

Section 4. Program of Services for English Learners

Methods and Services for English Language Development

Consistent with educational theory regarding the teaching of English-Learners (August and Hakuta, 1997; Krashen, 1985; Echevarria, Vogt, & Short, 2000; Genesee, et. al., 2005; Cummins, 2002) North Clackamas uses the following methods and services for English Language Development. (See Appendix A)

Elementary Programs provide English Language Development for a specific amount of minutes based on the student's language proficiency level. The instruction is designed and delivered by an English Language Development specialist and is focused on the forms and functions, the state's language proficiency standards. Each teacher holds an ESOL license, is trained in sheltered instruction strategies using both the GLAD and SIOP models, and is trained in Systematic ELD. Instruction integrates all the language domains and is connected to a grade level content area. The English Language Development Specialists have state approved instructional materials, Treasure Chest, that are coordinated with the Elementary Reading program. These materials (along with a variety of supplemental materials) are used to support instruction. Elementary schedules are monitored by the department in order to assure each served English Learner receives English Language Development instruction and is not removed from core content and is not denied access to music and PE instruction, (music and PE are the only "elective specials " or pull out courses offered at the elementary level).

Service minutes are determined by the student's English Language Proficiency level. Please note the chart below.

In addition to pull out minutes, El Puente and Riverside Bilingual Elementary Schools serve English learners through Native Language in core content. Please note the chart below.

North Clackamas School District Service Model for English Language Development (ELD) Instruction:

ELD Instruction is: Standards-Based Teacher-Designed Integrated (All Language Domains) Content-Based Student-Centered
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High School Courses:	Proficiency Level	Time in class- Minutes per week
Newcomer - ESL	1	450
Newcomer – Content-based ESL Science	1	225
Newcomer – Content-based ESL Social Studies	1	225
Beginning	1-2	225-450
Fundamental	2	225
Intermediate	3	225
Integrated I	3,5	225
Integrated II	4	225
Individual Plan	5	Approved Individual Plan

Middle School Courses:	Proficiency Level	Time in class- Minutes per week
Newcomer – ESL/Social Studies	1	550
Beginner	1-2	275
Intermediate	3	275
Advanced Intermediate	3-4	275
Advanced	4	275
Individual Plan	5	Approved Individual Plan

Elementary Model:	
Proficiency Level	Instructional Minutes – ELD Specialists
Newcomer*	Direct Instruction On Language Proficiency Standards 210- 300 minutes total at least 4 days per week
1	Direct Instruction On Language Proficiency Standards 180-210 minutes total at least 4 days per week
2	Direct Instruction On Language Proficiency Standards 180-210 minutes total at least 4 days per week
3	Direct Instruction On Language Proficiency Standards 150-180 minutes total at least 4 days per week
4	Direct Instruction On Language Proficiency Standards 120-150 minutes total at least 4 days per week
5	Individual plan approved by Services for English Learners TOSA or Administrator
K (all levels)	Direct Instruction On Language Proficiency Standards 60-150 minutes 2-5 days per week

*Newcomers are students who have been in the US less than a year and are level 1 English speakers

Program Type	Description of Program	School	Grade levels	Core Content – Language Instruction				
				Math	Reading	Science	Social Science	Other
Two way Bilingual Immersion	40% of the class are native Speakers of Spanish, 60% of the class are native English Speakers	El Puente & Riverside Bilingual	K-5	K-5 Spanish	K-3 Spanish 4&5 Spanish and English	K-3 English 4 & 5 Spanish	K-3 English 4 & 5 Spanish	Music, Library and PE are taught in English

Middle School Programs provide English Language Development in daily classes to students grouped by proficiency level. The instruction is designed and delivered by an English Language Development Specialist and is focused on the forms and functions, the state’s language proficiency standards. Each teacher holds an ESOL license, is trained in sheltered instruction strategies using both the GLAD and SIOP models, and is trained in Systematic ELD. Instruction integrates all the language domains and is connected to a grade-level content area. The English Language Development Specialists have state approved instructional materials, Shining Star and Focus on Grammar. These materials (along with a variety of supplemental materials) are used to support instruction. Middle school master schedules and individual English Learner’s schedules are monitored by the department in order assure each served English Learner receives English Language Development instruction and is not removed from core content or denied elective offerings.

High School Programs provide English Language Development in class periods to students grouped by proficiency level. The instruction is designed and delivered by an English Language Development Specialist and is focused on the forms and functions, the state’s language proficiency standards. Each teacher holds an ESOL license, is trained in sheltered instruction strategies using both the GLAD and SIOP models, and is trained in Systematic ELD. Instruction integrates all the language domains and is connected to a grade-level content area. The English Language Development Specialists use The Edge as a core adoption. These materials (along with a variety of supplemental materials) are used to support instruction. High school master schedules and individual English Learner’s schedules are monitored by the department in order assure each served English Learner receives English Language Development instruction and is not removed from core content or denied elective offerings.

Methods and Services for Core Content Instruction

Elementary Programs

Sheltered Content Instruction: Sheltered Content Instruction teaches the state standards in the areas of Science, Social Studies, Language Arts, Math and Health. The teacher is a licensed elementary teacher and has been trained in sheltered instruction. Instruction integrates content and language.

In addition, students are supported in some schools and some situations with the following services;

- Bilingual instructional support: Bilingual IAs support instruction for level 1 and 2 students whose native language is Russian, Ukrainian, Spanish, or Chinese.
- Native language literacy: Schools are encouraged to provide and/or support native language literacy.
- Dual-Language Program: North Clackamas has a K-8 Dual-Language Program. The Dual-Language Program services are open by application to students living in the district. The program seeks a balance of native Spanish and native English speakers. Students receive instruction in both English and Spanish.

Middle School & High School Programs

There are two main components of our secondary instructional service model:

1. Sheltered Content Instruction: Sheltered Content Instruction teaches the stated standards in the areas of Science, Social Studies, Language Arts, Math and Health. The teacher is a licensed content-area teacher and has been trained in sheltered instruction. Instruction integrates content and language.
2. Foundational Newcomer Courses: High school course descriptions below. Middle school students attend a Newcomer Science/Social Studies course taught by an ESOL endorsed ELD Specialist.

In addition, students are supported in some schools and some situations with the following services:

- Bilingual instructional support: Bilingual IAs support instruction for level 1 and 2 students whose native language is Russian, Ukrainian or Spanish.
- Native language literacy: Schools are encouraged to provide and/or support native language literacy.
- Dual-Language Program: North Clackamas has a K-8 Dual-Language Program. The Dual-Language Program services are open by application to students living in the district. The program seeks a balance of native Spanish and native English speakers. Students receive instruction in both English and Spanish.

In the event that a student needs an educational program that deviates from the District's EL Plan, a team of specialists that includes but is not limited to the ELD Specialist, Special education specialist, classroom teacher, building principal or district administrator, and/or parent create an individualized plan that meets the educational and linguistic needs of the student.

District Self-Assessment Notes and Improvement Steps

There are well developed ELD programs at the elementary, middle and high school levels. All teachers of core content are trained in sheltered instruction techniques. District and building level administrators are developing protocols for evaluating implementation of sheltered techniques in the classrooms.