



## CESA 2 Information Brief 8

### FEDERAL LAW

### ELEMENTARY & SECONDARY EDUCATION

### Subpart 1 — Grants and Subgrants for English Language Acquisition and Language Enhancement

#### SEC. 3116. LOCAL PLANS.

*(c) TEACHER ENGLISH FLUENCY- Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.*

#### **Clarification and Implementation**

This includes teachers that are providing instruction to English Language Learners in the general curriculum as well as bilingual educators in a sheltered or bilingual program.

Example 1 You have an ELL student in grade 4, then the teachers in grade 4 need to be proficient in English.

Example 2 Your first grade teacher is instructing ELLs and native English speakers in a Spanish bilingual program. The teacher would be assessed in both English & Spanish (oral & written).

For districts this means that potential teachers need to be assessed for their language proficiency – generally during the hiring and interviewing process. A note in your hiring documentation would suffice.

#### **Hiring Process Documentation**

Add dialogue from either sample 1 or sample 2 to your hiring process documentation.

#### **Sample 1**

*We anticipate that this teacher will be in contact with English Language Learners. This teacher's English Language Proficiency was assessed during the hiring and interviewing process.*

#### **Classification**

<b>English Language:</b> <ul style="list-style-type: none"> <li>• <b>Written Communication:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proficient</li> <li><input type="checkbox"/> Not Proficient</li> </ul> </li> <li>• <b>Oral Communication</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proficient</li> <li><input type="checkbox"/> Not Proficient</li> </ul> </li> </ul>	<b>Other Language _____ (Indicate language)</b> <ul style="list-style-type: none"> <li>• <b>Written Communication:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proficient</li> <li><input type="checkbox"/> Not Proficient</li> </ul> </li> <li>• <b>Oral Communication</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proficient</li> <li><input type="checkbox"/> Not Proficient</li> </ul> </li> </ul>
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#### **Sample 2**

*We anticipate that this teacher will be in contact with English Language Learners. This teacher's English Language Proficiency was assessed during the hiring and interviewing process and has been classified as proficient in written and oral communication. This teacher's \_\_\_\_\_ (indicate n/a if not bilingual) Language Proficiency was assessed during the hiring and interviewing process and has been classified as proficient in written and oral communication.*