Educating Iowa's English Language Learners (ELLs)

A Handbook for Administrators and Teachers

2004

Iowa Department of Education
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ADMINISTRATION

DIVISION OF EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

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INTRODUCTION

This handbook for Iowa school districts was first published many years ago. Since that time, several significant sociopolitical and educational changes have occurred. For example, we have seen an increase in the number of languages and cultures represented both in our state and in the political arenas of our nation. Immigrants and refugees from impoverished or war-torn homelands have come to us seeking the American Dream. Balances among minority group populations have shifted, and even greater shifts are likely in the future.

In both our society and our educational institutions, we have acquired a better understanding of the implications of the linguistic and cultural differences in learners who participate in available programs. We now know more than ever about language acquisition, cultural change, competencies, testing, affective states of the learner, individual assessments, and ourselves.

The changes in this handbook attempt to reflect these new understandings. We seek to give Iowa educators a picture of the unique needs of English language learners and to offer a guide for providing equal access to the quality education available in the state. The handbook will primarily benefit those responsible for designing and implementing programs in local school districts.

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CHAPTER 1
LEGAL AND EDUCATIONAL RATIONALE

This chapter describes the legal and educational rationale for educating English language learners (ELL)[1]/Limited English Proficient (LEP) students. It presents an overview of the federal and state legislation and guidelines, and discusses United States Supreme Court decisions that have had a direct impact on the education of these students. In addition, we have included related educational and pedagogical issues.

In order to familiarize school personnel with the school district's obligations in the education of English language learners, the information is presented either in brief summaries or excerpts from the major documents.

Legal Rationale

Limited English Proficient (LEP) is the term used by the United States Department of Education (USDE) to describe students whose home-language background is other than English and whose English language skills are not sufficiently advanced for them to participate successfully in classrooms in which all academic instruction is provided in English. Numerous acts, laws, court decisions, and guidelines have been written with the needs of LEP students in mind. These documents combine to create and clarify the current legal responsibilities of all United States school districts for the education of English language learners.

Federal Level

A number of documents detail the federal requirements for the education of LEP students. This section contains brief summaries or excerpts from key documents.

Title VI, *Civil Rights Act,* 1964

> No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

May 25, 1970, Memorandum, Department of Health, Education and Welfare

This *Memorandum* interprets the *Civil Rights Act* of 1964. It concerns the responsibility of school districts to provide equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

[1] "English language learners" (ELL) is the preferred term and will be used will be used instead of "Limited English Proficient" (LEP), except in direct quotes from U.S. Department of Education documents.

> Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
>
> School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.
>
> School districts must not assign national origin minority group students to special education on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills.
>
> Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

The *Bilingual Education Act,* 1968 (Amended in 1974 and 1978)

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

Equal Education Opportunities Act of 1974

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

Lau v. Nichols, 1974

A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

Castenada v. Pickard, 1981

The major outcome of this case was a set of three guidelines to use evaluating programming for ELLs:

(1) Is the program theoretically sound or experimentally appropriate?
(2) Is the program set up in a way that allows this theory to be put into practice?
(3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Plyler v. Doe, 1982

In *Plyler v. Doe*, the United States Supreme Court held as unconstitutional the Texas law that allowed local education agencies to deny enrollment to children of undocumented immigrants. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U.S. Constitution. Of particular concern to the Court was the fact that children were affected, rather than their parents. The Court believed that denying undocumented children access to education punished the children for their parents' behavior. Such an action, the Court noted, did not square with basic ideas of justice.

The *No Child Left Behind Act of 2001* (NCLB) (a reauthorization of the *Elementary and Secondary Education Act of 1965*)

Title I: Improving the Academic Achievement of the Disadvantaged
This portion of NCLB mandates English language proficiency testing and academic achievement testing of ELLs, setting requirements for the establishment of achievement objectives and a number of other educational reforms.

Title III: Language Instruction for Limited English Proficient and Immigrant Students
This portion of NCLB mandates English language proficiency testing of ELLs, discusses a number of issues related to programming for ELLs, and outlines ELL-specific parent notifications, in addition to addressing a number of other related issues.

Other

An additional court case and a state law are also worth noting here: *Diana v. State Board of Education*, 1970 and Chapter 280.4, *Uniform School Requirement, Iowa Code*.

Diana v. State Board of Education, 1970

In this case, a class action suit was filed on behalf of nine Mexican-American public school children, ages 8–13. The lawsuit alleged that these children had been improperly placed in classes for the mentally retarded on the basis of biased individual intelligence tests.
The Diana case mandated future observance of several significant practices. For example, children whose primary language is not English must henceforth be tested in both their primary language and English. Also, such children must be assessed only with tests that do not depend upon vocabulary or other discriminatory and unfair verbal questions.

Iowa Limited English Proficiency Legislation

Chapter 280.4, *Uniform School Requirement, Iowa Code.* When a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language. The Department of Education has monitoring and technical assistance responsibilities. (See Appendix F.)

Educational Rationale

The legal rationale stated previously in this chapter provides only part of the reason that special instructional programs for English language learners (ELLs) are necessary. Equally important, if not more so, is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven that such programs provide the most valuable educational opportunities for ELLs.

General Considerations

Educators should keep in mind certain general considerations when planning an educational program for ELLs. These considerations are outlined below.

- **ELLs need not give up their first language to learn a second language**.

  On the contrary, the development and maintenance of skills and proficiency in the first language *enhance* acquisition of a second language. Compared to students who are not proficient in their first language, those who are first-language proficient will acquire English more easily and quickly~~,~~ and will learn to read faster and more easily.
  It is, therefore, neither useful nor practical, and in many ways counterproductive, to encourage parents of ELLs to try to speak English with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them to use. The school and parents together can plan for additional rich and pleasant experiences for ELLs in English, both in and out of school.

- **Lack of English proficiency does not in itself qualify a student for Special Education services.**

  A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences.

In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail to discriminate sounds in the second language. This is not a learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement.

Therefore, before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for English as a Second Language instruction. For specific discussion of special education for ELLs, refer to resources listed in Appendix E.

- **It may take a long time for a student to learn English well enough to participate fully in an all-English-language mainstream classroom.**

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents.

It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom.

The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. First-language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the English language learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

Categories of English Proficiency		
	BICS – Basic Interpersonal Communicative Skills	**CALP – Cognitive Academic Language Proficiency**
Time to Master (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002)	1 to 3 years	3 to 7 years
Characteristics	• Repetitive • Predictable • Usually oral • Can often be pointed at or acted out • Present tense, verb stem • Basic "survival" English • Single sentences, simple phrases, and questions	• Original, not repetitive • Not predictable • Oral and written, not necessarily in immediate surroundings • Language of past, present, future, condition • Opinions and feelings expressed • Conjecture • Extended speech and reading • Complex phrases, sentences, and questions

The above chart summarizes the characteristics of these two categories of English-language proficiency, as described by Dr. James Cummins, a prominent researcher. The information may assist administrators and teachers to better identify the English-language needs and performance levels in the classroom, as well as to understand the need for comprehensive, and sometimes lengthy, English-language instruction.

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CHAPTER 2
FUNDING SOURCES

Inherent in a school district's obligation to take "appropriate action to overcome language barriers that impede equal participation by its students" *(Equal Educational Opportunity Act of 1974,* Point F) is the obligation to finance these programs. State funds are allocated to school districts on the basis of enrollment. Thus, a district is given the same funds for the education of an English language learner (ELL) as for a native speaker of English.

Local

The primary responsibility for meeting the needs of ELL students lies with the local school district. ELL students have urgent language and educational needs and appropriate services should be provided by the school district to meet these needs. ELL students should have the same access as other students to district programs that are considered beneficial to them.
In order to comply with legal requirements (see Chapter 1), school districts must first use local resources to provide these programs to ELL students. Federal and state resources are intended to supplement, not supplant, local resources in meeting the needs of ELL students. When other sources of funding are unavailable or insufficient, the district must assume responsibility for providing appropriate services to ELL students.

State

The Iowa legislature has approved funding (weighting) for "the excess costs of instruction of limited English proficient students" (*Iowa Code* Chapter 280-280.4). A school district may apply to the school budget review committee for funds to provide English as a second language instruction and/or a transitional Bilingual or other special-instruction program.

Federal

Federal funding is available in three major categories: Title I - Part A: Improving Basic Programs Operated by Local Educational Agencies and Part B: Student Reading Skills Improvement Grants; Title I - Part C: Education of Migratory Children; and Title III - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act. Descriptions of these funding sources follow.

Title I - Improving the Academic Achievement of the Disadvantaged - Part A: Improving Basic Programs Operated by Local Educational Agencies

This states that limited English proficient (LEP/ELL) students are eligible for Title I services on the same basis as other children selected to receive them. In schools operating schoolwide programs in which the goal is to upgrade the instructional program in the entire school, all children—including ELL/LEP students—are intended to benefit from the program. Therefore, the needs of <u>all</u> students are to be taken into account in the program design.

In targeted-assistance schools (schools not operating school-wide programs), ELL/LEP students are to be selected for services on the same basis as other children. That is to say, on the basis of multiple, education-related, objective criteria for determining which children are failing, or most at risk of failing, to meet the state's student performance standards. *A local educational agency no longer is required to demonstrate that the needs of ELL/LEP students stem from educational deprivation and not solely from their limited English proficiency.*

Through an application process, grant monies are awarded to the local education agencies. Each agency must assure that the monies will be used to provide supplementary educational services to eligible children, pre-kindergarten through high school. For additional information, contact the Bureau of Instructional Services (see Appendix C.)

Title I - Improving the Academic Achievement of the Disadvantaged - Part C: Education of Migratory Children

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school. A migratory child is a child who is—or whose parent, spouse, or guardian is—a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural work, has moved from one school district to another.

The state education agency is directly responsible for administering the state's migrant education program. For additional information, contact the Bureau of Instructional Services (see Appendix C).

Title III - Language Instruction for Limited English Proficient and Immigrant Students - Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title III of the *No Child Left Behind Act* (NCLB) provides school districts (via Area Education Agencies) with services in order to implement language institution educational programs designed to help ELL students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. State educational agencies, local educational agencies, and schools are accountable for increasing the English proficiency and core academic content knowledge of ELL students. For more information, contact your AEA ESL/ELL consultant.

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CHAPTER 3
PROCEDURES

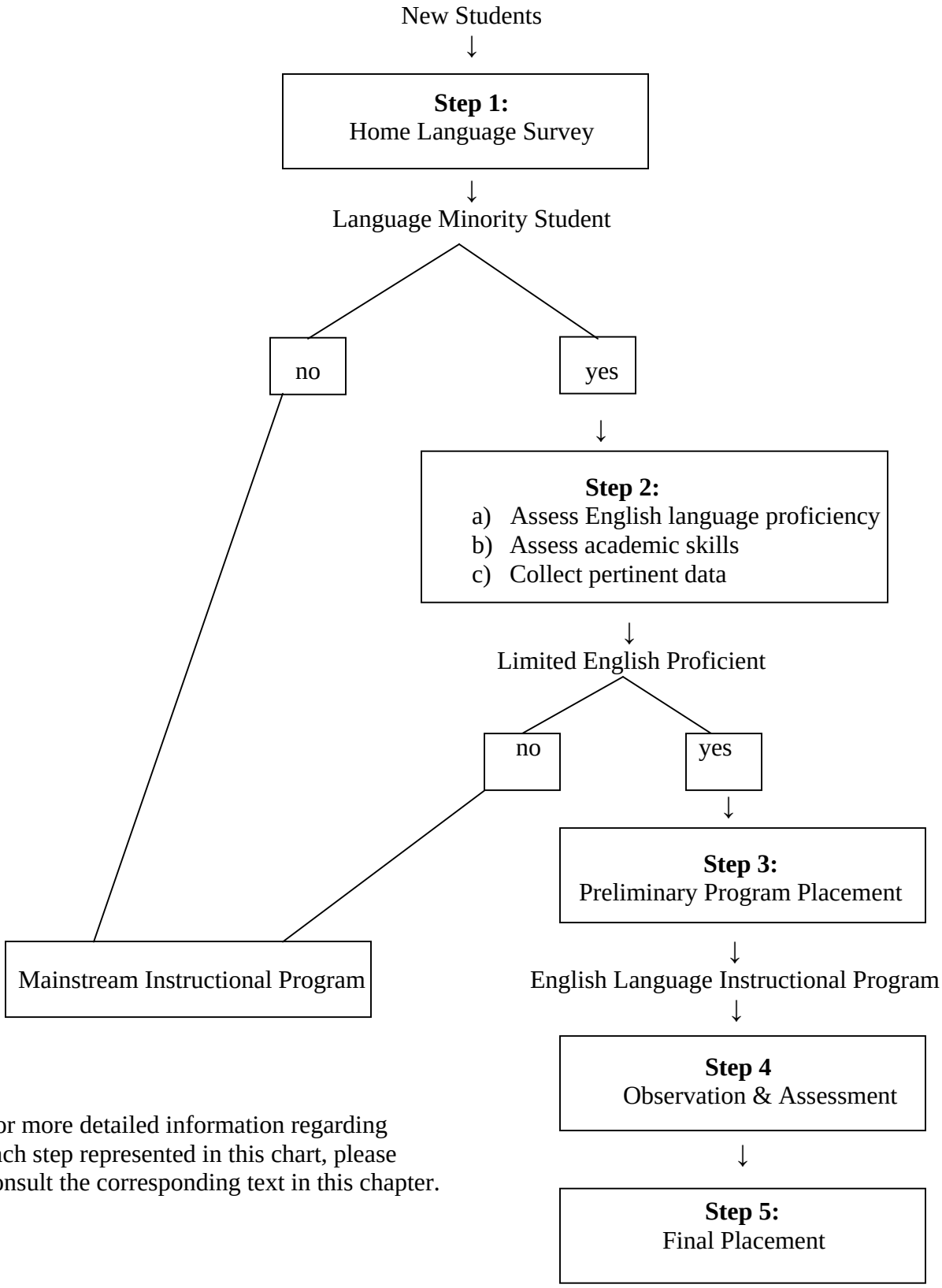
Identifying language minority students and assessing their skills are critical steps in determining their need for placement in English as a second language (ESL)/Bilingual programs. This chapter provides educators with specific suggestions for accomplishing these tasks. In addition, it describes ways to assess the correctness of a student's placement and his or her readiness to exit the program. Appropriate transitions to mainstream classes are also described.

