ESL Teacher:

Policies, Guidelines, and Responsibilities

You may contact the Achievement School District's ESL Coordinator, Teri Manning-Euell (tmanning@tnasd.org; 901.422.1749), for additional information concerning ESL Education.

Table of Contents

<h1 style="text-align:center; color:#2E75B6;">LEGAL PROVISIONS FOR ENGLISH LEARNERS</h1>

The U.S. Department of Education (ED) defines an EL as "[an individual] 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 […and] 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,

▪ the ability to successfully achieve in classrooms where the language of instruction is English, or

▪ the opportunity to participate fully in society."

Students classified as ELs are entitled to services specifically designed to improve their English proficiency, which is needed for ELs to access the Tennessee Academic Standards. In Tennessee, an alternative language program for ELs, known as English as a Second Language (ESL), is defined as, "English instruction especially designed for speakers of other languages."

Districts are federally mandated to identify all ELs, determine their English proficiency level, and provide effective ESL programs. Effective ESL programs must be provided to all students identified as ELs in order to increase their English language proficiency. Under ESSA, all ELs are expected to meet the same academic standards as their non-EL peers. Therefore, should a parent waive the EL child's right to ESL services, the district must provide such services in the general education classroom.

In Tennessee, an ESL teacher must be certified or have an endorsement. Additionally, he/she must be fluent in all four domains of English (i.e., reading, writing, speaking, and listening).

<h1 style="text-align:center; color:#2E75B6;">PROCEDURES FOR SCREENING FOR ESL PROGRAM</h1>

The law requires that all students have a completed Home Language Survey (HLS) in their permanent record. <u>All</u> students who have a language other than English on their HLS <u>MUST BE</u> TESTED.

For screening, the ESL teacher:

- **Reviews home language surveys and tests all new Non-English background students using the W-APT or WIDA Screener.**
  - A potential EL must be screened, and parents notified within 30 calendar days from enrollment at start of school or within 14 days of enrollment for transfer students/late enrollees.
  - All notifications sent to parents must be in a language that the parent understands and should include:
    - The student's eligibility for ESL services; student's level of proficiency; ESL delivery model; how the ESL program will support the child's academic achievement; and specific requirements for exiting the program.

  - Kindergarten and 1st grade (1st semester) students are screened using the W-APT screener.
    - Score 27 or below on speaking and listening;14 or below on reading; 17 or below on writing = minimum 1 hour of direct ESL services.

  - 1st grade (2nd semester) through 12th grade students are screened using the WIDA screener.
    - Score 4.5 composite or 4.0 or below on any domain = minimum 1 hour of direct ESL services.

- **If the student qualifies based on the intake test, the ESL teacher:**
  - Notifies principal, classroom teachers, and parents (required by law).
  - Changes student's language status to "L" for English Learner in the Student Information System (SIS).
  - Completes Individual Learning Plan (ILP) and schedules services.

- **If student does NOT qualify, the ESL teacher:**
  - Notifies assistant principal for ESL and classroom teachers.
  - Makes a notation on student's Home Language Survey in the permanent record that the student was tested and did not qualify.
  - Changes student's language status to "N" for Non-English Language Background in SIS.

- **If the parent waives or refuses direct ESL services for his/her child, the ESL teacher:**
    - o Ensures the parent fully understands the ESL services offered and the how the program will improve the child's English language acquisition.
    - o Obtains written documentation and signature of waived services from parent.
    - o Change student's language status to "W" for Waived/Refused direct services.
    - o Maintain evidence of the written documentation in student's cumulative and ESL folder.
    - o Remember: Parents who waive rights to direct ESL services cannot waive English Language Proficiency testing for that child.

PROCEDURES FOR TRANSITIONING & EXITING ELs

All Transitional EL (T1 -T4) monitoring is required as these ELs are included in district and school accountability.

