

The Pennsylvania 3044 Program Narrative

In Pennsylvania, programs to address the needs of ELLs are described in the PDE 3044 program narrative. All public school districts were required to complete or revise the PDE 3044 narrative by October 31, 2002 if the district had ELLs enrolled at that time. Districts that did not have ELLs enrolled were required to complete the program narrative portion of the PDE 3044 at the time enrollment of such students or by the close of the 2002-03 school year, whichever occurred first. The components of the 3044 narrative form are subject to change annually based on new state or federal requests for data. The program narrative has nine components.

1. Program goals and objectives
2. Identification of ELLs and orientation procedures for ELLs and parents
3. Assessment of ELLs to determine instructional placement
 - A. English proficiency level
 - B. Instructional placement
 - C. Transition in proficiency levels
 - D. Program exit
 - E. Monitoring student progress after exiting the program
4. Instructional program
 - A. Type of program (e.g., bilingual transitional, developmental, two-way, English as a second language)
 - B. Planned instruction and standards
 - C. Allocated time in ESL instruction and adaptations/accommodations or modifications in content classes
5. Student participation in related and extracurricular activities including gifted education
6. Pupil personnel services
 - A. Counseling
 - B. Special education
 - C. Other related services
7. Professional education related to program
 - A. ESL/bilingual program staff
 - B. Non-program professional teaching staff
 - C. Non-professional/support staff
8. Community involvement
 - A. Program planning
 - B. Communication with students' homes
 - C. Program advisory committee
 - D. Complaint resolution process
9. Program evaluation procedures

The following information is related to program goals, identification of ELLs and orientation of parents, assessment of ELLs to determine placement, instructional program, and program evaluation.

Program Goals and Objectives

Program goals need to be determined by the school district/charter school according to specific needs, and should include academic, social and cultural goals. They should reflect a district's individual circumstances and address both English language development and subject matter instruction. These goals should be stated in such a way as to apply to all students, the level of performance expected, and how success is to be measured. Program goals may also address professional development, curriculum development, and parental participation.

Sample Academic Goals

These goals should be aligned with the Pennsylvania Academic Standards in Reading, Writing Listening and Speaking. Sample goals, which align with the Pennsylvania Language Proficiency Standards for English Language Learners Pre-K and the TESOL (Teachers of English as a Second Language) Standards are as follows:

Goal 1: Students will use English to communicate in social settings

- Standard 1. Students will use English to participate in social interactions.
- Standard 2. Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- Standard 3. Students will use learning strategies to extend their communicative competence.

Goal 2: Students will use English to achieve academically in all content areas

- Standard 1. Students will use English to interact in the classroom.
- Standard 2. Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3. Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: Students will use English in socially and culturally appropriate ways

- Standard 1. Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- Standard 2. Students will use nonverbal communication appropriate to audience, purpose and setting.
- Standard 3. Students will use appropriate learning strategies to extend their communicative competence.

Other sample academic goals:

- Assist students in developing literate skills for lifelong learning
- Provide excellence for all learners
- Facilitate access to the general curriculum at a meaningful and competitive level to enable ELL students to have equal opportunity
- To provide students with English language skills appropriate to their grade level as efficiently and carefully as possible
- To enable students to make as much progress as possible in their

TESOL Standards and Pennsylvania's Language Proficiency Standards for English Learners

academic subjects by providing them with supplementary materials, instruction and tutoring

Sample Social and Cultural Goals

ELLs need to be able to function in school and in society at a level of English competency comparable to their peers, but also to be able to participate fully in American life in the workplace and civic settings. Representative social and cultural goals follow. The ESL program will:

- Orient students to the cultural patterns of American life so they can fully participate in classroom, school, and community activities
- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism
- Provide a school environment that understands the growth and development patterns of the ELLs
- Provide students with a knowledge of American culture so that they may participate more fully in the academic, social, and cultural activities of our school, community, and nation
- Assist students in developing insights into their own language and culture by recognizing that different languages use different patterns to communicate and that cultures view situations from varying perspectives
- Involve parents in their student's education

Identification of ELLs & Orientation Procedures for ELLS and Parents

The initial stage of the educational process is the registration of the student at the school building office. School personnel who are responsible for this first contact need to make every effort to make it as positive as possible. A negative experience may keep parents at a distance for the student's entire school career, while a positive one can be the building block for good parent/school cooperation and student success. Therefore, carefully planned orientation procedures for both child and parent are crucial.

