



Recommendations for Addressing Common “Areas of Concern” Noted in Title III Monitoring Reports

Title III Monitoring reports are intended to provide District Title III staff with a comprehensive overview of their Title III program, policies and procedures from the perspective of an outside auditor/monitor. Title III Monitoring reports may include commendations, findings and required evidence of correction, or areas of concern.

Areas of Concern are not required to be addressed in the district’s Corrective Action Plan; however, they are provided either to help districts align their policies and procedures with State or Office for Civil Rights regulations or to assist districts in streamlining their internal processes. Thus, Areas of Concern are indications of issues that are not specifically under the purview of Title III law, but are significant enough that they could negatively impact the functioning of the district’s Title III program.

The Title III unit has found that districts appreciate recommendations on how they might resolve their Areas of Concern. Therefore, listed below are elements reviewed during Title III Monitoring visits with suggestions for addressing common Areas of Concern that might be noted under those elements. Districts are welcome to employ solutions found in this list or to develop their own, as appropriate for their program.

I. Instructional Programs

ELEMENT 1.1

The LEA provides opportunities for schools to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children including immigrant children and youth to develop proficiency in English, while meeting challenging State academic content and student academic achievement standards.

Applicable Federal Regulations

ESEA Title III, **Sec. 3115 (c),(d)**

Develop a comprehensive plan to ensure that teachers are trained in using ACCESS scores to differentiate instruction for ELs based on their language proficiency level. Ensure that teachers actively use ACCESS data to differentiate instruction.

Encourage teachers to earn the ESOL Endorsement in order to build capacity for teaching English Learners in all schools in the district.

Provide dedicated, scheduled meeting times for ESOL teachers and content area teachers throughout the school year. Consistency in ESOL/mainstream teacher collaborative meetings allows for discussion of EL students and lesson design. This is a critical component of successful implementation of every ESOL delivery model, particularly the push-in model. Collaborative planning also ensures appropriate differentiation strategies and effective ESOL-specific practices that address the various levels of English language proficiency exhibited in the classrooms.

Provide research-based ESOL supplementary resources in content areas for EL students and their general education teachers. Ensure alignment between current instructional resources to standards (GPS/CCGPS/WIDA) and seek out additional supplemental resources for mainstream teachers serving ELs.

Train administrators and teachers to recognize that learning academic content while still becoming proficient in the English language is a formidable challenge for ELs. The district should adopt instructional practices that are targeted to meet the unique cultural and linguistic needs of ELs. One successful method of meeting these needs is through the use of clearly articulated content and language objectives. The most prominent instructional model that utilizes content and language objectives is Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, and Short, 2008).

Engage groups of teachers in book studies. A recently published book, *Leading Academic Achievement for English Language Learners: A Guide for Principals*, by Alford and Niño (2011) provides clear and concise description and support for district administrators and local school administrators on instruction, school culture and school improvement for ELs. The book provides excellent information on developing and identifying language and content objectives and is a helpful guide to developing walk-through protocols.

Review and adapt the Hall County School District’s “Georgia Assessment of Performance on School Standards (GAPSS) ESOL Observation Form” or Haralson County School District’s “ELL Classroom Observation Form” for use in your district to evaluate teachers’ implementation of ESOL strategies. The GAPSS observation form is posted on the GaDOE ESOL web page under [GaDOE Guidance - ESOL Form Bank](#) and the Haralson County form is available from the ESOL/Title III unit by request.

II. Professional Development Opportunities

ELEMENT 2

The LEA provides high-quality professional development to teachers and staff, that is designed to improve the instruction and assessment of LEP students, is based on scientifically based research, and is of sufficient intensity and duration to have a positive and lasting impact on the educators’ performance in the classroom.

Applicable Federal Regulations

ESEA Title III, **Sec. 3115(c)(2)**

Provide more opportunities for extended study of ESOL-related topics. Some examples of such topics are: the integration of the CCGPS/GPS and WIDA standards; the teaching of the Model Performance Indicators (MPIs) to ESOL and general education teachers; the sharing of ESOL best instructional practices; translation and interpretation guidance for teacher communications; and the use of supplementary ESOL resources in the content areas.

Seek to identify key teacher leaders to attend national and state-level professional learning events and use this added expertise in a “train the trainer model” to build capacity in your district.

System-wide cross cultural awareness and sensitivity training should be conducted, so that school staff may be made aware of cultural differences, that is, information about the students’ cultures and their parents’ expectations for their child’s educational experience.

Develop a series of professional learning opportunities related to ELs for district personnel, in order for them to they can remain current in their TESOL pedagogy. This may include redelivery of training received by the ESOL teachers as well as the use of online resources. Online ESOL resources can be found on topics such as research-based practices in early reading at www.prel.org, teaching vocabulary at www.corelearn.com, bilingual resources for families and educators of English Learners at <http://www.colorincolorado.org/webcasts/teaching>, teaching ELs across the content areas for new educators at <http://www.everythingsl.net/>, Effective Literacy Instruction for English Learners (archived webinars) at <http://www.schoolsmovingup.net> and teaching resources at <http://www.ncela.gwu.edu/rcd/>, just to name a few.

Develop district-level professional learning libraries, utilize web and online resources and ASCD resources to allow professional learning 24 hours /7 days a week. Award professional learning units (PLUs) per learning logs with appropriate artifacts documenting completion.

III. Parental Involvement and Outreach Programs

ELEMENT 3.1

The LEA provides family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children and assist them in learning English and achieving at high levels in core academic subjects.

Applicable Federal Regulations

ESEA Title I, **Sec. 1112(g)(4)** and ESEA Title III, **Sec. 3116(b)(4), Sec. 3302(e)**

Schedule an annual or semi-annual EL parent meeting, with interpreters present, to provide information to parents on their child's scores on ACCESS, Criterion-Referenced Competency Test (CRCT), Georgia High School Graduation Test (GHSGT), End of Course Test (EOCT), as well as the structure of the district's report card, grading procedures, behavior policies, and dress code. To the extent practicable, provide childcare and transportation.

Survey EL parents in their home languages to determine their interests and areas of concern and use the results of the survey to develop a series of parent involvement trainings, activities or services aligned with the National Parent Teacher Association (PTA) Standards at <http://www.ptacentral.org/> or Epstein's framework for parental engagement, which can be found at <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa300.htm>

Establish a process to solicit volunteers from the families of ELs to involve them in the schools. Develop a system-wide EL parent outreach program that includes training for EL parents and adequate provision for securing interpretation support and translated documents, if needed.

Provide a calendar of parent training events through federal programs (Title I, Title III/ESOL, Migrant Education, and Homeless Services: M-V) and post the information on the school's website and in the school newsletters.

ELEMENT 3.2

The LEA provides timely and required parental notifications concerning a student's placement in a supplemental language program, a student's annual language proficiency assessment results and, if applicable, notification of the system's failure to meet Title III AMAOs. Such notifications shall be provided, to the extent practicable, in a language that the parent can understand.

Applicable Federal Regulations

ESEA Title I, **Sec 1112(g)(1),(2),(3)** and ESEA Title III, **Sec. 3302(a),(b),(c),(d)**

Provide the Home Language Survey (HLS) to parents in a language they can understand.

Provide communications to all parents in a language they can understand, to the extent practicable, utilizing all available resources, including [TransACT](#). TransACT is provided at no cost to districts by Georgia's Title III, Title I and Special Education departments.

Offer the services of an interpreter at parent-teacher conferences, PTA meetings, and any time parents are invited to the schools.

Conduct a communication audit to identify effective methods of reaching the EL parent community and develop a roster of translated documents for EL parents.

If the district does not have official translators and interpreters, establish ways to find interpreters. If interpreters are not readily available at the schools, consider training parents to become interpreters by offering an "interpreters' training" for bilingual parents and enlist the support of those parents who have become familiar with the school and educational environment. If another bilingual parent offers to serve as an interpreter, ensure that the conference parent is comfortable with this and that this does not violate privacy policies in your school district. Additionally, if the district is unable to secure an interpreter for a low-incidence language, consider companies that provide interpreters over the phone so that a phone conference with the student's parents can be set up.

IV. Fiduciary Responsibility and Resource Allocation

ELEMENT 4

The LEA expends Title III funds to ensure compliance with Title III requirements and to carry out activities consistent with the purposes of Title III statute.

Applicable Federal Regulations

ESEA Title III, **Sec. 3115(b),(g)**

Ensure that the Title III funding allocated for formal professional development training on ESOL-specific topics is sufficient to ensure compliance with the "ongoing and sustained" requirements for Title III-supported professional learning.