



INDIANA
DEPARTMENT *of*
EDUCATION

Indiana English Learner Program Leader Companion Guide

Indiana Department of Education

100 N. Senate Ave.

Indianapolis, IN 46204



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Using the English Learner (EL) Program Leader Companion

This guide outlines relevant information to fulfill responsibilities as a school or district EL coordinator or administrator. It is a quick reference; meant as a companion to the [Indiana Department of Education \(IDOE\) EL Guidebook](#). This companion also contains links to documents and websites that provide exhaustive guidance necessary for an EL program leader to reference, apply, and leverage throughout their career.

Section 1: Roles and Responsibilities

EL Administrator Responsibilities

As the school or district EL coordinator or administrator, responsibilities may include:

- Ensuring district compliance with applicable federal and state laws and policies related to ELs
 - These [Monitoring Indicators](#), used by IDOE, can be used as a reference to ensure program compliance in all areas.
- Acting as district point of contact for the state for matters related to ELs
- Disseminating information from the state to educators/administrators
- Ensuring the proper identification of ELs
- Ensuring the accurate reporting of ELs in Data Exchange prior to the annual certification deadline
- Ensuring the proper instructional placement of ELs
- Developing & maintaining the language instruction educational programs (LIEPs) in the district that are based on effective approaches and methodologies in increasing English language proficiency (ELP)
- Coordinating the annual language proficiency testing of ELs
- Maintaining state and federally-required documentation for ELs, including Individual Learning Plans (ILPs)
- Coordinating Title III grant administration and district Title III activities
- Coordinating the plan for use of state NESP funding, received through state tuition payments
- Coordinating professional development for EL teachers and staff, general education teachers, and administrators
- Analyzing data concerning ELs and developing action plans to address areas of concern
- Ensuring a process for reclassifying students in accordance with the state-defined exit criteria
- Annually notifying parents of their child's EL status and program information
- Ensuring parents are provided with information in a language they understand, per federal requirements

EL Teacher of Record (ToR) Responsibilities

Every EL is entitled to receive English language development (ELD) instruction via a qualified

teacher who acts as the “EL Teacher of Record.” While this role may vary across local contexts, IDOE has defined minimum expected responsibilities for the EL ToR to assist districts as they ensure compliance with federal requirements. As a district administrator, one may be assigned ToR responsibilities or be tasked with managing individuals designated as EL ToRs. It will therefore be important to fully understand expectations for EL ToRs. To comply with requirements under *Castañeda v. Pickard* (1981), requiring that EL programs be staffed in a way “reasonably calculated to implement effectively,” IDOE recommends that the EL ToR caseload not exceed 30 ELs. The following section describes the required EL ToR responsibilities:

Oversight of the student’s Lau-required ELD instruction

This can be defined as:

- Direct provision of ELD to EL students (i.e. co-teaching, pull-out groups, etc.)
 - AND/OR
- Direct supervision of a student’s ELD, provided by a certified teacher trained in language acquisition. The EL ToR provides direct supervision by meeting regularly (at least once weekly) with the certified teacher adequately trained in language acquisition to determine instructional needs and to plan ELD for the student.

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

- Knowledge of student’s English Language Proficiency (ELP) levels (via WIDA ELP assessment results; additional progress monitoring; etc.)
- Development of English language instruction and supports of at least 30-45 minutes per day, four to five days per week in frequency and duration beyond standard English Language Arts instruction
- Assessing and analyzing EL progress

Assurance of EL student’s access to standards-based grade level content

This should include:

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

Other essential duties pertaining to an EL program

These duties include:

- Assurance of the required timely communication with parents with regard to their child’s EL status via the Annual Parent Notification Letter; and additional parent communication on EL program-related information such as WIDA ACCESS results,

- notification of exiting EL services, etc.
- Compiling evidence, assembling, and leading ILP Committees for making exit determinations via Additional Evidence Portfolio review.
- Facilitating and implementing the formal monitoring process for students who have exited EL services for two years after their reclassification
- Providing EL expertise to case conferences for ELs with disabilities, multi-tiered systems of support (MTSS) meetings, referrals for special education evaluation, referrals for high ability programming, and other school-based processes pertaining to EL students

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

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

Because the core responsibilities detail tasks which are in addition to direct instruction to EL students, it is necessary that the EL ToR should have sufficient time built into their schedules to complete these tasks. For more information on the requirements for EL teachers, please see [Chapter 3 of the U.S. Department of Education's EL Toolkit](#).

