

FY25 Tennessee English Language LEA Self-Assessment Reflection Ratings and Responses Guidance

Overview

The FY25 Tennessee English Language LEA Self-Assessment (TELLSA) will tentatively open on March 17 and is due **June 30, 2025**. The self-assessment will be entered directly into ePlan. All local educational agencies (LEAs) must submit a TELLSA, even if the LEA does not have English Learners (ELs). The TELLSA allows an LEA to indicate if this is the case. The following rubric should be used to complete Page 2 of the instrument: *Reflection Ratings and Responses*.

Rubric

1. Read the prompt in the first column, then the three rating statements. Assign a number between one (1) and five (5) for each prompt.
2. For short response questions, answer the question in the box provided. If the question is not applicable, enter "N/A."

Area of Focus 1: Program Implementation			
Questions and Prompts for Reflection	1 Point	3 Points	5 Points
Does the LEA have a procedure for the identification and screening of all potential ELs in a timely manner?	The LEA has no established LEA procedure regarding identification and screening of students. Some potential ELs are given the screener in a timely manner according to TN SBE 0520-01-19.	The LEA is developing an established LEA procedure regarding identification and screening of students. Most potential ELs are given the screener in a timely manner according to TN SBE 0520-01-19.	The LEA follows the established LEA procedures regarding identification and screening of students. All potential ELs are given the screener in a timely manner according to TN SBE 0520-01-19. The LEA has established a process to ensure scoring is normed across the LEA and its schools.

<p>Does the LEA have a procedure to train teachers with ESL permits and waivers on administering the ELP assessment?</p>	<p>The LEA has no established LEA procedure ensuring ESL teachers with permits and waivers are trained correctly on administering the annual ELP assessment.</p>	<p>The LEA is developing an LEA procedure ensuring ESL teachers with permits and waivers are trained correctly on administering the annual ELP assessment.</p>	<p>The LEA has an established LEA procedure ensuring ESL teachers with permits and waivers are trained correctly on administering the annual ELP assessment. Note: If five points are selected, please provide additional information below.</p>
<p>Does the LEA ensure ELs have access to content instruction and are not segregated?</p>	<p>The LEA has no procedure that ensures ELs should have access to content instruction and support services so that ELs are not segregated to one classroom due to limited English proficiency or national origin.</p>	<p>The LEA is developing a procedure that ensures ELs should have access to content instruction and support services so that ELs are not segregated to one classroom due to limited English proficiency or national origin.</p>	<p>The LEA has a procedure that ensures ELs should have access to content instruction and support services so that ELs are not segregated to one classroom due to limited English proficiency or national origin.</p>
<p>Does the LEA train teachers with permits and waivers on English language acquisition?</p>	<p>The LEA has no plan to proactively train teachers with permits and waivers on English language acquisition.</p>	<p>The LEA is developing a plan to proactively train teachers with permits and waivers on English language acquisition.</p>	<p>The LEA proactively trains teachers with permits and waivers on English language acquisition.</p>
<p>Do all teachers who have ELs have adequate resources to meet the identified needs of ELs?</p>	<p>ESL teachers and staff who teach ELs have comparable resources.</p>	<p>Most ESL teachers and staff who teach ELs have adequate resources to meet the identified needs of ELs.</p>	<p>All ESL teachers and staff who teach ELs have adequate resources to meet the identified needs of ELs.</p>
<p>Does the LEA ensure ELs have equal opportunities to participate meaningfully in curricular programs and activities?</p>	<p>The LEA occasionally reviews data to ensure that ELs have equal opportunities to participate meaningfully in curricular programs and activities.</p>	<p>The LEA reviews data and possible barriers to ensure that ELs have equal opportunities to participate meaningfully in curricular programs and activities.</p>	<p>The LEA frequently reviews data and possible barriers to ensure that ELs have equal opportunities to participate meaningfully in curricular programs and activities.</p>

<p>Does the LEA follow appropriate criteria for exiting students?</p>	<p>The LEA has no established LEA procedure regarding exit of students. Some ELs are exited according to criteria in TN SBE 0520-01-19.</p>	<p>The LEA is developing a LEA procedure regarding exit of students. Some ELs are exited according to only the criteria in TN SBE 0520-01-19.</p>	<p>The LEA has an established LEA procedure regarding exit of students. All ELs are exited according to only the criteria in TN SBE 0520-01-19.</p>
<p>Does the LEA continue to monitor and support ELs when they are in transition?</p>	<p>LEA personnel are in the process of implementing a plan to monitor and support ELs when they are in transition.</p>	<p>LEA personnel have begun to monitor and support ELs when they are in transition, but the process is new and not operating at an elevated level of proficiency.</p>	<p>LEA personnel continue to monitor and support ELs when they are in transition.</p>
<p>Does the LEA make EL data (e.g., EIDA ACCESS scores, Universal screener scores, benchmark data) easily accessible?</p>	<p>The LEA makes EL data accessible to school administrators upon request.</p>	<p>The LEA makes some EL data accessible to school administrators and EL teachers.</p>	<p>The LEA makes all EL data easily accessible to school administrators and all teachers</p>
<p>Does the LEA disaggregate data for the improvement of ESL programming?</p>	<p>The LEA does not disaggregate or analyze data for the improvement of ESL programming or the delivery of instruction to ELs in the general education classroom.</p>	<p>The LEA disaggregate and analyzes some data for the improvement of ESL programming or the delivery of instruction to ELs in the general education classroom.</p>	<p>The LEA disaggregate and analyzes data yearly for the improvement of ESL programming or the delivery of instruction to ELs in the general education classroom. The LEA provides evidence through program refinements and steps to better support educators delivering instruction, ESL services, and other support services.</p>

<p>How does the LEA ensure the use of appropriate accommodations for ELs taking state content assessments?</p>	<p>The LEA is working to implement a system for the use of appropriate accommodations for ELs taking state content assessments. The LEA trains for the use of appropriate accommodations for ELs taking state content assessments</p>	<p>The LEA makes use of accommodations for ELs taking state content assessments. The LEA ensures the use of appropriate accommodations for ELs taking state content assessments.</p>	<p>The LEA has an individualized approach that ensures the use of appropriate accommodations for each EL taking state content assessments. The LEA ensures the use of appropriate accommodations for ELs taking state content assessments</p>
<p>Does the LEA ensure ELs have equal opportunities to participate meaningfully in extracurricular programs and activities?</p>	<p>The LEA occasionally reviews data to ensure that ELs have equal opportunities to participate meaningfully in extracurricular programs and activities (e.g., clubs, sports)</p>	<p>The LEA reviews data and possible barriers to ensure that ELs have equal opportunities to participate meaningfully in extracurricular programs and activities (e.g., clubs, sports,)</p>	<p>The LEA frequently reviews data and possible barriers to ensure that ELs have equal opportunities to participate meaningfully in extracurricular programs and activities (e.g., clubs, sports)</p>

<p>If the LEA has an established LEA procedure ensuring ESL teachers with permits and waiver are trained correctly on administering the annual ELP assessment, please explain: (Enter N/A if this question is not applicable)</p>	
---	--

