



English Learner (EL) Program Guide

Updated September 2018

School District of Marshfield

Table of Contents

Mission.....	3
Vision	3
Purpose of English Learner Program Guide.....	3
Federal Law and Educating Els.....	3
Board Policy	4
Identification.....	5
District Procedures for Identification of English Learners (Els)	5
Previously Identified Els/Transfer Students.....	5
Foreign Exchange Students.....	5
Is Your Student an English Learner (El)?	6
Assessment	6
WIDA Screener.....	6
Model Screener.....	6
“Access for Ells 2.0” Assessment	7
Purpose and Use of “Access for Ells 2.0”	7
Process of Sharing “Access For Ells 2.0” Results.....	7
“Access for Ells 2.0” Proficiency Levels.....	8
WIDA English Language Development Standards.....	9
MTSS and El Supports	9
MTSS and El Support Flow-Chart	10
“WIDA Can Do Descriptors, Key Uses Edition”, Grades K-12.....	10
Best Practices.....	11
What should the teacher focus on at each level?	11
Differentiation Through Scaffolding and Supports.....	12
3 Types of Supports Needed for El Students	12
Specific Examples of Sensory Supports by Subject Area	13
Instructional Strategies to Connect Language to Content.....	13
Increasing Interaction to Build Fluency with Target Language.....	13
Components of A Gradual Release of Responsibility.....	13
Differentiation	14
Grading Procedures - District Options for English Learners	14
Language Learning Process.....	14
Helpful Strategies and Tips for Teachers	15
Family Communication	15
Interpretation (oral communication).....	15
Translation (written communication).....	15
Resources to Share with Students and Families.....	16
Cultural Awareness and Equity	16
Additional Resources	17
Popular Apps for Els and Teachers	18
Definitions of Terms.....	18

Mission

The mission of the Unified School District of Marshfield is to provide an environment that cultivates maximum student potential. The School District of Marshfield English Learner (EL) program is committed to providing instruction to all English Learners, focused on acquiring and developing competency in the English language within a socially and culturally supportive environment. English Learners will develop social, instructional, and academic language within the four language domains (speaking, listening, reading, and writing) in conjunction with the subject matter content (language arts, mathematics, science, and social studies).

Vision

The Unified School District of Marshfield's vision for the implementation of a Multi-Tiered System of Supports (MTSS) framework, embedded in best practice, is to ensure that all students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavior needs are not only met, but promote growth within the learning environment. The English Learner (EL) Program supports the mission of the Unified School District of Marshfield to ensure that all students achieve to their highest ability, to be able to collaborate, to creatively and critically think, and to effectively communicate. We are committed to providing instruction using best-practice strategies for academic and linguistic competence, enabling students to achieve on the same basis as native speakers of English, and fostering independence and success both in school and within the community.

Purpose of English Learner Program Guide

This guide shares common terms associated with ELs, the process for identifying and communicating assessment information, and serves as a resource for best practices and strategies associated with educating ELs. Throughout this guide, WIDA will be referenced. WIDA is the authority on educating English Learners. Since 2002, they have developed and introduced many definitions and resources designed to help individuals understand and educate English Learners. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches are from a theoretical foundation that supports the WIDA standards framework.

Federal Law and Educating Els

School Districts are required to provide English language services to English Learners. These requirements are grounded in federal court rulings and codified in state and federal law. Chapter PI 13.05 lays out the requirement for all districts serving English learners. "Each school board whose pupil population includes one or more Limited English Proficient (LEP) pupils shall adopt a policy regarding the identification, language assessment, classification and reclassification, support services, academic achievement and assessment, parental notification of testing under s. PI 13.09, and the design of the educational program or support for LEP pupils."

Board Policy

Book	Unified School District of Marshfield Policy Manual
Section	2000 Program
Title	ENGLISH LANGUAGE PROFICIENCY
Number	po2260.02
Status	Active
Adopted	February 10, 2016

2260.02- ENGLISH LANGUAGE PROFICIENCY

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities. ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The Superintendent shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

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Legal	118.13, 118.30(2), 115 Wis. Stats. P.I. 13 Wis. Admin Code
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Identification

District Procedures for Identification of English Learners (ELs)

1. When a new student enters the district*:
 - a. The parent fills out the required Home Language Survey (HLS) - A Home Language Survey (HLS) is a series of questions asked of all parents/guardians at the time of enrollment. These questions are designed to determine if a student is exposed to or uses a language other than English at home.
 - b. If the HLS shows that English is the student's primary language, the registrar will indicate on the HLS that no EL file will be opened. If at any time the classroom teacher notices that the students are struggling with speaking and/or understanding English, the classroom teacher should consult the School Psychologist.
 - c. If the HLS indicates that the student speaks another language or is exposed to another language at home, then the HLS is shared with the building School Psychologist.
 - i. The School Psychologist will review HLS and academic records to determine if:
 1. further information is needed from the parent, student and/or previous school district in order to determine if further assessment is needed.
 2. OR a WIDA screener (Grades 1-12) or MODEL screener (Grade K) should be administered.
 - ii. If a screener is not needed, based on interview with parents and/or student, the School Psychologist will report back to the Student Services Administrative Assistant regarding the EL status being coded as "proficient."
 1. The Student Services Administrative Assistant will enter the code of 7 into ISES.
 2. The School Psychologist will complete the bottom portion of the HLS indicating "No EL File Opened."
 - d. If a screener is necessary, the School Psychologist will administer the appropriate screener.
 - i. Results of the screener along with other information gathered, which determine EL identification, will be shared with appropriate staff who may have an educational interest in the child.
 - ii. The Student Services Administrative Assistant will enter score into ISES.
 - iii. The School Psychologist will complete the entire bottom portion of HLS.

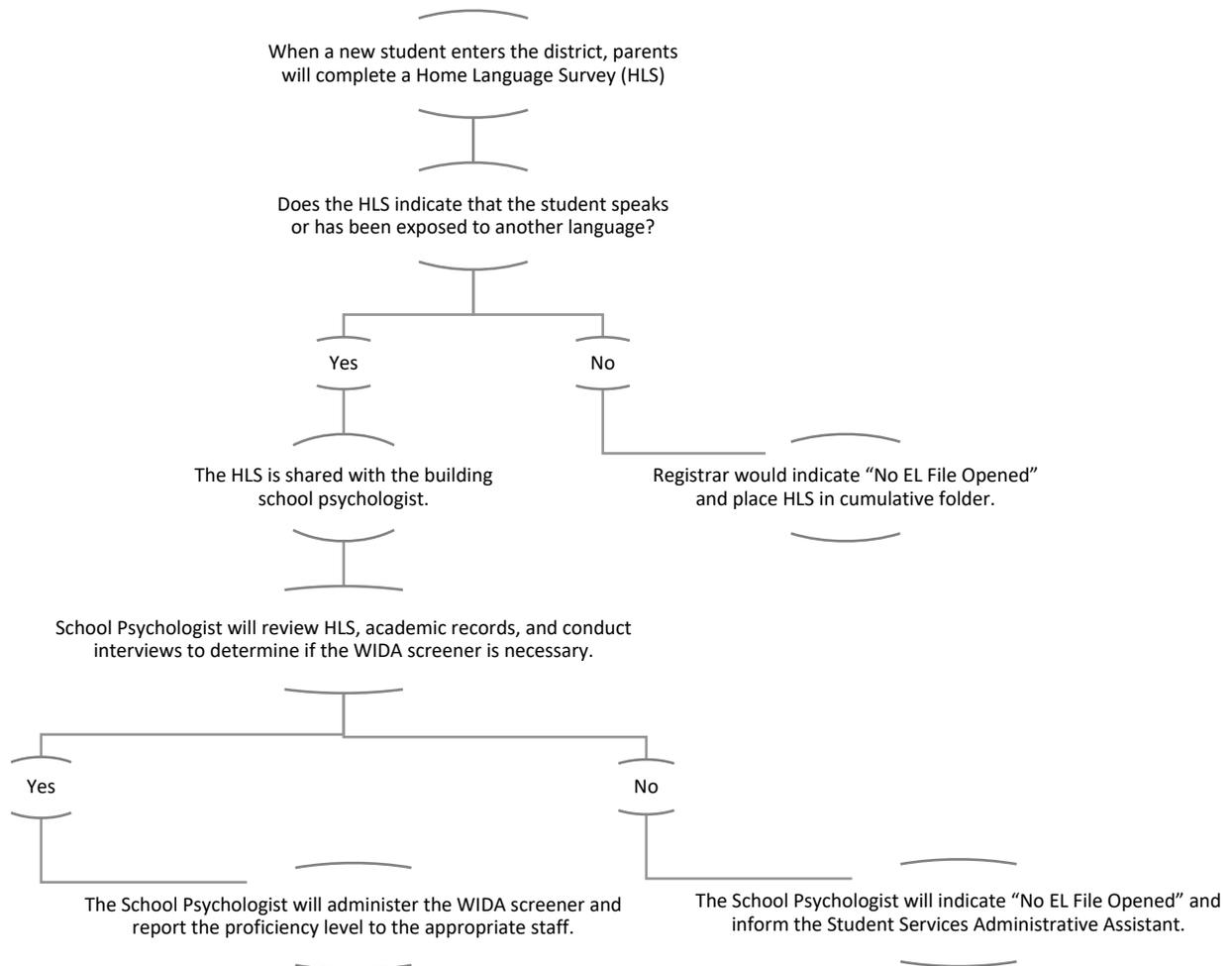
Previously Identified ELs/Transfer Students

If a student moves from another district where they were identified as an EL, it may be possible to request their English Language Proficiency (ELP) score from their previous school district. For students transferring from another district within the state, if the student is enrolled in your district and reported in ISES, the student's ELP code may be available in WISEdash. If not, but an ACCESS for ELLs score is available for that student from the last year, it should be uploaded into ISES by the Student Services Administrative Assistant. If a student has an ELP score less than 5, they need to be identified via this process, and EL services should be provided based on that score. If they have a 5 or higher, they have exited EL services and/or were never EL. Therefore, the student does not need EL services nor to be assessed via this identification process.

Foreign Exchange Students

Foreign exchange students are expected to be English proficient upon arrival and do not take the screener.

Is Your Student an English Learner (EL)?



Assessment

As with any assessment, ELP assessments only provide a limited window into a student's abilities on a particular day at a particular time. Students for whom the HLS indicates a need for a screening must be screened within the allotted time, regardless of time of year (30 days from enrollment). This includes immediately prior to or during the annual ELP assessment window. Should a district require further information regarding a student's English Language proficiency in order to make a determination of EL status, they may collect additional information.

WIDA Screener

The Unified School District of Marshfield uses the WIDA Screener as the screener for new students in the district. The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English Learners (ELs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. In general, students scoring between a 1.0 to 4.9 on the overall composite score on the WIDA Screener may be considered for EL services. School Psychologists administer the WIDA Screener.

Model Screener

The Unified School District of Marshfield uses the WIDA MODEL (Measure of Developing English Language) to assess the English language proficiency of incoming Kindergarten students who speak or are exposed to another language. The kindergarten MODEL Screener does provide an overall composite score. Scores below a 6 need to be identified via this process. School Psychologists will administer the WIDA MODEL Screener.

“Access for Ells 2.0” Assessment

Students who are identified as English Learners (ELs) participate in English language proficiency testing annually. The Unified School District of Marshfield uses the “ACCESS for ELLs 2.0” test. Parents will be notified of the “ACCESS for ELLs 2.0” testing window. This test is a secure, large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as ELs. It is used to monitor students' progress in acquiring academic English. School Psychologists administer the “ACCESS for ELL's 2.0” assessment.

“ACCESS for ELLs 2.0” is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of listening, speaking, reading, and writing.

Purpose and Use of “Access for Ells 2.0”

- Helps students and families understand the students' current level of English language proficiency along the developmental continuum
- Serves as one of multiple measures used to determine whether the student is prepared to exit the English language support
- Generates information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their ELs
- Provides the district with information that will help to evaluate the effectiveness of EL programs
- Meets and exceeds federal requirements for the monitoring and reporting of ELs' progress toward English language proficiency

Process of Sharing “Access For Ells 2.0” Results

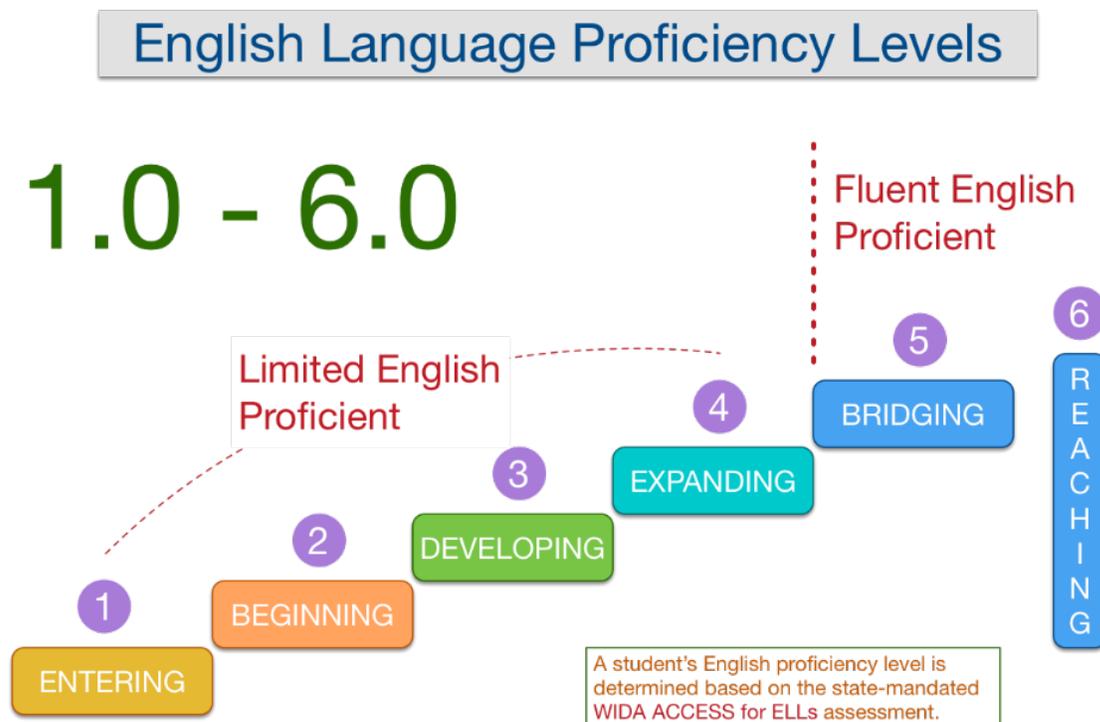
The School Psychologists will share the results of the assessment with appropriate staff who may have an educational interest in the child.

“Access for Ells 2.0” Proficiency Levels

The “ACCESS for ELLs 2.0” provides language development proficiency levels. These levels describe the spectrum of an EL’s progression from knowing little to no English to acquiring the English skills necessary to be successful in an English -only classroom without extra support. Level 6, Reaching, describes ELs who are fully English proficient. These levels are used in conjunction with Can Do Descriptors to determine the skills EL students possess at that current time. The proficiency levels include:

- Level 1: - Entering - ELs may be able to match pictures to single words and understand a few one-word utterances.
- Level 2: - Emerging - ELs begin to ask simple questions, restate facts, sort out basic information using visual cues, and create lists and short sentences.
- Level 3: - Developing - ELs can follow multistep directions, form basic paragraphs (spoken or written), identify main ideas, describe storylines and situations, and use context clues to learn new words.
- Level 4: - Expanding - ELs can give simple oral reports and speeches, use language more abstractly, identify and use idioms and figures of speech, summarize information, and create original ideas using English.
- Level 5: - Bridging - ELs perform much more like native speakers, albeit not at the native level in all aspects (such as pronunciation). ELs can draw original conclusions, debate with others, conduct research using multiple sources, and apply information to new contexts and multiple genres.

Level 6: - Reaching – Describes ELs who are fully English proficient. Additional detailed descriptions of the WIDA Performance Definitions



* The labels used for the six proficiency levels were created by the WIDA.

** An overall composite proficiency level score of 5.0 or higher on ACCESS for ELLs is required to be considered as Fluent English Proficient in Indiana.

<https://www.wida.us/get.aspx?id=5>

WIDA English Language Development Standards

The standards are broken into grade level clusters (GLCs) of: K, 1--2, 3--5, 6--8, and 9--12

The grade level clusters (GLCs) span five content areas:

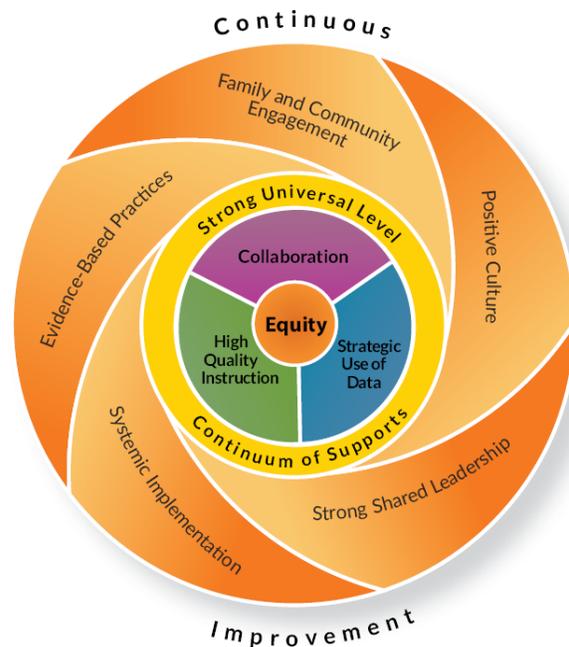
- Social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school
- The Language of English language arts (LA)
- The Language of mathematics (MA)
- The Language of science (SC)
- The Language of social studies (SS)

For each grade cluster, the standards specify one or more performance indicators for each content area within each of the four language domains:

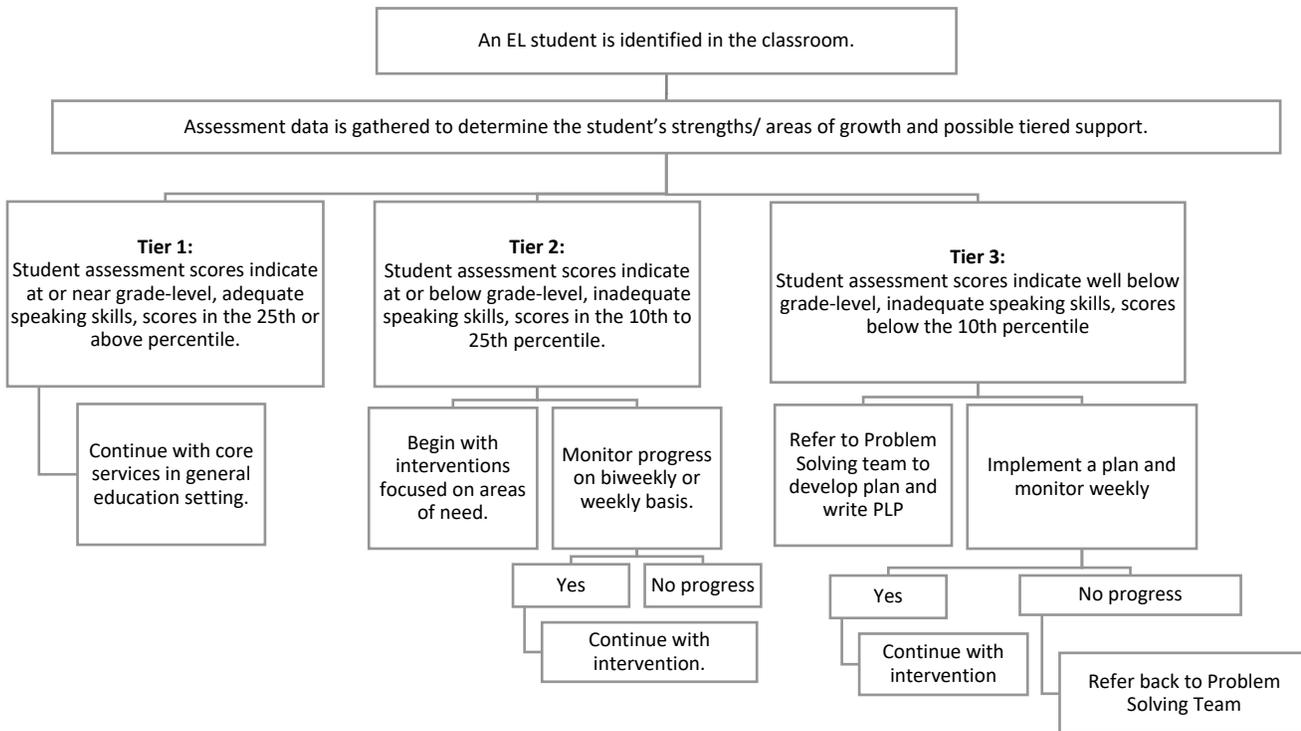
- Listening & Reading
<https://drive.google.com/file/d/0B8r0uugLj-SWckdxaVJheEhDaGs/view?usp=sharing>
- Speaking & Writing
<https://drive.google.com/file/d/0B8r0uugLj-SWUkpHQj1RWwtM0k/view?usp=sharing>

MTSS and EI Supports

In the Unified School District of Marshfield EL services are provided through the Multi-Tiered System of Supports (MTSS) framework. MTSS is a systemic, continuous- improvement framework that uses evidence-based practices, focusing on data-based problem solving at multiple levels to support “need-driven” decision making to accelerate performance for all students (Gibbons, K., Bollman, K., 2015). It is based upon the assumption that all students, including EL students, can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.



MTSS and EI Support Flow-Chart

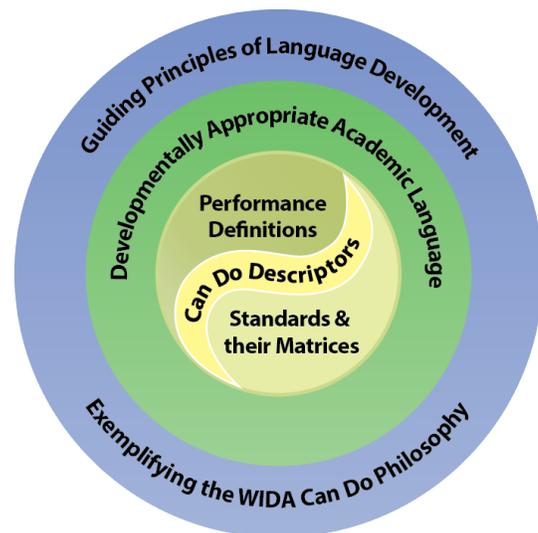


“WIDA Can Do Descriptors, Key Uses Edition”, Grades K-12

The “WIDA Can Do Descriptors, Key Uses Edition” provides examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. It is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the “WIDA Can Do Descriptors, Key Uses Edition” in conjunction with the other components of the framework. For more information on the WIDA Standards Framework, visit www.wida.us.

The “WIDA Can Do Descriptors, Key Uses Edition” provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

- **Recount:** To display knowledge or narrate experiences or events. Example tasks include: telling or summarizing stories, producing information reports, and sharing past experiences.
- **Explain:** To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks include: describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
- **Argue:** To persuade by making claims supported by evidence. Example tasks include: stating preferences or opinions and constructing arguments with evidence.
- **Discuss:** To interact with others to build meaning and share knowledge. Example tasks include: participating in small or large group activities and projects.



The “WIDA Can Do Descriptors, Key Uses Edition” and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

Early Years Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWUUJOazkxajZ1N0U/view?usp=sharing>

Kindergarten Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWaUwwQncxRmxaRnM/view>

Grade 1 Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWbmNOVEJOT0MzREk/view>

Grades 2-3 Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWbWdpZmtjRy04Wms/view>

Grades 4-5 Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWbXZSekY0Qmh0Wjg/view?usp=sharing>

Grades 6-8 Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWMHVqTVN1WWhLd1E/view?usp=sharing>

Grades 9-12 Can Do Descriptors

<https://drive.google.com/file/d/0B8r0uugLj-SWaDhqMEZnczRka1E/view?usp=sharing>

Best Practices

What should the teacher focus on at each level?

Level 1 – Entering

- interpersonal skills
- personal information
- listening skills
- school personnel
- school rules
- beginning phonics: recognizing letters and knowing sounds of the letters
- content vocabulary: numbers, colors, classroom objects, parts of the body, shapes, family members, clothing, food, weather, money, etc.

Level 2 – Beginning

- listening and speaking skills
- pronunciation activities
- vocabulary
- sight vocabulary
- phonics instruction
- word family activities
- beginning writing skills: subject/verb agreement
- reading/constructing simple sentences

Level 3 – Developing

- continued development in listening, speaking, and reading skills
- reading paragraphs/short stories with comprehension
- development of better writing skills
- grammar: parts of speech

Level 4 – Expanding

- fine tuning of speaking skills
- advanced grammar activities applied in writing
- use of higher level vocabulary in speech and writing
- read longer passages with greater comprehension

Level 5 – Bridging

- These students remain in the classroom, students are put on a two-year monitor plan and exited from EL program services.

Level 6 - Reaching

- The student is exited from EL program services.

Differentiation Through Scaffolding and Supports

Differentiating instruction and assessment for ELs is an approach that teachers can use to make their grade-level content-area instruction comprehensible and challenging to all of the students in their classes, with specific attention to the diverse language and learning needs of their ELs. This approach also enables every teacher to scaffold and support their ELs' movement along the continuum of second language development. Differentiating for ELs supports students' active engagement in all of their classes every day, which in turn leads to greater equity and achievement for these learners.

- **Scaffold:** an educator's intentional act of building upon students' already acquired skills and knowledge to teach new skills
- **Support:** use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language

3 Types of Supports Needed for EL Students

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

Specific Examples of Sensory Supports by Subject Area

Language Arts	Mathematics	Science	Social Studies
<ul style="list-style-type: none"> • Illustrated word/phrase walls • Felt or magnetic figures of story elements • Sequence blocks • Environmental print • Posters or displays • Bulletin boards • Photographs • Cartoons • Audio Books • Songs/Chants 	<ul style="list-style-type: none"> • Blocks/Cubes • Clocks, sundials and other timekeepers • Number lines • Models of geometric figures • Calculators • Protractors • Rulers, yard/meter sticks • Geoboards • Counters • Compasses • Calendars • Coins 	<ul style="list-style-type: none"> • Scientific instruments • Measurement tools • Physical models • Natural materials • Actual substances, organisms or objects of investigation • Posters/Illustrations of processes or cycles 	<ul style="list-style-type: none"> • Maps • Globes • Atlases • Compasses • Timelines • Multicultural artifacts • Arial & satellite photographs • Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Instructional Strategies to Connect Language to Content

- Go from the everyday, familiar, and concrete to the subject specific, unfamiliar and abstract
- Link students' real world experiences to school experiences
- Sequence teaching and learning activities to move towards the specialized language of written texts, rather than starting with the written texts
- Structure classroom discourse and interaction so that it bridges to written texts

Increasing Interaction to Build Fluency with Target Language

- Model the language and the interaction
- Have students process information individually
- Have students process information in pairs
- Have students process information in small groups
- Compare/Contrast information to a source (reading)
- Apply information to a new task (writing)

Components of A Gradual Release of Responsibility

- Teacher Responsibility
 - Focus Lesson: "I do it"
 - Guided Instruction: "We do it"
 - Collaborative: "You do it together"
 - Independent: "You do it alone"

- Student Responsibility
 - Focus lesson: Students actively participate in the lesson, particularly paying attention to modeling and explanations by the teacher.
 - Guided instruction: Students are led through tasks with teacher support (i.e., prompts, questions, facilitation).
 - Collaborative: Students work together and consolidate their learning to practice the skill with peer support.
 - Independent: The student works independently. He/She is in control of the ideas and information and can apply it in a new situation

(Fisher, D., & Frey, N. (2008) Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: Association for Supervision and Curriculum Development.)

Differentiation

A useful planning template and step-by-step explanations of how teachers can differentiate grade-level content and language instruction and assessment for the ELs in their classes can be found here:

WIDA Focus on Differentiation (Part 1)

<https://drive.google.com/file/d/0B8r0uugLj-SWVE5FaXBSZ2gyVGs/view?usp=sharing>

WIDA Focus on Differentiation (Part 2)

<https://drive.google.com/file/d/0B8r0uugLj-SWU183VjA0Z3Z4eTg/view?usp=sharing>

Grading Procedures - District Options for English Learners

Attachments to the Report Card

If accommodations in grading were made based on a Personal Learning Plan or an Individualized Education Plan additional information may be added to the report card such as a narrative, checklists and/or assessment data. Classroom teachers may also attach information to support the evaluation, such as a curriculum map, portfolio or list of expectations. It is important to remember that attachments will not be archived in the Skyward system. Only what is put into Skyward will be archived. Paper copies of report cards and progress reports must be filed in the student cumulative file at the end of the school year or earlier if the student leaves the district.

Classroom teachers will use the regular, grade level classroom rubrics and standards to assess English Language Learners. Standards and rubrics may be modified based on a student's English language proficiency. While English learners are held to the same learning targets as non-English learners, we do allow for pass/fail grading on a case-by-case basis. Students who receive a grade of "pass" still earn credit. Our Principals/Teachers work to make these individual determinations. The classroom teacher may enter comments in the gradebook after advisory discussions with the Principal/Teacher. If the classroom teacher is the only person working with a student, they will make a determination of a grade for that particular student. If a student's grade is not passing, a thorough explanation will be given as to why the student did not pass a class. When appropriate, the comments will also reflect the student's progress in working towards additional goals, including content and/or language.

Language Learning Process

There are many things to consider when teaching an EL student. One aspect to think about is the four-step process students go through when learning a second language:

1. **Input:** Information given to the student through speech or written texts that they try to find meaning in. Understanding the student's level of English abilities will help the teacher consider if the language they are using is too difficult for the student.
2. **Intake:** Whereas input is information we give students, intake is information they retain and use in the future. As a teacher, it is important to remember that every person turns different input into intake, so two students will remember and use different information from the same lesson.

3. **Processing:** The learner attempts to understand the information enough to produce something of their own. Recognize that each student processes information differently and at different speeds.
4. **Output:** Output is the language that a learner can produce in different situations for a communicative purpose. As a teacher, it is important to remember that when a student creates output, our feedback is what will help them learn for the future.

*As a teacher, it is important to remember that this whole process occurs in the academic setting, as well as in the social setting outside the classroom. Students are focused on comprehending the world around them through language, rather than being a grammatical expert.

Helpful Strategies and Tips for Teachers

- Speak slowly and clearly and allow for appropriate wait time.
- Provide both verbal and written instruction, accompanied by visual aids.
- Help students connect with classroom texts representing their cultures.
- Help students understand classroom terms in context (subject specific terminology).
- Utilize a variety of resources, such as videos, newspapers, TV ads, etc.
- Realize EL students may not understand certain humor or sarcasm.
- As an EL, overall comprehension is more important than minor verbal or written grammatical errors.
- Use more modeling and physically demonstrate concepts; provide real examples.
- Realize that different forms of writing (poetry and academic papers for example) may be difficult for EL students.
- Use strategies that include conversational partners and small group work to encourage conversation.
- Become familiar with student interests.
- Be aware of students' social situation; check-in regularly with EL students so you understand their relationships with peers and ensure they are included and treated with respect in- and outside the classroom.
- Refer EL students for any after school programming available, such as the 21st Century Community Learning Center.

TCH Teaching Channel Teacher Toolkit for English Language Learners

<https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/>

Edutopia cultural resources:

<https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>

Teaching Tolerance

<http://www.tolerance.org/>

Family Communication

Interpretation (oral communication)

Interpreters may be needed for parent teacher conferences, IEP meetings, or other meetings with school district staff. To request an interpreter, call the school office and either the administrative assistant or principal will assist with arrangements.

The Language Line phone service is also a translation resource that can be utilized. For more information, speak to your administrator or administrative assistant.

Translation (written communication)

All communication, including documents, newsletters and emails, must be sent in the parent's preferred language, as indicated on the Home Language Survey. For district standard documents, such as parent teacher conference related documents, IEP related documents and all testing notifications and results, the school principal or administrative assistant will provide the translated document to the parents. For other

correspondence, such as classroom material, resources such as Google Translate or Reverso Translation may be used.

All procedures to request EL interpreter or translator, including the Language Line Phone Interpreting Service, can be found here:

School District of Marshfield EL Interpreter & Translator Procedures

<https://www.marshfieldschools.org/cms/lib/WI01919828/Centricity/Domain/88/Request%20ELL%20Interpreter%20Translator%20Procedures%20-%20all.pdf>

Resources to Share with Students and Families

Central Wisconsin Literacy Council

http://www.volunteermarshfield.org/agency/detail/?agency_id=23044

Marshfield Area YMCA

<http://www.mfldymca.org/>

Everett Roehl Marshfield Public Library

<http://catalog.marshfieldlibrary.org/Polaris/>

Wisconsin DPI for Parents

<https://dpi.wi.gov/english-learners/for-parents>

Cultural Awareness and Equity

The School District of Marshfield, classroom teachers, and students will work together to create an environment of cultural awareness and equitable treatment among all students. Below are suggestions and ideas to accomplish this goal:

- Create a welcoming, respectful environment for all students. Display diverse pictures, posters, artwork, flags and/or maps of native countries represented, as well as student work around the school. Include all locations such as offices, halls, and individual classrooms.
- Hang relevant signs in English as well as students' native language(s), depending on building needs and requests.
- Be respectful of students and families to observe religious celebrations and holidays.
- Whenever possible, connect similarly speaking families within the district.
- Ensure EL students have equitable opportunities for extracurricular activities.
- Foster respect and appreciation for different cultures in the building and classroom by becoming aware of students' cultures and sharing this with other students.
- Utilize books and lessons that incorporate various cultures and traditions represented the classroom and/or building.
- Complete projects in the classroom to bring out students' unique cultures.
- Encourage students and families to speak both their native language and English while at home and provide helpful community resources.
- Create a 'word wall' of common words in English and students' native languages and add to it throughout the year.
- Assign a mentor or buddy for EL students within the school who speaks the same language.
- Include culturally diverse texts in school libraries.
- Encourage students to share cultural traditions within the classroom.
- Encourage EL students to come forward with any concerns and to reach out for help when needed.
- High School level students may be placed in a study hall to help with their specific language learning needs.

Additional Resources

- Colorín Colorado
<http://www.colorincolorado.org/teaching-english-language-learners>
- Reading Tips
<http://www.colorincolorado.org/article/tips-educators-ells-what-do-first-grades-4-12>
- TESOL Resource Center (Lesson Plans, Activities, etc.)
<https://www.tesol.org/connect/tesol-resource-center>
- Strategies for Teaching English Language Learners
<https://www.scholastic.com/teachers/articles/teaching-content/strategies-teaching-english-language-learners/>
- Tips for teaching middle school and high school ELLs
<http://www.colorincolorado.org/article/tips-teaching-middle-and-high-school-ells>
- ELL Instruction in Middle and High School
<https://goo.gl/6aJ6By>
- Best Practice Strategies to Use with ELLs in Content Areas
http://www.campbell.k12.tn.us/documents/ESL/ELL_SS.pdf
- Support Real Teachers.org
<http://www.supportrealteachers.org/strategies-for-english-language-learners.html>
- Specifically Designed Academic Instruction in English (SDAIE)
<https://people.ucsc.edu/~ktellez/sdaie-easy.pdf>
- SDAIE Strategies
<http://orh.sweetwaterschools.org/files/2012/06/EL-SDAIE-Strategies.pdf>
- ELD vs SDAIE- more info
<https://goo.gl/FSkX4g>
- Vocabulary Development for ELs (part 1)
<http://us2.campaign-archive1.com/?u=3c4363833fe62e22ffe124d20&id=64c995fb71&e=b13d6eb5c0>
- Vocabulary Development for ELs (part 2)
<http://us2.campaign-archive1.com/?u=3c4363833fe62e22ffe124d20&id=aab19d6483&e=b13d6eb5c0>
- Printable Vocabulary Flashcards
<http://www.eslgamesplus.com/flashcards/>
- Total Physical Response
<http://us2.campaign-archive2.com/?u=3c4363833fe62e22ffe124d20&id=fed2b20ac4&e=b13d6eb5c0>
- Go-To-Strategies
<https://www.marshfieldschools.org/cms/lib/WI01919828/Centricity/Domain/82/go-to-strategies.pdf>
- Modification Tips & Techniques for ELs
<http://www.lakewoodcityschools.org/userfiles/2191/Classes/8975/Hurleys-ESL-Modifications.pdf>
- For more resources please visit the district MTSS intervention page:
<https://www.marshfieldschools.org/Page/623>

Popular Apps for Els and Teachers

Contact the district tech department to install the app if not found on self-service site.

- Duolingo
- Busuu
- Mondly
- Memrise
- Babbel
- Reverso Translation & Dictionary in context

Definitions of Terms

English Learners (EL) vs. English-Language Learners (ELL) vs. Limited English Proficient (LEP) vs. English as a Second Language (ESL)

All of these terms refer to a person with a first language other than English and who may be learning English. Typically, they are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. The most updated terminology is English Learner (EL).

When the Every Student Succeeds Act (ESSA) was signed on December 10, 2015, reauthorizing the Elementary and Secondary Education Act of 1965 (which was amended by the No Child Left Behind Act of 2001), it changed the terminology: our students are now called English Learners (ELs), no longer ELL, LEP, or ESL.

Please note that not all organizations have updated their terminology or resources to reflect the new terminology outlined in ESSA and therefore may still contain terms such as “ELL.”

Academic language: refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs—i.e., it’s the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to learn and achieve fluency in. Frequently contrasted with “conversational” or “social” language, academic language includes a variety of formal-language skills—such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not yet mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.

1st (first) generation: Foreign-born and often foreign-educated ELs.

2nd (second) generation: United States–born children of immigrants.

Accommodation: Appropriate modifications or changes to tests and testing procedures so that EL content knowledge is more accurately measured. Appropriate accommodations (e.g., allowing extra time to take a test, providing dictionaries, and making changes to materials, protocols, or the testing conditions) are used to facilitate the valid participation of ELs in assessments without undermining the test construct.

Alternative language program: A term used by the Office of Civil Rights (OCR) to refer to an instructional program that the office deems appropriate for ELs. OCR does not require or encourage a specific type of program or approach to instruction for ELs; it allows districts substantial freedom when choosing alternative language programs (Office of Civil Rights, n.d.). Alternative language programs incorporate either a bilingual education approach or an English-only approach, depending on the philosophy of the implementing school or agency.

Bilingualism: The ability to communicate successfully in two languages with the same relative degree of proficiency. It is important to note that bilinguals are rarely perfectly balanced in their use of two languages; one language is usually dominant (Baker, 2000).

Biliteracy: The ability to communicate and comprehend thoughts and ideas using grammatical systems and vocabulary from two languages, as well as to write both languages.

Code switching: The ability or tendency to switch among languages/dialects in the course of a conversation. Code switching tends to occur when people who are bilingual or bidialectal are in the presence of others who speak the same language. Code switching may involve alternating between two languages or tonal registers, or could represent a dialectical shift within the same language, such as between Standard English and Black or African American English (Greene and Walker, 2004).

EFL (English as a foreign language) students: Non-native-English-speaking students who are in the process of acquiring English proficiency in a country where English is not the primary language.

English language proficiency (ELP) assessment: A test that measures the English language (oral, reading, and writing) skills of students with limited English proficiency. Such a test is required by Title III of the Elementary and Secondary Education Act (reauthorized as the No Child Left Behind Act of 2001) for all schools served by the state educational agency in every state.

English language proficiency (ELP) standards: Principles or criteria for identifying and describing the English-language oral, reading, and writing skills that are necessary for ELs to be able to communicate effectively and participate fully in school.

First language, primary language, or home language: These terms have several possible meanings for ELs: the first language learned, the stronger language, the native language, and/or the language most frequently used.

Home Language Survey: A Home Language Survey (HLS) is a series of questions asked of all parents/guardians at the time of enrollment. These questions are designed to determine if a student is exposed to or uses a language other than English at home. The core assumption is that if a student is not exposed to a language other than English at home, they are not likely to be an EL. However, if a student is exposed to or uses a language other than English at home, they are much more likely to require EL services.

Multilingualism: The ability to speak more than two languages, with possible proficiency in many languages.

Newcomers: refers to any foreign-born students and their families who have recently arrived in the United States.

Title III: Title III of the No Child Left Behind Act of 2001 (NCLB) is a part of the legislation enacted to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet.

Sheltered English instruction (SEI): A teaching strategy that uses language and context to make academic subject matter more comprehensible to ELLs.

Sheltered Instruction Observation Protocol (SIOP): A research-based, explicit model of sheltered instruction, in which the language and context for academic subject matter are adapted for ELs.

Structured English immersion: A programmatic technique used with ELs in which English is the primary mode of instructional communication and instructional methods reflect English as a foreign language (EFL) models. This model promotes the acquisition of English language skills to help ELs succeed in an English-only mainstream classroom.