

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

Title III compliance, more  
than just crossing your Ts and  
dotting your Is

# MCPS Demographics

- ▶ Schools
  - ▶ 5 elementary schools (grades k-4)
  - ▶ 1 intermediate school (grades 5-6)
  - ▶ 1 middle school (grades 7-8)
  - ▶ 1 high school (grades 9-12)
- ▶ Small urban school division - 10 mile radius

# MCPS Demographics

- ▶ Enrollment 2004-2005
  - ▶ White - 51%
  - ▶ Hispanic - 27%
  - ▶ Black - 17%
- ▶ Enrollment 2012-2013
  - ▶ Hispanic - 53%
  - ▶ White - 24%
  - ▶ Black - 14%

# MCPS Demographics

- ▶ 32-33 percent of the total student population is identified as ESOL - second highest in the state
- ▶ Top Languages
  - ▶ Spanish
  - ▶ Arabic
  - ▶ Urdu
  - ▶ Vietnamese and Tagalog

# Legal stuff, or why we do what we do



## EEOA - school divisions must:

- ▶ Section 1701 of the Equal Educational Opportunities Act (1974) states that all children (who are) enrolled in public schools are entitled to equal educational opportunity without regard to race, color, sex or national origin.
- ▶ Section 1703 (f) of EEOA requires SEAs and school divisions to *take action to overcome language barriers that impede ELL students from **participating equally** in school divisions' educational programs.*

## Civil Rights Act - school divisions must:

- ▶ Have a process in place to identify, screen, and place ELLs in instructional programs and services
- ▶ Provide the same academic and student support programs and services to ELLs that are provided to all students
- ▶ Provide services to help ELLs attain English proficiency and support them so they can meet the same challenging academic standards as all students are expected to meet

## Civil Rights Act - school divisions must:

- ▶ Have a process in place to exit ELLs from English language instructional services once they are determined to be proficient in English
- ▶ Monitor exited ELLs (formerly LEP) for two years to ensure that they are academically successful
- ▶ Provide the same information and services to the parents of ELLs that are provided to all parents

## Lau - school divisions must:

- ▶ Implement effective, scientifically-based core language instruction programs and services for ELLs
- ▶ Engage qualified personnel to provide core language instruction programs to ELLs
- ▶ Provide school, division, state, or federal level information to the parents of ELLs, to the extent practicable, in a language they can understand

# Focus today on -

1. Identification and screening
2. Attain English proficiency and meet academic standards
  1. Providing and documenting ESOL service minutes
  2. ELL Individualized learning plan
  3. Dually Identified students
3. Exiting and monitoring exited students
  1. Tracking exits
  2. Monitoring forms
  3. Re-entry back into ESOL process
4. Parental involvement and communication
  1. Documentation
  2. Outreach
5. Qualified personnel
  1. Collegial visits
  2. Teacher evaluation
  3. Professional development

# Identification and Screening

- ▶ Home language administered to every family enrolling
- ▶ 3 questions
  - ▶ What is the first language this student spoke?
  - ▶ Is there another language spoken in the home other than English?
  - ▶ Does the student speak or understand a language other than English?
- ▶ Any language other than English indicated, the student is screened
- ▶ Disclaimer on the HLS
- ▶ ESOL lead teacher administers the W-APT
  - ▶ Scores on the grade adjusted level 4.9 and below on composite and literacy, the student qualifies for ESOL
  - ▶ Score of a 5.0 or higher, the student does not qualify for ESOL
    - ▶ NOTE - you cannot exit on the W-APT, do not make these students a 6y1 - they never qualified for ESOL, and did not exit. We enter them in as DNQ - did not qualify

Attain English proficiency and  
meet academic standards



# Required minimum ESOL service minutes

<b>Grade Level Cluster</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Kindergarten	150 min/wk				
Grades 1-4	225 min/wk	200 min/wk	200 min/wk	200 min/wk	150 min/wk
Grades 5-8	300 min/wk	225 min/wk	200 min/wk	200 min/wk	150 min/wk
Grades 9-12	300 min/wk	225 min/wk	200 min/wk	200 min/wk	150 min/wk

# How do we track service minutes and ESOL service?

- ▶ Every student, levels 1-6y2 is assigned a caseload manager, including RF students
- ▶ Caseload manager documented in student information system
- ▶ Caseload manager responsible for
  - ▶ Service minutes met
  - ▶ Schedule
  - ▶ LEP team for SOL
  - ▶ Learning plans
  - ▶ Child study/IEP meetings
  - ▶ Monitoring forms



# In real life

1	Jennie Dean Elementary School										Jennie Dean Elementary School										
2	ESOL Caseload Teacher	Student Last Name	Student First Name	Middle Name	ID Number	Grade	Home Language	ELP Level (Use 1-6Y2)	State Code Receiving or Not Receiving (1, 2, or 3)	GT	SPED	Indirect ESOL Service Minutes	Consult Minutes for SPED/indirect service students	Teacher providing Direct ESOL Service	Teacher providing Indirect ESOL Service	Core Teacher	Content Area Focus for Direct Services	Direct Service Schedule per Week	Direct Service Minutes per Day	Desc of Service	Additional Interventions
3	XXXX	XXXX	XXX	XXX	222222	0	1380	1	1			120 min/mo		XXXX		XXXX	M	150 min/wk	30 min/day	CM	

# Components of the caseload document

- ▶ Columns A-I demographic information/level information
- ▶ Column J - GT and SPED codes - pulled from the information system
- ▶ Column L - indirect service minutes - time spent with core/classroom teachers discussing student progress, planning, etc.
- ▶ Column M - consult minutes for dually identified students who are receiving indirect minutes
- ▶ Column N and O - teacher names
- ▶ Column P - core or classroom teachers
- ▶ Column Q - content area where the student receives their ESOL service
- ▶ Column R/S - direct service minutes per week and day
- ▶ Column T - description of service - pull out/small group, in-class support, etc.
- ▶ Column U - additional interventions, like PALS, Read180, etc.

Ensuring appropriate instruction and meeting academic standards

# English Language Learner Individualized Instructional Plan (ELLIIP)

- ▶ Purpose of the plan is to create individualized learning goals that correlate ELD level, language domain, and content specific language so as to facilitate equal access and participation in content area classes as well as to match learner needs with focused instruction.
- ▶ Help students to participate as fully as possible in content classes and learn language at the same time.

# ELLIIP

- ▶ The plan documents two or more learning goals for each ESOL student each semester levels 1-5
- ▶ The plan is completed by the student's caseload manager and classroom/core content teacher.
- ▶ The classroom/core content teacher and ESOL teacher collaborate on classroom accommodations and strategies appropriate for the student.

# ELLIIP

- ▶ Learning goals are academic in nature and supported by assessment data.
- ▶ Goals are based on the ACCESS spring scores, Can-Do descriptors for WIDA ELD level, MPIs, SOL content standards, etc.
- ▶ How we choose supports and instructional goals?

**Manassas City Public Schools**  
**English Language Learner Individualized Instructional Plan for Levels 1-5**

Student Name: Last <input type="text"/> First <input type="text"/>	Gr. <input type="text"/>	School Year: 2013-2014
School: <input type="text"/>	Caseload Teacher: <input type="text"/>	Student's ACCESS score /W-APT Score <input type="text"/> . <input type="text"/>

*Possible Recommendations to Address Instructional Methods, Learning Needs, and English Acquisition for Content Areas of  Language Arts,  Social Studies,  Science, and  Math (check all that apply)*

<input type="checkbox"/> scaffold responses	<input type="checkbox"/> use high interest/low vocabulary materials	<input type="checkbox"/> scribe prewriting activities while student brainstorms
<input type="checkbox"/> sheltered instruction	<input type="checkbox"/> read texts to student when appropriate	<input type="checkbox"/> scribe activities completed under time restraints
<input type="checkbox"/> paraphrase directions for tasks	<input type="checkbox"/> engage in academic conversations	<input type="checkbox"/> scribe instructional activities requiring written responses
<input type="checkbox"/> administer assessments in small groups	<input type="checkbox"/> highlight the instructions/ directions	<input type="checkbox"/> use an English dictionary daily
<input type="checkbox"/> use visual cues daily	<input type="checkbox"/> read aloud for language modeling	<input type="checkbox"/> use a thesaurus as needed
<input type="checkbox"/> use graphic organizers	<input type="checkbox"/> introduce academic vocabulary	<input type="checkbox"/> use a bilingual dictionary as needed
<input type="checkbox"/> pair with a peer tutor	<input type="checkbox"/> link instruction to prior knowledge	<input type="checkbox"/> model language and task completion
<input type="checkbox"/> break tasks/ directions into sub tasks	<input type="checkbox"/> provide content and language objectives	<input type="checkbox"/> speak slowly and face student when speaking
<input type="checkbox"/> increase wait time	<input type="checkbox"/> print instead of using cursive writing	<input type="checkbox"/> support essential vocabulary/ concepts in content area
<input type="checkbox"/> label items in a classroom	<input type="checkbox"/> extended time for assignments and assessments	<input type="checkbox"/> shorten assignments
<input type="checkbox"/> use books on tape	<input type="checkbox"/> build background knowledge	<input type="checkbox"/> other _____

*Work with the classroom/core teacher to identify two or more learning goals for the current semester. Learning goals should be based on W-APT or ACCESS score reports, ELP standards, SOL, and language learning needs of the student. Goals are to be developed each semester.*

Category	Domain	Goals for 1 <sup>st</sup> Semester	Goals for 2 <sup>nd</sup> Semester
Social/Instructional	Listening Speaking Reading Writing	<input type="checkbox"/>	<input type="checkbox"/>
Language Arts	Listening Speaking Reading Writing	<input type="checkbox"/>	<input type="checkbox"/>
Math	Listening Speaking Reading Writing	<input type="checkbox"/>	<input type="checkbox"/>
Science	Listening Speaking Reading Writing	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	Listening Speaking Reading Writing	<input type="checkbox"/>	<input type="checkbox"/>

Classroom/Content Teacher(s)	Date 1 <sup>st</sup> Semester	Date 2 <sup>nd</sup> Semester	LEP Plan completed on	LEP Plan revised on
------------------------------	-------------------------------	-------------------------------	-----------------------	---------------------

ELL Teacher	Date 1 <sup>st</sup> Semester	Date 2 <sup>nd</sup> Semester	Notes:
-------------	-------------------------------	-------------------------------	--------

# Choosing the supports and goals

## ▶ What do we need?

- ▶ ACCESS for ELLs Teacher Report
- ▶ WIDA English Language Proficiency Standards and Resource Guide
- ▶ VDOE Standards of Learning

# Strategies to address learning needs

*Possible Recommendations to Address Instructional Methods, Learning Needs, and English Acquisition for Content Areas of  Language Arts,  Social Studies,  Science, and  Math (check all that apply)*

<input type="checkbox"/> scaffold responses	<input type="checkbox"/> use high interest/low vocabulary materials	<input type="checkbox"/> scribe prewriting activities while student brainstorms
<input type="checkbox"/> sheltered instruction	<input type="checkbox"/> read texts to student when appropriate	<input type="checkbox"/> scribe activities completed under time restraints
<input type="checkbox"/> paraphrase directions for tasks	<input type="checkbox"/> engage in academic conversations	<input type="checkbox"/> scribe instructional activities requiring written responses
<input type="checkbox"/> administer assessments in small groups	<input type="checkbox"/> highlight the instructions/ directions	<input type="checkbox"/> use an English dictionary daily
<input type="checkbox"/> use visual cues daily	<input type="checkbox"/> read aloud for language modeling	<input type="checkbox"/> use a thesaurus as needed
<input type="checkbox"/> use graphic organizers	<input type="checkbox"/> introduce academic vocabulary	<input type="checkbox"/> use a bilingual dictionary as needed
<input type="checkbox"/> pair with a peer tutor	<input type="checkbox"/> link instruction to prior knowledge	<input type="checkbox"/> model language and task completion
<input type="checkbox"/> break tasks/ directions into sub tasks	<input type="checkbox"/> provide content and language objectives	<input type="checkbox"/> speak slowly and face student when speaking
<input type="checkbox"/> increase wait time	<input type="checkbox"/> print instead of using cursive writing	<input type="checkbox"/> support essential vocabulary/ concepts in content area
<input type="checkbox"/> label items in a classroom	<input type="checkbox"/> extended time for assignments and assessments	<input type="checkbox"/> shorten assignments
<input type="checkbox"/> use books on tape	<input type="checkbox"/> build background knowledge	<input type="checkbox"/> other _____

## Manassas City Public Schools

### English Language Learner Individualized Instructional Plan for Levels 1-5

Student Name: Last Cruz First Jose		Gr. 4	School Year: 2013-2014
School: Happy Day	Caseload Teacher: Smith		Student's ACCESS score /W-APT Score 4.3
<i>Possible Recommendations to Address Instructional Methods, Learning Needs, and English Acquisition for Content Areas of X Language Arts, <input type="checkbox"/> Social Studies, <input type="checkbox"/> Science, and X Math (check all that apply)</i>			
<input type="checkbox"/> scaffold responses	<input type="checkbox"/> use high interest/low vocabulary materials	<input type="checkbox"/> scribe prewriting activities while student brainstorms	
<input type="checkbox"/> sheltered instruction	<input type="checkbox"/> read texts to student when appropriate	<input type="checkbox"/> scribe activities completed under time restraints	
<input type="checkbox"/> paraphrase directions for tasks	X engage in academic conversations	<input type="checkbox"/> scribe instructional activities requiring written responses	
<input type="checkbox"/> administer assessments in small groups	<input type="checkbox"/> highlight the instructions/ directions	<input type="checkbox"/> use an English dictionary daily	
<input type="checkbox"/> use visual cues daily	<input type="checkbox"/> read aloud for language modeling	<input type="checkbox"/> use a thesaurus as needed	
X use graphic organizers	<input type="checkbox"/> introduce academic vocabulary	<input type="checkbox"/> use a bilingual dictionary as needed	
<input type="checkbox"/> pair with a peer tutor	X link instruction to prior knowledge	<input type="checkbox"/> model language and task completion	
<input type="checkbox"/> break tasks/ directions into sub tasks	X provide content and language objectives	<input type="checkbox"/> speak slowly and face student when speaking	
<input type="checkbox"/> increase wait time	<input type="checkbox"/> print instead of using cursive writing	X support essential vocabulary/ concepts in content area	
<input type="checkbox"/> label items in a classroom	<input type="checkbox"/> extended time for assignments and assessments	<input type="checkbox"/> shorten assignments	
<input type="checkbox"/> use books on tape	<input type="checkbox"/> build background knowledge	<input type="checkbox"/> other	

## Next

- ▶ Once the supports have been determined, the next step is to look at the WIDA MPIs and SOLs

# Parts of the goal

- ▶ Language function/depth of knowledge verb
  - ※ Sequence, identify, clarify, compare/contrast, provide, describe, create, explain, narrate, evaluate, find
- ▶ MPI/SOL topic
  - ※ Large whole numbers, statistics, basic operations, fractions, mysteries, comprehension strategies, use context to clarify meaning, identify sensory words
- ▶ Support/ Sensory, Graphic, & Interactive RG-21
  - ※ Real life objects, a partner, charts, graph, pictures and photographs, in a whole group

*Work with the classroom/core teacher to identify two or more learning goals for the current semester. Learning goals should be based on W-APT or ACCESS score reports, ELD standards, SOL, and language learning needs of the student. Goals are to be developed each semester.*

Category	Domain	Goals for 1 <sup>st</sup> Semester	Goals for 2 <sup>nd</sup> Semester		
Social/Instructional	Listening Speaking Reading Writing				
Language Arts	Listening Speaking Reading Writing	Student will identify the main idea from multiple paragraphs in fiction texts, non-fiction texts and poetry using graphic organizers (SOL 4.3 C ELA)			
Math	Listening Speaking Reading Writing	Student will compare and order examples of fractions and mixed numbers in pictures and text with a partner (SOL 4.2 A Math)			
Science	Listening Speaking Reading Writing				
Social Studies	Listening Speaking Reading Writing				
Classroom/Content Teacher(s)		Date 1 <sup>st</sup> Semester 9.21.13	Date 2 <sup>nd</sup> Semester	LEP Plan completed on	LEP Plan revised on
ELL Teacher		Date 1 <sup>st</sup> Semester 9.20.13	Date 2 <sup>nd</sup> Semester	Notes:	

# Who is a dually identified student?

- ▶ A student who meets the federal definition of Limited English Proficient and is identified as an English Language Learner in Manassas

And

- ▶ Meets the federal definition of a student with a disability under the IDEA and has an active Individualized Educational Plan in Manassas

# Receiving ESOL and SPED services

- ▶ LEP students must receive ESOL and special education services jointly - one service does not trump another service. The division must provide ESOL services to all eligible students.

However...

- ▶ MCPS shall not be required to provide direct ESOL services for SPED ELLs who, on account of their disabilities, are unable to benefit from such services.

# Dually Identified Service Plan (DISP)

## MCPS Dually Identified Service Plan

Student Name:

MCPS ID number:

School:

Grade:

Date:

Current ESOL Level (1-5):

Date found eligible for SPED services:

Disability code number:

Student will receive: \_\_\_\_\_ direct ESOL services for \_\_\_\_\_ minutes/week

\_\_\_\_\_ indirect ESOL services

After consultation with the ESOL and SPED team, it has been determined that this student will receive the most benefit from indirect (consult) ESOL services due to \_\_\_\_\_

The ESOL caseload manager and the SPED caseload manager/service provider will meet monthly to discuss the dually identified student's progress, classroom/instructional strategies, grades, accommodations, etc. The ESOL caseload manager will keep a record of his/her regular and on-going consultation with the ELL's special education teacher.

School based team signature:

Monitoring 6y1 and 6y2 students

# What MCPS does

- ▶ Completes the ESOL Exit Tracking Form
- ▶ All 6 year 1 and 2 students will be assigned a caseload manager.
- ▶ The caseload manager will monitor the academic progress of all 6Y1 and 6Y2 students every semester for two calendar years.
- ▶ Once the student has completed the two calendar years of monitoring, the student will be moved to FEP in the student information system.

Manassas City Public Schools English for Speakers of Other Languages  
**ESOL MONITORING FORM FOR LEVEL 6Y1 and 6Y2 Grades 1-12**

Student name: \_\_\_\_\_ ID \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ ELP level **6Y1 or 6Y2** School year \_\_\_\_\_ Caseload manager \_\_\_\_\_

**Most current assessment results (as applicable)**

Gr. 3-8 Math score \_\_\_\_\_ Gr. 3-8 Reading score \_\_\_\_\_ Gr. 5-8 Writing score \_\_\_\_\_  
Gr. 5-8 Sc. Score \_\_\_\_\_ Gr. 5-8 SS score \_\_\_\_\_ Gr. 9-12 Math \_\_\_\_\_  
Gr. 9-12 Sc. \_\_\_\_\_ Gr. 9-12 SS score \_\_\_\_\_ Grade 11 Reading/Writing [Click here to enter text.](#)

**Aimsweb** (math - TEN, MCOMP, or MCAP) Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**Aimsweb** (reading - TELL, RCBM, or MAZE) Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**DRA2 (independent reading level)** Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**PALS** (score/benchmark) Fall \_\_\_\_\_ Spring \_\_\_\_\_

**Other (Please list)**

**First semester review**

**Progress:**  Satisfactory  Unsatisfactory  Failing

(✓reason):  attendance  effort  behavior  language  discipline  medical  missing assignments  other:

**ESOL Teacher Action:** (✓ all that apply)

Consult with general education teacher(s)

Consult with guidance counselor

Other: \_\_\_\_\_

Refer to the Response to Intervention committee for intervention

If currently in RTI intervention, monitor progress.

Referral to Student Assistance Team (behavior)

Notes from first semester review, give detailed reasons and identify the factors that contribute to students with unsatisfactory performance, or students who are failing.

Three month review if RTI provided, document the intervention provided, and student performance

[Click here to enter text.](#)

Next steps

Continue monitoring  Continue intervention  Discontinue intervention

Referral to child study  Referral to the ESOL re-entry committee

**Second semester review**

# Re-entry into ESOL after exiting

- ▶ Flow charts
- ▶ Referral for re-entry
- ▶ Evaluation of evidence
- ▶ Parent notification of re-entry

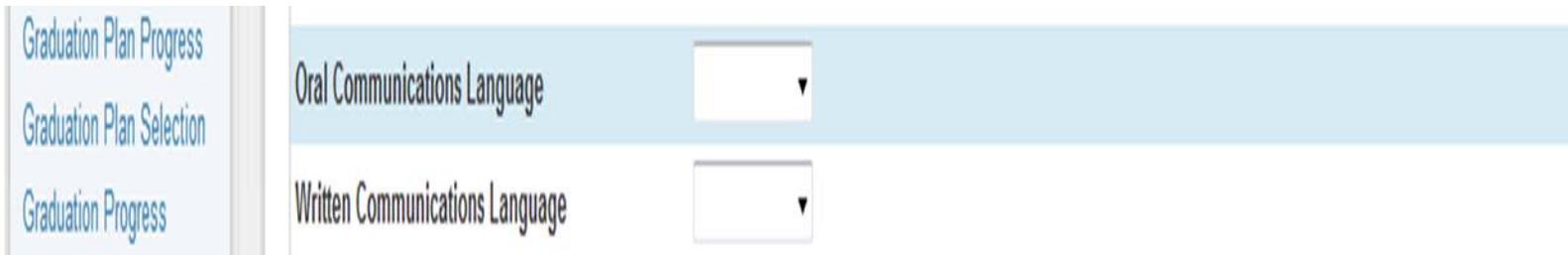
# Parental Involvement and Communication

# Involvement

- ▶ PEP classes
- ▶ EPAC meetings
- ▶ ESOL back to school nights

# Communication

- ▶ Preferred form of communication orally and written asked on HLS
- ▶ Documented in PowerSchool



The screenshot shows a sidebar on the left with three menu items: "Graduation Plan Progress", "Graduation Plan Selection", and "Graduation Progress". The main content area has a light blue background and contains two dropdown menus. The first dropdown is labeled "Oral Communications Language" and the second is labeled "Written Communications Language". Both dropdowns have a small downward-pointing arrow on the right side.

- ▶ Language Line
- ▶ Communication Devices
- ▶ Shared file on network

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, layered effect. The central area is a plain white space where the text is located.

Qualified personnel

# Evaluation of ESOL teachers and sheltered classes

- ▶ Principal “look for” document based on teacher evaluation

## **ESOL Instructional Observation “Look Fors” During Formal Evaluations**

**PLEASE NOTE:** This document is designed to give principals and other administrators conducting formal observations suggestions to look for when observing ESOL teachers, sheltered classes, or classrooms that contain English language learners. These are suggestions, and are not a complete list of all items to be observed during a formal observation.

### **Professional Knowledge**

<b>ESOL Teacher</b>	<b>Sheltered Teacher/teacher of ELLs</b>
<ul style="list-style-type: none"> <li>• Effectively addresses appropriate curriculum standards, including SOLs and WIDA English Language Development Standards</li> <li>• Use of higher order thinking skills, including common cognitive functions based on the WIDA ELD standards               <ul style="list-style-type: none"> <li>◦ E.g., all students level 1-5 can ANALYZE</li> </ul> </li> <li>• Bases instructional goals on the student’s English language level</li> <li>• Demonstrates an understanding of the language acquisition process, including pre-production through continued language development</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively addresses appropriate curriculum standards, including SOLs and WIDA English Language Development Standards</li> <li>• Use of higher order thinking skills, including common cognitive functions based on the WIDA ELD standards               <ul style="list-style-type: none"> <li>◦ E.g., all students level 1-5 can ANALYZE</li> </ul> </li> </ul>

### **Instructional Planning**

<b>ESOL Teacher</b>	<b>Sheltered Teacher/Teacher of ELLs</b>
<ul style="list-style-type: none"> <li>• Uses ACCESS and other data to guide planning</li> <li>• Plans for differentiated instruction based on ELD level</li> <li>• Works collaboratively and cooperatively with co-teacher</li> <li>• Evidence of shared teaching responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Knows ELD levels of their students</li> <li>• Uses ACCESS and other data to guide planning</li> <li>• Plans for differentiated instruction based on ELD level</li> <li>• Works collaboratively and cooperatively with ESOL teacher</li> <li>• Evidence of shared teaching responsibilities</li> </ul>

# Collegial visit check list used by specialists

## ESOL Collegial Visit Checklist

**PLEASE NOTE:** This checklist is designed to be used during collegial visits by our ESOL Specialists who are responsible for coaching and supporting our ESOL teachers. The checklist is not to be used for evaluative purposes.

School \_\_\_\_\_ Observer \_\_\_\_\_ ESOL Teacher \_\_\_\_\_

Date \_\_\_\_\_ Location/Room: \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Level of student engagement (What percentage of students are on-task/attentive? This can be either with the ESOL or co-teacher.)	<input type="checkbox"/> 0-50% <input type="checkbox"/> 51-75%	<input type="checkbox"/> 76-90% <input type="checkbox"/> 91-100%
Class organization (What are the students doing? How is the class arranged/organized?)	<input type="checkbox"/> Individual students working alone <input type="checkbox"/> Pairs of students <input type="checkbox"/> Small groups (3+)	<input type="checkbox"/> Whole class <input type="checkbox"/> Student presentations
ESOL Teacher Role (What role does the ESOL teacher have in the classroom?)	<input type="checkbox"/> Directing whole group <input type="checkbox"/> Interacting with whole group <input type="checkbox"/> Modeling whole group <input type="checkbox"/> Directing small group <input type="checkbox"/> Interacting with small group	<input type="checkbox"/> Modeling small group <input type="checkbox"/> Facilitating/coaching individual students <input type="checkbox"/> Observing/floating <input type="checkbox"/> Other: _____
Direct/indirect instructional approaches used by ESOL teacher, if applicable. (What approach is the ESOL teacher using? How is the class being instructed? Is there evidence of the WIDA ELD Standards or language acquisition research?)	<input type="checkbox"/> Modeling <input type="checkbox"/> Think alouds <input type="checkbox"/> Re-teaching <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Read alouds – checking for understanding <input type="checkbox"/> Mini-lesson/skills focus lesson <input type="checkbox"/> Scaffolding for language <input type="checkbox"/> Guided practice <input type="checkbox"/> Lecture Visual aids/realia <input type="checkbox"/> Addresses various Learning	<input type="checkbox"/> Graphic organizers <input type="checkbox"/> Sheltered instruction techniques <input type="checkbox"/> Flexible groups/cooperative learning <input type="checkbox"/> Differentiated student product/work <input type="checkbox"/> Adapted materials/books <input type="checkbox"/> Use WIDA ELD standards/language functions <input type="checkbox"/> Other _____

# Accountability - how do we make it all happen?

- ▶ Caseloads turned in each quarter, reviewed by the director and specialists
- ▶ Caseload compared against student information system data
- ▶ Caseloads checked for
  - ▶ Minutes of service
  - ▶ Direct/indirect coded correctly
  - ▶ State codes entered correctly
  - ▶ GT and SPED codes
- ▶ Quarterly school based spot checks done by director and specialists
- ▶ Checking the following
  - ▶ Caseloads
  - ▶ DSIP forms
  - ▶ ELLIIPs
  - ▶ Monitoring forms
  - ▶ SOL accommodation forms

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, leaving a large white central area. The shapes are layered, creating a sense of depth and movement.

Questions?

# Contact

Megan Moore, ESOL Director

Manassas City

[mmoore@mcpsva.org](mailto:mmoore@mcpsva.org)