

2022-2023

KANAWHA COUNTY SCHOOLS

TITLE III

ENGLISH AS A SECOND LANGUAGE

PROGRAM HANDBOOK FOR SCHOOLS



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English Learner Services for Kanawha County Schools

Kanawha County Schools offers services and opportunities to EL students, teachers, and parents. Important contacts and information are listed here.

Title III Office for Kanawha County Schools: 304-348-6105

Dr. Elaine Gayton
200 Elizabeth Street
Charleston, WV 25311

Kanawha County Schools EL Office: 304-348-1375 (voicemail)

Dunbar Intermediate School, Room M-20 1300 Myers Ave.
Dunbar, WV 25064

Marshall University (South Charleston): 1-800-642-746-8931

Dr. Campbell: Contact for information about ESL Endorsement

WVDE TITLE III Office: 304-558-0200

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The EL Program

Introduction

Limited English proficient students receive English language instruction through the English Language Learner (EL) Program. Currently this program is staffed by teachers at the elementary, middle and high school levels, who are trained in methodologies appropriate to the educational needs of the EL student. This handbook addresses some of the following issues: identification of potential EL students, assessment, appropriate grade placement, guidelines for grading, and cultural considerations. Also included are eligibility criteria, exit criteria, instructional strategies for classroom teachers of EL students, parental involvement recommendations, and resources such as the English Language Proficiency Standards.

Some Important Characteristics of EL Students

- May be suffering from culture shock. School procedures may be completely different from those to which they are accustomed.



- May be in the “silent period” stage of language acquisition.
- May be frustrated by inability to understand and to be understood.
- Need to be like their peers and to be included in activities even though they may not understand the language in initial stages.
- Have a high regard for teachers. Most EL parents support and appreciate the teacher.



- Sad or depressed about leaving their friends, home, and country. Some students may be in the US because of their parents’ job(s) and may feel highly resentful and displaced.



- May have been born in the US, but do not have English language proficiency.
- May say they understand an assignment or a question when they really do not understand.



- May not ask for help when they need it.

Fact

- Learning a second language takes time and significant intellectual effort on the part of the learner. Learning a second language is hard work; even the youngest learners do not simply “pick up” the language.

Definitions

BICS (Basic Interpersonal Communication Skills) - is defined as language proficiency in everyday communicative contexts, or those aspects of language proficiency that seem to be acquired naturally and without formal schooling.

CALP (Cognitive Academic Language Proficiency) - is defined as language proficiency in ACADEMIC situations, or those aspects of language proficiency that emerge and become distinctive with formal schooling.

EL or ELL (English Learner or English Language Learner)



ESL (English as a Second Language) - is a program designed to teach EL students the English language in the areas of listening, speaking, reading, and writing. Eligible students are usually pulled out of their regular classrooms for individual instruction for specific amounts of time each week.

FEP (Fully English Proficient) – is a student with a primary or home language other than English whose skill in listening, speaking, reading, and writing in English is at or above levels needed for successful participation, without special assistance in the district’s regular educational program.

LEP (Limited English Proficient) - is a student whose difficulties in listening, speaking, reading, or writing, the English language may be sufficient to deny the individual the ability to achieve successfully in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

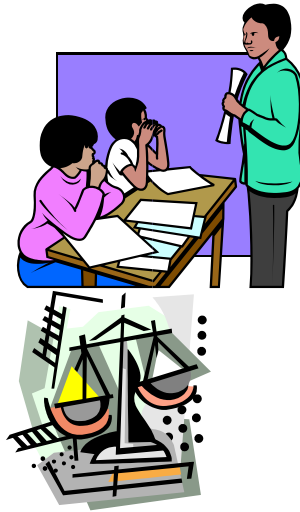


SIOP (Sheltered Instruction Observation Protocol – Sheltered English Instruction)

In addition to EL students receiving EL instruction, the classroom teacher uses a **sheltered instructional approach** to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use visual aids, technology, scaffolding, differentiated instruction, cooperative learning, and other accommodations to teach language development and content concepts in mathematics, science, social studies, and other subjects.

TESOL (Teachers of English to Speakers of other Languages)

Professional organization for EL teachers worldwide.



Legal Requirements

The law in West Virginia requires that “all children under the age of 17, or for so long as the student shall continue to be enrolled in a school system after the 17th birthday, must attend school on a regular daily basis”. Federal mandates obligate school systems to provide appropriate education to every child regardless of their social or immigration status.

Civil Rights Act, Title VI, 1964

No person in the United States shall, on the ground of race, color, or **national origin**...be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Lau v. Nichols, 1974

The U.S. Supreme Court guarantees children an opportunity to a "meaningful education" regardless of their language background. Schools must assume responsibility for helping students overcome language barriers. The mandate is clear: language-minority students must be ensured access to the same curriculum provided to their English-speaking peers. (“Summing up the *Lau* Decision: Justice Is Never Simple”, James Crawford, 1996)

Equal Educational Opportunities Act (EEOA), 1974

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by... the failure of an educational agency to take appropriate action to **overcome language barriers that impede equal participation** by its students in its instructional programs.

The Bilingual Education Act of 1988: P.L. 100-297

States and local school districts should be encouraged to determine appropriate curricula for LEP students within their jurisdictions and **develop and implement appropriate instructional programs**.