Identification and Placement

Chapter 280, Section 280.4, of the *Iowa Code* defines a *Limited English Proficient* student as follows: "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

By following five basic steps (see Table I), Iowa school personnel can readily identify English language learner (ELL)/LEP students and place them in appropriate learning environments.

Table 1
Identifying ELL Students



For more detailed information regarding each step represented in this chart, please consult the corresponding text in this chapter.

Step 1: The Home Language Survey

The first step in the process of identifying an ELL/LEP student is to conduct a Home Language Survey. This instrument is available in a number of languages on the TransACT website (www.mynclb.com). Its purpose is to help districts determine whether a student meets the first criterion of the definition: "a student's background is in a language other than English."

The Home Language Survey should be completed by the parents or guardians of *all* new students in the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information gathered from the survey becomes part of the student's permanent records and should be available to the student's teachers. Note that a positive response to an item on this survey does *not* in itself identify a student as an English language learner; it merely helps to screen students for potential consideration.

If a response on the Home Language Survey indicates a language other than English in the student's background, then some form of assessment should be used to determine whether that student is limited in English proficiency. Responses on the Home Language Survey must be used along with other indicators to identify ELLs.

It is important to note that some parents may be reluctant to reveal that English is not their home language. Many times this reluctance is related to fear of negative consequences for their children or themselves. School personnel should make every effort to clearly explain the purpose of the questionnaire and to elicit accurate information. Parents may need reassurance that the information requested will be used to help make the best possible placement decisions for their children.

Step 2: Initial Assessment

In order to select the appropriate placement for a student, district personnel should first assess the student's English language proficiency and academic skills, and examine other relevant personal information.

English Language Proficiency
Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student's level of proficiency in these skill areas may vary. Therefore, assessing the student's English language proficiency is an important step in deciding upon placement in an English language instructional program.

Research literature and a number of textbooks make reference to four stages of language development: preproduction, early production, speech emergence, and intermediate fluency. Iowa's Enrollment Status Descriptors (Appendix B) capitalize on these same categories and the following table provides important information regarding each of these stages of proficiency.

LANGUAGE ACQUISITION CHART

	Stage I	Stage II	Stage III	Stage IV
Official Name	Preproduction	Early Production	Speech Emergence	Intermediate Fluency
Other Names	Pre-speech/Silent Period/Non English Proficient (NEP)/ Beginner	Telegraphic Stage/Limited English Proficient (LEP) - Emergent	Simple-Sentence Stage/Limited English Proficient (LEP) - Intermediate	Bridging Stage/Limited English Proficient (LEP) - Advanced
Variety of Language	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency – (Basic Interpersonal Communication Skills [BICS])	Fluency (BICS) and some Proficiency (Cognitive Academic Language Proficiency [CALP])
Characteristics	Physical response only No speech production Minimal comprehension Up to 500-word receptive vocabulary	One or two-word responses Disconnected speech Very limited comprehension Up to 1000-word receptive/active vocabulary	Simple-sentence responses Connected speech Fairly good comprehension Up to 3000-word receptive/active vocabulary	Simple/complex-sentence responses Extended speech (discourse) Increased comprehension Beyond 3000-word receptive/ active vocabulary
Student Behaviors	Produces no speech Indicates comprehension physically Comprehends key words only Depends heavily on context Responds by pantomiming, gesturing, or drawing Says only yes, no, or names of other students	Produces words in isolation Indicates comprehension physically Verbalizes key words "heard" Depends heavily on context Responds with one/two-word answers or in phrases Makes "errors of omission" Mispronounces words	Produces whole sentences Makes basic grammatical errors Hears smaller elements of speech Shows good comprehension (given rich context) Functions on a social level Uses limited vocabulary	Produces whole narration Makes complex grammatical errors Hears some subtle elements of speech Shows good comprehension (given some context) Functions somewhat on an academic level Uses an expanded vocabulary
Teacher Strategies	Uses commands to teach receptive language (TPR) Requires physical response to check comprehension Asks students to show/draw answers to questions Asks "yes/no" questions Uses manipulatives and props Shows/writes key words after oral presentation	Continues to expand receptive language (TPR) Encourages all attempts to respond Asks students questions that require one/two words to answer: Who? What? Where? When? Which one? Uses concrete objects Displays print to support oral presentation	Expands receptive language through comprehensible input Engages student in producing language such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting Asks application questions: What do you do when? How do you react when? Incorporates more writing	Develops cognitive academic language: oral and written Introduces figurative language Asks "why" questions soliciting opinion, judgment, prediction, hypothesis, inference, creation Engages student in higher-order thinking (H.O.T.) skills
Timeline (relative)	2 weeks to 2 months	2-4 months	1-3 years	3-10 years to approach peer-appropriate proficiency
Suggested Instructional Programs	ESL (topic based L1 instruction to access core curriculum	ESL (topic/literature based) LI instruction to access core curriculum	ESL (content and literature based) Sheltered and/or L1 instruction to access core curriculum	Sheltered Instruction to access core curriculum and L2 literacy enrichment

Source: Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. (2000). *Enhancing English Language Learning in Elementary Classrooms: Trainer's Manual.* McHenry, IL: Delta Systems Co., Inc. (last page of Presenter's Appendix) – slight adaptations made

English language assessment may include several instruments, both standardized and locally developed, though *Iowa Code* clarifies that "These assessments shall be conducted by utilizing state, local or nationally recognized tests, as well as teacher observations and recommendations [*Iowa Code* Chapter 281-60.3(3)]." Suggested assessment instruments are listed in Appendix A. Examples of locally developed instruments include an oral interview, an oral proficiency test, an English language reading test, and a writing sample, though it is essential that state, local or nationally recognized tests be used. It is also important to remember that any instrument used for initial assessment should be designed specifically for placement purposes. See Appendix A for a list of appropriate commercially available tests.

The "Iowa Title III - Enrollment Status Descriptors" document (Appendix B) provides specific guidance for placing students in educational programs based on both English language proficiency and general achievement levels.

Academic Skills

ELLs' academic experiences may vary greatly, partly dependent on their past opportunities to participate in academic endeavors in any language. Academic skills may be more appropriately assessed in the student's first language. If academic skills are assessed in English, it is important to remember that lack of English skills may influence the performance in content-area testing.

The following is a list of recommended ways to assess ELLs' academic skills:

- Ensure that skills and abilities assessed line up with essential district curricula
- Enlist the help of a translator and/or interpreter
- Allow students to use their first language in answering questions (remember that academic skills and not language proficiency is the focus of this assessment)
- Use plenty of visuals in order to ensure that students understand the task or concept being tested
- Utilize innovative test tasks such as drawing, sequencing pictures, matching, and/or using graphic organizers
- For math, use "language-free" computation problems to assess skills (be aware, however, that other cultures may use different symbols for mathematical operations; a translator/interpreter can provide guidance in this area)

Again, the "Iowa Title III - Enrollment Status Descriptors" document (Appendix B) provides specific guidance for placing students in educational programs based on both English language proficiency and general achievement levels.

Other Pertinent Information

It is essential to remember, however, that [lack of] language proficiency can interfere with the test performance of students who are not yet proficient in the language; the content test is also a language test for those students. This must be considered when using standardized test scores to evaluate student achievement. Recommendations for academic assessment of ELLs who are still acquiring English are provided in the "Academic Skills" section above.

Appropriate district personnel should collect pertinent information regarding such topics as family and academic background, language experience (number of languages spoken by the student and his/her family), health, length of time in the United States, cultural and developmental information, and other relevant material. Such material will provide a comprehensive overview of the student's past and present life and school experiences. This information should be used to help teachers and administrators provide the most appropriate educational program for each ELL student.

Step 3: Preliminary Program Placement

Upon entering the school system, ELLs will be placed either in a program designed for them, in mainstream classes, or a combination of the two.

The English Language Instructional Program

Due to the often quick and general nature of the initial assessment, the initial placement of an ESL student in a particular level of English language instructional program may be tentative. Placement tests may provide only a general grouping of students, not a detailed profile of an individual student's English language skills. It is important, therefore, to have an observation or trial period in which to determine whether a student's initial placement is, indeed, appropriate. The ESL teacher in a classroom setting will be able to better judge a student's strengths and weaknesses. Districts should develop a procedure by which teachers can correct and "fine tune" placements after a period of classroom contact during which the student's skill level is more clearly defined.

Mainstream Classes

ELL students should be placed in, or as close as possible to, the grade in which other students of the same age are placed. Interactions with same-age peers encourage ELL students to use oral English and to make social and cultural adjustments.

Below-grade placement has several detrimental effects. Students placed below grade level often show signs of maturation before their classmates, frequently resulting in embarrassment for the student and reduced social interaction that continues throughout their school years. Students placed in lower grades because they do not speak English continue to not speak English. In addition, they often feel isolated and/or uncomfortable in a classroom with younger classmates. If a language minority student is initially assessed as fully English proficient, but upon further observation appears to be experiencing difficulty, then additional assessment of English language and academic skills is needed. Formal and informal assessment techniques, as well as teacher observations, should be used to ensure the appropriate placement of the student.

Step 4: Assessing Preliminary Placement

After the student's preliminary placement, teachers should observe him or her in that environment to assess appropriateness of the placement decision. It is also important to assess and evaluate actual student performance.

Step 5: Final Placement

Based upon the previously described assessment, observation, and information gathering, a decision must be made regarding the student's placement in both mainstream classes and the English language instructional program. This decision should be made using a team approach, including, but not limited to, the following: the student, mainstream teachers, the Bilingual teacher, the ESL teacher, instructional assistants, the counselor, the parent(s), and administrators.

The team should analyze student performance data in both academic and language skills to determine his or her appropriate placement. *No placement should be considered permanent, however.* The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

Parent Notification Regarding Title III Testing and Placement

Section 3302 of the *No Child Left Behind Act of 2001 requires that districts* notify students' parents of:

- the **reason for placement** in a program for English Language Learners (Sec. 3302[a][1]);
- the student's **level of language proficiency**, how it was assessed, and their level of academic achievement (Sec. 3302[a][2]);
- the **methods of instruction** used in the child's educational program, use of English and the native language in that program, and other program options available within the district (Sec. 3302[a][3]);
- **how the program will meet the needs** and build on the academic strengths of the child (Sec. 3302[a][4]);
- **how the program will go about teaching** the child English and preparing him/her to meet academic standards for grade promotion and graduation (Sec. 3302[a][5]);
- **exit requirements** for the program, expected transition rate of students from the program to programs not designed specifically for ELLs, and the expected rate of graduation for students participating in the program (Sec. 3302[a][6]);
- **for special education students, how the program will fulfill requirements** of the student's IEP (Sec. 3302[a][7]); and
- **information regarding parental rights**, including rights to remove the student from the program, to information about other program options, and to assistance in selecting from various programs and teaching methods if more than one is available (Sec. 3302[a][8]).

In addition, if the program that the child is enrolled in is determined fails to meet annual measurable achievement objectives, parents must be notified within 30 days (Sec. 3302[b].

All of this information is to be provided in a language that the parent understands, to the extent practicable (Sec. 3302[c]). To meet this requirement, the Iowa No Child Left Behind Parent Communication Center (formerly the Iowa Translation Library) is available as an on-line resource at http://www.mynclb.com to provide necessary documents in 23 languages.

Furthermore, parents are to be given information regarding how they can:

- be involved with their child's education (Sec. 3302[e][1][A])
- help their children to learn English, achieve academically, and meet the academic content and achievement standards expected of all students (Sec. 3302[e][1][B])

It is recommended that this outreach be carried out through regular meetings which parents are to be informed of. During these meetings, parent questions, concerns, and recommendations can be addressed. (Section 3302(e)(2))

For a comprehensive list of parent communications required under NCLB in addition to those mandated by Title III, visit www.mynclb.com.

Exit and Transition

A student's exit from an English language instructional program should be considered tentative, and should be followed by periodic review of his or her progress. In fact, Title III of the *No Child Left Behind Act of 2001* mandates monitoring for two years so that achievement data can be reported for those recently-exited students can be included in the biennial reports required of Title III subgrantees (Sec. 3121(a)(4)). Clarification about the proficiency level of, instructional services for, and general achievement levels of exited students is provided in Appendix B.

The *Iowa Code* addresses exit from an English language instructional program as follows:

> An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading, and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations. (Chapter 60 - 281-60.6(3)(b)(4))

The school district should also establish a process for re-entry into the program or a support system in the event that a student does not perform as well as anticipated in an all-English mainstream environment.

Exit Checklist

The decision to exit a student from an English language instructional program should be based upon the following factors:

- Student's reading level
- Recommendations of ESL,

equivalent to the mainstream • Results of English proficiency test • Scores on districtwide achievement tests	bilingual education and mainstream staff • Opinion of parents

Monitoring Exited Students

Once students have formally exited the English language instructional program, their achievement in mainstream classes should be checked periodically. The *No Child Left Behind Act of 2001* requires that exited students must be monitored for two years and that their progress on academic content and achievement standards be reported biennially (Sec. 3121(a)(4)).

Additional Assessment Considerations

This section addresses assessment of ELL students' English and native language proficiency and academic achievement. In addition, it includes a discussion of assessing ELL students who have special needs.

