

HIRING EL TEACHERS WORKING WITH ENGLISH LEARNERS

Metropolitan Nashville Public Schools ensures that all EL 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:

1. The Human Resource Staffing Specialists are responsible for all EL teacher openings and candidates that apply for these openings. Resumes and credentials that candidates submit are screened by the Human Resource Staffing Specialists, focusing on indicators of written language proficiency prior to being sent to School Principals.
2. Upon the approval of the Human Resource Staffing Specialists, the candidate is then sent to the Principal for consideration and will be interviewed. During this oral interview, the Principal will utilize the English fluency rubric and sign in the designated areas.
3. The applicant will then complete a writing sample, (provided by the district) which is evaluated by the Principal using the Rubric for Assessing EL Teacher Candidate Writing Sample. This document will also be signed by the principal.
4. If the applicant scores a level 3 or higher on both rubrics and all documents indicate written proficiency, the applicant will be approved as fluent in English.
5. If the applicant scores lower than a 3 on either rubric, the applicant will not be recommended for hire as an EL Teacher with Metropolitan Nashville Public Schools.
6. The Principal returns the following to the Human Resource Staffing Specialists indicating the candidate's English language proficiency. These documents are then retained in the EL Assessment Folder in the Human Resources Department.

All of the documents below must be received after the interview to have a complete file:

- EL Teacher Candidate English Language Screening Form
- EL English Fluency Rubric
- Writing Sample and the Rubric for Assessing EL Teacher Candidate Writing Sample

All candidates for EL teaching positions must follow the above procedures prior to being hired.



**MNPS EL TEACHER CANDIDATE
ENGLISH LANGUAGE SCREENING FORM**

Applicant's Name: _____

Date: _____

Speaking and Listening Assessment

The oral component of the interview can be used as a tool on its own, or be supported by the additional documentation below:

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

Oral Language Score: _____ (Must be 3 or higher) *(Principal/Interviewer will complete)*

Notes:

Additional Documents reviewed

___ Praxis ESL Exam Results *(HR Representative will complete)*

Notes:



Reading Assessment:

Documents Reviewed (Select all that apply): *(HR Representative will complete)*

___ Employment Application and/or Transcript to determine if the candidate graduated from an English Speaking College or University.

___ Praxis II Exam Results

___ Praxis ESL Exam Results

Notes on Documents Reviewed:

Writing Assessment:

To determine fluency in writing, the interviewer(s) will administer a 15-20 minute writing sample. The candidate will have three topics to choose from in order to develop a response of no more than 100 words.

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

Results of EL Candidate Assessment:

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

HR Representative: _____ Date: _____

English Fluency Rubric

EL Teacher Candidate Name: _____

Date: _____

CATEGORY:	4	3	2	1
Oral Language				
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 one word.	Exhibits frequent phonemic errors and non-native stress and information patterns which usually interfere with communication
Grammar Syntax	Candidate Consistently speaks with correct grammar and syntax. (Appropriate tenses, pronouns, gender and number agreement, negation, articles, and adjective placement.)	Candidate speaks with less than two grammatical errors.	Candidate responses contain several grammatical errors.	Candidate responses contain multiple grammatical errors that impede communication.
Pragmatics	Candidate responses use appropriate language and formal register.	Candidate responses occasionally use inappropriate register/language for the audience.	Candidate responses are often informal or not pragmatically appropriate for the audience.	Candidate responses are informal and/ or inappropriate for the audience.
Uses Complete Sentences	Always (99-100%) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Speaks in incomplete or incoherent sentences.
Total				
Average Score				

Principal/Interviewer Signature: _____ Date: _____



EL Teacher Writing Sample

This writing exercise should not take more than 15-20 minutes to complete. Please select one of the following topics and write a short response (No more than 100 words):

1. *Describe one way that you, as an EL teacher, might support a mainstream teacher who has English Language Learners in their classroom.*
2. *Learning English is not the only challenge for students who are recent immigrants. How might you help meet other needs of these children?*
3. *What steps would you take to organize and sustain a school based program to reach and support parents of English Language Learners?*

Rubric for Assessing EL Teacher Candidate Writing Sample

Circle the appropriate level under both CONTENT and MECHANICS

CONTENT	MECHANICS
<p style="text-align: center;">4</p> <p>Clear, fully developed topic:</p> <ul style="list-style-type: none"> • Addresses all elements of the question • Logical and coherent • All evidence addresses the topic 	<p style="text-align: center;">4</p> <p>Very few minor errors in:</p> <ul style="list-style-type: none"> • Grammar • SpELing • Capitalization • Punctuation • Sentence Structure
<p style="text-align: center;">3</p> <p>Clear topic:</p> <ul style="list-style-type: none"> • Addresses most elements of the question • Most evidence supports the topic 	<p style="text-align: center;">3</p> <p>Minor errors in:</p> <ul style="list-style-type: none"> • Grammar • SpELing • Capitalization • Punctuation • Sentence Structure
<p style="text-align: center;">2</p> <p>Discernible topic:</p> <ul style="list-style-type: none"> • Addresses some elements of the question • Evidence supports some elements of the topic, but may be contradictory, confusing or unclear 	<p style="text-align: center;">2</p> <p>Frequent errors in:</p> <ul style="list-style-type: none"> • Grammar • SpELing • Capitalization • Punctuation • Sentence Structure
<p style="text-align: center;">1</p> <p>Missing or unclear topic:</p> <ul style="list-style-type: none"> • Does not address question • Evidence is missing, contradictory, and/or confusing 	<p style="text-align: center;">1</p> <p>Pervasive errors in:</p> <ul style="list-style-type: none"> • Grammar • SpELing • Capitalization • Punctuation • Sentence Structure

Principal/Interviewer Signature: _____ Date: _____