

Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (ELLs)

Colorado Department of Education 2002

Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (ELLs)

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CDE

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Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners (ELLs)

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Introduction

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

35 Fed. Reg. 11595

Colorado educators, school administrators, and school board members face the challenge of providing an equitable and challenging education to all students. For the nearly 75,000 students in Colorado who are English language learners (ELLs) identified as being limited in English proficiency (LEP), the challenge was intensified when Colorado adopted high academic standards and accountability measures.

Colorado schools must be actively engaged in analyzing student performance, educational program effectiveness, program delivery structures, and instructional processes. Implementing research-based structures that support student achievement for ELLs is essential, especially in light of the low academic achievement of this population.

School boards, administrators, and teachers face the challenge of implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The performance goals outlined in the Colorado Department of Education (CDE) Consolidated State Plan (June 2002) illustrate our commitment.

- Performance Goal 1 - All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2 - All students with limited English proficiency will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 3 - All students will be taught by highly qualified teachers.
- Performance Goal 4 - All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance Goal 5 – All students will graduate from high school.

To help local education agencies plan for ELL success in school, the English Language Acquisition Unit (ELAU) of the Colorado Department of Education (CDE), in consultation with institutions of higher education and community agencies, has planned professional development and technical assistance to support effective instruction. New professional development modules have been prepared that include: A) Systemic, Comprehensive School Reform that focuses on systemic alignment and restructuring; B) State Guidance to support the design and implementation of LIEPs; C) Assessment and

Data Analysis; and D) Curriculum and Instruction. The implementation of scientifically-based research in literacy and language acquisition models, methods, and strategies will be infused throughout these modules.

This publication is a tool to assist Colorado in professional development. It is the result of a joint effort of the CDE, Colorado school districts, professional organizations, and other interested parties, both public and private, committed to high quality education for ELLs. In addition, CDE convened the ELA Advisory Core Council whose mission was to help develop guidance, materials, and broad recommendations concerning standards, instruction, and assessment/data collection for ELLs.

Key sections of Title III, Part A, of the *No Child Left Behind Act of 2001* provide a focus for our efforts on behalf of children who are LEP, including immigrant children and youth. Specifically, the purposes are to:

- help ensure that children who are LEP, including immigrant children and youth, attain English proficiency, develop **high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards** as all children are expected to meet;
- develop **high quality LIEPs** in teaching LEP children and serving immigrant children and youth that prepare them to enter all-English instructional settings;
- assist in **building staff capacity** to establish, implement, and sustain LIEPs and programs of English language development for children who are LEP; and
- promote **parental and community participation in LIEPs** for the parents and communities of children who are LEP.

The Guiding Principles to follow serve as the foundation for the content of the guidebook and reflect the philosophy of the *No Child Left Behind Act of 2001*, the Colorado Basic Literacy Act, the Colorado Student Assessment Program, Colorado Content Standards, the Colorado Consolidated State Plan, and Federal reform initiatives. These principles are supported by Colorado educators and administrators who helped develop the content for the guidebook and who are responsible for providing appropriate, challenging, and high quality educational opportunities for our ELLs. The Guiding Principles are:

- 1) School districts will implement LIEPs with a focus on access, equity, and quality.
- 2) The effective acquisition of academic English to promote student achievement will be a priority regardless of the LIEP selected.
- 3) Assessment will systematically use valid measures to determine progress in attaining English proficiency (including the level of comprehension, speaking, listening, reading, and writing skills) and student academic achievement standards.
- 4) Instruction and accountability will be based on meaningful data related to student performance.
- 5) All instructional staff assigned to educate ELLs will be professionally prepared,

qualified, and authorized to teach this population.

- 6) Parents will be encouraged and provided opportunities to actively collaborate with schools to support their children's learning and to increase their own language and literacy skills.

This guidebook provides assistance to Colorado educators, administrators, and school board members in their continuing efforts to address the linguistic and educational needs of ELLs by sharing information on legislated and judicially mandated policies and procedures. It is organized into five sections:

Section 1 – Understanding English Language Learners (ELLs)

Section 2 – Understanding the Districts' Obligation for Identification, Assessment, and Placement of ELLs

Section 3 – Designing Effective Programs to Meet ELL Needs

Section 4 – Implementing Language Instruction Educational Programs (LIEPs) for ELLs

Section 5 – Evaluating and Managing Programs for ELLs

While every effort was made to identify and cite sources, there may be some that were inadvertently omitted. The guidebook was designed to fit in a loose leaf binder so that sections can be updated and additional resources can be added.

For comments on the draft guidebook or for further information, contact:

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Understanding English Language Learners (ELLs)

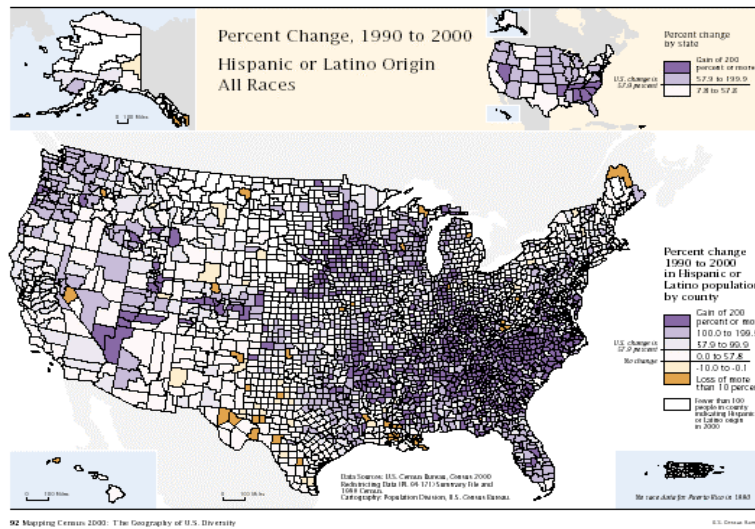
1.1 ELLs in the United States and Colorado

Demographics and Languages of ELLs in the United States and Colorado

With the release of the 2000 U.S. census data, changes in the ELL student population over the past ten years in the U.S. and in Colorado can be monitored. The number of foreign-born people living in the U.S. has increased substantially over the past 10 years, with 10.4% of the U.S. population being foreign born in the year 2000. Between 1980 and 1997, the number of children of immigrants enrolled in U.S. schools almost doubled, increasing from 10% of the entire student population to 19%. These figures are a good indicator of the changing demographics of the U.S. population and the new challenges and opportunities for school districts.

Over 50% of the U.S. foreign-born population was born in Latin America. The U.S. Census Bureau created the maps in the exhibit to follow, illustrating the increase in the Hispanic/Latino population in the U.S., by state. Between 1990 and 2000, the Hispanic/Latino population in the U.S. increased by 58%, Colorado's Hispanic/Latino population increased by 73%, while Colorado's total population increased by 31%. The map on the page to follow (U.S. Census Bureau, 2000) illustrates these important demographic trends that are helping to shape our student population in Colorado.

U.S. Census Map of Change in the Hispanic or Latino Population 1990-2000



Over 39% of Latinos in the U.S. were born outside of the U.S., increasing the chance that these individuals speak a language other than English as their primary language. In addition, this group has a lower median age than the population as a whole: 35.7% of all Hispanics are under the age of 18. Latinos are a growing proportion of the U.S. student population comprising 8.6% of the student population in 1980 and 16.2% in 1999.²

This rapid and dramatic increase in the number of Latino/Hispanic students in our schools has profound implications on how a school structures and delivers its educational services. A Presidential Commission reported:

While the Latino population continues to grow, on average the educational attainment of the Hispanic community continues to lag behind that of the rest of the nation. The achievement gap between Hispanic students and their peers is the result of multiple factors, among them their low participation in pre-school programs, segregation into “resource poor” schools, high drop-out rates, low family incomes, and limited English proficiency.

(White House Initiative on Educational Excellence for Hispanic Americans, 2000)

The differences in achievement between Hispanics and non-Hispanics begin as early as kindergarten and continue through high school. The high school completion rate for Latinos has not changed substantially in the past several years, and the drop-out rate for Hispanics remains unacceptably high.

In Colorado, as documented by the October Count for 2001-2002, there are between 2,400 and 5,900 Spanish speakers per grade level between grades 3 and 10 with about 88 different languages being spoken. In 1990 in Colorado, the

number of children who spoke a language other than English at home was 51,202³ and by 2001 that number was estimated at 71,011. The exhibit to follow provides a breakdown for grades 3-10.

**Number of Colorado Students who Speak Languages Other Than English
(by Grade) FY 2001-02**

Language	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10
Spanish	5,897	5,400	4,825	4,126	3,658	3,376	3,894	2,405
French	17	30	24	28	20	20	22	15
German	27	32	28	11	27	21	14	12
Other European Language	100	91	105	77	102	83	108	135
Russian	96	98	04	112	96	101	123	12
Other Languages of the Former Soviet Union	20	30	26	26	23	35	19	18
Arabic	36	34	27	40	25	21	30	32
Other Middle Eastern Language	28	21	37	42	32	16	30	38
Chinese	92	102	72	59	63	62	57	68
Hmong	93	96	96	98	81	79	78	80
Korean	114	116	105	87	76	86	84	94
Vietnamese	123	132	127	134	121	98	115	124
Other Asian Language	153	143	127	119	116	122	117	119
Oceanic Language	8	6	5	5	4	5	13	7
Native American or Western	85	81	82	69	67	52	58	42
African	47	53	44	40	45	34	64	48
Not Reported	26	32	50	35	53	52	49	57

Source: Colorado Consolidated State Plan, 2002.

According to U.S. census data, in the U.S. in the year 2000, 18% of those aged 5-18 who speak a language other than English at home: 13% speak Spanish, 3% speak other Indo-European languages, 2% speak an Asian language, and 1% speak another language. Between 1990 and 2000, the number of children speaking Spanish as their primary language at home increased by 60%, while those speaking Asian and Pacific languages grew by 49%. Breaking down the 18% of U.S. children who speak a language other than English at home, 17% responded that they speak English "very well" or "well," while 2% stated that they speak English "not well" or "not at all" (totals do not add due to rounding).

While the number of students who speak a language other than English in their homes has increased over the past decade, the percentage of these children who can speak English well has also increased. In 2000, 70% of children who do not speak English in their homes said that they speak English "very well," compared with 62% in 1990. The number of children who speak English "not at all" or "not well" also declined by 2% in the past decade.

In Arizona, California, Hawaii, New Jersey, New Mexico, New York, and Texas, over 25% of the population lives in homes where English is not the primary language. In California, Florida, Hawaii, New Mexico and Texas, ELLs exceed 10% of the student population.

Selected Facts about English Language Learners

- Over 3.5 million elementary and secondary students in the U.S. are ELLs.
- The number of language minority students has increased nearly 100% in the past decade, and growth is expected to continue.
- Forty-two percent (42%) of all public school teachers in the U.S. have at least one ELL student in their classes.
- There is a marked shortage of teachers certified to teach ELLs. Less than one in five teachers who currently serve these students are certified to teach them.
- Today's language minority students speak over 100 languages, including Creole, Cantonese, Hmong, Portuguese, and Russian, with 73% speaking Spanish and 3.9% speaking Vietnamese.
- Many newly enrolling immigrant students in the Northeast come from rural and/or war-torn areas of Haiti, the Dominican Republic, Cape Verde, Central America, Southeast Asia, and Africa, where access to formal schooling has been limited.
- Linguistic research has shown that it takes 3 to 5 years to develop oral English proficiency, and 4 to 7 or more years to master "academic" English (the ability to use English in academic context, important for long-term success in school).
- Nearly one-third of all ELLs receive no tailored assistance in understanding what is being taught. (That means that they are not taught how to speak English, nor given extra help in understanding their math, science, or history classes).

LAB, Fourth Annual Claiborne Pell Education Policy Seminar

Given these facts about ELLs, human and fiscal resources should be concentrated to address the challenges and benefits of an increasingly diverse student population and prepare the staff responsible for facilitating student learning. The broad recommendations made in the landmark report to the Hispanic Scholarship Fund are pertinent for educators, administrators, and school boards who work with ELLs, regardless of their ethnic and linguistic background.

- Raise public awareness of the need for great investments in postsecondary

education and increase the capacity of postsecondary institutions;

- Focus attention on keeping students in school;
- Coordinate interventions across all levels of education;
- Support the evaluation of existing programs and experimentation with new programs. (Vernez and Mizell, RAND Education, 2001)

Having a clear understanding of the language and culture of ELLs is the first step in understanding how to design, implement, monitor, and evaluate programs helping students make progress in attaining English proficiency and challenging content and academic achievement standards. The remainder of Part 1 addresses first and second language development as well as socio-cultural issues and how they affect student learning.

1.2 Stages of Language Development

The abilities to understand, speak, read, and write are basic to achieving academic success. This holds true whether a child is educated in their home country or the U.S. or whether instruction is in a language other than English or in English. However, once students enter Colorado's education system, regardless of the instructional program implemented or the language used in the classroom, our goal is to provide students the opportunity to acquire English proficiency. For many ELLs, contact with English begins at school. Nothing about being limited in English and succeeding in school is simple. A complex set of factors influence ELL academic success, with the most obvious being linguistic.

The distinction between first language development and second language acquisition must be understood to set the foundation for learner-centered instructional strategies for ELLs. However, regardless of whether a first or second language is being learned, there are five principles that apply. These are:

- language is learned by using language;
- the focus in language learning is meaning and function (not form);
- language learning is non-anxious, personally important, and concretely-based;
- language is self-directed, not segmented or sequenced; and
- the conditions necessary for language are essentially the same for all children.

These principles support best practices to facilitate language learning. In the same way that children learn to read by reading and to write by writing, they learn language by using language. Though the rate of development is different for all children, the conditions necessary for learning language are essentially the same.

First Language Development

Key concepts and theories have been put forth by Brown (1973), Chomsky (1986), Piaget (1970), and Vygotsky (1978) on how language is developed through an internal process whereby humans innately create words and sentences. Language rules are generated as individuals move through developmental stages of language--each at their own rate. In Crain (1980), Chomsky posits that as we create, comprehend, and transform sentences, we intuitively work on two levels: the deep structure and the surface structure of language. The surface structure refers to the way words or sounds are put together while the deep structure refers to the meaning that the words or sounds are meant to communicate.

Most theorists agree that language is related to thinking and requires the development of concrete operations. As the first language is developed, children need to hear it spoken and, through good models, will master language without any special program of instruction. While some believe that teaching about language makes children more conscious of their language, it is widely accepted that since children independently master an intricate system of grammatical rules, that their independent and intuitive efforts should be respected and not undermined through attempts to teach abstract rules of grammar. In spite of the beliefs about how language is best developed, four essential interactions are key to the learning and development:

- exposure to language;
- practice in a non-threatening environment;
- imitation; and
- reinforcement.

Differences Between Approaches That Promote Learning vs. Acquisition of Language	
Learning	Acquisition
1. Focus on the forms to be mastered.	1. Focus on need to communicate linguistic functions.
2. Success is based on demonstrated mastery of language	2. Success is based on getting things done with language.
3. Forms are learned for later functional applications.	3. Forms develop out of communicative needs being met in realistic contexts.
4. Lessons are organized around grammatically based objectives.	4. Lessons are organized around need, desires, and interests of the students.
5. Error correction is a critical feature to promote the mastery of linguistic forms and structures.	5. Student success in getting things done and in communicating ideas is the focus of reinforcement. Errors are accepted as developmental.
6. Learning is a conscious process of memorizing rules, forms, and structures, usually as a result of deliberate teaching.	6. Acquisition is an unconscious process of internalizing concepts and developing functional skills as a result of exposure and comprehensible input.
7. Rules and generalizations are taught inductively and deductively.	7. Rules and generalizations are not taught unless specifically requested by students.
8. Lessons are characterized by teacher developed drills and exercises.	8. Lessons are characterized by student centered situational activities.
9. Students develop the four language skills by following teacher-directed calendar.	9. Students develop the four language skills by participating in functional communicative activities which allow the skills to emerge naturally.
10. Early emphasis on production skills may produce unnecessary anxiety in students.	10. Lessons are characterized by low student anxiety as production and eventual mastery are allowed to occur on the students' own schedule after sufficient input.

California Department of Ed.- Office of Bilingual Education

In working with ELLs to facilitate their learning, a number of prominent researchers (Clay, 1991; Cummins, 1981; Peregoy, 1991) support the belief that the first language offers the best entry into literacy by providing a cognitive and academic foundation for proficiency in the second language.

Acquiring a Second Language

Children can best acquire a second language in much the same way that they learn a first language. They acquire the language as they struggle to communicate and make sense of their world. This process is compounded, however, because second language learners need to use the new language to learn subject matter, interact socially, and achieve academically.

Krashen (1982) suggests that during the early stages of learning a second language, students need to hear messages they can understand, but they do not need to actually produce language right away. They need to experience what he calls a “silent period.”

ELLs seem to learn English more quickly when teachers use pictures, gestures, manipulatives, and other means to make English comprehensible, while at the same time reducing the stress of high expectations associated with student production of the new language.

Krashen (1982) suggests that a new language is acquired subconsciously as it is used for various purposes. If a student needs to know how to order a pizza, s/he acquires the vocabulary needed to accomplish this task. By using language for *real* purposes, it is acquired naturally and purposefully. For older students, language can be acquired as they read and write, as well as through listening and speaking. People acquire language when they receive oral or written messages they understand. These messages provide comprehensible input that eventually leads to the output of speaking and writing.

Students acquire a second language through exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. Krashen (1982) defined the following stages of language for second language learners but acknowledged that since language acquisition is an ongoing process, the stages may overlap and growth may occur at different rates.

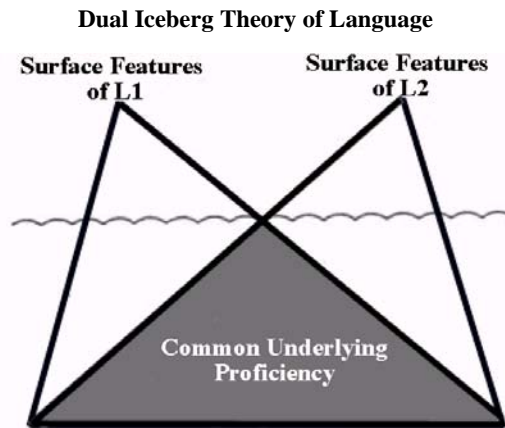
- **Silent/Receptive Stage** - The student does not verbally respond to communication in L2 although there is receptive processing. The student should be actively included in all class activities but not forced to speak. Teachers should give students in this stage of L2 acquisition sufficient time and clues to encourage participation. Students are likely to respond best through non-verbal interaction with peers; being included in general activities and games; and interacting with manipulatives, pictures, audiovisuals, and "hands-on" materials. As students progress through this stage, they will provide one-word verbal responses.
- **Early Production Stage** - During this stage, ELLs begin to respond verbally using one or two words and develop the ability to extract meaning from utterances

directed to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through the stage, two or three words may be grouped together in short phrases to express an idea.

- **Speech Emergence Stage** - In this stage, ELLs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities in which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be warmly received and encouraged. It is especially important that neither the instructor nor the students make fun of, or discourage, ELLs' attempts at speech.
- **Intermediate Fluency Stage** - In this stage, students gradually make the transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies for students in this stage are to give more comprehensible input, develop and extend recognition vocabulary, and to give them a chance to produce language in comfortable situations.
- **Advanced Fluency Stage** - During this stage of development, students begin to engage in non-cued conversation and produce connected narrative. This is appropriate timing for some grammar instruction, focusing on idiomatic expressions and reading comprehension skills. Activities are desirable that are designed to develop higher levels of thinking, vocabulary skills, and cognitive skills, especially in reading and writing. (Krashen, 1982)

Cummins (1980) posits a framework related to language use in which he describes the difference between language that is used for basic social interaction and language that is used for academic purposes. Basic Interpersonal Communication Skills (BICS) refers to language skills needed for social conversation purposes, whereas Cognitive Academic Language Proficiency (CALP) refers to formal language skills used for academic learning. It generally takes ELLs up to five years to acquire sufficient BICS necessary to participate in spontaneous conversation (Cummins, 1979). CALP usually takes from seven to ten years for ELLs to become cognitively proficient in the second language though some researchers (Thomas and Collier, 1995) have estimated that the time needed could take as much as 14 years.

The exhibit to follow provides a visual representation of what Cummins describes as the Dual Iceberg Theory in which an ELL's two language systems are demonstrated. The iceberg is an appropriate metaphor because, as with language, the majority of the structure is below the surface. ELLs' BICS is represented by the portion that is above the surface and their CALP is represented by the portion that is below the surface.



1.3 Socio-Cultural Issues and Student Learning

Lack of English proficiency is not the only obstacle ELLs must overcome, it is only the most obvious in learning to function in a new classroom, school, community, state, and country. Some of the things we take for granted about living and going to school in the U.S. are viewed very differently by an immigrant or ELL.

Issues that have a direct impact on ELLs that educators should have an understanding of, or be aware of, include the country of origin, language, access to education, basic enrollment information, and classroom considerations.

Most educators, like most other U.S. citizens, are socialized within homogeneous communities and have few opportunities to interact with people from other racial, ethnic, language, and social-class groups. The formal curriculum in schools, colleges, and universities provides educators with scant and inconsistent opportunities to acquire the knowledge and skills needed to work effectively in culturally diverse educational settings.

*Diversity Within Unity:
Essential Principles for Teaching and Learning
in a Multicultural Society
James Banks, et al, 2001*

- **Country of Origin** - The country from which a student comes might be at war, economically poor, underdeveloped, or very different in climate and geography from the new situation. A student concerned for the safety of family members and friends in a country at war is not likely to have school peers in the U.S. that can understand this hardship. Many of the students that come from such circumstances should be provided a transitional period in order to relieve the trauma and stress related to their move to the U.S.

Likewise, children that come from an economically poor country might not understand the wastefulness that their peers display when they throw away food in the cafeteria. ELLs who come from underdeveloped countries might not understand the availability of items we take for granted such as running water, indoor bathrooms, and basic cleanliness. The overwhelming need to fit in is very

difficult for children that come to the U.S. for economic reasons. The climate and geography that a student has experienced is important to understand because the changes that s/he has to undertake (i.e., altitude, change of seasons, snow and ice) are substantial and may be stressful or take time.

- **Language** - Does the student come from a country that has a written language? How similar is the student's alphabet to our English alphabet (does s/he use letters like we use in English or characters such as in Chinese or Korean?) A Spanish-speaking student coming from Uruguay might not have the same accent and specific vocabulary as one coming from Mexico--a situation similar to two students from the U.S., one from New York City and another from New Orleans. Once a means of communication is established, either through an interpreter/cultural mediator, or through other means such as phone contact (especially for rural communities with less access to resources or resource people), then the basic understanding of the school process should be communicated.
- **Access to a Free Education** - Parents should be informed that the child's right to access the educational system is not dependent upon factors such as the child's ability to understand English, the family's legal status in the U.S., or the family's economic status or national origin. Discrimination based on these factors may have been a reality in the country that the family emigrated from.
- **Basic Enrollment and Attendance Information** - Information on enrollment must be made available to parents or guardians of ELLs, in a language that they can understand, whenever possible. If information is not available, then a reliable translator or cultural mediator should be made available. Often school secretaries and principals do not have forms in other languages; however, the family's comfort level with the school is increased when provided information in their home language. An example of information that schools ask for that often causes stress is the child's Social Security number (which a child often does not have and is not required by law) and immunization certificates. Another enrollment item that comes up is the school lunch application which should be completed by the interpreter/cultural mediator and the parent in a way that reduces stress associated with the family's economic situation. Many children come to the U.S. for economic reasons and are not aware of their child's right to a free or reduced lunch.

Compulsory education is not the norm outside the U.S., therefore, when parents sign the school disciplinary plan, they should be made aware of the expectations and laws governing school attendance. Parents should also be explained that prejudice and discrimination are not acceptable practices in the U.S. so that they can talk with their child to avoid conflict with other students. Likewise, educators and staff members should be aware that an immigrant student also has customs and practices that might be unusual or different from those they have experienced.

- **Classroom considerations** - A child who is new to a school is often paired with a student from a similar language or cultural background. Teachers should be aware that this practice has the potential to create more conflict and tension for the new

student or for the “buddy” if there is not a match between the students’ countries of origin, experiences, or personal preferences. For example, just because a student comes from an Asian country doesn’t mean that s/he speaks the same language or has a similar ethnic or socio-economic background.

Students should have an initial buddy to serve as a peer support partner. Once the new student becomes accustomed to the environment of the school, the buddy should have the choice of continuing to help the new student as an interpreter, or s/he might prefer assisting a different student. It should be understood that some children are excellent interpreters and others are not. Interpreting is a very difficult assignment to ask of a student that does not have that ability.

A student’s eagerness to perform and learn is also compounded and made more difficult by the fact that they might not want to be in the U.S. or Colorado. Older students could be more affected by a move to the U.S. than a younger student, because of the pressure to fit in to the environment.

Responding to each student individually is the best way to create a positive environment and a Language Instruction Education Program (LIEP) that is most beneficial to help the student attain English proficiency and transition into classrooms that are all English. How to understand and select the LIEP model that is most appropriate for ELLs is discussed in the next section.

2

Understanding the District's Obligation for Identification, Assessment and Placement of ELLs

2.1 Procedures for the Identification and Assessment of ELLs

In order to develop comprehensive English language acquisition and academic programs for ELLs, schools and districts must first have accurate knowledge regarding the number and characteristics of the population to be served. Proper identification of ELLs will help ensure that the district designs an English language acquisition program to meet the needs of its students in overcoming language barriers that impede academic success in the classroom.

The school district must establish an effective and systematic procedure to identify all ELLs. The identification, assessment, and placement procedure must include:

1. **Home language surveys** to be completed as part of the registration process for all students to identify those whose primary or home language is other than English (PHLOTE). Once completed, all surveys should be on file and easily accessible by school and district staff.
2. **Language proficiency assessment** to be administered to all students identified as PHLOTE to determine English language proficiency
3. **Parent notification** for students identified for placement in a Language Instruction Educational Program (LIEP).
4. **Placement in LIEP services** for students identified as ELLs.

Step 1 - Identification of Students Whose Primary or Home Language is Other Than English (PHLOTE)

A Home Language Survey must be completed for each student. This form should be provided in the languages most frequently spoken in the local community. The Office for Civil Rights (OCR) suggests that the Home Language Survey contain, at a minimum, the following three questions:

- **Is a language other than English used in the home?**
- **Was the student's first language other than English?**
- **Does the student speak a language other than English?**

PHLOTE
Primary or Home Language Other Than English—a student is identified as PHLOTE when any single response on the Home Language Survey indicates a language other than English is spoken by the student or by other individuals in the home.

The district must ensure that all students have a completed home language survey on file (this includes monolingual English speaking students).

Step 2 - Assessment of English Language Proficiency

The district will establish a systematic procedure to assess the English language proficiency of all PHLOTE students enrolled in its schools. Based on the results of the assessment, each PHLOTE student will be identified Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP). Program placement and instructional decisions will be based on the student's English language proficiency designation.

When all responses on the home language survey indicate that English is the only language used by the student, and by all individuals in the home, the student is considered an English only speaker. Procedures established by the school district for placement of the general student population should be followed.

If any response on the home language questionnaire indicates the use of a language other than English, by the student or an individual in the home, then further assessment must be conducted to determine the student's English language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

After identifying students who are PHLOTE through home language surveys, the next step is a thorough assessment of the student's language proficiency. This process is covered in detail in the following section.

2.2 Language Proficiency Assessment Instruments

Purposes of language proficiency testing

A well-planned, appropriate program of language proficiency assessment is critical to ensure that an LIEP is in compliance with legal requirements and that the educational needs of ELLs are being met. The district assessment plan should include provision for a timely initial assessment as students enter the district as well as an ongoing program of assessment to support educational planning and student achievement monitoring.

The information that is provided through a program of language proficiency assessment can be used for several purposes impacting the educational programs of ELLs: procedural/decision making requirements, program planning and evaluation, reporting requirements, and instructional planning.

Because districts are required to have an LIEP designed to meet the linguistic and educational needs of ELLs, every PHLOTE student must be tested for English language proficiency when initially identified. It is essential that all five-language proficiency areas are assessed in English and are also assessed in the students' native language when possible. The language proficiency areas are:

- 1) **Comprehension:** The ability to understand the content of oral and/or written materials at the age- and grade-appropriate level.
- 2) **Speaking:** The ability to use oral language appropriately within the classroom and in social interactions.
- 3) **Listening:** The ability to understand the oral language of the teacher, extract information, and follow the instructional discourse.
- 4) **Reading:** The ability to comprehend and interpret text at the age and grade appropriate level.
- 5) **Writing:** The ability to produce written text with content and format in classroom assignments at the age- and grade-appropriate level.

Oral assessment of English language proficiency may be sufficient for PHLOTE students in kindergarten and grade one depending on the district's expectations for those grade levels. However, in grades two through 12, PHLOTE students are expected to have acquired grade-appropriate skills in understanding, speaking, reading, and writing in the English language.

