



COLORADO
Department of Education

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



Revised October 2016

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Foreword

In 2001, the United States Congress passed a major educational reform bill known as No Child Left Behind (NCLB). While much criticism has been leveled at many aspects of NCLB, the act was clear in that both State Departments of Education and local school districts needed to serve and be accountable for English learners. Further, included in the mandate was the requirement that State Departments of Education and local schools disaggregate all student data on English learners (ELs) for the purposes of better identifying the needs of this population and monitoring their academic progress and growth toward full acquisition of English.

NCLB, just as previous federal education initiatives, outlined a series of desired outcomes to its mandates. While the bill is specific with regard to desired outcomes, one could reasonably argue that it falls short of specific programmatic or instructional guidelines to help local school districts develop and implement programs that will enable English learners and others to meet its mandates. How to improve schooling for ELs has largely been left to states and local school districts.

The NCLB mandates coupled with Colorado's large and rapidly growing population of second language learners has created a number of responsibilities for local school districts and educators. It is important to note that Colorado, based on CDEs 2013 Student October Count, now has over 120,000 students in grades K–12 who are labeled English Learners. Further, this population has grown by over 21% since 2008, while the overall K–12 population in Colorado has only grown by 7%. The vast majority's (83.8%) native language is Spanish, however there are 235 languages represented in this population (Colorado Department of Education, Student October, 2013-2014). As of the 2013–2014 Student Count, English learners are now 14.34% of Colorado's K–12 population.

Colorado school districts know that they must meet all NCLB mandates including those for ELs. However, there is no doubt that the vast majority of educators in Colorado do not want to see ELs simply survive and meet mandates in school. They want to insure that they thrive academically, linguistically and socially. Moreover, local school districts are hungry for guidance that will help them to be more effective with English learners.

In view of the above, the importance of this Guidebook for Colorado educators of ELs cannot be over-emphasized. This Guidebook provides solid and up-to-date information to the field without being overly prescriptive or dogmatic. It avoids overly simplistic "one size fits all" suggestions for programs and instruction and acknowledges up front that learning a second language is a long and complex process. Effective second language programs must address the cognitive and linguistic needs of second language learners; equally important, they also must address the psychological and emotional needs of ELs. The Guidebook, to its credit, outlines the totality of the second language learning process.

The Guidebook does not prescribe one specific program model or approach to teaching English learners as being superior to any other, but it does specify that "doing nothing" is **not** a program model. Further, the Guidebook acknowledges that well prepared and knowledgeable teachers are a critical component of any effective program. The authors challenge head-on the current feel-good mantras in some educational circles that "good teaching is good teaching" and illustrate that teaching English learners effectively will require the creation and implementation of programs, specifically tailored to the needs of second language learners, that are orchestrated by well prepared teachers who have the resources needed to implement comprehensive educational programs. In short, the Guidebook does not tell you what to do but it tells you that you must do something and you must be thoughtful and thorough about what you do. Moreover, it provides many solid suggestions about how to get started in program development, assessment and evaluation. The Guidebook makes excellent use of the extant research in providing guidance and direction for the field. Finally, it is important to note that the principles and practices proposed in this Guidebook speak to the fact that if English learners are to be successful in Colorado Schools, it will require that **all** educators assume responsibility for the education of ELs

and parents of these children must be intimately and actively involved in educational decisions related to their children.

The Colorado Department of Education is to be commended for the preparation of this Guidebook. The field is in great need of guidance and leadership in their efforts to meet the needs of the 120,000+ English learners in the state, and our second language students, like their monolingual English peers, deserve a first class education, the best our state has to offer.

Originally written by Kathy Escamilla in 2007 and updated with data from the 2013–2014 Student October Report.

Source:

Based on the 2013–2014 Student October Report, “Pupil Membership by Instructional Program” located at <http://www.cde.state.co.us/sites/default/files/documents/cdereval/download/pdf/2012pm/pupilmembershipbyinstructionalprogram.pdf>.



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Introduction and Guiding Principles

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, district and school administrators and school board members face the challenge to provide an equitable and rigorous education to all students. For more than 120,000 students in Colorado who are English learners (ELs), representing over 200 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be engaged actively in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes. Implementing research-based structures that support student achievement for ELs is essential, especially in light of ELs' challenges.

School boards, administrators and teachers are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The following goals outlined in the Colorado Department of Education's strategic plan illustrate Colorado's commitment to all students that they will:

1. Prepare students to thrive in their education and in a globally competitive workforce.
2. Ensure effective educators for every student and effective leaders for every school and district.
3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.
4. Build the best education system in the nation.

This publication is a tool to help school districts craft their professional development activities. It has been a joint effort on the part of CDE, Colorado school districts, professional organizations and other interested parties, both public and private, committed to high quality education for ELs. In addition, CDE, whose mission is to help develop guidance, materials and broad recommendations concerning standards, instruction and assessment/data collection for ELs, will assist in this work.

This publication introduces and provides an overview of the issues involved. To help local education agencies (LEAs) plan further for EL success in school, the Office of Culturally and Linguistically Diverse Education (CLDE) at the Colorado Department of Education, in consultation with other CDE units, institutions of higher education and community agencies, has planned professional development. The implementation of scientifically-based research in literacy and language acquisition models, methods and strategies are infused throughout the guidebook.

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 limited English proficient (LEP), including immigrant children and youth. Specifically, the purposes are to:

- Help ensure that LEP children, 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 that 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 below serve as the foundation for the content of the guidebook and reflect the philosophy for the *No Child Left Behind Act of 2001*, the WIDA Consortium, the Colorado Measures of Academic Success (CMAS), Colorado Academic Standards (CAS), Colorado English Language Proficiency Standards (CELP), 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 ELs. **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 use valid and reliable measures systematically 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 ELs will be professionally prepared, qualified and authorized to teach this population.**
- 6) Parents will be encouraged and provided opportunities to collaborate actively 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 ELs by sharing information on legislated and judicially mandated policies as well as best practices and program procedures. It is organized into nine sections:

1. Understanding ELs
2. Understanding the Districts' Obligation to Identify, Assess and Place ELs
3. Designing Effective Programs to Meet the Needs of ELs
4. Components of an Effective LIEP
5. MTSS, Special Education Needs, Gifted and Talented
6. Evaluating and Managing Programs for ELs
7. Family and Community Engagement
8. Understanding Secondary English Learners
9. Considerations for Educating Refugees

While every effort to identify and cite sources has been made, some inadvertently may have been omitted. This guidebook is designed to fit in a loose-leaf binder so that sections can be updated and additional resources added. This document also will be available through CDE's Culturally and Linguistically Diverse Education office at: http://www.cde.state.co.us/cde_english/the-el-guidebook-guidebook-on-designing-delivering-and-evaluating-services-for-english. For further information, contact:

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1 Understanding English Learners (ELs)

1.1 ELs in the United States and Colorado

Demographics and Languages

The 2010 U.S. census data indicates changes in the U.S. and Colorado student EL and Hispanic populations. In Colorado, 83% of the ELs are Hispanic. However, this does not mean that all Hispanic students are English learners and that all English learners are Hispanic. The number of foreign-born people in the U.S. has increased substantially over the past 10 years, increasing from 31.1 million in 2000 to 40 million in 2010. The figures below are indicators of the changing demographics of the U.S. population and the new challenges and opportunities for school districts.

- 12.9 percent of the U.S. population in 2010 was foreign-born;
- In Colorado, 9.8 percent of the population is foreign-born;
- In 2011, 8% of the foreign-born children were of school age (3 to 19 years old). Of those, 87% were enrolled in school. Between 1980 and 1997, the number of children of immigrants enrolled in U.S. schools nearly doubled, from 10 percent to 19 percent of the entire student population;
- In 2010, 53.1 percent of the U.S. foreign-born population was from Latin America;
- In 2010, 16.3 percent of the U.S. population was Hispanic. Between 2000 and 2010, the U.S. Hispanic population increased by 43 percent, which is four times the growth of the overall population—the overall U.S. population grew by 9.7 percent in that same time period;
- In 2010, 20.7% of Colorado's population was Hispanic. From 2000 to 2010, Colorado's Hispanic population increased by 41.2 percent; Colorado's total population increased by 16.9 percent in that same time period;
- More than half of children born in Denver in 2001 were Hispanic.
- In 2010, 62% of the population who spoke a language other than English at home was Spanish speakers.
- In 2011, 36 percent of Hispanics were born outside of the U.S., increasing the chance that their primary languages were not English. Hispanics had a lower median age than the population as a whole: 35.1 percent were younger than 18.
- In 2011, Hispanics comprised 20% of the U.S. student population which is an increase from 16 percent in 1999.
- In 2014, 33.1% of Colorado students were Hispanic/Latino.

This increase in the number of EL students in our schools has profound implications for how schools structure and deliver educational services.

Achievement differences between EL and non-EL students begin as early as kindergarten and continue through high school. The EL high school completion rate has not changed substantially in the past several years, and the dropout rate remains unacceptably high.

Over 250 different languages were spoken by English learners. The following chart provides a breakdown of some of the major languages represented in Colorado as of October 2014.

Top Twenty Home Languages Spoken by Colorado ELs (Grades K–12) 2014–15

| Rank | Language | Number of ELs | Percent of ELs |
|------|-------------------|---------------|----------------|
| 1 | Spanish | 102,571 | 88.00% |
| 2 | Vietnamese | 2,091 | 1.79% |
| 3 | Arabic | 1,877 | 1.61% |
| 4 | Russian | 1,181 | 1.01% |
| 5 | Chinese, Mandarin | 1,137 | 0.98% |
| 6 | Somali | 993 | 0.85% |
| 7 | Amharic | 921 | 0.79% |
| 8 | Nepali | 882 | 0.76% |
| 9 | Korean | 687 | 0.59% |
| 10 | French | 616 | 0.53% |
| 11 | Hmong | 529 | 0.45% |
| 12 | Karen, Pa’o | 450 | 0.39% |
| 13 | Burmese | 422 | 0.36% |
| 14 | German, Standard | 365 | 0.31% |
| 15 | Tagalog | 346 | 0.30% |
| 16 | Tigrigna | 346 | 0.30% |
| 17 | Chinese, Yue | 340 | 0.29% |
| 18 | Swahili | 286 | 0.25% |
| 19 | Hindi | 264 | 0.23% |
| 20 | Japanese | 252 | 0.22% |

Updated by Office of Data, Program Evaluation, and Reporting (June 2016); Data Source [Colorado]: 2014–2015 Student October (NEP, LEP, FEP Monitor Year 1 and 2 only, excluding parent refusals; excludes students with missing or duplicate SASIDs; excludes students with discrepant ESL and bilingual codes).

Given these facts, resources should be concentrated to address the challenges and benefits of an increasingly diverse student population. Efforts to organize instruction based on these understandings will benefit all students, including native English speakers.



1.2 Stages of Language Development

Understanding the languages and cultures of ELs is the first step to understanding how to design, implement, monitor and evaluate programs to help them progress toward English proficiency, as well as attain challenging content and academic achievement standards. The ability to listen, speak, read and write is basic to academic success in any language. Whether children have been educated in their home country or the U.S., whether instruction is in English or another language, 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 them the opportunity to attain English proficiency and achieve academic success. For many ELs, contact with English begins at school, which is where our task begins.

Understanding the distinction between first language development and second language acquisition is necessary to set the foundation for learner-centered instructional strategies for ELs. Five principles apply to both first and second language acquisition:

- Language is learned by using language.
- The focus in language learning is meaning and function (not form).
- Successful language learning is non-stressful, meaningful, concretely-based and comprehensible.
- Language is self-directed, not segmented or sequenced.
- Conditions necessary for language acquisition essentially are the same for all children.

These principles support practices, recommended in this document, that facilitate language learning. Just as children learn to read by reading, and to write by writing, they learn language by using language. The rate of language development will vary; under optimal conditions, it takes ELs 4–10 years to develop academic English fully—to be able to listen, speak, read and write in a way that is indistinguishable from a native English speaker.

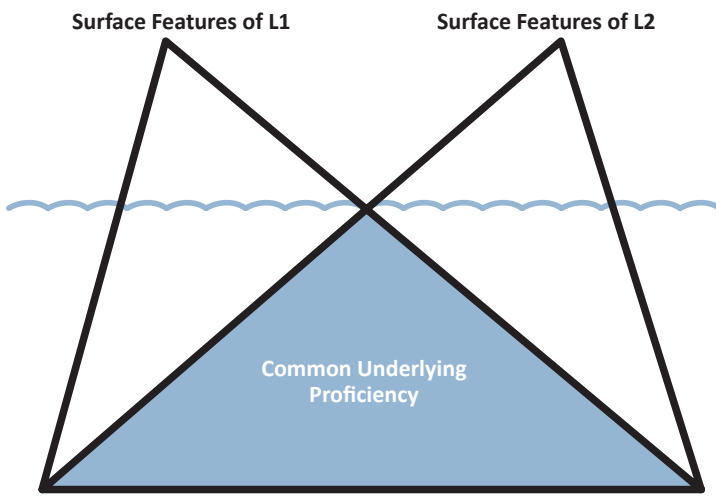
First Language Development

Brown (1973), Chomsky (1986), Piaget (1970) and Vygotsky (1978) provide the theoretical framework for how language develops. They posit an internal process whereby humans create words and sentences. Language rules are generated as individuals move through developmental stages of language, each at their own rate. Chomsky suggests that as we create, comprehend and transform sentences, we intuitively work on two levels: the deep structure and the surface structure of language. Surface structure is the way words or sounds are put together; deep structure is the meaning that the words or sounds are meant to communicate.

The following diagram represents Cummins’ Dual Iceberg Theory of the EL’s two language systems. The iceberg is an appropriate metaphor because, as with the cognitive structure of language, the majority lies below the surface. ELs’ oral and written expression is represented by the portion above the surface and their underlying academic understanding is represented by the portion below the surface.

When students are strong in both language environments, their cognitive understanding supports communication skills in both languages. More importantly, what is learned in one language can be expressed through the other; information does not have to be relearned. Learners must be provided the appropriate language to express what they already know in one language through the other.

Dual Iceberg Theory of Language



Cummins' (1979) Hypothesis on interdependence of languages (1979-1981)—“Iceberg Theory”

Despite varying perspectives on the exact linkage between language and thinking, most would agree that with few exceptions children acquire the basic grammatical rules of their native tongue by age four or five without direct instruction. The first language is developed as children hear it spoken. By imitating good models, they master language without any special instruction. While some believe that teaching about language makes children more conscious of their language, it is widely accepted that because children independently master intricate systems of grammatical rules, their independent and intuitive efforts should be respected and not undermined through attempts to teach abstract rules of grammar. Four essential interactions are critical to language learning and development: exposure to language, practice in a non-threatening environment, re-enforcement imitation. The differences between learning and acquiring a language (Krashen, 1981) are especially important for second language development, as illustrated below.

Learning vs. Acquisition Approaches to Language

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

Source: California Department of Ed.—Office of Bilingual Education (2005)



In working with ELs to facilitate their academic success, a number of prominent researchers (Cummins, 1981; Peregoy, 1991) support the view that strengthening the first language offers the best entry into second language acquisition, by providing a cognitive and academic foundation for proficiency in the second language.

Acquiring a Second Language

Children best acquire a second language in much the same way that they acquired their first language, by learning to communicate and make sense of their world. This process is made more challenging in academic settings because second language learners need the new language to interact socially, as well as learn subject matter and achieve academically.

According to Krashen (1982), a new language is acquired subconsciously as it is used for various purposes. People acquire language when they receive oral or written messages they understand. These messages provide comprehensible input that eventually leads to output in the form of speaking and writing. If a student needs to know how to ask for milk in the cafeteria, s/he acquires the vocabulary needed to accomplish this task. By using language for real purposes, it is acquired naturally and purposefully. Language can be acquired through reading and writing, as well as through listening and speaking.

Students acquire second languages through exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. ELs 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 associated with the expectation that students immediately produce the new language.

Krashen (1982) defined the following stages for second language learners but acknowledged that language acquisition is an ongoing process, so stages may overlap and growth may occur at different rates. The first three stages typically progress quickly, while students may spend years in the intermediate and advanced stages.

- **Silent/Receptive**—The student does not respond verbally in L2, although there is receptive processing. The student should be included actively in all class activities but not forced to speak. Teachers should give students in this stage 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, audiovisual and hands-on materials. As students progress through this stage, they will provide one-word verbal responses by repeating and imitating words and phrases.
- **Early Production**—Students begin to respond verbally using one or two words and develop the ability to extract meaning from things spoken to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through this stage, two or three words may be grouped together in short phrases to express an idea.
- **Speech Emergence**—ELs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities during which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be received warmly and encouraged. It is especially important that neither the instructor nor the students make fun of or discourage students' attempts at speech.
- **Intermediate Fluency**—Students gradually transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies are to give them more comprehensible input, help them develop and extend recognition vocabulary and provide chances to produce language in comfortable situations.

