Implementation Evaluation of the English for Speakers of Other Languages (ESOL) Program in Elementary Schools

Office of Shared Accountability

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Executive Summary

An evaluation of the English for Speakers of Other Languages (ESOL) services of Montgomery County Public Schools (MCPS) was requested by the Executive Leadership Team and the Division of English for Speakers of Other Languages/Bilingual Programs. The last program evaluation of the MCPS ESOL program was conducted in 2002 by The George Washington University Center for Equity and Excellence in Education. This report presents formative information on the implementation of ESOL services in providing ESOL students with opportunities to develop English language proficiency while gaining academic content knowledge and skills. The activities associated with the ESOL program are aligned with the following goals of the MCPS strategic plan—Goal 1: Ensure success for every student; Goal 2: Provide an effective instructional program; Goal 3: Strengthen productive partnerships for education; and Goal 4: Create a positive work environment in a self-renewing organization.

ESOL services in MCPS began in 1967 to meet the diverse educational and cultural needs of students whose primary language is not English. "Enrollment in the MCPS ESOL program has nearly doubled every decade since its inception in 1967" (Orr, Sacks, Rivera, & Bushey, 2001, p. v). In the 2008–2009 school year, the program employed over 300 ESOL teachers and provided instruction to more than 11,000 ESOL students in MCPS elementary schools. ESOL teachers employ various instructional strategies to assist their students in making progress in English and other content areas. Additionally, ESOL teachers try to maintain regular communication with classroom (non-ESOL) teachers and provide them with instructional support when they need it.

The following questions guided the evaluation study:

1. How is the elementary *ESOL Curriculum, Instruction, Assessment, and Reporting* component implemented in MCPS?
2. How is the elementary *ESOL Parental Involvement* component implemented in MCPS?
3. How is the *ESOL Counseling* component implemented in MCPS?
4. What professional development is provided to elementary ESOL and non-ESOL classroom teachers?

The report presents a description of demographic and linguistic characteristics of elementary ESOL students, procedures for identifying ESOL students, their placement, classroom instruction, and assessment. ESOL teacher survey responses yield useful information about the elementary program's implementation. This evaluation also provides information on aspects that facilitated implementation, identifies challenges to implementation, and highlights areas for improvement.

The data collection strategies employed for this study included classroom observations, Web-based surveys, and document review. To determine the sample of schools for classroom observations, elementary schools were first organized into categories based on the percentage of ESOL students. Next, schools were organized by school cluster to ensure that a representative

proportion of schools in the district was covered. Nineteen elementary schools were observed, with approximately five classroom observations occurring per school.

Web-based surveys were sent to all elementary school teachers (ESOL and non-ESOL teachers). A total of 155 ESOL teachers across 95 elementary schools and 493 elementary classroom teachers from 73 elementary schools responded to the survey. The results from the ESOL teacher survey are reported separately from the non-ESOL classroom teacher data.

Key Findings

How is the elementary ESOL Curriculum, Instruction, Assessment, and Reporting component implemented in MCPS?

The findings from 104 classroom observations indicate consistent implementation of many of the ESOL program components and requirements. Almost all observed classes revealed that ESOL teachers encouraged active participation of ESOL students; teachers maintained a climate of respect for students' ideas, questions, and contributions; collaborative working relationships existed between teachers and students; and students practiced language using listening skills, reading skills, and speaking skills. The following practices were observed less frequently during classrooms observations: students practiced language using writing skills; teachers provided structured opportunities for students to practice and extend language with each other in an authentic way; and collaborative working relationships existed between students.

ESOL teachers and classroom teachers offered recommendations for program improvement, including ways to enhance collaboration between each other and methods to increase student performance. They proposed ways of providing more efficient services to ESOL students and suggested revising the daily schedule as to not interfere with essential classroom instructional time. Other aspects of ESOL services, such as MCPS ESOL curriculum alignment with the MCPS general education curriculum, minimizing testing interruptions of ESOL services, maintaining more effective and timely parent communication, and having more ESOL instruction in schools were suggested as well. Recommendations also were made about offering professional development to all staff involved with students receiving ESOL services, including ESOL teachers, classroom teachers, and school administrators.

How is the ESOL Parental Involvement component implemented in MCPS?

Parent training and support in the 2008–2009 school year was provided to more than 3,000 parents/guardians of ESOL students across all school levels in MCPS through various detailed workshops and meetings. During the 2008–2009 school year, 166 centrally-based parent workshops or meetings were sponsored by the Division of ESOL/Bilingual Programs. Some topics for these workshops included how to prepare for a parent/teacher conference, the impact of stress on children's learning, parental involvement, and how to assist your child with reading and math homework. These workshops enhanced parents' understanding of not only educational activities they can do with their children, but also understanding and navigating MCPS. Feedback from parents attending workshops yielded favorable responses. This information does

not include services provided by the Department of Family and Community Partnerships for ESOL students and their families.

How is the ESOL Counseling component implemented in MCPS?

The Division of ESOL/Bilingual Programs established priority objectives for counseling services and monitored the extent to which these services were provided to all ESOL students and families during the 2008–2009 school year. Almost 9,000 counseling services contacts were provided to ESOL students, families, and schools, including individual counseling sessions, phone calls, group sessions, parent conferences, and contacts with staff in schools. Close to 5,300 of the services were provided at the elementary level.

What professional development is provided to ESOL and non-ESOL classroom teachers?

Four professional development opportunities were provided by the Division of ESOL/Bilingual Programs for elementary ESOL teachers during the 2008–2009 school year. Two of the opportunities were held using Web conference technology where participants could listen and participate from a remote location using their personal computer. Topics included ESOL student identification, enrollment, and reporting; understanding assessment data; analyzing Language Assessment System (LAS) Links data; best practices for instruction of English language learners (ELLs); ESOL instructional models; and exiting students from ESOL.

Recommendations

Based on the findings, the following suggestions to support implementation of ESOL services should be considered. The recommendations have been grouped into the following categories:

- ESOL and Classroom Teacher Collaboration to Support Scheduling, Planning, and Instruction
- Professional Development for ESOL and Classroom Teachers to help ESOL Students Learn English and Academic Content
- Bilingual Support Services for ESOL Students

ESOL and Classroom Teacher Collaboration to Support Scheduling, Planning, and Instruction

1. **Incorporate team planning into the weekly master schedule for ESOL teachers.** To ensure ESOL teacher collaboration, it would be beneficial to have time set aside in their weekly schedule for planning and collaboration. If weekly meetings are not feasible, perhaps having quarterly or monthly ESOL team meetings or meeting after the school day would be options.

2. **Ensure that ESOL teachers are present for classroom teacher team meetings.** Classroom and ESOL teachers mentioned the desire to collaborate to plan for instruction and discuss the needs of ESOL students in the classroom. It is beneficial for ESOL teachers and classroom teachers to collaborate to discuss activities for the students and to align their instruction each week. Collaboration among the ESOL teacher and the regular

classroom teacher will help ensure they are using the same methods and accommodations that will most benefit the student.

3. **Provide schools with guidance on best practices for scheduling ESOL instruction when using the pull-out model.** Classroom teachers indicated ESOL students were pulled from class during the same time of day each day, which impacted their ability to stay current with the instruction in the class. By reemphasizing the best options for implementing this model, students will be able to fully receive ESOL instruction and also excel in their content areas.

4. **Encourage frequent discussions of the MCPS ESOL curriculum during grade-level team meetings given the alignment of the ESOL curriculum to the Annual Measurable Achievement Objectives (AMAO) targets.** Findings revealed that more than one half of classroom teachers reported discussions of this type occur to a small extent or not at all.

Professional Development for ESOL and Classroom Teachers to help ESOL Students Learn English and Academic Content

5. **Share innovative strategies identified as educational best practices for ESOL teachers with the staff development and classroom teachers and identify ways ESOL teachers can support classroom teachers in their building when working with ESOL students.** Results from the classroom teacher survey revealed a desire to learn about strategies to use with ESOL students in their class.

6. **Continue to provide guidance and professional development to classroom teachers on how to work with ESOL students.** It would be beneficial to provide professional development opportunities for classroom teachers in order for them to better understand ways they can support ESOL students and differentiate instruction across all content areas.

7. **Provide strategies to teachers on how to encourage collaborative relationships among students and structured opportunities for students to practice language in the classroom.** These were two areas that were not observed with great frequency although they are key areas in the ESOL look-fors. Approximately one half of the classrooms implemented these activities.

8. **Provide additional professional development opportunities on differentiation for ESOL and classroom teachers.** Expanding the webinar offerings to classroom teachers in addition to ESOL teachers would be beneficial in reaching a broader audience and increasing the knowledge and awareness of classroom teachers.

9. **Reevaluate and clarify the focus on academic vocabulary in the ESOL curriculum and ensure that academic vocabulary development occurs throughout the ESOL curriculum.** Many teachers commented on the lack of vocabulary of ESOL students and how this impacted not only reading/language arts, but also mathematics instruction.

10. **Classroom teachers should work with staff development teachers or in small groups to access vocabulary strategies available on the Staff Development Resources website.** Some teachers mentioned the vocabulary level of ESOL students as a challenge.

11. **Reevaluate and clarify the existing alignment of the ESOL curriculum with the general education curriculum.** Teachers mentioned the need for better alignment of the ESOL and MCPS curricula. Better alignment may positively impact ESOL students' readiness for mainstream instruction as well as assessments.

12. **Support teachers with strategies for managing the pace of the MCPS ESOL curriculum.** Data from the ESOL teacher survey revealed that the content of the MCPS ESOL curriculum may not be covered in its entirety by the end of the school year.

13. **Provide strategies and guidance to ESOL teachers on methods to incorporate more opportunities to practice language using writing skills.** Findings from classroom observations revealed that this area was not observed in the majority of classes.

Bilingual Support Services for ESOL Students

14. **Continue to monitor and track services provided to ESOL students and families using ESOL Support Services Information System (ESSIS)**. Continuing to report feedback on services provided and related data would provide valuable information to MCPS on whether additional services are needed.

15. **Continue to provide workshops for parents and families of ESOL students. Feedback from post-workshop sessions revealed parents value the opportunity to participate in these workshops.** It might be advantageous to tailor the post-workshop surveys to the specific topic in order to gain more detailed information on where improvements can be made.

16. **Investigate reestablishing a method to administer customer service surveys to individuals who receive counseling services from the Division of ESOL/Bilingual Programs.** With over 16,000 contacts, it would be beneficial to understand what customers found helpful and what areas customers believe could be improved. The Division of ESOL/Bilingual Programs could gather feedback on how well it met the needs of the client in an electronic format.

During the 2010–2011 school year, an implementation evaluation of ESOL instruction will be conducted for schools at the secondary level (middle and high).

Implementation Evaluation of the English for Speakers of Other Languages (ESOL) Program in Elementary Schools

Kecia L. Addison-Scott, Ph.D.

Background

Montgomery County Public Schools (MCPS) boasts a student body that is composed of students from over 163 nations. With the increasing numbers of students from various language backgrounds, 12% of students in MCPS receive English for Speakers of Other Languages (ESOL) services.

ESOL students in Grades pre-K–5 make up nearly 73% of the overall ESOL enrollment (Table 1). Although approximately 52% of the ESOL students in elementary schools are born in the United States, most of these children have lived in non-English speaking environments and come to school with very limited English language skills. In addition, many of them lack a basic oral language foundation in their own language that is a prerequisite to developing reading and writing skills in any language.

The ESOL program was implemented in MCPS in 1967 to meet the diversified educational and cultural needs of students who were learning English as an additional language. Students enrolled in the ESOL program come from a variety of cultural, linguistic, socioeconomic, and academic backgrounds. The program provides intensive English language development instruction to support ESOL students in acquiring the English needed to succeed academically. The goal of the ESOL program is to help the English language learners (ELLs) enrolled in the ESOL program to learn enough English to function linguistically and culturally in MCPS and in the mainstream of American society. This is in alignment with the MCPS strategic plan, Goal 1: Ensure Success for Every Student.

Table 1 Background Information on ESOL Students 2008–2009

Background information		N	%
Grade level	Prekindergarten	1507	
	Kindergarten	3279	21.0
	Grade 1	2684	17.2
	Grade 2	1991	12.8
	Subtotal K-2	**7954**	**51.0**
	Grade 3	1529	9.8
	Grade 4	1132	7.3
	Grade 5	714	4.6
	Subtotal 3-5	**3375**	**21.6**
	Grade 6	605	3.9
	Grade 7	589	3.8
	Grade 8	476	3.1
	Subtotal Middle Schools	**1670**	**10.7**
	Grade 9	751	4.8
	Grade 10	740	4.7
	Grade 11	702	4.5
	Grade 12	403	2.6
	Subtotal High School	**2596**	**16.6**
First language[1]	First Language Not English	15365	98.5
	English is First Language	230	1.5
Race/ethnicity[1]	American Indian	17	0.1
	Asian American	3290	21.1
	African American	2076	13.3
	Hispanic	9094	58.3
	White	1118	7.2
Country of origin[1]	Not United States	7550	48.4
	United States	8045	51.6
Immigrant status[1]	No	10862	69.7
	Yes	4733	30.3
METS* program[1]	No	15195	97.4
	Yes	400	2.6

Sources: Schools at a Glance 2009. Office of Shared Accountability ESOL data file
[1] Number and percent does not include pre-Kindergarten.
*Multidisciplinary Education, Training, and Support

Definitions

An English language learner (ELL) is a student who uses a language in addition to or other than English.

English for Speakers of Other Languages (ESOL) is the term used to identify the programs, staff, and students related to the Division of ESOL/Bilingual Programs.

A limited English proficient (LEP) student is a federal term used to define one whose primary (*i.e.*, first acquired) language is other than English, or the language most often spoken by the student is other than English, or a language spoken in the student's home is other than English.

The *Language Assessment System (LAS) Links* is a state-mandated assessment for English language proficiency that assesses English language ability and proficiency of English language learners from grades K–12. The assessment comprises four tests—listening, speaking, reading, and writing. While the speaking test is administered individually, the remaining assessments may be administered to a group. The results of each test are presented as a scale score and its corresponding English language proficiency level. The proficiency levels are low beginner, high beginner, low intermediate, high intermediate, and advanced.

The Multidisciplinary Education, Training, and Support (METS) program is designed for ESOL students beginning in Grade 3 who have had limited or no previous schooling or significant schooling gaps due to interrupted or disrupted education.

Federal/State Regulations

Guidelines from Title III of the *No Child Left Behind Act of 2001* and the Office of Civil Rights require that school districts identify all students with limited English proficiency. In the state of Maryland the LAS Links is used for identification and progress monitoring. These students are entitled to special/additional language, academic, and cultural support services to develop language skills and help them succeed in school.

Overview of the ESOL Program Components in MCPS

The cornerstones of the Division of ESOL/Bilingual Programs are: 1) ESOL curriculum, instruction, assessment, and reporting; 2) ESOL counseling; and 3) ESOL parental involvement, which includes the Language Assistance Services Unit.

The mission of the ESOL Instructional team is to provide a high quality instructional program for all ESOL students in Grades pre-K through 12 by developing a standards-based English language acquisition curriculum and providing instructional support to ESOL teachers and other MCPS staff.

The ESOL Counseling team provides itinerant multilingual counseling services to ESOL students.

The ESOL Parent Outreach team provides itinerant multilingual outreach services to parents of ESOL students to enable them to engage fully in the MCPS instructional program. The Parent Outreach team closely collaborates with parent outreach staff of the Department of Family and Community Partnerships.

The Language Assistance Services Unit provides translations of systemwide documents and essential correspondence from schools related to student achievement, health, and security to improve access to services for parents who communicate best in languages other than English.

The unit also coordinates the provision of interpretation services for all schools and offices in MCPS.

Status Schools Model for Allocating Resources

The Division of ESOL/Bilingual Programs implemented a status schools model to prioritize parent outreach and counseling services to schools. With this model, criteria were developed to determine the depth of services that would be provided to schools, with those schools having higher needs receiving more intensive resources. Schools designated as Status 1 received up to seven hours of regularly scheduled ESOL parent outreach and counseling services per week and schools designated as Status 2 received up to four hours of regularly scheduled ESOL parent outreach and counseling services per week. Based on this model, 8 elementary schools were designated as Status 1 for parent outreach and 42 designated as Status 2.

Elementary School Instructional Models

Although instructional models can vary from school to school and from class to class, the most frequently implemented instructional models in MCPS are pull-out and plug-in. Schools sometimes utilize more than one instructional model to meet the needs of ESOL students. The pull-out model, best for the instruction of beginning students, is when the ESOL teacher instructs the student outside of the general education classroom in an ESOL classroom or separate area using the ESOL curriculum as a resource. The plug-in model, better for students at the intermediate or advanced levels, is when the ESOL teacher instructs the student in the general education classroom, which can include instructing small groups during center time, coteaching, or modeling/guiding instruction with the classroom teacher. In addition to these models, there is the sheltered model where the student remains with the ESOL teacher in an ESOL classroom for an entire instructional block. The Division of ESOL/Bilingual Programs provides the following guidelines for scheduling ESOL instruction for ESOL level 1–3 students at the elementary level:

- ESOL Level 1 students (beginners) must receive a minimum of 50 minutes of ESOL instruction from the ESOL teacher using the ESOL curriculum four to five days per week.

- ESOL Level 2 students (intermediate) must receive a minimum of 40 minutes of ESOL instruction from the ESOL teacher using the ESOL curriculum four to five days per week.

- ESOL Level 3 students (advanced) must receive a minimum of 40 minutes of ESOL instruction from the ESOL teacher using the ESOL curriculum two to three days per week.

Elementary ESOL Curriculum

Based on the Maryland English Language Proficiency (ELP) standards, the MCPS elementary ESOL curriculum is designed using a research-based model for teaching academic language through academic content. The ELP standards provide information on the expected performance levels for ESOL students at five levels of English language proficiency. Students not only learn and practice language, but also transfer the skills learned to the various content areas. The Division of ESOL/Bilingual Programs developed ESOL instructional guides and blueprints for ESOL students at all grades and levels. The ESOL instructional guides are aligned with the reading and writing purposes of the Reading/Language Arts curriculum. Thus, the language objectives correlate with the language students need in the classroom. The instructional guides and curriculum blueprints are organized around standards-based thematic units that provide guidelines to teachers for planning, instructing, and assessing their students. An overview of the MCPS elementary ESOL curriculum is provided in Appendix D.

Review of Literature

Some of the more common English language development programs in use for ELLs include structured ESOL immersion, content-based English as Second Language (ESL), pull-out ESL, push-in ESL, bilingual immersion, two-way developmental programs, transitional bilingual, and developmental bilingual programs. Ovando (2003) deems that bilingual programs can be classified as follows:

1. Structured immersion programs: There is no use of the native language, but students are given specialized ESL instruction tailored to levels of English proficiency.
2. Partial immersion programs: These programs provide ESL instruction, and a small amount of time (e.g., 1 hour each day) may be set aside temporarily for instruction in the native language, but the goal is to move to English as quickly as possible.
3. Transitional bilingual programs: These programs provide extensive instruction in the native language as well as in English. However, once a child attains a certain level of English proficiency, he or she is exited into a monolingual English program. The early-exit transitional bilingual programs mainstream students after 2 years or by the end of the second grade. A late-exit transitional program delays exiting students until the fifth or sixth grade. Programs vary and may not always adhere to these guidelines.
4. Maintenance or developmental bilingual education: Extensive instruction is provided in the native language as well as in English. Unlike students in transitional bilingual education, those in a maintenance or developmental program continue to receive part of their instruction in the native language even after they become proficient in English.
5. Two-way immersion programs: Speakers of both languages are placed together in a bilingual classroom to learn each other's language and to work academically in both languages. In a two-way program, the language-majority children become bilingual and biliterate alongside the language-minority children. For example, the English-speaking child learns Spanish while the Spanish-speaking child learns English within the same classroom (p. 11).

Researchers have noted that the effectiveness of a program is often associated with the fidelity with which it is implemented, regardless of how program outcomes are measured (Ruiz-Primo, 2005). Important aspects essential for the achievement of ELLs center around several key areas: 1) supportive school environment; 2) school management; 3) teacher preparation; 4) culture and race/ethnicity of the teacher; 5) language acquisition; and 6) testing as it relates to reliability and validity of assessments, inclusion policies for ELLs, and accommodations (Verdugo & Flores, 2007).

In evaluating ELL programs, the U. S. Department of Education, Office for Civil Rights purports researchers should collect information on the following three areas:

1. Implementation of the program
2. Effectiveness of the program in meeting its goals for students
    a. English language development
    b. Ability to participate meaningfully in the educational program
3. Appropriate input from knowledgeable persons and other stakeholders (U.S. Department of Education, n.d.).

In 2002, an evaluation of the MCPS ESOL program was conducted by The George Washington University Center for Equity and Excellence in Education. Interviews, focus groups, classroom observations, and document review were employed to examine the program. Several strengths of the program were found, which included ESOL teachers certified in ESOL, high quality of classroom instruction, positive views of ESOL teachers by ESOL students, and high quality of services provided by elementary schools that serve high numbers of ESOL students (Orr, Sacks, Rivera, & Bushey, 2001). Areas for improvement cited in the report included: availability of performance data for ESOL students, availability of professional development offerings, consistency of program implementation at the elementary and middle school levels, and student-teacher ratios for ESOL staff that take into account the English proficiency level of the student.

Scope of the Evaluation

The last program evaluation of the ESOL program in MCPS was conducted in 2002 by The George Washington University Center for Equity and Excellence in Education. This external evaluation examined the programs and services offered to ELLs and provided recommendations to the district to increase program effectiveness. This current program evaluation focused on the implementation phase of ESOL instruction at the elementary level. This study gathered information from classroom observations, document review, and experiences of teachers about the components implemented during the 2008–2009 school year. Specifically, the purpose of the current study was to determine:

- the extent to which the elementary-level ESOL program was implemented in MCPS;
- ESOL teacher experiences with implementation of ESOL;
- classroom (non-ESOL) teacher experiences with instruction for ESOL students;
- the extent to which the parent involvement component of the ESOL Division was implemented in MCPS;

- the extent to which the counseling component of the ESOL Division was implemented; and
- revisions that should be made to currently implemented components, or considered when implementing new components.

Evaluation Questions

The purpose of this evaluation is to examine the consistency and quality of the implementation of ESOL instruction in MCPS. More specifically, the results of the evaluation help to understand how MCPS has met the needs of an increasingly diverse ELL population. The following questions were investigated:

1. How is the *ESOL Curriculum, Instruction, Assessment, and Reporting* component implemented in MCPS?
    a. What is the extent to which ESOL students receive English language acquisition instruction?
2. How is the *ESOL Parental Involvement* component implemented in MCPS?
    a. What services are provided for parents of ESOL students?
3. How is the *ESOL Counseling* component implemented in MCPS?
    a. What services are provided for ESOL students?
4. What professional development is provided to ESOL and non-ESOL classroom teachers?

Methodology

A multimethod evaluation design was used to collect and analyze the evaluation data gathered during the school year. The purposes for employing mixed methods were development and triangulation—several sources of data that confirm or complement each other (Teddlie & Tashakkori, 2003). Specifically, triangulation of research methods included classroom observations, document review, and teacher surveys. Document review was used to provide relevant background and contextual information. Classroom observations were conducted to gain insight into the implementation of ESOL instruction in elementary school classes. Web-based teacher surveys were employed to gather stakeholder perspectives and experiences on the implementation of ESOL at the school level.

Evaluation Design

With ESOL being implemented across all schools in MCPS, the initial year of the evaluation (2008–2009) focused on examining program implementation at the elementary level. In order to gather the rich data needed to answer each of the evaluation questions, a mixed method approach was used that involved several sources of data. They included a teacher survey, classroom observations, document review, and examination of quantitative data. Quantitative data included program enrollment, counseling services provided during a specific time period, and data on teacher certification. Data on professional development sessions were gathered from the appropriate contact person and included training date held, number of participants, topic covered, location, and any materials provided. In addition to the logistics of the sessions, any evaluation forms given to participants were reviewed. Documents that were reviewed included program documentation (e.g., instructional pathways documents, master plan documents), ESOL curricula, and the ESOL Support Services Information System (ESSIS) database.

School Selection for Observations

During the 2008–2009 school year, classroom observations of a sample of elementary schools were conducted, looking at implementation during the ESOL instructional period. A systematic process to collect post-observation interview information and observations was employed. To determine the sample, schools were organized into three categories based on the percentage of ESOL students (i.e., 0–20%, 21–40%, and 41% or higher). The second criterion was school cluster to ensure that a representative proportion of schools in the district was covered. A sample of schools roughly proportional to the ESOL percentage category within each school cluster was randomly selected for classroom observations. A total of 19 elementary schools were observed, with approximately five classroom observations occurring per school.

Summary of Data Sources and Analyses

Classroom Observations.[1] Office of Shared Accountability (OSA) staff members conducted 104 observations across 19 elementary schools. Classroom observations occurred from mid-February through March 2009. Twenty elementary schools were randomly selected for observations. However, one school was dropped due to an ESOL teacher being out for the year. The observation instrument was adapted from an instrument used by the MCPS Division of ESOL/Bilingual Programs and modified to meet the needs of this evaluation. The observation instrument can be found in Appendix A.

Post-observation questions. A brief questionnaire was sent to teachers of observed classes to ask follow-up questions about what was observed. The questions included: What curriculum guide/resources did you use for the lesson? How many days a week do you typically see this group? Did the students make progress toward being able to answer the essential questions and "display" the big understanding? How do you plan to further assess the students' learning? What will this class be learning next? Is there anything else you would like to tell me about the lesson I observed?

Survey of ESOL and Classroom (non-ESOL) Teachers. Electronic Web-based surveys were administered to elementary ESOL and classroom (non-ESOL) teachers. The intent of the surveys was to gather feedback from teachers on how ESOL services are implemented in their schools. The overall response rate for ESOL teachers was 39.6%. The response rate for classroom (non-ESOL) teachers could not be calculated because total count of target classroom teachers could not be determined. However, 493 elementary classroom teachers did respond from 73 elementary schools. The results from the ESOL teacher survey are reported separately from the non-ESOL classroom teacher data.

The surveys were developed with advice from the MCPS Division of ESOL/Bilingual Programs. The questions on the survey focused on implementation of ESOL in schools. A list of elementary teacher names was obtained from the MCPS Division of ESOL/Bilingual Programs and a link to the survey was sent directly to each teacher at all MCPS elementary schools. For the classroom (non-ESOL) teacher survey, the survey link was sent to the staff development teacher at each elementary school to be disseminated to all classroom (non-ESOL) teachers. The e-mails were sent at the beginning of May, with a deadline two weeks from the date sent. Reminder e-mails were sent three times and the final surveys were received in early June 2009. To calculate the response rate for ESOL teachers, the number of teachers the link was sent to is used as the denominator. To calculate the classroom teacher response rate, the staff development teacher reported to OSA staff the number of individuals to whom the survey link was sent. The response rate for ESOL teachers was 39.6%. Four hundred ninety-three classroom teachers responded to the survey. A response rate could not be accurately calculated for non-ESOL classroom teachers, as not all staff development teachers indicated the number of teachers who received the survey link.

[1] The author would like to thank Ms. Rachel Hickson, Ms. Maria Jose Allendes, Dr. Helen Wang, and Ms. Natalie Wolanin for assisting with classroom observations for this evaluation.

Review of Documents. Several documents were obtained from the Division of ESOL/Bilingual Programs related to various aspects of the ESOL program. Documents reviewed included training evaluation results, the ESSIS Counseling database, other program documents, and meeting agendas and notes.

Data analysis procedures included—

- content analysis of postobservation question data to determine themes within and across participants,
- descriptive statistics and content analysis of observation of ESOL instruction data,
- descriptive analysis of survey data to determine frequencies of responses, and
- qualitative document review of information.

Results

This section of the report is organized by each of the evaluation questions. The first part details the structure and implementation of the ESOL program, describing details regarding program implementation and feedback from teachers. The second section provides information on steps taken to increase family involvement. Following the discussion on parental involvement, information on the counseling services provided to ESOL students and their families is presented. Finally, professional development opportunities provided to ESOL teachers during the school year are reviewed and summarized.

