

Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

To: Ambridge Area Teaching Staff

From:

Date:

This is a reminder to all teachers that accommodations for ESL (English as a Second Language) students **must** be made for all such students. The type of accommodations needed is based upon the specific needs of the student. If you are unsure please see that student's ESL teacher. Attached are accommodation sheets that may be used with any ESL student. Please review these sheets and incorporate them into your lessons for these students.

Teachers should also be aware of assessment accommodations and modification strategies for ESL students. Some that might be used include:

- Allow more time for students to respond if they process information more slowly in their second language.
- Test students in a separate room if they are easily disturbed by noise.
- Have someone read the test to the ESL student. This can also be done in the student's primary language if possible. You can also have the student respond orally (do not read the reading portion of the PSSA or any other standardized test to the student(s)).
- Provide shorter testing periods to prevent exhaustion; allowing for flexible testing schedule may be beneficial.
- When appropriate, allow the student to use a dictionary, either in their primary language or in English.
- **Decrease the English-language demands of the assessment; remove all superfluous expressions and/or declarations from the test; and use simple, short, straightforward phrases.**
- Provide the students with ideas on test-taking strategies and practice testing conditions.
- Adjust the weight of the test.
- Use fill-in-the-blank procedures rather than essays.
- For multiple-choice items, eliminate one or two of the possible answers; avoid "a, b, and c" or "none of the above".
- Give a performance test; have the students make a tape or video.

- If students perform poorly, reteach and test again.
- Do not place extra words in a matching activity.
- Do place words at the top of a fill-in-the-blank test for student selection.

When assessing ESL students, teachers should be aware of the environmental and cultural variables that will influence test results. Cultures have different attitudes toward time, competition, displaying one's knowledge and gender roles. Knowing the student's background may assist a teacher in analyzing the results of the test more accurately.

Accommodations for students with IEPs, 504s, and ELLs

To All General Education Teachers,

Please remember that as general education teachers, **you are required by law to implement IEP, 504, and ELL accommodations and modifications.** It is also important to monitor the implementation for effectiveness to ensure students are being successful and not failing.

Students with IEPs and students with ESL supports should **not fail your classes unless there is proper implementation of the IEP or ESL accommodations and modifications and multiple meetings to implement changes or addition to the plan as well as frequent communication with parents.** The same applies to the majority of students with 504s also, however there are a very small portion of 504s that are medical only that this rule would not apply as the accommodations have no academic impact. The reason students should not fail is because the very purpose of the IEP, 504, and ESL accommodations are to provide appropriate supports so that students can be successful in their classes. If they are NOT being successful, students are either not receiving their accommodations with fidelity *OR* it may be necessary for the team to reconvene, discuss the concerns, and make recommendations to change or add additional supports.

A student can fail if the accommodations/modifications have been provided with fidelity or the student is a work refusal or non-attender. However, **we are required to hold multiple IEP/504 meetings documenting attempts to put additional supports and accommodations in place. In addition to multiple meetings and documented changes to plans, there must be multiple calls home with documented attempts if unsuccessful.** The key is ensuring that we implement the plans with fidelity and always communicate with the case managers if there is a problem so we can adjust the plans. **If the team is confident they have done all they can do and has documented communication with parents, then the team can move forward with failure.**

Please collaborate with the special education teacher for students with IEPs if your students are not having success with the accommodations outlined in the IEP. Please do the same with the ESL teachers for your ELL students. Case Managers for 504s (counselors/social workers) will be your point of contact for 504s. These teachers/staff are here to collaborate and support you, however, this does not mean that the special education teachers and ESL teachers are solely responsible for making the accommodations/modifications in the classroom. It is the responsibility of the general education teacher to implement and collaborate with the team to ensure success. The Special Ed and ESL teachers are here to support you, collaborate and offer suggestions, they can assist with modifying particular assignments if you are not sure how to modify, etc.

I know that you all have had a lot of challenges this year with teaching in 2 environments at the same time, learning new platforms, etc., but **PDE has made it very clear that we are expected to implement the IEPs, 504s and accommodations for ESL despite any challenges we face. Please be sure to read the IEP-at-a glance and 504 plans as well as review the recommended accommodations for ELLs attached.**

Below you will find legal guidance or excerpts from PDE or Federal BSE for IEPs, 504s, and ELLs for your reference. I have also attached recommended accommodations and tips to assist you as well. The accommodations are listed in the plans, but you are able to use these attachments for additional resources if you so choose. Please remember implementing the accommodations listed within the IEP and 504 plan are not optional. Also, accommodations and modifications must be provided for ELLs. Implementing these accommodations may seem daunting when you have several students with IEPs and others with 504s in your classroom, but you will find that many accommodations overlap from plan to plan as these are best practices for most students with disabilities. You will also find that many of these strategies/supports are beneficial to all students and can be generalized to all students. **As a cautionary reminder, modifications cannot be provided**

to students with 504s or regular education students. If we provided modifications, as a district we would be implying that the student was in need of special education. The attachment marked "Accommodation and Modifications" defines both.

Legal Guidance:

IEP:

- Under the IDEA, "public schools are required to provide each child with a disability with a free appropriate public education (FAPE) in the least restrictive environment." In a nutshell, FAPE is an individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit, and prepares them for further education, employment, and independent living. **If we are not providing an appropriate, individualized education program then we are not providing FAPE.**
- Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of the students with disabilities. A recipient of ED funds must place a person with a disability in the regular education environment, unless it is demonstrated by the recipient that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services, including meals, recess, and physical education, to the maximum extent appropriate to their individual needs

504:

- 504 plan is a **legal contract between the school district and the student**. Teachers are responsible for implementing designated services and strategies identified on a student's plan. **Teachers do not have the discretion to decline or refuse to implement any component of a 504 plan.**
- All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education. The ED Section 504 regulation defines a person with a disability as "any person who: (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." ³

ELL:

- An ELL may not be retained in a grade based solely on his/her lack of English proficiency. LEAs must provide evidence that **all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the ELL meaningful access to the general curriculum** as well as to promote second language learning were implemented and documented over time prior to considering grade retention." (Federal Government BEC)
- Regardless of the format of the educational program, districts **must provide ELLs with all of the supports necessary to overcome language barriers in order to make the educational experience meaningful**. A student or parent may not relieve a district of this responsibility by choosing a particular educational approach or option. In other words, if a student chooses a completely virtual model, in which teachers may only be providing indirect support or none at all, the district must develop and implement supports for ELLs that ensure they are able to access the content in meaningful ways and are making academic progress. The same is true for the other approaches. (PDE update during COVID)

Several resources listing accommodations and modification are attached. Please remember to read 504s and IEP-at-a-Glance. Below find directions sent out on how to use Microsoft Translator for ELLs. I have additional resources upon request.

<https://www.microsoft.com/en-us/translator/education/microsoft-teams-multilingual-meeting/>

"Microsoft Teams allows students and teachers to communicate with each other remotely. However, if do they do not speak a common language, communication can be difficult. Microsoft Translator allows students and teachers to communicate, in-person or virtually, in their preferred languages. Pairing Teams with Microsoft Translator allows teachers to conference with students, caption what they are saying, and have it translated for them. In turn, students can talk or write back in their preferred language. Multiple students can join a conference, and each can communicate in their own language.

Below are instructions on how to set up and join a translated conference from a computer or mobile device. Things will work the same for all people regardless of which method they use; for example, it's fine if the teacher joins on a computer and the student(s) join on a mobile device(s) if necessary.

Click this link for a step-by-step video tutorial(<https://www.youtube.com/watch?v=m3hhbb1ULVk>) of these instructions. This second instructional video (<https://www.youtube.com/watch?v=Z2V4FJbgEk8>) features a demonstration of a single multilingual conversation involving three users with each user conversing in a different language."

If you have any questions or concerns, please email me directly and **do not reply all**. I am happy to address any concerns you may have in regard to implementing accommodations and modifications for students with IEPs, 504s, and students receiving ESL services. You may also reach out to special education and ESL teachers for support.

Thank you for your continued efforts in making sure all students are supported and successful,

Amy Filipowski
Interim Special Education Director

Accommodations and Modifications

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to actively participate with other students in the general education classroom and in school-wide activities.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do.

Accommodations can include changes in the following:

- presentation of a lesson
- instructional strategies
- student response format and procedures
- time/scheduling
- environment
- equipment
- assignment structure-paper/pencil work

Modifications are changes in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications include changes in the following:

- instructional level
- content/curriculum
- performance criteria
- assignment structure-paper/pencil work

Hierarchy of Accommodations and Modifications

Layers based on their effect on the general curriculum

Layer 0 No Changes	All students do the same assignments.	No changes in grading criteria. It is the same for everyone.
Layer 1 Minimal Classroom Changes	All students do basically the same assignments, except some receive additional support or reinforcement. <i>(minimal accommodations)</i>	No changes in grading criteria. It is the same for everyone.
Layer 2 Classroom Changes	All students learn the same basic content, except with changes in how it is learned or tested. <i>(complex accommodations)</i>	Grading criteria may vary slightly.
Layer 3 Some Changes to Curriculum	Some students do reduced or similar assignments, but at a less frustrating level. <i>(accommodations and modifications)</i>	Grading criteria may be based on individual goals and class participation.
Layer 4 Significant Changes to Curriculum	Students do a smaller part of the general curriculum. <i>(significant accommodations and modifications)</i>	Grading criteria is based on individual goals and class participation.
Layer 5 Significant Changes to Curriculum	Students do alternate activities relating to the general curriculum. <i>(significant accommodations and modifications)</i>	Grading criteria is based on individual goals and class participation.

^Less than 10% of the special education students participating in general education classes need Layer 4 or 5 supports. The majority of our special education students can be successful and master much of the general education curriculum with Layer 2 or 3 accommodations.

Reading Modifications/Accommodations

The majority of students who receive special education services have difficulty in the area of reading. Since reading encompasses much of the school day, textbook modifications are critical if these students are to receive an appropriate education. Many teachers ask the question, "How can a student be included in a general education class, if the student is unable to read the textbook?" Replace that question with, "How much material will the student be able to learn and/or understand when the information is presented in another manner?"

Inclusion, 450 Strategies for Success, by Fagg, Hennessey

Low technology strategies to try:

- Don't assume the student can read cursive - **MANY** special needs students (regardless of age) **CANNOT** read cursive writing
- Read the text aloud to the class or to a small group
- Vary the groups so students with disabilities become familiar with the procedures of working in small groups and are exposed to many peers
- If a non-reader is included in the class, group him/her with your best oral reader(s)
- Divide the class into two groups if another adult is present to help
- Teacher, paraprofessional or adult volunteer reads to student
- Partner students so they can read aloud to each other
- Provide a note-taking format **BEFORE** beginning reading to guide comprehension
- Highlight key words and concepts
- Help student re-read key ideas and highlighted content
- Simplify complex text by rewording (break a complex sentence into several short sentences)
- Reduce the amount of reading required (Student reads the summary three times while the class reads the entire chapter.)
- Allow additional time to read
- Provide vocabulary lists with user-friendly definitions

Writing Modifications/Accommodations

Many students have difficulty with written language for a variety of reasons. Some students have trouble generating ideas or transferring their ideas into written words. Other students do not understand grammar, syntax, or the mechanics of writing. Still others have difficulty processing language.

Generating Ideas:

- Teach writing each day; don't just assign it
- Give the student specific instructions; gradually decrease structure as confidence builds
- Allow student to use ideas from a word/idea bank
- Allow student to write about segments of the same topic for several days
- After a topic has been chosen, assist the student in developing a visual outline/graphic organizer
- Keep pictures available to help generate ideas
- Require a minimal amount of writing per day; gradually increase the expectation (Be prepared to start with very little)
- Allow student to bring a picture from home to write about
- Allow lists and simple sentences; help student to gradually become more complex
- Allow students to dictate ideas to teacher, paraprofessional or volunteer
- Require/encourage student to copy material from the volunteer's dictation
- Provide a list of words for the student to use
- Provide a clearly written topic sentence and an informal outline to get the student started on a paragraph or essay

The Writing Process:

- Avoid corrections in the mechanical aspects in early stages of writing- concentrate on idea development
- Teach and require the use of graphic organizers/outlines/mapping skills to help students learn to visualize the parts of the paragraph/essay/story
- Teach importance of **beginning**, **middle** and **end** of stories
- Require students to incorporate transition words (ex. **first**, **next**, **then**, **last** or **most importantly**, **also of interest**) into paragraph writing
- Teach proofreading skills
- Allow use of checklist for proofreading
- Have the students read the story aloud to identify inaccurate construction of sentences
- Encourage students to share stories with the class or a partner - do not require disabled students to read their work to the class if they are uncomfortable (They learn from hearing good stories modeled for them.)
- Allow the use of a computer or word processor



- Value quality over quantity - look for a well-written paragraph instead of a longer story of mutilated sentences and atrocious spelling
- Allow fill-in-the-blank forms for the beginning stages of report writing
- Allow multiple formats for presentations, including some that don't include writing
- Allow reduced sources and modified format when writing research papers
- Allow disabled students to work together to generate one report
- Allow students to dictate stories, reports, etc. to volunteers/peers
- Require students to practice reading aloud the stories they dictated
- Develop a spelling dictionary for frequently misspelled words

Mathematics Modifications/Accommodations

Students with disabilities frequently have difficulty with auditory and visual processing, along with delays in short term memory. Because math usually requires the use of multiple sequential steps in order to produce an answer, students get frustrated and confused. Students will need the use of concrete objects (manipulatives) and visual examples whenever possible.

Low and medium technology strategies to try:

- Introduce concepts using real life examples whenever possible
- Don't worry about perfect calculations when teaching a concept-focus on the process first
- Teach key math terms separately
- Provide student with an easy to read dictionary of required math terms
- Include drawings and examples to illustrate the meaning of terms
- When teaching abstract concepts, use drawings, diagrams, and visual demonstrations to establish a concrete relationship
- When demonstrating concepts use color coding to focus student attention
- Highlight similar math operations to help students focus on the operation (ex. multiplication in blue, division in green)
- Cluster similar problems into groups
- Teach fact families and build fluency with games and challenges
- Teach students to highlight each operation in mixed-operation worksheets
- Model math problems using manipulatives whenever possible (overhead manipulatives for math are readily available)
- When teaching number lines-use tape or draw a number line on the floor for students to walk on (This assists students with directionality too.)
- Enlarge worksheets/assignments on copier to give more writing space
- Put boxes around each problem to visually separate them
- Use manipulatives whenever possible (coins, counters, grouping rings)
- Allow use of number lines
- Allow use of a multiplication chart
- Use large graph paper to assist with proper alignment of columns of numbers
- Reduce the number of practice or test problems on a page
- Allow additional time to complete assignments
- Simplify and rephrase vocabulary in word problems
- Have students verbalize the process to you
- Turn lined paper vertically so the student has ready made columns
- Don't penalize students with fine motor difficulty by requiring them to copy problems-focus on the math operations and allow them to use copied sheets

Content Area Modifications/Accommodations

Please refer to the other sections for basic modification and accommodation suggestions. Following are additional things you can try in content area classes such as science, history, or home economics to enhance learning and class participation:

Taking Notes:

- Give the student a copy of the class notes
- Give the student a partial outline to complete when taking notes
- Have another student make a copy of the notes
- Use a tape recorder
- Provide additional instruction on note taking
- Give student a copy of the notes before the lecture and have the student highlight key areas while the lecture is taking place
- At the end of class, allow students to compare the notes they took during class to your notes
- Turn on Closed Captioning if students will need to remember and/or take notes from a TV or video segment.

Completing Classroom Assignments:

- Provide page numbers to locate answers
- Keep questions in the order of reading material
- Reduce the volume of the assignment
- Highlight or underline answers
- Provide a word bank
- Break material into smaller parts
- Allow students to work with a responsible partner
- Take turns - you do a problem, the student does a problem
- If you use vocabulary word finds, provide a word bank
- If you use crossword puzzles, provide a word bank
- Make assignment more visually organized (refer to visual organization strategies)
- Provide multiple choice answers

Test Taking:

- Write test date in a highly visual place, repeat often prior to test day
- Allow student more time to take test
- Repeat and rephrase directions
- Review notes, worksheets, text and study guides
- Provide study guide well in advance of test
- Read the test aloud
- Allow oral answers
- Allow use of textbook, notes or study guide while test taking
- Provide vocabulary list or word bank
- Allow student to dictate essay answers to teacher, paraprofessional, or tape recorder
- Allow student to write on test instead of, or in addition to an answer sheet
- Provide a "second chance" grading option (fix answers for additional points)
- Add more white space to tests
- Use blanks to cue answers (number of blanks refers to number of correct answers)
- Break long lists of matching into more groups of short lists
- Delete irrelevant or repeated items (cross them out on the student's test)
- Allow breaks during testing
- Administer tests in quiet places
- Shorten tests
- Reduce multiple choice answer options using white-out tape
- Narrow the depth of the curriculum (if appropriate) and only test key vocabulary and key concepts

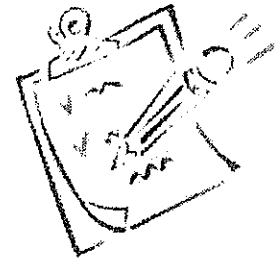
Reading Material:

- Allow student to have a second copy of the textbook to keep at home
- Read the textbook aloud
- Allow reading with a partner
- Provide textbook on audiotape or videotape
- Decrease the amount of required reading-find information in other forms
- Allow extra time for reading
- Provide large print textbook or larger print copies or notes
- Use lots of visuals to reinforce reading material-films, videotapes, computer programs
- Provide summaries or outlines that identify key terms and ideas
- Use a parallel textbook (same material, lower reading level)
- Pre-teach vocabulary, provide written summary of vocabulary and definitions
- Assist student to organize main ideas by using and organizing index cards

- Orally review important vocabulary frequently
- Activate student's prior knowledge and build on that
- Ask questions before, during and after selected readings
- Use lots of pictures and manipulatives

Keeping students on task:

- Reduce distractions
- Reinforce on-task behavior
- Provide shorter tasks
- Provide checklist of things to do
- Make sure student's work place is clear of unneeded materials
- Reduce the amount of required work
- Use peer helpers or peer tutors
- Vary activities often
- Keep student from distractions by special seating, study carrels, etc.
- Set a "beat the timer" goal for completion of smaller amounts of work



Keeping students interested:

- Tell stories that relate the lesson to real life
- Relate the lesson to things children that age experience
- Seat the student by the teacher-proximity effects interest
- Use cues to begin work
- Give work in smaller amounts
- Provide lots of encouragement
- Sequence work with easiest answers first
- Make sure student has all needed materials
- Make sure the student knows exactly what is expected
- Check on progress often throughout class time
- Give clear directions and repeat and rephrase them
- Allow directed peer discussion about the material
- Ask the special needs student to help another student when appropriate

Completing work on time:

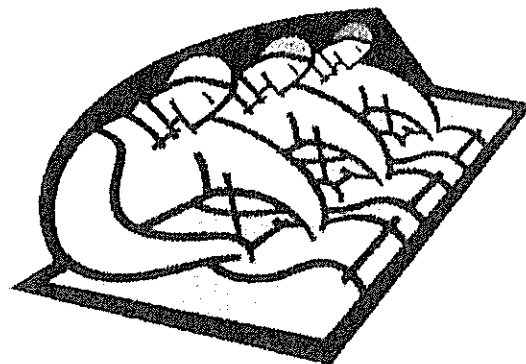
- Reduce the length of the assignment
- Allow extra time to complete assignment
- Write schedule on board
- Write assignment and due date in a student planner
- Help student plan their use of time
- Break assignments up and have several due dates for the pieces
- Help the student keep a calendar
- Develop checklists
- Periodically remind the student of time
- Use a timer to define designated work times
- Reward student for getting work done in the designated time

Visual timers help students to develop better time-management skills



Keeping students organized:

- Require an assignment notebook or planner
- Check the notebook/planner daily
- Have the student number the notebook pages
- Require the student to keep a notebook/folder for each subject
- Color code notebooks and folders by subject
- Color code pages/dividers in notebook by tests, study guides, etc.
- Have student immediately file papers in notebook before exiting room or moving on to another activity
- Allow student easy access to a hole punching device
- Assign a notebook buddy from the class (someone who has good organizational skills)
- Help student develop self-checking skills for remembering classroom supplies
- Use visuals to help student remember supplies (post on outside of classroom door, inside classroom, on student folders or in student locker)
- Print assignment neatly on board for student or helper to copy
- Require envelopes for projects with lots of pieces or parts
- Ask the student to tell you what materials will be needed
- Keep an extra set of materials in the room
- Resist the urge to penalize the student for being forgetful-instead consider alternate or creative ways to help the child remember
- Give reinforcement for bringing materials to class
- Develop non-verbal cues to help remind student to self-check for materials
- Use Post-its notes to mark assignments in the textbook
- Write the assignment requirements on the Post-its notes
- Break large assignments into smaller parts for the student and meet with student daily to provide feedback (essay due in 1 month: tomorrow 3 topic ideas due, pick one, end of week, informal outline due, provide guidance; next week introductory paragraphs with topic sentence due, make sure it matches outline and give suggestions, etc.)



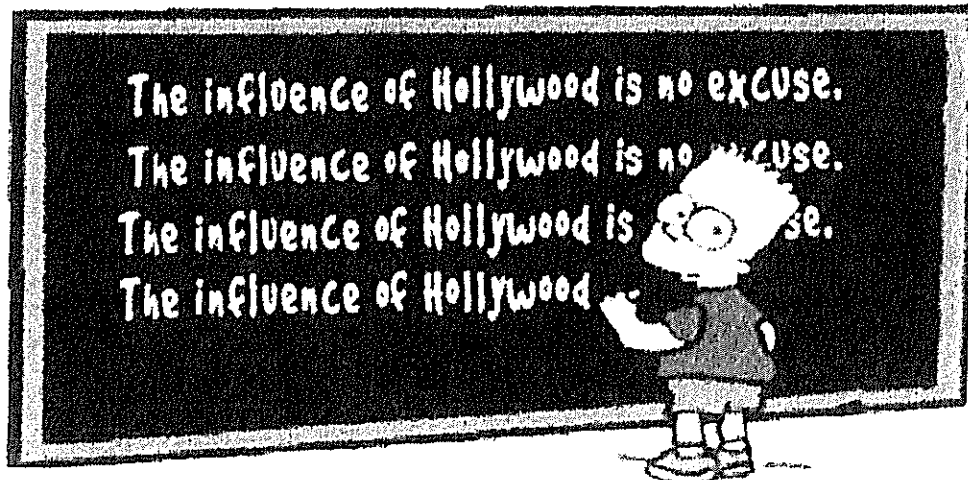
Behavior Modifications/Accommodations

Why do so many special needs students have behavior issues?

Most classroom behavior issues are the result of years of frustration, failure and the instinctive desire of "wanting to fit in with your peers". Instinct helps us hide larger issues of humiliation. It is more acceptable to appear like you're acting stupid on purpose. Other students think a "class clown" is funny. They don't think an academic failure is.

When are students most likely to be disruptive?

- Assume an in-service is about 50-60 minutes long. The presenter (teacher) gives you an assignment written in Chinese. The students in the class know how to read Chinese, except for you. Will you sit there quietly for an hour or will you get bored and start fidgeting or bugging your neighbor?
- You must go to an in-service that you have no interest in and you know (or think) the presenter doesn't like you or thinks you are stupid. What if you attend the in-service hoping to learn something new and the presenter never tells you how you will use the information he or she is teaching in your real-life job? How much attention will you give that presenter? How motivated are you to learn the content?



Strategies:

- It is important to get the respect of everyone in the classroom by giving it.
- Take time to get to know all students.
- Have a sense of humor, for your own sake and your students
- Discreetly let the special needs students know that you understand their learning difficulties and you are willing to help them be successful in the class.
- Provide modifications BEFORE disruptions occur.
- Don't take behavior situations personally. Don't show emotion or get drawn into conflict.
- Be sure classroom rules are posted and reviewed regularly so everyone understands them. Don't assume the special needs students know the rules. Remind them regularly.
- Be consistent. Hold everyone accountable to posted classroom rules.
- Don't accept refusal to do assignments. Provide reasonable modifications and insist on a completed assignment, even if it means the student works during lunch or after school.
- Don't be sarcastic. Sarcasm cuts very deeply. Remember that comprehension and attention are usually issues. Get used to giving directions multiple times and in multiple ways. Most students are not trying to deliberately annoy their teachers by not understanding the directions. **THEY REALLY DON'T GET IT.**
- Use VISUALS all the time, with auditory back-up. Most of us are visual learners. If we see something, we can internalize it faster. PRINT assignments and due dates in visible places. Repeat them orally multiple times. Add icons or pictures whenever possible.
- Develop a discrete hand signal to use with the student to indicate their need to modify behavior.
- For a student with frequent behavior issues, ask the IEP team to develop a behavior plan (can be done at any time of year, not just at the annual IEP meeting.)

Regular Classroom Modifications/Adaptations for ELL Students

*TEACHERS MUST PROVIDE THE APPROPRIATE MODIFICATIONS AND ACCOMMODATIONS TO MAKE CONTENT ACCESSIBLE TO ENGLISH LANGUAGE LEARNERS (ELL'S) AND THEY SHOULD ALWAYS BE ABLE TO PROVIDE DOCUMENTATION OF THE MODIFICATIONS AND ACCOMMODATIONS THAT HAVE BEEN MADE.

MODIFICATIONS – are changes made to the core content so that the learning objectives are different and more accessible for the student.

ACCOMMODATIONS – do not change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations. The goal is to make the process of teaching and learning easier for the students.

When teachers are implementing modifications and accommodations, they need to be sure to continuously evaluate their effectiveness.

Collaborate with the ESL teacher/staff. Work together to help the student to be successful, but realize that the ESL teacher has their own lessons and curriculum to teach and goals to reach with the ELL's.

PACING/TIMING:

- Extend time requirements
- Omit assignments
- Flexible schedule (administer in several sessions or schedule testing for specific time of day)
- Additional time provided to allow the student to complete the work independently

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Assignment/test administered by a familiar teacher
- Give frequent breaks
- Develop and maintain daily routines
- Provide a supportive environment for language learning. Allow students to feel comfortable speaking English without fear of ridicule.
- Provide opportunities to practice English in the classroom
- BE PATIENT

REINFORCEMENT AND FOLLOW THROUGH:

- Introduce vocabulary and realize that the ELL's may not know even some simple vocabulary words (take this into consideration when teaching and on tests)
- Respond to the students' language errors. When the students produce incorrect grammar or pronunciation, rephrase their responses to provide feedback as a way to model the correct usage.

Regular Classroom Modifications/Adaptations for ELL Students

- Get to know as much as possible about your students (likes, dislikes, background, etc.) – research or read up on their culture so you are aware of what might not be ok for them to do (ex. May not look adults in the eye. – may be disrespectful in their country) – culturegrams.com
- Have high expectations for all students. DO NOT “water down” the content. Be creative and think of ways to help the students understand key material.
- Talk to them. Let them tell you stories and share experiences. You might learn a lot about them.
- Allow them to talk to the class about where they are from. They can teach words from their language or some type of game they play. It makes them feel important.
- Create a bulletin board with the student to share about their culture and where they are from. How is it different from here? How is it the same?
- Stay involved with the parents. Find ways to communicate even if they do not speak English.
- Be flexible
- Repeat information and review frequently. If they do not understand, keep explaining in different ways (rephrase, paraphrase, shorter sentences, simpler vocabulary, etc.)
- Avoid using idioms and slang (can be difficult for ELL’s to understand)
- Don’t talk too fast
- Recognize student success so that they feel confident. (Be aware that in some cultures, overt individual praise is considered inappropriate and can be embarrassing or confusing to the student.)
- Enunciate clearly. DON’T yell.
- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Provide language experience
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill

ASSIGNMENTS:

- Adapt so ESL student can experience success
- Differentiate homework assignments. Give the students work that they are able to complete.
- Allow student to answer orally
- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level

Regular Classroom Modifications/Adaptations for ELL Students

- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets/packets
- Use alternate assignments such as oral reports, projects, or demonstrations
- Evaluate short answer and essays for content, not grammar and mechanics
- Provide all assignments in writing

PRESENTATION OF SUBJECT MATERIAL:

- Build background knowledge before teaching a lesson
- Help students build connections and associations in order to access background knowledge or previously taught information
- Provide oral language development activities like: chants, poems, choral reading, small group discussion, etc.
- Directly teach learning strategies. (Demonstrate how to organize information, how to select the main idea and supporting details, and how to sequence and summarize.)
- Use techniques such as: marking essential concepts and vocabulary with a highlighter, labeling, using word banks, and organizing information on various types of graphic organizers, maps, graphs, timelines, etc.
- Use individual/small group instruction
- Use specialized curriculum
- Simplify the language of instruction, not the concept being taught
- Use speech that is appropriate for the students' language proficiency
- Tape lectures for playback
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary and emphasize key vocabulary
- Limit the number of vocabulary items
- Read the directions to the student
- Translate directions in their home language
- Key words or phrases underlined or highlighted in directions
- Re-read directions for each page
- Cue student to remain on task
- Read all portions that are able to be read to the student
- Use bilingual word lists, customized dictionaries, or Google translate
- Teach key aspects of a topic. Eliminate nonessential information
- Record classroom lectures

Regular Classroom Modifications/Adaptations for ELL Students

- Have peers take notes or provide a copy of the teacher's notes, summaries, instruction, and pre-reading (**Don't expect ELL's to take notes.**)
- Allow additional "wait time" for student responses
- Provide outlines (can provide a guide of the important points in the text)
- Provide study guides
- Adapted curriculum offering just a little more than student is capable of learning
- Additional practice material to complete at home
- As much one on one attention as possible
- Assignment notebooks
- Chart student's progress
- Cooperative learning experiences (assign ESL student a role he/she is comfortable with and that will expand skills)
- Emphasize critical information
- Encourage student to set and assess progress toward realistic goals
- Encourage use of sentences in written work, but allow listing, telegraphic phrases, outlining, charts, diagramming, timelines, etc. in lieu of full sentences
- Encouragement to verbalize steps to complete assignment/task
- Extra practice once a skill is learned
- Extra time for oral response
- Extra time for written response
- Frequent feedback and reassurance
- "Hands-on" activities whenever possible
- Help student prepare a work plan for long range assignments
- Repeat and explain instructions
- Re-do assignments if necessary
- Regular spelling list should be reduced (once they gain accuracy, then you can increase the number of words)
- Repetition during initial skill instruction
- Re-word directions
- Seat student near teacher during instruction
- Shorter, simplified instructions
- Teacher should face student when speaking
- Visual aids (pictures, maps, flash cards, graphic organizers, etc.) when working with consumable materials, encourage student to highlight unfamiliar words and troubleshooting sections to provide feedback about what is causing difficulty
- Use modeling and gestures to aid in understanding
- Simplify verbal instructions

MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides

Regular Classroom Modifications/Adaptations for ELL Students

- Decrease the amount of work presented or required
- Use videos, illustrations, pictures, and drawings to explain or clarify
- Give assistance in note taking
- Type handwritten teacher materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks
- Allow use of computer
- Use supplementary materials - some examples of supplementary materials are:
 - **Hands-on manipulatives** – tangrams for math, microscopes for science, maps for social studies, etc.
 - **Realia** – real-life objects that enable students to make connections to their own lives.
 - **Pictures** – to provide visual support for a wide variety of content and vocabulary concepts and help build background knowledge
 - **Visuals** – can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays.
 - **Multimedia** – tape recordings, videos, DVDs, interactive CD-ROMs, etc.
 - **Demonstrations** – provide support and modeling for ELL's.
 - Related Literature - a wide variety of fiction and non-fiction can be included to support content teaching.
 - **Hi-lo readers** – high interest stories, but lower readability levels.
 - **Adapted Text** – adapt the text to reduce the readability demands

TESTING ADAPTATIONS: (ELL's DO NOT have to be assessed in the same way or with the same testing materials as mainstream students.)

- Assess them on their own personal growth of knowledge
- Use on-going assessment –on-going, informal assessments to match the student's changing needs
- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Modify format
- Simplify the language
- Write a different test
- Reduce the number of test items to only cover key concepts
- Require only selected test items
- Create an alternative assessment
- Record student responses for later translation
- Student assisted in marking responses
- Person familiar with student administers test
- Special test preparation provided
- Tests completed in a familiar room

Regular Classroom Modifications/Adaptations for ELL Students

- Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Modify tests to reflect selected objectives
- Use authentic assessments with real-life problem-solving
- Use matching, multiple choice or fill in the blank tests rather than essay tests
- For short answer or fill in the blank questions, **provide a word bank** for completion
- Reduce the number of answer choices on a multiple choice test (give only 2 choices)
- Collaborate to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- Allow tests to be re-taken
- Allow use of illustrations or diagrams to supplement written response
- Allow verbal explanation to supplement written responses
- Allow open book exams
- Provide additional time to complete tests
- Provide assessment best suited to the student's learning style
- Allow other teachers to assist with tests
- Accept classroom discussion as part of the grade
- Allow students to build a model or make a collage to demonstrate knowledge of the topic
- Give the study guide as the test
- Simplify verbal instructions
- AVOID true/false questions. These can be VERY difficult for ELL's

MODIFICATIONS FOR COMMON ASSESSMENT TERMINOLOGY:

- Describe – tell me about
- List – tell me five things; name
- Compare – tell me how these two things are alike
- Contrast – tell me how these two things are different
- Identify – tell what this is
- Summarize – tell the most important part
- Predict – tell me what you thing is going to happen
- Discuss – tell about
- Demonstrate – show me
- Illustrate – show me or draw for me
- Classify – put in groups
- Explain – tell me how, what, or why
- Support – how do you know?
- Simplify – tell me about...
- Key points – important ideas

**** REMEMBER TO REVIEW THE TERMINOLOGY OF THE TEST WITH YOUR ESL STUDENT AND DEFINE AND CLARIFY ALL NEW WORDS.**

DIFFERENTIATE ASSESSMENTS:

- **FOCUS** on what is necessary in a lesson or unit for the student to know in order to continue on and be successful.
- **LIMIT** the number of questions necessary to show whether or not they comprehend a concept.
- **GROUP** word lists in groups of no more than 4 or 5 so the student is better able to focus.
- **ALLOW** lists, drawings, and varied ways of communication that are language dependent as responses for essay or short answer.
- **AVOID** distracters or clutter on the page. Allow the students the ability to focus on the main topic.

GRADING:

- Modify grading system
- Modify weights of course components
- Modify course objectives/outcomes

WAYS TO BUILD ELL'S COMPREHENSION SKILLS:

1. Build background knowledge

- Draw on the students' existing knowledge. Try to associate student experiences with the new content.
- Build the students' background knowledge.
- Take students on a tour of the text. Explain how different sections can be helpful to the students. They need to know how to use the book in order for it to be helpful to them.
- Use a "picture-walk." Talk about the pictures in a story and discuss them and how the details that they see might relate to the story or the content.
- Use an outline to help the students to pick out important information.

2. Teach Vocabulary

- Focus on key vocabulary. Teach the vocabulary that your students need to know in order to develop their reading and content area learning. Explain the definitions so that the ELL's are able to understand them.
- Use a "picture-walk" for vocabulary. Match the new words they have learned to the pictures in the text.
- Actively engage with the vocabulary. Underline, highlight, and list words that they do not understand or know.
- Give students practice with new words. Be sure they know what the word means; when and how to use it; that there may be multiple meanings for a word; and how to decode and spell out that word.
- Incorporate new words into discussion and activities. They need to use the words in order to really learn them.

3. Check comprehension frequently

- Use informal comprehension checks. Put materials in sequence (ex. Sentences from a section of the text. Mix up and have the student put it in order.)
- Test comprehension with student-friendly questions. Use simple sentences and key vocabulary. Try to ask different levels of questions to help make the students think.
- No matter what the students' proficiency level, ask questions that require higher-level thinking skills. Ask questions that require the students to analyze, interpret, or explain what they have read.
- Use graphic organizers. This allows them to organize their information without using too much language (Ex. Venn diagrams, K-W-L charts, story maps, effect charts and time lines.)
- Provide leveled study guides which are based on their proficiency levels.
- Provide students with many different ways to show what they have learned (ex. Posters and portfolios).

Regular Classroom Modifications/Adaptations for ELL Students

Preparing ESL-friendly tests and worksheets

1. Making language comprehensible

- Try to use the shorter, more common word in favor of its less frequent equivalent. For example, *buy* is better than *purchase*, *begin* is better than *commence*, *look at the diagram on page 3* is easier than *focus your attention on the diagram on the adjacent page*, etc. (The exception to this rule is when the object is to introduce or develop vocabulary that is an integral part of the knowledge of the subject.)
- Be aware of the difficulty of many idioms or phrasal verbs. Such expressions are often difficult for non-native speakers, who may know the meanings of the individual words but who are not familiar with the overall sense. For example, the following excerpt from a report card would be difficult to most non-native speakers:

You take after your sister. Your work is going to the dogs. You need to pull your socks up!

- Take care with punctuation. Generally, it is better to over punctuate rather than under punctuate. So, for example, the first of the following sentences is more immediately comprehensible than the second:

When you have finished part one, do part three.

When you have finished part one do part three.

- Remember that ESL students are often helped by the direct repetition of a noun rather than by its omission, or the use of a pronoun or synonym – even if this doesn't necessarily make for good English style. For example, the second version of the math problem below is probably more easily understood than the first.

Alex has 4 friends. He wants to buy each of them 6 cookies. How many does he need to buy in all?

Alex has 4 friends. He wants to buy each friend 6 cookies. How many cookies does he need to buy in all?

- Take care with vague or ambiguous instruction words in homework or tests. They can often be replaced by direct questions. For example, the first instruction below may have the ESL student reaching for the dictionary, whereas the second is immediately clear:

Determine the probability of throwing a 6.

What is the probability of throwing a 6?

Regular Classroom Modifications/Adaptations for ELL Students

- Be aware of the difficulties of semi-technical vocabulary. This term refers to non-subject-specific vocabulary that occurs across all disciplines: ex. *duration, eventually, similarity, furthermore, rate, etc.* ESL students often fail to comprehend texts fully because they don't know the meanings of such words. If a worksheet contains semi-technical words that are critical to an understanding of the main ideas or task, it would be helpful to explain their meanings in advance.
2. **Preparing legible worksheets** – preparing good worksheets and tests is not simply a matter of ensuring the language of the questions and tasks is readily understandable; it is also important to give some consideration to the appearance of the sheet itself. Here are some tips you may wish to follow:
- Type all worksheets/tests. It is very helpful to use different and consistent typefaces and font sizes throughout the year. So, for example, the introductory text is always in one typeface, the question itself in another and the example in yet another.
 - Where possible, separate ideas in bulleted lists (like this one), instead of using dense text.
 - Make sure that the full text can be seen at all sides of the paper, and that no words are obscured where the holes are punched.
 - If more than one diagram, chart, etc. is to be included in the worksheet/test, label each one clearly and refer to the label in the question.
 - It's better to have two well-spaced-out pages than one page cluttered with text in a small typeface.
 - Ensure that copies are legible. (Worksheets that have been cut and pasted from textbooks and then handed down through generations of teachers are notorious for their illegibility!)

**Remember that however carefully you have prepared your homework sheet, it is very helpful that the students have the chance to read through it first in class and ask for clarification of anything they don't understand.*

**Remember that your ESL teacher will be happy to meet/talk with you and provide assistance as needed.*

Accommodations Guidelines for English Learners (ELs)

2021 PSSA and Keystone Exams



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Introduction

The focus of the Accommodation Guidelines for English Learners (ELs) is selection, administration, and evaluation of appropriate accommodations specifically for English Learners. ELs are also eligible for the accommodations for instruction and assessment outlined in the general Accommodations Guidelines.

Changes to the accommodations guidelines for the 2019-2020 school year are noted using red font in this manual.

What's New for 2020-2021?

New/Updated Content	Section
Administration	<u>Are ELs required to take the PSSA/Keystone Exams?</u>

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Definitions

Who are English Language Learners (ELs)?

A limited English proficient student (LEP) or English Language Learner (EL) is one who:

- was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant; or
- is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on (the student's) level of English language proficiency; or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant,

AND

- has sufficient difficulty speaking, reading, writing or understanding the English language; and
- has difficulties that may deny (the student) the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Administration

Are ELs required to take the PSSA/Keystone Exams?

The Every Student Succeeds Act (ESSA) signed into law on December 10, 2015, allows flexibility for EL students whose enrollment in a school in one of the 50 States in the United States or the District of Columbia fewer than 12 cumulative months (not consecutive) an option of taking the ELA PSSA or Literature Keystone exam. A student's enrollment in a school in Puerto Rico is not to be considered as enrollment in a U.S. school.

It is incumbent upon the LEA to determine a student's status. The eligible student will have been enrolled in a US school less than or equal to 12 cumulative months by the end of the current school year PSSA ELA/Keystone Literature testing window.

Last year's waiver of accountability testing does not affect the amount of time a student is enrolled in US schools. It is still incumbent upon the district to determine the amount of time a student is enrolled.

PIMS student data will allow the LEA to determine if a student has already been exempted one time for the ELA or Literature tests. Since no testing occurred in 2020, the

2020 testing window does not count toward the one-time exemption. The one-time exemption is still dependent on fewer than 12 cumulative months enrollment in US schools.

All ELs are required to participate in the Mathematics PSSA or Algebra I Keystone exam and the Science PSSA or Biology Keystone exam with accommodations as appropriate regardless of enrollment date. All ELs, K-12, are required to take the WIDA ACCESS for ELs English Proficiency Test.

The Mathematics PSSA or Algebra I Keystone exam scores of ELs in their first 12 months of enrollment in U.S. schools as defined above will not be used to determine performance (the percent proficient or higher) for federal accountability status. Their participation will be counted for federal accountability purposes.

Should first-12-month ELs choose to participate in the ELA PSSA or Literature Keystone exam, their performance will not be included but their participation will be counted for federal accountability purposes. Should they choose not to participate, their lack of participation will not count against the school or district. Students who are expected to exit EL services in the current school year should be encouraged to take the ELA PSSA or Literature Keystone exam.

The USDE guidance also provides flexibility in determining who can be included in the EL subgroup. Because EL students exit the EL subgroup once they attain English language proficiency, schools and districts may have difficulty demonstrating improvements on state assessments for these students. The USDE allows schools, districts, and states to include in the EL subgroup those students who have exited an ESL/bilingual education program within the past two years.

Who should administer the PSSA or Keystone Exams to ELs?

District and school personnel should decide the best way to administer the PSSA or Keystone Exams to ELs. Most important is to try to reduce student anxiety as much as possible to help students feel comfortable on the day of the test. Having a teacher familiar to the students administer the test often reduces test anxiety and is an allowable accommodation for ELs. Test administrators must be familiar with the accommodations allowed for ELs.

Accommodations

What accommodations are available for ELs?

School personnel should consider the following in determining the appropriate accommodations:

- The student's familiarity with the accommodations to be used. Current accommodations used in day-to-day instruction and assessment are appropriate. Students are most successful with testing accommodations when they have had a chance to use them prior to the test. EL educators are encouraged to implement accommodations in instruction to

make sure to address these concerns ahead of the state assessment. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams.

- An annual review of the student's progress in English language proficiency and academic achievement. Knowing this information will help teachers, supervisors, parents, and administrators determine which accommodations are still appropriate given the student's current knowledge.
- All accommodations should be documented in the student's file and recorded on the accommodations section of the PSSA or Keystone Exams (See Table 1 for an example).

Who determines which accommodations to use?

Each school must involve the appropriate school personnel in the determination of appropriate accommodations for ELs. The ESL/bilingual teacher, the ESL/bilingual education coordinator, other classroom teachers, the test administrator or coordinator, a parent, the principal or counselor and the student (when appropriate) may be involved in this determination. Identifying the appropriate accommodations should be a collaborative process and should include content area teachers consulting with ESL/bilingual teachers.

For dually identified students, the IEP team should be aware of EL-specific needs and should cooperate in identifying EL-specific accommodations. This determination must be done at least annually on an individual basis and must not be done for groups of ELs.

What accommodations are allowable for ELs?

Three separate accommodations are allowed. All accommodations are voluntary and not mandatory.

1. **Word-to word translation dictionaries**, without definitions, pictures, or internet connection for Mathematics PSSA or Algebra I Keystone and the Science PSSA or Biology Keystone only; not for any part of the ELA PSSA or Literature Keystone Exam.*

- ***What kinds of dictionaries can be used and who provides them?***

Districts may provide students with word-to-word translation dictionaries without definitions or pictures if students use them as part of their regular curriculum. Students should be comfortable using word-to-word dictionaries and have used them in the past at school and/or at home. Students should not be exposed to word-to-word dictionaries for the first time when they take the test.

Students may not use a word-to-word dictionary for the ELA PSSA or Keystone Literature Exam.

- ***Do you have a list of distributors?***

Yes. Table 2 is a list of distributors (provided by the Massachusetts Department

of Elementary and Secondary Education). SAC is responsible for ensuring that all bilingual dictionaries meet State Assessment requirements as listed above.

- ***Can electronic word-to-word dictionaries be used?***

Electronic dictionaries that provide word-to-word translations may be used by ELs for the Mathematics PSSA or Algebra I Keystone and the Science PSSA or Biology Keystone only; not for any part of the ELA PSSA or Literature Keystone Exam, but again no devices that provide definitions or pictures can be used. Devices with internet access must have the access disabled or be limited to the above definition. Web-based translators such as Google Translate may not be used.

- ***Can word-to-word translation sheets be used?***

Yes. Students may use a published version of a word-to-word translation sheet if students use them as part of their regular curriculum. Students should be comfortable using word-to-word translation sheets and have used them in the past at school and/or at home. Students should not be exposed to word-to-word translation sheets for the first time when they take the test.

Students may use a word-to-word translation sheets with no definitions and no pictures for the Mathematics PSSA or Algebra I Keystone and the Science PSSA or Biology Keystone only; not for any part of the ELA PSSA or Literature Keystone Exam.

- ***When can students use dictionaries?***

Word-to-word dictionaries may be used by ELs on any portion of the Mathematics PSSA or Algebra I Keystone and the Science PSSA or Biology Keystone.

Word-to-word dictionaries **may not** be used on any portion of the ELA PSSA or Literature Keystone Exam.

2. Qualified interpreters/sight translators for Mathematics PSSA or Algebra I Keystone and Science PSSA or Biology Keystone only; not for any part of the ELA PSSA test (except for the TDA prompt of the ELA PSSA) or Literature Keystone Exam. *

- ***When can an interpreter be used?***

For any language other than English, an interpreter may be used to present the directions to an EL for any or all of the PSSA assessments (Mathematics, ELA, and Science) and Keystone Exams (Algebra I, Literature, and Biology) **during the first three years that a student is categorized as an EL in US schools.**

For the ELs during their first three years that a student is categorized, an interpreter may be used to present the content of the test (test questions, answer

choices, labels, descriptions of scenarios, and other test material) for the Mathematics PSSA, Algebra I Keystone, Science PSSA and Biology Keystone **only**. Presentation of the content of the ELA PSSA or Literature Keystone Exam by an interpreter is not permitted, except for the TDA prompt of the ELA PSSA.

Note that the Mathematics PSSA and Algebra I Keystone paper/pencil and the Science PSSA, and Biology Keystone paper/pencil are available in printed Spanish-English side-by-side versions. (See below for a more detailed description.) It is recommended that this version be used with students who require translation into Spanish. Note also that the Spanish language version may be read aloud to the student by the test administrator, if the student's level of literacy requires this. The online Keystone Exams are not available in Spanish translation.

- ***Is there a difference between an interpreter and a translator?***

An interpreter works with oral language and a translator works with written language. Another term in use is "sight translator," a person who reads text in one language and renders it into spoken form in another language on the spot. The work that is performed for the PSSA or Keystone is essentially a sight translation. This document uses the word interpreter to designate the person who performs the sight translation, translating orally the meaning of the allowable parts and subjects of the PSSA and Keystone Exams and/or clarifying directions, orally, to ELs. On the allowable parts and subjects of the tests, the interpreter also interprets students' non-English oral responses into written English.

- ***What is the role of the interpreter?***

Interpreters may have access to the mathematics and Algebra I tests and the science and Biology tests three days prior to test administration to aid in preparation for translating the assessment. Interpreters may access the assessment only in a secure setting; the assessment may not leave the building and although note-taking is permitted as a translation aid, it is strictly prohibited for the notes to be removed from the building or shared with anyone in a way that would violate the security of the test, and the notes must be securely destroyed after testing has concluded. Interpreters must sign a Confidentiality Agreement. Interpreters must be of legal age to sign the Confidentiality Agreement. Directions for all assessments are provided to districts prior to the testing window.

Interpreters may work with one student or small groups of students depending on the test setting. They are permitted to:

- *Translate the directions on the ELA, Mathematics, Science, Algebra I, Literature, and Biology exams.*

- *Translate words or phrases (including test questions) for the Mathematics, Algebra I, Science, and Biology assessments at the students' request.*
- *Interpret students' non-English oral responses into written English for the Mathematics, Algebra I, Science, and Biology assessments. Interpreters must not change the meaning of the response or make any corrections in the response.*

*On the ELA PSSA and Literature Keystone assessments, only test directions can be translated. Interpreters may not translate any of the reading questions. Interpreters may not translate the reading passage(s). Interpreters may not translate student responses to open-ended items on the ELA PSSA or Literature Keystone Exam from a non-English language into English. Interpreters may not translate any of the language multiple-choice items or the reading passage(s) and accompanying multiple-choice. Interpreters may not translate student responses to the Text Dependent Analysis essay response of the PSSA ELA test.

Interpreters may not answer clarifying questions that might be asked about test questions and/or test content. The only clarifications that may be offered in English or in the native language are clarifications of the test directions. Translations should be as accurate as possible. They should be literal where appropriate. Where a literal translation might create confusion (for example, if the English version contains an idiom), the meaning should be rendered faithfully but no elaboration or explanation should be provided.

- ***How do districts find qualified interpreters and what makes them “qualified”?***

Districts should determine the criteria for qualified interpreters. Districts must document the process and/or criteria used to select interpreters. Keep in mind that the use of qualified interpreters and word-to-word dictionaries is voluntary, not mandatory.

Districts should try to provide these accommodations to the extent practicable and to the extent that they are typically used with students during the school year. For a description of these accommodations, see the guidelines available on the PDE website.

- ***Can districts use a community member, family member, or a paraprofessional as a “qualified interpreter”?***

Yes, however, the district must certify that the individual is a qualified interpreter through a local process using local criteria and the individual must follow interpreter guidelines as outlined in the above question describing the role of the interpreter. The interpreter must sign a Test Security Certification.

Interpreters must receive additional training about what is allowable and not allowable on the PSSA and Keystone Exams. It is the district's responsibility to ensure that individuals who are deemed qualified interpreters receive the appropriate training.

Family members (parents, siblings) may not serve as an interpreter for a child in their family but may serve as an interpreter for outside the family unit. Extended adult family members may serve as an interpreter if the LEA determines that the individual is objective and does not have a stake in the results of the test.

- ***Why can't interpreters translate the ELA PSSA or Literature Keystone Exam?***

Allowing anyone to translate any portion of the ELA PSSA or Literature Keystone Exam for ELs and/or for students with IEPs or 504 plans is controversial because one purpose of the reading test is to ensure that students have the ability to decode text. Translating or interpreting the text orally defeats that purpose.

Another purpose of the ELA PSSA and Literature Keystone assessments is to determine how EL students can understand, or comprehend, English passages, including English vocabulary. Translating the ELA PSSA or Literature Keystone Exam for the student into another language would defeat this purpose.

Both of these aspects of sight translation would alter the tests in such a way that the translated tests would assess different skills from the ones that the tests have been constructed to assess. Using sight translation as an accommodation for the ELA PSSA or Literature Keystone Exam would therefore invalidate the EL's score.

- ***Why can't the interpreters translate the ELA PSSA multiple-choice section for students?***

The purpose of the language multiple-choice items of the ELA PSSA exam is to determine how well students have mastered English language arts skills, including how to edit and revise sentences/passages, applying English mechanical conventions and the rules of English grammar. Translation would defeat this purpose and would invalidate the score.

3. **Spanish/English Mathematics and Science PSSA and Algebra I and Biology Keystone Exams.***

- ***Is a Spanish Version available for Mathematics, Science, Algebra I and Biology paper exams?***

Yes. A Spanish version of each Mathematics PSSA, Science PSSA, Algebra I, and Biology Keystone paper/pencil exams is available for students who have

been enrolled in schools in the United States for fewer than three years. The local educational agency may make a determination to assess students with this accommodation when the student is enrolled in US schools for fewer than three years and has not yet reached a level of English language proficiency sufficient to yield valid and reliable information when assessed in English.

It is recommended that Spanish language students be literate in their native language for this accommodation to be beneficial. However, the Spanish-language version of the assessment may be read aloud to an eligible EL student who can benefit from receiving the assessment in Spanish (for example, an EL with prior education in Spanish who is also dyslexic).

- ***How do we order the Spanish-English Version?***

This booklet must be requested from Data Recognition Corporation during the online enrollment period. To place orders after the online enrollment period call DRC Customer Service at **1-800-451-7849**. Only students who have a need for this assistance are to receive this accommodation.

- **What does the Spanish-English Version look like?**

For Mathematics, Grades 4-8, and Science, Grades 4, 8: The Spanish-English Mathematics form is issued in side-by-side Spanish-English format with identical test questions presented on opposing pages in the two languages: Spanish on the left and English on the right.

A corresponding student answer booklet, in which students mark their answers in English or Spanish is also provided for the Mathematics test. For the Spanish-English Mathematics test, answers can be in English OR Spanish. For the regular English Mathematics test, answers can ONLY be in English.

For Mathematics, Grade 3: Students will be issued a Spanish-English Mathematics form that will allow answers to be marked in the test booklet. The Spanish and English versions of the test do not appear on facing pages; rather, for test questions, one language appears above the other on the page. For this dual-language test form, student responses may be in English OR in Spanish.

The paper/pencil Algebra I Keystone Exam: The Spanish-English Keystone Algebra I form is issued in side-by-side Spanish-English format with identical test questions presented on opposing pages in the two languages: Spanish on the left and English on the right.

A corresponding student answer booklet in which students mark their answers in English or Spanish is also provided for the Spanish-English Algebra I Exam. If an open-ended response test question requires two facing pages, both Spanish language pages will be presented side-by-side, followed by both English

language pages. For the Spanish-English Algebra I test, answers can be in English OR Spanish. For the regular English Keystone Algebra I Exam, answers can ONLY be in English. For the Literature Keystone Exam, answers must ONLY be in English.

The Spanish-English Science form for Science PSSA, Grades 4 and 8, and the Keystone Biology Exam is issued in side-by-side Spanish-English format with identical test questions presented on opposing pages in the two languages: left-facing pages present questions in Spanish and right-facing pages present the same questions in English.

A corresponding student answer booklet, in which students mark their answers in English or Spanish, is also provided for the Science section. For the Spanish-English Science test and Spanish-English Biology Keystone Exam, answers can be in English OR Spanish. For the regular English Science test or regular Biology Keystone Exam, answers can ONLY be in English.

- ***Who is eligible to take the Spanish Version?***

Only students who have been enrolled in schools in the United States for fewer than three years may take the Spanish-English Mathematics PSSA and/or the Spanish-English Science PSSA, or the Spanish-English Algebra I and/or Biology Keystone Exam. The local educational agency may make a determination to assess this group of students with this accommodation when the student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information. Students receiving this accommodation should be literate in Spanish and/or be familiar with the subject matter as taught in Spanish for this accommodation to be beneficial. However, the Spanish-language version of the assessment may be read aloud to an eligible EL student who can benefit from receiving the assessment in Spanish (for example, an EL with prior education in Spanish who is also dyslexic).

Former ELs who have exited the program, including those who are being monitored for up to four years are not permitted to receive this accommodation.

FAQ

What technology is permissible for the online version of the PSSA and Keystone assessments?

Desktop computers, laptops, Chrome books and iPads are permissible with the appropriate test engine software installed.

If students are in monitored status or have already exited an ESL or Bilingual Program, can they still receive these accommodations?

No. Once a student is in monitored status or has exited an ESL or Bilingual Program that student is only eligible for the accommodations available to non-EL students (refer to the 2021 Accommodations Guidelines Handbook).

How does PDE ensure that test items are accessible to ELs?

The Pennsylvania Department of Education (PDE) is committed to providing the broadest array of accommodations possible without jeopardizing the validity and integrity of the test.

Allowing accommodations is only one way PDE tries to make the tests more accessible. Even before an item appears on the test, that item has already been screened for linguistic, cultural, socioeconomic, and other forms of bias. After items have been field tested, PDE staff and educator committee representatives review any items that may have performed less well than expected in order to determine whether the items should be rejected.

Will these accommodations be allowable every year?

There is a growing body of research on accommodations for ELs. PDE will update this policy as new research about accommodations is published. PDE will inform administrators of any changes prior to the administration of the PSSA and Keystone Exams.

Table 1 is an example of the PSSA Accommodations Section in the answer booklet. There are EL-specific accommodations under Presentation, Response, Setting, and Timing accommodations may also be applicable to ELs.

Where can I find more information on other PSSA & Keystone accommodations?

For more information on PSSA and Keystone accommodations, please see Accommodations Guidelines posted on the PDE website.

Contact Information

For more information on PSSA and Keystone accommodations, please contact the Bureau of Curriculum, Assessment and Instruction at 717-787-4234, or visit PDE's Assessment website.

For more information on English Language Learners, please visit PDE's Educating English Learners website.

Table 1: Accommodations Section Example

FOR SCHOOL PERSONNEL ONLY

ACCOMMODATIONS SECTION

This section must be completed for assessed students only, if applicable.

4. Student used the following Presentation Accommodations (mark all that apply, if any):

- ☐ Braille format
- ☐ Large print format
- ☐ Computer Assistive Technology—other than the online test mode (PDE must approve the program and all functions)
- ☐ Some conventions questions/text-dependent analysis prompts read aloud
- ☐ All conventions questions/text-dependent analysis prompts read aloud
- ☐ Text-dependent analysis prompts signed
- ☐ Text-dependent analysis prompts interpreted for EL
- ☐ Amplification device
- ☐ Magnification device
- ☐ Color overlay
- ☐ Other (noise buffers, whisperphone, etc., as indicated in the Accommodations Guidelines or a unique accommodation as approved by PDE)

6. Student used the following Timing Accommodations (mark all that apply, if any):

- ☐ Extended time
- ☐ Frequent breaks
- ☐ Changed test schedule
- ☐ Other (as indicated in the Accommodations Guidelines or approved by PDE)

5. Student used the following Setting Accommodations (mark all that apply, if any):

- ☐ Headphones setting
- ☐ One-on-one setting
- ☐ Small group setting
- ☐ Other (as indicated in the Accommodations Guidelines or approved by PDE)

7. Student used the following Response Accommodations (mark all that apply, if any):

- ☐ Mixed Mode: Student completed multiple-choice items online and open-ended items in the answer booklet
- ☐ Assessment Coordinator or designated individual marked multiple-choice responses at student's direction
- ☐ Assessment Coordinator or designated individual transcribed TDA responses at student's direction with documentation (per Accommodations Guidelines)
- ☐ Assessment Coordinator or designated individual transcribed student responses (per Accommodations Guidelines)
- ☐ Keyboard, word processor, or computer—other than the online test mode (per Accommodations Guidelines)
- ☐ Braille Notetaker (per Accommodations Guidelines)
- ☐ Augmentative communication device
- ☐ Computer Assistive Technology—other than the online test mode (PDE must approve the program and all functions)
- ☐ Other (special paper, etc., as indicated in the Accommodations Guidelines or a unique accommodation as approved by PDE)

Student responses from Braille, large-print, or electronic formats MUST be transcribed into a standard-print answer booklet.

Please refer to the Accommodations Guidelines at www.education.pa.gov for further clarification regarding the use of all accommodations.

LOCAL STUDENT ID										OPTIONAL FIELD	SUPPLEMENTAL DATA FIELD												
											A	B	C	D	E	F	G	H	I	J	K	L	M
										<input type="radio"/> Option 1 <input type="radio"/> Option 2 <input type="radio"/> Option 3 <input type="radio"/> Option 4													

Table 2: List of Distributors for Word-to-Word Resources

Amazon

www.amazon.com

Hippocrene Books, Inc.

171 Madison Avenue
Suite 1602
New York, NY 10016
Phone: 718-454-2366
www.hippocrenebooks.com

Barnes and Noble

www.barnesandnoble.com

The Metropolitan Center for Research on Equity and the Transformation of Schools (Glossaries Only)

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

Bilingual Dictionaries, Inc.

P.O. Box 1154
Murrieta, CA 92564
Phone: 951-296-2445
www.bilingualdictionaries.com

Schoenhof's Foreign Books

76A Mount Auburn Street
Cambridge, MA 02138
Phone: 617-547-8855
www.schoenhofs.com/

Educa Vision

755- NW 47th Avenue
Coconut Creek, FL 33073
Phone: 954-968-7433
www.educavision.com

Tuttle Publishing

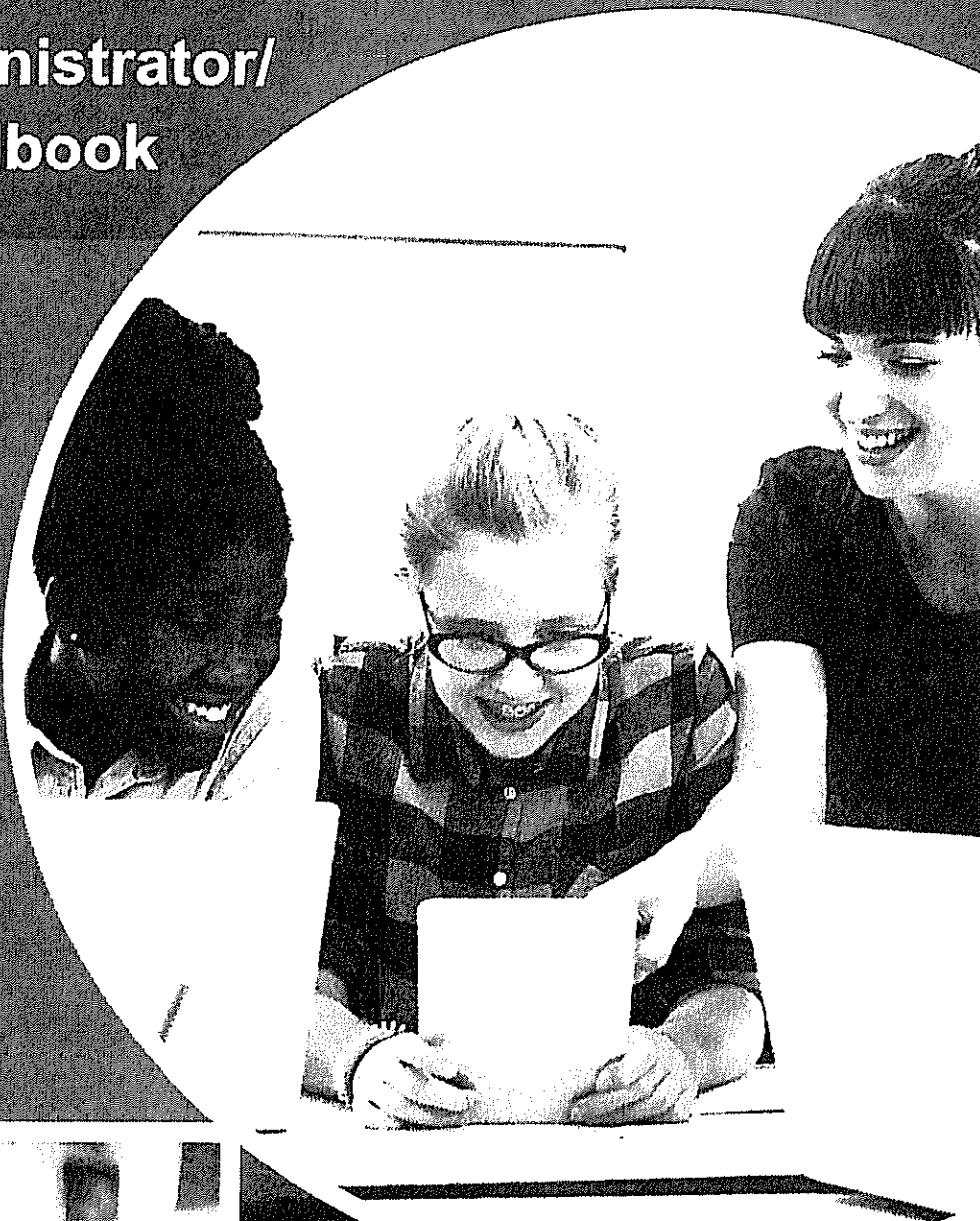
364 Innovation Drive
North Clarendon, VT 05759
Phone: 800-526-2778
www.tuttlepublishing.com

Velazquez Press

9682 Telstar Avenue, Suite 110
El Monte, CA 91731
Phone: 626-448-3448
www.VelazquezPress.com

District ELL Administrator/ Coordinator Handbook

An A to Z Guide
April 2018



Introduction

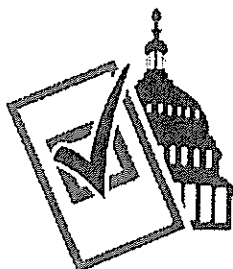
As the district ELL coordinator or administrator, you have many responsibilities. These include:

- Ensuring that your district complies with applicable federal and state laws and policies related to ELs
- Acting as your district point of contact for the state for matters related to ELs
- Disseminating information from the state to educators/administrators in your district
- Ensuring the proper identification of ELs
- Ensuring the accurate reporting of ELs in PIMS
- Completing the English Learner Reporting System (ELRS) for your district
- Ensuring the proper instructional placement of ELs in your district
- Developing and maintaining the language instruction educational program (LIEP) in your district
- Coordinating the annual language proficiency testing (ACCESS for ELLs®) of ELs in your district
- Coordinating Title III grant applications and district Title III activities
- Coordinating professional development for ESL and general education teachers in your district
- Analyzing data concerning the ELs in your district and developing action plans to address areas of concern
- Ensuring a process for reclassifying students in accordance with the state-defined criteria
- Ensuring that parents are provided with information as required by federal and state regulations

This guide *outlines* the relevant information necessary for you to fulfill your responsibilities as the district EL coordinator/administrator. It is meant as a quick reference, so it does not contain all the details that you will need for each area that is covered. It contains links to documents and sites that provide the full information with which you must familiarize yourself.

Compliance with applicable federal and state laws and policies

You should become very familiar with the state regulations regarding the education of ELs. They can be found at the PDE EL webpage.



In addition to the state regulations, you must become familiar with applicable federal laws and regulations:

- Title III of the ESEA *
- Title VI of the Civil Rights Act of 1964
- EEOA of 1974
- The Every Student Succeeds Act
- Relevant court precedents

* Your district may not receive Title III funding if it does not apply for the grant. See the Title III section of this document for more information.

Failure to properly adhere to these laws, regulations, and policies may result in compliance findings and/or possible litigation.

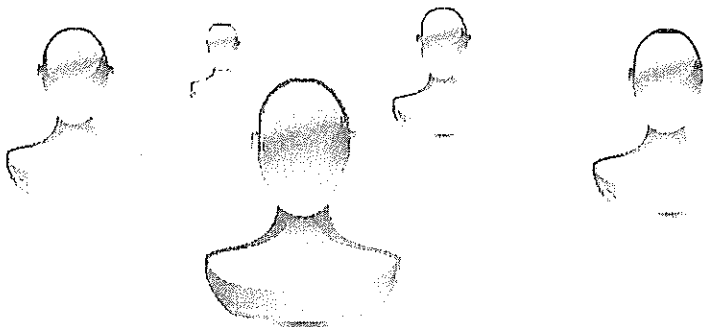
Disseminating information and acting as your district's point of contact

The state relies on the network of Intermediate Units (IUs) to disseminate information and gather feedback and input. You must notify your regional IU that you are the EL administrator or coordinator in your district so that you can be placed on the information distribution list.

[Click here for a list of IUs.](#)


You will be the single point of contact for your district for all issues related to ELs. You will be receiving information from the state via e-mail from IUs, but you are also responsible for checking the PDE EL website and ESL Portal for updates to policies, guidance, and professional development/training resources. The PDE website contains all policy and guidance documents, while the ESL Portal contains information related to professional development and other supports for districts.

It is your responsibility to disseminate certain information to teachers in your district. For example, the annual state-offered PD schedule and registration instructions are posted to the ESL Portal in the summer and updated throughout the year. If you do not make educators aware of these offerings (by e-mail, posting in the schools, hardcopy in mailboxes, etc.), then they will not be able to take advantage of the PD offered. Also, updates from PDE that are disseminated through IUs may contain information that you must, in turn, disseminate to your staff and/or district leadership.



PDE published a statewide process for districts to use when identifying newly enrolling students as ELs in both Pre-K and K-12. These documents can be found on the PDE EL webpage for Screening, Identification, and Placement. Districts are not required to use these documents as they are formatted, but all steps in the procedures are required. In other words, a district may choose to develop their own identification procedure with corresponding documentation, but it must include all the steps outlined in the state document.

English Learner Identification Procedure - K-12 (Word)
English Learner Identification Procedure - Pre-K (Word)



pennsylvania
DEPARTMENT OF EDUCATION

English Learner Identification Procedure — Grades K-12

(see Pre-K Identification procedure for Pre-K students)

21. STEP 1: Review the Home Language Survey

- If a student speaks a language other than English at home, proceed to **STEP 2**
- If not, the student is not eligible for the English Learner Identification procedure.

NOTE: If a student speaks a language other than English at home but does not speak English at school, the student is not eligible for the procedure.

22. STEP 2: Complete an interview with the student's parent or guardian to determine if the student is a native English speaker.

Family Interview

Conducted by district-trained personnel, parent(s) will be completed by the parent/guardian.

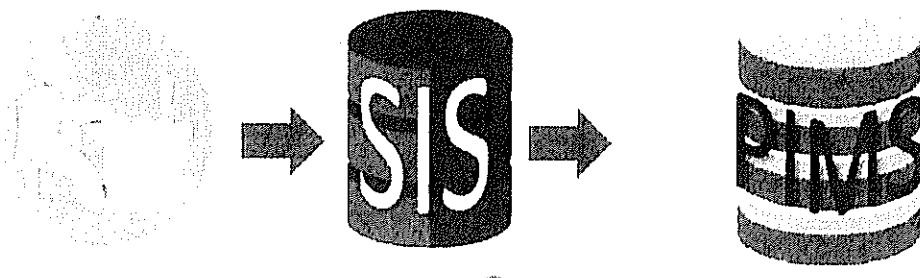
Interview with (Interviewer)

Date: <u> </u>	Interviewer: <u> </u>	Phone: <u> </u>
Name of Student: <u> </u>	DOB: <u> </u>	Age: <u> </u>
Current address: <u> </u>	City: <u> </u>	State: <u> </u>
Country of Birth: <u> </u>	Country of the U.S. born: <u> </u>	Country of Birth: <u> </u>
Parent/Guardian: <u> </u>	DOB: <u> </u>	Country of Birth: <u> </u>

Parent's Primary Country of Residence:

[Parent Refusal Waiver \(Word\)](#)
[ELD Reinstatement Request Form \(Word\)](#)
[Guidance for Parent Refusal of LIEP \(PDF\)](#)

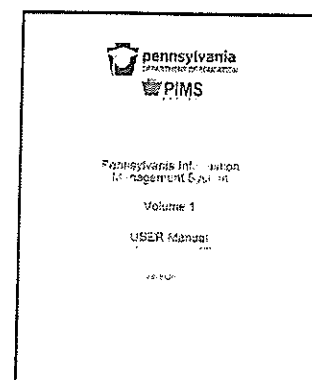
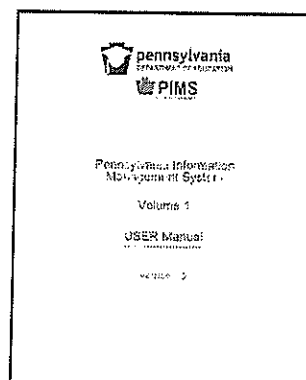
You are responsible for ensuring that your local SIS has accurate, up-to-date information about your ELs. You can do this by ensuring that students are identified as ELs in your local SIS at the time of enrollment and that you update your SIS throughout the year as students enroll and disenroll. You should also pay very close attention to all of the data variables for each student to ensure that they are accurate.



These variables include:

- Name
- Date of birth
- Title III status
- Date first enrolled in U.S. Schools
- Immigrant status
- SLIFE status
- Program type
- Home language (home language codes can be found in Appendix J of PIMS Manual Volume II)

For more information about the various data that are collected in PIMS for ELs, visit the PIMS webpage and review the sections of the manuals pertaining to ELs. Manual I has a description of the data variables and rules for reporting them.



For questions about your local SIS, you will need to contact your local SIS administrator or SIS vendor. The Department does not have information about local student data systems.

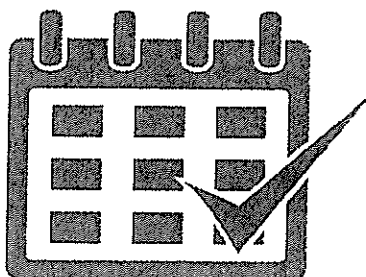
In addition to updating PIMS through your local SIS, each year you are required to complete a series of narratives outlining your LIEP in the English Learner Reporting System (ELRS). The ELRS is used to collect information that PDE needs for federal reporting but that cannot be collected in PIMS. PDE publishes a recorded webinar to walk you through the ELRS submission each year and posts it to the ESL Portal.

Document Links

PIMS MANUALS – 2017-2018

- 2017-2018 PIMS Manual Vol 1 v 1.2 (PDF)
- 2017-2018 PIMS Manual Vol 2 v 1.3 (PDF)

Ensuring the proper instructional placement of ELs in your district



You must share with the staff responsible for identification and placement of ELs which types of instructional programs/models your district is employing for ELs and the criteria on which placement is based. Once a student is identified as an EL, he/she must be appropriately placed within the instructional program to maximize opportunities for academic success and language learning based on all of the information gathered during the identification process, including current English proficiency level.

For example, if your district has a newcomer program, you must ensure that there are clear criteria for placing students in the program and that enrollment personnel adhere to a process for appropriate placement based on those criteria. If you use pull-out ESL as a program component, then you must have clear guidelines about how often and when students will be pulled out based on their needs and how to appropriately schedule them.

If the personnel who are responsible for identification of ELs do not create schedules or place students in programs, then you must prepare the personnel who are responsible for that.

Ensuring the proper instructional placement of ELs in your district

Ensuring that your language instruction educational program (LIEP) complies with state/federal regulations

Your district must employ an academic program that meets the needs of ELs by ensuring equal access to the general curriculum and promoting the development of English proficiency in accordance with OCR guidelines codified by *Castaneda vs. Pickard* (1982) and further articulated in the Basic Education Circular (BEC). This is referred to as the language instruction educational program (LIEP).

All LIEPs must be:

1. based on a sound theory or on research indicating likelihood of success,
2. resourced appropriately to translate the theory or plan into reality, and
3. effective as evidenced by periodic (at least annual) evaluations

Included in resources for point 2 above are teachers, administrative support, materials, technology, and ongoing staff training. In addition to these resources, you must also provide an English language development (ELD) curriculum to be used by your ESL staff. This should be developed locally and align to the rest of the academic program in the district and should NOT be composed solely of a commercial resource.



The PDE conducts training on LIEP and curriculum development and has archived past trainings covering this topic. You can access that information on the ESL Portal.

Please read the BEC carefully to ensure that the design of your LIEP meets all state-specific requirements. If you have questions or concerns, you should contact the Department.

Coordinating the annual language proficiency testing (ACCESS for ELLs®)

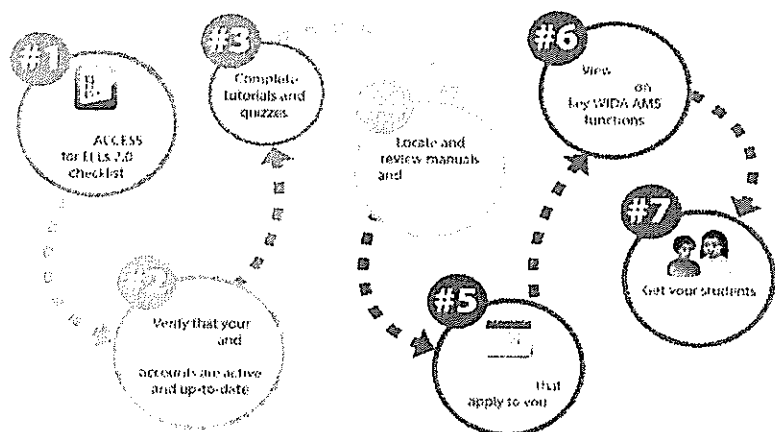
Pennsylvania is a member of the WIDA Consortium. WIDA is a consortium of more than thirty five states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. As a member of the WIDA Consortium, Pennsylvania utilizes the ACCESS for ELLs® to annually measure the English language proficiency (ELP) of ELs across the Commonwealth. The ACCESS for ELLs® was developed by the Center for Applied Linguistics in collaboration with the WIDA Consortium. The ACCESS for ELLs® is aligned to the WIDA English Language Proficiency Standards and has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency. Pennsylvania requires that the ELP of all ELs K-12 be measured annually with the ACCESS for ELLs®. Pre-K dual language learners (DLLs) are not required to take the ACCESS test.



For information on how the results of this assessment are used for accountability purposes, see the PA ESSA consolidated state plan.

The Center for Applied Linguistics develops the test for the WIDA Consortium. Data Recognition Corporation (DRC) produces the tests, provides them to districts, scores the tests, and produces test reports for schools, districts, and the state.

You can find additional information about the ACCESS for ELLs® on the WIDA assessment webpage.



There are many activities related to ACCESS testing throughout the year to which you must attend. They are covered in the **ACCESS for ELLs Checklist** document that can be downloaded from the PA page of the WIDA website. This document has links to training and other resources to help you organize and manage your district's testing. You will also find other supporting resources on that webpage including the test coordinator quick start guide, AMS support page, state contact information, and state-specific guidelines. You should review all of this information and check the site periodically for updates.

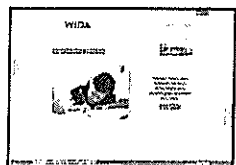
The following list broadly outlines the different activities for which you are responsible:

- Ensuring SIS and PIMS data is up to date and accurate at all times
- Ensuring that test administrators are appropriately trained and certified to administer the test
- Ensuring that the appropriate technology requirements are met for online testing
- Receiving and distributing the test materials
- Ensuring that all testing is completed within the testing window
- Ensuring the security of test materials for the duration of the testing window
- Shipping test materials back to DRC at the conclusion of the testing window
- Reviewing and validating test data
- Receiving and distributing test reports to students, parents, and teachers

Systems to which you will need access:



WIDA AMS – district coordinator access to the AMS can be granted by the state or by DRC. Once you have access, you can manage users in your district. See the WIDA AMS user guide located on the welcome screen of the AMS when you log in for detailed explanations of the various functions.



WIDA Secure Site (accessed through the WIDA website homepage) – district coordinator access to the WIDA secure site can be granted by WIDA. They may require verification from the state, so you should cc one of the ESL/BLE Advisors when you contact the helpdesk for access

In order for testing information to be correctly attributed to your school and your students, you must ensure that your local SIS data is current **at all times** and that PIMS is updated according to the state schedule.

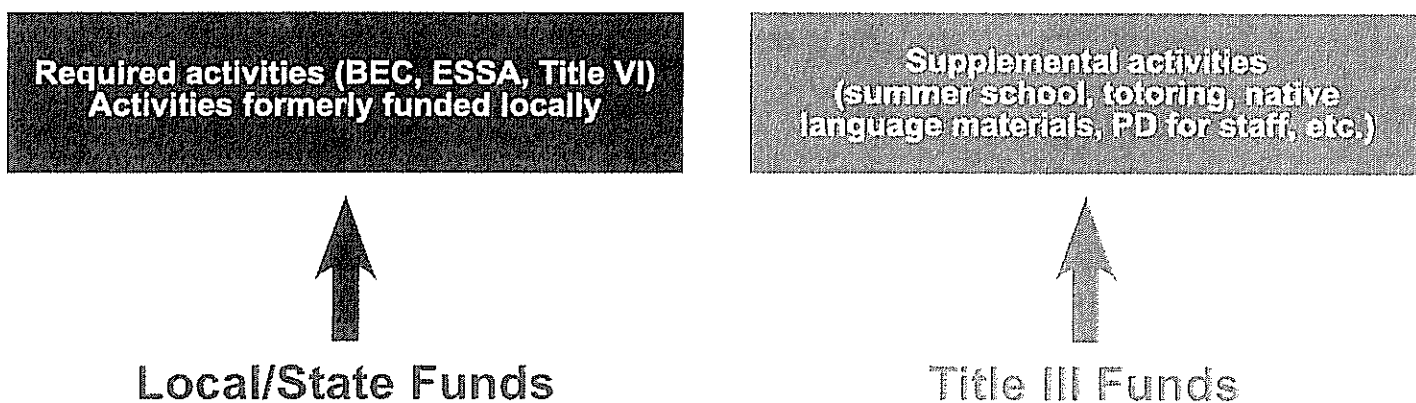
You will receive e-mail reminders from DRC of all testing activities for which you are responsible. DRC produces the list of e-mail addresses from the WIDA AMS. In order to ensure that you receive these reminders, you must gain access to the AMS with the appropriate role. See “*Systems to which you will need access*” above for instructions.

Coordinating Title III grant applications and district Title III activities

As the district EL administrator/coordinator, you have certain responsibilities related to the district application for Title III grants if your district chooses to receive Title III funds.

Title III of ESEA provides funding for supplemental activities for ELs. Your district may apply for a Title III grant if it meets the minimum grant threshold of \$10,000. The number of ELs required to meet this threshold is commonly around 40. It changes slightly from year to year based on federal funding and the number of state grant applications. If your district does not have a sufficient number of ELs to meet this threshold, it may enter into a consortium with other districts. In this case, the ELs from all consortium members are combined to meet the threshold and one of the member districts, usually an IU acting as the fiscal lead for the consortium, applies for a grant on behalf of all member districts.

Title III funds may only be used to supplement existing programs and activities for ELs. They may not supplant local or state funds and they may not be used to fund activities required by state or federal laws or regulations. For example, if a particular activity last year was subsidized with nonfederal funds, the same activity this year cannot be paid with Title III funds. State-mandated activities must be paid with state funds first.

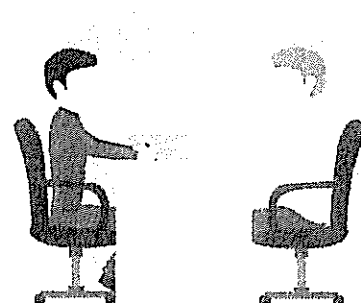


Title III funds must be used to increase the English proficiency of EL students by providing high-quality supplements to language instruction educational programs. A full list of required and authorized expenditures may be found in Section 3115(c), (d) of Title III. These services may be provided directly by the LEA, another LEA, institutions of higher education, community-based organizations, or private entities in any combination.

You will need to conduct a consultation with all non-public schools within your district boundaries to make Title III services available to them if they choose to enter into an agreement with your districts.

You can access the Title III legislation at the federal Title III webpage. You should become familiar with this information in order to effectively manage Title III grant applications, funds, and activities.

You can find information about the grant application process and requirements for use of funds at the PDE EL webpage for Title III or at the PDE Federal Programs Office webpage.



Coordinating professional development for ESL and general education

The district is responsible for providing professional development related to teaching ELs to ALL teachers working with ELs (not only ESL teachers).

It is your responsibility to ensure that these opportunities are made available to teachers and that teachers are aware of them.

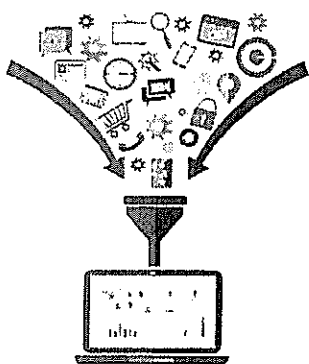


The state offers several PD opportunities each year. These workshops are free of charge, but the district must pay the cost of substitute teachers if necessary. The number of participants is limited and availability is on a first-come, first-served basis. The annual PD calendar that includes detailed descriptions of the workshops can be found at the ESL Portal under the “Professional Learning” tab. You will also periodically receive e-mails from your local IU alerting you to additional PD opportunities that you should disseminate appropriately.

The screenshot shows the ESL Portal website. At the top, it says 'ESL Portal PA'. Below that is a navigation bar with links: Home, About, Contact, Professional Learning, Resources, Technical Assistance, ESL Newsletter, Advisory Board, and OAA. The 'Professional Learning' section is highlighted. Below the navigation bar, there is a section titled 'Professional Learning' with a description: 'Professional development opportunities are offered to strengthen teaching skills and increase knowledge...'. To the left of this section is a small image of a newsletter titled 'Everybody's Newsletter'.

You should develop a local PD plan that includes all teachers working with ELs and provides them with the necessary knowledge and strategies to deliver effective instruction. You may utilize your ESL staff to conduct training for content teachers, contract with your local IU, hire outside experts or consultants, take advantage of state-offered PD, or any combination of these. Regardless of how your plan is organized, you must ensure that all teachers working with ELs receive adequate training related to their role.

Analyzing data concerning the ELs in your district and developing action plans to address areas of concern



Analyzing data from various sources is an important part of many aspects of work that you do as the district EL administrator/coordinator. It is essential that you have or develop some basic skills in working with data, including ELP data, and also a foundational knowledge of how second language acquisition affects outcomes on non-ELP assessments and other outcomes.

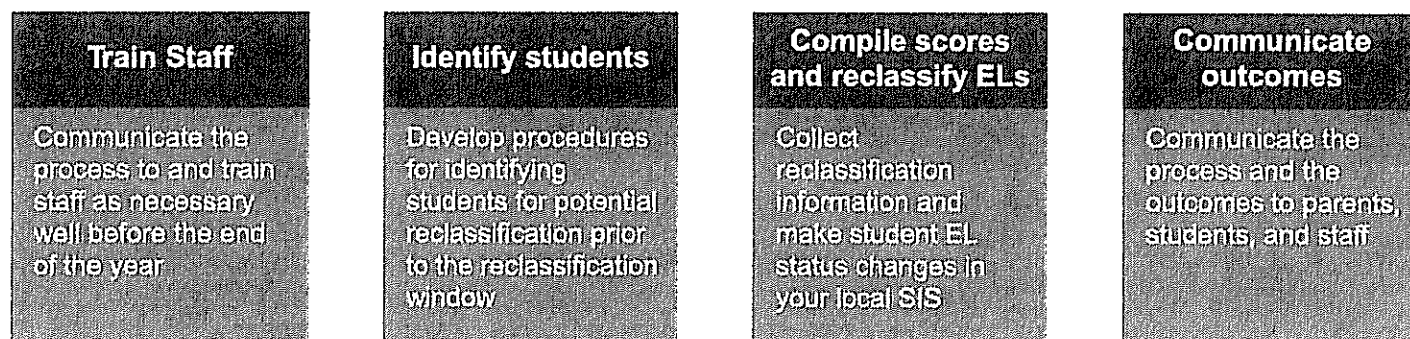
PDE provides training and support for data analysis that you may take advantage of if necessary. You can find information on available trainings and archived resources at the ESL Portal.

You can learn about WIDA data analysis and research on the WIDA website at the WIDA research webpage.

Ensuring a process for reclassifying students when they meet the state-defined, required criteria

Students may be reclassified as former ELs only when they have met the minimum criteria outlined in the state-defined, required reclassification, monitoring, and redesignation document.

There are steps that you must take to prepare for and complete the reclassification process that occurs at the end of the school year.

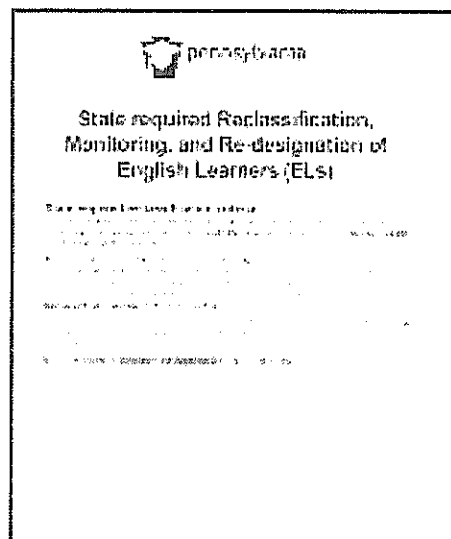


This process must be documented in the students' permanent record in accordance with the guidance.

Once a student has been reclassified, he/she begins a two year active monitoring process and must be reported in PIMS as Monitor 1 or Monitor 2. During this time, if a student begins to struggle academically as a result of second language acquisition needs, he/she may be redesignated as an active EL and placed back into the LIEP.

Monitoring must be a formalized process and must be documented. You may choose the method for accomplishing this, but it must, at a minimum, include periodic reviews of the students' academic progress in all core classes as well as consultation between ESL and content teachers.

After the initial two years of active monitoring, students are reported in PIMS as being in monitor status for an additional two years (Monitor 3 and Monitor 4). This is for state accountability calculations only. The district is not required to conduct active monitoring of former EL students during monitoring years 3 and 4.



Document Links:

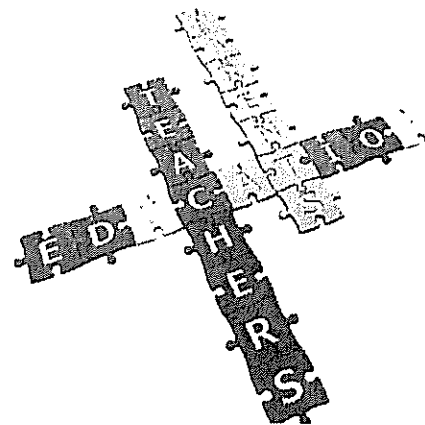
Reclassification, Monitoring, and Resignation of ELs

State Required Reclassification, Monitoring, and Redesignation of ELs Criteria and Procedures (PDF)

Ensuring that parents are provided with information as required by federal and state regulations

Both federal and state regulations require that parents receive certain types of information from the school/district. Schools must communicate information to language minority parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- grievance procedures and notices of nondiscrimination
- parent handbooks
- report cards
- gifted and talented programs
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- requests for parent permission for student participation in school activities



Parents of ELs must also be provided with:

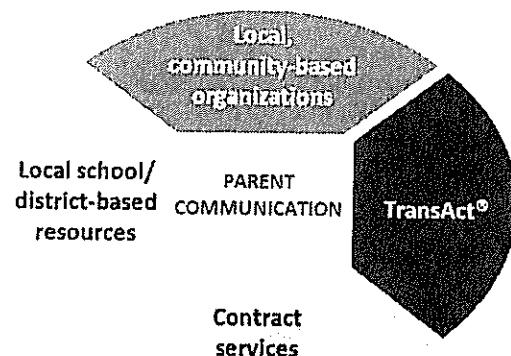
- a complete description of the reasons for placement in the LIEP including the EL identification process
- A detailed description of the supports or specialized programming for English language acquisition in which their children will be placed including the benefits it has for them and evidence of its effectiveness
- Information regarding their right to refuse placement in a specialized program for English language acquisition
- The results of the annual ELP assessment (ACCESS for ELLs®)
- Notification of a change in the student's program or service
- Written notification of the proposed reclassification decision and an explanation of the rationale for the decision

In addition to providing parents of ELs with important information, you should develop a local policy and plan for the involvement of parents in school activities.

The plan should include how the district will:

- reach out to the local EL community
- inform parents of the multiple ways in which they can become involved in the education of their children, not only in LIEP-specific activities, but in all school programs, services, and activities.
- provide culturally and linguistically appropriate parent programs and training activities that are designed to assist all parents of EL students to become active participants in the education of their children
- include input from the parents of ELs when it considers improvements not only to EL programs but to other school programs in which ELs may be involved

Many required parent notices are provided in multiple languages by PDE through its contract with TransAct®. You can register for an account to access the tools and documents provided by TransAct using your school/district e-mail. Simply follow the registration instructions provided on the website. You may also view step-by-step instructions for using the TransAct parent notices site in the Quick Start Guide.



Glossary

GLOSSARY OF COMMONLY USED TERMS AND ACRONYMS

50/50: An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

AMS – WIDA Assessment Management System. The system used by states and districts to manage ACCESS testing.

BEC – Basic Education Circular. State regulations promulgated under legislation. 22 Pa. Code §4.26 is the law governing the education of ELs in PA. The EL BEC provides a detailed interpretation of that law. Districts must adhere to all requirements outlined in the BEC.

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

BLE – Bilingual education. An LIEP in which students' native language is used to support academic content learning and English development. There are several variations of bilingual education programs.

CAL – Center for Applied Linguistics. Federally funded organization located in Washington DC that promotes language learning and cultural understanding by serving as a source for research, resources, and policy analysis. CAL also develops and maintains the ACCESS for ELLs on behalf of the WIDA Consortium.

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language.

DLL – Dual language learner. Term used to describe pre-K students who have been identified as having second language acquisition needs based on a screening process at the time of enrollment. DLLs are provided with language supports throughout their enrollment in pre-K programs. Once they reach kindergarten, they must be re-screened for possible identification as ELs. DLLs do not need to meet reclassification criteria and do not participate in the annual ELP assessment (ACCESS for ELLs®).

DRC – Data Recognition Company. The vendor, contracted by the WIDA Consortium, that produced the ACCESS test materials, provides them to states and districts, scores ACCESS tests, and provides the resulting data and reports.

Dual immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual Language Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Dual Language Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Dual language immersion: Used synonymously with dual language.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and other institutions use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

Early exit program: See transitional bilingual education.

EEOA – Equal Educational Opportunities Act. A federal law prohibiting discrimination against faculty, staff, and students, including racial segregation of students, and requiring school districts to take action to overcome barriers to students' equal participation in all activities using federal funding.

EL – English learner. This is the term used to describe the student. Formerly, the terms *limited English proficient* (LEP) and *English language learner* (ELL) were used.

ELD – English language development. Term used most often to describe the instructional content taught by ESL teachers.

ELDS – English language development standards. Standards used to develop ESL curriculum as well as the ACCESS for ELLs® annual ELP assessment. There are ELDS for the WIDA Consortium as well as PA-specific ELDS. The ACCESS test is aligned to the WIDA ELDS. Teachers must use the PA ELDS when planning curriculum, instruction, and assessments.

ELP – English language proficiency. The English language proficiency level of a student on the WIDA 1.0 – 6.0 scale.

ELRS – English Learner Reporting System. This data system is used to collect narrative information about district/school LIEPs that cannot be collected in PIMS. It must be completed annually.

English immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

ESEA – Elementary and Secondary Education Act. This federal act is an extensive statute that funds primary and secondary education in the U.S. It emphasizes equal access to education and establishes high standards and accountability for states and schools.

ESL – English as a second language. This term normally refers to the teacher of ELs because the program specialist certificate contains the term ESL, although it can be used interchangeably with English language development (ELD) in many cases.

ESSA – Every Student Succeeds Act. The most recent update to the Elementary and Secondary Education Act. It was passed by Congress in 2015. See the PA state consolidated plan.

Exit/exit criteria – The terms formerly used to describe reclassification

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students, typically in grades K-8, to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Glossary

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign language: In the U.S., a language other than English. See also world language.

Full immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

IHE – Institution of higher education

IU – Intermediate Unit. An educational entity that acts as an intermediary between the state and LEAs. IUs also provide direct and support services to LEAs in their regions.

L1 – A student's first/native language.

L2 – An additional language spoken/understood by a student (usually referring to English).

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

LEA – Local education agency. The term used by the state to refer to school districts., charter schools, career and technical education schools, or any other entity responsible for the education of students in PA.

LIEP - Language Instruction Educational Program. This includes all components of the academic program for ELs (English language development, supports for content learning, and any additional/supplemental classes, courses, or services).

Maintenance bilingual: Less common term for developmental bilingual.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels.

OCR – Office of Civil Rights. Federal office that supports states and schools and investigates complaints of noncompliance with various federal civil rights laws and regulations.

One-way immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Parental refusal – A parent's act of refusing placement for their child in a specialized, separate course, setting, or program that is part of the LIEP.

Partial immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner language: Alternative term for the language other than English that is used for instruction in programs. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

PD – Professional Development

PDE – Pennsylvania Department of Education

PHLOTE – Primary home language other than English. This term is used to describe students who come from an environment where English is not the dominant language. All ELs are PHLOTE students, but not all PHLOTE students are ELs.

PIMS – Pennsylvania Information Management System. The statewide data system used to collect individual student information for the purposes of required federal and state reporting and data analysis. Data is provided to PIMS from local school district student information systems (SISs) throughout the school year.

Pull-out – An LIEP component in which ELs are pulled from other classes in order for an ESL professional to provide direct, stand-alone English language development instruction.

Push-in – An LIEP component in which an ESL professional provides direct ESL instruction to ELs in a general education classroom setting (normally during non-instructional time).

Reclassification – The act of determining that an EL has met the criteria for English proficiency and can be removed from active EL status. Students begin a two-year monitoring period immediately after reclassification.

Redesignation – The act of placing a monitored EL back to active EL status if the determination is made that the student has persistent language acquisition needs that are causing him/her to struggle academically.

Sheltered English Immersion – A comprehensive program in which sheltered English instruction is used along with specialized English language development instruction.

Sheltered Instruction – An LIEP component that delivers language-rich, grade-level content area instruction in English in a manner that is comprehensible to English learners.

Side-by-side model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

SIOP – Sheltered Instruction Observation Protocol. A research-based model of sheltered instruction that has been used across the U.S. The SIOP Model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency

SIS – Student information System. The information system used at the local school district level to collect student information, including demographic and enrollment information, schedules, attendance, grades, etc. Districts also use local SIS data to update to PIMS. If the SIS data in a district is incorrect or incomplete, then the data in PIMS will also be incorrect/incomplete.

Glossary

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers.

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way bilingual immersion: Less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

World language: Increasingly common term for foreign language.

World language: Increasingly common term for foreign language.

Timeline

This is a list of suggested and required EL Coordinator/Administrator activities broken down by month. Many of these activities and/or the times of year for which they are listed are only suggested. The time of year that you engage in some of these activities may be different than what is listed here and some may not apply to you based on your local context. You may consider using this list as a template to create a customized list for yourself if it will be helpful.

JULY

- ☐ Identifying staff who will be responsible for the initial identification and placement of newly enrolling ELs.
- ☐ Developing/reviewing policies and procedures for enrollment staff so that they are aware of their responsibilities for identifying ELs and placing them in the LIEP appropriately.
- ☐ Reviewing your program description documents and ensuring that they are up to date. These must be shared with staff at the beginning of the school year and parents at the time of enrollment.
- ☐ Ensuring that you have appropriate resources (staff, materials, technology, ELD curriculum, training plans) to implement your LIEP effectively.
- ☐ Evaluating your LIEP based on all available data to ensure that it is effective and developing/planning for any changes that may be necessary.
- ☐ Making plans for professional development that will be provided to staff for the coming year to ensure that all educators working with ELs are appropriately supported.
- ☐ Checking the PDE EL webpage for updates to regulations, policies, and guidance that could affect your local plans or procedures.
- ☐ Developing/reviewing/implementing parent outreach activities and plans
- ☐ Receiving Title III grant funds if you completed a grant application.
- ☐ Implementing plans for expenditure of Title III funds at this time if your district receives them. Title III grant allocations are available July 1.
- ☐ Contracting or making arrangements for the translations of any local documents that are necessary for communication with parents of ELs prior to the beginning of and during the school year.
- ☐ Contracting with any interpreting services or making connections with community organizations that can assist with interpretation that may be necessary for parent outreach and/or communicating with parents at the time of enrollment.
- ☐ Developing schedules to ensure that there is adequate time to provide ELD instruction to ELs without conflicting with core content.
- ☐ Logging into the WIDA AMS to ensure that your profile is up to date.
- ☐ Contacting your local IU to ensure that you are the point of contact for ELs in your district and that you are on their e-mail dissemination list.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

AUGUST

- ☐ Ensuring that staff who will administer the WIDA screener are appropriately trained and certified
- ☐ Finalizing schedules to ensure that there is adequate time to provide ELD instruction to ELs without conflicting with core content.
- ☐ Briefing all staff who will be involved in the enrollment/identification of ELs on all required policies and procedures including appropriate program placement criteria if applicable.
- ☐ Ensuring that your local SIS collects all required EL student data so that PIMS data can be submitted accurately.
- ☐ Preparing any initial staff development training materials for returning and new teachers who will be working with ELs.
- ☐ sBriefing district leadership about EL enrollment trends, program plans, program evaluation outcomes, parent outreach activities, and creating a culturally responsive school environment for parents and students.
- ☐ Checking the PDE EL webpage for updates to regulations, policies, and guidance that could affect your local plans or procedures.
- ☐ Developing/reviewing/implementing parent outreach activities and plans
- ☐ Contacting the Special Education coordinator in your district to establish procedures for collaborating and communicating in the event that a student with a disability is identified as an EL or vice versa.
- ☐ Logging into the MyPDESuite online to ensure that you have access to the ELRS.

Timeline

- ☐ Registering for the WUDA Conference if you wish to attend. The Conference is normally held in early to mid-October.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

SEPTEMBER

- ☐ Supervising the student enrollment process to ensure that ELs are appropriately identified and parents are provided with all necessary information.
- ☐ Actively communicating with parents about ways that they can become/remain involved in their children's education.
- ☐ Ensuring that the district SIS is being updated with accurate information concerning ELs and making any necessary corrections.
- ☐ Communicating important information with ESL and content staff working with ELs
 - o LIEP design and rationale
 - o Any state policies or policy changes of which they should be aware
 - o Professional development plans and opportunities (state/local)
 - o Rosters of EL students who they will be teaching
 - o Individual student ELP information that they will need for planning instruction and assessment
 - o Any expectations for collaboration and expected outcomes
- ☐ Implementing your PD plan (if activities begin in September).
- ☐ Ensuring that all students who enrolled at the beginning of the school year have been properly screened and placed within the LIEP if necessary before the end of the month.
- ☐ Checking to ensure that all appropriate documents have been provided to parents and/or filed in students' permanent record.
- ☐ Reviewing your district/school EL growth-to-attainment targets and achievement calculated and provided by the state.
 - This information will tell you the percentage of students who reached their growth or attainment targets and what the average percentage of targets were attained by EL students the previous year. These are crucial indicators of program success.
- ☐ Updating any program description documents as necessary based on growth-to-attainment reports.
- ☐ Sharing your district/school EL growth-to-attainment targets and achievement data with your district leadership, staff, and parents.
- ☐ Making/finishing reclassification determinations for ELs using the previous year's data, documenting the decisions appropriately, making the necessary schedule changes, and informing parents.
 - Reclassification decision must be complete before October 1. Students may not be reclassified between October 1 and June 1 without expressed permission from PDE.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

OCTOBER

- ☐ Checking to ensure that the data you are providing to PIMS from your local SIS is accurate and up to date.
 - This is especially critical in October because PDE produces the ACCESS for ELLs test ordering file for DRC at the end of the month and the October numbers are used for federal reporting and Title III grant allocations.
- ☐ Developing your ACCESS testing schedule and sharing local testing procedures with your staff.
 - The ACCESS testing dates, including the testing window, will be published both on the PDE EL webpage and on the WIDA website. See the ACCESS testing section of this document for more information.
- ☐ Checking staff rosters and assigning test administrator training accounts to those educators who will be administering the ACCESS test beginning in January.
 - All test administrators must be certified before the testing window opens.
- ☐ Ensuring that interpreters are available for any parent conferences or school meetings that may take place this time of year.
- ☐ Implementing any staff development activities designed to build capacity in teaching and/or administration staff who are working with ELs.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

NOVEMBER

- ☐ Ensuring that all necessary steps outlined in the “before testing” section of the ACCESS for ELLs checklist have been completed or will be completed prior to December.
 - See the ACCESS testing section of this document for more information and a link to the checklist.
- ☐ Checking the PDE and WIDA websites for any changes that may have been made to ACCESS testing dates or procedures/policies.
- ☐ Collecting interim/benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
 - Mid November is a good time to conduct a semi-formal, interim analysis of available data because it is roughly one quarter of the way through the school year.
- ☐ Checking on the level of parent involvement and whether or not it is meeting your stated goals.
- ☐ Planning enhancements to parent involvement activities/outreach if necessary
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

DECEMBER

- ☐ Ensuring that all educators who will administer the ACCESS for ELLs have completed the test administrator training before the end of the month.
- ☐ Verifying that all technology requirements for administering the online ACCESS 2.0 have been met and will be in place for the opening of the testing window in January.
- ☐ Ensuring that all necessary steps outlined in the “before testing” section of the ACCESS for ELLs checklist have been completed or will be completed prior to the end of the month.
 - See the ACCESS testing section of this document for more information and a link to the checklist.
- ☐ Communicating the ACCESS testing procedures and schedule with all school staff to accommodate or avoid overlapping activities (field trips, school events, other local testing, classroom observations, teacher meetings, etc.) and to prevent unnecessary disruptions to testing (announcements during testing times).
- ☐ Working with your school administrators to ensure that adequate testing space will be available during the window, including during test make-up time.
- ☐ Receiving your ACCESS testing materials
 - Review all materials to ensure accuracy of the order
 - Review all informational documents contained with the order to ensure you are familiar with the policies and procedures outlined in them.
- ☐ Securing all ACCESS testing materials and implementing your plan for distribution to schools in accordance with test security protocols.
- ☐ Adding all ELs who arrived after October to the WIDA AMS so that testing sessions can be scheduled.
- ☐ Ensuring that all ELs who enrolled after October are accurately reported in your local SIS and in PIMS.
- ☐ Ensuring that you are ready to begin testing as soon as the window opens in January.
- ☐ Communicating the testing requirements and procedures to parents of ELs.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

JANUARY

- ☐ Implementing your testing procedures and schedule.
 - BEGIN TESTING AS SOON AS POSSIBLE ONCE THE WINDOW OPENS. DO NOT WAIT TO BEGIN TESTING.
 - Extensions to the testing window may not be possible in many cases and any students not tested will count against the district for participation and will also not receive scores.
- ☐ Monitoring testing to ensure that all security and administration protocols are being followed in all classrooms.
- ☐ Ensuring that all ELs who enrolled after October are accurately reported in your local SIS and in PIMS.
- ☐ Ordering any test materials needed to accommodate ELs who enrolled after October.
- ☐ Immediately reporting any test irregularities or breaches in test security to PDE.
- ☐ Reaching out to families of students who are absent during testing times to ensure that they are aware of the importance of the testing for the student and the school.
- ☐ Ensuring that all necessary steps outlined in the “during testing” section of the ACCESS for ELLs checklist are being completed.
 - See the ACCESS testing section of this document for more information and a link to the checklist.

Timeline

- ☐ Collecting interim/benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
 - January is a good time to conduct a semi-formal, interim analysis of available data because it is roughly half of the way through the school year.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

FEBRUARY

- ☐ Keeping track of testing progress to ensure that all students will be tested before the close of the window.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.
- ☐ Planning for the collection and shipment of all test materials back to DRC prior to the shipping deadline in March.
 - Ensure that you have collected all materials required to be returned and make sure that you have a sufficient number of district/school labels. Contact DRC if you need additional labels.
- ☐ Ensuring that all necessary steps outlined in the "during testing" section of the ACCESS for ELLs checklist are being completed.

See the ACCESS testing section of this document for more information and a link to the checklist.
- ☐ Immediately reporting any test irregularities or breaches in test security to PDE.
- ☐ Utilizing make-up testing sessions for students who were absent or for groups who didn't test on schedule because of weather delays or closings.
- ☐ Requesting an extension to the testing window BEFORE THE DEADLINE if it is apparent that you will not complete testing by then.
 - NOTE: It is possible that your request will be denied. You must demonstrate that your testing schedule began at the start of the window and that you will not be able to complete it before the deadline because of unanticipated circumstances (e.g. multiple, extended weather closings).
- ☐ Registering for the PA Migrant Education Conference if you wish to attend. The Conference is normally held in mid-March.
- ☐ Registering for the PDE Data Summit if you wish to attend. The Summit is normally held in late March.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

MARCH

- ☐ Shipping all testing materials back to DRC before the shipping deadline.
- ☐ Beginning to implement a training plan for staff who will be involved in the reclassification of ELs at the end of the school year.
 - PDE has made training resources available on the ESL Portal.
- ☐ Reviewing your program to ensure it continues to meet the needs of all ELs
- ☐ Reaching out to parents who have refused services to explain the benefits of participation in the full LIEP.
- ☐ Checking with all staff working with ELs to ensure that they have been participating in PD covering topics directly related to the education of ELs and to determine if they require any other supports.
- ☐ Ensuring that all necessary steps outlined in the "after testing" section of the ACCESS for ELLs checklist are being completed.
 - See the ACCESS testing section of this document for more information and a link to the checklist.
- ☐ Registering for the annual PA Federal Programs Coordinators Conference if you administer the Title III grant and wish to attend. The Conference is normally in late April or early May.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

APRIL

- ☐ Ensuring that your district's PIMS data is accurate and up to date.
 - PDE creates an important snapshot of data near the end of April to use in attribution and accountability calculations. If your student data is incorrect, it could have significant consequences for your district's accountability.
- ☐ Determining which staff will conduct reclassification evaluations in May and June.
- ☐ Beginning to compile lists of students for whom reclassification evaluations will be made and sharing those lists with the staff who will be completing the evaluations
- ☐ Monitoring any Title III activities to ensure that they continue to meet the needs of ELs according to your stated goals and that your budget does not reveal overage or shortage.

- ☐ Reviewing enrollment trends and beginning to plan for adjustments to your LIEP including staffing and resources for the following school year.
- ☐ Ensuring that staff who will be involved in spring kindergarten enrollment are properly trained and understand all required policies and procedures.
- ☐ Collecting interim/benchmark data or evidence of program success for use in program evaluations and reporting later in the year.
 - o April is a good time to conduct a semi-formal, interim analysis of available data because it is roughly three quarters of the way through the school year.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.
- ☐ Completing your program narrative in the ELRS.

MAY

- ☐ Planning your Title III grant application if your district is eligible and wishes to receive Title III funds.
- ☐ Completing your online data validation for ACCESS for ELLs in the WIDA AMS.
 - o You should have received a reminder about this with instruction from DRC.
- ☐ Conducting kindergarten enrollment and identifying kindergarten ELs in accordance with state requirements
- ☐ Planning for how you will communicate ACCESS for ELLs test results and any summer activities to the local EL community.
 - ACCESS score reports are available in multiple languages, but you may need to translate other, locally developed documents.
- ☐ Ensuring that all staff who will participate in the reclassification process are trained and properly supported in doing so.
- ☐ Overseeing the process of reclassification evaluations conducted by participating educators.
- ☐ Ensuring that you follow up on any action items sent to you from PDE through your local IU or directly from DRC.

JUNE

- ☐ Finalizing reclassification procedures and compiling all necessary documentation
- ☐ Reclassifying students who meet the criteria and updating your district SIS and PIMS
- ☐ Receiving ACCESS for ELLs test results and all related reports.
- ☐ Filing ACCESS for ELLs student reports in each student's permanent record
- ☐ Communicating the ACCESS for ELLs test results to parents.
- ☐ Analyzing ACCESS for ELLs school and district reports to inform program and policy decisions
- ☐ Planning for the design of your LIEP for the following school year based on the profile of your EL population.
- ☐ Completing your district's Title III grant application in eGrants.
- ☐ Reaching out to the EL community to inform them of any summer educational opportunities.
- ☐ Ensuring that your district immigrant counts are accurate.
 - PDE creates a snapshot for year end student data. The snapshot window closes in mid-August. regularly conduct self-assessments by doing "school walk-throughs," starting in the front of the building and moving into the main lobby and main office before continuing into hallways, classrooms, and co-curricular spaces.

Systems you will need to access

System	Content/use	How to gain access	Link
WIDA secure site	<ul style="list-style-type: none"> • ACCESS for ELLs® training courses • ACCESS for ELLs® training account creator • Secure documents • Screener materials 	e-mail the WIDA helpdesk and inform them that you are the district coordinator. They may require verification from the state, so you will need to cc one of the ESL/BLE advisors	WIDA Main Website
TransAct®	<ul style="list-style-type: none"> • Tools to assist in complying with federal communication requirements • Translated documents 	You can create a user account by signing up for one using your district/school e-mail address. Contact the helpdesk if you cannot gain access.	TransAct Website
WIDA AMS	<ul style="list-style-type: none"> • Test session scheduler • Material ordering • Data validation • Reports • User management 	Contact one of the ESL/BLE Advisors to request access or the DRC helpdesk.	WIDA AMS Website
English Learner Reporting System (ELRS)	<ul style="list-style-type: none"> • LIEP program narrative reporting • Assurances to PDE 	Contact your local security administrator and request that they grant you access to the ELRS application in your MyPDESuite online.	ELRS Webpage

Important contacts:

Organization	Name/Title	Contact information	Contact about issues related to:
PDE	Bob Measel, ESL Bilingual Advisor/Title III Director Eugenia Krimmel, Ed.D., ESL Bilingual Advisor	romeasel@pa.gov 717-783-6595 ekrimmel@pa.gov 717-787-5482	<ul style="list-style-type: none"> • State EL policy • State ESSA plan EL indicator • Program design/evaluation • Requests for technical assistance • Compliance with state/federal laws/regulations • ACCESS testing (policies, state procedures) • ELRS reporting • Allowable activities under Title III
Center for School and Communities	Andrea Kolb, EL Managing Coordinator	akolb@csc.csiu.org 717-763-1661 ext 198	<ul style="list-style-type: none"> • Professional development offerings • Professional development registration • Requests for technical assistance
WIDA		WIDA Client Services Center 866-276-7735 help@wida.us	<ul style="list-style-type: none"> • Access to the WIDA secure website • Access to WIDA training applications
DRC		DRC Customer Service: WIDA@datarecognitioncorp.com 1-855-787-9615	<ul style="list-style-type: none"> • All WIDA AMS functionality • Materials receipt, inventory, and return • Labeling of test booklets • Installation, functionality, and troubleshooting of INSIGHT and Testing Site Manager (TSM) • Processing paper test materials • ACCESS for ELLs 2.0 suite of assessments and WIDA screener data and reporting
Local Intermediate Unit (IU)		List of IUs and contact information	<ul style="list-style-type: none"> • Dissemination of state information and updates • Support for the LIEP, teachers, students • Professional development

Supporting English Learners' Success

A Practical Guide for
School Administrators

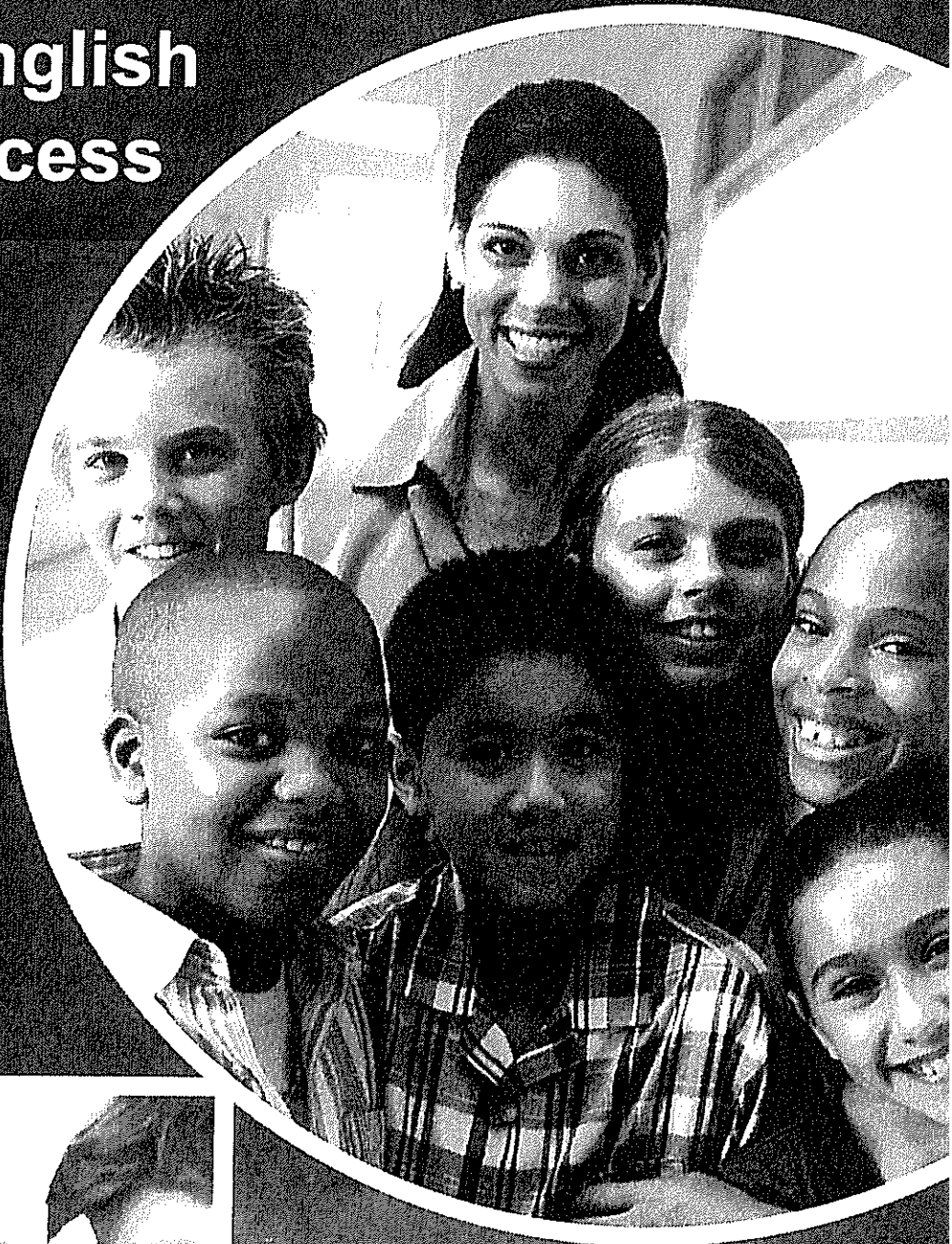


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Introduction

English Learners in the United States

The United States has a long history of integrating immigrants into American society, and the foreign-born population in the United States has continued to steadily increase over the years. This growth has led to a corresponding increase in the English learner (EL) student population in U.S. schools.

The presence of ELs in U.S. schools is not new; however, less than 20 years ago, the vast majority of English learners were concentrated in just six states – California, Arizona, Texas, Florida, New York and Illinois – states that are considered traditional “gateways” for receiving newly-arrived immigrants. By 2015, however, 31 states across the nation reported an EL population that accounted for more than 5 percent of their total student enrollment. Additionally, the EL growth rate in nearly half of these states from 1995-2006 was over 100 percent.¹ The 2017 Condition of Education report by the National Center for Educational Statistics indicates that:

The percentage of public school students in the United States who were English language learners (ELLs) was higher in school year 2014-15 (9.4 percent or 4.6 million students) than in 2004-05 (9.1 percent or 4.3 million students). In 2014-15, the percentage of public school students who were ELLs ranged from 1.0 percent in West Virginia to 22.4 percent in California.

This growth rate increasingly is affecting states, like Pennsylvania, that historically have had a very small EL population. As demographics shift across the country, teachers, principals and district-level administrators are faced with meeting the needs of our nation's diverse population of ELs, often for the first time. According to the Pennsylvania Department of Education (PDE), more than 50,000 ELs who represent over 200 different languages are enrolled in schools across the commonwealth of Pennsylvania. Nearly all of these students receive services in a Title III Language Instruction Educational Program.

As demographics shift across the country, teachers, principals and district-level administrators are faced with meeting the needs of our nation's diverse population of ELs, often for the first time. Effective program development and implementation requires administrators to have in-depth knowledge of the various aspects of education for ELs.

The educational success of ELs is the legal responsibility of every local educational agency (LEA) and relies on adequately trained leadership. Effective program development and implementation requires administrators to have in-depth knowledge of the various aspects of education for ELs. As school leaders, principals must be well-versed in, at minimum:

- Strategies and programs to facilitate a positive and welcoming school environment that values the assets EL students and their families bring to the school community
- Federal and state regulations that govern all aspects of the educational program for ELs
- The processes related to the screening, identification and placement of ELs
- Using placement information to design the student's schedule and communicate with parents/families and all of the student's content teachers and support specialists
- The LEA's formal language instruction educational program (LIEP) and how it will be implemented with fidelity at the building level
- The LEA's parent/family engagement plan and how it will be implemented at the building level
- Current research-based strategies and methods for teaching ELs and a plan to support teachers in collaborating to implement strategies in and across classroom instruction
- Administering the annual ACCESS for ELs® language assessment
- Monitoring EL student progress towards reclassification

Often, principals must complete a variety of different trainings to prepare for this role. This reference guide is meant to be a resource for principals as they direct the educational experience of their school's ELs.

Policy Context of English Learner Instruction

An Overview of Federal Mandates

Being knowledgeable about the state and federal policies that inform the broad view of educational programs for ELs will assist administrators in designing instructional programs and monitoring their compliance over time. Policies and mandates specify the legal requirements with which all entities of an LEA must comply. The Civil Rights Movement, and the resulting Civil Rights Act of 1964, serve as the foundation for various legislation pertaining to the rights of the nation's EL students. The following are federal mandates that represent the cornerstones for current regulations governing the education of ELs in the United States. These mandates serve as the foundation for state policies.

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.

— Lau v. Nichols (1974)

Title VI of the Civil Rights Act of 1964

The Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin, stating, "No person shall, on the grounds of race, color, or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Thus, any programs and activities that receive federal financial assistance from the United States Department of Education, including LEAs, are obligated to comply with Title VI.

Lau v. Nichols (1974)

Lau v. Nichols (1974) is often referred to as the landmark court ruling in the education of English learners in the United States. This Supreme Court decision provides further clarity on the difference between equal and equitable educational practices. The Court unanimously ruled that the lack of appropriate supplemental language instruction for ELs in public schools violated the Civil Rights Act of 1964, ruling that, "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education."

This ruling requires all LEAs to design programs and practices that overcome linguistic barriers and afford ELs access to the same rigorous content and instruction as their native English speaking peers. Educators are required to provide adequate accommodations and supports to ELs at various English proficiency levels across language domains (e.g. listening, speaking, reading and writing) to ensure that curriculum, instruction and assessment are accessible. The ruling, however, does not endorse or prescribe any specific accommodations or instructional program, thus giving autonomy to state education agencies (SEAs) and LEAs to design appropriate instructional programs at the state and local levels.

Equal Education Opportunities Act of 1974

The Lau v. Nichols ruling was further codified into federal law via the Equal Education Opportunity Act (EEOA), passed shortly after the Lau ruling. The EEOA requires that school districts establish language instructional programs that serve to eliminate language barriers in ELs' access to high-quality instruction. The EEOA states, "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin by...(f) the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." While the EEOA declares that LEAs are obligated to "take appropriate action" to overcome language barriers, it does not endorse or prescribe any particular action(s) or instructional program model.



Castañeda v. Pickard (1981)

The Lau Remedies and the EEOA informed the implementation of various instructional programs across the country, and those programs achieved varying degrees of effectiveness. In 1981, Roy Castañeda, a father of two EL students, claimed that the Raymondville Independent School District failed to meet the instructional needs of his children. The plaintiff argued that his children were being taught in a segregated classroom and that the instructional program failed to overcome language barriers, thus denying his children equal access to education.

The United States Court of Appeals for the Fifth Circuit ruled in favor of Castañeda, citing that the school district was in violation of the EEOA. While the Court, again, did not mandate or endorse a particular instructional program, the ruling resulted in the creation of the Castañeda Standard. This three-prong assessment stipulates that the instructional program for ELs be:

- Based on sound educational theory
- Implemented with adequate resources and personnel
- Regularly assessed to demonstrate its effectiveness in overcoming language barriers

Plyler v. Doe 1982

In response to a 1975 Texas legislation that denied free public school access to undocumented children, a class action lawsuit was filed under the premise that the legislation violated the Equal Protections Clause of the Fourteenth Amendment of the United States Constitution. This case made it all the way up to United States Supreme Court and, in 1982, the Court ruled that undocumented children have a constitutional right to a free public K-12 education in the United States. The ruling was based on the interpretation that a child who is physically present in the United States, regardless of his/her legal status, is "within the jurisdiction of the state" and is, therefore, protected under the 14th amendment.

This ruling set a precedent that educational agencies are responsible for the education of all students and cannot discriminate on the basis of immigration status. Furthermore, PDE prohibits an LEA from inquiring about a student's legal status. If this information gets disclosed to the LEA, the Family Educational Rights and Privacy Act (FERPA) prohibits school personnel from disclosing information in a student's file, including the student's immigration status.

Elementary and Secondary Education Act: Every Student Succeeds Act (2015)

In December 2015, former U.S. President Barack Obama reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) as the Every Student Succeeds Act (ESSA), previously reauthorized as No Child Left Behind (NCLB). Under new ESSA regulations, SEAs and LEAs are still required to provide equitable educational opportunities to ELs through the design and delivery of a theoretically-sound LIEP.

Under ESSA, LEAs must continue to implement instructional programs that incorporate English language proficiency standards, annually assess ELs to determine their English proficiency levels, and provide instructional accommodations and supports that afford ELs equitable access to rigorous grade-level content and instruction that prepares them for college and career success. Additionally, ELs' progress towards attaining English proficiency must be a heavily weighted factor in new state accountability plans developed under ESSA.

For more detailed information regarding federal obligations, and guidelines for how LEAs can comply with them, refer to the United States Department of Education's English Learner Toolkit.

Designing an EL Educational Program

Program Components and Checklists

Component 1: Understanding and Complying with State Regulations

The Pennsylvania Code is the Commonwealth's official publication of the rules and regulations of the Pennsylvania Government. PDE oversees education at the state level and is responsible for administering policies and procedures that maintain an effective and high-quality system of education for Pennsylvania residents.

Specific to the education of ELs, Pennsylvania Code states "Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction" (22 PA. Code §4.26).

A Basic Education Circular (BEC) provides guidance from PDE on the implementation of state and federal laws and regulations. The BEC on Educating English Learners offers more explicit interpretations and applications of the laws and regulations that govern the education of ELs. This section will provide overviews of various sections of the BEC.

Complete BEC

Section 1: Screening, Identification and Placement of ELs

The first step in providing a high-quality education for ELs is identifying EL students.

Screening, Identification and Placement of ELs

Federal regulations require that LEAs identify students who may be in need of language assistance services by administering a Home Language Survey within 30 days of the beginning of the school year or 14 calendar days if the identification process begins after the school year is underway. The steps to identification include:

Step 1: Administering the Home Language Survey

Administer the home language survey (HLS) to parents and students who are newly enrolling students or students without previous EL records from other educational entities.

Home Language Survey

NOTE: Students and parents must receive the HLS in a language they understand. Pennsylvania provides a standardized, translated HLS in various languages available at Transact.



If the HLS indicates a language other than English for any question on the HLS, proceed to STEP 2: Family Interview.

If the HLS indicates a language other than English for all questions on the HLS, the family interview becomes optional and you may skip to STEP 4: Review of Academic Records.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

Step 2: Conducting the Family Interview

The purpose of the family interview is to gather additional information to determine if the student is an EL. The family interview must be conducted by district-trained enrollment personnel in an interview format. The district-trained interviewer may use an interpreter to assist in conducting the interview if necessary.

Plan a parent interview to discuss the HLS and obtain additional information about the student and family. This meeting may also serve as an opportunity to discuss what happens next if the student is identified as an EL. For example, district personnel may choose to use this time to discuss the parent's right to refuse some or all of the ELD services if their child is identified as an EL.

The interview protocol is included in the English Learner Identification Procedure.

- Protocol for PreK
- Protocol for grades K-12

During the interview, district personnel will solicit information such as demographic information, school enrollment history and academic records, and the frequency that the child hears and speaks a language other than English for a variety of purposes and with various conversational partners.

Special Education Consideration

If the student is identified as a potential EL via HLS and has an individualized education plan (IEP) or is suspected of having a disability (e.g. the parent states that the child has a disability), enrollment personnel must consult with special education personnel before proceeding to STEP 3: Reviewing the Family Interview Data. If the student does not arrive with an IEP and is not suspected of having a disability, you may skip this section and continue to STEP 3.

Step 3: Reviewing the Family Interview Data

Review of the family interview data must be conducted by a certified ESL specialist. Analyze the interview responses to determine whether or not there is reasonable evidence that the student's primary home language is a language other than English (PHLOTE).

If it is determined that the information from the family interview indicates that the student is not identified as PHLOTE, do not place this student on the PHLOTE list. The EL identification process ends here.

If it is determined that the information from the family interview indicates that English is not the student's primary home language or that exposure to another language may have had a significant impact on the student's English language development, place this student on the PHLOTE list and proceed to STEP 4: Reviewing Academic Records.

Step 4: Reviewing Academic Records

Conduct a review of the student's academic records from previous schooling, if available. If the academic records are not available, proceed to STEP 5: Administering the WIDA Screener. If records are available, analyze the records to locate evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include:

- Proficient scores from standardized summative or interim tests administered in English
- Passing grades for core content classes where the primary language of instruction was English
- Student work samples written in English

If a student's file includes ACCESS for ELLs® scores from the previous school year and these scores indicate that he/she is an EL, the student could be screened to determine his/her current proficiency level. Proceed to STEP 5: Administering the WIDA Screener.

If the review of the academic records does not indicate enough evidence to reasonably determine that the student has sufficient English proficiency to benefit from instruction in English without support services, proceed to STEP 5: Administering the WIDA Screener.

Designing an EL Educational Program

Step 5: Administering the WIDA Screener

A WIDA assessment administrator should screen the student to measure his/her English proficiency using either the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Use the screener criteria for identification as an EL to determine whether or not the student should be identified as an EL based on his/her screener scores.

The screener scores serve as initial or baseline English proficiency levels. If identified as an EL, the student will take the annual WIDAACCESS for ELLs® assessment. Scores from the initial ACCESS for ELLs® will be used to calculate the student's progression to reclassification by setting the initial annual growth target and the reclassification attainment target.

If the student's scores do not meet the criteria for identification as an EL based on the scoring criteria, the student should not be identified as an EL and the identification process ends here.

If the student's scores meet the criteria for identification as an EL based on the scoring criteria, proceed to STEP 6: Assessing Native Language Proficiency (optional step).

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

Special Education Consideration

If the student arrives with an IEP, English language proficiency screening must be completed with appropriate accommodations and the test results must be interpreted in consultation with special education (SPED) personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing the EL identification procedure, English language proficiency screening must be completed with any administrative considerations, universal tools or accommodations that the ESL and SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate LIEP based on the information available at the conclusion of the identification procedure. A student who arrives with an IEP or is suspected of having a disability should not be excluded from the EL identification process nor should the process be deferred until a later special education determination can be made.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening results (e.g. the student requires a testing accommodation that was not offered), the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent screening, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Step 6: Assessing Native Language Proficiency (optional)

Screen the student for native language proficiency if a screening instrument is available. Skip this step if no screening instrument is available.

Step 7: Determining Limited or Interrupted Formal Education (LIFE) Status

Determine if the student has limited or interrupted formal education using the following criteria:

- Is enrolling after second grade AND
- Has a literacy score of less than 3.5 on the KW-APT, K MODEL screener, WIDA screener or WIDA MODEL AND
- Has at least two fewer years of age-appropriate schooling than peers or has unenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Step 8: Determining an Appropriate Language Instruction Educational Program

Use all data collected throughout the identification process to determine the most appropriate LIEP based on the student's English language proficiency and native language proficiency, if available.

If the student has an IEP, certified ESL and SPED personnel must collaborate to determine the appropriate program and academic placement for the student.

Step 9: Communicating Identification Results to Parents/Guardians

Parents have a legal right to be included in educational decisions for their child. The LEA must provide the parent with a detailed description of the LIEP and explain the identification and placement decision-making process in a language that the parent can understand within 30 days of the beginning of the school year or 14 calendar days if the identification process begins after school year is underway.

The LEA should inform the parent of the advantages of having their child receive support through the LIEP in terms of their child's English language acquisition and academic success. The LEA should also inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state required ELD Program Parental Refusal Waiver.

Formerly, a parent could only refuse services for religious reasons; in compliance with new federal policy, this is no longer the case. To refuse placement in the LIEP, a parent must submit a signed waiver indicating their informed and voluntary decision not to place their child in the LIEP. A signed "waiver" indicates the parent's desire to waive the child from participation in all or some of the ELD programs or services offered by the school.

LEAs must ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other educational programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program. LEAs must not recommend that a parent opt a child out of ELD programs or services for any reason. Additionally, there is no mechanism to opt a child out of taking the annual ACCESS for ELLs® language proficiency assessment, even if the parents choose to opt the child out of all or some ELD support services.

Serving ELs Who Have Been Opted-Out of ELD Services

If a parent chooses to decline all or some ELD support services, the LEA is still responsible for the following:

- Annually test opt-out ELs with the state required WIDA ACCESS for ELs® assessment until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status.
- Maintain the student's EL status on all reporting even though the student's parents declined services.
- Provide ELD instruction within the general education content area instruction to meet the needs of the opt-out EL students.
- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again.

Designing an EL Educational Program

- Present the ELD Program Reinstatement Request Form to parents who wish to opt their child back into the school's ELD programs and services.

Guidance for Parent Right to Refuse – including parent refusal waiver, ELD reinstatement request form, and guidance for parent refusal of LIEP.

Step 10: Securing Parent Acceptance or Refusal of ELD Services

Once the LEA has reviewed the identification process and the ELD recommended support services with the parent, the parent accepts or refuses their child's placement in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services for their child, the parent does not respond, the district should proceed with the recommended program placement.

Step 11: Notifying the Receiving School

Once an EL has been identified, the LEA should notify the receiving school of the student's identification and placement information.

Step 12: Initiating the Service Record in Student Information System (SIS)

The LEA should initiate an active service record in the district SIS. If the student has limited or interrupted formal education, ensure that LIFE is identified in the record.

Step 13: Generating the Student's Schedule

The final step is to generate a course schedule for the student based on program placement and English language proficiency. The school is responsible for ensuring that all teachers (specialists and general content teachers) with whom an EL is scheduled for class have English language proficiency information for each EL on their roster.

This completes the identification and placement process. The original HLS and parent refusal waiver (if completed) should be attached to the completed English Learner Identification Procedure document and filed in the student's academic record. Copies of all forms should be given to the ESL specialist and general content teachers who will be working with the EL student.

Key Considerations

ELs and their families comprise a large and diverse population that represents various countries, cultures, languages, educational levels and systems, governmental structures, socioeconomic backgrounds, and lived experiences. Developing a culturally-responsive staff through training about cultural differences that may be connected to ELs' unique academic journeys is essential for all faculty, staff, and administrators.

The HLS and family interview, and the process for completing them, can be intimidating to many parents and their children. To create a positive and welcoming environment, do not assume that parents should already know the processes for enrollment and completing the HLS.

Developing a culturally-responsive staff through training about cultural differences that may be connected to ELs' unique academic journeys is essential for all faculty, staff, and administrators.

Treat this as an experience that may be new for them while also offering them opportunities to make connections between their experiences elsewhere (either in the United States or abroad) and their experience at your district. Helping them to see those connections can help facilitate a sense of familiarity and comfort, while also affirming that you recognize their prior experiences and knowledge as valuable to this process. The family interview can also be conducted in a home visit setting.

While research indicates that most ELs in the United States are U.S. citizens by birthright, many families experience mixed-status arrangements regarding immigration status. For some, the enrollment and HLS process may create additional anxiety around immigration concerns. It is imperative that the enrollment specialist who conducts the HLS and family interview assure families that the resulting documents and information obtained in them are not legal documents and will not be used for determining immigration status for the U.S. Immigration and Customs Enforcement (ICE).

LEA personnel are prohibited from asking questions regarding immigration status. Should any information regarding documentation be disclosed, that information is protected by FERPA and will not be reported to any government agency. Therefore, neither the HLS nor the family interview has any legal ramifications to parents or students.

Remind parents and families that the purpose of these procedures is to assist school districts in identifying students who will benefit from targeted language assistance through the LIEP in order to provide them the best possible education. The purpose of the LIEP is to assist EL students in developing the skills they need to be successful socially, culturally, and academically as members of the school community and society.

Treat the enrollment process as an experience that may be new for families and help them make connections between their experiences elsewhere. Helping them to see those connections can facilitate a sense of familiarity and comfort, while also affirming that you recognize their prior experiences and knowledge as valuable to this process.

Section 2: Designing the Language Instruction Educational Program

As stated in Pennsylvania Code, every school district is required to provide an LIEP for any student whose primary language is not English. LEAs are required to thoughtfully and deliberately plan, resource and evaluate their LIEP. The plan and evaluation results must be made available to all staff who work with ELs as well as parents/families of ELs.

Every LIEP must attend to:

- English language development to promote the attainment of both social and academic English proficiency AND
- The achievement of grade-level academic standards.

Attending to both of these components in daily instruction is the responsibility of all educators, including content-area teachers and ESL program specialists. Like federal regulations, PDE does not prescribe or endorse any particular instructional program model. LEAs have the autonomy to design and implement the program model that they determine to be most appropriate for their local context. State regulations do, however, mandate two specific components that are required to be incorporated into any LIEP. The LIEP is required to include both of the following:

Designing an EL Educational Program

- **Instruction delivered by an ESL specialist.** English language development (ELD) instruction that is delivered by a certified ESL specialist is considered its own content area. Language instruction in this context is content-based or content-driven, meaning that the grade-level content of general education classes provides the context in which ESL specialists implement a language curriculum that specifically and intentionally attends to students' development of general and academic language structures and functions. The ELD component of the LIEP that is taught by a certified ESL specialist may be delivered in a separate classroom, as is common in what's known as a Pull-Out ESL model, or integrated into general content classrooms, as is common in what's known as a Push-In ESL model. Other program models include various forms of bilingual education.
- **Appropriately modified instruction and assessment for ELs delivered by content-area teachers.** Appropriate accommodations and modifications are required in all content-area classes in which ELs are enrolled to ensure that ELs at all proficiency levels have equitable access to the same rigorous grade-level content. Content-area teachers, including those who are not certified ESL specialists, are responsible for intentionally planning and implementing instruction that incorporates appropriate and necessary supports, modifications, and accommodations that allow ELs to overcome language barriers and access instruction and assessment on par with their native English-speaking peers.

These two components can be incorporated into a variety of different program models. Program models range in their use of languages other than English from English-only to developmental bilingual. The following two lists outline the broad categories of the most common program models for ELs.

Uses English and another language:

- Two-way immersion
- Transitional bilingual
- Dual language
- Developmental bilingual
- Heritage language

Uses English only:

- Structured English immersion
- Sheltered English instruction
- Specially designed academic instruction in English (SDAIE)
- Pull-out/push-in ESL

Although research indicates that high-quality developmental bilingual education is the most effective model for long-term student success,^{2,4} the implementation of a bilingual program may not always be feasible. Thus, there are many factors to consider when choosing or designing a LIEP. In addition to the requirement that any program be based on sound educational theory, factors to consider include but are not limited to: (a) the sociocultural and linguistic backgrounds of the students and their instructional needs, (b) available resources that would be necessary to implement the program model with fidelity, (c) necessary knowledge and skills among faculty and staff who will have lead responsibility in designing and implementing curriculum, instruction, and assessment, and (d) the effectiveness of the program model as determined by annual program review and evaluation.



Regardless of how you design your LIEP, PDE requires that LEAs classify their program into one of the following categories:

- EL-Specific Bilingual
- Mixed Classes Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes With Native Language Support
- EL-Specific English-Only Instruction
- Mixed Classes With English-Only Support

The main distinctions between these program models are (a) whether the class includes only EL students or both EL and non-EL students and (b) whether the intended program outcome is proficiency in English and the EL's primary language or proficiency in English only.

For more detailed information on the difference between program models and to view flowcharts to assist you in determining the correct classification for your LEA's current program, consult *Classifying Language Instruction Educational Programs* (2017).

There are many factors to consider when choosing or designing a LIEP. In addition to the requirement that any program be based on sound educational theory, factors to consider include but are not limited to: (a) the sociocultural and linguistic backgrounds of the students and their instructional needs, (b) available resources that would be necessary to implement the program model with fidelity, (c) necessary knowledge and skills among faculty and staff who will have lead responsibility in designing and implementing curriculum, instruction, and assessment, and (d) the effectiveness of the program model as determined by annual program review and evaluation.

Regardless of the program model(s) employed, ELs must have equitable access to academic content for all courses in which they are enrolled. ELD is a required component of all LIEPs and is delivered daily by ESL specialists and general classroom teachers. The LIEP must, at a minimum:

- Be aligned to state academic content standards for the appropriate grade level of the ELs
- Include adaptations/modifications in the delivery of content instruction and assessment by all teachers based on students' language proficiency levels
- Include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate
- Incorporate the use of the Pennsylvania English Language Development Standards
- Provide equitable access to grade-level content for ELs at all language proficiency levels
- Not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible

Once an LEA determines what their LIEP will be, effective implementation becomes the daily responsibility of all administrators, faculty, and staff.

Designing and Classifying the LIEP

Section 3: Reclassification, Monitoring, and Redesignation of ELs

Districts must employ uniform procedures in accordance with state requirements for reclassifying ELs as former ELs (FELs) when they attain proficiency. Districts are also responsible for identifying ELs who have been enrolled in a U.S. school for six or more years and have not been reclassified as English proficient as long-term English learners (LTELs).

Designing an EL Educational Program

To be eligible for reclassification, an EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs® and gathered by teachers using two standardized language use inventories. The scores from the two language use inventories are added together and then combined with the points assigned based on the ACCESS for ELLs® proficiency level (PL) score. The total possible combined points from the language use inventories is 7.6. The possible points based on the PL scores are 3.6, 4.5, 5.8 or 8.4, respectively (the points assigned correspond to the student's PL score). The minimum threshold for reclassification is 10.5.

PDE's Reclassification Tool is available as a resource for LEAs to utilize during the reclassification evaluation process. Here, educators can access a training resource that includes video examples of an educator completing the inventories and generate individual student coversheets.

Completing the Reclassification Process

The two language use inventories (Rubrics 1 and 2) are completed by both the ESL specialist and a content teacher for every EL. The English language arts teacher is the recommended content teacher for completing the inventories due to the nature of the content that the inventory asks the teacher to assess.

The two rubrics should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations. Based upon the observations, the teacher determines the most appropriate proficiency definition for the student's language use (low, moderate, or high) for each item in the inventories. It is recommended that the teachers who complete the inventories be well-trained in the use of the rubrics and begin to make notes of each EL's language use in enough time to develop a firm evaluation before completing the inventories.

The Reclassification Tool allows evaluators (ESL specialists and content teachers) to complete the two inventories online and either print or save data to their local computer. The following information will provide step-by-step instructions for completing the Reclassification Tool.

Step 1. Click on "Begin the Tool." On the first page, enter the student's information. Click next.

Step 2. Enter the evaluator's information. Click next.

NOTE: ESL specialists and content teachers will be required to complete the inventories separately.

Step 3. You will be asked to complete Rubric 1: Interaction, Listening, Speaking, and Reading Language Use Inventory based upon your recent observations of the student's language use. Select the appropriate proficiency definition for each assessed item. Click next.

Step 4. The page displays the completed Rubric 1 with your selections highlighted and the total combined score. You have the option to print this page and add the completed rubric to the student's academic file or save it to your computer. Click Save/Print PDF if you would like to save or print the file and the PDF will open in a new browser window. Once saved or printed, you can close that browser window and navigate back to the Reclassification Tool. Click next.

Step 5. You will be asked to complete Rubric 2: Written Expression Language Use Inventory based upon your recent observations of the student's language use. Select the appropriate proficiency definition for each assessed item. Click next.

Step 6. The page displays the completed Rubric 2 with your selections highlighted and the total combined score. You have the option to print this page and add the completed rubric to the student's academic file and/or save it to your

computer. Click Save/Print PDF if you would like to save and/or print the file and the PDF will open in a new browser window. Once saved and/or printed, you can close that browser window and navigate back to the Reclassification Tool.

Step 7. You have the option to add this student's information to an Excel file, where you can keep a running record of all students' completed inventories data. This feature allows you to download the Excel file, save it to your computer, copy and paste the second evaluator's (content teacher) inventories data for the students listed, and later add assigned points based on the student's ACCESS for ELLS® scores when they become available. Then, you can upload the master Excel file to the Reclassification Tool to generate one completed cover sheet per EL on your roster. If you would like to generate the Excel file, click Add to Spreadsheet.

Step 8. You will see a summary of the information you entered for the student. More rows of student data will appear as you add more students. At this point, you can choose to download and save the Excel document (which will contain the information for the one student you just entered) or you can add another student. If you are finished, click download spreadsheet and save it to your local computer as the master file. Once the Excel sheet is saved, you may exit the Reclassification Tool by closing your browser window.

NOTE: Once you close the browser window, all data is erased from the online tool. If you would like to add another student, click add another student and begin the data entry process again by referring back to Step 1.

Step 9. Gather the inventories data from the content teacher and copy and paste his/her data into your master Excel file.

NOTE: In order to use the Generate Coversheet option in the Reclassification Tool, you may not alter the form fields in the Excel file. At this point, you should have complete data for the language use inventories (i.e. for each EL, you should have Rubrics 1 and 2 scores from the ESL specialist plus Rubrics 1 and 2 scores from the content teacher).

Step 10. When ACCESS for ELLs® scores become available, manually enter the appropriate assigned points based on each student's PL score into the spreadsheet in the respective cell. After all point values from the ACCESS scores are entered, your reclassification data should be complete. For each EL, you should have:

- Total point value assigned by the ESL specialist who completed rubrics 1 and 2 of the language use inventories
AND
- Total point value assigned by the content teacher who completed rubrics 1 and 2 of the language use inventories
AND
- Total point value assigned based on the student's ACCESS for ELLs® PL score.

These scores are added together to determine the student's total combined reclassification score. To be eligible for reclassification, a student must meet the minimum threshold score of 10.5. From here, you can navigate back to the Reclassification Tool to generate an individual cover sheet for each EL's academic file. To do this, continue to Step 11.

Step 11. Navigate back to the Reclassification Tool webpage. Click on Generate Coversheets. Select Choose File and navigate to your master Excel file that includes all the completed reclassification data for your ELs. After you have selected your Excel file, click Generate Coversheets. A PDF will open in a new window that includes one coversheet for each student in your Excel file. You can now print and/or save the individual coversheets.

Step 12. The coversheet will indicate the total combined score for the EL. If the student's total score does not meet the minimum threshold for reclassification, the coversheet will state that the student is not eligible for reclassification. If the student's total score meets the minimum threshold for reclassification, the coversheet will state that the student is eligible for reclassification. If a student meets the minimum threshold score and is eligible for reclassification but is not recommended for reclassification by the faculty, provide a detailed explanation of evidence that the student should remain identified as an EL in the designated section on the coversheet.

