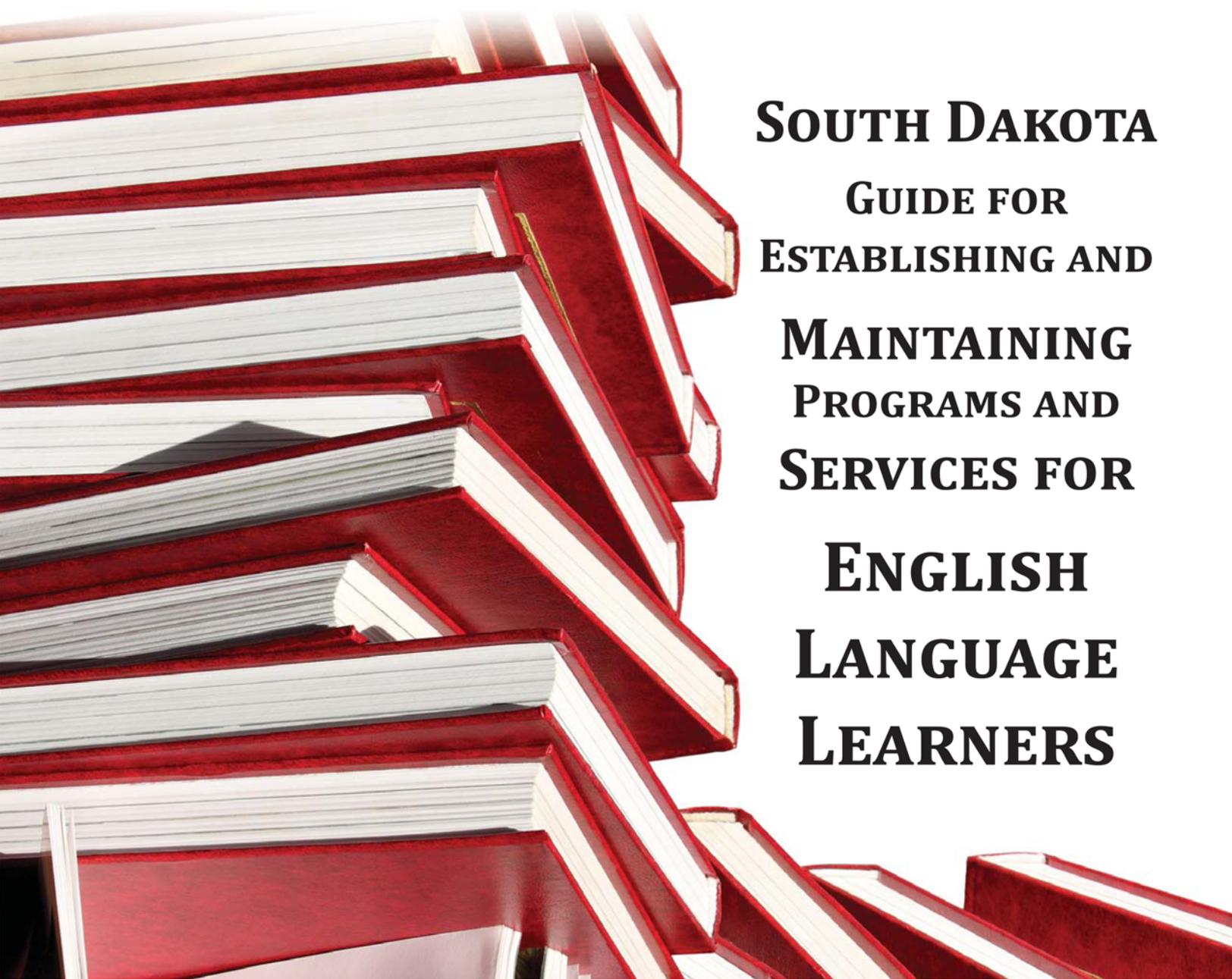




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DEPARTMENT OF EDUCATION

Learning. Leadership. Service.



SOUTH DAKOTA
GUIDE FOR
ESTABLISHING AND
MAINTAINING
PROGRAMS AND
SERVICES FOR
ENGLISH
LANGUAGE
LEARNERS

*South Dakota Guide for Establishing and Maintaining Programs and Services
for English Language Learners*

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South Dakota ELL Guide

Introduction

As the diversity in all South Dakota schools has increased in recent years, so has the population of English Language Learners (ELLs). The ELL population in SD schools and school districts has increased dramatically in recent years. More recently, increased employment opportunities, as well as other initiatives and circumstances, such as refugee resettlement has caused for significant increases in more rural areas and this is continuing to be reflected in the increased numbers of ELLs in schools. The number of students taking the English Language Proficiency (ELP) Assessment has increased by over 1,000 students in the past 5 years.

The trend toward a more diverse student population in South Dakota mirrors a national trend and is likely to continue. While it will benefit all students as they prepare for a diverse national workforce, it presents challenges to those districts and schools that are inexperienced in providing appropriate services for ELLs or may be unsure about how to meet the needs of growing numbers.

In order to provide information and guidance in doing so, the South Dakota Department of Education, together with the assistance of the North Central Comprehensive Center (NCCC), has created this guidance.

The purpose of this guide is two-fold:

- To assist local schools and school districts of all sizes in the initial development, implementation and evaluation of instructional programs, services and policies that enable English Language Learners to achieve their full academic potential;
- To provide information that will enable the reader to better understand the goals, activities and responsibilities in providing these services.

In creating this document, valuable input was received from an ELL Guide Revision Committee, made up of practitioners and administrators of ELL programs from throughout the state of South Dakota. The members of this group have provided indispensable input and information, and have shared their expertise throughout. The Department of Education wishes to thank these local district educators for their effective and enlightening work:

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Getting Started

THE IDENTIFICATION PROCESS

At the beginning of the school year, identification, screening and parental notification of eligible students must be given within 30 days of enrollment. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within 2 weeks of enrollment.

HOME LANGUAGE SURVEY

A local school district is required to administer a home language survey to **ALL** students enrolling in the district as the first step in the screening process to identify students with limited English proficiency. Many districts include this survey on their initial enrollment card or document. The home language survey consists of the following four questions.

What is the language most frequently spoken at home?

Which language did your child learn when he/she first began to talk?

What language does your child most frequently speak at home?

What language do you most frequently speak to your child?

If any single response indicates a language other than English, school districts are then required to give a language proficiency identifier test.

If there is no indication that the student speaks another language from the home language survey there are other indicators that can be used to initiate the administration of the W-APT. These indicators may include, but are not limited to: documented staff concerns based on classroom observations or performance or if the student was receiving ESL services in another state.

INITIAL ASSESSMENT

South Dakota school districts will administer the placement test WIDA-Assess Placement Test (W-APT) developed by World-class Instructional Design and Assessment (WIDA). The W-APT identifies a student as Limited English Proficient (LEP).

To gain access to this assessment, a login/password is needed. This information can only be given to district testing coordinators. Contact the South Dakota Department of Education office of Assessment & Technology. The W-APT can be downloaded from <http://www.wida.us/assessment/w-apt/index.aspx>.

South Dakota criteria for classifying a student as ELL are as follows:

- **Grades 1-12:**
Students with a composite score lower than 5.0 qualify for ELL services.

- **Kindergarten- Preschool through 1st semester of grade 1:**
The Kindergarten Listening and Speaking Test is an oral proficiency test intended for students in this age range. (It cannot be given earlier than May prior to entering kindergarten.)
 - Identification Criteria: If combined Listening and Speaking raw score is less than 29, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs® assessment.
OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELLs.

- **Kindergarten-2nd semester kindergarten through 1st semester of grade 1.** The Kindergarten Reading and Writing Tests are diagnostic tests intended for students in this range.
 - Identification Criteria: If combined Listening and Speaking raw score is less than 19, the student will be deemed eligible for language assistance services and must be administered the annual ACCESS for ELLs® assessment. If combined Listening and Speaking raw score ranges from 19 to 28, the Reading and Writing portions need to be administered. If the Reading score is lower than an 11 and the Writing score is lower than a 12, the student is classified as ELL and must be administered the annual ACCESS for ELLs® assessment.
OR
 - A score less than 5.0 on WIDA Measure of Developing English Language (MODEL) is also considered a placement score for ELLs.

The W-APT test results/scores need to be placed in the student's cumulative file.

Parents can refuse ELL services if a student is identified as ELL. However, they cannot refuse the administration of a language identifier test at entrance.

A sample letter for parental notification is shown in Appendix B.

TRANSFER STUDENTS

As districts register students using the above described process, they need to realize that transfer students may have been previously identified as LEP by another school district using the appropriate state approved process.

Districts can avoid duplicate assessment if WIDA scores can be obtained from the previous district. If a student is coming from a WIDA state (consult www.wida.us for a complete list of states), the district the student is transferring from should be contacted, and requesting a copy of the W-APT scoring sheet and any ACCESS assessment information that may be appropriate.

If current WIDA scores for the W-APT cannot be obtained, the W-APT must be administered as outlined in the Identification Process, above.

INFINITE CAMPUS INSTRUCTIONS FOR ENROLLMENT OF ELLs

Student data is housed within the Infinite Campus System. For all identified ELL students, a record must be kept within Infinite Campus

LANGUAGE ACQUISITION PLANS

Once a student has been identified as LEP, it is recommended that a district create a Language Acquisition Plan (LAP) for the student. It is important to involve people that will be working closely with the student in developing this plan.

- Course content teacher
- English as a Second Language (ESL) teacher and/or Title III coordinator
- Parent or guardian
- Building administrator or designee
- Student (if appropriate)

Language Acquisition Plan sections include:

- General Data:
Student and parent information are noted.
- Academic History Prior to Entering Your School District:
If the student is new to district list academic achievements and prior schools attended.
- W-APT Information:
Document W-APT scores.
- ACCESS Test Information
Document all ACCESS scores.
- ESL Service:
 - Note the type and time/amount of services that will be provided.

- This is where it may be marked if parents decline services. (Student must still be given the ACCESS if parents decline services.)
- Participation in the State-Required Assessment and Accountability System:
Note the accommodations to be used on state required tests (if other than what is listed on state example LAP. Make sure they are approved by the state office of Assessment & Technology).
- Instructional Methods in the Mainstream Classroom:
Describe the accommodations to be used in the regular classroom instruction.
- English Instructional Plan:
Include objectives/goals that are set for the student.
Examples of objective/goal areas: reading, writing, listening, speaking, math, social, cultural, etc.
- Persons Involved in the Development of the Language Service Plan:
 - All those who participated in creating the LAP sign it.
- Other Notes Regarding LAPS:
 - If a student receives Special Education services, the accommodations marked on the LAP must also be listed on their Individualized Education Plan (IEP) or the accommodations cannot be used on state-required assessments.
 - LAPS are to be updated ANNUALLY or as needed.
 - South Dakota State Sample Language Acquisition Plan can be found at: <http://doe.sd.gov/oats/documents/LAPSample.doc> A sample LAP is also found in Appendix C of this guide.
 - Any assessment accommodations should be included in the LAP.



Assessment and Evaluation

LANGUAGE ASSESSMENT

Students in grades K-12 must be given the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State) each February, if identified as an English Language Learner (ELL). This large-scale test addresses the academic English language proficiency standards that help with instructing and evaluating the progress of English language learners. Although parents always have the right to refuse ELL services, assessment is always required of all identified ELL students.

The WIDA Consortium, found at www.wida.us provides support and training for this assessment of ELL students. All school staff administering the annual WIDA ACCESS assessment is required to be trained and pass the on-line ACCESS Administration test. The school district test coordinator will receive a WIDA account password, and they must log in and create accounts for any other staff who are administering the WIDA ACCESS test.

Once a staff member is logged in to their account, they continue to the WIDA ACCESS training course and quizzes. This consists of four modules:

- Overview Module (Note: this module does not include a quiz)
- Group Test Administration Module (covers Listening, Reading, Writing tests; this quiz must be completed once)
- Speaking Test Administration Module (this quiz must be completed annually)
- Kindergarten Test Module (this quiz must be completed once by staff members administered the ACCESS to kindergarten students)

The WIDA ACCESS assessment is available in three Tiers, depending on the language proficiency level of the student.

- Tier A is for student in the first year in the country, and covers levels 1-3;
- Tier B is for the majority of the students taking the ACCESS test, levels 2-4, and approximately 85 % of a district's ELL population should take this Tier;
- Tier C is for student in levels 3-6, and is for students with the most advanced proficiency levels who are very close to being tested proficient.

Accommodations allowed on the WIDA ACCESS assessment are explained and outlined in the WIDA training material.

EXIT FROM ELL STATUS

To exit a student from an ELL status, the student must obtain an Overall Proficiency Level of 4.7 or higher on Tier B or C and in the scores in the Reading domain 4.5 or higher and in the Writing domain must be 4.1 or higher in the ACCESS assessment.

MONITORING:

Students that have exited from their ELL program will be monitored for the next two consecutive years. School Districts are responsible for evaluating the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services. Such things as a teacher referral, a parent referral, test scores and mainstream classroom success might indicate a need to discuss the possibility that a student needs to be re-integrated into the ELL program.

ALTERNATE ACCESS for ELLs TEST

In 2011-2012, WIDA made available an alternate form of the ACCESS test. This Alternate ACCESS was designed for significantly impaired ELL students to replace the ACCESS, and was designed for use by approximately 1 % of the ELL population in any given group. Students being considered for the Alternate ACCESS should be those identified as qualifying for an alternative form for state level assessments, such as the Dakota STEP.

Similar to the ACCESS the WIDA Consortium provides training and requires the passage of an on-line quiz for the Alternate-ACCESS assessment.

CONTENT ASSESSMENT/STATE REQUIRED ASSESSMENT

All identified limited English proficiency students in grades 3–8 and 11 must participate in the DSTEP assessment (Title I, Part A, Section 1111 of the No Child Left Behind Act of 2001). If a student is considered to be in his/her first year in the U.S., the reading portion of the Dakota STEP is not required. However, they must take the math and science portions. After the first year in the country, all ELLs take the same content and state assessment that is required of all students.

ASSESSMENT ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS

Test coordinators are urged to plan ahead when involved in the accommodation of students with special needs. Since every student is different and language abilities and needs vary widely, any testing accommodation made available to one student will not necessarily be applied universally.

Prior to the administration of the DSTEP assessment, districts should determine each ELL student's need for special accommodations that are most likely to yield accurate and reliable information on what the student knows and can do in the subjects tested. Such determinations should be made by ELL teams comprised of teachers, counselors, and administrators with specific knowledge of the student involved on

an individual basis. In order for students to receive accommodations on statewide assessments, they must have an LAP.

Listed below are some general guidelines for ELL teams to consider in determining accommodations for individual students:

- Students who are ELL must have an LAP in place that describes the accommodations to be used during the assessment.
- The student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- The student's ability to comprehend and appropriately respond to standard test items written in English
- The language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- Timing or pacing variations that may assist in English comprehension
- Responsive variations that may minimize English-language limitations
- Encoding or decoding assistance, including interpreters or translators

If it is determined that an ELL student will participate in the DSTEP assessment with accommodations, the team must be formed to make that decision must specifically indicate the type and extent of accommodations that will be provided. A student's ELL team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. Decisions should be documented in writing and maintained in the student's permanent file. Assessment accommodations that an ELL team might consider are: word lists/glossaries, simplified directions, small group/individual administrations, flexibility with time and scheduling, as well as other accommodations based on the student's needs. Because decision making occurs well before the administration of the assessment, the team should coordinate with the ELL students' teachers to ensure ELL students have the opportunity to practice using testing accommodations as part of classroom instruction. The day of the assessment should not be the first time the ELL student uses the accommodation.

For additional detailed information regarding assessment accommodations for ELLs, educators should refer to the DSTEP/DSTEP-A Test Coordinator Handbook 2012 (pages 28-38) at http://doe.sd.gov/oats/documents/dTCH_2012.pdf



Programs for English Language Learners

The goal of the language instruction program is to support language development in addition to content. ELLs need to acquire English and meet high standards. When considering programs, educators should think about an instructional plan that helps ELLs attain English proficiency in addition to learning content. Districts and schools should consider ELL needs and available resources in selecting a program model.

