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ABSTRACT

The Hawaii State Department of Education's compliance plan for serving the special needs of minority students of limited English proficiency includes current policies, procedures, and program implementation specifications. The procedures address: surveys of newly enrolled students, English and native language proficiency assessment, program placement, diagnosis, programming, program staffing, parent and community involvement, and evaluation. Sample student enrollment and records forms, a sample individual learning program form, and job descriptions for program staff members are appended. (RW)

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Identification, Assessment and Programming System for Students of Limited English Proficiency: A Systems Manual

Office of Instructional Services/Special Needs Branch • Department of Education • State of Hawaii
RS 82-2940 (Rev. of RS 80-9621) • June 1982

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FOREWORD

This document is the Hawaii State Department of Education's compliance plan for serving the special needs of national origin minority students of limited English proficiency. It incorporates the most current policies, procedures and program implementation specifications as of July 1, 1981.

This plan supersedes the Identification, Assessment, and Programming System for Limited English Speakers, published in August, 1980.

It is being submitted to the Office for Civil Rights, U.S. Department of Education, in accordance with 45 CFR 185, 44(b), as a plan for compliance with Title VI of the Civil Rights Act. This plan shall be implemented regardless of whether funds for such purpose are made available under the Emergency School Aid Act.

Future revisions to this plan may be made at any time, subject to prior mutal agreement between the Hawaii State Department of Education and the Office for Civil Rights, Region IX.

Donnis H. Thompson

DONNIS H. THOMPSON
Superintendent of Education

Date: June 4, 1982

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INTRODUCTION

I. PURPOSE

The purpose of this document is to establish uniform procedures to be followed by Hawaii's public schools in (1) identifying, (2) assessing the special educational needs of, and (3) providing appropriate educational services for national origin minority students of limited English proficiency. These procedures are in accordance with the Department's statewide Program for Students of Limited English Proficiency[1] and are designed to be in compliance with the requirements of the Federal Office for Civil Rights.[2]

II. DEFINITION OF TERMS

A. Lau Guidelines

These are Office for Civil Rights guidelines formulated in 1975 for educational agencies to follow in order to avoid non-compliance with the mandate established by the Supreme Court's Lau v. Nichols decision.

B. Language Proficiency

This refers to a student's competence in a single language, and is a measure of oral/aural ability, as well as ability to read and

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[1] Department of Education, State Program Plan for Students of Limited English Proficiency: A Six-Year Plan, 1981-87 (work in progress).

[2] Office for Civil Rights, U.S. Department of Health, Education, and Welfare, Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful under Lau v. Nichols, 1975.

write the language.

C. Language Dominance

This refers to the comparative language fluency of students who come from homes where a language other than English is spoken, and who may speak more than one language. The student may be more fluent (dominant) in one language as compared to the other, equal in both, or monolingual. Generally, judgments of language dominance are limited to the students' oral/aural fluency in the language abilities being compared.

D. Language Dominance (or Lau) Categories

Formulated by the Office for Civil Rights, these categories are used to classify students who come from homes where a language other than English is used:

Language Dominance 1: Monolingual in language other than English. Speaks no English. Also referred to as: Non-English Speaker (NES).

Language Dominance 2: Dominant in language other than English. Speaks some English. Also referred to as: Limited English Speaker (LES).

Language Dominance 3: Bilingual. Speaks both English and another language equally.

Language Dominance 4: Dominant English. Speaks mostly English; speaks some of a language other than English.

Language Dominance 5: Monolingual English. Speaks English exclusively.

E. Bilingual Education Program

A bilingual education program is a program of instruction which uses two languages: the student's native language and English. Hawaii's bilingual education program is a transitional type. This means that while they are learning English, the students are provided core curriculum instruction in their native language, until their English proficiency is such that native language assistance is no longer required. English as a second language services are always a part of a transitional bilingual education program.

F. English as a Second Language

English as a Second Language (ESL) refers to the teaching of English language skills (listening, speaking, reading, and writing) to students whose first language is not English.

G. Multicultural Awareness

This refers to educational activities which develop students' understanding and appreciation of their own cultural heritage, as well as the cultural heritage of those from other cultural backgrounds. The goal is to provide students with the knowledge and skills necessary to live successfully in Hawaii's ethnically pluralistic society.

H. Home Language

This refers to the language spoken at home by the students' families.

I. First Acquired Language

This refers to the language first learned by a child.

J. Critical Language Group

This refers to a situation in any given school in which twenty (20) or more students of limited or non-English proficiency share the same native language. These students are classified as a "critical language group" and must be provided a bilingual education program, in addition to English language instruction.

K. Intensive Language Services

This refers to bilingual instruction in the core curriculum and ESL. For non-English or Limited English Speakers in Grades K-8, this is part of their regular or basic instructional program. For Grades 9-12, this means bilingual instruction in the content areas as needed, and ESL as part of their regular or basic instructional program.

L. Modified Intensive Language Services

These services are provided for students who have previously been in intensive language services, but require a program based on individual needs diagnosed at the time of assessment of academic achievement level.

M. General Language Services

This refers to services provided students of language dominance 3, 4 or 5, who have not attained the 25%ile achievement level in reading, language arts and math. Language dominance 3 students are provided ESL and, through use of their native language, supplementary language arts, or tutorials in the content areas. Language dominance 4 and 5 students are provided basic skills reinforcement through English tutorials in the area of need in reading, writing, math or science.

N. Core Curriculum

For purposes of compliance with the Lau guidelines, the core curriculum for which students of limited English proficiency shall be provided bilingual instruction, shall be in the following curricular areas:

Area	Grades K-6	Grades 7-8	Grades 9-12
Communications:	Language Arts... Mathematics.....	Language Arts... Mathematics.....	Language Arts Mathematics (during the applicable year when the one-credit requirement is taken).
Humanities:	Social Studies..	Social Studies..	Social Studies
Environmental Studies:	Science.....	Science..... (during the applicable year when the one-credit requirement is taken)	Science (during the applicable year when the one-credit requirement is taken)

O. Major Language Groups

This refers to the non-English languages most often spoken in Hawaii by students enrolled in public schools: Ilokano, Samoan, Korean, Cantonese, Mandarin, Vietnamese, Japanese, Tagalog, Cebuano, and Tongan.

III. MANAGEMENT OBJECTIVES

A. To identify, at the time of their registration in a public school, all students whose first acquired language is other than English, and/or who come from homes where a language other than English is spoken.

B. To test in order to determine the language ranking of the students referred to in Objective "A". For critical language groups, this must be done within twenty (20) calendar days if the students enroll between September 1st and October 1st, and within fifteen (15) calendar days at other times. For non-critical language groups, it must be done within thirty (30) calendar days if the students enroll between September 1st and October 1st, and within twenty (20) calendar days at other times.

C. To provide students identified as having limited English proficiency with services designed to assist them in the learning of English language skills. For critical language groups, this must be provided within thirty (30) calendar days following enrollment. For non-critical language groups, this must be provided as soon as possible, but no later than sixty (60) calendar days following enrollment.

D. To provide all students in grades K through 8 who have been identified and ranked as Language Dominance 1 or 2 with the following:

1. A Bilingual Education Program in the core curriculum, and

2. English as a Second Language instruction.

E. To provide all students in grades 9 through 12 who have been identified and ranked as Language Dominance 1 or 2 with the following:

1. A Bilingual Education Program in the required courses as needed, and

2. English as a Second Language instruction.

F. To employ teaching personnel appropriately trained in bilingual education and ESL instruction.

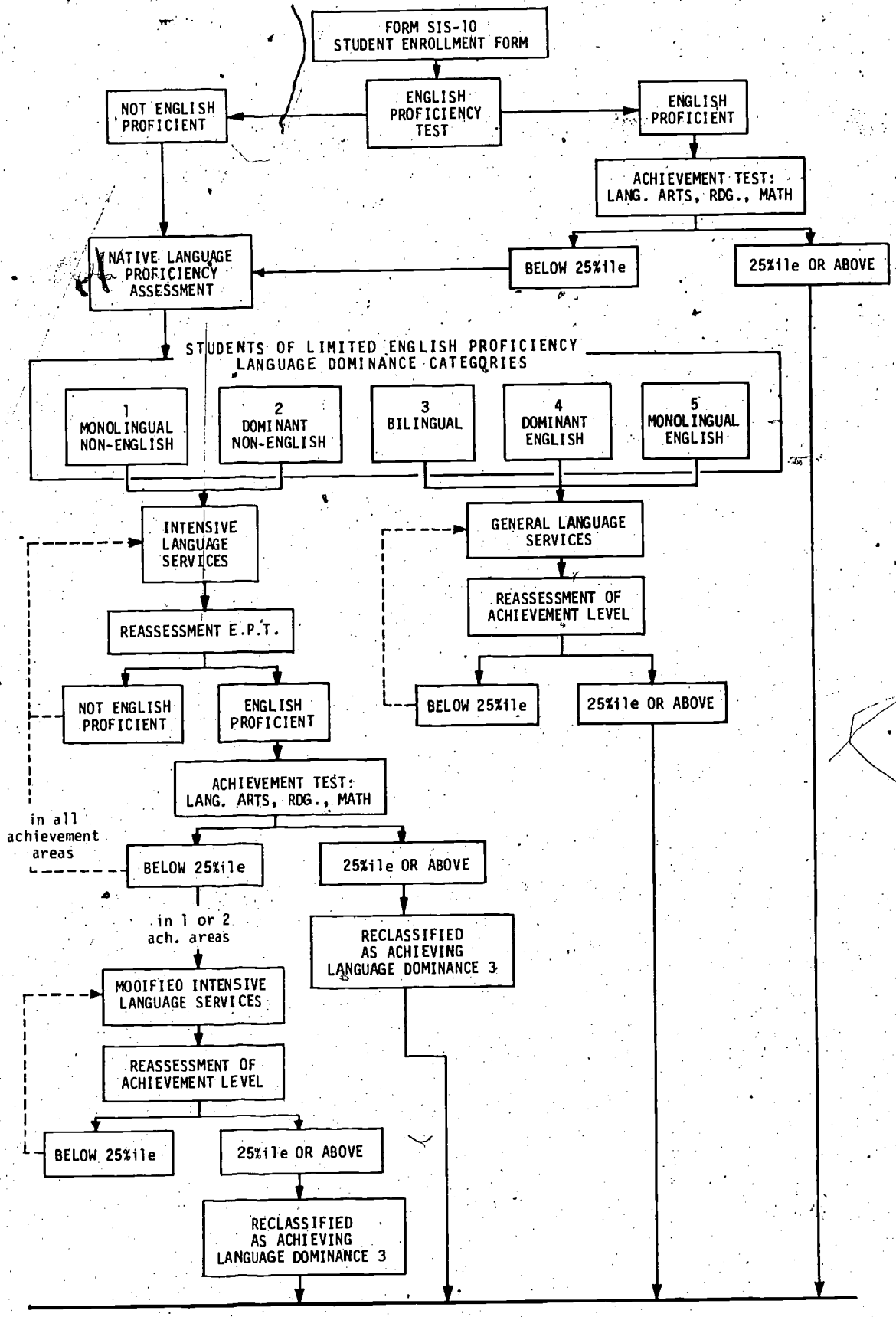
G. To monitor the development of the students' English language proficiency and academic achievement relative to their ability to function in the mainstream.

H. To collect the data necessary for planning, budgeting, and evaluation of the effectiveness of the Program for Students of Limited English Proficiency.

I. To inform the parents of students in the Program for Students of Limited English Proficiency of the intent, purpose and scope of the program. This information must be communicated in the native language of the parents.

FLOW CHART: IAPS FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

-GRADES K-12



SECTION I

IDENTIFICATION AND ASSESSMENT

The purpose of this section is to provide a standard procedural format for support documentation to ensure that all target students are: (1) identified; (2) assessed for English language proficiency; (3) assessed for native language proficiency; and 4) assigned a language dominance category.

SECTION I.A SURVEY OF NEWLY ENROLLED STUDENTS

I.A1 General Description

The initial phase of the identification and assessment section involves the identification and screening of all newly enrolled students through the Student Enrollment Form SIS-10. (See Attachment 1 for a sample of this form.)

I.A2 School Survey

The school shall have each newly enrolled student complete Form SIS-10 and assist parent(s)/guardian(s) to complete the form. This will be in compliance with procedures disseminated by the Student Information Services Branch to ensure a survey of the total student population.

Bilingual assistance must be provided parent(s)/guardian(s) if language difficulties are encountered when completing the form.

I.A3 Survey Instrument

Through items 19a, 19b and 20, Form SIS-10 will provide information to help identify possible students of limited English proficiency.

A. If a language other than English is indicated on Item No. 19a: Student's First Acquired Language.

B. If a language other than English is indicated on Item No. 19b: Language Most Often Used by the Student.

C. If a language other than English is indicated on Item No. 20: Language Most Often Spoken at Home.

I.A4 Computer Data Input

Student data gathered shall be processed in accordance with the Procedures Manual for the Student Accounting System.* Computer lists shall be made available to schools indicating 1) all students for whom a Form SIS-10 has been submitted, and 2) all potential students of limited English proficiency. Appropriate action will assure that all students have been identified and screened.

*Forms OIS-0801 and OIS-0802 shall be used for computer data input for all student assessment and programming information.

SECTION I.B ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

I.B1 General Description

All students identified as potential students of limited English proficiency through Form SIS-10 as having a home language or first acquired language other than English shall be administered an English language proficiency test. Based on the test results, further assessment shall be made. Students who are English proficient shall be administered a standardized achievement test in language arts, reading, and math. Students who are not English proficient shall be administered a native language proficiency test.

I.B2 Test Format

Schools will administer an English language proficiency test[3] which will determine the students' ability to function in English at a level comparable to their monolingual English speaking peers, to determine if they can participate in and benefit from instruction in an educational setting where only English is used. Attachment 2 provides the conversion table for raw scores or English language proficiency scores to a common input format. Using the conversion table which is based on test specifications, the language proficiency scores have been reduced to a four-point scale so that the data input is made using a common basis.

[3] For 1980-81, two English proficiency tests are used: Language Assessment Scales (LAS) and Basic Inventory of Natural Language (BINL). From 1981 on, only LAS shall be used.

I.B3 Test Population and Administration

The English language proficiency test will be administered to all students who have been identified as potential students of limited English proficiency.

To ensure that all potential students are assessed, schools will be provided with weekly computer printouts listing all students to be administered the English language proficiency test.

The English language proficiency test shall be administered by program staff or by regular classroom teachers appropriately trained in administering such a test.

I.B4 Results of English Proficiency Test

The English proficiency test scores will classify students into two groups: students who are proficient in English, and those who are not proficient in English. The non-proficient students shall immediately be referred for native language proficiency assessment. The English proficient students shall be administered a standardized achievement test of language arts, reading and math.

SECTION I.C NATIVE LANGUAGE PROFICIENCY ASSESSMENT

I.C1 General Description

All possible students of limited English proficiency who have been assessed in the English language through procedures in Section I.B as being non-proficient in English will be assessed in the native language. Additionally, those who were assessed as being English proficient, but who scored below the 25%ile in a standardized achievement test of language arts, reading, and math, shall be given a native language proficiency rating which will be used in conjunction with the English language proficiency rating to determine the student's language dominance.

I.C2 Native Language Proficiency Instrument

The native language proficiency instrument shall be administered by bilingual personnel who are proficient in both English and the student's native language. The instrument will determine three levels of native language proficiency:

A. Not Proficient

B. Marginally Proficient

C. Proficient

Results of this assessment may also be used in diagnosing specific needs of the students.

I.C3 Assignment of Language Dominance Category

The student's native language proficiency rating will be combined with the results of the English language proficiency test to compute the language dominance category as shown in Table I. The resulting language dominance category shall then be used to make decisions concerning the student's subsequent program placement.

The language dominance categories are those formulated by the Office for Civil Rights to categorize national origin minority students whose first acquired language or home language is other than English:

Language Dominance 1: Monolingual in language other than English

Language Dominance 2: Dominant in language other than English

Language Dominance 3: Bilingual

Language Dominance 4: Dominant English

Language Dominance 5: Monolingual English

I.C4 Summary of Identification and Assessment Procedures

Table II summarizes the identification and assessment procedures which must be completed within twenty (20) calendar days of enrollment, during September 1 - October 1, or within fifteen (15) days at any other time of the year.

TABLE I

DECISION RULES FOR CATEGORIZING LANGUAGE DOMINANCE OF STUDENTS ON LIMITED ENGLISH PROFICIENCY

		ENGLISH LANGUAGE PROFICIENCY			
		Not English Proficient		English Proficient	
		Level 1	Level 2	Level 3	Level 4
NATIVE LANGUAGE PROFICIENCY	Level 1 [illegible]nt	1*	2	4	5
	Level 2 Marginally Proficient	1	2	4	4
	Level 3 Proficient	1	2	3	3

*Should be referred for further assessment through Special Services team, but provided intensive language services in the meantime.

TABLE II

IDENTIFICATION AND ASSESSMENT PROCEDURES
FOR NEW STUDENTS

	INSTRUMENTS	WHEN	BY WHOM	TYPE OF DECISION	DISPOSITION OF DATA
cation ac- r home other lish.	Form SIS-10	At time of registration	Principal's designated personnel	Is this a possible Student of Limited English Proficiency?	Submit to SIS; copy to school-designated coordinator of SLEP activities.
nt of ncy.	English Proficiency Test (EPT)	Within 15 calendar days of enrollment if between September 1 and October 1; within 10 calendar days at other times.	School or program staff.	English language proficiency score: the English proficient -- for achievement testing; the non-English proficient -- for native language proficiency testing.	Submit to SIS; information recorded on individual student profile at school.
nt of anguage ncy.	Native Language Proficiency Instrument.	For critical language group, within 20 calendar days of enrollment if between 9/1 and 10/1; within 15 calendar days at other times. For non-critical language groups, within 30 calendar days of enrollment between 9/1 and 10/1, and within 20 calendar days at other times.	School or program staff.	Native language proficiency rating.	Submit to SIS; Information recorded on individual student profile at school.

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(Continued on next page.)

TABLE II
(Page 2 of 2)
IDENTIFICATION AND ASSESSMENT PROCEDURES
FOR NEW STUDENTS

	INSTRUMENTS	WHEN	BY WHOM	TYPE OF DECISION	DISPOSITION OF DATA
ıent guage ıce.	Combination of native language proficiency rating and EPT determination of English proficient or not.	As soon as student native language proficiency and English Proficiency Test input is processed by SIS.	SIS for computer listing.	Diagnosis and verification of appropriate program/service placement.	Information recorded on individual student profile at school.
ıent of ement in ge Arts, g, and for those lly ed as h pro- t in #3 preced- ge).	Standardized Achievement Test with sub-tests in Language Arts, Reading, and Math.	Immediately after English proficiency level has been determined, or no later than 15 calendar days of enrollment.	School or program staff.	Standardized test score and percentile ranking for each sub-test to determine appropriate program/service needed or place students completely in mainstream.	Submit to SIS; information recorded on individual student profile for underachievers.

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SECTION II

PROGRAM PLACEMENT

The purposes of this section are: 1) to prescribe measures for diagnosing a student's need for intensive or general language services; 2) to describe these instructional services, including the instructional mode and time; 3) to specify criteria for exit from such services; and 4) to describe the instructional staff who will deliver the services.

SECTION II.A DIAGNOSIS

II.A1 General Description

This section provides guidelines for the following:

A. Assessment of need for intensive and general language assistance for students of limited English proficiency.

B. Guidelines and criteria for prescribing intensive and general language services.

C. Guidelines and criteria for exit from intensive and general language services.

D. Procedures and criteria for monitoring and documentation of student progress.

II.A2 Assessment

The initial assessment for intensive and general language services will be based upon objective measures: the English Proficiency Test (EPT) and the Native Language Proficiency Instrument. Students categorized as language dominance categories 1 and 2 will also be assessed in the core curriculum areas to enable the staff to determine strengths and weaknesses in specific subject matter.

When available, bilingual diagnostic tests for reading and math[4]

[4] In 1979-80, these included tests for Grades K-6 Ilokano, Korean, Samoan; K-3 Cantonese and Japanese.

shall be used. When bilingual instruments are not available, the bilingual instructional staff may use teacher-made instruments in the student's native language. These will be based on the performance expectations for the appropriate subject area and grade level. Results of the Native Language Proficiency Instrument shall likewise yield useful diagnostic information.

II.A3 Standardized Achievement Testing

A standardized achievement test in reading, language arts and math will be used as a basic tool for assessing the academic abilities of all national origin minority students whose first acquired and/or home language is other than English. In combination with the results of the English Proficiency Test, they constitute the criteria for student programming.

A. For potential students of limited English proficiency who have been assessed as being English proficient through the English proficiency test, the results will accomplish the following:

   1. Those who score at the 25%ile or above in all three academic areas (reading, language arts and math), shall be placed completely in the mainstream.

   2. Those who score below the 25%ile shall be further assessed for native language proficiency in order to determine the instructional services appropriate to their needs.

B. For students of limited English proficiency of language dominance 1 through 5, the results of the standardized achievement test in reading, language arts and math, given after receiving intensive and general language services and being assessed as English proficient, shall determine continuation, modification, or termination of the special instructional services provided them.

Students in Grades K-12 shall be given a standardized test with subtests in reading, language arts, and math. Students in Grades K-1 shall be given the readiness test equivalents of the standardized tests.

Achievement testing may be done in conjunction with the regular statewide testing program in the fall, towards the end of the school year (April or May), or at the time a student has been assessed as English proficient.

II.A4 Entry Criteria

A. Language Dominance Categories 1 and 2

Students assigned language dominance categories 1 or 2 will be placed in the appropriate intensive language services specified in Tables III and IV on pages II-13 and II-14.

For Grades 9-12, the range of services for options 2 and 3 is as follows:

1. Students of language dominance 1 (NES) shall initially be provided:

ESL (250 minutes/week) and Native language assistance in content areas where needed. (3 periods)	OR	ESL (250 minutes/week) and ESL in content areas where needed (3 periods)

2. Students of language dominance 2 (LES) shall initially be provided:

ESL (250 minutes/week) and Native language assistance in content areas where needed. (2 periods)	OR	ESL (250 minutes/week) and ESL in content areas (2 periods)

The assistance in content areas may be reduced, as appropriate, where the students achieve a grade of "C" or better in any of the content areas during the first grading period after programming. Total services will not be reduced to less than 2 periods of ESL and assistance in the content areas during the first year of services.

The bilingual diagnostic instruments available for these grade levels shall be used to provide an assessment of these students' academic needs while they are receiving intensive language services.

B. Language Dominance Categories 3, 4, and 5

Students assigned language dominance categories 3, 4, or 5 will be provided general language services specifically geared to their individual needs as shown in Table V on page II-15.

C. Special Cases

In special cases (e.g., learning disabled, physically handicapped, emotionally disturbed, etc.), students may be recommended for further assessment after a reasonable time, if the teacher notes a lack of progress believed to be related to factors other than limited English proficiency. In such instances, schools shall follow the state assessment procedures for special education services as stated in: Rule 49 - Relating to the Provision of a Free Appropriate Public Education for Exceptional Children Who Are Handicapped.

Students of limited English proficiency eligible for special education services shall receive or continue to receive bilingual/ESL services. Such services will be provided during regular instruction. These services shall be coordinated between district and school staffs from special education and the Program for Students of Limited English Proficiency. Special education personnel with appropriate bilingual backgrounds will also assist in the provision of bilingual/ESL services.

II.A5 Exit Criteria and Procedures

The following measures shall be used to assess a student's readiness for the mainstream: 1) English proficiency test and 2) standardized achievement test. Indicators based on specified instructional area performance expectations and teacher judgment may also be taken into consideration.

A. Students of Language Dominance 1 and 2

For these students, the first step in assessing readiness for mainstreaming is the administration of the English proficiency test. It may be administered at one or more of the following times, by program staff or the regular classroom teachers trained in the administration of the EPT:

- when deemed appropriate by program staff and/or regular classroom teachers; after no less than a semester of intensive language services.
- after a minimum of one semester of intensive language services, or no earlier than four months after initial identification as limited or non-English speakers.
- at the end of the school year after no less than one semester of intensive language services.

1. Where the English proficiency test results show that the student is still not English proficient, the student

remains for a minimum of one year in intensive language services before re-testing.

2. Where the English proficiency test results show that the student is English proficient, that student is administered a standardized test in reading, language arts, and math.

   a. Students assessed as achieving at the 25%ile or above will be re-categorized as language dominance 3 and placed totally in the mainstream.

   b. Students underachieving in all three sub-tests shall be re-programmed for an additional year of intensive language services before re-testing.

   c. Student assessed as underachieving (below 25%ile) will be re-programmed for modified intensive language assistance services:

      - Below 25%ile in language arts and reading: an additional year of 300 minutes/week of bilingual instruction for language arts and reading, and 150 minutes/week of ESL.

      - Below 25%ile in math and one other area: an additional year of 150 minutes/week of bilingual instruction in the core curriculum and 150 minutes/week of ESL.

- Below 25%ile in only one of the sub-tests: an additional 150 minutes/week of bilingual instruction. If underachieving in math, the student may be re-tested after one semester of the modified intensive language services.

At the end of three years of intensive language services, students of limited English proficiency who are still scoring below the 25%ile in the achievement test of language arts, reading and math, shall receive further diagnostic assessment. A conference shall be held including the principal, the program staff, the regular classroom teachers and counselor and the parents, to determine the need for the most appropriate program, including the option of modified intensive language services.

B. Students of Language Dominance 3, 4, 5.

To assess the readiness of these students for total mainstream out of general language services, the program staff or the regular classroom teacher shall administer the subtest in which the student scored below the 25%ile at any of the following times:

- when deemed appropriate by program staff and/or regular classroom teacher, after no less than a semester of general language services; and
- at the end of the school year after no less than one semester of general language services.

At the end of three years of general language services, students of limited English proficiency who are still scoring below the 25%ile in the achievement test of language arts, reading and math shall receive further diagnostic assessment. A conference shall be held including the principal, the program staff, the regular classroom teachers and counselor, and the parents, to determine the most appropriate program, including the option of general language services.

SECTION II.B PROGRAMMING

II.B1 General Description

This section provides guidelines for the types of instructional services required for students with limited English proficiency. Underlying these guidelines are two major premises:

A. The instructional methods should be designed to fit students' individual needs.

B. The services should be concentrated in those instructional areas which will prepare the student with the necessary skills to function independently in the school mainstream.

II.B2 Intensive and General Language Services

A distinction is made between "intensive" and "general" language services (see Tables that follow) in terms of the target students for these services, as well as the amount of instructional time and type of instructional staff delivering the services.

Intensive language services utilize the transitional bilingual and ESL approach, and are provided for all students identified in language dominance categories 1 or 2. The intensive English language services are prescribed with an aural-oral emphasis, accompanied by the development of basic beginning reading and writing skills. For the non-critical language groups, the intensive language services, however, may include as a less desired option, a combination of ESL with tutorial assistance in

English in the content areas. Such services may be provided because of the unavailability for employment of persons speaking those non-critical languages.

Modified intensive services are provided students of language dominance 1 or 2, who, after intensive language services, have been assessed as English proficient, but fail to fully meet the exit criteria of 25%ile in the achievement test of language arts, reading and math.

General language services are provided for students identified in language dominance 3, 4 or 5. These students at entry level are those who have been assessed on the English proficiency test as English proficient, but are underachieving as determined by the results of the standardized achievement test in reading, language arts and math.

Various options are provided to ensure that instructional services meet specific needs (see Table V which follows). The options available for students of language dominance 3 include transitional bilingual services or ESL and supplementary tutorials in language arts or other core curriculum areas. The services provided for students of language dominance 4 and 5 are the same as or similar to services provided any non-national origin minority student who is in need of supplementary educational services.

II.B3 Instructional Modes

A. Transitional Bilingual

Transitional bilingual services provide students of limited English proficiency with an opportunity to continue their cognitive skills development in the basic curricular areas through use of their native language, while they develop English language proficiency through use of English-as-a-second language methodologies.

B. English-as-a-Second-Language

English-as-a-second-language methods develop English language skills. These include, but are not limited to, instruction in English language listening, speaking, reading and writing skills by use of second language learning techniques.

C. Supplementary Language Arts Curriculum (or Other Core Curriculum Areas)

These services are provided students who may require additional assistance in the English language arts or other core curriculum areas so that they may perform satisfactorily in the general education curriculum. These services are provided only to those students of language dominance 3 and are underachieving in one of the sub-tests of the standardized achievement test.

D. Basic Skills Reinforcement

These services are provided to all students who may require additional assistance in English in core curricular subject matter.

TABLE III

INTENSIVE LANGUAGE SERVICES
CRITICAL LANGUAGE GROUPS

Grade	Instructional Services and Time Allocation	Instructional Area	Instructional Staff** (Refer to Sec. II.C3)
K-8	Transitional Bilingual (450 min./wk.) and ESL (150 min./wk.)	Instruction in core curriculum in students' native language Basic communication skills using a second language approach Multicultural awareness activities	1a, 1b, 1c 3a, 3b 2a, 2b, 2c 1a, 1b, 1c 3a 4
9-12	Transitional Bilingual (250 min./wk.) and ESL (250 min./wk.)	Instruction in core curriculum in students' native language Basic communication skills using a second language approach Multicultural awareness activities	1a, 1b, 1c 3a 2a, 2b, 2c 1a, 1b, 1c 3a, 3b 4
	ESL (250 min./wk.) and Native Language Assistance (1 to 3 pds. daily)*	Basic communication skills using a second language approach Bilingual assistance in content areas where needed Multicultural awareness activities	2a, 2b, 2c 1a, 1b, 1c 3a, 3b, 3c, 3d 1a, 1b, 1c
	OR: ESL (250 min./wk.) and ESL in content areas (1 to 3 pds. daily)*	Basic communication skills using a second language approach Use of second language techniques in teaching content areas Multicultural awareness activities	2a, 2b, 2c 1a, 1b, 1c 2a, 2b, 2c 3a, 3b 4

*Criteria for the range of services are defined in Section II.A4, on page II-3.

**All instructional staff #3 and #4 provide instruction under the direct supervision of a teacher who has been appropriately trained in Bilingual Education and/or ESL.

TABLE IV

INTENSIVE LANGUAGE SERVICES
NON-CRITICAL LANGUAGE GROUPS

Grade	Instructional Services and Time Allocation	Instructional Area	Instructional Staff* (Refer to Sec. II.C3)
K-8	1. Optimal level: Same as for critical language group	Same as for critical language group	1a, 1b, 1c 3a, 3b, 3c, 3d
	—OR:—		
	2. ESL (Equivalency of 2 class periods per school day and	Basic communication skills using a second language approach	2a, 2b, 2c
	ESL in content areas (Equivalency of 2 class periods per school day (Minimum instructional time: 600 min./wk.)	Use of second language techniques in teaching content areas	2a, 2b, 2c
9-12	1. Optimal level: Same as for critical language group	Same as for critical language group	1a, 1b, 1c 3a
	—OR:—		
	2. ESL (250 min./wk.) and	Basic communication skills using a second language approach	2a, 2b, 2c
	-ESL in content areas (1 to 3 pds. daily)	Use of second language techniques in teaching content areas	2a, 2b, 2c

*Primary instruction in ESL will be provided by a certificated teacher who may be assisted by an aide or tutor. All instructional staff #3 and #4 provide instruction under the direct supervision of a teacher who has been appropriately trained in bilingual education and/or ESL.

TABLE V

GENERAL LANGUAGE SERVICES FOR GRADES K-12
UNDERACHIEVING LANGUAGE DOMINANCE 3, 4, 5

Lang. Dom.	Instructional Mode	Instructional Area	Instructional Staff* Refer to Sec. II.C3)
3	1. Transitional Bilingual (1 to 2 pds. daily)	Bilingual assistance through tutorials in content area where underachieving Multicultural awareness activities	1a, 1b, 1c 3a, 3b
	OR:		
	2. ESL (1 pd. daily) and Supplementary Language Arts or other core curriculum areas (1 pd. daily)	Basic communication skills using a second language approach Tutorials in English: Reading Writing Oral communication (as needed) Other required courses (as needed) Multicultural awareness activities	2a, 2b, 2c 4 1a, 2a 4 3a, 3b, 3c, 3d
4&5	Basic Skills Reinforcement (1 pd. daily)	Supplemental assistance in area of need: Reading Writing Mathematics Science Social Studies Multicultural awareness activities	1a, 2a 4 3a, 3b, 3c, 3d

*Primary instruction in ESL will be provided by a certificated teacher who may be assisted by an aide or tutor. All instructional staff #3 and #4 provide instruction under the direct supervision of a teacher who has been appropriately trained in bilingual education and/or ESL.

E. Multicultural Awareness

Multicultural awareness activities are integrated into all the instructional modes outlined above. They provide students with the opportunity to develop an understanding and appreciation of their own culture as well as that of others.

II.B4 Bilingual/ESL Individual Learning Program (BIL/ESL/ILP)

A Bilingual/ESL Individual Learning Program is provided as a service option when the educational services do not meet the services outlined in Tables III, IV and V on pages II-13 to II-15. The alternative services provided such students shall be documented to include the following:

A. Native language instruction in content areas provided by a bilingual staff or other resources.

B. English language development activities: listening, speaking, reading, writing (these must be highly individualized and intensive to merit label of special services) and/or

C. ESL-type activities;

D. Use of bilingual/multicultural and ESL materials;

E. Use of bilingual resource persons for language and cultural assistance (State, District - Bilingual resource teachers, field demonstrators, curriculum writers, school-home assistants; UH bilingual/multicultural teacher-trainers; community and student volunteers; peer tutors);

F. Field trips for acculturation and for multicultural awareness;

G. Specialized multicultural awareness activities - music, arts and crafts, dances, social studies units specific to culture, etc.; and

H. Other efforts/steps taken by the regular teacher to be more sensitive to the needs of the target students (e.g., in-service sessions on bilingual/multicultural education).

Such a plan (see Attachment 3) should indicate all efforts and articulation done by the regular classroom teacher to assist the students of limited English proficiency over and above the regular class activities. Use of the Bilingual/ESL ILP shall require a transmittal letter from the District Superintendent to the Superintendent giving the justification for the use of the ILP (i.e., the special circumstances which prevent the school from providing the full measure of program instructional requirements).

II.B5 Monitoring and Documentation of Student Progress

Schools and districts shall maintain a system of record keeping* which will:

A. Contain information on intensive and general language assistance provided, and all relevant assessment data, (particularly: language tests; achievement tests).

B. Provide a record for monitoring individual student progress in such intensive and general language services, as well as

*Forms OIS-0801 and OIS-0802 shall be used for computer data input for all student assessment and programming information.

the student's progress during the first year in the mainstream.

C. Provide documentation on specific data used for placing the student totally in the mainstream, or for terminating intensive and general language assistance.

1. Student Record Profile

A Student Record Profile shall be maintained at the school for each student of limited English proficiency. Attachment 4 is the form and instructions for completing the form, which shall be used and made easily accessible to the instructional staff, as well as to personnel authorized to monitor implementation of services for these students. Pending the incorporation of information recorded on the Student Record Profile into the state's Form 13/14, this document shall be transmitted to the receiving school when a student transfers.

2. Monitoring of Student Progress

The school shall monitor the academic progress of limited and non-English speakers who have met all program exit criteria and have been placed in the mainstream. During the school year following the mainstreaming, there shall be a review of student progress as evidenced by grades, updated test information, and/or any teacher assessments regarding

the student's ability to cope with the regular curriculum. Where the student has difficulty in maintaining an achievement level comparable to his/her peer group, the student shall be provided with academic counseling, appropriate tutorials as needed, or returned to the program if appropriate.

SECTION II.C PROGRAM STAFFING

II.C1 General Description

The purposes of this section are: 1) to provide descriptions of the minimum qualifications expected of instructional staff, including a brief description of their functions, 2) to recommend effective student-staff ratios, and 3) to outline necessary staff development activities.

II.C2 Program Staff

Following are the minimum qualifications of the program staff that provide bilingual, ESL, or tutorial services. Table VI that follows provides a listing of the minimum level of staff competencies and the various options for attaining these competencies. They may be attained through one or both of the following means: 1) the completion of college/university courses, and/or 2) participation in workshops listed in Section II.C4. A more detailed job description of each of these positions are included as Attachment 5.

A. Bilingual Instruction

1. Bilingual Teacher

The full-time bilingual teacher, who may be assigned to one or more schools, shall teach core curriculum content in both English and another language, and conduct multicultural awareness activities. The bilingual teacher may

also serve as a bilingual curriculum and cultural resource person for the regular classroom teachers and the program staff.

A bilingual teacher may be a regular classroom teacher, a teacher specially hired for the Program for Students of Limited English Proficiency, or an English as a Second Language teacher who speaks the language of the target students.

The minimum qualification for this position is possession of a Hawaii teacher's certificate.

2. Bilingual Part-time Temporary Teacher (PTT - Academic)

The bilingual Part-time Temporary Teacher (PTT) employed on an hourly basis under the general supervision of a regular teacher, provides instruction in the core curriculum in both English and another language and serves as a resource person for multicultural awareness activities.

The minimum qualification for this position is possession of a Bachelor's degree.

3. Bilingual Educational Assistant

The primary function of this position is to assist teachers

to teach lessons in the core curriculum in both English and the students' native language. Lesson plans prepared by the regular teachers will be followed. They will also serve as a resource person for multicultural awareness activities for the whole class.

The minimum qualifications for this position are:

a. High school education and two (2) years classroom experience or equivalent work involving instruction in an educational setting.

b. Possession of a Bachelor's degree is preferred.

4. Bilingual Community Tutor/Volunteer (e.g., community service program tutors, volunteer university tutors, parent tutors, etc.).

The minimum qualification is the willingness and commitment to provide bilingual tutorial assistance on a regular basis.

B. English As A second Language (ESL)

1. ESL Teacher

The full-time ESL teacher shall provide direct instructional services in English language skills through the use of ESL techniques and materials, and provide technical assistance to regular education staff. The ESL teacher

shall also facilitate the students' adjustment to the American culture through cultural orientation activities.

The ESL teacher may be a regular classroom teacher or a teacher specially hired for the Program for Students of Limited English Proficiency.

The minimum qualifications are:

a. Possession of a Hawaii teacher's certificate with certification as a Teacher of English to Speakers of Other Languages (TESOL) preferred.

b. Possession of Hawaii teacher's certificate.

2. ESL Part-time Temporary Teacher (PTT - Academic)

The ESL Part-time Temporary Teacher (PTT) employed on an hourly basis under the general supervision of a regular teacher shall provide instruction in English language skills through the use of ESL techniques and materials, and facilitate student's adjustment to the American culture through orientation activities.

The minimum qualification for this position is possession of a Bachelor's degree, with a Bachelor of Education degree preferred.

3. ESL Educational Assistant

The ESL Educational Assistant may be assigned to one or

more schools. The primary functions of this position are to assist regular or ESL teachers in instruction-related activities in English language skills, and to facilitate students' adjustment to the American culture through cultural orientation activities.

The minimum qualification for this position are:

a. High school education and minimum of two (2) years classroom experience or equivalent work involving instruction in an educational setting.

b. Possession of Bachelor of Education degree preferred.

C. Additional Support Staff: Bilingual School-Home Educational Assistant

The bilingual school-home educational assistant may be based at the district and be assigned to assist one or more schools. The primary functions of this position are to act as liaison between the community, parents, and school, to disseminate information necessary to ensure good school-home cooperation, and to provide language and cultural assistance to the school.

The minimum qualifications for this position are:

1. High school graduate and minimum of two (2) years work experience in community service or in tutoring.

2. Possession of Bachelor of Education degree or related studies in Human Services (at the University of Hawaii system) preferred.

ADDENDUM

Pending review and approval by OCR of the Department's detailed staff development plan, the options of self-assessment validated by a structured interview and/or workshops will not be recognized for purpose of certifying qualifications of Hawaii certificated bilingual and ESL teachers; i.e., implementation of options other than college/university credits will be deferred until specifically approved by OCR.

TABLE VI

STAFF COMPETENCIES

	MINIMUM COMPETENCIES	OPTIONS FOR ATTAINMENT OF COMPETENCIES
ertificated , Bilingual	Proficiency in oral and written communication in English.	Completion of a college degree in a country where English is the medium of instruction.
	Proficiency in oral and written communication in native language.	Proficiency level 1 or 2 on a scale of high 1/low 4 on a self-assessment, validated by a structured interview.
	*Functional knowledge of appropriate bilingual education and ESL methodology in teaching core curriculum.	Completion of 6 college/university credits on bilingual education and 6 college/university credits on ESL and/or workshops 1, 2, 4, 5, 8.**
	*Ability to demonstrate the concept of multicultural education and its implication for teaching.	Completion of a college/university course on bilingual/multicultural education, and/or workshop #7.**
	*Ability to use language proficiency diagnostic instruments, and to prescribe and implement appropriate bilingual instructional programs for students.	Completion of a college/university course on language testing, or workshop #6.**

ces verification of attainment also possible through classroom performance evaluation by appropriate
isor using established criteria.
pps listed in Section II on Staff Development Activities, Pages 34-38, which shall be provided during
hool year.

TABLE VI
(Page 2 of 4)
STAFF COMPETENCIES

AFF	MINIMUM COMPETENCIES	OPTIONS FOR ATTAINMENT OF COMPETENCIES
gual Educational stant	Proficiency in oral and written communication in English.	Proficiency level 1 or 2 on a scale of high 1/low 4 on a self-assessment, validated by a structured interview.
	Proficiency in oral and written communication in native language.	Proficiency level 1 or 2 on a scale of high 1/low 4, validated by a structured interview.
	*Functional knowledge of appropriate bilingual education and ESL methodology.	Completion of 3 college/university credits in ESL and 3 college/university credits in Bilingual Education and/or workshops #1, 4, 5, 8.**
	Knowledge of basic multicultural education principles as applied in classroom.	Completion of workshop #7.**
gual Volunteer Tutor versity Student; mmunity-level)	Proficiency in oral communication in English.	Validation through a structured interview.
	Proficiency in oral communication in native language.	Validation through a structured interview.
	*Knowledge of and ability to apply appropriate bilingual/ESL methodology in content areas.	Workshop #8, 4 and/or 5.**

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icates verification of attainment also possible through classroom performance evaluation by appropriate ervisor using established criteria.
kshops listed in Section II on Staff Development Activities, Pages 34-38, which shall be provided during school year.

TABLE VI
(Page 3 of 4)
STAFF COMPETENCIES

	MINIMUM COMPETENCIES	OPTIONS FOR ATTAINMENT OF COMPETENCIES
al Volunteer Tutor rsity Student; ity-level) nued)	*Knowledge of and ability to apply appropriate strategies and methods that incorporate multicultural education principles in the classroom.	Workshop #7.**
Certificated for ESL	Proficiency in oral and written communication in English.	Completion of a college degree in a country where English is the medium of instruction.
	*Functional knowledge of ESL methodologies.	Completion of 6 college/university credits in ESL and/or workshops #2, 3, 5, 8.**
	*Knowledge of and ability to use multicultural education principles in the classroom.	Completion of a college/university course on bilingual/multicultural education and/or workshop #7.**
	*Ability to use language proficiency diagnostic instruments to prescribe and implement appropriate ESL instructional activities for the students.	Completion of a college/university course on language testing and/or workshop #6.**
ational nt	Proficiency in oral and written communication in English.	Proficiency level 1 or 2 on a scale of high 1/low 4 on a self-assessment, validated by a structured interview.

tes verification of attainment also possible through classroom performance evaluation by appropriate isor using established criteria.
ops listed in Section II on Staff Development Activities, Pages 34-38, which shall be provided during hool year.

TABLE VI
(Page 4 of 4)
STAFF COMPETENCIES

TAFF	MINIMUM COMPETENCIES	OPTIONS FOR ATTAINMENT OF COMPETENCIES
Educational istant (Continued)	*Knowledge of and ability to apply ESL methods in assisting teachers.	Completion of a college/university course in ESL and/or workshops #2, 3, 5, 8a.**
ngual School-Home istant	Proficiency in oral and written communication in English.	Proficiency level 1 or 2 on a scale of high 1/low 4 on a self-assessment, validated by a structured interview.
	*Proficiency in oral and written communication in native language.	Validation through a structured interview.
	*Knowledge of cultural background of the students and of the local culture.	Completion of a college/university course in Asian/Pacific-American values and/or workshop #2.**
	*Ability to organize community groups and develop activities that will foster school-home cooperation.	Completion of a college/university course in Cross-Cultural and Interpersonal Communication Skills and/or workshop #10.**
s, University Student ors, Community-level unteers	*Proficiency in oral and written communication in English.	Proficiency level 1 or 2 on a scale of high 1/low 4 on a self-assessment, validated by a structured interview.
	*Ability to use appropriate tutorial strategies for the student from a language other than English.	Workshop 3a or 5a.**

dicates verification of attainment also possible through classroom performance evaluation by appropriate
pervisor using established criteria.
rkshops listed in Section on Staff Development Activities, Pages 34-38, which shall be provided during
e school year.

II.C3 Preferred Level of Instructional Staff Services

Following are the instructional staff types with preferred personnel listed first.

A. Hawaii Certificated Teacher, Bilingual and ESL

(Staff bilingual in English and the student's native language)

1. Regular classroom teacher

2. Teacher in Program for Students in Limited English Proficiency

3. Part-time Temporary Teacher (PTT) in Program for SLEP

B. Hawaii Certificated Teacher, ESL

1. Regular classroom teacher (with ESL training)

2. Teacher in Program for SLEP

3. PTT in Program for SLEP

C. Educational Assistants, Bilingual and ESL

1. Educational assistant with college degree but no teaching certification/experience in home country

2. University (student) tutors

3. Community-level volunteers*

4. Peer Tutors*

D. Non-bilingual (in student's language) Educational Assistants, English Tutorials in Content Areas

II.C4 Staff Development Activities

School personnel who fail to meet all minimum requirements will require training to implement the State's commitment to meet the needs of students of limited English proficiency. Through a systematic in-service plan, appropriate staff will receive direction and guidance in carrying out their responsibilities. The plan must include a staff in-service needs assessment and in-service training sessions.

In August and September, districts must assess the in-service needs of staff (1) to identify staff with bilingual capabilities and/or training in English as a second language (ESL) methodologies, and (2) to identify specific areas where training is needed.

Staff development activities for the different levels of professional and para-professional personnel shall encompass a combination of pre-service preparation and regularly scheduled in-service training sessions.

*May be used as instructors only when no other bilingual resources are available, and only under the direct supervision of a qualified teacher.

The emphasis throughout the in-service programs shall be on practical skills which are easily adapted to the instructional setting.

The districts shall be responsible for developing and implementing an effective in-service training program with the following considerations:

A. The timelines for all in-service training activities shall be developed by the opening of school.

B. The in-service program shall be based on an assessment of staff needs, with appropriately prescribed activities such as course work, workshop sessions, or on-site assistance.

C. A large portion of the in-service training activities shall be devoted to participation activities to supplement readings and lectures, and be related to the day-to-day roles of the staff.

D. Field-related activities of the staff shall use community resources.

E. Where feasible, in-service training activities shall include observations of model bilingual classrooms, either in person or by videotape, and materials development workshops.

F. In-service training activities should be accompanied by follow-up assistance to the individual participants as they try new procedures and/or use new materials in the classroom.

technical assistance from the district and/or state should be requested to provide the follow-up.

G. In-service training should be a continuous process throughout the career of the staff in the program for students of limited English proficiency.

H. The in-service program should be continually reviewed by the staff and the community in which they serve.

Following are training sessions which are essential for staff development. This list may be expanded by the districts if their needs assessments identify other areas where training is needed.

WORKSHOP 1

Title: NEW BILINGUAL TEACHER AND AIDE INSTITUTE/WORKSHOP

Objective: To familiarize newly-hired staff with bilingual instructional setting in which they will be working

Skills:
- Philosophy and rationale of bilingual education
- ESL methods
- Use of native language in instruction
- Strategies for incorporating cultural heritage into instruction
- Team-teaching approaches
- Organization of in-service for monolingual staff
- Effective parent consultation techniques

Participants: Newly-hired bilingual teachers and E.A.'s (program staff)

Activities:
- Participation in lectures
- Group discussions
- Classroom observation
- Making of classroom manipulatives
- Selection of students to be served
- Consultation with parents of target students

Time Span: First two weeks of school

WORKSHOP 2

Title: ORIENTING IMMIGRANT STUDENTS TO HAWAII

Objective: To demonstrate to staff ways of fa[redacted]ting adaptation of immigrant students to new coun[redacted]d its schools

Skills:
- Student counseling techniques
- How to teach survival English words and phases
- How to communicate with non-English speaking students
- How to refer families with special needs to community help agencies
- How to explain sc[redacted] procedures to new students

Participants: Teachers, counselors, administrators, program staff

Activities:
- Role playing
- Lecture
- Group discussion
- Reading of ESAA orientation materials
- Visits to community social service agencies

Time Span: 2 two-hour sessions

WORKSHOP 3

Title:	REMEDIATION IN BASIC SKILLS FOR LINGUISTICALLY DIFFERENT STUDENTS
Objective:	To instruct teaching staff in ways of adapting regular curriculum to student needs
Skills:	- Application of language development theory to classroom techniques - Non-verbal approaches to mathematics teaching and learning - Utilization of bilingual volunteers, aides, student tutors and parents with target students - Utilization of non-English language materials
Participants:	Regualr education teachers, program staff
Activities:	- Observe demonstration lessons - Visit Bilingual Program - Make classroom materials - Visit to participants' classroom (by in-service session instructor)
Time Span:	5 two-hour sessions
(WORKSHOP 3A:	ADAPTED FOR AIDES, UNIVERSITY STUDENT TUTORS, COMMUNITY-LEVEL VOLUNTEERS)

WORKSHOP 4

Title:	TEACHING SKILLS AND CONCEPTS IN THE NATIVE LANGUAGE
Objective:	To offer staff a variety of approaches for teaching in the native language
Skills:	How to implement the following lesson delivery approaches: a. Alternate language b. Preview - review c. Concurrent d. Language dominant grouping e. Individual tutoring Adaptation of bilingual instructional models
Participants:	Regular education teachers, program staff
Activities:	- Lecture - Demonstration lessons - Group discussion - Practice teaching
Time Span:	4 two-hour sessions

WORKSHOP 5

Title:	SELECTION AND UTILIZATION OF ESL AND BILINGUAL/MULTICULTURAL INSTRUCTIONAL MATERIALS
Objective:	To develop in teaching staff the ability to use appropriate instructional materials effectively.
Skills:	- Knowledge of sources of materials for bilingual/multicultural education - Use of bilingual instructional materials - Use of ESL curriculum materials - Identifying learning styles relevant to materials development
Participants:	Program staff
Activities:	- Reviewing bibliographies of bilingual materials - Reviewing and studying ESL curriculum - Reviewing criteria for selection of materials - Role playing; simulation of actual classroom situation - Observation of bilingual tutorials/classroom
Time Span:	6 two-hour sessions
(WORKSHOP 5A:	ADAPTED FOR AIDES, UNIVERSITY STUDENT TUTORS, COMMUNITY-LEVEL VOLUNTEERS)

WORKSHOP 6

Title:	LANGUAGE ASSESSMENT, EVALUATION, AND RESEARCH IN BILINGUAL EDUCATION
Objective:	To enable teaching staff to sharpen assessment skills, and use assessment data and research findings for program development
Skills:	- Diagnostic and prescriptive measures - Diagnosing English language needs - Using interview techniques - Conducting pre- and post-tests of language proficiency - Analyzing data on student progress - Familiarization with latest research on bilingual education
Participants:	Program staff (including bilingual testers/interviewers), counselors
Time Span:	4 two-hour sessions

WORKSHOP 7

Title: INCORPORATING MULTICULTURAL EDUCATION INTO CLASSROOM INSTRUCTION

Objective: To provide instructional strategies for incorporating multicultural education concepts into classroom environment and content areas

Skills:
- Philosophy of multicultural education
- Knowledge of cultural backgrounds of various ethnic groups
- Applying knowledge of cultural values in facilitating the teaching-learning process
- Working with students with personal cultural conflicts
- Promoting positive inter-group relations

Activities:
- Lecture
- Reviewing multicultural materials
- Role playing

Participants: Regular education teachers, counselors, program staff

Time Span: 4 two-hour sessions

WORKSHOP 8

Title: MAKING EVERY TEACHER AN ESL TEACHER

Objective: To develop in regular classroom teachers the capabilities and confidence required to teach English through a second language acquisition approach.

Skills:
- Theories of first and second language learning
- ESL philosophy
- ESL methods
- Diagnosing English language needs of targeted students
- Contrastive analysis of English and target language(s)
- Language interference minimization techniques
- Use of ESL curriculum materials

Participants: Regular classroom teachers

Activities:
- Reviewing and studying ESL curriculum
- Making materials for classroom
- Lecture
- Observation of demonstration lessons

Time Span: 6 two-hour sessions

(WORKSHOP 8A: ADAPTED FOR ESL EDUCATIONAL ASSISTANTS)

WORKSHOP 9

Title: ADMINISTRATORS' WORKSHOP ON BILINGUAL EDUCATION ISSUES

Objective: To stimulate understanding of and support for Hawaii's Identification, Assessment and Programming System which provides appropriate instruction for national origin minority students of limited English proficiency

Skills:
- Legal basis for special services based on language
- Understanding of Hawaii's plan to serve students of limited English proficiency (SLEP)
- How to administer special services
- How to support staff working directly with SLEP

Participants: School and district level administrators

Activities:
- Lectures
- Panel discussions
- Reading
- Production of administrative handbook for implementing special language services

Time Span: Initially in August, and on-going throughout the school year

WORKSHOP 10

Title: PARENTS AS PARTNERS IN BILINGUAL/MULTICULTURAL EDUCATION

Objective: To familiarize parents of SLEP with the special educational services provided their children and to demonstrate ways in which they can help their children learn at home and in school

Skills:
- Knowledge of available community resources for bilingual assistance
- Knowledge of educational services provided SLEP
- Training in the use of bilingual materials
- How to be a resource for reading and cultural awareness activities
- How to make bilingual instructional aids for classroom use
- How to organize parent/community groups

Activities:
- Lecture
- Role playing
- Group discussion
- Review of multicultural awareness materials
- Making materials for classroom use

Time Span: 4 two-hour sessions

II.C5 Staff-Student Ratio

A. Because of the complex nature of the special needs of students of limited English proficiency, the staff-student ratio should be lower than the staff-student ratio for regular classrooms. Preferably, instruction should be provided on a one-to-one basis or in small groups in order to meet the wide range of individual differences of students who come from linguistically and culturally diverse backgrounds. An effective class or group size would allow for the staff to meet program objectives and still be cost effective.

B. Other factors that affect staff-student ratio include instructional setting arrangements and scheduling of classes. Grouping of students should consider the following:

1. Fluency level: Group students by language dominance.

2. Grade level: Provide instruction for one grade level but group not more than two grade levels.

3. Non-graded: Group students homogeneously according to ability in identified learning needs (e.g., listening, writing, or reading comprehension skills).

C. The class size is provided in the following table. It shows a range in number of students per instructional period.

TABLE VII

CLASS SIZE

TYPE OF STAFF	STUDENT GRADE LEVEL	INSTRUCTIONAL MODE	NO. OF STUDENTS PER INSTRUCTIONAL PERIOD
Teacher	K-8	Bilingual Instruction in Core Curriculum and ESL	10-15 (average 13 per 2-hr. daily period)
Teacher	K-12	ESL Bilingual Instruction	15-18 (of varied languages) 10-15 (of one language)
PTT	K-12	Bilingual Instruction or ESL	5-9 (average 7 per period)
Educational Assistant	K-8	Bilingual Instruction or ESL	5-9 (average 7 per period)
Educational Assistant	9-12	ESL Bilingual	10-14 5-9

SECTION III

PARENT AND COMMUNITY INVOLVEMENT

The purpose of this section is to outline the different activities that will promote parent and community involvement in the Program for Students of Limited English Proficiency.

SECTION III.A PARENT AND COMMUNITY INVOLVEMENT

To promote positive and productive parent cooperation with the schools, parents with limited English proficiency shall receive effective notice of all activities and communication brought to the attention of other parents. In addition, the following activities shall be conducted:

III.A1 Information Exchange Activities

A. Orient parents to school-community resources through any of the following:

- oral notification in the home language through the Department of Education staff (e.g., Bilingual School-Home E.A.) or volunteers.
- written notification in the home language
- meetings (formal/informal) using bilingual staff or volunteers

B. Notify parents of special language services being prescribed for their child through any of the following:

- written notification in the home language
- oral notification in the home language through Department of Education staff (e.g., Bilingual School-Home E.A.) or community volunteers.

When the parents raise questions about the appropriateness of these services for their children, the school administrator, with the help of a bilingual Department staff member or community volunteer, shall meet with the parents to further explain the Department's bilingual education program.

If the parents choose not to have their child receive bilingual instruction, they shall be informed that their child must receive English as a second language services. There shall be documentation at the school of: 1) the written or oral notification, 2) the school conference, and 3) the parent's signed refusal for bilingual instructional services.

C. Explain general student expectations (attendance, school rules, etc.) through any of the following:

- oral/written notification in the home language through Department of Education staff or community volunteers
- meetings (formal/informal) using bilingual staff or community volunteers

III.A2 Hands-On Activities

A. Provide bilingual materials which suggest ways for parents to help their children with their academic work at home.

B. Conduct mini-workshops for bilingual parents to:

1. Develop their skills in assisting their children in the core curriculum areas; and

2. Provide an opportunity for them to share ideas and concerns.

C. Encourage parents to assist students in class-related activities (e.g., as cultural resource person; as volunteer tutor, translator, tester).

III.A3 Advisory Activities

A. Provide opportunities for parents and the community to participate in the planning and implementation of special language services for students of limited English proficiency, using existing bilingual parent/community advisory groups.

B. Encourage parents to participate in the School-Community Council and other school advisory organizations through:

- meetings
- newsletters
- workshops/conferences

C. Maintain communication with various community agencies and organizations (especially the ethnic councils) on critical issues relating to special language services.

SECTION IV

EVALUATION

The purpose of this section is to describe the projected cycle of evaluation activities for the Program for Students of Limited English Proficiency.

SECTION IV EVALUATION

The following are the projected six-year evaluation activities planned for the Program for Students of Limited English Proficiency.

School Year	Focus of Evaluation	Secondary Focus
Year 1	Is the IAPS system efficient and effective?	Student outcome measures
Year 2	Are the students being provided the most relevant and effective educational experiences?	IAPS system
Year 3	Are the outcome measures being attained as expected?	IAPS system Instructional delivery
Year 4	Are the mainstreamed IAPS students functioning as expected?	Student outcome IAPS system
Year 5	What is the most effective mode of instructional delivery?	Student outcome IAPS system
Year 6	Are the outcome measures being attained as projected?	IAPS system

The objectives of the evaluation activities are (1) to provide those in the IAPS assigned responsible positions with relevant and timely information to ensure the establishment of an effective and efficient SLEP record and retrieval system, (2) to fully integrate this system within the Department's student records module; and (3) to ensure that (a) all target students are identified, assessed, provided appropriate educational opportunities on a timely basis, and (b) the educational experiences provided are effective. The end product of these activities will provide:

A. The program operational staff (teachers, PIT, aides) with student diagnostic data to use to provide the most appropriate and effective instructional services.

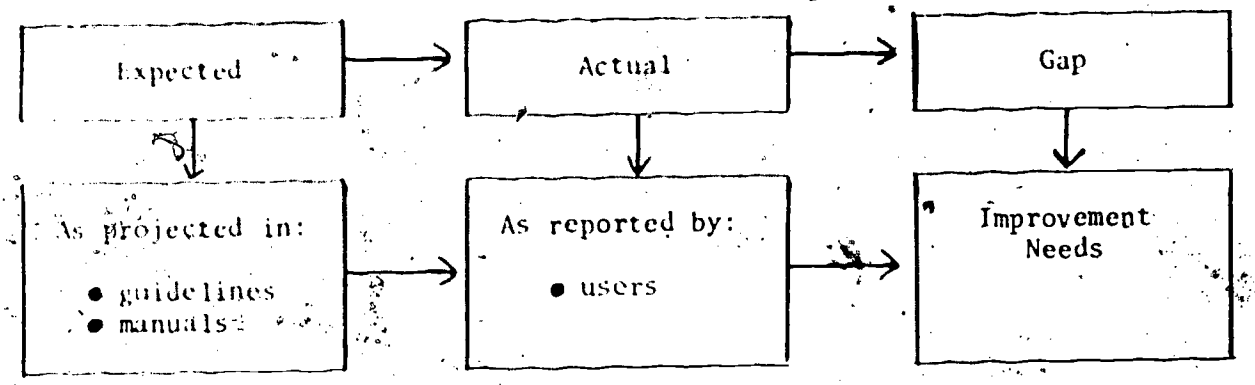
B. The principals with indications of the scope and the effectiveness of the instructional services being provided.

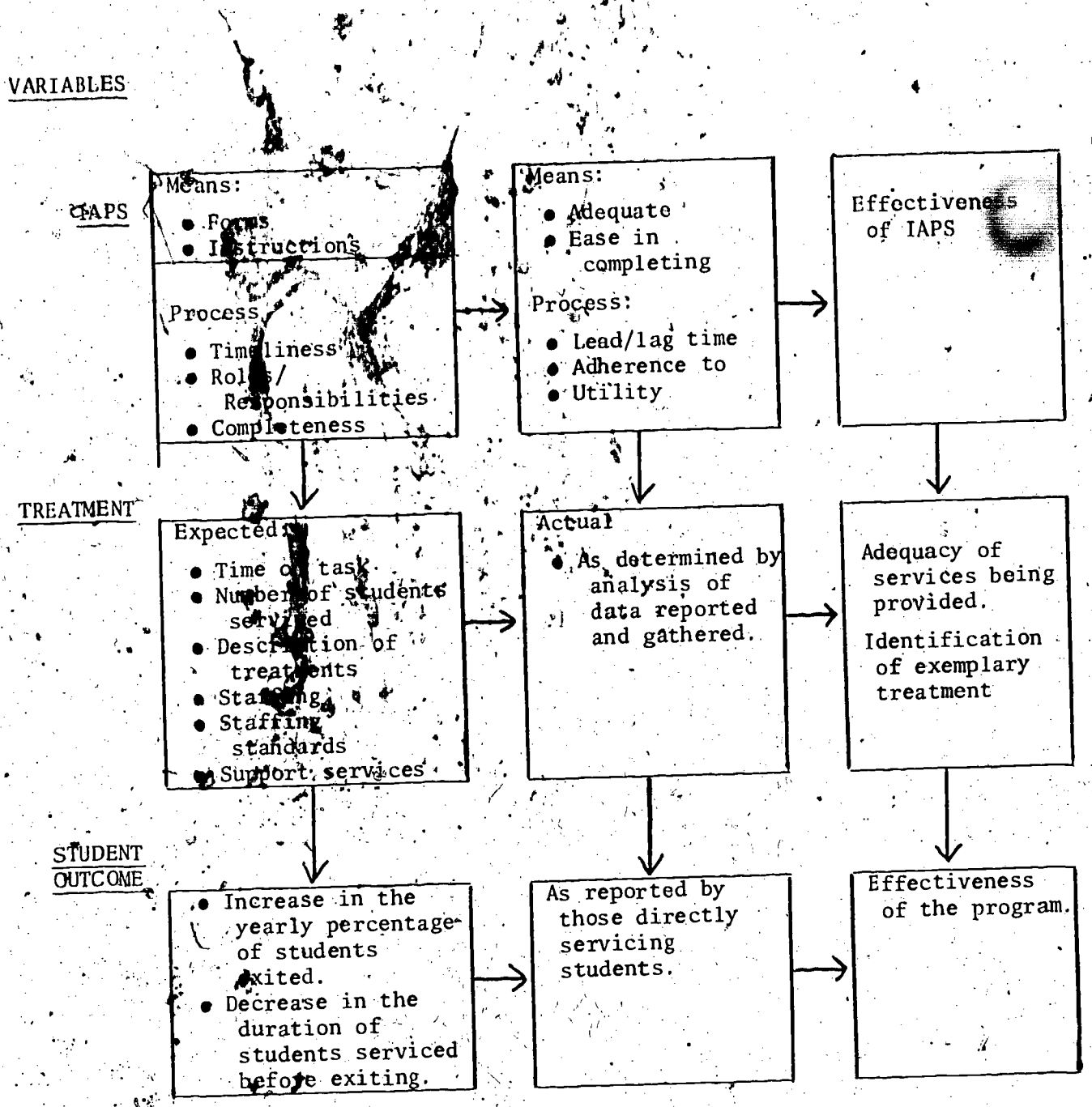
C. The districts with information relative to implementation, staffing, programming and instructional needs.

D. The State with information relative to (1) compliance, (2) funding, and (3) the attainment of program objectives.

The discrepancy model as illustrated below will be used for the yearly evaluation studies. The flow of the model horizontally and the flow vertically, from theoretical to operational variables, are illustrated below.

MODEL




VARIABLES
IAPS
Means:
• Forms
• Instructions
Process:
• Timeliness
• Roles/ Responsibilities
• Completeness
Means:
• Adequate
• Ease in completing
Process:
• Lead/lag time
• Adherence to
• Utility
Effectiveness of IAPS
TREATMENT
Expected:
• Time on task
• Number of students serviced
• Description of treatments
• Staffing
• Staffing standards
• Support services
Actual
• As determined by analysis of data reported and gathered.
Adequacy of services being provided.
Identification of exemplary treatment
STUDENT OUTCOME
• Increase in the yearly percentage of students exited.
• Decrease in the duration of students serviced before exiting.
As reported by those directly servicing students.
Effectiveness of the program.

For the projected evaluation activities to be meaningful, the following activities must be completed by the identified responsible person or office.

Evaluation Activity	Classroom	School	District	SIS Branch	Comp. Ed. Section	Evaluation Section
1. Completing SIS-10		x				
2. SIS-10, Visual Screening		x				
3. Identifying potential SLEP students		x		x		
4. Administering of EPT/HELP		x	x			
5. Transmittal of SIS-10 and 14 to SIS		x				
6. Inputting into student module				x		
7. SLEP Printouts				x		
8. Student placements		x				
9. Student being provided relevant treatment		x	x			
10 Student effectiveness records (Document)	x	x		x		
11. Updating Classroom Summary Profile Record	x					
12. Analysis of evaluation data			x		x	x
13. Modifying program plan					x	
14. Computerizing and retrieving student information				x		

To evaluate and document the effectiveness of the Program, student outcome information must be systematically recorded, reported and retrievable. School personnel providing direct services to students during the year shall complete the End of the Year Classroom Summary Profile Form, and forward copies as instructed at the end of the school year. This will provide the documentation needed to (1) identify the kinds of services being provided, (2) to monitor the effectiveness of the program, and (3) to justify modifications of program directions.

(0) School _____ (1) Code _____

COMPLETED by:

(0) Name _____ SP _____

(4) Position _____

(5) FTE _____

(7) Funded by _____

(8) Language _____

Assists or is assisted by

(9) Position _____

(10) Language _____

CLASSROOM or PROGRAMMING STUDENT PROFILE FORM

Students of Limited English Proficiency

STUDENT (11) Name	(21) ID Number	BACKGROUND 31 Date Placed/Enrolled	33 Grade	35 HELP	ENTRY SCORES 36 EPT	38 Language Dominance	39 Date	41 Standardized Scores %ile Total Reading	43 Total Math	45 Total L.A.	DIAGNOSIS 47 Learning Style	49 Needs Pairs	50 Lexical	51 Phonemes	53 Comprehension	Oral Production	TREATMENT 54 ESL (Time)	56 Bil/Bic (Time)	58 Supplementary (Total Time)	59 Class arrangements	60 Attendance/Absence	EXIT/YEAR-END SCORES 61 EPT	63 Standardized Scores %ile Total Reading	65 Total Math	67 HELP	69 Adjusted Language Dominance	70 Date	OUTCOME 72 Exit Reasons	73 Your recommendation
1.																													
2.																													
3.																													
4.																													
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25.																													

Name of Eng. Prof. Test (EPT) _____ Date _____

Entry _____ _____

Exit _____ _____

Name of Standardized Test _____ Date _____

Entry _____ _____

Exit _____ _____

ATTACHMENTS

STUDENT ENROLLMENT FORM

FORM SIS-10

ATTACHMENT 1
Page

IDENTIFICATION - SCHOOL USE ONLY

1. Student No | 2. School Name

STUDENT PERSONAL DATA

1 — 4 Last Name | 5 First Name | 7 M I | 8 Jr III etc | 9 Sex ☐M ☐F | 10 Grade | 11 Birthdate (Mo Da Yr)

Please Student's Dominant Ethnic Background (Check One)

☐ A American Indian
☐ H Hawaiian
☐ P Portuguese
☐ U Indo-Chinese
☐ B Black
☐ F Part Hawaiian
☐ J Spanish Puerto Rican
☐ M Other (specify)
☐ O Filipino
☐ R Samoan
☐ W White

13 Last School Name & Address

SCHOOL USE ONLY

14 Birthdate Verification | 15 Record Req | 16 Course | 17 Entry Date (Mo Da Yr) | 18 Entry Code

Indicate Language used by checking the appropriate box for Items 19a, 19b and 20 below (Select only ONE LANGUAGE for each item)

19a Student's First Acquired Language												
19b Language Most Often Used By Student												
20 Language Most Often Spoken At Home												

FAMILY & RESIDENCE DATA

2 — 21 Student's Address | 22 Apt Suite No | 23 City | 24 Zip Code

Home Phone | 26 Is student's father mother or guardian on active member of the armed services? ☐ Yes ☐ No | If Yes enter member's Serial No (SSN) | 27 Does student's father mother or guardian work for the Federal Government or work on Federal Property? ☐ Yes ☐ No

MAILING INFORMATION

3 — 28 Mail to ONE of the following (Check ONE Only) ☐ Father ☐ Mother ☐ Guardian

Mailing Address - Enter address only if different from student's address (Item 21 above) | 30 Zip Code

STUDENT'S FATHER

4 — 31 Father's Name - Last First M I

Employer's Name | 33 Business Phone | Phone Ext

STUDENT'S MOTHER

5 — 34 Mother's Name - Last First M I

Employer's Name | 36 Business Phone | Phone Ext

STUDENT'S GUARDIAN

6 — 37 Guardian's Name - Last First M I

Employer's Name | 39 Business Phone | Phone Ext

STUDENT'S CITIZENSHIP

7 — 40 Country of Birth | Code | 41 If Country of Birth is other than U S give year of arrival 19__ | 42 U S Citizen? ☐ Yes ☐ No | 43 If not U S Citizen indicate status ☐ Refugee ☐ Immigrant ☐ Non-immigrant

EMERGENCY DATA

8 — 44 Person To Notify In Case Of Emergency (Other than Parents or Guardian) | 45 Emergency Phone

Doctor's Name | 47 Business Phone | Phone Ext

STUDENT'S PROGRAM - TO BE USED BY SCHOOLS ON THE PUPIL RECORDS MODULE (PURM)

9 — A A A A A A A

A A A A A A A

DISTRIBUTION: Original - Student Information Services Branch, Copy 1 - School

CONTINUE ON BACK

Rev 12/80 RS 80-0304

Items 40 and 41 will not be considered in identifying possible SLEP.

SCHOOL SUPPLEMENTARY INFORMATION

FATHER	MOTHER
Address if different from student	Address if different from student
Education [ ] Did not complete high school [ ] High school graduate [ ] Some college [ ] College graduate	Education [ ] Did not complete high school [ ] High school graduate [ ] Some college [ ] College graduate
Occupation	Occupation

Marital status [ ] Married [ ] Divorced [ ] Separated [ ] Single

If divorced, separated or single who has custody of the child

Other Children Attending this School (NAME & AGE)

ENGLISH LANGUAGE PROFICIENCY TEST RAW SCORE CONVERSION TABLE

TEST	ENGLISH PROFICIENCY SCALES			
	NOT PROFICIENT		PROFICIENT	
	(1)	(2)	(3)	(4)
Basic Inventory of Natural Language				
K - 3	0 - 24	24.1 - 50	50.1 - 75	75.1 - 200
3 - 6	0 - 24	24.1 - 75	75.5 - 100	100.1 - 200
7 - 8	0 - 24	24.1 - 75	75.1 - 100	100.1 - 200
9 - 12	0 - 24	24.1 - 100	100.1 - 125	125.1 - 200
Language Assessment Scales	LAS PROFICIENCY SCALES 1 & 2	3	4	5
Level I	0 - 64	65 - 74	75 - 84	85 - 100
Level II	0 - 71	72 - 81	82 - 91	92 - 100

Attachment 3

INDIVIDUAL LEARNING PROGRAM (BIL/ESL)
FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

NAME: (Last) (First) (Middle) SCHOOL: DISTRICT:

BIRTHDATE: (Month) (Day) (Year) GRADE: DATE ILP INITIATED:

STUDENT'S PRIMARY LANGUAGE: (Other than English) LANGUAGE DOMINANCE CATEGORY: (#1 and 2)

Instruction Takes Place: (Check all that apply under each section.)	PRIMARY LANGUAGE UTILIZATION				ENGLISH (FSL)	
	LANG. ARTS/ READING	SOCIAL STUDIES	MATH	SCIENCE (for K-6)	ENG. LANG. SKILLS	CONTENT AREAS
Where:						
1. In the reg. classrm.						
2. In a BIL/ESL Center						
3. Elsewhere						
How:						
1. Individual Tutoring						
2. 2 to 7 per group						
3. 8 or more per group						
4. Other: (specify)						
Provided by:						
1. Reg. Classroom Tchr.						
2. SLEP Program Tchr.						
3. SLEP Program E.A.						
4. Community Tutor a. Volunteer Parent						
b. Volunteer Service Program						
c. University Student						
5. Peer & Cross-age Tutor						
6. Other: _____ (specify) _____						
Duration of Instruction: Minutes per week						
Materials Used: (Indicate the specific title of materials used during instruction. Use back of this page as needed.)						
Multicultural Awareness Activities (Indicate time spent and who provides it.)						
Other Cultural Orientation Activities (Indicate time spent)						

Parents were informed of this ILP

on _____ through _____.
(date) (how)

Name/Position of Person Completing this form.

_____

Date: _____

STUDENT RECORD PROFILE

School Code _____ Date _____

Last First Middle

STUDENT ID NO. _____

QUIRED LANGUAGE _____ HOME LANGUAGE: _____ BIRTHDATE: _____

ASSESSMENT OF NATIVE LANGUAGE PROFICIENCY			ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY				
ade vel	Raw Score	Proficiency Level (Comments, if any)	Date	Level	Name of Test	Raw Score	Proficiency Level

LANGUAGE DOMINANCE RATING Date: _____

nglish Only ☐ 2. Predominantly Non-English ☐ 3. Equally English and Non-English ☐ 4. Predominantly English ☐ 5. English Only

VEMENT TEST-TOTAL READING			
of Test	Raw Score	%ile	Date

ACHIEVEMENT TEST-LANGUAGE ARTS			
Name of Test	Raw Score	%ile	Date

ACHIEVEMENT TEST-MATH			
Name of Test	Raw Score	%ile	Date

OTHER TEST RESULTS			
of Test	Raw Score	%ile	Date

ACADEMIC PERFORMANCE: Grade Point Average (GPA)				
School Year	GPA	Key:	A=4 B=3 C=2 D=1 F=0	E=4 G=3 F=2 P=1 S=2 U=1

Attachment 4
Page 1

PROGRAM LOG

Grade Level	Date of Program Entry	Program/Service	Instructional Time (Minutes/week)	Instructor(s)	Position and Lang. Other than English (if any)

TEACHERS' COMMENTS/RECOMMENDATIONS

Grade Level	School Code	Comments/Recommendations	Teacher	Date

Attachment 4
Page 2

PROGRAM EXIT

Grade Level _____ Initiator _____ Position _____

BILINGUAL TEACHER

Introduction

The bilingual teacher who may be assigned to one or more target schools shall teach the core curriculum areas in both English and another language, with an integrated multicultural awareness focus. The bilingual teacher may also serve as the bilingual curriculum and cultural resource for the regular classroom teachers and the program staff.

Duties and Responsibilities

A. Instruction

1. Plans and implements bilingual lessons which develop and/or reinforce basic skills in the core curriculum (language arts, reading, math, science, social studies).

2. Provides resource assistance for teachers of students of limited English proficiency (SLEP) utilizing appropriate bilingual strategies.

3. Prepares a curriculum plan cooperatively with the classroom teacher(s) for target students as described in existing state/district guidelines.

4. Records and monitors the progress of each student on the Student Record Profile.

5. Assists target students to understand and accept themselves and others as individuals with an awareness of their own ideas, feelings, values, talents, needs and cultural heritage.

B. Coordination

1. Trains, supervises, and coordinates the instructional activities of casual temporary teachers and educational assistants in providing bilingual support services in the classroom.

2. Coordinates the bilingual instruction and discusses student progress with classroom teachers, principal, counselor and parents.

3. Initiates and coordinates the delivery of necessary school resources for target students (e.g., counseling services, special services, other programs, etc.).

4. Arranges conferences with all parents of children receiving special language services.

5. Completes all necessary program reports and data gathering forms.

6. Participates in the evaluation of the program.

7. Coordinates the utilization of community resources.

8. Participates actively in inservice training opportunities scheduled for instructional staff who serve SLEP.

9. Performs such other related duties as may be required or directed.

Minimum Qualifications and Competencies

A. Education:

Graduation from an accredited college or university with a Bachelor's degree in Education with the following majors preferred: Language Arts, Social Studies, English, Teaching English to Speakers of Other Languages (TESOL); certification in TESOL and/or the Hawaii public school system. Experience in classroom teaching, working with learners at different levels, curriculum planning and knowledge of second language learning techniques preferred.

B. Competencies:

1. Proficiency in oral and written communication in the native language of the target students at schools to which assigned.

2. Proficiency in oral and written communication in English.

3. Ability to utilize appropriate bilingual approaches in content areas where instruction is provided.

4. Functional knowledge and ability to demonstrate appropriate bilingual education and ESL methodology in teaching core curriculum.

5. Knowledge of materials and programs designed to assist SLEP and any research pertaining thereto.

6. Practical experience in second language training instruction.

7. Ability to demonstrate the concept of multicultural education and its implication for teaching.

8. Ability to use language proficiency diagnostic instruments and to prescribe and implement appropriate bilingual instructional programs for students.

C. Controls over Position:

Works under the direct supervision of the school principal. Receives technical and curricular assistance and direction from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

BILINGUAL PART-TIME TEMPORARY TEACHER

Introduction

Under the supervision of the regular teacher, the part-time bilingual casual temporary teacher will provide instruction in the core curriculum areas in both English and another language and serve as a resource person in multicultural awareness activities.

Duties and Responsibilities

1. Plans and implements bilingual lessons which will develop and/or reinforce basic skills in the core curriculum (language arts, reading, math, science, social studies).

2. Provides one-to-one or small group instruction to students of limited English proficiency (SLEP).

3. Coordinates all class activities with the student's regular teacher or appropriate school personnel relative to:

   a. Identification and assessment.

   b. Diagnosis and prescription.

   c. Schedule, procedures, equipment, supplies and facility.

4. Assists target students to understand and accept themselves and others as individuals with an awareness of their own ideas, feelings, values, talents, needs and cultural heritage.

5. Records and monitors the progress of each student on the Student Record Profile.

6. Assists in coordinating and participates in parent involvement activities as requested.

7. Completes all necessary program reports and data gathering forms.

8. Participates in the evaluation of the project.

9. Coordinates the utilization of community resources.

10. Performs such other related duties as may be required or directed.

Minimum Qualifications and Competencies

A. Education:

Class II - Baccalaureate degree from an accredited institution.

Class III - Baccalaureate degree plus 30 semester hours earned subsequently and/or Masters degree and/or Five Years Teaching Diploma and/or DOE professional Teaching Certificate.

B. Competencies:

1. Proficiency in oral and written communication in both English and in the language of the assigned target group.

2. Functional knowledge of appropriate bilingual education methodology in content areas where instruction is provided.

3. Ability to demonstrate the concept of multicultural education and its implication for teaching.

4. Knowledge of and the ability to apply ESL methods.

5. Ability to use language proficiency diagnostic instruments and to prescribe and implement appropriate instructional programs.

C. Controls over Position:

Works under the general supervision of a regular teacher. Receives technical and curricular assistance from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

BILINGUAL EDUCATIONAL ASSISTANT
(SR-9)

Introduction

The Bilingual Educational Assistant may be assigned to one or more target schools. The primary functions of this position are to assist the teachers in providing lessons in the core curriculum areas in both English and the other language following specific plans made with the regular teachers, and to serve as resource person in multicultural awareness activities for the whole class.

Duties and Responsibilities	Relative Time Spent Index
1. Performs the following classroom instruction-related tasks:	80%
a. Provides, as directed by the teacher, reinforcement lessons in the native language of the target students and in English according to designated grouping in the core curriculum areas.	
b. Makes suggestions in the preparation of daily lessons in the core curriculum areas for the target students.	
c. Handles small group discussions of students.	
d. Serves as a resource person in culture studies for the whole class based on own experiences and cultural background.	
e. Assists in classroom management in relation to target students by monitoring and correcting inappropriate behavior.	
f. Assists in maintaining the Student Record Profile by logging pertinent assessment and programming data.	
g. Helps evaluators to administer bilingual tests (pre and post) to target students by giving appropriate tests and recording results.	
h. Acts as interpreter for target students and their parents, including parent-teacher conferences and/or PTA meetings.	

2. Performs the following clerical-related tasks: 10%

   a. Interprets school forms, data from the child's native country to school officials.

   b. Maintains files of instructional materials, recording periodically cultural activities performed.

   c. Helps in preparing teaching aids.

   d. Scores teacher-prepared exercises, workbooks, quizzes, diagnostic tests and/or language assessment instruments and achievement tests.

3. Performs other services as may be directed or required including: 10%

   a. Sets up and operates audio-visual equipment and instructional aids.

   b. Contacts parents to inform them about class assignments, field trips, and parent-teacher conferences.

100%

Minimum Qualifications (Educational Assistant III)

A. Education: High school education. Possession of Bachelor's degree preferred.

B. Experience:

1. Two years of specialized experience which involve providing supportive services to professional personnel directly engaged in the academic, personal, social and/or vocational development of students.

In lieu of two years specialized experience, the following may be substituted:

- Possession of an Associate of Science degree in Teacher Aide from an accredited community college.

- Possession of a bachelor's degree in education or its equivalent from an accredited college or university.

2. Proficience in speaking, listening, reading and writing English to interact effectively with classroom personnel.

3. Proficiency in speaking, listening, reading and writing one of the native languages of the target students of limited English proficiency (SLEP) at school to which assigned.

C. Competencies:

1. Knowledge of cultural background of students of limited English proficiency.

2. Ability to establish rapport with persons from a different linguistic and cultural background.

3. Knowledge of American culture and the human, social, and organizational resources within the community.

4. Functional knowlege of appropriate bilingual education and ESL strategies.

5. Ability to make suggestions to the regular classroom bilingual teacher or TESOL program teacher in planning appropriate teaching techniques and mateials to assist the target students.

D. Controls over Position:

Works under the general supervision of the classroom teacher(s) and the principal. Receives technical and curricular assistance from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

TESOL TEACHER

Introduction

The TESOL teacher shall provide direct instructional services in English language skills through the use of ESL techniques and materials for target students, and/or curricular assistance to the regular education and program staff. The TESOL teacher also facilitates the target students' adjustment to the American way of life.

Duties and Responsibilities

A. Instruction

1. Plans and implements English language lessons which will develop and/or reinforce listening, speaking, reading, writing skills using a second-language approach.

2. Provides instruction to or resource assistance for teachers of students of limited English proficiency (SLEP) utilizing appropriate ESL methods.

3. Provides instruction in the content areas using ESL techniques.

4. Prepares a curriculum plan cooperatively with the classroom teacher(s) for target students as described in existing state/district guidelines.

5. Records and monitors the progress of each student on the Student Record Profile.

6. Assists target students to understand and accept themselves and others as individuals with an awareness of their own ideas, feelings, values, talents, needs and cultural heritage.

B. Coordination

1. Trains, supervises, and coordinates the instructional activities of casual temporary teachers and educational assistants involved in providing bilingual and ESL services in the classroom.

2. Coordinates the English language instruction and discusses student progress with classroom teachers, principal, counselor and parents.

3. Initiates and coordinates the delivery of necessary school resources for target students (e.g., counseling services, special services, other programs, etc.).

4. Arranges conferences with all parents of children receiving special language services.

5. Completes all necessary program reports and data gathering forms.

6. Participates in the evaluation of the program.

7. Coordinates the utilization of community resources.

8. Participates actively in inservice training opportunities scheduled for instructional staff who serve SLEP.

9. Performs such other related duties as may be required or directed.

Minimum Qualifications and Competencies

A. Education:

Graduation from an accredited college or university with a Bachelor's degree in Education with the following majors preferred: Language Arts, English, Teaching English to Speakers of Other Language (TESOL); certification in TESOL and/or the Hawaii public school system. Experience in classroom teaching, working with learners at different levels, curriculum planning and knowledge of second language learning techniques preferred.

B. Competencies:

1. Proficiency in oral and written communication in English.
2. Knowledge of materials and programs designed to assist SLEP and any research pertaining thereto.
3. Practical experiences in second language training instruction.
4. Functional knowledge and ability to demonstrate the methods and techniques of second language teaching.
5. Ability to demonstrate the concept of multicultural education and its implication for teaching.
6. Ability to use language proficiency diagnostic instruments and implement appropriate instructional programs.

C. Controls over Position:

Works under the direct supervision of the school principal. Receives technical and curricular assistance and direction from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

TESOL PART-TIME TEMPORARY TEACHER

Introduction

Under the supervision of a regular teacher, the TESOL part-time temporary teacher shall provide direct instructional services in English language skills through the use of ESL techniques and materials and facilitate the target students' adjustment to the American way of life.

Duties and Responsibilities

1. Plans, coordinates and implements English language lessons which develop and/or reinforce listening, speaking, reading, writing skills using a second language approach.

2. Provides one-to-one or small group instruction to students of limited English proficiency (SLEP).

3. Coordinates all class activities with the student's regular teacher or appropriate school personnel relative to:

   a. Identification and assessment

   b. Diagnosis and prescription

   c. Schedule, procedures, equipment, supplies and facility.

4. Assists target students to understand and accept themselves and others as individuals with an awareness of their own ideas, feelings, values, talents, needs and cultural heritage.

5. Records and monitors the progress of each student on the Student Record Profile.

6. Assists in coordinating and participating in parent involvement activities as requested.

7. Completes all necessary program reports and data gathering forms.

8. Participates in the evaluation of the project.

9. Coordinates utilization of community resources.

10. Performs such other related duties as may be required or directed.

Minimum Qualifications and Competencies

A. Education:

Class II - Baccalaureate degree from an accredited institution.

Class III - Baccalaureate degree plus 30 semester hours earned subsequently and/or Masters degree and/or Five Years Teaching Diploma and/or DOE Professional Teaching Certificate.

B. Competencies:

1. Proficiency in oral and written communication in English.

2. Knowledge of and the ability to apply ESL methods in the teaching of English and the core curriculum.

3. Ability to demonstrate the concept of multicultural education and its implication for teaching.

4. Ability to use language proficiency diagnostic instruments and to prescribe and implement appropriate instructional programs.

C. Controls over Position:

Works under the general supervision of a regular teacher and/or the district resource teacher for SLEP. Receives technical and curricular assistance from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

TESOL EDUCATIONAL ASSISTANT
(SR-9)

Introduction

The TESOL Educational Assistant may be assigned to one or more target schools. The primary functions of this position are to assist the regular or TESOL teachers in providing instruction in English language skills through the use of ESL techniques and materials and to facilitate the target students' adjustment to the American way of life.

Duties and Responsibilities	Relative Time Spent Index
1. Performs the following classroom instruction-related tasks:	80%
a. Provides, as directed by the teacher, reinforcement lessons in English to designated grouping in language arts or in language development activities.	
b. Uses English as a second language approach to develop language learning or to test understanding of concepts following the teacher's plan.	
c. Handles small group discussions of students.	
d. Assists in orienting the students to school by providing individual or small group activities on orientation to school and on acculturation units.	
e. Assists in classroom management in relation to target students by monitoring and correcting inappropriate behavior.	
f. Makes suggestions in the preparation of daily lessons in language arts and in language development activities.	
g. Assists in maintaining the Student Record Profile by logging pertinent assessment and other programming data.	
h. Helps evaluators to administer English language tests (pre and post) to target students by giving appropriate tests and recording results.	

2. Performs the following clerical-related tasks: 10%

   a. Maintains files of instructional materials, recording periodically cultural activities performed.

   b. Helps in preparing teaching aids.

   c. Scores teacher-prepared exercises, workbooks, quizzes, diagnostic tests and/or language assessment instruments and achievement tests.

3. Performs other services as may be directed or required including: 10%

   a. Sets up and operates audio-visual equipment and instructional aids.

   b. Contacts parents to inform them about class assignments, field trips, and parent-teacher conferences.

100%

Minimum Qualifications (Educational Assistant III)

A. Education: High school education. Possession of Bachelor's degree preferred.

B. Experience:

1. Two years of specialized experience which involved providing supportive services to professional personnel directly engaged in the academic, personal, social and/or vocational development of students.

   In lieu of two years specialized experience, the following may be substituted:

   - Possession of an Associate of Science degree in Teacher Aide from an accredited community college.

   - Possession of a bachelor's degree in education or its equivalent from an accredited college or university.

2. Proficiency in speaking, listening, reading and writing English to interact effectively with classroom personnel.

C. Competencies:

1. Functional knowledge of ESL methods and materials.

2. Knowledge of cultural background of the SLEP.

3. Ability to establish rapport with persons from a different linguistic and cultural background.

4. Knowledge of American culture, and the human, social, and organizational resources within the community.

5. Ability to assist the regular classroom or TESOL Program teacher in planning appropriate teaching techniques and materials to assist the SLEP.

D. Controls over Position:

Works under the general supervision of the classroom teacher(s) and/or TESOL teacher and the principal. Receives technical and curricular assistance from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.

BILINGUAL SCHOOL-HOME EDUCATIONAL ASSISTANT
(SR-11)

Introduction

The bilingual school-home educational assistant who is hired on a 12-month basis, may be based at the district and assigned to work with one or more target schools. The primary functions of this position are to act as liaison between the community, parents, and school; to disseminate information necessary to insure good school-home cooperation; and to provide language and cultural assistance to the school.

Duties and Responsibilities	Relative Time Spent Index
1. Demonstrates and explains to the parents and to community groups the services that the school provides in order to increase the students' intellectual competence and personal development.	25%
2. Assists in establishing and maintaining favorable community relationships through planning and conducting group information sessions for the community.	10%
3. Initiates activities which will encourage parents to get involved in school-related advisory groups such as the Parent Teacher Association (PTA) and Parent Advisory Group (PAG), and assists the school staff with training sessions or informational sessions with these groups.	15%
4. Translates school notices and forms into languages that will be understood by target parents in the community.	20%
5. Relates information to bilingual educational assistants and teachers on available community resources which will reinforce classroom instruction.	10%
6. Attends local advisory council meetings and other community organization meetings relating to educational concerns and reports relevant information to the school staff.	10%

7. Maintains a file on parents and other persons in the community who can be used as instructional or cultural resources.	5%
8. Counsels parents and students on laws and regulations, and local customs and traditions of the community and the school.	5%
	100%

Minimum Qualifications

A. Education: High school education. Possession of Bachelor's degree preferred.

B. Experience: Two (2) years of paid or volunteer work experience which involve working with individuals and groups engaged in assisting parents/community in the academic, personal, social and/or vocational development of their children.

1. Proficiency in speaking, listening, reading and writing English to interact effectively with school personnel and the community.

2. Proficiency in speaking, listening, reading and writing one of the native languages of the target students at school/districts to which assigned.

C. Competencies:

1. Knowledge of cultural background of students of limited English proficiency (SLEP).

2. Ability to establish rapport with persons from a different linguistic and cultural background.

3. Ability to organize community groups and develop activities/programs that will foster school-home cooperation.

4. Knowledge of American culture, and the human, social, and organizational resources within the community.

5. Ability to apply effective interview techniques and be able to prepare written reports.

D. Controls over Position:

Works under the general supervision of the principal and the District Superintendent. Receives technical assistance from the District Educational Specialist/Program Coordinator. Performs duties according to established federal and state guidelines and procedures.