



Titusville Area School District

Language Instruction Educational Program

2025 - 2026

Contents

Contents

Language Instruction Educational Program.....	1
Pennsylvania English Learner Program Requirements:.....	3
Statement of Program Goals and Objectives:.....	4
Orientation.....	5
Identification and Placement of Students.....	5
Screening Procedures including Entry Criteria and Assessment.....	6
Placement Criteria.....	8
On-Going Assessment & Exit Criteria.....	8
Instructional Program.....	9
Student Participation in Related and Extracurricular Activities.....	11
Student Participation in Pupil Personnel Services Including Special Education.....	11
Staff Development Related to the EL Program.....	12
Community Involvement / Parent Notification.....	13
Program Evaluation Procedures.....	14
Resources.....	14

APPENDICES

Home Language Survey.....	17
Titusville Area School District.....	19
How to Help Elementary EL Students: Tips for Teachers.....	19
How to Help Secondary EL Students: Tips for Teachers.....	22

TITUSVILLE AREA SCHOOL DISTRICT

301 East Spruce Street
Titusville, PA 16354
814-827-2715

Language Instruction Educational Program (LIEP)

“The goal of a language instruction educational program (LIEPs) is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.” ([PDE, 2019](#))

Pennsylvania English Learner Program Requirements:

22 Pa. Code §4.26

The education of students whose dominant language is not English is the responsibility of every school district/charter school in the Commonwealth. This programs mandates and interpretations are based on the Pennsylvania Regulations, Chapters [4](#) and [11](#); and on federal law, including [Title VI of the Civil Rights Act](#), the [Equal Educational Opportunity Act](#) (EEOA), the [Elementary and Secondary Education Act](#) (ESEA) as amended by the [Every Student Succeeds Act](#) (ESSA), and regulations and case law under those statutes. Citations to these sources are found in the resources section of this document. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English Learner (EL). The regulation states:

“Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English Learner (EL) instruction.”

Statement of Program Goals and Objectives:

- A. The Titusville Area School District English Learner (EL) program is an integral part of the academic plan designed to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. The program develops student proficiency in the aspects of listening, speaking, reading, and writing within the English language to help the EL student meet local and Pennsylvania requirements for graduation.
- B. Objectives of the program based on the natural order hypothesis from the Theory of Second Language Acquisition (Stephen Krashen):
 - 1. To provide consultation, evaluation, support and direct English instruction for students with Limited English Proficiency to ensure equal educational opportunity;
 - 2. To assist English Learners in reaching proficient levels of achievement in the Pennsylvania Standards for Language Arts in reading, writing, speaking and listening through a native developmental progression;
 - 3. To assist students with Limited English Proficiency (LEP) in acquiring the English language skills needed to be proficient in all content areas through an integrated whole process; rather than separate skills;
 - 4. To nurture self-pride and self-identity in each EL's linguistic and cultural heritage through social interaction, support, and enhanced complex language development;
 - 5. To develop language acquisition and cognitive academic skills with instruction provided by an EL teacher working collaboratively with classroom teachers while taking into account the student's learning style, academic level and linguistic growth;
 - 6. To provide periodic review and reporting of each ELs progress to students, parents, teachers, and administrators;
 - 7. To nurture language learning through a variety of meaningful and enjoyable activities, both curricular and extracurricular, involving the student in a process that encourages equal opportunity and access to participate;
 - 8. To provide professional development to regular education teachers that will assist them in understanding the process of second language acquisition;

9. To communicate with parents of ELs the educational progress and the process by which their child is being transitioned into regular education;
10. To evaluate the EL program effectiveness as mandated by Federal Law.

Orientation

- A. Reference to Titusville Area School District's obligation to provide educational assistance to each limited English student enrolled in our schools will be posted in student/parent handbooks, on office bulletin boards and on the District's home page on the World Wide Web.
- B. Orientation for families of newly identified English Learners will be conducted.
- C. Program is reviewed with EL Families.

