

ESOL Delivery Models, Courses & Scheduling, and EL/TPCs

A GaDOE
EL Language Programs'
ESOL Munch & Learn
August 5, 2020



*Advancing Effective Leadership for Continuous Improvement
of Systems for English Learner Success*



ESOL Directors' Munch & Learn Series 2020-2021

- July – **EL Entrance Procedures** (Presentation: Recording: FAQs)
- August – **ESOL Delivery Models & EL/TPCs** (Presentation: Recording: Q & A)
- September – **WIDA ELD Standards & Resources** (Presentation: Recording: Q & A)
- October – **MTSS for ELs, EL/SWD, Gifted ELs** (Presentation: Recording: Q & A)
- November – **Middle School ELs, SLIFE, Newcomers, LTELs** (Presentation: Recording: Q & A)
- December – **Assessing ELs** (Presentation: Recording: Q & A)
- January – **Effective Interventions for ELs** (Presentation: Recording: Q & A)
- February – **ESOL Teachers Professional Capacity** (Presentation: Recording: Q & A)
- March – **EL Family & Community Engagement** (Presentation: Recording: Q & A)
- April – **EL Exit Procedures** (Presentation: Recording: Q & A)
- May – **EL Program Evaluation** (Presentation: Recording: Q & A)
- June – **ACCESS Data Literacy** (Presentation: Recording: Q & A)

Lunch Menu Today



Appetizer

Federal & State requirements

Main Course

1. Delivery Models
2. Courses, Segments, Funding
3. Class sizes, Teachers,
4. Opting out
5. Distance Learning

Dessert

EL-TPCs

The student is identified as an English learner. Now What?

Federal Laws

- OCR/DOJ [*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*](#) (Jan 7, 2015)

State Guidance

- [State Board of Education Rule 160-5-4-.02](#) (updated 2017)
- [State-funded ESOL courses](#)
- [Reporting ESOL Delivery Models](#)

ESOL Language Program – LEAs' Legal Obligations

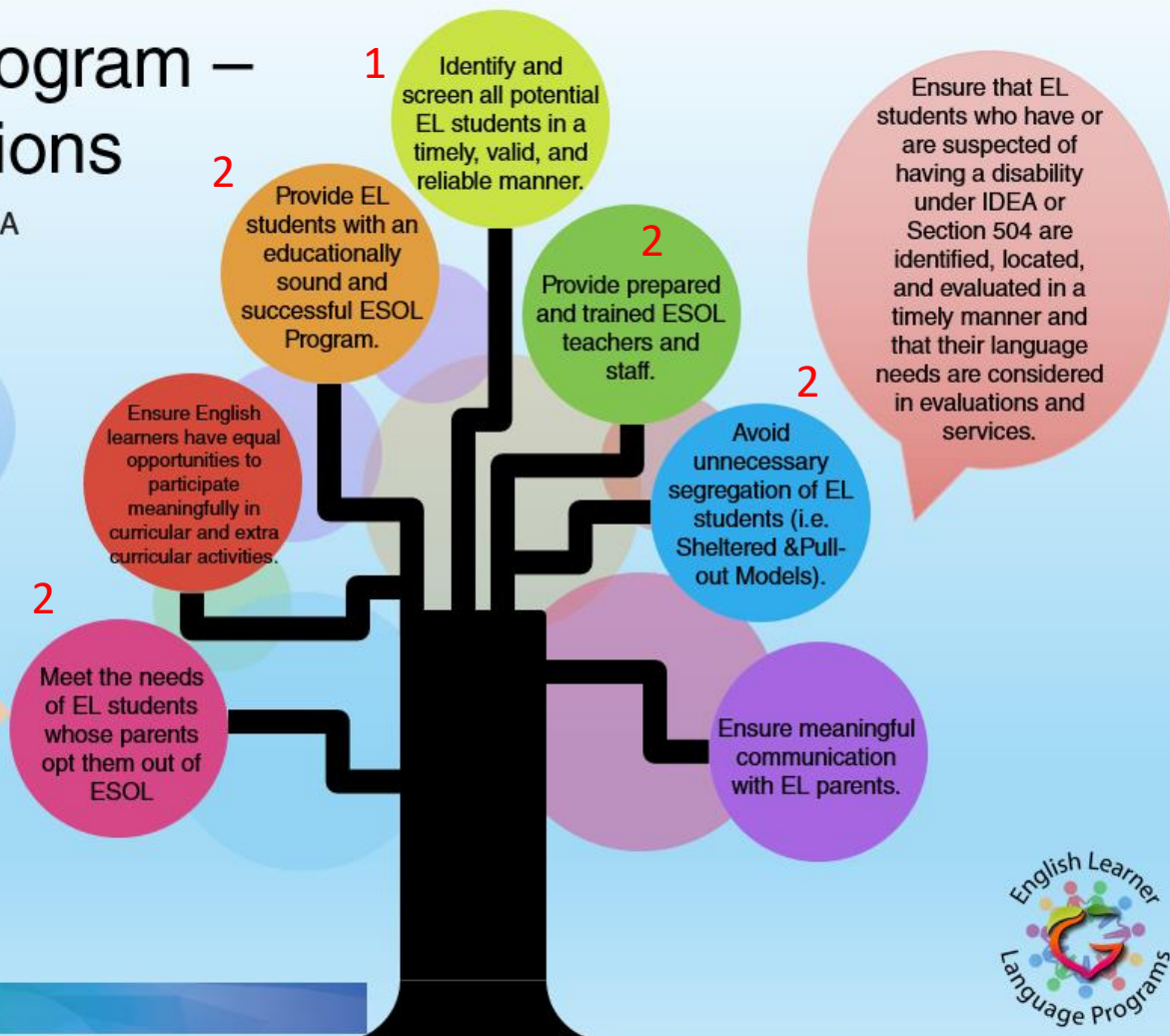
Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.