Evaluation Question 1: How is the ESOL Curriculum, Instruction, Assessment, and Reporting program component implemented in MCPS?

Identification and Assessment

Before students can receive ESOL services in MCPS, they must be referred for testing. Prior to enrollment, students whose native language is not American English can be referred by the Department of Student Services Residency and International Admissions, an administrator, a classroom teacher, a counselor, parent/guardian(s), an ESOL teacher, or by himself/herself to the ESOL Testing and Achievement Center. Students from outside the United States go to the ESOL Testing and Achievement Center while those from the United States are assessed in school. The criteria for identification and placement of ESOL students are located in Appendix B. The Center assesses a student's proficiency (measured by the LAS Links) in English in four areas: listening, speaking, reading, and writing. Results from the assessment are sent to the student's school and if the student is deemed eligible for ESOL services, the ESOL staff coordinates the appropriate placement.

Review of program documentation revealed a process is in place to identify and assess students for placement in ESOL instruction. Based on results from LAS Links, students are placed into one of the various levels in the ESOL instructional program. At the elementary level, there are three ESOL levels: Level 1 (low beginning and high beginning), Level 2 (low intermediate and high intermediate), and Level 3 (advanced). A description of ESOL levels is located in Appendix C. In addition, there are some elementary schools that implement the METS program for students with educational gaps, where eligible students in Grades 3 to 5 receive instruction in English language development, literacy, and basic skills in a multigrade, all-day, self-contained model.

Classroom Observations

Model of Instruction. To understand how ESOL instruction is implemented at the elementary level, 104 classroom observations were conducted across 19 schools. Most of the classroom observations (42.3%) were at the kindergarten or Grade 1 level (Table 2). The average number of ESOL students in the classes observed was six and the average number of teachers in the class was one. The average length of each classroom observation was 36 minutes, with a range of 13 minutes to 120 minutes. Eighty-four percent of the observed classes (for all levels of students) followed the pull-out model, 14% used plug-in, and 2% had small group reading.

Instructional Format. During observations, observers indicated the amount of time spent in whole group, small group, direct instruction, guided practice, and independent practice. During the classroom observations, 63.5% of the classes worked in whole group format and 14.4% of classes used small group format. Additionally, 78.8% of classes utilized direct instruction; 76.9% used guided practice; and 37.5% used independent practice.

Table 2 Number and Percent of Classes Observed by Grade Level (*N*=104)

Grade levels observed	# of classes observed	% of classroom observations
Kindergarten	21	20.2
Kindergarten, Grade 1	1	0.9
Grade 1	22	21.2
Grades 1 and 2	2	1.9
Grade 2	15	14.4
Grades 2 and 3	1	0.9
Grade 3	14	13.5
Grades 3, 4, and 5	1	0.9
Grades 3 and 5	1	0.9
Grade 4	11	10.6
Grades 4 and 5	8	7.7
Grade 5	6	5.8
Mixed grade level ESOL	1	0.9

Instructional Practices. Evaluation specialists observed for activities that should occur in each classroom based on the ESOL look-fors document. Observers recorded yes if they observed the activity at least one time during the observation period and no if it was not observed during that timeframe. Findings are reported in Table 3. Across the 104 classes observed, almost all encouraged active participation of ESOL students (99%) and maintained a climate of respect for students' ideas, questions, and contributions (98%). Nearly all observed classes revealed collaborative working relationships with teachers and students (90%), and students practice language using listening skills (92%) and speaking skills (90%). Similarly, high percentages of observed classrooms revealed that teachers provide opportunities to discuss and define words that may not be known by ESOL students (89%), students practice language using reading skills (89%), teachers use assessments to check for student understanding (86%), multiple and repetitive strategies are incorporated into instruction practices (84%), teachers explicitly model language (80%), and constructive criticism, feedback to students, and the challenging of ideas are evident (79%).

Some practices were observed less frequently in classrooms. Slightly more than one half of observed classrooms showed that students practice language using writing skills (53%). Similarly, in about one half of observed classes, teachers provided structured opportunities for the students to practice and extend language with each other in an authentic and engaged way (50%). In less than one half of the classrooms (49%), collaborative working relationships between students (e.g., students worked together, talked with each other about the lesson) were observed.

Table 3 Percentage of Classrooms Observed Implementing Activities (*N*=104)

Statements	% Yes	% No
Active participation of all is encouraged.	99.0	1.0
There is a climate of respect for students' ideas, questions, and contribution.	98.1	1.9
Students practice language using listening skills.	92.2	7.8
Interactions reflect collaborative working relationships between teacher and students.	90.4	9.6
Students practice language using speaking skills.	90.1	9.9
The teacher provides opportunities to discuss and define words (e.g., check prior knowledge of word) that may not be known by the students (new vocabulary words).	89.3	10.7
Students practice language using reading skills.	88.5	11.5
The teacher uses assessment (formal or informal) to monitor students' comprehension and guide instruction (e.g., checking for understanding).	85.6	14.4
The instruction incorporates multiple and repetitive strategies, such as visuals and nonverbal communication.	83.7	16.3
The teacher explicitly models language in a structured, controlled way (e.g., rephrasing, restarting, chunking language).	79.6	20.4
Constructive criticism, feedback to students, and the challenging of ideas are evident.	79.2	20.8
The teacher explicitly models skills/strategies to learn language (e.g., writing on the whiteboard, showing how to use a glossary).	72.1	27.9
Students practice language using writing skills.	52.9	47.1
The teacher provides structured opportunities for the students to practice and extend language with each other in an authentic and engaged way.	49.5	50.5
Interactions reflect collaborative working relationships between students (e.g., students work together, talk with each other about the lesson).	49.0	51.0

Teacher Survey

The following section details findings from electronic Web-based surveys that were administered to elementary ESOL and classroom (non-ESOL) teachers. The findings are organized in two sections; first for ESOL teachers and then for classroom teachers.

Findings from ESOL Teacher Surveys

Respondents. The overall response rate for the ESOL teacher survey was 40%. The majority of the respondents (87%) had more than six years' teaching experience and about two thirds (62%) had more than six years of experience in teaching ESOL (Table 4). More than one half of respondents (63%) had been at their current school for five years or less. Nearly all (96%) had ESOL/English Second Language (ESL) certification (Table 5). Sixty percent reported their

position as a full-time ESOL position and 38.1% held part-time ESOL teacher positions. The majority of respondents (88%) indicated that they provided ESOL instruction to students at the beginning level; 95.5% at the intermediate level, and 90.3% at the advanced level (respondents could check multiple responses.).

Table 4 ESOL Teachers' Years of Teaching Experience and Teaching at Current School (N = 155)

	n	0–5 years	6–10 years	11–15 years	16–20 years	20+ years
Years teaching	151	12.6	27.8	18.5	19.2	21.9
Years teaching ESOL	150	38.0	32.7	12.7	11.3	5.3
Years at current school	149	63.1	28.9	4.0	3.4	0.6

Table 5 ESOL Teachers' Type of Certification Held and Grades Taught

Grade taught and certification (multiple response)		*N*	%
Grade taught	Pre-K	39	25.2
	K	92	59.4
	Grade 1	94	60.6
	Grade 2	84	54.2
	Grade 3	77	49.7
	Grade 4	79	51.0
	Grade 5	68	43.9
	Other	5	3.2
Types of certification (multiple response)	Provisional	3	1.9
	Elementary	61	39.4
	Early childhood educations	32	20.6
	Reading specialist	8	5.2
	Special education	16	10.3
	ESOL/ESL education	148	95.5
	Other	28	18.1

Note. The percentage of responses may exceed 100% because respondents marked more than one response.

Planning of Instruction for ESOL Students. The majority of ESOL teachers (80%) indicated that more than 50% of their lessons are planned using the MCPS ESOL Curriculum Guide. However, 12% of respondents indicated that more than 50% of their lessons were planned using the Reading/Language Arts Instructional Guide (Table 6).

Table 6 Number and Percentage of ESOL Teachers Indicating Curricula Usage by Percentage of Lessons Planned (*N* = 155)

	0–25%		26–50%		51–75%		76–100%	
	n	%	n	%	n	%	n	%
Percentage of lessons planned using the MCPS ESOL Curriculum Guide (*n*=149)	10	6.7	17	11.4	29	19.5	90	60.4
Percentage of lessons planned using the Reading/Language Arts Instructional Guide (*n*=149)	96	64.4	35	23.5	7	4.7	11	7.4

Coordination and Implementation of ESOL Instruction. Almost all respondents (95%) reported providing ESOL instruction for three days or more a week for beginning ESOL students. Similarly, 87% of respondents provide ESOL instruction for three days or more a week for intermediate ESOL students; 48% indicated the same amount of time for advanced ESOL students (Table 7). In addition, 12% of respondents indicated all students receive the same amount of instructional time, regardless of ELP; while 85.8% reported students do not receive the same amount of instructional time.

Table 7 Frequency of ESOL Instruction by ESOL Level of Students as Indicated by ESOL Teachers (*N* = 155)

How often provide ESOL instruction for…	Once a week		2 days a week		3-4 days a week		5 days a week	
	n	%	n	%	n	%	n	%
Beginning ESOL students (*n*=148)	2	1.4	6	4.1	66	44.6	74	50.0
Intermediate ESOL students (*n*=152)	1	0.7	19	12.5	115	75.7	17	11.2
Advanced ESOL students (*n*=149)	10	6.7	67	45.0	62	41.6	10	6.7

ESOL teachers were asked to indicate what information they used to group students for ESOL instruction and also how they used assessment data available to them. The most frequently cited information used to group students was an English language proficiency test (87%), followed by grade level (83%), and formative and summative assessments (75%) (Table 8). Over 90% of respondents indicated using available assessment data to evaluate student progress (94%), to adjust instruction (92%), and to identify students not making progress (90%) (Table 9).

Table 8 Number and Percentage of Information Used for Grouping ESOL Students as Indicated by ESOL Teachers (*N* = 155)

	Total	
Information used to group students for ESOL instruction (multiple response)	*n*	%
English language proficiency test	134	86.5
Grade level	129	83.2
Formative and summative assessments	116	74.8
Teacher recommendation	94	60.6
By classroom assignment	80	51.6
Other[a] (please specify)	31	20.0
Report card grades	22	14.8

[a] Examples for other: Map-R, MClass, IEP information, TN/2. LAS Links, Master Schedule/Scheduling, ESOL Level, Reading level.

Table 9 Number and Percentage ESOL Teachers Indicating Use of Assessment Data (*N* = 155)

	Total	
How used available assessment data (multiple response)	*n*	%
To evaluate student progress	145	93.5
To adjust my instruction in areas where students encountered problems	143	92.3
To identify students not making progress	139	89.7
To place students in instructional groups	122	78.7
To review data with other teachers across grade levels	106	68.4
To inform parents of a student's progress	101	65.2
Other[a] (please specify)	7	4.5

[a] Examples for other: as a factor in grouping students for LAS Links testing; to inform instruction; to review data with other teachers within grade level.

Depending on the grade level taught, the majority of the respondents reported completing 51% or more of the ESOL curriculum by the end of the third marking period (Table 10). This finding may mean that the content in the ESOL curriculum is not covered in its entirety by the end of the school year.

Table 10 Percentage of ESOL Curriculum Completed by End of Third Marking Period by ESOL Teachers (N = 155)

	0–25%		26–50%		51–75%		76–100%		Unclear or No response	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Pre-Kindergarten	6	3.9	11	7.1	12	7.7	4	2.6	122	78.7
Kindergarten	4	2.6	18	11.6	41	26.5	22	14.2	70	45.2
Grade 1	4	2.6	9	5.8	50	32.3	24	15.5	68	43.9
Grade 2	5	3.2	8	5.2	44	28.4	18	11.6	80	51.6
Grades 3–5	9	5.8	23	14.8	40	25.8	16	10.3	67	43.2

Participation in ESOL-related Activities. In an effort to understand the implementation of ESOL instruction at the school level, respondents were asked to indicate which activities they had participated in during the 2008–2009 school year. Findings are reported in Table 11. Almost all respondents (97%) reported discussing the progress and the academic needs of ESOL students with classroom teachers. The majority (94%) reported collaborating with classroom teachers about reclassifying or exiting students from ESOL services. Similarly, 87% reported sharing and discussing teaching methods with other ESOL teachers. In addition, 83% of respondents reported attending ELL team meetings and reviewing ESOL student data in the four skill areas (reading, writing, listening, and speaking).

Less than one half of respondents reported participating in the following activities: meeting regularly with the school administration to discuss ESOL programming matters (44%), working with the classroom teacher to determine when ESOL students need accelerated instruction (43%), and completing ESOL service logs (43%) (Table 11). About one third or less of respondents reported working with the bilingual assessment team regarding students referred to the Individualized Education Plan (IEP) team (35%), participating in cross-grade-level team meetings (32%), examining the scope and sequence of ESOL curricular topics at grade-level team meetings (32%), participating in the development of the school's master schedule (30%), observing ESOL instruction in other ESOL classrooms (25%), and coordinating instruction with staff who provide accelerated instruction and services for Gifted and Talented highly able students (22%).

Table 11 ESOL Teachers' Participation in Specified Activities[a] During 2008–2009 (N = 155)

Activities (multiple response)	Total	
	n	%
Discussed progress of ESOL students with classroom teachers	151	97.4
Discussed academic needs of ESOL students with classroom teachers	150	96.8
Collaborated with classroom teachers about reclassifying or exiting students from ESOL services	145	93.5
Shared and discussed teaching methods with other ESOL teachers	134	86.5
Reviewed ESOL student data in the four skill areas (reading, writing, listening, and speaking)	129	83.2
Attended ELL team meetings	128	82.6
Participated in grade-level team meetings	110	71.0
Planned ESOL lessons in collaboration with other ESOL teachers	109	70.3
Coordinated instruction with special education	99	63.9
Worked with classroom teachers to determine when ESOL students required adjustments to essential learning	97	62.6
Implemented common task assessments in ESOL when ESOL students needed accelerated instruction	89	57.4
Met regularly with the school administrators to discuss ESOL programming matters	68	43.9
Completed ESOL service logs	67	43.2
Worked with classroom teachers to determine when ESOL students needed accelerated instruction	66	42.6
Worked with the Bilingual Assessment Team regarding students referred to the Individualized Education Program (IEP) Team	54	34.8
Participated in cross-grade-level team meetings	50	32.3
Examined scope and sequence of ESOL curricular topics at grade-level team meetings	49	31.6
Participated in the development of the school's master schedule	46	29.7
Observed ESOL instruction in other ESOL classrooms	38	24.5
Coordinated instruction with staff who provide accelerated instruction and services for identified Gifted and Talented and highly able students	34	21.9
Other (please specify)	11	7.1

Note. The percentage of responses may exceed 100% because respondents marked more than one response.

