



THE NEW CANAAN PUBLIC SCHOOLS

K-12 WORLD LANGUAGE AND ENGLISH LANGUAGE LEARNER PROGRAMS

Lizette D'Amico
K-12 WL/ELL Administrator

K-12 English Language Learners



K-12 English Language Learners

- Low incidence school district

- 2014-2015 Ended with 39 students
 - Exited 12

- 2015-2016 46 students (as of December 4, 2015)
 - Kindergarten – 4th grade: 30 students
 - Saxe: 8 students
 - NCHS: 8 students



Where?

- Philippines
- Russia
- Ukraine
- China
- India
- Albania
- Chile
- Colombia
- Brazil
- France



Services



- ELL tutors work on an hourly basis
- Write language based plans to support language and academic growth
- Collaborate with school and district staff
- ELL tutors and Administrator provide professional development for teachers and instructional leaders
- ELL tutors and Administrator support families integration into the community

Exit Criteria

- LAS LINKS (CTB McGraw Hill)
 - (<http://www.ctb.com/ctb.com/control/ctbProductViewAction>)
- In grades Kindergarten through grade 12 students must receive an **overall** level four or five on the LAS Links as well as a score of four or higher on the subtest of reading **and** writing.



K-12

World Language



K-12 Language offerings

- K-5 FLES (Foreign Language at the Elementary School) Spanish
- Saxe (Grades 6 – 8) Mandarin Chinese, French, Latin or Spanish
- NCHS: Mandarin Chinese, French, Latin or Spanish



District Goals

2015-2016



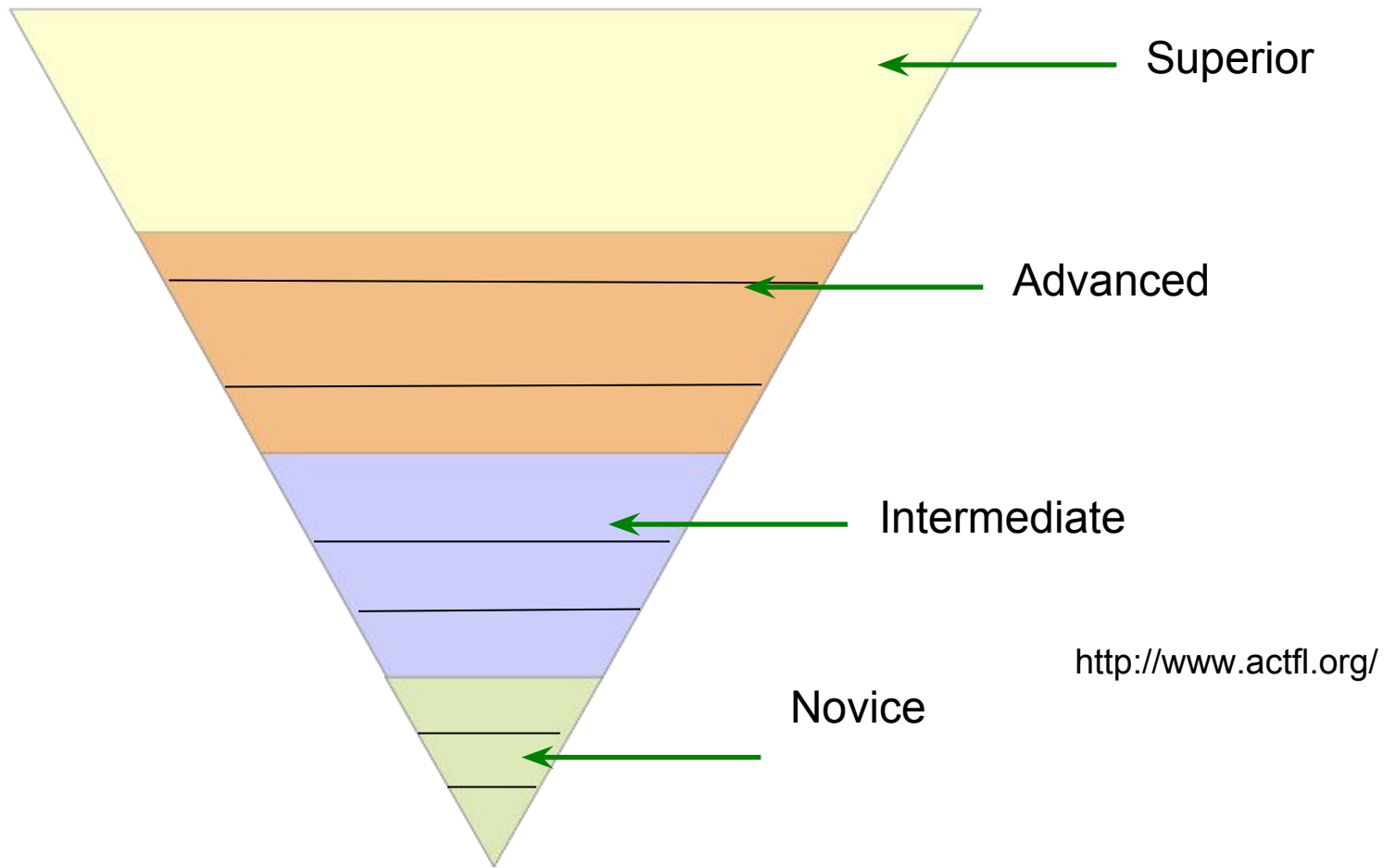
- All NCPS students will graduate from NCHS proficient in a second language as measured by indicators such as district assessments and the American Council of Teachers of Foreign Language (ACTFL) standards as well as other indicators such as participation in learning/work opportunities that require use of a second language:
 - a. Analyze and report on student participation, proficiency, progress, and perception data for students enrolled in World Languages (Grades 4-12); set target goals based on analyses.
 - b. Expand opportunities to continue World Language studies for students who have completed a traditional sequence of courses (ex. explore offering content courses or internships that require use of second language.)
 - c. Analyze and report on the percentage of students graduating proficient in a second language as measured by the indicators above.

