Columbus City Schools

THE ESL HANDBOOK

English as a Second Language

Columbus City Schools
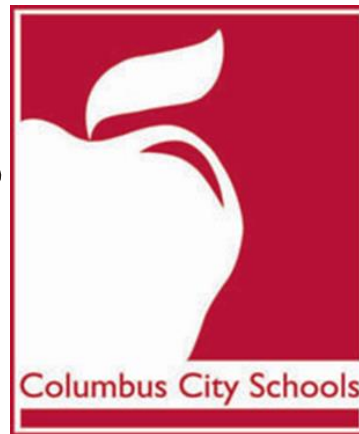
Updated SY 2018-2019

ESL PROGRAM HANDBOOK

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Section 1

ESL Program Overview

ESL PROGRAM OVERVIEW AND PHILOSOPHY

English as a Second Language (ESL) is a multi-faceted program offering ESL classes and content-area assistance to all Limited-English Proficient (LEP) students enrolled in the Columbus City Schools.

The mission of the ESL program is to facilitate student learning within five skill areas: reading, writing, speaking, listening and cultural enrichment. In addition, ESL provides educational opportunities for LEP students to meet grade promotion requirements and graduation standards while becoming members of American society.

The ESL Program provides a complete assessment to determine students' language skills. A student profile, including a language assessment, an interview to determine previous schooling and background, and verification of immunization and birth records, facilitates the enrollment process and ensures appropriate grade placement. Bilingual personnel assist the program in working with parents and students throughout the school year.

Elementary students receive ESL assistance each day through one or more of the following: small group pull-out instruction from an ESL teacher, inclusion support from an ESL teacher or bilingual assistant, or modifications from the classroom teacher. Students who are below grade-level in reading or math receive intervention through the Leveled Literacy Intervention, and Spatial Temporal (ST) Math.

Pre-functional middle and high school students with limited or no prior schooling or educational experience may qualify for special assistance at the Columbus Global Academy. At the Columbus Global Academy, students receive all classroom instruction from teachers certified in content areas and TESOL. The following schools have sheltered sites, where the LEP students can take English, Math, Science, and Social Studies with teachers certified in content and TESOL: Columbus North International HS, Mifflin MS, Beechcroft HS, Independence HS, Mifflin HS, Northland HS, Whetstone HS and Independence HS.   There are also other middle and high schools that have one ESL English Language Arts teacher. ESL students who are below grade-level in reading or math receive intervention through a reading program, such as the Leveled Literacy Intervention, and through Spatial Temporal (ST) Math.

High school students also have the option of attending Career Center Programs half-days.

The English as a Second Language (ESL) Program acknowledges that the ability to speak and understand English by itself is insufficient for effective progression in school. Proficiency in reading and writing are crucial in developing academic achievement and comprehension of content in all subjects.

The ESL Program Provides These Services:

- The development and integration of listening, speaking, reading, and writing skills

- An environment that fosters pride in native culture, establishes positive self-esteem, and facilitates acculturation into American society

- Bilingual personnel who act as a liaison between school, home, and community

- Professional development for staff working with students from diverse language and cultural backgrounds

- There are over 40 buildings that have ESL units.

- Information on the different ESL program offerings can be found in section 2

Section 2

Screening, Assessment, & Placement
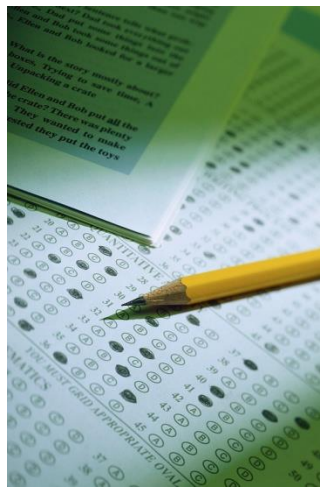
Who Is Assessed?

Students who answer **YES** to **ANY** question below **<u>must be assessed</u>** in order to be certain all CCS students are offered ESL services as **required by the Office of Civil Rights**:

- **What language did your son or daughter speak when he or she first learned to talk?**

- **What language does your son or daughter use most frequently at home?**

- **What language do you use most frequently to your son or daughter?**

- **What language do the adults at home most often speak?**

- **How long has your son or daughter attended school in the United States?**

How Are Students Assessed?

Beginning SY 18-19, all school districts are required by the Ohio Department of Education to assess students using the OELPS21 assessment. This assessment is an online screener similar to the Ohio English Language Proficiency Assessment (OELPA). **<u>All students must be assessed at their school after enrollment.</u>** Students are assessed completely in English using the test appropriate for their age and grade level. All areas of language proficiency (listening, speaking, reading, and writing) are measured. Students are assigned an ESL Level: Emerging, Progressing, Progressing-Trial Mainstream, or Proficient. Students who score Proficient on the OELPS21 Screener are not identified as needing ESL services.

What are the OELPA/OLEPS21 Results and What Do They Mean?

The Ohio Department of Education has released the following information regarding the OELPA and OELPS21:

<u>Performance Levels</u>
A student will receive a numeric performance level for each of the four domain tests taken. Students who do not take four domain tests will receive the appropriate results with an explanation for the tests not taken such as N if the test was not attempted. The performance levels for each of the four domain tests have a range of 1-5:

Level 1 – Beginning
Level 2 – Early Intermediate
Level 3 – Intermediate
Level 4 – Early Advanced
Level 5 – Advanced

The performance levels on each of the four domains are used to determine an overall performance level. There are three overall performance levels established by ELPA21: Proficient, Progressing, and Emerging. Each EL student must take the OELPA annually until earning a Proficient score and being exited from the program. The performance level cut points, agreed to by the ELPA21 member states, are as follows:

- **Proficient** means a student scored any combination of level 4s and 5s on the four tests.
- **Progressing** means a student scored a combination of levels that did not allow the student to be considered Proficient or Emerging.
- **Emerging** means a student scored any combination of level 1s and 2s on the four tests.

How Are Students Placed in ESL Programs?

In order to determine the best school and program placement, students take a computer-based placement tool. This tool quickly determines the type of support a student needs. It does not determine an English language proficiency level. (Elementary students whose catchment school has the highest level of ESL programing do not take the placement tool.)

Once the Placement Tool provides a recommendation for school and program placement, Central Enrollment staff confers parents using additional data to determine the best school placement.

Additional Data used to determine school and program placement:

- An interview in the native language (when possible) to determine previous schooling and background
- Verification of immunization and birth records
- Records from previous schools including: transcripts and grade level information

Where Does Placement Take Place?

The Central Enrollment Center on the Fort Hayes campus (430 Cleveland Ave.) is the location for all enrollment and placement activities. Parents should fill-out the online "Speedy Pass" on the Columbus City Schools Website (ccsoh.us) to begin the enrollment process and schedule an appointment with an Enrollment Specialist.

What Documents Are Needed for Enrollment & Placement?

Prior to enrollment, students and parents must present the following documents for students **born or living outside of the United States for more than 3 months:**

- Proof of a negative test for TB (administered within the past 12 months). This can be a skin test or a chest x-ray. No students may be assessed or enrolled without proof of a negative test for **TB** (per Franklin County Health Department-see Form A). This test is administered free of charge at the Columbus Health Department, located at 240 Parsons Ave. (Call 614-645-7310 for recorded message with hours of operation and directions to the clinic).

- Proof of residency (we require the same proof as any school: utility bill, lease, builder's agreement, etc.)

- Proof of date of birth (1-94 card, passport, birth certificate, residence or "green" card)

- Immunization records (immunizations can also be obtained at no cost at the Columbus Health Department). Students who enroll without proof of immunizations will be excluded after **14** days **if** proof is not forthcoming.

- Social Security number (if available, although one is not required for enrollment)

- Prior school records (if available; though often not available, these aid us in placing children in the proper grade and are mandatory for any student requesting placement in grades 10, 11, or 12)

The following are the possible recommendations from the ESL placement tool:

Grades 9-12

Placement Tool Rec.	Columbus Global Academy	Nearest Sheltered Site	Nearest School w/ ESL Unit (-or- Sheltered Site)	Home School
School Site	**Columbus Global Academy** Grades 6-9 *students in the U.S. schools longer than 2 years should go to Nearest Sheltered Site	**Beechcroft HS Independence HS Mifflin HS Northland HS West HS Whetstone HS**	**Briggs HS Walnut Ridge HS**	**Home School**
Program & Support	All classes taught by teachers certified in the content areas and in ESL.	English, Math, Science and Social Studies classes taught by teachers certified in the content and in ESL. All other classes provided by mainstream teachers.	Only English classes taught by a teacher certified in ESL.	In schools without ESL teachers, language support is provided in class by mainstream teachers.
School Environment	This program only serves students with Limited proficiency in English.	This school serves both English Learners and native English speakers.	This school serves both English Learners and native English speakers.	This school serves both English Learners and native English speakers.

Grades 6-8

Placement Tool Rec.	Columbus Global Academy	Nearest Sheltered Site	Nearest School w/ ESL Unit (-or- Sheltered Site)	Home School
School Site	**Columbus Global Academy** Grades 6-9 *students in the U.S. schools longer than 2 years should go to Nearest Sheltered Site	**Mifflin Middle School** Grades 6-8	**Hilltonia Johnson Park Medina Ridgeview Wedgewood W.P.@Walden (6 only) Woodward Park**	Home School
Program & Support	All classes taught by teachers certified in the content areas and in ESL.	English, Math, Science and Social Studies classes taught by teachers certified in the content and in ESL. All other classes provided by mainstream teachers.	English classes taught by a teacher certified in ESL.	In schools without ESL teachers, language support is provided in class by mainstream teachers.

School Environment	This program only serves students with Limited proficiency in English.	This school serves both English Learners and native English speakers.	This school serves both English Learners and native English speakers.	This school serves both English Learners and native English speakers.

Grades K-5

Placement Tool Rec.	**Nearest School w/ ESL Unit**	**Home School**
Program & Support	Students receive help in a "pull-out" program in small groups that meet with a specially trained teacher to help them acquire their academic English language skills. They may also receive extra tutoring in reading and math skills.	In schools without ESL teachers, language support is provided in class by mainstream teachers.
School Environment	This school serves both English Learners and native English speakers.	This school serves both English Learners and native English speakers.

