Secondary English Learner Toolkit

INDIANA
DEPARTMENT *of*
EDUCATION

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English Learner Collaborative Community Core Beliefs

A Dedication

This Toolkit is dedicated to the linguistically diverse students and families across the state of Indiana who enrich the lives of their educators, peers, and communities.

About the Secondary English Learner Collaborative Community

Indiana's Secondary English Learner (EL) Collaborative Community was formed as a working group of Indiana secondary EL stakeholders in the spring of 2019. This group's passion is to address the unique needs of secondary ELs; including, but not limited to, the different challenges our students face and innovative ways to honor the assets they bring to the classroom and school community.

This toolkit is for all EL stakeholders and is most beneficial to school administrators and counselors. This was written by various EL stakeholders across the state who know what works in scheduling and supporting our students. Collectively, we are excited to share and recommend these best practices with the field across our state. We know and believe this toolkit is a step in the right direction to serve all students equitably.

Indiana's Secondary English Learner Collaborative Community's Core Beliefs

1. We believe that EL students enrich a school community with their diverse cultures, languages, and experiences.
2. We believe that EL students are resilient. They demonstrate this through their perseverance and grit in all they do.
3. We believe that all students learn through connectedness and relationships.
4. We believe that teachers must create a safe and nurturing environment for all students to learn.
5. We believe that second language acquisition is a journey and will take time to foster and develop.

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

Chapter One Key Points:

- Define Students with Limited or Interrupted Formal Education (SLIFE) and Newcomer students 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 Newcomers and Students with Limited or Interrupted Formal Education (SLIFE)

Newcomers: *See Figure 1.1.* According to the U.S. Department of Education Newcomer Toolkit, the term 'Newcomers' refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants (USED, 2016).

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: (USED, 2016).

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

Figure 1.1: Newcomer Flowchart
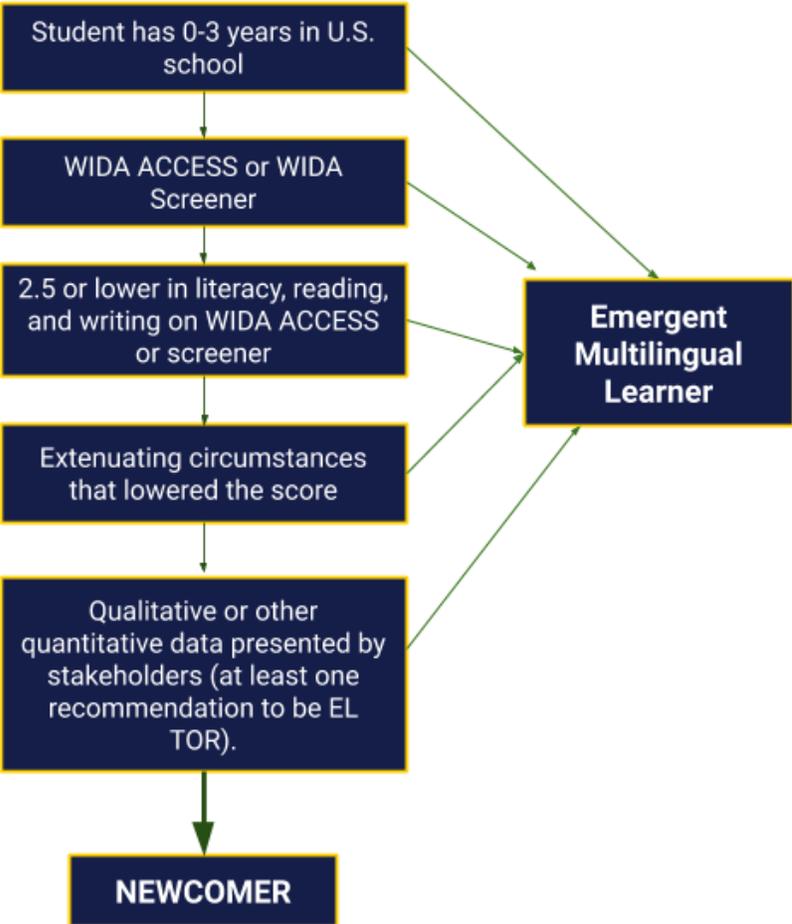
The Wellness of Secondary English Learners

Secondary ELs need a variety of supports to help address their overall student well-being.	Students will need to be able to connect and build relationships to foster learning in their second language while still keeping their native language, cultures, and traditions.	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.
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 will need to engage in growth mindset activities to learn how to activate their resilience and self-advocacy.	Schools will need to develop means to build family-school connections.

