



Plan for Hiring ESL Teachers Working with English Learners

Stewart County Schools ensures that all ESL teacher applicants are fluent in English through an evaluation process which includes an oral interview, a review of transcripts and other credentials, and a writing sample, as appropriate. An adopted English fluency rubric will be used to rate teachers in two main categories: oral language fluency and written communications.

The procedure is as follows:

- The ESL coordinator is notified of an ESL teacher candidate. The coordinator then reviews the applicant's resume and credentials, focusing on indicators of written language proficiency.
- The ESL coordinator evaluates the applicant's oral interview, using an adopted English fluency rubric. If the applicant scores a level 3 or higher, and all documents indicate written proficiency, the applicant will be approved as fluent in English.
- If the applicant scores lower than a level 3, or if there remains any question as to English proficiency, the applicant completes a writing sample which is evaluated by the ESL coordinator using the English fluency rubric. A score of 3 or higher must be achieved in order to be classified as fluent in English.
- The ESL coordinator returns the *ESL Applicant Language Screening Form* to Supervisor of Instruction indicating the candidate's English language proficiency.

All candidates for ESL teaching positions follow the above procedures prior to being sent to schools for principal interviews.

OUR MISSION: QUALITY EDUCATION FOR ALL

BOARD MEMBERS: Billy Sexton, Chairman

Darrell Gillum • Billy Gray • Lesa Fitzhugh • Bobby Morgan • Lana Sanders • Kenneth Collins

SCSS ESL Teacher Applicant Language Screening Form

Applicant's Name: _____

Date: _____

Listening and Speaking Assessment:

(This rubric score reflects a review of the applicant's oral interview)

Oral Language Score: _____ (must be 3 or higher)

Notes: _____

Reading and Writing Assessment:

Documents reviewed:

____ Employment Application

____ College Transcript

Notes on documents reviewed: _____

Writing Assessment:

The ESL coordinator will review the above documents to determine the need for additional writing assessment. If the writing prompt is assigned, the topic will be the following: *Please write a brief paragraph about a memorable experience you have had working with a limited English proficient student.*

Written Language Score: _____ (must be 3 or higher)

____ This applicant has been screened in all language domains and meets the fluency standards established by the district for employment as an ESL teacher.

____ This applicant has been screened in all language domains and does not meet the fluency standards established by the district for employment as an ESL teacher.

ESL Coordinator _____ **Date** _____

English Fluency Rubric

Teacher: _____

Date: _____

CATEGORY: Oral Language	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one word.	Speaks clearly and distinctly most of the time. Mispronounces several words.	Exhibits frequent phonemic errors and non-native stress and information patterns which usually interfere with communication
Grammar/Syntax	Teacher/Applicant consistently speaks with correct grammar and syntax. (Appropriate tenses, pronouns, gender and number agreement, negation, articles, adjective placement	Teacher/Applicant speaks with less than two grammatical errors.	Teacher/Applicants responses contain several grammatical errors.	Teacher/Applicant's responses contain multiple grammatical errors that impede communication.
Pragmatics	Teacher/Applicant's responses use appropriate language and formal register.	Teacher/Applicant's responses occasionally use inappropriate register/language for the occasion.	Teacher/Applicant's responses are often informal or not pragmatically appropriate for the occasion	Teacher/Applicant's responses are informal and/or inappropriate for the occasion/audience.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

CATEGORY: Written Language	4	3	2	1
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from reading the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the content is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, so the content is exceptionally easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow	Writer makes several errors in capitalization and/or punctuation that catch the readers attention and greatly interrupt the flow.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

English as a Second Language (ESL Highly Qualified)

In order to meet the requirements for the No Child Left Behind Act of 2001 for ensuring that teachers who provide instruction are highly qualified, the following guidelines will offer guidance on meeting the intent of the provision.

In addition to being certified in ESL, a teacher who has the following certification/documentation will be highly qualified in teaching ESL:

1. A passing score on the Praxis or specialty area exam for ESL.

OR

2. A master's degree (MEd) in English, Education, Curriculum and Instruction, or Linguistics with the area of emphasis in teaching ESL or bilingual education.

OR

3. An academic major in ESL: 24 semester hours possibly including up to six hours in a foreign language.

OR

4. National Board Certification in ESL.

OR

5. Can qualify using the Professional Matrix under the HOUSSE Option.