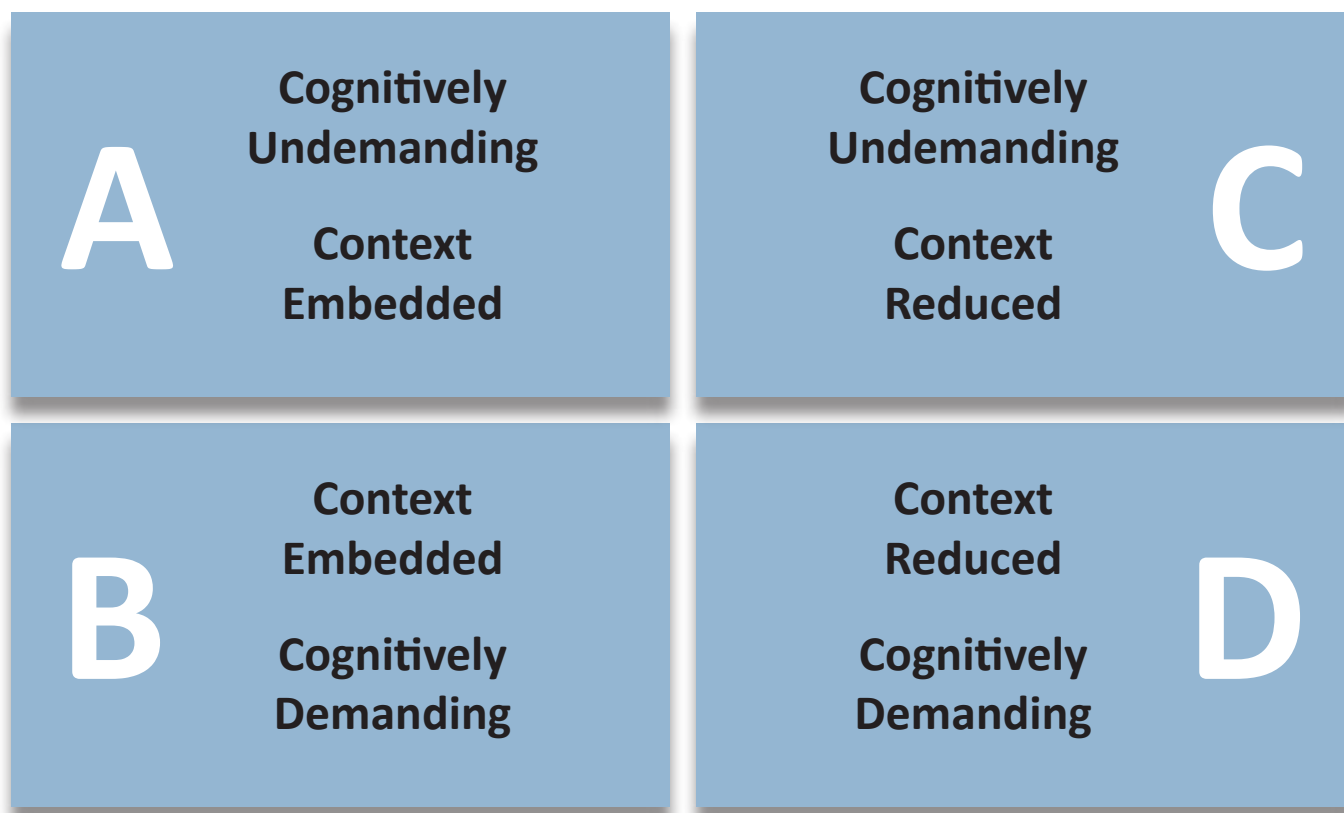
- **Advanced Fluency**—Students engage in non-cued conversation and produce connected narrative. This is an appropriate time for grammar instruction focused on idiomatic expressions and reading comprehension skills. Activities should be designed to develop higher levels of thinking and vocabulary and cognitive skills, especially in reading and writing.

Cummins (1980) originally suggested a framework that distinguishes between language used for basic social interaction and that used for academic purposes. Basic Interpersonal Communication Skills (BICS) refers to language skills needed for social conversation purposes. Cognitive Academic Language Proficiency (CALP) refers to formal language skills used for academic learning.

Though not all face-to-face interaction is at the basic communication level, students generally acquire a strong enough foundation to participate in spontaneous conversation rather quickly (Cummins, 1981). Thomas and Collier (A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievement, 1995) estimated that it could take as long as 14 years for older students who begin second language acquisition without literacy skills or consistent prior formal schooling in their first language.

Cummins later refined his framework to better capture the complex and multidimensional social and academic aspects of language learning (below). He proposed that all communication tasks can be viewed along two intersecting dimensions—cognitive demand and contextual embeddedness. Instruction should be planned to move among the quadrants, increasing the cognitive demand with familiar /embedded language and teaching new language in relation to familiar content.

Cummins, J (1984) Bilingualism & Special Education: Issues in Assessment and Pedagogy. San Diego: College Hill Press, p 139.





1.3 Socio-Cultural Issues and Student Learning

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

Learning English in an academic environment is not the only challenge facing ELs. They also must learn to function in a new classroom, school, community, state and country. Things native English speakers take for granted about living and going to school in the U.S. are viewed very differently by immigrants and ELs.

The country of origin and the cultural experience students bring with them impacts the way they see the world. ELs have different experiences with school systems and processes, how and what they eat for lunch, expectations about student-teacher-peer interactions, etc. They need guidance and explicit instruction to better understand their new school culture and environment.

Issues that directly impact ELs and their educators include the country of origin, language, access to education, basic enrollment information and classroom considerations. Even under the best circumstances most newcomers will experience a form of culture shock as they adapt to the subtle and gross differences in their new environment. Some variables to consider are

- ***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 U.S. A student concerned for the safety of family members and friends in a country at war is not likely to find peers in U.S. schools that can understand this hardship. Students who come from such circumstances should be provided a transitional period to relieve the trauma and stress related to their original situation and subsequent move to the U.S.

Children from poor countries might not understand the wastefulness seen in U.S. society. ELs from underdeveloped countries might not expect the availability of items we take for granted such as running water, indoor bathrooms and basic cleanliness. The climate and geography a student previously experienced must be understood and taken into account (e.g., altitude, change of seasons, snow and ice). These changes are substantial and adapting may be stressful or take time.

- ***Language***—Does the student come from a country that has a written language? How similar is their alphabet to English (e.g., letters as in English or characters as in Chinese or Korean)? Do they read from left to right or right to left? A Spanish-speaking student from Uruguay might not have the same accent and specific vocabulary as one from Mexico, similar to two U.S. students from New York City and New Orleans.

It is critical that schools and districts ascertain the languages spoken by their students and identify resources, both human and material, to establish lines of communication with families. It may seem a daunting task, but materials are readily available in dozens of languages at various clearinghouses and internet sites. You are not alone; schools across the U.S. and Canada are facing and meeting these same challenges. Once communication with families is established, either through an interpreter/cultural mediator or other means such as phone contact (especially for rural communities with less access to resources or resource people), a basic overview of the school process can and should be communicated.

- ***Access to a Free Education***—Free and universal education is not available in all countries. Parents should be informed that their child's right to access the educational system is not dependent upon factors such as their

ability to understand English, the family's immigration or economic status or their national origin. Discrimination based on these factors may have been a reality in the country from which the family emigrated.

- **Basic Enrollment and Attendance Information**—Enrollment procedures and attendance policies vary around the world. Enrollment information must be made available to ELs' parents/guardians in languages they understand whenever possible. If information is not accessible, a reliable translator or cultural mediator should be made available. Stronger family/school partnerships are fostered when families are provided information in their native languages, creating opportunities for connecting, communicating, coaching, and collaborating between parents, teachers, administrators and other school staff. Schools should not ask for social security cards as this not required by law. Many come to the U.S. for economic reasons and are not aware of their child's right to a free or reduced cost lunch. School lunch applications should be completed by the interpreter/cultural mediator and the parent in a way that reduces stress associated with the family's economic situation.

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 also need to know that prejudice and discrimination are not acceptable practices in the U.S. They can discuss this with their child to avoid conflict with other students. Likewise, educators and staff members should be aware that immigrant students also have customs and practices that might be unusual or different from those they have experienced.

- **Classroom considerations**—A new EL initially should have a "buddy" to serve as a peer support partner, ideally from a similar language or cultural background. Once the new student grows accustomed to the school environment, the buddy should have the choice to continue to help as an interpreter or not. Interpreting requires much of a student, particularly cognitively; not all students possess that ability. Be aware that this practice has the potential to create conflict and tension for the new student or the "buddy" if the students' countries of origin, experiences or personal preferences are not a good match. Just because two students come from Asian countries doesn't mean they speak the same language or have similar ethnic or socio-economic backgrounds. It may be helpful, especially for older students, to allow them to shadow other students for several days, to get a feel for the school, before giving them final schedule and requiring them to participate in class activities. For tools and resources for creating an inclusive environment for and avoiding the unnecessary segregation of English Learners visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap5.pdf>

A student's adjustment is more difficult if they do not want to be in the U.S./Colorado. Older students could be more affected by a move to the U.S. than a younger student, because of the pressure to fit into the new environment. Welcoming, responding, and supporting each student individually is the best way to create a positive environment.

(See Appendix J; Appendix O; Appendix T; Appendix X)

The Immigrant Experience

Elizabeth Coelho (1994) describes the various issues that may cause a great deal of stress to immigrant and refugee students. These include:

- 1) **Choice**—*Did the family and the student have a choice in leaving their native country?*
- 2) **Preparation and Support**—*Were they prepared emotionally and financially to establish their new life in the United States?*
- 3) **Family Separation**—*Did all members of the family arrive as a unit?*
- 4) **Minority Status**—*What are the implications of going from a majority status to a minority status?*
- 5) **Loss of Status**—*Are the parents able to sustain their skill and professional level of work?*
- 6) **Culture Conflict between Home and School**—*Do the students have to negotiate and in some instances abandon their cultural values?*
- 7) **The Refugee Experience**—*How do the experiences of survival affect the refugee student?*
- 8) **The Culture of the School**—*Is there a process to help the immigrant/refugee student learn about and understand the culture of the school?*



2 Understanding the Districts' Obligation to Identify, Assess and Place ELs

2.1 Procedures for the Identification and Assessment of ELs

To develop comprehensive English language acquisition and academic programs for ELs, schools and districts must first have accurate knowledge regarding the size and characteristics of the population to be served. Proper identification of ELs helps ensure that the district's English language acquisition program is best designed to meet the needs of its students. The state definition of "English learner" is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as "a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English. All procedures outlined in this chapter are designed to protect the child's civil rights to an appropriate education.

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

PHLOTE

Primary or Home Language Other Than English—*a student is identified as PHLOTE when any response on the Home Language Survey indicates that a language other than English is spoken by the student or others in the home. All PHLOTEs must be assessed for English proficiency.*

A Home Language Survey must be completed for each student; it should be provided in the language most frequently spoken in the local community. It is advisable that this be the first form filled out in the registration process for all students. 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?

The district must ensure that all students have a completed home language survey on file (including monolingual English speakers). If **any** response on the home language questionnaire indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency. The use of a language other than English does not signify that the student is not a competent and proficient English speaker.

Section 9501(a)(1) of the ESEA requires LEAs to provide services under Title III, among other Federal programs, to private school children, their teachers, and other educational personnel. The responsibility under the Title IX uniform provisions for providing Title III services to LEP students in private school lies with the LEA and, consequently, the LEA is responsible for assessing the English language proficiency of private school students if requested by private school representatives.

For more information, please visit <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

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

- A Home Language Survey (HLS) must be complete as part of the registration process to identify PHLOTE students. The HLS does not determine eligibility. It is a part of the required process for identification. Surveys should remain on file, easily accessible to school and staff and available for state audits.
- WIDA-ACCESS Placement Test (W-APT) is administered to all new-to-district students entering with PHLOTE status within the first 30 days of school to determine English language proficiency. If a student enrolls after the first 30 days of school then W-APT is to be administered within 2 weeks of arrival.
- Based on the results of the WIDA-ACCESS Placement Test (W-APT) and a body of evidence (BOE) to confirm the English language proficiency level of each student tested on the W-APT.
- Notification to parents of students identified for LIEP services.
- Placement in LIEP services for students identified as ELs.
- Ongoing Assessment to monitor language and academic growth (including the ACCESS for ELLs Proficiency Test).

Step 2—Assessment of English Language Proficiency (confirmation of the HLS)

When HLS responses indicate that English is the only language used by the student and all individuals in the home, the student is considered an English only speaker. Procedures established by the school district for placement in the general student population should be followed. For W-APT eligibility visit <http://www.cde.state.co.us/assessment/assessmentw-apteligibility2014>

The district will use the WIDA-ACCESS Placement Test (W-APT) to assess the English language proficiency of all PHLOTE students enrolled in its school. Based on the results *and* a body of evidence (BOE), each student will be identified as Non-English Proficient (NEP) or Limited English Proficient (LEP). Program placement and instructional decisions will be based on the student's English language proficiency designation *and* the BOE. When parents/guardians answer no to all HLS questions and educators notice evidence of a primary or home language other than English, the student should still be tested using W-APT. A parent may decline ELD services, but cannot decline the English learner designation if the district has made that decision based on state guidelines. If a student is not identified as an English learner they are not eligible for ELD services.

To ensure an equitable identification process for all students, all students must follow the same process. This process includes, but is not limited to foreign exchange, migrant, refugee, home school, online, charter and adopted students.



The following guidelines and cut scores have been determined for identification of a student as an English Learner (EL) using W-APT scores.

Non-English Proficient (NEP) and Limited English Proficient (LEP) Classification Scores using W-APT™

| Kindergarten: First Semester Speaking and Listening | Kindergarten: Second Semester Speaking, Listening, Reading, and Writing |
|---|---|
| <p>Scores from administration of only oral domains (listening and speaking) of Kindergarten W-APT</p> <ul style="list-style-type: none"> • NEP: 0–21 (total raw score of the 2 domains) • LEP: 22–28 (total raw score of the 2 domains) • May not be EL: 29 + (total raw score of the 2 domains) | <p>Scores from administration of all four domains of the Kindergarten W-APT</p> <ul style="list-style-type: none"> • NEP: 0–28 (total raw score of the 4 domains) • LEP: 29–59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17 • May not be EL: Oral—29 or higher, and Reading—14 or higher, and Writing—17 or higher |
| <p><i>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</i></p> | |

Guidelines effective June 1, 2014

Non-English Proficient (NEP) and Limited English Proficient (LEP) Classification Scores using W-APT™ for Grades 1–12

| Grade 1: First Semester Speaking, Listening, Reading, and Writing | Grade 1: Second Semester Grades 2–12: First and Second Semester* Speaking, Listening, Reading, and Writing |
|---|--|
| <p>Scores from administration of all four domains of the Kindergarten W-APT</p> <ul style="list-style-type: none"> • NEP: 0–28 (total raw score of the 4 domains) • LEP: 29–59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29 Reading < 14 Writing < 17 • May not be EL: Oral—29 or higher, and Reading—14 or higher, and Writing—17 or higher | <p>Scores from administration of all four domains of the appropriate grade level W-APT</p> <p><i>*Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3rd grader will take the 1–2 grade test, a first semester 6th grader will take the 3–5 grade test, and a first semester 9th grader will take the 6–8 grade test). Students entering during second semester take the W-APT for their current grade level.</i></p> <p>Grade Level Adjusted Composite Score</p> <ul style="list-style-type: none"> • NEP: ≤ 3 • LEP: 3.1–4.9 • May not be EL: 5 or higher, and score of 5 in each domain |
| <p><i>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</i></p> | |

Guidelines effective June 1, 2014

Colorado has identified the following cut scores and guidelines for classifying ELs as NEP or LEP. Districts should use a district body of evidence including the W-APT results when determining language proficiency classification.

Note: Always use a BOE (including other state and district assessments) to determine initial language proficiency classification.

Non-English Proficient (NEP) and Limited English Proficient (LEP) Classification Scores using W-APT™ for Kindergarten

| Kindergarten: First Semester Speaking and Listening | Kindergarten: Second Semester Speaking, Listening, Reading, and Writing |
|---|---|
| Scores from only oral domains (listening and speaking) of Kindergarten W-APT <ul style="list-style-type: none"> • NEP: 0–21 (total raw score of 2 domains) • LEP: 22–28 (total raw score of 2 domains) • May not be EL: 29+ (total raw score of 2 domains) | Scores from all four domains of Kindergarten W-APT <ul style="list-style-type: none"> • NEP: 0– 28 (total raw score of 4 domains) • LEP: 29–59 (total raw score of 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29; Reading < 14; Writing < 17 • May not be EL: Oral—29 +; Reading—14+; Writing—17+ |

Non-English Proficient (NEP) and Limited English Proficient (LEP) Classification Scores using W-APT

| Grade 1: First Semester Speaking, Listening, Reading, and Writing | Grade 1: Second Semester Grades 2–12: First and Second Semester* Speaking, Listening, Reading, and Writing |
|---|--|
| Scores from all four domains of Kindergarten W-APT <ul style="list-style-type: none"> • NEP: 0–28 (total raw score of 4 domains) • LEP: 29 – 59 (total raw score of 4 domains) OR Not meeting minimum required score in any domains: Oral (Speaking/Listening) < 29; Reading < 14; Writing < 17 • May not be EL: Oral–29+; Reading–14+; Writing–17+ | Scores from all four domains of the appropriate grade level W-APT Grade Level Adjusted Composite Score <ul style="list-style-type: none"> • NEP: ≤ 3 • LEP: 3.1 to 4.9 • May not be EL: 5 or higher, and score of 5 in each domain |

Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.

*Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3rd grader will take the 1–2 grade test, a first semester 6th grader will take the 3–5 grade test, and a first semester 9th grader will take the 6–8 grade test). Students entering during second semester take the W-APT for their current grade level.



2.2 Language Proficiency Assessment Instruments

Assessment of ELs encompasses three distinct areas—screening, formative and summative measures—outlined below. This section and the next address the initial phases of the process, screening measures to determine language proficiency and appropriate program placement.

A Description of Standards-Based Assessments for ELs

| | Purpose of Assessment | Function of Assessment | Assessments |
|-----------|---|---|--|
| Screening | 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 (confirm the HLS). | The required WIDA Placement test (W-APT). Optional assessments may include LAS, IPT or Woodcock Munoz, etc. |
| Formative | 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. | BOE (Composed of various measures) |
| Summative | Report individual, school, district and state information, anchored in standards, which demonstrates accountability for student learning. | Determine student movement toward attainment of content standards. | BOE including, but not limited to, ACCESS for ELLs, PARCC ELA and other standardized tests aligned to the CELF and CAS standards in reading, writing and math. |

Based on Gottlieb (2006) *Assessing English Learners: Bridges from Language Proficiency to Academic Achievement* Corwin Press

Purposes of Language Proficiency Testing

A well-planned process for language proficiency assessment is critical to ensure that the language instruction educational program (LIEP) complies with legal requirements and that the educational needs of ELs are being met. The district assessment plan should include provision for a timely 30 days (2 weeks if student enrolls after the first 30 days) screening placement assessment (W-APT) as students enter the district, as well as an ongoing program of assessment (to include ACCESS for ELLs) of student progress to support educational planning and monitor student achievement.

Information provided through language proficiency assessments can be used for several purposes impacting the educational programs of ELs: program services procedural/decision making, program planning and evaluation, reporting and instructional planning. It is essential that all five language proficiency areas are assessed in English and in the student's native language when possible:

- 1) **Comprehension**—Understanding the content of oral/written materials at age- and grade-appropriate levels.
- 2) **Speaking**—Using oral language appropriately in the classroom and social interactions.
- 3) **Listening**—Understanding the oral language of the teacher, extracting information and following the instructional discourse.

-
- 4) **Reading**—Comprehending and interpreting text at age- and grade-appropriate levels.
 - 5) **Writing**—Producing written text with content and format in classroom assignments at age- and grade-appropriate levels.

