

URBANDALE COMMUNITY SCHOOL DISTRICT

Mr. Steve Bass, Superintendent of Schools



Mission: Teaching All - Reaching All

***Vision: Urbandale will be a school district
that brings learning to life for everyone***

EL (English Learner) Lau Plan and Procedure Manual

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Spanish Translation - No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencial. Glavni Distrikt Koordinator su Dr. Keri Schlueter, Koordinator Servisa za Studente, Mark Lane, Direktor za Humane Resurse i Crista Carlile, Direktor za Predavanjai i Nauku.

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Purpose

The Urbandale Community School District's Lau Plan and Procedure Manual serves as guidance for addressing the linguistic needs of English learners (ELs) and for implementing appropriate programming designed to reduce linguistic barriers to the Core instructional program.

Federal legislation requires every school district to have a program plan in place to serve ELs. The plan must ensure that immediately upon enrollment, the EL has access to a specialized language instruction educational program (*LIEP*). The plan for meeting the linguistic needs of ELs must provide resources to support the *LIEP* and the academic achievement of ELs, using state and local funds.

The Iowa Department of Education requires that all school districts report their plan to identify and serve ELs in accordance with Title VI of the Civil Rights Act to the Department of Education. The UCSDs Lau plan is embedded in the annual Consolidated Accountability and Support Application (CASA) submitted to the Iowa Department of Education. The district's Lau Plan ensures that there is an approved process in place for the identification of ELs, as well as a plan to begin English language development services for such students immediately upon enrollment. In addition, the UCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the students' English language development. The plan also identifies LIEP models for ELs.

Philosophy and Mission

Every instructional event is also an English learning opportunity for English learners. Based on this premise, the Urbandale Community School District's English Learner program provides specialized and specific instruction to support social and academic learning proficiency through a combination of formal English language instruction and academic support. In collaboration with students, teachers and families we strive to teach all and reach all. Therefore, our mission as EL professionals will be to collaborate to fully support English learners and their families, both academically and culturally.

Linguistic, Academic and Cross-Cultural Goals

The Urbandale Community School District's English Learner program goals are:

- To assist English learners and their families in understanding and functioning within American society;
- To involve English learners' families and the community in the educational process to

- make education a cooperative effort between home and school;
- To support English learners' academic success in the content areas at grade appropriate level;
- To promote pride in English learners' cultural and linguistic backgrounds;
- To educate English learners to the same rigorous standards as all students in the district at grade appropriate levels;
- To accelerate academic and conversational English language acquisition/development in the areas of listening, speaking, reading and writing through formal language instruction.

Identification and Placement

Chapter 280, Section 280.4, of the *Iowa Code* defines a *Limited English Proficient* student as follows: "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

Identification

The first step in identifying an English language learner is to conduct a Home Language Survey. The Urbandale Community School District uses the TransACT website www.transact.com to provide the Home Language Survey to parents in their first language. Every attempt is made to provide native language interpreters to assist families with completing documents and assist with the registration process.

Other data that may be used to potentially identify a student as needing EL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. Parents/guardians complete the Home Language Survey for all students new to the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information gathered from the survey becomes part of the student's permanent records and is stored in the student's cumulative file. It is also available to the student's teachers. The survey is given to the building secretaries who provide a copy of every survey to the building EL teacher. If a response on the Home Language Survey indicates a language other than English in the student's background, the building's English learner teacher facilitates the identification process as needed, including gathering additional information by using both standardized and locally developed English language proficiency and academic skill assessments and/or conducting interviews. See Appendix A for the "Urbandale English Language Learner Parent Interview Form."

The building English learners teacher(s) administer the complete Tennessee English Language

Placement Assessment (TELPA) to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of school, or two weeks of the student’s enrollment, if it is after the start of school. The TELPA is a placement test designed and based upon the full English Language Development Assessment (ELDA) battery of tests. It is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The TELPA has four operational forms designed for differing levels of academic and developmental language. Thus, there is one test form for each of the following grade clusters: K-2, 3-5, 6-8 and 9-12. The TELPA results are stored in the students’ cumulative files.

Depending on the student’s age and grade level a variety of formal and informal assessment tools are used to determine a student’s literacy and math instructional levels. See tables below additional screening information, with links following.

Level	Language Screening (Administered when a language other than English is indicated on the Home Language Survey)	Person Administering
Elementary, Middle School, and High School	TELPA	EL teacher
Level	Literacy Screening	Person Administering
Elementary	Review of student records	Building Principal, Classroom teacher, and EL teacher
	FAST CBM and aReading	Classroom teacher, Reading teacher, or EL teacher
	Early Literacy Assessments	Classroom teacher, Reading teacher, or EL teacher
	Fountas and Pinnell Benchmarking	Classroom teacher, Reading teacher, or EL teacher
Middle School	Review of Student Records	Counselor/LL teacher
	FAST CBM and aReading	Classroom teacher, Reading teacher, or EL teacher
	District Quarterly Reading Assessment	Classroom teacher, Reading teacher, or EL teacher
High School	Review of Student Records	Counselor/EL teacher
	Burns and Roe Inventory	ELL teacher
	Incoming 9 th graders Read 180	Reading/Language Literature

	Reading Inventory	or EL teacher
	San Diego Quick Assessment of Reading Ability	EL Teacher
	CORE Reading Maze Comprehension Test	EL Teacher
	Reading Placement Assessments K-12 Placement Test	EL Teacher

Links to:

San Diego Quick Assessment of Reading Ability

<http://facstaff.bloomu.edu/dwalker/Documents/San%20Diego%20Quick%20Assessment.pdf>

CORE Reading Maze Comprehension Test

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/INSTRUCTIONALSUPPORTSERVICES/LITERACY_LANGUAGE_ARTS_HOME/DISTRICT_READING_ELEMENTARY_RESOURCES/CORE%20MAZE%20TEST.PDF

Reading Placement Assessments - K12-Placement Test

https://eprcontent.k12.com/placement/placement/placement_langarts_2.html

Level	Math Screening	Person Administering
Elementary	Review of Student Records	Building Principal/EL teacher
	Everyday Math beginning of the year assessment if student moved in during the 1 st semester. Everyday Math mid-year assessment if student moves in during 2 nd semester.	Classroom teacher/EL teacher
Middle School	Review of Student Records	Counselor/EL teacher
	District Math Assessment	EL teacher
High School	Review of Student Records	Counselor/EL teacher
	ELL Designed District Math Computation Assessment	EL teacher and UHS math teacher

Placement and Program Design

English learners are placed at grade levels appropriate for their ages, unless there are extenuating circumstances, which will be considered on an individual basis. Best practice is that a student will be assigned to a classroom no more than two years different from his/her age peers (60.3(3)a). The classroom teacher and/or other EL teacher assess academic skills in relation to the student's grade or age level. Differentiation is practiced by all teachers during the school day to ensure that ELs learn grade-level content.

Based on the assessment results, an EL is matched with the appropriate English language service delivery model. This initial placement is flexible and may be changed based upon classroom and English Learner teacher observations. The EL teacher determines initial placement in conjunction with the building administrator and general education teacher. No placement is considered permanent. The student's progress is monitored and evaluated frequently, and appropriate program changes are made as needed.

