



ESL NEWSLETTER

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What is Title III?

Title III is federal grant money provided to school districts that have limited English proficient (LEP) students. The amount of funding received is dependent on the number and type of LEP students recorded on the PDE Form 3044, so it is important to complete the 3044 accurately.

As a service to our IU8 ESL Consortium school districts,

IU8 applies for Title III funding for all districts eligible to receive Title III funds. These funds can be used for **supplemental** purposes only, for example, buying teaching materials to supplement the regular ESL program. It **cannot** be used for ESL teacher salaries or for the basic textbooks used in the ESL classroom.



Feature Teacher Spotlight

In this issue, the teacher in our Teacher Feature Spotlight is Ann Jones. Ann started her career in education when she graduated from Alderson-Broaddus College in Philippi, West Virginia, in 1986 with a B.A. in music education. Ann taught in Elkins County, West Virginia, for 13 years before moving to Bedford County in 2000.

Ann became a substitute teacher for the Northern Bedford School District, and in October 2003, was hired full-time as an ESL teacher. She is currently enrolled in the ESL Program Specialist Certification classes through IU8 and will complete the requirements in the spring of 2004.

Currently, Ann teaches three Spanish-speaking students ranging in age from 5 through 12. The students do not go to their Language Arts class, but go directly to Ann's ESL classroom, since

ESL replaces language arts in the schedule. Ann carefully designs lessons that teach English reading, writing, speaking and listening skills while also aligning every lesson with the TE-SOL standards and the Pennsylvania Academic standards.

Ann has created a comfortable, inviting classroom for teaching ESL. Ann enjoys using her skills in music and songs to teach ESL. She introduces new stories every day, and often uses supplemental books to reinforce a lesson. Ann believes strongly in reading for pure enjoyment, in addition to learning information and concepts. Her students are encouraged to use the library daily and to check out books.

One of Ann's favorite games for teaching ESL is "Uno." Students have found it very helpful in learning to

identify colors, numbers, and characters. It is also a good exercise when learning how to follow instructions and commands.

Ann loves her job and feels very fortunate to be teaching ESL everyday—and she enjoys the challenge. Ann knows that ESL requires extra planning time because of the nature of the lessons, but she feels it is well worth it. The lessons go more smoothly and, most importantly, the students learn more. After talking with Ann it is obvious that the Northern Bed-

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Entrance, Exit, and Exemption Requirements for ESL Programs

1. Exit Criteria: To exit an ESL program, a student must be proficient in English reading, reading comprehension, writing, listening, and speaking. In order to demonstrate proficiency, **multiple measures** must be used. PDE calls this the “M&M” method of exiting. The following are considered benchmarks for exiting:

- a. Report card or portfolio grades of “B” or better.
- b. Attainment of the “Basic” level on the PSSA.
- c. Levels of 4 or 5 on the Woodcock-Muñoz test, or proficient levels in reading, writing, and speaking on the Idea Proficiency test.
- d. Documentation from the student’s teachers—some type of anecdotal statement or form indicating that there is no problem related to English language usage.
- e. Documentation from the ESL instructor indicating that the student is ready to be exited.
- f. Attainment of a “Proficient” level on the state-required test given to all ESL students in May.
- g. Other appropriate documentation (membership in an honor society, awards, writing samples, etc.).

Be sure that there is sufficient documentation before exiting a student. Place all information in the student’s file,

along with an informative letter to the parents. The student should then be monitored for at least one year, but once exited, is **no longer** considered an ESL student.

2. Entrance Criteria: If a student’s Home Language Survey has any of the three main required questions marked as “yes,” the student is identified as a PHLOTE (primary home language other than English). Once identified as such, they **must** be assessed for English proficiency. In the districts served by IU8, we use either the Woodcock-Muñoz or the Idea Proficiency Test. The Woodcock-Muñoz rates students’ proficiency on a level from 1 to 5: 1, pre-emergent; 2, emergent; 3, beginning; 4, intermediate; or 5, advanced. (Some districts use different rating scales, but these are the categories that PDE uses). If the assessment indicates that they are **limited English proficient, or LEP**, then they must be placed in an ESL class immediately. ESL replaces Language Arts in the curriculum, and is a core curricular subject, the same as science or math. Parents may object to this placement, but they cannot refuse to have the child enrolled in an ESL class.

All students identified as PHLOTES must be tested within 30 days of the start of class in the school year. If they enter after the school year has begun, they must be tested within 14 days. Before testing and placement occur, an informative letter should be sent to parents. The

letter does not require a signature or permission from the parent or guardian—it is simply informative.

3. Exemption Criteria: The only reason for exempting a child who has been designated as a PHLOTE from an ESL program is one who may have been overlooked in the past. For example, a child who started school in fifth grade and is now a senior and a member of the Honor Society, and has no reported English language difficulties, may be exempted. If this is the case, be sure to include all documentation for this decision in the student’s permanent file.

Sometimes a student who is a PHLOTE may transfer in from another school district or private school, but the student’s records indicate no ESL instruction. This is not unusual. In every case, be sure to assess the student. Do not depend on what another school or district has done or not done in the way of grading, assessment, etc. Even if the other school or district claims that the student is not LEP, it is always a good idea to do your own assessment and evaluation to maintain compliance.