Preventing Misclassification of ELLs into Special Education Programs

by

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Abstract

This capstone project aims to provide a solution to the current problem of overidentification of English Language Learners (ELLs) students in special education programs. ELL students are a growing population across the country and have been negatively impacted by the lack of knowledge regarding the issue of misclassification and identification. The research shows that teachers, administrators, school counselors, and school professionals need support and additional services to adequately address the concerns of ELL students. Many different strategies can help prevent the misclassification of ELL students, including professional development, dual language programs, use of translators, parental involvement, response to intervention approach, and pre-referral strategies. Since education professionals do not feel competent when making decisions regarding ELL students, this project presents educational based training by means of professional development concentrated on identification and proper placement ELL students. School districts must start providing educators with the knowledge and tools necessary to accurately classify ELL students so that they may be successful in the future.

Keywords: English Language Learners (ELLs), Intervention, Misclassification, Identification

Chapter 1: Introduction

Franklin D. Roosevelt once said, "We know that equality of individual ability has ever existed and never will, but we do insist that equality of opportunity still must be sought." As a three-year special education teacher, this quote holds so much power mainly because we education professionals must investigate and address the concerns in reference to the misclassification of ELLs. Imagine walking into a new school where you know you are different from your peers around you and those same peers cannot understand you. Think of all the English language learners (ELLs) that come into our school system every year with feelings of anxiety and stress simply because of the cultural shock or language barriers. These students are being "tossed" into classrooms without the proper classification and services that they desperately need. Students should be placed in their least restrictive environments, where they can succeed and obtain the proper resources needed to assist them so that they benefit from the education. Least restrictive environment may look different for every student because a child's educational program should be geared towards their abilities. The goal for all students is to be placed in a general education setting, this may mean with accommodations for some student, or pull out time for others.

Unfortunately, ELLs are still being misclassified into special education programs and are not getting the require resources they need to obtain a substantial education. This problem still exists today and we as educators are failing these students as we continue to misplace them for several reasons that we will further analyze. Working in the New York City Department of Education, I have had first-hand experience of students, especially ELLs being placed in the wrong class setting misclassified. There is a problem with the rising percentage of ELLS being classified in special education in the USA (Sullivan, 2011). It is important for educators to

identify this problem and help ELLs succeed along their mainstream peers and decrease the number of ELLs being misclassified. Dr. Maria Ramirez (2018) stated, “In 2014-15, approximately 665,000 ELL students were also identified as students with disabilities.” With the rising number of ELLs, many educators and parents have started to investigate how these students are being placed, or in actuality misplaced.

Researchers reached out to parents of ELLs and found that information requested on the home-language survey that parents are commonly asked to fill out when they enroll their child in a public school can be misleading and confusing (Zehr, 2010). Teachers are frequently tasked, or required, with reaching out to individual parents on the progress or status of their child and it was found that parents are mainly confused when it comes to the at-home surveys regarding ELLs. These students being misplaced in special education programs, but some are being labeled as ELLs just because they speak a second language in their household. We will further examine this issue later but is important to note that these at-home surveys are the steppingstone that leads ELLs to being misclassified.

Another important factor to take note of is the fact that in the United States we have many federal special education laws in place to help hold states accountable when dealing with racial disproportionality and student placement. Individual states are required to monitor racial discrepancies among students; however, these polices do not specifically address the issues surroundings ELLs. One of the main issues is a lack of data being collected on the identification, placement, and outcome of these students in special education programs, and not to mention that most school systems do not even have adequate mechanisms in place to gather this information (Sullivan, 2011). If we cannot properly collect data on these students, then we will not be able to see if practices and current methods are working adequately.

Although there is a significant lack of data, researchers such as the Handicapped Minority Research Institutes in California and Texas discovered that first generation Latino children were more likely to be classified as disabled specifically when tested in the English language (Rueda et al., 2002). This means that simply because these children do not fully understand the English language, they are getting placed into special education programs which is restrictive to their educational growth. It is important to note that the English language will be taught to these students in both the special education and main steam classroom. Therefore, there is truly no educational or rational explanation as to why ELLs are being placed into special education programs and schools are doing a great injustice by indirectly stunting these students' education.

There are many issues surrounding the process of ELLs getting wrongly placed into special education programs, however one of the main areas of concern involves educational professionals. Many practitioners find it extremely difficult to find the distinction between English proficiency and a learning disability (Keller-Allen, 2006). The issue appears to emerge when educators mistakenly confuse an actual learning disability with language acquisition. It can take years for an ELL to fully grasp the proper verbiage, sentence format, vocabulary, etc., of the English language. This does not directly imply that just because it would take a student additional English language teaching mean that they have a learning disability such as dyslexia. One must remember that English is their second language, and it is going to take additional training to fully master proper English.

We are doing a great injustice for ELLs that simply because of these formal language discrepancies these students are getting mislabeled with learning disabilities when in fact they do understand the English language. This issue falls back on professional's lack of training in linguistic and cultural differences as well as the overall shortage of bilingual educators and

psychologists (Figueroa & Newsome, 2006). It is safe to say that education across the country is underfunded, involve a lack of resources, and an extreme discrepancy of funding depending on individual states and jurisdictions. These issues directly correlate with the shortage of these needed professionals to adequately address the concerns surrounding ELLs.

One of the issues surrounding this problem is the fact that both students with learning disabilities and ELLs tend to test poorly on academic tasks that require high language efficiency (Abedi, 2006). As a result, ELLs are much more vulnerable to being misclassified with having a learning disability. There is also a very real stigma that exist among teaching professionals that when challenged with a student that appears to be struggling academically and cannot provide effective instruction they must "do something," which results in students being inappropriately placed into special education (Lesaux, 2006). These students are struggling academically due to a lack of understanding or confusion of the English language not a learning disability. Teachers, especially those who work in southern states that do not have unions to protect their jobs, are under a great deal of pressure to make sure their students reach certain educational requirements. Unfortunately, this directly impacts specific students such as ELLs because it is much easier for a teacher to label a struggling student with a learning disability rather than address the real issue which is a language deficiency. This is not to place the full blame on the teacher, because as previously stated most schools just simply do not have the resources or required staff to address this specific issue. In a sense these issues place the teacher in a difficult position because they need to come up with a solution without sufficient resources to secure their job in the future.

Another major issue that concerns the placement of ELLs are the home-language surveys parents are requested to fill out regarding their children, depending on a particular state (Zehr, 2010). For example, if you were to answer that you do not speak Spanish at home, this could

lead to a child being labeled as having a learning disability after being tested, even though their primary language at home is Spanish. Once the label of having a learning disability has been established, it is difficult for a student to be correctly placed back into general population. Based on my experience as a public-school teacher in New York City I have seen first-hand how this becomes a major issue as parents are in fear of having their child labeled, or they simply do not understand the survey being given and do not provide accurate responses. This means their child will not be labeled as ELL so in turn they will not receive the services they require to be proficient in the English Language. Instead of being properly labeled as ELL, they will now be labeled as having a learning disability which will not provide them with the specific support and materials they need to be successfully.

Approximately 5,000,000 or roughly 10% of students enrolled in public school were identified as ELLs (Ortiz, 2011). According to the National Center for Educational Statistics, "ELLs across grades, are twice as likely as their English-proficient peers to be reading below grade level. Data from a sample of more than 1,300 U.S. school districts revealed that 76% of ELLs scored below grade level on tests of English reading" (2005). Now obviously one can conclude that a student who is labeled as an ELL is going to having difficulty with proper English given the fact that English is their second language. However, the issue lies with the way students are being classified into special education programs. Students are placed into special education programs primarily due to reading-related difficulties as well as academic achievement. This means that when an ELL student scores at a low level for reading English they can be misclassified into a special education program when in all reality they just need services specifically for English proficiency. As previously stated, general educators do not have the require training to distinguish students whose academic problems stem from a lack of

proficiency in English. This lack of understanding leads to misclassification between disabilities and English language education. A contributing factor is the fact that new teachers are not adequately prepared to teach ELLs, I can personally say for myself that this subject was only acknowledged as a problem during my observations while completing my degree. Senior teachers will only state that this is a major issue but are unable to offer any kind of remedy, mainly because most schools lack the resources.

We have discussed multiple problems surrounding the misclassification of ELLs into special education programs and how it dramatically does an injustice to the student. These issues put ELL students at a disadvantage against their English proficient peers and we need to take the appropriate steps to resolve it. In the next chapter we will take a further look specifically at the process in which ELLs are being classified/misclassified into special education programs. We must see exactly what happens on day one as soon as these students walk into any given school and more importantly how we can ensure they are proctored correctly and accurately.

Chapter 2: Literature Review

This chapter will provide a review literature on misclassification of English language learners and their wrongful placement into special education programs. Both educators and school systems have a direct impact on this issue and directly influence the classification process of ELLs. There has not been any proven method in place that can successfully differentiate between ELL students from those who have learning disabilities. However, Burr (2015) describes key elements of this process and can identify appropriate services for ELL students with disabilities and how certain states incorporate these elements into operational procedures, guidelines, and protocols. This paper will discuss these procedures and will help determine whether an ELL student's academic difficulties are caused by a learning disability or because English is their second language.

The operational procedures and themes that emerged from the literature include standardized test scores, classroom observations and the intervention approach, as well as non-test data and even parental input (Samuels, 2015). I will present these themes and discuss how teachers and school districts can avoid the misplacement of English Language Learners as well as help them understand the difference between language acquisition and learning disability. This paper will show the limitations to each method and provide possible solutions to help prevent overidentification of ELL students. This review will examine how ELLs are being placed and what practices are generally used to facilitate this process, the lack of bi-lingual teachers, long-term ELLs, ELLs, disabilities, and special education programs, and lastly future solutions.

Causes of Misclassification: Testing

Several standardized tests are often used to identify student's strengths and weakness and areas of concerns. For example, standardized test gives educators an idea of where an ELL

student's education level falls primarily in math, reading, and English. If a student scores low in math, but high in English, educators can use this information to place students into certain programs and provide a cohesive lesson plan to meet their specific needs. These specific tests are also responsible for identifying ELLs, however there are limitations about the reliability of these test and whether a single standard test score can form teaching practices. For example, the New York State English as a Second Language Achievement Test (NYSESLAT), is a standardized test designed to annually access the English language proficiency of all ELL students enrolled in grades K-12 in New York State schools. The NYSESLAT measures give performance levels, which include entering, emerging, transitioning, expanding, and commanding. The NYSESLAT questions are derived from content-based classroom activities and based on academics rather than on students' personal experiences or backgrounds (New York State Department of Education, 2021). The individual schools are responsible to decide where to administer the test which can range from classroom or in groups of other sizes. This means that the depending on school district, the environment of the test can change which can influence an ELL student. An ELL student might have testing anxiety and test better in a quiet smaller group in a classroom as opposed to a large group setting such as a school gym.

Additionally, it is practical to assume that some students are not going to test well with the format of standardized testing. Standardized tests are formatted in such a way that can easily confuse students, which can provide a false narrative of their true education level. Standardized test will usually be formatted in a multiple-choice fashion where at least two answers are very similar to one another, which can result in a low-test score. It is imperative that there are multiple forms of testing used to measure a student's education level and IQ.

Given these limitations, researchers suggest that standardized test score can be useful but only as one indicator (Burr, 2015). Standardized tests, such as the IQ-achievement model, are used to measure IQ and determine whether a particular student has a learning disability, however the issue is for teachers to identify if this score reflects their general intelligence, or a discrepancy of understanding the English language. ELL students are simultaneously learning both content and the English language and tend to produce low scores on all English-based standardized assessments (Buttner & Hasaselhorn 2011; Huang, Clark, Milczarski & Raby, 2011).

Additionally, it is questionable if the use of standardized test can form teaching practices. Standardized test scores alone cannot distinguish between learning disabilities and other factors, such as a student's low level of literacy proficiency that may cause and ELL student to perform below standards (Abedi, 2006; Chu & Flores, 2011; MacSwan & Rolstad, 2006). These tests can create a bias that favors U.S. English-speaking culture and cannot distinguish between an actual learning disability and poor-quality teaching (Klingner & Harry, 2006). Researchers have found that overreliance on standardized testing throughout school districts have resulted in underdiagnoses in earlier elementary grades and overdiagnoses in later elementary grades and above (Gallego, Zamora Duran, & Reyes, 2006; Sullivan, 2011; Valenzuela, Copeland Qi, & Park, 2006).

Subsequently, this misdiagnosis results in classroom and program misplacement, which impedes the educational achievement of ELL students. Based on the information stated above, ELL students can be classified as having a learning disability and placed into special education programs solely based on these scores which is not an accurate depiction of their general knowledge and level of understanding. Therefore, standardized test scores alone should not be

used to distinguish between having a learning disability and overall IQ. Instead, a particular student's education level should be based on a combination of factors to include literacy proficiency, prior schooling, and level of English proficiency (Abedi, 2006, Chu & Flores, 2011; MacSwan & Rolstad, 2006). Standardized testing does not account for poor quality teaching that any given ELL student could have received prior to taking such test.

Consequently, the overreliance of standardized test is directly correlated with ELL students being classified with a learning disability thus, researchers have suggested to give a test or a similar assessment in their students' first language (Burr, 2015; Rivera et al., 2008; Sanchez et al., 2010; Wagner Francis, & Morris, 2005). However, researchers have stated that given the number of first languages spoken by ELL students and the low availability of assessments in several languages, this may not be feasible (Chu & Flores, 2011; Wagner et al., 2005). In my experience, as a New York City teacher, there is a tremendous lack of funding available to school districts and the amount of money provided to specific schools varies greatly. Additionally, same language testing based on students' primary language would give teachers the upper hand in determining whether an ELL student has a learning disability and should be placed into a special education program or should be placed into a mainstream program with additional language services. Additional language service would include the use of a translator as well as qualified interpreters to help when necessary.

Furthermore, the use of translators and additional test time for ELL students would provide another solution to standardized testing (Artiles & Ortiz, 2002; Park & Thomas, 2012). However, the same issues surrounding the solution of providing same language testing would also apply to the use of translators. Again, for many school districts funding plays a major factor in what services and supplies can be provided to students. Depending on school district and state

funding specific schools may not be able to provide ELL students with translators. For those schools that may be able to supply translators to ELL students there are still limitations to this solution, such as providing poor translations. Although providing additional test time for standardized test would be cost effective, without the use of a translator it would be moot. Therefore, it can be concluded that standardized test should not be solely used to determine the classification of ELL students.

Solutions to Misclassification of ELLs: Classroom Observations

Classroom observations have been used with greater frequency in response to the limitations of solely relying on standardized test to determine the classification for ELLs in special education programs (Klingner et al., 2006; Rinaldi & Samson, 2008). Classroom observations require qualified teachers that have to skillset to properly identify ELL students and their English language abilities. Researchers have argued that they early stages of identifying whether a particular student has a learning disability should consider classroom environments, quality of teaching, and other cultural and contextual factors such as prior schooling (Burr, 2015, Park & Thomas, 2012). Student intervention relies heavily on initial classroom observations as well as student responses. However, student intervention can be limited by the knowledge and skillset of the teacher. If an ELL student has been subjected to poor quality teachers in their prior schooling, it will directly influence their education level and English proficiency (Echevarria & Hasbrouck, 2009; Rinaldi & Samson, 2008). Therefore, it is important to consider a student's prior schooling history when evaluating classroom observations and placement into a special education program.

Solutions to Misclassification of ELLs: Response to Intervention Approach

The response to intervention approach which relies on classroom observations can be used as an alternative to the IQ-achievement discrepancy model in standardized testing. The response to intervention approach uses a multitiered structure of increasingly intensive and focused instruction, assessment, and intervention to serve the needs of students with academic difficulties (Echevarria & Hasbrouck, 2009; Rinaldi & Samson, 2008). The response to intervention method is a three-tiered instructional system that increases the focus and intensity of interventions for a student as the student responds below required minimum expectations on each instructional tier (Burr, 2015; Kavale, Holdnack, & Mostert, 2006). The first tier is research-based instructional practices for an entire class. The second tier is smaller group instruction which will be different and more focused than the initial instruction. Tier three is generally individual instruction or interventions, as well as assessment for determining whether special education or other additional services, such as English learner support, should be included as part of an individualized education program (Burr, 2015; Rinaldi & Samson, 2008).

The intervention approach implements a more hands-on method of analyzing student's education level and specific needs. Through the intervention approach students can be evaluated in the classroom as opposed to a single standardized test which can help determine student capabilities and appropriate services. The intervention approach implements multiple assessment types including screening assessments, which is initially schoolwide, diagnostic assessments, and progress-monitoring assessments (Echevarria & Hasbrouck, 2009; Park & Thomas, 2012). Screening assessments and diagnostic assessments address the specific need identification for small groups and individual students. Progress monitoring assessments are continuously assessing the effectiveness of supplementary services or interventions for individual students (Burr, 2015; Echevarria & Hasbrouck, 2009; Park & Thomas, 2012). Each method creates the

functionality of intervention approach and used on a continual basis to measure progress on an individual student. Consequently, the intervention approach can have a direct impact on the classification of ELL students and prevent misplacement into special education programs. The intervention approach can be an effective tool to consider when attempting to evaluate ELL students in the classroom as well as satisfy the need for additional English language services throughout the school year.

However, there are concerning limitations to the effectiveness of the intervention approach and its ability to accurately identify ELL students. For example, the use of intervention approach as a method of intervention is its limitations of the knowledge and skillset of the individual teacher (Echevarria & Hasbrouck, 2009; Rinaldi & Samson, 2008). The intervention approach relies solely on the teachers' abilities and skillset to facilitate and apply each tier into their classroom. Teachers who are not equipped or trained to adequately assess ELLs and whether they should be placed into special education or mainstream classroom can lead to misclassification. Researchers have suggested that the response to intervention approach does not have a specific ELL component, it relied on the training and skillset of the classroom teacher who is challenged with the task of identifying the specific needs of a student who are acquiring English (Burr, 2015; Kavale et al., 2006). If an educator has not been provided the professional development and workshops to implement the necessary assessments to establish and implement the response to intervention than it will not be effective.

Solutions to Misclassification of ELLs: Parental Involvement

The Individuals with Disabilities Education Act of 1997 requires parent involvement through every step of program placement, evaluation, and reevaluation of children with learning disabilities (National Association for Bilingual Education & ILIAD Project, 2002). Parents

provide insight to many different characteristics of their child, and it would be counterintuitive not to obtain their insight and perspective. This would give teachers an advantage when trying to gage the education level of their child and what services, if any, are needed. Parents can give functional, developmental, cultural, and linguistic information that teaching professionals are simply not able to acquire on their own. However, by meeting with parents' educators can gain clarity about a student's experiences with schools prior, family medical history, immigration, and acculturation (Park & Thomas, 2012; Rinaldi & Samson, 2008).

Furthermore, if educators can obtain functional, development, cultural, and linguistic information from the parents regarding their student, they would be able to understand how the student processes information. This can help educators provide which learning strategies and tools can be used throughout a lesson plan to help facilitate the teaching material (Burr, 2015, Zehler, Fleischman, Hopstock, Stephenson, et al., 2003). Understanding how a student learns information can help teachers address their student's needs, including those with a language acquisition. It is also significant for teaching professionals to consider students prior schooling and family medical history to accurately assess the student's education level. By analyzing prior schooling, teachers would be able to see if an ELL student was subjected to poor quality education, which can help determine if a learning disability exists (Klingner & Harry, 2006; Shore & Sabatini, 2009). Likewise, by examining family medical history educators can see if there is a history of any mental illnesses in a student's family tree. Immigration and acculturation are also important for educators to analyze simply because it will provide a timeline of where from and when an ELL student might have immigrated into the United States (Park & Thomas, 2012; Rinaldi & Samson, 2008. By providing a timeline for an ELL student's acculturation a teacher would be able to adequately assess exactly how far along the student has come to

learning the English language. For example, if an ELL student has only been exposed to the English language within five years, then it is reasonable for that student to test at a lower level in grammar and literacy (Burr, 2015, Klingner & Harry, 2006; Shore & Sabatini, 2009).

Consequently, there are still many limitations to parent involvement. A 2003 report on services that are available to ELL students found that a lack of parent involvement was a common characteristic of school processes for identifying and placing ELLs with learning disabilities (Zehler, Fleischman, Hopstock, Stephenson, et al., 2003). Although there is no fiscal limitation for school districts to adapt and encourage more parent involvement, the issue becomes time. As a teacher I can attest to the fact that there simply is not enough time in a school day and many task fall after hours, to include lesson plan, grading, preparations for class materials, respond to emails and create newsletters. There would have to be time added into the school calendar year to accurately implement efficient parent involvement.

Another limitation is that parents who have emigrated to the United States themselves, may not speak English. Unfortunately, this is a real obstacle that would create a difficult barrier to pass. There is always the option to use translation services, but studies have shown frustration by educators toward a lack of consistency of such services (Klingner & Harry, 2006).

Solutions of Misclassification of ELLs

Examination of the issues and factors surrounding the misclassification of students who have learning disabilities and those who are standard ELLS there have been two major themes. These themes include a lack of understanding among teachers about who ELL students are, and not making adequate progress, as well as poorly designed and implemented referral processes (Burr, 2015). Next, I will examine what researchers have found and what possible solutions can address overidentification of ELL students in special education programs.

One solution to the issues surrounding the misclassification of ELL students into special education programs would be to provide teachers with professional development. By providing educators with tools using workshops, we can address the issue of misclassification and would have a direct effect on this process. Researchers have suggested the following professional development topics; appropriate formal and informal evaluation practices, understanding and evaluation of second-language acquisition and learning disabilities, ways that cultural background may influence student behavior, ways in which one can best communicate and interact with parents, instructional strategies matches to each specific stage of language development, typical and atypical language and literacy characteristics of ELLs, early intervention strategies for ELL students, who are struggling with reading and math, classroom management skills, accommodations and adaptations for ELLs during testing and in the classroom, collaboration with colleagues related to serving ELL students, eligibility determination for both second-language and special education services and lastly, progress monitoring (Klinger & Harry, 2006; National Association for Bilingual Education & ILIAD Project, 2002; Rinaldi & Samson, 2008; Rivera et al., 2008; Sanchez et al., 2010; Zetlin, Beltran, Salcido, Gonzalez, & Reyes, 2011). By providing educators with the skillset and knowledge listed above it is possible that ELL students can be classified correctly and received the proper language services required for academic success, instead of being misclassified into a special education program that will only hinder their success. Given the training through professional development, teachers may be able to identify ELL students and separate a learning disability with a language acquisition (Klingner & Harry, 2006; Rivera et al., 2008).

Another suggested solution to prevent the misplacement of ELL students into special education program is the use of pre-referral strategies. Researchers contend that instructional

strategies, such as literacy instruction that contains additional contextual clues to support second-language literacy development, can help teachers distinguish between language development issues and learning disability issues before making a formal special education referral, which would place ELLs into a special education program (Echevarria & Hasbrouch, 2009; Rinaldi & Samson, 2008; Rivera et al., 2008). For example, by adding addition instruction into a lesson plan that aims to weed out weaknesses in language proficiency as opposed to material comprehension, teachers would be able to properly identify students' English language proficiency.

Pre-referral strategies using instructional approaches can also be accomplished by using teacher assistance teams or intervention assistance teams, which would assist teachers prior to making a formal referral to a special education program. These child study teams would consist of members with expertise in second-language acquisition, culture, learning disabilities, and content and would advise teachers on appropriate pre-referral strategies (Klingner & Harry, 2006; Klinger et al., 2006; National Association for Bilingual Education and ILIAD Project, 2002). For example, these professionals would be able to help the primary teacher with understanding ways to help ELL students in a culturally and linguistically response as well as adapting their classroom instruction. Teacher assistance teams would consist of bi-lingual teaching aides; therefore, ELL students would be able to be fully understood when referencing learning materials and help with translation. As a result, bi-lingual teaching aides would solve the overall problem of teachers not being able to differentiate between a true learning disability and a temporary learning challenge caused by a lack of understanding the English language. Although this solution sounds promising, one can only imagine the red tape school districts would have to cut through to get the necessary funding to achieve these teams. Unfortunately,

the fiscal factor is a common trend when attempting to result the issue of misclassification of ELL students into special education programs. School districts would need the funding to staff professionals that are not only bi-lingual, but also have training in special education to properly identify and classify students.

Parent involvement has appeared to be a key source of information regarding student identification and placement decisions. The most prominent problem surrounding parental involvement is the challenges educators face when attempting to encourage parents to become involved, which was previously discussed. Researchers suggest that schools and districts proactively create opportunities for parent education and input (Klingner & Harry, 2006; Shore & Sabatini, 2009). For example, at my current school, teachers are encouraged to post weekly newsletters to parents updating them on current and future lesson plans. There is a forum attached that is open for parents to comment and ask questions which can directly promote parent involvement. Another idea would be the classic parent-teacher nights that many schools implement into the school year. Parent-teacher nights are typically face to face meetings with educators either in a group or one on one setting, Parent-teacher nights can promote parent involvement, however studies have shown a decline in parent attendance (Klingner & Harry, 2006; Shore & Sabatini, 2009).

Another issue surrounding parental involvement is that many foreign-born parents are naturally fearful to be honest on certain questionnaires and conversations when speaking of their children and language proficiently. Some of these fears stem from worries of deportation, legal status, or racial discrimination. One of the ways school districts can counteract these stigmas would be to hire bilingual parent liaisons to advocate for and facilitate educator meetings with parents (Burr, 2015; National Association for Bilingual Education & ILIAD Project, 2002). For

example, these liaisons would also be able to help with the dissemination of literature being sent home with ELL students, such as placement surveys. These liaisons can also ensure that communication takes places in the parents' first language and that literature, as mentioned above, is also properly translated accurately. Liaisons can also help both ELL parents and students navigate the school system, understand the school's expectations, and thoroughly explain the U.S. education system (Burr, 2015, Shore & Sabatini, 2009). Keller-Allen (2006) suggests that other strategies for involving parents include adapting information dissemination methods for families who first language is not English, which includes having face-to-face meetings instead of sending flyers and other documents home with students and offering more opportunities for parents to get general information about the U.S. education system and the rights and responsibilities of parents of children in special education. If foreign-born parents were educated on the U.S. education system and provided additional information in refence to the reasoning behind surveys, it may decrease their fears and promote engagement.

Testing accommodations for ELLs

Lastly, providing test accommodations for ELL students would be a costly and reasonable fix to help address the misclassification and placement into special education programs. Test accommodations would include providing additional testing time for those students who have a language acquisition. Another form of a test accommodation would be to provide the test in the primary language spoked by an ELL student. By providing testing in the primary language spoked by an ELL student it would negate the possibility of poor test scores due to a language deficiency (Alston, Johnson, Lacher, & Wlazlinski, 2012; Massachusetts Department of Elementary and Secondary Education, 2003). Beech (2010) stated that in their accommodation guidelines for students with learning disabilities, some states, such as Florida

and North Carolina, include additional language accommodations for ELL students, while other states, such as Georgia and Massachusetts, include additional learning disability-related accommodations in their guidelines for support and testing services for ELL students (Alston, Johnson, Lacher, & Wlazlinski, 2012; Massachusetts Department of Elementary and Secondary Education, 2003).

Exit Criteria for ELLs Misplaced in Special Education Programs

Additionally, it is also important for states and school districts to have an exit criteria for ELL support programs for these students who have been misplaced in special education programs. Further, if an ELL student does get misclassified into a special education program, it is important that once the placement of the student is corrected the student does not just go straight into general population. There needs to be support programs in place to help ease the transition from a special education program back into mainstream classes. If there is no support programs in place to help facilitate this process, then it can cause ELL students to lose confidence as the material in mainstream classes will be more challenging then special education programs. Also, depending how long an ELL student has been misclassified in a special education program it is reasonable for the student to be on a lower educational level then mainstream.

Furthermore, some states have implemented an exit strategy for ELL students back into mainstream classrooms, but others have lacked. Arizona and Texas allow school districts to use different criteria to determine when ELL students who have been placed into special education programs may exit into ELL support programs (Texas Education Agency, 2013). The Arizona Administrative Code states that when a formal evaluation finds that the standard English language proficiency determination and designation process is inappropriate for a specific

special education student who is an ELL and an English language assessment shall participate with the special education multidisciplinary evaluation or IEP (individualized education program) in the determination of the student's English language proficiency designation (Arizona Administrative Code R7-2-306 (D), 2001). On the other side, New York requires that all ELLs be subject to the same program exist, as those in special education programs, or reclassification criteria and that school districts continue to provide ELL students support services (Cort & Stevens, 2011). Every state will differ on how this exit strategy will take into effect; however, it is important that something exists to help aid in the process.

Research Methods and Statistics

As stated, there is an overrepresentation of ELL students in special education programs and it there is a variety of factors that have caused inappropriate placement. There is not much data regarding the relationship between school professional efficacy beliefs, the availability of bilingual programs and personnel for ELL students, and academic outcomes (Becker & Deris, 2019). Researchers argue that without substantial program choices, ELL students are referred to special education programs. That is, many students in need of special education may be overlooked and remain in ESL programs for their entire school career (Becker & Deris, 2019; Abedi, 2011). Additionally, the aim of this study was to identify the role of staff member's efficacy plays in the correct determination of an ELL student with a language difference or disability. Child study team members working with a large Hispanic ELL population participated in semi structured interviews to determine the role their efficacy beliefs exert during assessment of linguistically diverse students. Overwhelmingly, education professionals noted that they did not feel confident when making decisions regarding ELL student placement (Becker & Deris, 2019; Abedi, 2011; Blanchett, Klingner & Harry, 2009). The result of this study will show that

universities must provide course coursework that furthers second language acquisition theories and strategies for all teacher candidate programs (Becker & Deris, 2019). By implementing second language acquisition theories in universities, schools can ensure that new teachers will be trained to deal with ELL students' identification and placement. This can also be reenforced taught using professional development for previously established teachers.

Furthermore, states have failed to create program standards for early intervention bilingual programs at the preschool level (Barnett, et. al, 2009). Therefore, students must wait until kindergarten or even first grade to begin before receiving language services. This delay in services and intervention not only sets up students for failure but also limits options for teachers and other school professionals (Drury, 2007). For example, ELL students who are not exposed to early language intervention are often perceived as learning disabled due to limited or improper opportunities to learn the English Language (Becker & Deris, 2019). School professionals, who lack the appropriate understanding of testing tools continue to be unprepared to properly assess and evaluate ELLs, which leads to misclassification of ELL students.

Discussion

The major limitation in exploring the misclassification of ELL students into special education programs is the lack of research available to explore the multiplicity of causes. The findings in this study provided evidence that school professionals feel more effective when they have more bilingual program options (Becker, 2019). ELL students should have the availability of a bilingual environment whether it is the instructional assistant or teacher who is bilingual. As previously stated, when school districts fail to provide adequate programs for ELL students, the education professionals, by default, refer the now struggling ELL students into special education programs for evaluation by the child study team (Harry & Klingner, 2006; Guiberson,

2009). Unfortunately, young Hispanic children have limited access to early intervention services and are not exposed higher quality preschool programs. Marzano (2007) expressed the need for a twofold effect which occurs when the curriculum becomes comprehensible and tailored to each student's need; teachers' expectations of student performance increases, and students become actively engaged in learning. This means that if students can appear to be successful then teachers will not be asked to consider placement into special education programs (Garcia & Jensen, 2007). Inconclusion, there appears to be a gap in the literature about how ELL students' language assessments are administered, by whom, and whether an informal and formal multimethod approach is consistently applied throughout school districts (O'bryon & Rogers, 2010).

Chapter 3: Description of Product and Tool

In this chapter I will present a professional development strategy and its parallel rationale that seeks to improve misclassification for ELLs in the NYC School Districts. Working in the district for 15 years as an English as a New Language (ENL) teacher, Phara Julian stated it can be very frustrating being one of the only people the staff can go to for assistance with English Language Learners (ELLs) and how many times her schedule is all over because she pushes into special education classrooms for students that were placed there that should be in the general education classroom. Teaching special education in a self-contained room and integrated co-teaching classroom (ICT), I have experienced this problem to real and have a huge impact on the students learning. I chose to review this problem with the assistance of literature to back up ideas and opinions. It became evident that there are several different areas of discrepancy within the school environment, as well as the district as whole, that work against social and emotional integration for ELL students because of the misclassification. The components of the product were chosen based on areas that are high needs and actions that can be achieved to set in motion the changes that are needed within the school environment.

In the following sections, solutions to the problem of misclassification of ELLs in this NYC School are presented. First, I will walk through an overview of the professional development plan. Next, tools for the faculty and administration to use will be introduced and described. This will include the phone number for translators of any language, at any time of day, teacher support list within the school, lesson plan templates, differentiation and small group strategies, classroom environments, family engagement activity ideas, and the testing/accommodations for ELLs. To decrease the misclassification of ELLs and increase their social and emotional learning, multiple areas of the school climate have been studied.

Description of the Professional Development

The professional development plan will be presented at the annual teacher workday before the official first day of school. Typically, this day is the day before the students begin coming back into the building, for example, if the kids come back September 5th, then the workday and PD will be presented on September 4th. The ELL professional development will begin in the auditorium and will break out into the library, café, and 3 classrooms that are on the first floor. Being an all-day teacher workday, this professional development will be 3 hours long will a follow up professional development mid-year after evaluating how the beginning of the year is going. Additionally, the 6th, 7th and 8th grade ENL teachers will be present at the meeting to assist and contribute to discussions or answer specific ELL questions.

The professional development will be presented using PowerPoint along with various handouts and materials. The name of my professional development is Sense of Belonging, since many times when and ELLs is misclassified, they do not feel comfortable or like they belong in this new environment. This professional development is geared towards content teachers, specialists, and support staff. Administrators should be present during the meeting and engaged in conversations so they can be aware of their staffs questions and comments on the topic. Each topic of the professional development will be discussed independently in the following section, including the description of them, rationale for its use, and how it resolves the misclassification.

Directory of Bilingual and Foreign Language-speaking Staff Members and Hotlines

The feeling of anxiety is often increased when a student has limited language skills, an ELL, which can also be seen in foreign language classes (Pappamihiel, 2002). Having access to staff members that can connect and communicate to a student's native language can help students relax and put their mind at ease (Appendix A & B). With that, derives the recognition of

these staff members and making sure students know they have access to this support. Our jobs as the classroom teacher are to connect these students to the staff members they can reach out to for support while in the building.

ELL Lesson Plan Templates

ELLs are required to learn language and content at the same time facing a double challenge. For teachers to be organized and effective, the use of a strategic lesson plan is helpful. A strategic lesson plan includes both academic and language objectives, standards, key vocabulary, how you will check for understanding, materials used, and specific support/accommodations. This leads us into efficient collaboration between the general education classroom teacher and the ENL teacher. It is very crucial that ELLs are exposed to not only the grade level content materials but also the language that is required for them to become proficient in English (Wong-Fillmore & Fillmore, 2014). This makes the planning time very important for content teachers to review expectation with the ENL teacher so they can be sure ELLs are prepared for the lessons. It has been proved that pre-teaching vocabulary will impact ELLs comprehension positively (Miller & Veatch, 2011, p.19). Students at any level tend to struggle when it comes to challenging vocabulary. By pre-teaching the vocabulary, students can focus on comprehending what they are reading and not focusing on how to pronounce a word or meaning of a word. When teachers do not make lessons comprehendible to students, ELLs perform at a lower level than their peers (Aguirre-Munoz, 2008). Currently, I.S. 109 does not use specific lesson plans for ELLs but instead add a section at the bottom of their plans that says differentiation. Using a set lesson plan for ELLs specifically targets them and makes sure students are receiving what they need.

Two different types of ELL lesson plans will be displayed and reviewed during the first professional development. One lesson plan is aimed for new teachers and content teachers with one or two ELLs in their class. The other lesson plan is aimed for ENL teachers, Integrated Co-teaching (ICT) classes, and teachers with half or more of their class being ELLs. Our ENL teachers will be available to help assist with the understanding of the layout and how to complete a plan. Administrators will be looking for this plan to be filled in when they come into classrooms that have ELLs. There will be a sort to give out as teachers are finishing their plans. They will need to sort the cards into learning objective and content objective. This will help when it comes to filling in ELLs lesson plans. During future meetings, teachers will be offered a chance to share their experiences with using the lesson plans or share with the staff adjustments they found to be helpful.

ELL Differentiation

In a study where 149 lesson plans were sampled, only 8 lesson plans (5.3%) included differentiation for ELLS (Brown & Endo, 2017). Effective teachers recognize that students will come to school with different academic needs, backgrounds, cultures, and attitude towards learning and will differentiate their instructions to meet student needs (Ford, 2015). When teachers do not differentiate for a student, the student is not receiving support they need to be successful in school. This could lead to frustration, depression, anxiety, and even a decreasing or negative attitude towards learning. Situation-specific anxiety may occur in students when events bring up anxiety. For instance, a student may feel comfortable, anxiety-free writing in English. However, when they are asked to complete a similar free-writing in a second language, they may feel a higher level of anxiety (Pappamihiel, 2002, p. 330). I have experienced students being able to write full stories or answer questions in writing when being instructed to complete it in their

home language, but when asked to do it in a second language the students freeze up. By explicitly explaining different differentiation strategies to the staff, teachers will be able to implement these into their plans effectively and better support their ELLs.

ELL Testing

NYC Public Schools had students who communicated in 151 languages other than English during the 2020-2021 school year (ELL Demographics 2020-2021). School administrators, ENL teachers, and teachers who service ELLs need to be aware of the testing these students get put through. Having access to the administrator guides, parent information, rubrics, and so much more, teachers become more aware.

When students first come to a school, parents fill out a survey acknowledging what the child's native language is. Researchers reached out to parents of ELLs and found that information requested on the home-language survey that parents are commonly asked to fill out when they enroll their child in a public school can be misleading and confusing to understand (Zehr, 2010). Respondents also stated that the use of translator or interpreter is often stressful. Studies showed that when teachers must use an interpreter to speak to a parent, they already begin the process feeling diminished control of the situation (Becker, 2019).

There are certain procedures that need to be executed before a student can be classified as an ELL. The New York State Identification Test for English Language Learners (NYSELAT) is the only assessment instrument for identification of ELLs. The NYSELAT is administered April-May of each year and every ELL or potential ELL must take this test each year until he/she reaches the level of commanding and can exit the ENL program (New York State Educational Department, 2021). The purpose of this test is to measure a student's progress towards

proficiency in English. The NYSELAT consists of four sub-sections aligned with NYS Learning Standards for English Language Learners; speaking, listening, reading, and writing.

Becker (2019) stated that school practitioners' descriptions of their personal and general efficacy beliefs were directly related to personal experience. The research showed that although most respondents felt less than competent, proffering the most common response of not sharing the same language with the student, those that shared a similar duality, such as not having been born in the United States or having some degree of fluency or comprehension of Spanish, felt more competent when assessing and therefore were not quick to determine a potential disability (Becker, 2019). For example, one of the respondents, an educator, or professional staff member, stated they felt the biggest problem is not giving children enough time to acquire the language and classifying too early. They continued to state that it is important to remember that ELL students are only in school for a portion of their day, and they are going home to their native language.

Classroom Environment

"Whether ELL students have a separate specialized class for English or are mainstreamed with a fluent English classroom, the goals of inclusiveness and achieving English fluency are the same" (Texas A&M, 2020). For ELLs to feel included, it is important for classroom teachers to incorporate them as much as possible into the classroom. Making the students feel welcome and understand what is around the room. If a student walks into a room and all the text is in English they may be a little hesitant, but if they walk in and there are a few posters in their native language it becomes more comforting to them. Teachers need to accept differences, whether it be culture, religion, language, or economic status, so they can create a positive learning environment (Texas A&M, 2020). Some cultures have different structures that teachers need to

become aware of, such as it not being socially acceptable to ask questions or look an elder in the eyes. Here, many people would think that is a form of disrespect, but when you learn about your students and their cultures you would understand. Teachers need to make sure that ELLs know how a classroom routine works because this may not be what they are accustomed to. Showing and explaining how to line up and walk in the hall, how recess works, how to get lunch, how to use the bathroom in the school, all routines that may seem typical need to be explicitly taught.

By holding this professional development, teachers and staff will be see different ideas for their classrooms and learn how to be more acceptable of our students' differences. Teachers will be able to ask questions about different cultures and some of the rules they follow. Making a student feel welcome in the classroom will increase their confidence and build a foundation for a positive relationship (ELL Strategies for Success, 2016). Teachers need to invite language and culture into the classroom in any ways they can, for example, having a class map and students can pin where they are from, or having posters in other languages. Working in NYC, there is a large range of cultures and languages. I begin each year by having a student write an all about me and share all about their family, where they are from, cultures, holidays they enjoy, food, anything and they could add pictures! Students may write it in the language they are comfortable with, and it can be translated for others when needed. These would turn into a book with a cover I would make that says, 'Our Class Is A Family' and students would be able to look at it or read it whenever they wanted. This professional development touches on so much more behind a welcoming classroom environment than just the posters on the wall. Being a teacher and an ELL herself, one really important thing to show your students you respect them is to learn how to pronounce their name correctly (Alrubail, 2014).

Family Engagement and Family Welcome Night

Due to the lack of interest, ELLs parents/families may appear not engaged in their learning. Parents/ Families may have had less exposure to schools or a negative experience (Taraswa, 2015). These parents have never had open houses, back to school nights, or meet the teacher days so they are not accustomed to that. Engaging families should begin on the first day of school and continue throughout the school year.

In this regard, family welcome night has been integrated into the school calendar on September 15th from 2:45 pm – 4:45 pm. If the school has access to family addresses before school begins, invitations will be mailed home with first day of school information (Appendix I & J). If not, invitations will be handed out to students on the first day of school. This inclusive activity is a way for staff and families to engage and share information. All staff members will be invited including but not limited to ENL teachers, content teachers, administration team, elective teachers, and guidance counselors. Families will be encouraged to bring something to represent their culture, this could be food, a flag to display, a poster they make, anything school appropriate!

Staff will be spread out throughout the cafeteria to begin the event with signs in multiple languages indicating the grade level and subject they teach. Each staff members table will have a flag of their own culture to show inclusion and diversity. There will be translators and staff who speak other languages circulating to help translate for parents who speak no English. Teachers will share information on their class, any trips that may happen throughout the year, and any extra curriculum activities that happen for their subject. Parents will be encouraged to ask any questions to the staff one-on-one at this time. Throughout this rotating time, any families who brought food can also share with staff and other families. Towards the end of the night, the principal will gather everyone into the auditorium to say a few words and a send off speech.

Parents will be asked to sit in certain sections based on their language, so they are near a translator of their language. Before parents leave, they will receive a survey asking how they think the event went or what could have been changed/better.

This event allows teachers and families who may never have been able to connect come together and meet with the resources to assist their conversations. I have seen and heard of way too many teachers not being able to form a connection with certain families due to the lack of resources to make those phone calls home or because families have felt disconnected from the start. This event will help build the community, so ELLs families feel welcome and eligible to reach out for support or assistance if needed throughout the school year. Giving families the chance before getting far into the school year for families to ask questions, share information, and discuss the needs to help their child succeed. Our goal is to make the parents and our staff one team to help ELLs succeed and achieve goals in school.

Intended Outcomes

Creating this professional development and implementing different strategies has many different possible outcomes. Primarily, teachers and all necessary staff are provided with valuable, necessary information. Secondly, staff will not only feel more inclined to become involved, but they will receive support and resources to help them reach out to more families. This helps build a more engaged community. By having a more engaged community, staff and teachers can connect ELL families to resources outside of the school. Students cultures and languages cannot be undervalued in this school anymore.

Chapter 4: Conclusion

The misclassification of ELL students into special education programs is a complex and multi-layered issue that has shown to be challenging when attempting to provide a singular long-term solution. I have thoroughly explained the many issues and factors that cause the over representation of ELL students in special education programs and limitations to each possible solution. Consequently, research has shown that a combination of approaches such as teacher development, use of translators, dual language programs, classroom observations, response to intervention approach, and pre-referral strategies will decrease the number of ELL students classified into special education programs. However, the research referenced in paper has given priority to classroom observations, pre-referral strategies, and professional development as the preferred methods when attempting to resolve the issue of misclassification of ELL students into special education programs.

The research provided has shown the need for recruitment of bilingual school professionals, continued in-service training and preservice experiences for school professionals with culturally and linguistically diverse students (Busch, 2010; Buysse, Castro & Peisner-Feinberg, 2010; Harris, 2005). The need for bilingual teaching aids is imminent and ELL students would only benefit from having an in-person translation of English teaching materials. The limitation of providing bilingual school professionals remains that the fiscal responsibility falls on the district. In-person translation would remove the possibility of error and poor translation that may occur when using a device. Unfortunately, depending on the district school funding may be limited and restrictive in hiring bilingual school professionals.

As previously discussed, the response to intervention approach would be an impactful solution to misclassification to ELL students, however there are many restrictions. To recap, response to intervention approach is a multitiered structure that requires multiple assessment types. This implies that school districts would need to provide additional staff to execute the assessments required. School districts would also need to adapt and implement the discrepancy model required to achieve the response to intervention approach. The response to intervention strategy contends that instructional tactics, such as literacy instruction that contains additional contextual clues to support second-language literacy development, can aid teachers in distinguishing between language development issues and learning disability issues before making a formal special education referral (Burr, 2015; Echevarria & Hasbrouck, 2009; Rinaldi & Samson, 2008; Rivera et al., 2008). By adapting this approach, it can refuse the number of unnecessary referrals of ELL students into special education programs. The multiple assessments and additional staff could provide teachers with additional information of an ELL students' needs and if a referral into a special education is accurately warranted.

The other pre-referral approach formerly discussed involved the use of child study teams to be used for early intervention of ELL students. Child study teams composed of professionals with expertise in second language acquisition and learning disabilities could help teachers correctly identify ELL students within their classroom. In my experience, as a teacher it is very difficult to address the specific concerns of every student in my class, especially if one student requires more attention or services than another. As teachers, we are tasked with teaching a state mandated curriculum and when dealing with ELL students who are struggling with the acquiring the English language it can be difficult to identify if they are simply behind due to language barriers or a learning disability exist. Additionally, teachers are under a certain amount of

pressure by their individual school districts to ensure the success rate of students in their classroom. This means that teachers may misclassify an ELL student into a special education program with the intention to resolve the problem of under achievement. I believe that if child study teams are available inside the classroom to make evaluations and provide additional attentional specifically for ELL students, it could alleviate some pressure off the teacher which can prevent misclassification.

Unfortunately, like many other possible solutions the main limitation to fully adapt this system is the fiscal responsibility of the school district. Again, many school districts struggle to appropriate the necessary funding for basic services and simply do not have the means to provide and facilitate the response to intervention approach. Additionally, the response to intervention approach does not have a specific ELL component which means that this approach may not affect the overidentification of ELL students into special education programs as desired.

Professional development is a sustainable solution to the over representation of ELL students in special education programs. As an educator I am privy to the fact that many states teachers are required to obtain a certain number of credits every year for professional development classes which are provided by each individual school. For example, I was a New York City educator and as such we are required to obtain three hundred credits by your fifth year as a teacher through professional development classes. After your fifth year the number of credits varies, however you are still required to attend professional development classes.

Although you are required to take professional development classes to reach the required credit goal, you as a teacher have the liberty to pick which professional development classes you wish to attend. There are no specific classes that are mandatory, rather it is only mandatory to attend a certain number of credits worth of classes. Based on my experience, many of these

classes are content based or refer to classroom management, which tends to be repetitive. From my perspective, most teachers do not gain much useful information from these professional development classes and most of the information provided is not updated and rather monotonous.

In my opinion, to adequately address the misclassification of ELL students into special education programs school districts must establish a mandatory professional development class that strictly deals with ELL students and mirror the NCELA format explained in chapter 3. These professional development classes topics would include various topics surrounding this issue such as second language acquisition, assessment of ELLs, cultural competency, and bilingual programs at the preschool level (Drury, 2007; Sullivan, 2011). By implementing ELL associated professional development classes we can provide more options for both ELL students and school professionals. Mandatory ELL professional development classes would also be easily implemented since there is a system already established in most school districts, the only step required is to make the course mandatory. ELL professional development classes would provide school professionals with the knowledge and tools needed to help fix the problem of overidentification. School professionals will have greater confidence deciding within the continuum of special education services to bilingual education or general education (Becker, 2019). By providing the knowledge and tools needed to prevent misclassification and identification of ELL students in the course model that focuses on coach and mentor programs and classroom teaching and methodology, one can predict that overidentification would decrease.

The research has shown that there is a significant problem that exist throughout our country's education system. The misclassification of ELL students into special education programs is complex and requires attention statewide. I believe that there is no one solution to

resolve the overidentification of ELL students. Instead, I feel that school districts should take multiple approaches to address these concerns explained throughout this paper. Through a combination of classroom observations, pre-referral strategies, and professional development based off the national clearinghouse for English Language Acquisition (NCELA) and their professional development course, schools can provide ELL students with a concrete education that can set them up for future success inside and outside of the classroom.

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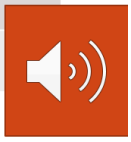
Appendix A:

Staff Directory of Languages Spoken

Staff Directory and Languages Spoken

Name	Room/ Extension	Language(s) Spoken
D		
Dubois, Ashleigh	508/ EXT: 2508	French
F		
Fils-Julian, Phara	314/ EXT: 2314	Haitian Creole
L		
Lopez, Jessica	Guidance Office/ EXT: 2201	Spanish
P		
Pique, Elizabeth	516/ EXT: 2516	Spanish
R		
Russo, Andrea	214/ EXT: 2214	Italian



Reminder: Ms. Comrie (principal) speaks Haitian Creole as a last resource!

Appendix B:

Translation and Interpretation Resources

Translation and interpretation resources continue to be available for all DOE staff to communicate with non-English speaking families.

Over-the-Phone Interpretation Services: Free over-the-phone interpretation services are available 24/7 in 350+ languages, for all school staff to communicate with families who speak languages other than English. This service should not be shared with families. For questions, email Interpretations@schools.nyc.gov. Feedback on services can be included at tinyurl.com/OPIFeedback.

On-Site Interpretation Services: The on-site interpretation DOE vendor has transitioned to provide interpretation services via virtual platforms (e.g., Google Classroom, Google Meet, Microsoft Teams, Zoom, etc.). To request virtual interpretation services, contact Geneva Worldwide at DOE@Genevaworldwide.com, using an updated Interpretation Request Form.

Appendix C:

New Student Parent Survey

6. If your child has been provisionally placed in a ***Transitional Bilingual Education*** or a ***Dual Language*** program, you **must** complete the following *(check ONE)*:

I have received ELL program information and accept my child's placement in a

- ☐ *Transitional Bilingual Education* or a
- ☐ *Dual Language* program at his or her school of enrollment.

I have received ELL program information and accept my child's placement in a *Transitional Bilingual Education* or a *Dual Language* program at the district school indicated above.

- ☐ *Transitional Bilingual Education* or a
- ☐ *Dual Language* program at his or her school of enrollment.

I have received ELL program information, and I am exercising my right to place my child in an

- ☐ *English as a New Language* program.

I understand that if I do not return this form by_____ my child may be placed in a *Bilingual Education (Transitional Bilingual Education* or *Dual Language)* program at the school of enrollment, if there are enough students, or at a Bilingual Education program at another school within the district. Otherwise, my child will be placed in an *English as a New Language (ENL)* program.

Parent/Guardian Name:	
Address:	
Daytime Telephone:	**Evening Telephone:**
Email Address:	
Signature:	**Date:**

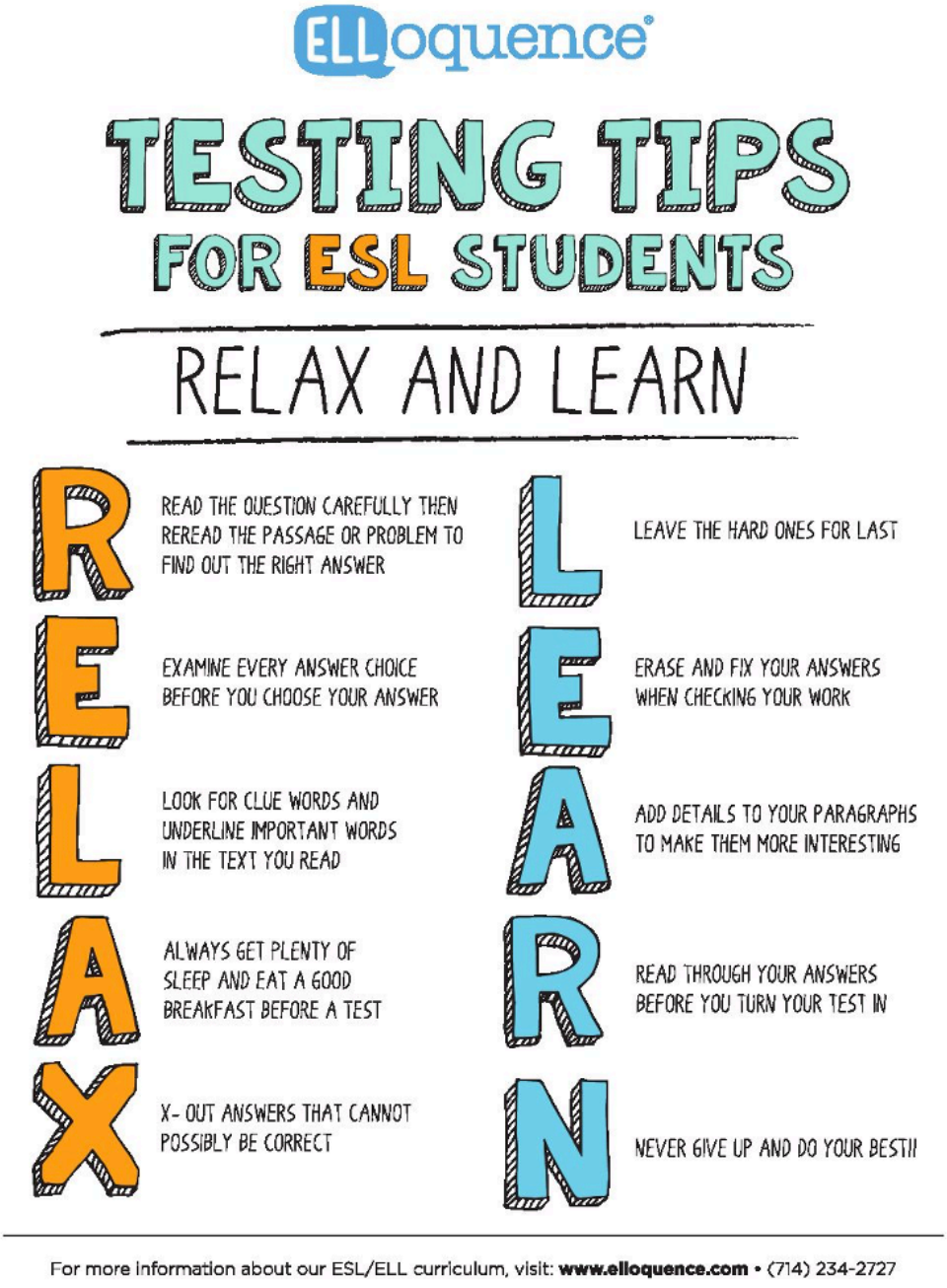
Appendix D:

ESL Teacher vs Content Teacher Responsibilities

ESL Teacher in an ESL Class	ESL Teacher in a Co-teach class	Content-area Teacher in Sheltered Class
Primary focus: English language structures and vocabulary	Primary focus: Linguistic accommodations of the subject matter for ELLs	Primary focus: Making content comprehensible for ELLs
Facilitate student interaction to develop oral language proficiency with specific English structures	Facilitate student interaction to develop oral language proficiency in the content area	Facilitate student interaction to develop oral language proficiency in the content area
Directly teaches high frequency social and academic English vocabulary	Teach academic and social English vocabulary related to lesson content	Teach academic English vocabulary related to lesson content
Provide daily opportunities for reading: teacher-selected and self-selected texts	Provide frequent opportunities for reading adapted texts related to content-area topics	Provide opportunities for reading adapted texts related to content-area topics
Provide daily instruction on specific language structures and opportunities to write using those structures	Provide linguistically accommodated opportunities to write about content-related topics	Provide linguistically accommodated opportunities to write about content-related topics

Appendix E:

ESL Testing Tips Poster

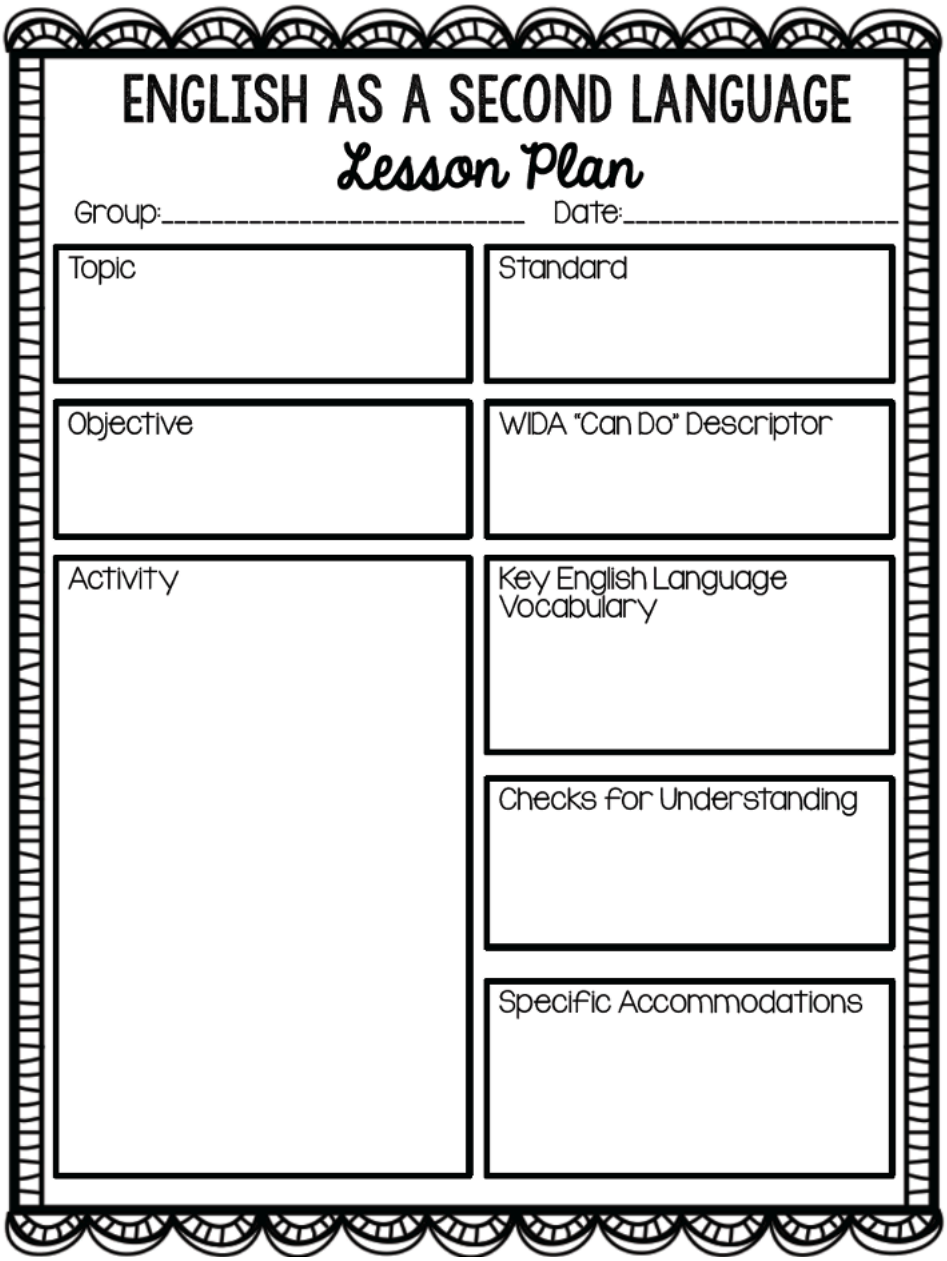


Appendix F:

Lesson Plan with SIOP

Appendix G:

ELL Lesson Plan #1



Appendix H:

ELL Lesson Plan #2

ELD LESSON PLANS

Teacher: **Grade Level(s):**
Week of: **Class/Subject:**
Lesson Topic/Theme:
Multicultural Connection:

WIDA Standards Focus: (Check all that apply.)
English language learners communicate:
- WS1: for Social and Instructional purposes within the school setting.
- WS2: information, ideas and concepts necessary for academic success in the content area of Language Arts.
- WS3: information, ideas and concepts necessary for academic success in the content area of Mathematics.
- WS4: information, ideas and concepts necessary for academic success in the content area of Science.
- WS5: information, ideas and concepts necessary for academic success in the content area of Social Studies.

Cognitive Function/Bloom's Taxonomy

Level of Learning	Content Objective	Language Objective

Essential Question(s):	Academic Vocabulary:

Technology Integration:	Materials/Instructional Resources:

EDL Levels (Check all that apply.) **and Performance Indicators:**

	☐ Level 1	☐ Level 2	☐ Level 3	☐ Level 4	☐ Level 5
Listening					
Speaking					
Reading					
Writing					

Language Supports

Sensory Supports	Graphic Supports	Interactive Supports
Other:	Other:	Other:

Description of Supports:

Procedure				
	Introduction/ I Do It (Modeling)	We Do It (Guided Practice)	You Do It (Independent Practice)	Closure
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				

Evaluation				
Formative Assessment				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Choose an Assessment	Choose an Assessment	Choose an Assessment	Choose an Assessment	Choose an Assessment
Choose an Assessment	Choose an Assessment	Choose an Assessment	Choose an Assessment	Choose an Assessment

Summative Assessment	
Content Assessment	**Language Assessment**
Choose an Assessment	Choose an Assessment
Choose an Assessment	Choose an Assessment
Other:	Other:

Notes/Reflections:

Appendix I:

Parent Night Flyer (English)

Appendix J:

Parent Night Flyer (Spanish)

Appendix K:

Link to Professional Development Presentation Slides

https://1drv.ms/p/s!Ar3QD8blPbXFdpwaAN2IRR_R2RU