



**TEACHING LITERACY TO K-5 ENGLISH LEARNERS  
PLANNING TEMPLATE FOR WORKING WITH STATE EDUCATION AGENCIES**

AREAS OF STATE RESPONSIBILITY	CURRENT STATUS			NEXT STEPS		DWW RESOURCES (LINKS TO SPECIFIC RESOURCES)
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	SEA	TA Provider	
<b>A. State Leadership</b> 1. State agency staff from Title I, Title II, Title III, Reading First, state reading initiatives have met together to discuss recommended EL practices, clarify policies, and provide consistent guidance to educators in the state 2. The SEA identifies and profiles schools/districts within the state that have high proportions of English learners and which demonstrate strong outcomes 3. SEA has EL expert(s) on staff or access to EL experts, especially to work within state support system for low-performing schools and districts						
4. SEA has developed						

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partnerships with other statewide agencies and providers that have expertise to support EL students (e.g., social services, higher education, ethnic advocacy groups)						
<b>B. Setting Standards and Expectations</b> 1. The SEA has developed and communicated state policy about teaching reading to English learners 2. Academic English is addressed in state content and English language proficiency standards at all grade levels 3. Vocabulary development is addressed in state content and English language proficiency standards at all grade levels						
<b>C. Recommending Research-Based Curricular and Instructional Resources, Including Assessments</b> 1. The SEA provides list of recommended core reading programs and/or						

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<p>criteria for selecting core programs</p> <p>2. The SEA provides list of recommended progress monitoring assessments for beginning reading and/or criteria for selecting assessments</p> <p>3. The SEA identifies and/or develops frameworks for teaching Academic English and vocabulary</p> <p>4. The SEA provides list of recommended interventions for English learners and/or criteria for selecting interventions</p>						
<p><b>D. Ensuring the High Quality of Staff</b></p> <p>1. SEA requires training for working with English learners as part of elementary grades teacher preparation/teacher certification</p> <p>2. SEA offers leadership/turnkey training in sheltered instruction techniques, use of progress monitoring instruments,</p>						

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<p>Academic English</p> <p>3. SEA identifies training related to working with EL students as a priority for Title II-A grants</p>						
<p><b>E. Track Progress/Hold Districts Accountable for Student Performance</b></p> <p>1. SEA ensures that EL students are included in state assessments and English Language Proficiency assessments</p> <p>2. SEA disaggregates state reading assessment data by EL status</p> <p>3. SEA analyzes district performance on Title III Annual Measurable Achievement Objectives (AMAO)</p> <p>4. When disaggregated state reading data or AMAOs shows problems with EL achievement, SEA monitoring targets EL reading practices</p>						
<p><b>F. Develop and Implement Support Systems for Districts and Schools</b></p> <p>1. SEA ensures that school improvement specialists</p>						

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<p>are providing consistent message re: teaching reading to English learners</p> <p>2. SEA school improvement teams include EL specialists</p>						
<p><b>G. Ensure Fiscal Adequacy and Equity</b></p> <p>1. The SEA provides guidance in how federal and state funds can be used to support recommended EL practices</p> <p>2. The SEA ensures that EL students in need of reading support are being served with Title I funds</p>						