Issues Related to Assessing Language Proficiency

Title I of the *No Child Left Behind Act of 2001* requires that ELLs' listening, speaking, reading, and writing abilities be assessed annually. Title III adds the requirement of "comprehension," which is a composite score. It is important to recognize that this mandated measure of growth in English proficiency is different from placement testing; it is essential that instruments designed for the purpose of showing growth in English language proficiency be used for this purpose. (Tests developed for use in making placement decisions may not yield appropriate data for documenting yearly growth in language proficiency.) See Appendix A for information on tests for both placement and documentation of growth in language proficiency.

Iowa law outlines separate requirements for the determination of English proficiency. The *Iowa Code,* Chapter 60, Section 281-60.2(280) Definitions, states that the term *fully English proficient* "refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing and speaking." The English language assessments used for decision-making must be linked to the linguistic capabilities inherent in this definition.

Currently, commercially available English language proficiency tests do not directly generate all of the kinds of linguistic information called for under this definition. Consequently, additional sources of information must be made available. Mainstream classroom teachers and other school personnel responsible for the education of ELLs should develop alternative types of language

measures (e.g., checklists, rating scales, anecdotal records) that are closely linked to the kinds of language uses described in the State's definition of a fully English proficient student.

For example, if neither the commercially available language proficiency reading subtest nor the standardized test of reading achievement uses actual science, social studies, and other reading texts encountered in the mainstream classroom, teachers should use an alternative measure of the student's ability to read such texts. Such measures need not be complicated or time-consuming. Educators may, for example, judge the student's ability to read a grade-level science passage, create a cloze passage from a social studies text, or conduct a Miscue Analysis using children's literature.

With regard to the assessment of the student's native language proficiency, keep in mind that a student who is literate in his/her native language will need an instructional program that is different from that required by the student who is not literate in his/her native language. Placement decisions that also include information about the student's native language abilities—in particular, his or her literacy skills—are likely to yield the best results.

Issues Related to Assessing Academic Achievement

Assessing the academic growth of English language learners is clearly one of an educator's most challenging tasks. This is because an ELL may have grasped the content or concept of a lesson but may be unable to articulate this comprehension through the English language. For example, it is possible that an ELL will understand the concept of metamorphosis, but is unable to discuss the topic in English in a manner comparable to his English-proficient peers.
The teacher must make an effort to focus assessments on the content, not on the ELL's use of the English language. To accomplish this goal, the teacher may need to design alternative forms of assessment that will allow the student to demonstrate his or her learning in a manner that downplays the role of English language use. It is possible, for example, to assess an ELL's written responses to content-related questions without penalty for lack of mastery of written conventions. Similarly, an ELL may be able to demonstrate comprehension of a concept by performing different tasks such as using pictures, making use of some English language assistance, or using his or her native language. A list of ideas for assessing ELLs' content skills and abilities is found on page 15.

The most critical point is that the teacher should not lower learning standards for English language learners. The *No Child Left Behind Act of 2001* is very clear on this point; the same challenging academic standards are to be applied to <u>all</u> children (Sec. 1111(b)(1)(B)). This requires that teachers not "water down" the curriculum for ELLs; rather, they need to modify the way instruction is delivered and what materials are used in order to make the content accessible for ELLs. Teachers must also ensure that the content delivered to ELL students is grade appropriate and related to the requirements needed for grade promotion.

When annual standardized testing is conducted in districts, the *No Child Left Behind Act of 2001* provides some flexibility for the participation of ELLs; students who have begun school in U.S. in the last ten months may be exempted from the reading/language arts test (Title I, 2004). For

other ELLs, accommodations can be used and native language assessments may be available for certain language groups.

Iowa Testing Programs provides the following guidance regarding accommodations on the ITBS and ITED (The University of Iowa, 1999):

> When accommodations seem to be needed for testing an ELL, any of several might be considered. Which accommodations to use should be determined by considering the ones used in day-to-day instructional activities or classroom assessments. In no case should an accommodation be used for the first time with a student during the administration of the ITBS or ITED. Some accommodations that are used with ELLs include:
>
> - allowing extra time to complete the test.
> - allowing the use of a translation [word-word] dictionary during testing.
> - reading parts or all of the test. (This should not be done with tests of reading vocabulary or reading comprehension.)
> - providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested. (Offering meanings of science terms used on a science test would not be appropriate.)
> - a combination of the above.
>
> The purpose of testing should be to obtain information that will be useful for making instructional decisions and determining the extent of student progress in the curriculum of the school. Accommodations should only be used when they help to reduce the effect of the student's English language deficits that would interfere with obtaining accurate information about the student's achievement. When selected properly, the use of accommodations can still permit the interpretation of the student's percentile ranks and grade equivalents in the same manner in which they are interpreted for others.

Additional information regarding testing accommodations is available in the document entitled "Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments" at http://www.state.ia.us/educate/ecese/is/ell/documents.html.

Issues Related to Students with Special Needs

In the absence of Bilingual education, Bilingual diagnosticians, and assessments available in languages other than English, it is not surprising that in ~~most~~ some school districts there tends to be an overrepresentation or under representation of ELL students in learning disabilities programs and an under representation of ELL students in gifted and talented programs.

It is possible that the ELL suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers, do not constitute a learning disability. Establishing a pre-referral process can be of great assistance when a teacher suspects that an ELL student has a learning disability. This approach is not foolproof, but through the careful

collection, examination, and weighing of a variety of sources of information, distinguishing between a learning disability and the normal process of acculturation should prove less problematic. For references to print and online resources that discuss special education for ELLs, see Appendix E.

Giftedness is a human quality that is equally distributed among all cultures of the world. Unfortunately, the tools used to determine giftedness (e.g., intelligence tests, standardized tests of academic achievement) are primarily available in English and accommodate American mainstream learning, teaching, and assessment styles. Therefore, alternative approaches must be devised in order to accommodate for the limitations of existing, conventional identification procedures. The strategy for identifying gifted ELLs is much the same as the strategy for avoiding inappropriate referrals for learning disabilities: collect, examine, and weigh a variety of information about the student. For references to print and online resources that discuss talented and gifted programming for ELLs, see Appendix E.

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CHAPTER 4
EDUCATIONAL PROGRAMS

This chapter describes English as a Second Language (ESL) and Bilingual Education programs, their goals, and their implementation.

General Guidelines

The following guidelines are important in developing both types of programs for ELLs:

- For ESL classes, students should be grouped both by age and by English-proficiency level. If a Bilingual Education model is used, group assignments should take into account the language background of the students as well as the level of their academic skills.
- The size of the instructional groups should be kept small.
- The teacher-student ratio should be kept as small as possible; a ratio that will allow teachers to provide adequate attention to the unique needs of ELLs is imperative.
- ESL or Bilingual Education staff, as well as mainstream staff, should be included in planning and developing the program.
- Scheduling issues can be very important to the success of a program. Time should be provided for ESL/Bilingual staff to meet with mainstream staff. Good communication is critical in the development and maintenance of consistent service delivery to ELLs.

In planning programs for an individual district or school site, it is also important to consider the following factors that may prove significant in designing a program model:

- Total number of ELL students
- Distribution of ELL students by the following:
    - Grade placement
    - School site
    - English language proficiency
    - Native languages represented
    - Students' proficiency levels in their native languages
- Number of teachers
- Type and number of support staff
- Travel time between sites
- Busing schedules
- Dollars available for the program

Bear in mind, also, the areas in which districts/buildings will be evaluated in terms of the services they provide for ELLs:

- Student identification
- Student assessment and evaluation

- Various aspects of the English language instructional program (availability, involvement of parents, etc.)
- Staff
- Exit criteria
- Program evaluation
- Equitable access
- Special education
- Notices to parents

(See Appendix G for the English Language Learner (ELL) District/Building Self-Study Guide, which enumerates these criteria in detail.)

English as a Second Language (ESL)

The term *English as a Second Language* (ESL) refers to a structured language-acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at age-appropriate and grade-appropriate levels.

Program Goals

The major goal of ESL instruction is to develop the English language skills of ELL students so that they can function well both in an English language academic setting and in society at a level comparable to their native English-speaking peers. Title III of the *No Child Left Behind Act of 2001* specifically addresses the needs of English language learners and has three goals:

> to help ensure that English language learners (ELLs)
>
> 1. attain English proficiency,
> 2. develop high levels of academic competence in English, and
> 3. meet the same challenging academic content and student academic achievement standards that all children are expected to meet.
>
> Title III holds States, LEAs, and individual schools accountable for meeting these goals (U.S. Department of Education Office of English Language Acquisition, 2003, p. 5).

English as a second language programs must take all of these goals into account.

Program Models

ESL classes can be structured as any of the following: (a) ESL pullout class for the ELL student, (b) inclusion in the mainstream classroom, or (c) content-area instruction in English ("sheltered English"). Although the goal—to increase English language proficiency in the areas of listening, speaking, reading, and writing—is the same for all program models, the student's needs, resources, staff, and other considerations may require different programs for different circumstances. Brief descriptions of the three program models follow.

ESL Pull-Out

The pull-out model is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language.

ESL Class Period

This model is generally used in secondary school settings. Students receive ESL instruction during a regular class period and receive course credit. They may be grouped for instruction according to their level of English proficiency.

ESL Resource Center

The ESL resource center is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is staffed with ESL teachers.

Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)

This a model in which language minority students are taught in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

The Inclusion Model (Also known as the Push-in Model)

In the Inclusion Model, the ESL teacher provides support and ESL instruction within the confines and context of the mainstream classroom. Instruction is coordinated with the mainstream instruction and curriculum.

Supplementary Instruction

Instruction in the Mainstream Classroom is very important. The mainstream teacher can provide valuable language- and content-area experiences by facilitating cooperative learning activities and other peer contact within the classroom.

Paraprofessionals and other instructional assistants should be encouraged to aid the classroom teacher in the instruction of ELL students. Paraprofessionals can contribute to the development of lessons, instructional materials, and student-assessment instruments. Bilingual paraprofessionals can be instrumental in the promotion and development of students' first and second languages. Paraprofessionals should not be limited to clerical responsibilities alone, since these activities reduce their effectiveness as instructional assistants.

Instructional Strategies for Second Language Teaching

Many language teaching approaches and methods have been developed over the years. Approaches are general ways of teaching that are based on theories. Methods are more specific instructional or system designs based on theories. This section outlines some approaches and methods that are commonly used (often in combination with one another) in modern-day language teaching.

Communicative Language Teaching

This approach is based on the idea that language is communication. Teachers that make use of Communicative Language Teaching (CLT) focus on using language in the classroom. That is, instead of learning about language, students learn to listen to, speak, read, and write the language in an active way from the very beginning. The focus not so much on the building blocks of language (individual letters or words), but on communication that emphasizes making meaning. Memorization of dialogues or drill work is not generally used in CLT. The goal is to share ideas and information (to communicate!) and accuracy plays a secondary role (though error correction is utilized).

The Natural Approach

This approach focuses on meaning as it is communicated through vocabulary; grammar is not an issue of serious concern. The name "natural approach" emphasizes that students are encouraged to learn a second language in a way that is similar to how they learned their first languages; a silent period is expected and the teacher's job (similar to that of a parent or caregiver) is to communicate in ways that are understandable to the student. This kind of communication is called *comprehensible input*, which is a term that is commonly used in the field of language teaching.

Classroom language usage is handled in what might be considered to be an interesting way in this approach. Grammar is not explicitly taught in the Natural Approach, but it is expected that students will "pick it up" in the same way that young children acquire an understanding of grammatical usage. (In fact, the direct teaching of grammar is forbidden in this approach.) Rather than emphasizing correctness in language usage, this approach places importance on the feelings of students, and the term *affective filter* is used to denote a sort of "wall" that students put up when they are uncomfortable. It is thought that this "wall" prevents comprehensible input from being received by the student and, therefore, keeping a positive classroom atmosphere is of utmost importance to teachers who make use of the Natural Approach. For that reason, they usually do not point out or correct errors.

Cooperative Language Learning

This approach emphasizes cooperation over competition, the development of critical thinking skills, and language learning through social interaction and can be used in many different teaching scenarios (reading or writing classes, grammar classes, content classes, etc.). Students

work together in groups and activities require that students depend on each other and that they all contribute to the completion of tasks. Teamwork is essential in this approach and teachers play a role more similar to facilitator or consultant than director; students are expected to work together to complete tasks with the teacher serving as a resource.

Content-based Instruction

In this approach, the learning of language happens at the same time as the learning of content material. This makes it possible for English language learners (ELLs) to learn the same subjects that their native speaker peers are learning and, in this way, helps to keep ELLs from falling behind in their academic subjects during the time that they are learning English. The focus on content gives a clear purpose for language learning that can be motivating for students. The goal of content-based instruction is to empower students to become independent learners of academic subject matter and, for this reason, authentic materials are often used and/or adapted in content-based language classrooms.

Task-based Language Teaching

Task-based language teaching uses the completion of tasks as the means for language learning. Similar to the Natural Approach, language is viewed as a way to share meaning. In the task-based approach, learners work in groups to carry out numerous tasks that serve a purpose either in real life or in the classroom setting, thus facilitating learner motivation. The curriculum is organized according to these tasks rather than according to grammar or some other factor. Through group work, students must communicate and negotiate with each other, thus creating numerous opportunities for language practice.

Total Physical Response

This method is based on grammar-based theories of language and it is most often used to teach basic communication to beginning level students. Instruction takes place via commands given to students (e.g., “Sit down. Stand up. Take out your backpack. Open your book.”) The teacher first models these activities while saying the commands, repeating phrases and actions until students master the language associated with them. Students are eventually expected to respond to new commands that represent combinations of previously learned material (e.g., “Open your backpack.”) and to take turns in giving commands. However, reading and writing are not typically taught with this method.