The No Child Left Behind Act of 2001: P.L. 107-110 (NCLB)

Title III of NCLB requires that children who are limited English proficient, including immigrant children and youth, **attain English proficiency**, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet and that schools assist all limited English proficient children, including immigrant children and youth, to **achieve at high levels in the core academic subjects** so that those children can meet the same challenging state academic content and student

academic achievement standards as all children are expected to meet. <https://wvde.us/federal-programs/esea-title-programs/title-iii/>

ESEA ACT 2001

This act reauthorized and amended federal education programs established under the Elementary and Secondary Education Act (ESEA) of 1965. The major focus of the Elementary and Secondary Education Act, also known as No Child Left Behind, is to provide all children with a fair, equal, and significant opportunity to obtain a high-quality education.

HOME LANGUAGE SURVEY (required)

All school enrollment cards/emergency cards must contain the following:

- What is the primary language in your home, regardless of the language spoken by the student?
- What language does the student speak most of the time?
- What language did the student first speak and understand?

It is the responsibility of the school administrator to notify the district EL contact person after reviewing the enrollment/emergency cards to determine which students may be EL students. If a parent/student answers “Yes” to either of the above questions, the administrator should send a copy of the enrollment card/emergency card to the EL office. The EL teachers will be given a copy of the enrollment card/emergency card so that the assessment of all potential EL students will be conducted. A screening assessment must occur within 30 days of the student’s enrollment if the student enrolls at the beginning of the school year. The assessment must be conducted within 14 days if the student enrolls during the school year.



WVEIS: West Virginia Education Information Systems - It is important that every student who is identified as “Native language other than English” have an active record. School personnel entering data on WVEIS must **enter the correct language code** to identify the student. This enables the district to maintain data regarding EL students as a group, and to submit reports to WV Department of Education.

School Enrollment



Documentation

- Student must show proof of age. Acceptable proof includes birth certificate, Form I-94, or hospital records.
- Student must provide proof of immunizations or proof of an evaluation by the Health Department or a local physician.

- Student should provide records of previous schooling, if at all possible. However, the student may not be denied enrollment if this documentation is lacking.

School's Responsibility Toward Undocumented Students:

The type or status of a prospective student's visa is NOT a consideration when enrolling a student in school. Schools may NOT ask to see a student's visa or passport to check on the status of the visa. **Schools must admit students regardless of their "undocumented" status.** The U.S. Supreme Court ruled in *Plyler v. Doe, 1982* that undocumented children and young adults have the **same right as U.S. citizens** and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of this ruling, public schools **may not:**

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
- Treat a student differently to verify residency
- Engage in any practices that "chill" or hinder the right of access to school
- Require students or parents to disclose or document their immigration status

Procedures for Potential Entrance into the English Learner Program

- Step 1: The student is identified as a potential EL student based on the enrollment/emergency card data and through direct, immediate communication between school-based staff and the EL teacher.
- Step 2: Following direct communication between the school-based staff and the EL teacher, the student's enrollment/emergency card will be copied and sent to the EL Office at Dunbar Intermediate, Room M-20, Attention: Lead EL Teacher.
- Step 3: A language screening, consisting of the administration of the ELPA21 Screener, will be conducted by the EL teacher within 30 school days of enrollment. Parents will be notified of the results of the screener. If the results indicate that the student is not yet proficient in English, the student will be admitted to the EL Program. The parents and school will be notified of this placement by the EL teacher within 30 days of the student's enrollment. If a student enrolls during the school year, the assessment and parental notification will be completed within 14 days of the student's enrollment. If a student enters Kanawha County Schools and has

completed the ELPA21 in any WV county, ELPA21 results will be used to determine service level. Parents have the right to decline this service or to remove their child from this program at any time by notifying the EL teacher or school, in writing. However, even if the parent removes the child from the EL Program, the child will still be required to take the annual English Language Proficiency Assessment.

Step 4: The EL teacher convenes an EL Committee meeting, during which the EL teacher, with input from the child's teachers, the parent and/or the student, completes the Modifications Form, if needed and the EL Assessment Participation Form. The EL teacher provides resources to the classroom teachers at this time and expectations for the student are discussed.



Immunizations for School Entry:

Determining if the student meets the state requirements for immunizations is the next step when enrolling a new EL student. Many other countries administer different types of immunizations. Therefore, if the immunization record is from another country, the family should be referred to the local Health Department or to their family physician for an evaluation of the immunization records.

Immunization requirements for the State of WV can guide the administrator when enrolling a new student. Consult with the school nurse and W.Va. Code §16-3D-3.

The W.V. Code site is [http:// www.legis.state.wv.us/WVCODE/16/ masterfrmFrm.htm](http://www.legis.state.wv.us/WVCODE/16/masterfrmFrm.htm) (click on 16-3D-3).

Grade Placement

K 1 2 3 4 5 6 7 8 9 10 11 12

Assignment to the appropriate grade level will take into account the following factors:

- educational history
- student's age
- English language experiences
- parental/guardian preference

Students who enter with records of their previous schooling should be placed in the ageappropriate grade (or no more than one grade level below) based on Kanawha County's age requirements for that grade. Students who enroll without records of previous schooling should be placed in a grade according to age or no more than one grade level below.



Students who enter with limited educational experiences may be placed no more than one year below their age appropriate level.

Students should be placed with teachers who are sensitive to their needs, preferably those with EL training. Changes in student's schedule or teacher may occur after an initial period if the EL and school staff agrees that a change indicated.

The need for special education placement, such as gifted, speech and/or special education services, should be addressed whenever the student appears to need such assessment. All special education assessments should be conducted with testing instruments that are valid with nonnative English speakers or conducted in the student's dominant language.

Placing the EL student in Special Education because of limited English proficiency is prohibited. However, the EL student is entitled to the same educational opportunities as all students. Therefore, if an EL student is in need of Speech and Language Services because of a problem that is present in his/her native language, the student must receive the appropriate services. Additionally, if the student appears to be gifted or shows distinct learning disabilities, the student is entitled to receive interventions as needed, be evaluated for Special Education services based on protocol in Kanawha County Schools, and placed in Special Education if appropriate. The EL student cannot be treated differently because of his/her home language. There is no "waiting period" that must be observed.



Guidelines for Grading EL Students

It is reasonable to maintain high academic standards for ELs; however, the EL may not be able to perform or compete academically with his/her English-speaking classmates in content area classes as long as he/she is in the EL program.



Most EL students work conscientiously and should not be penalized for their temporary inability to achieve academically because of their language limitations.

For this reason, guidelines have been established with the intention of ensuring equity in grading for all EL students who cannot earn passing grades under criteria intended for English proficient students. The intention is also to avoid the inconsistencies and of grading procedures based on individual teacher decisions, and to bring consistency to the area of grading EL students.

These guidelines apply only to students who have been formally identified as Level 1 or Level 2 EL students according to the eligibility criteria of the EL program.



Guidelines:

If the EL student has been identified as Level 1 or Level 2 on a scale of 5 levels, the teacher may assign C (satisfactory) in the content area subject if:

- the student has made an effort in the content subject
- the student has demonstrated progress during the given grading period
- the student has attempted to do assigned tasks
- the student has made an effort to come to class prepared
- the teacher has made curriculum and assessment accommodations for the student



The EL student identified as Level 1 or 2 will be assigned a grade of F or Unsatisfactory in the content area subject if:

- the student has made **no** effort to learn
- the student has demonstrated **no** progress during the grading period
- the student has made **no** effort to complete class/homework assignments
- the teacher has made curriculum and assessment accommodations for the student



ATTENTION: Failure to perform at grade level or on the level with native English-speaking students and/or failure to pass tests and quizzes designed for English proficient students **does not constitute failure for EL students.**

When a student is pulled out of class for EL services, he/she **shall** not be penalized. The student must be excused (in Schoology) from assignments he/she misses during EL service time, as EL services are federally mandated.

When the EL student earns a letter grade of C or above (that is, C, B, or A) then the teacher will assign the actual letter grade earned. Once an EL student has been able to earn a grade of C or better, the teacher is encouraged to use the county grading scale.

****It is very important to communicate this information to the EL student's parents. Parents are often unaware that teachers are making curriculum and assessment accommodations to meet their child's individual needs and to help their child experience success in the classroom, even though they are not fully proficient in English.**



For EL Students Who Fail

Report cards and test grading pose a challenge to regular classroom teachers, who may be tempted to give a failing grade to EL students who have not mastered grade level content. This is not advisable *unless* there is:

- *ample documentation that every effort was made to accommodate and help the EL by making curriculum and assessment accommodations for the student*
- *ample documentation that consistent interventions were provided*
- *evidence that the student did not make any effort to learn.*

Guidelines for Promotion/Retention Students

EL students should not be retained in grade level because of their language skills. Measures that reduce the need to retain students include: tutoring, interventions during the school day, summer school, remediation, before-and after-school programs, etc. Research shows that ELs who have experienced academic success will be motivated to continue achieving at school.

A student should be considered for promotion even though he/she may not be reading on grade level. It is important to consider the rate of progress the student is making in EL and regular

classroom. One can reasonably expect that the progress of the EL will accelerate as he/she acquires more skills and becomes more comfortable in his/her new environment. Continued EL support could make up the deficiencies to the extent that he/she will be able to function satisfactorily.

In the final analysis, if questions arise about promotions and retentions, please base decisions primarily on the evaluation of the EL and classroom teachers and on parents' preferences. If, in compliance with KCS retention policy, it is determined that an EL will benefit from grade level retention, the student may be considered for retention.



Standardized Tests

In keeping with ESEA, No Child Left Behind Act of 2001:

All ELs will be included in the statewide assessment. The EL committee will determine if students receive testing accommodations.

English Language Development Testing

Title III of the ESEA, No Child Left Behind Act of 2001, requires each state to report on the yearly progress of EL students in learning English. To meet this requirement, **all** ELs must participate in a yearly assessment of their English language proficiency. The county testing coordinator and Title III director have information regarding the testing window and procedures for administering the West Virginia English Language Proficiency Assessment.

In addition to participating in the WV English Language Proficiency Assessment, **all** ELs will participate in all statewide testing.

Purposes of English Language Proficiency Assessment

- Determine eligibility for EL Program
- Determine level of EL services
- Determine areas of student strengths and weaknesses in English for effective instructional planning
- Track student academic growth
- Determine readiness for exiting the EL Program



ENGLISH LEARNER ELIGIBILITY CRITERIA AND SERVICE LEVELS

To be considered for eligibility, the student must meet the following criteria:

An English Language Learner (EL) in the State of West Virginia is classified according to WVDE Policy 2417 as one:

- Who is aged 3-21
- Whose native or primary language is other than English OR student's native language is other than English and student comes from a home in which a language other than English is more relied upon for communications.
- Who comes from an environment where a language other than English is dominant
- Who is enrolled in an elementary or secondary school (Public or Private)
- Whose difficulties speaking, reading, writing or understanding the English language may be sufficient to deny the student the ability to meet the State's proficiency levels of achievement on State assessments; the ability to achieve successfully in the classrooms where the language of instruction is English; or the opportunity to participate fully in society.

If the student meets the above requirements, levels of service will be determined according to the following criteria.

LEVEL 1 (Level 1 on WVEIS-Negligible)

Eligibility Criteria:

Student's language proficiency scores fall within the range for Level 1 on ELPA21, or if the student is newly enrolled in a WV school, on the ELPA21 Screener.

SERVICE LEVEL

Elementary: The student will receive a minimum of 90 minutes of instruction, scheduled as 30-minute sessions, three days per week, from the EL teacher.

Middle/High School: The student will receive a minimum of 135 minutes of instruction, scheduled as 45-minute sessions, three days per week, from the EL teacher.

LEVEL 2 (Level 2 on WVEIS-Very Limited)

Eligibility Criteria

Student's language proficiency scores fall within the range for Level 2 on ELPA21, or if the student is newly enrolled in a WV school, on the ELPA21 Screener.

SERVICE LEVEL

Elementary: The student will receive a minimum of 60 minutes of instruction, scheduled as 30-minute sessions, two days per week from the EL teacher.

Middle/High School: The student will receive a minimum of 90 minutes of instruction, schedules as 45-minute sessions, two days per week from the EL teacher.

Level 3 (Level 3 on WVEIS-Limited)

Student's language proficiency scores fall within the range for Level 3 on ELPA21, or if the student is newly enrolled in a WV school, on the ELPA21 Screener.

SERVICE LEVEL

Elementary: The student will receive a minimum of 30 minutes of instruction, one scheduled day and time per week, from the EL teacher.

Middle/High School: The student will receive a minimum of 45 minutes of instruction, one scheduled day and time per week, from the EL teacher.

Level 4 (Level 4 on WVEIS-Intermediate to fluent)

Eligibility Criteria

Student's language proficiency scores fall within the range for Level 4 on ELPA21, or if the student is newly enrolled in a WV school, on the ELPA21 Screener.

SERVICE LEVEL

Elementary: The intermediate student may receive 30 minutes of scheduled instruction once a week from the EL teacher if the student is unable to perform successfully on an independent level.

Middle/High School: The intermediate student will receive 45 minutes of scheduled instruction once a week from the EL teacher if the student is unable to perform successfully on an independent level.

Level 4/5 on WVEIS-Fluent

EXIT CRITERIA

In order to exit the EL Program, the following criteria must be met.

West Virginia Board of Education Policy 2417 *Programs of Study for EL Students* defines the criteria for exiting an EL from Language Services. When a student meets the criteria, his/her WVEIS record should be updated to indicate appropriate exit status. The exit criteria outlined in Section 2.2 of Policy 2417 are as follows:

2.2. English Language Proficiency (ELP). The criteria for ELP (exit EL status) are:

2.2.1. student no longer meets the definition of EL; and

2.2.2. student no longer participates in alternative language program; and

2.2.3. student scores at level five (possibly 4) on the ELPA21 or Alternative Assessment

Once the student has scored at Level 4/5 on ELPA21 the student will be exited. For the next two years, the student's progress will be documented. The EL teacher will get input from the classroom teacher and at the end of each grading period, the student's grades will be checked to see if he/she is performing successfully. If a Level 4/5 student is not performing successfully, an

evaluation conference will be conducted to determine the cause and address the student's unsatisfactory performance. If the cause is determined to be English language related, the student will be reconsidered for the EL Program.

Brief Descriptions of a Typical EL at Each Proficiency Level:

Level 1 and 2 (Emerging) – students have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Eligibility is indicated on ELPA21 by attaining a proficiency level of 1 or 2 in all domains.

Level 3 and early 4 (Progressing) – with support, the student has reached a level of English language skill necessary to produce, interpret, and collaborate on gradelevel content-related academic tasks in English. This is indicated when at least one ELPA21 score is above level 2. Students scoring “Progressing” are eligible for continued program support.

Level 4 and 5 (Proficient) – the student has attained a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a proficiency level of 4 or higher in all domains. Once proficient on ELPA21, students will begin the exit process.



Guidelines for Reasonable Expectations: Social Language and Academic Language

Research in language acquisition shows that there are two distinct types of language competence: language used for interpersonal and social communication, “BICS” and language used for cognitive development and academic success, “CALP”.

Teachers should be aware that even though students may appear to demonstrate proficiency in English through social interaction, their cognitive and academic language development may lag several years behind. Thus, students who can interact with their peers may still need additional instruction to help them successfully accomplish their academic work.

Basic Interpersonal Communication Skills, social language, is usually acquired in 1-2 years however, it can take 5-7 years for ELs to achieve the same levels of proficiency in ACADEMIC English as native speakers.

Note: Many immigrants during the early part of the 20th Century did NOT learn English quickly or well. Many dropped out of school to work in jobs that did not require the kinds of academic achievement and communication skills that substantive employment opportunities require today.

Social Language	Academic Language
Informal	Formal
Predominately Oral	Cognitively Complex
3,000 Words or Less	100,000 Words or More
Short, Simple Sentence Structures	Long, Complex Sentence Structures
Can be “Picked Up”	Learned Through Instruction

Simple versus Complex Language

In addition to differing timelines for developing social (BICS) and academic (CALP) language proficiency, classroom teachers need to be mindful of the complexity of *academic* English.

- Some language structures provide a high degree of contextual support and are cognitively easy. For example: “hands-on” activities: “Take this glass and fill it with water.”
- Other language structures lack contextual support and are very abstract, while at the same time are very academically demanding. These language tasks are the most difficult areas of language use. For example: “Explain the effects of pollution on the environment.”



Planning the Instructional Program of EL Students

Since the English Learner's possible range of skills varies from a complete lack of English proficiency to nearly proficient, a great deal of care must go into setting up a program in which students can progress academically, learn English, and develop a sense of belonging and self-confidence.

- The EL teacher holds an EL Committee Meeting and consults with the classroom teacher(s) to establish reasonable classroom expectations, to suggest classroom accommodations for the student, and any accommodations that may be needed for the General Summative Assessment.
- The EL teacher provides the EL Handbook to the teacher(s), counselor and administrators at each school.
- All employees will complete the EL Staff Development training online.
- The Classroom Accommodations Form is given to the teacher and counselor, for Level 1 and 2 students, as needed.
- The EL teacher is available to meet with teachers or teams of teachers as needed.

Sheltering Instruction: Strategies for Classroom Teacher

The EL program model used by Kanawha County Schools is content-based instruction. The curriculum for EL instruction is based on ELP standards and appropriate College and Career Readiness Standards.

However, in the regular class, the teacher should “shelter” the academic content for EL students while they are learning English. **Sheltered instruction** is the approach to teaching English language learners which integrates language and content instruction. The dual goals of sheltered instruction are:

- to provide access to mainstream, grade-level content
- to promote the development of English language proficiency



The following are ways for classroom teachers to **shelter instruction** for ELs in content classes:

Visual Aids: Visual aids give EL students visual cues that may help clarify meaning and solidify learning.

Technology: Teachers may use Google Translate, Google Images, and other appropriate applications or websites.

Hands-On Activities: Hands-on activities help ELs connect with classroom content. Processes that can be experienced or observed make learning more concrete.

Sufficient Wait Time: ELs need additional time to formulate their answers in English. Some may still be translating their first language into English; others may need time to find the appropriate words. By pausing after a question is asked, everyone has time to think about the question before responding.

Model Spoken Language: Refrain from correcting students' spoken language. Instead, model the proper usage in a restatement. For example, if a student says "No understand." You might reply, "You don't understand? Okay." Students may occasionally ask to be corrected; but as a rule, it is best to leave corrections to the written word. Be sure to balance positive feedback with corrections.

Lesson Outlines: Teacher-prepared outlines or notes can help ELs follow along in class. Alternately, you may ask another student to share his or her notes with the EL. You may also choose to give the student information regarding the lesson plan and objectives so that they may have an easier time following along.

Skim and Scan: Directly teach ELs reading strategies that will enhance their reading skills. Skimming, scanning and even outlining chapters in the textbook are excellent pre-reading strategies that can help students preview material prior to reading. They can also engage in other strategies such as predicting chapter content from headings, creating vocabulary lists, writing responses, and summarizing.

Respect the Silent Period: Most second language learners go through a silent phase. Forcing a student to speak may make them embarrassed and overly self-conscious. *Strategies for Teaching English Language Learners, McGraw-Hill, 2009*



The Sheltered Classroom

When designing a plan to assist English Learners in the regular classroom, there are many ways teachers can structure their classroom activities to benefit ELs.

- Provide signals to call student's attention to different lessons. Use such techniques as the location of the lesson, teacher posture, voice cues, and predictable schedules to mark the lesson's boundaries.
- Build consistency in classroom routines, lesson formats, and the language used within lessons. Familiarity with procedures frees English learners to concentrate on content.
- Provide a balance between teacher-centered instruction, student group work, and independent work. Too much individual work will deprive students of necessary social interaction.
- Encourage students to stretch beyond their comfort level. Give them opportunities to hear and use slightly more complex language.
- Repeat, rephrase, paraphrase, and expand. Focus on communication.
- Use real objects and models. Display photographs, pictures, charts, and posters. Use appropriate videos and Internet sources.
- Use authentic texts and language.
- Show examples of completed work, projects, research papers, etc.



Strategies for Classroom Teachers of *Beginning* English Learners

- Speak more slowly
- Articulate more clearly
- Increase volume on key words only
- Exaggerate intonation
- Use fewer idioms and slang
- Use high frequency vocabulary

- Preview (activate background knowledge)
- Avoid cursive writing
- Review and provide opportunities to practice

DESK

- Label classroom objects.



- Provide extra practice in writing letters of alphabet, particularly for those whose native language does not use the Roman alphabet. Much practice in cursive writing is needed.



- Give the child his/her own book(s) even if he/she cannot read them. ELs may copy from their books in an attempt to do school work and to feel a part of the group even though their comprehension is minimal.



- As time permits, explain in the simplest possible language easy tasks you would like him/her to try. Demonstrate as you explain.

- **Show examples of completed work.**

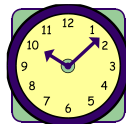
- Provide situations in which students can learn language for functional purposes.



- Assign peer buddy (same gender). A peer buddy is vital for a student in a US school for the first time.

- Get simplified text from library or Internet on the same subject you are studying (i.e., in a Social Studies class).

- Give the student more time to complete assignments, or reduce assignment load.



- In testing situations, consider: giving the student extra time, allowing use of a dictionary or translation App, giving an open book test, giving the test orally.



- Use as many of the senses as possible to present new information.



The Human Eye

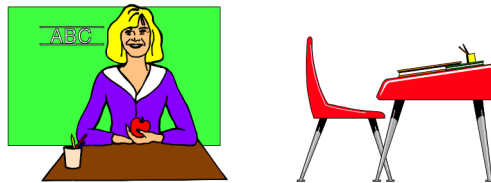


- Use graphic organizers. Give the students an outline, chart, timeline, or concept map to fill in during class presentations.



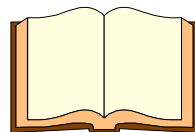
- Write key points on the board for students to copy and study/translate later.

- Seat the student close to the teacher and/or the front of the room, but do not physically separate the student from the group.



- Teach the book format to the student. Review the table of contents, index, glossary, etc., to make sure the student knows how to use the parts of the books.

- Be aware of high-level vocabulary, archaic expressions and third person narration.



- Allow the student to use a translation App, such as Google Translate.



Quick Start Guide



ACCOMMODATIONS

- Provide alternative assignments in a format student can understand
- Have students work in groups or with a partner
- Assign a peer buddy
- Check understanding of assignments
- Check understanding of school protocol – especially announcements and attendance policy
- Ask open-ended questions
- Avoid cursive writing
- Allow the use of bilingual dictionaries or translation Apps



ASSESSMENT

- Use an alternative form of assessment such as: projects, group presentations, PowerPoint presentations, posters, models, collages, art or drama presentations
- Avoid cloze procedure, especially without word bank
- Avoid long essays
- Minimize use of negatives, especially in test questions (i.e. which of the following is **not** an example of ...)
- Let student take tests home to study the day before the test
- Give study guides with answers provided by the teacher
- Give an open book test
- Go over scored test and check for understanding, correct and re-teach if necessary

- Make tests **shorter** for ELs or give them extended time. They work more slowly because they have more to process.

<p>Pacing: <input type="checkbox"/> Extend time requirements <input type="checkbox"/> Exclude inappropriate assignments <input type="checkbox"/> Other:</p> <p>Presentation of Subject Material: <input type="checkbox"/> Use individual/small group instruction <input type="checkbox"/> Simplify language <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Emphasize critical information <input type="checkbox"/> Demonstrate concepts <input type="checkbox"/> Use manipulatives ___ <input type="checkbox"/> Use graphic organizers ___ Other:</p> <p>Materials: <input type="checkbox"/> Highlight textbooks/study guides <input type="checkbox"/> Provide bilingual dictionary or electronic translator <input type="checkbox"/> Use EL suggestions in adopted textbooks <input type="checkbox"/> Provide supplementary multimedia resources (e.g. audio books, videos, Internet sites) <input type="checkbox"/> Allow use of calculators/computers <input type="checkbox"/> Avoid use of cursive writing ___ Other:</p> <p>Assignments: <input type="checkbox"/> Assign homework clearly <input type="checkbox"/> Provide example of completed work <input type="checkbox"/> Shorten assignments <input type="checkbox"/> Adapt worksheets <input type="checkbox"/> Use alternate assignments <input type="checkbox"/> Give assistance in note taking <input type="checkbox"/> Lower reading level <input type="checkbox"/> Read directions to student <input type="checkbox"/> Give directions in small, distinct steps <input type="checkbox"/> Provide written and oral directions <input type="checkbox"/> Allow copying from book ___ Other:</p> <p>EL Teacher: _____ Parent: _____</p>	<p>Environment: <input type="checkbox"/> Assign preferential seating <input type="checkbox"/> Assign Peer Buddy <input type="checkbox"/> Develop consistent class routines ___ <input type="checkbox"/> Avoid scheduling pull-out ESL during uninterrupted reading time ___ Other:</p> <p>Reinforcement and Follow Through: <input type="checkbox"/> Check often for understanding <input type="checkbox"/> Have student repeat key concepts ___ <input type="checkbox"/> Plan cooperative learning experiences <input type="checkbox"/> Provide language experiences <input type="checkbox"/> Use concrete reinforcement <input type="checkbox"/> Give immediate feedback <input type="checkbox"/> Teach study skills <input type="checkbox"/> Use study guides to organize materials <input type="checkbox"/> Make/use vocabulary files ___ Other:</p> <p>Adaptations to classroom tests: <input type="checkbox"/> Allow students to answer orally <input type="checkbox"/> Read test to student <input type="checkbox"/> Modify format <input type="checkbox"/> Use multiple choice format <input type="checkbox"/> Provide word bank <input type="checkbox"/> Use different test items <input type="checkbox"/> Shorten test length <input type="checkbox"/> Select only appropriate test items <input type="checkbox"/> Use portfolio assessment <input type="checkbox"/> Use Project Based Learning <input type="checkbox"/> Use performance-based assessment <input type="checkbox"/> Use rubrics ___ Other:</p> <p>Grading: <input type="checkbox"/> Modify grading system (see EL Handbook pages _____)</p> <p>Classroom Teacher: _____</p>
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SAMPLE
CLASSROOM ACCOMMODATIONS FOR EL STUDENTS

STUDENT _____ **DATE** _____ **Cultural**
Awareness

When communicating with English Learners both in and out of class, it is important to be

mindful of cultural considerations. Respect and sensitivity is the key.

Many students from other cultures are in respect of showing affection to their adult. To some, eye contact is considered an act of defiance.

- Many ELs appreciate and value educational systems and greatly respect teachers.
- Some students may not like to be touched. Conversely, in some other cultures, students may accept demonstrations of affection as important signs of acceptance.
- Students want to know the rules and what is expected of them. In many of their home countries, students experience large classes, strict teachers, and punishment (often corporal) when they break the rules.
- In many cultures, males are often the authority figure.
- For many ELs, the family is the most valued institution.

Cultural Communication Tips for Teachers

When talking with an English Learner, keep in mind the following.

- Use short, direct statements and avoid embedded questions.
- Be careful with humor: often it is culturally bound.
- Be aware of slang, idioms, jargon, and acronyms and limit your use of them.
- Be aware that students often answer “yes” to any question asked by a person of authority, even if the truth is “no”, out of respect for the authority figure.
- Do not ask “Do you understand?” Have the student demonstrate his understanding.

Many ELs will not tell you:

- If they don't have money to buy materials and supplies
- If they don't have access to a computer and the Internet at home
- If they don't have any adult help or support with homework
- If they have to work long hours
- If they are homesick
- If they don't have an appropriate space for studying at home
- If they are going to move



- If they don't understand

Promoting Home Languages



Research indicates that the more highly developed a student's first language, the more success that student will have acquiring a second language.

Students and their parents need to be encouraged to maintain their home language. Bilingualism is a great asset. Also, by maintaining the home language, students' academic performance can be enhanced. Underlying academic proficiency is common across languages. This allows the student to transfer cognitive skills from one language to another.

How can teachers promote a home language when their classrooms reflect many languages or when they are monolingual? The following strategies help promote home languages in ways that encourage cultural respect, promote self-confidence and develop academic skills.

- Encourage parents to support and maintain the student’s native language (i.e. reading in the native language, communication at home, etc.). Do not suggest that parents speak only English to their children.
- Educate parents about the importance of using the home language with their children. Emphasize that the continuing development of the home language strengthens and does not impede their child’s ability to learn English, but actually helps them learn English.
- Invite bilingual parents and community volunteers to participate in classroom activities (lead small group discussions, read material written in native languages, teach songs, or share information).
- Invite students to share their home languages if they feel comfortable doing so (teach the class greetings, counting, and simple phrases as well as sing songs, such as “Happy Birthday,” in other languages).



- Build a library of native-language materials. If necessary, pool resources with other teachers.
- Invite each student to use his or her primary language in journal writing.



- Provide as many materials in native languages as possible – books, magazines, videos, and computer software. Bilingual community volunteers may be able to work with students using these resources.



- Collect students’ writings in their home languages, and print copies of them to add to the classroom library. Invite students to share their stories.
- Attend or provide ongoing professional development opportunities that increase awareness of the key role that native language literacy plays in a student’s English language development and academic success.



Role of Parents

Research shows that students benefit when their parents are involved in their education and with their schools. ELs especially benefit from the involvement of their parents with the school. Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps establish a sense of trust. The following practices can help educators make non-native English-speaking parents feel more at ease.

- Pronounce parents' names correctly.
- Give parents an opportunity to talk about goals for their child/children.
- Understand that in some cultures, the avoidance of eye contact is a sign of respect and does not indicate disinterest.
- Understand that the parent's level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Some parents may not ask questions, but may wait to be told what is important. Do not assume this lack of assertiveness implies agreement with school observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.
- Acknowledge all concerns as legitimate ones. It may be very difficult for parents to voice their concerns.
- Talk about the student's academic, behavioral, and social strengths and positive traits as well as areas of need.
- Listen attentively to the parents, be willing to learn from them, and practice active listening skills to clarify what has been communicated.

- Respect the parents' right to disagree.
- Use language without jargon and acronyms as much as possible.
- Ask parents specific questions to check for understanding.
- Follow up after the meeting and do what was agreed upon.



Promoting Parental Involvement

Some parents of ELs are reluctant to come to their child's school. They may fear that their lack of English language skills will prevent them from understanding others. They may have to work or not have transportation to get to the school. Some may believe that school is the child's responsibility, and that they will interfere if they come to school. It is important to try to overcome these barriers by doing the following:

- Communicate regularly with the parents concerning the student's progress.
- Encourage parents to support and maintain the student's native language (i.e. reading in the native language, communication at home, etc.)
- Provide translations of written school communication to parents in the native language, if at all possible.



- Provide parents with necessary resources and support to encourage good study habits at home
- Involve parents in school activities through opportunities to volunteer, involvement in PTO, etc., whenever possible.

Possible Family Activities

When a family comes to the US for the first time, they may have basic, pressing needs. Schools can provide referrals to appropriate agencies to help the family get settled. Because some parents are unfamiliar with how to access social services, health care, dental care, transportation and many other common needs, the school can be a primary resource in helping the family connect with these agencies.

...and community members (such as parents, for example), or mentor families to give explicit instruction/help with day-to-day issues.

- Hold parent workshops.
- Provide family tutoring after-school programs that help families learn together about “the system.”
- Encourage family members to attend adult ESL classes.
- Collaborate with local religious groups where EL families attend (often with a native speaker of parents’ first language as clergy).



RESOURCES



**English Language Proficiency Standards
Effective July 1, 2014**

English Language Proficiency (ELP) Standards from WVDE went into effect on July 1, 2014!

The standards are distinct because they explicitly focus on the learning needs of the wide range of ELL students from pre-kindergarten through twelfth grade who come from very diverse cultural, linguistic, and educational backgrounds and are at different stages of English language acquisition. Unlike other content standards, such as Next Generation Standards, the ELP Standards take into account the critical role of language learning in the achievement of content and specifically focus on the learning styles and instructional needs of ELL students. English Language Proficiency standards represent a bridge for ELL students to gain access to content instruction in English. Please use the link for Policy 2417 to view the standards and additional resources for teachers as you implement the standards in your classrooms.

Link to Policy 2417:

<http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49447&Format=PDF>

English Language Proficiency Standards: Effective July 1, 2014

Each of the 10 standard statements outlines a goal for the English language proficiency which ELLs will need to develop to participate independently in grade-appropriate classroom activities.

#	ELP Standard Statements	
1	construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational texts and topics	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	conduct research and evaluate and communicate findings to answer questions or solve problems	

6	analyze and critique the arguments of others orally and in writing	
7	adapt language choices to purpose, task, and audience when speaking and writing	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	
9	create clear and coherent grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

Websites

Translation:

Google Translate: <https://www.google.com/search?q=google+translate&oq=google+translate&aqs=chrome..69i57j0l5.4102j0j7&sourceid=chrome&ie=UTF-8>

Online Dictionaries:

www.pdictionary.com/

Websites for ELs Parents and Teachers

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

Interesting Things for ELL Students is a free website that includes activities to help ELLs improve vocabulary, grammar, sentence structure, pronunciation, spelling, and listening skills. There are quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer-assisted language learning activities. This site is non-commercial and has no advertising.

<http://www.eslpartyland.com/>

ESL PartyLand describes itself as the “Fun Place to Learn English as a Second Language”. This free site features relevant topical lessons, quizzes, and games providing opportunities to use English in different settings, reinforce new concepts, and expose students to new vocabulary. For teachers, the site offers materials and teaching ideas for every type of classroom and learner. Learn how to teach ESL through music, film, video, and the Internet and find materials and lesson plans to use when teaching conversation, grammar, listening, and speaking skills.

<http://starfall.com>

Starfall is a web site that opened in 2002 as a free public service to teach children to read with a systematic phonics approach. In conjunction with phonemic awareness practice, it is perfect for preschool, kindergarten, first grade, second grade, special education, home-school, and English as a Second Language development. The website is user friendly and contains easy to follow instructions.

<http://www.esl-kids.com/>

ESL-Kids is a great resource for free worksheets, games and songs for ELLs and teachers. A wide variety of printable ELL flashcards are available and organized into useful categories. The ESL-Kids worksheet

useful ELL sites and resources. <http://a4esl.org/>

Activities for ESL Students is a project of The Internet TESL Journal (iteslj.org) containing thousands of contributions by many teachers. The website includes quizzes, tests, exercises and crossword puzzles to help students learn English as a Second Language.

<http://englishinteractive.net/>

English Interactive lets children and beginning ELL students click on words to hear their pronunciation and build essential vocabulary skills. After viewing the words, students can try an interactive quiz. There are vocabulary worksheets for intermediate ELL students and a list of links to more “webexercises” for English vocabulary practice.

<http://www.esl-lab.com/>

ESL Cyber Listening Lab Direct your middle and high school students to this ELL cyber listening lab with study guides, quizzes, and even teacher features.

<http://wordsteps.com/>

Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go. (requires free registration)

U.S. Citizenship and Immigration Services: <http://uscis.gov/graphics/index.htm>

Online Journal:

<http://www.tesol.org>

Instructional Technology

Audio Books (purchased or through the library) (primary-adult) iPads
and many ESL Apps:

12 Months of the Year

ABC Mouse

Articulation Station

Fun English

Futaba

Khan Academy

Learn English

PBS Videos

Questions to Learn

Sentence Builder

Starfall ABCs

Starfall Learn to Read

Teach My Monster to Read

Word Bingo





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