DOCUMENT RESUME

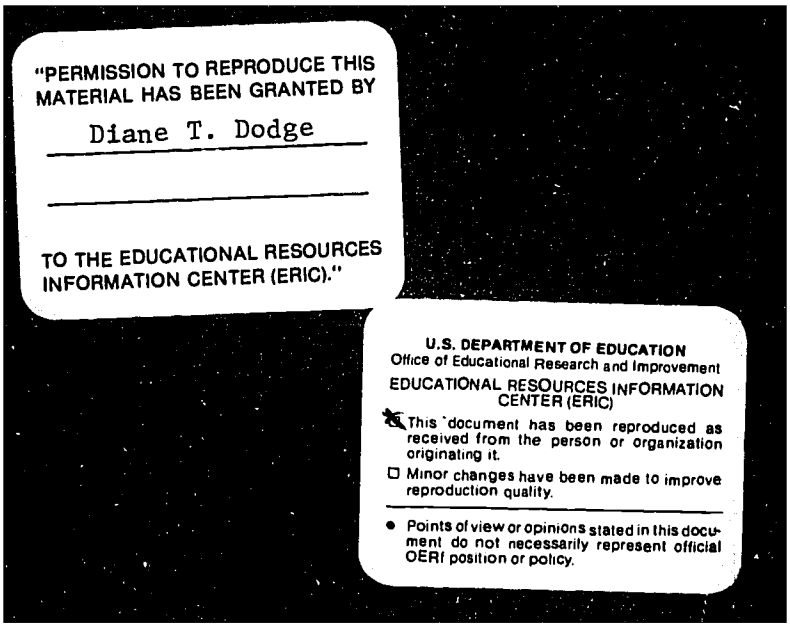
ED 275 136 FL 016 033

AUTHOR Dodge, Diane T.; And Others
TITLE A Trainer's Guide to Building English Proficiency.
INSTITUTION Creative Associates, Inc., Washington, D.C.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE Feb 84
NOTE 96p.; For related documents, see FL 016 031-032.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Role; *Bilingual Education Programs; *Change Strategies; Classroom Techniques; Educational Strategies; English (Second Language); Instructional Materials; Language Proficiency; *Limited English Speaking; Problem Solving; *Program Development; *Program Implementation; Staff Development; *Teacher Education

ABSTRACT

The trainer's guide, designed to be used in conjunction with a classroom teacher's handbook and resource guide for educators involved in planning and implementing bilingual education programs for new populations of limited English proficient (LEP) students, contains two parts. The first part addresses school administrators and examines the decisions and tasks required at each stage of the process of change, including awareness, problem-solving, system-building, program implementation, and institutionalization. The second part addresses those who support teachers and outlines strategies to assist teachers in adapting instruction and materials for LEP students, including approaches to teacher training (resource centers, workshops, in-classroom assistance, staff meetings, seminars and courses, and newsletters), learning about cultural issues and first and second language acquisition as they relate to the LEP student, assessing the LEP student, defining goals and objectives for the LEP student, selecting teaching strategies and classroom management techniques, selecting/adapting/developing instructional materials, and evaluation of the training. An index concludes the document. (MSE)


"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Diane T. Dodge
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Trainer's Guide to Building English Proficiency

Developed by

Creative Associates, Inc.
Washington, DC

Bilingual Education Instructional and Training Materials Project

funded by

Office of Bilingual Education and Minority Language Affairs
U.S. Department of Education

February, 1984

A Trainer's Guide to Building English Proficiency was produced under a contract with the U.S. Department of Education, the Office of Bilingual Education and Minority Language Affairs. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

Acknowledgements

This **Trainer's Guide** reflects the ideas and experiences of many skilled teachers, administrators, and trainers who served as project staff, as members of a technical team, and as expert reviewers. These individuals provided samples of materials they had developed and used, participated in conferences and retreats, attended numerous meetings to help identify the direction and content of the handbook, and reviewed both outlines and drafts. Diane T. Dodge assumed the lead responsibility for developing the **Trainer's Guide**. Specific sections were written by Leonor Guillen, Kathie Panfil, Brenda Bryant, William Plitt, and Emily Kohn. We also wish to acknowledge Emily Kohn and Karen Vander Linde for their editorial assistance and Elisabeth Glover for the layout and design of the materials.

Technical Team:

Arlington Public Schools

Sally Bassler	Secondary English Teacher
June Brasse	ESOL/Primary HILT Teacher
Susan Conners	Elementary HILT Teacher
Marsha Dale	ESOL Resource Specialist
Emma de Hainer	ESOL Curriculum Specialist
Melissa King	Elementary Resource Specialist
Sharon McCririe	Elementary HILT Teacher
Shirley Morrow	Secondary HILT Coordinator
Peggy Taylor	Former Teacher Corps Staff Development Coordinator

Alexandria Public Schools

Mary Neale Garrett	Curriculum Specialist for ESOL/Foreign Languages

Georgetown Bilingual Education Service Center

Christine Newman	Materials Specialist

Reviewers for Training Materials

Mary Baker	HILT/HILT Extension Teacher
Anna Chamot	Coordinator for Research Information Services, National Clearinghouse for Bilingual Education
Cheri Majors	Elementary Teacher
Jan Burdell	Elementary HILT Teacher
Virginia Collier	Associate Director of The Center for Bilingual/ Multicultural Education, George Mason University
Jean Lewis	ESOL Trainer, Office of Refugee Resettlement, Catholic Diocese of Richmond
John Nelson	Director of ESOL Progra[illegible]ersity of the District of Columbia

Project Staff

William Plitt	Project Director
Brenda Bryant	Project Monitor
Kathie Panfil	Project Specialist
Diane T. Dodge	Training and Materials Development Specialist
Leonor Guillen	Research Associate
Theresa Bratt	Resource Specialist, Secondary Level
Etta Johnson	Resource Specialist, Elementary Level
Patricia Loy	Administrative Assistant

Preface

The Bilingual Education Instructional and Training Materials Project was funded in August, 1982, by the Office of Bilingual and Minority Language Affairs (OBEMLA) in the U.S. Department of Education. Over a period of two-and-a-half-years, the project demonstrated how a school district can respond effectively to the challenge of a new student population—specifically, students with limited English proficiency.

The project represented a collaborative effort between Creative Associates, Inc., a minority-owned firm specializing in the development of human resources, and Arlington Public Schools, Virginia, a small suburban school district facing a rapid increase in its limited English proficient (LEP) student population. A Technical Team that included teachers of English for Speakers of Other Languages (ESOL) and curriculum specialists in the Arlington Schools, Creative Associates' staff, and representatives from the Alexandria Schools, George Mason University, and the Georgetown Bilingual Education Service Center worked together to

- Describe, pilot test, and validate a process approach to the development of curriculum and instructional materials;
- Produce training materials that will be used by trainers in helping teachers use the process approach to develop curriculum and instructional materials; and
- Prepare a set of instructional materials suitable for use with LEP students.

The project began with a state-of-the art review of the literature. Drawn from that research were these conclusions:

- Classroom teachers and all personnel involved in the education of LEP students need materials which are suitable and adaptable to teaching limited English-speaking students.
- Because the language minority population changes often, educators must constantly adapt both locally developed and commercial materials.
- Teacher involvement, administrative support, and teacher training are major factors contributing to the success of local instructional materials design.
- Locally developed curriculum and instructional materials rarely are shared widely with other potential users.

Na nal nee ds. th s of the OBEMLA, and the findings of the literature study provided an impetus fo evelopment of several products designed to assist other school districts, particularly ral and small suburban districts, that are experiencing a sudden influx of LEP studer . Each product reflects the research findings and the experience- and beliefs of Arli n Public Schools personnel that instructional innovations cannot be accomplished in a vacuum. Educational change, to be successful, must be placed in total context program planning and implementation to assure the creation of a per nt system to espond to the needs of new student populations or new educa iorities and c erns.

The p hich resu from this project are described below.

Re

a review of the available curriculum materials in the Washarea and a search of available curriculum and teacher training
B ual Education Service Center at Georgetown University and the
e University of Maryland. It includes documented information and
the needs and practices of instructional design at the local level. The
documen provides verification of the process approach implemented in the Arlington Public Schools.

A Process for Meeting the Instructional Needs of Special Student Populations

Addressed to educators in school districts faced with the need to respond to student populations not previously served, this document provides a description of how Arlington Public Schools responded to the need for change. It outlines the five stages in the change process and illustrates these descriptions with events as they took place in Arlington.

Instructional Materials

Beginning Social Studies for Secondary Students: Building English Proficiency

This set of instructional materials, designed for students with very limited English proficiency, includes a **Reader**, a **Student Workbook**, and a **Teacher's Manual**. The **Reader** is a collection of illustrated reading selections that reinforce reading skills through social studies content. The **Student Workbook** includes pre- and post-reading activities to help reinforce reading and study skills using concepts introduced in the **Reader**. The **Teacher's Manual** provides general teaching strategies that take the teacher step-by-step through the presentation of lessons. Instructions include objectives for each lesson, appropriate teaching strategies, and answers to the exercises. The **Teacher's Manual** also contains pre- and post-tests for each unit with answer keys and scoring instructions.

Training Materials

A Classroom Teacher's Handbook for Building English Proficiency

This practical handbook is addressed to teachers who work in small school districts and who must accommodate students with limited English proficiency in their regular

classroom programs. Its purpose is to help teachers in acquiring the skills they need to develop effective strategies and to adapt the curriculum and instructional materials to meet the needs of this special student population.

A Trainer's Guide to Building English Proficiency

Part One of this book, addressed to school administrators, examines the decisions and tasks required at each stage in the process of change. Part Two, addressed to those who support teachers, provides strategies to assist teachers in adapting instruction and materials for LEP students. Part Two must be used in conjunction with the **Handbook**.

A Resource Book for Building English Proficiency

Designed as a supplement to the **Handbook** and **Trainer's Guide**, This book includes articles, annotated references, and resources for those who wish to explore topics more extensively. It offers both theoretical discussions and practical advice on who to call and where to look for assistance. It provides the research and a theoretical basis for information in the **Handbook** and the **Trainer's Guide**.

The chart below illustrates the relationship between the three components of the training materials.

Building English Proficiency Training Materials

Topics	Handbook	Trainer's Guide	Resource Book
Decision Making for Building English Proficiency	—	1-34	3-37
Approaches to Training	—	39-50	3-11
Learning About the LEP Student: Cultural Issues	10-14; 36-37	53-56	39-47
Learning About the LEP Student: First & Second Language Acquisition	22-28	57-59	65-75
Assessing the LEP Student	15-22	61-64	27-37; 49-61
Identifying Goals and Objectives	42-43	65-68	13-23; 63-64
Selecting Teaching Strategies and Classroom Management Techniques	5-8; 29-36; 40-42; 49-50	69-72	77-86
Teaching Reading Skills	46 49	71-72	84, 85, 86
Selecting/Adapting/Developing Instructional Materials	44-46	73-76	91-111

A Trainer's Guide to Building English Proficiency

Table of Contents

PART ONE

FOR SCHOOL ADMINISTRATORS

Introduction

When a school district confronts a situation where its old practices are inadequate to meet the needs of a special student population, the administrators in the system must decide how t respond. They can choose to respond to each challenge as it arises, thus dealing with t new population in a scattered, though often creative, manner. Alternatively, they can elect to take a systematic approach that requires thoughtful and knowledgeable decisions at each stage of the response process. Ultimately, this response process will lead to changes in the system itself as well as changes in instructional approaches to meeting the needs of a special student population.

While all responsible for the school system—the Board, Superintendent, principals, and teacher educators—are concerned and involved in developing strategies for adapting and developing programs to meet the needs of a new student population, it is the classroom teacher who works with these students each day and who bears the responsibility for their instruction. Thus, the response process described here is designed to identify and develop ongoing structures and approaches within the school system itself that will provide teachers with the support they need to adapt instruction and materials for a changing student population. It offers a framework for making the necessary decisions that will lead to the creation of these support structures.

The process for change has five distinct stages:

I. *Awareness* is problem recognition. As a stage in the process of change, it is the impetus for action.
II. *Problem Solving* is the creation and testing of options for change. It is the beginning of action.
III. *System Building* is coordinating and organizing for problem resolution. As a stage in the process of change, it is the formal commitment of the organization to take action.
IV. *Program Implementation* is a coordinated, experienced-based, goal-directed set of activities that permanently alter the system so that it can continue to respond to the problem. The focus of this stage is on using the system's acquired capacity to deliver service as a part of the routine of the system.
V. *Institutionalization* is program maintenance. It is achieved through local, internal support on a long-term basis.

This part of the **Trainer's Guide** focuses on the decisions that need to be made by school administrators at each stage in the change process. It defines each stage, identifies a set of tasks with specific questions to consider, and describes the outcomes or products that will result from the decisions being made at that stage.

I. Awareness

Is There a Problem?

Awareness is problem recognition. As a stage in the process of change, it is the impetus for action. Awareness of changing needs is critical, because it signifies that individuals and groups are beginning to come together out of mutual concern to confront the problem. Awareness may begin in the classroom or in the upper levels of the administration; it is characterized by subtle feelings of discomfort, sometimes not shared at first nor generally recognized as symptomatic of a serious problem. If you are at the stage of awareness, you may be making some of the following statements.

- Things are not like they used to be.
- Some things are going wrong here.
- I'm not as effective as I used to be.
- This program is out of date.
- We're failing.
- I'm scared (or worried, angry, tired, disagreeable).
- What's going on here?
- We're unprepared.

Tasks

The major tasks of the awareness stage are to investigate the situation, uncover the facts, and determine the extent of the problem. Questions concerning **who, what, where, when, and why** must be addressed by those involved and affected by the problem.

Task 1—Identify all potential sources of information.

Information on the extent of the problem may come from a wide variety of sources. Some sources to contact may include the following.

- newspapers and other media
- school principals
- teachers
- guidance counselors
- community groups
- parents
- intake centers (where new students are registered)
- immigration centers
- school records
- the students themselves
- information centers dealing with the education of LEP students—National Clearinghouse for Bilingual Education (NCBE), Multi-Functional Centers, LAU Centers, and Institutions of Higher Education (IHE) with training programs for teaching Limited English Proficient students
- other school systems that have faced the same situation
- professional agencies/organizations—Teachers of English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), National Association for Bilingual Education (NABE), etc.
- national and state agencies

Task 2—Collect the data from all sources of information.

It's helpful to have a specific set of questions you want answered. The following questions are offered as examples.

- What nationalities/language groups are represented in the school district?

  Hispanic

  Vietnamese

  Korean

  Cambodian _____

  Chinese _____

  Afghan _____

- How many LEP students are there in each age group?

