



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

LIZZETTE REYNOLDS
COMMISSIONER

Via Electronic Mail

October 31, 2023

Jason Golden, Director of Schools
cc: Joseph Whinery, ESL Director
1320 W Main Street, Suite 202
Franklin, TN 37064

Re: Waiver for English as a Second Language (ESL) Programs

Dear Director Golden:

I am in receipt of your October 9, 2023 waiver request of State Board of Education Rule 0520-01-19 as it relates to the use of an alternate English as a Second Language (ESL) service model. You have requested to use a "Push-In" model for ESL services within Williamson County Schools.

This "Push-In" model will provide students with collaborative teaching by allowing the ESL teacher to provide ESL instruction in conjunction with an appropriately endorsed content area teacher.

Tenn. Code Ann. § 49-1-201(d) grants the commissioner the authority to "waive any state board rule or statute that inhibits or hinders the LEA's ability to meet its goals or comply with its mission." On the condition that the school district comply with the provisions of State Board of Education Rule 0520-01-19 by: (1) continuing to monitor classes, (2) regularly reviewing lesson plans to ensure teachers are providing support to ELL students using the "Push-In" model, and (3) monitoring ILPs to ensure classroom accommodations are implemented and goals are met, your request is hereby granted for the remainder of the 2023-24 school year.

Please do not hesitate to contact me if you have further questions.

Sincerely,

Lizzette Reynolds
Commissioner



Williamson County Schools
1320 West Main St, Suite 202
Franklin, TN 37064
LEA/ESL Supervisor: Joseph Whinery

ESL Model Requested: Collaborative/Push-in Teaching

Number of Schools: 52
used more commonly at 30
elementary schools

Grade Levels
mostly K-5; some 6-8; few 9-12

Proposed Implementation Date
2023-2024 school year

Monitoring Plan:

All ESL service delivery models used in Williamson County Schools are implemented and monitored to ensure compliance with the guidelines of Castañeda v. Pickard (1981):

1. Is the school “pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least, deemed a legitimate experimental strategy”;
2. Are the programs and practices actually used by the school “reasonably calculated to implement effectively the educational theory adopted by the school”; and
3. Does the program “produce results indicating that the language barriers confronting students are actually being overcome.” Congress intended that schools make a “genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of their students.”

The district completes the annual Tennessee English Language Development Self-Assessment (TELDSA) Level Data Collection Instrument which includes identifying areas of focus for language instruction:

- 2a. How do grade-level/content teachers differentiate approaches to content, process, and product for ELs (e.g., scaffolding, grouping and student –centered learning)?
- 2b. Describe the processes in place to ensure that all teachers plan and deliver rigorous grade-level academic content to all EL students?

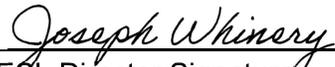
Description of Model: Collaborative teaching ESL is an instructional delivery approach in which ESL instruction is provided by an ESL teacher in conjunction with an appropriately endorsed content area teacher. Instruction is provided within grade level/content area classrooms and teachers co-plan, co-teach and co-assess English learners together. This model

- is based on a dedicated, systematic, explicit, and sustained language-focused curriculum aligned to both the WIDA English Language Development Standards Framework and Tennessee Framework for English Learners.
- is tailored to the characteristics and backgrounds of the students served, leveraging their assets (cultural background and experiences, first language, funds of knowledge, etc.) and scaffolding instruction to meet their needs.
- requires extensive administrative support and collaboration between ESL and appropriately endorsed content area teachers to develop the curriculum, plan instruction, determine effective student grouping, figure out the physical space where instruction will occur, and share responsibility for students' language development. To support effective push-in ESL instruction, ESL and content area teacher schedules are carefully designed to include dedicated and sustained collaboration time throughout the year.
- is scheduled carefully to ensure students identified as English learners do not miss core content instruction, since English learners need access to high-quality ESL and core content instruction to be successful and both ESL and content area instruction are legally required components of all English

Learner Education programs in Tennessee.

References of research-based successful implementation of this service model from federal, state, and WIDA consortium sources include:

- [Collaboration and Co-Teaching](#)
- [US DOE OELA Chapter 2. Tools and Resources for Providing English Learners with a language assistance program](#)
- [Indiana Department of Education Guidebook 2022](#)
- [Illinois English Learner Tool Kit Chapter 2—Language Assistance Programs](#)
- [Massachusetts ESL Instructional Delivery Approaches](#)
- [South Carolina Multilingual Learner Program Service Delivery Models](#)


ESL Director Signature

October 6, 2023

Date

William Boyd

Federal Programs Director Signature

Oct 9, 2023

Date

Signature: 

Email: patrickb@wcs.edu

ESL service model request

Final Audit Report

2023-10-09

Created:	2023-10-06
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"ESL service model request" History

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