The following chart may be useful in determining which program type best suits the needs of an individual district or school:

Program Model/Description
<p>Newcomer Program</p> <ul style="list-style-type: none"> • Students acquire beginning English-language skills in addition to core academic skills • Helps students acculturate to the U.S. school system and community • May utilize native language • Designed to meet the needs of recent immigrants • Designed to meet the needs of students with interrupted formal education (SIFE) • Typically implemented at the secondary level; however, may also be appropriate for elementary • Intended as a short-term program • Classes are composed of only English Language Learners (ELLs) • Taught by an ESL endorsed or trained teacher
<p>Structured Immersion or Sheltered Instruction</p> <ul style="list-style-type: none"> • Specialized instruction/curriculum in English with an ELL teacher • May include some native language support • Classes include students from any language background • Focus is on learning academic content while developing English-language skills • Use of comprehensible language, physical movement, and visuals • Instructional approach makes academic instruction in English understandable to ELL students • Teachers are ENL endorsed or trained and typically are also endorsed in the content area • Typically all ELLs

ESL Pull-Out/ESL Push-In

- Goal is fluency in English
- Often implemented in districts or buildings where there are low numbers of ELLs
- Could make use of co-teaching or coaching
- Teachers receive professional development in ESL strategies to meet the language and academic needs of the students and may be a resource to other staff members
- Students served in mainstream classrooms receive instruction in English with some native language support, as needed
- In ESL Pull-Out programs, students spend most of the day in the mainstream classroom
- In ESL Push-In programs, the English-language instruction is provided within the mainstream classroom

Dual Language Program

- Serves both native-English speakers and speakers of another language concurrently
- Instruction is provided in both languages
- Both groups become bi-literate, learn academic content in two languages, and develop cross-cultural understanding
- Class comprised of ELL and English-speaking students
- District commitment to long-term programming so as to provide the opportunity for proficiency in both languages
- Utilizes bilingual teachers with content endorsement/expertise
- Generally offered as one of several program options available with choice by parents

Transitional Bilingual

- Instruction provided in both English and native language
- Generally only ELLs with the same native language
- Some bilingual programs transition to English-only sheltered instruction in 2 to 3 years while others provide additional years of bilingual support
- Generally offered as one of several program options available with choice by parents

Nebraska Department of Education. Rule 15: A Guide for Implementation. Spring 2012.

CO-TEACHING EXAMPLES

In addition to the Push-in ESL program description above, co-teaching/coaching/collaboration strategies can be considered. Seven ELL co-teaching arrangements and collaborative practices between ELL teachers and general education teachers are described below (Dove & Honigsfeld, 2010):

Model Type	Description	Examples
One student group: One lead teacher and another teacher teaching on purpose	The mainstream and ESL teachers take turns assuming the lead role. One leads while the other provides mini-lessons to individuals or small groups in order to pre-teach or clarify a concept or skill.	While the mainstream teacher introduces the mathematical conventions for reducing fractions, the ESL teacher clarifies the meanings of numerator and denominator, and helps students understand the concept of equal fractions with visually depicted fractions and math manipulatives.
One student group: Two teachers teach the same content	Both teachers direct a whole class lesson and work cooperatively to teach the same lesson at the same time.	The teachers collaboratively agree on content and language objectives for a lesson on the rock cycle. The mainstream teacher focuses on the content goals of the three main classes of rock and how they are formed. The ESL specialist supports students' linguistic development through the matching language objectives that target key concept vocabulary; adjectives describing the colors, shapes, textures, and sizes of rocks; and the passive voice.
One student group: One teacher teaches, one assesses	Two teachers are engaged in conducting the same lesson; one teacher takes the lead, and the other circulates throughout the room and assesses targeted students through observations, checklists, and anecdotal records.	While the fourth-grade classroom teacher leads a review and practice lesson on two-digit subtraction, the ESL specialist circulates throughout the room, observing and informally assessing how the ELLs and possibly other at-risk students are mastering the new content.

<p>Two student groups: Two teachers teach the same content</p>	<p>Students are divided into two learning groups; the teachers engage in parallel teaching, presenting the same content using differentiated learning strategies.</p>	<p>In a middle school technology class, the topic of bridges and their associated forces is explored. One group works at the computer stations conducting research and creating a PowerPoint presentation while the other engages in labeling and matching activities using line drawings.</p>
<p>Two student groups: One teacher pre-teaches, one teaches alternative information</p>	<p>Teachers assign students to one of two groups based on their readiness levels related to a designated topic or skill. Students who have limited prior knowledge of the target content or skill are grouped together to receive instruction to bridge the gap in their background knowledge.</p>	<p>One teacher pre-teaches the format and sequence of a lab report while reviewing the components of the scientific method. The other group compares inductive and deductive reasoning as related to the logical reasoning behind the scientific method.</p>
<p>Two student groups: One teacher pre-teaches, one teaches alternative information</p>	<p>Flexible grouping provides students at various proficiency levels with the support they need for specific content; student group composition changes as needed.</p>	<p>In an upper elementary co-taught English language arts class, one teacher revisits the effective use of transitions in expository writing with one group of students. The other teacher examines nonfiction mentor texts that include obvious as well as subtle transition words.</p>
<p>Multiple student groups: Two teachers monitor and teach</p>	<p>Multiple groupings allow both teachers to monitor and facilitate student work while targeting selected students with assistance for their particular learning needs.</p>	<p>Teachers collaboratively set up several learning stations in a high school social studies class. Students at each station are assigned a different authentic document from the Cold War with a matching, differentiated, and scaffolded activity sheet.</p>

(Dove and Honigsfeld, TESOL Journal, March, 2010)

NON-NEGOTIABLE CIVIL RIGHTS

Meeting the needs of ELLs in low incidence settings continues to be a challenge for everyone involved. The Administrator's Guide to Federal Programs for English Learners (Thomson Publishing, 2010) reminds us that instruction provided in the regular education classroom is the "primary vehicle" for moving ELLs from "struggling language learners to high-achieving mainstream students." Collaboration between the South Dakota Department of Education and Districts and schools must think and work collaboratively to help ELLs reach proficiency in English language acquisition while meeting content standards. Since ELLs spend the majority of their time in content area classes, collaboration is crucial for success.

The U.S. Department of Education offers advice on what to do but not how to do it, by addressing outcomes not content. In writing district plans for ELLs, seven services guaranteed by ELL's civil rights must be addressed:

- (1) *Instruction to overcome linguistic barriers:* States must provide instruction to help non-English-speaking students attain proficiency and overcome language barriers, so they may have meaningful access to educational content.
- (2) *Mainstreaming is goal:* The overall goal for language instruction must be to prepare ELLs to participate in core content classrooms. ELLs cannot be permanently or completely separated from their non-ELL peers.
- (3) *Non-dead-end programming:* Language instruction must aim to catch ELLs up to their English-speaking peers as quickly as possible. Therefore, the program cannot be a dead-end tack.
- (4) *Limited English proficiency is not a disability:* ELLs cannot be placed in special education programs based *solely* on their language skills.
- (5) *Sound educational theory:* ESL programming must be based on sound educational theory.
- (6) *Sufficient effort to implement programs:* The education agency implementing the program must do so to full effect (i.e., supply sufficient personnel, time and resources for it to work as intended).
- (7) *Program accountability:* If the program fails to overcome linguistic barriers for students after "enough time" to be considered a fair trial period, it should be discontinued in favor of another.

These civil rights are non-negotiable and must be met with or without federal funds.

EXAMPLES FROM RURAL, LOW-INCIDENCE PROGRAMS

Several rural districts with low incidence of ELLs in South Dakota convened in March 2012 to write a description of their ELL program models. Their working drafts are posted in Appendix D as examples of district efforts to address ELL needs within the stringent requirements of the law. Districts looking to initiate a program may be able to use parts and ideas from these plans in developing their own programs.



Highly Qualified Teachers

South Dakota State Law requires teachers who teach ELs to have an English as New Language (ENL) Endorsement to provide the ENL program services. (For program models see Section IV of this EL Program Guide.)

No Child Left Behind (NCLB) mandates that all teachers in “core academic subjects” be “highly qualified.” To be a highly qualified teacher (HQT), a teacher must have, at minimum, a bachelors’ degree in the content area(s) he or she intends to teach, be certified or licensed in the content area, and pass a rigorous state test. Private schools do not need to meet these requirements.

A teacher of English Language Learners (ELLs) who provides instruction in core academic subjects needs to meet the requirements to be highly qualified, even if he or she is not the only one instructing the students in that subject. However, if the teacher is reinforcing instruction already delivered, or is only providing advisory assistance to a teacher who has delivered the instruction, the highly qualified teacher requirement do not apply.

An endorsement, degree or certification in ESL may not be used to demonstrate subject-matter competency, unless the endorsement or certification includes coursework equivalent to that of a subject major, or is in line with other means allowable under NCLB and required by the state to determine subject-matter competency. NCLB requires ESL teachers demonstrate subject-matter competency in the core subject they teach. For example, a teacher who teaches math using ESL Methodologies would need to demonstrate subject-matter competency in the core subjects they teach. A teacher who uses ESL methodologies to teach parts of the general elementary curriculum to fourth-graders must demonstrate competency as an elementary teacher.

Considering that many content area instructors often know relatively little about serving language minority students, professional development in this area can be strongly indicated, or even critical. Obviously, professional development dollars must be spent, at least in part, to help non HQTs attain HQT status, and in many places, this status does not automatically involve building skills to serve ELs. Nonetheless, many instructional skills a teacher uses to serve ELs can be beneficial to all students (effective differentiated instruction, for example). Because helping at-risk students meet challenging standards remains a priority in both Title I and Title III,

any efforts to make teachers more effective for struggling students fall squarely within the program's goals. (Forte, 2010)

It is also important to understand that the Office of Civil Rights enforces the Equal Education Opportunities Act (1974) which specifies that local school districts must provide their ELLs with a fair and meaningful education, and equally important, specifies activities that local school districts are prohibited from doing. (See Programs Models, Section IV of this ELL Program Guide for specific services guaranteed by ELLs' civil rights as determined by the U.S. Supreme Court, i.e. : *Lau v. Nichols* [1974]).

The legislative citation of the English as a New Language Endorsement can be found in Appendix G of this guide and also at:

<http://legis.state.sd.us/rules/DisplayRule.aspx?Rule=24:15:06:25>

English as a New Language (ENL) Endorsement in South Dakota

More schools in South Dakota are adding the coursework for the ENL Endorsement every year. The advantage for doing the coursework from a South Dakota school is that the instructors in South Dakota know the English Learner populations we serve. Contact the institution of higher education nearest to you for guidance to the closest ENL Endorsement program most accessible to your location.

Currently, two programs are available in South Dakota:

- South Dakota State University (SDSU) has an endorsement program that is offered online. Please contact R. L. Erion (Ralph.erion@sdstate.edu) or Andy Stremmel (Andrew.stremmel@sdstate.edu) for more specific information.
- Augustana College in Sioux Falls offers an ENL Endorsement program on campus. Please contact Sheryl Feinstein, the Certification office at Augustana College for more information. Feinstein@augie.edu

To Obtain the ENL Endorsement on a Current Certificate

1. Go to the State website at : <http://doe.sd.gov/oatg/teachercert/index.asp>
2. Click on: Additional authorization application
3. Pay \$20.00 with your credit card
4. Contact the Registrar of the college you attend to send a transcript to the State.. The address is: Teacher Certification, 800 Governors Drive, Pierre, SD 57501

If you have questions about what you need to do to complete the course work for the ENL Endorsement, talk with the Certification Officer at the college where you have done your course work.



Professional Development for Educators Working with ELLs

Schools that do not receive federal funds explicitly intended for professional development can still implement a number of school-level practices that support teachers' efforts to grow skills and confidence with regard to ELs.

The State of South Dakota is a part of the WIDA Consortium (World-class Instructional Design and Assessment) (<http://www.wida.us>). WIDA provides the State Department of Education with training days each year. Contact the South Dakota Department of Education for information on dates, locations and subjects of the training they will provide for the current year (<http://doe.sd.gov/Contact/index.asp>).

The State of South Dakota also partners with the North Central Comprehensive Center located at the Mid-continent Regional Educational Laboratory (McCREL) in Denver, CO to provide training and support for school districts that have ELLs. (<http://doe.sd.gov/Contact/index.asp>)

Possible professional development opportunities include:

- Training provided by the SD Department of Education through the offices of Title III and Migrant Education.
- Both WIDA and the North Central Comprehensive Center provide Data retreat services.
- SIOP Training – This training can be contracted through Pearson.
- Co-Teaching Professional Development – There are various models that give guidance to teachers as they begin to work in cooperation with an ENL teacher to provide direction in strategies with the ELs in their classrooms and content area classes.
- The Dakota TESOL organization and annual conference offers timely, useful and important information for teachers of ELLs.
- Look to the posted professional development opportunities on the SD Department of Education website for relevant training.



Title III Programs, Funding and Regulations

The South Dakota Department of Education manages the Title III Language Instruction and Immigrant Children and Youth Grant from the United States Department of Education. In order to qualify for Title III funding, a local school district/education agency (LEA) propose to serve a number of ELLs sufficient to generate \$10,000 in funding. The possible amount is arrived at by determining the total number of students to be served and multiplying that number by the per pupil dollar allotment.

The purpose of this grant is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use Title III funds to implement language instruction educational programs designed to help LEP students achieve these standards. State educational agencies (SEAs), local educational agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

Title III subgrants support the efforts of LEAs to assist limited English proficient students to learn English and meet challenging State academic content and student academic achievement standards. LEAs must use Title III subgrants to carry out activities that use approaches and methodologies that are based on scientifically-based research on teaching limited English proficient children and immigrant children for the following purposes:

- (1) Developing and implementing new language instruction educational programs and academic content instructional programs for limited English proficient students in early childhood, elementary and secondary programs.
- (2) Expanding or enhancing existing language instruction educational programs and academic content instruction programs.
- (3) Implementing school-wide programs within individual schools to restructure, reform, and upgrade all programs, activities and operations related to language instruction educational programs and academic content instruction for limited English proficient students.
- (4) Implementing in a local educational agency system-wide programs designed to restructure, reform, and upgrade all programs, activities and operations related to the education of limited English proficient students

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

AMAOs are performance targets for English language proficiency that programs which receive Title III funding must consider. They include:

- AMAO 1: Making progress toward English language proficiency as measured by the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)
 - AMAO 2: Attaining English language proficiency as measured by the ACCESS for ELLs
 - AMAO 3: Meeting the school-level AMOs based on the goal of reducing by half the percentage of students in the LEP subgroup
- **Definition of Progress:**

South Dakota uses the ACCESS for ELLs, developed by World-class Instructional Design and Assessment (WIDA), to measure the English language proficiency of English Language Learners K-12. Making progress is defined in Title III legislation as advancing at least 0.5 decimal gains on the ACCESS overall composite proficiency level from one year to the next. Achievement levels are expressed in increments of one tenth ranging from 1.0 to 6.0.

Ex: Year 1 Composite Test Result - 1.3
Year 2 Composite Test Result – 1.8 = .5 gain = progress
Year 3 Composite Test Result – 2.2 = .4 gain = not making progress

- **Determining English Language Proficiency:**

English Language Learners are tested with the ACCESS Test in four domains or areas of English language proficiency:

 - Listening
 - Speaking
 - Reading
 - Writing

In South Dakota, an ELL is considered proficient in English when he/she achieves a composite score of 4.7. The student must attain a score in the Reading domain of at least a 4.5 and a score on the Writing domain of at least 4.1.

Local school districts and consortia receiving Title III funds will be held accountable to the following targets for their ELLs:

AMAO TARGETS		
English Language Proficiency Targets. All new and re-enrolling students grades K-12	Percent of LEP Students Making Progress in Acquiring English Language Proficiency	Percent of LEP Students Attaining English Language Proficiency
Baseline Year 2008-2009	80%	50%
2009-2010	50%	4%
2010-2011	52%	5%
2011-2012	55%	6%
2012-2013	58%	9%
2013-2014	59%	10%
2014-2015	60%	11%

APPLYING FOR AND RECEIVING TITLE III FUNDS

The Application Process

All applicants who intend to operate a *Title III: Language Instruction for LEP and Immigrant Students* subgrant program must complete a yearly application prior to completing Part I and Part II of the annual LEA Consolidated Application for Title III.

The preliminary application is sent to each school district in the spring. Once this application is completed, it will be determined, based on the number of applicants and the state allocation from the Office of English Language Acquisition (OELA), the amount of funding each school district will receive. When that calculation has been completed, each LEA will be notified of the amount of their subgrant. Once the district has that information, Part I and Part II of the annual LEA Consolidated Application for Title III funding will need to be completed. All questions in the application must be answered and all stated and implied assurances contained in that application must be met.

The Allocation Process

Below is a general timeline and outline of the procedure for allocation of funds. This timeline may vary slightly based on funding availability and certain state and federal commitments.

MONTH(S)	STEP IN ALLOCATION PROCESS
April	A letter of Intent is sent to all school superintendents and Title III coordinators, alerting them to the preliminary grant application for Title III - Language Instruction for Limited English Proficient (LEP) and Immigrant/Refugee Students.
April/May	Due date for letter of intent is the last date LEAs can notify SD DOE in order to apply for a subgrant.
May/June	Preliminary allocation letter sent to LEAs by the Office of Grants Management.
July	LEAs submit Title III application and budget information.
August	SD Department of Education reviews and approves Title III applications.

The amount of the Title III funding that is awarded to a local district or to a consortium is determined by adding up all of the ELLs in South Dakota to be served by all Title III applicants. That number is used to determine a per pupil allotment, which, in turn, is awarded to all Title III program districts, based on their number of students served. The number of students served is based upon the per pupil allotment on the final day of the ACCESS testing window.

Forming a Consortium

LEAs receiving an allocation less than \$10,000 must enter into a consortium partnership with one or more local districts. The operation of a consortium is outlined below:

- One of the LEA members must agree to serve as the lead LEA of the consortium. The lead LEA (fiscal agent) shall be the sole grantee and shall administer the subgrant on behalf of all consortium member LEAs.
- The fiscal agent, along with each of the consortium partners, shall decide on the manner in which services and products funded by Title III will be provided to eligible LEP students enrolled in each of the participating LEAs.
- Title III funds assigned to consortia must be combined or “pooled” with one consortium plan for all consortium partners.
- The fiscal agent is responsible for all fiscal transactions of the consortium (requisitions, purchases, payments, etc.) and for maintaining records of all financial transactions carried out on behalf of the consortium. That agent is also responsible for

ensuring that consortium members fulfill their fiscal and programmatic responsibilities as sub-grantees under Title III.

- Consortium partners must meet to discuss and develop a common plan that meets the requirements of Title III and other issues including the following:
 - The needs of partner districts for improving services for limited English proficient (LEP) students.
 - The needs of partner districts relating to professional development to improve instruction for LEP students.
 - A common plan to effectively and efficiently use Title III funds to meet the identified needs of the consortium partners.

On-Site Monitoring

South Dakota Title III Grantees will receive an on-site monitoring once every three years starting in the 2012-13 school year. The list of districts to be monitored is posted at this website: <http://doe.sd.gov/oess/documents/T3RevSchd.pdf>. The grantees will receive information and instructions regarding the monitoring visit with ample time to prepare for the visit by SD Department of Education personnel.

Title III Grant Activities

- **The *Supplement Not Supplant* Requirement of Title III**

Section 3115(g) of Title III of the ESEA (hereafter “Title III”) provides as follows:

SUPPLEMENT, NOT SUPPLANT -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

In practice, the prohibition against supplanting under Title III means that recipients may not use those funds to pay for services that, in the absence of Title III funds, would be necessary to be provided by other Federal, or State, or local funds.

For more detailed information regarding the *Supplement not Supplant* requirement go to: <http://www2.ed.gov/programs/sfgrp/supplefinalattach2.pdf>

- **Required Title III Activities:**

According to Title III regulations, a district/consortium receiving Title III funds must use those funds to:

- Increase English language proficiency of English Language Learners
- Provide high quality professional development for classroom teachers, administrators and others to improve the instruction and assessment of English Language Learners, and which is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom (excluding activities such as one-day or short-term workshops and conferences).

Accountability in Title III

Local districts that receive Title III funds will be held accountable for the use of the funds and for the progress of ELLs in meeting English language proficiency standards. If a district or consortium fails to meet the AMAOs as outlined, the consequences will be the following:

An LEA that fails to make progress toward meeting all three AMAOs for:

- **Two (2) consecutive years** will be required to:
 - (1) Develop an improvement plan.
 - (2) The improvement plan must address the factors that prevented the LEA from meeting the AMAOs.
 - (3) The improvement plan may be a part of an existing improvement plan if such a plan exists.

The State shall -

- (1) Provide technical assistance to the LEA.
 - (2) Provide technical assistance, if applicable, to the schools served by the LEA that need assistance to meet AMAOs.
 - (3) Develop, in consultation with the LEA, professional development strategies and activities that the LEA will use to meet AMAOs.
 - (4) Require the LEA to use the strategies and activities.
 - (5) Develop, in consultation with the LEA, a plan to incorporate strategies and methodologies to improve the specific program or method of instruction.
- **Four (4) Consecutive Years :**

The State shall:

 - (1) Require the LEA to modify the curriculum, program and method of instruction. OR
 - (2) Make a determination on the continuation of funding. AND
 - (3) Require the LEA to replace educational personnel relevant to the failure to meet the objectives.

Private School Participation in Title III:

Local education agencies (LEAs) receiving Title III funds must provide educational services to English Language Learners and educational personnel in private schools that are located in the geographic area served by the LEA. These services must address the language proficiency needs of the students and be provided by appropriate personnel employed by the local district, not by the private school.

Further information on this topic can be found in the Title III legislation found in Appendix A and from Yutzil Rodriguez at the SD Department of Education at (605) 773-4698 or Yutzil.Rodriguez@state.sd.us



Collaborative Programs

School districts receiving multiple federal funds should recognize the importance of collaboration among other programs that identify specific needs of students. By providing collaborative opportunities, school districts can maximize the use of the funding and assure that the students' needs are being met effectively. It should be noted that no fund can supplant another fund but rather it can supplement and support instruction and services.

TITLE III – IMMIGRANT CHILDREN AND YOUTH

- Improves the education of LEP immigrant children and youth by assisting the children to learn English and meet challenging state academic content and student academic achievement standards.
- Focuses on family literacy, parent outreach, community-based activities, training activities, and personnel support
- Immigrant funds are awarded based upon a significant increase in immigrant student population.

TITLE I – PART A

- Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "school-wide program" to upgrade the instructional program for the whole school. Title I schools with less than the 40 percent school-wide threshold or that choose not to operate a school-wide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards.
- education or employment

SPECIAL EDUCATION

Special Education funding has its own set of regulations, but it should be noted that some students may be served by both Special Education and programs for English language learners (ELL) if they meet the criteria for service in both programs. School districts should establish a process to determine whether academic struggles are stemming from a student's language proficiency or an identified learning disability. (Also see *Frequently Asked Questions* in this guide.) It is important that ENL/ESL staff be included in the assessment and development of a Special Education Individualized Education Plan (IEP) for each ELL.

For information regarding ACCESS testing for English language learners with disabilities, download *ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities* from the menu at: <http://www.wida.us/assessment/ACCESS/>

TITLE I – PART C (MIGRANT EDUCATION)

- Provides high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensures that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensures that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

Designs programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to postsecondary



Parents and Community

Each district will provide a language instruction educational program and implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement stands as all other children are expected to meet.

Research has shown that engaging parents in their child's education or school system enhances student performance. Parents need to be encouraged and informed that it is permissible for them to come to the school for various events as in many countries parents are not encouraged to participate in school activities. In many countries the schools are solely responsible for the child's education. Therefore it is important that the schools make a consistent effort to welcome families. Communicating school expectations and regulations to the parents is also necessary as it puts parents at ease as they work to navigate the school systems. Expectations and school rules that seem intuitive and obvious to English-speaking families is not readily known to parents of English language learners.

PARENT NOTIFICATION FOR IDENTIFICATION AND PARTICIPATION

The district must notify parents of a child identified for participation in a language instruction educational program not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program.

School districts must inform parents of the following information in their home language when possible:

1. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program.
2. The child's level of English proficiency based on their scores from the WAPT/ACCESS test, and the status of the child's academic achievement.

3. The method of instruction that will be used in the program, including a description of other alternative programs
4. How the program will meet the educational strengths and needs of the child
5. How the program will help the child learn English and meet academic achievement standards
6. The program exit requirement, including the expected rate of transition, and the expected rate of graduation from secondary school
7. How the program will meet the objectives of the individualized education program for a child with a disability; and
8. Their rights, including written guidance that
 - a. specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request;
 - b. describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available,
 - c. assists parents in selecting among various programs and methods of instruction, if more than one program or method are offered.

Note: Best practices when communicating with parents include using an interpreter.

Note: www.wida.us provides a parent letter in various home languages to explain student ACCESS scores and eligibility for enrollment in the ELL program.



Suggested Educational Resources

COMPUTER-AIDED INSTRUCTION

- **Rosetta Stone** - <http://www.rosettastone.com>

Rosetta Stone is an interactive software program that uses visual imagery to help students learn and think in a new language. It promotes and builds student social English and allows them to practice reading, writing, listening and speaking in English.

- **Imagine Learning** - <http://www.imaginelearning.com/EnglishLearners.aspx>

Imagine Learning is an interactive software program that aids students in learning the English language.

- **Samson's Classroom** - <http://www.samsonclassroom.com>

This software program is designed mainly for students grades K-5. It is an online series that helps students become better readers. Students play games that focus on three core areas; sight words, spelling, and reading comprehension.

CURRICULUM MATERIALS

Teachers are responsible for teaching English language learners grade level content and scaffolding it to the student's English proficiency level. Therefore, your curriculum for English language learners will be based on state standards and the WIDA English language proficiency standards. However, most reading series and publishing companies will have a companion ELL program that will go along with their reading curriculum. These companion programs may provide you with leveled readers that can be used with your ELs. You may want to look at your current reading series and see if there is an ELL program that parallels what you currently use. Here are a couple of curriculum programs that are currently being used in the state.

- *On Our Way to English* – <http://rigby.hmhco.com/en/owe2010/index.htm>

- *Treasure Chest for English Language Learners* - http://www.macmillanmh.com/reading/treasure_chest.html

- *Keys to Learning* - a newcomer program that provides middle and high school ELs with the skills and strategies to make a great start in reading, writing, and grammar - www.pearsonlongman.com/ae/keys_to_learning/content.html

EDUCATIONAL VIDEOS

Videos are a great way to make abstract concepts more concrete for English language learners. By showing them a video it will make the content more comprehensible for the students. Here are some great websites that offer educational videos to supplement your curriculum materials.

- Brainpop - www.brainpop.com
- Learn360 – www.learn360.com

REFERENCE RESOURCES FOR TEACHERS

- Diaz-Rico, L. (2008). *Strategies for teaching English learners*. Boston, MA: Pearson Educational, Inc.
- Echevarria, J., Vogt, M.E., & Short, D.J. (2009). *Making content comprehensible for elementary English language learners: The SIOP model*. Boston, MA: Pearson Educational, Inc.
- Echevarria, J., Vogt, M.E., & Short, D.J. (2009). *Making content comprehensible for secondary English language learners: The SIOP model*. Boston, MA: Pearson Educational, Inc.
- Gottlieb, Margo. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press,
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hill, J. & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD
- Law, Barbara & Eckes, Mary. (2007) *Assessment and ESL: An alternative approach 2nd Ed.*, Winnipeg, Canada: Portage & Main Press

INFORMATIONAL WEBSITES FOR EDUCATORS

Description	Website
World Class Instructional Design and Assessment (WIDA)	www.wida.us
Formative assessments to track student English language proficiency level	http://www.wida.us/assessment/MODEL/
Dakota TESL	www.dakotatesl.com
<p>Cross Cultural Developmental Education Services</p> <p>This is Dr. Catherine Collier's web site, she is a leading expert in distinguishing the difference between a language issue and a disability. She has credentials in both Special Education and in English Language Learner education.</p>	http://www.crosscultured.com/index.asp
Obtaining an English as a New Language Endorsement (under “documents” heading)	http://doe.sd.gov/oess/TitleIIIela.asp
Discovery Education	www.discoveryeducation.com
Karen online translator	http://www.drumpublications.org/dictionary.php
Translation for a number of languages	http://translate.google.com/
Office for Civil Rights – English Language Learner Resources	http://www2.ed.gov/about/offices/list/ocr/ellresources.html

REFERENCES FOR COMMUNITY MEMBERS

- United Nations High Commissioner for Refugees: <http://www.unrefugees.org>
This site contains information about the UN's work for refugees around the world and you can find descriptions of refugee populations.
- Lutheran Social Services of South Dakota: <http://www.lsssd.org/>
- International/Interfaith Calendar: <http://www.interfaithcalendar.org/>
- This website offers an ethnic calendar with explanations of the different religious holidays: <http://www.sheepandgoat.com/articles/ethniccalendar.html>

RESOURCES FOR PARENTS

- 211 Help Line
Telephone: 339-4357
Answers questions about finances, shelters, daycare, housing, food, health, clothing or employment.
- Caring Program for Children
Telephone: 361-5994
Free immunizations and examinations for children age 6 through high school.
- Cornerstone (Aberdeen and Huron)
Web site: www.cornerstonescareer.com/
Adult education classes (computer training, English classes, GED testing)
- Department of Social Services
 - Child Care Services 367-7602
 - Child Support 800-286-9145
 - Economic Assistance 367-5500 (food stamps, TANF, medical)
- Department of Community Development
Telephone: 367-7125
Repair of homes with low interest and no interest loans available with low monthly payments or no monthly payments to qualified homeowners.
- Department of Health
Telephone: 367-5360
Physicals for low income, uninsured women ages 40-64, Bright Start—pregnant low income, Immunization Program, Newborn screening program, WIC

- Department of Human Services
Telephone: 367-4217
Based on eligibility, assistance with rent, utility bills, ID's, food and non-food items, dental and medical care, out-of-town transportation (bus tickets, gas), prescriptions, and burials
- Lutheran Social Services
Telephone: 3800-568-2401 or 339-4601
Web site: <http://www.lsssd.org/>
- Head Start
Telephone: 367-4540 or 367-4541
Educational activities for children ages three or four



Frequently Asked Questions

The reality of the South Dakota education system is that there is a growing population of non-native English speakers in our classrooms. English language learners (ELLs) often are placed in “regular” or mainstream classes alongside native English speaking American students. For teachers, this reality is a professional challenge. Many mainstream teachers find themselves with bilingual or even multi-lingual classrooms and understandably have more than a few questions about how to approach the situation.

How do I find useful information on a student’s cultural background?

- Student information gathered at registration
- Acculturation Quick Screen (AQS) - See Cross Cultural Developmental Education Services under educational resources)
- Use online resources to identify potential cultural conflict points (i.e. restrictions on food that can be eaten, appropriate eye contact)
- Use online resources to understand basic first- and second-language differences and similarities (i.e. language cognates)

What are some important tips for classroom teachers with ELLs?

1. Increase your own knowledge: Learn as much as you can about the language and culture of your students.
2. Simplify your language: Avoid slang and idiomatic expressions. Use as few extra words as possible.
3. Announce the lesson’s objective and activities: Write the objectives on the board and review them orally before class begins. It is also helpful to place the lessons in the context of its broader theme and preview upcoming lessons.
4. Print legibly.
5. Demonstrate; use manipulatives.
6. Make use of all senses: Give students a chance to touch things, to listen to sounds, even to smell and taste when possible. Talk about the words that describe these senses as the student physically experiences something. Write new words as well as say them.
7. Use smart boards, DVDs, iPads to improve a content lesson.
8. Bring realia into lessons.

9. Adapt materials: Don't "water down" the content. Rather make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.
10. Support the student's home language and culture: The goal should be to encourage students to keep their home language as they acquire English. Students might be able to bring in pictures, poems, dances, proverbs, or games. Do whatever you can to help your English-speaking students see the language-minority student as a knowledgeable person from a respected culture.

What are some strategies for working with an interpreter?

- When conducting a parent teacher conference or when at a meeting when official documents are being signed, the district is responsible for providing an interpreter for the family. At times the family may bring a friend to interpret. It is important to remember to never use siblings to interpret sensitive or confidential information.
- When friends and family accompany parents/students, it can actually create a more comfortable atmosphere for them.
- Even though the interpreter is speaking for you, look at the parents/students when you talk with them. This shows respect even if they continue to look at the interpreter.
- Say only 2 or 3 sentences at a time. Information will be lost if you give too much at once. Also, have the interpreter stop the parents/students every 2 to 3 sentences as well.
- Do not use web-based utilities to translate information due to their inaccuracy.

What should classroom management look like?

English language learners need clear expectations regarding appropriate behavior and interaction in the classroom. Different cultures have different expectations for behavior in educational settings. Expectations need to be explicitly taught and modeled.

What should classroom arrangement look like?

When planning instruction to be presented to a classroom of ELLs and English-speaking students, it would be helpful to have the room organized so students can easily work together in small groups.

- Cooperative groups
- One-on-one peer tutoring
- Small group presentations

How does a classroom teacher provide instruction and support for the ELLs without holding back the students who are fluent in English?

Differentiation is the key to effective instruction for all students?

- Modifying the text
- Creating grouping structures that set students up for success
- Scaffolding the learning experience

What kinds of activities should a classroom teacher be doing to help an ELL develop their oral language and oral reading?

- A low-anxiety environment
- Repeated practice
- Comprehensible input
- Drama

How do I grade my English language learners?

- Use alternative assessments that aren't highly dependent on academic language ability so students can demonstrate real learning (refer to following list).
 - Portfolios are excellent ways to show student growth
 - Oral presentations
 - Allow students to do projects instead of paper tests
 - If applicable, allow students to use illustrations to demonstrate knowledge and learning
- Modify assignments and assessments so that the student is able to have success
 - Read tests orally to students
 - If using multiple choice, limit the choices
 - Avoid using T/F questions
 - Use open ended questions so students can explain what they have learned

Can Special Education students also receive ELL services?

All students who are eligible for ELL services, including students on an Individualized Education Plan (IEP), need to be served. If a student who qualifies for ELL services also qualifies for Special Education services then the ELL teacher should be part of the IEP team. This team should decide the level and kind of ELL service that the student will receive. Special Ed service does not replace ELL service; the two can work together to make sure that the services complement the classroom instruction, the student's language needs and the IEP goals. What the service model looks like will depend on the needs of each individual student. In some cases the student's disability makes it difficult for ELL services to have an impact; if this is the

case, it should be documented in the IEP. At no time should we assume that because a student is in Special Ed that they won't receive ELL services.

Can ELL students be retained?

Retention is usually not recommended for English language learners, even if they are newcomers with lower levels of English proficiency. ELL students need to be taught the same academic standards as their peers. They are often capable of participating in grade-level activities if instruction is differentiated and made comprehensible. Research has told us that Native-like academic performance in a second language can take 7-10 years and we cannot wait that long to advance students. Retention can carry a social stigma that can harm, rather than help, language acquisition and academic progress.

Slow language acquisition and the resulting low academic performance are not necessarily indicators of a student being at-risk, incapable of grade-level activities, or in need of special education.

Can a district ask for a student's immigration status?

No.

What can you use as proof of identification?

- I-94 card
- birth certificate
- permanent resident card

Does a student's identification in an ELL program depend on whether or not the district will receive funding for that child?

No. The student's identification is based on their initial WAPT scores (level of English proficiency). As long as they qualify for services the schools must ensure that accommodations are made for them in the classrooms and on state tests.

Up to what age can students attend public schools in South Dakota? In South Dakota students can stay in public school through the year of their 21st birthday. It is highly encouraged that students who arrive with limited prior education and have an advanced age stay in school through their 21st birthday in order to obtain graduation requirements. Passing the GED is especially difficult for English language learners.



Additional Department of Education Information Regarding Working with English Language Learners

The South Dakota Department of Education has referenced English Language Learners (ELLs) in a number of documents that are available to educators and to the public. Some of them provide more detail than is presented in this guide. The reader may wish to review them for additional information. These documents include the following:

The DSTEP/DSTEP-A Test Coordinator Handbook 2012 (pages 28-38):
http://doe.sd.gov/oats/documents/dTCH_2012.pdf

Identifying and assisting English language learners:
<http://doe.sd.gov/oats/documents/ELLproces.pdf>

WIDA/ELP Testing:
<http://doe.sd.gov/oats/elp.aspx>

Highly Qualified Teachers:
<http://doe.sd.gov/oatq/hqt.aspx>

Other References from this Document

ESL Coteaching and Collaboration: Opportunities to Develop Teacher Leadership and Enhance Student Learning, Dove, Maria and Honigsfeld, Andrea. TESOL Journal, pages 3-20. March, 2010.

http://www.tj.kdp.org/teachingresources/podcast/pdf/ESL_CoTeaching_Collab.pdf

Fort, E. & Faulkner-Bond, M. (2010). *The administrator's guide to federal programs for English learners*. Washington, D.C.: Thompson Publishing Group.

APPENDIX DOCUMENTS

APPENDIX A

Title III of the No Child Left Behind Act legislation can be found in its entirety at:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

APPENDIX B

Sample Notification of Program Eligibility to Parents: (Continuation/Exit)

_____ (date)

Dear Parent/Guardian:

Enclosed is a report of your child's English language proficiency scores from an assessment that was administered last February. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score. The assessment, called ACCESS for ELLs® – *Assessing Comprehension and Communication in English from State to State for English Language Learners*, is used throughout South Dakota and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies. Information on English language proficiency levels are also given at the bottom of the report. . Also enclosed is the Personal Education Plan that was developed for your child.

Below is an explanation of the levels of Language Proficiency (scale of 1-6) that is used in _____ (name) School District, and is reflected on the enclosed report.

English Language Proficiency Levels (grades K-12):

Level 1: (Entering) The student knows and uses minimal social language and minimal academic language with visual support.

Level 2: (Beginning) The student know and uses some social English and general academic language with visual support.

Level 3: (Developing) The student knows and uses social English and some specific academic language with visual support.

Level 4: (Expanding) The student knows and uses social English and some technical academic language.

Level 5: (Bridging) The student knows and uses social and academic language working with grade level material.

Level 6: (Reaching) The student knows and uses social and academic language at the highest level measured by this test.

To Exit from the ELL program, ELLs will have reached the minimum level of a 4.8 Overall Proficiency Level on the ACCESS test with at least a 4.0 proficiency level in each area of Reading and Writing.

Parents also have the right to decline to have a child enrolled in the ELL program. Upon your request, your child will be immediately removed from the ELL program. These students must take the annual proficiency exam.

Based on the results of this English language proficiency assessment and according to the proficiency levels displayed on the enclosed report, your student: (mark appropriate blank)

____ is qualified to continue to receive ELL services.

____ does not qualify for ELL services—student is exiting as defined, above. Student’s academic progress will be monitored for 2 school years beyond the assessment administration date.

____ qualifies for ELL services, but is not receiving services based on your decision and stated intent, and SFSD is meeting your students’ linguistic needs in the regular education setting.

Please contact your child’s school if you have questions regarding this report. More information about this assessment can be found at: www.wida.us.

(Original to Cumulative File, Copy to Parent)

APPENDIX C

SCHOOL DISTRICT

Language Acquisition Plan for Student that are English Language Learners

Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name		Last					First				Middle		
Current Address													
Gender	M	F	Date of Birth				Country of Birth						
Language first spoken			Language spoken in home				Additional Languages spoken						
Date of 1 st year in country				Immigrant Status (less than three years)									
Parent/Guardian name													
Phone	Home	Work				Cell							
Other Contact Person		Relationship				Phone							
Home/School communication to parent/guardian requested in:				English		Native Language		Oral		Written			

ACADEMIC HISTORY PRIOR TO ENTERING

SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?				Does the child have an IEP?			
School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction		
ACADEMIC ACHIEVEMENT LEVEL HISTORY							
Subject	Below level	On or Above level	Method used to determine Level			Information not available	
Math							
Reading							
Writing							

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS INFORMATION

Test	Date	Score	Level															
Speaking																		
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified ELL				Date Entered ESL Program				
Student will receive Direct ESL Pull-out Services for				Minutes			Days a week	
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)				Year			Semester	
Student will be placed on monitoring Status		Comments:						
Parents Declined Services		Comments:						
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in _____ years.</p>								
Comments:								
Date exited from ELL Status								
Expected date of Graduation (Grades 9-12 only)								
Student Name		Last				First		
						Middle		

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

***These Accommodations are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.**

Accommodations:			
Repeat directions		Environmental modifications	
Visual organizers		Word to Word Glossary	
Reader (except on reading passages)		Individual or small group test administration	
Flexible schedule		OTHER: (must be approved by DOE before being used on DSTEP	

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing*	Use high interest/low vocabulary text material
Reader (oral administration)*	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)*	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time*	Highlight/color code tasks, directions, letters home
Bilingual dictionary*	Pair ESL student with an English speaking "Study Buddy"
Individual test administration*	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas

- In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal		Parent
	School /District ELL Coordinator		Parent
	ELL Teacher		Student
	Teacher		Interpreter
	Teacher		Date

APPENDIX D

EXAMPLES FROM RURAL, LOW-INCIDENCE PROGRAMS

Several rural districts with low incidence of ELLs convened in March 2012 to write a description of their ELL program models. Their working drafts are posted below as examples of district efforts to address ELL needs within the stringent requirements of the law.

Example #1:

The Board of Education will provide programs of English language for pupils that are English Language Learners (ELL) as required by law and rules of the State Board of Education. ELL pupils are those pupils whose native language is other than English and who have such difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

With the goal of mainstreaming and developing fluency in English, students remain in the classroom and teachers will be instructed in effective strategies for adapting classroom structure and content area to accommodate ELL students. Other areas of focus will be: language acquisition, comprehension strategies, direct vocabulary instruction, and higher order thinking skills. There is typically no support for students' home language. Additional instruction to overcome linguistic barriers for students will be provided using the following strategies or a combination of them:

- **PULL-OUT**
ELL students leave the classroom part of the day to receive ELL instruction, often focused on grammar, vocabulary, and communication skills.
- **PUSH-IN**
Students are served in a mainstream classroom and the ELL teacher or a para-professional will provide clarification and use ELL strategies.

Progress monitoring will be ongoing, including: teacher observation, formative assessments, benchmark testing, reading and math assessments, and summative assessments.

To exit, a student must be proficient based on ACCESS results.

Example #2:

Language Acquisition Plan for English Language Learner Student

Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

This district used the Department of Education Language Acquisition Plan template and prefaced it with the following:

Goals:

- English language learners shall be educated in the Structured English Immersion until student reaches the progressive level according the SD DOE Language assessment – ACCESS
- With support from classroom teacher and other certified staff, the student will be successful in both oral and written language acquisition
- Ensure that students achieve at grade level expectations (non IEP students)

Procedure

1. Upon enrollment, parents/guardians are asked to indicate home language. If English is not the home language, school personnel contact the District Assessment Coordinator. The student is assessed within two weeks of the date of enrollment.
2. Student is assessed by the District Assessment Coordinator to determine if student is considered ELL.
3. The Assessment Coordinator works with the building administrator to determine classroom placement.
4. The parents/guardians of identified student(s) will meet with administrator, assessor, and classroom teacher to go over the Language Acquisition Plan (LAP)
5. The classroom teacher and support staff will work together to meet the needs of the student(s).
6. Periodic progress reports will be sent home to help parents/guardians to monitor the progress of the student.
7. Students will be assessed periodically with benchmark, district, and state assessments. Accommodations will be provided if the LAP team determines that it is needed.

Example #3:

School District Plan for ELL Students

The School District is committed to serving English Language Learners and to ensure the success of those students. The goal of the school district is to provide services that enhance the students' fluency in English, as well as to ensure that each child learns all content appropriate to his or her grade level when possible.

Staffing: The School District will have two teachers attain their English New Language Endorsement (ENL) no later than the beginning of the 2015-2016 school year.

Identifying students: A home language survey will be administered to all new students..

Language Acquisition Plan: Parents, teachers, and ELL staff will meet to formulate a LAP. Any parties involved in the education of the student are welcome to attend. ELP standards will be utilized.

Student Placement: K-5 Students will be mainstreamed into the regular classroom setting and taught comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills through our RtI program. By serving students in the regular classroom setting and through the RtI process, ELL students will be provided with a vast amount of peer interaction and opportunities to interact with teachers, thus enhancing his/her fluency in the English language, as well as mastering the appropriate grade level content.

6-8—Students will be mainstreamed into the regular classroom setting with some pull-out services based upon individual need. However, all ELL students will be enrolled in Readers Workshop, where they will be given additional assistance with literacy skills. Through mainstreaming in the regular classroom setting, students will learn comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills. This model will give ELL students opportunities to interact with teachers, thus enhancing his/her fluency in the English language, as well as mastering the appropriate grade level content.

9-12—Students will be mainstreamed into the regular classroom setting with some pull-out services based upon individual need. However, all ELL students will be enrolled in the Study Skills class, where they will be given additional assistance with literacy skills. Through mainstreaming in the regular classroom setting students will learn comprehension strategies, be given direct vocabulary instruction, and be immersed in higher level thinking skills. This model will give ELL students opportunities to interact with teachers, thus enhancing their fluency in the English language, as well as mastering the appropriate grade level content.

Annual Assessment: All students will be evaluated annually based on state and federal mandates.

Exiting from ELL Status: Exit criteria will be based on ACCESS test results.

APPENDIX E

Sample: Parent Refusal of ESL Program

Student Name: _____ School: _____

Address: _____ Home Phone: _____

_____ (school district employee),

visited with the parents/guardian of _____ (student name)

on _____ (date). During the visit it was explained to the

family why this is the optimal program and the value in having

the student attending the ESL program. The parents of this

students have chosen to refuse ESL services.

_____ Parent Signature

_____ Date

_____ School Principal

_____ Date

APPENDIX F

Common Terms and Acronyms Used with the Education of ELLs

ACCESS: This is the annual assessment used in South Dakota schools to measure progress of English skills.

AQS: Acculturation Quick Screen, a survey used to determine student's stage of adaptation to the new culture.

BICS: *Basic Interpersonal Communication Skills*. These are the language skills needed in social situations which usually develop within six months to two years after arrival in the U.S.

CALP: *Cognitive Academic Language Proficiency*. The language ability required for academic achievement, which is usually acquired within five to seven years after arrival in the U. S.

Code Switching: The use of two languages interchangeably in speech and in writing often due to lack of fluency in L1 and L2, or in both languages.

Content-Based ESL (English as a Second Language): This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

English Language Learner-ELL (refers to the student): English Language Learner; this term is replacing LEP (Limited English Proficient) because it highlights accomplishments rather than deficits.

English as a Second Language - ESL (refers to the program): A program of techniques, methodology and special curriculum designed to support ELL students academically while they are becoming proficient in English.

HLS: Home Language Survey, a language questionnaire on the registration form used to identify potential ELL students.

Immersion: Approach to teaching language in which the target language is used exclusively to provide all instruction.

L1: Primary language

L2: New language; second language

Language Proficiency: Refers to the degree to which the student exhibits control over the use of language, including measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not simply lack of proficiency in another language.

Lau v. Nichols: A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district [414 U.S. 563 (1974)].

NES: Non-English Speaker

Pull-Out ESL: A program in which ESL students are “pulled out” of the regular, mainstream classrooms for special instruction in English as a second language.

Redesignation/Reclassification: A process, based on reaching certain criteria of proficiency, that changes an ELLs status and triggers program changes that may remove the student from an ESL program and place him/her in the mainstream classroom.

Sink or Swim: Programs where the course material is taught only in the dominant language of the country, e.g., English in the United States, without special concern for student comprehension. This approach violates the civil rights of limited English proficient children which are protected under the 1974 Supreme Court decision in **Lau v. Nichols**. This concept is sometimes referred to as language submersion.

W-APT: This is the name of the test used in South Dakota to identify ESL students.

APPENDIX G

English as a new language teacher endorsement

24:15:06:25. K-12 English as a new language education endorsement. A K-12 English as a new language education endorsement requires 18 semester hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. Study in the developmental characteristics of K-12 learners and a practicum, internship, or student teaching inclusive of K-12 learners is required in addition to the 18 hours, if not previously completed. Verified teaching experience in K-12 English as a new language within the five-year period immediately preceding application may be accepted in lieu of the above field experiences at the equivalency of one year's teaching experience for one semester hour credit for a maximum of three semester hours of the total credit hours required. No state test is required or available to validate this endorsement.

Source: 25 SDR 13, adopted July 21, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; transferred from § 24:16:08:50, 30 SDR 211, effective July 5, 2004; 32 SDR 41, effective September 11, 2005; 36 SDR 169, effective May 11, 2010.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

APPENDIX H

Private School participation in Title III

Authorities

No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506

Education Department General Administrative Regulations (EDGAR), Part 76, Secs. 76.650-76.662

Statutory and Regulatory Requirements

- After timely and meaningful consultation with appropriate private school officials, local education agencies (LEAs) receiving Title III funds must provide educational services to limited English proficient (LEP) children and educational personnel in private schools that are located in the geographic area served by the LEA.
- To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:
 1. How the LEP children's needs will be identified.
 2. What services will be offered.
 3. How, where and by whom the services will be provided.
 4. How the services will be assessed and how the results of the assessment will be used to improve those services.
 5. The size and scope of the services to be provided to the private school children and educational personnel.
 6. The amount of funds available for those services.
 7. How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.
- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and non-ideological.
- LEAs may serve private school LEP children and educational personnel either directly or through contracts with public and private agencies, organizations and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.

- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds.