

*Beaufort County School District
ESOL Program*

*Classroom Teacher's Guide
2014-15*



Celebrate diversity!

The mission of the Beaufort County ESOL Program is to develop the English proficiency of students, enhance their academic achievement, and support school staffs as they deliver quality instruction.

BCSD ESOL Program (Title III) Overview 2013-14

The major goals of Title III are to help ensure that limited English proficient (LEP) children attain English proficiency, develop high levels of academic competence in English, and meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. Title III holds States, LEAs, and individual schools accountable for meeting these goals.

Enrollment: All language minority children must be allowed to enroll in school, regardless of their ability to produce a birth certificate, social security number (SSN), or immigration documentation. Children may not be excluded from school because they do not have a SSN or appropriate immunization documentation.

Placement: ELLs are educated in the least restrictive and least segregated manner possible based on the educational needs of the student. Students shall be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students (GT, Special Education, Vocational Education etc.). A Home Language Survey must be completed for **each** student registering for enrollment in a SC public school. The completed survey becomes part of the student's permanent records. Students should be placed in the grade that is **age appropriate**. **Retaining or placing an LEP student in a lower grade is not in compliance with state guidelines.** Prior to placing a student in an English language instruction educational program, the school must notify parents of their rights, responsibilities, and opportunities for participation in the program. A Language Placement Team (LPT) comprised of guidance counselors, ESOL teachers, administration etc. should meet to determine a student's placement and schedule.

Assessment: English language proficiency standards define progressive levels of competence in the use of English in the domains of listening, speaking, reading, writing and comprehension. ACCESS will be the language assessment for 2014-15. Both Title I and Title III require States to provide reasonable accommodations on State academic content assessments for LEP students, to the extent practicable. Accommodations on assessments must be in line with what accommodations are used for the student on a regular basis.

Parent Involvement: Each LEA shall make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are ELLs in the student's overall educational program. Notifications of LEA and school policies and procedures, school activities, academic and behavioral expectations, available alternative language and support services, and student academic progress shall be made to parents/guardians in a uniform format and, to the extent practicable, in a language that they can understand. You have access to a Bilingual Liaison who can help you with this communication.

Curriculum and Instruction: All teachers are language teachers. When a child enters a mainstream or regular education class, he or she may need language development and/or other types of temporary instructional modifications or accommodations. As the ELL attains fluency in English, fewer variations or accommodations in classroom activities will be necessary. Services by an ESOL teacher can be in the form of ESOL push-in, pull-out, co-teaching, monitoring/check-in, ESOL lab, etc.. Offerings are decided at the school level with collaboration with the ESOL Coordinator/ISD. ESOL teachers use both grade level content standards as well as ELL standards to guide instructional and curriculum practices.

Accountability: Three AMAOs are directly linked to the evaluation of the ESOL program: 1. Proficiency in English (percentage of students progressing on ACCESS), 2. Full proficiency in English (percentage of students obtaining a level "5" on ACCESS) and 3. AYP for the LEP subgroup (which also includes graduation rate). Individual "bands" are evaluated (elementary, middle, high) as well as individual schools.

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The Top Ten Acronyms in ESOL

What do these letters mean?

1. What is ESOL?

English for Speakers of Other Languages

ESOL is an instructional program that assists students in learning English. It addresses listening, speaking, reading, writing, comprehension, and cultural awareness using grade level and SC ESOL standards (aligned to Common Core 2013).

2. What are ELL's?

English Language Learners refers to students who are acquiring the English language.

3. What is LEP?

A LEP (Limited English Proficiency) student is a student who is not fully proficient in English. Powerschool identifies English Language Learners (ELLs) using this code.

4. What is ESL?

English as a Second Language a former term used to identify the ESOL program. Some states refer to their ELLs or their ESOL program using this acronym.

5. What is LPT?

The Language Placement Team is a group of educators (ESOL teacher, bilingual liaison, counselor, mainstream teacher, curriculum coach, and administrator) for placement of ELLs. The LPT meets on a regular basis to help monitor ELLs and their academic performance.

6. *What is the SIOP Model?*

Sheltered Instruction Observation Protocol (SIOP) is a research based instructional model integrating language and content objectives. BCSD conducts ongoing training on using this model to help improve instructional practices with English Language Learners (ELLs).

7. *What is IMP?*

The Individual Modification Plan is a list of instructional practices and curriculum modifications and accommodations utilized by teachers to ensure success of ELLs in the regular classroom. The IMP lists "suggested" modifications, but are not all inclusive and can change according to the individual student's needs.

8. *What is ACCESS?*

(Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in the spring of the school year. The ACCESS composite score is what is used in PowerSchool as their LEP level.

9. *What are ELL's?*

English Language Learners refers to students who are acquiring the English language.

10. *What is HLS?*

Home Language Survey is part of the registration process for all students/parents to help identify languages spoken at home. Responses help determine if a language screener is necessary to give to the student.

Local, State and National Data

The number of families in South Carolina demonstrating limited English proficiency has increased significantly in recent years. These families include immigrants, children adopted from other countries, migratory workers, and others whose children may have limited English proficiency. Their ability to learn content may be adversely affected by the lack of appropriate accommodations in the classroom or opportunity through programs that provide English language learning. Students with limited English proficiency sometimes experience great difficulty with the dual task of learning the English language and learning academics taught in that language at the same time. These students are at a higher risk of dropping out of school and may consequently have reduced employment opportunity.

Beaufort County ESOL Data

Currently, there are 3,300 students identified as Limited English Proficient, which is approximately 17% of the entire student population. However, 87% of ELL students in Beaufort County are in schools in the Bluffton and Hilton Head clusters. Some schools have over one-third of their population as English Language Learners. Beaufort County School District has the second highest number of ELL's in the state of South Carolina.

Procedures for identifying and categorizing LEP students

- *Completion of Home Language Survey.*
- *The W-APT is administered by a certified teacher to determine placement within 10 school days.*
- *The ACCESS test is administered in the spring to measure annual progress in English language acquisition.*
- *Students in grades 3-12 exit ESOL with a composite score of "5" on ACCESS and are monitored for 2 years.*

Language Proficiency Levels

There are five levels assigned to students who are LEP. Level one equates to the lowest ability in English and five to the highest. These levels are a "composite" score of various subtests and does not equate fully to a student's ability in all modalities of language. Language level alone does not determine whether or not students will receive services through an ESOL teacher.

Years in the United States, ability in first language, educational experience, and academic achievement are all things that are considered when deciding appropriate placement for students. Placement and scheduling decisions are made by the Language Placement Team and can be changed at any time to ensure students' success.

WIDA Performance Definitions

At the given Level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching

- **Specialized or technical language reflective of the content areas at grade level**
- **A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level**
- **Oral or written communication in English comparable to English-proficient peers**

5-Bridging

- **Specialized or technical language of the content areas**
- **A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports**
- **Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material**

4-Expanding

- **Specific and some technical language of the content areas**
- **A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs**
- **Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.**

3-Developing

- **General and some specific language of the content areas**
- **Expanded sentences in oral interaction or written paragraphs**
- **Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support**

2-Beginning

- **General language related to the content areas**
- **Phrases or short sentences**
- **Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support**

1-Entering

- **Pictorial or graphic representation of the language of the content areas**
- **Words, phrases or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with sensory, graphic or interactive support**
- **Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support**
- **Title III First Year Exited (6)** Student scored proficient once on ELDA
- **Title III Second Year Exited (7)** Student is in second (or more) year of exited status
- **English Speaker I (8)** Former LEP student
- **English Speaker II (9)** Student is a native English speaker

Program Models

Pull Out Classes

Students are pulled out of the regular classroom for small group language and content instruction. ESOL supplements instruction, does not supplant it. Students should be pull-out at a time which is least restrictive and should address any area of language or academic deficiency.

Push-in /Co-Teaching Instruction

An ESOL teacher goes into the mainstream classroom to work specifically with ELL's. ESOL teachers may work with individuals or small groups, focusing on skills or content knowledge to improve student comprehension and participation. This can be also be referred to as co-teaching.

Sheltered Classes

LEPs are grouped in content classes focusing on learning content and language objectives. This self-contained class is a temporary situation where the goal is to provide enough support and practice in English so that the students can be successful in the mainstream classroom. This class is specifically for students who are new to the country, or have very limited English proficiency.

Mainstream student

This is used for students who do not participate in any specific ESOL class because of a higher level English proficiency, but still have not met all the requirements for exiting out of LEP status. These students still qualify for modification and accommodations according to their IMP as well as any accommodations allowable for state testing

Co-Teaching Approaches (Cook& Friend, 2004)

One Teach, One Observe

One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

One Teach, One Drift/Support/Assist

In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. Although this approach has value, it is often overused, possibly because it requires little planning and makes few demands for change on the part of the teachers.

Parallel Teaching

On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, both teachers are teaching the same information, but they divide the class and conduct the lesson simultaneously. Only the students are divided, not the content, but the teacher-pupil ratio is lowered.

Station Teaching

In this co-teaching approach, teachers divide the content and the students. Students rotate from one teacher to another. Each teacher then teaches a part of the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could require that students work independently or in pairs.

Alternative Teaching

In most class groups, occasions arise in which several students or small groups need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group on an alternative lesson or the same lesson taught at a different level or for a different purpose.

Team Teaching

In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles. Both teachers speak freely during large-group instruction and move among all the students in the class. Instruction become a conversation, not turn-taking

Program Levels and Curriculum

Elementary

Avenues/Reach by Hampton-Brown/National Geographic

It is a theme and standards based textbook series for Elementary grades.

This program integrates content and language skills.

English at your Command Grammar Series

A textbook series that is used as a supplemental tool to teach reading, writing, and speaking English.

Middle and High School

Hampton-Brown High Point

The textbook series continues where Avenues left off. This series is used for middle school ESOL classes.

Longman's Shining Star

A textbook series that is used solely at the high school level for students who are LEP.

Focus on Grammar series

A textbook series which teaches and gives practices specifically on grammar.

This is used at high school to help better prepare students for High School HSAP exam.

Rosetta Stone Language Learning (Internet and Network version)

This computer program is used for all grade levels. The student learns by connecting language with images. Students can also monitor their own pronunciation through auditory and graphic feedback. Contact your ESOL lead teacher or your school's Instructional Coach for more information on this program.

iPod Touches/iPad minis

Used at all levels with appropriate educational applications to offer a wide range of learning experiences in every content area. Students can also study flashcards, create their own, or review with interactive quizzes. See your school for availability.

Behaviors of Students who are LEP

Newcomers may go through an induction period during which they become selective mutes, better known as the "silent period." During this period, students who are ELL are taking in language but not ready to produce it. This does not mean that they do not understand, therefore they should not be forced to respond in the new language (Haynes, 2005).

In Affirming Diversity Sonia Nieto states, "Even if they have gifted and caring teachers, language minority students may experience trauma when learning their new language. No doubt the stress of immigration and the reasons for leaving their home countries play a part in this trauma for some of them, but just learning a new language can in itself be a devastating experience for many." (Nieto, 2004)

Students who are LEP gain Basic Interpersonal Communication Skills (BICS) in one to two years. BICS is better known as social language.

Cognitive Academic Language Proficiency (CALP) is the language students need to learn content material as well as be able to read with comprehension on grade level. The average student will gain this language in seven to ten years.

Students who are ELL's are entitled to equal educational opportunities regardless of English proficiency. This includes access to programs such as Gifted and Talented and Special Education. Non-verbal assessments can be used to help determine what individual needs a student may have. The following characteristics may be observed for the following:

Gifted and Talented ELL candidate

- Students learns English quickly*
- Assessments in native language show high aptitude and achievement*
- Student is creative and curious*

Special Education ELL candidate

- Limited vocabulary even when there are rich language opportunities in native language*
- Deficits in expressive and receptive language*
- Student demonstrated difficulty using and interpreting nonverbal language, often leading to social problems*

Instructional Strategies (Content)

You may...

- *Translate key concepts in student's home language.*
 - *Make an outline of content for them to utilize.*
 - *Write a summary.*
 - *Develop a vocabulary, definition, example list.*
 - *Add visuals and illustrations.*
 - *Provide real objects being discussed. (REALIA)*
 - *Develop questions appropriate for their English Proficiency Level.*
 - *Use short simple sentences.*
 - *Use simple/active verb constructions.*
 - *Add nouns where they have been implied or in place of pronouns.*
 - *Simplify/standardize vocabulary.*
 - *Change or explain slang and idioms.*
 - *Change narratives to list forms.*
 - *Delete unnecessary details.*
 - *Add supplementary written exercises. (Graphic Organizers)*
 - *Present the same information using multiple forms of media.*
 - *Music and songs*
 - *Language Experience Approach - dictation of a student's oral story recorded by teacher then read back by student.*
 - *Total Physical Approach - students learn through action*
 - *Use ample wait time.*
 - *Seat ELL's in the front of the room.*
 - *Beware of cultural differences (eye contact, body language)*
 - *Peer Tutor*
 - *Use cartoons and leave the balloons above the speaker's blank, to be filled in by the students.*
 - *Encourage the use of diagrams and drawings to convey ideas.*
 - *Playing games and using game language. (It is your turn. Move forward, move backward. Do you have a five? No! Go Fish.)*
 - *Cooperative learning*
 - *Journaling*
- (Tennessee State Department of Education)*

Recommended Classroom Resources/Materials

- *Spanish-English Dictionaries*
- *Picture Dictionaries*
- *Books on Tape/CD*
- *Spanish-English leveled books*
- *Vocabulary Picture Cards*
- *Number Lines*
- *Videos*
- *Computer Games*
- *Manipulatives*
- *Leap Pad and Leapster programs*
- *Compass Learning*
- *Interactive White Board*
- *Journals*
- *iPod Touches*
- *Bilingual labels/signs*
- *Examples of students' language or culture present in the room*

Recommended Websites:

www.tesol.org

www.cal.org

www.carolinatesol.org

www.eslcafe.com

www.colorincolrado.org

www.ed.sc.gov

<http://beaufortcountysd.rosettastoneclassroom.com>

Collaboration between School and Home

The ESOL teacher will give both the teacher and the parents a copy of the student's IMP (Individual Modifications Plan). This lists many of the strategies previously mentioned as well as other instructional and assessment modifications which are required for the students' understanding and success.

The ESOL teacher, Bilingual Liaison and others (such as the School Counselor, School Social Worker, support and special programs staff, as needed) work with the regular classroom teachers to help the LEP student acquire both language and content and have a successful school experience.

Early contact and involvement with the LEP student's family is important. A minimum of three ESOL Family Meetings at school are planned each year. The teacher's influence is vital and caring is essential. (M. Izaguirre, 2009)

Points to Remember:

- Language is functional*
 - Language varies*
 - Language learning is cultural learning*
 - Language acquisition is a long-term process*
 - Language acquisition occurs through meaningful interaction and challenging content*
 - Language processes develop interdependently*
 - Native language proficiency contributes to second language acquisition*
 - Bilingualism is an individual and societal asset*
- (Gotlieb, et al., 2006)*

APPENDIX

A. IMP (Individual Modification Plan (English))

B. SIOP lesson checklist

C. Home Language Survey (English)

D. ESOL Program curriculum landscape

Many thanks to Behtanne Barner, ESOL teacher at Pritchardville Elementary, Heather Belmonte and Kristen Hessey, creators of the power point "Limited English Proficiency Students" 2008.