ELs must obtain both a Composite Score of 4.4 _and_ a Literacy Score of 4.2 on the WIDA ACCESS to exit ESL direct services. ELs taking the WIDA ALT ACCESS must obtain a P1 Composite _and_ a P1 Literacy to exit ESL direct services. The student EXITS ESL and begins four years of monitoring: Transitional One (T1), Transitional Two (T2), Transitional Three (T3), and Transitional Four (T4).

The ESL Teacher shall:
- Send home an ESL Exit Letter and put a copy in both permanent and ESL files.
- Note the change to T1 on the ILP and in SIS. NOTE**: Coding in SIS must not be changed for students before July 1** in order to ensure accurate reporting for accountability and funding purposes.
- Notify the classroom teacher of the change.
- Monitor the classroom progress during the Transitional years and document contact with the classroom teacher.
- Confer with classroom teacher and offer ESL support services during this period if the T1, T2, T3, T4 begins to struggle academically.
- Retain documentation of student's progress, observations, meeting notes.

- After four years of successful progress as a T1, T2, T3, T4 the student leaves the ESL program. The ESL Teacher shall:

    - Notify the classroom teacher of the change.
    - Note the change in student files.
    - Change the language status from T4 to "F-Former" in SIS. NOTE: **Coding in SIS must not be changed for students before July 1** in order to ensure accurate reporting for accountability and funding purposes.

SCHEDULING, MONITORING & RECLASSIFYING ELs

Scheduling:

- Kindergarten and 1st grade (1st semester) ELs who score a Composite of 27 or below on the W-APT must receive at least (1) hour of daily ESL services.
- 1st (2nd semester) - 12th grade ELs who score a Composite of 3.4 or below must receive at least (1) hour of daily ESL services.
- ELs in grades one through twelve (1-12) scoring 3.5 or above on composite, reading, writing, and one (1) other domain on the WIDA ACCESS and ELs in kindergarten scoring between 20 and 27 on all domains of the W-APT may have services tailored to their needs.
- Communicate/collaborate with the classroom teacher regarding schedule (email, memo, between classes). Keep teachers informed of changes.
- T1-T4 are "monitored."
- Send a copy of your schedule to the District ESL Coordinator.
    - The Teacher schedule must include the following:

- Student ID
- Service Times
- Locations
- Grade Levels
- WIDA Scores

Monitoring:

- T1-T4 students do not receive services until experiencing academic problems. They are "monitored."
- You must document (consult/monitor form) that you have routine contact with classroom teachers about the progress of students you do not see.
- If evidence shows the student struggling during the transitional period:
  - Ensure the student is provided with instructional supports.
  - Notify the RTI[2] Team of student's lack of academic progress.
  - Continue progress monitoring and data collection.

Reclassifying:

- A T1-T4 student experiencing academic difficulties should _not_ be immediately reclassified. Every effort must be made to provide appropriate academic support as to avoid reclassification. **Prior to considering reclassification, school-based teams must:**

  - Review student's academic grades, performance on locally administered academic assessments, written teachers' observations and recommendations, and review the WIDA Performance Definitions and Can-Do descriptors which provides examples of realistic expectations of ELs;
  - Implement instructional classroom supports;
  - Implement RTI[2] and more intensive Tier II and III interventions;
  - Provide sufficient documentation of progress monitoring of Tier III RTI[2.]
  - Review data to determine if academic difficulties are due to a lack of English proficiency, rather than lack of content knowledge, cognitive issues, or a disability;

- Reclassifying a student into the ESL program must be a team decision, including the ESL teacher, interventionist, classroom teacher (s), parents and other appropriate team members.

  - If reclassifying is determined, rescreening is not required.

EL RETENTION CONSIDERATIONS & REQUIREMENTS

ELs must _not_ be retained in grade level because of their language skills. Retention does not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. Every effort should be made to move a child to the next level of academic work and allow the child to continue in the grade that is age appropriate. Retention does not generally help the child with academic achievement. All EL Retentions are subject to District Approval. **Prior to Considering retention of an EL, the following should be addressed in consultation with the student's ESL teacher:**

1. Has the student been enrolled in the district for more than one full academic year?
   - If not, the child may have spent more than one-half of the year in a "pre-production period." Two to nine months may be inadequate for meeting educational goals.

2. Are classroom accommodations being made in the following areas?
   - Classroom
   - Assignments
   - Homework
   - Assessments

3. Are all accommodations documented? Has there been a discussion with the ESL coordinator?

4. Has the student been considered as an individual and received differentiated instruction? Have accommodations and differentiation been documented? Have these been noted in the Individual Learning Plan?

5. Is a beginning to intermediate student receiving an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?

6. Do all teachers modify grading through a rubric or contract?

7. Is there evidence the student has been receiving a coordination of services to help with area(s) of need? (i.e. ESL time, RTI2, re-teaching, differentiation, etc.)

If the above points have not occurred in a sufficient manner, retention is not appropriate. If retention is determined, please be advised that the following documentation will be required:

- Action Plan to address areas of support (academic, behavior, attendance).
- School Plan for monitoring and limiting the number of retentions of Els.
- ILPs and/or monitoring/consult forms.
- Documentation of accommodations and differentiation.
- Documentation of multiple parental contacts of student's progress.
- Documentation of student's progress, observations, meeting notes.
- Documentation of multiple opportunities given to the student to makeup assignments.
- Student assessment data.
- Teacher's lesson plans with WIDA standards.
- Evidence of modified grading (rubric).
- Evidence of implementation of interventions (academic, behavior, attendance).
- Student's schedule, grade history, attendance record, behavior history.
- Evidence of student being age appropriate for grade placement.

Paperwork: ESL teacher responsibility:

- Complete the annual "EL Retention Report" & "Action Plan Template" and submit relevant documentation.
- Retain a copy of the report and documentation for your records.
- **Justification cannot be based solely on language deficit or lack of academic progress. Supporting documentation is required and should be submitted with the completed EL Retention Report. Lack of sufficient documentation will result in the retention being denied.**

EL GRADING GUIDANCE

The district does not have an EL grading policy, but schools must adhere to the EL Retention Policy. It is important that ESL teachers collaborate with classroom teachers to establish practices to ensure that grades are assigned appropriately to ELs. Please review the following guidelines for grading your ESL students:

- Classroom teachers should be familiar with the "Can-Do Descriptors" to ensure there are appropriate expectations of the students' abilities based on their English Language proficiencies.

- ELs should receive appropriate modifications and accommodations on all assignments.

- ELs **should not** receive grades of "D" or "F" based on lack of English proficiency.

- ELs should not receive grades of "D" or "F" unless their lack of performance on **modified instruction** warrants such grades, for example…*not completing* **modified** assignments/homework, *not turning in* **modified** assignments/homework, *not making satisfactory progress* on **modified** work.
  - Every attempt should be made to ensure the student has an opportunity to complete/submit assignments.

- o Every attempt should be made to ensure the lack of performance is *not* due to a lack of English proficiency before assigning a grade of "D" or "F".

- ELs should receive report card grades based on their work, **modified** as necessary in the regular classroom.

- Classroom teachers should **modify instruction, assignments, and tests** based on students' English language proficiencies. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area.

- Testing accommodations should be given to all ELs for **every classroom test** given. For a list of testing accommodations, please review the ILP or contact the ESL teacher.

- ELs may receive language accommodations in the classroom while being instructed with the State Standards on grade level. **These students have the ability to receive the highest grade attainable in the content area with use of language accommodations based on the student's proficiency level.**

- Classroom teachers are required to maintain open communication with ESL teachers regarding appropriate expectations and assessment of English Learner students.

W-APT/WIDA SCREENER & ACCESS SCORES & NEXT STEPS

ASSESSMENT	W-APT/WIDA Screener & ACCESS Score	ESL SERVICE DETERMINATION
W-APT Kindergarten, First semester	Composite: 27 or below	**NEEDS ESL SERVICES** Minimum 1 hour
W-APT Kindergarten, Second semester & 1st Grade, First semester	Any of the following: - Listening & Speaking: 27 or below - Reading: 14 or below - Writing: 17 or below	**NEEDS ESL SERVICES** Minimum 1 hour
	Scoring between 20 and 27 on all domains	**ESL SERVICES TAILORED** Fewer hours of direct services
WIDA Screener 1st Grade, Second semester *through* 12th Grade	Composite score: 4.5 or below *or* 4.0 or below on any domain (speaking, listening, reading, writing).	**NEEDS ESL SERVICES** Minimum 1 hour
WIDA ACCESS Exit	Composite score: 4.4 or higher *AND* Literacy score: 4.2 and above on the ACCESS	**EXIT ESL SERVICES** Begin 4 years of monitoring as Transitional EL: T1-T4 No longer take the ACCESS
WIDA ACCESS Alt Assessment Exit	Composite score: P1 or higher *AND* Literacy score: P1 and above on the ACCESS Alt	**EXIT ESL SERVICES** Begin 4 years of monitoring as Transitional EL: T1-T4

		No longer take the ACCESS
WIDA ACCESS Scoring	ELs with more than one (1) domain score or the composite score below 3.5 on the WIDA ACCESS.	**CONTINUE ESL SERVICES** 1-2 hours of direct ESL services
WIDA ACCESS Scoring	ELs in grades 1st-12th scoring 3.5 or above on composite, reading, writing, and 1 other domain on the WIDA ACCESS.	**ESL SERVICES TAILORED** Fewer hours of direct services

ADMINISTERING THE W-APT & WIDA PLACEMENT TEST

In order to administer the W-APT for Kindergartens, all ESL-certified teachers must access the "Quick Start Guide" and review the administration manual and the Kindergarten W-APT Webinar. In order to administer the WIDA Screener, all ESL-certified teachers must complete the Speaking and Writing Modules and score 80% or higher on the Quizzes.

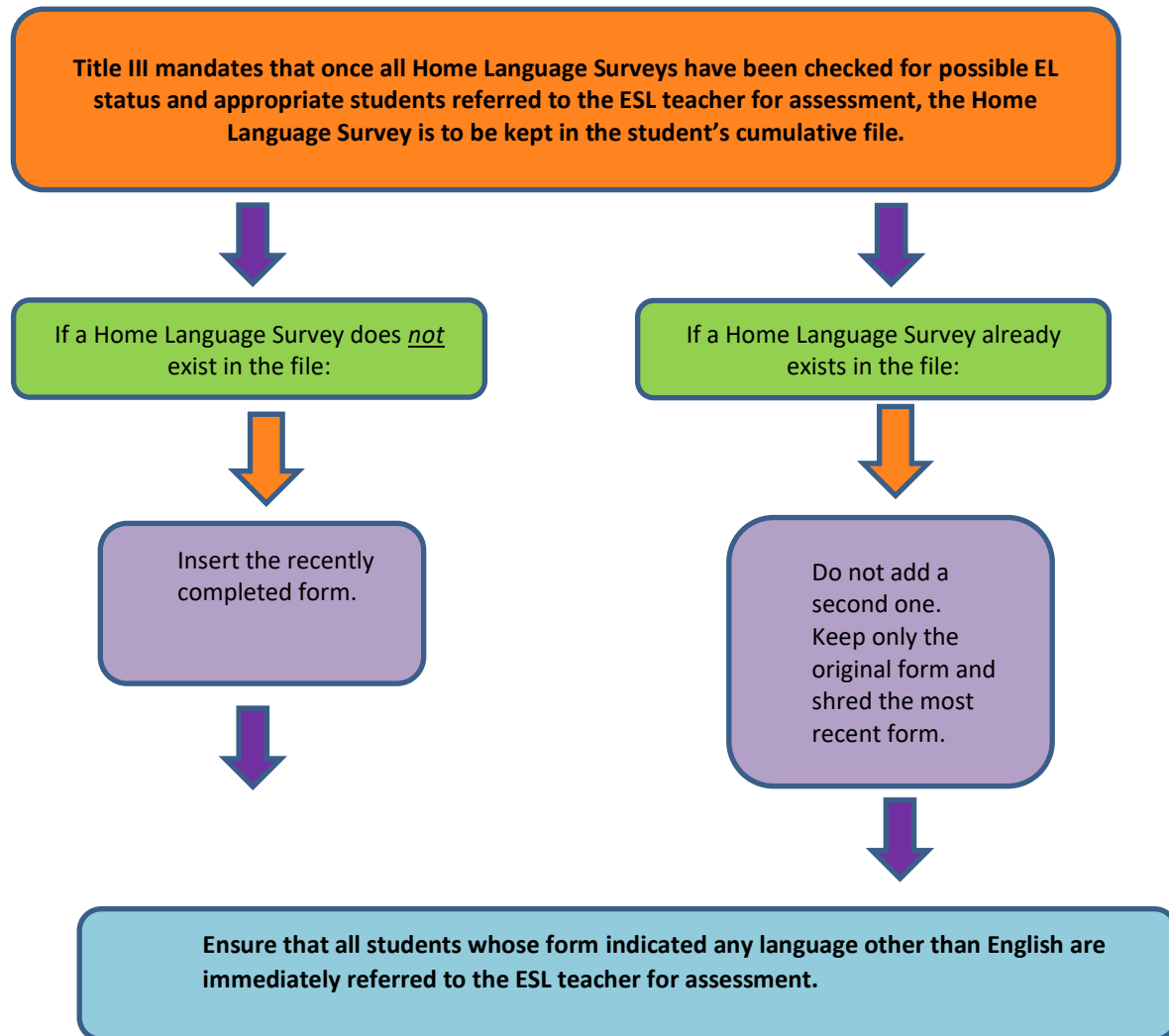|	
To access the W-APT for Kindergartens, please do the following:	1. Go to http://www.wida.us/ 2. Click on Login "WIDA Secure Portal" and enter login credentials. 3. Scroll down to "Screener Test Materials & Training," and select "Kindergarten W-APT Screener Test." 4. Select "Quick Start Guide," and read, download, and print materials from the available links. 5. Please review the "Test Administration Manual" and the "Kindergarten W-APT Webinar" prior to administering the screener. o The W-APT Kindergarten screener does not require passing a quiz prior to administration.

To access the WIDA Online Screener for grades 1st- 12th, please do the following:	1. Go to http://www.wida.us/ .
	2. Click on Login "WIDA Secure Portal" and enter login credentials.
	3. Scroll down to "Screener Test Materials & Training," and select "WIDA Screener Online."
	4. You should review each screen, select the "next arrow" at the bottom, and follow the prompts.
	
	To access directly:
	1. Click on "Training Course" and select "Administration" from the top bar
	    o Watch the videos "Launching the Screener" and "Administering the Screener."
	2. Click on "Scoring & Reporting" from the top bar and select "Speaking Scoring."
	    o Complete Module 1.
	    o Complete Module 2 by selecting the grade-level cluster you will administer to students.
	    o Module 3 is recommended practice.
	    o Take the Speaking Quiz and Pass with 80% or higher.
	3. Click on "Scoring & Reporting" from the top bar and select "Writing Scoring."
	    o Complete Module 1.
	    o Complete Module 2 by selecting the grade-level cluster you will administer to students.
	    o Module 3 is recommended practice.
	    o Take the Writing Quiz and Pass with 80% or higher.

