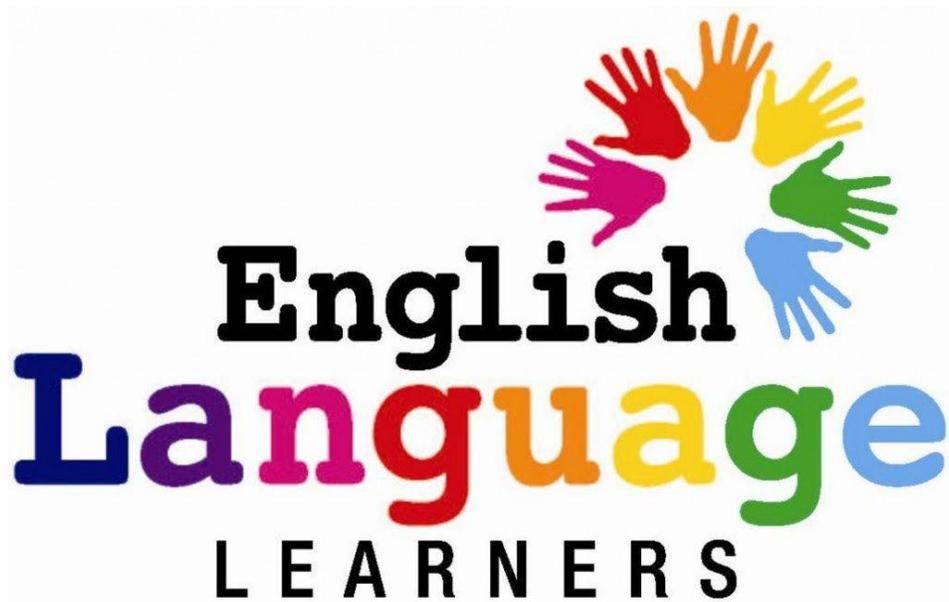


**Thomas Edison Energysmart Charter School  
English as Second Language Manual 2021-2022**



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## ESL GLOSSARY

- ESL- English as Second Language
- EL- English Language Learner
- Culture: The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; a system of standards for perceiving, believing, evaluating, and acting
- Co-Teaching: is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. In a co-teaching setting, the teachers are considered equally responsible and accountable for the classroom
- Pull Out Model- Pull: out Instruction: In the case of ESL pull-out instruction, when students are withdrawn from their regular classroom for one or more periods a week for special classes of ESL instruction in small groups
- Push In-Co-Teaching- Student is in regular classroom but will have an ESL staff or an ESL certified teacher who modifies and teaches to aid and address language acquisition
- Primary language: First or native language spoken by an individual
- Small Group Work: Students work in small (3-4 people), cooperative groups to carry out problem-solving activities with limited help from the instructor.
- Sheltered Instruction: Sheltered Instruction: An approach in which students develop knowledge in specific subject areas through the medium of English, teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models

extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels

- Home Language: Language(s) spoken in the home by significant others; sometimes used as a synonym for first language, primary language, or native language
- WIDA: World Class Instructional Design and Assessment
- W-APT: WIDA – Access Placement Test
- WIDA MODEL: (Measure of Developing English Language) is a suite of English language proficiency assessments for Grades K-12. WIDA MODEL can be administered at any time during the school year, depending on the needs of the district, school, teacher or student. Scores can be used to predict student performance on ACCESS for ELLs.
- WIDA ACCESS : Yearly mandated assessment (February – April of each year)
- LEP: Limited English Proficient
- NEP: Non-English Proficient
- NES: Non-English Speaker

## **INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE:**

An English Language Learner is a student for whom English is not his/her native or first language. English Language Learner, or ELL, is only one out of a few terms to describe this type of student (i.e. LEP, NEP and NES).

English learner (EL) students constitute nine percent of all public-school students and are enrolled in nearly three out of every four public schools. In the state of New Jersey, EL learners fall under Title III and Every Student Succeeds Act (ESSA) to ensure high quality language instruction is provided. ESSA aims to ensure all students are able to meet both state academic standards and develop English language proficiency.

In the state of New Jersey, there are nearly 62,000 PreK-12 English Language Learners enrolled in New Jersey's schools. At TEECS, there are 18 ESL students, 16 of whom speak Turkish, 1 who speaks Turkman and 1 who speaks Mandrian.

## **PREVIEW OF ENGLISH AS A SECOND LANGUAGE PROGRAM:**

The goal of the English as Second Language(ESL) Program at TEECS is to teach English Language Learners to use English to achieve academically in all content areas. The program is designed to meet the education needs of students and development in four areas of language acquisition: listening, speaking, reading and writing.

The ESL teachers will create and maintain an instructional climate that is conducive to learning. A summative assessment (benchmark test) will be conducted per marking period by an ESL teacher. The ESL teacher will be responsible to provide 20% of the total grade of the ELL student's assessment.

ELL students are entitled to modifications in content and grading to the extent they can be successful. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes and notes), bilingual dictionary, and translator, if possible. The ESL teacher is available for consultation regarding the accommodations, if needed.

If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. The ESL teacher will monitor the grades and classroom success.

## **IDENTIFYING AND ASSESSING ALL POTENTIAL ELL STUDENTS:**

TEECS uses a home language survey at the time of enrollment to gather information about a student's language background to identify students whose primary home language is other than English. A certified teacher additionally screens all students whose native language is other than English, utilizing multiple sources such as: oral interviews with students and/or parent/guardian as well as reviewing available records and standard district entrance assessments (i.e. basic skill screeners). The school will determine whether the student meets eligibility requirement through an approved English Proficiency Test (i.e. WIDA Screener or WIDA MODEL), testing all four domains of English language acquisition: speaking, listening, reading and writing. Students who



Yes. Proceed to question 7.

No. Proceed to question 4.

**Question 2b**

At home, does the student hear or use a language other than English more than half of the time?

Yes. Proceed to question 4.

No. Proceed to question 3.

**Question 3**

Does the student understand a language other than English?

Yes. Proceed to question 4.

No. Proceed to 9.

**Question 4**

When interacting with his/her parents or guardians, does the student use a language other than English more than half of the time?

Yes. Proceed to question 7.

No. Proceed to question 5.

**Question 5**

When interacting with caregivers other than their parents or guardians, does the student use a language other than English more than half of the time?

Yes. Proceed to 8.

No. Proceed to question 6.

**Question 6**

Has the student recently moved from another school district/charter school where he/she was identified as an English language learner?

Yes. Proceed to 8

No. Proceed to 9

## Question 7

What are the home languages spoken? List below and proceed to 8.

**8. Proceed to Step 2: Records Review Process** (To be completed by NJ Certified Staff only – Reference [ESSA ELL Entry and Exit Guidance](#), p. 4).

**Home Language Survey is complete.**

**9. Do not proceed to Step 2: Records Review Process.**

**Home Language Survey is complete. Student is not an English-Language Learner (ELL).**

### **ESL PROGRAM BREAKDOWN**

The program Thomas Edison Energysmart Charter School deploys is English as a Second Language (ESL) K-12, implementing a push-in and pull-out model in conjunction with after school tutoring services available throughout the year. ESLs are provided one period of instruction every day by a certified ESL teacher in core subject areas with the aim of improving all areas of English language acquisition such as: listening, reading, speaking and writing. ESL delivery, both in push/pull-out hybrid model, includes a strong emphasis on Sheltered Instruction Observation Protocol (SIOP)-based strategies and WIDA can-do descriptors for instruction to make content accessible for English Language Learners.

### **EXITING ENGLISH AS SECOND LANGUAGE SERVICES**

A student (Grade 1-12) is eligible for exit with an ACCESS composite score for ELLs or WIDA Model composite score of 4.5 or higher. Multiple indicators may be an additional measure taken into consideration.

### **SPECIAL EDUCATION CONSIDERATION**

EL students with disabilities will be provided both the language-assistance and disability-related services to which they are entitled under Federal Law (Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

## **ELLs with DISABILITIES EXITING ENGLISH AS SECOND LANGUAGE SERVICES**

ELLs with a disability can be "exited" from ELL status when he/she no longer meets the definition of an ELL. This occurs when the student meets the Department's definition of "proficient" in English (4.5 on WIDA Model or ACCESS testing). The district, school personnel, and the IEP Team may have additional input into the decision of whether a student is proficient in English in accordance with the district's ELL exit policy.

### **PROGRAM DESIGN(S) (4)**

For further clarification, please review [glossary\\*](#)

Co-Teaching	Small-group work
Pull-out model	Push-In model

### **STRATEGIES AND TECHNIQUES**

At TEECS the philosophy is to ensure the students of all needs are supported, in the case of ESL students, teachers will include a strong emphasis on SIOP-based strategies and WIDA Can Do descriptors such as:

- Modify instruction and teacher talk
- Teach language through modified content, or chunks
- Differentiate instruction according to tier/ELP level (i.e. language objective and content objective)
- Utilize manipulatives and realia
- Provide pictorial support, pictures and multimedia
- Identify and use cognates to teach vocabulary
- Utilize background and culturally relative information
- Support ELL students using other students as peer language models
- Create and utilize profressive maps and;
- Deploy SQP2RS (Sweepers) Method: Survey, Question, Predict, Read, Respond and Summarize

### **TESTING AN EL**

English language learners must take the New Jersey state-wide assessments. The only exception applies to ELLs who entered school in a U.S. state or Washington, D.C., as well as a language assistance program, after June 1 of the academic year in which the assessment will be administered.

These students do not have to take the LAL portion of PARCC unless it is required to meet graduation requirements. Newly arrived ELLs must take the math and science sections.

### **Accommodation**

- Accommodations, English language learners have additional time up to 150% of the administration times indicated;
- Translation of test directions only in student's native language; and
- Use of a bilingual (i.e. word-to-word) translation dictionary.

## **DECLINING SERVICES**

In New Jersey, parents/guardians have the right to decline Bilingual or ESL instruction. Although the district must provide the student with a program that addresses his/her linguistic, cultural, and academic needs, the parent does have the right to decline Bilingual and/or ESL Program services.

If the parent or guardian does not have transportation the Bilingual or ESL supervisor will accommodate the parents by conducting the waiver request consultation at the home school. School secretaries, Bilingual teachers, and ESL teachers are asked to contact the Bilingual and/or ESL Supervisors in advance if they are aware of any parents wanting to decline services in order to assist with making an appointment for the consultation.

## **TEECS ESL MODEL (3)**

**PUSH IN MODEL:** Certified ESL teachers will provide instructional scaffolding so students have a chance to participate in classroom instruction, discussion, projects and assignments. ESL teachers will immerse students in continuous communicative experience with their monolingual peers in order to acquire English. ESL teachers will implement comprehensible input, so students are able to learn in their own setting. Certified ESL teachers will deploy WIDA can-do descriptors in order to facilitate instruction and comprehension. ESL teachers will work in the classroom limits with small groups encompassing the same proficiency level to ensure optimal comprehension of the material.

**PULL OUT MODEL:** ELLs will be provided one period of pull-out instruction every day (depending on level and tier) by a certified ESL teacher. ELLs who are at a similar level of English language proficiency will be pulled out of regular, mainstream classrooms for special instruction in English as a second language. This model is designed for beginning ELLs who need to develop “survival” English skills, and fall under the ELP L1 category of English language acquisition.

**TUTORING:** TEECS will provide tutoring services from 3:00PM-4:00PM every day throughout the year in order to meet the needs of ELL students. The focus will be to improve English language acquisition in areas of reading, listening, speaking and writing, as well as literacy skills and academic language across the content areas. Tutoring may occur on a 1-on-1 basis or a group basis, depending on students’ needs. ELL students will have the option to attend Saturday School for additional tutoring should they be interested.

TEECS has three ESL certified staff: Mr. Halil Ozer and Ms. Elisabeth Marmolejos.