

# **Windom Area Title III Consortium EL Program Procedures Manual**



**Member schools:  
Hendricks  
Heron Lake/Okabena  
Jackson County Central  
Lynd  
Round Lake Brewster  
Windom**

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## Windom Area Title III Consortium School Directory

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## Acronyms/Definitions

**EL Acronyms and Program Labels Explained:** English language learning programs are often referred by their initials. Some acronyms refer to programming options, others to the students enrolled in such classes. Here are the most commonly used acronyms.

**Academic Language** - refers to the types of language proficiencies that are necessary for learners to perform successfully in academic contexts. Includes language that is more demanding and complex and is used in textbooks, classrooms, on tests, and in content disciplines.

**ACCESS for ELLs WIDA** - language proficiency test used to measure annual growth and for state accountability.

**AMAO** - Annual Measurable Achievement Objectives (a required accountability report measuring the progress of English Learners).

**BICS** - Basic Interpersonal Communication Skills, (on average ELs develop BICS in 3- 5 years if they already possess some level of proficiency in their native language).

**CALP** - Cognitive Academic Language Proficiency (on average, ELs develop CALP in 5-10 years if they already possess some level of proficiency in their native language).

**EL** - English Learner (The term often used by the Minnesota Department of Education to identify a student whose first language is not English and who is not yet academically proficient in English. EL is preferred by the state because it seems to emphasize the learner).

**ELL** - English Language Learner (This term has been retired by the state of Minnesota but is still sometimes used elsewhere).

**ESL** - English as a Second Language (The term commonly used by professionals and institutions to identify the content area).

**HLQ** - Home Language Questionnaire

**LEA** - Local Education Agency

**LEP** - Limited English Proficiency (Legal description used by the federal government and, therefore, also the state government to identify the student).

**LTEL** - Long term English Learner

**MCA** - Minnesota Comprehensive Assessments

**PD** - Professional Development

**SIOP** - Sheltered Instruction Observation Protocol was developed to provide teachers with a well-articulated practical model of sheltered instruction.

**SLIFE** -Students with Limited or Interrupted Formal Education.

**Social Language** (refers to the language of everyday communication in oral and written forms).

**TESOL** - Teaching English to speakers of other languages; also, Teachers of English to speakers of other languages.

**W-APT** - WIDA (language proficiency screener used only to determine eligibility for services).

**WIDA Consortium** - World-Class Instructional Design and Assessment Consortium (a group of over thirty seven states that collaborate to design and implement common standards for English language learning programs).

Minnesota Statutes □ 124D.61

## General Requirements for Programs

A district that enrolls one or more English Learners must implement an educational program that includes, at a minimum, the following requirements:

(1) identification and reclassification criteria for English Learners and program entrance and exit criteria for English Learners must be documented by the district, applied uniformly to English Learners, and made available to parents and other stakeholders upon request

(2) a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English Learners through an educational program for English Learners

(3) professional development opportunities for ESL, mainstream, and all staff working with English learners that are: (i) coordinated with the district's professional development activities; (ii) related to the needs of English learners; and (iii) ongoing

(4) must meet the linguistic, academic, and cultural needs of LEP students and, to the extent possible, avoid isolating English Learners for a substantial part of the school day and

(5) in predominantly non verbal subjects, such as art, music, and physical education, permit English Learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English Learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

## **Mission Statement:**

To ensure that students will receive the high quality instruction needed to gain the skills to be academically proficient in English in all language domains (reading, writing, listening, and speaking), to ensure equal access to core content and understanding of the mainstream culture in an inclusive school community, and provide the social skills necessary to participate fully in society.

## **Goals**

1. To provide English Learners high-quality instruction that leads to proficiency in reading, writing, speaking and understanding English through English Language Development instruction in order to achieve academic success in an all English curriculum.
2. To provide English Learners high-quality instruction that leads to the mastery of the Minnesota State and Common Core Standards in the areas of Language Arts, Math, Science, and Social Studies through individualized instruction.
3. To provide parents of English Learners the opportunity to participate and support their child's educational experience and the opportunity to shape the district's English Learner program through translated materials and family night events.
4. To analyze student achievement annually and determine needed resources to ensure that English Learners are effectively served in ELD and in their core content courses through use of test and benchmark data.



## **EL Program Overview**

The English Language (EL) program serves children whose home language is one other than English. Students are provided with systemic instruction in the development of aural/oral language skills, including listening discrimination and comprehension, oral articulation and conversational fluency. EL instruction also focuses on vocabulary development, appropriate use of grammatical and syntactic structures, and the development of background knowledge and experiences to increase cultural awareness and improve academic success.