ASSESSING PROFICIENCY

ACTFL (American Council on the Teaching of Foreign Languages)

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ACTFL Proficiency Scale



Assessment for Learning

- AAPPL (ACTFL Assessment of Performance Toward Proficiency in Languages) Assessment
- ALIRA (ACTFL Latin Interpretive Reading Assessment) Assessment
- ACTFL (American Council on the Teaching of Foreign Languages)
- <http://aappl.actfl.org/about-aappl>



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2015-2016



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Mandarin Chinese

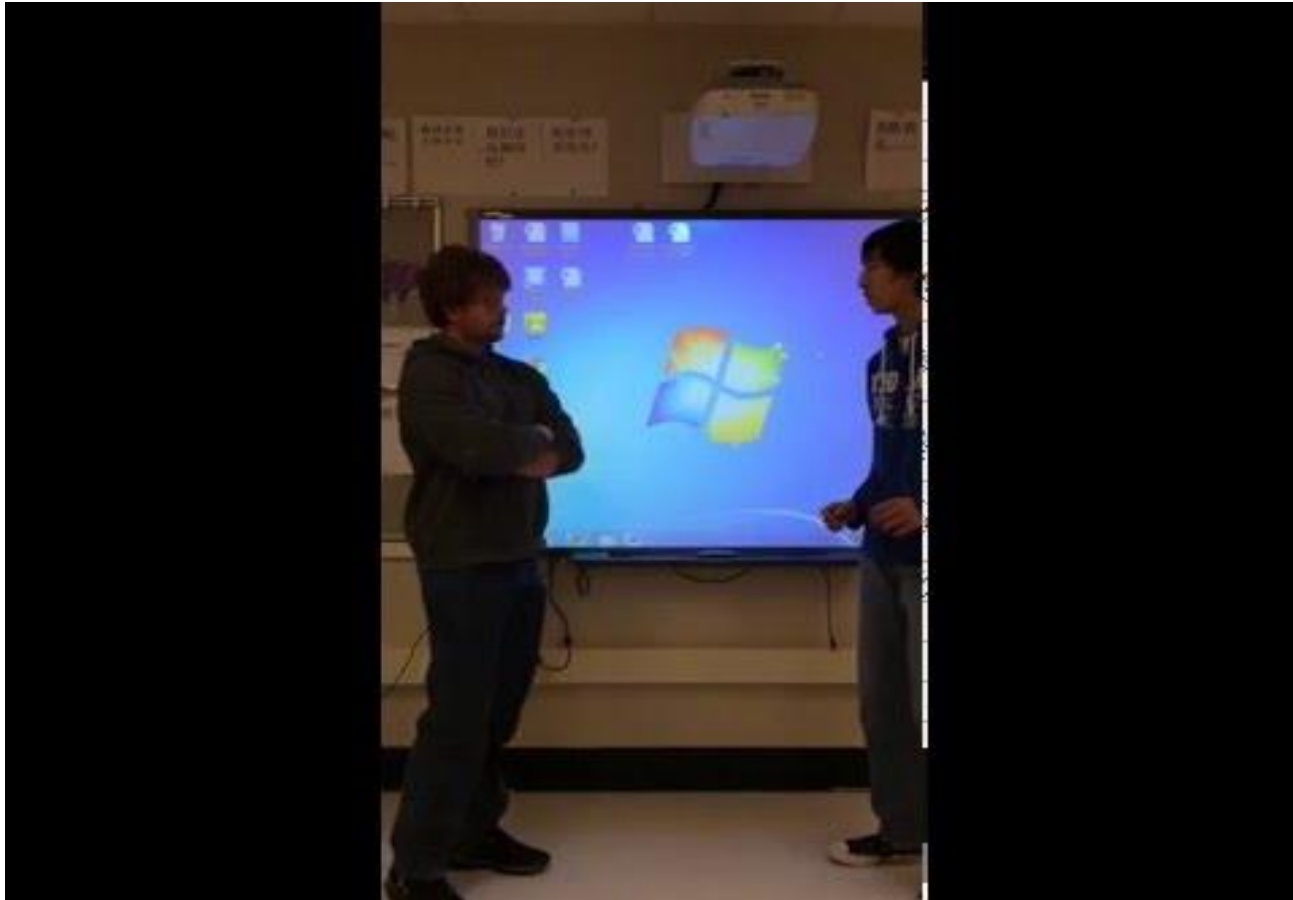
- 2012-2013 school year implementation
- Began by offering to sixth grade and 7th and 8th grade as an option of a second language



Mandarin at Saxe



Mandarin at NCHS



FLES – Foreign Language at the Elementary School Content-based Program

- 2009-2010 Implemented K-2 school year
 - Our first Kindergartners are in sixth grade
- 2010-2011 Grades 3 - 5

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- K: 10 minutes 5x/week
 - Grades 1-4: 18 minutes 4x a cycle
 - Grade 5: 20 minutes 3x/week



Kindergarten



Fourth Grade Field Trip



More questions?

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Thank you again....

