

English as a Second Language Services Timeline and ESL Teacher Evaluation

ESL Teacher Task & Evaluation Criteria		Time frame
<p>1. Review ACCESS for ELLs® test results to determine English language proficiency level.</p> <p>Check inventory of W-APT testing materials and request copies of needed resources from ESL Program Coordinator. (276-739-3019 or via email: honaker@wcs.k12.va.us)</p>	<p>Beginning of Year Teacher Workdays</p>	
<p>2. Send home 30-Day Notification Letter for returning students. [NCLB, Section 3302(a)] NCLB regulations require parent notification within 30 days of the first day of school (or within two weeks of the child’s school enrollment) of their child’s English language proficiency based on the spring ACCESS for ELLs® assessment. Parents must be notified annually for permission to continue ESL services.</p> <p>Send home Parent Notification Letter of Exiting LEP Status and Four-Year Monitoring Plan. If a student has reached proficiency and is recommended to exit the program, a <u>Parent Notification Letter of Exiting LEP Status and Four-Year Monitoring Plan</u> is sent home instead of the 30-day Parent Notification Letter. Exited students will be monitored for four calendar years after meeting the state exit requirements. [NCLB, Section 3121]</p>	<p>Within 2 weeks of opening of school</p>	
<p>3. Visit all assigned schools. ESL teacher will introduce him/herself to the administrative assistant and principal of each assigned school and check to see if there are any Home Language Surveys for newly-enrolled students. The ESL teacher will also establish a communication routine with each school’s registration person regarding Home Language Surveys completed during registration of students throughout the year.</p>	<p>Within 10 days of teachers reporting for school</p>	
<p>4. Create list of newly-enrolled students who may be ESL students. When students register and the Home Language Survey (HLS) portion of the Registration Form is completed, administrative assistants and/or registrars send a copy of the HLS and first page of the Registration Form to the ESL teacher assigned to the school. [Title VI of the Civil Rights Act of 1964]</p>	<p>First 2 weeks of school</p> <p>Ongoing throughout the year</p>	
<p>5. Screen potential ESL students with W-APT [Title VI of the Civil Rights Act of 1964].</p>	<p>Within the first 30 or within 2 weeks of enrollment</p>	
<p>6. Send home 30-Day Notification Letter for new student participation in ESL services. [NCLB, Section 3212 (A)(i)]</p>	<p>Immediately following W-APT assessment</p>	
<p>7. Meet with each parent who chooses to decline ESL services. Teachers will make certain that parents understand the support the ESL program could give their child and that their child will not be isolated all day in a separate educational program. If parents still decline services, the ESL teacher will ask them to sign a refusal of services form. Principals or designee should be part of these meetings. The refusal form is maintained in the student’s PURPLE ESL folder.</p>	<p>As soon as possible</p>	

<p>8. All new assessment data must be entered in PowerSchool by ESL administrator at the Central Office</p>	<p>As soon as possible</p>
<p>9. Begin ESL PURPLE folder for each new student.</p>	<p>Immediately and ongoing</p>
<p>10. Complete Teacher Daily Schedule that identifies student services and send electronic copy to JUDY HONAKER-MARTIN: honaker@wcs.k12.va.us</p>	<p>Within the first 30 days of school</p>
<p>11. Begin to serve students.</p> <p>Elementary teachers begin the school year by identifying new students, sending home letters to returning and new students, assessing new students, and scheduling their groups.</p> <p><i>Elementary services begin no later than 10 school days after the opening of school.</i></p> <p>Middle and High teachers begin serving students immediately. ESL teachers should work with the guidance office to identify new students, assess them and assist in developing appropriate schedules. ESL teachers will send home <u>English Language Proficiency and Program Parent Notification Letters</u> to returning students and new students.</p>	<p>Within the first two weeks of opening of school</p>
<p>12. Collaborate to develop Limited English Proficiency (LEP) Plan. ESL teachers meet with classroom teachers to help them understand the types of accommodations that will support each ESL student in their day-to-day instruction and assessment.</p> <p>Decisions are documented as part of the student’s <u>Personal Limited English Proficiency (PLEP)</u> plan. ESL teachers remain available to help classroom teachers implement the accommodations.</p>	<p>Within the first 30 days of school</p>
<p>13. Ensure Student Record Collection Fall Report data is current and accurate.</p> <p>Each year, Washington County’s data manager submits to VDOE a fall report based on ACCESS data. The data manager will run a preliminary report that is sent to ESL Program Administrator. The ESL Program Administrator will verify the information is correct with each of the ESL teachers.</p>	<p>September</p>
<p>14. Complete LEP Student Participation in SOL Assessment Plan.</p> <p>Each student must have a plan that identifies expected participation in and appropriate accommodations on SOL testing. Expectations may be revised at a later time as a student demonstrates proficiency.</p> <p>Participation decisions are made by an LEP committee. Whether or not they are on the committee, parents must be notified of the decisions. Accommodations for SOL testing should be in place in classroom practices throughout the school year.</p>	<p>By the end of the first grading period</p>
<p>15. Confer with classroom teacher regarding report cards.</p> <p>Students should not receive a low grade because their limited knowledge of the English language has prevented them from participating at the same level as a native English speaker.</p> <p>“No Grade” may be appropriate. ESL teachers are encouraged to enclose a note regarding progress in learning English.</p>	<p>End of each grading period</p>

<p>16. Ensure Student Record Collection Spring Report data is current and accurate.</p>	<p>March</p>
<p>17. Complete <u>WCPS Monitor Checklists –Y1-Y4</u> ESL teacher collaborates with classroom teachers to monitor academic progress of all ESL students that on monitoring status. These students remain under the umbrella of the ESL program. Their classroom performance is monitored by the ESL teacher in order to provide a safety net of services should the student encounter difficulties.</p>	<p>Ongoing</p>
<p>18. Gather Feedback on Program Needs Conduct a parent interview during the Spring Parent-Teacher conferences or send home a survey to be completed and returned to you.</p>	<p>Spring</p>
<p>19. Send home <u>Spring Notification to Assess SOL tests</u> letters. Parents/guardians are informed that their child is to be tested and what accommodations they will receive.</p>	<p>2-week prior to testing</p>
<p>20. Administer ACCESS for ELLs® assessment. [Section 3113(3)(D)] ESL teachers are under the direction of the WCPS Assessment Coordinator/DDOT regarding all matters of test administration.</p>	<p>State-approved testing windows and timelines</p>
<p>21. Gather Feedback on Program Needs Conduct a teacher survey to be completed and returned to you.</p>	<p>End of Year</p>
<p>22. Assist in the Administration of SOLs. [NCLB, Section 3221] ESL teachers are under the direction of the WCPS DDOT regarding all matters of test administration.</p>	<p>State-approved testing windows and timelines</p>