Counselors for SLIFEs and Newcomers

SLIFEs 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 education on credit acquisition, diploma tracks, etc. that other students typically acquire before arriving in secondary schools. Therefore, schools and districts should consider assigning SLIFEs and newcomers to guidance counselors specifically trained to meet their needs. When possible, schools and districts should also consider lessening the workload of these guidance counselors since these students have a much higher need and will benefit from someone who has the ability to address that need. High collaboration between the guidance counselors and the EL Teachers of Record (TOR) is highly beneficial as well.

Supporting SLIFE and Newcomer Students

- Capitalize on their skills and life experiences to accelerate their learning.
- Educate students about the power of their "grit."
- Consider a balanced approach to foundational literacy.
- Set goals with SLIFE students, so they feel responsible for their own learning.
- Focus on success and growth.
- Involve EL students in the school (outside of EL class).
- Use visuals and native language supports.
- Help students learn to self-advocate.
- Focus on what students know, not on deficits.

School and Home Connections

The school must take high measures with SLIFE and other newcomer populations to make these students feel valued and connected to the school. Schools can accomplish this upon enrollment in several ways.

1. SLIFEs and/or newcomers could be paired with a mentor student who may have acquired more fluency who can serve as a positive and ongoing link into the school's culture and norms.
2. School teams can also make efforts to meet the families of the SLIFEs or newcomers, either at enrollment or through announced 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 district's community partnerships, and importance on continued development of their home languages.

3. The school may also consider special programming and scheduling for SLIFE and/or newcomer students. Chapter Three, which details Unique Scheduling Opportunities for Secondary English Learners will have more ideas on how to do this for SLIFE/newcomer students
4. SLIFEs and newcomers may also benefit from EL best practices. Chapter Four, which details Differentiated Instruction will have more resources to incorporate EL best practices.

For more information see the WIDA Focus on SLIFEs

Representation Matters

1. Attention needs to be given to ensure that all students have access to high-quality core curricula and extracurricular activities.
2. Schools and districts should aim to hire staff that reflects its diversity to give a concrete representation of these students in the school community, which will increase the efficacies of SLIFEs 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 to SLIFEs and newcomers.

Chapter 2: Supporting Long-Term English Learners

Chapter Two Key Points:

- Define long-term English learner and the federal implications and requirements.

- Identify best practices for long-term English learners.

Defining a Long-Term English Learner

A long-term English learner (LTEL) is a student who has not been able to attain English proficiency within five years.

Federal Accountability for Long-Term English Learners (LTELs)

The Elementary and Secondary Elementary Act (ESEA) does not provide a definition of a long-term EL; however, guidance is provided for reporting LTELs in [The Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Act (ESEA)](), as amended by the Every Student Succeeds Act (ESSA). 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" (US Department of Education, 2016). Students who remain classified as LTELs for long periods of time will have more difficulties graduating from high school as college- and career ready. Efforts and additional supports 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 services for LTELs, but they must also attend to the wellness needs of these students to lead to success.

Why Are There Long-Term English Learners?

There are many barriers to fully acquiring a language. There needs to be an intentional review of systems and programs to ensure that student needs are being met.

Review of Student Data

Review of Systems

| Teacher preparedness | Systemic deficit mindset | ENL program design | Narrow course offerings |

| Implementation of EL services with fidelity | Implementing ILP | Core teacher differentiation |
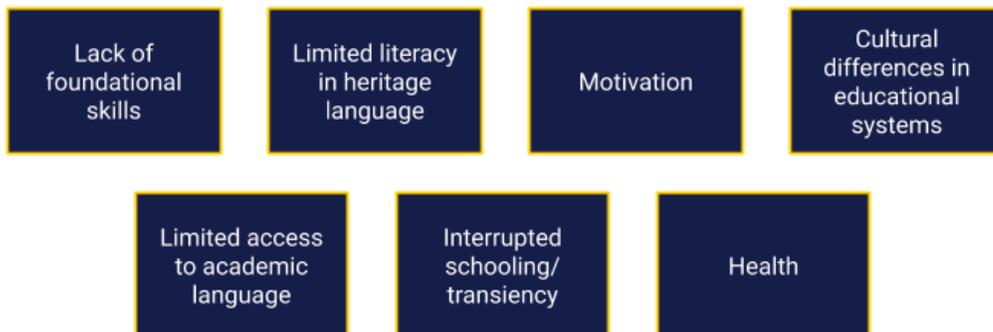
Meeting the Unique Needs of Long-Term English Learners

Develop a multi-tiered system of support for each student:

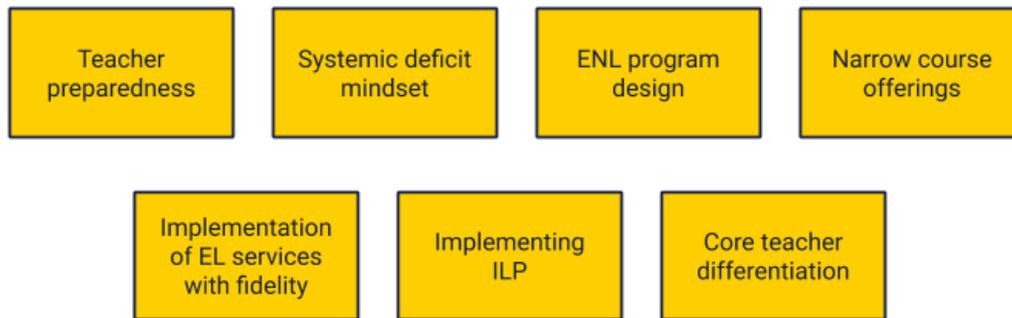- Determine the team who works with the student, train them, empower and hold them accountable. It is important to note: these need to be professionals who have a heart for this student population (EL teacher, classroom/content teachers, counselors, administrators, social workers, family liaisons, and other specialists i.e. special education educators (SPED), if applicable)
- If ELs are failing, immediately call the content teachers of failing subjects together and discuss strategies for following the Individualized Learning Plan (ILP). ELs should not be failing because they are not receiving services at their English language proficiency level.
- Assign content teachers to LTELs to be a mentor for the academic year.
- Goal setting with EL students based on their WIDA scores.
- Build student agency in their own learning and support their wellness needs (think about long-term implications of ELs who did not adjust well initially, culture shock, trauma, refugee status, etc.)
- Parent/caregiver engagement in the process by discussing goals for the student and inviting their input.
- Consider additional needs that might not have been identified previously. Are there indications that learning disabilities exist? Follow a protocol including a Multi-Tiered System of Support (MTSS) process, analyzing classroom teaching practices to ensure comprehensible input and that ILP is being followed, observation by specialists, communicating with the families, etc.

Acceleration vs. Remediation

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. Despite gaps in academic knowledge and poor academic performance, 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.
  - Math strength - Advanced Math (e.g. Algebra) in middle school/ Advanced Math in high school
  - World Language (WL) strength - World Language in middle school/Advanced WL in high school

- Certificate of Multilingual Proficiency
  - Utilize CoMP testing to award WL credits to students, moving them closer to an Academic Honors diploma

Chapter 3: Credits and Scheduling

__Chapter Three Key Points:__

- LEAs must provide services to English learners until proficiency is achieved, especially at the secondary level.

- The timeline for graduating for an English learner might differ from that of the expected trajectory.

- Communication with the family of an English learner is essential in order to identify previous education.