Additional Info:	• WIDA Paper Screener
	    o Follow the above process to view the modules for WIDA Paper screener. The WIDA Paper screener does not require passing a quiz prior to administration; however, you should become familiar with the screening process.
	    o If you do not pass, please retake the quiz until you receive a passing score.

| | o | If you are unclear on where to locate an item or need technical assistance, please contact your District Coordinator or WIDA help desk at (866) 276-7735 or help@wida.us. |

DEVELOPING ILPs & MONITORING T1-T4

All identified ELs and Waived ELs must have an ILP which details strategies, accommodations, and growth trajectories. All ILPs must contain growth trajectories. **Teachers shall monitor growth through benchmarking, formative assessments, and/or summative assessments every four and half (4.5) weeks**. Teachers shall monitor and document the progress of all Transitional ELs no less than every 9 weeks.

What are ILPs?	• **A specialized plan for ELs, which:**
	     o Details strategies.
	     o Outlines student goals.
	     o Includes accommodations.
	     o Supports daily instruction implemented in general content and ESL service time.
	     o Fosters collaboration between all educators working with the EL.

ILP Requirements	• **All ILPs must include:**
	     o General student information (name, age, grade level, school year).
	     o WIDA assessment placement proficiency levels.
	     o Annual WIDAACCESS proficiency level, with levels in listening, speaking, reading, and writing.
	     o The language instruction program being used for the student.
	     o Strategies and accommodations for the student to be implemented in all classes.
	     o Goals for the student (i.e., quarterly, semester, year-end).
	     o Growth trajectories.
	     o Teacher team input.
	
	 • **Recommended Documentation:**
	     o State and local assessment information.
	     o Parent/guardian input.
	     o Student input.

ILPs & Monitoring Review/Update	● **ILPs and Monitoring/Consult Forms should be updated regularly to motivate students and force collaboration with teachers. Please adhere to the new guidelines:**
	
	     o ILPs reviewed/updated no less than every 4.5 weeks (new ELs should be reviewed weekly).
	     o T1-T4 monitoring every 9 weeks (grading periods).

Approved Delivery Models	● **An ESL program may be provided through various service-delivery models, including**:
	
	     o sheltered English instruction;
	     o structured English immersion;
	     o specially designed academic instruction in English;
	     o content based English instruction;
	     o pull-out instruction;
	     o push-in instruction.

HOME LANGUAGE SURVEY GUIDANCE

Title III mandates that once all Home Language Surveys have been checked for possible EL status and appropriate students referred to the ESL teacher for assessment, the Home Language Survey is to be kept in the student's cumulative file.

If a Home Language Survey does _not_ exist in the file:

If a Home Language Survey already exists in the file:

Insert the recently completed form.

Do not add a second one. Keep only the original form and shred the most recent form.

Ensure that all students whose form indicated any language other than English are immediately referred to the ESL teacher for assessment.

FAMILY ENGAGEMENT

Per ESSA, schools must implement strategies for increasing EL family engagement. It is important that ESL families are made to feel a part of the school community. Learning is strongest when schools, parents, and communities work together to support education. The ESL Teacher is the greatest advocate for forging these relationships.

Examples of family engagement may include but not limited to:

- Create a welcoming environment for families. There has to be a sense that the staff wants them involved in school.
- Provide all communications in parents' home language (school events, notifications, etc.).
- Hold parent education workshops specifically for the EL parents; address topics such as effective techniques for reading to children and tips for helping and supervising homework.
- Allow parents to serve as teacher/school aides and provide a small per-hour salary.
- Integrate cultural traditions of your EL families throughout the school.
- Celebrate students' home countries and multicultural holidays.
- Connect families with community agencies who offer EL support services (adult bilingual classes, group events, etc.)
- Invite parents to visit their child's classroom regularly.
- Communicate regularly with parents concerning their child's progress (calls, texts, notes, etc.).
- Partner non-English parents with bilingual parents to provide support and guidance.
- Solicit parent feedback on ways to improve the ESL program.

