

MDE Website Resources
for English Language Learners

Michigan Department of Education
Office of School Improvement
Curriculum and Instruction
Academic Support Unit

January 2009

FOREWORD

The Michigan Department of Education supports your efforts to serve the needs of students in your program for English language learners (ELLs). These students bring diverse strengths and unique challenges to your classrooms. Meeting the needs of these students is a responsibility of the full spectrum of administrators, teachers, and support staff in your district and in your school buildings. Helping these English language learners realize their full potential will lead them to become individuals who are able to participate fully in our society.

The Michigan Department of Education website links to MI-MAP resources for program development, a glossary of terms, as well as active links to MDE offices, relevant documents, and internet-based resources. Each of these resources will provide the user with valuable information on specific issues related to the administration of programs supporting English language learners.

The Michigan Department of Education looks forward to a partnership that leads to improved programs for English language learners in your district.

A LIST OF RESOURCES TO SUPPORT ENGLISH LANGUAGE LEARNERS

Definition of an English Language Learner (ELL); (NCLB Definition of a “Limited English Proficient” (LEP) Student)

Glossary of Terms (from the National Clearinghouse for English Language Acquisition)

Description of ELLs According to Levels of English Language Proficiency (from the Michigan K-12 English Language Proficiency Standards)

Title III Administrative Procedures Checklist

MI-Map ELL Components

- Identification, Planning, & Compliance for ELLs (Module 1:6)
- Coordinating Support Services for ELLs with Special Needs (Module 1:7)
- Creating a Supportive Teaching & Learning Environment for ELLs (Module 3:6)
- Linking Home, School, and Community for Families of ELLs (Module 3.7)
- Connecting Assessment to Student Achievement & Program Improvement for ELLs (Module 5:7)
- Designing and Delivering Effective Instruction: How Can We Best Meet the Needs of Our ELLs? (Module 5:8)
- Developing English Language Proficiency (Module 5:9)
- Supporting ELLs in the Content Areas (Module 5:10)
- Preparing Teachers to Address the Linguistic and Cultural Needs of ELLs for Improved Learning (Module 7:3)

Web Links to Michigan Department of Education Documents and Referenced Information

- Michigan K-12 English Language Proficiency Standards & Benchmarks
- Home Language Survey Form
- MDE Title III Program Evaluation document
- Current List of Title III Program Allocations to Michigan Local School Districts
- ESL Endorsement Requirements
- Bilingual Endorsement Requirements
- Institutions of Higher Education in Michigan with Teacher Training Programs Providing ESL and/or Bilingual Endorsement
- MDE Office of Professional Preparation (Teacher Certification Unit & Professional Preparation & Development Unit)
- ELPA Primer
- ELPA Coordinator Welcome Kit
- Office of Educational Assessment & Accountability (ELPA)

Web Links to Michigan Department of Education Offices

- Office of School Improvement
- OSI Academic Support Unit (ELLs)
- Office of Educational Assessment & Accountability (ELPA)
- Office of Professional Preparation

Web Links to U.S. Department of Education Offices and Documents

- U.S. Department of Education, Office of English Language Acquisition (OELA)
- Title III Legislation References
- U.S. Department of Education, Office of Civil Rights

Web Links to Professional Organizations and Resources for Program Development

- Center for Applied Linguistics (CAL)
- Center for Research on Education Diversity, & Excellence (CREDE)
- Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)
- Eastern Stream Center
- ESCORT
- Michigan Association for Bilingual Education (MABE)
- Michigan Teachers of English to Speakers of Other Languages (MITESOL)
- National Association for Bilingual Education (NABE)
- National Clearinghouse for English Language Acquisition (NCELA)
- Teachers of English to Speakers of Other Languages

Various Websites of Interest

- Illinois State Board of Education – English Language Learning Division (translations of Home Language Survey)
- American Council on the Teaching of Foreign Languages (ACTFL)
- Michigan World Language Association (MiWLA)
- Modern Language Association (MLA) Language Map: A Map of Languages in the United States
- Migration Policy Institute (MPI)
- Ethnologue: Languages of the World
- U.S. Census Bureau

FEDERAL DEFINITION OF AN ENGLISH LANGUAGE LEARNER (ELL)

The U.S. Congress passed Public Law 107-110, the *No Child Left Behind (NCLB) Act of 2001*, as a reauthorization of the Elementary and Secondary Education Act. NCLB was signed into law in January 2002. Title I and Title III of NCLB have direct applications to the education of limited English proficient (LEP) students in local school districts.