In cases when a PHLOTE student is unable to respond to a published assessment in English, the district should use an alternative method of assessment to ascertain how much the child understands in English as well as his/her content knowledge in the home language. When

Any PHLOTE student scoring below the publisher's threshold of oral English proficiency should be identified as LEP. Any PHLOTE student in grade two or above who is orally proficient in English but who scores below the test/assessment publisher's threshold for reading or writing proficiency (or the grade level standard) should be identified as LEP.

an appropriate test does not exist for a particular language, an alternative assessment should be administered in the native language of the child. An educator fluent in English and in the student's language should administer this assessment.

State Sanctioned Language Proficiency Assessment

In 2002, the State legislature enacted Senate Bill 02-109 requiring the CDE to develop and approve a single instrument or technique to be used by districts in identifying ELLs by school year 2005-06. Up until such time, districts may assess students using any of the instruments or techniques approved by CDE prior to January 1, 2002.

The CDE has sanctioned three language proficiency assessments for the purposes of the English Language Proficiency Act (ELPA) and the Colorado Student Assessment Program (CSAP). These assessments have proven to be reliable and valid measures of a student's English language proficiency and also are available in Spanish.

1. **Language Assessment Scales (LAS)** (CTB-McGraw Hill) With the Pre-LAS for kindergarten students, to assess oral, reading, and writing.
2. **Idea Proficiency Tests (IPT)** (Ballard & Tighe) for oral, reading, and writing.
3. **Woodcock-Muñoz Language Survey** (Riverside) for oral, reading, and writing.

Requirements of SB 02-109

- ❑ By school year 2005-06 all districts will adopt the single state approved language proficiency assessment.
- ❑ Districts must assess students on the entire instrument (oral, reading, writing).
- ❑ The assessment will be conducted on at least an annual basis.
- ❑ Districts must annually certify to CDE the number of students by language whose dominant language is not English.

Language Proficiency in the Students' Home Language

Federal guidelines do not require the testing of PHLOTE students in their native (home) language, nor can the results of such testing be used to determine whether students are ELLs. Nevertheless, a PHLOTE student may be tested for native language proficiency, in addition to testing for English language proficiency, to assist in determining an appropriate alternative language service placement, especially when students will be placed in a bilingual education program.

Upon initial entry into a school district, first language proficiency and academic assessment are important for all ELLs who have been receiving instruction in their native language. A comparison of performance in both languages provides the examiner a more valid profile of the ELL. For example, if it is known that a student has grade

Results of native language assessment may not be used to conclude that students do not require alternative language services, nor may the results be used to classify students as NEP, LEP, FEP, or Lau categories A-E. A PHLOTE student who is not proficient in English is LEP, *regardless* of the degree of proficiency in his or her native

level literacy skills in their native language and will be receiving instruction in only English, instruction would focus on transference of skills already learned rather than on the development of these skills. Native language proficiency and academic assessment provides:

1. Determination of language preference and strength.
2. Preview of language learning abilities as a pre-assessment for special education consideration.
3. Measurement of a student's initial academic knowledge in content area subjects.
4. Measurement of a student's growth in academic knowledge when instructed in the native language.
5. Analysis of a student's ability to meet and/or exceed state standards.

Comparison of the results from English language assessments and native language assessments may provide information about PHLOTE students' language dominance and other information that may be useful when prescribing placement. This information is also useful for making instructional decisions and placing students with respect to specific curriculum materials.

**Language Dominance vs.
Language Proficiency**

Dominance: The language the individual prefers to use. Language dominance may shift whenever the linguistic environment changes.

Proficiency: The ability to speak, understand, read, and write a language at a level comparable to a native speaker of similar age.

2.3 Program Placement for ELLs

Students identified as ELLs on objective assessments of language proficiency that measure listening, speaking, reading, and writing must be placed in a sound LIEP. ESL, structured immersion with ESL methodologies, and bilingual education are examples of LIEPs that have been recognized as sound by experts in the field.

Sheltered English and native language enrichment instructional approaches are not recognized by experts in the field as sound LIEPs for ELLs, unless they are used to augment other program models that have been recognized as sound. In its decision making, the district should not only rely on language proficiency information for making program placement decisions but also on other diagnostic information such as the student's proficiency in the native language, especially where bilingual education programs are prescribed.

Prior to placing a student in an LIEP, the school site must notify parents in writing regarding:

- The reasons for the identification of the child as being in need of English language instruction;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- How the English language instruction program will specifically help the child acquire English and meet age-appropriate standards for grade promotion and graduation;
- The specific exit criteria for the program;
- The expected rate of transition from the program into a classroom that is not tailored for limited English proficient children; and
- The expected rate of graduation from high school for children in the program in secondary schools.

Informed Consent

The Elementary and Secondary Education Act of 2001 requires school districts to inform parents of, and receive consent to, place their child in LIEPs with a primary language of instruction other than English.

“For a child who has been identified as limited English proficient prior to the beginning of the school year, each local educational agency that receives funds under this subpart shall make a reasonable and substantial effort to obtain informed parental consent prior to the placement of a child in an English language instruction program for limited English proficient children funded under this subpart, if the program does not include classes which exclusively or almost exclusively use the English language in instruction.”

Sec. 3103(b)(1)(A)

Parent notification must be communicated in a language and/or manner that can be understood by them.

Upon receipt of any written instructions from the parent, a district may withdraw an ELL from a formal LIEP. Nevertheless, under Civil Rights policy, the district is still obligated to provide appropriate informal means to ensure that the student's English language and academic needs are met.

A parent's refusal of alternative language services does not mean that a district should terminate testing an ELL's English language proficiency. Testing should continue to determine the effectiveness of the informal means implemented to meet the student's English language and academic needs.

2.4 Evaluation of Student Progress and Reclassification

On an annual basis, the school must evaluate and document the progress of ELLs' acquisition of English. Ensuring ELL success requires ongoing safeguards that are embodied in a continuous review of ELL performance and placement. The planning process should involve the ELL's parents, general classroom staff who work with the student, bilingual staff, and other school specialists in collaborative decision making about student identification, assessment, placement, and reclassification/exit.

The process for reclassification of ELLs from one level to another, from one program to another, and from one service to another should use appropriate assessment instruments and vary from district to district and from school to school. It is important that multiple criteria are used for decision making and, to the extent possible, that students are assessed in English and in their native language. Instruments and procedures that measure all five areas: comprehension, speaking, listening, reading, and writing are to be used. A few of the possible sources of data may include:

- language samples, surveys, and language proficiency tests;
- curriculum-embedded assessments, diagnostic tests, and formal or informal content-specific achievement tests;
- student performance portfolios;
- observations documented through anecdotal records and observation;
- logs or journals;
- teacher judgment that is anchored to specific behavior or achievement indicators;
- developmental or achievement checklists; and
- parent, teacher, or student questionnaires.

Once the data sources for reclassification have been identified, criteria should be established for the reclassification, reassignment to other LIEPs, or exit and monitoring if students have become sufficiently proficient in English to allow them to learn in an all-English classroom. Regardless of the procedures that are used, a team of decision makers should consist of those individuals who are familiar with the ELL and his/her performance (i.e., parent, classroom teacher, ESL teacher), as well as individuals who are familiar with assessment, ESL techniques, and placement resources and services.

<p style="text-align: center;">Reclassification</p> <p>Reclassification from LEP to non-LEP shall be determined through valid and reliable assessments and documented through observation. A student exiting an LIEP should be monitored for two years.</p>
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Krashen (1996) describes a model for gradual exit for ELLs in which they are exited into the mainstream program, subject by subject, as they are becoming increasingly ready to understand the English language input. As students reach what he terms the "threshold" for a particular subject matter, they proceed to receive instruction in English in that

subject matter, beginning with sheltered instruction while continuing with support in the native language.

One way to help ensure that students are properly evaluated is to convene an ELL Evaluation Committee (ELLEC). The ELLEC is a school committee that is responsible for overseeing the entire student evaluation process.

The composition of the ELLEC may consist of content-area or general classroom teachers of ELLs, assessment specialists, school building administrators, ESL/bilingual staff, and members-at-large (i.e., parents, community representatives, district administrators, high school students, school psychologists). The duties of the ELLEC are to:

- ensure full consideration of all students' language background before placement in an LIEP;
- ensure that systematic procedures and safeguards are in place related to the appropriateness of the identification, assessment, programs, and placement of ELLs;
- make recommendations to school decision makers on professional development for staff and parents regarding ELL success; and
- review the ELLs' progress in language acquisition and academic achievement on an annual or semi-annual basis.

Districts must establish objective exit criteria to ensure that ELLs are meeting high standards in comparison to their non-ELL peers before exiting from the LIEP. Students must be assessed to determine if they have developed sufficient English language proficiency in understanding, speaking, reading, and writing to be reclassified as proficient.

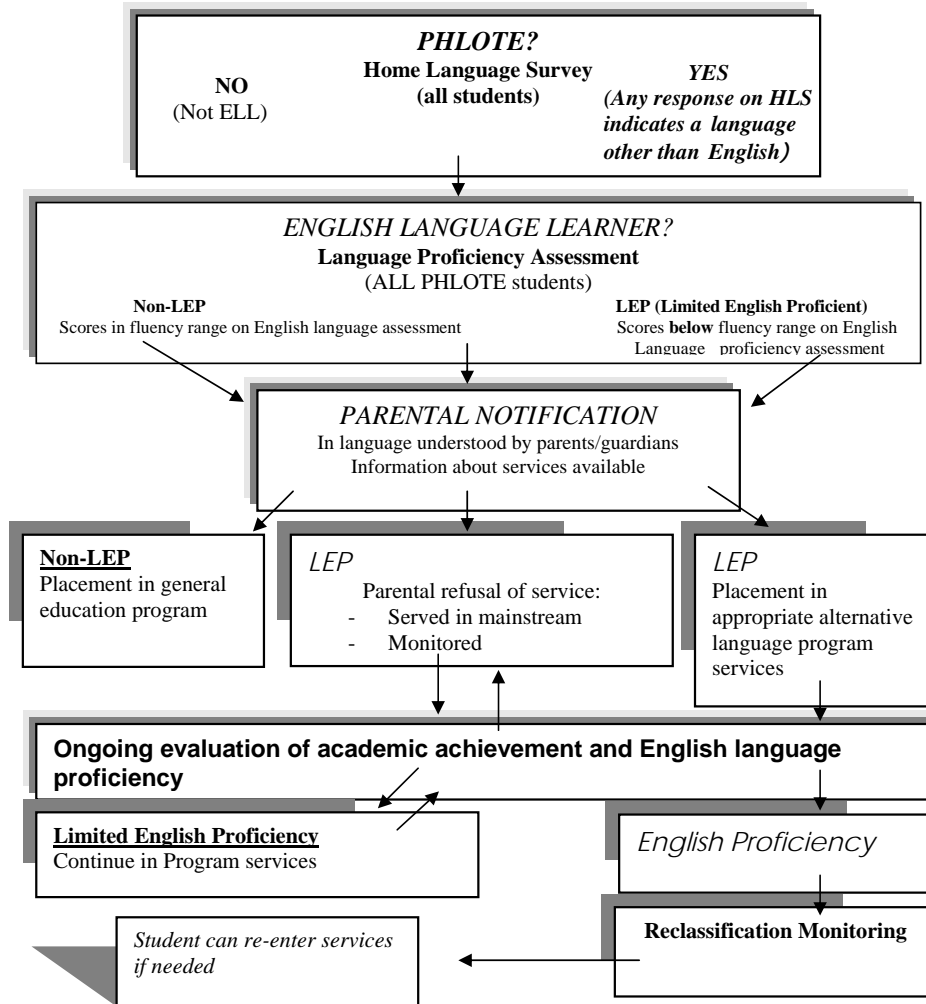
Districts may design their programs for ELLs to temporarily emphasize English over other content subjects. While schools with such programs may discontinue special instruction in English language development once ELLs become English proficient, schools are obligated to provide any assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

If a student who is identified as English proficient on a reliable and valid language proficiency test scores below grade level in core academic subjects, the district must assist the student in remediating the deficiencies, either before exiting the student from the LIEP, or immediately after exiting the student. The OCR requires that exit criteria ensure that former ELLs not be placed into an academic setting for which they are not prepared to function successfully without remedial assistance.

When students are exited from the LIEP, the district must monitor the progress of those students for a period of two years to determine their success in the regular school program. Students whose inadequate progress can be associated with a decline in English proficiency should be provided academic support through methods, which may include

temporary placement into an LIEP. This process is indicated in the Identification, Assessment, Placement, Reclassification, and Monitoring flow chart below.

Identification, Assessment, Placement, Reclassified, and Monitoring



3

Designing Effective Programs to Meet the Needs of ELLs

3.1 Understanding Comprehensive School Reform Guidelines

There are eight principles of comprehensive school reform that will help educational decision makers design, deliver, and evaluate programs for ELLs. Following are the Eight Principles of Comprehensive School Reform that spell out how to design systems for high performing schools that support standards-based instruction aimed at student achievement and the acquisition of English.

- 1. High Standards for all Children.** Design the education programs for all students rather than particular groups of students (e.g., “at risk” or “high achievers”).
- 2. Common Focus and Goals.** School staff and community have a shared vision with a common focus on goals, which address academic achievement, and an organized framework for school reform supported by school board policy.
- 3. Comprehensive Programs.** Addresses core subject areas for K-12, including instruction, and school organization (includes use of time, staff, and resources).
- 4. Alignment of Program and Curriculum Offering.** Alignment of all resources – human financial, and technological, across K-12 grades and subject areas. Help schools reorganize structures, systems, and staffing to

Best Practices Common to Exemplary Schools

- ◆ State standards involving a focus on challenging curricula drive instruction in exemplary schools that have a high ratio of poverty
- ◆ Literacy and math are scheduled for greater periods of time to help children of poverty meet the standards
- ◆ More funds are spent on staff development toward implementing changes in instruction for children in schools of high poverty
- ◆ More effort is devoted to designing and implementing monitoring of student progress in schools of high poverty
- ◆ Strong efforts are made to empower parents to help their children meet the standards
- ◆ Top performing high poverty schools tend to “...have state or district accountability systems in place that have real consequences for adults in the

refocus schools on teaching and learning.

5. **Research Based Foundations.** Incorporate research about best practices and help schools organize staff, schedules, and resources for more effective instruction. Promote innovation and flexibility.
6. **Research – Tested Implementation.** Reforms are focused and rigorous, with on-going evaluation to assure the highest quality of results. Data drives instruction and evaluation is central to strategic planning.
7. **Professional Development.** Incorporates on-going, site-based professional development that directly relates to instruction and is tied to the improvement of academic achievement for all students.
8. **Family and Community Involvement.** Offer effective ways to engage parents/community in specific grade level instructional expectations to link with service providers to address student and family nonacademic needs (with emphasis on academic accomplishments).

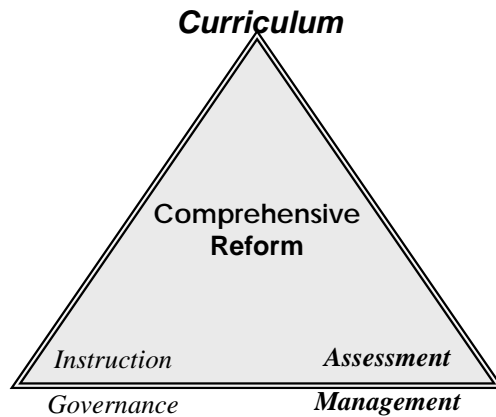
Schmoker, 1999

schools” (1999 Report of Education Trust)

- ◆ “High performing schools create a safe, orderly environment that allows students to concentrate on academics” (USED, 2001)
- ◆ Effective leadership and highly effective teachers are extremely important variables, which influence the success of children. ...they (the teachers) communicate...a sense of efficacy in terms of their own ability to teach all students.” (Tikunoff, 1995)
- ◆ “No-whining-no-excuses attitude” sets tone for high standards, high expectations, and firm discipline for students, which in turn promotes success for those in low-income neighborhoods.
- ◆ Effective reading and writing instruction in “beating the odds” schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.

The diagram that follows illustrates the Comprehensive Reform Model and the interplay between curriculum, instruction, assessment, governance, and program management. How this comprehensive reform model plays out in individual schools is dependent on many local conditions (e.g., number of ELLs, number of different languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook.

Comprehensive Reform Model



3.2 Understanding and Selecting Language Instruction Educational Program (LIEP) Models

To effectively meet the academic needs of ELLs, a school's instructional program must be designed to allow students access to the curriculum; promote high expectations for all students; increase interactions between ELLs, their teachers, and their peers; be instructionally sound; and have resources and materials that are appropriate.

3.2a LIEP Models

The following is a summary of factors that are necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. These components are based on four program examples that serve as frameworks for organizational plans that utilize the primary language in instruction to varying degrees (Miramontes, et. al, 1997). The models all presuppose a schoolwide decision making process that analyzes the student population, the human and material resources, and the political climate and context of the school community.

Category I: Full Primary Language Foundation. To follow are factors that are needed to provide the complete development of the primary language as a means to acquire literacy and content proficiency through a two-way bilingual program for all students (ELLs and students who are fully proficient in English who wish to become bilingual and biliterate).

- Adequate numbers of students from a single group of second language learners
- Adequate numbers of trained teachers who are fluent in the primary language of the non-English speaking group
- Suitable literacy and curricular materials in both languages
- A meaningful ESL element
- Planned transition to second language literacy

Category II: Primary Language Support - Literacy Only. The components needed to develop literacy and academic thinking skills in the primary language include:

- A sufficient amount of time (two hours a day or more) for content-based literacy and language arts
- Substantial oral language development
- Reading and writing skill development
- A thematic approach to literacy
- Adequate materials for integrating the content themes into reading instruction
- Programmed transition into English literacy
- Trained teachers who are fluent in the primary language and are strong in teaching literacy
- Make all curricular instruction comprehensible

Category III: Primary Language Content Reinforcement - No Literacy. Conditions that must exist for supporting critical thinking in content areas when literacy in the primary language is not possible include:

- A strong commitment to daily instructional time, collaborative planning, and materials for developing curricular concepts in the native language
- Primary language opportunities for students to learn and work with academic concepts
- Ample resources for developing concepts of the academic curriculum in the first language
- At least one hour per day for previewing the academic concepts in the first language
- A discussion of parents' role in the home to support conceptual development
- English as a second language instruction reflecting themes of the content areas

Category IV: All-English. The factors necessary for the delivery of instruction completely in English include:

- School or community resources that allow students to work with speakers of the native language
- Suggestions to parents for use of primary language at home to aid in accessing underlying conceptual content knowledge
- Schoolwide plan optimizing instruction for ELLs
- Identify key concepts and vocabulary; provide hands-on activities, visual aids, and repetition
- Minimal use of lecture
- Spontaneous language lessons and scaffolding oral expression lessons to achieve communicative competence

While there are a variety of options for the delivery of services to ELLs, the difficult task is deciding which program best suits each student. Like their non-ELL counterparts, ELLs may also require specialized services such as gifted education, Title I, migrant education, or special education.

The use of particular service models or teaching methods must be decided upon by the district or school; however, districts must demonstrate that the LIEP is designed to ensure the effective participation of ELLs in the educational program based on a sound educational approach.

Program Models

There are two main categories of program models for ELLs--bilingual education or English as a second language (ESL). Within these categories exists a variety of ways used to teach English language skills and standards-based content. Bilingual education programs utilize native language instruction while the student develops English language proficiency. ESL programs provide instruction using English as a medium.

Most schools use a combination of models, adapting their instructional approach to the size and needs of their ELL population. There are five program models that are most frequently used in schools across the U.S. (Antuñez, 2001). Following, these five models are summarized along with some pros and cons of each.

Bilingual Models

1. Two Way Bilingual -- Also known as Bilingual Immersion or Dual Language Immersion. The goal of this model is to develop bilingualism in ELLs and in English proficient students. An ideal two-way bilingual classroom is comprised of 50% English-speaking students and 50% ELLs who share the same native language.

Pro	Con
This model results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language.	This model only is feasible in schools with significant populations of ELLs who speak the same native language. Also, it is designed to work best with a balanced number of ELLs and English proficient students (a situation that may be difficult to achieve).

2. Late Exit -- Also known as Developmental Bilingual Education. This model is similar to the two-way bilingual model with a goal to develop bilingualism in ELLs. However, the late exit model utilizes the native language for instruction and gradually introduces English, transitioning the language of instruction from the native language to English as students' English language skills develop.

Pro	Con
This model works well for ELLs who speak a common native language.	This model does not work as well for schools with high student mobility and works best with a stable ELL population that can participate in this model for several years.

3. Early Exit -- Also known as Transitional Bilingual Education. Like the late exit model, early exit works with ELLs who share a common native language. With a goal of English acquisition, this model utilizes the student's native language and English at the beginning of the program but quickly progresses to English-only instruction. Native language skills are developed to a limited extent and only with the purpose of assisting in the acquisition of English.

Pro	Con
This model focuses on rapid transition to instruction in English.	This model requires that ELLs share a common native language. It is best if the students are stable and enter/exit the program at designated times.

English as a Second Language Models

4. Content-Based ESL -- Also known as Sheltered English, Specially Designed Academic Instruction in English (SDAIE), or Structured Immersion. This model works with students from any language background. Instruction is classroom-based, delivered in English, and adapted to the students' proficiency level. Content-based ESL incorporates contextual clues, such as gestures and visual aids, into instruction.

Pro	Con
This model is effective for student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously.	This model is not effective for students who are illiterate or at the beginning proficiency levels in English.

5. Pull-Out ESL -- This model is designed for students who do not share a common native language although it also can be used with groups who do speak the same native language. The goal is English acquisition. Like content-based ESL, this model adapts the instruction to the students' proficiency level. Instruction is given to students outside their English-only classrooms and grouping of students by age and grade is flexible due to a low student/teacher ratio.

Pro	Con
This model is adaptable to changing populations or schools that have new ELLs at different grade levels. Instruction often is tailored to students' language level, supplementing the learning that takes place in the general classroom.	ELLs may fall behind in content areas while acquiring English skills if instruction is not closely coordinated with the content taught in the general classroom.

3.2b Knowing and Interpreting Scientifically Based Research

The *No Child Left Behind Act of 2001* requires districts using federal education dollars to implement programs proven to be successful through scientifically based research. Section 3115(a) of Title III states that local education agencies shall use approaches and methodologies based on scientifically based research on teaching LEP children and immigrant children and youth for the following purposes:

- Developing and implementing new LIEPs and academic content instruction programs, including programs of early childhood education, elementary school, and secondary school programs;

- Carrying out highly focused, innovative locally-designed activities to expand or enhance existing LIEPs and academic content instruction programs; and
- Implementing schoolwide and agency-wide (within the jurisdiction of an LEA) programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction.

Scientifically based research demonstrating the effectiveness of increasing students' English proficiency and knowledge of subject matter should guide decisions about the models for effective LIEPs. Perhaps the most comprehensive review of the research on ELLs was completed by the National Research Council Institute of Medicine (August and Hakuta, 1998). This meta analysis examined hundreds of studies related to bilingualism and second language learning, cognitive and social aspects of student learning, student assessment, program evaluation, and school and classroom effectiveness.

The researchers concluded that instructional models that are grounded in basic knowledge about the linguistic, cognitive, and social development of ELLs are the most effective. They found that instructional models containing this basic knowledge would be rich enough to suggest different programs for different types of students. Ideally, after reviewing the research, the model adopted should be designed collaboratively taking into consideration student needs, local resources, parent preferences, and school/community input.

Feuer and Towne, in their paper presented at the Improving America's School Act Conference in October 2001, stated that there is "no algorithm for science, nor is there a checklist for how to evaluate its quality...science is in part a creative enterprise...an uncertain enterprise that evolves over time." How scientifically-based research is conducted will vary among educators. The National Research Council has defined it as:

A continual process of rigorous reasoning supported by a dynamic interplay among methods, theories, and findings. It builds understandings in the form of models or theories that can be tested.
(Shavelson and Towne, Eds., 2002, p. 2)

Because there is no one set of scientifically based research that will suit all local situations—one size does NOT fit all, six guiding principles that underlie all scientific inquiry—including education research—are listed below. Knowledge of these principles will give teachers, administrators, and school boards the tools to judge which programs and strategies are best for the ELLs served by their school, district, or BOCES. The Principles described by the National Research Council are:

Principle 1: Pose Significant Questions That Can Be Investigated Empirically - A synonym for *empirical* is *observation*. Science only can address questions that can be answered through systematic investigation or observation. However, questions can be posed to seek new knowledge or fill in gaps in existing knowledge by forming a hypothesis. The Research Council concludes that "The testability and refutability of scientific claims or hypotheses is an important feature of scientific investigations that is not typical in other forms of inquiry." The questions--and the research designed to address the questions--must reflect a clear understanding of the associated theory,

methods, and empirical investigations that are related to the questions.

Principle 2: Link Research to Relevant Theory - Science is involved with developing and testing theories about the world around us. In their paper, Feuer and Towne (2001) stated that, “Data are used in the process of scientific inquiry to relate to a broader framework that drives the investigation.” They go on to give an example from education research: Data about student achievement or school spending alone are not useful in a scientific investigation unless they are explicitly used to address a specific question with a specified theoretical model or to generate a theory or conjecture that can be tested later.

Principle 3: Use Methods That Permit Direct Investigation of the Question - A research method or the design used does not itself make the study “scientific”; rather, it is the *appropriateness* of the method/design as well as the *rigorousness* that will allow the research to be considered credible. There are numerous methods available to researchers in education. Often, very different methods and approaches can be appropriate in various parts of a particular research study. Multiple methods can substantially strengthen the certainty of the conclusions that result from the investigation.

Principle 4: Provide a Coherent and Explicit Chain of Reasoning - While there is no single way to reason scientifically; coherent, explicit, persuasive reasoning should be logical and linear. This holds true regardless of whether the research is quantitative or qualitative. The Research Council states that the validity of inferences made through this process is strengthened by:

- identifying limitations and biases;
- estimating uncertainty and error; and
- systematically ruling out plausible counter-explanations in a rational, compelling way.

Specifically, the chain of scientific reasoning should state: a) the assumptions present in the analysis, b) how evidence was judged to be relevant, c) how data relate to theoretical conceptions, d) how much error or uncertainty is associated with conclusions, and e) how alternative explanations were treated for what was observed.

Principle 5: Replicate and Generalize Across Studies - Scientific inquiry features checking and validating findings and results in different settings and contexts. Successfully replicating findings in different contexts can strengthen a hypothesis. By integrating and synthesizing findings over time, scientific knowledge is advanced.

Principle 6: Disclose Research to Encourage Professional Scrutiny and Critique - Without wide dissemination, research studies do not contribute to a larger body of knowledge. Research that is disseminated allows for full scrutiny by peers. By publishing in journals and presenting at conferences and professional meetings, other researchers can ask critical questions that help to move the profession forward. Feuer and Towne (2001) stated that, “The community of researchers has to collectively make sense of new findings to integrate them into the existing corpus of work. Indeed, the objectivity of science derives from these self-enforced norms, not the attributes of a particular person or

method.”

The National Research Council's Committee on Scientific Principles in Education Research report can be read online with additional hard copies being available for sale at: <http://www.nap.edu/catalog/10236.html> (Shavelson and Towne, Eds., 2002)

Regardless of the model used, instructional personnel need to be aware that knowledge of students' language and culture is critical to helping facilitate student learning. By incorporating these aspects into the curriculum, the context for learning is meaningful.

4

Implementing Language Instruction Educational Program (LIEP)s for ELLs

4.1 Comprehensive Program Design

Title III (Sec. 3115(1),(2),(3),(4)) of the *No Child Left Behind Act* requires that local educational agencies develop and implement language instruction educational programs for early childhood, elementary, and secondary school programs based on methods and approaches that are scientifically-researched and proven to be the best in teaching the limited English proficient student.

These programs must:

- Ensure that ELLs, including immigrant and refugee children and youth attain English proficiency, develop high levels of academic content knowledge and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language instruction program.
- Focused on professional development that builds capacity to provide high quality instructional programs designed to prepare ELLs to enter all English instruction settings.
- Promote parental and community participation in language instruction educational programs for the parents and communities of ELLs.
- Effectively chart the improvement in English proficiency and core academic content knowledge of ELLs.
- Create effective structures for charting adequate yearly progress for ELLs.
- Implement within the entire jurisdiction of a local educational agency, programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic instruction.

Programs must demonstrate effectiveness to:

1. Increase English proficiency and academic content knowledge
2. Provide high quality professional development to teachers in ESL/Bilingual classrooms, mainstream and content specific classrooms
3. Improve assessment and instructional practices

Support extension activities:

1. Provide tutorials and extension activities
2. Provide family literacy services
3. Improve instruction through technology and electronic networks

Lessons Learned: Practices of Successful Model Schools Serving ELLs

Lesson 1 A comprehensive schoolwide vision provides an essential foundation for developing outstanding education for ELLs.

- Model schools develop, by means of an extended process, a comprehensive design that integrates purpose and vision based on quantitative outcomes.
- Schools with successful language instructional educational programs collaborate with external partners to work through the complex issues of organizational change.
- School personnel expect ELLs to learn the language arts, math, and science curriculum to the high standards necessary for successful adult lives. Individual strengths and needs are respected, and efforts are made to help every student realize his or her potential.
- The attainment of fluency in written and oral English were assumed to be fundamental and universally achievable, as evidenced by the placement of students in heterogeneous groups.
- Model schools embrace the culture and language of students, welcoming parents and community members into the school in innovative ways. This practice supports the breakdown of alienation and helps the schools create a safe educational climate.
- Schools develop a community of learners in which teachers are treated as professionals, allowed to learn from each other, and are given the time to develop programs. It is well understood that teachers of ELLs should be fluent in the native language and/or trained in language acquisition, and that continuing professional development was essential to improving the educational program. The community of learners extended beyond teachers and students often involving parents and the community.
- Schools are open to outside help. They welcome and actively seek external partners or research information in order to advance their understanding of how to

realize their school vision.

- Successful schools see the need to change in a comprehensive way, with implications for the entire structure. The system of schooling needed to be re-examined in order to realize the goals.
- The structure and content of the curriculum, the instructional paradigm and learning environments, language development strategies, the organization of schooling and the use of time, and school decision-making are understood to be interconnected. Though all elements are not necessarily addressed at once, staff believes systemic change is necessary.
- Shared vision, high expectations, cultural validation, community of learners, openness to external partners and research, and comprehensiveness give the model schools an air of caring, optimism, and confidence, despite the great challenges they face.

Lesson 2 Effective language development strategies are adapted to different local conditions in order to ensure ELLs access to the core curriculum.

- All the model schools adopt dual goals:
 1. That ELLs achieve English language fluency and;
 2. Master the content of the core curriculum provided to mainstream students.
 3. Some schools add the third goal of developing and maintaining fluency in the students' native language.

Whether or not they also seek maintenance in the native language, the model schools varied in their approach to English language acquisition. The demographics of the ELLs at their school, desires of the community, vision for the school, availability of qualified staff, and district and state policies influenced the particulars of their approach. However, some important similarities emerged.

- Schools use students' primary language either as a foundation for developing literacy skills, as a tool for delivering content, or both. In many cases, teachers also relied on high quality sheltered English. Sheltered English and primary language-based programs were typically complemented by ESL instruction.
- Language instructional educational programs were flexibly constructed to accommodate students with varying levels of fluency and language backgrounds. Teachers adjust curriculum, instruction, and the use of primary language to meet the varying needs of students.

- Flexibility is necessary because of the diversity of students. The key to flexibility is having qualified and trained staff. Teachers are trained in language acquisition. Instruction occurs, when determined, in the students' primary language. In many cases where instruction was delivered using sheltered English, teachers were fluent in the home language of their students. To promote interaction between ELLs and non-ELLs, teacher teams teach and employ a wide range of grouping strategies.
- Transition from classes where instruction is delivered in students' primary language or sheltered English to mainstream classes is gradual, carefully planned, and supported with activities such as after-school tutoring to ensure students' success at mastering complex content in English.
- Model schools assured ELLs access to the core curriculum while simultaneously developing their English language skills.

Lesson 3 High quality learning environments for ELLs involve curricular strategies that engage students in meaningful, indepth learning across content areas led by trained and qualified staff.

- Model schools create and deliver a high quality curriculum to their ELLs that parallel the curriculum delivered to other students at the same grade level.
- The curriculum is presented in a way that is meaningful to ELLs by making connections across content areas. Middle schools link science and mathematics curricula, as well as social studies and language arts, allowing students to explore more complex relationships between the traditional disciplines.
- Elementary schools create opportunities for students to use their language arts skills across the curriculum. Language arts curriculum is often integrated and literature-based and students read and write about topics that are relevant to their culture and experience.
- In science, schools created curriculum that drew on the students' environment to maximize possibilities for hands-on exploration.
- Mathematics is often taught using frameworks such as thematic units or project-based activities to build students' conceptual understanding and computational skills in an applied context that relates to real-life situations. Finally, by focusing on concepts over an extended period of time, teachers emphasized depth of understanding over breadth of knowledge.

Lesson 4 Innovative instructional strategies which emphasize collaboration and hands-on activities engage ELLs in the learning process.

- Schools may vary greatly in their demographic conditions, the cultural and educational backgrounds and experiences of ELLs, values of local communities, school resources, and the supply of trained teachers fluent in native languages.
- Model sites had to develop their own mix of instructional strategies for meeting

the challenge of language diversity. However, across the model sites, the strategies tended to be based on similar pedagogic principles and approaches to creating highly effective learning environments. These innovative principles aimed to engage students actively in their own learning.

- Teachers created nurturing learning environments that facilitated students working independently and in heterogeneous, cooperative groups. Instruction often consisted of students engaged in self-directed, hands-on experiential learning, including inquiry and active discovery methods. These features, as implemented in the exemplary sites, are living examples of the new reform approaches to teaching language arts, science, and mathematics.
- Strategies, combined with the curriculum approaches suggested in Lesson 3, are effective for ELLs at different levels of English oral, reading, and writing competency (assuming they are taught by trained and qualified teachers).
- Assessment is a key element of reform. It is integrated into everyday learning tasks establishing long-term learning goals benchmarked to authentic assessments, and gathering such assessments into student portfolios.

Lesson 5 A schoolwide approach to restructuring units of teaching, use of time, decision making, and external relations enhanced the teaching/learning environment and foster the academic achievement of ELLs.

- Each model school restructured its school organization to implement its vision of effective schooling, to facilitate the language development strategies and innovative learning environments described above, and, more generally, to increase the effectiveness of their human, educational, community, and financial resources.
- Innovative use of time so that the academic schedule would respect the flow of learning units within classes. Such flexibility provides students with protected time to learn and allows them to engage in self-directed learning activities within cooperative groups.
- Blocks of time are allocated appropriately for the pedagogic needs of different subject matter or themes (science projects, for example, could occupy a double period in middle schools).
- The school day and year are structured or extended to accommodate teacher planning, collaboration, and professional development, and to provide extra support for ELLs' transition to English and the incorporation of newcomers into the ESL program. In short, creative uses of time help to tailor the educational program to the students' strengths and needs.
- Elementary and middle school levels also restructure their schools into smaller school organizations such as "families" which heightened the connections among students, between teacher and students, and among teachers. Small groups of students stay with the same teacher over four or five years (looping). Such continuity enables the students to become skilled at cooperative learning, be highly responsible in their learning tasks, and build self esteem; it also enables

teachers to build their understanding of each student as well as to develop their capacity to apply new instructional approaches in practice. "Families" with ELLs were consistent with learning environments throughout the school.

- Model schools redesigned their governance structures through a process of democratic decision making to involve teachers, parents, and community members. This ensures that restructuring is supported by broad consensus.
- The exemplary schools delivered a range of integrated health and social services which reflected their vision of the school as an integral part of the community.

Lesson 6 External partners have a direct influence on improving the educational program for ELLs.

- Schools draw on outside resources as they developed curriculum, implemented new instructional strategies, and designed meaningful assessment systems.
- External partners bring new ideas into the schools and reduced isolation by connecting schools with larger, often national, reform efforts.
- The role of external partners is critical as schools restructure their programs and undertake the challenge of reform in science and mathematics instruction.
- Integrated use of technology sites to integrate the learning of challenging content in language arts, math, and science while becoming literate in English

Lesson 7 Districts played a critical role in supporting quality education for ELLs.

- District leadership supported the development and implementation of high quality programs for ELLs.
- Personnel in such districts believe that ELLs can learn to high standards and employed specific strategies in support of ESL programs.
- Districts recruit and offer stipends to bilingual/ESL teachers, provide staff development in ESL, bilingual teaching, second language acquisition, and make provisions to allow for reduced class sizes for ELLs.
- Districts support the implementation of more powerful curriculum and instruction by providing staff development in response to the needs and interests of the teachers.
- Districts support school restructuring by shifting some decision making responsibilities to the site level and participating in, or establishing, networks of schools undergoing restructuring, particularly schools implementing the middle-school model.

Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., Woodworth, K. (1995). *School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students.*

4.2 Aligning Curriculum, Instruction, and Assessment to Standards

Regardless of the model selected, a well-design program and effective classroom practices for ELLs need to be evident in every early childhood, elementary, middle, and secondary education classroom. A broad range of instructional practices and strategies should be employed in assisting ELLs to learn content area concepts as they learn the English language.

The mastery of content requires that teachers of ELLs use an appropriate LIEP such as bilingual education or “sheltered English instruction” strategies to make content comprehensible. It requires instruction to be organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material (Peregoy and Boyle, 1997).

The key feature of sheltered instruction is that it addresses the core curriculum while providing ELLs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency (TESOL, 1997).

To maximize opportunities for language use and content mastery, ELLs’ social and emotional needs have to be met in an environment where they feel safe and comfortable with themselves and their peers. Teachers need to create an environment of predictability and acceptance. Zehler (1994) suggests that by providing structured classroom rules and activity patterns and setting clear expectations, teachers can foster an environment of regularity and acceptance. Specific ideas to accomplish this include:

- incorporating activities that maximize opportunities for language use to challenge students’ ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELLs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class and allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students’ country of origin in the classroom; and

Key Components of a Standards-Based Classroom

- 1) **Content Standards**—describe essential knowledge and skills and are fully and clearly expressed and understood by both the teacher and students.
- 2) **Instruction**—the curriculum, instructional techniques, and materials used by the teacher support the achievement of the relevant content standards.
- 3) **Assessment**—The classroom assessments are valid and reliable measures of the relevant content standards.
- 4) **Student Learning**—The learning methods used by students connect logically to the relevant content standards and assessments.

Characteristics of a Standards-Based Classroom in Colorado

- making efforts to incorporate diversity into the classroom by inviting students to share information about their background. However, don't expect them to automatically be comfortable being a spokesperson for their culture.

Teachers of ELLs should understand that students might come from backgrounds with different academic approaches (i.e., students may need to perform family obligations such as babysitting that keep them from doing their homework until late at night) and different levels of awareness about the expectations for parent involvement in their children's education. A clear understanding of these differences can help teachers be more accepting and students be more comfortable in their classrooms.

Adapting Lessons for English Language Learners

PREVIEW (group ELLs)	LESSON (for all students)	REVIEW (group ELLs by language level or work individually)
<ul style="list-style-type: none"> • 5-10 min. lesson preview • Introduce key concepts • Review prior knowledge • Develop experience base 	<ul style="list-style-type: none"> • Shelter the lesson • ELLs distributed across class • Use cooperative groupings • Individualize as needed 	<ul style="list-style-type: none"> • 5-10 minute follow-up with attention to language levels • Use extension activities • Check for comprehension

Cooperative learning builds on the social aspect of learning and allows opportunities for ELLs to listen to English language role models and practice their English in a small group setting. Learning to work in cooperative groups requires practice and guidance for students (Zehler, 1994). Formal, rotating roles are assigned to the cooperative group (i.e., recorder, reporter, data collector) and each group is monitored by the teacher.

Classroom Focus - Classrooms can be arranged with a focus on language acquisition whereby learning and improvement of language and literacy is at the heart of instruction. While language acquisition classrooms can be comprised of ELLs and English proficient students, the common goal is to promote language acquisition regardless of native language. Common characteristics of language acquisition classrooms include:

- language development and content as a dual curriculum;
- integration of listening/comprehension, speaking, reading, and writing skills;
- comprehension of meaning as the goal of all language activities;
- reading and writing by students every day; and
- curriculum organized around a theme.

Another classroom-focused management technique is the Newcomer Center. When ELLs are recent immigrants, they often require information beyond the scope of ESL and bilingual programs. By providing a welcoming environment to newcomers and their families, basic information about the academic system, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are providing students with a supportive environment and a greater opportunity to learn. Teachers and

counselors can work with ELLs in the Newcomer Center to provide an initial orientation and prepare the students for success in the established LIEPs already in place in the school system (CREDE, 2001).

It is important to recognize that new ELLs can be any age and grade level and schools should not overlook the distinct needs of older students. Additionally, ELLs can be a mobile population and may move from school to school, disrupting the continuity of their instruction. Schools must adapt to accommodate these students as they enter and exit new schools by ensuring that newcomer and appropriate ELL services are available at all grade levels. They also can provide students with materials and records to take to their next school to ease their transition into a new school system.

Coordination/Collaboration - Communication and coordination is an essential classroom management technique. Teachers of ELLs should not isolate themselves; rather, they need to interact both with other instructors working with ELLs as well as with ELLs' general classroom teachers and other educators who can provide resources and support to their students. Team teaching, pairing of classes, and regrouping students to integrate ELLs with English proficient students are viable methods for coordination/collaboration that will result in more integrated services.

Instructors of ELLs should tap into the resources of their fellow educators to share ideas, discuss challenges, and compare notes about the progress of the students they share. Teachers should collaborate to share their approaches, ideas, and issues with school building administrators to ensure that ELL programs are understood and incorporated into restructuring plans, other programs (i.e., Title I), and given the resources they need to succeed.

Teachers working with ELLs can seek support from parents, community groups, and resources that serve ELLs and the general population. Teachers can serve as resources to their students' families and by understanding the resources available outside of school, they are better able to serve the needs of these families.

Regardless of the classroom management techniques used, the instructional strategies employed, and the program models that schools have in place to meet the needs of their ELLs, schools should strive to fully include ELLs through meaningful LIEPs that do not separate ELLs from the rest of their class and school. At the very least, even if they are in a short-term self-contained Newcomer Center, ELLs should be included with their general classroom classmates for special activities and receive some instruction in the regular classroom to maintain coordination and ease the transition that will occur when the ELL is redesignated.

Instructional Materials

Instructional materials should be appropriate to the LIEP model or models chosen for instruction as well as to the language level of individual ELLs. For example, if a bilingual model is chosen, materials and instruction should be in both languages. In other models, English and native language materials should be dictated by the proficiency of the ELLs served. Native language materials can be used to supplement English language materials to make content comprehensible; however, instructors must be careful not to allow their ELLs to rely solely on native language materials because English proficiency is an important goal.

Instructors of ELLs should attempt to be culturally sensitive and inclusive when selecting or using instructional materials. Though publishers are much more aware of the need to eliminate bias from instructional and assessment materials than they were in the past, resources that are not recent can be extremely biased in terms of race, gender, and ethnic origin. These should be avoided at all costs and high quality, culturally infused materials—both print and other media—are chosen as an alternative.

Many successful ELL programs have made great efforts to develop multicultural and multi-language newsletters and notices for students to take home to communicate important news with their families. Educators should remember that it is reasonable to assume that parents of ELLs may not speak English nor be aware of their role in their child's education. Efforts to include the families and communicate with them in an appropriate manner will positively influence ELL interest and comfort level in school.

One of the biggest trends for ELLs is the use of educational technology and the publication of CD-ROMs in a variety of subjects and languages (Cummins, 2001, NABE NEWS Volume 25, #1, *Using Technology to Learn Language and Content*). They can be accompaniments to textbooks or separate programs to supplement the standard curriculum. Educators should be aware that computers and software can be a valuable tool for offering supplemental instruction, but students may not have access to a computer outside the classroom.

Another way to use computers and other media devices is as a tool for students to complete assignments. Instead of asking ELLs to complete written assignments, give them the opportunity to create visual reports using computerized images, digital cameras, scanners, and Internet resources. Research can be conducted online for assignments and a variety of educational and cultural portals exist to help link classroom learning and native language.

Ongoing professional development for educators affects instructional materials and how they are chosen. Staff need to receive professional development on program models, language development and culture, classroom management techniques, and instructional materials for ELLs. Teachers encountering ELLs for the first time will need to know about research-based effective strategies. In addition, mentoring from veteran teachers on how to integrate ELLs into their classroom is an important professional development activity. Materials and professional development programs should include all staff in the

school and school district to ensure that ELL programs, practices, and materials are well designed and well implemented.

4.3 Assessing Student Growth and Progress to Inform Instruction

Strategies for Assessment

Procedures and time frames must be instituted to assess ELLs. At a minimum, assessment should determine whether ELLs possess sufficient English language skills to participate meaningfully in the regular educational environment. The district must determine whether ELLs can understand, speak, read, and write English. To assess the language and learning of ELLs, educators need to:

- **Develop Procedures** - Assessments should be consistent with the language of instruction and students' individual linguistic abilities. Whenever possible, assessing learning in the native language should be undertaken to establish appropriate instructional plans. Utilizing bilingual/ESOL program staff to provide detailed information about students' language proficiencies is useful in identifying and/or developing language-appropriate assessments and programs.

The skills being assessed must be identified and academic knowledge to be assessed must be distinguished and separated from competency in the English language. An example of this is on a math test that employs story problems. You must consider whether language use or math computational skills are being assessed. Instructors should be aware that most assessments will actually assess both the content area concepts and the students' language.

Allow students to respond orally using their native language or English only if the assessment allows for alteration of administration procedures. Administer the assessment by giving instructions orally using the ELL's native language or using simplified English. Refer to the publisher's guide for direction on whether it is allowable to alter the administration procedures.

- **Consider the Type of Assessment** - Utilize language-appropriate alternative forms of assessments to provide students with opportunities to demonstrate both prior knowledge and progress toward the attainment of content standards. Alternative forms of assessment might include portfolios with scoring rubrics; individual and group projects; non-verbal assessments including visuals, drawings, demonstrations, and manipulatives; self evaluation; performance tasks; and computer-assisted assessments.
- **Consider Timing** - Consult the test administration manual, and if testing procedures are not standardized, allow time for flexibility in the administration of the assessment to accommodate students' linguistic competencies.

- Determine Whether or Not Assessment Procedures are Fair - Observation and assessments may be used to determine student placement in gifted education, special education, Title I, and other special programs. Care must be taken to ensure that ELLs are fairly and accurately assessed. When conducting assessments, take into consideration the following issues:
 - whether the student's language proficiency in English and in the native language was determined prior to any assessments being administered;
 - the length of time the student has been exposed to English;
 - the student's previous educational history;
 - whether qualified translators, diagnosticians, and/or trained personnel were used to conduct the assessment;
 - whether bilingual evaluation instruments were administered by trained bilingual examiners; and
 - whether, in the absence of reliable native language assessment instruments, appropriate performance evaluations were used.

When assessing ELLs, educators need to look beyond the student's ability to communicate on the playground, in the hallways, or in the lunchroom to assess their performance toward meeting local or state standards. Guidelines for assessment include the following:

- Examine student educational experiences. This information may provide an immediate clue to the student's abilities in content areas and in the native language. Students who have attended school in their native country are generally cognitively proficient in their native language. With the exception of students who have processing problems, skills and abilities are transferable from the first language to the second language.
- Students should be asked to read in English. Find out if they can understand the text they are reading, whether they can answer simple questions about the text, and whether they are able to compare and contrast information.
- Older students should be given an assignment to write about something they know (e.g., their family, favorite television show, or favorite food). Judge whether or not the writing is meaningful rather than judging tense, grammar, and word placement. Focus on meaning, not on form.
- Observe ELLs carefully. Determine what coping skills they are using, how they are processing information, and what resources they are relying upon. *Adapted from LMM News, Indiana Department of Education, Indianapolis, IN.*

The key to assessing ELLs is to look beyond communication in social settings. By examining educational history, adapting the testing conditions when appropriate, being aware of what instruments are actually measuring, and conducting and document-ing observed behaviors, it is possible to obtain more accurate assessment of achievement. Assessment results should be used to inform instruction and design LIEPs. Information on assessment should be kept in student cumulative records or another accessible

location. Student data sheets should be designed to help ensure that each identified ELL continues to be monitored despite transfers to other services, classrooms, or schools.

Body of Evidence

A body of evidence is a collection of information about student progress toward achieving academic goals. By definition, a body of evidence contains more than one kind of assessment. No reasonable single assessment can provide sufficient evidence to judge an ELL’s progress.

In the exhibits to follow, an assessment continuum is presented for ELLs. Notice that initial assessments are for language proficiency. Once a student moves beyond a beginning level of English language proficiency, s/he can begin to participate in the next step of the continuum labeled “body of evidence” and eventually participate meaningfully in outcome or performance assessments.

Assessment for ELLs - Body of Evidence

Language Proficiency Assessments	Teacher Observation	Performance Assessments
IPT	IRI	CSAP
LAS	Running Records	Supera
Woodcock-Muñoz	Quarterly Content Assessments	SABE
Other	Other	Other

Another way to view the continuum of assessments for ELLs is to make distinctions among the different types of assessments.

A Description of Standards-Based Assessments for ELLs		
Type of Assessment	Purpose of the Assessment	Function of the Assessment
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language.
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, that demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.

Margo Gottlieb

There is not a direct relationship between language proficiency and academic achievement. There are significant differences between language proficiency tests and achievement tests as illustrated in the descriptions to follow.

Language proficiency tests measure speaking and listening acquisition in addition to reading and writing skills. Scores from each proficiency area are placed into categories or levels of language acquisition. The cutoffs for these categories were derived with input from professionals with expertise in first and second language acquisition. The categories describe the level of English a student appears to possess in each measured area and provides valuable placement and instructional information to school personnel.

Achievement tests measure a students' conceptual knowledge based on content area of instruction. It is often difficult to obtain (in English) a true measure of an ELLs' academic achievement, particularly for students in the beginning or intermediate stages of English language acquisition. If a student achieves a grade level score, or "proficient" level on an academic assessment, the examiner can be reassured that the student possesses a level of English that should allow that student to be successful in a mainstream classroom. But if the student obtains scores below grade level or proficient, it cannot be determined whether the performance was due to the lack of English acquisition, the lack of conceptual or skill knowledge, or a combination of these issues. There is no empirical rationale for a given cut-off score on an achievement test as a criterion for placement in an LIEP.

4.4 Coordination and Collaboration Among Programs

Coordination and collaboration often involves restructuring time and resources to maximize planning for ELL success. Recognizing the needs of ELLs and establishing a common vision for providing services is often a simpler task than is finding time for working collaboratively.

Beginning a successful partnership requires communication among potential participants about ELL success that leads to the idea of developing a partnership. The specific roles and responsibilities of all the partners and the focus of partnership activities develop as leadership and commitment emerge. To be successful, strategic planning is needed to ensure that coordination activities address local needs and conditions. These factors below will help to ensure well-coordinated programs.

- **Resources** - The identification and allocation of resources is critical to maximizing services to ELLs. Programs often fail because educators are trying to do too much with too few resources. When schools and programs compete for scarce resources, students' opportunity to learn is compromised and they do not receive the highest quality education.
- **Policies** - Laws, regulations, standards, guidelines, licensing, certification, and interagency agreements serve as the guiding force behind policies. Clear policies have a profound impact on the ability of schools to serve ELLs and for individuals to work cooperatively to meet mutual goals. Include ELLs when

reporting the indicators of school achievement (including disaggregated student data from appropriate and valid assessments), as one way of monitoring the progress of ELLs.

- People - The goal of providing the best possible education for all students is largely dependent on the people involved in the effort. Clearly, the people make the difference--their skills, attitudes, degree of involvement, and experience. Provide all teachers with the opportunity to develop the tools necessary to work with ELLs through professional development. Provide teachers with language support when necessary to communicate effectively with parents and guardians who do not speak English. Use appropriate, relevant, and culturally sensitive ways to include parents and communities as partners in their children's schooling.
- Processes - Actions to establish meaningful and workable processes can be a great catalyst to promoting cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can have a profound effect on the entire effort. Use program review and student assessment results to monitor and evaluate the ways in which they provide services to ELLs. Make appropriate modifications to programs and assessments for ELLs as student populations and school structures change.

Intense pressure on schools to improve test scores has resulted in increased instructional activities that have a direct impact on academic achievement. The resources of schools are finite, and their traditions are firm. As schools currently are configured, they cannot take on all of the work that is essential to supporting academic achievement. Students who do not have that support must find it elsewhere or flounder.

Collaborative partnerships with community-based organizations (CBOs) and other agencies and organizations help to broaden the base of support for ELLs. Supporting school success may require tutoring in the student's first language, or it may require services that traditionally have been viewed as secondary to academic achievement (i.e., health care and parent education programs).

Community involvement in collaboration with schools may center around four basic processes:

1. Conversion-Guiding students through using powerful messages and role models.
2. Mobilization-Conducting complex activities, such as legal action, citizen participation, and neighborhood organizing that target change in systems.
3. Allocation-Acting to increase students' access to resources, alter the incentive structure, and provide social support for students' efforts.
4. Instruction-Acting to support social learning and intellectual development.

Collectively, community involvement with the school can be viewed as an effective catalyst for improving the physical conditions and resources available, the attitudes and expectations within the school and the community, and the formal and informal learning

opportunities for both children and adults.

Research has established the benefits of outside collaborations for students and schools. Working alone, schools and families may not be able to provide every student with the support needed for academic success. ELLs, in particular, may face obstacles resulting from a mismatch between their language and culture and the language and culture of school, and from the school system's difficulty in addressing their academic needs appropriately.

Some schools are using community-based organizations to help get services, forming partnerships for tutoring, presentations, classroom volunteers, and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for collaborating with schools and maximizing human and other resources to benefit ELLs. One such resource is the local or regional library system.

Informal library use can help student achievement. In a small test group, students who attended the library regularly improved their scores by an average of 17%. Students who visited the library also performed better on their classroom final exams. Twenty-three percent of the students in the subject class received excellent grades, compared to an average of four to six percent in the other classes. There was another unexpected result of constant library attendance and an increased desire to go to the library on their own.

It is essential that librarians and educators take a primary role in encouraging and mediating library use and understanding among ELLs. With cultural knowledge concerning the benefits of the library, the classroom teacher is in a pivotal role in introducing and promoting libraries. S/he has a strong and dominant role in determining library use or non-use. In the case of ELLs, instruction in library and information skills is best done with someone fluent in the students' home language. Optimally, this instruction would be a joint project between teachers, ESL/bilingual specialists, and librarians.

Library policies and collections, whether in the classroom, serving an entire school, or an adjacent public facility, help determine the amount of use by ELLs. For example, students who are allowed to take their school library books home enjoy reading more and want to visit the library more. Successful library programs targeting ELLs are extremely user-friendly. Bilingual signage, bilingual written instructions, bilingual library card applications, etc. will convey the message that all students are welcome. Schools in which teachers work closely with school media specialists provide plenty of opportunities for students to visit libraries, both during class and during non-school times. The ELA instructors have an especially strong position in serving as advocates for adequate school and public library collections and services for their students. However, resources are often limited, particularly in languages other than English.

Libraries play a vital role in ensuring that all children have opportunities to succeed, especially since students with access to books are among the best readers in school. By providing all children access to libraries--public, school, and classroom--we are making their opportunities to achieve literacy more equal.

4.5 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(1)(D) of the *No Child Left Behind Act of 2001* addresses the need for professional development to assist schools and districts to develop and enhance their capacity to provide high quality instructional programs designed to prepare ELLs to enter all-English instruction settings. The goal is professional development to establish, implement, and sustain programs of English language development.

The Law requires that high quality professional development (based on scientifically based research demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects) be directed toward:

- classroom teachers (including teachers in classroom settings that are not the settings of LIEPs);
- principals and administrators; and
- other school or community-based organizational personnel.

Professional development needs to be of sufficient intensity and duration. This is interpreted to mean that one-day or short-term staff development is not acceptable unless it is part of a comprehensive plan. It should be based on an assessment of teachers' needs to have the greatest positive and lasting impact on teachers' performance in the classroom.

Without a strong professional development component and appropriate instructional materials, high standards for all students do not have solid support. With the 2001 reauthorization of the Elementary and Secondary Education Act, the Federal government has identified successful professional development as activities that:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified;
- Are an integral part of a school's or district's educational improvement plan;
- Give participants the knowledge and skills necessary to provide students with the opportunity to meet challenging state standards;

Characteristics of Professional Learning Communities

- 1) Shared mission, vision, and value**
Learning communities have a collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.
- 2) Collective inquiry**
Positive learning communities are relentless in questioning the status quo, seeking and testing new methods and then reflecting on results.
- 3) Collaborative teams**
People who engage in collaborative team learning are able to learn from one another.
- 4) Action orientation and experimentation**
Learning occurs in the context of taking action. Trying something new, risk-taking, or experimentation is an opportunity to broaden the learning process.
- 5) Continuous improvement**
What is our fundamental purpose? What do we hope to achieve? What are our strategies for becoming better? What criteria will we use to assess our improvement efforts?
- 6) Results oriented**
The effectiveness of the learning community must be assessed on results not intentions.

Adapted from: *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (1998)*

- Improve classroom management skills;
- Are high quality, sustained, intensive, and classroom-focused in order to have a lasting impact on classroom instruction; and
- Are not 1-day or short-term workshops or conferences.

High standards for the education of ELLs cannot exist without high standards for professional development. To accomplish this, three important activities should be undertaken by teachers:

- develop an ongoing professional development plan;
- locate resources for professional development; and
- evaluate and follow-up professional development activities.

The Professional Development Plan

In designing a professional development plan, educators and trainers should begin by examining their students, the curriculum, and the assessments to be utilized in the classroom. Do the teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Do they need additional training to administer the assessments required? How can their skills be enhanced? These questions are especially relevant to instructors of ELLs who rely on assessments and a variety of pedagogical models to instruct their students and ensure that they not only master the curriculum but also acquire English proficiency.

The National Staff Development Council has developed a set of guidelines that provide an overview of best practices for planning and implementing relevant and successful staff development activities. The guidelines address context, process, and content standards that are crucial to successful professional development. Each of these three types of standards improves the learning of all students.

Context Standards

- Organizes adults into **learning communities** whose goals are aligned with those of the school and the district.
- Requires skillful school and district **leaders** who guide continuous instructional improvement.
- Requires **resources** to support adult learning and collaboration.

Process Standards

- **Data-driven:** Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation:** Uses multiple sources of information to guide improvement and demonstrate its impact.

- **Research-based:** Prepares educators to apply research to decision making.
- **Design:** Uses learning strategies appropriate to the intended goal.
- **Learning:** Applies knowledge about human learning and change.
- **Collaboration:** Provides educators with the knowledge and skills to collaborate.

Content Standards

- **Equity:** Prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching:** Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement:** Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Source: NSDC Standards for Staff Development (Revised, 2001)

Additional Principles that Apply to Professional Development Standards for Instructors of ELLs

While ELL instructors and other educators share many of the same needs for professional development, there are certain regulatory requirements that apply to the professional development for ELL instructors. In accordance with the *No Child Left Behind Act of 2001*, Title III, ELL programs are required to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals, administrators, and other school or community-based organization personnel. These programs should:

- **improve the instruction and assessment** of ELLs;
- **enhance the ability of instructors** to understand and use curricula, assessment measures, and instruction strategies for ELLs;
- be **effective** in increasing the ELLs' English proficiency or increasing the subject matter knowledge, teaching knowledge, or teaching skills of the instructor; and
- provide **coursework** (not to include one-day or short-term workshops or conferences) that will have a positive and lasting impact on the instructors' performance in the classroom, except is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on the assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

While these basic principles and regulatory standards provide a fairly comprehensive set of guidelines for professional development for all instructors, educators of ELLs will benefit from a few additional criteria. Since ELLs have complex educational needs, instructors face more strict demands for teaching these students. Yet the same principles do apply – professional development should be aligned with the curriculum and assessment, must enhance instructors’ skills in teaching and assessing ELLs, and be of proven value for improving the learning and performance of ELLs.

Specifically for teachers of ELLs, the U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) offers professional development principles to help educators align professional development activities to prepare and enhance the instructors’ abilities to appropriately serve ELLs.

Professional Development Principles

- Focus on teachers as central to student learning, and include all other members of the school community.
- Focus on individual, collegial, and organizational improvement.
- Respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Reflect the best available research and practice in teaching, learning, and leadership.
- Enable teachers to develop further expertise in subject content, language development and second language acquisition, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promote continuous inquiry and improvement that is embedded in the daily life of schools.
- Plan collaboratively with those who will participate in, and facilitate, professional development.
- Allow substantial time and other resources.
- Contain a coherent long-term plan.
- Evaluate success on the basis of teacher effectiveness and student learning.

Adapted from: U.S. Department of Education, OELA, 2000

The principles for professional development set forth by the U.S. Department of Education, OELA, touch on an extremely important issue for instructors of ELLs – the ultimate goal of creating a collegial and collaborative community of learners. Though instructors of ELLs may have specialized needs, all educators should be aware of issues facing ELLs and the importance of creating an inclusionary environment for all students. Education is undergoing consistent and complex changes that require a response that will help build the profession. Mentoring is one important way to move teaching forward through collaboration. Since the 1980s, mentoring has been a grassroots effort undertaken by teachers for teachers. In these times of education reform, it has provided a framework for teachers to have conversations about developing tools for improving teaching and increasing student achievement.

The National Education Agency Foundation for the Improvement of Education (NFIE)

recommends that schools consider key questions before establishing a mentoring program (NFIE, 1999).

- How shall we determine what new teachers need most from the mentoring experience?
- Who will be involved in making this determination?
- How will the district individualize the mentoring experience to meet the specific needs of each protégé?
- How will the focus of mentoring change during the course of a protégé's involvement in the program?
- Will the mentoring program be divided into stages according to the evolving needs of the protégé?
- Will the mentoring program provide remedial assistance to veteran teachers experiencing difficulties?
- Will the mentoring program include peer review?
- How will mentors interact with others in the district to ensure that protégés have access to comprehensive professional development opportunities, including assistance with curriculum content and student assessments?
- How will mentors be assessed for their performance?
- Who will be involved in making this assessment?
- What evidence will be used to evaluate and document the effectiveness of the mentoring program? (i.e., student achievement data, teacher satisfaction, teacher retention, decreased need for teacher remediation, cost-benefit data, anecdotal evidence).

Mentoring usually involves a supportive relationship between two individuals (the mentor and the protégé) that includes observation during which both parties visit each others' classrooms. First, the mentor demonstrates lessons and techniques. This is followed by a cycle of discussion about the lesson/techniques, a visit by the mentor to the protégé's classroom, conferencing, joint preparation, and more discussion.

Because mentoring provides a relationship in which there is ongoing, supportive, and sustaining professional development in response to teacher needs, this model holds promise for improving instruction and assessment of students who are ELLs.

Content for ELL Professional Development

While topics for professional development should be identified in response to specific staff needs, the following list represents a number of commonly identified topics often recognized as being helpful to enhance services to ELLs.

- Identification of students whose primary or home language is other than English.
- Cross-cultural issues in the identification and placement of ELLs.
- Issues in conducting a thorough language assessment.

- Encouraging parent and family involvement in school.
- Content-based assessment.
- Procedures for communicating with parents of ELLs.
- Building strong assessment and accountability committees.
- Language development and second language acquisition.
- Effective instructional practices for ELLs.
- Making content comprehensible for ELLs (sheltering instruction).
- Identification, assessment, and placement of ELLs with learning difficulties.
- Communication and coordination between teachers working with ELLs.

Evaluating the Effectiveness of Professional Development

A final essential component of any successful professional development program is ongoing assessment and using assessment results for improvement. Trainers and participants should allocate time and money to ensure that the opportunity for evaluation and revisions exist for any staff development program. In doing so, development activities will be current and accurate based on the needs of the participants. Listed below are evaluation guidelines set forth by the National Staff Development Council in 2002.

- Evaluation of professional development should focus on results as well as on means, or the actual impact of staff development.
- Evaluate the whole professional development session/course as well as the components to determine if the objectives set forth were achieved.
- Design evaluations in conjunction with the planning of the program to ensure that the evaluations are succinct and capture the value of the comprehensive program.
- Use appropriate techniques and tools to collect relevant data.
- Invest in the evaluation of professional development during the early phases, and use the early feedback to refine and improve the program.

Professional development should always be evaluated. If it is worth the time to plan and deliver the professional development, it is well worth the time to evaluate its effectiveness. A rubric-based “report card” such as the one below can be used to examine the effectiveness of staff development. This instrument’s strength is in its adaptability for local use, focus on reviewing the various aspects of professional development, and attention to the degree to which each aspect is being implemented as planned.

Professional Development (PD) Checklist

	Ineffective	Developing Stage	Effective
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	Ineffective	Developing Stage	Effective
1	Program goals and objectives are not related to needs assessment or to school/district goals	Program goals and objectives relate indirectly to goals and stem from partial needs assessment or to school/district goals	Program goals and objectives stem from systematic needs assessment and relate to school/district goals
2	School/district administrators decide on PD with no input from staff	Staff provide some input in the selection of goals and the design of PD programs	School staff are involved in the selection of goals and the design of PD programs
3	Participants' skills and knowledge are unknown or assumed to be limited	Participants' skills and knowledge are determined but not addressed in PD	Participants' skills and knowledge are assessed and incorporated into PD
4	Theory/skills and rationale for use are not presented	Theory/skills or rationale (but not both) are presented	Theory/skills are presented with the rationale for change
5	Entirely in lecture or large group format	Primarily lecture with some opportunities for collegial learning	Varied PD activities promote both individual and group learning
6	Modeling, demonstration, and practice are not included	Some modeling, demonstration, and practice are included	Modeling, demonstration, and practice are included
7	The evaluation is irrelevant or not conducted	An evaluation occurs of either content or process, but not both	Session content and process are evaluated by participants
8	Follow-up is not included in the program design or is not provided	Follow-up is limited to tips from presenters or facilitators	Follow-up includes strategies such as peer coaching, access to presenters, and resources
9	Program evaluation is not conducted	Program evaluation is limited to only 1 or 2 sources, is "one-time only", or not ongoing	Ongoing program evaluation obtains information on all appropriate constituents
10	No evaluation results are available for planning purposes	Evaluation results are not used in planning future staff development or results are not related to goals	Evaluation results are used to plan future PD and assess goal accomplishment

Adapted from: Southwest Educational Development Laboratory

Professional development provides teachers of ELLs with the tools for helping their students achieve academically. It gives instructors the opportunity to increase their knowledge of research, theory, and best practices as well as improve their own classroom strategies and teaching approaches. By encouraging educators to be reflective, professional development supports their growth and participation in a community of professional instructors who can rely on their colleagues for collective expertise and mutual support.



5

Evaluating and Managing Programs for ELLs

5.1 Program Evaluation

The evaluation of programs, practices, and procedures for ELLs involves systematic planning and the establishment of approaches to measure the achievement of pre-established expected outcomes. Evaluation involves aggregating and synthesizing various types and forms of data to learn about whether or not what was designed was successful. Two types of evaluation, formative and summative, are most frequently used to answer questions about programs, practices, services, and procedures.

Formative evaluation (Scriven, 1967) is often employed when new or developing procedures are implemented where evaluation feedback can be used for improvement purposes. Formative evaluation is ongoing in that data are constantly being gathered, examined, and manipulated to influence decisions about what works and why, and what doesn't work and why not.

Summative evaluation most often serves an accountability function at the end of the school year or at the end of a program. Summative evaluation describes the characteristics and successes of the program, practices, procedures, or activities and the areas in need of improvement. It is employed to make a determination of whether the stated goals and objectives have been met and to support recommendations about whether or not practices should be continued. When used together, formative and summative evaluation can be a powerful tool for making educational decisions and setting policies about programs and practices for ELLs.

Meaningful evaluation can best be accomplished by planning ahead. Evaluation should not require any extraordinary procedures; rather, it should be integrated into the program activities and focused on the particular procedures, materials, programs, practices, or processes that exist. The evaluation planning cycle involves the following steps:

- assessing needs;
- establishing goals and objectives;
- implementing programs, practices, procedures, and activities to meet the goals and objectives;
- assessing the extent to which the objectives have been achieved; and
- using the results of the evaluation for making improvements.

For procedures related to planning and implementing services for ELLs to be evaluable, four questions should be asked. These questions are:

1. Was an adequate needs assessment conducted?
2. Were the goals and objectives adequately formulated and appropriate to the student needs?
3. Was the design and delivery of services, procedures, practices, and programs adequately described and consistent with the goals and objectives?
4. Were the evaluation questions adequately defined and in keeping with the goals and objectives?

Wilde and Sockey (1995) in *The Evaluation Handbook*, provide examples of needs assessment instruments, goals and objectives, activity statements, and procedural forms. They note that goals should be written after the needs assessment is conducted and should meet four conditions.

- Their meaning should be clear to the people involved.
- They should be agreed upon by educational planners and decision makers.
- They should be clearly identifiable as dealing with an end product.
- They should be realistic in terms of the time and money available (page 38).

An example of a goal for ELL success might be:

All students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.

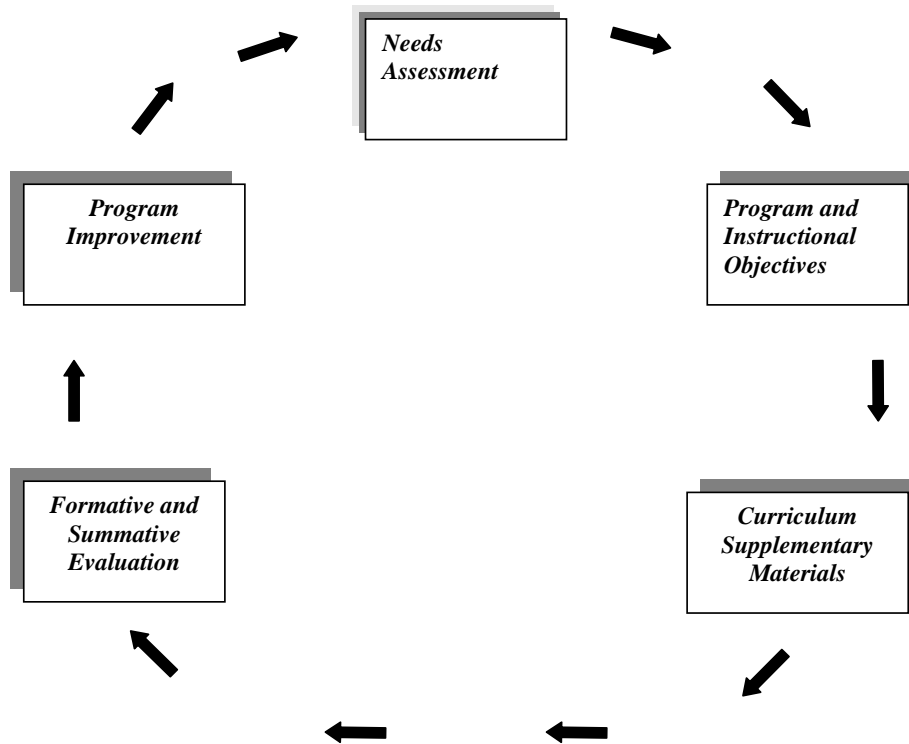
While goals are broad statements, objectives are specific measurable statements that focus on outcomes, performances, behaviors, expectations, and timelines. An example of an objective for ELL success might be:

After at least six months of ESL instruction, 90% of ELLs who speak little or no English will increase their language level by one category as measured by the Language Assessment Scales or the Woodcock-Muñoz Language Survey.

A sound evaluation can provide a rich source of information for teaching and guiding ELLs' learning, assisting in monitoring programs, assisting in gauging the effectiveness of programs for ELLs, contributing to student achievement, and meeting reporting requirements--especially those related to student success in meeting high standards.

To ensure a sound evaluation, the relationship between needs assessment, program or services design, program implementation, and evaluation should be clear. The exhibit to follow represents the evaluation decision cycle.

Evaluation Decision Cycle



Through the examination and disaggregation of data, relationships can be explored between students' learning results and particular characteristics of programs, practices, services, and procedures for ELLs. The best way to begin this process is to establish an evaluation planning team. This team should consist of instructional staff, a school building administrator, a staff member trained in techniques for ELL instruction, and a parent/community representative.

The evaluation planning team should be responsible for determining the activities, person responsible, and timelines for carrying out the evaluation. An evaluation planning calendar that contains this information should be designed and distributed to each

member of the team. The evaluation team leader should be responsible for guiding the team in determining the activities to be undertaken and documented in the evaluation planning calendar.

One of the culminating activities of the evaluation team is the evaluation report. This document is a powerful tool for informing and influencing policy decisions and educational practices. A good report is written with the reader in mind. Some reports are brief summaries with bulleted statements highlighting key features. Others are more formal with chapters, headings, and subheadings. The projected audience for the report (i.e., the school board, teachers, parents, community) should dictate the report format and content.

5.2 Inclusion of ELLs in the Statewide System of Accountability and Adequate Yearly Progress (AYP)

The Colorado Student Assessment Program (CSAP) is the primary assessment tool used to ensure that the state of Colorado is in compliance with the 2001 reauthorization of the Elementary and Secondary Education Act (*The No Child Left Behind Act of 2001*). This Act requires states to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. Furthermore, this Act calls for the inclusion of ELLs in the State assessment program to ensure that schools are providing an appropriate English language acquisition program that meets the linguistic and academic needs of ELLs. ESEA requires:

“...the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading and language arts;”

No Child Left Behind Act of 2001, §1111(3)(C)(III)(x)

What are Accommodations?

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or performance criteria. It “levels the playing field” but does not provide an unfair advantage.

What are Modifications?

A modification is a change made to the assessment procedures that affects the reliability or validity of the assessment. A modification may change the instructional level, content, or performance criteria.

Among experts in the field of second language acquisition and testing, there is a split between those who believe that only tests developed specifically for ELLs can be used to measure progress toward standards, and those who believe that inclusion of ELLs in standards based assessments should occur with testing accommodations or modifications.

Colorado encourages districts to carefully evaluate each ELL's readiness for the CSAP and allow these students to participate in the CSAP as soon as possible. The following guidelines should be used for determining which ELLs participate in the state assessment program. ***Note that changes in statutes are continually occurring, and any questions on student participation should be directed to the Assessment Unit at the Colorado Department of Education.***

Providing accommodations to established testing conditions for some students with limited English proficiency may be appropriate when their use would yield the most valid scores on the intended academic achievement constructs. Deciding which accommodations to use for which students usually involves an understanding of which construct irrelevant background factors would substantially influence the measurement of intended knowledge and skills for individual students, and if the accommodations would enhance the validity of the test score interpretations for these students.

*The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers
U.S. Department of Education,
Office for Civil Rights
December 2000*

Determining ELL Student Participation in CSAP

When determining which ELLs should participate in the CSAP, two things must be considered:

- The level of the student's English language proficiency in reading and/or writing.
- The time the student has been continuously enrolled in a public school system in the state of Colorado.

For a student to be eligible for exemption from the CSAP, **both** conditions below must be met.

- 1) The student must have completed an "approved" English language proficiency assessment (LAS, IPT, or Woodcock-Muñoz) and be identified as Non-English proficient in the five areas of *comprehension, speaking, listening, reading, and writing*.

To determine the appropriateness of inclusion or exemption of ELLs in the state assessment program, districts should consider their levels of proficiency in the five areas listed above. Although speaking and listening domains must be assessed for the overall language proficiency designation and coding for the CSAP, it is the student's proficiency in reading and writing English that should determine if that students is ready to attempt the CSAP.

Note that not all speakers of languages other than English are limited in their English language proficiency. ELLs who are proficient readers, and writers of English (FEP) **must** be included in the state assessment program and assessed with the English version of CSAP. ELLs who are Limited readers and writers of English (LEP) **must** also be included in the State assessment program and assessed with the appropriate language version of the CSAP.

Levels of Proficiency in English	
NEP—Non-English Proficient	A student who speaks a language other than English and does not comprehend, speak, read, or write English.
LEP—Limited English Proficient	A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
FEP—Fluent English Proficient	A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his/her monolingual English-speaking peers.

- 2) ELLs who have been continuously enrolled in a public school in the state of Colorado for three consecutive years or more, not including Kindergarten, **must be included in the state assessment program and assessed with the English version of the CSAP.**

The CDE requires school districts to maintain documentation that justifies, for each ELL who is excluded from the state assessment program, why that decision was made. The following information should be documented for each ELL:

- 1) **Overall English Language Proficiency Status**
 - Non-English Proficient (NEP)
 - Limited English Proficient (LEP)
 - Fluent English Proficient (FEP)
- 2) **Reading Language Proficiency Status**
 - Non-English Proficient (NEP)
 - Limited English Proficient (LEP)
 - Fluent English Proficient (FEP)
- 3) **Writing English Language Proficiency Status**
 - Non-English Proficient (NEP)
 - Limited English Proficient (LEP)
 - Fluent English Proficient (FEP)
- 4) **Date of English Language Proficiency Assessment**

The assessment should have been administered within the last year to be considered current (i.e., post-test given in the spring of the prior year or a fall assessment score from the current school year).

5) **Most current enrollment date into a Colorado public school and enrollment history**

The enrollment history should provide information relating to prior schools attended, the district, state or country, and student mobility. Districts need sufficient information to determine if the child has been continuously enrolled in a Colorado public school for three years or more.

6) **Documentation**

The person(s) providing information and/or the records reviewed to substantiate enrollment history should be clearly identified.

While every student is expected to take the CSAP, ELLs present a unique challenge in holding schools accountable for student performance while students are in the process of learning English. Therefore, the state requires districts to first assess a student's English language proficiency in all five skill areas (comprehension, speaking, listening, reading, and writing). Then each student is given an overall designation according to the test developers guidelines—Non-English proficient (NEP), Limited English proficient (LEP), and Fluent English proficient (FEP). Once a student's English language proficiency has been determined the following is used to determine if the student's CSAP score is included in the school's accountability report.

- ELLs identified *across all five areas* as Fluent English Proficient (FEP) are required to take the CSAP English version and their scores are included in the accountability reporting.
- ELLs identified as Limited English Proficient (LEP) *in reading and/or writing* are required to take the CSAP. If an LEP student has attended public school in Colorado for three or more consecutive years (two consecutive years for grade three CSAP) that student's score will be included in the accountability report. If an LEP student has attended public school in Colorado for less than three consecutive years (two for grade three CSAP) the score will not be included in the accountability report.
- ELLs identified as non-English proficient (NEP) *in reading and writing* may be excluded from the CSAP. However, if the student has attended public school in Colorado for three consecutive years (two consecutive years for grade three) his/her score will be included in the accountability report. Students attending public school in Colorado for less than the requisite number of consecutive years will be excluded from the accountability reporting. This exemption of ELL scores for accountability purposes should not stop a district from including the student in CSAP whom teachers believe can participate without negative consequences to the student. These testing opportunities should be considered "practice" for such students and could provide confidence for the student during subsequent assessment.

Adequate Yearly Progress (AYP)

Title III of the Reauthorized ESEA of 2001 highlights the need for effective LIEPs that meet the linguistic and academic needs of ELLs. The Act requires:

- An annual accounting of the number or percentage of ELLs making progress in learning English;
- Annual increases in the number or percentage of ELLs attaining English language proficiency as measured by a valid and reliable instrument;
- An annual determination of whether the school's ELL population has made adequate yearly progress; and, if not,
 - The school must modify its curriculum, program, and method of instruction; or,
 - The State must make the determination whether to withhold funds to the program; and,
 - The school must replace program personnel.

5.3 Data Collection, Paperwork, and Record Keeping

The overall emphasis of this section is to give specific enough information about how to collect and maintain adequate data that it could serve either as a starting blueprint for districts without a collection system, or to fine tune a data collection system already in place. As a result, this section is detail oriented and somewhat technical. In order to help all students succeed, it is necessary to be able to accurately track student progress, any interventions implemented, and the effectiveness of those interventions with resulting modifications to programs. There are three major elements of a good data collection system: a well constructed and flexible database, which generates the information for comparison tables, which in turn generates the evaluation report.

The first step in building a data collection system is to thoroughly understand the requirements of the evaluation plan itself (what the data will be used for): what data elements need to be tracked, who the stakeholders are and what their interests are, what systems are currently in place that need to be interfaced with, and what resources are available. The development process for the data collection and management system should take into account a long range view of how the system needs to function in the future. The ideal circumstance is for the developer of the data management system to understand and follow the whole process from beginning to end, from the design of the evaluation plan through the development of the database fields down to the construction of the paper data collection instruments. The developer of the data management system also needs to be aware that changes will need to be made in the system (database and collection instruments) on an ongoing basis, and allow for that in the construction process.

Purposes of Data Collection and Management

- To make data readily accessible and able to be analyzed quickly through computer automation. In the Federal ELL resource materials, the authors noted that "most of the data needed should be already be available in the district's records for students generally". However, data that is available in paper records is not the same thing as data that is usable, retrievable, or analyzable, especially if needed quickly.
- To evaluate student progress, program effectiveness, and staff training over time to identify longitudinal trends in these areas.
- To help analyze the results of federal, state, and district assessments.
- To assist with both regional and federal Office of Civil Rights submissions.
- To assist with English Language Proficiency Act (ELPA) and Migrant counts.
- To assist with grant applications.

Basic Principles

- Requirements of the evaluation plan determine the database fields, table organization, paper/computerized collection instruments, and timelines.
- Build the data collection system keeping in mind future as well as current needs.
- Develop the system to accommodate changes, so that other personnel can both use and revise the system as staff and procedures change.
- Plan to continually work back and forth between the evaluation plan, database, tables, and paper/computerized collection instruments in order to keep improving and revising the data management system.
- Construct the evaluation report as a stationary word processing template with capability to expand the tables, add in the new year's data, and edit the conclusions; this facilitates doing a yearly evaluation report.
- The system should be user friendly, plan to solicit input from the people using it.
- Think "data-driven, thorough, accurate, and error-free".
- Plan for capacity to both aggregate and disaggregate data, especially by LEP/ELL status; include all students in district on database. In the Federal ELL resource materials, a guiding question is, "Are data systems maintained that permit ELL and former ELL students to be compared to the population generally?"²
- Maintain data in a consistent place and format. Plan to train building secretaries and/or other appropriate staff as to process, timelines, forms, etc.
- Service delivery information is tied to staff rosters that reflect relevant training in alternative language techniques.
- Build in the capacity to revise the system on an ongoing basis without losing prior data.
- Depending on the size of the district, it may work best for one person to do the

data input to ensure accuracy. Larger districts may need more data specialists. Regardless of the size of the district, however, data entry training is essential.

Database Design Concepts

- Use full capabilities of the computer to automate and validate routine data entry (error-checks, value fields, strict validation, date ranges, etc.).
- Use full capabilities of the computer to automate and simplify common queries, use calculation formulas to define critical groups.
- Database should be kept as simple as possible and still be able to do the job required, so that it can be easily modified by later personnel.
- Ideal if developed using all standard features of a standard database product; good documentation of database development process necessary- Although a more narrow-use product might be used, the district should explore whether that product is flexible and can be modified in-house.
- Database system is optimal if developed in-house where developer is also primary user.
- Ideal if can develop a multi-year database to track data longitudinally, so can compare the same data elements from one year to the next.
- Consider whether a cross-platform database is needed; think through advantages and disadvantages of networking; plan for security.
- Plan for consistent backups of database, keep clean clones of any district-built databases.
- Output layouts provide means to view data in understandable form. Database users should be able to build layouts as needed. Examples of output layouts:
 - spring testing lists for annual language proficiency testing including prior proficiency levels in both English and the other language, school, grade, languages spoken, home language survey information.
 - LEP/ELL students, comparing standardized test scores, progress reports, and CSAPs with language level.
 - LEP/ELL exit students who are failing any core subjects, including which subjects are low, what programs are currently in place with amount of service time, any follow-up initiated.

Overview of Data Collection Process (in one district)

Identification of PHLOTE students (Primary or Home Language Other Than English)

A Home Language Questionnaire (HLQ) is a required part of the registration packet for all new students, is maintained in the cumulative file for all students in the district. A designated person (the building secretary) is responsible for reviewing the home language questionnaire upon registration of the student and immediately forwarding those identified as PHLOTE to the ESL department. Students are considered PHLOTE if there is any influence of another language in the home;

students who learn a second language after starting school are not considered PHLOTE.

Assessment of PHLOTE students, determination of LEP/ELL status

All students determined to be PHLOTE are assessed using the English version of a language survey to ascertain whether they can speak, read, write, or understand the English language. The test publisher's criteria is used to decide which of those students are identified as LEP/ELL. Timelines for this process are in place, with new students tested upon enrollment and continuing students tested yearly (generally in the spring). Language proficiency test reports are retained in the cumulative files with a copy in the ESL files (there is an OCR file inserted inside the students' cumulative file which contains all second language documentation). The scores are also entered on the database.

Program Placement for LEP/ELL students

Program placement is made by a district designated person or team who then fills out a service delivery form documenting the description of the program placement, the amount of service time, and the names of providers. This information is collected for each grading period, is entered on the database, and can be correlated with the training of the various service providers. The way the information is collected can vary by grade level (class schedules at secondary level, service delivery forms at elementary, etc.). A summary of program placements can also be printed out and maintained over consecutive years in both the cumulative and ESL files. Services, and documentation of services, continue every grading period until the student meets the exit criteria.

Identification and follow-up of LEP/ELL exit students

Each spring all current LEP/ELL students are reevaluated on the English language survey, and may exit LEP/ELL status if they score at the publisher's exit criteria. However, continuing program placement depends on additional factors (progress reports, standardized testing, etc.), and LEP/ELL exit students continue to be tracked with services offered as needed. Progress reports are collected in the buildings each grading period for all students in the district and are evaluated in the core subject areas. The process varies by grade level and may include a building printout of grades, a manual review of report cards, and/or a listing of those students on Individual Literacy Plans. The progress reports are entered on the database, including those subjects not passed (any core subject grade below a "C" was considered not passing by OCR criteria).

Documentation of additional information

The district also tracks a wide variety of additional information. This information is collected on an ongoing basis as it becomes available, and is entered on the database.

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