

What is ESOL?

Mia Belletieri

ESOL Specialist

Parkway Manor Elementary/Parkland High School

Parkland ESOL Staff

Program Coordinator: Marge Evans
Administrative Assistant: Barbara Salovay

Elementary Schools

Cetronia	Sarah Finnerty
Fogelsville	Mary Kelly
Ironton	Ann Case
Kernsville	Gina Brokenshire
Kratzer	Gina Brokenshire
Jaindl	Jeanne Puskaritz
Parkway Manor	Mia Belletieri
Schnecksville	Ann Case

Middle Schools

Orefield	Joy Richards
Springhouse	Joan Junge
	Teresa Mosser

Parkland High School

Susan Hartman
Mia Belletieri

Common Acronyms

- **ESOL**
 - English for **S**peakers of **O**ther **L**anguages
- **ELL**
 - English **L**anguage **L**earner
- **W-APT**
 - **WIDA ACCESS** Placement **T**est
- **WIDA**
 - **W**orld-class **I**nstructional **D**esign and **A**ssessment
- **ACCESS for ELLs**
 - **A**ssessing **C**omprehension and **C**ommunication in **E**nglish **S**tate to **S**tate for **E**nglish **L**anguage **L**earners

How does a student become an English Language Learner?

1) Home Language Survey

- Each student fills out a home Language Survey.
- If a language other than English is indicated on the survey, student needs to be screened.

2) Screening

- ESOL Specialist checks standardized test scores and grades.
- ESOL Specialist talk with student and parents.

3) Testing: WAPT, (WIDA Access Placement Test)

- ESOL Specialist must screen and/or test within 30 school days at start of school year and 15 school days during the school year.
- If a student needs to be tested, the ESOL Specialist will notify parent before testing.

According to the PA Department of Education...

“The amount and type of standards-based ESL instruction provided to students will depend upon level of language development and proficiency as determined by an appropriate English language placement instrument. The following are recommended amounts of instructional time:”

Recommended Times

- **Level 1:** 300 minutes/week
- **Level 2:** 300 minutes/week
- **Level 3:** 150 minutes/week
- **Level 4:** 150 minutes/week
- **Level 5:** 90 minutes/week
- **Level 6/M:** Monitoring- Students are monitored quarterly

Delivery of ESOL Services

❖ Pull Out (Small groups)

- ELLs are grouped by skill level, grade and/or ESL level

❖ Push in

- ESL teacher goes into the classroom to provide support in the ELLs classroom

ESOL Levels

Level 1- Entering

- Understands little or no English
- Follows one-step directions
- Names objects
- Labels objects and pictures
- Uses one word responses or gestures.

Level 2 – Beginning

- Responds in a word or phrase
- Uses simple vocabulary
- Decodes simple sentences but may not know meaning
- Follows two-step directions
- Writes in phrases or simple patterns

Level 3 – Developing

- Follows multi-step oral directions
- Retells stories or events
- Responds orally using full sentences
- Has some knowledge of punctuation and capitalization but may not be consistent
- Writes sentences centered around one idea

ESOL Levels (continued)

Level 4 – Expanding

- Understands English as spoken on TV or in normal flow of conversation
- Discusses stories, issues and concepts
- Interprets information or data
- Creates original writing pieces
- Revises and edits writing

Level 5 – Bridging

- Expresses ideas in English with fluency
- Reads materials used in regular education classroom
- Demonstrates writing ability appropriate to succeed in regular education classroom

Level 6 – Reaching

- Completes all classwork independently.
- Functions on grade level with peers
- Student is placed on a two year monitor status.

ESOL Program Completion

1. Proficiency on the ACCESS for ELLs (standardized test for ELLs) in speaking, listening, reading and writing
2. PSSA scores of Basic or Above
3. Grades of “C” or better in all subjects on report card

Monitor Status

- ❖ For two years, ESL teacher will monitor ELLs progress quarterly.
- ❖ If classroom teacher notices any language interference at any time, notify the ESL teacher so they can assess the situation.

Ongoing Assessments of English Language Learners

Yearly:

- ACCESS test (English Language Proficiency test)
- Boehm Concepts
- Language Assessment Rubric
- LEAD21 Assessments

I Have a new English Language Learner? Now What?

- Find out as much as you can about the student's native culture / other school experiences. (Culturegrams on Internet, school files)
- Teach class about the new student's culture. (Multicultural picture and storybooks)
- Have a class meeting with students and ask them how they would feel in a new country and school.
- Brainstorm ways students in the class can help the new student and make a Welcome Book.
- Seat your new student in the middle of the class next to peer buddy/ies. This way he/she can observe you and also how other students are responding to your instructions.

Top 10 Strategies for Classroom Teachers

1. Use Visuals & Manipulatives
2. Use Body Language
3. Repeat, Repeat, Repeat
4. Cooperative Learning Groups
5. Use the “buddy” system
6. Use graphic organizers
7. Alter your voice intonation
8. Pair-Share
9. Adapt curriculum and classwork.
10. Do not use paper and pen as your only assessments