

# Hawaii English Language Learner (ELL) Program



Presented by OCISS Assistant Superintendent Leila Hayashida

Hawaii State Board of Education  
Student Achievement Committee  
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## ELL Program: Mission and Goals

*ELLs will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable to learning.*

The ELL Program strives:

- To provide meaningful access to educational opportunities and academic content by providing services that assist students with developing English language proficiency.
- To support students in attaining the same State academic content and student achievement standards expected for all students.
- To ensure students graduate with the language, knowledge and skills to pursue post-secondary education and careers.
- To develop an understanding of and appreciation for diverse cultures.
- To engage parents and families in the education of their children.

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## Highlights

- Increased ELL professional development for all educators across content areas.
- DOE data systems allow schools to examine and utilize student data for program monitoring.
- Established monitoring and technical assistance for ELL program implementation.
- Adoption of the World-Class Instructional Design and Assessment (WIDA) Standards for English Language Proficiency on May 21, 2009.

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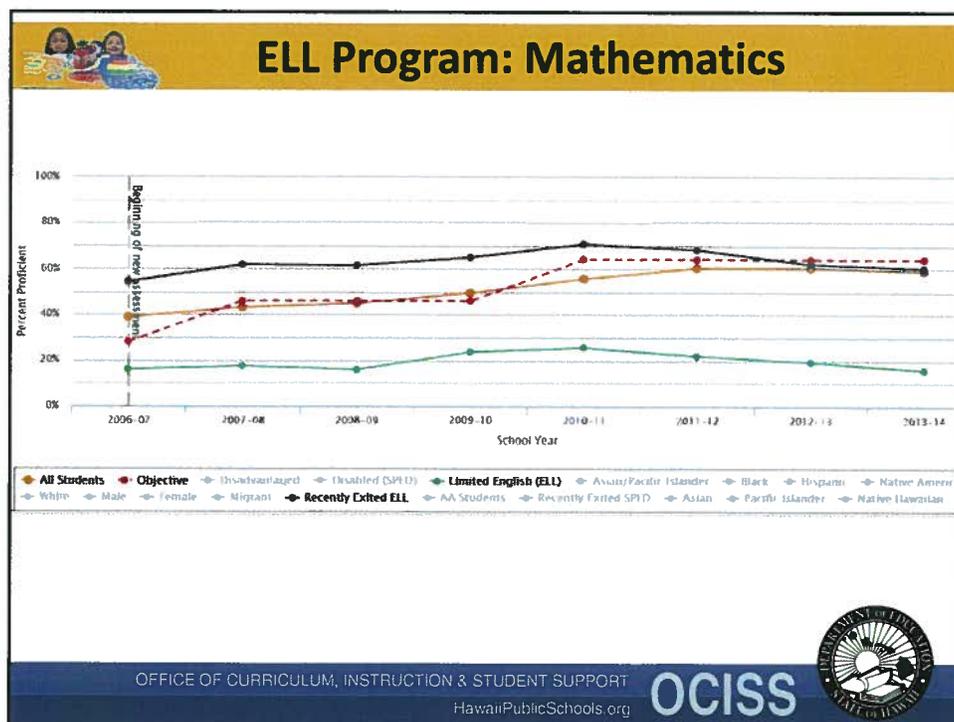
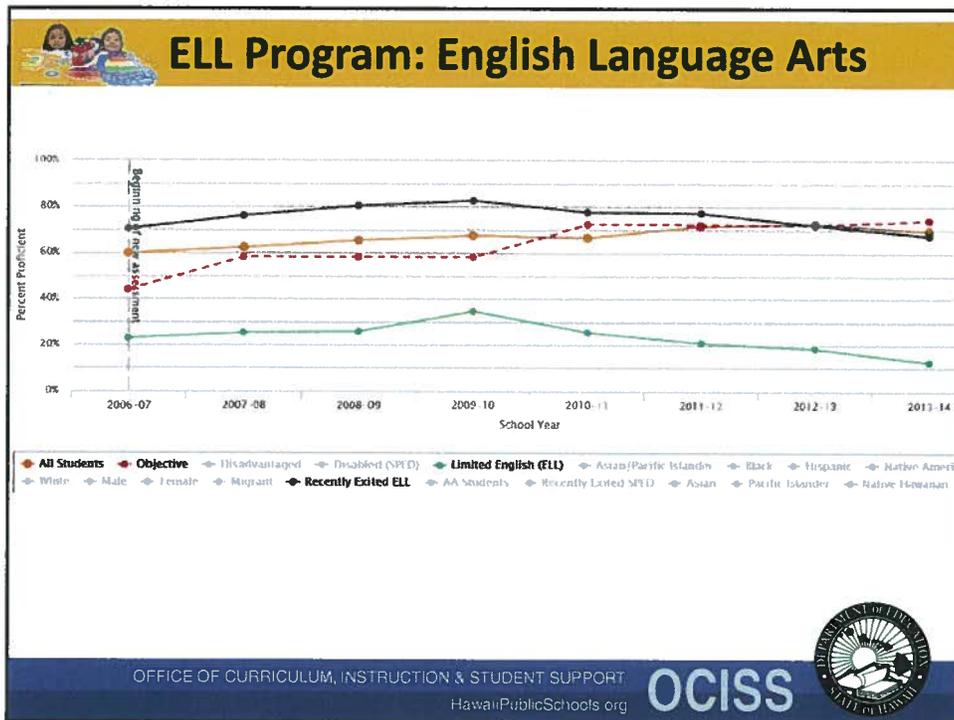
## Challenges

- Scheduling ELL professional development during the school year and summer breaks.
- Identifying of ELL qualitative metrics and data.
- Dedicating time for ELL educators to collaborate and share best practices within/across complexes, grade levels and content areas.
- Building parent and community involvement.

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## ELL Program Information

Visit [HawaiiPublicSchools.org](http://HawaiiPublicSchools.org) (search: ELL)  
Contact the ELL Program at (808) 305-9717



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## Additional ELL Information

<u>State Content Standards</u>	<u>English Language Development (ELD) Standards</u>
<ul style="list-style-type: none"><li>• Academic achievement</li><li>• Content-based</li><li>• Reflective of conceptual development</li><li>• Representative of the school's academic curriculum</li></ul>	<ul style="list-style-type: none"><li>• Academic language development</li><li>• Language-based</li><li>• Reflective of the varying stages of second language acquisition</li><li>• Representative of social and academic language contexts</li></ul>

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