

## **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. If personnel has been previously hired without these skills, the district needs to offer help to build the needed fluency.

A teacher's fluency in listening and speaking could be documented and evaluated during the interview process. Perhaps one person in the interview could be responsible for noting listening mistakes, miscues, grammar and syntax mistakes, and judge the level of fluency for both speech and listening.

Reading may be evaluated through the reading and responses that show understanding of the application process. Reading may be satisfied through the college transcript if from an English speaking university. The district may also use an off-the-shelf reading comprehension assessment.

Writing fluency will be evaluated based on the application. Unless the application requires a writing sample, the district may request a writing sample during the teacher interview. Ideally the topic will vary. This sample will be completed on site.

The exact requirement from the Every Student Succeeds Act (ESSA) of 2015 is:

*“TEACHER ENGLISH FLUENCY – Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers 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)]*

At the present time, the district uses this only with the hiring of English as a Second Language teachers leaving the option open to be for all hires in the future.