

Hamblen County ESL Policy Guide

I. Legislation

Civil Rights

Title VI of the Civil Rights Act of 1964 Prohibits Discrimination in Assigning Students to Schools, Classes or Courses of Study in Programs or Activities That Receive Federal Financial Assistance

The United States Congress has enacted civil rights laws that protect individuals from discrimination. An important civil rights law is:

Title VI of the Civil Rights Act of 1964

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The requirements of Title VI apply to all school districts in the United States that receive funding from Federal programs. Title VI prohibits discrimination on the basis of race, color, or national origin in the assignment of students to schools or classes. It also prohibits discrimination in ability grouping or tracking students.

Lau v. Nichols: Students may not be retained due to language ability. (1964 Title VI of the Civil Rights Act; 1974).

Supreme Court Rulings

Castañeda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

Horne v. Flores: In January 2000, the court had cited Arizona for civil contempt for failing to adequately fund English Language Learner programs, in violation of the Equal Educational Opportunities Act and subsequently rejected proposed legislation as inadequate to resolve the programs' deficiencies. The superintendent and representatives argued that increases in state funding, changes in the management of the school district involved, and passage of the No Child Left Behind Act sufficiently altered the foundations of the district court's original ruling and therefore relief was warranted. The federal district court of Arizona denied the motion. On appeal, the United States Court of Appeals for the Ninth Circuit affirmed.

Conclusion: The Supreme Court held that the lower courts erred in their analysis under Rule 60(b)(5). The Court criticized the lower courts for implementing a Rule 60(b)(5) standard that was too strict. It remanded the case for the federal district court to examine four factual and legal areas that may warrant relief for Arizona from its court orders: 1) the impact of a new ELL learning program, 2) the impact of No Child Left Behind, 3) the impact of structural and managerial changes in its school system, and 4) the impact of an increased state general education fund.

Plyer v. Doe: 1982, prohibits school districts from denying undocumented immigrant children a free public education and rejects the denial or exclusion of educational services for immigrant children due to financial burden.

English Only

4-1-404. English—Official and Legal Language

English is hereby established as the official and legal language of Tennessee. All communications and publications, including ballots, produced by governmental entities in Tennessee shall be in English, and instruction in the public schools and colleges of Tennessee shall be conducted in English unless the nature of the course would require otherwise.

[Acts 1984, ch. 821, § 1.]

Federal Definition of a Limited English Proficient (LEP) Student

The term 'limited English proficient', when used with respect to an individual, means an individual—

- ✓ Who is aged 3 through 21
- ✓ Who is enrolled or preparing to enroll in an elementary school or secondary school
- ✓ Who was not born in the United States or whose native language is a language other than English
- ✓ Who is a Native American or Alaska Native, or a native resident of the outlying areas
- ✓ Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- ✓ Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
- ✓ Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society

Parental Notification and Rights

School districts shall communicate information related to testing, placement and ESL services to all parents on Non-English Language Background (NELB) students in the language that the parent can understand, to the extent practicable. Parents of ELLs must be informed of the right to refuse placement of their

children in ESL programs. Parents must be advised of studies related to an emergent English language learner. (TIII_Task_Force_SBE.doc)

Websites

U.S. Department of Education: <http://www.ed.gov/>

Institute of Education Sciences—ies What Works Clearinghouse:
<http://ies.ed.gov/ncee/wwc/>

National Assessment of Educational Progress (NAEP):
<http://nces.ed.gov/nationsreportcard/>

Office of English Language Acquisition (OELA):
<http://www2.ed.gov/about/offices/list/oela/index.html>

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA): <http://www.ncela.gwu.edu/>

Tennessee Department of Education: <http://tn.gov/education/index.shtml>

Tennessee Title III English as a Second Language:
<http://tn.gov/education/fedprog/fpesl.shtml>

Tennessee Curriculum Center:
www.tncurriculumcenter.org/

Read Tennessee:
www.readtennessee.org

Common Core Standards Initiative: <http://www.corestandards.org/>

Tennessee Teachers of English to Speakers of Other Languages (TNTESOL):
<http://www.tntesol.org/>

Teachers of English to Speakers of Other Languages (TESOL):
http://www.tesol.org/s_tesol/index.asp

II. Policies and Procedures

Role of the ELL Teacher and Stakeholders

ELL TEACHER:

- ✓ Enforces policies and regulations as established by the Board of Education.
- ✓ Creates and maintains an instructional climate that is conducive to learning.
- ✓ Assists with the identification of ELL students using appropriate assessment instruments.
- ✓ Plans and implements ELL instruction based on diagnosed needs of each individual student.
- ✓ Evaluates student performance in the ELL class and provides classroom teachers with input regarding progress.
- ✓ Maintains records on each student attending the ESL class.
- ✓ Attends professional development for increasing knowledge of ESL strategies and methodologies.
- ✓ Provides information on ELL students to state and federal agencies when requested.
- ✓ Assists ELL students in understanding American culture and encourages all students to understand other cultures.
- ✓ Functions as a resource member of the local school staff.
- ✓ Conducts professional development training for staff on ELL intervention and instructional strategies.

REGULAR EDUCATION TEACHER:

- ✓ Communicates closely with the ELL teacher regarding the ELL student's progress and class assignments.
- ✓ Provides to the ELL teacher required information for completing reports to state and federal agencies.
- ✓ Takes advantage of staff development opportunities to increase understanding of ELL students' needs and to learn effective ESL strategies.
- ✓ Modifies tests and assignments when needed and appropriate.

ESL COORDINATOR:

- ✓ Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- ✓ Ascertains that the goals and requirements of the program are met.
- ✓ Supervises annual system-wide Home Language Survey of national origin minority students.
- ✓ Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- ✓ Monitors the progress of exited students.
- ✓ Coordinates ESL services with all other departments of the school system.
- ✓ Plans staff development activities in conjunction with the Supervisor of Instruction.
- ✓ Meets regularly with program staff and other school system administrators.
- ✓ Oversees the preparation and dissemination of program communications such as brochures, videotapes, and newsletters.
- ✓ Coordinates and disseminates project reports.

PRINCIPAL:

- ✓ Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the School and will be maintained in the cumulative folder.
- ✓ Informs the ESL teacher serving the school of new arrivals.
- ✓ Provides appropriate / comparable space for ESL instruction.
- ✓ Ensures that ELL students are provided appropriate ESL services.
- ✓ Monitor compliance with standards and procedures.
- ✓ Maintains permanent records.

Identification

Upon enrollment in a school of the Hamblen County Department of Education, all students complete a language survey form to determine if there is the influence of a language other than English. The language survey will identify any languages other than English that are:

- First learned or acquired by the student;
- Used by the student in the home; or
- Used by the student with friends outside the home.

When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary. The language survey form is written in English and Spanish.

Each school principal is responsible for ensuring that testing takes place within 14 days from the date of enrollment if the enrollment takes place after the school year begins and within 30 days if this happens before the school year begins.

Enrollment copies of the survey are filed in the permanent record folder of the student at the local school. Additionally, the principal is responsible for copying any language survey of a student that identifies any language other than English and distributing one copy to the ESL teacher and one to the Department of Instruction.

Ethnicity

Correctly identify students' ethnicities by communicating with the parents. If needed, contact the translator to assist in identification process.

Flowchart

See Appendix for *Identifying ELL Students* flowchart

Home Language Survey

To comply with the ESL program policy, school districts must identify ELL students by following these two steps:

STEP 1: School districts administer the Home Language Survey to all students in the district. The Home Language Survey consists of three questions that will be asked of every parent enrolling his/her child in the school district. These questions are:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

If the answer to *any* of the above questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and assessed for English proficiency using Tennessee English Language Placement Assessment (TELPA).

STEP 2: Unless an NELB student has documentation from a previous district of meeting the definition of Fluent English Proficient (FEP), school districts assess all NELB students with the state approved English language proficiency test (TELPA) to determine whether they are limited English proficient (LEP). All NELB students who are determined to be LEP must be identified as ELL, and ELL services must be provided through an allowable service delivery model. In content area classes, teachers must modify instruction and assessment to make content area curriculum accessible to ELL students.

Program permission form

All students who qualify for ELL services by scoring either Level 1 or Level 2 on the TELPA must have the ELL program permission form sent home.

Parental Consent: Once parents have signed ELL permission form, place in ELL file.

Parental Refusal: See next section—Refusal of Services

Refusal of Services

Parents have a right to waive ESL services for their children who qualify for such services, but they may **NOT** waive TELPA testing for that child.

A parent may refuse these services and waive the student's right. Before this decision is made, the parent should be informed of the benefits of ESL services and of the problems that often accompany the lack of ESL services. After this information is provided in a language the parent can understand, (translated or interpreted, as needed by the parent) the parent may choose either to enroll the student in ESL services or classes or to waive ESL services.

If parent decides to waive ESL services, the ESL teacher will keep written documentation of that decision with the parent's signature and date that the decision was made. The child must still be counted as an ELL and be included in the district's count of ELL students for funding and accountability purposes.

These students **ARE** entitled to the same accommodations on the Tennessee Comprehensive Assessment Program (TCAP) as ELL students who are receiving ESL services. The English Linguistically Simplified Assessment (ELSA) is the TCAP Achievement Assessment for grades 3-8 with linguistic simplification so that the content in math, science and social studies may be assessed rather than the English skill. The ELSA is the appropriate achievement assessment for ELLs.

All ELL students, whether they are participating in the ESL program or not, are reclassified as transition 1 status based on the same exit criteria. Because of this, all ELL students, including those whose parents have waived ESL services, must be assessed with the English Language Development Assessment (ELDA).

Rosters

Districts are required to keep the following lists broken down by gender, proficiency level (where relevant), grade-level, language group, ethnicity, and identification number:

- List of current English Language Learners (ELL) served
- List of current T1 students
- List of current T2 students
- List of immigrant students
- List of NELB students
- List of students on a waiver
- List of students not tested with ELDA

You must maintain a running log of ELL students on your roster sheet throughout the school year. If a student moves from your school, still keep that student on your roster. Simply italicize their row of information or mark with a symbol indicating to you that they are no longer at your school.

Federal Definition of an Immigrant Student

The term "immigrant children and youth," which is defined in section 3301(6) of Title III, refers to individuals who:

- ✓ Are aged 3 through 21
- ✓ Were not born in any State
- ✓ Have not been attending one or more schools in any one or more States for more than 3 full academic years.

October 1 Count

Funding will be taken from the information in the EIS system for Title III funding using counts that are in EIS as of October 1. It is imperative that you sit down with your PowerSchool person to verify that **ALL** of your ELL student data is accurate and complete.

Every one of the screens must indicate uniform information on the student. This is where we are credited for those students and earn our funding.

See next section for coding information.

EIS Coding

Data from districts will be collected by the Educational Information System (EIS) that is populated by PowerSchool. Therefore, for funding as well as other federal requirements, it is essential that districts code students correctly for enrollment.

In EIS these codes are:

- L = English Language Learner
- 1 = Transition Year 1
- 2 = Transition Year 2
- g = a student who was L, 1, or 2 during his freshman year in high school (allows a 5th year + 1 semester for on-time graduation)
- N = Non English Background Student (first language was not English, but does not need ESL classes or support)

- E = English is native language (for Americans from English speaking homes, British, Australian, Canadian, etc. This is **not** to be used for children from ESL backgrounds.)
- F = “Former English Language Learner”—a student who completes the T2 status
- W = Waiver Services (Refusal of Services)

Tennessee Department of Education

Files

Components

- ✓ Home Language Survey (Only 1)
- ✓ Placement test results
 - Either TELPA, IPT, or CELLA
- ✓ Registration Form
 - Current year + 2 previous years stapled together
 - Entire document **MUST** be filled out
- ✓ ELL Program Permission Form (Only 1)
- ✓ ELDA Results
 - ALL previous results stapled together
- ✓ Student Profile Sheet
 - See Forms Folder on jump drive
- ✓ Waiver Form—Refusal of Services (if applicable)
- ✓ T1/T2 Monitoring Form (if applicable)
 - Must be completed with classroom teacher

Color-Coding System

	K	1	2	3	4	5	6	7	8	9	10	11	12
2011 - 12	Green	Purple	Red	Blue	Yellow	Orange	Green	Purple	Red	Blue	Yellow	Orange	Green
2012 - 13	Orange	Green	Purple	Red	Blue	Yellow	Orange	Green	Purple	Red	Blue	Yellow	Orange
2013 - 14	Yellow	Orange	Green	Purple	Red	Blue	Yellow	Orange	Green	Purple	Red	Blue	Yellow
2014 - 15	Blue	Yellow	Orange	Green	Purple	Red	Blue	Yellow	Orange	Green	Purple	Red	Blue

Transferring files

Please transfer files within a timely manner. If you have any problems with receiving materials, contact Dr. Dean.

