



ESL Program Policy 3.207



ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

Proposed revisions

**Establish exit criteria
for students taking the
WIDA Alternate
ACCESS**

Composite: P1+
Literacy: P1+

**Raise exit criteria for
students taking the
WIDA ACCESS**

Composite: 4.4
Literacy: 4.2

Engaging stakeholders

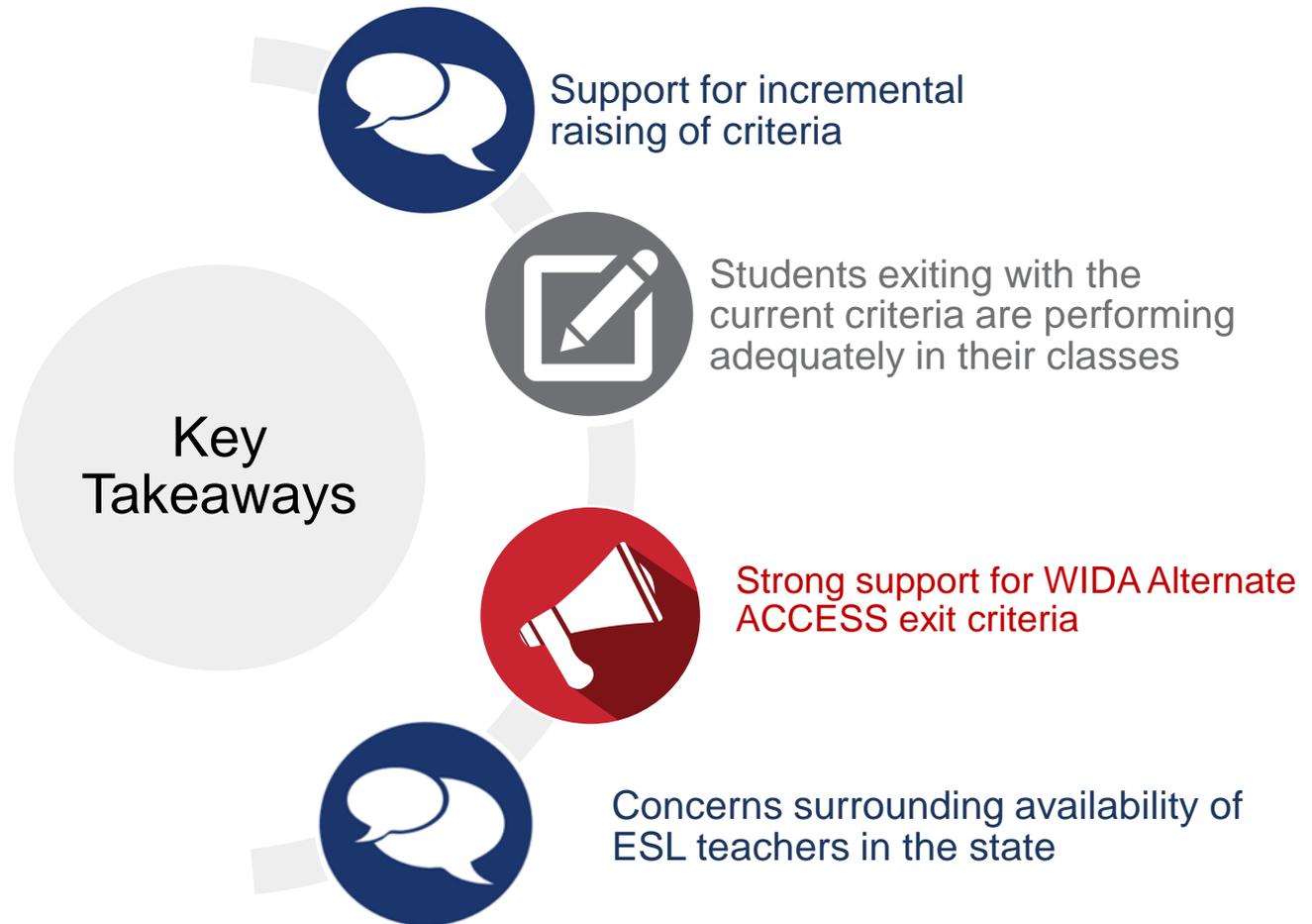
Opportunities for Engagement

Regional
Professional
Learning
Communities
(PLCs)

Statewide
online
feedback
survey

Federal
Programs
and
Oversight
Advisory
Council

Feedback from engagement



Concerns from first reading

Student Level



What is the difference in English language proficiency between the current exit score and the proposed exit score?



What does this difference look like in content area classes?

District Level



What funding is available to support the resulting changes due to shifting exit criteria?



What are the supports for ESL-related staffing to meet increased needs?

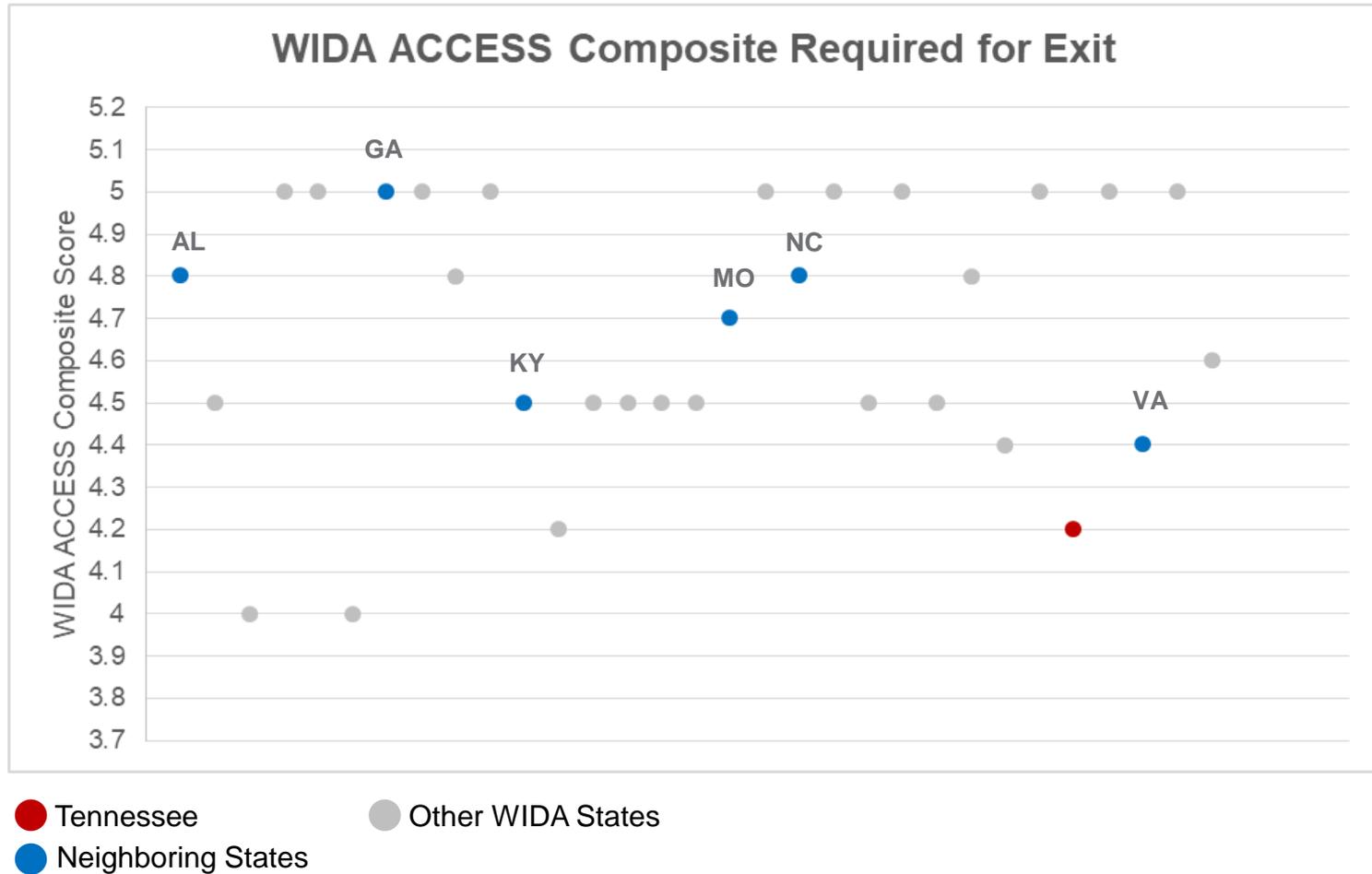


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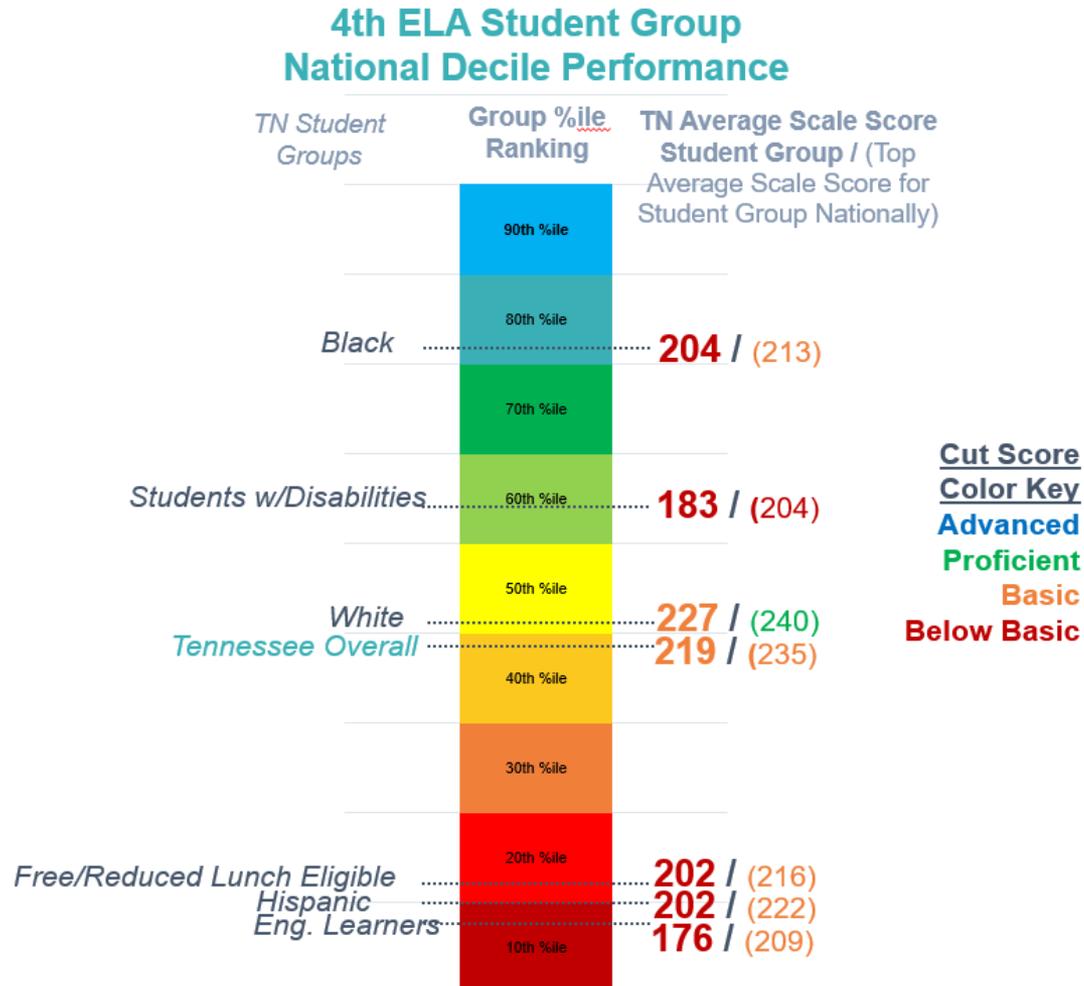
Student-Level Impact

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How do Tennessee ELs fare nationally?



How do Tennessee ELs fare on the NAEP?



What is the difference in English language proficiency between 4.2 and 4.4?

Language Proficiency Level	LISTENING				SPEAKING				ORAL LANGUAGE	
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:	Students	<u>Discuss</u> by:
Level 4 Expanding		Sequencing events or steps based on oral reading of informational text Recognizing the language of related genres (e.g., news reports, historical accounts)	Identifying precise details, descriptions, or comparisons that support conversation Following oral information on how or why phenomena occur	Identifying evidence that supports predictions or hypotheses Differentiating between multiple points of view in class discussions		Giving content-related oral reports Sequencing steps to solve a problem	Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts Presenting detailed information in small groups	Stating relevant evidence for claims Responding to opinion statements of others with reasons or evidence		Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses

Language Proficiency Level	READING				WRITING			
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:
Level 4 Expanding		Connecting details to main ideas or themes Identifying conclusions in multi-paragraph text	Identifying the different words or phrases that are used to describe the same topic or phenomena Organizing information on how or why phenomena occur	Hypothesizing or predicting based on evidence Comparing multiple points of view on a topic		Relating a sequence of events using a variety of transitional words, phrases, and clauses Synthesizing information across related texts (e.g., author study)	Presenting information on processes or phenomena from a variety of sources Elaborating topics with facts, definitions, concrete details, or quotations and examples	Comparing and contrasting evidence for claims Providing reasons and evidence which support particular points

Example: 4.2 proficiency

Language Proficiency Level	LISTENING				SPEAKING				ORAL LANGUAGE	
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:	Students	<u>Discuss</u> by:
Level 4 Expanding		<p>Sequencing events or steps based on oral reading of informational text</p> <p>Recognizing the language of related genres (e.g., news reports, historical accounts)</p>	<p>Identifying precise details, descriptions, or comparisons that support conversation</p> <p>Following oral information on how or why phenomena occur</p>	<p>Identifying evidence that supports predictions or hypotheses</p> <p>Differentiating between multiple points of view in class discussions</p>		<p>Giving content-related oral reports</p> <p>Sequencing steps to solve a problem</p>	<p>Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts</p> <p>Presenting detailed information in small groups</p>	<p>Stating relevant evidence for claims</p> <p>Responding to opinion statements of others with reasons or evidence</p>		<p>Elaborating on statements of others to extend ideas</p> <p>Presenting creative solutions to resolve communication issues</p> <p>Contributing ideas to co-create group responses</p>

Language Proficiency Level	READING				WRITING			
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:
Level 4 Expanding		<p>Connecting details to main ideas or themes</p> <p>Identifying conclusions in multi-paragraph text</p>	<p>Identifying the different words or phrases that are used to describe the same topic or phenomena</p> <p>Organizing information on how or why phenomena occur</p>	<p>Hypothesizing or predicting based on evidence</p> <p>Comparing multiple points of view on a topic</p>		<p>Relating a sequence of events using a variety of transitional words, phrases, and clauses</p> <p>Synthesizing information across related texts (e.g., author study)</p>	<p>Presenting information on processes or phenomena from a variety of sources</p> <p>Elaborating topics with facts, definitions, concrete details, or quotations and examples</p>	<p>Comparing and contrasting evidence for claims</p> <p>Providing reasons and evidence which support particular points</p>

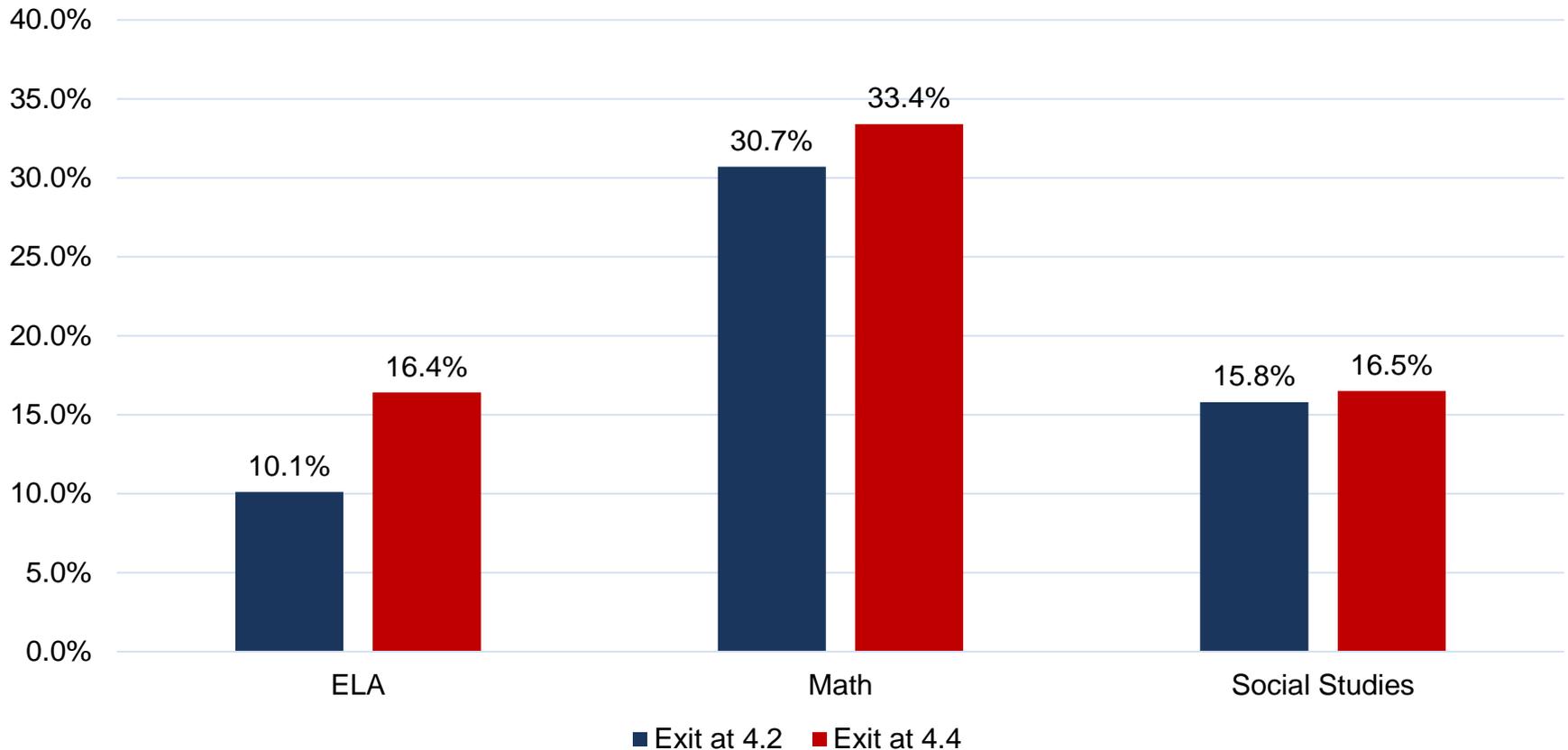
Example: 4.4 proficiency

Language Proficiency Level	LISTENING				SPEAKING				ORAL LANGUAGE	
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:	Students	<u>Discuss</u> by:
Level 4 Expanding		<p>Sequencing events or steps based on oral reading of informational text</p> <p>Recognizing the language of related genres (e.g., news reports, historical accounts)</p>	<p>Identifying precise details, descriptions, or comparisons that support conversation</p> <p>Following oral information on how or why phenomena occur</p>	<p>Identifying evidence that supports predictions or hypotheses</p> <p>Differentiating between multiple points of view in class discussions</p>		<p>Giving content-related oral reports</p> <p>Sequencing steps to solve a problem</p>	<p>Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts</p> <p>Presenting detailed information in small groups</p>	<p>Stating relevant evidence for claims</p> <p>Responding to opinion statements of others with reasons or evidence</p>		<p>Elaborating on statements of others to extend ideas</p> <p>Presenting creative solutions to resolve communication issues</p> <p>Contributing ideas to co-create group responses</p>

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Level 4 Expanding		<p>Connecting details to main ideas or themes</p> <p>Identifying conclusions in multi-paragraph text</p>	<p>Identifying the different words or phrases that are used to describe the same topic or phenomena</p> <p>Organizing information on how or why phenomena occur</p>	<p>Hypothesizing or predicting based on evidence</p> <p>Comparing multiple points of view on a topic</p>		<p>Relating a sequence of events using a variety of transitional words, phrases, and clauses</p> <p>Synthesizing information across related texts (e.g., author study)</p>	<p>Presenting information on processes or phenomena from a variety of sources</p> <p>Elaborating topics with facts, definitions, concrete details, or quotations and examples</p>	<p>Comparing and contrasting evidence for claims</p> <p>Providing reasons and evidence which support particular points</p>

What is the difference in content areas between 4.2 and 4.4 WIDA composite?

Percent of students On-Track or Mastered in grades 3-8 (2018-19)



Student-Level Impact

- Increased access to, and participation in, academic and non-academic opportunities for all English Learners, especially those with exceptionalities

1



- Meaningful access to content coursework for English Learners

2



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Questions?



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District-Level

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What funding is available?

Teacher-to-Student Ratios



BEP funds districts for English Learners
at 1:20



Policy requires districts to staff for English
Learners up to 1:35

What are/will be the supports for ESL-related staffing to meet increased needs?

Teacher Licensure and Staffing

Developed resources around available pathways for hiring ESL teachers

- Updated appendix in the ESL Manual
 - Webinar

Additional supports proposed

Tailoring ESL Services

Implementation	Kindergarten	20-27 on all domains (Reading, Writing, Listening, Speaking) of the W-APT
	Grades 1-12	3.5 or above in Reading, Writing, and one (1) other domain instead of all four (4)
Benefits	Students	More opportunities in the classroom with peers
		Services may better reflect their needs
	Teachers	More autonomy in providing services
		More flexibility in scheduling

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Questions?