ELL Guidance Document

ESL instruction is considered core instruction. This means that students must be afforded at least 30 minutes a day. Students with minimal language need more than 30 minutes. ESL service is not an intervention. ELL students have needs that must be met under Illinois State law. Below are the non-negotiable elements that must be afforded to all ELL students due to State regulations and best practice:

- Classroom teachers must know the language level of the ELL student (this information is provided by your building ESL teachers) and what can be expected of the student based on the WIDA standards.
- Teachers need to take into consideration the ELL student's background (educational history, refugee/immigrant status/U.S. born, prior difficult experiences, family history, and how their language compares to English).
- SIOP strategies must be used to make content comprehensible to *all* students. *All* students is defined as general education, special education and ELL students. (see SIOP checklist attached)
- Accommodations are necessary and allowable based on the ELL student's language level and needs.
- Language acquisition takes time. It usually takes students 5-7 years to acquire **academic** language. Social language is often times acquired quickly but is not a representation of their academic language.
- Communication with parents is essential. Translation and interpretation services are provided by the district to assist with communication for school related needs. (please see Geri Adkins)

ESL Services
ESL teachers follow a defined curriculum aligned to the Common Core and the WIDA standards.
- Kindergarten ESL services are provided on a push-in basis (please see attached kindergarten roles & responsibilities document)
- When FLES is offered at a grade level, ESL services are provided during that time
- For the elementary grades that do not have FLES yet, their ESL time will occur during their Math WIN time. (WIN time is a dedicated time across the district to provide interventions or extensions based on students' needs).
- Hadley ESL services are provided as courses. ESL 1 and ESL 2 are provided as 90 minute replacement literacy courses. ESL 1 and ESL 2 students also may have sheltered self-contained content classes as needed. ESL 3 is a 45 minute ESL course that focuses on writing and research. ESL 3 students also have a 90 minute general education literacy course.

ESL teacher roles on PLCs
ESL teachers are a valuable resource to the team. In larger buildings ESL teachers are assigned to a PLC team and in smaller buildings ESL teachers should be assigned to a rotating schedule to meet with all PLC teams. If an ESL teacher is not scheduled to attend the meeting please plan to invite them.

- ESL teachers must be included in any meeting (pre-k-8th grade) that will discuss an ELL student's needs, progress, concerns, and data collection/analysis.
- ESL teachers assist in providing answers to the 4 PLC questions:
  o What do we expect our students to know
    -assist in determining accommodations, SIOP strategies, and scaffolding
  o How will we know they are learning
    -analyze data, bring a language perspective, determine next steps
  o How will we respond when they don't learn
    -determine effectiveness of SIOP strategies being implemented
    -assist in determining re-teaching and differentiation techniques
    -determine appropriate WIN support and data collection based on language level
  o How will we respond when they know it
    - celebrate the success
    -analyze data and determine appropriate enrichment opportunities

ESL teacher roles during district and building planning meetings
- An ESL teacher is included in all district/building planning meetings
- ESL teachers are a valuable resource to the team to ensure ELL students at every language level have access to the curriculum in all content areas
- Provide PD opportunities to staff on appropriate SIOP strategies, scaffolding and accommodations for lessons being planned
- Provide input and direction on appropriate resources/materials to engage ELL students in the core
- Assist with determining appropriate formative/summative assessments that will provide opportunities for ELL students to show what they know and are able to do

ESL teacher roles during RTI meetings
- ESL teacher attendance is mandatory at all RTI meetings for all ELL students
- Determine effectiveness of the use of SIOP strategies
- Coach RTI team on best practice for ELL students
- Provide input in determining appropriate interventions and data collection based on language level and student need
- See District RtI document for further clarification

Accommodations/Modifications

To clarify, an accommodation enables a student to participate in a lesson, assignment or assessment in a way that assesses their abilities and takes into account the child's language level. A modification is a change in what is being taught or expected from a student.