  ____ elementary level

  ____ middle school level

  ____ high school level

- Where are LEP students located?

  ____ in all schools

  ____ in a few schools

  ____ mainly in one location

- How long have LEP students been in the school system?
- Is this a sudden influx or a gradual one that appears to be increasing over time?
- What is the range of the students' English skills?

  listening

  speaking

  reading

  writing

  social/communicative

  cognitive/academic

- Have they attended school in their country of origin?
- What is the socioeconomic level of parents? Is it consistent with their level of education, or are parents in jobs below their professional preparation due to lack of English skills?

Task 3—Determine who is affected and how they view the situation.

Many people may be affected by the situation. In making a decision about how the district should respond, it is valuable to consider a variety of perspectives on the issues. The following questionnaires may be adapted to suit your particular needs. They provide sample questions to determine how different groups assess the problem.

Questionnaire for Teachers

	Yes	No
1. Do you have LEP students in your classroom?	_____	_____
Specifically, do your LEP students experience difficulty in		
• oral language	_____	_____
• reading	_____	_____
• following directions	_____	_____
• written assignments	_____	_____
• learning acceptable school behavior	_____	_____
• homework	_____	_____
• their social interactions with peers	_____	_____
2. Have you come up with responses to some of these instructional needs, such as the following?		
• peer tutors	_____	_____
• volunteers	_____	_____
• resources from the reading specialist	_____	_____
• resources from the special education teacher	_____	_____
• community resources	_____	_____
3. Are LEP students generally successful in your classroom?	_____	_____
4. Do LEP students require additional instructional support, such as the following?		
• adapted materials (content areas)	_____	_____
• reading books at their level	_____	_____
• orientation materials	_____	_____
• beginning reading exercises	_____	_____
• handwriting exercises	_____	_____
• beginning dictionaries	_____	_____
• more individual attention/assistance	_____	_____
• a peer helper	_____	_____
• other _____	_____	_____
_____		
_____		
_____		

5. Do you feel a need for new approaches and resources?

Please specify: _____

_____

_____

Questionnaire for Guidance Counselors

	Yes	No
1. Do LEP students in your school have special problems with the following?		
• academic achievement	____	____
• following rules	____	____
• maintaining self-discipline	____	____
• peer relationships	____	____
• seeking help when needed	____	____
• personal/family safety or well-being	____	____
• expressing cultural values	____	____
• other _____	____	____
2. Have you approached these problems in any of the following ways?		
• provided counseling as needed	____	____
• offered support and advice	____	____
• suggested sources of assistance	____	____
• other _____	____	____
3. Have you experienced difficulty communicating with LEP parents?	____	____
4. Have you used the services of interpreters/translators as needed?	____	____
5. Do you feel a need for assistance in working with LEP students and parents?	____	____

Please specify: _____

_____

Questionnaire for Principals

	Yes	No
1. Has the ease in the LEP population had a significant impact on y r ..ool?	_____	_____
2. Has this impact affected your staff?	_____	_____
3. Are traditional/conventional approaches working successfully?	_____	_____
4. Are the needs of LEP students being adequately served?	_____	_____
5. Are the needs of non-LEP students being adequately met?	_____	_____
6. Are staff members equipped/trained to handle a variety of school populations in classrooms?	_____	_____
7. Have you made use of special resources?	_____	_____

Please specify: _____

_____

_____

7. Can your school handle this situation alone?	_____	_____
8. Do you require additional resources?	_____	_____

Questionnaire for Parents

	Yes	No
1. Do you speak English?	_____	_____
2. If so, do you use English at home?*	_____	_____
3. Do you talk with your child about school and help with homework?	_____	_____
4. Do you communicate with the school staff?	_____	_____
5. Does the school communicate with you?	_____	_____
6. Do you belong to a community organization whose members might be a resource for the school?	_____	_____

Please specify: _____

_____

_____

7. Are you interested in attending school events?	_____	_____
8. Do you want to learn more about your child's academic program?	_____	_____
9. How many years did you attend school?	_____	_____

*It is important *not* to convey to parents that they can only help their children if they speak English at home. (See p. 23 in the **Teacher's Handbook** for a discussion on this topic.)

Questionnaire for Community Groups

	Yes	No
1. Do members of your group serve on any school-related committees?		
2. Do you feel the schools are meeting the needs of LEP students?		
3. Do you have concerns about school policies and programs for LEP students?		

If yes, please specify: _____

_____

_____

4. Can you assist in this process of educating LEP students?		
Please specify:		
• provide translators/interpreters		
• provide financial support		
• provide volunteers		
• provide materials		
• other _____		

_____

_____

_____

Results

The stage of awareness results in a clear statement of the problem. It must be descriptive and practical without offering a solution or suggestion of what needs to be done. A statement of the problem may have two parts.

- A description of the situation that

  states the facts, giving statistics where appropriate;

  describes the problem;

  locates the problem; and

  provides tangible information.

- A description of the impact of the facts on the system that

  identifies who has been affected (i.e., principals, teachers, guidance counselors, special teachers, specific grade levels that have been affected); and

  describes the reactions of those who have been affected.

A Word of Caution

During the awareness stage, it is tempting to be overwhelmed by information and political pressures. As conception of the problem and its ramifications become more clearly defined, conflicting information may obscure the issues. The pitfalls here are two-fold: ignoring the problem or rushing too fast toward a solution. To avoid these pitfalls,

- make needed contacts;
- keep information channels open;
- listen to conflicting data sources;
- learn from others;
- look for ways to harness energy for action;
- identify and define the problem; and
- keep an open mind.

Conclusion

Awareness comes to people through exposure to new information and experiences. Insignificant events or fragments of information may not arouse and awaken many people, but compounded over time, new information begins to be perceived and acknowledged. Awareness also comes to people through a series of experiences that produce discomfort. Eventually the discomfort is significant enough to be acknowledged. Once acknowledged, the extent of the discomfort can be verified and understood.

Thus, as the awareness stage draws to an end, it is possible to document a positive response to these questions:

- Are numerous groups and individuals aware of the change that is occurring?
- Have they tried to respond and found their responses inadequate?
- Are there pressures from outside the school system to improve responses to the problem situation?
- Are ineffective responses becoming increasingly costly?
- Are individuals and groups beginning to talk to each other about the situation?
- Do they want to do something about it?

II. Problem Solving

How Will We Respond?

Awareness of a problem that has been articulated, shared, and confirmed sets the stage for problem solving. Problem solving refers to actions people take to cope with crises or to relieve the discomfort created when things get out of hand. Though the actions may not be fully deliberate, they are efforts to improve the situation. Through trial and error, people discover what works, and they generate some very sound solutions to problems. Problem solving is the beginning of action—the creation and testing of options for change.

Typically, problem solving activities begin on a small scale, often among those persons whose levels of discomfort and concern are greatest. The activities are informal and crisis-oriented, intended to address the immediate situation, not to eradicate the problem. Obviously, the short-term and here-and-now orientation means that responses will not be standard. Different individuals or groups seeing the same set of problems from different perspectives will test a variety of ideas. Various schools may react differently to a problem. Even teachers in the same school may try different approaches. As the problem is being addressed, it is also beginning to be understood more thoroughly.

If you are at the stage of problem solving, you may be saying the following:

- What we are doing isn't working.
- Why don't we try this? Or, why don't we try that?
- What resources do we have available?
- I know someone who has had this experience before. Let's contact her.
- This is a lot like my experience with the students in _____. At that time we. . . .
- Why don't we meet Saturday at my place and talk about it?

Tasks

The tasks to be completed at the problem-solving stage are creative in nature. They involve a careful appraisal of what has been tried; an examination of the constraints on

developing new programs, the generation of new ideas, and the development of criteria to guide decision making.

Task 1—Obtain a commitment to respond.

Unless there is a commitment on the part of staff (principals, curriculum specialists, teachers, top administrators, and the School Board), very little systematic change will take place. Therefore, it is important to

- identify who is talking about the problem and trying to initiate a response;
- secure involvement of individuals at all levels;
- conduct public awareness campaigns (e.g., newspaper articles, community meetings, lectures in churches) to inform the community and encourage their involvement; and
- keep the School Board and Superintendent informed about the situation and responses that have been initiated.

Task 2—Appraise current efforts to meet the needs of LEP students.

A thorough appraisal of existing programs, approaches, and resources must precede any assessment of what should be kept, what should be eliminated, and what else is needed.

- What programs are in place?

  How have the needs of non-English speaking students been met in the past?

  Are there special classes for those learning English as a second language?

  Are bilingual aides or volunteers working in the classrooms or assisting in the enrollment process?

  Are peers being used as tutors for LEP students?

  Is special instruction outside the regular classroom provided for those learning English? If so, for how many hours each day?

  What school personnel are assisting in efforts to tutor and/or teach LEP students (e.g., reading teachers, speech teachers, language arts teachers, foreign language teachers, curriculum specialists)?

  Are after-school or summer programs in operation to help LEP students learn English?

  Have additional staff been hired (e.g., bilingual teachers, helping teachers, ESOL specialists, classroom aides, bilingual counselors, resource teachers, bilingual school psychologists, school-community coordinators)?

- What staff development efforts have been initiated to deal with the problem?

  Have staff meetings been used to discuss teachers' concerns about LEP students?

  What workshops have been offered to help teachers work more effectively with LEP students?

  Have newsletters been used to share information?

Have books and materials been collected and made available to teachers working with LEP students?

What efforts have been made to support teachers in the classrooms?

- What approaches have teachers initiated?

  What methods are teachers using to teach English?

  How have teachers attempted to meet the special needs of LEP students?

  Are teachers meeting after school to share ideas and develop materials?

  To whom have teachers turned for assistance?

- What is the extent of community and parent involvement?

  In what ways have parents been in contact with the school (i.e.,enrollment time only, meetings with teachers, social events, other meetings)?

  Are bilingual staff available to translate for non-English speaking parents?

  What community organizations have become active on behalf of a new population group?

  In what ways are these community groups working with the schools?

  Are local churches involved in any way?

  What efforts have been initiated to assist newly arrived families (i.e., clothing banks, employment counseling, adult education, literacy programs)?

- What resources exist in the community?

  Are local colleges and universities offering courses on teaching LEP students?

  Are special conferences or institutes being offered or planned?

  Has anyone assessed these courses and determined which ones are most relevant?

  Are teachers who wish to take courses or seminars receiving needed support?

  Are experienced consultants available and have they been contacted?

  Are nearby school districts experiencing similar problems? How have they addressed the problem?

- Have these efforts provided results?
- What else is needed?

Task 3—Identify the constraints that must be considered in developing new programs.

- What is the school system *legally* obligated to provide for LEP students as defined in

  Federal laws?

  state laws?

  local requirements?

  court decisions?

- What educational standards have been set by the State, the County, and/or the School Board?

  Are there competency-based graduation requirements for all students?

  Will LEP students be required to meet these standards?

- What financial constraints are operating?

  What can the school system afford to do for LEP students?

  Are existing budget categories adequate for developing programs and producing resources for LEP students?

  What additional funds can be made available?

  What funding sources can be tapped?

- Is there community support for developing new programs to meet the needs of LEP students?

  Is the community asking for changes from within the school system?

  Is the community willing to commit time and resources required for change?

  What specific approach is the community advocating? (e.g., ESOL, bilingual education)

  What funding sources can be tapped?

Task 4—Generate new ideas.

During the problem-solving stage, many creative ideas are developed, both informally and through regular channels. Some are implemented immediately; others, which require major changes in the system and a commitment of funds, are planned. Once ideas have been collected, an important task is to provide opportunities for those involved to meet and discuss various options to carry them out. These forums for discussion and debate are critical to problem solving.

Opportunities for generating new program ideas for meeting the needs of LEP students include

- staff meetings;
- community meetings;
- conversations in the teachers' lounge;
- visits to other school systems;
- conversations with expert consultants;
- task forces set up to create program ideas; and
- workshops and seminars.

Task 5—Develop criteria for decision making.

Those who will be deciding which programs will be developed and supported must have an agreed-upon set of criteria to guide them. For example, not considering the state's

graduation requirements in the design of a program will jeopardize the students' chances for a high school diploma. The criteria for developing a plan must state

- the amount of money allocated for adapting and developing programs for LEP students;
- the instructional standards that apply to all students;
- the legal requirements that must be met;
- the philosophical approach (or approaches) adopted by the school system (e.g., ESOL, Bilingual, HILT);
- the specific components of the plan, both instructional and non-instructional (e.g., health, recess, sports); and
- the priorities for addressing the problem.

Results

The problem-solving stage results in a plan for instruction. The plan may include the following components:

- how LEP students will be enrolled;
- how students will be assessed;
- which standards students will be required to meet;
- which current programs will be retained or expanded;
- which instructional approaches will be initiated;
- where programs will be based;
- how many students will be involved in special programs;
- how parents will be involved;
- which new staff positions must be created; and
- what staff development activities are needed.

A Word of Caution

During the problem-solving stage, it is critical that individuals with competing, conflicting, or isolated interests have a chance to hear each other and to begin to negotiate and compromise.

Because energy and commitment are great at this stage, there is a tendency to "attack on all fronts." The history of activity may be poorly kept as the rush to "do" takes precedence over evaluation and reflection. There is no time for those with competing, conflicting, or isolated interests to hear each other out and to begin to negotiate and compromise. As a consequence, people may try to solve too many problems at one time, including problems that are not in their own bailiwicks. This scattershot expenditure of effort means first, that expertise is often wasted working on issues that could be handled better elsewhere, and second, that problem solvers may not be learning from their own experiences, due to lack of coordination. Thus it is quite possible to end up solving the wrong problem. Additionally, much time may be spent seeking outside funds and re-

sources. When small amounts of funds are pursued, it may cost more to write the grant application than the effort produces in dollars. Furthermore, this activity detracts from immediate problem solving. Therefore

- learn from the experiments, and keep people talking to each other and comparing notes;
- consider the cost as well as the gain associated with fund raising;
- recognize and use expertise that people bring to the process;
- learn to identify the problems you cannot or should not solve; and
- recognize the need for reflection and evaluation—find out what works and what does not work.

Conclusion

Problem solving is an important stage in responding to change. It serves to broaden understanding of the problem, to generate new ideas, to begin to test responses, and to understand what works best. Because this stage occurs at a time when energy and motivation are high, it often produces very creative responses. New leaders emerge, and educators as well as others become realistic about what they can and should be doing. Individuals and groups in schools and in the community are attracted to the center of the action, bringing to bear on the problem a wealth of human resources. Some become persuasive advocates for a cause, convincing in their efforts to ignite a genuine and fully adequate response.

The problem-solving stage relies on available resources and persists until the immediate situation is more manageable. Then those who have taken action can reflect on their experiences and assess which approaches have contributed to a more positive situation.