[a] List was adapted from a list of roles and responsibilities of ESOL teachers provided on the 2006–2007 survey of ESOL teachers developed by Maina (2007).

In addition to reporting participation in specific activities, respondents were asked to indicate the level with which they agreed with statements about ESOL services provided in their school during the 2008–2009 school year. The majority of respondents (80% or more) strongly agreed or agreed with almost all of the statements about ESOL services provided. The only statement where fewer respondents (67%) agreed was "In my school, balancing ESOL instruction with the reading and language arts curriculum worked well." (See Table 12.)

Table 12 ESOL Teachers' Agreement With Statements About ESOL Services Provided

Statements	Strongly Agree or Agree[a]		Strongly Disagree or Disagree[a]	
	n	%	*n*	%
In my school, there are procedures established to identify new ESOL students.	147	94.9	5	3.2
In my school, there is a schedule for ESOL services.	146	94.2	7	4.5
I routinely access ESOL student data.	136	87.8	14	9.0
In my school, the ESOL instruction is aligned with grade-level standards as students move through the ESOL instructional levels.	135	87.1	16	10.3
In my school, I have opportunities to implement newly learned ESOL instructional approaches and strategies.	134	86.4	17	11.0
In my school, instructional materials are adequate to meet the English language and academic needs of my ESOL students.	129	83.2	23	14.8
In my school, ESOL teachers have assigned rooms for ESOL instruction as needed.	124	80.0	27	17.4
In my school, balancing ESOL instruction with the reading and language arts curriculum works well.	103	66.5	40	25.8

[a] Categories of Agree and Strongly Agree are combined; Categories of Strongly Disagree and Disagree are combined.
Note. Totals do not sum to 100% due to the "not applicable" category not being reported in the table.

Successful Aspects to Implementation. Respondents were asked to indicate successful aspects of the ESOL program implemented in their school. Out of 155 respondents, 138 individuals (89%) responded to this open-ended question. Collaboration among school staff was the most frequently reported response by respondents (*n* = 42; 31%) as the factor that has helped in implementation. Statements about collaboration ranged from the benefits of classroom teacher collaboration to ESOL team collaboration. As summarized by one respondent, "The ESOL teachers at my school work well together. We have common planning time each week, so we have time to share/discuss." Following collaboration, support received from school administration was the second most frequently cited aspect that led to successful implementation of the ESOL program in schools (*n* = 22; 16%). One teacher mentioned how supportive the principal at the school was with being available to discuss problems, suggestions, changes or any ESOL matter that arises. Classroom teacher support (*n* = 14; 10%), using the pull-out model (*n* = 12; 9%), and autonomy with instructional model (*n* = 11; 8%) were other frequently cited responses by ESOL teachers.

Recommended Changes to Implementation. Respondents also were asked to identify changes they would make to the ESOL program to improve its effectiveness. Eighty-two percent of survey respondents provided suggestions to this open-ended question. The most frequently cited area in need of change was the curriculum (*n* = 19; 15%). Some ESOL teachers suggested the need for better alignment of the MCPS ESOL and MCPS general education curricula or updates to the ESOL curriculum to better reflect the needs of ESOL students. This may indicate a lack of understanding of how the ESOL curriculum is aligned to the general education curriculum as opposed to the need to align the two curricula. As one teacher mentioned, "It would be helpful if the units and lessons were more aligned with the grade-level reading/language arts guide." In

addition to curriculum changes, some respondents suggested the need for more planning time or collaboration with either other ESOL teachers or classroom teachers to better fulfill the needs of ESOL students (*n* = 17; 13%). In this area, teachers discussed the difficulty with finding time to collaborate. As one teacher mentioned, "It is also difficult to find the time to plan with a classroom teacher when we don't necessarily have the same planning time." Additional areas where changes were recommended included the need for adequate teaching space for ESOL classes (*n* = 13; 10%), scheduling concerns (*n* = 13; 10%), reducing the amount of testing interruptions to ESOL instruction, which reduces time with ESOL students (*n* = 12; 9%), teacher allocation (*n* = 9; 7%), and student grouping (*n* = 9; 7%).

Classroom (non-ESOL) Teachers

Respondents. Among 494 classroom teachers who responded to the survey, 67% of respondents had more than six years' teaching experience and 62% of respondents had been teaching at their current school for five years or less (Table 13). Most of the respondents (74%) had elementary certification (Table 14).

Table 13 Classroom (non-ESOL) Teachers' Years of Teaching Experience and Teaching at Current School

	n	0–5 years	6–10 years	11–15 years	16–20 years	20+ years
Years teaching	442	33.0	22.6	16.1	10.2	18.1
Years at current school	442	61.5	23.3	7.0	5.2	2.9

Table 14 Classroom (non-ESOL) Teachers' Type of Certification Held and Grade Taught

Certification and grade taught (multiple response)		*n*	%
Grade taught	Pre-K	21	4.3
	K	89	18.1
	Grade 1	97	19.7
	Grade 2	112	22.7
	Grade 3	83	16.8
	Grade 4	85	17.2
	Grade 5	79	16.0
	Other	20	4.1
Types of certification (multiple response)	Provisional	2	0.4
	Elementary	367	74.4
	Early childhood education	185	37.5
	Reading specialist	32	6.5
	Special education	51	10.3
	ESOL/ESL education	12	2.4
	Other	47	9.5

Note. The percentage of responses may exceed 100% because respondents marked more than one response.

Participation in Instructional Activities. In an effort to understand the implementation of ESOL instruction at the school level, respondents were asked to indicate which activities they had participated in during the 2008–2009 school year. Findings are reported in Table 15. Most respondents (80%) reported participating in grade-level team meetings. Seventy-three percent of respondents reported discussing the academic needs of ESOL students with ESOL teachers, and 69% reported discussing the progress of ESOL students with ESOL teachers (compared to 97% of ESOL teachers who reported participating in these activities).

Fewer than two fifths of respondents reported participating in the following activities (Table 15): working with ESOL teachers to determine when ESOL students required adjustments to essential learnings (36%), planning ESOL lessons in collaboration with ESOL teachers (34%), participating in cross-grade-level team meetings (33%), coordinating instruction with staff who provide accelerated instruction and services for identified Gifted and Talented and highly able students (30%), participating in the development of the school's master schedule (29%), working with classroom teachers to determine when ESOL students need accelerated instruction (21%), working with the Bilingual Assessment team regarding students referred to the Individualized Education Plan (IEP) team (10%), and meeting regularly with the school administrators to discuss ESOL programming matters (6%).

Table 15 Classroom (non-ESOL) Teachers Participation in Specified Activities During 2008–2009 (N = 494)

Activities [a] (multiple response)	Total	
	N	%
Participated in grade level team meetings	395	80.1
Discussed academic needs of ESOL students with ESOL teachers	358	72.6
Discussed progress of ESOL students with ESOL teachers	341	69.2
Collaborated with ESOL teachers about reclassifying or exiting students from ESOL services	286	58.0
Shared and discussed teaching methods with ESOL teachers	279	56.6
Reviewed ESOL student data in the four skill areas (reading, writing, listening, and speaking) Shared and discussed ESOL student work with other ESOL teachers	236	47.9
Coordinated instruction with special education	235	47.7
Worked with ESOL teachers to determine when ESOL students required adjustments to essential learnings	175	35.5
Planned ESOL lessons in collaboration with ESOL teachers	169	34.3
Participated in cross-grade level team meetings	160	32.5
Coordinated instruction with staff who provide accelerated instruction and services for identified Gifted and Talented and highly-able students	149	30.2
Participated in the development of the school's master schedule	141	28.6
Worked with classroom teachers to determine when ESOL students need accelerated instruction	101	20.5
Worked with the Bilingual Assessment team regarding students referred to the Individualized Education Plan (IEP) team	50	10.1
Met regularly with the school administrators to discuss ESOL programming matters	28	5.7
Other (please specify)	28	5.7

Note. The percentage of responses may exceed 100% because respondents marked more than one response.

[a] List was adapted from a list of roles and responsibilities of ESOL teachers provided on the 2006–2007 survey of ESOL teachers developed by Maina (2007).

Planning and Coordination of Instruction. In an effort to understand the planning and coordination of instruction, classroom (non-ESOL) teachers were asked to identify the extent of implementation of certain aspects of instruction. Findings are reported in Table 16. The aspects reported to a great extent by more than one half of respondents were:

- The general education curriculum is discussed during grade-level team meetings (77%).
- ESOL students have access to the full school curriculum while they are receiving ESOL services (75%).
- My school identifies and places English language learners (ELLs) who need ESOL services in a timely manner (69%).
- In defining goals for improving student learning, my school takes the performance of ESOL students in reading and mathematics into account (52%).

Forty-six percent of respondents reported familiarity with the expectations for academic performance of ESOL students at each ESOL proficiency level to a moderate extent (Table 16). Thirty-one percent of respondents indicated they collaborated with the ESOL teacher(s) to determine when ESOL students require adjustments to grade-level essential learnings to a moderate extent. Twenty-six percent collaborated with the ESOL teacher(s) to facilitate accelerated instruction for ESOL students to a moderate extent. More than two thirds of respondents (69%) reported that the MCPS ESOL curriculum is discussed to a small extent or not at all during grade-level team meetings. The remaining respondents reported that they implemented these aspects to a moderate extent (33%) for defining goals for improving student learning by taking the current language proficiency level of ESOL students into account.

Table 16 Extent of Implementation of Specified Aspects of Planning and Coordination of Instruction by Classroom (Non-ESOL) Teachers (*N* = 494)

	Great Extent		Moderate Extent		Small Extent		Not At All	
Aspect	*n*	%	*n*	%	*n*	%	*n*	%
My school identifies and places English language learners (ELLs) who need ESOL services in a timely manner.	340	69.0	96	19.5	15	3.0	1	0.2
I am familiar with the expectations for academic performance of ESOL students at each ESOL proficiency level.	105	21.3	227	46.0	115	23.3	44	8.9
In defining goals for improving student learning, the current language proficiency level of ESOL students is taken into account.	229	46.5	162	32.9	41	8.3	6	1.2
In defining goals for improving student learning, my school takes the performance of ESOL students in reading and mathematics into account.	256	51.9	130	26.4	47	9.5	6	1.2
I collaborate with the ESOL teacher(s) to facilitate accelerated instruction for ESOL students.	75	15.2	128	26.0	90	18.9	140	28.4
I collaborate with the ESOL teacher(s) to determine when ESOL students require adjustments to grade-level essential learnings.	110	22.3	151	30.6	106	21.5	118	23.9
ESOL students have access to the full school curriculum while they are receiving ESOL services.	368	74.6	80	16.2	13	2.6	5	1.0
The general education curriculum is discussed during grade-level team meetings.	381	77.3	61	12.4	23	4.7	7	1.4
The MCPS ESOL curriculum is discussed during grade-level team meetings.	36	7.3	61	12.4	164	33.3	177	35.9

Classroom (non-ESOL) teachers also were asked to indicate their level of agreement with statements about the ESOL instructional program as implemented in their school. Findings are reported in Table 17. The majority of respondents agreed that there were procedures established in their school to identify new ESOL students (90%); academic performance data for instructional decision making was regularly used (96%); strategies were used to meet the language and academic needs of ESOL students in their classroom (91%); instructional resources met the academic needs of ESOL students in reading (84%); instructional resources met the language needs of ESOL students in reading (81%); and the scheduling for ESOL instruction ensured that ESOL students have full access to the grade-level curriculum while receiving ESOL instruction (80%). The only activity where less than half of respondents (48%) strongly agreed or agreed was “In my school, there is coordination between ESOL instruction and special services.”

Table 17 Classroom (non-ESOL) Teachers Agreement With Statements on Overview of Instructional Program

Statements	Strongly Agree or Agree[a]		Strongly Disagree or Disagree[a]	
	n	%	*n*	%
In my school, there are procedures established to identify new ESOL students.	543	89.8	27	5.5
In my school, the schedule for ESOL services aligns to ESOL program guidelines with minimal disruption to the instruction schedule in my classroom.	376	76.3	87	17.7
In my school, we regularly use academic performance data for instructional decision making.	471	95.5	9	1.8
In my school, we regularly use English language proficiency data for instructional decision making.	356	72.2	106	21.5
In my school, the scheduling for ESOL instruction ensures that ESOL students have full access to the grade-level curriculum while receiving ESOL instruction.	393	79.7	84	17.0
Professional development activities are available to improve instruction of ESOL students.	261	52.9	185	37.3
In my school, the instructional resources meet the **language** needs of ESOL students in mathematics.	292	59.2	138	28.0
In my school, the instructional resources meet the **academic** needs of ESOL students in mathematics.	354	71.8	75	15.3
In my school, I use strategies to meet the language and academic needs of ESOL students in my classroom.	450	91.3	13	2.6
In my school, the instructional resources meet the **language** needs of ESOL students in reading.	397	80.6	60	12.1
In my school, the instructional resources meet the **academic** needs of ESOL students in reading.	414	84.0	44	8.9
In my school, there is coordination between ESOL instruction and special services (e.g., Gifted and Talented, Special Education).	237	48.1	73	14.8
I have input into the decisions on changing the instructional levels of my ESOL students and exiting students from ESOL services.	370	75.0	105	21.3

[a] Categories of Agree and Strongly Agree are combined; Categories of Strongly Disagree and Disagree are combined.
Note. Totals do not sum to 100% due to the "not applicable" category not being reported in the table.

Challenges to Supporting ESOL Students in the Classroom. Classroom teachers were asked to identify the most significant challenges they encountered in efforts to improve the academic achievement of their ESOL students during the 2008–2009 school year. Out of 493 respondents, 254 individuals (52%) responded to this open-ended question. Scheduling or pulling students out of class during critical times was the most frequently cited response by respondents (36%). As summarized by one respondent, "When they are pulled out for ESOL instruction they miss some instructional or work time in the classroom which makes it difficult for them to access the entire curriculum." Another respondent remarked, "They miss a lot of instructional time. It makes instruction and assessment difficult, because there are 3 days a week when I only have 30 min with all students in the classroom at the same time." In discussing scheduling issues, a number of respondents mentioned how pulling students out for ESOL services often interfered with the

reading instruction that the ESOL students needed. This quote best illustrates the thoughts of most respondents, "My students are gone for 45–60 minutes of their 90-minute reading block. This makes it VERY difficult to provide small-group, guided reading instruction to these kids. They are often pulled in the middle of a group. I feel that some of the time is wasted walking to and from each classroom picking the students up and returning them to class."

The second most mentioned challenge raised by some classroom teachers was the depth of the ESOL students vocabulary (10%). As one teacher mentioned, "These students sometimes need a lot of help with vocabulary and this impacts their reading comprehension at times." Another teacher remarked, "In some cases, teaching specific English vocabulary or definitions is tough for some ESOL students to understand." Related to this issue, teachers mentioned that the mathematics vocabulary of ESOL students or lack of ESOL support in mathematics is also a challenge (5%). As summarized by one teacher, "Much of the language on county unit math assessments is difficult for ESOL students and is a challenge to teach (especially word problems)." It should be noted that there are in-depth resources for teaching academic vocabulary on the staff development resources webpage.

Related to the concern of scheduling, teachers who responded to the open-ended question reported having time for instruction of ESOL students (9%) as a challenge. The majority of responses that centered on this topic were linked to scheduling due to students being pulled from class. Teachers mentioned the lack of time they spend with their students and how that made it difficult for the students to catch on to their classwork because they were already behind academically. In addition to time, other frequently mentioned challenge areas included interruptions during the reading time in class (7%), lack of collaboration with ESOL teachers (6%), communication with parents of ESOL students (5%), and lack of ESOL support in mathematics (5%).

Critical Improvements Needed. In addition to providing areas of challenge in the classroom, non-ESOL teachers were asked to provide feedback on critical areas needing improvement to ensure ESOL students meet the same challenging academic achievement expected for all students. A total of 281 classroom teachers offered suggestions to this open-ended question. The majority of responses centered on improvements for teachers and improvements for students.

Improvements for Teachers. The most frequently recommended improvement was a need for communication/collaboration between ESOL and classroom teachers (48 out of 281). As mentioned by one teacher, "[there needs to be] more communication between ESOL teachers and general education teachers. Perhaps attending one team meeting a quarter to give us an update about the current goals for ESOL and to make sure that we are not reading the same books, etc." Along the same lines, 23 out of 281 respondents indicated a need for ESOL teachers to provide more classroom time/support to teachers and students. The following comment summarizes the thoughts of respondents, "Have the ESOL teacher work more in the classroom along with the classroom teacher, especially in reading."

Twenty-one respondents out of 281 suggested the need to hire more ESOL staff or give more hours to ESOL staff currently in place in the school. Many teachers reported their current ESOL teachers were assets to the school, but they don't have the time to meet with the kids as often as

is necessary. As suggested by one respondent, "We need to have a full-time ESOL teacher who can spend more time with the students 1-1, small group, and in the classroom to make sure that they are getting the support that they need." Another teacher exclaimed, "We need more ESOL teachers at our school (only 1 full time and 1 part time as of now). ESOL students need more ESOL instruction for longer periods of time and on a more consistent basis." Another teacher stated, "[There is a need for] more ESOL teachers. We have a tremendous amount of ESOL students and they just don't get enough time with the ESOL teacher. She is wonderful; just spread too thin."

Improvement for Students. The most frequent improvement recommended in this area was the need to build or reinforce the vocabulary of ESOL students (29 out of 281 responses). There was a need for "integration of educational vocabulary into their ESOL instruction," as summarized by one respondent. In relation to the need for building vocabulary, many teachers focused on the need for strengthening mathematics vocabulary. As one teacher stated, "ESOL students understand the math concepts, but lack the vocabulary/language to be able to explain the math concept and therefore do not receive all possible points in scoring."

In addition to building the vocabulary level of ESOL students, respondents also recommended keeping the students in the classroom or using the plug-in model (27 out of 281 responses). Classroom teachers reported that ESOL students often were pulled during the same time of day, missing important instructional time that makes it difficult for them to catch up. As summarized by one respondent, "It is important that they are not always pulled out of the same content area each time they leave for ESOL instruction that way they can catch up on what they missed."

Another critical improvement espoused by classroom teachers was that students need additional support through small groups or extra help and review (22 out of 281). "As teachers, we need to instruct them in small groups so that they can meet the same academic expectations as the rest of the class." Another teacher suggested the need for increased small group time with the ESOL teacher.

Changes Recommended. Classroom (non-ESOL) teachers were asked to identify changes they would make to their school's instructional program to enable current ESOL and exited ESOL students to meet challenging academic achievement standards. Of those individuals who responded to this open-ended item (n=195), comments were focused on recommendations for teachers, curriculum modifications, and assisting ESOL students in the classroom. Many of the recommendations were similar to the critical improvement needs recommended. The most frequently recommended change was the need for ESOL teachers and classroom teachers to plan, communicate, and share strategies and information (31 out of 195 responses). The next most frequently recommended change was for ESOL teachers to provide more student support in the classroom (25 out of 195 responses). It should be noted that current ESOL staffing levels do not support this. Other recommendations included hiring more ESOL teachers to keep class sizes small (17 out of 195 responses), aligning the MCPS ESOL and MCPS general education curricula and assessments (11 out of 195 responses), and training classroom teachers in ESOL program (e.g., strategies, time lines, levels) (11 out of 195 responses).

Summary

Findings from 104 classroom observations of ESOL instruction across 19 schools revealed consistent implementation of the majority of instructional practices. The areas where improvements were needed included providing students the opportunity to practice writing skills, providing opportunities for students to work with each other, and providing structured opportunities for students to practice and extend language in an authentic manner.

Feedback from 155 ESOL and 494 classroom teachers revealed that most teachers are satisfied with the way ESOL is implemented in their schools. Although 97% of ESOL teachers and 73% of classroom teachers reported discussing the academic needs of ESOL students with the other, teachers also mentioned the need for teacher collaboration as an area for improvement. Additional areas where teachers indicated a need for changes included ESOL teacher allocation, MCPS ESOL curriculum alignment with the MCPS general education curriculum, adequate teaching space for ESOL instruction, and scheduling.

Evaluation Question 2: How is the ESOL Parental Involvement component implemented in MCPS?

The Division of ESOL/Bilingual Programs developed a plan detailing workshops and meetings to be held with parents/guardians of ESOL students. This plan included activities scheduled throughout the 2008–2009 school year. There are several parent groups that are geared toward a specific demographic population. For example, The African and Caribbean Family Network (ACAFAN) is the parent program for African and Caribbean parents who speak French, Amharic, Arabic, and other languages. Another group is Parents as Liaisons to Schools or PALS, which is a training program delivered in English for Asian parents. Parent resource training is specific training delivered in Spanish for Spanish-speaking parents.

Parent Training and Support

The parent outreach component provides itinerant multilingual outreach services to parents of English language learners (ELLs). Not only are direct services provided to families, but also language assistance services (i.e., translation and interpretation services). Services provided to parents are aligned and sometimes held in conjunction with the Office of Special Education and Student Services; the Department of Family and Community Partnerships; the Division of Academic Support, federal and state programs; and the Division of Early Childhood Programs and Services. Over 7,500 parent outreach services were provided, which falls under the division's priority objective ESOL B.1 on its strategic plan (Table 18). Priority objective ESOL B.1 is to provide bilingual parent outreach, orientation, and translation and interpretation services to ESOL families to empower parents to become involved in their child's education. In addition to tracking the area of the strategic plan that the provided counseling services fall under, the Division of ESOL/Bilingual Programs also captured the type of service provided to the more than 1,700 recipients. Table 19 details the types of services provided. The most frequently provided services included phone calls (29%), parent conferences (18%), and staff contact (15%).

Table 18 Number and Percentage of Services Provided by School Type

School type	Number of services	Percent of services
Elementary	3,586	47.3
Middle	908	12.0
High	2,829	37.4
Unknown	251	3.3
Total	7,574	100

Source. Division of ESOL Instruction/Bilingual Programs ESSIS database.

Table 19 Number and Percentage of Parent Outreach Services Provided by Service Type

Event type	Number	Percent
Administrator contact	109	1.4
Community contact	261	3.4
Community meeting	101	1.3
E-mails	819	10.8
Group session	42	0.6
Home visit	199	2.6
Individual session	549	7.2
Parent conference	1379	18.2
Parent training/workshop	347	4.6
Phone calls	2204	29.1
Staff contact (teacher, counselor)	1119	14.8
Other (e.g., EMT meetings, meetings with teachers, meetings with the regular school counselors, etc.)	291	3.8
Unknown	154	2.0

Source. Division of ESOL/Bilingual Programs ESSIS database.

In addition to parent outreach services, additional services were provided to parents on a monthly basis via workshops. Table 20 details the workshops that were provided to parents during the 2008–2009 school year.

Table 20 Number of Parent Workshops Held and Individuals Served by Workshop Month

Workshop month	Number of workshops held	Number of individuals served
September 2008	10	256
October 2008	33	772
November 2008	33	562
December 2008	16	217
January 2009	8	139
February 2009	20	348[a]
March 2009	26	510
April 2009	14	130
May 2009	2	37
June 2009	4	53
Total	166	3,015

Source. Division of ESOL/Bilingual Programs.

[a] One workshop did not capture number of attendees. Thus, the total is not accurate.

Surveys developed by the Division of ESOL/Bilingual Programs were distributed after several workshops. Review of documents revealed favorable feedback on the workshops, including the content, effective communication of information, relevance of the information presented, and holding the meetings/workshops at a convenient time. Survey summaries from workshops held during the 2008–2009 school year are provided below. Workshops where surveys were administered are included in the summaries. Additionally, summary information is provided only for workshops with complete survey data (Table 21).

Table 21 Number of Workshop Attendees Agreeing with Statements by Workshop Month

	September 2008 5 workshops *N* = 68	October 2008 15 workshops *N* = 288	November 2008 25 workshops *N* = 322	December 2008 9 workshops *N* = 79
The content of the workshop was useful.	57	205	255	77
The format of the workshop was effective.	54	223	258	76
The presenter was knowledgeable on the topic.	56	228	255	77
The workshop location was accessible.	49	225	249	72
The time and date of the workshop were convenient.	39	224	246	75

Note. Not all attendees to workshops completed a survey at the end of a session.

Table 21 cont. Number of Workshop Attendees Agreeing with Statements by Workshop Month

	January 2009 5 workshops *N* = 89	February 2009 12 workshops *N* = 205	March 2009 17 workshops *N* = 374	April 2009 11 workshops *N* = 57	June 2009 3 workshops *N* = 22
The content of the workshop was useful.	78	151	224	57	22
The format of the workshop was effective.	77	151	223	57	22
The presenter was knowledgeable on the topic.	77	149	219	57	22
The workshop location was accessible.	77	136	221	57	22
The time and date of the workshop were convenient.	76	149	217	57	22

Note. Not all attendees to workshops completed a survey at the end of a session. No surveys were administered during workshops held in May.

Summary

A review of documents from the Division of ESOL/Bilingual Programs indicated that parental involvement is an essential component that is threaded through the program objectives. Over 7,500 parent outreach services were provided to more than 1,700 students/families during the 2008–2009 school year. The majority of services provided were for students/families in elementary schools (47%). Opportunities for parents to learn about the school system, methods to assist their child(ren) with school work, and resources available also were offered throughout the school year to parents via workshops. The number of workshops held each month ranged from 2 to 33 and reached over 3,000 parents. Positive feedback was received from parents who completed surveys about the workshops attended.

Evaluation Question 3: How is the ESOL Counseling component implemented in MCPS?

The main goal of the Division of ESOL/Bilingual Programs counseling staff is to help ESOL students adjust socially, culturally, and emotionally to their new environment in MCPS. In addition to these services, the counselors provide counseling services to students and assist in increasing the awareness of ESOL students for teachers and school staff. Some of the services provided include conducting individual and group counseling sessions with ESOL students to address concerns that may impact their academic and personal development, providing crisis intervention for ESOL students, providing consultation and training on cross-cultural issues, advocating for ESOL students, and facilitating the transition process of ESOL students to mainstream classes.

All schools have access to ESOL counseling services. For schools with large numbers of English language learners, an ESOL counselor is assigned to provide regularly scheduled support services. For schools without an assigned ESOL counselor, services may be requested by submitting a referral form to the Division of ESOL/Bilingual Programs (Appendix E).

The Division of ESOL monitors the services provided based on its strategic plan. The strategic plan has seven priority objectives and performance measures that are used to gauge execution of services by the Division. To gain an understanding of the counseling services provided to students and their families, an examination of the services provided during the 2008–2009 school year was extracted from the ESSIS database. During that time, a total 8,940 services were provided to 1,376 individuals/families (Table 22). The counseling services provided during the 2008–2009 school year primarily fell under priority objectives ESOL A.1. Priority objective ESOL A.1 is to provide bilingual counseling services to support schools in ensuring ESOL students access to rigorous courses and full participation in the instructional program. Of the more than 8,900 services provided, more than half were provided at the elementary level (59%).

Table 22 Number and Percentage of Counseling Services Provided by School Type

School type	Number of services	Percent of services
Elementary	5,280	59.1
Middle	2,059	23.0
High	1,587	17.8
Unknown	14	0.1
Total	8,940	100

Source. Division of ESOL Instruction/Bilingual Programs ESSIS database.

In addition to tracking the area of the strategic plan that the provided counseling services fall under, the Division of ESOL/Bilingual Programs also captures the type of service provided to the more than 1,700 recipients. Table 23 details the types of services provided. The most frequently provided services included individual sessions (43%), group sessions (25%), and staff contact (11%).

Table 23 Number and Percentage of Services Provided by Service Type

Event type	Number	Percent
Administrator contact	51	0.6
Community contact	29	0.3
Community meeting	3	0.0
E-mails	289	3.2
Group session	2273	25.4
Home visit	22	0.2
Individual session	3881	43.4
Parent conference	221	2.5
Parent training/workshop	8	0.1
Phone calls	539	6.0
Staff contact (teacher, counselor)	985	11.0
Other (e.g., EMT meetings, meetings with teachers, meetings with the regular school counselors, etc.)	600	6.7
Unknown	39	0.4

Source. Division of ESOL/Bilingual Programs ESSIS database.

Summary

A review of documents from the Division of ESOL/Bilingual Programs revealed that over 8,900 counseling services were provided to more than 1,300 students/families during the 2008–2009 school year. The majority of services provided were for students/families in elementary schools (59%). Of the counseling services provided, the most frequently provided type of service was individual sessions (43%).

Evaluation Question 4: What professional development is provided to ESOL and non-ESOL classroom teachers?

In order to ensure success for all students and provide an effective instructional program, quality teachers need to provide effective instruction to students. One way to maintain and build teacher quality is through professional development opportunities. In order to improve teaching and learning, professional development should be ongoing, utilize teacher collaboration, focus on students, focus on long-range plans, and be of high quality (Foster, 2004; Holloway, 2003; Kent, 2004). Schlager and Fusco (2003) deem that it is not only collaborative, but also a means of support for teachers.

> Professional development is viewed as a career-long, context-specific, continuous endeavor that is guided by standards, grounded in the teacher's own work, focused on student learning, and tailored to the teacher's stage of career development. Its objective is to develop, implement, and share practices, knowledge, and values that address the needs of all students. It is a collaborative effort, in which teachers receive support from peer networks, local administration, teacher educators, and outside experts (Schlager & Fusco, 2003, p. 207).

Research has shown links between professional development and student achievement (Huffman, Thomas, & Lawrenz, 2003) that are often attributed to indirect actions, such as participating in professional development opportunities.

The Division of ESOL/Bilingual Programs developed a meeting schedule for the school year to determine dates to meet with ESOL teachers across the district. Appendix F details the meeting planner for the 2008–2009 school year.

During the 2008–2009 school year, two meetings were held for elementary school-level teachers—one in the fall (September 2008) and one in the winter (January 2009). A sample agenda is located in Appendix G. In the fall, meetings were held across two days with an opportunity to attend in the morning or afternoon. The same options were offered during the winter meeting. A brief survey developed by the Office of Organizational Development (OOD) was administered at the end of the training.

Results from the OOD survey, conducted at the end of the fall training, revealed that most teachers strongly agreed or agreed that the meeting gave them the skills to collect language data from the ESOL classroom (80%); apply the process for convening an ELL team (76%); and gather, analyze, and use data for placement decisions, academic interventions, and accommodations (82%) (Table 24). Results from the winter meeting surveys revealed that most teachers strongly agreed or agreed that the meeting gave them the skills to access video resources from the MCPS staff development website for personal and staff development (91%); describe updates on accommodations and testing (92%); and articulate best practices for integrating the ESOL and Reading/Language Arts curricula (55%) (Table 25).

Table 24 Teachers Agreeing With Statements About the ESOL Teachers' Fall Meeting (N = 260)

By the end of the training, participants will be able to:	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Articulate updates from the Director of the Division of ESOL/Bilingual Programs. (n = 259)	40.5	55.2	3.1	0.4
Express updates from the LMCC and the Division of ESOL/Bilingual Programs. (n = 257)	28.0	58.8	8.6	.8
Explain information about the future direction of Grading and Reporting for ESOL students. (n = 260)	26.5	50.4	16.5	3.9
Collect language data from the ESOL classroom. (n = 260)	21.5	58.5	13.9	2.7
Apply the process for convening an ELL team. (n = 260)	20.4	55.8	16.1	3.1
Gather, analyze, and use data for a placement decisions, academic interventions, and accommodations. (n = 260)	21.5	60.0	8.9	4.6

Note. Percentage may not sum to 100% as some individuals did not respond to the statements.
Source. Division of ESOL Instruction/Bilingual Programs.

Table 25 Teachers Agreeing With Statements About the ESOL Teachers' Winter Meeting (*N* = 244)

By the end of the training, participants will be able to:	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Not Applicable %
Articulate updates from the Director of the Division of ESOL/Bilingual Programs. (*n* = 242)	40.9	53.7	0.4	0.4	3.3
Share with a colleague updates from the LMCC. (*n* = 244)	29.1	60.1	6.6	0.4	2.9
Describe updates on accommodations and testing. (*n* = 244)	32.4	59.8	5.7	1.2	0.4
Access video resources for personal and staff development from the MCPS staff development website. (*n* = 244)	48.1	42.7	2.1	0	2.1
Incorporate digital images/videos to enhance ESOL instruction. (*n* = 244)	17.7	16.1	1.7	1.2	61.3
Refine administration and provide feedback for OARS assessments. (*n* = 244)	3.7	8.6	3.3	0	83.2
Describe how to collaboratively analyze student data to determine effective ESOL placement and articulation. (*n* = 244)	9.9	13.6	0.8	2.5	72.0
Identify needed steps and procedures for Census LAS Links administration. (*n* = 244)	4.9	7.8	0.4	0.4	84.4
Explain recommended processes for selecting ESOL instructional models. (*n* = 244)	20.2	23.5	1.7	0	53.5
Articulate best practices for integrating the ESOL and Reading/Language Arts curricula. (*n* = 244)	27.6	27.6	2.5	0	37.2
Describe how to review and use electronic data for METS students. (*n* = 244)	0.4	4	0	0.4	96.3

Note. Percentage may not sum to 100% as some individuals did not respond to the statements.
Source. Division of ESOL Instruction/Bilingual Programs.

In addition to physical meetings, the Division of ESOL/Bilingual Programs also held two webinars in December 2008 for elementary school ESOL leaders. Session 1 of the webinar, entitled "Understanding Key Data Points," focused on Annual Measurable Achievement Objectives (AMAOs), analyzing LAS Links data, and best practices for instruction of ELLs. The agenda for this webinar is located in Appendix H. The second session of the webinar, "Program Accountability," focused on ESOL student identification, enrollment, and reporting; the ESOL

exit process; and ESOL teaching/scheduling models. The agenda for session 2 is located in Appendix I.

Summary

Professional development opportunities offered to ESOL teachers during the 2008–2009 school year covered topics such as ESOL student identification, LAS Links assessment, accommodations, and best instructional practices. Of the close to 400 elementary ESOL teachers in MCPS, more than 250 attended the fall meeting and 244 attended the winter meeting. Positive feedback was provided on post-session surveys administered at the end of each professional development opportunity.

Conclusions

This evaluation was conducted to examine the implementation of ESOL instruction at the elementary level in MCPS. Quantitative data procedures were employed examining instructional practices and experiences of teachers toward ESOL. Program documents also were reviewed to provide details on program management processes, program implementation, implementation of family involvement, and professional development provided to teachers. The following conclusions are based on the findings from the multiple data collection activities and are organized by the evaluation questions.

How is the ESOL Curriculum, Instruction, Assessment, and Reporting component implemented in MCPS?

The Division of ESOL/Bilingual Programs has developed and implemented procedures to identify, assess, and place students whose primary language is not English. Most non-ESOL teachers reported that procedures were established to identify new ESOL students in their school. In addition to established criteria for placing students, the division also developed action plans for the division strategic plan and monitored the activities on a monthly basis.

Findings about curricula implementation and classroom strategies employed to support students receiving ESOL services were gathered from classroom observations, survey responses, and document review. ESOL instruction was observed across 19 schools with an average of five observations per school, resulting in 104 classes observed. The average length of each classroom observation was 36 minutes. Observed teachers exhibited positive characteristics that promote English language acquisition for English language learners. The majority of teachers encouraged active participation of ESOL students and also maintained a climate of respect for students' ideas, questions, and contributions.

ESOL and non-ESOL teachers indicated a need for enhanced communication and collaboration between the two groups to assist ESOL students in achieving their maximum potential. Additionally, a desire to implement a schedule that does not interrupt the same content area each day was expressed by non-ESOL teachers. Some ESOL teachers commented that the MCPS ESOL curriculum needs to be better aligned with the MCPS curriculum for reading/language arts.

How is the ESOL Parental Involvement component implemented in MCPS?

In addition to supporting ESOL students, processes are in place to support the parents and families of ESOL students in MCPS. Parent outreach services were provided to over 1,700 people and included services such as individual session, phone calls, and e-mails. Close to one half of the services were provided at the elementary level and a little over one third provided at the high school level. The Division of ESOL/Bilingual Programs also held 166 workshops during the 2008–2009 school year that served over 3,000 parents/guardians in MCPS. These workshops helped parents of ESOL students in their understanding of educational services available for not only their children, but themselves. Moreover, workshops held increased parents' knowledge of the school system and assisted in minimizing linguistic and cultural barriers that could impede

their participation in their children's education. The majority of parents attending workshops responded favorably to post-workshop surveys administered.

How is the ESOL Counseling component implemented in MCPS?

In its division strategic plan, the Division of ESOL/Bilingual Programs established priority objectives for counseling services and monitored the extent to which these services were provided to students and families. Counselors provided over 8,900 counseling services to ESOL students, families, and schools during the 2008–2009 school year. Of those services, over half were provided at the elementary level. Some of the services included individual counseling sessions, phone calls, group sessions, parent conferences, and contacts with staff in schools.

What professional development is provided to ESOL and non-ESOL classroom teachers?

Four opportunities for professional development were provided for elementary ESOL teachers during the 2008–2009 school year. Some of the topics covered included ESOL student identification, enrollment, and reporting; understanding assessment data; ESOL instructional models; and exiting students from ESOL. Most attendees responded positively on surveys administered after the session. Professional development opportunities were not provided for non-ESOL classroom teachers by the Division of ESOL/Bilingual Programs.

Recommendations

The following recommendations (grouped into three categories) are made based on the findings of this study:

- ESOL and Classroom Teacher Collaboration to Support Scheduling, Planning, and Instruction
- Professional Development for ESOL and Classroom Teachers to help ESOL Students Learn English and Academic Content
- Bilingual Support Services for ESOL Students

ESOL and Classroom Teacher Collaboration to Support Scheduling, Planning, and Instruction

1. Incorporate team planning into the weekly master schedule for ESOL teachers. To ensure ESOL teacher collaboration, it would be beneficial to have time set aside in their weekly schedule for planning and collaboration. If weekly meetings are not feasible, perhaps having quarterly or monthly ESOL team meetings or meeting after the school day would be options.

2. Ensure that ESOL teachers are present for classroom teacher team meetings. Classroom and ESOL teachers mentioned the desire to collaborate to plan for instruction and discuss the needs of ESOL students in the classroom. It is beneficial for ESOL teachers and classroom teachers to collaborate to discuss activities for the students and to align their instruction each week. Collaboration among the ESOL teacher and the regular classroom teacher will help ensure they are using the same methods and accommodations that will most benefit the student.

3. Provide schools with guidance on best practices for scheduling ESOL instruction when using the pull-out model. Classroom teachers indicated ESOL students were pulled from class during the same time of day each day, which impacted their ability to stay current with the instruction in the class. By reemphasizing the best options for implementing this model, students will be able to fully receive ESOL instruction and also excel in their content areas.

4. Encourage frequent discussions of the MCPS ESOL curriculum during grade-level team meetings given the alignment of the ESOL curriculum to the AMAO targets. Findings revealed that more than one half of classroom teachers reported discussions of this type occur to a small extent or not at all.

Professional Development for ESOL and Classroom Teachers to help ESOL Students Learn English and Academic Content

5. Share innovative strategies identified as educational best practices with the staff development and classroom teachers and identify ways ESOL teachers can support classroom teachers in their building when working with ESOL students. Results from the classroom teacher survey revealed a desire to learn about strategies to use with ESOL students in their class.

6. Continue to provide guidance and professional development to classroom teachers on how to work with ESOL students. It would be beneficial to provide professional development opportunities for classroom teachers in order for them to better understand ways they can support ESOL students and differentiate instruction across all content areas.

7. Provide strategies to teachers on how to encourage collaborative relationships among students and structured opportunities for students to practice language in the classroom. These were two areas that were not observed with great frequency although they are key areas in the ESOL look-fors. Approximately one half of the classrooms implemented these activities.

8. Provide additional professional development opportunities on differentiation for ESOL and classroom teachers. Expanding the webinar offerings to classroom teachers in addition to ESOL teachers would be beneficial in reaching a broader audience and increasing the knowledge and awareness of classroom teachers.

9. Reevaluate and clarify the focus on academic vocabulary in the ESOL curriculum and ensure that academic vocabulary development occurs throughout the ESOL curriculum. Many teachers commented on the lack of vocabulary of ESOL students and how this impacted not only reading/language arts, but also mathematics instruction.

10. Classroom teachers should work with staff development teachers or in small groups to access vocabulary strategies available on the Staff Development Resources website. Some teachers mentioned the vocabulary level of ESOL students as a challenge.

11. Reevaluate and clarify the existing alignment of the ESOL curriculum with the general education curriculum. Teachers mentioned the need for better alignment of the ESOL and MCPS curricula. Better alignment may positively impact ESOL students' readiness for mainstream instruction as well as assessments.

12. Support teachers with strategies for managing the pace of the MCPS ESOL curriculum. Data from the ESOL teacher survey revealed that the content of the MCPS ESOL curriculum may not be covered in its entirety by the end of the school year.

13. Provide strategies and guidance to ESOL teachers on methods to incorporate more opportunities to practice language using writing skills. Findings from classroom observations revealed that this area was not observed in the majority of classes.

Bilingual Support Services for ESOL Students

14. Continue to monitor and track services provided to ESOL students and families using ESSIS. Continuing to report feedback on services provided and related data would provide valuable information to MCPS on whether additional services are needed.