EL Teacher of Service (ToS) Responsibilities

Highly trained educators can act as an EL ToS and provide core ELD instruction that is overseen by a certified EL ToR.

Qualifications to serve as an EL ToS include:

- Holding a professional educator's license;
- Having continued participation in ongoing, meaningful, and job-embedded training on English language acquisition, EL instructional best practice, and implementing the service delivery model; and
- Meeting at least weekly with the certified EL ToR to determine instructional needs and plan ELD for the student(s).

The required ongoing training in language acquisition strategies does not include WIDA assessment administrator training and must extend beyond single workshops or conferences. The EL ToR may assist in providing the ongoing training to the ToS. It must also surpass training on instructional expectations of all teachers of ELs, which includes ILPs and WIDA Standards implementation.

The EL ToS will implement with fidelity the school or district service model for EL students in collaboration with the EL ToR, ensuring that students are receiving EL services and support

daily. This collaboration between the EL ToR and ToS can focus on a broad number of topics, including: analyzing individual student characteristics and data, creating and implementing the ILP, selecting appropriate scaffolds, writing language objectives, features of the ELD instructional model, etc.

Section 2: Monthly Checklists

The following section contains lists of both required and suggested EL coordinator or director administrative activities broken down by month. Many of these activities and/or the times of year for which they are listed are only suggestions of best or common practice. The time of year that individuals or districts engage in some of these activities may differ from what is listed and some may not apply based on local context. Consider using this list as a template to create a customized list if it will be helpful. Printable versions of these checklists can be found in the [Indiana English Learners Community Moodle](#).

August

- Identify staff who will be responsible for the initial identification and placement of newly-enrolled ELs.
- Develop/review policies and procedures for enrollment staff so they are aware of their responsibilities in administering the Home Language Survey (HLS), communicating with multilingual families and creating a welcoming environment, and communication with EL staff for proper EL identification.
- Review local program description documents (EL Plan, Annual Parent Notification Letters, website information, etc.) and ensure they are current. These should be shared with staff at the beginning of the school year and with parents at the time of enrollment.
- Ensure appropriate resources (e.g., staff, materials, technology, ELD curriculum, training plans) are allocated to implement the EL program effectively.
- Review IDOE's [English Learning and Migrant Education webpage](#) for updates to policy, regulations, and guidance that could affect local plans or procedures.
- Review current parent outreach activities and opportunities and develop new programs, as needed.
- Complete the Title III Grant application, as applicable. View additional information on IDOE's [Title III Grant webpage](#).
- Utilize local bilingual staff members to ensure translation of any local documents necessary to effectively communicate with parents/families of ELs.
 - Contracting with outside agencies may be necessary depending on the capacity of internal staff.
- Hire bilingual staff, make connections with community organizations, or contract with interpreting service providers that can assist with interpretation that may be necessary for communicating with families throughout the year.
- Develop schedules to ensure that adequate time is provided for ELD instruction to ELs without conflicting with core content instruction.
- Log into WIDA AMS to ensure that your profile and corresponding information is current.
- Ensure that staff who will administer WIDA Screener assessments are trained and certified. Training is accessed from the WIDA Secure Portal. Use the [WIDA Assessment Test Administrator \(TA\) table](#) to track completion and compliance locally.

