

## Roles and Responsibilities of Key Educators

The educators listed below perform a variety of roles within the ESL program guidelines. Collectively, they are responsible for identifying ELLs, coordinating and providing services based on assessed needs, and insuring students' civil rights to education are not compromised.

**Principal:** As the instructional leader and administrator of a school, the principal plays a key role by ensuring that

- the Home Language Survey (HLS) is completed during the registration process.
- the ESL teacher assigned to the school is notified that a potential ELL has enrolled.
- a full range of appropriate services are provided to identified LEP students: ESL services, accommodated core classroom instruction, specialty or elective instruction, and special services (e.g., Title I, Gifted and Talented, and/or Special Education) when appropriate.
- all records are maintained.
- students participate in the Virginia Assessment Program: PALS, SOL testing, and ACCESS for ELLs<sup>®</sup>, and PSAT.
- ESL teachers are included in all decision-making meetings involving the education of ELLs.

**ESL Teacher:** As the educator with specialized training regarding English language acquisition and the social, emotional, and academic needs of ELLs, the ESL teacher's role is to serve as

- **a placement coordinator** who 1) evaluates the student's level of proficiency using state-approved instruments; 2) identifies the model of delivery for ESL services; 3) enters proficiency data into the school's record keeping system; 4) maintains an ESL Green folder of student assessment data and parent communications in the cumulative folder as required by No Child Left Behind; and 5) notifies appropriate school personnel when a student's proficiency meets the requirements for exiting the ESL program and conducts 2-year monitoring
- **the teacher** responsible for the English language acquisition and convening the LEP committee for developing the LEP learning plan, including 1) direct delivery of instruction based on the ESL standards (WIDA); 2) development of student's LEP Plan; 3) consulting with classroom teacher to monitor grade-level performance by reviewing grades, reading level, and division benchmark scores; 4) supervision of volunteers who assist with instruction; and 5) on-going communication with classroom teachers.
- **a school-based ESL testing coordinator** who 1) chairs committees to determine testing accommodations, 2) coordinates the ACCESS for ELLs<sup>®</sup> testing with the Division Assessment Coordinator/DDOT, the Title III Coordinator, the school principals, and classroom teachers, 3) attends all training sessions for the administration of SOL and language proficiency assessments, and 4) responds to DDOT's requests.
- **a resource consultant** to the classroom teacher who 1) recommends appropriate accommodations; 2) provides insight regarding performance expectations; 3) supports and coaches classroom teachers with learning objectives, strategy instruction, and differentiation techniques; and 4) helps teachers and students understand the unique challenges faced by ELLs.
- **an advocate** for ELLs and their families, assisting students and their parents in understanding the school culture and participating in the school community.

**Classroom Teacher:** As the educator who sees ELLs in a natural classroom setting, working to understand content and interacting with their peers, the classroom teacher's role is to support student inclusion as participating members within the classroom setting by

- communicating and collaborating with the ESL teacher in order to understand the ELL's level of English proficiency, the reasonable expectations of student performance based on their proficiency level, the WIDA can-do indicators and instructional objectives that develop language and support academic achievement.
- making accommodations to classroom instruction and materials in order to engage students in course work and to support their academic growth, providing equal access to curriculum through linguistic and culturally sensitive differentiation, noting the English-only assessment aspects of the Commonwealth of Virginia.
- creating situations to help ELLs interact with other students, observing their social and emotional behaviors, and conferring with the ESL teacher or guidance counselor when it seems that a student is experiencing difficulty adjusting to the new setting or coping with interpersonal experiences.

**Guidance Counselor:** As a professional within the school who has a specific role to perform, the guidance counselor performs that role, keeping in mind the unique characteristics of ELLs that may require a counselor to

- interact with ELLs in a way that supports the cultural, social, emotional adjustments students are making.
- confer with the ESL teacher when planning a student's middle or high school schedule.
- collaborate with the ESL teacher to help parents and students understand Virginia's Standards of Learning, the participation of ELLs in Virginia's Assessment Program, and the requirements for graduation.

**ESL Lead Teacher/Title III Coordinator:** As the division level person responsible for the ESL program, the ESL Lead Teacher/Title III coordinator's role is to coordinate the ESL program, working with the Directors of Elementary and Secondary Education, ESL teachers, Virginia Department of Education, Division Assessment Coordinator, Technology and Finance departments, and school principals to

- maintain a program that aligns with state and federal regulations.
- develop and administer a budget to support the program.
- recruit, interview, and hire qualified ESL teachers.
- coordinate the communication and dissemination information about the ESL program to teachers, parents/guardians of ELLs, and other interested community members.
- serve as a resource of professional information and support for ESL teachers.
- facilitate inter-department collaboration on issues related to the program.
- facilitate the development of the Title III plan, draft the plan, and submit it to the Assistant Superintendent of Instruction for submission to the VDOE.