CHECKLIST 1: Complying with State Regulations

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
General Knowledge of State Regulations		
Measure 1: School staff (administrators, teachers, support staff) are knowledgeable about the current state regulations that govern EL education.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 2: Our school leadership disseminates new information about EL education when it becomes available from PDE.	<input type="checkbox"/> Regularly <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Identification Procedures		
Measure 3: Our ESL specialist is involved in the enrollment process for new ELs who will attend our school.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 4: When new ELs are assigned to our school, all teachers and specialists receive detailed English proficiency information about each of their ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Parents are informed about the ELD program, including the schedule and curriculum, within the required timeframe for notifying parents and in a language they understand.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Parents are informed about their right to refuse some or all ELD support services as well as their right to reinstate ELD support services.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
LIEP Design and Implementation		
Measure 7: ELs at all proficiency levels 1-5 receive daily ELD instruction.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 8: Our teachers and staff are knowledgeable about our LIEP, the theory it is based on, and what actions and resources are required to implement it effectively.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Instruction in the LIEP attends to both ELD and the development of grade-level academic content knowledge.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Content teachers modify or differentiate content classroom instruction to be accessible to ELs at all proficiency levels.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 11: Our teachers meet to discuss the processes and criteria in place to monitor ELs in both their mastery of grade-level academic content and English language development.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 12: Content teachers and ESL Specialists collaborate to complete the reclassification rubrics for ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:

Component 2: Family and Community Engagement

Under ESSA, family engagement is shifting from a recommendation to a high-priority integral part of educational reform. A longstanding body of research indicates that parent engagement is strongly linked to student success.⁵⁻¹⁰ Research in EL education further suggests that parent engagement is even more important for minority students and ELs, whose cultural, linguistic, and familial backgrounds often represent different kinds of knowledge and educational assets from those traditionally represented in U.S. schools.¹¹⁻¹³

High-impact parent engagement, as defined by the United States Department of Education (ED), focuses on collaboration between parents and teachers to co-design educational experiences and to share the responsibility for student achievement in concrete, explicitly defined ways. This kind of collaborative parent engagement requires sustained two-way communication and interaction that challenges traditional parent involvement programs that are often characterized by stand-alone, one-day, and often one-way “parent nights.”

ESSA challenges traditional notions of parent engagement plans, which have often been characterized by a series or checklist of activities. Instead, ESSA requires that districts design a parent and family engagement framework that demonstrates a comprehensive systemic plan to foster sustained and meaningful educational partnerships between families and school personnel. A policy statement released on May 5, 2016 by ED in conjunction with the Department of Health and Human Services states, “Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.” ED refers to this kind of parent/family engagement program as a dual-capacity building framework because, when parents and teachers work together in these collaborative and sustained ways, both stakeholder groups learn and grow from the partnership. With such cross-cultural exchanges, greater collaboration and support can ensue.¹⁴

When parents and teachers work together in collaborative and sustained ways, both stakeholder groups learn and grow from the partnership.

High-impact parent engagement is an important aspect of schooling for all students, but is essential for the academic success of our most vulnerable student groups. For this reason, LEAs who receive Title I and Title III funds are governed by specific regulations for parent/family engagement, including, but not limited to, the following:

Communication. All LEAs have language assistance obligations to communicate with parents in a language they understand. This obligation pertains to all communications that are specifically related to ELs but also extends to include communication about any program, service, or activity of an LEA that is communicated to parents/families of non-ELs.

Written Policy. Each school district that receives Title I funds shall author a written parent engagement policy that outlines the LEA’s expectations and objectives for meaningful parent/family engagement that is developed in collaboration, and agreed upon, with parents and family members of participating children. The policy should be incorporated into the district’s plan.

Opportunities for Interaction. Title I regulations require that each LEA receiving a Title I subgrant implement an effective means of outreach to parents of ELs. As part of this outreach, LEAs must hold regular meetings, and send out appropriate invitations to attend the meetings to parents in a language they understand, for the purpose of soliciting and responding to recommendations from parents of ELs. Additionally, any LEA receiving a Title III formula subgrant must also conduct regular parent, family, and community engagement.

Title I LEA and School Parent and Family Engagement Policy Checklist

This checklist, designed by PDE, assists Title I staff in designing the parent engagement policy.

Designing an EL Educational Program

Every Student Succeeds Act: Pennsylvania Consolidated State Plan

This state plan provides more comprehensive information regarding regulations related to parent and family engagement.

Key Considerations

Many educators can recite experiences in which they have tried to design parent/family engagement events but often leave with feelings that the events were not as successful as they had hoped. School leaders often express their feelings that “nothing works.” Achieving high levels of high-quality parent/family engagement is not necessarily easy and it does not necessarily happen naturally. It takes sustained commitment from all school personnel and requires collaboration with parents and families.

There are many known reasons as to why parent/family engagement is challenging, particularly for parents/families of ELs – demanding and varying schedules and family commitments; limited access to reliable transportation; emerging technology skills or limited access to the kinds of technology used by schools; cultural differences in expectations about parent/family engagement and school procedures; and/or overcoming language barriers that limit teachers' and parents'/families' abilities to communicate directly, among others. None of the challenges faced, however, should be perceived as the parent or guardian not caring for their child's education or academic achievement. Engaging in inquiry when these challenges arise requires us to ask why things are not working and make decisions about how to overcome barriers. This process allows us to develop a deeper and more thorough understanding of the challenges and to adapt our parent/family engagement programs and initiatives to be responsive to the local realities of teachers and families to, ultimately, be more successful.

There are many factors and resources to consider when designing and implementing a high-quality parent/family engagement program. In this section, we outline some ideas and resources that LEAs may consider when creating opportunities for families to engage with teachers, classes, and school activities.

Speaking from the Walls

School walls “talk” through the posters, signs, and bulletin boards that are posted on them. School leaders should regularly conduct self-assessments by doing “school walk-throughs,” starting in the front of the building and moving into the main lobby and main office before continuing into hallways, classrooms, and co-curricular spaces.

Ensuring that parents/families know where to park, how to enter the building, and procedures for signing in and requesting assistance are all part of creating a welcoming family-friendly school environment that facilitates parent/family engagement. Be sure that school signage, outside and inside the building, is posted in languages that parents can understand.

Posters that articulate school rules, mottos, and other displays should be accessible to all students, parents, and family members. Materials that are displayed on school walls are all part of the school's symbolic curriculum and send important implicit messages about what is valued. Having these materials posted in the languages of students and families creates a sense of welcoming and belonging for those who represent other cultures and/or whose primary language(s) are not English.

School walls “talk” through the posters, signs, and bulletin boards that are posted on them. Materials that are displayed on school walls are all part of the school's symbolic curriculum and send important implicit messages about what is valued.

Interpretation and Translation Services

Parents/families of ELs whose primary language is not English may have challenges with one or more of the domains of English language (speaking, listening, reading, and writing). Therefore, they may require language assistance in order to access educational information and participate in the educational program of their child(ren).

In an ED Dear Colleague letter released on January 7, 2015, English Learner Students and Limited English Proficient Parents, the Department outlines procedures for LEAs to determine who their EL parents are and what kinds of language assistance are required for their meaningful participation in their child's education.

One element critical to effective family outreach is the provision of interpretation and translation services, as mandated federally and articulated in PDE's BEC published July 2017 entitled Educating English Learners and in 22 Pa. Code §4.26. Language assistance must be provided to parents/families at no cost to the parent/family.

One resource to support LEAs in meeting the translation requirement is TransACT, which provides general and Pennsylvania-specific documents for parents in multiple languages. Schools should have qualified staff members who are able to provide language assistance to parents/families whose primary language is not English. When hiring these paid or volunteer staff members, school leadership should consider the extent to which the prospective liaison or paraprofessional is fully bilingual. Also consider the extent to which the prospective staff member is skilled and trained as an interpreter to engage in consecutive or simultaneous interpreting (orally) as well as skilled in translating a variety of written documents.

Care and Understanding Begin at the Main Office

Ensuring that your school has qualified interpreters and translators present is the first step in providing equitable access to parents/families. Make sure your office support staff has the training and tools available to them to assist parents and students who may arrive with questions about particular events, activities, school policies, and/or procedures.

It might be helpful to create resource documents that can serve as quick-reference guides for bilingual liaisons or paraprofessionals that include topics such as enrollment procedures (including students' right to free public education that prohibits LEAs from requesting information about immigration documentation status), ELD programs and services, special education and other support services, grading and report cards, dress code, school discipline procedures, field trips/special programs, extracurricular activities, parent organizations, state testing procedures and interpreting scores (ACCESS for ELs®, PSSAs and Keystone Exams), and local community resources and services, among many other possible topics.

Bilingual liaisons or paraprofessionals should have a quick-reference list of who to contact in the school, district, or community to obtain more information about various topics if needed. The standard best practice is to not turn away a family or student without thorough explanation and assurance of their understanding of the situation or need.

Accommodating Parents' and Families' Schedules

One of the most commonly stated challenges that affects attendance and participation at parent/family engagement events is scheduling conflicts. Parents' work schedules will vary and may represent a variety of possible work arrangements, including regular daytime hours, shift rotations, 12-hour shifts, and occasional or regular nights and weekends. In addition to work schedules, parents and families balance medical appointments, extracurricular activities, religious activities, community obligations, etc., much in the same way as educators do. Transportation and childcare can pose other challenges for parents and families who want to participate but do not have access to reliable services.

It is unlikely that a single parent/family engagement event will accommodate every parent's/family member's schedule. For this reason, announcements about upcoming events should be sent out with ample advance notice to

Designing an EL Educational Program

allow parents/families to make necessary arrangements to ensure their attendance, and reminders should be sent as the event date is approaching.

LEAs may want to think about creating more, not less, opportunities for parents and families to engage with school staff. Large-scale school-wide or district-wide events are beneficial, but can create challenges for participation (e.g. if a teacher teaches at one building but has a child who attends another; if a parent has children in different grade levels within the same building or in different buildings). Hosting school-wide events might also pose a challenge for staffing should the school wish to hold multiple events throughout the year.

Dividing staff into smaller teams to host and lead various events might prove more beneficial than hosting a fewer number of “all-hands-on-deck” largescale events. Hosting smaller-scale events, such as a monthly series of informational forums organized around topics, may allow a few teachers with the respective expertise to staff each event.

Regardless of how a school decides to organize its parent/family engagement programs, best practice is to vary the days of the week, and times of day to try to accommodate as many different schedules as possible. Having a way to disseminate information to those parents/families who were not able to attend is also an important way to ensure that everyone has access to current information.

Partner with Community Organizations

Community organizations can be great resources for schools. Partnering with a community organization, such as a community center that is centrally located in the community, offers educational programs, and has a multilingual staff may add valuable resources to your program and facilitate increased attendance.

In partnership with one or more of these organizations, you might have access to the additional resources needed to host a parent-teacher professional development workshop, monthly forum, or even run a parent/family resource center that can be co-staffed on nights and weekends by educators and community leaders.

These organizations serve as a bridge between home and school, and they might offer a greater sense of familiarity and comfort to parents/families of ELs who may be initially intimidated to enter the school. The location, if centrally located in the community, may offer transportation solutions if a local public transit runs a regular route nearby or the facility is in walking distance to many families' homes.

Design Assignments that Encourage Parent/Family Participation

Homework assignments are often intended to bridge school and home, yet many assignments are inaccessible to parents/families of ELs. Whether due to a language barrier, educational gap, mismatch in cultural knowledge, or other factor, many homework assignments effectively foreclose parents/families of ELs from participating. Think of ways to reorganize assignments to design real-life applications that invite parents' funds of knowledge into the process.

For example, you might have students conduct oral interviews about a time when parents or family members experienced something related to a particular topic of study (e.g. weather, travel and transportation, life cycle of a plant or animal, supply and demand, force and motion, erosion, etc.) or have students practice math by gathering real-world examples from parents or family members and solving them (e.g. “Tell me about a time when you had to use multiplication to accomplish something” – like buying enough packs of paper plates for the number of guests attending a party or determining the final price for an item that is on sale).

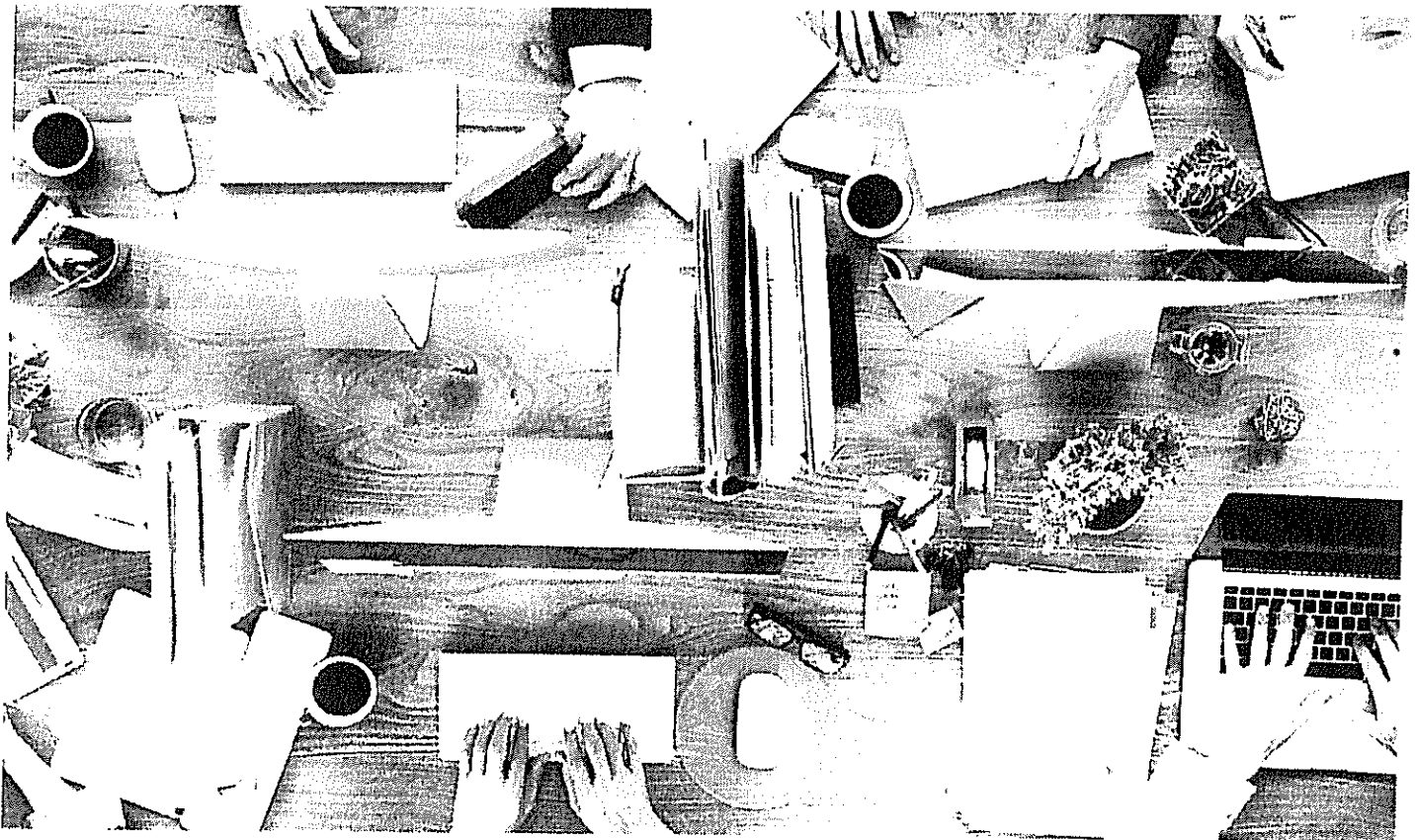
Bring the Outside In

Help make ELs and their rich cultural, linguistic, and familial backgrounds visible in your classroom by finding ways to bring elements of home and out-of-school experiences into school. Consider inviting parents and family members to come into the classroom to be guest speakers or co-presenters during an instructional unit. Ask ELs to bring in artifacts that relate to a particular topic of study – a photo they take near their house, a clipping from a magazine or newspaper, a picture book, a family photo, a souvenir from somewhere special, sayings/idioms their family uses in the primary language, song lyrics, a game, an award they received outside of school, etc. Try to include but go deeper than the surface-level cultural artifacts such as clothing, food, and holidays.

Help make ELs and their rich cultural, linguistic, and familial backgrounds visible in your classroom by finding ways to bring elements of home and out-of-school experiences into school.

Host Adult and/or Family Classes

Whenever possible, host adult ESL classes, family literacy, GED and/or U.S. citizenship classes at your school. Consider partnering with local community organizations or universities who can conduct or co-conduct the classes. Think about ways to design “learning encounters” in which parents/families and students engage in problem-solving activities related to a content area together with the facilitation of a classroom teacher (e.g. family discovery nights that involves a STEM investigation or literacy project).



CHECKLIST 2: Facilitating Family and Community Engagement

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: School staff (administrators, teachers, support staff) receive ongoing diversity training to develop knowledge about other cultures and cross-cultural communication and collaboration.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 2: School staff communicate with parents and families in a language they understand about student progress and school-based programs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Signs, posters, bulletin boards and other displays in the school's office, hallways, and other informal learning spaces are culturally sensitive and represent the languages of ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: Our school is prepared to provide language assistance to parents and families when they contact the school (in person or via phone or electronic communications).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Office staff, including bilingual staff, are prepared to answer questions about a vast array of educational topics that parents/families may ask.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Our school offers a variety of parent engagement programs throughout the year that are offered at varying times and days of the week to try to accommodate parents'/families' diverse work and family schedules.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Parents and families are invited visit classrooms to share their knowledge and experiences and collaborate with teachers.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 8: Teachers design instruction that encourages students to draw upon their cultural and linguistic assets by including a variety of culturally relevant materials and/or asking students to bring in materials from home.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Our school partners with local community organizations to offer additional support services to parents/families (e.g. parent engagement programs, adult ESL/GED/citizenship classes, etc.).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Our school leadership is knowledgeable about strategies to facilitate a positive and welcoming school environment for ELs and their parents/families.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:

Component 3: Recruiting and Training Qualified Teachers and Staff

Teachers are responsible for designing and delivering instruction and assessment for ELs, and their training and qualifications are critical to student success. ELs represent a unique subgroup of students whose educational needs differ from other population for ELs.

Teachers of ELs include:

Content teachers. Content teachers teach academic content through language, content teachers are responsible for modifying instruction and assessment to ensure that ELs at all proficiency levels have equitable access to the same rigorous grade-level academic content and academic standards as non-ELs. To accomplish this, content teachers need training in ELD strategies, including teaching strategies for making content accessible and instruction comprehensible, and learning strategies that they can model for ELs to assist them in acquiring both content knowledge and language simultaneously.

ESL specialists. ESL specialists are responsible for implementing the ELD curriculum, which follows a language-centered instructional progression to facilitate an EL's English language development. The ELD curriculum is driven by the teaching of discrete linguistic points but those linguistic points should be contextualized in the appropriate grade-level academic content. Thus, the ELD curriculum focuses on teaching language through content.

Support services specialists. An EL student may be eligible to receive support services in addition to ELD (e.g. reading support, special education). Support specialists who teach ELs also need specialized training to ensure that the support services they offer are appropriately modified to meet the needs of ELs.

All teachers need opportunities to develop knowledge about appropriately modifying and differentiating instruction and assessment, fostering academic language development, teaching academic vocabulary, and valuing cultural diversity.¹⁵ Although PDE mandates that all pre-service teachers complete three credits on the topic of instruction for ELs during their university coursework, this amount of training is insufficient given the complexity of second language acquisition.¹⁶ Thus, all teachers require ongoing professional learning opportunities to continue meeting the needs of ELs.

All teachers require ongoing professional learning opportunities to continue meeting the needs of ELs.

Pennsylvania Program Specialist: ESL Certificate

To be eligible for the Pennsylvania ESL Program Specialist Certificate, candidates must hold a Pennsylvania Instructional I or Instructional II Certification. Teachers may pursue the coursework to add the ESL certificate to their credentials. Graduate coursework includes 15 credits as well as required field experiences.

It is important to note that, in Pennsylvania, a master's degree or coursework in Teaching English to Speakers of Other Languages (TESOL) is not sufficient enough to receive the ESL certificate. However, it may be credited towards the required coursework.

ESL Program Specialist Certification

Designing an EL Educational Program

To recruit and retain qualified teachers for ELs, LEAs must develop a commitment to serving all members of their school community and facilitate increased awareness of the different cultures represented in their schools. In their examination of successful implementation of EL instruction, researchers found that "...district and school leaders strive[d] for alignment and coherence between their goals for EL instruction and support provided to classroom teachers".¹⁷ Recruiting and training qualified teachers of ELs requires three main types of activities:

- Actively recruiting educators and administrators who possess knowledge and skills related to designing and implementing educational programs for ELs
- Supporting teachers' participation in ongoing professional learning opportunities
- Providing curricular and instructional resources and support for teachers to continue advancing their instructional competencies aligned with current knowledge and research in the field

Key Considerations

Recruiting Educators

Recruiting educators who possess knowledge and skills related to the education of ELs is a great starting point for building district and school capacity for supporting the academic success of ELs. Things to consider when recruiting new educators:

Relevant coursework. Review the formal coursework that candidates have completed in obtaining their education degree and certification(s).

Fieldwork and experience. Review candidates' college fieldwork or job experiences (paid and/or volunteer) and note any that may have provided them with opportunities to work with ELs and/or teachers of ELs.

Interview. Ask candidates to describe their formal and informal training and experiences that relate to the education of ELs. Provide a few real-life scenarios of challenges that your district/school might be facing and ask them to share their ideas about how to navigate those challenges. Finally, you might ask what professional learning opportunities the candidates would like to be offered in order to further develop their professional knowledge and skills related to teaching ELs.

Designing Professional Learning Opportunities

School-Wide Professional Development Plan/Act 48

Incorporate required and optional choices for trainings related to the education of ELs. Training should consider culturally appropriate instructional practices, diversity, parent/family communication and engagement, instructional strategies, and other relevant topics based on your district's or school's student population and experiences. Consider tiered professional development that will relate and be of interest to faculty and staff with varying levels of experience in working with ELs.

For professional teaching staff, training should include both educators with LIEP implementation experience and content-area teachers. Also consider including paraprofessionals, support staff, and other members of the school team such as lunchroom and maintenance/custodial staff.

English Learner Tool Kit for State and Local Education Agencies

This helpful resource by OELA, provides a set of criteria to judge the quality of effective professional development for teachers of ELs.

“Continuous Instructional Improvement” and Collaborative Action Research

Program implementation works best when schools can collect timely information, or data, about instructional practices and then use it to guide decisions throughout the implementation process. The same approach holds true when implementing the LEA's LIEP.

Educators, and most individuals, may learn the best when they are active in developing their own knowledge. NCELA's 2008 report on building teacher capacity for EL instruction emphasizes this point, stating, effective programs have a “strong focus on the critical analysis and interpretation of research and data by educators themselves”.¹⁸

Principals can convene teachers to help them collaborate and share teaching methods on a regular basis. Consider Action Research as a possibility for school-wide or team-based collaboration, and/or individual teacher growth.

The Center for Schools and Communities, in conjunction with PDE, hosts the Data Analysis and Support Academy (DASA) to provide educators with a professional learning opportunity to engage in action research that is supported by experts in research and evaluation and EL education.

Learn more about DASA

Other professional learning opportunities related to action research and data-driven decision-making that are available annually through PDE in partnership with the Center for Schools and Communities include the PDE Data Summit and the Facilitating English Learner Success through Action Research workshop.

Information about these and other professional learning opportunities is included in the professional learning opportunities calendar.

Providing Educational Resources and Designing Instruction and Assessment

Providing professional learning opportunities is not enough. In fact, teachers will likely struggle to implement their learning from professional development workshops if they lack the necessary resources or administrator support to do so. Providing professional learning is only the first step; assisting educators to take up that learning and “put it into practice” after completing the professional development is often the harder and more intensive component of professional development.

Elfers et al.¹⁷ found that schools were successful with ELs when the district sought integrated and systematic ways to support their teachers. This kind of coordinated leadership facilitates a shared vision and fosters a culture of collaboration and shared responsibility for professional learning.

Research indicates that schools are successful with ELs when the district seeks integrated and systematic ways to support their teachers. This kind of coordinated leadership facilitates a shared vision and fosters a culture of collaboration and shared responsibility for professional learning.

Designing an EL Educational Program

Foster Professional Learning Communities (PLCs)

Create a school process for how professional learning gets shared among colleagues and administrators. PLCs offer educators an opportunity to support each other while they are implementing new instructional practices. Celebrate the work of educators who take up their learning and design innovative practices in their classrooms. Consider starting each faculty meeting by highlighting the work of a teacher. Introduce the teacher by providing some context as to what innovative work the teachers is undertaking and then ask that teacher to share what he/she is doing and what he/she is learning as a result. You might also consider creating a list of faculty and staff at your school and/or in the local community who have advanced knowledge and skills in various topics (e.g. technology, differentiation, linguistics, social-emotional learning, bilingual education) so that other educators know who to reach out to for support.

Celebrate the work of educators who take up their learning and design innovative practices in their classrooms. Consider starting each faculty meeting by highlighting the work of a teacher.

Requesting Resources and Support

As new knowledge is introduced in the field, new instructional approaches that require different resources come to our attention. Provide educators with a process for requesting resources and support when they want to try out new approaches or strategies in their classrooms. Ask them to periodically report on what they are doing, how it is going, and what they are learning.

Assessing Your Instructional Materials

ELs need equitable access to the same challenging curricula as non-ELs.¹⁹ Review your textbook series in each content area to evaluate the extent to which their content includes scaffolds and modifications for ELs at different proficiency levels and provides resources for teachers of ELs. Closely analyze the texts for cultural relevancy and sensitivity. Also consider your teachers' access to high-quality linguistically and culturally relevant supplemental materials in their classrooms for use in everyday instruction. See that the school library has a bilingual section as well as a selection of high-quality culturally diverse books (Lee & Low Books is the largest multicultural book publisher in the United States). Check to see that the art room has a diverse representation of artists and artwork from around the world. Think critically about pictures, posters, bulletin board designs, and banners that are posted in formal and informal learning spaces, such as the gymnasium, auditorium, hallways, bathrooms, and other staff offices to ensure that the messages are culturally affirming and that the language and content are representative of your student body.

Creating a Resource Inventory

Compile a list of instructional materials and resources that are dispersed among classrooms and learning spaces throughout the building. This allows teachers to look up what materials and resources the school already has and share resources with one another.

Incorporating Technology

Recent software and apps may be beneficial to teachers as they plan and adapt lessons for ELs. For example, one study found that teachers' linguistic knowledge and awareness increased using a professional development software application.²⁰ Principals should explore different software options to aid their instructional staff in providing instruction to ELs. Technology is a learning tool as well as teaching tool. Utilize apps and online platforms that allow students to engage in interactive virtual learning spaces while providing appropriate instruction and access to ELs to develop technology skills necessary for success in the 21st century.

Differentiating Instruction

Pennsylvania has developed a resource to assist teachers in planning instruction for ELs. The Pennsylvania EL Differentiation Tool is a dynamic, interactive web-based resource for modifying classroom content to meet the educational needs of ELs. Supporting the age-appropriate development of differentiated language activities, this online tool connects the Pennsylvania English Language Development Standards framework with Pennsylvania's Core and Academic Standards.

CHECKLIST 3: Recruiting and Training Qualified Faculty and Staff

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: Content teachers receive normal professional development related to differentiating instruction and assessment for ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 2: Our school-based professional development programs include specific topics related to the education of ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Our hiring committee considers prospective teachers' relevant coursework and fieldwork/employment experiences related to teaching ELs in hiring decisions.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: We ask questions that are specifically related to the education of ELs when we interview prospective administrators, teachers, and support staff.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: The education of ELs is a topic that is included in the professional development programs for school administrators.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Teachers are able to access new materials and resources necessary for implementing new instructional practices.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Teachers engage in action research in their classrooms and in collaboration with one another to continue their own professional learning and development.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 8: Our teachers know who on staff and in the community can serve as a knowledgeable resource for them on a variety of topics related to EL education, and our teachers reach out to these colleagues for support.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Faculty and staff review instructional materials and resources to ensure they are aligned to current research, culturally relevant, and adequate for ELs at all proficiency levels.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Content teachers review their plans for instruction and assessment to ensure that they include appropriate and necessary scaffolds and modifications for ELs at all proficiency levels.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 11: Classroom instruction and assessment is designed with multiple modalities and incorporates educational technology.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:

Designing an EL Educational Program

Component 4: Facilitating Collaboration

The teachers on staff in your building collectively represent an enormous amount of knowledge and experience. Collaborative environments capitalize on this knowledge and build staff capacity by facilitating a culture of knowledge and resource sharing. Research indicates that positive gains in student achievement result when teachers engage in collaborative teams, particularly when collaboration about assessment occurs.²¹

EL students benefit from the improved dynamics that collaboration offers when teachers pair together to develop and deliver curriculum and instruction. For instance, co-teaching partners can identify aspects of curriculum and instruction that might prove challenging for ELs and why. Then, teachers work together to design modifications and introduce appropriate scaffolds, such as deciding which grouping practices are best in a particular classroom.²²

Teachers collectively represent an enormous amount of knowledge and experience, and collaborative environments capitalize on this and build staff capacity by facilitating a culture of knowledge and resource sharing.

It is important to make a distinction between “working together” and collaboration. In “working together” scenarios, teachers will often hand off materials, such as vocabulary lists, or share overviews of topics and instructional activities. In collaboration, teachers design instruction together by engaging in discussion and decision-making around instructional activities, materials, assessments, and supports and modifications.

ESL specialists have advanced and specialized knowledge of language systems and language functions while content teachers have advanced and specialized knowledge of their academic content. In collaborative models, content teachers gain access to the expertise of ESL specialists and utilize that expertise to inform instructional design and vice versa. The goal is not that content teachers assume the role of ESL specialists or vice versa, but that instruction by both teachers is informed by the other.

Collaboration can take many forms, and choosing a particular collaborative model for your school is a decision that has to take into account your unique contextual factors; what “works” in one school may not “work” in another.

Research indicates that collaborative models range from one teach, one assist where one teacher assumes the lead role and the other acts more like a classroom aide²³ to co-teaching in which both teachers are equal partners in the instructional design and delivery of content.²⁴ Research also indicates that the one teach, one assist model is the least effective and offers further guidance on the characteristics of successful models.²⁵

For collaboration and co-teaching to be effective, both ESL specialists and content teachers must be deliberate about their practice and share the responsibility of student learning.²⁶ Davison²⁷ argues that collaborating teachers must first negotiate a shared understanding of each other’s work, clearly define roles and expertise, and commit to a co-planning structure before they can successfully co-design instruction.

Administrator support for this work is essential. Co-planning requires a time and effort commitment on behalf of the collaborating teachers and is less likely to be sustained without ongoing administrator support.²⁸

It is important to make a distinction between “working together” and collaboration. In collaboration, teachers design instruction together by engaging in discussion and decision-making around instructional activities, materials, assessments, and supports and modifications.

Key Considerations

Factors to consider when designing collaborative teams include:

Provide time for co-planning. The schedules in elementary and secondary schools are incredibly complex, so making time for collaboration is challenging and may require some creative problem-solving. Nonetheless, time is essential for effective collaboration. When administrators make time for collaboration, they also demonstrate their commitment to high-quality ELD program implementation.¹⁶

Make collaborative roles clear. Collaboration is not common sense, and teachers are often uncertain about where to start and how to define roles, especially if they are new to co-planning and/or co-teaching. Principals can lead the work by helping to define roles, facilitate an understanding of each other's individual work, and help the group articulate a shared vision for what collaboration will look like in practice and how they will get there.

Set clear goals. Like any other program, support, or intervention, making goals clear to stakeholders is essential. The planning process requires the team to define timely, practical, measurable, and attainable outcome measures and be specific about the kinds of supports and activities that will facilitate achieving those goals. Consider writing a logic model to guide planning and implementation. (For example, see *The Use of Logic Models by Community-Based Initiatives – Evaluation and Program Planning*.²⁹) When goals are written carefully, and co-developed with stakeholders, success is more likely.

Honor teacher autonomy. Teachers are the critical implementers of any school reform. Teachers possess rich and detailed knowledge informed by the theories they have formally studied during teacher preparation and their practical experience working with students in classrooms. The work they do directly impacts ELs, and principals can empower teachers to spearhead instructional solutions by providing ongoing encouragement, guidance, and support as teachers engage in innovative instructional practices.

Finally, Dove and Honigsfeld^{28(p95)} provide a framework to organize different elements of collaboration. By identifying participants, making the purpose of collaboration clear, clarifying deadlines and logistics, and identifying resources, administrators can effectively orchestrate collaboration.

Framework for Ongoing Collaboration

Step 1: Identify Participants

- Grade level teams
- Content area teams
- Interdisciplinary teams

Step 2: Set the Purpose

- Data review
- Lesson planning
- Material adaptation
- Reflection
- Student learning
- Study of specific content
- Sharing strategies and best practices

Step 3: Establish Required Time Frame and Scheduling Logistics

- Before or after school
- Scheduled congruence period
- Lunchtime
- Online

Step 4: Determine Needed Resources

- Shared values
- Supported leadership
- Protocols for conversation

CHECKLIST 4: Facilitating Collaboration

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: Our current model of collaboration looks most like:	<input type="checkbox"/> Co-teaching <input type="checkbox"/> Regular co-designing of instruction and assessment <input type="checkbox"/> One teach, one assist <input type="checkbox"/> Exchange of some content, mostly vocabulary <input type="checkbox"/> Content teachers and ESL specialists rarely or never collaborate	Action(s): Staff: Timeline:
Measure 2: Teachers are given dedicated time for co-planning.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Content teachers and ESL specialists meet to design instructional supports, modifications, and accommodations for their ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: Our administrators set clear guidelines for collaboration and assist faculty in defining clear roles and expectations.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Our collaborative efforts are guided by clear goals.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Teachers are given the professional autonomy to engage in innovative instructional practices and are supported through the process by administrators.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Our collaborative teams collect and analyze data to make decisions about instructional practices.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:

Evaluating Principals' Plans for EL Learning

Meeting the needs of ELs to ensure that they achieve academic success on par with their non-EL peers is a priority, and program improvement is an ongoing process. As policies, programs, student demographics, and faculty and staff rosters continue to evolve, program design and implementation requires regular assessment and evaluation to determine ways to strengthen and improve efforts.

Evaluation helps schools understand the status and outcomes of their efforts. Formative evaluation helps provide monitoring data about program components, how frequently they are used, and how staff react to them. Summative evaluation measures outcomes directly related to interventions. Outcomes should be "SMART" – specific, measureable, attainable, relevant, and timely. By collecting formative and summative data, principals can make more rapid and informed decisions about the efficacy of programs and initiatives designed to support ELs.

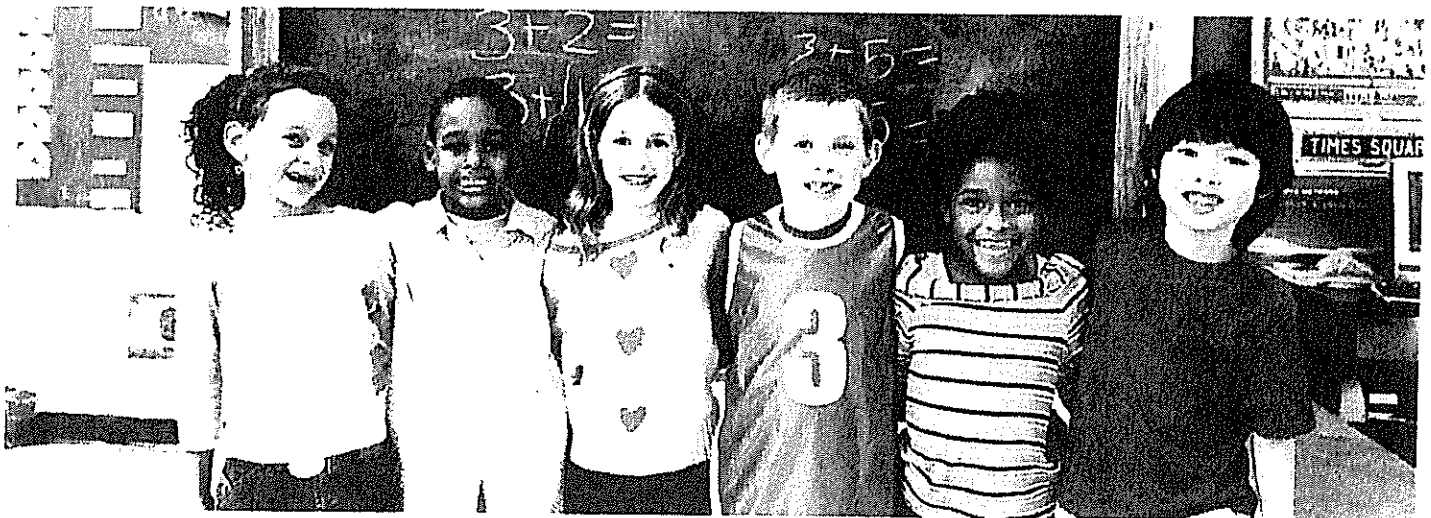
The strategies and checklists provided in this guide can serve as basic formative evaluations of a school's efforts to assist ELs. The checklists could be used every few months to gauge changes and improvements in how you are building processes to assist ELs and should initiate discussions among stakeholders about what you are finding and what changes could strengthen and improve the program. It is important to know that summative evaluation should occur only following a series of formative evaluation over an appropriate period of time so as to accurately capture the efficacy of instructional mechanisms that are in place through the educational program for ELs.

Conclusion

American schools have a strong history of innovation related to meeting the educational needs of the ever-evolving diverse populations that comprise our educational system. Like public schools in the 1920s that accepted thousands of immigrants from Europe, schools in Pennsylvania in the 21st century are receiving thousands of children from other parts of the world. ELs represent an important population in our state's and nation's future, and our educational commitment to ensure their academic and social success remains a top priority.

Effective educational programs for ELs are multifaceted and designing and implementing those programs can seem overwhelming. Intentionally focusing on the components and features of each of the various components of the program allows administrators to self-assess what pieces of the foundation are already in place and where there are opportunities to strengthen that foundation.

The points to consider and checklists throughout this guide are meant to help support administrators through an ongoing assessment, design, and implementation cycle in a way that focuses on individual components of the more comprehensive program. Strength in each component facilitates a more powerful and effective holistic program.



Quick Reference Guide

Assessment – ACCESS for ELLs®, PSSA, Keystone, Project-Based

BEC: Education English Learners

Data Systems – PIMS, ELRS, eMetric, eGrants

Educating English Learners in Pennsylvania (PDE)

English Learner Tool Kit (U.S. Department of Education)

ELL Overlays

ESL Portal

Guidance for Parent Right to Refuse the LIEP

The Language Instruction Educational Program (LIEP)

Reclassification, Monitoring, and Redesignation of ELs

Screening, Identification, and Placement

Testing Information: Accommodations

Title III Supplemental Program

WIDA

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CHECKLIST 1: Complying with State Regulations

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
General Knowledge of State Regulations		
Measure 1: School staff (administrators, teachers, support staff) are knowledgeable about the current state regulations that govern EL education.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 2: Our school leadership disseminates new information about EL education when it becomes available from PDE.	<input type="checkbox"/> Regularly <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Identification Procedures		
Measure 3: Our ESL specialist is involved in the enrollment process for new ELs who will attend our school.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 4: When new ELs are assigned to our school, all teachers and specialists receive detailed English proficiency information about each of their ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Parents are informed about the ELD program, including the schedule and curriculum, within the required timeframe for notifying parents and in a language they understand.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Parents are informed about their right to refuse some or all ELD support services as well as their right to reinstate ELD support services.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
LIEP Design and Implementation		
Measure 7: ELs at all proficiency levels 1-5 receive daily ELD instruction.	<input type="checkbox"/> All <input type="checkbox"/> Few <input type="checkbox"/> Some <input type="checkbox"/> None	Action(s): Staff: Timeline:
Measure 8: Our teachers and staff are knowledgeable about our LIEP, the theory it is based on, and what actions and resources are required to implement it effectively.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Instruction in the LIEP attends to both ELD and the development of grade-level academic content knowledge.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Content teachers modify or differentiate content classroom instruction to be accessible to ELs at all proficiency levels.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 11: Our teachers meet to discuss the processes and criteria in place to monitor ELs in both their mastery of grade-level academic content and English language development.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 12: Content teachers and ESL Specialists collaborate to complete the reclassification rubrics for ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	Action(s): Staff: Timeline:

CHECKLIST 2: Facilitating Family and Community Engagement

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: School staff (administrators, teachers, support staff) receive ongoing diversity training to develop knowledge about other cultures and cross-cultural communication and collaboration.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 2: School staff communicate with parents and families in a language they understand about student progress and school-based programs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Signs, posters, bulletin boards and other displays in the school's office, hallways, and other informal learning spaces are culturally sensitive and represent the languages of ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: Our school is prepared to provide language assistance to parents and families when they contact the school (in person or via phone or electronic communications).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Office staff, including bilingual staff, are prepared to answer questions about a vast array of educational topics that parents/families may ask.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Our school offers a variety of parent engagement programs throughout the year that are offered at varying times and days of the week to try to accommodate parents'/families' diverse work and family schedules.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Parents and families are invited visit classrooms to share their knowledge and experiences and collaborate with teachers.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 8: Teachers design instruction that encourages students to draw upon their cultural and linguistic assets by including a variety of culturally relevant materials and/or asking students to bring in materials from home.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Our school partners with local community organizations to offer additional support services to parents/families (e.g. parent engagement programs, adult ESL/GED/citizenship classes, etc.).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Our school leadership is knowledgeable about strategies to facilitate a positive and welcoming school environment for ELs and their parents/families.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:

CHECKLIST 3: Recruiting and Training Qualified Faculty and Staff

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: Content teachers receive normal professional development related to differentiating instruction and assessment for ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 2: Our school-based professional development programs include specific topics related to the education of ELs.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Our hiring committee considers prospective teachers' relevant coursework and fieldwork/employment experiences related to teaching ELs in hiring decisions.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: We ask questions that are specifically related to the education of ELs when we interview prospective administrators, teachers, and support staff.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: The education of ELs is a topic that is included in the professional development programs for school administrators.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Teachers are able to access new materials and resources necessary for implementing new instructional practices.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Teachers engage in action research in their classrooms and in collaboration with one another to continue their own professional learning and development.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 8: Our teachers know who on staff and in the community can serve as a knowledgeable resource for them on a variety of topics related to EL education, and our teachers reach out to these colleagues for support.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 9: Faculty and staff review instructional materials and resources to ensure they are aligned to current research, culturally relevant, and adequate for ELs at all proficiency levels.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 10: Content teachers review their plans for instruction and assessment to ensure that they include appropriate and necessary scaffolds and modifications for ELs at all proficiency levels.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 11: Classroom instruction and assessment is designed with multiple modalities and incorporates educational technology.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:

CHECKLIST 4: Facilitating Collaboration

MEASURE	ASSESSMENT	ACTION STATEMENTS Actions for improvement
Measure 1: Our current model of collaboration looks most like:	<input type="checkbox"/> Co-teaching <input type="checkbox"/> Regular co-designing of instruction and assessment <input type="checkbox"/> One teach, one assist <input type="checkbox"/> Exchange of some content, mostly vocabulary <input type="checkbox"/> Content teachers and ESL specialists rarely or never collaborate	Action(s): Staff: Timeline:
Measure 2: Teachers are given dedicated time for co-planning.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 3: Content teachers and ESL specialists meet to design instructional supports, modifications, and accommodations for their ELs.	<input type="checkbox"/> Regularly <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 4: Our administrators set clear guidelines for collaboration and assist faculty in defining clear roles and expectations.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 5: Our collaborative efforts are guided by clear goals.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 6: Teachers are given the professional autonomy to engage in innovative instructional practices and are supported through the process by administrators.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:
Measure 7: Our collaborative teams collect and analyze data to make decisions about instructional practices.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never	Action(s): Staff: Timeline:



Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.



What type of processes can school districts use to identify limited English proficient parents?

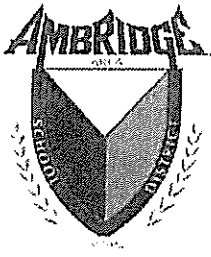
- School districts must develop and implement a process for determining whether parents are limited English proficient and identifying their language needs.
- The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- A school district may, for example, use a home language survey, to inquire whether a parent requires oral and/or written communication in a language other than English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that the inquiry is designed to reach parents in a language they are likely to understand.

What steps must school districts take to provide effective language assistance to LEP parents?

- School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

What can I do if I have questions, want additional information, or believe a school is not complying with these requirements?

- You may visit the website of the U.S. Department of Education's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- You may visit the website of the U.S. Department of Justice's Civil Rights Division at www.justice.gov/crt/about/edu/ or contact DOJ at (877) 292-3804 or at education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO CROSSING GUARDS

Dear Crossing Guards:

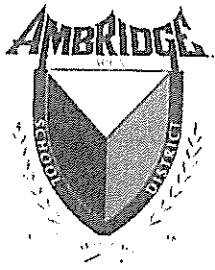
This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

Please be aware that these students may be unsure of where to cross the street or how to get to the school entrance. If the student seems confused, please take the time to help them out. If at all possible, assign a student buddy to help them get across the street and into the school safely.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO CUSTODIANS

Dear Custodians:

This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

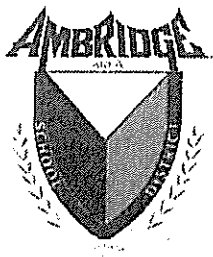
Please be aware that these students may not be familiar with all aspects of the school's rules and regulations. If the student seems confused or unsure of what you are saying to them, please take a moment to explain using words they are better able to understand. If they become unsure of where they are within the school, please escort them to where they are going or explain so that they arrive there in a timely manner.

It is also important to note that the parents may be unaware of certain policies and procedures within the District. If the parent comes to school and needs assistance, please be patient and either help them or contact someone who can.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO NUTRITIONAL SERVICES

Dear Nutritional Services:

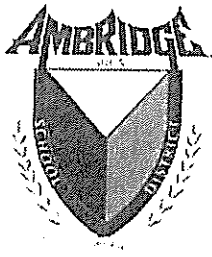
This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

Please be aware that these students may not be familiar with the breakfast/lunch process, so it will be important to explain the process to them and answer any questions as they arise. It is also important to model or explain certain lunchroom procedures.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO SECRETARIES

Dear Secretaries:

This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

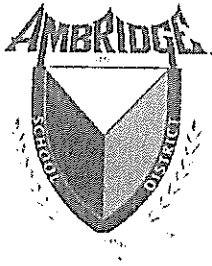
Enrollment Procedures:

- All students/parents must complete the Home Language Survey
- If anything other than English is indicated, please copy and forward to the ESL district coordinator and the ESL teacher(s).
- Be sure to file all original Home Language Surveys in the student's permanent file
- If you are having difficulty communicating, please be patient and contact the ESL district coordinator and/or the ESL teacher(s) to help secure an interpreter.
- Please note, English Language Learners must be accepted into the school with a local address and immunization records. You cannot ask for proof of address, Social Security Card, or Birth Certificate.
- On the first day of school, please ask the ESL teacher(s) to walk the child to each teacher, introduce the student and use the correct pronunciation of the child's name.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO SECURITY GUARDS

Dear Security Guards:

This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

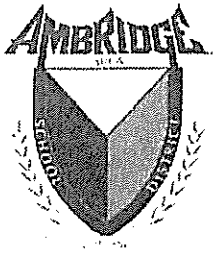
Please be aware that these students may not be familiar with all aspects of the school's rules and regulations. If the student seems confused or unsure of what you are saying to them, please take a moment to explain using words they are better able to understand. If they become unsure of where they are within the school, please escort them to where they are going or explain so that they arrive there in a timely manner.

It is also important to note that the parents may be unaware of certain policies and procedures within the District. If the parent comes to school and needs assistance, please be patient and either help them or contact someone who can.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

ESL LETTER TO THE BUS COMPANY

Dear Bus Garage:

This letter is to make you aware that we have students in the Ambridge Area School District who are English Language Learners. These students have come to us from other countries and may not speak English fluently, so we would like you to be aware that they may need a little extra assistance. It is important that we maintain the appropriate interaction with all of our English Language Learners and their families.

Please be aware that these students may be unsure of where to catch their bus and what time they are to be picked up in the morning and/or dropped off in the afternoon. If the student seems confused, please take the time to help them out. If at all possible, assign a student buddy to help them become acquainted with the bus schedule. They may also be unaware of the rules and regulations of riding on a school bus. If the student seems confused or unsure of what you are saying to them, please take a moment to explain using words they are better able to understand.

It is also important to note that the parents may be unaware of certain policies and procedures within the District. If the parent comes to you at the bus stop seeking assistance, please be patient and either help them or contact someone who can.

Thank you for your attention to this matter.

Sincerely yours,

Superintendent of Schools