

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The mission of the Tazewell County's English for Speakers of Other Languages program is to equip ESOL students with the language skills they need to be socially and academically prepared to be successful students in Tazewell County school division.

The ESOL program provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing as measured on the World Class Instructional Design and Assessment (WIDA) English language proficiency assessment, the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners. In addition, Tazewell County must also comply with the federal requirements under the Elementary and Secondary Education Act (ESEA) amended as the *No Child Left Behind Act of 2001* (NCLB). One of the five performance goals of NCLB requires LEP students to become proficient in English while reaching high academic achievement standards in reading/language arts, mathematics, and science. NCLB also requires that LEP students participate in annual academic achievement assessments in reading/language arts, mathematics, and science.

The ESOL program addresses these goals through several approaches. These program components have been designed with the student's grade and proficiency level in mind, along with recommended best practices and scientific based research. Each school uses several types of service delivery, along with specific teaching strategies by ESOL and classroom/core content teachers.

ESOL Eligibility

ELIGIBILITY FOR ESOL SERVICES

To comply with the requirements of Title VI of the Civil Rights Act of 1964, LEP students must be identified during the enrollment process. As part of the enrollment process, all Parents/Guardians must fill out the home language survey for every child enrolling. Families registering children are assisted in completing the documents and registration materials on-site, as needed. Tazewell County Public Schools (TCPS) uses the Home Language Survey (HLS) results to determine the need for further English language proficiency screening and possible English for Speakers of Other Languages (ESOL) services. If the family indicates a language other than English on the HLS, the enrolling school registrar notifies the ESOL teacher of the need for screening.

[Home Language Survey Forms](#)

[Home Language Survey - English](#)

[Home Language Survey – Spanish](#)

If the student is newly arrived, or does not have an ELP level assigned by a Virginia school division, ESOL staff will screen students using the World Class Instructional Design and Assessment (WIDA) WAP-T assessment. The results of the entry assessment will be used to determine if the student qualifies for language instruction programs. More information on the W-APT can be found on www.wida.us. Students identified as needing ESOL services will be placed in language instruction programs based on English language proficiency level and grade.

ACCESS SCORE REPORTS

Students are assigned an English language proficiency (ELP) level with the WIDA ACCESS for ELLs. The annual language proficiency assessment adopted by the Commonwealth of Virginia, ACCESS for ELLs, stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given to monitor students' progress in acquiring academic English. For more information on the WIDA website.

For more information on the ACCESS for ELLs score reports, please use the [ACCESS for ELLs Interpretive Guide for Score Reports, 2012](#). This Interpretive Guide is divided into two parts. Part 1 describes the types of scores generated from ACCESS for ELLs and part 2 describes each score report for ACCESS for ELLs and offers information on the meaning and the use of the data in the reports.

Translated score reports for parents:

[Arabic](#)

[Spanish](#)

[Tagalog](#)

[Urdu](#)

[Vietnamese](#)

ESOL Program Information

ESOL PROGRAM HANDBOOK

Tazewell County Public Schools has developed a comprehensive ESOL Program handbook that is designed to assist teachers, principals, school testing coordinators, counselors, and other staff in meeting federal and state requirements, providing educational support to ELLs, and guidance on specific ESOL program requirements and procedures of Tazewell County.

PROFICIENCY STANDARDS

On March 19, 2008, the Virginia Board of Education adopted as the English language proficiency (ELP) standards developed by the World-Class Instructional Design and Assessment (WIDA®) Consortium as the statewide ELP standards for the Commonwealth of Virginia. Tazewell County Public Schools uses the WIDA ELP Standards as a basis for providing services to ELLs.

The WIDA® Consortium has developed the following English language proficiency (ELP) standards for LEP students in PreK-12:

- English Language Proficiency Standard 1: English language learners communicate for Social and Instructional purposes within the school setting;
- English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content of Language Arts;
- English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content of Mathematics;
- English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content of Science; and
- English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content of Social Studies.

Detailed information about the WIDA ELP Standards can be found at: <http://www.wida.us>.

Virginia Standards of Learning

In addition to the ELP standards, ESOL students are also instructed using the Virginia Standards of Learning (SOL). The SOLs are organized by content area and grade level and can be found at the following link: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

PROGRAM MODELS

TCPS uses a content-based ELL approach in the elementary, intermediate, middle and high school with certain service delivery types. Content-based ESOL is an approach to teaching ESOL which makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive skills. English is used as the medium of instruction.

Elementary ESOL services consist of direct language development instruction delivered by a certified ESOL teacher. The amount of instructional time depends on the grade level and proficiency score of the ESOL student. Ancillary materials may be used as appropriate to enhance language acquisition. The following service delivery types are used in the elementary school: pull-out or in-class support.

Intermediate ESOL services consist of direct language development instruction delivered by an ESOL teacher. The amount of instructional time depends on the grade level and proficiency score of the ESOL student. Ancillary materials may be used as appropriate to enhance language acquisition. The following service delivery types are used in the intermediate school: pull-out, inclusion/in-class instruction.

Middle school ESOL services consist of several service delivery options dependent on language level. Lower level ESOL students are in a Newcomer program while higher level ESOL students are placed in mainstream classes as soon as they are able to be successful with ESOL support. The following service delivery types are used in the middle school: pull-out, inclusion/in-class support, resource classes, and remedial instruction.

High school ESOL services consist of pull-out, inclusion/in-class support, resource classes, and remedial instruction.

Professional Development for Staff that Work with ELLs

Teachers in all TCPS schools are provided annually with an overview of the ESOL program and service delivery options for ELLs. Additionally, professional development on working with ELLs is provided to TCPS staff.

Professional development includes the following competencies:

- Understanding of the characteristics of ELLs, including cultural differences,
- Understanding of specific techniques to identify ELLs and the assessments ELLs are required to participate in, and
- Understanding the WIDA ELP standards and how to use them in instruction.

Workshops during the school year are provided to grade-level lead teachers, resource teachers, and administrators to assist them in designing curriculum and instruction that meets the needs of ELLs. Please refer to the ESOL [Program Calendar](#) for professional development activities.

