

***Teays Valley
Local Schools***

***English as a Second
Language
Handbook***

ESL PROGRAM OVERVIEW AND PHILOSOPHY

English as a Second Language (ESL) is a multi-faceted program offering ESL classes and content-area assistance to all Limited-English Proficient (LEP) students enrolled in the Teays Valley Schools.

The mission of the ESL program is to facilitate student learning within five skill areas: reading, writing, speaking, listening and cultural enrichment. In addition, ESL provides educational opportunities for LEP students to meet grade promotion requirements and graduation standards while becoming members of American society.

The ESL Program provides a complete assessment to determine students' language skills. A student profile, including a language assessment, an interview to determine previous schooling and background, and verification of immunization and birth records, facilitates the enrollment process and ensures appropriate grade placement. Bilingual personnel assist the program (if needed) in working with parents and students throughout the school year.

The English as a Second Language (ESL) Program acknowledges that the ability to speak and understand English by itself is insufficient for effective progression in school. Proficiency in reading and writing are crucial in developing academic achievement and comprehension of content in all subjects.

The ESL Program Provides These Services:

- The development and integration of listening, speaking, reading, and writing skills**
- An environment that fosters pride in native culture, establishes positive self-esteem, and facilitates acculturation into American society**
- Professional development for staff working with students from diverse language and cultural backgrounds**

Section 2

Enrollment, Assessment and Placement

Enrollment

For School Secretaries

Three questions to ask of any student before enrolling:

1. Was the student born outside of the United States?
2. Was one or both of the parents born outside of the United States?
3. Is a language other than English spoken at home?

If the answer to any of these questions is “yes”, the student **MUST** be referred for an ESL Assessment. You should also notify the building administrator and guidance counselor.

A summary of what occurs to enroll an ELL student:

The enrollment process with the parents or guardians includes:

1. Documents are collected and photocopied
 - Proof of negative test for TB, *less than one year old.* (students are not tested or enrolled without this test)
 - Proof of date of birth (birth certificate, passport, residence [or “Green”] card, or I-94)
 - Immunization records (if none exists, families are provided with a list of clinics where they can be obtained)
 - Proof of residency
 - Prior school records (if available)
 - Social Security card (if available)
 - Guardianship papers (if necessary)

What is Needed in Order for Students to Be Enrolled & Assessed?

Prior to assessment, students and parents must present the following documents for students born or living outside of the United States for more than 3 months:

- Proof of a negative test for TB (administered within the past 12 months). This can be a skin test or a chest x-ray. No students may be assessed or enrolled without proof of a negative test for TB.
- Proof of residency (we require the same proof as any school: utility bill, lease, builder's agreement, etc.)
- Proof of date of birth (1-94 card, passport, birth certificate, residence or "green" card)
- Immunization records
- Social Security number (if available, although one is not required for enrollment)
- Prior school records (if available; though often not available, these aid us in placing children in the proper grade and are mandatory for any student requesting placement in grades 10, 11, or 12)
- While students are being assessed, parents work with school personnel to complete enrollment papers and sign necessary release forms.

Based on the results of the ESL assessment, the child will be placed in the most appropriate classroom & grade level setting.

Assessment

Who Is Assessed?

Students who answer YES to ANY question below must be assessed in order to be certain all students are offered ESL services as required by the Office of Civil Rights:

- Was the child born outside of the United States?

- Was one or both parents born outside of the United States?
- Is a language other than English the primary language spoken at home?

Where Do Assessments Take Place?

Assessments will take place in the building where the child is registered for school.

How Are Students Assessed?

Each student receives:

- An oral and written English assessment
- An interview to determine previous schooling and background
- Verification of immunization and birth records
- Placement into the appropriate grade level and school based on the data collected

Students are assessed completely in English using the test appropriate for their age and grade level. All areas of language proficiency (listening, speaking, reading, and writing) are measured. Students are assigned an ESL Level (Beginner – Advanced) based on the number of points earned.

What Are the ESL Levels and What Do They Mean?

Newcomers and Beginning Level Students

At this level, students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously.

At the earliest stage, these learners construct meaning from text primarily through non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Intermediate Level Students

At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters, and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts, and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.

Advanced Level/Trial-mainstream Students

At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts with the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Proficient Students

At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling, and vocabulary, expressing well-developed thoughts.

Source of the above proficiency level descriptions: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21

How Is Student Progress In ESL Monitored?

The ESL Program, through the administration and analysis of the annual, state-mandated English Language Proficiency Assessment for the 21st Century (ELPA21), monitors student progress in ESL. Once a student reaches Proficient/Trial Mainstream, he/she will remain in mainstream classes with monitoring, and not be pulled for additional services.

NOTE: If a student reaches Trial Mainstream but the teachers consider that he/she could benefit from continued participation in the ESL Program, they will be permitted to receive ESL assistance..

Implications of NCLB Legislation on ESL Programs and Student Performance

- Parents are required to receive a letter of notification regarding their student's enrollment in the ESL program after testing

Testing Implications of NCLB Legislation on ESL Students

- **ESL students must be reassessed annually in reading and writing**
- **There are no exemptions or waivers to excuse ESL students from testing—all ESL students must take proficiency/state standards tests (with modifications, if permitted)**
- **Students cannot test out of ESL until they demonstrate proficiency in all four areas of language development: reading, writing, speaking and listening on the ELPA21.**
- **Students who exit/test out of ESL are required to be monitored for two years to ensure they are adequately prepared for mainstream classrooms (must meet grade, attendance, behavior and proficiency test result requirements to be exited from monitoring)**
- **States may create an alternate assessment for ESL students in U.S. schools less than three years. In Ohio, the ELPA21 administration is arranged through the state department of education and local testing departments.**

U.S. Department of Education and Office of Civil Rights (OCR) Mandates for Servicing ESL Students

- **Districts must identify all LEP students who need assistance**
- **Districts must ensure that all students who need language assistance are provided the opportunity for participation**
- **Districts must ensure that necessary staff, curricular materials and facilities exist and are used properly**
- **Districts must assess the success of the program and make modifications where necessary**
- **Districts must guarantee that students are not being misidentified and enrolled into classes for disabled students based on language**
- **Districts must develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students**
- **Districts must ensure that parents who are not proficient in English are provided with appropriate and sufficient information regarding the education of their children**

Annual Spring Reassessment for ESL Students

In accordance with federal guidelines established by No Child Left Behind legislation, the

Ohio Department of Education along with a consortium of 17 other U.S. states began implementation of an annual ELPA21 test to be given to all second-language students in grades K- 12 every spring.

The ELPA21 test is to be administered in the spring to all second-language students to assess their English language growth.

LEP Students and the 3rd Grade Reading Guarantee

From ODE's Third Grade Reading Guarantee FAQ Document (Oct. 15, 2012)

“All students, including LEP and students with disabilities must take a diagnostic test and have a reading improvement and monitoring plan if the test results show the students as not on-track. All other requirements of the Third Grade Reading Guarantee apply as well, including retention. In 2013-14, the following exemptions from retention begin. The following students may be promoted even if they do not reach the required score on the Ohio Achievement Assessment:

- **Limited English proficient students who have been enrolled in US schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;**
- **Special education students whose IEPs specifically exempt them from retention under the third grade guarantee.**

These exemptions only excuse select students from being retained under the Third Grade Guarantee. The exemption does not necessarily apply to all LEP students or all students with an IEP.”

ESL Special Ed and Gifted & Talented

Special Education

If a student is having continuous difficulties in school, the school contacts the parents to attend a meeting to determine if their child needs intervention and possibly to be tested for Special Education. When a student receives an Individualized Education Plan (IEP), the Special Education teacher will determine appropriate language support.

Gifted & Talented

In the fall, LEP students in elementary & middle school, also participate in the Measures of Academic Progress (MAP) to identify students who are accelerated learners. When a child is identified, parents are contacted. Services will be provided from Gifted & Talented.

Exiting the ESL Program

Each winter, LEP students take the ELPA21 to monitor their progress in speaking, listening, reading and writing.

- At the Pre-functional and Beginner levels, instruction from an ESL teacher is recommended**
- Once a child reaches the Intermediate level, the teacher and parents should discuss the amount of support still needed**
- When a child reaches level 4, they should be instructed with non-Limited English Proficient students, and only given support if needed**
- After scoring two fours, or a five on the ELPA21, your child is no longer considered a Limited English Proficient student and will not receive services from ESL**

Section 3

New to ESL

This section is designed as a reference for those who are new and/or unfamiliar in working with ESL students.

Refugees and Displaced Students May Have Faced:

- long interruptions in education
- shortage of adequate teachers
- family disruption, loss of family members
- health and food problems in refugee camps

These students may display symptoms of Post-Traumatic Stress Disorder (PTSD), which may include:

- being extremely emotional
 - confusing fantasy with reality
 - high dependency
 - low self-esteem
 - poor concentration, and/or attention deficit
 - hyperactivity, ADHD
 - poor memory
 - sleep problems, nightmares
 - inability to make friends
 - violent tendencies
- viewing violence as a way to solve problems

Points to Remember In Developing Cross-Cultural Relationships

- What seems to be logical, sensible, important and reasonable to a person in one culture may seem unusual, irrational and unimportant to an outsider.
- When discussing cultures, emphasize similarities, not differences.
- Personal observations and reports of other cultures should be regarded with a great deal of skepticism.
- One should make up one's own mind about another culture and not rely on the reports and experiences of others.

- It requires experience as well as study to understand the subtleties of another culture.
- Stereotyping is inevitable in the absence of frequent contact or study.
- The feelings people have for their own languages are not often evident until they encounter another language.

Developed by Cao Anh Quan of Smith, Cao and Associates, Tallahassee, Florida

For Classroom Teachers

Successful Parent-Teacher Conferences with Parents of English Language Learners

- Use a portfolio for assessment; it will be easier for parents and students to see progress. Parents should get feedback on their child's progress in Speaking, Listening, Reading, Writing and content knowledge.
- In parent conferences, visual aids are a key ingredient. Even though the parent may bring an interpreter, you can communicate directly. Show the student's portfolio containing written work, writing samples, drawings, test papers, etc. Illustrate your comments with the student's work, and allow the parents to take it home. Invite the parents to tell you to slow down or to ask questions if they don't understand. Use the same modes of communication that work with the ESL students in your class.
- Write out statements you think could be misinterpreted.
- Increase the parents' regard for the child and their own culture. Mention some specific positive way the child's behavior or culture has impacted the others in the class.
- Tell your expectations for second language learners. Tell what kind of reading instruction the student is receiving and for which subjects he or she is leaving your room. Talk about cooperative learning, invented spelling, and whole language. These things are new to the parents and can be misinterpreted through a child's eyes and reports. Share ideas and resources with parents that benefit students and families.
- Express the positive aspects of a student's development and learning before bringing up any negative news. Parents may mistakenly feel that their child has shamed the family and needs severe punishment.

Tips for Working with ESL Students

Keep in mind that all of these should not be implemented at once. Try one or two new items with each lesson and continue to practice them as you move forward

- **Know the students' OTELA and Reading Level**
- **Provide comprehensible input (make sure the student truly understands what you are saying)**
- **Use shorter sentences**
- **Enunciate clearly**
- **Talk more slowly but not louder**
- **Control vocabulary that is being introduced and used**
- **Avoid idioms (phrases that cannot be literally understood, i.e.: "It's raining cats and dogs.")**
- **Repeat material being conveyed in different but simple words**
- **Pause frequently to check comprehension**
- **Allow extra wait time for students to process what is being said into their own language**
- **Use many methods as possible (respecting the multiple intelligences of different learners) to get information across**
- **Provide lots of visual support to content material**
- **Provide hands-on activities to cement content**
- **Introduce and explicitly teach use of graphic organizers**
- **Use gestures, actions, eye contact and body language**
- **Write down what is being said as it is being said (on the overhead or board)**
- **Modify texts by adding visuals and eliminating unnecessary words**

- **Modify content by supplementing with same-content picture or lower reading level books**
- **Encourage students to learn from each other**
- **Use pairs or buddies with an English speaking peer**
- **Encourage talking. Language cannot be built without communication**
- **Focus on meaning rather than grammar**
- **Allow use of first language dictionaries to help in understanding important vocabulary and concepts**

Instructional Strategies and Suggestions

Beginning Level Students and Newcomers

- **When speaking in class, take care to speak clearly in natural conversational tones. The ESL student will feel more comfortable if he can see the face of the speaker, so try to face the class when speaking.**
- **It may be necessary to give more information in more detail for an ESL student than for a native speaker. If you use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures and pantomime, and writing important words on the board, chances are you will be understood. Try to overcome any personal anxiety you might feel about not being understood.**
- **Make a list of activities, which you expect the ESL student to complete in a specified period of time. Restrict the content, but make up a variety of activities (listening, speaking, reading, and writing) concerning the same content material. You might want to include reading exercises; watching filmstrips or TV shows; drawing graphs, charts, or pictures; vocabulary exercises; and interpreting visual materials. Both the length of time and the number of activities should be limited at the beginning but can be increased as the student's fluency and academic skills develop.**
- **Find out from a simple oral quiz (or from the ESL staff) the kinds of question forms the ESL student understands, (Questions are taught in the ESL curriculum), Make up simple questions for use in oral and written exercises related to the content. Make sure that the student has an opportunity to learn any specific vocabulary related to the exercise. Limit the vocabulary.**

Intermediate and Advanced Students

- **Match language skills with valid assignments. When possible, give the student a task, which will accelerate his/her language learning and acculturation, rather than simply maintain the present levels. Take care, though, not to frustrate the student with tasks too difficult for his/her level of fluency.**
- **Locate and use reading material on the same or a related subject on a lower reading level with your ESL student.**
- **Assign students short simple passages to study.**
- **Test the student orally by having him/her explain the main ideas in his/her own words or try the doze method (fill in the blanks) in a written exercise.**
- **On occasion, you might want the student to memorize some material. Ask the ESL teacher how to devise drills and test items from a passage the student has memorized.**
- **Capitalize on the visual part of A-V material. Prepare ten basic statements or concepts in simple English (short sentences of relatively simple grammatical construction) for ESL student mastery. If possible, indicate to the student during the course of the presentation when each fact is being explained or demonstrated.**
- **Prepare lessons in the use of research methods: how to use the textbook, including utilizing headings, boldface print, the glossary, the index, etc. Consider these as language and skill assignments for the ESL student until he/she is fluent enough to be accountable for the content.**
- **Plan lessons with your class where the message of the lesson is transmitted nonverbally, (charts, pictures, paintings, films with non-verbal soundtracks, music, dance, cooking, crafts, might be used). You might like to coordinate this effort with teachers from other disciplines.**
- **Understand that it will take at least two years for an English Language Learner to start competing academically with his/her English-speaking peers. Adjust your expectations**

as deviations occur due to individual differences or other reasons causing slower or more rapid language skill development and academic growth.

Modifying Curriculum

All classroom teachers are responsible for modifying content to make it more comprehensible to ESL students.

If a teacher is uncertain how best to modify for ESL students, he/she may begin by consulting with the special education administrator in your building.

Correcting and commenting on written work

- In content areas, grade on the newcomer's knowledge of the content, not on his/her level of expression.
- Don't correct all the errors on ESL writing papers. Students can't learn from overkill. Sometimes it's preferable to focus on a few areas that need improvement, such as verb tense and punctuation.

ESL Report cards

- Complete ESL report card for students that you directly work with
- Write easy-to-understand, specific comments to the parents. The parent has no idea of what to do with comments like "could do better."
- Be positive. Mention the accomplishments
- Describe what the student does in class
- Acknowledge effort and courage
- You do not need to fill out report cards for students who are trial mainstreamed
- ESL Report cards can be downloaded and printed from the ESL website under ESL forms
- Please be sure to include a copy of the English version, in case the parents do not read in their native language

Suggestions to Parents

Ask parents to do the following:

- read to their child in the native language;
- continue to use the native language at home for teaching life skills and concepts to their children;
- discuss events and news with them in their own language; maintain their contacts with relatives and events in their native country;
- help with the homework if possible;
- ask their child for a recap of new things learned each day;
- ask parents if they have access to children's books in the native language;
- help them understand how to get a public library card;
- suggest that parents allow their children to join Little League, Scouts, the Y, where their child may have more exposure to English after school;
- mention one or two good TV programs and the public TV channels, but suggest to parents that they limit TV watching;
- let the parents know where they can register for free ESL classes for adults if they are interested.
- **IMPORTANT:** It is *not* helpful to suggest to parents that they speak English to their children at home. This could undermine the quality of conversation and teaching of values that the parents can do best in their native language. The goal should be to have the child become bilingual, not to lose his native language by giving it up at home.

Section 4

State and District Guidelines for Testing LEP Students

State Tests

LEP Student Participation in AIR, and the ELPA21 State Assessments

- Accommodations of dictionary and extended time for each LEP student addressing additional accommodations they will receive
- The ELPA21 is our state assessment for English Language Proficiency. Students listed as LEP are required to take this test each year

MAP

- Pre-functional students are not required to participate
- There are no accommodations given for these tests

General Assessments

- In elementary, no accommodations should be given for DIBELS testing
- If students are taking the MAP test, they should be given extended time and dictionary
 - In middle and high school, students should be given extended time and dictionary when appropriate

Formative Assessments

- Modifications should be made based on student reading/ language level in order to correctly assess content knowledge

Questions Regarding Testing?

- Call Kyle Wolfe (740-983-5011) or Jeff Hurt (740-983-5089)

Roles of the Directors of Teaching & Learning:

- **Assist with summer school implementation if needed**
- **Present and coordinate professional and staff development for teachers**
- **Assist with helping teachers find ways to modify the curriculum in order to make it more accessible to and comprehensible by English Language Learners**
- **Evaluate, purchase, distribute, and train teachers to use materials that will assist them in helping students acquire English**
- **Provide professional development to teachers responsible for helping English Language Learners that are just emerging into literacy, especially for those students that have come to us with little, interrupted, or no previous schooling**
- **Provide professional development regarding the use of technology/computers in language learning**

Section 7

ESL Program Forms

Home Language Survey

Date: _____

School Building: _____

Name of Student: _____

Date of Birth: _____ Place of Birth: _____

Name of Parent/Guardian _____

Home Address: _____

City: _____ State: _____

ZIP Code: _____ Home / Cell Phone: _____

Work Phone: _____

For Parents/Guardians: Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?

__2. What language does your son or daughter use most frequently at home?

__3. What language do you use most frequently to your son or daughter?

__4. What language do the adults at home most often speak?

__5. How long has your son or daughter attended school in the United States?

For School District Personnel: If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS, and proceed to assess the student's English language proficiency.

Initial English Language Assessment

Communication Skill

Proficiency Level

Listening _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient
Speaking _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient
Reading _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient
Writing _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient
Comprehension* _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient
Composite** _____ Pre-functional _____ Beginning _____ Intermediate _____ Advanced _____ Proficient

*The Comprehension level is derived from Listening and Reading

**The Composite level is derived from Listening, Speaking, Reading, Writing and Comprehension

Assessment instrument(s) used:

Is the student LEP? _____ Yes _____ No

Indicate the student's status as LEP or not LEP.

If the student has been in U.S. schools for less than three years and the student's reading and writing level is intermediate or below, the student is eligible for additional accommodations.

Is this student eligible? _____ Yes _____ No

Parent Notification Letter of ELL Services

School Building: _____

Name of student: _____

Date: _____

Grade: _____

Dear Parents:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child’s English communication skills have been assessed because your child’s home or native language is not English. We have used the following tests to assess your child’s English language proficiency.

Listening: _____

Speaking: _____

Reading: _____

Writing: _____

The following are the results of your child’s English initial language assessments:

Communication Skill	Proficiency Level									
Listening	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient
Speaking	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient
Reading	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient
Writing	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient
Comprehension*	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient
Composite**	____	Pre-functional	____	Beginning	____	Intermediate	____	Advanced	____	Proficient

Based on the results of the English language proficiency assessment as indicated above, the following program or combination of programs is being offered to help your child learn English and make academic progress:

_____ Structured immersion class Hours per week: _____

_____ Tutoring sessions Hours per week: _____

_____ In-class support Hours per week: _____

Key Best Practices

Activating Prior Knowledge and Building Background Knowledge

- Some students have had limited schooling in their countries
- Some have lived in refugee camps
- Use visuals (Google Images, Discovery Ed, Teacher Tube, Brain POP)
- Ask for student input on their experiences

You ARE a Reading Teacher

- Students must have competent reading skills in order to demonstrate content knowledge on state tests
- A significant number of students are reading below grade level (including American students)
- Model and have students practice reading strategies (in All content areas)
- Incorporate reading practice in each lesson (especially informational text)
- Make sure questions/discussions ensure students have read and show comprehension about the text
- Students must be able to compare and evaluate texts, and use excerpts from text when arguing a point and answering questions

Thematic Instruction

- Shorter than traditional “Units”
- To group and teach vocabulary in context
- Relate it to students’ lives

Making Input Comprehensible

- Begin with materials at the student’s Reading and Language level (Use OAA/OGT, Short Cycle Reading Assessments, and OTELA scores as reference)
- Fill in gaps using standards from previous grades
- Focus on the most important concepts and less on details
- Use visuals, model, use graphic organizers
- Allow students to review newer concepts several times, through several modes

- Use peer buddies

Scaffolding & Differentiated Instruction

- Break complex task into “doable” steps
- Model thought processes (think aloud)
- Offer hints or possible choices
- Have multiple methods of lesson delivery and participation
- Let students demonstrate what they’ve learned through project/activity choices

Fiction and Nonfiction Writing

- Students will be tested more on informational text, as Common Core standards are implemented
- The reading excerpts on the test will come from all core subject areas, especially from History and Science
- Students must prove their answers through short answer and extended response, even for Math
- In order to write, students must have a good grasp on content specific academic vocabulary
- Writing should be part of each lesson

Total Physical Response (TPR)

- Research shows that movement while learning helps get info into long-term memory
- Try making up gestures for students to do to help learn vocabulary
- Use kinesthetic activities with students when teaching/reviewing concepts

Vocabulary Development

- Make students responsible for 10 or less academic words a week (per core subject)
- Research shows that teachers and students need to hear, speak, read and write the new words several times in order to get them to long-term memory
- Don’t be afraid to try some vocabulary games and activities...being engaged and having fun during the activity will also aid in remembering new info
- Try having a word wall with words from the previous week/s and new words being introduced...refer to them often

Assessment

- Allow dictionary use on classroom assessments
- Give fewer questions OR more time to struggling students
- Use different types of assessments (oral, written, informal)

Activities for Pre-Functionals in the Gen. Ed. Classroom

- **Make sure you use visuals (pics and vid clips) and model/use body language when you are teaching**
- **If you are doing an activity with reading and writing involved, give the student a picture related to the activity to have them label things (word bank - vocabulary) and write sentences using those words (if possible)**
- **Have student draw lines from pictures to words or easy sentences**
- **Even the lowest students can copy vocabulary, excerpts, etc. and then read it to another student, or have it read to them.**

- **Have student draw a picture from a story they heard or about a topic discussed**
- **Ask the librarian or Special Ed teacher for lower level materials (books, handouts) on subject matter you are teaching**
- **A star student who works quickly can help the struggling student**
- **Incorporate games for the whole class to practice vocabulary**

Classroom Supports

Pacing:

- Extended Time
- Longer “wait time” for answering questions
- Other: _____

Environment:

- Assign peer buddy
- Provide one on one support
- Flexible seating
- Work alone
- Other: _____

Reinforcement & Follow Through:

- Student-teacher goal setting
- Build confidence with positive comments
- Have student restate directions
- Check often for understanding/review
- Re-teach / extend skills
- Use games (for review and mastery)
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Make/use vocabulary files/ personal dictionaries
- Teach organizational & study skills

Presentation of Subject Material:

- Use individual/small group instruction
- Simplify language
- Tape lectures for playback
- Show and discuss video clips
- Demonstrate concepts
- Provide explicit vocabulary instruction
- Use manipulatives
- Post graphics, charts & visual aids
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: _____

Materials:

- Provide recorded texts / readings (check with Hudson)
- Use supplementary materials
- Highlighted textbooks / study guides
- Use adapted textbooks / easier readings
- Allow use of computer
- Varied computer programs

- Provide outline for content materials
- Use study guides to organize materials
- Other: _____

Assignments:

- Lower reading level
- Lower difficulty level
- Simplify vocabulary
- Shorten assignment
- Jigsaw
- Break down large assignments into steps
- Use written backup for oral directions
- Have directions read to student
- Adapt worksheets, packets
- Use alternate assignments
- Choice of assignments / readings (interest)
- Other: _____

- Daily assignment student notebook
- Other: _____

Testing Adaptations:

- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Shorten test length
- Simplify vocabulary
- Require only selected test items
- Allow notes to be used
- Create alternative assessment (presentation/project)
- Other: _____

Grading:

- Modify objectives/outcomes
- Modify weights

ESL Push-In to General Ed Classrooms

Teaching Strategies and Formats: Teachers working together can develop a variety of instructional repertoires. It should be noted here that both teachers should use a variety of strategies and play different roles in this instructional setting. Push-In possibilities:

Roving Support	One teacher instructs while the other moves between students, assisting as necessary.
Teach and Write/Chart	At times each teacher should be the instructor providing visual representations of instructional information.
Activity Groups or Station Teaching	Students should be grouped in a variety of configurations [e.g. pairs, triads, cooperative groups] to work on an academic task. Groups should contain both ELLs and mainstream students. Both teachers should work with all student groups.

<p style="text-align: center;">Teach and Elaborate or Teach and Retell</p>	<p>One teacher provides the initial introduction to information and the second teacher elaborates or retells in detail.</p>
<p style="text-align: center;">Parallel Teaching</p>	<p>Both teachers teach simultaneously with different groups of students.</p>

ESL Writing Initiative Goals

Suggestions for the emerging ESL writer:

- | |
|--|
| <ul style="list-style-type: none"> · 3+ times a week · Quick writes, exit tickets, journals, SA/ER, letters, on-line, etc. · Different genres of writing—with an emphasis on making an argument/persuading (supporting and defending a response) · On a variety of topics (including cross-curricular) |
| <ul style="list-style-type: none"> · Research-based writing strategies · Introduce/Use one continuously each week or two · For a variety of topics (including cross-curricular) · Also Use strategies to aid Common Core writing |

- Research on the internet as appropriate
- Use websites and software to allow for writing practice

Writing Guidelines at Each ESL Level

Pre-Functional

Focus on using new vocabulary in lists & simple sentences, building up to a 3 sentence paragraph

Technological

- Type letters, words, click on icons

Analytical/Expository

- Write one word answers to likes/dislikes, etc.

Sensory/Descriptive

- Produce simple adjectives to describe
- Make a simple advertisement

Practical/Informative

- Copy writing samples
- Dictation
- Fill out a simple form/application
- Label objects, pictures & diagrams
- Write a simple recipe
- Write a simple postcard
- Write simple directions from one place to another

Imaginative/Narrative

- Shared Writing
- Acrostic poems
- Draw in response to a prompt
- Write captions for a cartoon

Beginner

Focus on writing complex sentences in paragraph form, building up to 3 paragraphs

Technological

- Write an email
- Build a basic power point
- Write search terms for a website

Analytical/Expository

- Write a movie / book review
- Compare & contrast
- Write some good excuses

Sensory/Descriptive

Practical/Informative

- Take class notes
- Make a list
- Write a "How To" paragraph
- Write an advice column (problem & answer)
- Write a thank you note

Imaginative/Narrative

- Write an alternate ending to a story or poem
- Write a dialogue between two...

-
- Write a letter to a friend describing something
 - Write a summary for a story your teacher read
 - Write a descriptive poem (Haiku)
-

Intermediate

Focus on multiple paragraphs, building up to 5 paragraph essay using persuasion and research (6-12)

Technological

- Write different styles of letters
- Make a news article
- Blogging
- Publish writing on-line
- Write a script for a video clip

Analytical/Expository

- Write a speech defending a position
- Edit/Revise writing
- Write an argument for a debate
- Write a letter to the editor

Sensory/Descriptive

- Write a character sketch using the five senses
 - Write about a piece of artwork in detail
-

Practical/Informative

- Write an expository 5 paragraph essay
- Include research in an essay

Imaginative/Narrative

- Write a story of at least 3 paragraphs
 - Write new words to a popular song
 - React to / write multiple genres & discourses
-

Advanced

Grade-level writing

Ⓟ The above guidelines are not a complete list for writing. They are merely some basic examples to be used as a foundation.

Ⓟ Students at the elementary level may not be able to do everything listed above.

Students at the advanced level should be trial-mainstreamed and monitored by ESL. They should not be scheduled into ESL classes, unless cleared with the ESL Department..

Students at this level should be doing grade level work with minimal modifications made by the general ed. teachers.

Teays Valley Local Schools Parent Notification Letter (ESL)

School District _____

Building _____

Date _____ Grade _____

Name of Student _____

Dear Parents/Guardians:

Our district is required to assess the English language proficiency of all students whose home or native language is other than English. Your child's English communication skills have been assessed because your child's home or native language is not English. We have used the following tests to assess your child's English language proficiency:

Listening _____

Speaking _____

Reading _____

Writing _____

The following are the results of your child's English initial language assessments:

Communication Skill	Proficiency Level				
Listening	_____	_____	_____	_____	_____
Pre-functional		Beginning	Intermediate	Advanced	Proficient
Speaking	_____	_____	_____	_____	_____
Pre-functional		Beginning	Intermediate	Advanced	Proficient
Reading	_____	_____	_____	_____	_____
Pre-functional		Beginning	Intermediate	Advanced	Proficient
Writing	_____	_____	_____	_____	_____
Pre-functional		Beginning	Intermediate	Advanced	Proficient
Comprehension*	_____	_____	_____	_____	_____
Pre-functional		Beginning	Intermediate	Advanced	Proficient

**The Comprehension level is derived from Listening and Reading.*

Based on the results of the English language proficiency assessment as indicated above, the following program or combination of programs is being offered to help your child learn English and make academic progress (see definitions on page 3):

- | | |
|--|--------------------------------|
| _____ English as a Second Language (ESL) class | Number of hours per week _____ |
| _____ Structured immersion class | Number of hours per week _____ |
| _____ Bilingual education class | Number of hours per week _____ |
| _____ Native language support | Number of hours per week _____ |
| _____ Tutoring sessions | Number of hours per week _____ |

_____ In-class (inclusion) support

Number of hours per week _____

The program or combination of programs indicated on the previous page is designed to help your child attain English language proficiency as quickly as possible so that your child can participate effectively in classrooms where English is the language of instruction. A student attains the required level of English proficiency to be exited from a district's limited English proficient (LEP) program when he or she:

- Obtains a composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); or
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.

Special Conditions

- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.

Transition Year

LEP students who obtain a composite score of 4 or 5 on the OTELA in 2008-2009 will be exited from the program if they obtain a composite score of 4 or 5 on the OTELA in 2009-2010.

Based on your child's level of English language proficiency, we expect that your child will receive English language services for approximately _____ years.

We invite you to visit the school and meet with the staff to learn more about this program. If you have questions, please contact _____ by calling

_____.

Sincerely;

District Official Name

Date

For Parent Use Only:

I understand the information in this letter.

Yes _____ No _____

I would like someone to explain the information in my native language.

Yes _____ No _____

My native language is _____

I accept to have my child receive the program services indicated in this letter.

Yes _____ No _____

If you do not accept to have your child receive the program services indicated in this letter, we will discuss with you other support that your child may receive.

Parent/Legal Guardian's Signature

Date

Telephone number _____

Note: Limited English proficiency is not a learning disability. However, some students may have a learning disability in addition to being limited English proficient. If your child is diagnosed as having a learning disability, he or she will be provided instruction consistent with an Individualized Education Plan developed in collaboration with you, your child's teachers and other specialists.

Descriptions of Programs for Limited English Proficient Students

English as a Second Language (ESL) – Using this educational approach, limited English proficient students are directly instructed in the use of the English language. Instruction is based on a special curriculum that typically involves little or no use of the students’ native language and is usually taught during specific school periods. For the remainder of the school day, students may be placed in mainstream classrooms. ESL classes may focus on teaching formal English grammar and on promoting natural communication activities (free conversation, games, discussions on familiar topics). Reading and writing are practiced as well as oral communication skills in English.

Structured immersion (also called Sheltered English or Content-based ESL) – Structured immersion is an instructional approach used to make academic information and concepts understandable to LEP students.

Students in these classes are “sheltered” in that they do not compete academically with native English speakers in the classroom setting. The subject matter is introduced in a way that can be understood by LEP students. The teacher adapts the language of instruction to the English level of the students. Also, the teacher makes frequent use of visual aids, concrete experiences and manipulative materials. In this approach, students have the opportunity to develop the oral and written language skills they need to make academic progress in content areas such as mathematics, social studies and science.

Bilingual Education – In bilingual education classes, both the students’ native language and English are used for instruction. Bilingual education is based on two assumptions: 1) students are more likely to learn anything, including English, if they understand what they are being taught; and 2) students who are not proficient in English will not fall behind their English-speaking peers if they are able to continue learning academic content in their native language while they are learning English.

Native Language Support – Native language support is usually provided by bilingual instructional assistants, who use the student’s native language to explain certain information and concepts about academic content that the student does not understand in English.

Tutoring Sessions – Individual or small-group tutoring sessions are used most commonly when there are very few LEP students enrolled in a school district. The tutoring sessions may focus on promoting basic English communication skills or on English for academic purposes.

In-class Support (Inclusion) – In this approach, LEP students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the LEP students. For example, the ESL or bilingual education specialist may provide guidance to the LEP students as they are working on a group project or individual assignment.

