



# Supporting All English Learners across Tennessee:

## A Framework for English Learners

Tennessee Department of Education | March 2018

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# Introduction

This guide is intended to outline the department's framework for supporting and empowering districts to serve their English Learners (ELs) more effectively. District administrators, teachers, and other advocates may use this framework, alongside the [English as a Second Language Manual](#), as a reference guide and a tool to inform decisions on planning, support teachers in differentiating supports for students, and ensure that English as a Second Language (ESL) programs are implemented with fidelity and in the best interest of students.

This document was developed in coordination with [Tennessee's state plan for the Every Student Succeeds Act \(ESSA\)](#), which focuses more directly on both the language proficiency and academic achievement of English Learners and other historically underserved student groups.

## Supporting English Learners

The English Learner population in the United States has been steadily growing for the last decade. Tennessee's EL population has more than doubled in the past ten years, and considerably more districts are serving ELs than in previous years. Increasingly, classroom teachers are charged with supporting EL language acquisition by providing differentiated and accommodated instruction. General educators and ESL teachers must work in partnership to support student learning and language acquisition. To this end, the department has identified the critical need to further develop best practices for supporting ELs across the state. Tennessee is committed to ensuring that all students, including English Learners, have the opportunity for success in rigorous coursework, access to early postsecondary opportunities, and access to highly effective teachers.

During 2016, the Tennessee Department of Education began implementation of our strategic plan, [Tennessee Succeeds](#). This plan is built around four goals and six priority areas for education in Tennessee. The goals are:

- Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.
- 75 percent of Tennessee third graders will be proficient in reading by 2025.
- The average ACT composite score in Tennessee will be a 21 by 2020.
- The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

The last two goals listed are ambitious for all students but especially for ELs. These goals are supported by the five priority areas of Tennessee's educational program:

- Standards, accountability, and assessment;
- Early foundations and literacy;
- High school and bridge to postsecondary;
- All means all;

- Educator support; and
- District empowerment.

The program serving English Learners for English language acquisition has worked with both the department's [Read to be Ready](#) program and early learning and literacy division to involve more stakeholders and educators in supporting ELs. Additionally, internal and external stakeholders are beginning to collaborate on how best to support access and success for all students, including ELs, in early postsecondary opportunities, such as career and technical education and advanced coursework. Divisions across the department are working to provide dynamic and coordinated professional development focused on supporting ELs for general education teachers through a series of workshops and work sessions provided within professional learning communities in the eight CORE regions of Tennessee. Districts are further empowered through increased learning around the English as a Second Language (ESL) program designs and continuous support as they select the designs that best fit their programming and EL population. The state is actively developing programs and resources that individual districts can use to create an individualized learning plan (ILP) and a growth trajectory for English language acquisition for each EL in grades K-12 across the state.

Further, Tennessee's ESSA Plan, which is a continuation of the strategic plan, was approved by the U.S. Department of Education in 2017 outlines supports for ELs as they are developing English language acquisition skills and academic skills. Tennessee values both growth and achievement in its accountability model and EL goals. The ESSA plan includes more schools and more students for accountability related to achievement within the EL subgroup than were included previously. Schools with as few as 10 ELs will be included in accountability for English language proficiency assessments.

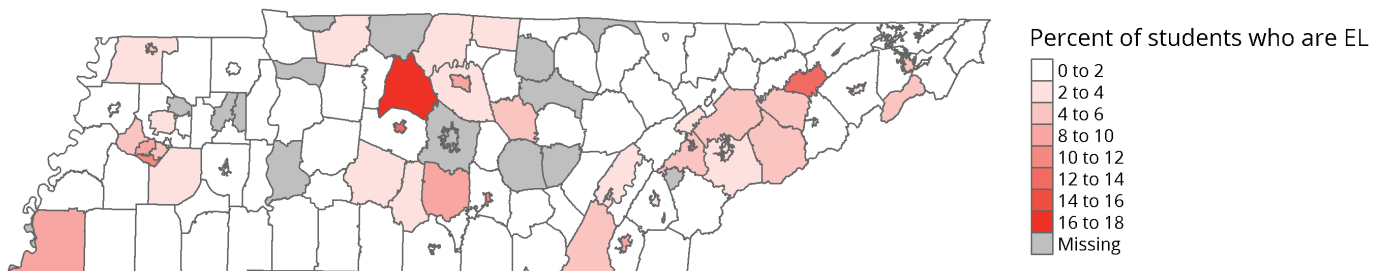
To support both general education and EL teachers who provide daily instruction to ELs, as well as school and district administrators, the department has developed this framework to support educators and stakeholders. This framework is intended to outline supports for ELs and clarify the roles of key stakeholder groups including the state, districts, schools, and teachers.

District leaders, administrators, and teachers are expected to meet the needs of all students, and those who are furthest behind and have been historically underserved must be prioritized, as demonstrated by the department's commitment to All Means All in our *Tennessee Succeeds* strategic plan. Further, the Every Student Succeeds Act is grounded in equity, which includes access, opportunity, and supports for all students with an increased emphasis on both the proficiency and achievement of ELs. With the new guidelines and accountability for the EL subgroups in Tennessee's ESSA state plan, district and school leaders are called to review and to make data-driven decisions for all students, especially for our historically underserved student groups. The data available are not limited to accountability, but include other critical metrics such as discipline, attendance, and school climate.

# Landscape

Tennessee's EL population is increasing significantly, with 45 percent growth in the EL population from 2011 to 2017. There are concentrations of ELs in several regions across the state, nearing 20 percent of all students in some areas. In 2016-17, 132 Tennessee districts and 1451 schools served ELs, with 17 districts serving a population of ELs exceeding 6 percent of their student body. Should this growth trajectory continue, we will exceed 60,000 ELs by 2020. These changes in Tennessee's population will have a significant impact on the educational trends in the state.

The map below shows the percent of ELs across Tennessee by county.



## Role of the State

The primary roles of the state agency are to (1) set expectations for all students, (2) evaluate performance, and (3) provide guidance and support that promote equity, excellence, and continuous improvement in order for all students – including English learners – to be prepared for postsecondary education and the workforce after high school graduation. The department must identify and communicate the appropriate goals and metrics to support districts, practices to support schools, and guidance for educators to support students as they embark on their chosen path in life.

The state's role in the education of English learners includes:

- setting high-expectations for all students;
- making data-driven decisions at the state level;
- empowering districts and schools with information and strategies for ELs;
- ensuring equitable access to effective instruction and advanced coursework;
- addressing the needs of special populations of ELs, including dually identified, recently arrived (RAELs), and long-term English Learners (LTELs);
- disseminating resources and supports for districts and schools; and
- conducting monitoring and evaluation of programs.

# Goal

By 2024-25, 75 percent of English learners will meet the appropriate growth standard on WIDA ACCESS. In order to meet this goal, Tennessee districts and schools must continue to support ELs in meeting, at a minimum, the average growth standard for English Language proficiency. Meeting this goal means more ELs will have access the Tennessee state standards and engaging curriculum, so that all students are prepared for a more seamless transition and meeting their individual goals.

## Metrics for Success

In addition to accountability indicators, Tennessee has identified additional metrics that will be reviewed annually to determine progress and success for the state, districts, and schools. These metrics provide more information about the success of ESL programs across the states. It is critical that English Learners are gaining language proficiency and also mastering academic content.

These metrics are supplemental and not the same as accountability; they are intended to serve as leading indicator data and a way for districts and schools to demonstrate success. The department has begun developing matrices for expected growth trajectories of students. These data will be provided annually beginning in 2018 to districts and are expected to be used in planning and development for ESL programs.

### **District and School Success Metrics:**

1. decrease in the percent of students not exiting EL services within six years,
2. increase the percent of ELs with initially strong oral language production skills who exit within three years,
3. increase the percent of ELs making sufficient growth toward English proficiency,
4. increase the percent of former ELs who score on track on content assessments (ELA, math, science, and social studies).

### **Decrease in the percent of students not exiting within six years**

In order for an EL to exit services, they must score a required cut score on the WIDA assessment (WIDA ACCESS<sup>1</sup>). The WIDA ACCESS measures a student's social and academic language across the four domains of speaking, listening, reading, and writing. The sections of reading and writing are known as the literacy section. In order to exit in 2017-18, students must score a 5.0 or higher for both their composite and literacy scores.

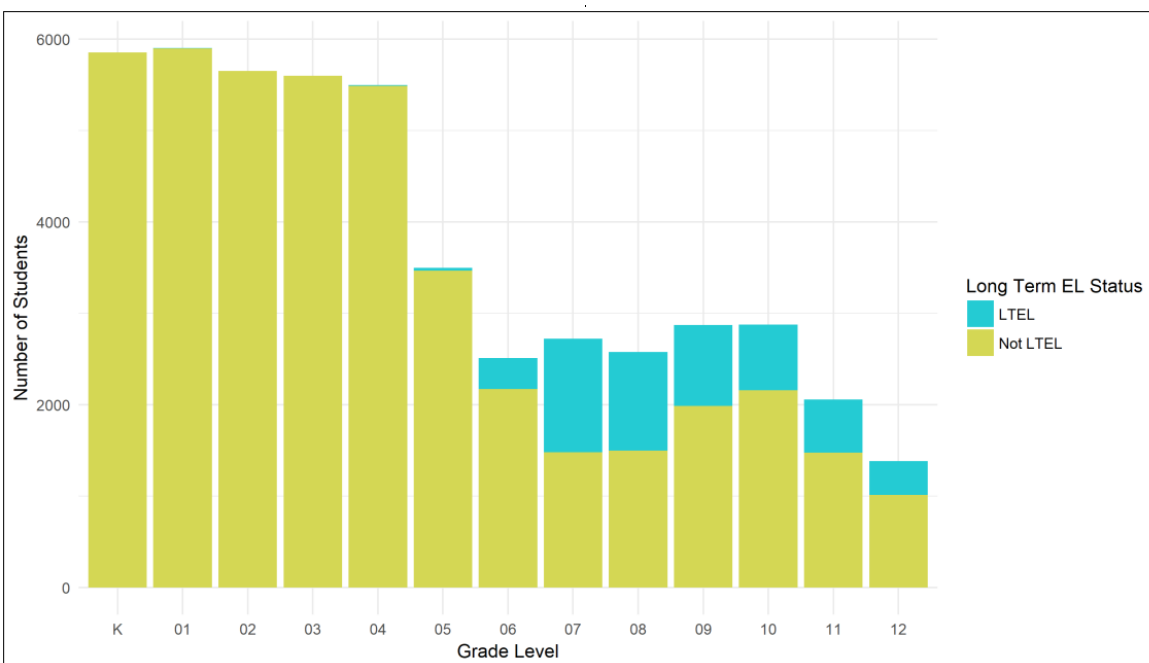
Graph 1 below shows that the majority of ELs (shown as Not LTEL) are in grades K-4 and that most transition out of EL status by middle school. However, as the blue long-term ELs (LTEL) section highlights, there are ELs across grades 6-12 who receive EL services for greater than six years. We believe that strong instruction with meaningful differentiation for students will result in the opportunity for students to transition sooner.

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<sup>1</sup> Assessing Comprehension and Communication in English State-to-State



**Graph 1**



**Increase the percent of ELs with initially strong oral production skills who exit during the first three years of ESL services**

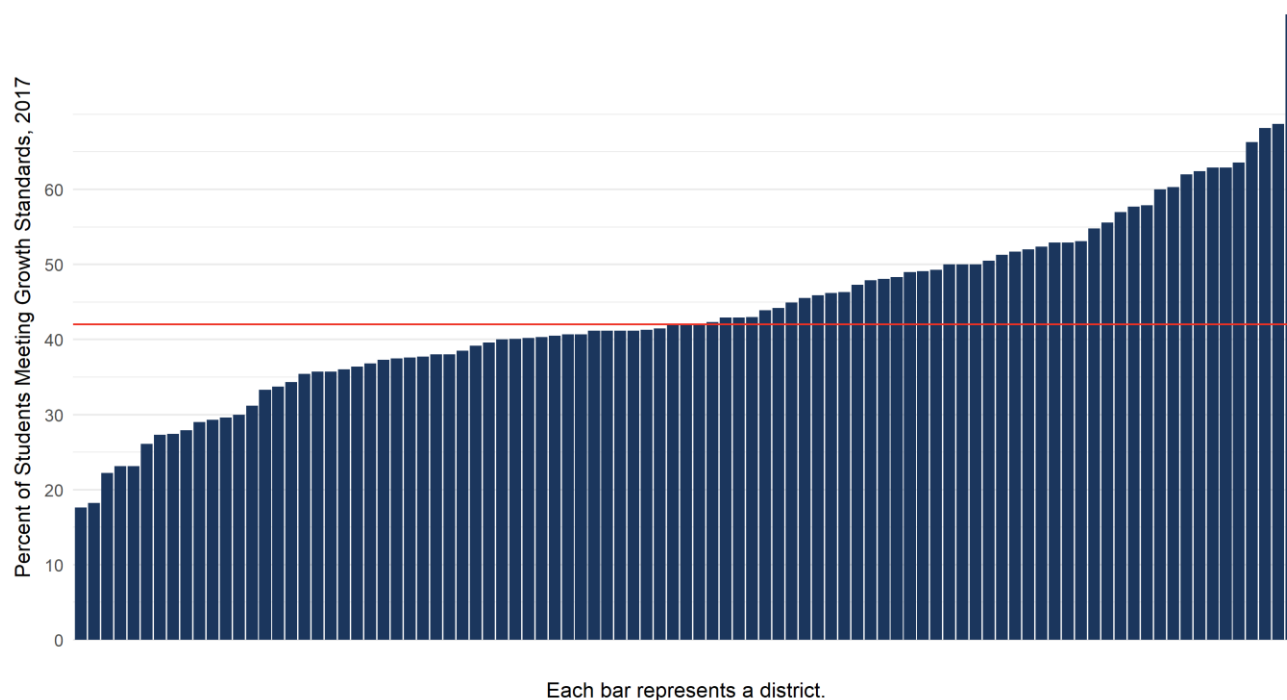
ELs' oral production skills are measured by the WIDA ACCESS speaking section. In 2014, 20 percent of ELs with lower speaking proficiency skills exited EL services within three years compared to 57 percent of students with higher speaking proficiency. This statistic highlights that students who have higher oral production skills are more likely to exit services in three years, compared to their peers who are struggling with oral proficiency. Oral production acquisition is a central element of a student reaching the necessary proficiency to exit ESL services.

**Increase the percent of ELs making sufficient growth toward English proficiency**

In 2017, 42 percent of ELs met their growth percentage toward English proficiency. Graph 2 below highlights the disparity in ELs meeting their growth percentage across Tennessee districts. In two districts, fewer than 20 percent of ELs are meeting the growth percentage, a number that is well below the state average. In order for ELs to be able to exit EL services, it is imperative that they are making the necessary annual growth.



**Graph 2**

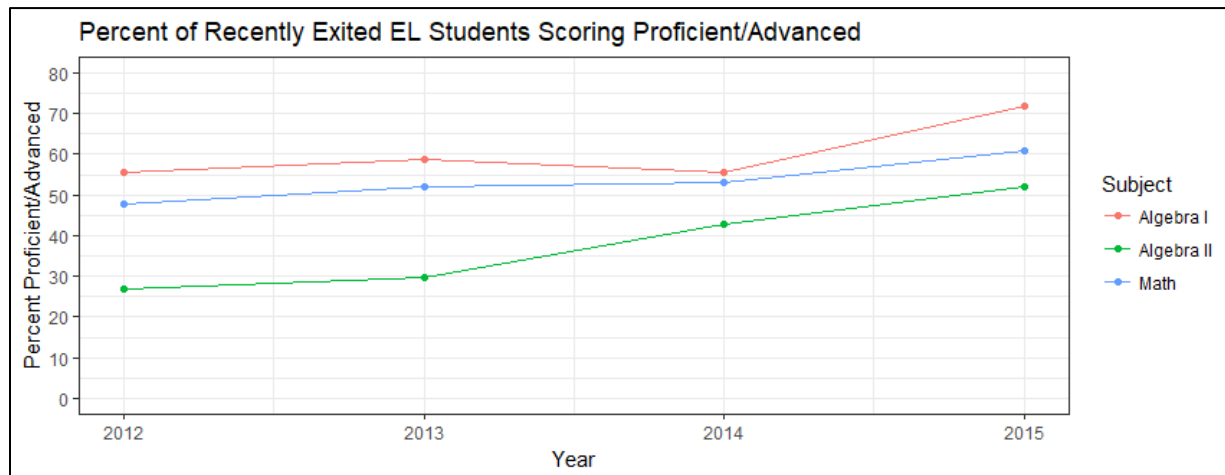


**Increase the percent of former ELs who score on track on content assessments**

Tennessee has experienced an increase in the percent of ELs who scored proficient/advanced in the elementary math grades and high school end-of-course tests (EOCs) of Algebra I and Algebra II, on the previous state assessment.