Once a school placement is determined, the student will be enrolled into Infinite Campus by the Assessment Center staff. A copy of the ESL Pupil Enrollment form will be emailed to the receiving school the day of the assessment to alert the secretary that the student is being enrolled. Families are also given information to present to the school on the day they take the child to register. Necessary documents will be photocopied and forwarded to the school via School Mail.

ESL Program Options

Below is a brief outline of programs offered to LEP students in Columbus City Schools after the assessment has been completed.

Elementary	Pull-out Push-in	Students spend the major portion of the school day in a regular class mixed with native English speaking students, while the ESL staff push-in to the classrooms to assist them. For a small portion of the day they may be pulled-out for intensive instruction in English and/or Reading/Math intervention.
Middle	Columbus Global Academy	A program for students who have had little or no formal schooling and have little or no literacy in English or in their native language.

Middle	ESL as a scheduled class	Qualifying students are assigned to an ESL class in place of a regular English class. The may also be scheduled for a second period to provide language support and/or Reading intervention.
Middle & High	Sheltered Content	Similar to a Columbus Global Academy but offered in a regular middle or high school, Sheltered Content classes provide instruction in the areas of reading, math, science, or social studies to limited English speakers who may not yet be ready to compete in a traditional high school level class. High school credits are awarded for successful completion of each course.
High	Columbus Global Academy	A program for students who have had little or no formal schooling and have little or no literacy in English or in their native language. High school credits are awarded for successful completion of each course.
High	ESL as a scheduled class (for credit)	Qualifying students are assigned to an ESL class in place of a regular English class. Students receive English credit for successful completion of the course. The may also be scheduled for a second period to provide language support and/or Reading intervention.

COLUMBUS GLOBAL ACADEMY

Any middle or high school student who meets the following criteria will be offered an opportunity to enroll at the Columbus Global Academy:

- **First or second year in Columbus City Schools**

- **Little or no literacy skills**

- **Limited schooling or interrupted schooling**

- **Pre-functional or Beginner English levels based upon ESL assessment**

Students who have been at CGA for two years, and students who progress quickly, should transition to another Columbus City school, including those with sheltered sites if more support is needed.

Courses at the Columbus Global Academy include:

Language lab classes, all required middle and high school courses, and electives such as Spanish, music and art. All high school courses count as credit toward graduation.

Bilingual instructional assistants, representing the cultural diversity of the student population, work with teachers and students and assist in communicating with families.

The Purposes of the Columbus Global Academy

- To provide English language development

- To provide an introduction to the U.S. school system

- To provide transitional support that would prepare students to attend regular schools

- To give students an introduction to American culture

- To instruct all content area classes through sheltered instruction

- To provide sheltered instruction courses (math, science, social studies/history, etc) taught by ESL and content-area certified teachers. Sheltered courses focus on both content development and language development of the student.

OGT, College & Career Readiness Program

The OGT, College & Career Readiness Program consists of in-house tutoring sessions and on-line practice for the OGT, with the primary focus being on literacy. It has been designed for students who have passed all of the necessary coursework for graduation but have not passed all 5 parts of the OGT. Students also participate in career exploration (including career interest tests and speakers from various careers), and basic job skills training. This program is held during the school day at the ESL Service Center, behind Columbus Global Academy. For more information, contact the ESL Department at (614) 365-8802.

How Is Student Progress In ESL Monitored?

The ESL Program monitors students through the administration and analysis of the annual, state-mandated OELPA (Ohio English Language Proficiency Assessment, monitors student progress in ESL. Once a student reaches the designation Proficient or Progressing-Trial Mainstream, he/she will be monitored in mainstream classes and not be pulled for language acquisition instruction.

NOTE: If a student reaches Trial Mainstream but the teachers determine that he/she would benefit from continued participation in the ESL Program, he will be permitted to receive ESL assistance, through class modifications, push-in or pull-out if necessary.

Implications of ESSA Legislation on ESL Programs and Student Performance

- English learners participate in statewide entrance and exit procedures to ensure necessary resources are provided

- Districts must report the percentage of students who do not obtain English proficiency within 5 years

- English learners' state exam scores do not count for a district their first year in US schools, the second year their growth is measured for Reading and Math, and the 3rd year, their scores count the same as for the native English speakers.

- English learners' scores will count in the EL (LEP) subgroup for 4 years after obtaining English proficiency

- English learners with a disability will now be disaggregated from the EL subgroup to better provide a clearer picture of progress

- ALL teachers must differentiate, make appropriate modifications and provide necessary accommodations for their students, including English learners

U.S. Department of Education and Office of Civil Rights (OCR) Mandates for Servicing ESL Students

- Districts must identify all LEP students who need assistance

- Districts must ensure that all students who need language assistance are provided the opportunity for participation

- Districts must identify a program which, in the view of experts, has a reasonable chance for success

- Districts must ensure that necessary staff, curricular materials and facilities exist and are used properly

- Districts must assess the success of the program and make modifications where necessary

- Districts must guarantee that students are not being misidentified and enrolled into classes for disabled students based on language

- Districts must develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students

- Districts must ensure that parents who are not proficient in English are provided with appropriate and sufficient information regarding the education of their children

Annual Spring Reassessment for ESL Students

In accordance with federal guidelines established by the Every Student Succeeds Act legislation, the Ohio Department of Education along with a consortium of 10 other U.S. states (ELPA21) began implementation of an annual (Ohio) English Language Proficiency Assessment (OELPA) test to be given to all second-language students in grades K- 12 every spring.

LEP Students and the 3rd Grade Reading Guarantee

From ODE's Third Grade Reading Guarantee FAQ Document (Oct. 15, 2012)

"All students, including LEP and students with disabilities must take a diagnostic test and have a reading improvement and monitoring plan if the test results show the students as not on-track. All other requirements of the Third Grade Reading Guarantee apply as well, including retention. In 2013-14, the following exemptions from retention begin. The following students **may be promoted** even if they do not reach the required score on the Ohio Achievement Assessment:

- **Limited English proficient students** who have been enrolled **in US schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program**;
- Special education students whose IEPs specifically exempt them from retention under the third grade guarantee.

These exemptions only excuse select students from being retained under the Third Grade Guarantee. **The exemption does not necessarily apply to all LEP students or all students with an IEP."**

ESL Special Ed and Gifted & Talented

Special Education

If a student is having continuous difficulties in school, the school contacts the parents to attend a meeting to determine if their child needs intervention and possibly to be tested for Special Education. When a student receives an Individualized Education Plan (IEP), the ESL teacher and Special Education teacher will work together to determine appropriate language support.

Gifted & Talented

In the fall, LEP students in grades 2 and 6, also participate in the Terra Nova/InView to identify students who are accelerated learners. When a child is identified, parents are contacted. Services will be provided from Gifted & Talented.

Exiting the ESL Program

Each winter, your child will take the Ohio English Language Proficiency Assessment (OELPA) to determine their speaking, listening, reading and writing levels in English.
As your child's English improves, their level will increase. There are three levels of English
……………………………………………………………………………………………………
OVERALL PERFORMANCE LEVELS

Proficient – The student can work without help in a classroom where English is used for teaching. The student may now exit the English learning program. The child will no longer be treated as an English learner. The student scored any combination of level 4s and 5s on the four tests.

Progressing – The student needs teaching in the English language to be able to work in a classroom where the teacher uses English. The student will continue to receive English language services. The student scored a combination of levels that do not meet the Proficient or Emerging levels.

Emerging – The student is in the beginning stages of learning English. The student will continue receiving English language services. The student scored any combination of level 1s and 2s on the four tests.

READING

Level 5: Student reads many types of written words and sentences at the level expected for her grade. Student understands difficult written English. Student understands social and classroom language used at this grade level.

Level 4: Student understands most grade-level books and nonfiction written words and sentences but may need help with new written words and sentences. Student corrects mistakes while reading.

Level 3: Student understands written directions and can draw simple conclusions. Student understands most social language and some classroom language.

Level 2: Student understands short written words and sentences and simple wording. Student uses pictures or what he knows to help understand the main ideas of simple reading passages.

Level 1: Student identifies single words and some phrases. Student may understand simple written directions.

WRITING

LISTENING

Level 5: Student identifies the main ideas and important details of discussions and lectures. Student identifies a speaker's purpose and understands social and classroom language.

Level 4: Student understands directions that have more than one step and understands point of view. Student understands a range of social and classroom language.

Level 3: Student understands main ideas in short conversations and understands some classroom language.

Level 2: Student understands simple spoken statements, questions and one-step directions.

Level 1: Student understands some common words and one-phrase directions.

SPEAKING

Level 5: Student speaks well with language and grammar that is similar to native English speakers in the same grade.

Level 4: Student's speech is mostly clear and organized with some mistakes that seldom interfere with speech.

Level 3: Student speaks well in simple situations but mistakes in grammar and word sounds make it difficult to express difficult ideas.

Level 2: Student speaks in simple words and phrases but makes many mistakes in language, word order and grammar that cause problems.

Level 1: Student repeats short, common phrases and may be able to provide simple answers to requests.

Level 5: Student writes for a variety of purposes and audiences without help.

Level 4: Student writes using different types of words and sentences making some errors that do not affect meaning.

Level 3: Student writes using different types of words and sentences making many errors in spelling, punctuation and capitalization.

Level 2: Student writes simple stories or descriptions with limited language and needs help to revise work.

Level 1: Student may be able to copy letters and write some words, but the wording does not give a clear message.

Section 3

New to ESL

This section is designed as a reference for those who are new and/or unfamiliar in working with ESL students.

If you are a secretary, building or district administrator or classroom teacher with little to no experience with the ESL program, there are a variety of resources available to help you meet the needs of your ESL learners, both within the Columbus City School district and in the community. Please contact our office at 365-8802 with your specific questions.

Refugees and Displaced Students May Have Faced:

- long interruptions in education

- shortage of adequate teachers

- family disruption, loss of family members

- health and food problems in refugee camps

These students may display symptoms of Post-Traumatic Stress Disorder (PTSD), which may include:

- being extremely emotional

- confusing fantasy with reality

- high dependency

- low self-esteem

- poor concentration, and/or attention deficit

- hyperactivity, ADHD

- poor memory

- sleep problems, nightmares

- inability to make friends

- violent tendencies

- viewing violence as a way to solve problems

Points to Remember In Developing Cross-Cultural Relationships

- What seems to be logical, sensible, important and reasonable to a person in one culture may seem unusual, irrational and unimportant to an outsider.

- When discussing cultures, emphasize similarities, not differences.

