
Deubrook Area School District 5-6
K-12 Lau (EL) Plan for Serving English Learners (ELs)
Updated September 2018

Team Members:

Name	Position
Dr. Kimberly Kludt	Superintendent
Denise Nepodal	ELL Coordinator
Jon Boer	Elementary Principal
Paul Nepodal	Junior High / High School Principal
Melinda Geiszler	Norfeld Colony Teacher
Kathi Nordgaard	Norfeld Colony Teacher
Linda Jensen	Red Willow Colony Teacher

The purpose of the Deubrook Area School District Lau Plan is designed to meet the instructional and developmental needs of English Language Learners. According to the Equal Educational Opportunities Act (1974), this district will make an effort to do whatever is educationally appropriate to address the English and educational needs of EL (English Language) students so that they can compete with same-age English-speaking background peers. Instructional assistance will occur in all four domains for language development: listening, speaking, reading, and writing. Deubrook Area will strive to foster students' cultural and linguistic background and positive self-concepts and attitudes toward school.

I. Enrollment and Identification:

- a. Home Language Survey:
 - i. A Home Language Survey (Appendix A) is included in all students' initial registration packet in grades K-12. The Home Language Survey is used to screen and/or identify all students that may be English Language Learners.
 - ii. A positive response to an item on this survey does not in itself identify a student as an EL student; it merely helps to identify potential students for consideration.
 - iii. If it is determined that a student's home language is any language other than English, the designated WAPT assessment coordinator will consult the definition of LEP as provided by SD DOE on P.L. 107-110, Title IX, Part A, Sec. 9101, (25) to determine if it is appropriate to administer the W-APT/Model screening assessment.
- b. State Approved English Language Proficiency Placement Assessment:
 - i. Potential students are given the grade-appropriate WIDA Screener (Grades 1-12 online), W-APT (WIDA Access Placement Test), or the WIDA MODEL (Kindergarten Screener) by a District EL Coordinator. These identification assessments are administered within 30 days of the beginning of the school year or within two weeks for students admitted during the year.
 - ii. Results, including the student's English Language Proficiency level and services to be provided, will be shared with the parent(s)/guardian(s). Parent(s)/guardian(s) can refuse services for identified students in writing.
- c. Legal Responsibilities: As a result of the Plyer v. Doe (457 U.S. 202, 1982) ruling, schools may not:
 - i. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
 - ii. Treat students differently to verify residency
 - iii. Engage in any practices that hinder the right of access to school
 - iv. Make inquiries of students or parents that may expose their undocumented status

II. Language Acquisition Plan (LAP):

- a. An annual LAP will be constructed or updated during the first 30 days at the beginning of the school each year. Students will be placed in the proper instruction program with appropriate general education classroom accommodations based on their ACCESS level scores.
- b. This document will outline the instructional accommodations, modifications, and services for each EL in the district.
- c. General education classroom teacher(s), EL coordinator, administrator, and parent(s)/guardian(s) will be included to create this document.
- d. LAP will be shared with parents/guardians with their input considered and signed yearly to keep them informed of the language plan.

III. Language Acquisition Plan (LAP) Exit Criteria:

- a. When the student meets exiting criteria, the student is designated as no longer needing EL services on Infinite Campus and is exited from the program. Parents must be notified of this change, which can be done using the Parent Notification Letter. The specific criteria for this decision are listed below.
- b. In order for a student to exit the ESL program, the student must meet the following criteria:
 - i. ACCESS Composite Score of 5.0.
 - ii. Proficiency or competency on a collection of EL and content-area assessment data
- c. After a student exits the ESL program, the EL teacher and support team will continue to monitor the student on a quarterly basis for two years. (Monitoring Form Appendix F2)

IV. Monitoring Procedures for Students who exit the ESL Program:

- a. Students whose ACCESS scores qualify them to be exited from the ESL program will be formally monitored for two academic years following their exit. It is the responsibility of the EL teacher and the general education teacher(s) to monitor these students quarterly and to maintain documentation that the student is performing successfully in content area classes. Exited students who demonstrate academic difficulty due to language proficiency may re-enter the ESL program. The WIDA Screener will be re-administered and depending on qualifying scores, such decision will be reviewed by the ESL teacher, classroom teacher, the parent(s)/guardian(s), and administration.
- b. Documentation to be reviewed may include (but is not limited to) the following:
 - i. ACCESS scores and W-APT
 - ii. State mandated testing
 - iii. Language Acquisition Plan
 - iv. Staff observation and professional judgment
 - v. Classroom grades and work samples
 - vi. Other assessment data
 - vii. Attendance records
 - viii. Parent observations and request
- c. District has a uniform method to monitor exited students (see Appendices F)

V. Parental Communication / Involvement:

- a. Parent communication conducted/distributed in a language requested by the parent on the Home Language Survey.
- b. Parents will be notified of student eligibility with the District Parent Notification Letter after the WIDA Screener or WIDA Model for Kindergarten and after the Access Test annually.
- c. Parents will be notified and sign the LAP on a yearly basis.

- d. Parents may waive their child's participation in the ESL program services. This right is documented on the Notification of Program Eligibility.
- e. LEP students who are not enrolled in the ESL program will benefit from all curriculum resources, supplemental resources, general education classroom instructional practices and modifications provided in the general education classroom. These practices will be aligned with both Common Core State Standards and WIDA English Language Proficiency Standards.
- f. Regular parent-teacher conferences are scheduled and additional conferences are provided at the parent or teacher's request. All teachers (general education classroom and ESL) and parents work collaboratively to discuss issues and concerns and prepare an appropriate LAP for each student.
- g. Parents are invited and encouraged to participate in any and all school functions using the language requested on the Home Language Survey.

VI. Program Administration:

Role:	Duties:
General Education Classroom Teacher	<ul style="list-style-type: none"> • Share expertise on individual students, cultural norms, and content area at specific grade levels • Provide deliver content instruction to students utilizing sheltered instruction strategies • Monitor and assess student progress • Communicate with parents • Collaborate and co-teach with ESL teacher • Advocate for EL needs and cultural understanding • Communicate needs with building administrator • Foster cultural awareness and appreciation
ESL Teacher	<ul style="list-style-type: none"> • Share expertise on EL strategies, WIDA recommendations, assessment, and identification • Provide direct instruction to students based on language proficiency levels • Collaborate with general education classroom teachers to assist with sheltered instruction and modification of assignments • Advocate for EL needs and cultural understanding • Communicate needs with building administrator • Foster cultural awareness and appreciation
Building Administrator	<ul style="list-style-type: none"> • Evaluate the effectiveness of instruction of ESL and general education classroom teachers • Coordinate the acquisition of support and resources • Communicate with parents • Promote and coordinate professional development for all staff • Serve as instructional leader and coach • Help teacher to adhere to federal guidelines • Foster cultural awareness and appreciation
District Administrator	<ul style="list-style-type: none"> • Serve as Federal Program Administrator • Budget for the acquisition of support and resources • Ensure adherence to federal requirements • Foster cultural awareness and appreciation

VII. Meaningful Access to all Academic, Co-curricular and Extracurricular Programs:

- a. The Deubrook Area School District adheres to the law that all students receive an equitable educational opportunity. Services related to the following categories are available to all students.

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- i. Accelerated and challenging instruction is available to students recognized as gifted and talented.
 - ii. A Student Focus Team (SFT) process (hereafter referred to as "FOCUS TEAM" is in place to investigate, provide instructional intervention, and identify possible special education concerns.
 - iii. Counseling services for behavioral, emotional, academic, and career readiness is available.
 - iv. Extracurricular activities are available to all students.

VIII. Professional Development for Staff who Support ELs.

- a. District and building administrators serve as district representatives and instructional support to teachers and paraprofessionals.
- b. District administrators and EL coordinator serve as resources in the creation and implementation of the LAP.
- c. Teachers of ELs are encouraged to attend DOE supported workshops and seminars.
- d. The Deubrook Area School Districts belongs to the Title III Consortium and participates in ongoing professional development and regional workshops.
- e. The ESL Team will meet regularly each year in order to plan for upcoming professional development, discussions of ELD instructional needs, programming needs, and to insure the completion of updated LAPs. In addition, collaboration will focus on evaluating the programming and process of the district's ESL program.

X. Annual English Language Proficiency Assessment (ACCESS) Administration

- a. Designated assessment staff participate in annual training.
- b. Designated assessment staff disseminates current scores to teachers of ELs in a timely manner.
- c. The ESL staff participates in appropriate training to interpret scores and implement appropriate instructional strategies.
- d. The results are utilized to guide instruction and programming.
- e. Parent notification of results will be mailed to parents.

XI. LAU Evaluation

- a. Evaluation will take place as needed based on changing state or federal requirements and changing district demographics.

XII. Appendices

- a. Home Language Survey
- b. SD DOE Definition of LEP
- c. Parent Notification Letter
- d. LAP Document
- e. Cumulative Student File Checklist
- f. Monitoring Form
- g. ESL Acronyms and Program Labels

Primary/Home Language Survey For All New Incoming Students

Parent or Guardian's Information (Edad, sexo, ocupación, número de hijos, etc.)	Fecha de nacimiento del niño/a
First Name: _____	
Last Name: _____	
Information about your child's language	
What language(s) is (are) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from the school?	

Parent or Guardian's Signature: _____

Date: _____

Parent or Guardian's Information (Edad, sexo, ocupación, número de hijos, etc.)	Fecha de nacimiento del niño/a
Nombre de pila: _____	
Apellido: _____	
Information about your child's language	
¿Qué idioma (s) se habla (n) en su hogar?	
¿Qué idioma aprendió primero su hijo?	
¿Qué idioma usa su hijo con más frecuencia en casa?	
¿Qué idioma habla con más frecuencia a su hijo?	
¿En qué idioma prefiere obtener información de la escuela?	

Firma del padre o tutor: _____

Fecha: _____



800 Governors Drive
Pierre, SD 57501-2294

T 605.773.3134
F 605.773.6139
www.doe.sd.gov

Definition of an LEP

An LEP student is classified as one:

- (A.) who is aged 3 through 21;
- (B.) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C.)
 - (i.) who was not born in the United States or whose native language is a language other than English;
 - (ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
 - (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
 - (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- (D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii.) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Student must meet A, B, C and D.

Deubrook Area School District English Learning Program (EL)
Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

Dear Parent/Guardian of: _____ Date: _____

ESEA Section 1112(A)(i)

According to information provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112(A)(ii)

In Deubrook Area School District, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a scale of 1-6. On the English language proficiency test, your child tested at a level _____ on the ACCESS, Alternate ACCESS, MODEL or KG W-APT.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 7 years to exit the EL program. Your child's anticipated graduation year from the EL program is _____.

ESEA Section 1112(A)(iii)

The school offers the following programs to help your child develop English language proficiency:

Pull-out language support **Push-in language support** **Sheltered Instruction** **Other(s)** _____

ESEA Section 1112(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development in order for your child to meet the challenging academic standards in the mainstream classroom.

ESEA Section 3302(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- LAP is Attached (entrance or continuation) LAP will be written (entrance or continuation)
- Not applicable – student does not qualify Not applicable – student is exiting

ESEA Section 3302(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 3302(A)(viii)

Parents/guardians have the right to decline services, but annual language proficiency assessment remains a district responsibility. If services are declined, an LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact Dr. Kimberly Kludt, Superintendent of Schools.

EL Teacher Name

EL Teacher Phone Number

Date

ESL SERVICE

Date Identified EL		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester
Student will be placed on monitoring Status		Comments:	
Parents Declined Services	Comments:		
<p>With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to <u>monitoring status</u> in _____ years.</p>			
Comments:			
Date exited from EL Status			
Expected date of Graduation (Grades 9-12 only)			
Student Name	Last	First	Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Designated Supports:			
	ACCESS 2.0	SBAC	MAPs
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text-to-Speech		All Math & ELA items	
Read aloud		All Math & ELA items	
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
Other: (must be approved by DOE before being used on State Assessment)			

***These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.**

https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

Paraphrasing or repeating directions in English	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual - graphic organizers, pictures, maps, graphs, to aid understanding.
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESE student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
Face student when speaking - speak slowly	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Other:	Label items in the room
Other programming accommodations to address individual strengths and needs.	

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> ● To communicate in social settings
<ul style="list-style-type: none"> ● To achieve in content areas
<ul style="list-style-type: none"> ● In socially and culturally appropriate ways

Team Input:

Persons involved in the development of the Language Service Plan:

	Principal		District EL Coordinator
	EL Teacher		Parent
	Teacher		Parent
	Teacher		Student
	Teacher		Interpreter
	Teacher		Date

ELL Student File Mandated Documents

Deubrook Area School District

(tape to Student Cumulative Folder upon ELL Identification)

- Year Enrolled in ESL in the District
- Home Language Survey (Part of Enrollment Form)
- ELL Student Referral and Placement Form
- Individual Learning Plan
K 1 2 3 4 5 6 7 8 9 10 11 12
- Notification of Program Eligibility Form (twice, once upon initial identification, once upon exiting)
K 1 2 3 4 5 6 7 8 9 10 11 12
- ACCESS Test Scores
K 1 2 3 4 5 6 7 8 9 10 11 12
- ELL Student Exit Form
- Year 1 Monitoring Form
- Year 2 Monitoring Form

Deubrook Area School District Post-Exit EL Monitoring Form

Student Name			
Grade in 1st year of monitoring		Academic Year	
Name of classroom teacher (1st year of monitoring)		<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the EL/Bilingual Education teacher for review.</i>	
Name of classroom teacher (2nd year of monitoring)			
Name of ESL/Bilingual Ed teacher (1st year of monitoring)		<i>The EL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
Name of ESL/Bilingual Ed teacher (2nd year of monitoring)			
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>			

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

	1 st year of monitoring				2 nd year of monitoring			
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
ELA								
Math								
Science								
Social Studies								

	1 st year of monitoring				2 nd year of monitoring			
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter

Signatures:

NAME _____ DATE _____

NAME _____ DATE _____

NAME _____ DATE _____

NAME _____ DATE _____

1 st Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th	Quarter				
						1 st	2 nd	3 rd	4 th	
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)										
1.	The student completes assignments on-time. -----									
2.	The student communicates effectively with teacher. -----									
3.	The student participates effectively in class projects. -----									
4.	The student participates effectively in class discussions. -----									
5.	The student is able to work independently. -----									
6.	The student attends class regularly. -----									
7.	The student displays effort and enthusiasm in class. -----									
8.	The student requires additional assistance with assignments. -----									
9.	The student shows evidence of difficulty with language. -----									
10.	The student has discipline problems that interfere with his/her academic progress. -----									

Have EL strategies been implemented to respond to the language needs of the former EL?	1 st	2 nd	3 rd	4 th

Do you recommend that this student be considered for reclassification as an EL?				
---	--	--	--	--

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

1 st year of monitoring	1 st	2 nd	3 rd	4 th
I received and reviewed this form. (EL staff member initials)				

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
If a recommendation is made to reclassify, have the parents been notified?	YES			NO

2 nd Year of Monitoring	Teacher's Initials	1st	2nd	3rd	4th	Quarter				
						1st	2nd	3rd	4th	
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)										
1. The student completes assignments on-time. -----										
2. The student communicates effectively with teacher. -----										
3. The student participates effectively in class projects. -----										
4. The student participates effectively in class discussions. -----										
5. The student is able to work independently. -----										
6. The student attends class regularly. -----										
7. The student displays effort and enthusiasm in class. -----										
8. The student requires additional assistance with assignments. -----										
9. The student shows evidence of difficulty with language. -----										
10. The student has discipline problems that interfere with his/her academic progress. -----										

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former EL?				
Do you recommend that this student be considered for reclassification as an EL?				

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2 nd year of monitoring	1st	2nd	3rd	4th
I received and reviewed this form. (EL staff member initials)				

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have the parents been notified?	YES			NO

ESL Acronyms and Program Labels

Acronyms and labels can be confusing to those not familiar with or who are just learning about the educational options for learning and teaching English. The above definitions are those most commonly used in educational circles to describe programming options for English language learners in the U.S.

English language learning programs are often referred by their acronyms. Some acronyms refer to programming options, others to the students enrolled in such classes. Here are the most commonly used acronyms.

EL - English Learner

ESL - English as a Second Language; generally refers to programs that teach English to students who speak another language in the home.

ELL - English Language Learner; refers to the student. ELLs are enrolled in ESL programs.

LEP - Limited English Proficient; a descriptive term, as in an LEP student.

FEP - Fluent or Fully English Proficient; describes an ELL who has achieved fluency in the English language

NEP/NES – Non-English Proficient; students who are proficient in their native language, but have not yet acquired any English proficiency.

ESOL – English Speakers of other Languages; refers to students whose first language is something other than English.

TESOL – Teaching English to Speakers of other Languages; also, Teachers of English to Speakers of other Languages.

Newcomer Programs – programs designed for students who are new arrivals to the United States, specifically with limited formal schooling experiences or interrupted schooling experiences.

Bilingual Instruction/Bilingual Education – programs that provide instruction in two languages, generally the students' native language and English.

Dual Language/Dual Immersion Program – instructional programming in which students are taught literacy and content area subjects in two languages. A portion of the students generally enter speaking one language, and a portion enter speaking the other language. Both groups learn in both languages together.

Language Immersion Program – an instructional program in which students are taught only in the new or second language. In the U.S. most language immersion programs are for the

purpose of teaching English, but some schools have been developed to teach other languages such as Native American Indian languages.

Cluster Classroom – a regular education classroom in which a number of ELLs are clustered, along with native-English speakers, so that the services of an ESL teacher can be utilized more efficiently. Sometimes a school will have several ESL cluster classrooms.

Self-contained ESL Class – a class consisting exclusively of English language learners.

Sheltered Instruction – an instructional approach in which students learn English through content area subject matter with teacher scaffolding in order to make that content comprehensible.

Transitional Bilingual Education – an instructional theory or model in which children are helped to achieve literacy proficiency in their first language before being taught to read in a second language (English in the U.S.). The belief is that skills mastered in the first language can more easily be transferred to the second language later.

Maintenance Bilingual Education (MBE) – A program that uses two languages – both the student’s primary/native language and English – as a means of instruction. In this setting the program typically builds on the students’ primary language skills while developing and expanding their English language skills. The goal is to achieve proficiency in both languages, while continuing the education in the content areas (math, science, social studies, literature, etc.); also referred to as late-exit bilingual education.

WIDA Consortium – World-Class Instructional Design and Assessment Consortium; a group of over twenty states that collaborate to design and implement common standards for English language learning programs.