- Ensure that your local student information system (SIS) collects all EL student data so that [Multilingual Learner Report \(DEX-LM\)](#) data can be submitted accurately.
- Prepare any initial staff development training materials for new and returning teachers who will be working with ELs.
- Brief district leadership about EL enrollment trends, program plans, program evaluation outcomes, and parent outreach activities, creating a culturally-responsive school environment for parents and students.
- Contact the special education coordinator in your district to establish procedures for collaborating and communicating in the event that a student with a disability is identified as an EL or vice versa.
- Collaborate with the EL ToRs to identify students who may be eligible to exit EL services with a beginning-of-year additional evidence review, as detailed in the [Indiana Exit Criteria for English Learners Guidance](#). Ensure ILP committee meetings are held and decision-making processes are sound.
- Ensure Annual Parent Notification Letters are sent within the first 30 calendar days of the school year for all identified ELs who enrolled at the beginning of the school year. For ELs identified later in the school year, the Annual Parent Notification Letter must be sent within 14 calendar days of the identification date.
- Bookmark the [EL Professional Development Calendar](#). Share and attend scheduled professional development as applicable throughout the year.

September

- Continue to supervise the student enrollment process to ensure that ELs are appropriately identified via the HLS and WIDA Screener, ensuring parents are provided with all necessary information to accurately complete the HLS.
- Communicate with parents in their preferred language about ways that they can become/remain involved in their child's education.
- Ensure that the corporation's/school's SIS is being updated with accurate information concerning ELs, and make any necessary corrections leading up to the October 1 data certification.
- Communicate important information with English as a second language (ESL) and content staff working with ELs.
 - LIEP design and rationale
 - State policies or legislative changes of which they should be aware
 - Professional development plans and opportunities (state/local)
 - Rosters of EL students they will be teaching
 - Information on the creation and dissemination of ILPs needed for planning and instruction
 - Any expectations for collaboration and expected outcomes
- Implement your professional development plan (if activities begin in September).

- Ensure that all students who enrolled at the beginning of the school year have been properly screened and placed within the LIEP as necessary.
- Verify that all appropriate documents have been filed in students' permanent records.
- Review your corporation/school EL growth-to-attainment targets and achievement calculated and provided by the state. (This information will provide the percentage of students who reached their growth or attainment targets and the average percent of targets attained by ELs the previous year. These are crucial indicators of program success.)
- Verify ILPs for all identified EL students are current. Plans are a living document and should be updated annually at minimum and based on student needs.
- Collaborate with the Corporation Test Coordinator (CTC) to decide if the EL director will be designated as the WIDA Test Coordinator (WTC) and ensure that all requirements are communicated to schools and TAs.
 - The WTC designee form is due annually on September 30.

October

- Verify that the data provided within Data Exchange from your SIS is accurate and up to date.
 - This action is critical, as DEX-LM produces the ACCESS for ELLs test ordering file for Data Recognition Corporation (DRC) and the October data is used for federal reporting, generating EL counts which dictate Title III grant allocations and state Non-English Speaking Program (NESP) funding.
- Develop the WIDA ACCESS testing schedule and share local testing procedures with staff responsible for administration.
 - The WIDA ACCESS testing dates, including the annual testing window, can be found on [IDOE's Assessment webpage](#) and [WIDA's Indiana member webpage](#).
- Assign TA training accounts and monitor completion to educators who will be administering WIDA ACCESS assessments.
 - All TAs must be certified before the testing window opens.
- Ensure that interpreters are available for any parent conferences or school meetings that may take place this time of year.
- Implement any professional development activities designed to build capacity in teaching and/or administration staff who are working with ELs.

November

- Ensure all necessary steps outlined in the "Before Testing" section of the ACCESS for ELLs checklist have been completed or will be completed prior to December.
- Review IDOE and WIDA webpages for potential changes to WIDA ACCESS testing protocols and procedures. Ensure that IDOE's WIDA listservs are provided from the CTC.

- If serving as the WTC, complete the WIDA ACCESS Pretest Workshop, available in Moodle.
- Ensure that demographic and accommodations data for all identified ELs is up to date and accurate in your SIS and IIEP, if applicable. The WIDA ACCESS Pre-ID file will be provided to DRC in mid-November. The Pre-ID file will populate student information and online test registrations in WIDA AMS, as well as generate initial materials orders.
- Evaluate the level of EL parent and family involvement and whether or not it is meeting identified goals. Plan enhancements to family engagement activities/outreach if necessary.

December

- Check the status of formal two-year monitoring processes for former EL students.
- Ensure all educators who will administer ACCESS assessments have completed all appropriate TA training.
- Verify that all technology requirements for administering ACCESS Online are met and will be implemented prior to the start of the testing window.
- Communicate the WIDA ACCESS testing procedures and schedule with all school staff to accommodate or avoid overlapping activities. This will assist in preventing unnecessary testing disruptions.
- Work with school administrators to ensure adequate testing space will be available during the window, including during makeup testing administrations.
- Review student and test registration data in WIDA AMS.
 - Add identified ELs who were not included on the Pre-ID file (e.g., recently identified ELs, students reported incorrectly).
 - Remove non-ELs who were reported incorrectly as EL or manually added in error from online test registrations, as applicable. Student records cannot be deleted from WIDA AMS.
- Ensure that all ELs who enrolled after October 1 are accurately reported in the local SIS and via Data Exchange.
 - IDOE recommends that schools compare data reported against current student rosters as well as confirming students' ELP score.
- Ensure that the district is ready to begin testing as soon as the window opens in January.
 - Prepare for student service and support adjustments if the ToR will be pulled away during the ACCESS window.
- Communicate the testing requirements and procedures to parents of ELs.
 - Reminder: Students whose parents refuse EL services are still required to participate in the annual WIDA ACCESS assessment, as 100% of identified ELs are federally required to be assessed.

January

- Work with the CTC to inventory initial WIDA ACCESS materials orders upon receipt.
- Review all applicable sections of the WIDA ACCESS District and School Test Coordinator Manual and the Test Administrator Manual (TAM).
- Work with the CTC to ensure the secure storage of all WIDA ACCESS testing materials and implement the local plan for distribution to schools in accordance with test security protocols.
- Collaborate with CTC to ensure local testing policy and schedules are implemented. IDOE recommends testing as early in the testing window as possible to ensure that 100% of EL students participate. Note that there are no extensions to the testing window.
 - Ensure all TAs have completed all applicable training prior to administering ACCESS assessments.
- Ensure that all ELs identified after the Pre-ID file submission in November are manually added in WIDA AMS and assigned to online test registrations as applicable.
- An Additional Materials Order (AMO) can be placed in WIDA AMS, if more materials are needed. Overage materials from initial materials orders should be used, when available. AMOs should be placed at the district-level by the CTC or WTC.
- Monitor testing to ensure that all test security and administration protocols are being followed in all classrooms.
 - Report any irregularities via IDOE's Jotforms in Appendix C of the [Indiana Assessments Policy Manual](#).
- Ensure that all necessary steps outlined in the "During Testing" section of the [ACCESS for ELLs Checklist](#) are being completed.
- Reach out to families of students who are absent during testing times to ensure that they are aware of the importance of the testing for the student and the school.
- Ensure access to the following resources to conduct a successful WIDA ACCESS administration. They are updated and posted each year on either the [Office of Student Assessment website](#).
 - IDOE WIDA Assessment Guidance
 - IDOE Accessibility and Accommodations Information for Statewide Assessments
- Additionally, ensure access to these resources via the WIDA Secure Portal.
 - WIDA District and School Test Coordinator Manual
 - WIDA Test Administrator Manual
 - WIDA AMS User Guide

February

- Monitor test progress and completion in WIDA AMS Reporting Services.
 - Ensure that 100% of ELs are scheduled to complete testing by the end of the testing window.
 - Utilize makeup testing sessions for students who were absent or for groups who didn't test on schedule because of weather delays or closings.
- Work with your CTC to ensure required materials are collected following testing and that there are a sufficient number of district/school labels for any test booklets without a Pre-ID label. Contact DRC, as needed.
- Ensure that all necessary steps outlined in the "During Testing" section of the ACCESS for ELLs Checklist located on the [Indiana page](#) of the WIDA website are being completed.
- Monitor testing to ensure that all test security and administration protocols are being followed in all classrooms.
 - Report any irregularities via IDOE's Jotforms in Appendix C of the [Indiana Assessments Policy Manual](#).
- The Additional Materials Ordering (AMO) Window closes approximately one week before the end of the testing window. Be sure to have any potential needs met prior to the closing date.

March

- Ensure all testing is complete by the end of the testing window. All used and unused secure test materials must be returned by the deadline designated in the WIDA Assessment Guidance. Test booklets containing student responses returned after this date will not be included in data validation or initial reporting.
- Ensure that applicable steps outlined in the "After Testing" section of the [ACCESS for ELLs Checklist](#) are being completed.
- Ensure that staff who will be involved in spring kindergarten enrollment are properly trained and understand all required policies and procedures.
- Conduct kindergarten round-up enrollment (including collecting HLS) and plan for those who will need a placement screener.
 - NOTE: Do not administer Screener for Kindergarten before mid-April for students enrolling in kindergarten the following fall.
- Ensure preparations for additional statewide assessments (IREAD-3, ILEARN, etc.) are complete for EL students.
 - Ensure accommodations and EL supports are accurate in your SIS and IILP.
 - Ensure students are grouped and scheduled for testing appropriately.
 - Confirm that TAs have necessary access to testing platforms.

April

- Monitor Title III activities to ensure they meet the needs of ELs pursuant to district goals.
- Ensure that no overage or shortage is identified in the Title III budget.
- Review enrollment trends and begin planning for adjustments to the LIEP, including staffing and resources for the following school year.
- Plan EL supports for summer programming
 - Consider adding EL teachers at summer school sites.
- Plan for communication of WIDA ACCESS test results and any summer activities to EL students and families.
 - Initial WIDA ACCESS results will be available in WIDA AMS at the end of the month.
 - WIDA ACCESS reports are available in many languages, but districts may need to translate additional, locally-developed documents.
- Complete WIDA ACCESS pre-reporting data validation in WIDA AMS.

May

- Complete or collaborate on the EL Plan portion of the Title Grants Pre-Application & Title III grant application if the district is seeking this funding.
- WIDA ACCESS printed reports will arrive in corporations in mid-May. Printed reports are part of the initial results release.
 - Add copies of Individual Student Reports to students' cumulative files.
 - Ensure results are accurately recorded in the SIS.
 - Communicate test results to parents/guardians.
 - Celebrate student milestones such as growth and exit results.
 - Plan ILP Committee Meetings for eligible students up for an Additional Evidence Review
 - Analyze ACCESS school and district reports to inform program and policy decisions.
- Plan for the design of LIEP for next school year based on the district EL population.
- Reach out to EL students and families to inform them of any summer educational opportunities.
- Make plans for staff professional development for the upcoming year to ensure all educators working with ELs are appropriately supported.

June/July (Summer)

- Evaluate the EL program based on all available data to ensure that it is effective;

account for any changes that may be necessary.

- IDOE's [EL Program Evaluation Toolkit](#) is a great resource for reference.
- Ensure appropriate resources (e.g., staff, materials, technology, ELD curriculum, training plans) are allocated to implement the EL program effectively.
- Review program description documents for currency and accuracy. Prepare to share with staff at the beginning of the school year and with parents at the time of enrollment.
- Submit Pre-Application by July 1 and watch for revision requests.
 - If revisions are needed, the Pre-Application point of contact will receive communication from the district's IDOE Title Grants Specialist.
- Begin preparations for Title III Grant Application Submission
 - Review of submissions will begin around September 1, but cannot be approved until the Pre-Application is fully approved.
- Plan for the use of state NESP funding (allocated through state tuition) to support EL services and programming.
 - OPTIONAL: Complete the [NESP Funding Worksheet](#).
- Ensure registrar and interpreter training regarding EL processes for beginning of year (BOY) school registration
 - Stakeholders should understand HLS administration, pertinent records to request, timely notification of EL personnel, etc.
- Identify staff who will be responsible for the initial identification and placement of newly-enrolled ELs.
 - Develop/review policies and procedures for enrollment staff so they are aware of their responsibilities for identifying ELs and appropriately placing them in the LIEP.
- Review IDOE's [English Learning and Migrant Education webpage](#) for updates to policy, regulations, and guidance that could affect local plans or procedures.
 - Trainings, presentations, and resources will also be posted in the Indiana English Learners Community Moodle.

Section 3: Resources

This section includes tools and resources for EL program success. While not a comprehensive list, the links below for administrators, EL teachers, classroom teachers, and families are a starting point. Additional resources should be added to the corporation's repertoire as stakeholders expand their knowledge through professional development and experience.

Tools for Administrators

Bookmark and/or print the following for quick reference:

- [IDOE ELME Website](#)
- [IDOE EL Community Moodle](#)
- [IDOE EL Guidebook](#)
- [IDOE Secondary EL Toolkit](#)
- [IDOE Program Evaluation Toolkit](#)
- [USED EL Toolkit](#)
- [USED EL Newcomer Toolkit](#)
- [IDOE EL PD Opportunities Calendar \(share with teachers as well\)](#)
- [IDOE EL Quick Start Guide \(share with teachers as well\)](#)
- [OCR // DOJ findings list](#)
- [EL Case Law](#)
- [EL Services Table Template](#)
- [EL TOR Table Template](#)
- [WIDA Test Administrator Table Template](#)

Tools for EL Teachers

The following resources are helpful for fostering collaboration with EL staff:

- [EL Teacher Scripting](#)
- [Educator Self Advocacy Scripting](#)
- [Student Advocacy Scripting](#)
- [Reasons to Reach out to your EL Teacher](#)
- [Blank Bulletin Board/Space Signs/Ideas](#)

Tools for Classroom/Content Teachers

These sample resources can empower content teachers and increase their confidence when working with English Learners in their classrooms.

- [EL Proficiency Snapshot Tool](#)
- [TableTop Tool for Stems/Frames](#)
- [Student Sorting Sticks](#)
- [Helping Classmates Help Newcomers](#)
- ["I Need" Cards](#)
- [Language Planner Tool](#)
- [The Noun Project](#)

Tools for Families

Utilize these tools along with locally created options to increase family engagement:

- [USED Family Toolkit](#)
- [Birthday/Adoption Day Preferences](#)
- [Communication Preferences](#)

Additional Resources

In addition to the English Learning and Migrant Education webpage, the following related Department of Education links should be bookmarked as applicable:

- [Indiana Dual Language](#)
- [Certificate of Multilingual Proficiency \(CoMP\)](#)
- [Indiana Migrant Education Program](#)
- [IDOE Assessment](#)
 - [WIDA](#)
- [Graduation Pathways](#)

Section 4: Glossary

50/50: A dual language program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: A dual language program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

AMS: WIDA Assessment Management System. The system used by states and districts to manage ACCESS testing.

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

BLE: Bilingual education. An LIEP in which students' native language is used to support academic content learning and English development. There are several variations of bilingual education programs.

CAL: Center for Applied Linguistics. Federally funded organization located in Washington DC that promotes language learning and cultural understanding by serving as a source for research, resources, and policy analysis. CAL also develops and maintains the ACCESS for ELs assessment on behalf of the WIDA Consortium.

DRC: Data Recognition Corporation. The vendor, contracted by the WIDA Consortium, that produces the ACCESS test materials, provides them to states and districts, scores ACCESS tests, and provides the resulting data and reports.

Dual Immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual Language Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Dual Language Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Dual Language Education: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least five years (preferably kindergarten through grade 12). CAL and other institutions use

this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

EEOA: Equal Educational Opportunities Act. A federal law prohibiting discrimination against faculty, staff, and students, including racial segregation of students, and requiring school districts to take action to overcome barriers to students' equal participation in all activities using federal funding.

EL: English learner. This is the term used to describe the student. Formerly, the terms limited English proficient (LEP) and English language learner (ELL) were used.

ELD: English language development. Term used most often to describe the instructional content taught by ESL teachers.

ELP: English language proficiency. The ELP level of a student on the WIDA 1.0 – 6.0 scale.

English Immersion: A program for ELs in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

ESEA: Elementary and Secondary Education Act. This federal act is an extensive statute that funds primary and secondary education in the U.S. It emphasizes equal access to education and establishes high standards and accountability for states and schools.

ESL: English as a second language. This can refer to an ELD program model where the focus is direct instruction of English to increase proficiency. This term has also been applied to a teacher (i.e. ESL teacher).

ESSA: Every Student Succeeds Act. The most recent update to the Elementary and Secondary Education Act. It was passed by Congress in 2015. See the [Indiana state consolidated plan](#).

Exit/Exit Criteria: The terms formerly used to describe reclassification when an EL student reaches proficiency.

Heritage Language Program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

L1: A student's first/native language.

L2: An additional language spoken/understood by a student (usually referring to English).

LEA: Local education agency. The term used by the state to refer to school districts, charter schools, career and technical education schools, or any other entity responsible for the education of students in Indiana.

LIEP: Language Instruction Educational Program. This includes all components of the academic program for ELs (ELD, supports for content learning, and any additional/supplemental classes, courses, or services).

Multilingual Learner (ML): A student who is developing proficiency in more than one language. This includes students who are learning English as an additional language in school, also known as "English learners".

Newcomer Program: An ELD program model which offers 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. They are most often found at upper elementary and secondary grade levels.

OCR: Office of Civil Rights. Federal office that supports states and schools and investigates complaints of noncompliance with various federal civil rights laws and regulations.

Parental Refusal: A parent's act of refusing placement for their child in a specialized, separate course, setting, or program that is part of the LIEP.

Partner Language: Alternative term for the language other than English that is used for instruction in programs. Preferred term in dual language, in which both English and its partner language are "targets" for developing proficiency.

PD: Professional Development

Pull-out Small Group: An LIEP implementation method in which ELs are pulled from other classes in order for an ESL professional to provide direct, stand-alone ELD instruction.

Push-in Instruction: An LIEP implementation method in which an EL professional provides direct instruction to ELs in a general education setting, usually alongside the classroom teacher.

Reclassification: The act of determining that an EL has met the criteria for English proficiency and can be removed from active EL status. Students begin a two-year monitoring period immediately after reclassification. Also referred to as "exiting".

Redesignation: The act of placing a monitored EL back to active EL status if the determination is made that the student has persistent language acquisition needs that are causing him/her to struggle academically, and a newly administered WIDA Screener qualifies the student for services. Also referred to as "reentering" EL services

Sheltered Instruction: An ELD program model used to make academic instruction in English understandable to EL students. Its instructional approaches assist EL students 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 EL students while promoting their English language development (e.g., connecting new content to student's prior knowledge, scaffolding, collaborative learning, and visual aids).

SIOP: Sheltered Instruction Observation Protocol. A research-based model of sheltered instruction. The SIOP Model helps teachers plan and deliver lessons that allow English learners to develop their English proficiency in the grade level classroom while also acquiring academic content knowledge.

SIS: Student Information System. The information system used at the local school district level to collect student information, including demographic and enrollment information, schedules, attendance, grades, etc. Districts also use local SIS data to update to EdData. If the SIS data in a district is incorrect or incomplete, then the data in EdData will also be incorrect/incomplete.

Structured English Immersion: An ELD program model designed to impart English language skills so that EL students 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. A comprehensive program in which sheltered English instruction is used along with specialized English language development instruction.

Target Language: The language other than English that is used for instruction. See partner language.

Transitional Bilingual Education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (typically one to three years) and is gradually phased out in favor of all-English instruction.

World Language: Increasingly common term for foreign language instruction.

Section 5: References

- [PA Department of Education, Center for Schools and Communities District ELL Administrator/Coordinator Handbook An A to Z Guide April 2018](#)
- [MI Department of Education Annual EL To Do Calendar](#)
- [AZ Department of Education Office of English Language Acquisition Services New EL Coordinator Bootcamp E Binder](#)
- [Carly Spina, IRC - Launching the School Year as an EL Teacher: Routines that Will Strengthen Partnerships with Classroom & Content Teachers](#)