Concurrently, as others in the schools or the community gain awareness of the problem, they will contact people who have been working on solutions. Together, the group determines to work collectively, and to address the problem on a larger scale and more systematically than has been done thus far.

As the problem-solving stage nears completion, it is possible to document a positive response to these questions:

- Are ideas being generated to address the problem?
- Have professionally certified staff been identified to work on the issue?
- Is a high level of energy evident in numerous and diverse efforts to respond to the situation?
- Are some efforts to respond beginning to show positive results?
- Is the need for additional resources felt and justifiable?
- Is there recognition of the inadequacy of the current level of response?
- Does financial support for resolution of the problem exist at many levels? At the policy, managerial, and operating levels?
- Do people want help?

III. System Building

How Will the System Be Changed to Accomplish New Goals?

System building represents the formal commitment of the organization to take action. At the system-building stage, the level of involvement in problem solving has risen to a point where the whole system must incorporate the activity as part of its formal program. System building includes developing creative, organized strategies for action, coordinating and monitoring activities, and providing the rules and structures that must be in place in order to legitimately adopt the new program component.

During the system-building stage, individuals and organizations make a commitment to undertake comprehensive and systematic problem solving. Staff and other resources are applied to the planned program. Time is provided for planning, preparing proposals for funding, or engaging in educational activities. Procedures are formalized, and the system begins to respond to the problem with some measure of routine. A longer term perspective replaces the crisis orientation as the system prepares to provide a programmatic intervention on a continuing and coordinated basis.

If you are at the stage of system building, you may be asking the following questions:

- How can we make linkages with others who are working on the same issue?
- How must our system change to accommodate the new activities?
- Are the necessary people involved to implement the plan?
- How can we get others involved?
- Who will assume responsibility?
- What are the lines of authority?
- Are policies and procedures consistent with plans?

Tasks

The tasks of system building lead to real and purposeful change within the school system. They involve decisions from the highest levels, decisions that will be felt throughout the system.

Task 1—Assess the time required to achieve program goals.

The program plan that emerged from the problem-solving stage may include objectives that can be achieved immediately and those that will require perhaps a year or more to initiate. It's important to be realistic about what can be achieved and when. Questions such as the following can help administrators plan both short- and long-term efforts.

- What program objectives are already achieved?
- What can we accomplish immediately?
- What do we want to achieve by the end of the school year?
- What objectives require new funds?
- How will these funds be obtained and who will be responsible for fundraising efforts?
- Do we need a three-year plan? A six-year plan?

Task 2—Assign leadership responsibilities for building the system.

- How can the School Board create a receptive environment for change?

  What formal statements should be made?

  What forums should be used?
- Who will be assigned a leadership role for coordinating all activities?

  Is there an existing position?

  Do we need to create a new position? (i.e., ESOL Curriculum Specialist, Bilingual Program Director)
- How will school principals be involved in planning and implementing change?
- Who will be responsible for hiring staff?
- Who will plan staff development activities?
- Who will be responsible for ongoing decisions?

Task 3—Define policies related to incorporating LEP students into the system.

- What is the School Board's position on the education of LEP students?

  What is the district's overall philosophy of education?

  How will instruction be carried out to achieve the school district's goals?

  What instructional approaches will be endorsed?
- Are new standards for promotion required; if so, what will they be?
- How will staffing needs be determined?
- What criteria will be used in selecting teachers who will work with LEP students?

  Some states may have specific requirements for ESOL certification.

For example, the state of Virginia requires

6 credits in English linguistics;

3 credits in ESOL methodology;

12 credits in foreign language;

6 credits in applied linguistics and related electives.

Other criteria for selecting teachers may include

familiarity with how students learn a second language;

experience living in another country;

a commitment to educating the culturally different child;

good English skills;

good classroom management skills;

a willingness to learn new teaching methods;

respect for differences and an interest in learning about other cultures;

warmth and a sense of humor;

knowledge of another language.

- What certification criteria will teachers be asked to meet?
- How will staffing needs be determined?

Task 4—Clarify the structure for the program.

- How will new programs be integrated into the current system?
- How will new activities and programs link with existing ones (e.g., with foreign language programs, Title I programs, reading instruction)?
- How can staff development activities promote coordination between mainstream programs and programs for LEP students?
- What communication mechanisms exist and how can they be activated to encourage more extensive involvement?
- What committees will become involved (faculty committees, curriculum committees)?
- Is there a need for a new committee to handle coordination (i.e., an ESOL/Bilingual Coordinating Committee)?
- How will linkages be established and/or strengthened between the community and the school (e.g., a Citizens Advisory Council)?
- How will lines of authority be established?

Task 5—Clarify administrative procedures.

Clear administrative procedures must replace the ad hoc decision making of the previous stage. In Arlington County, for example, procedural issues include

- Admission and initial placement.
  - Demographic data collection
  - Language identification procedures
  - Testing students for English language proficiency
  - Determining tuition status
  - Grade placement
  - Enrollment of senior high non-native English speaking students during the school year
  - Placement in 12th grade
- Awarding of credit, promotion, and retention.
  - Evaluation of courses and credits from other countries
  - Awarding of credit for previous work
  - Informing parents and students of credit standing
  - Credit awarded for extension summer school
  - Promotion and retention
    - Promotion of students new to the public schools
    - Retention: Elementary school
    - Retention: Intermediate school
    - Minimum requirements for graduation
- Placement of students in ESOL programs.
  - Obtaining parent's approval for enrollment in ESOL classes
  - English credit for ESOL classes
  - Enrollment in English classes
  - ESOL students referred for special education staffing
  - Auditing classes
- ESOL personnel.
  - Hiring bilingual personnel
  - Personnel categories for riffing and recall of ESOL teachers
  - Selection and evaluation of personnel
  - English as a Second Language endorsement

Task 6—Obtain and assign resources to program.

This task rests with the School Board and Superintendent who must decide how to assign current resources and what additional resources are required. If new funds are needed for special programs, this is the time to set up a system for generating proposals.

Results

Several products result from the decisions made at the stage of system building. They include

- administrative procedures;
- policy statements;
- decision-making mechanisms;
- structural formats; and
- coordinating mechanisms.

A Word of Caution

During system building, there is always the danger that insufficient time will be provided for the required tasks. Change always takes longer than anticipated at the outset, and people need to know that their frustrations with slowness and setbacks are part of a worthwhile effort. Money, too, is a need during this stage. Often, outside funds are sought at the expense of ignoring local (and more long-lasting) funding sources.

Quality control and related concerns emerge during system building. The official organization is now putting its stamp of approval on the program, and at the same time, many more people are going to participate, including people who were not on board at the beginning. Fears of scrutiny or declining quality of service lead to reservations, hesitations, and critical self-assessment. Discouragement may follow for a time until a sense of achievement returns. Optimism, creativity, and commitment can be regenerated only by keeping problems open to discussion.

Structurally, the system building stage can result in over-centralization. Urged on by the need to coordinate and standardize routines, decision makers may draw the action in too closely. Over-centralization may result in reduced involvement of people and a lack of spontaneity or sensitivity. Over-centralization may also cause ownership or "turf" issues to surface. During the early stages of system building, many share the creativity and responsibility. They develop a sense of loyalty and commitment. Then, as the program is pulled together, modifications occur, and tensions can grow regarding "the way we did things" and "the way we do things now." Often, "turf" issues are exacerbated by the constant need to compromise. As more points of view are brought to bear on the problem, legal, philosophical, economic, humanistic, and procedural debates may cause some features of the program to be lost or changed.

Though the risk of over-centralization is great, at the same time it is particularly important to maintain involvement of top leadership. If senior administrators are too distant from the process, they are likely to intervene to stop the action when skepticism or problems arise. Consequently, they should be kept informed of both progress and problems. Obviously, communication is the key to the transition from scattered and decentralized activity to a more centralized system, just as it is the vital element in preventing over-centralization. Therefore,

- keep people involved;
- expect debate and allow for evaluation and sharing of feelings and frustrations to continue;
- know from the outset what you want as essential program features and know where you can compromise;
- plan and negotiate for adequate time to build the system;
- make constant efforts to use local resources wherever possible;
- continue to involve and inform top leadership;
- resist over-centralizing;
- as new people join the process, recognize their needs to contribute in their own ways and to feel part "owners" of the program; and
- communicate, communicate, communicate.

Conclusion

The payoff during system building is tangible evidence of commitment and support from the formal organization so that the program can be assured of an ongoing, permanent place in the structure. Specifically, there is the potential for improved consistency and quality. Resources and procedures are in place so energy can go to program implementation rather than to searching for ways to keep the program alive. Those for whom the programs are designed begin to feel that their needs will be met, and those most directly involved in the changes experience a feeling of competence.

As the system building stage accomplishes its tasks, it is possible to document a positive response to these questions:

- Do you know who is responsible for the program?
- Do you know how decisions regarding the program are made?
- Is there a plan of action? Does it include a plan to evaluate the program?
- Are there funds and skilled staff to support the plan?
- Have the people who will implement the program been involved in the planning?
- Are the basic "tools" of the plan (e.g., testing, instructional materials) technically feasible?
- Do staff members know how to use the "tools?"
- Are policies consistent with plans?

IV. Program Implementation

How Can Instruction and Materials Be Adapted for LEP Students?

Program implementation represents the culmination of the research, experimentation, and extensive planning of the previous stages in the process. It is a set of activities that makes the whole program operational and sustainable. This stage represents an organized response to the specific needs that have been identified as the system's priorities. It begins with sound program design based on experimentation, research, and evaluation of different instructional approaches for serving special student populations. Skilled staff—who understand the special needs of the students, who are familiar with innov[illegible]e and appropriate methodology, and who are comfortable with assuming re[illegible]ponsib[illegible]s a new area—are assigned to the program. Support networks are set up within [illegible]em, and outside support from the community and from parents is encouraged. Evalu[illegible]ion procedures to assess student needs and progress and program effectiveness are established. Finally, appropriate curriculum and instructional materials are obtained or developed. At first, teachers may rely on available resource materials to meet the specific needs of their students. As the program gets underway and teachers become more experienced, they see a need for tailor-made resources, and they develop curriculum and instructional materials of their own.

During program implementation, you may find yourself saying the following:

- Let's get the job done.
- This is the best way to meet the need.
- We know how to do it.
- You can see the changes we've made.
- We have the support we need.
- Others are asking us how we do it.
- Let's fine-tune the program.

Tasks

During program implementation, the action centers around the classroom. Therefore, the focus of decision making is on how to provide the support teachers require.

Task 1—Develop a sound program design.

A sound program design is required, whether LEP students are served in bilingual classrooms, ESOL classes, or in mainstream classes. Regardless of the instructional setting, or whether teachers are planning an individual lesson or an entire set of curriculum and instructional materials, the process is the same. Teachers must become skillful in

- assessing students;
- developing goals and objectives;
- selecting and implementing appropriate teaching methods;
- adapting commercial materials; and
- developing materials when necessary.

These five areas provide the scope and sequence for *staff development activities*. Strategies for providing support that will help teachers acquire and enhance their skills and knowledge in these five areas will be described in detail in Part Two of the **Trainer's Guide**.

Task 2—Acquire a skilled staff.

To achieve this goal, it may be necessary to hire new staff. More likely, it will involve building on the strengths of staff members within the school system and providing them with the information and skills they feel they lack. Some questions to consider are listed below:

- What kinds of information do teachers need to work effectively with LEP students?

  Understanding cultural differences

  Learning a second language

  Understanding English linguistics

  Orienting LEP students

  Managing classrooms

  Placing and grouping students

  Communicating effectively with LEP students

  Promoting cross-cultural understanding

  Adapting instruction and materials

  Teaching reading to LEP students

  Teaching writing to LEP students

  Using ESL methodology

- What time and funds are available for staff development activities?
- What resources do we have in the school, and when do we need consultants?

Task 3—Develop support networks.

There are a variety of ways to provide teachers with support. Instructional assistance within the classroom can come from bilingual aides and resource specialists. Outside the classroom, peers, parents, and the community can provide support for teachers' efforts.

- What assistance can we offer teachers in the classroom?

  Volunteers

  Bilingual aides

  Parents

  Resource specialists

- What opportunities are available for teacher training?

  Staff meetings

  Lunch seminars

  Workshops

  Visits to other classrooms

  University courses

- How can we use the school newsletter to share information and resources and to acknowledge achievement?

- How can we ensure that we involve key people in decision making?

  Teachers

  Curriculum specialists

  Resource teachers

  Parents

  Community leaders

- Where will we locate a resource center? What materials do we need to acquire? Who will organize it?

Task 4—Establish evaluation procedures.

It is both necessary and advisable to assess student needs, student progress, and program effectiveness.

- What information should be obtained?

  Oral proficiency in English

  Content knowledge in English and in first language

  Reading skills in English and in first language

  Writing skills in English and in first language

- What instruments are to be used to assess progress of LEP students?

  Are commercial tests appropriate?

  Do we need to develop our own tests?

- Where will students be assessed?

  At an Intake Center

At each school

In the classroom

- When will students be assessed?

  At enrollment

  Daily in the classroom

  Before exiting program

- What data collection system will be used?
- What variables will be assessed?

  Length of time in program

  Method of instruction

  Years of previous schooling

- What does the information tell us about how the program should be modified?

Task 5—Develop curriculum and instructional materials.

When it is impossible to locate appropriate materials teachers feel are needed for their students, a school system may elect to support the development of teacher-made materials. If this decision is made, the following questions should be considered.

- When will materials development take place?

  Staff development sessions during the school year

  Saturdays

  Summer seminars

- What materials are needed, and how will a final decision on content be made?
- Who will coordinate a curriculum development project?
- What criteria will be used to select the team? What skills are needed?

  Knowledge of content area

  Understanding of ESL methodology

  Ability to identify and create alternative teaching strategies

  Knowledge of resources available to supplement the materials to be developed

  Ability to work well as a team member

- Who should be involved?

  ESOL/Bilingual staff

  Principals

  Classroom teachers

  Content area teachers

  Resource teachers

- How will the State requirements for the subject area be adapted to develop goals and objectives for LEP students?

- What format design will be followed?
- Where will the project be located? Space should offer the following:

  Comfortable seating

  Good work space

  Proximity to needed resources
- What is a good schedule?

  What tasks need to be accomplished?

  How much time should be allocated to each?
- What resources are needed?

  Textbooks

  Curriculum and instructional materials

  Consultants
- What supplies are needed?
- How will staff be compensated for their participation?
- What training and/or orientation will the team require?
- What structure will be used?