Inactive files

Service Delivery Modes

An alternative language program for ELLs, known as English as a Second Language, is defined in Tennessee Rules and Regulations as "English instruction especially designed for speakers of other languages" [Rule 0520-1-3-.056. a. 1 and 2 ii.].

An ESL program may be provided through various service delivery models including:

- ESL pull-out programs
- ESL cluster centers to which students are transported from their zone schools
- Resource centers/ESL laboratories
- Newcomer centers
- Push-in or inclusion models
- Sheltered content classes
- Content based ESL classes
- Structured immersion classes
- Scheduled ESL class periods (TIII_Task_Force_SBE.doc)

ELL Teacher Assistants

Per state and federal funding guidelines, ELL Teacher Assistants may only work with ELL students, either in a pull-out or push-in setting.

Assessments

TELPA

Overview

Students who are identified as Non-English Language Background (NELB) on the Home Language Survey are tested with the Tennessee English Language Placement Assessment (TELPA).

Procedures for administration

Refer to administration manuals (hard copies)

See TELPA PowerPoint in the Standards and Assessments folder on jump drive for more information

Scoring and Exiting Criteria

- Students who score 1 on the TELPA, or who scored 1 or 2 composite on the previous year's English Language Development Assessment (ELDA) must receive a minimum of one hour of ESL services daily
- Students who score a 2 on the TELPA or who scored a 3 composite on the ELDA must receive services as needed. For many, this will be 1 hour per day.
- Students who score a 3 on the TELPA do not qualify for ESL services and are coded as Non English Language Background (NELB) in the Education Information System (EIS)

Cut score chart

GRADE	TELPA SCORE 1	TELPA SCORE 2	TELPA SCORE 3
K	1-25	26-47	48-80
1	1-37	38-57	58-80
2	1-49	50-71	72-80
3	1-19	20-31	32-46
4	1-21	22-35	36-46
5	1-24	25-37	38-46
6	1-20	21-31	32-46
7	1-23	24-32	33-46
8	1-26	27-37	38-46
9	1-14	15-33	34-46
10	1-15	16-35	36-46
11	1-16	17-36	37-46
12	1-17	18-37	38-46

Tennessee Department of Education
(Updated 02/2012)

ELDA

Overview

In February of each year, ELL students will be tested with the English Language Development Assessment (ELDA). This is a mandated assessment and is administered only to active ESL students. Students who are in transition are tested with other mandatory State of Tennessee assessments: TCAP and EOC.

Procedures for Administration

See *Standards and Assessments* folder on jump drive for PDF administration manual

The K – 2 Inventory **MUST** be completed in collaboration with the regular classroom teacher and, if necessary, the principal. It is not permissible to fill it out alone or distribute solely to the classroom teacher to complete.

Scoring and Exiting Criteria (OCR)

- Students who score composite 5 on the ELDA must be exited from services and coded as a 1 (Transition 1) in EIS for the first year in transition.
- Students who score a composite 4 may be exited and coded as 1. If they are not exited, their names must be submitted to the state with a reason for not exiting them.
- All ELL students (not Transition students) must be assessed annually with ELDA until exited.

Grades K-2:

Students must receive a composite score of 4 or 5 for **two (2) consecutive years** to be eligible for transitional status (T1/T2).

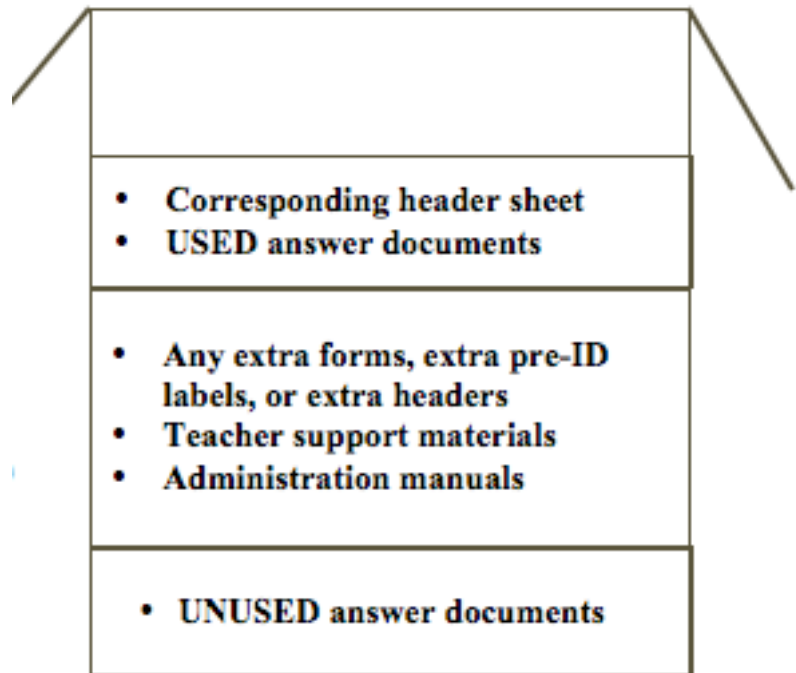
Grades 3-12:

Students must only receive a composite score of 4 or 5 for **one (1) year** to be eligible for transitional status (T1/T2).

Collection and Return of ELDA Materials

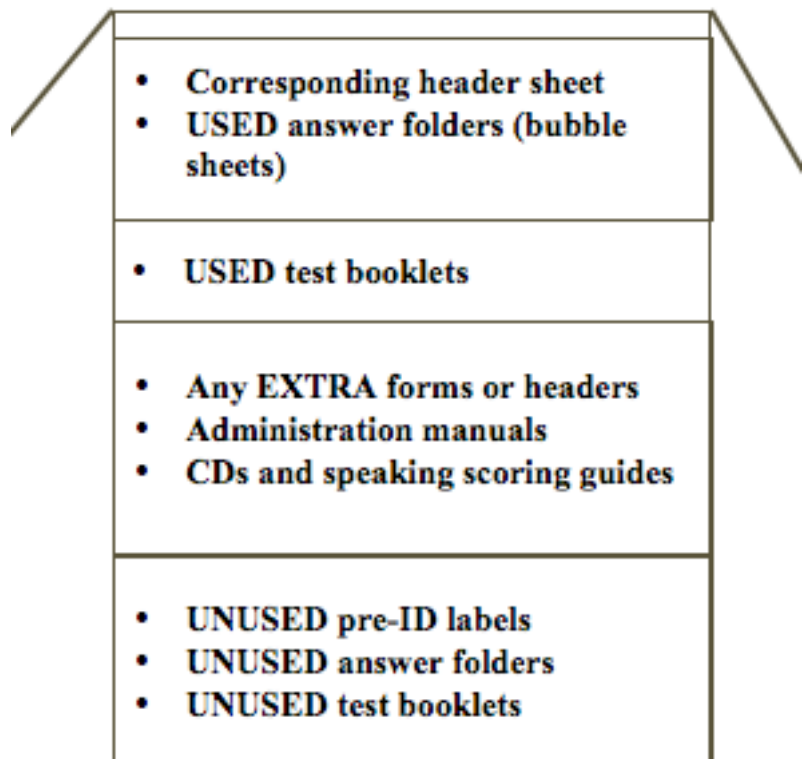
K – 2 Materials

- At bottom of box place any **unused** answer documents
- Next, place administration manuals, teacher support materials, and any extra forms, extra pre-ID labels or extra headers
- Finally, place the **used** answer documents with a corresponding header sheet at the top of the box



3 – 12 Materials

- At bottom of box place any **unused** test booklets, answer folders, and pre-ID labels
- Next, place CDs, speaking scoring guides, administration manuals, and any extra forms or headers
- Then, place used test booklets
- Finally, place the **used** answer folders (bubble sheets) with a corresponding header at the top of the box



ELSA

Overview

The English Linguistically Simplified Assessment (ELSA) is a criterion-referenced test (CRT) –based on Tennessee curriculum standards.

It is an accommodated version of Achievement test:

- Test questions the same as the Achievement (ACH) test/EOC test
- It has the same proficiency levels as the ACH/EOC test

Characteristics of simplified language assessments, e.g. ELSA

- Reduce wordiness
- Use high-frequency (common) words
- Avoid words with multiple meanings
- Use concrete words, not abstract ones
- Use the simplest verb forms
- Reduce complexity of sentence structure

ELL students must take the math, language arts, social studies, and science TCAP annually with one exception: During the first year in the U.S., the student may be exempt from the English Language Arts Achievement test. No ELL student is exempt from the English Language Proficiency Assessment (ELDA).

See *Standards and Assessments* folder for *ELL Tennessee Assessments Information*

Administration

See “*TCAP Test Administration Manual*” in the Standards and Assessments folder on jump drive for more information

- Please note: ELSA Test Administration Manual not available as separate PDF

End-of-Course (EOC) Exams

Overview

ELL students in grades 9 - 11 will take EOC exams. They have to pass a course to earn credit. EOC exams count towards 25% of their final grade. Credits must be accrued as part of graduation requirements.

Class Size

ESL class size cannot exceed class size for other courses at the specific grade level. For example, if a regular kindergarten is staffed at 1 teacher: 20 students, the minimum standard for ESL would be the same ratio. Keeping in mind, that these students are at high risk and are coming into the district with more funding, the district should create, within budget guidelines, the best possible class size for these students.

- Local boards of education shall have policies providing for class sizes in grades K-12 in accordance with the following:

- The average class size for a grade level unit (such as the unit K-3) shall not exceed the stated average, although individual classes within that grade level unit may exceed the average.
- No class shall exceed the prescribed maximum size.
- Local school systems shall not establish split-grade classes solely for the purpose of complying with the provisions of the class size averages and maximums.
- Local boards of education must approve the establishment of any split-grade classes for any purpose. The average class size specified for the grade levels involved in split-grade classes will be the maximum size allowed in such classes.

Annual Measurable Achievement Objectives (AMAO)

AMAO 1 – Growth or Progress

Cohort: All ELL (L and W) students who are in the program for the second year for whom matched scores are available from one year to the next year on the state's English language proficiency exam (ELDA). (Transition students are not included.) For reporting and accountability purposes, the number of matched scores must conform to the LEP subgroup requirement ($N \geq 45$) for the benchmarks to be binding. AMAO 1 is calculated by LEA including for consortium members.

To Show Growth or Progress: Individual students must make an overall gain in the four subtests on the ELDA. The level scores (1 to 5) are used for the subtests. A gain is defined as: the sum of the four subtest level scores is higher than the sum from the previous year.

AMAO 2 – Proficiency or Attainment

Cohort: All ELL (L and W) enrolled during the ELDA test period. (Transition students are not included.) For reporting and accountability purposes, the number of students in the proficiency cohort must conform to the LEP subgroup requirement ($N \geq 45$) for the benchmarks to be binding. AMAO 2 is calculated by LEA including for consortium members.

To Show Proficiency or Attainment: ELL students with the L and W English language background classification enrolled during the ELDA test period must score a composite (whole test, not subtests) score of 4 or 5 on the ELDA.

AMAO 3 – Annual Yearly Progress (AYP)

Cohort: All ELL students taking Language Arts/Gateway TCAP and Math/Algebra Gateway including Transition students. For reporting and accountability purposes, the number of students in the LEP subgroup must meet the accountability requirement ($N \geq 45$) for the benchmarks to be binding. AMAO 3 is calculated by LEA including for consortium members. ELL students include students with the L and W English language background classification and may include transition year 1 and 2 students if the $N \geq 45$ is met by the Ls and Ws.

To Make AYP: Same standards are recognized for making or missing AYP as for other students. For a school, LEA or the state to miss AYP, the indicator must be missed by all grade spans (elementary-middle and high school) in the same subject AMAO 3 is calculated by LEA including for consortium members.

AMAO Targets

Year	AMAO 1	AMAO 2
2008-2009	60%	15%
2009-2010	62%	16%
2010-2011	64%	17%
2011-2012	66%	18%
2012-2013	68%	19%
2013-2014	69%	20%

Tennessee Department of Education

Missing AMAO Benchmarks

First Year: A LEA missing an AMAO for the first year will receive a notification with “Heads Up” checked. Should they miss the same benchmark the following year, an Improvement Plan must be filled.

Second Year: Any LEA that misses any AMAO two years consecutively must fill in an Improvement Plan. This plan will be reviewed by the ESL Coordinator. If the plan is not adequate, the LEA will be called. A visit will be scheduled if needed. (Section 3122 (b)(2))

Third Year: Any LEA missing any AMAO three years consecutively must fill in an Improvement Plan. The ESL Coordinator will make an appointment to visit the LEA and discuss the problems causing the district to miss the benchmark. Options will be discussed. The annual self assessment will be reviewed and recommendations will be made. The LEA will propose changes for the ESL Coordinator to approve.

