

Integrated English Language Development:

Frequently Asked Questions and Answers

What is Integrated ELD?

In Integrated ELD, educators teach language and content simultaneously, using standards from both English Language Proficiency (ELP) and the integrated content area to guide planning, instruction, reflection, and assessment.

What are different models of ELD?

Models may include co-teaching (two teachers delivering instruction in the same class), dually endorsed teachers (one teacher teaching to both content and ELP standards), and/or consultation (language specialist consults with classroom teacher to support the integration of ELP standards into content areas).

Should integrated ELD classrooms be composed exclusively of students with English learner status?

Integrated ELD works best in classrooms with a diverse set of students (both those who have EL status and those who do not). Integrating student populations as well as standards creates equitable learning environments and provides a range of peer models for language development.

What are the federal and state requirements regarding teacher licensure and required endorsements for educators delivering EL services?

The federal requirement for educators is ESSA 3116 - Each subgrantee must include in its plan a certification that all teachers in any language instruction educational program for ELs that is/will be funded under this part are fluent in English/any other language used for instruction, including having written/oral communications skills.

Oregon Administrative Rule 581-023-0100 (4) requires a licensed educator who is trained in instructional strategies proven effective with ELs.

The Oregon Teachers, Standards and Practices Commission (TSPC) requires an ESOL endorsement for any educator providing EL instruction for over ten (10) hours a week. See OAR 584-210-0160 for more precise information (and rare exceptions).

Can students designated as English learners receive their services for English Language Development from a licensed educator who is not ESOL endorsed?

Yes, the requirement is that English Language Proficiency standards be taught explicitly and that the progress of English language proficiency for students designated for EL services be evaluated and monitored for progress on an annual basis.

The educator must meet the TSPC licensure and endorsement requirements, see above response.

Is there a required amount of time or number of minutes of ELD that students designated for EL services are required to receive?

There is no federal or state required minimum of minutes of ELD. The guidance is that students receive intentional English language development, differentiated based on their English language proficiency in a manner that supports the student towards proficiency.

Districts need to apply the Castañeda Principles to determine:

- **Theory:** The program must be based on a sound educational theory or a legitimate experimental strategy.
- **Practice:** The school must implement the program with adequate resources, personnel, and instructional practices to effectively transfer the theory to reality.
- **Results:** The program must be successful in producing results that demonstrate the language barriers are being overcome

At the secondary level, can students receive ELA credit for ELD class periods?

Schools may award ELA credit for advanced ELD courses if the course covers applicable grade-level content described in Oregon's adopted language arts standards. However, this is a high bar to clear and districts should not assume that any given ELD course meets this condition (beginning and intermediate ELD do not and even advanced ELD may not). Consult the Access to Linguistic Inclusion [Guidance and Explanation](#) for more detail.