



CONNECTICUT SEED
Guidance Document

**Teachers of English to Students of Other Languages, Bilingual and
World Language Educators**

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Teachers of English to Students of Other Languages, Bilingual and World Language Educators.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Teachers of English to Students of Other Languages, Bilingual and World Language Educators** in public school settings.

OVERVIEW:

- The most commonly used names in districts are:
 - Teacher of English to Students of Other Languages (TESOL)
 - TESOL Tutor
 - TESOL/Bilingual Tutor
 - TESOL Instructional Coach
 - English to Non-English Speaking Adults
 - Bilingual Teacher
 - World Language Teacher

- Roles of ELL, World Language Educators:

Teacher of English to Students of Other Languages (TESOL) (111)

The method of delivery of instruction, whether push-in, pull-out or co-teaching, should depend on the student's level of linguistic proficiency and individual needs.

Definitions:

1. Push-in: supportive instruction differentiated by linguistic needs in small group settings within the classroom as determined and planned by the TESOL and classroom teachers for a specified amount of time
2. Pull-out: individual or small group instruction by the TESOL teacher outside of the traditional elementary classroom setting for a specified amount of time; TESOL may be offered as a course at the secondary level.
3. Co-teaching: shared planning and delivery of differentiated instruction, and linguistic data-driven decision making based on students' level of English proficiency and individual needs. One teacher works with a small group of students to pre-teach, re-teach, and/or supplement instruction; the other teacher instructs the large group

TESOL Teacher

- Provides instruction to develop English language skills in the domains of listening, speaking, reading and writing to ensure that ELLs meet or exceed linguistic and academic learning targets
- Teaches and reinforces concepts and academic vocabulary
- Prepares and maintains lesson plans to meet the individual academic, social, emotional and linguistic needs of students
- Collaborates with general education teachers to align Common Core State Standards with the CSDE ELL Framework, K-12
- Fosters systematic and appropriate use of technological tools to enhance TESOL and content area language instruction for ELL students
- Provides support to general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes

- Uses student-led conferences, report cards, and informal talks to give parents detailed and helpful feedback on student's progress
- Establishes protocols to engage families with school and community resources at the local, state and/or federal levels
- Administers Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition of ELL students

TESOL Tutor

Definitions:

1. Push-in: supportive instruction differentiated by linguistic needs in small group settings within the classroom as determined and planned by the TESOL tutor and classroom teachers for a specified amount of time
2. Pull-out: individual or small group instruction by TESOL tutor under the supervision of a certified teacher outside of the traditional classroom setting for a specified amount of time

TESOL/Bilingual Tutor (Evaluated as non-instructional personnel)

Under the supervision of the TESOL/Bilingual teacher, a certified teacher and/or an administrator, implements instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts and monitors ELL academic progress in collaboration with the TESOL/Bilingual or certified teacher. They ensure that the ELL student is in a safe, positive and culturally-responsible environment. The TESOL/Bilingual Tutor administers Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition of ELL students and meets with their supervisor regularly to discuss student needs and progress.

TESOL Instructional Coach

Provides on-going job-embedded professional development to general education teachers in the implementation of effective instructional strategies and the delivery of services for English Language Learners

English to Non-English Speaking Adults (088)

Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English. ESL programs assist individuals to improve their English skills in listening, speaking, reading and writing in order to find or maintain employment, attain citizenship, become more involved with their children's schooling and make greater use of community resources. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited English speaking adults.

Bilingual Teacher (009)

Makes instructional use of both English and an eligible student's native language; enables students to achieve English proficiency and academic mastery of subject matter content; provides for the continuous increase in the use of English and corresponding decrease in

the use of the native language for the purpose of instruction; may include the participation of English-proficient students if the program is designed to enable all enrolled students to become more proficient in English and a second language. (CT General Statute Sec.10-17e) A bilingual teacher's position may include, but is not limited to, the following delivery models: bilingual transitional, self-contained, resource, pull-out, push-in, native language support or dual language.

World Language (018, 019, 020, 021, 022, 023, 024)

A World Language teacher provides a classroom environment conducive to developing World Language competencies in the six domains (Communication, Cultures, Connections, Comparisons among Languages, Comparisons among Cultures and Communities) and nine content standards. Teachers are responsible for educating students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. Teachers are also responsible for developing the student's knowledge and skills in listening, speaking, reading and writing. All students will develop and maintain proficiency in English and at least one other language, modern or classical. (ACTFL)

- Caseload (s) that may be served by discipline
 - Number of students within a caseload varies depending on language level, grade and delivery model

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc...);
4. the standards and learning content that are represented by the objective;
5. The length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **Teachers of English to Students of Other Languages, Bilingual and World Language Educators** given their unique role within school settings.

Sample 1

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
 - INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)
-

Subject Area: English Language Acquisition

Population of Students: All currently identified English Language Learners (ELLs)

Student Learning Objective Focus Statement:

Students will demonstrate progress in their English language acquisition.

Baseline Data:

At the end of the last school year, 90% of my ELL students had an increase in their LAS Links overall scale score, indicating they made progress in their English language acquisition.

Rationale:

In order for students to master the same academic content and meet the same academic performance standards expected of students whose first language is English, English Language Learners (ELLs) must acquire English proficiency in listening, speaking, reading and writing.

Indicator(s) of Academic Growth and Development:

1. 90% of my ELL students will have achieved progress towards English language acquisition, as indicated by an increase in their overall scale score by 25 points on the LAS Links.

Standards and Learning Content:

State Department of Education ELL Frameworks

Sample 2

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
 - INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)
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Subject Area: English Language Acquisition

Population of Students: All currently identified Level 2 or 3 English Language Learners (ELLs)

Student Learning Objective Focus Statement:

English Language Learners will demonstrate growth in English language reading comprehension skills.

Baseline Data:

At the beginning of this school year, 30% of my Level 2 and 3 ELL students were able to correctly interpret one simplified narrative and one descriptive grade-level appropriate passage.

Rationale:

ELL students must be able to read and comprehend grade level appropriate academic content in English to succeed academically.

Indicator(s) of Academic Growth and Development:

1. 80% of Level 2 and 3 ELL will correctly interpret at least one simplified narrative and one descriptive grade-level appropriate passage as measured by the follow-up comprehension assessment (open-ended comprehension questions, multiple choice, matching and complete sentence answers) by spring of the academic year.

Standards and Learning Content:

State Department of Education ELL Frameworks:

Goal 2 – Student will use English to achieve in all academic settings.

Content-Standard 2-2: Students will use English to read and write in academic settings.

Sample 3

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
 - INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)
-

Subject Area: English Language Acquisition

Population of Students: All currently identified English Language Learners (ELLs)

Student Learning Objective Focus Statement:

Students will improve their ability to communicate through writing in English.

Baseline Data:

10% of my Level 2 and 3 ELL students were able to respond in writing in English to the picture assessment.

None of my Level 1 ELL students were able to write basic vocabulary to describe a picture from the picture assessment.

Rationale:

Through my classroom observations and reviewing student work, I have noted that my ELLs are more advanced in communicating their thoughts through speaking than through writing.

Indicator(s) of Academic Growth and Development:

1. All Level 2 and 3 ELL students will demonstrate improvement in their ability to respond in writing in English as measured by a 10% increase in scores on the district developed writing rubric from the fall to the spring of the academic year.
2. All Level 1 ELL students will demonstrate improvement in their ability to write basic vocabulary to describe a picture from the fall to the spring of the academic year as measured by an increase of 5 points on a district developed writing rubric from the fall to the spring of the academic year.

Standards and Learning Content:

State Department of Education ELL Frameworks:

Goal 2: Students will use English to achieve in all academic settings.

Standard 2-2: Students will use English to read and write in academic settings.

Students will develop writing skills in all academic areas including math, science and social studies.

Sample 4

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
 - INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)
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Subject Area: World Language

Population of Students: Students enrolled in Spanish I

Student Learning Objective Focus Statement:

Students will improve in their ability to communicate aurally (listening and speaking) in the target language.

Baseline Data:

20% of my students enrolled in Spanish I achieved Level 7 on the district World Language Speaking Rubric.

80% of my students enrolled in Spanish I achieved Level 5 or lower on the District World Language Speaking Rubric.

Rationale:

Learning to communicate in a language other than English helps students become global citizens in the interconnected world of the 21st century skills.

Indicator(s) of Academic Growth and Development:

1. All students will advance at least 2 levels on the District World Language speaking rubric.
2. At least 85% of all students will reach Level 7 as defined by the District World Language Speaking Rubric.

Standards and Learning Content:

State Department of Education World Language Framework:

Goal 1 – Use target language to effectively communicate in social settings.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Common Core of Teaching Rubric for Effective Teaching is appropriate to use with English Language Learners, World Languages teachers.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is important to incorporate questions on surveys for staff, family members and students on the level of support ELLs receive, as well as, effectiveness of communication from the school to non-English speaking families. Surveys need to be conducted in accessible language where practicable or offered via an impartial interpreter.

RESOURCES:

- ACTFL/Common Core Crosswalk. (2012) Alignment of the National Standards for Learning Languages with the Common Core State Standards. Retrieved from http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf
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