## **Instructional Setting**

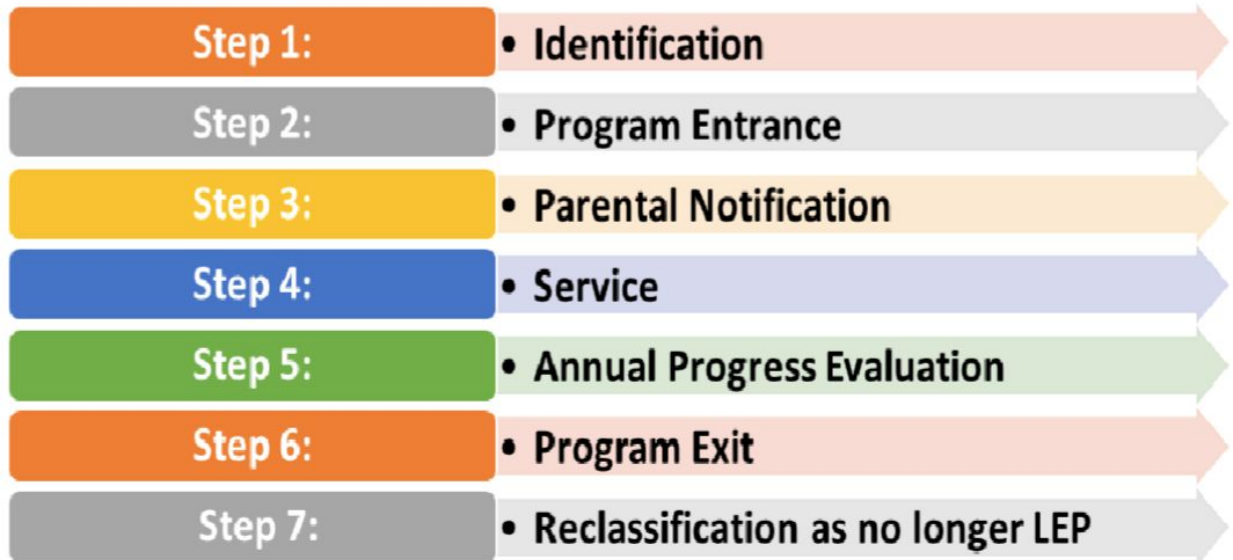
The EL program provides individualized plans for ELs, according to their English proficiency level, yet has them working together in groups as often as possible to develop listening, speaking, reading and writing skills in English. Teachers use a variety of materials to create lessons that are developmentally appropriate and contextual. Efforts are made to minimize the anxieties of interacting in a new language and culture by strengthening the student's self-esteem and cultural identity. In the ESL classroom, cultural traditions are shared and a global perspective is encouraged. To the extent possible, based on English proficiency, an EL student will not be isolated for the majority of the school day. ELs will participate fully in predominantly non-verbal subjects such as art, music, and physical education. When applicable, ESL teachers and Special Education teachers will coordinate instruction for ELs with IEPs. Efforts are made to maintain contact with the EL students' parents and classroom teachers regarding student progress. The ELs are encouraged to participate in all school activities and clubs.

## WIDA English Language Development Standards

STANDARDS		ABBREVIATIONS
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social and Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

WIDA's 2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12 ("WIDA ELD Standards"), pg. 3.

## Seven Basic Steps in EL Programming



## **Step 1: Identification**

Member districts will follow the intake procedures for identification for ELs new to the district (see flowchart for EL Intake Procedures). Identification consists of two parts. The first part is determining the home language of the student through the use of the Home Language Questionnaire. The second part is determining students' proficiency in English based on developmentally appropriate measures. This procedure includes students who are new to the system, using the WIDA W-APT, as well as ongoing identification of students who continue in the school system from year to year, which can include, but not limited to, observations, teacher judgement, parent recommendations, ACCESS for ELLs, or other language assessments.

### **Part 1: Home Language Questionnaire**

When a student enrolls initially in the school district, it is important to identify the primary language of the student. The primary language of a student is routinely documented by districts through the use of a Home Language Questionnaire. State exemplars are available in multiple languages on the MDE website. The questionnaire determines if a student:

- (1) first learned a language other than English.
- (2) comes from a home where the language usually spoken is other than English.
- (3) usually speaks a language other than English.

A student who can answer yes to one or more of the questions above is considered to have a primary language other than English.

### **Part 2: Developmentally Appropriate Measures**

Students who are determined to have a primary language other than English are not automatically ELs. They are, however, the group of students that should be screened to determine which are ELs and which are not ELs.

To properly screen students with a primary home language other than English, in order to determine whether or not they are an EL, the district will begin by obtaining language proficiency scores in reading, writing, listening, and speaking, using the W-APT screener or previous ACCESS for ELLs scores.

The W-APT will determine a proficiency level for each student and districts will place students in instructional programming that is designed to meet the needs of ELs at all proficiency levels. The proficiency levels are as follows: 1. Entering, 2. Emerging, 3. Developing, 4. Expanding, 5. Bridging, and 6. Reaching. After a proficiency level is determined, a plan of service will be implemented. Options include: Direct service, Indirect service, and/or Monitoring (see Step 4: Service).

Refer to the WIDA training website for specific W-APT testing procedures and information.

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## What form of the W-APT should I use?

First Semester													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Level Cluster Test	K L/S	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12

Second Semester													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Level Cluster Test	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12

At semester, grades 1, 3, 6, and 9 change grade level cluster test forms.

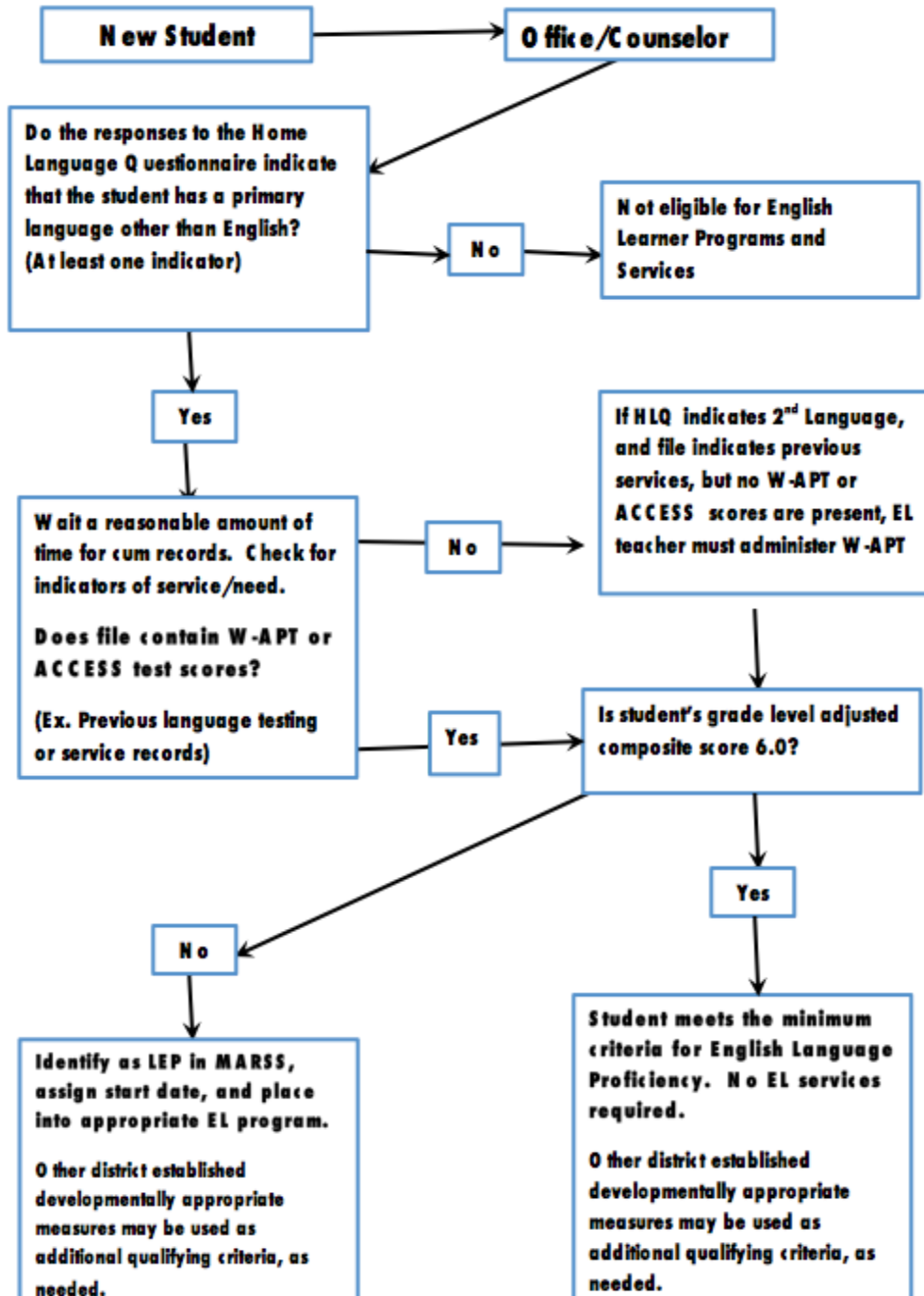
### Kindergarten Students:

1<sup>st</sup> Semester, administer only Listening and Speaking

2<sup>nd</sup> Semester, administer all four, Listening, Speaking, Reading, and Writing

Source: Minnesota W-APT Training, WIDA Consortium

# EL Intake Procedures



## Step 2 – Program Entrance

Data collected in Step 1 will determine whether or not a student will enter the EL program. EL identified students are eligible for services. However, not all ELs in a district receive services. This is because parents have the right to refuse EL service even if their child has been identified as an EL. A parent's decision to refuse EL education service does not change the status of the student.

When a student begins service, a start date for EL service should be entered on the student's individual record in MARSS. If the student begins receiving service, but after parent notification is withdrawn from services, the start date in MARSS should be removed.

An ESL Entrance/Qualifying criteria form will be kept on file for all ELs.

## Step 3- Parental Notification

Once students with a primary language other than English are identified as ELs – and subsequently placed in an EL program – state law requires that the parents of ELs be notified of the student's entry into the program. Parents have the right to refuse EL service for their student. If the parent understands the service and chooses to refuse service, the district must remove the EL from EL service. **If parents desire that their child receives EL services, no action is required.**

The district **notifies parents within 10 days** of a student's **initial** placement in EL program. Additionally, because Windom Title III consortium receives Title III dollars, the federal program requires that parents be notified annually of the child's participation in EL programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the child's English language proficiency.

MDE generated forms are used and include the following:

- reasons for identification and eligibility for the program
- English proficiency level in listening, speaking, reading and writing
- methods of instruction
- how the program will meet educational and academic needs of ELs
- how the program will help ELs learn English and meet age and grade level expectations
- specific student exit requirements from the program
- how the program will meet the needs of ELs with disabilities( in the student's IEP)
- expected transition rate from the program into the regular instruction programs

- expected graduation rate at the high school
- parent's right to remove EL from the program
- the availability of assistance provided by the school in explaining and selecting among the various programs and methods of instruction offered by the school
- How parents can be actively involved in the education of their children, including helping their children to a) learn English, b) achieve at high levels in core academic subjects, and c) meet the same challenging State academic content and academic standards expected of all students.

## Forms

### Parent Title III and State notification forms:

[TransACT Translated Documents](#)

Local District notification forms:

[Windom Area Schools](#)

[Lynd Public Schools](#)

[Jackson County Central Public Schools](#)

[Round Lake/Brewster Public Schools](#)

[Heron Lake-Okabena Public Schools](#)

[Hendricks Public Schools](#)

## Step 4 – Service

Students who are identified as EL are served in an instructional program for ELs. The program is designed to meet varying student needs across English proficiency levels. In other words, students at the beginning levels of English proficiency receive more intensive service than students at the transitional levels. ELs are divided into 6 proficiency levels, as seen below:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

### ENTERING:

Limited communication in English

Limited or no receptive or expressive vocabulary



Only isolated words and expressions produced  
Limited or no understanding of English structure  
Limited or no understanding of English phonology  
Little or no experience with reading of visual symbols (depends on age group)  
Only operates in the concrete  
Unable to understand standardized tests

### **EMERGING:**

Limited ability to communicate in English  
Limited receptive or expressive vocabulary  
Use of some phrases  
Incoherent sentences produced  
Little understanding of English structure & sound system  
Little experience with reading of visual symbols  
Understands concrete concepts  
Understands about 25% of standardized tests

### **DEVELOPING:**

Some communicative abilities in English  
Some receptive and expressive vocabulary  
Some complete sentences with errors  
Some understanding of the English structure & sound system  
Some experience with reading visual symbols  
Understand concrete concepts and at times understands abstract ideas  
Standardized test scores are below grade level

### **EXPANDING:**

Similar native communicative abilities in English  
Some receptive and expressive vocabulary  
Some complete sentences with errors  
Good understanding of the English structure & sound system  
Some experience with reading visual symbols  
Understand concrete concepts and at times understands abstract ideas  
Standardized test scores are below grade level

### **BRIDGING:**

Almost native-like communicative abilities in English  
Developing receptive and expressive vocabulary  
Complete sentences for developmental age  
Good Understanding of English structure

Occasional errors  
Well-produced phonetic sounds  
Advanced Decoding skills  
Well-developed literal comprehension skills  
Understands concrete and abstract concepts  
Mostly operates in the abstract  
Standardized tests still below grade level, but closer than that of Intermediate

### REACHING:

ELs who reach a level 6-Reaching status on the W-APT and/or ACCESS will not be eligible for services.

### NEWCOMER:

Though not an actual WIDA designated classification, we do have students who come directly from their home country, and are unable to perform many basic language skills. Our working definition of a newcomer is any foreign-born student who has recently arrived in the United States. The first year of their arrival they can be simply classified as "newcomer"; however, in their second year, they can retain the "newcomer" designation if they were originally enrolled between grades 6-12. This group of learners is an especially vulnerable and diverse group because they have a shorter window of time to develop their English language skills. \*For state testing purposes, first year newcomers can be exempted from the MCA reading test as "new to country". They are required to do all other state tests.

[US Department of Education Newcomer Toolkit](#)

### SLIFE:

ELs with this designation are Students with Limited or Interrupted Formal Education. This designation can pose unique problems to academic progress and scheduling. Each student must be considered individual as to the best course of action to take as far as classes and scheduling is concerned.

## **Service Models:**

Program service models for the Windom consortium will include: Direct service, Indirect service and/or Monitoring.

### **Direct Services (WIDA Levels 1-4)**

ELs are considered to be receiving direct services when programming is specifically designed to meet their language, academic and social needs. EL teachers will determine, along with classroom teachers, what is appropriate; however, ESL classes/pullout services are not solely "homework"/catch-up/ study halls; time is used for teaching language appropriate to the content/context. Students will be identified as EL in the MARSS system. They will be tested annually on the state required ACCESS for ELLs test.

### **Ideal Direct EL Service Times**

[Windom Public Schools](#)

[Lynd Public Schools](#)

[Hendricks Public Schools](#)

[Round Lake/Brewster Public Schools](#)

[Heron Lake-Okabena Public Schools](#)

[Jackson County Central Public Schools](#)

### **Indirect Services (WIDA Level 4-5)**

ELs are considered to be receiving indirect services when they are not enrolled in programs specifically designed for ELs but rather are receiving instruction in the mainstream classroom. EL staff will check in with mainstream classroom teachers for progress monitoring quarterly. They may also be receiving assistance with homework as needed. If necessary, students can begin receiving direct services at any time based on data and/or teacher recommendation. Students receiving indirect services will be identified as EL in the MARSS system. They will be tested annually on the state required ACCESS for ELLs test.

### **Long Term EL**

Students who have been receiving EL services for 7+ years.

### **EL Indirect Service Progress Monitoring Form**

\*\*MARSS data may show some ELs as scoring proficient on the ACCESS for ELLs, represented by a "Y" under "composite proficient". Schools are required to keep documentation on file indicating that the students is unable to demonstrate proficiency in English to successfully and fully participate in the general core curriculum in the regular classroom. This documentation is

to be kept in the student's EL folder and moved to the cum folder upon the student's transfer to a different school.

#### [Indirect Service Progress Monitoring Form](#)

### Documentation for Continued EL Service

#### State Designation of "proficient" on MARSS

The MARSS EL Eligibility report may indicate that a student scores "proficient" on the ACCESS. Districts may choose to retain students with that designation in the EL program but must document how they are being served. Students may receive direct or indirect services. MDE states that the following are required: 1) that developmentally appropriate measures that help determine whether a student lacks "the necessary English skills to participate fully in academic classes taught in English". Valid assessments must be documented for any student reported as an EL and the process must be clearly explained in the EL Written Plan of Service; and, 2) that teacher judgment be used as one of the developmentally appropriate measures described above and must be documented in the EL Written Plan of Service.

#### [Student Tracking Service Mode Form](#)

### Reclassified English Learner Progress Monitoring Form

When a student has reached a level of English Proficiency that indicates that he/she may no longer need EL services, they are reclassified as Non-EL, and will be monitored for 2 years. During this time, the student may be re-entered into the EL program, or be provided other assistance if there are concerns about the student's overall progress. EL staff will check in with mainstream classroom teachers and check student's grades for progress monitoring at semester breaks. Concerns may be brought forth at any time by student, parent, or teachers.

#### [Reclassified EL Progress Monitoring Form](#)

### Step 5 - Annual Progress Evaluation

ELs participate in the statewide ACCESS for ELLs, MCA assessments, EL coursework assessments, content class assessments and consortium member district-specific achievement assessments including, but not limited to, STAR, NWEA, FAST, Iowa Basics, AIMsWeb, DRA.

### Step 6 - Program Exit

ELs who progress through and reach a level of proficiency that no longer prevents them from fully accessing the curriculum of content coursework may be exited from the EL program. Multiple measures should be considered (\*\*see exit form to be completed by ESL staff and signed by parent in Entrance/Exit Procedures section of Procedures

Manual ). For accountability purposes, state proficiency on ACCESS is a composite score of 5.0 or higher with no domain (R, W, L, S) less than 4.0. WIDA exit criteria also specifies that students should be in grade 4 or above to be exited. Students that score a 6.0 composite score on the ACCESS for ELLs test automatically attain an ELP 6 language level and will no longer be classified as an English Learner. Parents will be notified if the student is exiting the program. Exit forms need to be copied; one copy to go into their cumulative folder, one for individual EL staff files. The original form should go home as notification.

[Exit Notification Form](#)

## English Learners Identification and Reclassification Criteria

Grade Level	Initial Identification/Placement Assessment	Reclassification Proficiency Assessment
Kindergarten and 1 <sup>st</sup> grade, semester 1	W-APT: L & S: less than 29 (*only indicator for fall testing) Reading: less than 11 Writing: less than 12	Level 6.0 on ACCESS and/or support from EL staff and/or mainstream teacher
Grades 1 - 3	W-APT: Grade level adjusted composite score less than 5.0	Level 6.0 on ACCESS and/or support from EL staff and/or mainstream teacher
Grades 4-12	W-APT: Grade level adjusted composite score less than 5.0	Level 5.0 - 6.0 on ACCESS with no domain less than 4.0 and/or data indicating grade level performance and/or support from EL staff and/or mainstream teacher

### Step 7-Monitoring

Students whose EL classification has been removed in the MARSS system no longer take the ACCESS test. However, for two years from the time of reclassification, ELs are to be monitored for continued progress.

The school district will have forms for their ESL and content teachers to use to monitor EL students each semester including:

1. student's' grades in each subject
2. and/or scores on district and State assessments and standardized tests
3. and/or teachers' comments on an EL student's' strengths and weaknesses in each academic subject.

During the monitoring, if an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation services have proven inadequate, the school district should retest the student with a valid and reliable, grade-appropriate ELP test (*WIDA W-APT or other language assessment tool*) to determine if there is a persistent language barrier and must offer additional language assistance services where needed to meet its civil rights obligations.

In no case should re-testing of an exited student's ELP be prohibited. If the results of the retesting qualify the student as EL, the school district must reenter the student into EL status and offer EL services. If the student is reentered into EL services, the school district should document the basis for the reentry and the parents' consent to such re-entry.

## EL Program Models

**Sheltered instruction** is an approach to teaching English language learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and. to promote the development of English language proficiency.

**Pull-out instruction** means that the EL teacher pulls students out of the general education classroom to work in a small group setting in another room. During pull-out instruction, ELs miss instruction that takes place in the general education classroom. Some EL teachers pull out mixed-level proficiency groups while others pull out by proficiency level (i.e, newcomers, beginners, intermediate, or advanced students).

**Push-in instruction** means the EL teacher comes into the general education classroom to support ELs during content-area lessons. The EL teacher may be supporting ELs during a mini-lesson next to her students while the general education teacher is teaching, or he or she may wait until instruction is completed and then work with ELs in a small group in the classroom.

There are different configurations as to how to group ELs in small groups and where in the general classroom. One popular push-in model is collaborative or co-teaching, where the EL teacher instructs side by side with the general classroom teacher, at times leading, at times interjecting with specific language pieces, or at times modeling language strategies for all learners. He or she generally calls on ELs so they get a chance to participate in oral discussions while she scaffolds language for them to communicate effectively and move on the language trajectory.



## AMAO

### Annual Measurable Achievement Objectives

Districts or consortiums who receive Title III funds must meet Annual Measurable Achievement Objective (AMAO) targets or take corrective action. The determination of whether a Title III consortium meets AMAOs is done at the consortium level.

Accountability for meeting the AMAOs as a consortium is determined by the overall performance of ELs of all member districts for all three AMAOs.

### AMAO Components

AMAO components are measurements assigned to districts that have applied for and accepted Title III funding for the measurement year. There are three AMAO components involving eight measurements:

#### AMAO 1: PROGRESS toward English Language Proficiency

For an individual student, progress toward English language proficiency is defined as a 0.5 point gain in the composite proficiency level score from the prior year to the current year. For AMAO entities, the percent of students making progress is computed and compared to a target. Students taking the ALT ACCESS are not included in AMAO 1.

#### AMAO 2: ATTAINMENT of English Language Proficiency

For an individual student, attainment of English language proficiency is defined as a student with a composite achievement level score greater than or equal to 5.0 with all four domains having achievement level greater than or equal to 4.0. In the traditional Minnesota structure, the score 1 characteristic field for the Composite record is set to Y when these thresholds are met. For AMAO entities, the percent of students attaining English language proficiency is computed and compared to a target. Students taking the ALT ACCESS are included in AMAO 2 but none are considered as having attained English language proficiency.

#### AMAO 3: ACADEMIC ACHIEVEMENT and SUCCESS

For a district or consortia, this is a result of the AYP measurements for the EL subgroup. The basis for the participation and proficiency measurements are the Title I assessments from the current year.

- Math Participation
- Reading Participation
- Math Proficiency
- Reading Proficiency
- Attendance
- Graduation

The component results are summarized and published for the state and each school district. The summary includes the AMAO status indicating whether the entity has met

AMAO target values. If a district is part of a consortium, the results for the district report are based on the consortium as a whole, not the individual district.

