

TABLE OF CONTENTS

Introduction	1
Philosophy	1
State Strategic Plan & Program Objectives	2
Identification of English Learners	2
Home Language Survey Procedures	3
Potential English Proficiency Form Procedures	4
Language Assessment Scale (LAS) Procedures	4
Determining ESL Eligibility	6
Notification of Parent/ Guardian	6
Grade Level Placement of English Learners	7
Program Options for English Learners	7
School Wide Approach to ESL Instruction	9
Strategies for Teaching English Learners	10
Effective Lesson Characteristics for English Learners	12
Professional Development	13
Grading	14
Exiting From the ESL Program	15
Parental/ Guardian Involvement	16
Guidelines for District-Wide Assessment	17
Special Education- Limited Proficiency	22
Alternatives to Special Education	23
Cumulative Folder/ Student Information System Procedures	24
ESL Team	25
Class Size Chart	27
Program Action Plan	28
Program Monitoring & Evaluation	28
ESL Key Terms	29
Appendix	32
Index	33

INTRODUCTION

The Guam Department of Education (GDOE) recognizes that many of our students on Guam come from homes where a language other than English is spoken. These English learners (ELs) comprise just under 50% of the district's total enrollment. There are over 20 language/ethnic groups from Asia and the Pacific islands represented within the school system. The full participation of these students in regular classroom instruction and their achievement of the District's academic goals depend on their proficiency in the English language.

The English as a Second Language (ESL) Program has been developed and implemented to identify, assess, and provide appropriate educational services to all ELs. The Program is designed to meet federal requirements for the elimination of discriminatory educational practices set forth in the Civil Rights Act of 1964, The Bilingual Education Act of 1968, the Equal Educational Opportunities Act of 1974, the United States Supreme Court decision in Lau v. Nichols (1974), Title III of the No Child Left Behind Act of 2001, Every Student Succeeds Act of 2016 and the Guam Educational Board Policy 312 (Sept 2006). See *Appendix A Federal Laws & Court Rulings*.

The ESL Program is under the Deputy Superintendent of Curriculum & Instructional Improvement. The Deputy may assign a designee such as a School Program Consultant (SPC) or Program Coordinator to oversee implementation. Designee works closely with the school administrators and ESL Coordinators to ensure that program mandates and guidelines are compliant. Each school has its own ESL team, the size and composition of which depend on the EL population and the school's resources. The following are recommended to be included in the ESL team: school administrator, ESL Coordinator, ESL teacher, regular classroom teacher, guidance counselor, resource teacher, school registrar, and parent(s). This manual is designed to provide guidance to all members of the ESL team and to anyone else interested in the ESL Program.

PHILOSOPHY

Guam is a multi-lingual and multi-cultural society. All children, regardless of their home language or background, have the right to an equitable education which will allow them to assume the full responsibilities and rights of citizenship in the community. Language is the foundation upon which all learning occurs and English is the medium of instruction in the Department of Education.

The ESL Program focuses on the development of English communication skills in an environment that treats language as whole, real, authentic, and interesting. The four domains necessary for effective communication in English (listening, speaking, reading, and writing) are addressed in this context. Attention must be given to promoting the higher order thinking skills of ELs. English and academic proficiency are developed within the atmosphere of respect for the native language and culture of the students. Every effort must be made to integrate ELs into the regular classroom as quickly and completely as possible.

STATE STRATEGIC PLAN & PROGRAM OBJECTIVES

State Strategic Plan:

- GOAL 1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.
- GOAL 2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.
- GOAL 3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.
- GOAL 4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.
- GOAL 5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

*GDOE State Strategic Plan, Adopted by Guam Education Board: September 23, 2014

Program Objectives:

To meet the State Strategic Plan goals, the following objectives will be met by the ESL Program:

1. To identify, assess, and provide an adequate program for English Learners (ELs) that develops their academic skills;
2. To provide researched based professional development and training in best practices and trends in the field of second language acquisition to administrators, teachers, support staff and all stakeholders of the ESL program;
3. To ensure that appropriate ESL curriculum and materials are selected, developed, utilized, and evaluated;
4. To promote family and community involvement in the development and implementation of the ESL Program; and,
5. To evaluate the effectiveness of the ESL Program.

IDENTIFICATION OF ENGLISH LEARNERS

The responsibility of the schools to identify students who require ESL services. The identification procedure set forth in this manual must be followed systematically; otherwise, students with limited English proficiency may not receive the ESL assistance they need.

Schools must identify in a timely manner EL students in need of language services. Home Language Survey (HLS) is a questionnaire given to parents/ guardians to help schools identify

which students are potential EL and who will require assessment of their English language proficiency to determine eligibility for services.

Schools are required to test students who may be ELs within 30 days of enrollment in a school [ESEA section 3113(b)(2)]. See appendix FGHJK ESL Timeline.

HOME LANGUAGE SURVEY PROCEDURES

A. Home Language Survey

Parents/guardians enrolling a student in a GDOE school, grades K-12, must complete a Home Language Survey (HLS) as part of the registration process. Parent with multiple children at a school, must complete a separate HLS for each student. All registration packet must be completed before the student may enter school. Please refer to the Student Procedural Assistant Manual (SOP1200-023).

B. Administration of the Home Language Survey

- When the parent or guardian begins the registration process for a new student, the school registrar presents a registration packet, to include a Home Language Survey in English. The clerk gives the parents the option to fill out the HLS in their native language. For language codes and HLS forms in various languages, see *Appendices B & C*
- If the parent can understand but not read English, school registrar must obtain the information orally and assist the parent in filling out the form.
- If the parent or guardian is unable to speak English or read the translated HLS, school registrar shall inform the Administrator or ESL Coordinator that an interpreter is needed. If no suitable interpreter can be found, the Administrator or ESL Coordinator shall contact the Division of Curriculum & Instruction.
- The school registrar shall ensure that the HLS is completed properly. More than one answer per question on the HLS is allowed and sufficient to identify the presence of a language other than English in the home. Parents or guardians are not be required to limit their responses to only one language per question.
- If there is any reason to question the accuracy of the answers on the HLS, verification shall be made by the school registrar or the ESL Coordinator.
- If multiple HLSs are found in a student's cumulative folder (i.e. an HLS in a Head Start folder), the form indicating a second language **must** be used when determining the language code for the student information system, as well as for determining ESL testing eligibility. The HLS noting a second language other than English should be the one filed behind the Potential English Proficiency (PEP) form in the student's cumulative folder. Only one HLS is required to be filed behind the PEP form.

C. Use of the Completed Home Language Survey

The school registrar may fill out a routing sheet for the ESL Coordinator and enter data into the student information as part of the registration process. See *Appendix D, Student Routing Sheet*.

And/or

The ESL Coordinator may obtain a student entry/withdrawal report from the student information system every two weeks, or as needed, to ensure that all ESL students are properly identified and placed into the appropriate programs in a timely manner.

The ESL and classroom teachers shall have ESL statistical data available through reports from PowerSchool. See *Appendix E, Power School Procedures and QSR Procedure Guidelines*.

POTENTIAL ENGLISH PROFICIENCY (PEP) FORM PROCEDURES

The Potential English Proficiency (PEP) Form must be placed in every student's cumulative folder. The use of this form is an ongoing process that begins with the transfer of data from the Home Language Survey. The PEP form should reflect the most current data and is a record of all the ESL documents filed underneath it. The information on the PEP form should be used to update student data on the student information system. See *Appendix F* for a copy of the PEP form with the instructions for completing it and a listing of the school codes.

LANGUAGE ASSESSMENT SCALES (LAS) PROCEDURES

A. Test Forms

The preLAS2000, LAS Links Placement Test and the LAS Links K-12 Assessments are the assessments currently used. The LAS Links has parallel forms. These forms come in five grade bands; K-1, 2-3, 4-5, 6-8, and 9-12. An initial assessment is given to new students upon entering the school system to place them in the appropriate program. Kindergarten students are initially assessed using the preLAS2000 or the LAS Placement. For students in grades 1 - 12 the LAS Links Placement Test is the appropriate assessment to use for initial placement purposes. LAS Links can also serve as initial placement.

The LAS Links parallel forms may be used in grades 1-12 to measure English language growth, and/or to satisfy exit criteria. LAS Links is given to students every 12 to 18 months until a student scores Level 4 or Level 5.

Ideally, a student should never be administered the same test form twice. It is critical to review the student's cumulative folder to ensure that the same form of the test is not administered a second time.

LAS Oral and LAS Reading & Writing Assessments were instruments previously used by GDOE to determine the overall English language proficiency of ELs.

B. Scoring Levels

The LAS Links K-12 Assessments yield an overall English Language Proficiency score of 1-5. Students who score 1, 2, or 3 are eligible for direct services in the ESL Program. A student who has an Overall score of 4 or 5 on initial assessment does not require services. GDOE uses the following proficiency levels taken from the LAS Links Administration Guide.

LAS Links Proficiency Levels (PL) PL 1 – Beginning – Student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

PL 2 – Early Intermediate – Student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

PL 3 – Intermediate – Student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

PL 4 – Proficient – Student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

PL 5 – Above Proficient – Student communicates effectively in English with few, if any, errors across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

LAS Links Placement Test – Students are rated as NP (Not Proficient), AP (Approaching Proficiency), P (Proficient). The ESL Program services NP and AP students. Students with a score of AP must be assessed using the LAS Links. A score of NP0 indicates proficiency in none of the four domains assessed; NP1 indicates student is approaching proficiency in one domain, NP2 in two domains and NP3 in three of the four domains tested.

C. Test Validity

It is important to realize that the assessment will not be a valid and reliable instrument unless the appropriate administration and scoring procedures of the district’s designated language assessment tools are followed. Common mistakes include administering the assessment in a noisy place, allowing students to hear other students being tested, and not establishing inter-rater reliability among testers. The validity of the assessment is also reduced if the same version is administered more than once to the same student. The entire assessment must be administered and scored within a three (3) week period.

D. Testers

All language assessment testers must be proficient English speakers, certified professionals, and have had appropriate training by district LAS Links Trainers. While GDOE has already offered numerous LAS workshops, there will always be a need for additional training, including an annual one for inter-rater reliability. Testers must carefully read both of the manuals that come with the testing kit: “How to Administer”

and “Scoring and Interpretation”. If there is no experienced tester at a school, the Division of Curriculum & Instruction can assist with assessments.

E. Whom to Test

The district’s language assessment tool should be administered within three weeks of the child’s enrollment in school unless the student was tested previously. The following students should be tested:

- ❖ Students whose HLS contains a language other than English, and
- ❖ Students whose HLS answers are English, but who are referred by teacher(s) because their level of English proficiency is questionable. A written referral must be completed by the referring teacher before assessment can be done. See *Appendix G*.

F. Recording Testing Information

The results of the district’s language assessment tool must be entered on the PEP Form. See *Appendix F -1, PEP form and F-2, School Codes* for PEP Form Procedures. In addition, the LAS Links Student Profile Sheet must be completed and filed in the student’s cumulative folder. Finally, all data must be updated in the PowerSchool student information system.

See appendix H for a summary chart of the district’s current language assessment tools and scoring levels.

DETERMINING ESL ELIGIBILITY

A student who meets the following criteria is identified as an EL and is thereby entitled to ESL services:

- Comes from a home environment where a language other than English is spoken, and
- Scores at a non-proficient level on an English language proficiency assessment

GDOE currently uses the preLAS2000, LAS Links and LAS Placement for determining English language proficiency. A proficiency level of 3 or below in LAS Links or a score of NP or AP on the LAS Placement indicates that the student is eligible for ESL Services.

Students who score PL 4 or PL 5 on the LAS Links or P on the LAS Placement test are considered as passed initial testing (PIT). These students are ineligible for ESL services and should be placed on program type “None – 0”.

NOTIFICATION OF PARENT/GUARDIAN

Students should not be placed in the ESL Program without notification and consent from a parent or legal guardian. See *Appendix I, Notice of Eligibility*. If a parent cannot read English, the notice must either be translated into a language the parent can read or be interpreted orally. All school communication with parents, whether oral or written, must be in a language the parents understand. If the school cannot identify anyone to translate or interpret, the Division of Curriculum & Instruction should be contacted for translation assistance. The School ESL Coordinator shall place a copy of the signed notification/consent letter in the students’

cumulative folder. If the parent objects to his/her child receiving services, the School ESL Coordinator must meet with the parent and explain the program and its advantages to the student. If the parent still objects, the student will not be placed in the ESL Program. In such cases, the ESL Coordinator **must** have the parent sign a “Waiver of ESL Services” and complete an Exit Document. See *Appendix J and K*. If a waiver form is signed, the ESL Coordinator and regular classroom teacher shall monitor student’s progress annually. See *Appendix L, Annual Follow Up*. Once a student with a waiver meets the exit criteria, that student’s status can be changed to MA with a program type 6.

GRADE LEVEL PLACEMENT OF ENGLISH LEARNERS

English Learners (ELs) must be placed in a grade according to their chronological age. It is unlawful to place a student in a lower grade because of limited English proficiency or the lack of, or inadequacy, of previous schooling. Any other placement must be fully justified and documented in the same way as retention. This documentation must be placed in the cumulative folder.

PROGRAM OPTIONS FOR ENGLISH LEARNERS

Every Student Succeeds Acts (ESSA) requires the district to identify all of its ELs and provide meaningful access to core curriculum (reading, language arts, math, science, and social studies). It is key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable amount of time. Therefore, it is recommended that ELs be placed in a least restrictive environment. Limited separation is allowable only when it is educationally justifiable and when the benefits of the program outweigh the detrimental effects of segregation.

The ESL program is designed to provide the assistance necessary for the students to succeed within the regular school curriculum. All ELs, including those with limited English skills, should be fully integrated with other students from the onset, in less linguistically demanding courses such as art, music, and physical education. Students are encouraged to participate in sports, choir, and other extracurricular activities. While ELs need some time when they do not have to compete with native speakers, they also need to mix with fluent English speakers for at least a portion of the day.

The design of an effective ESL program will vary according to a school’s demographics and resources. The list of ESL programs below provides a variety of options, but does not exclude variations on these basic program types. It is also recommended that ESL Coordinators and/or ESL teachers schedule time for lesson preparation, testing and record keeping-in their selected program option.

(1) PULL-OUT PROGRAM

This program combines students from several different classes for intensive English Language instruction. Students should be grouped according to age, grade, English proficiency, or a combination thereof whenever possible. The length and content of the classes depend on the school’s total student population, the proficiency level of the

students, and the number of ESL teachers. The responsibility for the student's grades lies with the classroom teacher. The ESL teacher provides supplementary support.

(2) SHELTERED LANGUAGE ARTS CLASSES - Elementary

In this direct service program, students are taught by an ESL teacher who makes the appropriate modifications to the regular curriculum to ensure that the material presented is comprehensible to the English Learner. The teacher is also responsible for issuing grades for the students in this program type.

(3) SHELTERED CONTENT AREA CLASSES - Secondary

These classes are designed to teach the regular curriculum using sheltered English teaching strategies. The teachers are regular content area teachers who have received special training in appropriate teaching techniques for sheltered content classes.

(4) CONSULTATION

This program option facilitates communication and provides opportunity for collaboration between the ESL Coordinator or ESL teacher and the regular classroom teacher(s). This ensures that instruction in the regular classroom is modified to meet the needs of students who are ELs. The progress of the students must be monitored in all their classes until the students have completely exited the ESL program.

Students are mainstreamed into subject areas as English proficiency develops. Students enrolled in these classes should be able to understand the content. Ongoing assessment of ELs should permit students who have improved in their proficiency to be mainstreamed at any time throughout the school year. At the elementary level, the curriculum is integrated; therefore, mainstreaming according to content area is not necessary.

All consultation meetings between the ESL Coordinator/Teacher and classroom teachers regarding ELs or ESL program issues should be documented in a consultation log sheet such as the one in *Appendix M, ESL Log Sheet*. These log sheets should be kept in a Consultation Log folder or binder. Administrators, Division of Curriculum & Instruction, or other school officials may request to review these documents to monitor program effectiveness.

(5) SPED PROGRAM

When the Individualized Education Program (IEP) of a SPED-LEP student does not indicate a need for ESL services, the student will be classified under this program type. ELs with IEPs who receive direct or indirect ESL service do not fall under Program Type 5, but rather under the appropriate ESL program.

(6) FOLLOW UP

Follow up is the designation for students with a Parental Waiver (PW) or who have met all criteria for exit (MA). Follow Up forms must be completed for two consecutive years for all students with MA or EX. See *Appendix L, Annual Follow Up*. The same Follow Up forms must be completed annually for students with a PW. Students designated for follow up are not counted as "receiving ESL services"

Within any of above program options it is the responsibility of the ESL Coordinator to facilitate the documentation of modifications made by the regular classroom teachers to the curriculum and accommodations made to classroom environment, instructional materials, strategies and assessments. See *Appendix N, ESL Modification/Accommodation Report*. The school principal is responsible for ensuring that these modifications and accommodations are made.. The ESL Modifications/Accommodations Report serves as supporting evidence of compliance with the Office for Civil Rights’ equity in education policies. If an ESL student is not academically succeeding, even with interventions, modifications and accommodations, a Child Study Team (CST) must be considered to determine a plan of action to effectively address the needs of the student.

All ELs must be identified for reporting purposes under a program type listed in the chart below. Program type numbers are entered on the PEP form, *Appendix F-1, Potential English Proficiency Form*, under section IV and in the PowerSchool ESL Custom Screen. Program types 1-4 are actual ESL programs in which students are considered “receiving ESL services” while the other codes describe the reason ESL services are not needed.

ESL Program Type Chart		
Receiving ESL services	1	PULL-OUT (<i>Direct Service</i>)
	2	SHELTERED-Elementary (<i>Direct Service</i>)
	3	SHELTERED-Secondary (<i>Direct Service</i>)
	4	CONSULTATION
Not Receiving ESL Services	5	SPED (Students serviced in the SPED program only)
	6	FOLLOW-UP (1 ST year for MA PW remains in this program type yearly)
	7	FOLLOW-UP (2 ND year for MA)
	8	NO PLACEMENT (i.e. students not yet assessed or no placement pending a signed Notification of Eligibility)
	0	NONE (MA who have completed two years follow up and PIT)

SCHOOL-WIDE APPROACH TO ESL INSTRUCTION

Implementing an effective ESL program requires a school-wide and district-wide commitment to academic excellence. Academic expectations should never be lowered for students who are ELs. Teachers should take pride in their students by providing academic support while remaining consistently demanding. At the same time, content must be comprehensible to the EL and, therefore, appropriate accommodations or modifications must be made.

Effective teaching strategies reflect current research and practice in the field of second language acquisition theory. Of the four language skills, listening usually precedes speaking and reading usually precedes writing. Beginning ELs may require an extensive listening period before they should be asked to produce any language. This will allow them time to gain confidence with the language before facing the inevitable risks of language production.

A relaxed and accepting learning environment is also important for acquiring a language. The language in the classroom must be real, meaningful, comprehensible, and contextual. Oral drills and workbook activities are of very limited value. Language acquisition is developmental and

incremental, proceeding from the known to the unknown. Acquiring language by using it naturally is more effective than trying to learn it by studying rules and word lists. Lessons should be communication-based and appeal to a student's natural desire to understand and be understood. The information exchanged in the classroom, between teacher and students and among students themselves, should be functional and meaningful.

Beginning students should feel free to express themselves, even if they make grammatical mistakes. There should be minimal correction of errors that do not interfere with communication; errors are often developmental and will disappear as the student attains greater proficiency. The atmosphere of the classroom should be supportive and non-threatening. Students should not be discouraged from speaking their own language, especially if that is the only way they can communicate. However, they should be reminded to use English as much as possible at school. The use of the native language at home in both oral and written forms should be encouraged. Research has shown that fluency in the native language results in quicker and easier acquisition of a second language.

Classrooms should contain a high, sometimes "noisy", level of communication and emphasize student collaboration on small group projects organized around learning centers. Individual work tasks, such as worksheet exercises, should be used sparingly. It is good to provide an informal, family-like social setting where teachers work with small groups of students (2-8) and travel about the room assisting students and making frequent checks for understanding. Large group instruction should be limited, usually confined to morning start-up activities.

The receptive skills of listening and reading normally precede the productive skills of speaking and writing. Once students have acquired the basic skills necessary for simple communication, the four skills should be integrated to the greatest degree possible and made a part of each lesson.

The primary focus for beginning students should be the basic skills necessary to survive at school and on Guam in general. As language proficiency increases, the content focus should shift to the regular curriculum, concentrating on the knowledge and thinking skills appropriate to the student's academic level.

STRATEGIES FOR TEACHING ENGLISH LEARNERS

Teachers should employ a variety of strategies and maintain the flexibility to discard ones that prove ineffective. ELs are preparing for a world in which technology affects everyday facets of life. The ESL teacher integrates technology to effectively enhance classroom instruction and enable ELs to be effective users of technology. The ESL teacher further provides increased educational technology opportunities to impact student learning. No single technique works for all teachers, for all students, or under all circumstances. Every effort should be made to incorporate technology along with the following strategies, methods and approaches which have been found to be effective in language teaching.

The Sheltered Instruction Observation Protocol (SIOP) Model focuses on building students' academic language proficiency in all content areas. The protocol is composed of thirty items grouped into eight main components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. These

components emphasize instructional practices that are highly effective in teaching second language. This model is the district's recommended approach for English language instruction. The SIOP model can incorporate many of the effective strategies listed below.

Cooperative Learning involves students working in groups towards common learning objectives. Cooperative strategies include: peer tutoring, whereby group members coach each other; jigsaw methods, in which each member of a group is responsible for a portion of a text; and cooperative projects, written papers, oral presentations, and artwork. There should be a high degree of student-to-student interaction, which may appear “noisy” to an outside observer unfamiliar with language learning principles. There are many advantages of cooperative learning, including linguistic (maximizing language production and communication), academic (sharing knowledge and skills), and social (increasing cross-cultural awareness and school involvement).

Sheltered content area teaching techniques focus on modifications in materials and delivery so that the lesson fits the developmental level of the students, both in terms of English skills and knowledge of content area. Teachers slow down and modify their speech, repeat when necessary, limit vocabulary and sentence length, check frequently for understanding, give concrete examples, and use pictures, visuals, body language, and other extra-linguistic clues to reinforce meaning. A student's limited English proficiency may slow down or impede the assimilation of the concepts. This should be taken into account when planning and delivering lessons as well as when grading.

Total Physical Response (TPR) is a technique using a sequence of modeled commands. For example, the teacher instructs the students to touch something of a specific color, or play Simon Says, or physically respond to a command. Students find TPR relaxing and enjoyable because all of the language introduced is visual and contextual, and they are not forced to speak until they are ready. It is highly effective with beginning students who lack the Basic English skills necessary to function in the classroom. TPR may be used with more advanced students as a way to pre-teach new vocabulary items.

The Whole Language Approach is a method of teaching language skills, especially reading, in a classroom that treats language as real, meaningful and communicative. Great value is placed on the personal and social aspects of language. Sub-skills are only taught within the context of real and meaningful language, such as children's literature, a film, a menu. Literacy projects such as dialogue journals, learning logs, bulletin boards, and student publications all help to develop language that is real, meaningful and communicative. Respect for books, for reading, and for libraries is promoted.

The Language Experience Approach (LEA) allows students to develop reading and writing skills by drawing upon their current knowledge of English using a given theme with which they are familiar. The theme can be initiated in various ways including a photograph, field trip, classroom experiment or personal experience. Students and teachers then work together to create language and compose texts that provide meaningful reading practice.

An Integrated Curriculum, organized around thematic units, helps students to learn language and content together, in context. The Guam Territorial Board of Education (now known as the Guam Education Policy Board) adopted an integrated curriculum for grades K-5 and an

interdisciplinary curriculum for middle and high schools. ESL teachers, regardless of the program option adopted, should make every effort to base their lesson on the integrated curriculum.

Computer-Assisted Language Learning uses technology, such as interactive multimedia, to allow students to work at their own pace, communicate effectively, and learn in the content areas. Planning for computer-based reading and math programs will support district-wide initiatives to integrate technology in the ESL classroom.

Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

Classroom Instruction That Works (CITW) Identifies CITW identifies nine instructional strategies to improve student success: 1) setting objectives and providing feedback, 2) reinforcing effort and providing recognition 3), cooperative learning, 4) cues, questions, and advance organizers. 5) nonlinguistic representations, 6) summarizing and note taking, 7) homework and practice 8) identifying similarities and differences, and 9) generating and testing hypotheses.

THE BIG 8 Literacy Strategies provide a framework for teachers to enhance their instructional toolkits to promote teacher effectiveness and student achievement. The areas include: 1) vocabulary, 2) student dialogue and grouping, 3) write to learn, 4) graphic organizers and note takers, 5) teacher and student questioning, 6) document, technological, and quantitative literacy strategies,

EFFECTIVE LESSON CHARACTERISTICS FOR ENGLISH LEARNERS

The following list can help all teachers plan effective lessons and can help administrators provide instructional leadership for all teachers.

1. Focus is mainly on communication rather than on grammar.
 - Activities are related to real-life communication.
 - Activities are personalized to student needs/interests.
 - Activities reinforce meaning rather than grammar.
2. Early language learning is concrete.
 - Gestures, body language, etc. are employed.
 - Realia (real objects), pictures, symbols, and others are used.
 - Situational contexts, synonyms, examples, etc. are utilized.
3. Student groupings are carefully considered.
 - Emphasis is given to having multi-level language abilities within groups. The pairing of less fluent students with more fluent students can be an effective strategy.
 - Input (spoken English) should be at least 75% comprehensible to all in the group.

4. Language form errors of beginning students are not overtly corrected.
 - Errors in pronunciation and grammar are not isolated and drilled.
 - Teacher models the correct form while keeping the focus on the content:
Teacher: Where did you go after school?
Student: I go to the baseball game. Teacher:
I saw you! I **went** to the game too.
5. Motivational situations are created.
 - Language is based on student needs, desires, and interests.
 - Language is practiced in realistic situations.
 - Real information, feelings, and opinions are communicated.
6. Teacher/student and student/student interaction is promoted.
 - Interactions for clarification and comprehension are encouraged.
 - “Who, Where, Why, When, What” questions are frequently used.
 - Conversation strategies are utilized.
 - Teachers should personalize language.
“Nita, what is your favorite TV show? I love to watch Disney Channel.” The teacher offers frequent explanations and restatements.

PROFESSIONAL DEVELOPMENT

The need for professional development is ongoing and essential to the professionalism of all ESL team members: administrators, teachers, counselors, specialists, aides, and support staff. Each school needs teamwork to meet the language needs of its students. Personnel turnover means that there will always be new staff members who will need training; and the rapid evolution in second language acquisition theory and practice means that even the most seasoned ESL teacher or regular classroom teacher needs the opportunity for renewal and growth.

Professional development can take several forms, including workshops organized for the entire district, school-based training, small group support networks, and university courses. Because no two schools or teachers have exactly the same needs, it is essential that any professional development program be fashioned with the particular needs of the participants in mind.

There are various resources available to schools when setting up a professional staff development program. The Federal Programs Division has various grants that may be used for professional development purposes. The Division of Curriculum & Instruction can help to plan, design, and implement an effective professional development program. A school’s ESL Coordinator and ESL teachers are a school-based in-service training resource. An additional resource for professional development can be found in chapter 3 of the English Learner Toolkit for State and Local Education Agencies published by the U.S. Department of Education. This document can be found on line (<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>).

GRADING

Students in the ESL program need a form of assessment that is consistent with the developmental nature of second language acquisition. For example, EL work must be modified by teachers so that a fair grade can be given. Portfolios are especially helpful for developing an accurate picture of student progress.

The U.S. Department of Education, Office for Civil Rights (OCR) has mandated a policy that is derived from legal interpretation of the Civil Rights Act of 1964. It requires districts to identify all of its ELs and provide them with equal and meaningful access to the educational programs offered by the district. It is mandated that ELs be assigned to the least segregated environment. Limited separation is allowable only when educationally justifiable (i.e., the benefits of the program outweigh the detrimental effects of segregation).

Following this logic, the best environment for ELs is in the regular mainstreamed classroom. Any English instruction outside of the regular classroom should be considered supplementary to the work being done in the regular classroom. Guam's ESL Program is designed to ensure that all ELs are given an equitable educational experience. Therefore, it follows that modifications and grading must be documented by both the ESL teachers and the regular classroom teachers as they work as a team to meet EL needs. This monitoring process is crucial to ensure that the EL's overall education is equitable. In order to comply with OCR mandates and the Title VI Lau vs. Nichols OCR Policy, the GDOE ESL Program has implemented the mandatory use of the ESL Modifications/Accommodations Report by all schools servicing ELs.

ESL Modifications/Accommodations Report

The ESL Modifications/Accommodations Report is designed for use by teachers who service ELs in their classes. See *appendix N, Modifications/Accommodations*. This report details the modifications and adaptations used by the teacher to ensure that the student is able to make progress in an equitable fashion. It is mandated by law that such modifications and accommodations are made; therefore, a system for monitoring this process is necessary.

The procedure for using the report form is as follows: The ESL Coordinator is responsible for identifying all students for whom the report will be completed (all identified ELs including those serviced on a consultation basis). The ESL Coordinator will inform the teachers who these students are at the beginning of the school year and as they transfer in from other schools throughout the school year. The ESL Coordinator will distribute the ESL Modifications/Accommodations Report forms to teachers at least two weeks before the end of the first and third quarters. Teachers complete the reports and return the forms to the ESL Coordinator by the due date for the 1st and 3rd quarter grades within the school year. The ESL Coordinator will then submit these forms to the School Administrator to review and acknowledge. Modifications/Accommodations may also be entered into the PowerTeacher Gradebook by the teachers and then reviewed and printed by ESL Coordinators. ESL Coordinators will file the completed forms in the students' cumulative folders by the end of the school year. A second copy may be sent home to the parents, but this is not mandatory. Although the procedure is done twice a year, modifications and/or accommodations must be done throughout the school year as the needs of the student dictate.

It is important to note that the ESL Coordinator is not overseeing the work of the teacher. Rather, he/she is facilitating the process of documenting the presence of the equitable education to which all ELs are entitled. It is the responsibility of the School Administrator to ensure compliance with this mandate within the school.

Regular Classroom Teacher Grading Policy (Elementary)

The regular classroom teacher in an elementary classroom has the primary responsibility for his/her ELs. Although the ESL teacher provides a progress report for students in a pull-out program, this report is separate from and in addition to the grades assigned in the regular classroom.

It is mandated by law that all ELs be given work suited to their ability level. The EL's grades in the regular or ESL sheltered classroom may be based on teacher-modified work. Therefore, it is essential that the regular classroom teacher understand his/her responsibility to modify lessons in all content areas based on a student's needs. The ESL teacher can offer assistance in explaining modification techniques.

ESL Teacher Grading Policy (Elementary)

When a school is implementing a pull-out program, the ESL teacher does not provide a grade for the report card. The ESL teacher is responsible for completing a progress report each semester for students in the pull-out program. See *Appendix O, ESL Student Progress Report*. One copy should be sent home. It is the school's responsibility to ensure that the first semester progress report is signed by a parent and returned.

The second semester progress report is to be placed in the student's cumulative folder at the end of each school year or when a student transfers. More frequent informal and/or formal feedback to teachers and parents is encouraged. ESL teachers of sheltered classes provide grades for the regular report card and are not required to complete the ESL Student Progress Report.

School ESL Grading Policy (Secondary)

At the secondary level, EL students are graded using the approved GDOE grading scale. It is essential that content area teachers understand their responsibility to modify lessons to ensure that the grades students receive are based on mastery of the skills taught and not English fluency. The teacher may use portfolios, projects and classroom performance to determine the ELs' mastery of the content skill. The ESL Coordinator and/or ESL Teachers can offer assistance in modifying lessons to meet the needs of the students.

EXITING FROM THE ESL PROGRAM

ELs exit the program once they have achieved mastery of the English language at a level that allows them to participate successfully in the school's regular curriculum.

To ensure that this level has been achieved, a student in the **elementary** grade levels (K- 5) must meet all of the following criteria for exit:

1. Teacher recommendation for exit (*Appendix K-1, Recommendation for Exit*)
2. Most recent grades "C" (or the equivalent thereof) or above

3. A LAS Links Overall Proficiency Level of 4 or 5 or a LAS Placement score of P
4. A Nationally Normed Referenced Test (NNRT) [i.e. Such as but not limited to ACT Aspire, Terra Nova] score of at least 30th percentile or above on the complete battery. If a complete battery or other summative score is not available, then an average of the English and the Reading scores of at least 30th percentile on a nationally normed referenced test (See *Appendix P, ACT Aspire Individual Student Report Sample.*).

A student in the **secondary** grade levels (6-12) must meet 3 of the 4 following criteria for exit:

1. Three teacher recommendations for exit (*Appendix K-1, Recommendation for Exit*)
2. An academic grade point average of “B” (or the equivalent thereof) or better in core subjects
3. A LAS Links Overall Proficiency Level of 4 or 5 or a LAS Placement score of P or a LAS Oral score of 4 or 5 and LAS Reading/Writing combined score of 3
4. A Nationally Normed Referenced Test (NNRT) [i.e. ACT Aspire, Terra Nova] score of at least 30th percentile or above on the complete battery. If a complete battery or other summative score is not available, then an average of the English and the Reading scores of at least 30th percentile on a nationally normed referenced test (See *Appendix P, ACT Aspire Individual Student Report Sample.*)

Annual Follow Up

To ensure that students who have exited the ESL program are, in fact, succeeding in the regular classroom, annual follow-ups are required. A student who has exited the program via MA (Met All Criteria) must be reviewed using the Annual Follow Up form. The progress of students who have met all criteria for exit must be reviewed for two consecutive years. The progress of students who have exited the program with a Parental Waiver shall be reviewed annually. See Appendix K, Annual Follow Up

PARENTAL/ GUARDIAN INVOLVEMENT

Parents are the most important teachers that children have. They instill values, model behaviors, and establish the desire and need for education. Parents are more familiar than anyone else with their child’s everyday experiences. They know what motivates their child. Parents should be encouraged to provide a solid knowledge base for the child and monitor their child’s attendance and academic progress.

Schools need strong, positive and productive parental cooperation for a program to be successful. The school must advocate and initiate programs that will encourage parents to become actively involved in their child’s education. The following are suggested parent involvement activities:

- Parent Teacher Organizations
- Information exchange (newsletters, school websites, notices, telephone calls, home visits, family centers)
- Volunteer aides (special speakers, fieldtrips, after-school tutoring)
- Group or individual meetings (Child Study Teams, IEP meetings)
- Parent workshops and conferences (Family Engagement, Families and Schools Together, Parent-Teacher Conferences)
- School events (cultural fairs, open houses, fundraisers)

- Support Organizations (Micronesian Resource Center One-Stop Shop Guam, Motherhead/Fatheread, etc.)

GUIDELINES FOR DISTRICT-WIDE ASSESSMENTS

Guidelines for Inclusion and Accommodations for English Language Learners (ELs) on District-Wide Assessments

The following guidelines are in effect until such time as the Department of Education establishes an ad hoc committee to determine official guidelines and accommodations for English learners (ELs), formerly referred to as Limited English Proficient (LEP) students in the ESL Program.

These guidelines are appropriate for use during the administration of the district-wide assessment with students in grades 1-12.

Assumptions

The following assumptions provide a framework for all English Learners (ELs) taking the district-wide assessment:

1. All ELs identified through the Home Language Survey must be afforded the opportunity to participate in the district-wide assessment.
2. Information from the District-Wide Assessment should always be used in conjunction with information from other sources when making decisions regarding the student's educational programs.
3. Decisions regarding participation, accommodations, and reporting may differ as a function of the purpose of the assessment.
4. Assessment procedures should be responsive to the individual needs of all ELs.
5. Assessment accommodations should provide equity, not advantage.
6. Assessment accommodations should be consistent with those provided in the student's instructional program.
7. Reports of assessment results should include students in the GDOE ESL Program.
8. District personnel involved in the District-Wide Assessment should be trained in the administration of the assessment to include the appropriate use of accommodations for the EL population.

Introduction

The aim of the District-Wide Assessment is to document the ways in which Guam is helping students learn and demonstrate their knowledge of the major content areas including Reading and Language Arts, Mathematics, Science and Social Studies. The District-Wide Assessment provides information to ensure that the education system is providing the best educational opportunities possible for all students.

The aim of Guam's education reform is to develop an educational system that includes high expectations for all students. Participation in the district-wide assessment will ensure that the needs of all students are considered in policy decisions. Therefore, all students should be included in this district-wide assessment and accountability system.

Who Decides Student Participation?

Decisions regarding the extent of participation in the District-Wide Assessment of students in the ESL Program should be made by a team of professionals who know the student best. In addition, the student's parents and/or guardians must be informed in writing of the team's decision for 1) participation in the District-Wide Assessment with accommodations or 2) exemption from participating in the District Wide Assessment for reading and language arts.

Decision Making Team for ELs A team of educators familiar with the student's special needs (e.g. Child Study Team or teacher assistance team) would be the appropriate decision-making group. The team should include the following:

The student's regular classroom teacher

- The school administrator
- The ESL Coordinator and/or ESL teacher

The decision-making team should review accommodations before each assessment cycle to determine which accommodations are appropriate and necessary. The decision about when to use accommodations and which accommodations are appropriate for ELs depends on factors of which the following are central:

- The student's level of proficiency in English;
- The student's literacy in his or her own language;
- The language of instruction;
- The amount of schooling the student has received in a school where English is the medium of instruction;
- Cultural issues;
- Accommodations that are CURRENTLY being used in the classroom as part of instruction.

The decision-making team must consider the student's ability to participate in the assessment or why the assessment is not appropriate for the student. If the team determines that a student should be exempted from taking the assessment or that the student is able to take the test with accommodations, that decision should be documented to include:

1. reasons why the assessment, even with accommodations, is not considered appropriate for the student or what specific accommodations are appropriate for the student taking the test with accommodations;
2. parental/guardian permission for exemption or participation in the assessment with accommodations;
3. signatures of all committee members;
4. a provision for parents to challenge the team's decision.

The document describing the exemption or accommodations must be filed in the student's cumulative folder. A sample of the form is available in this manual. See *Appendix Q1, Documentation of English Learner Participation in the DWA*.

Purposes for Including All Students

It is understood that all students may not progress at the same pace. Even so, all students should be included in the assessment process to gather information about their academic progress. The intent of the District-Wide Assessment is to improve instruction for all students, not to penalize

students who are not at the standard, nor to impede the progress of highly capable students. Appropriate analysis and reporting of assessment results should lead to:

1. improved curricula and instructional practices;
2. appropriate supplemental instruction;
3. educational opportunities that challenge students; and
4. better community decisions about how to provide the best education possible for all students.

Information for students in the ESL Program should be reported in two ways. First, data should be aggregated with all other students. Second, data should be reported by special population. This information will be useful when considering educational programs, curricula, and academic standards for students in special populations.

Definitions

The following definitions will be applied during the administration of the District-Wide Assessment for grades 1-12.

Accommodations: An accommodation is any adaptation made to the assessment environment or process. Accommodations include variations in scheduling, setting, aids and assistance, and presentation format. These variations should not change the level, content, or performance criteria and should not change the reliability and validity of the assessment. Accommodations are made in order to provide a student with the opportunity to demonstrate what the student knows on the assessment.

Standard Accommodation: An accommodation that maintains standard conditions. It allows a student to take the test in different ways without changing what the test is measuring.

Non-Standard Accommodation: An accommodation which significantly changes what a test is measuring and does not maintain standard conditions of the test.

Modifications: A modification is an alteration of the assessment content or the assessment instrument. Modifications affect the reliability and validity of the assessment. **Modifications of the District-Wide Assessment for ELs are not allowable.**

Guidelines for Participation

All students, inclusive of ELs, should have the opportunity to attempt any or all portions of the assessment. Because the decision to exclude students from the District-Wide Assessment can greatly affect educational opportunity, a decision-making team should be convened to make the final decision.

Nothing should trigger an automatic exemption from the District-Wide Assessment. Exclusions should not occur as a function of a disability category, time spent in a general classroom, or the language the student speaks.

Federal guidelines require that all students be included in District-Wide Assessments. It is expected that all ELs will also participate in the District-Wide Assessment.

Guidelines for Exemption

All ELs currently participating in the ESL Program may be granted a **one-time exemption** from participating in the DWA for reading and language arts. The team may determine that the student is not able to participate in the assessment, even with accommodations, if he or she:

- ❖ has attended a school, whose medium of instruction is English, for less than one school year; and
- ❖ has a LAS Links Overall Proficiency of 1, 2 or 3 or a LAS Placement score of NP.

The student may be exempted from taking the District-Wide Assessment for one grade level only and parents/guardians must be notified of the exemption. See *Appendix Q, Documentation of English Learner Participation in the DWA*.

Accommodations for English Learners

Accommodations are to achieve equity, not to gain advantages over others. A person who wears glasses does not do so to make his/her sight better than that of other people. Glasses are worn to achieve the same level of sight as that of most people (the standard). Similarly, people who use hearing aids do so to achieve hearing levels as close as possible to those with normal hearing. This is the purpose of all accommodations-to bring the person using the accommodation to the same level (on some dimension) as most other people.

Accommodations are neither intended nor necessary for most students. Only a small number of students, because of significant individual circumstances or disability, will require some change in the testing situation to enable them to demonstrate what they actually know and can do.

The district-wide assessment allows for a number of test accommodations that can be used to address the needs of all students. All accommodations should be familiar to the student through his or her daily classroom instruction.

Guidelines for Determining Who Is Eligible for Accommodations

A student is eligible for accommodations if he or she:

- has a preLAS 2000 score of 1, 2 or 3;
- has a LAS Links Overall Proficiency of 1,2 or 3 or a Placement score of NP.

Parents must be notified of their child's eligibility to participate in the District-Wide Assessment with accommodations.

Documentation of team findings and parental consent forms must be obtained and filed in the student's cumulative folder.

English learners who are receiving special education services are eligible to receive ESL accommodations as well as any stipulated in their IEP.

No Accommodations

A student with a LAS Oral score of 4 or 5 and a combined LAS R/W of 3, or a preLAS2000 score of 4 or 5, or with a LAS Links Overall Proficiency of 4 or 5, or a Placement score of P shall take the test WITHOUT accommodations. Parents of student eligible to participate in the District-Wide Assessment without the accommodations do **not** need to be notified.

Selection of Accommodations for ELs

For purposes of this District-Wide Assessment, accommodations are defined as any variation in the assessment, environment, or process. Accommodations include variations in scheduling, setting, aids and assistance, and presentation format. These variations should not change the level, content, performance criteria, or the reliability and validity of the assessment.

No accommodation should be used for the first time on the district-wide assessment.

- It is also important to remember that some students have complex circumstances and multiple needs that require extra consideration (e.g. an EL with visual impairment). The multiple needs of these students should be accommodated as well.
- The decision-making team should review accommodations before each assessment cycle to determine which accommodations are necessary and appropriate.

Standard Accommodations

The following list includes standard accommodations which are allowable and appropriate for those students in the ESL Program taking the District-Wide Assessment.

Scheduling – Timeline

- spread the administration of the assessment over the testing window
- give additional testing time - allow student to continue working on each subtest as long as he or she is productively engaged
- allow frequent breaks
- schedule the assessment at a time of day most beneficial to the student

Setting

- use preferential seating (e.g. near the test administrator to see or hear directions better)
- assess students individually or in a small group to minimize distractions

Presentation Format: changes to how the assessment is given

- give directions in student's native language
- repeat directions
- simplify directions
- allow calculator use for Mathematics Problem Solving subtest (grades 4 and up)
- read items aloud to students (except for decoding and reading comprehension subtests)

Response Format: changes to how the student responds to the assessment

- provide visual aids (graph paper, templates, rulers)
- answer masking
- interpret oral response in native language

SPECIAL EDUCATION-LIMITED ENGLISH PROFICIENCY (SPED/LEP)

The process of referral to special education is addressed in a separate manual entitled “Handbook for the Delivery of Special Education Services.”

Determining whether a student is eligible for ESL services, Special Education services, or both is an important issue. The interface of Special Education and Limited English Proficiency is referred to as “SPED/LEP”. The following is a description of the issues and recommended procedures for SPED/LEP students based on recent writings by acknowledged authorities in the field.

United States Public Law 94-142, now called IDEA (Individuals with Disabilities Education Act), guarantees to children with disabilities, whether EL or non-EL, the right to a free appropriate public education (FAPE); to an Individualized Education Program (IEP) that includes special education and other services that meet their needs; to due process in assessment, identification, and placement; to education in the least restrictive environment; to tests that do not discriminate culturally; and to multi-dimensional assessment.

Approximately 12 percent of a given student population may require special education. This figure applies equally to both ELs and non-ELs. Linguistic, cultural, socio-economic, and lifestyle differences are not considered a basis for special education referral. The special education assessment process must document that a student’s learning difficulties do not stem from a lack of English proficiency and/or previously limited learning opportunities. There is a twin danger in either over-representing or under-representing ELs in special education programs. While over-representation used to be more prevalent, fear of litigation has led to the recent trend of under-representation. Failure to evaluate an EL, who may be eligible to receive special education services, could also lead to possible litigation. Thus it is recommended to assess in a timely manner. There is no minimum time that EL must be in the ESL program before a recommendation for evaluation by the Special Education Program can be made. If needed, an interpreter shall be provided to assist in any special education assessment. Contact the GDOE Division of Special Education for assistance in arranging for an interpreter.

ELs need to be tested thoroughly with formal and informal assessment tools. This helps determine an individual student’s level of functioning and if any disability exists. The LAS Links assessments are administered to all students whose home language is not English, but the results must be interpreted carefully. These assessments help to identify students whose English proficiency is less than their native language, but it will not show other conditions, such as hearing impairments, that may interfere with the acquisition of language in general.

When considering a special education referral, language assessment tests are available or are being developed in various native languages of the region. Contact the Division of Curriculum & Instruction for information on the tests currently available. The use of these tests will help determine if a student’s difficulties stem from a problem in their first language, rather than in second language acquisition. It is important to consider difficulties arising from the student’s move to Guam and the cultural and emotional adjustment a student must make. Finally, informal assessment in the form of input from parents, the ESL teacher, and the regular classroom teacher(s) is crucial to the overall assessment process.

Attempts at improving a student's performance in the regular classroom should precede referrals. This is done through modifying class work. The most effective modification strategies emphasize the use of meaningful language, genuine dialogue, higher order thinking, and highly motivating activities.

It is important to have a support system, other than the referral process for special education, to help teachers who cannot resolve problems with their students. A pre-referral process can eliminate unnecessary and inappropriate referrals. School-based problem-solving teams are an effective way to accomplish this. The teams, referred to as Child Study Teams, can help teachers with any student regardless of whether the student has a disabling condition or not. The teams are designed to assist students by improving their academic performance, reducing inappropriate referrals, and guaranteeing unbiased assessment procedures.

Three types of interventions are effective: school-based problem-solving teams, informal or curriculum-based assessment, and effective instructional procedures. The problem-solving teams can be comprised of classroom teachers and other personnel such as administrators, counselors, psychologists, ESL teachers, special education teachers, and nurses. One team member is designated to be the coordinator. All members should receive in-service training which focuses on the purpose of the team, the logistics for conducting the meeting, record keeping, and problem-solving strategies.

The team process is as follows:

1. A team coordinator is chosen.
2. The teacher submits a brief written description of the problem to the team coordinator. The description includes the desired performance, the student's strengths and weaknesses, other relevant background information, and strategies that have been tried.
3. The team coordinator reviews the request and obtains any other additional information. The request is then distributed to the team members, who review it and make individual recommendations prior to the team meeting. With the consent of the teacher, a team member visits the classroom for observation.
4. A meeting is held to determine the nature of the problem, to set one or two objectives, to select strategies for the teacher to implement, and to establish a follow-up plan to monitor the progress of the student while the interventions are implemented. The team makes specific recommendations, ranging from instructional techniques to special education referral. The recommendations can be either teacher-focused or child-focused.
5. Follow-up meetings are held to monitor progress and brainstorm alternative strategies. (See list of alternatives in following section.)

ALTERNATIVES TO SPECIAL EDUCATION

There are alternative methods of instruction that should be explored before an initial referral for special education is made. These methods are not designed to limit the number of special education referrals, but rather to suggest appropriate alternatives.

1. Planning with colleagues: the school administrators, counselor, or other support personnel (e.g., resource teacher, ESL Coordinator/Teacher) may be able to provide

assistance to the regular classroom teacher in planning a remedial program within his/her classroom or in selecting alternative methods and materials.

2. Transfer within the school: Another teacher within the school may have a program that would better meet the needs of the child. This may occur for the entire program or for certain subject areas.
3. Tutoring: The school may be able to use other students, volunteers, parents, or aides to provide tutorial support.
4. JP Torres Success Academy (JPTSA) is an alternative school that supports students through the following means: lower student-teacher ratios; individualized instruction; innovative instructional techniques; greater social-emotional health supports; flexible scheduling; and more supportive and nurturing school environment.
5. ESL Program: A program designed to ensure that all ELs are given an equitable educational experience during the school day, after school, and in the summer. Students should not be referred to Special Education if the difficulty arises primarily from non- proficiency in English.
6. Psychological Services: The Student Support Services Division (SSD) provides three types of psychological services: consultation with school personnel regarding student emotional and behavioral problems, assessment of non-special education students, and therapy to students and families whose needs are beyond the ability of their school to address.
7. Response to Intervention (RTI): A process used by educators to help students who are struggling with a skill or lesson; every teacher will use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability

CUMULATIVE FOLDER PROCEDURES

The maintenance of student cumulative folders is a critical practice so that student information is readily available for a variety of purposes. Federal funding to the district may be negatively affected if student records are not in order or regularly updated. Consistency among schools in cumulative folder maintenance will ensure that ESL documentation is organized and easily accessible for personnel reviewing student folders. The following is the standard procedure for filing of ESL documents.

All ESL documents should be filed on the left side of the cumulative folder in the following order. Documents 1-9 are filed from **top to bottom**. Documents 10-13 should be filed chronologically below documents 1-9 with the most recent on top:

1. Cumulative Folder Checklist (*Appendix R*)*
2. Potential English Proficiency (PEP) Form (on blue paper) (*Appendix F-1*)
3. Home Language Survey (HLS) (*Appendix C*)
4. Teacher Referral for Testing (*Appendix G*)
5. Notification of Eligibility (*Appendix I*)
6. Parental Waiver (*Appendix J*)

7. Exit Form (*Appendix K-2*)
8. Teacher Recommendations (*Appendix K-1*)
9. Follow Up Forms (*Appendix L*)
10. Modifications/Accommodation Reports (*Appendix N*)
11. ESL Student Progress Report (*Appendix O*)
12. District Wide Assessment Participation Document (*Appendix Q*)
13. LAS Assessment Documents (*Appendix S*)

For each year the documents shall be filed in the order above. For example, First Grade would have an ESL Student Progress Report followed by the DWA Participation Document and followed by LAS Assessment Documents. The following year, the Second Grade ESL Student Progress Report will be filed, followed by the Second Grade DWA Participation Document and followed by LAS Assessment Documents, and so forth.

*The Cumulative Folder Checklist (*Appendix R*) is not required in cumulative folders where the HLS indicates ALL ENGLISH and student was not referred for LAS testing.

Student cumulative folders are subject to random audits by the Curriculum & Instruction and Federal Programs Office, and Student Support Services Division to ensure that all student documents are updated, maintained and filed properly. Student records shall be the overall responsibility of the School Administrator but shall be maintained by assigned personnel.

STUDENT INFORMATION SYSTEM PROCEDURES

Since ESL Coordinators are responsible for ESL program data in the school computer data system, they should be properly trained on the use of the system and allowed regular access to maintain student data. ESL Coordinators must be able to update the ESL student data on the ESL Custom Screen in the student information system to ensure student data is current and accurate. In addition, mandatory Quarterly Summary Reports prepared by the ESL Coordinator are based on reports that are generated by the student information system. Although the computer operator at each school is a valuable resource for the ESL Coordinator, this person is not always readily available. It is to the ESL Coordinator's advantage to be able to generate ESL program reports from the student information system in order to meet the district's ESL report deadlines. See *Appendix E, Powerschool Procedures and QSR Guidelines* for instructions on maintaining student demographics on the current student information system and generating reports.

THE ESL TEAM

A good ESL team requires the collaboration of administrators, ESL Coordinators, ESL and regular classroom teachers, counselors, resource specialists, school aides and office staff. The leading roles are played by the administrator and ESL Coordinator.

Administrators have the responsibility of selecting team members; keeping the team together and functioning well; monitoring the procedures to ensure that all limited English students are identified, assessed, and placed in an appropriate program; supervising the collection of data; providing the ESL Coordinator extra preparatory time to complete required record keeping; limiting the size of the ESL classes to permit effective communication; allowing the ESL teachers sufficient time to conduct assessments and keep records current; providing instructional leadership and evaluation to assure the

effectiveness of ESL teaching; providing in-service training to all school employees; and ensuring that the school budget provides all necessary books, supplies, and testing materials.

The **ESL Coordinator** must monitor all aspects of the ESL process to ensure that the following occurs: the Home Language Survey is completed and recorded for all students; all students with a documented language other than English or those recommended by classroom teachers are LAS- assessed; the program meets the needs of all students requiring service; effective instruction is being offered in both the regular classrooms and ESL classrooms; students are assessed continually; and complete records are kept and updated. The ESL Coordinator and/or ESL teacher will serve as a mentor to the regular classroom teacher and provide training and model effective ESL instructional strategies.

Secondary and larger elementary schools shall have an ESL Coordinator whose sole responsibilities are testing, record keeping, consultation, placement, and related tasks, while teaching is left to the ESL teachers. The ESL Coordinator/teacher at the elementary level shall have a minimum of 2 hours of the school day for ESL Coordinator duties. At least one hour of this time should be uninterrupted by other teaching duties. **ESL Coordinators and ESL teachers may never be assigned as substitute teachers.** This practice violates the civil rights of the English learners.

Classroom and ESL teachers have a role in servicing their ELs by ensuring that lessons are designed and delivered in a way that meets student needs. Assessment of student performance and grading must take limited English proficiency into consideration.

Counselors have an important role in helping to identify and place ELs in appropriate classrooms. The lower the LAS score, the more ESL instruction will be needed. Secondary students who have achieved some proficiency, but who are not yet fluent, should be placed in Sheltered English content area classes if available. Counselors should also assist ELs in making a smooth adjustment socially and emotionally to the new school environment.

ESL Aides work closely with the ESL Coordinator to ensure that the mandates of the ESL program are carried out within the guidelines of the ESL Procedural Manual. They may work with individuals or small groups of ELs to reinforce skills initially introduced by the ESL teacher. They may take charge of the ESL class for short periods of time when the teacher is called away or until the substitute teacher arrives. They may tutor ELs in remedial lessons, provide programmed lessons for the ESL program, provide special services (i.e. interpreting in the native language), accompany students to and from ESL classes or testing, and perform other related ESL duties as required and/or requested by the ESL Coordinator. Such duties may include but are not limited to: filing of ESL documents (i.e. LAS Assessments, exit documents, teacher recommendations, and ESL Modifications/Accommodation Reports); preparation of LAS assessment documents; notification to classroom teachers of assessment schedules for individual or groups of students; review of class lists on the student information system to prepare and maintain an ESL student listing for each teacher; review of folders for exit criteria (i.e. DWA score); assisting the ESL Coordinator and Computer Operator to ensure that student data is updated on a regular basis; and providing administrative services to the ESL Coordinator. When necessary, ESL Aides may oversee ESL classes when the Coordinator or ESL teacher is administering the LAS.

****Each ESL teacher shall have the exclusive use of a school aide in the classroom.****
(Collective Bargaining Agreement, September 4, 2017 section 6.I.4).

Clerks and other school personnel should provide whatever assistance is necessary for ELs to learn. More individualized attention may be necessary to communicate directions, rules, and procedures.

Registrars are responsible for ensuring that all parents who are registering their children are given a Home Language Survey form. If there is any indication that the parent speaks a language other than English, the registrar must determine what language is spoken at home and then offer the parent the HLS form in the family’s native language when the parent does not appear to have a good understanding of English.

Registrars and/or Computer Operators are responsible for printing out a screen print of the information in the ESL Custom Screen of the student information system for any student who transfers or withdraws. This print out must be attached to the student’s withdrawal form. This facilitates the placement of students at a new school.

CLASS SIZE CHART		
Program Type	Maximum Load	Notes and Exceptions
Pull – out	10	Multiple Proficiency Levels
Sheltered		Elementary
❖ Mixed Levels	10	Multiple Proficiency Levels
❖ Level 1	10	Beginning (Pre-Production English Fluency/Non-Literate)
❖ Level 2	14	Early Intermediate (Early Production English Fluency/Emerging Literacy)
❖ Level 3	16	Intermediate (Intermediate English Fluency/Intermediate Literacy)
Sheltered	14	Middle School
Sheltered	16	High School
Consultation	75	Per ESL Coordinator/Teacher if the Coordinator/Teacher is servicing additional students in another program option such as pull-out, sheltered, etc.
Consultation	250	Per ESL Coordinator if the Coordinator is servicing consultation students only

PROGRAM ACTION PLAN

All ESL Coordinators must submit an annual Action Plan to the Division of Curriculum & Instruction no later than the end of the first week of October. The Action Plan is designed to provide a projection for the school year based on data as of September 30. It includes a school profile, goals and objectives, program design, instructional format, staff development, family involvement, and evaluation to determine the effectiveness of the ESL program at their school. The Action Plan must be reviewed, approved and signed by the School Principal before submission to the Division of Curriculum & Instruction. This procedure will assist Guam Department of Education in ensuring that each school is in compliance with policies set by the ESL Program and the Office for Civil Rights. The Action Plan format is provided. See *Appendix T, ESL Program Action Plan*. The format is also available electronically from the Division of Curriculum & Instruction. At the end of the year each school shall submit a report detailing how well it met the goals and objectives outlined in its Action Plan. See *appendix U, End of the Year Report*.

PROGRAM MONITORING AND EVALUATION

Program Monitoring

The ESL Program is monitored on a regular, on-going basis. A formal on-site visit is made to each school a minimum of once annually by a representative of the Compliance Office or by the Division of Curriculum & Instruction. In the monitoring process:

1. Each school develops a plan for the delivery of services to its ESL population which they report in their annual Action Plan. See *Appendix T, Program Action Plan*.
2. The district staff assesses the implementation of the school plan to determine if students are receiving the language support services needed. (Computer-generated lists of target students and teacher class lists will be used in this process, along with school visitations/observations). When deficiencies are identified, corrective action will be taken.
3. Feedback on the program assessment will be provided to the School Principal, ESL Coordinator and the Superintendent of Education. Reports of district-wide program assessments will be shared among district ESL personnel and with the Office for Civil Rights.
4. Technical assistance will be provided to the schools by district ESL personnel for appropriate program improvement.

Program Evaluation

GDOE will evaluate the effectiveness of the ESL program on an on-going basis. This evaluation will examine disaggregated data by subgroups including: ELs and long-term ELs. An evaluation design has been developed in coordination with the Department's Research, Planning and Evaluation Division and with the Office of Civil Rights.

It is recommended that each school use the ESL Program Evaluation Checklist for Schools early each school year to assess its ESL program and ensure that all essential components are being implemented correctly. See *Appendix V, ESL Program Evaluation Checklist for Schools*. The ESL Time Line is a general guideline to be referred to throughout the year. See *Appendix W, ESL Timeline*. A Cumulative Folder Checklist is included in the appendix. This checklist will help the ESL Coordinators manage the cumulative folders. See *Appendix R, Cumulative Folder Checklist*. The Quarterly Summary Report (QSR), *Appendix X, Quarterly Summary Report*, **must be** submitted to the Division of Curriculum & Instruction no more than 5 working days after the end of each quarter. For instructions on how to complete the QSR see *Appendix E, Powerschool and QSR Procedure Guidelines*.

ESL Procedural Manual Review

This ESL Procedural Manual shall be reviewed and updated periodically. See Board policy 312.

KEY ESL TERMS

Accommodations: Variations in classroom instruction, the learning process, setting, presentation format without changing the content of instruction.

BICS: Basic Interpersonal Communication Skills. Second language learners acquire BICS as they interact on a social level. It usually takes students 1-3 years to completely develop this social language. A student may appear fluent in English in social situations, yet lack academic language skills.

Bilingual: Refers to the use of more than one language.

Bilingual Instruction: Provision of instruction in school settings through the medium of two languages, usually native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of said program.

CALLA: Cognitive Academic Language Learning Approach – CALLA is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

CALP: Cognitive Academic Language Proficiency. Second language learners must develop the language skills needed to undertake academic tasks in the mainstream classroom. CALP includes content-specific vocabulary and language functions. It may take students 5 to 7 years to develop CALP. CALP developed in the first language contributes to the development of CALP in the second language.

Comprehensible Input: Spoken or written language delivered at the learner's level of comprehension. The concepts being taught are made comprehensible in a variety of ways such as graphic organizers, realia, illustrations, and demonstrations.

Core Subjects: Reading, Language Arts, English, Social Studies, Science, and Math.

Direct Services: Students receive direct services from the ESL teacher(s) to improve their language proficiency and their overall academic skills in a pull-out or sheltered program.

EL(s): English learner(s).

ESL: The field of English as a Second Language; courses, classes and/or programs designed for students learning English as an additional language.

Exit Criteria: Standards developed by educators to define when a student has demonstrated satisfactory progress in a program for ELs.

HLS: Home Language Survey. Form completed by parents of all students enrolling in the Department of Education upon registration to identify the language(s) used at home.

Home Language: Language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

L1: First or native language.

L2: Second language.

LAS: Language Assessment Scale. Assessment used to measure English language proficiency.

LOTE: Language Other Than English. The term previously used to describe the district ESL Program.

Language Proficiency: The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

LEP: Limited English Proficiency. A term used by the Office for Civil Rights to describe students who have not developed fluency in the English language.

Long Term English Learner: An EL who has not attained English language proficiency within five years.

Modifications: Adaptations of the curriculum content to meet the student's language needs.

NNRT: National Norm Referenced Test. For example: ACT/Aspire, SAT 10, or Terra Nova.

OCR: Office for Civil Rights in Washington, D.C. This office ensures that students have equal access and opportunities to participate in and receive services without facing unlawful discrimination.

PEP Form: Potential English Proficiency form. A mandatory form on blue paper that must be in every student's cumulative folder, even if all answers on the HLS are only English.

Percentile Rank–Stanine: This score is used to help determine a student's eligibility for Exit from the ESL program. The percentile rank is a student's relative standing in comparison with students in the norm (reference) group in the same grade tested at a comparable time.

Parental Waiver (PW) form: A form that a parent signs to waive ESL services for a child after being advised of the child's eligibility for ESL services.

Primary Language: A child's first language or the primary language spoken at home.

PowerSchool: The web-based student information system currently used by the Guam Department of Education.

Pull-out Instruction: Refers to direct service of ELs by the ESL teacher for one or more periods a week for supplementary ESL instruction in a small group setting.

Realia: Concrete objects used to relate classroom teaching to real life (e.g., use of actual foods or supermarket circulars to develop the language related to foods, food purchasing).

Response to Intervention (RTI): A process used by educators to help students who are struggling with a skill or lesson; teachers use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom.

SIOP: Sheltered Instruction Observation Protocol (SIOP). An instructional model that was developed to make content materials comprehensible to English Learners.

Second Language Acquisition: The process of acquiring proficiency in a second language.

Sheltered Instruction: An approach in which students develop knowledge and skills in specific subject areas through the medium of English. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more comprehensible to students with different English proficiency levels. The SIOP Model is the District's preferred model for Sheltered Instruction.

Silent Period: A period of varying duration when a newcomer is unwilling to speak in the second language. Nearly all students go through a silent period. This stage could last for as long as one year. English learners should not be forced to speak until they are ready to do so.

SLIFE: Students with limited or interrupted formal education.

TESOL: An organization for Teachers of English to Speakers of Other Languages.

INDEX

Annual Follow-up	16
Class Size Chart	27
Cumulative Folder/Student System Information Procedures	24
Effective Lesson Characteristics for EL	12
Determining ESL Eligibility	6
ESL Team	25
Exiting from the ESL Program	15
Glossary of Key ESL Terms	29
State Strategic Plan & Program Objectives	2
Grade Level Placement of EL	7
Grading	14
Guidelines for District-Wide Assessment	16
Home Language Survey Procedures	3
Identification of English Learners	2
LAS Assessment Procedures	4
Notification of Parent/Guardian	6
Parent/ Guardian Involvement	16
PEP Form Procedures	4
Philosophy	1
Program Action Plan	28
Program Monitoring and Evaluation	28
Program Options for English Learners	7
School-wide Approach to ESL Instruction	9
Special Education	22
Special Education Alternatives	23
Professional Development	13
Strategies for Teaching English Learners	10

APPENDIX

A.	Federal Law and Court Rulings
B.	Language Codes
C.	Home Language Surveys (Versions in English and languages other than English)
D.	Student Routing Sheet
E.	PowerSchool Procedures and QSR Procedure Guidelines
F.	Potential English Proficiency and School Codes
G.	Referral for Initial ESL Evaluation and/or Assessment
H.	Summary Chart of LAS Results
I.	Notification of Eligibility
J.	Waiver of ESL Services
K.	Documentation of Exit Criteria & Teacher Recommendation for Exit from ESL Program
L.	Annual Follow Up for Student Exited from ESL Program
M.	ESL Log Sheet
N.	ESL Modifications/Accommodations Report
O.	Student Progress Report
P.	ACT Aspire Individual Student Report Sample
Q.	Notification/Participation Documents for District-Wide Assessments
R.	Cumulative Folder Checklist
S.	LAS Profile Sheets T. ESL Program Action Plan
T.	ESL Program Action Plan
U.	End of the Year Report
V.	ESL Program Evaluation Checklist for Schools
W.	ESL Timeline
X.	Quarterly Summary Report