Identification and Placement of Students

When identifying students, Titusville Area School District (TASD) will

1. Complete the required Home Language Survey
2. Follow the PDE English Learner Identification Procedure Grades K-12
3. Train all staff conducting intake meetings on this expectation See Professional Development Plan

When assessing students, Titusville Area School District (TASD) will

1. Complete a preferred mode of communication survey and home interview (oral and written language).
2. Complete all appropriate and required state-mandated screening tests per PDE guidelines
3. Identify home language proficiency which will aid in identifying the need for instruction, and if applicable and/or available, utilize a native language proficiency test (e.g., Spanish LAS Links). The EL teacher determines if English language proficiency exists when the student is exposed to or uses a PHLOTE that is tied to national origin and not superficial in nature per PDE guidelines. (tinyurl.com/3rrehm3i)
4. Use assessment procedures and instruments that may include:
 - WIDA Screener
 - Student Observation
 - Portfolio or Performance Assessments
 - Parent/Teacher Interview
 - Proficiency Checklist/Running Records
 - Informal Language Proficiency Assessments
 - Assessing Comprehension & Communication in English State-to-State for

- English Learners (ACCESSforELs)
 - Measure of Developing English Language (MODEL)
 - Reclassification Inventory.
 - 5. Investigate and report prior schooling experiences, any limited or disrupted formal education per PDE Guidelines:
 - o Is enrolling after second grade AND
 - o Has a literacy score of less than 3.5 on the WIDA screener or WIDA MODEL AND
 - o Has at least two fewer years of age-appropriate schooling than peers or has unenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years AND
 - o Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)
 - 6. Assess and report mathematics and literacy skills through a review of records and/or direct assessments
 - 7. Coordinate with any in taking agency on the annual assessment to measure progress.
 - 8. Monitor progress four times throughout the school year or as noted in a student's individual plan.
 - 9. Follow the PA Required Reclassification, Monitoring and Re-designation criteria per PDE Guidelines
 - 10. Submit the PDE required monitoring data and maintain necessary documentation according to PDE Guidelines
-





Screening Procedures including Entry Criteria and Assessment

TASD uses the following steps unless otherwise advised by PDE through a mid-year update to state or federal requirements.







1. Titusville Area School District (TASD) parents register their student at various buildings depending on grade level. All four and five year olds are registered at the Early Childhood Learning Center; all students first through fifth grade are registered at the District Office, while middle school and high school students register at the respective buildings. Like all students, ELs will be enrolled upon presentation of evidence of immunization and proof of residency (local address).
2. The Home Language Survey (HLS), from which English Learners can be identified, is part of the registration process for every child entering TASD.
3. A student may possibly enter the EL program if it is determined through the HLS that one or both parents' primary language is not English. If the survey indicates that more than one language is spoken in the home, the student is identified as a PHLOTE – Primary Home Language Other Than English. A family interview is conducted by the EL

teacher to determine if exposure/use of the PHLOTE is significant and tied to the national origin of the student/parent/guardian or superficial in nature as reported directly per PDE Guidelines. A PHLOTE list is maintained by the Director of Student Services in coordination with the Director of Federal Programs and Curriculum.

4. The following criteria will be used to assess English language proficiency:

-  Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
-  Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
-  Scores of Basic in Reading, Writing, Math and Science on the PSSA.
-  Any other pertinent information

5. If a student is identified as possibly having limited English proficiency (LEP) or a newcomer (EL), the EL teacher will conduct an assessment of the student's English proficiency in Speaking, Listening, Reading and Writing. The WIDA Screener is used to determine the English proficiency level:

-  Entering – Level 1
-  Beginning – Level 2
-  Developing – Level 3
-  Expanding – Level 4
-  Bridging – Level 5
-  Reaching – Level 6

Placement Criteria

1. EL students shall be placed in a grade level that is appropriate according to educational experience, prior academic achievement and age and not due to their understanding of the English language.
2. The principal, guidance counselor and EL teacher will determine appropriate placement for the student. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language.
3. Parents are interviewed with an interpreter (when necessary) to determine if there are extenuating circumstances that would impact the educational placement, or progress of their child.
4. Classroom teachers are provided essential information as to the placement of the student in their class and appropriate English language expectations given the student's skill acquisition level.

On-Going Assessment & Exit Criteria

1. Assessment is on-going throughout instruction and assessment results are used to inform instruction as well as to determine current level of language acquisition with students changing English proficiency levels as needed. ELs must take all assessments administered to students at their grade level unless they are eligible for any exemptions as determined by the Pennsylvania System of School Assessment Guidelines in effect at the time of assessment administration. For the TASD, these assessments include PSSA, Keystone, DIBELS, MAP and other District assessments. These assessments may be administered with appropriate accommodations as needed and as determined by the EL teacher and the classroom teacher. In all cases, any EL student participating in these assessments will have their answer sheet coded to indicate their EL status for the purpose of disaggregating the data.
2. Formal and informal assessments will be kept on file by the Director of Federal Programs and Curriculum. Student observation, portfolios, interviews and parent/teacher anecdotal information will also be used to determine on-going progress. Assessment information is collected to support student programming and evaluate progress. Progress is reported quarterly to parents.

For more information on Exiting and Re-classification of EL students, see the [Current State required Reclassification, Monitoring, and Re-designation of English Learners \(ELs\)](#)

Instructional Program

Instructional Programing for EL students at Titusville Area School District will,

1. Provide the required daily English Language Development Instruction by teachers with ESL Program Specialist Certification.
2. Provide EL instruction based on the students identified EL proficiency level and instructional need based on PDE guidelines for the district LIEP.
3. Provide instructors with scaffolding materials based on English Language proficiency levels. Curricular materials are culturally sensitive and offer differentiated pathways to meet the needs of diverse learners. Tools/strategies may include, but are not limited to: graphic organizers, dictionaries/glossaries, home language materials, online coursework, visuals, word banks/walls, grammatical supports, pre-teaching, vocabulary supports, background knowledge instruction, linguistic strategies, group work, etc.
4. Utilize Co-teaching, co-planning, collaboration and/or consultation between core content teachers and a certified EL teacher to implement curriculum aligned with student needs.
5. Share LIEP program information and instructional strategies including adequate space, time, opportunity for the TASD-identified EL teacher to meet with identified students for English Language Development (ELD) instruction.
6. Provide time for EL Program Specialists to consult with staff in order to meet the needs of culturally and linguistically diverse students and families.
7. Provide EL students with the same opportunities for field trips, guest speakers, student council opportunities as all other students assigned to the program.
8. Integrate EL students with same-age, regular education peers.
9. Provide EL students with access to all programs and services available to others and necessary for individual success.
10. Provide EL students opportunities to complete any supplemental online activities/program identified by EL Program Specialist based on student need.

EL Program Specialist's will

1. Receive feedback on student's performance in the classroom as it relates to verbal, written and social skills to assist with the development of the individual student's EL program, as well as to analyze progress.
2. Provide training to staff to assure they have the necessary tools and skills to implement research-based ELD best practices, which may include but not limited to explicit teaching of

subject vocabulary, increased writing opportunities, instruction to build necessary background knowledge, and classroom instructional activities that include collaborative groupings in alignment with [ELL PA standards](#) and [WIDA Can Do Descriptors](#). Procedures include collaborative planning with program enrollment to support EL students with certified EL staff.

3. Instruct students according to grade level curriculum with necessary accommodations to ensure accessibility based on social and academic language barriers.
 4. Consult with relevant staff to support ELs' academic and linguistic development to ensure scaffolding based on individual need and English language proficiency levels.
-

- A. EL instruction is an academic discipline designed to teach English Learners both social and academic language skills as well as the cultural aspects of the English language to succeed in an academic environment and contribute to society. Students will receive direct instruction, individually or in small groups, on a regularly scheduled basis. This program will be fully funded by the Titusville Area School District.
- B. All faculty are considered EL teachers and will receive ongoing support from a certified ELD. All faculty that have contact with an EL student will be supported through opportunities and resources provided by a certified ELD. Teachers assigned to teach ELs will follow PDE requirements.
- C. Content area teachers will have appropriate training in modifying instruction for English Learners.
- D. EL instructional time will be provided according to individual student needs determined by the results of the intake interview, initial and ongoing assessments.
- E. Students who have exited the program will be monitored for at least two years for progress and reported to PDE for two additional years following progress monitoring for a total of 4 years after reclassification. When necessary, they will be provided EL supportive services. In order to monitor the progress of EL students placed in regular education classes, teachers will complete a "Student Monitoring Form" at least once each marking period. Information from these forms will be used to make decisions about students' programs and placement.
- F. WIDA Standards are used to design the programs for all EL students specifically to meet PDE guidelines.
- G. Academic content teachers are ambassadors of their academic and content specific vocabulary. All classroom teachers at TASD are responsible for teaching the skills required to

