

English Learner (EL) 101 Part IV:

Providing English Language Development Services

OVERVIEW

- I've identified my ELs, what's next?
- Parent Notification Letter
- Individualized Learning Plan
- What do EL services look like?
- Delivering English Language Development (ELD) Services
- EL Plan and Service Models



ANNUAL PARENT NOTIFICATION LETTER

- Local educational agencies (LEAs) must inform the parents of their child's placement in an EL program.
 - Letters must be sent annually for ***all*** ELs, not just those who have been newly-identified.
- LEAs must send notice within the first 30 days of the school year, or within two weeks of enrollment for those identified after the start of the school year.
 - LEAs must also maintain documentation of the letter in the cumulative folder.



ANNUAL PARENT NOTIFICATION LETTER CONTENTS

- Reason for identification of their child as an EL and the need for placement in a language instruction program.
- The child's level of English proficiency, how it was assessed, and the status of the child's academic achievement.
- The methods of instruction that are used and the program that the child will be placed into.
- How the program will meet the child's educational strengths and needs.
- How the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for the program, including the expected rate of transition from the language education program into a classroom not tailored for ELs and the expected graduation rate of the corporation.
- If the child has a disability, include how such program meets the objectives of the Individualized Education Program (IEP) of the child.
- Information regarding parent rights.
- Sent in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

PARENT INVOLVEMENT AND THE EL PROGRAM

- Parents have the right to have their child immediately removed from the EL program upon their request.
- Parents have the right to decline to enroll their child in the EL program or to choose another program or method of instruction, if available.
- LEAs have the responsibility of assisting parents in selecting among various programs and methods of instruction if more than one program or method is offered.

NOTE: While parents have the right to refuse services, a school corporation should not provide parents with an option on the parent notification letter. Instead, parents must simply be informed of their right. Even if a parent refuses services for their child, schools are still required to assess for ELP annually, and are still required to provide access to core curriculum via an Individual Learning Plan (ILP).

INDIVIDUALIZED LEARNING PLAN

A required, legally-binding document created for all ELs and designed to promote English proficiency and academic success to ensure schools are meeting their obligation in providing core access to grade level curriculum.

- Includes student data, testing accommodations, classroom strategies, and modifications.
- Locally-created form, designed collaboratively by EL staff and classroom teacher(s).
- Shared with all staff who work with the EL and implemented daily.
- Revised at least once annually and updated as needed.
- Copy retained in cumulative folder.

ILP COMPONENTS

- General student information, including native language.
- Current English Proficiency Levels for Listening, Speaking, Reading, Writing domains and overall score using WIDA assessment data.
- State and local testing accommodations.
- The language instruction program being used.
- Classroom strategies, accommodations, and modifications.
- Goals for the students.

ENGLISH LANGUAGE DEVELOPMENT SERVICES

Lau v. Nichols

If English is the mainstream language of instruction, measures must be taken to ensure that instruction is adapted to address those children's linguistic characteristics meaning that specific instructional services must be provided to teach English to those in need.

Castañeda v. Pickard

A three-pronged approach to use when developing an English language development program to ensure its effectiveness.

- The program must be based on sound educational theory and pedagogy;
- The program must be adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- The program must be periodically evaluated and, if necessary, revised.

ELD SERVICE PROGRAM MODELS

**Sheltered/
Structured
Immersion**

ESL

**Content-Based
ELD**

**Newcomer
Program**

**Dual Language
Immersion**

**Heritage
Language Class**

**Transitional
Bilingual
Education**

ELD SERVICE PROGRAM IMPLEMENTATION METHODS

Push-In/Co-Teaching

Pull-Out

**Scheduled Class
(ELs Only)**

**Scheduled Class
(ELs with Peers)**

DELIVERING ELD SERVICES

- Every EL enrolled in an Indiana LEA is entitled to receive English language instruction via an English as a new language (ENL)-certified teacher who acts as the “EL Teacher of Record (ToR).”
- The Indiana Department of Education (IDOE) has defined minimum expected responsibilities for the EL ToR to assist LEAs as they ensure local compliance with federal requirements.
- Office of Civil Rights findings have cited that all EL students are required to receive English language development services at least 30 to 45 minutes per day, four to five days per week in frequency and duration beyond standard English/language arts instruction.
- *Castañeda v. Pickard* (1981) established additional expectations for LEAs as they implement their federally-required ELD programs, clarifying that these programs must be resourced and staffed in a way “reasonably calculated to implement effectively.”
- IDOE recommends that the EL Teacher of Record caseload not exceed thirty ELs.

DELIVERING ELD SERVICES

- IDOE has an obligation to ensure that all LEAs comply with the federal civil rights requirements.
- LEAs began submitting plans to ensure every EL receives English language instruction via an ENL-certified EL ToR beginning with the 2019-2020 school year as part of the EL (Lau) Plan.
- Because of the wide variance in EL program staffing across the state at that time, IDOE chose to honor the experience of EL teachers who had been teaching and leading effectively in EL programs by allowing existing EL teachers to meet the requirements of the EL TOR Rubric, as verified locally by an LEA administrator, to qualify to act as an EL ToR.

NOTE: EL TOR Rubric will be honored in perpetuity for educators who met the rubric requirements prior to September 1, 2022.

EL TEACHER OF RECORD: AN OVERVIEW

August, 2019:

- Initial release of EL teacher licensure requirements via staffing memo and additional guidance
- EL ToR rubric established as option to grandfather-in current EL teachers under previous requirements

End 2019-Summer 2022:

- Window of time for active EL teachers not yet licensed to meet ENL licensure requirements or EL ToR rubric

September 1, 2022:

- EL ToR requirements in full effect
- No new ToR rubrics can be issued
- EL ToR qualifications reviewed in EL Plans
- **EL ToR Frequently Asked Questions** updated for 2022-2023

EL TOR RESPONSIBILITIES

Oversight of the student's Lau-required ELD instruction:

- Direct provision of ELD to EL students (i.e., co-teaching, pull-out groups) and/or
- Direct supervision of a student's English language development, provided by a Teacher of Service (ToS). The EL ToR provides direct supervision by meeting regularly (at least once weekly) with the ToS adequately trained in language acquisition to determine instructional needs and to plan ELD for the student.

NOTE: Qualifications to serve as an EL ToS include holding a professional educator's license, and having continued participation in ongoing, meaningful, and job-embedded training on English language acquisition and EL best practices, as well as implementing the service delivery model.

EL TOR RESPONSIBILITIES

Regardless of whether the EL ToR is the direct provider of ELD instruction, the oversight of ELD entails the following:

- Knowledge of student's English Language Proficiency levels (via WIDA English Language Proficiency assessment results; additional progress monitoring; etc.)
- Development of English language instruction and support of at least 30 to 45 minutes per day, four to five days a week in frequency and duration beyond standard English/language arts instruction
- Assessing and analyzing EL progress
- Assurance of EL student's access to standards based on grade-level content

EL TOR RESPONSIBILITIES

This should include:

- Oversight of the development and implementation of the ILP
 - NOTE: IDOE strongly recommends that a student's ILP be created collaboratively between the EL ToR and classroom teacher(s). The ToR must ensure classroom teachers have access to and are implementing the accommodations and modifications within the ILP with fidelity.
- Consistent and frequent collaboration with classroom teachers to ensure instruction and assessment is appropriate for the student at their current level of English proficiency

EL TOR RESPONSIBILITIES

- Assure the required timely communication with parents with regard to their child's EL status via the Annual Parent Notification Letter; and additional parent communication on EL program-related information such as WIDA ACCESS results, notification of exiting EL services, and ILP updates.
- Facilitate and implement the formal monitoring process for students who have exited EL services for two years after their reclassification.
- Provide EL expertise to case conferences for ELs with disabilities, Multi-Tiered Systems of Support meetings, referrals for Special Education evaluation, referrals for high ability programming, and other school-based processes pertaining to EL students.

EL TOR RESPONSIBILITIES

The scope of work for an EL ToR may also include additional duties related to the EL programming, which often align with the core responsibilities listed above. These could include duties such as:

- Administration of WIDA placement tests and the annual ACCESS assessment
- Promotion of EL family engagement and participation in their child's academics
- Professional development for staff on topics such as EL instructional best practices, data analysis, differentiation of assessments

It is necessary that the EL ToR should hold sufficient time within their schedules to complete additional tasks outside of instruction. For more information on the requirements for an EL ToR, please see guidance on the [IDOE EL Website](#), the [IDOE EL Guidebook](#), and [Chapter 3 of the U.S. Department of Education's EL Toolkit](#).

EL TORS AS LEADERS

- EL ToR to bring expertise at the table for MTSS-related decisions, interventions selection and implementation, strategic ILP creation, and other instructional decisions
- EL ToRs to lead professional development, collaborate and co-teach with classroom teachers → capacity-building within schools
- EL ToRs to directly deliver language development services to students based on their needs (i.e., proficiency levels in speaking, reading, listening, and writing)
- EL ToRs to lead parent and family engagement initiatives to build two-way partnership with EL families



EL (LAU) PLANS

- All LEAs are required to develop and submit an EL plan.
 - Requires assurances of federal requirements (timely identification and notification, annual assessment, ILPs, tracking and reporting data, and two year monitoring).
 - Requires detailing of ELD service models (model, frequency and duration, teachers providing services, and materials/curriculum used) utilized for ELs at all proficiency levels.
 - Component of the Title Grants Pre-Application.



QUESTIONS?
CONTACT US!

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