

Coffee County Schools

Plan for Hiring Teachers working with English Learners

All teachers of any language instruction program for English Learners (ELs) need to be fluent and competent in the four domains of language assessed by the English Language Proficiency Assessment: reading, writing, speaking and listening.

A teacher's fluency in listening and speaking is documented and evaluated during the interview process. The person responsible for interviewing will note listening mistakes, miscues, grammar and syntax errors and will judge the level of fluency for both speech and listening.

Reading is satisfied through the college transcript if from an English speaking university. Reading is evaluated through the reading of responses that show understanding of the application process. An excerpt from the Application for Employment, "Make a brief statement on why you chose teaching as a profession," may be utilized during the interview process if additional evidence is needed.

Writing fluency is documented via the application as a writing sample is a required part of the application. As needed, additional samples may be completed on site so that the interviewee will have no outside editing.

The exact requirement from the No Child Left Behind Act of 2001 is

"TEACHER ENGLISH FLUENCY – Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teacher in any language instruction educational program for limited English proficient child that is, or will be, funded under this are fluent in English and any other language used for instruction, including having written and oral communications skills." [3116 (c)]