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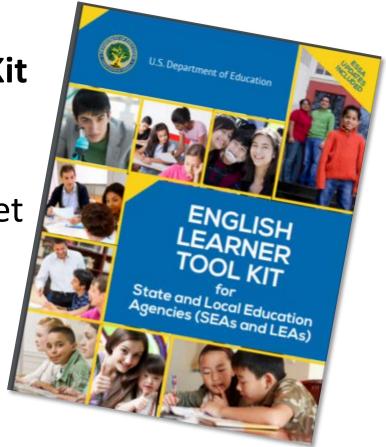# Professional Development Modules: English Learner Tool Kit

Chapter 3—Staffing and Supports

[presenter]

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Purpose

The **Professional Development Modules: English Learner Tool Kit** is a series of presentations intended to provide guidance to help local education leaders meet their legal obligations to English learners (ELs) and enhance existing EL practices to meet the needs of all EL students, parents, and families.

English Learner Tool Kit Topics

1. Identifying All ELs
2. Language Assistance Programs
3. **Staffing and Supports**
4. Meaningful Access
5. Inclusive Environment
6. ELs With Disabilities
7. ELs Who Opt Out of Programs

8. Monitoring and Exiting EL Programs
9. Evaluation of EL Programs
10. Ensuring Meaningful Communication With Limited-English-Proficient Parents

Significant Legal History

- ☐ Title VI of the Civil Rights Act, 1964

  - ◻ Prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance.

  - ◻ The Title VI regulatory requirements have been legally interpreted to prohibit **denial of equal access to education** because of a language minority student's limited proficiency in English.

Significant Legal History

- *Lau v. Nichols* Court Case, 1974

    - Case dealt with San Francisco school system's failure to provide English language instruction to 1,800 students of Chinese ancestry.

    - U.S. Supreme Court unanimously ruled that a lack of supplemental instruction for ELs denies them a **meaningful** opportunity to participate in education programs, which violates the Civil Rights Act of 1964.

Significant Legal History

□ Equal Educational Opportunities Act (EEOA), 1974

- ▣ Prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin.

- ▣ The statute specifically prohibits states from **denying equal educational** opportunity by the failure of an education agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

"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."

—*Justice William Douglas*

Legal Obligations

☐ U.S. Department of Education's Office of Civil Rights (OCR) and the U.S. Department of Justice (DOJ) share enforcement authority.

☐ Issued joint guidance in 2015 to help states, districts, and schools meet legal obligations to ELs.

☐ Guidance identifies 10 common civil rights issues for ELs.

Staffing and Supporting an English Learner Program

English Learner Tool Kit

Chapter 3: Tools and Resources for Staffing and Supporting an English Learner Program

KEY POINTS

- LEAs must provide the personnel necessary to effectively implement EL programs.

- Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.

- LEAs must provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.

- LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom in order for the EL program model to successfully achieve its educational objectives.

- SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.

English Learner Tool Kit

Chapter 3: Tools and Resources for Staffing and Supporting an English Learner Program

KEY POINTS:

- **Districts must provide the personnel necessary to effectively implement EL programs, including:**
  - **Teachers qualified to provide EL services**
  - **Core-content teachers highly qualified in their field and trained to support EL students**
  - **Trained administrators who can evaluate these teachers**
- **Districts must provide professional development and follow-up training to prepare teachers and administrators to implement their EL programs.**

12

English Learner Tool Kit

Chapter 3: Tools and Resources for Staffing and Supporting an English Learner Program

KEY POINTS:

- **Districts must ensure that EL program evaluators are adequately trained to determine whether EL teachers are using effective classroom practices to support students and meet EL program objectives.**

- **States must ensure that districts have qualified teachers and administrators for their EL programs.**

- **Districts must provide necessary resources to support EL programs, including adequate and appropriate materials.**

Checklist for Supporting an English Learner Program

Qualified teachers:

☐ Do all EL program, core-content, and special education teachers who instruct ELs have the appropriate certification, licensure, or training to teach ELs? If not, are they working to obtain the appropriate credentials?

☐ Does the state education agency (SEA) provide guidance and monitor whether local education agencies (LEAs) have educators qualified to teach ELs?

☐ Do all EL teachers demonstrate the necessary skills to effectively implement the LEA's EL program?

Checklist for Supporting an English Learner Program

Qualified teachers:

☐ Does the LEA or SEA provide supplemental professional development, when necessary, to support EL program implementation?

☐ Do all EL program, core-content, and special education educators who teach ELs with disabilities receive professional development specifically focused on teaching dually identified ELs?

Checklist for Supporting an English Learner Program

Adequate number of qualified EL staff:

☐ Are the LEA's EL services staffed with adequately trained, qualified English as a second language (ESL), bilingual, core-content, and special education teachers to meet ELs' language and content needs?

☐ Are EL program evaluations (principals or other administrative staff) certified and sufficiently trained in EL strategies to meaningfully evaluate EL teachers?

☐ Are paraprofessionals adequately trained to support ELs, and are they working under the direct supervision of a qualified teacher?

Checklist for Supporting an English Learner Program

Adequate resources for an EL program:

☐ Does the LEA provide sufficient and appropriate materials for the following:

- ◘ EL students at all levels of English language proficiency?

- ◘ Students at all grade levels?

- ◘ Each separate EL program (i.e., supporting ELs who speak different primary languages)?

☐ Do the EL resources provide challenging academic content aligned with grade-level state content standards?

Illinois Requirements

Illinois Licenses by Grade Level

Professional Educator License (PEL)	
Endorsements	**Endorsements**
Administration (K–12) **School Support Personnel** (PK–21)	**Middle Grades** **High School** • Middle school (6–8) • High school (9–12)
Early Childhood (Birth–3)	
Elementary (K–9) Self-Contained • Primary (K–4) • Middle (5–8) • Ninth-grade endorsement only **Elementary (1–6) Self-Contained**	**Specialty** (PK–21 OR K–12) • Physical education • Art • Music • Special education areas

Illinois Licenses by Grade Level

Professional Educator License (PEL)	
Bilingual and ESL Endorsements	**Educator License With Stipulations (ELS)**
Regardless of Grade Range Held on PEL	**Endorsements**
Bilingual Education (BIL), PK–12	**Transitional Bilingual Education (TBE),** PK–12
English as a Second Language (ESL), PK–12	**Visiting International Teacher (VIT),** grade level

EL Program Director Requirements

In Districts With 200 or More ELs

For TBE or TPI programs:

- ☐ Bilingual endorsement, **or**

- ☐ English as a new language (ENL) endorsement with language designation (high school only), **or**

- ☐ 18 semester hours of coursework toward the bilingual endorsement.

EL Program Director Requirements

In Districts With Fewer Than 200 ELs

For TBE or TPI programs:

☐ ESL/bilingual endorsement, **or**

☐ ENL endorsement (with specified language), **or**

☐ 18 semester hours of coursework toward the bilingual endorsement, **or**

☐ At least 8 hours of professional development annually related to ELs.

EL Program Director Requirements

If a district gains more than 200 ELs, it must hire an EL program director during the following 3-year period.

23

TBE/TPI Program Staffing

Bilingual teachers and ESL teachers in Grades PK–12 must meet licensure requirements as well as bilingual/ESL endorsement requirements, as applicable.

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State Board of Education

Do TBE/TPI staffing requirements apply to all schools?

Staffing requirements apply to:

☐ Public school districts and schools that hold a charter with ISBE

☐ Charter schools that hold a charter with public school districts in Illinois

☐ Any preschool program (for children ages 3–5 years old) administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility

Whole Child • Whole School • Whole Community

Special Education (23 Ill. Admin. Code, Part 226)

A qualified bilingual specialist or ESL/ bilingual teacher must be included, if the presence of such a person is needed, to participate in ELs' individualized education program (IEP) teams.

EL Staff Professional Development

Districts are required to provide a minimum of two high-quality professional development opportunities on EL education for their TBE/TPI staff, including:

- ☐ Training for new-to-district staff,
- ☐ Spanish language arts professional development (for full-time Spanish TBE programs, which must be offered at least once a year), **and**
- ☐ Training for individuals who administer the screeners and annual assessment for English language proficiency.

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Additional Resources to Consider From the EL Tool Kit

Tools for Supporting an English Learner Program

Tool #1

Professional Development for Teaching ELs

Provides a frame for how professional development may be structured to build on existing knowledge to maximize adult learning.

Tools for Supporting an English Learner Program

Tool #2

Professional Development for General Education Teachers of ELs

Provides a recommended set of comprehensive professional development program components for general education teachers of ELs.

Tools for Supporting an English Learner Program

Tool #3

Meeting the Needs of ELs

Contains a list of essential knowledge and skills for teachers of ELs, including support for oral language development, explicit teaching of academic English, and valuing cultural diversity.

31

Tools for Supporting an English Learner Program

Tool #4

Frameworks for Supporting Classroom Teaching of ELs

Provides indicators and examples to illustrate how the components and elements of evaluation systems might be enacted in classrooms with ELs.

Background Resources

- Fact sheet on the responsibilities of school districts

- Fact sheet answering common questions about the rights of limited-English-proficient parents and guardians

- Original OCR/DOJ guidance in the "Dear Colleague" letter

- Translations into multiple languages

- All available at: https://www2.ed.gov/about/offices/list/ocr/ellresources.html

- Companion tool kit from the U.S. Department of Education's Office of English Language Acquisition: https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

Further Reading

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