

## **CODIFICATION REFERENCE NUMBER: M 2423**

**DATE:** July 27, 2010

### **BILINGUAL AND ESL EDUCATION**

#### **RESPONSIBILITY:**

It is the responsibility of the Superintendent or his/her designee to develop, implement, monitor, articulate, and update our English as a Second Language Program.

#### **PROCEDURES:**

The procedures and description of the ESL program are reported to the NJ Department of Bilingual Education every three years in the Bilingual/ESL Three Year Program Plan.

### **BILINGUAL/ESL PROGRAM PLAN 2008-2011**

#### **Background:**

Bernards Township has a small ESL program. During the past year there were 27 students who received services throughout the district. Two teachers deliver the program at five locations. The two ESL teachers are employed full-time. Students are grouped according to their proficiency levels: beginner, intermediate, and advanced. Each student receives 1-2 class periods of ESL instruction per day in a pull-out model. The ESL teacher may also push-in to classes when appropriate. The district uses the W-APT placement test to determine if students will receive ESL services and whether or not they will have one or two periods of ESL per day. Students with minimal English proficiency may qualify for two ESL classes a day.

#### **Instructional Goals:**

The ESL program has four specific goals that are aligned to the TESOL ESL Standards for Pre-K-12 Students and the New Jersey Standards for Language Arts Literacy. Please see Department of Education publication PTM# 1501.71, Spring 2000.

##### *Goal 1 (TESOL Goal 1, Standards 1, 2, and 3)*

To provide the LEP student with opportunities to use spoken and written English in social settings both in and out of school while employing strategies that extend communicative competencies.

##### **Objectives:**

The LEP student will be able to:

- Share and request information
- Express needs, feelings, and ideas
- Use non-verbal communication in social interactions
- Participate in popular culture
- Test hypotheses about language
- Self-monitor and self-evaluate language development
- Use context to construct new meaning

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#### **Goal 2** (*TESOL Goal 2, Standards 1, 2, and 3*)

To provide LEP students with instructional strategies that will enable them to master skills necessary to function academically in all mainstream content areas, including the use of learning strategies to construct and apply academic knowledge.

#### **Objectives:**

The LEP student will be able to:

- Follow directions
- Participate in full class, group and pair discussions
- Ask and answer questions
- Apply the following strategies when listening, speaking, reading and writing: compare, contrast, persuade, justify, gather information, re-tell, connect, analyze, infer and predict.
- Demonstrate knowledge through application in a variety of contexts

#### **Goal 3** (*TESOL Goal 3, Standards 1, 2, and 3*)

To provide LEP students with instructional strategies that will enable them to use English in socially and culturally appropriate ways.

#### **Objectives:**

The LEP student will be able to:

- Discern the appropriate use of formal and informal speech, slang, idioms, humor, standard and non-standard English
- Interpret non-verbal uses and body language
- Use English in socially and culturally appropriate ways by employing strategies such as observation, experimentation, modeling, self-monitoring, self-evaluating, analyzing, and rehearsing.

#### **Goal 4**

To provide LEP students with instructional strategies that will enable them to think globally.

#### **Objectives:**

The LEP students will be able to:

- Understand and appreciate world cultures
- Apply knowledge of world cultures in the workplace
- Use media to gather information about world cultures

Alignment to WIDA standards and ACCESS Measure of ELL Proficiency:

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In addition to alignment to TESOL Standards, the ESL curriculum aligns with the WIDA Consortium's Standards for English Language Proficiency. The program goals include

developing students' skills from entering language to bridging the transition from native language to full immersion in English language instruction. Students entering the program will be focusing on the following language skills and uses:

- Concrete ideas and concepts
- Explicit meaning
- Familiar meaning
- Informal registers
- General vocabulary
- Single words and phrases
- Non-conventional forms

As they progress through the program, they will build on acquired skills to master the following skills and uses prior to exiting the program:

- Abstract ideas and concepts
- Implicit meaning
- Unfamiliar situations
- Formal registers
- Technical vocabulary
- Extended discourse
- Conventional forms

All of these skills will be used while students explore the curriculum through content specific topics, which are aligned to the general curriculum. As identified by the Standards, students will communicate in the five expectations of language use: Social and Instructional, English, Social Studies, Mathematics, and Science. Students will develop the ability to speak, read, write and listen in each of the topic areas.

#### **Parental Involvement:**

The parents or guardians of LEP students are informed of their child's participation in the ESL program by letter. Letters regarding program entrance and exit and progress reports are provided in both English and the native language whenever possible. Parental input and involvement has an essential role in the program. Parents are encouraged to take English lessons that are offered in the community, to monitor the use of English in the home, to use the town library and to take advantage of vacation time programs in the community that would maintain and improve their child's English language skills. In the elementary schools, parents are encouraged to volunteer in the classrooms and to share aspects of their cultural heritage.

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#### **Transitioning into English Instruction:**

The ESL teachers and regular classroom teachers work together to deliver educational services to LEP pupils. ESL screening and pre-test results are shared with appropriate teachers and guidance counselors. In September, teachers of LEP students receive a letter that identifies the student, provides information about the ESL program, and lists strategies for use in supporting the student in the mainstream environment. Similar information is provided to all teachers who have LEP students who enter the ESL program throughout the year.

The ESL teachers provide individualized programs for these students, yet have them working together in groups as often as possible, to develop listening, speaking, reading and writing skills in English. Every effort is made to minimize the anxieties of interacting in a new language and culture by strengthening the students' self-esteem and cultural identity. In the ESL class, cultural traditions are shared and a global perspective is encouraged. An over-riding goal of the program is preparation for participation in the mainstream classroom.

The teachers use a variety of materials in the creation of lessons that are developmentally appropriate and contextual. Every effort is made to maintain contact with the LEP students' parents and with classroom teachers. The LEP students throughout the district are encouraged to participate in all school activities and clubs.

#### **Review Process for Exit**

##### **Achieving the Core Curriculum Content Standards:**

Students are assessed with regard to progress made toward achievement of the Core Curriculum Content Standards through their performance on teacher developed tests, standardized tests, state assessments, report cards, portfolios, and teacher recommendations. By carefully evaluating each student through these multiple measures, the ESL teacher is able to make an informed decision regarding the student's potential for success in the mainstream classroom.

##### **Exit Policy:**

The district uses multiple measures to determine when a student should exit the ESL program. These include:

- English language proficiency
  - The student must meet or exceed the cutoff score on the ACCESS for ELL test of English Language Proficiency
- Classroom performance
  - Grade of "C" or higher on report cards in grades K-8
  - Satisfactory grades in all content areas in grades 9-12
- Reading level in English
  - Satisfactory scores on state and district developed assessments of reading
    - Grades K-2 District developed assessments
    - Grade 3-8 NJASK
    - Grade 11 HSPA

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- Performance on Standardized tests in English (see above information on reading assessments)
- Judgment of the teaching staff member(s) responsible for the educational program of the student.
  - Positive recommendation for students' continued success in the mainstream classroom from input received from classroom teachers, guidance counselors, and the building administrators.