NCLB uses the term “limited English proficient” (LEP) to refer to students acquiring English for their education. These students are also known as ESL (English as a second language) students or bilingual students. In recent professional practice, they are most often referred to as ELLs (English language learners).

According to the federal government, an LEP/ELL is an individual:

(A) who is 3 to 21 years of age; and

(B) who is enrolled or preparing to enroll in an elementary or secondary school; and

(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 the 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; or

(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 in 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 111 (b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

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

GLOSSARY OF TERMS FROM THE NATIONAL CLEARINGHOUSE FOR ENGLISH LANGUAGE ACQUISITION

A

AMAO

Within Title III of **NCLB**, each state is required to determine Annual Measureable Achievement Objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. See also **AYP** for similar content area requirements.

AYP

Within Title I of **NCLB**, each state is required to determine Adequate Yearly Progress (AYP). AYP indicates the expected growth expected each year in content areas (reading, language arts, and math currently, with science added in 2005-2006) for students served with Title I funds. There are various penalties for schools not reaching AYP across 2-4 years. See also **AMAO** for similar language proficiency requirements.

B

BICS

Acronym for Basic Interpersonal Communication Skills, part of a theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from **CALP** (Cognitive Academic Language Proficiency). BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context (see **context-embedded language**). This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom (Cummins, 1984; Baker & Jones, 1998).

bicultural

Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

bilingual education

An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon." An important distinction is between

those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

bilingualism

Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time (Baker & Jones, 1998). People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

biliteracy

The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols (Hargett, 1998).

C

CALP

Developed by Jim Cummins (1984), Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. CALP is distinguished from Basic Interpersonal Communication Skills ([BICS](#)) (Baker, 2000).

Castañeda v. Pickard

In 1981, in the most significant decision regarding the education of language-minority students since [Lau v. Nichols](#), the 5th Circuit Court established a three-pronged test for evaluating programs serving ELLs. According to the Castañeda standard, schools must:

- base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;
- implement the program with resources and personnel necessary to put the theory into practice; and
- evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

code-switching

The term used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences or blocks of speech. Code-switching most often occurs when bilinguals are in the presence of other bilinguals who speak the same languages (Baker & Jones, 1998).

cognates

Words in different languages related to the same root, e.g. education (English) and educación (Spanish).

communicative-based ESL

This approach to teaching ESL (also referred to as the [functional approach](#) or [communicative approach](#)) is based on the theory that language is acquired through exposure to meaningful and comprehensible messages, rather than being learned through the formal study of grammar and vocabulary. The goal of communicative-based ESL is [communicative competence](#) (Baker, 2001).

communicative competence

The ability to interact appropriately with others by knowing what to say, to whom, when, where, and how (Hymes, 1972).

comprehensible input

An explanation of language learning, proposed by Stephen Krashen, that language acquisition is a result of learners being exposed to language constructs and vocabulary that are slightly beyond their current level. This "input" is made comprehensible to students by creating a context that supports its meaning (Krashen, 1981).

Consolidated State Application

Under [NCLB](#), each state must periodically submit a plan for the education of K-12 students in public education. It includes goals and definitions for [AMAOs](#), [AYP](#), highly qualified teachers, and other aspects of NCLB-mandated education (U.S. Department of Education).

content area

Generally refers to academic subjects in school; e.g., math, science, English/language arts, reading, and social sciences. Language proficiency (English or other language) may affect these areas, but is not included. Assessments of language proficiency differ from those of language arts.

content-based ESL

This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

context-embedded language

Communication occurring in a context that offers help to comprehension (e.g. visual clues, gestures, expressions, specific location). Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation (Baker, 2000).

context-reduced language

Language where there are few clues as to the meaning of the communication apart from the words themselves. The language is likely to be abstract (Baker, 2000). Examples: textbook reading, classroom lecture.