speak, listen, read and write within their specific discipline. EL students are supported daily with instruction in language acquisition skills. Content area instruction is provided by the classroom teachers. Classroom teachers must adapt instruction to meet the needs of the EL and collaborate with the EL teacher. Classroom instruction must emphasize content rich instruction with intense vocabulary development and simplified English language expectation. Planned instruction in the content area classroom is aligned with the Pennsylvania Academic Standards with modifications and accommodations appropriate to meet both the need of the student and the attainment of the standards.

- H. The participation of ELs in vocational-technical education classes and programs is not determined by their level of English language proficiency. ELs have full access to any course of study available to non-EL students at TASD. It is the responsibility of the vocational program instructor to make the necessary accommodations. Vocational students who are ELs are provided EL support appropriate to their needs. ELs will receive the basic content subjects – English, Science, Social Studies, and Mathematics in the high school; therefore, the EL program is delivered in the high school. The high school administration and staff will collaborate with the Venango Technical Center (VTC), who will in turn provide the appropriate arrangement for the necessary EL instruction while at VTC.
- I. Research indicates acquiring the cognitive academic language skills (CALPS) of a second language takes approximately five to seven years. Therefore, the ELs progress is evaluated as follows: EL students should be graded the same as their peers however, the grades should reflect adapted /modified instruction and materials. Students will not be retained based on limited English proficiency.

Student Participation in Related and Extracurricular Activities

Titusville Area School District is committed to providing all students with an equal opportunity and access to participate in and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, handicap or language barrier. English Learners are encouraged to participate in all school programs and activities.

Student Participation in Pupil Personnel Services Including Special Education

Titusville Area School District will

1. Assure the EL Learners have access to programs and services such as gifted, extra-curricular, special education, vocational, etc.

2. Provide access to an assigned counselor. EL Learners will have both regular counselor meetings as well as counselor availability if needed outside of regular counselor meetings.
 3. Utilize and implement the same behavioral support for EL Learners as all other students.
-

- A. Guidance counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues as well as guidance in the area of career planning, scheduling, school-to-work transitions and post-secondary educational planning.
- B. Limited English proficiency is not a factor for consideration in the placement of students into Special Education and Gifted Programs. English Learners who qualify for gifted programs will not be barred from those programs due to language barriers. Assessment and evaluation for special education and gifted programs will be conducted as much as possible in the learner's primary language. If no qualified native-speaking tester is available, an interpreter may assist the school psychologist in the testing. The EL instructor should be involved in the multidisciplinary evaluation (MDE) and the individualized education program (IEP) process for their students. Communication with the parents of ELs being considered for special education placement, who may be English Learners themselves, must be clear and presented in a mode and language they understand. It is the responsibility of the school district to ensure that parents are aware of all the choices available to them.

Staff Development Related to the EL Program

- A. Ongoing professional learning opportunities will be provided under the guidance of PDE and contractual agreement with Titusville Area Teacher Union.
- B. The Titusville Area School District Act 48 Plan provides for professional opportunities. These opportunities would include issues relating to legal requirements for providing instruction and accommodations; understanding of cultural differences and diversity; appropriate instructional strategies for various grade levels and content areas; and cultural awareness and sensitivity. These sessions would stress the need for collaboration between the EL teacher and the content specific teacher for optional benefit for the student.

