

**Montevideo Public School District  
Independent School District #129  
2001 William Avenue  
Montevideo, MN 56265**



# **EL Procedure Manual**

## Table of Contents

<b>GOAL OF THE PROGRAM</b> .....	3
<b>BACKGROUND INFORMATION</b> .....	4
MDE EL Contact Information .....	5
Montevideo Schools Contact Information .....	6
ESL/EL Acronyms.....	7
Useful EL Terminology .....	8-13
Key Concepts in EL .....	14-15
Overview of Second Language Acquisition Theory .....	16-18
English as a Second Language Teacher Job Description.....	19
English as a Second Language Paraprofessional Job Description .....	20-21
<b>PROCEDURES AND FORMS</b> .....	22
Home Language Questionnaire.....	23-24
Censo de Idiomas.....	25-26
Montevideo EL Program .....	27-28
Programa ELL De Montevideo.....	29-30
Parent Notification Letter .....	31-32
Carta de Notificacion para los Padres .....	33-34
Title III Program Description.....	35-36
Title III Descripcion de Programa .....	37-38
NCLB Fact Sheet.....	39
NCLB Hoja de Informacion.....	40-41
EL Program Purpose .....	42
Programa de EL .....	43
EL Support Service Notice .....	44
EL Servicios de Apoyar .....	45
Montevideo Exit Form.....	46
Montevideo Exit Form (Spanish).....	47
Transitional/Monitor EL Form .....	48-49
Forma De Evaluacion Del Estudiante ESL.....	50-51
<b>PROGRAM INFORMATION</b> .....	52
All Grade Levels .....	53
Todos los Grados .....	54
Newcomer Program Description.....	55-56
Programa Nuevo Al Pais.....	57-58
Elementary EL Program .....	59
Middle School EL Program .....	60
High School EL Program.....	61
<b>EDUCATIONAL RESOURCES</b> .....	62
General EL Teaching Principals .....	63-67
Ten Things for Mainstream Teachers .....	68
Examples of Instructional Strategies .....	69
Study Skills for ELs .....	70-71
Tips on Communicating.....	72-73
Paraprofessional Scaffolding .....	74-75
Academic Language .....	76-77
Risk Taking for ELs.....	78-88
Learning Disability/Language Development Issues .....	89-92
The EL Companion.....	93-94
How to Include ELs .....	95-97
Organizing a Newcomer’s Day.....	98-99
Web Resources .....	100-101
World-Class Instructional Design and Assessment WIDA .....	102

**Montevideo Public School District**  
**The Goal of the EL Program**

The Goal of the Montevideo ESL Education Programs is to provide language support to English Learners that will allow them to achieve academic parity with their English-speaking peers.

Outcomes include:

- English learners will be able to communicate for social and instructional purposes within the school setting.
- English learners will communicate information, ideas, and concepts necessary for academic success in the following content areas: language arts, mathematics, science and social studies.

# **Background Information**

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### **Ramsey Elementary School**

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### ESL/EL Acronyms

**BE:** Bilingual Education  
**BICS:** Basic Interpersonal Communication Skills  
**CALP:** Cognitive Academic Language Proficiency  
**CLD:** Cultural and Linguistic Diversity  
**CRA:** Civil Rights Act of 1964  
**EEOA:** Equal Education Opportunity Act of 1974  
**EIEA:** Emergency Immigrant Education Assistance  
**EFL:** English as a Foreign Language  
**EL:** English Learners  
**ELD:** English Language Development  
**ELP:** English Language Proficiency  
**ESL:** English as a Second Language  
**ESOL:** English for Speakers of Other Languages  
**FLES:** Foreign Language in Elementary Schools  
**HLQ:** Home Language Questionnaire  
**HLS:** Home Language Survey  
**IASA:** Improving America's Schools Act  
**IDEA:** Individuals with Disabilities Education Act  
**IST:** Instructional Support Team  
**L1, L2:** First Language, Second Language  
**LEA:** Local Education Agency  
**LEP:** Limited English Proficient  
**LM:** Language Minority  
**DE:** Minnesota Department of Education  
**MEP:** Migrant Education Program  
**MN-SOLOM:** Minnesota Modified Student Oral Language Observation Matrix  
**MN TEAE:** Minnesota Tests of Emerging Academic English  
**NEP:** Non-English Proficient  
**NES:** Non-English Speaking  
**NNS:** Non-native Speaker  
**OELA:** Office of English Acquisition  
**PHLOTE:** Primary Home Language Other Than English  
**SEA:** State Education Agency  
**SLA:** Second Language Acquisition  
**SNS:** Spanish for Native Speakers  
**SSL:** Spanish as a Second Language  
**TBE:** Transitional Bilingual Education  
**TLL:** Transitional Language Learners  
**TESOL:** Teachers of English to Speakers of Other Languages  
**TPR:** Total Physical Response  
**WIDA:** World Class Instructional Design and Assessment

## Useful Terminology When Speaking About Second Language Learners

### A. Terms referring to students

#### **Language Minority (LM) Student**

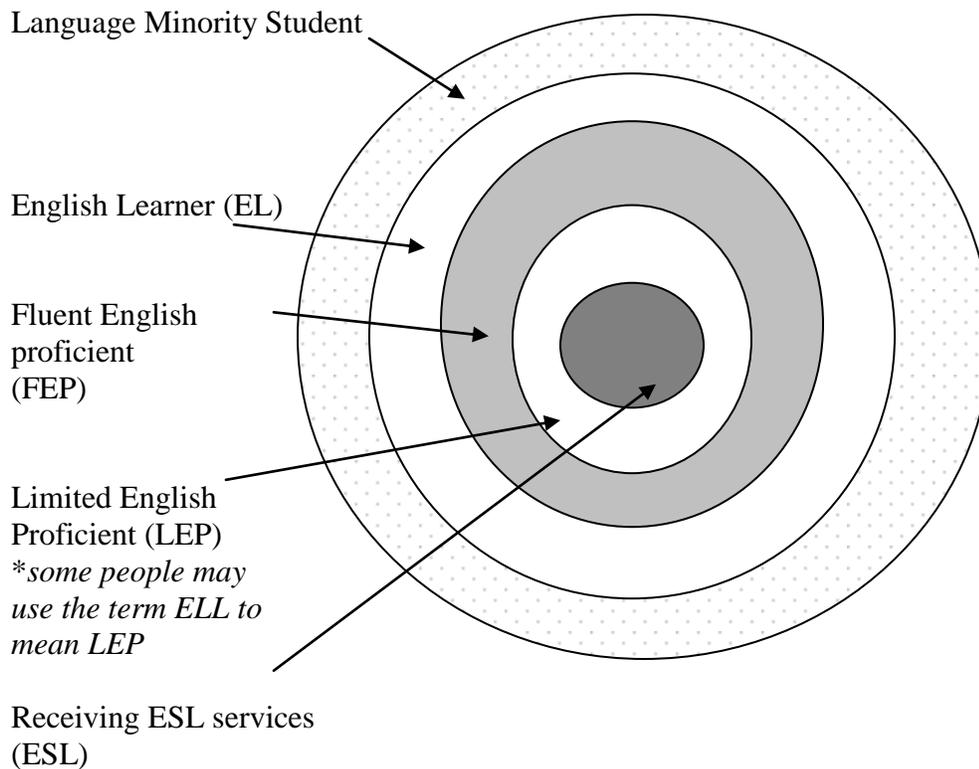
A person from a home where a language other than English is spoken. Language Minority students may have limited English skills or may be native English speakers (i.e., one parent in the home speaks a non-English language so the student is considered language minority but student was born in the U.S. and the parents only communicate with the student in English) Other similar terms: PHLOTE (Persons whose Home Language is Other than English), NELB (Non-English language background), LCD (Linguistically and Culturally Diverse)

#### **EL (English Learner)**

Students whose first language is not English and who are in the process of learning English. The term EL can encompass a wide range of proficiencies in English from quite minimal skills to quite fluent. In schools and districts EL may be used to mean the same as limited English proficient (LEP), but technically it does not mean the same thing. It's important to know what a text or speaker considers EL to mean.

#### **LEP (Limited English Proficient)**

The term used by the federal government to indicate students who are determined to be eligible for English as a Second Language/Bilingual services according to state criteria regardless of whether they actually receive those services (e.g., parent denies ESL programming so student doesn't receive services but is still LEP). It is often criticized for being a term that focuses on the deficiency in the student and therefore some researchers and teachers use other terms in place of LEP (e.g., potentially English proficient= PEP; English learner= EL, etc.). It is important to be accurate when communicating about this group of students and to know whether an alternate term means precisely the same thing as LEP. The diagram below may help when thinking about meanings of terms:



*Note: Size of circle only indicates relationship to other circles*

Other terms similar to LEP: LES (Limited English Speaker), LEF (Limited English Fluent), PEP (Potentially English Proficient)

### **ESL (English as a Second Language) Student**

An educational approach in which limited English proficient students are instructed in the use of the English language. The instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language as opposed to content and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994). The term ESL students then, refers to students receiving ESL services. For the purposes of this teleconference, students receiving Bilingual Education are included in the category of ESL students.

### **NEP (Non English proficient)**

One of several possible terms to indicate students who do not yet speak any English. Not all states use this concept. Other similar terms: NES (non English speaker), NEF (non English fluent). It is important to know where these students are included in a state's testing system.

**RFEP (Redesignated Fluent English Proficient)**

One term used by some states to indicate students who were once limited English proficient and receiving ESL services but have now been transitioned to mainstream classes. These students may or may not be eligible for accommodations for LEP students, and their test scores may be reported with those for LEP students or with those for general education students.

**Migrant**

Children of seasonal farm laborers who often face such challenges as poverty, poor health care, limited English proficiency and the challenges of moving often from school to school. Migrant students may be LEP, fluent English speakers or native English speakers. Not all students who move frequently are considered to be migrant.

**B. Terms referring to language skills (often part of decisions made about participation of LEP students and reporting of data)****Native language**

The language a person acquires first in life, or identifies with as a member of an ethnic group (Baker, 2000). The native language may not be the one in which the individual is dominant (see Dominant Language).

**Dominant language**

The language with which the speaker has greater proficiency and/or uses more often (Baker, 2001). Dominance may vary depending on what type of language is being used (e.g., social language vs. academic language). For example, some students may have dominance in their native language in social settings outside of school. However, they may actually have English as their dominant language in an academic setting even though they are limited in their English skills.

**Language Proficiency**

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998). There are different theories of what constitutes proficiency and English proficiency tests are based on particular theories. If an English proficiency test plays any role in determining how students participate in large-scale assessments, it is important to know what theory of proficiency the test is based on. For example, some language proficiency tests emphasize language in a contextual setting whereas others involve items that require discrete pieces of information not connected to each other. If a state has a performance assessment that emphasizes contextual use of language and the commonly used English proficiency test is a discrete point test, the language proficiency information might not have a strong relationship to the student's scores on the performance assessment because the two tests measure different things.

**Bilingual**

Bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may

exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions of listening, speaking, reading and writing; differences in proficiency between the two languages; variations in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker & Jones, 1998). When talking about the appropriateness of a native language version of a test for a particular bilingual student, it's important to know what their abilities are in each of the four dimensions and also to know what their abilities are in English in those same four dimensions. A student who is considered bilingual because of oral fluency in both the native language and English may not have reading and writing skills in the native language that are sufficient to benefit from a written translation of the test in their native language.

### **CALP (Cognitive Academic Language Proficiency)**

CALP is a term developed by Jim Cummins (1984). It is the language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments. (Baker, 2000). A fairly high degree of CALP is usually required on large-scale tests. If any testing decisions are made for LEP students based on a language proficiency test score, it's important to know whether that proficiency test measures CALP.

### **BICS (Basic Interpersonal Communication Skills):**

Part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from **CALP (Cognitive academic language proficiency)**. BICS is often referred to as “playground English” or “survival English”. It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (Cummins, 1984; Baker and Jones, 1998). Large-scale assessments typically do not often involve the use of BICS but many English proficiency tests measure BICS. In some cases, a complete battery of an English proficiency test may measure both BICS and CALP but school districts only choose to give the portions of the proficiency test that measure BICS to save time when doing intake of new LEP students.

## C. Terms relating to programs and services

### **Title VII**

Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It was enacted in Congress in 1968. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988 and 1994. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants. The most recent ESEA reauthorization in 1994 restructured Title VII grants, increased the state role, gave priority to applicants seeking to develop bilingual proficiency, and opened up Title I to limited English proficient students (Crawford, 1995; Baker, 2001)

## **Bilingual Special Education**

Here are four basic types of Bilingual Special Education Instructional Delivery Models:

**Bilingual Support Model:** Bilingual paraprofessionals are teamed with monolingual English-speaking special educators and assist with the IEP implementation. The teacher assistant provides native language instruction in areas specified in the IEP as requiring L1 instruction.

**Coordinated Services Model:** LEP students with disabilities are served by a team consisting of a monolingual English speaking special education teacher and a bilingual educator.

**Integrated Bilingual Special Education:** This model is used when a district has teachers who are trained in both bilingual education and special education. These dually certified teachers provide special education instruction in the native language, provide ESL-English as a second language training, and assist in the transition into English language instruction as the child develops adequate proficiency. This model was used in this research study.

**Bilingual Special Education Model:** is an integrated model in which the entire personnel and school focus on bilingual special education instruction and services. All professionals have been previously trained in bilingual special education. The LEP students receive all services needed to accomplish their goals and objectives established in the IEP.

*(paragraphs taken from Maldonado, 1994)*

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## Key Concepts in EL Education

### **BICS (Basic Interpersonal Communication Skills)**

- BICS is survival English, as well as the language used in daily interaction. BICS is usually acquired within about 1-2 years.

### **CALP (Cognitive Academic Language Proficiency)**

- CALP will require much more time than BICS to develop in an EL student. This is because the language we use for cognitively advanced and academic tasks tends to be much more abstract and difficult. It isn't that the ELL student has trouble with the academic task at hand. It is the language used to negotiate the task that poses a problem for EL students without advanced CALP.

### **Scaffolding**

- This term refers to all of the different strategies that teachers and peers use to make English more comprehensible to students. You are scaffolding when you use simple sentence structure and vocabulary; you are scaffolding when you draw a picture to illustrate a narrative.

### **Comprehensible Input**

- Input refers to the actual language that EL students see and hear around them. When the language is simple enough to be understood, it can be called "comprehensible." Only input that is comprehensible will contribute to the language learning process. Often input is made comprehensible through scaffolding.

### **Interaction**

- This is the activity that promotes language learning. We learn languages not by imitating others or by memorizing rules, but through using language for the purpose of communication with others. EL students learn English by interacting with English speakers and with print. The goal of the teacher is to facilitate as much meaningful interaction as possible.

### **The Silent Period**

- This is a natural period of silence that nearly all language learners, especially children, go through at the beginning level. While they might appear passive and uninvolved, EL students at this stage are absorbing and sorting out the language. They will need some time before they are able to speak, and teachers should respect this necessary period of adjustment and preparation, rather than trying to force production.

### ***Stages of Language Development***

It is helpful to be aware of the stages of language development:

- **Pre-production:** This is the Silent Period, and it usually lasts between 1 and 3 months. While students may say almost nothing at this stage, they will physically respond to language. Remember that they understand more than they produce at this stage.

- **Early Production:** This stage lasts for several weeks. Students at this stage will be able to say one or two words, or short phrases. Again, more is understood than can be produced.
- **Speech Emergence:** At this stage, students will begin to use more language, and will sometimes produce complete sentences. They will also be able to participate in small group activities.
- **Intermediate Fluency:** This is the stage that lasts the longest. In fact, students may remain at this stage for several years, slowly gaining the fluency of a native speaker. While the students at this stage will seem to exhibit fewer and fewer differences from native speaker peers, their lack of complete proficiency will surface when dealing with abstract subjects.

## Overview of Second Language Acquisition Theory

An understanding of second language acquisition can improve the ability of mainstream teachers to serve the culturally and linguistically diverse students in their classrooms (Fillmore & Snow, 2002; Hamayan, 1990). While significant professional development is necessary to gain a full understanding of second language acquisition theory, some key concepts can be quickly understood and applied in the classroom.

Current theories of second language acquisition are based on years of research in a wide variety of fields, including linguistics, psychology, sociology, anthropology, and neurolinguistics (Freeman & Freeman, 2001).

One concept endorsed by most current theorists is that of a continuum of learning—that is, predictable and sequential stages of language development, in which the learner progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker. These theories have resulted in the identification of several distinct stages of second language development. These stages are most often identified as:

**Stage I: The Silent/Receptive or Preproduction Stage:** This stage can last from 10 hours to six months. Students often have up to 500 "receptive" words (words they can understand, but may not be comfortable using) and can understand new words that are made comprehensible to them. This stage often involves a "silent period" during which students may not speak, but can respond using a variety of strategies including pointing to an object, picture, or person; performing an act, such as standing up or closing a door; gesturing or nodding; or responding with a simple "yes" or "no." Teachers should not force students to speak until they are ready to do so.

**Stage II: The Early Production Stage:** The early production stage can last an additional six months after the initial stage. Students have usually developed close to 1,000 receptive/active words (that is, words they are able to understand and use). During this stage students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

**Stage III: The Speech Emergence Stage:** This stage can last up to another year. Students have usually developed approximately 3,000 words and can use short phrases and simple sentences to communicate. Students begin to use dialogue and can ask simple questions, such as "Can I go to the restroom?" and are also able to answer simple questions. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication.

**Stage IV: The Intermediate Language Proficiency Stage:** Intermediate proficiency may take up to another year after speech emergence. Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for clarification, share their thoughts, and speak at greater length.

**Stage V: The Advanced Language Proficiency Stage:** Gaining advanced proficiency in a second language can typically take from five to seven years. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Students can speak English using grammar and vocabulary comparable to that of same-age native speakers.

Understanding that students are going through a predictable and sequential series of developmental stages helps teachers predict and accept a student's current stage, while modifying their instruction to encourage progression to the next stage.

A concept endorsed by most language acquisition theorists is Stephen Krashen's "comprehensible input" hypothesis, which suggests that learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of competence (Krashen, 1981, p. 103). For instance, a preschool child already understands the phrase "Get your crayon." By slightly altering the phrase to "Get my crayons," the teacher can provide an appropriate linguistic and cognitive challenge— offering new information that builds off prior knowledge and is therefore comprehensible (Sowers, 2000). Providing consistent, comprehensible input requires a constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level.

Research by Merrill Swain and others has extended this concept to include "comprehensible output." According to several studies, providing learners with opportunities to use the language and skills they have acquired, at a level in which they are competent, is almost as important as giving students the appropriate level of input (Pica et al., 1989, 1996; Swain & Lapkin, 1995).

Krashen's Affective Filter Hypothesis is another concept that has found wide acceptance with both researchers and ELL instructors (Krashen, 1981; Krashen & Terrell, 1983). This theory suggests that an individual's emotions can directly interfere or assist in the learning of a new language. According to Krashen, learning a new language is different from learning other subjects because it requires public practice. Speaking out in a new language can result in anxiety, embarrassment, or anger. These negative emotions can create a kind of filter that blocks the learner's ability to process new or difficult words. Classrooms that are fully engaging, nonthreatening, and affirming of a child's native language

and cultural heritage can have a direct effect on the student's ability to learn by increasing motivation and encouraging risk taking.

Another theory that has directly influenced classroom instruction is Jim Cummins's distinction between two types of language: basic interpersonal communications skills (BICS) and cognitive academic language proficiency (CALP). Research has shown that the average student can develop conversational fluency within two to five years, but that developing fluency in more technical, academic language can take from four to seven years depending on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency (Cummins, 1981, 1996; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 1997).

Later, Cummins expanded this concept to include two distinct types of communication, depending on the context in which it occurs:

- Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible. Examples are a one-to-one social conversation with physical gestures, or storytelling activities that include visual props.
- Context-reduced communication provides fewer communicative clues to support understanding. Examples are a phone conversation, which provides no visual clues, or a note left on a refrigerator.

Similarly, Cummins distinguished between the different cognitive demands that communication can place on the learner:

- Cognitively undemanding communication requires a minimal amount of abstract or critical thinking. Examples are a conversation on the playground, or simple yes/no questions in the classroom.
- Cognitively demanding communication, which requires a learner to analyze and synthesize information quickly and contains abstract or specialized concepts. Examples are academic content lessons, such as a social studies lecture, a math lesson, or a multiple-choice test.

**English as a Second Language Teacher  
Job Description and Performance Responsibilities**

1. Reviews student placement and progress with the classroom teacher(s).
2. Obtains, administers, and scores appropriate English language proficiency test(s) for each student.
3. Identifies and places EL students in the appropriate instructional program.
4. Works with individual ESL students or small groups of ESL students to acquire and use the English language and reinforces language skills being taught.
5. Prepares lesson plans for each student or small group.
6. Maintains a record of progress for each individual student.
7. Monitors work activities of ESL students participating in learning in the regular classroom.
8. Participates, as requested by the classroom teacher(s), in parent conferences.
9. Provides resource materials to classroom teachers to support the instruction of ESL students.
10. Uses available materials and instructional machines.
11. Participates in training programs.
12. Evaluates student progress and prepares reports.
13. Compiles evaluation data and maintains up-to-date files and records on each student.
14. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of the classroom teacher.
15. Performs such other tasks and assumes such other responsibilities as the principal or superintendent may assign.

## **English as a Second Language Paraprofessional Job Description and Performance Responsibilities**

Judy Jameson, Center for Applied Linguistics

### **Abstract**

*The requirements of the No Child Left Behind Act (2001), coupled with competition for scarce resources in U.S. K-12 schools, place the continued employment of many bilingual paraprofessionals in jeopardy. This discussion suggests that schools/districts develop a two-tiered track for bilingual paraprofessionals: paraprofessionals who perform a range of non-instructional functions and paraprofessionals who work with students to support their learning.*

### **Discussion**

The No Child Left Behind Act (NCLB) (2001) has significantly raised requirements for employment of paraprofessionals in U.S. K-12 schools. All new hires (and, within a few years, all paraprofessionals) that support students' instruction must complete two years of college or demonstrate proficiency in reading, writing, mathematics, and the ability to use

### ***Sample Job Description***

these skills with students on a rigorous test. In Florida, it is estimated that less than one-third of bilingual paraprofessionals have completed two years of college and since most paraprofessionals have young families, limited income, and in some cases, limited proficiency in English compared to college requirements, it will be difficult for many to meet these new requirements.

Bilingual paraprofessionals fill an important role in the schools. Frequently they are a student's only support in his/her first language and culture. Paraprofessionals also provide a valuable linkage to language minority parents and communities. Rather than risk the loss of many bilingual paraprofessionals in schools, it is time to consider a two-tiered track for bilingual paraprofessionals: paraprofessionals who perform a range of non-instructional functions and paraprofessionals who work with students to support their learning.

Paraprofessionals who cannot or choose not to meet the NCLB requirements can continue to provide a variety of non-instructional functions in the schools: bus and grounds duty, making materials, supervising the lunchroom, typing, making copies, and filing. Other duties, more closely related to their bilingual skills but still not directly assisting student learning, include translating, language testing, and home-school connections.

Those paraprofessionals who meet the NCLB requirements should spend virtually all their time providing instructional support to English language learners (ELLs). The well-trained, bilingual paraprofessional can assist ELLs by preparing them to understand teachers' instruction, by assisting them during classroom instruction, and by reinforcing and reviewing learning before assessments. Bilingual paraprofessionals can use ESL/bilingual strategies and shared language and culture to support ELLs.

## Position

ESL/Bilingual Instructional Paraeducator

## Position Goal

To assist English learners (EL) in learning language and academic content and to adjust to U.S. schools

## Qualifications

- Associate's degree or two years of college work
- Bilingual proficiency in spoken and written English and a major language represented in the school's EL student population
- Ability to work effectively with children and adults in an educational setting
- Sensitivity to the special needs of EL students
- Experience working with children in educational settings preferred

## Supervision

Works under the direct supervision of the instructional team leader

## Performance Responsibilities

- Assist ELs to learn academic content and language and to adjust to U.S. schools
- Work with ELs individually, in small groups, and during whole class instruction
- Prepare ELs to understand and participate in the teacher's instruction by identifying ELs' prior knowledge and language and by previewing lessons in the students' native language or modified English
- Support ELs' literacy development by using reading and writing strategies appropriate to the students' level of proficiency
- Assist ELs prepare for assessments by reinforcing thinking and study skills and reviewing material learned
- Facilitate cooperative work and cross-cultural understanding between ELs and native English speakers in the classroom
- Provide feedback to the teacher regarding ELs' progress and challenges in learning academic content and language and in adjusting to U.S. schools
- Collaborate with the teacher to plan effective interventions for ELs
- Participate in professional development activities to continuously improve job performance
- Perform other duties, consistent with this job description, as assigned

Of course, bilingual paraprofessionals must be trained to effectively assist ELs and to collaborate with teachers. Further, paraprofessionals need to be welcomed by teachers and schools as members of the instructional team. Teachers need to recognize the value of paraprofessional support to ELs, know how to collaborate with paraprofessionals, and know how to provide appropriate supervision. Principals must structure time for collaboration with teachers, require joint professional development of paraprofessional and teachers, and recognize the contributions of each member of the instructional team. With these changes, no child will be left behind.

# **Procedures and Forms**

HOME LANGUAGE QUESTIONNAIRE  
School Name

**To Parents or Guardians:** To assure that equal and meaningful education is provided to all students, Minnesota Law 120.095 requires that schools report the languages spoken by students and their family at home. Since you are clearly the most qualified to provide this important information, please take a few minutes to answer all the following questions. All your answers will remain confidential. Thank you for your help in this effort to better Minnesota educational opportunities.

Student's Name (last, first, middle initial)	Grade	Birth date

Please check the appropriate response to each question. If you check "Other" in response to any question, please write the name of the language spoken in the space provided.

1. What language did your child learn first when he/she began to talk?

English

Other \_\_\_\_\_

2. What language does your son/daughter speak most often at home?

English

Other \_\_\_\_\_

3. What language does your son/daughter speak most often with friends?

English

Other \_\_\_\_\_

4. What language do YOU use most often when speaking to your son/daughter?

English

Other \_\_\_\_\_

5. What language do YOU use most often when speaking to your friends?

English

Other \_\_\_\_\_

6. What language(s) do other family members in your home use when speaking to each other?

English

Other \_\_\_\_\_

Please complete the following two-part question.

Part A: Is this student (or are YOU) Hispanic/Latino? (Choose only one)

**No, not Hispanic/Latino**

**Yes, Hispanic/Latino** (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race.)

Part B: What is the student's (or your) race? (Choose one or more)

**American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)

**Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

**Black or African American** (A person having origins in any of the black racial groups of Africa.)

**Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

**White** (A person having origins in any of the original peoples of Europe, the Middle East or North Africa.)

Signature \_\_\_\_\_

Date \_\_\_\_\_

Censo de Idiomas  
School Name

**Estimados padres de familia:** Para asegurar que cada estudiante tenga la oportunidad de una educación adecuada y de calidad, la Ley de Minnesota No. 120,095 requiere que cada escuela haga un censo de los idiomas que todos los estudiantes y sus familias hablan en la casa. Como usted es la persona que mejor conoce su familia, le solicitamos unos minutos de su tiempo para contestar las siguientes preguntas. Cada familia recibirá una copia de este Censo de Idiomas por cada niño matriculado en una escuela primaria. Después de contestar este Censo de Idiomas, háganos el favor de enviarlo con su hijo o hija (la persona nombrada al reverso) para que sea devuelta a la maestra de su escuela. Las respuestas individuales serán confidenciales. Queremos agradecerle su colaboración en este esfuerzo para mejorar la educación que se ofrece a los niños de Minnesota. Gracias por su ayuda.

Haga el favor de marcar con una “X” la respuesta más apta para cada pregunta. Cada vez que usted marque “Otro”. Haga el favor de escribir en el espacio el nombre del idioma que se habla.

1. Qué idioma aprendió primero su hijo o hija cuando empezó a hablar?

- Inglés  
 Otro \_\_\_\_\_

2. Cuando está en casa, qué idioma habla su hijo o hija con más frecuencia?

- Inglés  
 Otro \_\_\_\_\_

3. Qué idioma habla su hijo o hija más aménudo cuando habla con los amigos?

- Inglés  
 Otro \_\_\_\_\_

4. Qué idioma habla usted normalmente con su hijo o hija?

- Inglés  
 Otro \_\_\_\_\_

5. En que idioma habla usted con más frecuencia con los amigos de usted?

- Inglés  
 Otro \_\_\_\_\_

6. Que idiomas hablan los otros familiares en su casa?

- Inglés  
 Otro \_\_\_\_\_

Parte A: **Es el estudiante (o usted) Hispano/Latino?** (Escoja solamente una)

**No, no es Hispano/Latino**

**Si, es Hispano/Latino** ( Una persona de cultura o origen Cubano, Mexicano, Portorriqueño, Sur o Centro Americano o otra cultura hispana, no teniendo cuenta la raza.)

La parte de arriba de esta pregunta es sobre etnecidad, no de raza. No importa lo que seleccione arriba, **por favor continúe contestando las siguientes** marcando una o mas cajas indicando lo que usted considera la raza del estudiante (o usted) sea.

Parte B: **Que es la raza del estudiante (o usted)?** (Escoja una o mas)

**Indio Americano o Nativo de Alaska** (una persona teniendo orígenes de las personas originales del Norte y Sur America (incluyendo Centro America), y mantiene afiliación tribal o comunitario.)

**Asiático** (una persona teniendo orígenes de las personas originales del Este lejano, Asia Sureste o Subcontinente por ejemplo, Cambodia, China, India, Japon, Korea, Malasia, Pakistania, Islas Filipinas, Tailandia y Vietnam.)

**Negro o Africano Americano** (una persona teniendo orígenes de los grupos raciales negros de Africa.)

**Hawaiano Nativo o otros Isleños Pacificos** (una persona teniendo orígenes de las personas originales de Hawaii, Guam, Samoa, o otros Isleños Pacificos.)

**Americano** (una persona teniendo orígenes de las personas originales de Europa, Medio Este o Nor Africa.)

Firma \_\_\_\_\_

Fecha \_\_\_\_\_

## **Montevideo EL Program**

### **Entrance Procedures**

**Step 1: Home Language Questionnaire:** A Home Language Questionnaire is available in English and other languages to help districts determine whether a student meets the first criterion of the definition. This questionnaire should be completed by the parents or guardians of all new students in a district. Note that a positive response to an item on this questionnaire does not identify a student as Limited English Proficient (LEP); it merely helps identify students who potentially should be considered to be LEP students. If any other language, other than English, is indicated on the Home Language Questionnaire, then proceed to Step 2.

**Step 2: Assessment of English Language Proficiency:** The W-APT (WIDA ACCESS Placement Test) will be used to assess English Language Proficiency in the following areas: listening, speaking, reading, and writing. Proficiency in all four skill areas is necessary for successful academic performance.

For students in grades 1 through 12:

- If assessment score in any domain is less than 4.0, proceed to Step 3.
- If the composite assessment score is at least 5.0 and the student scores no less than 4.0 in the speaking, listening, reading, and writing domains, the student will not qualify for formal services.

For kindergarten students:

- If assessment scores are less than 28 for listening and speaking, 11 for reading, and 12 for writing, proceed to Step 3.

**Step 3: Notification of ESL/Bilingual Services:** Notification of ESL/Bilingual Services is sent to parents. If the parent/guardian does not refuse services, proceed to Step 4.

**Step 4: Placement of EL Students:** Placement of EL Students is made using age, grade level, and W-APT results. These criteria will also guide the amount of support provided by ESL personnel.

**Step 5: Personal Contact with Parent/Guardian of EL Student:** If a parent/guardian refuses services, then interpretive services will be provided to ensure that the parent/guardian understands that their child will not receive services.

### **EL Services and other options in the Montevideo School District**

1. EL pullout with EL teacher
2. EL paraprofessionals in mainstream classrooms
3. EL students in grades K-5 may receive Title 1 services
4. Targeted Services
5. EL students that qualify for Special Education services may receive both Special Education and EL services
6. EL students may receive indirect services through monitoring
7. Newcomer Program

8. After school study sessions
9. Earth School at the High School

### **Exit Procedures**

#### **1. ACCESS Assessment**

For students in grades 1 through 12:

- The composite assessment score must be at least 5.0 and the student scores no less than 4.0 in the speaking, listening, reading, and writing domains.

For kindergarten students:

- Assessment scores are more than 28 for listening and speaking, 11 for reading, and 12 for writing.

### **Monitoring**

The student will be exited from the program and monitored for one year.

After one year the student will:

1. Re-enter into the EL Program.
2. Continue on a *revised* monitoring program.
3. Complete monitoring program and formally exit the program.

## PROGRAMA E.L. DE MONTEVIDEO

### Procesos De Ingreso

**Paso 1: Cuestionario casero de la lengua:** Un cuestionario casero de la lengua está disponible en el idioma inglés y otros idiomas para ayudar a los distritos determinar si un estudiante cumple con el primer criterio de la definición. Este cuestionario debe ser completado por los padres o los tutores de todos los nuevos estudiantes en un distrito. Tome en cuenta que una respuesta positiva a un artículo en este cuestionario no identifica al estudiante como limitado en el conocimiento de la idioma inglés (LEP); simplemente ayuda a identificar a los estudiantes que potencialmente deben ser considerados para ser estudiantes del LEP. Si cualquier otra lengua, con excepción al inglés, se indica en el cuestionario casero de la lengua, entonces proceda al paso 2.

**Paso 2: Evaluación del conocimiento de idioma inglés:** El conocimiento del idioma inglés será determinado por el profesor en las siguientes áreas: escuchar, hablar, leer, y escribir. La competencia en las cuatro áreas de la habilidad es necesaria para tener éxito en el funcionamiento académico.

Para estudiantes en los grados del 1 al 12:

- Si el puntaje de evaluación en cualquier dominio es menos de 4.0, proceda al paso 3.
- Si el puntaje de evaluación compuesta está entre 5.0 y 6.0, otros criterios serán examinados para determinar si el estudiante califique para los servicios.

Para estudiantes de kínder:

- Si las puntuaciones de evaluación son menos de 28 en escuchar y hablar, 11 para la lectura,  
y 12 para la escritura, proceda al paso 3.

**Paso 3: Notificación de los servicios de ESL/Bilingüe:** La notificación de los servicios de ESL/Bilingüe se envía a los padres. Si el padre/el tutor no rechaza los servicios, proceda al paso 4.

**Paso 4: Colocación de los estudiantes del E.L.:** La colocación de estudiantes del E.L. se hace según edad, nivel del grado, y la necesidad de servicios de ESL.

**Paso 5: Contacto personal con el padre/tutor del estudiante del E.L.:** Si un padre/tutor rechaza los servicios, entonces los servicios interpretativos serán proveídos para asegurarse que el padre/tutor entienda que su niño no recibirá servicios.

### Servicios del ELL y otras opciones

1. El estudiante puede salir de la clase con el/la maestro(a) del programa E.L.
2. El asistente del programa E.L. acompaña al estudiante a las clases.
3. El asistente y maestro del E.L. le ayudan al estudiante con las tareas de clase durante las horas tutorías.
4. Estudiantes del Kínder- 4 pueden recibir asistencia del programa Título I.
5. Estudiantes del E.L. pueden cualificar para recibir ayuda en servicios especiales y E.L.
6. El estudiante recibirá servicios indirectos si los necesita.

7. El Programa para los recién llegados
8. Tutoría después de escuela
9. Servicios Identificados
10. Earth School en la High School

### **Procesos Para Salir**

Una combinación de criterio se usará para determinar el término del programa EL.

#### 1. ACCESO

- Para los estudiantes en los grados del 1 al 12

- Si un estudiante obtiene una calificación total compuesta de 5.0 sin ninguna calificación menos de 4.0 en los dominios de hablar, escuchar, leer, y escribir.

- Para los estudiantes del kínder:

▪ Si las cualificaciones de la evaluación son más de 28 en escuchar y hablar, 11 para la lectura y 12 para la escritura.

2. Resultados de NWEA
3. MCA lectura, escritura y matemática
4. Calificaciones en las clases
5. Opinión de los padres
6. Recomendación del maestro de EL y otro maestros

### **Observación**

El estudiante va a salir del programa y será observado por un año.

Durante este período, el estudiante podrá:

1. Volver a entrar al programa EL
2. Continuar en un programa de supervisión
3. Completar el programa de supervisión, y salirse formalmente del programa

Date:

Dear Parent/Legal Guardian of \_\_\_\_\_:  
(Name of student)

Minnesota Law and the federal *No Child Left Behind Act* (NCLB) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction educational program for ELs with limited English proficiency. In addition, NCLB requires that we provide you with information regarding your child's identification process, instructional services and other information, as outlined in the *No Child Left Behind Fact Sheet*. The identification process and placement of your child in a language instruction educational program is based on a combination of home language questionnaire, teacher judgment, WIDA test results and other measures. Your child's English proficiency test scores are shown below.

**Your Child's English Test Results:**

Skills Tested	Name of Test (Circle One) W-APT ACCESS	Date of Testing	Student's Score	English Proficiency Level
Listening				
Speaking				
Reading				
Writing				
Composite				

Your child has been identified as an English Learner (EL). Your child will be placed in the ESL Education program, as outlined in the attached document. We believe that this program will help meet your child's educational needs and enhance his or her academic success in school.

You may withdraw your child from the program at any time by sending a letter to the school, indicating your desire to withdraw your child from the ESL/Bilingual Education program. Your child will then be placed in the regular instruction programs for students who are fluent in English. Please seriously consider the consequences of your decision on your child's long-term educational success.

We invite you to visit the school and meet with our staff to learn more about the benefit of the program and other services available at the school. If you have questions, please call the school at \_\_\_\_\_.

Sincerely,

Principal

Carta de Notificación para los Padres  
(Parent Notification Letter – Spanish)

Fecha:

Estimado Padre/Tutor Legal de \_\_\_\_\_:  
(Nombre del alumno)

La ley del Estado de Minnesota y la ley federal que dicta que no se deje atrás a ningún niño, “*No Child Left Behind Act*” (NCLB, por sus siglas en inglés), requieren que identifiquemos si los alumnos de nuestro distrito escolar son Alumnos Principiantes de Inglés (ELs – English Learners). Ambas leyes requieren un programa educativo de enseñanza del idioma para los alumnos ELs que tienen conocimiento limitado del inglés. Además, la ley NCLB requiere que le proporcionemos a usted información referente al proceso de identificación de su hijo, servicios de enseñanza y otra información, como se define en la *Hoja de Información de la Ley que Dicta que No se Deje Atrás a Ningún Niño “No Child Left Behind Act”*. El proceso de identificación y la colocación de su hijo en un programa educativo de enseñanza del idioma están basados en una combinación de un cuestionario del idioma que se llena en casa, el criterio del maestro, los resultados de las pruebas de inglés y otras medidas. Los resultados de las pruebas de conocimiento del inglés de su hijo se muestran a continuación.

**Resultados de las Pruebas de Inglés de su Hijo**

Habilidades Evaluadas	Nombre de la Prueba W-APT  ACCESS	Fecha de la Prueba	Calificación del Alumno	Nivel de Conocimiento del Inglés
Comprensión				
Conversación				
Lectura				
Escritura				
Composito				

Su hijo ha sido identificado como un Alumno Principiante de Inglés (EL). Su hijo será colocado en el programa de Inglés como Segundo Idioma (ESL – English as a Second Language)/Educación Bilingüe, como se describe en el documento adjunto. Creemos que este programa ayudará a cubrir las necesidades educativas de su hijo e incrementar su éxito académico en la escuela.

Usted puede retirar a su hijo del programa en cualquier momento enviando una carta a la escuela en la que se indique su deseo de retirar a su hijo del programa de ESL/Educación

Bilingüe. De ser así, a su hijo se le colocará en los programas regulares de enseñanza para alumnos que conocen bien el idioma inglés. Por favor considere seriamente las consecuencias de su decisión con respecto al éxito educativo a largo plazo de su hijo.

Lo invitamos a visitar la escuela y a reunirse con nuestro personal para aprender más acerca de los beneficios del programa y de otros servicios disponibles en la escuela. Si tiene alguna pregunta, por favor llame a la escuela al \_\_\_\_\_.

Atentamente,

---

Administrador de la Escuela



**Regular Instruction Programs**

Regular instruction programs for students fluent in English: In regular instruction programs, instruction is in English at all times; native language is not used; and no English as a Second Language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

### TITLE III

#### Descripción del Programa de Inglés como Segundo Idioma/Educación Bilingüe (ESL/Bilingual Education Program Description – Spanish)

\_\_\_\_\_  
(Nombre del Alumno)

\_\_\_\_\_  
(Año Escolar)

#### Descripción

El programa de Inglés como Segundo Idioma (ESL - English as a Second Language)/ Educación Bilingüe está diseñado para los alumnos cuya lengua materna no es el inglés y quienes tienen dificultad con el inglés escrito o hablado. El programa proporciona una enseñanza educativa del idioma apropiada para ayudar a los alumnos a tener éxito en las materias académicas y a aprender el inglés.

**Metas del Programa de ESL/Educación Bilingüe:** alcanzar los niveles de desempeño académico para pasar de grado y obtener dominio del idioma inglés.

#### Componentes del Programa

Su hijo recibirá enseñanza en las áreas indicadas con una “X”:

Clases de ESL o lecciones individuales en inglés en:

\_\_\_\_\_ Lengua y Literatura

\_\_\_\_\_ Lectura y escritura

\_\_\_\_\_ Matemáticas

\_\_\_\_\_ Salud

\_\_\_\_\_ Ciencias

\_\_\_\_\_ Ciencias Sociales

\_\_\_\_\_ ( Otro, por favor especifique) \_\_\_\_\_

El/Ella recibirán servicios en una o más de una de las siguientes formas:

\_\_\_\_\_ Instrucción en la clase de EL

\_\_\_\_\_ Sacado de sus clases para recibir instrucción de EL en grupos pequeños.

\_\_\_\_\_ Ayuda de uno a uno con un miembro del programa.

\_\_\_\_\_ Apoyo en sus clases regulares.

\_\_\_\_\_ Apoyo durante la hora de estudios.

\_\_\_\_\_ Será checado para analizar su progreso en sus clases regulares.

#### Procedimiento para Salir del Programa

Los alumnos permanecen en el programa de ESL/Educación Bilingüe hasta que hayan obtenido el conocimiento del inglés académico. En promedio, a los Alumnos Principiantes de Inglés (ELs – English Learners) del distrito les toma como \_\_\_\_\_ años para salir del programa, dependiendo de las circunstancias individuales. Los padres pueden retirar a sus hijos del programa en cualquier momento enviando a la escuela una solicitud por escrito. El porcentaje de alumnos ELs que se gradúan de la escuela secundaria (preparatoria – high school) en el distrito es del \_\_\_\_\_.

#### Educación Especial

Servicios de Educación Especial: para los alumnos con discapacidades que requieran un programa educativo de enseñanza del idioma, ESL/Educación Bilingüe debe incluirse en el

Programa de Educación Individualizada (IEP – Individualized Education Program) del alumno.

**Programas de Enseñanza Regular**

Programas de enseñanza regular para los alumnos con conocimiento del idioma inglés: en los programas de enseñanza regular, la enseñanza es en inglés todo el tiempo; no se usa la lengua materna; y no se ofrece enseñanza del Inglés como Segundo Idioma. La meta de enseñanza es alcanzar los niveles de desempeño académico apropiados para pasar de grado y graduarse.

**TITLE III**  
**NO CHILD LEFT BEHIND (NCLB) FACT SHEET**  
**WHAT PARENTS OF ENGLISH LEARNERS NEED TO KNOW**

Title III of the No Child Left Behind Act requires your child's school to inform you about your child's education as an English Learner (EL). The school must inform you in an understandable manner and, to the extent practicable, in your native language.

You must be informed not later than 30 days after the beginning of the school year regarding your child's identification for placement in a language instruction educational program. Or, if your child is enrolled in the middle of the school year, not later than 2 weeks after your child's placement in such a program. You must be informed about the following:

- The reasons for your child's identification and eligibility for the program in which your child is being placed.
- Your child's level of English proficiency in listening, speaking, reading, and writing.
- The methods of instruction used by the school's staff with your child.
- How the program will meet your child's educational and academic needs.
- How the program will help your child learn English and meet age and grade level expectations.
- The specific student exit requirements from the program.
- If your child has disabilities, how the program will meet your child's educational needs.
- The expected transition rate from the program into the regular instruction programs.
- The expected graduation rate at the high school in which your child is enrolled.
- Your right to remove your child from the program.
- The availability of assistance provided to you by the school in explaining and selecting among the various programs and methods of instruction offered by the school.
- How you as a parent can be actively involved in the education of your child, including helping your child to a) learn English, b) achieve at high levels in core academic subjects, and c) meet the same challenging State academic content and academic standards expected of all students.
- If your child has failed to make progress in meeting annual measurable achievement objectives for any fiscal year, not later than 30 days after such failure occurs.

**TITLE III**  
**HOJA DE INFORMACIÓN DE LA LEY QUE DICTA QUE NO SE DEJE ATRÁS A**  
**NINGÚN NIÑO, “NO CHILD LEFT BEHIND ACT”:**  
**LO QUE LOS PADRES DE ALUMNOS PRINCIPIANTES DE INGLÉS**  
**DEBEN SABER**  
(No Child Left Behind Fact Sheet – Spanish)

El Título III de la ley que dicta que no se deje atrás a ningún niño, “No Child Left Behind Act” (NCLB, por sus siglas en inglés), requiere que la escuela de su hijo le informe acerca de la educación de su hijo como Alumno Principiante de Inglés (EL, English Learner). La escuela debe informarle de manera comprensible y, hasta lo posible, en su lengua materna.

A usted se le debe informar, a más tardar a los 30 días de haber comenzado el año escolar, acerca de la identificación de su hijo para ser colocado en un programa educativo de enseñanza del idioma. O, si su hijo es colocado a mediados del año escolar, a más tardar a las 2 semanas de haber colocado a su hijo en dicho programa. A usted se le debe informar acerca lo siguiente:

- Los motivos por los cuales su hijo ha sido identificado y es elegible para el programa en el cual ha sido colocado.
- El nivel de conocimiento del idioma inglés de su hijo en cuanto a comprensión, conversación, lectura y escritura.
- Los métodos de enseñanza usados por el personal de la escuela con su hijo.
- De qué manera el programa cubrirá las necesidades educativas y académicas de su hijo.
- De qué manera el programa ayudará a su hijo a aprender inglés y a alcanzar el nivel exigido para su edad y grado escolar.
- Los requisitos específicos para que su hijo salga del programa.
- Si su hijo tiene discapacidades, de qué manera el programa cubrirá las necesidades educativas de su hijo.
- El tiempo de transición esperado que toma para pasar del programa especial al programa del curso normal.
- El porcentaje de alumnos graduados esperado en la escuela secundaria (preparatoria – high school) en la que su hijo está inscrito.
- Su derecho de retirar a su hijo del programa.

- La disponibilidad de asistencia que le proporciona la escuela para explicarle y seleccionar entre los varios programas y métodos de enseñanza ofrecidos por la escuela.
- De qué manera puede usted, como padre, participar activamente en la educación de su hijo, incluso ayudándolo a: a) aprender inglés, b) alcanzar niveles altos en materias académicas esenciales, y c) alcanzar el mismo nivel desafiante de contenido académico y normas académicas del Estado exigido a todos los alumnos.
- Si su hijo no ha hecho progreso para alcanzar los objetivos de desempeño mensurables del año para cualquier año fiscal, a más tardar a los 30 días de haber ocurrido dicha falla.

## English as a Second Language

### **1. What is the purpose of the ESL program in the Montevideo school district?**

The purpose of the ESL program is to provide students who speak another language with the English skills necessary to succeed in all areas of school and out in the world. Our goal is to enable them to take full advantage of their education by achieving academic language proficiency in Reading, Writing, Listening, and Speaking.

### **2. My child speaks English all the time, why is he/she is ESL?**

In Minnesota, if a language other than English is spoken by anyone in a student's home, that child needs to be given the opportunity for placement in ESL. In our district we serve a broad range of students. Some of our students are just learning how to speak English, while some students need help in other areas. We teach the four components of language (reading, writing, listening, and speaking) at many levels. Even the student who has some skills in these areas can benefit from improved language skills. We can serve the students in three ways: providing an ESL class, assisting students in their classroom, or monitoring student progress.

### **3. My child wasn't in ESL in another state, why here?**

Each state has its own laws concerning service of ESL students. Minnesota uses the W-APT (WIDA ACCESS Placement Test) to assess English Language Proficiency in the following areas: listening, speaking, reading, and writing. Proficiency in all four skill areas is necessary for successful academic performance. Students who fail to meet the following levels of proficiency will be given the opportunity to be served.

For students in grades 1 through 12 to be considered proficient in English:

- Students must score at least 4.0 in the speaking, listening, reading, and writing domains.
- The composite assessment score must be at least 5.0.

For kindergarten students to be considered proficient in English:

- Assessment scores must be at least 28 for listening and speaking, 11 for reading, and 12 for writing.

### **4. Is ESL different from Special Education?**

Yes. ESL is not a remedial program. Being in the program simply means that students are taught English from a different perspective. The lessons are designed to meet the needs of a student who already knows another language.

### **5. Once kids are in the ESL program, will they always be in?**

No. Each child enters the program at a different level. Each student prepares and participates differently. Research shows that first 2-3 years are spent learning Social English (BICS), which allows students to be able to communicate with others about everyday things. Research also shows that it takes 5-8 years to learn Academic English (CALP). It's important to remember that, even though a student may speak well, they may not have acquired academic language. Without proficiency in academic language, it will be very difficult for your child to be successful in school.

## Inglés como Segundo Idioma

### **1. ¿Cuál es el propósito del programa ESL en Montevideo School?**

El propósito del programa ESL en Montevideo School es el de suministrar a los estudiantes que hablan otro idioma las destrezas necesarias de hablar inglés para lograr éxito en todo aspecto de la escuela y en el mundo. Nuestra meta es la de facilitarse sacar plena provecho de su educación para lograr la fluidez en el lenguaje académico al leer, escribir, escuchar, y hablar.

### **2. Mi niño habla inglés todo el tiempo. ¿Por qué se le inscribió en el ESL?**

En Minnesota, si se habla otro idioma en el hogar del estudiante, a ese niño se le necesita extender la oportunidad de colocarlo en el ESL. En nuestro distrito escolar servimos a una gama ancha de estudiantes. Algunos de nuestros estudiantes apenas han empezado a hablar inglés, pero muchos de nuestros estudiantes necesitan ayuda en otros asuntos. Enseñamos los cuatro elementos de lenguaje (leer, escribir, escuchar, y hablar) en muchos niveles. Hasta el estudiante que tenga algo de habilidad en estas destrezas puede beneficiarse por desarrollar aún mejor su lenguaje académico. Estamos para servir a los estudiantes de tres maneras: proporcionar una clase de ESL, ayudar a los estudiantes en su salón de clase, o monitorear el progreso del estudiante.

### **3. No se le inscribió a mi niño en otros estados. ¿Por qué se lo hizo aquí?**

Cada estado tiene sus propias leyes con respeto al servicio de estudiantes del ESL. El estado de Minnesota requiere que cada estudiante que obtiene un puntaje dentro de los criterios mencionados abajo tenga la oportunidad al servicio.

#### Grados del 1 al 12:

- Si los puntajes de evaluación están a menos de 5.0, continúe con el Paso 3.
- Si los puntajes de evaluación están entre 5.0 y 6.0, otros criterios serán examinados para determinar si el estudiante califique para los servicios.

#### Los estudiantes de kínder:

- Si los puntajes de evaluación están a menos de 28 para escuchar y hablar, 11 para la lectura y la escritura 12.

### **4. ¿Es diferente el ESL de la educación especial?**

Si. El ESL no es programa para los estudiantes que tengan dificultades de aprender.

Tampoco es programa remediador. Los estudiantes del ESL son inteligentes y capaces. Estar en el programa simplemente quiere decir que se les enseña el inglés de perspectiva diferente. Se diseñan las lecciones para satisfacer las necesidades del estudiante que ya sabe otro idioma.

### **5. Una vez inscrita en el ESL. ¿Siempre estará allí?**

No. La cantidad de tiempo que pasa su niño en el programa depende de su nivel al ingresarse en el programa y con cuánta consistencia estudia. La investigación revela que se necesitan 2-3 años para aprender el lenguaje social y por lo menos 5-8 años para aprender el lenguaje académico. En este momento, aunque suene bien, todavía no ha adquirido el lenguaje académico. Sin competencia en éste, se le resultará muy difícil para su niño lograr éxito en la escuela.

**PUBLIC SCHOOLS**  
**EL SUPPORT SERVICES**

Your son/daughter \_\_\_\_\_ has qualified for EL services for the \_\_\_\_\_ school year. He/she will receive services in one or more of the following ways.

- \_\_\_\_\_ Instruction in the EL classroom setting.
- \_\_\_\_\_ Pull out EL instruction in a small group setting.
- \_\_\_\_\_ One to one or small group instruction (tutoring) from a member of the teaching staff.
- \_\_\_\_\_ Student support in the mainstream classroom setting.
- \_\_\_\_\_ Assistance during study hall.
- \_\_\_\_\_ Monitoring for progress in the mainstream class.

**ESCUELAS PÚBLICAS DE \_\_\_\_\_**  
**PROGRAMA DE (ELL) INGLÉS COMO SEGUNDA IDIOMA**

Su hijo/hija \_\_\_\_\_ han calificado para servicios del programa de Inglés como segundo idioma (EL), para el año escolar \_\_\_\_\_.

El/Ella recibirán servicios en una o más de una de las siguientes formas:

- \_\_\_\_\_ Instrucción en la clase de EL
- \_\_\_\_\_ Sacado de sus clases para recibir instrucción de EL en grupos pequeños.
- \_\_\_\_\_ Ayuda de uno a uno con un miembro del programa.
- \_\_\_\_\_ Apoyo en sus clases regulares.
- \_\_\_\_\_ Apoyo durante la hora de estudios.
- \_\_\_\_\_ Será checado para analizar su progreso en sus clases regulares.

**MONTEVIDEO PUBLIC SCHOOLS**  
**English Learner Program**  
**Exit Form**

Dear Parent/Guardian

Your son/daughter \_\_\_\_\_ has reached a level of English proficiency that indicates that he/she may no longer need EL services. The student will be exited from the EL program and monitored for one year. During this period, the student may re-enter the EL program or be provided other assistance at any time if there are concerns about the student's overall progress. The student, parent, or the mainstream teacher(s) may identify concerns.

If you have any questions call me, \_\_\_\_\_, at 269-6446 ext. 1118.

This plan has been approved by:

Student: \_\_\_\_\_ Date \_\_\_\_\_

Parent: \_\_\_\_\_ Date \_\_\_\_\_

ESL Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Administrator: \_\_\_\_\_ Date \_\_\_\_\_

**MONTEVIDEO PUBLIC SCHOOLS**  
**English Learner Program**  
**Exit Form**

Padre/Tutor

Su hijo(a) \_\_\_\_\_ a alcanzado un nivel en el idioma Inglés, que indica que tal vez el ó ella ya no necesiten ayúda del prográma de EL. El estudiante va a salir del programa y será observado por un año. Durante este período, el estudiantepodrá volver a entrar al programa de EL, o se le podrá proveer asistencia en cualquier momento si hay preocupaciones encuanto a el progreso de este estudiante. El estudiante, los padres, o maestros regulares pueden identificar los problemas o preocupaciones.

Si tienen preguntas ó dudas sobre esto favor de comunicarse \_\_\_\_\_ al 269-6446 ext. 1118.

Este plan ha sido aprobado por:

Student: \_\_\_\_\_ Date \_\_\_\_\_

Parent: \_\_\_\_\_ Date \_\_\_\_\_

ESL Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Administrator: \_\_\_\_\_ Date \_\_\_\_\_

**TRANSITIONAL LANGUAGE LEARNER  
STUDENT MONITORING FORM  
Montevideo Public Schools**

This student has reached a level of English proficiency that indicates that he/she may no longer need EL services. The student will be exited from the ESL program monitored for one year. During this period, the student may re-enter the EL program or be provided other assistance at any time if there are concerns about the student's overall progress. The student, the parent, or the mainstream teachers(s) may identify concerns.

Student Name \_\_\_\_\_ Birth Date \_\_\_\_\_  
 Exit Date \_\_\_\_\_ Grade at time of Exit \_\_\_\_\_  
 Monitoring period initiated when student was enrolled in:  
 School \_\_\_\_\_ Grade \_\_\_\_\_  
 Month and year of monitoring period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_,  
 20\_\_\_\_\_  
 Parent(s)/Guardian(s) \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_

**Year 1**

Concerns after first reporting period after exit (teacher's initial and date): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Concerns after second reporting period after exit (teacher's initials and date): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Concerns after third reporting period after exit (teacher's initial and date): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Optional) Concerns after fourth reporting period after exit (teacher's initials and date): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_ After 1 year of monitoring, \_\_\_\_\_  
 is performing successfully in the mainstream and will be formally exited from the ESL  
 program.

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\_\_\_\_\_ After 1 year of monitoring, \_\_\_\_\_ is having difficulty in the following mainstream classes \_\_\_\_\_.

I recommend that (check one)

\_\_\_\_\_ revised monitoring program be continued

\_\_\_\_\_ direct EL services be re-established on \_\_\_\_\_ (date)

\_\_\_\_\_ other (specify)

\_\_\_\_\_

MCA Reading \_\_\_\_\_ MCA Writing \_\_\_\_\_ MCA Math \_\_\_\_\_

NWEA Math \_\_\_\_\_ NWEA Reading \_\_\_\_\_ ACCESS CPL \_\_\_\_\_

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Signatures and date required after the year of monitoring:

Regular Teacher or Academic Counselor \_\_\_\_\_ Date \_\_\_\_\_

ESL Teacher \_\_\_\_\_ Date \_\_\_\_\_

Counselor (Secondary) \_\_\_\_\_ Date \_\_\_\_\_

Building Administrator \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

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**FORMA DE EVALUACIÓN DEL ESTUDIANTE DE ESL**  
**Montevideo Public Schools**

Este estudiante a alcanzado un nivel en al idioma Inglés que indica que tal vez el / ella ya no necesite ayuda del programa de ESL. El estudiante va a salir del programa y será evaluado por un año. Durante este periodo, el estudiante podrá volver a entrar al programa de ESL, o se le podrá proveer asistencia en cualquier momento si hay preocupaciones en cuanto al progreso de este estudiante. El estudiante, los padres, o maestros regulares pueden identificar los problemas o preocupaciones.

Nombre del estudiante: \_\_\_\_\_ Fecha de Nacimiento \_\_\_\_\_  
 Fecha de Salida \_\_\_\_\_ Calificación al tiempo de salida \_\_\_\_\_  
 Tiempo de evaluación inició cuando el estudiante estaba inscrito en Escuela \_\_\_\_\_  
 Grado \_\_\_\_\_  
 Mes y año en el cual fue evaluado \_\_\_\_\_ 20\_\_\_\_ a \_\_\_\_\_ 20 \_\_\_\_  
 Nombre de Padre o Tutor \_\_\_\_\_  
 Dirección \_\_\_\_\_ Número de Teléfono \_\_\_\_\_

**Primer Año**

Preocupaciones o problemas después del primer reporte; después de haber salido del programa (Iniciales del maestro/a y fecha) \_\_\_\_\_

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Preocupaciones o problemas después del segundo reporte; después de haber salido del programa (Iniciales del maestro/a y fecha) \_\_\_\_\_

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Preocupaciones o problemas después del tercer reporte; después de haber salido del programa (Iniciales del maestro/a y fecha) \_\_\_\_\_

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Preocupaciones o problemas después del cuarto reporte; después de haber salido del programa (Iniciales del maestro/a y fecha) \_\_\_\_\_

---

\_\_\_\_\_ Después de (1) un año de evaluación \_\_\_\_\_  
 esta desempeñándose con buen éxito en sus clases normales va a salir el programa de ESL.

\_\_\_\_\_ Después de (1) un año, \_\_\_\_\_ está teniendo  
 dificultades en las siguientes clases normales \_\_\_\_\_.

Yo recomiendo que:

- \_\_\_\_\_ observación revisado
- \_\_\_\_\_ dirijan que se reestablezcan los servicios de ESL en \_\_\_\_\_
- \_\_\_\_\_ Otro (especificar) \_\_\_\_\_

MCA Lectura \_\_\_\_\_ MCA Escritura \_\_\_\_\_ MCA Matemática \_\_\_\_\_

NWEA Lectura \_\_\_\_\_ NWEA Matemática \_\_\_\_\_ ACCESS CPL \_\_\_\_\_

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Firmas y fechas requeridas después de un año de evaluación:

Maestro/a o Consejero Académico \_\_\_\_\_ Fecha \_\_\_\_\_

Maestro/a de ESL \_\_\_\_\_ Fecha \_\_\_\_\_

Consejero (Secundario) \_\_\_\_\_ Fecha \_\_\_\_\_

Administrador de Local \_\_\_\_\_ Fecha \_\_\_\_\_

Padre/ Tutor \_\_\_\_\_ Fecha \_\_\_\_\_

Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

# **Program Information**

### **All Grade Levels**

The Goal of the Montevideo ESL Education Programs is to provide language support to English Learners that will allow them to achieve academic parity with their English-speaking peers.

Outcomes include:

- English learners will be able to communicate for social and instructional purposes within the school setting.
- English learners will communicate information, ideas, and concepts necessary for academic success in the following content areas: language arts, mathematics, science and social studies.

The WIDA Can Do Descriptors are used by ESL teachers at all grade levels to provide information to mainstream teachers about English Learners' (ELs') proficiency levels in each language domain. The Can Do Descriptors are distributed with ACCESS for ELs score reports to help give the mainstream teachers a basic overview of what the Listening, Speaking, Reading, and Writing proficiency level results indicate about their ELs' abilities. Teachers use this information to differentiate instruction for ELs. Can Do name charts are used to plan lessons and observe ELs' progress.

### **Todos los Grados**

La meta de los programas de educación ESL de Montevideo es proporcionar apoyo lingüístico a los estudiantes que los ayudará a lograr paridad académica con sus compañeros angloparlantes.

Las metas incluyen:

- Los estudiantes EL (English Learners) podrán comunicar para los propósitos sociales e instruccionales dentro del ámbito escolar.
- Los estudiantes EL comunicarán la información, las ideas y los conceptos necesarios para lograr éxito académico en las siguientes áreas de contenido: las matemáticas, las ciencias y los estudios sociales.

Los descriptores “Yo Puedo” de WIDA son utilizados por los maestros de ESL en todos los grados para darles información a los maestros de materias principales sobre la fluidez de los estudiantes EL en cada dominio del idioma. Los descriptores “Yo Puedo” son distribuidos con ACCESO para los reportes de puntaje de los estudiantes EL para ayudar a los maestros de materias principales a que tengan un panorama básico del nivel de fluidez, específicamente de las habilidades en Escuchar, Hablar, Leer y Escribir, de los estudiantes EL. Los maestros usarán esta información para diferenciar la instrucción para los estudiantes EL. Las tablas de nombre “Yo Puedo” se usarán para planear las lecciones y observar el progreso de los estudiantes EL.

**MONTEVIDEO PUBLIC SCHOOL**  
**NEW TO COUNTRY PROGRAM**  
**SCOPE AND SEQUENCE**

The New to Country Program is for recently arrived immigrant elementary, middle and high school students who have little or no English literacy skills. It is a half day program offering intensive instruction in English, as well as in math and content areas.

**Who Can Attend**

Students who are at the beginning level of English language acquisition as determined by the results on the W-APT are eligible to attend the New to Country Program.

**Goals of the Program**

The New to Country Program will provide intensive ESL classes for English language acquisition in a safe, supportive environment. Instruction in the English language will be provided within the context of a content-based, age-appropriate curriculum. The program provides interactive units focusing on assimilation into the American culture and citizenship.

Each student will be assessed upon entering and exiting the Center. The ESL staff at the Center will meet with school counselors, administrators, and teachers in the student's school to inform and advise them on the student's language proficiency and instructional/testing accommodations for continued success in the regular classroom.

**Rationale**

Students who arrive in American schools with no English ability or literacy skills have little immediate access to the standard curricula, and schools have few resources to provide the intensive, beginning literacy instruction these students require. The New to Country Program focuses on the unique needs of older language learners, including introducing them to content instruction, while also familiarizing them with the atmosphere and expectations of American school settings.

## New to Country Program Procedures

- Students that are New to Country undergo the same entrance procedure as other students.
- Once it has been established that the student is new to the country and has minimal or no English proficiency (as determined by the W-APT) they are placed into the New to Country Program.
- Staff will work with a translator/interpreter to obtain information from the family/student for the Student and Family Background Checklist.
- Placement in the New to Country Program is generally 1-2 years.
- Students who reach Tier B proficiency will be exited from the New to Country program and placed into the regular ESL program.
- High School students are also placed into appropriate classes for the other half of their school day. Dependent on the student need (as determined by the ACCESS scores) these courses may include: choir, art, Spanish, P.E., computer, FACS, Ag, Reading, Independent Math.

## Curriculum for New to Country Program:

**Finish line:** Designed to improve language proficiency in five areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across the listening, reading, writing, and speaking domains. The proficiency levels of the Finish Line questions increase within each lesson to promote advancement.

**Content-based Reading:** to develop competency in reading English, the following supplemental items are used. One or more of these resources are individually selected to meet students at the reading level where they are at and move them to the next level.

- Reading A-Z
- National Geographic for Kids Magazines (These are leveled.)
- Early Reading Series; *Starting to Read, Teen Stories, Teen Scene*
- Fast Track Phonics Pearson Education

**Speaking and Listening:** to develop English listening and speaking skills, the ESL teacher uses the following resources:

- Oxford Picture Dictionaries Oxford University Press
- Picture Vocabulary Artesian Press

**Writing:** to develop writing in English, the ESL teacher develops and uses age-appropriate writing resources to assist students in learning both writing mechanics and composition.

Writing resources are adapted from the mainstream classroom to ensure that the mechanics are consistent with their English speaking peers. Composition basics are taught using the 6 Traits of Writing.

## Exit from Newcomer Program

- Based on achieving Tier B level as measured on the ACCESS test, students will be exited from the New to Country Program and placed into the regular ESL program.

**MONTEVIDEO PUBLIC SCHOOL**  
**PROGRAMA NUEVO AL PAÍS**  
**LA SECUENCIA Y EL ALCANCE**

El Programa Nuevo al País es para los estudiantes de primaria, secundaria y preparatoria recién llegados que tienen muy poca o ninguna habilidad en el idioma inglés. Es un programa de medio día ofreciendo instrucción intensiva de inglés, además de matemáticas y otras áreas de contenido.

**Quienes Pueden Asistir**

Los estudiantes quienes están al nivel principiante de la adquisición del idioma inglés según determinado por los resultados en el W-APT son elegibles para asistir al Programa Nuevo al País.

**Metas del Programa**

El Programa Nuevo al País proporcionará clases intensivas de ESL para la adquisición de inglés en un ambiente de apoyo y de seguridad. La instrucción en el idioma inglés será impartida dentro del contexto de un plan de estudios basado en contenido y apropiado a la edad de los estudiantes. El programa proporciona unidades interactivas enfocándose en la asimilación a la cultura y a la ciudadanía norteamericana.

Cada estudiante será examinado al entrar y al salir del Centro. El personal de ESL del Centro se reunirá con los consejeros académicos, los directores y los maestros de la escuela para informarles de y aconsejarles en la habilidad del idioma inglés del estudiante y las adaptaciones académicas para el éxito continuado en el aula regular.

**Racional**

Los estudiantes que llegan a las escuelas norteamericanas sin habilidad del inglés tienen muy poco acceso inmediato a los planes de estudio estándar, y las escuelas tienen pocos recursos para darles la instrucción intensiva del idioma que requieren estos estudiantes principiantes. El Programa Nuevo al País se enfoca en las necesidades únicas de los estudiantes de idioma mayores, incluyendo presentándoles a la instrucción de contenido, mientras familiarizándose con sus alrededores y las expectativas del ámbito de las escuelas norteamericanas.

**Procedimientos del Programa Nuevo al País**

- Los estudiantes Nuevos al País pasan por el mismo procedimiento de entrada como los demás estudiantes.
- Una vez establecido que el estudiante es nuevo al país y tiene poca o ninguna habilidad en inglés (como determinado por el W-APT) estarán colocados en el Programa Nuevo al País.
- Trabajar con un traductor/intérprete para obtener información de familia y estudiantes para la lista de verificación del estudiante y de antecedentes de familia
- La colocación en el programa Nuevo al País es de 2 años generalmente
- Los estudiantes que llegan al nivel Tier B saldrán del programa Nuevo al País y

- entrarán en el programa regular de ESL
- Los estudiantes de preparatoria también estarán colocados en sus clases apropiadas para la otra mitad de su día escolar. Dependiendo de la necesidad del estudiante (como determinado por el puntaje ACCESSO) estos cursos pueden incluir: coro, arte, español, educación física, computación, ciencias domésticas y de la familia, agricultura, lectura, matemáticas independientes.

#### Plan de Estudios del Programa Nuevos al País:

**La Meta:** Diseñada para mejorar la fluidez del idioma en las cinco áreas (conversación y el estudio del inglés, las matemáticas, las ciencias y las ciencias sociales) en los dominios del escuchar, leer, escribir y hablar. Los niveles de habilidad de las preguntas de La Meta incrementan dentro de cada lección para promover el progreso.

**Lectura basada en el contenido:** para desarrollar la competencia en la lectura en inglés, los materiales suplementarios serán usados. Uno o más de estos recursos será(n) seleccionado(s) individualmente para alcanzar al estudiante a su nivel en el que se encuentran y poderles ayudar a subir al siguiente nivel.

- Lectura A - Z
- Revistas National Geographic para niños (son por nivel)
- Serie de Lectura Temprana; Empezar a Leer, Historias Juveniles, Escena Juvenil
- Fonica Rapida, Pearson Education

**Hablar y Escuchar:** para desarrollar las habilidades del escuchar y el hablar, el maestro ESL usa los siguientes recursos:

- Diccionarios de imágenes Oxford, Oxford University Press
- Vocabulario de imágenes Artesian Press

**Escritura:** para desarrollar en el inglés, el maestro de ESL desarrolla y utiliza recursos apropiados a la edad para ayudar a los estudiantes en ambos la mecánica y la composición. Los recursos de escritura son adaptados de los cursos académicos principales para asegurar que la mecánica del idioma es comparable con la de sus compañeros angloparlantes. Los básicos de escribir composiciones se enseñan con los 6 Rasgos de la Escritura.

#### Salir del Programa Recién Llegado

- Basado en el haber alcanzado al nivel “Tier B” según medido en el examen ACCESS, los estudiantes saldrán del Program Nuevo al País y colocado en el programa normal de ESL.

## **Ramsey Elementary EL Program Grades K-3**

### EL Program: Pull Out

Elementary EL students' grades 1-3 are scheduled for 20-35 minute chunks of time, five days a week. The amount of time each student receives is determined by the ACCESS Tier level. Each day, students in Tier A will receive 40 minutes of ESL instruction, Tier B students will receive 30 minutes of ESL instruction and Tier C students will receive 20 minutes of ESL instruction. The ESL teacher and ESL paraprofessionals under the supervision of the licensed ESL teacher are responsible for providing this instruction. The schedule is worked out at the beginning of the school calendar, and every attempt is made to avoid pulling ELs out of math or reading instruction.

The curriculum that is being used at the 1-3 grade levels is the Scott Foresman ESL curriculum. This content-based program teaches students the academic language, communicative skills, learning strategies, and critical thinking they need to achieve success in the mainstream classroom. Other supplemental materials include "Finish Line" which is designed to improve language proficiency in five areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across the listening, reading, writing, and speaking domains. The proficiency levels of the Finish Line questions increase within each lesson to promote advancement.

The Kindergarten students are in their respective classrooms the majority of their day where mainstream teachers engage in sheltered instruction. Two days a week, Kindergarten ELs are pulled out of the classroom and grouped into small groups by Tier level. All students receive 15-20 minutes of dedicated language instruction from the ESL instructor. In addition to this instructional time, an ESL assistant (working under the direction of the ESL instructor) is available to assist and support identified language instruction goals. The Scott Foresman ESL curriculum is used. This curriculum is supplemented with other supplemental materials that focus on developing the language of content areas.

### **Middle School EL Program Grades 4-7**

The Montevideo Middle School Program has three complementary components:

- Pullout style instruction based on ACCESS Tier levels
- Co-teaching instruction with cooperating content area teachers two days of the week
- Paraprofessional support in the mainstream classroom

The Pullout component pulls students out of the classroom for 30 minutes a day, 3 days each week. Students are scheduled into the pullout component by Tier and grade cluster.

Finish Line is the main curricular resource used in the pullout component. Finish Line is designed to improve language proficiency in five areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across the listening, reading, writing, and speaking domains. The proficiency levels of the Finish Line questions increase within each lesson to promote advancement.

Two days each week, the ESL teacher co-teaches in the classroom with mainstream teachers. Using the mainstream curriculum, the ESL teacher specifically teaches the academic language needed for the content.

ELs have paraprofessional support in the mainstream classroom. The paraprofessionals work with students under the direction of the licensed ESL instructor. A majority of the paraprofessional time is spent supporting students in developing academic language needed for their content area classes. The paraprofessional's schedule is based on the needs of students as determined by the ACCESS results. Students in Tiers A and B receive the highest level of support.

## **Montevideo High School EL Program Grades 8-12**

### **Program Description:**

Montevideo High School currently uses an EL Resource room format. Students are scheduled into one of the three hours of EL class scheduled each day based on their ACCESS Tier level. These classes are taught by a licensed ESL instructor. Classroom paraprofessional support is available to students based on need, with priority going to students who are Tiers A and B. The paraprofessionals work with students under the direction of the licensed ESL instructor. A majority of the paraprofessional time is spent supporting students in developing academic language needed for their content area classes.

### **Program Curriculum:**

The EL Department uses several curricular resources. These resources include:

- Finish Line which is designed to improve language proficiency in five areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) across the listening, reading, writing, and speaking domains. The proficiency levels of the Finish Line questions increase within each lesson to promote advancement.
- Downtown English is a five-level, integrated skills series designed to give learners the comprehensive language skills needed for success in everyday life. It is aligned with federal, state, and local standards.

### **Program Service Hours:**

There are three hours of EL class scheduled each day. Students are scheduled into the Tier A, B or C course depending on their ACCESS Tier level.

### **Program Supports:**

- Paraprofessional – A paraprofessional works with our ELs in their mainstream content classes providing academic language support. The paraprofessional's schedule is based on the needs of students as determined by the ACCESS results. Students in Tiers A and B receive the highest level of support.
- Academic Success Coordinator – The Academic Success Coordinator works with our EL population in order to help them access materials and opportunities offered to all students. This includes: registration and classes, home visits, grade checks, Homework Help Club, college visits, Latino Student Organization, etc.

# **Educational Resources**

## General Principles for Teaching English Learners

Language acquisition theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to English Learners (Jameson, 1998).

**Increase Comprehensibility:** Drawing from Krashen's theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With early to intermediate language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

**Increase Interaction:** Drawing from Swain's emphasis on comprehensible output, a number of strategies have been developed that increase students' opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions.

**Increase Thinking/Study Skills:** Drawing from Cummins's theories of academic language and cognitively demanding communication, these strategies suggest ways to develop more advanced, higher order thinking skills as a student's competency increases. Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) mentioned above to bridge the gap between Cummins's theories and actual classroom strategies. These include asking students higher order thinking questions (e.g., what would happen if...?), modeling "thinking language" by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

**Use a student's native language to increase comprehensibility:** Drawing from several different theories, including Krashen and Cummins, this principle also draws on a wealth of current research that has shown the advantage of incorporating a student's native language into their instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). Thomas and Collier, for example, in their study of school effectiveness for language minority students, note that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students' long term academic success" (p. 64). As mentioned in our section on instructional methods and models, using a student's native language as a support can be seen as both a general method or as any of a number of specific strategies. Many of the strategies we list below include, implicitly or explicitly, the use of a student's native language to increase his or her understanding.

### A Sampling of Teaching Strategies

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will

lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriguez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

For more information on implementing these strategies in the classroom and the research-base of the effectiveness of the strategies, consult the resources listed in the Resources and References sections.

- **Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*
- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-

structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.
- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency that we described above (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (*See Gibbons [2002] for specific scaffolding strategies.*)
- **Native Language Support**. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures;

acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Teachers can use texts that are bilingual or that involve a student's native culture, can decorate the classroom with posters and objects that reflect the students' diversity of language and culture, can organize entire lessons around cultural content, and can encourage students to use words from their native language when they cannot find the appropriate word in English (Freeman & Freeman, 2001).

- **Accessing Prior Knowledge.** As mentioned in the previous strategy, using a student's native language can be an important way to access his or her previous knowledge (Marzano, Gaddy, & Dean, 2000). All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can capitalize. One example when teaching a new concept is to ask students what they already know about a subject. Creating a visual, such as "semantic webs," with the topic in the center and students' knowledge surrounding it, is a good way to engage students in the topic and to find out what they already know. Another simple technique is to ask them what they want to learn about a topic. As Savaria-Shore and Garcia (1995) note: "Students are more likely to be interested in researching a topic when they begin with their own real questions" (p. 55). This is another example of a strategy that works equally well with native English speakers and English language learners.
- **Culture Studies.** The importance of including a student's home culture in the classroom is a well-documented, fundamental concept in the instruction of English language learners (Doherty, Hilberg, Pinal, & Tharp, 2003). Culture study, in this context, is a project in which students do research and share information about their own cultural history. This often involves interviewing parents and/or grandparents as well as others who share the student's cultural background. Culture studies can be appropriate at any grade level and can incorporate many skills, including reading, writing, speaking, giving presentations, and creating visuals. Culture studies can be combined with other strategies such as project-based learning, cooperative learning, and accessing a student's prior knowledge. They can also be effective as part of an alternative assessment process (Freeman & Freeman, 1994).
- **Other strategies for including culture.** As many researchers and practitioners have noted, incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from,

how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry (Derrick-Mescua, et al., 1998).

- **Realia Strategies.** "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances (chopsticks, a tortilla press, a tea set, a wok) can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example (Herrell, 2000).

## **Ten Things the Mainstream Teacher Can Do Today To Improve Instruction for EL Students**

These tips were adapted from the *Help! They Don't Speak English Starter Kit for Primary Teachers* (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from *Integrating Language and Content Instruction: Strategies and Techniques* (1991) by Deborah Short of the Center for Applied Linguistics.

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many EL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the most important points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures open, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

### Examples of Instructional Strategies Linked to Appropriate Language Acquisition Stages

The chart on the following page is adapted from the Oregon Department of Education publication *The English Language Learners' Program Guide* (n.d.). Each of the five stages of second language acquisition is linked to appropriate and specific instructional strategies.