- Accommodations (i.e. building background, visuals, simplifying directions, highlighting key vocabulary, graphic organizers, modeling, etc.) should be implemented from the start of a unit
- Scaffolding of strategies should occur. As a student acquires language and content knowledge, less and less accommodations will be necessary
- Modifications (i.e. giving a completely different assignment or assessment then the rest of the class) should be limited to ELL students working well below grade level and new to the country

Assessment practices

- Accommodations (see above) need to occur throughout lessons. ELL students should not receive accommodations for the first time on a test or quiz
- Accommodations that are given on a daily basis are the only accommodations that are allowed on State assessments.
- For students who are working significantly below grade level, they should be assessed and reported on the standards at their instructional level. Decisions regarding what students require this will be made in collaboration with the instructional team (ESL teacher, classroom teacher, administrators and coaches).
- When creating district-wide assessments, one or two ESL teacher representatives should be present

Grading Practices

- When grading assignments and assessments for ELL students the Can-do descriptors need to be utilized. ELL students need to be recognized for what they are able to do based on their language level.
- When entering scores into the grade book individual scores entered into the gradebook need to reflect how they have met the standard at their language level.

Report Card Grading For Literacy & Math

Grades reflect whether a child is performing at a level that is Unsatisfactory; Beginning, Satisfactory, Proficient or Exceptional. Current Report Card Statements include the following. Teachers select one of these three statements for all students in literacy and math
- Student is working below grade level standards
- Student is working at grade level standards
- Student is working above grade level standards
- Students is working at grade level standards given their language proficiency level

Grade	Rationale
Grade level & Proficient (Student is a 4 or 5)	student is working at grade level, appropriate accommodations for their language level are being made, and they are meeting grade level standards and expectations
Grade level & Satisfactory (*=according to their language proficiency) (Student might be a 3 or 4)	student is working on grade level standards and meeting standards based on the student's language level and the WIDA Can-Do descriptors but not necessarily to the extent of the grade level expectations
Grade level & Beginning (student is scoring a 2)	Appropriate accommodations for their language level are being made but student is still progressing in their work at grade level
Grade level & Unsatisfactory (student is a 1)	student is working at grade level, appropriate accommodations for their language level are being made but they are not meeting standards
Below Grade level & Satisfactory	student is working below grade level, appropriate accommodations for their language level are being made and they are meeting the standards
Below Grade level & Beginning	student is working below grade level, appropriate accommodations for their language level are being made and they are progressing towards meeting the standards
Below Grade level & Unsatisfactory	Student is working below grade level, appropriate accommodations for their language level are being made, but they are not meeting the standards

The Sheltered Instruction Observation Protocol (SIOP) Model Implementation Checklist

Lesson Preparation

__1. *Write **content objectives** clearly for students.*

__2. *Write **language objectives** clearly for students.*

__3. Choose **content concepts appropriate** for age and educational background level of students.

__4. Identify **supplementary materials** to use (graphs, models, visuals).

__5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency.

__6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations,constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

__7. **Explicitly link concepts** to students' backgrounds and experiences.

__8. **Explicitly link past learning** and new concepts.

__9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

__10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).

__11. **Explain academic tasks** clearly.

__12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

__13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).

__14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.

__15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson literal, analytical, and interpretive questions).

Interaction

__16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.

__17. Use **group configurations** that support language and content objectives of the lesson.

__18. Provide sufficient **wait time for student responses** consistently.

__19. Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

__20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.

__21. Provide activities for students to **apply content and language knowledge** in the classroom.

__22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

Lesson Delivery

__23. **Support content objectives** clearly.

__24. **Support language objectives** clearly.

__25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).

__26. **Pace** the lesson appropriately to the students' ability level.

Review/Assessment

__27. Give a comprehensive **review of key vocabulary**.

__28. Give a comprehensive **review of key content concepts**.

__29. Provide **feedback** to students regularly on their output (e.g., language, content, work).

__30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

Kindergarten ESL Push-In
Roles & Responsibilities

Purpose: Provide a co-teaching environment during ESL Services

Kindergarten Teacher Responsibility	ESL Teacher Responsibility
Collaborate w/ESL teacher for planning instructional time and discuss ELL student progress Provide general instruction Assign grades	Collaborate with K teacher for planning instructional time and discuss ELL student progress Model/implement best practice instructional strategies for ELL students (i.e. SIOP) Monitor language acquisition progress Provide push-in services for ESL during the literacy block Provide small group instruction to preview/review targeted literacy concepts/strategies presented in whole group setting Meet with guided reading and/or writing groups Provide whole-group instruction for the purpose of modeling differentiation for ELL students Provide cultural/native language background information to K teacher Attend parent/teacher conferences Provide small group instruction in native language where/when applicable Assist K teacher with selecting appropriate instructional materials for ELL students Assist in grouping students for a variety of purposes Model and/or assist with appropriate accommodations during assessments