COLORADO
CHARTER SCHOOL INSTITUTE

English Language Development (ELD) Coordinator: Roles and Responsibilities

This resource includes all the roles and responsibilities of the English Language Development Coordinator. These items are legally required by state statute.

Identification and Placement

Home Language Survey (HLS)	The Home Language Survey must be part of your enrollment process. Review and establish your system for reviewing the HLS.
WIDA Screener	Prior to October Count: **30 days from the first day of school** Late registration/after October Count: **14 days after enrollment date**
Parent Notification	Must be in writing and filed in cumulative folder.
Update Coding	Update NEP/LEP/FEP designation in your Student Information System (SIS) – or collaborate with your Data Submissions specialist to update coding.
Share data with relevant staff	**Share designations with teachers and staff working with Multilingual Learners:** This includes new students who are identified and returning students who are redesignated with ACCESS data **Analyze ACCESS data:** Use ACCESS data to plan instruction and monitor progress.
ACCESS	Collaborate with the School Assessment Coordinator to facilitate yearly ACCESS assessment. Use ACCESS results to redesignate students before the end of the school year.

Programming

Colorado districts, schools, and public charter schools must implement and evaluate evidence-based Language Instruction Educational Programs (LIEPs).

Most districts, schools, and public charter schools use a combination of approaches, adapting their instructional model to the size and needs of their ML population.

Key Points of Providing LIEPs from the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ):

- ML instruction and programs must be educationally sound in theory and effective in practice (Castañeda standard)
- ML programs must be designed to enable MLs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time
- Districts must offer ML instruction and programs, until MLs are proficient in English and can participate meaningfully in educational programs without ML support
- Additionally, districts must provide appropriate special education services to MLs with disabilities who are found to be eligible for special education and related services

Examples of Programming

☐ English as a Second Language (ESL) or English Language Development (ELD): instruction usually provided in English with little use of the MLs' primary language. Example - pull-out ESL groups or designated ELD block

☐ Dual Language or Two-Way Immersion: instruction provided in English and another language. Examples – Native language content classes, first language literacy class, L1 literacy, primary language literacy

☐ Transitional Bilingual Education or Early – Exit Bilingual Education: instruction in students' primary language and English

☐ Content Classes with Integrated ESL Support (Examples: Push-in ESL, Co-Teaching, Sheltered English, Specially Designed Academic Instruction, Structured English Immersion, Sheltered grade level content courses.)

☐ Newcomer Program (designed for students who are new to the US)

Professional Development

Teachers working with MLs must receive ongoing professional development related to supporting MLs in the classroom.

Schools receive ELPA (state), Title III, and Title I money, which must be used to support MLs, including ongoing, targeted professional development.

CDE Licensing Requirement
Licensed educators seeking to renew their professional license must complete or demonstrate completion of professional development activities equivalent to 45 clock/contact hours.

Other Duties
- Collaborate on Title III budgets
- Identify students for the Migrant Education Program
- Resolve coding errors
- Submit documentation for CDE audits