
Pennsylvania's ESL Requirements; Expectations Under Law

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Pennsylvania State Law

- Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

SVSD's Initial Identification of English Language Learners (ELLs)

1st- Home Language Survey

*part of registration packet to start school

2nd-W-APT Screening and Placement Testing

*Testing done in: Listening, Speaking, Reading, and Writing for students in grades 1st-12th.

Kindergarten and first semester 1st graders are only tested in Listening and speaking.

PA's Language Proficiency Levels and Performance Definitions

-1- Entering	<ul style="list-style-type: none">■ NES, NER, NEW■ New language learning student
-2- Beginning	<ul style="list-style-type: none">■ LES, NER, NEW■ Starts to use English in speaking
-3- Developing	<ul style="list-style-type: none">■ LES/FES, LER, LEW■ Processes, uses, and practices the English language
-4- Expanding	<ul style="list-style-type: none">■ FES, LER/FER, LEW/FEW■ Cognitively understands the English language
-5- Bridging	<ul style="list-style-type: none">■ FES, FER, FEW■ Student has attained the state academic content standards

Curriculum and Instruction

- ELL's are mainstreamed into all content area classes
 - Accommodations and modifications must be made to meet the needs of the ELLs' linguistic ability
 - This is done collaboratively with the ESL Teacher
 - ESL teacher may provide a push-in model of ESL instruction, if scheduling permits
 - A pull-out English Instruction Program maybe designed for ELLs' who are NES or LES. This is instructed by the ESL Teacher.
 - Instruction in ESL includes listening, speaking, reading, and writing activities at different levels of language proficiency.
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Curriculum and Instruction (cont.)

- The amount and type of instruction provided to students will depend upon their level of language development and proficiency.
 - Level 1 – Two to three hours (if applicable)
 - Levels 2-3 – one to one and a half hours
 - Levels 3-4 – a half hour to one hour
 - Level 5 – up to a half hour
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Adaptations and Modifications

- Visual and Kinesthetic activities
 - Pictures, Charts, Graphic Organizers, demonstrations, modeling, hands on materials, etc.
 - Cooperative Activities
 - Extra time
 - Active listening and speaking activities that are scaffolded
 - See packet for more strategies and modifications
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Teacher Hints

- Talk slow, clear, in short simple sentences
 - Reduce anxiety; provide activities where success is likely
 - Refrain from using idioms
 - Create classroom routines that help the student have a comfortable daily context within the classroom.
 - Allow time!!
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Exiting English Language Learners'

Required Exit Criteria:

- Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).
 - Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment called ACCESS.
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Additional Exit Criteria:

One of these additional criteria must be met

- Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
 - Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.
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Monitoring

- A student who has exited the ESL program will be monitored a minimum of two full school years.
 - The ESL teacher will be responsible for monitoring the ESL student.
 - Student monitoring will occur formally at the end of each marking period and informally throughout the school year.
 - Monitoring may consist of the following measures of student progress: grades, test scores, student performance, and teacher observation.
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ESL and Special Education

- The Saucon Valley School District does not place any student in a special education program based on his/her limited English proficiency.
 - The guidelines and timeframes for special education are the same for both ESL and non-ESL students in accordance with the Individuals with Disabilities Education Act.
 - ELL students should be in the district for one year before any testing for special services are considered unless there is an immediate evident need for additional services.
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Special Education and ESL (cont.)

- District psychologists administer the test when appropriate.
 - Bilingual psychologists may be necessary to administer the test in the student's native language to determine the child's eligibility for special education services.
 - Based on the results, when an ESL student has been determined to need special education instruction an IEP is written for that student.
 - The IEP will address the student's academic and language needs.
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Special Education and ESL (cont.)

***ESL student identified as special education may continue to receive ESL services as determined by the student's IEP. The ESL teacher provides ESL instruction, and the appropriately qualified special education teachers give special education services.
