

URBANDALE COMMUNITY SCHOOL DISTRICT

Dr. Rosalie Daca, Superintendent of Schools



Mission: Teaching All - Reaching All
Vision: Urbandale will be a school district
that brings learning to life for everyone

2022-2023 EL (English Learner) Lau Plan and Procedure Manual

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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinator is Mr. Ryan Williamson, williamsonr@urbandaleschools.com.

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Spanish Translation - No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencia. Hay un procedimiento de agravios para procesar quejas de discriminación. Si usted tiene alguna pregunta o una queja relacionada con esta política, por favor, póngase en contacto con la oficina distrital a 11152 Aurora Ave, Urbandale, IA o llame a 515.457.5000. El Coordinador de Equidad del Distrito es el Sr. Ryan Williamson, williamsonr@urbandaleschools.com.

Hakha Chin Translation - Urbandale Community School District i a kai mi Sianginn ngakchia vailte hna Mibu sin ah tel terlonak, Thathnemnak pawl pek duh lonak, asiloah Urbandale Sianginn nih tuahmi chung in Miphun ruang, Taksa a zawng thleidannak, Zumhnak ruang, Biaknak ruang, Thitumnak (program caah) , Minung chuahkehnak, Chuahkehnak miphun ruang, Tlamtlinlonak ruang, Nu siruang Pa siruang ah, Nu le Pa, Kum (Rian ruang ah) asiloah Hawikomhnak le Sipuazi ruang ah pheo le thleidan khawh asi lo. Kan Districts policy ummi cawnnak program vialte le hmuhkhawhmi vialte cu sianginn ngakchia nih a herh bantuk in le duhnak a ngeihmi bantuk in, man ngei in le, thil tikhawhnak le, asi kho mi pawl a herhnak bantuk in kan bawmh lai.

Thleidannak kong i thinhun ingpuannak a um tikah phunzianak tuah ding zulh phun a um. Hi kong he pehtlai in bia halding na ngeih ahcun zaangfahnak tein 11152 Aurora Ave, Urbandale, IA asiloah 515.457.5000 ah kan chawn te. Districts Equity zohkhehtu Coordinator Pa Mr. Ryan Williamson, williamsonr@urbandaleschools.com ah email ca kau te.

Table of Contents

Purpose	3
Philosophy and Mission	3
Linguistic, Academic and Cross-Cultural Principles	3
Identification and Placement.....	4
Description of LIEP	7
Staffing	10
Access to the Iowa Core and English Proficiency Standards	12
Access to Co-curricular and Extracurricular Programs	14
Professional Development	18
English Language Development Assessment	19
Assessment and Grading	20
LIEP Exit Criteria and Procedures	21
Monitoring Procedures	21
Program Evaluation	22
Appendix	
Family Interview Form	A
Urbandale English Language Learner Service Descriptors	B
Request for Interpreter	C
Instructional and Assessment Strategies of English Language Learners	D
Iowa Guidelines for K-12 ELL Participation in District Wide Assessments	E
LIEP Model Descriptions	F
Glossary	G

Purpose

The Urbandale Community School District's Lau Plan and Procedure Manual serves as guidance for addressing the linguistic needs of English learners (ELs) and for implementing appropriate programming designed to reduce linguistic barriers to the core instructional program. The district's Lau Plan ensures that there is an approved process in place for the identification of ELs, as well as a plan to begin a specialized language instruction educational program (LIEP) for such students immediately upon enrollment. In addition, the UCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the students' English language development. The plan also identifies LIEP models for ELs.

Philosophy and Mission

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

Linguistic, Academic and Cross-Cultural Guiding Principles

The Urbandale Community School District's English Learner program strives:

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

II. Identification and Placement

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

Identification

The first step in identifying an English language learner is to conduct a Home Language Survey. The Urbandale Community School District uses the TransACT website www.transact.com to provide the “Home Language Survey-IA” (HLS-IA) to families in their first language. Every attempt is made to provide native language interpretations to assist families with completing documents and assist with the registration process. Families complete the HLS-IA for all students new to the district, including kindergartners, transfer students, refugees, migratory children, and immigrants.

The completed survey is given to the building secretaries and to the building EL teacher. If a response on the HLS-IA indicates a language other than English in the student’s background, the building’s English learner teacher facilitates the identification process as needed, including gathering additional information by using both standardized and locally developed English language proficiency and academic skill assessments and/or conducting interviews. See Appendix A for the “Urbandale English Language Learner Family Interview Form.”

The HLS-IA becomes part of the student’s permanent records and is stored in the student’s cumulative file. It is also available to the student’s teachers. Other data that may be used to potentially identify a student as needing EL services include: student records, teacher interview, family information, teacher observation, referral, student grades, or informal assessment.

The building English learner teacher(s) administer the ELPA21 Dynamic Screener to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of school, or two weeks of the student’s enrollment, if it is after the start of school. The ELPA21 Dynamic Screener is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The ELPA21 Dynamic Screener results are stored in the students’ cumulative files. The EL teachers in Urbandale are trained on the ELPA21 Dynamic Screener administration every year, utilizing the AEA training site. Each teacher’s certificate of successful completion is stored by the Coordinator of Student Services.

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

Level	Language Screening (Administered when a language other than English is indicated on the Home Language Survey)	Person Administering
Elementary, Middle School, and High School	ELPA21 Dynamic Screener	EL teacher
Level	Literacy Screening	Person Administering
Elementary	Review of Student Records	Building Principal, Classroom teacher, and EL teacher
	FAST CBM and eReading	Classroom teacher, Reading teacher, or EL teacher
	Early Literacy Assessments	Classroom teacher, Reading teacher, or EL teacher
	Fountas and Pinnell Benchmarking	Classroom teacher, Reading teacher, or EL teacher
	MAP , grades 3-5	Classroom teacher, Reading teacher, or EL teacher
Middle School	Review of Student Records	Counselor/EL teacher
	FAST CBM	Classroom teacher, Reading teacher, or EL teacher
	LLI Assessment	Classroom teacher, Reading teacher, or EL teacher
	MAP	Classroom teacher, Reading teacher, or EL teacher
High School	Review of Student Records	Counselor/EL teacher
	MAP	Classroom teacher or EL teacher
		EL Teacher

Level	Math Screening	Person Administering
Elementary	Review of Student Records	Building Principal/EL teacher
	Everyday Math Assessments	Classroom teacher/EL teacher
	MAP, grades 3-5	Classroom teacher/EL teacher
	Number Worlds Placement Test	EL teacher
	Fast Math	Classroom teacher/EL teacher
	Numeracy Project	Classroom teacher/EL teacher
Middle School	Review of Student Records	Counselor/EL teacher
	ALEKS Screener	EL teacher
	MAP	Classroom teacher/EL teacher
High School	Review of Student Records	Counselor/EL teacher
	ELL Designed District Math Computation Assessment	EL teacher and UHS math teacher
	ALEKS Screener	EL teacher
	MAP	Classroom teacher/EL teacher

Placement and Program Design

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

At the elementary level, all students learn the same content. At the middle school, most students take all of the same courses. All students have the option of participating in band or choir. Some newcomer ELs may be exempt from extended core or social studies until they no longer need the intensive instruction of a newcomer program. At the high school level, a team which may include the counselor, administrator, EL teacher, core teacher, and the family / student make class choices based on transcripts (if available), skill level, and the student’s goals.

Based on the assessment results, an EL is matched with the appropriate English language service delivery model. This initial placement is flexible and may be changed based upon classroom and EL teacher observations. The EL teacher determines initial placement and may consult with the building administrator or general education teacher. No placement is considered permanent. The

student's progress is monitored and evaluated frequently, and appropriate program changes are made as needed.

Family Notification

Family notification is a critical component of serving ELs. If a student's score indicates that the student is eligible for the EL program, the EL teacher will complete the "English Learner Program Placement" TransAct form. If a student's score indicates that the student is not eligible for the EL program, the EL teacher will send home the "Determination of Student Eligibility" form indicating that a LIEP is not recommended. Teachers should send a copy of the form home, along with the score report.

Family notification forms are to be sent out within 30 days of the beginning of the academic year, or within 30 days if the student enrolled after the start of the school year. UCSD will communicate the family notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. The forms are also placed in the student's cumulative folder.

The EL program is a voluntary program, and if at any point the families refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the family member. The EL teacher utilizes the TransAct form "Explanation of Consequences for not Participating in English Learner Program" during the meeting. If the family member proceeds with waiving services, the family member must sign a TransAct "Request for Change in Program Placement" form. This signed form is kept in the student's cumulative folder. This waiver must be updated every year. The date of this discussion is reported to the Coordinator of Student Services' assistant.

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

Description of LIEP

LIEP (Language Instruction Education Program) Goals

The Urbandale Community School District collects and analyzes specific district-level data in

order to measure the goals identified on page 3 of this Lau Plan. The 6 goals address the academic, linguistic, and cross-cultural needs of English Learners.

Academic:

- 100% of EL students in grades 3-11 will show individual growth expected on the MAP assessment in reading and math for both administrations

Linguistic:

- 73% of EL students who took the Language Proficiency Assessment in 2021 and 222 will show growth in their language proficiency level, as defined by the state definition of “plus one or better”.

Cross Cultural:

- All buildings will engage in at least one family engagement activity other than conferences.

Description of LIEP Models

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

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

Sheltered Instruction

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

Newcomer Program

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

English as a Second Language (ESL)

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

ESL may occur in the following ways:

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

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

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

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

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

Based on the results of the screening and/or assessment, a determination is made as to the level of support the student needs in the EL program. Students are placed into appropriate levels of programming and provided supports to assist in their continued acquisition of English and access to the district core curriculum. See “Urbandale English Language Learner Service Descriptors” (Appendix B) for additional information, including the description of frequency and intensity of services by grade span and current English proficiency level.

Families will be notified annually of their student’s continuing eligibility and level of services. The EL teacher will complete the “English Learner Program Placement” TransAct form. Family notification forms are to be sent out within 30 days of the beginning of the academic year or student enrollment, if the student enrolled after the start of the school year. The UCSD will communicate the family notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of this form is kept in the individual student’s cumulative folder. All identified ELs (except those who waive services) will receive LIEP with direct instruction provided by an ESL endorsed teacher.

As described in the Placement section, the EL program is a voluntary program. If at any point the family refuses services or chooses to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the family member. The EL teacher utilizes the TransAct form "Explanation of Consequences for Refusing English Learner Services" during the meeting. If the family proceeds with waiving services, the family member must sign a TransAct "Request for Change in English Learner Program" form. This signed form is kept in the student's cumulative folder. This waiver must be updated every year.

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

Staffing

In order to ensure the best educational opportunities for ELs in the Urbandale Community School District, the district has appointed the Coordinator of Student Services, along with the building principals to be responsible for the Language Instruction Educational Program. The Coordinator of Student Services is in charge of the oversight of the LIEP. Currently, the Coordinator is Dr. Keri Schlueter. She receives training on EL through several sources. Most recently, she completed a course through Drake University: Issues and Assessment of English Language Learning. She also participates in the Heartland ESOL Advisory/Networking meetings.

The district employs highly qualified classroom and EL teachers as licensed by the Iowa Department of Education. EL teachers hold an ESL endorsement and classroom teachers are licensed in the content area for which they are teaching. Bilingual associates fluent in English as well as Arabic, Bosnian, Burmese, Croatian, Dinka, French, Hakha Chin, Kinyarwanda, Kinyamulenge, Nuer, Spanish, and Swahili are also hired by the district. For other languages the district hires services on an as needed basis.

EL Teacher Responsibilities

- Assess ELs to determine the eligibility, placement, on-going services and/or exit from the program.
- Monitor ELs for two years after their exit date.
- Provide formal language instruction (speaking, listening, reading, and writing).

- Promote pride in English language learners' cultural and linguistic backgrounds.
- Support ELs' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors and mainstream teachers.
- Maintain a student roster and send information to the Coordinator of Student Services.
- Assist in the team process of determining if an EL is entitled to other programs and/or services within the school (i.e. Extended Learning Program, Special Education, Title 1, At-Risk).
- Involve the ELs' families and the community in the educational process.
- Provide administrators, classroom teachers and EL associates professional development in the area of English language learning through one-on-one information updates, co-teaching, emails, and building and district level professional development opportunities.

English Language Learner Bilingual Associate Responsibilities

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

Classroom Teacher's Responsibilities

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

The district will develop, implement, and review on an annual basis, a staffing plan designed to

effectively carry out the district's EL program. The plan will consider:

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

Recommended LIEP teacher-to-student ratios:

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

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

Elementary School, 1 teacher; up to 50 student contact points

Contact points will be determined using the following formula:

Beginning Fluency = 2 contact points

Intermediate Fluency = 1 contact point

Advanced Fluency = 1 or .5 contact points

Waiver = 0 contact points

Exited = 0 contact points

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

Recommended EL program bilingual associate to student ratios:

District wide, 1 Associate; up to 70 students

Access to the Iowa Core and English Language Proficiency Standards

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

To ensure that ELs have access to the Iowa Core Curriculum, all ELs spend significant time in the general education classroom. EL teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via

email. The frequency of collaboration varies depending on the purpose, the level of student language acquisition, and the number of years the two teachers have planned together. Two teachers co-teaching may plan together daily, while two teachers who just need to tweak or adjust a unit they've used before may only need to meet at the start or midway through the unit. Additionally, the Urbandale Community School District provides professional development to both EL and classroom/content teachers centered around content instruction and cultural awareness. For examples of instructional and assessment strategies see Appendix D "Instructional and Assessment Strategies of English Language Learners".

In addition to modifying the core curricular materials for instruction, teachers also have access to some supplemental materials. Examples of these materials:

Access American History, Houghton Mifflin Harcourt

Access Newcomers Program, Houghton Mifflin Harcourt

Access Science, Houghton Mifflin Harcourt

Inside the U.S.A., National Geographic

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

Dreambox math support

ESLibrary.com

IXL language support

Imagine Learning software program

MyLexia online program

Newsela

Our World Level 1, National Geographic

Our World Level 2, National Geographic

Oxford Picture Dictionary Content Areas+

Perspectives, National Geographic

Reading A-Z online program

Really Great Reading

Science A-Z online program

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

Scholastic Action

Simplify Writing

Time Zones, National Geographic

Wonders for English Learners / WonderWorks; McGraw Hill

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

Core materials are reviewed during a regular curriculum cycle. As materials are being selected, they are evaluated for use with English learners. Additional support materials that come with

programs or books are purchased to support English learners with the core. For instance, our elementary reading program offered EL readers, which we purchased. Combined with the other leveled readers, these readers give the teachers many opportunities to provide all students with the appropriate level of reading material, while engaging everyone in the rich concepts of the text.

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

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

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

Access to Co-curricular and Extracurricular Programs

Identification of English Learners Who Are Gifted

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

Any student, K-12 could be identified for services or be provided services in their classroom through testing and student data analyzed during the PLC process at each building. The

identification committee meets two times a year to look at recommendations (Oct. and May). The identification process can be initiated by any teacher or administrator in the district, a family member, or the student themselves by contacting the building ELP teacher. Completed assessments are kept in the student's cumulative folder.

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

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

Identification of English Learners Who Are Entitled to Special Education Services

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

Eligibility teams will follow the Iowa Eligibility Criteria and process, which includes examining relevant information through the Review, Interview, Observation and Test (RIOT) method to rule out whether a child's performance difficulties are primarily the result of a lack of English language skills. All buildings have the resource "The ELL Critical Data Process- 2nd Edition" to assist with this process.

Completed assessments are kept in the student's cumulative folder.

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

language acquisition and disability characteristics.

Identification / Participation in Other District Programs

The process for identifying and serving ELs in other district programming occur through our PLCs and building data analysis process. Lack of proficiency with the English language does not prevent a student from accessing other district support, such as at-risk programming or supplemental reading instruction. Likewise, our advanced placement courses and career and technical education programs are open to all students. The high school counselors work with students, their family, and teachers to select courses that will meet the student's educational goals.

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

Identification of ELs Attending Private Schools

The following procedures have been collaboratively developed through a meaningful communication to ensure timely and equitable EL services to EL students attending private schools located within the UCSD attendance boundaries. UCSD will provide English language services to English learners attending Des Moines Christian School and St. Pius.

Des Moines Christian Process:

1. Identifying ELs - All families enrolling children in private schools will complete a TransAct (HLS-IA) Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, DMC will make the initial contact with the student's family and explain the process of EL identification, placement, services and yearly assessment. Once that has been done, DMC will contact the UCSD Coordinator of Student Services to begin the process of identification and placement.
 - a. The UCSD Coordinator of Student Services will contact the appropriate UCSD building principal and EL teacher(s).

- b. The UCSD building principal or EL teacher will make contact with the private school to make arrangements to facilitate the identification process in the same manner as EL students enrolled in the UCSD. Note - the UCSD will go to the private school to complete the steps necessary to determine if the student is eligible for EL services.
2. Services - If the student qualifies for EL services the UCSD and DMC will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD Lau Plan. These services will be provided at the student's public neighborhood school building within the UCSD boundaries. The UCSD building principal will make the transportation arrangements.
 - a. DMC will assist the families of the identified EL student(s) to complete the UCSD registration paperwork. The registration paperwork will be sent to the UCSD Coordinator of Student Services.
 - b. The UCSD's Student Data Manager will input the EL student data in Power School as a shared student so that EL services can be provided.
 - c. EL teachers will send the New Student Information form to the Coordinator of Student Services Administrative Assistant.
3. Yearly English Language Development Assessments - The UCSD EL teacher(s) will consult with DMC to assess and share the results according to the UCSD Lau Plan and collaborate with the private school to meet the needs of the EL student(s).
4. Waived Students – If a family requests to waive EL services, the UCSD EL teacher and DMC will meet with the family to discuss the pros and cons of waiving EL services. At this meeting or any time after, if the family wants to waive EL services the UCSD EL teacher will follow the procedures as written in the UCSD EL Lau Plan (page 17 of this document).
 - a. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.

St. Pius Process:

5. Identifying ELs - All families enrolling children in private schools will complete a TransAct (HLS-IA) Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, the student is referred to the part-time teacher serving St. Pius. The teacher will make contact with the student's family and explain the process of EL identification, placement, services and yearly assessment.

- a. The EL teacher will complete the steps necessary to determine if the student is eligible for EL services.
6. Services - If the student qualifies for EL services the UCSD and St.Pius will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD Lau Plan.
 - a. St. Pius will provide student contact information to the UCSD Coordinator of Student Services.
 - b. The UCSD's Student Data Manager will input the EL student data in Power School as a shared student so that EL services can be provided.
7. Yearly English Language Development Assessments - The UCSD EL teacher will consult with St. Pius to assess and share the results according to the UCSD Lau Plan and collaborate with the private school to meet the needs of the EL student(s).
8. Waived Students – If a family requests to waive EL services, the UCSD EL teacher and St. Pius will meet with the family to discuss the pros and cons of waiving EL services. At this meeting or any time after, if the family wants to waive EL services the UCSD EL teacher will follow the procedures as written in the UCSD EL Lau Plan (page 17 of this document).
 - a. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.

Professional Development

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

The EL teachers received training on the English Language Proficiency (ELP) Standards. They completed the first three modules during the 2015-2016 school year. Modules 4-6 were completed during the 2016-17 school year. Teachers joining the EL team are provided support in understanding the ELP standards. Professional development for other district personnel (administrators, core teachers, bilingual associates) took place at the August 2016 pre-service

days, as well as periodically throughout the year based on Modules 1-3. The ELP standards can be referenced on the ELPA21 website.

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

The Coordinator of Student Services is storing documentation of the training, including the content and participants. EL teacher certificates from the modules are also stored by the Coordinator.

English learner teachers, as well as classroom teachers, administrators, and translator associates, are encouraged to participate in EL specific professional development offered through Title III funds, community organizations, and district sponsored events. Examples of these professional development opportunities include, but are not limited to:

- Workshops offered through Heartland Area Education Agency
- FAFSA training
- Cabin Fever Day sessions

English Language Proficiency Assessment

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

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

The results of ELPA21 are shared with:

- Students - The EL teachers discuss individual ELPA21 results with the students.
- Families - The school district sends home individual ELPA21 results.
- Classroom/content area teachers - The EL teachers discuss individual ELPA21 results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the learner.
- Administrators – The Coordinator of Student Services shares growth charts and disaggregated results during a principals’ meeting. Administrators are reminded of how to make meaning of the results and use them in planning of instruction / schedules.
- School Board - The Coordinator of Student Services presents a yearly update. This update

- includes ELPA21 results along with staffing and programming recommendations.
- Community - Results are posted on the district website.

Individual scores will be examined to determine whether a student is making acceptable progress. If a student isn't, the school team looks at all available data to make changes to the services the student is receiving. Adjustments may be made to the content, materials, duration, or frequency of LIEP, core instruction, or other supplemental services that may be provided or implemented.

Assessment and Grading

The Urbandale Community School District recognizes that assessing the academic growth of English learners can be challenging. An English learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English learner's ability to use the English language. To accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate knowledge in a manner that de-emphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English learner for lack of mastery of written conventions. An English learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use native language to respond to test questions. Additional assessment strategies are found in Appendix D "Instructional and Assessment Strategies of English Language Learners".

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

In keeping with the *ESSA* legislation, English learners participate in district wide assessments for the same reasons all other Urbandale Community School District students: to obtain achievement information for making instructional decisions, and to monitor students' year-to-year progress in each of several curricular areas. English language learners may also qualify for certain accommodations on tests, depending on their levels of English proficiency and on the specific content that is being assessed by a particular test. The intent of the accommodations is to minimize the effect of an EL student's limited English language proficiency on the student's test results. See Appendix E for "Allowed Accommodations for English Learners".

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

LIEP Exit Criteria and Procedures

ELs achieving proficiency in English speaking, listening, reading and writing, as defined by the results of the ELPA21 summative assessment, are transitioned completely into the mainstream classroom and exited from LIEP (60.3(3)b4).

The overall objective of the EL program is for students to be able to take challenging content-level academic courses and be as successful as English-speaking students. When students have met the state exit criteria, they are exited from the EL program. The window for exiting students is between the last day of school and October 1 of the next year. Typically, Urbandale exits students at the end of the school year.

The Coordinator of Student Services and EL Teacher will work together to create the list of students to be exited. This list is sent to the Student Services Administrative Assistant, who then changes the student code to exited. When students are exited from the EL program, the EL teacher completes a TransACT "English Learner Program Exit Letter". The letter is sent home to families, signed by families, and then placed into the student's cumulative folder.

Monitoring Procedures

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

Each monitored student is assigned to an EL teacher who monitors and records the student's academic progress on the district monitoring spreadsheet. The Coordinator of Student Services, Dr. Keri Schlueter, is responsible for ensuring that the monitoring is taking place.

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

the student assistance team (SAT), student study team (SST)). The building team reviews the student's data and makes a remediation plan to address the concern. If the plan does not prove to be effective, the team must determine whether to adjust the plan or must determine if the issue is a language barrier, could result in re-entry into the EL program. The "Monitoring Problem Solving Guide" is used in this process. The problem solving guide is created and stored in the EduClimber system.

An EL teacher and the student's family member must be included as part of the problem solving team. If the team believes a student should re-enter, the student will be administered the ELPA21 screener. If the student's screener results demonstrate need, re-entry will occur. If a re-entry occurs, a note should be added to the exit letter in the cum folder stating that the student has re-entered, along with the date of the re-entry. The EL teacher provides the family with a completed "English Learner Program Form". The EL teacher also notifies the Student Services Administrative Assistant to update the student's designation in PowerSchool.

Program Evaluation

On-going evaluation of the English learner program is essential, providing valuable information for decision making, which will lead to improved instructional services to our English learners. Through the use of quality tools, the district's EL staff will follow the Quality Continual Improvement (QCI) model to evaluate and improve the EL services. Dr. Keri Schlueter, Coordinator of Student Services, is responsible for facilitating the LIEP evaluation. The evaluation may impact future professional development, staffing levels, teacher schedules, curriculum, or program structures. Data will be shared yearly with students, families, teachers, community members, administrators and the UCSD school board.

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

- Student enrollment
- Percentage of ELs families attending Family/Teacher Conferences
- Number of translated documents
- EL dropout rates
- EL proficiency rates on the Iowa Statewide Assessment of Student Progress
- EL expected growth rates on MAP
- EL growth rates on the ELPA21
- Average years for an EL to exit the program

The results of language and achievement testing will be reviewed by the district administrators

and EL teachers. This data is used with staff at each building to help make instructional changes in both the core classes and in the Language Instruction Education Program, which will increase the likelihood that students' achievement will improve.

Additionally, the Urbandale School District team reviews the Title III assurances to ensure that processes are in place to appropriately serve English learners.

**Urbandale English Language Learner Family Interview Form**

Date _____

Person Contacted _____

First Contact Name _____ First Contact Native Language _____ Relationship to the Child _____

Second Contact Name _____ Second Contact Native Language _____ Relationship to the Child _____

Country of Origin _____

Student's Name _____

Grade _____ Classroom Teacher _____

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

Please explain. _____

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

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

Form completed by: _____



Urbandale English Language Learner Service Descriptors

	Student ESL Status In Program (PS-1)			Student ESL Status Exited (PS-4)	Student ESL Status Waived (PS-2)
English Language Proficiency Level	Beginning English Speaker English Language Assessment <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> o Proficiency Levels Mostly 1 & limited 2 	Intermediate English Speaker English Language Assessment <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> o Proficiency Levels Mostly 2 & 3 	Advanced English Speaker English Language Assessment <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> o Proficiency Levels 3, 4, & 5 	English Language Assessment <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> o Proficiency Level All are a 4 or 5	Beginning to Advanced English Speaker English Language Assessment <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> • Proficiency Levels 1-5 (not yet exited)
Instructional Services	May receive /participate in: <ul style="list-style-type: none"> • Newcomer Program • Sheltered Instruction • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> • Sheltered Instruction • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> • English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) • Differentiated General Education Instruction 	No LIEP. <ul style="list-style-type: none"> • State exit criteria has been met • Student is no longer classified as an English Learner • Student does not take the ELPA21 	May receive /participate in: <ul style="list-style-type: none"> • Differentiated General Education Instruction <p>NOTE: At this stage there is flexibility for entry into LIEP at anytime.</p>
General Achievement Level	Performance in content areas is below grade level.	Performance in content areas may range in levels.	Performance in content areas may be near or at grade level.	Performance in content areas is at grade level.	Performance in content areas may range in levels.
Accommodations	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments WITHOUT accommodations except as required by IEP or 504.	Participation in district –wide assessments WITHOUT accommodations except as required by IEP or 504.
Contact Points	2	1	.5 - 1	0	0
Time Allotment Guidelines	Elementary <ul style="list-style-type: none"> • LIEP, 6+ times per 6 day cycle Secondary <ul style="list-style-type: none"> • LIEP 2 - 3 times daily 	Elementary <ul style="list-style-type: none"> • LIEP, 3-6 times per 6 day cycle Secondary <ul style="list-style-type: none"> • LIEP 1-2 times daily 	Elementary <ul style="list-style-type: none"> • LIEP, 1-3 times per 6 day cycle Secondary <ul style="list-style-type: none"> • LIEP 1 times daily or every other day 	Students are monitored for 2 years. Re-entry is possible during the 2 year period if academic success is not maintained due to a language barrier.	None



Request for Interpreter

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

Staff Making Request: _____

Date Request made: _____

Language: _____

Type of Request:

In-Person Conference

3 Way Phone Conversation

Mark all that apply:

Special Education Student

Preschool Student

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

Date: _____

Time: _____

Location: _____

Contacts:

EL Teacher: _____

Phone #: _____

Email Address: _____

School: _____

School Address: _____

SE Teacher: _____

Phone #: _____

Classroom Teacher: _____

Phone #: _____

Principal: _____

Phone #: _____

Coordinator of Student Services: Dr. Keri Schlueter

Phone #: 457-5004

Purpose of the meeting: _____

Student Name: _____

Parent: _____

Phone #: _____

Special Instructions:



Instructional and Assessment Strategies of English Language Learners

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



Word Wall -

Steps to Creating a Word Wall

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

Assessment related to Word Wall

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

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

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

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

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

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

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

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

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

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

Physical Demonstration - To express academic concepts without speech, students can point or use other gestures. They can also be asked to perform hands-on tasks or to act out vocabulary, concepts, or events. As a comprehension check in a unit on Native Americans, for example, teachers can ask students to respond with thumbs up, thumbs down, or other nonverbal signs to true or false statements or to indicate whether the teacher has grouped illustrations (of homes,



food, environment, clothing, etc.) under the correct tribe name. The teacher can use a checklist to record student responses over time.

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

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

Modified traditional assessment:

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

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

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

Allowable Accommodations for English Learners on Common Academic Assessments

1. This document is a BRIEF SUMMARY of possible assessment accommodations and does not replace a thorough reading of the assessment manuals published by each assessment entity.
2. “Allowable” indicates accommodations that are allowed, recommended for English Learners, and are not prohibited according to the particular accommodation directions associated with that assessment.

Setting Accommodations									
Allowed Accommodations	ISASP (in addition to Universal and Designated features)	ELPA (in addition to Universal and Designated features)	ELPA Dynamic Screener	NWEA-M AP	FastBridge	Classroom Assessments	ACT	AP	CogAT
Testing separate from non-ELL	Yes	Yes	Yes	Yes	Yes	Recommended	No	No	Yes
Flexible order of test administration	Yes	Yes	Yes	Yes	Yes	Recommended	No	No	Yes
Small group administration	Yes	Yes	No	Yes	Yes	Recommended	No	No	Yes
Individual Administration	Yes	Yes	Yes	Yes	Yes	Recommended	No	No	Yes
Optimal Time of day administration for student	Yes	Yes	Yes	Yes	Yes	Recommended	No	No	Yes

Response Accommodations									
Allowed Accommodations	ISASP (in addition to Universal and Designated features)	ELPA (in addition to Universal and Designated features)	ELPA Dynamic Screener	NWEA-M AP	FastBridge	Classroom Assessments	ACT	AP	CogAT
Word to Word dictionary	Yes	No	No	Yes	No	Recommended	Yes (ACT approved)	No	Yes
Verbal response in English language to a scribe	Yes	Yes	Yes	Yes	No	Beneficial for Newcomers	No	No	Not Applicable
	Only if included in student IEP or 504								
Verbal response in native language to a scribe	No	No	No	Yes	No	Beneficial if available	No	No	Not Applicable
Oral reading of test content	Not allowed for grades 3-5 Reading Allowed 6-11 all content areas	Not on reading portion of test.			No	Not on reading tests	No	No	No
Repetition of directions	Yes	Yes	Yes	Yes	Follow FAST protocol	Recommended	No	No	Yes

Allowable Accommodations for English Learners on Common Academic Assessments

Presentation Accommodations									
Allowed Accommodations	ISASP (in addition to Universal and Designated features)	ELPA (in addition to Universal and Designated features)	ELPA Dynamic Screener	NWEA-MAP	FastBridge	Classroom Assessments	ACT	AP	CogAT
Person familiar to the student administers the test	Yes	Yes	Yes	Yes	Yes	Recommended	No	No	Yes
Explain or paraphrase the test directions	No Test administrators are allowed to read the directions aloud in English or in the native language, but must read the directions word for word from the assessment. May not explain, elaborate, or paraphrase directions.								
Read aloud and/or repeat directions for written and/or oral test (Words should not be defined or translated or sentences paraphrased)	Yes	Yes	Yes	Yes	Follow FAST protocol	Recommended as needed	No	No	Yes
Oral reading of test content	Allowed grades 6-11 (ELA, Math, Science)	Not on reading portion of test	Not on reading portion of test	Not on reading portion of test	No	Not on reading tests	No	No	No
Repetition of directions	Yes	Yes	Yes	Yes	Follow FAST protocol	Recommended as needed	No	No	Yes
Provide written version of test directions	Yes	Yes	Yes	Yes	No	Recommended as needed	No	No	Yes
*Newcomer Exempt	No	No	No	Administrative Decision	No	Modifications recommended for instructional insight	No	No	No
Minimum Attempts Required	Proctors may use professional judgment as to when to a student is no longer making progress and test should be stopped.	Allowed for students on Alternative Assessment or students who cannot/ refuse to participate.	Yes	No	Discontinue Rule may be applied.	Recommended as needed	No	No	No

Allowable Accommodations for English Learners on Common Academic Assessments

Scheduling Accommodations									
Allowed Accommodations	ISASP (in addition to Universal and Designated features)	ELPA (in addition to Universal and Designated features)	ELPA Dynamic Screener	NWEA-M AP	FastBridge	Classroom Assessments	ACT	AP	CogAT
Frequent monitored breaks	Yes	Yes	Yes	Yes	Yes (may give breaks but no extended time to complete sections)	Recommended as needed	No	No	Yes
Extended time	Yes must be completed within same testing day	Yes	Yes	Yes	No	Recommended as needed	No	No	On Verbal Battery only

Language Translation Accommodations									
Allowed Accommodations	ISASP (in addition to Universal and Designated features)	ELPA (in addition to Universal and Designated features)	ELPA Dynamic Screener	NWEA-M AP	FastBridge	Classroom Assessments	ACT	AP	CogAT
Take test in native language	Available in Spanish only for Math and Science	No	No	Yes, for language versions purchased by the school district.	K-3 must be given in English *(see note 3)	Recommended as available	No	No	Yes As available
Explain or paraphrase the test directions in native language	No Test administrators are allowed to read the directions aloud in English or in the native language, but must read the directions word for word for standardized assessments. May not explain, elaborate, or paraphrase directions.								

Notes

1. Allowable accommodations applied to use with English learners must also consider the language proficiency level of each student and whether the proposed accommodation creates a benefit or hindrance when applied to the test setting.
2. If an English Learner also receives Special Education services, that student is entitled to accommodations provided through their IEP, 504 plan, **AND** ELL accommodations.
3. Some FastBridge measures are available in Spanish as a 2nd measure- for instructional purposes. Screening in English is required grades K-3.

Allowable Accommodations for English Learners on Common Academic Assessments

4. Oral reading for students is not limited to test format as of April 1, 2019. Test administrators may use Human Reader approach for both computer and paper/pencil test formats.

EL Specific Questions & Answers for ISASP

(retrieved from http://iowa.pearsonaccessnext.com/resources/bulletins/ISASP_FAQsBulletin_122018.pdf)

Will the reading and/or Language/Writing tests be exempt for first-year ELs who are taking the ELPA21?

Students are required to take the ELA part of the ISASP assessment the first year but their results will be excluded from accountability determinations in the first year.

Will there be translated versions of the test(s)?

The mathematics and the science tests will be available in Spanish, in both online and paper-and-pencil formats. English Language Arts (Reading and Language and Writing) will not have a Spanish format.

Will Pearson provide the directions translated in multiple languages for the designated feature of Native Languages translation of directions? Will a recording be available?

The online version of the test will have directions in Spanish. Translation of directions into languages other than Spanish should be done in accordance with the ISASP Accessibility and Accommodations Manual, Appendix B.

http://iowa.pearsonaccessnext.com/resources/manuals/ISASP_2018-19_Accessibility_Accommodations_Manual_122018.pdf

May students receiving instruction in a dual-language program take the test in both English and Spanish (in Mathematics and/ or Science)?

Only students who are designated as English-learners (EL's) may take the test in Spanish if it has been determined as appropriate by a team of local educators.

Will responses in Spanish (short-answer, or the extended responses for Writing) be scored?

For students taking a Spanish version of the Mathematics or Science tests, answers written in Spanish or English will be scored. On the Reading test, only responses written in English will be scored. On the Language/ Writing test, only responses written in English will be scored.

How many questions must a student answer to receive a score?

Students who respond to one or more questions on a test will receive a score.

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

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

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

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

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education...refers to approaches in the classroom that use the native language of English Learners (ELs) for instruction.*

www.nabe.org/BilingualEducation



Glossary

Accommodation:

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

Co-teaching:

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

Differentiated instruction:

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

EL:

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

ESL:

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

ELPA21:

English Language Proficiency Assessment for the 21st Century

FEP:

Fluent English Proficient.

**Inclusion:**

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

Linguistics:

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

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

LEP:

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

LIEP:

Language Instruction Education Program

NEP:

Non-English proficient.

Pull-out ESL:

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

Push-in ESL:

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

Sheltered Instruction:

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