

Legislation and Guidelines

FEDERAL LEGISLATION FOR ENGLISH LANGUAGE ACQUISITION (ELL/TITLE III)

On January 8, 2002, President George W. Bush signed legislation governing services to English language learners. Specifically, this legislative Act, entitled No Child Left Behind, led to a new entitlement program created by the U.S. Department of Education called Title III, a change of name from Title VII. Title III is now known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. However, a shorter name of this department and legislation is known as ELA or English Language Acquisition. Title III is found in Public Law 107-110, Section 301.

Historical Legal Highlights Defining Districts' Responsibilities Toward English Language Learners (ELL) Students

- Civil Rights Act, Title VI (1964) declares that, “. . .No person in the United States shall, on the grounds 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.”
- Equal Educational Opportunities Act (1974) requires educational institutions take the necessary steps to overcome linguistic and/or cultural barriers that keep students from equal participation in instructional programs.
- Lau v. Nichols (1974) produced the Supreme Court decision declaring that equality of educational opportunity for students who do not understand English requires that they not only have access to “the same facilities, textbooks, teachers and curriculum. . .” but also requires that they have access to learning the English language. Further, the Court emphatically declared that school systems are not agents for enforcing immigration law and therefore are forbidden to make public any information about the legal status of their students, or to inform other agencies about such status.
- Plyler v. Doe (1982) decreed that all children residing in the United States have the right to a free public education without regard to their own or their parents' legal status as immigrants.
- Castaneda v. Pickard (Texas, 1981) outlines the criteria for determining a school's degree of compliance with federal law.
- No Child Left Behind (2002) reauthorizes a variety of federal education programs found in the Elementary and Secondary Education Act (ESEA). **NCLB requires disaggregation of data for English language learners for the purpose of determining AYP. All ELLs must be tested annually for English language proficiency. All ELLs in grades 3 through 8 must be included in the reading and math tests. All ELLs must be tested in reading and language arts in English if he or she has attended U.S. schools for at least three consecutive years.**

Kansas State ESOL/Bilingual Program Requirements

1. The district will have used a one time, district-wide **home language survey** to identify every student in the district who has a primary home language other than English (**PHLOTE**). The district will then use **Idea Proficiency Test (IPT)**, normed on limited English proficient (**LEP**) students, to determine proficiency in reading, writing, and speaking/understanding English for every PHLOTE student in the district. Students who, based on this measure, are determined to be limited in their English proficiency, are to be placed in the district's English Speakers of Other Languages/Bilingual (**ESOL/BE**) program. This assessment data, along with information on native language ability and past school performance, will be used to set goals for each LEP student.
2. Goals set for each student will be recorded on an **Individual LEP Outcome Plan**. The Plan will document the individual student's needs, instructional strategies to be used, and will also document the number of hours in the school day during which the student will receive special instructional services. **This form will be used to audit full-time equivalency (FTE) participation, based on the district's official enrollment each September 20th.**
3. A standard for student exit from the program will be set using multiple criteria; a procedure for follow-up will be established to monitor LEP student progress after exit.
4. **Qualified personnel will be used to provide specialized ESOL/Bilingual instruction.** Qualified personnel are certified teachers who hold an ESOL or Bilingual endorsement. Where non-endorsed teachers are to be used to supervise paraprofessionals or to provide ESOL or Bilingual instruction, the district will have on file with KSDE an endorsement plan, signed by each such teacher. Endorsement plans are to state that the teacher will complete the ESOL or Bilingual endorsement, will complete it within five calendar years, and will show annual progress toward its completion.
5. The district's staff development plan will insure that staff who serve LEP students are competent to address issues related to the education of LEP students.
6. **Provision will be made for school/parent communication in the preferred language of the parent(s).**
7. Provision will be made to ensure equal access to gifted/special education programs and the regular education curriculum. In particular, students will not be excluded from recess, physical education, art and/or music education programs.
8. The district's ESOL/BE program will be counted as an appropriate portion of participating students' graduation requirements.
9. The quality of the district's ESOL/BE educational resources and facilities will be comparable to the educational resources and facilities utilized in the district's regular education program.

10. The district will evaluate the ESOL/BE program annually by aggregating LEP student achievement data and utilizing the findings to revise the program as needed.

11. The district will annually complete a brief data collection survey on its limited English proficient students and ESOL/BE program.

Computing State ESOL/Bilingual Funds

Kansas State ESOL/Bilingual funding provisions require districts to compute full time equivalent (FTE) enrollment in programs of ESOL/bilingual education and multiply the computed enrollment by 0.2. Programs of ESOL/bilingual education must incorporate the basic program requirements (above). Compute funding by first determining the total number of ESOL/Bilingual student contact hours for the district. This should be the actual number of hours that the district's ESOL/Bilingual students will receive specialized instruction, or instruction tailored to meet their needs. For example, if the district has 5 limited English students who each receive 2 hours a day of specialized instruction, the district should claim a total of 10 contact hours.

In a district where mainstreaming takes place FTE students should be counted as follows:

Full Day: A student who spends the full school day in a classroom in which the instructor is a qualified teacher and classroom course content has been modified to meet the needs of the LEP learners in the class, will count as one FTE (6 contact hours).

Pull-Out or Other Program Model: A student who is pulled out from the regular classroom to receive ESOL/Bilingual instruction **will count for that portion of the day that they receive specialized ESOL/Bilingual instruction from qualified personnel.** Students may not be pulled out for the entire day (see program requirement #7).

Paraprofessional or In-Class Support: A student who has the support of a qualified paraprofessional **will count for the actual time that the paraprofessional provides specialized ESOL/Bilingual instructional support.**

Use of Funds:

Fund must be expended by June 30th of each year. There is to be no carryover of State ESOL/Bilingual funds.

IDENTIFYING LIMITED ENGLISH PROFICIENT STUDENTS

What are English Language Learners?

The Kansas guidelines state that districts are to systematically identify **English language learners (ELLs)** and to determine if they are limited in their English proficiency. ELLs are students with a language background other than English.

Districts must identify LEP students by a two-step process involving a **Home Language Survey (HLS)** and a **Language Assessment**.

The Home Language Survey must be completed at least once for every enrolling student in a district. Survey forms should be retained in the student's permanent record to document the possible need for support in the home language and help in learning English. If the survey form states that the home language and child's first language is English, it should still be retained in the student's permanent record to document that the parents have been asked about their children's language needs.

The Home Language Survey asks:

- A. What is the student's first language?
- B. What language is spoken in the student's home?

If the answer to either home language survey question is not English, then the program must use a valid and reliable measure of English proficiency to determine whether or not the student is proficient in reading, writing and speaking English. This data, along with information on the student's native language ability and past school performance must be used to develop a set of goals for each LEP student. These will be listed on the individual LEP outcome plan for each student. The plan will show the full time equivalent (FTE) hours of special instruction the student will receive.

What is Limited English Proficiency?

The Kansas Bilingual Education Act (HB 2427) defines **limited English proficiency (LEP) pupils** as **“pupils who because of their inability to speak, read, write and/or understand the English language are excluded from effective participation in the education program offered by a school district.”** A limited English proficient student has a language background other than English such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English-language background (CCSSO 1992:7). Four skill areas – speaking, reading, writing and listening – are included in this definition.

Adapted from: Serving Linguistically and Culturally Diverse Students in Kansas Schools, Revised Ed 2002

LEP INDIVIDUAL OUTCOME PLAN

Identification and assessment data should be documented and used to plan instruction and meet the ELL student's needs. A written plan shows the number of minutes spent with an English As a Second Language (ESL) teacher, instruction in the student's first language, or specialized language support provided to the student, and is used to calculate the district's total FTE enrollment for funding purposes. At the end of the year, plans are revised and student achievement of the goal can be summarized to evaluate the effectiveness of the strategies used to meet the goals.

An individual LEP outcome plan must be made for each student. The plan is a concise statement of where the student should be heading in a given year. It provides accountability and dates for program planning and evaluation.

The ESL endorsed teacher is given the task of filling out the plan for the students he/she works with. It should be finished as soon after enrollment as possible. **For funding purposes only students who are enrolled in the state approved program on September 20 can have their instruction time counted in the funding formula.** Therefore, in order to be counted, **students must be identified, their English proficiency assessed, and an individual instruction plan completed by September 20.**

The plan should include documentation of test scores or other assessments used to determine the students' language proficiency, past school performance, and native language performance. This more detailed information must be included but need not be completed by September 20. **The plan should indicate the date of the assessment, the name of the student and the person conducting the assessment.** It should include the student's language, a goal for the outcome of instruction, plans to reach that goal, end of year assessment of progress, and an indication of future plans.

This data should be easily accessible to the person coordinating district and building ESL efforts. In keeping with state requirements, the District ESL Coordinator maintains a file on all LEP students in the district. Copies of the annual plans and testing information are also maintained.

State Assessments

In order to comply with No Child Left Behind, ELLs **must take all state assessments.** The test scores for ELLs who have been in the United States for more than one year will count toward annual yearly progress (AYP) in the following subgroups: grade, ethnic group and ELL. ELLs who are in their first year of school in the United States will not have their scores counted toward AYP. They will, however, count for the 95% participation. ELLs who have been in US schools less than one year may take a State approved English language test in place of the state reading test. This score will count toward the 95% participation rate. ELLs will also be required to make AYP on the Kansas English Language Proficiency Assessment (KELPA) starting in the spring 2005. (See Available Accommodations for English Language Learners in the Appendix)

According to federal guidelines, students who have exited the ESL program will be required to take the Kansas English Language Proficiency Assessment (KELPA) for two years after they have exited the program.

The State requires that the ELLs take state approved **Language Proficiency Assessment before they are placed in an ESL program**. Students scoring as non-English or limited English on these tests are eligible for placement in the program. These tests are given in the fall (or when a student enrolls).

PROGRAM EVALUATION

The Kansas Bilingual Guidelines do not specify how a program should be evaluated, only that some evaluation should be done. Information on how well a program is meeting its goals can be drawn from several sources, i.e. interviews with teachers, students or parents, test scores, grades, and graduation rates.

The Kansas Bilingual Education Act specifies that programs must “... develop the English language skills of LEP students in order to integrate such pupils into regular education programs and enable such pupils to progress toward the maximum of their abilities.” Local programs should address those aims with the following goals:

- Goals should be linked directly to needs – interpreters, home-school communication, assessment tools, and curriculum materials.
- Goals should correspond to student outcomes – focus on activities that are directed at students.
- Goals should be prioritized – more important to develop basic interpersonal skills and cognitive academic language rather than computer literacy skills.

Evaluation is usually a narrative with statistical information on program performances that measure program results and are based on the number of students who successfully met all the individual goals stated in their individual plans.

National TESOL ESL Standards

Goal 1: To use English to communicate in social settings.

A primary goal of ESL instruction is to assist students in communicating effectively in English, both in and out of school. Such communication is vital if ELLs are to avoid the negative social and economic consequences of low proficiency in English and are to participate as informed participants in our democracy. ELL learners also need to see that there are personal rewards to be gained from communicating effectively in English. This goal does not suggest, however, that students should lose their native proficiency.

Standards for Goal 1

Students will:

1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas

In school settings, English competence is critical for success and expectations for ESOL learners are high. They are expected to learn academic content through the English language and are to compete academically with native-English-speaking peers. This process requires that learners use spoken and written English in their schoolwork.

Standards for Goal 2

Students will:

1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways

ESOL students in U.S. schools come into contact with peers and adults who are different from them, linguistically and culturally. The diversity in U.S. schools mirrors the diversity in their country and around the world that young people will encounter as they move into the 21st century world of work. In order to work and live amid diversity, students need to be able to understand and appreciate people who are different and communicate effectively with them. Such communication influences the ability to interact in multiple social settings.

Standards for Goal 3

Students will:

1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and socio-cultural competence.



Title Programs and Services

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Ten Frequently Asked Questions Regarding the Education of English Language Learners

1. What is the correct term for students whose first language is not English and who are not yet proficient in academic English?

Limited English Proficient (LEP) and English Language Learner (ELL) are both used to describe our students. Culturally and Linguistically Diverse (CLD) is another term that is used.

2. What is a school district's responsibility for educating ELLs?

A school district must offer an English for Speakers of Other Languages (ESOL) program until that student is proficient enough in English to be successful in the mainstream classroom without additional language support services.

3. What if a school district only has a few ELLs?

Even if only one ELL is enrolled in the school district, the district must provide ESOL services for that student.

4. What constitutes an ESOL program?

An ESOL program is simply an English as a Second Language (ESL) endorsed teacher (or a teacher working toward obtaining his/her ESL endorsement) providing language support services to the ELL.

5. How much time per day should the ELL receive ESOL services?

Ideally, the ELL should be with an ESL endorsed teacher throughout the day, with the teacher modifying the content to make it comprehensible to the ELL. When this is not possible, the ELL should receive ESOL services at least one hour per day.

6. What is the ESL endorsement?

The ESL endorsement is not a stand-alone certificate, but an attachment to an existing license. Depending on the issuing institution of higher education, it requires 15 or 18 credit hours plus a passing score on the Praxis II.

7. What if a school district does not provide ESOL services to the ELL?

This is a violation of Title VI of the Civil Rights Act of 1964 and that district could be cited by the Office for Civil Rights (OCR).

8. How does a school district identify a student as an ELL?

Every student must complete a Home Language Survey. If a language other than English is indicated on the survey, then the student must be assessed for his/her English proficiency. If the student has a score below “fluent” in any domain on the English language assessment, that student is identified as an ELL and must be offered ESOL services.

9. If the student speaks English fluently, does the school still need to assess his/her level of English proficiency?

Yes. There are two types of language proficiency: social and academic. It is possible for a person to speak and understand a second language perfectly well, but not have literacy or academic skills in that language.

10. Is there funding available for ELLs?

Yes, both state and federal.

Hutchinson Public Schools

**English As a Second Language
(ESL) Plan**

PHILOSOPHY STATEMENT

USD 308 is committed to providing a high quality English as a Second Language (ESL) program which validates a student's native language and culture to ensure linguistic, academic, and social-cultural success in a diverse society. We believe that in order to produce world class learners it is essential to provide a program of instruction based upon the most effective practices that are grounded in research.

Key Goals:

- To develop English communication
- To promote cross-cultural awareness, understanding and acceptance
- To help English language learners gain the skills necessary to be successful in the regular classroom
- Establish a warm and welcoming climate that supports cognitive growth of ELLs

MISSION STATEMENT

TODAY AND TOMORROW: COMMITTED TO EXCELLENCE FOR ALL.

USD 308 ESL Program

Hutchinson Public Schools is using the English as a Second Language Program (ESL) model for the ELL students in the district. In this model, teachers do not need to be proficient in the home languages of their students, however it is always helpful to have bilingual personnel available as resources for clarification, translations and parent conferences. Instruction is delivered in English with modifications to make it understandable to ELL students.

Provision will be made for school/parent communication in the preferred language of the parents.

Home Language Survey

Any new student who enrolls in the District will be asked to complete a Home Language Survey. (Forms section) If the survey indicates that the student speaks another language and/or lives with a family who speaks a primary language other than English, the student will be referred to an ESL (English as a Second Language) teacher for an English Language Proficiency Assessment. Home Language Surveys are kept in the student's permanent file.

All students (K-12) identified as having a primary home language other than English will be assessed before a placement decision is made.

Identified students will...

1. Take an English Language Proficiency Assessment (ELPA) with personnel within 14 days.
2. Be informally assessed by ESL personnel through student and family interviews and/or other observations.

Students will be offered ESL services when...

3. Scoring at less than the competent level on any section of the ELPA.

Options available for a student in the ESL Program include:

Pull-out Program Model

- Elementary – pull-out services for some more intensive instruction, a school certainly should conduct those activities. “Pull-out” programs involving reducing class size by only a handful of students, or sporadic reduction of class size, are less likely than other methods of class-size reduction to result in increased achievement for students.
- intensive instruction daily at Avenue A Elementary (time varies according to need)
- Secondary – Class Period / Resource Room

Push-In Program Model

- Elementary – ESL support for classroom teachers on strategies for working with ELL students
- 7th-12th - ESL support for classroom teachers on strategies for working with ELL students

Placement of ELL students in ESL endorsed teacher’s classroom if possible.

Other options to consider on an individual basis

- Class-within-a-class assistant in classroom.
- Teacher uses sheltered instructional strategies PreK-12.
- Computer Assisted Instruction curriculum.
- Such as, OdysseyWare, English in a Flash, Fluent Reader, Compass Odyssey.

Staffing

- ESL endorsed teachers for ESL program, testing, and resource at all schools.
- ESL endorsed classroom teachers at elementary, middle, and high school.
- Staff with plan of study on file to be completed within 4 years.
- Bilingual paraprofessionals.
- The district will maintain a list of individuals who are available and who are qualified to serve as interpreters or translators. These individuals may be called upon to help in the enrollment process or to facilitate parent-teacher conferences.

Monitoring Procedures

1. The ESL teacher will monitor individual student progress through the individual LEP Outcome plan.
2. The KELPA will be given in the spring to measure English language proficiency levels.
3. The level of ESL support will be reviewed at least once a year to determine ESL services.
4. Parents will be contacted to inform them of the recommendation for continued or reinstated ESL services.
5. Upon parent consent, the student continues or is reinstated in the ESL program.

6. When a student exits the program he/she will be monitored closely for 90 days to ensure the student is making progress.
7. Yearly follow-ups will be required for two consecutive years. (See monitoring form).

Exit Procedures

A student will be recommended to exit the ESL program when the following conditions are in place:

1. English fluency – proficient in all four areas of the KELPA
or
2. Recommendation of the building team.
 - a. Local reading assessment at proficient or above.
 - b. Local writing assessment at proficient or above.
 - c. State reading assessment at proficient or above.or
3. Request/consent of the parents.

Professional Development

It is the district's goal to provide ongoing and sustained staff development opportunities that promote quality instruction and an awareness of current research on best practices for instruction and awareness. Ongoing professional development for all school staff will include an awareness of: legal responsibilities of the district in educating language minority students, basics of second language acquisition, rule of the first language and culture in learning, and demands that mainstream education places on ELL.

ESL Endorsement

The district is committed to support staff in instructional methodologies specific to ESL.
Negotiated Agreement.

Specialized books and equipment

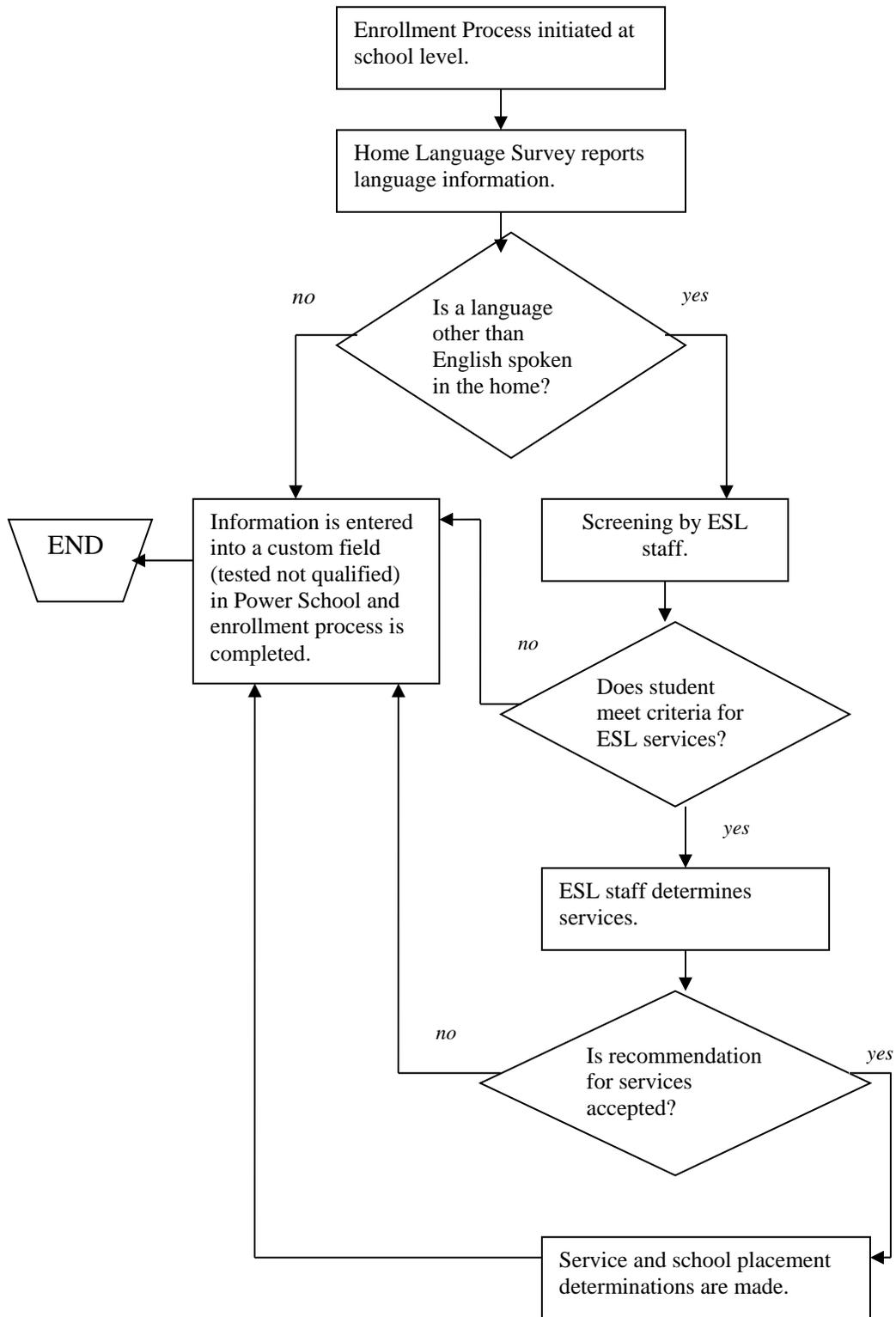
In addition to the professional development offered to its teachers and other staff, the district recognizes the need to provide appropriate materials to ELL students. Library staff should make a concerted effort to acquire native language materials and to ensure acquisition of materials that reflect the diverse cultural background of our student population. Teachers may acquire primary language materials to supplement English texts if appropriate and feasible.

Evaluation of the ESL Program

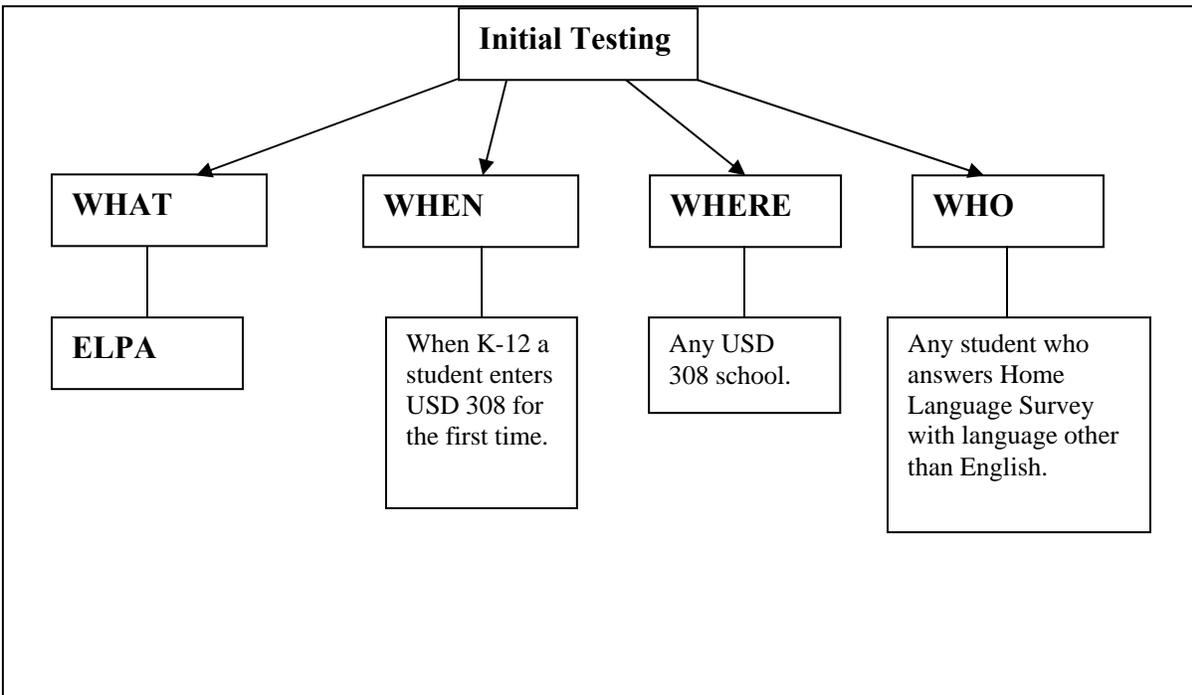
The ESL program is continually evaluated through student performance as outlined below:

1. ESL personnel and appropriate building staff will monitor ongoing student progress throughout the year.
2. If it is determined that adequate progress is not achieved due to program design or implementation, modifications to the ESL program will be recommended.
3. The ESL Coordinator and ESL personnel will complete the ESL Program Evaluation form at the end of each school year.

Enrollment Process for English Language Learners USD 308 Hutchinson Public Schools



ESL Program Screening USD 308 Hutchinson Public Schools



Identified students will...

- take the English Language Proficiency Assessment (ELPA) with ESL personnel as soon as possible, within 14 days.
- be informally assessed by ESL personnel through student and family interviews and/or other observations.

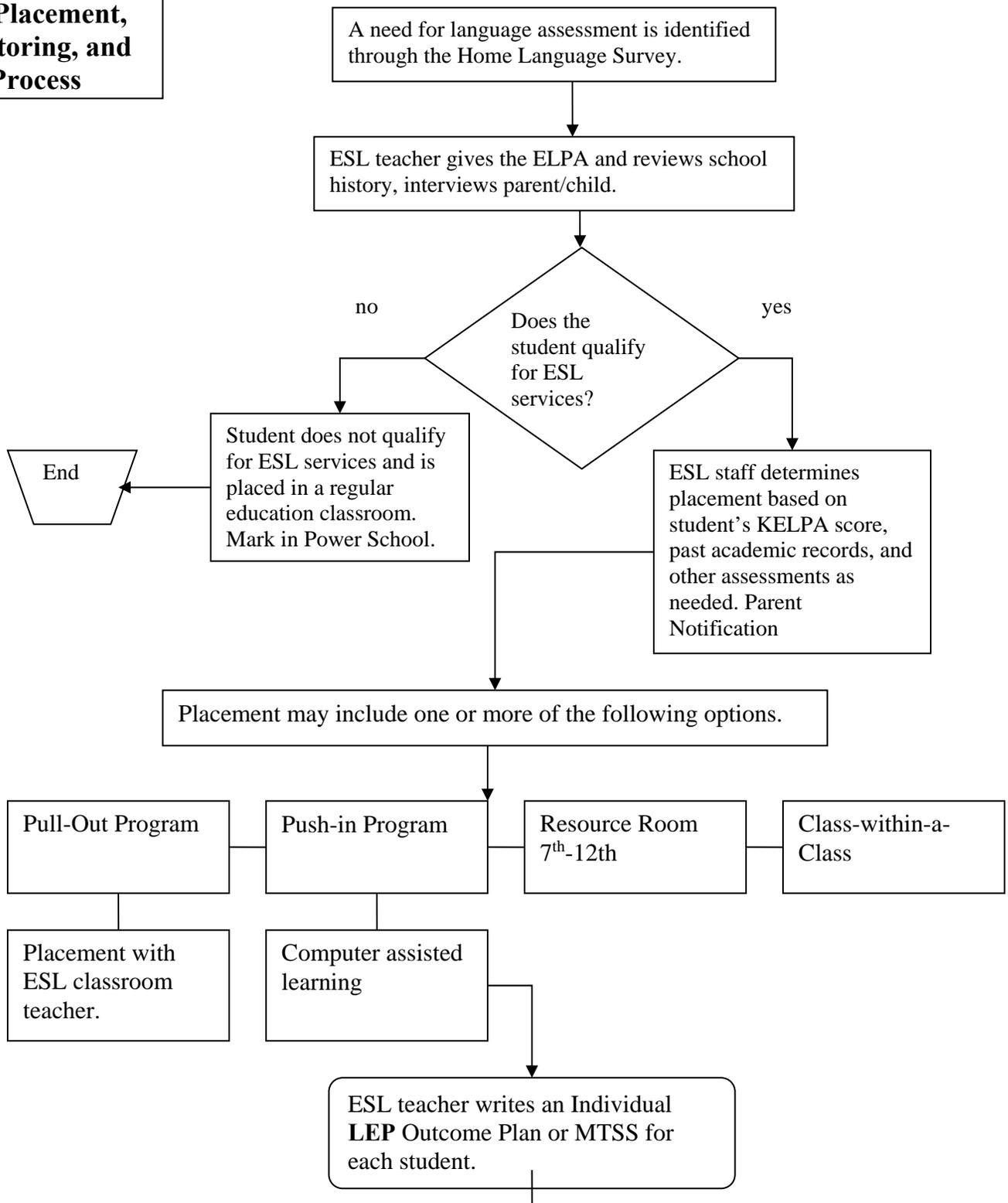
Students will be offered ESL services when...

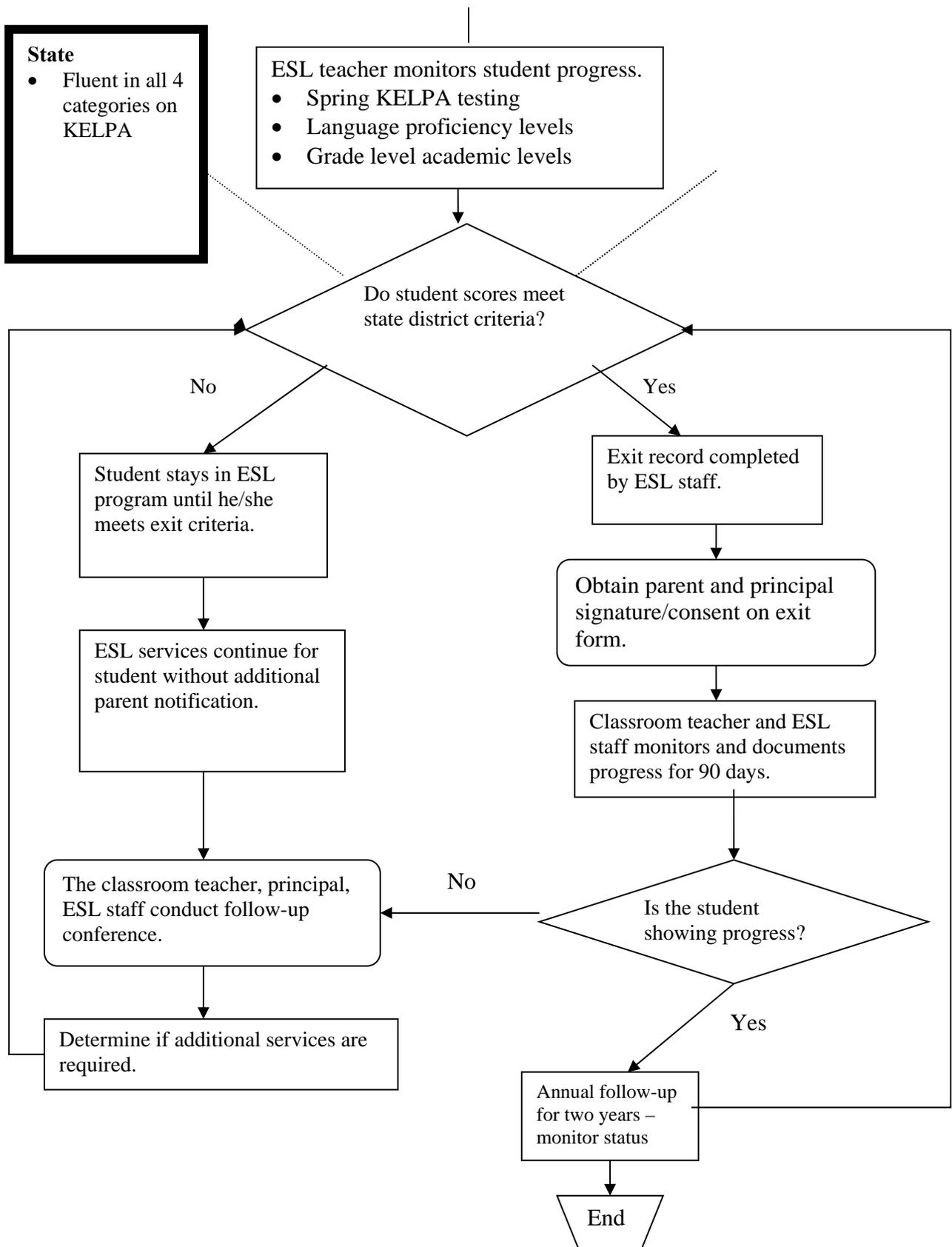
- scoring at less than the competent level on any section of the KELPA

Entering ESL data in Power School

- Primary Home Language information will be entered in the **Custom Screen under Primary Home Language**. It will default to English with a drop down menu of languages to match state reports.
- The English Language Learner (ELL) information will also be included on the Custom Screen under ELL. The drop down menu will default to blank. If a student is identified as ELL the options are **FEP – (fluent: tested and not qualified) M1-monitored (1 yr), M2-monitored (2 yr) or EX – exited status** and updated annually.

ESL Placement, Monitoring, and Exit Process





FORMS

FORMS LIST

1. ESL Student Folder Information
2. Home Language Survey (English)
3. Home Language Survey (Spanish)
4. Individual LEP Outcome Plan and FTE Collection
5. Chart of Assessments
6. ESL Parent Notification Letter (English)
7. ESL Parent Notification Letter (Spanish)
8. Parent notification of testing (English)
9. Parent notification of testing (Spanish)
10. ESL Exit Form
11. Parent ESL Exit Letter/Form (English)
12. Parent ESL Exit Letter/Form (Spanish)
13. Student Report to Parents (English / Spanish)
14. ESL Program Evaluation Form

HUTCHINSON PUBLIC SCHOOLS USD308

English as a Second Language Student Folder

The information contained in this folder indicates this student's progress in the ESL Program. This folder is to be placed in the student's cumulative file at the end of each school year or in the event that he/she moves to another school.

The following is a list of items that must be maintained in this folder:

- ESL Contact Minutes sheet
- Home Language Survey
- Chart of Assessments
This chart is to be kept current by the ESL and classroom teacher.
(Assessments are to be filed in this folder)
- Individual LEP Outcome Plan/or MTSS form
- Parent Notification Form Annually
- ESL Student Exit Form

*ESL placement/testing card should be inserted in each student cumulative folder

HOME LANGUAGE SURVEY

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English to Speakers of Other Languages (ESOL) services. The assessments approved by Kansas State Department of Education include: The Language Assessment Scales (LAS)/LAS LINKS/Pre-LAS, the IDEA Proficiency Test (IPT)/Pre-IPT, the Language Proficiency Test Series (LPTS), and the Kansas English Language Proficiency Assessment (KELPA)/KELPA-P. If a student scores below proficient/fluent in any of the language domains: listening, speaking, reading, or writing, s/he is eligible for ESOL services. Please complete one form for each child.

Student Information:

Name:	Grade:
Address:	Date of Birth:
Date first enrolled in a school in the US:	Phone Number:
School Name:	

Student Language Information:

1 What language did your child first learn to speak/use? English _____ Spanish _____ Other (please specify) _____

2 What language does your child most often speak/use at home? English _____ Spanish _____ Other (please specify) _____

3 What language do you most often speak/use with your child? English _____ Spanish _____ Other (please specify) _____

4 What language do the adults at home most often speak/use? English _____ Spanish _____ Other (please specify) _____

Parent/Guardian Information:

Which language do you read/write? English ___ Spanish ___ Other (specify) _____

Migrant Education Program Information:

The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Has your family moved in the last 36 months to seek or obtain agriculture or fishing related work? Yes _____ No _____

If yes, was the move from one school district to another? Yes _____ No _____

If you answered yes to either of the previous two questions, please contact Ron Johnson at the Kansas State Department of Education at rjohnson@ksde.org or 785-296-2600.

ENCUESTA DE LENGUAJE EN EL HOGAR

Al mismo tiempo de la inscripción, cada estudiante o padre de familia/guardián debe llenar una Encuesta de Lenguaje en el Hogar. Esta encuesta será usada para determinar cuales estudiantes deben ser evaluados en cuanto a su aptitud en Inglés. Si un lenguaje diferente al Inglés es indicado en cualquiera de las preguntas 1-4, el estudiante será examinado para determinar su elegibilidad para servicios de “English to Speakers of Other Lenguaje (ESOL)” (Inglés para Hablantes de Otro Lenguaje). La evaluación aprobada por el Departamento de Educación del Estado de Kansas incluye: Las Escalas de Evaluación del Lenguaje (LAS)/LAS LINKS/ Pre-LAS, el Examen de Competencia IDEA (IPT)/Pre-IPT, las Series del Examen de Competencia del Lenguaje (LPTS) y la Evaluación de Competencia del Lenguaje Inglés del Estado de Kansas (KELPA)/KELPA-P. Si un estudiante obtiene una puntuación por debajo de competente/fluente en cualquiera de las áreas de dominio del lenguaje: escuchando, hablando, leyendo, o escribiendo, ella/él es elegible para servicios de ESOL. Por favor complete una forma por cada hijo/a.

Información del Estudiante:	
Nombre:	Grado:
Dirección:	Fecha de Nacimiento:
Fecha en la que se inscribió por primera vez en los Estados Unidos:	
Número de Teléfono:	Escuela:

Información del Lenguaje del Estudiante:

- ¿En cual lenguaje aprendió su hijo/a a hablar/usar primero?
Inglés _____ Español _____ Otro(especifique) _____
- ¿Qué lenguaje su hijo/a habla/usa más seguido en su casa?
Inglés _____ Español _____ Otro(especifique) _____
- ¿Qué lenguaje habla/usa usted más seguido con su hijo/a?
Inglés _____ Español _____ Otro(especifique) _____
- ¿Qué lenguaje hablan/usan los adultos en su casa mas seguido?
Inglés _____ Español _____ Otro(especifique) _____

Información del Padre/Guardián:

¿Que lenguaje lee/escribe usted?
Inglés _____ Español _____ Otro(especifique) _____

Información del Programa de Educación para Emigrantes:

El Programa de Educación para Emigrantes (MEP) esta autorizado por el Titulo I Parte C del Decreto de Educación Primaria y Secundaria de 1965 (Elementary and Secondary Education Act of 1965 (ESEA)). El MEP provee de subsidios a las agencias locales de educación para establecer o mejorar los programas de educación para los niños que califiquen para el Programa para Emigrantes. Por favor ayúdenos a determinar si su hijo/a es elegible para el Programa para Emigrantes respondiendo las siguientes preguntas.

¿Su familia se ha cambiado de ubicación en los pasados 36 meses para buscar u obtener trabajos relacionados con la agricultura o la pesca? **Si** _____ **No** _____

¿Si fue así, se cambiaron de un distrito a otro? **Si** _____ **No** _____

Si respondió afirmativamente a cualquiera de las dos preguntas previas, por favor contacte a Ron Jonson en el Departamento de Educación del Estado de Kansas en rjohnson@ksde.org o 785-296-2600.

Individual LEP Outcome Plan and FTE Calculation

NOTE: This form is for LEA use-only-do not submit to KSBE. This form is recommended to determine the FTE participation of individual students in Bilingual Education programs, and to set, monitor and evaluate individual LEP student outcomes. To count in the district's Bilingual Education formula funding, a student must be enrolled in the district's program by September 21; students must be assessed to determine if they are LEP before this date for their instructional time to count for state funding.

School year: _____ Date of Birth: _____

Family/last name: _____ First name: _____

School: _____ Grade: _____ Language: _____

KELPA (Initial or Previous) Assessment and Kansas Assessment

Date of Assessment _____

<u>Area</u>	<u>Score</u>	<u>Category</u>
Reading	_____	_____
Writing	_____	_____
Listening	_____	_____
Speaking	_____	_____
Total	_____	_____

LEP Student yearly outcomes: _____

Plan to achieve outcomes: _____

Accommodations needed: (Please circle the number(s) that applies)

1	Separate individual setting	2	Frequent breaks	3	Braille	4	Visual magnify	5	Student dictated	6	KCA Audio
7	Communication Device	8	Group Read - Aloud	9	Other	10	Direction signed	11	Signed answers	12	Braille writer
13	Paper copy	14	Self Read - Aloud	15	Translation dictionary	16	Spanish translation				

Teachers actively involved _____

Did student fully achieve outcome(s)? _____ Partly? _____

Program Model:	ESOL Push-in	Modified ESOL Instruction	Sheltered ESOL Instruction
ESL Class Period	Bilingual	Dual Language	ESOL Pull-Out

ESL Chart of Assessments

The current classroom teacher and/or ESL Coordinator must keep this chart of tests (in English) up to date.

Student _____

IPT (placement scores) Date of IPT Assessment: _____

Name of person who administered the IPT Assessment: _____

Reading _____ Writing _____ Oral _____

Teacher or Coordinator	Grade	School	Date	KELPA Reading	KELPA Writing	KELPA Listening	KELPA Speaking	KELPA Total	State Reading	State Math	Writing St or CRT

Parent Notification Letter

Date _____ **School/Grade** _____

Dear Parent/ Guardian:

Your child _____, has been tested for English language proficiency. Your child qualifies for services in the English-as-a-Second Language (ESL) Program. These services will assist your child to better succeed in school. Services will focus on supporting your student in the areas of speaking, listening, reading and writing in the English language across the curriculum.

The following are your child's test scores:

IPT (placement scores) Date of IPT Assessment: _____
Name of person who administered the IPT Assessment: _____
Reading _____ Writing _____ Oral _____

If you need additional information, please contact your child's teacher.

Sincerely,

_____ ESL Teacher's signature

Please select one of the following:

_____ **Yes**, I want my child to receive ESL services.

_____ **No**, I do not want my child to receive ESL services.

_____ Parent's/Guardian's signature

Carta de Notificación para los Padres

Fecha _____ Escuela/Grado _____

Estimados Padres/Tutores:

Su hijo(a) _____ ha sido evaluado(a) para saber el dominio que tiene del idioma inglés. Su hijo(a) es elegible para los servicios del programa de ESL (Inglés como Segundo Lenguaje). Estos servicios ayudarán a que su hijo(a) tenga más éxito en la escuela.

Usted tiene la oportunidad de decidir si quiere o no que su hijo reciba estos servicios.

Los siguientes son los resultados de los exámenes de sus hijos.

IPT (placement scores) _____ Fecha de la evaluación IPT : _____

(puntajes de acomodación)

Nombre de la persona que administro la Evaluación IPT: _____

Lectura _____ Escritura _____ Oral _____

Si necesita información adicional, por favor comuníquese con el/la maestro/a de su hijo(a).

Muy atentamente,

_____ Firma de/la Maestro/a del Salón

_____ Firma del/la Maestro/a de ESL (Inglés como Segundo Lenguaje)

Marque su elección con una equis (X).

_____ **Sí**, yo quiero que mi hijo(a) reciba servicios de ayuda de ESL.

_____ **No**, yo no quiero que mi hijo(a) reciba servicios de ayuda de ESL.

_____ Firma del Padre/Madre o Guardián

To: Parents/Guardians of English Language Learners

From: Unified School District 308

Re: Testing your child's English Language Proficiency

Date:

Dear Parent/Guardian:

As you may or may not be aware, the federal education legislation called *No Child Left Behind* (NCLB) mandates the annual assessment of students who have been identified as limited in their English proficiency. The KELPA (Kansas English Language Proficiency Assessment) is a federally mandated assessment which measures a student's English proficiency in the domains of listening, speaking, reading, and writing. The KELPA is given to all students identified or potentially identified as an English Language Learner (ELL) or limited English proficient (LEP) in grades Kindergarten through Twelve.

As the parent/legal guardian, you have the right to waive your child from participating in an English as a Second Language (ESL)/Bilingual program and, therefore, not receive any language support services. You are receiving this memo because you have exercised your right to deny your child from receiving such language support services. However, because your child is not receiving official services in a language support program, s/he must be given the KELPA, annually in the spring. This is a federal mandate.

Please note that if the KELPA identifies your child as still being limited English proficient, you will be notified. At that point, you may make the decision to: 1) waive your child's participation in an ESL/Bilingual (language support services) program, as you had previously decided; or 2) permit your child to receive the language support services that will assist him/her in being successful in school.

Thank you for your continued support of our mutual goals in providing your child with the best education possible.

**A: Los Padres / Tutores de Estudiantes con Dominio Limitado del Inglés (LEP)/
Alumnos que están Aprendiendo el Idioma Inglés (ELLs)**

De Parte de: El Distrito Escolar Unificado # 308

Asunto: Evaluación del Dominio que Tiene su Hijo del Idioma Inglés

Fecha:

Como ustedes están informados o no informados, la legislación federal educativa llamada *Que Ningún Niño se Quede Atrás* (siglas en inglés NCLB) ordena la evaluación o examen anual a los estudiantes que han sido identificados con un dominio limitado en el inglés. Para este año escolar, 2004-2005, el estado de Kansas administrará por primera vez su evaluación estatal llamada KELPA (siglas de Evaluación de Kansas del Dominio del Idioma Inglés.) KELPA es una evaluación o examen ordenado por el gobierno federal el cual mide el dominio que un estudiante tiene del inglés en las áreas de escuchar, hablar, lectura y escritura. KELPA es administrado a todos los estudiantes de Kindergarten a 12º grado que han sido identificados o potencialmente identificados como Alumnos que están Aprendiendo Inglés (ELL) o que tienen un dominio limitado del inglés (LEP.)

Como padre / tutor legal, usted tiene el derecho de renunciar a la participación de su hijo en un programa de Inglés como Segundo Idioma (ESL)/ Bilingüe y, por lo tanto, no recibir ningún servicio de apoyo de lenguaje. Usted está recibiendo este memorando porque usted ha ejercido su derecho de negarse a que su hijo reciba tales servicios de apoyo de lenguaje. Sin embargo, aunque su hijo no esté recibiendo oficialmente los servicios de un programa de apoyo, se le tiene que administrar el examen KELPA en esta primavera. Esta es una orden federal. Los exámenes KELPA serán administrados entre el 4 de abril y 11 de mayo, 2005.

Tenga en cuenta que si el examen KELPA identifica a su hijo como un estudiante que aún tiene un dominio limitado del inglés, se le notificará. Cuando llegue ese momento, usted podrá tomar la decisión de: 1) renunciar a la participación de su hijo en un programa ESL/Bilingüe (servicios de apoyo de lenguaje) para el año 2005-2006, como usted previamente lo había decidido; o 2) permitir que su hijo reciba los servicios de apoyo de lenguaje que le ayudarían a tener éxito escolar. El distrito escolar tendrá los resultados del examen en agosto, 2005.

Muchas gracias por su apoyo continuo a nuestras metas mutuas de proporcionarle a su hijo la mejor educación posible.

Muy atentamente,

Parent Notification Letter for _____

School _____ **Grade** _____

September 15, 2010

Dear Parent/ Guardian:

Your child continues to qualify for services in the English-as-a-Second Language (ESL) Program. These services will assist your child to better succeed in school. Services will focus on supporting your student in the areas of speaking, listening, reading and writing in the English language across the curriculum.

Each spring your student takes a Kansas English Language Proficiency Assessment(KELPA) to monitor progress with their language acquisition. Your child's scores are enclosed, along with a chart which shows the various levels of language acquisition.

Please contact me if you have questions regarding your child's KELPA scores and/or ESL services.

Sincerely,

ESL Teacher's signature

Carta de Notificación de Padres para _____

Escuela _____ **Grado** _____

Septiembre 15, 2010

Estimado Padre/ Guardián:

Su estudiante continúa a calificar para los servicios en el programa de Inglés como Segundo Lenguaje (ESL). Estos servicios le asistirán a su estudiante para tener mejor éxito en la escuela. Los servicios se enfocaran en apoyar a su estudiante en las áreas de hablar, escuchar, lectura y escritura en el Idioma Inglés a través del currículo.

Cada primavera su estudiante toma una Evaluación de Competencia del Lenguaje de Inglés en Kansas (KELPA) para monitorear el progreso con su adquisición del lenguaje. Las puntuaciones de su estudiante están incluidas, junto con una grafica que enseña los varios niveles de la adquisición de lenguaje.

Por favor contácteme si tiene preguntas con respecto a las puntuaciones de la KELPA de su estudiante y/o servicios de ESL.

Sinceramente,

Firma de Maestro/a de ESL

USD 308 - Hutchinson Public Schools

ESL Program Exit Form

Date Form completed _____

Place this completed form in the student's ESL folder for ESL Program exit.

Student _____ Grade _____ ID # _____

Male _____ Female _____ Date of Birth _____ First Language _____

Country of Birth _____ Date enrolled in ESL Program _____

School _____

ESL Teacher/Coordinator _____

School student will attend after ESL Program exit _____

Grades K-12: To exit a student from ESOL services (and from generating State ESOL funding), box 1, 2 or 3 must be checked. If only box 2 is checked, this form must be signed by all members of the Student Improvement Team (SIT) with an explanation of why the student is recommended for exit before meeting the criterion in box 1. Use of SIT exit option should be used only after very careful consideration of the student's capabilities and ample opportunity to demonstrate progress on all domains of KELPA.

The only state approved English language proficiency (ELP) assessment used for exiting a student is the Kansas English Language Proficiency Assessment (KELPA).

<input type="checkbox"/> 1. The KELPA determines that the student scored "fluent" in all language domains: listening, speaking, reading, and writing and "fluent" on the composite for TWO CONSECUTIVE YEARS.	<input type="checkbox"/> 2. Student Improvement Team (SIT) recommends that the student be exited from ESOL services (explanation provided below).	<input type="checkbox"/> 3. Parent requests that the student not receive ESOL services. Parent was counseled about their decision and informed that their student is required to take the KELPA regardless of receiving ESOL services.																																																																								
KELPA Scores	KELPA Scores	KELPA Scores																																																																								
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Please provide an explanation of the SIT decision, signed by all members, to exit the student before s/he met the criterion in box 1. The SIT should consist of: classroom teacher, ESOL teacher, ESOL administrator (if applicable), and school principal.

PARENT ESL EXIT LETTER

Date

Dear Parent/Guardian:

Your child, _____, has completed the requirements for English as a Second Language and has been exited from the ESL Program. His/her test scores, teacher evaluations, and class work have indicated a mastery of English in the areas of Speaking, Listening, Reading, and Writing that will allow him/her to succeed in all academic areas.

If there are questions or if you need additional information about services for your child, please contact the school's principal.

Congratulations on this achievement!

Sincerely,

AVISO A LOS PADRES DE TERMINACION DE SERVICOS

Fecha

Estimados Padres/Tutores:

Su hijo(a), _____, ha completado los requisitos de Inglés como Segundo Idioma y ha sido graduado del programa ESL. Las puntuaciones de su examen, las evaluaciones de parte del maestro, y el trabajo realizado en la clase indican que tiene un dominio del inglés que le permitirá tener éxito en las clases regulares en inglés.

Si tiene alguna pregunta o si necesita información adicional de los servicios de su hijo(a), por favor comuníquese al Departamento de ESL.

¡Felicidades por los logros de su hijo(a)!

Muy atentamente,

INFORME PARA LOS PADRES (PARENT INFORMATION)

Fecha: _____

Date: _____

Estimados Padres:

Dear Parents,

Quiero tomar esta oportunidad para darles a saber que _____
I would like to take this opportunity to let you know that (Student's name) (nombre de estudiante)

está teniendo problemas en la clase de _____.
is having problems in _____ (Subject) (asignatura)

Las áreas de preocupación son las siguientes y están marcadas con una Equis (X).

The following items marked are the areas of concern.

- No pone atención ni participa en las actividades de la clase.
He/She doesn't pay attention nor participates in class activities.
- No ha entregado sus tareas. La lista adjunta muestra las tareas perdidas.
He/She has not turned in homework assignments. Attached list shows missing work.
- Platica mucho en la clase y distrae a los otros estudiantes.
He/She talks too much in class and disrupts other students.
- No respeta a sus compañeros ni tampoco al maestro/a.
He/She does not respect his peers or teacher.
- Dice muchas vulgaridades en la clase
He/She uses inappropriate language in the classroom.

Cuando ustedes hayan platicado con su hijo/a sobre estas áreas de preocupación,
After you have talked to your child about these areas of concern,

Por favor firmen esta nota y devuélvanla al maestro/a de la clase.
Please sign this letter and return back to the classroom teacher.

Firma de los padres _____
Parent's signature

Firma del Estudiante _____
Student's signature

Firma del Maestro/a _____
Teacher's signature

USD 308 Hutchinson Public Schools

District Evaluation of the ELL Program

Date of the meeting: _____

ELL Coordinator, Administrators and teachers present: _____

1. What are the results of the annual evaluation given to the parents of ELL students? (By school or district as indicated by the parents' feedback) :

2. Are students making academic progress? _____

3. What are the suggestions of teachers and administrators for improving the ELL program?

4. What modifications will be recommended for next year? (By school or district, as needed.)

5. What are the financial costs, if any, of the recommended changes? _____

6. Date presented the superintendent: _____

7. Final modifications to program: _____

APPENDIX

Terminology

AYP	Annual Yearly Progress
BE	Bilingual Education – Program using student’s native language for instruction in addition to English. Teachers must be proficient in both English and the students’ native language.
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CLD	Culturally and Linguistically Diverse
ELA	English Language Acquisition
ELL	English Language Learner – Student whose first language is not English and who is in the process of learning English. (Same as LEP)
ESL	English as a Second Language –Specialized instruction to assist LEP students in attaining full proficiency in listening comprehension, speaking, reading, and writing of the English language.
ESOL	English to Speakers of Other Language
EXIT	Term used to describe when an ELL student no longer has a need for an ESL program and has met all state and district requirements to exit.
FES	Fluent-English Speaker
HLS	Home Language Survey
Integration	The flexible grouping of English and non-English speaking students for academic and non-academic subject areas.
IPT	Idea Proficiency Test(given for initial placement)
LEP	Limited English Proficient – Term used to identify a non-English background student whose listening, speaking, reading, or writing proficiency in English is below the average proficiency of their native-English speaking counterparts, based on an individual student language assessment.
LFS	Limited Former Schooling
L1	First or native language
L2	Second Language

KELPA Kansas English Language Proficiency Assessment

KELPA-P Kansas English Proficiency Assessment given for initial placement

Native Language

The language normally used in the home by the student and/or by the student’s parents/legal guardians/primary caretakers.

PHLOTE Primary home language other than English

Pull-Out Program

Student spends part of the school day in the regular classroom and is then pulled out to receive intensive English instruction.

Sheltered English Instruction

An approach used to teach content area instruction in English to ELL students. In sheltering lessons, teachers increase the comprehensibility of lessons by modifying speech rate and tone, accessing prior knowledge and experiences, providing models, use of graphic organizers, and pre-teaching of necessary vocabulary. Along with content objective, language objectives are incorporated in the planning of lessons.

Structured Immersion

Class in which teachers are bilingual or have an ESL endorsement and use the student’s native language to clarify English instructions.

Submersion Program

Students are placed in English – only class with little or no support services. Also known as “sink or swim.”

TESOL Teaching English to Speakers of Other Languages

RESEARCH SUMMARY

- We have found that teacher proficiency in the students' language. . . is neither sufficient nor the single most important element for student success or failure. A teacher does not have to be fluent in a language to recognize its value to the learner. (Franquiz, M & De la Reyes, M. 1998)
- *No More Excuses*, the final report of the Hispanic Dropout Project, 1998, confirms that we have the resources and knowledge to educate all learners. Furthermore, it is not about the language that children are instructed in but rather about how the language, home environment, and culture of the students are honored and respected in our schools.
- Second language learners need high expectations, challenging curriculum, and teachers who believe in them to succeed (Moll, 1988)
- Teachers who work effectively with Latina/o students know that Latina/o students need to be respected for who they are and for what they bring to school. Latina/o students need to be connected socially, emotionally, and academically to their schools. (Hispanic Dropout Project, 1998)
- School success depends on student's developing cognitive, academic, and language proficiency. (Collier, V. & Ovando, C. 1985)
- The best way to help students learn both English and school subjects is to teach language through content that is organized thematically. (Freeman and Freeman, 2002)
- Use nonverbal cues. Use visual aids. Put students in groups. Use bilingual materials. Repeat and rephrase. Don't overcorrect. Create a safe atmosphere. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be comfortable experimenting with the language. (Pagewise, Inc. 2001)
- Establishing a safe rapport that encourages Spanish speakers to share personal opinions and events promotes the further development of verbal communication. (Patterson/Jacob, 1993)
- It is possible for older struggling English learners to develop background academic concepts and adequate levels of literacy entirely through study in a new language when teachers apply appropriate strategies. (Freeman and Freeman, 2002)
- How long does it take groups of students to reach the 50th NCE or percentile on standardized tests (including performance assessment) in their second language (L2)? Collier and Thomas, 1995 list the following:

When schooled in L2 in the U.S.

- Students with at least 2-3 years of L1 schooling in home Country 5-7 years
- Students with no schooling in L1 7-10 years
- When schooled bilingually in L1 and L2
- Students when tested in L1 on or above grade level
- Students tested in L2 4-7 years

REFERENCES

Collier, V. & Ovando, C. (1985). *Bilingual and ESL classrooms: Teaching in Multicultural Contexts*. 94-95. New York: McGraw-Hill.

Collier & Thomas (1995). *Bilingual Research Journal and TESOL Quarterly*.

Franquiz, M & De la Reyes, M. (1998). *Creating inclusive learning communities through English language arts: from chancas to canicas*. *Language Arts*, 75, (3) 211-219.

Freeman, D. & Freeman, Y. (2002). *Closing the Achievement Gap: How to reach limited-formal schooling and long-term English learners*. Portsmouth, NH: Heinemann.

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Moll, L. & Gonzalez, N (1994). *Lessons from research with language minority children*. *Journal of Reading Behavior*, 26 (4), 439-456.

Pagewise, Inc. (2001). *Teaching English as a second language: methods and techniques*. http://nyny.essortment.com/teachingenglish_rcgr.htm March 25, 2003.

Patterson, T.M. and Jacob, S.W. (1993). *Enhancing comprehension for bilingual students*. *Writing Teacher*, September.

BICS AND CALP

Experts such as Jim Cummins have identified two types of language involved with language acquisition. It is very important that classroom teachers understand the difference.

Basic Interpersonal Communications Skills (BICS)

Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunchroom, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the United States.

Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English skills.

Cognitive Academic Language Proficiency (CALP)

Cognitive Academic Language Proficiency (CALP) refers to the formal academic learning. This includes listening, speaking, reading and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers.

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating and inferring. Academic language tasks are context reduced. Information is read in a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.

STEPS IN LANGUAGE ACQUISITION

All those who acquire language in natural situations go through stages as they begin to develop communication skills: the preproduction stage, the early production stage, the speech emergence stage, and the intermediate fluency stage.

Preproduction Stage

The first stage is the preproduction stage. It is the period in which beginners develop the ability to extract meaning from utterances directed to them. Children acquire the second language similar to the way they acquired their first language. This period is also known as the “silent period” and can last from days to months. During this period:

1. Children begin to associate sound and meaning and make some sense of the way language relates to their environment.
2. Children take time to develop listening strategies and comprehension skills.
3. Children do not initially make much attempt to communicate using words; rather they indicate their comprehension nonverbally.
4. Children grasp the main ideas of an utterance without understanding all of what is addressed to them. They do this by focusing on key words.
5. Children rely on contextual clues for understanding key words.
6. Children gradually acquire the ability to recognize key words, and these serve as a basis for understanding utterances, which may become more and more complex.

This stage is extremely important because teaching students to understand words is at least four times more effective than teaching them to say words. That is, if a teacher works on the average of five hours per week on oral language development, after six months the children will be able to say fewer than six hundred words. However, if the teacher concentrates on listening strategies and developing a large recognition vocabulary, in six months the same students will be able to recognize, perhaps close to 2000 words. Another reason this stage is so important is that success in school depends more on comprehension than on speech production skills. This comprehension strategy may last anywhere from a few weeks to several months. It is important to recognize that students will experience this silent period, during which they will develop listening strategies that will form the basis for later production.

At this stage the child is able to point, touch, draw, construct yes and no sentences, and sort items.

Early Production Stage

In the early production stage, children will begin to speak naturally if two conditions are met:

1. They are comfortable with the school situation.
2. They must engage in activities in which they are receiving large amounts of comprehensive input.

During this stage all attempts to communicate, whether through gestures, following directions, attentiveness or anything else should be warmly received and encouraged. It is especially important that neither the instructor nor the students ever make fun of or discourage attempts at speech. Early speech production will consist of words that the

students have heard many times and understand. Often they will mispronounce these words. Drill and pronunciation exercises at this point are mostly useless. There will be errors of omission. Children will begin to produce what they “hear” and will not produce articles, demonstratives, prepositions, auxiliary verbs and pronouns.

It is important to remember that early production stage is not the time to stop expanding vocabulary for passive recognition and to begin to concentrate on speech production, but rather to continue expansion of passive vocabulary while providing for opportunities to produce words that the students have heard some times. Two principals will be useful:

1. Maintain recognition vocabulary always about three to four times as large as the production vocabulary.
2. Provide for comprehensive input which contains new vocabulary before you expect the children to produce the new vocabulary.

Children will be able to label charts, maps, graphs, diagrams; answer who, what, where, and when questions; and fill in the blanks.

Speech Emergence Stage

The transition to more elaborate speech occurs gradually. At first, speech consists of stock phrases the students have heard many times. However, given good comprehensible input, they also begin to generate sentences. Word order is usually not a problem, but errors of omission are common. This is not important. Errors during this stage are actually more common than in early production stage because in early production children produce single words and the chances for error are fewer. The best strategies to use during the speech emergence stage are to:

1. Give more comprehensible input.
2. Continue to develop and extend recognition vocabulary.
3. Give students a chance to produce language in situations where they are comfortable.

Students may begin to read basic material at this stage.

Children should be able to answer why and how questions, participate in group problem solving, conduct interviews, describe items, do demonstrations and participate in role playing.

Intermediate Fluency

In this stage children begin to engage in conversation and produce connected narrative. Their level of comprehension should be quite high. This is the stage where they begin to interact extensively with native speakers. This is also the stage during which the teacher can begin to specialize and dedicate ESL instruction to the cognitive skills, especially reading and writing. Errors will be fewer than in the previous stages. It is also the time to begin instruction of grammar. Students should be provided with activities that are designed to develop higher levels of thinking.

Children can make predictions, give explanations and judgments, draw conclusions, create/make up stories, dialogs, critiques, and defend their position on a topic.

LEARNING AND BEHAVIOR CHARACTERISTICS SHARED BY LEARNING DISABLED (LD) NATIVE LANGUAGE

SPEAKERS AND SECOND LANGUAGE LEARNERS

DOMAIN CHARACTERISTICS

LANGUAGE (RECEPTIVE AND EXPRESSIVE)

- Delayed acquisition
- Difficulties in expressing (including articulation)
- Low vocabulary
- Problems understanding what is said (comprehension)
- Difficulty following oral directions
- Poor immediate auditory memory
- Poor retention of information
- Unable to rhyme words

READING

- Poor reading progress
- Reads below grade level
- Confusion in sound/symbol associations
- Poor eye tracking; loses place during reading
- Unable to remember what has been read
- Poor progress in content area

WRITTEN LANGUAGE

- Spelling is below grade level
- Words or letters may be reversed
- Inconsistent spelling
- “Bizarre” spelling
- Poor recall of sequences of syllables
- Poor visual memory
- Difficulty expressing ideas in writing
- Poor grammar and syntax

MATHEMATICS

- Mathematics skills below grade level
- Difficulty in remembering processes apparently known
- Uses fingers or counting aids

BEHAVIORS

- Limited attention span and poor concentration
- Work may be “unpresentable”
- Low frustration tolerance
- Anxious or cries easily
- Poor peer relationships
- Poor eye contact

NEW ENGLISH LANGUAGE LEARNERS IN THE CLASSROOM

If you have worked with English language learners before, you understand both the challenges and rewards involved as well as the uniqueness they can bring to your classroom.

Students who arrive in Hutchinson come from all over the world. They arrive with different customs, languages, food preferences, clothing, mannerisms, school environments, weather, and value systems. They come from a variety of environments – some similar to their new surrounding and some very different. They may have lived in refugee camps, large metropolitan areas, remote villages, and bomb-ridden streets. They speak many languages, practice many religions and feel both frustration and hope about their new lives. Nevertheless, they are the district’s newest students.

GETTING TO KNOW ENGLISH LANGUAGE LEARNERS

Getting to know and understand English language learners and their needs is very important. The following ideas will assist with this endeavor:

- English language learners are not remedial students any more than English-speaking students are remedial when they study Spanish, French, or German.
- English language learners often need a different approach from students who understand and speak English but lack skills in reading and writing.
- English language learners are not a homogeneous group. They have different languages, cultural backgrounds, educational experiences, levels of English proficiency, exposure to English outside of school, and amount of time in the United States.
- English language learners are not students of English in the sense that native English speakers are. They may be struggling with some of the basic skills that their English-speaking peers learned as young children. The English-speaking children know plural forms, use of the negatives, etc., because the grammar is in their heads. They learned it unconsciously.
- When English language learners first arrive, they may be experiencing culture shock. Often they are excited about being in a new place and learning new things. By the time they enter the classroom, they have usually reached a culture shock level. They see that they don’t know enough English and their heads may actually ache from trying to understand the new language. Gradually, they will learn more English and can articulate their feelings in a much better way. This makes them feel less isolated, and they begin to learn how to interact with their peers and become more integrated into their new world. Most will need from six to twelve months for cultural adjustment and the opportunity to learn very basic English. Students should be encouraged to try, but

materials will need to be modified for the very limited and non-English speaking students.

- Don't be afraid of silence. In many cultures, a longer delay exists between interactions than in English. Be patient and allow time for processing information. While native English-speaking students are processing the answer, English language learners are often processing the question.

THE ADJUSTMENT PROCESS IN A NEW CULTURE

Each stage in the adjustment process is characterized by “symptoms” or outward signs typifying certain kinds of behavior. The phases are often found in the lives of English language learners; they are:

- **Honeymoon period.** Initially many people are fascinated and excited by everything new. The visitor is elated to be in a new culture.
- **Culture shock.** The individual is immersed in new problems: housing, transportation, shopping, and language. Mental fatigue results from continuously straining to comprehend the foreign language and the environment.
- **Initial adjustment.** Everyday activities such as housing and shopping are no longer major problems. Although the visitor may not yet be fluent in the language spoken, basic ideas and feelings in the second language can be expressed.
- **Mental isolation.** Individuals have been away from their family and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustration and sometimes a loss of self-confidence results. Some individuals remain at this stage.
- **Acceptance and integration.** A routine (e.g., work, business, or school) has been established. The visitor has accepted the habits, customs, foods, and characteristics of the people in the new culture. The visitor feels comfortable with friends, associates, and the language of the country.

COMMON MYTHS AND QUESTIONS

1. **Why is it necessary to identify language minority students? Are we required to have an English-language assistance program?**

Yes. The U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency. While some language minority students are able to participate fully in a curriculum designed for monolingual English-speaking students, others need language support services to further develop their English language proficiency.

2. **Must my school participate in the state-funded ESOL program?**

No. Federal law requires you to offer some form of language assistance (see [Serving Linguistically and Culturally Diverse Students in Kansas Schools](#)). The state of Kansas offers a way to meet these needs with the state-funded ESOL program (see [Program Requirements for State Funding](#)).

3. **What if I only have a small number of students needing services?**

They, just as any special-needs students, require services. Have a staff teacher enroll in an ESOL endorsement program (thus making your district eligible for state funding) and teach one segment a day gathering all eligible students in one location. Student transportation may be used for English Language Learners (ELL) (same rule that governs special education).

4. **Do ESOL students learn English easily and quickly simply by being exposed to and surrounded by native English speakers?**

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.

5. **When ESOL learners are able to converse comfortably in English, have they developed proficiency in the language?**

It can take 6-9 years for ESOL students to achieve the same levels of proficiency in academic English as native speakers. Moreover, ESOL students participating in thoughtfully designed programs of bilingual or sheltered-content instruction remain in school longer and attain significantly higher rates of academic achievement in comparison to students without such advantages.

6. **In earlier times, didn't immigrant children learn English rapidly and assimilate easily into American life?**

Many immigrant students during the early part of this 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.

7. **Do I need to speak the student's home language to teach ESOL?**

No. Although knowing firsthand the experience of learning any second language is advantageous, it is not required. Teachers are encouraged to know some important words, ex: stop, danger, or phrases such as, "There is a fire...." in the language of

the children they teach, especially if they have a very low English Proficiency level. The goal of ESOL is to allow our students to fully participate in an English instructional environment, graduate from high school and seek further educational and vocational opportunities in Kansas. The key is comprehensible input. With more exposure to the contextual use of English, the more acquisition will occur.

8. **Students just arrived that do not speak English. What do we do?**

Determine eligibility for ESOL services. See section Assessment of LEP Students.

- A. Schedule your ESOL classes with an ESOL teacher who utilizes the ESOL Curriculum Standards. (Word Format)
- B. Enroll students in an age-appropriate grade level and ESOL.
- C. Assign an English-speaking classmate to help the ELL become socially connected in the classroom/school.

If you have other ESOL students who speak the same language, use them to help with translations and explain school policies. If possible, determine if the ESOL student is literate in the home language. If so, check with your content subject textbook publishers for copies of the textbook being used in the home language. Most publishers now produce Spanish versions of most English language textbooks.

9. **May an ESOL student receive special education?**

Yes. See section "ESOL Teacher's Guide: Special Education".

10. **If students sound fluent in English, why would we screen them for ESOL?**

Conversational proficiency is the ability to use language in face-to-face everyday situations. In these situations the context is salient and the language demands are reduced. Academic English is in a context-reduced environment and the language demands are high. Classroom contacts also require stronger literacy skills and the ability to guess at meaning since both lecture and reading/writing situations reduce opportunities for feedback to check comprehension. As we all know with native English speakers, oral language skills are not always a predictor for literacy skills.

11. **Should ESOL students be included in standardized tests?**

Yes, if appropriate. See the Guidelines of ELL Participation in Assessments. Also read the pertinent sections of the examiners' manual that refer to LEP students.

12. **Don't younger children learn a second language faster than older ones?**

No. Although younger students appear to have faster gains in fluency, learning a second language is equally difficult at any age. This does not contradict the research pointing to a critical period for initial (any) language exposure in very young children. The apparent gains in younger students reflect less fossilization in muscle movement affecting pronunciation, new information is normally more concrete than abstract and the vocabulary and structural requirements are not as extensive for younger children in any language.

13. **Do all children learn a second language the same way?**

Yes. Although patterns of language use may vary amongst cultures, the stages of how English is acquired do not vary. There is a natural order of English language acquisition with more salient features such as the progressive "-ing" suffix learned prior to the subtle "-ed" suffix for simple past. There are of course as many variables to learning language as there are to learning anything. These variables are individualistic not cultural. When viewing an ESOL student's learning strategies keep in mind the factor of the child's history. The amount and quality of formal schooling a child has received both in the United States and in their home country has a great impact. Literacy skills are transferable no matter what alphabet is used in the first language. The student's first language or home culture should not be viewed as being a hindrance to learning any subject including ESOL.

Sources:

¹TESOL "1998 Training Others to Use the ESL Standards", Alexandria (VA); TESOL Larsen-Freeman, Diane (2000).

²"Techniques and Principles in Language Teaching New York", Oxford University Press

Kansas English Language Proficiency Assessment (KELPA)

Background

The purpose of the Kansas English Language Proficiency Assessment is (1) to ensure English proficiency for students who are limited English proficient and (2) to assist English Language Learners achieve at high levels in core academic areas.

“No Child Left Behind” (NCLB) requires **ALL** Kansas English Language Learners be assessed annually to evaluate English proficiency in all four skill domains—speaking, listening, reading, and writing. A comprehension score is created by compiling the other tests for a comprehension score. KELPA accountability testing is to occur each spring, with 2005 being the base year, and special forms will be available for fall administration for the “ELL student in-take, screening, placement” assessment.

Title III of NCLB requires Annual Measurable Achievement Objectives (AMAOs) which include:

- Number and percentage of ELLs making progress in English acquisition and
- Number and percentage of ELLs attaining English proficiency.
- In addition to English Language Proficiency objectives, districts are also required to meet adequate yearly progress (AYP) targets for disaggregated group of ELL in reading and mathematics.

What happens if the AMAOs are not met?

- If not met for two consecutive years, the school/district must develop an improvement plan.
- If not met for four consecutive years, the school will be:
 - Required to modify curriculum, program, and method of instruction or
 - Replace educational personnel relevant to not making AMAOs.
 - Subject to loss of Title III funds if appropriate steps are not taken.

The KELPA replaces the LAS, IPT, and the LPTS assessments, **except for pre-K.**

The KELPA –P and KELPA Assessments

When the student’s home or primary language is not English, the schools must administer the **KELPA–P**, which is the KELPA Placement Test to determine if the student requires ESL assistance. The University of Kansas’ Center for Educational Testing and Evaluation has worked with the Kansas State Department of Education and Kansas educators to prepare the placement and regular **KELPA** test. KSDE has provided Training of Trainers inservices for districts to qualify individuals to administer the test and train other teachers to administer the **KELPA**.

The **KELPA** Grades K-2 assessment is entirely individually administered. K-2 **KELPA** testing will take approximately 40 minutes a student. However, times will vary based on English proficiency.

At grades 3-12, the speaking component is individually administered while the remaining domains can be group administered. The speaking and writing portions require local educator scoring. Grades 3-12 testing will take approximately one hour for the group administration, plus an additional 10 minutes for the individual student speaking portion of the assessment.

Certified personnel must score the constructed response from the writing test. The **KELPA**, however, may be administered by trained personnel who or certified or non-certified. **KELPA** administration personnel must be English proficient. Testing directions

may be given in native language of the student...BUT the questions must be administered in ENGLISH and student responses must be in ENGLISH.

The KELPA has grade cluster specific expectations: K-2, 3-5, 6-8, and 9-12. Listening items and speaking prompts are standardized on audio CD. The total time for administration is 1.5 hours maximum.

There is no cost to the districts for the KELPA test. District Test Coordinators order the materials for the testing.

Overview of KELPA

The overview of the KELPA is provided to help classroom teachers understand how their students will be assessed; the trained administrator will have more detailed information. Following is an overview of the KELPA for grades 3 – 12, which requires **all** sections to be administered:

- Listening: 15 items, 10-15 minutes to administer
- Speaking: Approximately 10 items, 10 minutes to administer. Remember that students may read and write but not speak.
- Reading: 20 items, 25-30 minutes to administer
- Writing: 20 items, plus constructed response (writing sample), 25-30 minutes to administer

When a student doesn't know the answer, write "no response" and move to the next question.

KELPA Speaking (K-12)

- Individually administered
- Standardized speaking prompts on CD
- The administrator may **replay the prompts no more than two times**. The administrator cannot "fish" for an answer!
- In the event the audio CD cannot be utilized and the administrator asks the speaking prompts, it is critical that the administrator adhere to the following guidelines:
 1. Do not adjust rate of speech to accommodate the ELL's proficiency level.
 2. Read prompts precisely as they are written in the Manual.
 3. Do not provide hints or clarification to assist the ELL's understanding.
 4. Do not repeat the prompt more than twice.

KELPA Listening (3-12)

- Individually administered
- Test administrator reads directions to students
- Test administrator plays the audio CD while students bubble in responses on answer sheet or in the booklet and responses are later transferred to the response form by local staff (not students).

KELPA Reading (3-12)

- Group administered
- Test administrator reads directions to students
- Students respond to reading items on answer sheet or in the booklet and responses are transferred to the response form following testing by staff (not students).

KELPA Writing (3-12)

- Group administered
- Constructed response is scored locally according to a rubric
- Students choose one out of three writing prompts and respond.

KELPA K-2 Overview

- Individually administered
- Students mark answers in response booklet
- Not scored locally
- KELPA-P **is** scored locally.
- 30 minutes to administer
- If student is unable to respond to three items in a row, the testing should stop.

Listening

- Students listen to prompts given by the test administrator and mark in their booklets
- 9 items

Reading

- Letter recognition
- Matching word to picture
- Minimal sound pairs
- Phoneme recognition
- Sight words
- Short reading passage and comprehension questions

Writing

- Identifying and writing name of object, based on a picture
- Cloze sentences, based on a picture
- Close sentences, based on grammatical structure
- Copy letters (upper and lower case) and numbers

AVAILABLE ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs) ON THE KANSAS STATE ASSESSMENTS

All ELLs must take the required state assessments, regardless of the amount of time s/he has been in the school/district with one exception: an ELL who is attending a U.S. school for the first time (defined as enrolling 10 months before the assessment window opens) may be exempt from the Reading assessment if that student is assessed for his/her English proficiency. Additionally, for students who have attended school in the U.S.A. for less than a year, that student must take the Mathematics assessment, but his/her score will not be counted for AYP/QPA targets (but does count for participation). For ANY student that comes AFTER September 20th, his/her score does NOT count toward the school or district's QPA or AYP, but DOES count for participation.

READING: Beginning ELLs have the option of listening to the accompanying audio CD, also called the "Listening" assessment. Additionally, these beginning students also have the option of taking the assessment off grade-level; that is, an 11th grader may take either the 8th grade or the 5th grade assessment, an 8th grader may take the 5th grade assessment, while the 5th grader must take it on grade-level. Who qualifies for taking the Listening assessment and off grade-level testing?

ELLs scoring a 1 or a 2 on the LAS Reading sub-test, below a 40 on the IPT Reading sub-test, or a 1 or a 2 on the LPTS Reading sub-test.

MATH: All ELLs, regardless of their LAS, IPT, or LPTS scores have the option of taking the PLAIN ENGLISH Math assessment, which is written in simplified language. An audio CD is also available so that students can listen while they read along.

SPANISH TRANSLATED ASSESSMENTS: For the 2004-2005 school year, state assessments provided in a side-by-side English/Spanish format will be available for the Math assessments. The English/Spanish format will be offered to any student still receiving ESL services.

Science and Social Studies: All ELLs, regardless of their time in the United States, must take the Science and Social Studies state assessments. An audio CD is available for these assessments.

ALL ELLs, regardless of their LAS, IPT, or LPTS score also have the following accommodations available to them:

- Additional time
- Individual or small group administration
- Directions read to them
- Assessment read to them (no voice inflections or verbal language allowed by test administrator allowed)
- Electronic translators/bilingual dictionaries

ESL Instruction and Professional Development 2010-11

Current Situation: During the 2009-2010 school year the district reported an enrollment of 226 ESL students for Sept. 20th count day, an increase of 42 from the previous year. We currently have 15 students that are "newcomers", up from 2 the previous year. We are currently providing services in all eleven buildings with 4.2 staff.

The following proposals address student instruction and staff development as the ESL population continues to increase and staffing is maintained.

Instruction:

Elementary Newcomer Program:

Proposal: (Revision from 2009)

All K-6 students who qualify as a newcomer(see below) would attend a self contained, traditional, newcomer classroom. The student could be in the newcomer setting for a minimum of 9 weeks up to a year. Duration of program participation would be determined by student progress toward standards, the newcomer teaching staff, and parents. A traditional newcomer program is necessary to meet the academic and language needs, as well as aid in a smooth transition into a new school setting. The program will provide sheltered instruction while making content comprehensible to our newcomers.

Newcomers at the elementary level (K-6th), from this point forward will attend Avenue A Elementary. Curriculum and materials will be purchased through a grant available to Ave A and the district.

Staff: One ESL endorsed teacher and one aide

Newcomers:

Students who indicate on the home language survey:

- Another language is spoken at home, and
- Their first date in US school is the date of enrollment or date within the year

AND

- NEP on the IPT(placement test)

Secondary Newcomer Program:

Middle School:

Newcomers at the Middle school would enroll in two ESL guided study class periods. One would be just for newcomers. During this class period students would receive intensive language instruction, both social and academic. The other class period would be with other students that have scored a 1 or 2 on the KELPA. This class period would be focused on language acquisition while making content comprehensible.

Staff: ESL endorsed staff during class periods and aide support for other core classes.

High School:

Newcomers at the High school would enroll in one or two ESL guided study class periods. If there are two, one would be just for newcomers. During this class period students would receive intensive language instruction, both social and academic. The other class period would be with other students that have scored a 1 or 2 on the KELPA. This class period would be focused on language acquisition while making content comprehensible.

Staff: ESL endorsed staff during class period and aide support for other core classes.

Instructional support for all other ESL students (higher level NEP and all LEP)

Elementary:

- Students remain in building where enrolled
- ESL students in one classroom per grade level unless multiple teachers at that level are endorsed.
- Students scoring 1's and 2's on KELPA (or ___ level on IPT) receive pull out services from ESL teaching staff
 - If classroom teacher is endorsed—pull out by aide or none depending on need
 - If teacher is not endorsed—pull out by ESL teacher and/or aide
- Students scoring 3's and 4's on KELPA (or ___ level on IPT) receive in class support as available
 - If classroom teacher is endorsed—no additional services
 - If classroom teacher is not endorsed—inclusion by aide and/or ESL teacher

Rationale: ESL staff is spread thin and there are ESL endorsed staff that are underutilized if all ESL students are not placed in that particular classroom. Higher level ESL student needs can be met through endorsed teachers, not just assigned ESL teacher. By providing more in class support to the 3 and 4 student, the 1 and 2 students can receive more individualized instructional support from ESL teaching staff(teacher and/or aide)

Staff: Two ESL teachers plus additional aides and endorsed certified staff(see chart)

Secondary:

Middle School-

- Students remain in building where enrolled
- ESL students place in one pod which have ESL endorsed staff
 - Students scoring 1's and 2's on KELPA(or __level on IPT) additional class for individualized instruction and guided study from ESL teaching staff
 - Students scoring 3's and 4's on KELPA (or __level on IPT) receive in class support from ESL teaching staff or ESL endorsed teachers within the pod

Staff : One ESL teacher for class periods, three aides and endorsed teaching staff

High School-

- Students remain in building where enrolled
- ESL students place in ESL endorsed staff classes as appropriate
 - Students scoring 1's and 2's on KELPA(or __level on IPT) additional class for individualized instruction and guided study from ESL teaching staff
 - Students scoring 3's and 4's on KELPA (or __level on IPT) receive in class support from ESL teaching staff or ESL endorsed teachers
 -

Staff: ESL class period from and full time aide for class support

Professional Development:

Avenue A Staff Development:

Provide a two year ESL endorsement plan by teaching coursework during contract time to certified staff throughout the school year. Staff would take two classes the first year and three the second. At the end of two years staff would have 15 college hours and the training that would support them taking the PRAXIS to be ESL endorsed. During the two year period the staff would be on an "endorsement plan" so their contact minutes would count for funding. Tuition and books would be paid by the district.

Coursework:

- Teaching ESL(includes the SIOP training)
- ESL Assessment
- Linguistics
- Cultural Diversity
- Practicum

Other Buildings Staff Development:

Two year endorsement plan:

Offer the "Avenue A Plan" to other buildings and/or staff (or determine which school would be "next"

One year endorsement plan:

Continue to offer the current professional development model; one night per week throughout school year, completing all five courses. SIOP training would be included in the Teaching ESL class.

Need to determine amount of money available for professional development to determine # of staff that could participate in coursework.

Five classes ==\$2,775/ person

\$2,525 in tuition

\$250 in books