TNS English Learner Handbook

Welcome to The New Standard Academy's EL Team. This handbook will provide you with some insight on the EL program's protocols and procedures.

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The EL Program (Overview)

What is the focus of the EL program?

The focus of the program is to provide language support to ensure the academic growth and success inside and outside of the classroom for students who have been identified as Limited English Proficiency (LEP) based on English being their second language.

I.   **How do students qualify for the EL Program?**

Home Language Survey (HLS)

During the application process, parents are required to complete a Home Language Survey for each student. If the parent selects the yes box, stating that English is the second language used in their home, the student must be tested to assess their English Language Proficiency level (ELP) to determine if they qualify for the EL program.

WIDA Screener

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English learners (ELs). It is typically given to students one time when they enter your school or district as they start Kindergarten or first grade.

The online WIDA screener test is provided to students in grades 1st -8th to assess their ELP to determine if they qualify for the EL program. 1st graders take the Kindergarten Screener in the first semester and the online Screener after December. The Screener is similar to the WIDA Access test and will assess the four language domains of listening, reading, speaking, and writing. Students in grades 2-12 must achieve an overall score of 5 and a minimum of a 4 in each domain to be determined ineligible for services.

Transferring from another school

If a student is transferring from another Michigan school and was already identified as an EL student, he/she will be admitted to the program and placed based on WIDA scores from their previous school.

II. **Services Provided by EL Team**

Push in Services

Push-in means that the EL teacher goes into the classroom to service students for the mandated time. Ideally, the EL teacher and the classroom teacher will work together to

plan to make the most of the time. Three positive ways for EL teachers to Push-in to provide services for students include:

Team Teaching:

There are several ways for the EL teacher to work within the classroom. One way is to team teach. The EL teacher and the regular classroom teacher will take turns delivering lessons with the EL teacher focusing on providing scaffolding and addressing more basic skills. The EL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the EL teacher is the expert on making the content and material accessible to all learners.

Small-Group Instruction

A second option is for the EL teacher to work with groups during center time. The EL teacher will collaborate with the classroom teacher and group students based on proficiency levels. Specifically, the EL teacher will spend 20-30 minutes with beginners 4-5 times a week, intermediate learners 3-4 times a week, and advanced students 2-3 times a week.

One-on-One Instruction

A third way for the EL teacher to service the students is to sit with the students one-on-one to assess reading and writing skills during independent reading time or work time. This model is less efficient but can work for small EL populations. The skills addressed should align to the curriculum and goals based on English Language Arts (ELA) objectives.

Pull out Services

During pull out services, EL students are taken out of their classes to receive ELL instruction in smaller groups with students of similar proficiency levels. Ideally, the EL teacher aligns his or her teaching to the EL standards and scaffold instruction that will enable the students to perform successfully in the general education classroom. EL teachers should also incorporate intensive vocabulary and grammar instruction to enable their students to access academic content. Two of the disadvantages are that pulling students out and walking them to a new room can waste instructional time and that students will miss class work while they are gone. It is extremely important for the EL teacher to work closely with classroom teachers to ensure that the students are not being graded down for missed work. Collaboration should occur between the EL teacher and the regular education teacher to achieve maximum student success. It is important that

EL teachers are incorporating oral language development skills during their pull-out time. This will help to enhance students' language proficiency.

III. EL Support Responsibilities

Schedules

During the beginning of the school year, you are responsible for creating your schedule. Schedules must include a 25-minute lunch break and 45 minutes of daily planning time. When you are creating your schedule, be mindful of encore times and group numbers. Pull-out groups should not exceed more than 6 students at a time. Schedules must be approved by Ms.Fowke.

Caseloads

Caseload numbers are divided equally among the EL team. It is your job to keep track and provide EL services to each student assigned to your caseload.

Weekly Lesson Plans

Each week you are required to complete lesson plans. Your lesson plans should include differentiated instruction. They are due Monday mornings @ 8:00 a.m.

Individual Goal Sheets

Individual Goal Sheets must be created no later than the middle of October. These goal sheets must be shared with parents. To ensure parents have a clear understanding of the EL teacher's role in their child's education, EL teachers will share an informational letter with parents, along with their child's goal sheet via Dojo.

EL teachers should be mindful of the importance of ensuring their students are aware and understand their goals in all domains. After creating their goal sheets, EL teachers must discuss these goals with students and revisit them occasionally.

a) Individual Goal Sheets should be marked at the end of quarter two and four. EL teachers are required to make a copy of the goal sheet and submit it to classroom teachers to be distributed to parents.

b) At the end of the year, once both quarters have been completed, EL teachers are required to make 2 copies of the original goal sheet. One copy is distributed to the teachers; one copy must be filed in the EL students CA-60 file located in the main office. The original copy must be filed in the EL room. *You are required to file your caseload goal sheets.

Monthly Team meetings

Each month the EL team will meet to discuss EL business. An agenda will be provided at each meeting to highlight topics of discussions. A schedule for each of the meetings will be provided, as well as an email reminder the week of the scheduled meeting. EL TEAM MEMBERS ARE REQUIRED TO ATTEND ALL MEETINGS.

IV. **WIDA Testing**

WIDA Access 2.0 Test

1. The WIDA Access 2.0 test is an annual state test that EL students are required to take every Spring to assess their English Language Proficiency (ELP) level.
2. The Access 2.0 test is administered online to grades 1st-8th and students are tested on the four language domains of listening, reading, speaking, and writing. Kindergarten students are required to take a one-on-one paper test to assess their ELP.
3. Each language domain is scored on a scale of 1-6. 1(Entering), 2(Emerging), 3 (Developing), 4 (Expanding), 5 (Bridging), 6(Reaching).

Exiting the program

1. In order for students to exit the EL program, students' overall composite score must be a 4.8 or higher.

WIDA Testing Procedures and Materials

All EL Testing Proctors are required to complete the online training to proctor WIDA testing before the testing cycle begins.

All testing materials must be kept secured at all times. (Students are not allowed to touch/transport testing material)

All testing materials must be locked in the metal cabinet in the EL room, after every use.

Tickets for each domain (Listening, Reading, Speaking, and writing 4th-8th will be kept in a testing binder sorted by testing sessions.

Each testing ticket must be collected after each testing session.

Testing booklets for K-3rd grade will be sorted by grades and tiers using plastic bins, which are kept in the metal cabinet in the EL room.

Testing can only take place in approved testing environments (computer lab, EL room 1 and 2, and the teachers' lounge)

Testing Proctors must test with a buddy.

Each testing session for the Listening and Reading domain will have 25-28 students.

Each testing proctor will be assigned to a row to monitor and assist students during each testing session. (Assist meaning: helping students to log in/log out, pausing tests, and making sure students are focused and not rushing through the test.)