

# PROPOSAL

Capstone project: Technical  
Writing Certificate (TW HQ)

## **SUPPORTING DUALY IDENTIFIED STUDENTS (ESL/ESS)**

Prepared By :  
**Shawn Walker**



Shawn Marie Walker

Technical Writer HQ Capstone Project

March 2026

# Supporting Dually Identified Students

## Table of Contents

<b>Document</b>	<b>Page</b>
<a href="#"><u>Proposal Memo for ESL Teacher Training</u></a>	2
<a href="#"><u>Supporting Dually Identified Students Scope &amp; Deliverables</u></a>	3
<a href="#"><u>ESL Department Meeting Minutes for PLC &amp; Teacher Training</u></a>	5
<a href="#"><u>ESL Teacher Trainee Profile &amp; Learning Curve</u></a>	6
<a href="#"><u>ESL Teacher Training Objectives &amp; Key Results</u></a>	8
<a href="#"><u>ESL Teacher Training - Relevant Terms</u></a>	9
<a href="#"><u>Case Studies for Supporting Dually Identified Students</u></a>	11

## Proposal Memo for ESL Teacher Training

To: Joyce Michael, Cameron Laughlin  
From: Shawn Walker  
cc: Shelly Martinez, Jorgen Ortega, Christina Kato  
Date: March 17, 2026  
Re: Supporting Dually Identified students (ESL/ESS)

---

This memo requests approval from administration for a professional development session to equip ESL teachers with strategies for supporting dually identified students (ESL/ESS) through closer cross-team collaboration with ESS teachers.

Our high school serves a unique student population with a significant number of students facing academic and social challenges, including dually identified (ESL/ESS) students. While federal laws like the Individuals with Disabilities Education Act (IDEA) mandate access to both ESL and ESS programs, these departments currently operate in silos. The lack of cross-departmental coordination limits our ability to provide the integrated support dually identified students need.

While ESS teachers establish mandatory accommodations through formal testing and IEPs, ESL teachers have more flexibility in developing English Learner Plans. This training will show ESL teachers how to collaborate with their ESS counterparts to ensure language supports complement and supplement a student's existing IEP.

In this training, ESL teachers will:

1. State the legal differences between an IEP and an English Learner Plan (ELP).
2. Review a student's WIDA scores and IEP to ensure accurate placement in an ESL class.
3. Consult the ESS teacher about:
  - a. Which skill(s) is the ESS teacher currently focusing on?
  - b. What teaching strategies does the student respond well to?
  - c. What is the best way to approach and work with the student?
4. Identify ways to differentiate an ESL class to support dually identified students.
5. Develop an ELP with language supports that enhance and extend IEP requirements.

Providing ESL teachers with the tools for cross-team collaboration is essential for the growth and academic success of our dually identified students. With your approval, I would like to move forward with finalizing the date and materials for this professional development session. Please let me know if you have any questions or would like to meet to discuss specifics.

## Supporting Dually Identified Students Training Scope & Deliverables

### Supporting Dually Identified Students Training Scope

Deliverable	Reviewer	Milestones	Comments
<b>Scope and Objectives</b> Meeting to discuss project	Shawn, Shelly, Christina, Jordan	Draft 1: February 20 Draft 2: March 30 Final: May 10	
<b>Identifying How Training Will Be Delivered.</b> Which software is needed for final product	Shawn, Shelly, Jordan, Stacey	Final: February 10	MS Teams, OneNote PowerPoint, Schoology, ClipChamp, ScreenPal
<b>Identifying Audience(s) for Training</b> Who is the training for	Shawn, Shelly, Christina, Stacey	Final: January 20	Identify primary and secondary audiences
<b>Measurable Outcomes</b> How will training success be measured	Shawn, Shelly, Jordan	Final: March 30	

## Supporting Dually Identified Students Training Deliverables

Deliverable	Format	Level
Objectives & Key Results	MS OneNote & PowerPoint	Good
Who Are the Dual-Identified Students	MS OneNote & PowerPoint	Best
Relevant Vocabulary	MS OneNote & PowerPoint	Good
Case Study #1	MS OneNote & PowerPoint	Good
Case Study #2	MS OneNote & PowerPoint	Good
Tracking Results	MS OneNote & PowerPoint	Best

2

### Time Estimate

1. Size: 6 – deliverable headings
2. Scope: 1 – straightforward writing
3. Quality: 2 – Admin will also need to review training material
4. Production: 36 hours
5.  $6 \times 1 \times 2 = 12$  hours + 36 hours of production time = **48 hours total**

## ESL Department Meeting Minutes for PLC & Teacher Training

**Date:** January 20<sup>th</sup>, 2026

**Time:** 1:00 – 2:00

**Place:** MS Teams

**RE:** ESL Teacher Training for Greater Collaboration with ESS Teachers

**Present:** Joyce M., ESL Department Chair; Cameron L., Principal; Shawn W., ESL Teacher; Shelly M., ESL Teacher; Christina K., ESL Teacher; Jordan O., ESL Testing Coordinator; Stacey B., ESS Teacher

---

The purpose of this meeting is to discuss a training session for ESL teachers to collaborate more with ESS teachers to support our dual-identified students.

### Need for the Training

**For Students:** Typically, only 15% of ESL students are ESS students, and conversely, only about 15% of ESS students are ESL students. However, at our publicly-funded charter high school, we have significantly more dually identified students than a typical high school does. These students have unique needs that require the attention of both departments.

### For Teachers:

Our department has a wide range of backgrounds among our teachers. Some have a minimal background in ESL, and others have a minimal background in K-12 education. This training begins with a review of terms related to testing, proficiency levels and providing language support. Then we explore case studies to showcase how students benefit from teachers being willing to collaborate cross-functionally. While teachers in both departments can be territorial, this approach allows the ESL department to initiate more inter-departmental cooperation.

**Delivery of the Training:** The Summer Forum in July when the entire school meets would allow for in-person training, which would have the most impact. It could also give ESL teachers the opportunity to meet some of the ESS teachers we would be working with. During the school year, this training can easily be adapted to an online forum.

### Steps Moving Forward:

1. Monthly meetings with Joyce to follow up on our progress and to gain feedback.
2. Joyce will discuss training with Learning & Development and forum scheduling.
3. Shelly will meet with Cameron monthly to check in on progress.
4. Shelly, Shawn, Christina, Jordan, and Stacy will meet weekly to plan develop training.

## ESL Teacher Trainee Profile & Learning Curve

This professional development training is for high school teachers who teach ESL to facilitate their collaboration with ESS teachers and strengthen their support for dual-identified students. While preferably in-person, this training can be adapted to online.

### Secondary ESL Teachers



Sara Jones

Age: 34

Secondary Teacher

Bachelor's Degree in English or Social Studies

w/ESL Certificate and/or CLDE Endorsement

Fort Collins, Colorado

"I'm a Colorado native, and I love the outdoors. My husband and I love to go hiking with our friends and family and, of course, our black lab, Trixie. I enjoy live music and love to join local drum circles. I also love to see performances at Red Rocks Amphitheater and do so at least a couple times a year. While many hate the winter, I love it. I'm an avid skier and can't wait till the slopes open in November. There's nothing better than sitting by the fire in a ski lodge with a mug of hot chocolate."

#### About

Sara is an experienced secondary teacher who has limited experience providing specialized services for students learning English. This training provides two case studies to show that when ESL and ESS needs are both present, they can impact learning in unexpected ways. By enhancing cross-functionality between ESL and ESS teachers, ESL teachers can strengthen student engagement and improve student

#### Everyday Activities

- ◆ Meeting from morning huddle to collaborating with colleagues
- ◆ Provide language instruction and support learning in core classes
- ◆ Write and implement English Learner Plans that aligns with students' IEPs

#### Goals and Needs

- ◆ To write English Learner Plans that align with IEPs
- ◆ To identify how students' disabilities can interfere with language learning
- ◆ To recognize how language learning challenges can be identified in disability testing and reflected in IEPs

#### Frustrations

- ◆ Not enough time to collaborate with other teachers, especially ESS teachers
- ◆ Additional duties assigned without prior notice
- ◆ Lack of cooperation from other teachers and support from administration

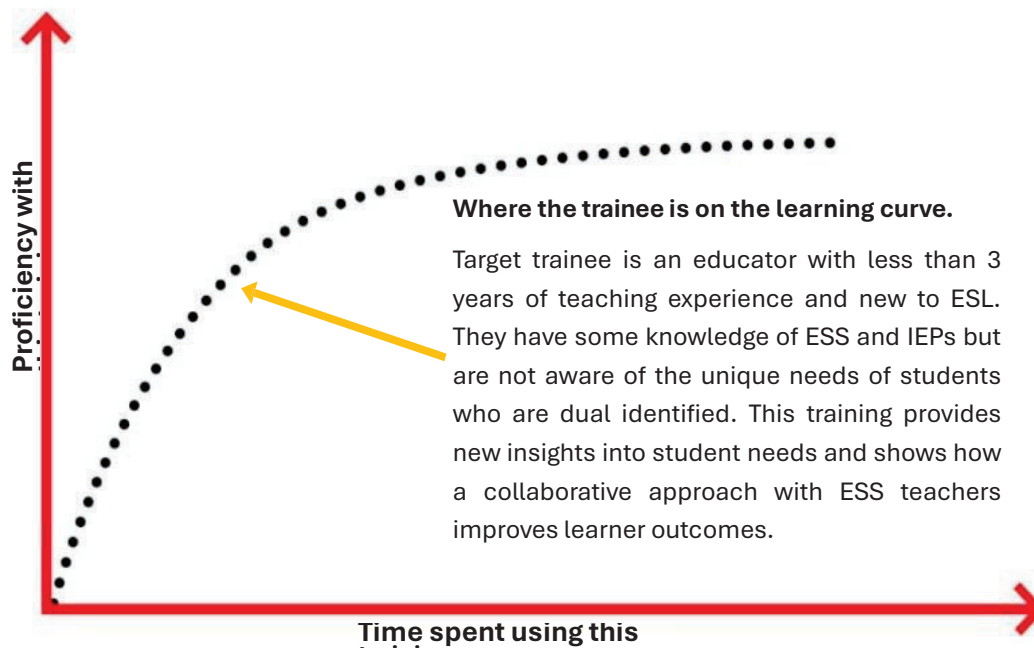
### Motivations

- ◆ To help students succeed and see them understand difficult concepts or materials
- ◆ To see students graduate from high school and move on to college, job training, military, etc.
- ◆ To know the impact that's being made on young people's lives and futures

### Device Usage

- ◆ Daily laptop usage with multiple apps
- ◆ Daily mobile phone usage to text and call
- ◆ Microsoft apps for MS Showcase School
- ◆ Other apps like LMS, ScreenPal, Canva, etc.

### Audience Learning Curve



## ESL Teacher Training Objectives & Key Results

### OKR #1:

1. **Objective:** Empower ESL teachers to reach out and collaborate with ESS teachers by the mid-term.
2. **Key Results:**
  - a. KR1: ESL teachers will meet one-on-one with an ESS teacher to discuss one dual-identified student's IEP including his/her academic strengths and weaknesses.
  - b. KR2: ESL teachers will meet one-on-one with an ESS teacher to determine which core classes or academic areas a dual-identified students needs the most support in.

### OKR #2:

1. **Objective:** Write English Learner Plans that support dual-identified students' IEPs and mandatory accommodations by the end of the quarter.
2. **Key Results:**
  - a. KR1: ESL teachers will submit at least one new ELP for a dual identified student that incorporates at least two mandatory accommodations from their IEP.
  - b. KR2: ESL teachers will submit at least one new ELP for a dual identified student that adds relevant language supports.

## Relevant Terms for ESL Teacher Training

<b>Dually Identified:</b> Students who are in the <b>ESL and ESS</b> programs.	
<b>ESL</b> – English as a Second Language	<b>ESS</b> – Educational Support Services
<b>ELL</b> – English Language Learner	<b>SWD</b> – Student with Disabilities
<b>ELP</b> – English Learner Plan A document that outlines recommended academic learner supports which are not legally binding	<b>IEP</b> – Individualized Education Plan A legally binding document under the Individual with Disabilities Education Act (IDEA)
<b>ESL Student Supports</b> Tools & strategies that remove language barriers for students learning English. Student supports are highly recommended especially for students with lower English proficiency, but they are not mandatory for teachers to follow.	<b>ESS Accommodations</b> Tools, strategies, or changes in the learning environment that remove barriers for students with disabilities which allow them to complete the same curriculum as other students without lowering academic standards. An accommodation, specified in the IEP, is a part of the American Disabilities Act and mandatory for teachers to follow.

### Additional Terms for ESL

**WIDA (World-Class Instructional Design and Assessment):** Provides written and online versions of standardized tests covering the four ESL Domains of Listening, Speaking, Reading, and Writing.

#### 1. Screener Test:

- a. Must be taken by all new ESL students
- b. Can take up to 80 minutes
- c. Score helps place new students in an appropriate level ESL class

#### 2. ACCESS Test:

- a. Must be taken by all continuing ESL students
- b. Can take up to 4 hours
- c. Score shows the progress a continuing student has made with English language proficiency

**NEP:** Non-English Proficient - a student who cannot speak or understand English at a meaningful level. **(WIDA Score = 1.0 – 2.4)**

**LEP:** Limited English Proficient – a student who does not speak English as their primary language and has a limited ability to read, speak, write, or understand English. **(WIDA Score = 2.5 – 3.9)**

**FEP:** Fluent English Proficient – a student who has demonstrated English language skills comparable to native speaker and no longer require specialize language support services. **(WIDA Score = 4.0 – 6.0)**

**Redesignation:** the process of changing a student’s status from an **LEP** to an **FEP**.

## Case Studies for Supporting Dually Identified Students

The following case studies show a four-step intervention process:

1. identifying a gap
2. collaborating to find the 'missing piece'
3. building a plan to fill it
4. noting student impact.

*The names of students have been changed in compliance with the Federal Education Right to Privacy Act (FERPA).*

### #1 Case Study – Alejandro (ESL 2)

Alejandro, a 10<sup>th</sup> grader, was in ESL 2, a class that ranges from 2.0 – 2.4 Overall WIDA scores. Early in the quarter, his ESL 2 teacher, Shelly, assigned a short, narrative paragraph as a formative assessment.

#### Step 1: Identifying the Gap

In completing that assignment, Alejandro submitted a well-written paragraph with few spelling or grammar errors. The quality of his writing demonstrated greater English proficiency than a typical ESL 2 student. Instead of assuming that Alejandro had used AI to write the paragraph, Shelly chose to rule out other explanations. She began by checking his WIDA ACCESS scores as shown below:

Language Domain	Score
Listening	2.2
Speaking	2.3
Reading	2.1
Writing	3.0
<b>OVERALL</b>	<b>2.4</b>

Alejandro's overall score of 2.4 showed why he was enrolled in ESL 2, but his writing score was a significant outlier. This inconsistent performance suggested that something besides low English proficiency was negatively impacting his test results in listening, speaking and reading.

#### Step 2: Finding the Missing Piece

Shelly read Alejandro's Individualized Education Plan (IEP) written by his ESS teacher, Kristine. The document indicated multiple disabilities, so Shelly consulted with Alejandro's ESS teacher. Kristine confirmed that Alejandro had a reading comprehension deficit and auditory processing disability that also impacted his speech. He received services from his ESS teacher and worked with a speech therapist.

Upon reviewing both his IEP and ELP, the two teachers agreed the lower Listening, Speaking and Reading scores reflected Alejandro's disabilities while the Writing score provided a more accurate assessment of his English language proficiency.

### **Step 3: Building the Plan**

Shelly suggested that Alejandro be moved to her ESL 3 class which would better support him in his required core classes rather than keeping him in a class focused on targeted language instruction. Kristine supported that solution. Shelly approached her supervisor and successfully advocated Alejandro's immediate transfer to ESL 3.

### **Step 4: Student Impact**

Alejandro was excited about being in a higher-level ESL class and expressed how he didn't need the lower-level one. Going forward, Alejandro was more receptive to his IEP accommodation and more responsive to encouragement. With his ESL teacher advocating for him, Alejandro responded by increasing his engagement in his core classes and the quality of his schoolwork improved.

## **Case Study #2 – Jose (ESL 3)**

Jose, an 11<sup>th</sup> grader, was in ESL 3, a class that ranges from 2.5 – 3.9 Overall WIDA score. His ESS teacher, Rachel, conducted a mandatory re-assessment of his disabilities to establish his need for ongoing ESS services and updated his IEP.