State Sanctioned Language Proficiency Assessment

In 2002, the Colorado Legislature enacted Senate Bill 02-109 requiring CDE to develop/ approve a single instrument to be used by districts to identify and measure proficiency of ELs by school year 2005–06. CDE adopted the CELA Pro in 2003, and in 2012, sanctioned the ACCESS for ELLs for the purposes of the English Language Proficiency Act (ELPA).

Requirements of SB 02-109: By 2005–06:

- All districts will adopt the single state-approved language assessment system.
- Districts must assess students on the entire instrument (oral, reading, listening, writing).
- The assessment will be conducted at least annually.
- Districts annually must certify to CDE the number of students whose dominant language is not English by language.

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs):

ACCESS for ELLs test items are written from the model performance indicators of WIDA’s (World-Class Instructional Design and Assessment) five Colorado English Language Proficiency (CELP) standards.

Language Proficiency in Students’ Home Language

Federal guidelines do not require testing PHLOTE students in their native (home) language, nor can the results of such testing be used to determine whether students are EL. Nevertheless, PHLOTE students may be tested for native language proficiency in addition to English. Because English instructional approaches vary depending on whether students have a strong academic foundation in their first language, native language assessment can be extremely helpful in determining the best educational approach. Knowing the first language level is especially helpful when students are placed in a bilingual education program or being considered for special education services.

Upon entry into a school district, first language proficiency and academic assessment are important for ELs who have been receiving instruction in their native languages. Native language proficiency and academic assessment provide information that helps:

- Determine language dominance and strength.
- Preview language learning abilities as a pre-assessment for special education consideration.
- Measure students’ initial academic knowledge in content area subjects.
- Measure students’ growth in academic knowledge when instructed in the native language.
- Predict students’ ability to meet/ exceed state standards.



A comparison of performance in both languages provides a more valid profile of the EL. For example, if a student has grade-level literacy skills in their native language and will be receiving all instruction in English, instruction would focus on transferring skills already learned rather than on initial development of these skills. Guidelines for this type of assessment include the following:

- **Examine student educational experiences.** Information available from school records or parental input may provide clues to the student's abilities in content areas in the native language. With the exception of those with severe processing problems, students who have attended school in their native country generally are cognitively proficient in their native language. Skills and abilities are transferable from the first language to the second.
- **Students should be asked to read in English.** Find out if they can understand the text, answer simple questions related to the text, and compare and contrast information.
 - **Older students should be assigned to write about something they know** (e.g., family, favorite television show or food). Judge whether or not the writing is meaningful rather than tense, grammar and word placement. Focus on meaning, not on form.
 - **Observe ELs carefully.** Determine any coping skills, how they are processing information and what resources they are relying upon.

Adapted from LMM News, Indiana Department of Education, Indianapolis, IN.

Language Dominance vs. Proficiency

Dominance denotes the relative level and strength in each language. Dominance is often, but not always, indicated by the language the individual prefers to use. Language dominance may shift across linguistic environments.

Proficiency is the speaking, understanding, reading and writing ability level in a particular language. Full proficiency denotes abilities comparable to a native speaker of similar age.

Compare English language and native language assessment results to make instructional decisions and provide students with specific curriculum materials. It is critical that educators recognize that the nature of students' instruction **in English** will vary and that they will need to account for whether or not students have already attained grade level literacy and academic skills in their first language. Tools and resources for identifying all English learners can be found at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

2.3 Program Placement for ELs

Students identified as ELs with the W-APT (WIDA-ACCESS Placement Test) that measures listening, speaking, reading and writing and a thorough review of a BOE must be placed in a sound LIEP. Different programs can be successful depending on the quality of instruction; ESL, structured immersion with ESL methodologies, and bilingual/dual language education are examples of LIEPs that have been recognized by experts in the field. The range and nature of different program types is discussed in detail in Section 3; they include programs where all instruction is in English, as well as those in which students' primary language is used for a portion of the instructional day.

Bilingual programs that have proven as sound instructional environments are:

Dual Language: Programs in which two languages are used for instruction for a substantial period of time. The goal is for students to develop full conversational and academic proficiency in both languages. It can serve as an umbrella for several models: Developmental Bilingual Education, in which only second language learners of English receive instruction in the two languages; and Two-Way or Dual Immersion programs that serve both native English speakers and second language learners, where all are expected to become bilingual and bi-literate.

Transitional Bilingual Programs: Programs where the primary language is used for a limited time (usually 2–3 years), after which there is a transition to all-English instruction. The primary language is a vehicle to English proficiency and not used specifically to develop academic bilingualism.

Sheltered content instruction in English and native language enrichment instructional approaches, alone, are not recognized by experts in the field as sound LIEPs, although they can augment other program models that have been recognized as sound. To place students in an appropriate program, the district should rely on language proficiency information along with other diagnostics, such as the student’s native language proficiency, especially where bilingual education programs are prescribed. Tools and resources for providing English learners with a language assistance program can be found at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap2.pdf>

Informed Consent for Placement

For a child identified as limited English proficient prior to beginning 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 LEP children funded under this subpart, if the program does not include classes which exclusively or almost exclusively use the English language in instruction.

The Elementary and Secondary Education Act (ESEA) of 2001 requires school districts to inform parents of eligibility for placement in a bilingual program when the program has instruction in a language other than English. Districts shall make an effort to receive parental input for program placement if there is more than one program.

Prior to placing a student in a LIEP, the district must notify parents in writing regarding:

- The reasons for identifying the child 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 specifically will 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 LEP children.
- The expected graduation rate for children in the program in secondary schools.

Parent notification must be communicated in a language/manner that can be understood by them within the first 30 days of school. If student enrolls after the first 30 days of school, parent notification must be completed within 2 weeks. Tools and resources for ensuring meaningful communication with limited English proficient parents can be found at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf>

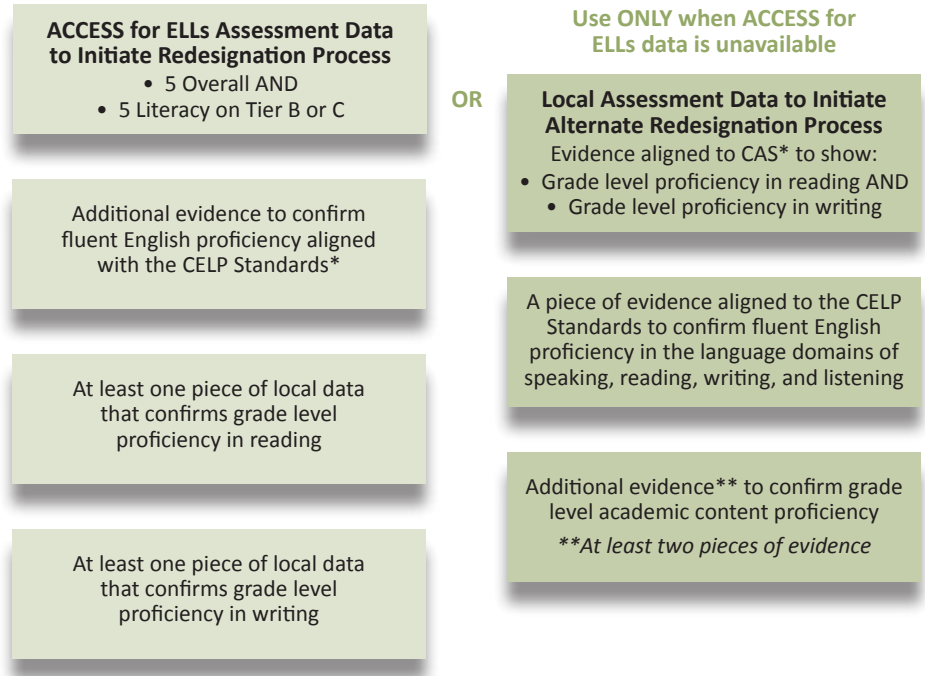
Upon receipt of any written instructions from the parent, a district may withdraw an EL from a formal LIEP. Nevertheless, under Office of Civil Rights and NCLB policy, the district still is obligated to provide appropriate means to ensure that the student’s English language and academic needs are met. Tools and resources for serving English learners who opt out of EL programs can be found at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap7.pdf>

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

2.4 Redesignation and Exit Guidance (for the 2016–2017 School Year)

Redesignation and Exit

- Redesignation is a term that is used when a student’s English language proficiency level changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP) Monitor 1.
- The review process should involve classroom staff, bilingual/ESL staff, school specialists, and the student’s family in a collaborative decision making process.
- The state mandated English language proficiency assessment, ACCESS for ELLs, is used to initiate a student’s redesignation from LEP to FEP Monitor Year 1.
- When ACCESS for ELLs assessment data is not available, local assessment data can be used to initiate the alternate redesignation process.
- A body of evidence (BOE)* must be compiled in order to confirm the student’s proficiency in English and grade level reading, writing and other content area proficiency.
- Exit is a term that is used when a student has been formally “exited” from the ELD program and is no longer in need of language support services.
- EOY reports should reflect programming from the 2015–16 school year. A student should only appear as Monitor Year 1 for the first time in the Student October Snapshot.



Body of Evidence

Districts must develop a standardized process and criteria for further investigation and confirmation of a student’s ability to meet grade-level performance expectations. Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS). A body of evidence should represent local data that is used to define academic growth and grade level proficiency as well as the student’s linguistic growth and English language proficiency. See examples of Body of Evidence on the following page.

Monitoring and Redesignation to Exit

FEP Monitor Year 1 and Year 2 students must still receive appropriate language and academic supports, as needed. Upon completion of two years of consecutive monitoring, a student may be eligible to be exited from the ELD program if they continue to demonstrate English language proficiency and grade level proficiency in reading, writing, and other content areas. However, if a student is no longer demonstrating language and grade level proficiency, the district/school may decide that the student should be reclassified as LEP.

Examples of Body of Evidence*

Language Proficiency

- District Review Committee Evaluation
- Proficiency on each language domain of ACCESS for ELLs
- Language Samples (reading, writing, listening, and speaking)
- Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.)
- District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.)
- Interim Benchmark Assessments
- Student Journals
- English Language Development Checklists
- Student Performance Portfolios
- WIDA Speaking and Writing Rubrics

Grade Level Academic Content Proficiency

- District Review Committee Evaluation
- Evaluation of Common Grade Level Assessments (formal or informal)
- Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs)
- Observation Protocols
- District Content-specific Proficiency Assessments
- Interim Benchmark Assessments
- Student Journals
- Achievement/Proficiency Checklists
- District Assessments
- Student Performance Portfolios
- READ Act Assessments

*The Body of Evidence should be aligned to the Colorado English Language Proficiency and Colorado Academic Standards.

A body of evidence is gathered through a district approved systematic review or formal process needed to identify, assess and summarize the evidence. When developing the review process, consider the following:

- Decision made by a team, not one individual
- Valid and reliable assessments are used in the process
- Student work, performance, and assessment are compared with EL and non-EL peer groups
- Student work, performance, and assessment are aligned at grade level to CELP and CAS
- Student work, performance, and assessments used are unbiased
- Body of Evidence (BOE) should be summarized in its entirety
- Characteristics noted as proficient should be consistent and uniform throughout district



FEP Monitor Year 1 and FEP Monitor Year 2

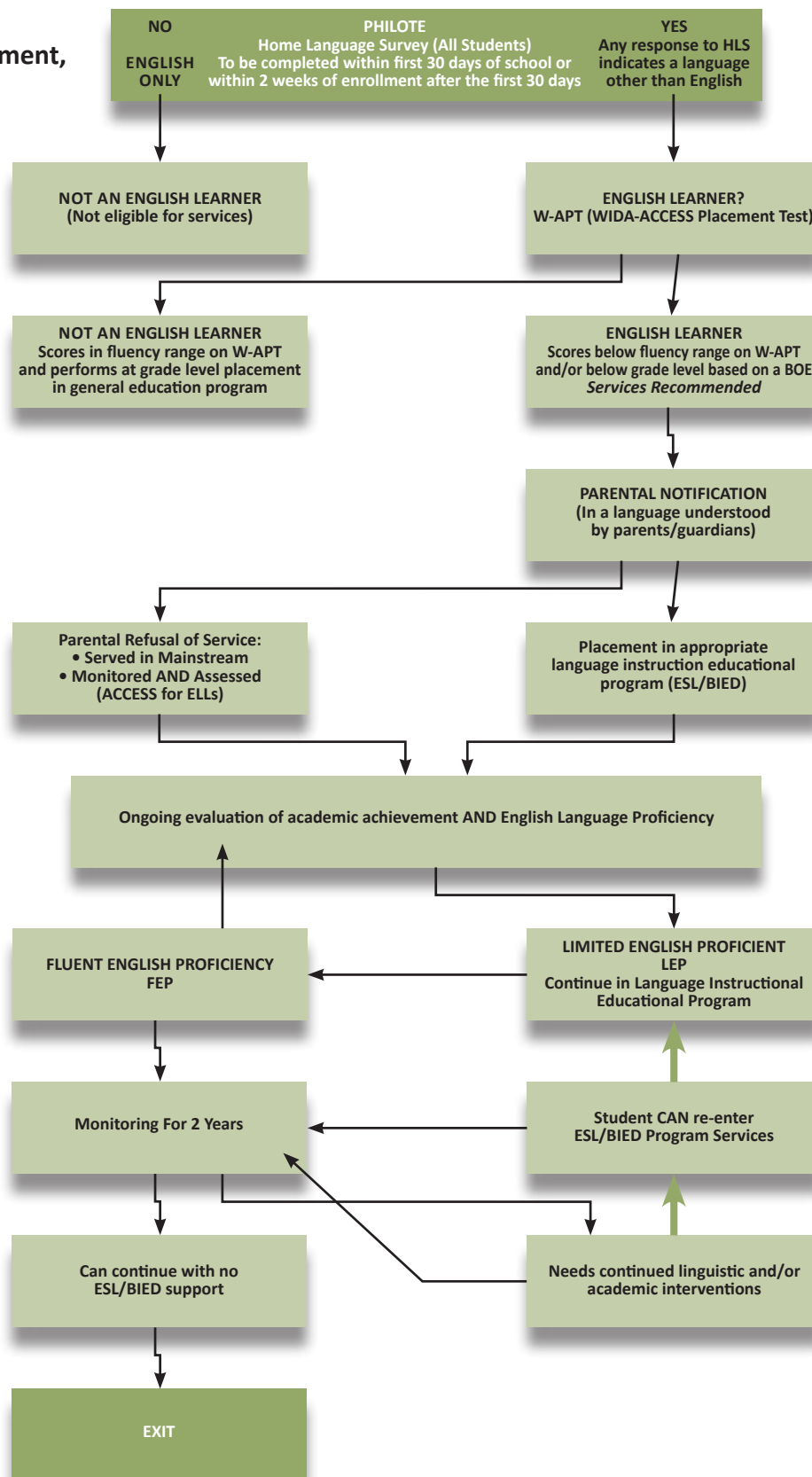
Students with FEP Monitor Year 1 or FEP Monitor Year 2 status still receive classroom differentiated instruction and assessments, as needed, to continue making progress toward exit status, when language development support and accommodations are generally no longer needed.

Upon completion of two years of monitoring, a student may be eligible to be exited from the English language proficiency program if they meet the state guidance for exiting. However, if a student's readiness is not supported by a body of evidence, the district may decide or make the decision that the student should be reclassified as LEP.

Per State and Federal law students must be monitored for two years. At the end of monitor year 1, students' progress must be evaluated using district-determined criteria, which must include, at a minimum, State redesignation criteria. At the end of monitor year 2, students' readiness to formally exit from an English language proficiency program must be determined by the district. The determination to exit a student must include a score of Proficient on a state mandated academic assessment in English Language Reading as an indicator of mastery of grade level academic reading standards. When a current state mandated academic assessment is not available, a comparable standardized assessment may be used as part of the body of evidence of readiness to exit an ELD program. A body of evidence and a similar process used in the decision to redesignate, should be used when making a decision to exit a student. Districts are required to identify local criteria and process for exiting students from their ELD program. For tools and resources for monitoring and exiting English learners from EL programs and services visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>

(See Appendix A; Appendix G; Appendix Q; Appendix S)

**Identification,
Assessment, Placement,
Redesignation and
Monitoring**





3 Designing Effective Programs to Meet the Needs of ELs

3.1 Understanding Comprehensive School Reform Guidelines

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. This section provides a detailed overview of the elements and components of effective LIEPs.

According to the NCLB guidelines, these programs must:

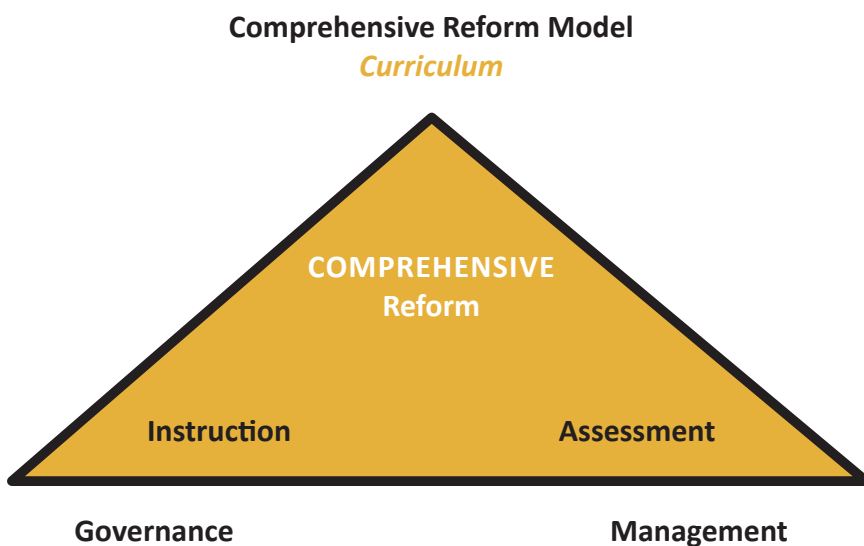
- Ensure that ELs, including immigrant and refugee children and youth, attain English proficiency, develop high levels of academic content knowledge and meet state achievement standards.
- Focus on the development of skills in the core academic subjects.
- Develop a high quality, standards based, language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

Schmoker, 1999 outlines eight aspects of comprehensive school reform that should guide educational decision makers as they design, deliver and evaluate programs for ELs. They provide the basis for creating high performing schools that support standards-based instruction aimed at student achievement and the acquisition of English.

1. **High Standards for all Children.** Design education programs inclusively and 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 addresses academic achievement, and an organized framework for school reform supported by school board policy.
3. **Comprehensive Programs.** Address core subject areas for K–12, including instruction, and school organization (use of time, staff, resources, etc.).
4. **Alignment of Program and Curriculum Offering.** Align all resources, human, financial and technological, across K–12 and subject areas. Help schools reorganize structures, systems and staffing to refocus 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 ongoing evaluation to assure the highest quality of results. Data drive instruction and evaluation is central to strategic planning.
7. **Professional Development.** Incorporates ongoing, site-based PD that directly relates to instruction and is tied to improved academic achievement for all students.
8. **Family and Community Involvement.** Offer effective ways to engage parents/community in specific grade-level instructional expectations and to link to service providers to address student and family non-academic needs (with emphasis on academic accomplishments).

The diagram below illustrates a Comprehensive Reform Model and the interplay between curriculum, instruction, assessment, governance and program management. How this comprehensive reform model plays out in individual schools depends on many local conditions (e.g., number of ELs, number of languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook. For tools and resources for providing English learners equal access to curricular and extra curricular programs visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf>



Best Practices Common to Exemplary Schools For ELs

- State standards involving a focus on challenging curricula drive instruction
- Literacy and math are scheduled for greater periods of time to help children meet the standards
- More funds are spent on PD toward implementing changes in instruction
- More effort is devoted to monitoring student progress
- Strong efforts are made to empower parents to help their children meet the standards
- Top performing schools tend to “...have state or district accountability systems in place that have real consequences for adults in the 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 (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, which in turn promotes success.
- Effective reading and writing instruction in “beating the odds” schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.

3.2 Understanding and Selecting LIEP Models

To effectively meet ELs’ academic needs, an instructional program must be designed to provide both depth and adequate time for English language acquisition. The program should allow students to access the curriculum, promote high expectations for all students, increase interactions between ELs and teachers and peers, be instructionally sound and have appropriate resources and materials. While there are a variety of options for the delivery of services to ELs, the difficult task is deciding which program best suits the student population. Like their non-EL counterparts, ELs may require specialized services such as gifted education, Title I, and migrant education or special education.



3.2a LIEP Models—Theoretical Framework

Programs for second language learners of English vary significantly. Following is a summary of factors necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. Miramontes, Nadeau, and Cummins (1997) describe four general categories that comprise a continuum of possible program configurations that can serve as frameworks for organizational plans. They differ in the degree to which the primary language of English learners is used in instruction. Choosing the appropriate programs for your school/district presupposes a school-wide (and district-wide) decision-making process that analyzes the student population and human and material resources, as well as the larger political climate and context of the school community. LIEP model categories are:

All-English Instruction—The entire instructional program for all students is delivered in English.

Primary Language Support, Content Reinforcement—Students receive limited primary language support focused on the concepts of the content area curriculum.

Primary Language Support—Instruction in a language other than English in these kinds of programs is limited to the development of literacy. Most instruction is in English, but children can learn to read in their first language.

Full Primary Language Foundation: Content and Literacy Instruction in L1 and English—Programs within this category provide comprehensive development of the primary language as a means to acquire literacy and content proficiency in two languages. These can include Late Exit Maintenance programs or Two-Way Immersion programs where all students—ELs and those fully proficient in English—are provided opportunities to become bilingual and bi-literate.

As districts determine the best program to meet their students' needs, it is critical to remember that sound programs in every category include instruction in English as a second language. In addition, when well implemented, they all can produce academically proficient English speakers. However, the program categories vary in significant ways that should be taken into consideration in the decision-making process:

- The length of time it will take for students to attain full academic proficiency in English
- The extent to which teachers will need to modify instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

The easiest program may appear to have all instruction in English. However, it is critical that decision makers understand that these take longer for second language learners to become fully academically proficient in English (Collier & Thomas, 1997). In addition, these programs require tremendous care to assure that students can understand the instruction. They require much more modification on the part of all teachers. Finally, programs that deny students access to their first languages tend to result in subtractive bilingualism: as students learn English they begin to lose proficiency in their first language and undermine their potential to develop academic bilingualism. It is important that students' primary language knowledge and learning is recognized and valued in all programs.

A particular delivery model or teaching method is decided at the district or school level. However, districts must demonstrate that the LIEP is designed to ensure the effective participation of ELs in the educational program based on a sound educational approach. Below are some general guidelines for optimal conditions suggested by Miramontes et al (1997). Note that the English component of all programs should reflect the following:

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

- Direct English language and literacy instruction by certified ESL staff.
- School-wide plan optimizing instruction for ELs embedded into staff development
- Identification of key concepts and vocabulary
- Widespread use of hands-on activities, visual aids and repetition
- Minimal use of lecture and general classroom teacher use of sheltered English
- Scaffolding lessons to achieve communicative competence
- School or community resources that allow students to work with speakers of the native language
- Suggesting that parents use the primary language at home to aid in accessing underlying conceptual content knowledge

Limited Primary Language Support (Focused on Content Area Knowledge) L1 Support. Components to assure appropriate use of the primary language:

- Direct English language instruction by certified ESL staff
- A strong commitment to daily instructional time, collaborative planning, and materials for developing curricular concepts in the native language
- Ample resources for developing concepts of the academic curriculum in the first language
- Ability to preview / review the academic concepts in the first language
- A discussion of parents' role in the home to support conceptual development
- A meaningful ESL element reflecting content area themes and literacy

Primary Language, Literacy only: (could include early exit, late exit, or language enrichment). Components needed to develop literacy and academic thinking skills in the primary language include:

- Sufficient time (2+ hours per day) for content-based literacy and language arts in the first language
- Substantial oral language development in both languages
- Reading and writing skill development in both languages
- A thematic approach to literacy
- A meaningful ESL component that incorporates content area themes
- Adequate materials for integrating the content themes into reading instruction
- Programmed transition to add English literacy by 3rd grade
- Trained teachers fluent in the primary language and strong in teaching literacy



Full Primary Language Support: (could include developmental, late exit or dual immersion). Additional factors to consider in the planning process:

- Adequate numbers of students from a single group of second language learners
- Adequate numbers of trained teachers fluent in the primary language of the EL group
- Suitable literacy and curricular materials in both languages
- A meaningful second language component that incorporates content area themes
- Articulated process for adding second language literacy

Program Models

Zelasko and Antunez (2000) provide an overview of two main types of program models for ELs—bilingual education and English as a second language (ESL). Within each, a variety of ways are used to teach English language skills and standards-based content. Bilingual education utilizes native language instruction while the student develops English language proficiency. All bilingual programs should have an ESL component. ESL programs provide comprehensible instruction using only English as a medium.

Most schools use a combination of approaches, adapting their instructional model to the size and needs of their EL population. Five program models are most frequently used in schools across the U.S. (Antuñez, 2001), summarized below along with some of the factors that should be considered in a decision making process.

Bilingual Models

1. **Two-Way Bilingual** (also known as Bilingual Immersion or Dual Language Immersion). The goal is to develop bilingualism in ELs and English-proficient students. The ideal two-way bilingual classroom is comprised of half English-speaking students and half ELs who share the same native language.

| Supporting Factors | Challenges |
|---|---|
| <p>Results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language.</p> <p>Incorporates L1 English speakers into program.</p> | <p>Only feasible in schools with significant populations of ELs who share the same native language. It works best with a balanced number of ELs and English-proficient students (a situation that may be difficult to achieve).</p> <p>It may be difficult to find qualified bilingual staff.</p> |

2. **Late Exit** (also known as Developmental Bilingual Education). The goal is to develop bilingualism in ELs. The late exit model utilizes the native language for instruction and gradually introduces English, transitioning the language of instruction to English as English language skills develop.

| Supporting Factors | Challenges |
|--|--|
| <p>Works well when there is a group of ELs who speak a common native language.</p> <p>Contains primary language academic development as well as English, contributing to academic growth.</p> <p>Views L1 as a vehicle for long-term cognitive development. Research shows this is among the most effective models for academic achievement.</p> | <p>Can be difficult in schools with high student mobility.</p> <p>Works best with a stable EL population that can participate for several years.</p> <p>Is difficult to implement in a school with students from multiple language backgrounds. Also can be difficult to find qualified bilingual staff.</p> |

3. **Early Exit** (also known as Transitional Bilingual Education). Like the late-exit model, early-exit works with ELs who share a common native language. Native language skills are developed to a limited extent and phased out once students begin to acquire English literacy. This model utilizes the student’s native language and English at the beginning of the program but quickly progresses to English-only instruction.

| Supporting Factors | Challenges |
|---|--|
| <p>Facilitates literacy development by allowing Spanish speakers to learn and read in a language they speak and understand.</p> | <p>Requires that ELs share a common native language. It is best if the students are stable and enter/exit the program at designated times. Does not work in a school with students from multiple language backgrounds.</p> <p>Students develop only minimal academic skills. Primary language dropped when nature of academic work becomes more challenging. Often treat L1 as a crutch thus undermining its potential for cognitive development. Can lead to negative attitudes about the role of L1 in learning.</p> |



Native Language Content Classes—With each succeeding grade level, the ability to learn content material becomes increasingly dependent on interaction with and mastery of the language that is connected to the specific content material (Echevarria & Graves, 1998). It is recommended that students be given the opportunity to learn content in their native language while they develop English language skills. A beginning level Spanish speaker would continue learning grade-level content in math, social studies and science in Spanish. According to the principle of “underlying proficiency,” content learned in the native language transfers readily to the second language and students are better prepared for content classes as they transition to mainstream.

| Supporting Factors | Challenges |
|---|---|
| <p>In a transitional bilingual model, beginning level students take rigorous grade-level content courses in the native language that allows them to keep pace with their peers and make progress toward graduation as they are developing their English skills.</p> | <p>Schools must have highly qualified bilingual personnel with ESL or bilingual endorsements that can instruct native language content courses.</p> <p>Schools must set aside appropriate resources are provided in the native-language content courses that ensure the course is equally as rigorous as mainstream content courses.</p> <p>Native language content courses must articulate with the school LIEP model and ensure that students are earning credit toward graduation.</p> |

NOTE: *The features of sheltered instruction and classrooms described below should guide the English component of all bilingual programs, as well.*

English as a Second Language Models

- 4. Sheltered English, Specially Designed Academic Instruction (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. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language.

| Supporting Factors | Challenges |
|--|---|
| <p>May more easily serve student populations with a variety of native languages, as well as students who speak conversational English and fall into different English proficiency levels. Students are able to learn content and develop English language skills simultaneously.</p> | <p>May take more time for content area learning for students who are illiterate or in the low English proficiency levels.</p> <p>Does not account for literacy instruction or the beginning levels of language development</p> <p>Requires all teachers to use strategies to make instruction comprehensible.</p> |

Sheltered Content Courses—Can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs. However some schools may have the resources to provide sheltered content courses specifically designed for ELs. For example, most secondary ELs arriving from other countries will need American Government and American History. It may make sense to offer a sheltered American History course for ELs so the teacher can tailor the language and content to their needs.

| Supporting Factors | Challenges |
|--|---|
| <p>This model easily serves 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.</p> <p style="text-align: center;">Sheltered content courses allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the ELs.</p> | <p>Teachers must still follow the same curriculum standards as the mainstream content courses and use strategies to teach those standards that make the content accessible for ELs.</p> <p style="text-align: center;">School must provide adequate resources for sheltered content courses such as content textbooks appropriate for ELs, technology resources, and other supplies needed to provide hands-on learning.</p> <p style="text-align: center;">Courses should only be taught by highly qualified content teachers with ESL endorsements.</p> |

The Sheltered Instruction Observation Protocol (SIOP)—The SIOP PD program was developed to help teachers make content material comprehensible to ELs. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (2010). SIOP includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The resources include an observation tool for administrators so they can support the systemic practice of sheltered instruction throughout the school.

| Supporting Factors | Challenges |
|--|---|
| <p>This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of ELs.</p> <p>The SIOP can be implemented in classes with heterogeneous populations of ELs and native English speakers.</p> | <p>Teachers who first learn about the SIOP are often overwhelmed by the number of instructional components contained in the model. Administrators and coaches must help teachers to begin to implement the model through constant reflective practice.</p> <p>Administrators cannot use the SIOP as a simple checklist for observations, as it is rare that a single lesson will contain all the components. Again, the tool is used best as a vehicle for teacher reflection and change in meeting the needs of ELs.</p> |



ELD Classes—Traditionally known as “ESL” courses, they develop students’ English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs. ELD courses should be taught by teachers with ESL teaching certificates who have a strong working knowledge of English language arts standards.

| Supporting Factors | Challenges |
|--|--|
| <p>ELD classes develop student’s language proficiency in all areas—reading, writing, listening and speaking.</p> <p>Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses.</p> | <p>Schools with small populations of ELs may need to group different proficiency levels together in one classroom; ELD teacher must be able to differentiate instruction.</p> <p>Districts and schools must develop policies that allow students to earn credit toward graduation through ELD courses.</p> <p>Schools must ensure that ELD teachers have access to research-based and appropriate materials for these courses.</p> |

5. Pull-Out ESL—Research has shown this model to be the least effective in providing comprehensive academic skill development. It is usually implemented in low incidence schools or to serve students who do not share a common native language. The focus is English language acquisition only. Like content-based ESL, this model works best when students are grouped by language 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.

| Supporting Factors | Challenges |
|---|--|
| <p>Adaptable to changing populations or schools that have new ELs at different grade levels. Instruction often is tailored to students’ language level, supplementing the learning that takes place in the general classroom.</p> <p>This can be combined with content-based ESL.</p> | <p>Instruction may be grammar driven and disconnected from other areas of study.</p> <p>ELs will fall behind in content areas while acquiring English skills if instruction is not closely coordinated with the content taught in the general classroom.</p> <p>Sustaining communication between classroom and pull-out teacher.</p> |

Co-Teaching—Schools with sufficient FTE can pair ESL and content teachers to co-teach content courses. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of ELs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio.

| Supporting Factors | Challenges |
|---|---|
| <p>Two teachers in a classroom help meet the linguistic and academic needs of the EL population.</p> <p>Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ESL teacher learns more about the curriculum.</p> | <p>It is essential that common planning time is built into the schedule for the ESL and content teacher.</p> <p>Teachers must have a strong rapport with one another and a dedication to working as equal partners.</p> <p>Schools should be selective in which courses are co-taught, focusing on the courses where students will benefit most from the co-teaching model.</p> |

Coaching Model—Effective coaching programs are designed to respond to the particular needs of students, improve instructional capacity and develop structures for a collegial approach.

| Supporting Factors | Challenges |
|---|--|
| Coaching holds the potential to address inequities in opportunities for ELs by providing differentiated, targeted supports to their teachers. A combined focus on content, language and use of data encourages high quality instruction that reaches ELs. | Coaches must possess many skills including having specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential. In addition, they must possess strong interpersonal skills in order to work with all levels of teachers in a non-evaluative supportive environment. |

Flexible Pathways—Flexible pathways allow ELs to follow an appropriate program that accelerates their English development and allows them to progress in content area coursework (Short & Fitzsimmons, 2007). To meet graduation requirements, students may follow a path that differs from their native English-speaking peers. Some students may be ready to enter a mainstream math class before they are ready to enter a mainstream social studies class. Effective programs allow students to enter mainstream classes by subject, when they are able.

Other strategies that create a pathway to graduation include:

- Awarding appropriate credit for courses taken in the home country
- Ensuring that students receive English credit for ELD classes
- Allowing extended time for graduation
- Offering summer courses

| Supporting Factors | Challenges |
|---|--|
| Allows students extra time to be able to acquire both core content knowledge and English language development. Builds on student strengths and goals Students can transition to mainstream in different subjects at different times, depending on their progress. | Requires schools to look at every student individually when scheduling. Graduation requirements and potential pathways need to be reviewed regularly with students and families. School administrators must be willing to extend time for graduation for some students even if a handful of students will count against the graduation rate under the current law. |



L1 Literacy Classes or First Language Literacy Classes—Strong oral and literacy skills developed in the first language provide a solid basis for the acquisition of literacy and other academic language skills in English. Moreover, common skills that underlie the acquisition and use of both languages transfer from the first to the second language, thereby facilitating second language acquisition (Genessee, 1999).

Students who take L1 literacy classes can receive appropriately rigorous instruction in their native language. For example, a student who speaks Spanish or Mandarin but does not read and write Spanish or Mandarin has different needs from native English speakers who are learning Spanish as a second language. Developing L1 literacy courses instead of placing bilingual students in World Language courses values their prior knowledge, heritage and culture.

| Supporting Factors | Challenges |
|---|--|
| <p>Literacy skills learned in the L1 will facilitate acquisition of L2 (Genessee, 1999).</p> <p>L1 Literacy classes are an essential part of a comprehensive program that provides academic rigor to secondary students, keeping them challenged and engaged in school.</p> | <p>Teachers must be fluent in the students’ primary language and have specialized training in meeting the needs of EL students, possessing either a bilingual education or a world language teaching credential.</p> <p>Students will vary in the oracy and literacy skills in their first language. Teachers must be very skilled in differentiating instruction to meet the different literacy needs of native speakers.</p> <p>Schools may need to develop different courses for different level of native language literacy.</p> |

Newcomer Centers—Specially designed for those who are NEP or LEP and have limited literacy in their native language. The goal is to accelerate their acquisition of language and skills and to orient them to the U.S. and its schools (Hamayan and Freeman, 2006). The program can follow a bilingual or sheltered approach. Generally, newcomer programs are designed to prepare immigrant students to participate successfully in a district’s language support program (Genessee, 1999). Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). The Newcomer Center can take place within a school or at a separate site.

| Supporting Factors | Challenges |
|--|--|
| <p>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.</p> <p>Teachers and counselors can work with ELs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the US school system and to prepare the students for success in the LIEP programs already in place in the school system (CREDE, 2001).</p> | <p>Schools should strive to fully include ELs through meaningful LIEPs that do not totally separate ELs from the rest of their class and school. At the very least, even if they are in a short-term self-contained Newcomer Center, ELs should be included with their general classroom classmates for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when the EL is redesignated.</p> |

Tutoring—Additional support might include individualized tutoring. Schools must provide early additional support for students who manifest academic difficulties or signs of falling behind in their first language or in their oral English development to ensure early success.

| Supporting Factors | Challenges |
|--|---|
| Allows students extra time to be able to acquire both core content knowledge and English language development. | Additional tutoring is often done before or after school, and requires both financial and time additions to the regular daily schedule. |

Alternative/Adult Options—Older students may choose to pursue avenues beyond the traditional high school setting. An 18-year-old who arrives with limited formal schooling may find it difficult to fulfill all the graduation requirements by age 21. If districts offer programs for adult learners the student has options for other pathways toward earning a high school diploma.

| Supporting Factors | Challenges |
|--|--|
| More choices and options for high school allow more students to achieve the goal of a high school diploma. | <p>Schools must be cautious not to “push” any one option—families ultimately have the final say in which option to pursue.</p> <p>Smaller districts may not be able to offer many alternative or adult options.</p> <p>Adult education programs may need to be redesigned to include ELD and sheltered courses to meet the needs of older ELs.</p> |



3.3 Promising Practices

Identifying and incorporating promising practices, once programmatic decisions have been made, are important steps to take to raise student achievement. The following ten promising practices are organized to provide the challenges and opportunities, programmatic considerations, instructional strategies and the research base for each one. The promising practices are:

1. Target language and literacy development across content areas;
2. Incorporate authentic curriculum, instruction and assessment;
3. Infuse cultural relevancy across curricular, instructional and assessment practices;
4. Develop and build on students' native languages;
5. Integrate varied, appropriate, and high-level curricular materials;
6. Provide structure and maximize choice;
7. Include role models to facilitate language learning and foster positive identity;
8. Promote asset orientations toward ELs, their families and communities;
9. Enact high academic standards to prepare ELs for postsecondary options;
10. Advocate for holistic approaches to the academic success of ELs.

*Created by Dr. Maria Salazar

Promising Practice #1: Target language and literacy development across the content areas

| | |
|--|--|
| <p>Challenges and Opportunities</p> | <p>ELs face a compressed time frame to acquire both the English language and literacy in English. In response, programs across the nation focus on literacy development for ELs in stand-alone ESL programs, often neglecting literacy across the content areas and in mainstream classrooms. Educators often struggle with determining if, when, or how to build native language literacy, in addition to English literacy. In addition, while educators may view ELs as one homogeneous category, the reality is that there is great diversity among ELs, especially among secondary ELs.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Develop a comprehensive approach to language and literacy development across the content areas. • Provide ELD, special education and mainstream teachers with professional development and ongoing support to ensure that all teachers are literacy and language teachers. Include substantial coverage across the essential components of literacy: phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension, oral language and writing. • Adapt the components of literacy to meet ELs’ strengths and needs. • Determine ELs’ educational histories and academic knowledge. • Differentiation is key to build on differences in prior knowledge, skills in English and native language proficiency. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Use knowledge of second language acquisition theory to integrate all language domains (listening, speaking, reading, and writing). 2. Adapt the components of literacy to teach particular phonemes and combination of phonemes in English that may not exist in students’ native languages. 3. Use targeted instructional practices to make language and content comprehensible and scaffold subject matter tasks, instructional routines, and cooperative and independent work. 4. Use sheltered strategies to increase comprehension of key content and processes including: visuals, repetition, clear and consistent rituals and routines, graphic organizers, total physical response, manipulatives, key vocabulary, wait time, and gestures. 5. Explicitly model and explain linguistic, cognitive, and academic targets, and provide multiple opportunities to extend understanding and apply knowledge. 6. Emphasize early, ongoing and extensive oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies include: cooperative learning, accountable talk, songs, rhymes, chants, plays, poetry, language models, and sentence starters. 7. Build high level skills. Assess word level skills (decoding, word recognition and spelling) and text level skills (reading comprehension and writing) in English and in the native language. Use assessment information to develop targeted word level skills early and progress to more cognitively challenging text-level skills. 8. Intensively focus on explicit and challenging vocabulary across grade levels and content areas. Teach content-specific academic words and words related to English language structures that may differ from native language structures. Target higher order vocabulary skills such as cognate relationships. Provide opportunities to practice independent word learning strategies such as word attack strategies. Strategies to build vocabulary include word walls, teaching idioms, illustrations, visuals, graphic organizers, vocabulary journals, and daily vocabulary routines. 9. Assess and build on students’ background knowledge to accelerate language and literacy development. Use students’ prior knowledge to identify frustration, instructional and independent reading levels. Strategies to assess and build on students’ background knowledge include pre-teaching concepts, preview/review and KWL. 10. Build home literacy experiences. Provide intensive and extensive opportunities to read both inside and outside of school. Capitalize on students’ out-of-school literacies including social networking technologies. Encourage parents to read with their children in English and in their native language(s) and explicitly name the transfer of literacy skills. 11. Explicitly teach learning and cognitive strategies. Teach direct and explicit comprehension and critical thinking strategies. Model and teach metacognition of learning and language development. 12. Provide intensive ongoing opportunities to write at all levels of English language development. |



| Promising Practice #1: Target language and literacy development across the content areas | |
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| Research-based Evidence | <i>August & Shanahan (2006); Biemiller (2001); Bongalan & Moir (2005); Calderon, August, Slavin, Cheung, Duran, & Madden (2005); Escamilla (1993); National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs; Short (2005); Tinajero (2006); Tovani (2004); Uribe & Nathenson-Mejia (2009), Walqui (2000)</i> |

| Promising practice #2: Incorporate authentic curriculum, instruction and assessment | |
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| Challenges and Opportunities | Educators are expected to meet state, district and school standards that often prescribe curriculum, instruction and assessment. Efforts to standardize may limit authentic practices that engage secondary students in the learning process. A growing number of educators supplement prescribed practices to increase student motivation and engagement. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Make student-centered instruction the foundation of teaching and learning. • Scaffold ELs’ connection to content by building on their experiential knowledge, particularly interests and adolescent perspectives. • Monitor learning through diagnostic, summative and formative tools that provide evidence of student progress. Do not limit assessment data to a single standardized snapshot. • Integrate 21st Century skills across the curriculum including: critical thinking and problem solving; creativity and imagination; communication and collaboration; information, media and technology skills; and life and career skills. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Make explicit links to students’ prior knowledge and skills and recognize that transfer is not automatic. 2. Create novel opportunities for student movement and interaction. 3. Provide opportunities for real world connections in school prescribed tasks. 4. Become a learner of students’ lives outside of the classroom and create curricular, instructional, and assessment practices that maximize their interests, background, and learning styles. 5. Provide opportunities for students to determine their strengths and needs and monitor their own academic and language development. 6. Include practice that helps students take responsibility for their own learning and that of their peers by building opportunities to practice independent learning strategies, lead discussions and re-teach material. 7. Anticipate students’ challenges and incorporate frequent checks for comprehension. 8. Give specific, consistent, proximal and corrective feedback on language and academic development in a sensitive manner. 9. Use innovative approaches to gauge student progress including publishing, internet research, digital portfolios and media and dramatic presentations. 10. Use a multitude of formal and informal assessments to determine student progress and improve curriculum, instruction and assessment. 11. Teach and assess 21st century skills. |
| Research-based Evidence | <i>Carl & Rosen (1994); Center for Public Education (2009); CLASS Middle/Secondary (2007); O’Malley & Pierce (1996); Partnership for 21st Century Skills (2004); Wagner (2008), Walqui (2000)</i> |

Promising practice #3: Infuse cultural relevancy across curricular, instructional, and assessment practices

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| <p>Challenges and Opportunities</p> | <p>ELs do not come to the classroom as empty slates. They represent a collective cultural experience; yet, there is also vast individual diversity. Curricular materials often exclude students’ home cultures or provide only superficial coverage of cultural celebrations. Research demonstrates that culturally meaningful or familiar reading material facilitates content comprehension. Qualitative research has demonstrated clear links between cultural relevancy and student achievement; although quantitative data is scarce.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Provide students with a foundation for learning that builds on their cultural knowledge and experiences while also providing opportunities to add knowledge and skills valued in U.S. society. • Infuse cultural relevancy into curricular materials to reflect diverse cultures. • Use instructional strategies that build on cultural differences in communication, organization, and intellectual styles. • Create culturally relevant references in assessments and build strategies to help students decode content and questions that may pose linguistic or cultural challenges. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Introduce new concepts via familiar resources. 2. Provide multiple examples and perspectives from diverse cultures. 3. Encourage students to create their own writing prompts based on their cultural knowledge and experiences. 4. Include math and science content that builds knowledge of diverse cultures’ scientific and mathematical discoveries and problem-solving methods. 5. Help students make explicit text-to-text and text-to-self connections, based on their cultural knowledge and experiences. 6. Attempt to use all learning modalities (i.e. visual, auditory, tactile, kinesthetic) when teaching concepts and skills. 7. Create classroom activities that help students identify their learning style preferences. 8. Teach students to contrast their home culture with U.S. culture and provide opportunities for them to analyze, question and challenge their home and U.S. beliefs and assumptions. 9. Confront stereotypes and prejudices and teach students to do the same. 10. Use instructional strategies that build on cultural learning styles including cooperative learning, whole-language, story-telling, kinesthetic movement, role-playing and spoken word through poetry and music. 11. Assign independent work after students are familiar with the concept. 12. Provide various options for completing an assignment. 13. Attend to the classroom environment and culture to make sure it reflects the cultures of students and reflects a multicultural world. 14. Develop curriculum with a global lens. 15. Set group norms around discussions of controversial issues |
| <p>Research-based Evidence</p> | <p><i>August & Shanahan (2006); Calderon (2007); Delpit (1995); Gay (2000); Ladson Billings (2002); Nieto (1999); Ortiz (2001); Parrish (2006); Perez (2008); Salazar (2008); Salazar, Lowenstein & Brill (in press); Tinajero (2006); Valenzuela (1999); Ware (2006)</i></p> |



| Promising practice #4: Develop and build on students’ native languages | |
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| Challenges and Opportunities | Advocates for “English only” instruction argue that secondary students have a limited time to acquire English; so content area and literacy instruction should be strictly limited to English. However, decades of research demonstrates that native language instruction benefits ELs in many ways, including, the fact that native language literacy and content concepts transfer to English. There is evidence that instructional programs work when they provide opportunities for students to develop proficiency in their native language. A consistent challenge is that transferring reading from the native language to English literacy are often fragmented and inconsistent. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Commit to developing students native language through varied programmatic options (i.e. transitional bilingual education, dual language immersion, late-exit programs). • Make strategic use of native languages in all content classrooms. • Model the value of bilingualism and multilingualism. • Pre-assess students’ native language oracy and literacy skills to make adequate placement decisions. • Use native oral language proficiency and literacy skills to facilitate English literacy development. • Build effective literacy transfer approaches. • Create systems to allow for consistent and ongoing support services across all grade levels. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Know the roadmap of language education for each student. 2. Recognize that native language literacy is a strong predictor of English language development. 3. Build vocabulary in the native language and facilitate transfer to English. 4. Help students access prior knowledge via cognates, “preview review” method and multilingual word walls. 5. Establish interdisciplinary approaches that serve to maintain native language literacy. 6. Use bilingual dictionaries, glossaries and websites to increase comprehension. 7. Provide opportunities for students to develop their native language both inside and outside of school. 8. Encourage parents to develop and maintain the native language at home. 9. Encourage students to support one another’s native language development and the acquisition of English. 10. Ensure that the classroom environment displays a value of multilingualism. 11. Create standardized templates that can be used to communicate with for parents in their native language. 12. Provide students with challenging native language courses. 13. Develop students’ academic language in both the native language and in English. |
| Research-based Evidence | <i>Antunez (2002); August & Shanahan (2006); Barnett, Yarosz, Thomas, Jung & Blanco (2007); Coltrane (2003); Linqianti (1999); Ortiz (2001); Slavin, Cheung (2003); Uribe and Nathenson-Mejia (2009)</i> |

| Promising practice #5: Integrate varied, appropriate and high-level curricular materials | |
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| Challenges and Opportunities | Proponents of prescribed curriculum stress that a common curriculum ensures that all students have access to rigorous content. However, critics argue that curricular materials typically do not reflect students' backgrounds or their learning needs and that materials for ELs are often watered-down versions of mainstream curriculum. Research suggests that supplementary materials are needed to reflect diverse student experiences and foster high standards. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Encourage a balanced approach to prescribed and flexible curricular materials. • Ensure standards-based instruction within a flexible framework that is sensitive to students' language needs. • Create a school-wide philosophy acknowledging that students perform better when they read or use materials that are culturally relevant and in the language they know best. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Align curricular materials to instructional goals based on standards, benchmarks, and language and content objectives. 2. Select/modify materials that are appropriate according to cultural knowledge, reading and language levels, and adolescent perspectives. 3. Provide developmentally appropriate materials, including adapted texts, to support language comprehension. 4. Include high level materials that build academic language. 5. Scaffold prescribed learning materials, especially with supplemental texts that are culturally relevant. 6. Demonstrate the value of diverse experiences and knowledge by using culturally relevant texts as primary learning resources, rather than as secondary materials. 7. Include high-interest discussion topics. 8. Pair technology with instruction to make materials accessible. 9. Analyze materials for bias and teach students to do the same. 10. Use sheltered instruction techniques to make materials accessible. 11. Include native language materials that are leveled and appropriate. |
| Research-based Evidence | <i>August & Shanahan (2006); Francis et al. (2006); Hinchman (2000); Moore, Alvermann & Parrish et al. (2006); Short & Fitzsimmons (2007); Short (2005)</i> |



| Promising practice #6: Provide structure and maximize choice | |
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| Challenges and Opportunities | Researchers state that choice demonstrates value of diverse experiences and can improve student motivation and engagement. While choice also promotes individualization, some educators may not have sufficient resources to foster individualization of content and curriculum. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Integrate choice across content areas to facilitate individualization and differentiation for language levels. • Emphasize predictable and consistent instructional routines and clear content and language objectives across the content areas. • Provide structured and unstructured opportunities for choice in curricular materials and learning modalities both inside and outside of school. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Build choice into the components of literacy development. 2. Provide students with opportunities to make decisions about content, curricular materials, instructional approaches and assessment practices. 3. Incorporate students' ideas, opinions and feedback. 4. Provide a variety of texts in the classroom library that cover the spectrum of students' language levels in both English and in the native language(s). 5. Engage students in inquiry and project-based learning based, on their interests. 6. Structure the learning process while at the same time creating opportunities for choice. 7. Create interest and increase comprehension through the use of maps and other visuals, music, and artifacts. 8. Allow choice in researching issues or concepts that apply to students' communities. 9. Encourage students to select their own reading material. 10. Encourage students to read texts in both English and in their native language. |
| Research-based Evidence | <i>CLASS Middle/Secondary (2007); Diaz Greenberg & Nevin (2003); Institute of Educational Sciences (2007); Salazar (2008); Short (2005); Upczak & Garcia, 2008; What Works Clearinghouse</i> |

Promising practice #7: Include role models to facilitate language learning and foster positive identity

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| <p>Challenges and Opportunities</p> | <p>While some educators make a case for the cultural blindness approach, others acknowledge that it is important to intentionally include native language and cultural role models to help students build positive academic and sociocultural identities. English language role models are also essential for adolescent ELs because of the limited time they have to master English. However, it is also challenging to provide role models of standard English when ELs are segregated in language programs and do not have access to speakers of standard English. At the same time, cultural role models are essential to promoting high academic aspirations and examples of what ELs can strive for.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Include language role models beyond the teacher to increase linguistic comprehension and self-confidence. • Create opportunities for ELs to develop their language skills with speakers of standard English including peers and community and career mentors. • Build a school-wide mentoring programs to increase access to role models that reflect student experiences. • Provide opportunities for students to mentor their peers and similar students across the K–12 educational continuum. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Create systematic opportunities for peer tutoring. 2. Create complex and flexible grouping according to students’ linguistic and academic needs. 3. Build opportunities for cooperative learning through interactions with speakers of standard language varieties. 4. Include multilevel strategies to engage all students regardless of their English language proficiency level. 5. Rephrase student responses using standard language(s). 6. Give students specific roles during cooperative learning activities so that all students participate in the learning goals. 7. Scaffold linguistic tasks. 8. Provide reading and writing mentors who read quality literature and express critical thinking. 9. Foster community relationships that increase mentors, especially reading and writing mentors and career mentors. 10. Provide opportunities for students to research aspects of a topic within their community. 11. Create assignments that require students to tutor and mentor younger students with similar backgrounds and serve as academic role models. |
| <p>Research-based Evidence</p> | <p><i>CappElini (2005); Cook (1999); Dörnyei (1998); Garcia & Baker (2007); Farris, Nelson, L’Allier (2007); Foulger & Jimenez-Silva (2007); Lewis (2003); National High School Center; Tinajero (2006)</i></p> |



| Promising practice #8: Promote asset-based orientations towards ELs, their families and communities | |
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| Challenges and Opportunities | Educators may inadvertently communicate that ELs are deficient and that they and their families need to be fixed, changed or saved. It is important to foster a belief in the potential and opportunities ELs bring vs. the obstacles and challenges. In addition, educators can provide students with access and practice in using academic knowledge and skills to increase their own success and that of their communities. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Believe in, emphasize and monitor students’ academic success. • Promote the maintenance of linguistic and cultural identities. • Integrate community norms of language and literacy. • Use home-school connections to enhance student engagement, motivation and participation. • Foster an affirming attitude toward ELs and their families with colleagues, parents and students. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Create opportunities for positive academic and social interactions between students of diverse language backgrounds. 2. Encourage students to demonstrate effective problem-solving strategies from their home culture(s). 3. Build on home literacy practices including storytelling, letter writing, written and oral translation, and strategic code-switching. 4. Provide opportunities for students to bring artifacts from home and write about the significance of their artifacts. 5. Attend community events and interact in students’ home environment; then make explicit links in classroom content and instruction. 6. Create assignments that promote family literacy. 7. Interview parents about how and what students learn from them. 8. Identify parents’ strengths and use them as resources to integrate the home culture into classroom activities and into the classroom community. 9. Ask members of the community to teach a lesson or give a demonstration to the students. 10. Invite parents to the classroom to show students alternative ways to approach problems (e.g. math: various ways of dividing numbers, naming decimals, etc.). 11. Incorporate community inquiry projects. 12. Encourage students to interview members of their community who have knowledge of the topic they are studying. |
| Research-based Evidence | <i>Barrera & Quiroa (2003); Bongalan & Moir (2005); Flores & Benmayor (1997); Franquiz & Brochin-Ceballos (2006); Franquiz & Salazar (2004); Kreeft Peyton, Ranard & McGinnis (2001); Ochoa & Cadiero-Kaplan (2004); Ong (1996); Salazar et. al. (2008); Salazar (2008); Tinajero (2006); Valenzuela (1999); Villegas & Lucas (2002)</i> |

Promising practice #9: Enact high academic standards to prepare ELs for postsecondary options

