2012-2013

English as a Second Language
Teacher’s Handbook

ESL Department
Duplin County Schools
Kenansville, North Carolina

Carlos Sosa
9/13/2012
Foreword:

This revised version of the 2011-2012 ESL Teacher’s Handbook serves as a resource for ESL personnel conducting programs for English Language Learners (ELLs). This handbook contains definitions associated with ESL instruction and learning along with practical, accurate, and current information pertaining to the many facets of the ESL teacher’s job.

You will find everything from information on testing to information on lesson planning right here in this handbook. Please take time to read this manual thoroughly, and refer to it often as questions arise during the year. Make good use of the directory, as this is your support network, and of the calendar to keep up with important dates.

Have a delightful teaching experience throughout the year!

Carlos Sosa
ESL Lead Teacher
2012-2013
Duplin County Schools
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Calendar

**August 20:** Teacher Workdays begin

**August 22:** Half day ESL teacher meeting; W-APT training and much more!

**August 24:** Student Plans should be mostly complete

**August 27:** First day of school

**September 10:** Schedules due, Long-term plans due

**October 5:** End of grading period—**review grades** for all LEP students; add **beginning of year work sample to green folders**

**November 21:** End of grading period—**review grades**

**January 15-18:** High School Exams

**January 18:** End of grading period/semester

**January 22, 23:** Teacher Workdays, H.S. Make any needed adjustments to rosters, add **mid-year sample to green folder, review grades**

**January 29:** Half-day ESL meeting (8-11) for required ACCESS training

**February-March:** Testing Window for ACCESS

**March 8:** End of grading period- **review grades**

**April 26:** End of grading period-**review grades**

**April 27:** Middle School recommendations for H.S. course placement due

**June 7:** Early Release, End of grading period/semester/year- **review grades**

**June 10-12:** Teacher Workdays—Plans/Suggestions due for next year, **end of year sample added to green folder, green folders complete!**
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I’m Hired! Now what?

1. Hiring Procedures: Most likely you have already been through the following: an interview with the principal and/or personnel director, received welcome packet at central office, instructed to get your physical and drug test (do the urine test—not the blood test version), and toured your new school. If you are new to teaching ESL in the US, take the time to read up on the professional literature and current research. All teachers need to read carefully the revised LEP plan since you are responsible for a large part of it, and others will consider you the expert and come to you with questions. Knowledge builds your confidence and the confidence of others in you!

2. The Area: Duplin County has many historical sites that you will want to visit such as Liberty Hall Plantation. There are also wineries and wonderful restaurants, not to mention great opportunities for relaxation and recreation. Visit the county tourism website (www.uncorkduplin.com) to learn more! Those with more urban interests can visit Wilmington, NC (1 hour driving time) or the Triangle area of Raleigh, Durham, and Chapel Hill, NC (1.5–2hr drive). The nearest beaches are Topsail Island (approx. 1 hr by Highway 50), Carolina and Wrightsville Beaches near Wilmington (1.5 hrs approx. by I-40 and then following the signs), and Emerald Isle in Carteret County. Myrtle Beach in South Carolina is about a 3hr. drive. The closest amusement parks are Carowinds in Charlotte, NC, Busch Gardens in Williamsburg, Virginia, and Kings Dominion in northern Virginia. Our nation’s capital is only a 5hr drive, Disney World is about a 10 hr. drive as is New York City, and you can reach the mountains in about 5 hours. Have fun!!!

3. Your New School:
Your first day at your new school can be a scary experience, especially if you are coming from another country or even just another state. Obviously, you need to get to know your principal. Probably he/she is the only person you know there anyway since that is who interviewed you. Ask him/her to show you around. If there is another new teacher...bond with him or her, and go around together and introduce yourselves. Usually, at least one person, if not several, will want to take you under their wing and show you around the new school. Be friendly, be open and honest when you don’t have the answers, ask for help often, and make friends with the custodians, the secretary, and the cafeteria staff!

If you are coming in from another area or country, you might want to double or triple your efforts to get to know people. Let people see that you really care about them, the school, the kids, and the community. If people see that you are sincere in your kindness and efforts on their behalf, you will be welcomed with open arms.

Make an effort to locate and get to know the following people, as you will need to consult with them often:
1. Your principal
2. Your assistant principal- usually for discipline, textbooks, or bus-related issues
3. Your secretaries—find out who is in charge of student records (NCWISE) and who manages the money (treasurer). Who collects leave forms and hands out paychecks?

4. Your guidance counselor- The guidance counselor typically works very closely with the ESL teachers(s) to assure that the correct students have been identified and are given the appropriate modifications on testing.

5. All other ESL teachers in your school
6. Any bilingual people on staff
7. Grade-level chairperson of each grade at your school- he/she can keep you up to date on what’s going on in the regular classroom

Now, you need to do the following:

1. Create an accurate and up to date list of all LEP students at your school.
2. Create a plan for each of them using information from test data, green folders, and cumulative folders.
3. Start making your schedule. (See the scheduling section) Ask for help if needed!
4. Test any new students as soon as they arrive (this is all kindergarteners with language other than English on home language survey-HLS and any other new students as needed).
5. Plan for instruction based on data you have and from input from classroom teachers.
6. Teach!

4. Help me!
Don’t let yourself get overwhelmed. Make to-do lists everyday and check things off as you do them so you can focus on just one thing at a time. When you are uncertain, ask for help from the members of our ESL family!
Legal Decisions Impacting English Language Learners

- **Title VI of the Civil Rights Act of 1964**
  “No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

  **Implications for English Language Learners (ELLs):**
  Students cannot be discriminated against due to language. ELLs cannot be denied services in school because the teacher does not speak the same language as the student.
  Students cannot be refused enrollment due to limited English proficiency. ELLs are entitled to education in a public school until age 21.
  Students cannot be retained due to limited English proficiency. Additionally, this law means that, as a practice, F’s, D’s or U’s should not be given if English language ability prevents the students from performing the same as a native speaker of English.
  Students cannot be expelled or suspended due to limited English proficiency.

- **The Health, Education, and Welfare Memorandum of May 25, 1970**
  “Where the inability to speak and understand the English language excludes national origin minority group children from effectively participating in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

  **Implications for English Language Learners:**
  Schools must provide services aimed at teaching English to limited English proficient students.
  Classroom teachers must modify instruction for English language learners.

  This case involved a suit by Chinese parents in San Francisco which led to a ruling that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. School districts must take the affirmative steps to overcome barriers faced by non-English speakers.

  **Implications for English Language Learners:**
  Schools must provide services aimed at teaching English to limited English proficient students.
  Classroom teachers must modify instruction for English language learners.

- **The Equal Opportunity Act of 1974**
  This act requires a local school agency to take the appropriate action to overcome language barriers that impede students’ equal participation in its instructional program. A policy must be in place.

- **Rios vs. Read (1978)**
  States must identify LEP students through valid testing.
  Programs must be monitored.
  Students cannot exit prematurely without valid testing.

- **Castenada vs. Pickard (1981)**
  The program that is used to serve students must be based on sound theory and show reasonable success.
• **Plyler vs. Doe (1982)**
Students cannot be refused enrollment due to a lack of legal documentation. Enrollment cannot be denied to students here on a Visitor’s Visa, as long as they are here with a parent or legal guardian. If they are not here with a parent or legal guardian, the system does not have to enroll the student, but DPI recommends erring on the side of enrollment. Students need “satisfactory proof of age.” A birth certificate is not required; requirement can be satisfied by a baptismal certificate, medical records, or an affidavit signed by parents. Students do not need a social security number. Schools are not to inquire into the legal status of students; the assumption is that children do not come here on their own.

• **Civil Rights Restoration Act of 1988**
All federal programs are “at risk” (may risk a loss of funds) if there is a failure to comply with statutes regarding the education of English language learners.

• **Office of Civil Rights Enforcement Policy (1991)**
Program evaluation is required to gauge success.
Qualified ESL personnel must be employed to implement the program.
Specific program exit criteria must be in place.
Systems cannot screen out LEP students for Gifted and Talented programs.

• **P.L. 103-302 Improving America’s Schools Act (IASA) of 1994**
This act authorizes full participation of eligible students with limited English proficiency in Title I programs for economically disadvantaged children. It states, “...limited English proficient children are eligible for services on the same basis as other children selected to receive services.” It also states, “...limited English proficient students shall be assessed to the extent practicable, in the language and form most likely to yield accurate and reliable information on whatever students know and can do to determine such students' mastery of skills in subjects other than English.”

• **Title III of the No Child Left Behind Act of 2001**
This act aims to help ensure that LEP students are provided the assistance needed to attain English proficiency and to meet the level of academic achievement that all children are expected to meet.
Specifically, it provides flexibility in defining LEP students as a “subgroup” and in assessing LEP students.

For synopses of legal issues affecting LEP students, go to: http://www.helpforschools.com.
**Promotion/Retention Guidelines for ELLs**

Federal law states...
“In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic skills in English.”

State Board Policy (HSP-N-008) states...
“English language proficiency cannot be the factor that a student has not met performance standards at each gateway.” If a LEP student cannot perform or master skills at grade level standards due to lack of English language proficiency he cannot be retained.

According to state law, the final decision concerning promotion/retention ultimately rests with the principal; however the Duplin County Schools ESL Department, as well as system guidelines for promotion/retention, recommend basing that decision on findings from a School Level Promotion Committee, including the classroom teacher and ESL teacher.

When considering an ELL student for retention, please make certain that teachers have the appropriate documentation to demonstrate that lack of English is in no way related to lack of academic success in the grade/course. Teachers should have a Personal Education Plan for all ELL students that document both instructional and assessment modifications being used regularly in the classroom. Teachers should also have samples of student work that reflect how the student performed on the modified classroom activities and assessments.

The above policy is very ambiguous as it is practically impossible to determine if lack of English proficiency is THE reason for below-grade level performance or just one of many. If it is one of many, what percentage of the problem is it? As there is no way to measure this, promotion/retention is a very slippery slope. Cases are very rare in which you could say that language definitely is or definitely is not the determining factor. One thing to keep in mind, statistically speaking, retention can do more harm than good.

**Grade Placement Recommendations for ELLs**

The ESL Department recommends age-appropriate grade placement for ELL students. Placing a student in a grade that is not consistent with his or her age might be considered a violation of his or her Civil Rights because that decision is based on a variable such as limited English proficiency, missing school records, national origin, or some other factor. It is important that when placing a student that all of the needs of the student be considered, and not just his or her level of English language proficiency. Those needs include emotional, social, and developmental needs. All must be integrated to produce positive results.

Inappropriate grade placement may also present a serious safety issue. Discrepancy between age(s) and peer group interaction may create problems brought about because of social, emotional, and developmental issues. In addition, inappropriate placement does not allow that child equitable access to grade-level instruction, which is mandated by No Child Left Behind.
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<th>Instructional Language(s)</th>
<th>Key Features</th>
<th>Notes</th>
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<td>Dual Language Developmental Bilingual Program (Additive Bilingualism)</td>
<td>English and student’s heritage language</td>
<td>Designed to help non-English speakers learn English as well as maintain and improve their native or heritage language skills.</td>
<td>Students become bilingual, biliterate and bicultural in a way that honors their need to simultaneously identify and communicate with their heritage or home culture and with the mainstream culture they live and will work in.</td>
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<td>Dual Language Two-Way Immersion Program (Additive Bilingualism)</td>
<td>English and another language</td>
<td>Comprised of approximately 50% native English speakers and 50% native speakers of the target language. Both groups of students become bilingual, biliterate and bicultural.</td>
<td>Content instruction is provided both in English and in the target language.</td>
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<td>Transitional Bilingual Education Program (Subtractive Bilingualism)</td>
<td>focus on student’s primary (non-English) language</td>
<td>Presented in the ELs’ native language for at least 2 or 3 years after which time ELs receive all-English instruction.</td>
<td>Primary purpose is to facilitate students’ transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.</td>
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<td>Heritage Language Program</td>
<td>focus on student’s primary (non-English) language</td>
<td>Typically targets non-native English speakers with weak literacy skills in first language</td>
<td>The goal is building literacy in two languages.</td>
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**English Language Instructional Programs for English [as a Second] Language Learners [ELLs]**

*Extra content support in English and the native language may also occur.*

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<td>English as a Second Language [ESL]</td>
<td>English</td>
<td>A program of techniques, methodology and special curriculum designed to teach English reading, writing, listening, and speaking skills to ELLs.</td>
<td>ESL instruction is in English with little use of students’ native languages. This may occur as a pull-out session or a scheduled class time.</td>
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<td>Content-based ESL</td>
<td>English</td>
<td>Uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.</td>
<td>Instruction is in English with little use of students’ native languages. This may occur as a pull-out session or a scheduled class time.</td>
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<td>Sheltered Instruction/ Sheltered Instruction Observation Protocol</td>
<td>English</td>
<td>Adapts academic instruction in English to make it understandable to ELL students.</td>
<td>Can be implemented by content and ESL teachers in English language arts, mathematics, science, social studies, and other subjects.</td>
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<td>Newcomer Services</td>
<td>English</td>
<td>Separate, relatively self-contained educational interventions to meet the academic and transitional needs of newly arrived immigrants.</td>
<td>Students usually attend these programs for a very limited time before they enter an ESL program. Services may be provided at a special site or may be provided at the school site.</td>
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<td>ESL Co-Teaching</td>
<td>English</td>
<td>Shared, collaborative teacher planning time so that teachers can implement strategies that integrate language acquisition, literacy, and academic content at the same time.</td>
<td>Caution: Co-Teaching is NOT supplying an ESL teacher who enters the class and assists individual students. Requires professional development for both teachers so that grade level and developmentally appropriate teaching from both the ESL and content teacher occurs.</td>
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<tr>
<td>Appropriate, consistent, face-to-face service</td>
<td>Service delivery varies as deemed necessary based on formalized contacts with teachers of ELLs and other staff, including (but not restricted to) instructional modifications, state testing accommodations, periodic face-to-face instruction or counseling.</td>
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</tbody>
</table>

1. All ELLs must have an LEP Plan, including proficiency level descriptions, instructional modifications, and state test accommodations.

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**Duplin County Schools Program Models for Serving ELLs**

- **Scheduled ESL “pull-out” classes**: the most popular approach in the LEA and used at all grade levels. Students are provided instruction in the English Language using the WIDA Standards for English Language Proficiency as a guideline. ESL teacher collaborates with classroom teacher to make instruction relevant for the student and to prime him/her for success. Care must be taken when scheduling these “pull-outs” so that students are receiving more benefits from being pulled out than pitfalls from missing so much of their regular class.

- **Intensive Scheduled ESL Classes in High Schools**: These are intensive language courses with their own set pacing guides to guide new students toward enough proficiency in English to be able to function in a regular Eng I class and in other subjects as quickly as possible. Accelerate so they can graduate!

- **Strategic Language Support through a combination of the following:**
  - Sheltered Instruction with a classroom teacher certified in ESL
  - Sheltered Instruction with a classroom teacher trained in SIOP
  - Sheltered Instruction delivered through co-teaching of classroom teacher and ESL Teacher
  - Focus groups of flexible groupings of students- ESL Teacher conducts workshops on specific language skills that student has demonstrated as a skill in need of improvement.
Procedures

Procedures for the start of the school year:

1. Obtain last year’s test data.
2. Use the ESL Individual Learning Plan form provided in this manual to analyze the data for each student. Also, pull last year’s data to look for any trends.
3. Note any overall trends in areas of weakness/strengths on the assessments. Are certain grade levels weaker in certain standards (S.S. or Science, etc.)? Are there any patterns?
4. Complete the ESL Individual Learning Plan for each Student.
5. Begin designing student groups based on common language needs. This could be done before step four or simultaneously.
6. Create a tentative schedule and work on getting it finalized by confirming with teachers.
7. **Give each classroom teacher or grade-level chairperson a list of students at each language proficiency level and the can-do descriptors.** This form is found in the form section of this handbook.
8. Make a long-term plan for each group. How do you foresee addressing each group’s specific language needs? For a more detailed plan, you might need to delay this step until you can find out the long-term plans of the teachers with whom you will be working. For example, if you know they will be studying plants in the spring, you can plan accordingly. A great deal of detail is not essential. This step merely assures that you have a path to follow to reach your goals. Certainly, you can deviate from it as long as you come back and make it to your destination!
9. Begin first lesson plans by following your long-term plan, student plans, and info you’ve received from teachers.
10. Give teachers test scores and Learning Plans. Establish a rapport (if you haven’t already) with the teachers with whom you’ll be working. Especially, let co-teaching teachers know what to expect.
11. School starts. Administer all necessary W-APT's and turn in immediately (same day if possible).
12. Send home score reports as directed and notification of exit.
13. Teach!

Near the start of school:

1. Create a database, spreadsheet, or list that is an up-to-date record of LEP students and how they are served. You should show which students have exited (year 2), which have exited (year 1), which are LEP but served through the regular classroom, which are served in ESL, and also indicate which are LEP but no longer eligible for modifications. Save this record on your computer and up-date it as students come and go or change type of service. You should also list the grade level. Submit to central office as directed.
2. Turn in schedule as directed.
3. Revise student groupings as needed.
4. Ask questions as they arise.
5. Collect work samples for portfolios, date, and file.
6. Obtain any progress reports of students under co-teaching instructional program.
7. Discuss each student’s progress with co-teaching teacher by the end of the third week of school and document the comments.
8. Host a parent meeting.

**Continuously:**
1. Collect and file evidence of student progress and/or learning as needed (at least 3 samples per year—more for lower levels of proficiency). Date and file.
2. Follow up at least quarterly on students being served through regular classroom and more often (up to weekly) for those that are struggling. Document all collaboration with teachers, topics and results of focus group sessions, etc.
3. Plan in collaboration with classroom teachers.
4. Attend all required meetings.
5. Test new students as needed.

**At the end of each grading period:**

1. Monitor grades of exited students and all LEP students. It is not necessary to obtain/file a copy if you have elsewhere demonstrated evidence of monitoring the performance of these students. A copy of grades would be one type of evidence. If students are experiencing difficulty, the teacher, ESL teacher, student and parent need to meet and discuss the source of the difficulty and intervene where appropriate.
2. Make any necessary adjustments to your plans/groups according to student needs.
3. Calculate and assign grades when appropriate for those students going to ESL classes. If no grade is given, provide some sort of progress report for teacher, student, and parents to see/sign. A portfolio based on the one provided to you would be nice to have for students being served directly as this could be evidence of when they are ready for more mainstreaming.

**Near the end:**

1. Be aware of ELL students that are up for possible retention and make sure involved parties are aware of promotion/retention guidelines for ELLs.
2. Hold your ground—your job is to teach English—not to drill and kill with test prep.
3. Host a parent meeting.
Year end

1. Make sure all records are up to date.
2. Green folders should be complete and neat.
3. Purge any unneeded materials from the folders.
4. Turn in suggestions/ideas for next year as directed.
5. Start planning for next year! Reflect on student learning outcomes and your plan/schedule/teaching. What worked? What could be better?
Schedules

Making your schedule might be the hardest thing you have to do all year and one of the first ones!

Some things to consider:

Before you even start to schedule, make the individual plans for your students and group them according to language need. Yes, this will make scheduling even more difficult, but if students are not having their specific needs addressed in your class, they are better off staying in their classroom. Take the time to really think this part through or you’ll be regretting it all year.

1. Start with the school’s master schedule that comes from the main office so you can see what times are off-limits to begin with (lunch, breakfast, and PE). You will also need to ask for copies of teachers’ rosters so you know whom to approach about which student. You can begin to schedule without this if necessary since some schools don’t have class lists ready right away.

2. If you are working with just a few teachers, you can go to them individually and ask what their preferred time for pull-outs is and what would be totally unacceptable. You’ll do your best to work within those parameters.

3. If you are working with many teachers (the whole school?), you might want to just do a schedule draft based on avoiding the off-limit times according to the master schedule. Tell teachers what time their students will be pulled.

4. Teachers will never be happy with your schedule. The sooner you come to accept this, the better.

5. Teachers aren’t happy with it, not because they’re mean, but because they know they are held accountable for that student and that they are working themselves to death for every moment of the day and don’t consider any moment of their class to be expendable. Do your best to honor their requests if possible. Make sure you’ve allowed yourself 30 minutes to eat (no more), and absolutely no more planning time than the classroom teachers get! This is for your own good.

6. Do not put “translation” on your schedule. The LEP plan of our county, approved by the office of civil rights, specifically states that you will not be translating during the school day. You may translate before or after school or during your plan time. You should not give yourself an additional plan time because of this.

7. Turn in your schedules as requested to your principals and to central office as instructed in calendar. If you have been used for translating in the past, provide the front office and your students’ parents a copy of your schedule with the times you are available to translate highlighted.
Planning for instruction can be one of the most challenging tasks for an ESL teacher because you have so many students at so many different levels of language proficiency, academic competency, and life experiences. Most likely, you are in an ESL pull-out program, so you have the added burden of ensuring that what each child learns/does with you must be of equal or more importance and impact than what he/she is missing while being “pulled out” of their regular classroom!

On the following pages, you will see some step by step instructions and sample lesson plan formats that can help get you started. Ultimately, however, it is up to you to put lots of thought into every lesson since you are the one who will know your students’ needs best.

Keep in mind that this is a language class, not a tutoring session. Language classes need to be exciting, action-packed, meaningful, relevant, motivating, and encouraging. Every inch of space in your room and every second of time in the period should be utilized for maximum learning impact. Since our students are competing (like it or not) with students with whom they are not on a level playing field, strategic planning is essential to give them every possible advantage.

You are not to engage in repetition (doing the exact same activities that students already did in the classroom) or remediation (trying to help them catch up). Your job is to prepare instead of repair. Prepare, engage, enrich, and accelerate!

Cooperation with the regular classroom teachers is a must, but not so they can tell you what to do. You are not their assistant. Of course, you are interested in knowing how your student is doing. Most certainly, you need to know what he/she is expected to do in the coming weeks. That is your job: to prepare your student for success in the upcoming lessons. What do I mean? You need to work on closing the gap in linguistic preparedness and requisite background knowledge.

How?

Choose a language skill that needs work and match it with a topic/project from the classroom OR take a topic/project from content areas and see what skills (that the student needs) can be taught with it and what background knowledge he/she may need.

Keep in mind the needs of the student as determined by: test data, age, maturity, prior education, parents’ educational level, socio-economic background, emotional needs, etc. Specifically, you can use ACCESS test data to determine which domains to focus on (listening, speaking, reading, and writing) and which of the 5 WIDA Standards to emphasize throughout
the school year. All this should be a part of the student’s plan that you will create at the beginning of the year and use throughout the year to guide you in the planning process.

Use your WIDA manual wisely and often, particularly at the beginning until you get a good feel for how to plan. There are many examples of how to implement the WIDA standards:

- The Language of Social and Instructional Communication
- The Language of Science
- The Language of Social Studies
- The Language of Language Arts
- The Language of Math

Remember that ESL is not the same as EFL or other second language classes taught in the U.S. We are not preparing our students for a trip to New York and merely hoping they can order off the menu and buy a subway ticket. We are preparing our students for a successful life and education in the target language... an education that is not waiting for them to learn the language. They are entering an education system already in progress. We have to help them get what they have missed while giving them the language skills they need to be able to understand what’s coming up. Ours is a very difficult task!

Those of you who have been trained as language teachers have many advantages. One disadvantage, though, may be that you weren’t expecting to have to teach literacy skills since that isn’t typically a focus in foreign language programs. Many of our students are learning to read for the first time ever in a foreign language. Therefore, helping them learn to read is not only the K-2 teacher’s responsibility but ours, as well, since reading and writing are 2 of the 4 domains of language learning.

On the next few pages, you will see 2 lesson plan samples. One has you start with a language objective and choose relevant content topics to teach it, and the other starts with a topic from the SCOS and adds a needed language objective. Either approach is OK. It depends on how you think and the dynamics of your specific situation. Choose either or neither. The important thing is to include all of these components in your thought process to ensure that you are implementing the WIDA standards properly and best meeting the needs of your students.

We will start off the year by making a skeleton year-long plan based on the test data we’ve received and information we already have about the students. Make a list of the most important things you need to focus on and map out when you might be able to teach them. Then start taking on daily/weekly lesson plans.
Student level(s):

WIDA Standard(s): The Language of _______________________________________________________

SCOS Topic:

MPI:

Language Objective(s):

Domain(s):

Focus and Review:

Teacher Input:

Guided Practice:

“Independent” Practice:

Closure/demonstration of MPI:
MPI: Students will tell about various explorations to the new world by creating a video “interview” of several of the explorers - working in groups.

Language Objective(s): 1. Students will use past tense of regular and irregular verbs correctly. 2. Students will use academic/formal structures for discussing cause and effect (those heard in clip of actual interview and “due to”, “consequently”, and “As a result”.

Domain(s): Speaking, reading, listening, writing (in that order of emphasis)

Focus and Review: - remind them about what they’ve been studying in Soc. St., ask them if they’ve ever seen an interview on TV news? On a talk show? Tell them what they will be doing today: Recording an “interview” such as one found on a TV news show in which one student will be the host(ess) and the others will be various explorers. Before they can begin they need to review some of the explorers. Have students generate a list of 4-5 explorers. List what they remember about each. Say something like, “Ok. We’ll go on, but you will need to review the one you will be playing later.”

Teacher Input: Assign each student a role. Each explorer will need to read about him/herself from textbook and simple summary already printed off. Have them highlight the important things and imagine that is their own story. Host will need to look over each person’s info and look for common things he/she might want to ask. Students will then view 2 short clips of an informal interview done on a talk show and a formal interview and talk about the differences. They need to identify language, posture, and other features of the formal interview to emulate. Have host share with participants some questions they were thinking of and get feedback on content and form from the class and teacher. Model forms will be taught modeled and displayed. Explorers will then have time to think about and write out some possible answers. After the host gets his/her questions written out, he/she will give each explorer a list of irregular verbs in past tense and help them monitor for tense and register.

Guided Practice: Students will then rehearse the interview a couple of times, giving each other feedback on content and language, with teacher guidance.

“Independent” Practice: Students will record the interview.

Closure/demonstration of MPI: Students will watch the video and fill out an evaluation rubric for themselves based on their demonstration of content knowledge and linguistic competence as taught in the lesson.
Teacher _____________________          Date___________________    Period_____________________

Student level(s):                            Grade:

Language Objective(s):

Domain(s):

WIDA Standard(s): The Language of ________________________________

SCOS Topic:

MPI:

Focus and Review:

Teacher Input:

Guided Practice:

“Independent” Practice:

Closure/demonstration of MPI:
Teacher _____ Mary Mississippi ______ Date ______ 1/10/12 Period ____ 4th

Student level(s): 1-2 Grade: 9

Language Objective(s): Subject pronouns, verb “to be”

Domain(s): Listening, Reading, Speaking (in that order of emphasis)

WIDA Standard(s): The Language of ___Social and Instructional Communication

SCOS Topic: pre-requisite skill for all subjects, U.S. Culture and Government

MPI: Identify subject pronouns and their referents in a text by highlighting and drawing arrows, working with a partner. Describe (orally) pictures and classmates using sentence models.

Focus and Review: Greet, review greetings, and discuss the weather/current event as applicable. Teacher will show pictures to students and say She/he is ________(professional identity). He/she is__________(describing words). Tell students that today they will learn to describe people by using subject pronouns and the verb “to be.”

Teacher Input: Continue showing 7-10 more pictures of famous Americans from pop culture or government. Then go back and ask questions, “Who is she/he?” Students answer: He/she is __________. Write answers on board. Distribute pictures to students. Teacher will describe one of the people in the picture and students have to guess who it is and see who has it. Teacher then shows (with pictures) how to do a sentence with I, you, we, they. Sentences posted.

Teacher then displays a paragraph about some famous American presidents. She models for students how to find the subject pronouns and then look for their referents.

Guided Practice: Students receive a passage about important people in government today in the U.S. With a partner, they work to underline the subject pronouns and draw arrows to their referents. Check as a class and discuss basic comprehension of most important figures.

“Independent” Practice: Students draw a name from a cup of a famous person seen or discussed today. They then take a few minutes to think of 2-3 sentences to describe that person, using first person. They take turns reading their sentences: “I am __. Etc” Classmates then try to guess. “You are____. He is _____, etc.”

Closure/demonstration of MPI: Students do a similar exercise working with a partner. One partner describes (in 3rd person) another person in the class. The other partner guesses who it is based on the description. Repeat, check for understanding.
Testing

You will be asked to help with several different tests this year. You may be asked to administer the W-APT, the ACCESS, End of Grade or End of Course tests, and the NC Writing tests. Generally, the guidance counselor at each school coordinates the school testing, so go to him/her first with your testing questions.

The **W-APT** is a placement test given to all new students in our school system with a language other than English on the Home language Survey (HLS), unless they are transferring from another system in NC or another state that is part of the WIDA consortium. Find out where the student is coming from before you test the student with the W-APT. If the student has already been tested and is in the federal database, we can simply contact their school of origin for the data without testing again. This test needs to be administered within the first few days of enrollment. Send the student’s test immediately via courier to the Federal Programs Office or hand deliver it. This test is merely a screener, designating students as LEP or not (see FAQ section for more details on scoring). If a student missed the ACCESS testing window last school year, a new W-APT will have to be administered to have a designation for this year.

The **ACCESS for ELLs** is the high stakes test of ESL. The district is held accountable for students exiting and growth. Students are tested in listening, reading, and writing (in a large group setting) and speaking (an individual test). The test determines which children get modifications on EOGs and EOCs, and it also determines which students exit the program and which remain LEP (generating funds for the school). This test is administered in the spring (Feb- March) during the state’s designated testing window. A team of retired counselors and teachers will come around and assist with the testing. Generally, you are responsible for doing the speaking part. A training session for this test will be held prior to the testing window. This test is confidential. No tests or test documents can be transferred via courier. A local testing coordinator will handle all material distribution.

The state of N.C. requires students to take **End of Grade** tests in Reading and Mathematics in grades 3-8 and **End of Course** tests in certain subjects in the high schools. These tests are very high stakes and are kept under lock and key. You may be asked to administer these tests or proctor. Take this very seriously as any deviation from the manual and standard protocol can result in a “misadministration” (which is not a good thing). Your school may ask you to do test-prep as pressure mounts in the weeks leading up to these tests. It’s OK. Just try to make it about language since that is your job and area of expertise.
ESL Green Folder
The ESL Contact Person, in collaboration with the ESL teacher, is responsible for keeping an ESL Green Folder in a secure place, preferably the guidance office with the student’s cumulative folder and sometimes under special circumstances in the ESL teacher’s room. The ESL folder contains documents and information relevant to the ESL student, such as:
- Student Portfolio (see description below)
  - WAPT/ACCESS Test Scores
  - Parental Refusal of Service form (if applicable)
  - Student Plans (clipped together with most recent on top)
  - Retention forms or waivers
  - Evidence of service

The ESL Learning Plan
A current version of this form is located in the back of this handbook. Please use this form countywide to eliminate confusion. This form should be completed no later than by the end of the first 30 days of school or within 30 days of enrollment. Ideally, it should be completed before instruction even begins. On this form, you will place the most accurate and current background information available for the student and plan their instruction and modifications accordingly. Ideally, you would meet with each student’s teacher and have them help complete the part on instructional planning and accommodations. At a minimum, both the ESL teacher and the classroom teacher need to sign the form by the deadline. One copy of this document should be placed in the green folder and one given to the classroom teacher who could then transfer information to any other required PEP form at a given school. This document should be used as a year-long planning tool for you and updated/revised as needed.

ESL Portfolio
All ESL teachers must keep a portfolio of work samples for each ESL student receiving ESL instruction. They must also collect work samples from all LEP students, regardless of how they are served. The portfolio must include samples of student work at different points throughout the year and any relevant anecdotal evidence collected by the ESL teacher concerning the student’s progress. When students transfer to other schools in the county, the portfolios can be transferred to the new ESL teacher. Work samples over one year old may be purged, but in special cases may need to be filed elsewhere to serve as extra documentation. As a general rule, it is best to include work/documents that either serve as examples of what the student is capable of at a given point or serve to show progress from one point in the school year to another. All samples should be clearly dated. Multiple samples of the same type taken from different points during the school year (i.e., August, January, and May) are the best documentation of student growth. A minimum of 3 dated student samples is required. More should be provided for students at the lower levels of proficiency.
Examples of what could be included in the portfolio:
- AR reports
- ESL software reports
- STAR reports
- Samples of student writing
- Photos of student projects
- Recordings of student speaking/reading aloud
- Cds or copies of student-created slideshows
- Self-assessments
- Teacher-made assessments

Other documentation:
For students that are served through the regular classroom, you need to:

- Obtain a copy of the child’s grades at least every grading period if this is the best evidence of classroom performance. Keep these copies in the green folder throughout the year. At the end of the school year, you may purge all but the last report card unless there is useful information for that student on another one, in which case you’ll want to hold on to that one, too.

- You will also need to speak with the students’ teachers on a regular basis (quarterly or weekly depending upon student needs). Keep a log (Monitor Student Progress Sheet) of what you discussed and have the teacher sign off on it. You may certainly just keep these forms on a clipboard and file them at year-end if you prefer, but don’t forget to put them in the green folder of any student that moves so the documentation will be there.

- You can also note on that form what focus groups students attended and the outcomes.

- Alternately, when students are clustered with one teacher and involved in the co-teaching model, the ESL teacher and classroom teacher may choose to document the situation as a whole with weekly lesson plans that include language objectives, plans for focus group sessions, and analysis of classroom data (which would include the cluster of LEP students).
New Student!

This is the scariest moment for all new ESL teachers, especially those that are the only ESL person in their school. Even for veteran teachers, this can be a stressful time. Why?

First of all, there are so many unknowns. Who is the student? What grade? Do they know any English? Where are they coming from? Can they read? Have they ever been to school? Will they be in my class? Are the parents going to be supportive? Do I have to test this student? Where will I find a spot in my schedule to work with this child if he/she does need ESL services?

Our LEP plan states that the counselor at the school is required to conduct this parent interview, but it might help if you can be there. First of all, try to find out as much as you can about this student’s background while the parents are there enrolling. If the family is coming straight from another country, this is particularly important. Ask them if they have any record from their home country or if they can have someone send something. If not, ask for details!

Next, get all the official data as quickly and efficiently as possible. Start by having parents complete the Home Language Survey which is already in the enrollment packet parents are given to complete at every school. Take a look at it as soon as possible to see if you’ll need a placement test score. If there’s a language other than English, find out immediately what school/county/state the child is transferring from and find out if it’s part of the WIDA consortium. If not, start the testing process as described in the following chart and in the testing section of this manual.
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<td>Every new student completes form. If English only is on the form, do not test. If a language other than English is on the form, we need a placement test score. See below.</td>
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<td>If student is coming from another county in NC or a state in the WIDA consortium, call the school of origin immediately to get W-APT scores. If not, administer the W-APT within 3 days of enrollment and submit to Federal Programs office immediately.</td>
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<td>Send results of W-APT home to parents. Place according to identification. If a student does not want to be in ESL classes even though they qualify, parents may sign a waiver form.</td>
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<td>Create an individualized plan for this student and plan instruction accordingly.</td>
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<td>Serve this student as indicated by placement</td>
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<td>Keep a record of his/her progress. Start and maintain a green folder with work samples for this student.</td>
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<td>Assess informally to determine if your instruction is effective. Assess formally through the ACCESS test in Feb-March.</td>
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<td>Has the student's proficiency levels increased? What are areas in need of improvement? How can his/her instructional plan be modified to address these areas?</td>
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Parent Involvement

We all know that one characteristic of effective schools is a high degree of parent and community involvement. Here are some things you can do.

- You are required to have at least 2 parent meetings per year. Plan in advance, advertise, and do a little marketing. Spend your money wisely. Food is nice, but our wonderful parents have shown up in greater numbers when it was made widely known that they would get free materials for their children if they came to the meeting.

Contact Pat Miller to find out your balance for parent involvement money and plan how to spend it. Call Pat at least a week ahead of time to get a P.O. # in order to purchase anything. Do not use your own money to purchase refreshments for reimbursement is not guaranteed.

Follow county procedures at all times.

- Communicate with parents frequently and document everything you can when you can. Certainly keep a copy of any specific note that you send home to an individual student and always ask for it to be signed.

- Most parents really want their children to be successful and believe that learning English is the key. They are already in your corner. Invite them to observe your class or even volunteer to help. Send home frequent notes or newsletters so they’ll know what’s going on. Keep them abreast of their child’s progress in English.

- Encourage parents to read with their children at home even if it’s in another language. Model for them how to do this (picture walk, predictions, periodic comprehension checks, etc).

- Explain to parents the importance of vocabulary development and some things they can do at home to help.

- If you are in need of a translator/interpreter to do all of the above, please contact those translators/interpreters provided by the county.
Staff Development

Conferences:

*TESOL Virtual Seminars and Online Courses

- Developing SMART Listeners Virtual Seminar/Sept. 27, 8:00 am – 9:30 am. Free for TESOL members/$45 for nonmembers/Registration deadline Sept. 23.

- Online Teaching Certificate Program Online Course/Oct. 8 – Nov. 18. This course is a prerequisite for all the other courses in the program. http://www.tesol.org/attend-and-learn/courses-certificates-leadership-training/principles-and-practices-of-online-teaching-certificate-program .


*SETESOL Regional Conference will be in Knoxville September 27-29 http://www.setesol2012.com/

*Carolina TESOL will be in Spartanburg, S.C. November 8-10. See http://carolinatesol.shuttlepod.org/

*NABE conference will be in Orlando in February 7-9, 2013 See http://www.nabe.org/conference.html

Resources

Consult the directory for an up-to-date list of local contacts. Below is a list of websites that you might find helpful:

DPI homepage: http://www.ncpublicschools.org/

NC- ESL homepage: http://esl.ncwiseowl.org/

WIDA homepage: http://www.wida.us/

TESOL homepage: www.tesol.org

Carolina TESOL: http://carolinatesol.shuttlepod.org/

Center for Applied Linguistics: www.cal.org

ECU’s Project LEAP homepage: http://www.ecu.edu/cs-educ/ci/LEAP.cfm

UNCW’s add-on licensure program: http://uncw.edu/ed/ltfse/esl/index.html

Colorin Colorado homepage (a bilingual site for families and teachers): http://www.colorincolorado.org/


Speaking: http://www.esl-galaxy.com/pronunciation.html


Phonics Inventory: http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/inven.html


Irregular verbs: http://esl.about.com/od/beginningenglish/ig/Basic-English/Irregular-Berbs.htm,
http://www.speakspeak.com/html/d2f_resources_irregulares_verbos_ingles_es.htm,
http://www.geocities.com/profesorcesar2003/ingles.html,
http://www.englishpage.com/irregularverbs/interactiveirregularverbs1c.htm,
http://www.mansioningles.com/gram53.htm,

General Grammar: http://grammar.ccc.commnet.edu/grammar/quiz_list.htm,
http://www.monografias.com/trabajos19/basic-grammar-english/basic-grammar-english.shtml,
http://grammar.cc.commnet.edu/grammar, http://pwl.english.purdue.edu/handouts/esl#exercises,

Other specific Grammar: http://www.geespanol.20fr.com/custom.html,
http://www.ego4u.com/en/cram-up/grammar/particples,
http://www.chompchomp.com/terms/participle.htm

Spelling: www.spellingcity.com
1. **I have a new student. Do I have to test him/her?**
   See the new student section of this handbook.

2. **Do I have to serve a student that is also served by EC?**
   Yes and no. You cannot refuse a student services solely on the grounds of EC identification. However, as with ALL LEP students, eligibility for services does not mean that they have to be pulled and instructed directly. Consultative service is always an option. As with all LEP students, it depends on which option will best meet the needs of that particular child.

3. **Can LEP students qualify for speech services?**
   Yes!!

4. **Which students are exempt from state testing?**
   Students identified as limited English proficient (LEP) who score below Level 4.0 Expanding on the W-APT for ELL reading subtest and are in their first year in US schools are exempt from the following state assessments: reading end-of-grade (EOG) assessments, the grade 10 writing assessment and, the English I end-of-course (EOC) assessment.

5. **How do I know who in my school is LEP?**
   In the future, you can simply check your (or the previous ESL teacher’s) most recent list and then add any new students per their W-APT scores.

   Apart from that, check the ACCESS scores. All students there who have not met the exit criteria are LEP in addition to any new students that have enrolled and placed according to the W-APT scores. ACCESS scores from students transferring in from other parts of North Carolina can be found in NCWISE.
6. Is there a minimum or maximum # of students that I can serve at once or in all?
(Except for specific individuals) The answer is no. Working with students one-on-one can be very efficient, but if that is all you do all day, then you will most likely be out of a job since there aren’t enough students in need of your services. Serving too many students at once can also be counter-productive. Keep this in mind, but there is no legal minimum or maximum other than those set by state for reg. classrooms which you definitely should not exceed. As a general guideline, there should be one ESL teacher per 25 LEP students at a school.

7. What do I do if a teacher is not sending his/her students to my class on time or at all?
First of all, confront the teacher in a very friendly but concerned manner in order to find out the problem. Is it absent-mindedness, different sense of time, or some other reason? If the teacher does not want to send his/her students for whatever reason, you should mention this to the principal (again in a very nice way) and let the teacher and principal know that the parents will need to be contacted since this involves a change in the service they believe their child is receiving. If forgetfulness is the problem, offer to call or get the students yourself.

8. Can I work with a student that has officially exited the program?
Yes, if it is for a limited time and is not taking away from students in greater need. If an exited student needs more than a small amount of assistance, then there is a problem that needs to be addressed. A meeting needs to occur between the teachers, the ESL teacher, the parent, and the student to determine what is the root of the problem. Re-designation is a possibility but is extremely rare. If the school team feels that the reason a student is not achieving is due to language, not other issues, that student can be reclassified by giving the student the W-APT between and the beginning of the school year and December 31st. Students can only be reclassified during this time period. Students can receive ESL instruction/support even if they are not identified as ESL.

9. How long do I have to monitor exited students and what does that mean?
2 years. Simply ask their teachers how they are doing and check the grades at report card time to catch any problems before they get out of hand. Document your findings after monitoring.
10. How long do I keep those green folders of students who have moved or exited?
Our LEP plan says to keep them for 2 years. We should really keep them for 5 years since that is standard filing practice.

11. What modifications are available to students who have to take the EOG and who can get them?
Students identified as LEP and scoring below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs, are eligible to receive state-approved LEP testing accommodations on all state tests other than the grade 10 writing assessment.

Students identified as LEP and scoring Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs or exit LEP identification, must participate in all state tests (other than the grade 10 writing assessment) without accommodations.

Students identified as LEP and scoring below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs, are eligible to receive state-approved LEP testing accommodations on the grade 10 writing assessment.

Students identified as LEP and scoring Level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for ELLs or exit LEP identification, must participate in the grade 10 writing assessment without accommodations.

Accommodations for those students scoring below 5.0 on the ACCESS for ELLs reading subtest and scoring below 5.0 on the writing subtest refer ONLY to students who remain identified as LEP, not students who have exited LEP identification.

12. How do I go about ordering some materials for my classroom?
You may purchase materials either with school funds or LEP funds. Items that are part of regular school supplies (construction paper, chart tablets, sentence strip, markers, tape, ink cartridges, etc.) should come from the school only. Other instructional materials, hardware, and software can be funded through either source. Contact Pat Miller for LEP money availability and PO #s and your school treasurer about school moneys. Always get a P.O. first. You will not be reimbursed if you go out and buy something on your own.
13. How much money do I have for parent involvement and what can I do with it?
The amount depends on the current year’s budget and the number of LEP students at your school. Contact Pat to find out about the current amount. You may use this money for any type of event that will get parents into the school and involved such as food, games, book/cd sets, guest speakers, etc.

14. Can the principal tell me what to buy with LEP money?
Yes. The money is for the students at that school. As the principal is the one that is ultimately responsible for their education, he/she may decide to make that decision. As long as the money is spent to benefit the LEP students, it is OK.

15. How do W-APT scores determine placement?
Any student who through the Home Language Survey process identifies a primary home language other than English must be assessed with the WIDA ACCESS placement test (W-APT). Students remain identified as LEP until meeting the LEP identification exit criteria, also known as the Comprehensive Objective Composite (COC).

W-APT Identification Criteria for Students with a Home Language other than English

<table>
<thead>
<tr>
<th>Grade</th>
<th>Domains</th>
<th>W-APT Score Identifies Student as LEP</th>
<th>W-APT Score Indicating Student is NOT LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten 1st Semester</td>
<td>Speaking &amp; Listening</td>
<td>Less than 27</td>
<td>27 or Higher</td>
</tr>
<tr>
<td>Kindergarten 2nd Semester</td>
<td>All Four</td>
<td>Listening &amp; Speaking Less than 27 or Reading less than 14 or Writing less than 17</td>
<td>Listening &amp; Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher</td>
</tr>
<tr>
<td>Grade 1 1st Semester</td>
<td>All Four</td>
<td>Kindergarten W-APT Listening &amp; Speaking Less than 27 or Reading less than 14 or Writing less than 17</td>
<td>Listening &amp; Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher</td>
</tr>
<tr>
<td>Grade 1 2nd Semester</td>
<td>All Four</td>
<td>Composite less than 5.0 or Any domain less than 5.0</td>
<td>Composite 5.0 or higher and No domain less than 5.0</td>
</tr>
<tr>
<td>Grade 2 - Grade 12 1st and 2nd semester</td>
<td>All Four</td>
<td>Composite less than 5.0 or Any domain less than 5.0</td>
<td>Composite 5.0 or higher and No domain less than 5.0</td>
</tr>
</tbody>
</table>
16. What are the exit criteria?
The **Comprehensive Objective Composite (COC)** for Exiting LEP Identification
The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test for kindergarten and Tiers B and C in grades 1-12.

17. What is the difference between ESL and LEP?
“LEP” describes a student whose skills in English are limited. "ESL" describes a language instruction program designed for those students.
Your child, ______________________________, is eligible to participate this year in the school’s English as a Second Language (ESL) Program. We highly recommend that your child participate in the ESL services offered by the district.

You have the right to decline ESL services for your child. If you waive ESL services, your child will still be assessed yearly on the ACCESS for ELLs until he/she reaches adequate language proficiency. However, he or she will not receive services from the ESL teacher or other ESL staff.

I understand that my child qualifies to receive services from the ESL program at his/her school. At this time, I prefer that my child not participate in the ESL program or receive services from the ESL teacher.

______________________________                ______________
(Parent/Guardian Signature)                           (Date)

______________________________                ______________
(ESL Teacher Signature)                           (Date)

______________________________                ______________
(Classroom Teacher Signature)                        (Date)
RENUNCIADO LOS PADRES (Parent Waiver)

SERVICIOS DEL PROGRAMA DE ESL

RENUNCIADO LOS SERVICIOS DE ESL

Su hijo(a), ______________________________, califica para participar este año en el programa de Inglés de segundo idioma (ESL por sus siglas en inglés). Le recomendamos que su hijo participe en los servicios de ESL ofrecidos por el distrito.

Usted tiene el derecho de renunciar a los servicios de ESL para su hijo(a). Si usted renuncia a los servicios de ESL, su hijo(a) aún será evaluado cada año con una prueba que evalúa de las aptitudes del idioma que se llama ACCESS para los ELL (ELL son las siglas que representan los estudiantes que están aprendiendo inglés) hasta que llegue a una competencia adecuada del idioma.

Entiendo que mi hijo(a) califica para recibir servicios del programa de ESL en su escuela. En este momento, prefiero que mi hijo(a) no participe en el programa de ESL ni que reciba servicios del maestro(a) de ESL.

______________________________                ______________
(Firma del padre/tutor legal)                (Fecha)

______________________________                ______________
(Firma del maestro(a) de ESL) (Fecha)

______________________________                ______________
(Firma del maestro(a) de grado)                (Fecha)
I. Student Information

- Student Name: ___________________________ School: ___________________ DOB: ____________
- Native Language: ______________ Ethnicity: __________________ Sex: male or female
- First time in US schools: Yes _____ No _______ Date of initial enrollment in US schools ____________
- Grades repeated _______ (If applicable) If attended school in another country, what grades were completed? _______

II. State Testing Eligibility

- New students only: Date of W-APT _________ Where?: ______________ Comments: ______
- Last Year’s ACCESS Scores:
  Scale Score/Level Listening______/_______ Speaking _______/_______ Reading ______/_______
  Writing ______/_______ Composite Proficiency Level __________________________

- Eligible for exemptions (Because of 1st year and Reading score): Yes _____ No ______
- Eligible for accommodations (Reading level below 5): Yes _____ No ______
- Areas of language weakness noted: Language Arts ______ Social Studies ______ Math ______ Science ______ Social and Instructional Language ______
- If test data is available from previous years, what areas have shown growth (or not) ?
  ______________________________________________________________________________________

III. ESL Program Services

- Type of Services: (check any that apply)
  _____ Pull-out ESL/scheduled ESL class
  _____ Regular classroom/teacher trained in Sheltered Instruction
  _____ Co-teaching of ESL teacher and regular classroom teacher
  _____ Other – Please explain: ________________________________
  _____ None (Parent refusal of services on file)

IV. This Year’s Plan (Based on data from section II of this form, data from previous years, and classroom performance)

- Target Domain-
- Target Standard-
- Specific Goals for this student for this year-
- Ideas for accomplishing above goals-
TO BE COMPLETED BY 3RD-12TH GRADE TEACHER

V. State Testing Accommodations: LEP Student may receive the approved state testing accommodations listed below. The testing accommodations must be part of the student’s regular testing routine in order for these accommodations to be used during statewide testing.

CHECK ONE:
WITH Accommodations (Check all accommodations used)
____ Test in a Separate Room
____ Small Group
____ One-on-One
____ Read Aloud in English (Not for EOG Reading)
____ Read Everything
____ Read by Student Request
____ Other __________
____ Multiple Testing Sessions
____ More Frequent Breaks (Every ___ Min.)
____ Over Multiple Days (Numbers of Days)
____ Other __________
____ Scheduled Extended Time
____ Approximately _____ minutes
____ Other __________
____ Student reads aloud to self
____ Bilingual Dictionary or Electronic Translator (Word to Word Only)

TO BE COMPLETED BY ALL TEACHERS

VI. Classroom Modification: “Can do” descriptors for each level of proficiency at each grade level can be found here: http://www.wida.us/standards/CAN_DOS/index.aspx This may help in deciding what modifications should be used on a regular basis in the classroom

(Check all modifications used)
____ Simplify homework projects
____ Eliminate open-ended questions
____ Give test: orally/take-home/shortened
____ Allow extra time for homework assignments
____ Use pre-highlighted texts
____ Use bilingual dictionary (may be used for state test)
____ Modify grading
____ Break tasks/assignments into shorter segments
____ Other (please specify)
____ Build background knowledge
____ Teach concrete concepts before abstract
____ Teach key vocabulary prior to lesson
____ Use graphic organizer
____ Reduce number of concepts taught
____ Work with partner
____ Simplify texts/stories
____ Other native language support
________________________________________________________________________________________________________

VI. Teacher/ESL Teacher Comments and Observations:

Teacher: __________________________ Date: __________ Revised Date: ______ Initial: ______
ESL Teacher: ______________________ Date: __________ Revised Date: ______ Initial: ______
Principal/designee: __________________ Date: __________ Revised Date: ______ Initial: ______
Dear Parent or Guardian:

Our Language Proficiency Assessment Committee has just completed our Annual Year Review to determine the progress of your child, in our English as a Second Language (ESL) program. This review is based upon tests that measure the extent to which your child has developed proficiency in English. We are pleased to inform you that your child has met exit criteria and has been reclassified as English Proficient, which means that your child will be able to exit the English as a Second Language program and participate equally in a regular, all English, instructional program.

The guidance counselor and teachers will continue to monitor the academic progress of your child for the next two (2) years to ensure that he/she is academically successful and will recommend placing him/her back in the program, if necessary.

__________________________________________________          ____________________________        ______________
Firma del Padre de familia       Estudiante                                           Fecha
Duplin County Schools (English)
Home Language Survey Form

August 2012

Directions:
1. Parents/guardians of all new students (including preschool and Kindergarten) complete this form at the time of enrollment and record all information requested. Provide interpreting services whenever necessary.

2. Ensure that all questions on the form are completed. Determine which ESL Program staff will review the responses, interview the parent as necessary, and/or observe the student to determine the home language. If the parent lists more than one language other than English, the reviewer must determine which one is the child’s home language for data collection purposes and document it on this form.

3. If it is determined that a student’s home language is other than English, administer the English language proficiency test. Follow your protocol to collect and document the student’s scores.

4. Place the original form in the student’s cumulative folder.

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
</tr>
<tr>
<td>Country of Birth:</td>
</tr>
<tr>
<td>Current School:</td>
</tr>
<tr>
<td>Current Grade:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions for Parents/Guardians*</th>
<th>Parent Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the first language the student learned to speak?</td>
<td></td>
</tr>
<tr>
<td>What language does the student speak most often?</td>
<td></td>
</tr>
<tr>
<td>What language is most often spoken in the home?</td>
<td></td>
</tr>
</tbody>
</table>

***********************For Office Use Only***********************

Person Reviewing this Survey: ____________________________

<table>
<thead>
<tr>
<th>Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student's home language</td>
</tr>
<tr>
<td>If the language is other than English, the English language proficiency test should be administered</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

44
Escuelas del Condado Duplin (Spanish)
Cuestionario de Idioma Hablado en Casa

August 2012

Instrucciones:
1. Padres/guardianes de todos los estudiantes nuevos (incluyendo preescolar y kindergarten) completan este cuestionario en el momento de registrar al estudiante en la escuela incluyendo toda la información requerida. Se deben proveer servicios de interpretación si es necesario.

2. Asegúrense de completar todas las preguntas del cuestionario. Determine qué persona del programa de ESL va a revisar las respuestas, entrevisten al padre de familia en caso necesario y observen al estudiante para determinar el lenguaje hablado en casa. Si el padre declara que hablan más de un lenguaje además del inglés, el revisor debe determinar cuál es el lenguaje primario del estudiante para propósito de recopilación de información y documentarlo en este cuestionario.

3. Si se determina que el lenguaje hablado en casa del estudiante es diferente del inglés, adminístrenle el examen de suficiencia en inglés. Sigan los protocolos correspondientes para recolectar y documentar los resultados del estudiante.

4. Archiven el cuestionario original en el fólder acumulativo del estudiante.

Información del estudiante

<table>
<thead>
<tr>
<th>Nombre:</th>
<th>Apellido(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>País de nacimiento:</td>
<td>Fecha de la <strong>primera</strong> vez que el estudiante se inscribió en cualquier escuela (pública o privada, pero no preescolar) de los Estados Unidos. <strong>Indiquen si el estudiante salió de los Estados Unidos por uno o más años</strong>:</td>
</tr>
<tr>
<td>Fecha de nacimiento:</td>
<td>Fecha de matrícula en la escuela:</td>
</tr>
<tr>
<td>Escuela actual:</td>
<td>Grado actual:</td>
</tr>
</tbody>
</table>

Preguntas para padres/guardianes *

<table>
<thead>
<tr>
<th>Respuesta del padre de familia</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuál fue el primer lenguaje que el niño aprendió a hablar?</td>
</tr>
<tr>
<td>¿Qué lenguaje habla el estudiante con más frecuencia?</td>
</tr>
<tr>
<td>¿Qué lenguaje se habla con más frecuencia en su casa?</td>
</tr>
</tbody>
</table>

****************************For Office Use Only*****************************

Person Reviewing this Survey: ____________________________

<table>
<thead>
<tr>
<th>Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s home language</td>
</tr>
<tr>
<td>If the language is other than English, the English language proficiency test should be administered</td>
</tr>
<tr>
<td>Circle: Yes or No</td>
</tr>
</tbody>
</table>

45
Duplin County Schools (Haitian Creole)  
Lang ankèt pale nan kay

August 2012

**Enstriksyon:**
1. Paran / gadyen nan tout nouvo élèv (ki gen ladan pou lekòl matènèl ak jadendanfan) fini ak kesyonè a la nan moun enskri élèv la nan lekòl la ki gen ladan tout enfòmasyon yo mande yo. Li dwe ofri sèvis entèprèt si sa nesesè.

2. Asire ou ke ou ranpli tout kesyon yo. Detèminen ki moun ESL pwogram pral revize repons yo, entèvyou avèk paran an si sa nesesè epi obsève élèv-la epi detèminen lang yo pale nan kay la. Si papa a deklare ke pale plis pase yon lang nan adisyon a lang angle, kroniker la dwe detèmine lang natif/natal élèv la nan bi pou yo rasanble enfòmasyon e li dokimante li nan kesyonè sa a.


4. Ranpli kesyonè orijinal la nan dosye kimilatif élèv la.

<table>
<thead>
<tr>
<th>Enfòmasyon sou Elèv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non:</td>
</tr>
<tr>
<td>País de nacimiento:</td>
</tr>
<tr>
<td>Kwik lèkòl li:</td>
</tr>
<tr>
<td>Kouran Klas:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kesyon pou paran / gadyen</th>
<th>Repons paran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ki sa ki te lang nan premye pitit ou a aprann pale?</td>
<td></td>
</tr>
<tr>
<td>Ki lang élèv la pale pi souvan?</td>
<td></td>
</tr>
<tr>
<td>Ki lang yo pale pi souvan lakay ou?</td>
<td></td>
</tr>
</tbody>
</table>

******************************************For Office Use Only******************************************

**Person Reviewing this Survey:** ___________________________

**Determination**

<table>
<thead>
<tr>
<th>The student's home language</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the language is other than English, the English language proficiency test should be administered</td>
<td>Administer the English Language Proficiency Test</td>
</tr>
<tr>
<td>Circle: Yes or No</td>
<td></td>
</tr>
</tbody>
</table>

46
To the parents of ____________________________________________________________ Date: ____________

The State of North Carolina requires that any student listing a language other than English on the Home Language Survey (HLS) be administered an English language proficiency test. Currently the State of North Carolina uses the WIDA W-APT placement test to identify limited English proficient (LEP) students by assessing English proficiency in listening, speaking, reading, and writing skills. All LEP students will be re-assessed annually on the ACCESS Proficiency Test. Your child’s W-APT results are indicated below.

**Kindergarten and First Semester 1st Grade**

<table>
<thead>
<tr>
<th>Date of W-APT</th>
<th>Listening and Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency Level/ Skill Descriptor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Second Semester 1st Grade and Grades 2 through 12**

<table>
<thead>
<tr>
<th>Date of W-APT</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score</td>
<td></td>
<td></td>
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<tr>
<td>Proficiency Level/ Skill Descriptor</td>
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**ESL Program Eligibility**

- Based on your child’s W-APT scores, ESL services for the 20___-20______ school year are recommended.
- Based on your child’s W-APT scores, no ESL services are recommended. Your child was not identified as LEP.

**Program Description:** Teachers of LEP students provide a variety of specialized services until students demonstrate listening, speaking, reading, and writing proficiency in English that is sufficient to allow them to succeed academically in the regular classroom. Instruction is provided in English by teachers using the WIDA Standards.

**Additional Duplin County Schools System-Wide Programs:**
- Exceptional Children’s (EC) Program (eligible students)
- Academically and Gifted (AG) Program (Eligible students)
- Title I (eligible students)

**Exit Procedures:** Our goal is to exit students from LEP identification within five years. Parents are notified when students exit LEP identification. Our goal is for 100% of our LEP students to graduate.

**Parent(s) Rights:** We highly recommend that your child participate in the ESL services offered by the district; however, you have the right to refuse and remove your child from direct services at any time. If you do so, your child will still be assessed yearly on the ACCESS test until he/she reaches adequate language proficiency.

- Yes, I want my child to participate in the ESL program for the 20___-20______ school year. I understand my child will be tested on the ACCESS test in the spring to determine the progress in English.
- No, I do not want my child to participate in the ESL program for the 20___-20______ school year. I understand my child will be tested on the ACCESS test in the spring to determine the progress in English.

<table>
<thead>
<tr>
<th>Parent Signature</th>
<th>Phone Number</th>
<th>Date</th>
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</thead>
</table>
El Estado de Carolina del Norte requiere que a cualquier estudiante que anote un idioma distinto al inglés en la Encuesta de Idioma del Hogar (HLS) se le administrará una prueba de dominio del idioma Inglés. Actualmente el Estado de Carolina del Norte utiliza la prueba W-APT del consorcio WIDA para determinar aptitud limitada en inglés (LEP) mediante la evaluación de las aptitudes de inglés en las áreas de escuchar, hablar, leer y escribir. Todos los estudiantes LEP serán reevaluados anualmente con la Prueba de Aptitud ACCESS. Los resultados de su hijo en el W-APT se indican a continuación.

Kínder y Primer Semestre del 1er Grado

<table>
<thead>
<tr>
<th>Fecha del W-APT</th>
<th>Escuchar y Hablar</th>
<th>Leer</th>
<th>Escribir</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Nivel de Competencia/ Descriptor de la habilidad</th>
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</table>

Segundo Semestre de 1er Grado y Grados del 2 al 12

<table>
<thead>
<tr>
<th>Fecha del W-APT</th>
<th>Hablar</th>
<th>Escuchar</th>
<th>Leer</th>
<th>Escribir</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Nivel de competencia/ Descriptor de la habilidad</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Elegibilidad para el Programa de ESL

___ Basado en los resultados del W-APT de su hijo, recomendamos los servicios de ESL para el año escolar 20___-20_____.

___ Basado en los resultados del W-APT de su hijo, NO recomendamos los servicios de ESL para el año escolar 20___-20_____.

Descripción del Programa: Los maestros de los estudiantes LEP proveen una variedad de servicios especializados hasta que los estudiantes demuestren dominio de Inglés en escuchar, hablar, leer y escribir suficiente para que puedan tener éxito académico en el aula regular. La instrucción es proporcionada en inglés por profesores que utilizan las estándares de WIDA.

Programas Adicionales en todo el Condado Duplin:
Los estudiantes LEP tienen igualdad de acceso a todos los programas
  - Programa de Niños Excepcionales (CE) <estudiantes elegibles>
  - Programa de Niños Académicamente Dotados (AG) (estudiantes elegibles)
  - Título I (estudiantes elegibles)

Procedimiento para Salir del Programa: Nuestro objetivo que los estudiantes dejen de ser LEP dentro de cinco años. Los padres son notificados cuando los estudiantes ya no son considerados LEP. Nuestra meta es que el 100% de nuestros estudiantes LEP se gradúen.

Derechos de los Padres: Es recomendable que su hijo participe en los servicios de ESL ofrecidos por el distrito, sin embargo, usted tiene el derecho de rechazar y eliminar a su hijo de servicios directos en cualquier momento. Si lo hace, su niño será evaluado anualmente con la prueba ACCESS hasta que él / ella alcance la competencia lingüística adecuada.

___Sí, quiero que mi hijo participe en el programa de ESL para el año escolar 20___-20_____. Entiendo que a mi hijo se le pondrá la prueba ACCESS en la primavera para determinar el progreso en Inglés.

___No, yo no quiero que mi hijo participe en el programa de ESL para el año escolar 20___-20_____. Entiendo que a mi hijo se le pondrá la prueba de ACCESS en la primavera para determinar el progreso en Inglés.

<table>
<thead>
<tr>
<th>Firma del Padre/Madre</th>
<th>Número de Teléfono</th>
<th>Fecha</th>
</tr>
</thead>
</table>
Monitor Student Progress Sheet – 20__)-20__) 

Student_________________________ Grade _______

At_____________________ (school)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments on Progress</th>
<th>Initials</th>
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<tr>
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</table>

ESL Teacher_____________________________ date_______

Classroom Teacher(s)_____________________________ ________

__________________________________________ ________

__________________________________________ ________
ESL Teacher Candidate Oral Fluency Assessment  
Title III Requirement  
(NCLB - Title III, Sec. 3116 (c) Teacher English Fluency)

**District Evaluator:** Please make a copy of this form and send to the requesting administrator.

**School Administrator:** If you recommend this candidate to be hired as an ESL teacher, attach this assessment to the Recommendation for Hire document and submit to the Human Resources dept.

Name of Candidate: ________________________________

Name of Assessor: ________________________________

Date of Interview: ________________________________

<table>
<thead>
<tr>
<th>Fluency/Rate of Speech</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow and broken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
<tr>
<td>Long pauses while speaker searches for correct answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Richness and complexity of language</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple and basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
<tr>
<td>Simple and expanded sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy of Grammar and Syntax</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
<tr>
<td>Some phonological, syntactic and semantic errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciation and Accent</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires repetition for listener to understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
<tr>
<td>Pronunciation problems requires listener to focus on speaker which may lead to misunderstanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native speaker of English.</td>
</tr>
</tbody>
</table>
ESL Teacher Candidate Writing Sample

Directions: Please choose one of the following topics and write a short response (at least 150 words).

1. Describe one way that you, as an ESL teacher, might support a mainstream teacher who has English Language Learners in her classroom.

2. Acquiring English is not the only challenge for students who are recent immigrants. How might you help meet the other needs of these children?

3. How can you help organize and sustain a program at your school to reach and support parents whose first language is not English?
PARENT-TEACHER MEETING

Dear Parents:

At our parent-teacher meeting on ________________ Date and Time
at __________________________ Place

we will discuss some current topics.

We would like to know which of the topics listed below are of most interest to you. Please check two or three. Also, you may add your own on the space provided below.

1. How parents can help a child adjust to school
2. Our reading program
3. Math and metrics
4. Wise use of recreation time at home
5. Home reading activities
6. Helping a child make friends
7. Ways parents can help a child succeed at school
8. __________________________
9. __________________________
10. __________________________

Please return this letter by ________________, so we can consider your preferences.

I will look forward to seeing you at the meeting.

Sincerely,

_____________________________

Teacher
REUNION DE PADRES-MAESTROS

Estimados padres:

En nuestra reunión de padres-maestro(a) el________________________
Fecha y Hora
en________________________, vamos a discutir algunos temas.

Lugar

Quisieramos saber cuáles de los temas en la lista de abajo son de más importancia para usted. Por favor marque dos o tres. También usted puede aumentar otro en el espacio dado abajo.

1. Como pueden los padres ayudar a su hijo(a) a ajustarse a la escuela
2. Nuestro programa de lectura
3. Matemáticas y medidas
4. Buen uso del tiempo de recreación en casa
5. Actividades de lectura en casa
6. Ayudarle al niño(a) a hacer amigos
7. Formas que los padres puedan ayudar al niño(a) a mejorar en la escuela
8. ________________________________
9. ________________________________
10. ________________________________

Por favor regrese esta carta a más tardar el____________________, para que
Fecha
podamos considerar sus preferencias.
Espero verlo(a) en la reunión.

Sinceramente,

Maestro(a)
NOTICE OF IMPROVEMENT

Dear Parents:
I am happy to report that ___________________________ has shown improvement in ___________________________.

Please congratulate him/her on this progress and encourage good work habits and attitudes for continued success.

Teacher

NOTICE OF IMPROVEMENT

Dear Parents:
I am happy to report that ___________________________ has shown improvement in ___________________________.

Please congratulate him/her on this progress and encourage good work habits and attitudes for continued success.

Teacher

Notice of Improvement/ Informe de Mejora

INFORME DE MEJORA

Aula__________

Fecha__________

Estimados Padres: