# ESL Handbook



TRINITY

Trinity ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.

**Brittaney Cassidy** -
bcassidy@trinityisd.net
District ESL Coordinator

**Kaitlyn Josie McGruder** –
kmcgruder@trinityisd.net
Trinity High School ESL Coordinator

**Dianne Barnes** –
dbarnes@trinityisd.net
Trinity Middle School ESL Coordinator

**Robyn Copley** – rcopley@trinityisd.net
Lansberry Elementary ESL Coordinator

# Table of Contents


*English as a Second Language Program Goal* ..... 4

*English as a Second Language Program Description* ..... 4

English as a Second Language/content-based ..... 5

English as a Second Language/pull-out ..... 5

*Who are TISD Potential English Language Learners (ELLs)?* ..... 5

*What Laws Mandate ESL Education?* ..... 5

*Identifying Students for English Language Proficiency Assessments* ..... 6

*What Assessments are Used to Determine if a Student is an English Language Learner?* ..... 6

*Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)* ..... 7

*Who Determines if a Student is an English Language Learner (ELL)?* ..... 8

*Preparing for an LPAC Meeting* ..... 8

What Documentation Should be Kept in the LPAC Record? ..... 8

Decisions about Administering STAAR in English or Spanish ..... 8

End of the Year LPAC Review ..... 9

Exiting Students from ELL Services ..... 9

Reclassification Monitoring of ELLs ..... 9

*Texas English Language Proficiency Assessment System (TELPAS)* ..... 10

*ELL Services and the Special Education Student* ..... 10

*Special Education Students and TELPAS* ..... 11

*Pre-Kindergarten Registration* ..... 11

*Summer School Program* ..... 12

OPERATION OF ESL SUMMER SCHOOL PROGRAM ..... 12

Program Guidelines ..... 12

Purpose of summer school programs ..... 12

Operation of the program ..... 12

*PROFESSIONAL DEVELOPMENT & TRAINING IN ESL EDUCATION* ..... 13

*PROGRAM EVALUATION* ..... 13

*Stages of Language Development* ..... 14

*Sheltered Instruction* ..... 15

*What Does High-Quality Sheltered Instruction Look Like?* ..... 15

## English as a Second Language Program Goal

The goal of the ESL Program:

Provide non-native English-speaking students of other languages with opportunities to develop their reading, writing, listening and speaking skills in English utilizing second language methods.

Equip non-native English-speaking students of other languages with the academic strategies necessary for successful study in a language and culture that may differ from their native language and/or culture.

## English as a Second Language Program Description

The Texas Administrative Code Chapter 89.1210-Each school district is required to offer English as a second language (ESL) program shall provide each English learner the opportunity to be enrolled in the required program at his or her grade level. Each student's level of proficiency shall be designated by the language proficiency assessment committee in accordance with §89.1220(g) of this title (relating to Language Proficiency Assessment Committee). The school district shall accommodate the instruction, pacing, and materials to ensure that English learners have a full opportunity to master the essential knowledge and skills of the required curriculum, which includes the Texas Essential Knowledge and Skills and English language proficiency standards (ELPS). The English as a second language program is an integral part of the regular educational program required under Chapter 74. The English as a second language program addresses the affective, linguistic and cognitive needs of our ELLs by:

- Providing instruction using second language methods in English to introduce basic concepts of the school environment which impart confidence, self-assurance, and a positive identity with their cultural heritages
- Providing intensive instruction to develop proficiency in the reading, listening writing and comprehension of the English language
- Providing instruction in English in mathematics, science, health, and social studies using second language methods

## English as a Second Language/content-based:

An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies. The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

## English as a Second Language/pull-out:

An ESL/pull-out program model is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. The goal of ESL pull-out is for English learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

## Who are TISD Potential English Language Learners (ELLs)?

- Children schooled outside of the United States
- Students with tourist visas
- Foreign exchange students
- Students who have made application for permanent residency
- Undocumented immigrants
- Students who speak or hear a language other than English at home

## What Laws Mandate ESL Education?

Every Student Succeeds Act (ESSA), 2015
Title III Part A
Texas Education Code 29.051-20.064
Texas Administrative Code (TAC) Chapter 89

## Identifying Students for English Language Proficiency Assessments

* Upon registration, parents (or students in 9thgrade or higher) complete the Home Language Survey (HLS).
* English language proficiency assessments begin when the HLS states responses for languages other than English.
* The student must undergo English language proficiency assessment(s), be identified as English language learner (ELL) or non-ELL, and placed in a language program within
* 20 school days of student enrollment [TAC §89.1225(g)].
* The LPAC representative will conference with parents whenever the HLS indicates alanguage or languages other than English to discuss the following:
    - The assessment process
    - The benefits of the ESL program
    - State and federal requirements of yearlyassessment for all ELLs including those whose parents deny

## What Assessments are Used to Determine if a Student is an English Language Learner?

**Pre-K**

| |
|---|
| **OLPT(Oral Language Proficiency Test): Pre-LAS** |

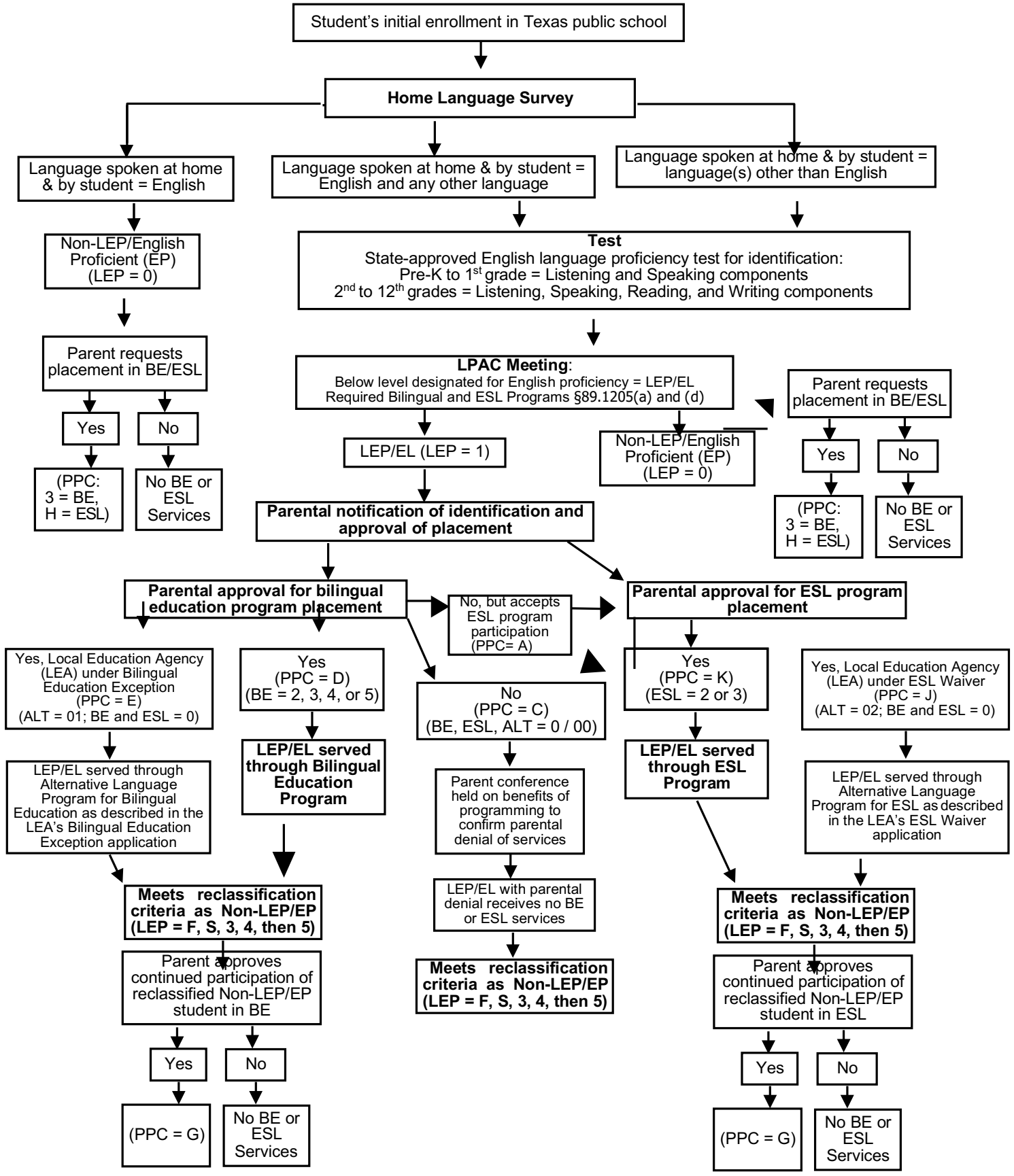
**Grades 1-3**

| |
|---|
| **OLPT(Oral Language Proficiency Test): LAS Links** |

**Grades 4-12**

| |
|---|
| **OLPT(Oral Language Proficiency Test): LAS Links Online** |

# Limited English Proficient (LEP) / English Learner (EL) Decision Chart for the Language Proficiency Assessment Committee (LPAC)




LEP = Limited English Proficient Code PPC – Parental Permission code BE – Bilingual Education Program Code ESL = English as a Second Language Code ALT = Alternative Language Program Code

## Who Determines if a Student is an English Language Learner (ELL)?

Once assessments are completed, the Language Proficiency Assessment Committee (LPAC) determines the student's English language proficiency and recommends the appropriate English language learning program for ELLs. [TAC §89.1220]
LPAC Members:

- ESL Teacher/Coordinator
- Campus Administrator
- Parent Representative

## Preparing for an LPAC Meeting

The following provides information on how to prepare for an LPAC meeting. Because we continuously enroll new students in Trinity ISD, the assessment process is ongoing; however, at certain times of the year, additional LPAC meetings will be necessary.

### What Documentation Should be Kept in the LPAC Record?

- Original Home Language Survey (only one)
- Parent notification and permission for placement in ESL program (with parent signature and date)
- Parent Denial (if applicable)
- End of Year Letter to the parents regarding student's progress
- Parental notification of eligibility for exit (with parent's signature and date)
- LPAC forms

### Decisions about Administering STAAR in English or Spanish

ELLs are required by law to take STAAR. The Spanish version of STAAR at grades 3-5 assesses the academic progress of Spanish-speaking students who hasn't received enough academic instruction in English to be reflective of their knowledge. The LPAC is responsible for deciding whether a Spanish-speaking student in Grades 3-5 is assessed with STAAR in English, Spanish or both. This decision is based on the following:

- The language of instruction and the language in which the student is best able to demonstrate his or her academic skills
- Classroom teacher evaluation

## End of the Year LPAC Review

ALL English language learners (whether actively participating in ESL or not) will LPAC at the end of every school year, including those being monitored. The committee reviews state assessments (TELPAS and/or STAAR), the oral language proficiency assessments (LAS Links)(if needed), report card, and the student's teacher evaluation to determine the student's English language placement for the new school year.

## Exiting Students from ELL Services

Students identified as ELLs, including ELL/special education students, and students served by a language proficiency program must meet the following exit criteria to have the LPAC consider the student ready to exit from the language program:

- Students in PreK and Kindergarten may not exit
- The student scores Proficient on LAS Links [19 TAC§89.1225(h)]
- Scores Advanced High on Listening, Speaking, Reading, and Writing TELPAS
- Meets state performance standards for STAAR in grades 3-12 (passed reading and writing, in available grade levels)
- Teacher recommendation
- Written language proficiency (STAAR for grades 4, 7,or other TEA-approved writing test in grade levels where STAAR/EOC is not given and/or advanced high score on the TELPAS writing)
- Student reclassification reviews occur ONLY at the end of the school year

## Reclassification Monitoring of ELLs

Monitor students meeting reclassification criteria for their future academic years to ensure:

- The student meets state performance standards (in English) of the grade-appropriate STAAR test; and
- The student has passing grades in all subjects and courses taken.
- LPAC will review the student for the first 2 years after reclassification.

Once a reclassified student meets the above criteria for two consecutive years, the student is deemed "Non-ELL." Parents or teachers of a student who has trouble with academics during the exit process or after the exit is complete, have the right to request student placement back into the ESL program.

## Texas English Language Proficiency Assessment System (TELPAS)

TELPAS encompasses listening, speaking, writing, and reading. All English language learners in grades K-12, including denials, participate in TELPAS assessments. ELLs in grades K- 12 participate in TELPAS until they meet the language program exit criteria. TELPAS is to ELLs as STAAR is to all students. TELPAS is not an optional test, but a state required assessment.

## ELL Services and the Special Education Student

ATTACHMENT II Text of Adopted Revisions to 19 TAC Chapter 89. Adaptations for Special Populations Subchapter BB. Commissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

Effective September 17, 2007, new rules have been adopted for students with disabilities in Texas regarding their entry and exit from ESL programs.

The ARD committee with a key member of the LPAC will make the decision for entry and exit into ESL programs of students with disabilities. §89.1225. Testing and Classification of Students.

- The ARD committee in conjunction with a key member of the language proficiency assessment committee shall determine an appropriate assessment instrument and performance standard requirement to exit students for whom those tests would be inappropriate as part of the IEP. The decision to exit a student who receives both special education and special language services from the English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee.

- The decision for entry into the English as a second language program shall be determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee (LPAC) by §89.1220(g) of this title (relating to Language Proficiency Assessment Committee).

- The decision to exit a student who receives both special education and special language services from the bilingual education or English as a second language program is determined by the ARD committee in conjunction with a key member of the language proficiency assessment committee by applicable provisions of subsection (h) of this section.

Special education/ELLs receive appropriate services from both programs, given parent permission. The Admissions, Review and Dismissal (ARD) committee cannot say that “all special education/ELLs needs will be met through special education” unless the staff providing special education services are ESL certified and it must be agreed upon by the LPAC. Since ELL assessment usually begins at registration with the completion of the Home Language Survey, students may be identified as ELLs before a student is referred to special education.
The Admissions, Review and Dismissal (ARD) committee cannot remove an English language learner from language services until the student has met exit criteria. A process for considering special exit criteria from bilingual/ESL is available for qualifying students in special education.

The ARD committee makes assessment decisions for students served by special education, including those who are classified as English language learners (ELL). A member of the language proficiency assessment committee (LPAC) must be included on the ARD committee to ensure that issues related to the student’s special education needs and language proficiency are carefully considered.

## Special Education Students and TELPAS

- Because the span of reading ability is broad on TELPAS and the purpose is to measure annual growth in English acquisition, TELPAS should be an appropriate tool for most ELLs served by special education who are receiving TEKS instruction in reading. Exceptions include students who need a Braille version (unavailable) and students with severe cognitive impairments who do not receive TEKS instruction or whose reading instruction is below the level of reading simple words and simple sentences.
- Determine ARD exemptions from TELPAS on a domain-by-domain basis.
- In the IEP, document in the student IEP ARD decisions about ELL/special education student participation in TELPAS.
- Students in grades 2-12 that meet state requirements may participate in TELPAS Alt. versus TELPAS.

## Pre-Kindergarten Registration

Children who are four-years-old before September 1 may qualify for PK if:

- The child is deemed to be an English language learner or
- The child's family qualifies for federally funded free or reduced lunch program
- The child meets the federal definition of "homeless." or
- The child is a military dependent.

On registration day, campuses need staff proficient in both English and Spanish available to administer oral language proficiency tests. Campuses should have:

- LPAC folders
- Testing materials
- Home Language Surveys

An LPAC meeting is held shortly after PK registration where children are identified as limited English proficient (LEP) or as non-LEP. If a student is limited English speaking, the campus LPAC contact should conference with the parents to explain parent and student rights.