__Components of Secondary English Learner Success__

This guidance is meant for administrators, counselors, content-area educators, and EL educators. The education of ELs is the responsibility of all educational staff, not just the EL department. It is important for administrators to understand the legal requirements for serving ELs. Counselors are the first contact ELs and families have within the school. It is important that counselors have a comprehensive understanding of appropriate courses for ELs, have an understanding of how to transfer credits from previous schools, and have a thorough understanding of the legal requirements for the Home Language Survey and providing information in the parents' languages.
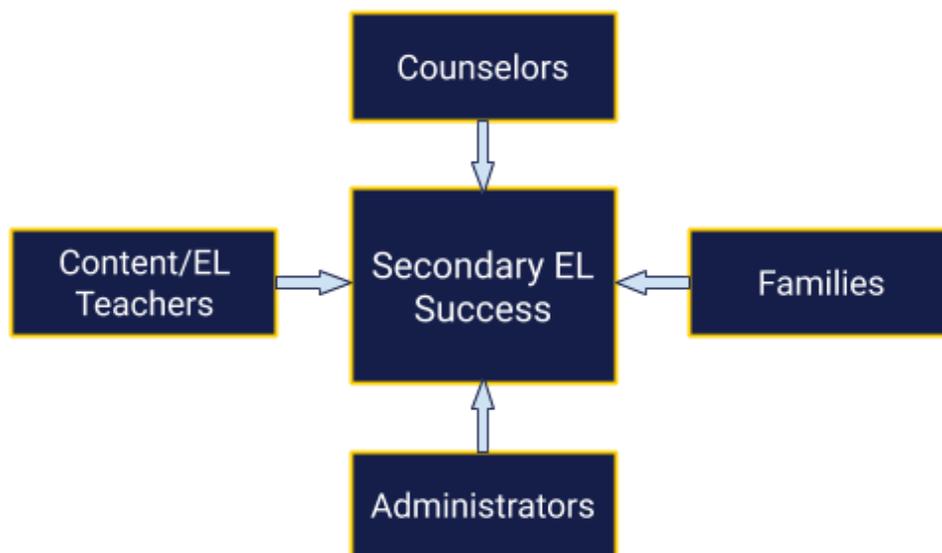
ELs at the secondary level face a monumental challenge to acquire a large amount of content while also obtaining English proficiency. This chapter is meant to be a guidance resource and is not meant to supersede federal and state regulations regarding ELs. The course and credit requirements for earning 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 college and career readiness.

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 **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 Diploma (HSE) 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 well 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.

Besides having an enrollment process in writing, a list of available translators should always be available for instances when parents and students enroll who do not speak English. An interpreter will provide a welcoming environment, a positive first impression of education in the United States, 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, as this is typically different outside of the United States, as well as what the student's goals are in post-secondary education. Below is a list of the various classifications of ELs.

- A newcomer is a student who has enrolled within U.S. schools for the first time.
- A SLIFE student is a student with limited and interrupted formal education.
- An LTEL is a long-term English learning, meaning the student has not attained proficiency within the given time frame of five years.

Evaluating Foreign Transcripts

Awarding credits based on transfer transcripts is a local decision. 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, district staff, family discussions, research into previous schooling systems, or a combination of the above.

Services are available, for a fee, to professionally translate and evaluate transcripts. IDOE does not provide translation of transcripts. However, schools are not required to professionally translate or evaluate 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 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 the needs of the student and increase the likelihood of on-time 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 Certificate of Multilingual Proficiency
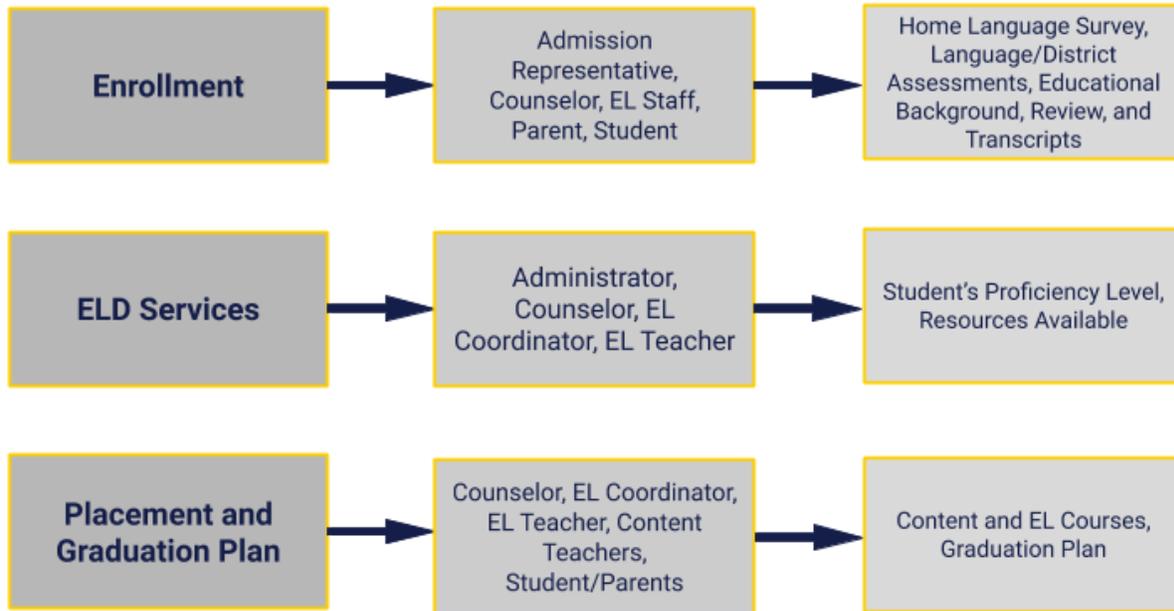
Assessments located here.

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

- 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.
- Prepares students with twenty-first-century skills.
- Provides up to six credits in the language awarded without having to take coursework for ELs and heritage speakers.

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 English learner 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 has been created in order to assist educators with each step of enrollment for ELs and who should be involved in each step of the process.

Enrollment	Admission Representative, Counselor, EL Staff, Parent, Student	Home Language Survey, Language/District Assessments, Educational Background, Review, and Transcripts
ELD Services	Administrator, Counselor, EL Coordinator, EL Teacher	Student's Proficiency Level, Resources Available
Placement and Graduation Plan	Counselor, EL Coordinator, EL Teacher, Content Teachers, Student/Parents	Content and EL Courses, Graduation Plan

When enrolling ELs with parents, it is beneficial to use a checklist to ensure that all information that is needed has been discussed as well as to be sure that parents have been informed of all necessary information about the school, grading, bus procedures, etc. Below is an example checklist for your use.

Secondary EL Enrollment Checklist

To appropriately schedule secondary English learners, understanding the complete educational background of the EL is of the utmost importance.

✔ Thoroughly review prior transcripts, including translation if necessary, in order to award all credits possible and appropriately identify the proper placement of the student.

✔ Ask for a detailed explanation of math coursework done in other countries as multiple concepts might be included within one math course.

✔ With the assistance of a student's family or guardians, determine students' graduation plans and necessary coursework.

✔ Explain the school's grading system as well as the various pathways toward graduation.

✔ Review requirements for graduation from the local district and those for post-secondary entrance to college or vocational training.

✔ Ensure that each student is placed in the appropriate graduation cohort and make a note to check back on progress within one month to ensure proper placement was made.

✔ Provide instructions to access an online gradebook to 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 EL and parents with a list of extracurricular activities and clubs offered through the school as well as available opportunities for parents to become involved.

✔ Assign a peer buddy to assist the new English learner during the first day of school.

Coursework for English Learners at the Secondary Level

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

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.

Chapter 4: Differentiation for Secondary English Learners

Chapter Four Key Points:

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

English Learner Data for Differentiation

Based on 2010-2011 data from the National Center for Education Statistics, 79% of all students graduate high school; however, ELs graduate at a rate of 57% (Stetser & Stillwell, 2014). By disaggregating EL data, further discrepancies are found such as the percentage of ELs in gifted and talented, high ability, and remediation programs. Providing differentiation for ELs allows them to have better accessibility to the content and better chances for success.

Differentiation Defined

Before defining differentiation, it is pertinent to identify why differentiation is necessary for educators who teach English learners. 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 need to 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, the process, the end products, 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 English learners 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. It is important to note here that differentiating is not simply making modifications to assessments. Differentiation must be involved 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. Take into consideration United States History Standard 1.3 which states that students identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements. Newcomer ELs might know a small amount about slavery in the United States; 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 but that are written at various reading levels. When considering secondary learners, be sure that any supplemental reading materials that exist at a lower reading level are age-appropriate and high-interest in order to be beneficial. More 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 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 students acquire academic vocabulary. Some examples include Concept webs, Semantic 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 long-term ELs (LTELs). It is important for educators to understand that scaffolds are essential with new content and with lower levels of English proficiency; however, for growth to occur scaffolds also need to be removed 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.

Categories of Scaffolds	Possible Scaffold
Materials and Resources	**[Graphic organizers]()**- These will 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**- Be sure to check that the EL is literate in the L1. **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

Source: 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 his or her 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.		

