

Cracking the Code of TN SBE 0520-01-19 and ESL Policy 3.207

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Agenda

- Results-Based Monitoring Findings
- By the Numbers (Price is Right Style)
- Definitions (Jeopardy Style)
- Rule Says (Family Feud Style)



Results-Based Monitoring Findings

A yellow school bus is parked on a paved surface, partially visible on the left side of the slide. The bus has a license plate that reads '9-6F' and a phone number '733-2893' on its side. The background shows a building and some trees.

Monitoring

- Federal laws
- State laws
- State policy

Common Corrections

- Required Trainings
- Reclassification
- Individual Learning Plans (ILPs)
- Schedules
- Identification
- Ratio



Common Findings

- Translation



By the Numbers

The Price is Right Style

How many total English learners (ELs) were in TN schools as of Oct. 1, 2024?

Answer:

94,098

How many screeners were given in TN in the school year 2024-25?

Answer:

24,158

How many ELPA21 summatives were given in TN in the school year 2024-25?

Answer:

85,691

What is the district wide staffing ratio requirement?

Answer:

1:35

Definitions

Jeopardy Style

- This type of instruction means the collaborative planning, organization, delivery, and assessment of instruction by a general education teacher and a teacher who holds an English as a Second Language (ESL) endorsement that integrates content and language standards using an approved Direct ESL Service model.



Answer:

Co-Teaching

- This means a team at the local educational agency (LEA) or school level that creates the Individual Learning Plan for an EL student. At a minimum, it must include an EL student's current and/or former general education teacher and current and/or former ESL teacher. It may also include parents or guardians, school counselors, and other staff.



Answer:

ILP Team

- This means a Non-English Language Background student who qualifies for ESL services via a Department of Education-adopted English Language Proficiency screener



Answer:

English
Learner or
EL

- This means English Learners in year seven of the ESL program who have not met the program's exit criteria.



Answer:

Long-Term
English Learner
or LTEL

- This means an EL who has been in the US school system for less than 12 months.



Answer:

RAEL or
Recently
Arrived English
Learner

- This means an EL student who has met the exit criteria for Direct or Indirect ESL Services and is in the first four years after exit.



Answer:

Transitional
EL

- This means a procedure if a transitional EL demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks.



Answer:

Reclassification Procedure

Reclassification Procedure

- If a Transitional EL demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, academic interventions should be provided by a general classroom teacher or a teacher with an ESL endorsement.
- Each LEA shall have a written reclassification procedure to be used for exited ELs who require reentry, if academic or non-academic interventions are unsuccessful.
 - Must include parent consent.



Rule Says

Family Feud Style

Name the 5 areas of required training.



Name the 5 areas of required training:

- 1) Tennessee ELD standards
- 2) Appropriate ESL instructional methods
- 3) English language acquisition training
- 4) Strategies for collaboration so that ILPs are developed and implemented by all educators
- 5) Requirements regarding ILP development and implementation

Name the three topics of the Home Language Survey (HLS) questions.



Name the three topics of the HLS questions:

- 1) the first language the student learned to speak
- 2) the language the student speaks most often at home
- 3) the language that is most often spoken to the student at home



Home Language Survey (HLS)

- **Two-step process:**
- **STEP 1)** Each LEA and public charter school shall administer an HLS to identify Non-English Language Background (NELB) students.
 - Questions required:
 - The first language the student learned to speak,
 - The language the student speaks most often at home; and
 - The language that is most often spoken to the student at home.
 - If a language other than English is listed for any of the HLS questions, the student shall be classified as a NELB student.
 - Parents or guardians shall be interviewed to clarify any discrepancies in the HLS.



HLS continued

- **An HLS should be completed only once in a student’s educational career.**
- If the student has previously attended another LEA, the receiving school or LEA shall attempt to obtain the original HLS from the sending LEA.
- If the receiving LEA cannot obtain the original HLS after reasonable attempts to do so, it may re-administer the HLS but shall mark it as a secondary HLS.
- If the original HLS is found, it shall replace the secondary HLS in the student’s file.



HLS continued

- **STEP 2)** LEAs shall screen all NELB students with a Department of Education-approved English language proficiency screener unless an NELB student has documentation from a previous state or LEA that he or she met the definition of Fluent English Proficient on the Department-adopted screener.
 - Must be completed within thirty (30) days of initial enrollment.

Name the things that must be included in an ILP for Direct or Indirect Service ELs.



Name the things that must be included in an ILP for Direct or Indirect Service Els:

- 1) Assessment data from the English language proficiency assessment
- 2) Relevant demographic data
- 3) Strategies, scaffolds, and accommodations
- 4) Short-term goals in each domain
- 5) Growth trajectories

ILP missing items

- Missing career readiness goals
- Missing goals
- PII



ILP Requirements:

- Assessment Data- English Language Proficiency Assessment
- Relevant demographic data, including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Strategies, accommodations, and scaffolding that provide access to instruction (as decided by the ILP team)
- Short-term goals in each of the four domains
- Growth trajectories based on individual student data



ILP Requirements Grade Specific

- **K-Grade 3:** Direct ESL Services and language focused supports that provide access to classroom instruction aligned to grade-level academic standards
- **Grades 4-12:** Direct ESL Services and language, academic, and career-readiness supports that provide access to classroom instruction aligned to grade-level academic standards



ILP Requirements for Transitional Students

- Outline services in accordance with Transitional EL status and needs
- Relevant demographic data including years of ESL service, Long Term English Learner status, additional services (RTI, IEP, etc.)
- Data from other assessments may be included (TCAP, benchmarks, URS)
- Short-term academic goals
- Career readiness for grades 4-12
- Scaffolds for access to instruction for grades K-12



Name the 3 approved delivery models.



Name the 3 approved delivery models:

- 1) ELD-aligned course instruction
- 2) pull-out instruction
- 3) co-teaching instruction

Name the 5 approved service models.



Name the 5 approved service models:

- 1) Sheltered English Instruction
 - 2) Structured English Immersion
 - 3) Specially Designed Academic Instruction in English (SDAIE)
 - 4) Content-Based Instruction (CBI)
 - 5) Heritage Language Instruction
-
- Bonus: another model approved by the Department

Name the 7 required things that must be included in the parent notification.



Name the 7 required things that must be included in the parent notification:

- 1) ESL program type to be used
- 2) length of time expected for completion of ESL services
- 3) how the student was assessed for entrance to services
- 4) options related to program types, if available
- 5) right to waive placement in ESL programs
- 6) right to waive Direct ESL service at any time
- 7) the scaffolding and accommodations to be provided in the general education setting

Allowable/Unallowable (Deal or No Deal Style)

Individual Learning Plan Grades K-3

Student Name:	Alicia Test	State ID:	8882828T10
Student Birthdate:	07/08/2019	Age:	5
Birth Country:	United States	Gender:	Female
School:		Native Language:	Laotian
District:		Grade:	Kindergarten
Parent Preferred Language of Communication	English	Date 1st US School:	07/31/2024
ILP Dates:	08/07/2024-06/30/2025	Total Years in ESL Service:	1
Other Areas of Support:	☒ Long-Term English Learner	Years of ESL Service in TN:	1

Answer:

No Deal

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Goals - Short and Long Term Language Goals

Considering the present level language proficiency goals, the educator will input learning improvement goals for the subsequent level in each domain to ensure continuous growth through short- and long-term goals. ESL Rule, Chapter 0520-01-19 requires quarterly monitoring of goals and progress.

English Proficiency - Listening	Grade K Listening 3 : Intermediate -- When listening, the student at Level 3 is working on: responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.
English Proficiency - Speaking	Grade K Speaking 4 : Early Advanced -- When speaking, the student at Level 4 is working on: responding to conversations, questions and prompts by identifying multiple items and explaining choices; answering questions about a variety of topics using supporting details; expressing an opinion about a variety of topics; demonstrating correct use of prepositions; describing an object's location; retelling and sequencing an oral presentation.
English Proficiency - Reading	N/A
English Proficiency - Writing	Grade K Writing 3 : Intermediate -- When writing, the student at Level 3 is working on: recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order.

Answer:

No Deal

Goals - Short and Long Term Language Goals

Considering the present level language proficiency goals, the educator will input learning improvement goals for the subsequent level in each domain to ensure continuous growth through short- and long-term goals. ESL Rule, Chapter 0520-01-19 requires quarterly monitoring of goals and progress.

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English Proficiency - Reading	N/A
English Proficiency - Writing	Grade K Writing 3 : Intermediate -- When writing, the student at Level 3 is working on: recognizing and using frequently occurring nouns, verbs, and short phrases in writing; writing and completing words with missing letters; using question words to create simple questions; expressing an opinion or preference; creating complete simple sentences by placing words in the correct order.

What are the student's postsecondary goals?

The student wants to be a pilot.

What are the family's/guardian's goals for the student?

The parents want the student to go to medical school.

What community resources are available to help this student?

The district has an MOU with the neighboring university for an introduction to aviation. The school also is in contact with TCAT for program updates.

What academic focus is needed for a student to reach their goals?

The student will need to take all grade level appropriate courses in their course of study.

What academic objectives do they need to achieve to reach their goal?

The student needs to work on their writing proficiency skills and oral presentation.

Answer:

Deal

English Proficiency - Listening	Student will score a 4 in the next test.
English Proficiency - Speaking	Student will be a level 5.
English Proficiency - Reading	When given a list of 40 multisyllabic words containing closed, open, consonant-vowel-e, and vowel team syllable types, the student will be able to decode 36/40 words correctly as measured by teacher records.
English Proficiency - Writing	Student needs to be a level 4 by the end of the year.

Answer:

No Deal

English Proficiency - Listening	Student will score a 4 in the next test.
English Proficiency - Speaking	Student will be a level 5.
English Proficiency - Reading	When given a list of 40 multisyllabic words containing closed, open, consonant-vowel-e, and vowel team syllable types, the student will be able to decode 36/40 words correctly as measured by teacher records.
English Proficiency - Writing	Student needs to be a level 4 by the end of the year.

Elementary Teacher Schedule

- 7:45-8:00- planning
- 8:00-9:00- Kindergarten ESL
- 9:00-10:00- 1st grade
- 10:00-11:00- 2nd grade
- 11:00-11:45- lunch
- 11:45-12:30- 5th grade
- 12:30-1:30- 3rd grade
- 1:30-2:30- 4th grade
- 2:30-3:00- planning

Student school day: 8:00-3:00



Answer:

No Deal

Elementary School

- Minimum of one (1) hour of Direct ESL Service per school day from teacher who holds an ESL endorsement until student achieves a qualifying score for exit or a qualifying score for tailored services.

Middle School Teacher Schedule

Student school day: 7:45-2:45

- 7:45-8:30- 6th grade
- 8:35-9:25- 7th grade
- 9:30-10:20- 8th grade
- 10:25-11:30- planning
- 11:35-12:05- lunch
- 12:10-1:00- co-teaching 6th grade
- 1:10-2:00- co-teaching 8th grade
- 2:00-2:45- co-planning
- 2:45-3:00- afternoon duties



Answer:

Deal

High School Teacher Schedule

Student school day: 8:00-3:00

- 7:45-8:00- planning
- 8:00-9:35- Newcomer class
- 9:40-11:15- 10th grade
- 11:20-11:50- lunch
- 11:55-1:20- 9th grade
- 1:25-3:00- 11th grade
- 3:00-3:15- planning



Answer:

No Deal

Middle School and High School

- Minimum of one (1) hour of Direct ESL Service per school day
- OR**
- The equivalent of one full-class period of at least 45 minutes in duration per school day
 - Until student achieves qualifying score for exit or qualifying score for tailored services

Schedule Issues

- Co-teaching with no co-planning
- ESL during RTI with no other alternative
- Tailored services criteria
- Students with disabilities not having access to both

Translation/Interpretation

Electronic Translation

- Google Translate
- Microsoft Translate
- Reverso
- Parent Square
- Boostlingo

- Any type of electronic or artificial intelligence translation **MUST** be verified for accuracy by someone who has fluency in both languages and can attest that the translation is accurate and conveys the intended message of the original.



- new product before use, must boiling water (or food detergent to wash a few times, high temperature disinfection.) Insulation Cup, functional and beautiful

- before use, please use boiling water (or cold water) preheating (or cooling) for 5-10 minutes, so that the heat preservation effect is better.

- water amount please do not too full, so as not to tighten the lid. boiling water overflow burst.

- hot drinks when you drink slowly, so as not to burn.

- hot long time containing milk, dairy products and fruit juice and carbonated drinks such as.

- after drinking, tighten the lid, ensure clean.

- timely cleaning with a soft cloth and edible cleaner after diluted with warm water wash. Do not use alkaline bleaching agent or metal abrasive cloth, cloth and other chemical.

CAUTION

- the use of green water or neutral detergent washing, but not the use of dishwashers, disinfection cabinets and other equipment

- normal drinking carbonated drinks, wine can contain carbonic acid, but has strong corrosion and alkaline liquid can cause bladder erosion;

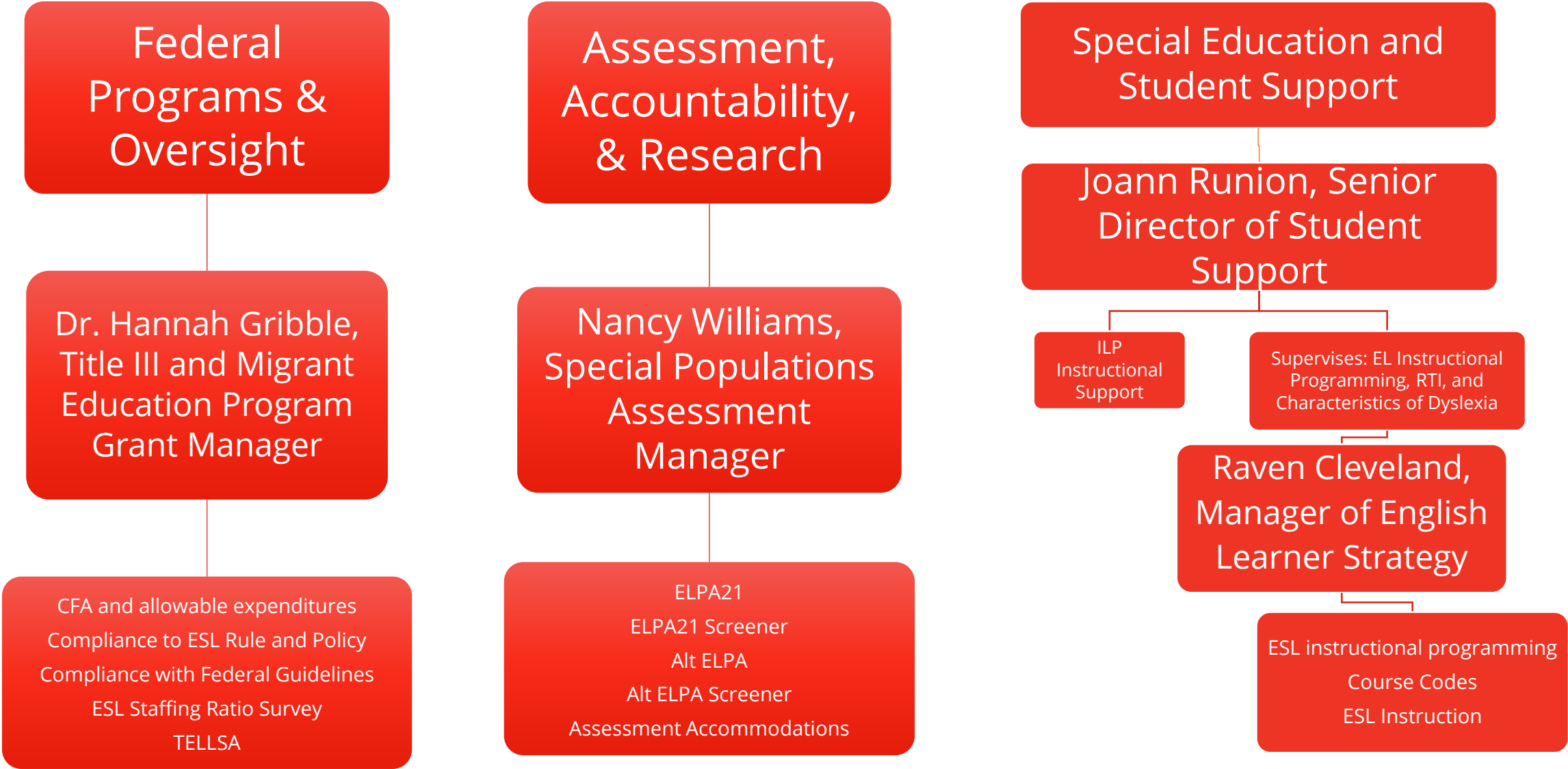
- into the boiling water, should not be too full, burn care.

Family, Students, Untrained Staff, or Untrained Volunteers

- Translators MUST be trained in FERPA
- Confidentiality
- Fluency in all four domains in both English and the other language
- Students should not be translating for parents or other students



ESL Team





Thank You!

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