May 2020



DOJ/OCR Requirements for ESOL



Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

Website Resources:

I. Federal Laws

- Schools Civil Rights Obligations to English Learner Students and Limited English Proficiency Parents
- English Learner Toolkit
- ESEA/ESSA Title III, Part A, Language Instruction for English Learners and Immigrant Students
- U.S. Department of Education English Learner Resources

Website Resources:

II. State Guidance

- 160-4-5-.02 Language Assistance: Program for English Learners
- 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses
- 160-5-1-.08 Class Sizes
- 160-3-1-.07 Testing Programs. Student Assessment
- GaDOE ACCESS for ELLs® 2.0 Assessment
- English Learners in Georgia's State ESSA Plan
- Reporting ESOL Delivery Models

III. LEA Flexibility

- Strategic Waiver School Systems
- Charter School Systems

A Resource Guide to Support
School District's English
Learner Language Programs

ESOL Language Programs
Supplemental Title III, Part A Language Programs



[ESOL Language Program Website](#)

EL Language Programs - State Guidance (Updated 11-20-2019)

ESOL Delivery Models – What makes them effective?

- Meets the unique needs of EL students?
- Students' level of English proficiency?
- Students' time in EL programs?
- Teacher capacity – prepared & trained?
- Number of ELs in the school?
- Avoid segregation?
- English proficiency and parity of participation in a reasonable length of time?

ESOL Delivery Models

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
ESOL	Pull-Out	1	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number
ESOL	Push-In	2	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number

ESOL Delivery Models

ESOL	Resource Center/Lab	4	ESOL Teacher with ESOL certification / endorsement	No	EL students receive language assistance in a group setting supplemented by multimedia materials.	ESOL Course Number (55.x)
ESOL	Scheduled Class Period (Scheduled Language Acquisition)	5	ESOL Teacher with ESOL certification / endorsement.	No	In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x)

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
ESOL	Scheduled Class Period (Scheduled Language Acquisition) at a Newcomer Program	A	ESOL Teacher with ESOL certification / endorsement	No	EL students are participating in a Newcomer Program for recently-arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x)

ESOL Delivery Models

ESOL	Innovative Delivery Model	6	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs
ESOL	Sheltered Content	8	Course teacher who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x.

<u>Program Area</u>	<u>Delivery Model</u>	<u>Delivery Model Code #</u>	<u>COURSE TEACHER CODE</u>	<u>ADDITIONAL TEACHER 1-3</u>	<u>Comments - Description</u>	<u>COURSE NUMBER</u>
ESOL	Sheltered Content at a Newcomer Program	B	Course teacher who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x.

Dual Language Immersion (DLI)



Georgia's Dual Language Immersion (DLI) Program Initiative

In Georgia dual language programs, the students spend at least half of their school day in the target language and the other half-day in English. Some programs may choose to increase the percentage of the day spent in the target language in the early years. Immersion students are taught Math, Science, Literacy and sometimes Social Studies in the target language. They are taught English Language Arts, Reading, and usually Specials in English.

ESOL	Dual Language Immersion	9	ELA Content Teacher who is also ESOL endorsed/ certified.	No	EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students. The ESOL teacher must be the instructor during the "English portion" of the school day and must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number
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New Dashboard shows DLI public schools in Georgia

GaDOE – Curriculum & Instruction –
World Languages – [Dual Language Immersion Programs](#)

ESOL Course Numbers

55.00	ESOL, ELEMENTARY (GRADES K-5)
55.00100	ESOL/Grade K
55.00200	ESOL/Grade 1
55.00300	ESOL/Grade 2
55.00400	ESOL/Grade 3
55.00500	ESOL/Grade 4
55.00600	ESOL/Grade 5
55.01	ESOL, MIDDLE GRADES 6-8
55.01100	ESOL/Grade 6
55.01200	ESOL/Grade 7
55.01300	ESOL/Grade 8
55.02	ESOL, GRADES 9-12
55.02100	Communication Skills I
55.02110	Communication Skills in Math
55.02120	Communication Skills in Science
55.02130	Communication Skills in Social Studies
55.02200	Communication Skills II
55.02300	Reading and Listening in the Content Areas
55.02400	Oral Communication in the Content Areas
55.02500	Writing in the Content Areas
55.02600	Reading and Writing in Science
55.02610	Reading and Writing in Social Studies
55.02700	Academic Language of Science and Math
23.09	ESOL SECONDARY (GRADES 9-12)
23.09100	English ESOL I
23.09200	English ESOL II
23.09300	English ESOL III
23.09400	English ESOL IV
23.09500	Advanced Study English ESOL V
23.09600	Advanced Study English ESOL VI

State-funded K-8 Subjects & 9-12 Courses

55.XXXXX = Electives

23.XXXXX = Credit

State-funded ESOL Segments

- SBOE 160-4-5-.02

“EL students should receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models.”

Grade Levels	Daily Minutes Per Segment	Daily ESOL Segments Maximum	Weekly Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
Block Schedule	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

ESOL SBOE 160-4-5-.02

ESOL Class Size

- SBOE Rule 160-5-1-.08
- Minimum FTE funding size = 7
- Charter or SWSS contract waivers
- Educationally sound/effective in practice?

ESOL Teacher Qualifications

- GaPSC endorsement on base certificate
- GaPSC K-12 certification, regardless of base certificate
- Provisional 1 year
- District defined professional qualifications (prepared & trained?)

Meeting the needs of EL students whose parents opt them out of ESOL

1. Parents have a right to decline or opt their children out of a school's EL program or services within that program.
2. Parents' decision must be knowing and voluntary
3. Parents must sign ESOL Waiver/Decline Services documentation yearly.
4. Schools' obligation – affirmative steps / appropriate action
5. There is no assessment exemption for students who do not receive ESOL services.



Questions?

Virtual/Remote/Distance ESOL



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

FACT SHEET

PROVIDING SERVICES TO ENGLISH LEARNERS DURING THE COVID-19 OUTBREAK

May 18, 2020

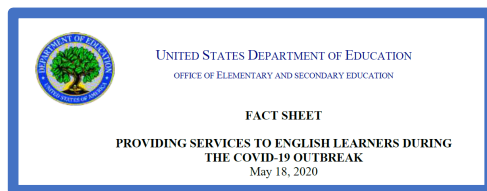
- **Q5** – *Must an LEA providing remote learning provide language instruction services to ELs?*
- **YES**, if an LEA is providing remote learning for its students, the LEA must provide language instruction services & supports to ELs to the greatest extent possible.

Which ESOL Delivery Models Work Remotely?

- ESOL teachers should continue to provide language development instruction to EL students who were served in a **Scheduled** ESOL Delivery Model.
- ESOL teachers should continue to **collaborate** with the content teacher to ensure appropriate supports, modifications, and language differentiated scaffolds are provided to ELs in distance or remote learning classes using the **Push-in** or Collaborative Delivery Model.
- Content teachers who are ESOL endorsed/certified and mainstream teachers should continue to provide appropriate supports and accommodations to EL students who were previously in **Sheltered** Content or mainstream classrooms.

**See Georgia's
Optional ESOL
Distance
Learning Plan
Template*

USED Guidance



- Physical school closures may affect how services are provided to ELs.
- EL services may be provided virtually, online, or via telephone.
- **Documentation of services, supports, and accommodations***
- Alternative access to the curriculum or services provided to other students
- Digital language learning resources
- Digital meetings
- Non-technology-based strategies
- Online data tracking
- Remote instruction
- Teacher check-ins
- Telephone calls
- Tutorials

Sample Distance Learning Plan for Language Instruction Services

Insert School System Name Here

Sample Distance Learning Plan for English Learners' Language Instruction Services (ESOL Language Service Plan during School Closures)		
Student Name:	GTID:	
School Name:	Grade level: Choose an item.	
Parent/Guardian Name:	ESOL Teacher:	
	Parent/Guardian Contact (phone/email):	
Date of most recent ACCESS test: Click or tap to enter a date.	Most Recent ACCESS Overall Composite Proficiency Level:	
Distance Learning Plan Meeting Date: Click or tap to enter a date.	Distance Learning Plan Start Date: Click or tap to enter a date.	
Present Levels of English Proficiency: <ul style="list-style-type: none"> What critical information about the student's current English skills in the <u>Listening, Speaking, Reading, and Writing Domains</u> will support the development of the distance learning plan? 		
Access and Opportunity for Distance Learning Instruction: <ul style="list-style-type: none"> Does the student have access to the internet and technology, if needed? Are there any barriers regarding the frequency and length of time for this access? What is the current ability to access distance learning? Are there specific types of distance learning strategies that would be more appropriate? Are there any accommodations or language scaffolds which must be considered? 		
English Language Development (ELD) Goals: Describe the English language learning goals for the student during school closures, including when and how progress toward these goals will be measured.		
Language Domain	ELD Goal	When & How Measured
Listening		
Speaking		
Reading		
Writing		

Do Not Purge -- Maintain in EL Student's Permanent/Cumulative Folder

Sample Distance Learning Plan for English Learners' Language Instruction Services (ESOL Language Service Plan during School Closures)
ESOL Language Services and Supports: <ul style="list-style-type: none"> What ESOL accommodations, modifications, services and supports will be provided for the student through distance learning during school facility closure? Consider how these services will support meaningful access to standards-based content instruction delivered during distance learning.
Providers: <ul style="list-style-type: none"> Who will provide the ESOL language instruction and support? <ul style="list-style-type: none"> Describe the type of personnel such as ESOL teacher, related service provider, support personnel, etc. Indicate if the services are direct services provided for the student and/or services provided to the parents/guardians. (Note: indirect services do not earn ESOL QBE/FTE)
Frequency and Time of Services: <ul style="list-style-type: none"> If appropriate, please briefly describe when the services will be completed and how often.
Progress Monitoring: <ul style="list-style-type: none"> How will the plan measure progress on English Language Development (ELD) goals?
Feedback: <ul style="list-style-type: none"> Is parent/guardian feedback being considered during development and/or implementation of this plan? If so, document the feedback. Is team members' feedback being considered during development and/or implementation of this plan? If so, document the feedback.
Team Members: <ul style="list-style-type: none"> If appropriate, list the team members and meeting roles of the participants.

Disclaimer: School systems are not required by the GaDOE ESOL Language Program to develop a distance learning plan for English learners; however, schools may opt to use this template as evidence of meeting Office for Civil Rights (OCR) requirements.

GaDOE Resources for Virtual/Distance/Remote Learning

- [FY21 Data Collection FAQs](#) (New)
- [Student Attendance and Virtual/Distance/Remote Learning FAQ](#) (June 26, 2020)
 1. Schedule ESOL courses
 2. Deliver ESOL virtually/remotely when necessary

Resources on GaDOE ESOL website

Continuity of Language Learning for English Learners

- Georgia's Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- ESOL Teacher Strategies for Distance Learning
- Strategies for Assisting English Learner Students Online
- Online Resources for ESOL Teachers
- **CCSSO Compiled List of State Resources for the Education of ELs**
- Suggestions for Online ESOL Classes and Activities





[Assess](#) [Teach](#) [Grow](#) [About](#) [Memberships and Programs](#)

Teaching Multilingual Learners Online

[Memberships and Programs](#) < [International School Consortium](#) < [International Newsletter: July 2020](#) < Teaching Multilingual Learners Online

<https://wida.wisc.edu/memberships/isc/newsletter/teaching-multilingual-learners-online>

The screenshot shows the top section of the NOELA website. The header is dark blue with the NOELA logo (a globe icon) and the text "National Clearinghouse for English Language Acquisition" on the left. On the right is a search bar. Below the header is a light orange navigation bar with social media icons for Facebook, Twitter, and YouTube, and links for "About Us" and "Contact Us". A dark blue navigation menu contains the following categories: "DEMOGRAPHICS & STATE DATA", "RESOURCES", "GRANT PROGRAMS & FEDERAL POLICY", and "NEWS & EVENTS". Below the menu, a breadcrumb trail reads "Home » News & Events » NEW: Ensuring Continuity of Learning and Operations". The main content area features a headline "NEW: Ensuring Continuity Of Learning And Operations" in purple, followed by three image-based links: "Facilitating Online Learning" (a woman at a laptop), "Resources to Share" (a smartphone with social media icons), and "Distance Learning Plans" (a desk with a pencil holder and a folder labeled "TRAINING DEVELOPMENT").