Suggestopedia

This method makes use of slow (usually classical) background music and translation as ways to assist learners in acquiring a new language. The teacher is the authority figure in the room, to be likened to a parent. The room itself is to be very comfortable and attractive in order to facilitate learning, with the background music providing a relaxed mood among the students. (The beat of the music is supposed to match the pace of the human heartbeat.) This state of relaxation is thought to bring about the best possible learning.

Whole Language

The whole language teaching approach focuses on maintaining language in its "whole" state rather than breaking it down into individual words, letters, or sounds. The idea is that once language is broken apart, it no longer is language. Teachers using this method strive to teach authentic language (rather than simplified language) in a natural, purpose-driven way that allows individualization based on learner interests and needs. Students are able to choose the books they read and can do so together with other students. Likewise, writing can be collaborative and is a process of discovery that focuses on creating meaningful text for a real audience.

Multiple Intelligences

This philosophy emphasizes the idea that intelligence is exhibited in different ways and that people have various ways of learning according to their own intellectual strengths. Howard Gardner, a professor at Harvard University, has developed a list of eight types of intelligence:

- linguistic (the ability to use language well)
- logical/mathematical (the ability to use numbers and rational thinking well)
- spatial (the ability to see the world in terms of shapes and relationships of space)
- musical (the ability to use and perform music well)
- bodily/kinesthetic (the ability to move well)
- interpersonal (the ability to have strong relationships with others)
- intrapersonal (the ability to know yourself and use your strengths well)
- naturalist (the ability to relate well to nature)

The idea is that teachers must assist students in understanding their intellectual strengths and then provide students with opportunities to use their strengths in learning school subjects.

Competency-based Language Teaching

In Competency-based Language Teaching (CBLT), the focus is on the result of language teaching (how well the student can use the language) rather than the process of teaching and learning. The current focus on "standards" in the American educational setting is an outgrowth of competency-based education. In the case of language learning, the focus is on language use and the ability of learners to interact. Student performance is not rated in comparison with that of other students but against a list of acceptable levels of language mastery.

(Source: Fairbairn, 2004)

For further reading on instructional strategies for language teaching, see Appendix E.

Instructional Strategies for Literacy Teaching

The *No Child Left Behind Act of 2001* enumerates the "Essential Components of Reading Instruction" in Section 1208(3)(A-E)(No Child, 2002). These five elements are defined in the

U.S. Department of Education's website entitled "A Guide to Reading Tips for Parents" (U.S. Department of Education, n.d., slides 17-18) as follows:

- Phonemic awareness - Recognizing and using individual sounds to create words
- Phonics - Understanding the relationship between written letters and spoken sounds
- Reading fluency - Developing the ability to read a text accurately and quickly
- Vocabulary development - Learning the meaning and pronunciation of words
- Reading comprehension strategies - Acquiring strategies to understand, remember and communicate what is read

(It is critical to note that phonemic awareness needs to be in place prior to phonics instruction; if students do not know the sounds of English, they cannot be expected to understand the letter-sound relationships [Grognet, Jameson, Franco, & Derrick-Mescua, 2000]).

A number of methods can be used to incorporate these five essential elements of reading instruction into classroom lessons. Below is a non-exhaustive list of such methods.

The following ideas come from Dr. Socorro Herrera's *Classroom Strategies for the English Language Learner: A Practical Guide for Accelerating Language and Literacy Development* (Herrera, 2001).

Teaching Pre-reading Skills through Daily Routines

> *Welcome and Roll Call* – Ask students to list words (e.g., names of classmates and family members) that begin with a certain letter. Two teams can compete to come up with the most words.
>
> *Calendar and Weather* – Use other languages in discussing these topics and point out similarities between words in different languages (focusing on sounds).

Alphabet Chart Work

Use alphabet charts from the students' first languages and English side by side. Focus on similarities and differences between ELLs' first languages and English. Talk about which letters have the same sounds, similar sounds, and different sounds. Students can bring objects from home that can be utilized during these lessons (focusing on the sounds found in the names of the objects).

Using Native Language Materials

Alphabet books in both languages can be utilized, as can poetry, chants, and songs. (These activities can be connected to alphabet chart work.) Parents, paraeducators, and community volunteers can assist with this type of learning.

Whole Language

The whole language teaching approach focuses on maintaining language in its "whole" state rather than breaking it down into individual words, letters, or sounds. The idea is that once language is broken apart, it no longer is language. Teachers using this method strive to teach authentic language (rather than simplified language) in a natural, purpose-driven way that allows individualization based on learner interests and needs. Students are able to choose the books they read and can do so together with other students. Likewise, writing can be collaborative and is a process of discovery that focuses on creating meaningful text for a real audience.

Unless otherwise noted, the following information has been adapted from McCarrier, Fountas, & Pinnell, 2000.

Interactive Read Aloud

This type of reading aloud is distinctive in that it is interactive; the teacher carries on a conversation with students about the book as s/he reads and shows it to them. Students can participate in the reading process by making predictions throughout the story, sharing their own ideas about the book, and asking questions. As students become familiar with texts, they can even read along with the teacher. Interactive read alouds can help children to build their phonemic awareness, phonics knowledge, vocabulary development, and reading comprehension strategies, thus addressing three of the five "Essential Components of Reading Instruction."

Dr. Socorro Herrera discusses the following ways that ELLs benefit from Interactive Read-Alouds (Herrera, 2001, p. 63):

- *Phonemic/phonological awareness* is developed as students' concepts of letter-sound relationships are clarified and reinforced during the discussion of the story.
- *Concepts of print* are developed as students watch the teacher turn pages and point to individual words.
- *Vocabulary development* takes place as students make sense of new words via illustrations and group discussion of the text.
- *Background knowledge* is incorporated during discussion, allowing students to connect with stories.
- *Reading strategies* such as comprehension monitoring, checking for understanding, and summarizing are modeled by the teacher.

Shared Reading

A "big book" of an interesting text with simple language is used for shared reading instruction. The large print enables students to become familiar with concepts of print and helps them begin to feel like they are reading. Texts are reread a number of times for various purposes (to talk about vocabulary words, to discuss punctuation, to practice expressive reading, etc.). As in interactive reading aloud, the teacher does the bulk of the reading. Shared reading lessons can incorporate all five of the "Essential Components of Reading Instruction."

Shared-to-Guided Reading

This method was conceptualized by Knox & Amador-Watson (2000) in their Rigby RISE (Responsive Instruction for Success in English) training materials. It is a way to "bridge the gap" between Shared Reading and Guided Reading for ELLs with lower levels of English proficiency (Stages 1 and 2). After the teacher reads the text in the style of Shared Reading, s/he invites the students to participate in subsequent readings using echo reading and/or choral reading. After practicing reading the text, students can then read along with the teacher in their own small books. Shared-to-Guided Reading lessons can include all of the "Essential Components of Reading Instruction."

Interactive Guided Reading

This strategy is outlined by Dr. Socorro Herrera in her *ENLITE* (Enhancing Native Language Integration to English) Program (2001, pp. 65-66). It is similar to "Shared-to-Guided Reading" in that it represents specific tailoring of interactive and guided reading to meet the needs of ELLs. There are four aspects of an interactive guided reading lesson:

- *Previewing* – The teacher uses the students' first languages to present important vocabulary and ideas prior to reading. (The assistance of paraeducators, parents, or others can facilitate this process if the teacher is monolingual.)
- *Scaffolding* – The teacher supports student learning through modeling reading, asking questions, and giving feedback to students throughout the reading of the text.
- *Providing comprehensible input* – The teacher ensures that students are able to understand the text by providing additional support as needed (repeating words, reading slowly, etc.).
- *Sheltering instruction* – Simplified language and plenty of visual aids assist learners in learning new concepts.

During an Interactive Guided Reading lesson, teachers are able to build phonemic awareness, understanding of letter-sound relationships and concepts of print, automaticity (ability to quickly recognize words), vocabulary, and reading comprehension skills (comprehension monitoring, making connections, and use of graphic organizers) while making use of students' background knowledge.

Guided Reading

In Guided Reading, children with similar ability levels work with the teacher to build their reading strategies. Rather than read the text aloud to children, the teacher allows them to read their individual copies at their own pace, providing support when needed. In selecting texts, teachers are encouraged to choose books that are interesting for students and that are of "medium" difficulty for students; the goal is to enhance students' reading strategies and this is not supported by texts that are too easy or too difficult. Of the five "Essential Components," Guided Reading lessons will likely address phonics, vocabulary development, reading fluency, and reading comprehension strategies.

Herrera (2001, p. 64) outlines how the following can be incorporated into Guided Reading:

- *Phonemic/phonological awareness* (through discussion of letter sound relationships, word patterns, etc.)
- *Background knowledge* (through connecting the text with the child's experiential knowledge)
- *Reading strategies* (through assisting students in the reading process)

Buddy Reading

In Buddy Reading, students work with a partner to read books that have been previously read in class. Students need not read the same book; they can simply engage in peer teaching as the need arises. It is recommended that Buddy Reading be used during Guided Reading time for those students who are not working directly with the teacher. Buddy Reading could potentially engage learners in all five of the "Essential Components of Reading Instruction."

Independent Reading

It is recommended that students have a chance each day to read books of their own choosing. These books may be from a collection of those previously studied in class, though students could also use this time to investigate new books. Although this reading activity is does not require direct instruction by the teacher, the "Essential Components" are not forgotten; Independent Reading can give students practice with phonics, reading fluency, and reading comprehension strategies.

Language Experience/Modeled Writing

This first type of writing method allows students to "write" texts by using the teacher as a scribe. During these lessons, teachers model how to write as their students dictate the text. Discussion of various text features can also be incorporated into the lesson. If the text is of appropriate difficulty level, it can be revisited during a subsequent reading lesson.

Shared Writing

Shared Writing is similar to Language Experience/Modeled Writing in that the teacher writes the text for the children. However, in Shared Writing, the lesson focuses more on the process of writing (planning, organizing, etc.). The teacher guides students in the construction of a text that is often based on reading or a theme covered in a previous lesson and makes use of language that is carefully selected. In Shared Writing, the goal is to produce a text that students can read.

Interactive Writing

The Interactive Writing process is similar to Shared Writing in that it is a group activity that begins with planning, but Interactive Writing gives students a greater role in constructing the text; the teacher allows individual students to go to the front and compose sections of text. Each

time a student writes, the teacher creates an instructional moment with a critical learning objective (letter-sound relationships/spelling, punctuation, etc.).

Dr. Socorro Herrera describes Interactive Writing as a process that is borne out discussion of quality literature (Herrera, 2001, p. 112). Through reading and discussing the story a number of times, students become familiar enough with the text to respond to it through the Interactive Writing process. Following is an example of a week-long Interactive Writing process based on a single text (Herrera, 2001, p. 114):

- *Day One* Connect letters to sounds using key vocabulary.
- *Day Two* Write words and short phrases using key vocabulary.
- *Day Three* Write short sentences using key vocabulary.
- *Day Four* Write focusing on characters and plot.
- *Day Five* Write a full paragraph. You can use graphic organizers at this point.

During these group activities, students work with teacher in a collaborative fashion to construct a single text which can become a class "big book." Teachers can address the conventions of writing during the construction of the group's text.

Guided Writing

Guided Writing is similar to Guided Reading in that students work in small groups on individual texts with the teacher providing support as needed. Knox & Amador-Watson (2000) suggested Guided Writing as a means to bridging the gap between Shared Writing and Independent Writing.

Independent Writing

Independent Writing typically begins with a short lesson for the class and then transitions to a writer's workshop setting, with the entire class working on individual texts and the teacher circulating to provide support. Students are encouraged to share their work at the end of the session.

Dr. Socorro Herrera emphasizes the value of connecting this type of activity to alphabet chart work (Herrera, 2001, p. 47).

In Conclusion

Although there is an array of instructional strategies available to teachers, the *No Child Left Behind Act of 2001* mandates that ESL/Bilingual programs be based on "scientifically based research" (Sec. 3102(9)). It is critical that when choosing specific teaching approaches, methods, or strategies, educators take this mandate into consideration. The U.S. Department of Education, Institute of Education Sciences, & National Center for Education Evaluation and Regional Assistance have created a document entitled *Identifying and Implementing Educational Practice Supported by Rigorous Evidence: A User Friendly Guide* which is available at http://www.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf.

For further reading on instructional strategies for literacy teaching, see Appendix E.

Teachers should choose instructional approaches/methods that will articulate into a long-range teaching strategy that matches the English language proficiency standards and annual measurable achievement objectives. This long-range strategy is best developed in collaboration with the long-range objectives of the mainstream program's academic content and performance standards. Teachers also should consider the variables that affect language learning and instruction: age, grade placement, personality, educational background, socio-economic level, level of English proficiency, level of proficiency in the native language, parental support, academic needs of the students, and resources available.

Bilingual Education

A Bilingual education program, in addition to English language instruction, provides instruction in the academic areas through the student's primary or native language. Though these programs often make use of Spanish, any language can be used along with English in Bilingual programs for ELLs. As the student's level of English proficiency increases, instruction through the native language may decrease, and academic content may be eventually obtained through English in the mainstream classroom.

With first-language instruction, an ELL may immediately pursue necessary academic instruction, rather than waiting for English language skills to develop sufficiently so that instruction can take place effectively in English. The emphasis can be on the academic content itself rather than the language in which it is presented. Social and cultural information regarding the first and second cultures—and the value of both—is often included in Bilingual education.

Program Goals

The primary goals of Bilingual education programs are as follows:

- To help students learn English
- To provide ELL students access to the school curriculum through use of the native language
- To provide support and encouragement to non-native speakers along with access to understanding the culture of the United States
- To provide native English students with an awareness and learning of other languages and cultures

Program Types

Bilingual programs have two defining characteristics (Fillmore and Valadez, 1986):

- Instruction is provided in two languages; in the United States this means English and the student's home language.
- Instruction in the language of the school (English) is given in a way that permits students to learn it as a second language.

