

ESOL Program

(English for **S**peakers of **O**ther **L**anguages)

in Greenwood District 50

2015-16
Questions and Answers

Updated July 2015



Q: Why do we need to know about ESOL?

- ▶ Gwd 50 has over 1,000 ESOL students (10% of overall population);
- ▶ Each school has ESOL students. Top three with highest numbers: WFD, PIN, and GHS.
- ▶ ESOL is a federal program under Title III legislation.

Title VI of the Civil Rights Act of 1964.

42 U.S.C. Section 2000d states:

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



Q: Are there legal guidelines for districts working with ELLs?

▶ Major Court rulings:

A. LAU vs. NICHOLS – **accommodations for ELLs must be made**

<http://www.ncela.gwu.edu/faqs/view/6>

B. PLYLER vs. DOE – **equal access to schools regardless of immigrant status.**

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html

Schools cannot inquire about legal status of students or their parents.



Q: Are there legal guidelines for districts working with ELLs? (cont.)

- OCR 1970 Memorandum

Requires school districts to take affirmative steps to rectify language deficiencies in order to open its instructional program to national origin minority group students, where inability to speak and understand English excludes the students from effective participation in the district's educational program.



Q: Who provides English instruction to ESOL students?

- Each school has a staff member designated as an ESOL contact-administrator. *(Please take time to learn who that person is.)*
- All content area teachers are also language teachers.
Language learning happens in every classroom!
Language objectives must become an integral part of every lesson for ELLs.
- Coaching is available upon request to all teachers to help with implementation of language objectives.
- Students who need additional language help beyond the primary instructor will receive supplemental instructional time with ESOL trained teachers.



Q: How are ESOL students identified?

- ▶ **Home Language Surveys** are given to all students upon enrollment. (A white copy must be on file in the permanent record for every student.)
- ▶ Students whose parents indicate English was not the first language the student learned to speak will be assessed by the ESOL teacher. Parents are notified if their child qualifies for ESOL services.
- ▶ *WE DO NOT USE RACE OR ETHNICITY TO IDENTIFY ESOL STUDENTS.*



Q: How are ESOL services determined?

- Services are determined by the results of language assessment (placement or annual language proficiency test), performance on the annual assessments of standards, MAP, benchmark tests, as well as teacher recommendations.
- At elementary schools, ESOL students are scheduled for pull-out services, as well as classroom push-in instruction.
- At middle and high schools, ESOL students are scheduled for an ESOL period with an ESOL teacher. Push-in will be available at most schools as well.
- ELL committee is formed in each school to review test data and create appropriate placement and accommodation plan for an ELL student.



Q: What is the ELL plan (Accommodation Plan)?

Accommodation forms will be filled out electronically on ENRICH
Accommodation form must:

- Identify types of support services to be implemented.
- Identify types of accommodations (SUPPORTS) needed for classroom success.
- Specify test accommodations for classroom and standardized test settings.
- ELL Plan/Accommodation Form must be filled out by ALL content area teachers of ESOL students.

*Teachers must have accommodations in place in their classrooms **within 2 weeks of the beginning of the class** and have them recorded in the lesson plans along with language objectives. This is a FEDERAL requirement.*

ESOL students cannot be failed if accommodations are not provided to meet the burden of learning a new language.



Q: What is the ELL plan (Accommodation Plan)?- cont.

Please remember that accommodations (WIDA supports) are there to help ELLs with acquiring content knowledge in your classroom.

Refer to WIDA Can Do Descriptors and WIDA supports as you accommodate work for your ESOL students.

http://wida.us/standards/CAN_DOs/index.aspx

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & photographs• Illustrations, diagrams & drawings• Magazines & newspapers• Physical activities• Videos & Films• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic organizers• Tables• Graphs• Timelines• Number lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small groups• In a whole group• Using cooperative group structures• With the Internet (websites) or software programs• In the native language (L1)• With mentors

Q: How is an ELL plan developed?

- An ELL Committee should be created at each school to review potential ESOL student information.
- The committee should consist of the ESOL school contact (administrator), regular classroom teacher(s), and other instructional support personnel, if applicable.
- ELL Plan/Accommodation Form should be developed by the ELL committee.
- The mainstream teacher will schedule meetings with parents to discuss the ELL Plan.
- (Record the meeting in the ESOL student's electronic file (Enrich) after fall conference)



Q: What standards do I use with ESOL students?

- Along with content standards, ALL teachers will use language development standards with ESOL students.
- SC will continue with WIDA (www.wida.us) standards for developing language with ELLs.
- ALL teachers of ESOL students will have to implement WIDA standards in daily lessons this year.
- To review WIDA standards, check out WIDA modules on our PD group Edmodo (email Alla Polatty for access info).
- WIDA uses MPIs (Model Performance Indicators) to modify classroom instruction for needs of ELLs at different levels of English Proficiency



Q: How does using WIDA standards look in my classroom?

The focus is on *differentiating* for ESOL students and helping them with what they can do while moving them forward:

1. Create/write a LANGUAGE OBJECTIVE - think of language necessary to master content in your classroom.
2. Use CAN DO Descriptors to modify work based on language proficiency.
3. Provide & Document Accommodations/WIDA Supports necessary to master content objectives .



Q: What grades do I assign ESOL students?

- Grading should be based upon appropriate instructional accommodations.
- We have “CAN DO” descriptors for ESOL students based on their proficiency level. Ask your ESOL teacher about them.
- **Failing grades should not be assigned in a content area on the basis of the lack of English proficiency.**
- If an ESOL student is failing your class due to a lack of language, *you need to add more accommodations.* Please document accommodated tests & assignments!



Q: Should we retain ESOL students?

- **English Language Learners should not be retained in a grade solely based on a lack of proficiency of the English language.**
- Recommendations for retention should be made only after careful consideration of all available information on the child.
- A special form must be filled out. It must include documentations of accommodations and interventions. Document accommodated work you have been providing for this student during your class. (Please note this process does not mean automatic approval of the retention request).



Q: Can ESOL students be referred to Programs for Exceptional Students?

- English Language Learners should be monitored closely to determine if special education services are needed.
- An ESOL teacher must be present for IEP meetings when placement for ESOL students is discussed.

- **OCR 1970 Memorandum**

Prohibits school districts from assigning ELL students to special education classes on criteria which essentially measure or evaluate English language skills.



REMEMBER TO DOCUMENT:

- Lesson Plans must document language objectives and accommodations/ WIDA Supports based on student's English proficiency.
- Meetings with parents (Enrich form) and copies of parent communications.

Do you have the accommodation plan in a location that you can easily access and use for instructional purposes?



QUESTIONS about ESOL?

Please contact:

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