**ESOL:**

A Handbook for Teaching

Linguistically and Culturally Diverse Students



Madison County Public Schools

Madison, Virginia

TABLE OF CONTENTS

|  |  |
| --- | --- |
| Legal Decisions Impacting ELLs  | 3 |
| Language Acquisition | 5 |
| Cultural Adjustment | 6 |
| Culturally Responsive Teaching | 7 |
| Demonstrating Comprehension at Each Stage of Language Acquisition | 8 |
| Classroom Best Practices for ELLs | 9 |
| Assessment Modifications | 11 |
| Assisting the Assessing of ELLs’ Learning | 12 |
| ESOL Teacher Responsibilities  | 14 |
| ESOL Suggested Planning | 15 |
| MCPS and Contact Information | 16 |
| Appendix A: A Guide Page for Classroom Teachers | 17 |
| Appendix B: Terminology  | 18 |

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 vs. 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.

**Castenada vs. 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 vs. 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 ESL 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 |
| \*curiosity about new culture\*motivated\*cooperative, eager to please | \*over time, misunderstandings reach a difficult level to tolerate = culture shock\*fatigue\*bewilderment or overwhelmed\*anger, depression, fear, anxiety, frustration | \*frustrations and insecurities begin to lessen\*understanding of rules and norms\*enjoyment of surroundings\*relaxed and confident\*acting silly | \*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.

|  |
| --- |
| **Physical Arrangement of Room:**  |
| Seat student near the teacher or a positive role model |
| Stand near the student when giving directions or presenting lessons |
| Avoid distracting stimuli  |
| Increase distance between desks |
| Establish routines |
|  |
| **Lesson Presentation:** |
| Use body language, gestures, actions to convey meaning  |
| Establish routines, writing key points on the board |
| Small group or one-on-one instruction |
| Respect the silent period (don’t force students to speak) |
| Provide peer tutoring |
| Provide visual aids, a written/guided outline and/or a note-taker |
| Include a variety of activities and teaching through multi-sensory modes |
| Repeat, rephrase, or simplify instructions (speak slower, enunciate) |
| Allow student to video/audio record lessons |
| Use computer-assisted instruction |
| Accompany oral directions with written directions or vice versa |
| Provide a model to help students |
| Break longer lessons into shorter ones |
| Provide extended time on assignments and extra time for processing a question |
| Pair students to check work |
| Allow the use of a bilingual dictionary |
| Avoid idioms, slang, jargon, etc. |
| Be intentional and appropriate about making language corrections |
|  |
| **Assignments/Worksheets**: |
| Allow extra time to complete tasks, assessments, at home or school |
| Simplify directions |
| Hand assignments or worksheets out one at a time |
| Reduce the reading level |
| Shorten or be more selective on assignments (quality vs. quantity) |
| Provide a structured routine in written form |
| Provide study skills training/learning strategies |
| Give frequent short quizzes and avoid long tests  |
| Allow typed assignments or dictated assignments |
| Use self-monitoring devices |
| Reduce homework |
| Consider not grading handwriting or limiting penalties for spelling/grammar |
| Monitor/adjust length of reading assignments |
| Increase communication (school & home) regarding homework |
| Recognize and give credit for student’s oral participation in class |
| Allow the use of a bilingual dictionary |
|  |
| **Test Taking**: |
| Allow open book exams |
| Give exam orally |
| Give take-home tests |
| Assign fewer essay responses |
| Allow students to give test answers on a tape recorder |
| Remove time constraints |
| Provide audio/read-aloud |
| Allow students to Re-quiz/Re-test |
| Provide multiple sessions to complete assessments |
|  |
| **Organization:** |
| Provide assistance with organizational skills |
| Assign a volunteer homework buddy |
| Allow student to have an extra set of books at home |
| Send detailed daily/weekly progress reports home |
| Develop a reward system |
| Provide an assignment notebook |
|  |
| **Behavior:** |
| Use timers to facilitate task completion |
| Structure transitional and unstructured times |
| Use self-monitoring strategies |
| Give extra privileges and rewards |
| Keep classroom rules clear and simple |
| Make “prudent use” of negative consequences |
| Allow for short breaks between assignments |
| Use nonverbal cues for student to stay on task |
| Mark correct answers – not mistakes |
| Implement a classroom behavior management system |
| Allow student time out of seat to run errands, etc. |
| Use behavioral contracts |
| Increase immediacy of rewards |
| Implement time-out procedures |

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 ESOL teacher, classroom teach, Assessment Coordinator and ESOL Program Coordinator for appropriately implementing assessment modifications.**



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

|  |  |
| --- | --- |
| Questioning for Understanding | Quick Checks for Understanding |
| Explanation* 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 ?

Interpretation* 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?

Application* 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 ?

Perspective* 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?

Empathy* 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 ?

Self-Knowledge* 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 ?
 | Hand SignalsAsk students to display designated hand signals toindicate their understanding of a designated concept, principle, or process: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)Index Card Summaries/QuestionsPeriodically, distribute index cards and ask studentsto complete as follows:* 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).

Question Box/BoardEstablish a location (e.g., question box, bulletingboard, e-mail address) where students may leave orpost questions about concepts, principles, processesthat they do not understand. (This technique may behelpful to those students who are uncomfortableadmitting publicly that they do not understand.Analogy PromptPeriodically, present students with an analogy prompt:(designated concept, principle, or process) is like…because…Web/Concept MapAsk students to create a web or concept map to showthe elements or components of a topic or process.This technique is especially effective in revealing ifstudents understand the relationships among theelements.Misconception CheckPresent students with common or predictablemisconceptions about a designated concept,principle, or process. Ask them to agree to disagreeand explain their response. (The misconceptioncheck can also be presented in the form of a multiple choice or true/false quiz.) |
| Questioning for Understanding | Strategies to Extend Thinking |
| Explanation* 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 ?

Interpretation* 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?

Application* 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 ?

Perspective* 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?

Empathy* 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 ?

Self-Knowledge* 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 ?
 | • Remember “wait time 1 and 2”Provide at least five seconds of thinking timeafter 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 anexample?”• Cue responses to “open-ended” questions. e.g., “There is not a single correct answer tothis question. I want you to consideralternatives.• Use “think-pair-share”. Allow individual thinking time, discussion witha partner, and then open up for classdiscussion.• Call on students randomly. Avoid the pattern of only calling on thosestudents 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 keypoints of (the text, the speaker, the film, our discussion) thus far?• Play devil’s advocate. Require students to defend their reasoningagainst different points of view.• Survey the class. e.g., “How many people agree with (this idea, the author’s point of view, thatconclusion)?• Pose metacognitive/reflective questions. e.g., “How do you know what you know? Howdid you come to understand this? How mightyou show that you understand?”• Encourage student questioning. Provide opportunities for students to generatetheir own questions. |

ESOL TEACHER RESPONSIBILITIES

General Responsibilities:

English as a second language teachers work with non-native and multilingual speakers to help these students learn to communicate more effectively in English socially and academically. 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 ESL instruction.
* Regularly reviews testing materials to help correlate results with instruction.
* Assists in coordinating referrals of ESL 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 THE ESOL YEAR

|  |  |  |
| --- | --- | --- |
| Month | Action | Suggested Contacts |
| August | Introduce/Greet principals, guidance counselors, and front office staff at all schools | Tina Weaver and Peggy Ball (SBO) get you updated names |
| Review WIDA scores | Shelby Gohn, Tina Weaver (SBO) |
| Verify that students are coded correctly (1 or 3) | Becky Dodson (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. |  |
| Set individual learning (English) goals with students |  |
| September | Print/Analyze LEP student needs (previous SOL scores, grades) | Shelby Gohn, registrars at individual schools have student files and transfer documents |
| Establish and maintain weekly rotation for LEP students | Classroom teacher |
| October | Hold LEP Meetings and establish LEP Plans | Tina Weaver, school admin, guidance, classroom teacher, parent/guardian |
| For LEP students with C or below in class, teachers need to fill out an ESL/LEP Progress Report | Classroom teachers |
| November | Verify that the LEP plans are accurate and functioning properly, make changes, students are using accommodations in the classroom | Classroom teachers |
| December | Practice with new online WIDA test | Shelby Gohn |
| January | Propose schedule for WIDA testing | Shelby Gohn, Tina Weaver |
| Secure a testing location at each school (make sure all involved know about irregularities and how to avoid them) | Classroom teacher, guidance and/or front office staff |
| For LEP students with C or below in class, teachers need to fill out an ESL/LEP Progress Report | Classroom teachers |
| February | Complete WIDA Testing |  |
| March | Back-up WIDA Testing time (window open until about March 20) | Shelby Gohn, |
| 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.) | Guidance, classroom teachers, students |
| Review students’ individual goals and ideas for next year | Students  |
| June | WIDA scores come in, letter to parents | Shelby Gohn, Tina Weaver, Becky Dodson |

I HAVE AN ESOL STUDENT!

****

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

**STEP 2:** Make contact with your ESOL teacher, or coordinator, Tina Weaver, 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 |
| ESL | English as a Second Language |
| 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 ESL 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, ESL teacher, counselor), meets annually, or more, if neededJ |
| 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 | ESL 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 |

References

Cummins, J. (1981). Bilingualism and minority/language. Ontario Institute for Studies. Language and Literacy Series. ------I don’t know where to put month ---June

Ford, \_\_ & Robertson, K. (2008). When ELL’s struggle: Recognizing the signs. WEB. Colorín, Colorado.

#### Hill, J. & and Björk, C. (2008). Classroom instruction that works with English language learners facilitator's guide. ASCD/McREL

Krashen, S. & Terrell, T. (1983). The natural approach: Language acquisition in the classroom. 183pp. Hayward, CA: Alemany Press.

Ladson-Billings, G. (1994). The dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

#### Teaching diverse learners. (2015). The Education Alliance at Brown University. WEB.

Oberg, K. (1960). Common stages of cultural adjustment. Practical Anthropology 7:177-182. 1960.

Wiggins, G., & McTighe, J. (1998). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

*\*Written and compiled by Jenette Reyes, summer 2015*