

Guidelines for English as a Second Language (ESL) Bilingual Associate Instructors (BAIs)

Bilingual Associate Instructors play an important role in supporting ESL students and teachers as they assist teachers in fulfilling the goals of the English as a Second Language program including working with teachers and ESL students in content area classrooms, assisting teachers with communications with parents of ESL students, and assisting school personnel in fulfilling the instructional goals of the ESL program under the supervision of the certified classroom teacher.

General

It is recommended that BAIs keep a notebook to document the work being done and the ESL students being supported. Include in your notebook your schedule, your phone log, your translation record, and any additional support materials you might need.

Scheduling

The Bilingual Associate Instructor work day is 7 hours and 20 minutes, including a 20-minute lunch and one 10-minute breaks each day.

This schedule permits roughly 30 minutes each day (before or after the student day) that is a good time to work on – but is not limited to – the following tasks:

- Enter documentation in a notebook regarding student assistance, matters that require follow-up, special events, student behavior, student needs, etc.
- Translate vocabulary lists for teachers/students
- Translate notes for teachers/students/parents/administrators
- Prepare for the next day by reading material/textbooks/assigned tasks
- Prepare instructional materials such as flashcards and graphic organizers, which will assist the students in learning or understanding the content better
- Discuss student needs/progress with ESL and content area teachers
- Discuss with ESL and content area teachers, how you can better assist the ESL students in their classroom; for example, ask for copies of notes, handouts, overhead transparencies, and key vocabulary for upcoming lessons
- Make phone calls to parents

BAIs work with the ESL teacher(s) and school administrator to develop a schedule to support ESL students. Factors ESL teachers and administrators consider when planning BAI schedules include:

- Classes in which ESL students struggle the most (ESL newcomers and student with lower ACCESS scores)
- Classes with the highest concentrations of English Language Learners
- In middle and high schools the schedule should:

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- Limit the number of classes visited during a class period or block to maximize support for students and understanding of content and teacher expectations
- Prioritize non-ESL classes for support
- The schedule should include time, room #, period, and the names of the students with whom you are working.
 - Be advised that you should be willing to help any ESL student present in a class, not just those who speak your language(s). Even with students who share your language, it is often effective practice to use both English and the student's native language while reviewing concepts.
- The ESL teacher will share with you initial information on students' ACCESS scores and other background you need to support the student.
- **It is very important to maintain a consistent schedule.** Any changes in your schedule should be made only by the ESL teacher or school administrator.
- If the teacher you are scheduled to work with is absent, your schedule should remain the same.
- If the student/students are not available on a particular day, ask your ESL teacher which students you should work with during that time.
- Once the schedule is set, this **schedule is provided to all affected teachers, principal, assistant principal(s), and front office.**

Front Office

In the front office the BAI may be asked to assist with the enrollment/orientation of an ESL student, introduce the student to his/her teachers. They may show the student the school, including the cafeteria, the school office(s), restroom facilities, the Family Resource Youth Service Center (FRYSC), the gym, and demonstrate how to use a locker.

In the Classroom

Once your schedule is established, introduce yourself to the classroom teacher and identify which ESL student(s) you have been assigned to assist.

Encourage students to take notes, pay attention, ask questions during the lesson and try things on their own. Limit the use of co-translation during classroom instruction.

Review the main points of the lesson with the students to assist them to fill in the gaps of information that they may have missed.

Ask the students to explain or summarize the lesson. Students need to demonstrate knowledge and learning. Avoid simply asking, "Did you understand?"

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Many teachers will give their students some class time for independent work. Use this time to work with the ESL student(s). If teachers do not allow time for independent work, talk with the teacher to see when would be a good time to assist students.

Assist the ESL student(s) with organizational skills, such as keeping class notebooks/binders, taking notes, recording homework assignments, completing graphic organizers, etc.

Preparation

Collaborate with the teacher to identify key vocabulary and concepts needed for a lesson and to establish before or after activities to reinforce learning with students.

Ask the teachers to provide you with the same student book the students are working in, so that you can follow along and/or read ahead.

Ask the teachers to make the teacher's edition available to you, so that you can better understand the task and the correct answers.

Use of Native Language

If you are working with more than one student in a classroom, be sure they are on task. Native language conversation should pertain to the subject matter. If there is a problem, enlist the teacher to be the primary disciplinarian.

When deciding whether to use the native language (L1) or English with a student, it is helpful to consider the following:

- What is the student's level of English proficiency?
- What will best move the student forward in English proficiency and academic content knowledge?
- What is the student's understanding of the content (in English and L1)?
- What is the context of the communication? Is your focus academic content, the mechanics of the classroom, or the student's social/emotional needs?

Communicating with Families

If there is a request from a teacher or an administrator for a home contact, please document this in a phone log/notebook. Make sure you document the date and time of the parent contact and inform the requesting teacher and/or administrator of the parent response in writing (e-mail).

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Whenever possible, home contacts requested by a teacher or administrator should be made during your scheduled work day and at a designated time that minimizes time away from instruction.

Extra service pay will be granted for calls outside your scheduled work day, when:

- requested by a teacher or administrator
- documented on an ESL Extra Service Phone log, Interpreter Request Form (approved prior to completion of work whenever possible), and an Individual Extra Service Time Reporting Sheet

Communicating with Teachers

Student Needs and Progress

When students are doing small group work in a classroom, be sure ESL students are active participants. Collaborate with the teacher to provide opportunities for students to participate in a variety of groupings. If the group work requires each member to have different roles, help make sure ESL students get a turn to experience each role.

When appropriate, help the teacher establish English-speaking partners for ESL students.

Work with the teacher to provide instructional accommodations on tests for students in accordance with the PSP. Be careful about not supplying the answers for them. You can simplify (paraphrase) the instructions in English or provide oral native language support, in accordance with the PSP.

Communicate regularly with teachers about students you are working with.