INDIANA
DEPARTMENT *of*
EDUCATION

SECONDARY ENGLISH LEARNER TOOLKIT

2023-2024

Indiana Department of Education

Office of English Learning & Migrant Education

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Development of the Secondary English Learner Toolkit

The Indiana Department of Education (IDOE) designed the Secondary EL Toolkit in collaboration with stakeholders across the state to provide all EL advocates and stakeholders with vital information that can be shared when working to improve outcomes for ELs.

This resource was developed collaboratively in 2019 and revised in 2023 to serve as a guidebook for educators and others supporting our EL students. Revisions include updates regarding legislative changes, graduation pathways, courses offered, and best practices. The Secondary EL Toolkit supports Indiana educators, students, families, and EL advocates embodying the following core beliefs:

1. ELs enrich school communities through diverse cultures, languages, and experiences.
2. ELs are resilient, demonstrating this through perseverance and hard work in all they do.
3. School communities thrive through widespread and culturally-supportive action, ensuring that all students learn through connectedness and relationships.
4. ELs are provided with a supportive and safe learning environment, including appropriate scaffolding and rooting school structures so all students are able to learn.
5. Second language acquisition is a journey and will take time to foster and develop; schools must remember that ELs are essential members of our learning communities and should ensure they have balanced support of language and culture.

Chapter 1: Supporting Newcomer Students and Students with Limited or Interrupted Formal Education

Chapter One Key Points

- Define **newcomer students** and **students with limited or interrupted formal education (SLIFE)** and the unique experiences they bring to a school community.

- Identify a variety of supports to help students and families be successful and included in the school community.

Defining Newcomer Students and SLIFE

ELs come to school with vast experiences and linguistic assets. This section defines some common terms used to describe various student populations that may be receiving EL services. It is important to note that ELs may or may not fall under one or more student populations - this identification does not define the student as a learner, but rather gives stakeholders insight into how these students may learn and grow within the school setting.

Newcomers: According to the [U.S. Department of Education's (U.S. ED's) Newcomer Toolkit](#), the term *newcomers* refers to any foreign-born students and their families who have recently arrived in the U.S. Throughout our country's history, people from around the world have immigrated to the U.S. to start a new life, bringing their customs, religions, and languages with them. The U.S. is, to a great extent, a nation of immigrants.

Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society: (U.S. ED, 2016).

SLIFE: Students who have experienced disruptions in their education in their native countries and/or the U.S. totaling at least two years, and/or are unfamiliar with the culture of schooling.

Additional Helpful Terms

Asylees: Individuals who travel on their own to the U.S. and subsequently apply for or receive a grant of asylum. Asylees do not enter the U.S. as refugees. They may enter as students, tourists, or businessmen, or with "undocumented" status.
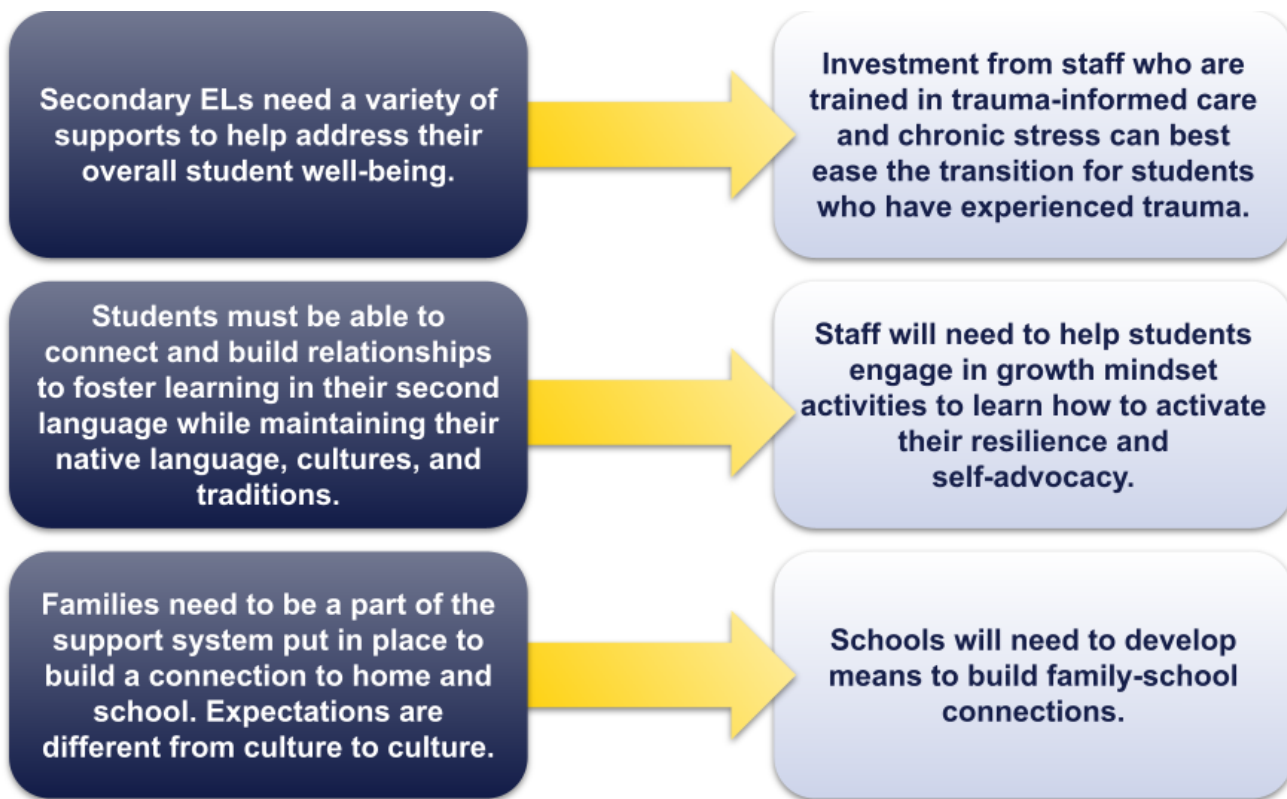
Foreign born: People who are not U.S. citizens at birth.

Refugee: A person who has fled their country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.

Unaccompanied youth: Children who come into the U.S. from other countries without an adult guardian.

Counselors for SLIFE and Newcomer Students

SLIFE and newcomer students tend to have lived through a significantly higher amount of traumatic events than their general education or other EL peers. These students may need additional support navigating credit acquisition, diploma tracks, etc. as other students typically acquire this education before arriving in secondary schools. Schools and corporations should consider assigning SLIFE and newcomer students to school counselors specifically trained to meet their needs. When possible, schools and corporations should also consider the workload of these school counselors. EL students have a much higher need and will benefit from someone who has the ability to address that need. High collaboration between the school counselor and the EL Teacher of Record (TOR) is highly beneficial as well. Below are some considerations for successfully supporting the well-being of SLIFE and newcomer students:

Secondary ELs need a variety of supports to help address their overall student well-being.	Investment from staff who are trained in trauma-informed care and chronic stress can best ease the transition for students who have experienced trauma.
Students must be able to connect and build relationships to foster learning in their second language while maintaining their native language, cultures, and traditions.	Staff will need to help students engage in growth mindset activities to learn how to activate their resilience and self-advocacy.
Families need to be a part of the support system put in place to build a connection to home and school. Expectations are different from culture to culture.	Schools will need to develop means to build family-school connections.

Teachers of SLIFE and Newcomer Students

All students need a supportive and engaging learning environment to be successful in the classroom, which includes access to necessary learning materials such as textbooks, technology, and applicable supports. Teachers of SLIFE and newcomer students should ensure clear and effective communication, as it helps students understand expectations and goals. Teachers should provide these students with authentic, task-based work that allows for active participation and collaboration, as this fosters critical thinking, problem-solving skills and creativity. Providing culturally-mindful, positive, and inclusive classroom practices that promote respect, empathy, and diversity is essential for students to feel safe, valued, and motivated to learn. Below are some considerations for successfully

addressing the academic and well-being needs of SLIFE and newcomer students.

Supporting SLIFE and Newcomer Students

- Consider a "language experience approach" capitalizing on skills and life experiences to accelerate learning.
- Incorporate total physical response activities.
- Build background knowledge for students who may not have the shared past experiences of their peers.
- Collaborate with SLIFE to set shared learning goals.
- Consider the use of technology in meaningful ways.
- Ensure EL student involvement in the school (i.e., outside of EL class) occurs.
- Use visuals, auditory, multimedia, and native language supports.
- Incorporate visual thinking tools (e.g., charts, graphic organizers, timelines).
- Allow for multiple response options (e.g., non-verbal, partial completion).

School and Home Connections

Schools must take intentional and targeted measures with SLIFE and other newcomer populations to ensure these students feel valued and connected to their educational community. Schools can accomplish this upon enrollment in several ways.

1. SLIFE and/or newcomers could be paired with a mentor student who may have acquired more fluency to serve as a positive and ongoing resource into the school's culture and norms.
2. School teams should make the effort to meet the families of SLIFE or newcomer students either during enrollment or through scheduled home visits.
    a. At these family meetings, it would be beneficial to have information in the family's home languages concerning how to access community resources (including police, fire, and other locally available cultural or societal assets and norms), connect with the school or corporation's community partnerships, and highlight the importance of continued development of their home language(s).
3. The school may also consider special programming and scheduling for SLIFE and/or newcomer students. Chapter three includes more ideas on how to accomplish this for SLIFE and newcomer students
4. SLIFE and newcomers will also benefit from best practices in EL instruction. Chapter four outlines resources to incorporate these impactful practices.

Access additional information on the WIDA Focus on SLIFE here.

Representation Matters

1. Attention must be given to ensuring that all students have access to high-quality core curricula and extracurricular activities.

2. Schools and corporations should aim to hire staff that reflect its diversity to give a concrete representation of these students in the school community, which will increase the efficacies of SLIFE and newcomers.

3. Schools should also ensure that diversity is represented in curricular materials and activities that are meaningful to students and made available to all students, not just SLIFE and newcomer students.

Tools & Resources

- [Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#): This resource is intended to help educators identify and use research-based policies, practices, and procedures for welcoming and registering newcomer immigrant and refugee students who are attending secondary schools in the United States and for supporting them once they are in school.

- [Helping Newcomer Immigrant and Refugee Students Register for Secondary School](#): This infographic can help schools develop a clear, comprehensive secondary school registration process ensuring that newcomer immigrant and refugee students receive appropriate supports, credits, and course placements.

- [Starting School in the United States: A Guide for Newcomer Students' Families](#): This guide helps newcomer students' families navigate the U.S. school system.

- [SIFE Resources | New York State Education Department](#): This website hosted by the New York State Department of Education helps build knowledge and capacity regarding SLIFE students.

Chapter 2: Supporting Long-Term ELs (LTELs)

Chapter Two Key Points

- Define LTEL and the federal implications and requirements.

- Identify best practices for LTELs.

Defining an LTEL

An LTEL is a student who has not been able to attain English proficiency within five years.
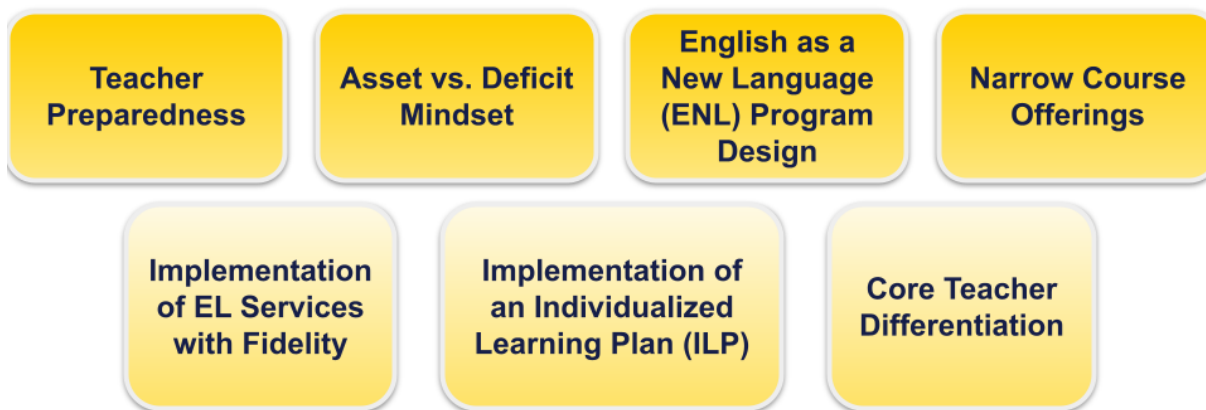
Federal Accountability for LTELs

The Elementary and Secondary Elementary Act (ESEA) does not provide a definition for LTELs; however, guidance is provided for reporting LTELs in the Non-Regulatory Guidance: English Learners and Title III of ESEA, as amended by the Every Student Succeeds Act (ESSA). Local educational agencies (LEAs) that receive a Title III subgrant are to "biannually report the number and percentage of ELs who have not yet attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA" (USED, 2016). Students who remain classified as LTELs for long periods of time will have more difficulties graduating from high school prepared for enrollment, enlistment, and/or employment. Efforts and additional support must be made at both the state and local levels to provide support to LTELs to decrease the numbers and negative effects. LEAs must not only provide high-quality English language development (ELD) services for LTELs, but they must also attend to the wellness needs of these students to lead to success.

Why Are There LTELs?

There are a variety of underlying factors as to why a student may not reach English proficiency in five years and enter into LTEL status. An intentional review of systems and programs can ensure that student needs are being met. Below are some possible root causes as to why a student may be or become an LTEL.
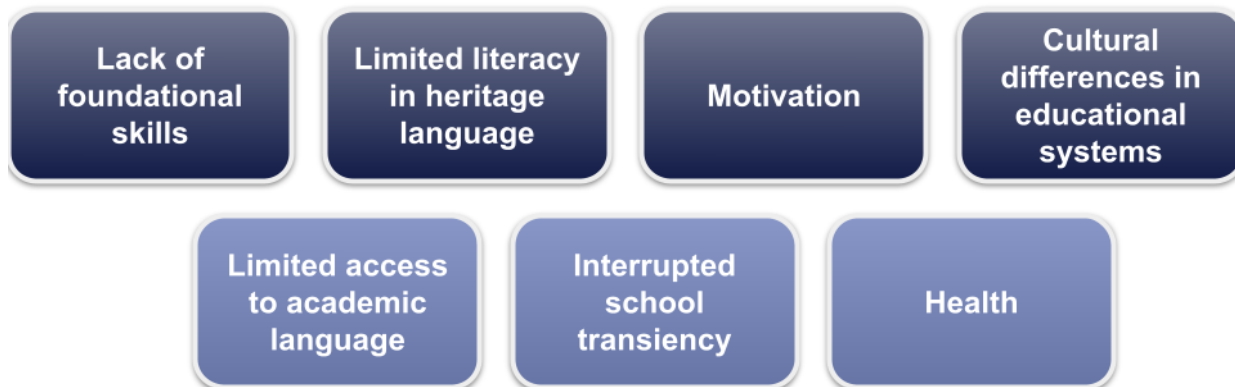
Here you can note examples of educational systems for examination. Intentional review of these systems can boost achievement for LTELs.

Teacher Preparedness	Asset vs. Deficit Mindset	English as a New Language (ENL) Program Design	Narrow Course Offerings
Implementation of EL Services with Fidelity	Implementation of an Individualized Learning Plan (ILP)	Core Teacher Differentiation	

Meeting the Unique Needs of LTELs

Develop a multi-tiered system of support (MTSS) for each LTEL student:

- Determine the team who works with the student and ensure they are properly trained and supported while maintaining accountability. LTEL students are best served by professionals who have a heart for this work (e.g., EL teacher, classroom/content teachers, counselors, administrators, social workers, family liaisons, and other specialists such as special education educators, if applicable).
- If ELs are struggling academically or failing a course, immediately call the content teachers of those subjects together and discuss strategies for following the ILP. ELs should not be failing because they are not receiving services at their English language proficiency level.
- Assign content teachers to LTELs to serve as a mentor for the academic year.
- Consider implementing goal setting with ELs based on their WIDA scores.
- Build student agency in their own learning and support their wellness needs (e.g., think about long-term implications of ELs who did not adjust well initially, culture shock, trauma, refugee status).
- Promote parent/caregiver engagement in the process by discussing goals for the student and inviting their input (note that education of parents may be needed so they understand what involvement means in U.S. schools).
- Consider additional needs that might not have been identified previously. Are there indications that learning disabilities exist? Follow a protocol that includes at minimum:
  - An MTSS process
  - Analyzing classroom teaching practices to ensure comprehensible input and that the student's ILP is being followed
  - Observation by specialists
  - Communicating with the families

Supporting LTEL Graduation

Determine placement/scheduling to meet the individual needs of the student. Do not feel locked into

the standard schedule. Focus on areas of strength in addition to remediating areas needing support. While achievement gaps persist for our LTEL students, the vast majority of LTELs say they want to go to college. Many LTELs are unaware of their academic record and the courses needed to prepare them to reach their goals. A narrowed school-wide curriculum, or access to a partial curriculum, impedes the academic progress of LTEL students. It is important to meet each LTEL where they are and focus on intentionally scheduling each student to ensure access to courses that prepare them to meet their goals.

- *Advanced Placement:* What are the students' strengths? With some support can these courses be an option?
- *Dual Credit Placement:* What are the students' strengths? These courses may be an appropriate match.
    - Mathematics strength: Advanced mathematics (e.g., Algebra) in middle or high school
    - World Language (WL) strength - Advanced WL in middle or high school
- **Certificate of Multilingual Proficiency (CoMP)**: testing results can be used to award WL credits to students.
    - Awarding credits through testing allows space in their schedule for other needed courses.
    - CoMP can be utilized to move students closer to an Academic Honors diploma.
    - CoMp can also coincide well with other graduation pathways which will be detailed in the next chapter.

Tools & Resources

- Reframing Education for Long-term English Learners (LTELs): In this WIDA self-paced offering, participants will have an opportunity to reframe the education of multilingual learners classified as LTELs. Examine, explore, and question assumptions educators may have and recognize barriers for these students. Included are practices to support the instruction and language development of these multilingual learners.

- U.S. ED EL Toolkit:This toolkit outlines the legal obligations for ELs and provides information to help state and local education agencies fulfill their obligations.

- EL Toolkit Resources: This collection specifies resources pertaining to each chapter of the USED EL Toolkit in the form of fact sheets, infographics, toolkits, briefs, and webinars.

Chapter 3: Credits and Scheduling

Chapter Three Key Points

- Enrolling secondary ELs is a complex task requiring collaboration and communication among school staff as well as with families.
- LEAs must provide services to ELs until proficiency is achieved, especially at the secondary level.
- LEAs must consider all possible options for ELs success throughout and post high school.

Components of Secondary EL Success

This chapter provides guidance for administrators, counselors, content-area educators, and EL educators to highlight the responsibility and collaboration of all staff to support secondary EL success. It is important for administrators to understand the legal requirements for serving ELs. Administrators must be versed in legal requirements for serving ELs. Front office staff and counselors are the first contact ELs and families have within the school, emphasizing the importance that these staff members have a comprehensive understanding of appropriate courses for ELs, how to transfer credits from previous schools, and the legal requirements for the Home Language Survey (HLS) and EL identification procedures as well as providing information in the parents' languages.
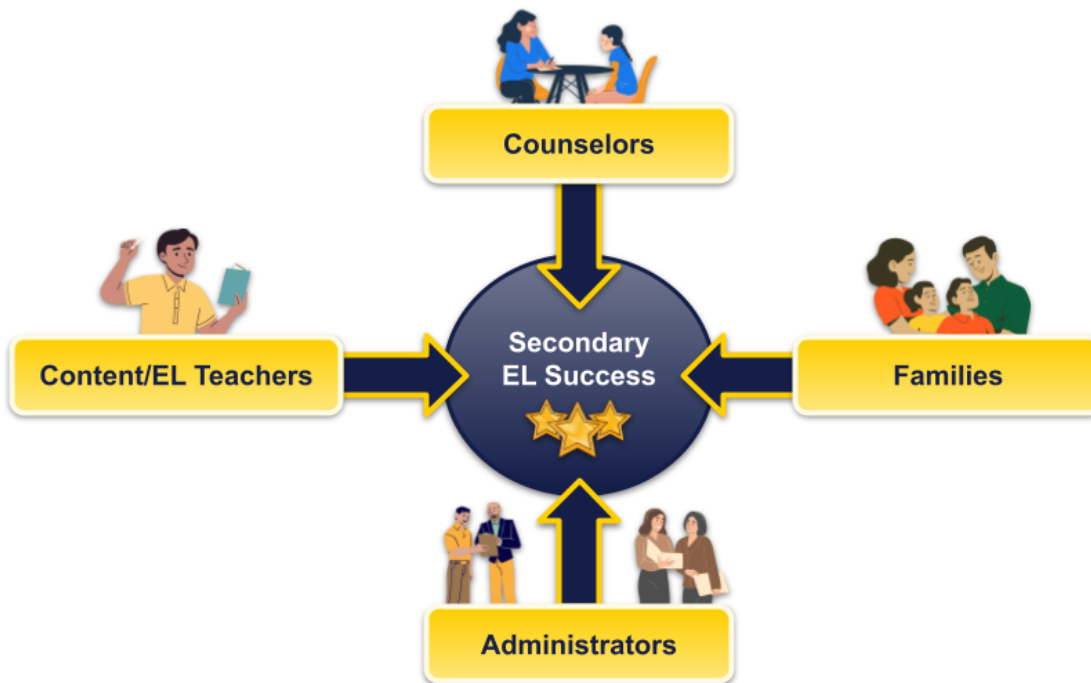
ELs at the secondary level face a monumental challenge to acquire a large amount of content while also obtaining English proficiency. This chapter is meant to be a guidance resource and is not meant to supersede federal and state regulations regarding ELs. The course and credit requirements for earning a high school diploma apply to all Indiana students, including ELs. Please reference Appendix A for guidance on identifying cohort status for ELs as well as the process for changing the cohort. Indiana schools may utilize the information within this chapter as guidance to appropriately offer credit to ensure that ELs are immediately earning credit toward graduation, placed in

appropriate grade levels and courses with support, and develop readiness for employment, enlistment, and enrollment.

Enrollment Process

It is essential to have a defined process for enrolling potential ELs. To begin, understanding the rights of enrolling students is paramount. Important guidelines are listed below.

- According to **Indiana Code (IC) 20-33-2-3**, children less than 18 years of age who intend to remain in Indiana for 30 days must be enrolled in school.

- Students cannot be denied enrollment for lacking a birth certificate or for their citizenship status.

- Students over 18 years of age, including ELs, have a constituted right to attend school until they receive a high school diploma. Receipt of a High School Equivalency (HSE) diploma is not equivalent to a high school diploma and does not extinguish the right to earn a high school diploma.

- If a school determines an adult student should attend school in an alternate setting such as online credit recovery or evening classes, then this setting must allow the student the opportunity to earn credit toward graduation. For example, a student over 18 might be required to attend adult education classes rather than high school, but this student cannot be denied the right to attend school and earn a diploma. Per the compulsory school attendance law, a student is required to attend school until the age of 18. This code does not specify an age of which they can no longer attend.

- Per **IC 20-30-9-8**, students *"shall, if graded classes are used, be placed, to the extent practicable, in classes with students of approximately the same age and level of educational attainment, as determined after considering the attainment through the use of all necessary languages."*

- At the high school level, proper age placement is achieved by enrolling the student; however, the grade or cohort of the EL will be determined after evaluating student transcripts and assessing student's prior education to determine credits.

In addition to having an enrollment process in writing, a list of available translators/interpreters should always be available for school personnel to call upon in instances when parents and students enroll and do not speak English. An interpreter will provide a welcoming environment, a positive first impression of education in the U.S., and the ability to get the most out of the enrollment process. The EL director or teacher should be involved in the entire process as well. First, a clear idea of the students' educational background should be examined and discussed to provide the most appropriate programming and support. Other important factors involve identifying the sequence of mathematics in the student's home country (if applicable), as this is typically different outside of the U.S., as well as what the student's goals are in postsecondary education. It is also important to consider the student's English language proficiency alongside other factors. For instance, is the student a newcomer or do they have interrupted schooling?

Evaluating Foreign Transcripts

Awarding credits based on transfer transcripts is a local decision. While schools are not required to

professionally translate or evaluate transcripts, every effort should be made to honor credit and achievement from the student's previous schooling or current performance. This may involve the use of hired translators, school staff, corporation staff, family discussions, research into previous schooling systems, or a combination of the above.

Services are available to professionally translate and evaluate transcripts. IDOE does not provide translation of transcripts. For specific information regarding how to evaluate transcripts and services to assist, this article by REL Northwest may be a useful tool with links to helpful sites.

Example: *A student is transferring to an Indiana high school after completing coursework in Mexico. The school may utilize hired translators, bilingual school staff, and the student's family to interpret the previous transcript to be able to honor credit and report achievement/grades from the student's previous school(s). This will increase the likelihood that a student graduates on time, which will be a benefit to the student and accountability systems.*

Awarding Credit for Proficiency Without Completing Coursework

Per **IC 20-36-5-1**, students may receive high school credit in multiple ways, including using alternatives to traditional seat time. The school should honor the student's current proficiency in order to place students in appropriate classes that meet their needs and increase the likelihood of timely graduation.

Most students will be able to demonstrate proficiency in order to receive credit. For instance, students transferring from another country will often speak another language and can receive credits for native language skills by utilizing the world language-approved course titles, including the "Other" world language course title for the description of low-incidence languages. A school may wish to use a local or third-party assessment for the student to demonstrate proficiency, such as any of the CoMP assessments outlined here.

Students who are able to demonstrate literacy skills in English and a world language may qualify for Indiana's CoMP, per **IC-20-30-14.5**. The CoMP:

- Encourages students to study languages;
- Provides employers with a method of identifying students with bilingual proficiency;
- Provides postsecondary institutions with an additional method to recognize applicants for admission;
- Strengthens intergroup relationships, affirms the value of diversity, and honors the multiple cultures and languages of a community;
- Prepares students with twenty-first century skills; and
- Provides up to six credits in the language awarded without having to take coursework for ELs and heritage speakers.

More in-depth information about the CoMP can be found in Appendix D.

Example: *A student is transferring to an Indiana high school after completing previous schooling in China, but the student does not have a transcript or the transcript is incomplete. In*

an interview with the student and her family, it is discovered that the student has previous schooling that might be comparable to some state-approved courses. The high school administers several locally created end-of-course assessments/course finals to the student, utilizing approved accommodations if the student is an EL or a student with a disability. The student demonstrates proficiency to show that previous learning or schooling has met the intent of Indiana's academic standards. The high school offers credit via this method by utilizing the grade received on the end-of-course assessment and keeps locally developed documentation to verify the issuance of credit. Note: It is recommended that credit earned using alternative methods should be documented in the same way as it would if using traditional seat time on the high school transcript.

The diagram below is designed to assist educators with each step of enrollment for ELs and who should be involved throughout the process.
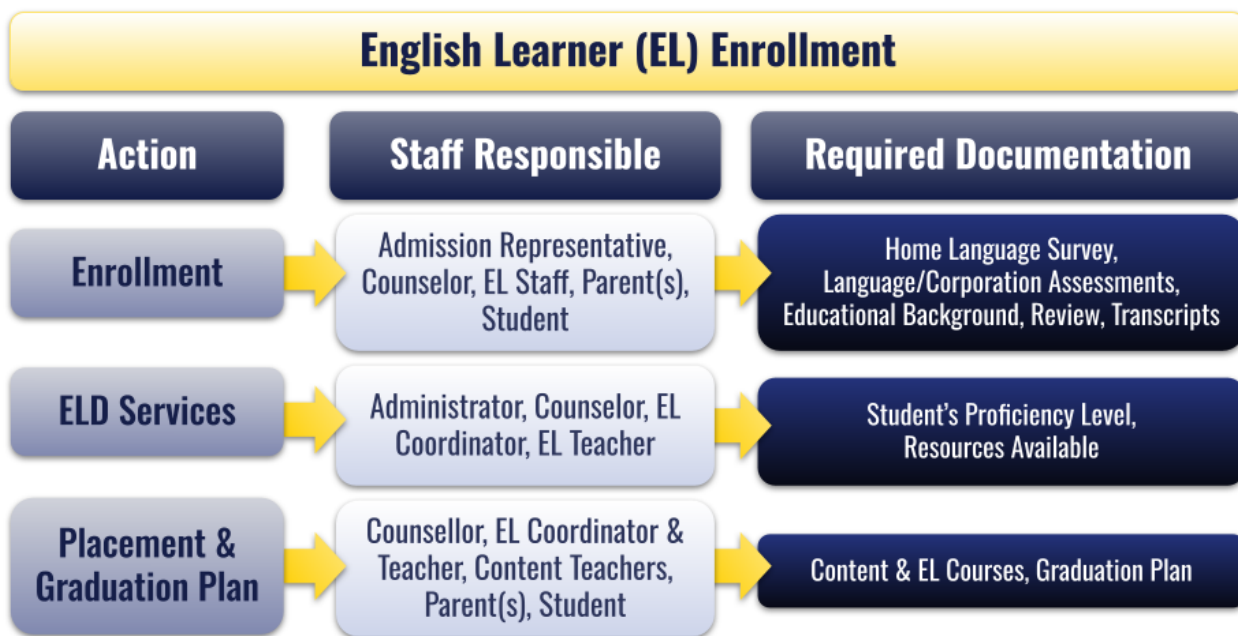
It's beneficial to refer to a checklist when enrolling ELs to ensure that all information has been provided to parents regarding the school, grading practices, bus and transportation services, and more. Refer to the following checklist or access the printable version here.

- Thoroughly review prior transcripts, with translation if necessary, to award all credits possible and appropriately identify the EL placement of the student.
- Ask for a detailed explanation of mathematics coursework done in other countries, as multiple concepts might be included within one mathematics course.
- With the assistance of a student's family or guardians, determine the student's graduation plans and corresponding coursework.
- Explain the school's grading system as well as the various pathways toward graduation.
- Review requirements for graduation from the local corporation and those for postsecondary

entrance to college or vocational training.

- Ensure that each student is placed in the appropriate graduation cohort and make a note to review progress within one month to ensure proper placement was made.
- Provide instructions to access an online gradebook for parents in a language that is accessible for them to understand.
- Review important school policies, attendance policies, transportation policies, and how to navigate the cafeteria.
- Provide the student and their family with a list of extracurricular activities and clubs offered through the school as well as available opportunities for parents to become involved.

Coursework for ELs at the Secondary Level

Secondary ELs bring the assets of their home language, culture, and experiences to our classrooms. A well-developed graduation plan that allows an EL to develop their English alongside challenging coursework that will lead to post-secondary goals is imperative to implement from the day that an EL arrives at high school. This graduation plan should be developed with the EL and their parents/family. This plan must also be reevaluated each semester as the student continues to progress.

Case Example: Fort Wayne Community Schools Paving the Way for Indiana ELs

The information and course menu in the appendix were inspired by Fort Wayne Community Schools. For more specific information about course offerings, see Appendix B.

Graduation Pathways for Indiana ELs

Graduation Pathways are a way for students to individualize their graduation requirements to align with their postsecondary goals of enrollment, employment, or enlistment leading to service. Beginning with the class of 2023, **all** Indiana high school students must satisfy all three of the following graduation requirements:

1. Earn credits necessary for a high school diploma;
2. Learn and demonstrate employability skills; and
3. Demonstrate postsecondary-readiness competencies.

This infographic provides basic information regarding each of the above mentioned requirements. In-depth policy and guidance can be found on IDOE's Graduation Pathways webpage.

With the variety of options available, schools should consider how they will ensure ELs are included in each path. Information about approved locally created pathways designed specifically for ELs can be found in Appendix E.

Tools & Resources

- Home Language Survey Procedure Example: This example document can be edited to fit your context and shared with the appropriate front office staff and/or registrars.

- Evaluating Foreign Transcripts: The A-Z Manual: This document from the New York City Department of Education can be used as a reference tool for high school principals and

counselors. This manual includes guidelines and additional resources for assisting school staff members with evaluation of foreign transcripts.

● Transcript Evaluation Worksheet: This worksheet from Washington is a great guide for information gathering as well as credit auditing.

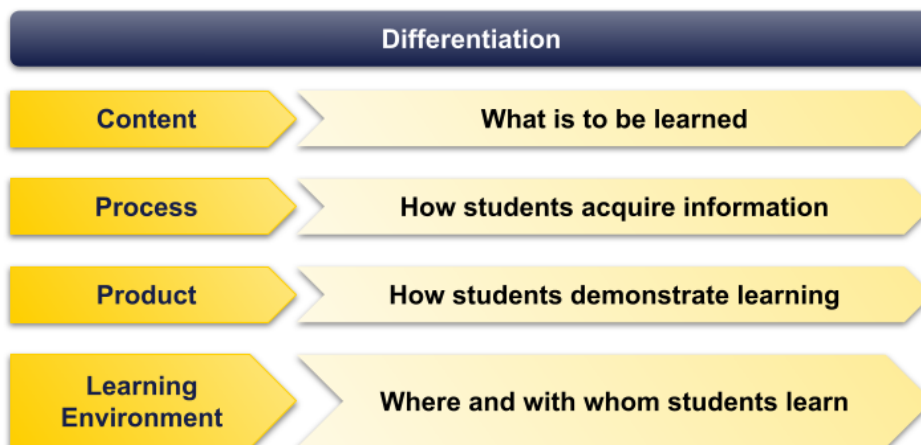# Chapter 4: Differentiation for Secondary ELs

Chapter Four Key Points

- Differentiation is done through all parts of a lesson, not just for the assessments.
- For ELs, differentiation must take into account students' levels in speaking, listening, reading, and writing.
- ELs are still required to learn the content and standards. Differentiation is used to make the language accessible.
- ELs must be provided with a grade as other students within the classroom receive.

Differentiation Defined

Before defining differentiation, it is pertinent to identify why differentiation is necessary for educators who teach ELs. *Lau v. Nichols* (1974) was a landmark Supreme Court case for ELs in which it was ruled that "there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." For instruction to be meaningful for ELs, educators must provide differentiation of the content so that ELs can overcome the language barrier.

The term differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to ensure that a diverse group of students acquire the necessary content within the same course, classroom, or learning environment. Simplified differentiation is tailoring instruction to meet the needs of individual students. The content, process, end products/assessments, and even the learning environment can be differentiated. An educational atmosphere that includes the use of formative assessments and flexible grouping is the most conducive for differentiation. Finally, it is important to note that differentiation in no way means lowering expectations for ELs within our content-area classrooms.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. The four classroom elements are content, process, product, and learning environment. Differentiating is not simply making accommodations or modifications on assessments; it must be considered in the planning stages through the final, summative assessment.

Differentiation

Content	What is to be learned
Process	How students acquire information
Product	How students demonstrate learning
Learning Environment	Where and with whom students learn

Differentiating Content

ELs are capable of acquiring the same content standards as native English-speaking students as long as educators effectively differentiate. ELs and other students might have varying levels of background knowledge concerning a topic. For example, consider the Indiana Academic Standard for U.S. History 1.2, which states that students identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. Recently-arrived ELs might know little about slavery in the U.S.; however, knowledge of abolitionists, the Underground Railroad, and the plantations of the South will likely need to be provided. Strategies that can be used to differentiate content include the following: pre-teaching vocabulary, building background knowledge, use of supplemental and varied materials, constant comprehension checks, and multiple formative assessments. When looking at the course reading materials, it is important to build a library of supplemental texts (including bilingual texts when appropriate) on course topics that are written at various reading levels. When considering secondary learners, ensure that any supplemental reading materials available at a lower reading level are age-appropriate and high-interest in order to be beneficial. An increased number of publishers are providing these types of texts such as Orca Currents, Saddleback Educational Publishing, and Storyboard That. Common works that are used in middle school/high school English language arts (ELA) classrooms are now being offered in simplified language or in graphic novel formats.

When teaching content in secondary classrooms, ideas should be presented in both auditory and visual manners for ELs. Educators can use recordings of text materials or text-to-speech extension apps that include language translation for ELs. Two examples of such apps are *Read & Write* and *Snap & Read*. Visuals are constants at the elementary level; however, at the secondary level, the power of visuals is often replaced by lecture and whole group direct instruction. Visuals and graphic organizers help EL students acquire academic vocabulary. Some examples include Word gradients, Frayer Models, and Sketch Notes.

Differentiating Process

To differentiate the process for secondary ELs, educators must create differentiated activities in which students will engage in order to reach content mastery. When differentiating the process, educators must utilize effective questioning techniques, compact the curriculum, provide flexible pacing, provide a variety of grouping structures, and incorporate multiple instructional strategies. The concept of scaffolding encompasses much of what is needed in order to differentiate the process.

Scaffolding

Scaffolding within the classroom is essential for students to gain proficiency and the academic content. Pauline Gibbons defines scaffolding as "the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone" (2015, p. 16). If ELs are constantly given simplified assignments that provide no challenge or high expectations, then academic growth will stagnate, leading to such common issues as that of LTELs. It is important for educators to understand that scaffolds are essential with new content and with lower levels of English language proficiency; however, for growth to occur, scaffolds also must be removed or modified as students learn more language.

Scaffolding should be considered while planning a lesson and then implemented while delivering the lesson. The three categories of scaffolds are the following: materials and resources, instruction, and student grouping. Below is a scaffolding planning template.

Scaffold Categories	Possible Scaffold
Materials and Resources	**Graphic organizers**: These likely need to be paired with other scaffolds, such as manipulatives. **English and/or bilingual glossaries**: These should be student-friendly. **English and/or bilingual dictionaries**: Verify that the EL is literate in their first language and that the selected text is on the approved list. **Home language materials**: Examples include supplemental texts, translations, videos, and bilingual materials. **Sentence frames, sentence stems, and paragraph frame** **Visuals** **Word banks or word walls**
Instruction	- Preidentified and pre-taught vocabulary - Concise instruction of background knowledge - Reduced linguistic load, repetition, paraphrasing, and modeling - Simplified/elaborated language
Student Grouping	- Structured pair work - Structured small-group work - Teacher-led, small-group work

Adapted from Snyder, S., & Staehr Fenner, D. (2017). Unlocking English Learners' Potential: Strategies for making content comprehensible. Thousand Oaks, CA: Corwin.

There are five steps to developing scaffolded lesson plans. These five steps are to (1) know your ELs, (2) analyze the language demands of the lesson, (3) plan the lesson, (4) select and develop appropriate materials, and (5) teach the lesson adapting scaffolding and materials as needed (Snyder & Staehr Fenner, 2017). These steps show that considerations for ELs must be made throughout an entire lesson or unit.

Knowing your ELs means understanding their backgrounds. For example, knowing the level of proficiency of a student in their own language is important. Discovering an EL's strengths, weaknesses, likes, and dislikes will also prove to be beneficial within the classroom.

Understanding the EL's individual proficiency levels by language domain will help to plan activities and groupings as a student can be a 4.2 in listening while being a 2.4 in writing. When analyzing the potential EL needs of a lesson, it is helpful to note the academic language along with any language structures that might need additional attention.

When planning a lesson, it is probable that there are varying levels of ELs within your classroom. Be sure to identify scaffolds that can be used at each level. The same scaffold should not be used for an

entering proficiency level that is used for an expanding level. When selecting materials, be sure that the materials are age appropriate and at an accessible reading level. Use of home language supports are beneficial. Pre-teaching the academic vocabulary and creating scaffolds for more challenging materials will allow ELs access to the content. The final step is to teach the lesson. While teaching the lesson, there will be instances where one might see that a scaffold is needed or where it is time to remove scaffolds so that ELs can grow. Below is a checklist to assist in the planning process.

	Checklist Statement	Yes	No
1	I know the strengths and needs of each EL in relation to the language demands of the lesson		
2	I have identified areas of language that might be demanding for my ELs.		
3	I have developed lists of key vocabulary to pre teach and created opportunities for practice.		
4	I have determined language objectives of focus for this lesson.		
5	I have determined what background knowledge might be missing and need addressed.		
6	I have created multiple grouping structures that will support the acquisition of content and language objectives.		
7	I have included practice opportunities in each of the four domains: speaking, reading, writing, and listening.		
8	As appropriate, I have found home language resources for support.		
9	I have developed a variety of scaffolded materials to address the varied levels of proficiency within my classroom.		
10	I have established how I will assess learning and how the assessment will be scaffolded for ELs of differing proficiency levels.		

Adapted from Snyder, S., & Staehr Fenner, D. (2017). Unlocking English Learners' Potential: Strategies for making content comprehensible. Thousand Oaks, CA: Corwin.

Differentiating Products

At the end of a lesson or unit, students apply or extend knowledge acquired in the form of a culminating project or assessment. It is important that clear directions, written and spoken, are provided for all assessments. Allowing the use of the student's home language for descriptions would be beneficial as well. Creating opportunities that will lead to products that reflect authentic, real-world application will also benefit all students, including ELs.

Authentic Assessments for ELs

Authentic assessments include a variety of measures that can be adapted for different situations. These are examples of authentic assessments.

Assessment	Description	Advantages
Oral Interviews **Story or Test Retelling**	Teacher asks questions about personal background, activities, readings, and interests Students retell main idea or selected details of text experiences through listening or reading	• Informal and relaxed content • Conducted over successive days with each student • Record observations on an interview guide • Student produces oral report • Can be scored on content or language components with rubric or rating scale • Can determine reading strategies and language development
Writing Samples	Students generate narrative, expository, persuasive, or reference paper	• Student produces written document • Can be scored on content or language components • Scored with rubric or rating scale • Can determine writing processes
Projects/ Exhibitions **Experiments/ Demonstrations**	Students complete project in content area, working individually or in pairs Students complete, experiment, or demonstrate use of materials	• Students make formal presentation, written report, or both • Can observe oral and written products and thinking skills • Scored with rubric or rating scale • Students make oral presentation, written report, or both
Constructed-Response Items **Teacher Observations**	Students respond in writing to open-ended questions Teacher observes student attention, response to instructional materials, or interactions with other students	• Student produces written report • Usually scored on substantive information and thinking skills • Scored with rubric or rating scale (WIDA Can-Do Descriptors are useful here) • Students make oral presentation, written report, or both • Can observe oral and written products and thinking skills • Scored with rubric or rating scale
Portfolios	Focused collection of student work to show progress over time	• Integrates information from a number of sources • Gives overall picture of student performance and learning • Strong student involvement & commitment • Calls for student self-assessment

From Authentic Assessment for English Learners: Practical Approaches for Teachers by J. Michael O'Malley and Lorraine Valdez Pierce

Utilizing the WIDA 2020 Standards Framework

The WIDA Can-Do Philosophy emphasizes WIDA's approaches, especially within the English Language Development Standards Framework. WIDA focuses on what students can do. By focusing on assets, educators are able to further support students from diverse linguistic, cultural, and experiential backgrounds as they contribute to K-12 schools in a beneficial manner and bring valuable resources to the education community. Schools who have ELs enrolled may be familiar with the WIDA Can-Do Descriptors from the 2012 framework.

The Can-Do Name Charts are a great segue into the new 2020 Framework and the Proficiency Level Descriptors (PLDs) contained therein. The WIDA 2020 Standards Framework adopts a functional view of language with the Key Language Uses of Narrate, Inform, Explain, and Argue as the organizing frame for the standards statements, and helps to gain specificity in language expectations with supporting language functions and features. Grade-level Cluster PLDs for grades 6-8, & grades 9-12 are included for interpretive and expressive language. Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language - discourse, sentence, and word/phrase - within a sociocultural context. PLDs describe how multilingual learners use both interpretive and expressive language toward the end of each English language proficiency level until they reach PL6. Each end-of-level descriptor includes and builds on previous proficiency levels.

Proficiency Level Descriptors

For ease of understanding, the PLDs describe proficiency in a linear way. However, language development is not a straightforward progression across proficiency levels, and the way in which individual students develop language depends on a variety of factors, including their familiarity with the topic, audience, and situation. Therefore, multilingual learners may take various paths to develop and reach Language Expectations. At any given point in their language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level. For example, they may speak at a higher proficiency level, while writing at an earlier proficiency level. A proficiency level does not categorize a multilingual learner, but, rather, identifies snapshots of what a multilingual learner knows and can do at a particular stage of language development. PLDs serve as a guide for describing typical patterns of language development, and demonstrate how the language development of individuals may grow over time to the next level of language complexity. The PLDs supply clear targets for language learning that educators can integrate into their curriculum planning for students of all ages and stages of language development.

Scaffolds

This in turn can inform the choice of appropriate scaffolds as educators consider the ways in which students may use language to meet the Language Expectations of a unit, and plan for how to assist them in applying increasingly precise and complex language to meet those expectations. Educators should scaffold learning and resources across all levels of language proficiency. The WIDA ELD Standards Framework, together with academic content standards define the language multilingual learners need as they move toward college, career, and civic readiness. The WIDA ELD Standards Framework does not and cannot encompass all or even most of the language of school. Use of the

Standards Framework must therefore be complemented by a well developed, content-rich curriculum and effective instructional approaches within an educational program providing access and opportunity for all multilingual learners.

Accommodations

According to Pappamihiel and Lynn, "all accommodations alter how content and language are taught, made accessible, and assessed" (2016, p. 5). Instructional and linguistic accommodations both need to be implemented in order for ELs to grow in proficiency and to help close the achievement gap. Below is a compilation of examples for both instructional and linguistic accommodations that can be used by the classroom teachers.

Instructional	Linguistic
- Cooperative learning - Jigsaw activities - Use of prior knowledge - Memorization strategies - Note-taking strategies - Summarization techniques - Shortened assignments - Provide flexible timelines	- Simplified language - Reading aloud directions - Translated directions - Audio recordings of lessons - Rephrasing - Elaborate language - Allow verbal or written assignments - Highlight key words, phrases, or sentences

Adapted from Pappamihiel, N. E., & Lynn, C. A. (2016). Adaptations for English language learners: Differentiating between linguistic and instructional accommodations. TESL-EJ, 20(3), 1–13.

Accommodations vs. Modifications

Accommodations	Modifications
Accommodations are changes to the format of content for ELs that does not lower expectations or change the construct but does give access for the student. Accommodations support access to content. Accommodations for ELs are intended to: - Provide scaffolding - Reduce linguistic load - Apply linguistic resources to content	Modifications are changes to reduce learning or assessment expectations. Examples of modifications include: - Not giving assignments and removing the responsibility of the content - Providing hints or clues during assessments - Providing less objectives - Only requiring the easiest problems to be completed

Accommodations do not alter the skills or knowledge being assessed nor do accommodations lower expectations or standards for ELs. When educators teach the same content with scaffolding to allow

ELs access to the content, this is considered to be an accommodation. Utilizing graphic novels, audio recordings, versions in the native language, or movie clips that might be modernized versions of the content are all examples of linguistic accommodations for ELs.

A modification differs from an accommodation in that there are changes made to the content being taught. Because modifications do alter or lower expectations or standards of instructional level or content, teachers should look to provide one of the various types of linguistic or instructional accommodations instead for ELs. It is crucial that the standards are still being met and that ELs are provided with grades and credits for their work.

Differentiating the Learning Environment

The learning environment of the classroom is reflective of how the classroom works and feels. It is important that different cultures within the classroom are represented. Educators can also develop routines that allow students to make transitions and to start lessons. Educators are most successful when time is taken to truly learn about students' cultures and backgrounds and to allow time for all students to share and learn about one another. It is important to understand that many ELs come from a culture with different customs, views, and norms about procedures for questioning, for challenging opinions, or even for just volunteering to speak within classroom discussion. Taking the time to know and understand all students will lead to success for ELs within the mainstream classrooms.

Tools & Resources

- Language Proficiency Tool for Teachers: This post from *Moving Beyond of Multilingual Learners: The Blog* is based on the WIDA PLDs. As mentioned in the text, it is meant to serve as a starting point for educators who may not be as familiar with supports and scaffolds for multilingual learners.

- Implementation Guide: WIDA ELD Standards Framework: This guide offers practical ways to apply the WIDA ELD Standards Framework into curriculum and instruction at the classroom level.

- WIDA 6-12 Goal Setting Lesson Plan: This lesson plan located within the WIDA Resource Library helps to guide students in understanding language proficiency, determining their own strengths, and setting goals for language development.

- WIDA Standards Framework Frequently Asked Questions (FAQ) Proficiency Level Descriptors: The WIDA standards team released a series of FAQs addressing elements of the WIDA ELD Standards Framework, 2020 Edition. This resource dives into why the PLDs are represented in a continuum, how they can be used in practice, and more.

Appendix A

Cohort Assignment

A student is assigned to a cohort year based on an expected four year graduation track. For example, the 2024 cohort is a group of students who entered high school in ninth grade in the 2020-2021 school year and are expected to graduate at the end of the 2023-2024 school year. Once a student is assigned a cohort year, the cohort year does not change. This is true even if the student repeats a year, graduates early or late, or their grade is changed in Data Exchange. The cohort year is the basis for the graduation rate calculations and determining the required testers on the accountability assessment.

Identifying or Changing the Cohort Status for Recently Arrived English Learners

While LEAs should make every effort to place a recently arrived EL in the appropriate grade level, IDOE is aware that changes must occasionally be made. Because of the potential impact on graduation rates, schools will have one semester to correct the grade level and cohort of a recently-arrived EL found to be placed inappropriately. **Schools must take the following steps within one semester of the recently arrived EL's arrival.**

1. Students should be evaluated by the school and placed in a grade level and courses that are in line with the results of the evaluation. Students often can be awarded credit for proficiency in their native language as a world language or academic course work in their native language.

2. Student's cohort grade level placement should be re-evaluated to determine if adjustments are needed. Any subsequent adjustments to course enrollment are at the discretion of the school, and do not impact cohort placement.

3. If applicable, the student's grade level should be changed in the school's student information system (SIS). At this point, the school or corporation's data staff should be notified so that data collections are updated appropriately.

4. After the data has been updated appropriately, notify IDOE's Office of School Accountability. Indicate that the student is a recently arrived EL student, specify the country, confirm that the student has been re-evaluated and what grade change was indicated. IDOE's Office of School Accountability will confirm the information submitted and make substantiated cohort changes.

Graduation Rates

The four-year graduation rate is calculated by dividing the number of students that graduated by September 30 of the cohort year by the number of students in the cohort year. If a student does not graduate by September 30 of their cohort year, they will not count as a four-year graduate in the calculation of the four-year graduation rate. This graduation rate is posted publicly on IDOE's Indiana Graduates Prepared to Succeed (Indiana GPS) School Performance dashboard, and the school performance report. The rate is used for accountability purposes in the federal ratings (enrollment key: **AccountabilityCommunity**) and Comprehensive Support and Improvement (CSI) identification

status (enrollment key: **ESSAaccountability**). If a student graduates by September 30 of the year *after* their cohort year, they are counted as a *five*-year graduate on their original cohort year.

Accountability Exam

The required accountability assessment for high school students is the Digital SAT School Day. This specific statewide SAT administration is given to students in their junior year. A student's grade level, for the purpose of their required testing year, is identified from a student's cohort year. For example, a student in the 2025 cohort will be identified as an eleventh grader in the 2023-2024 school year. This is true regardless of the grade the student is enrolled in. If a student is in the 2025 cohort, they are required to take the SAT in the 2023-2034 school year. More information on the SAT for accountability can be found here.

Appendix B

High School EL Courses

The following list of possible coursework for ELs is intended to bring increased opportunities and choices for Indiana high schools and ELs; however, these courses are not meant to be used without first analyzing the needs of the EL. ELs need to be in courses with native English-speaking peers as much as possible.

Below are some guidelines to take into consideration when scheduling ELs.

- ELs must be placed in a required ELA course. Elective credits can be in addition to the required course.
- Do not place newly-arrived ELs in a second, specialized ELA/reading course without first assessing the student's proficiency to determine if there is a need.
- Do not place newly arrived ELs in a second, specialized mathematics course without first assessing current math knowledge to determine if there is a need.
- Do not overload the schedules of ELs with excessive English and mathematics coursework so that the student is unable to take other necessary coursework or desired electives.

English as a New Language (ENL)

1012 English as a New Language

ENL, an integrated English course based on the WIDA ELD Standards, is the study of language, literature, composition and oral communication for ELs so that they improve their proficiency in listening, speaking, reading, writing, and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can participate within the regular school setting, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grades:** Nine through 12
- **Required Prerequisites:** None
- **Recommended Prerequisites:** English language proficiency placement test results (i.e., WIDA Screener)
- **Recommended for Newcomers; SLIFE; and Levels 1, 2, 3, and 4**
- **Credits:** Two semester course; one credit; eight credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels.
- **Fulfills an ELA requirement for all diplomas**
- **Credits:** If ENL course work addresses Indiana's Academic Standards for ELA and is based on general ELA curriculum and the student's ILP, up to eight credits accrued can be counted as the required **ELA** credits for all diplomas.

2188 English as a New Language

ENL, an integrated English course based on the WIDA ELD Standards, is the study of language, literature, composition and oral communication for ELs so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English

vocabulary used in fictional texts and content-area texts, speak and write English so that they can participate within the regular school setting and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grades:** Nine through 12
- **Required Prerequisites:** None
- **Recommended Prerequisites:** English language proficiency placement test results
- **Recommended for Newcomers; SLIFE; and Levels 1, 2, 3, and 4**
- **Credits:** Two semester course; one credit; right credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels.
- **Fulfills an ELA requirement for all diplomas**
- **Credits:** If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another ELA course, up to eight credits accrued may count as **World Language** credits for all diplomas.

Other EL Course Options

The courses below are all found in the course titles and descriptions. These courses can all be beneficial for ELs and can be adjusted to suit their academic needs.

1010 EL Enriched Vocabulary and Writing

This is the course code for **Language Arts Lab**; however, a corporation can use this as an EL Enriched Vocabulary and Writing course. This course provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for ELA focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- **Recommended Grades:** Nine through 12
- **Recommended Prerequisites:** English language proficiency placement test results
- **Recommended for Newcomers; SLIFE; and Levels 1, 2, and 3 as needed**
- **Counts as an elective for all diplomas**
- **Credits:** One semester course; one elective credit up to 8 credits
- **Required licensure:** Language Arts grades five through 12

2516 Algebra I Lab

Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five essential areas of Algebra I Lab align with those of Algebra I: Relationships between Quantities & Reasoning with Equations; Linear & Exponential Relationships; Descriptive Statistics; Expressions & Equations; and Quadratic Functions & Modeling.

- **Recommended Grades:** Recommended for students with limited math skills
- **Recommended Prerequisites:** None, but must be taken concurrently with Algebra I
- **Recommended for Newcomers, SLIFE, and Levels 1 and 2 as needed**
- **Credits:** Two semester course; one elective credit per semester and counts as a

Mathematics course for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Required licensure:** Mathematics grades five through 12

2560 Mathematics Lab

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for mathematics. Mathematics Lab is to be taken in conjunction with a required mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of that course. Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab - Algebra II.

- **Recommended Grades:** Recommended for students with limited math skills
- **Recommended Prerequisites:** None
- **Recommended for Newcomers; SLIFE; and Levels 1, 2, 3, and 4 as needed**
- **Fulfills an elective course requirement for all diplomas**
- **Credits:** One semester course; one elective credit; eight credits maximum
- **Required licensure:** Mathematics 5-12

0500 EL Basic Skills Development Course Options

Basic Skills Development (0500) is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: reading, writing, listening, speaking, mathematical computation, study and organizational skills, and problem-solving skills, essential for high school course work achievement. Students can earn one credit per semester for a total of eight credits. Below are some suggestions for how this course could be utilized to support ELs. For IDOE data collections, only the course code is reported. Thus, corporations could append the names, as suggested by the example below implemented by Fort Wayne Community Schools.

0500 EL Reading I

EL Reading I provides students opportunities to develop basic reading skills which are essential for high school course work achievement. Determination of the skills to be emphasized is based on general curriculum plans, student's ILP, and Indiana's standards.

- **Recommended Grades:** Nine through 12
- **Recommended Prerequisites:** English proficiency placement test results
- **Recommended for Newcomers, SLIFE, and Levels 1 and 2 as needed**
- **Credits:** One semester course; one elective credit
- **Required licensure:** Any license

0500 EL Reading II

EL Reading II provides students opportunities to develop basic reading skills which are essential for high school course work achievement. Determination of the skills to be emphasized is based on general curriculum plans, the student's ILP, and Indiana's standards.

- **Recommended Grades:** Nine through 12
- **Recommended Prerequisites:** EL Reading I
- **Recommended for Newcomers, SLIFE, and Levels 1 and 2 as needed**
- **Credits:** One semester course; one elective credit
- **Required licensure:** Any license

0500 EL Basic Math I

EL Basic Math I provides students opportunities to develop basic skills including mathematical computation and problem-solving skills, essential for high school course work achievement. Determination of the skills to be emphasized is based on general curriculum plans, the student's ILP, and Indiana's standards.

- **Recommended Grades:** Nine through 12
- **Recommended Prerequisites:** English language proficiency placement test results
- **Recommended for Newcomers, SLIFE, and Levels 1 and 2 as needed**
- **Credits:** One semester course; one elective credit
- **Required licensure:** Any license

0500 EL Basic Math II

EL Basic Math II provides students opportunities to develop basic skills including mathematical computation and problem-solving skills, essential for high school course work achievement. Determination of the skills to be emphasized is based on general curriculum plans, the student's ILP, and Indiana's standards.

- **Recommended Grades:** Nine through 12
- **Recommended Prerequisites:** EL Basic Math I
- **Recommended for Newcomers, SLIFE, and Levels 1 and 2 as needed**
- **Credits:** One semester course; one elective credit
- **Required licensure:** Any license

Appendix C

English Language Development Services

Program Model	Description and Details

English Second Language (ESL)	**Description:** Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). *(from U.S. ED OELA Toolkit)*
	
	 Language of Instruction: English (with some native language supports)
	
	 Goal(s): Proficiency in English
	
	 Possible Implementation Methods:
	 • Co-teaching
	 • Push-in small group
	 • Pull-out small group
	 • Dedicated ESL class
	     ○ 1012 ENL for ELA Credit & 2188 ENL for World Language Credit are common.
	     ○ See Appendix B for additional options

Content Based ELD	**Description:** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. *(from U.S. ED OELA webpage)* **Language of Instruction:** English (with some native language supports) **Goal(s):** Content-area knowledge; proficiency in English **Possible Implementation Methods:** • Dedicated class* (general education) • Dedicated class* • Co-teaching • Push-in small group • Pull-out small group *Teachers must be both a qualified EL Teacher of Service (ToS) and licensed in that content area to deliver core grade-level instruction.*

Sheltered English Instruction	**Description:** Sheltered English Instruction is an instructional approach used to make academic instruction in English understandable to ELs. Sheltered instructional approaches assist ELs in developing grade-level content area knowledge, academic skills, and increased English proficiency. In sheltered content classes, teachers use a wide range of instructional strategies to make the content (e.g., math, science, social studies) comprehensible to ELs while promoting their English language development (e.g., connecting new content to student's prior knowledge, scaffolding, collaborative learning, and visual aids). *(from Dear Colleague Letter)* **Language of Instruction:** English (with some native language supports) **Goals:** Content-area knowledge; proficiency in English **Possible Implementation Methods:** ● Dedicated class* (general education) ● Dedicated class* (ELs only) ○ Ex. English Lab/Resource Period - ELs receive **additional** language development and assistance in understanding and practicing the language of their assignments ● Co-teaching **Teachers must be both a qualified EL TOS and licensed in that content area to deliver core grade-level instruction.*
Structured English Immersion	**Description:** Structured English Immersion is a program designed to impart English language skills so that ELs can transition and succeed in an English-only mainstream classroom once proficient. All instruction in an immersion strategy program is in English, however teachers should have strong receptive skills in a student's native language. *(U.S. ED OELA Toolkit and U.S. ED OELA webpage)* **Language of Instruction:** English (with little use of the native language) **Goals:** Proficiency in English; preparation to participate in traditional EL programs and inclusive academic environments **Implementation Methods:** ● Dedicated ESL class
Newcomer Program	**Description**: Newcomer programs offer specialized services and classes designed to meet the academic and transitional needs of newly arrived immigrants, including acclimation to U.S. schools and the development of foundational skills in English. Newcomer programs are short-term, typically lasting no longer than one year, and prepare students to enter more traditional ELD programs and mainstream instruction.

	(U.S. ED OELA webpage and U.S. ED OELA Toolkit) **Language of Instruction**: English (with native language supports) or Bilingual (English and native language) **Goals**: Build foundational skills in content areas (e.g., basic literacy, mathematics concepts); preparation to participate in traditional EL programs and inclusive academic environments **Possible Implementation Methods**: ● Co-teaching ● Dedicated classes* *Teachers must be both a qualified EL TOS and licensed in that content area to deliver core grade-level instruction.*

Dual Language Immersion (DLI)	**Description**: Bilingual program beginning in kindergarten or first grade, where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half primary-English speakers and half primary speakers of the other language. *(U.S. ED Toolkit)*
	
	Language of Instruction: Bilingual (English and native language)
	
	Goals: Bilingualism and biliteracy; content-area knowledge
	
	Possible Implementation Methods:
	● Two-way immersion
	  ○ Half of students enrolled are ELs or heritage language speakers of the target language and the rest are primary-English speakers
	● One-way immersion
	  ○ Majority of the students are primary-English speakers, or
	  ○ Majority of the students are ELs or heritage language speakers of the target language
	● 50/50 model with two teachers
	  ○ 50% of instructional time taught in target language and the other 50% is taught in English
	● 90/10 model with one bilingual teacher
	  ○ Programs begin with 90% of instructional time taught in the target language in kindergarten, then increase instructional time in English each year as the program progresses, culminating in a 50/50 two-teacher model by about fourth grade

Transitional Bilingual Education (TBE)	**Description**: Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary. *(U.S. ED Toolkit)* **Language of Instruction**: Bilingual (English and native language) **Goals**: English proficiency; preparation to participate in all English settings; content-area knowledge **Implementation Methods**: ● Bilingual teacher (required) ● Co-teaching ● Majority of instruction in native language in early grades
Heritage Language	**Description**: Program that develops a student's native language skills and literacy (e.g., Heritage Spanish for Spanish speakers, Heritage German for German speakers). Research has shown that the stronger a student's native language literacy skills are, the stronger English literacy skills will become. NOTE: A Heritage Language program model must be implemented in conjunction with other program models that directly address English proficiency, and cannot be the sole ELD service model for a student. **Language of Instruction**: Native language **Goals**: Native language proficiency to support English proficiency **Possible Implementation Methods**: ● Dedicated class* *Teachers must be licensed in the content area being taught*

U.S. ED English Learner Tool Kit Checklist

The following checklist is taken from the U.S. ED English Learner Tool Kit. When considering ELD services for your ELs, it is important to refer to this checklist to ensure that appropriate services are being provided.

- On which educational theory are the EL services and program options based?
- What are the resources needed to effectively implement the chosen program?
- Does the school have qualified staff to implement the chosen program?
- How are placement in a particular EL program and the provision of EL services informed by a student's English proficiency level, grade level, and educational and language backgrounds?
- Are EL services and programs provided to all eligible ELs, regardless of scheduling conflicts, grade, disability, or native language?
- Does the chosen EL program include instruction aligned to the state ELP standards and grade-level content standards?
- Do the EL services and programs provide ELs in all grades with equal opportunities to participate meaningfully and equally in all of the schools' curricular and extracurricular programs?
- Are EL services and programs designed to provide more intensive instruction for ELs who are the least proficient in English?
- Are ELs at the highest levels of ELP continuing to receive EL services until they have exited from EL services and programs?
- Are there additional EL services and programs available for ELs who have not made expected progress despite extended enrollment in the EL program (i.e. LTELs)?
- What criteria is the LEA using to evaluate its program and determine if it is meeting its goals?
    For example:
    a. Are there processes and criteria in place to monitor ELs in and across programs in both academic content and ELP?
    b. Is there a process for modifying or replacing the EL program if data shows that students are not making expected progress within a reasonable period of time?
    c. Is there a process for monitoring ELs after exiting the program?

Appendix D

The Certificate of Multilingual Proficiency

The Indiana CoMP is an award made by a participating school corporation, charter school, or accredited non-public high school designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and/or a career, in one or more languages in addition to English. Multilingual proficiency refers to having a functional level of proficiency in each language: the level of proficiency is not necessarily identical for both languages. The CoMP serves to certify the attainment of proficiency in multiple languages by students for employers and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and/or college, and for engagement as a global citizen. The focus is on achieving the level of proficiency required for English and the level of proficiency required for one or more other languages.

Requirements to Earn the Certificate of Multilingual Proficiency

In order to earn CoMP, students must meet the following requirements:

A
- Students must earn six credits in a single World Language (WL) through coursework.
- If a student enrolls already proficient in a WL, a score of Intermediate High or Beyond on the WL assessment can serve as a demonstration of proficiency in lieu of coursework. This assessment can be taken at any time during high school.

B
- Students must pass an approved external assessment in the WL at an Intermediate-High level of proficiency.
- The approved assessments and score guides are available on IDOE's CoMP webpage.

C
- Students must earn at least eight credits in English/Language Arts.
- Students must pass the English/Language Arts graduation qualifying exam.
- Students receiving or who have received English Language services may use their WIDA ACCESS scores of 5.0 or higher.

Identifying Students to Participate:

Heritage Speakers, ELs, or Former ELs		World Language Students
If students enroll proficient in a language other than English, they can earn up to six world language credits by scoring *Intermediate High* on an approved assessment.	If the student does not score high enough on their initial assessment, this data can help place them in a world language course to target specific domains.	Once world language courses are open for enrollment, publicize the Certificate of Multilingual Proficiency to students and parents. Share assessment rubrics and guidelines so students can become familiar with the level of language proficiency they need to reach.

Students who enroll in school already proficient in a non-English language may satisfy the world language coursework requirements through a demonstration of proficiency on a SBOE-approved assessment of the world language. Students who reach the intermediate high level of proficiency shall be awarded the six credits in the world language in which the student has been deemed proficient. Students can also earn six world language credits by passing End of Course examinations aligned with the Indiana Academic Standards for World Languages, but these credits would not meet the language proficiency requirements to earn the CoMP. These students would still need to pass a state board-approved language proficiency assessment at the Intermediate High level to earn the CoMP.

For schools and corporations that choose to offer the CoMP, students should receive information upon entering middle and high school so that they are able to organize their schedules and meet the requirements to receive this honor. If allowable per the individual assessment guidelines, students with assessment accommodations indicated in their Individualized Education Plan (IEP), ILP, or Section 504 Plan such as those already in place for state-required assessments of language, should be included for assessments used to qualify for the Indiana CoMP.

Participating schools and corporations shall record the names and identifications of students who have earned the Indiana CoMP through an individual data report submission. IDOE will provide participating schools with the CoMP template which includes Indiana's state seal, and instructions on administering the CoMP. The students' transcripts shall contain the notation that the student has earned the Indiana CoMP.

More information can be found on IDOE's CoMP webpage and in the CoMP FAQ document. Participation in the CoMP requires annual renewal. If a school is interested in implementing CoMP, they should plan to attend the yearly informational sessions when communicated in Dr. Jenner's Weekly Update and on the EL PD Opportunities Calendar.

Appendix E

Locally Created Pathways

Locally Created Pathways (LCPs) may be completed as one option for satisfying the Postsecondary-Ready Competencies required by Indiana's Graduation Pathways policy. LCPs are locally determined competencies and/or assessments that demonstrate a student has the necessary knowledge and skills to be successful after high school. The following LCPs were developed with ELs in mind and are available for adoption. A complete list of approved LCPs can be found here.

Title: Global Communication Pathway

LCP ID: 10010

Summary: This pathway supports students planning a career or collegiate study in interpretation, translation, communication, international studies, or global entrepreneurship.

Authoring Institution: MSD Lawrence Township, Indianapolis Public Schools, & School Town of Highland

Point of Contact: Austin Dodd, dodda@myips.org, Georgina Schneider, georginaschneider@msdlt.k12.in.us, and Brittney Delariva, bdelariv@highland.k12.in.us
LCP Application: View

The goal of this LCP was to leverage the Certificate of Multilingual Proficiency, or CoMP, and value students' ability to speak more than one language. In addition to CoMP, there is also a planned sequence of coursework and capstone experiences.

Title: Connecting English Learners to Successful Employment Pathway

LCP ID: 10008

Summary: This pathway focuses on English learners, who have limited English proficiency and are new to the United States, whose goal is to be Workforce Ready after high school.

Authoring Institution: MSD Perry Township

Point of Contact: Amy Boone, aboone@perryschools.org

LCP Application: View

In order to be eligible for this LCP, a student must have a WIDA composite score of 1.0 - 2.0 in high school and have enrolled in US schools for the first time in grade 7 or higher. The goal of this LCP is to develop students' English communication and literacy skills while also preparing them for employment after graduation.

Acknowledgments

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