



# Principals' Training Center

## *PTCnet Survey Summary*

<b>TOPIC:</b>	Delivery of EAL Programs in Elementary Programmes
<b>QUERY:</b>	Thank you to those who responding to this survey about EAL/ESL programs in Elementary Schools. The results are most interesting.
<b>QUERY SUBMITTED AND COLLATED BY:</b>	Megan Brazil
<b>TOTAL NUMBER OF RESPONSES:</b>	40
<b>Date conducted</b>	11-30-16

### **Responses:**

See below.

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# 41 responses

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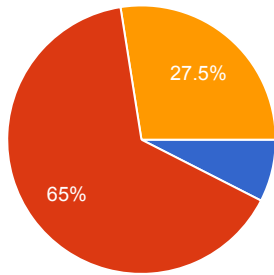
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## Summary

**Name of your school:**

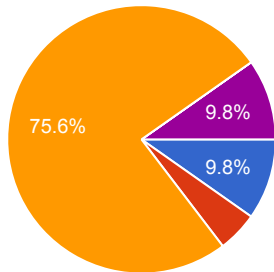
**Names removed for anonymity.**

**Does your school place a percentage cap on the number of EAL students per grade/class? If yes, please indicate the % in 'other'.**



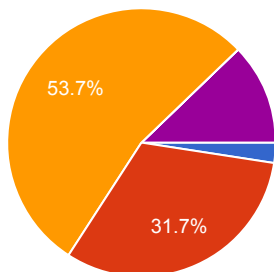
Yes	3	7.5%
No	26	65%
Other	11	27.5%

**Please indicate the type of EAL support services that your elementary school offers for EAL BEGINNERS:**



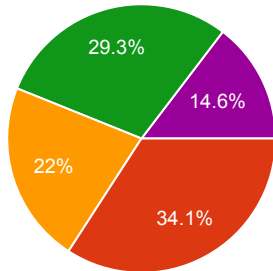
Pull-out support (withdrawn from the regular class for targeted lessons)	4	9.8%
Push-in support (supported inside the regular class)	2	4.9%
A combination of pull-out and push-in support	31	75.6%
No support - monitoring only	0	0%
Other	4	9.8%

**Please indicate the type of EAL support services that your elementary school offers for EAL INTERMEDIATE students:**



Pull-out support (withdrawn from the regular class for targeted lessons)	<b>1</b>	2.4%
Push-in support (supported inside the regular class)	<b>13</b>	31.7%
A combination of pull-out and push-in support	<b>22</b>	53.7%
No support - monitoring only	<b>0</b>	0%
Other	<b>5</b>	12.2%

**Please indicate the type of EAL support services that your elementary school offers for EAL ADVANCED students:**



Pull-out support (withdrawn from the regular class for targeted lessons)	<b>0</b>	0%
Push-in support (supported inside the regular class)	<b>14</b>	34.1%
A combination of pull-out and push-in support	<b>9</b>	22%
No support - monitoring only	<b>12</b>	29.3%
Other	<b>6</b>	14.6%

**What kinds of assessment tools are used to check for progress in EAL?**

WIDA

Internally devised assessments based on IB phases.

We triangulate NWEA MAP reading, WIDA MODEL and the F & P Comprehensive Reading Assessment. Additionally, we consider classroom work samples and rubrics

WIDA, Fountas and Pinnell

LAS, class reports from mainstream and specialist subjects

WIDA, Formative use of WIDA with speaking and writing rubrics, Leveled Literacy, other tools used by the mainstream such as PALS, F&P, WTW spelling, phonics assessments, Foundations.

WIDA Fountas and Pinnell

MAP, DRA2, writing samples, regular meetings with teachers.

WIDA Model, PM, Probe

We plan to adopt WIDA assessment tools beginning next academic year.

WIDA and Brigance

BHC Speaking and Listening Continuum/IPT

WIDA along with rubrics for language objectives

WIDA, DRA, Scoring samples using WIDA rubrics

School developed tools although we are looking at WIDA resources

WIDA, just started this year

The WIDA rubric is used to score in class student work, unassisted, against mainstream standards

WIDA MODEL in elementary, Maculitis II in middle school, we don't offer services currently in HS; although we are in process of aligning tools K-12 and in a meeting last week, we decided to move to WIDA tools.

STEP

WIDA, Fountas and Pinnell, On-demand writing sample

Assessment rubrics linked to WIDA

Classroom teacher/EAL teacher developed assessments and observations evaluated against EAL rubric.

WIDA, running records, IST

WIDA MODEL measure of Developing English Language

WIDA Measure of Developing English Language

A skills continuum plus classroom assessments

We use MAP data, the ELL Rigby Assessment, Words Their Way spelling assessments, alphabet tests, DRA tests, writing samples, etc.

Reading (DRA and F&P), writing common assessments (prompt with Common Core based rubric), oral proficiency

We just implemented the WIDA assessments this year. (W-APT & MODEL)

WIDA and F&P

WIDA MODEL at start of year Teacher-created assessments at end of year Formative assessment throughout year including writing samples (marked against WIDA criteria), anecdotal evidence about skills in class

WIDA Model, in class assessments, observations

Currently we are working with internal assessments and use MAP to see growth, but will be implementing STEP framework.

WIDA, PM, Probe

### **What criteria do you use when deciding to exit students from your EAL support services?**

Discussion with Homeroom teachers and specialists. If the student is able to access the curriculum independently.

We triangulate NWEA MAP reading, WIDA MODEL and the F & P Comprehensive Reading Assessment. Additionally, we consider classroom work samples and rubrics

We use WIDA level 4 in all areas: Speaking, Reading, Listening, Writing

Various assessments, WIDA and student progress

WIDA, class observations, student work, MAP data, parent input,

Discussion between teachers and EAL providers

WIDA, at least approaching grade level on MAP, F&P benchmarks; ELL & classroom teacher recommendation

TIS Exit criteria. WIDA

WIDA assessment, homeroom assessments, consultation with ELL and homeroom teachers together.

multiple data points would include; teacher observations, EAL teacher observations, DRA2, MAP, and other anecdotal records teachers would be keeping.

WIDA levels

WIDA and consultation with homeroom teacher, work samples

Currently based on joint professional judgement of EAL and classroom teachers

Assessment as stated above and input from homeroom teacher

WIDA

In the Elementary students do not exit-Where necessary we use IPT.

WIDA score of 5 or above with commensurate classroom performance.

WIDA Scores, grade level reading, anecdotal evidence

School developed criteria based on the continuum of language development taken from Bonnie Campbell-Hill's work

WIDA criteria

Students must be approaching grade level standards in reading; their writing should be in the 5 domain on the WIDA rubric; their math/science/SS work should show comprehension of the curriculum, and mainstream/EAL teachers should agree that the student is ready to exit using a collaboration form

teacher input, observation, WIDA MODEL, classroom work samples

academic achievement and amount of time in the program. More than 2 years generally shows a SPEC ED need.

Students must score a 5 or above on all sections of the WIDA. Classroom teachers and supplemental assessments must corroborate this decision.

WIDA and other assessment data

WIDA, teacher recommendations, internal assessments, peer competitive capacity

School developed EAL rubric.

WIDA benchmarks, teacher recommendations, writing samples

WIDA results combined with close collaboration with classroom teachers and classroom assessment criteria.

WIDA results combined with close collaboration with classroom teachers and their assessment criteria.

WIDA results and observation/EAL and class teacher knowledge of student.

Skills continuum

We look at all the data from the assessments above in addition to their report card grades.

We also consider their attitude and confidence and classroom teacher's thoughts.

When child reaches the level of the rest of the class

Starting this year, we will use the WIDA MODEL for determining if students can exit our EAL Program. We are still working on specific exit criteria based on this test.

Classroom teacher's input, WIDA scores, Common Assessment scores, progress during the units

WIDA Model

School-created exit criteria They should be a 5 in Writing (WIDA) We would like to create individualized exit criteria for ESL students who receive Learning Support services

WIDA MODEL, Progress reports (meeting school standards), MAP testing, On-demands, observations

We are starting to use STEP framework

WIDA levels and school policy regarding exit levels

**If your school uses the WIDA MODEL for promoting and exiting students, what are the scores you expect for the different EAL levels?**

We provide pull-out and push-in support for ELs between ELP levels 1.0-1.9; Push-in for levels 1.0-3.9; monitoring for 4.0-4.9, and at 5.0, we consider exit along with other mentioned criteria.

4s in all areas

Completely varies, they can be stronger in some areas (speaking and listening) and struggle in others (maybe 3 or 4 in reading and writing) there are all sorts of scenarios, but they don't have to be at grade level to exit

Level 5 or better

I have used WIDA previously but not at this school

Beginners WIDA 1,2 Intermediate 3-4, Advanced 5

Less than 4.5 is considered an ELL student.

Not directly linked to the score. Look at the 'whole child'

We are in the process of re-evaluating this. Currently in Grades 1 & 2, we exit students from the Beginner "pull-out" Class if they score a WIDA level 3 for Speaking and Listening and in consultation with the Grade level teacher.

2013 moderated scores from all students (EAL and non-EAL) in each year level

At WIDA level 4 the student exits pull-out and in given push-in support

\*Beginner - WIDA Level 1 \*Intermediate - WIDA Level 2-4 \*Advanced - WIDA Level 5

beginner 1-2.9; intermediate 3.0-3.9; advanced 4.0-4.9; exit 5.0

5.5 overall, no domain lower than a 4.0

n/a yet!

We don't have different EAL levels per grade level and students get individualized support based on what they need. We use a WIDA writing score of 5 to be considered for exit, but it's only one part of the criteria

we serve 1.0 - 2.5 in pull-out in ES; students with 2.5 - 3.5 may receive push-in support but there are scheduling and staffing constraints with our push-in model

We are just starting to look into WIDA

1-3.5 Beginner (Entering/Emerging), 3-4.5 Intermediate (Developing and Expanding), 4.5 - 5.0 Advanced (Bridging)

Speaking - 6, Listening - 5.5, Reading - 6, Writing - 5.5

Close to a 6 or a 6 in all domains. (see above)

Close to 6 in all four domains but see above.

Beginner Programme: WIDA No score; 1; 2 Pre-Intermediate & Intermediate Programme:

WIDA 3; 4 Advanced & Proficient: WIDA 5; 6

We do not use this.

We just started using WIDA assessment, so we are still developing and setting our norms for these scores and levels.

We use WIDA as one point of data - we don't base our decision to move students from one level to another just on WIDA.

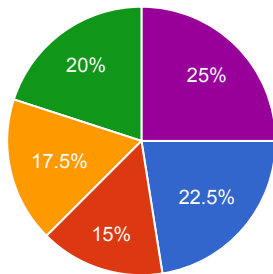
We are currently reviewing this.

We judge each student individually, but here are the general recommendations: To exit - a 5 in writing, at least 5 in other areas It tends to be that a student spends 1 year in the beginner class (would be WIDA 1-2) and then moves up to intermediate, which would be 3-5.

Beginners range from 0-2, Intermediate 2-4, Advanced 4-5: but these scores are not used as the only criteria.

Minimum level 4 in two or more language domains

**On average, how long might you expect a student identified as a 'beginner' to be supported in your school's EAL programme?**



1 year	9	22.5%
2 years	6	15%
3 years	7	17.5%
More than 3 years	8	20%
Other	10	25%

**What kind of EAL training does your school provide for homeroom teachers?**

Various programs from 'Unlocking the world' mainly TEMSC or Literacy for Learning

ESL in the Mainstream is being taught by teacher leaders in cohort groups.

Not Enough -- Overview of WIDA and Can Do descriptors and how to use them. We are looking at having all teachers and TAs complete a specific course in EAL learners within their first contract term. Still looking for just the right resource

various PD opportunities

workshops through NESA as needed

3 levels of courses: Language for Literacy, TESMC, How Language Works for all teachers and interns. Both TESMC and How Language Works will provide 3 points towards Masters level course.

We offer training during Ed Camp, Literacy Lunches, and Divisional PD. We have a consultant coming this spring, Beth Skelton, to provide more training.

Various in house PD sessions

WIDA training/ELL conferences



all staff participate in course work call Teaching ESL Student in the Mainstream Classroom- we have a site instructor and all staff, PreK3-12 take the class during their first two years of contract.

We used to use EAL in the mainstream but decided it was too out-of-context for our school. Now we rely on our EAL teachers to offer both formal and incidental PD.

Visiting experts

Looking into WIDA training options

No specific training is given.

Professional Development led by EAL teachers and outsourced professionals

EAL teachers do share EAL instructional strategies with teachers

SLOP through the Center for Applied Linguistics; previously ESL in the Mainstream

Some training has been provided by EAL teachers. In the past, homeroom teachers did SLOP training and we have had some EAL consultants in to do training on making content accessible.

ESL in the mainstream - we have trainers on staff - although the new version is called Teaching English in a Multilingual Context. Assistants can also take this course.

Teaching EAL in the mainstream classroom

Support to attend PD opportunities both locally and abroad, experts are brought to the school to work in different areas with us

currently, none. 24 teachers are enrolled in a cohort being taught by Gini Rojas through ISS.

Ongoing PD- ranging from weekend workshops, Monday meetings, weekly one on one support, etc. depending on the need and experience of the teachers as well as the needs within the classroom.

Regular faculty meetings dedicated to "Language Learning" , Internal consultants (Eithne Gallagher), Opportunities to attend external conferences (Gini Rojas, ESL & Mother Tongue, etc...)

minimal

In house sessions during regularly scheduled early-release days - we are offering a WIDA academy this year.

Consultation from the EAL dept, periodically inviting EAL experts outside the school.

Some external PD, internal EAL-focused PD

Opportunities to attend Professional Development such as courses and conferences, eg. WIDA training or ECIS Mother Tongue conferences.

Opportunities to attend professional development courses and conferences: WIDA training and the Symposium, ECIS conferences, EASL and Mother Tongue conferences.

EAL in the mainstream is offered as an optional course for teachers. We encourage participation but do not mandate this.

Consultation support based on individual student needs

We bring back strategies and tips from EAL conferences we attend.

Our ESL teachers works 1-1 with homeroom teachers to suggest strategies

We have provided some short trainings. For example, Jon Nordmeyer was at our school doing some short, volunteer-based training. This year two of our EAL teachers provided a short training on supporting oral language in the mainstream. We are working on a plan to include many other trainings for teachers/staff in the near future.

Faculty Meeting - What does co-teaching look like? What are the expectations of co-teaching?

EAL teachers attend grade level meetings and provide strategies. We also provide learning opportunities focused on language usage at our faculty meetings. External PD opportunities are advertised.

-Sessions throughout the year on modifying assignments & assessments, on getting to know the ESL students through student lists/plans, on reading the Can Do descriptors, on supporting beginner students in the mainstream class. -5 minute bursts at meetings to share ESL strategies -We have an ESL website with further strategies -ESL teachers & HoD ESL meet individually with HR teachers to offer support

In-house delivered by EAL teacher

### **Other information regarding your EAL/ESL programme that you would like to share:**

I'd like to know the ratio of EAL teachers to ELs in push-in models of other schools.

We are considering charging. Right now we do not unless it is for additional tutoring. Would be interested in the data on school's who charge for EAL services. We also implement our model under the Response to Intervention model. Two good books to look at: RTI & English Learners by Fisher & Frey and Response to Intervention and English Learners and the SIOP Model. EAL exist within our Student Support Team and we attempt to hire teachers with both Special Education and EAL certification. If they don't have both we train them upon arrival on the one they do not have. We find this allows us more flexibility in serving more students and helps teachers provide a wider range of services to students. This can get some backlash from some of the EAL "purest" out there. But you can not argue with our results.

Very collaborative approach between EAL and Classroom teachers, input from counselor too.

At a previous IB school where I worked in upper primary (2 classes per grade from Grade 3-5), literacy time was first thing every morning. At this time, beginner EAL students would be working together as well as an intermediate level while the classroom teachers did lit circles. This provided a good model for language development where the majority language at the school was not English.

I would like to know what contact time you have for the different levels, if you use a Primary Home Language Survey, how you handle screening each fall. I would like to know how you provide interventions for ELL students still struggling in reading, writing through an RTI process or? I would like to know if you have mother tongue or other after school support in language and homework.

Having grade specific ELL teachers ensures great support as the Homeroom and ELL teachers are constantly planning together and are focused on that grade level.

we would be interested unlearning more about EAL student to teacher ratios, meaning how many FTE in the EAL department serving what number of students in the school.

We track EAL students with WIDA up to 6 months after exiting from the ELL Beginner pull-out programme.

Moving from medical to ecological (Dr. Rojas)

We are currently working towards a model where Learning Assistants assume responsibility for success of ELL students in class. For grades K-2 we will have a full time learning assistant in the room at all times. For grades 3-5 we will have a learning assistant who accommodates

ELL needs throughout the 3 grades and will be responsible for testing all Elementary ELL students with the EAL Teacher.

Starting next year we are going to be implementing the WIDA model to help track our EAL students' progress.

the EAL population has grow significantly in the past 4 years

EAL teacher support in class is 45 min a day. Teachers are expected to co-teach and co-plan.

Our EAL teachers usually try to attend the ECIS MT/EAL Conference - this year in Copenhagen. We are currently looking to revise our model and are struggling with providing Student Support for additional learning needs and EAL support especially when a child with additional learning needs is also still acquiring English! We give most support to EAL Beginners and what we call Low Intermediates (usually in their 2nd year of learning English) and then less support to Intermediates and Advanced students. This also depends on numbers of students in the grade level needing support. On average at least 60% of our students have a language other than English as their mother tongue. We have about 100 students per grade and 1 full-time EAL teacher and 1 part-time EAL teacher for each grade. It is hard to schedule the support! We'd be very interested to learn about the model you decide upon in the future.

difficulty to balance push in and pull out

We did use the WIDA Model assessment for exit criteria, but found it was not a good fit for our population, as results did not reflect what was observed in the classroom. This led to our current approach which tries to be more holistic by collecting multiple data points when making placement decisions to be more authentic and accurate.

We are undertaking a review now of K-12 Support Services, including EAL and Learning Support. This information is "in transition."

We are in the beginning stages of our model and currently using STEP and WIDA. We have compared the two and they seem similar.

We recently had an EAL audit conducted by Monica Medina Olds and are in the process of implementing some of these recommendations.

We are developing our co-teaching model and avoid pull-out and emphasize less on individual support altogether. Our aim is to have the EAL student working alongside other students and accessing the curriculum from day one. We do not have grade level cap for EAL, but we monitor whole school EAL levels in order to provide support appropriately. Finally, we are considering WIDA as our next step.

We have 2 full time EAL teachers for Grades K1-4. We also have a Heritage Language Club which is part of the after school program. We have regular K-12 EAL meetings. We have access to a lot of targeted Professional Development. Our project this year is developing a Heritage Language Book collection for the library and Elementary classrooms.

There are two full-time EAL teachers for K1-4, a Heritage Language club as part of the after-school program, regular K-12 EAL meetings, lots of targeted professional development, developing a heritage language book collection and elementary classrooms.

We do not charge for this service.

We do have a Native Language Enrichment program to try to maintain their native languages which pays for one hour a week of lessons in their native language if there are 3 or more students that speak that language.

Our program is starting a redesign process this year. While adopting the WIDA assessment and eventually the WIDA framework, we are also proposing a new coordinator/coach/director position in the our school EC3-Grade12; organizing more training opportunities around sheltered instruction, co-teaching, and other best practices for EAL student; and taking a look at how to help develop language programs with our youngest students. We are also looking into changing our service model to more inclusion/push-in services and less pull-out services. Sometimes we struggle with timetabling, in that we have a lot of ESL groups who come out of class at different times (and sometimes the ESL group is a large proportion of the class), and are working on optimizing that. Furthermore, I believe a fully co-teaching model would be fantastic for Intermediate/High-Intermediate students; however, it is felt that a lot more time would be needed in order to train teachers and fully implement this. Would love to hear about how it's been done successfully in other international schools with a high ESL population.

We are have started co-teacher training pairing an ELL/LSS Specialist with homeroom teachers. We primarily use push-in support, however we have the flexibility to also provide targeted instruction on an as-needed basis.

