Roles and Responsibilities for English as a Second Language (ESL) and Bilingual Resource Teachers (BRTs)

A. Instruction & Service Delivery

ESL Teachers and BRTs --

- Promote a teaming model through participation in regularly-scheduled team meetings and common planning times. ELLs receive standards-based instruction at the universal level, with targeted language instruction provided within the general education classroom. ESL teachers/BRTs use instructional strategies to make input comprehensible for ELLs to ensure they have access to core curriculum.

- Participate as active team members in the discussion of academic, transition, graduation and career/vocational issues related to ELLs.

- Facilitate professional development, at the building level, in best practices in ESL and bilingual methods, second language acquisition, and RtI considerations for ELLs.

- Establish consistent communication with Bilingual Resource Specialists (BRS) around student needs, instructional support, and family outreach.

- Help to create school-wide inclusive environments and support inclusion of ELL students in instructional settings
  
  - Work with the building administrator and Office of Multilingual and Global Education (OMGE) staff to coordinate service delivery that is inclusive and conforms to district protocols and requirements for English language learners.

  - Serve as an integral member of the school-based team responsible for student placement and scheduling to ensure compliance with state and federal law around ESL services.

  - Work with librarian and/or Instructional Resource Teacher (IRT)/Learning Coordinator (LC) to purchase culturally and linguistically relevant materials for the school.

- Provide targeted language acquisition interventions, for newcomers or ELLs who have reached a plateau in their academic and linguistic growth.
  
  - Scaffold and differentiate to meet individual student needs within the instructional core.

  - Provide support for DPI levels 1&2 in small groups within or outside of the classroom as needed. Please note that any support that happens outside the classroom should be short-term and should be aligned with core instruction occurring in the classroom.
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- **Bilingual Resource Teachers provide** home language support.
  - Home language support will be provided to students with limited English proficiency when possible, along with modification of the curriculum and performance expectations.
  - In a non-bilingual model, home language instruction occurs in activities such as vocabulary building, bridging prior knowledge before a lesson, and/or reteaching a concept.
- **Collaborate with other teaching staff** to accurately capture student progress.
  - Ensure appropriate use of the asterisk
  - Provide an explicit explanation of what the asterisk signifies for student’s parents/guardians.
  - For middle school ELL newcomers, the ESL Middle School Grading Guidelines offer a way to measure growth within the first months of learning.
- **Serve on the Student Support and Intervention Team** to ensure culturally and linguistically responsive practices throughout the referral process when student in question is an ELL
- **Provide resources** pertaining to the distinction between disability and delay for ELLs
- **4K Bilingual Resource Teachers** have some specific responsibilities.
  - Serve as a model for correct use of social language in a play-based environment.
  - Assist with routines and transitions (bathroom, meals, and cleaning up). These are critical times to use and learn language.
  - Collect anecdotal notes under the observational assessment framework while interacting with the children (no individualized or standardized testing or pull-out)
  - Review and use the 4K benchmarks and GOLD curriculum.

B. **ELL Records Support**

*ESL Teachers and BRTs* --

- **Maintain student database records and file paperwork for ELLs** by performing the following tasks:
  - Identify ELL students based on the Home Language Survey
  - Report WAPT/K-MODEL screening results to central office
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- Contact the previous WI school district of any new ELL to MMSD to obtain the previous year’s ACCESS for ELLs results and report those to central office in lieu of WAPT/K-MODEL screening.

- Inform parents of qualification for ESL/Bilingual services and request permission to provide services with the Parent Permission/Decline form.

- Forward copies of signed Parent Permission/Decline forms to central office and place original in student’s cumulative file.

- Complete and mail the ELL Individual Plan of Service form according to published guidelines.

- Monitor Infinite Campus lists of ELL students and report any changes or errors to central office.

- Forward copies of ELL student Monitor or Exit paperwork to central office and place original in student’s cumulative file.

- In the case of a misidentified ELL, work with parents and central office to remove the student’s ELL status district and statewide.

- **Assist clerical staff with maintenance of complete hard copy student files** by ensuring the student’s cumulative file contains original ELL records and assessment results. Hard copy records include the following:
  - W-APT/K-MODEL screener results
  - ACCESS score reports
  - Parent Permission for ESL/Bilingual services
  - ELL Individual Plan of Service (IPS) forms
  - Description of transition information
  - Description of interventions implemented through the Response to Instruction and Intervention (RtI²) framework, with specific time frames, results, and next steps (ideally recorded in SIMS)
  - Any other assessment information

C. Assessment

**ESL Teachers and BRTs** --

- **Monitor** students’ ability to access grade level curriculum through on-going formative assessment in collaboration with the classroom teacher.

- **Adjust** instructional programs accordingly through best practices using the RtI² problem-solving framework.
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- Administer English language proficiency assessments and screeners (including bilingual screeners when applicable).
- Collaborate with School Testing Coordinator to ensure appropriate testing accommodations are provided for ELLs. Given allowable accommodations, the testing environment should reflect the scaffolds, supports, and differentiation that are a part of classroom instruction and assessment.

D. Family Involvement

ESL Teachers and BRTs --

- Follow up on Home Language Survey for each newly identified ELL student.
- Explain the continuum of ESL/Bilingual services available for ELLs, and assist families to ensure understanding of the school/district communication systems and resources.
  - NOTE: At the High School level, Bilingual counselors are responsible for providing school-wide orientation for ELLs and offering post-secondary counseling.
- Collaborate with Bilingual Resource Specialists (BRS) and other staff to coordinate communication with families.
- Participate in parent-teacher conferences.
- Serve as one of the communication links between student, families, and school staff.
- Provide families of ELLs with cultural translation and information-sharing related to MMSD and the U.S. educational system.