### Consequences of not making AMAO

- Year 1 - Parent Notifications must be sent to all EL students. This may not be accurate any longer)
- Year 2 - Needs Improvement
- Year 3 - Continuing Needs Improvement
- Year 4 and Beyond - Program Modification

[AMAO improvement plan](#)

## English Learner Disability Resources

### English Learners who Struggle in School: Strategies for Response to Intervention (RtI), Referral to Special Education and Academic Evaluation

Presented by:

Dr. Julie Esparza Brown, Portland State University

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<http://education.state.mn.us/MDE/dse/sped/div/el/049273>

This webinar series was created to help schools answer the following questions:

- (1) What are considerations in designing and implementing tiered intervention programs for English Learners (ELs)?
- (2) When and how can teams make the decision to refer an EL for a formal special education evaluation?
- (3) What are recommended procedures for assessing academic skills as part of a comprehensive special education evaluation?

Teachers are recommended to use these materials in small groups as part of ongoing professional development. The webinars are divided into short segments to enable school teams to use the materials flexibly. In the tables below, topic names are links to the available sections of the webinar. More links will be added as sections become available.

## Professional Development Expectations

A Local Education Agency (LEA) receiving Title III EL funding shall provide high quality professional development (PD).

PD must be:

1. Designed to improve the instruction and assessment of EL children;
2. Designed to enhance teachers' ability to understand and use curricula; assessment measures and instruction strategies;
3. Be based on scientifically based research; and
4. Be of sufficient intensity and duration.

## EL Teacher Responsibilities

### Program Responsibilities:

- Collaborate with administration to establish the program needs.
- Review all Home Language Questionnaires of potential ELs.
- Review potential ELs records.
- Administer W-APT language proficiency test, as needed.
- Meet with team (EL and general education teacher(s) and others as appropriate) to identify and place students in the appropriate instructional program.
- Maintain EL records.
- Assess ELs in the fourth quarter (ACCESS for ELLs) to determine progress and placement for the upcoming school year.
- Provide timely data to the student support assistant responsible for MARSS .
- Provide EL program information to school personnel, parents, and community members.
- Act as an advocate to further the education of the ELs and program.
- Encourage parental involvement.
- Ensure that all ELs participate in the alternate or system-wide assessment with or without accommodations.
- Periodically check student EL information in the student information system.
- Monitor work of ELs participating in learning in the regular classroom (Indirect services)

### Instructional Responsibilities:

- Plan and deliver instruction on language proficiency and content standards developed from researched-based best practices.
- Collaborate with and support mainstream classroom teachers to ensure that the EL is acquiring the necessary academic language to meet grade level content standards. Provide resources as necessary.
- Incorporate technology into instructional planning and delivery.
- Assess student progress regularly and adjust instruction.
- Inform student, teachers, and parents about student progress. Formally report student progress.
- Participate in teacher-training activities and/or programs.

## Background Information

### Age & Rate of Acquisition of Academic Language

	Age of Arrival	Years Needed in School to Acquire CALP
Students with literacy in their backgrounds	5-7 year old	May take 5-8 years
Students with literacy in their backgrounds	8-11 year old	May take 4-5 years
Students with literacy in their backgrounds	12 years and older	May not catch up in 5 years
Students without literacy in their background		7-10 + years to develop to native speaker standards

### Examples of BICS - Basic Interpersonal Communication Skills

**Listening:** Follows general classroom directions

**Speaking:** Converses easily about social situations with peers and teachers. May speak English without an accent.

**Reading:** May decode reading material with ease, but may not comprehend what is read.

**Writing:** Can copy answers to questions in textbooks.

### Examples of CALP- Cognitive Academic Language Proficiency

**Listening:** Can follow specific directions for academic tasks.

**Speaking:** Expresses reasons for opinions. Asks for clarification during academic tasks.

**Reading:** Reads academic materials with good comprehension.

**Writing:** Can write an essay supporting a point of view.

## Frequently Asked Questions

### 1. How can I create a welcoming environment for our students?

- Learn correct pronunciation of student's name
- Greet them in their native language if you know an appropriate greeting
- Have everyone in the class introduce themselves (may use a map to show countries where students are from)
- Have classroom supplies and materials to give to the student such as pencil, notebook, folder, etc.
- Make sure students have a planner, know the schedule and basic school rules
- Have culturally diverse pictures and posters displayed in the room
- Have picture dictionary and bilingual dictionaries available to students to use
- Assign a student (if possible a student who speaks the same language) to give the student a tour, take him/her to classes, lunch, show where restrooms are located, how to open a locker, etc.
- Make sure student has someone to eat lunch with
- Make sure student knows where to meet their ride or the bus after school
- Teach about school drills (students from war-torn countries may relate them to bomb raids, etc.)
- Introduce new students to class in a positive way, as speakers of their native languages, not non-English speakers

### 2. What are some tips for speaking with EL students?

- Say only 1 idea per sentence
- Wait 5 to 7 seconds after asking a question – give time to process
- Have the listener repeat what you've said
- Avoid reductions in English – “gonna, wanna, didja, cuz”
- Avoid Sarcasm
- If idioms are used, they should be explained
- Don't speak louder if students don't understand
- Try rephrasing/use visual cues
- Frequently check for understanding
- Be aware that “Yes” means “Yes, I hear your question.” Not, “Yes, I understand.”

### 3. What are the needs of EL students in the general education classrooms?

- Become familiar with student's cultural background
- Greet them with a smile and learn the correct pronunciation of their name
- Provide necessary classroom materials and supplies such as pencils, notebooks, calculators, folders, markers, etc.
- Explain as well as give them a written explanation of classroom expectations
- Verbal and written directions for all assignments with one instruction per line
- Assign another student to clarify classroom procedures and where materials can be found Be aware that many new students go through a “silent period,”

during this time it is important to allow students to absorb language and not put them on the spot

- Label unfamiliar objects in the classroom or hang posters that depict unfamiliar objects and terms
- Teach students to ask questions
- Students may need to speak in their native language to process information and make connections to learning in English. Allow students to speak in their native languages at appropriate times
- Ability to speak English does not mean the student is able to work academically in English. Basic Interpersonal Communication Skills (BICS) takes about 2 years to develop while Cognitive Academic Language Proficiency (CALP) may take 5 to 10 years to develop

#### 4. What should classroom management look like?

- Routine is important for students to feel comfortable and ready to learn
- Make expectations clear both verbally and in writing (may need to adjust vocabulary) American classroom norms (i.e., emphasis on participation, asking questions, definition of cheating) are different than in other countries and need to be taught explicitly, especially for those students who have not been in school at all before coming to the United States
- Understand and respect the fact that some students may not make eye contact due to their cultural norms
- Be aware that some male students may not have the expected amount of respect for female students and teachers. This will expectation will need to be enforced.

#### 5. What are some instructional modifications or approaches I can use in the classroom?

- Build on or provide background knowledge
- Use visuals
- Use models or samples of finished products
- Word banks
- Graphic organizers
- Manipulatives
- Remember students need 5-40 contacts with a word before it becomes part of their vocabulary
- Limit new vocabulary in each lesson
- Have students draw illustrations to support vocabulary
- Teach reading strategies – survey the book, teach book components, prediction, turn headings into questions, etc.
- Use cooperative learning groups
- Peer tutoring
- Teach test taking strategies
- Scaffolding information – teaching from what is known to unknown



- Use outline maps – amount of information to fill in can be differentiated according to students' abilities
- Use highlighted textbooks
- Provide choices for assignments
- Reduce the length of homework assignments
- Make sure students clearly understand the directions of any homework assignment and will be able to do it independently (most likely they won't have someone to ask for help or clarification at home)

## 6. How do I grade an EL student?

- Use alternative assessments that aren't highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
- Portfolios are excellent ways to show student growth
- Oral presentations
- Allow students to do projects instead of paper tests
- If applicable, allow students to use illustrations to demonstrate knowledge and learning
- Modify assignments and assessments so that the student is able to have success
- Read tests orally to students
- If using multiple choice, limit the choices
- Avoid using T/F questions
- Use open ended questions so students can explain what they have learned

## 7. How can I best work with an EL student's family?

- Encourage native language at home. Cognitive growth in their native language helps children develop academic language in English
- Encourage parents to develop literacy skills in their native language

## Additional Resources

### Regular Classroom Modifications for EL Students

#### Pacing:

- Extend time requirements
- Alternate assignments
- Other: \_\_\_\_\_

#### Environment:

- Assign preferential seating:
- Assign peer buddy:
- Other: \_\_\_\_\_

#### Reinforcement and Follow Through:

- Use positive reinforcement:
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences:
- Provide language experience
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files:
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill:
- Other: \_\_\_\_\_

#### Assignments:

- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment:
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments
- Other: \_\_\_\_\_

### Presentation of Subject Matter:

- \_\_\_ Use individual/small group instruction
- \_\_\_ Use specialized curriculum
- \_\_\_ Simplify language
- \_\_\_ Use graphic organizers
- \_\_\_ Pre-teach vocabulary
- \_\_\_ Tape lectures for playback
- \_\_\_ Demonstrate concepts
- \_\_\_ Use manipulative
- \_\_\_ Emphasize critical information
- \_\_\_ Other: \_\_\_\_\_

### Materials:

- \_\_\_ Provide taped textbooks
- \_\_\_ Highlight textbooks/study guides
- \_\_\_ Use supplementary materials
- \_\_\_ Give assistance in note taking
- \_\_\_ Type handwritten teacher materials
- \_\_\_ Use bilingual dictionaries or language learner dictionaries
- \_\_\_ Use adapted/modified textbooks
- \_\_\_ Allow use of computer/word processor
- \_\_\_ Other: \_\_\_\_\_

### Testing Adaptations:

- \_\_\_ Allow students to answer orally
- \_\_\_ Use multiple-choice format
- \_\_\_ Read test to student:
- \_\_\_ Modify format
- \_\_\_ Write a different test
- \_\_\_ Shorten test length
- \_\_\_ Require only selected test items
- \_\_\_ Create alternative assessment
- \_\_\_ Other: \_\_\_\_\_

### Grading:

- \_\_\_ Modify weights of course components
- \_\_\_ Modify course objectives/outcomes

\* If modifications are given, then modifying the grading system is not required. Modifying the focus or expectation on a given assignment is acceptable but modifying the grading scale is not an acceptable modification. Likewise, failing a student, without

reasonable modifications, is not acceptable. Keep in mind that "No Grade" (NG) is also an option for up to two quarters.

## Resources

### Literature Suggestions - Elementary

Coming to America

The Butterfly Seeds, Mary Watson

Grandfather's Journey, Allen Say

How Many Days in America, Eve Bunting

One More Border, William Kaplan

Painted Words, Aiki

When the World was New, D.H. Figueredo

Cultural Comparisons and Contrasts

All in a Day, Mitsumasa Anno

All the Colors of the Earth, Sheila Hamanaka

All the Colors We Are, Katie Kissinger

A My Name is Alice, Jane Bayer

Birthdays- Celebrating Life Around the World, Eve Feldman

Celebrations, UNICEF

Children Just Like Me, B. & A. Kindersley

Different Just Like Me, Lori Mitchell

Here are My Hands, Bill Martin Jr.

This is My House, Arthur Dorros

We're All Special, Arlene Maguire

Whoever You Are, Mem Fox

Teach About Cultures Through Stories and Celebrations Abuela, Arthur Dorros

Babushka's Doll, Patricia Polacco

Bringing the Rain to Kapiti Plain, Verna Aardema

Chicken Sunday, Patricia Polacco

Cinco de Mayo, Janet Riehecky

Chinese New Year's Dragon, Rachel Sing

The Distant Talking Drum, Isaac Olaleye

Golden Tales: Myths and Legends from Latin America, Lulu Delacre

Grandfather's Tang's Story, Ann Tompert

In My Family/En Mi Familia, Carmen Lomas Garza

Lon Po Po, Ed Young

One Hundred is a Family, Pam Munoz Ryan

Ramadan, Suhaib Hamid Ghazi

Under the Sunday Tree, Eloise Greenfield

Yeh-Shen, Ai-ling Louie

Multicultural Poetry Collections

Cool Melons Turn to Frogs, Matthew Gollub (Japanese haiku)

De Colores and Other Latin-American Folk Songs for Children, Jose Luis Orozco Families

Poems Celebrating the African American Experience, Dorothy Strickland  
I Dream of Peace: Images of War by Children of Former Yugoslavia, UNICEF  
Love to Mama, Pat Mora  
My Song is Beautiful, Mary Ann Hoberman  
Street Rhymes Around the World, Jane Yolen  
Under the Sunday Tree, Eloise Greenfield

## Literature Suggestions- Secondary

Esperanza Rising  
First Crossing: Teen Stories About Teen Immigrants  
Tae's Sonata  
Letters from Rifka  
A Library for Juana  
The Color of My Words  
Alia's Mission  
Romiette and Julio  
Breaking Through  
Facing the Lions: Growing Up Maasai on the African Savannah Keeper  
The Other Side of the Sky  
Out of War  
Thura's Diary  
America Street: A Multicultural Anthology of Stories  
Black, Like Me  
How the Garcia Girls Lost Their Accents  
Immigrant Kids  
The Skin I'm In  
Warriors Don't Cry

## Websites/Other Resources

[www.crosscultured.com/index.asp](http://www.crosscultured.com/index.asp) This is Dr. Catherine Collier's website, who is a leading expert in distinguishing the difference between a language issue and a disability. She has credentials in both Special Education and in English Language Learner education.

[www.eslcafe.com](http://www.eslcafe.com) – activities and games

[www.eslprintables.com](http://www.eslprintables.com) - reproducibles [www.manythings.org](http://www.manythings.org) all kinds of ELL activities

[www.esl-lab.com](http://www.esl-lab.com) activities

[www.eslpartyland.com](http://www.eslpartyland.com) – free lesson plans and reproducibles [www.esl4kids.net](http://www.esl4kids.net) – games, songs, [www.eslgames.com](http://www.eslgames.com) - tongue twisters, games etc...

[www.everythingesl.net](http://www.everythingesl.net) – lesson plan ideas

[www.bogglesworldesl.com](http://www.bogglesworldesl.com) – phonics, grammar activities, writing prompts

[www.esldesk.com](http://www.esldesk.com) - resources

[www.eslfast.com/writing](http://www.eslfast.com/writing) - free online writing exercises

[www.englishplus.com/grammar/index.htm](http://www.englishplus.com/grammar/index.htm) - grammar

[www.thinkfinity.org](http://www.thinkfinity.org)

[www.englishdaily.com](http://www.englishdaily.com)

[www.englishsite.com/Interact01/int00.htm](http://www.englishsite.com/Interact01/int00.htm)

[www.esl-lab.com/](http://www.esl-lab.com/) - listening activities

[www.usingenglish.com](http://www.usingenglish.com)

[www.grammar.ccc.commnet.edu/grammar/](http://www.grammar.ccc.commnet.edu/grammar/)

[www.eslmag.com/](http://www.eslmag.com/) - ESL magazine

[www.cal.org/](http://www.cal.org/) - Center for Applied Linguistics

[www.songsforteaching.com/esleflesol.htm](http://www.songsforteaching.com/esleflesol.htm)

[www.focusenglish.com/dialogues/conversation.html](http://www.focusenglish.com/dialogues/conversation.html) conversation and idioms - free exercises for everyday

[www.edconnect.net](http://www.edconnect.net)

## Dates to Remember

### August/September

- Send 10-day Parent Notification forms to NEW STUDENTS ONLY

### September

- Assess any new students with W-APT (or check files for previous W-APT scores)
- Update Entrance /Exit Forms
- Update Tracking Forms
- Send 30-day Parent Notification forms to ALL STUDENTS

### October

- Assess any new students with W-APT (or check files for previous W-APT scores)

### November

- Order ACCESS tests for all students
- Assess any new students with W-APT (or check files for previous W-APT scores)

### December

- Assess any new students with W-APT (or check files for previous W-APT scores)

### January

- Assess any new students with W-APT (or check files for previous W-APT scores)

### February

- Assess any new students with W-APT (or check files for previous W-APT scores)
- Testing Window opens for ACCESS tests

### March

- Assess any new students with W-APT (or check files for previous W-APT scores)
- Complete and return ACCESS tests

### April

- Assess any new students with W-APT (or check files for previous W-APT scores)
- Complete Immigrant Count Form

### May

- Assess any new students with W-APT (or check files for previous W-APT scores)
- Make sure all information has been placed in student cumulative files



