

ENGLISH LANGUAGE LEARNERS: When to Exit and When NOT to Exit



A Unique One-Day Live Online Seminar Presented by

Nicole Teyechea

Outstanding EL Teacher and National Presenter

Specifically Designed for Educators Working with English Learners (ELs) in Grades K-12: EL Teachers, EL Paraprofessionals, Instructional Coaches and Administrators

Clear, research-informed criteria to help determine if an EL student is ready for reduced scaffolding and differentiated supports as part of high-quality instruction

Warning signs that supports are being reduced too early or that students still need scaffolding

What to do after a student is exited – monitoring and supporting post-reclassification success

Receive an extensive digital resource handbook with dozens of tools and protocols to guide your reclassification decisions

LIVE ONLINE SEMINARS

December 3

9 AM Central, 8 AM Mountain,
7 AM Pacific, 10 AM Eastern

December 10

9 AM Eastern, 8 AM Central,
7 AM Mountain, 6 AM Pacific

CEUs and Graduate Credit Available
See page 6 for details

CAN'T ATTEND?

Order the recorded version
and take the seminar online at
your convenience (see page 6)

*'This was excellent! Thank
you so much.'*

– KATELYN BILLS,
EL 4TH & 5TH GRADE TEACHER

Ten Key Benefits of Attending

'Extremely valuable information and great supports!'

– JOANN PARKER,
ESL - TEACHER /
ELEMENTARY COORDINATOR



Who Should Attend

Educators Working with English Learners (ELs) in Grades K-12: EL Teachers, EL Paraprofessionals, Instructional Coaches and Administrators

1. Clarify the Reclassification Process

Gain a clear understanding of what should—and should not—guide your decisions to reduce or intensify instructional supports for English Learners across Tier 1, 2, and 3 levels

2. Use Data with Confidence

Learn how to use multiple data sources, including ELPS-aligned language proficiency scores, academic performance, classroom observations, and student work samples, to inform differentiated instruction and exit decisions

3. Avoid Premature or Delayed Exits

Identify instructional “red flags” that signal when an EL student is receiving less support too soon—or being kept in highly scaffolded environments longer than necessary

4. Distinguish Language vs. Learning Issues

Develop strategies for determining whether EL student struggles are related to language development or other academic learning needs—and tailor supports accordingly

5. Support Long-Term English Learners

Explore practical strategies for EL students who remain in language support for extended periods without expected progress

6. Understand Legal and Policy Guidelines

Ensure practices complement formal exit criteria, state/federal requirements, and focus on providing research-informed instructional supports throughout the year

7. Enhance Collaboration Across Roles

Learn how to work more effectively with classroom teachers, specialists, and families to make shared, EL student-centered decisions

8. Improve Monitoring After Exit

Implement formative monitoring tools to ensure students continue succeeding after scaffolds are removed or reduced

9. Walk Away with Tools You Can Use

Receive adaptable forms, protocols, and checklists to support your team’s instructional planning for multilingual learners

10. Receive an Extensive EL Digital Resource Handbook

A digital handbook packed with outstanding strategies, templates, and solutions to guide your instructional supports and exit decisions for EL students

Outstanding Strategies You Can Use Immediately

What You Will Learn ...

- **A clearer understanding** of what it truly means for a student to be ready to exit EL services with reduced scaffolding
- **Practical tools to help guide exit decisions** with greater consistency and confidence
- Insight into how to **avoid both premature exits and unnecessarily prolonged EL** classification and scaffolding
- **Sample formative rubrics**, checklists, and observation protocols you can use or adapt to align instructional decisions with ELPS/WIDA standards
- **Collaborative planning** approaches with classroom teachers and specialists
- Tools to help **distinguish between language acquisition needs and potential learning difficulties**
- Guidance on how to **support and monitor long-term ELs** who are not making expected progress
- **Tips for involving families** in the reclassification process in respectful and supportive ways
- Ideas for implementing **effective monitoring plans after a student exits EL services**
- Dozens of strategies, templates, and monitoring tools aligned to **best practices for differentiated instruction for multilingual learners**



Amazing as always!

