



# *Dual Language Special Education Network*

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November 7, 2018



# Agenda

- A. Welcome & Introductions
- B. Special Educators “Getting on Board” with English Language Benchmarks
  - Sara Niño, DESE OLA
- C. Danaee Donovan, Reflection of Special Educators participating in La Siembra

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# Agree or Disagree

Students should have a certain level of English proficiency before any consideration can be given for eligibility for Special Education

# Sara Niño

## EL PACs

### English Language Benchmarks

What are the requirements regarding EL Benchmarks?

What are EL Benchmarks?

What are Benchmark Guidelines?

What is the English Learning Success Template?

What are the district/school responsibilities?

# Guidance to Schools

Upon the department's creation of the success templates and guidelines pursuant to English Language Benchmarks - Section 65, section 11, school districts shall adopt procedures to identify English learners who do not meet English proficiency benchmarks and shall establish a process for the district ...

# What are the district and school's responsibilities?

## Establish Procedures and Processes

- **What do we need to know about how English language benchmarks impacts English Language Education (ELE Programs)?**
- **What do we need to know about ELs SWD in DLE & TBE programs?**

# Missing Considerations of EL SWD in ELE programs

## Language Development & Proficiency

- ELs placed in DLE and TBE programs have different trajectories in acquiring English as compared to ELs in SEI programs. Trajectories for EL SWD may also differ within these three programs.
- DLE and TBE programs must address the trajectories for all students in acquiring English and the partner language, based on the goals of the program model. Trajectories for EL SWD adds an additional element.

# Identify Areas of Need & Develop Goals

- **What is the knowledge base that special educators' bring to the ELB procedures and process?**
- **What is the role & responsibility of the special educator monitoring language development for ELs SWD?**
- **What is the role & responsibility of the special educator in identifying services and providing support?**



## Scientific Foundations of Bilingualism



- Evidence clearly points to a universal, underlying capacity for children, including those with disabilities, to learn two languages as easily as one.
- Strong L1 language skills support the learning of English as L2.
- Learning two languages is associated with improved cognitive flexibility, executive functioning, social/communicative competence, possible delay in onset of dementia/Alzheimer's.
- Quantity and quality of input by good language models contributes to L2 development.

## DLLs/ELs With Disabilities



- Children do not get confused or overwhelmed by learning 2 languages.
- Code-switching is normal in all DLLs/ELs. It is not a sign of confusion.
- Learning two languages doesn't:
  - worsen or cause language-learning problems
  - cause children, generally, to feel overwhelmed or overloaded
  - reduce (but may increase) the chances of learning English
- Parents should not be told to stop speaking in the home language to their children. Doing so generally leads to fewer opportunities for language learning and may make learning English more difficult.

# What is the Special Educator's Responsibilities?

- How do we need to prepare ourselves as special educators to advocate for our ELs SWD who do not meet the benchmarks and help make the learning success plans more relevant and more appropriate?

# Role and Responsibility of Special Educators

Special Educators in SEI, TBE and DLE programs must ....

- Have a deep understanding of students' profiles, language repertoires, and stages of language acquisition in English and the student's first language,
- Be prepared to address students needs on the continuum of developing biliteracy while addressing their special needs,
- Understand the impact of the disability on language acquisition and behavior.
- Ensure that students receive both support in acquiring a second language as well as addressing their special needs.



# Role and Responsibility of Special Educators

- Work with all teachers and specialists in a collaborative manner to develop a cohesive set of services and supports for those students in the difficult index, and to ensure accountability.
- Need to be able to distinguish and articulate factors due to acquiring a second language and factors due to the disability.

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# Danaee Donovan - Reflections of La Siembra

La Siembra is a 2-day retreat for a School Leadership Team implementing a new DLE program

# Reminders

- Call for Proposals for MABE Annual Conference for Dual Language Programs – March 23, 2018, Pawtucket, RI
- Report [# 1 for Some](#)
- **Disabilities Among Children Who Are English Learners**, Dr. Alfredo Artiles (US DOE OELA & NASEM, June 2018), recent report from National Academies of Sciences, Engineering and Medicine  
<https://edstream.ed.gov/webcast/Play/fc74a1a5d27b424ab9ed8fdbb7db52be1d>
- **Next DLSEN January 30, 2019**  
Topic on Practice: Implementing Rtl in a Dual Language School, School, Cambridge, MA