  Work teams

  Group brainstorming sessions

  Review sessions at the beginning and end of each meeting
- Who will be responsible for pulling materials together and for final production?
- What training will be offered to other teachers who will use the materials in their classrooms?
- How will materials be assessed?

  What feedback should we request from teachers?

  Who will collect the information?
- When and how will the materials be revised?

Results

Program implementation produces concrete results. They include:

- instructional programs;
- skilled staff;
- training plans;
- support networks;
- evaluation procedures; and
- curriculum and instructional materials.

A Word of Caution

When outside funds are readily available during the early stages of program implementation, there is a tendency to assume that high levels of funding will always be there. While additional support and resources are important in maintaining this stage, there is a danger that once the program is in place and successfully operating, funding sources will alter their priorities and expect local districts to become more self-sufficient. An additional pitfall has to do with program flexibility. Though the programs implemented with one group of students are successful, schools may need to adapt these programs in order to respond to new populations and new problems.

Because the energy that goes into program implementation is unusually high, there is a danger that those involved will not take the time to research what resources already exist within the school system. Rather, they will proceed to "reinvent the wheel." Similarly, they may create parallel structures that compete with each other; for example, new advisory boards or parent committees, when such groups already exist and could become involved. Finally, those involved develop strong alliances to each other and to the program. They may convey a sense that others are not needed or welcome. Therefore administrators should encourage those involved to

- research and build on existing resources within the system;
- keep people interested, involved, and supported;
- look for and nurture internal and external support;
- plan ahead for the time when funding will shrink; and
- encourage self-evaluation, ongoing assessment, and innovation.

Conclusion

The results of program implementation are tangible and easily appreciated by others. One of the most important benefits is a fully operational program designed to meet specific needs and priorities of the school system, while reducing the tension felt in earlier stages.

Program implementation provides the system with highly trained staff and skillful leaders. It produces original curriculum and instructional materials designed for a specific population whose needs had not been addressed in commercial materials. In addition, it results in established and ongoing support from various community groups.

As the program implementation stage nears completion, it is possible to document a positive response to these questions:

- Are effective instructional strategies being implemented?
- Are the curriculum and teacher strategies being implemented as part of the instructional routine of the school district?
- Are resources available?
- Are teachers gaining skills and confidence?
- Have parents and the community been informed about the programs being implemented?
- Are institutions of higher education and other interested groups involved in the activities?
- Is there a system or structure for selecting and/or developing curriculum and instructional materials?
- Are students performing better?

V. Institutionalization

What Do We Want to Keep?

Institutionalization, which follows the program implementation stage, means adoption and maintenance. Once the program is underway, resources and interest may decline; some experiments may remain untested or inconclusive. The energy evident during earlier stages is less apparent now as the system settles down and begins to treat special programs as if they were always there.

Staff positions and other resources that have been called upon to attack the problem situation now become part of the regular budget and the formal organization structure. Policies reflect a commitment to continue the program as long as the need remains.

At the stage of institutionalization, you may find yourself asking the following:

- What are the essential elements of the program? What are our priorities?
- Are those essential components in place?
- Where are the visible signs of program acceptance by the system?
- How does the program sustain support?
- Can the program continue to be relevant?
- How do we deal with declining resources?
- What evaluation research is needed?

Tasks

The decisions that will be made at the stage of institutionalization are based upon ongoing *assessment* of the continuing need for special programs as well as *evaluation* of the success of these programs in achieving established goals. It is important to provide recognition for those involved, to continue to nurture the support required to maintain these programs, and to involve all staff in continuing to solve new problems as they appear.

Task 1—Evaluate program effectiveness.

- What can we learn from student test scores?
- How do parents of LEP students view the effectiveness of special programs?

- What do teachers judge as effective and what would they like to retain?
- What can we learn from LEP students who have been mainstreamed?
- Are we achieving our goals through current programs?

Task 2—Continue to assess the need for special programs.

- What are the best sources of information on the situation?
- Has the LEP population stabilized? Is it growing or is it decreasing?
- Are there needs that are not being addressed by current programs?
- Do we continue to serve the same groups or are we serving new language groups?

Task 3—Plan public relations activities.

- Whose support do we need for the program?

  Administrators

  Community

  School Board

  Parents

  Teachers

  Students

- How do we nurture this support?

  Keep people informed of program achievements.

  Plan activities such as "Bilingual Teacher Appreciation Days" to highlight achievements.

  Recognize contributions of various groups.

- How do we keep people informed about the continuing need?

  Plan meetings with citizen groups to ensure their input.

  Generate news releases about the current situation and how needs being addressed.

  Develop a newsletter to update parents and the community on current issues.

Task 4—Allocate resources for the program.

- What portion of the school budget will be allocated to support special programs for LEP students?
- What proportion of staff development funds should be reserved for supporting teachers serving LEP students?
- Is there a continuing need to support the development of instructional materials?
- How many slots are required for staff serving LEP students?

Task 5—Examine procedures established during system building to determine their continued usefulness.

- Are we still obtaining useful information from intake procedures?
- Are placement procedures appropriate?
- Are we satisfied with the established standards for promotion and graduation?
- Is there good coordination between special programs for LEP students and other programs?
- Are established committees continuing to function, and are they still needed?
- What procedures need to be changed or eliminated?

Results

The results of the decisions made at the stage of institutionalization are evident in the policies of the Board of Education, the school budget, and the procedures that reflect the degree to which the system will continue to address the needs of LEP students. Other results may include a series of reports on what has been done and how effective these efforts have been. Such reports serve as a recorded history of how the school system adapted itself to serve a new student population. They can be shared with other districts and used for public relations purposes as well as for internal guidance in years to come.

Finally, the evaluation and assessment tasks of institutionalization result in a data bank that can be used for continuous evaluation and modification of the system's response to meeting the needs of a special and changing student population.

A Word of Caution

During institutionalization, commitment to the program can wane. If the need that initiated action is being met successfully, it has probably been removed from center stage and thus is more vulnerable to the challenges of competing interests. Inattention to program maintenance is a potential pitfall, as leadership turns its attention to more pressing and current concerns. Often key personnel are pulled away to take on new programs, and gradually the loss of personnel begins to erode sustained delivery of service. Still another pitfall is piecemeal or partial institutionalization. While some key pieces of the program are firmly installed in the organization, others may be left outside. Therefore,

- find ways to keep people active and interested in the program;
- guard against loss of key staff;
- maintain appropriate levels of visibility where funding and policy decisions are made;
- don't become complacent;

- keep current on the program and its payoffs so that the program can be defended;
- find things that the program can do to be involved in "hot issues." Don't be upstaged too often or for too long; and
- find ways to let yourself and others know what a good job the program is doing.

Conclusion

Institutionalization is the real substance left from the activities of system building and program implementation. During those stages, the program was organized, structured, coordinated, and operated. The elements that stand the test of time constitute institutionalization. These elements have successfully competed for scarce resources, they have weathered the negotiations of political debates, and technically, they have been shown to have merit. Furthermore, leaders during the institutionalization stage recognize that scarce resources, political debate, and technical workability will be continuing tests for the program. With lower visibility than in earlier stages, the program must maintain its competitive edge.

As the institutionalization stage achieves a point of regular maintenance, it is possible to document a positive response to these questions:

- Is the program part of the permanent structure of the organization?
- Does it have staff and budget?
- Can its supporters cite solid evidence of its effectiveness?
- Do people routinely acknowledge the ability of the system to address the problem that the program represents and treats? Is it a recognized capability?
- Does the system now respond successfully to related needs as they are identified?
- Does the program have a political base to support it?
- Is the program free from dependence on a single political entity?

PART TWO

FOR TRAINERS

Introduction

All experienced teachers have acquired instructional skills that are applicable to teaching LEP students. It is appropriate, therefore, to begin with the premise that a good bit of the "know-how" teachers need to help LEP students learn is talent they already apply. Becoming effective with LEP students is not, however, a simple matter of locating the "right" materials and continuing business as usual in the classroom. Teaching students whose English is limited means that teachers will need to enhance what they know by acquiring and using some new knowledge and skills. That is the aim of this part of the document: to illustrate for staff development personnel *what* they will be introducing to teachers and *how* they might introduce it.

The underlying goals of the training design are to help teachers

- review standard teaching practices and select methods and approaches that are appropriate to the LEP student;
- acquire new sensitivities, information, and awarenesses concerning LEP students—who they are and how they learn;
- develop teaching skills that are especially effective in helping LEP students to learn; and
- select, develop, or adapt materials that are effective with LEP students.

The goals are ambitious and staff development time is very precious. Pursuing new knowledge and skills is an enterprise teachers value, and yet, they find their learning time painfully constrained. On the other hand, effective training for teachers cannot be designed and conducted overnight. Learning—growing—testing—changing—celebrating success—they all take time.

The pages that follow describe a variety of approaches to providing support for teachers of LEP students. These approaches offer trainers and staff development personnel a range of options to suit varied schedules and limited time allocated for support and training. The approaches described include the following:

- Resource centers
- Workshops
- In-classroom assistance

- Staff meetings
- Seminars and courses for credit
- Newsletters

The remainder of the document describes the content for training. There are six instructional segments with specific behavioral objectives for teachers.

- **Learning about the LEP Student: Cultural Issues**
  This instructional segment introduces the cultural issues involved in teaching LEP students. Teachers will be expected to

  identify their own cultural perceptions and behaviors that are relevant to the school situation;

  identify LEP students' behaviors that are relevant to the school situation;

  identify LEP students' behaviors that differ from their own expectations;

  identify ways to help LEP students adapt and function effectively in the classroom;

  demonstrate increased sensitivity to cultural differences by developing a list of ways to integrate students' cultural backgrounds into the classroom instruction; and

  identify external resources that they can call upon to learn more about the cultural background and behavioral patterns of their students.

- **Learning About the LEP Student: First and Second Language Acquisition**
  This instructional segment provides teachers with an overview of the theory on first and second language acquisition. Teachers will be expected to

  identify the four components of language that must be mastered by the LEP student;

  understand the relationship between first and second language acquisition, citing related strategies employed by second language learners; and

  demonstrate increased sensitivity to cultural differences by developing ways to integrate cultural background into classroom instruction.

- **Assessing the LEP Student**
  In this instructional segment teachers concentrate on diagnosis and on learning about the special needs of the LEP student. Teachers will be expected to

  develop an instrument for an informal assessment of a student's English proficiency in a selected content area; and

  identify means for establishing prior knowledge in a selected class or content area.

- **Defining Goals and Objectives for LEP Students**
  Teachers examine their objectives for all students and decide how to adapt them for LEP students. Teachers will be expected to

  write a goal and related behavioral objectives for the English-speaking students in their class by referring to one test currently in use in their classrooms;

adapt the preceding goal and objective for an LEP student reflecting both language acquisition and the content area; and

create a skill ladder of objectives to be taught to the LEP student within the area defined by the test.

- **Selecting Teaching Strategies and Classroom Management Techniques**
  Teachers examine methods for working with LEP students and for helping them develop reading skills. Teachers will be expected to

  identify effective teaching strategies to use with LEP students;

  identify classroom management techniques to use with LEP students; and

  select teaching strategies and classroom management techniques that are relevant to their present teaching situation, and make plans to implement them.

- **Selecting/Adapting/Developing Instructional Materials**
  In this instructional segment, teachers learn how to use the materials they have on hand by adapting lessons and developing reinforcement activities to address the instructional needs of LEP students. Teachers will be expected to:

  identify steps for adapting print resources to meet the needs of LEP students; and

  adapt a selection from a textbook following the identified steps.

Each instructional segment offers a suggested workshop design for helping teachers achieve the objectives of the program. The workshop description is followed by other options for presenting the same objectives: for example, how to use staff meetings or newsletters to either introduce or follow-up a workshop. It is important to note that while each segment is treated separately, the "pieces" of training add up to a total process for teaching. Gaining an understanding of cultural issues, second language acquisition, assessment, goal setting, method selection, and making appropriate use of materials are practices teachers will need to use every day in every lesson they present.

I. Approaches to Training

Resource Centers

A resource center holds books, journals, and multi-media materials relevant to teaching LEP students. A resource center may be as simple as a shelf in the teachers' lounge; it may be as sophisticated as an entire room, replete with bookcases, projectors, computers, and other equipment. In any case, it is a specific and central place known to all, where certain kinds of materials are located.

As a support strategy, a resource center can serve three major purposes:

- It can provide immediate assistance to teachers who are trying to figure out what to do with their new LEP students.
- It can provide materials and ideas to help teachers improve their teaching.
- It can, in the proper setting, provide an environment that encourages sharing and exchange of ideas and techniques.

Many different kinds of materials are appropriately kept in a resource center. These materials include books, journals, teacher-made materials, tapes, films, and computer programs. A basic decision, which should be made at the outset, is whether or not the center will include nonprint resources. Obviously, centers that have audiovisual materials will need the necessary hardware. This decision is often made on the basis of budget restrictions.

The quickest way to set up a resource center is to begin with a collection of ESL textbooks. Most publishers respond to requests quite promptly and are willing to provide free samples to school systems. These textbooks are an excellent resource for teachers with new LEP students. One person should be assigned the task of calling the publishers' representatives or writing for examination copies.

The variety and wealth of available materials can be overwhelming. Thoughtful selection of resources is of central importance if the center is to serve its purpose as a support system for teachers. To narrow the focus, it is useful to target the resource center to a specific audience. Thus, it is necessary to answer the following questions:

- Who will use the library?

  Teachers working with LEP students

  Elementary teachers

  Secondary teachers

  Language teachers

  Tutors

- What kinds of resources will users need?

Teachers who will be using the center should certainly be involved in determining what kinds of resources should be included and how material should be selected. Some types of materials to consider include

- general books about cultures;
- a variety of textbooks in addition to those currently in use in the school;
- teacher-made materials;
- commercial materials;
- audiovisual equipment; and
- professional periodicals.

Once all who are interested have had an opportunity to provide input, a representative committee may be selected to present recommendations for categories of resources and for a formal set of selection criteria. Questions to consider in establishing criteria for selection of commercial materials might include the following.

- Does the material conform to current knowledge of how students learn?
- Does the material contain specific techniques, suggestions, etc., that can be used or adapted with few changes?
- Does the material relate to useful content areas? Is it grade level specific?
- Does the material present information in a concise and readable manner? Are examples provided?
- Is the material free of stereotypes?
- Is the material well-indexed so that the information can be located quickly?

In addition to establishing selection criteria, teachers will need time to brainstorm and to collect information about available commercial materials. Information may come from a variety of sources including

- book reviews in professional journals;
- publishers' displays at meetings; and
- resources recommmended by other schools or systems.

If teacher-made materials are to be included in the resource center, they should also be measured against selection criteria. Some questions to answer in identifying criteria are suggested.

- Have the materials been successfully used on many occasions?
- Do the materials have adequate instructions and explanations so that others can use them?
- Do the materials relate to a general goal rather than to a specific objective, so they can be widely used?

Besides purchasing materials and collecting teacher-made materials, other resources currently on hand—for example, in the counselor's library—should be considered for selection. In addition, books and other materials can be borrowed from public or university libraries.

Once materials have been selected and collected, a system must be set up for organizing them and for determining user procedures. There are various ways to categorize resources. Usually, these classification systems include categories for:

- ESL textbooks
  - by subject matter
  - by grade level
- General books about culture
  - by geographic region
  - by language groups
- Teaching methodology
  - by subject matter
  - by general level (primary, elementary, intermediate, high school)
- Activity books, lab manuals, materials
  - by subject matter
  - by grade level
- Nonprint resources (categorized in a manner similar to that for print resources)

Next, decisions must be made about checking books out. In some instances, it may be decided that resource materials should not circulate, especially in the case of books that have been borrowed from other libraries. However, if material is to circulate, a control procedure should be established and explained. For centers that are not large enough to warrant a full-time professional librarian, one of the two systems described below is generally selected.

- Each item in the center has its own check-out card placed in a permanent envelope attached to the item. The borrower dates and signs the card and puts it in a file box.

When the borrower returns the item, he/she removes the card from the box, crosses out his/her name, and slips the card back into its envelope on the item. One person must check through the file box at regular intervals to be sure that materials are being returned within a reasonable time.

- A sign-out sheet is posted each week (or at a regular interval). Borrowers sign their names, list the materials they are borrowing, and date the sheet. When the borrowers return the materials, they cross their names off the sheet. Again, one person must assume responsibility for ascertaining that materials are being circulated.

Once the materials have been collected, organized, and are ready to be used, the resource center should be formally publicized. If time and space permit, an open house is a dramatic sendoff for the new facility. Other ways to call attention to the center are through notices in the newsletter, announcements at staff and faculty meetings, or printed resource inventory lists posted either on a bulletin board in the teachers' lounge or distributed to staff.

In order for the resources to maintain their relevancy, a feedback or evaluation system must be established. Suggestions for providing feedback include

- having users complete brief questionnaires when they return materials;
- keeping records of materials that are

  often used

  seldom used

  never used

  used over a long period of time;
- printing occasional book reviews in the newsletter; and
- identifying or describing materials, books, or other resources at staff meetings.

Workshops

A workshop is an experiential learning situation of two hours or more, in which the presenter provides a structure to facilitate the active involvement of participants in discussions and hands-on activities. Workshops are offered on a particular topic with specific goals and objectives. They may be a one-time offering, part of a series, or part of a course.

As a support strategy for teachers, workshops offer an ideal setting for teachers to share ideas, to learn from each other, and to learn from the expertise of a specialist. Workshops can provide a "shot in the arm," inspiring teachers to try out a newly acquired skill and energizing those who are struggling to cope. Workshops are non-threatening and offer teachers an opportunity to become learners. The format is one that engages teachers in activities or lively discussions and enables them to learn while doing.

Workshops are an excellent method of enhancing professional growth. They are usually scheduled after school, on weekends, or on days when the children are not present. Freed from other responsibilities, teachers can focus on acquiring new skills and knowledge.

It is sometimes possible to provide credit or certification for participants. This can be an added benefit.

Teachers have identified the following characteristics of successful workshops

- **Workshops planned for a group of people who share common problems**
  Teachers need opportunities to share concerns and "war stories" with their peers. It's comforting to know that others are struggling with similar problems. Teachers can create their own supportive environment when given an opportunity to share with colleagues who are "in the same boat."

- **Workshops that are interactive rather than didactic**
  Teachers find hands-on workshops not only enjoyable, but practical and helpful. Workshops that enable participants to make and take materials, to try out new methods and materials, and to observe demonstrations are especially effective. Because some of the best teaching strategies come from classroom teachers, workshops should allow time for teachers to share successful and unsuccessful experiences and to swap materials they have developed.

- **Workshops that are part of a series or that are reinforced by follow-up assistance**
  A one-time workshop can be enjoyable, but teachers benefit more if there is a context for the workshop and if they are given additional opportunities to acquire the new skills or assimilate the information. Follow-up can be provided in a number of ways—including having the workshop leader observe teachers in their classrooms and provide feedback; making available additional resources and materials to supplement the information covered at the workshop; allowing time for teachers to try out what they have learned and then get together again to share experiences.

- **Workshops that are responsive to the expressed needs and interests of teachers**
  The most knowledgeable and experienced workshop leader will be disappointed in the response of participants if they do not feel the information is something they need. Trainers must allow time for teachers to first experience their own needs. For example, it is pointless to ask teachers what their needs are during the first week of school. They haven't had time to discover what they need. Once teachers begin to identify what information and skills they would like to acquire, they will be receptive to workshops that address these issues.

- **Workshops that offer both practical and theoretical information**
  Teachers want to know the *how* as well as the *why*. It's most effective when the workshop leader can offer both the rationale and the practical application of what is presented.

- **Workshops with clear goals and objectives**
  Presenters who state the goals and objectives of the workshop, and who outline and follow an agenda, provide a sound structure for conveying information. Good organization is crucial to a good workshop.

Care should be taken in selecting workshop leaders who have established credibility with the teachers. This does not necessarily mean an outside expert; some of the most respected workshop leaders are skilled and experienced teachers from within the school system. Teachers respond well to workshop leaders who have had practical experience and who have developed expertise in the area they are addressing.

Good communication techniques are central to effective workshops. The leader's personal attitude of openness, trust, concern, and enthusiasm elicit responsive intragroup dynamics. In addition to varied activities, the presenter should employ a variety of specific communication techniques.

- **Eliciting responses and questions from the group** encourages active participation and offers the trainer feedback on the group's understanding.
- **Restating comments of participants** is a means of clarification. Extending participants' comments and encouraging their response to each other denotes recognition of the value of their input.
- **Acceptance and respect of participants' responses** contributes to an atmosphere of openness and trust.
- **Avoiding irrelevant digressions or dominance by a single participant** by politely acknowledging the participant's enthusiasm and gently reminding him/her of the session's topic.
- **Asking questions** that require recall, analysis, creative solutions, or evaluation provoke thought and problem solving.
- **Pacing activities** to maintain attention and yet allow time for processing information. When attention lags, the workshop leader may ask questions that stimulate group participation, shift to another activity that requires more active involvement, or suggest a break.
- **Using body language** to communicate energy, enthusiasm, and responsiveness. The workshop leader should be animated, mobile, and expressive; he/she should establish eye contact and smile. Excessive mannerisms, however, are distracting.
- **Being responsive to teachers' interests** and unexpected situations requires the leader to be flexible and to make necessary shifts in the content, procedure, or emphasis.
- **Being able to admit mistakes** and take risks creates a setting that is open and nonthreatening.

In-Classroom Assistance

In-classroom support generally takes place during the teaching day when students are present and actual lessons are being taught. It occurs when a workshop leader, a curriculum specialist, or a consultant enters a teacher's classroom for the purpose of observing, demonstrating, participating, or parallel teaching.

In-classroom support is an especially effective support strategy because it provides immediate feedback on issues that are particularly relevant to the problems a teacher is dealing with each day. It offers one-to-one assistance on the topic or problem that is of particular concern to the teacher, thus ensuring high motivation for learning. While other support strategies provide new information and an opportunity to share with others, in-classroom support allows the specialist to focus solely on one individual and his or her immediate situation. It is, by definition, practical, hands-on, and relevant. In-classroom support gives specialists or consultants an opportunity to build a teacher's confidence by

enhancing skills, reinforcing efforts to implement new ideas, and providing constructive feedback.

Teachers react in different ways to an offer of in-classroom support. Some teachers feel comfortable having an outside specialist enter and participate in their classroom. They welcome the assistance offered and are eager to see an "expert" demonstrate a new technique or to receive feedback about what they are doing. Most teachers, however, are uneasy about being observed and afraid of being judged. They may be ill at ease having an expert in their classroom and apologize for not "being themselves." It is important, then, for the observer to plan with the teacher before the visit in order to ease these fears and to enhance the usefulness of the support. It is equally important to clarify the purpose of the visit, what approaches will be used, and what feedback or assistance the teacher is seeking.

There are a number of approaches to providing in-classroom support. They include the following:

- **Demonstrations**
  The specialist and teacher switch places for a particular lesson or activity. This gives teachers an opportunity to observe an expert working with their children while they are relieved of any responsibility except for observing what takes place. A demonstration may involve the specialist modeling how to assess a student, how to adapt a lesson, or how to teach reading in a content area class. Demonstrations often follow a workshop in which the instrument, material, or approaches to be demonstrated were introduced and discussed. They are most effective when integrated into the ongoing teaching situation.

- **Parallel teaching**
  This is a form of demonstration where the expert and teacher are each working with a group of students at the same time. It requires the teacher and the specialist to be both an observer and a demonstrator.

- **Observation and feedback**
  In this approach, the specialist tries to be unobtrusive, often sitting in the back of the room. Observations are scheduled for a specified time of the day when the teacher is involved in conducting an activity that serves as the focus for the observation. For example, if the teacher is concerned about how to manage several small group activities in order to provide special attention for LEP students, the specialist will observe how the teacher currently manages the class and later offer feedback and suggestions of additional techniques.

Just as planning with the teacher is an important prerequisite for providing in-classroom support, feedback and follow-up must be offered afterwards. Feedback should be descriptive rather than judgmental, responsive to the purpose of the observation, and constructive. It should point out the strengths of an observed lesson and offer the teacher some options for improving and/or enhancing a given skill or method.

The appropriate follow-up depends on the teacher's needs. A specialist may offer additional resources the teacher needs or materials to use in the classroom. The follow-up might include arranging a visit to observe other teachers or suggesting a course or workshop on a topic the teacher wants to explore further. Follow-up reinforces what has been learned from in-classroom support and extends this learning.

Staff Meetings

Staff meetings are regular meetings for small groups of teachers who have in common the same subject area, the same grade levels (primary, elementary, intermediate), or the same problems (many LEP students in a class). Staff meetings, then, differ from general faculty meetings, which are interdisciplinary and sometimes interschool.

Staff meetings are the most widely used of training strategies. When they form a regular part of the school routine, they provide opportunities for both formal and informal discussion of concerns.

Traditionally, staff meetings have been used to present information about the work of colleagues and the work of the system. One benefit, then, is that everyone hears or sees the same thing at the same time. For example, staff meetings may be used to

- provide administrative information from the central office;
- voice general areas of need and concern;
- identify successful activities or practices;
- assign tasks to be carried on between meetings;
- develop procedural and policy recommendations for the central office;
- isolate major or common [illegible] learning difficulties based on information exchanged;
- explore options for staff development activities.

A brief presentation of information often provides a springboard for action. Several results may evolve, including formation of committees to review the information and prepare a report for the group, or development of miniworkshops to provide common experiences or to improve competence in handling specific problems.

Staff meetings usually begin before the appointed time, as the staff begins to congregate in the meeting room. This is a time for "letting off steam"—for describing a particularly troublesome incident, or a particularly successful one. Some staff may use the time to evaluate the day's events; others may put papers in order, or jot down notes in plan books or on record forms. Most important is the fact that staff members are together in the same room, and consciously or unconsciously, they are sharing ideas and experiences. For this reason, the meeting room should be selected to encourage interaction. It should be light, attractive, and provide an informal seating arrangement. Administrators who arrive at meetings early and listen carefully during this time can derive a sense of the level of morale as well as insight into topics that are of particular concern.

Formal staff meetings are information exchanges. Teachers are most interested in sharing ideas. This is particularly true for teachers at the secondary level, where the opportunity for such exchanges occurs infrequently. A good staff meeting occurs when those who attend contribute as well as derive information.

Insuring the exchange aspect of a staff meeting requires advance planning. A tentative agenda listing items and the time allotted for each, distributed a day or two before the meeting, can serve three purposes:

- It emphasizes that concerns are recognized, prevalent, and merit group attention.

- It encourages teachers to suggest that particular problems be considered by the entire staff.
- It generates interest and stimulates prior planning.

Once on the agenda for a staff meeting, and circumscribed by a time limit, a particular item or topic may be addressed in different ways. However, a particular approach is often determined by the nature of the topic and the degree to which it concerns staff members. Presentation of each item on the agenda should encourage participant involvement and result in some recognition of this involvement. Below are some examples of this technique.

- One or more teachers may be asked to describe a common problem and to share successful or unsuccessful strategies they have tried for dealing with it. Once this information is provided to the group as a whole, it can be evaluated, expanded, or simply recognized and assimilated. A recorder should note suggestions from the discussion. The information can be organized later and included in a newsletter or a memo. Often these suggestions lead to the formulation of new policies or to recommendations that are passed on to the appropriate level in the system. Providing teachers with the opportunity to influence decision making establishes a positive working climate.
- An outside expert can make a brief presentation, then answer questions. However, when an outside speaker is invited to a meeting, the administrator or coordinator should spend sufficient time orienting the guest to the group and its needs. It is important that the information presented match the concerns of the group.
- Staff may view a brief film or filmstrip, then discuss solutions, techniques, or approaches suggested.
- The staff can work in groups to plan a way to deal with a specific and identifiable problem. Group reports provide an opportunity for interaction as well as for summarizing input. If a summary strategy is recorded, it indicates that the problem will be discussed at future meetings.
- The group can respond to handouts, provided they have been given time to read the material previously. This involves distributing handouts well in advance of the meeting and requesting that they be read in preparation for the meeting.

It is important to stress the value of having a recorder to document decisions, ideas, and recommendations. This list should be circulated to participants as soon after the meeting as possible. The fresher the ideas, the more effective the implementation. Follow-up on the actions of one staff meeting can be put on the agenda for the next staff meeting.

Seminars and Courses for Credit

A seminar is an extended workshop-study period during which a subject can be addressed in depth. Seminars often result in a product such as a written report, a curriculum guide, a set of assessment instruments, or a teacher's guide for a set of instructional materials.

Usually, the work of a seminar cannot be accomplished in less than five days. Experience has shown that participants are more productive in half-day sessions than in full-day sessions. For this reason, it is useful to schedule a seminar over a two-week period.

It is also customary to hold seminars during the summer. During the non-school months, teachers feel less pressured; they have time to evaluate events of the previous year and to think about materials and methods they might use during the coming year. Participants can devote undivided attention to the work of the seminar when they are not distracted by the day-to-day demands of the classroom.

As a support strategy, the seminar offers a number of benefits, both tangible and intangible, to teachers. Frequently, the products of the seminar—teacher-developed materials, a set of guidelines or a report—have far less impact than the process through which products were developed.