Programs vary in the extent to which each of these components is emphasized in the objectives and the activities. There are three major types of Bilingual programs.

Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE)

Models that combine language minority and majority (English speaking) students. Each group learns the other's vernacular while meeting high content standards. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Transitional Bilingual Education (TBE) (Also known as Early Exit Bilingual Education)

Models with a primary goal to "mainstream" students to all-English classes as soon as possible. Programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification of content. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

Foreign Language Immersion

Models where language minority students are taught primarily or exclusively through sheltered instruction or a second language, later combined with native language classes.

Program Features

As previously stated, the use of two languages in classroom instruction is a defining characteristic of Bilingual programs. Maintaining a balance in the use of the two languages is an important factor in achieving the goals of Bilingual instruction. There must be enough of the first language (L1) instruction to allow ELLs to make expected progress in content and concept learning and enough second language (L2) instruction to allow them to learn English.
Issues to be discussed in planning the Bilingual approach of each individual program include questions such as the following: What subjects should be taught in each language? How can the two languages be used effectively?

Programs can be designed to facilitate a balanced use of the two languages. Tables II and III give examples of time allocations that can be used in planning the programs.

Table II
Transitional Bilingual Program

Amount of Time	Language	Content Areas
30%	Primary Language	Language arts in primary language, social studies, fine arts, culture and folklore

50%	English	ESL, social studies, fine arts, culture and folklore
20%	English	mathematics, science

Table III Developmental Bilingual Program (Dual Language, Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion)		
Amount of Time	Language	Content Areas
50%	Primary Language	Language arts in primary language as a second language, social studies, fine arts, culture and folklore, science, mathematics
50%	English	ESL, social studies, fine arts, culture and folklore

Instructional Strategies

Refer to the Instructional Strategies in the English as a Second Language section of this chapter for descriptions of commonly used teaching approaches and methods that can be applied to the Bilingual education setting.

The key features of the programs presented here provide only an introduction to the types, methods, and strategies necessary to assist learners. Again, the reader is reminded to design programs that make use of teaching that has been proven to be successful through scientifically based research. Time spent providing and obtaining specific training in these methods will also have a positive effect on both the efficiency and the efficacy of the program.

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CHAPTER 5
INVOLVING PARENTS AND COMMUNITY

One of the most frequently discussed topics in educational circles today is that of parent involvement. One way to help parents (defined in Section 9101(31) of NCLB to include "a legal guardian or other person standing in loco parentis [such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare]) understand their role in the education of their children is to provide them with a copy of the "Declaration of Rights for Parents of English Language Learners Under No Child Left Behind" <available in English and Spanish at http:/www.ed.gov/about/offices/list OELA/index.html> (Office of English Language Acquisition, 2004). This document describes in detail the following list of rights:

1. To have your child receive a quality education and be taught by a highly qualified teacher.
2. To have your child learn English and other subjects such as reading and other language arts and mathematics at the same academic level as all other students.
3. To know if your child has been identified and recommended for placement in an English language acquisition program, and to accept or refuse such placement.
4. To choose a different English language acquisition program for your child, if one is available.
5. To transfer your child to another school if his or her school is identified as "in need of improvement."
6. To apply for supplemental services, such as tutoring, for your child if his or her school is identified as "in need of improvement" for two years.
7. To have your child tested annually to assess his or her progress in English language acquisition.
8. To receive information regarding your child's performance on academic tests.
9. To have your child taught with programs that are scientifically proven to work.
10. To have the opportunity for your child to reach his or her greatest academic potential.

The recent increased interest in parent involvement is directly related to the demand for changes in the environment and structure of American schools to accommodate the needs of minority and majority student populations. In fact, the *No Child Left Behind Act of 2001 (NCLB)* mandates involvement of the parents of all students throughout the legislation and clarifies the definition of the term in Section 9101(32) as follows:

> The term parental involvement means the participation of parents in regular, two-way, and meaningful communications involving student academic learning and other school activities, including ensuring -
>
> (A) that parents play an integral role in assisting their child's learning;
>
> (B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
(D) the carrying out of other activities, such as those described in section 1118.

Section 1118 discusses parental involvement in detail, addressing eight areas: (a) local educational agency policy, (b) school parental involvement policy, (c) policy involvement, (d) shared responsibilities for high student academic achievement, (e) building capacity for involvement, (f) accessibility, (g) information from parental information and resource centers, and (h) review. In order for districts to receive funding under Title I, Part A (this applies to most, if not all, Iowa districts), they must fulfill those requirements (U.S. Department of Education, 2003). To read Section 1118 in its entirety, visit www.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118.

Throughout the NCLB legislation, parent communication is to be "to the extent practicable, in a language that parents can understand." This communication in parents' first languages is facilitated by the Transact website (www.mynclb.com), which provides translations of needed communications in 23 languages. All districts in Iowa have access to this website. It is critical to remain mindful of the literacy levels of parents, however; oral communication may be the preferred mode for some. The "Parental Involvement: Title I, Part A Non-Regulatory Guidance" document clarifies that oral communication in a language that parents understand fulfills NCLB requirements (U.S. Department of Education, 2003, p. 5).

Our students are becoming more diverse in their cultures, languages, lifestyles, and socio-economic levels. As a result, teachers and administrators are increasingly eager to find more effective ways to work with students and their parents to combat the low achievement and high dropout rates that plague our schools today. Realizing the importance of parent involvement in education, many schools recruit and encourage parents to become partners in learning. Indeed, one of the purposes of Title III of NCLB is "to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children" (Sec. 3102(6)).

Partners for Equity

Parents have important roles in the schools, as well as in their children's education. Schools want parents to participate in nonacademic areas, as room parents, as chaperones on field trips, and so on. Parents are important in other ways, as well. They bring a unique perspective to the discussion of educational progress and priorities for their children. They know a great deal about their children and their children's abilities. Parents actually may recognize attributes in their children that are not perceived either by the children themselves or by the school.

Parents who come from lower socio-economic status, or who are members of a minority group, are sometimes thought of as being uncaring and uninterested in their children. We know, however, that this is not true. All parents and families have the same hopes and dreams for their children.

The school's responsibility to these parents is the same as for any other parents. We need to provide them with the information and resources they require to participate actively in the education of their children. Throughout NCLB, educators are mandated to provide parents with such key information. (For a comprehensive list of such required parent communication, see www.mynclb.com.) Helping in these ways will result in parents who are comfortable in schools and knowledgeable about the process of schooling. We must empower parents to take their rightful place along with teachers and administrators in providing a meaningful education for their children.

Factors Affecting Parent Involvement

In designing appropriate support systems for parents in general, the experiences and resources of language-minority parents should be acknowledged and respected. After all, these factors will have a strong influence on their initial and later involvement. Although every family entering the school system is unique, some generalizations can be helpful. Differences in levels of involvement may be influenced by several factors.

Length of Residence in the United States

Newcomers to this country most likely will need considerable orientation and support in order to understand what their child's school expects in the way of participation and involvement. Native language communication, cultural orientation sessions, and support of others who have been newcomers can be extremely helpful to newly arrived families during what may be a stressful period of adjustment.

English Language Proficiency

Parents whose English proficiency is limited may find it difficult or intimidating to communicate with school staff or to help in school activities without Bilingual support from someone in the school or community. These parents can, of course, participate successfully and help their children at home. We must be sure that they receive information in the native language (available at www.mynclb.com) and that their efforts are welcomed and encouraged.

Keep in mind that it is neither appropriate nor effective to use children (offspring, siblings, family members, children of friends) as interpreters. Children lack maturity, background knowledge, and an understanding of the need for confidentiality. They should not be given the responsibility to inform and negotiate communication between home and school. School and parents need to communicate as adults through a capable adult interpreter.

Support Groups and Bilingual Staff

Native-language parent groups and Bilingual school personnel can make a crucial difference in fostering involvement among parents. Bilingual community liaisons and the Transact website www.mynclb.com can provide translated forms of most of the regular information that parents need. These services not only ensure that information is understood, they also demonstrate to parents that the school wants to involve them actively both in the school and in their children's academic development.

Prior Experiences

Language-minority families differ widely in the extent to which they are familiar and comfortable with the concept of parental involvement in schools. Some parents may have been actively involved in their children's education in the home country, while others may come from cultures in which the parents' role in education is understood in very different terms. Some parents may need additional encouragement and support in their efforts to participate in their child's schooling, while other parents may need only some specific suggestions on how to "help" in order to participate more actively in education at home and at school.

Parent Involvement Activities

Essentially, parent involvement means parents and schools working together for the benefit of children (refer to the NCLB definition at the beginning of this chapter). Research tells us how important parent involvement is to the achievement of the educational goals we set for our students. Parent involvement programs can boost student achievement, improve attendance, prevent dropouts, and create a positive school climate. Getting parents involved in the school benefits parents and teachers as well as students. Parents feel good about their involvement and about themselves. They socialize with other parents and they are often motivated to continue their own education.

Almost any parent involvement activity has the potential to increase student achievement and positively affect school climate. For example, just having a few parents in the school on a daily basis has been shown to improve school safety.

We must remember that many parents do not feel comfortable participating in parent involvement activities for a variety of reasons (e.g., socio-economic status, language, lack of formal education, etc.). Often, parents from other cultures are not familiar with our school system or the importance we place on such activities as parent/teacher conferences. By being sensitive to these issues, we can develop outreach activities that can inform, encourage, and support these parents. Following are some types of parent involvement activities to consider.

Title III Parent Meetings

In our increasingly complex world, some parents need help to develop relevant learning experiences for their children and to know about services and opportunities available to them and their families. Educators can provide parents with that assistance during parent meetings. Such meetings have been mandated by Section 3302(e) of Title III and are described as follows:

> (e) PARENTAL PARTICIPATION-
>
> (1) IN GENERAL- Each eligible entity using funds provided under this title to provide a language instruction educational program shall implement an effective means of outreach to parents of limited English proficient children to inform such parents of how they can —
>
> (A) be involved in the education of their children; and

(B) be active participants in assisting their children —

(i) to learn English;

(ii) to achieve at high levels in core academic subjects; and

(iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

(2) RECEIPT OF RECOMMENDATIONS- The outreach described in paragraph (1) *shall include holding, and sending notice of opportunities for, regular meetings* [italics added] for the purpose of formulating and responding to recommendations from parents described in such paragraph.

As mentioned above, such meetings should address topics that parents suggest. Following is a list of topics that may be of concern to parents:

- "Declaration of Rights for Parents of English Language Learners Under No Child Left Behind" (available at <http://www.ed.gov/about/offices/list/OELA/index.html>)
- How to fill out school-related forms (registration materials, free/reduced lunch applications, etc.)
- School fees (registration fees, cost of lunches, cost of school pictures, etc.)
- School rules (regarding attendance/tardiness, homework, behavior, etc.)
- Medical issues (required immunizations, policies regarding head lice, when a child is too sick to go to school, etc.)
- Extra-curricular activities at the school (sports, clubs, field trips, adult education courses, etc.)
- School supplies that the students need (showing parents the specific items may be helpful)
- School expectations of students (what to do when a child stays home from school due to illness [call the school, write a note, etc.], participation in standardized testing, fund-raising, participation in P.E., etc.)
- Weather-related information (how to know if school is delayed or cancelled due to inclement weather)
- An overview of school programming (ESL/Bilingual programs, talented and gifted programs, special education programs, etc.)
- Contact information regarding community services that are available (medical clinics, social services agencies, civic and religious organizations that provide services to families, etc.)
- How to advocate for one's child (cultural norms of communication between parents and educators, lessons regarding specific language to use, etc.)
- Information and encouragement regarding volunteer opportunities throughout the year (parent-teacher conferences, parent-teacher organization meetings, field trips that need chaperones, cultural events, classroom volunteering, etc.)
- Information regarding child development and suitable in-home educational activities (mini-lessons with hands-on creation of materials are recommended)
- Parenting techniques (this delicate subject can be approached from a cultural angle; the meeting facilitator can provide information regarding typical family relationships in the U.S. context and learn from parents regarding expectations in their cultures)

Social Activities for the Family

These activities are fun-filled special occasions such as ice cream socials, potlucks, ethnic festivals, and game nights. These may be school-wide or classroom-based. Often these occasions are annual events and require planning committees and volunteer workers, but ESL parents may need a special invitation to participate in such events since the concept may be new to them. These social activities provide parents the opportunity of learning more about the school and getting involved with school happenings in an informal setting.

Special Classroom Collaborations

Parents can be a valuable educational resource for the teacher in terms of culture, language, history, and career and work options. Yet, volunteering to assist the teacher in an educational activity or to share some particular expertise with the class often requires a level of comfort many parents do not possess. Parents may need strong encouragement to get them to volunteer, but such a collaboration between an educator and a parent can be a powerful way to strengthen school-community relationships. If, however, parents are uncomfortable with the notion of this type of volunteerism, they are deserving of our understanding.

Adult Education

These workshops are designed to appeal to adult interests and are not focused on parenting concerns. They often take the form of General Educational Development (GED) programs, arts and crafts classes, weight loss programs, team sports, English as a second language (ESL) classes, and workshops in assertiveness skills and decision-making skills for daily life. Like social activities, they serve to make the school a familiar and welcoming place.

Additional guidance regarding parental involvement mandated by Title I is available in the U.S. Department of Education's publication entitled "*Parental Involvement: Title I, Part A Non-Regulatory Guidance"* which is available at www.ed.gov/programs/titleiparta/parentinvguid.doc.

For additional resources related to involving minority students' parents in their schooling, see Appendix E.

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CHAPTER 6
PROGRAM EVALUATION

Each of the program types (i.e., English as a second language programs and Bilingual education programs) mentioned in previous chapters of this handbook has the following goal: to increase language development and academic achievement of ELLs. Periodic evaluation of a program's effectiveness in achieving this goal is an essential part of the educational process; such an evaluation can provide educators with valuable feedback which can lead to the improvement of instructional services and is required by various legislative mandates.

In order to assist districts/buildings in carrying out the process of program evaluation, the Bureau of Instructional Services has created the *District/Building Self-Study Guide* (see Appendix G). This document assists schools/districts in evaluating the following areas related to the education of ELLs:

- Identification
- Assessment and Evaluation
- Programs
- Staff
- Exit Criteria
- Program Evaluation
- Equitable Access
- Special Education
- Notices to Parents

In addition to or in lieu of using the *District/Building Self-Study Guide,* districts/buildings might perform program evaluations in light of the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Based on these questions, English language proficiency, achievement-test data, and exit criteria could be used as indicators of program effectiveness.

English Language Proficiency

One way to gauge program effectiveness is through careful monitoring of the students' progress in English language proficiency. To the extent that program effectiveness is going to be measured in part by a student's performance on a commercially available English language

proficiency test (see Appendix A), it is important to keep in mind some limitations of this type of data.

First, no single measure of language proficiency is likely to give a perfect picture of the abilities of a student. Though the publishers of commercially available tests provide evidence of the reliability of test scores, a number of factors can affect the student's performance and thus render the scores somewhat inaccurate. Test developers are careful to clarify this in their supporting documentation and this fact must be heeded whenever a test is used.

Second, English language proficiency tests are generally not designed for the purpose of evaluating educational programs; rather, they are intended to measure the progress of students in acquiring a range of language skills. Since commercially available tests typically do not match a given district's curriculum *exactly*, they cannot be considered to be a perfect measure of program effectiveness. Although these tests address general skills typically covered in ESL/Bilingual education program curricula, there are undoubtedly unique aspects to each district's curriculum and these may not be addressed by the test.

Third, the population of most ESL/Bilingual education programs is a "moving target;" students enter and exit the program each year, so a comparison of scores of students in a program by grade from one year to the next does not provide an accurate picture of achievement since the groups are likely made up of different students.

Again, one way of enhancing the validity of inferences based on test scores is to supplement the student's language profile with alternative, contextualized measures of language proficiency. When using either commercially available or alternative language assessments, the following factors are critical:

- The tests used must be appropriate for the intended purpose.
- The tests should be administered by individuals who have been trained to administer them.
- The tests must be administered in a uniform and consistent manner.
- The tests must be scored by trained scorers.
- The students tested should have been represented in the population used to norm the test.

In summary, when using English language proficiency measures as evidence of program effectiveness, it is important to remember the limitations of using tests in this way and to ensure that they are administered and scored in a consistent manner.

Achievement Test Data

One of the primary objectives of Iowa's ESL/Bilingual programs is to assist English language learners in their efforts to acquire content knowledge comparable to that of their mainstream English-speaking peers. Measures of academic achievement (e.g., test scores, grades, holistic ratings) can provide substantive evidence of program effectiveness. For example, if students are receiving instruction through a transitional Bilingual education program and perform well on

particular content-area tasks, one might infer that the program design is appropriate for the students.

The use of standardized academic achievement test data for gauging program effectiveness merits particular comment. There is a national propensity to use this kind of test information for making judgments about the effectiveness of ESL and/or Bilingual programs. Unfortunately, standardized, norm-referenced achievement tests are often not designed for ELLs, but for fully English proficient students. *Any interpretation about the effectiveness of an ESL or Bilingual education program that is based solely on standardized achievement test data must also be interpreted with caution.*

Again, an argument can be made for including alternative or local measures for evaluating program effectiveness. In order to meet Chapter 12 requirements, teachers, schools, or districts have designed measures that are linked to the instructional activities and content that the students encounter through participation in the program. These activities and content must also be aligned with the instructional activities and content that mainstream students are expected to perform and learn. Most important, NCLB stipulates that the content standards to which ELL students are held must be the same as those for all other students (Sec. 1111(b)(1) (B)).

In other words, if mainstream students engage in a writing process (i.e., brainstorming, prewriting, editing, and publishing), and some type of holistic rating scale has been designed to measure their writing development, then parallel instructional and assessment procedures should be developed for the English language learners. Similarly, in the area of science, English language learners should be held to the same content standards as mainstream students, although the instructional approaches may vary. It is critical that the assessment procedure not put English language learners at a disadvantage because of their lack of English proficiency; the focus should be on measuring the English language learners' knowledge of science, not English.

In short, if these precautions are not considered, attempts to determine the effectiveness of a program using achievement test data are futile. The effectiveness of an ESL or Bilingual program can only be appropriately evaluated if achievement data on which this judgment is based are aligned with similar or parallel mainstream instructional activities, course content, and standards.

Exit Criteria

Some program administrators are inclined to use the number or percentage of students exited from the program as a measure of program effectiveness. This position is defensible providing there is valid evidence that the following conditions have been met:

- An ESL student has achieved age- and grade-appropriate English language proficiency.
- An ESL student has achieved age- and grade-appropriate knowledge of content.
- An ESL student *continues* to perform on par with his or her peers.

In addition, if exit criteria will be used as an indicator of program effectiveness, the following questions must be raised as mentioned in the recommended Exit Checklist found in Chapter 3:

- Do the reading level exit criteria match the reading activities, content, and standards characteristic of mainstream classrooms that the exited ELL may enter?
- What are the results of English proficiency testing?
- What are the results of districtwide achievement testing?
- What are the staff recommendations and how valid are these recommendations for the purposes of exiting a student?
- What are the parents'(s) opinions, and how valid are these opinions for the purposes of exiting a student?

It is desirable to be able to demonstrate that an English as a second language program or Bilingual education program exits its students as appropriate and that these students continue to succeed in the mainstream classroom. The continued success of exited students will be determined, in large part, by how closely the English language proficiency and academic achievement exit criteria established by the program staff align with the demands of the mainstream classroom.

Monitoring Exited Students

Once students have formally exited the English language instructional program, their achievement in mainstream classes should be checked periodically. The *No Child Left Behind Act of 2001* requires that exited students must be monitored for two years and that their progress on academic content and achievement standards be reported biennially (Sec. 3121(a)(4)).

Additional Guidance

The U.S. Department of Education's Office of Civil Rights has prepared a document entitled *Programs for English Language Learners: Resource Materials for Planning and Self-Assessments* that can be accessed at http://www.ed.gov/about/offices/list/ocr/ell/index.html.

References

Iowa's 75th General Assembly (1993 Session). *Chapter 280*, Section 280.4, as amended by House File 457, *Code of Iowa*. Des Moines: 75th General Assembly.

Office of Civil Rights. (1999). *Programs for English language learners: Resource materials for planning and self-assessments. Available from http://*www.ed.gov/about/offices/list/ocr/ell/index.html.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 1111, 115 Stat. 1445; § 3121, 115 Stat. 1701, (2002).

APPENDIX A

BIBILOGRAPHY OF LANGUAGE TESTS FOR ELLS

The *No Child Left Behind Act of 2001* mandates that the language proficiency of ELLs be tested for placement purposes and to show growth in language acquisition. It is important to realize that these separate purposes may call for separate tests. Below are two tables; the first includes tests that can be used for both placement and growth documentation purposes, while the second lists tests that focus on showing growth in language acquisition. These lists are not meant to be comprehensive or to mandate the use of any one test; if districts wish to seek out other assessments, they are free to do so and can then consult with the IDE to ensure that the tests line up with state and federal requirements.

Tests for Both Placement and Showing Growth

The websites for the following instruments claim that they can be used for placement purposes and to document growth in language acquisition, but the Iowa Department of Education has yet to receive such assurance directly from the test developers/publishers.

Test Name/Publisher Information	**General Description**
IDEA Proficiency Tests (IPT) Ballard & Tighe P.O. Box 210 Brea, CA 92821-0219 800-321-4332 www.ballard-tighe.com	The *IPT* tests, forms E & F, are NCLB-compliant, measuring students' proficiency in listening, speaking, reading, writing, and comprehension. A new version of the test, the "IPT 2005," is forthcoming.
Language Assessment Scales (LAS) CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 800-538-9547 www.ctb.com	The *LAS* tests oral language, reading, and writing, and meets the requirements of the *No Child Left Behind Act of 2001*. (Educators using older versions of the test can make use of the new norms that are available online; the current version reflects a changes and an entirely new version, the *LAS Proficiency Assessment 2005*, is forthcoming.
MAC II TASA P.O. Box 382 4 Hardscrabble Heights Brewster, NY 10509 800-800-2598 www.tasaliteracy.com	The *MAC II* assesses listening, speaking, reading, and writing proficiency of students in grades K-12. A short screening test is also available for placement. Tests can be machine- or hand-scored.
Woodcock Munoz Language Survey (WMLS) Riverside Publishing 425 Spring Lake Dr. Itasca, IL 60143-2079 800-323-9540 www.riverpub.com	The *WMLS* is suitable for individuals ranging from age 4 to adulthood. It evaluates language proficiency in English or Spanish through tests of oral language and reading/writing. Computer scoring comes with the test.

Tests in Development for Documenting Growth in English Language Proficiency

The developers of the following tests have assured the Iowa Department of Education (IDE) that these instruments have been designed specifically for documenting growth in language acquisition.

Test Name/Publisher Information	General Description
English Language Development Assessment (ELDA) ***Council of Chief State School Officers*** ***One Massachusetts Ave, NW*** ***Suite 700*** ***Washington, DC 20001-1431*** ***202-336-7000*** ***www.ccsso.org***	A number of states (including Iowa) have joined the LEP SCASS (Limited English Proficient State Collaborative on Assessment and Student Standards) group under the leadership of Nevada in this assessment endeavor. Test development has been funded with an enhanced assessment grade from the U.S. Department of Education and has been carried out through a cooperative effort with the American Institutes for Research Education. The test will assess listening, speaking, reading, and writing and will meet the requirements of Title III of the *No Child Left Behind Act of 2001*.
Iowa Test of English Language Learning (ITELL) Iowa Testing Programs 334 Lindquist Center Iowa City, IA 52242 319-335-6010 www.uiowa.edu/~itp	The *ITELL* is grounded in TESOL's *ESL Standards for Pre-K-12 Students*, national and state content standards, and they types of language and content found in commonly-used textbooks and standardized achievement tests. It tests the listening, speaking, reading, writing, and comprehension abilities of students in grades K-12 in the following grade spans: K-2, 3-5, 6-8, and 9-12. In addition, an innovative "test literacy" section assesses student ability in coping with the item formats and language found on standardized achievement tests. Registration, distribution, and scoring of *ITELL* will be handled by Iowa Testing Programs and available once again to Iowa schools in spring 2005. Because the test battery is still under development, there will again be no charge to Iowa schools using *ITELL* next spring.

In addition, some districts may wish to evaluate the native language proficiency of their ELLs.

To stay up to date on testing issues that affect culturally and linguistically diverse children, contact **FairTest** at the following address:

The National Center for Fair and Open Testing
342 Broadway
Cambridge, MA 02139-1802
(617) 864-4810
www.fairtest.org

Another excellent source of information regarding testing of ELLs is the U.S. Department of Education Office of English Language Acquisition's National Clearinghouse for English Language Acquisition (NCELA) website: http://www.ncela.gwu.edu.

APPENDIX B

Appendix A: Title III - Enrollment Status Descriptors

ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		TRANSITIONED ELLs	EXITED
	Identification/Placement or Growth measure		*Up to 2 years*	*There is NO need for additional second language support.*
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency	*Scores proficient on an English language proficiency test*	*Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.*
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** of limited and proficient	English Fluency Levels: *Proficient in the 4 domains (reading, writing, listening, speaking)*	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** or limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: • Newcomer/Orientation • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Foreign Language Immersion • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • *Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)* • *Inclusion Model/Push-in* • *Content area support* • Tutor/Native language support • Mainstream classroom instruction (to the extent practicable)	Receive/Participate in: • Some ESL support • Flexible scheduling and instruction • In-class support • Tutoring • Etc.	Receive/Participate in: • Full participation in district classes- same guidelines as general education students • Flexibility for re-entry • Differentiated instruction as needed	
General Achievement Levels	**Performance in content areas may be below grade level**	**Performance in content areas may be near to or at grade level.**	Performance in content areas is at grade level.	Performance in content areas is AT grade level.
Accommodations in assessment and delivery of instruction ◄——————————►			ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations

APPENDIX C

LIST OF RESOURCE AGENCIES, CENTERS, AND ORGANIZATIONS

A number of agencies, centers, and organizations provide assistance in establishing or implementing a special programs for English language learners (ELLs). Feel free to contact them directly.

State Resources

At the state level, schools and individuals can receive assistance from the Department of Education, the Department of Human Services, and the Department of Human Rights. These resources are listed below, along with a brief description of the types of assistance offered.

Iowa Department of Education
Title III
Bureau of Instructional Services
Grimes State Office Building
Des Moines, IA 50319
Contact person: Dr. Carmen P. Sosa
Phone: (515) 281-3805
Email: carmen.sosa@iowa.gov
Web address: www.state.ia.us/educate/ecese/is/ell/

Title I - Statewide Coordination
Bureau of Instructional Services
Grimes State Office Building
Des Moines, IA 50319
Contact person: Paul Cahill
Phone: (515) 281-3944
Email: paul.cahill@iowa.gov
Web address: www.state.ia.us/educate/ecese/asis/titlei/index.html

Title I is a federally funded program. Its goal is to improve the educational opportunities of educationally deprived students. Staff members work toward this goal by helping students succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

School districts may use Title I resources for ELLs who are receiving services in ESL/Bilingual programs. These students must be determined to be eligible for Title I service on the basis of the same criteria as other students.

Title I - Migrant Education Program
Bureau of Instructional Services
Grimes State Office Building
Des Moines, IA 50319
Contact person: Donna Eggleston
Phone: (515) 281-3999
Email: donna.eggleston@iowa.gov
Web address: www.state.ia.us/educate/ecese/asis/titlei/mep.html

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school.

Iowa Department of Human Services
Bureau of Refugee Services
City View Plaza, Suite D
1200 University
Des Moines, IA 50314
Contact person: Wayne Johnson
Phone: (800) 362-2780 or (515) 283-7999
Email: wjohns@dhs.state.ia.us

Primary purposes of the Bureau of Refugee Services include the following:

- To help all refugees reach economic self-sufficiency.
- To aid refugees with any problems, interests, or concerns they may have.
- To help all refugees assimilate smoothly into the American society, thus developing a happy and prosperous new life.
- To serve as a central clearinghouse in order to refer refugees to any resource necessary and available to them.
- To work with all other agencies, committees, organizations, etc., who also have a responsibility to, or an interest in, serving the refugee community.
- To provide refugees with a full range of counseling, referral, and follow-up services, including employment, education, health (medical, dental, mental), language, interpreter service, social services (counseling, housing, registrations and applications).

Bilingual publications are available at no charge.

Iowa Department of Human Rights
Iowa Division of Latino Affairs
Lucas State Office Building
Des Moines, IA 50319
Contact Person: John-Paul Chaisson-Cardenas, MSW
Phone: (515) 281-4070
Fax: (515) 242-6119
Email: john.chaisson@iowa.gov
Web address: www.state.ia.us/government/dhr/la/index.html

The mission of the Commission on Latino Affairs is to improve the understanding of the social, cultural and economic contributions Latinos make in Iowa. In addition, it serves as a resource center, which advocates for positive and healthy changes for all Iowans.

Federal Resources

Center for Applied Linguistics (CAL)
4646 40th St., NB
Washington, DC 20016-1859
Phone: (202) 362-0700 Email: info@cal.org
http://www.cal.org

The Center for Applied Linguistics offers the following types of assistance:
- Provides solutions to language-related problems by conducting research and disseminating information on language teaching.
- Provides training and technical assistance.
- Sponsors conferences, develops teaching and testing materials, and designs programs for the teaching of foreign language and ESL.
- Provides national and international leadership on issues in the public interest.

Comprehensive Center - Region VI (CC-VI)
The University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
Phone: 888-862-7763
Fax: (608) 263-3733
http://www.wcer.wisc.edu/ccvi/-

The CC-VI is one of fifteen regional technical assistance and training centers funded by the U.S. Department of education. The Center serves the states of Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. The Center's objectives are derived from the broad goals established by Title XIII of the 1994 reauthorization of the *Elementary and Secondary Education Act*, the *Improving America's Schools Act.*

The following five themes guide the work of the Center:

- high standards for all students
- a focus on teaching and learning
- partnerships among families, communities, and schools that support student achievement so
- that they meet high academic standards
- flexibility intended to encourage local school-based and district initiatives, combined with
- accountability for results
- resources targeted to areas of greatest need

The Midwest Equity Assistance Center (MEAC)
401 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506-5327
Phone: 800-232-0133 (ext. 6408
Contact Person: Dr. Charles Rankin
Web address: www.meac.org/

First established as the Midwest Desegregation Assistance Center in 1978, this is one of ten regional equity assistance centers in the country. These centers are funded by the U.S. Department of Education under Title IV of the 1964 *Civil Rights Act.* They provide assistance to public school districts to promote equal educational opportunities in the areas of race, gender, and national origin. MEAC serves Iowa, Kansas, Missouri, and Nebraska.

National Clearinghouse for English Language Acquisition (NCELA)
The George Washington University Graduate School of Education and Human Development
2121 K St., NW, Suite 260
Washington, DC 20037
Phone: 800-321-6223
Fax: 800-531-9347
Email: askncela@ncela.gwu.edu
Web address: www.ncela.gwu.edu

NCELA is funded by the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) using Title III monies. NCELA is a clearinghouse for information related to programming for ELLs and a number of valuable resources are available on the website at no cost.

North Central Regional Education Laboratory (NCREL)
1120 East Diehl Road, Suite 200
Naperville, IL 60563
Phone: (800) 800-356-2735
Fax: 630-649-6700
Email: info@ncrel.org
Web address: www.nwrel.org/

Founded in 1984, NCREL covers seven Midwestern states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin and is one of ten Regional Educational Laboratories. NCREL's primary funding source is the U.S. Department of Education. It is part of a national collaborative network of laboratories and research-and-development centers and specializes in the area of educational technology. NCREL's goal is to help schools in developing each student's potential and they provide resources in the following categories:

- After-School Programs
- Data Use
- Literacy
- Mathematics and Science
- No Child Left Behind
- Pathways to School Improvement
- Policy and Networks
- Professional Development
- School Improvement
- Teacher Quality
- Technology in Education

Office of English Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)
U.S. Department of Education
Office of English Language Acquisition
550 12th St., SW
Washington, DC 20065-6510
Phone: 202-245-7100
http://www.ed.gov/about/offices/list/oela/index.html

OELA administers Title III of the *No Child Left Behind Act of 2001* and, according to their website, is responsible for:

- Administering grant programs that help children develop proficiency in English and achieve high content standards.
- Recommending policies and promoting best practices for meeting the needs of English language learners.
- Strengthening collaboration and coordination among federal, state and local programs serving English language learners.
- Monitoring funded programs and providing technical assistance that focus on outcomes and accountability.

Office of Civil Rights (OCR), Chicago Office
U.S. Department of Education
111 North Canal St., Suite 1053
Chicago, IL 60606-7204
Phone: 312-886-8434
Fax: 312-353-4888
e-mail: OCR_Chicago@ed.gov

The Office for Civil Rights (OCR) works toward the prevention of and the development of solutions for discrimination complaints.

APPENDIX D

PUBLISHERS OF BILINGUAL / ESL / MULTICULTURAL / MULTILINGUAL MATERIALS

Academic Learning Systems
1310 West Northwest Hwy.
Arlington Heights, IL 60004-5230
(847) 577-6601

Accelerated Reader
Perfection Learning Corp.
1000 North Second Avenue
Logan, IA 51546-0500
(800) 831-4190
www.perfectionlearning.com

Addison-Wesley
(see Pearson Longman)

Alta ESL
14 Adrian Court
Burlingame, CA 94010
(800) ALTAESL
http://www.altaesl.com

AMSCO
315 Hudson Street,
New York, NY 10013-1085
(800) 969-8398
www.amscopub.com

Asia for Kids
4480 Lake Forest Dr. #302
Cincinnati, Ohio 45242 USA
(800) 888-9681
www.asiaforkids.com

Audio Forum
Jeffrey Norton Publishers
One Orchard Park Road
Madison, CT 06443 USA
(800) 243-1234
http://www.audioforum.com/

Ballard & Tighe
P.O. Box 219
Brea, CA 92821-0219
(800) 321-4332
http://www.ballard-tighe.com/

Book Vine for Children
3980 W. Albany Street,
Suite 7
McHenry, IL 60050-8397
(815) 363-8880
www.bookvine.com

BMI Educational Services, Inc.
PO Box 800
Dayton, NJ 08810-0800
800-222-8100
www.bmiedserv.com

Cambridge University Press
100 Brook Hill Drive
West Nyack, NY 10994-2133
(800) 872-7423
http://us.cambridge.org/esl/

Continental Press
520 East Bainbridge St.
Elizabethtown, PA 17022
(800) 233-0759
www.continentalpress.com

Culture for Kids
4480 Lake Forest Dr. #302
Cincinnati, Ohio 45242
(800) 888-9589
www.cultureforkids.com

Delta Systems Co., Inc.
1400 Miller Parkway
McHenry IL 60050-7030
(800) 323-8270
http://www.delta-systems.com

Easy English News
P.O. Box 2596
Fair Lawn, NJ 07410
(888) 296-1090
www.elizabethclaire.com/een/eenmain.html

Educational Activities, Inc.
P.O. Box 87
Baldwin, NY 11510
800-645-3739
www.edact.com

Educational Resources
1550 Executive Drive
Elgin, IL 60123
(800) 624-2926

Ellis
406 West 10600 South,
Suite 610
Salt Lake City, UT 84095
801-858-0880
www.ellis.com

Franklin Electronic Publishers
One Franklin Plaza
Burlington, NJ 08016-4907
800-266-5626
www.franklin.com

Globe Fearon
Pearson Learning Group
135 South Mount Zion Road
P.O. Box 2500
Lebanon, IN 46052
(800) 526-9907
http://www.globefearon.com/

Hampton Brown
1033 University Place, Suite 110
Evanston, IL 60201
(800) 816-9544
http://www.hampton-brown.com

Heinle
Thomson Learning - Customer Service
PO Box 6904
Florence, KY 41022-6904

(800) 354-9706
www.heinle.com/esl_d/

High Noon Books
Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949
(800) 422-7249
http://www.academictherapy.com/support/abouthnb.tpl?cart=10919014731048869

Indian Book Shelf
76-36/ 265 Street
New Hyde Park, NY 11049
Order catalog from:
indian_books@yahoo.com

Jamestown Publishers
Mid-Continent Regional Office
Glencoe/McGraw-Hill
2029 Woodland Parkway
Suite 140
St. Louis, MO 63146-4247
1-800-USA-READ
www.glencoe.com/gln/jamestown/index.php4

Jostens Learning Corporation
6170 Cornerstone Court East
San Diego, CA 92121
(619) 587-0087
www.nol.net/~athel/org/jos.html

Kagan Publishing and Professional Development
P.O. Box 72008
San Clemente, CA 92763-2008
800-933-2667
www.KaganOnline.com

Lakeshore Learning Materials
2695 E. Dominguez St.
Carson, CA 90810
800-778-4456
www.lakeshorelearning.com
Lectorum
800-345-5946
www.Lectorum.com

Linmore Publishing
P.O. Box 1545
Palatine IL 60078(800) 336-3656
www.linmore.com/main.htm

Longman (see Pearson Longman)

McGraw-Hill/Contemporary
Two Penn Plaza, 20th Floor
New York, NY 10121
(800) 621-1918
www.mhcontemporary.com

Miller Educational Materials, Inc.
P.O. Box 2428
Buena Park, CA 90621
(800) 636-4375
www.millereducational.com/

Modern Curriculum Press
Pearson Learning Group
135 South Mount Zion Rd.
P.O. Box 2500
Lebanon, IN 46052
800-526-9907http://plgcatalog.pearson.com/co_home.cfm?site_id=12

Multicultural Books and Videos
Multi-Cultural Books & Videos
28880 Southfield Road, Suite 183
Lathrup Village, MI 48076
800-567-2220
www.multiculturalbooksandvideos.com

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646
800-323-4900
www.ntc-school.com

Oxford University Press
ESL Customer Service
2001 Evans Road
Cary, NC 27513 U.S.A.
(800) 441-5445
www.oup.com/us/esl

Pan Asian Publications (USA) Inc.
29564 Union City Blvd.
Union City, CA 94587
800-909-8088
www.panap.com

Pearson Longman
528 Homestead Way
Boulder, CO 80301
(800) 508-9430
http://www.longman.com/ae/ushome

Phoenix Learning Resources
2349 Chaffee Drive
St. Louis, MO 63146
(800) 221-1274
www.phoenixlearninggroup.com/plr/plr.htm

Remedia Publications
15887 N. 76th St., #120
Scottsdale, AZ 85260
800-826-4740
www.rempub.com

Rigby
Harcourt Achieve
6277 Sea Harbor Dr
Orlando, FL 32887
1-800-531-5015

Rosetta Stone
135 W. Market St.
Harrisonburg, VA 22801
(800) 788-0822
http://www.rosettastone.com

Russian Publishing House
www.Russianpublishinghouse.com

Saddleback Educational, Inc.
Three Watson
Irvine, CA 92618-2767
(800) 735-2225
http://www.sdlback.com

Scholastic, Inc.
www.scholastic.com

Scott Foresman
1900 East Lake Avenue
Glenview, IL 60025
800-535-4391
www.scottforesman.com

Teachers of English to Speakers of Other Languages
700 S. Washington St.,
Suite 200
Alexandria, VA 223(888) 891-0041
www.tesol.org

University of Michigan Press
839 Greene Street
Ann Arbor, MI 48104-3209
(866) 804-0002
www.press.umich.edu/esl/

APPENDIX E

PRINT AND ONLINE RESOURCE LIST[2]

General ESL Websites:

Iowa Department of Education ELL Website: www.state.ia.us/educate/ecese/is/ell/

Iowa's "Our Kids" Website: www.state.ia.us/ourkids/

- A resource for all teachers working with ELLs

National Clearinghouse for English Language Acquisition: www.ncela.gwu.edu

Related to Secondary ELLs:

Martin, P., Houtchens, B., Ramirez, M., & Seidner, M. (2003). *High School Reform and English Language Learner Students: Perspectives from the Field.* Washington, DC: Council of Chief State School Officers. Available from http://www.ccsso.org/publications/details.cfm?PublicationID=230

Olson, R. (Ed.). (2004). *English Language Learners and High School Reform Conference Proceedings.* Washington, DC: Council of Chief State School Officers. Available from http://www.ccsso.org/publications/details.cfm?PublicationID=229

Smith, K. B. (Ed.). (2004). *Immigrant Students and Secondary School Reform: Compendium of Best Practices.* Washington, DC: Council of Chief State School Officers. Available from http://www.ccsso.org/publications/details.cfm?PublicationID=228

Related to Teaching Resources:

Birdas, S., Boyson, B., Morrison, S., Peyton, J. K., & Runfola, T. (2003). *Resources for Educators of English Language Learners: Elementary and Secondary Levels.* Washington, DC: Council of Chief State School Officers. Available from http://www.ccsso.org/publications/details.cfm?PublicationID=227

Related to Testing ELLs:

Kopriva, R. (2000). Ensuring accuracy in testing for English language learners. Washington, D.C.: Council of Chief State School Officers. Available from http://www.ccsso.org/publications/details.cfm?PublicationID=97

[2] This resource list is a starting point for educators interested in learning more about various topics; other resources are certainly available. The inclusion of resources not produced by the Iowa Department of Education (IDE) does not imply their endorsement by the IDE.

Related to Special Education and ELLs:

Artiles, A., & Ortiz, A. (Eds.). (2002). *English Language Learners with Special Education Needs: Identification, Assessment, and Instruction.* Washington, DC: Center for Applied Linguistics. Available at http://www.cal.org/resources/practiceseries/special.html

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APPENDIX F

LIMITED ENGLISH PROFICIENCY LAWS AND RULES

Limited English Proficiency Legislation

Code of Iowa
CHAPTER 280, SECTION 280.4
as amended by House File 457
of the Seventy-Fifth General Assembly,
1993 Session

280.4 LIMITED ENGLISH PROFICIENCY—WEIGHTING

The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is limited English proficient. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

As used in this section, the following definitions apply:

Limited English proficient: means a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Fully English proficient: means a student who is able to read, understand, write, and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

The department of education shall adopt rules relating to the identification of limited English proficient students who require special instruction under this section and to application procedures for funds available under this section.

In order to provide funds for the excess costs of instruction of limited English proficient students above the costs of instruction of pupils in a regular curriculum, students identified as limited English proficient shall be assigned an additional weighting that shall be included in the weighted enrollment of the school district of residence for a period not exceeding three years. However, the school budget review committee may grant supplemental aid or modified allowable growth to a school district to continue funding a program for students after the expiration of the three-year period. The school budget review committee shall calculate the additional amount for the weighting to the nearest one-hundredth of one percent so that to the extent possible the moneys generated by the weighting will be equivalent to the moneys generated by the two-tenths weighting provided prior to July 1, 1991.

Code of Iowa Rules

Chapter 60 - Programs for Students of Limited English Proficiency

281—601(280) Scope. These rules apply to the provisions of the identification of students and provision of programs for limited English proficient students and to the application procedures for securing fiscal support.

281—60.2 (280) Definitions. As used in these rules, the following definitions will apply:

"*English as a second language*" refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at the age- and grade-appropriate level.

"*Fully English proficient*" refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing, and speaking.

"*Limited English proficient*" refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

"*Transitional bilingual instruction*" refers to a program of instruction in English and the native language of the student until the student demonstrates a functional ability to speak read, write and listen to the English language at the age- and grade-appropriate level.

281—60.3 (280) School district responsibilities.

60.3(1) *Student identification and assessment.* A school shall use the following criteria in determining a student's eligibility:

a. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of the student and whether there is a prominent use of any language(s) other than English in the home. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the department of education to determine the first language acquired by the student, the languages spoken by the student and by others in the student's home. School district personnel shall be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English.

b. Students identified as having a language other than English in the home shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

60.3(2) *Staffing*. Teachers in an English as a Second Language (ESL) program must possess a valid Iowa teaching license. All teachers licensed after October 1, 1988, shall have endorsement 104 (K-12 ESL) if they are teaching ESL.

All teachers licensed before October 1, 1988, have the authority to teach ESL at the level of their teaching endorsements.

Teachers in a transitional bilingual program shall possess a valid Iowa teaching license with endorsements for the area and level of their teaching assignments.

60.3(3) *Limited English proficient student placement*. Placement of students identified as limited English proficient shall be in accordance with the following:

a. Mainstream classes: Students will be placed in classes with chronological peers or, when absolutely necessary, within two years of the student's age.

b. Limited English proficient program placement:

(1) Students enrolled in a program for limited English proficient students shall receive language instruction with other limited English proficient students with similar language needs.

(2) When students of different age groups or educational levels are combined in the same class, the school shall ensure that the instruction given is appropriate to each student's level of educational attainment.

(3) A program of transitional bilingual instruction may include the participation of students whose native language is English.

(4) Exit from program: An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations.

(5) Staff in-service. The district shall develop a program of in-service activities for all staff involved in the educational process of the limited English proficient student.

281—60.4(280) Department responsibility. The department of education shall provide technical assistance to school districts, including advising and assisting schools in planning, implementation and evaluation of programs for limited English proficient students.

60.4(1) to 60.4(3) Rescinded IAB 2/2/94, effective 3/9/94.

281—60.5 (280) Nonpublic school participation. English as a second language and transitional bilingual programs offered by a public school district shall be made available to nonpublic school students residing in the district.

281—60.6 (280) Funding. Additional weighting for students in programs provided under this chapter is available in accordance with Iowa Code section 280.4.

These rules are intended to implement Iowa Code section 280.4.

APPENDIX G

ENGLISH LANGUAGE LEARNERS (ELL)
DISTRICT/BUILDING SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer next to each statement that best describes your district or building. In this self-study guide, the term English Language Learners (ELLs) will be used instead of Limited English Proficiency (LEP). For definitions of terms, please see the final two pages.

IDENTIFICATION

1. The district has a procedure to identify all students who have a primary or home language other than English. **Please attach a copy of the procedures.**	Yes	No
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.	Yes	No
3. School/district staff that work directly with parents and students in the identification of students, who have a primary or first language other than English, speak and understand the appropriate language(s).	Yes	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	Yes	No

ASSESSMENT AND EVALUATION

5. The district assesses on a yearly basis the English language proficiency of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening).	Yes	No
6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g., tests). Name of test(s) used:_____	Yes	No
6b. Informal assessments (e.g., teacher interviews, observations).	Yes	No
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language.	Yes	No
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. **Please attach a copy of it.**	Yes	No
9. The district has determined the level of English-language proficiency at which students are considered English proficient. **Please attach copy of description.**	Yes	No
10. The district assesses ELLs' academic skills in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL's academic skills: _____	Yes	No
11. ELLs who have been in the U.S. for 3 consecutive years are tested in English in reading/language arts.	Yes	No
12. The district assesses ELL in the language and form most likely to yield accurate and reliable results. Language(s) used: _____ _____	Yes	No

13. The district uses the *"Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program"* or similar documents to guide decision-making.	Yes	No
13a. Total number of ELLs included in your district wide assessment		
13b. Number of ELL included in the district wide assessment with • NO accommodations		
• With accommodations **Please attach documentation on accommodations used.**		
13c. Number of ELLs NOT included in your district-wide assessment.		
14. The district has established qualifications for individuals who administer language or academic assessments to ELL.	Yes	No

PROGRAM (e.g., ESL, Bilingual, etc.)

15. Programs are available for ELLs at each grade level.	Yes	No
16. There are no substantial delays (e.g., more than 30 days from the beginning of the year or more than two weeks if the student arrives later in the year) in placing ELL into an appropriate educational program.	Yes	No
17. There is coordination of curriculum between teachers for ELL and teachers in the regular program.	Yes	No
18. ELLs in the high school program earn credits toward graduation.	Yes	No
19. Instructional materials are adequate to meet the English language and academic needs of ELLs.	Yes	No
20. Parents are involved in the process of placing ELL in an appropriate educational program	Yes	No
21. The district has a system to evaluate the success of their ELL program. **Please attach a copy of the description of the evaluation plan.**	Yes	No

22. Label the program(s) at each level or attach a copy of description.

Level	Program (see definitions)	Teachers with ESL endorsement	Paraprofessionals/aides
Elementary			
Middle school			
High school			

STAFF

23. The district has established qualifications for **teachers** who teach ELLs.	Yes	No
24. The district has established qualifications that the teachers' **aides and/or paraprofessionals** must meet.	Yes	No
25. The district has teachers with ESL endorsement to teach ELLs.	Yes	No
25a. Number of ELLs		
25b. Number of teachers with ESL endorsement		
26. The district provides high-quality professional development to classroom teachers and other district personnel.	Yes	No
26a. Number of **mainstream teachers** that participated.		
26b. Number of **ESL teachers** that participated.		
26c. Number of **paraprofessionals/teacher aides** that participated		
27. The district provides training for interpreters and translators.	Yes	No

28. Professional development activities are designed to improve instruction and assessment of ELLs; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELLs; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance.	Yes	No
29. Teachers of ELLs are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills.	Yes	No
30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used.	Yes	No

EXIT CRITERIA

31. The district has established an exit criterion. **Please attach a description of it.**	Yes	No
How many ELL exit the program after: 31a. less than 1 year		
31b. 1 to 3 years		
31c. 3 to 5 years		
31d. 5 years or more		
32. The exit criteria ensures that ELL can: 32a. **Speak English** sufficiently well to participate in the district's general educational program.	Yes	No
32b. **Read English** sufficiently well to participate in the district's general educational program.	Yes	No
32c. **Write English** sufficiently well to participate in the district's general educational program.	Yes	No
32d. **Comprehend English** sufficiently well to participate (meaningfully) in the district's general educational program.	Yes	No
33. The district monitors the academic progress of ELLs who have exited the program.	Yes	No
33a. Average years of monitoring		
34. The school district determines whether ELL are performing at a level comparable to their English-speaking peers? **Please attach documentation** (e.g., disaggregated results from ITP).	Yes	No
35. The district has established procedures for responding to deficient academic performance of ELL. **Please attach a copy of procedures.**	Yes	No
36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program. **Please describe under what conditions.**	Yes	No
37. Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers.	Yes	No
37a. Percent of English-monolingual students in Talented and Gifted programs		
37b. Percent of ELL in Talented and Gifted programs		
37c. Percent of ELL in district		

PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELLs to determine its effectiveness. **Please attach a copy of the report.**	Yes	No
39. The district disaggregates data of ELLs:	Yes	No
39a. grade retention	Yes	No

39b. graduation	Yes	No
39c. dropout rates	Yes	No
39d. gender	Yes	No
39e. English proficiency	Yes	No
39f. economically disadvantaged	Yes	No
39g. ITBS/ITED achievement levels	Yes	No
39h. multiple measures of academic achievement	Yes	No

Please attach copies of disaggregated data.

EQUITABLE ACCESS

40. The quality of **facilities and services** available to ELLs are comparable to those available to all other students.	Yes	No
41. The quality and quantity of **instructional materials** in the program are comparable to the instructional materials provided to all other students.	Yes	No
42. ELLs participate in classes, activities, and assemblies with all the other students	Yes	No
43. ELLs have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.	Yes	No
44. Counseling services provided to ELLs are comparable to those available to all other students.	Yes	No
45. ELLs have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)	Yes	No
46. ELL are not segregated while taking their classes	Yes	No
47. In general, ELL are integrated in classes such as P.E. music, arts, etc.	Yes	No

SPECIAL EDUCATION

48. The district utilizes procedures for identifying ELL who may be in need of special education services. **Please attach copy.**	Yes	No
49. The district's procedures for identifying and assessing ELL for special education takes into account language and cultural differences. **Please attach a copy.**	Yes	No
50. Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students.	Yes	No
51. Persons who administer special education assessment tests to ELL are specially trained in administering the tests.	Yes	No
52. Staff who conducts special education assessments for ELL are fluent in the student's primary language.	Yes	No
53. The instructional program for ELL in special education takes into account the student's language needs.	Yes	No
54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.	Yes	No

55. The district identifies and places all ELL who need special education services in a timely manner.	Yes	No
56. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand.	Yes	No

NOTICES TO PARENTS

57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated or school district uses TransACT Language Library.	Yes	No
58. Parents of ELL are notified no later than 30 days after the beginning of the school year of their child identification, participation, and students and parental rights.	Yes	No
59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.	Yes	No
60. Parents/guardians of ELL are well informed of the district's special educational programs.	Yes	No

This self-study is based on data from the _____ academic year.

District or Building:

Address:

Administrator:

Completed by: _____ Date_____

Title:

Phone #:

E-mail:

Please add comments as needed.

Definitions

Limited English Proficient (LEP)

(The Federal term)

Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background. (281--60.2 (280) Iowa)

English Language Learner (ELL)

A national origin student who is limited–English proficient. (OCR document November 30, 1999)

(This term is often preferred over LEP as it highlights accomplishments rather than deficits.)

English as a Second Language (ESL)

Refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level.

(281--60.2 (280) Iowa)

A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

(OCR document November 30, 1999)

Other terms

L2 = a second language
L1 = native language, primary language, first language
NEP = Non-English-proficient
FEP = Fluent (or fully) English proficient
NES = Non-native English Speaker

Typical Bilingual Program Designs

Bilingual Program Models

All Bilingual program models use the students' first language, in addition to English, for instruction. These programs are implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers are proficient in both English and the students' first language.

Two-Way Bilingual Education, **Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE):** Models that combine language minority and majority (English speaking) students. Each group learns the other's vernacular while meeting high content standards. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Transitional Bilingual Education (TBE) Also known as Early Exit Bilingual Education: Models with a primary goal to "mainstream" students to all-English classes as soon as possible. Programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification of content. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

Foreign Language Immersion: Models where language minority students are taught primarily or exclusively through sheltered instruction or a second language, later combined with native language classes.

ESL Program Models
ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the first language(s) of their students. ESL programs might involve native speakers of the languages(s) of the students to assist as paraprofessionals or tutors under the direct supervision of a teacher.

ESL Pull-Out: Is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language. This type of program is often used in districts where individual ESL teachers are assigned to more than one building.

ESL Class Period: Is generally used in secondary school settings. Students receive ESL instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency.

ESL Resource Center: Is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs) is a model in which language minority students are taught in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

The Inclusion Model (Also known as the Push-in Model)
In the Inclusion Model, the ESL teacher provides support and ESL instruction within the confines and context of the mainstream classroom. Instruction is coordinated with the mainstream instruction and curriculum when possible.