ESL TEACHER ROLE & RESPONSIBILITIES

Accurate and up-to-date databases and student files are a requirement for compliance with the Office of Civil Rights for the purpose of accountability and funding. EIS/SIS reporting is also used to code ELL categories for TN Ready and to determine who receives ELL accommodations on TN Ready. Please ensure accurate student coding and file compliance of all ELs.

The ESL Teacher…	• Creates and maintains an instructional climate that is conducive to learning;
	o assists with the identification of ELs using the W-APT;
	o plans and implements ESL instruction based on diagnosed needs of each individual student;
	o collaborates with teachers and other service providers;
	o develops a student's ILP;
	o evaluates student performance in the ESL class and provides classroom teachers with input regarding progress;
	o maintains records on each student attending the ESL class;
	o attends professional development to increase knowledge and understanding of ESL strategies and methodologies;
	o assists ELs in understanding American culture and encourages all students to understand other cultures;
	o engages ESL families in school events/activities;
	o conducts staff training on WIDA Standards, ESL intervention and instructional strategies;
	o administers W-APT/WIDA screeners and ACCESS assessments;
	o completes monitoring forms, paperwork, submit reports, and meet deadlines;
	o ensures compliance of ELs services, cumulative files and SIS/EIS coding;
Student Cumulative File (required)	• Home Language Survey (first and original form completed). • Date the student arrived in a U.S. School & First language spoken by student • Any available documents (birth certificate, immigrant documents).

	- W-APT/WIDA Screener results. - Conduct screener and provide ESL services within 30 days of enrollment at start of school or within 14 days of enrollment for transfer students/late enrollees. - Annual WIDA ACCESS Score Sheets. - Current Individual Learning Plans (ILPs). - All Learners and Waived ELs must have an ILP, which details: strategies, accommodations, and growth trajectories. - Copies of Parent Notification of Services and Program Description (each new school year). - Copy of Letter Waiving or Refusing Services, if applicable. - Monitoring Forms for all Transitional/Monitored ELs for current school year. - Copy of Exit Letter sent after student scored both a Composite Score of 4.2 <u>and</u> a Literacy Score of 4.0 on the WIDA-ACCESS, if applicable.
Teacher ESL File (optional)	- Copies of above-listed documents. - Other related documents (parent notes, teacher notes, work samples, assessment data, progress reports, report cards, etc.).
Reports & Coding	**Submit teacher schedule to District ESL Coordinator** - Provide updated schedule when changes occur. - The teacher's schedule must include: - Student ID - Service Times - Locations - Grade Levels - WIDA Scores **Submit Reports to District ESL Coordinator** - Complete EOY "EL Retention Report." - Submit supporting documentation for retained ELs, as requested. - Complete additional reports as requested. **Ensure accurate coding of EL students in SIS/EIS** - N= Non-English Language Background (Does Not Qualify) - L= English Learner 1= Transitional 1 2= Transitional 2 3= Transitional 3 4= Transitional 4 - F= Former EL (after 4th year Transitional) - W= Waived Direct ESL Services **Transitioning/Exiting EL students** - Coding in SIS/EIS <u>must not</u> be changed for students before July 1 in order to ensure accurate reporting for accountability and funding purposes.

ESL TERMS & DEFINITIONS

English as a **S**econd **L**anguage (**ESL**): Originally this term referred to non-native speakers who are learning English language in an English language environment.

English **L**anguage **L**earners/**E**nglish **L**earner (**ELL/EL**): Students whose first language is not English and who qualify for the services of an English as a Second Language teacher.

Limited **E**nglish **P**roficiency (**LEP**): Students aged 3-21 whose native language is a language other than English.
Non-**E**nglish **L**anguage **B**ackground (**NELB**): Students whose first language is not English, and DO NOT qualify for the services of an ESL teacher.

Long-**T**erm **E**nglish **L**earner (**LTEL**) as a student who receives English as a second language services for longer than six years. An English learner (EL) becomes an LTEL when they enter into the seventh year of ESL services.

Pull-**O**ut (**PO**): Students are pulled from one or more classrooms or grade levels to attend special intensive language classes for part of each day. In other cases, the ESL specialist may work with ELLs in his/her own classroom and acts as a resource to their regular classroom teachers.

Push-**I**n or Inclusion (**PI**): The main goal of an appropriate inclusionary program is to provide adequate instruction and resources so that the ELL can achieve academically. In a co-teaching approach both teachers (ESL and mainstream) contract to share instructional responsibility for a single group of students with mutual ownership, pooled resources, and joint accountability, although each individual's level of participation may vary.

Recently **A**rrived **E**nglish **L**earner (**RAEL**) – formerly referred to as newcomers. First year in the U.S. school

Sheltered **I**mmersion **C**lass **(SIC)**: SIC are non-graded "extended learning times" designed for students who are new to the school and have little or no English proficiency, and/or for those students who have been in the program for more than one year and are still classified as ESL I or low ESL II students.

Transitional **1, 2, 3, 4** (**T1, T2, T3, T4**): The first, second, third and fourth year of monitoring after scoring proficient on WIDA ACCESS.

Home **L**anguage **S**urvey (**HLS**): - the questions asked of all students within the school district to determine whether or not students are non-English language background. A completed form showing if a primary language other than English is spoken in the home.

Individual **L**earning **P**lan (**ILP**): A specialized plan for ELs that details strategies, outlines student goals, includes accommodations, and supports daily instruction implemented in the general content and English as a second language (ESL) service time.

WIDA: the agency that creates and supports W-APT, WIDA Screener, WIDA ACCESS, WIDA ALT-ACCESS, WIDA MODEL (formative).

ESL SHAREPOINT RESOURCES

Home Language Survey (HLS), Identification & Placement Guidance	• Home Language Survey • Home Language Survey Guidance • ASD Flowchart of ESL Services • TN Identification & Placement Guidance
Parent Notification Forms	• Parent Notification of ESL Services • ESL Parent Response Letter • ESL Services Waiver • ESL Exit Letter
ILP, Transitional, & WIDA Standards Resources	• Transitional/Consult Form • Individual Learning Plan Template • Individual Learning Plan FAQ • Growth, Goal, & Trajectory New Layout (excel)

	• TDOE ESL Codes • ELPA Growth Standard • EL Framework • Essential Actions Handbook • EL Standards • Can-Do Descriptors
WIDA Screener & Access Resources	• WIDA Screener Online Process • WIDA Screener Paper Process • WIDA Online Screener Guide • TN Identification & Placement Guidance • WIDA ACCESS TN Checklist • ACCESS- Online Accommodations Checklist • ACCESS- Paper Accommodations Checklist • Alt-ACCESS- Accommodations Checklist • https://wida.wisc.edu • https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA
EL Retention Policy & Resources	• EL Retention Guidelines • TN Promotion & Retention Policy • EL Retention Report • Action Plan Template for ELs
Federal Requirements	• **Federal Programs Monitoring Tool** • ELs Toolkit • ESL Program Policy 06.22.2020 • ESL Fact Sheet - Rights of All Children to Enroll in School • ESL Manual • Information on EL Waiver • English Learner (EL) Monitoring Procedures • Supporting Long Term English Learners (LTEL) Guide • 2019-20 Accountability Protocol • ESL Teacher Hiring Requirements • https://www.tn.gov/education/student-support/english-learners.html
Professional Development Resources	• ESL Training PowerPoints
TDOE COVID-19 Guidance	• Fact Sheet: Providing Services to English Learners During COVID-19 • FAQ regarding COVID-19 and Regarding English Learner and Immigrant Students