Source: 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 English Learners

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	Teacher asks students questions about personal background, activities, readings, and interests	● 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 ● Scored with rubric or rating scale ● Can determine reading strategies and language development
Story or Test Retelling	Students retell main idea or selected details of text experiences through listening or reading	
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	Students complete project in content area, working individually or in pairs	● 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
Experiments/ Demonstrations	Students complete, experiment, or demonstrate use of materials	
Constructed-Response Items	Students respond in writing to open-ended questions	● Student produces written report ● Usually scored on substantive information and thinking skills ● Scored with rubric or rating scale (WIDA Can-dos 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
Teacher Observations	Teacher observes student attention, response to instructional materials, or interactions with other students	
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 and 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 WIDA Can-Do Descriptors

Any school that has ELs enrolled should be familiar with the WIDA Can-Do Descriptors. The Can-Do Descriptors clarify the expectations of what ELs can do at each level of English language development in the areas of reading, writing, speaking, and listening. These descriptors should be referred to and used as part of creating rubrics for assessing ELs' student performance. For secondary ELs, the links to the descriptors are as follows: Can-Do Descriptors Grade 4-5, Can-Do Descriptors Grade 6-8, and Can-Do Descriptors Grade 9-12. Although the Can-Do Descriptors can be used to assist in creating differentiated assessments, these assessments must still have high expectations for ELs as well as appropriate language scaffolds, allowing learners to be successful in demonstrating grade level content knowledge and skills. Allowing students to create their own product assignments could also be another strategy for ELs as long as mastery of the content standards are still demonstrated.

Accommodations

According to Pappamihiel and Lynn, "all accommodations alter how content and language are taught, made accessible, and assessed" (2016, p. 5). Instructional as well as 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
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	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

The difference between the concepts of classroom accommodations and classroom modifications is the last area to be addressed within the area of differentiating products. 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 the addition of scaffolding in order to allow ELs access to the content, this is considered to be an accommodation. Classroom novels or readings can be another example. 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 actual changes that are made to the content that is 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.

Appendix A

EL Accountability

A student is assigned to a cohort year based on an expected four year graduation year. For example, the 2023 cohort is a group of students who entered high school in ninth grade in the 2019-2020 school year and are expected to graduate at the end of the 2022-2023 school year. Once a student is assigned a cohort year, the year does not change, even if the student graduates later. For example, if a student is in the 2023 Cohort and they graduate in 2024, they would be considered a five year graduate in the 2023 Cohort.

If a student does not graduate in four years and continues to remain in school, they will not count as a four year graduate in the calculation of the four year graduation rate or as a dropout. They would be included in the denominator, and not the numerator, of the calculation of the four year graduation rate and the dropout rate. The four year graduation rate is posted publicly on INview (Performance > Graduation) and on IDOE's website. The four year graduation rate has been used in the calculation of the state A-F grades, federal ratings, and to identify schools for CSI (Comprehensive Support and Improvement) status. The dropout rate is also posted on INview.

Five Year Graduates

State A-F Grades: There is currently a bonus in the state A-F calculation for students who graduate in five years. Students that graduate in five years increase the graduation rate used in the multiple measures domain of the state A-F grade. The formula to calculate the grades can be found here.

Federal Accountability Rating: There is no bonus in the federal system for five year graduates. This is because it is federally required that all parts of the accountability calculation are based on the same scale and there are no opportunities for bonus points. Details about the calculation of the federal accountability rating can be found here (enrollment key is "ESSAaccountability").

Six Year Graduates

State A-F Grades and Federal Accountability Rating: There is not a bonus in the state or federal system for six year graduates.

Accountability Exam

High school students have been required to take an accountability assessment and the pass rate was used in the calculation of the state A-F grades and the federal accountability ratings. The ISTEP+10 was the accountability assessment through the 2022 cohort. Students were required to take the ISTEP+10 in their 10th grade year and the student's grade was identified from their cohort year. Starting with the 2023 cohort, the accountability

assessment will now be a college entrance exam. A student's grade, for the purpose of their required testing year, will continue to be identified from a student's cohort year. For example, a student in the 2024 cohort will be identified as an eleventh grader in the 2022-2023 school year.

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 the Office of School Accountability at schoolaccountability@doe.in.gov. Indicate that the student is a recently arrived English Learner, specify the country, confirm that the student has been re-evaluated and what grade change was indicated. The Office of School Accountability will confirm the information submitted, and will make substantiated cohort changes.

All Accountability Questions:

Please contact schoolaccountability@doe.in.gov with questions.

Appendix B

High School EL Courses

Coursework Options and Descriptions

The following comprehensive list of possible coursework for English learners 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 (English as a New Language, Sheltered English, or English, 9, 10, 11, or 12). 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 math 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

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (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 function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grades:** nine through 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades nine through 12.
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English proficiency placement test results
- **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 English Language Arts requirement for all diplomas**

- **Credits:** English/Language Arts (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts and is based on general ELA curriculum and the student's ILP, up to eight credits accrued can be counted as the required English/Language Arts credits for all diplomas.

2188 English as a New Language

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (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 function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

- **Recommended Grades:** nine through 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades nine through 12.
- **Required Prerequisites:** none
- **Recommended Prerequisites:** English 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 English Language Arts requirement for all diplomas**
- **Credits:** If World Language (2188) ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts 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 English learners and can be adjusted to suit their academic needs.

1002 EL Applied English 9

This course follows the course description for English 9; however, this course would be taught by an educator trained in sheltered instruction for ELs. English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository

(informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- **Recommended Grades:** nine
- **Required Prerequisites:** none
- **Recommended for Newcomers, SLIFE, and Levels 1, 2, 3, and 4**
- **Recommended Prerequisites:** English proficiency placement test results
- **Fulfills an English Language Arts requirement for all diplomas**
- **Credits:** Two semester course; one ELA credit per semester
- **Required licensure:** Language Arts 5-12

1004 EL Applied English 10

This course follows the course description for English 10; however, this course would be taught by an educator trained in sheltered instruction for ELs. English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- **Recommended Grades:** 10, 11, and 12
- **Required Prerequisites:** Grade 9 English
- **Recommended for Newcomers, SLIFE, and Levels 1, 2, 3, and 4**
- **Recommended Prerequisites:** English proficiency placement test results
- **Fulfills an English Language Arts requirement for all diplomas**
- **Credits:** Two semester course; one ELA credit per semester
- **Required licensure:** Language Arts 5-12

1120 Applied Developmental Reading

The course Developmental Reading can be used as EL Critical Reading. This course provides students with individualized instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. 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 proficiency placement test results
- **Recommended for Newcomers, SLIFE, and Levels 1, 2, and 3 as needed**
- **Counts as an elective for the Certificate of Completion**
- **Credits:** One semester course; one elective credit
- **Required licensure:** Reading 5-12; Language Arts 5-12

1010 EL Enriched Vocabulary and Writing

This is the course code for Language Arts Lab; however, a district 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 English Language/ Arts 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 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; this course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards
- **Required licensure:** Language Arts 5-12

2516 Algebra 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 critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades. If EL population is large enough to permit, it would be beneficial to group EL students together in this course.

- **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 5-12

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 Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses. 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 in grades
- **Recommended Prerequisites:** none
- **Recommended for Newcomers, SLIFE, and Levels 1, 2, 3, and 4 as needed**
- **Fullfills 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: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Students can earn one credit per semester for a total of eight credits. Below are some suggested best practices for how this course could be utilized to support EL students. With regards to IDOE data collections, only the course code is reported. Thus, districts could append the names, as suggested below. This example has been implemented by Fort Wayne Community Schools.

0500 EL Reading I

EL Reading I provides students continuing 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 Individualized Learning Plan (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 continuing 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:** 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 continuing opportunities to develop basic skills including mathematical computation and problem-solving 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:** Students in grades nine through 12 who have limited or missed education
- **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 Basic Math II

EL Basic Math II provides students continuing opportunities to develop basic skills including mathematical computation and problem-solving 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:** Students in grades nine through 12 who have limited or missed education
- **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
ENL Class for Credit	"English as a New Language" is for credit at middle and high school
English Lab/Resource Period	Scheduled period where EL students, based on their individual needs, receive additional language development and assistance in understanding and practicing the language of their homework assignments
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 USED 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 (common for secondary)
Content Based English Language Development (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 USED 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 EL students. Sheltered 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). *(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) ● Co-teaching *Teachers must be both a qualified EL Teacher of Service (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 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. *(USED OELA Toolkit and USED 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.

	(USED OELA webpage and USED 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, etc.); 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 Teacher of Service (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. *(USED 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. *(USED 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 (i.e. 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*

The following checklist is taken from the U.S. Department of Education English Learner Tool Kit. When considering English language development (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?

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The Indiana Department of Education is proud that the English Learner Toolkit was written by educators in the field, for educators in the field. Many of these educators and school districts have award-winning programs and staff and are writing from experience grounded in research. The following educators came together to complete the Toolkit in November 2019 and March 2020.

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