Area of Focus 2: Language Instruction			
Questions and Prompts for Reflection	1 Point	3 Points	5 Points
Social English: What demonstrates that all English Learners (ELs) have opportunities to develop English in each of the four domains (reading, writing, listening, and speaking)?	ESL teachers provide instruction that supports the development of social English through one or two of the four language modalities (listening, speaking, reading, or writing).	ESL teachers provide instruction that supports the development of social English through three of the four language modalities (listening, speaking, reading, or writing).	All ESL teachers consistently provide instruction that supports the development of social English using all four language modalities (listening, speaking, reading, and writing).
Academic English: What indications demonstrate that ELs have opportunities to develop the full range of language uses, from social communication to academic language across the content areas?	ESL teachers provide instruction that supports the development of academic English through one or two of the four language modalities (listening, speaking, reading, or writing).	ESL teachers provide instruction that supports the development of academic English through three of the four language modalities (listening, speaking, reading, or writing).	All ESL teachers consistently provide instruction that supports the development of academic English using all four language modalities (listening, speaking, reading, and writing).
Does the LEA ensure that all ESL teachers provide instruction differentiated for ELs of different ages, English language proficiency (ELP) levels, educational backgrounds, and academic achievement?	Some ESL teachers have some understanding of the importance of differentiating instruction for ELs of different ages, ELP levels, educational backgrounds, and academic achievement.	Most ESL teachers often differentiate instruction for ELs of different ages, ELP levels, educational backgrounds, and academic achievement.	All ESL teachers differentiate instruction for ELs of different ages, ELP levels, educational backgrounds, and academic achievement.
Does the LEA ensure that program design for ELs is based on current theory and research regarding second language acquisition, ELD, and effective pedagogy for ELs?	LEA and school leaders support an instructional program that encourages the use of effective, research-based pedagogy for ELs.	LEA, school leaders, and all teachers support a well-established LEA program design for ELs based on current theory and research regarding second language acquisition, ELD, and effective pedagogy for ELs.	LEA, school leaders, and all teachers consistently support and monitor a well-established LEA program design for ELs based on current theory and research regarding second language acquisition, ELD, and effective pedagogy for ELs.

Area of Focus 3: Academic Content Instruction			
Questions and Prompts for Reflection	1 Point	3 Points	5 Points
Do content teachers have the skills and knowledge to address the needs of EL students in their classroom?	Content teachers receive training on addressing the needs of EL students in the classroom.	Content teachers receive yearly training on addressing the needs of EL students in the classroom.	Content teachers receive yearly and ongoing training on addressing the needs of EL students in the classroom.
Do content teachers use ELD standards?	Grade level/content teachers do not use ELD standards.	Some grade level/content teachers use ELD standards frequently.	All grade level/content teachers use ELD standards daily.
How do grade-level/content teachers differentiate approaches to content, process, and product for ELs (e.g., scaffolding, grouping and student-centered learning)?	All grade level/content teachers understand the importance of differentiating instruction to make academic content instruction accessible to ELs (e.g., use a variety of strategies including scaffolding).	Some grade level/content teachers differentiate instruction to make academic content instruction accessible to ELs (e.g., use a variety of strategies including scaffolding).	All grade level/content teachers differentiate instruction to make academic content instruction accessible to ELs (e.g., use a variety of strategies including scaffolding).
Does the LEA ensure that all teachers plan and deliver rigorous grade-level academic content to all EL students?	The LEA has a plan to train school leadership teams on a walk-through process for assessing the alignment of content instruction to the academic standards to gather data on school wide progress.	The LEA has set a goal that instruction aligns with academic standards. School leadership teams are trained and are now beginning to conduct walk-through evaluations to gather and analyze base line data that will be used to support continued progress to meet this goal.	The LEA has a goal of 100% instruction linked to academic standards. School leadership teams conduct walk-throughs to gather and analyze data to support progress toward this goal. Leadership teams compare previous years data to demonstrate progress toward goal. Teachers serving ELs collaborate to review data to plan/deliver rigorous grade level academic content.

Area of Focus 4: Parent and Community Outreach			
Questions and Prompts for Reflection	1 Point	3 Points	5 Points
What steps has the LEA taken to engage families in the education of ELs? To what extent have these programs been effective in engaging parents of ELs as partners in their children's education?	The LEA and schools sometimes use culturally responsive strategies for parent and community outreach as they seek ways to aid parents in supporting their children's education in some specific ways.	The LEA and schools use culturally responsive strategies for parent and community outreach that aid parents in supporting their children's education in some specific ways.	The LEA and schools effectively use culturally responsive strategies for parent and community outreach that continue to build the capacity of families to support their children's education.
How does the LEA carry out the family literacy requirement of Title III?	The LEA is not aware of the family literacy requirements of Title III.	The LEA is working to fully implement the delivery of services to meet the family literacy requirements of Title III.	The LEA plans for and delivers services to meet the family literacy requirements of Title III.
How does the LEA ensure that both oral and written communications are provided in all the languages spoken by students and parents?	The LEA encourages administrative and instructional personnel to communicate effectively with parents of ELs. Communications with parents of ELs are provided in some of the languages spoken.	The LEA provides support to administrative and instructional personnel to promote effective communication with parents ELs. Communications with parents of ELs are provided in most of the languages spoken.	The LEA requires and provides support to administrative and instructional personnel to promote effective communication with parents of ELs. Communications with parents of ELs are provided in all languages.
How does the LEA ensure that all staff and parents know how to request translation and interpretation?	The LEA provides training to some staff on how to request translation and interpretation.	The LEA provides training to most staff on how to request translation and interpretation. The LEA provides information to new LEP parents on how to request translation and interpretation.	The LEA provides training to all staff, on a yearly basis, on how to request translation and interpretation. The LEA provides information, on a yearly basis, to all LEP parents on how to request translation and interpretation.

Area of Focus 5: Professional Development			
Questions and Prompts for Reflection	1 Point	3 Points	5 Points
Does the LEA provide all education personnel with professional development opportunities to improve their expertise for serving ELs?"	The LEA provides all grade level teachers who serve ELs professional development opportunities to improve their expertise for serving ELs, including teaching academic standards, scaffolding, and effective strategies for engaging students. All grade-level teachers participate in professional development opportunities to improve their expertise for serving ELs.	Education personnel - including grade-level teachers, administrators, counselors, and support teachers are provided professional development opportunities to improve their expertise for serving ELs, including teaching academic standards, scaffolding, and effective strategies for engaging students. All grade-level teachers, administrators, counselors, and support personnel participate in professional development opportunities to improve their expertise for serving ELs.	All education personnel - including grade-level teachers, para pros/ instructional aides who serve ELs, school administrators, counselors, and support personnel are provided professional development opportunities to improve their expertise for serving ELs, including teaching academic standards, scaffolding, and effective strategies for engaging students. All educational personnel participate in professional development opportunities to improve their expertise for serving ELs.
Does the LEA plan for and provide for the professional development needs of all teachers, para pros/instructional assistants, and school administrators?	The LEA provides professional development opportunities to ESL teachers.	The LEA has a plan to provide professional development opportunities to all teachers serving ELs.	All professional development opportunities provided are the results of an assessment of the needs of students, including ELs, and the needs of all educational personnel, including those who serve ELs.
Are content teachers trained in specific methodologies to provide EL students with meaningful access to content?	Some content teachers are trained in specific methodologies to provide EL students with meaningful access to content.	Most content teachers are trained in specific methodologies to provide EL students with meaningful access to content.	All content teachers are trained in specific methodologies to provide EL students with meaningful access to content.

<p>Are administrators who evaluate EL program staff and content staff who have ELs in the classroom adequately trained to evaluate effective strategies for teaching ELs?</p>	<p>Administrators who evaluate EL program staff and content staff who have ELs in the classroom have no specific training in evaluating effective strategies for teaching ELs.</p>	<p>The LEA has a plan to train administrators who evaluate EL program staff and content staff who have ELs in the classroom to evaluate effective strategies for teaching ELs.</p>	<p>All administrators who evaluate EL program staff and content staff who have ELs in the classroom are adequately trained to evaluate effective strategies for teaching ELs.</p>
--	--	--	---

<p>Describe professional development opportunities of this past year provided by the LEA for all educators and the percent of these educators that participated.</p>	
--	--