### **Step 1: Identifying the Gap**

Rachel identified an unusual pattern with Jose's spelling, so she contacted Shelly, Jose's ESL teacher. Jose had spelled one and two syllable words correctly. When spelling multi-syllable words, Jose correctly identified all the letters that belonged in the word, but they were not entirely in the correct order. This included words like *silhouette* and *enthusiasm*.

Jose had no history or indication of being dyslexic. Rachel explained that if dyslexia had been a factor, it would have equally affected Jose's spelling of the one and two syllable words, not just the multi-syllable ones. What stood out to her was that ALL the right letters were present without any that didn't belong. Rachel added that she had never seen anything like this before and wanted Shelly's insights.

### **Step 2: Finding the Missing Piece**

Shelly's first impression was that the test results were most likely due to language interference which means that Jose's first language (Spanish) was influencing his spelling of multi-syllable English words.

She noted:

- 1) Jose does have good English proficiency as evidenced by his WIDA ACCESS test results with an overall score of 3.4.
- 2) Jose speaks Spanish only with his family and most of the time with his friends. His primary exposure to English is at school.
- 3) During his re-assessment, Jose demonstrated he knew the multi-syllable words by accurately identifying the correct letters.

Shelly suggested that with Spanish being a highly phonetic language, Jose was probably trying to “sound out” the longer words in his head during the testing. With the benefit of hindsight, Rachel agreed that it made a lot of sense given how Jose’s demeanor and how he approached the re-assessment.

### **Step 3: Building the Plan**

The teachers agreed this demonstrated Jose’s need for ongoing language support, but at a higher level. Rachel emphasized that she would strengthen the importance of that by adding a statement regarding that outside the ESL section Shelly would contribute to Jose’s new IEP. Rachel would also ask Jose how he approached spelling long words.

For Jose’s ESL class, Shelly would incorporate more *Word Study* into her class which would move vocabulary lessons away from memorization towards identifying English word patterns. For example, English has two adjective systems along with specific rules on when to use each one.

### **Step 4: Student Impact**

Jose did confirm that he tried to sound out the words in his head and even laughed about it. While he professed to hate vocabulary assignments, he was willing to complete Word Study since he could, “Figure it out, almost like it’s a puzzle.”

### **Practice Case Study – Maria (ESL 3)**

Maria, an 11<sup>th</sup> grader, is an ESL 3 student who has reading disabilities. She's amicable, completes her school work, and gets good grades in her classes. She regularly meets with both her ESS and her ESL teachers.

#### **Step 1: Identifying the Gap**

Maria suddenly disengages from school, and for the first time, she has fallen behind and is failing classes. She has been missing her meetings with her ESL teacher, so Shelly contacted her ESS teacher, Cara, who confirmed Maria had been missing their meetings too. Shelly reached out to Maria's academic coach who was unable to provide any additional information since Maria had only been checking-in via text which was not like her. The teachers each document their concerns and continued their efforts to contact her.

#### **Step 2: Finding the Missing Piece**

When Shelly finally talks to her, Maria is apologetic about falling behind and says she was trying to catch up. During their conversation, Shelly learns about a death in Maria's family. Her grandfather had passed away, and the family did not have the funds to fly home to help her grandmother take care of everything including the funeral. Maria's been very close to her grandfather and is grieving. While Maria did not work, she kept up the house, did laundry, and cooked most of the meals. In the meantime, her other family members, mom and older siblings, were working extra hours to raise the money to buy airplane tickets.

#### **Assignment:**

Not all situations requiring collaboration and intervention are strictly academic. While Maria was apologetic about falling behind and said she was trying to catch up, sDiscuss what plan you would build to support Maria. *[Talk to partner, in a small group, or in break-out rooms if training is online.]* For Step 4, write what impact you are anticipating.

#### **Consider:**

- 1) How would you collaborate with her ESS teacher, assistant principal, and subject area teachers?
- 2) How can you directly support Maria with what her family is going through?
- 3) What immediate academic plan would you recommend?

Write your answers below:

#### **Step 3: Building the Plan**

#### **Step 4: Student Impact**