<b>Silent/ Receptive Stage I</b>	<b>Early Production Stage II</b>	<b>Speech Emergence Stage III</b>	<b>Intermediate/ Advanced Proficiency Stages IV &amp; V</b>
Use of visual aids and gestures	Engage students in charades and linguistic guessing games	Conduct group discussions	Sponsor student panel discussions on the thematic topics*
Slow speech emphasizing key words	Do role-playing activities	Use skits for dramatic interaction	Have students identify a social issue and defend their position*
Do not force oral production	Present open-ended sentences	Have student fill out forms and applications*	Promote critical analysis and evaluation of pertinent issues
Write key words on the board with students copying them as they are presented	Promote open dialogues	Assign writing compositions	Assign writing tasks that involve writing, editing, rewriting, & critiquing written examples*
Use pictures and manipulatives to help illustrate concepts	Conduct student interviews with the guidelines written out	Have students write descriptions of visuals and props	Encourage critical interpretation of stories, legends, and poetry*
Use multimedia language role models	Use charts, tables, graphs, and other conceptual visuals	Use music, TV, and radio with class activities	Have students design questions, directions, and activities for others to follow
Use interactive dialogue journals	Use newspaper ads and other mainstream materials to encourage language interaction*	Show filmstrips and videos with cooperative groups scripting the visuals	Encourage appropriate story telling
Encourage choral readings	Encourage partner and trio readings	Encourage solo readings with interactive comprehension checks*	
Use Total Physical Response (TPR) techniques			

*\*It is important to structure activities that are both age- and linguistically appropriate.*

## Study Skills For ELs

By Judie Haynes, 23 Jun 2001, URL:

[http://www.everythingsl.net/inservices/study\\_skills.php](http://www.everythingsl.net/inservices/study_skills.php)

ESL professionals realize that the best way to assess English language learners (ELLs) is to build assessment into instructional activities. We prefer to scaffold assessment in order to provide support for our students. However, ELLs must learn to survive in the real world of the content area class. It is useful, therefore, to teach second language learners study skills.

### Study Skills for ELLS

Here are some studying techniques to show students when they are preparing for tests.

- Teach students to study actively. They are more likely to remember material if it is written down or if they say it out loud than if it is only read or heard.
- Make sure your students comprehend the material they are studying. If they understand the material, they will be able to remember it better.
- Assess prior knowledge so that you can connect new material to something your students already know. Teach students to make this connection themselves. You want to foster independent learners.
- Have students create their own examples when trying to understand and remember a general concept. This not only helps students remember the concept better, but also helps them check their own understanding.
- Teach students to visualize what they're trying to learn. Have them create a mental image or organize information on a graphic organizer.
- Show students how to pick out the most important concepts. They will not be able to memorize everything in a social studies unit, for example. ELLS need to learn how to concentrate on the main ideas. They need to learn to pay attention to the information the teacher indicates is important. This is particularly difficult for English language learners. Demonstrate to them how their teachers signal important information. It could be written on the board, repeated many times or prefaced with words such as "This is important."
- Set reasonable goals for the material your English language learners should be responsible for. Ask content area teachers if you can adapt the test to fairly assess what your students should be able to do. There is no point in their memorizing a list of spelling words, for example, if they do not understand what the words mean.

### How to memorize material effectively

ELLs need to learn to space study sessions so that they are not overwhelmed by dual challenge of the language demands and mastering the content material at the same time. They will be more apt to remember material if it is studied over several days (or weeks) rather than in a single session. Here are some "tricks" to help memorization.

- Categories: Have students learn how to group items into categories in order to memorize them. If they have a long list of things to memorize, show them how to group similar items together.
- Key words: To learn this list of reasons why an event in history occurred, show students how to pick out a key word for each reason and then learn just the key words.

- Item numbers: Have students learn how many items are on a list. When memorizing the list, have them also learn how many items should be on it.

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## **Tips On Communicating**

By Judie Haynes, 4 Dec 1998,

URL: <http://www.everythingsl.net/inservices/tipsoncommunicating.php>

Mainstream teachers and students can communicate with new non-English speaking students from the very first day. ESL and bilingual teachers will find it worth their time to help them learn to communicate. When classroom teachers communicate with newcomers, that communication must be comprehensible.

Show them how to use drawings, gestures, actions, emotions, voice variety, chalkboard sketches, photographs, and visual materials to provide clues to meaning. Adding visual and kinesthetic support along with the language will provide additional comprehensible input.

Encourage mainstream teachers and students to allow your new learners of English translation time when listening and speaking. Explain that newcomers are translating the language they hear back to their native language, formulating a response and then translating that response into English.

Remember that there will be times when you will not be able to get an idea across to newcomers. Give each classroom teacher a list of students in your school who speak the newcomer's language. You will be able to call on these students to act as translators if necessary.

### **Provide clues to meaning**

- Use drawings, dramatic gestures, actions, emotions, voice, mime, chalkboard sketches, photographs and visual materials to provide clues to meaning.
- If necessary, repeat your actions using the same simple structures and actions.
- Simplify your message as much as possible breaking them into smaller, manageable parts to give newcomers a chance at comprehending.
- Make sure the student's attention is focused.
- Don't insist, however, that students make eye contact with you when you are speaking to them. This is considered rude in many cultures.

### **Modify your speech**

- Talk at a slow-to-normal pace, in short sentences.
- Use a pleasant tone
- Use simple sentence structure (subject-verb-object) and high-frequency words
- Use names of people rather than pronouns.
- Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language.
- Avoid using the passive voice and complex sentences.
- If you have something important to convey, speak one-on-one to the newcomer rather than in front of the class. The anxiety of being in the spotlight interferes with comprehension.

- Ask simple yes/no questions so that newcomers have an opportunity to respond.
- Accept one-word answers or gestures.

### **Be an active listener**

- Give full attention to your newcomer and make every effort to understand his / her attempts to communicate
- Smile
- Talk in a calm, quiet manner. Raising your voice does not help comprehension
- Demonstrate your patience through your facial expressions and body language.
- Give your ESL students extra time to respond.
- Encourage new learners of English to act out or to draw pictures to get their meaning across.
- Don't jump in immediately to supply the words for the student.
- If the student response is heavily accented, correct by repeating the words correctly. Do not ask the student to repeat the correction. This can be very embarrassing.
- Resist the urge to over correct. This will inhibit newcomers so that they will be less willing to speak. Allow students to use a bilingual dictionary for words that cannot be acted out.

### **Check comprehension frequently**

- Don't ask, "Do you understand?" unless you have taught it. This is not a reliable check since many students will nod "yes" when they don't really understand.
- Teach the phrases (or have a bilingual volunteer teach them) "I don't understand," "Slowly, please," and "Please repeat."
- Write down messages so students have a visual as well as auditory input. Make a list of phrases you want your student to learn and to understand. Ask a bilingual volunteer to work with the student on those phrases.

## Paraprofessional Scaffolding

You hear a great deal of discussion in academic circles about “scaffolding” for ELL students. What does this really mean? Scaffolding is an intentional, temporary support used during the construction of a building. Scaffolding is also flexible, coming in many shapes and sizes to match the structure being built. With ELL students, scaffolding is a communication process in which the instructor starts out by providing a lot of support and assistance with a task. As the student becomes more proficient, the instructor decreases his/her help, allowing the student to assume increasingly greater responsibility for its completion.

Scaffolding is the step-by-step process of building the ELL students’ ability to complete tasks on their own. The teacher simplifies the process into individual tasks so that students can accomplish the task. The goal is to maintain the overall complexity, but make greater resources available to students. Scaffolding can occur during whole-class discussion, presentations, or group or pair work.

Several connected strategies can be a part of scaffolding. These include: modeling academic language; providing a context to academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies can be used in any classroom context.

Academic language scaffolding supports ELL students in the successfully participating in content area instruction by assisting them with the academic language associated with core subjects, such as mathematics, social studies, or science. It is helpful to recall the two types of acquired language identified by Jim Cummins in 1986. The first, basic interpersonal communications skills (BICS), is the “social language” and is learned more quickly and easily than academic language. In fact, it generally takes one year or less to learn. This is why so many ELL students sound proficient in English when they are engaging in conversation. Cognitive academic language proficiency (CALP) is the language needed by an LEP student to be successful in content area instruction. There are a number of strategies that a content area teacher may use to assist an ELL.

### ***Scaffolding Strategies:***

**Modeling:** Show the student how to take notes, write reports, make graphs, etc.

**Bridging:** Link to interests and past knowledge. Integrate content into multiple areas.

**Providing Context:** Help turn the abstract into concrete and tangible. Make it real! Give examples. Show how the concept fits into their life.

**Teaching norms, strategies, routines and other organizational strategies:** Show how to find information in a textbook, how textbooks are typically organized, how to use review

materials, and how to identify what is important. Show students how to organize different courses into separate folders, where to turn in homework or how ask for help.

At the highest level, help the ELL students understand how they learn best, what questions to ask, and how to assess their own knowledge.

### ***What is Sheltered Instruction?***

Sheltered Instruction: “An approach in which students develop knowledge in specific language through the medium of English, their second language; teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.”

Source: From *ESL standards for preK-12 students*, Teachers of English to Speakers of Other Languages, Inc., 1997, Alexandria, VA: Author.

Sheltered Instruction: Using simplified English in a classroom for students who don't speak English as a first language. Students do not specifically study English but receive content-based instruction (such as math, science, or social studies) in simplified English. The language input from the teacher and textbooks is simplified to make it accessible to these students. There is some controversy about how long a student should remain in sheltered instruction.

Key points on Sheltered Instruction:

- Teachers make the curriculum more understandable, not watered down.
- Teachers modify vocabulary and grammar, and use visual aids to help students understand the content.
- It is helpful for teachers to stay away from idioms, speak slowly and clearly, and find ways to repeat themselves.
- Experiential learning, demonstrations, visuals and routines are all a part of sheltered instruction.

### **Academic Language Scaffolding Brief**

Suggested steps in an academic language scaffolding lesson:

1. Identify academic vocabulary and language structures. Provide literature that uses the vocabulary.
2. Provide an introductory activity that allows the scaffolding of both the academic vocabulary and language functions in a non-stressful manner.
3. Model the use of the vocabulary or language structure; use the vocabulary in questions, provide a model of note-taking, or post the words in the room on a bulletin board.
4. Guide and monitor the use of the vocabulary by the students. Try an activity that allows students to work in pairs or small groups, interacting verbally.
5. Conclude your lesson with a review of the vocabulary and language structure. Remember, for example, the word “osmosis” in a science lesson may be new not only to an LEP student but to traditional students as well!

#### ***Enrollment of EL Students***

Many school districts across the state are unsure of the exact procedure for enrolling ELL students. According to the Basic Education Circular of July 2001 (Pennsylvania Code) titled, “Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL,)” districts must observe the following:

“English language learners must be enrolled upon presentation of a local address and proof of immunization. It is not appropriate to deny students access to school (telling them to stay home) for any period of time while verifying the information they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory and may place the school district/charter school at risk of legal action.

Note: Students are not required to provide social security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.”

#### ***AN ESL QUIZ***

Try this short quiz and see if you are up-to-date on these **ESL** items. Circle true or false.

1. Foreign exchange students do not need to be placed in an **ESL** program.
2. 50% of the world’s people are bilingual.
3. The Woodcock/Munoz and the IPT (IDEA Proficiency Test) may be used to determine English language proficiency.
4. Spanish is the most commonly spoken first language among Pennsylvania’s LEP students.
5. In the classroom, all content area teachers must have accommodations for testing ELLs; the teacher must use different assessments for traditional students and ELLs.

If you answered true to all five questions, you got them all correct!!

1. True False
2. True False
3. True False
4. True False
5. True False

You hear a great deal of discussion in academic circles about “**scaffolding**” for LEP students. What does this really mean? Are we placing them in a shop area to learn construction? Actually, of course, **ESL** has borrowed this term. Read on to see what “**scaffolding**” really means. Academic language **scaffolding** supports the successful participation in content area instruction of ELLs by assisting them with the academic language associated with other core subjects, such as mathematics, social studies, or science. In 1986, Jim Cummins, an **ESL** researcher, identified two types of acquired language. The first, basic interpersonal communications skills, or BICS, is the “social language” and is learned more quickly and easily than academic language. In fact, it generally takes one year or less to learn. This is why so many ELLs sound proficient in English when they are only engaging in conversation.

Cognitive academic language proficiency, or CALP, is the language needed by an LEP student to be successful in content area instruction. There are a number of strategies that a content area teacher may use to assist an ELL. Incidentally, the following strategies address TESOL Goal 2, which is to use English to achieve academically in all content areas.

## Risk Taking and EL Students

### Risk taking: Giving ESL students an edge □

*Ruth Gledhill, Northern Territory Education Department. Dale Morgan, Northern Territory Education Department*

### What teaching strategies encourage risk-taking?

#### *Modeling and scaffolding*

Regardless of whether they are adults or children, people will only take risks when they believe there is a good chance they will succeed. No one buys a lottery ticket because they think they won't win; skydivers would not jump out of a plane if they believed their parachutes would not open; we would not step off the curb and attempt to cross the road if we believed we would be hit by a bus on the way. Such is the case with students in class: they will be unlikely to 'have a go' unless they believe they have the skills to at least get it partially right. Through use of the techniques of modeling and scaffolding, teachers can structure teaching/learning situations so the students believe they can succeed.

*Modeling* provides students with the language they need to convey their meanings and shows them the skills they require in order to complete a given task. *Scaffolding* reduces the amount of risk they must take by supporting them during the communication process and providing the 'missing bits' when they cannot fully express their meaning in English.

#### *What are modeling and scaffolding?*

The term modeling is self-explanatory. Modeling occurs when teachers provide demonstrations for students. By watching, listening and/or reading, students gain information and cues they can use to assist them to complete a task or to produce either oral or written texts. Both processes and forms may need to be modeled so students are aware of the goals towards which they are working.

Scaffolding is an interactive method of teaching and learning where the teacher provides a temporary framework for the learner who is working just beyond his/her independent capabilities (NTDE, 1995). It can and should occur in all aspects of learning in order to assist students to achieve their potential, and comprises the temporary guiding, modeling and cueing of students. The teacher sharing the cognitive workload to link the known to the unknown using the techniques of achieves this:

- Cueing and questioning
- Demonstrating and modeling
- Role and problem identification
- Planning

- Monitoring
- Evaluating

Through the teacher's scaffolding students are encouraged to assume increased responsibility for their learning. In practical terms, scaffolding might include such things as:

- Having concrete examples for reference
- Body language & gestures
- Language accompanying action
- Building on to what students say
- Rephrasing
- Guided questioning
- Charts and frameworks
- Picture cues
- Word lists
- Negotiating texts before students write independently
- Working from oral to written

Scaffolding reduces the possibility of the student making mistakes by doing the activity with the learner (Gray, 1990).

### **Scaffolding oral English:**

For ESL students the scaffolding of oral English is especially important. To do this the teacher joins the learners in the activities they are doing and:

- Provides the English vocabulary and structures they need for the activity
- Provides the English words to talk about the Western concepts in the activity

During this time s/he:

- *Expects* the students to supply whatever English they are able to within the context of the activity
- *Builds onto* what the students say by rephrasing it in more complete English by
- *Supplying* words and structures which the students are not able to give at the point where they need to use the English
- *Encourages and expects* the student to use the rephrased language either to restate what s/he said or later in the same context for a communicative purpose (op cit NTDE)

For the ESL learner, scaffolding is essential if s/he is to feel comfortable to take risks using English in school. Through scaffolding, the teacher is able to set the learner up to succeed in set tasks, and when this happens learning becomes intrinsically motivating.

## How can we fit all of this into a teaching program?

### *A language-learning model:*

By following a language-learning model, the teacher can ensure that the extra steps ESL students need to enable them to take risks using language are incorporated into the teaching sequence. Firstly it is important that students are taught the English language that links to concepts they already have and supports the concepts they will be learning. Students need sufficient time to become familiar with the vocabulary associated with the field of knowledge for each activity. Opportunities should be created for them to use and practice this language orally before being required to read and/or write it.

Language needs to occur in meaningful settings for real purposes where teachers respond to the meaning of students' talk and are ready to model and scaffold at the point of need. This means that careful planning is necessary so teachers are aware of the language demands of the tasks they set for the students and are prepared for the possible difficulties associated with these.

The planning process includes the following steps:

*Deciding the context:* This is driven by the unit of work and provides the reason or purpose for using language. It should be as real as possible. Excursions and shared activities/experiences are useful tools to ensure that language is used in a meaningful way and for a real purpose.

*Deciding the content:* This is based on language needs of the learners, together with curriculum outcomes. It entails the following:

- What words will the students need to use? Which of these may be unfamiliar?
- What grammatical structures will they need to use?
- Are there any sounds they are having difficulty with?
- Is there any associated body language that is different to that of the 'home culture'?
- Are there any specific English socio-cultural rules they will need to use?

*Planning the learning experience:* This incorporates subject specific outcomes in addition to the language outcomes.

The *language-learning model* should include:

- Time for introduction of new materials
- Opportunities for students to use the language in simulated or real life situations

- Opportunities for practice and feedback where the teacher can scaffold if necessary. In this way vocabulary associated with the field of knowledge is built up and the grammar and sounds of English can be reinforced until
- Students feel confident to use the language spontaneously and independently.

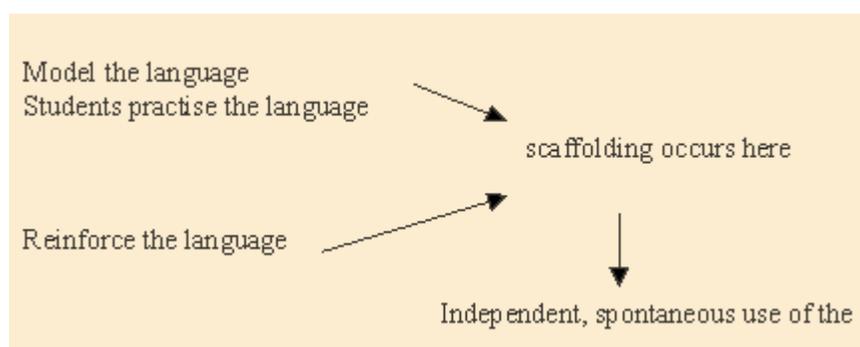
Model the language

Students practice the language

Scaffolding occurs here

Reinforce the language

Independent, spontaneous use of the language.



**A language-learning model for ESL teaching adapted from Gledhill & Morgan, 1999 (in Cook et al)**

Thus, modeling provides the students with the English words and structures they need and scaffolding can occur during each of the subsequent steps until proficiency is reached.

**What programs support ESL students in risk taking?**

Mainstream programs are designed for students whose first language is English. As a result, ESL learners in these programs can be exposed to overwhelming risk unless teachers are sensitive to the particular requirements of second language teaching. Programs should incorporate activities to teach the associated language and its appropriate use before students are expected to participate in communicative activities. We will now examine the philosophy of one such program, First Steps, to consider the degree to which it caters for the needs of ESL students and the amount of risk it exposes them to.

*ESL, risk taking and First Steps*

The First Steps program aims to increase teachers' understandings and skills in literacy teaching. It maps students' literacy in developmental phases, incorporates a professional

development program for teachers and provides frameworks and strategies on which to base literacy programs. It is based on the following underlying theoretical assumptions:

- Language learning takes place through interactions in meaningful events rather than through isolated language activities
- Language learning is seen as holistic; that is each mode of language supports and enhances overall language development
- Language develops in relation to the context in which it is used; that is, it develops according to the situation, the topic under discussion, and the relationship between the participants
- Language develops through the active engagement of the learners
- Language develops through interaction and the joint construction of meaning in a range of contexts
- Language learning can be enhanced by learners monitoring their own progress
- The way in which children begin to make sense of the world is constructed through the language they use and reflects cultural understandings and values. (EDWA, 1994)

Risk taking is implied in all of these. First Steps was designed to cater for learners whose first language is English; hence it assumes competence in English, which ESL students may not have. In addition, frameworks that map first language development do not reflect second language learning. Whilst the theory can be seen to be compatible with that of second language learning, the latter incorporates other important aspects that should not be forgotten in relation to reducing the risk factor.

Current ESL methodology is based on eight principles of language learning. Close examination reveals that they differ from First Steps' theory of language in some significant ways that allow teachers to control the degrees of risk involved. According to ESL methodology, learners learn a language best when they:

- Are treated as individuals with their own needs and interests
- Are provided with opportunities to participate in communicative use of the target language in a wide range of activities
- Are exposed to communicative data which is comprehensible and relevant to their own needs and interests
- Focus deliberately on various language forms, skills and strategies in order to support the process of language acquisition
- They are exposed to socio-cultural data and direct experience of the culture(s) embedded within the target language
- They become aware of the role and nature of language and of culture
- Are provided with appropriate feedback about their progress
- Are provided with opportunities to manage their own learning.

(Vale, Scarino & McKay, 1991)

Second language theory recognizes individual needs of language learners and the importance of comprehensible input that is relevant to these needs. In addition, it identifies the explicit teaching of all aspects of language, including the socio-cultural, and acknowledges the integrated nature of culture and language. By incorporating these factors into language learning experiences, teachers can begin to regulate the amount of risk students are required to take.

A large number of Australian schools have adopted the First Steps approach to literacy teaching and many of these schools also cater for ESL students, some of whom will be Indigenous. For example, out of a total of 182 schools in the Northern Territory, 105 are First Steps schools (figure provided by the NTDE Literacy Support Officer, Schools South) and Indigenous students comprise 35.2% of the total number of students in NT schools (NTDE, 1999, p.128). Teachers in these situations should become familiar with second language learning theory to ensure that the ESL students in their classes have equity of access to the learning program.

*Effective learning: PEWIT (acronym for factors to enhance learning below)*

According to its theoretical assumptions, First Steps teaching and learning activities are underpinned by the following factors that are believed to enhance learning:

- Problem solving
- Embeddedness
- Working memory
- Interaction
- Time
- (op cit EDWA)

*Do these factors support ESL learners?* To answer this question, we need to consider what First Steps means by each term and how each might impact on learning for ESL students. The analysis below begins with the First Steps ‘position’ and goes on in each case to consider the implications for risk taking for ESL learners.

### *Problem Solving*

Effective learning occurs when children and adults are able to modify and extend their understandings in order to make sense of a situation that has challenged them.

However, ESL students may not have the English skills necessary in order for them to fully understand the purposes and processes of the tasks that have been set. They will only be able to use English for problem solving if they have been taught the subject- or task-specific language. It is beneficial for ESL students to have opportunities to discuss concepts and develop understandings in their first language. However, whilst concepts may be developed in this way, the students may not have the English necessary to express their learning to

teachers and English speaking peers. Hence their participation in problem-solving activities may be limited and modified by unwillingness or inability to take risks with language.

*Embeddedness:*

Learners need to be able to make connections between what they already know and the new learning they are undertaking. If learners have limited prior knowledge of a topic, the context and the problem will make more sense if they are embedded in reality.

This is especially relevant for ESL learners. Shared experiences provide opportunities for teachers to model new, subject-specific language in a meaningful context and to scaffold students' responses. This allows students to make links between the English words and structures and the concepts they may already have that are an essential beginning for language learning. It also provides the supportive environment students need in order to take risks using the new language. Some ways to effectively set contexts and model language for new learning are through 'hands-on' activities from cross-curriculum areas such as science experiments, art and craft activities, cooking, excursions or inviting visitors to the class.

*Working Memory:*

This is the amount of mental space available for problem solving. It is a measure of the number of discrete elements with which the mind can cope at any one time and is affected by emotional issues. Fear, anger, or worry may inhibit a person's ability to learn by taking up space in the working memory.

Teachers need to be mindful of this when expecting students to take risks. ESL students often have many emotional issues and concerns. They may experience fear of being wrong, frustrations in communicating and confusions about classroom expectations -- all of which can severely impact on their learning. In addition, too much language can overload the working memory of ESL students. Vocabulary should be introduced in manageable amounts and familiar language used to teach new skills. Teachers can build from the known to the unknown, rephrase complex language into plain English, and use frameworks and other cues to lessen the load on memory so students are able to focus on particular aspects of a task that require them to take risks.

*Interaction:*

This is fundamental to learning. We all need to discuss ideas, use each other as sounding boards and build on each other's expertise. It is through talk that ideas are generated refined and extended.

People learn language by using language in meaningful situations, thus communicative and activity-based tasks that allow for interaction are vital for ESL students. However, they will only be able to interact in English if the language relating to the activity has been taught. Interaction enables ESL students to hear language models from other students as well as the

teacher. It provides opportunities for their attempts at communicating in English to be scaffolded at the point of need. However, as different cultures have different ways of interacting, ESL students may need to be taught the ‘rules’ of using English, such as polite language, and turn-taking in conversation; otherwise the risks they do take may not be well received.

*Time:*

Effective learning requires time to construct understandings gradually through inquiry, exploration and problem solving. Time is needed to process information: to consolidate and integrate new understandings through practice.

ESL students need even more time. When responding to questions, they need time to interpret the question, formulate an answer and work out how to express it in English. They need to be allowed sufficient ‘thinking time’ to do this. Often the amount of time they require extends silence beyond the comfort zone of teachers. We have to be careful not to fill in this ‘thinking’ time with even more language for the student to process and to remember that they are not only learning a new language, but also trying to learn *through* that language. Students cannot be expected to take risks using language unless sufficient time is allowed for them to process their responses.

It is important for teachers of ESL students to remember that second language learning differs from first language learning in significant ways. Whilst programs designed for students whose first language is English have sound theoretical bases, they need to be closely examined before being applied to second language teaching/learning situations.

## **Conclusions**

*Risk involves fear and fear is a barrier to learning*

Whilst risk taking seems to be widely accepted as a paradigm for learning, it also presents a paradox. It implies fear, which is a barrier to learning. In addition, whilst there is a chance of being wrong, by implication there is also a possibility of being correct. It is this that drives people to take risks.

*Teachers need to understand what risk entails*

If students are expected to take risks in order to learn, then teachers must understand what risk entails. Gaining these understandings allows teacher to control the amount of risk involved in the teaching/learning sequences and to keep it within levels that will increase chances of success for ESL students.

*There are classroom implications related to the conditions under which risk taking occurs*

The teacher and the environment need to be supportive. People who are familiar with and trust each other are more likely to take risks. They need to feel that they and their contributions will be respected and valued by the teacher and other learners; that it is OK to make mistakes and that individuals' experiences, attitudes and knowledge will be recognized and built upon (Boud & Griffin, 1987. p.57).

*Specific teaching strategies can be utilized to enable risk taking*

We must build the necessary degree of safety into the teaching/learning situations we plan. The degree of risk students are expected to take can be controlled by:

- Explicitly teaching context specific language
- Allowing opportunities for practice before students are expected to engage in public risk.
- Providing models and scaffolding responses in meaningful communicative activities
- Making the expectations and goals of the activity clear to students.

The teaching program needs to incorporate a language-learning model

Learning situations need to be structured so that learners have the information and skills they need in order to believe that they can succeed at the task. In addition, teachers should be prepared to scaffold language at the point of need. This requires careful planning and is facilitated by following a language-learning model that provides comprehensible input and allows time and opportunities for students to practice new language.

*Mainstream programs do not necessarily support ESL students sufficiently to enable them to take risks*

It is important for teachers to realize that mainstream programs may need modification before they can cater for the specific needs of ESL students. Whilst First Steps philosophy may appear compatible with current ESL theory and methodology, it assumes reasonable competency in English. ESL students may not have this so it is necessary to be mindful of the increased risk factors produced.

All of these factors need to be taken into consideration when risk is expected to be used as a tool for learning. Students will not acquire the ability and desire to take risks as a result of merely attending school: they need to be provided with the stepping stones along the path to success. This is especially important when students do not share the positive cultural value placed on error by members of Western culture.

ESL learners need to take 'Extra Steps', with support from sensitive and informed guides, as they tread the tortuous path towards English proficiency. This helps them to take the risks necessary to give them an edge to successful school learning.

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## **Learning Disability or Language Development Issue?**

By: Susan Litt

URL: [http://www.everythingsl.net/inservices/special\\_education.php](http://www.everythingsl.net/inservices/special_education.php)

How does one make the decision to place an ESL/Bilingual child in a special education program? There are many questions that must be answered before a Child Study Team (CST) decides to recommend referral. We must remember that mainstream teachers view our students from a different perspective and often see their language development issues as a learning disability.

### **The Prereferral Process**

When a child is being recommended for a Child Study Team evaluation, we cannot allow the team members to automatically throw the referral back to the ESL/Bilingual Department saying that the problem is a second language problem; nor should we rush headlong into the evaluation/classification process. Below are some things that you as ESL/Bilingual educators can do to prevent both of these harmful actions.

First, you must go through the prereferral process. The prereferral process is a screening and intervention process that involves identifying problems that a student is having and ways to help deal with these problems. The purpose is to avoid unnecessary referral to the CST. During the prereferral process there are a few steps to be followed to assure success.

- Identify the problems experienced by the student.
- Identify the source of the problem.
- Present the problem to the Pupil Assistance Committee (PAC). Make sure that you (the ESL/bilingual teacher) attend the meeting along with the classroom teacher.
- Invite the parents to the meeting.
- Develop a plan of action at the meeting to be implemented by all concerned parties.
- Have a follow-up meeting to discuss the effectiveness of the proposed interventions and how they worked or didn't.

### **Assessing the ESL/Bilingual Student**

If the above strategies do not work, then it is time to go further. The referral of a student for testing should not be taken lightly. All avenues must be explored before inclusion in Special Education. It is important when evaluating a student to throw away the traditional testing model and to collect data in a portfolio. Input from the ESL teacher, the bilingual teacher, the classroom teacher who works with the student regularly and the family should all become the basis for the assessment process.

Ideally, students should be tested in their native language. But life is not always ideal. When a child speaks a language such as Macedonian and a test does not exist, the next best thing to do is to use a trained interpreter. The key word here is trained. Do not use friends, family members, or siblings. Schools are legally responsible for those services; so we, as advocates for the student, should make sure the correct procedure is followed. The law requires that all state and local education agencies ensure that test and evaluation materials be provided and

administered in the child's native language, when possible. Our limited English-proficient students have the same rights as the students in the general population.

### **Considerations the Child Study Team Should Make**

The CST that evaluates the child needs to be aware of the many aspects of the child's life such as length of time in the U.S., emotional well-being, stage of acculturation, health status, child's playmates, and the child's caregivers before and after school. All four skill areas need to be assessed: Listening, speaking, reading, and writing. Auditory processing, auditory memory, visual deficits, and learning style should be considered. It is important to determine whether the difficulty that the student is exhibiting exists in both languages or just in one language. Is the learning environment affecting the child? Is there a discrepancy between performance and IQ? A discrepancy could be due to the cultural bias of the IQ test. Are there social-emotional problems? These problems could be due to cultural differences.

### **Questions to Determine Learning Difficulties**

Other questions that must be asked in order to determine whether the difficulties being seen are due to learning or language problems are:

- Has the child's problem persisted over time? If the child has a language problem, errors in his/her oral language skills will improve over a period of time. If the child has a learning problem, his/her skills will not improve.
- Has the problem resisted normal classroom instruction? If the child has received explicit instruction in the problem area and still does not improve, it is probably a learning problem.
- Does the problem interfere with the child's academic progress?
- Does the child show a clear pattern of strengths and weaknesses? Does the child have good oral skills but poor written skills?
- Is there an irregular pattern of success? Does the child seem to get it one day and not the next?

If the answer to all the questions is "Yes," or you have answered, "Yes," to the first four questions, it is most likely that the child has a learning disability. If the problem exists in both the first (L1) and second languages (L2), it is also likely that the child has a learning disability.

### **Determining Language Dominance**

Language dominance and proficiency need to be determined. That cannot be done solely in the context of the school environment. The parents need to be included. A family history should be taken. Below are some of the questions to ask the parents:

1. At what age did the child start to speak in L1?
2. Did the child go to school in the native country?
3. Which language works best when explaining things to your child?

4. At what level was the child functioning in school in L1? In L2?
5. In which language does your child express wants, needs, and feelings best?
6. How well does your child understand L1 speakers?
7. Which language does the child use when speaking to other children?

The child may be more proficient in some aspects of L1 and other aspects of L2. As an example, a child may have a larger vocabulary in L2 but a stronger grasp of grammar in L1. Therefore, it is critical that a screening proficiency be done in both languages.

### **Before the Final Decision is Made**

Before the final decision is made by the CST, be sure that as much of the following information as possible has been included in the portfolio and used in helping to make that decision.

- Educational history
- Family history
- Oral samples (in L1 and L2)
- Writing samples (in L1 and L2)
- Standardized language assessment (in L1 and L2)
- Academic Assessment
- Psychological assessment (in L1 and L2)
- Teacher narrative on social, emotional, and behavioral issues
- Determination of the student's strengths and weaknesses

Be sure to share this information with your Child Study Team so that they will understand your position and know why you feel so strongly about it. Remember that in the end we are making an educated guess. We hope that by collecting data our decision is the correct one for the success of the student. The final decision is not a life sentence. Re-evaluation does happen. De-classification does happen.

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## The ELL Companion to Reducing Bias in Special Education Evaluation

<http://www.asec.net/Archives/ELLmanual.pdf>

This manual is designed as a companion to the 1998 guidelines *Reducing Bias in Special Education Assessment for American Indian and African American Students*. It is based upon the same fundamental principles as the original *Reducing Bias* and shares many of its features. The Division of Special Education's long-term goal has been the development of comprehensive guidelines for assessment and eligibility determination for students from a variety of backgrounds. For many of these students, traditional evaluation procedures are inappropriate.

Both volumes are based upon a set of operating principles that can be summarized as follows: It is too simplistic to say that traditional assessment procedures are inappropriate or unfair for *all* students of a given race.

- ❖ Teams need to look at a student's background on a case-by-case basis and decide whether standardized instruments and traditional procedures are valid.
- ❖ Teams should use a variety of formal and informal strategies to gather information and determine whether an individual student has a disability and is eligible for special education services.
- ❖ Special education evaluations should yield information that will help to improve instruction and lead to greater success for the individual student.

*Reducing Bias* was also based upon careful consideration of the specific aspects of diversity that affect special education evaluation and eligibility determination. These were clustered as follows:

1. Race, culture and the acculturation process
2. Socioeconomic variables including high mobility and the stress associated with poverty
3. Differences in communication, including verbal and nonverbal communication

Communication differences obviously impact English language learners, but culture, acculturation, and socioeconomic variables are also important. The *ELL Companion* will explore how all three factors affect English language learners and their families, and it will provide extensive information on bilingual language development.

These guidelines are also predicated on the belief that, in order to address bias in special education, schools must look at wider system issues. The original *Reducing Bias* contained materials for such a review in Chapter III: Education System Issues. Chapter 14 of the *ELL Companion* contains additional materials that focus more specifically on connections between ELL programs and special education.

This manual is meant to be advisory only and does not constitute legal advice or represent an official legal position of the Department of Education. School Districts and individuals are responsible for compliance with state and federal law. Any contrary statements or incorrect information in agency manuals do not negate the provisions of law.

Finally, the original *Reducing Bias* guidelines are built around **3 Key Decisions**:  
**Key Decision One**: Should the student be referred or is it more likely that the difficulties are due to a difference in culture, language, and socioeconomic or environmental factors?

**Key Decision Two:** Can traditional evaluation procedures be used or does the team need to adapt procedures given the student's background? If so, how should procedures be adapted?

**Key Decision Three:** Does the student have a disability and need special education services or are difficulties due to exclusionary factors?

The *ELL Companion* will walk teams through these same three Key Decisions. New materials for gathering information for the Key Decisions will be presented in this manual, but readers will also be directed to appropriate materials in the original *Reducing Bias* manual. Copies of the original *Reducing Bias* guidelines are available in many district offices and may also be ordered online at <http://www.ecsu.k12.mn.us/pub.htm>.

## **How to Include EL Students in Their Classroom**

### **Provide A Welcoming Environment**

There are many things you can do to welcome your ELL students and lower their anxiety level. Teachers can appoint a student “buddy” to guide them through the day, and a home group for them to belong to. For newcomers, this can be the support they need to feel comfortable and secure. A sense of security and belonging is essential because it provides the social-emotional foundation needed to facilitate language acquisition (Boyle and Peregoy 15).

It is essential to include the ELL students in classroom activities. Often, a mainstream teacher who is uncomfortable with the concept of teaching to a student who does not yet speak English will allow the student to hover on the edge of classroom activity. This is unnecessary and unacceptable. Teachers can use a [variety of techniques](#) to ensure that an ELL student's ability to participate is maximized.

### **Become Aware Of The ELL Student's Background**

It is important for to gather information on the home culture of your ELL students. Some basic research will give valuable insights into the expectations ELL students and their families will have regarding teaching and learning, as well as the different learning styles that are valued in their cultures. Learning about the culture ELL students come from may also prevent you from inadvertently offending them in some way. Being informed about students' cultural and personal backgrounds will prepare you to welcome the students into your classroom in the best possible way.

### **Utilize Multicultural Community Resources**

ELL students may benefit from having a cultural liaison to interface between the home and school environments, providing support and fostering communication. Also, community members or parents can visit the class, fostering education about the home culture of an ELL student.

### **Assess The Cultural Relevance And/Or Bias Of Materials**

To help ELL students to learn, provide access to culturally relevant materials. What is culturally relevant material to a mainstream student might initially be completely irrelevant to an ELL student. An ELL student is unlikely to feel included in a classroom if the books and other materials are not multicultural. Assess the materials that are used and supplement them when necessary.

### **Build Bridges To The ELL Student's Home Culture**

The entire school becomes a more welcoming environment if multicultural materials are presented in hallways and classrooms. Through honoring and including aspects of other cultures, the education of both ELL and mainstream students is enhanced. Multicultural holidays can be celebrated as a vehicle for both enrichment and inclusion.

### **Provide Some First Language Support And Materials**

In many cases, it can be very supportive and encouraging if a teacher acknowledges and validates the first language of an ELL student. Here it is very important for the teacher to be perceptive of a student's attitude, because while some students will enjoy this, others will not want to be singled out as different from their peers. Words and phrases from the student's first language can be displayed in class, and students can be asked to "name concepts and objects in their primary language and connect those names with their English counterparts" (Cunningham 124). In literacy activities, ELL students can be encouraged to incorporate words from their first language to maintain the fluency of their communication. Later, these words can be replaced by their English equivalents.

Another important way to validate ELL students' primary languages is to accept their accents. Focus on the meaning of what they are communicating rather than their pronunciation. Pronunciation will improve naturally without any correction from you.

### **How To Help ELL Students Participate And Succeed**

#### **Create a Team the ELL Professionals, paraprofessionals and Mainstream Teacher**

The most important way to assist your ELL students is to use a team approach in your school. Working together in an efficient and thoughtful way, strategies can be devised to make the content of their classes appropriate and accessible. In addition, the ELL professionals and paraprofessionals can offer valuable pointers on how to maximize ELL students' participation in the mainstream classroom.

#### **Provide Cooperative Learning Opportunities**

The benefits of small group work are not unique to ELL students, but ELL students benefit from this kind of classroom organization in an additional way. Small group interaction provides them with the best language learning opportunity by allowing them to interact with other students in a meaningful situation. They may also be more inclined to speak in small groups than during whole class activities.

#### **Use Peer Tutors**

Tutors can come from within the classroom or upper grades, and can be a more advanced student who shares the first language of your ELL student.

#### **Establish Routine And Predictability**

All students benefit from a degree of routine in the classroom, but for a newly arrived ELL student, routines are often the only source of stability in a disorienting situation. Establishing or emphasizing routines will promote language learning. When key words are repeated in a familiar context, ELL students are able to learn those words and to participate more fully in the classroom.

#### **Use A Variety Of Assessment Procedures**

Remember that ELL students will know more than they can show you. Be sure to provide extra support to allow ELL students to perform on a level playing field with their peers whenever assessments are given. This can take the form of practice tests, or extra help interpreting a tricky question. Also remember that standardized tests are often culturally

biased, and language proficiency tests should be augmented by teacher observation of student progress.

### **Use Appropriate Questioning Strategies**

It is a good idea to discuss this with the ELL teacher in your school. There are many strategies for making questions more understandable for ELL students. Also, there are effective ways to question ELL students at different stages of language development. Remember that questions can be posed using varying levels of language complexity and thought processes, offering opportunities for students of varying proficiency levels to participate (McCreedy, Schleppegrell, and Simich-Dudgeon 238). Generally, good questions require the least amount of language proficiency on the part of the responder. However, you as the questioner need to monitor the complexity of the question itself. If you are aware of this, it is possible to ask a cognitively demanding question in a simple way. If your ELL student is not able to answer the question, it may be that they did not understand the question or can't find the language to formulate the answer. Finally, it is important to realize that ELL students will need extra "wait time" after a question is posed. Be sure to allow the extra few seconds necessary for them to process the language.

### **Modify Speech And Teaching Style**

There are simple ways in which you can level the playing field in a mainstream classroom without extensive preparation or drastic changes to lesson plans. It is a good idea to use a degree of repetition and linguistically simplified restatement in the delivery. Increase the use of nonverbal cues to convey meaning and facilitate understanding. Gestures can go a long way in ensuring comprehension. Also consider incorporating additional visual aids in the teaching, as well as activities that center around the arts. ELL students will especially benefit from songs, drama, choral reading, and other such modes of expression.

## **Organizing Your Newcomer's Day**

By: Judie Haynes

URL: <http://www.everythingsl.net/inservices/learningcenter.php>

Select a corner of your room. Set up a small desk or table with several chairs. Find a large box, closet or a shelf to keep the equipment and materials for your new language learners. Label everything and organize it so that students, buddies, tutors, and volunteers can easily find what they need.

Students can work in this area, or they can carry materials back to their desk. A work schedule should be prominently displayed to guide the newcomers and their buddies in the work you want them to do. Draw pictures or write page numbers on the schedule to show what work you want done. This is especially helpful with second and third grade students. Students will feel more comfortable if they know what is expected of them and if their days have purpose.

Students should feel free to go to the language learning area to work on these activities when they cannot follow the work being done in the classroom. (There will be less distraction to the class if newcomers are not cutting and pasting in the middle of your lesson.)

### **Gather materials and supplies**

Here are some of the items you may want to include in your language learning area. Don't put everything in at once. It's too confusing. The items you may want to include are:

- tape recorder and earphones
- computer with programs appropriate for newcomers.
- copies of appropriate activities for newcomers. Keep them in a loose-leaf binder, a large envelope or a folder with pockets.
- crayons, scissors, pencil, eraser, paper
- commercial books-with-taped readings
- labels for classroom objects and places
- a picture file (class-made or commercial)
- well-illustrated magazines for cutting out pictures
- blank 3"x 5" index cards to be used for flash cards or concentration games
- a picture dictionary
- home-language magazines with lots of pictures
- home-language story and literature books at the appropriate reading level.
- non-fiction picture books from the library that cover the same science, health, and social studies materials you are currently teaching.
- texts that have been written especially for ESL students in the content areas. Choose books that are well illustrated and have controlled vocabulary.
- beginning phonics books with tapes
- taped music in both English and native language
- picture books and well-illustrated beginning- to- read books with tapes
- simple games: dot-to-dot activities, word searches, concentration games, sequencing activities, jigsaw puzzles

- an "object" box - a small box full of small manipulative objects for beginning vocabulary or phonics learning.
- flash cards such as alphabet or vocabulary/picture cards.

### **Make up individualized "Starter Packs"**

The Starter Pack enables entry-level students to work independently. The directions for this work should not be too difficult to explain to students who speak no English. Here's how to set one up:

- Select appropriate pages from beginning level ESL materials. (It isn't necessary for students to work through all the pages from beginning to end.)
- Reproduce them and keep them in a large, clearly marked folder. (Three-hole punch them so students can keep them neatly in their own binders.)
- Add any other materials that you have found work well with beginners. Omit sections or pages that are not appropriate to your students' needs.

### **Establish a regular routine**

At first, everything will be chaotic to your non-English speakers. Give them help in organizing time, space, and materials. Make a schedule to give your students a sense of structure. Tape it to their desks, or have them keep it in the front of their ESL notebooks. Send a copy home so that parents can help their children feel more connected to the classroom. Finally, remember that your ESL students need to be a part of your class. Be sensitive to this when assigning work. Don't isolate ESL students from their peers with separate work all day long. When necessary, a buddy or volunteer can work with your newcomers.

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## Serving English Language Learners in Minnesota Schools Web Resources for Schools and Districts

### 1. The Immigrant Experience in Minnesota

This site contains a document in PDF format from the Minnesota Demographic Center dated June 2004. Demographic information from the 2000 Census as well as other data is used to discuss the numbers and experiences of the major immigrants groups, refugees, and languages spoken in Minnesota.

<http://www.demography.state.mn.us/PopNotes/EvaluatingEstimates.pdf>

#### Hmong

The Lao Family Community of Minnesota's website provides a historic timeline about the Hmong people as well as information about Hmong culture, families, worldviews, and cultural competency tips for educators and social service providers.

<http://www.laofamily.org/>

#### Lao

The goal of the Lao Assistance Center of Minnesota is to help Lao people achieve successful economic integration while preserving their cultural integrity and history.

<http://www.laocenter.org/>

#### Burmese

The Foundation for the People of Burma website provides information and links to resources on Burma's history, news, ethnic groups, politics, relief organizations, and culture.

<http://foundationburma.org/links.html>

This Minnesota Public Radio report discusses refugees from Burma are arriving in Minnesota. They are members of an ethnic minority called the Karen (pronounced kuh REN). The report is dated August 2004.

[http://news.minnesota.publicradio.org/features/2004/08/09\\_olsond\\_karen/](http://news.minnesota.publicradio.org/features/2004/08/09_olsond_karen/)

### 2. Developing Literacy Skills

This article, *What Elementary Teachers Need to Know about Language*, is from the Center for Applied Linguistics. It summarizes some basic aspects of oral and written language about which elementary teachers need expertise in order to promote literacy.

<http://www.cal.org/resources/digest/0006fillmore.html>

### 3. Teaching in the Content Areas

The following two articles from [www.everythingsl.net](http://www.everythingsl.net) are written for mainstream teachers who serve English Language Learners. The first article outlines the challenges facing ELLs in learning language arts, math, science, and social studies.

[http://www.everythingsl.net/in-services/challenges\\_ells\\_content\\_area\\_1\\_65322.php](http://www.everythingsl.net/in-services/challenges_ells_content_area_1_65322.php)

The second article, *SIOP: Making Content Comprehensible for ELLs*, discusses the Sheltered Instruction Observation Protocol (SIOP). This strategy was developed to make content material comprehensible to English Language Learners.

[http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)

This digest from the Center for Applied Linguistics discusses 10 principles for developing effective teaching and learning contexts for immigrants adolescents and profiles one program that has been successful in promoting the academic success of its students by implementing these principles.

<http://www.cal.org/resources/digest/0003strategies.html>

#### **4. Evaluating Student Progress**

This ERIC Digest, *Test Accommodations for LEP Students*, discusses testing accommodations for English Language Learners and the impact of simplifying language used in testing.

<http://www.ericdigests.org/2002-2/lep.htm>

*Organizing and Assessing in the Content Area Class* describes how teachers can monitor the comprehension of English Language Learners, how to effectively organize subject area instruction, and how to design assessments for ELLs that match their developing comprehension.

<http://www.everythingsl.net/in-services/judith2.php>

## World-class Instructional Design and Assessment

### ***Mission***

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

### ***Vision***

To be the most trusted resource in the education of PreKindergarten through Grade 12 language learners.

### ***Values***

**WIDA's CAN DO Philosophy:** believing in the assets, contributions, and potential of linguistically diverse students

**Collaboration:** facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide

**Innovation:** drawing from research and practice to find the best solutions for students and educators

**Service:** exceeding expectations with friendly and knowledgeable support of our customers and stakeholders

Source from: <http://www.wida.us/index.aspx>