

# ESL Teacher's Guidebook 2017-18

ESL Teachers: Use this guidebook as a tool to help you throughout the school year. The sole purpose of this guidebook is to make your workload lighter. If you have any questions or comments, feel free to contact the District ESL Coordinator by phone: xxx-xxx-xxxx or email: I am here to help!

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## Section 1: School Year Calendar

August 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 New Teacher Workshop	23 New Teacher Workshop	24 New Teacher Workshop	25	26
27	28 Teacher Workshop	29 Teacher Workshop	30 Teacher Workshop	31 Teacher Workshop *Complete WIDA- Screener Online Training		

## September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labor Day- No School	5 First Day of School  *Finish Schedules *Test New Students, including all Kindergart eners *Prepare “Can-Do” Charts for classroom teachers	6 *Finish Schedules *Test New Students, including all Kindergart eners *Prepare “Can-Do” Charts for classroom teachers	7 *Finish Schedules *Test New Students, including all Kindergart eners *Prepare “Can-Do” Charts for classroom teachers	8 *Finish Schedules *Test New Students, including all Kindergart eners *Prepare “Can-Do” Charts for classroom teachers	9
10	11 *Begin Services *Update LEP Data Sheet	12	13	14	15	16
17	18 Deadline for sending home Parent Notifications	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 *Request to attend/register for MN EL Ed Conference	3	4	5	6	7
8	9	10 2-Hour Early Release  K-8 Parent Teacher Conferences	11	12 9-12 Parent Teacher Conferences	13	14
15	16 9-12 Parent Teacher Conferences	17 K-8 Parent Teacher Conferences	18	19 MEA Break- No School	20 MEA Break- No School	21
22	23	24	25	26	27 MN EL Ed Conference	28 MN EL Ed Conference
29	30	31 *Update LEP Data Sheet *Update CUM files with most current test data				

## November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 2 Hour Early Release	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23 Thanksgivi ng Break- No School	24 Thanksgivi ng Break- No School	25
26	27	28	29	30 *Update LEP Data Sheet		

## December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 *Communicate with DAC about how many students will be taking the ACCESS test	5	6	7	8	9
10	11	12	13 2 Hour Early Release	14	15	16
17	18	19	20	21	22 *Update LEP Data Sheet	23
24	25 Winter Break	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30
31						



## January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Winter Break	2 School Resumes	3	4	5	6
7	8	9	10	11	12	13
14	15 No School- Teacher Work Day/ Staff Developme nt Day *Complete ACCESS training online	16 No School- All Staff Developme nt Day	17	18	19	20
21	22	23	24	25	26	27
28	29 *ACCESS Testing window opens	30	31 *Update LEP Data Sheet			

## February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8 9-12 Parent Teacher Conferenc es	9	10
11	12 9-12 Parent Teacher Conferenc es	13 2 Hour Early Release K-8 Parent Teacher Conferenc es	14	15 K-8 Parent Teacher Conferenc es	16	17
18	19 President' s Day- No School	20	21	22	23	24
25	26	27	28 *Update LEP Data Sheet			

## March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 2 Hour Early Release	15	16	17
18	19	20	21	22	23 *ACCESS testing window closes *Update LEP Data Sheet	24
25	26 Spring Break- No School	27 Spring Break- No School	28 Spring Break- No School	29 Spring Break- No School	30 Spring Break- No School	31

April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11 2 Hour Early Release	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 *Update LEP Data Sheet					

May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 2 Hour Early Release	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28 Memorial Day- No School	29 *Make Exit decisions *Update LEP Data Sheet	30	31 Last Day of School		

## June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Teachers Last Day	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## Section 2: Checklists

### Beginning of the Year Checklist

- \_\_\_\_\_ Identify students based on most current ACCESS information.
- \_\_\_\_\_ Get HLQs for Kindergarten students.
- \_\_\_\_\_ Check with the office for any new students.
- \_\_\_\_\_ Test new students, including Kindergartners.
- \_\_\_\_\_ Fill out/send home parent notifications.
- \_\_\_\_\_ Go over levels, services, and needs with new teachers and any other teacher that is interested.
- \_\_\_\_\_ Coordinate and set schedule with teachers. Send a copy to the Special Services Director. HIGH SCHOOL will need to be working on this with counselors and principal in the SPRING also.
- \_\_\_\_\_ Set up paraprofessional schedules. Give a copy to the office.
- \_\_\_\_\_ Update LEP data Google Doc and give building secretary a list of all LEP students (on-going throughout year)
- \_\_\_\_\_ Send home exit forms for any students who gained proficiency the previous year.
- \_\_\_\_\_ Begin services no later than the first day of the second week of school.
- \_\_\_\_\_ Update CUM file Student Summary Sheets/Create Student Summary sheets for new students, including Kindergartners. (This can be completed in October)

Please print a copy of this form. Sign each line when you have completed each task. When all tasks are complete, give this form to the District ESL Coordinator.

### **ACCESS Testing Checklist**

- Information to give the District Assessment Coordinator:
  - Lists of students who will be testing
  - Any testing accommodations your students may need
- Complete online training
- Communicate with the Tech Support Staff in your building regarding where testing will take place.
- Make a testing schedule based on WIDA's recommended time-frames
- Share the testing schedule with:
  - Building principal
  - Classroom teachers
  - Tech Support
- Test your students

### **End of the Year Checklist**

- Analyze ACCESS preliminary results.
- Make exit decisions based on the State of MN's most current regulations.
- Notify parents and students of exit decisions.



## Section 3: Processes

### WIDA Screener

The WIDA Screener is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.

Follow this link for more information regarding the WIDA Screener:  
<https://www.wida.us/assessment/Screener/screener-online.aspx#about>

Use the same link to complete the WIDA Screener Training.

When you have completed the training, you can identify which students will need to take the WIDA Screener. This would include students new to the district in grades 1–12. When you have student information, contact the District Assessment Coordinator (DAC). She will put their information into WIDA-AMS. When she is finished, you can access the students' test ticket and information through your WIDA-AMS account. (If you do not have a WIDA-AMS account, the DAC can assist you with starting one.) When you have test ticket information, you can begin testing students and scoring the tests. Then you can make entrance decisions based on each score.

### ACCESS testing

In November, communicate with the DAC. She will need a list of all students you will be testing. She will also need to know any testing accommodations your students may need. Then in January, complete the online test training. Follow this link to find the online test training:

<https://www.wida.us/assessment/ACCESS20.aspx>

Before you begin making a testing schedule, make sure you communicate with the tech support staff member in your building to coordinate where testing will take place. Then you can make a schedule based on WIDA's recommended testing time-frames. When you are finished with the testing schedule, share it with your building principal, classroom teachers, and tech support staff member. Then just make sure you test all students within the testing window. Be sure to allow time for make-ups in the likely event that students will be absent for portions of the test.

**Supply/Material Ordering**

Follow this link for directions how to order supplies and classroom materials. Be sure to communicate with your building principal in advance to make sure there is funding available.

**Google Drive Link:**

**Professional Development Request**

Follow this link for directions how to request to attend a professional development activity. You will need this for the MELEd Conference, and any other conferences you wish to attend throughout the year.

**Google Drive Link:**

## **Section 4: District Contacts**

### **ESL Department**

Name:

Phone:

Email:

Name:

Phone:

Email:

Name:

Phone:

Email:

Name:

Phone:

Email:

Name:

Phone:

Email:

Name:

Phone:

Email:

### **Director of Special Services**

Name:

Phone:

Email:

### **Special Services Office Coordinator**

Name:

Phone:

Email:

### **Building Principals**

Name:

Phone:

Email:

Name:

Phone:

Email:

Name:  
Phone:  
Email:

Name:  
Phone:  
Email:

### **Building Secretaries**

Name:  
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### **Human Resources**

Name:  
Phone:  
Email:

## Section 5: District Policies

### Recommended Service Minutes for ELs

#### *WIDA Levels 1 and 2*

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service Available</b>	<b>Recommended Times</b>
K	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 minutes per day
1-5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Level 1: 45 - 90 minutes per day  Level 2: 30 - 45 minutes per day
6-8	EL Language Arts EL Skills EL Resource BICS/Conversation	Replaces regular Language Arts course Supports Language Arts course Sheltered EL study hall supporting content classes Teaches conversational English and vocabulary, listening and speaking practice	50 minutes per day 50 minutes per day 50 minutes per day 50 minutes per day
9-12	EL Language Arts EL Skills EL Resource BICS/Conversation	Replaces regular Language Arts course Supports Language Arts course Sheltered EL study hall supporting content classes Teaches conversational English and vocabulary, listening and speaking practice	50 minutes per day 50 minutes per day 50 minutes per day 50 minutes per day

***WIDA Level 3***

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 minutes per day
1-5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	30 - 45 minutes per day
6-8	EL Skills EL Resource	Supports Language Arts course Sheltered EL study hall supporting content classes	30 - 50 minutes per day 30 - 50 minutes per day
9-12	EL Language Arts EL Skills EL Resource Language Arts (co-taught)	Replaces regular Language Arts course Supports Language Arts course Sheltered EL study hall supporting content classes Language Arts course taught by EL teacher and regular Language Arts teacher	30 -50 minutes per day 30 -50 minutes per day 30 -50 minutes per day 30 -50 minutes per day

*WIDA Level 4*

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K	Pull-out or Collaboration  EL Paraprofessional Support	Minutes depend on the service model applied in the particular building. In class/EL room support with academic areas	Up to 30 minutes per day
1-5	Pull-out or Collaboration  EL Paraprofessional Support	Minutes depend on the service model applied in the particular building. In class/EL room support with academic areas	30 - 45 minutes per day
6-8	EL Skills  EL Resource	Supports Language Arts course  Sheltered EL study hall supporting content classes	50 minutes every other day  50 minutes every other day
9-12	EL Skills EL Resource Language Arts (co-taught)	Supports Language Arts course Sheltered EL study hall supporting content classes Language Arts course taught by EL teacher and regular Language Arts teacher	30 -50 minutes per day 30 -50 minutes per day 30 -50 minutes per day

**EL Entrance Criteria****New Student**

All students new to the district complete a common set of registration materials. This includes a Home Language Questionnaire (HLQ). The HLQ is available in several languages and serves as the primary screening tool to further consider a student for possible EL eligibility and services.

The HLQ is completed at the time of registration and **immediately** forwarded to the school's ESL teacher if the parent indicates a language other than English on **any** of the questions.

A language proficiency exam must be used to determine eligibility. The district currently uses the WIDA ACCESS exam or WIDA Screener score, if there is no WIDA ACCESS score. Kindergarten students will be assessed using

the WIDA Screener. Students whose scores is less than 4.5 qualify for ESL services. If a composite score is at 4.5, all domains must also have a score of 3.5 or higher.

### **Returning Students**

The EL teacher will analyze data from the previous year to determine if the student continues to be eligible. If the student is eligible, a parent notification will be sent home within 30 days from the beginning of the school year. If a student is not eligible, a letter will be sent home explaining the discontinuation of services.

### **EL Exit Criteria**

Students will exit the ESL program when they reach a composite score of 4.5 or higher on the WIDA ACCESS, with three out of four domains at 3.5 or higher. When a student exits the ESL program, parents and students must be notified. ESL teachers must monitor the progress of exited students in the mainstream classroom for two years to ensure the student's success.



## Section 6: Tips for Success

The following action steps are meant to be used as a guide. You will do many more things in your classroom beyond these 15 steps. These are meant to help give you ideas if you are feeling discouraged or overwhelmed.

<p><b>Action 1</b> Capitalize on the resources and experiences that ELs bring to school to build and enrich their academic language.</p>	<p><b>Action 2</b> Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p><b>Action 3</b> Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>
<p><b>Action 4</b> Connect language and content to make learning relevant and meaningful for ELs.</p>	<p><b>Action 5</b> Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p><b>Action 6</b> Reference content standards and language development standards in planning for language learning.</p>
<p><b>Action 7</b> Design language teaching and learning with attention to the sociocultural context.</p>	<p><b>Action 8</b> Provide opportunities for all ELLs to engage in higher-order thinking.</p>	<p><b>Action 9</b> Create language-rich classroom environments with ample time for language practice and use.</p>
<p><b>Action 10</b> Identify the language needed for functional use in teaching and learning.</p>	<p><b>Action 11</b> Plan for language teaching and learning around discipline-specific topics.</p>	<p><b>Action 12</b> Use instructional supports to help scaffold language learning.</p>
<p><b>Action 13</b> Integrate language domains to provide rich, authentic instruction.</p>	<p><b>Action 14</b> Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p><b>Action 15</b> Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>

<http://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement>