# English Learner Resource Document for School Counselors, English Language Learner

# Educators and Administrators

**Table of Contents**

[**Executive Summary** 3](#_Toc107997434)

[**Definition and Identification of an English Learner (EL)** 3](#_Toc107997435)

[**Identification of ELs** 4](#_Toc107997436)

[**Grade Placement and Scheduling Considerations for ALL ELs** 4](#_Toc107997437)

[**Evaluating Transcripts from Other Countries** 5](#_Toc107997438)

[**Steps for Evaluating a Transcript** 6](#_Toc107997439)

[**Students without Transcripts** 7](#_Toc107997440)

[**Credits ESL Courses, World Language Credits, and Testing Accommodations** 9](#_Toc107997441)

[**English Course Credit** 10](#_Toc107997442)

[**Testing Accommodations** 10](#_Toc107997443)

[**Family Engagement and the Social Emotional Needs of ELs** 11](#_Toc107997444)

[**Additional Resources and VDOE Staff Contact Information** 12](#_Toc107997445)

[**Additional Resources to Support the Enrollment of ELs** 12](#_Toc107997446)

[**Additional Resources can be found on the following VDOE webpages:** 12](#_Toc107997447)

[**Additional Resources to Support the Emotional Wellness of ELs** 12](#_Toc107997448)

[**Appendix** 14](#_Toc107997449)

## Executive Summary

In response to the increasing number of questions from various stakeholders across the state regarding the identification, placement, and scheduling of English Learners (ELs) in grades K- 12, Virginia Department of Education staff members from the Office of Student Services, Office of Humanities, and Office of Elementary and Secondary Education Act (ESEA) Programs collaborated to support the consolidation of existing resources into an **English Learner Resource Document for School Counselors, English Language Learner Educators, and Administrators**.

The purpose of this document is to provide applicable division-level staff with best practices, technical guidance, and resources to support the identification, placement, and scheduling of ELs in grades K-12. School divisions should use this document as a resource for the creation of local policies. Updates to the content included in this document will be ongoing as policies and procedures change in an effort to maintain efficacy and accountability.

School staff have the responsibility to accurately identify students as ELs in a timely manner once they have registered for school. Identification begins with administering the approved questions, developed in conjunction with the United States Department of Education (USED) Office for Civil Rights and the U.S. Department of Justice and adopted by Virginia, on enrollment forms or a Home Language Survey to determine if a student is in need of English language screening. If determined eligible according to the identifying questions, the student should be screened for English language program eligibility and scheduled into appropriate classes.

## **Definition and Identification of an English Learner (EL)**

According to the federal definition as described in Section 8101(20) of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*, an English Learner (EL) in the Commonwealth of Virginia is a student:

* 1. *who is aged 3 through 21;*
  2. *who is enrolled or preparing to enroll in an elementary school or secondary school; a. who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;*

**OR**

* + - *who is a Native American or Alaska Native, or a native resident of outlying areas; and*
    - *who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency;*

**OR**

* 1. *who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;*

**AND**

* 1. *whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual.*
     + *the ability to meet the State’s proficient level of achievement on the State assessments described in Section 1111 (b) (3) of the ESEA;*
     + *the ability to achieve successfully in the classrooms where the language of instruction is English; or*
     + *the opportunity to participate fully in society. [Title IX, Part A, Sec. 901, (25)]*

## **Identification of ELs**

The [English Learner Toolkit (Chapter 1)](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf) created by the U.S. Department of Education (USED) in conjunction with the U.S. Department of Justice (USDOJ), states that local educational agencies (LEAs) must accurately identify ELs in a timely manner. The USED and USDOJ developed the following questions to demonstrate minimal compliance with the requirement to identify possible ELs in need of language instruction:

* + - What is the primary language used in the home, regardless of the language spoken by the student?
    - What is the language most often spoken by the student?
    - What is the language that the student first acquired?

If the answer is a language other than English to any of the identifying questions noted above, then the student must be screened within the first 30 days of school or within the first two weeks after their enrollment using one of the World-Class Instructional Design and Assessment (WIDA) screener tools to determine a proficiency level in English. Refer to the [Entrance Criteria Chart](#Appendix) in the Appendix for WIDA levels indicating a student is an EL.

If a student qualifies as an EL, then the student must be placed in a Language Instruction Educational Program (LIEP). It is important to note that even if a student does not qualify for a LIEP, they may still need additional support and special language considerations.

Refer to [Superintendent’s Memo #149-21 (PDF),](https://www.doe.virginia.gov/administrators/superintendents_memos/2021/149-21.pdf) dated June 4, 2021, for required entrance procedures and criteria for identifying potential English Learners.

## **Grade Placement and Scheduling Considerations for All ELs**

There are many factors to consider such as age, academic history, and English proficiency when determining grade placement.

If the student is 18 or older, divisions should interview the student to discuss goals for attending high school.

* + - [Enrollment of English Language Learners (ELL's) Over age 18](https://law.lis.virginia.gov/vacode/title22.1/chapter1/section22.1-5/)
    - [Supts. Memo #174-21 Student Enrollment Requirements - School Year 2021-2022 page 12](https://www.doe.virginia.gov/administrators/superintendents_memos/2021/174-21.pdf)
    - [*Code of VA* - attendance, graduated students](https://www.mafsa.info/_files/ugd/021805_2081795c1c224ebda87ffa03a9733d0d.pdf)

Divisions must ensure equal opportunities for ELs to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities. Additionally, “*divisions may not categorically exclude ELs from specialized or advanced programs. These programs may include, but are not limited to: gifted and talented programs; AP and IB courses; technical or career education; online or distance learning; remediation or tutoring programs; athletic teams; and extracurricular clubs and activities*.” ([Dear Colleague Letter (DCL)-“English Learner Students and Limited English Proficient Parents](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)”)

To provide meaningful access to help ELs meet grade-level standards, it is recommended that they be placed in the same age-appropriate grade-level classes of equal instructional rigor as non-ELL students.

According to Ester de Jong and Nancy L Cummins from *English Language Learners at School: A Guide for Administrators* (Caslon Publishing, 2006) “...strive to group English language learners (ELLs) age-appropriately by grade level and organize their services in such a way that ELLs will have access to grade-appropriate content and language instruction.”

Consider placing the student in courses that support the student’s strengths and encourage the student’s interests. In addition, using a translated version of an interest inventory or initiating an Academic Career Plan/Portfolio for the student would be beneficial.

* + - [Academic Career Plan/Portfolio Requirements](https://padlet-uploads.storage.googleapis.com/418766834/541519f733d3ec05edabe8942bd33e88/8VAC20_131_140.pdf)
    - [Photo Career Quiz](https://www.truity.com/test/photo-career-quiz)
    - [Resources for Exploring College and Career](https://padlet.com/sarah_bazemore1/ESPostSecondarySuccess) (Elementary Resources)
    - [College, Career, and Postsecondary Planning](https://padlet.com/sarah_bazemore1/PostSecondarySuccess) (Secondary Resources)
    - [Meaningful Career Conversations](https://www.cde.state.co.us/postsecondary/pwrplaybookmeaningfulcareerconversations)

If the student has been identified as an EL in need of LIEP services, divisions should refer to the [*Federal Civil Rights Requirements for Educating English Learners (ELs) VDOE Brief for* *Counseling Directors and School Counseling Staff*](https://www.doe.virginia.gov/federal_programs/esea/title3/one-page/one-page-counselors-ada.docx) for guidance.

If the student has been identified as an EL and has an Individualized Education Plan (IEP), the division must offer course selections that meet both the language needs and special education needs of the student.

If the student is in high school, divisions should reference the [VDOE Information for Transfer Students Webpage](https://www.doe.virginia.gov/instruction/graduation/student_transfers.shtml) for information on graduation requirements for transfer students.

Students transferring above the tenth grade from schools or other educational programs that do not require or give credit for health and physical education courses shall not be required to take these courses to meet graduation requirements ([8VAC20-131-60. Transfer students](https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section60/)).

### **Evaluating Transcripts from Other Countries**

How student transcripts are evaluated, has a major bearing on students and should be done with careful consideration, consultation, and with as much information as possible. A balance must be reached between fairness to the student and maintaining the credibility of Virginia’s graduation requirements. Please note that the receiving school is not required to award a letter or numeric grade when accepting transfer courses.

The [Metropolitan Area Foreign Student Advisors](https://www.mafsa.info/) (MAFSA) is a professional organization of educators working in the Washington, D.C., metropolitan area and surrounding divisions in Maryland and Virginia. Their webpage houses a multitude of resources that can assist divisions in the evaluation of transcripts. Please contact MAFSA for additional information.

Most members of MAFSA are counselors, LIEP teachers, supervisors, or administrators charged with the proper grade placement and the evaluation of records for international or ELs in elementary and secondary public schools in the United States.

### **Steps for Evaluating a Transcript**

1. **Interview the student and family** to gain insights into the student’s educational background and postsecondary goals. This important step will enable counselors to ask questions regarding a student’s educational background. The counselor should try to obtain all needed documents for translation purposes.
2. **Sample Interview Questions**
   * [MAFSA](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_7cb152e3067d4818985e3e15f91fe092.docx?dn=International%20Student%20Intake%20Interview.d)
   * [Stafford County Public Schools Example](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_3a0ac49169954a8cbcddee11624de875.docx?dn=Interview_Stafford_County.docx)
   * [Albemarle](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_c662612c29d142048728919cc61e7e25.docx?dn=Interview_Albemarle.docx) County Public Schools Example
3. **Research** the country’s educational system to better understand each course and to consider alignment of content.
   * [World Education Services](https://wenr.wes.org/category/education-system-profiles) has a database of Education Profile sheets from countries around the world.
   * [The NAFSA Guides to Educational Systems Around the World](https://www.nafsa.org/professional-resources/publications/nafsa-guide-educational-systems-around-world) provides information to help in the interpretation of foreign grades. The country guides were originally published in A Guide to Educational Systems Around the World (1999) and have continued to be updated since 2008. Each of the updated country guides provides lists of credentials and other data that can be used to help determine placement recommendations and the possibility of transfer credit both for undergraduate and graduate admissions.
   * [MAFSA Translations of Course Titles](https://www.mafsa.info/_files/ugd/021805_488f9d7e319a4d7da3ff2d6526cd6891.pdf)
4. **Review and convert** the student’s transcript to the current school’s equivalent grading system to determine credits earned for past courses. It may be beneficial to consult with division/school content experts to compare course content to Virginia courses to award credits.
   * Resources for transcript review
     + [The MAFSA Comparison Charts of Primary and Secondary Foreign School Systems and National Grading Scales](https://www.mafsa.info/) (The Charts) are the result of a cooperative effort by international student services representatives from the metropolitan District of Columbia, Maryland, and Virginia area public school systems. The Charts provide general guidelines for the evaluation of foreign transcripts (grading scales) and for the placement of students into the appropriate grade level in the United States. The Charts are copyrighted and available only to MAFSA members as they work to correctly place students into primary and secondary school and to evaluate transcripts from secondary schools outside the United States.
     + [Finding The Right Starting Point: Obtaining, Interpreting, and Evaluating International Transcripts](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NW_Findging_the_Right_Starting_Point_Obtaining,_Interpreting_and_Evaluating_International_Transcripts.pdf)
     + [Transcript Evaluation PowerPoint](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_3b30e0a627ee4281aa9d12d2c709ec54.ppt?dn=MAFSA2021.ppt)

### **Students without Transcripts**

In rare situations where transcripts are not available and communication with the previous school is not possible, school counselors and LIEP teachers should work with the student and parents/guardians to recreate the academic history. Divisions should gather key information such as course names, hours of instructional time, length of courses, and grades. Please note that the receiving school is not required to award a letter or numeric grade when accepting courses in transfer. Consider the following practices, as well as your division policy, for how to proceed with awarding credits:

1. **Interview the student and family** to gain insights into the student’s educational background and postsecondary goals. This important step will enable counselors to ask questions regarding the student’s educational background. Counselors should try to obtain all needed documents for translation purposes.
   * Sample Interview Questions
     + [MAFSA](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_7cb152e3067d4818985e3e15f91fe092.docx?dn=International%20Student%20Intake%20Interview.d)
     + [Stafford](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_3a0ac49169954a8cbcddee11624de875.docx?dn=Interview_Stafford_County.docx) County Public Schools Example
     + [Albemarle](https://a0499ac8-1769-42e8-8f89-7d3e6caa6b38.filesusr.com/ugd/021805_c662612c29d142048728919cc61e7e25.docx?dn=Interview_Albemarle.docx) County Public Schools Example
2. **Research the country’s educational system** to better understand each course to consider alignment of content.
   * [World Education Services](https://wenr.wes.org/category/education-system-profiles) has a database of Education Profile sheets from countries around the world.
   * [The NAFSA Guides to Educational Systems Around the World](https://www.nafsa.org/professional-resources/publications/nafsa-guide-educational-systems-around-world) provide information to help in the interpretation of foreign grades. The country guides were originally published in *A Guide to Educational Systems Around the World* (1999) and have continued to be updated since 2008. Each of the updated country guides provides lists of credentials and other data that can be used to help determine placement recommendations and the possibility of transfer credit both for undergraduate and graduate admissions.
   * [MAFSA Translations of Course Titles](https://www.mafsa.info/_files/ugd/021805_488f9d7e319a4d7da3ff2d6526cd6891.pdf)
3. **Consult with the student and family** to identify postsecondary goals.
4. **Administer brief, local assessments to determine instructional levels** (if the student is unable to read English, these assessments should be translated).
5. **Allow students to “audit” a course** prior to placing them to see if it is a good fit. Feedback from both the teacher and student after the audit is complete can be useful in making an informed instructional decision.
6. **Examine local policy and guidelines for awarding credits** to ensure that all newcomers receive fair and consistent treatment throughout the division.
7. **Once enrolled**, school staff should frequently check in with students and their teachers to ensure proper placement and identify any needed support.

## **Credits ESL Courses, World Language Credits, and Testing Accommodations**

Awarding English as a Second Language (ESL) and World Language Credits

Credits in English as a Second Language (ESL)-Credit for grades 9-12 English as a Second Language (ESL) courses may be counted for world language credit using the following course codes in the table below:

| **Course Title** | **SCED Codes** |
| --- | --- |
| English as a Second Language I | 01008-I |
| English as a Second Language II | 01008-II |
| English as a Second Language III | 01008-III |
| English as a Second Language IV | 01008-IV |

**\***Credit for a single ESL course may be given in the area of world language or electives. If a student receives world language credit for an ESL course, then he or she may not receive credit for the same course as an elective.\*

**Credits for Demonstrated Proficiency-**Credits may be granted for demonstrated proficiency in a language other than English to students who achieve a minimum score on an approved assessment using the following score to credit ratios.

| **Qualifying Score** | **Number of Credits** |
| --- | --- |
| Novice High | One (1) credit |
| Intermediate Low | Two (2) credits |
| Intermediate Mid | Three (3) credits |

**Course Substitution for ELs-**Beginning with the 2018-2019 school year, ELs who have previously earned a sufficient score in one of the world language assessments listed below may substitute computer coding course credit for any world language course credit required to graduate, except in cases in which such world language course credit is required to earn an advanced diploma offered by a nationally recognized provider of college-level courses.

In *§* [*22.1-253.13:4*](http://law.lis.virginia.gov/vacode/22.1-253.13:4)of the *Code of Virginia,* the following shall be used to meet the sufficient scores for this provision.

| **Qualifying Assessments** | **Minimum Score** |
| --- | --- |
| Advanced Placement (AP) world language examination | Three (3) or higher |
| International Baccalaureate (IB)  world language examination | Four (4) or higher |
| SAT II World Language Subject Test with Listening | 400 or higher |

The Standards of Accreditation do not require that courses used to satisfy the computer coding credits for this requirement be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the specific credit requirements. A general guideline is courses for which at least 50 percent or more of the learning objectives relate to computer coding may be counted as a computer-coding course for the purpose of this substitution.

**\*English Learners using this option to meet the world language course credit requirements for an Advanced Studies diploma will need to take three years of computer coding courses, or two years of coding plus two years of a world language to meet the sequence requirements.**

**\*\*This option is available only to students classified as English Learners under Section 8101(20) of the ESSA guidelines.**

## **English Course Credit**

In accordance with the Standards of Accreditation, Section 8VAC20-131-151, all students in Virginia must earn four high school credits in English in order to meet the requirements for graduation. For an English course to be verified, a licensed teacher, endorsed in the content of English, must be the primary instructor of the course.

Additionally, the instruction for the course must cover the entire scope and sequence of the Standards of Learning for the grade level. If the Standards were to be condensed or abbreviated, students would miss core content that would be assessed on the cumulative End-of-Course Standards of Learning assessments for reading and writing for which passing scores are required prior to graduation.

### **Testing Accommodations**

When necessary in determining verified credits for the purposes of scheduling an EL, reference the following documents located on the [Participation and Inclusion](https://www.doe.virginia.gov/testing/participation/index.shtml) section of the VDOE Standards of Learning webpage:

* [Procedures for Determining English Learner Participation in the Virginia Assessment Program](https://www.doe.virginia.gov/testing/participation/el-assessment-procedures-2020.docx)
* [Guidelines for Administering the Read Aloud Accommodation for Standards of Learning Assessment](https://www.doe.virginia.gov/testing/participation/guidelines-read-aloud.docx)

## **Family Engagement and the Social Emotional Needs of ELs**

When ELs enroll in a division from the country of origin, American cultural rules and norms can be confusing and feel foreign. School staff serve an important role in connecting ELs with people, opportunities, and resources that will help ease their transition into the school culture. Some strategies that may help ELs transition are:

* + Proper course placement: placing ELs in the appropriate classes to meet their individual needs can increase school success;
  + Connecting ELs with clubs and extracurricular activities;
  + Pairing ELs with a student representative, preferably one who is fluent in their native language, to acclimate them to the school culture. (For example, student representatives can give a tour of the building, explain school rules and policies, and introduce ELs to their teachers and other students);
  + Ensuring that ELs are appropriately identified for special education services. A disproportionate number of ELs are placed in special education. English language fluency does not always correlate with a need for special education services; and
  + Ensuring that ELs identified for special education services are also provided English language support. Students must be afforded both categories of support as mandated under federal law; one type of service does not supersede the other.

School counselors can organize small groups to foster positive school adjustment, such as:

* Conversation groups–In a conversation group, ELs can practice English in a safe setting, share information about their culture and personal experiences, develop social-emotional skills, and learn local culture norms from peers; and
  + - College groups–A college group can introduce ELs to the U.S. college system, help them with admissions requirements and applications, provide writing workshops, bring in guest speakers, assist with financial aid and scholarships, and offer field trips to local colleges.

Include families in the conversation in the following ways:

* + Provide families with resources. Organizations such as Catholic Community Services, the Refugee and Immigrant Center–Asian Association of Utah, and the English Skills Learning Center provide many services. Families of ELs can be a great resource for expanding cultural conversations in schools. Make sure these families have a place at the table.
  + Arrange for an interpreter to be present at meetings with families of ELs. It is respectful to face the family during the conversation, not the interpreter.
  + Provide translated correspondence, resources, and documents in the family’s preferred language.

*“How School Counselors Can Support English Learners,” Bell (2019)*

## **Additional Resources and VDOE Staff Contact Information**

School personnel are reminded to verify that any resource shared here is in compliance with their local policy prior to implementation. For support or more information from VDOE:

* + Questions about **school counseling**, email Sarah Bazemore, School Counseling Specialist, at [Sarah.Bazemore@doe.virginia.gov](mailto:Sarah.Bazemore@doe.virginia.gov)
  + Questions about **student identification or Title III**, email Louise Marks, Title III Coordinator, at [Louise.Marks@doe.virginia.gov](mailto:Louise.Marks@doe.virginia.gov)
  + Questions about **instruction**, email Jo-el Cox, Coordinator of English Learner Instruction, at [Jo-el.Cox@doe.virginia.gov](mailto:Jo-el.Cox@doe.virginia.gov)
  + Questions about **assessment**, email [student\_assessment@doe.virginia.gov](mailto:student_assessment@doe.virginia.gov)
  + Questions about **data collection**, email [resultshelp@doe.virginia.gov](mailto:resultshelp@doe.virginia.gov)
  + Questions about **accountability**, email [accountability@doe.virginia.gov](mailto:accountability@doe.virginia.gov)
  + Questions about **policy**, email [policy@doe.virginia.gov](mailto:policy@doe.virginia.gov)

## **Additional Resources to Support the Enrollment of ELs**

The following documents to support the enrollment process for English Learners can be found on the VDOE webpages listed below:

* + Title III: Language Instruction for English Learners & Immigrant Students Website
  + [Establishing English Learner (EL) Entrance Procedures and Ensuring Meaningful Parent Communication Regarding EL Status Checklist for Federal Compliance](https://www.doe.virginia.gov/federal_programs/esea/title3/el-identification-documents.docx)
  + [Requirements for the English Learner (EL) Identification Process VDOE Brief for Registrars and Student Enrollment Staff](https://www.doe.virginia.gov/federal_programs/esea/title3/one-page/one-page-registrars.docx)
  + [Refer to Superintendent’s Memo #283-21 (PDF) Refugee Student Enrollment](https://www.doe.virginia.gov/administrators/superintendents_memos/2021/283-21.pdf)

## **Additional Resources can be found on the following VDOE webpages:**

* + [Title III](https://www.doe.virginia.gov/federal_programs/esea/title3/index.shtml)
  + [English Learner Instruction](https://www.doe.virginia.gov/instruction/esl/index.shtml)
  + [School Counseling and Advisement](https://www.doe.virginia.gov/support/school_counseling/index.shtml)
  + [Virginia English Language Proficiency Assessments](https://www.doe.virginia.gov/testing/english_language_proficiency_assessments/index.shtml)

## **Additional Resources to Support the Emotional Wellness of ELs**

* + [Emotional Wellness Quick Guide for EL](https://www.doe.virginia.gov/support/prevention/quick-guide-se-wellness-english-learners.pdf) (VDOE)
  + [How Do We Support Newcomers’ Social-Emotional Needs](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf#page=95)? (U.S. Department of Education Newcomer Toolkit)
  + [Establishing Partnerships With Families](https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap5.pdf) (U.S. Department of Education Newcomer Toolkit)
  + [Webinar: How School Counselors Can Best Support English Learners](https://youtu.be/0WhiV3X_aq0) - ELs often face many difficult challenges in navigating the education system. School counselors can be the change agents and advocates to make the EL educational experience the best it can be. We will discuss the importance of building positive relationships with students, forming partnerships with teachers, increasing graduation rates, UC/CSU a-g requirements, ACT testing accommodations, and much more*.*
  + [Create a Welcoming Classroom (for EL Students)](https://www.colorincolorado.org/create-welcoming-classroom) - This webpage has a multitude of resources for school staff on how to build EL’s confidence and comfort level by making them feel welcome in the classroom and building positive relationships with students.
  + [Funds of Knowledge Toolkit -](https://www.k12.wa.us/sites/default/files/public/migrantbilingual/pubdocs/Funds_of_Knowledge_Toolkit.pdf) Gaining a better understanding of a student's funds of knowledge can enhance classroom practices for both teachers and students. Using a fund of knowledge approach to understanding students’ overall sets of abilities and experiences can help school staff draw on these skills in classrooms to enrich their understanding of academic content while also motivating them during classroom activities.
  + [An Investigation of School Counselor Self-Efficacy with English Language Learners](https://www.schoolcounselor.org/getmedia/08bca67d-9bfc-471d-b8ae-bc2b9f054ac2/Self-Efficacy.pdf) - This exploratory quantitative study described school counselors’ self- efficacy with ELs. Findings suggest that school counselors with exposure to and experiences with ELs have higher levels of self-efficacy. Statistically significant and practical differences in self-efficacy were apparent by race.

## **Appendix**

Virginia WIDA Entrance Criteria Chart

The Virginia Department of Education outlines the following criteria for EL identification.

| **Grade** | **Screening Assessment** | **Domains** | **Levels indicating Student is an EL** |
| --- | --- | --- | --- |
| **Rising Kindergarten (April) through Kindergarten 1st Semester** | **WIDA**  **Screener for Kindergarten** | **Listening and Speaking** | **Oral Language Below 4.5** |
| **Kindergarten 2nd Semester (and 1st semester of first grade)** | **WIDA**  **Screener for Kindergarten** | **Listening, Speaking, Reading, and Writing** | **Overall Language Below 4.5** |
| **Kindergarten 1st semester** | **WIDA MODEL** | **Listening and Speaking** | **Oral Language Level less**  **than 5.0** |
| **Kindergarten 2nd semester through 12th Grade** | **WIDA MODEL** | **Listening, Speaking, Reading, and Writing** | **Overall less than 5.0** |
| **Grade 1-12** | **WIDA**  **Screener (online and paper)** | **Listening, Speaking, Reading, and Writing** | **Overall less than 4.5** |