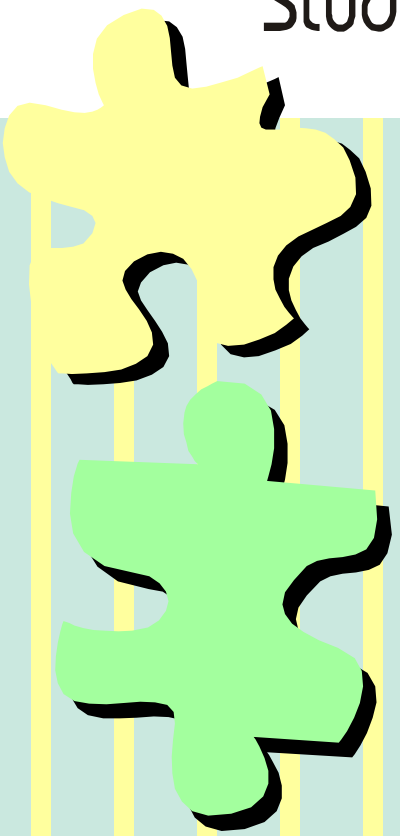
TOOLKIT

Connecting Classroom Best Practices and Secondary 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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Table of Contents

Introduction
Definitions 2
Legal Requirements 3
Procedure for PHLOTE Students 4

Administrative Issues
School Enrollment 5
Transcript Evaluation 6
Developing a Schedule 7
Counseling for Graduation 8
Staff Development 9
Modifying Instruction/Assessment 10
LEP Classroom Modifications Form 11
Guidelines for Assessment/Grading 12
Parental Involvement 14
Special Education 16
Foreign Exchange Students 17

ESL Program
Program Structure/Staff 18
Identifying/Assessing LEP Students 19
Program Models 20

Classroom Strategies
Understanding Language Acquisition 21
Understanding Students' Proficiency Levels 22
Understanding Sheltered Instruction 24
Understanding Home Languages 25
Understanding Culture 26

Resources
Materials and Instructional Technology 27
Web Sites 27

introduction

Definitions

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

Limited English Proficient Student (LEP)

According to West Virginia Board of Education Policy 2417, a limited English proficient (LEP) student is classified as one:

- who is age 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.

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

In West Virginia, LEP students should receive what is considered to be a *content-based ESL method*. 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.

Sheltered English Instruction

In addition to LEP students receiving ESL instruction, the classroom teacher should use a *sheltered instructional approach* to make academic instruction in English understandable to LEP students. This 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. In the sheltered classroom, teachers use visual aids, cooperative learning, and other modifications to teach language development and content concepts in mathematics, science, social studies, and other subjects.

Legal Requirements

The law in West Virginia requires that all children under the age of 16, or for as 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)

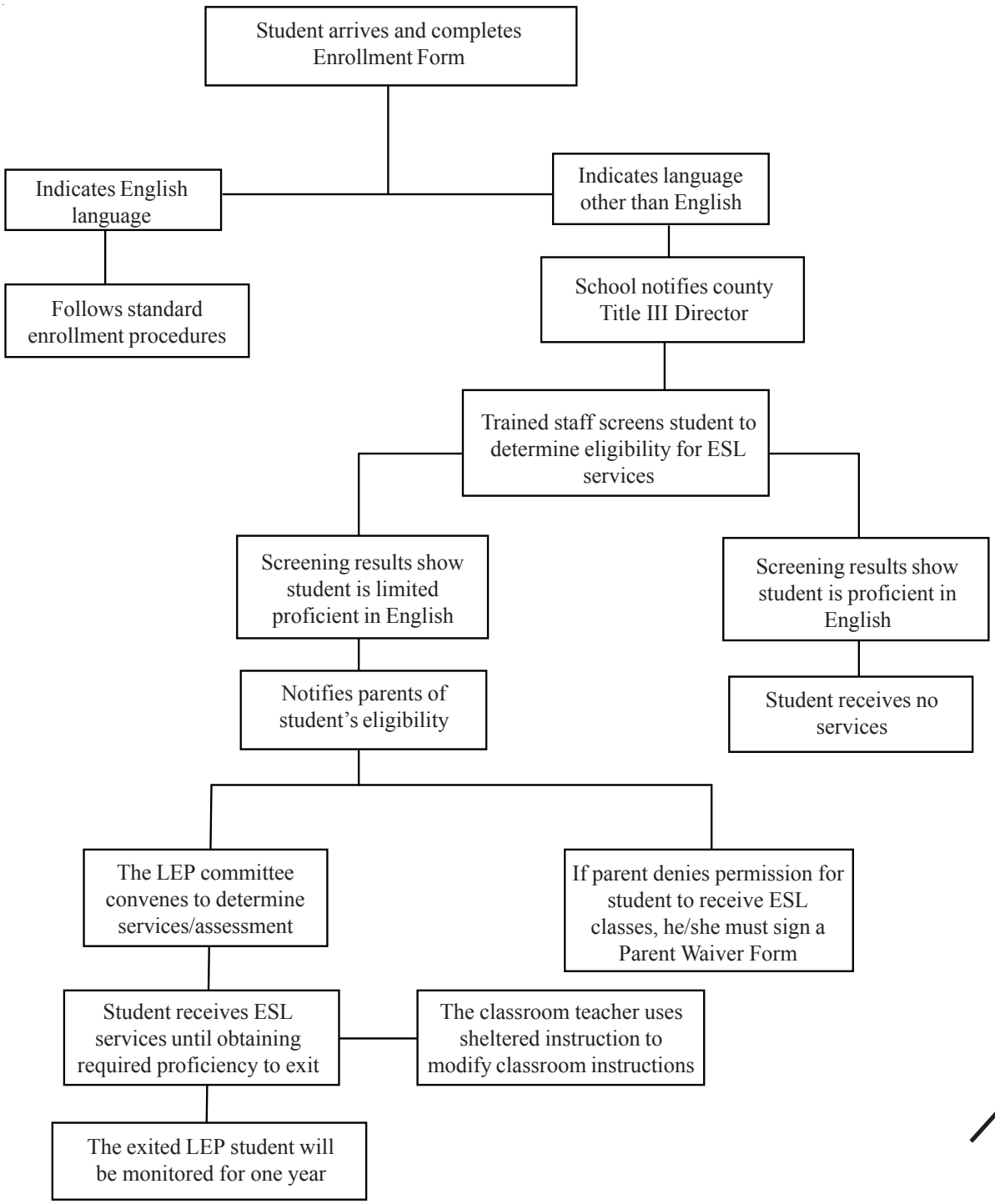
The Bilingual Education Act of 1988: P.L. 100-297

"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)

Procedures for PHLOTE Students



School Enrollment of LEP Students

The first challenge of enrolling a new student with limited English 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. The interpreter may be a family member, sponsor, or someone from the school or community (possible sources are local churches, universities, foreign exchange organizations, etc.). The appropriate ESL teacher or county Title III Director should be contacted for assistance in enrolling 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.

- The LEP student should be placed in a grade according to age (or no more than one grade level below).

- When entering the student record on WVEIS, all students with a home language other than English should have the Bilingual Screen (record 14) completed.

At the secondary level, a student should be scheduled with teachers who are trained to work with LEP students and who are sensitive to their needs, comfortable modifying instruction using differentiated instruction, and skilled at collaborative instruction.

Administrative issues

Transcript Evaluation of LEP Students

Some LEP students enroll in West Virginia schools having transferred from a neighboring state or other U.S. school system. For these students, the transcript evaluation process will mirror that of any non-LEP student entering the school system. However, many LEP students enroll in West Virginia secondary schools directly upon their arrival in the U.S. These students may or may not bring their foreign transcripts with them when they enroll. The following guidelines should be observed:

When a transcript is not available:

- Determine if **any** educational records are available, including an anecdotal transcript. Attempt to assess the student's academic proficiency and place him in the highest appropriate courses. One option is to give a student Pass/Fail credit for courses in which he/she demonstrates mastery.
- In the case of Limited Formal Schooling (LFS), when a high school-aged student has had either limited or no access to an educational environment, the student should be placed in the ninth grade if graduation from high school is the goal. When a student has little or no previous academic experience, a realistic timeline that addresses graduation expectations should be established. The student should be counseled as to whether the graduation requirements could be achieved prior to age 21.

When a foreign transcript is available:

- According to Policy 2510 6.4.2.a. "*A student who transfers into a West Virginia school that has higher graduation requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent*."
- If the transcript is not in English, the school should obtain a reliable translation. This translation must include a translation of the grade equivalencies. Assistance with translation is available from the WVDE, local Language Banks, or colleges and universities.
- Counselors should be trained to evaluate foreign transcripts with respect to the following:
  1. Validate transcript's authenticity (confirming official school seal or letterhead), note the name of the student's school, including city and country, and dates of attendance.
  2. Determine what credits the student has previously earned and what credits the student lacks.
  3. In some cases, "credit equivalency" may be awarded (granting credit for similar courses completed). Some examples of common equivalencies are:
     - English credit for each year of the study of the English language
     - Foreign language credit for each year of the study of the student's home language
     - P.E. credit for "Sports" class or "Military Education" class
     - Algebra I and Geometry credit to a student whose transcript shows "Math 9 and Math 10" and who is deemed ready to succeed in Algebra II based on testing and consultation with the Math teacher
     - Other examples may include granting a Fine Arts credit for "Drawing", "Textiles", "Needlework", "Woodwork", or "Painting"; granting Health credit for "Hygiene", or "Discipline"; and granting World History credit for "History", "Social Studies", or "Civilization".
     - If the transcript shows more credits or courses completed in a semester than is customary in WV schools, some of the additional credits may be included under the next year or the previous year.

Developing a Schedule for LEP Students

Once the student has been enrolled in school and the transcript evaluation completed, the counselor, with the assistance of the LEP SAT team, then develops a schedule for the student.

- **LEP students with negligible or very limited English** should have a schedule and a five-year plan that take a balanced approach to his/her language growth and credit requirements.
  - LEP students with minimal English skills may be initially scheduled in courses such as Math, P.E., Art, Photography, Music, and ESL since these courses are less language-based.
  - In some instances, this may necessitate postponing the scheduling of required courses such as Social Studies and English in favor of other required courses or electives. Optional auditing of some courses may also be considered.

*Note: Cultural sensitivity should be used when scheduling a female student into P.E. classes due to potential religious objections.

- **Scheduling with appropriate teachers** is a key factor in LEP student success. Students should be scheduled with teachers who are:
  - Sensitive to cultural differences.
  - Comfortable with modifying instruction/ differentiated instruction.
  - Skilled at collaborative instruction.
  - Experienced in educating LEP students. (*if available)
  - If the school's current staff members are not trained to work with LEP students, appropriate staff development should be planned.

- **Providing ESL Classes-** All LEP students must be provided with appropriate ESL services. Some secondary schools choose to offer ESL as a credit-bearing course. In these schools, the curriculum is based on the ELP standards.
  - The ESL class is staffed by a qualified ESL teacher and coded as such on WVEIS.
  - The course will accrue elective credit toward graduation. (See Guidance Documents on ELL Foreign Language Credit Requirements and Highly Qualified Teachers) http://wvconnections.k12.wv.us/guidance.html

- **An extended high school timeline** may be necessary for certain LEP students such as students with Limited Formal Schooling or students enrolled in a Newcomer's Program. Schools may want to consider a five-year plan for graduation in some cases. Counties will need to apply for a waiver from the WVDE annually in order to eliminate the impact of an extended high school timeline on the school's dropout rate. (*WVDE has amended accountability plan).

- **Planning for extra curricular opportunities** - When scheduling an LEP student, schools need to establish and encourage, with incentives, participation in non-curricular opportunities. LEP committees may want to establish a list of funding sources and local opportunities available to LEP students (career academies, volunteer programs, shadowing).

- **Summer is often a critical "window of time**" in which LEP students can either progress or regress in English proficiency. Schools should proactively plan for language experiences through available summer programs. Some issues to keep in mind when planning summer opportunities are:
  - Funding - Title III funds are available for supporting summer opportunities. Title I County Improvement funds may be appropriate.
  - Potential credit-bearing programs for participation in summer/extended year programs.
  - Transportation - student transportation is often limited. Locations should be accessible to students.
  - Career experience or job shadowing.
  - Summer School courses (such as Math, English, Social Studies) and programs. (such as ESL or enrichment).
  - Saturday programs, YMCA programs.

Administrative issues

Counseling LEP Students for Graduation

Counseling programs attempt to enhance students' self-esteem by making the school environment more friendly and supportive, thereby, developing greater social and self-awareness in students. The following are approaches designed to promote high school completion among LEP students:

- Peer Counseling - Students develop a sense of responsibility and usefulness. Peer counselors help other students to become self-aware and to develop their academic, social, and personal potential. They can also help newly enrolled students learn about daily school life and academic expectations such as changing classes, participating in extracurricular activities, navigating the cafeteria and seeking help.

- Teachers as Advisers - Students are assigned to a teacher who provides guidance in academic and other school-related activities. This is a strategy used to reduce the sense of alienation experienced by many students, especially those enrolled in large schools. For LEP students, assigning teachers who know their language or background may be particularly helpful, if possible.

- Parent Counseling - Parents receive counseling on how the U.S. school system works and what they can do at home to support the academic progress of their children. Most parents want to help their children succeed, but due to their own limited schooling background, they may need specific suggestions, tools and strategies from a reliable source. Through early intervention, parents and students can begin to believe that higher education is important and within their grasp.

- Secondary Student Mentor/Advisor - Secondary students can benefit from having an adviser, a role model, and an advocate who is identified with the school and is on a first-name basis with the family. This person, who is often an ESL teacher, needs to be conversant with the cultures of both the home and the school and be able to gain the support and trust of the students and their families. (The Help Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners, 2001)

Staff Development for Classroom Teachers

It is important for administrators and teachers to be comprehensive in learning about the multiple issues facing ESL students and their families. Professional development for classroom teachers of ESL students should focus on the following:

- First and second language development overview and promoting home language use
- Approaches to teaching content area material to ESL students
- Approaches to assessing content area learning by ESL students
- Guidelines for modifying grading of ESL students
- The nature of cultural diversity and the relationship of language to culture

Source: National Association of Secondary School Principals

Some practical approaches to staff development include:

- Web-based courses for all professional and service personnel
- Training via video or DVD with information about the ESL Program and effective classroom strategies
- Teacher observation of other teachers who excel with LEP students
- A county-developed "ESL Handbook" for teachers and administrators
- Opportunities for the ESL teacher to present information at faculty, counselors' and/or principals' meetings

For more information on resources for the classroom teacher see pages 14-15, 26-33.

Modifying Instruction and Assessment

Modifying Instruction

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. Modifications in instruction should be:

- Determined annually by the LEP Committee.
- Based on the student's language proficiency.
- Made with opportunity for feedback from classroom teachers.
- Monitored to ensure implementation and efficacy.

A comprehensive list of modifications is available on page 11. The modifications recommended by the LEP Committee should be documented using this form and distributed to all appropriate staff and the student's parents.

One particularly valuable modification is the use of Peer Mentors. A **Peer Mentor System** can provide one-on-one assistance to the new LEP student that augments modifications made by the teacher. A **formalized** system should utilize trained peer mentors capable of effectively assisting the LEP student throughout the entire school day. Some factors to consider are:

- Recruiting appropriate students (not simply asking a friendly student to help the LEP student in a class).
- Developing a training module for the Peer Mentor that clarifies his/her role in helping the LEP student.
- Using a "club" model.
- Utilizing KEY Club, International Club, Leadership classes, Future Teachers of America, etc.
- Providing community service credit for Peer Mentors.

LEP Classroom Modifications Form

STUDENT: **DATE:**

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
___ Tape lectures for playback
___ Other: _____

Materials:
___ Highlight textbooks/study guides
___ Provide bilingual dictionary/electronic translator
___ Use adapted/modified textbooks
___ Provide supplementary multimedia resources (e.g. audio books, videos, 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, packets
___ 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 paper/book
___ Other: _____

Environment:
___ Assign preferential seating
___ Assign Peer Mentor
___ Develop consistent class routines
___ 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
___ Use multiple choice format
___ Read test to student
___ Modify format
___ Provide word bank
___ Use different test items
___ Shorten test length
___ Select only appropriate test items
___ Other: _____

Grading:
___ Modify grading system (see Toolkit page 12-13)
___ Modify weights of course components
Modify inappropriate course outcomes

*Form available at
http://wvconnections.k12.wv.us/guidance.html

Guidelines for Assessment/Grading

It is reasonable to maintain high academic standards for LEP students; however, academic assessments should reflect the same types of modifications that are used during instruction. Most LEP students work conscientiously and should not be penalized for their inability (temporary in most cases) to fully access instruction provided only in English.

- When a student is pulled out of class for ESL services, he/she may not be penalized.
- Failure to perform at grade level or on par with regular students and/or failure to pass tests and quizzes designed for English proficient students does not constitute failure for the LEP student.
- LEP students should not be given a failing grade based solely on their limited English proficiency. *(If a failing grade is assigned there should be sufficient documentation to verify that the student was provided equal access to the curriculum through appropriate classroom modifications but failed to make sufficient efforts to learn.)*

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 LEP Assessment Participation Document with explanation provided at the LEP Committee meeting.

Classroom Assessment- Good assessments appropriately measure student learning. For LEP students, the challenge of assessment lies in measuring content knowledge and skills independent of their English language proficiency. This can be accomplished by using alternatives to classroom tests or modifying the standard test (see page 13). Each LEP student's Classroom Modifications Form prescribes appropriate modifications for their classroom assessments.

Guidelines for Assessment/Grading

Alternatives to Classroom tests	❖ Portfolios
	❖ Projects
	❖ Performance-based testing
	❖ Working in small groups, LEP students can demonstrate their knowledge of the content by:
	  ❖ applying skills to real world problems
	  ❖ critiquing small group presentations
	  ❖ presenting a chronology of written and taped work

Modifications for Classroom assessment	❖ allowing extra time to complete or respond to the test ❖ simplifying directions in English ❖ limiting the number of items assessed ❖ providing additional clarification during or after the test ❖ allowing the students to use dictionaries or word lists ❖ allowing the students to respond orally to the test questions
Tips to consider for Classroom assessment	❖ using primary sources from classroom materials such as charts, graphics, cartoons, and works of art ❖ including questions from small group discussions in class ❖ including teacher observations, student self-reflections, and parent judgments of their own child's progress ❖ designing assessment tasks that require different ways of demonstrating knowledge or skills such as exhibits, dramatic renditions, interviews, observations, self-reflections, and a variety of writing samples.

Administrative issues

Parental Involvement

One of the most effective ways of involving parents in their child's school is to ask them for help. Some ways that parents can help at their child's school are to:

- Volunteer
- Tutor
- Teach a lesson on culture, language, cuisine, their job.
- Help with the Science/Social Studies Fair.
- Ask their employer to be a corporate sponsor for the school.
- Attend Open House/Parent-Teacher Conferences.
- Chaperone field trips or dance.
- Participate in county or school committees.
- Help with painting and gardening.

Some additional ways that schools can help families connect with the community and the school system are to:

- Reduce language barriers to parent participation by linking parents with adult ESL classes and other community services
- Find tutors within the community (from universities, for example) to adopt families and provide explicit instruction/help with day-to-day issues.
- Provide family tutoring-after-school programs that help families learn together.
- Collaborate with community organizations (libraries, community centers, international clubs, local churches or mosques) to involve families.

Parental Involvement

Schools can increase the achievement of their LEP students by including a parent involvement program that addresses the needs of the LEP community that it serves. Some information that schools need to learn about parents includes the following:

BACKGROUND INFORMATION

- Language background of student and parents
- Cultural values and practices of different linguistic groups
- Parents' attitudes toward education
- Work schedules of parents
- Child care needs

INFORMATION REGARDING CONCERNS AND INTERESTS

- Parents' concerns about their child's academic performance (*It is crucial to communicate the fact that modifications are being made for the LEP student. Sometimes parents are unaware that teachers are* ***modifying the curriculum*** *to meet their child's individual needs. The parent may question why the child needs special English assistance if he/she is earning superior grades in the regular class. Thus, it is important to communicate information initially regarding grading to the parents and to consistently update them regarding their child's progress*.)
- Parents' knowledge or concern about their child maintaining their first language and/or English
- Parents' ability and willingness to become involved in the school's decision-making processes
- Parents' ability and willingness to assist in non-instructional school services

COMMUNICATING WITH PARENTS

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 present unique challenges. Combined with input from the ESL teacher, the following suggestions may be helpful when parents and school staff meet:

- Make a positive first impression.
- Use an interpreter if necessary for initial meeting and for all Special Education meetings.
- Communicate directly with parents, maintaining eye contact even when using an interpreter.
- If at all possible, provide translations of written school communication to parents in the native language, when needed.
  http://wvconnections.k12.wv.us

The following strategies will make parents feel more comfortable at their child's school.

- Familiarize parents with school buildings and system.
- Provide frequent and flexible opportunities for parent conferences and school visits.
- Provide parents with necessary resources and support to encourage good study habits at home.
- Involve parents in school activities whenever possible.

Special Education for LEP Students

Counties may not assign students to special education programs based on 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. (For specific test options contact the Office of Special Education.)
- 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 Education at (304) 558-2696 or (800) 642-8541.

Foreign Exchange Students

NCLB Requirements

No Child Left Behind legislation does not seek to discourage school districts from participating in a foreign student exchange program. In fact, the U.S. Department of Education asserts that foreign exchange programs enrich the education of our students.

- A school district's decision on whether to participate in a foreign student exchange program should be based solely on the educational value of the program.

- Assessment results for foreign exchange students enrolled in a U.S. school for less than a year, even if they are limited English proficient, are **not** to be included in the school-level measurement of adequate yearly progress required by *No Child Left Behind*.

WV Board of Education Recommendations

Although there is no formal Board policy that specifies regulations regarding exchange students, a November 2003 Board report presented to the West Virginia Board of Education found that there is a discrepancy in the quality of exchange agencies. While many exchange agencies are working hard to ensure that international exchange students have positive experiences, some agencies are not. In addition, school systems can be unaware or inattentive to potential problems of exchange students.

Therefore, the Board made the following recommendations:

- West Virginia schools participate exclusively with exchange agencies that are listed with the non-profit accreditation agency, Council on Standards for International Educational Travel (CSIET). CSIET monitors exchange agency practices and produces an annual list of approved agencies.
- West Virginia schools collaborate with the state's Department of Health and Human Resources (DHHR) to provide opportunities for training/disseminating information regarding potential issues of concern that foreign exchange students may encounter.

- Foreign exchange students should have an enrollment entry code of "EF" on their WVEIS student information. The student's bilingual field (used for LEP data) should **not** be activated.

ESL Services

While some foreign exchange students may exhibit limited English proficiency, they are not considered part of a county's LEP population. Foreign exchange students apply to a student exchange agency to attend school for 6-10 months in a U.S. school and must pass an English proficiency exam in order to be considered for the exchange program. Therefore, foreign exchange students are not eligible for Title III, ESL Services.

High School Graduation

It is a county-level decision as to whether or not schools can evaluate foreign exchange students' transcripts and award diplomas. However, several factors should be considered:

- The exchange student is a non-resident of WV.

- The exchange student is in a temporary exchange program.

- Considerable time and resources are required to translate and evaluate foreign exchange students' transcripts.

- Scheduling a foreign exchange student for all courses needed for graduation may be prohibitive.

- Offering a West Virginia high school diploma has implications for entrance into U.S. colleges and universities that may be inappropriate.

Esl program

Program Structure/Staff

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 a PreK-Adult endorsement in ESL (see http://wvconnections.k12.wv.us/guidance.html for definition of Highly Qualified). 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 have previously taught ESL.
- Neighboring counties may "share" an ESL teacher.
- Title III funds may be used 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 staff development for ESL teachers.
- Including ESL teacher in appropriate professional development on Instructional Support days, and on pre- and post-school work days.

School-based ESL Contact

Each middle or high school that serves LEP students should appoint a **school-based ESL contact person** who would be responsible for:

- Distributing communication to all appropriate staff regarding the ESL Program and students.
- Serving as a liaison for students and parents to contact with concerns or in the case of an emergency.
- Monitoring course issues such as teacher or academic concerns.
- Maintaining a list of resources for teachers with ESL students.

Identifying/Assessing LEP Students

In order to assure that all students with limited English proficiency (LEP) 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 should be followed.

- Each county's ESL teacher (or designee) will administer an initial screening to determine the student's level of English language proficiency.

- Based on the results of the screening, the student will be determined to be:
  - Fully proficient in English (level 5)
  - Limited English Proficient (levels 1-4)

- Students with limited English proficiency are eligible for ESL services.

- 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)

- Within 30 calendar 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.

LEP Committee

For each student that is eligible for ESL services, schools will assemble an LEP Committee (sometimes called the LEP SAT Team), which includes the ESL teacher, one or more of the student's classroom teachers, the parents, and a counselor or administrator. The LEP Committee will address the following issues:

1. Student's English Language Development
   a. ESL services
   b. Classroom modifications (documented on the classroom Modifications Form see page 11)
2. Student Assessment
   a. WESTELL
   b. Content assessments –(documented on the LEP Assessment Participation Form see page 12)
3. Statewide assessments - WVMAP (determining any necessary assessment accommodations for entry into WVEIS)
4. Academic opportunities for the LEP student
5. Resources for the LEP student
6. Social or cultural concerns

NOTE: Student issues requiring mediation should be addressed through the Title III Director's office.

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 by demonstrating:
  - proficiency on the WESTELL for two consecutive years and
  - mastery on the WESTEST.

Program Models

Content-based ESL

In West Virginia, LEP students should receive Content-based ESL instruction. Characteristics of a Content-based ESL Program in WV are:

- LEP student participates in regular classes.
- LEP student receives individualized assistance in language development on a regular basis either through a pull-out program or a scheduled class.
- 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.
- Program is based on English Language Proficiency Standards.
- As the student gains language skills, the ESL teacher uses the ELP Standards as a bridge to the content standards for the various classes the student is taking. (See Standards Rubrics http://wvconnections.k12.wv.us/elpstandards.html).

Newcomer's Program (*optional model)

Students with little or no English proficiency, or students with limited formal schooling need intensive, specialized literacy and content-area instruction as well as a basic introduction to the norms of American classroom culture in order to perform at the same levels as their English speaking peers. Counties may provide a "Newcomer's Program" for LEP students who score "Negligible" or "Level I" Composite Score on the WESTELL. This program may include:

- Modified student schedule for a limited time, not to exceed one year, to include a large block of ESL.
- Intensive language and cultural instruction.
- The option for students to transition out of the Newcomer's Program at the end of each semester.
- Required parental permission to participate in the Newcomer's Program.
- Schools must file a waiver with the WVDE annually and grant credit to the students enrolled in the program.

Understanding Language Acquisition

Language Acquisition Timelines

To complete the language acquisition process, the average native English speakers may require from 10 to 11 years. Similarly, LEP students do not simply "pick up" the English language. LEP students learn language at different rates of speed, depending on motivation, amount of exposure to the language, and cognitive ability. Some students may be hesitant to speak English at first because they are absorbing their new language. This is a normal part of language acquisition called the *Silent Period* during which time they are building their receptive language competence by listening. The average LEP student will:

- Require 6 months to 2 years to acquire social language. Research calls this dimension of language *Basic Interpersonal Communication Skills* (BICS).
- Require 5 to 7 years to acquire academic language. Research calls this dimension of language *Cognitive Academic Language Proficiency* (CALP).
- Develop their oral language skills first; however, reading skills can be cultivated from the start.

Social versus Academic Language

In addition to receiving ESL Services, most LEP students will also be participating in regular classes with their non-LEP peers. Classroom teachers need to be mindful of the complexity of *academic* English. It is imperative that teachers understand that there are crucial differences between social and academic language.

Social Language	Academic Language
Informal	Formal
Predominantly oral	Cognitively complex
3000 words or less	100,000 words
Short, simple sentence structures	Long, complex structures
Can be "picked up"	Learned through instruction

Simple versus Complex Language

Below are examples of academic tasks and their level of difficulty for LEP students. The four quadrants are determined by how much contextual support accompanies the language and how cognitively demanding the language is.

High Cognitive	C	D
Low Cognitive	A	B
	High Context	Low Context

A. Shoko, take this glass and fill it with water.
These concepts are the least mentally demanding. The context is experiential and related to concrete items. "Hands-on" types of activities are examples of Quadrant A. This is the easiest area of language use.

B. Javier, write the days of the week on this piece of paper.
These concepts tend to be somewhat cognitively demanding. The context is low and somewhat abstract

C. Mohammed, find and name the rivers on these two maps.
These concepts are academically demanding. The context is rich in printed materials, pictures, models, demonstrations and realia.

D. Mei Mei, explain the theory of gravity.
These concepts are academically demanding. The context is low, not concrete, and more abstract. This is the most difficult area of language use.

Classroom strategies

Understanding Students' Proficiency Levels

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 and will 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.

Understanding Students' Proficiency Levels

Understanding students' proficiency levels has many practical implications. For example, based on students' proficiency levels, teachers should vary their expectations for demonstrating mastery of content. In the following levels, students are able to:

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

Classroom strategies

Understanding Sheltered Instruction

There are many ways to adjust classroom instruction to make it more comprehensible to the LEP student. One approach is called "sheltering instruction." This model includes sheltering the language used by the teacher, sheltering the classroom climate and collaborating with the ESL teacher.

Teacher Language

When speaking to the class or to a specific ESL student, teachers need to be mindful of the way they speak. It is helpful to speak slower than usual and to simplify vocabulary and sentence structure. Voice, which includes tone, volume and intonation, reinforces what is being expressed. It may be necessary to use non-verbal means of communication from time to time to convey meaning. Actions, gestures, and facial expressions can all help clarify the teacher's classroom language.

Sheltering the Classroom Climate

When structuring the classroom 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 ESL student time to absorb language without undue stress. Providing a balance between teacher-centered instruction, demonstrations, cooperative learning and independent work will give the student a chance to grasp the concepts in a variety of ways.

Collaborating with the ESL Teacher

One of the best ways to aid the ESL student in his/her regular classes is for the ESL teacher and the classroom teachers to work together. Beneficial collaboration includes:

- Holding regular meetings to discuss the individual student's progress.
- Participating jointly in field trips.
- Planning units of instruction together to integrate a thematic approach.
- Using team teaching and joint classroom activities and projects to integrate LEP and non-LEP students.
- Sharing cultural information at regular teacher meetings for the purpose of clarifying students' behaviors and sensitizing all teachers and administrators to cultural differences.

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.

- 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. Continuing development of the home language strengthens and does not impede a child's ability to learn English.

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

- 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 songs, such as "Happy Birthday," in other languages).

- Never suggest that parents speak only English to their children. If appropriate, send class materials home to be explained in the native language.

- Build a library of home-language materials.

- Invite each student to use his or her primary language in journal writing.

Classroom strategies

Understanding Culture

When communicating with LEP students, both in and out of class, it is important to follow basic good communication skills. Using short, direct statements and avoiding embedded questions can help avoid cultural misunderstandings. Humor, slang and jargon should also be introduced slowly with lower level proficiency students. In addition to basic communication skills, teachers should be aware of some common cultural differences:

- Many cultures articulate family names in a different order or manner than may be considered customary. Confirming with the student the correct order and pronunciation of his/her name helps establish a positive rapport.

- 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

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- For many LEP students, the family is the most valued institution.

- In many cultures, males are often the authority figure.

- 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.

- Many LEP students will not tell you if they:
  - lack resources or family support
  - have to work late every night
  - have to miss school to baby-sit or work
  - are going to move or leave for an extended period of time

Obviously, there are exceptions to every cultural "norm." Students from similar cultural backgrounds may have different interpretations of the same tradition. For these reasons, teachers should approach each student's culture with sensitivity and a willingness to learn. Ongoing staff development opportunities can increase awareness regarding specific cultural traditions and highlight the key role that culture and native language literacy plays in a student's English language development.

Materials and Instructional Technology

Materials:

- Dictionaries
- Picture Dictionaries
- Flashcards
- Simplified versions/videos of classic literature

Instructional Technologies:

- Electronic Translator
- Software
- Books on Tape

Websites

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 Association for Bilingual Education
www.nabe.org/faq.asp

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) and ERIC Clearinghouse on Languages and Linguistics
www.cal.org/ericcll/ncbe/esldirectory/

Center for Research on Education, Diversity & Excellence Publications and Products (resources on two-way immersion programs, sheltered instruction, newcomer programs etc.)
http://www.crede.org/

Teachers of English to Speakers of Other Languages www.tesol.org

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