Parent Notification

Parent notification is a critical component of serving ELs. If a student's score indicates that he/she is eligible for the EL program, the EL teacher will complete the "Notification of Initial Placement in the English Language Development Program" and the "Determination of Student Eligibility" TransAct forms and send them home. If a student's score indicates that he/she is not eligible for the EL program, the EL teacher will only send home the "Determination of Student Eligibility" indicating that a LIEP is not recommended. Parent notification forms are to be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The UCSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations.

The EL program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign a TransAct "Waiver / Refusal of English as a Second Language / Bilingual Program". This signed form is kept in the student's cumulative folder. This waiver must be updated every year.

The EL teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

Description of LIEP

LIEP (Language Instruction Education Program) Goals

The Urbandale Community School District collects and analyzes specific district-level data in order to measure the goals identified on page 3 of this Lau Plan. The 6 goals address the academic, linguistic, and cross-cultural needs of English Learners.

Academic:

- 54.8% of 3rd-11th grade UCSD EL students will be proficient or advanced in Reading as measured by the Iowa Assessments in the 2015-2016 school year.
- 60.6% of 3rd-11th grade students will be proficient or advanced in Math as measured by Iowa Assessments in the 2015-2016 school year.

Linguistic:

- 100% of EL students who took the Language Proficiency Assessment in 2016 and 2017 will show improvement in their language proficiency level.

Cross Cultural:

- 100% of EL students will have a parent participate fall and spring conferences.
- All buildings will engage in at least one parent engagement activity other than conferences.

Description of LIEP Models

The Urbandale Community School District offers the following Language Instruction Educational Programs (LIEP).

Program Design	Elementary	Middle School	High School
Sheltered Instruction		X	X
Newcomer Program	X	X	X
English as a Second Language (ESL)	X	X	X

Sheltered Instruction

An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Newcomer Program

Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).

English as a Second Language (ESL)

A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.

ESL may occur in the following ways:

Co-teaching: a service delivery model in which an EL teacher and a classroom teacher share responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibility for planning, instructing, and evaluating students.

Pull-Out: a service delivery model in which English learners are “pulled out” of regular, mainstream classrooms for specialized instruction in English.

Push-In: a service delivery model in which direct support is provided by an EL teacher that goes into the regular classroom to periodically support small groups or individual students in areas of need.

Resource Assistance: a service delivery model in which ELs receive additional time and instructional support from an EL teacher for their core academic courses. Examples of instructional support may include, but is not limited to re-teaching, tutoring, pre-teaching, providing access to academic content through read a-louds, providing access to technology, and/or small group/individual assistance.

Tutor/Native Language Support: this service emphasizes the development of academic language through content-based instruction and support for curricular course work in the students’ native language.

Based on the results of the screening and/or assessment determination is made as to the level of support the student needs in the EL program. Students who are shown to be in preproduction, early-production, speech emergence, intermediate or advanced fluency in English skills are placed into appropriate levels of programming and provided supports to assist in their continued acquisition of English and access to the district core curriculum. See “Urbandale English Language Learner Service Descriptors” (Appendix B) for additional information.

Parents will be notified annually of their student’s continuing eligibility and level of services. The EL teacher will complete the “Notification of Continuing Placement in the English Language Development Program” TransAct form. Parent notification forms are to be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The UCSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of

this form is kept in the individual student's EL classroom file.

As described in the Placement section, the EL program is a voluntary program. If at any point the parents refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign a TransAct "Waiver / Refusal of English as a Second Language / Bilingual Program". This signed form is kept in the student's cumulative folder.

The EL teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

Staffing

In order to ensure the best educational opportunities for ELs in the Urbandale Community School District, the district has appointed the Coordinator of Student Services, along with the building principals to be responsible for the Language Instruction Educational Program. The Coordinator of Student Services is in charge of the oversight of the LIEP. Currently, the Coordinator is Dr. Keri Schlueter. The district employs highly qualified classroom and EL teachers as licensed by the Iowa Department of Education. EL teachers hold an ESL endorsement and classroom teachers are licensed in the content area for which they are teaching. Bilingual associates fluent in English as well as Bosnian, Spanish, Nuer, Arabic and Dinka are also hired by the district. For other languages the district hires services on an as needed basis.

EL Teacher Responsibilities

- Assess ELs to determine the eligibility, placement, on-going services and/or exit from the program.
- Monitor ELs for two years after their exit date.
- Provide formal language instruction (speaking, listening, reading, and writing).
- Promote pride in English language learners' cultural and linguistic backgrounds.
- Support ELs' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors and mainstream teachers.
- Maintain a student roster and send information to the Coordinator of Student Services.

- Assist in determining if an EL is entitled to other programs and/or services within the school (i.e. Extended Learning Program, Special Education, Title 1, At-Risk).
- Involve the ELs' families and the community in the educational process.
- Provide administrators, classroom teachers and EL associates professional development in the area of English language learning through one-on-one information updates, co-teaching, emails, and building and district level professional development opportunities.

English Language Learner Bilingual Associate Responsibilities

- Provide language interpretation and translation.
- Assist in involving the ELs' families and the community in the educational process.
- Act as a liaison between home and school.
- Assist school personnel to understand cultural/behavioral issues.
- Collaborate with the other staff to ensure the academic success of ELs.
- Assist in providing formal language instruction (speaking, listening, reading, writing, and comprehension).
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in providing support for ELs' academic learning in content areas.
- Participate in professional development as it pertains to ELs.

Classroom Teacher's Responsibilities

- Educate ELs to the same rigorous standards as all students in the district.
- Provide ELs with appropriate accommodations.
- Collaborate with EL teacher for delivery of services through professional learning communities (PLCs), joint planning, reverse collaboration, literacy meetings, and/or common planning.
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in determining if an EL is entitled to services within the school (i.e. LIEP exit or re-entry, Extended Learning Program, Special Education, Title 1 or At-Risk).
- Involve the ELs' families and the community in the educational process.
- Participate in professional development as it pertains to ELs.

The district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's EL program. The plan will consider:

- The number of students anticipated to be eligible for EL program in the upcoming year, and estimated enrollment thereafter.
- The student-to-teacher ratio for LIEP, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

Recommended LIEP teacher-to-student ratios:

High School, 1 teacher; up to 70 student contact points

Middle School, 1 teacher; up to 60 student contact points

Elementary School, 1 teacher; up to 50 student contact point.

Contact points will be determined using the following formula:

Pre-Production, Early Production or Beginning Fluency = 2 contact points

Intermediate Fluency = 1 contact point

Advanced Fluency = 1 or .5 contact point

Waiver = 0 contact point

Exited = 0 contact point

For every period/class an ELL teacher co-teaches, an additional 5 contact points are added to the teacher's total contact points.

Recommended ELL program bilingual associate to student ratios:

District wide, 1 Associate; up to 70 students

Access to the Iowa Core and English Language Proficiency Standards

The program for English Learners in the Urbandale Community School District is an avenue of access to the Iowa Core Curriculum. EL students are required to meet the same rigorous standards and benchmarks as Urbandale Community School District students. Therefore, there is not a separate EL curriculum in the Urbandale Community School District; however, there are specialized materials and strategies that will assist ELs in meeting Iowa Core Standards. Current theory in the teaching and learning of English as an additional language stresses the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers.

To ensure that ELs have access to the Iowa Core Curriculum, all ELs spend significant time in the general education classroom. EL teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via email. The frequency of collaboration varies depending on the purpose, the level of student language acquisition, and the number of years the two teachers have planned together. Two teachers co-teaching may plan together daily, while two teachers who just need to tweak or adjust a unit they've used before may only need to meet at the start or midway through the unit. Additionally, the Urbandale Community School District provides professional development to both EL and classroom/content teachers centered around content instruction and cultural awareness. For examples of instructional and assessment strategies see Appendix C "Instructional and Assessment Strategies of English Language Learners".

In addition to modifying the core curricular materials for instruction, teachers also have access to

some supplemental materials. Examples of these materials:

Access American History, Houghton Mifflin Harcourt

Access Newcomers Program, Houghton Mifflin Harcourt

Access Science, Houghton Mifflin Harcourt

Archer, Anita. *Rewards Program, Secondary*. Voyager Sopris Learning, 2014

Ebbers, Susan. *Vocabulary Through Morphemes, Suffixes, Prefixes, and Roots for Intermediate Grades*. Voyager Sopris Learning, 2011.

Lively, Teresa, August, Diane, Carlo, Maria, and Snow, Catherine. *Vocabulary Improvement Program for English Language Learners and Their Classmates*. Paul H. Brookes Publishing Co., 2003.

Program Level 11. Voyager Sopris Learning, 2005.

Imagine Learning software program

Marchand-Martella, Nancy and Nelson, J. Ron. *The Multiple Meaning Vocabulary*

Reading A-Z online program

Science English Explorers and Differentiated Instruction Science Theme Sets, Benchmark Education Company, middle level

Wonders for English Learners / WonderWorks; McGraw Hill

Additionally, teachers create materials that will support the learning of their students.

Core materials are reviewed during a regular curriculum cycle. As materials are being selected, they are evaluated for use with English learners. Additional support materials that come with programs or books are purchased to support English learners with the core. For instance, our new elementary reading program offered EL readers, which we purchased. Combined with the other leveled readers, these readers give the teachers many opportunities to provide all students with the appropriate level of reading material, while engaging everyone in the rich concepts of the text.

Supplemental materials are chosen based on an identified need of individual learners. Using pretest or baseline data, materials are selected or created to address gaps students have. Materials can change year to year. As students progress, they need more complex or mature materials. Materials that have been accumulated may be used for newer students if they match their needs. Other supplemental materials may be selected to enhance the core materials, making them more understandable.

During the 2015-16 school year, the EL teachers received training on the English Language Proficiency (ELP) Standards. They completed the first three modules. Modules 4-6 will be completed during the 2016-17 school year. Professional development for other district personnel (administrators, core teachers, bilingual associates) take place at the August 2016 back to school pre-service days, as well as periodically throughout the year based on Modules 1-3. The ELP standards can be referenced on the ELPA21 website.

http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf

Access to Co-curricular and Extracurricular Programs

Identification of English Learners Who Are Gifted

Urbandale Community School District has created an identification plan for the Extended Learning Program (ELP) that considers multiple sources of information including student test data, student work samples, student work habits, student inventories, teacher inventories, parent inventories, peer interactions, the CoGat, and Kingore Observation Inventory. The information collected for each child is examined by the District ELP Identification Committee. This committee is comprised of representatives from the elementary schools, middle school and high school, including a special education teacher, EL teacher, guidance counselor and administrator. The District ELP identification committee is able to use any information gathered on each student to determine if a student needs to have a Personal Education Plan for Talented and Gifted services developed.

Students are eligible for identification at any point during their 3-12 educational career in Urbandale. The committee meets two times a year to look at recommendations (Oct. and May). The identification process can be initiated by any teacher or administrator in the district, a parent/guardian, or the student themselves by contacting the building ELP teacher. Completed assessments are kept in the student's cumulative folder.

Additional data to consider when evaluating an EL student: IELDA/ ELPA21, TELPA, prior academic performance in another language, ability to speak multiple languages, rapid acquisition of a second language, high ability shown in mathematics, mature sense of diverse cultures and languages, code switches easily (can think in both languages), demonstrates an advanced awareness of American expressions, translates at an advanced level, and navigates appropriate behaviors successfully within both cultures.

When a student exhibits a need for ELP services the committee also provides the building ELP teacher with recommendations for services. The ELP teacher may collaborate with the EL teacher or student's general education teacher to determine appropriate instruction.

Identification of English Learners Who Are Entitled to Special Education Services

Limited English proficiency is not a disability. ELs should not be placed in a special education program unless exceptionality is well documented (including assessment of a student's native language skills). To assist in determining the appropriateness of a referral to special education, the district's established supplemental and targeted interventions will be followed, independent of the EL identification. The process documents approaches utilized to provide positive supports for a student's learning.

Eligibility teams will follow the Iowa Eligibility Criteria and process, which includes examining

relevant information through the Review, Interview, Observation and Test (RIOT) method to rule out whether a child's performance difficulties are primarily the result of a lack of English language skills. Completed assessments are kept in the student's cumulative folder.

When the family's primary language is not English, every attempt will be made to secure a trained interpreter who is proficient in the family's language to explain the process and conduct interviews with the family. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. An assessment of the individual's English language proficiency is needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. An EL teacher will be a member of the team to help differentiate between language acquisition and disability characteristics.

Identification / Participation in Other District Programs

The process for identifying and serving ELs in other district programming occur through our PLCs and building data analysis process. Lack of proficiency with the English language does not prevent a student from accessing other district support, such as at-risk programming or supplemental reading instruction. Likewise, our advanced placement courses are open to all students.

The focus of Urbandale Activities has been to meet the mission of the District: Teaching All – Reaching All. Through activities, students are provided with different educational opportunities than in the classroom and these activities are open to all students. The Urbandale Activities Program consists of athletic and performing arts programs for students in grades 7-12. Students are first exposed to these programs through visits to elementary schools and youth camps and clinics, open to all students. These programs are expanded in 7th grade and are open to any student. Students are made aware of these programs through music and physical education programs at the middle school and through announcements both in school and online. Coaches, teachers, staff, and administrators at all levels encourage students to become involved and work directly with the Activities Department to ensure the individual needs of each student are met to ensure that they can participate.

Identification of ELs Attending Private Schools

The UCSD will provide English language services to English learners attending Des Moines Christian School. The following procedures have been collaboratively developed through a meaningful conversation by the Urbandale Community School District (UCSD) and Des Moines Christian School to ensure timely and equitable EL services to EL students attending private schools located within the UCSD attendance boundaries.

1. Identifying ELs - All families enrolling children in private schools will complete a Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, the private school will make the initial contact with the student's parent and explain the process of EL identification, placement, services and yearly assessment. Once that has been done, the private school will contact the UCSD Coordinator of Student Services to begin the process of identification and placement.
 - a. The UCSD Coordinator of Student Services will contact the appropriate UCSD building principal and EL teacher(s).
 - b. The UCSD building principal or EL teacher will make contact with the private school to make arrangements to facilitate the identification process in the same manner as EL students enrolled in the UCSD. Note - the UCSD will go to the private school to complete the steps necessary to determine if the student is eligible for EL services.
2. Services - If the student qualifies for EL services the UCSD and the private school will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD Lau Plan. These services will be provided at the student's public neighborhood school building within the UCSD boundaries. Transportation will be provided by the UCSD in the same manner as provided for private school students receiving special education services at UCSD. The UCSD building principal will make the transportation arrangements.
 - a. The private school will assist the parents of the identified EL student(s) to complete the UCSD register paperwork. The registration paperwork will be sent to the UCSD Coordinator of Student Services.
 - b. The UCSD's Student Data Manager will input the EL student data in Power School as a shared student so that EL services can be provided.
 - c. EL teachers will send a New Student Information form, Appendix I, to the Coordinator of Student Services Administrative Assistant as stated in the UCSD Lau Plan.
3. Yearly English Language Development Assessments - The UCSD EL teacher(s) will consult with the private schools to assess and share the results according to the UCSD Lau Plan and collaboratively with the private school to meet the needs of the EL student(s).
4. Waived Students – If a parent requests to waive EL services, the UCSD EL teacher and the private school will meet with the parent to discuss the pros and cons of waiving EL services. At this meeting or anytime after, if the parent wants to waive EL services the UCSD EL teacher will complete the TransAct “Waiver / Refusal of English as a Second Language / Bilingual Program” following the procedures as written in the UCSD EL Lau Plan.
 - a. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as

- a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.
- b. The private school will be responsible for notifying the UCSD’s Coordinator of Student Services of all EL students (both those being served and waived students) enrollment statuses and also for administering to the EL students waiving services the yearly ELPA21. The UCSD will be responsible to notify the private school of the Iowa Department of Education’s required ELPA21 training for test administration. The UCSD will also be responsible for ordering the private school ELPA21 assessment materials when they place the order for their students.

St. Pius X School will serve their own ELs. However, the St. Pius X EL teacher(s) will be invited to UCSD EL trainings and will be included in emails regarding policies and regulations. Additionally, UCSD will supply TELPA materials to St. Pius X for the 2016-17 school year. This arrangement was collaboratively developed through a meaningful conversation by the Urbandale Community School District (UCSD), and the St. Pius X School to ensure timely and equitable EL services to EL students attending private schools located within the UCSD attendance boundaries.

Professional Development

In keeping with the Iowa Professional Development Model, English Learner specific professional development will be conducted by the EL teachers twice during the school year for all teachers and administrators at the secondary buildings. At the elementary and middle levels, ongoing professional development will be imbedded in the PLC and data analysis process. The professional development will concentrate on the areas of instructional techniques, modifications for ELs and cultural awareness as determined by the current needs of the building. The Coordinator of Student Services will maintain a record of professional development activities.

As part of the district’s new teacher mentoring program, teachers new to the profession will participate in an additional professional development specific to English learners. Instructional Coaches will also receive additional professional development specific to their roles in assisting and modeling for teachers.

During the 2016-17 school year, the EL teachers will receive training on the English Language Proficiency (ELP) Standards by completing Modules 4-6. Professional development for other district personnel (administrators, core teachers, bilingual associates) take place at the August 2016 back to school pre-service days, as well as periodically throughout the year based on Modules 1-3.

English learner teachers, as well as classroom teachers and administrators, are encouraged to

participate in EL specific professional development offered through Title III funds. Examples of these professional development opportunities include, but are not limited to:

- The annual Iowa Culture and Language Conference
- Our Kids Summer Institute
- Workshops offered through Heartland Area Education Agency

English Language Development Assessment

EL teachers annually complete the online training provided by the Iowa Department of Education for both the Tennessee English Language Placement Assessment (TELEPA) and the English Language Proficiency Assessment for the 21st Century (ELPA21) prior to administering these assessments to students. EL teachers submit their certificate of completion to the Coordinator of Student Services annually.

ELPA21 is administered every year during the designated testing window. ELPA21 is administered to every student who has been identified as an English learner (including those students whose parents have waived services). Upon receiving the results of the ELPA21, the EL teachers will participate in training to interpret ELPA21 results. These results will be used to guide instruction and programming.

The results of ELPA21 are shared with:

- Students - The EL teachers discuss individual ELPA21 results with the students.
- Parents - The school district sends home individual ELPA21 results.
- Classroom/content area teachers - The EL teachers discuss individual ELPA21 results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the learner.
- School Board - The Coordinator of Student Services presents a yearly update. This update includes ELPA21 results along with staffing recommendations.
- Community - Results are posted on the district website.

Assessment and Grading

The Urbandale Community School District recognizes that assessing the academic growth of English learners can be challenging. An English learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English learner's ability to use the English language. To

accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate his/her knowledge in a manner that deemphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English learner for lack of mastery of written conventions. An English learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use his/her native language to respond to test questions. Additional assessment strategies are found in Appendix C “Instructional and Assessment Strategies of English Language Learners”.

In accordance with *Every Student Succeeds Act (ESSA)* legislation, teachers need to hold English learners to the same rigorous standards as all students in the district, instead of “watering down” the curriculum. Compliance with this mandate requires teachers to modify the way instruction is delivered and to adapt reading materials they use in order to make the content accessible to English learners.

In keeping with the *ESSA* legislation, English learners participate in district wide assessments for the same reasons as do all other Urbandale Community School District students: to obtain achievement information for making instructional decisions, and to monitor students’ year-to-year progress in each of several curricular areas. However, *ESSA* provides for some flexibility for the participation of English language learners in state assessments. Students who have attended U.S. schools for 12 months or less can be exempted from the reading/language arts portions of the Iowa Assessments, all other ELs are required to complete the Iowa Assessments. English language learners may also qualify for certain accommodations on other tests, depending on their levels of English proficiency and on the specific content that is being assessed by a particular test. The intent of the accommodations is to minimize the effect of an EL student’s limited English language proficiency on the student’s test results. See Appendix D for “Iowa Guidelines for K-12 ELL Participation in District Wide Assessments”.

Accommodations used on standardized and district-wide assessments should be the same ones that are used for the English language learner’s day-to-day instruction and classroom assessments.

LIEP Exit Criteria

ELs achieving proficiency in English speaking, listening, reading and writing at a level commensurate with their grade and/or age peers are transitioned into the mainstream classroom and exited from LIEP (60.3(3)b4).

The overall objective of the EL program is for students to be able to take challenging content-level academic courses and be as successful as English-speaking students. When students are able

to be successful without any EL support at all and have met the state exit criteria, they are exited from the EL program. Specific exit criteria are:

- Score of English proficient on the ELPA21
- Scores proficient on district-wide and state-wide assessments in reading and math
- Meets both of the above criteria in the same school year

Exit Data

Grade	Primary Reading	Additional Reading	Primary Math	Additional Math
K-2	FAST	Benchmarking	Unit Math Assessments	Classroom Assessments
3-11	IA Assessment	District Assessments	IA Assessment	District Assessments
12	Compass	ACT	Compass	ACT

Appendix E is used in this process. The completed Appendix E is sent to the Student Services Administrative Assistant, who then changes the student’s code to exited.

When students are exited from the EL program, the EL teacher completes a TransACT “English Language Development Program Exit Letter”. The letter is sent home to parents and a copy is placed into the student’s cumulative folder.

Monitoring Procedures

After students are exited from the EL program, they are monitored for two years to verify sustained academic progress. Data will be collected on elementary students every trimester. Data for grade 1-2 students include FAST scores, classroom and EOY math assessments, and daily work. Data for grade 3-5 students include FAST scores, classroom and EOY assessments, daily work, and IA Assessment scores. Data for secondary students is collected every semester. Data for grades 6-8 include literacy and math grades and IA Assessment scores. Data for 9-12 grades include core class grades and IA Assessment scores.

Each monitored student is assigned to an EL teacher who monitors and records his/her academic progress on the district monitoring spreadsheet. The Coordinator of Student Services, Dr. Keri Schlueter, is responsible for assuring that the monitoring is taking place. She also assures that the monitoring date and decision are recorded in the student management system, along with the individual teacher’s Iowa Department of Education folder number that monitored the student.

Although there are formal checkpoints for data collection, concern about a student’s progress can be brought to the building problem solving team at any time. (i.e. building assistance team (BAT), the student assistance team (SAT), student study team (SST)). The building team reviews the

student's data and makes a remediation plan to address the concern. If the plan does not prove to be effective, the team must determine whether to adjust the plan or must determine if the issue is a language barrier, which results in re-entry into the EL program. Appendix I, "2016-17 Monitoring Problem Solving Guide" is used in this process.

An EL teacher and the student's parent must be included as part of the problem solving team making a decision regarding re-entry. If a re-entry occurs, a note should be added to the exit letter in the cum folder stating that the student has re-entered, along with the date of the re-entry and a parent signature.

Program Evaluation

On-going evaluation of the English Language Learner program is essential, providing valuable information for decision making, which will lead to improved instructional services to our English Language Learners. Through the use of quality tools, the district's EL staff will follow the Quality Continual Improvement (QCI) model to evaluate and improve the EL services. Data will be shared yearly with students, parents, teachers, community members, administrators and the UCSD school board.

The following data will be collected, analyzed, and shared as part of the annual Plan, Do Study, Act (PDSA) cycle:

- Student enrollment
- Percentage of ELs parents attending Parent/Teacher Conferences
- Number of translated documents
- EL dropout rates
- AMAO
 - Progress in English Language Acquisition
 - Attaining or reaching English proficiency
 - Making adequate yearly progress on Iowa Assessment

AMAOs are targets that have been established by the state in compliance with federal mandates to measure the effectiveness of language instruction educational programs.

The results of language and achievement testing will be reviewed by the district administrators and EL teachers, and then presented to district's staff at each building. This data is used with staff at each building to help make instructional changes in both the Core Classes and in the Language Instruction Education Program, which will increase the likelihood that students' achievement will improve. If the Urbandale Community School District students fail to make progress in meeting the state's target for AMAO, the district will:

- Year 1 - Work with the Heartland Area Education Agency (AEA) to notify parents of ELLs about the school's failure within 30 days of the district's notification by sending home a letter.
- Year 2 - Work with the Heartland AEA to notify parents, write and implement a Corrective Action Plan (CAP).
- Year 3 - Work with the Heartland AEA to notify parents, review, revisit, and update CAP.
- Year 4 - Work with the Heartland AEA to notify parents, write and implement CAP with the support/involvement of the Department of Education.



Urbandale English Language Learner Parent Interview Form

Date _____

Person Contacted _____

Relationship to the Child _____

Parent/Guardian's Name _____

Guardian's Native Language _____

Parent/Guardian's Name _____

Guardian's Native Language _____

Country of Origin _____

Student's Name _____

Grade _____

Classroom Teacher _____

Has your child been in contact with a language other than English? yes no

Please explain. _____

1. Do the adults in the home feel comfortable speaking American English? yes no
2. Do the adults in the home or daycare speak to the child in their native language? yes no
3. When the adults speak to the child in the native language does the child respond in that language?
 yes no
4. When the adults speak to the child in English does the child respond in English? yes no
5. Do the adults speak to each other in the native language when the children are present?
 yes no
6. Does your child use their native language when playing with others? yes no
7. How long has your child spoken English? _____ (number of years)
8. What level of education do you have and where was it completed? _____
9. What is your current occupation? _____ Prior to coming to the U.S. what was your occupation?

10. High school only: Does your child currently work? yes no
Where? _____ How many hours? _____

Form completed by: _____



Urbandale English Language Learner Service Descriptors

APPENDIX B

	Student ESL Status In Program (PS-1)				Student ESL Status Exited (PS-4)	Student ESL Status Waived (PS-2)
English Language Proficiency Level	Beginning English Speaker English Language Assessment <ul style="list-style-type: none"> • TELPA ○ Proficiency Level 1 ○ Iowa – ELPa21 ○ Proficiency Levels 1 & 2 	Intermediate English Speaker English Language Assessment <ul style="list-style-type: none"> • TELPA ○ Proficiency Levels 1-2 ○ Iowa – ELPa21 ○ Proficiency Levels 3 & 4 	Advanced English Speaker English Language Assessment <ul style="list-style-type: none"> • TELPA ○ Proficiency Level 2 ○ Iowa – ELPa21 ○ Proficiency Levels 5 & 6 	English Language Assessment <ul style="list-style-type: none"> • Iowa – ELPa21 ○ Proficiency Level 6 	Beginning to Advanced English Speaker English Language Assessment <ul style="list-style-type: none"> • TELPA ○ Proficiency Levels 1-2 ○ Iowa – ELPa21 ○ Proficiency Levels 1-6 	
Instructional Services	May receive /participate in: <ul style="list-style-type: none"> • Newcomer Program • Sheltered Instruction • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> • Sheltered Instruction • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	No need for IIEP. <ul style="list-style-type: none"> • State exit criteria has been met • Student is no longer classified as an English Learner • Student does not take the ELPa21 	May receive /participate in: <ul style="list-style-type: none"> • Differentiated General Education Instruction <p>NOTE: At this stage there is flexibility for entry into IIEP at anytime.</p>	
General Achievement Level	Performance in content areas is below grade level.	Performance in content areas may range in levels.	Performance in content areas may be near or at grade level.	Performance in content areas is at grade level.	Performance in content areas may range in levels.	
Accommodations	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district – wide assessments WITH/OUT accommodations except as required by IEP or 504.	Participation in district –wide assessments WITH/OUT accommodations except as required by IEP or 504.	
Contact Points	2	1	.5 - 1	0	0	
Time Allotment Guidelines	Elementary <ul style="list-style-type: none"> • IIEP, 6+ times per 6 day cycle Secondary <ul style="list-style-type: none"> • IIEP 2 - 3 times daily 	Elementary <ul style="list-style-type: none"> • IIEP, 3-6 times per 6 day cycle Secondary <ul style="list-style-type: none"> • IIEP 1-2 times daily 	Elementary <ul style="list-style-type: none"> • IIEP, 1-3 times per 6 day cycle Secondary <ul style="list-style-type: none"> • IIEP 1 times daily – every other day 	Students are monitored for 2 years. Re-entry is possible during the 2 year period if academic success is not maintained due to a language barrier.	None	



English Learner – New Student Information

Should be completed for a student who was

- a) TELPA'd by UCSD
- b) new to UCSD and already identified
- c) new to UCSD and exited between 5/2015 - present (monitored)

(This form is to be sent to the Coordinator of Student Services)

Form Completed by _____ Date _____

Student Name _____ Grade _____ Building _____

LEP Status: _____

LEP ID Method: _____

LEP Assessment: _____ If other, describe: _____

LEP Program: _____

English Proficiency Level at time of Original Placement: _____

English Proficiency Level now: _____

EL Original Placement Date: _____

Staffing Contact Points: _____

Birth Country: _____

Date 1st Attended U.S. School: _____

Translator/Interpreter needed: _____

Home Language Survey Questions:

7. First Language: _____

8. Current Language Spoken in Home: _____

9. Language Spoken by Father: _____

10. Language Spoken by Mother: _____

English Language Assessment _____ Date _____

Reading _____ Writing _____ Listening _____

Speaking _____ Composite Score _____ Placement Level _____



Instructional and Assessment Strategies of English Language Learners

Open/Close Sort - Student pairs are given words/phrases on individual strips of paper and asked to sort the words/phrases into appropriate categories. Categories can be provided by the teacher or generated by the student pairs. Students must explain the reasoning behind their sort.

Numbered Heads Together - Groups of four or more students are assigned a task and each student is given a number for this cooperative learning strategy. The teacher poses a question and calls a specific number to respond and student assigned to that number becomes the spokesperson for the group. All members are responsible for the material because the group does not know who will be asked to respond.

CLOZE - Students are given a paragraph with words omitted and required to fill in the gaps in order to make the passage make sense. The omitted words can be key vocabulary or removed at random.

Word Bank - A list of answers is given along with the questions. This is a helpful tool for students during assessment and daily work allowing students to work more independently, not worry about spelling, and use process of elimination.

Manipulatives/Hands-on Materials - Materials that students can hold, move, feel, put together, and take apart. This gives students a better understanding of the concepts being taught.

Games/Kinesthetic Activities - Giving students a chance to move around in the classroom can lead to a better understanding of the material presented. Limited and non-English speakers can follow the lead of the teacher and their peers and by participating, feel more like a part of the class.

Realia - Objects from real life that are used in a classroom environment can aid understanding. Objects include coins, art, tools, textiles, etc.

Sentence Prompts/Paragraph Frame - Write out one prompt for students to write about for a journal entry. If you are writing a paper in class it can be outlined with the first and last sentences and beginnings or ideas for other sentences already added. This allows students to know what is expected and work more independently.

Round Robin/Roundtable - This strategy can be used in a variety of ways. Roundtable brainstorming, reading, and writing are all easy ways to involve all students in a small group. Participation is required of all students, but help may be given by any student in the group or by the teacher.

Bruner's Concept Attainment - This strategy is a structured inquiry/indirect instructional method that involves students searching for and identifying attributes that can be used to distinguish examples of a given group or category from non-examples. Using this method, students learn to classify a set of objects or events into categories. Instead of just telling students



the answers, this method is used by teachers to allow students to figure out answers themselves, become more independent and analytical thinkers, and make connections between what they know and what they will be learning.

Think-Pair-Share - A learning strategy that is designed to enable students to formulate individual ideas, share these ideas with another student, and encourage classroom participation. In think-pair-share, the teacher poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The think-pair-share structure gives all students the opportunity to discuss their ideas and construct their knowledge in these discussions. After several minutes, the instructor solicits student comments or takes a classroom "vote." The think-pair-share structure also enhances the student's oral communication skills.

Inside Outside Circle - This is a great kinesthetic activity that lasts about 10-15 minutes and involves all students in the processing or reviewing of new material. Students form two concentric circles containing the same number of students. Students in the inside circle face a partner standing in the outside circle. Students in the inside circle share something with their partner. Then students reverse roles and the students in the outside circle share with their partner. The inside circle rotates, students face their new partner and repeat this pattern until everyone has a firm grasp of the material.

Learning Log/Journal - Students can reflect on their learning by writing a reflective journal or a learning log. Reflecting on their learning and work helps them improve their understanding, reflect on what they have learned, and what they are trying to achieve. It encourages students to think about topics covered in class, take a position on issues, and think critically.

Graphic Organizer (web, matrix, fishbone, flowchart, Venn diagram) - Organizers are instructional tools used to illustrate written or oral statements, organize ideas, and examine relationships. Graphic organizers are helpful to average and struggling learners by helping learners arrange material in their minds.

Symbols to Reduce Language Load - A way of presenting information to help students acquiring English to learn successfully in content areas where symbols make language more accessible and comprehensible to them.

Jigsaw - A cooperative learning strategy that develops teamwork and cooperative learning skills of all students. In addition, it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. In its simplest form, the jigsaw strategy looks like this:

- Each student receives a portion of the materials to be introduced;
- Students leave their "home" groups and meet in "expert" groups;
- "Expert" groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group;
- The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group.



Word Wall -

Steps to Creating a Word Wall

Identify the key vocabulary words that students need to know for a specific topic or reading assignment. Print the words in large block letters on cards for posting on a prominent (always visible) wall or bulletin board. Post the word cards as the terms are confronted in classroom discussion or reading. Regularly review the terms on the Word Wall.

Assessment related to Word Wall

Teachers assess both the process and products of learning during regular instructional times. Classroom assessments are authentic, multidimensional, collaborative, and ongoing. You might consider the following when assessing student use of the word wall in your classroom: word wall reading, portfolios of words, assessment rubrics, spelling, anecdotal records, and observations.

Anticipation Guide - When using prediction skills this strategy gets new or weak readers to first use predictions from book covers, book flaps, style, voice, and excerpts in order to help them anticipate the “big ideas” that will be revealed.

Guess-the-Fib - Teams use this cooperative structure to try and trick each other with true and false statements about what they are learning. They share with other teams and explain and correct false statements. (These should be in the form of positive statements.)

Vocabulary Organizers - Any method used to organize a student’s vocabulary work that promotes an in-depth understanding of a word: multiple meanings, word families, synonyms, antonyms, prefixes, suffixes, or roots.

KWL - A three-column chart that helps capture the before, during, and after components of reading a text selection.

