



English as an Additional Language

EAL Program Guide





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EAL Mission Statement

Our mission is to help students develop cultural awareness, English language skills, and learning strategies which will enable them to become successful learners and positive contributors to the wider community in which they live.

General Overview of the EAL Program at AAS

In the English as an Additional Language Program (EAL) at AAS, students acquire English through content and inquiry-based learning and are fully immersed in grades Pre-K-Grade 10. English Language Learners (ELLs) attend regularly scheduled classes which are co-taught by classroom/subject area teachers and EAL Specialists. Grade-level/subject area classes provide opportunities for students to learn and use relevant language in authentic contexts. Beginner ELLs do not take a World Language until they have reached an intermediate level of English language proficiency. Furthermore, in Grades 6-10, students may be assigned to an English-for-Academic-Purposes class in lieu of an elective.*

EAL specialists work in collaboration with grade-level teachers to ensure students can understand the language and content of the classroom, as well as participate in classroom activities. Frontloading of new vocabulary is utilized at this stage. Frontloading affords EAL students more opportunities in meeting the outcomes of the AAS curriculum. The Department also offers before- and after-school support when needed. There are six EAL teachers and two teaching assistants employed in the divisions. The EAL Department uses the following forms of standardized tests for diagnostic purposes and exit criteria: The Woodcock-Muñoz Language Survey—Revised (2005), the Language Assessment Scales, and the Bilingual Verbal Ability Tests, class performance via formative and summative assessments. The EAL Department at AAS continues to consider the latest research in the field to best meet the changing needs of its ELL population.

*This is prescribed as needed based on a student's individual needs.

EAL Program Philosophy

AAS implements a sheltered immersion model of support for its ELL population. This is in keeping with the Mission Statement of the Anglo-American School of Moscow. EAL specialists and classroom teachers work together to ensure students can develop language while learning the content of the curriculum and engaging in inquiry-based learning. This model provides language instruction and content support through both direct instruction in grade-level EAL support classes and EAP elective classes, and through indirect means such as team planning for differentiation, materials development, frontloading activities, parent education and curriculum development. Authentic language experiences are ensured by utilizing the Sheltered Immersion Model

as it allows students to remain in the appropriate learning environment so that all students develop English language proficiency and learner autonomy for social and academic success.

The EAL Department perceives that high academic standards enhance language development for native and non-native English speakers. A culture of universal collaboration is adopted whereby teachers and students learn from one another. Classroom content, activities and engagements are made accessible and comprehensible for English language learners. Language acquisition occurs best when effective instructional strategies are utilized in authentic contexts and opportunities for student interaction occur regularly. This also applies to reading and writing strategies across the curriculum.

EAL specialists, together with classroom teachers, strive to facilitate differentiated instruction based on the individual needs of each ELL student. EAL specialists assist in planning a variety of formative and summative assessment measures and continue to evaluate the English language learner in the same content as native speakers—but with some differentiation in the process when needed (e.g. sheltered teaching approaches such as scaffolding, presentation of realia and other appropriate EAL methodology).

Students are strongly encouraged to maintain their mother tongue, enhancing both cognitive development and English language acquisition. Language and cultural diversity are assets for teaching and learning. The Department utilizes students' multilingual and multicultural knowledge across the curriculum. Language learning draws on and adds to social, cultural, emotional, intellectual and aesthetic experiences. Recognizing that language demands become increasingly complex as students advance in school, support is available to all EAL students throughout their years at AAS in grades K-10. The overall program differs according to individual student need, level of English, personality, native-language proficiency and any additional factors that affect student learning.

EAL Program Goals

- To utilize and promote the sheltered immersion philosophy, educating faculty and parents in the structure of this program.
- To provide a quality program that offers appropriate support strategies for the ELL through academic content while he or she is learning English.
- To forge effective, cooperative and integrated teaching strategies with classroom/subject area teachers.
- To access improved learning outcomes for ELL students through teaching learning strategies needed to develop critical thinking and problem solving skills,

and to help students apply new knowledge for meaningful cognitive and academic development.

- To provide a supportive and productive learning environment.
- To utilize differentiation strategies, where appropriate, in accordance with and in agreement with classroom and subject area teachers.
- To promote, assist and encourage the students with the use of technology to advance learning.
- To promote and encourage the continued use and development of the mother tongue
- To assess ELLs' language proficiency and adapt EAL support as appropriate.
- To maintain regular and meaningful communication with ELL parents.

The Sheltered Immersion Model (SIM): A Closer Look

Definition

“Sheltered” means English language learners are supported by direct and indirect services. “Immersion” means that English language learners and their non-ELL peers are educated in the same classroom. This model allows equal access to all classes for students regardless of language proficiency.

Overview

SIM is implemented with the belief that English language learners are an integral part of the AAS community and student needs are most effectively addressed within the language-rich environment of the grade-level classroom for transitional and advanced students. English language learners at all levels of English proficiency in grades PreK through 8 are therefore immersed in grade-level classes where in-class support is provided by direct and indirect means, including co-teaching between the EAL Specialist and class teacher when possible. Pull-out services are adopted depending on the individual needs of the students. SIM is a collaborative model involving synergy among all teachers and students. Currently, AAS uses the Sheltered Instruction Observation Protocol (SIOP) model as an effective approach for teaching and learning. According to Echevarria, Vogt and Short, “the theoretical underpinning of the model is that language acquisition is enhanced through meaningful use and interaction. Through the study of content, students interact in English with meaningful material that is relevant to their schooling. Because language processes, such as listening, speaking, reading and writing, develop interdependently, SIOP lessons incorporate activities that integrate those skills” (*Making Content Comprehensible for English Language Learners* 2008).

Objectives

- To facilitate and provide encouragement in the transition from home or the previous school into an English-speaking environment.
- To enable students to learn English in a manner that will best prepare them for academic success in an environment where English is the language of instruction.
- To provide continuity and progression within the grade-level content areas and to develop analytical skills necessary for academic success.
- To prepare students for full integration into the grade-level classes where ultimately no EAL support is necessary.
- To encourage fluency in the students' mother tongues.
- To provide curricular and/or language support to teachers and English language learners in grade-level classes.
- To provide professional development opportunities, planning, differentiation and assessment support for classroom teachers.

Role of the EAL Specialist in Elementary and Middle School

In the current model, EAL specialists work collaboratively with grade-level and subject-area teachers to plan the optimum package for each child enrolled in the EAL Program. Together, all teachers may utilize co-teaching approaches when possible, small group instruction, demonstration lessons, and other sheltered-instructional strategies. When teachers are not afforded the time for ample planning due to scheduling or time constraints, the EAL specialist, upon entering a room, will adopt a roaming, collaborative model to support both grade-level/subject area teachers and students. Sheltered practices are utilized whenever possible under the umbrella of the SIOP (Sheltered Instructional Observation Protocol). The role of the EAL specialist may often be that of a coach with regards to strategies that will best benefit students from non-English-speaking backgrounds. The EAL specialist is also the ELL student's advocate and will do his or her best to help meet a child's linguistic needs—in the target language or the student's native language. Specialists also provide curricular support through frontloading assignments which include and encourage a child's mother tongue to better facilitate understanding and English-language development.

Role of the EAL Specialist in High School

There is no EAL Program for beginning students at the high school level. The most appropriate and efficient manner for intermediate students to acquire English in Grade 9 and Grade 10 is to be immersed in the regular English classroom. This class is co-taught by the High School EAL Specialist and the subject area classroom teacher. This ensures students are receiving the core of the curriculum. Additionally, all students enrolled in the EAL Program in this division are required to take English for Academic Purposes, which is taught by the High School EAL Specialist. These courses will ensure that students receive more support to better cope with the core curriculum.

Role of the EAL Teaching Assistants

The EAL teaching assistants play an integral role in supporting ELL students at AAS. Under the guidance of an EAL specialist and a classroom/subject area teacher, the EAL TA's primary role is to support the ELL students to which he or she has been assigned. Unless directed otherwise by a teacher, the TA will also adopt a roaming collaborative support model. Clear procedural expectations need to be developed among the TA, EAL specialist and classroom/subject area teacher at the onset of each new academic year. TA's are required to attend planning meetings whenever possible to stay abreast of the content and strategies that will be taught and utilized. TA's may also take small groups for instruction, provided the TA has the competency and skill set to do so and under the supervision of a teacher. When possible, the TA should ensure students' linguistic needs and understanding are met. TA's adopt many of the sheltered teacher behaviors and are expected to use these consistently as they interact with the ELL students. TA's are also integral for providing translations and assisting with the frontloading newsletter activities all students complete in their mother tongues. EAL TA's are not to be utilized for tasks that do not relate to direct interaction among EAL students.

EAL Services by Division

Division	Direct Services	Indirect Services
Elementary School	<ul style="list-style-type: none"> • Classroom support • Small group instruction • Co-teaching when possible • Utilize Response-to-Intervention model when needed • Before- and after-school support • Administer assessments as needed • Pull-out services for beginner students as needed • Assist teachers with trimester assessments • Teach an intervention class when needed 	<ul style="list-style-type: none"> • Collaboration/planning with mainstream teachers • Curricular support via weekly frontloading assignments /parent newsletters • Teacher/parent workshops and support • Administer testing for admissions placement • Facilitate mother tongue support/materials/translations • Integrate new families and students into AAS; provide on-going support • Schedule and plan support for teaching assistants • Monitor recently-exited students • Teacher/teaching assistant in-services on sheltered instruction (SIOP) practices • input in placing students in classrooms (clustering EAL students)
Middle School	<ul style="list-style-type: none"> • Classroom support • Small-group instruction • Co-teaching • Before- and after-school support • Administer assessments as needed • Teach EAP support electives • Utilize Response-To-Intervention model when needed • Teach an intervention class when needed 	<ul style="list-style-type: none"> • Collaboration/planning with mainstream teachers • Curricular support via frontloading assignments/parent newsletters • Teacher/parent workshops and support • Administer testing for admissions placement • Integrate new families and students into AAS; provide on-going support • Monitor recently-exited students • Teacher in-services on sheltered instruction (SIOP) practices • Input in placing students in classrooms • Monitors EAL students' progress in core subjects

Division	Direct Services	Indirect Services
High School	<ul style="list-style-type: none"> • Co-teach a sheltered, credit-bearing class for grade 9 and 10 English intermediate students • Teach English for Academic Purposes for all grade 9 and grade 10 students. • Monitor and support students who have not exited the program in Grade 11 through a study hall arrangement. • Provide on-going before-and-after school support for Grade 9-Grade 11 students as needed. • Administer assessments as needed. • Utilize Response-To-Intervention model when needed. • Teach an intervention class when needed 	<ul style="list-style-type: none"> • Monitor EAL students' progress in other classes • Be in touch with grade level leaders re students in the Program • Gather input from grade-level teachers as to their classes and fashion the EAP Program accordingly • Provide informal support for ex-EAL students in grades 11 and 12 • Advocate for current EAL students to get extra time on tests and to be allowed to use paper dictionaries when appropriate on tests • Encourage the continued study of mother tongues by students • Work with grade-level teachers in English and social studies to support vocabulary and, if necessary, suggest supplying more accessible materials • Occasionally teach grade-level lessons to model ELL-friendly instruction.

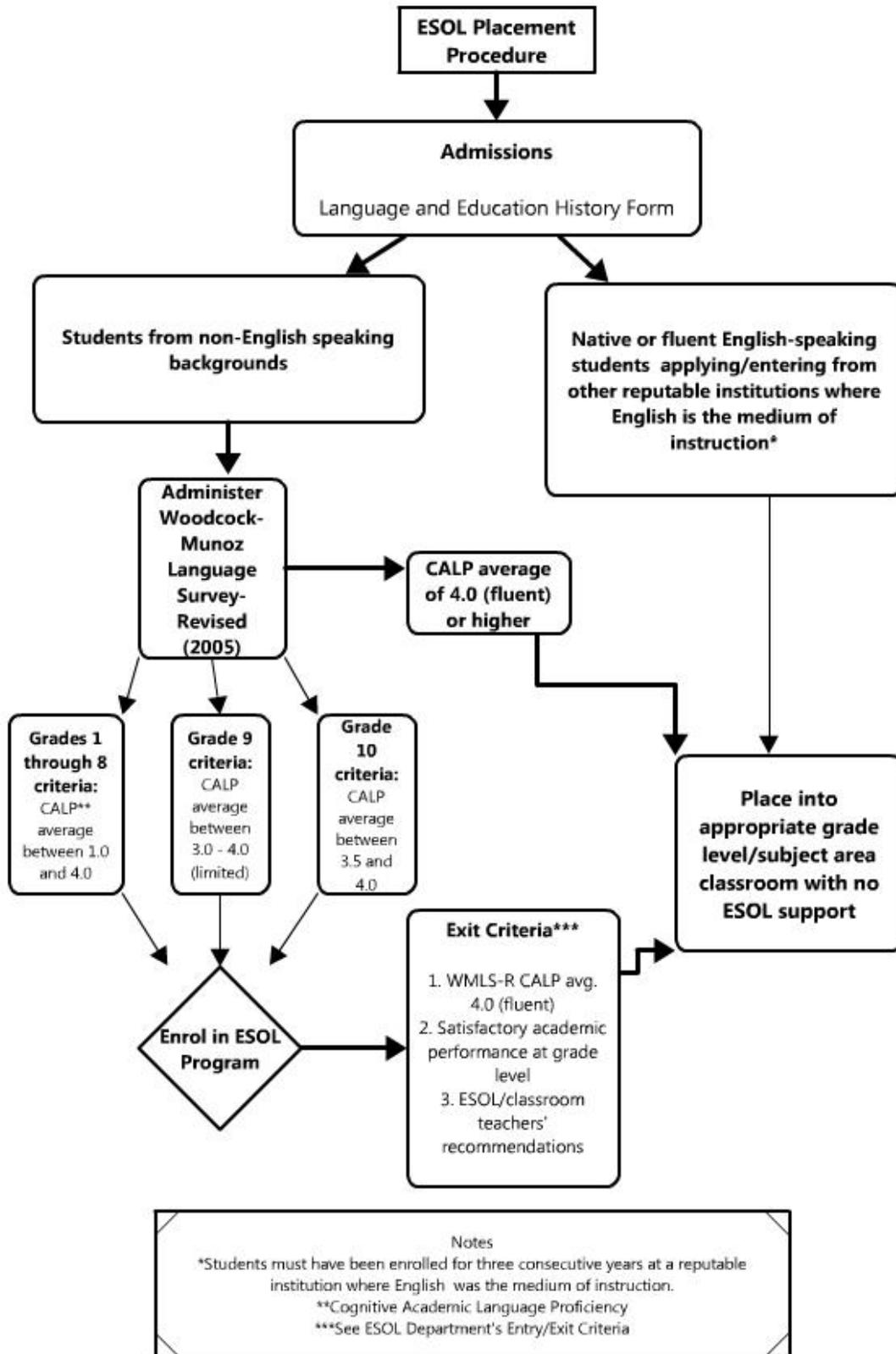
Admissions

The English as an Additional Language (EAL) Program is offered to students from Pre-K through Grade 10. Students in Grades 11 and 12 must be proficient in English to be able to succeed in the rigorous program and to earn an AAS or International Baccalaureate diploma.

In Pre-Kindergarten and Kindergarten, when the focus is on developing language and literacy skills, students improve their English through regular classroom instruction and interaction with English-speaking students with minimal support from our specialist EAL staff.

In Grades 1-8, a maximum of two places per class may be allocated to non-English-speaking (beginner) students. These students are immersed in grade-level classes with support from trained EAL professionals. Students in Grades 6-8 may receive additional support and be assigned to a support class, English for Academic Purposes, in lieu of electives or a world language class—depending on the individual need of the student.

EAL Placement Procedure Flowchart



Assessment and Monitoring

English language testing may be required for admission to determine the level of English-language instruction that is needed. Students will be given baseline tests prior to starting classes so that the development of skills can be individualized and closely monitored. Assessment measures are broad and include standardized testing as well as student performance on formative and summative assessments; consultation between parents and teachers is also a key component in this process. Progress is reviewed in the fall and spring to determine whether further support from the EAL Department is needed. The ELL student will be assessed prior to entry to the school for placement, then bi-annually or annually for progress or exit from the Program.

Additionally, all ELL students who are in the grades which participate in the school's 'MAP' (Measure of Academic Progress) testing bi-annually will be included in these tests. The MAP test is a computer-generated test that adapts to the students' ability and therefore will adjust to the language level of any given student.

AAS EAL Entry/Exit Criteria by Grade Levels

Entry Criteria	Exit Criteria
<p><u>Pre-K and Kindergarten:</u></p> <p>Diagnostic assessment via WMLS-R annually or upon entry.</p> <p>Kindergarten: Less than 4.0 CALP on WMLS, enroll into English as a World Language.</p>	<p>Kindergarten and Grade One:</p> <ol style="list-style-type: none"> 1. WMLS-R-Spring Score: <u>CALP Average—4</u> 2. No less than ½ year below grade level on the DIBELS assessment. <p>*If CALP score is below 4, student will be automatically enrolled in the EAL Program for Grade 1.</p>

Entry Criteria	Exit Criteria
<p><u>Grades 2 through 5:</u></p> <p>Diagnostic assessment via WMLS-R annually or upon entry.</p> <p>It is strongly recommended that students be at the transitional level (intermediate) in their English acquisition.</p>	<ol style="list-style-type: none"> 1. WMLS-R-Spring Score: <u>CALP Average—4</u> <i>(In order to exit the EAL Program, all EAL students must meet criterion one as listed above and either criterion two or three.)</i> 2. No less than ½ year below grade level on the following reading assessments: the DRA or Fountas and Pinnell (See ESOL Specialist or Literacy Coordinator for grade-level correlation chart). 3. Teacher recommendations based on the following: <ol style="list-style-type: none"> a. Yearly progress on performance-based assessments b. Evidence of learning in a growth portfolio c. Coping well with grade-level demands and materials d. Attaining norms (RIT values) in MAP reading and language usage scores (for grades 2 through 5)
<p><u>Grades 6-7:</u></p> <p>Diagnostic assessment via WMLS-R annually or upon entry.</p> <p>It is strongly recommended students be at the transitional level (intermediate) in their English acquisition.</p>	<ol style="list-style-type: none"> 1. WMLS-R-Spring Score: <u>CALP Average—4</u> <i>(In order to exit the EAL program, all EAL students must meet criterion one as listed above and either criterion two or three.)</i> 2. Attaining norms (RIT values) in MAP reading and language usage scores 3. Recommendations from Humanities, Math and Science teachers based on one or more of the following: <ol style="list-style-type: none"> a. Yearly progress on performance-based assessments b. Evidence of learning in a growth portfolio c. Coping well with grade-level demands and materials