D

developmental bilingual education

A program that teaches content through two languages and develops both languages with the goal of [bilingualism](#) and [biliteracy](#). See also [late-exit bilingual education](#) (Baker, 2000).

E

early-exit bilingual education

A form of [transitional bilingual education](#) (TBE) in which children move from bilingual education programs to English-only classes in the first or second year of schooling (Baker, 2000).

ELD

English language development ([ELD](#)) means instruction designed specifically for ELLs to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as “English as a second language” ([ESL](#)), “teaching English to speakers of other languages” ([TESOL](#)), or “English for speakers of other languages” ([ESOL](#)). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

ELL

English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English. Also see [LEP](#).

entry criteria

A set of criteria for designation of students as ELLs and placement in bilingual education, ESL, or other language support services. Criteria usually include a home language survey and performance on an English language proficiency test.

ESL

English as a second language (ESL) is an educational approach in which ELLs are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994). See also [ELD](#), [pullout ESL](#), [ESOL](#), [content-based ESL](#).

ESOL

English for speakers of other languages (see [ESL](#)).

evidence-based

An educational program whose success is demonstrated through sound evaluation and/or true experimental research. That is, the studies are based on random selection of participants and random assignment of participants to different programs. The studies are longitudinal (at least three years), resulting in long-term positive effects that are replicable. See also [scientifically-based](#).

exit criteria

A set of criteria for ending special services to ELLs and placing them in mainstream English-only classes as fluent English speakers. This is usually based on a combination of performance on an English language proficiency test and grades, standardized test scores, and/or teacher recommendations. In some cases, this redesignation of students may be based on the amount of time they have been in special programs.

F-G

false cognates

Words in different languages that sound alike and have similar form but unrelated meanings (CA ELD Standards, 2000), like embarrassed (English) and embarazada (Spanish, meaning "pregnant").

functional approach

See [communicative-based English as a second language](#).

H – I – J - K

home language

Language student speaks at home, with family. See also [L1](#), [mother tongue](#), and [native language](#).

L

L1

First language (also [native language](#)).

L2

[Second Language](#).

language acquisition

The process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person's second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first (Baker, 2000).

language minority (LM)

A person or language community that is not from the dominant language group. In the U.S., a language-minority child may be bilingual, limited-English proficient, or English monolingual (Lessow-Hurley, 1991).

language proficiency

To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

late-exit bilingual education

Late-exit programs provide bilingual instruction for three or more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program (Baker, 2000). See [developmental bilingual education](#) and [transitional bilingual education](#).

Lau v. Nichols

Suit filed by Chinese parents in San Francisco in 1974 that led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

LEA

Local educational agency (e.g., a school district).

LEP

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991). Increasingly, English language learner ([ELL](#)) or English learner (EL) are used in place of LEP.

M**migrant education**

Education programs established mainly to meet the needs of children of farm laborers, who often face such challenges as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school. Migrant Education is part of [Title I](#) of the [ESEA](#) (Education Week, 2001).

mother tongue

This term variously means (a) the language learned from the mother, (b) the first language learned, (c) the 'mother tongue' of an area or country, (d) the stronger (or dominant) language at any time of life, (e) the language used most by a person, (f) the language toward which the person has the more positive attitude and affection (Baker, 2000). See also [native language](#).

N

Natural Approach

Developed by linguist Stephen Krashen and teacher Tracy Terrell (1983), the Natural Approach is a methodology for fostering second language acquisition which focuses on teaching communicative skills, both oral and written. It is based on Krashen's theory of language acquisition which assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences), and (4) intermediate fluency (conversation) (Lessow-Hurley, 1991).

native language

The language a person acquires first in life, or identifies with as a member of an ethnic group (Baker, 2000). See also [mother tongue](#).

NCELA

The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) is funded by the U.S. Department of Education (www.ed.gov), Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) (www.ed.gov/offices/OELA) to collect, analyze, synthesize, and disseminate information related to the education of linguistically and culturally diverse students. www.ncela.gwu.edu

newcomer program

A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student's new community (Genesee, et al, 1999).

No Child Left Behind Act

The No Child Left Behind Act of 2001 is the most recent reauthorization of the Elementary and Secondary Education act of 1965. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research. For more information on No Child Left Behind, see the [U.S. Department of Education's No Child Left Behind website \(www.nochildleftbehind.gov\)](http://www.nochildleftbehind.gov).

O

OELA

The Office of English Language Acquisition (OELA), Language Enhancement, and Academic Achievement for Limited English Proficient Students (www.ed.gov/offices/OELA) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to ELLs.

OCR

The Office for Civil Rights (OCR), U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the [Lau v. Nichols](#) decision. For more information, see the [OCR resources about ELLs](#).

P – Q - R

pull-out ESL

A program in which [LEP](#) students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).

S

scaffolding

Providing contextual supports for meaning during instruction or assessment, such as visual displays, classified lists, or tables or graphs (O' Malley & Valdez-Pierce, 1996, p.240).

scientifically-based

An educational program whose success is demonstrated through sound evaluation and/or true experimental research. See also [evidence-based](#).

second language

This term is used in several ways and can refer to: 1) the second language learned chronologically, 2) a language other than the native language, 3) the weaker language, or 4) the less frequently used language. Second language may also be used to refer to third and fourth learned languages (Harris & Hodges, 1995).

sheltered English

An instructional approach used to make academic instruction in English understandable to ELLs, to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from [ESL](#) in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

sink or swim

Programs where the course material is taught only in the dominant language of the country, e.g., English in the United States, without special concern for student comprehension. This approach violates the civil rights of limited English proficient children, which are protected under the 1974 Supreme Court decision in [Lau v. Nichols](#). Sometimes called language submersion (Baker, 2000).

T – U – V –W –X – Y – Z

TESOL

Teachers of English to Speakers of Other Languages (TESOL) is a professional association of teachers, administrators, researchers and others concerned with promoting scholarship, the disseminating of information, and strengthening instruction and research in the teaching of English to speakers of other languages and dialects.

Title II

Preparing, training and recruiting high quality teachers and principals, authorized under the [Elementary and Secondary Education Act](#) of 1965, Title II, as amended. The purposes of this title are: to provide assistance to state and local educational agencies and to institutions of higher education with teacher education programs to implement projects designed to improve teaching and learning in the core academic subjects; to collect and disseminate exemplary mathematics and science education instructional materials; to reform teacher preparation and

certification standards; and to develop comprehensive, performance-based assessment and professional development strategies that will enhance connections between assessment, teaching, and student learning. Funds can be used to provide training to teachers who work with limited English proficient students (US Department of Education, www.ed.gov).

Title III

Language Instruction for Limited English Proficient Students and Immigrants (US Department of Education, www.ed.gov). Title III, under the No Child Left Behind Act, consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program, and increases flexibility and accountability. (Most of the consolidation is accomplished only if the appropriation is at least \$650 million.) The focus of the Title is on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students (U.S. Department of Education, www.ed.gov).

Title VI of the Civil Rights Act of 1964

Prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English (Lyons, 1992).

TPR

Total Physical Response (TPR) is a language-learning approach based on the relationship between language and its physical representation or execution. It emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 1981).

transfer

One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for content knowledge and concepts as well as language skills, such as orthography and reading strategies. The transfer of skills shortens the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly retaught as long as the relevant English vocabulary is made available (Hakuta, 1990).

transitional bilingual education (TBE)

TBE is an instructional program in which subjects are taught through two languages--English and the native language of the ELLs -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

Source: <http://www.ncela.gwu.edu/expert/glossary.html> National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA)

DESCRIPTION OF ELLS ACCORDING TO LEVELS OF ENGLISH LANGUAGE PROFICIENCY

To meet the instructional needs of English language learners (ELLs) in Michigan, six (6) levels of English language proficiency are used to more accurately describe student proficiency in listening, speaking, reading (& comprehension), and writing skills. Included in the table below is a general description of the characteristics of ELLs at each level of proficiency.

| Federal NCLB Categories of English Proficiency | Michigan English Proficiency Levels | Description of English Language Learners (ELLs) |
|--|-------------------------------------|---|
| BASIC (B) | Level 1A | <p><u>Basic-Students with interrupted/limited formal education (SIFE)</u></p> <p>Level 1A includes students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than ELL beginning students at Level 1B. Level 1A students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> |
| | Level 1B | <p><u>Basic- Students with formal schooling</u></p> <p>Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously.</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete.</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p> |

| | | |
|--|---|--|
| <p style="text-align: center;">LOW- INTERMEDIATE (LI)</p> | <p style="text-align: center;">Level 2</p> | <p><u>Low-Intermediate</u></p> <p>Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation.</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p> |
| <p style="text-align: center;">HIGH- INTERMEDIATE (HI)</p> | <p style="text-align: center;">Level 3</p> | <p><u>High-Intermediate</u></p> <p>At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings.</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text.</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p> |

| | | |
|--|---|---|
| <p>PROFICIENT</p> <p>(P)</p> | <p>Level 4</p> | <p><u>Proficient</u></p> <p>At this level students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems.</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing). (TESOL, 1999, p. 21)</p> |
| <p>ADVANCED</p> <p>PROFICIENT</p> <p>(AP)</p> | <p>Level 5*</p> <p>*Used for assessment reporting purposes only</p> | <p><u>Advanced Proficiency</u></p> <p>Students at the advanced proficient level have demonstrated English proficiency as determined by the state assessment instrument (<i>English Language Proficiency Assessment - ELPA</i>).</p> <p>*Note that students may not have demonstrated proficiency on other district-approved measures.</p> |
| <p>Formerly Limited English Proficient</p> <p>(FLEP)</p> | <p><u>Exited and Monitored</u></p> <p>Students at the advanced proficient level have demonstrated English proficiency as determined by the state assessment instrument (<i>English Language Proficiency Assessment - ELPA</i>) as well as by other district-approved measures. Students are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p> | |

MI-MAP ELL COMPONENTS

http://www.michigan.gov/mde/0,1607,7-140-28753_33424---,00.html

4.1.1 Identification, Planning, & Compliance for ELLs (Module 1:6)

http://www.michigan.gov/documents/mde/1-6_wrapper_single_231869_7.pdf

http://www.michigan.gov/documents/mde/1-6_Compliance_ELL_231870_7.doc

4.1.2 Coordinating Support Services for ELLs with Special Needs (Module 1:7)

http://www.michigan.gov/documents/mde/1-7_wrapper_single_231871_7.pdf

http://www.michigan.gov/documents/mde/1-7_Coord_Support_Services_231874_7.pdf

4.1.3 Creating a Supportive Teaching & Learning Environment for ELLs (Module 3:6)

http://www.michigan.gov/documents/mde/3-6_wrapper_single_231880_7.pdf

http://www.michigan.gov/documents/mde/3-6_Supportive_Env_231881_7.doc

4.1.4 Linking Home, School, and Community for Families of ELLs (Module 3:7)

http://www.michigan.gov/documents/mde/3-7_wrapper_single_231883_7.pdf

http://www.michigan.gov/documents/mde/3-7_Link_Home-Sch-Comm_231884_7.doc

4.1.5 Connecting Assessment to Student Achievement & Program Improvement for ELLs (Module 5:7)

http://www.michigan.gov/documents/mde/5-7_wrapper_single_231900_7.pdf

http://www.michigan.gov/documents/mde/5-7_Connect_Assmt_insert0_231901_7.doc

http://www.michigan.gov/documents/mde/5-7_Connect_Assmt_insert1_231902_7.doc

4.1.6 Designing and Delivering Effective Instruction: How Can We Best Meet the Needs of Our ELLs? (Module 5:8)

http://www.michigan.gov/documents/mde/5-8_wrapper_single_231903_7.pdf

http://www.michigan.gov/documents/mde/5-8_Design_and_Deliver_ELL_231904_7.doc

4.1.7 Developing English Language Proficiency (Module 5:9)

http://www.michigan.gov/documents/mde/5-9_wrapper_single_231905_7.pdf

http://www.michigan.gov/documents/mde/5-9_Dev_English_Lang_231907_7.doc

4.1.8 Supporting ELLs in the Content Areas (Module 5:10)

http://www.michigan.gov/documents/mde/5-10_wrapper_single_231908_7.pdf

http://www.michigan.gov/documents/mde/5-10_Supp_ELLS_in_Content_231909_7.doc

4.1.9 Preparing Teachers to Address the Linguistic and Cultural Needs of ELLs for Improved Learning (Module 7:3)

http://www.michigan.gov/documents/mde/7-3_wrapper_single_232154_7.pdf

http://www.michigan.gov/documents/mde/7-3_preparing_teachers_ELL_232155_7.doc

WEB LINKS TO MICHIGAN DEPARTMENT OF EDUCATION DOCUMENTS & REFERENCED INFORMATION

Michigan K-12 English Language Proficiency Standards & Benchmarks

<http://www.michigan.gov/mde/0,1607,7-140-28753-47323--,00.html>

http://www.michigan.gov/documents/English_Language_Proficiency_K-12_Standards_103705_7.pdf

Home Language Survey Form

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

MDE Title III Program Evaluation document

http://www.michigan.gov/documents/mde/MI_Title_III_Program_Evaluation_tool_263498_7.doc

Title III Administrative Procedures Checklist

Current List of Title III Program Allocations to Michigan Local School Districts

http://www.michigan.gov/documents/mde/rptTitle3LapPrelimByFiscalAgentOrig-08_206247_7.pdf

Requirements for ESL Endorsement

[http://www.michigan.gov/documents/English_as_a_Second_Language_\(NS\)_SBE_Std_7_97142_7.13.04.doc](http://www.michigan.gov/documents/English_as_a_Second_Language_(NS)_SBE_Std_7_97142_7.13.04.doc)

Requirements for Bilingual Endorsement

[http://www.michigan.gov/documents/Bilingual_Education_\(Y_Codes\)_SBE_Std_7_97146_7.13.04.doc](http://www.michigan.gov/documents/Bilingual_Education_(Y_Codes)_SBE_Std_7_97146_7.13.04.doc)

Institutions of Higher Education in Michigan with Teacher Training Programs Providing ESL Endorsement and/or Bilingual Endorsement

<https://mdoe.state.mi.us/proprep/Programs.asp>

MDE Office of Professional Preparation

http://www.michigan.gov/mde/0,1607,7-140-6530_5683---,00.html

Teacher Certification Unit

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_14795---,00.html

Professional Preparation & Development Unit

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_5703---,00.html

ELPA Primer
ELPA Coordinator Welcome Kit

Office of Educational Assessment & Accountability
www.michigan.gov/elpa

WEB LINKS TO MICHIGAN DEPARTMENT OF EDUCATION OFFICES

Office of School Improvement

http://www.michigan.gov/mde/0,1607,7-140-6530_30334---,00.html

The Office of School Improvement (OSI) promotes student learning and achievement by providing statewide leadership, guidance, and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and continuous school improvement. OSI is comprised of Academic Support, Curriculum & Literacy, and Field Services.

Academic Support Unit

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51035---,00.html

Academic Support administers a wide variety of enhancement, support and recognition programs including Charter Public Schools, Schools of Choice, Blue Ribbon Schools, Migrant Education, Advanced and Accelerated, English Language Learners, Alternative Education, and Homeless Education.

Office of Educational Assessment & Accountability

http://www.michigan.gov/mde/0,1607,7-140-22709_40192---,00.html

The ELPA (English Language Proficiency Assessment) is for K-12 students eligible for English language learner (ELL) services.

Office of Professional Preparation

http://www.michigan.gov/mde/0,1607,7-140-6530_5683---,00.html

The Office of Professional Preparation Services (OPPS) fosters the educational achievement of all Michigan youth and adults, Pre-K through 12th grade, by assuring that all professional school personnel complete quality preparation and professional development programs which meet standards established by the Michigan Legislature, the State Board of Education, and the U.S. Department of Education. The two units in this service area are Teacher Certification and Professional Preparation and Development.

WEB LINKS TO U.S. DEPARTMENT OF EDUCATION OFFICES AND DOCUMENTS

U.S. Department of Education, Office of English Language Acquisition (OELA)

<http://www.ed.gov/about/offices/list/oela/index.html>

The mission of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) is to: provide national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and assist in building the nation's capacity in critical foreign languages.

The office identifies major issues affecting the education of English language learners, assists and supports State and local systemic reform efforts that emphasize high academic standards, school accountability, professional development and parent involvement.

Under Title III, of the No Child Left Behind Act of 2001 the office is responsible for: administering grant programs that help children develop proficiency in English and achieve high content standards; recommending policies and promoting best practices for meeting the needs of English language learners; strengthening collaboration and coordination among federal, state and local programs serving English language learners; and, monitoring funded programs and providing technical assistance that focus on outcomes and accountability.

Title III Language Instruction for Limited English Proficient and Immigrant Students Legislation References

<http://www.ed.gov/policy/elsec/leg/esea02/pg39.html>

U.S. Department of Education, Office of Civil Rights (OCR)

<http://www.ed.gov/about/offices/list/ocr/index.html>

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. OCR serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems.

Programs for English Language Learners: Resource Materials for Planning and Self-Assessments

<http://www.ed.gov/about/offices/list/ocr/ell/index.html>

WEB LINKS TO PROFESSIONAL ORGANIZATIONS & RESOURCES FOR TITLE III ELL PROGRAM DEVELOPMENT

Center for Applied Linguistics (CAL)

www.cal.org

The Center for Applied Linguistics is dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and culture. CAL is a private, nonprofit organization working to improve communication through better understanding of language and culture. CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children.

Center for Research on Education, Diversity, & Excellence (CREDE)

<http://crede.berkeley.edu/>

CREDE is a federally funded research and development program focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

www.cal.org/create/index.html

CREATE is a partnership of researchers from several institutions with a program of research designed to address the critical challenge of improving educational outcomes of English language learners (ELLs).

Eastern Stream Center

www.easternstream.org

Eastern Stream Center is a national resource center dedicated to improving educational opportunities for ALL children by providing professional development and technical assistance. Eastern Stream staff members have expertise in teaching strategies for at-risk students, such as migrant youth, low-performing readers, English language learners, and students with disabilities.

ESCORT

www.escort.org

ESCORT is a national resource center dedicated to migrant education. ESCORT partners with federal, state, and local education agencies to help improve services for migrant youth. They provide resource guides such as *Help!Kits* to help busy teachers with practical, research-based advice on teaching, evaluating, and nurturing limited English proficient students.

Michigan Association for Bilingual Education (MABE)

www.mabemi.org

The mission of MABE is to encourage and promote bilingual education in the State of Michigan so that all children may participate in expanded education opportunities. MABE's objectives include: recognizing, promoting and publicizing excellence in Bilingual Education; promoting efforts to assure the provision of equal educational opportunity for all; promoting the provision of services to the children, youth, and adults at all levels in both the community and educational institutions throughout the state by making Bilingual/Bicultural Education an integral part of the school curricula; working toward the recognition by the legislative body, the State Board of Education and the local school districts, of linguistic and cultural needs of bilingual speakers; promoting the organization of workshops and conferences dealing with the needs of bilingual education; coordinating and promoting the development of professional competence and professional standards in Bilingual Education; and encouraging the excellence of Bilingual Education by promoting research and other activities.

Michigan Teachers of English to Speakers of Other Languages (MITESOL)

www.mitesol.org

MITESOL's mission is to provide leadership and support for persons involved in teaching English to Speakers of Other Languages (ESOL) by: advocating for quality standards in instructional programs of ESOL; fostering improvement of programs for the education of pre- and in-service teachers of ESOL; providing opportunities for the professional development of educators of ESOL; collaborating with educational institutions and agencies as well as professional associations to create a forum for the identification and resolution of issues of ESOL instruction.

National Association for Bilingual Education (NABE)

www.nabe.org

NABE is a professional association with affiliates in 25 states representing Bilingual and English Language Learner (ELL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers. NABE's mission is to advocate for our nation's Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity. NABE works to influence and create policies, programs, research, pedagogy and professional development.

National Clearinghouse for English Language Acquisition (NCELA)

www.ncela.gwu.edu

Authorized under Title III of the *No Child Left Behind Act of 2001* (NCLB), the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners. OELA's National Clearinghouse is authorized to collect, analyze, synthesize, and disseminate information about language instruction educational programs for limited English proficient children, and related programs. Priority is given to information on academic content and English proficiency assessments and accountability systems.

Teachers of English to Speakers of Other Languages (TESOL)

www.tesol.org

TESOL is a global association for English language teaching professionals worldwide, with 100+ TESOL affiliate associations in U.S. states and in other countries. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages, including: professionalism in language education; individual language rights; accessible, high quality language education; collaboration in a global community; interaction of research and reflective practice for educational improvement; and respect for diversity and multiculturalism. (Note: TESOL is an acronym that refers to the professional association, the profession, and the field itself.)

VARIOUS WEBSITES OF INTEREST

Illinois State Board of Education – English Language Learning Division

www.isbe.net/bilingual/default.htm

Translations of the two essential questions required on a home language survey are provided in 40 languages other than English.

American Council on the Teaching of Foreign Languages (ACTFL)

www.actfl.org

ACTFL's mission is to provide vision leadership and support for quality teaching and learning of languages. ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the U.S. ACTFL and its affiliated organizations represent the educators who are committed to building language proficiency from kindergarten students through adult learners. The organization provides advocacy, professional development opportunities, resources and opportunities for members to interact and share ideas and experiences.

Michigan World Language Association

www.miwla.org

MiWLA is a professional organization for all elementary, secondary, college and university teachers, supervisors, students, and friends of foreign languages. MiWLA endorses and seeks to achieve the following goals: promote and strengthen world language study at all levels; promote public awareness of the importance and value of world language study in Michigan schools and universities; assist in providing professional development for teachers of world and second languages at all levels.

Modern Language Association Language Map: A Map of Languages in the United States

www.mla.org/map_main

The MLA Language Map is intended for use by students, teachers, and anyone interested in learning about the linguistic and cultural composition of the United States. The MLA Language Map uses data from the 2000 United States census to display the locations and numbers of speakers of thirty languages and three groups of less commonly spoken languages in the United States. The census data are based on responses to the question, "Does this person speak a language other than English at home?" The Language Map illustrates the concentration of language speakers in zip codes and counties.

Migration Policy Institute

www.migrationinformation.org

The Migration Policy Institute is an independent, nonpartisan, nonprofit think tank in Washington, DC dedicated to analysis of the movement of people worldwide. MPI provides analysis, development, and evaluation of migration and refugee policies at the local, national, and international levels. It aims to meet the rising demand for pragmatic and thoughtful responses to the challenges and opportunities that large-scale migration, whether voluntary or forced, presents to communities and institutions in an increasingly integrated world.

Ethnologue: Languages of the World

www.ethnologue.com

Ethnologue provides many resources for research of the world's languages. It provides a comprehensive listing of information about the currently known languages of the world. There is a compilation of information about the locations of the world's living languages and a set of maps which include most of the countries of the world.

U.S. Census Bureau

www.census.gov/population/www/socdemo/hh-fam/AmSpks.html

Demographic information of Michigan households and foreign language speakers according to the 2000 Census can be found in Tables 24a and 24b.