Those involved in developing or adapting material gain a sense of ownership and a level of comfort with the material that cannot be achieved in any other way. During the course of the seminar, they familiarize themselves with a broad spectrum of content and methodologies that cannot help but instill confidence in their knowledge and skills and enhance their feelings of professionalism. Assimilating and summarizing research to incorporate in the seminar product improves communication skills. As teachers become learners and doers, they resensitize themselves to the needs and feelings of students.

Another positive outcome of a seminar is the development of collegial relationships, which usually carry over into the school year and often beyond.

Still another benefit of seminar participation is the recognition that comes when the seminar report is disseminated. This recognition is both a morale booster and an impetus to excel.

Most school systems require teachers to upgrade their credentials every two to three years. Universities are usually responsive to the needs of local school systems, and will often initiate courses relative to bilingual education and ESL instruction. Administrators should ensure that staff is aware of course offerings from local colleges and universities.

University courses extend over a semester, or at least over a period of several weeks. A summer seminar may be an attractive alternative to teachers whose other responsibilities preclude taking evening or after-school courses.

Though a coordinator should assume overall responsibility for the seminar, it is often possible for participants to be involved, especially during the planning stages. It is particularly useful for participants to be involved in a needs assessment, so that the focus of the seminar will reflect real and relevant concerns.

The process of planning and implementing seminars that produce curriculum and instructional materials has an extensive planning phase that involves all the groundwork and preparation for the seminar. Steps in this phase are outlined below.

- **Identify the topic for a seminar project.**
  A committee may be selected to act as a clearinghouse for suggestions from teachers. The committee might include ESOL teachers, classroom teachers, specialists such as a reading teacher, and a counselor. At this point teachers identify priorities for summer projects, and make recommendations to the committee. The committee and the coordinator will select the seminar topic from the teachers' recommendations.

- **Identify a project coordinator.**
  A Coordinator who assumes responsibility for preparing the groundwork and leading the seminar is identified. This individual may be an experienced teacher or a Resource

Specialist. It is important that the Coordinator is someone from the school system who is familiar with the staff and who knows their strengths and abilities. This knowledge is crucial in putting together an effective seminar group.

- **Identify project participants and their respective roles.**
  Those who volunteer to participate, the Coordinator should select a team which might be made up of ESOL teachers, foreign language teachers, administrators, and classroom teachers where appropriate. The Coordinator identifies people who can work well together and who bring different abilities to the process. For example, the team may include people who are good at writing objectives, people who have worked effectively with LEP students, and others who are aware of supplemental resources.

- **Identify the specific objectives of the seminar.**
  A core group from the team should work with the Coordinator to identify the specific objectives for the seminar. In this case it means taking the school district's objectives for the selected curriculum area and adapting them to the needs of the students. Other content area or classroom teachers are consulted. This is an important step because it ensures that the objectives and materials developed will be consistent with State and local guidelines. Seminar participants then review the objectives and give their suggestions.

- **Decide on format.**
  The Coordinator and participants prepare a format design for the materials to be developed. Participants are consulted on format preferences and an attempt is made to reach consensus on what works best. Agreement is important to ensure that everyone is writing in a similar format.

- **Select dates for the seminar.**
  Dates for the seminar should not conflict with anything on the school calendar.

- **Determine location.**
  The Coordinator must consider comfortable seating, good work spaces, and proximity to needed resources.

- **Break down tasks.**
  The Coordinator should prepare a day-by-day schedule and identify work teams for each task.

- **Identify and secure resources and supplies.**
  Resources, such as textbooks, curriculum guides, standardized tests, curriculum and instructional materials, and consultants if needed are identified and secured by the Coordinator. Supplies for the project work are ordered. They may include thick pads for writing, chart paper, file folders, pencils, markers, and clips. Participants will need access to a copying machine so that materials they develop can be reproduced and shared on a daily basis. Printing costs and a typist must be allocated.

Newsletters

The school newsletter contains news or information that is circulated at regular intervals to faculty and staff of a school or a school system. The newsletter does not need to be a formal document with a logo, headlines, or extensive artwork. In fact, teachers will be more likely to read it if the paragraphs are brief and articles are separated by plenty of "white space." Most school newsletters are mimeographed on one or two sides of a single sheet.

As a support strategy, the school newsletter is an efficient way to provide important and timely information to staff. It ensures that everyone will receive this information at the same time. The newsletter can serve several functions. It can

- recognize successful teachers and parent volunteers;
- list new resources available in the school, in the community, or through mail orders;
- remind faculty and staff of community cultural events;
- inform staff of opportunities for professional development within the district and in neighboring colleges and universities;
- include teaching tips, games, or activities that teachers can use in the classroom; and
- serve as a resource exchange by listing teachers who can assist others or who have materials or books to share.

Responsibility for preparing and circulating the newsletter should be centralized. Often, one person on the administrative staff is named newsletter editor. The editor, who should be introduced to all staff at a faculty meeting, can invite teachers and staff to contribute items and explain the procedure for submitting contributions. Often, this procedure may be nothing more than labeling a mailbox "Newsletter."

It is useful to establish categories of information in the newsletter. For example,

- An **Update** section might include various information of current interest—new course offerings, new library resources, etc.
- A **Kudos** section might provide recognition for teachers who have done something special in the school or in the community or parents who have volunteered time or talent.
- A **Viewpoints** section might include opinions on topics of interest.
- An **Upcoming Events** section might list holidays or special events in the near future.

Clearly, the more often a newsletter comes out, the more current the information can be. Its usefulness is ultimately determined by the extent to which staff both contribute to and read the newsletter.

Instructional Segments

The instructional segments that follow begin with a set of questions teachers are likely to ask. Staff development personnel should take time to prepare answers to these questions before meeting with teachers.

Each instructional segment describes a comprehensive workshop followed by other methods of providing support and information. The chart below illustrates what training strategies are proposed for each instructional segment.

Training Designs	II Cultural Issues	III Language Acquisition	IV Assessing the LEP Student	V Defining Goals & Objectives for LEP Students	VI Selecting Teaching Strategies and Classroom Management Techniques	VII Adapting/Developing Materials
Workshop	53-56	57-59	61-64	65-68	69-72	73-76
In-Classroom Assistance	56	59	63-64	68	72	76
Staff Meetings			64		72	76
Seminars				67		76
Newsletter	56		64			76
Resource Center	56	59			72	76

II. Learning About the LEP Student: Cultural Issues

This session introduces cultural issues that are involved in teaching LEP students. The following questions should be answered before working with teachers on this topic.

- How long has the school district had a significant LEP student population?
- Has the school district offered cultural sensitivity training for teachers and to what extent?
- What different nationalities/language groups are represented in the schools?
- What community resources are available on cultural issues?

Workshop

Objectives

- Teachers will identify their own cultural perceptions and behaviors that are relevant to the school situation, e.g.,

  teacher-student relationships;

  classroom management and arrangement;

  participation in classroom activities;

  valued classroom behaviors (promptness, responsibility, independence, etc.).

- Teachers will identify LEP students' behaviors that are relevant to the school situation, e.g.,

  student-teacher relationships;

  relationships with peers;

  participation in class;

  learning styles.

- Teachers will identify LEP students' behaviors that differ from their expectations, e.g.,

  student-teacher relationships;

  relationships with peers;

participation in class;

learning styles.

- Teachers will identify ways to help LEP students adapt and function effectively in the classroom.
- Teachers will demonstrate increased sensitivity to cultural differences by developing a list of ways to integrate students' cultural backgrounds into classroom instruction.
- Teachers will identify external resources that can help them learn more about the cultural background and behavioral patterns of their students.

Materials/Resources

- **A Classroom Teacher's Handbook for Building English Proficiency (Handbook)**, especially pages 10-14 and 36-37
- Newsprint, felt tip pens
- List of community resources
- List of resources available at the Resource Center
- Essay on perceptions about American teenagers

Warm-up Activity

Read or distribute a copy of the essay on the American teenager written by a secondary student from Southeast Asia. (See Appendix)

- Divide into small groups and have each group discuss the author's viewpoint on the behavior of American teenagers.
- Draw two columns on newsprint or the chalkboard. Record the answers on the left-hand side.
- Have the group identify the author's values as implied by his description of teenagers in America.
- Record these values on the right-hand column of the chalkboard or newsprint.

Example:

Author's perceptions of teenagers	*Author's Values*
Teenagers have too much freedom.	Teenagers should have limits.
Teenagers don't listen to other people.	Teenagers should have respect for parents.

- Lead a short discussion about how the author's perceptions are influenced by his values.

Presentation

Use the information on pages 10-14 of the **Handbook** to point out the different educational experiences that many LEP students have had in their countries of origin and how these experiences may have influenced their attitudes and views about education. Discuss cultural differences and their importance in

- providing a supportive learning environment;
- assessing the student's learning; and
- social interaction.

After the Lecture

Provide time for teachers to share experiences they have had in working with students from other countries. Have them point out what they have learned from working with LEP students.

Suggested Practical Activities

- Ask individual participants to list their general expectations for student behaviors in the following categories:

  student-teacher relationships;

  participation in classroom activities; and

  classroom behaviors.

- After each participant has developed his/her own list, ask the group to share their expectations and record these ideas on the chalkboard or newsprint.
- Using the same categories above, have participants discuss how some observed behaviors of LEP students differ from the expectations they listed. Have teachers link those observed behaviors with the students' experiences and cultural traits covered during the presentation or generated by the teachers.
- Divide into small groups and have each group take two of the cultural characteristics mentioned either in the presentation, or generated by the teachers. Have teachers identify ways in which they might modify their classroom procedures to be responsive to the needs of LEP students.

  Example:

Cultural Characteristics	*Classroom Procedure*
Non-competitive in school situations.	Provide opportunities for LEP students to cooperate in group projects.

- Record the list of strategies that the teachers create. As a follow-up to the training session, reproduce the list and send copies to participants.
- Divide the participants into small groups and have each group come up with a list of community and other resources they have used or know that would help teachers learn about the cultures of students in their classrooms.
- Distribute and discuss the list of resources you have prepared for this session.

Suggestions for Follow-up Workshops

- Invite people from different cultural groups, including students who have been mainstreamed, to come and talk with students and teachers on topics such as

  problems in adjusting to life in this city;

  important values they want their children to preserve;

  child-rearing practices in their culture;

  important values in their new life;

educational systems in their countries compared with the local system;

cultural values as reflected in cooking, dancing, music, and art; or

perceptions of the role of the school, the teachers, and the parents in the education of their children.

Provide time for participants to ask questions. After the presentation and questions, encourage participants to discuss what they have learned. Relate new information to their situation.

- Organize a panel of bilingual students who have already mastered the English language and ask them to share with the teachers their experiences as non-English speakers and as members of another culture. After the panel, provide time for questions. Have teachers work in small groups to list ideas on how to help LEP students in school.

In-Classroom Assistance

Cultural sensitivity is a skill that is developed from contact with people from other cultures, from continuous observation of one's own behavior and the behavior of others, and from concerted effort. It certainly takes more than an introductory workshop or printed handouts to impress upon teachers the importance of becoming aware of the cultural differences in their students and how those cultural traits influence behavior in the school setting. Teachers will need your constant support in helping them handle situations in the classroom.

- Make sure teachers are aware of the sample situations described on pages 11-12 of the **Handbook** and help them develop others as they come in contact with other groups.
- Talk with teachers about individual students. Let teachers express the feelings, frustrations, and excitement that come from daily contact with LEP students.
- Encourage teachers to visit homes.
- Arrange for parents to come to the school. Conduct parent-teacher conferences through interpreters or in English, if the parents speak English.

Newsletter

- Publish announcements of cultural celebrations held in your community and encourage teachers to participate. Parents will see that the teachers take special interest in their culture and will be encouraged to communicate with them.
- Write summaries of the meaning and significance of special celebrations or other cultural events and publish them in your newsletter.
- When special celebrations come, help teachers integrate a recognition of their importance in the daily routine.

Resource Center

- Use the bibliography in the section, "Culture and the Classroom Teacher" in the **Resource Book** to establish a library of books about cross-cultural communication, the specific cultures represented in your schools, and other relevant topics.
- Prepare an annotated bibliography of these resources and send copies to teachers.
- Compile a directory of community people, groups, and organizations who might be called upon for a staff meeting or a session of a workshop on cultural issues. Keep the directory in the Resource Center as a reference for teachers.

III. Learning About the LEP Student: First and Second Language Acquisition

This session provides teachers with an overview of the theory on first and second language acquisition.

The following questions should be answered before working with teachers on this topic.

- How many LEP students are currently enrolled in the school system and at what grade levels?
- At what schools are LEP students being served?
- What is the range of English ability?
- What is the school system's program for educating LEP students?

Workshop

Objectives

- Teachers will identify the four components of language which must be mastered by the LEP student.
- Teachers will cite differences between first and second language acquisition, naming related strategies employed by second language learners.

Materials/Resources

- **A Classroom Teacher's Handbook for Building English Proficiency**, especially pages 22-28
- Newsprint, felt tip pens
- A foreign language teacher or other bilingual staff member
- An unfamiliar tool, i.e., equipment from a vocational classroom

Warm-up Activity

Arrange for a foreign language teacher or other bilingual staff member to present a three-minute lesson in another language on the use of an unfamiliar tool, demonstrating as he/she speaks. Then have the instructor ask the teachers oral questions, and have the teachers write some answers. After the demonstration, discuss how much the teachers learned. They may all have learned the use of the tool, but have only a few words available to use orally. Perhaps a few teachers have some knowledge of the language spoken and could write a few words. Point out the different aspects of language that are involved in learning something new. Draw attention to the evidence of differing levels of ability in listening, speaking, reading, and writing. Emphasize that before LEP students can master English, they must be instructed in all four aspects of the language. Ask teachers to share how they felt about being taught in a language they did not understand. Ask them to identify the most helpful aspects of the lesson.

Presentation

Begin by reviewing the steps in *language acquisition* (pages 22-28 in the **Handbook**). Use newsprint or write on the chalkboard to outline your presentation as you talk. Include

- the difference betweeen first and second language acquisition;
- social and affective factors;
- the four aspects of language;
- learning strategies children employ;
- the skills involved in learning conversational and academic language; and
- the importance of the transfer of skills from first to second language skills.

After the Lecture

Provide time for teachers to share experiences they have had in working with students from other countries. Discuss which of the four aspects of language learning teachers think is most pressing and why. Ask teachers which of these four aspects they feel most comfortable with.

Suggested Practical Activities

- Pair teachers who are in similar instructional areas. After selecting a unit they plan to teach soon, have them identify an instructional technique they can use which relate to each of the LEP learning strategies on pages 25-26 of the **Handbook**.

Suggestions for Follow-up Workshops

- For second language acquisition, it may be advisable to invite a specialist to give teachers a more thorough grounding in theory that can be applied to their own situations. Plan ahead with the specialist so that the presentation is practical as well as informative. Make sure that the teachers become actively involved in the post-presentation discussion.

In-Classroom Assistance

Teachers will need much support in implementing what they learned about second language acquisition in their classes. Content area teachers will especially need to integrate language skills development into their daily lessons so that students may learn the specific language they need to learn the subject matter.

- Offer to help the teacher prepare lists of vocabulary items LEP students will need to know before they can understand a specific lesson.
- Demonstrate for the teacher how to introduce the new vocabulary or conduct activities that help LEP students practice what has been presented in class.
- Help the teacher select content materials that are suitable for LEP students. Workbooks are especially helpful because of the variety of reinforcement activities presented.
- Discuss the importance of simplifying the language used in explaining a lesson to LEP students. Demonstrate how to simplify a particular lesson the teacher has planned for the whole group.

Resource Center

- Collect the resources included in the **Resource Book** under the section "Learning a Second Language" and make them available to the teachers. These resources provide the linkage between theory and practice and offer suggestions for teachers on how to help students develop language proficiency.
- Prepare a list of the available resources and distribute it to the teachers.

IV. Assessing the LEP Student

Assessment is an instructional segment that helps teachers concentrate on diagnosis and on learning about the special needs of LEP students.

The following questions should be answered before working with teachers on assessment of LEP students.

- What is the school policy on assessment and placement of LEP students?
- What instruments have been approved for assessing students?
- Are teachers encouraged to develop and use their own assessment instruments?
- How and when are students assessed?
- What promotion and graduation requirements will apply to LEP students?

Workshop

Objectives

- Teachers will develop an instrument for an informal assessment of a student's English proficiency in a selected content area.
- Teachers will identify means for establishing prior knowledge in a selected class or content area.

Materials/Resources

- **Handbook**, pages 15-22
- Sheets of newsprint, markers
- Charts/transparencies
- Taped interviews (optional)

Warm-up Activity

Have teachers list ways they usually find out their students' reading level or content area knowledge. Here are some ways in which you can conduct this activity:

- Post sheets of paper on the walls and title each sheet. Use titles such as:

  How I identify students' reading level

  How I find out how much content students know

  As teachers enter, instruct them to add their own techniques/ instruments to the list.
- Brainstorm and list teachers' suggestions on chalkboard or newsprint.
- Have teachers work in small groups to prepare lists of techniques. Use newsprint and post the lists on the walls.

After you have generated a list of techniques, pose the following questions:

- Are these techniques applicable to assessing LEP students? Why?
- What techniques have teachers already used to assess LEP students?
- What do teachers need to know about LEP students in order to adapt instruction?

If you have taped assessment interviews of students in previous years or can prepare a tape for this occasion, you might want to play the tape for the warm-up activity. Then, ask questions such as

- What do you think the teacher or the tester was trying to find out about the student?
- What do you know about this student after listening to the tape?
- How can you use that information to help the student?
- What other questions might the teacher have asked?

Presentation

Use the information on pages 15-22 in the **Handbook** to prepare an informal presentation on assessing LEP students.

Prepare charts/transparencies which outline the major points of your presentation. Make sure to include the following major topics in your presentation:

- definition of assessment;
- various ways to assess language proficiency, including the four aspects of language;
- various ways of assessing content knowledge;
- the need for assessment to be a continuing process throughout the year.

After the Lecture

Discuss classroom management implications of the need for assessment. Bring up questions such as these for teacher consideration.

- Are additional personnel available?
- How can time be allocated for teachers to do their own assessment?

Suggested Practical Activities

- Have teachers consider an LEP student currently in their classroom. What does the teacher already know about this student? How has he/she found out this information? What other information does the teacher need and how can he/she obtain it?
- Have teachers assume a new LEP student will enter their classes tomorrow. What activities will they conduct to find out the student's language proficiency?
- Develop a short questionnaire teachers can use to assess listening and speaking proficiency. Develop criteria for assessing content area knowledge of the student.
- Have teachers list ways they can conduct ongoing assessment of students' content area knowledge referring to the lists compiled during the warm-up activity and the lecture. Have teachers report on information generated.

Suggestions for Follow-up Workshops

- Encourage teachers to use the new information on assessment in their classrooms. Provide time in a future workshop to share results.
- Plan a workshop in which teachers with mutual interests can work in small groups to develop specific kinds of assessment questionnaires.

In-Classroom Assistance

Below is a series of steps that may help you provide classroom assistance in the assessment of LEP students.

- *Demonstrate* for the teacher how to conduct and analyze the assessment.
- *Work with or observe* individual LEP students in the classroom. Find time before or after school hours or any time during the day to discuss with the teacher the various assessment strategies outlined in the **Handbook** which might be relevant to a specific student.
- *Train* teachers to assess the student's English and content proficiency. Use this technique: Explain that you need the teacher's collaboration to prepare an informal interview and to select the reading and writing activities to be used in the assessment. The teacher is likely to feel you are saving her time and providing "expert" assistance. Meanwhile, as you work together, you can achieve important inservice training objectives.

- *Assist* teachers in learning how to use some of the instruments suggested in the **Resource Book**, e.g., Cloze tests or dictation.
- *Observe* teachers conducting the assessment of students and discuss the results with them.
- *Tape* teacher interviews to use later for discussing the procedure with the teacher or for future training sessions.
- "*Cover*" the class for a teacher so that he/she has the time necessary to assess an individual LEP student.

Staff Meetings

Plan staff meetings to address the following aspects of assessment:

- What are teachers doing to find out where their students are?
- What resources have they used?
- What strategies have worked?
- What techniques and instruments can teachers use in assessing their students?

  Informal interviews

  Standardized tests

  Interpreters to find out about the educational background of the students

  Questionnaires
- What other resources do teachers need?

Newsletter

Include the charts or major points made during the presentation of the workshop in a newsletter following the workshop. Ask for teachers' suggestions for follow-up workshops. If a questionnaire or other assessment instrument has been developed, it may be printed in the newsletter.

Resource Center

- Bring assessment instruments for teachers to examine at the Resource Center.
- Select tapes of assessment interviews and make them available to teachers.
- Select items from the **Resource Book** to add to the Center's collection.
- Make multiple copies of those articles most relevant to the school situation. Make sure those articles are in the public domain and therefore can be reproduced.

V. Defining Goals and Objectives for LEP Students

In this segment teachers will examine their objectives for teaching all students and will discern how objectives might be further refined to acknowledge the special needs of LEP students.

The following questions should be answered before working with teachers on how to develop goals and objectives for LEP students.

- What are the educational goals set by the school district?
- Has the school district developed specific goals and objectives for LEP students?
- What is the approved curriculum for each grade and subject area?

Workshop

Objectives

- Referring to a lesson in a text currently in use in their classrooms, teachers will write a goal and related behavioral objectives for the English-speaking students in their class.
- Teachers will adapt the same goal and objectives developed from the text for an LEP student in their classroom. Objectives should include language acquisition and content and study skills.
- Given a behavioral objective for English-speaking students, teachers will write objectives for the prerequisite skills an LEP student must attain.

Materials

- **Handbook**, pages 42-44
- Texts that are currently used in the classroom brought by each teacher
- Chalkboard or overhead projector

Warm-up Activity

On newsprint or on the chalkboard, prepare the following chart:

FIELD TRIP TO THE ZOO

	For English-Speaking students	For non-English-Speaking
Goals:		
Objectives:		
Prerequisite Objectives (Knowledge students have or must have)		

As a group activity, ask participants to fill in the chart while one of the participants records the information.

When finished, compare the goals, objectives, and prerequisites for the two groups of students and point out the importance of the prerequisite objectives.

Presentation

Using examples from the chart, begin by stressing the difference between a goal and an objective. Distribute copies of the sample goal and objectives on pages 42-43 of the **Handbook** and discuss ways of preparing content objectives for LEP students.

Point out that every lesson should have language, content, and study skills objectives. (See page 43 of the **Handbook**.)

After the Lecture

Allow ample time for questions. Encourage teachers to share their experiences in adapting goals and objectives for LEP students.

Suggested Practical Activities

- Group the teachers by content area or grade level. Ask each group to select a lesson from a text. Have teachers write the goal(s) and several instructional objectives for teaching the lesson to LEP students.
- Group the teachers by content area or grade level and ask each group to take the goal and objectives discussed earlier in the presentation or others of their choice and develop one objective of each type (language, content, study skills) for at least two of the objectives on the list.
- Again, use the sample goals and objectives discussed during the presentation. Make three headings: essential prerequisite vocabulary and word structures; study skills; and content knowledge. As a group, fill in the chart and discuss the general framework for a series of units which should be covered before the LEP student will be ready for the objectives of the regular classroom. Sketch out objectives for these units.

Refer teachers back to the workshop objectives and comment on the process for developing objectives for LEP students. Emphasize that this is a continuous effort that lasts throughout the year, and that at the year's end, they would have prepared objectives for the entire course of study. Even though these objectives would need revision, the bulk of the task will have been done.

Suggestions for Follow-up Workshops

- Plan a workshop on writing goals and objectives. Include matching objectives to activities and evaluating tests in light of the goals and objectives.
- Plan a workshop in which teachers who are teaching the same unit share goals and objectives. If this workshop occurs before the unit is taught, goals and objectives can be summarized and activities can be suggested for each objective. If the workshop takes place after the unit is taught, teachers can compare and evaluate the role their goals and objectives played in the lesson.

Summer Seminar

If your school district has money in the budget for curriculum development, this might be the most effective way of utilizing your resources.

Teachers will have developed differentiated or simplified grade or content objectives for LEP students throughout the year. A project involving several teachers is often the best way to reflect upon what they have accomplished, to revise the objectives, and to develop a guide that would help them teach more effectively. Adapting to new groups of students would probably call for more revisions, but the groundwork would have been done.

A curriculum project seminar requires planning and coordination. Refer to the steps suggested in the description of workshops on pages 48–49 of this **Trainer's Guide**.

Following a workshop or discussion on the topic of goals and objectives, plan a meeting with the teacher specifying location, time, and purpose of the visit. Have the teacher identify the specific lesson's goals and objectives for the LEP student and review them together. The pre-observation conference is very important because during this discussion, the teacher can further refine the goals and objectives and identify the specific strategies that will be used to achieve the objectives. Establishing the relationship between what the teacher intends to do and how it is done serves as the basis for the observation and the ensuing conference.

Plan a debriefing as soon as possible after the class presentation to evaluate the success of the lesson. Ask the teacher to consider the goals, objectives, and strategies that were used to implement them. If the objectives were not achieved, try to isolate the problem and develop a new approach or re-evaluate the objectives.

VI. Selecting Teaching Strategies and Classroom Management Techniques

In this segment, the trainer will concentrate on strategies for teaching reading skills, on classroom management techniques that are effective in working with LEP students, and on methods for helping them develop reading skills.

The following questions should be answered before working with teachers on identifying teaching methods for LEP students.

- What is the educational philosophy endorsed by the school district?
- Are there pilot programs to address the needs of special student groups?
- What is the main focus of staff development?
- Are teaching methods dictated by textbooks currently in use?
- Are teachers encouraged to develop innovative teaching methods?

Workshop #1

Objectives

- Teachers will identify effective teaching strategies to use with LEP students.
- Teachers will identify classroom management techniques to use with LEP students.
- Teachers will select teaching strategies and classroom management techniques that are relevant to their present teaching situation and make a plan to implement them.

Materials

- **Handbook** pages 34-36; 40-42
- Descriptions of teaching techniques or strategies brought by each teacher
- Newsprint, markers, or overhead projector
- Handouts

Warm-up Activity

Prior to the workshop, ask teachers to come prepared to share any teaching strategies or classroom management techniques they have found successful with LEP students. Have teachers identify grade level and context in which the strategy or technique has been utilized. Select a recorder who will write these strategies and techniques on separate sheets of newsprint.

Presentation

Prior to the workshop, prepare handouts outlining the following topics:

- *Welcoming LEP students to your class*. (Use the information on pages 30-31 of the **Handbook**, and select the suggestions appropriate to the age level of LEP students taught by workshop participants.)
- *Classroom environment*. (Use chart on pages 31-33 of the **Handbook** and select those aspects most relevant to the workshop participants.)
- *Classroom management*. (Use information on pages 34-36 of the **Handbook**. Again select the suggestions that would be most helpful to the participants in their own teaching situations.)

During the warm-up activity, make note of all techniques or strategies mentioned by the participants. Integrate these strategies and techniques into the lecture.

After the Lecture

Allow time for teachers to ask questions and share their concerns about teaching LEP students.

Suggested Practical Activities

- Ask participants to select one or two techniques and strategies outlined in the handouts and explain how they would implement them in their classrooms. Give teachers time to prepare their plans, and then ask them to report to the group.
- Make up a case or describe a real LEP student giving age, name, language, country of origin, educational background, English ability, and grade. For example, Ann Van is a 16 year-old girl from Vietnam who speaks Vietnamese. She has been out of school for the last three years, but has been placed with her age group in 10th grade. She arrived six months ago, and even though she can get along in simple social situations, her academic language skills are very low.
- Divide teachers into small groups and assign one of the three topics of the presentation to each group. Ask them to plan the strategies and techniques they will use to help this student. When the activity is over, have teachers report on the plans they made.

Follow-up Workshop

The strategies and techniques suggested and compiled during the previous workshop give teachers general ideas about how to work more effectively with LEP students. Participants will have discussed how to make LEP students more comfortable in the class and how to make changes or accommodations in the classroom environment.

One area that touches on every grade level and subject area is reading. The development of reading skills is extremely important for LEP students who must read in an unfamiliar language before achieving educational independence. Workshop #2 will focus on how to help LEP students develop the reading skills necessary to succeed in school.

Workshop #2

Objectives

- Teachers will identify methods for helping LEP students develop reading skills.
- Teachers will develop ways to implement selected methods in their own classrooms.

Materials

- **Handbook**, pages 46-49
- Transparencies/newsprint
- Textbooks that are currently used in the classroom, brought by each teacher

Warm-up Activity

Have teachers brainstorm about the reading skills they expect students to have when they come to class. Record all skills mentioned. Then have teachers look at the list and think about which of those skills their LEP students actually have. To conclude, ask teachers to think about activities they might have used in the past to help LEP students acquire those skills.

Presentation

Introduce your presentation by establishing the importance of reading in helping LEP students achieve academic success. Tell them that even when students display an oral command of everyday English, they most probably still need the academic language their classes require and that reading is a vehicle for acquiring it.

Use the information on pages 46-49 of the **Handbook** to prepare a transparency or newsprint sheet outlining the various methods presented in the **Handbook**. Call on teachers to describe various methods since most of them use these methods in their classes.

After the Lecture

- Discuss with the teachers the feasibility of integrating some of these methods into their classes.

- Ask teachers to talk about particular methods that may be applicable in their content areas or individual situations.
- Ask teachers which methods they regularly use in their classes.

Suggested Practical Activities

- Have teachers choose one lesson from the textbook they brought with them, and ask them to develop three different activities for that lesson using the suggested methods or aspects of those methods which are most applicable in their classes. Make sure the activities are identified by grade level, lesson, textbook used, pages, etc. Select one teacher per grade level or subject area and ask her/him to compile the activities developed during the workshop for later use as samples at staff meetings, for dissemination among teachers, or to keep a copy in the Resource Center.
- Have the group develop three activities using the material generated in the warm-up activity. Have teachers report on their work.

Follow-up Workshop

Teachers always welcome workshops that provide additional insights into teaching reading. Use the services of special reading teachers, librarians, and other experts to study specific aspects of teaching reading to LEP students. Films and tapes can be particularly effective; a reading specialist can provide these resources for the group.

In-Classroom Assistance

- Help the teacher to make needed changes in the classroom environment.
- Model or demonstrate for the teacher appropriate teaching strategies.
- Arrange to visit teachers' classrooms and offer to work with LEP students using some of the activities the teacher has prepared.
- Before going into the classroom, ask the teacher what lesson will be taught. Prepare a reading activity for the lesson the teacher is teaching that day, and ask the teacher if you can work with a group of LEP students.

Staff Meetings

Plan staff meetings for teachers to share ideas they have tried in their classes.

Resource Center

- Collect teacher-developed activities in the workshop and outside. Organize a bank of ideas for developing reading skills by subject or grade level.
- Prepare booklets of those activities and distribute among grade level or subject teachers.

VII. Selecting/ Adapting/ Developing Instructional Materials

In this segment, teachers will learn how to select new materials and to work with the materials they have on hand by adapting lessons and developing reinforcement activities to address the instructional needs of LEP students.

The following questions should be answered before working with teachers on selecting/ adapting and developing materials to use with LEP students.

- What resources are currently being used in the school system?

  Textbooks

  Teacher's guides

  Teacher-developed materials

  Professional consultants

- Are teachers required to use an assigned textbook?
- Are teachers encouraged to adapt these textbooks and to be creative?
- Are teachers encouraged to develop their own materials?
- Is time allocated for materials development?
- Are resources allocated for materials development?
- What approach will be used to help teachers adapt and develop materials?

Workshop

Objectives

- Teachers will identify methods for selecting instructional materials for LEP students.
- Teachers will identify steps for adapting print resources to meet the needs of LEP students.
- Teachers will follow identified steps to adapt a selection from a textbook.

Materials

- Sample reading from a social studies textbook
- Hand-outs
- Transparencies

Warm-up Activity

Give the teachers a copy of the selection from a social studies textbook. Ask the teachers to list the questions they would expect English-speaking students to be able to discuss after reading the selection. Record the questions on newsprint and post them on the wall.

Next ask teachers to think about how many of the questions LEP students in their classes would be able to answer. Point out that often the questions require prior knowledge of content and vocabulary. Then ask teachers what they could do to help LEP students understand the reading selection.

Presentation

- Selecting materials.
  Review the information on page 44 of the **Handbook**, describing how to select materials for LEP students. Discuss the following guidelines and provide examples of materials.

  Ascertain the English proficiency level of your students, both orally and in reading.

  Identify which of the three broad categories listed on page 44 of the **Handbook** the student fits.

  Review materials used by students in your school who are not reading at grade level.

  Review commercially-prepared materials written for adults, but at a second or third grade reading level.

- Preparing simplified materials.

  Present the four steps in adapting materials. (See page 42 of the **Handbook**.)

  1. Identify goals and objectives.

  2. Identify new concepts and vocabulary.

  3. Write a simplified version of the text which
     introduces the underlying concepts;
     presents events in a clear sequence;
     provides a clear focus;
     simplifies sentence structure;
     repeats key vocabulary;
     avoids use of pronouns;
     avoids content not absolutely necessary for comprehension.

  4. Generate reinforcement activities.

After the Lecture

Let teachers express their feelings about the work involved in selecting/ adapting materials. Ask them which of the steps they have already used in working with LEP students.

Suggested Practical Activities

Take a new reading selection and develop each step with the teachers following the guide given on pages 75-76 in the **Handbook**. Preferably, the selection should be from a textbook participants are using in their classes. It should be a brief selection.

- **Step 1.** Let teachers identify the general and the simplified objectives. Add any they do not mention.
- **Step 2.** Ask teachers to list the new concepts. Have them think about pre-reading activities they might develop for one or two of the most important concepts. Ask teachers to list the vocabulary. Add to the list any vocabulary item not mentioned by the teachers. Ask teachers to describe ways in which they would introduce the vocabulary.
- **Step 3.** Ask teachers to write a simplified version of the text, keeping these aspects in mind:

  Clear focus

  Repetition of concepts and vocabulary

  Short sentences

  Avoidance of pronouns

  Avoidance of enrichment material

- **Step 4.** Ask teachers to generate ideas for reinforcement activities they have used or think can be used to help LEP students develop the concepts of the lesson.

Follow-up Workshop

- Plan a workshop where teachers can use the steps presented to adapt their own lessons. Be sure to include time for sharing the revised lessons.
- Plan a workshop to develop reinforcement activities for lessons that have been identified as particularly difficult for LEP students.

In-Classroom Assistance

Arrange to visit teachers' classrooms and help them in their efforts to adapt instruction to LEP students by

- working with teachers to adapt materials following the steps identified in the workshop;
- encouraging teachers to develop reinforcement activities in connection with the lesson being presented; and
- demonstrating for teachers the use of adapted materials.

Staff Meetings

Plan staff meetings for teachers to share materials they have adapted and to demonstrate how they have used those materials. Encourage teachers to disseminate materials to others who are teaching the same subject or grade level.

Summer Seminar

Plan a summer seminar to collect, revise, edit, and reproduce the materials that have been adapted during the year. Select the subject area or grade level for which there has been the most material adapted during the year. This choice will encourage other subject matter or grade level teachers to work on adapting materials in order to have their own summer seminar.

Newsletter

- Include a feature highlighting teacher-made follow-up activities.
- Publish a list of teacher-made activities and materials available at the Resource Center.

Resource Center

- Collect teacher-made materials and display them in a permanent exhibit for teachers to examine.
- Organize a textbook exhibit. Invite publishers' representatives to bring materials that might be suitable to teach LEP students. Provide ample time for teachers to examine the collection. Have on hand forms that teachers can use to request demonstration copies of textbooks they might want to pilot test.
- Develop criteria for teachers to select materials. Include questions such as:

  Does the textbook include a variety of reinforcement activities?

  Has the textbook been written with emphasis on language develop ment; development of reading skills?

  Is the textbook free of cultural bias?

  Does the textbook include illustrations, graphs, and other visual aids which enhance the understanding of the content?

VIII. Evaluation

Evaluation is the process of obtaining feedback from others so that you can determine whether or not you have achieved your goals, where you can improve, and what needs remain unmet. Because the time for training and support is so limited, you will want to focus your efforts on those strategies that work best. Evaluation of workshops and other forms of support can help you determine what approaches are most successful and what you should modify or eliminate.

What to Evaluate

The first step in the evaluation process is to decide what you want to evaluate. You may be interested in participants' **reactions** to training and support; how much **learning** has occurred; changes in **behavior** as a result of training; identifiable **results** in the classroom; or the actual **design** of the training itself. Each of these measures are briefly described below.

Reactions

Many trainers want to know what participants like or dislike about a service or training session. Clearly, training or technical assistance will not be very effective if it does not interest the participants or if they do not accept the material presented.

If you are evaluating participants' reactions, here are a few tips to keep in mind:

- It is best to obtain participants' responses in writing (at least in the early stages of the activity). This form of measurement allows anonymity and encourages the participants to be candid.
- The measurement can be partially quantified by using a scaled system, and asking participants to rate their reactions to specific questions numerically. For example:

  Was this session worthwhile? Yes 1-2-3-4-5-6-7-8-9 No

  Do you think it will help with your LEP students? Yes 1-2-3-4-5-6-7-8-9 No

  How helpful was in-class consultation? Great 1-2-3-4-5-6-7-8-9 Poor

- The measurement should focus on three specific targets:

  participants' feelings about the worth of the service or program;

  how well they felt the service or program met their needs;

  their reactions to the trainer(s) or consultant(s).

Learning

Learning is the increase of knowledge or skill. Trainers can measure how much the participants learned by administering a pre-test and an identical post-test and comparing the results of the two tests. For example, true and false questions like the following ones could be given before and after a workshop on second language acquisition to measure how much the participants learned.

Write **True** or **False** for each one of the following statements:

____ Second language learning is similar to first language learning.

____ Learning grammar rules helps develop fluency.

____ Communicative competence in a second language provides sufficient skills to succeed academically.

____ The second language student should be allowed a "silent period."

Pre-post test measures might also include multiple choice questions, sentence completion questions, essay questions, etc. Trainers can also obtain information through direct observation, reaction sheets, or discussions in which participants express what they felt they learned.

Behavior

Although participants may acquire skills and knowledge, there is no assurance that their behavior—how they perform the job—will change to incorporate the new learning. Several conditions are necessary if they are to improve their performance according to what they have learned.

- Participants must have an opportunity to put the learning into effect, and supervisors must encourage them to use it.
- Participants must realize that applying the new learning will make their work more efficient and effective.
- Participants must be motivated to try new methods, materials, or behaviors.

Essentially, changes in behavior following training or technical assistance can be measured by evaluating the performance of the participants several weeks after the completion of a program. This is the best time interval to determine improvement attributable to training or technical assistance.

The key to measuring both learning and behavior is determining the extent to which the objectives of the service or program are met. If the objectives are clear and specified, they provide a useful standard for evaluating the service or program. Examples of identifiable behaviors in the classroom which might be measured include

- change in instructional objectives;
- change in lesson planning;
- change in teaching methods;
- change in type of materials;
- change in interactions between teacher and student;
- change in ways teaching resources such as audio tapes are used;
- change in teacher attitudes; and
- change in classroom management.

An observation instrument to assess changes in instructional objectives to accommodate the needs of limited English proficient students could include questions such as the following:

- Has the teacher identified the minimum objectives LEP students have to achieve in the specific content area?
- Has the teacher developed simplified objectives for the LEP students in class?
- Have changes in instructional objectives caused the teacher to use techniques such as

  differentiated lesson plans and activities?

  individualized instruction?

  learning centers?

  variety of reinforcement activities.?

  variety of materials?

Results

Ultimately, if training and support to teachers are effective, the students will benefit. Because there are many factors that influence a teacher's work with students, it is somewhat difficult to isolate benefits to the students that resulted solely from training or technical assistance. Nevertheless, measuring the results in the classroom is important, especially in the eyes of those who pay for training or technical assistance.

The kinds of identifiable results involving LEP students in the classroom might include

- change in student achievement; and
- change in student attitudes.

Ways to assess results include

- reviewing entry-exit test scores;
- observing students in class; and
- interviewing students and teachers.

Training Design

Trainers are often interested in evaluating their training plan or design. This type of feedback can be very helpful in determining ways to improve later training programs.

Some questions to consider in assessing training design include the following:

- Were the objectives clear?
- Did the service or program try to accomplish too much or too little?
- Was the scheduling realistic?
- Was enough information given?
- Were the specific objectives met?
- Did the plan focus on the involvement of the participants in developing the program as well as in the actual training or service?

How to Conduct Evaluations

There are a variety of methods which can be used to evaluate your program. Selection of an appropriate method is facilitated if you have clearly defined **what** you want to evaluate and **why**.

An ideal evaluation shows quantitatively how well the objectives were met. But even with well-developed specific objectives, it is not always possible to evaluate training quantitatively. Certain evaluation data will be based on opinions, feelings, observations, and interpretations of both trainers (or consultants) and participants.

The following chart identifies various methods of evaluation and appropriate uses.

METHOD	DEFINITION	APPROPRIATE USES
Questionnaires	A list of questions given before and after instruction or just after the training.	To determine information learned, to identify issues and areas of information needing review.
Opinion/Attitude Questionnaire	Open-ended questions given periodically or immediately following training to elicit reactions.	To determine participants' evaluation of training design, materials, attitudes, and relevance of assistance.
Trainer Observation	Direct observation of the training itself by noting trainer's delivery, listing problems encountered and how they were handled, etc.	To evaluate training design, trainee reactions, trainer performance, facilities and logistical arrangements.
Trainer/Trainee Group Evaluation Session	A group session to evaluate the program. May include specific questions as well as open-ended discussion on the program.	To evaluate trainee reactions, attitudinal changes, facilities, trainer skills, relevance of objectives to needs.
Post-Training Practice Session	A session in which participants use skills and techniques presented in training, e.g., role-play practice of language experience approach to teaching reading.	To assess skills learned.
Follow-up Trainee Evaluation Forms	A two-to-three month check after training or technical assistance to find out if it helped participants.	To measure results and behavior changes on the job, to identify needs for new training.
Follow-up Supervisory Evaluation Forms	A two-to-three month check by supervisor of the teachers.	To measure results and behavior changes in relation to teacher performance, to assess skill and attitude changes, to identify unmet needs.

Appendix

"American Teenagers"*

American teenagers are being adult very quickly. Teenagers don't depend on their parents because they can take care by themselves. Some people think that teenagers should let make their own decision. Today, American teenagers have too much freedom and don't respect everybody.

Most American teenagers like to go out with friends and partner during at the freetime. First, they love to go to the party. Second, teenagers like to see the movies. Teenagers drink alcohol and smoke at the parties. American teenagers love rock music so much and loud because they like to dance. Sometime, teenagers fight during at the parties. American teenagers like to play many kinds of games.

Teenagers have chance to do many things. First, they love to play sports. Some teenagers don't like to play, but they like to watch. Second, teenagers enjoy the game very much. American teenagers practice a lot about their activities. Teenagers have accident when they drive the car so fast.

These problem to the American teenagers are grow up to fast. First, teenagers don't care what people think of the way they did. Second, American teenagers plan to be happy throughout their life. One thing teenagers don't listen to other people. By the way teenagers are fool to think that they can drive all day and all night without any sleep.

Many American teenagers make so much trouble with their freedom. It is not only American teenagers, however some other people do the same teenagers do.

*Written by a student in the Arlington Public Schools, Arlington, Virginia

INDEX