

Administrators Training

ESL and Testing

November 17, 2016

Administrator Training ESL Program Procedures – Instruction – Laws

Agenda--11-17-2016

- Laws -- ESSA
- District Handbook – Read for Procedures – SAME forms Registration
- ESL teachers – Evaluate –Timeline for Task Completion
- Purple Folders – Principals “Check” for compliance
- Registration Form – Home Language Survey –SAME all schools -Translated
- HLS – Review ALL – Contact ESL with indicated needs
- Translations – Accommodations
- Discipline –FAIR and the SAME
- SPED & ELL –IEP and PLEP (both)
- Prof. Development – Sheltered Instruction – CAN DO Indicators

Administrator Training ESL Program Procedures – Instruction – Laws (cont'd)

- Prof. Development – Sheltered Instruction – CAN DO Indicators
- Grading – Differentiating –Based on Students Language Levels
- Must Monitor & Evaluate ESL program in your School
- Parent Communication & Involvement
- Translation –Important Documents
- Registration Process –SAME in all schools
- Mainstream teachers –include ELD standards with SOL standards
- Teaching Methods – Sheltered Instruction
- Foreign Exchange Students – WAPT – Scheduling – Full Access to “ENTIRE” Curriculum
- Civil Rights Compliance – Dear Colleague Letter
- FACT Sheet – ELL Equal in Educational Programs
- FACT Sheet – Communicating with Parents

FEDERAL Legislation Referencing ELL

- **Title VI, Civil Rights Act, 1964**, -no person may be denied rights and benefits of citizenship because of race, color, or national origin
- **Lau V. Nichols, 1974, U.S. Supreme Court** —a child must have basic English skills to participate in the educational process and may not be denied access to education because of limited English.
- **Plyler v. Doe, 1982, U. S. Supreme Court** — upheld Texas court ruling that undocumented children have the same right to a free public education as U.S. citizens
- **No Child Left Behind Act of 2001**—makes school districts accountable for the education of all children, including ELLs

FEDERAL Legislation Referencing ELL

Every Student Succeeds Act - Dec., 2015

- **ESSA** --adds more emphasis on education and assessment results of ELLs
- AMO --moved from Title III to Title I (**funding**)
- ELL growth in English acquisition used as part of Virginia accreditation (**ACCESS scores**)

Standards of Accreditation (SOA)

Role of the Administration

ESL Procedures

Role of Administration

The ESL Coordinator will ensure procedures are in place: **ESL Handbook & Resource Guide**



**English Language Learners
English as Second Language
K-12 Resource Guide**



Role of Administration-- ESL Teacher Evaluation

The principal will ensure procedures are followed:

English as a Second Language Services Timeline

ESL Teacher Task	Timeframe
<p>1. Review ACCESS for ELLs® test results to determine English language proficiency level.</p> <p>Check inventory of W-APT testing materials and request copies of needed resources from ESL Program Coordinator. (276-739-3019 or via email: honaker@wcs.k1.va.us)</p>	<p>Beginning of Year Teacher Workdays</p>
<p>2. Send home 30-Day Notification Letter for returning students. [NCLB, Section 3302(a)]</p> <p>NCLB regulations require parent notification within 30 days of the first day of school (or within two weeks of the child’s school enrollment) of their child’s English language proficiency based on the spring ACCESS for ELLs® assessment. Parents must be notified annually for permission to continue ESL services.</p> <p>Send home <u>Parent Notification Letter of Exiting LEP Status and Two-Year Monitoring Plan.</u></p> <p>If a student has reached proficiency and is recommended to exit the program, a <u>Parent Notification Letter of Exiting LEP Status and Four-Year Monitoring Plan</u> is sent home instead of</p>	<p>Within 2 weeks of opening of school</p>

Role of Administration ~ Cumulative Record ~ Purple Folder Checklist

- Home Language Survey
- WAP-T --(within 2 weeks of enrollment)
- Copy of Parent Notification Letter
- Signature Page of Parental Permission
- Student Education Plan (accommodations & modifications)
- SOL Accommodation Form signed by LEP Committee
- Copy of Parent Notification of SOL participation
- WIDA ACCESS SCORE --(February each year)
- Language Proficiency Progress Tracker
- SOL Assessment Tracker

Federal Law --Translations

Registration Forms (MUST use the same form)

Student Registration Form
Washington County Virginia Public Schools
812 Thompson Drive, Abingdon, VA 24210

*** STUDENT INFORMATION ***

School: _____ Grade Requested: _____ Date: _____ () Male () Female

Legal Name _____
Last First Middle (name please) Name Student Wishes to Be Called

Residential Address _____
Street City State Zip

Mailing Address () Same as above _____ Home Phone () _____ Unlisted? _____
P.O. Box or Street City State Zip

HB-2382: Class 4 Misdemeanor for any person to knowingly make a false statement concerning the residency of a child in a particular school division or school attendance zone for the purposes of avoiding tuition charges or enrollment in a school outside the attendance zone in which the student resides.

County of Residence _____ Birth State _____ Birth Date _____ SSN _____

() Bus #(s) _____ Car Rider? () Y () N With whom? _____ Walker? () Y () N

Once Use
Birth Country: () USA () Other(name) _____ Language spoken to student at home: _____

Please check () if student has not attended school continuously within the US in the past 3 years Exchange Student? () Y () N

Please check all that apply. () Immigrant () Migrant (certificate of eligibility required) () Refugee () Foster (attach form)

Please indicate this student's primary nighttime residence. () Permanent home () Doubled-up (living with relatives or friends due to loss of home) () Hotel/Motel () Shelter () Unsheltered (includes campers)

Did student receive any of the following services at a previous school (check all that apply)? () English as a second Language (ESL)

() Gifted and Talented () Services under an Individualized Education Program (IEP) () Other (please specify) _____

Federal Law --Translations

HOME LANGUAGE SURVEY (ALL schools MUST use the same form)

STUDENT HOME LANGUAGE SURVEY Updated 10-25-2016

Students' Name _____ Date _____

Grade _____ School _____

Name of Parent/Guardian _____

Relationship of Person Completing Survey _____

6. In which language(s) do you prefer to receive communication from the school?

Check this for Language other than English

7. Have you moved in the last 36 months due to agricultural reasons? (If yes, enrollment clerk completes Certificate of Eligibility). **IF this is YES** _____

--MIGRANT FORMS MUST BE FILLED OUT

Standards of Accreditation (SOA)

Role of the Principal

ESL Procedures & ELD Instruction

Role of the Principal -- ESL

The principal will ensure:

- All students upon registration have a Home Language Survey completed
- ESL students are screened and placed in age/grade appropriate classes
- ALL ESL High School students will be placed in courses aligned with graduation requirements
- ESL students receive *an equal education* and families are treated fairly and respectfully
- ESL students receive appropriate ESL services and modifications in the regular classroom

Role of the Principal -- ESL (cont'd)

The principal will ensure:

- School staff and classroom teachers are informed of the legal and procedural guidelines for working with ESL students and their families. (*This includes adequate PD, providing appropriate translation for communication with parents and assuring that accommodations in PLEP plans are followed.*)

Role of the Principal -- ESL (cont'd)

The principal will ensure:

- **School administrators' contact with parents and students over disciplinary issues and other important matters are made in a language families understand**
- **Oversee that the school ESL program is monitored and evaluated.**

Federal Law --Translations

Federal law requires schools communicate with parents in a language they understand concerning:

- 1) Disciplinary notices
- 2) Changes in scheduling
- 3) School rules and regulations
- 4) Applications for free and reduced lunch
- 5) Field trip forms
- 6) Health and immunization notices
- 7) Other general information sent to all students.
- 8) Parent conference -- if the parent does not understand English, the school is obligated to provide an approved interpreter.

Federal Law --Translations

- An ESL student CANNOT be used to translate DURING A DISCIPLINE MEETING, regardless of the situation.*
- If a family brings in a family member or friend to help interpret, the district is still responsible for providing an approved interpreter.*

CAN DO Indicators

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH-questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main idea Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing

Role of the CLASSROOM TEACHER -- ESL

The CLASSROOM TEACHER with ESL students are:

- Responsible for making their classroom instruction accessible, even for students at a beginning level of English proficiency
- Responsible for assessing students in such a way that does not discriminate against them on the basis of their language proficiency.
- Incorporate both content and the WIDA ELD standards in each lesson. (*The standards along with accommodations and modifications should be well documented.*)

Supporting ESL in the Classroom

Classroom Teachers Should:

- **Use visuals and manipulatives**
- **Allow more time and practice**
- **Simplify directions, tasks, number of steps, and language**

- **Use Differentiation**

ESL Supports

<u>Sensory Supports</u>	<u>Graphic Supports</u>	<u>Interactive Supports</u>
<ul style="list-style-type: none">• Real-life objects• Manipulatives• Pictures & photographs• Illustrations, diagrams, drawings• Bulletin boards• Magazines & newspapers• Physical activities• Videos• Models & figures	<ul style="list-style-type: none">• Charts• Graphic organizers• Tables• Graphs• Timelines• Number lines• Illustrated word walls• Posters & displays• Bulletin boards	<ul style="list-style-type: none">• In pairs or partners• In small groups• In a whole group• Using cooperative group structures• Internet or software• With native language• With mentors

ESL -- LEP -- EL → Grading

Grading must reflect the student's accommodated and modified curriculum objectives, presentation, and assessment.

- Teachers cannot require an ESL student to do the same assignments as an English-fluent student, without regard for the ESL student's level of English proficiency or the ability of limited-English proficient parents to help at home.
- Teachers cannot penalize an ESL student for work missed while with the ESL teacher
- Teachers cannot assign an ESL student a failing grade if the reason for that failure is his or her limited English proficiency.

ACCOMMODATIONS & SQL TESTING

SPED, 504 & LEP Students—READ ALOUD

- **Reading Test Items (Accommodation Codes 10 & 14)**

Special attention must be given to students' IEP, 504, and LEP plans to determine how the test is to be administered.

➤ The entire test read aloud, OR

➤ AUDIO

Table of Testing Accommodations

Code	Accommodation	Student	Content Area				Description
			H	M	R	S	
1	Flexible Schedule	SWD LEP	H	M	R	S	<ul style="list-style-type: none"> Testing with breaks requires the test to be completed within one school day; Multiple test sessions that involve testing over more than one school day—require a paper/pencil test.
10	Read-Aloud	SWD LEP	H	M		S	<ul style="list-style-type: none"> Tests are read (in English only) to the student. Must be recorded or proctored.
26	Calculator or Arithmetic Tables	SWD		M			<ul style="list-style-type: none"> Gr. 3 <i>Mathematics</i>—for use on the entire test. Gr. 4, 5, 6, 7 <i>Mathematics</i>—for use on the NON-calculator portion of the test. Grades 3-7 students must meet eligibility criteria. Grade 8 and EOC <i>Mathematics</i>—not applicable (see #28).

VDOE Title III TOOLKIT

- Dear Colleague Letter
- Tools and Resources for Identifying All English Language Learners
- Information for Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs (Fact Sheet)
- Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate With Them (Fact Sheet)

http://doe.virginia.gov/federal_programs/esea/title3/index.shtml

VDOE Webpage Resources

- *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*
- *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*
- *Guidelines for Administering the Read-Aloud Accommodation for Standards of Learning Assessments*
- *Explanation of Testing Accommodations with Disabilities—Math Aids—Accommodation Code 19*
- *Explanation of Testing Accommodations for Students with Disabilities—Assistive Technology Accommodations*