

PTCNET SURVEY RESULTS - 2019

Topic: Student Services	Date conducted: 1-18-2019
Number of responses: 24	Submitted by: Tina Fossgreen

Can a student have both EAL and Learning Support in your school?

- 83% of schools responded "Yes"

Other Responses:

- Only in Elementary School and not if they remain at a proficiency level 1 or 2 for more than 2 years
- I work at the district level, we have 12 school units in our district and nearly 5000 students. In some of our schools, EAL and Learning Support are provided to a student, but not always as a separate 'class'.
- A student can receive support in both areas but we do not have "classes" for either.
- Yes, but we do not have EAL or Learning support classes as such. But students can be supported by both.

How do you distinguish whether students have a language acquisition difficulty or learning disability?

- In ES, if a student remains at a language proficiency level 1 or 2 for longer than 2 years, they receive Learning Support Services only and not EAL support.
- That determination is made by several specialists in a multi-pronged approach. We assess the student's native language proficiency. language issues in both mother tongue and the language of acquisition indicate the possibility of an issue not related to language acquisition. We then have classroom observations, student observation, interviews, SLP assessments, OT assessments and possibly outside referrals. This is coordinated by our student services coordinators. They begin with the observations and assessments that are easiest to administer in the least amount of time and work up from there. For our youngest students there are non-verbal instruments available as well.
- They are assessed for eligibility. At admissions students are screened for both LS and EAL. Once at UNIS, should evidence present we have a process to refer and assess.
- Please refer to NFI's publication, "Why EAL or Learning Support is the Wrong Question." <http://www.nextfrontierinclusion.org/wp-content/uploads/2016/05/TWQ-Draft7.pdf>
- Not always easy, but we do initial and external testing. One of our teams took a very valuable course entitled, "Separating Difference from Disability". We monitor progress, do class observations, track data.
- Evaluations by specialists
- We do not distinguish "learning disability", we support those students that need extra support for any reason. We use the WIDA MODEL as an entrance and assessment tool for ELL support.
- Referral for outside testing after Tier 2 interventions have been tried for a set amount of time with insufficient growth in reading
- We acknowledge that students may have both, since we have students with learning disabilities who are still acquiring English. It is usually necessary to wait until a student reaches a certain level of English to determine whether they have a learning disability. We try to collect writing samples in home language where possible to determine whether students have a learning disability.

- 4 psychologists work at our school. They have created protocols to help the teachers identify special cases. The special educators evaluate students to determine what is needed. If we suspect there is a learning disability in any student, an external evaluation is requested.
- We work closely together to consider multiple factors such as years in English, number of transitions, observational data, work samples, etc. We often bring in an adult native language speaker to assist the SLT in getting a language sample to find out if the problems are in both native and English language.
- RTIi is implemented and students are given a WIDA test.
- This is determined on a case-by-case basis. Typically, learning support monitors the student for 6 weeks while receiving language support. We also monitor how the student is doing in Spanish class. If the student is not meeting grade level expectations or is not demonstrating growth, then we provide learning support. We also look at MAP scores, reading records, and classroom-based math assessments.
- by in house testing, starting with baseline and then specific testing by in house specialists
- assessment
- Baseline assessment and English Entry assessment through Oxford or Cambridge. We also have weekly meetings with the Social and Emotional team
- All data needs to be consulted. Usually if the difficulty exists in the mother tongue as well, then the child might be assessed for a learning disability.
- Through our SST process, which includes a Response to Intervention (RtI) framework, with tiered interventions. Ed psych evaluations are used when we want to look deeper into this question, for the potential of a learning disability.
- Students of Concern Meetings attempt to deal with student issues regardless of labelling as ELL or LD.
- Teacher observation, WIDA testing, specific assessments for SEN
- English language skills are assessed using the WIDA and/or LAS to determine placement in EAL for grade 1,2 and 3. We do not have EAL support in kindergarten. Learning support services are provided based on a tiered model using universal screeners such as Aimsweb or DIBELS. The screeners help to identify targeted interventions. Tier one interventions happen in the general classroom or during EAL services. Additional targeted interventions happen during small group tier 2 intervention time during the day (as identified by classroom Teachers, EAL and learning support).
- Yes
- Wida and psychoeducational testing
- Have psych-ed assessments in the student's strongest academic language, discussion between EAL and LS specialists using knowledge from both fields, gather thorough background information, knowledge that there can be overlap between EAL and LS population, knowledge of the stages of language acquisition, knowledge of the factors that impact the rates of language acquisition. Sometimes the answer to this question is less important than providing the most appropriate support (see Nordmeyer et al, 2016, "Why LS or EAL is the wrong question")

If it is determined that a student has a learning disability, in what language is the educational psychological test done?

- It can be done in any language, but the report must be officially translated into English
- The language of instruction in our school is English. Psychological and cognitive ability tests are either in English or non-verbal assessments.
- English in house however we have recommended testing in home language.
- Depends. If testing is done in English, and their ability is low, it is INVALID.
- Depends on what is available in the city. We have had them in English (most common), Chinese, French, German
- typically English....more informal testing in native tongue
- Any Ed. Psyc. is completed off campus. We do not provide support based on a diagnosis, so we use any assessment as additional information for how to support a learner.
- In the student's native language
- English if they have a high enough level and/or their home language if available (if not English). Our host country language is possible, for other languages we ask parents to get the testing done in their home country (at their expense).
- We have found professionals who speak most of the languages our students speak. In some cases we are not able to find a person to test the child in his/her language. In one of those cases we chose the language the student seemed to understand better (we are a Spanish/English school) and waited to test him until he could speak some Spanish.
- Usually in the student's dominant language.

- Tests are done in native language and some components in English. Reports are expected back to the school in English.
- the student's first and most fluent language
- normally in English
- can be home language or English, we usually request that the report be in English
- Native language – French
- Testing here is done in English, though it should be done in the student's mother tongue or bilingually.
- Preferably in the home language, if the student has been in an English academic environment for less than 5 years. If that's not possible, nonverbal cognitive assessments are given, and a review of information is conducted-- including a review of growth on MAP scores, F&P scores, etc. and growth on research-based tiered short-term interventions (which are delivered by a student support teacher--trained in special education support). The ed psych evaluations are done by an in-house school psychologist.
- Preference is for child's home language.
- If possible students are asked to get the assessment done in their home country.
- Typically English, unless we need to refer out, because the child needs to be tested in their strongest language.
- We monitor progress in and gather data to determine if Ed psych testing is needed. This typically happens near the end of grade 2 if the student has not made expected progress. The eval is typically completed in English however we do reach out to educational professionals in the community who can also test in additional languages. This is done at the parents' expense and off campus.
- We try to get parents to have the child testing in the home country. I will test them using the least language loaded IQ and academic tests, but I put extreme caution on the results.
- We attempt to have psych assessments done in the strongest academic language, but sometimes this is not possible or as the student is in upper secondary school the assessment needs to be completed in English to acquire exam accommodations.

It has been determined that it can take up to 6 years to become proficient in a language. What criteria do you use for exiting students from ESL classes/ support in the elementary school? Responses:

- Students must be at a language proficiency level 5
- This is exactly the issue one of my PLCs is addressing this year. We will make a proposal on this very issue this year. I expect we will use a combination of Oral Interview, WIDA scores, Classroom-based assessments, and teacher referrals.
- ES have criteria but it]may not be very clear: <https://drive.google.com/a/unishanoi.org/file/d/1JEB3FwYcvnCRPvT9unzWZ05OFbS7efgB/view?usp=drivesdk>
- Our own internal assessment.
- WIDA phases for ELL.
- certain proficiency as measured by informal teacher testing
- We triangulate data using WIDA, MAP, in house assessments (summatives, DRA, etc.) and formative data. A student is considered for exit when the WIDA cumulative results are at 5.0 or above. At that time, we evaluate additional data and consider if the student would be successful without the extra support.
- WIDA assessment scores and teacher feedback
- School criteria plus WIDA criteria, usually level 5, but decision is make holistically, taking into account many factors.
- We have created evaluations and observation guides to determine if a student is ready to handle the regular classes in the new language. There is a transition period and the EAL staff is in constant communication with the classroom teachers. Most of our students are ready after one year to be out of the EAL classes if there are no learning challenges. Support is extended as needed.
- three or more years of an academic English program WIDA composite score above 5.2 with no domain score below 4.5
- Students who reach a WIDA overall school of 5 can exit the support class. Students who have met their Learning Goals in ES exit at that time, but continue with accommodations.
- There are several criteria for exiting Learning Support and this is also determined on a case-by-case basis. Typically they need to meet behavioral and academic grade level standards, given classroom accommodations and differentiation only.
- we use the Language B MYP criteria and the 'phases'
- We use WIDA as our assessment tool and have a set level that students have to reach to be exited from the program

- It has been determined that it can take up to 6 years to become proficient in a language. What criteria do you use for exiting students from EAL classes/support in the Elementary School?
- Trinity GESE exam at the end of year for a certification under the CEFR. If able to access British NC, through listening and understanding ss will go back to the main class and then follow the NC
- We use the WIDA criteria to exit students from EAL support.
- WIDA scores and teacher reports.
- WIDA Model
- WIDA scores and teacher observation and formative assessment
- WIDA data, data from formal and informal in-house assessments, universal screening data, data from teacher observational survey
- Our students often have some skills in English before they start at our school as we do not provide EAL from grade 4 onwards. This means students need to meet criteria for 'fluent English readers and writers' on the WIDA or LAS. Students should also be at or near grade level benchmarks for reading.
- The wida is given once a year. If they meet the cut-off they are exited
- We have a combination of WIDA MODEL level 4+ of English language proficiency and consultation with classroom teacher. Students have usually progressed through pull out EAL support, followed by in-class content EAL support. They are then monitored for a school year before being officially exited from the EAL program.