

TOOLKIT

Connecting Classroom Best Practices and
Elementary Limited English Proficient
Students



West Virginia
Connections
Bridging Linguistic and Cultural Differences

West Virginia Department of Education
<http://wvconnections.k12.wv.us>



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Foreword

As West Virginians endeavor to meet the demands of the 21st century, our school systems must ensure that linguistically and culturally diverse students are prepared to live and succeed in a global economy. As state superintendent of schools, I am pleased to recommend this *Toolkit* for educating elementary limited English proficient (LEP) students as a critical resource for assisting administrators and teachers in this process.

The best practices that are highlighted in the *Toolkit* were gleaned from national, state and local resources. These strategies focus on addressing administrative issues such as counseling students for graduation and promoting parent involvement. They also provide guidelines for the classroom teacher in effective approaches for differentiating instruction, modifying classroom assessments and promoting cultural understanding among students. The education of English Language Learners, as required by both federal and state policy, must address both the linguistic and academic achievement of students. This resource outlines the crucial role that English as a Second Language programs play in assisting student to attain the English proficiency that is essential for mastering academic content standards.

West Virginia's opportunity for continued success is directly linked to the educational development of its children. Therefore, as we continue to strive to enhance the education of *all* students in West Virginia and to press forward toward a thriving economic future, we appreciate your ongoing efforts on behalf of English Language Learners. Together, we can meet the challenges of the 21st century!



Dr. Steven L. Paine
State Superintendent of Schools

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Introduction

Definitions and Legal Requirements

PHLOTE Student

A student whose primary or home language is a language other than English.

Limited English Proficient Student (LEP)

A limited English proficient (LEP) student in the State of West Virginia is classified according to Policy 2417 as one who is aged 3 through 21

- ❖ AND who is enrolled or preparing to enroll in an elementary school or secondary school;
- ❖ AND who was not born in the United States or whose native language is a language other than English;
- ❖ OR who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- ❖ OR who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- ❖ AND whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the State's proficiency level of achievement on State assessments;
 - the ability to achieve successfully in classrooms where the language of instruction is English;
 - or the opportunity to participate fully in society.

Introduction

Definitions and Legal Requirements

The law in West Virginia requires that all children under the age of 16, or for so long as the student shall continue to be enrolled in a school system after the 16th birthday, have to attend school on a regular daily basis. Federal mandates obligate the school systems to provide the appropriate education to every child regardless of their social or immigration status.

Civil Rights Act, Title VI, 1964

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

Equal Educational Opportunities Act (EEOA), 1974

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

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

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

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

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

Introduction

Policy 2417

West Virginia Board of Education Policy 2417* defines five levels of English Language Proficiency for each of the different domains of English: Oral (Listening/Speaking), Reading and Writing. Students may be at different levels for different domains (e.g. Level 2 in Oral, Level 1 in Reading) and may progress at differing paces from level to level. Each student will undergo an initial screening and annual testing to measure their individual English Proficiency level. These results will be provided to all stakeholders. Understanding these results is key to tailoring appropriate instruction.

Negligible (Level 1)*

Students can comprehend simple statements and questions with additional visuals and gestures. They have a limited understanding of the general idea of basic messages but rely on visual cues and prior knowledge with the topic. Comprehension is limited to simple phrases containing high frequency words. They are able to copy simple English letters and words from a model and are beginning to use prewriting strategies and available technology.

Very Limited (Level 2)*

Students can comprehend simple statements and questions. They can understand the general idea of basic messages and conversations, respond to basic statements, and engage in basic face-to-face conversations with more fluent speakers. They can understand the general message of basic reading passages that contain simple language structures and syntax. Comprehension is limited to simple language containing high frequency vocabulary and predictable grammatical patterns. Errors in spelling and grammar, basic vocabulary, and structures in simple sentences are characteristic of student writing at this level.

Limited (Level 3)*

Students can comprehend short conversations on simple topics and they can understand frequently used verb tenses and word-order patterns in simple

sentences. Students can initiate and sustain a conversation although they often speak with hesitation and rely on known vocabulary. They typically use the more common verb tense forms but make numerous errors in tense formation and verb selection. They can use contextual cues to derive meaning from texts and can begin to identify the main idea and supporting details. Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures.

Intermediate (Level 4)*

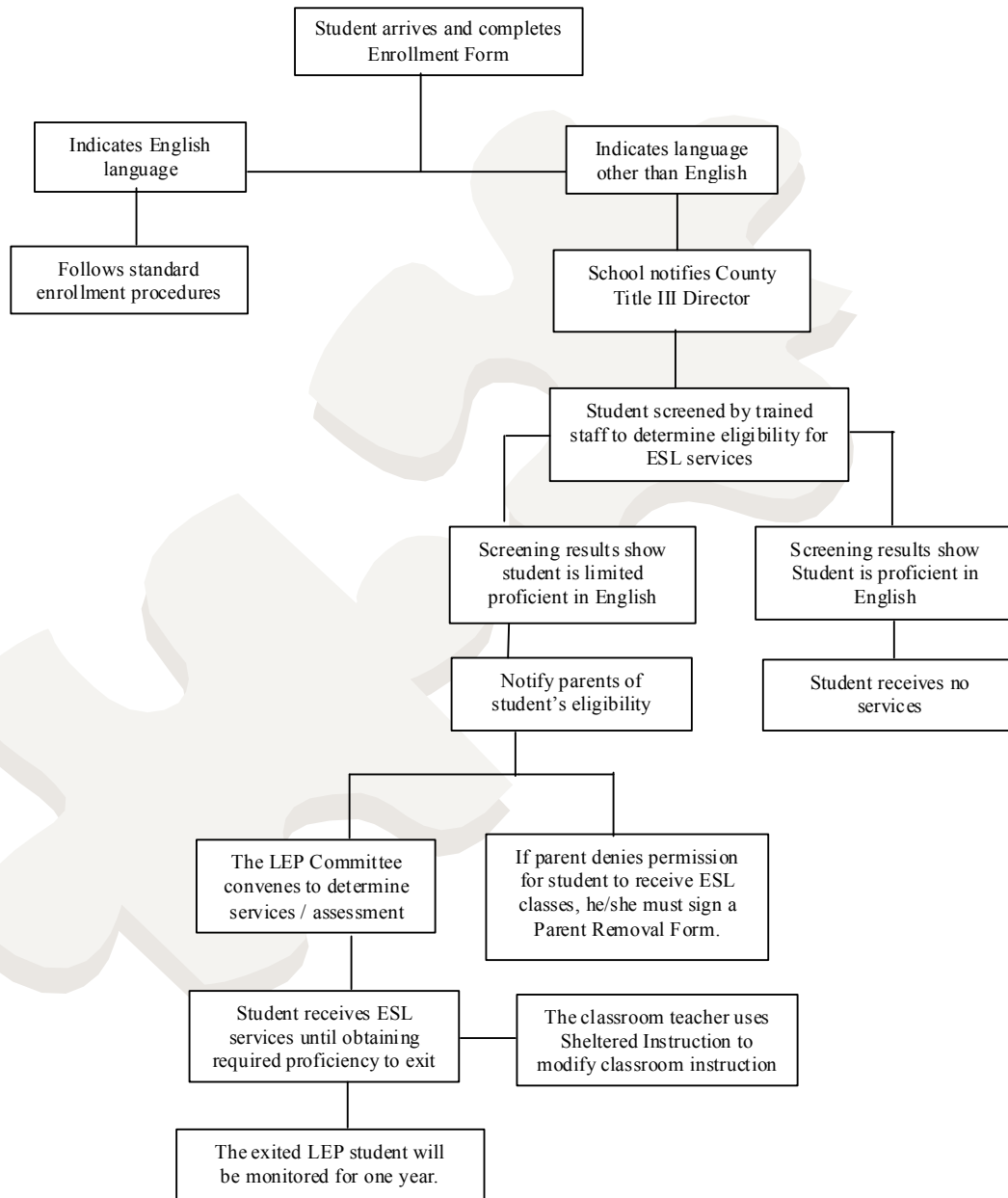
Students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations and are beginning to detect affective undertones and inferences in spoken language. They can communicate orally in most situations. Students can comprehend many texts independently but still require support in understanding texts in the academic content areas. They can write multi-paragraph compositions and present their thoughts in an organized, understandable manner.