Community Involvement / Parent Notification

Titusville Area School District will

1. Collaborate with family/guardians to support all academic and linguistic development
 2. Communicate with families in preferred mode of communication (both verbal and written)
 3. Provide all written documents in preferred mode of communication and/or using translation programs/apps according to family preference
 4. Provide EL students and family/guardians quarterly academic progress summaries and behavioral summaries every 45 days as required by PDE AEDY Guidelines in the preferred mode of communication of the EL Learner's family.
 5. Provide the student handbook and all paperwork in the preferred mode of communication of the EL Learner.
 6. Administer an annual survey regarding program quality using checklists 1-4 in the PA ESL Administrators Guide
 7. Facilitate and maintain a stakeholder team that will include the following representation: parent, building principal, Director of Special Education, Director of Federal Programs and Curriculum, EL Coordinator, and the EL certified instructor. The EL survey will be reviewed by this
-

- A. Program Planning and evaluation will be an on-going process involving the Superintendent, Director of Federal Programs, Curriculum & Learning, Building Principals, ELD teachers, classroom teachers and parents. The Titusville Area School District's Act 48 Committee will recommend staff development needs on an as needed basis. The school board, which meets monthly, will discuss and adopt any substantial changes in the EL program prior to implementation.
- B. Communication with the ELs' homes and parental involvement is essential to the students' success; therefore, communication with EL's home will be provided by all administrators and teachers involved with the education of the EL student in accordance with school policy.
- C. **Complaint Resolution Process:** Complaints about personnel and resources can be handled through procedures outlined in the district's policy handbooks. If all levels have been exhausted and the complaint has not been resolved, parents should contact the Department of Education Assistance Request Line at 717-787-8913.

Program Evaluation Procedures

EL programs, by their nature, are tailored to meet the needs of individual students. Instruction is adapted and program goals and objectives are altered to improve student achievement when necessary. Student assessments (formal and informal), teacher observations, parent communication and report card grades are used to evaluate the success of each student and ultimately the success of the program. Program evaluation is conducted annually by the analysis of each individual EL's progress; the results of the evaluation are used to revise program procedures and to improve educational services.

Resources

State Regulations

22 Pa. Code §4.4
22 Pa. Code § 11.11
22 Pa. Code § 11.12
22 Pa. Code §4.26
[22 Pa. Code §4.14](#)

Federal Statutes

[Civil Rights Act of 1964, Title VI](#)
[Equal Educational Opportunities Act of 1974](#)
[The Elementary and Secondary Education Act \(ESEA\)](#)
[The Every Student Succeeds Act \(ESSA\)](#)

Other

[Castañeda v. Pickard, 648 F.2d 989 \(1981\)](#)
[Lau v Nichols, 414 U.S. 563 \(1974\)](#)
[Plyler v Doe, 457 U.S. 202 \(1982\)](#)
[Certification and Staffing Policies and Guidelines](#)
(CSPG) No. 68

PA Department Bureau/Office Contact

Bob Measel | EL Bilingual Education Advisor II
Division of Instructional Quality
Department of Education | Bureau of Curriculum, Assessment, and
Instruction 333 Market Street | Harrisburg PA 17126-0333
Phone: 717.783.6595 | Fax: 717.783.6642
romeasel@pa.gov

World-Class Instructional Design and Assessment (WIDA) Consortium: <http://www.wida.us/>

TASD uses the most up to date forms provided by PDE via their website. **For more information on the following forms, guidance and requirements followed by TASD, see the [Current PDE website “Educating English Learners”](#).**

- Notification of English Learner Program Placement
- English Learner (EL) Monitoring Form
- Notification To Parents – EL Program Exit
- State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)
- State required reclassification criteria
- Re-designating former ELs
- Grade Kindergarten Rubric
- Grade 1 Rubric
- Grades 2-3 Rubric
- Grades: 4-12 Rubric
- Reclassification Cover Sheet
- Reclassification Cover Sheet (for ELs with an IEP only)
- English Learner Individual Language Learning Plan (EL-ILLP)


English Learners Program Handbook

APPENDICES

Titusville Area School District

Home Language Survey

The following is a redacted copy of a student's Home Language Survey. This survey is part of every child's electronic enrollment application through PowerSchool.

Home Language Survey	
	Titus Area School District
	Student's Name: [REDACTED] School: [REDACTED] Grade: [REDACTED] Student ID: [REDACTED] Today's Date: [REDACTED]
student Information	
Name: [REDACTED] Gender: -	
Date of Birth: - Date of Entry into USA: -	
Grade: -	
Primary Phone: [REDACTED]	
Student resides with: [REDACTED]	
Address Section	
Address: [REDACTED]	
City, State, Zip Code: [REDACTED]	
Mailing Address: [REDACTED]	
Mailing City, State, Zip Code: [REDACTED]	
Home Language Information	
Please specify student's primary language: [REDACTED]	
Additional Language: [REDACTED]	
What primary language is used daily in the student's household? [REDACTED]	
[REDACTED]	
Parent/Guardian's Signature: [REDACTED]	
Parent/Guardian's Electronic Signature: [REDACTED] Today's Date: -	

Titusville Area School District

How to Help Elementary EL Students: Tips for Teachers

- » Learn to pronounce the EL student's name and teach the other students the correct pronunciation. provide opportunities for the EL student to learn and practice saying classmates' names.
- » Establish the best method of contacting and getting information to parents. Try to gather as much information as possible about the student so that you will understand him/her better. (This might come from the EL teacher, school counselor, sponsor or English speaking relatives.)
- » Help the EL student learn words and phrases needed to survive in school – words for classroom objects, clothing, lunch, bathroom, other school rooms and activities.
- » Develop the buddy system by recruiting capable and willing classmates to listen to or aid an EL student on a one-to-one basis. Use this type of "buddy system" for:
 - Peer tutoring
 - Explaining directions
 - Vocabulary practice
 - Learning games
 - Emotional support
 - Conversation practice
- » Be sure the student understands normal school procedures such as: fire drills, excuses, safety habits, lunch procedures, class-changing system, etc. Anticipate changes of routine. Help prepare EL students for changes such as: assemblies, early dismissal, school holidays, snow days, field trips, holiday activities, etc.
- » Encourage the student to bring something from his/her native country to talk about in class. The student or his/her parents may be very pleased to share his/her language, holidays and customs. Be aware that some EL students do not like being the focus of attention, but most enjoy the exchange.
- » Seek out and use native language resources when possible – i.e., a parent volunteer familiar with a student's language can be especially helpful for explaining content-area information, clearing up misunderstandings directly.

- » Locate and use a dictionary with English and the child's native language (if literate).
- » Use simple language when speaking to a student learning a new language. Slow down your rate of speech and speak in a normal tone. A few words are more helpful than many. Don't talk louder; they're probably not hard of hearing.
- » Use concrete objects, pictures, pantomime, etc., with the word you are trying to teach.
- » Use many comprehension checks that call for non-verbal or limited responses. "Show me the blue crayon." "Point to the ---." "Is this a book or a pencil?"
- » Have other students spend time before school, at lunch time or during study periods teaching the EL student board games, cards, hobbies, playground games, etc., in order to encourage informal language development.
- » Try to provide as many language experiences at or as close to his/her level of English ability as possible. This could take the form of part time regrouping to a lower grade level, Title I, use of a student buddy system, or use of low-level materials.
- » Include EL students in as many classroom activities as possible. It is very important that they feel a part of the group from the first day.
- » Try to include the child in as many activities as possible that do not require written language (art, gym, etc.)
- » Do not assume the child knows "the basics". Be aware that a child from a war torn country may have attended school very sporadically.
- » Be realistic in your expectations. Both you and your student will be happier if he/she can achieve modified goals.
- » Be patient. Do not expect miracles but do not ignore the student.
- » Encourage participation in competitive sports activities when appropriate, as this aids vocabulary development and self-confidence.
- » Provide alternative ways for students to do their class assignments.
- » Test or give assignments using a tape recorder for those who can understand some English but who do not read it well.

- » Seek advice from administration and the EL teacher regarding the wisdom of administering any standardized test. Accommodations are available for EL students.
- » Use the same grading system for ELs in content courses as done for all students. Evidence should exist that appropriate modifications and accommodations to instruction and assessment were aligned to the students' English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning.
- » Be sensitive to and discuss with his/her cross-cultural factors which may inhibit taking part in class activities. Some cultures stress “correctness” rather than “creativity”, wearing shorts for gym can cause difficulty for a girl from Saudi Arabia, a very young child can be distressed at unexpectedly seeing Halloween costumes in school for the first time, etc.
- » Be aware of the use of and misunderstanding of gestures such as eye contact, loudness of speech, attitude toward touching, or the distance between people when speaking.
- » Be supportive and generous with praise. Give the student as much attention as possible.
- » Try to strike a balance with your expectations. Keep them to a minimum at first, but do not underestimate our student’s ability. Do anticipate unpredictable changes in what he is able to do over the course of the year.
- » Adjustment problems or behavior problems are often a sign of frustration. Try a gentle, understanding approach.
- » Remember a smile is a gesture that is easy to understand. Use this generously!

TITUSVILLE AREA SCHOOL DISTRICT

How to Help Secondary EL Students: Tips for Teachers

The following suggestions are provided to teachers of EL students. The suggestions are for all EL students, but some are appropriate only when the student is beyond the beginning EL level.

THE FIRST DAY IN CLASS

» Introduce yourself to the student, ask his/her name. Have him/her “teach” you how to say his/her name correctly. Introduce him/her to some classmates. Encourage them to exchange names in writing to allow the EL student a chance to practice unfamiliar names in private.

» Seat the student where you can easily monitor his/her comprehension, his/her work, etc., without drawing too much attention. Reassign a few seats, as needed.

» Seat him/her next to reliable students who can offer help during class. Encourage quiet communication between them when uncertainties arise. Take a minute to point out several students who are likely to be helpful.

» The English fluent students can offer help by:

- explaining classroom procedures
- being sure he’s on the right page, using the right text
- demonstrating format for assignments
- helping him/her read his/her new schedule and find his/her next class
- helping with unexpected changes of routine – fire drills, announcements

» Encourage the newcomer to observe and seek assistance from his/her classmates to:

- locate pages
- verify and clarify his/her understanding of classroom procedures
- visually check that he is completing the assignment as expected

» Whenever feasible, substitute speaking one-to-one for speaking in front of a large group (Any language learner is much more self-conscious speaking in front of a group than one-to-one.)

» Do not assume your student will initiate these coping strategies on his/her own. The EL student doesn't know what is acceptable, and English fluent classmates are likely to feel quite awkward about their own first contact with foreign students.

ON-GOING CLASS ROUTINE/INSTRUCTION

» Be sure to read the student's initial EL evaluation and subsequent EL Progress Reports to better understand his/her current functioning in English.

» Develop a buddy system by recruiting capable and willing classmates to aid the newcomer on a one-to-one basis. (A bilingual classmate can help considerably but can quickly feel overwhelmed by the responsibility.) Expand the buddy system quickly to include several classmates.

» Use the buddy system for...

- Peer tutoring
- Touring the building and learning the layout
- Helping to explain the schedule
- Introducing peers
- Interpreting loudspeaker announcements
- Offering friendship and emotional support

» Write or print class assignments on the board since the student can often understand reading more reliably than speaking.

» List key vocabulary so the student has the correct spelling, and the structure provided by focusing on key elements.

» Have a student take notes to share with the EL student, using simple language, simple verb tenses, list, outline form and diagrams. Carbon or Xerox. (Rotate this responsibility and make notes available to anyone who was absent to draw less attention to the EL student.)

» When students are going over written work, try to check and assure him/her of the accuracy of his/her answer before calling on him/her to speak in front of the others.

» Encourage the newcomer to ask questions and seek help. Try to arrange for relative privacy – a minute before or after class, before or after school – at a time when translation is available. The EL student may have to learn to save questions or concerns for this time.

» Provide as much structure as possible by way of vocabulary lists, study guides and previewing reading assignments. Such structure helps the student know where to concentrate his/her time and energy as he faces overwhelming language demands.

» Use demonstration, visual material and very concrete examples to add contextual support for verbal instruction. (As the student watches a demonstration, complex speech can interfere with his/her thoughts and concentration; periods of silence will feel more awkward to you than to the language learner.)

» Remember that a few simple words, spoken slowly, with pauses between phrases are more helpful than wordy explanations. Pick “generic” words since they are often introduced earliest in EL instruction – i.e., *book* for *text*. Idiomatic expressions cause difficulty – i.e., *How’s it going?* Avoid telegraphic English, speaking louder, using formal word choice – i.e., *automobile* for *car*.

» Allow and encourage use of an English or bilingual dictionary for any academic work. (Considering that the student is willing to put forth the effort to use the dictionary, he deserves any “advantage” it might give him/her; he is certainly faced with many “disadvantages”.)

» Whenever the class writes assignments, fills out study guides, defines key terms, etc., give the EL student a copy of the most clearly written work. Even if he/she was unable to do the original assignment, reading the results of another student’s work can be helpful. (A student’s language is likely to be less complex and use higher frequency vocabulary than that of the text or the teacher!)

» On fill-in questions, provide a “word-bank” (limited to 5-10 words per list) for the student to refer to. (Recall and spelling of specialized terms is difficult.)

» Enlist the help and creativity of classmates. Preparing summaries, taking notes, preparing fill-in study guides, simplifying definitions, creating visual materials, tutoring, etc., often require higher thinking skills, making such activities worthwhile for any student. Consider giving extra-credit for such projects.

» When working with consumable materials, encourage the student to highlight unfamiliar words and troubleshooting sections to provide feedback about what is causing him/her difficulty. (Indirectly, this technique also gives the student “permission” to move on to easier sections he can do and offers “proof” to the teacher that he/she has tried.)

» Consider having the EL student dictate some information to another student who can edit, clarify, and help with working in the process of writing his/her thoughts.

» Tape record lessons and review sessions so the EL student can listen again – and again, if necessary. Encourage him/her to tape assignments if his/her writing skills are relatively weaker than his/her speaking skills.

» Encourage use of sentences in written work, but allow listing, telegraphic phrases, outlining, charts, diagramming, times lines, etc., in lieu of full sentences.

» Ask the student for feedback. Some EL students can be surprisingly perceptive and specific in describing what causes them difficulty. Examples of student replies include:

- can't read teacher's writing (or can't read cursive writing)
- special vocabulary related to the subject is difficult
- teacher talks too fast
- can understand the teacher, but not the other students
- didn't know what was expected on tests (i.e., different from tests in native country)
- "tricky" or "strange" wording of test questions (especially true/false)
- needs more time to do in-class assignments as fast as other students
- can't read or complete assignments as fast as other students

» As you become aware of accommodations you are making for the EL student, try to verbalize your expectations to him/her. Doing so may alleviate undue worry on his/her part.

» Encourage use of volunteer tutors-peers or interested adults. When a student is receiving tutorial help outside class, teacher prepared study guides provide helpful structure for the tutor and indicate where to spend time and effort.

» Use cooperative learning situations (grouping with one or a small group of other students to work on an assignment or project together.) Doing so provides "sheltered" social contact, a small group situation more conducive to speaking and asking for help than a whole class situation.

» Alternate or lower-level materials can sometimes be substituted for class texts. Watching a video based on a novel, reading a short summary and discussing vocabulary before attempting (or in lieu of attempting) longer original material, can allow a student to participate and comprehend more fully.

» Check with the student's EL teacher for more individualized insights and suggestions.

A FEW MORE REMINDERS:

» Unstructured times in the day's routine when no familiar teacher or peer is available are especially difficult for the newcomer – class changes, lunch period, the time before school, activity periods. Encourage other students to accompany the student to the next class, be with him/her in the cafeteria, take him/her to his/her first basketball game, explain the intramural program, team tryouts, etc.

» Any changes in the normal routine can be troublesome – snow days, school delays, early dismissal assemblies, activities schedule, fire drill, school pictures, field trips, ordering special items (class rings, school spirit items) etc. – but they are all an integral part of school life. Try to explain in advance and encourage participation.