## Summer School Program

Summer School Requirement in State Law §89.1250
The TEC 29.060 requires summer school programs for LEP students who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. This rule applies to LEP students (including children who speak languages other than English and Spanish) currently enrolled in PK and K.

Commissioner's Rules, Chapter 89.1250, stipulates criteria for monitoring and evaluating implementation compliance.

## OPERATION OF ESL SUMMER SCHOOL PROGRAM

### Program Guidelines
LEP students who are currently in PK and K during the school year (and who will be entering K or 1st grade in the fall) shall be provided a summer program. This program is an extension of the school year and must be taught by appropriately certified teachers.

### Purpose of summer school programs
- English language learners shall have an opportunity to receive special instruction designed to prepare them to be successful in kindergarten, 1st grade, and 2nd grade.
- Instruction shall focus on language development and essential knowledge and skills appropriate to the level of the student.
- The program shall address the affective, linguistic, and cognitive needs of the English language learners in accordance with §89.1210(c) and (f) of this title (relating to Program Content and Design).

### Operation of the program
- Enrollment is optional.
- A school district is not required to provide transportation for the summer program.
- Teachers shall possess certification or endorsement as required in the TEC,§29.061, and §89.1245 of this title (relating to Staffing and Staff Development).
- A school district may join with other school districts in cooperative efforts to plan and implement programs.

## PROFESSIONAL DEVELOPMENT & TRAINING IN ESL EDUCATION

Trinity Independent School District is committed to providing its staff with appropriate and meaningful professional development, which enables the staff to meet the unique and individual educational needs of all students including services for English Learners. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the English Language Learner. The district will require at least the minimum hours of training as mandated by the state.

## PROGRAM EVALUATION

Trinity ISD will annually evaluate the ESL program by surveying all stakeholders including students, parents/guardians, and teachers. The evaluation data will be presented to the school board and will be used as a needs assessment to be addressed in the district/campus improvement plans.

## Stages of Language Development

| Stage | Characteristics | Approximate Time Frame | Teacher Prompts |
|---|---|---|---|
| Pre-production:Silent Period | The Student:<br>• Does not verbalize.<br>• Nods for "Yes" or "No".<br>• Draws and points.<br>• Learns by listening. | 0-6 months-depending on the student | • Show me…<br>• Use pictures and gestures, mimic…<br>• Where is….<br>• Circle the….. |
| Early Production | The Student:<br>• Has limited comprehension.<br>• One or two word responses.<br>• Uses key words and familiar phrases.<br>• Uses present and past-tense verbs. | 6 months to 1 year | • Yes/no questions<br>• Who…..<br>• What…..<br>• How many….. |
| Speech Emergence | The Student:<br>• Has better comprehension.<br>• Can produce simple sentences.<br>• Makes some grammar errors.<br>• Frequently misunderstands jokes. | 1-3 years | • Why….<br>• How…..<br>• Explain…..<br>• Questions that require short responses |
| Intermediate FLuency | The Student:<br>• Has excellent comprehension.<br>• Makes few grammatical errors. | 3-5 years | • What would happen if…..<br>• Why do you think...<br>• Questions that prompt a multiple sentence answer |
| Advanced Fluency | • The student has a near-native level of speech. | 5-7 years | • Decide if…..<br>• Retell….. |

**Adapted from Krashen and Terrell(1983)**

## Sheltered Instruction

All teachers of ELLs are encouraged to receive sheltered instruction training to linguistically accommodated instruction and provide comprehensible input for ELLs in class. Since the goal of sheltered instruction is to provide comprehensible input and develop academic language, content area teachers bear a special responsibility to provide quality sheltered instruction to ELLs.

## What Does High-Quality Sheltered Instruction Look Like?

- Building on previous experiences and familiar content
- Provide background knowledge
- Use of graphic organizers
- Use pictures and real-life objects
- Hands-on activities
- Use gestures and visual cues
- Allow for wait time when asking for verbal answers
- Provide multiple opportunities to practice listening, speaking, reading, and writing
- Use of sentence stems and models
- Differentiate instruction by students' English language proficiency