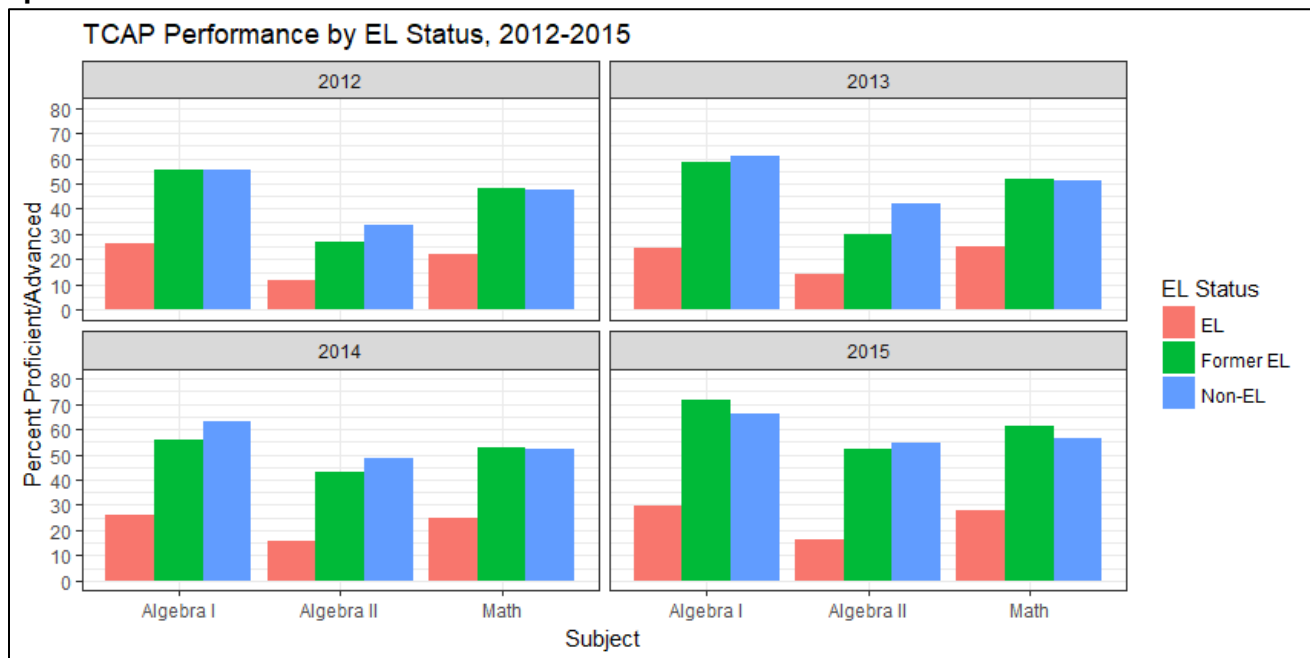
Graph 3 below highlights the positive trajectory of ELs scoring proficient/advanced on 2012-2015 state assessments. For example, in 2014, 43 percent of ELs were proficient/advanced and in 2015, and 52 percent were proficient/advanced. In parallel to statewide data, the percent of ELs who are on track/mastered has declined as Tennessee sets a new baseline in a more rigorous assessment to ensure students are set up for success in postsecondary and the workforce. Both the prior and current assessment results show that there is a great opportunity to increase the percent of ELs who are on track on content assessments.

**Graph 3**



The TCAP Performance by EL status below in Graph 4 highlights another important statistic: not only is EL proficiency growing over time, but ELs who exit services are performing at rates comparable, and in some instances, higher than their non-EL peers.

**Graph 4**



# Developing English Proficiency: WIDA

Since March 2014, Tennessee has been a member of the WIDA consortium, a non-profit cooperative group promoting educational equity for English learners. Beginning in 2015-16, Tennessee transitioned to the WIDA ACCESS assessment as the English Language Proficiency Assessment (ELPA) for ELs. Tennessee's EL standards, screener, and summative assessments are provided through WIDA's framework for K-12 education.

The [WIDA standards framework](#) contains five components:

1. Can Do Philosophy
2. Guiding Principles of Language Development
3. Age-Appropriate Academic Language in Sociocultural Contexts
4. English Language Development Standards and Performance Definitions
5. Strands of Model Performance Indicators

The Tennessee Academic Standards that guide instruction across the state exemplify many of the language features of WIDA's standards framework, specifically:

- a focus on oral language development;
- literacy across the content areas;
- use of instructional supports; and
- attention to genre, text type, register, and language forms and conventions.

By building on a foundation of standards, assessment, and accountability, all students – including ELs – will be set up for success with the Tennessee Academic Standards, in postsecondary, and in the workforce.



# Overview of Program Models

In order to ensure that the goals and success metrics articulated above are met, Tennessee schools utilize multiple program models to support ELs. Most Tennessee schools utilize one or more of the following **program models**:

- sheltered English instruction,
- structured English immersion,
- specially designed academic instruction in English,
- content-based English instruction,
- pull-out instruction, and
- push-in instruction.

In the sections below, the program models used in Tennessee are detailed. Some models may be appropriate for students performing at all WIDA levels where other models may be more effective for certain levels of language acquisition. Students' Individualized Learning Plans (ILPs) and other information must be considered to ensure that individual student needs are met and that the model is appropriate.

## **Sheltered English Instruction (appropriate for most levels, particularly levels 3-5)**

Sheltered English instruction is an instructional approach whereby teachers use physical activities, visual aids, and the environment to teach students the vocabulary necessary to understand content subjects. It delivers language-rich, grade-level content instruction in English that is comprehensible to ELs.<sup>2</sup> While sheltered English instruction is commonly used for intermediate to advanced students, this model may also be effective with students at any level. SEI is one element of the sheltered instruction observation protocol (SIOP), which is a framework for teaching language and content together.

## **Structured English Immersion (appropriate for all levels, particularly level 1)**

Structured English immersion is a technique for rapidly increasing the language proficiency of ELs. Many SEI programs provide some bilingual support. The hallmark of this program is that the focus is on English, not specific content, for extended periods of time.

## **Specially Designed Academic Instruction in English (appropriate for all levels)**

Specially designed academic instruction in English (SDAIE) is an approach to teach English simultaneously with content. SDAIE either requires intermediate fluency in English for the EL to be able to access the content, or the lessons must be carefully scaffolded and differentiated to provide the language to the ELs who are at a beginning to low intermediate level. Lessons are focused on both content and language acquisition.

## **Content-based English Instruction (appropriate for levels 2-5)**

Content-based English instruction (CBI) is designed to provide content and language instruction.<sup>3</sup> During CBI, engaging language lessons are blended with content.<sup>4</sup> Students have an increased focus on core content versus explicit language acquisition. Lower WIDA levels require additional differentiation and

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<sup>2</sup> [https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html#sheltered\\_english](https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html#sheltered_english)

<sup>3</sup> Brinton, Snow, & Wesche, 1989

<sup>4</sup> <https://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>

stronger scaffolding.

### **Pull-Out English Instruction (appropriate for most levels)**

Pull-out English instruction involves students being removed from the general education classroom to work individually or in a small group with an ESL teacher. Pull-out ESL requires that ELs miss core class time, which can pose challenges. In order to use pull-out effectively, the student must be unable to access content in a general education classroom with accommodations due to a lack of language proficiency. If content can be accessible in a general education classroom, then a push-in model may be more appropriate. Some ESL teachers pull out mixed-level proficiency groups while others pull out by proficiency levels that may include mixed grade levels.