Fourth Year: Any LEA missing any AMAO 4 years consecutively must fill in an Improvement Plan. The ESL Coordinator will make an appointment to visit the LEA and discuss the problems causing the district to miss the benchmark. Options will be discussed. The annual self assessment will be reviewed as well as the all data for these four years. The ESL Coordinator will propose changes that the district is expected to implement. (Section 3122 (b)(4))

Monitoring Exited Students

Overview

The English Language Learning teacher will monitor the student’s progress for two years to ensure there are no difficulties in mainstream classrooms due to a lack of English proficiency. It is imperative to maintain an open channel of communication with classroom teachers to track the academic progress of transitional students.

Monitoring Form

Transitional students will be monitored regularly in collaboration with the ELL teacher and classroom teachers. At the end of each grading period (K – 8 schools have six (6) grading periods and high school have four (4) grading periods), the ELL teacher and classroom teachers will discuss student progress. The classroom teacher will fill out the T1/T2 Monitoring Form. Forms will be kept in the ELL student file.

See *ESL Forms* folder for the *ELL T1/T2 Monitoring Form* PDF document

Struggling Transitional Students

Transitional students (T1/T2) may be pulled back into ELL services for intervention upon a collaborative decision made by the ELL teacher and the classroom teacher. This does not require that they move back to “L” status.

Special Education and ESL Students

Identification for ELL Students

This process will be decided by the S-Team. Please collaborate with your building teachers to determine whether or not the student meets eligibility criteria for referral and identification into Special Education Services. If you feel that your voice isn't being heard about a SPED issue (cognitive issue beyond language), go to principal first. Then, talk to Dr. Nelson or Dr. Dean. Remember, this is a **professional judgment call with collaboration**.

Recommendation for testing letter

See *ESL Forms* folder for Example Special Education Referral Letter

When is Special Education appropriate for ELL students?

See Appendix for chart illustrating the confusion between assessing students with language differences versus students with language learning disabilities

RTI and ELL students

See Appendix for Response to Intervention for ELL Students chart

III. Standards

ESL Standards

Tennessee Rules and Regulations require that students whose first language is other than English and who are limited in their English language proficiency be provided with a specially designed alternative language program. [Rule 0520-1-3-.056. a. 1 and 2 ii.]

In Tennessee, this specially designed language program is English as a Second Language (ESL). ESL programs must be delivered by an endorsed ESL teacher, using the ESL curriculum. The ESL curriculum is a general set of English language acquisition standards that should be used in conjunction with content standards. These standards address the language support necessary to enable the ELL to access the grade level content curriculum by providing a bridge for ELL students to the academic content curriculum.

See *Standards and Assessment* folder on jump drive for PDF files of ESL standards

Grade level content standards

See *Standards and Assessment* folder on jump drive for PDF files of ALL grade levels standards

Common core standards

Overview

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Application of Common Core Standards with ELL students

See *Standards and Assessment* folder on jump drive for PDF file: *ELL Application of Common Core*

Crosswalk to Current Standards

See *Standards and Assessment* folder on jump drive for Excel files: *Crosswalk BY CC* and *Crosswalk BY State*

Implementation

K – 2 (2011-12 school year)
English/Language Arts
Mathematics

3 – 5 (TBD)

6 – 12 (TBD)

IV. SIOP Model

Overview

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP model consists of thirty (30) features grouped into eight (8) interrelated components. These components emphasize the instructional practices that are critical for second language learners.

Components and Features

- Lesson Preparation
 - Content Objectives
 - Language Objectives
 - Appropriate Content Concepts
 - Supplementary Materials
 - Adaptation of Content
 - Meaningful Activities
- Building Background
 - Concepts Linked to Students' Backgrounds
 - Links Between Past Learning and New Learning
 - Developing Key Vocabulary: Academic Language

- Comprehensible Input
 - Appropriate Speech
 - Clear Explanation of Academic Tasks
 - A Variety of Techniques Used
- Strategies
 - Learning Strategies
 - Scaffolding Techniques
 - Higher-Order Questioning
- Interaction
 - Frequent Opportunities for Interaction
 - Grouping Configurations
 - Sufficient Wait Time
 - Clarify Concepts in L1
- Practice/Application
 - Hands-On Practice with New Knowledge
 - Application of Content and Language Knowledge in New Ways
 - Integration of All Language Skills
- Lesson Delivery
 - Support Content and Language Objectives During Lessons
 - Promote Student Engagement
 - Pace Lessons Appropriately
- Review/Assessment
 - Key Vocabulary
 - Key Content Concepts
 - Regular Feedback on Student Output
 - Assess Student Comprehension of Objectives