

Appendix E: Glossary of Key Terms

<p>Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs®)</p>	<p>A secure, large-scale English language proficiency assessment administered annually to Kindergarten through 12th graders who have been identified as English learners (ELs). to monitor progress in acquiring academic English.</p>
<p>Curriculum</p>	<p>As referred to in this guidance, the term <i>curriculum</i> includes key instructional processes such as determining learners’ needs in relationship to standards, establishing learning outcomes to address students’ needs, designing and implementing learning experiences to help students achieve these outcomes, and the evaluation of learning experiences and student learning resulting from these processes¹.</p>
<p>English Learner (EL)</p>	<p>A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English (G.L. c. 71A § 2 (d)). The federal definition adds “whose difficulties in speaking, reading, writing or understanding the English language may deny the student the ability to meet state proficiency level on state assessments...or the opportunity to participate fully in society.” (No Child Left Behind Act, Title IX, § 9101 (25)).</p> <p><i>Also known as English Learner or Limited English Proficient (LEP) student (No Child Left Behind) and English learner (G.L.c. 71A).</i></p>
<p>Ever EL</p>	<p>A student who has been an English learner. Such students include active ELs and also students who have already been reclassified.</p>
<p>Former English Learner (FEL)</p>	<p>A student who was identified as an English learner (EL, a.k.a. limited English proficient, or LEP) at some time in the prior two years but who no longer meets the State’s definition of English learner.</p>
<p>Never EL</p>	<p>A student who has never been identified as an English learner. Such students include native speakers of English with no other language experience as well as students who have been screened for English proficiency using an objective measure, and have been determined to be English proficient upon initial screening. Such students have not needed and have not received English language support services.</p>

¹ Richards, J. (2001) Curriculum Development in Language Teaching. Cambridge University Press.

Appendix E: Glossary of Key Terms

<p>Newcomer Programs</p>	<p>Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).</p>
<p>Reclassification, re-designation, or exiting</p>	<p>The process of changing an English Learners' language status after he or she has demonstrated the ability to perform ordinary classroom work in English (G.L.c.71A § 4).</p>
<p>Rethinking Equity and Teaching for English Language Learners (RETELL)</p>	<p>A multi-faceted state-wide initiative launched by the Massachusetts Board of Elementary and Secondary Education in 2012 to strengthen teaching and learning of English learners in Massachusetts. A core component of RETELL was the adoption of standards, inclusive of subject matter knowledge and skills, which incumbent educators of ELs and prospective educators must meet to earn a credential referred to as an <i>SEI endorsement</i>. As of July 1, 2016, a core academic teacher who is assigned to teach an EL must have an SEI Endorsement or must obtain one within a year of the assignment. Similarly, no principal/assistant principal, or supervisor/director can supervise or evaluate a core academic teacher of an EL unless the administrator holds an SEI Administrator Endorsement or will obtain one within one year of the start of the supervision or evaluation. 603 CMR 7.15(9)(b); 603 CMR 14.07(3) and (4). Other components of the RETEL initiative included the adoption of WIDA standards and assessments.</p>
<p>Sheltered English Immersion (SEI)</p>	<p>"Sheltered English immersion" means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.</p>
<p>Transitional Bilingual Education</p>	<p>The goal of Transitional Bilingual Education (TBE) is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. TBE programs are considered subtractive bilingual programs because instruction in the home language is phased out and the focus of</p>

Appendix E: Glossary of Key Terms

	<p>instruction is over time all in English. Although the home language is used for instructional purposes, the transitional nature of the program does not actively support the further development of the students' home language. TBE programs can be initiated at any level, including middle and high school.</p>
<p>Two-Way Immersion (TWI)</p>	<p>A Two Way Immersion (TWI) program is a dual language education model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Learners (ELs) from a single language background. TWI programs are considered additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and instruction is provided through two languages throughout the program. From a program design perspective, TWI programs must begin in the early grades (PreK–K) and may continue through the secondary level.</p>
<p>Waiver of Requirement for SEI</p>	<p>A waiver, applied for by a parent, that, if granted by authorized administrator, exempts a student from participation in sheltered English immersion for one of the reasons set forth G.L. c. 71, §5, in favor of another ELE program.</p>
<p>WIDA English Language Development (ELD) Standards</p>	<p>An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.</p>
<p>WIDA</p>	<p>A multi-state consortium which aims to advance academic language development and academic achievement of linguistically diverse students through high quality standards, assessments, research, and professional development for educators.</p>