



English Learner Teacher of Record Responsibilities

Every English learner is entitled to receive English language development 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 Teacher of Record to assist local education agencies as they ensure compliance with federal requirements. 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 Teacher of Record caseload not exceed thirty English learners. The following are the required responsibilities of an EL Teacher of Record.

Oversight of the student’s Lau-required English language development (ELD) instruction

This can be defined as:

- Direct provision of English language development to EL students (i.e. co-teaching, pull-out groups, etc.)
- AND/OR
- Direct supervision of a student’s English language development, provided by a certified teacher trained in language acquisition. The EL Teacher of Record 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 English language development 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 levels (via WIDA English Language Proficiency assessment results; additional progress monitoring; etc.) Development of English language instruction and supports of at least 30-45 minutes per day, 4-5 days a week in frequency and duration beyond standard English Language Arts instruction
- Assessing and analyzing English learner progress

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

This should include:

- Oversight of the development and implementation of the Individual Learning Plan (ILP)



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- ❑ **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 at their current level of English proficiency

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 English learner 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.
- ❑ Facilitate and implement 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, 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
- ❑ 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 sufficient time built in to their schedules to complete these tasks. For more information on the requirements for an English learner teacher, please see [Chapter 3 of the US Dept. of Education's EL Toolkit](#).