doesn’t have the SEI Endorsement, he/she will have one year from the date of assignment to get the endorsement or he/she will not be able to renew their license.
# Overview of Changes

<table>
<thead>
<tr>
<th>Previously</th>
<th>RETELL</th>
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<tbody>
<tr>
<td>Voluntary</td>
<td>Mandatory</td>
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<tr>
<td>4 Category Trainings</td>
<td>1 Sheltered English Instruction (SEI Course</td>
</tr>
<tr>
<td>No credential/endorsement</td>
<td>SEI Endorsement</td>
</tr>
<tr>
<td>Core subject teachers</td>
<td>Core Subject Teachers &amp; Administrators</td>
</tr>
<tr>
<td>No SEI MTEL Test</td>
<td>SEI MTEL Test (optional)</td>
</tr>
<tr>
<td>Infused in some teacher preparation programs (not required)</td>
<td>Must be infused in all teacher preparation programs</td>
</tr>
<tr>
<td>Not tied to licensure</td>
<td>Required for licensure</td>
</tr>
<tr>
<td>Not tied to license renewal</td>
<td>30 PDPs required for each renewal cycle: (15 ELL and 15 SPED)</td>
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<tr>
<td>ESE Guidance</td>
<td>Oversight by ESE and Department of Justice</td>
</tr>
<tr>
<td>ELD Standards – ELPBO</td>
<td>ELD Standards - WIDA</td>
</tr>
<tr>
<td>ELD Assessment: MEPA/MELA-O for ELLs</td>
<td>ELD Assessment: ACCESS for ELLs</td>
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</table>
As of July 2016

- **All educators** renewing professional licensure will need:
  - 15 PDPs in Sheltered English Instruction
  - 15 PDPs in Special Education during each 5 year recertification cycle

- **All core academic teachers** will be required to earn an “SEI Endorsement” in order to have EL’s in their classroom

- DESE prohibits assignment of core academic teachers to provide SEI unless the teacher holds an SEI Teacher Endorsement or will obtain one within one year. The same applies to SEI administrators.
SEI Endorsement Course

• Who is expected to take the course?
  • Core Academic Teachers who work with ELs
    • Defined in regulations as early childhood and elementary teachers, teachers of students with moderate and severe disabilities and teachers of the following academic subjects at all grade levels: English, reading or language arts, mathematics, science, civics and government, economics, history and geography. (603 CMR 7.02)
  • All administrators who supervise teachers of ELs
Pathways for SEI Endorsement

• SEI Courses offered by DESE
  • Full SEI Teacher Course
  • Administrator Course

• ESL License

• Advanced Degree in Specific Fields (Approved by DESE)
  (e.g., graduate degree in Applied Linguistics, Teaching English as a Second Language (TESL), Language, Literacy and Culture)

• SEI MTEL (Spring 2014)
New Guidance from DESE

- Identification
- Assessment
- Placement
- Reclassification
Two Components of EL Education

- English as a Second Language (ESL) – The teaching of the English language to ELs
- Sheltered English Immersion (SEI) – An approach to teaching academic content in English to ELs
Identification & Assessment

• When a student first registers for school, a **Home Language Survey** is completed by the parent/guardian.

• If a second language is indicated, the student is assessed using the W-APT: WIDA-ACCESS Placement Test.

• Assessment is provided to determine the level of English language proficiency levels. (WIDA Levels 1 Entering to 6 Reaching)

• If they are defined as an EL under the federal definition, and the assessment determines language support, they will receive English as a Second Language (ESL) services.
## Placement: Periods of Instruction

<table>
<thead>
<tr>
<th>Access for ELs Overall (Composite) Score</th>
<th>Recommended Periods of ESL Instruction</th>
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<tbody>
<tr>
<td>Foundational (WIDA Level 1, Level 2, &amp; Level 3)</td>
<td>At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.</td>
</tr>
<tr>
<td>Transitional (WIDA Level 3, Level 4 &amp; Level 5)</td>
<td>At least one period (a period is not less than 45 minutes) per day of direct ESL instruction delivered by a licensed ESL teacher.</td>
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<tr>
<td>Reaching (WIDA Level 6)</td>
<td>Students no longer are classified as ELs and should participate in the general education program alongside fluent or native English speaking peers. Monitored for four years.</td>
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## Language Classification

<table>
<thead>
<tr>
<th>ACCESS for ELLs Overall (Composite) Score</th>
<th>Language Classifications Recommendations</th>
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| Level 1 – Entering  
Level 2 – Emerging  
Level 3 - Developing | Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. |
| Level 4 – Expanding | Students performing at Level 4 typically require continued language support to access content area instruction. |
| Level 5 – Bridging | Students performing at Level 5 may have acquired enough English language skills to be considered English proficient. |
| Level 6 – Reaching | Students performing at Level 6 have achieved English language proficiency comparable to that of their English-proficient peers functioning at the “proficient” level in state assessments and can be expected to perform ordinary classwork in English. |
Annual Assessment of ELLs

Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACCESS

- Federal and State Requirement requires that ELs must be assessed to measure proficiency in reading, writing, listening and speaking.
- ACCESS is based on the WIDA English Language Development Standards and administered annually in January-February.
Reclassification

• ACCESS must be considered when making language classifications.

• ACCESS Score – Level 5 in Reading, Writing, Speaking and Listening should no longer be classified as ELs.

• Other Relevant Data:
  • Locally-administered reading assessments, such as DIBELS, GRADE or District Determined Measures (DDMs).

• Student’s Academic Grades

• Written Observations and Recommendations by Student’s Classroom Teachers

• Student Performance on MCAS Content Area Tests
District’s Goal

To better serve and support our growing ELs

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<th>Elementary EL Site</th>
<th>Other Elementary Sites</th>
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<tr>
<td>Grade Level Dual Certified Teachers ESL/Elementary</td>
<td>At least one teacher at each grade level will hold the SEI Endorsement</td>
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<tr>
<td>All Core Teachers will hold the SEI Endorsement</td>
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<tr>
<td>ESL Teachers will provide ESL instruction for ELs at the foundational and transitional levels</td>
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<tr>
<td>Newcomer’s Program to support students enrolled as new refugees at L1 language proficiency</td>
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**Secondary Sites**

| ESL Teachers will provide ESL instruction for ELs at the foundational and transitional levels |
| Newcomer Programs to support new refugees and Level 1 |
| All Core Academic Teachers working with Els will hold the SEI Endorsement |
Resources & Staff Support

- EL Coaching
- Professional Development
  - Early Release Staff Development (ERSD)
  - Staff PLC Meetings
RETELL Resources

DESE RETELL Website
• http://www.doe.mass.edu/retell/

RETELL Registration Website
• http://www.cvent.com/events/retell-2014-15/event-summary-e62e294af2504214b5fbf3e31ebd0bb8.aspx

MTA RETELL Toolkit
• http://www.massteacher.org/retell

WIDA Website
• http://www.wida.us
Questions?