<https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations>



Supporting English Learners (ELs) Through Technology

September 26, 2019

FAQ on Meeting the Needs of English Learners in an Online Environment

How can educators provide high-quality instruction to English learners in an online environment?

Regional Educational
Laboratory
Northeast & Islands

From the National Center for Education Evaluation at IES

How can educators provide high-quality instruction to English learners (ELs) in an online environment?

https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Blog/FAQ_COVID19_SupportsforEnglishLearners_508c.pdf



<http://www.cal.org/resource-center/freeresources>



Q & A Time – Chat Box Again!



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FACT SHEET

**PROVIDING SERVICES TO ENGLISH LEARNERS DURING
THE COVID-19 OUTBREAK**

May 18, 2020

- **Q7** – *Must an LEA that is operating remotely provide language accommodations for ELs in content classes?*
- **YES**, the LEA is required to provide language accommodations for ELs for content classes that are held remotely.
 - Time extensions
 - Close captioned videos / embedded interpretation
 - Accessible or translated reading materials
 - Video conferencing
 - Online translation dictionaries

EL Test Participation Committee (EL/TPC)

- 3 members
 - 1 is a teacher
 - 1 is an ESOL teacher currently serving the student
 - Other members (see list p. 104)
- SBOE Rule – Is EL enrolled in a grade with a state or locally mandated assessment?
- Annually reviewed
- Example form in [2020-2021 Student Assessment Handbook](#)

EL-TPC Team Considerations



- What are the EL student's current levels of English proficiency in Listening, Reading, and Writing?
- ~~What are the EL student's previous GA Milestone's assessments results?~~
- Which accommodations were previously provided?
- What are the EL student's recent district formative or benchmark data?
- Were accommodations used for these assessments?
- Does the student have any unique sociocultural needs with regards to testing?

Georgia Milestones Allowable Accommodations for English Learners

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	✓	✓	✓
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrel	✓		
5. Individual administration	✓		
Presentation Accommodations			
6. Explain or paraphrase the directions for clarity (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency > 3.0		
9. Repetition of directions** (in English only)	✓	✓	
Response Accommodations			
10. Word-to-Word dictionary***	(case by case for students in the 2.0's)	✓	✓
Scheduling Accommodations			
11. Frequent monitored breaks	✓	✓	
12. Extended time within the confines of the school day	✓	✓	✓

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

***EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

Conditional Accommodations 3: Reading of ELA Passages

Restricted to EL students who meet all eligibility criteria below -

- The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text as indicated by their WIDA ACCESS or WIDA Screener or equivalent valid/reliable language proficiency measure), not simply reading below grade level;
 - a. Student's WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading proficiency must be less than 2.0. and,**
 - b. Student's WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud, **and**
- The student is not poised to exit language services within the current school year; **and**
- There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.



Q & A Time – Chat Box Again!

See you next month at the Sept 2nd Munch & Learn!

Sept 2

Coherent Instruction System: WIDA ELD Standards & Resources, including CROSSWALK with GSE – *How do we build language skills in a distance or virtual environment? What's content got to do with it? (C & I)*

Ensuring Accurate EL & Immigrant Data

- For ESOL Coordinators, Title IIIA Directors, Data Clerks, Registration Personnel
- Webinars will be recorded & posted
- Submit questions by EOB two days prior, if possible

Register for only one date & time that fits your schedule:

1. **Friday, Aug. 21 @ 1:00 p.m. -**

<https://attendee.gotowebinar.com/register/3905390942579117583>

2. **Monday, Aug. 24 @ 2:00 p.m. (REPEAT)**

<https://attendee.gotowebinar.com/register/2138711052231591183>

EL
Language
Programs
Help Desk



ESOL Questions & Support

678-794-3695

Email:

ELPrograms@doe.k12.ga.us

www.gadoe.org

   @georgiadeptofed

 youtube.com/georgiadeptofed



**EDUCATING
GEORGIA'S FUTURE**