

The CAPELL* Guidelines
for
ESOL Program Design
K - 12

Revised 4/2/03

*The Connecticut Administrators of
Programs for English Language Learners

The CAPELL Guidelines for ESOL Program Design

Table of Contents

Acknowledgments.....	3
Preface.....	4
Section I ESOL Program Design - Overview and Philosophy.....	5
Section II Advocacy	10
Section III The Logistics of creating an effective ESOL Program...	11
Section IV Staffing and Professional Development	22
Section V Documentation that supports ESOL Programs... ..	23
Section VI Compliance with State and Federal Mandates.....	25
Section VII Budget.....	27
Section VIII Resources.....	28
Section IX Bibliography.....	30
Appendices.....	32
Glossary of Terms.....	38

Acknowledgments

Many thanks to :

CAPELL

The Members of CAPSEA*

The Members of PABEA**

George DeGeorge,

Consultant, Bilingual/ESL Education, Connecticut State Dept. of Education

Tomás Miranda, Bilingual/ESL Supervisor, New Haven Public Schools

Helene Becker, Norwalk Public Schools

Katrina Davis, Fairfield Public Schools

The Members of the Program Design Subcommittee:

Hugh Birdsall, ESOL Teacher, Regional Multicultural Magnet School, LEARN

Mitchell Grayson, ESOL Teacher/Coordinator, Cromwell Public Schools

Fernando Tiago, Bilingual Education and ESOL Supervisor, Meriden Schools

Augusto Gomes, District Coordinator, ESL/Bilingual Education, Danbury

Christopher Winters, ESL and Bilingual Coordinator, Greenwich Public Schools

Glorianne Rusate, ESL Teacher, Wallingford

William Jassey, Director of TESOL, University of Bridgeport

Joyce A. Milne, ESOL Teacher, Milford

Jeannette L. Palluzzi, ESOL Teacher, Branford

Maria Lozano, Bilingual/ESOL Teacher Coordinator, Groton Public Schools

Cheryl Consonni, Supervisor of ESL and Director of Adult Education, Bristol

*The Connecticut Association of Public School ESOL Administrators

**The Public Association of Bilingual Education Administrators

The CAPELL Guidelines for ESOL Program Design

-Preface-

The Connecticut Administrators of Programs for English Language Learners (CAPELL) has created The CAPELL Guidelines for ESOL Program Design to serve a variety of purposes:

- to help ESOL Directors or ESOL teachers align their program goals with those of other successful programs in Connecticut
- to assist school or district administrators in developing, improving, or gauging the quality of their ESOL programs
- to serve as a blueprint for Boards of Education to put their districts in compliance with state and federal mandates regarding the education of language minority students, also known as English Language Learners (ELLs)
- to provide access to information and resources regarding the education of ELLs

Section I

The Overview and Philosophy of ESOL Program Design

The challenge of each public school in Connecticut is to prepare all students to succeed academically and in life, including those learners who enter our schools with a language other than English. The number of students from Non-English speaking backgrounds in our schools is large

and growing. Our current enrollment of these students is approximately **21,000**. Of these, **nearly 15,000** participate in bilingual education as required by the state because they are registered in schools where there are 20 or more students of the same language group enrolled; and an **estimated 6000** students participate in part time English to Speakers of Other Languages (ESOL) Programs [a.k.a. English as a Second Language (ESL) services].

Current projections estimate that in the decade of 2000 and beyond, our schools will have a significant increase in the number of students from language minority backgrounds. To cope with this changing landscape and to ensure that all of our English Language Learners have access to an excellent education and meet the literacy standards required by the State of Connecticut, our schools must design and implement world-class education programs for these students as well.

Variables Worth Considering

Our English Language Learners arrive in our schools at various ages with varying educational backgrounds, some with limited or no prior formal schooling. Many of our middle school and high school students have missed 2 or more years of school since age 6. Many of our students have limited skills in their native language. Other students arrive with well-developed language and academic abilities. These variations in academic experiences result in different lengths of time needed for students to reach academic success. Key factors influencing the length of time needed for our students to learn English include the following:

- Quality of previous education
- Prior English learning experiences
- Literacy of the family
- Socioeconomic status
- Mobility
- Family displacement
- Cultural isolation
- Exposure to social unrest or war
- Cultural differences between educational systems

Profile of Connecticut's Language Minority Students

Our English Language Learners can be described five ways:

1. Young children who enter our schools at the Pre-Kindergarten and Kindergarten levels not comprehending or speaking the language of our schools. The home situations of these children vary,

especially in their parents' abilities to provide support for English language and literacy acquisition at home.

2. "At Risk" students who enter our elementary, middle, and high schools from a variety of language backgrounds and English language acquisition levels. Many of these students are highly mobile with many education gaps.
3. Students from highly literate family backgrounds who despite their lack of English language skills when they enter our programs, move rapidly through our bilingual or ESL curricula and join the mainstream and succeed. At the middle and high school level, these students are highly motivated and have higher education expectations.
4. Middle and high school age students who have never been to school or whose prior formal schooling stopped at the primary level and have low literacy levels.
5. Students in need of special education interventions and support.

Comprehensive System of Delivery

For these reasons, our school districts advance a comprehensive system of delivery of educational services, which attend to the needs of each student.

This will mean that the bilingual education or ESOL programs will have to deliver the following:

1. Daily English as a second language instruction (ESOL) which is consistent with state and national standards, the needs of each student, and local mainstream curricula. This means that there needs to be an emphasis on academic and content-based English language instruction that produces students literate in English.
2. If possible, continuous native language support for students in transitional bilingual education programs to help students achieve academic success. This means ongoing language development and literacy development in the native language to increase the skills of students in their native language. Research indicates that those students with higher levels of academic proficiency in their native language make quicker gains in transitioning into the mainstream and succeeding.
3. Create dual language immersion programs throughout our schools for those students who have demonstrated bilingualism and biliteracy and who can succeed in these programs. Our experience with the success of these programs pilot project points that this is an effective direction in which to go. Our own research indicates that those bilingual students who have done well on the CMT are

students who are products of strong Spanish literacy and English as a second language instruction. Likewise, monolingual English dominant students with strong language development in English may benefit from participating in a dual language program where they may develop bilingualism and biliteracy in an integrated school setting.

Systemic Reform

Designing an effective ESOL Program for English Language Learners (ELLs) requires reform not only at the classroom level, but also at the school, district, community, regional, and state levels - systemic reform. It requires ownership, responsibility, and investment of teachers, administrators, students, parents and the community at large.

Obviously, this cannot happen overnight. It requires a process that includes:

- setting goals that balance community interests with the learning needs of ELLs
- prioritizing objectives
- planning logistics
- implementing the program
- monitoring its functioning
- making adjustments as needed

It requires persistence in the face of unforeseen obstacles, advocacy in the community and in the legislature, and the commitment to ensure that the vision and the mission for the program remain intact over time.

Some characteristics of successful ESOL programs include:

- a spirit of collaboration among all teachers and staff who work with ELLs
- school and district-wide awareness of the Stages of Second Language Acquisition
- content-based, sheltered instruction
- a clear distinction between Elementary and Secondary Programs
- home language support
- strategies and provisions for involving parents
- transitional services to support students just entering the mainstream
- monitoring exited students to help evaluate program effectiveness, and further, unforeseen educational needs

Mission statement

The mission of Connecticut programs for the Teaching of English to Speakers of Other Languages (TESOL) is based on three national goals developed by the

national organization, Teachers of English to Speakers of Other Languages (TESOL):

- (1) **effective communication,**
- (2) **achievement in the content areas,** and
- (3) **achievement in a variety of cultural contexts.**

The Standards also include a fourth local goal –

- (4) the vision of **achievement in more than one language.**

This fourth goal, Connecticut 's unique addition, is one in which native speakers of English and speakers of other world languages work together for mutual benefit.

The major goals of Connecticut's ESOL Programs are:

1. Students will master English at a level where they can function successfully with monolingual English-speaking peers in the regular classroom.
2. Students will perform satisfactorily in the academic subject areas when they are exited from the program.
3. Students will develop basic underlying Cognitive Academic Language Proficiency, such as literacy skills, necessary for optimal transition to mainstream instruction.
4. Students will experience a positive psychological adjustment to our complex multicultural society, with a strong self-image as well as identification with both the majority and the home cultures.

An ESOL Program:

- enables English Language Learners (ELLs) to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking so as to meet appropriate grade promotion and graduation requirements.
- provides an equal educational opportunity for ELLs, including access to all available programs and services in the school district.
- provides initial and ongoing support, information, and training for all educators who serve ELLs, including current research on best practices in the field of TESOL.

BELIEFS REGARDING THE EDUCATION OF ENGLISH LANGUAGE LEARNERS (ELLs)

- Success for ELLs can be predicted quite accurately based on the attitude students, teachers, and administrators hold toward the student's home culture.

- English language acquisition occurs in stages, similar to acquisition of the first language.
- For an ELL, every class is a language class.
- Every ELL is both an individual and a representative of his/her culture - don't assume that every ELL is only the latter.
- For young ELLs in a bilingual education program, literacy in English begins after literacy in the home language has been established. Once students are able to read and write in their home language, they begin to transfer their skills into English.
- Many ELLs bring academic knowledge with them from their home culture - they can work on cognitively demanding material as long as they get support with the language and background knowledge.
 Academic skills that ELLs have learned in their home language transfer fairly easily and quickly to English.
- Teachers can help ELLs by giving directions in multiple modalities (spoken, written, pointed out, drawn, demonstrated) and checking for understanding (students can paraphrase, write, point out, draw or demonstrate).
- Fairness has to do with everyone getting what he or she needs. - Modifying assignments for ELLs is appropriate and grading them according to a separate standard (or not grading them at all) is also appropriate.
- ELLs who are low functioning in both their home language and in English need as much help and support as other ELLs.
- Parents of ELLs care a great deal about their children's education and should be provided with ways to become involved in school life.
- The rate and quality of English language acquisition is different for each student.
- An ELL may have Special Education needs, but not necessarily. Be careful about identification. Provide cross servicing if needed.

Section II

Advocacy

Unlike other special student populations, English Language Learners and their families have great difficulty in articulating and lobbying for the systemic reform required to serve their educational needs. It is the responsibility of teachers, coordinators and other administrators to access the proper organizations and negotiate the government bureaucracy to advocate for these students and their families.

The National Coalition of Advocates for Students (NCAS) is a national, nonprofit, education advocacy organization with 20 member groups in 14 states. NCAS works to achieve equal access to a quality public education for students who are most vulnerable to school failure. <http://www.nacs1.org>

The International Institute of Connecticut, Inc. is a non-profit and non-sectarian, social service agency dedicated to the needs of immigrants, refugees and their families. Offices are located in Bridgeport, Hartford, Stamford and Waterbury. Main Telephone: (203) 336-0141

The U.S. Office of Civil Rights - (<http://www.ed.gov/ocr/ellresources.html>) has the responsibility for monitoring school districts for compliance with civil rights laws covering education: special education, national origin, gender, etc.

Seek additional resources to assist content area and ESOL teachers. These may include, but are not limited to:

- Title I compensatory education program assistance, reading teachers and specialists, paraprofessionals, speech and language therapists, etc.
- Student “buddies” to help with the new surroundings, understanding new work, assignments, etc. Caution: be sure buddies want to help and do not overburden them, especially if the buddy can speak the ELL’s first language.
- Technology which is relevant and effective.
- Volunteers: parents, Literacy Volunteers, individuals from private sector, senior citizens, etc.
- Qualified persons from technical assistance agencies: State Department of Education, ConnTESOL, Regional Education Assistance Centers, etc.
- Connecticut School-Family-Community Partnerships through the CSDE.
- Federal funding from the US Department of Education through the No Child Left Behind Act of 2001; in particular, Title I and Title III: Language Instruction for Limited English Proficient and Immigrant Students.

Section III

The Logistics of Creating an Effective ESOL Program

Careful planning, implementation, and ongoing monitoring and adjusting are key elements to successful ESOL program design. Effective ESOL programs should conform to the following criteria:

- employs CT. Certified ESOL Teachers.
- has a system in place for identifying, orienting, assessing, and exiting ELLs
- has an explicit curriculum aligned with TESOL standards and district standards which enables English Language Learners (ELLs) to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking so as to meet appropriate grade promotion and graduation requirements.
- provides an equal educational opportunity for ELLs, including access to all available programs and services in the school district.
- provides initial and ongoing support, information, and training for all educators who serve ELLs, including current research on best practices in the field of TESOL.

Identification , Referral, and Program Entry

Procedures:

All students enrolled in Connecticut Public Schools whose home language is not English shall be assessed for language proficiency. The purpose for conducting such assessment is to identify those students who because of their linguistic background will require and benefit from the instructional support of the Transitional Bilingual Education Program or the TESOL Program required. Once identified, these students are referred to as English Language Learners (ELLs). The procedures established for the identification and assessment of English Language Learners (ELLs) follow the regulations of the State of Connecticut Bilingual Education statutes and regulations. These include the following:

For preliminary assessment of dominant language:

1. The completion of the **Home Language Survey (HLS)** by parents/guardians
Parents must fill out a Home Language Survey upon registration in the school district. Three questions are included in the HLS as follow:
 1. What language did your child first learn to speak?
 2. What is the primary language spoken by the adults at home?

3. What is the primary language spoken by your child when he or she is at home?

The student's home dominant language is the language, which satisfies two out of the three criteria in the HLS.

Personnel in charge of conducting the Preliminary Assessment of Dominant Language as part of the intake routines for all new students, collect and evaluate the information provided by the parents on the survey. The original copy of the HLS is kept with all other registration papers. At the school, the principal or a designee must check that the registration papers and permanent records of each new or transferring student contain evidence of the Preliminary Assessment of Dominant Language. If the HLS is not available, then the school must take the necessary steps to fulfill this requirement.

Copies of the HLS are sent to the person in charge of the bilingual education or ESOL program whenever the responses on the HLS indicate that the student's home dominant language is other than English. This office will be responsible for testing the student. It is through this procedure that the bilingual education or ESOL office is informed of the entrance of students who might be eligible for services and who are in need of further assessment.