Entry Criteria	Exit Criteria
<p>Grade 8:</p> <p>Diagnostic assessment via WMLS-R annually or upon entry.</p> <p>It is strongly recommended students be at the transitional level (intermediate) in their English acquisition—a CALP average of 3 upon entering Grade 8.</p>	<p>1. WMLS-R-Spring Score: <u>CALP Average—4</u></p> <p><i>(In order to exit the EAL program, all EAL students must meet criterion one as listed above and either criterion two or three.)</i></p> <p>2. Attaining norms (RIT values) in MAP reading and language usage scores</p> <p>3. Recommendations from Humanities, Math and Science teachers based on one or more of the following:</p> <ul style="list-style-type: none"> a. Yearly progress on performance-based assessments b. Evidence of learning in a growth portfolio c. Coping well with grade-level demands and materials
<p>Grade 9:</p> <p>Diagnostic assessment via WMLS-R annually or upon entry.</p> <p>Students must be at the intermediate level (transitional) in their English acquisition—a CALP average of 3.0 upon entering Grade 9.</p>	<p>1. WMLS-R-Spring Score: <u>CALP Average—4.0*</u></p> <p>2. Coping well with grade-level demands and materials.</p> <p>3. *Maintaining at least a “C” average in all major subjects.</p> <p><i>*This may be waived in cases when the ESOL Specialist and content area teachers agree students will be able to cope with the grade-level program.</i></p>
<p>Grade 10:</p> <p>Diagnostic assessment via WMLS-R upon entry and spring.</p> <p>Students must be at the upper intermediate level (high transitional) in their English acquisition—a CALP average of 3.5* upon entering Grade 10.</p>	<p>1. WMLS-R-Spring Score: <u>CALP Average—4.0*</u></p> <p>2. Coping well with grade-level demands and materials</p> <p>3. *Maintaining at least a “C” average in all major subjects.</p> <p><i>*This may be waived in cases when the ESOL Specialist and content area teachers agree students will be able to cope with the grade-level program. However, students will go into Academic Probation the following year.</i></p>

Useful Nomenclature Used at AAS

Academic Language--The specific language used within academic classes, including technical terms.

Beginner (B) --A beginner student requires a great deal of support and is seen twice a day by our EAL team; charged a surcharge by the School.

BICS--Basic Interpersonal Communication Skills. Conversational ability including pronunciation, vocabulary and grammar.

CALP--Cognitive/Academic Language Proficiency. The linguistic ability associated with schooling.

DIBELS-Dynamic Indicator of Basic Early Literacy Skills

EAP--English for Academic Purposes; a class offered in Middle School in lieu of electives and assigned as needed by the EAL Specialist

ELL--English language learner

EAL--English as an Additional Language (replaced the name of the former ESL Department)

Frontloading--Pre-teaching vocabulary and concepts that the students will be exposed to in the activities that will follow.

IEP--Individualised Education Plan.

LAS--Language Assessment Scales

LEP--Limited English Proficient. The term used to describe an ELL student who still needs to develop further competency in English.

Lexile--A unit for measuring test difficulty and reading comprehension.

MT--Mother Tongue

MLP--Mother Language Program offered after school for students who wish to study their native language

MAP--Measures of Academic Progress. Computerised adaptive tests that provide educators with data regarding students' abilities in Reading, Language Usage, Mathematics and Science (depending on grade level).

Monitor (M)--The status given a student once he or she exits the program. They are on the radar of the EAL Specialist who works with monitored student's grade level. They are not charged and may attend Friday pull-outs as needed.

Push-in--When the EAL Specialist comes into your room to support, co-teach or work with small groups.

Pull-out--When the EAL Specialist takes small groups of children for reinforcement or for beginners to develop a basic proficiency in the English language. Guided reading groups and other heterogeneously-mixed instructional groups do not constitute pull-out status as these groups are differentiated and an extension of the classroom teacher's literacy program and overall curriculum.

Scaffolding--Activities that provide support as a student is learning which can gradually be withdrawn as they become more autonomous.

SIOP--Sheltered Instruction Observation Protocol, a model used to plan lessons to make the content accessible for the ELL student.

Scaffolding--Activities that provide support as a student is learning which can gradually be withdrawn as they become more autonomous.

RIT values--*RIT* stands for Rasch Unit, which is a unit of measure that uses individual item difficulty *values* to estimate student achievement.

Transitional (T) Student--Level of proficiency is similar to that of an intermediate student of English. There are 'low transitionals', transitional, 'high transitionals'

WMLS-R--Woodcock Munoz Language Survey Revised--A standardized test that assesses a student's English language proficiency.

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The EAL Department at AAS would like to acknowledge and thank the International School of Bangkok for its *ESL Handbook* (ISBN 974-90590-8-5) as many of their approaches match the context at AAS.