ESL Program Handbook

School District of Holmen
2019-2020

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Introduction

The English as a Second Language (ESL) staff throughout the district strives to provide a continuum of services for students who have a primary language other than English. Services provided will be based upon the individual needs of each student and will integrate the involvement of family and school.

This handbook is intended for School District of Holmen personnel working with students who are learning English as a Second Language. If there are any questions about ESL Programming, please contact:

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District ESL Mission

The School District of Holmen recognizes the unique values, cultural backgrounds, and developmental needs of students with limited English proficiency. The district is committed to facilitating the acquisition of English in a non-threatening, inclusive environment throughout the school day. Language acquisition is a complex developmental process that is unique to each learner. In order for this process to be effective, a comprehensive approach involving family, school, and community must be integrated.

Why Do We Have an ESL Program?

The purpose of Bilingual and ESL programs in the state of Wisconsin is to assist school districts serving students who are English language learners (ELLs) to become proficient in academic English and prepared for their continuing education and career readiness goals.

While Spanish is the largest language group and Hmong is the next most frequent home language, there are over 137 identified spoken languages by Wisconsin students. In addition, ELL students are registered in 80% of the 424 school districts across Wisconsin.

Legal Requirements - Lau vs. Nichols

Lau v. Nichols was the landmark court decision regarding limited English proficient (LEP) students. It was a class-action suit filed on behalf of Chinese-speaking public school students against the San Francisco Unified School District in 1970. In question was whether non-English speaking students receive an equal educational opportunity when instructed in a language they cannot understand.

In 1974, the U.S. Supreme Court ruled that the failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English denied them a meaningful opportunity to participate in the public educational program. This denial violated the Civil Rights Act of 1964, which banned discrimination based "on the grounds of race, color, or national origin" in any program or activity receiving federal financial assistance.

The decision stated that,
> "there is no equality of treatment merely by providing students with the same facilities, textbooks, and curriculum. Students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the heart of what these schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must have already acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful (U.S. Supreme Court, 414 U.S. 56, Lau vs. Nichols, 1974)."

Determination of EL Status

Districts have 30 calendar days to determine the EL status of new students, starting on the date of enrollment for each student. For students enrolling prior to or at the start of the school year, districts have 30 days from the start of school to notify parents regarding this determination. If a student arrives during the school year, districts have 2 weeks to notify parents regarding this determination.

All students must have an initial survey of potential language needs, in order for districts to consistently and fairly identify ELs. Students may not be selected or omitted for EL consideration based on race, ethnicity, country of origin, or any other demographic factor, including special education status.

Following the U.S. Department of Education's guidance for best practices, students newly enrolling in a district must be administered a Home Language Survey (HLS). The purpose of the HLS is to allow districts to quickly determine whether or not an incoming student might be exposed to languages other than English at home. Exposure to other languages is an indicator that a student might be an EL.

When an HLS indicates that a student is significantly exposed to languages other than English at home, districts must administer an ELP screener. This screener provides an assessment of the student's English proficiency, which gives the district more information with which to make an EL determination. Should a district require further information regarding a student's English proficiency in order to make a determination of EL status, it may collect this information using a Multiple Indicator Protocol (MIP). More information about the MIP can be found in Chapter 15.

Once districts have collected this information, they use it to make a holistic determination regarding whether or not the student is fully English proficient. Students determined not to be fully English proficient are classified as ELs, and eligible for EL programming and support.

Purpose of the HLS

In order to accurately and efficiently identify students who are potential English Learners (ELs), districts are required to administer a Home Language Survey (HLS) to all newly enrolling students. The requirement that this be given to all students is to prevent discrimination, and to create a unified entry procedure that will be more likely to identify potential ELs.

The HLS is designed to help identify students for whom a limited exposure to English may serve as a barrier to academic success. The HLS does not make a final determination of EL status. It is the first step in the process, designed to identify whether or not the prevalence of languages other than English in a student's life could possibly rise to a level where the student's development of English proficiency may not be sufficient to succeed academically.

The HLS is designed to produce a binary determination of whether or not to administer an English language proficiency (ELP) screener to a student. It is not appropriate to use the HLS for a purpose other than determining if a student is a potential EL. Answers to the HLS should be kept in students' academic records to assist districts in understanding students' language backgrounds, in order to provide EL-related supports and services.

The Wisconsin HLS Form

Student First Name: _____   Student Middle Initial :_____
Student Last Name: _____   Grade: _____   DOB: ___/___/_____

District: _____   School: _____   District ID: _____

Date of Administration: ___/___/_____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

HLS administered by: _____, position_____.

Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

Section 1

1. Was the first language used by this student English?
    Yes: Go to Question 2
    No: Go to Question 3

2. When at home, does this student hear or use a language other than English more than half of the time?
    Yes: Go to Question 4
    No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?
    Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
    No: Go to Question 4

4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?
    Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2.
    No: Go to Question 5

5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?
>   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
>   No: Go to Question 6

6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?
>   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
>   No: Go to Question 7

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?
>   Yes: Go to Question 8
>   No: Go to Question 9

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
>   Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.
>   No: Go to Question 9

9. Has this student recently moved from another school district where they were identified as an English Learner?
>   Yes: Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook. Otherwise, student's ELP should be carried over from the sending district.
>   No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

Section 2

HLS Result: **<u>Screen</u> / <u>Do not Screen</u>** (circle one)

Languages other than English used by student, if identified: _____

Parental preference for languages used for school communications (may be multiple):

>   Parent name: _____
>   Oral: _____
>   Written: _____

>   Parent name: _____
>   Oral: _____
>   Written: _____

Role of the ESL Teacher

The ESL teacher's primary responsibility is meeting specific state English Language Proficiency standards for English Language Learners (ELL). Language acquisition support of the universal curriculum is also provided.

The ESL Teacher may provide the following services:
- Language acquisition accommodations and/or modifications based on WIDA Can Do Descriptors
- Staff development in lesson planning with scaffolded language instruction included
- Supplemental Tier 2 and Tier 3 curriculum as needed
- Tier 3 newcomer replacement curriculum (time based on student needs)
- Pre-teach and frontload vocabulary and skills for mainstream reading curriculum

The ESL Teacher will also perform the following tasks:
- Screen and assess new ELL students
- Work with the ESL Coordinator to seek permission to serve identified ELLs
- Maintain an updated list of current ELLs and their language acquisition level
- Schedule and proctor the ACCESS for ELLs test
- Work with the Bilingual EA/Interpreter to communicate with parents information regarding their child's academic and social status and areas of need

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Assessment Process

When a student enrolls in the school district, parent/s or guardian/s are given a home language survey to determine whether a language other than English is spoken at home. The survey gives a better idea of the language/s the child is exposed to on a daily basis. When a child grows up in a household where he/she is exposed to or communicates in a first language other than English, it is the school district's responsibility to further assess whether or not a child can benefit from additional English language support at school.

If the home language survey indicates that the primary language in the home is other than English or is bilingual, an assessment will be completed to determine whether or not a student has a need for ESL services. ESL services for ELLs will be based on the individual needs of each student.

ELLs in grades K-12 will be assessed and reassessed on a yearly basis by their ESL Teachers. Transfer students' assessment will include records from previous school districts.

Identification of the needs of ELL students is based on the following:

- Standardized Assessments –
  - WIDA Model – screening of English language proficiency
  - ACCESS – assessment of English language proficiency in four domains:
    - Speaking
    - Listening
    - Reading
    - Writing

- WIDA Standards Rubric

- Cumulative Folder Review

When a child is identified as an ELL, in order to provide ESL services to the child, a notification letter is required to be sent home and signed by parents for consent for ESL services. Parents have the right to waive ESL services.

See letter on page 11.

English as a Second Language Program
Parental Notification and Offer of Educational Services

Dear Parent(s)/Guardian(s):

Based upon your responses to a Home Language Survey, a language proficiency test and/or student records, your child _____ has been identified as an English Language Learner (ELL). Your child is at a level _____ (explanation below).

ENGLISH LANGUAGE PROFICIENCY LEVELS

1. Beginning/Preproduction: The student has a limited understanding of academic English.
2. Beginning/Production: The student understands and speaks conversational and academic English with hesitancy and difficulty. The student understands parts of lessons and simple directions. The student is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.
3. Intermediate: The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty. The student is post-emergent, developing reading comprehension and writing skills in English. The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
4. Advanced Intermediate: The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy. The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
5. Advanced: The student understands and speaks conversational and academic English well. The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations. The student requires occasional support.
6. Fully English Proficient: The student was formerly limited-English proficient and is now fully English proficient. The student understands, speaks, reads, and writes English, and possesses thinking and reasoning skills to succeed in academic classes at or above the student's age or grade level.

All ELLs must take an English Proficiency Test, known as ACCESS for ELLs, every year until reaching proficiency. Language acquisition proficiency levels 1-6 are determined solely on an English Proficiency Test. Some students who score level 5 might be reclassified to a level 6 based on an English Proficiency Test, state standardized test scores, and input from classroom teachers. Students reaching a level 6 will be exited from the ESL services and will be monitored for 4 years to ensure they continue to make progress in the classroom.

As an identified English Language Learner, your child will receive assistance in developing his/her English as well as maintaining success in the classroom. Please sign and return the bottom part of this letter to your child's school. All services are provided in English.

PARENTAL CONSENT FOR ESL SERVICES

_____ I want my child to participate in the ESL program offered by the School District of Holmen. I agree to have the ESL Teacher provide whatever assistance my child may need for this school year. I understand that I may withdraw my permission for this service at any time by contacting the School District of Holmen.

_____ I wish to waive services at this time for my child to participate in the ESL program offered by the School District of Holmen. I understand that I can, however, decide to change my mind about participation and give consent to ESL services at anytime during the school year if my child remains eligible.

Parent/Guardian Signature_____ Date _____

WIDA
(World-class Instructional Design and Assessment)

The School District of Holmen's ESL program utilizes the World-class Instructional Design and Assessment (WIDA) framework to support its service delivery to students.

Academic Language

All work at WIDA revolves around the significance of academic language and how to empower language learners to reach for success.

WIDA's Can Do Philosophy

WIDA embraces inclusion and equity with its Can Do philosophy. The focus is on expanding students' academic language by building on the inherent resources of English language learners (ELLs) and accentuating the positive efforts of educators.

WIDA's Guiding Principles of Language Development

Language is a powerful force that helps shape our individual and collective identity. WIDA views language as a resource and ELLs as valued contributors to learning communities. The Principles of Language Development acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English.

www.wida.us

Language Acquisition Level Explanations

These descriptions of the English language proficiency classifications are designed to augment the definitions given in chapter PI 13, WI Administrative Code.

Level 1
- o Non-English speaker
- o Speaks isolated words

Level 2
- o Very limited understanding of academic and conversational English
- o Understands parts of lessons and simple directions
- o Pre-emergent/emergent English reading and writing level

Level 3
- o Limited understanding of academic and conversational English
- o Post-emergent English reading and writing level
- o Demonstrated academic knowledge with assistance

Level 4
- o Conversational English
- o Some academic English difficulty
- o Content area reading/writing skills continue to develop with assistance

ESL Staff will work with students to begin the transition to advocate for themselves in the regular education setting.

Level 5
- o Understands and speaks conversational and academic English well
- o Near proficient in reading/writing content area skills
- o Requires occasional support

Level 6
- o Reclassified as fully English proficient

Level 7
- o Never classified as ESL and does not meet criteria

The Cornerstone of WIDA's Standards:
Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.

   Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

The WIDA Standards Framework

Figure A: The English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

WIDA Can Do Descriptors

The WIDA Can Do Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners (ELLs). They can also be used to plan lessons or observe students' progress.

The five grade level cluster CAN DO Descriptors- PreK-K, 1-2, 3-5, 6-8, and 9-12 are examples of expectations of English language learners for each of the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency—Entering, Beginning, Developing, Expanding, and Bridging. The CAN DO Descriptors are a collective representation of WIDA's five English language proficiency standards—social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. The Descriptors are a standards-based resource tool—an extension of, not a substitute for, the English language proficiency standards.

As an instructional assessment tool that supplements the English language proficiency standards, language teachers may use the Descriptors to:

- share with classroom teachers as a way to describe or explain the stages of English language development using concrete examples;
- work with content teachers to show language may be integrated within a given discipline or content area;
- use to plan with tutors or mentors who work with English language learners;
- develop or co-develop lessons with differentiated language objectives;
- set language goals with their English language learners;
- explain students' progress in listening, speaking, reading and writing to parents/ family members;
- suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities;
- translate English language proficiency test scores (i.e., ACCESS for ELLs®, the W-APT™, WIDA MODEL™) into instructional practice;
- observe and note levels of student performance as a precursor to using WIDA Speaking and Writing rubrics for formative assessment;
- advocate on behalf of English language learners to show what they CAN DO.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Revised 6.15.2014

ACCESS for ELLS

ACCESS 2.0 for ELLs® stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. The current version, ACCESS 2.0, is delivered mostly online. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners.

These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The grade level clusters include K, 1-2, 3-5, 6-8, and 9-12. There are five content areas of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English language arts (LA), math (MA), science (SC), and social studies (SS).

For each grade level the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six English language proficiency levels.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. This final, exit stage for ELL status is designated Level 6 (formerly ELL).

The Kindergarten test is individually-administered and takes an average of 40 minutes per student. Kindergarten students with very high English language proficiency may take around 55 minutes to complete the test while students with low levels of English language proficiency may take only a few minutes.

The goal of the ACCESS for ELLs® test is to allow students to demonstrate their level of proficiency through each performance indicator.

English Language Proficiency Standards for LEP Students

Listening Standards in English for LEP Students

1. LEP students will develop the English language listening skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.
    1.1   Comprehend spoken instructions
    1.2   Identify main ideas and supporting details of spoken English
    1.3   Determine speaker attitude and point of view
    1.4   Comprehend meaning of academic/specialized vocabulary used by speakers
    1.5   Make inferences and predications when listening to speakers

Speaking Standards in English for LEP Students

2. LEP students will develop the English language speaking skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.
    2.1   Speak fluently using clear pronunciation with appropriate intonation and stress
    2.2   Speak using appropriate grammar and vocabulary
    2.3   Speak for varied purposes, both formal and informal, with focus, relevance and cohesion

Reading Standards in English for LEP Students

3. LEP Students will develop the English language reading skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.
    1.1   Demonstrate reading strategies
    1.2   Identify meaning of written vocabulary
    1.3   Read with comprehension
    1.4   Read for varied purposes

Writing Standards in English for LEP Students

2. LEP students will develop the English language writing skills required to achieve academically as well as to communicate in socially and culturally appropriate ways.
    2.1   Write using appropriate conventions and grammar
    2.2   Write for varied purposes and audiences, with appropriate tone and voice
    2.3   Write following the writing process
    2.4   Write using a range of vocabulary, sentence structures, and verb tenses

Language Instructional Program Types

Name of Approach	Instructional Language	Key Features
Mixed Class with English-only Support (MEO)	English	This type of instruction serves English learners in the mainstream classroom. The student's native language is not used in instruction or support. Support may be provided inside the regular classroom by the classroom teacher or the ESL teacher.
EL-Specific English-only Instruction (EEO)	English	This type of instruction occurs in the ESL classroom, and serves English learners from more than one language background, or newcomers with very limited English. Instruction is in English, and adapted to the student's English proficiency level. At times, curriculum may be modified to provide for the language needs of the student, but is delivered at the age-appropriate level. Teachers may enhance content by providing graphic, sensory, or interactive supports, or by providing small group learning opportunities. The student's native language is not used in instruction or support.
Mixed Class with Native Language Support (MNL)	Primary: English Support: Native Language	The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support can be provided inside the regular classroom, or in the ESL classroom by a bilingual EA. Currently, we provide this program to some 4K and elementary students who speak Hmong as their native language.

Service Delivery Types

Direct	Appropriate, consistent, face-to-face service
Consultative	Service delivery varies as deemed necessary based on formalized contacts with teachers of ELLs and other staff, including (but not restricted to) instructional modifications, state testing accommodations, periodic face-to-face instruction or counseling.

Factors Affecting Second Language Acquisition

Factors in the Student

Age
Proficiency in home language
Literacy in home language
Cognitive development in home language
Maintenance of home language
Date of arrival
Reason for coming to the United States
Stage in acculturation
Personality
Motivation
Family Support
Sense of identity within the classroom
Learning style

Factors in the Family

Literacy level
Facility with English and ability to help child
Socioeconomic status
Attitudes toward second culture
Expectations for the child
Projected length of stay

Factors Related to the Environment of the Second Culture

Culture of the classroom
Teacher's expectations
How host culture views student's culture
Whether environment provides adequate "input"
Role models
Whether student has enough opportunities to use English
Whether school environment allows for adequate language usage

Adapted from Adding English by Katherine Maitland, Good Apple Publishing, 1997.

Learning and Behavior Characteristics
Shared By LD Native English Speakers and Second Language Speakers (ELL/ESL)

Domain	Characteristics
Language (Receptive and Expressive)	Delayed acquisition Difficulties in expression (including articulation) Low vocabulary Problems understanding what is said Difficulty with oral directions Poor immediate auditory memory Poor retention of information Unable to rhyme words
Reading	Poor reading progress Reads below grade level Confusion in sound/symbol associations Poor eye tracking: loses place during reading Unable to remember what has been read Poor progress in content areas
Written Language	Spelling is below grade level Words or letters may be reversed Inconsistent spelling Indecipherable spelling Poor recall of sequences of syllables Poor visual memory Difficulty expressing ideas in writing

"Red Flags"
If any of these red flags are evident, consult with your building's educational support team.

1. The student does not respond well to visual cues, or learn well from visual material.
2. The student's rate of progress is below the expected rate of ESL students; less than a year's progress for a year of instruction is being made.
3. The student had a significant history of medical, developmental, and/or education problems prior to beginning to learn a new language.
4. The student's adaptive skills are significantly delayed.
5. The student is failing to learn observable daily routines and procedures in the classroom.
6. The parents regard the child as "different "or delayed.
7. The student's siblings are making more rapid progress in learning English or academic material.
8. The student does not show mastery of material at his or her language and developmental level after carefully planned and administered instruction.

Source: Fradd, S.H., McGee, P.L. & Wilen, D.K. (1994). *Instructional Assessment: An Integrative Approach to Evaluating Student Performance.* Reading, MA: Addison-Wesley Publishing Co.

<u>Taking Action: Guiding Language Learners Toward Academic Success</u>

Action 1.   Capitalize on the resources and experiences that English language learners bring to school to build and enrich their academic language.

Action 2.   Analyze the academic language demands involved in grade-level teaching and learning.

Action 3.   Apply the background knowledge of English language learners, including their language proficiency profiles, in planning differentiated language teaching.

Action 4.   Connect language and content to make learning relevant and meaningful for English language learners.

Action 5.   Focus on the developmental nature of language learning within grade-level curriculum.

Action 6.   Reference content standards and language development standards in planning for language learning.

Action 7.   Design language teaching and learning with attention to the socio-cultural context.

Action 8.   Provide opportunities for all English language learners to engage in higher-order thinking.

Action 9.   Create language-rich classroom environments with ample time for language practice and use.

Action 10.   Identify the language needed for functional use in teaching and learning.

Action 11.   Plan for language teaching and learning around discipline-specific topics.

Action 12.   Use instructional supports to help scaffold language learning.

Action 13.   Coordinate and collaborate in planning for language and content teaching and learning.

Action 14.   Integrate language domains to provide rich, authentic instruction.

Action 15.   Share responsibility so that all teachers are language teachers and support one another within communities of practice.

Information and Suggestions
For Classroom Teachers of English Language Learners

1. Children need to be encouraged to keep their native language.

2. Conversational language skills are usually acquired in 1-3 years.

3. Academic language skills are usually acquired in 5-7 years.

4. Facility in language, like facility with drawing, is genetic, anyone can learn to speak languages or draw pictures but some of us have an easier time of it.

5. Native language proficiency affects secondary language acquisition.

6. Languages change and grow with culture.

7. Enlist volunteers from the class to be " buddies " and help students get oriented to the classroom and school routines and to help students learn English vocabulary in the classroom, cafeteria, and playground.

8. Speak distinctly, clearly, simply, and slowly, using everyday vocabulary in short, simple sentences. The ELL student needs understandable models to help him/her acquire the new language.

9. Give directions with an example, in addition to an explanation.

10. As much as possible, center lesson plans around themes or topics that include small-group instruction and a variety of activities in which the ELL student can participate.

11. Remember, ELL students want to learn. Give them activities they can be successful in and which will make them feel that they are participating with the class. Differentiate/make accommodations to their work based on the larger group's lesson as necessary.

12. The ESL students usually need time to listen and observe before they speak. Let them have that opportunity, but don't ignore them. Speak to them as much as possible.

13. Praise them for their successes.

14. Let them read as soon as possible – signs in the environment, labels on items around the classroom, picture books, picture dictionaries, picture-word cards, etc. Let them observe reading lessons and join in when they are ready.

15. Let them write as soon as possible – copying words from signs, labels, cards, books, spelling words; making picture dictionaries, participating in journal writing and content area vocabulary.

16. Encourage intermediate-grade ELLs to procure and use bilingual dictionaries to help them understand textbook vocabulary.

Adapted from the Wausau School District ESL Handbook for Classroom Teacher- Wausau, Wisconsin and the ESL Survival Kit – Coppell Independent School District – Coppell, Texas.

Situations and Solutions

1. **Students lack understanding of basic classroom procedures**
   - Enlist service of bilingual EA during the first days to explain classroom rules and student needs.
   - Use older English speaking ELL students to translate classroom rules.
   - Use video of necessary school information, if available.
   - Allow time for the student to adapt.
   - See your ESL teacher for assistance.

2. **Students don't know how to participate in classroom**
   - Familiarize students with established routine.
   - Be sensitive to readiness of student to participate.
   - Provide non-threatening opportunities for student.
   - Engage ELL students as classroom helpers (pass out papers, turn off lights).
   - Encourage and reward participation.

3. **Teacher is feeling pressured by demands of material that must be taught to students**
   - It is not expected that ELL students will have similar background experiences. Their learning is a gradual process.
   - Remember that it is impossible to provide all necessary background.
   - Modify content by deciding what is most important and appropriate for ELL students.
   - Coordinate with the ESL teacher to provide necessary background.
   - Modify your expectations of students according to language ability.
   - Adapt materials – consult with ESL teacher to obtain extra materials at appropriate grade levels.
   - Use the "buddy system" (working with a companion who is more proficient in English and who can explain the material).
   - Allow for necessary exchange of information in native language.
   - Collaborate with the ESL teacher in modifying content and material.

4. **Students speak in native language during class**
   - Understand that the use of native language is necessary in certain situations such as content clarifying when working with a buddy, vocabulary explanation, and explaining directions.
   - Establish your own rules for appropriate use of native language.
   - Recognize the difference between appropriate uses of language vs. inappropriate behavior using language.

- Allow for this important interaction especially during student social times. Example: lunch time, passing time in the hall, before and after school.
- Encourage participation in English. DO join in the conversation in English. DON'T use negative comments such as "Don't speak Hmong."

5. **Students don't understand concept in content area**
   - Use a wide assortment of visuals.
   - Use hands-on activities that involve the student in learning.
   - Use the "buddy system" to explain concept.
   - Use interpreter to explain concept.
   - Arrange tutoring for the child.

6. **Students don't integrate with mainstream students**
   - Arrange integrated seating within the classroom.
   - Assign integrated grouping.
   - Encourage students to participate in extra curricular activities.
   - Be aware of students' comfort level. Some students need time to converse freely in their own language. These times can be recess, lunch, before and after school.
   - Understand that students will more naturally integrate as their English confidence improves.
   - Recognize that fear of the unfamiliar exists for all students.

7. **Communication is difficult between ELL students and mainstream staff**
   - Don't wait! Feel free to communicate your needs, concerns, and/or successes to ESL staff.
   - Allow time to work on a regular basis.

8. **Students have difficulty with written work**
   - Remember that writing is a higher level developmental skill.
   - Provide regular opportunities for writing practice.
   - Provide varied pre-writing experiences, semantic mapping, story framing, etc.
   - Offer assistive technology

9. **Students are hesitant to speak English in class**
   - Integrate students into lessons.
   - Have a buddy help them to integrate in the less in progress.
   - Establish clear guidelines for independent work. Use an interpreter to explain, if necessary.
   - Have materials available for student choice (tapes, flashcards, computers).

Adapted from the Wausau School District ESL Handbook for the Classroom Teacher-Wausau, Wisconsin.

Definition of Terms

Acculturation - Process of learning aspects of a culture other than one's own, influenced primarily by schools.

Assimilation – Complete absorption of the characteristics and behaviors of another culture.

ACCESS – Standardized annual test to determine language proficiency level. (Wisconsin)

Bicultural – Refers to the successful integration of two (or more) separate aspects of one's cultural identity. Maintaining various components of one's cultural identity and effectively expressing them at the appropriate times can be important bicultural skills.

Culture Shock – Feelings of disorientation often experienced in instances of contact with other cultures.

Native Language - The first language that a person learns as a member of a certain cultural group.

Newcomer – a person who has recently arrived somewhere or has recently started a new activity

Adapted from: Glossary of Terms to Limited English Proficiency and Bilingual Education Programs, by B. Bitters, WDPI, January, 1994, and Jones, MRC, November, 1993.

Common Abbreviations

ACCESS   Assessing Comprehension and Communication in English State-to State

BICS   Basic Interpersonal Communicative Skills

CALP   Cognitive Academic Language Proficiency

ELDA   English Language Development Assessment

ELL   English Language Learner (student)

ELP   English Language Proficient (refers to the language level)

ESL   English as a Second Language (program)

FEP   Fluent English Proficient

FES   Fluent English Speaker

HLS   Home Language Survey

LAS   Language Assessment Scales

LEP   Limited English Proficient

LES   Limited English Speaker

PI   Performance Indicator

NEP   Non English Proficient

NES   Non English Speaker

SAP   Student Action Plan

W-APT   WIDA-ACCESS Placement Test

WIDA   World-class Instructional Design and Assessment

ESL Staff Position Summaries

ESL Teacher

- Implement and stay up to date with WIDA standards and language acquisition
- Provide English language support
- Provide support of the universal curriculum in selected tier
- Provide language acquisition modifications based on can-do descriptors
- Seek permission to serve
- Keep updated list of ELL students and their current language acquisition level
- Create ACCESS testing schedule for your students, and administer ACCESS test

Student Services Supervisor

- Coordinate ESL data retreats
- Collect all data necessary for Title III/Bilingual-Bicultural Programming from ESL Teachers
- Complete state bilingual report
- Coordinate continuing staff development
- Participate in ESL PLC meetings
- Research ESL best practices
- Answer specific state and federal protocol questions or disseminate new information
- Know legal aspects and provide updates
- Coordinate ACCESS testing materials
- Maintain ACCESS test data and student academic progress
- Maintain a district family contact list

Bilingual EA/Interpreter

- Support and facilitate student learning in the classroom
  - Work with ESL/Classroom teachers on a daily basis to stay up to date with lessons
- Parent phone calls (on occasion and as needed)
  - staff request to communicate information home
- Interpreting at meetings
  - IEP meetings
  - parent/teacher conferences

- o EST meetings
- Works with ESL Coordinator to
  - o Update family contact list
  - o Provide interpreting services during back to school registration days
  - o Assist families in the enrollment process
- Communicate student academic, social, emotional needs with appropriate staff member

The Role of an Interpreter

Conduit:
The most basic role of the interpreter involves rendering one language literally in to what has been said in the other, with no additions, no omission, no editing, and no polishing. This is the role the interpreter should always assume unless he/she perceives a clear potential for misunderstanding.

Clarifier:
In this role, the interpreter adjusts register, explains or makes word pictures of terms or idioms that have no linguistic equivalent (or whose linguistic equivalent will not be understood by the client) and checks for understanding. The interpreter takes this role when he/she believes it necessary in some instances to facilitate understanding.

Culture Broker:
Occasionally, the interpreter provides a necessary cultural framework for understanding the message being interpreted. He/she should only take this role when cultural differences are leading to misunderstanding on the part of the clients.

Translating vs. Interpreting

What is Translating?
1. The text was produced at some time in the past.
2. The text is therefore a finished product; it is static, unalterable.
3. The text can be examined back and forth, put aside and reexamined.
4. The translator does not witness the circumstances in which the text was composed.
5. The majority of texts are the product of a single author; the translator then "interlocks" his/her thinking and writing style with those of one author at a time.
6. Translations can be drafted, revised, criticized and edited before publication.
7. The translator may be as remote form the readers as from the author. He/she does not know as a rule who the readers are. Author and reader are not in touch with one another except through the text and its translation. The separation is in time as well as in space, and it may be a wide one.
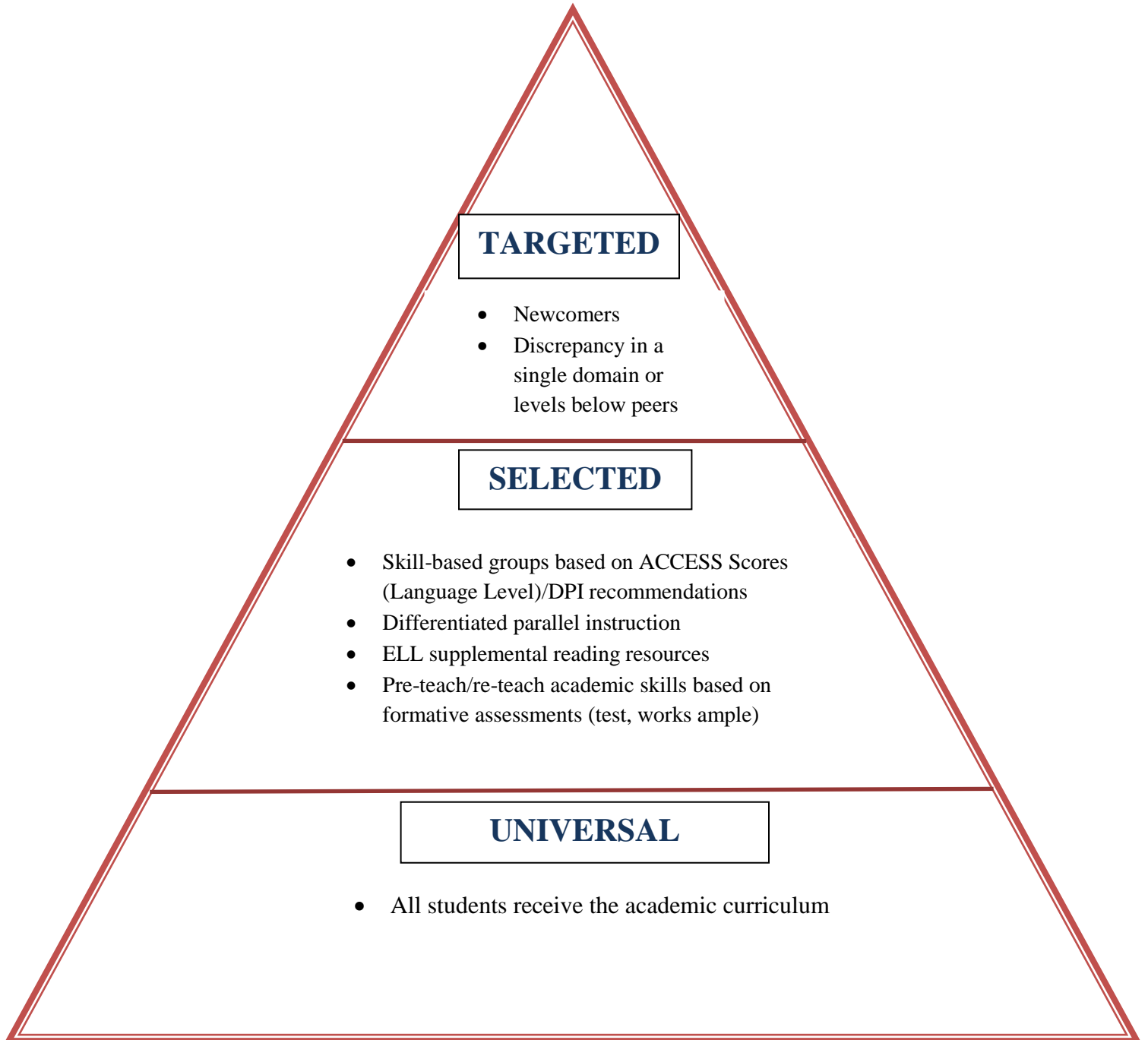
What is Interpreting?
1. The utterance is in process here and now.
2. The utterance is still being developed; it is in a dynamic state and its continuation is largely unpredictable.
3. The utterance undergoes "rapid fading" except insofar as the interpreter can remember it.
4. The verbal utterance is enriched with gesture and other forms of body language, and the interpreter is in immediate contact with the circumstances and surroundings in which it is being delivered.
5. The interpreter has to "interlock" with several people in the same meeting, often with rapid switches between them.
6. The interpreter is not merely aware of the tension and excitements of a meeting; he/she is often subject to them.
7. The interpreter must get his/her version right the first time.
8. The interpretation is addressed to a known group of listeners.
9. Speakers and listeners are participants in the same meeting, at the same time.

Etiquette for Parent Meetings with an Interpreter

Communicating with parents through an interpreter is a slow, sometimes frustrating process. These guidelines are meant to make this process be more efficient and effective.

1. Prior to the meeting give the interpreter a preview of what you will be saying and reporting to the parents. Also tell the interpreter what the purpose of the meeting is.

2. Arrange the seating so that when you speak, you are speaking to the parents. Place the interpreter next to the parents.

3. Look at the parents when speaking.

4. Share only 2 or 3 points at a time and then stop to allow translation to happen.

5. Limit educational jargon when possible.

6. Use visuals (graphs, charts).

7. Be aware of your own non-verbal communication.

8. Listen respectfully during translation and parent responses.

9. Make parents feel comfortable, welcomed and valuable.

Holmen Elementary ESL Service Model

TARGETED

- Newcomers
- Discrepancy in a single domain or levels below peers

SELECTED

- Skill-based groups based on ACCESS Scores (Language Level)/DPI recommendations
- Differentiated parallel instruction
- ELL supplemental reading resources
- Pre-teach/re-teach academic skills based on formative assessments (test, works ample)

UNIVERSAL

- All students receive the academic curriculum

Revised
6.15.2014

Holmen Elementary ESL Service Model

Tier	Who	What do we offer them?	When, where, and provided by?
Targeted	Newcomers And/or English Language Learners who have a discrepancy of 2 levels or more between domains And/or English Language Learners whose composite Language Acquisition Level is below DPI recommendation	Newcomer Programming Replacement or Possibly Supplemental Curriculum Designed for ELLs Targeted Intervention Designed for ELLs	Provided by the ESL teacher in the ESL resource room Amount of time prescribed by replacement program
Selected	English Language Learners whose achievement is on target with grade level Language Acquisition Level	Differentiated parallel instruction Pre-teach/re-teach academic language, vocabulary, and concepts	Provided by ESL teacher in regular education classroom or in ESL resource room Amount of time dependent on DPI recommended service hours
Universal	All English Language Learners	Universal Curriculum	Provided by regular education teacher in their classroom on a daily basis

Frequently Asked Questions

1. **Does permission need to be obtained in order to provide ESL services to identified ELL students?**
   Yes, permission needs to be obtained in order to provide ESL services to identified ELL students. From the home language survey and after an assessment of the student's language proficiency level, the ESL teacher is expected to send the Parental Notification and Offer of Educational Services letter home to parents.

2. **What happens when parents waive their rights for their child to receive ESL services?**
   All parents have the right to accept or decline services. When parents waive their rights for their child to receive ESL services, the student should not be provided instructional ESL services from the ESL teacher. The student will, however, participate in the ACCESS for ELLs assessment for progress monitoring purposes.

3. **What if an interpreter is needed?**
   If an interpreter is needed for a parent-teacher conference, educational support team (EST) meeting or IEP meeting the requesting staff member should contact the Supervisor of Student Services to set up an appointment. The Supervisor of Student Services will ensure that an interpreter is available to attend the meeting.
   If an interpreter is needed for a phone call home to parents regarding a student's attendance, school work, permission slips, etc., the requesting staff member can contact the interpreter directly, either through email or by phone.

4. **Is it permissible for an ELL student to be serviced in more than one program?**
   Yes, it is permissible for an ELL student to be serviced by more than one program. Depending on the need of the student, he/she may need to be served through other programs in addition to ESL.

   E.g. A student is identified as an ELL student and also has an Individualized Education Program (IEP) plan. The student should receive services from

both ESL and Special Education. ESL focuses on and targets English language development while Special Education focuses on the student's disability.

5. How does conversational language differ from the language needed for academics?

The language needed for school is very complex and subject dependent. It is not the same language that is typically used during social interaction. School language becomes increasingly complex and less connected to contextual clues as students move into higher grades.

Teachers frequently assume that a LEP child who can carry on a native-like conversation has attained native-like proficiency. Cummins' research has shown that this is not true.

6. Why is the student having academic difficulty?

Often, the development of a LEP student's first language ceases at school age and is replaced by English, the second language. The lack of continued first language cognitive development may lead to lowered proficiency levels in the second language and impair a child's academic growth.

This is why it is so important for educators to encourage ELL students to continue to value and speak their native language at home and in social settings. The stronger the student is in their first language at an early age, the better off the student will be in learning the second language.

7. Should the student be expected to master phonetics and semantics before he/she can read and write?

No, research demonstrates that a student can profitably engage in reading and writing in their second language well before they have gained full control over the phonological, syntactic, and semantic systems of English.

8. How does a student exit out of the ESL program?

When a student scores an English level proficiency (ELP) of 6.0 on their ACCESS for ELLs assessment, he/she will exited out of the ESL program. The exception to this rule is when a student is in grade 4 or higher, takes the ACCESS for ELLs Tier C assessment, scores an ELP of 5.0 or higher and is deemed by the ESL teacher that the student has the skills necessary to be

independent and successful in the educational setting. In this case, through careful assessment of the student's progress, the ESL teacher can make a recommendation to dismiss the student from the ESL program.

9. **What happens after a student exits the program?**
   After a student exits from the ESL program, the student continues his/her learning amongst peers in the regular education setting. The student is placed on "monitor" status where the ESL teachers continues to monitor the student's progress through the use of ongoing formative assessments.

10. **What if, after the student has exited out of the ESL program, the student needs ESL services again?**
    Within the two year monitoring time frame, if a previously labeled ELL student is flagged as potentially needing ESL services and supports, the Educational Support Team (EST) will be called to meet and discuss the student's current challenges and areas of need. If it is determined as a team that the student is in need of ESL services again, the ESL teacher will work with the Supervisor of Student Services to reassess and reclassify the student as an LEP student.

Additional Resources & Articles

ESL – Language Acquisition Things to Remember

- Language is not acquired by practicing structures. Natural language opportunities are more likely to be retained.

- Speech should not be forced. It emerges naturally after a silent period. Silent periods may last an hour or a year.

- To acquire language, a student must have comprehensible input. Use concrete references to help teach students.

- Language lessons do not need to be sequenced grammatically. Students do not need to master present tense before being introduced to past or future tenses.

- Repetition of dialogues does not teach language.

- Error correction helps only conscious learning which is less important than subconscious language acquisition.

- Language is best acquired in low anxiety environment. Excessive error correction causes high anxiety.

ELLs Need Two to Three Years to Develop Basic Communication

By: Cynthia Laughman, ESL Coordinator, USD #305, Salina, Kansas

Studies by Jim Cummins, from the Modern Language Centre at the Ontario Institute for Studies in Education, indicate **limited-English speaking students need two to three years to develop their basic interpersonal communicative skills (BICS) and six to seven years to develop their cognitive academic learning skills (CALP).** Just because the student has acquired communicative proficiency in English, it does not mean he has acquired academic language proficiency in English.

There is a difference between acquiring a second language and learning a second language. When acquiring a second language the student will pick up the language from comprehensive input. It is subconscious learning done through natural and meaningful interaction with native language speakers. Learning a second language results from deliberate, structured, conscious attempts to learn "about" the language through drills and repetition. Students should be allowed time for interaction with each other and with the teacher rather than constant drilling. The more opportunities the student has to use the language, the faster he will acquire it.

To acquire a second language, students will go through stages. The "pre-production or silent state," is the most important because listening strategies are developed that form the basis for later production. The student develops the ability to extract meanings from sounds, relies on contextual clues to understand key words and communicates nonverbally. This stage may last several weeks or several months and is very frustrating for the teacher.

The student begins to speak naturally at the "simple production stage." Mispronunciation of words and errors of omission will occur, but all attempts to communicate should be encouraged. Do not criticize nor correct all his mistakes. The student will produce what he hears, such as common nouns, adjectives and verbs, but will not produce articles, prepositions, auxiliary verbs or pronouns. These are abstract ideas and have no meaning for him.

In the "early production stage" original thoughts and sentences are produced. Interaction with native speakers takes place and the teacher can start providing cognitive skills and introduce reading and writing.

The length of time for each of these stages depends on the student and his background. Elementary students progress through these stages much more quickly than the secondary students because of the constant interaction between the student and his peers.

Social vs. Academic Language

Social Language	Academic Language
Simpler language (shorter sentences, simpler vocabulary and grammar)	Technical vocabulary; written material has longer sentences and more complex grammar
Usually face-to-face, small number of people, informal settings	Often lecture-style communication or reading a textbook; little situational context
Precise understanding is seldom require	Precise understanding and precise description/explanation is required; higher-order thinking
Usually simpler, familiar topics (movies, friends, daily life)	New and more difficult to understand topics; knowledge is often abstract; cognitively complex; student often has less background knowledge to build on
Many clues from expressions, gestures, social context	Fewer clues, most clues are language clues such as further explanation
Many opportunities to clarify (look puzzled, ask questions, etc.)	More difficult to clarify