The only requirements for registration of a student in a Pennsylvania public school are an immunization record and residency in the district. The district may ask parents for additional information that is helpful in meeting the student's educational needs, but it is not appropriate to withhold the student from school for lack of this additional information, including a social security number or birth certificate.

Regulations require districts to provide information about assessment and related academic achievement to parents in their native language. The orientation should include basic school information, a description of the ESL/Bilingual program, what content classes the student will attend, what special programs are available, homework and attendance policies, and district-wide assessment practices and procedures. Expectations for participation and behavior should be clear to all involved.



According to the July 2001 BEC, a Limited English Proficient Student is one who:

- A. 1. *Was not born in the United States or whose native language is other than English and comes from an environment where a language other than English is dominant*
2. *Is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency; or*
3. *Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and*
- B. *Has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.*

All students entering Pennsylvania public schools must be assessed for limited English language deficiencies through the administration of a home language survey. At minimum the survey must include three questions:

- What was the first language your child learned to speak?
- What language(s) does your child speak most often at home?
- What language(s) is spoken most often in your home?

While these are the only required questions, additional questions may be included to assist the school district in determining the English language experience and language needs of the student. (A sample survey is included in the appendix of the *PDE Guidebook for Development of Programs for English Language Learners* contained in this binder and which can also be found on the PDE Website.)

The home language survey should be an integral part of the enrollment procedure for all students. If possible, an interpreter should be available. The survey may be sent home for completion if necessary. However, this is often unsuccessful, as the form sometimes does not reach the parent/guardian or the family is unable to fill it out because it is in English. As with all communications with parents/guardians, it is the obligation of the district to provide the forms in the preferred language of the home.

If one of the answers to these three questions is a language other than English or the country of origin is other than the United States, further assessment is necessary. The results of this survey must be included in

Home Language Survey

the permanent folder of every student. Once a student has been identified as one whose **primary home language is other than English (PHLOTE)**, an assessment must be made of his/her English proficiency.

Assessment of ELLs to Determine Instructional Placement

Assessment is a key component of any program model. Appropriate and multiple measures should be used at all stages of language proficiency instruction. Assessment is used to:

- Properly identify students and their proficiency levels
- Place students at the right levels of service
- Monitor their progress
- Improve programming
- Determine when ESL or bilingual instruction is no longer needed

To determine the assessment tools two questions should be answered regarding the purpose of the test: what information about a student is needed and how will the information be used?

Representative examples of the kinds of information needed may include:

- Can the student participate in the oral language of a mainstream class?
- Can the student read and write English at levels similar to his or her English-speaking classmates?
- Does the student need an ESL program?
- If the student needs a program, what should his or her placement be?
- Does the student read and write the native language at grade level?
- Are the student's academic skills near grade level in the native language?
- What specific aspects of English grammar or vocabulary does the student lack?
- Is the student progressing in oral or written English?

The answers to these questions will aid in determining programming for ELLs, so care must be taken to ensure that the assessment aligns with its purpose. For example, if interested in determining whether a student can participate in the oral language of a mainstream class, the assessment tasks must simulate the oral language of such a class. The choice of commercial tests should reflect the purpose for which the assessment is being used: diagnosis, identification, language dominance, placement, proficiency, or program exit.



Commonly Used Assessment Tools:

<p><i>IDEA Oral Language Proficiency Test (IPT)</i> Ballard & Tighe publishers</p>	<p>The IPT includes normed oral language proficiency tests for students in prekindergarten through high school, with three levels in both English and Spanish. The Pre-IPT is intended for ages three through five, the IPT I for kindergarten through grade six, and the IPT II for grades seven through twelve. All three provide designations for non-English or Spanish speaking, limited English or Spanish speaking, and fluent English or Spanish speaking. They are individually administered. The designations of non-English speaking, limited English speaking, and fluent English speaking allow the IPT oral tests to serve as part of the initial placement of ELLs and/or provide the criteria for program exit when determining if students no longer have limited English proficiency.</p>
<p><i>IDEA Reading and Writing Proficiency Tests (IPT)</i> Ballard and Tighe Publishers</p>	<p>The IPT Reading and Writing Proficiency Tests are group administered. They are available in three levels, the IPT I for grades two and three; IPT II for grades four through six; and IPT III for grades seven through twelve. They are published in both English and Spanish versions and yield diagnostic reading profiles, percentiles, and NCEs. They can be used as part of the initial identification and program exit process.</p>
<p><i>Language Assessment Scales, Oral (LAS-O)</i> CTB\MacMillan\McGraw-Hill Publishers</p>	<p>The LAS-O is published in three different forms: the Pre-LAS, for children four to six years old; the LAS-O I, for elementary grade levels; and the LAS-O II, for secondary levels. The LAS-O is individually administered. The LAS-O is scored to classify students into five different proficiency levels subsumed within the broader designations of non-English speaking, limited English speaking, and fluent. It can be used as part of the initial identification of students, placement into different instructional groupings, or to track progress in English proficiency.</p>

<p><i>Woodcock-Muñoz Language Survey</i> Riverside Publishing Co. (Houghton Mifflin) publishers</p>	<p>The Woodcock-Muñoz Language Survey provides information on a student's academic language proficiency and the extent to which the student commands the kind of language typically required in school. It is individually administered. It has both English and Spanish forms, both consisting of four subtests, two of which comprise a score for oral language ability, and two comprise a reading and writing ability score. It is constructed to represent the language abilities of grade levels preschool through college. It designates levels 1-5: negligible English or Spanish, very limited English or Spanish, limited English or Spanish, fluent English or Spanish, and advanced English or Spanish. It also yields age equivalents, percentiles, normal-curve equivalents, scale scores, and standard scores. The Woodcock-Muñoz can be used as part of the initial identification of LEP students needing an alternative program of services. It can place students in different instructional groupings or used to track annual progress in language proficiency. It can also help designate students as no longer limited in English proficiency and eligible for program exit.</p>
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Before selecting an assessment, the district should determine the purpose of assessment and acquire an examination copy to review and critique. An initial assessment should occur as students are identified when they register to enroll and the Home Language Survey has been completed. Each student should be assessed for proficiency in listening, speaking, reading, and writing to determine if the lack of English proficiency is likely to affect ability to learn and if an alternative program of instruction is appropriate. These instruments are most effective when administered by testing specialists. Appropriate services for ELL students are the district's legal responsibility and should not be delegated solely to the personnel assigned to an ESL program. These people may not have the technical expertise needed to interpret and report testing data. District testing specialists should be involved in the analysis, interpretation, and reporting of program data.

All staff who work with ELL students should be made aware of the assessment results and the implications for instructional design. Limited English proficiency requires that a student receive assistance in acquiring English proficiency and instructional strategies that recognize the linguistic differences and the nature of second language acquisition. These assessments are done initially so that students may be identified as ELLs and placed in the appropriate program within the range of ESL.

Instructional Program

According to the July 2001 Basic Education Circular (BEC), *Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)* 22 PA Code 4.26, the amount and type of standards-based ESL instruction depends upon their level of language development as determined by the results of these initial assessments from an appropriate English language proficiency instrument. The following are recommended times for daily instruction:

- Non-English speaker - two to three hours
- Beginner - two hours
- Intermediate - one to one and a quarter hours
- Advanced - one hour
- Students who have exited - support two to three times per week

Students must also be scheduled in content area classes with instruction aligned to the standards and adapted to their needs. Adapting this coursework does not mean "watering down" the curriculum or placing a student in an age inappropriate classroom. (For details on curriculum design see section two of this binder.) Multiple measures should be used to determine when a student is ready to progress from one proficiency level to another. These and on going classroom assessments will be discussed in the section on assessment. Each local school district/charter school needs to create its own program, based upon its local needs, and the number of students enrolled. Dependent upon these variables, the school may choose English as a Second Language (ESL)/English to Speakers of Other Languages (ESOL) or Bilingual Education or variations of each.

Language instruction for English Language Learners is an academic discipline that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It should include teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language. Courses of study must be carefully articulated K-12 and must be correlated to the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening.



Model programs and a brief description of each follow.

Model Programs:

English as a Second Language	A program of techniques, methodology, and special curriculum designed to teach ELLs English language skills, including listening, speaking, reading, writing, study skills, vocabulary, and cultural orientation. ESL instruction is usually in English with little use of use of native language.
Bilingual Program	The goal of bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half-native English speakers and half-native speakers of the other language. This type of program enables a student to acquire English language skills while receiving academic subject instruction in the native language.
Maintenance Bilingual Education (MBE)	Also referred to as late-exit bilingual education, this program uses two languages, the student's primary language and English, as the means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.
Sheltered English Instruction	An instructional approach used to make academic instruction in English comprehensible to ELL students. In a sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
Structured English Immersion Program	The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only class. All instruction in this type of program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credentials or training, and strong receptive skills in the students' primary language. Use of the students' first language by the teacher is limited to clarifying English instruction.

When selecting a program model, a school must consider the students, the district or school demographics, and the district's or school's resources. There is no one best program for all situations. The most successful programs for promoting the academic achievement of ELLs are those that enable students to develop academic skills while learning English. The best program models meet the linguistic, academic and affective needs of students, and provide them with instruction appropriate to second language acquisition.

While districts need to develop a program unique to their needs, legal requirements necessitate a research base for program design and activity. According to Lucas, Henze & Donato, 1990; Tikunoff et al 1991; Pease-Alvarez, Garcia & Espinosa, 1991; and Garcia, 1991, the following characteristics of an effective program for ELLs have been identified by researchers:

1. A school climate centered on acceptance and support for all students
2. Active learning incorporated into the instructional design
3. Environments that are academically challenging and have high expectations
4. A commitment to staff development programs which assist ALL teachers (not just ESL teachers) in providing effective instruction to language minority students
5. Expert instructional leaders and teachers
6. An emphasis on functional communication between teacher and students and among fellow students
7. Organization of the instruction of basic skills and academic content around thematic units
8. Frequent student interaction through the use of collaborative learning techniques
9. Teachers with a high commitment to the educational success of all students
10. Principals supportive of their instructional staff and teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability
11. Involvement of majority and minority parents in formal parent support activities

Program Evaluation Procedures

ESL programs should be evaluated on an ongoing basis to ensure that they are effective, i.e., students are achieving and all regulations and laws are being met. According to the BEC, July 2001:

Any program that is implemented must, at minimum, meet a three-prong test mandated by federal law (Civil Rights Act of 1964, Title VI, Castaneda v. Pickard, 648 F. 2d 989 (1981)). The

Characteristics of an effective program



program must be: (1) based on sound educational and language learning theory; (2) implemented with sufficient resources and staffed by appropriately prepared personnel; and (3) periodically evaluated. A program that fails to produce positive results does not meet the test.

It is important that all components of an ELL program are evaluated, including program implementation practices and student performance in both English proficiency and content areas.

Components for Evaluation:

<p>Program Implementation Practices</p>	<ul style="list-style-type: none"> • Identification of potential ELL students • Assessment of English language proficiency • Provision of adequate resources • Professional development • Equality of opportunity • Transition criteria
<p>Student Performance</p>	<ul style="list-style-type: none"> • Student progress in English language acquisition • Student academic progress consistent with district standards for all students

The program evaluation should follow a logical process of review such as:

- Collection of information on program effectiveness
- Identification of any program deficiencies
- Implementation of modifications and improvements to address deficiencies
- Periodic evaluations of program effectiveness

Programs should be evaluated in an ongoing manner to ensure that the district may promptly identify and address concerns within the program. The Office of Civil Rights adheres to the following criteria when assessing a program:

Program Evaluation Criteria Utilized by the Office of Civil Rights

1. Is the program effective with respect to the identification, assessment process, exiting, monitoring, staffing, parental notification, and adequacy of facilities, instructional materials, staff development and training?
2. Are PHLOTE students who are determined not to be eligible for the alternative language program succeeding in the regular program?

3. What is the rate of students' progress towards full proficiency in English?
4. Are students in the program keeping up with their peers in other curriculum areas?
5. Are students in the program able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors as well as in sports and other extracurricular activities?
6. How do the standardized test scores of exited students compare to non-ELLs?
7. Do students in the program have access to all the district's programs, including vocational education, gifted and talented programs, and special education?
8. Are students in the program being retained in grade and dropping out at rates similar to non-ELLs?