15. Continue to provide workshops for parents and families of ESOL students. Feedback from post-workshop sessions revealed parents value the opportunity to participate in these workshops. It might be advantageous to tailor the post-workshop surveys to the specific topic in order to gain more detailed information on where improvements can be made.

16. Investigate reestablishing a method to administer customer service surveys to individuals who receive counseling services from the Division of ESOL/Bilingual programs. With over 16,000 contacts, it would be beneficial to understand what customers found helpful and what areas customers believe could be improved. The Division of ESOL/Bilingual Programs could gather feedback on how well it met the needs of the client in an electronic format.

Strengths and Limitations

This study sought to examine the implementation of ESOL services to students and families enrolled in MCPS during the 2008–2009 school year. The findings provided insight into the instructional practices employed in schools and experiences of teachers with ESOL instruction. The following strengths and limitations of the study should be considered.

Strengths

This study has benefited from a multi-method approach. To examine implementation of ESOL services at the elementary level in MCPS document review, stakeholder surveys, and classroom observations were used. Most of the evaluation questions were examined by means of cross-method comparisons and triangulation. Triangulation is often used by researchers as "a strategy for improving the validity of research or evaluation findings" (Mathison, 1988).

The extent to which an evaluator can generalize the results of a study to the population and setting of interest in evaluations is known as the study's external validity. A stratified random sampling process was employed, which provides a way to obtain a representative sample. To determine the sample, schools were first organized into three categories based on the percentage of ESOL students (i.e., 0–20%, 21–40%, and 41% or higher). The ESOL percentage category was used as a criterion for randomly selecting schools to be observed. The second criterion used in the selection process was school cluster to ensure that a representative proportion of schools in the district were covered. Because the sample is representative of the ESOL population during the 2008–2009 school year, the results can be generalized to all schools providing ESOL services in this school year; thus providing evidence of the external validity of the study.

Another strength of the study was the development of the observation instrument. This tool was developed not only in conjunction with program staff, but also extracted key concepts from the ESOL Look-fors instrument that details what activities should take place in a classroom. The use of this document to develop the observation instrument supports internal validity of the information gathered. Correspondingly, the total number of observations conducted in examining the implementation of instructional practices in classrooms was also an added strength of this study. A total of 104 classroom observations were conducted across 19 schools with approximately five observations conducted per school. The average length of each classroom observation was 36 minutes.

Limitations

Due to the unavailability of information for the classroom teacher survey, the response rate for teacher surveys was unable to be calculated, which is one limitation of this study. A response rate allows one to determine not only the representativeness of the population under the study, but also the generalizability of the information gathered through surveys. Another limitation is that survey data is based on self-reports. Self-reported information is subjective and therefore subject to error. Some respondents may not have been truthful, fearing consequences to some of their responses, or their recollection of events was not accurate. Chaney (1994) found that self-report errors on a teachers survey could be classified into several areas: (a) errors of omission, in

which the respondent fails to include something; (b) errors of bias, in which the respondent overstates something; and (c) errors of "telescoping," in which the respondent reports an event that recently occurred. Related to this limitation is that responses to the questions on the survey are voluntary. Thus non-response on some items may affect generalizability of the results for that item.

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Appendix A

ESOL Classroom Observation Form

School: _____

Teacher Name: _____

Instructional Model: _____

Date of Observation: _____

Grade level(s): _____

Observer: _____

Number of students in class at time of observation: _____

Number of adults in the class (including teacher): _____

Write the amount of time (in minutes) students participated in each type of instruction:

Whole group: _____ **Direct Instruction:** _____

Small group: _____ **Guided Practice:** _____

Independent Practice: _____

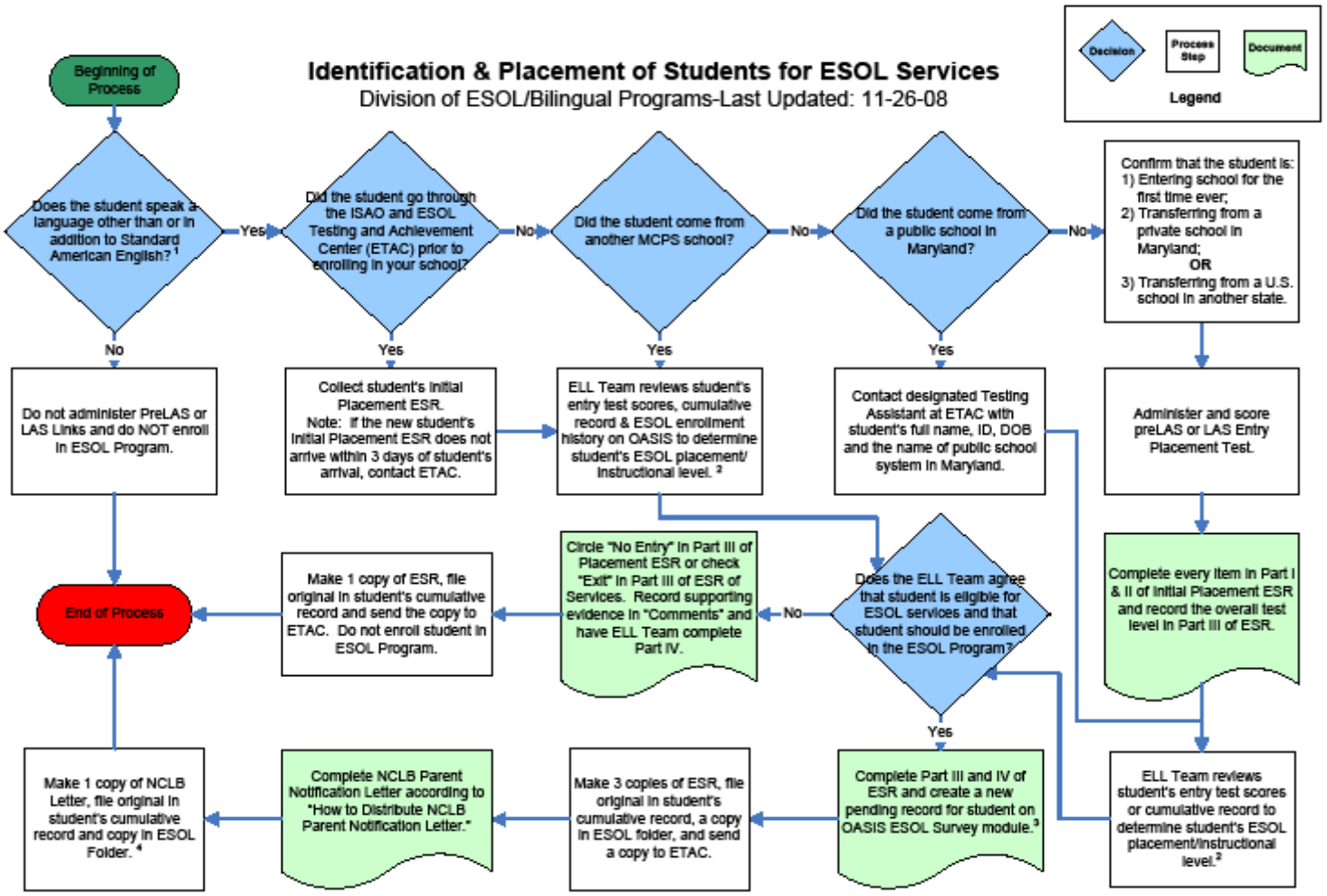
Length of the observation: _____

	Yes	No	Observation Notes
1. The teacher **explicitly models language** in a structured and controlled way (e.g., rephrasing, restating, chunking language).			
2. The teacher provides opportunities to discuss and define words (e.g., checks prior knowledge of word) that may not be known by the students (new vocabulary words).			
3. The teacher **explicitly models skills/strategies** to learn language (e.g., writing on the whiteboard, showing how to use a glossary).			
4. The teacher use assessment (formal or informal) to monitor students' comprehension and guide instruction (e.g., checking for understanding)			
5. The teacher provides structured opportunities for the students' to practice and extend language with each other in an authentic and engaged way.			
6. Students practice language using			
a. **listening skills**			
b. **reading skills**			
c. **speaking skills**			
d. **writing skills**			

	Yes	No	Observation Notes
7. The instruction incorporates multiple and repetitive strategies – such as visuals and nonverbal communication.			
8. Active participation of all was encouraged.			
9. There was a climate of respect for students' ideas, questions, and contributions.			
10. Interactions reflected collaborative working relationships **between students** (e.g., students worked together, talked with each other about the lesson).			
11. Interactions reflected collaborative working relationships **between teacher and students**.			
12. Constructive criticism, feedback to students, and the challenging of ideas were evident.			
Describe the classroom layout/setting:			

Direct Instruction - The explicit teaching of a skill-set using lectures or demonstrations of the material usually in a whole group setting, but can also be small group.
Explicit Modeling - Teacher both describes and models the skill/concept; Teacher thinks aloud as she/he models; Teacher models examples and non-examples. Teacher engages students in learning through demonstrating enthusiasm, through maintaining a lively pace, through periodically questioning students, and through checking for student understanding
Assessment/Checking for understanding - checking for understanding among all/most students. (This can vary as to what type of assessing we're looking for) Formal assessing can be in the form of tests and quiz. Teachers can also assess (i.e. check for understanding) by using asking for an answer verbally, exit cards, or other written/oral format
Guided Practice – Teacher-directed practice follows the initial demonstration and includes teacher supervision and guidance as students start to perform the new tasks.
Independent Practice - Students perform the task independently while the teacher monitors performance and provides additional explanations or reteaching as needed.

Appendix B



[1] As indicated on the ISAO Intake and Referral Form, New Student Information Sheet, Yellow Emergency Card, or Home Language Survey document used for Pre K and K spring registration only.
[2] If student scores 4 or 5 on Pre K test or IN on K-12 test, DO NOT enroll student in the ESOL.
[3] All OASIS transactions are to be created within 5 school days of the "Action Date" and supporting documentation forwarded to ETAC within 5 school days after the transaction is created.
[4] If parent returns NCLB Letter refusing ESOL services BEFORE student is enrolled in ESOL, DO NOT enroll student in ESOL or create a new pending record on OASIS. Obtain parent refusal letter. Change information on part III of original ESR to "No Entry," add "Parent refusal" in "Comments" section, and distribute copies as indicated above. If parent refuses AFTER student is already enrolled, have parent sign the Parent Request for Exit letter and exit student on OASIS. Complete a new ESR of Services to exit the student and distribute copies as indicated on ESR.

6

Appendix C

Description of MCPS ESOL Levels - Elementary

This document describes expectations for student performance in each skill area *by the end of the ESOL level*. ELL Teams use this document to determine appropriate level placement in the ESOL instructional program. This document is also used to determine strategies for differentiated instruction and to assign assessment accommodations that are appropriate for various levels of English language proficiency.

ESOL LEVEL	ESOL LEVEL 1		ESOL LEVEL 2		ESOL LEVEL 3
	LOW BEGINNING	HIGH BEGINNING	LOW INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
SPEAKING	Communicates using: ▪ words, phrases and a few highly patterned sentences ▪ some basic vocabulary ▪ pronunciation and fluency with errors that frequently interfere with meaning	Communicates using: ▪ simple sentences and questions, mostly in the present tense ▪ limited description and detail ▪ basic vocabulary ▪ pronunciation and fluency with errors that often interfere with meaning	Communicates using: ▪ ideas with some description and detail ▪ a limited range of grade-level vocabulary and grammatical structures ▪ pronunciation and fluency with errors that sometimes interfere with meaning	Communicates in most situations using: ▪ adequate description and detail ▪ a moderate range of grade-level vocabulary and grammatical structures ▪ pronunciation and fluency with errors that rarely interfere with meaning	Communicates with ease in a range of situations using: ▪ relevant description and detail ▪ a wide range of grade-level vocabulary and grammatical structures ▪ near-native like pronunciation and fluency with few errors
LISTENING	Comprehends: ▪ some basic vocabulary ▪ phrases and some simple patterned sentences ▪ short oral presentations or discussions presented in words and simple patterned sentences with repetition and strong visual and contextual support	Comprehends: ▪ basic vocabulary ▪ simple sentences ▪ short oral presentations or discussions presented in simple language structures with repetition and strong visual and contextual support	Comprehends: ▪ a limited range of grade-level vocabulary ▪ simple or compound sentences ▪ short oral presentations or discussions presented with repetition, rephrasing, and visual support	Comprehends: ▪ a moderate range of grade-level vocabulary ▪ simple, compound and some complex sentences ▪ oral presentations or discussions presented with some repetition and rephrasing	Comprehends: ▪ a wide range of grade-level vocabulary ▪ a range of complex sentences ▪ oral presentations or discussions presented in grade-level language without difficulty
READING	Comprehends short, leveled text with: ▪ a few grade-level words ▪ predictable, simple grammatical patterns ▪ strong picture support	Comprehends short, leveled text with: ▪ some grade-level words ▪ simple grammatical structures ▪ strong picture support	Comprehends leveled text with: ▪ a limited range of grade-level words and ▪ grammatical structures ▪ some figurative language ▪ picture support	Comprehends leveled text with: ▪ a moderate range of grade-level words and grammatical structures ▪ a limited range of figurative language	Comprehends leveled text with: ▪ a wide range of grade-level words and grammatical structures ▪ a moderate range of figurative language
WRITING	Composes text using: ▪ phrases or simple, modeled sentence patterns ▪ basic, repetitive vocabulary ▪ a few basic writing conventions	Composes text using: ▪ a few details and basic vocabulary ▪ simple sentences mostly in the present tense ▪ some writing conventions	Composes text using: ▪ a limited range of details, grade-level vocabulary, and grammatical structures ▪ limited use of transitions ▪ a limited range of writing conventions	Composes text using: ▪ a moderate range of details, grade-level vocabulary, and grammatical structures ▪ some use of transitions ▪ appropriate format and most writing conventions	Composes text using: ▪ a wide range of details, grade-level vocabulary, and grammatical structures ▪ mostly effective transitions ▪ appropriate format and writing conventions

Speaking, listening, reading, and writing proficiency may develop at different rates and should be assessed and graded separately.

Appendix D

Elementary ESOL Curriculum Overview

Pre-Kindergarten

The ESOL curriculum for prekindergarten and Head Start ESOL students is designed to develop age-appropriate oral language and basic literacy skills in English. ESOL teachers work in collaboration with classroom teachers to set objectives that will help students attain Reading/Language Arts standards, perform academically across content areas, and communicate with others in the classroom, community, and at home. ESOL teachers instruct students using the ESOL Curriculum Blueprints for pre-K students (2005). The blueprint has four thematic units, each of which is aligned with reading/language standards and curriculum and provides guidelines for assessment that focus on measuring students' oral language development. An ESOL instructional guide for prekindergarten is scheduled for future development.

Kindergarten

The ESOL curriculum for kindergarten students is designed to develop oral language and age-appropriate literacy skills in English. This curriculum is designed for teaching ESOL students at beginning, intermediate, and advanced English proficiency levels. This includes specific instruction in English vocabulary, grammar, comprehension, and pronunciation. ESOL teachers provide grades based on student performance on academic tasks, Common Task assessments in the four skill areas, and observations of student interaction and communication in the classroom. ESOL teachers instruct students using the ESOL Kindergarten Instructional Guide (2007). The instructional guide has four thematic units, each of which is closely aligned with reading/language standards and curriculum.

Grade 1

The ESOL Grade 1 Instructional Guide (2007) is designed for teaching ESOL students at beginning, intermediate, and advanced English proficiency levels. The guide includes a recommended sequence of instruction, language focus objectives for different proficiency levels, and instructional resources. The guide also includes Common Task assessments for measuring the development of students' language skills in listening, speaking, reading, and writing. The four units of instruction are aligned to content from the Grade 1 Reading/Language Arts curriculum.

Grade 2

The ESOL Grade 2 Instructional Guide (2007) is designed for teaching ESOL students at beginning, intermediate, and advanced English proficiency levels. The guide includes a recommended sequence of instruction, language focus objectives for different proficiency levels, and instructional resources. The guide also includes Common Task assessments for measuring the development of students' language skills in listening, speaking, reading, and writing. The four units of instruction are aligned to content from the Grade 2 Reading/Language Arts curriculum.

Grades 3–5: Beginning to Low-Intermediate Levels

Two curricula resources are available for beginning ESOL students in Grades 3-5. The ESOL Curriculum Blueprint for Grades 3-5: Level A (2007) is aligned to the new Maryland English

Language Proficiency Standards and to classroom instruction. The Blueprint provides teachers with standards-based Common Task assessments for measuring the development of students' language skills in listening, speaking, reading, and writing. This curriculum blueprint is specifically designed for teaching students at the high beginning to low intermediate proficiency levels.

The ESOL Beginning Level Instructional Guide: Units 1-4 (2004) is another resource that provides teachers with additional instructional activities for teaching students at this level. It may be used in conjunction with the ESOL Curriculum Blueprint for Grades 3-5: Level A. An ESOL instructional guide for Grades 3–5 Beginning and Low-Intermediate levels is scheduled for future development.

Grades 3–5: High-Intermediate to Advanced Levels

Two curricula resources are available for intermediate to advanced ESOL students in Grades 3–5. The ESOL Curriculum Blueprint for Grades 3–5: Level B (2007) is aligned to the new Maryland English Language Proficiency Standards and to classroom instruction. The Blueprint provides teachers with standards-based Common Task assessments for measuring the development of students' language skills in listening, speaking, reading, and writing. This curriculum blueprint is specifically designed for teaching students at the high intermediate to advanced proficiency levels. In one blueprint, two pathways of instruction for alternating years have been provided.

The ESOL Intermediate/Advanced Instructional Guide (2004) is another resource that provides teachers with additional instructional activities for teaching students at the highest levels of ESOL proficiency. The guide consists of eight units. Units 1-4 and Units 5-8 are used alternatively every other year, so that students within these proficiency levels do not repeat the same curriculum two years in a row. It may be used in conjunction with the ESOL Curriculum Blueprint for Grades 3-5: Level B. An ESOL instructional guide for Grades 3-5 High-Intermediate and Advanced levels is scheduled for future development.

Grades 2–5: Newcomer/Low Beginning Level

An instructional guide for ESOL students at the Newcomer level is in the development process. Currently, students at this level are instructed using the Newcomer ESOL Instructional Resource Packet (2005) with various additional support materials designed for beginning language learners.

Appendix E

Office of Curriculum and Instructional Programs
Division Of ESOL/Bilingual Programs
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

REFERRAL FOR ESOL COUNSELING

PART I: Complete Part I and send a copy to the ESOL office, Rocking Horse Road Center or fax to 301-230-5443.

Student name_____ Date___/___/___

School name_____ Gender: ☐ M ☐ F Student ID #_____

Grade_____ ESOL level_____ Language spoken_____

Reason(s) for Referral:

☐ 1. Academic
☐ 2. Behavioral
☐ 3. Social
☐ 4. Personal
☐ 5. Attendance
☐ 6. Health
☐ 7. Special Services
☐ 8. New Student Orientation
☐ 9. Other_____

Previous action taken:

☐ Parent involvement
☐ Administrative/involvement counselor
☐ CAP/EMT/IEP
☐ Other _____

Comments

Name and position of person making referral_____

PART II: ACTION TAKEN BY ESOL COUNSELOR **DATE RECEIVED**___/___/___

☐ 1. Reviewed cumulative folder
☐ 2. Consulted with ESOL teacher/school staff
☐ 3. Consulted with school counselor
☐ 4. Met with student(s) Date___/___/___
☐ 5. Consulted with ESOL parent specialist/parent community coordinator
☐ 6. Updated school counselor
☐ 7. Updated ESOL teacher/school staff
☐ 8. Contacted parent(s)/guardian(s)
☐ 9. Other_____

FOLLOW-UP

☐ 1. One-on-one counseling
☐ 2. Include student in counseling group

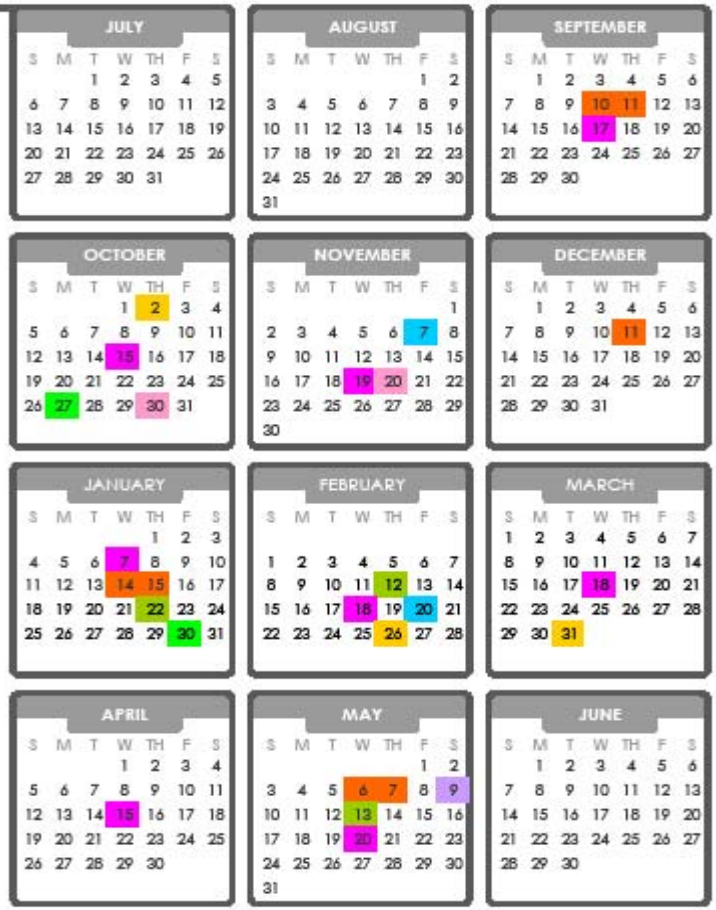
Name of Assigned ESOL Counselor _____

MCPS Form 335-60, Rev. 11/07 Attach additional information as necessary.

Appendix F

ESOL MEETING PLANNER 2008-2009

PROJECT PHASE	LOCATION	DATES
ES ESOL Teachers' Meetings	CTI only (9/10 & 9/11) CTI (RHRC back up location for Jan & May dates) 8 – 3:30 pm	9/10/08-9/11/08 1/14/09-1/15/09; 5/6/09-5/7/09
ES ESOL Meeting for School Leadership Teams (voluntary)	RHRC 8-3:30 PM	12/11/08
MS ESOL Teachers' Meetings	CTI (RHRC back up location) Center – 7:30 – 3:00pm	9/17/08; 2/12/09 5/13/09
MS ESOL Meeting for School Leadership Teams (voluntary)	RHRC 7:30-3:00 PM	1/22/09
HS ESOL Teacher's Meetings (All levels)	CTI (RHRC back up location) 7:30–3:00 pm	10/30/08
HS ESOL Meeting for School Leadership Teams (voluntary)	RHRC 7:30-3:00PM	11/20/08
HS ESOL Resource Teachers (RT) Meetings	RHRC 2:30 – 4:15 pm	9/17/08; 10/15/08; 11/19/08; 12/10/08; 1/7/09; 2/18/09; 3/18/09; 4/15/09; 5/20/09
HS ESOL PLC Meetings	RHRC 7:30 – 10:30 am 11:30 – 2:30 pm	10/2/08; 2/26/09 3/31/09
MS ESOL PLC Meetings	RHRC 8:00 – 11:00 am – ESOL 2, Academic Language, and METS 12:00-3:00 pm – ESOL 1 and ESOL 3	11/7/08; 2/20/09
ESOL METS Meetings	RHRC 8 – 3:00 pm	10/27/08; 1/30/09
ESOL Awards Day	Kennedy HS 9:30 - 12:30	05/09/09



Last updated 6/19/2008 12:54 PM

Appendix G
Sample Agenda

Elementary ESOL Teachers Meeting

September 10, 2008
12:00 PM – 3:30 PM

Center for Technology Innovation (CTI) at Choke Cherry ~ Classroom 1, Lab 1, & Lab 4

OUTCOMES and AGENDA

By the end of the meeting, teachers will have…

- Heard the update from the Director.
- Heard about updates from the LMCC and the Division of ESOL/Bilingual Programs.
- Received information about ESOL Measurement Topics, rubrics, assessments, and/or ESOL grading and reporting tool.
- Reviewed the process for convening an ELL team.

TIME	WHAT		
12:00 – 12:15	**Sign in • Meet & Greet**		
12:15 – 12:25	**Welcome • Overview of the Agenda** Sonja Bloetner Acting ESOL Supervisor (Broadcast from Classroom 1 to Lab 1 & 4) Kelly Reider Martha Stevens Valerie Padilla Instructional Specialists and Facilitators Classroom 1 Lab 1 Lab 4		
12:25 – 12:45	**Director's Address** Dr. Karen Woodson Director, ESOL/Bilingual Programs (Broadcast from Classroom 1 to Lab 1 & 4)		
12:45 – 1:05	**Updates and Announcements** Jackie Hathway and Jennifer Estenós LMCC Reps (Broadcast from Classroom 1 to Lab 1 & 4)		
1:05 – 1:40	**Grading and Reporting Updates** Sonja Bloetner Acting ESOL Supervisor (Broadcast from Classroom 1 to Lab 1 & 4)		
1:40 – 1:50			
1:50 – 2:35	**ELL Team** Martha Stevens Grace Chesney (Lab 4)	**ELL Team** EunHee Cho Grace Chesney (Classroom 1)	**Grading and Reporting Tool** Sookhee Plotkin (Lab 1)
2:35 - 2:40	Transition		
2:40 - 3:25	**Grading & Reporting Tool** Kelly Reider (Lab 4)	**ELL Team** EunHee Cho Grace Chesney (Classroom 1)	**Grading and Reporting Tool** Sookhee Plotkin (Lab 1)
3:25 -3:30	Meeting Evaluation		

Appendix H

English for Speakers of Other Languages Professional Development for Elementary School Leadership Teams
Rocking Horse Road Center
December 9, 2008
8:00 am – 11:00 am

Session 1: Understanding Key Data Points

Outcomes: By the end of this session, school leaders will have:

- Reviewed state mandated AMAO I, II, and III requirements for the LEP subgroup and discussed instructional implications for English language learners (ELL)
- Analyzed LAS Links data to make informed decisions about school-based instructional programs for ELL
- Articulated best practices for instruction for ELL and analyzed video clips using an observation protocol
- Developed an action plan

Time	Content	Process	Who
8:00-8:05	Overview of session format Webinar explanation	Present	Karen Kelly
8:05-8:15	Activator: AMAO Pop Quiz	Present Complete	Karen All
8:15-8:20	Introduction of Action Plan	Present	Martha
8:20-9:00	Instructional Implications of State mandated AMAO I, II, III	Review Discuss	Karen All
9:00-9:45	Analyze LAS Links data to make informed decisions about instructional programs for ELLS	Present Discuss Brainstorm	Sonja All
9:45-9:55	Break		
9:55-10:40	Best Practices – Video – Observation Protocol	Present Discuss	Sandra Andy
10:40-10:55	Action Plan Sharing Q&A	Review Discuss	Martha All
10:55-11:00	Closure and Evaluation	Complete	Valerie Andy

Appendix I

English for Speakers of Other Languages Professional Development for Elementary School Leadership Teams
December 11, 2008
12:00 noon – 3:00 pm

Session II: ESOL Program Accountability

Outcomes: By the end of this session, school leaders will have:

- Reviewed procedures for ESOL student identification, enrollment and reporting
- Reviewed the ESOL exit process to determine when ESOL students are ready to exit the ESOL program
- Examined different teaching/scheduling models

Time	Content	Process	Who
12:00-12:15	Introduction and Activator (review Webinar protocol)	Present	Karen Kelly
12:15-1:20	• ESOL student identification, enrollment and reporting • ESOL exit process	Present Discuss Analyze	EunHee All
1:20-1:35	Break		
1:35-2:35	ESOL teaching/scheduling models	Present Discuss Analyze	Kelly
2:35-2:50	Q & A	Present Discuss Analyze	All
2:50-3:00	Closure and Evaluation	Complete	Andy