Fluent (Level 5)*

Students can understand most standard speech and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. They are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content subject area texts. They are able to use the language structures and content vocabulary required for writing in the academic subject although they may make errors.

Introduction

Flow Chart Procedures for PHLOTE Students



Administrative Issues

School Enrollment

The first challenge of enrolling a new student with limited English proficiency is ensuring accurate communication during the enrollment process. If a student and/or the parents are not proficient in English, an interpreter may be needed to help with enrollment. This person may be a family member, sponsor, or someone from the school or community (possible sources are businesses, local churches, universities, foreign exchange organizations, language banks, etc.). The appropriate ESL teacher or county Title III Director should be contacted for assistance in enrolling the student. Appropriate grade and teacher assignment are critical to the long-term success of the LEP student. The following guidelines will assist in this process.

- ❖ The LEP student should be placed in a grade according to age (no more than one grade level below).
- ❖ When entering the student record on WVEIS, all students, including preschoolers, with a home language other than English should have the Bilingual Screen (record 14) completed.

School's Responsibility Toward Undocumented Students:

If the school system has concerns regarding the immigration status of the student, the following guidelines should be observed.

The U.S. Supreme Court ruled in *Plyler v. Doe, 1982* that undocumented children and young adults have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools **may not:**

- ❖ Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status

- ❖ Treat a student differently to verify residency
- ❖ Engage in any practices that “chill” or hinder the right of access to school
- ❖ Require students or parents to disclose or document their immigration status
- ❖ Make inquires of students or parents that may expose their undocumented status.

Immunizations for School Entry:

Determining if the student meets the state requirements for immunizations is the next step when enrolling a new LEP student. Many foreign countries administer different types of immunizations. Therefore, if the immunization record is from a foreign country, the family should be referred to the local Health Department or to their family physician for an evaluation of the immunization records. The following immunization requirements for the State of WV can guide the administrator and family when enrolling a new student.

[W.Va. Code §16-3D-3](#) requires students transferring from a school outside of the State of West Virginia to have a read and evaluated Tuberculosis (TB) test prior to attending public school. The W.V. Code site is <http://www.legis.state.wv.us/WVCODE/16/masterfrmFrm.htm> (click on 16-3D-3). Download the information at <http://wvde.state.wv.us/osshp/section6/WVcode16-3D-3.doc>.

[W.Va. Code §16-3-4](#) requires all children entering school for the first time in West Virginia to be immunized against diphtheria, polio, rubeola, rubella, tetanus and whooping cough. The CDC, WVBPH-Immunization Program and American Academy of Pediatrics (AAP) recommend immunizations at specific ages to prevent communicable diseases.

Administrative Issues

Professional Development

After the LEP student is enrolled, administrators should plan appropriate professional development opportunities for all school personnel. Comprehensive learning about the multiple issues facing LEP students and their families should address the following:

- ❖ First and second language development overview and promoting home language use (see page 16 and 26)
- ❖ Sheltered Instruction for teaching content area material to ESL students (see page 18)
- ❖ Approaches to sheltering content area assessments for ESL students (see page 24)
- ❖ Guidelines for grading beginning ESL students (see page 24)
- ❖ The nature of cultural diversity and the relationship of language to culture (see page 27)

Some practical approaches to professional development for **all** staff include:

- ❖ Teacher observation of experienced teachers who excel with LEP students
- ❖ Opportunities for the ESL teacher to deliver school-wide or grade-specific professional development
- ❖ Teacher group discussions centered on the ESL Elementary Toolkit
- ❖ A county-level “ESL Handbook,” Web CT course, or training video/DVD for teachers and administrators
- ❖ West Virginia Department of Education “e course” (for more information visit link <http://wvlearns.k12.wv.us/>)

Administrative Issues

Role of the LEP Committee

For each student who is eligible for ESL services, schools will assemble an LEP Committee (sometimes called the LEP SAT Team), which includes the ESL teacher, the student's classroom teacher, and an administrator. Parents can also play a valuable role in the LEP Committee. The LEP Committee addresses the following issues:

1. Student's English Language Development through:
 - a. ESL services
 - b. Classroom modifications (Documented on the "[LEP Classroom Modifications Form](#)")
2. Student Assessment through:
 - a. WESTELL
 - b. Content assessments (Documented on the "LEP Classroom Modifications Form")
 - c. Statewide assessments (Accommodations documented on the "LEP Assessment Participation Document" AND entered into WVEIS)
3. Extra curricular and academic opportunities for the LEP student (e.g. Math Field Days, Spelling Bees, Science and Social Studies Fairs and all of the academic activities available to elementary school students).
4. Summer resources for the LEP student (e.g. Summer School classes, YMCA programs, Scouting, community sports, camps).
5. Social or cultural concerns

The LEP Committee must document its decisions regarding the individual student by completing the LEP Classroom Modifications Form (see page 8) and the LEP Assessment Participation Document (see page 11).

Administrative Issues

Classroom Modifications Form

Pacing:

- Extend time requirements
- Exclude inappropriate assignments
- Other:

Presentation of Subject Material:

- Use individual/small group instruction
- Simplify language
- Pre-teach vocabulary
- Emphasize critical information
- Demonstrate concepts
- Use manipulatives
- Use graphic organizers
- Other:

Materials:

- Highlight textbooks/study guides
- Provide bilingual dictionary or electronic translator
- Use ESL suggestions in adopted textbooks
- Provide supplementary multimedia resources (e.g. audio books, DVDs, Internet sites)
- Allow use of calculators/computers
- Avoid use of cursive writing
- Other:

Assignments:

- Assign homework clearly
- Provide example of completed work
- Shorten assignments
- Adapt worksheets
- Use alternate assignments
- Give assistance in note taking
- Lower reading level
- Read directions to student
- Give directions in small, distinct steps
- Provide written and oral directions
- Allow copying from book
- Other:

Environment:

- Assign preferential seating
- Assign Peer Buddy
- Develop consistent class routines
- Avoid scheduling pull-out ESL during uninterrupted reading time
- Other:

Reinforcement and Follow Through:

- Check often for understanding
- Have student repeat key concepts
- Plan cooperative learning experiences
- Provide language experiences
- Use concrete reinforcement
- Give immediate feedback
- Teach study skills
- Use study guides to organize materials
- Make/use vocabulary files
- Other:

Adaptations to classroom tests:

- Allow students to answer orally
- Read test to student
- Modify format
- Use multiple choice format
- Provide word bank
- Use different test items
- Shorten test length
- Select only appropriate test items
- Use portfolio assessment
- Use performance based assessment
- Use rubrics
- Other:

Grading:

- Modify grading system

Administrative Issues

Assessing LEP Students

English Language Development Testing

Title III of the No Child Left Behind Act, 2001, requires each state to report on the adequate yearly progress of LEP students in learning English. To meet this requirement, all LEP students in West Virginia must participate in a yearly assessment of their English language skills, called the WESTELL (West Virginia Test of English Language Learning). Each county Title III director has information regarding the testing window and procedures for administering the WESTELL. The results of this assessment may also be used to:

- ❖ Determine eligibility for ESL Program
- ❖ Determine level of ESL services
- ❖ Determine areas of student's strengths and weaknesses in English for effective instructional planning
- ❖ Track Adequate Yearly Progress

Assist in determining readiness for exit Standardized Assessment

The LEP student will be included in the West Virginia Measures of Academic Progress (WEST MAP). All LEP students will participate in the statewide assessment WESTEST. Each county testing coordinator and Title III director has information regarding the process for determining the appropriate accommodations and documenting using the LEP Assessment Participation Document and entering information annually into WVEIS. Parents and students should receive a copy of the Participation Document with explanation provided at the LEP Committee meeting.

Administrative Issues

Assessing LEP Students

Accommodations will be documented on the LEP Assessment Participation Document For Elementary Students in Grades 3-5

LEP Assessment Participation Document

Student Name _____

Grade _____

School Name _____

Date _____

1. Student background characteristics	Indicate appropriate response and data for verification
Language proficiency – Instrument: WESTELL ➤ Proficiency level in reading ➤ Proficiency level in writing ➤ Proficiency level in speaking ➤ Proficiency level in listening	
Overall classroom participation ➤ Current classroom accommodations ➤ Teacher observation / recommendation ➤ Student portfolio / samples of work ➤ Progress with content standards	
Student mobility/attendance ➤ Enrollment date _____ ➤ Length of exposure to US schools ➤ Transient histories ➤ Sporadic/poor attendance LFS (limited formal schooling) ➤ Literacy in first language ➤ Prepared for academic/assessment structures	

*The decision as to how to best include the LEP student in the assessment process must be addressed annually on an individual student basis. In order to ensure appropriate participation, a school-level **LEP committee** (including ESL, classroom, other educators and/or parents) will convene to examine the following issues.*

2. All LEP students participate in the West Virginia Measures of Academic Progress at the grade level at which they are enrolled. After examining the student background characteristics listed above, the committee must determine appropriate accommodations. Please check the accommodations that the student will receive when tested from the following three types: presentation, response, and timing/scheduling.

Administrative Issues

Assessing LEP Students

PRESENTATION

- ❑ **(P02)** Have directions, stimulus material, questions, and/or answer choices read aloud verbatim to the student for the **Mathematics, Science and Social Studies Tests**
- ❑ **(P15)** Have the directions only read aloud on the Reading and Language Arts Test
- ❑ **(P18)** Have directions rephrased by a trained examiner in a way that doesn't breach security of the test items or give away an answer.
- ❑ **(P24)** An electronic translator or bilingual-dictionary may be used to present directions, stimulus material, questions, and/or answer choices verbatim for the Mathematics, Science and Social Studies Tests.
- ❑ **(P25)** Use an electronic translator or bilingual-dictionary to present the directions only on the Reading and Language Arts Test

RESPONSE

- ❑ **(R02)** Indicate responses to a scribe for selected-response items
- ❑ **(R04)** Indicate responses to a scribe for constructed-response items when the student is physically unable to respond otherwise
- ❑ **(R11)** Use a computer, typewriter, or other device to respond. (Student responses must be transcribed to a regular-sized test booklet.)
- ❑ **(R14)** Use an electronic translator or bilingual-dictionary to present directions, stimulus material, questions, and/or answer choices verbatim for the Mathematics, Science and Social Studies Tests (except for the WESTEST Reading and Language Arts test).

SCHEDULING

- ❑ **(T07)** Have flexible scheduling that allows for students who may not complete the testing before a scheduled meal break. Flexible scheduling shall not result in an opportunity for the student to study information on a test already started. Tests must be completed on the same day they are started.
- ❑ **(T03)** Provide more breaks than are scheduled as long as the breaks do not allow an opportunity for the student to study information on a test already started. Security measures must be followed during the breaks. Tests must be completed on the same day they are started.
- ❑ **(T04)** Use extra time for any timed test (Not applicable to the WESTEST, which is not timed)

Committee Members / Position / Date

Administrative Issues

Special Education

Counties may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. Counties may not refuse to provide alternative language services, such as ESL and special education, to students who need both.

In reviewing the special education referral and evaluation procedures for LEP students, it is recommended that county staff consider the effect of the language development and proficiency on the test results. If an LEP student is not proficient in the language skills required to complete an evaluative instrument, the results may not be valid. Relying on invalid results for referral is not appropriate.

- ❖ The county should ensure that LEP students are being placed in the special education program because of actual qualifying conditions and not simply because of cultural difference or lack of English-language skills.

- ❖ The parents of special education LEP students should receive notices of procedural safeguards and other information in a language they understand.
- ❖ The county should use appropriate assessment methods for LEP students that take into account language and cultural differences. All special assessments should be conducted using an instrument that is valid with non-native English speakers.
- ❖ Interpreters and other staff who assist in the assessment of LEP students should be trained to carry out the procedures.
- ❖ LEP students should have equitable access to gifted programs. If the student appears to demonstrate gifted abilities, please consult your Director of Special Education.
- ❖ For questions regarding these and other concerns, contact the West Virginia Department of Education, Office of Special Programs, Extended and Early Learning.

Administrative Issues

Parental Involvement

Schools can increase the achievement of LEP students by involving parents in the education of their children. Parents should be included in the LEP committee meetings and a translator provided, if needed. Due to cultural and educational differences, LEP parents may be unaware of opportunities to become involved with their child's school such as homeroom parents, Parent-Teacher Organizations, office volunteering, beautification of school grounds, field trip volunteer, and serving on other class/school committees. There are many advantages to consider of involving parents in their children's school.

- ❖ Parents can often offer first language interpreting and translating.
- ❖ Parents have an opportunity to learn more about how school works.
- ❖ Parents have the chance to share something of his or her work and culture, such as oral history, folktale, dance, cuisine, art, language, and so on.
- ❖ Children see the parents involved, caring, and concerned.
- ❖ Parents help children build a strong foundation in their first language and understand the need for using their native languages at home, therefore, providing a more solid foundation for transition to the target language.
- ❖ Parents feel that their first language and home culture are valued.
- ❖ Parents understand that modifications are being made to meet their child's individual needs.
- ❖ Parents communicate directly with the teachers regarding important information on grading and progress reporting.

When meeting with parents of LEP students, communication is a key issue. Cultural differences, language barriers, a lack of familiarity with the educational system in the U.S., and the possibility of using interpreters all

present unique challenges. Understanding the following background information and using the following strategies will facilitate a more successful meeting among teachers and parents of LEP students:

- ❖ Language background of student and their parents
- ❖ Cultural values and practices of different linguistic groups
- ❖ Parents' attitudes toward education
- ❖ Work schedule of parents

Strategies for Success

- ❖ Make a positive first impression for parents and provide a stress-free atmosphere
- ❖ Speak clearly and slowly, and/or use an interpreter for initial meetings, if necessary, and maintain eye contact with the parents
- ❖ Have the ESL teacher attend all initial meetings, if possible
- ❖ Provide parents with necessary resources and support to encourage good study habits at home
- ❖ Familiarize parents with school buildings, terminology, and educational processes of the school
- ❖ Provide frequent and flexible opportunities for school conferences and visits
- ❖ Provide translations of written school communication to parents in their native language, if possible (see (<http://wvconnections.k12.wv.us>))
- ❖ Introduce parents to adult ESL classes, after-school programs, private tutors within the community, and other community organizations

ESL Program

Program Structure/Staff and Identification for ESL Services

Each county has an appointed Title III Director who is responsible for coordinating the ESL Program, implementing any applicable Title III grants, and supervising ESL teaching staff. The program is usually classified as a student support service.

ESL teachers

ESL teachers must hold a valid WV teaching certificate and may have a PreK-Adult endorsement in ESL. If a county enrolls an LEP student and has no certified ESL teacher on staff, the ESL program may be implemented by:

- ❖ Teachers who agree to pursue an ESL endorsement
- ❖ Teachers with expertise in: Foreign language, English, teaching Reading, or those who have previously taught ESL
- ❖ Sharing an ESL teacher with a neighboring county
- ❖ Using Title III funds to provide tuition reimbursement for the ESL endorsement

Due to the low-incidence nature of the LEP population, the ESL teacher is typically an “itinerant teacher” and provides ESL services at multiple school sites. Effective ESL instruction depends on appropriate communication with classroom teachers. This can be facilitated through:

- ❖ Providing a designated mailbox at each site for the ESL teacher
- ❖ Providing relevant professional development for ESL teachers
- ❖ Including the ESL teacher in appropriate professional development on ISE days and on Pre and Post school work days.

All students with limited English proficiency are eligible for ESL services. In order to assure that these students are equitably and appropriately identified, each county’s enrollment forms must include pertinent Home Language Survey questions that initiate the identification process. When a student with a native language, home language, or primary language other than English enrolls in school, the following steps are to be followed:

- ❖ Each county’s ESL teacher (or designee) will administer an initial screening using the Woodcock Munoz Language Survey to determine the student’s level of English language proficiency.
- ❖ Based on the results of the screening, the student will be determined to be:
 - o Fully proficient in English (level 5)
 - o Limited English Proficient (levels 1-4)
- ❖ The amount/frequency of ESL services will be based on the student’s proficiency level and county guidelines. (See Policy 2417 for descriptions of each proficiency level <http://wvde.state.wv.us/policies/p2417.html>)
- ❖ Within 30 days of the student’s enrollment, the ESL teacher will notify the parent in writing of the student’s eligibility to participate in ESL including the type and amount of services.
- ❖ Parental consent is not required to receive program services. However, parents may refuse ESL services for their child.

The ESL teacher is responsible for providing the initial data from the Language testing required for the bilingual screen, (Screen 14 on WVEIS), and continuous updates after each Language proficiency test is administered and scored.

ESL Program

Program Models

Content-based English as a Second Language Program (ESL)

In West Virginia, LEP students (Pre K-12) should receive *Content-based ESL Instruction*. Often, this is a pull-out method, meaning that LEP students participate in a regular English speaking classroom and also receive individualized assistance in their language development on a regular basis. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.

Characteristics of a Content-based ESL Program in WV are:

- ❖ As the student gains language skills, the ESL teacher uses the ELP Standards as a bridge to the content standards for the subjects the student is taking. (See Standards Rubrics A (Word) (PDF) and Standards Rubrics B (Word) (PDF)).
- ❖ LEP student participates in regular classes
- ❖ LEP student receives individualized assistance in language development on a regular basis.
- ❖ Can be delivered as a pull-out method
- ❖ Can be delivered as a push-in method

- ❖ Can be delivered by co-teaching
- ❖ Program is based on English Language Proficiency Standards.

Co-teaching Model for Preschool and Kindergarten

Most preschool and kindergarten curricula provide comprehensive, language-based enrichment. Therefore, pull-out ESL instruction may not be the best option. Very young students may be uncomfortable being taken out of their classroom to a different location to receive ESL services. Co-teaching techniques can vary from the least “invasive” to full collaboration. The ESL teacher may:

- ❖ Team teach with the regular classroom teacher
- ❖ Differentiate grade level content instruction for LEPs
- ❖ Provide roving support to LEPs in the classroom by assisting students as needed

Though all students benefit from these strategies, students learning a second language **DEPEND** on them to become successful. In addition to co-teaching, school systems may choose to “monitor” their preschool and kindergarten aged LEP students, while providing extensive professional development for the classroom teacher.

Increasing Achievement

Understanding Language Acquisition

In order to address the content and language needs of the LEP student, it is necessary to understand the language acquisition process; the difference between academic/social language, and the difference between simple/complex language. To complete the language acquisition process, average native English speakers may require from 10 to 11 years. Similarly, LEP students do not simply “pick up” the English language. There are typically five stages of Language Acquisition. Each LEP student may progress through the stages of learning language at different rates of speed depending on motivation, amount of exposure to the language, cognitive ability, first-language development, and a variety of other factors. The Five Stages are:

Five Stages of Language Acquisition

❖ Stage One Preproduction (typically 0-3 months)

- o The student is developing skills even though language production (speech) skills are minimal. Listening is crucial at this stage when students are beginning to associate sounds and meaning. The student may begin to understand basic directions when they are accompanied with demonstrations and visual cues. The student may respond nonverbally by pointing, gesturing, nodding and drawing. Some students may be hesitant to speak English at first and experience a “silent period”. This is a normal part of language acquisition during which time they are building their receptive language competence by listening.
- o Modification Strategies for Stage One
 - Frequent opportunities for active listening using visuals and “realia”

❖ Stage Two - Early Production (typically 3-6 months)

- o The student experiences some word usage and comprehension skills continue to develop. The student may use one or two word utterances, some short phrases and/or sentences particularly in social settings.
- o Modifications Strategies for Stage Two
 - Continue frequent listening activities. Questions should be limited to “yes/no” responses. It may be appropriate to incorporate “either/or” questions if the student can respond non-verbally by pointing, etc. Teachers should demonstrate appropriate reading ability in English supported by illustrations and other visual supports.

❖ Stage Three - Speech Emergence (typically 6 months to 2 years)

- o The student may use longer and more complex phrases/sentences and generate independent sentences or retell a short story. Frequent grammatical errors will occur. The student will begin to understand written English text that is supported by concrete contexts and visual supports.

o Modification Strategies for Stage Three

- Provide opportunities for the student to retell stories, using picture and word cues. Support developing literacy skills through direct reading instruction, frequent exposure to age-appropriate but modified reading material and direct writing instruction.

❖ Stage Four - Intermediate Fluency

- o The student engages in conversations and interacts comfortably with others in English. Listening skills are significantly improved, and oral skills show fewer errors. Although the student may often be able to express his/her thoughts and feelings, the “information processing” will not respond as quickly as a native speaker will respond.
- o Modification Strategies for Stage Four
 - Provide opportunities for the student to create oral and written narratives.

❖ Stage Five - Advanced Fluency

- o The student continues to demonstrate more proficient receptive and expressive skills in English, but processing information may continue at a slower rate in the areas of memory, retrieval, and encoding. At this stage, the student consistently produces grammatical structures and vocabulary comparable to native English speakers of the same age.
- o Modification for Stage Five
 - Continue ongoing language development through integrated language arts and content area activities. (Hurley, S. R. & Tinajero, J. A. 2001; Lopez & Gopaul-McNicol, 1997; Collier, C., 2004; Rodes, Ochoa, Oritz, 2005)

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Understanding Language Acquisition

Social versus Academic Language

Research suggests that there are two types of language proficiency, both of which follow differing timelines for acquisition:

- ❖ Basic Interpersonal Communication Skills (BICS) involves “surface fluency” of a language and is the easier of the two types of language proficiency to develop. BICS develops naturally from first exposure to language primarily in social contexts. The average LEP student will require 6 months to 2 years to acquire BICS skills and be conversant in a variety of everyday topics.
- ❖ Cognitive Academic Language Proficiency (CALP) is used for conceptual thinking and communicating academic subjects. It develops through schooling and education in the second language. Research indicates most students require 5 to 7 years to acquire academic language.

Simple versus Complex Language

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

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

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

Increasing Achievement

Sheltering English Instruction

Sheltered English Instruction

In addition to LEP students receiving ESL instruction, the classroom teacher should use a *sheltered instruction approach* to make academic instruction in English understandable to LEP students. Sheltering or modifying instruction involves the teaching of grade-level subject matter in English in ways that are comprehensible and that engage students academically, while also promoting English language development.

Increasing Achievement

Given that the LEP student spends the majority of his/her school day in the regular English-speaking classroom, it is essential that modifications be made in instruction. Appropriate modifications will assist the student in overcoming language barriers and provide meaningful access to the curriculum. The modifications or “sheltering” should occur along a continuum as language develops over time. In order to understand this process, it is crucial to understand different types of language development and the timelines they follow.

The Classroom Modification Form outlines eight areas in which sheltering is crucial. They include sheltering the pacing of instruction, the classroom environment, the content, the materials, the assignments, the reinforcement and follow-through, and the assessments and the grading. Explanations of how to shelter each of these areas follow on pages 18-25.

Increasing Achievement

Sheltering English Instruction

LEP Classroom Modifications Form

STUDENT:	DATE:
Pacing: <ul style="list-style-type: none"><input type="checkbox"/> Extend time requirements<input type="checkbox"/> Exclude inappropriate assignments<input type="checkbox"/> Other:	Environment: <ul style="list-style-type: none"><input type="checkbox"/> Assign preferential seating<input type="checkbox"/> Assign Peer Mentor<input type="checkbox"/> Develop consistent class routines<input type="checkbox"/> Other:
Presentation of Content: <ul style="list-style-type: none"><input type="checkbox"/> Use individual/small group instruction<input type="checkbox"/> Simplify language<input type="checkbox"/> Pre-teach vocabulary<input type="checkbox"/> Emphasize critical information<input type="checkbox"/> Demonstrate concepts<input type="checkbox"/> Use manipulatives<input type="checkbox"/> Use graphic organizers<input type="checkbox"/> Tape lectures for playback<input type="checkbox"/> Other:	Reinforcement and Follow Through: <ul style="list-style-type: none"><input type="checkbox"/> Check often for understanding<input type="checkbox"/> Have student repeat key concepts<input type="checkbox"/> Plan cooperative learning experiences<input type="checkbox"/> Provide language experiences<input type="checkbox"/> Use concrete reinforcement<input type="checkbox"/> Give immediate feedback<input type="checkbox"/> Teach study skills<input type="checkbox"/> Use study guides to organize materials<input type="checkbox"/> Make/use vocabulary files<input type="checkbox"/> Other:
Materials: <ul style="list-style-type: none"><input type="checkbox"/> Highlight textbooks/study guides<input type="checkbox"/> Bilingual dictionary/electronic translator<input type="checkbox"/> Use adapted/modified textbooks<input type="checkbox"/> Provide supplementary multimedia resources (e.g. audio books, videos, internet sites)<input type="checkbox"/> Allow use of calculators/computers<input type="checkbox"/> Avoid use of cursive writing<input type="checkbox"/> Other:	Adaptations to classroom tests: <ul style="list-style-type: none"><input type="checkbox"/> Allow students to answer orally<input type="checkbox"/> Use multiple choice format<input type="checkbox"/> Read test to student<input type="checkbox"/> Modify format<input type="checkbox"/> Provide word bank<input type="checkbox"/> Use different test items<input type="checkbox"/> Shorten test length<input type="checkbox"/> Select only appropriate test items<input type="checkbox"/> Other:
Assignments: <ul style="list-style-type: none"><input type="checkbox"/> Assign homework clearly<input type="checkbox"/> Provide example of completed work<input type="checkbox"/> Shorten assignments<input type="checkbox"/> Adapt worksheets, packets<input type="checkbox"/> Use alternate assignments<input type="checkbox"/> Give assistance in note taking<input type="checkbox"/> Lower reading level<input type="checkbox"/> Read directions to student<input type="checkbox"/> Give directions in small, distinct steps<input type="checkbox"/> Provide written and oral directions<input type="checkbox"/> Allow copying from paper/book<input type="checkbox"/> Other:	Grading: <ul style="list-style-type: none"><input type="checkbox"/> Modify grading system (see Toolkit page 12-13)<input type="checkbox"/> Modify weights of course components<input type="checkbox"/> Modify inappropriate course outcomes

Increasing Achievement

Sheltering English Instruction

Sheltering the Pacing of Instruction

Sheltering the pacing of instruction is especially beneficial for LEP students and crucial for the beginning LEP student. Teachers need to extend time requirements for assignments and tests, giving the student additional time to take assignments home or to work on them with the ESL teacher. Students may need a “second try” on an assignment or test. This can be accomplished by working with the ESL teacher.

Teachers can also shelter the pace of instruction by excluding inappropriate assignments. The LEP student may be struggling with the English language, making even short assignments quite time consuming. Teachers should decide which assignments are most beneficial and relevant for the student, and exclude other assignments that are not appropriate for the student’s level of language proficiency.

Sheltering the Classroom Environment

When structuring the classroom environment to facilitate language and content learning, it is helpful to build consistency in classroom routines, lesson formats and expectations. A low anxiety setting will allow the LEP student time to absorb language without undue stress. By allowing students a silent period and never forcing language production, the teacher shows understanding and respect for the student’s stage of language development. Some additional ways to shelter the classroom environment include:

- ❖ Assigning a preferential seating
The LEP student should be close to the teacher and center of instruction and activity. Checking often for understanding is important to both the student and the teacher, so accessibility is vital for success.
- ❖ Assigning a peer buddy
One particularly valuable technique is the use of Peer Buddies. A peer buddy in elementary school can serve as a real friend to the new LEP student, especially in the intermediate grades, 3-5. The peer buddy often serves to lower anxiety for the learner since questions can be answered more readily on a one-to-one basis because the student is less likely to be inhibited. Peer buddies provide positive feelings of self-esteem and accomplishment for LEP students as they gain knowledge and English proficiency that only the peer buddy can provide. The peer buddy becomes a person at school who the LEP student feels comfortable enough to depend on during the beginning adjustment period. The teacher should recommend a student and a backup student to become the designated peer buddies, preferably the same sex, and communicate this arrangement to both sets of parents. Considerations to take into account are:
 - The compatibility between the buddy and the LEP student
 - The buddy may need modeling to learn how to help
 - The buddy can experience burnout if asked to help too much. The teacher may need to rotate with a back-up buddy.
 - The buddy may miss out on some learning opportunities while attending to the new student. Therefore, the buddy should be able to “catch up” on school work and not show signs of frustration or dropping grades.
 - For students in primary grades (Pre K-2), it is primarily the teachers’ responsibility to assist new LEP students in adjusting to classroom routines and making friends. However, some first and second graders may also be mature enough to become peer buddies and should follow the same considerations as the intermediate level peer buddies.
- ❖ Developing consistent class routines
Morning routines, such as roll call, lunch count, location for coats, materials, preparations, dismissals, etc. are all routines that the LEP student can feel comfortable with and quickly learn.

Increasing Achievement

Sheltering Classroom Environment

- ❖ Avoiding scheduling pull-out ESL during uninterrupted reading time and the related arts classes such as PE, Music, Art, etc.
- ❖ The related arts classes provide a valuable time for the LEP student to develop English skills in an environment that is less language dependent and to bond with the other classmates in low-anxiety setting.
- ❖ It is important to integrate students' interests, backgrounds and home country experiences into the classroom. Students need to feel that they are valued. One way to show them this is by integrating their own personal backgrounds and experiences into the curriculum of study. Teaching topics of interest and familiarity will increase the level of learning and language development, as well as build self-esteem.

Sheltering Presentation Academic Content

When considering the presentation of the subject material or content, the teachers, both mainstream and ESL, need to plan together at the start of the program to define their roles, discuss turf sharing, exchange knowledge of students, and define the strengths and expertise that each brings to the collaboration. For the mainstream teacher, this expertise is extensive content knowledge and classroom management techniques. For the ESL teacher, it is cultural knowledge, language acquisition theory, and differentiation strategies.

Sheltering subject material and academic content is one of the most effective ways to provide access to the curriculum for the LEP student. In order to shelter academic content, the teacher must modify the presentation of the lessons, when needed. Some of the most common ways of sheltering the presentation of the subject material follow.

- ❖ Use individual/small group instruction
- ❖ Speak slightly slower than usual
- ❖ Simplify vocabulary and sentence structure.
- ❖ Be mindful of voice, including tone, volume and intonation
- ❖ Use non-verbal means of communication to convey meaning
- ❖ Use actions, gestures, and facial expressions to clarify teacher's classroom language
- ❖ Pre-teach necessary vocabulary
- ❖ Build on prior knowledge
- ❖ Provide the unit of study to the ESL teacher so she/he can pre-teach, reinforce and re-teach, if necessary
- ❖ Emphasize critical information
- ❖ Demonstrate concepts
- ❖ Use manipulatives/graphic organizers
- ❖ Check often for understanding

Increasing Achievement

Sheltering Academic Content/Materials

Sheltering Materials

Some classroom materials may be too difficult or too lengthy for the LEP student to understand completely. The ESL teacher will assist the classroom teacher in sheltering materials. Some ways of sheltering materials include:

- ❖ Highlighting textbooks/study guides
- ❖ Providing bilingual dictionary or electronic translator
- ❖ Using ESL suggestions in adopted textbooks
- ❖ Providing supplementary multimedia resources such as audio books, DVDs, Internet sites
- ❖ Allowing the use of calculators/computers
- ❖ Avoiding the use of cursive writing
- ❖ Using graphic organizers with visuals to help build a conceptual bridge to written text
- ❖ Providing extra picture books related to the topic and simplified, lower level books related to the topic
- ❖ Providing notecards with specialized vocabulary

Sheltering Assignments and Reinforcement

Not all assignments will be easily understood by the LEP student, and some may need to be sheltered. Depending on the student's level of English language proficiency, the classroom teacher may need to shelter the assignments by using many or a few of the following suggestions.

- ❖ Assign homework clearly
- ❖ Provide example of completed work
- ❖ Shorten assignments
- ❖ Adapt worksheets
- ❖ Give alternate assignments
- ❖ Give assistance in note taking
- ❖ Lower reading level
- ❖ Read directions to student
- ❖ Give directions in small, distinct steps
- ❖ Provide written and oral directions
- ❖ Allow copying from book

Increasing Achievement

Sheltering Assignments/Reinforcements

When sheltering assignments, it is necessary to understand students' proficiency levels and their practical implications. Based on the student's proficiency level, the teacher should vary expectations of the way in which students can complete assignments. At the following levels, students are able to:

Level 1	Levels 2-3	Levels 4-5
o Point	o Recall	o Analyze
o Draw	o Retell	o Create
o Match	o Define	o Define
o Select	o Describe	o Debate
o Circle	o Compare	o Describe
o State	o Contrast	o Evaluate
o Choose	o Summarize	o Justify
o Act out	o Restate	o Support
o Label		o Explain
o Name		

Please refer to the Content Standards Alignment Framework for Limited English Proficient students for ways to shelter academic content in specific subject areas.

Sheltering Reinforcement

It is valuable for all teachers and students, especially LEP students, to know if they are on target. Both teachers and students can benefit from frequent interaction to determine any areas of misunderstanding.

Teachers can monitor the learning process by sheltering reinforcement in the following ways:

- ❖ Checking often for understanding
- ❖ Having student repeat key concepts
- ❖ Planning cooperative learning experiences
- ❖ Using concrete reinforcement
- ❖ Giving immediate feedback
- ❖ Teaching study skills
- ❖ Using study guides to organize materials
- ❖ Using vocabulary files

Increasing Achievement

Sheltering Classroom Assessment and Grading

Sheltering Classroom Assessments and Grading

Effective assessments appropriately measure student learning. For teachers of LEP students, the challenge of assessment lies in measuring content knowledge and skills independent of English language proficiency.

This can be accomplished by using alternatives to classroom tests or modifying the standard test. Each LEP student's Classroom Modifications Form prescribes appropriate modifications for his/her classroom assessments.

If academic content and assignments are sheltered, then assessments must also be sheltered. Teachers should shelter assessments to the extent that the content is being sheltered.

The following suggestions are some common and effective ways teachers shelter assessments.

- ❖ Allowing student to answer orally
- ❖ Reading tests to student
- ❖ Modifying test format
- ❖ Using multiple choice format
- ❖ Providing word banks
- ❖ Using alternative test items
- ❖ Shortening test length/selecting only appropriate test items
- ❖ Using performance-based assessment
- ❖ Using portfolio assessment
- ❖ Using rubrics
- ❖ Using dramatic renditions
- ❖ Using student self-reflection

Level One or Level Two LEP students may need to have the grading system sheltered as well.

Classroom teachers should:

- ❖ Modify the grading system to reflect the student's achievement for his/her stage of language development (LEP students need not be compared to native English speakers when assigning grades)
- ❖ Fairly assess the student, based on his/her level of English language proficiency, and assign grades accordingly
- ❖ Assign all final grades
- ❖ Should not give a failing grade to an LEP student based solely on their limited English proficiency.
- ❖ Assign a failing grade only if there is sufficient documentation that the student was provided equal access to the curriculum through appropriate classroom modifications but failed to make sufficient **efforts** to learn.

Increasing Achievement

Retention

LEP students should not be retained based on their English language ability.

Many new students with negligible or very limited English, may spend most of their first year in school learning English and adapting to the new culture of the school. With continued support and sheltered academic instruction, most elementary students will be able to catch up with their peers.

Retention should only be considered when:

- ❖ the student was provided equal access to the curriculum through all appropriate classroom modifications
- ❖ second language acquisition strategies, stages, and cultural background have been taken into account
- ❖ the student failed to make sufficient gains or improvements necessary to achieve academically, emotionally, behaviorally, and/or socially in the upcoming grade
- ❖ the LEP committee agrees upon the necessity of retention for the well-being of the student

This decision should be made by the LEP committee and parents.

Increasing Achievement

Understanding Home Languages

Understanding Home Languages

Students and their parents need to be encouraged to maintain their home language. Bilingualism is a great asset. Also, by maintaining the home language, students' academic performance can be enhanced. Underlying academic proficiency is common across languages. This allows the student to transfer cognitive skills from one language to another. How can teachers promote a home language when their classrooms reflect many languages or when they are monolingual? The following strategies help promote home languages in ways that encourage cultural respect.

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

- ❖ Encourage parents to support and maintain the student's native language (i.e. reading in the native language, communication at home, etc.).
- ❖ Educate parents about the importance of using the home language with their children and that the continuing development of the home language strengthens and does not impede their child's ability to learn English.
- ❖ Invite bilingual parents and community volunteers to participate in classroom activities (lead small-group discussions, read material written in native languages, teach songs, or share information).
- ❖ Invite students to share their home languages, if they feel comfortable doing so (teach the class greetings, counting, and simple phrases as well as sing songs, such as "Happy Birthday," in other languages).
- ❖ Do not suggest that parents speak only English to their children. If appropriate, send class materials
- ❖ Build a library of home-language materials.
- ❖ Invite each student to use his or her primary language in journal writing.
- ❖ Provide ongoing professional development opportunities that increase awareness of the key role that native language literacy plays in a student's English language development.

Increasing Achievement

Understanding Culture

Understanding Culture

When communicating with LEP students, both in and out of class, it is important to be mindful of cultural considerations. Respect and sensitivity is the key.

- ❖ Many students from other cultures show respect by avoiding direct eye contact with an adult. To some, eye contact is considered an act of defiance.
- ❖ Many LEP students appreciate and value educational systems and greatly respect teachers.
- ❖ Some students may not like to be touched. Whereas, in other cultures, students may accept demonstrations of affection as important signs of acceptance.
- ❖ Students want to know the rules and what is expected of them. In many of their home countries, LEP students experience large classes, strict teachers, and punishment (often corporal) when they break the rules.
- ❖ In many cultures, males are often the authority figure.
- ❖ For many LEP students, the family is the most valued institution.
- ❖ Many LEP students will not tell you:
 - o If they don't have money to buy materials and supplies
 - o If they don't have any adult help or support with homework
 - o If they have to stay up late at night while their parents work
 - o If they are going to move

Resources

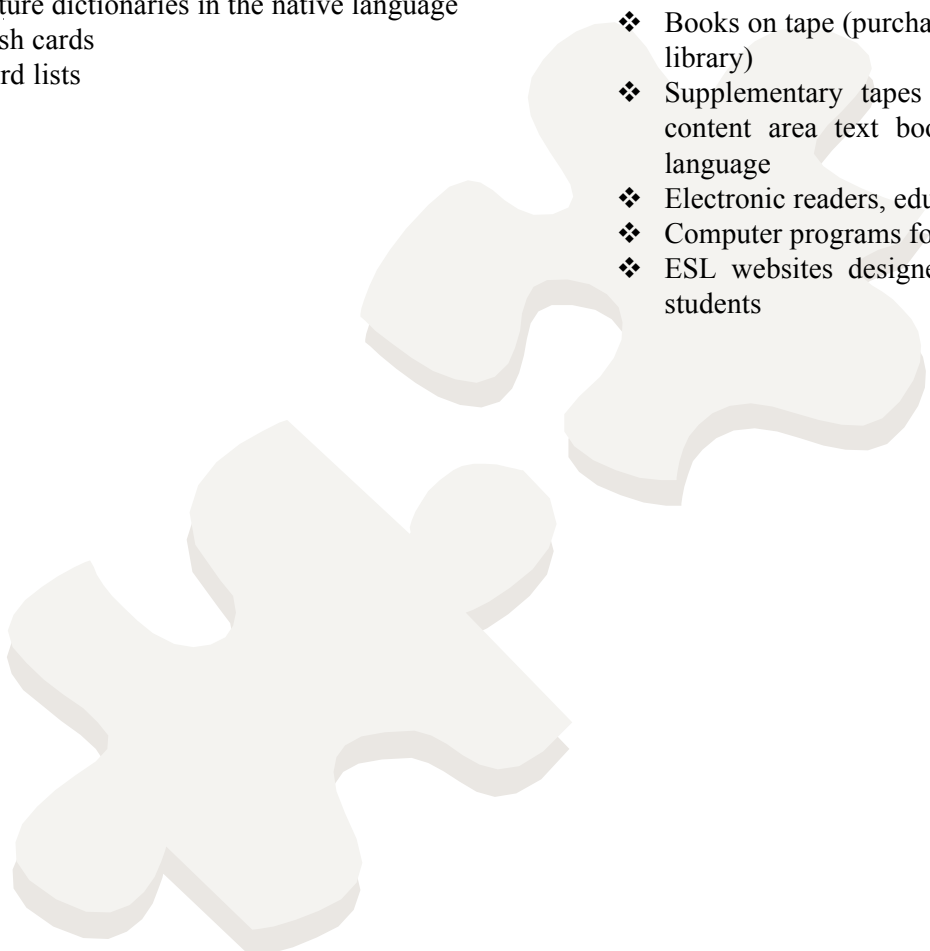
Materials and Instructional Technology

Instructional Materials

- ❖ Dictionaries in the native language
- ❖ Picture dictionaries in the native language
- ❖ Flash cards
- ❖ Word lists

Instructional Technology

- ❖ Electronic bilingual translator
- ❖ Books on tape (purchased or through the library)
- ❖ Supplementary tapes and videos with content area text books in the native language
- ❖ Electronic readers, educational games
- ❖ Computer programs for specific skills
- ❖ ESL websites designed for elementary students



Websites

WEBSITES for Teachers/Administrators

- ❖ West Virginia Department of Education
<http://.wvconnections.k12.wv.us>
- ❖ U.S. Department of Education's Office of English Language Acquisition Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)
www.ed.gov/offices/OELA/
- ❖ National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu/
- ❖ National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) and ERIC Clearinghouse on Languages and Linguistics
www.cal.org
- ❖ Teachers of English to Speakers of Other Languages
www.tesol.org
- ❖ Center for Research on Education, Diversity and Excellence Publications and Products (resources on two-way immersion programs, sheltered instruction, newcomer programs etc.)
<http://www.crede.org/>



Dr. Steven L. Paine
State Superintendent of Schools
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