

Madison County Public Schools Guide for Teaching English Language Learners

A Handbook for Teaching
Linguistically and Culturally Diverse Students



Madison County Public Schools
ESOL Program Services
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LEGAL DECISIONS IMPACTING ENGLISH LANGUAGE LEARNERS

The Constitution of the United States of America, Fourteenth Amendment 1868

“No State shall deny to any person within its jurisdiction the equal protection of the laws.”

Title VI of the Civil Rights Act of 1964

“No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Implications for English Language Learners (ELLs): Students cannot be discriminated against due to language. ELLs cannot be denied services in school because the teacher does not speak the same language as the student. Students cannot be refused enrollment due to limited English proficiency. ELLs are entitled to education in a public school until age 21. Students cannot be retained due to limited English proficiency. Additionally, this law means that, as a practice, F’s, D’s or U’s should not be given if English language ability prevents the students from performing the same as a native speaker of English. Students cannot be expelled or suspended due to limited English proficiency.

The Health, Education, and Welfare Memorandum of May 25, 1970

“Where the inability to speak and understand the English language excludes national origin minority group children from effectively participating in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Implications for English Language Learners: Schools must provide services aimed at teaching English to limited English proficient students. Classroom teachers must modify instruction for English language learners.

Lau v. Nichols 1974

This Supreme Court case ruled that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take the affirmative steps to overcome barriers faced by non-English speakers.

Implications for English Language Learners: Schools must provide services aimed at teaching English to limited English proficient students. Classroom teachers must modify instruction for English language learners.

The Equal Opportunity Act of 1974

This requires local schools have a policy in place that takes the appropriate action to overcome language barriers impeding students’ equal participation in its instructional programs.

Rios v. Read 1978

States must identify LEP students through valid testing. Programs must be monitored. Students cannot exit prematurely without valid testing.

Implications for English Language Learners: The state of Virginia is a part of the University of Wisconsin’s WIDA consortium. Its English language assessment, ACCESS for ELLs, is used to monitor student progress. Scoring below a 5.0 composite score on WIDA ACCESS for ELLs assessment enables students to receive LEP services.

Castañeda v. Pickard 1981

The Fifth Circuit Court of Appeals ruled that districts must have a program that is used to serve students and must be based on sound theory and show reasonable success.

Plyler v. Doe 1982

The Supreme Court ruled that the 14th Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigration status. In other words, students cannot be refused enrollment due to a lack of legal documentation or immigration status. Students need “satisfactory proof of age.” A birth certificate is not required; requirements can be satisfied by a baptismal certificate, medical records, or an affidavit signed by parents. Students do not need a social security number. Schools are not to inquire into the legal status of students.

Civil Rights Restoration Act of 1988

Any agency, corporation, or other recipient of federal funds must comply with all civil rights statutes or risk losing their funding, including the education of English language learners.

Office of Civil Rights Enforcement Policy 1991

Program evaluation is required to gauge success. Qualified ESOL personnel must be employed to implement the program. Specific program exit criteria must be in place. Systems cannot screen out LEP students for Gifted and Talented programs. P.L. 103-302

Implications for English Language Learners: In the state of Virginia once students receive a 5.0 on WIDA ACCESS for ELLs, they are monitored for two years. Subsequently they are exited.

Improving America’s Schools Act (IASA) of 1994

This act authorizes full participation of eligible students with limited English proficiency in Title I programs for economically disadvantaged children. It states, “...limited English proficient children are eligible for services on the same basis as other children selected to receive services.” It also states, “...limited English proficient students shall be assessed to the extent practicable, in the language and form most likely to yield accurate and reliable information on whatever students know and can do to determine such students’ mastery of skills in subjects other than English.”

Title III of the No Child Left Behind Act of 2001

This act aims to help ensure that LEP students are provided the assistance needed to attain English proficiency and to meet the level of academic achievement that all children are expected to meet. Educational agencies and states must demonstrate yearly improvements in both proficiency and progress. The law provides flexibility in how to do so, but has to be research based and pedagogically sound.

LANGUAGE ACQUISITION

According to researchers, there are two types of languages students need in order to be successful in school. In the 1970's, linguist Jim Cummins pioneered research about language use: the English used in the classroom and English on the playground. He distinguished between the two types of proficiencies, one being Cognitive Academic Language Proficiency (CALP) and the other, Basic Interpersonal Communication Skills (BICS). The academic language is content specific and also includes the sociocultural components of schooling. Not only does academic English happen with the appropriate sociocultural context, it encompasses language at the discourse level of language complexity, sentence level with semantics and syntax, and the word level, vocabulary and phrases (WIDA.us).

According to Cummins (1981), students with limited English proficiency average 2 to 3 years acquiring basic interpersonal communication skills and about 7 years for cognitive academic language proficiency. If students do not have a secure foundation in their primary language, it could take up to 10 years to develop the academic English proficiency (Cummins, 1981). Research indicates that support and literacy in the primary language correlates to how students do in English. In other words, literacy skills transfer from one language to another. The time it takes to acquire English proficiency depends on background, time spent in the United States, and socioeconomic status as well. Ultimately, how quickly students become proficient in English depends on the individual.

Just as infants learn language, second or subsequent language acquisition happens in a predictable pattern, first one word, then two, etc. The stages are as follows: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Krashen & Terrell, 1983). Preproduction is mostly non-verbal with gestures and actions, and early production is composed of short phrases; Speech Emergence consists of longer phrases and complete sentences; Intermediate Fluency entails conversations and narratives, while advanced fluency refers to fluent and being able to maneuver through all of the complexities and nuances of dialect, intent, intonation, grammar, and vocabulary (Krashen & Terrell, 1983).

Why do LEP students seem to struggle? Educators falsely assume that if LEP students carry on a great conversation in English, they should be successful in academics as well. We now know that academic language becomes increasingly complex and subject specific in school, less context clues and more abstract. Many times when LEP students begin schooling in English, they replace their first language development. Gaps in cognitive development can occur. Some groups of LEP students are very transient. Sometimes they move from school to school in the U.S., but they could leave the country for a period of time or schooling, and subsequently return. Cultural perspectives on formal education impact student learning (Ford & Robertson, 2008).

CULTURAL ADJUSTMENT

Typically, we feel as if we understand culture in America, after all we are a country of multi-cultures, races, and ethnicities. However, understanding and appreciating, or better yet, working successfully in a multicultural situation can be overwhelming, especially if there are students who do not share our same values. Below is a summary of Oberg's (1960) research about the stages of cultural adjustment. How much time individuals spend within each stage varies and is impacted by reasons for emigrating to the U.S. (i.e. war, economy, parents, etc.) and how one arrives (documented or not). These stages are universal and similar for our students moving or studying abroad.

Honeymoon Stage	Hostility Stage	Humor Stage	Home Stage
<ul style="list-style-type: none"> *curiosity about new culture *motivated *cooperative, eager to please 	<ul style="list-style-type: none"> *over time, misunderstandings reach a difficult level to tolerate = culture shock *fatigue *bewilderment or overwhelmed *anger, depression, fear, anxiety, frustration 	<ul style="list-style-type: none"> *frustrations and insecurities begin to lessen *understanding of rules and norms *enjoyment of surroundings *relaxed and confident *acting silly 	<ul style="list-style-type: none"> *functionality & conformity to native and new culture *may lose part of native culture
Teacher Tip	Teacher Tip	Teacher Tip	Teacher Tip
Students may nod and smile as if they understand, when they may not.	Tolerance and patience are needed to help students as they may experience negative feelings.	It is important to acknowledge and share with humor.	It is important to value respect and be sensitive to both.

CULTURALLY RESPONSIVE TEACHING

Culture is essential to learning, Ladson-Billings' (1994) pedagogical approaches recognize the importance of including culture in all aspects of learning.

- Positive perspective on parents and family
 - Engage in dialogue with parents
 - invite parental participation
 - conduct surveys, home visits, send home newsletters
- Communication of high expectations
 - Be concise and explicit with instructions and expectations
 - Offer praise
- Learning within the context of culture
 - Cooperative learning
 - Independent work only after student is familiar with concept
 - Role play
 - Within community/culture research projects
- Student-centered instruction
 - Allow students to generate lists to research and study
 - Allow students to select their own reading
 - Book clubs
 - Jigsaw
- Culturally mediated instruction
 - Incorporate diverse ways of knowing, understanding, and representing information
 - Work within student learning styles
 - Allow students to share their culture
 - Allow students to use their first language
 - If possible make contact with educators from the same cultural background
- Reshaping the curriculum
 - Integrated
 - Interdisciplinary
 - Allow students choices of working alone or in groups
 - Units around universal themes
- Teacher as facilitator
 - Learn about students' cultures
 - Share artifacts
 - Write about traditions
 - Vary teaching approach
 - Student-directed discussions
 - Speak in a way ELLs understand (just because they don't speak English doesn't mean there is a cognitive inability)
 - Use different resources
 - Outside speakers
 - Show an alternative approach to a problem

DEMONSTRATING COMPREHENSION AT EACH STAGE OF LANGUAGE ACQUISITION

The following chart offers examples of sentence starters for assessing LEP students in the classroom (Hill & Björk, 2008).

Stage	Teacher Prompts	Tips
Preproduction	Show me ... Who has ...? Circle the ... Where is ...?	It is acceptable for students to remain silent and only point or gesture. One-word answers are common.
Early Production	Yes or no questions Either-or questions Who ...? What ...? How many ...?	Blend in one-word questions with some of these if students are transitioning
Speech Emergence	Questions requiring phrase or short-sentence answers Why ...? How ...? Explain ...	Appropriate and limited use of correcting mistakes (as to not inhibit language production)
Intermediate Fluency	What would happen if ...? Why do you think ...? Questions requiring more than a sentence response	Target mistakes and encourage growing fluency
Advanced Fluency	Decide if ... Retell ... Explain ...	Questions similar to monolingual English-speaking students

CLASSROOM BEST PRACTICES FOR ELLs

Listed below are some modifications successfully used with English language learners. It is not a complete list, but a starting point for effective accommodations. There are several similarities to accommodations in 504's and IEP's and are best practices. This list is also useful for monitoring efficacy of interventions over time.

INSTRUCTION:	ASSIGNMENTS:
<ol style="list-style-type: none"> 1. Explicitly teach language objectives. 2. Simplify language used in instruction 3. Provide additional instruction including reviews, drills and opportunities for re-teaching 4. Teach in small groups 5. Allow for Peer Tutoring/Teaching 6. Increase the use of manipulatives to enhance concepts depending on language level of learner (see "can do" indicators) 7. Provide visual aids to enhance key concepts 8. Use Graphic Organizers 9. Allow for alternate seating for proximity to peer helper or teacher as necessary 10. Assist student in building a picture file of key vocabulary 11. Assist students to underline key words or important facts in text 12. Incorporate Group Work and Cooperative Learning 13. Provide prompts, photocopies of notes or outlines, or highlighted texts and materials 14. Utilize resources in the student's first language 15. Teach new concepts in chunks 16. Provide frequent checks for comprehension 17. Orient students to expectations through rubrics 18. Provide simplified/additional instructions 	<ol style="list-style-type: none"> 1. Allow editing and revision before grading 2. Provide a daily or weekly syllabus of class and homework assignments 3. Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments 4. Extend time for assignment completion as necessary 5. Allow students an opportunity to express key concepts in their own words 6. Utilize alternate reading assignments/materials at the student's reading level. When possible, use material specifically designed for LEP students 7. Utilize resources in the student's first language 8. Substitute a hands-on activity or use of different media in projects for a written activity 9. Utilize assignment notebooks 10. Simplify language or shorten assignments
ASSESSMENTS:	ADDITIONAL ACCOMMODATIONS:
<ol style="list-style-type: none"> 1. Provide a word bank 2. Provide an opportunity for the student to take the test/re-test individually with a teacher or paraprofessional 3. Allow for the test to be read aloud 4. Allow for small group administration of assessments 5. Use informal observations of performance and classroom participation as a percentage of the overall evaluation 6. Incorporate group work into the assessment process 7. Simplify the language and format of the assessment to match the language utilized during instruction 8. Provide opportunities for the student to take tests in sections/chunks 9. Allow for extended time to complete the assessment 10. Provide opportunity for student to provide oral responses to be recorded by teacher or paraprofessional 11. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling 12. Allow editing and revision before grading 13. Design projects and assessment for student that require reduced sentence or paragraph composition 14. Use rubrics as an assessment tool in place of textbook tests 	<ol style="list-style-type: none"> 1. Permit the use of picture or bilingual dictionaries or electronic translating devices during instruction, assignments and assessments 2. Computer assisted language learning program 3. Computer assisted math learning programs

ASSESSMENT MODIFICATIONS FOR ELLs

The Virginia DOE states that students must receive accommodations during instruction and classroom assessments in the content area to qualify for SOL accommodations. This means that modifications and adjustments should be documented for their effectiveness.

The most common SOL accommodations for ELLs are:

- Adjustments to the time of day, multiple test sessions, breaks
- Small group testing, preferential seating
- Bilingual dictionary
- Audio (History, Science, Math)

Less common SOL accommodations are: (require certain criteria to be met)

- Plain English Math SOL
- Read aloud
- Alternate assessment
- Waiver to not take an SOL

Classroom assessment modifications and preparation for SOL modifications must be a part of the students LEP Plan and SOL Participation Plan. Please maintain open contact among the ELL teacher, classroom teacher, Assessment Coordinator and EL Program Coordinator for appropriately implementing assessment modifications.

ASSISTING THE ASSESSING OF ELLs' LEARNING – (Wiggins & McTighe, 1998)

Questioning for Understanding	Quick Checks for Understanding
<p><u>Explanation</u></p> <ul style="list-style-type: none"> • What is the key idea in? • What are examples of? • What are the characteristics/parts of? • How did this come about? Why is this so? • What caused? What are the effects of? • How might we prove/confirm/justify? • How is connected to? • What might happen if? <p><u>Interpretation</u></p> <ul style="list-style-type: none"> • What is the meaning of? • What are the implications of? • What does reveal about? • How is like (analogy/metaphor)? • How does relate to me/us? • So what? Why does it matter? <p><u>Application</u></p> <ul style="list-style-type: none"> • How/when can we use this (knowledge/process)? • How is applied in the larger world? • How might help us to? • How could we use to overcome? <p><u>Perspective</u></p> <ul style="list-style-type: none"> • What are different points of view about? • How might this look from 's perspective? • How is similar to/different from? • What are other possible reactions to? • What are the strengths and weaknesses of? • What are the limits of? • What is the evidence for? • Is the evidence reliable? sufficient? <p><u>Empathy</u></p> <ul style="list-style-type: none"> • What would it be like to walk in X shoes? • How might feel about? • How might we reach an understanding about? • What was trying to make us feel/see? <p><u>Self-Knowledge</u></p> <ul style="list-style-type: none"> • How do I know? • What are the limits of my knowledge about? • What are my "blind spots" about? • How can I best show? • How are my views about shaped by (experiences, habits, prejudices, style)? • What are my strengths and weaknesses in ? 	<p><u>Hand Signals</u></p> <p>Ask students to display designated hand signals to indicate their understanding of a designated concept, principle, or process:</p> <ol style="list-style-type: none"> 1. I understand and can explain it.(e.g., thumbs up) 2. I do not yet understand. (e.g., thumbs down) 3. I'm not completely sure about. (e.g., hand wave) <p><u>Index Card Summaries/Questions</u></p> <p>Periodically, distribute index cards and ask students to complete as follows:</p> <ul style="list-style-type: none"> • Side 1 - Based on our study of (unit topic), list a "big idea" that you understand in the form of a summary statement. • Side 2 - Identify something about (unit topic) that you do not yet fully understand (as a statement or a question). <p><u>Question Box/Board</u></p> <p>Establish a location (e.g., question box, bulleting board, e-mail address) where students may leave or post questions about concepts, principles, processes that they do not understand. (This technique may be helpful to those students who are uncomfortable admitting publicly that they do not understand.</p> <p><u>Analogy Prompt</u></p> <p>Periodically, present students with an analogy prompt: (designated concept, principle, or process) is like...because...</p> <p><u>Web/Concept Map</u></p> <p>Ask students to create a web or concept map to show the elements or components of a topic or process. This technique is especially effective in revealing if students understand the relationships among the elements.</p> <p><u>Misconception Check</u></p> <p>Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them to agree to disagree and explain their response. (The misconception check can also be presented in the form of a multiple choice or true/false quiz.)</p>

Questioning for Understanding	Strategies to Extend Thinking
<p><u>Explanation</u></p> <ul style="list-style-type: none"> • What is the key idea in? • What are examples of? • What are the characteristics/parts of? • How did this come about? Why is this so? • What caused? What are the effects of? • How might we prove/confirm/justify? • How is connected to? • What might happen if? <p><u>Interpretation</u></p> <ul style="list-style-type: none"> • What is the meaning of? • What are the implications of? • What does reveal about? • How is like (analogy/metaphor)? • How does relate to me/us? • So what? Why does it matter? <p><u>Application</u></p> <ul style="list-style-type: none"> • How/when can we use this (knowledge/process)? • How is applied in the larger world? • How might help us to? • How could we use to overcome? <p><u>Perspective</u></p> <ul style="list-style-type: none"> • What are different points of view about? • How might this look from 's perspective? • How is similar to/different from? • What are other possible reactions to? • What are the strengths and weaknesses of? • What are the limits of? • What is the evidence for? • Is the evidence reliable? sufficient? <p><u>Empathy</u></p> <ul style="list-style-type: none"> • What would it be like to walk in X shoes? • How might feel about? • How might we reach an understanding about? • What was trying to make us feel/see? <p><u>Self-Knowledge</u></p> <ul style="list-style-type: none"> • How do I know? • What are the limits of my knowledge about? • What are my "blind spots" about? • How can I best show? • How are my views about shaped by (experiences, habits, prejudices, style)? • What are my strengths and weaknesses in ? 	<ul style="list-style-type: none"> • Remember "wait time 1 and 2" Provide at least five seconds of thinking time after a question and after a response. • Use probes and "follow-ups". e.g., "Why? Can you explain? Do you agree? How do you know? Will you give an example?" • Cue responses to "open-ended" questions. e.g., "There is not a single correct answer to this question. I want you to consider alternatives. • Use "think-pair-share". Allow individual thinking time, discussion with a partner, and then open up for class discussion. • Call on students randomly. Avoid the pattern of only calling on those students with raised hands. • Ask students to "unpack their thinking". e.g., Describe how you arrived at your answer. • Periodically, ask for summaries. e.g., "Could you please summarize the key points of (the text, the speaker, the film, our discussion) thus far?" • Play devil's advocate. Require students to defend their reasoning against different points of view. • Survey the class. e.g., "How many people agree with (this idea, the author's point of view, that conclusion)?" • Pose metacognitive/reflective questions. e.g., "How do you know what you know? How did you come to understand this? How might you show that you understand?" • Encourage student questioning. Provide opportunities for students to generate their own questions.

TEACHER RESPONSIBILITIES

General Responsibilities:

Teachers of English Language Learners (ELLs) and regular classroom teachers work with non-native and multilingual speakers to help these students learn to communicate more effectively in English socially and academically. They must be adaptable, creative, and sensitive when working with the students.

Essential Tasks:

- On a regular and consistent basis, meets and instructs students in the locations and at the times designated.
- Excellent communication skills.
- Instructs students in English emphasizing the acquisition of listening, speaking, reading, grammar, vocabulary acquisition and writing skills.
- Create a classroom environment that provides for student involvement in the learning process and enable each student to achieve learning objectives.
- Plan for and utilize instructional methods, resources and evaluation techniques which motivate and enable each student to achieve learning objectives.
- Evaluates student performance in English for placement at the various levels of ESOL instruction.
- Regularly reviews testing materials to help correlate results with instruction.
- Assists in coordinating referrals of ELL students for special placements.
- Establish relationships with colleagues, students, parents and community which reflect recognition of and respect for every individual.
- Attend staff meetings and serve on staff committees as required.
- Maintain accurate and complete records as required by law and Madison County Public Schools policy.
- Perform other duties as required.

PACING AND PLANNING FOR THE ELL TEACHER (an FYI for classroom teacher)

Month	Action	Suggested Contacts
August	Introduce/Greet principals, guidance counselors, and front office staff at all schools	Jess DeBoer
	Review WIDA scores	Cathy Jones (SBO)
	Verify that students are coded correctly (1 or 3)	Jess DeBoer (SBO)
	Print schedules, teachers, locations for our LEP students	Individual schools front office staff
	Build rapport with teachers and LEP student	Individual schools
	Contact Parents with LEP services, WIDA score, etc.	Shavon Gee
	Set individual learning (English) goals with students	Shavon Gee
September	Print/Analyze LEP student needs (previous SOL scores, grades)	Jessica Deboer, registrars at individual schools have student files and transfer documents
	Establish and maintain weekly rotation for LEP students	Shavon Gee
October	Hold LEP Meetings and establish LEP Plans	Cathy Jones, school admin, guidance, classroom teacher, parent/guardian
	For LEP students with C or below in class, teachers need to fill out an ESOL/LEP Progress Report	Classroom teachers, Shavon Gee
November	Verify that the LEP plans are accurate and functioning properly, make changes, students are using accommodations in the classroom	Shavon Gee
December	Practice with new online WIDA test	Jessica Deboer
January	Propose schedule for WIDA testing	Jessica Deboer, Cathy Jones
	Secure a testing location at each school (make sure all involved know about irregularities and how to avoid them)	Guidance and/or front office staff
	For LEP students with C or below in class, teachers need to fill out an ESOL/LEP Progress Report	Classroom teachers
February	Complete WIDA Testing	Shavon Gee
March	Back-up WIDA Testing time (window open until about March 29)	Jessica Deboer, Cathy Jones
April	Verify LEP Plans and remind stakeholders of students' needs for SOL testing	Classroom teachers, students, guidance
May	Establish SOL schedule or work with guidance to make sure that LEP students get their accommodations (dictionaries, etc.)	Shavon Gee, Guidance, classroom teachers, students
	Review students' individual goals and ideas for next year	Students, Shavon Gee
June	WIDA scores come in, letter to parents	Jessica Deboer, Cathy Jones

MOST COMMON CONTACTS FOR ESOL SERVICES PROGRAM

Location	Contact	Specialty	Phone Extension
SBO	Cathy Jones	Assistant Superintendent, EL/Instruction	5105
	Jessica Deboer	Assessment and Accountability (i.e. WIDA)	5120
	Jeanette Alexander	Student Services (Sp. Ed.)	5112
	Becky Dodson	Administrative Assistant	5102
	Comer Gaither	Psychologist	5117
MCHS	Betty Jo Wynham	Principal	4510
	Jason Allison	Assistant Principal	4511
	Michelle Farmer	Administrative Assistant	4502
	Mandy Jenkins	Attendance	4501
	Torie Knighton	Director, School Counseling	4521
	Chelsea Stamer	School Counselor	4522
	Karen Teal	Registrar/Guidance Secretary	4520
	Shavon Gee	ESOL Teacher and Services Coordinator	4402
WWMS	Donald Dodson	Principal	3510
	Andrea Wilson	Assistant Principal	3511
	Amanda Reynolds	Administrative Assistant, Registrar	3502
	Vickie Lewis	Attendance	3501
	Susanna Wood	School Counselor	3521
WYES	Joe Kubricki	Principal	2510
	Pattie Rees	Dean of Students	2511
	Nicole Keys	School Counselor	2520
	Becky Hettinger	Administrative Assistant (Front Office)	2502
	Cathy Mills	Attendance, Registrar (Front Office)	2501
	Monica Weaver	Reading Specialist	
MPS	Mike Coiner	Principal	1510
	Sharon Johnson	Assistant Principal	1511
	Tinsley Roebuck	Administrative Assistant, Front Office	1501
	Tresa Gordan	Registrar, Attendance	1502
	Karen Organ-Lohr	School Counselor	1005
	Jennifer Waldera	Reading Specialist	

A Guide Page for Classroom Teachers

I HAVE AN ELL STUDENT!

Wait, it's not so different from great teaching



STEP 1: Relax and enjoy the diversity! It is an asset in today's every-changing global community.

STEP 2: Make contact with your ELL teacher, Jenette Reyes, or coordinator, Cathy Jones, and be prepared to work together to meet your student's English and content goals.

STEP 3: Carefully read this guidebook with an open mind, paying special attention to areas of which you feel most concerned.

STEP 4: Research to learn information about your student, his or her culture and language, and pay special attention to areas that could be useful for your classroom. Also, be mindful of whether or not parent(s)/guardian(s) speak English fluently. Look for ways to communicate with them as if you would other students.

STEP 5: Be prepared to implement a variety of learning strategies to ensure best practices.

TERMINOLOGY

ELL (ELLs)	English language learners
ESOL	English as a Second Language (outdated, no longer common)
ESOL	English for Speakers of Other Language(s)
LEP	Limited English Proficiency
WIDA	World-class Instruction Design and Assessment Consortium established in 2003 with a federal grant to help with English language proficiency and assessment, now has 35 states, including VA
ACCESS for ELLs	A standardized, nationally normed test assessing student ability in social and academic English, completed annually between February and March, secured testing environment,
W-APT	Similar to ACCESS for ELLs, but shorter and teacher-scored, used in the fall to assess newly enrolled student or students identified with other than English language use on home language survey
Home Language Survey (HLS)	A document part of the enrollment packet with background language questions and permission to assess English proficiency and permission to receive ESOL services
LEP Plan	Similar to an IEP document in purpose, scope is limited to English language proficiency and individualized learning plan for ELLs
SOL Participation Plan	The document used to modify or affirm LEP students' participation in VA State SOL tests
LEP Committee	The group of stakeholders (student, if appropriate, parent(s) or guardian(s), school administrator, classroom teacher, ESOL teacher, counselor), meets annually, or more, if needed
LEP accommodations	These are specific accommodations for ELLs that range from best practices to legal requirements
Title III	Reference to federal funding and mandates from No Child Left Behind Act 2001
Pull-Out Model	Similar to Title I reading intervention or tutoring, students are pulled out of class for one-on-one or small group assistance
Push-In Model	ESOL teacher goes into the classroom to work with ELLs, sometimes collaboratively with the teacher, side-by-side with student, blended
VGLA	SOL reading/writing assessment alternative to SOL testing for students (certain criteria have to be met to qualify)
OCR	Office of Civil Rights, Department of Education
TESOL	Teacher of English to Speakers of Other Languages

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**Written and compiled by Jenette Reyes, summer 2015, updated 2019*