K stands for **Know**: This is the prior knowledge activation question.

W stands for **Will** or **Want**: What do I think I will learn about this topic? What do I want to know about this topic?

L stands for **Learned**: What have I learned about this topic?

Rubric/Checklist - During instruction, students create and/or are given rubrics or checklists that clearly specify student behaviors sought through performance assessments. Students record their own progress for each standard they are learning: does not meet, meets, or exceeds. Students have copies of the standards they are learning and are informed about what they need to do to be able to meet and exceed standards.

Self-Assessment/Peer Assessment - Rubrics and checklists are used for *self/peer/and teacher assessment*. Often a common rubric can be used for tasks that reflect differentiation.

Physical Demonstration - To express academic concepts without speech, students can point or use other gestures. They can also be asked to perform hands-on tasks or to act out vocabulary, concepts, or events. As a comprehension check in a unit on Native Americans, for example, teachers can ask students to respond with thumbs up, thumbs down, or other nonverbal signs to true or false statements or to indicate whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name. The teacher can use a checklist to record student responses over time.



Pictorial Products - To elicit content knowledge without requiring students to speak or write, teachers can ask students to produce and manipulate drawings, dioramas, models, graphs, and charts. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This labeling activity can be used across the curriculum with diagrams, webs, and illustrations.

To culminate a unit on butterflies, teachers can ask beginning ESL students to illustrate, rather than explain, the life cycle of butterflies. Students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom or to illustrate comprehension of classroom material about types of butterflies, their habitats, and their characteristics.

Modified traditional assessment:

- bilingual dictionary allowed
- extended time
- flexible setting
- labeling & fill-ins
- modified length
- modified number of question
- open-note, open-book
- reduction of non-essential text
- word banks

Portfolios - used to collect samples of student work over time to track student development. The following types of materials can be included in a portfolio:

- audio and videotaped recordings of readings or oral presentations;
- writing samples such as dialogue journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects;
- art work such as pictures or drawings, and graphs and charts;
- conference or interview notes and anecdotal records;
- checklists (by teacher, peers, or student);s
- tests and quizzes.

Iowa Guidelines for K-12 ELL Participation in District Wide Assessments

TABLE 1. Accommodations Permissible for ELLs for Districtwide Assessments

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
Reference Materials	Provision of English/Native Language Word-to-Word Dictionary (Accommodation D in Appendix C Flow Chart)	Allowable for all content areas except Reading	Limitations: <ul style="list-style-type: none"> Allowed in all content area assessments except Reading Dictionaries that include pictures or full definitions are not allowed Electronic and computer translators are not allowed Should not be used for the first time during testing Administrative Considerations: <ul style="list-style-type: none"> Schools should provide each ELL with access to a paper-based commercial bilingual word-to-word dictionary, if available at the school. A vetted list of paper commercial word-to-word dictionaries allowable on large-scale assessments may be obtained from http://www.doe.mass.edu/mcas/participation?section=ell. Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted Provide extended time to allow students appropriate time to use the dictionary Other Considerations: <ul style="list-style-type: none"> Each district should standardize the dictionaries allowable for classroom and testing purposes This accommodation is allowed for all subtests as the benefit outweighs the risk of compromised validity Accommodation should reflect like-type classroom instruction
Test Directions	In English or the student's native language: <ul style="list-style-type: none"> provide written version of written/oral test directions read aloud and/or repeat written and/or oral test directions clarify/simplify test directions (in English only) (Accommodation B in Appendix C Flow Chart)	Allowable for all content areas	Limitations: <ul style="list-style-type: none"> Limited to test directions, NOT for test items or test questions Clarification/simplification may be provided in English only, not in the native language English Language Administrative Considerations: <ul style="list-style-type: none"> For written directions, students should be given ample time to read or re-read directions If written directions are provided in English, directions must be written verbatim from the administration manual Oral directions must either be verbatim or, if involving clarification or simplification, must remain close to the test direction wording. Clarifications and simplifications should not provide clues to test item answers With oral directions, test in a separate area or small group with students needing the same accommodation, so that other students are not distracted Native Language Administrative Considerations <ul style="list-style-type: none"> For both oral and written translation of directions, direct translation (not interpretation) from English is essential. The intended purpose of the translation is to be an accommodation rather than a modification of the directions. Proctors may provide a district-approved written version of the test directions in the native language to students who need this accommodation, as available. Not all districts will have the native language version of the test directions to provide for their students. <p style="text-align: right;">See # 10 on translator qualifications/administration processes. TOC</p>

Direct Linguistic Support Accommodations (Presentation Accommodations)		Content Area	Administration Directions/ Requirements
Test Items	Proctor reads aloud parts of tests or complete test verbatim in English (Accommodation C in Appendix C Flow Chart)	Allowable for all content areas except Reading	Limitations: <ul style="list-style-type: none"> Not Allowable for the reading subtest. Other than the directions, the reading test (passages, questions, or answers) cannot be read. Otherwise, the reading test becomes a listening test and invalidates the construct being assessed (i.e., the student's understanding of sound, form, and meaning relationships.) Administrative Considerations: <ul style="list-style-type: none"> The read aloud accommodation may be used to read aloud any writing prompts, test questions, and/or answer choices on the mathematics, science, social studies, and language subtests. It is not allowable for the reading subtest Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. While the ELL may not need assistance with the entire test, the ELL is allowed to request that specific words, phrases rather than having the entire test read aloud verbatim Student may need to be tested individually in an isolated area <ul style="list-style-type: none"> Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. Test in a separate area or small group with students needing the same accommodation, so that other students are not distracted <ul style="list-style-type: none"> However, verbatim reading to a group of students is permitted in testing if the accommodation is provided to the student on that basis during regular ongoing instruction Other Considerations: <ul style="list-style-type: none"> It is the district's decision as to whether this accommodation will be available to students based on local resources It is incumbent on the school to provide this accommodation, not DE. Accommodation should reflect like-type classroom instruction
Indirect Linguistic Support Accommodations (Timing Accommodation)			
Timing	Provide extended time (Accommodation A in Appendix C Flow Chart)	Allowable for all content areas	Limitations: <ul style="list-style-type: none"> All tests must be completed on or by the end of the test window Administration Considerations: <ul style="list-style-type: none"> Any extension of time should occur at the end of, or immediately following, the planned testing session during the scheduled test day. Students who use this accommodation may need a separate place to test. They will take considerably longer to finish than their peers. <p style="text-align: right; color: red;">TOC</p>

Table 2. ELL Accommodations Mapped to Student ELP and Literacy Levels

Direct Linguistic Support Accommodations		ELP Levels			Content Area
		Beginning 1 & 2	Intermediate 3 & 4	Advanced 5 & 6 (not exited)	
Reference Materials	<p>Provision of English/Native Language Word-to-Word Dictionary</p> <p>Intent: The intent of this accommodation is to provide linguistic support to students by allowing students to access precise translation of unknown words from English to their native language in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.</p>	○	●	●	Allowable for all content areas except Reading
Test Directions	<p>In English or the student's native language:</p> <ul style="list-style-type: none"> ● provide written version of written/oral test directions ● read aloud and/or repeat written and/or oral test directions ● read aloud and/or repeat embedded test directions ● clarify/simplify test directions (in English only) <p>Intent: The intent of these accommodations are to provide test directions (not questions) in writing for students whose reading skills are more developed than their auditory receptive skills. This allows more time for processing language to understand expectations. When provided in the native language, these accommodations provide support to ELLs who may be unfamiliar with American testing procedures.</p>	●	○	■	Allowable for all content areas
Test Items	<p>Read aloud parts of tests or complete test verbatim in English</p> <p>Intent: The intent of this accommodation is to provide linguistic support to ELLs so they can access the content of the test in order to show what they know. It lessens the linguistic load. As long as the test is not measuring reading, it does not adversely affect test validity to read prompts, test questions, and/or answer choices to the student.</p>	●	○	■	Allowable for all content areas except Reading
Indirect Linguistic Support Accommodations					
Timing	<p>Provide extended time</p> <p>Intent: This accommodation reduces the linguistic load for ELL students by providing additional time to process the English language.</p>	●	●	●	content areas Allowable for all

- Highly recommended for use by ELLs at this English language proficiency level
- Recommended for use by ELLs at this English language proficiency level and certain levels of English or native language literacy development.
- Not be appropriate for students at this ELP level; however, the accommodation may be deemed allowable as determined by the decision-making team

TOC

For the entire document go to:

<https://www.educateiowa.gov/sites/files/ed/documents/lowaELLguidelines01-28-2014.pdf>



Urbandale English Language Learner Program Exit Form

It is the desire of the Urbandale English Language Learner program to exit students from the program that demonstrate English language proficiency and are prepared to be successful in the mainstream classroom.

This form should be completed for any student who received a proficient score on the ELPA21.

Student Name _____

Evidence

Date: _____ Grade: _____
School: _____
EL Teacher: _____
Gen. Teacher: _____

_____ ELPA21 Scores:
Reading: _____
Writing: _____
Listening: _____
Speaking: _____
Composite: _____

_____ Core/Content Scores
in Reading and Math
demonstrate student is
successful in general
education classroom:

Comments:

_____ Reading proficiency
equals or exceeds grade
level: _____
Benchmark: _____
Iowa Assessment:

_____ Math proficiency
equals or exceeds grade
level: _____
Benchmark: _____
Iowa Assessment:

Exit Information

Based on met criteria, this student is exited from LIEP.
Date exited: _____
Exits may only occur between 5/1 – 9/30. Typically, they occur at the end of a school year.

EL Teacher: _____
Parent exit letter sent on:

***** OR *****

Need to Continue Services:

This student does not meet all the criteria and will:

_____ continue to receive LIEP services



Request for Interpreter

(When making request return form to Student Services at the Administration Office)

Staff Making Request: _____

Date Request made: _____

Language: _____

Type of Request:

In-Person Conference

3 Way Phone Conversation

Mark all that apply:

Special Education Student

Preschool Student

Complete Date / Time / Location for In-Person Conferences:

Date: _____

Time: _____

Location: _____

Contacts: EL Teacher: _____

Phone #: _____

Email Address: _____

School: _____

School Address: _____

SE Teacher: _____

Phone #: _____

Classroom Teacher: _____

Phone #: _____

Principal: _____

Phone #: _____

Coordinator of Student Services: Dr. Keri Schlueter

Phone #: 457-5004

Purpose of the meeting: _____

Student Name: _____

Parent: _____

Phone #: _____

Special Instructions:



Glossary

Accommodation:

Adapting language (spoken or written) to make it understandable for second language learners. When assessing, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Co-teaching:

A model of an ESL teacher and a classroom teacher sharing responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibilities for planning, instruction, and evaluation of students.

Differentiated instruction:

A way of addressing the needs of a range of learners within a classroom setting where generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. Instruction can be differentiated through content, process, products, and/or pacing. Generally, differentiation uses a variety of techniques that include visuals, manipulative material, and technology.

EL:

English learners (ELs) are students whose first language is not English and who are in the process of learning English.

ESL:

English as a Second Language (ESL) is an educational approach in which English learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language but may also include content instruction and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

ELPA21:

English Language Proficiency Assessment for the 21st Century

FEP:

Fluent English Proficient.

**Inclusion:**

A model of educating English learners in the regular classroom for all or part of the school day. An English as a Second Language teacher meets regularly with classroom teachers to provide indirect support in the form of guidance in planning lessons to include differentiated instruction, to suggest accommodations for individual English learners, and to monitor student progress. The English as a Second Language teacher can also provide direct support to English learners in the form of a push-in model or co-teaching. Inclusion assures that students have access to core curriculum and equal opportunity to participate in district programs and activities.

Linguistics:

The science of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics:

- Phonetics - the study of speech sounds in their physical aspects
- Phonology - the study of speech sounds in their cognitive aspects
- Morphology - the study of the formation of words
- Syntax - the study of the formation of sentences
- Semantics the study of meaning
- Pragmatics - the study of language use.

LEP:

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English learner (EL) is used in place of LEP.

LIEP:

Language Instruction Education Program

NEP:

Non-English proficient.

Pull-out ESL:

A program in which English language learners are "pulled out" of regular, mainstream classrooms for specialized instruction in English as a Second Language.

Push-in ESL:

Push-in model is a form of direct support provided by an English as a Second Language teacher that goes into the regular classroom to periodically support small groups of students in areas of need.

Sheltered Instruction:

An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.



2016-17 EL Monitoring Problem Solving Guide

Student Name:

Grade:

Circle concerning Data Point(s):

Classroom reading progress

IA Assessment reading score

Classroom math progress

IA Assessment math score

I-ELDA/ELPA21 Scores

Year	Reading	Writing	Speaking	Listening	Composite
15-16					
14-15					
13-14					

IA Assessment Scores

Year	Reading NSS	Reading NPR	Proficient?	Math NSS	Math NPR	Proficient?
16-17						
15-16						
14-15						

Grades – list or describe

Other Data that would help determine student skill level (FAST data, benchmarking, classroom pre-assessments, portfolios, etc.)

Attendance -

Days absent this year:

Days tardy to school:



TEACHER OBSERVATIONS	
Rating Scale: 1: Never 2: Seldom 3: Sometimes 4: Often 5: Always	
Characteristic	Rating
Completes class assignments on time	
Participates effectively in class discussions	
Works independently	
Completes homework assignments	
Displays effort	
Tardy to class /class avoidance (frequent locker or RR use)	

Parent feedback:

SUMMARY AND ACTION STEPS	
Summary (check 1, 2, or 3)	
1. Student meets grade-level academic standards or benchmarks.	
2. Student does not meet grade-level academic standards or benchmarks. English language proficiency is <i>not</i> a reason the student is not meeting grade-level academic standards or benchmarks.	
3. Student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains <i>is</i> a reason the student is not meeting grade-level academic standards or benchmarks.	



Action Steps:

Date:	Person Completing the Form and Title:
	Team Members: