

STEP FOUR: PLACEMENT AND PROVISION OF APPROPRIATE SERVICES

INTRODUCTION

The next step involves placement in appropriate services and planning of an overall instructional program. Any student who is unable to participate fully in the regular instructional program due to limited English proficiency is entitled to placement in "direct, appropriate and sufficient services." Robert Parker, Consultant for the New England Multifunctional Resource Center, states "appropriate and sufficient services":

- ◆ focus on English proficiency and academic needs
- ◆ follow effective program and instructional practices in the field of second language education
- ◆ prepare students to perform at grade level in the content areas
- ◆ provide appropriate resources and personnel
- ◆ include multiple criteria for placement, promotion, exit, etc.
- ◆ continue until student is reclassified as fluent English proficient
- ◆ teach English and learning-with-English skills
- ◆ provide equal access to educational opportunity
- ◆ provide interaction with English-speaking peers
- ◆ document services and prove that students are succeeding

For further information about appropriate services, see Chapter 1, Legal Requirements, which includes federal and state laws, policies and guidelines.

PURPOSE

During this step in the process, the ESL Coordination Team interprets the assessment findings and information gathered through the identification and screening activities. The team then makes initial placement decisions regarding grade level, language assistance services, content area instruction, support services and counseling related to academic, cultural or social needs.

In addition to matching the services, programs and classes most appropriate to the student's instructional needs and previous background, the team shares the responsibility for periodically monitoring the placement and educational program designed for the student. Some of the team members will be involved in providing daily instructional or support services to the students, as well.

Making wise placement and programming decisions requires that members of the team be knowledgeable about a range of issues including social and cultural adjustment, stages of second language acquisition, and instructional needs of ESL students. They should be well-informed about equal access to educational programs. Also important is knowledge of various program designs for language learning and content area instruction appropriate for ESL students.

If the district already has an established ESL program or services, it is usually the ESL program coordinator or ESL teacher who organizes the team's placement and planning meetings. If the district does not have an ESL program, the team can seek information and resources from an organization which provides technical assistance and training in this area. See Appendix H, p. 159, Resources for Language Development Programs.

At the elementary level, the relevant classroom teacher should be on the team and at the middle and high school level, the guidance counselor. Since students at the middle and high school levels have many different teachers, it is important to involve the guidance counselor in placement and programming decisions. The guidance counselor and the ESL teacher act as liaisons with the relevant teachers and school personnel.

INSTRUCTIONAL PLACEMENT AND PLANNING PROCEDURES

There are six basic steps involved in the instructional placement and planning process:

1. Make temporary placement prior to completion of initial assessment
2. Review screening information and assessment results--consider placement and programming options
3. Develop Individualized Instructional Plan (IIP)
4. Notify parent/guardian(s) of assessment findings and placement/programming decisions
5. Document all placement decisions in student's file
6. Make initial placement and monitor--modify if needed

1. Make temporary placement prior to completion of initial assessment

Because it takes time to complete the initial assessment and placement activities, newly enrolled NELB students may have to be placed temporarily in the mainstream classroom (elementary level) or appropriate courses (middle/secondary level) until a specially designed program can be worked out.

If the school has existing ESL services, the ESL teacher helps in welcoming and orienting newly arriving students. A temporary schedule that accommodates the student's early adjustment needs should be arranged. A more structured program will be set up following the assessment.

If a district does not have previously existing ESL services, other school personnel will need to try to accommodate the student's immediate needs until an appropriate educational program can be set up.

School staff should be especially sensitive to students' initial anxiety about being in a new school and possibly a new country. Planning and program decisions should be made in a timely fashion, so that new students who do not know the language and culture are not left sitting in classrooms, libraries and study halls without instructional support and services.

Some suggestions for making students more comfortable during this transition period can be found on p. 124.

2. Review screening information and assessment results -- consider placement and programming options

After the evaluator(s) complete the initial assessment for classification and placement, the ESL Coordination Team meets to review assessment results and screening information and consider the best placement and programming options for the student.

The team bases its placement and programming decisions on the student's language proficiency classification and instructional needs. Sources of information about the student's language and instructional needs are:

- ◆ Primary/home language survey or teacher referral completed during identification;
- ◆ Existing school records--grades, courses, test scores, content and grade levels completed during previous schooling;
- ◆ Information from student, parent/guardian(s) during formal interview--screening form detailing educational, experiential, language and cultural background;
- ◆ Results and observations of all assessments of English language and literacy necessary for success in the regular instructional program, as well as academic and native language and literacy skills, when possible;
- ◆ Documentation of health and special needs;

Check the schools records, Screening Form, and the Initial Assessment Record Form for documentation of the above information.

If the assessment and screening information indicate that the student has fluent English proficiency and has a proven record of doing grade-level work successfully, the student is placed at the appropriate grade level without support services. The student is monitored to make sure that this initial placement is correct.¹³

¹³All initial placements should be considered tentative. If a student is struggling in classes, changes in support services or placement should be made. The team promptly re-evaluates the placement and recommends changes or needed support services.

3. Develop Individualized Instructional Plan (IIP)

If the language proficiency assessment indicates the student does not have fluent English proficiency and probably will not be able to do grade level work, the team determines an appropriate placement and support services. (Specific guidelines and resources for placement and provision of appropriate instructional and support services can be found on p. 124). The team uses an **Individualized Instructional Plan (IIP)** for planning and documenting an appropriate educational program at the student's grade level. See Appendix H, p. 150 for a sample IIP form. It recommends appropriate:

- ◆ grade level placement;
- ◆ language assistance program and ESL instructional placement (based on proficiency level) to help the student understand, speak, read and write English at an appropriate grade level;
- ◆ content area instruction and academic support services to help the student gain academic concepts and skills to do grade-level work;
- ◆ health/special needs services or referrals, if needed;
- ◆ counseling and cultural support services to integrate students into the school and community, as well as incorporate their language and cultural identity;
- ◆ adjunct and supplemental services.

The plan also specifies the program schedule and responsible instructional staff. If the school has never served ESL students before, the team may need to make recommendations to a district administrative team regarding staff, resources, materials and in-service training.

The ESL Coordination Team completes the basic recommendations. The staff providing direct instruction to the student fill in the details of the student's educational program, (e.g., instructional approaches, methods and learning activities to teach language and content, curriculum objectives, etc.).

4. Notify parent/guardian(s) of assessment findings and placement/programming decisions

Once the ESL Coordination Team has reviewed the assessment findings and come up with initial recommendations for placement and programming, it notifies the parent/guardian(s). If not already done during an earlier formal interview, the team also informs the parent/guardian(s) of the educational rights and program options for their child. District procedures for assessment and placement of students are also explained to them again if needed. They are given the opportunity to discuss these rights and options with school staff, if they so desire. The team arranges for interpreter services, if necessary.

5. Document all placement decisions in student's file

The team checks to make sure all information about the placement and programming is documented in the student's file for future use in program planning and in meeting local and state reporting procedures.

As part of its data collection responsibilities, the Language & Cultural Affairs Program conducts an annual Student Update for the purpose of documenting the state's population of ESL students and educational services provided. See Appendix H, p. 156 for copy of the **Student Update Form** which districts are requested to complete yearly for each enrolled NELB student.

Data which districts are requested to maintain for state and federal reporting purposes include: methods used to determine limited English proficiency; types of language assistance and other instructional programs in which students are enrolled; the educational performance of ESL students in subject areas such as math, science, reading, and other areas; test scores; grade retention and student drop out rates.

This information is helpful on the local, state and federal level for evaluating the current educational services for ESL students and planning activities to improve the effectiveness of programs for them.

6. Make initial placement and monitor -- modify if needed

The ESL Coordination Team provides the student's ESL and classroom teacher(s) with relevant screening and assessment findings and a copy of the student's Individualized Instructional Plan.

The team collectively shares the responsibility for meeting periodically to review the student's progress in learning the language and content required for grade-level work. They suggest appropriate instructional and assessment activities. It is recommended that the IIP be updated each quarter. Any changes in ESL services are determined by the ESL coordinator and ESL Coordination Team members and recorded on the IIP form (Parker, 1993).

GUIDELINES AND RESOURCES FOR PLACEMENT AND PROVISION OF APPROPRIATE INSTRUCTIONAL AND SUPPORT SERVICES

The following guidelines and references are provided for those involved in making initial placement and programming decisions about the student. These guidelines focus on four areas:

- Grade Placement
- Transition Period
- Equal Educational Opportunity (Equal Access)
- Appropriate Instructional and Support Services for ESL students.

Appropriate Grade Placement

In general, ESL students should be placed at the grade level that corresponds to chronological age. They need to interact socially with their peers for both affective and cognitive reasons. Even though it may take years before they can be expected to perform grade-level work in some academic subjects, retaining or placing ESL students at lower grade levels as a strategy to help them learn English is not recommended. Acquisition of academic language skills necessary for full participation in content classes can take as long as 5-7 years for second language learners (Cummins, 1981).

The whole purpose of planning an individualized program is to ensure that ESL students receive appropriate and sufficient ESL and academic support services at whatever grade level they are placed. Individualizing instruction to the student's needs and learning how to integrate language and content instruction are important skills for both classroom and ESL teachers working with ESL students.

For students who enter high school with limited previous schooling and aspire to getting a diploma, the most realistic option might be to do long-term planning to make sure they have an opportunity to complete required and elective courses. Many ESL students have accomplished this in Vermont schools with help from guidance counselors and supportive teachers in making sure that academic requirements were met on schedule. Some schools have also allowed students to do a fifth year at the high school level.

Transition Period

Prior to completion of the identification, screening, assessment, and placement activities, it may be necessary to place the student temporarily in classes with teachers who have had little or no experience working with this population. Understandably, having a student in class who cannot understand or participate can create anxiety and confusion for both the teacher and the student. Therefore, it is helpful if the district develops a plan for how it will handle newly arriving ESL students during this transitional period.

Perhaps more important than worrying about language and academic instruction during these early days of transition is to focus on helping ESL students feel welcome and comfortable in the new cultural surroundings and school setting. Initially, students may experience a great deal of "culture shock" and may be too overwhelmed to concentrate on content learning. Teachers should expect this initial adjustment period; often the student will be very silent or shy.

Providing the student with basic orientation to the school and community will be one of the most valuable endeavors at this time. For a list of some of the topics that new arrivals and other ESL students eventually need to know about, see *What All ESL Students Should Know* (Maine Department of Education, 1991), Appendix H, p. 159.

One of the most effective ways of making students feel welcome and accepted is to implement some type of a *buddy system*. In some schools this is common practice with all students. Peers are often able to communicate and teach other children very well, although they may need supervision and a basic introduction to cross-cultural communication and ESL techniques.

Other possibilities for smoothing the student's transition are: pair the student with another who speaks the same language and comes from the same cultural background; invite community members of the same ethnicity to volunteer until the student feels more comfortable.

A few resource materials available from the LCAP which might stimulate school staff's creativity and lessen anxiety during this initial transition period for newly arrived students include:

Law, B., & Eckes, M. (1991). *The More Than Just Surviving! Handbook: ESL for Every Classroom Teacher* Winnipeg: Pequis Publishers.

Coelho, E. (1994). Social integration of immigrant and refugee children. In Genesee, F. (Ed.). *Educating Second Language Children: The Whole Child, The Whole Curriculum, The Whole Community* (pp. 301-327). Port Chester, NY: Cambridge University Press.

Interface Network, Inc. (1987). *First Experiences [Video]. Classrooms without Borders Series.* Portland, Oregon: Author.

Equal Access to All Educational Programs

Title VI of the Civil Rights Act guarantees all students, regardless of limited English proficiency, national origin, race or gender, equal access to all educational programs--academic, vocational, gifted and talented, computer, compensatory and special education.

The May 1970 Office for Civil Rights memo reaffirmed this right and further stated where a language barrier exists, a school "must take affirmative steps to rectify the language deficiency in order to open its instructional program to students who are unable to speak and understand the English language."

The memo also states that "any ability grouping or tracking system employed by the school system to deal with the special language skill needs of LEP students must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track." Schools should not place ESL students in lower ability groups, vocational classes or special education classes, solely on the basis of language proficiency. If the school tracks students into certain programs or classes, it must convincingly show how this prepares them to participate in the school's other instructional programs.

Schools are required to provide a full-day instructional program for any legal resident. Section 1075 of Title 16 of V.S.A. states that the legal residence of a migrant, immigrant or refugee child shall be determined in the same manner as for a child of homeless parents, i.e., §(c), "the legal residence of a child of homeless parents is where the child temporarily resides unless the parents and another school district agree that the child's attendance in school in that school district will be in the best interest of the child in that continuity of education will be provided and transportation will not be unduly burdensome to the school district."

The law requires that all resident children between the ages of seven and sixteen enroll in a "public day school during the time it is in session." (Vermont Compulsory Attendance Law). This means that even if parents come to enroll a child in the last week of school, the child must be enrolled and the process of identifying, prescreening, and assessing the student begun.

Appropriate Instructional and Support Services

This section describes various program options for direct instruction and support services for ESL students. References are provided for materials and resource organizations, which can assist districts in developing or enhancing services.

Special instructional and support services are essential for schools to integrate students from other language, cultural and educational backgrounds into the regular educational program. Successful implementation of these services requires that responsibility be shared by school staff, rather than assigned to one person in a school. ESL teachers, counselors, classroom teachers and specialists all contribute to the education of ESL students.

ESL students represent a wide range of abilities, educational experiences, English and native language/literacy skills, content knowledge, social and cultural backgrounds. These variables will affect the type of instructional approach and methods, program design, scheduling and duration of services to be provided. Districts need to be flexible in their programming to accommodate individual differences.

Depending on the grade level of the student, the areas of placement and programming which the ESL Coordination Team needs to address in planning appropriate services include:

- I. alternative language instructional program;*
- II. content area instruction;*
- III. acculturation and counseling services;*
- IV. vocational instruction;*
- V. health/special needs;*
- VI. adjunct support services.*

The remainder of this section will discuss these program options in more detail. Listings of resources are provided at the end of the chapter for readers wanting more information.

I. Alternative Language Instructional Program

The most immediate challenge for ESL students is to develop the English skills they need to participate successfully in social and academic settings. In order to adjust socially and do grade-level work students will need listening, speaking, reading, writing and study skills.

Under Title VI of the Civil Rights Act, districts must provide an appropriate program for any student with a language barrier impeding full participation in the regular instructional program. One aspect of this program is an *alternative language program* to help ESL students learn English.

Districts are free to choose their own program model for teaching ESL students as long as it is "recognized as sound by some *experts* in the field [of second language education] or is considered [by experts] a legitimate experimental strategy."

Program models which are specially designed to teach ESL students English language and/or content skills for grade-level work can generally be grouped into broad categories: English as a Second Language (ESL) program models; bilingual program models; and other program models which provide neither *explicit* instruction in the native language nor *direct* instruction in ESL--i.e. content-based language programs and structured immersion programs.

There are several variations within each category of program models. Since variations of the *ESL model* are the most realistic option for the majority of Vermont schools, issues of ESL program design, staffing, instructional approaches, scheduling, etc. are discussed in more detail here. Bilingual programs are discussed only briefly due to the fact that few districts have a large enough number of students from the same language background to make such programs feasible. Resources are listed at the back of the section for those districts that might qualify for federal funding and want more information.

Content-based language programs are mentioned under both the ESL and the content area instruction sections of this chapter.

A. English as a Second Language (ESL) instruction

In the 1992 *TESOL Statement on the Role of Bilingual Education in the Education of Children in the United States*, ESL is described as follows:

- ◆ Monolingual English instruction, using ESL teaching approaches, methods and activities to teach social and academic language skills (listening, speaking, reading, writing, and higher-order thinking) to students of varying proficiency levels;
- ◆ Often, ESL students are also taught basic content area concepts using ESL techniques, in order to prepare them for integration into the regular classroom.

Typical objectives of ESL programs are articulated in the TESOL publication *All things to All People* (Flemming, D.N., Germer, L.C., & Kelley, C. 1993):

1. To develop the English language proficiency of the students to a level at which they understand and are understood in common social and academic settings. This proficiency includes satisfactory pronunciation and intonation, adequate control of vocabulary, and sufficient grammatical accuracy to prevent miscommunication;
2. To develop a control of basic concepts that will allow for learning in the content areas: language arts, social studies, science, and math;
3. To facilitate the socialization and acculturation process by integrating language minority students and their English-speaking peers into extracurricular activities;
4. To integrate language minority students into the mainstream classroom program. This process is gradual and does not necessarily move at the same rate in each content area for each individual;
5. To develop the learning strategies and classroom behaviors that are necessary for academic success in the U.S. public school system.

1. Rationale- A structured daily ESL program is an essential and integral component of an ESL student's educational program. Most ESL students coming to Vermont do not have the benefit of bilingual programs to help them learn content in their primary/home language while they are in the process of learning English. They are often placed in monolingual content classes immediately upon enrollment. The "submersion approach" of placing ESL students directly in classes, without providing language and academic assistance, is not a legitimate program option.¹⁴

ESL students need a structured ESL program with a sequenced curriculum to develop and refine listening comprehension, oral expression, reading/writing, and thinking skills appropriate for grade-level academic work. Exemplary ESL programs also incorporate language and cultural aspects of students' backgrounds into meaningful language learning experiences and apply ESL techniques to content areas taught through English. Sometimes native-language support is available in an ESL program (TESOL, 1992).

¹⁴Language Arts and English classes are not a substitute for ESL instruction or other program models. They are geared toward students who already have a high level of proficiency in the English language and focus on grammar, literature, and advanced language development. While the subject matter in these classes is important for ESL students, they must first learn more basic language skills through a communicative approach.

2. Program Design--Some of the common types of English as a Second Language instructional programs include:

- “ **English as a Second Language (ESL) pull-out tutorial model**--ESL instruction is provided to individual students or small groups of ESL students in an instructional space away from the regular classroom. Students are usually grouped according to language proficiency and grade level;
- “ **In-class ESL instruction ("inclusionary")**--Small groups of students receive instruction by the ESL teacher (and sometimes the classroom teacher in a team teaching version) in the regular classroom;
- “ **Class Period ESL**--ESL instruction is provided during a scheduled class period in a self-contained ESL classroom for a group of students often according to their level of English proficiency. Usually at the middle and high school levels, students are awarded English credits¹⁵.
- “ **High intensity language training (HILT)**--Students receive intensive ESL instruction in a self-contained ESL classroom or ESL resource center (at least 2 periods a day). They are often grouped according to grade or language proficiency level. Instruction usually includes "sheltered content" and adjunct academic support (e.g., tutoring), as well;
- “ **Content-based ESL**--ESL students are grouped together for content-based language instruction. Language teachers use content topics e.g., science, social studies, rather than grammar or vocabulary lists, to develop students' language skills for academic participation. ESL instructional strategies are used to make content comprehensible (Rennie, 1993).
- “ **Newcomer Model**--Special schools or classes designated specifically for beginning level or very low proficiency level students. This model can use ESL, bilingual or structured immersion approaches. Students usually spend 6 months to a year in a newcomer center preparing for transition to more advanced levels of ESL and content classes.

3. Staff/Training--At present Vermont has no specific licensure requirements for those teaching and/or coordinating alternative language (ESL) programs. However, federal and state policies address staffing and training requirements. Salient points are discussed below.

The number of staff that will be needed to carry out the district's alternative language program will obviously vary depending on ESL student demographics and the type of program chosen.

a. ESL Teacher

The ESL specialist plays a key role in providing language instruction, support for academic work and acculturation, consulting with mainstream teachers, coordinating services to ESL students and establishing a relationship between families and schools. Often ESL teachers take responsibility for assessment, placement, program planning and delivery of services to ESL

¹⁵Credits toward high school graduation should be granted for ESL courses at the secondary level, regardless of the type of program. The ESL Coordination Team and appropriate administrators determine how many credits are allotted for ESL coursework.

students. Districts should give considerable thought to the reality of serving ESL students and make sure that they hire appropriately qualified teachers to meet varied responsibilities.

For more delineation of the ESL teacher's role, desirable personal qualities, professional competencies and experience, see references listed in Appendix H, p. 162 under Staff/Training.

Although the state of Vermont has no licensure requirement for teachers of ESL, a proposal for licensure has been submitted to the Professional Standards Board and awaits further action. In the meantime, the Office for Civil Rights' September 1991 *Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency* and Commissioner Mills' 1991 memo regarding *The Education of Limited English Proficient Students* should guide districts in staffing language assistance programs.

These policies state that districts "must provide the teachers and resources necessary for the program to succeed. The program's teachers must have received adequate training in the specific teaching methods required by that program." If the alternative language program chosen is an ESL program, the district is expected to hire people with training and experience in ESL, whenever possible.

"This training can take the form of in-service training, formal college coursework, or a combination of the two. The district should ensure, through testing and classroom observation, that teachers have actually mastered the skills necessary to teach in the program successfully" (OCR Policy).

Districts that do not have qualified ESL instructors on staff should advertise and interview prospective candidates. Many districts succeed in finding qualified ESL specialists through advertising in local newspapers despite initial skepticism about being able to find ESL teachers in rural areas.

In cases where the district shows that it has unsuccessfully tried to hire qualified teachers and can describe the efforts it has made, OCR policy states that "the district must require its teacher(s) to work toward obtaining formal qualifications. In addition, the district must ensure that those teachers receive sufficient interim training to enable them to function adequately in the classroom, as well as any assistance they may need from bilingual aides that may be necessary to carry out the district's interim program."

Experienced ESL instructors, like other professional staff, should be given opportunities for professional development in their field of ESL and education in general. This can take many forms, including participation in conferences and seminars, observing other teachers, sharing meetings with other ESL teachers and accessing teacher training materials/resources available through professional associations. For ideas on possible workshop topics for "seasoned ESL instructors", see Parker, R. (1993), *Training Activities for Standard Curriculum and ESL Instructional and Administrative Staff. Designing an Educational Program for Low-Incidence Numbers of Limited English Proficient Students*, (pp. 99-103).

The LCAP assists schools with staff development through consultations, workshops, and conferences. It also provides technical assistance and coaching to ESL teachers. However, this support is not meant to replace more formal study or training required of novice ESL teachers.

For other organizations providing training for teachers, see Appendix H, p. 160. Interested school staff should contact these organizations directly to find out how they can learn of professional conferences, institutes, workshops, and conventions. Many of these organizations also have newsletters, journals and teacher reference or instructional publications.

Finally, ESL professionals might want to participate in *Teachers of English to Speakers of Other Languages in Vermont (TESOLVE)* as a way to share ideas, materials, and resources.

b. Program Coordinator

In districts with only small numbers of ESL students, the ESL teacher may provide direct services to students and also coordinate administrative tasks, e.g. ensuring procedures for identification, assessment, placement and monitoring of students are implemented.

Districts with larger enrollments of ESL students¹⁶ should have an ESL coordinator who assumes organizational and administrative duties. In districts with growing numbers of ESL students who have never had ESL services before, ESL teachers often find themselves in the position of organizing a program from scratch. Doing this in addition to performing teaching duties can cause burn-out and affect the ESL program and students adversely. Districts might hire such a person as a part-time teacher and part-time ESL coordinator in order to recognize their dual contributions. In such cases, additional part-time ESL staff may be needed to provide students with *sufficient* ESL instruction.

Providing appropriate educational services and programs for increasing numbers of ESL students with diverse needs, backgrounds and abilities at different schools and grade levels is no small task. Some of the responsibilities include: developing appropriate policies and procedures; providing technical assistance and coaching to ESL and classroom teachers and administrators; coordinating ongoing staff development and training; promoting parent involvement; arranging translation/interpretation services; selecting resources and materials; hiring and supervising ESL teachers; working with on-site ESL Coordination Teams.

For the purposes of program development and staff training, the ESL Coordinator should have training and experience in ESL. Many programmatic choices require an in-depth understanding of second language education, student characteristics, instructional approaches, program models, etc. Organizational and leadership skills will also be invaluable.

For a more complete listing of tasks, roles and responsibilities of an ESL coordinator, see Parker, R. (1993) *A Program Process Guide For Educators Meeting the Educational Needs of Linguistic Minority Students*, (pp. 41-47).

¹⁶"High incidence programs usually have enrollments of 20 or more from one non-English language group enrolled in a school district. Or there may be 20 or more students from numerous language groups enrolled across the school district" (Parker, 1993, 7).

4. ESL Instructional Approaches/Methods--ESL teachers use instructional approaches, methods and activities which are appropriate to various grade and language proficiency levels. They should be based on current research and practices proven to be effective with ESL learners. Whenever districts find that ESL students are not succeeding in overcoming the language barriers, teachers should examine their instructional approaches and modify them as needed.

Some current ESL instructional practices are designed specifically for teaching students a second language (e.g. Content based ESL, Communicative Language Teaching, The Natural Approach, Total Physical Response), while others are based on instructional practices used by many regular classroom teachers (e.g., Whole Language, Cooperative Learning, Language Experience, Process Writing). Although some of the instructional approaches that work well with monolingual English-speaking children also work well with ESL children, they still must be adapted to be effective for second language learners.

ESL teachers develop their ESL students' basic language skills and also prepare them to participate effectively in other areas of the curriculum. They need to know how to "shelter content". Using ESL instructional practices to integrate the teaching of language and content skills has become a popular instructional approach in many ESL/bilingual programs. In a content-based ESL instructional approach, ESL or classroom teachers understand second language acquisition and apply ESL techniques to teach vocabulary, concepts and skills related to specific content area subjects. This approach is especially relevant for intermediate, advanced and transitional level students.

Another approach designed to help high beginner and intermediate level students bridge the gap between ESL and content area classes is the *Cognitive Academic Language Learning Approach (CALLA)* developed by Anna Uhl Chamot and J. Michael O'Malley. See Appendix H, p. 163 for more information.

5. Curriculum--A goal of districts should be to work toward development of a sequenced ESL curriculum which states specific performance outcomes or standards for various grade and language proficiency instructional levels. Such a curriculum would correlate to the district curriculum. Obviously, this is a labor-intensive process and requires the commitment and input of district ESL, curriculum and the regular instructional program personnel.

In designing an integrated language and content curriculum for students, teachers and curriculum specialists need to create goals, objectives and learning activities that develop *basic interpersonal communication skills (BICS)*--i.e., linguistic proficiency, social language forms and *cognitive academic language proficiency (CALP)*--i.e., critical skills in all language domains (listening, speaking, reading, writing), affective skills and attitudes, thinking skills, study skills and knowledge of the culture.

In addition to helping their students attain BICS and CALP, ESL teachers work with classroom teachers to prepare them to function effectively in the regular instructional program.¹⁷ It is recommended that ESL teachers and classroom teachers collaborate to prioritize or identify topics and themes from the content areas for integration of language and content instruction.

¹⁷Their job is to teach language and content skills, not to help students complete assignments for other classes or tutor in academic subjects.

They also share resources and techniques. Classroom teachers and ESL teachers together identify skills and concepts appropriate to grade and language proficiency levels and learning styles of their ESL students. In the inclusionary ESL program model, the ESL teacher and the classroom teacher may actually team-teach some lessons and activities. Appendix H, p. 154. gives suggestions for ways that ESL and classroom teachers can work together.

6. *ESL Materials*--Another aspect of equal educational opportunity is providing ESL students with appropriate and sufficient materials and resources. This means that districts make a commitment to obtaining quality materials designed to teach ESL students language and content in alternative language programs.

Appropriate materials enable ESL students to understand concepts and are written for their language proficiency level. These materials should be selected to match the student's age/grade level, special interests and cultural background as much as possible.

Because students are developing their English language skills, they require dictionaries, reading materials, content texts and computer programs that are written or designed to meet the needs of second language learners. Materials written for native speakers may be too challenging at this point.

The LCAP maintains a bibliography of ESL instructional, curriculum, software, teacher training, multicultural, and audiovisual materials, as well as copies of catalogs from publishers of these ESL materials. Interested districts can request a copy. School personnel are welcome to visit the resource library and borrow materials for examination purposes before purchasing them for their own districts.

7. *Schedule of ESL Instruction*--The ESL Coordination Team schedules ESL instruction according to a range of student variables and available program options. Scheduling decisions will need to be made about the amount of time allocated for direct service, who will provide ESL instruction and where it will be provided. These decisions should be made on a case-by-case basis.

The findings of the formal interview and the diagnostic assessment of the student's language proficiency level and academic skills provide the basis for determining the ESL instructional placement, time allotment and focus of services.

In general, the lower the student's proficiency level, the more intensive the ESL program should be. A more intensive program at the beginning helps students progress faster and ultimately speeds up the partial or full mainstreaming into content area classes. This is especially critical in schools, where there is no opportunity for ESL students to receive content instruction in their primary language while they learn English.

The assessment of the student's English language proficiency should indicate a *classification of proficiency* and the *ESL instructional level*. Formal and informal assessments are given in order to classify the student's language proficiency according to: non-English proficiency (NEP), limited English proficiency (LEP), transitional English proficiency, (TEP) and fluent English proficiency (FEP). The assessments should also establish the students ESL instructional placement level, e.g., Entry-level, Beginner, Intermediate, Advanced, Transitional, and Fluent.

Using the classifications and instructional levels, the following allotments of ESL instructional time are recommended:¹⁸

English Language Proficiency Classification	ESL Instructional Level	Identifying Characteristics	Recommended Time Allotment
NEP	Entry-level	<ul style="list-style-type: none"> No comprehension, verbal production or reading/writing skills in English 	2-4 hours daily
LEP	Beginner	<ul style="list-style-type: none"> Limited comprehension Speech limited to isolated words & simple phrases No or minimal reading & writing skills 	2-4 hours daily
	Intermediate	<ul style="list-style-type: none"> Improving comprehension of everyday speech and increased fluency, vocabulary and grammatical control Very limited ability to understand classroom discourse and read/write in English for academic purposes 	1-2 hours daily
	Advanced	<ul style="list-style-type: none"> Good conversational skills Still lacks control of academic language Requires support in content area classes 	1-2 hours daily
TEP	Transitional	<ul style="list-style-type: none"> Excellent conversational skills Level of academic language not yet at full potential or comparable to peers Expanding listening, reading/writing, thinking skills for grade-level academic work 	1 hour daily or as needed, to provide support for academic classes
FEP	Monitoring of student progress in regular instructional program	<ul style="list-style-type: none"> Excellent control of social and academic language Grade appropriate reading & writing skills 	Monitor progress in the regular instructional program for three years

Adapted from Robert Parker's "Proficiency Classification and Descriptions in Language Proficiency Classification and Instructional Placement Instrument" (1993).

¹⁸These are *broad* recommendations. Actual time allotments will depend on age, grade, oral and literacy skills in the native language, and educational background.

When developing an Individual Instructional Plan for a student, the scheduling of ESL instruction should be given a high priority. Without sufficient time allotted to developing English language skills and academic language proficiency, ESL students will progress more slowly in content areas. ESL should be seen as pivotal, not as peripheral, to the curriculum. Of course, it is important to consider the amount of time a student spends in ESL to make sure he meets specific course and credit requirements for graduation. ESL students will see ESL instruction as being important, only if the school staff treats it as an important subject area.

8. Grouping-In addition to deciding how much ESL instruction to provide individual students, schools with several students close in grade level should consider grouping students for instruction. Schools with larger numbers of ESL students often establish ESL instructional proficiency levels and performance outcomes in order to group students for instruction.

Grouping students to teach language and content skills takes forethought and planning. It also requires skilled ESL teachers, since they must be able to manage a variety of group sizes with students from different grade and possibly language proficiency levels, literacy levels, learning styles, educational, language and cultural backgrounds.

ESL classes typically work well when the number of students is no more than ten to fifteen. This allows the teacher to individualize instruction to meet the different linguistic and academic needs of students. Students are generally close in age/grade level (no more than a three grade level span) and have similar levels of English language proficiency. Heterogenous grouping (mixed proficiency levels) in the ESL class can, if done properly, also provide an opportunity for group language learning activities and peer interaction that is not possible in more homogenous groupings or one-on-one tutorial situations.

Of course, there are situations where one-on-one instruction in ESL is still the best option. In many schools there are only a few children, who are at extremely different grade or language proficiency levels. Grouping siblings sometimes does not work well due to family dynamics.

Grouping students with big discrepancies in the amount of previous schooling is not advised either. Students with limited schooling and native language competence cannot be expected to keep pace with students from well-educated backgrounds, particularly at the secondary level. Organizing special classes or support services for students with little education and low level literacy skills is the best way to give them a fair chance.

ESL students often come from very different linguistic and cultural backgrounds. They may also have very different learning styles and cultural attitudes about education. ESL teachers and classroom teachers with students from diverse linguistic and cultural backgrounds need to be aware of such differences without stereotyping. They will have

to be creative about finding ways to get students with a variety of learning styles to work together in the classroom. Although it is important to recognize that learning styles can vary within cultural groups, research has shown that cultures and schools tend to promote some learning styles over others. For an excellent discussion of learning styles and culture, see *Teaching Language Minority Students in the Multi-Cultural Classroom* by Robin Scarcella (1990).

B. Bilingual Programs

The following description of bilingual program models is excerpted from the *ERIC Digest on ESL and Bilingual Program Models* by Jeanne Rennie with permission from the ERIC Clearinghouse on Languages and Linguistics.

"All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the students' home language.

Early-exit bilingual programs are designed to help children acquire the English skills required to succeed in an English-only mainstream classroom. These programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade. The choice of an early-exit model may reflect community or parental preference, or it may be the only bilingual program option available in districts with a limited number of bilingual teachers.

Late-exit programs differ from early-exit programs 'primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each program' (Ramirez, Yuen, & Ramey, 1991). Students remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient.

Two-way bilingual programs, also called developmental bilingual programs, group language minority students from a single language background in the same classroom with language majority (English-speaking) students. Ideally, there is a nearly 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Native English speakers and speakers of another language have the opportunity to acquire proficiency in a second language while continuing to develop their native language skills. Students serve as native-speaker role models for their peers. Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual."

An advantage of adequately funded and staffed bilingual programs is that students can continue their academic development in the native language while they are acquiring English language skills to do grade-level work in the regular instructional program. Exemplary bilingual programs reinforce students' bilingual and cultural skills and recognize the worth of all cultural and linguistic backgrounds.

Several school districts in Vermont have had bilingual programs in the past. Those with large numbers of ESL students from the same language background and an interest in bilingual program models should either contact the Office of Bilingual Education and Minority Language Affairs (OBEMLA) or a Title VII Bilingual Education consultant at the LCAP. See Appendix H, p. 161. Information is available on federal funding for the education of ESL students at the elementary and secondary levels. These offices can also provide information about other program options including: emergency immigrant education funds; special alternative instructional programs (SAIPs) designed to help students learn primarily through English; family English literacy programs; and special populations programs for bilingual preschool, special education, and gifted and talented students.

II. Content Area Instruction

To prevent ESL students from falling further and further behind in the academic curriculum while they are learning English, the ESL Coordination Team cannot wait until the student has completed a language development program to address content instructional needs. ESL students have a right to a full educational program which includes access to content area instruction. Access means that content area instruction is provided in a way that ESL students can comprehend and actively participate.

A. Rationale- ESL students find it impossible to interact and participate *fully* in content area classes for various reasons. Different schooling experiences, cultural differences, or lack of previous education or literacy skills can all affect educational performance.

Team members must realize that ESL students may not be able to cope with the demands of some content area classes. Teaching styles and curricula may be structured very differently in their home country. Some subjects required in the U.S., e.g., American history or literature, are not taught in other countries and contain many new and unfamiliar topics and concepts.

The most common impediment to interacting and participating fully in content classes for ESL students is language. Districts that do not have screening and assessment procedures in place often assume that students who are conversationally fluent are capable of being fully mainstreamed. In reality, many students with impressive conversational skills have not had adequate time or opportunity to acquire the academic language proficiency and skills that will be expected of them in language arts, science, social studies and other content area classes.

Considerable research has been done to study the acquisition of a second language and its impact on academic achievement. Perhaps best known is the work of Jim Cummins, Ontario Institute for Studies in Education. He distinguishes between ***basic interpersonal communication skills (BICS)*** and ***cognitive academic language proficiency (CALP)***. He also shows how BICS are not sufficient to ensure a student's success in content courses. In order to perform more cognitively demanding, context-reduced classroom tasks, e.g., comprehending and participating in classroom discussion, reading textbooks and other curriculum materials, writing competently at the appropriate grade level, students also need to have CALP.

Since the process of acquiring cognitive academic language proficiency can take as long as five to seven years (Cummins, 1981) for many ESL students, language and content instruction obviously need to be integrated for optimal learning.

B. Placement and Programming Decisions for Content Area Instruction

Decisions concerning placement in the regular instructional program require that the team be very familiar with mainstreaming procedures. Step Six: Monitoring Student Progress, Chapter Nine, discusses procedures and criteria for determining when to exit students from special language services and place them in the regular instructional program. These same criteria and procedures apply to *initial placement* of students in mainstream classes.

In planning a content area instructional program, the first question the team needs to consider is whether the student can be fully mainstreamed in the regular instructional program. If the results of various screening and assessments show that the student is fully English proficient and able to meet the linguistic and cognitive demands of the regular classroom without special language or academic support services, then the student is mainstreamed at the appropriate grade level. The placement of new students should be monitored closely, in case the student encounters difficulty and changes need to be made.

If the student does not meet criteria for full mainstreaming in the regular instructional program, the team next asks the question whether the student can be partially mainstreamed. *Partial mainstreaming* means that the student is placed in carefully selected classes for part of the day and attends ESL and other special content instruction classes for the remainder of the day. ESL students who are partially mainstreamed require instructional modifications, appropriate materials, and possibly special tutoring to participate fully in class.

Placing ESL students in classes such as art, music and physical education provides them an opportunity to interact with peers socially and also learn through a variety of concrete, interactive activities which usually require less academic language proficiency. Some students may excel in these classes which can motivate them to learn the language faster. It is also important to remember that even in less "academic" subject areas, instructional modifications may be necessary.

Selecting content courses for ESL students requires considerable thought. In the ideal situation, students are only placed in content classes when there is relative certainty that they will be able to follow along with some success. However, the reality is that most schools place students in mainstream classes for some portion of the school day before they have had time to acquire academic language skills in English.

Classes such as language arts/English, social studies/history, math and science generally require a higher level of language proficiency and skills, especially as the grade level increases. Although the degree of difficulty of a class depends on many variables, some generalizations can be made. Reading and language arts tend to be the most difficult subject areas for ESL students and usually the last areas for mainstreaming, unless instruction is individualized to meet their ESL needs. Social studies or history classes

are also very challenging due to vocabulary and cultural concepts embedded in instruction and materials. ESL students sometimes have an easier time dealing with math and science classes, when manipulatives, visuals, and experiential learning are used. [Although some students arrive with superior math skills and do well in spite of limited English proficiency, math still involves many difficult language-related tasks.]

Therefore, the team needs to be more discriminating when placing students in these subject areas. While it may be appropriate to place intermediate or advanced-level students in certain content classes, they must receive the instructional support, classroom accommodations and teacher sensitivity to their unique linguistic, cultural and academic needs.

When selecting content courses for ESL students, the team should try to place them in classes with teachers who either have coursework or experience in working with linguistically and culturally diverse students. They are better prepared to individualize instruction based on language and cultural needs. Some districts are already arranging in-service training for all teachers and school personnel to learn about working with multicultural populations. For recommended reading on instructional strategies, materials and resources for content area teachers, see resources listed in Appendix H, p. 165.

The final question the team asks itself is whether ESL students will be better served through alternative content instructional services. Beginners and students with low literacy levels in their native language will not be able to function successfully in most content area classes. Even students with intermediate and advanced level skills may benefit greatly from special sheltered content courses or academic tutoring.

Some districts in Vermont with larger numbers of ESL students and/or a strong commitment to providing quality educational programs have developed special content area instructional programs or classes to help ESL students. In cases where students do not have true "equal access" to the curriculum, districts should make an effort to find the local resources to include such programs or classes in the curriculum. In one way or another, ESL students' content instruction needs must be addressed and special alternative classes may prove the most effective means.

C. Alternative Academic Programs or Classes

There are several types of programs designed to help ESL students continue learning content area concepts and skills appropriate for grade-level work while they are acquiring English language skills.

1. Content-based Language Instruction

In content-based ESL classes, language teachers use special instructional strategies and basic content concepts and skills to teach ESL students. They focus on developing academic language skills rather than survival and social communicative skills. Often, ESL teachers consult with content teachers in order to identify relevant grade-level topics in different subject areas. These topics are the point of departure for second language

learning. The teacher's goal is to reinforce content instruction and prepare ESL students for transition into grade-level classes. In some schools with a sufficient number of students, ESL teachers and content teachers are beginning to work together to integrate language and content instruction. They may actually team-teach a class in a specific subject area.

The ***Cognitive Academic Language Learning Approach (CALLA)*** is a curricular and content-based instructional approach intended to serve as a bridge between an ESL and grade-level academic classes. It is based on a cognitive model of learning and develops academic language skills, including reading and writing, through content area topics in science, mathematics, and social studies. Students are also taught to use learning strategies as aids in comprehension and retention of language skills and content area concepts (Chamot & O'Malley, 1986).

For more information about content-based language instructional approaches, often referred to by other names: sheltered content; content ESL; and the Cognitive Academic Language Learning Approach ('CALLA'), see Appendix H, p. 165.

2. Sheltered Content

A *sheltered content* class is a content class (e.g., social studies, science, literature, math) which is taught by a content teacher to a group of second language learners. Though the teacher focuses mainly on teaching concepts, sensitivity to language needs and a repertoire of basic techniques for "sheltering" language are important. The teacher uses a variety of visual aids, demonstrations, cooperative learning strategies and simplified instructional language to make core concepts more comprehensible to ESL students. Sheltered classes provide intermediate-level students an opportunity to learn content when schools do not offer academic instruction in their primary language. These classes are intended to prepare students to participate in grade-level classes.

Several districts in Vermont have developed sheltered content classes with special curricula in science and social studies for ESL students at the secondary level. For more information on sheltered instruction, see Appendix H, p. 165.

3. Content Area in the Native Language—In districts where there are sufficient numbers of ESL students from a particular language group, students often receive bilingual content area instruction in reading, social studies, science and math in their native language while they are simultaneously learning English as a Second Language and acquiring academic language proficiency. This approach requires a bilingual teacher with a bilingual/bicultural endorsement and appropriate grade level or subject area endorsements.

4. Native Language Support in the Content Areas (Bilingual Aide or Facilitator)--For districts with smaller numbers of ESL students from one language group or many from *different* language groups, another alternative would be to provide students with native language tutorial support in some content areas. Having a tutor who communicates in their own language is especially beneficial for beginning students and students with low literacy levels in their native language. A bilingual tutor could work with students to develop basic literacy skills or content concepts and skills in subjects where students are far behind academically.

Bilingual tutors can either work directly as facilitators in the classroom with students or provide individual or small group instruction in the ESL classroom. In schools with clusters of underschooled students from the same language background, this latter approach can build up basic concepts needed for success in any educational program and also provide survival orientation for students with little previous schooling.

III. Acculturation or Counseling Services

When culturally and linguistically diverse immigrant and refugee students enter schools in Vermont, they are faced with the enormous challenge of making friends and adjusting to a culture very different from their home culture. Every student brings his own unique experiences and coping styles, but most will naturally feel alone and vulnerable at some point. They will not see many other students around them who share their language or cultural background, and this can be unsettling, especially if they feel stigmatized by their differences.

If students are to make a smooth adjustment to school and community, they need more than fluency in English; they need to know that they are accepted and respected by their teachers and peers. They need to know that their languages and cultures, while not those of the majority, are nevertheless equally valued and appreciated.

There is much schools can do to create such a *school climate* and facilitate the process of social and cultural adjustment that culturally and linguistically diverse students inevitably go through. Becoming aware of the distinct stages of social and cultural adjustment and learning about students' families and countries are ways for school staff to support ESL students.

It should be emphasized that no one staff member can be held solely responsible for providing assistance in matters of social and cultural adjustment. The more staff members, students, and community members (including those with the same national origin as the student) who are involved in providing support, the greater the chances that the student will develop a positive ethnic identity and adapt in a healthy way to his new surroundings.

Schools should begin by surveying staff members and the student body to find people who have a special interest or previous experience in helping ESL students adjust socially and culturally. Even if they have never received specific training and experience in cross-cultural counseling, some may have developed cultural sensitivity and awareness through international travel, work or study, e.g., as Peace Corps Volunteers or exchange students. There may also be students from similar language & cultural backgrounds, who have adjusted successfully themselves and are eager to help others.

A. Social/Cultural Learning in the Alternative Language Program

Part of the ESL teacher's training is to work with their students on topics of social and cultural adjustment. Often ESL teachers have had personal experience learning another language, living in a foreign country, and adjusting to a new culture. They often can empathize with their students and find constructive ways to help them deal with situations. There are many excellent ideas and resources available for integrating the teaching of culture into ESL instruction.

The LCAP staff review and collect pertinent articles relating to social interaction and cultural adjustment of diverse groups, especially those who have settled in Vermont in recent years. We also consult with school staff frequently about issues of adjustment, or make referrals to individuals or programs that have more extensive knowledge of a particular language, culture or group (e.g., Southeast Asian refugee adolescents). For those interested in learning more about the cultures of their students and the adjustment process, see resources and materials included in Appendix H, p. 168.

B. Counseling

Guidance counselors often play an important role in providing support services to ESL students. They are in an excellent position to monitor the students' overall progress and act as contact person for students, especially at the secondary level where students change classes. The language and cultural barriers may make the American school system seem confusing and scary. Guidance counselors know the intricacies of the system and can help ESL students to adjust to it.¹⁹

Since schools in many countries do not employ guidance counselors, ESL students may not think to approach their guidance counselor for help in coping with social and/or academic problems. In some schools, guidance counselors are assigned students alphabetically; in others, one guidance counselor may be assigned to work with all the ESL students. Whatever the arrangement, guidance counselors who empathize with the language and cultural barriers ESL students face will make a special effort to inform them of their services and check in with them on a more frequent basis than other students. They will also communicate with the student's parents about the educational program and arrange for interpreting/translation services, as needed.

Guidance counselors and ESL teachers should pay particular attention to grades the student is receiving in academic classes and convene meetings of school staff if a pattern of failure appears. Early intervention can prevent "drop outs." Since the ESL teachers in most schools assume much of the responsibility for the identification, assessment, orientation and provision of appropriate services to ESL students, guidance counselors should work closely with them in making placement decisions and evaluating the students' progress in academic programs. ESL teachers may also be able to advise on the appropriateness of testing.

All guidance counselors need to be aware that the English language proficiency of a student is not a measure of intelligence. They should be realistic in their expectations of students and not form premature judgments about their abilities. ESL students are entitled to the same access to information on career choices, post-secondary education and training, etc. as every other student. ESL teachers and guidance counselors also need to keep abreast of whether students are meeting graduation requirements on time, so that they do not end up short of credits or courses needed to pursue individual goals.

See Resources for Acculturation v. Counseling, Appendix H, p. 168.

¹⁹However, guidance counselors often have very large case loads of students. ESL teachers may often be able to assist in many of the counseling tasks.

IV. Vocational Instruction

Some ESL students want the opportunity to gain vocational skills at the secondary level. They should be informed of different vocational training choices and given a chance to explore their own interests, aptitudes and abilities. ESL students certainly benefit from a basic introduction in their native language, through an interpreter, prior to enrolling in a specific vocational area.

It is also important to mention that there has been a historical trend in education to track students from certain minority backgrounds into vocational education classes, without considering the students' aspirations. Some people have assumed that students, particularly at the high school level, without English language skills need a vocationally-oriented program. While this may, in fact, seem like the most practical placement, the student should always make a vocational choice based on a strong personal interest. ESL students should not be placed in vocational classes simply because that's where all the other students of their nationality have been placed, because it's more convenient for the school system than providing other learning opportunities.

ESL students who are enrolled in vocational areas will require special language and basic skills instruction in order to participate effectively in vocational classes. The Carl Perkins Act, P.L. 98-524, specifically mentions limited English proficient individuals as a group that is "disadvantaged" and is assured equal access to quality vocational educational programs. Funds that are awarded to vocational programs for the purposes of providing equal access for "disadvantaged" students should provide services appropriate to meet the special language and academic needs of limited English proficient students.

An excellent four module resource series for vocational centers with limited English proficient students has been developed by the National Center for Research in Vocational Education. The *Serving Limited English Proficient (LEP) Students* series includes:

- Module ESL 1 "Recruit Limited English Proficient Students for Vocational Programs;
- Module ESL 2 "Conduct Intake Assessment for Limited English Proficient Vocational Students";
- Module ESL 3 "Adapt Instruction for Limited English Proficient Vocational Students";
- Module ESL 4 "Administer Vocational Programs for Limited English Proficient Students".

These materials are published and distributed by AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

Another excellent source of materials is a publication available from the National Center for Research in Vocational Education entitled, *Students with Limited English Proficiency: Selected Resources for Vocational Preparation*. Call 1-800-637-7652 to order.

V. Special Needs Services or Accommodations

Special Education

The May 1970 Office for Civil Rights Memo states that "school systems may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. The additional legal requirements imposed by Section 504 also must be considered when conducting investigations on this issue."

Since there has been an historic pattern of placing ESL students in special education classes without full consideration of language and cultural differences, districts are advised to proceed with caution when trying to determine whether ESL students have special needs. On the other hand, neither should districts totally ignore the possibility that ESL students may also have special needs.

In order for the process to operate fairly, school personnel must first understand the characteristics of second language learners and provide them with instructional opportunities for language and academic development. An excellent background article on the topic of ESL/Special Education is *Preventing Inappropriate Referrals of Language Minority Students to Special Education* by Shernaz Garcia and Alba Ortiz, published in the NCBE *New Focus*, No. 5, June 1988.

Based on the frequent number of requests from schools for technical assistance on evaluation of ESL students for special education services, there is definitely a need for specific state guidelines on the identification & referral process, evaluation, placement and appropriate programming for this population.

However, it is beyond the scope of this handbook to provide the kind of detailed information on ESL/Special Education issues that is required. Readers may refer to Chapter Six, p. 82, Screening of NELB Students, Special Needs, for a *brief introduction* to this subject.

For more in-depth information on ESL/Special Education identification, assessment, placement and instructional services, see Appendix G, p. 118, Assessment and Appendix A, p. 7, Legal Resources for ESL students.

VI. Adjunct Support Services

The formal educational program of language, social and cultural, and academic services can be *supplemented* by many other resources from the school, community, and state/federal level. Some of the resources which may be available to enhance the educational programs of ESL students include:

Schools

- ◆ Peers who share the language and cultural background of new students, and are already integrated into the school, can assist in the orientation process and also explain basic concepts in the native language during the transitional period.
- ◆ English-speaking peers can be trained to tutor ESL students in the regular classroom or in other settings. They may focus on language, content subjects or culture.
- ◆ Members of various school groups--e.g., peer tutors, AFS, foreign language clubs, National Honor Society--may also tutor ESL students at their own school or another school in the district.
- ◆ Schools or districts can offer summer school programs to continue ESL instruction in the summer months.
- ◆ Librarians can assist in the development of oral and literacy skills by reading and sharing appropriate grade-level books with ESL students. They can also order books which represent the ethnic and experiential backgrounds of ESL students for their schools.

Community

- ◆ Parents or community members from ethnic groups, e.g. refugee/immigrant associations, can be recruited to facilitate in the classroom or provide tutorial assistance in areas as literacy or content.
- ◆ Organizations which place volunteers in schools to do service work can be contacted. Examples of such organizations are: Volunteer Connection; Retired Senior Volunteer Program.
- ◆ Bilingual community-based organizations (cultural associations) and international groups (e.g., Returned Peace Corps Associations - Green Mountain Volunteers) may be invited to do slide shows or presentations about other cultures.
- ◆ Some colleges and universities have established ESL tutoring programs and may be interested in having students work with immigrant and refugee children from the public school system. In addition to providing supplemental educational and social assistance, college students may give ESL students an insider's view of college life.

State/Federal

- ◆ The Vermont Student Assistance Corporation (VSAC) Outreach Programs provide information and counseling for students recognized as having the potential to be successful in college. They have worked with secondary level ESL students and helped them with self-awareness, decision-making, goal-setting, career exploration, college selection, financial aid application and information.
- ◆ The Upward Bound Program at Johnson State College is another program that has assisted some ESL students to develop greater self-esteem and improve their study skills and knowledge of content areas. Services include summer programs, as well as workshops and support groups during the school years.

Resources which might be helpful in developing supplemental or adjunct services include:

Ashworth, M. (1985). *Beyond Methodology, Second Language Teaching and the Community*. New York: Cambridge University Press.

Center for Applied Linguistics. (1976). Continuing English Studies During the Summer--Hints for Sponsors and Teachers of School Age Children. *Elementary Education Series, No. 5. Indochinese Refugee Education Guides*. Arlington, VA: Author.

Cook, B. & Urzua, C. (1993). The Literacy Club: A Cross-Age Tutoring Paired Reading Project. *Program Information Guide No. 13*. Washington, DC: National Clearinghouse for Bilingual Education.

Gaies, S.J. (1985). *Peer Involvement in Language Learning*. Orland, FL: Harcourt Brace Jovanovich.

McCloskey, M.L. & Williams Dorage, L. (1990). *English Everywhere! K-3: An Integrated ESL Curriculum Guide* (Chapter 1 Supplement). Atlanta, GA: Educo Press.

Appendix H
INDIVIDUALIZED INSTRUCTIONAL PLAN

Student's Name _____ Grade Placement _____

School _____

Literacy skills in Primary/Home Language _____

Years of schooling in the student's primary Language _____

Years of schooling in the U.S. _____ English Proficiency Classification _____

ESL Instructional Level _____

Briefly outline the services the student will receive under each relevant area of the school curriculum. Refer to p. 126, "Appropriate Instructional & Support Services," if further background information is needed to complete the plan.

I. Alternative Language Program

Program Model: (e.g. ESL pull-out tutorial, In-class ESL, Class Period ESL)

What type of special instructional program will be provided to support the student's second language development for social and academic purposes?

Daily Schedule & Location of Instruction:

How many hours of daily language instruction will be provided for the student? In what location?

Instructional Staff:

Who will teach the second language instructional program?

What training & experiences does this person have in the field of second language teaching?

<p>Curriculum Objectives or Specific Performance Outcomes: (based on grade and language proficiency level of student) (to be completed by language instructor)</p>	
<p>Instructional Approaches, Strategies and Materials: (to be completed by language instructor)</p> <p>What instructional approaches, teaching strategies and materials will be used that are appropriate to this student's English language proficiency, prior schooling and linguistic/cultural background?</p>	
<p>Assessment--Monitoring of Progress:</p> <p>What formal or informal procedures or instruments will be used to assess the student's language development in English?</p>	
<p>How often will assessment occur?</p>	

II. Content Area Instruction

Alternative Academic Program:

What special instruction will be provided to help students learn in academic subjects for which they lack sufficient English skills? (e.g., academic tutoring in the native language, sheltered content or content ESL)

Instructional Staff:

Who will provide this special instruction in content areas? List by subject area. (e.g., bilingual tutors, academic tutors, classroom or content teachers)

Content Area Objectives:

What broad content area objectives will be set that are appropriate to the student's language proficiency and cognitive/grade levels?

(Attach objectives of individual content area teachers.)

Partial Mainstreaming:

In what classes will the student be mainstreamed?
What teaching strategies and instructional modifications will be made to accommodate the student's language proficiency and cognitive levels in specific subject areas?

III. Acculturation & Counseling Services	
<p>Orientation & Cultural Learning</p> <p>What services or strategies are available to orient the student to the school and community and provide opportunities for cultural learning?</p>	
<p>What opportunities are there for the student to share and develop his/her primary/home language and culture?</p>	
<p>What linguistically and culturally appropriate counseling services & career guidance will be provided?</p>	
<p>Who will be responsible for providing acculturation & counseling services?</p>	
IV. Adjunct/Supplemental Services	
<p>Indicate any <i>supplemental</i> instructional programs and related services that will be provided to the student. (e.g., gifted and talented, programs for recent immigrants, programs for students with low levels of literacy or mathematical skills, such as chapter 1), supplemental tutoring by volunteers, etc.</p>	
<p>Adapted from Parker, R.C. (1993). Individualized Instructional Plans. <i>A Program Process Guide</i> (pp. 84-93). Providence, RI: New England MRC.</p>	

Appendix H

Seven Ways ESL and Mainstream Teachers Can Work Together

Nancy E. Dubetz

Second language learners benefit in two important ways when ESL and mainstream teachers choose to work together. First, children participate in more meaningful learning when teachers pool their expertise to plan for instruction. ESL professionals can share with mainstream teachers their knowledge of second language acquisition and ways to make content comprehensible to ESL children. Mainstream teachers, on the other hand, can share their knowledge of child development as well as teaching and assessment strategies across a wide variety of content areas. Second, ESL children are exposed to repeated opportunities to explore language and concepts in more than one context when ESL and mainstream teachers coordinate their curriculum.

There are a number of models that ESL professionals and mainstream teachers can consider in working together to meet the needs of ESL children in the mainstream classroom. The following list identifies seven approaches that are currently being used:

1. ***Co-teaching or Tandem-teaching:*** Co-teaching is a model in which an ESL teacher and a mainstream teacher teach together for either all or part of the day. Tandem-teaching is a type of co-teaching that is being used in Great Britain (Ellis, 1985). In tandem-teaching, the mainstream teacher generally teaches a lesson first. Then the ESL teacher reviews the content of the same lesson with the ESL students in the mainstream classroom using strategies appropriate to second language learners while the mainstream teacher works with the other students. In co-teaching models, ESL and mainstream teachers work together to monitor the growth and development of ESL children. Co-teaching requires that ESL and mainstream teachers have common planning and teaching time.

2. ***Cooperative Planning:*** This model was originally created for ESL children with special learning needs mainstreamed into regular classrooms; however, the model can be used with all ESL students. In this model, teachers meet on an ongoing basis to discuss and plan for individual children. Hudson and Fradd (1990) suggest a nine-step process to cooperative planning. In this process, teachers select the students they want to focus on, identify discrepancies between these students' abilities and the demands of the mainstream classroom, and develop a plan including instructional interventions and a monitoring system for each child. They also suggest that teachers focus on only a few students each semester so that the work load does not become overwhelming.

3. ***Peer-coaching:*** In this model, teachers observe in each other's classrooms and provide feedback to each other as they work together to try out new teaching strategies (Showers, 1985). Teaching approaches such as cooperative learning and whole language are currently being tried in both mainstream and ESL classrooms. Providing opportunities for mainstream and ESL teachers to observe in other's classrooms help these teachers learn and improve together.

4. ***Teaching Buddies:*** In this model, a mainstream teacher *buddies* with an ESL or bilingual teacher to share teaching ideas, pair students from each classroom for peer tutoring, and share insights about the language and cultures of the students. Often these teachers have classrooms located close to each other and share a common planning period, though they may meet before or after school or during lunch.

5. ***Creating a Common Resource Area:*** ESL and mainstream teachers can work together to develop a resource center with professional books and teaching materials that focus on educating second language learners in the context of the mainstream classroom. There are many materials available that offer helpful suggestions on how to meet the needs of ESL children in mainstream classrooms. Periodically, groups of mainstream and ESL teachers should meet in the area to share and discuss new additions.

6. ***Teacher-led Workshops:*** Many schools are now encouraging teachers to take part in their own staff development. Workshops presented by teams of mainstream and ESL teachers often prove to be more helpful than workshops by outside presenters because the teachers are familiar with the needs of the children and staff in the school. Successful workshop topics have included: (1) the adaption of developmentally appropriate teaching strategies for ESL children at different grade levels, and (2) strategies for assessing the growth and development of ESL children in mainstream classrooms.

7. Teacher-Research Projects: Doing research in the classroom can be much easier when teams of teachers work together to solve problems. To find ways to help ESL children adjust to the social and academic demands of school, ESL and mainstream teachers can explore together the effectiveness of different teaching approaches. There are many resources now available to help teacher-researchers get started. For example *Working together: A Guide for Teacher Researchers* (NCTE) provides many good suggestions on how to do teacher research.

Administrative support for shared planning time and shared staff development is critical to the success of many of the models described above. Compensation for collaborative programs can sometimes be secured through mini-grants, which are often available through professional organizations, teachers unions, and/or parent-teacher groups, and are frequently advertised in magazines for teachers.

The success of ESL students in our school hinges in our ability as teaching professionals to provide them with an integrated learning experience in a setting in which they feel safe and valued. As ESL professionals and mainstream teachers, we share the responsibility of educating increasing numbers of children who come to school speaking little or no English. Hopefully, the models described above will provide ESL and mainstream teachers with ideas to help them face this challenge together.

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Appendix H: NON-ENGLISH LANGUAGE BACKGROUND (NELB) STUDENT UPDATE

Name/Grade: School: Language(s) Identified: LEA:	PLEASE MAKE ANY CHANGES (ADDITIONS/CORRECTIONS), I.E., NAMES, SCHOOLS ETC.			
A) PRIMARY/HOME LANGUAGE SURVEY: (NELB) NON-ENGLISH LANGUAGE BACKGROUND STUDENT Based on the Home Language Survey, has this student identified a language other than English on the survey form? (See Enclosed Survey) The student is from a non-English language background if one or more of the following apply: . the student's primary language (first acquired) is other than English regardless of which language the student now uses most frequently, . the language most often spoken by the student is other than English, . a language other than English is spoken in the student's home.	Yes	No	OFFICE USE ONLY: SURVEY ON FILE YES/NO DATE:	
			B) Language identified as primary (first acquired) on the survey by the student or family (see list of languages attached):	
Student Profile:	Yes/No	Date	Grade	
Date of Enrollment	Graduated			
Date of Arrival in U.S.	Dropped Out			
Date of Birth	Retained			
Place of Birth(State/Country)	Moved			
C) SCREENING: MULTI-CRITERIA ASSESSMENT TO IDENTIFY AND DETERMINE NELB STUDENT'S EDUCATIONAL BACKGROUND AND ENGLISH LANGUAGE PROFICIENCY. Following are recommendations for providing comprehensive screening procedures. These preliminary steps are essential components in the overall assessment process and include:				
<ul style="list-style-type: none"> •Interview(s) with parent, guardian(s) and student(s); •Review of student's educational and health records; •Observations and referral(s) by school personnel; •Assessment of language proficiency using a combination of formal and informal methods. •Whenever possible, informal and formal native language proficiency testing is recommended. 				

D) LANGUAGE PROFICIENCY ASSESSMENT: Indicate results of language proficiency test(s) given. A combination of informal and formal assessments should be used to classify students' English language proficiency. The following formal language proficiency assessment instruments are available from our office.

TESTS	SKILLS TESTED	TEST RESULTS
I. IPT (Idea Proficiency Test)		
II. LAS (Language Assessment Scales)		
III. SLEP (Secondary Level English Proficiency)		
IV. Other Tests		
TESTS	SKILLS TESTED	TEST RESULTS
V. Native Language Assessments		

ACADEMIC SKILLS INFORMATION

SKILLS TESTED:	Yes/No	Methods Used	Test Results
English Reading/Language Arts			
Native Language Reading/Language Arts			
Other Academic Skills			

E) ENGLISH LANGUAGE SUPPORT PROGRAM(S) Serving English as a Second Language**Was this student placed in an instructional program designed for second language learners during the 1992/1993 and/or 1993/1994 School Year?****If yes, check appropriate program and year listed below:**

ESL Models:	1992/1993	If available, give hours/periods per week	1993/1994	If available, give hours/periods per week
Pull-Out Tutorial				
In-Class ESL Instruction				
Class Period ESL				
High-Intensity Language Training				
Content-based ESL				
BILINGUAL Models:				
Self-Contained				
Tutorial				
F) OTHER LOCAL/STATE/FEDERAL INSTRUCTIONAL PROGRAMS Check other instructional program(s) serving Non-English Language Background student.	1992/1993	If available, give hours/periods per week	1993/1994	If available, give hours/periods per week
Chapter 1				
Special Education				
Vocational Education				
Other Program(s):				

Appendix H
WHAT ALL ESL STUDENTS SHOULD KNOW

New Arrivals Need to Know About...	Second or Third Year Students Need to Know...
Food, clothing, shelter and how to ask for it	Formal grammar and metalanguage
Survival vocabulary, example: how to ask to go to the bathroom	Learning strategies and metacognition (e.g., note-taking, outlining, questioning)
Communicating health and safety needs	Test-taking skills
Following directions	Following directions from many school personnel
Requesting information	Reading comprehension and reading strategies
Communicating emotions	Study skills
Appropriate indoor/outdoor behavior	Writing process and product
Social rules	Public/formal speaking
Cafeteria foods and how to eat them	Information gathering skills
Good nutrition	Research strategies and project processes/learning strategies
Good personal hygiene/health	Cooperative learning and group dynamics skills
Classroom specific vocabulary and directions	Idiomatic English
Student expectations, teacher expectations, and classroom agenda	Affective sharing skills
Being streetwise at school and in the community	Cultural exchanges
Being streetwise about advertising	Language of power/empowerment
Money	Vocabulary media, legal, health
The geography of the school and the town	Learning about culture
School and community resources	Connecting the known to the unknown
Appropriate attire	Integration into the school community
Basic content vocabulary and concepts	Connecting the known to the unknown
Basic literacy skills	Integration into the school community
Basic interpersonal communication skills (listening, speaking in social situations) (BICS)	Street savvy
	Advanced content vocabulary concepts, and processes
	Non-verbal communication
	Cognitive/Academic Language Proficiency (CALP)
	Paralinguistic features (e.g., intonation, stress)
	Discourse features (CALPS)

Reprinted from "Practical Practices for ESL Teachers", pp. 44-45, with permission from the Maine Department of Education.

Appendix H
RESOURCES FOR LANGUAGE DEVELOPMENT PROGRAMS

Districts interested in receiving assistance to design or enhance their alternative language program can contact the LCAP. This office provides materials, training and technical assistance. It can put your school in touch with other schools or resource persons who have had experience teaching LEP students in situations similar to your own. The program can also direct you to regional resource centers that offer workshops, conferences, and technical assistance.

ORGANIZATIONS

Center for Applied Linguistics (CAL)

ERIC Clearinghouse on Language & Linguistics (ERIC/CLL)

418 22nd Street, N.W.

Washington, DC 20037

TEL: (202) 429-9292

Joint National Committee for Languages

300 Eye Street, NE, Suite 211

Washington, DC 20002

TEL: (202) 546-7855

Language & Cultural Affairs Program

University of Vermont Office of Rural Education

500 Dorset Street

So. Burlington VT 05403

TEL: (802) 658-6342

National Association for Bilingual Education (NABE)

1220 L Street, N.W.

Suite 605

Washington, DC 20005-4018

TEL: (202) 898-1829

National Clearinghouse for Bilingual Education (NCBE)

118 22nd Street NW

Washington, DC 20037

TEL: (800) 321-NCBE

Natural Center for Research on Cultural Diversity and

Second Language Learning

399 Kerr Hall

University of California

Santa Cruz, CA 95064

TEL: (408) 459-3500

New England Multifunctional Resource Center for

Language & Culture in Education

144 Wayland Avenue

Providence, RI 02906-4384

TEL: (401) 274-9548

New England Superintendents' Leadership Council

The Education Alliance at Brown University

144 Wayland Avenue

Providence, RI 02906

TEL: (401) 274-9548

Northern New England TESOL (NNETESOL)

American Language & Culture Center

New Hampshire College

2500 North River Road

Manchester, NH 03106-1045

Contact: Dianne Dugan

TEL: (603) 668-2211

Office of Bilingual Education and Minority Language Affairs

U.S. Department of Education
400 Maryland Avenue Room 5086
Washington, DC 20202-6642

TEL: (202) 205-5463

Saint Michael's College

Center for International Programs (CIP)

M.A. TESL Program
Winooski Park
Colchester VT 05439

TEL: (802) 654-2300

School for International Training (SIT)

Master of Arts in Teaching Languages Program

Kipling Road
PO Box 676
Brattleboro VT 05302-0676

TEL: (802) 257-7751

Teachers of English Speakers of Other Languages (TESOL), Inc.

1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751

TEL: (703) 836-7864

U.S. Department of Education, Office for Civil Rights

Region I
McCormack Post Office and Courthouse, RM. 222
Boston, MA 02109

TEL: (617) 223-9689

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STAFF/TRAINING

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CURRICULUM AND MATERIALS

For a complete listing of curriculum, teacher reference and instructional materials, please request the LCAP Resource Library Bibliography. Library materials are available on a two-week loan basis for examination purposes.

The LCAP also has a large collection of commercial ESL publishers' catalogs containing ESL, bilingual, content area, teacher reference, and multicultural materials.

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GROUPING

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Appendix H
RESOURCES FOR CONTENT AREA INSTRUCTION

TEACHER REFERENCE MATERIALS

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INSTRUCTIONAL MATERIALS

For a listing of instructional materials for teaching ESL students in different content area subjects, please contact the LCAP to obtain information on how to borrow materials for examination purposes.

Appendix H
RESOURCES FOR ACCULTURATION & COUNSELING

ORGANIZATIONS

Indochinese Psychiatry Clinic

(Clinical Services)

AND

Harvard Program in Refugee Trauma

Harvard School of Public Health

(Research & Training Component)

Brighton Marine Public Health Center

77 Warren St.

Boston, MA 02135

Contact: James Lavelle, M.S.W.

TEL: (617) 562-5550

National Center for Research on

Cultural Diversity and Second

Language Learning (NCRCDSSL)

University of California at Santa Cruz

141 Kerr Hall

Santa Cruz, CA 95064

TEL: (408) 459-3500

National Coalition of Advocates for Students

Clearinghouse for Immigrant Education (CHIME)

100 Boylston St., Suite 737

Boston, MA 02116

TEL: 1-800-441-7192

National MultiCultural Institute (NMCI)

3000 Connecticut Avenue, N.W., Suite 438

Washington, D.C. 20008-2556

TEL: (202) 483-5233

International Society for Intercultural Education,

Training and Research (SIETAR)

International Secretariat (Professional Membership Association)

Suite 200

808 Seventeenth St., NW

Washington, DC 20006

Contact: David Fantini

TEL: (202) 466-7883

The Counseling Service of Addison County

Intercultural Counseling

89 Main St.

Middlebury, VT 05753

Contact: Suzanne Rice

TEL: (802) 388-6751

For listings of other refugee assistance programs, cultural associations, and community organizations which may be able to assist with acculturation and counseling, see Appendix B, p. 32, Resources for Family/Community Involvement.

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