For final determination of dominant language and limited English proficiency:

2. The administration of the **English Proficiency Interview (EPI)**
The bilingual education or ESOL office administers this. The EPI is a one page interview form which is available for students in grades K-4 (Form A) and students in Grades 5-12 (Form B.)
3. The grade appropriate **Language Assessment Scales (LAS)** measuring oral language skills, Reading, and Writing in English is administered. For students enrolled in Headstart or any of the pre-school centers, the PreLAS is administered in English in the Spring of each year in preparation for entry into kindergarten.

Timelines:

- The assessment procedures, beginning with the Home Language Survey (HLS), are implemented as soon as a new student enters the local school district.
- The entrance criteria are applied at the time of the registration or shortly after entering the school district to all new students whose HLS indicates a language other than English.

- The designated staff member administers the required assessments of dominant language and English proficiency within the first four weeks at the school where the student is enrolled.
- Parents are notified of their child’s eligibility for ESOL services in accordance with the provisions of the No Child Left Behind Act.

Instruments:

- Eligibility for bilingual education and ESOL services is determined by means of a **Home Language Survey(HLS), an English Proficiency Interview (EPI), and assessment of: (1) oral language proficiency in English, (2) literacy skills in English, and (3) background information and academic history.**
- In addition to the Home Language Survey, non-test procedures include the review of information obtained from **transfer records** and other academic indicators (when available), as well as **classroom observations** conducted by teachers and other designated staff.
- The standardized tool used to determine language proficiency in the areas of listening, speaking, reading, and writing is the **Language Assessment Scales (LAS).**

Criteria:

The student is considered to be an English Language Learner (ELL) and eligible for services when:

- **As determined through the English Proficiency Interview and the LAS, the student is non-English or limited English proficient and, thus, unable to communicate well enough to participate fully in the all-English program;**
- **The student falls in language proficiency categories 1 through 3 (non-speaker or limited speaker) on the LAS Oral, and levels 1 or 2 on LAS Reading and Writing.**

Any student who has been determined to be an ELL based on these criteria is offered the services of bilingual education or English for Speakers of Other Languages (ESOL) program.

Elementary vs. Secondary Programs:

Is proficiency development equal for elementary and secondary students?

Although it has long been thought that young children are more effective language learners, there is evidence to suggest that this is not the case, except for a greater facility with pronunciation. Based on a review of the available literature we can assert that older students are faster, more efficient acquirers of school language than younger students. In many studies, young children

beginning the study of a second language between the ages of 4 and 7 take much longer to master skills needed for academic purposes than older children do.

Therefore the answer to our initial question is, no.

There is reason to believe that proficiency develops somewhat differently at the secondary level. For example, it has been found that elementary students who are unable to speak a second language are seldom, almost never, able to read and write in that language. On the other hand, there are significant numbers of students at the secondary level who are able to read and write in a second language while not being able to converse in the language. These students tend to be recent arrivals as opposed to second and third generation students, educated in the home language, and have received instruction in the second language in their homeland.

Secondary students are more likely to retain an accent and, more importantly, if academic work is not continued while students are acquiring English, there may be not enough time left in high school to make up "the lost years" of academic instruction.

The implications of these findings on the types of programs we provide to our English Language Learners (ELL's) are significant. While, at the elementary level, we must primarily focus on the development of literacy, in English and/or in the student's heritage language, at the secondary level we must take into account the principles of modifying lessons to help ELL's learn academic language and content in the basic subject areas.

While elementary students are still "learning to read", secondary students must "read to learn". Teachers at the secondary level must identify the characteristics of the content areas and know how to use them to enhance students learning. They need to understand the principles of lesson modification for ELL's and how to create links with other secondary content areas to make connections across the curriculum.

(Most Common) ESL Program Designs

Elementary Programs:

Sheltered Immersion Classes - usually non-graded "extended learning times" designed for students who are new to the school and have little or no English proficiency. ELLs receive "content-based" ESOL instruction. They spend all or most of their day in a self-contained classroom, while participating in mainstream, "non-academic" subjects like Physical Education and Art.

Pull Out – students from one or more classrooms or grade levels attend small group instruction classes for part of each day to work primarily on English language skills, while attending mainstream classes for the rest of the day.

Push In - the ESOL specialist works with ELL's, only, in their own classrooms. The ESOL teacher might work on a parallel curriculum, or coach the student(s) to assist them with the mainstream curriculum.

Co-Teaching – A TESOL certified teacher is paired with a “regular” classroom teacher for the purpose of providing an inclusive and appropriate instructional program within the classroom of the students. This requires, the cooperation of the building principal, training for staff members, careful, collaborative planning and the grouping of ELLs in the “regular” classroom. This inclusive model increases the amount of time the ESL teacher provides direct instruction to all students in the mainstream classroom and reduces the time ELL's are removed from the classroom for small group instruction.

Secondary Programs:

ESOL/Language Arts – these are scheduled English-as-a-Second-Language classes that allow students to earn English credits. These ESOL courses form part of the high school program of studies:

ESOL 101 Focus of this course is conversational English stressing listening comprehension, conversation, and literacy development in English. The course requires two meeting periods and counts as part of the English requirement for graduation. 2 credits.

ESOL 102 Continuation of English as a second language skills focusing on language structure and literacy development. . The course requires two meeting periods and counts as part of the English requirement for graduation. 2 credits

ESOL 103 Development of English as a Second Language skills at a more sophisticated level focusing on academic English, content area vocabulary, preparation for CMT, CAPT, and SAT. The course meets for one period and counts as part of the English requirement for graduation. 1 credit. It is recommended that a student taking ESL 103 also take a basic English course in the mainstream program.

ESOL 104 (Transitional ESL)

This course is designed to increase student skills in reading comprehension across curriculum areas and writing proficiency. A major focus of this course is preparation for the CAPT examination. Reading and writing are focused on reading and writing in the content areas and on multicultural literature. Students are introduced to study and research

skills and are required to produce a research project or report. In addition, a book report is required for each marking period. This course meets for one period and counts as part of the English requirement for graduation. 1 credit.

Content Area **Sheltered English** Classes – these classes are taught by regular content area teachers who receive training on making subject-area content comprehensible for ELL’s. This does not mean that ELLs are completely cut off from interaction with the mainstream student population. First, the students attend electives, PE, Lunch, and all schoolwide activities. Second, these are "sheltered" classes designed precisely to "shelter" ELL's from competing with "regular" students. Third, clustering or grouping ELL's for specialized instruction is a "BEST PRACTICE" in the field of second language acquisition. Fourth, depending upon their level of English proficiency ELL's are encouraged to take regular classes together with their English-speaking counterparts. It is called “gradual mainstreaming” and is similar to the "Step Programs" implemented in transitional bilingual education programs. (Augusto Gomes, 2002)

Types of Bilingual Education Programs

Transitional Bilingual Education Programs - English Language Learners are grouped together and are initially taught academic content in both their home language and in English. Gradually the amount of home language use is decreased and the amount of English increased. In Connecticut, barring special circumstances (for example not meeting the English Mastery Standard), students must exit such programs after 3 years. The goal of such a program is to “transition” students into English only instruction.

Late exit Bilingual Education Programs - English Language Learners are grouped together and are taught academic content in both their home language and in English. These programs continue dual language instruction K -12. The goal of these programs is full bilingualism and biliteracy.

Dual Language Immersion (2-way Bilingual Education) Programs - English Language Learners are grouped with native speakers of English and all students are taught academic content in both their home language and in English. In Connecticut, all of these programs are K - 5, although theoretically this model is K -12. The goals of these programs is full bilingualism and biliteracy for all students.

Contact hours:

A good practice is to provide students who have no English with double periods of ESOL daily for the first year. For the second (and even the third) year, one full period daily is optimal. In other words, they need intensive ESOL instruction. (DeGeorge, 1999). After the second or third year, appropriate contact hours will vary greatly from student to student, ranging anywhere from homework support to intensive daily cross-servicing and all points in between.

Teacher collaboration:

All teachers (and aides) who educate the same ELLs must work together. Each has to be aware of what the other is teaching; each needs to support the other; each has to help the other when a student is not making progress. Meetings on a regular basis are recommended. Content area teachers need the support of ESOL instruction and need to help ELLs with language; ESOL teachers need to incorporate content into their ESOL classes for purposes of developing language. (DeGeorge, 1999)

Special Education and Speech and Language Identification – ELLs are the most under-identified and the most over-identified population for Special Education and Speech and Language Services. Some ELLs actually need these services and cross-servicing or at least cross-service consultation should be provided. Because of the stigma attached to Special Education, it is important to treat the identification of English Language Learners very carefully. For a possible sequence of steps to be taken prior to Special Education identification, see figure 1.

CURRICULUM

A CURRICULUM OF HIGH EXPECTATIONS FOR ENGLISH LANGUAGE LEARNERS

1. GOOD PRACTICES REGARDING THE EDUCATION OF ENGLISH LANGUAGE LEARNERS AS APPLIED TO THE ESL CURRICULUM
 - A. Acquisition of English as a second language is relative to the student. Therefore, teachers must be aware of student background, prior schooling, socio-economic levels, experiences, etc.
 - B. English language acquisition occurs in stages, similar to the acquisition of the first language. Therefore, programs for English Language Learners (ELLs) must take into consideration the stage of English language acquisition level when planning for instruction.
 - C. Young ELLs acquire language naturally; therefore, their environment at school for learning and acquiring English as a

second language should be “acquisition-rich.” Activities should include visually demonstrable subject matter such as science experiments, role-playing, story telling, problem solving, games, arts and crafts, music, and physical movement.

- D. For young ELLs in a Spanish/English bilingual education program, literacy in English begins after literacy in Spanish has been established. Once students are able to read and write in Spanish, they begin to transfer their skills into English. With some children and due to exposure, this may occur simultaneously. We call this the initial stages of **biliteracy**.
- E. Older ELLs, who are more mature cognitively and whose proficiency in the first language is more fully developed (dependent on previous formal schooling) acquire cognitively demanding aspects of English faster than younger students do. The one skill in which older learners do not have an early advantage over young learners is pronunciation. Teachers of older ELLs must provide an appropriate balance of both acquisition and formal learning. Classroom activities that focus on tasks to be carried out rather than on language itself (e.g. schoolwork in the content areas, such as math, science, and social studies, role playing, problem solving, literacy development, etc.)
- F. Entry into a bilingual education or ESL program is based on language proficiency criteria.
- G. Exit from a bilingual education or ESL program is based on the following academic indicators:
 - 1. Achievement on the state English mastery standard.
 - 2. Academic success in courses taught in English.
 - 3. Norm-referenced tests in English (LAS, CMT, CAPT, etc.) or such tests as the Developmental Reading Assessment (DRA) or the Basic Reading Inventory (BRI).
 - 4. Results of trial periods in English-only regular classrooms.

2. As we implement an appropriate curriculum for our students at the elementary level, we must abide by the guidelines that have been established by the school district. The following is the recommended schedule for elementary schools:

Morning Math Meeting	20 minutes (daily; can be done during breakfast)
Reading/Language Arts Block	90 minutes to 2 hours daily (includes English as a second language: focusing on all four areas: listening, speaking,

reading, and writing appropriate to level and language acquisition stage.

Math Instruction	45 minutes daily
Science	45 minutes daily
Social Studies	45 minutes daily

Middle schools and high schools implement their departmentalized schedules as appropriate to each school within the local school district. It should be remembered that middle school and high school ESOL classes are to be scheduled for a double period. One period focuses on conversation and language arts and the second period focuses on reading and writing.

Teachers of English as second language working on pull out basis generally develop their own schedules according to the needs of their students and the resources available at each school eligible for their services.

To assure that bilingual education and ESOL program students become achievers and successful in the regular English program when they exit our programs, we must assure that our curriculum parallels the mainstream curriculum most of the time. All reading, language arts, math, science, and social studies requirements for the district must be adapted and applied to our students as appropriate.

3.

Monitor Students for English Language Acquisition According to Length of Time in the Program:

Length of Time in the Program	Language Acquisition Stage/Level	Student Characteristics	Expected Outcomes: Oral Language	Expected Outcomes: Literacy Development
0 to six months	Stage 1 Pre-production	<ul style="list-style-type: none"> Physical response only. No speech production. Minimal comprehension. Up to 500 receptive-word vocabulary-comprehension indicated non-verbally 	<ul style="list-style-type: none"> Produces no speech. Indicates comprehension physically/non-verbally Comprehends single words only. Depends heavily on context. Responds by pantomiming, pointing, gesturing, or drawing. Says only yes, no, or single words. 	<p>For Bilingual Education students: Literacy development takes place in Spanish. Students from other language groups come with a variety of literacy levels in their native language. It is the responsibility of the ESL or bilingual teacher to determine where the student is to be placed in the English literacy continuum. At the emergent literacy level, students will:</p> <ul style="list-style-type: none"> Show phonemic awareness, decoding and word recognition Understand concepts about print Show oral comprehension of vocabulary and basic concepts
Three to ten months	Stage 2 Early production	<ul style="list-style-type: none"> Very limited speech-- One or two word responses only Disconnected speech. Very limited listening comprehension. Up to 1000 receptive/active-word vocabulary. 	<ul style="list-style-type: none"> Produces one or two words in isolation. Verbalizes key words "heard". Depends heavily on context. Responds with one/two word answers or in phrases. Makes "errors of omission". Mispronounces words. 	<ul style="list-style-type: none"> Understand the Alphabetic principle Apply Print conventions: directionality, words/spaces, letters, beginnings/endings, punctuation Recognize word families and rhyme patterns Are able to grasp main ideas about books Build on prior knowledge to negotiate meaning
Ten to thirty months	Stage 3 Speech Emergence	<ul style="list-style-type: none"> Simple sentence responses. Connected speech. Fairly good comprehension. Up to 3000 receptive/active word vocabulary. 	<ul style="list-style-type: none"> Produces whole sentences. Often makes some pronunciation and basic grammatical errors. Discriminates smaller elements of speech. Shows good comprehension (given rich context). Uses language to function on a social level. Uses limited vocabulary. 	<p>At the intermediate fluency level, students can:</p> <ul style="list-style-type: none"> Use semantic, syntactic, and graphophonic cues Use high frequency words Use predictions and cross-checking Increase ability to read independently Use context to predict unfamiliar words Increase knowledge of conventional spellings Read independently from a variety of genre for different purposes Write sentences using appropriate syntax Skim and Scan for needed information Summarize information Make inferences and generalizations Understand basic literary elements Write more analytically
Thirty months +	Stage 4 Intermediate Fluency (Transitional)	<ul style="list-style-type: none"> More complex sentence responses. Extended speech (discourse). Increased comprehension. Beyond 3000 receptive/active-word vocabulary. 	<ul style="list-style-type: none"> 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 expanded vocabulary. 	

Program Exit:

Exit from a bilingual education or ESOL program is based on the following indicators:

- English language proficiency (based on LAS testing and an interview in English.)
- Academic success in courses taught in English.
- Norm-referenced tests in English (CMT, CAPT, etc.).

- Results of trial periods in English-only regular classrooms.
- Teacher recommendations based on potential for positive academic achievement through English instruction.

Transitional Language Support Services - In 2002, the Connecticut State Department of Education published its Guidelines for Implementing Language Transition Support Services. (A student who has exited from a transitional bilingual education program may be eligible for such services if he or she has not yet met the English or Academic Proficiency Standard set by the State of Connecticut.) To obtain a copy of this publication, please turn to the resources page, and contact George DeGeorge, Consultant for Bilingual Education and ESOL at the Connecticut State Department of Education.

Monitoring exited students - Best practice suggests that monitoring exited students not only within a school but also within the district is an important responsibility of the ESOL coordinator. See **Appendix G** for a sample form for monitoring exited students.

Section IV

Staffing and Professional Development

Staffing

- While there is no official mandate regarding the staffing of ESOL Programs, the Connecticut State Board of Education, The Connecticut Education Association, CAPSEA, PABEA, and common sense indicate that successful programs are staffed by **certified ESOL teachers**.

- For budgetary reasons, some districts find that they are only able to afford **ESOL tutors** to work directly with students under the direction of a certified ESOL professional.
- In larger programs, it is essential to have an **ESOL Coordinator**. This individual can serve as administrator, curriculum supervisor, professional development provider, testing coordinator, program liaison official, and lead teacher for a successful ESOL program. This person might also double as the Bilingual Education Coordinator in districts whose ELL population requires a Bilingual Education Program as mandated by Connecticut state law.
- Any program would benefit from employing an **Interpreter/Translator** for home/school communications, parent conferences, and home language support. Low incidence districts might want to pool their financial resources to share such a position.
- In cases where an English Language Learner might be identified for Special Education services, it is vitally important that the school employ a **consulting bilingual psychologist** for meaningful Psychological/Educational evaluations.

Professional Development -

Initial

It is important that all staff who work with English Language Learners receive initial training in cross-cultural sensitivity, second language acquisition theory, language teaching strategies and practices, and other language minority student issues and policies.

Ongoing

It is equally important that all staff members who work with English Language Learners receive ongoing training in collaborative inclusion, peer coaching. Sheltered English Instruction, reflective practice, to ensure that language minority students are offered educational opportunities equal to that of native speakers of English. (See Resources Section for CAPSEA Speakers Bureau)

Section V

Types of Documentation that Support ESOL Programs

Effective documentation is an integral part of any ESOL Program. Such documentation provides for the internal management of student progress, as well as data collection for compliance with district, state, and federal reporting requirements. Areas of documentation include Entry/Exit criteria, ongoing assessment, demographics, and communications protocols.

Identification and Referral

Assessment Instruments:

Eligibility for bilingual education and ESOL services is determined by means of:

- a Home Language Survey (HLS),
- an English Proficiency Interview (EPI),
- assessment of background information and academic history.
- the Language Assessment Scales (PreLAS, LAS Oral, LAS Reading/Writing).
- writing sample with culturally appropriate prompt

Program Entry

- A program entry document formalizes the agreement between all stakeholders - government, district, school, and parents.
- Federal law requires formal notification of parents within very specific guidelines (see Compliance with Federal Mandates – Section VI, p. 24)

Required Annual Assessment*

Informal/formal assessments are the responsibility of the certified ESOL Teacher
Annual testing instruments include:

- Pre-LAS, LAS Oral, LAS R/W
- Writing sample with appropriate prompt
- Connecticut Mastery Test (with accommodations if needed)
- Annual determination of placement form*

Communication*

Documenting internal communications as well as home/school communications is sound practice for both educational and legal reasons.

- Specialist to Teacher – internal memorandum
- Teacher to specialist – internal memorandum
- School to home – Parental notification of services and rights
- Home to school – Permission slips
- School to CSDE – ED 228, ED 230

Program Exit:

Exit from a bilingual education or ESOL program is based on the following indicators:

- English language proficiency (based on LAS testing and an interview in English.)
- Academic success in courses taught in English.
- Norm-referenced tests in English (CMT, CAPT, etc.).
- Results of trial periods in English-only regular classrooms.

Teacher recommendations based on potential for positive academic achievement through English instruction.

An **exit document*** formalizes the agreement of all stakeholders.

Monitoring exited students:

Best practice suggests that monitoring exited students not only within a school, but also within the district is an important responsibility of the ESOL coordinator. (See appendix for a sample form.)

Demographics:

The State requires reporting of program information annually.

Section VI

Compliance with State and Federal Mandates

While new legislation is being introduced all the time, the following information is accurate up to May, 2003. CAPSEA will try to offer periodic updates of this information.

Connecticut Law:

LEP (Limited English Proficient) students for whom a bilingual education program is not available should be offered the type of English as a second language (ESL)/English for Speakers of Other Languages (ESOL) program that uses English as the instructional language and that enables students to achieve English proficiency and academic mastery of subject matter content. [Connecticut General Statutes (CGS) Section 10-17 e-j (the bilingual education statute)]

The statutory basis for providing this type of educational program is twofold. Section 10-4a of the Connecticut General Statutes states that each child shall have “**equal opportunity to receive a suitable program of educational experiences...**” It would seem reasonable that “a suitable program of educational experiences” for students who are non-English speaking or limited English proficient would include an opportunity to develop proficiency and literacy in English and exposure to content areas in English in a form that they can understand.

Mastery Test Statute - Connecticut

Effective July 1, 2001, **students enrolled for 10 months or less in a bilingual or ESL program may be exempt from taking the CMT and the CAPT.** Also, bilingual education and ESL students must take the regular statewide exam according to their grade. (Public Act No.01-205 An Act Concerning Mastery Test Exemptions)

Federal Law:

The other legal basis for providing such a program is to be found in Title VI of the 1964 Civil Rights Act. **“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any program or activity receiving Federal financial assistance.”** Schools have an obligation to comply with the regulation by providing an alternative language program that ensures that minority students with limited-English proficiency have meaningful access to the schools programs. It does not specify the types of programs to be offered.

1964 Civil Rights Act - Title VI Prohibits discrimination based on race, color, or national origin.

1974 Lau vs Nichols U.S. Supreme Court - school districts must take steps to help LEP students overcome language barriers and to ensure that they can participate meaningfully in the districts educational programs. The decision also stated that there must be a policy in place (Lau plan) to educate LEP students.

1981 Castenada vs Pickard -The program that is used to serve students must be based on sound theory and show reasonable success

1981 Plyer vs Doe - Schools (elementary and secondary) must educate undocumented immigrant children.

1988 Civil Rights Restoration Act - All federal programs are at risk of losing funding if there is a failure to comply with statutes regarding education of ELLs

1991 Office of Civil Rights Enforcement Policy - Program evaluation is required.

2002 Title III No Child Left Behind – new federal requirements regarding the education of ELLs includes stipulations that:

- parents be notified of specific services, alternatives, and their right to choose.
- teaching methodologies be based on scientific research
- ELLs make adequate yearly progress as defined by state law

Section VII

Budget

In preparing the annual budget for an ESOL Program, the responsible administrator needs to take into account the following items:

- materials - testing, classroom, technology, student resource library, teacher resource library
- initial and ongoing staff training (including administrative staff)
- development of community awareness and cross-cultural sensitivity
- salaries for Connecticut certified ESOL teacher(s)
- when planning to hire staff, consider the following: teacher/student ratio... **reasonable caseload for a an ESOL teacher - 1/30 ...optimal caseload for an ESOL teacher- 1/20; small groups from 2 to 6 students**
- interpreters for parent meetings and school-to-home written communications
- childcare for parent meetings

- bilingual testing personnel for psych-ed evaluations (PPTs)

Section VIII

Resources

General Resources

Network of ESOL Support People in Ct.

Selected members of CAPSEA / PABEA

Chris Winters	Greenwich	chris_winters@greenwich.k12.ct.us
Hugh Birdsall	RMMS/LEARN	hugh@rmms.k12.ct.us
Eva de Lourdes Díaz	Norwalk	evad@norwalkpublicschools.net
Juneal Bartlett	Glastonbury	Junebart@aol.com
Mitchell Grayson	Cromwell	mgrayson@cromwellct.org
Kathy Mason	VTSS	kathy.mason@po.state.ct.us
Ana María Olezza	Hartford	cordobarg@aol.com
Maria A. Pukas	New London	pukasm@newlondon.org
Glorianne Rusate	Wallingford	glor.rusate@home.com (NEW)
Fernando Tiago	Meriden	fernando.tiago@meriden.k12.ct.us
Augusto Gomes	Danbury	gomesa@danbury.k12.ct.us
Sue Goldstein	RMMS/LEARN	sgoldstein@snet.net
Adnelly Marichal	New Britain	marichal@new-britain.k12.ct.us
George DeGeorge	CSDE	george.degeorge@po.state.ct.us

ConnTESOL - The statewide professional organization for Teachers of English to Speakers of Other Languages (Sue Goldstein, contact person: 860-437-7775)

connTESOL@lyris.tesol.org

sgoldstein@snet.net

TESOL, inc. - The professional organization for Teachers of English to Speakers of Other Languages
700 South Washington St., Suite 200
Alexandria, Va. 22314-4287
Phone: 1-703-836-0774
<http://www.tesol.org>

Assessment Resources:

Publisher of the Language Assessment Scales Tests (LAS):
CTB McGraw-Hill, inc.
Eastern Regional Office
3 Terri Lane, Suite 12
Burlington, N.J. 08016
phone: 609-387-7049

Professional Development Resources

CAPSEA/PABEA Speakers Bureau/Staff Development
(Contact person, Hugh Birdsall, email: hugh@rmms.k12.ct.us phone: 860-437-7775)

Connecticut State Department of Education (CSDE)
Street Address:
165 Capitol Ave.
Hartford, Ct. 06106-1630

Mailing Address:
P.O. Box 2219
Hartford, Ct. 06145-2219

Theodore Sergi - Commissioner of Education
Phone: 860-566-5061

George DeGeorge - CSDE Consultant on Bilingual and ESOL Education
Phone: 860-566-2169

Online Resources

These sites contain numerous links to other resources.

Help for Schools - comprehensive resource for teachers and administrators.
<http://www.helpforschools.com>

TESOL - Teachers of English to Speakers of Other Languages
<http://www.tesol.org>

NABE - National Association for Bilingual Education
<http://www.nabe.org>

National Clearinghouse for Bilingual Education <http://www.ncbe.gwu.edu>

Center for Applied Linguistics <http://www.cal.org>

Dave's ESL Café on the Web <http://www.eslcafe.com>

George DeGeorge, Consultant, Bilingual/ESL Education,
CT State Dept. of Education George.DeGeorge@po.state.ct.us

Office of Civil Rights <http://www.ed.gov/ocr/ellresources.html>
English Forum <http://www.englishforum.com>

Section IX Bibliography

Bailey, Katherine M., *Learning About Language Assessment*, Boston, Heinle and Heinle, 1998

Becker, Helene. *Teaching ESL K-12: Views from the Classroom*, Boston, Heinle and Heinle, 2001

Board of Ed. of the City of New York. *Stars for ESL*. New York: Board of Ed. of the City of New York, 1997.

Claire, Elizabeth and Judie Haynes. *Classroom Teacher's ESL Survival Kit*. New Jersey: Prentice Hall Regents, 1994.

Claire, Elizabeth. *ESL Teacher's Activities Kit*. New Jersey: Prentice Hall, 1998.

Clark, Raymond C., Patrick R. Morgan and Arthur A. Burrows. *The ESL Miscellany*. Brattleboro, Vt., USA: Pro Lingua Associates, 2000.

Collier, Virginia. *Promoting Academic Success for ESL Students*, Bastos Book Co. phone: 1-800-662-0301 (New Jersey Teachers of English to Speakers of Other Languages- Bilingual Educators)

ESL Standards for Pre-K to 12 Students. Teachers of English to Speakers of Other Languages, Inc. phone: 1-703-836-0774

Freeman, David E., Freeman, Yvonne S. *ESL/EFL Teaching: Principles for Success*. Portsmouth, NH: Heinemann, 1998.

Hirsch, Charles and Deborah Beres Supple. *61 Cooperative Learning Activities in ESL*. Maine: J. Weston Walch Publisher, 1996.

Omaggio, Alice. Teaching Language in Context, Boston, Heinle and Heinle, 1986

K.D. Samway, ed., Integrating the ESL Standards into Classroom Practice Pre-K to 12. Teachers of English to Speakers of Other Languages, Inc., phone: 1-703-836-0774

Swan and Smith, ed., Learner English: A teacher's guide to interference and other problems, Cambridge, 1993

Riley, Margaret C. and Donna L. Coe. Whole Language Discovery Activities for the Primary Grades. New York: The Center for Applied Research in Education, 1992.

WEB SITES

<http://www.helpforschools.com> - comprehensive resource

<http://www.davescafe.com>- Wonderful resource

<http://school.discovery.com/schrockguide/> A general guide to school related topics

<http://www.alr.org/> American Language Review

<http://www.etanewsletter.com/> English Teacher's Assistant

<http://gseweb.harvard.edu/~ncsall/fob/index.htm> Focus on Basics

<http://www.handsonenglish.com> Hands-on English

<http://www.aitech.ac.jp/~itself/> Internet TESL Journal

<http://hub1.worlded.org/docs/connections/tableofcontents.htm> Multi-Level Classes

<http://www.cal.org/ncle/NCLENOTE.html> NCLE notes

<http://www.writing.berkeley.edu/TESL-EJ> TESL-EJ

http://lc.byuh.edu/CNN_N/CNN-N.html CNN Newsroom for ESL

<http://www.culturalorientation.net> Natural Orientation Web Site

<http://www.escafe.com> Dave's ESL Cafe

<http://eleaston.com/english.html> E.L. Easton Materials for Teaching English

<http://www.otan.dni.us/webfarm/emailproject/email.htm> E-Mail Projects Homepage

<http://www.linguistic-funland.com/esloop/> ESLoopCollection of ESL-related Sites

<http://www.vcu.edu/aelweb/kit.pdf> ESL Starter Kit

<http://literacye.kent.edu/Oasis/Resc/Trade/index.html>

<http://members.aol.com/edusol99> Silent Way Website with links to other sites

Appendices

Sample documents

- | | |
|------------|---|
| Appendix A | Notification Letter (English) |
| Appendix B | Notification Letter (Spanish) |
| Appendix C | English Language Proficiency Interview |
| Appendix D | Formal Observation Form |
| Appendix E | Annual Assessment Document |
| Appendix F | Exit Document |
| Appendix G | Document for Monitoring Exited Students' Progress |

Appendix A

NEW HAVEN PUBLIC SCHOOLS BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM

GATEWAY CENTER
54 MEADOW STREET
NEW HAVEN, CT 06519
(203) 946-8685
FAX (203) 946-6858

TOMÁS MIRANDA
SUPERVISOR

Date: _____

To the Parents of: _____

This is to inform you that your child _____ has been assessed through testing, interviews and observations to be dominant in _____ (specify language) and has limited proficiency in English.

For this reason, the New Haven Board of Education is offering your child the opportunity to participate in one of the educational services checked below:

_____ The Bilingual Education Program, an educational program that develops academic skills through instruction in Spanish while at the same time developing skills in English as a Second Language (ESOL). If your child is enrolled in a school that does not provide Bilingual Education, it will be necessary to transfer him/her to _____ school where this program is available. Transportation will be provided if necessary.

_____ The Teaching of English for Speakers of Other Languages (ESOL) services, an educational program which provides direct instruction in English as a second language. Your child will be pulled out of his/her regular class in order to receive these services at the school he/she is attending.

As the parent or guardian, you have the right to choose the educational plan for your child. For this reason, we ask that you attend an orientation meeting to be held at your school in early September at a time to be announced. At this meeting, all available programs will be explained to you and you will be asked to sign a consent form if you want your child to participate in a program of bilingual education. If you do not agree with your child's placement in the Bilingual Education Program, your child will receive ESOL services. **Please note that you have a right to a hearing regarding your child's education and that you have the right to be represented by counsel at this hearing. You may request a hearing by calling me directly at 946-8685.**

Sincerely,

Tomás Miranda
Supervisor

Appendix B

ESCUELAS PÚBLICAS DE NEW HAVEN PROGRAMAS DE EDUCACIÓN BILINGÜE E INGLÉS COMO SEGUNDA LENGUA

GATEWAY CENTER
54 MEADOW STREET
NEW HAVEN, CT 06519
(203) 946-8685

TOMÁS MIRANDA
SUPERVISOR

FAX (203) 946-6858

Fecha: _____

A Los Padres de: _____

Estimados Padres:

Por medio de esta carta le informamos que su hijo(a) _____ ha sido determinado a través de exámenes, entrevistas, y observaciones que es dominante en _____ (especifique el idioma) y que su proficiencia en inglés es limitada. Por esta razón, la Junta de Educación de New Haven le está ofreciendo a su hijo(a) la oportunidad de participar en uno de los servicios educativos indicados abajo:

_____ El **Programa de Educación Bilingüe**, un programa que desarrolla destrezas académicas a través de instrucción en español mientras desarrolla destrezas en inglés como segunda lengua (ESOL). Si su hijo(a) está matriculado en una escuela que no provee Educación Bilingüe, será necesario transferirlo(a) a la escuela _____ donde este programa está disponible. Se le proveerá transportación si es necesario.

_____ **Servicios de Enseñanza de Inglés como Segunda Lengua (ESOL)**, un programa educativo que provee instrucción directa en inglés como segunda lengua. Su hijo(a) saldrá de su salón regular para recibir estos servicios en la escuela donde su hijo(a) asiste.

Como los padres o las personas encargadas, Uds. tienen el derecho de escoger el plan educativo para su hijo(a). Por esta razón, les pedimos que asistan a una reunión de orientación que se celebrará en la escuela de su niño(a) al principio de septiembre. Nosotros les diremos la hora. En esta reunión, se les explicará todo sobre los diferentes programas disponibles y se les pedirá que firmen un formulario dando el permiso si Uds. quieren que su hijo(a) participe en un programa de educación bilingüe. Si Uds. no están de acuerdo que su hijo(a) sea ubicado(a) en el programa de educación bilingüe, su hijo(a) siempre participará en los servicios de enseñanza en Inglés como segundo idioma. Uds. debe de saber que Uds. tienen derecho a una vista sobre la educación de su hijo(a) y así como también tienen derecho a representación legal. Uds. pueden pedir esta vista comunicándose conmigo al teléfono 946-8685.

Sinceramente,

Tomás Miranda, Supervisor

Appendix C

ENGLISH PROFICIENCY INTERVIEW FORM A (K-5) TO DETERMINE ENGLISH LANGUAGE PROFICIENCY (STEP III)

Name _____ Student # _____ Date ___/___/___

Native Language _____ School _____ Grade _____ Room _____

DIRECTIONS: Please record student's responses verbatim. ENCOURAGE or PROMPT as much conversation as possible. When interview is over, rate each response.

RATINGS FOR EXPRESSIVE VOCABULARY

FLUENT - 3 INCORRECT OR INCOMPLETE SENTENCE STRUCTURE - 2
USES ISOLATED WORDS - 1 UNREALTED OR NO RESPONSE - 0

____ 1. What is your full name? _____

____ 2. What do you like to do at home? _____

____ 3. What are some things you like to eat? _____

____ 4. What place would you like to visit? _____

____ 5. Describe the clothes you are wearing today. _____

____ 6. What do you like to do at school? _____

____ 7. Name all the people who live with you. _____

____ 8. What is your favorite animal? Tell me about that animal. _____

____ 9. What would you like to be when you grow up? Why? _____

____ 10. What do you like to watch on TV? _____

____ **Total Score**

Check one	K-5	
-----------	-----	--

	0-23	Limited English Proficient
	24-30	English Proficient

Signature of Interviewer _____

**ENGLISH PROFICIENCY INTERVIEW FORM A (6-12)
TO DETERMINE ENGLISH LANGUAGE PROFICIENCY (STEP III)**

Name _____ Student # _____ Date ___/___/___

Native Language _____ School _____ Grade _____ Room _____

DIRECTIONS: Please record student's responses verbatim. ENCOURAGE or PROMPT as much conversation as possible. When interview is over, rate each response.

RATINGS FOR EXPRESSIVE VOCABULARY

FLUENT – 3 INCORRECT OR INCOMPLETE SENTENCE STRUCTURE – 2
USES ISOLATED WORDS – 1 UNREALTED OR NO RESPONSE – 0

- _____ 1. What is your full name? _____
- _____ 2. What do you like to do at home? _____

- _____ 3. What are some things you like to eat? _____

- _____ 4. What place would you like to visit? _____

- _____ 5. Describe the clothes you are wearing today. _____

- _____ 6. Who is your favorite person? Why? _____

- _____ 7. What is your favorite sport/hobby? Why? _____

- _____ 8. What type of music do you like? Why? _____

- _____ 9. Tell me something about your country. _____

- _____ 10. What subject do you like most in school? Why? _____

_____ **Total Score**

Check one	Gr. 6-12	
-----------	----------	--

	0-23	Limited English Proficient
	24-30	English Proficient

Signature of Interviewer _____

Appendix D

Observation Form for Determination of Language Dominance (Step II) FORMAL OBSERVATION FORM

Student's Name _____

Student # _____

School _____ Grade ____ Homeroom _____ Language

Date of Observation ___/___/___ Name of Observer _____

Language(s) spoken by Observer _____ This observation must be done by a trained person who speaks English and the presumed language of the student. For the purpose of this observation the student should be placed in UNSTRUCTURED situations with peers who speak his/her presumed dominant language and with peers who speak English.

Location of Observation: Classroom Cafeteria Playground
Hallway Gym Class Home Other (specify) _____

Rating of Observer: (Rate student in English and in the presumed dominant language.)

CHECK EITHER ENGLISH or OTHER LANGUAGE FOR EACH DESCRIPTION

	English	Spanish	Japanese	Portuguese	Other (specify)
Uses Frequently					
Uses Infrequently					
Incomprehensible					
Understandable (w/difficulty.)					
Understandable					
Uses mostly single words					
Uses mostly short phrases/sentences					
Uses complete sentences and structures to express thoughts					

BASED ON ABOVE FINDINGS, INDICATE THE STUDENT'S LANGUAGE DOMINANCE:

- Other Language (Specify) _____
- English
- No clear dominance in any one language

If the student is dominant in another language or no clear dominance in any one language could be determined (1 or 3), then the student qualifies for the assessment of English language proficiency (Step III).

COMMENTS: _____

Observer's Signature _____

Date: ___/___/___

Appendix E

English to Speakers of Other Languages (ESOL) Program
Memorandum and Permission Slip

FR: Hugh Birdsall/ Maura Benoit - ESOL Teachers

TO: _____

On _____, _____
I administered the _____ test(s) to you daughter/son, _____, who is in
Mr./Mrs./Ms _____'s class. She/He received a rating of _____ which
indicates _____

I recommend that _____ receive _____ hours of ESOL instruction per week, for the '0
-'0 academic year.

(Please cut off at the dotted line and return via your child to Hugh Birdsall at RMMS.)

I do / do not authorize the Regional Multicultural Magnet School to
(circle one only)
render ESOL services to my child _____.

(Parent's/Caregiver's signature)

(Date)

Appendix F

(ESOL Program Exit Letter - sample)

_____ PUBLIC SCHOOLS

School Letterhead

DATE

Parent's name

Address

Dear Mr. and Mrs. NAME:

We are pleased with the progress that NAME has made in learning English as a second language. I have evaluated HIS/HER skills in pronunciation, vocabulary, grammar, fluency and comprehension of English. The tests show that HE/SHE is appropriately proficient in all areas. Thus NAME will no longer require the support of E.S.O.L. classes. The classroom teacher and I feel that NAME is able to participate in classroom activities at a level appropriate for Grade LEVEL.

While special English classes are no longer needed, there is, of course, a need for continued language development. We hope that you will encourage NAME to use and read English whenever possible.

I have enjoyed working with your SON/DAUGHTER and wish HIS/HER continued success in school. If you have any questions, either now or at a later date, I will be happy to meet with you. Please call NAME OF SCHOOL if you wish to arrange a conference. Please sign one copy of this letter and return it to me through your son or daughter to indicate that you have seen this letter and agree with our assessment.

Sincerely,

NAME,

E.S.O.L. Teacher

cc: SCHOOL Principal

Glossary of Terms

Bilingual Education Programs – programs of instruction for ELLs, wherein the home language is the one of the languages used.

Biliteracy – the development of literacy skills in two or more languages

BRI – Basic Reading Inventory

CAPSEA – Connecticut Association of Public School ESOL Administrators; advocates for ELLs, their families, and ESOL teachers

CAPT – Connecticut Academic Proficiency Test???

ConnTESOL – Connecticut Teachers of English to Speakers of Other Languages; presents an annual professional conference in the state

Content Area **Sheltered English** Classes – these classes are taught by regular content area teachers who receive training on making subject-area content comprehensible for ELL's.

Content-Based ESOL Instruction – language instruction which uses content area topics, vocabulary, and structure as the vehicle for language learning.

CMT – Connecticut Mastery Test; a required standardized assessment tool in Connecticut

CSDE – Connecticut State Department of Education

DRA – Developmental Reading Assessment; required standardized assessment tool in Connecticut

Dual Language Immersion – a type of Bilingual Education Program wherein English speakers and language minority students receive instruction in two languages, the objective being full bilingualism and biliteracy for both groups. (aka Two Way Bilingual Education Program)

ELL – English Language Learner; aka LEP, LES, SAE, language minority student

EPI – English Proficiency interview

ESL – English as a Second Language (see ESOL)

ESOL – English to Speakers of Other Languages (see ESL)

ESOL Coordinator. This individual can serve as administrator, curriculum supervisor, professional development provider, testing coordinator, program liaison official, and lead teacher for a successful ESOL program.

ESOL tutors – non-certified para-professionals hired to teach English Language Learners, sometimes under the supervision of an ESOL coordinator

HLS – Home Language Survey; required on all public school registration forms due to the “Lau vs. Board of Education” Supreme Court decision.

Immersion – aka “submersion;” the education of ELLs in the mainstream classroom without the support of an ESOL or Bilingual Education teacher/tutor.

Inclusion – the education of ELLs in the mainstream classroom with varying degrees of support from an ESOL teacher.

Language minority students – students whose primary language is not the language of the dominant culture in a country; (see ELL)

LAS – Language Assessment Scales; a standardized annual assessment tool required in Connecticut for evaluating the language proficiency of ELLs.

LEP – Limited English Proficient; (see ELL)

LES – Limited English Speaker; (see ELL)

OCR – The Office of Civil Rights; oversees ESOL and Bilingual Education Program compliance with federal mandates.

PABEA – The Public Association of Bilingual Education Administrators; advocates for ELLs, their families, and Bilingual Education teachers

Pull Out – students from one or more classrooms or grade levels attend small group instruction classes for part of each day to work primarily on English language skills, while attending mainstream classes for the rest of the day.

Push In – the ESOL specialist works with ELL’s, **only**, in their own classrooms. The ESOL teacher might work on a parallel curriculum, or coach the student(s) to assist them with the mainstream curriculum.

SAE – Students Acquiring English (see ELL)

Sheltered English – An approach to content area instruction which uses modified language, visuals, realia, role playing, and other supports to make information comprehensible to ELLs.

SIOP – Sheltered Instruction Observation Protocol; a checklist of observable student behaviors based on desired outcomes of Sheltered English Instruction.

Stages of Second Language Acquisition – Stephen Krashen’s framework for understanding how newcomers learn English – 1. Pre-production (Silent Period), 2. Early production, 3. Speech emergence, 4. Intermediate fluency

TESOL – The international professional organization for Teachers of English to Speakers of Other Languages

Transitional Language Support Services – In 2002, the Connecticut State Department of Education published its Guidelines for Implementing Language Transition Support Services. (A student who has exited from a transitional bilingual education program may be eligible for such services if he or she has not yet met the English or Academic Proficiency Standard set by the State of Connecticut.) To obtain a copy of this publication, please turn to the resources page, and contact George DeGeorge, Consultant for Bilingual Education and ESOL at the Connecticut State Department of Education.