SCHOOL DISTRICT OF BEAUFORT COUNTY
English for Speakers of Other Languages (ESOL) Services
Individualized Modifications/Accommodations Plan
School: _____

_____, an English Language Learner (ELL), English level _____, will receive the following classroom modifications and/or accommodations for the school year _____. **For all ELL's, grade placement must be age appropriate and students cannot fail in any class due to language. This list may not be all-inclusive and may change over the course of the year depending on academic progress and English proficiency.**

Instructional Modifications:

- Pre-teach content vocabulary
- Translate vocabulary as needed
- Construct vocabulary matching and fill-in-the-blank exercises with word list
- Use visuals, graphic organizers, charts, timelines, maps, and relia
- Group students in a variety of configurations such as cooperative learning groups and partners
- Highlight main points and eliminate unnecessary details
- Provide supplemental study aids such as outlines and study guides
- Utilize high-interest/low level text that supports content knowledge
- Supplement instruction through books on tape, specialized software, and computer assisted instruction
- Shorten assignments and allow students extra time to finish tasks
- Offer bi-lingual and word-for-word dictionaries
- Provide background knowledge necessary to understand concepts
- Speak slowly, enunciate clearly, and avoid using slang and idioms
- Schedule extra time and offer multiple sessions to complete tasks
- Other _____

Assessment Modifications

- Rephrase questions and directions
- Translate directions in student's native language
- Allow extra time and multiple sessions to complete assessments
- Offer small group testing
- Administer oral testing
- Provide CD-Rom of oral administration
- Test in familiar environment
- Provide word-for-word bilingual dictionary
- Administer assessment in native language
- Demonstrate knowledge using visuals, graphic organizers, charts, timelines, maps, and relia
- Reduce the number of choices and matching options
- Provide word lists and vocabulary banks
- Permit open-book test
- Permit use of notes and study guides during test
- Other _____

ESOL Teacher's Signature _____ Date _____

Lesson Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation

- _____ Write content objectives clearly for students.
- _____ Write language objectives clearly for students.
- _____ Choose content concepts appropriate for age and educational background level of students.
- _____ Identify supplementary materials to use (graphs, models, visuals).
- _____ Adapt content (e.g., text, assignment) to all levels of student proficiency.
- _____ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background

- _____ Explicitly link concepts to students' backgrounds and experiences.
- _____ Explicitly link past learning! and new concepts .
- _____ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input

- _____ Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
- _____ Explain academic tasks clearly.
- _____ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- _____ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- _____ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
- _____ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction

- _____ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
- _____ Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.
- _____ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application

- _____ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- _____ Provide activities for students to apply content and language knowledge in the classroom. Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Lesson Delivery

- _____ Support content objectives clearly.
- _____ Support language objectives clearly.
- _____ Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students' ability level.

Review/Assessment

- _____ Give a comprehensive review of key vocabulary
- _____ Give a comprehensive review of key content concepts .
- _____ Provide feedback to students regularly on their output (e.g., language, content, work). Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Reprinted from Echevarria, J., Vogt, M.E., & Short, D. (2000). *Making content comprehensible to English language Learners: The SIOP model*. Boston: Allyn & Bacon.

Home Language Survey English

Date

The Office of Civil Rights requires schools to determine the language spoken by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested.

Name of student _____
Last Name First Name MI Grade Age

1. What is your child's country of birth? _____
2. If your child was born outside the United States, when was the first day your child attended a U.S. school anywhere in the U.S.? _____

Name of school: _____ State _____
Dates attended _____

3. What language did your child learn to speak when he or she first began to talk?

4. What language does your child most frequently use at home?

5. Name the language most often spoken by adults at home?

6. Please describe the language understood by your child. **(Check only one)**

- understands only the home language and no English.
- understands mostly the home language and some English.
- understands the home language and English equally.
- understands mostly English and some of the home language.
- Understands only English.

7. **Name the language you prefer for school correspondence.**

Signature of parent or guardian

Grade	Pre-K – 2 nd	3 rd – 5 th	6 th – 8 th	9 th – 12 th
Goals	<ul style="list-style-type: none"> Increase English Proficiency (ACCESS scores) Advance reading and writing skills Support Math concepts 	<ul style="list-style-type: none"> Increase English Proficiency (ACCESS scores) Academic success in core subjects Score Met or Exemplary on PASS in Math, ELA, Social Studies and Science 	<ul style="list-style-type: none"> Increase English Proficiency (ACCESS scores) Academic success in core subjects Score Met or Exemplary on PASS in Math, ELA, Social Studies, and Science 	<ul style="list-style-type: none"> Graduate in 4 yrs Pass EOCs in Math and ELA (first time) Academic success in core subjects Increase English Proficiency (ACCESS scores)
Program Models	<ul style="list-style-type: none"> 1st and 2nd -Students <i>cannot</i> be pulled out of either direct ELA or Math instruction Push-In Math/ELA Content Support K: Pull out only students with high language needs and monitor Pre-K - assess and monitor 	<ul style="list-style-type: none"> 1st and 2nd -Students <i>cannot</i> be pulled out of either direct ELA or Math instruction Push-In Math/ELA Content Support 	<ul style="list-style-type: none"> ESOL 6,7,8 (elective credit) ESOL Lab 6,7,8 (elective credit, language and content support) Read 180/System 44 at selected sites 	<ul style="list-style-type: none"> ESOL 1 2,3,4 (elective credits) ESOL Lab 1,2,3,4 (elective credits, language and content support) Sheltered Content Classes/Team teaching model Read 180 at selected sites
Scheduling/Placement	<ul style="list-style-type: none"> 1st and 2nd – based on reading level, ACCESS and MAP scores, teacher recommendation, Language Placement Team (LPT) K- WAPT and teacher recommendation LEP levels 1’s and 2’s placed with SIOP trained teachers Coordinate schedule with admin, content coaches, intervention team, and mainstream teachers Decisions to change placement made by LPT Time served by ESOL teacher reflects students’ language needs 	<ul style="list-style-type: none"> Based on ACCESS subset scores, reading level, MAP scores, teacher recommendation, LPT LEP levels 1’s and 2’s placed with SIOP trained teachers Coordinate schedule with admin, content coaches, intervention team, and mainstream teachers Decisions to change placement made by LPT Time served by ESOL teacher reflects students’ language needs 	<ul style="list-style-type: none"> Level 1s/newcomer and 2’s will be placed in daily ESOL classes Level 3’s-5’s will be placed in ESOL based on need as determined by LPT Based on grade level, ACCESS subset scores, MAP scores, academic achievement, and teacher recommendation LEP levels 1’s and 2’s placed with SIOP trained teachers Coordinate schedule with admin, content coaches, intervention team, guidance, and mainstream teachers Decisions to change placement made by LPT Time served by ESOL teacher reflects students’ language needs 	<ul style="list-style-type: none"> Level 1s/newcomers and 2’s will be placed in daily ESOL classes Level 3s –Level 5’s will be placed based on language and academic need as determined by the LPT. Based on ACCESS subset scores, academic achievement, EOC results, 9th and 10th grade MAP data, and teacher recommendation LEP levels 1’s and 2’s placed with SIOP trained teachers Coordinate schedule with admin, content coaches, intervention team, guidance, and mainstream teachers Decisions to change placement made by LPT Time served by ESOL teacher reflects students’ language needs
Grading	<ul style="list-style-type: none"> Provide grades to mainstream teacher to count toward a final grade/progress report ESOL Progress report with report card quarterly based on ESOL skills 	<ul style="list-style-type: none"> Provide grades to mainstream teacher to count toward a final grade/progress report ESOL Progress report with report card quarterly based on ESOL skills 	<ul style="list-style-type: none"> Give final grades for marking period for elective credit Classroom teachers must grade based on achievement in classes with the appropriate modifications as stated in their IMP 	<ul style="list-style-type: none"> Give final grades for marking period for elective credit Classroom teachers must grade based on achievement in classes with the appropriate modifications as stated in their IMP

Curriculum	<ul style="list-style-type: none"> Follow grade level curriculum maps Focus on language and literacy Guided reading with a content/concepts focus Explicit vocabulary instruction 	<ul style="list-style-type: none"> Follow grade level curriculum maps Content/concepts will correspond with students' schedule Guided reading with a content focus Explicit vocabulary instruction Supplement teaching with content-related centers, projects, writing, etc 	<ul style="list-style-type: none"> Follow grade level ELA curriculum maps ESOL Lab – <i>Compass Learning, Rosetta Stone</i>, PASS workbooks Cross curricular leveled literature-science and social studies Explicit vocabulary instruction R44 for newcomers/1s and 2s and Read 180 for level 3s and 4s 	<ul style="list-style-type: none"> Follow English 1-4 curriculum maps Use cross curricular-science and history ESOL Lab –EOC prep (math and ELA), <i>APEX, Rosetta Stone</i>, writing practice, content support ESOL 1,2,3 – English Curriculum Support Explicit vocabulary instruction Read 180
Materials/Resources	<ul style="list-style-type: none"> Leveled texts Picture Cards <i>Rosetta Stone</i> <u>Avenues/Reach</u> <i>Compass Learning</i> <i>Reading A-Z*</i> <u>Oxford Picture Dictionaries*</u> <u>Newcomer Kit</u> Fountas & Pinnell assessment kits* 	<ul style="list-style-type: none"> Leveled texts Bilingual Dictionaries <i>Rosetta Stone</i> <u>Avenues/Reach</u> <i>Compass Learning</i> <i>Reading A-Z*</i> <u>Oxford Picture Dictionaries*</u> <u>Newcomer Kit</u> Fountas & Pinnell assessment kits* 	<ul style="list-style-type: none"> Low leveled readers for classic novels <i>Rosetta Stone</i> <i>Compass Learning</i> PASS prep workbooks All content area text books <u>Newcomer Kit</u> <u>Highpoint</u> Read 180/44 Textbook audio CDs for student Bilingual books if available 	<ul style="list-style-type: none"> <u>Shining Star Curriculum</u> <u>Focus on Grammar</u> <i>Rosetta Stone</i> <i>APEX</i> EOC prep workbooks Low level readers for novels All content area text books Read 180/44 Textbook audio CDs for student
Strategies/Instruction al Focus	<ul style="list-style-type: none"> Focus on pre-reading and pre-writing skills Guided reading Vocabulary and concepts Emphasize speaking and listening practice (SC ESOL Standards) 	<ul style="list-style-type: none"> Guided reading Content vocabulary and concepts Explicit Writing instruction SIOP strategies (making content comprehensible for ELLs) Include speaking and listening practice (SC ESOL Standards) 	<ul style="list-style-type: none"> Modify curriculum, instruction, and assessments based on IMP Teach ELA according to 6,7,8 SC ELA standards Study/test taking skills Focus on content vocabulary and essential skills Incorporate reading, writing, listening, speaking skills in all lessons (SIOP, SC ESOL Standards) 	<ul style="list-style-type: none"> Modify curriculum, instruction, and assessments based on IMP Pre-teach English curriculum Study/test taking skills Focus on content vocabulary and essential skills Incorporate reading, writing, listening, speaking skills in all lessons (SIOP, SC ESOL Standards)

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