– TINA MORRIS, 4/5 ELL TEACHER

Practical Ideas and Strategies

Are you looking for greater clarity and confidence in knowing when an EL student is ready for reduced instructional supports—or when it's best to maintain or increase scaffolding?

In this **NEW** strategy-packed seminar, national presenter **NICOLE TEYECHEA** will share highly practical tools and protocols designed to help you know when it is time to exit your EL student and when not to. Leave with better tools to make consistent, equitable, and EL student-centered instructional decisions across Tier 1, 2, and 3 supports, regardless of which instructional framework your district uses.

You will learn to:

- Recognize signs that an EL student is ready to be exited and when a student is not
- Differentiate between typical language acquisition needs and other learning challenges
- Monitor progress using formative data aligned with core research-based instructional principles—including sheltered instruction, differentiated teaching best practices, and your state's ELPS/WIDA standards

Whether you are an EL specialist, EL paraprofessional, administrator, or coach, this seminar will help you ensure that every EL student receives the right instructional support at the right time throughout the year.



A Message From Seminar Leader, Nicole Teyechea



Uniquely Qualified Instructor

NICOLE TEYECHEA is an award-winning English Learners (EL) teacher and nationally recognized presenter on effective instruction for EL students. With many years of experience working with EL students and EL programs in a variety of contexts, she is passionate about helping EL students develop a strong growth mindset, achieve greater language literacy skills, and increase academic success. Nicole is the author of *ENGLISH LANGUAGE LEARNERS: When to Exit and When NOT to Exit*, the extensive digital resource handbook you will receive at the seminar. You'll leave Nicole's seminar with a wealth of strategies to use immediately with your EL students.

Dear Colleague:

I'm so excited to invite you to join me for a day of learning, collaboration, and clarity around a critically important instructional challenge: Knowing when an English Learner (EL) student is ready for exiting – and when they still need instructional supports to thrive.

If you're like me, you've probably experienced some uncertainty when deciding whether your EL student is truly ready for exiting, or wondered how to support long-term ELs who aren't making expected progress. These are important decisions that impact each learner's long-term confidence and success.

That's exactly what this seminar is designed to support.

Throughout the day, we'll explore clear, practical ways to monitor student readiness using formative assessment aligned with research-based instructional practices.

We'll dig into useful tools and examples, discuss how to interpret language proficiency data alongside classroom evidence, and share protocols you can use right away. We'll also address how to monitor students once scaffolds are reduced, ensuring their continued success.

Whether you're an EL specialist, EL paraprofessional, administrator, or coach, you'll leave with concrete strategies, a deeper understanding of language development, and a renewed sense of purpose in supporting EL students.

I've designed this seminar to be practical, fast-paced, and genuinely helpful. I can't wait to spend the day learning with you.

Smiles,

Nicole Teyechea

P.S. **You will also receive an extensive digital instructional resource handbook filled with practical tools and strategies** to guide your instructional decisions throughout the year, not just for reclassification.

"We'll explore clear, practical ways to monitor student readiness using formative assessment aligned with research-based instructional practices."

What Your Colleagues Say About Nicole Teyechea

"I liked the charts with the indicators."

– Gabriela Salerno-McKinney, EL Intervention 2nd-3rd Grade Teacher

"Nicole was very engaging and thoughtful in what she wanted us to learn."

– Elaine Wengert, K-5th Grade ELL Teacher

"Nicole was informative and engaging. The seminar also offered many resources that my team can use with our students."

– Danielle Montijo, EL Teacher

"Best day of learning!"

– Rich Taibi, Chief Academic Officer



About BER Seminars

Outstanding Instructors

All programs are led by outstanding, top-rated BER national trainers.

Extensive Digital Resource Handbook

You'll receive an extensive digital Resource Handbook full of practical strategies and resources.

Highly Interactive

You'll be able to ask questions, consult with the instructor, and share ideas with other participants.

Program Guarantee

As we have for 49 years, we guarantee the high quality of our programs. If you are not satisfied, we'll give you a 100% refund.

Special Benefits of Attending



*"Very good seminar.
Thank you!"*

– DAVID LENHART,
ELL COORDINATOR

On-Site Training

Most BER seminars can be brought to your school or district in-person or online. See the options at www.ber.org/onsite or call 877-857-8964 to speak to one of our On-Site Training Consultants.

Extensive Digital Resource Handbook

Each participant will receive an extensive digital resource handbook giving you access to countless strategies. The handbook includes:

- Doable ways to determine if your EL Student is ready for exiting, reduced scaffolding, or needs continued supports
- Dozens of powerful strategies with step-by-step directions you can successfully use in any instructional framework
- Strategies to decide when to adjust instructional supports—not just for formal reclassification
- Management and organizational tips to enhance your effectiveness
- And much, much more!

Share Ideas with Other Educators

This seminar provides a wonderful opportunity for participants to share ideas with other educators interested in enhancing their English Language Learners program.

Consultation Available

Nicole Teyechea will be available for consultation regarding your questions and the unique needs of your own program.

Meet Inservice Requirements / Earn State CEUs

Participants of Live Online Seminars and those completing the Recorded Version online can receive a certificate of participation that may be used to verify five continuing education hours. For details about state CEUs available, visit www.ber.org/ceus

Earn One to Four Graduate Semester Credits



University of
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Global
A nonprofit
affiliate

Up to four graduate-level professional development credits are available with an additional fee and completion of follow up practicum activities. Details may be found at www.ber.org/credit

Can't Attend?

Other Professional Development Options:



Recorded Version of the Seminar

Order the recorded version of this seminar to take online at your convenience. You'll have 90-day access to the entire course and to the extensive digital resource handbook. To enroll, see registration form on page 7, and for optional CEUs and graduate credit, please visit www.ber.org/credit



Related On-Demand Online Courses

Related On-Demand Video-Based Online Learning courses, *Catching Up Your English Language Learners Who Have Fallen Behind*, for Grades K-12, *Helping English Language Learners Exit Your ELL Program*, for Grades K-8, and other ELL courses are available for immediate registration. To enroll, visit www.ber.org/online

ENGLISH LANGUAGE LEARNERS: When to Exit and When NOT to Exit

Registration (EDT7F1)

- ☐ 1. **December 3, 2026** (Start time: 9 AM Central)
- ☐ 2. **December 10, 2026** (Start time: 9 AM Eastern)
- or —
- ☐ 3. **I'd like to order the recorded version of this seminar**

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SEMINAR NUMBER: _____ (Please see list above)

List additional registrants on a copy of this form

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER HOME PHONE NUMBER

() ()

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

IMPORTANT – PRIORITY ID CODE: EEDT7F1

METHOD OF PAYMENT – Team Discount Available

The registration fee is \$295 per person;
for teams of three or more registering at the same time, the fee is \$275
per person. **Payment is due prior to the program.** No cash, please.

- ☐ A check (payable to **Bureau of Education & Research**) is attached
- ☐ A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)
- Cards accepted: MasterCard, VISA, Discover, AMEX

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FIVE EASY WAYS TO REGISTER:



SCAN QR code or visit:
at.ber.org/regEDT



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PHONE toll-free: 1-800-735-3503
(Weekdays 5:30 am - 5:00 pm Pacific Time)



FAX this form to: 1-425-453-1134



MAIL this form to: Bureau of Education & Research
3000 Northup Way • PO Box 96068
Bellevue, WA 98004

Program Hours

All Live Online Seminars are scheduled 9:00 AM – 3:30 PM in the time zone indicated. Check in 15 minutes prior. Registrants will be sent login information by email four days before their Live Online Seminar.

Fee

The registration fee is \$295 per person, \$275 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.**

Fee includes seminar registration, a certificate of participation and an extensive digital resource handbook. The fee is the same for Live Online Seminars or Recorded Seminars.

WA residents: visit www.dor.wa.gov/TaxRateLookup to find your required WA sales tax rate.

Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the seminar. Late cancellations made prior to the event date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at **www.ber.org**



EDT7F1

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