

ELL Center Schools: Roles and Responsibilities

COLLABORATION

Collaboration is a three way process among ELD teachers, IAs and content area/classroom teachers or departments, supported by building administrators. Collaboration means communication with an instructional focus, providing formal and informal data, sharing ELD strategies, and communicating needs and concerns. The purpose of collaboration is to align instruction with mainstream curriculum and content standards. This collaboration is intended to integrate the four strands of language development (listening, speaking, reading, and writing) into content instruction.

Building Administrators

1. Administrators allow time and support formalized structures for collaboration and communication focused on instruction between ELD and mainstream teachers.
2. Administrators may attend collaboration meetings to check on student progress and monitor the outcomes of collaboration.
3. Administrators require periodic communication and meetings between IAs and ELD teachers (such as department meetings). Administrators may request copies of meeting notes or communications.
4. Administrators meet regularly with central bilingual coaches to discuss responsibilities. Regular meetings with coaches and/or department heads to discuss instruction, curriculum alignment, assessment and student needs.
5. Administrators assist/support communication for transitions (ELD teachers exchange files and data and dialogue about students leaving BOCs, ELD teachers attend annual risers meeting, accessing the bilingual ESIS page).
6. As appropriate, administrators include the IA as part of the bilingual team in building and site activities (SIT, IEP meetings).

Classroom / Content Teachers

1. Collaboration among all instructional staff is intended to integrate the four strands of language development (listening, speaking, reading, and writing) into content instruction.
2. Collaboration with ELD teachers
 - a. Provide regular communication (outline, objectives)
 - b. May include co-planning and co-teaching
 - c. Exchange resources
 - d. Share information pertaining to students (current, waived, and exited ELLs)
3. Collaboration with IAs
 - a. Provide regular communication (outline, objectives)
 - b. Provide available resources
 - c. Share scaffolding ideas and instructional strategies
 - d. Utilize the skills and expertise of IAs to provide targeted instruction for eligible students.
 - e. Approve IA created materials or instructional modifications.

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4. Collaboration with ELD coaches
 - a. Ask for support as needed
 - b. Utilize resources provided by coaches
5. Content/classroom teachers should be aware of, search out, and utilize information about transitioning students (from SBOC to Ballard, for example) and provide data and information when a student transitions from their classroom to another.

ELD Teachers

1. ELD teachers share scaffolding ideas with IAs and content area/classroom teachers.
2. ELD teachers provide regular communication (outline, objectives) to IAs, team leaders, and instructional council as needed.
3. Collaboration/communication should occur when students are transitioning from schools or programs. When students leave the SBOC or EBOC, transition into middle school, or transition into high school ELD teachers from each school should collaborate with each other. (See definition for collaboration above). Bilingual coaches and administrators will assist in scheduling time for collaboration.
4. ELD teachers share information on incoming bilingual students with classroom/content teachers, including students' proficiency levels.
5. ELD teachers may collaborate with principals to provide input regarding the compliant use of bilingual funding.
6. ELD teachers provide classroom/content teachers with updated lists from ESIS of eligible students, waived students, and exited students as needed
7. ELD teachers discuss the academic needs and concerns about waived or exited students with classroom/content teachers
8. ELD teachers may provide resources and strategies to classroom/content teachers to work with waived or exited students.

Bilingual Instructional Assistants

IAs collaborate with all certificated teachers (content, classroom, and ELD) about bilingual students served. Collaboration means periodic (at least once a week) communication, with the purpose of enhancing instruction.

In order to have more effective communication:

1. Collaboration may include discussions about students' academic and social progress as well as the types of support students need.
2. IAs utilize available resources (curriculum maps, unit outlines, assignment rubrics, etc) to prepare for future lessons.
3. IAs meet with each teacher regularly to discuss future lessons.
4. IAs may choose to create materials or instructional modifications. These must be shared with the teacher prior to use with students.
5. IAs may make instructional suggestions to certificated teachers based on observations and interventions.

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INSTRUCTION

Building Administrators

1. Administrators ensure IAs are in the mainstream classroom for the majority of their day, providing academic support to bilingual students.
2. Administrators support training on differentiated instruction to meet the needs of ELLs for the whole staff. Training would include IAs.
3. Administrators ensure that ELL student needs are included and articulated in C-SIP goals

Classroom / Content Teachers

1. Content/classroom teachers align instruction with district adopted curriculum standards and content.
2. Content/classroom teachers use ELD Standards and Proficiency Levels to differentiate their instruction using these when possible. Available online at: <http://www.k12.wa.us/migrantbilingual/ELD.aspx>
3. Content/classroom teachers' instruction must encompass all four strands of language development – listening, speaking, reading, and writing.
4. Content/classroom teachers are responsible for all instruction of exited and waived ELLs as these students can not be served by the ELD department.
5. Content/classroom teachers use both general education materials and appropriate supplemental materials intended to scaffold the district adopted curriculum.

ELD Teachers

1. ELD teachers align instruction with district adopted curriculum standards and content.
2. ELD teachers use ELD Standards and Proficiency Levels and differentiate their instruction
3. ELD teachers' instruction must encompass all four strands of language development – listening, speaking, reading, and writing. This includes secondary ELD Content classes.
4. ELD teachers use both general education materials and appropriate supplemental materials intended to scaffold the district adopted curriculum.
5. **Elementary**: ELD teachers offer supplemental instruction. Their instruction may not *supplant* the instruction of the classroom teacher. Supplanting means the ELD teacher delivers *all* of the instruction in one of the core content areas (reading, writing, mathematics) for ELL students. Students must receive a portion of instruction for each core content area from the classroom teacher

Bilingual Instructional Assistants

The primary role of a bilingual IA is to provide academic support to students, providing native language support when appropriate. Other responsibilities, such as behavior/discipline issues, student truancy, etc., should minimally interfere with the IA's primary responsibility of providing academic support for eligible students.

1. IAs provide targeted instruction for eligible students based on teacher direction which could include bilingual or content area / classroom teachers. The classroom/content teacher will be the primary source of direction.
2. IAs work with students on classroom lesson objectives to support language acquisition.
3. IAs support instruction by way of translating, interpreting, explaining, and providing scaffolding when appropriate

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4. IAs provide native language support for academic purposes.
5. If there are conflicts or disagreements on the type of support IA's are being asked to provide:
 - **Secondary** IA's should bring concerns to the Department Head.
 - **Elementary** IA's should seek assistance from bilingual central staff.

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ASSESSMENT

Building Administrators

1. Administrators discuss the results of the WLPT with bilingual coaches.
2. Administrators provide resources to schedule the WLPT. Ensure that the appropriate administration of the WLPT occurs (i.e. building test coordinator or counseling department). Administrators may contact Miguel Castro (Data Analyst) with questions about the WLPT.
3. Elementary administrators require ELD teachers to complete the listening and speaking sections of the ELD progress reports and monitor for compliance. At report card time, administrators verify the use of progress reports. ELD progress reports are available online at <http://inside.seattleschools.org/area/bilingual/documents.htm> (If a student is referred for SIT, the ELD teacher needs to complete all 4 sections of the ELD progress report).
4. Administrators create structures to support the use of formative assessment data to inform instruction for all teachers.
5. Administrators may use the district developed bilingual walk through tool
6. Administrators ensure that all standardized testing (i.e. WASL & PSAT) for ELL students occurs in a fair and equitable manner in compliance with test rules.

Classroom / Content Teachers

1. Content/classroom teachers are responsible for communicating with ELD teachers and IAs regarding state test support.
2. Content/classroom teachers may use IAs to support assessments during the IAs regularly scheduled time.
3. Content/classroom teachers cooperate with IA's in monitoring progress for eligible students they serve
4. Content/classroom teachers may access assessment information from ESIS or the Source when they receive new bilingual students.
5. Content/classroom teachers require students to demonstrate their content knowledge according to their proficiency levels.
6. **Elementary:** Classroom teachers provide input to ELD teachers to fill out the ELD progress reports. Classroom teachers should send home the ELD progress report with the report card. They may make a copy of it to put in student files.
7. **SECONDARY** Content teachers get data about students from the sheltered instruction classes they are in, or have been in.

ELD Teachers

1. ELD teachers are responsible for giving all parts of the WLPT and providing WASL support
 - a. **Secondary:** The ELD department head coordinates with the counseling department to schedule and proctor the WLPT.
 - b. Department heads partner with counseling staff on assessments (i.e. - proctoring the WLPT and WASL).
2. ELD teachers assess students in the sheltered instruction classes they teach (may include DRA, IRI, QRI, etc.).

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3. ELD teachers monitor exited students for two years. This means that ELD teachers share the list of transitional students with administrators and staff to ensure that these students are considered for extra support and intervention.
4. ELD teachers access and download ESIS bilingual eligibility report monthly. They share the report with IA's and classroom/content area teachers when there are changes.
5. ELD teachers assess and communicate student progress in English language acquisition to content area/classroom teachers.
 - a. **Elementary** ELD teachers use ELD progress reports (listening and speaking are mandatory) to monitor student progress and communicate with families and classroom teachers. If a student is referred for SIT, ELD teachers complete all 4 sections of the progress report. ELD progress reports are filled out with input from classroom teachers and IA's.

Bilingual Instructional Assistants

1. IAs assist certificated teachers during assessments in a supportive capacity.
2. IAs assist in monitoring progress for eligible students served. Monitoring means documenting and reporting student progress to share with bilingual and mainstream staff.
3. IAs regularly discuss student progress with bilingual and content area / classroom teachers and keep current documentation of students served.
4. **Secondary:** IAs maintain monitoring folder
5. **Elementary:** IAs use the communication tool for students of concern. IAs provide a copy of a feedback form to teachers to document student progress. An additional copy of the form is kept in the IA's binder.
6. **Elementary:** IAs provide input to ELD teacher for ELD progress report

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SCHEDULES

Building Administrators

Scheduling ELD Teachers / Instructional Assistants

1. Administrators ensure scheduling based on student needs.
2. Administrators monitor compliance with the building's ELD schedule.
3. Administrators monitor the time IAs spend out of the classroom for translations. Ensure that IA's are not pulled out of the classroom for translations during instructional time, except for interpretation in urgent situations. The first and last half hour of the IA's days are often reserved for translations, interpretation, and collaboration
4. Administrators ensure the regularly scheduled supervisory duties of IA's are equal to those of all school employees responsible for supervisory duties. Administrators ensure supervision duties do not interfere with the bilingual Instructional Assistant's primary responsibility of providing academic support to bilingual students.

Secondary: Scheduling Students

1. Once EDGE/INSIDE training completed: Administrators ensure that the bilingual department heads and the counselors use assessment data to schedule students into appropriate proficiency level classes.
2. Administrators have the final say in all student scheduling decisions.

Classroom / Content Teachers

1. Content/classroom teachers work with ELD to see that students are served according to proficiency level.
2. Content/classroom teachers communicate with ELD and Special Education teachers to ensure students who are SPED/ELL are being served by both programs.
3. Content/classroom teachers collaborate with ELD about scheduling of state and district assessments, cultural events, team meetings, parent conferences, and/or field trips for ELL students.
4. SECONDARY: Content teachers may request IA support from the ELD department head.

ELD Teachers

Elementary: ELD teachers ensure that all ELL students are being served according to proficiency level. Larger teams may identify a contact person who will manage schedule changes.

1. ELD teachers work in collaboration with bilingual IAs and classroom teachers to design a school wide service matrix to be submitted to the school administration and the bilingual coach.
2. Coordinate with special education and classroom/content teachers to ensure students who are SPED/ELL are served by both programs.
3. Schedule and set agendas for site based meetings with IA's and bilingual team.
4. Work with classroom/content area teachers to share scheduling of WLPT, WASL, cultural events, team meetings, parent conferences, and/or field trips for ELL students.
5. ELD teachers monitor IA's schedules in cooperation with administration to ensure all qualified students are served.

Secondary: Students' Schedules

1. Department heads use assessment of student levels to guide scheduling decisions.

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2. Department heads work with administration to build master schedule for bilingual department.
3. Department heads partner with counselors to schedule students.

Bilingual Instructional Assistants

An IA's schedule is based on eligible student need. IAs are expected to be on campus for 7.5 hours. IAs have a 7 hour work day plus a 30 minute duty-free lunch. Two 15 minute breaks are included in the 7 hours.

1. IAs design their schedules in collaboration with the ELD team/department and administrator to ensure all students in the building are served appropriately in consideration of their levels of need.
2. IAs serve students outside of their language group.
3. IAs provide, maintain, and follow current service schedules, which are frequently updated to reflect changing student needs. Updated schedules must be submitted to bilingual coaches and school administration.
 - **Elementary:** The IA collaborates with bilingual and classroom teachers to create or modify the schedule.
 - **Secondary:** The IA collaborates with the ELD department head.

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DUTIES

Building Administrators

1. Administrators monitor and approve the use of bilingual funds and seek input from the ELL staff
2. Administrators communicate with central office bilingual staff (i.e. ELD Newsletter)
3. Administrators monitor mandatory attendance of IA's and ELD teachers at PD.
4. Administrators need to ensure IA's have access to a computer for email and translations.
5. Administrators ensure evaluation of ELD teachers and IAs follows collective bargaining agreement.
6. Administrators complete the Bilingual Education Services School Plan (in the gold budgeting book) annually in collaboration with ELD teachers and/or department head. The school plan must be submitted to the Bilingual Program Manager.

Classroom / Content Teachers

Elementary: Classroom Teachers

1. Attend SIT, MDT, IEP, and academic team meetings for bilingual students.
2. Classroom teachers' committee membership, team representation, and school duties are proportionate with ELD teachers'

Secondary: Department Heads

1. Attempt to resolve concerns with ELD department head. If the issue is not resolved, report concerns to administration about ELD and/or bilingual IAs.
2. ELD and content area department heads collaborate to resolve recommendations of classroom teachers regarding transitioning ELL students into appropriate classes.

ELD Teachers

Elementary: ELD Teacher

1. ELD teachers attend SIT, MDT, IEP, and academic team meetings for bilingual students. Invite IAs serving the students as applicable
2. Provide consultation and guidance to instructional assistants
3. ELD teachers' committee membership, team representation, and school duties are proportionate with classroom teachers
4. ELD Teachers sign and distribute continuation letters with WLPT reports in the fall.
5. ELD Teachers complete the service report twice annually and submit to coaches.

Secondary: Department Heads

1. ELD department heads partner with the counselor as a liaison for bilingual students
2. ELD department heads attempt to resolve concerns with certificated staff and/or bilingual IA's in the department. If the issue is not resolved, report concerns to administration about certificated staff and/or bilingual IA
3. ELD department heads monitor the bilingual budget
4. ELD department heads recommend and track all extra time
5. ELD department heads oversee documentation of student progress via monitoring files.
6. ELD department heads sign continuation letters (give to registrar to distribute)

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Bilingual Instructional Assistants

1. IAs may be assigned to duties (i.e. playground, lunch, bus). Duties are divided equally among those school employees responsible for supervisory duties. (Bilingual IAs should not have more duties than other IAs). These duties must be carried out during the work day and should not interfere with instructional time. The Bilingual IA's primary responsibility is to provide academic support to bilingual students.
2. Bilingual IA's may perform some record keeping and clerical duties directly associated with service of ELL students and program compliance. Clerical duties may include making copies or preparing student materials for lessons. These duties must be carried out during the work day and should not interfere with instructional time. The Bilingual IA's primary responsibility is to provide academic support to bilingual students.
3. IAs participate in building/site activities which require a bilingual IA during work day (i.e. collaboration meetings, SIT teams, IEPs) as appropriate. Participation in building and site activities/meetings are supplementary to the IA's primary responsibility of providing academic language support. IA's must notify the classroom teacher if participation in these duties will result in the disruption of classroom services.
4. IAs may participate in meetings and activities outside the work day for extra pay (Cultural nights, IEPs, disciplinary hearings, department meetings, etc). Principals must pre-approve all extra pay.
5. IAs attend building ELD department meetings. ELD department meetings should be scheduled during the IA's work day. If the meeting extends beyond the 7.5 hour day, the IA is entitled to extra time pay. Principals must pre-approve all extra time.

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PROFESSIONAL DEVELOPMENT

Building Administrators

1. Administrators can only require IA's to attend meetings and PD opportunities during their contracted hours.
2. Administrators provide professional development opportunities based on the C-SIP goals which incorporate the instructional needs of English language learners (in collaboration with district coaches)
3. Administrators encourage participation in workshops on ELL instruction
4. Administrators release IAs and elementary ELD teachers to attend mandatory centrally-offered trainings.
5. Administrators and IAs mutually agree upon the use of the IAs 8 professional development days.

Classroom / Content Teachers

1. As part of the 24 hours of required professional development in the collective bargaining agreement, Classroom/content teachers at ELL center schools are required to take SCALE UP 100 or demonstrate proficiency in basic ELL pedagogy (through ESL endorsement classes, other professional development).
2. Content/classroom teachers may attend pertinent training regarding the needs of ELL students.
3. Where applicable, content/classroom teachers may work on developing a unified curriculum / curriculum alignment with ELD.

ELD Teachers

1. As part of the 24 hours of required professional development in the collective bargaining agreement, ELD teachers are required to take all four components of SCALE UP 200.
2. ELD teachers attend centrally based ELL department meetings. Attendance is mandatory for all and will be monitored by the ELL Program Manager who will communicate attendance to the building administrator in charge of the ELL department.
3. ELD teachers receive training on using ELD standards and administering the WLPT.
4. ELD teachers may meet with central coaches to follow up on professional development.
5. ELD teachers are included in the goals of their school's C-SIP and the professional development that is required.

Bilingual Instructional Assistants

1. IAs attend centrally based Bilingual IA department meetings with the ELL Department. Attendance is mandatory for all and will be monitored by the ELL Program Manager who will communicate attendance to the building administrator in charge of the ELL department.
2. IAs must notify classroom teachers and administrators in a timely fashion of PD workshops and ELL Department meetings that will interfere with classroom services.
3. New IAs must attend IA orientation from the ELL Department.
4. IAs may attend relevant building based professional development during work hours, or outside of work hours for extra pay. Principal must pre-approve all extra pay.

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5. SEA / SPS bargaining agreement allows 56 hours of compensated professional development outside of the work day for IAs. IAs and principals must mutually agree upon the use of IA professional development days. Evidence of course completion must be submitted with your extra time form. *Please refer to the CBA view the SEA site.*
<http://www.seattleschools.org/area/pss/pd-days.htm>
6. ** Other PD opportunities for IA's:
 - Paraeducators.com,
 - Kim Van Atta
 - <http://www.seattleschools.org/area/pss/index.dxml>

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FAMILY AND COMMUNITY: INTERPRETATIONS

Building Administrators

1. Administrators employ hiring practices for office staff considering cultural sensitivity.
2. Administrators monitor time IAs are out of classroom for translations and interpretations. Administrators ensure that the IA's primary responsibility is instructional support for ELLs.
3. Administrators may participate in parent meetings for ELL students, as needed.
4. Administrators may participate in family and community engagement activities.

Classroom / Content Teachers

1. Content/Classroom Teachers provide clear communication with families about student programs and progress. Request the assistance of IA's to interpret as needed consistent with IA roles and responsibilities. Classroom teachers may also contact the Bilingual Family Center for assistance with interpretation: Phone: (206) 252-7750
 - a. <http://www.seattleschools.org/area/bfc/contacts.xml>
 - b. Potential resources for translation and interpretation include: Language Line, Red Cross, Transact
 - c. Refer to the District's Translations and Interpretations document
2. Content/classroom teachers may request the assistance of IA's to interpret as needed consistent with IA roles and responsibilities any requests for IA support after the work day require principal approval for IA extra time.
3. Content/classroom teachers are responsible for the same parent meetings as ELD educators when appropriate.
4. Content/classroom teachers make attempts to provide interpreters for parent/teacher conferences with regard to parent preference.
5. Content/classroom teachers may advocate for students and their families which may include contacting community based organizations or working with the school's family support worker.

ELD Teachers

1. ELD Teachers provide clear communication with families about student programs and progress. Request the assistance of IA's to interpret as needed consistent with IA roles and responsibilities. Any requests for IA support after the work day require principal approval for IA extra time. ELD teachers may also contact the Bilingual Family Center for assistance with interpretation or follow guidelines to use the language line (252-7750).
2. ELD Teachers may request IA's to make home contact within the guidelines of the IA's Roles and Responsibilities. Any requests for IA support after the work day require principal approval for IA extra time.
3. ELD Teachers are responsible for the same parent meetings as classroom/content area teachers and department heads when appropriate.
4. ELD Teachers advocate for students and their families' rights which may include contacting community based organizations.
5. **Secondary Department Heads and Elementary ELD teachers:** Initiate and follow through with requests for translations and interpretations from appropriate source.

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Bilingual Instructional Assistants

1. IAs help with family and community engagement during work day. The first and last half hour of the work day may be the best time to set aside for family communication and interpretation. In order to provide a safe learning environment, interpretations for urgent family/school situations should only *minimally interfere* with the IA's academic support schedule during the instructional day.
2. Attempts should be made to provide interpretation to all families and students, regardless of students' ELL eligibility.
3. IAs may help with family and community engagement outside the work day for extra pay (i.e. home visits*). Principal must pre-approve all extra pay.
 - a. *Flight Schools: Bilingual IA's have already committed to making home visits outside the work day for extra pay. For all other IA's, home visits are not mandatory.
4. IAs participate in parent teacher conferences for eligible students during the work day (up to one hour). IAs may attend parent teacher conferences scheduled outside work day for extra pay. Principal must pre-approve all extra pay. For non-eligible bilingual students: parent teacher conferences should be scheduled outside of the work day.

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NOT RESPONSIBLE FOR:

Classroom / Content Teachers

1. Administrative supervision of IAs. Classroom teachers communicate concerns about IAs first directly with the IA, followed by a notification of the principal or department head.
2. Giving the WLPT
3. The responsibilities of a family support worker

ELD Teachers

1. Substituting for classroom teachers**
2. Giving DRA, math, and other classroom assessments, except to provide accommodations for bilingual students
3. Translating documents
4. Training or evaluating IA's
5. Administrative supervision of IAs (evaluating, hiring, or disciplinary action)
6. Secondary Only
 - a. distributing continuation letters with WLPT reports in the Fall
 - b. maintaining "Collection of Evidence"

**In an emergency situation, an ELD teacher may be directed to substitute for a classroom teacher by the building administrator. ELD teacher must comply with this direction, according to the guidelines of the Collective Bargaining Agreement (pp. 90). Requests for substitution should be divided equally among available support staff. Depending on your school budget, you are entitled to substitute unavailability compensation.

Bilingual Instructional Assistants

1. Formal assessment of students (WLPT, WASL, DRA, DIBELS)
2. Providing grades
3. Substituting for certificated staff***
4. Writing lesson plans or creating materials. (IA's who choose to create lesson plans see p.1)
5. The duties of a family support worker
6. Translating or evaluating international report cards.
7. The duties of the office staff or secretaries

***IA's may be asked to supervise a class when a substitute is not available, during urgent situations for the purpose of providing a safe learning environment. The principal assumes responsibility for the class and the IA can supervise the class. IA is compensated for the additional responsibilities. It should not always be the same IAs asked to supervise classes.