### **Push-In English Instruction (appropriate for levels 3-5)**

In push-in English instruction, the ESL teacher can push in for small group instruction or co-teaching to the general education classroom. The push-in model increases the amount of time an EL is with peers in the general education classroom and reduces the time they are away from core instruction. The ESL teacher can teach to the entire small group certain language aspects and scaffold for the entire group of ELs.

Additional information on the program models, including considerations for implementation and scenarios to help think through the best option for your district and school, can be found on page 10 of the [Teaching Literacy in Tennessee: English Learner Companion](#) and in the [English as a Second Language Manual](#).

# District Planning

As part of the annual planning process, districts must decide which ESL program model(s) will be available for schools to select to best serve their students. Districts complete the planning process in ePlan, with sections of the annual needs assessment designed to address services for English learners. Specifically, districts must provide details on how they evaluate their programs and how they support their ELs, including transitional students. In addition, each year, districts must submit extensive detail in their funding applications for Title III funds. Title III funds are available for Limited English Proficient (LEP) students and immigrant youth. These applications are subject to a multi-level review process before approval. The planning process is integral to ensuring strong EL support, as it provides the foundational information to be used when supporting ELs.

The table below provides a timeline for the district planning process:

Sept.–Oct.	Host Family and Community Engagement Open House Host Title I Annual Meetings		
Nov.–Jan.	Attend regional meetings with CORE to support planning	Data-driven decision making to improve student outcomes	Parent & Family Engagement
Jan.–March	Begin district planning window: ESL program decisions are made through the ePlan/LEA planning process		
	Complete district annual needs assessment		
	Review Human Capital Reports that are available to districts in ePlan		
	Decide hiring and placement decisions for districts and schools to support EL population		
	Conduct survey data (parent, students, other stakeholders)		
April	Begin district school plan approval		
May–June	Complete funding application submission and approval		
June–July	Attend state professional development/host professional development for general educators and ESL teachers Attend PLCs/regional convenings held across the state		
	Review and evaluate district and school ESL program models for effectiveness based on data and guiding questions		
August	Implement ESL program models		

### **Guiding Questions for District Program(s) Effectiveness:**

1. What is the population of English Learners served in the district? Are more students in the early stages of developing English proficiency? Are most students entering in early grades or in high school?
2. Does the EL population vary by school? Are there patterns in certain schools related to newcomers or proficiency?
3. How is the district determining the effectiveness of the model? If it is determined to be ineffective, when should there be a shift?
4. How and when does the district review data? What data are being reviewed?
5. What family engagement programs and strategies are in place? How do you address translation service needs?
6. How do you approach human capital decisions to support ESL programing?
7. How are general educators prepared to support ELs in their classrooms? What is the PD plan for ESL teachers? For all teachers?
8. What is the level of effectiveness of the professional development provided? Given the program model(s) selected, what other professional development should be offered?
9. How do you provide support and training for counselors, special education personnel, school psychologists, and translators/interpreters on the EL instructional models, needs of students, and learning goals?
10. Has your district completed the program self-assessment? How are the results being used to improve practice in your district? (Self-assessment information will be available in ePlan in spring 2018)

### **Student and Family Engagement**

In order to support ELs and their families more effectively, the department is aligning its family and community engagement supports more tightly to reach all parents and to ensure families and communities have what is needed to support their students. Research indicates that when schools, families, and communities work together, students benefit both academically and socially. We believe districts and schools must create a welcoming environment for families of ELs.

The department's family and community engagement coordinator, in collaboration with other department divisions and external partners<sup>5</sup>, will support districts by providing opportunities for professional learning on topics including the following:

- cultural competency,
- strengthening community partnerships,
- engaging hard-to-reach families,
- English Language Development (ELD) for parents of English learners, and
- family literacy services.

### **Parental Involvement for English Learners**

In Tennessee, there is significant overlap in students that qualify for EL services and Title I services,

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<sup>5</sup> Conexión Américas



making it crucial that parents of ELs are provided adequate resources, both to explain the program and how it serves their students in Title I and Title III. Title I services are provided to low-income students to help ensure that they are meeting academic standards. Title III services are provided to students who are identified as English Learners. Title I family nights must be EL friendly for EL parents, explaining the services and accountability in a language and manner (translation or interpretation) that is accessible and understandable to parents.

Title III supports English education for parents, with the belief that this is a necessary tool for participation in an English-only school system. Several school districts in Tennessee provide this needed support to parents of ELs. Other districts include additional supportive opportunities, such as:

- early childhood enrichment and support provided as the parents are in English class,
- cultural competencies,
- Spanish for teachers,
- cultural festivals and exhibitions, and
- literacy nights.

Parents need to understand the expectations for growth and proficiency for ELs. Program model decisions should be thoroughly explained and discussed. Parents may not be aware that their child is being served with both ESL (WIDA) standards and with general education standards in all courses. Parents need to be assured that Tennessee schools show respect and support the importance of the first language. This is often accomplished by the teachers connecting how the first language exhibits grammar and syntax as compared with English, the target language. For example, the teacher might ask the child who is struggling with creating plurals in English how one book becomes two books in the first language. This supports metacognition while exhibiting support for the first language.

All parents want to support their children. The role of education, schools, and teachers are perceived differently from one culture to another, and EL parents need support to develop the skills to appropriately advocate for their children within the Tennessee school system. Assistance provided to EL parents should include comprehensive information of what parents should understand. This includes, but should not be limited to:

- assessment times,
- importance of rest and good nutrition during assessment windows,
- inclement weather policies,
- absenteeism,
- truancy,
- free and reduced lunch and breakfast programs,
- report cards,
- school health nurse and the support s/he can provide,
- immunizations,
- maintaining and protecting documents,
- legal rights,
- discipline, and
- zero tolerance situations.

Parents also benefit from day-to-day advice, such as the need to provide the child a well-lighted, quiet place to read or study; the importance of free reading time; the need to complete assignments; how to turn in assignments; and how to ask for help and support when needed. Parents need a support network, and the ESL teacher is often a good point of contact for the parent when there are questions or concerns.

### **Districts Determine Program Models for Schools**

Based on the district's selection(s), individual schools within the district can operate different program models. Districts (and schools) can elect to use multiple program models in order to meet the needs of their student population. There are several considerations for choosing the appropriate ESL instruction for a district, including:

- the student's linguistic needs (including home language),
- the student's academic needs,
- the quality and duration of previous education,
- the cost of the program, and
- the availability of the educators to be involved.

District leaders should engage ESL teachers and general educators teaching ELs to identify appropriate service models to support the range of learners in the district.

## **School Planning**

In Tennessee, 99 percent of the state's Title I schools operate schoolwide programs, and these schools must submit a plan for all students, including English learners. These school plans must be based on a comprehensive needs assessment and align with the district plan. Annually, schools are required to complete a self-assessment of EL programming. Beginning in 2017-18, the department's consolidated planning & monitoring division will review these self-assessments in the monitoring and evaluation process. These assessments should be a part of the school planning process for continuous improvement.

Districts should determine the program model best suited to their individual needs based on the number of ELs, teachers, and English Language Proficiency Assessment and state testing data. Schools can then determine the best way to implement the program to meet the unique needs of their ELs. The chart below outlines five program model options that districts can use to support EL learning, language development, and academic growth. The ESL teacher, in collaboration with other educators, should determine the best program for each student when possible.

The table below is a suggested school planning timeline:

May–Sept.	Conduct school planning: ESL program decisions are made through the ePlan/school planning process	Data-driven decision making to improve student outcomes	Parent & Family Engagement
	Administer and review survey data (parent, students, other stakeholders)		
May–June	Review quick scores and WIDA scores and determine appropriate models for ELs		
	Complete funding application submission and approval		
June–July	Attend state or district PD offered for general educators and ESL teachers		
	Attend PLCs/regional convenings held across the state		
	Review and evaluate district and school ESL program models for effectiveness based on data and guiding questions		
June–Aug.	Conduct building-level PD		
	Complete and review annual self-assessment		
Aug.–Sept	Review TCAP data		
	Complete ELPA screening for new students identified as potential ELs by the home language survey (within first 30 days of enrollment)		
Sept.	Finalize school plan to be approved by the district		

### Guiding Questions for School-level Effectiveness:

1. What is the population of English Learners served in the school? Are more students in the early stages of developing English proficiency?
2. At what level or grades are students entering?
3. How and when does the school review data? What data are being reviewed? How are teachers expected to use data?
4. How are program model decisions being made? What teachers (ESL, general education, and special education) are included in the decision process?
5. What processes are in place to ensure that all students are being tested and appropriately recommended for service(s)?
6. How are general educators prepared to support ELs in their classrooms? What is the professional development strategy for ELs for all teachers?
7. What are the teacher needs to improve outcomes for ELs?
8. What family engagement programs and strategies are in place? How do you address translation service needs?

## Program Placement Examples

Determining the appropriate program model can be challenging; the table below provides some example students and the potential program model to support their needs.

Student Example	Program Model	Pros	Cons
First grade EL, expected to exit direct ESL services at the end of the school year	Push-in	<ul style="list-style-type: none"> <li>Allows teaching team to see how s/he will perform in the academic classroom</li> <li>Can determine if this model is appropriate for language growth with the child's learning style</li> </ul>	<ul style="list-style-type: none"> <li>May determine that language is adequate but social and personal learning support is needed</li> </ul>
Recently Arrived English Learner (RAEL), 16 years old, who is a refugee from Syria and has been on the move for the past three years, out of school since age 11.	Pull Out	<ul style="list-style-type: none"> <li>Will be able to develop English skills with a selected group of students</li> <li>Allows individualization of needs, including social/ personal needs</li> </ul>	<ul style="list-style-type: none"> <li>May be relegated to work on a soft-ware language program if other students have better language skills</li> </ul>
Long-term English Learner (eighth year in the ESL program)	Sheltered English Instruction	<ul style="list-style-type: none"> <li>Could connect academics to ESL to help make up academic gaps in concepts and vocabulary</li> <li>Would be learning the grammatical structures for classroom work in authentic language</li> </ul>	<ul style="list-style-type: none"> <li>Approach to grammar and language learning might be too deductive and unclear</li> </ul>
EL with disabilities, sixth grade, identified in first grade for ESL and in third grade for special education services	Content-based Instruction	<ul style="list-style-type: none"> <li>Provides consistency to academics while increasing English proficiency</li> </ul>	<ul style="list-style-type: none"> <li>If content is too difficult and not properly scaffolded, access to language instruction will not be evidenced</li> </ul>
Newly arrived fifth grader with high beginning English skills	Specially Designed Academic Instruction in English	<ul style="list-style-type: none"> <li>Provides support for academics and ESL</li> <li>Must be a schoolwide or grade-level wide program for ELs</li> </ul>	<ul style="list-style-type: none"> <li>Requires Sheltered Instruction Observation Protocol (SIOP) or SDAIE trained team of teachers</li> </ul>
12-year-old recently arrived from Guatemala with a non-English home language and/or no written English skills	Structured English Immersion	<ul style="list-style-type: none"> <li>Develops basic interpersonal communicative skills (BICS)</li> <li>Allows for adjustment to U.S. schooling expectations</li> <li>Individualization of non-academic needs, including counseling and other social supports.</li> </ul>	<ul style="list-style-type: none"> <li>More than academic support may be needed</li> <li>Requires trained teachers understanding the needs of newcomers which is not limited to academics</li> <li>Requires schoolwide buy-in from ESL teachers and general education teachers</li> </ul>

# Classroom Instruction

The single greatest in-school factor in improving outcomes for students is the classroom teacher. ELs interact with their ESL teacher and general education teachers throughout the day making it extremely important that there is a constant dialogue and unified understanding of the student's needs.

## WIDA Standards Framework

EL classroom instruction is structured around the WIDA standards framework and Tennessee Academic Standards. As mentioned above, the WIDA standards framework is built around the five components of (1) WIDA Can do Philosophy, (2) Guiding Principles of Language Development, (3) Age-appropriate Academic Language in Sociocultural Context, (4) English Language Proficiency/Development Standards and Performance Definitions, and (5) Standards of Model Performance Indicators.

Additional information on supporting ELs in classrooms can be found in the [Teaching Literacy in Tennessee: English Learner Companion](#).

## Can Do Philosophy

The Can Do Philosophy is based on “the belief that all students bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities.” Educators must “craft instruction that capitalizes on and builds upon these assets.”<sup>6</sup>

In order for English Learners in Tennessee to be successful, educators must plan, instruct, and assess with a Can Do Philosophy. According to WIDA, a Can Do Philosophy “recognizes and builds upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.” Teachers should consider what students can do at each level of language development using the WIDA [Can Do Descriptors](#) for the appropriate grade level as they engage in teaching and learning in academic contexts. Can Do Descriptors provide examples of what English learners can do with language tied to four specific purposes of academic language use (i.e., recount, explain, argue, and discuss) in Listening, Speaking, Reading, and Writing at each of six levels of language proficiency.

What is unique about the WIDA Can Do Descriptors is that they apply to all five English language development standards:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

In addition to approaching instruction with a Can Do Philosophy, educators should consider WIDA's Essential Actions, or evidence-based strategies. The 15 Essential Actions are designed to stimulate conversation and collaboration between content and ESL educators. Essential Actions are designed to

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<sup>6</sup> 2012 Amplification of The English Language Development Standards, Board of Regents of the University of WI, 2013

work through WIDA's language development standards to highlight the academic language associated with content areas at given grade levels.

For further detail on the Essential Actions, including the research base behind each specified action, see the [Essential Actions Handbook](#).

Essential Action 1	Capitalize on the resources and experiences ELs bring to school to build and enrich their academic language
Essential Action 2	Analyze the academic language demands involved in grade-level teaching and learning
Essential Action 3	Plan differentiated instruction around the conceptual knowledge and language development of ELs
Essential Action 4	Connect language and content to make learning relevant and meaningful for ELs
Essential Action 5	Focus on the developmental nature of language learning within grade-level curriculum
Essential Action 6	Reference content standards and language development standards in planning for language learning
Essential Action 7	Design language teaching and learning with attention to the sociocultural context
Essential Action 8	Provide opportunities for all ELs to engage in higher-order thinking
Essential Action 9	Create language-rich classroom environments to with ample time for language practice and use
Essential Action 10	Identify the language needed for functional use in teaching and learning
Essential Action 11	Plan for language teaching and learning around discipline-specific topics
Essential Action 12	Use instructional supports to help scaffold language learning
Essential Action 13	Integrate language domains to provide rich, authentic instruction
Essential Action 14	Coordinate and collaborate in planning for language and content teaching and learning
Essential Action 15	Share responsibility so that all teachers are language teachers and support one another within communities of practice

## Guiding Principles of Language Development

Planning for daily instruction should be rooted in the [WIDA Guiding Principles of Language Development](#). The guiding principles are belief statements, for example principle number ten states: "Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency." Effective daily instruction is rooted in an understanding of students' level of English proficiency and is augmented by using differentiated language supports that match the English Language Proficiency of each English Learner.

## English Language Proficiency Standards and Performance Definitions

The English Language Proficiency Standards (ELP) are the social, instructional, and academic language that students need. On average, ELs spend 80 percent of their day in a general education classroom. ***The State Board of Education has approved [policy 3.207](#) stating that all educators providing instruction to ELs should be trained on the WIDA English Language Proficiency Standards.***

[English Language Proficiency/Development \(ELD\) standards](#)<sup>7</sup> are:

Standard		Abbreviation
Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional Language
Standard 2	<b>English language learners</b> communicate <b>information, ideas and concepts necessary for academic success in the content area of</b> Language Arts	The language of Language Arts
Standard 3	<b>English language learners</b> communicate <b>information, ideas and concepts necessary for academic success in the content area of</b> Mathematics	The language of Mathematics
Standard 4	<b>English language learners</b> communicate <b>information, ideas and concepts necessary for academic success in the content area of</b> Science	The language of Science
Standard 5	<b>English language learners</b> communicate <b>information, ideas and concepts necessary for academic success in the content area of</b> Social Studies	The language of Social Studies

Each grade level in K-8 and then grade-level clusters 9-10 and 11-12 have their own versions of the five standards to appropriately support students at their academic level. ELs should be receiving the ELP standards in addition to the Tennessee State Standards. The performance definitions help to break down the standards for where students should be based on their level of proficiency.

The ELP standards contain the four domains of speaking, listening, reading, and writing. Teachers across content areas are responsible for including each of the four language domains within their standards-based instruction.

In Appendix B, there is a sample plan template from WIDA and four sample exemplars for EL instruction across content areas in Tennessee. Rooted in Tennessee Academic Standards, the exemplars provide a detailed look at how language and content instruction are taught in tandem. The plans allow a space for instructors to think through the tasks that students at each level of language proficiency will need to complete in order to successfully demonstrate understanding of the standard. While only one language domain is provided as an example, educators should include differentiation of tasks across each of the four domains of speaking, listening, reading, and writing.

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<sup>7</sup> The English Language Proficiency Standards and English Language Development Standards are the same standards. WIDA changed the name in 2012.



## Strands of Model Performance Indicators

The WIDA standards matrices show examples of how language is processed or produced within a particular context through model performance indicators (MPIs). An example of an MPI can be found in the sample plan template in Appendix B.

## RTI<sup>2</sup>

In addition to receiving targeted EL support, it is important that ELs are also included in skills-based support. ELs should be included in a school's RTI<sup>2</sup> plan. Schools should administer universal screeners for all students, including their ELs. ELs should then be provided the appropriate Tier I (core instruction), Tier II, and Tier III supports based on their individual needs. An RTI<sup>2</sup> placement for an EL will depend on their level of language acquisition. If a student falls below the 25th percentile on the universal screener and they have not acquired sufficient English language to access academic interventions, ELs should continue to receive ESL services. If a student falls below the 25th percentile on the universal screener and they have acquired sufficient English language to allow them to access academic interventions, they should receive RTI<sup>2</sup> interventions based on their specific area of need.

If an EL requires Tier II or Tier III support, an ESL teacher should be part of the RTI<sup>2</sup> team. Complete information on how to support ELs in RTI can be found in the [RTI<sup>2</sup> Implementation Guide](#) on page 101.

## Dually Identified Students

To determine whether a student who is an English learner has a disability, it is crucial to differentiate a disability from a cultural or language difference. In order to conclude that an English learner has a specific disability, the educator completing the screening process must rule out the effects of different factors that may simulate language disabilities.

A combination of data obtained from a case history and interview information should be included in making the decision including:

- the student's primary or home language (L1),
- the development of English language (L2) and ESL instruction,
- support at home for the development of the first language,
- language sampling and informal assessment, and
- standardized language proficiency measures.

Additional information on the identification of ELs can be found in the [TN Special Education Framework](#) on pages 19-21.

# Assessment

Beginning in 2014-15, Tennessee transitioned to the WIDA ACCESS assessment as the state's English Language Proficiency Assessment (ELPA) for ELs. Developed in partnership with the WIDA consortium and the Center for Applied Linguistics (CAL), ACCESS for ELs is a standards-based assessment for measuring English language proficiency for ELs in grades K-12. The ACCESS serves as a measure for student growth, ESL program effectiveness, and student language proficiency attainment. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies, across the four language domains – listening, speaking, reading, and writing.

Growth in English language acquisition varies depending on the level at which the student begins the process, and in what stage the student is currently functioning. When the student is a beginner, gains appear greater in the areas of complexity, language forms and conventions, and vocabulary usage. As the student moves towards English proficiency, the breadth and depth of knowledge required to function alongside native English speaking peers, which slows the growth between levels.

## English Language Proficiency Levels

All WIDA assessments provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each performance level are as follows:

Level	Description	Language of Listening and Reading (receptive skills)	Language of Speaking and Writing (productive skills)
1	Entering	<ul style="list-style-type: none"><li>• Single statements or questions</li><li>• An idea within words, phrases, or chunks of language</li><li>• Simple grammatical constructions</li><li>• Common social and instructional forms and patterns</li><li>• General content-related words</li></ul>	<ul style="list-style-type: none"><li>• Words, phrases or chunks of language</li><li>• Single words to represent ideas</li><li>• Simple grammatical constructions</li><li>• Phrasal patterns associated with social and instructional situations</li><li>• General content-related words</li><li>• Everyday social and instructional words and expressions</li></ul>
2	Emerging	<ul style="list-style-type: none"><li>• Multiple related simple sentences</li><li>• An idea with details</li><li>• Compound grammatical constructions</li><li>• Repetitive phrasal and sentence patterns across content areas</li><li>• Social and instructional words and expressions across content areas</li><li>• Cognates</li></ul>	<ul style="list-style-type: none"><li>• phrases, or short sentences</li><li>• emerging expression of ideas</li><li>• formulaic grammatical structures and variable use of conventions</li><li>• repetitive phrasal and sentence patterns across content areas</li><li>• general content words and expressions</li></ul>

			<ul style="list-style-type: none"> <li>• social and instructional words and expressions across content areas</li> </ul>
3	Developing	<ul style="list-style-type: none"> <li>• discourse with a series of extended sentences</li> <li>• related ideas</li> <li>• compound and complex grammatical constructions</li> <li>• sentence patterns across content areas</li> <li>• specific content language</li> <li>• words and expressions with common collocations and idioms across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• short and some expanded sentences with emerging complexity</li> <li>• expanded expression of one idea or emerging expression or multiple related ideas</li> <li>• repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>• Sentence patterns across content areas</li> <li>• specific content languages including cognates and expressions</li> <li>• Words or expressions with multiple meanings used across content areas</li> </ul>
4	Expanding	<ul style="list-style-type: none"> <li>• Connected discourse with a variety of sentences</li> <li>• Complex grammatical constructions</li> <li>• Sentence patterns characteristic of particular content areas</li> <li>• Specific and some technical content area language</li> <li>• Words or expressions with multiple meaning across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Short, expanded and some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion</li> <li>• Various grammatical structures and generally consistent use of conventions</li> <li>• Sentence patterns characteristic of particular content areas</li> <li>• Specific and some technical content area language</li> <li>• Words and expressions with expressive meaning across content area</li> </ul>
5	Bridging	<ul style="list-style-type: none"> <li>• Descriptive discourse with complex sentences</li> <li>• Cohesive and organized related ideas</li> <li>• Compound and complex grammatical constructions with phrases and clauses</li> <li>• Broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive, and coherent expression of ideas</li> <li>• Various grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>• A broad range of sentence patterns characteristics of particular content areas</li> </ul>

		<ul style="list-style-type: none"> <li>• Technical and abstract content area language, including content specific collocations</li> <li>• Connotations</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with shades of meaning across content areas</li> </ul>
6	Reaching	<ul style="list-style-type: none"> <li>• All of the definitions listed in Levels 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• All of the definitions listed in Levels 1-5</li> </ul>

## Individual Learning Plan

Beginning with the 2018-19 school year, all ELs will be required to have individual learning plans and growth trajectories for English proficiency. An individual learning plan (ILP) is a document that describes the academic and language needs of, and goals for, an EL. It is created by ESL teachers in collaboration with other teachers, leaders, counselors, parents, and/or the student. The purpose of developing ILPs for ELs is to ensure all students are being served and are on track to meet the linguistic and academic expectations each year.

The department will develop a template for ILPs that districts may alter for use. This template will include the department's recommended elements of an ILP. The district may customize this template or develop their own to fit school or student needs. These recommended elements are neither mandatory nor exhaustive and include:

- General information about the student (e.g., name, age, grade, school year, etc.)
- English language proficiency placement test level
- Language profile for skills
- State and local assessment information
- Score report
- ESL services provided to support the student's English language proficiency attainment
- Strategies, accommodations, and modifications to be implemented in all the student's classes
- Strategies and accommodations for state assessments
- Goals for the student (i.e., quarterly, semester, annual)

Using student performance data across the WIDA domains, WIDA Can Do Descriptors, and student proficiency data on TNReady, teachers will produce growth trajectories for each student. Trajectories should address student growth on TNReady, according to the growth standards developed through statewide accountability. Additionally, trajectories should be developed to target linguistic growth across the domains of reading, speaking, listening, writing, and literacy. When the student experiences difficulty moving toward proficiency or does not move forward in English proficiency measures, there should be intervention immediately. Intervention should begin through the Can Do Descriptors of the WIDA framework. These descriptors can serve as a map for student expectations and a way for general education teachers to highlight expectation and gather ideas for future differentiation.

The ILP should include any needed accommodations necessary to support and provide meaningful instruction to the student in general education and ESL classrooms. Accommodations may address domains such as instruction, assignments, environment, and formative and summative assessment. The department is developing resources to assist teachers in understanding and providing these accommodations to ELs.

## **Growth Trajectory**

During the spring and summer of 2018, the department will offer regional trainings for building growth trajectories and completing meaningful ILPs. For the training, trainers will ask that districts bring samples of student data to work on during the workshop. Teachers should leave the workshop with samples of completed ILPs and growth trajectories for some of their students. ILPs and growth trajectories will be required in 2018-19, and technical assistance will be available to districts as work with individual student data becomes a vital part of the TN ESL framework. During the 2018-19 year, student ILPs and growth trajectories will be reviewed by the department as part of the state's monitoring process.

# **Law & Policy**

## **Federal Law**

The Every Student Succeeds Act (ESSA) was signed into law Dec. 2015 and replaced No Child Left Behind. ESSA's changes for ELs include:

- English language proficiency must be included in the state's accountability system.
- The state must set long-term goals for English language proficiency.
- The state must have English language proficiency standards for ELs that are aligned to the state's academic standards.
- The state must identify schools for "targeted support" (Focus schools) based on the performance of historically underserved student groups, which includes English learners.
- The state must have standardized entry and exit procedure for ELs.
- The state must provide support and assistance to districts that are not effectively serving English learners, including Long-term English learners (LTEs) and Recently Arrived English Learners (RAELs).

## **State Board Policy**

In Oct. 2017, the State Board of Education approved changes to the [English as a Second Language Program Policy 3.207](#). The policy outlines information on (1) anti-discrimination policies and practices, (2) identification and entrance criteria for ELs, (3) parental notification and rights, (4) service delivery models, (5) service delivery, (6) staffing ratios, and (7) exit criteria. Additional information on the policies outlined can be found in the [English as a Second Language Manual](#).

The changes to the policy include:

- all teachers working with ELs must be trained on the WIDA standards,
- all students are required to have an ILP beginning in 2018-19,
- tailored ESL services can now be considered at a score of 3.5 (previously 3.6), and

- definitions for long-term ELs, recently-arrived ELs, and students with interrupted formal education.

## State Law and Policy

There are several state laws and state board policies that directly affect English learners. T.C.A. § [49-3-307](#) provides BEP at-risk funding for English learners at a ratio of one to twenty (1:20) for students to teachers and one to two hundred (1:200) for students to translators.

T.C.A. § 4-21-901 requires all state agencies, including their sub-recipients of federal funds, to be in compliance with Title VI of the Civil Rights Act of 1964, including:

- grievance procedures at the state and local levels,
- monitoring of school systems for Title VI compliance,
- training of both state and local educational personnel on Title VI, and
- collecting and analyzing state and local data for Title VI compliance.

## Accountability

Tennessee's ESSA plan includes a metric for English language proficiency by using the WIDA Access assessment as its English Language Proficiency Assessment (ELPA). Tennessee includes this metric (ELPA) in both school and district accountability. The calculation for ELPA uses an n-size of 10 valid assessments and looks at both achievement (proficiency level of English) and growth (meeting/exceeding the growth standard).

Given the new requirements of ESSA to both differentiate all schools and districts annually and include a metric of school quality and student success, the department created an A-F framework for school accountability that aligns with state goals and priorities. It provides multiple measures to capture the range of ways schools serve our students and assigns each school a letter grade. All schools have the opportunity to earn an "A," because it takes growth as well as achievement into account. Moreover, the school accountability framework builds on the district model and meets the new state legislation requiring an A–F grade for all schools.

## District Accountability

Districts will be assessed based on **six performance areas**:

- Grade band success rate: grades 3–5 TCAP data, including math, English language arts, and science
- Grade band success rate: grades 6–8 TCAP data, including math, English language arts, and science
- Grade band success rate: grades 9–12 TCAP EOC data, including math, English language arts, and science, and ACT composite/SAT equivalent
- Graduation rate
- Chronically out of school
- English Language Proficiency Assessment (ELPA)

Each of the six performance areas will be measured by three pathways: **absolute performance**, **AMO targets**, and **value-added**. The district will be evaluated based on the better of the first two pathways: absolute performance and AMO targets. The better score will account for 50 percent of the performance pathway, and the value-added score will account for the remaining 50 percent.

The English Language Proficiency Pathways measures student performance and progress toward exiting EL status, including a focus on the EL growth on WIDA ACCESS. WIDA ACCESS is the English Language Proficiency Assessment (ELPA) used by Tennessee to measure student English acquisition growth as well as determine programming for English learners

Performance Area	Absolute Performance	AMO Target	Value Added
ELPA	Percent of students exiting EL status, weighted by time in ESL services	Target to increase percent of students meeting the growth standard	Student-level measure percent of recently exited ELs scoring <i>on track/mastered</i> on TNReady ELA.

## School Accountability

As mentioned above, school accountability will result in an A-F grade for each school. Similar to district accountability, schools will be measured for all students and for each subgroup of students for the total score. Schools will have two pathways to demonstrate success: absolute performance and annual measure objective (AMO) targets. The following indicators will be included:

Indicator	All Students Metric	Subgroup Metric
<b>Achievement</b> (Progress toward <i>on track+</i> )	Absolute proficiency <u>or</u> AMO Targets (targets set to increase the percent of students scoring at or above <i>on track</i> )	Absolute proficiency <u>or</u> AMO Targets (targets set to increase the percent of students scoring at or above <i>on track</i> )
<b>Growth</b> (Progress toward <i>approaching, on track, mastered</i> )	TVAAS (student level growth measure across achievement continuum)	Percent of students advancing to the next performance level
<b>Graduation Rate</b>	Absolute graduation rates or school-level improvement on graduation rates	Absolute graduation rates or school-level improvement on graduation rates
<b>Ready Graduate</b>	Graduation Rate x [percent of graduates scoring 21+ on ACT <u>or</u> EPSO/Industry Cert Achievement] (Absolute or Targets)	Graduation Rate x percent of graduates scoring 21+ on ACT <u>or</u> EPSO/Industry Cert Achievement] (Absolute or Targets)



Indicator	All Students Metric	Subgroup Metric
<b>Chronically Out of School</b>	Chronic Absenteeism and out of school suspension (Absolute or Targets)	Chronic Absenteeism and out of school suspension (Absolute or Targets)
<b>ELPA</b>	Performance on WIDA ACCESS	Performance on WIDA ACCESS

### **Recently Arrived English Learners (RAELs)**

Tennessee is utilizing the flexibility option in ESSA that allows states up to three years before fully including RAELs' achievement results on state assessments into accountability frameworks. In year one, RAELs would participate in state assessments, and those results would be excluded from accountability. In year two, RAELs will participate in state assessments, and those results will be included only in the TVAAS growth metric for accountability. Results for all ELs in year three and beyond would be included in both achievement and growth metrics for accountability.

- Year 1 data is excluded from accountability.
- Year 2 data is only included for growth.
- Year 3 data is included in both achievement and growth.

The department will continue to work with researchers and stakeholders to determine potential hybrid options for assessing RAELs.

### **Focus schools identified for English learner challenges**

Tennessee will identify Focus schools based on performance during the 2017-18 school year. This designation includes schools in which one or more subgroup(s) are determined to be underperforming based on the school accountability indicators. A school can be identified for multiple subgroups. Five percent of eligible schools will be identified for each subgroup and will be denoted as a "minus" on the school's report card. Additionally, all schools earning an overall letter grade of "D" on the school accountability framework will be identified as Focus schools.

In order to best serve Focus schools, the department will work directly with districts and schools to better understand their data, identify challenges, and best serve all students. This work will include new staff to support schools identified for English learners and targeted interventions to better serve ELs.

# Monitoring and Evaluation

The department's consolidated planning and monitoring (CPM) division is charged with monitoring ESSA programs, including Title III, and the programs in districts selected for monitoring will be reviewed. ESL programs will be monitored for compliance with federal and state law as well as program effectiveness. Other divisions across the department will engage with districts to improve services to ELs through professional development, data analysis, and planning supports.

In addition, districts must annually submit funding applications and accompanying budgets for federal funds, revising these submissions throughout the school year as need arises. These documents are reviewed by the state Title III program director to ensure that districts are utilizing funds appropriately and meeting the intent of the program.

## Annual Self-assessment

All schools are required to complete an annual self-assessment of program effectiveness for ELs. Beginning in the 2018-19 school year, Tennessee will require all schools to submit their self-assessment in ePlan. The updated self-assessment will be available in ePlan in spring 2018. Self-assessments will be included as part of on-site monitoring. Schools will need to address the following areas:

- instruction,
- program design,
- parent & community outreach,
- professional development, and
- data collection.

# Resources

Districts and schools may access the following additional resources for program implementation:

- Classroom Instruction
  - [Teaching Literacy in Tennessee: English Learner Companion.](#)
  - [RTI<sup>2</sup> Implementation Guide](#)
  - [Response to Instruction and Intervention Framework](#)
  - [TN Special Education Framework](#)
- State Policy
  - [English as a Second Language Program Policy 3.207](#)
- WIDA
  - [WIDA Guiding Principles of Language Development](#)
  - [English Language Proficiency \(ELP\) standards](#)
  - [Essential Actions Handbook](#)
  - [Can Do Descriptors](#)

# Appendix A: WIDA Reference Proficiency Charts

## English Language Proficiency Levels

All WIDA assessments provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each performance level are as follows:

Level	Description	Language of Listening and Reading (receptive skills)	Language of Speaking and Writing (productive skills)
1	Entering	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> <li>• Simple grammatical constructions</li> <li>• Common social and instructional forms and patterns</li> <li>• General content-related words</li> </ul>	<ul style="list-style-type: none"> <li>• Words, phrases or chunks of language</li> <li>• Single words to represent ideas</li> <li>• Simple grammatical constructions</li> <li>• Phrasal patterns associated with social and instructional situations</li> <li>• General content-related words</li> <li>• Every day social and instructional words and expressions</li> </ul>
2	Emerging	<ul style="list-style-type: none"> <li>• Multiple related simple sentences</li> <li>• An idea with details</li> <li>• Compound grammatical constructions</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> <li>• Social and instructional words and expressions across content areas</li> <li>• Cognates</li> </ul>	<ul style="list-style-type: none"> <li>• phrases, or short sentences</li> <li>• emerging expression of ideas</li> <li>• formulaic grammatical structures and variable use of conventions</li> <li>• repetitive phrasal and sentence patterns across content areas</li> <li>• general content words and expressions</li> <li>• social and instructional words and expressions across content areas</li> </ul>
3	Developing	<ul style="list-style-type: none"> <li>• discourse with a series of extended sentences</li> <li>• related ideas</li> <li>• compound and complex grammatical constructions</li> <li>• sentence patterns across content areas</li> <li>• specific content language</li> <li>• words and expressions with common collocations and idioms across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• short and some expanded sentences with emerging complexity</li> <li>• expanded expression of one idea or emerging expression or multiple related ideas</li> <li>• repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>• Sentence patterns across content areas</li> <li>• specific content languages including cognates and expressions</li> <li>• Words or expressions with multiple meanings used across content areas</li> </ul>

4	Expanding	<ul style="list-style-type: none"> <li>• Connected discourse with a variety of sentences</li> <li>• Complex grammatical constructions</li> <li>• Sentence patterns characteristic of particular content areas</li> <li>• Specific and some technical content area language</li> <li>• Words or expressions with multiple meaning across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Short, expanded and some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion</li> <li>• Various grammatical structures and generally consistent use of conventions</li> <li>• Sentence patterns characteristic of particular content areas</li> <li>• Specific and some technical content area language</li> <li>• Words and expressions with expressive meaning across content area</li> </ul>
5	Bridging	<ul style="list-style-type: none"> <li>• Descriptive discourse with complex sentences</li> <li>• Cohesive and organized related ideas</li> <li>• Compound and complex grammatical constructions with phrases and clauses</li> <li>• Broad range of sentence patterns characteristic of particular content areas</li> <li>• Technical and abstract content area language, including content specific collocations</li> <li>• Connotations</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive, and coherent expression of ideas</li> <li>• Various grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>• A broad range of sentence patterns characteristics of particular content areas</li> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with shades of meaning across content areas</li> </ul>
6	Reaching	<ul style="list-style-type: none"> <li>• All of the definitions listed in Levels 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• All of the definitions listed in Levels 1-5</li> </ul>

# Appendix B: Sample Lessons

## Introduction to this Instruction and Content Area

At the heart of this framework is the WIDA Can Do Philosophy in which teachers and administrators “recognize and build upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.” Instructional leaders and educators should consider what students can do at each level of language development using the WIDA [Can Do Descriptors](#) for the appropriate grade level. This will aid teachers in creating high-level scaffolds for language support to ensure that English Learner instruction maintains high levels of rigor and English language development.

Educators should also take care to attend to each domain of language throughout daily instruction. The four domains are: speaking, listening, reading, and writing. While these standards are primarily taught during English language arts instruction, teachers across content areas are responsible for including each of the four language domains within their instruction. To support educators in this area, WIDA has developed [English Language Proficiency standards](#) for the content areas of reading, mathematics, science, and social studies.

Below are four sample plans for EL instruction across content areas. Rooted in Tennessee Academic Standards, the exemplars below provide a detailed look at how language and content instruction are taught in tandem. The plans allow a space for instructors to think through the tasks that students at each level of language proficiency will need to complete in order to successfully demonstrate understanding of the standard. While only one language domain is provided as an example, educators should be sure to include differentiation of tasks across each of the four domains of speaking, listening, reading, and writing.

**ELD STANDARD:** Standard 2: The Language of Language Arts**EXAMPLE TOPIC:** Literature Analysis

**CONNECTION:** Tennessee State Standards: English/Language Arts **8.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EVALUATE universal themes of literature

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
DOMAIN: Listening	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	Level 6 - Reaching

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist



**ELD STANDARD:** Standard 3: The Language of Mathematics **EXAMPLE TOPIC:** Mathematical relations & functions

**CONNECTION:** Tennessee State Standards for Mathematics: Precalculus: **F-IF 6.** Visually locate critical points on the graphs of functions and determine if each critical point is a minimum, a maximum, or point of inflection. Describe intervals where the function is increasing or decreasing and where different types of concavity occur.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency UNDERSTAND properties of functions

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
DOMAIN: Speaking	Name key properties of functions using graphs and equations in L1 (first language) or L2 (second language; English) with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	Level 6 - Reaching

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola

**ELD STANDARD:** Standard 4: The Language of Science**EXAMPLE TOPIC:** Solar System

**CONNECTION:** Tennessee Standards for Science: **5.ESS1:** Earth's Place in the Universe 4) Explain the cause and effect relationship between the positions of the sun, earth, and moon and resulting eclipses, position of constellations, and appearance of the moon

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore a variety of informational texts and media to discover how Earth's rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with other students (and grade levels) who are also exploring day and night in science.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EXAMINE the effects of Earth's rotation

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>DOMAIN: Writing</b>	List words and phrases associated with Earth's rotation using realia (real objects) and graphic support with a partner	List the steps associated with Earth's rotation using graphic organizers and illustrated words banks in small groups	Describe the Earth's rotation in sentences using illustrated texts and graphic organizers in small groups	Explain and organize sentences associated with Earth's rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Connect paragraphs associated with Earth's rotation using graphic organizers	<b>Level 6 - Reaching</b>
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth, rotation, phases of the moon						

**ELD STANDARD:** Standard 5: The Language of Social Studies**EXAMPLE TOPIC:** Nonfiction: Historical

**CONNECTION:** Tennessee English/Language Arts Standards **2.RI.KID.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. Tennessee Standards **Social Studies 1.38** Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment to explain their positive impact.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the connections between different historical times and people

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>DOMAIN: Reading</b>	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	<b>Level 6 - Reaching</b>

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication