ESL 101

THE ESL TEACHERS DO NOT SPEAK SPANISH

In Tennessee, it is not required that you know how to speak another language to teach ESL. We are an **English** only state. ELLs should not be instructed in their home language.

How to Translate a Document on Google Docs: Tools → Translate Document → Choose a Language

How to Translate a Document in Microsoft Word: Select the Text → Review → Translate → Translate Selected Text → Select Which Language to Translate

If your student is having an IEP meeting or written communication has not been successful, we will make sure to find someone to call families who can speak Spanish.

Contact Information

ESL Supervisor

Rhonda Harmon: 423.949.3617

rharmon@sequatchie.k12.tn.us

SCMS ESL Teacher

Sammantha Coley: 423.762.4313

scoley@sequatchie.k12.tn.us

GES & SCHS ESL Teacher

Cathy Pope: 423.902.2827

cpope@sequatchie.k12.tn.us

How are students identified for ESL services?

We review each Home Language Survey (HLS) in the district. If a language other than English appears on the form, the ESL teacher will determine if the student is identified as a language minority student. If so, the ESL teacher will do one of two things.

1. The WIDA Screener should be administered to kindergartners and all newcomer students (students who came to the school from another country).
2. WIDA Screener or ACCESS scores should be obtained from previous school to see if child qualifies for services.

*another language has to be spoken in the home authentically (a significant other of the parent who occasionally speaks Spanish is not valid)

What do we teach in ESL class?

ESL consists of four domains: Reading, Writing, Speaking, and Listening.

One important factor of of these four domains is vocabulary. When a student is new to the English language, we teach "Tier 1" vocabulary, which is basic everyday vocabulary. As the student progresses, we add in "Tier 2" vocabulary, which is academic vocabulary.

We have our own set of standards (WIDA English Language Development Standards) that help us plan curriculum and instruction.

Mandatory Updates

The state has made two significant mandatory updates that are to be implemented starting the 2018-19 school year *annually*.

1. Each teacher that has ELLs in their classroom has to be trained on ELD standards.
2. Each ELL that is served has to have an ILP (Individualized Learning Plan). We will be responsible for collaborating with the general education teacher, guardian, and student to create goals and implement them into instruction. If you have an ELL in your classroom, you will receive a copy of this plan as it is updated.

How do students exit the ESL program?

Every ESL student must be tested every year during the state-mandated testing window to establish ESL proficiency level. The State of Tennessee currently uses WIDA ACCESS 2.0 to determine student's level of reading, listening, speaking, and writing.

Testing out of ESL and time of services is determined on WIDA ACCESS results (to test out of ESL: WIDA ACCESS 2.0- a student needs to have a 4.2 or higher in overall composite AND at least a 4.0 in literacy).

When a student has tested out of the ESL program based on the ACCESS results, they must be monitored for 4 years.
- A T1 is a student who is being monitored by the district for the first year of transition. A T2 is a student who is being monitored by the district for the second year of transition. A T3 is a student who is being monitored by the district for the third year of transition. A T4 is a student who is being monitored by the district for the fourth year of transition.

Monitoring will include getting copies of students' progress reports, report cards, and collaborating with classroom teachers to make sure students do not need extra assistance, modifications, or accommodations in a push-in or pull-out setting.

Recertification

Reclassifying a Transitional EL

A transitional EL experiencing academic difficulties should not be immediately reclassified as an EL. As noted above, appropriate instructional supports, including RTI2, should be implemented. If those additional instructional supports do not resolve the issue, the RTI2 committee should review the documentation and, if appropriate, implement more intensive Tier II and III interventions. An ESL professional should be included in these discussions and decisions. All Tier II and III interventions must be linguistically accessible to the student. Following a documented period of Tier III RTI2 support, if academic difficulties persist and data support the belief that language proficiency is the root of the problem, the RTI2 committee may determine that the student should re-enter the ESL program. A transitional student should only be reclassified if it is determined that they are struggling academically due to a lack of English proficiency and that accommodations are not adequate for the student to experience academic success. This may happen when the cognitive load with grade-level work is increasing faster than gains in English language proficiency.

A student must receive instructional accommodations in the classroom first. If that is not helping, then the RTI team must look at his data and decide if he needs to receive intervention in Tier II or III. If implemented interventions in Tier II or III are not successful, then he can be re-classified. However, documentation of the accommodations and ALL interventions implemented must be part of the process. He cannot just go straight from accommodations in the classroom to receiving ESL services.

Date: _____

EL Recertification Procedure

A District ESL Team meeting was held on (date) _____ to discuss this student's personal history and academic struggles of language acquisition and development in order to determine the appropriateness of recertification as an English Language Learner once the student has exited the ESL program and began transitional status. The following information is requested in order to make an informed decision in the best interest of the student's education.

Student Name: _____ Student Current Grade: _____

School: _____ Date Entered SCS ESL Program: _____

School Year Transition 1 Started: _____

Most Recent WIDA ACCESS Scores: (attach)

Describe the factors to consider recertification into ESL services:

_____

_____

_____

_____

Please attach classroom data (including student work samples), district data (universal screener data, progress monitoring data, etc.), and state data (TCAP, EOC scores).

The following steps were taken to result in this meeting:

- Date School Principal/Vice Principal was notified of need: _____
- Date ESL Director was notified of need: _____
- Date School ESL Team met: _____

Final Determination:

_____

_____

_____

District ESL Team Members Present:

_____   _____

_____   _____

_____   _____

_____   _____

Retention

Tennessee State Law states that ELLs must not be retained in grade level because of their *language skills*. 99.9% of the time we cannot rule out lack of language skills for an ELL!

Alternative to retention may include:
- before and after school programs
- tutoring
- summer school

Accommodations/Modifications

-rest/breaks
-extended time
-read aloud
-bilingual dictionary, picture dictionary, **word-to-word dictionary**
-reduce length of assignments
-use graphic organizers and
instructional aids (cues, sentence frames, word walls, etc.)

-grading with a rubric
-pull aside for teacher/peer assistance
-small group work
-repeated directions
-increase hands-on tasks

*Accommodations in bold are allowed on TNReady & EOC's as long as they have been implemented throughout the year by the classroom teacher(s). This is where the ILP comes into play as far as documenting all the accommodations that are taking place. We will meet with you a few weeks after you have created a relationship with your students and know their academic needs to find out what accommodations/modifications you are providing. In order for Sarai to be able to code and provide that for your kiddos, we need evidence. If you expect a read-aloud come assessment time, you better read-aloud every classroom test to your student.

Modifying Assignments

You should give your ELs modified assignments if they are a newcomer. You might need to give them picture choices instead of words/sentences until they learn to read. You might assess them on Kindergarten or 1st Grade skills until they are able to make progress in grade-level content.

*You can not translate your classroom assignments/tests into their home language and create a grade using that strategy. It is against state policy.

Helpful Hints

- model (show the students how to accomplish the given task)
- give extra time for think and response time (many ELLs still have to translate English until they are more language proficient)
- check for understanding often as many ELLs will just "blend in" and sometimes this leads to students not obtaining concepts
- use a variety of visual aids (especially for vocabulary words- many English words have multiple meanings)
- allow an ELL to have access to a computer/iPad so they can search for pictures and definitions to support language development
- integrate the students culture into your classroom
- create an environment where children feel safe and important and learning will occur

Helpful Hints cont.

- implement hands-on projects and activities into your lessons
- have higher level students "teach" lower level students
- use word-to-word dictionaries (English and Spanish word provided)
- create a picture schedule and use picture cards
- use graphic organizers to create a visual representation of content
- meet the student where they are academically (i.e., If the student is on a first grade reading level, assigning seventh grade reading material will not be appropriate or beneficial.)
- assign a "peer buddy" to help the student adjust during his/her first days at school
- provide the student with a chart explaining the requirements for graduation
- explain the schedule of standardized tests that are required by the state
- explain progress reports and report cards
- explain how course credits are awarded

Online Resources

- https://www.spellingcity.com/ (weekly vocabulary and spelling words can be entered and games are available to play using the entered words)
- www.eslgold.com (flash cards, quizzes, videos, various subject topics, etc.)
- www.everythingesl.net (site created by an ESL teacher that provides lesson plans and teaching tips)
- www.pics4learning.com (pictures to use in lessons)
- http://casanotes.4teachers.org/# (typical notes that can be sent home translated in Spanish- can customize)
- http://www.dltk-cards.com/bingo/bingo1.asp (customizable BINGO cards- great for vocabulary)
- https://www.englishgrammar.org/ (lists the English grammar rules- provides PDF files of lessons on these rules)
- http://www.dictionary.com/ (has definitions of English words and thesaurus entries)
- https://www.usingenglish.com/reference/idioms/h.html (idioms, phrasal verbs, and other grammatical irregularities are listen)

Online Resources cont.

- https://wbte.drcedirect.com/WIDA/portals/wida (student test practice for WIDA ACCESS)
- http://more.starfall.com/m/welcome/index/load.htm (songs, phonics, blending, etc. for early literacy)
- http://www.learningchocolate.com/ (picture and audio of simple phrases sorted into categories)
- https://esl.brainpop.com/ (BrainPop ESL)
- https://www.funbrain.com/ (interactive activities for literacy skills)
- http://www.breakingnewsenglish.com/ (English lessons for current events happening around the world)
- http://en.childrenslibrary.org/ (students can search this online library according to language, grade level, or genre)

Translation

Google Translate (free)

This app allows you to do it all — with translation into 103 languages via typing and 59 languages offline. You can use handwriting, where you draw text or characters instead of typing in 93 languages and camera translation in 37 languages, where you point your camera and snap for an instant translation. Google Translate is simple to use to, with icons at the top you can click on to draw, take a photo, speak or type.

iTranslate (basic app is free & Pro version costs $39.99 a year)

One of the most popular translation apps in the world, iTranslate has more than 51,000 ratings on iTunes — and most of them four and five stars. The app can translate between 100 different languages and there's even a special version for Apple Watch so you can translate on your wrist if needed. The basic app is free, but the Pro version, which costs $39.99 per year (or $4.99 per month), has off-line capabilities, website translation, voice mode and verb conjugations.

Papago (free)

Papago translates between Korean, English, Japanese, Chinese, Spanish, French, Vietnamese, Thai and Indonesian. Translations are available in the form of text and voice, and you can also have a conversation using the app, where you can simultaneously speak each other's language. Photo translation is also available and there both a dictionary and a phrase book for you to check out even more meanings.

iTranslate Voice

You'll be able to speak over 40 different languages with iTranslate Voice, which not only has pre-made, useful travel phrases but has special voice translation. Just speak into your phone and it will immediately translate your voice into your chosen language. Plus, you can export, copy and share transcripts of all your voice conversations and save favorite phrases in your custom phrasebook.

Teachers Pay Teachers

You can search the following and get numerous free resources!
- newcomer packet
https://www.teacherspayteachers.com/Browse/Search:newcomer%20packet/Price-Range/Free
-ESL
https://www.teacherspayteachers.com/Browse/Search:esl/Price-Range/Free
-esl activities
https://www.teacherspayteachers.com/Browse/Search:esl%20activities/Price-Range/Free
-vocabulary
https://www.teacherspayteachers.com/Browse/Search:vocabulary/Price-Range/Free
-academic vocabulary
https://www.teacherspayteachers.com/Browse/Search:academic%20vocabulary/Price-Range/Free
-comprehension
https://www.teacherspayteachers.com/Browse/Search:comprehension/Price-Range/Free
-fluency
https://www.teacherspayteachers.com/Browse/Search:fluency/Price-Range/Free
-idioms
https://www.teacherspayteachers.com/Browse/Search:idioms/Price-Range/Free
-multiple-meaning words
https://www.teacherspayteachers.com/Browse/Search:multiple%20meaning%20words/Price-Range/Free
-root words, prefixes, and suffixes
https://www.teacherspayteachers.com/Browse/Search:root%20words,%20prefixes%20and%20suffixes/Price-Range/Free
-synonyms and antonyms
https://www.teacherspayteachers.com/Browse/Search:synonyms%20and%20antonyms/Price-Range/Free

JUST ASK!

If you need any help, please let either me or Cathy know. We are stationed at different schools but we work together to support the students and teachers of the entire district.

Most of us have been here...

Think about how this student feels. How can you help students like Moises in your classroom?