- Personal observations and reports of other cultures should be regarded with a great deal of skepticism.

- One should make up one's own mind about another culture and not rely on the reports and experiences of others.

- It requires experience as well as study to understand the subtleties of another culture.

- Stereotyping is inevitable in the absence of frequent contact or study.

- The feelings people have for their own languages are not often evident until they encounter another language.

Developed by Cao Anh Quan of Smith, Cao and Associates, Tallahassee, Florida

Translations

- The ESL Call Center is open to take calls for immediate translation for Spanish, Arabic, Somali, Nepali and part time: Swahili and French at the following extensions:

- o Spanish: 614-365-5118
- o Arabic/ French: 614-365-6920
- o Nepali: 614-365-3105
- o Somali: 614-365-8972

- The ESL Family Service Center translates district documents for the most common languages in CCS

- Many common documents and letters have already been translated and are available on the ESL department webpage

- For translation / interpretation services, please fill out the On-line Translation Request form located on the ESL department webpage under "ESL Forms"

For School Secretaries

If you need assistance communicating with a student or family who speaks another language, or have any questions pertaining to ESL, please contact our call center at (614) 365-8802.

A summary of what occurs at the ESL Assessment Center:

While students are being evaluated, bilingual personnel complete the enrollment process with the parents or guardians:

1. Documents are collected and photocopied

- **Proof of negative test for TB,** _less than one year old,_ (students are not tested or enrolled without this test)

- **Proof of date of birth** (birth certificate, passport, residence [or "Green"] card, or   I-94)

- **Immunization records** (if none exists, families are provided with a list of clinics where they can be obtained)

- **Proof of residency**

- **Prior school records** (if available)

- **Social Security card** (if available)

- **Guardianship papers** (if necessary)

2. Students are assigned to a school based on their address and need for ESL services

3. Enrollment information (including ESL testing results) is entered into Infinite Campus and appropriate ESL codes are assigned to the student

4. Copies of collected documents are scanned and then emailed to schools

5. The _**ESL Pupil Enrollment**_ sheet is emailed to the appropriate school to alert the secretary that the child has been enrolled and assigned to her school

6. Transportation request is faxed to the Transportation Office; bus information will be sent directly to the school from the Transportation Office

Other Items to Be Aware of:

- The Assessment Center does advise families that a parent or guardian must accompany the child to school on the first day.

- Please have patience with the Assessment Center during the months of August, September, and October. Assessment Center staff assesses between 30 – 35 students daily and may not be available to answer questions immediately. Staff will respond as quickly as possible to concerns.

For Administrators

Guidelines for ESL Classroom Walk-Throughs and Evaluations

We encourage administrators to use the following criteria when conducting walk-throughs and evaluations of ESL teachers, assistants and classrooms. These criteria are available in a convenient laminated card format—please contact the ESL office at 365-8802 for more information.

Administrators' Checklist for ESL Classroom

The purpose of this checklist is to assist administrators in monitoring the ESL classroom through classroom observations designed to ensure learner-centered, appropriate and accelerated instruction for ESL students that will lead to English proficiency.

Teacher's Name _____ Assistant's Name _____	Minimal to None	Some of the time	Consistently observed	Date _____ Comments
Environment				
Visual Displays				

Word Wall				
"I Can" Statements Posted				
Learning Centers (optional)				
Classroom rules/procedures are posted				
Instruction				
Clear evidence of lesson objective				
Lesson is appropriate for student's language, skill and grade level				
Oral language is encouraged				
Teacher circulates and monitors				
Time on Task				
Peer Interaction/ Students are engaged				
Instructional Materials				
Supplemental reading materials are provided				
Dictionaries available for student use				
Visuals or Graphic Organizers are utilized				
Use of Bilingual Assistants				
Small group instruction				
Individual tutoring				
Engagement with students				

(Administrators) ESL Professional Development for your Building

The ESL Department can provide on-going professional development for your whole staff, TBT's or individual teachers on a variety of topics to help improve instruction for struggling students. At the beginning of each school year, you will be emailed a survey for your staff to complete to help determine the appropriate training. Below is an example survey.

SCHOOL_____

Please rank your top three choices of the topics listed below (1=first choice, 2=second choice, 3= third choice). *

_____ New State Tests and Assessments: Resources and Suggestions

_____ Enhancing Reading Comprehension for ELLs and Struggling Readers in
       All Subject Areas

_____ Improving Writing for LEP Students

_____ Free Software and Websites to Enhance Learning for ELLs

_____ Cultures: Conflicts, Tolerance and Appreciation

_____ Modifications, Scaffolding and Differentiation

_____ Referring ESL to Sp. Ed.? Gifted?

_____ Response to Intervention: Tier I Interventions

_____ Teacher Share: Your Best Practices / Question & Answer Session

_____ Other: _____

We are able to do a combo PD from the above topics or a series of PDs (which would be more beneficial). These PDs can take place during a voluntary lunch (lunch provided by ESL), staff meetings, department or grade level meetings, or TBTs.

*Principals: Please copy, distribute and collect these surveys at your next staff meeting. Then, send them back through interoffice mail to the ESL Department Office @ Brookhaven.

ESL Teacher Job Description

All teachers in the ESL program are certificated full-time teachers and report to the building administrator.

ESL teachers are responsible for:

- Provide support to ESL students through pulling out small groups of students and pushing into general education classrooms (co-teaching when possible)
- Provide guidance to staff about making modifications for LEP students
- Preparing and teaching lessons that are aligned to state standards
- Develop listening, speaking, reading, and writing skills using the Ohio Language Proficiency Standards for LEP students
- Evaluating student performance and adjusting instruction as needed.
- Monitor and counsel ESL students' progress in all subject areas to promote academic success.
- Coordinating schedules, instruction, and assessment with other classroom teachers in the building.
- Documenting the progress of all currently serviced ESL students using the ESL Supplemental Report Cards (Push-In included)
- Assisting students with cultural adjustment.
- Acting as resource to the staff about cultural issues
- Performing any additional duties as determined by the building principal.

ESL Bilingual Assistant Job Description

All Bilingual Assistants in the ESL program are classified employees and report to the building administrator.

ESL Bilingual Assistants are responsible for:

- Assisting and working with ESL students in small groups or individually especially in Reading and Math
- Pull-out to ESL resource room or Push-in for general education classes
- Assisting with lesson planning and class discipline
- Distributing and collecting classroom materials, assignments, homework, etc.
- Supervise and assist students with seatwork and individual projects
- Grading objective tests and assignments
- Assist with any reasonable request that improves instruction
- Making home visits as needed
- Assisting school personnel with ESL students
- Serving as community representative to staff and liaison to community
- Contact/meet with families when necessary

For Classroom Teachers

Successful Parent-Teacher Conferences with Parents of English Language Learners

- Use a portfolio for assessment; it will be easier for parents and students to see progress. Parents should get feedback on their child's progress in Speaking, Listening, Reading, Writing and content knowledge.

- In parent conferences, visual aids are a key ingredient. Even though the parent may bring an interpreter, you can communicate directly. Show the student's portfolio containing written work, writing samples, drawings, test papers, etc. Illustrate your comments with the student's work, and allow the parents to take it home. Invite the parents to tell you to slow down or to ask questions if they don't understand. Use the same modes of communication that work with the ESL students in your class.

- Write out statements you think could be misinterpreted.

- Increase the parents' regard for the child and their own culture. Mention some specific positive ways the child's behavior or culture has impacted the others in the class.

- Tell your expectations for second language learners. Tell what kind of reading instruction the student is receiving and for which subjects he or she is leaving your room. Talk about cooperative learning, invented spelling, and whole language. These things are new to the parents and can be misinterpreted through a child's eyes and reports. Share ideas and resources with parents that benefit students and families.

- Express the positive aspects of a student's development and learning before bringing up any negative news. Parents may mistakenly feel that their child has shamed the family and needs severe punishment.

Tips for Working with ESL Students

Keep in mind that all of these should not be implemented at once. Try one or two new items with each lesson and continue to practice them as you move forward

- Know the students' OELPA and Reading Levels

- Provide comprehensible input (make sure the student truly understands what you are saying)

- Use shorter sentences

- Enunciate clearly

- Talk more slowly but not necessarily louder

- Control vocabulary that is being introduced and used

- Avoid idioms (phrases that cannot be literally understood, i.e.: "It's raining cats and dogs.")

- Repeat material being conveyed in different but simple words

- Pause frequently to check comprehension

- Allow extra wait time for students to process what is being said into their own language

- Use many methods as possible (respecting the multiple intelligences of different learners) to get information across

- Provide lots of visual support to content material

- Provide hands-on activities to cement content

- Introduce and explicitly teach use of graphic organizers

- Use gestures, actions, eye contact and body language

- Write down what is being said as it is being said (on the overhead or board)

- Modify texts by adding visuals and eliminating unnecessary words

- Modify content by supplementing with same-content picture or lower reading level books

- Encourage students to learn from each other

- Use pairs or buddies with an English speaking peer

- Encourage talking. Language cannot be built without communication

- Focus on meaning rather than grammar

- Allow use of first language dictionaries to help in understanding important vocabulary and concepts

Instructional Strategies and Suggestions

Individual English Learner Plans

Beginning SY 2016-2017, each English Learner (LEP) will be tied to a form code based (in Infinite Campus) on the following criteria (1) LEP Flag level, (2) Grade band, (3) Proficient or Not –Proficient in Reading (MAP K-2, OST 3-12). Each of the different forms contain a description of the student's English level, appropriate classroom modifications and accommodations that should be made, and the Limited English Proficiency standards that are to be taught to the student. These different forms can be found on the English as a Second Language webpage (left column at the bottom) under "Departments" on the CCSOH.org website. Here is an example:

3-5 C   Individual English Learner Plan   (3-5,L2,NP)

OTELA Level	Description from ODE	Characteristics
Beginner Level 2	• Vocabulary of about 1000 word • Word phrases, memorized chunks and simple sentences • This may last about 6 months	• Limited comprehension • Participates using key words and familiar phrases • Uses simple tense verbs

Classroom Modifications & Accommodations

Assign a peer buddy	Extended Time
Use pictures and video clips	Directions read in native language
Rephrase directions	Text to Speech
Hold students responsible for identified key vocabulary	Answer marking
Provide longer wait time	General marking
Teach foundational reading and writing	Line reader tool
Model directions and activities	Highlight tool
Speak slowly and enunciate clearly	Eliminate answer choices
Provide a picture dictionary	Audio amplification
Provide a word to word dictionary	Writing Tools
Reduce non-essential text	Headphones or noise buffers
Provide short, simple sentences	Magnification/ enlargement
Allow students to test orally	Pop-up glossary
Do not penalize for morphological/syntactic errors	`
Highlight the main ideas	word to word dictionary
Fill in learning gaps and build background knowledge	Use a variety of measures (participation, oral explanations, projects) to determine student's grade
Shorten assignments and tests, or provide extended time	Provide independent reading materials at student's level (2nd-4th grade level for low level kids)
Use graphic organizers	Teach study skills and test prep

At this level, an English Language Learner should be working on (from ELPA21)

*identify key words and phrases	*recall information from experience
*identify the main topic or message of lesson from simple written texts	*record some information/observations in simple notes
*participate in short conversations, discussions and written exchanges about familiar topics	*identify a reason an author or a speaker gives to support a point/s
*take turns and actively listen to others	*agree or disagree with the author or speaker
*respond to simple yes/no and wh-questions about familiar topics	*adapt language choices to different social and academic contents
*deliver simple or short oral presentations (2nd grade) about familiar topics	*use some words learned through conversations, reading and being read to
*communicate simple messages about familiar topics	*answer & ask questions about/ determine the meaning of frequently occurring words, phrases and expressions
*compare written text	*communicate simple information about a topic
*express an opinion/construct a claim about a topic	*retell a sequence of events in order
*give a reason/s for the opinion or to support the claim	*communicate simple information
*carry out or participate in short research projects	*recognize and use frequently occurring linking words
*gather and label information from provided sources	*produce simple sentences in response to prompts

Beginning Level Students and Newcomers

- When speaking in class, take care to speak clearly in natural conversational tones. The ESL student will feel more comfortable if he can see the face of the speaker, so try to face the class when speaking.

- It may be necessary to give more information in more detail for an ESL student than for a native speaker. If you use a variety of ways to communicate, including rewording what you want to say, drawing sketches, using gestures and pantomime, and writing important words on the board, chances are

you will be understood. Try to overcome any personal anxiety you might feel about not being understood.

- Make a list of activities, which you expect the ESL student to complete in a specified period of time. Restrict the content, but make up a variety of activities (listening, speaking, reading, and writing) concerning the same content material. You might want to include reading exercises; watching filmstrips or TV shows; drawing graphs, charts, or pictures; vocabulary exercises; and interpreting visual materials. Both the length of time and the number of activities should be limited at the beginning but can be increased as the student" fluency and academic skills develop.

- Find out from a simple oral quiz (or from the ESL staff) the kinds of question forms the ESL student understands, (Questions are taught in the ESL curriculum), Make up simple questions for use in oral and written exercises related to the content. Make sure that the student has an opportunity to learn any specific vocabulary related to the exercise. Limit the vocabulary.

Intermediate and Advanced Students

- Match language skills with valid assignments. When possible, give the student a task, which will accelerate his/her language learning and acculturation, rather than
  simply maintain the present levels. Take care, though, not to frustrate the student with tasks too difficult for his/her level of fluency.

- Locate and use reading material on the same or a related subject on a lower reading level with your ESL student.

- Assign students short simple passages to study.

- Test the student orally by having him/her explain the main ideas in his/her own words or try the doze method (fill in the blanks) in a written exercise.

- On occasion, you might want the student to memorize some material. Ask the ESL teacher how to devise drills and test items from a passage the student has memorized.

- Prepare lessons in the use of research methods: how to use the textbook (paper and/or online), including utilizing headings, boldface print, the glossary, the index, etc. Consider these as language and skill assignments for the ESL student until he/she is fluent enough to be accountable for the content.

- Plan lessons with your class where the message of the lesson is transmitted nonverbally, (charts, pictures, paintings, films with non-verbal soundtracks, music, dance, cooking, crafts, might be used). You might like to coordinate this effort with teachers from other disciplines.

- Understand that it will take at least two years for an English Language Learner to start competing academically with his/her English-speaking peers. Adjust your expectations as deviations occur due to individual differences or other reasons causing slower or more rapid language skill development and academic growth.

Modifying Curriculum

All classroom teachers are responsible for modifying content to make it more comprehensible to ESL students.

If a teacher is uncertain how best to modify for ESL students, he/she may begin by consulting with the ESL teacher in the building. If there is no ESL unit within the building, please begin by contacting 365-3108, and one of our curriculum coaches will assist you with resources and modifications.

Ways to modify curriculum:
1. <u>Basic Skill</u>: add from previous grade-levels
2. <u>Content</u>: cut out non-essentials; add from previous grade-levels

Steps:
1. Identify learning objectives.
2. Pre-test students.
3. Incorporate foundational knowledge and skill building into instructional time.
4. Eliminate instruction or assignments that are not essential.
5. Offer enrichment or acceleration options for higher-level students.

Correcting and commenting on written work

- In content areas, grade on the newcomer's knowledge of the content, not on his/her level of expression.

- Don't correct all the errors on ESL writing papers. Students can't learn from overkill. Sometimes it's preferable to focus on a few areas that need improvement, such as verb tense and punctuation.

ESL Report cards (Elementary School)

- Complete ESL report card (found under ESL Forms on our website) for students that you directly work with

- Write easy-to-understand, specific comments to the parents. The parent has no idea of what to do with comments like "could do better."

- Be positive. Mention the accomplishments

- Describe what the student does in class

- Acknowledge effort and courage

- You do not need to fill out report cards for students who are trial mainstreamed

- ESL Report cards can be downloaded and printed from the ESL website under ESL forms

- Please be sure to include a copy of the English version, in case the parents do not read in their native language

Suggestions for Parents

Ask parents to do the following:

- read to their child in the native language;

- continue to use the native language at home for teaching life skills and concepts to their children;

- discuss events and news with them in their own language; maintain their contacts with relatives and events in their native country;

- help with the homework if possible;

- ask their child for a recap of new things learned each day;

- ask parents if they have access to children's books in the native language;

- help them understand how to a get a public library card;

- suggest that parents allow their children to join Little League, Scouts, the Y, where their child may have more exposure to English after school;

- mention one or two good TV programs and the public TV channels, and suggest they put the subtitles on in English and encourage students to read while they watch a show

- let the parents know they can register for free ESL classes for adults with the ESL Department Office.

- **<u>IMPORTANT:</u>** It is *not* helpful to suggest to parents that they speak English to their children at home. This could undermine the quality of conversation and teaching of values that the parents can do best in their native language. The goal should be to have the child become bilingual, not to lose his native language by giving it up at home.

Key Best Practices from the ESL Department

Activating Prior Knowledge and Building Background Knowledge

- Some students have had limited schooling in their countries
- Some have lived in refugee camps
- Use visuals (Google Images, You Tube, Brain POP)
- Ask for student input on their experiences

You ARE a Reading Teacher

- Students must have competent reading skills in order to demonstrate content knowledge on state tests
- A significant number of students in CCS are reading below grade level (including American students)
- Model and have students practice reading strategies (in All content areas)
- Incorporate reading practice in each lesson (especially informational text)
- Make sure questions/discussions ensure students have read and show comprehension about the text
- Students must be able to compare and evaluate texts, and use excerpts from text when arguing a point and answering questions

Thematic Instruction

- Shorter than traditional "Units"
- To group and teach vocabulary in context
- Relate it to students' lives

Making Input Comprehensible

- Begin with materials at the student's Reading and Language level (Use OAA/OGT, Short Cycle Reading Assessments, and OTELA scores as reference)
- Fill in gaps using standards from previous grades
- Focus on the most important concepts and less on details
- Use visuals, model, use graphic organizers
- Allow students to review newer concepts several times, through several modes
- Use peer buddies

Scaffolding & Differentiated Instruction

- Break complex task into "doable" steps
- Model thought processes (think aloud)
- Offer hints or possible choices
- Have multiple methods of lesson delivery and participation
- Let students demonstrate what they've learned through project/activity choices

Fiction and Nonfiction Writing

- Students are tested more on informational text
- The reading excerpts on the test come from core subject areas, especially from History and Science
- Students must prove their answers through short answer and extended response, even for Math
- In order to write, students must have a good grasp on content specific academic vocabulary
- Writing should be part of each lesson

Total Physical Response (TPR)

- Research shows that movement while learning helps get info into long-term memory
- Try making up gestures for students to do to help learn vocabulary
- Use kinesthetic activities with students when teaching/reviewing concepts

Vocabulary Development

- Focus on improving students' Tier II vocabulary
- Make students responsible for 10 or less academic words a week (per core subject)
- Research shows that teachers and students need to hear, speak, read and write the new words several times in order to get them to long-term memory
- Don't be afraid to try some vocabulary games and activities…being engaged and having fun during the activity will also aid in remembering new info
- Try having a word wall with words from the previous week/s and new words being introduced…refer to them often

Assessment

- Allow dictionary use on classroom assessments
- Give fewer questions OR more time to struggling students
- Use different types of assessments (oral, written, informal)

**For more tips and strategies refer to our *Classroom Supports* guide.

Activities for Pre-Functionals in the Gen. Ed. Classroom

- Make sure you use visuals (pics and vid clips) and model/use body language when you are teaching
- If you are doing an activity with reading and writing involved, give the student a picture related to the activity to have them label things (word bank - vocabulary) and write sentences using those words (if possible)
- Have student draw lines from pictures to words or easy sentences
- Even the lowest students can copy vocabulary, excerpts, etc. and then read it to another student, or have it read to them.

- Have student draw a picture from a story they heard or about a topic discussed
- Ask the librarian, ESL teacher, or Special Ed teacher for lower level materials (books, handouts) on subject matter you are teaching
- A star student who works quickly can help the struggling student
- Incorporate games for the whole class to practice vocabulary
- While working on the computer, have students use *Read and Write Gold* so that they can have things read to them
- Use *Rosetta Stone*, Reading Horizons, lower levels of *Plato*, *Starfall* and more

Questioning Tips for ESL Levels

OTELA Level	Characteristics	Teacher Prompts/Questioning
Very Low Pre-Functional	• Minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points	• Show me... • Circle the... • Where is...? • Who has...?
Higher Pre-Functional / Low Beginner	• Limited comprehension • Produces one- or two-word responses • Participates using key words and familiar phrases • Uses present-tense verbs	• Yes/no question • Either/or questions • One- or two-word answers • Lists • Labels
High Beginner/ Low Intermediate	• Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes	• Why...? • How...? • Explain... • Phrase or short-sentence answers
High Intermediate/ Advanced	• Has excellent comprehension • Makes few grammatical errors • Advanced student has a near-native level of speech	• Decide if... • Retell...

Classroom Supports

Pacing:
____ Extended Time
____ Longer "wait time" for answering questions
____ Other: _____

Environment:
____ Assign peer buddy
____ Provide one on one support
____ Flexible seating
____ Work alone
____ Other: _____

Reinforcement & Follow Through:
____ Student-teacher goal setting
____ Build confidence with positive comments
____ Have student restate directions
____ Check often for understanding/review
____ Re-teach / extend skills
____ Use games (for review and mastery)
____ Arrange for peer tutoring
____ Plan cooperative learning experiences
____ Make/use vocabulary files/ personal dictionaries
____ Teach organizational & study skills
____ Provide outline for content materials
____ Use study guides to organize materials
____ Other: _____

Assignments:
____ Lower reading level
____ Lower difficulty level
____ Simplify vocabulary
____ Shorten assignment
____ Jigsaw
____ Break down large assignments into steps
____ Use written backup for oral directions
____ Have directions read to student
____ Adapt worksheets, packets
____ Use alternate assignments
____ Choice of assignments / readings (interest)
____ Other: _____

Presentation of Subject Material:
____ Use individual/small group instruction
____ Simplify language
____ Tape lectures for playback
____ Show and discuss video clips
____ Demonstrate concepts
____ Provide explicit vocabulary instruction
____ Use manipulatives
____ Post graphics, charts & visual aids
____ Emphasize critical information
____ Use graphic organizers
____ Pre-teach vocabulary
____ Other: _____

Materials:
____ Provide recorded texts / readings (check with Hudson)
____ Use supplementary materials
____ Highlighted textbooks / study guides
____ Use adapted textbooks / easier readings
____ Allow use of computer
____ Varied computer programs
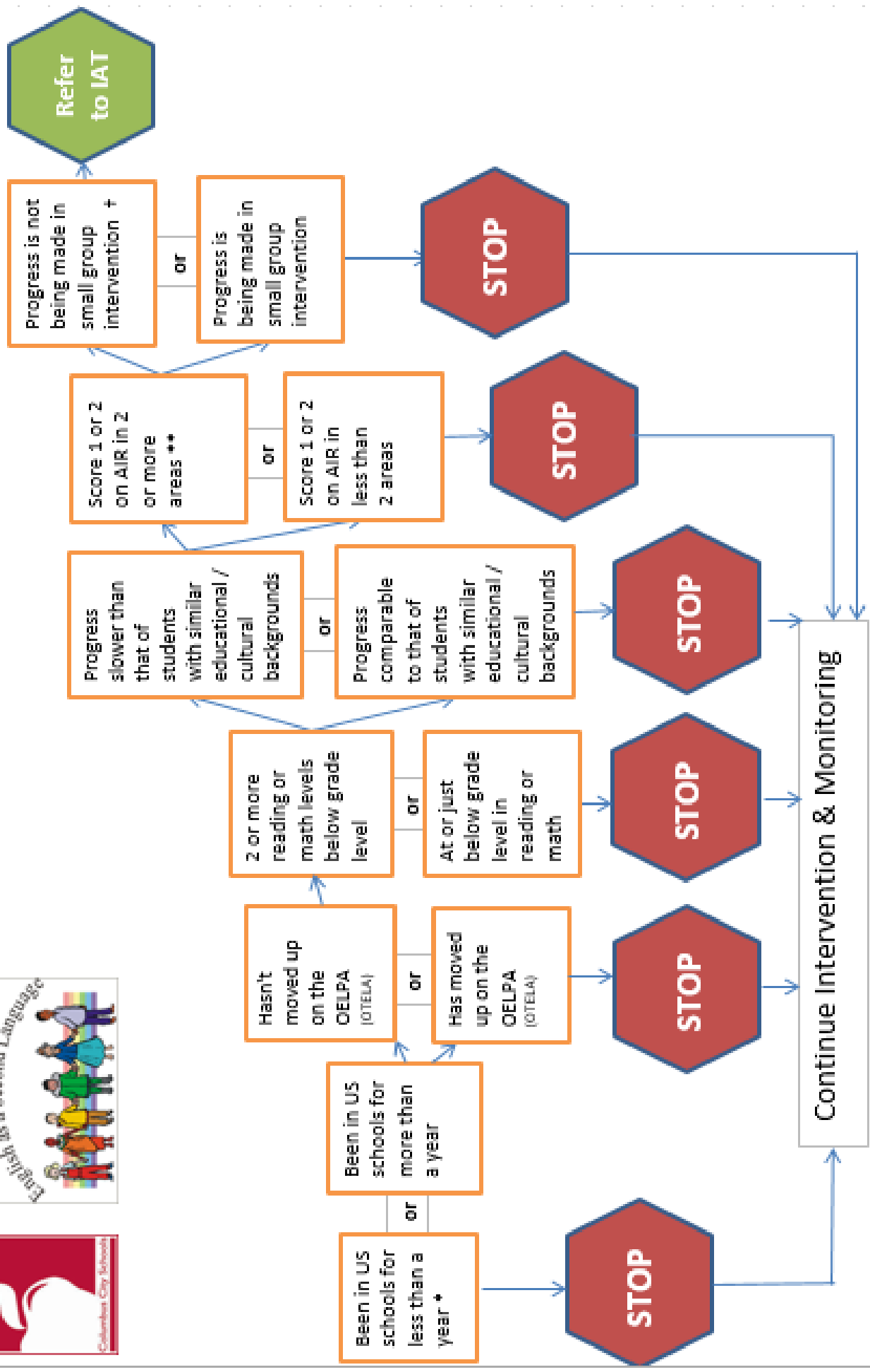____ Daily assignment student notebook
____ Other: _____

Testing Adaptations:
____ Allow students to answer orally
____ Use multiple-choice format
____ Read test to student
____ Shorten test length
____ Simplify vocabulary
____ Require only selected test items
____ Allow notes to be used
____ Create alternative assessment (presentation/project)
____ Other: _____

Grading:
____ Modify objectives/outcomes
____ Modify weights

Steps for Referring LEP Students to IAT

English as a Second Language

Refer to IAT

Progress is not being made in small group intervention +

or

Progress is being made in small group intervention → **STOP**

Score 1 or 2 on AIR in 2 or more areas **

or

Score 1 or 2 on AIR in less than 2 areas → **STOP**

Progress slower than that of students with similar educational / cultural backgrounds

or

Progress comparable to that of students with similar educational / cultural backgrounds → **STOP**

2 or more reading or math levels below grade level

or

At or just below grade level in reading or math → **STOP**

Hasn't moved up on the OELPA (OTELA)

or

Has moved up on the OELPA (OTELA) → **STOP**

Been in US schools for more than a year

or

Been in US schools for less than a year * → **STOP**

Continue Intervention & Monitoring

ESL Push-In to General Ed Classrooms

*Done by the ESL teacher or Assistant   *** Working towards Co-teaching***

Teaching Strategies and Formats: Teachers working together can develop a variety of instructional repertoires. It should be noted here that both teachers should use a variety of strategies and play different roles in this instructional setting. **Push-In possibilities:**

Roving Support	One teacher instructs while the other moves between students, assisting as necessary.
Teach and Write/Chart	At times each teacher should be the instructor providing visual representations of instructional information.
Activity Groups or Station Teaching	Students should be grouped in a variety of configurations [e.g. pairs, triads, cooperative groups] to work on an academic task. Groups should contain both ELLs and mainstream students. Both teachers should work with all student groups.
Teach and Elaborate or Teach and Retell	One teacher provides the initial introduction to information and the second teacher elaborates or retells in detail.
Parallel Teaching	Both teachers teach simultaneously with different groups of students.

ESL Writing Initiative Goals

Although this writing initiative is being driven by the ESL department, it is our desire that the ESL staff work in collaboration with general education teachers who instruct Limited English Proficient students to fulfill these goals.

Goal 1: Frequent Writing	• 3+ times a week • Quick writes, exit tickets, journals, SA/ER, letters, on-line, etc. • Different genres of writing—with an emphasis on making an argument/persuading (supporting and defending a response) • On a variety of topics (including cross-curricular)
Goal 2: Writing Strategies	• Research-based writing strategies (from *Better Answers* or *The Power in Your Hands*) • Introduce/Use one continuously each week or two • For a variety of topics (including cross-curricular) • Also Use strategies to aid Common Core writing
Goal 3: LA Writing Portfolios	• Each student will complete all four pieces of writing required for the CCS LA Writing Portfolios with modifications when necessary • Works will be collected and placed into the writing portfolios • Teachers may adapt the rubric for student language and ability levels to evaluate student writing, or indicate the help that students received from ESL
Goal 4: Use Technology	• Research on the internet as appropriate • Use websites and software to allow for writing practice • Secondary Level to expose students to *Essay Scorer* • Practice for PARCC Accessibility Features (grades 3-12)

Writing Guidelines at Each ESL Level

Pre-Functional

Focus on using new vocabulary in lists & simple sentences, building up to a 3 sentence paragraph

Technological
- Type letters, words, click on icons

Analytical/Expository
- Write one word answers to likes/dislikes, etc.

Sensory/Descriptive
- Produce simple adjectives to describe
- Make a simple advertisement

Practical/Informative
- Copy writing samples
- Dictation
- Fill out a simple form/application
- Label objects, pictures & diagrams
- Write a simple recipe
- Write a simple postcard
- Write simple directions from one place to another

Imaginative/Narrative
- Shared Writing
- Acrostic poems
- Draw in response to a prompt
- Write captions for a cartoon

Beginner

Focus on writing complex sentences in paragraph form, building up to 3 paragraphs

Technological
- Write an email
- Build a basic power point
- Write search terms for a website

Analytical/Expository
- Write a movie / book review
- Compare & contrast
- Write some good excuses

Sensory/Descriptive
- Write a letter to a friend describing something
- Write a descriptive poem (Haiku)

Practical/Informative
- Take class notes
- Make a list
- Write a "How To" paragraph
- Write an advice column (problem & answer)
- Write a thank you note

Imaginative/Narrative
- Write an alternate ending to a story or poem
- Write a dialogue between two…
- Write a summary for a story your teacher read

Intermediate

Focus on multiple paragraphs, building up to 5 paragraph essay using persuasion and research (6-12)

Technological
- Write different styles of letters
- Make a news article
- Blogging
- Publish writing on-line
- Write a script for a video clip

Analytical/Expository
- Write a speech defending a position
- Edit/Revise writing
- Write an argument for a debate
- Write a letter to the editor

Sensory/Descriptive
- Write a character sketch using the five senses
- Write about a piece of artwork in detail

Practical/Informative
- Write an expository 5 paragraph essay
- Include research in an essay

Imaginative/Narrative
- Write a story of at least 3 paragraphs
- Write new words to a popular song
- React to / write multiple genres & discourses

Advanced

Grade-level writing

Students at the advanced level should be trial-mainstreamed and monitored by ESL. They should not be scheduled into ESL classes, unless cleared with the ESL Department..

Students at this level should be doing grade level work with minimal modifications made by the general ed. teachers.

⇒ **The above guidelines are not a complete list for writing. They are merely some basic examples to be used as a foundation.**

Recommended Websites from the ESL Department and TESOL Teachers

The image below is from www.draggo.com/ccsesl . Our Draggo webpage is where we record all of our favorite websites to use for planning and student practice.

Section 4

ESL Scheduling Information

PULL-OUT GUIDELINES FOR LANGUAGE INSTRUCTION

Most Instructional Time

5th and 4th Grade Prefunctional

3rd Grade Prefunctional

5th → 3rd   Grade Beginner

2nd Grade Prefunctional and Beginner

1st Grade Prefunctional and Beginner

5th → 1st Intermediate

Kind.*
Pref. +
Beg.

Least Instructional Time
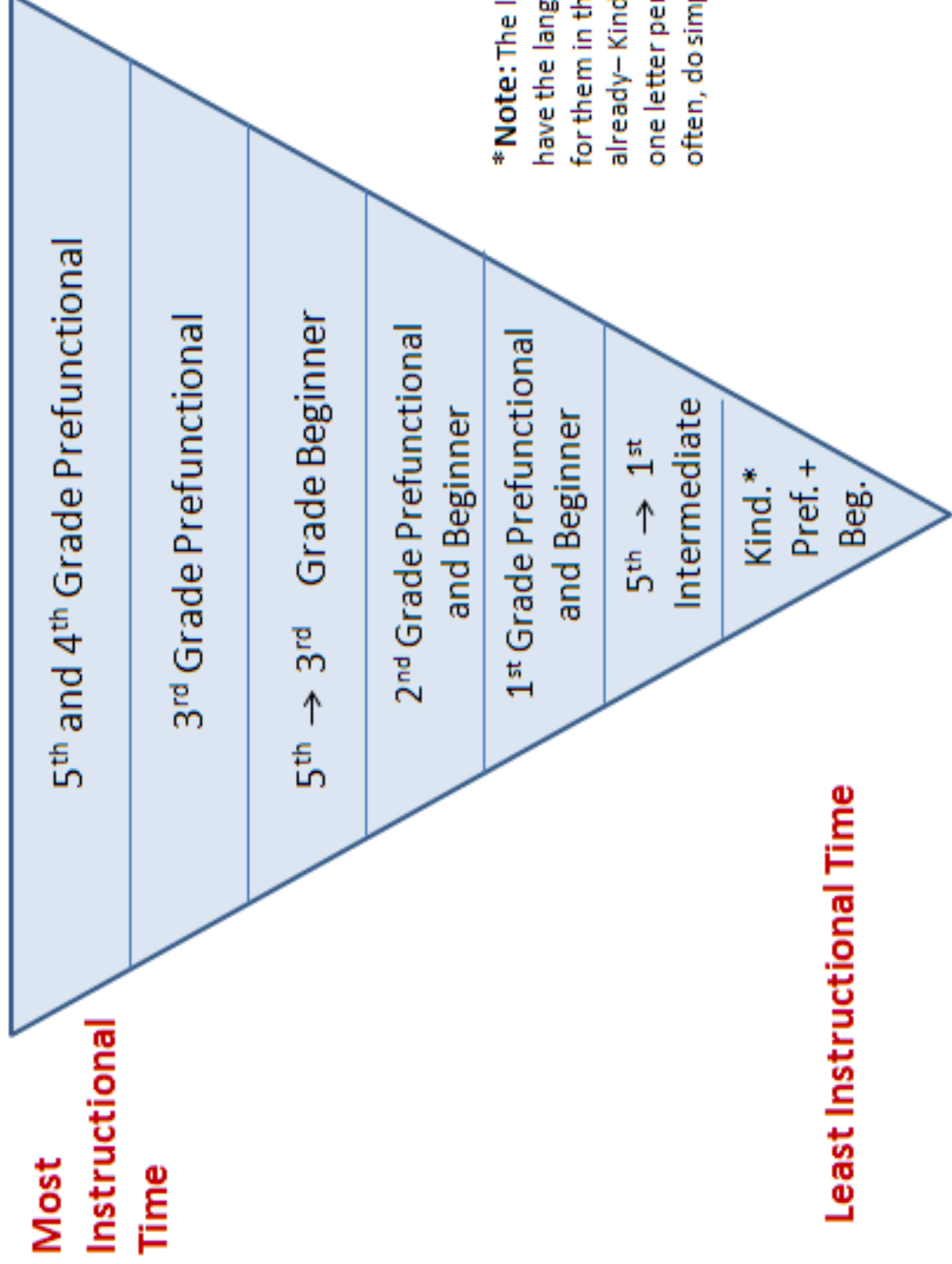
*Note: The lower grade levels have the language broken down for them in their classrooms already—Kindergarteners learn one letter per week, illustrating often, do simple sentences, etc.

COLUMBUS CITY SCHOOLS
2016-2017 ESL MIDDLE SCHOOL SCHEDULING

Explanation of English Proficiency Levels and Abilities

OTELA Level	Description from ODE	Characteristics
Pre-functional Level 1	• Pre-production or the silent period • Will start using simple learned phrases and simple sentences	• Minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points • Reading at PK-1 grade level
Beginner Level 2	• Vocabulary of about 1000 word • Word phrases, memorized chunks and simple sentences • This may last about 6 months	• Limited comprehension • Participates using key words and familiar phrases • Uses simple tense verbs • Reading at 1-2 grade level
High Beginner Level 2	• Vocabulary of about 3000 words • Read and write simple sentences	• Can participate in discussions • Makes grammar and pronunciation errors • Frequently misunderstands jokes • Reading at 2-4 grade level
Intermediate Level 3	• 6000 word vocabulary • Use more complex sentences, and ask questions. Students will continue to make grammatical errors.	• Has good comprehension • Makes some grammatical errors • Has some academic vocabulary • Reading at the 4-8 grade level
Trial-Mainstream Level 4	• It can take 4 – 10 years to achieve this level • Still need help with idioms, writing and content such as social studies	• Has excellent comprehension • Makes few grammatical errors • Advanced student has a near-native level of speech • Reading on grade level

ESL MIDDLE SCHOOL COURSE SCHEDULING INFORMATION

1. Always look at the state test Reading scores (OAA/OGT/PARCC) in conjunction with the OTELA (OELPA) scores when determining if a student should be in native-English speaking classes or scheduled with the ESL teacher. If a student has scored Proficient in Reading on the state Reading test, they should be scheduled into native-English speaking classes.
2. Designate required courses as ESL by writing "L" after the course number.
3. The recommended student/teacher ratio is 20:1 for ESL classes.
4. Two different courses/grade levels may be scheduled during the same time. This model facilitates grouping the students based on language levels.
5. Trial Mainstream (Level 4) students are to be scheduled into regular classes (with native-English speakers) per the Ohio Department of Education.

6. Intermediate Level students (Level 3) can be scheduled with the ESL teachers, but may show more success in classes with native-English speakers. Ideally, this should be determined on a case by case basis, by the ESL teachers.
7. When scheduling students into classes, keep in mind that clustering LEP students together in native-English speaker classes will help facilitate Push-in support by the Bilingual Assistants.
8. Lower level ESL students will benefit from having *Core Enrichment* with the ESL teacher.
9. Foreign Language is not recommended for Pre-functional Newcomer students in their first year of school in the US.
10. An extra period of *Core Enrichment* could be scheduled for Students with no English skills, in place of an Encore period.
11. The ESL Curriculum Coaches will happily provide assistance on scheduling the LEP students at your request.

Sample Schedule for Middle School Sheltered Site Teachers

Period	Eng	Math	Sci	Soc St	Asst
1	English 7 Higher	Math 7 Lower	Planning	Social Studies 8	LLI/ST Math 8th
2	English 7 Lower	Math 7 Higher	Science 8	Core Enrichment 8	Core E. 8 Lower & Core E. 6 X (X=extra)
3	Planning	TBT	Science 6 Higher	Social Studies 6 Lower	LLI/ST Math 6th
4	Lunch	Lunch	Science 6 Lower	Social Studies 6 Higher	Lunch
5	English 8	Planning	Core Enrichment 6	Planning	Core E. 6 Lower & Core E. 7X
6	Core Enrichment 7	Math 8	Lunch	Lunch	Core E. 7 Lower & Core E. 8X
7	English 6 Higher	Math 6 Lower	Science 7 Higher	Social Studies 7 Lower	LLI/ST Math 7th
8	English 6 Lower	Math 6 Higher	Science 7 Lower	Social Studies 7 Higher	LLI/ST Math 7th

*Assistant works with Newcomer/Pre-functional students during RICA (with Teacher help 4/5 days)
       -ST Math / LLI rotating schedule

__100__ students in Sheltered Courses (After 2nd year+ of Site Establishment)
6th graders = 30 students
7th graders = 30 students
8th graders = 20 students

A Middle School ESL Unit Sample Schedule

*15-30 Pre-functional/Beginner Level Students per Grade Level (With an Assistant)

	Teacher	Assistant
1	English 7 Higher	Push In (Math/Sci/SS)
2	English 7 Lower & 8th grade Core Enrichment X scheduled	LLI or ST Math
3	TBT/Duty	LLI or ST Math
4	Lunch	Lunch
5	English 8 & 6th grade Core Enrichment X scheduled	LLI or ST Math
6	Plan	LLI or Math
7	English 6 Higher	Push In (Math/Sci/SS)
8	English 6 Lower & 7th grade Core Enrichment X scheduled	LLI or ST Math

COLUMBUS CITY SCHOOLS
2016-2017 ESL HIGH SCHOOL SCHEDULING

Explanation of English Proficiency Levels and Abilities

OTELA Level	Description from ODE	Characteristics
Pre-functional Level 1	• Pre-production or the silent period • Will start using simple learned phrases and simple sentences	• Minimal comprehension • Does not verbalize • Nods "Yes" and "No" • Draws and points • Reading at PK-1 grade level
Beginner Level 2	• Vocabulary of about 1000 word • Word phrases, memorized chunks and simple sentences • This may last about 6 months	• Limited comprehension • Participates using key words and familiar phrases • Uses simple tense verbs • Reading at 1-2 grade level
High Beginner Level 2	• Vocabulary of about 3000 words • Read and write simple sentences	• Can participate in discussions • Makes grammar and pronunciation errors • Frequently misunderstands jokes • Reading at 2-4 grade level
Intermediate Level 3	• 6000 word vocabulary • Use more complex sentences, and ask questions. Students will continue to make grammatical errors.	• Has good comprehension • Makes some grammatical errors • Has some academic vocabulary • Reading at the 4-8 grade level
Trial-Mainstream Level 4	• It can take 4 – 10 years to achieve this level • Still need help with idioms, writing and content such as social studies	• Has excellent comprehension • Makes few grammatical errors • Advanced student has a near-native level of speech • Reading on grade level

ESL HIGH SCHOOL COURSE SCHEDULING INFORMATION

1. Based on your LEP student needs, the Master Schedule can be set up as semester block or year long, or a combination. Please work with the ESL Staff and school counselors in your building to help determine appropriate course placement based on student needs and English levels to help set up the Master Schedule and to schedule individual students.
2. ESL schedules (just like Special Ed) should be completed first to ensure students receive needed coursework. Caution: Students transitioning from the Columbus Global Academy program may be a year or more behind cohort. Also, with the increase of ESL students in your building, additional allocations for electives and general education courses may be needed.
3. Always look at the state test Reading scores (OAA/OGT/AIR) in conjunction with the OELPA (was OTELA) scores when determining if a student should be in native-English speaking classes or scheduled with the ESL teacher. If a student has scored Proficient in Reading on the state Reading test, they should initially be scheduled into native-English speaking classes.
4. Designate required courses as ESL by writing "L" after the course number. "LB" are ESL Blocked courses.
5. The recommended student/teacher ratio is 20:1 for ESL classes.
6. Two different courses/grade levels may be scheduled during the same time. This model facilitates grouping the students based on language levels. For example, Social Studies Lab may be scheduled during World History to accommodate for a few Pre-functional students whose English level is too low for them to show success with the core curriculum (even with modifications).
7. ESL Elective courses include (X & Y…0.5 credits each): English Lab, Math Lab, Science Lab, Soc. St Lab, and Elective ESL 9,10,11,12. ESL Students should also take the other required Electives.
8. Academic Assist can be scheduled as needed, for an unlimited number of times
9. Pre-functional Newcomer students can be scheduled for a semester up to a year of Lab classes.
10. Lab classes should be offered both first and second semesters, since new students enroll all year long.
11. Beginner Level students and higher may bypass Lab courses if they are ready for core coursework.
12. Trial Mainstream students are to be scheduled into regular classes (with native-English speakers) per the Ohio Department of Education.
13. Intermediate Level students should be scheduled at least into ESL English and others. Ideally, this should be determined on a case by case basis, by the ESL teachers and student.
14. When scheduling students into native-English classes, keep in mind that clustering LEP students together will help facilitate Push-in support by the Bilingual Assistants.
15. Foreign Language is not recommended for Pre-functional Newcomer students in their first year of high school. Some students may wish to get *Credit Flex* credits for their native language.
16. Please see the attached *Sample Schedule for Sheltered Site Teachers*, and the *Example Student Schedules.*
17. The ESL Curriculum Coaches will happily provide assistance on scheduling the LEP students at your request.

ESL Courses

ESL English Lab 929000	Elec. Credits X=0.5 Y=0.5	This course is designed for Pre-functional LEP students who are new to US schools. Students learn fundamentals of communication in English. Beginning reading and writing skills are introduced and reinforced.
ESL Math Lab 929010	Elec. Credits X=0.5 Y=0.5	This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational math skills and build necessary concepts to ensure success in the required math courses.
ESL Science Lab 929020	Elec. Credits X=0.5 Y=0.5	This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational Science concepts and vocabulary to ensure success in the required science courses.
ESL Social St. Lab 929030	Elec. Credits X=0.5 Y=0.5)	This course is designed for Pre-functional LEP students who are new to US schools. Students learn foundational Social Studies concepts and vocabulary to ensure success in the required Social Studies courses.
Elective ESL 9-990905/990915,10 - 991005/991015,11 -991105/991115, 12-991255/991215	Elec. Credits X=0.5 Y=0.5	This course provides an additional English class for students who are too high for the ESL Lab level classes. In this course, students receive further practice and support to strengthen their Speaking, Listening, Reading and Writing skills. Students are exposed to higher level cross-curricular academic vocabulary and content to ensure their success in the traditional content areas.
ESL Academic Assist "L" N99110	0 credits (one period half-year)	This course is designed for LEP students at all levels who need extra support in their coursework. The ESL teacher can assist them with academic vocabulary and work from any class.

Sample Schedule for HS Sheltered Site Teachers (2LA)   Second Year +

Period	Eng 1		Eng 2		Math		Soc. St		Sci		Asst 1		Asst 2	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
1	English TBT		English TBT		Math II	Math II	Soc St Lab(p1)	Wld St(p1)	Sci Lab	Phy Sci	ST Math	Push In	LLI	Push In
2	Exp Lit	Eng Lab	Eng Lab	Exp Lit			Plan	Plan	Duty		Push In	Push In	LLI	LLI
3					Math TBT		US Studies		Science TBT		Push In	Push In	LLI	LLI
4	Lunch		Plan	Plan	Lunch		Lunch		Sci Lab (p1)	Phy Sci (p1)	ST Math	Push In	Lunch	Asst Sci Plan TBT
5	Plan	Plan	Lunch		Math I	Math Lab	Soc St Lab (p2)	Wld St (p2)	Lunch		Lunch	Lunch	LLI	Lunch
6	Duty	Acad Asst	Acad Asst	Duty			Soc Stud TBT		Sci Lab (p2)	Phy Sci (p2)	ST Math	Asst Math Plan TBT	Push In	Push In
7	Intro Wld Lit	Soc St Lab	Intro Wld Lit	Intro Wld Lit	Math Lab	Math I	US Stud	Wld St	Sci Lab (p2)	Bio	ST Math	Push In	Push In	LLI
8									Plan		Asst Math Plan TBT	Push In	Push In	LLI

__130__   students in _Sheltered_ Courses =

45 9th graders   30 11th graders

35 10th graders   20 12th graders

Sample Schedule for a High School ESL Unit

Period 1	ESL English 9 High & 10 High	LLI or ST Math
Period 2	ESL English 9Low (And ESL English Lab)	Push-In
Period 3	ESL English 10Low (And Elective ESL or Academic Assist)	LLI or ST Math
Period 4	**Lunch**	**Lunch**
Period 5	ESL English 11High & 12High	Push-In
Period 6	**Planning**	**Planning / Push-In**
Period 7	**Duty**	**Duty**
Period 8	ESL English 11Low & 12Low	LLI or ST Math
	ESL Teacher	**Bilingual Assistant**

Sample Schedules for Pre-Functional Level Students Needing a Year of Lab Courses
Sample I: Year Long Courses

Grade	Courses
9th Grade	1. ESL Math Lab 2. ESL Science Lab 3. ESL Social Studies Lab 4. ESL English Lab 5. Art I 6. PE I / Computer I 7. Elective ESL or Academic Assist
10th Grade	1. English 9 2. Math I 3. World History 4. Physical Science 5. PE II / Health 6. English 10 7. Elective ESL or Academic Assist
11th Grade	1. English 11 2. Math II 3. Biology 4. American History 5. American Government 6. Computer II / Academic Assist 7. Elective ESL or Academic Assist
12th Grade	1. English 12 2. Math III 3. Chemistry, Physics or Anatomy 4. Globalization 5. Advanced Quantative Reasoning 6. Art II 7. Elective ESL or Academic Assist

Sample II: Semester Blocks

	Semester I	Semester II
9th Grade	Block A – ESL English Lab Block B – ESL Math Lab Block C – ESL Science Lab Period A – Art I	Block A – ESL English Lab Block B – ESL Math Lab Block C – ESL Social Studies Lab Period A – Art I
10th Grade	Block A – English 9 Block B – Math I Block C (2 periods) – 1. PE I 2. Computer I Period A – Elective ESL or Academic Assist	Block A – World History Block B – Math II Block C – Physical Science Period A – Elective ESL or Academic Assist
11th Grade	Block A – English 10 Block B – Math III Block C – Biology Period A – Computer II	Block A – American History Block B – Advanced Quantative Reasoning Block C (2 periods) – 1. PE II 2. Elective ESL Period A – Health
12th Grade	Block A – English II Block B – Chemistry, Physics or Anatomy Block C – American Government Period A – Art II	Block A – English 12 Block B (2 periods) – 1. Elective ESL 2. Academic Assist (Test Prep/ Post-Secondary help) Block C – Globalization Period A – Art II

COURSE SCHEDULING INFORMATION: Bilingual Instructional Assistants

*LA*Writer, Ohio Revised Code - http://codes.ohio.gov/orc/3319.088

(2) Any person applying for or holding a permit or license pursuant to this section is subject to sections 3123.41 to 3123.50 of the Revised Code and any applicable rules adopted under section 3123.63 of the Revised Code and sections 3319.31 and 3319.311 of the Revised Code.

(C) Educational assistants shall at all times while in the performance of their duties be under the supervision and direction of a teacher as defined in section 3319.09 of the Revised Code. Educational assistants may assist a teacher to whom assigned in the supervision of pupils, in assisting with instructional tasks, and in the performance of duties which, in the judgment of the teacher to whom the assistant is assigned, may be performed by a person not licensed pursuant to sections 3319.22 to 3319.30 of the Revised Code and for which a teaching license, issued pursuant to sections 3319.22 to 3319.30 of the Revised Code is not required. The duties of an educational assistant shall not include the assignment of grades to pupils. The duties of an educational assistant need not be performed in the physical presence of the teacher to whom assigned, but the activity of an educational assistant shall at all times be under the direction of the teacher to whom assigned. The assignment of an educational assistant need not be limited to assisting a single teacher. In the event an educational assistant is assigned to assist more than one teacher the assignments shall be clearly delineated and so arranged that the educational assistant shall never be subject to simultaneous supervision or direction by more than one teacher.

Educational assistants assigned to supervise children shall, when the teacher to whom assigned is not physically present, maintain the degree of control and discipline that would be maintained by the teacher.

Educational assistants may not be used in place of classroom teachers or other employees and any payment of compensation by boards of education to educational assistants for such services is prohibited. The ratio between the number of licensed teachers and the pupils in a school district may

An Instructional Bilingual Assistant (English as a Second Language) assists the teachers and building administrators in providing translations and parental involvement activities. An ESL bilingual assistant also assists teachers in reviewing and reinforcing lessons and skills to pre-functional/beginner LEP students in their native language; performs related duties as requested.

Highlighted Duties

- Provides bilingual support in all parent and targeted ethnic group contacts
- Provides bilingual assistance to school counselors, psychologist, nurses and other personnel
- Establishes rapport with the parents and community members through phone calls, home visits and school conferences
- Provides bilingual instruction to students on a small group or individual basis as needed
- Provides *Leveled Literacy Intervention* (**LLI**) or *Spatial Temporal Math* **intervention (ST Math)** to small groups of students. Training for these programs is provided through the ESL Department.
    - LLI is a scripted reading intervention kit used with 3-5 students at a time
    - ST Math is a computer-based intervention program
- Provides **Push-In support** in the native-English speaking classes for LEP students that need assistance
    - "Push-In" is the term that refers to the bilingual assistant working with LEP students within a native-English speaking classroom
- Assists the ESL/ classroom teacher in the preparation of English and native language instructional materials and audio-visual aids

Scheduling Bilingual Instructional Assistants

1. The Bilingual Assistant schedule will be determined by the Principal in conjunction with the ESL department and the Bilingual Assistant.
2. Bilingual Assistants will be scheduled to provide Leveled Literacy Intervention, ST Math intervention, or Push-In support.

     a. Leveled Literacy Intervention should not be scheduled during Language Arts or Math

     b. ST Math should not be scheduled during Language Arts

     c. Push-in should be scheduled during the periods/blocks where lower level LEP students have been clustered into native-English speaking courses

3. If there is a large ESL class of low level students, the Bilingual Assistant may be scheduled to assist the ESL teacher in instruction.

4. Bilingual Assistants may be scheduled for a duty period.

     a. If the school has a large LEP population, schedule office duty so that the assistant can make/return phone calls to parents in the native language

     b. Remember the assistant's main duty is to assist with instruction and intervention

     c. During school hours, the ESL Call Center is in operation at 365-8802 to assist with interpretations over the phone in Spanish, Nepali, Somali & Arabic

Section 5

State and District Guidelines for Testing LEP Students
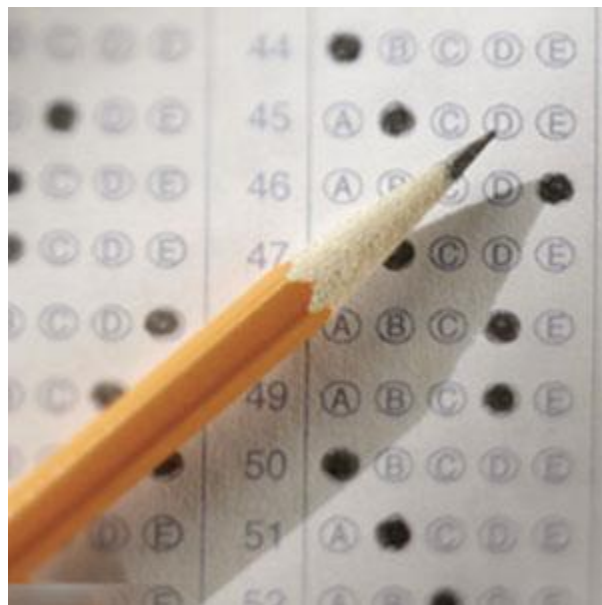
State Tests

LEP Student Participation in the **Ohio State Tests (OSTs), and the OELPA** Assessments
- Accommodations of word to word dictionary and extended time for all on OSTs
- Additional student accommodations will be determined based on length of time in US and language level
- The OST tests do not count (on district data) for a student who has been in US schools for less than one year
- The OELPA is our state assessment for English Language Proficiency. Students listed as LEP are required to take this test each year

In View / Terra Nova
- Pre-functional students are not required to participate
- There are no accommodations given for these tests

BOY, MOY and EOY
- For the MAP test, students should be given extended time and dictionary if needed
- For middle and high school department assessments, students should be given extended time and dictionary when appropriate

Formative Assessments
- Modifications should be made based on student reading/ language level in order to correctly assess content knowledge
  - the ESL staff in each building can be consulted for assistance

Questions Regarding Testing?
- See the Testing Coordinator in your building or
- Call one of the ESL Coaches at 365-3108

Section 6
ESL Program Personnel Descriptions

ESL Department Office DIRECTORY

RM#	Name	Line#
40	Michael Sain, ESL Director	Private
1G	Lisa Price, Secretary	8802
39A	Maria Martinez, Office Support	8802
39A	ESL Fax	8786

- Oversee daily operations of the ESL Program including developing, implementing, and evaluating programs/activities at the Assessment Center, the Columbus Global Academy, and at district-wide units

- Supervise certificated and classified staff within the ESL Program including hiring, evaluating, and training

- Interpret and implement district, state, and federal policies and procedures

- Organize, supervise, and coordinate the planning , development, selection, and implementation of curricular materials, instructional resources, and documents in the areas of ESL

- Oversee the planning of curriculum and classroom environments ensuring responsiveness to learning and language patterns of children who are limited English proficient

- Develop and monitor the LEP Improvement Component on the CCIP

- Prepare reports and special documentation including funding reports/budgets, material and equipment specifications, program evaluations, and recommendations

- Act as liaison between administrators, other departments, students, parents, teachers, governmental agencies, community groups, and private organizations including the communication of department program philosophy and policies

ESL Curriculum Coaches		
41	Phitsamay (Myra) Talley	3108
41	Kerri Gonzalez	3108
41	Mark Paskert	3108
41	Roxana Perez	3108
41	John Michael, Math Curr. Support Spec.	3108

- Assist with summer school implementation

- Present and coordinate professional and staff development for ESL and non-ESL teachers

- Assist with helping teachers find ways to modify the curriculum in order to make it more accessible to and comprehensible by English Language Learners

- Evaluate, purchase, distribute, and train teachers to use materials that will assist them in helping students acquire English

- Provide professional development to teachers responsible for helping English Language Learners that are just emerging into literacy, especially for those students that have come to us with little, interrupted, or no previous schooling

	Call Center Support	
11	Samia Dawah – Spanish	5118
11	Sheerlene Jones- Morgan- Spanish	5118
11	Mohamed Esse- Somali	8972
11	Fayza Diriye- Somali	8972
11	Leela Adhikari- Nepali	3105
11	Doha Dawah- Arabic	6920
11	Zakariae Allouche- Arabic	6920
11	Kouadio (Boris) Amani- French	5327

- Interpretation and translation for schools needing immediate assistance during the school day

	Technology and Data Support	
48	Milot Thaci	8304
48	Timothy Crabtree	8304
41	Jason Young	3108

- Provide data to principals, ESL staff and to the state about LEP students
- Review new, prospective software and maintain purchased software
- Provide technical assistance to ESL staff in school buildings

	Family Support	
48	Fernando Garcia –Spanish Family Liaison	6241
10	Amina Adam- Somali/ Swahili Family Liaison	
1N	Diane Fowler- Psychologist (Title I)	8973
1M	Marie Sais - Psychologist	8973

- Plan and implement parent meetings for all groups
- Encourage and facilitate parent participation and involvement in school-related events
- Facilitate translation of important district documents into other languages
- Act as a liaison between families, the community, and the school district
- Work in conjunction with healthcare and social service personnel in the district and the community

	OGT, College & Career Readiness / Parent Literacy	
38	Ummu Abdallah – Parent Engagement Coordinator	---
38	Zakariae Allouche	---
38	Kouadio (Boris) Amani	---

- Teach English, civics and basic job skills to parents of current ESL students
- Tutor students for the OGT test. These students have passed all course work for graduation

Section 7

ESL Program Forms

The following forms can be found on our ESL Department Webpage. To get to our webpage, go to CCSOH.org and click on "Departments" to find English as a Second Language. "ESL Forms" is located on the column to the left.

ESL Services Forms
Listed here are all the forms commonly used. If you have any questions regarding these forms please call 614 365 8802.

1. Foreign Language Interpreter Form

2. Elementary to ESL Welcome Center Referral

3. ESL Refusal Form

4. Acceptance of Additional ESL Support for Previously Refused Students

5. ESL School Recommendations Form

Health Surveys
1. Student Health English

2. Student Health French

3. Student Health Somali

4. Student Health Spanish

School Calendar in Different Languages

1. Calendar in Spanish

2. Calendar in Somali

3. Calendar in Nepali

Forms for Classroom Teachers

1. Beginning of the Year

2. School Schedules

3. Absences

4. Conferences

5. Grade Report

6. Incomplete Work

7. Math Skills

8. Positive Comments

9. Behavior Problems

10. Special Events

11. Library Books

12. Final Report Card (English)

13. Final Report Card (Spanish)

14. Final Report Card (Somali)

Section 8

Acronyms

Acronyms

AMAO   Annual Measurable Achievement Objectives

CCS   Columbus City Schools

CGA   Columbus Global Academy

EL   English Learner (Replacing LEP)

ELL   English Language Learners

ESL   English as a Second Language

LEP   Limited English Proficient

NCLB   No Child Left Behind

OCR   Office of Civil Rights

ODE   Ohio Department of Education

OTELA Ohio Test of English Language Acquisition

OELPA Ohio English Language Proficiency Assessment

PAL   Pupil Accounting List

SIOP   Sheltered Instruction Observation Protocol

TB   Tuberculosis

TESOL   Teaching English to Speakers of Other Languages