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| <p>Challenges and Opportunities</p> | <p>ELs are often perceived as having deficient language and academic skills. This creates a significant barrier to pursuing postsecondary options. ELs are often highly motivated to pursue postsecondary options and economic opportunities. They need extended opportunities to master language and content to be successful beyond high school. All students including ELs should have the opportunity to earn a college-ready diploma.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Create a college-going culture vs. assumptions of limitations. • Build programs based on the research which show that ELs’ chances of meeting college preparatory requirements increase with early access to college preparatory coursework in high school. • Provide opportunities for ELs to produce college-ready work and demonstrate high level cognitive skills. • Provide and scaffold high-level coursework that prepares ELs for postsecondary options. • Create a school-wide focus on postsecondary readiness that promotes vertical and interdisciplinary teaming. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Begin advisory groups and personal learning teams specific to college readiness. 2. Include instruction in preparation for college entrance exams and placement tests, including the TOEFL exam. 3. Emphasize higher-level academic vocabulary to develop strong academic language proficiency. 4. Implement opportunities for novel application, reasoning, problem-solving, critical thinking and analysis. 5. Provide targeted support in advanced placement and honors coursework. 6. Provide students and parents with accessible information on college entrance, admissions and cost. 7. Provide access to role models who have successfully navigated and completed postsecondary options. 8. Create rubrics for effective writing that include mastery of content, organization, conventions, sentence fluency and word choice. 9. Scaffold ELs’ writing practice by focusing on targeted writing skills and providing multiple opportunities for practice and mastery. 10. Work with teachers across content areas to strategically focus on reading, writing, critical thinking and problem solving and analysis. |
| <p>Research-based Evidence</p> | <p><i>Center for Public Education (2007); CLASS Middle/Secondary (2007); Conley (2007); Finkelstein, Huang, Fong (2009); Genesee (2006); Hayasaki (2005); Lippman, Atienza, Rivers, & Keith (2008); Stewart (2008); What Works Clearinghouse (2006)</i></p> |



| Promising practice #10: Advocate for holistic approaches to the academic success of ELs | |
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| Challenges and Opportunities | Standardized approaches to education are often geared toward mainstream students and do not always consider the different needs of ELs. Moreover, educators often focus on academic development alone and do not recognize that academic success is grounded in ELs socio-cultural and socio-emotional needs. |
| Programmatic Considerations | <ul style="list-style-type: none">• Consider the big picture of motivation and engagement.• Set clear student expectations.• Create holistic, interactive and additive approaches to language development.• Focus on relationship building and high academic standards.• Promote home/school connections to enhance student engagement, motivation and participation. |
| Instructional Strategies | <ol style="list-style-type: none">1. Individualize instruction to meet the unique needs of ELs.2. Create instructional opportunities for students to make personal connections to learning.3. Include students' lives in the content of school.4. Build a safe and inclusive classroom culture.5. Communicate with students and parents about academic, social and personal issues.6. Employ motivational strategies.7. Attend to affective and physical needs particular to adolescents and immigrant youth.8. Include parents in their students' education.9. Provide consistent encouragement and affirmation.10. Learn about and integrate brain and cognitive development of bilingual/multilingual learners. |
| Research-based Evidence | <i>Ancess (2004); August & Shanahan (2006); Cummins (1991); Delpit (1988); Heath (1986); Johnson & Morrow (1981); Mercado (1993); Moje (2006); Oaks & Rogers (2006); Short (2005); Tatum 2007; Tinajero (2006)</i> |

Excerpted from: Maxwell-Jolly, J., Gándara, P., and Méndez Benavidez, L. (2007). *Promoting academic literacy among secondary English Learners: A synthesis of research and practice*. Davis, CA: University of California, Linguistic Minority Research Institute

Myth #1:

ELs bring nothing to the table except need.

ELs come to schools with many assets on which we can build, including prior education, skills in non-English languages, life experiences, and family and cultural heritage.

Myth #2:

ELD is all they need.

ELs need diagnosis of their language and academic skills—and instruction to meet diagnosed education needs. Current curriculum rarely differentiates among varying student needs, largely because assessment is inadequate and teachers do not know what these students know or do not know. ELs need ongoing relationships with adults at the school who are aware of and understand key elements of their lives, integration with other students, and teachers with appropriate knowledge and skills to promote their academic success.

Myth #3:

The more quickly we can get students through school the better.

There is reasonable concern about students taking too long to complete school. Many studies show that the older students are the greater likelihood they will drop out. However, such research has never been conducted on ELs. One major reason that attrition is high in this group is that relevant, credit-bearing courses are often not provided for them, making

dropping out a reasonable response to a dead-end curriculum. A longer time allowed for high school with intense initial diagnostic assessment, individual counseling and monitoring, and opportunities for internships and career and community engagement, may be exactly what many long-term ELs need. Further, there is no statutory basis for removing a student (up to age 21) from high school, as long as she/he is making progress toward graduation.

Myth #4:

Small schools are always better for all students.

Small school reform has many positive aspects such as personalization and more careful monitoring of students than could be achieved within larger schools. An example is the academy or school-within-a-school model. On the other hand, larger schools have the advantages of a wider array of resources and the potential for students to move from one type of instructional setting to another as appropriate.

Myth #5:

All students must be college bound or they are failures.

As outlined in the Colorado Department of Education's strategic plan, we need to prepare students to thrive in their education and in a globally competitive workforce. Greater opportunity for college should be made available to all. However, school should afford learning experiences and coursework that lead to competence in the fields needed for productive roles as citizen, worker and life-long learner, and provide multiple pathways and options for students who choose non-college options as well as for those bound for higher degrees. Schools also must acknowledge that many students feel pressured to work and help their families. Schools that offer opportunities to enhance job options (may be part of a longer term plan for postsecondary education) are more likely to hold students.

Myth #6:

High school must take place within a building called high school.

In fact, high schools could take advantage of distance learning and other technologies, relationships with the community colleges, and other learning environments such as student internships or apprenticeships in business and in the public sector.

(See Appendix C; Appendix H; Appendix U)



4 Components of an Effective LIEP

4.1 Comprehensive Program Plan

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. This section provides a detailed overview of the elements and components of effective LIEPs.

All programs must demonstrate effectiveness. According to Berman, (1995), their goals should be to:

- 1) Increase English proficiency and academic content knowledge
- 2) Provide high quality PD to teachers in ESL, bilingual, mainstream and content specific classrooms
- 3) Improve assessment to improve instructional practices

In addition to in-school services, exemplary programs also provide and support extension activities, such as:

- 1) Tutorials and extension activities
- 2) Family literacy services
- 3) Improvement of instruction through technology and electronic networks

Recruiting, developing, and retaining excellent educators is essential in order to ensure that EL program models successfully achieve their educational objectives. LEAs must hire an adequate number of teachers who are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support EL students. These teachers must meet state and LEA program requirements and have mastered the skills necessary to effectively teach in the school/district's EL program. For tools and resources for staffing and supporting an English learner program visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap3.pdf>

For information on the Colorado state model educator evaluation system—practical ideas for evaluating general education teachers of bilingual learners visit <http://www.cde.state.co.us/educatoreffectiveness/practicalideaguidebilingual>. For information on the Colorado state model educator evaluation system—practical ideas for evaluating culturally and linguistically diverse education specialists visit http://www.cde.state.co.us/cde_english/practicalideasforevaluatingcld-specialists.

See Appendix C for extensive information on what schools can do to meet the needs of a linguistically diverse population. Briefly they include: a schoolwide vision and collaborative approach to all aspects of program design and implementation, language development strategies, high level engagement, collaboration and cooperative learning in curricular activities in the context of a supportive district leadership. In addition, the Office of English Language Acquisition (OELA), has developed an English Learner Tool Kit intended to help state and local education agencies (SEAs and LEAs) in meeting their obligations to English learners. The tool kit can be found at: <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>. The tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter (DCL) "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements found at: <http://www.cde.state.co.us/fedprograms/joint-guidance-letter>.

4.2 Standards and Instruction

Regardless of the model selected, a well-designed program and effective classroom practices for ELs 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 ELs to learn content area concepts as they learn the English language.

The mastery of content requires that teachers of ELs use appropriate LIEPs, such as bilingual education or ESL that incorporates 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 & Boyle, 1997).

Appropriate instruction for ELs addresses the core curriculum while providing 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, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., modeling, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency (TESOL, 1997). This is commonly referred to as “sheltering” the instruction.

To maximize opportunities for language use and content mastery, ELs’ social and emotional needs must 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 providing structured classroom rules and activity patterns and setting clear expectations fosters an environment of regularity and acceptance. Specific ideas to accomplish this include:

- Incorporate activities that maximize opportunities for language use to challenge students’ ability to communicate ideas, formulate questions, and use language for higher order thinking.
- Realize that some ELs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. Allow each student to listen and produce language at his/her own speed.
- Incorporate multiple languages in signs around the school and display pictures, flags, and maps from students’ country of origin in the classroom.
- Incorporate diversity into the classroom by inviting students to share information about their backgrounds. However, do not expect them automatically to be comfortable acting as a spokesperson for their culture.

Teachers should understand that students might come from backgrounds with different academic and family expectations (e.g., 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 education. A clear understanding of these differences can help teachers be more accepting and students become more comfortable in their classrooms.

Key Components of a Standards-Based Classroom

Content Standards—*describe essential knowledge and skills are fully and clearly expressed and understood by both teacher and students. Content area learning is supported by key language concepts and vocabulary development.*

Instruction—*Curriculum, instructional techniques and materials used by the teacher support the achievement of the relevant content standards.*

Assessment—*Classroom assessments are valid and reliable measures of the relevant content standards.*

Student Learning—*Learning methods used by students connect logically to the relevant content standards and assessments.*



Classroom Focus—Classrooms should focus on both language acquisition and helping students attain the knowledge outlined in the content area standards. Improvement of language and literacy are at the heart of instruction. Such classrooms can be comprised of ELs and English proficient students; the common goal is to promote language acquisition regardless of native language. Characteristics of classrooms that foster language acquisition 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
- Curriculum organized around themes

New ELs can be any age and grade level, and schools should not overlook the distinct needs of older students. Another way to address the needs of second language learners is through newcomer programming. ELs who are recent immigrants often require information that is not considered grade level or curriculum based. By providing a welcoming environment to newcomers and their families, basic information about the academic system, academic skills, and social opportunities to help ease the transition into a new culture, schools are providing a supportive environment and a greater opportunity to learn. Teachers and counselors can work with ELs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the U.S. school system and prepare ELs for success in the established LIEPs already in place (CREDE, 2001). Districts should have compensatory and supplemental academic services available to students who participate in newcomer programs in order to ensure that students are prepared to participate in the grade level curriculum within a reasonable time period (Per DOJ/OCR Letter, 2015).

Additionally, ELs can be a mobile population and may move from school to school, disrupting the continuity of their instruction. Schools must accommodate these students as they enter and exit programs by ensuring that newcomer and appropriate EL 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.

Colorado English Language Proficiency Standards

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the WIDA standards as the Colorado English Language Proficiency (CELP) standards. Grounded in scientific research on best educational practices in general and ESL and bilingual education in particular, WIDA created and adopted its comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English. The 2012 amplification of the WIDA standards are now an amplification of the CELP standards. The latest research as well as the Common Core standards informed the 2012 extension of the WIDA standards. An important feature in the WIDA standards framework is an explicit connection to state content standards.

Colorado English Language Proficiency (CELP) Standards for K–12

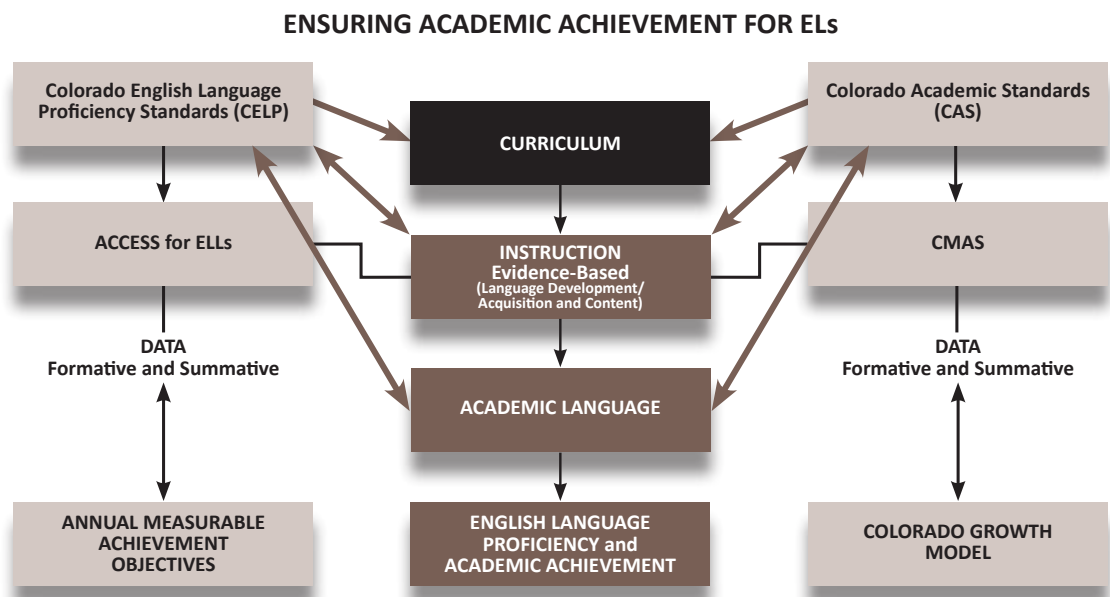
| Standard | | Abbreviation |
|---|--|-----------------------------------|
| English Language Development Standard 1 | English learners communicate for Social and Instructional purposes within the school setting. | Social and Instructional Language |
| English Language Development Standard 2 | English learners communicate information, ideas and concepts necessary for academic success in the content of Language Arts . | The Language of Language Arts |
| English Language Development Standard 3 | English learners communicate information, ideas and concepts necessary for academic success in the content of Mathematics . | The Language of Mathematics |
| English Language Development Standard 4 | English learners communicate information, ideas and concepts necessary for academic success in the content of Science . | The Language of Science |
| English Language Development Standard 5 | English learners communicate information, ideas and concepts necessary for academic success in the content of Social Studies . | The Language of Social Studies |

For more information on WIDA English Language Proficiency (ELP) Standards, please visit www.wida.us/standards/eld.aspx. ©2011

Colorado Academic Standards

Colorado Academic Standards (CAS) are expectations of what students need to know and be able to do at the end of each grade. They include individual grade-level standards within an integrated set of learning progressions that build toward college and career readiness. They are the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be more successful. CAS incorporates the Common Core State Standards for mathematics and reading, writing, and communication. To learn more about the Colorado Academic Standards, please visit the Office of Standards and Instructional Support www.cde.state.co.us/standardsandinstruction.

The adoption of the CELP and CAS standards places a demand on *all* teachers to align the language domain and English proficiency level of a student with the content objective. Alignment of these standards provides a focus on the English language knowledge and skill level at which the EL can access instruction and therefore, have the opportunity to learn and master the content objectives, resulting in the expected academic achievement of the standards.



Adapted from The Global Institute for Language & Literacy Development; ©2009



4.3 Colorado READ Act

The Colorado Reading To Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K–3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified with a significant need in reading, delineating requirements for parent communication, and providing funding to support intervention. Other components of the Colorado READ Act include a competitive Early Literacy Grant and a resource bank of assessments, instructional programming, and professional development.

Funding

HB12-1238 creates an Early Literacy Fund to support the Act and provides funds for the grant program. The bill requires that CDE uses the funds as follows:

- \$1.0 Million to provide literacy support statewide to Local Education Providers;
- \$4.0 million for the Early Literacy Grant programs; and
- the remaining money (\$33 million for the 14–15 school year) to fund Local Education Providers per-pupil intervention funds.

READ Act for English Learners

The state of Colorado has high expectations for all learners and recognizes the diverse needs of its youngest English learners (ELs). As outlined in the Rules for the READ Act, reading comprehension is dependent upon students' understanding of the language, and therefore, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English. English language development (ELD) instruction supports the literacy development of EL students and includes purposeful, explicit and intentional language acquisition in speaking, listening, reading and writing according to the student's language proficiency level. Any student designated as having a significant reading deficiency, based on a locally-selected, state board-approved interim assessment, are required to have a READ Plan and be provided scientifically-based reading intervention programming. The reading intervention support is provided in addition to ELD support and should address the specific reading deficiencies identified through interim and diagnostic assessment.

The READ Act gives guidance in providing quality and effective data driven instruction in Tier I, Tier II and Tier III for all learners. Additional funding to support the literacy development of ELs may include English language development instruction. If an EL student is identified based on the cut-scores, educators should direct their attention to the Minimum Reading Competency Skill Levels from the State Board Rules of the READ Act for guidance on individual plans. A READ plan for ELs will be developed outlining the Tier I, Tier II and Tier III instruction based on individual needs. Based on the English language proficiency level of the EL, the READ plan may include goals for ELD as well as reading intervention instruction. ELD should include both reading and language development content. Progress monitoring data will be used to show growth in both English language development and English literacy development.

For more information on the Colorado READ Act, please visit www.cde.state.co.us/coloradoliteracy/readact/index.

Instructional Materials

Instructional materials should be appropriate to the LIEP model(s) chosen for instruction as well as to the language level(s) of ELs. 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 ELs served. For students who are academically literate in their own language, native language materials can be used to supplement English language materials to make content comprehensible. It also is appropriate to make native language materials available for students to take home and use with family members. Instructors must be careful not to misuse native language materials. They should neither allow their ELs to rely solely on native language materials nor use the presence of native language materials as an excuse for not making instruction in English comprehensible.

Critical attributes of appropriate primary language materials are that they include authentic materials, are of high quality and at an appropriate academic level. When possible, teachers should use materials written originally in that language rather than translations from English. Instructors of ELs should attempt to be culturally sensitive and inclusive when selecting or using instructional materials. Publishers are more aware of the need to eliminate bias from instructional and assessment materials than in the past; older resources can be extremely biased regarding race, gender and ethnicity. Biased materials should be avoided and high quality, culturally infused materials—both print and other media—chosen instead.

Efforts to include families and communicate with them appropriately will positively influence their comfort level in school. Many successful EL programs have made great efforts to develop multicultural and multi-language newsletters and notices to communicate important news to their families. Educators should get to know their students and families in order to appropriately communicate important classroom information and to help families of ELs understand their role in their child's education.

A trend in EL instruction is technology, a wonderful source of comprehensible input that provides students with different learning styles with additional demonstrations or concrete examples of concepts being taught in the classroom. Language-focused software and applications, digital tutorials and the internet provide sound, photos, video, animation, and multimedia that can help situate learning within a meaningful context. Technology provides many opportunities for students to interact with fellow classmates or audiences beyond their classroom. Students are more likely to engage actively in classroom activities they see as relevant to their lives or the real world. The internet is an endless source of authentic English language communication. It can link classroom learning and native language. Students can listen to sound bytes of authentic conversations on varying topics, watch video clips of current news headlines, or listen to popular American music. The internet also provides opportunities for spontaneous communication through such web-based tools as e-mail, chat, or video conferencing technology. If a traditional bulletin board display of what a student learned studying a particular subject or book isn't appealing, perhaps an interactive PowerPoint presentation with sound, graphics and animation will do the trick! The opportunity that technology affords students to create crisp-looking, visually appealing products can provide the extra motivation needed to capture student interest (Dukes, 2005). There are countless resources for planning, implementing and integrating instructional technology into all subject areas to support the learning of ELs in the four domains of reading, writing, listening and speaking.

Ongoing PD affects instructional materials and how they are chosen. Staff should receive PD on program models, language development and culture, classroom management techniques, and instructional materials for ELs. General education teachers encountering ELs for the first time will need to know about research-based effective strategies. The WIDA PRIME inventory is a methodology used to analyze how key elements of the WIDA English Language Proficiency (ELP) Standards, pre-K through grade 12 are represented in instructional materials for ELs. The inventory supports a multi-criterion analysis applicable to instructional materials in different formats. The PRIME inventory is comprised of 14 criteria and includes questions associated with each. WIDA has provided a list of instructional materials at www.wida.us.

In addition, mentoring by veteran teachers on how to integrate ELs into the classroom is an important part of any PD plan. Materials and PD programs should include all staff in the school/district to ensure that EL programs are comprehensive and that responsibility for ELs' academic success is shared by all.



4.4 Assessing Student Growth and Progress to Inform Instruction

Assessment is a critical aspect in implementing any successful LIEP. Each kind of assessment plays a particular role in the English learner's academic trajectory.

There are significant differences between language proficiency tests and achievement tests.

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 cut-offs for these categories have been 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.

It is often difficult to obtain a true measure of an EL's academic achievement in English, particularly for students in the beginning or intermediate stages of English acquisition. The challenge in accurately determining EL student achievement is distinguishing content area knowledge from competency in the English language. For example, on a math test that employs story problems, it is difficult to determine whether language proficiency or math computational skills are being assessed. Instructors should be aware that performance on most assessments will actually be a result of both the students' knowledge of the content area concepts as well as their English proficiency.

If a student achieves a grade level score, or "proficient" 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. However, if the student obtains scores below grade level on achievement tests, the performance may be due to the lack of English acquisition, the conceptual or skill knowledge, motivation 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.

Strategies for Assessment

Procedures and timeframes must be instituted to assess ELs. As discussed above, at a minimum, initial assessment should determine whether ELs possess sufficient English skills to participate meaningfully in the regular educational environment. The district must determine whether ELs can understand, speak, read and write English and perform academically at grade level.

After ELs have been identified and placed in appropriate LIEPs, continue to monitor their need for accommodations by assessing their academic progress. To assess their academic achievement, assure that the testing is as unbiased as possible and provides an accurate assessment of their learning and language development. The key to assessing ELs' academic achievement is to look beyond communication in social settings (i.e. interaction on the playground or in the hallways or lunchroom) and consider their performance toward meeting local or state standards. By examining educational history, adapting testing conditions when appropriate, being aware of what instruments are actually measuring and conducting and documenting observed behaviors, it is possible to obtain more accurate assessment of academic achievement.

As suggested, it is necessary to consider students' progress towards the attainment of academic standards in light of their past educational experiences, literacy levels in their first language and English, as well as the strategies they are using to process information. It is also useful to keep in mind the emotional state of the student, given that learning through a second language is challenging and stressful.

Assessment results should be used to inform instruction and design LIEPs. Assessment results should be kept in student cumulative records or another accessible location. Student data sheets should be designed to help ensure that each identified EL continues to be monitored in case of transfers to other services, classrooms or schools.

By following the steps described below, districts can increase the likelihood that the assessments will accurately measure students' ability and achievement.

Develop Procedures—Assessments designed to measure academic achievement should be consistent with the language of instruction and students' individual linguistic abilities. Whenever possible, assess learning in the native language to establish appropriate instructional plans even when instruction will be in English. Utilize bilingual/ESL program staff to provide detailed information about students' language proficiencies in identifying/developing language-appropriate assessments and programs.

Most nationally standardized tests (e.g., Iowa Test of Basic Skills) do not allow alternatives or accommodations. Students should be allowed to respond orally using their native language only if the assessment allows for alteration of administration procedures. You may be able to give instructions orally using the EL's native language or simplified English. Refer to the publisher's guide 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 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, nonverbal 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 informal/formal 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 ELs are fairly and accurately assessed. When conducting assessments for special services, the following issues must be taken into consideration:

- Whether the student's proficiency in English and the native language was determined prior to any assessments being administered,
- Length of time the student has been exposed to English,
- Student's previous educational history,
- Whether qualified translators, diagnosticians/trained personnel conducted 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.

Body of Evidence (BOE)

A BOE is a collection of information about student progress toward achieving academic goals. By definition, a BOE contains more than one kind of assessment. *No single assessment can reasonably provide sufficient evidence to judge an EL's progress.*

The following tables present an assessment continuum that reflects the different types of assessments necessary for a comprehensive picture of ELs' progress. Notice that assessments include both language proficiency and academic content



achievement. The initial proficiency test is part of the BOE because it establishes a baseline. The student moves beyond a beginning level of English proficiency to participate in the next step of the continuum labeled BOE and eventually participate meaningfully in outcome or performance assessments.

Standardized Assessments

*These two tests are State Standardized Assessments and should be used as “triggers” for further review with a BOE in order to meet or exceed these thresholds.

| Language Proficiency | Academic Content/Achievement |
|---|--|
| <p>*ACCESS for ELLs Composite Score 5.0 AND Literacy Score 5.0 (FEP)</p> | <p>*CMAS: English Language Arts and Mathematics (PARCC) Reading—Proficient or Advanced Writing—Proficient of Advanced on English version (FEP)</p> |

Body of Evidence (BOE)**

| Language Proficiency | Grade Level Academic Content Proficiency |
|--|--|
| <ul style="list-style-type: none"> • District Review Committee Evaluation • Proficiency on each language domain of ACCESS for ELLs • Language samples (reading, writing, listening, and speaking) • Observational Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics | <ul style="list-style-type: none"> • District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observational Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments |

**The Body of Evidence should be aligned to the Colorado English Language Proficiency and Colorado Academic Standards.

For more information on assessments, please visit the Assessment Office at: <http://www.cde.state.co.us/assessment>.

4.5 ACCESS for ELLs

ACCESS for ELLs is a uniform English language assessment test that generates growth rates for English learners. ACCESS for ELLs identifies the English Language Proficiency (ELP) levels (1—Entering to 6—Reaching) with respect to the WIDA ELP and Colorado English Language Proficiency Standards.

ACCESS for ELLs test items are written from the model performance indicators of WIDA’s five English Language Proficiency (ELP) standards: Social and Instructional Language and language of Language Arts, Mathematics, Science and Social Studies. Test forms are divided into five grade-level clusters: Kindergarten, Grades 1–2, Grades 3–5, Grades 6–8 and Grades 9–12. Within each grade-level cluster, except Kindergarten, ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate) and Tier C (advanced). This keeps the test shorter and more appropriately targets each student’s range of language skills. Legislation requires that the assessment results be reported in terms of English language proficiency levels.

Schools, districts, and the state are the reporting units. Results for individual students will be provided back to the school for the school’s records and reporting to parents. The performance levels will be reported as part of the ESSA Title III Consolidated Report to the Office of Culturally and Linguistically Diverse Education in the Colorado Department of Education.

The ACCESS for ELLs scores are used in the following manner:

- Individual school and district programmatic and instructional feedback
- State accountability targets

For more information, please visit www.cde.state.co.us/assessment/ela-transition_faq.

4.6 Coordination and Collaboration

Schools should strive to include ELs fully through meaningful LIEPs that do not totally separate them from the rest of the class/school. Even if they are in short-term self-contained Newcomer Centers, ELs should be included for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when they are redesignated.

There should be a school-wide effort to establish agreed upon structures that will allow EL instructors to tap into the resources of their fellow educators provide to share curriculum ideas, discuss challenges and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate on approaches, ideas, and issues with school building administrators to ensure that EL programs are understood and incorporated into restructuring plans, other programs (i.e., Title I), and given the resources they need to succeed.

Administrators must also orchestrate processes that assist teachers who work with ELs to seek support from parents and community groups, and locate resources that serve ELs and the general population. Teachers can serve as resources to ELs’ families and by understanding the resources available outside of school, they are better able to serve the needs of these families.

Communication and coordination among the adults who will work with ELs is essential to good classroom management. Teachers should not be isolated; rather, they need to interact with other EL instructors as well as ELs’ general classroom teachers and others who can provide resources and support to their students. Team teaching, pairing of classes and



regrouping to integrate ELs with English proficient students are all viable methods for coordination/collaboration that will result in more integrated services. Districts, school administrators and principals must play a critical role in facilitating such collaborations.

Intense pressure to improve test scores has increased focus on utilizing instructional activities to accelerate academic achievement. To provide comprehensive academic preparation it will be necessary to coordinate programs school wide and promote collaboration among all the adults in the building. Coordination and collaboration often involve restructuring time and resources to maximize planning for EL success. Recognizing the needs of ELs and establishing a common vision for providing services is often simpler than finding time to work collaboratively. Educators are being asked to do more with less, which requires a comprehensive, school-wide approach to allocating resources, PD and instructional design.

Beginning a partnership requires communication among potential participants about EL success. The specific roles and responsibilities of all partners and the focus of partnership activities develop as leadership and commitment emerge. Strategic planning and dedicated time to plan are needed to ensure that coordination activities address local needs and conditions. Consideration of the following will ensure well-coordinated programs.

- **Resources**—Identification and allocation of resources is critical to maximizing services to ELs. Programs often fail because educators try to do too much with too few resources. When schools and programs compete for scarce resources, student opportunity to learn is compromised.
- **Policies**—Laws, regulations, standards, guidelines, licensing, certification and interagency agreements guide policies. Clear policies have profound impact on the ability of schools to serve ELs and for individuals to work cooperatively to meet mutual goals. ELs must be included when reporting the indicators of school achievement, including disaggregated student data from appropriate and valid assessments. These policies should be clearly communicated to all personnel.
- **Personnel**—Providing the best possible education for all students is largely dependent on the people involved; people—their skills, attitudes, degree of involvement and experience—make the difference. Provide all teachers PD opportunities to develop the expertise to work with ELs. Provide language support 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 education.
- **Processes**—Actions to establish meaningful and workable processes can promote cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can profoundly effect the entire effort. Use program review and student assessment results to monitor and evaluate the ways they provide services to ELs. Modify programs and assessments for ELs as student populations and school structures change.

Research has established the benefits of outside collaborations. Working alone, schools and families may not be able to provide every student with the support needed for academic success. ELs, in particular, 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.

Collaborative partnerships with community-based organizations (CBOs) and other agencies and organizations help broaden the support base. Supporting school success may require tutoring in the student’s first language or services that traditionally have been viewed as secondary to academic achievement (i.e., healthcare and parent education programs). Collectively, community involvement can be 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.

Community collaboration with schools may center around three basic processes:

- **Conversion**—Guiding students using powerful messages and role models
- **Mobilization**—Conducting complex activities, such as legal action, citizen participation, and neighborhood organizing that target change in systems
- **Allocation**—Acting to increase students’ access to resources, alter the incentive structure, and provide social support for students’ efforts

Some schools use CBOs to form partnerships for tutoring, presentations, classroom volunteers and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for schools attempting to maximize human and other resources to benefit ELs.

The Critical Role of Libraries

Important resources in every community are school and the local or regional library systems. 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 increase their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library use. It is essential that librarians and educators play actively encourage and mediate library use by ELs. The classroom teacher plays a pivotal role in introducing and promoting libraries. This can be facilitated by establishing a formal collaboration among the media specialist and classroom and content teachers so they can plan jointly to provide the resources students need for content area work. Ideally EL instruction in library and information skills is done by someone fluent in the students’ home language. Optimally, this instruction is a joint effort by teachers, ESL/bilingual specialists, parents and librarians. Even in all-English settings, collaboration among media specialists and language acquisition specialists can yield libraries that are very accessible to ELs and their families.

Library policies and collections, whether in the classroom, serving an entire school or in an adjacent public facility determine the amount of use by ELs. For example, students allowed to take school library books home enjoy reading more and want to visit the library more. Successful library programs targeting ELs are extremely user-friendly.

Bilingual information, written instructions, library card applications, etc. convey that all students are welcome. Books written in the native languages of the students should be available. Schools in which teachers

Characteristics of Professional Learning Communities (PLCs)

- 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)



work closely with media specialists provide plenty of opportunities for students to visit libraries, during class and non-school times. LIEP instructors have an especially strong position 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.

4.7 Professional Development (PD) 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 ELs to enter all-English instructional settings. The goal is professional development designed to establish, implement, and sustain programs of English language development. This can best be accomplished by creating strong professional learning communities.

The Law requires that high quality PD based on scientific research and demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects be directed toward:

- Classroom teachers (including non-LIEP settings)
- Principals and administrators
- Other school- or community-based organizational personnel

PD needs to be of sufficient intensity and duration. 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 PD component and appropriate instructional materials, high standards for all students will not be attainable. The 2001 reauthorization of the Elementary and Secondary Education Act identifies successful PD as encompassing activities that:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified,
- Are integral to a school/district improvement plan,
- Impart the knowledge and skills to provide students with the opportunity to meet challenging state standards,
- 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 one-day or short-term workshops or conferences.

High standards for EL education cannot exist without high standards for PD. To accomplish this, schools must provide teachers with opportunities to develop an ongoing PD plan, locate resources for PD and evaluate and follow-up PD activities.

The PD Plan

To design a PD plan, educators and trainers must examine their students, the curriculum and the assessments to be utilized in the classroom. Do teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Can they integrate EL language needs into their lessons? Do they need

additional training to administer the assessments required? How can their skills be enhanced? Questions should also seek to uncover teachers' understanding of their roles in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) developed guidelines for best practices in planning and implementing relevant and successful staff development activities. The guidelines address context, process and content standards that are crucial to successful PD. Each of the three areas is aimed at improving the learning of all students.

Context Standards for PD

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

Process Standards for PD

- **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 for PD

- **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 diverse 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

Additional Principles that Apply to PD Standards for Instructors of ELs

While EL instructors and other educators share many of the same needs for PD, additional regulatory requirements apply to EL instructors. In accordance with the *No Child Left Behind Act of 2001*, Title III, EL programs are required to provide high-quality PD to classroom teachers (including those in non-LIEP settings), principals, administrators and other school or community-based organization personnel. These programs should:

- **improve the instruction and assessment** of ELs;
- **enhance the ability of instructors** to understand and use curricula, assessment measures and instruction strategies for ELs;



- **be effective** in increasing the ELs' English proficiency and 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 it 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 PD guidelines for all instructors, educators of ELs will benefit from a few additional criteria.

Additional Guidelines for PD

The U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA, formerly OBEMLA) provided additional guidance specifically for teachers of ELs. These principles help educators align PD activities to prepare and enhance the instructors' abilities to appropriately serve ELs. Doing so will result in improved instruction for all students.

PD 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 for teaching to high standards.
- Promote continuous inquiry and improvement embedded in the daily life of schools.
- Plan collaboratively with those who will participate in, and facilitate, PD.
- 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*

These OELA principles touch on an extremely important issue for instructors of ELs—the ultimate goal of creating a collegial and collaborative community of learners. Though instructors of ELs may have specialized needs, all educators should be aware of issues facing ELs and the importance of creating an inclusive environment for all students. It is important to remember that ELs are at the center of intense social, cultural and political issues. As they learn English they also must adapt to a new culture, while often facing economic hardship and, unfortunately, racism and discrimination.

Complex changes in today's educational arena require responses that will help build the profession. The kind of collaboration that is at the heart of mentoring relationships is an important avenue for moving teaching forward. Since the 1980s, mentoring has been a grassroots effort undertaken by teachers for teachers. A well-implemented mentoring program can provide the necessary framework for teachers to have conversations and develop tools for improving teaching and increasing student achievement.

Content for EL PD

While PD efforts should be identified in response to specific staff needs, the commonly identified topics are recognized as helpful to enhancing services to ELs:

- Identification of students whose primary/home language is other than English.

-
- Cross-cultural issues in the identification and placement of ELs
 - Issues in conducting a thorough language assessment
 - Encouraging parent and family involvement in school
 - Alternative content-based assessments
 - Procedures for communicating with parents of ELs
 - Building strong assessment and accountability committees
 - Language development and second language acquisition
 - Effective instructional practices for ELs
 - Making content comprehensible for ELs (sheltering instruction)
 - Identification, assessment and placement of ELs with learning difficulties
 - Communication and coordination among teachers working with ELs
 - Understanding how literacy and academic development through a second language is different than through the first

Evaluating the Effectiveness of PD

A final essential component of any successful PD program is ongoing assessment that provides data to improve teacher performance. Trainers and participants should allocate time and resources to ensure that opportunity for evaluation and revisions exist for any staff development program. This increases the likelihood that PD activities will be current and accurate based on the needs of the participants. The following guidelines for the evaluation of PD efforts were created by the National Staff Development Council in 2001.

- Evaluation of PD should focus on results, or the actual impact of staff development.
- Evaluate the whole PD 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 PD during the early phases, and use the early feedback to refine and improve the program.

PD should provide teachers of ELs the tools to help their students achieve academically. It should give instructors opportunity to increase their knowledge of research, theory and best practices, and improve their classroom strategies and teaching approaches. By encouraging educators to be reflective, PD supports their growth and participation in a community of professional instructors who can rely on their colleagues for collective expertise and mutual support.

(See Appendix B; Appendix E; Appendix I; Appendix M)

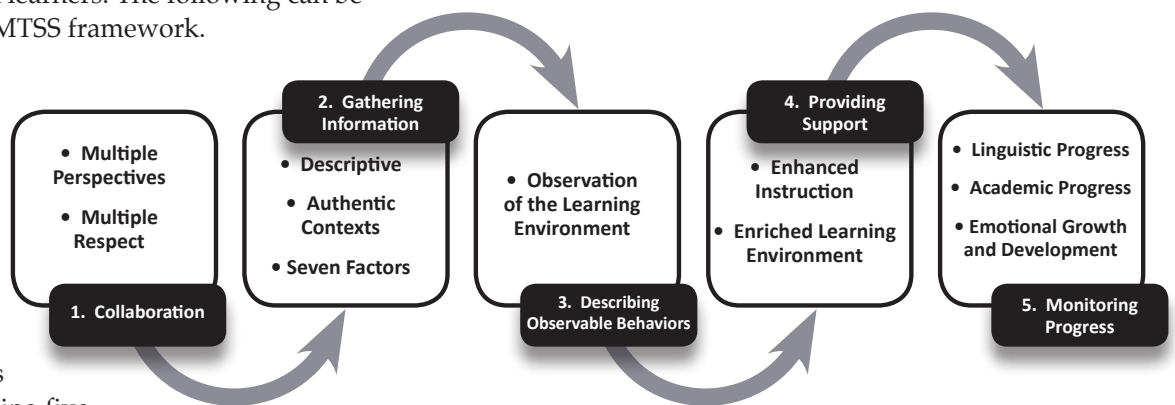
5 Multi-Tiered System of Supports (MTSS), Special Education Needs, Gifted and Talented

5.1 Multi-Tiered System of Supports (MTSS)

Developing a Culturally and Linguistically Responsive Approach to a Multi-Tiered System of Supports for English Learners

After the reauthorization of IDEA (2004), Colorado adopted a Response to Intervention (RtI) model, which is integrated into the Colorado Multi-Tiered System of Supports (MTSS) framework. In Colorado, MTSS is defined as a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. The focus is on improving and enriching the instruction delivered to every student and providing diverse learners greater access to the Colorado Academic Standards and Colorado English Language Proficiency Standards. To meet the needs of our English learners, it is imperative that schools focus on a culturally and linguistically responsive instructional learning environment. Therefore, the MTSS framework aligns with elements from WIDA’s approach to response to instruction and intervention for English learners. The following can be integrated into an MTSS framework.

Figure: Adapted from: Hamayan, Marler, Sanchez-Lopez & Damico (2013)

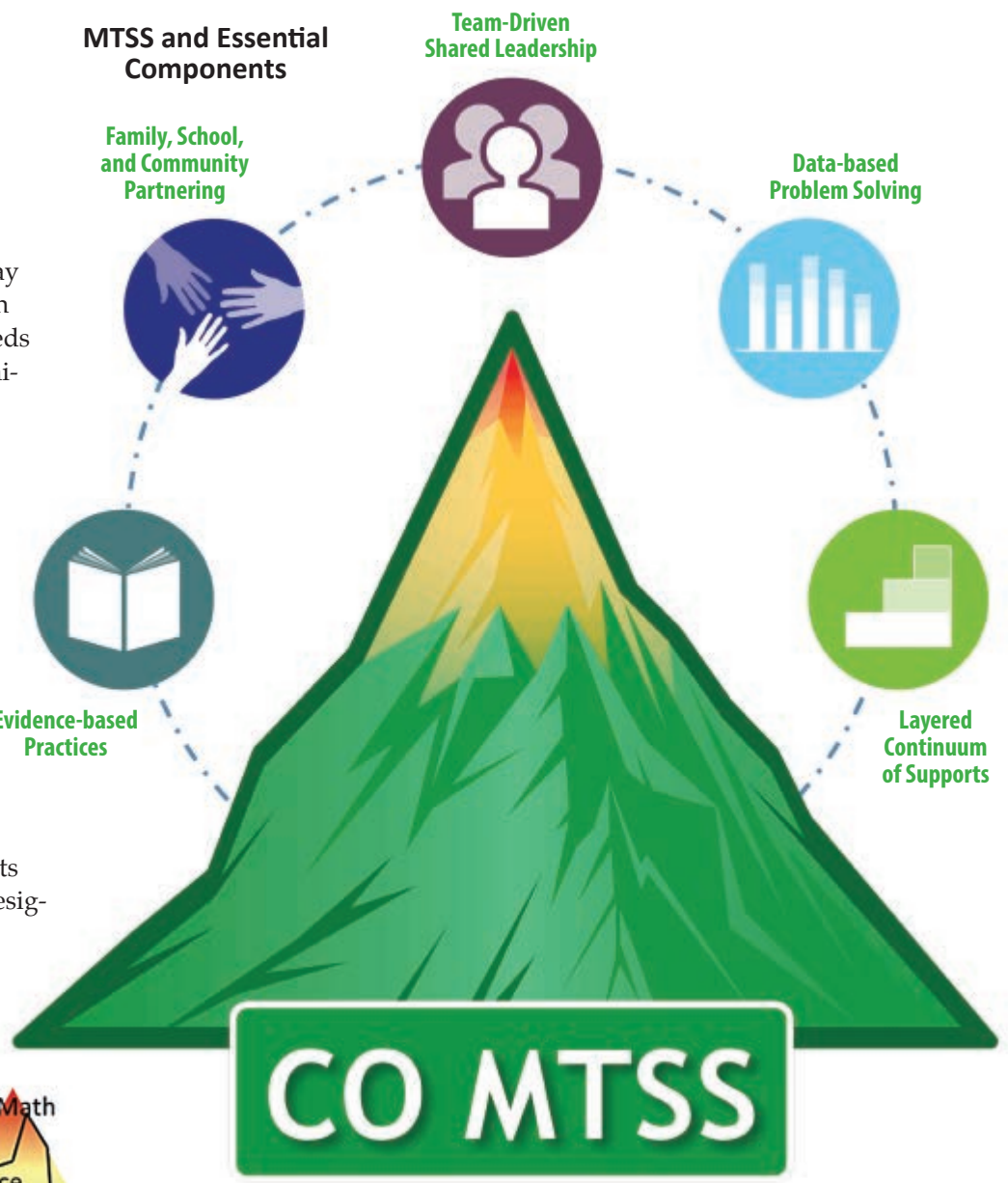


A Multi-Tiered System of Supports includes the following five essential components: team driven shared leadership; data-based problem solving; evidence-based practices; universal screening; and family, school, and community partnering. It seeks to prevent academic and behavioral difficulty through quality, research-based instruction and early intervention for students who do not make expected progress while accelerating the learning of those students who exceed expected progress. Within this framework, if a student is not performing at expected levels, school personnel must first consider whether the student is receiving best first instruction at the universal tier before assuming there is a deficit within the child (Klingner & Edwards, 2006).

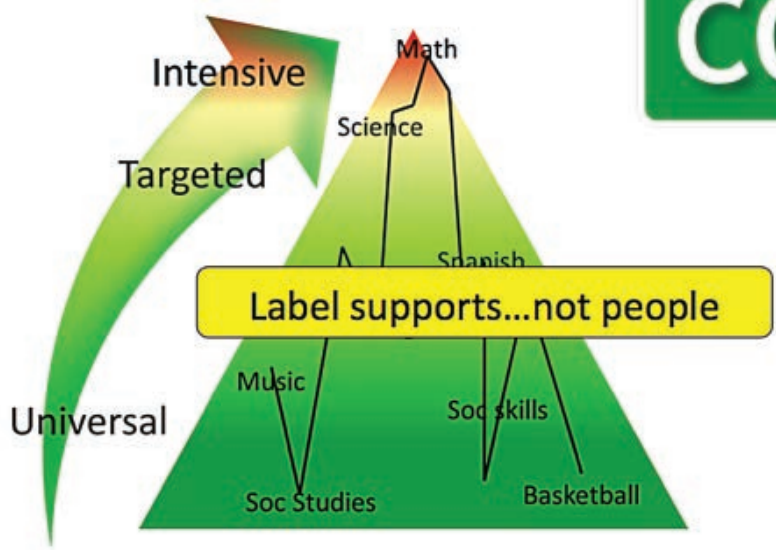
With MTSS, supports are layered according to three tiers: Tier 1-Universal Supports, Tier 2-Targeted Supports, and Tier 3- Intensive Supports. The Universal layer of supports (Tier 1) represents the core instructional program that every student, including ELs, receives. Tier 1 instruction for ELs should be delivered in general education classrooms by teachers knowledgeable in second or additional language acquisition (Hill & Flynn, 2006) and culturally relevant pedagogy.

The goal or purpose of MTSS is to enrich the learning environment for every student. The process of identifying student needs and supporting them should be a fluid process; we label the supports provided, not the students. A student or group of students may receive targeted/Tier 2 supports in one area while the rest of their needs are addressed effectively in the universal/Tier 1 core curricula.

The tiers describe the intensity of instruction/supports, not specific programs, students, or staff (i.e. Title 1, special education, etc.) Tier 3 is the intensive supports layer; it is not equal to special education. Instead, we know that students with disabilities are supported throughout the Layered Continuum of Supports. And students receiving advanced tier supports are receiving supports matched to their needs, not to a designated or specified "label".



Continuum of Supports



Adapted from the OSEP TA Center for PBIS

The tiers describe instruction and intensity of support, not steps in a process; therefore, students do not leave the universal tier (Tier 1) to receive targeted or intensive instruction in Tiers 2 and/or 3. Supports are layered on to supplement the universal learning experiences that every student receives. Access and opportunity are ensured for every learner. The intensity of instruction is determined by the data.



Tier 1—Universal Supports

Tier 1 of a MTSS framework is referred to as Universal because every student has access to academic and behavioral supports through a general education setting. It refers also to the entire school climate that is created for students and adults in a particular school or school community. Klingner and Edwards (2006, p. 113) explain that “the foundation of the first tier should be culturally responsive, quality instruction with ongoing progress monitoring within the general education classroom.” For ELs, Tier 1 includes their English language development instruction (e.g., bilingual, ESL, sheltered or dual language instruction). English language instruction is not viewed as an intervention (Tiers 2 or 3) but rather as part of universal instruction (National Center on Response to Intervention, 2011).

A culturally and linguistically appropriate Tier 1 serves as a system check, a way to evaluate whether or not the school/district is moving toward the most appropriate service delivery model for their student population. All EL core instruction professionals need to understand that they must make the content they are teaching comprehensible to the students (Echevarria, Vogt & Short, 2012) as well as differentiate instruction according to their language proficiency levels. Instruction in this context consists of a high quality curriculum supported by differentiated instruction and flexible grouping. All students are assessed multiple times throughout the year to identify those in need of additional support. For ELs, Tier 1 or universal instruction must be appropriate and enriched to address their particular linguistic, sociocultural, and academic needs in a sustained, coordinated, and cohesive way. As noted above, appropriate Tier 1 instruction for ELs is delivered in classrooms by teachers knowledgeable about the process of acquiring a new or additional language (Hill & Flynn, 2006) and how to deliver culturally relevant content, literacy, and language instruction. Monitor the adequacy of the learning environment created for the universal tier continually to avoid preventable challenges for all students.

Tier 2—Targeted Supports

Tier 2 of an MTSS framework, Targeted Supports, takes place in small groups (usually 3–5) who have not responded sufficiently to effective Tier 1 instruction and curricula. Approximately 10–15 percent of students require the daily, targeted supports provided in Tier 2. Tier 2 support is supplementary because it is delivered in addition to the core content instruction. Tier 2 supports are provided to students in specific areas (academic, behavioral, or both) that have been identified as areas of need through the problem solving process. By gathering a variety of assessment data from, such as: classroom observations, review of student work samples, performance on common assessments, student-teacher conferences, field notes, or any standardized measures that are used in schools, teams can target and support students in identified areas of need (Chappuis, Stiggins, Chappuis & Arter, 2012).

Students’ progress continues to be assessed through ongoing data collection (summative and formative) to determine the length of time they would benefit from receiving Tier 2 assistance. Tiers are fluid, and the needs of students who demonstrate improved performance and skill development may require supports in any given tier that reflect individual needs and progress monitoring data reviewed through the problem solving process. Four key features of Tier 2 supports include: (1) supplementary resources to implement high-quality instructional strategies, (2) targeted supports at increased levels of intensity, (3) ongoing formative/classroom as well as standardized assessment to monitor students’ responses to supports (progress monitoring), and (4) team decision-making and collaboration (WIDA, 2013, August 10). Retrieved from www.wida.us. If a culturally and linguistically responsive Tier 1 learning environment has been created for all students, including ELs, only a small percentage of students need Tier 2 support in any given area.

Tier 3—Intensive Supports

Tier 3 of an MTSS framework, is the most intensive level of supports. Tier 3 supports do not represent referral to special education services, but represent strategic or intensive individualized supports designed to meet the specific needs of

the smallest percentage of students who did not make adequate progress through previous interventions . Supports at this level are typically longer in duration and are provided by a highly qualified teacher with the skills necessary to support the needs of the student(s). Strategies may be the same as in Tier 2 but are more intensive and individualized. If a culturally and linguistically responsive Tier 2 has been created for students, including ELs, only a small percentage of students need Tier 3 supports.

Potential Advantages of a Culturally and Linguistically Responsive MTSS for ELs

A Multi-Tiered System of Supports includes family, school, and community partnering as a crucial component. Including families on the decision-making team and partnering with families ensures that the problem solving process is facilitated with all relevant information so that students understand that all adults within their lives care about their learning outcomes and have a role in contributing to their success in school. There are various advantages for ELs in a comprehensive MTSS designed for their unique and particular needs; teams have permission to support students more proactively. ELs will be more successful in the general education setting, including ESL/bilingual instruction, and special education referrals and determinations will be more accurate. Other potential advantages arise from increased system-wide awareness of culturally responsive instruction. Teachers benefit as well because they are supported as part of a team and have structured opportunities to collaborate with colleagues across disciplines. Teams do not have to wait for students to fail before providing additional instructional supports. A culturally and linguistically responsive MTSS allows better monitoring of teaching practices in general and special education. The following table describes some of the conditions necessary for a culturally and linguistically responsive MTSS.

| Necessary Conditions for ELs to Experience the Benefits of a Culturally and Linguistically Responsive MTSS |
|---|
| Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation. |
| Customize MTSS systems according to a school or district’s individual needs, and select multiple and different practices for the multiple tiers of support. Implement these practices in a cohesive, contextualized, and comprehensible way from a sociocultural perspective. |
| Make certain that all educators are aware of the research on what practices, strategies, approaches, and interventions work with whom, by whom and in what contexts (Klingner & Edwards, 2006). |
| Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels. |
| Provide linguistic supports when assessing students’ content knowledge. |
| Provide time for team members to plan for students’ instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum. |
| Include approaches that focus on complex sociocultural phenomena and better address students’ unique educational contexts. |
| Look not only at classrooms, but also at languages and outside social/educational settings for insights into students’ performance. |
| Recognize the need for both appropriate EL literacy instruction as well as academic language instruction throughout the school day. |
| Differentiate at all tiers of support according to students’ academic language proficiency levels. |

Adapted from Damico (2009)



Assessment

Accurate and reliable assessment of ELs' language development, content knowledge, and behavior makes teaching more instructionally-responsive and action-oriented. An MTSS incorporates formative (e.g., observations, performance-based projects, conversations, writing samples) as well as standardized assessments in all three tiers for different purposes. First, MTSS uses data from various assessments to identify students whose educational needs may not be met by the existing instructional program and need additional Tier 2 or Tier 3 support. Whenever possible, assess learning in the native language to establish appropriate instructional plans even when instruction will be in English. Second, data can be used to improve the instructional methods as well as evaluate the appropriateness of the curriculum. For more information on the Colorado Multi-Tiered System of Supports framework, please visit <http://www.cde.state.co.us/mtss>.

Universal Screening—Screenings in Tier 1 identify students who need additional support or acceleration. School-wide screenings can be administered throughout the year; at minimum, data should be gathered at the beginning, middle, and end of the year. Data provides information about the quality of the instructional program as well as students' academic performance and social-emotional wellbeing. Data provide feedback about groups of students, grade level patterns of performance, and the impact of the wider learning environment and school climate on student achievement and academic language development.

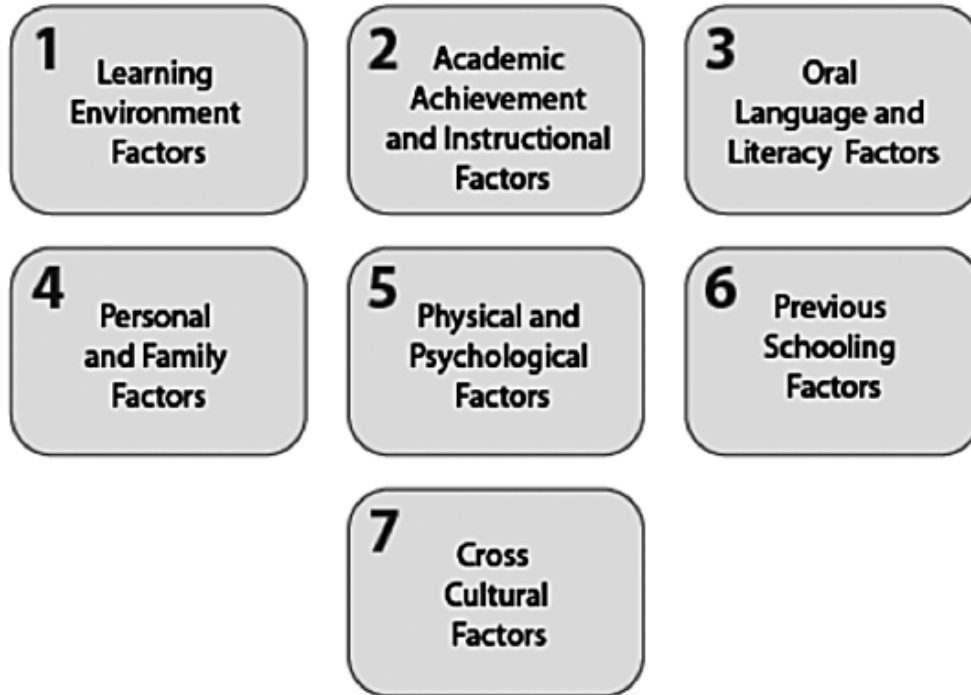
Monitoring Student Progress—Monitoring student progress is an essential component of MTSS. In a culturally and linguistically responsive multi-tiered system of supports, it is essential that assessment procedures are as responsive as the instructional approaches. To date, limited assessment tools have been researched specifically for use with ELs (National Center on Response to Intervention, 2011). While LEAs may already have uniform assessment practices in place, it is important that they review and evaluate their application to EL performance to ensure they are appropriate. School teams should gather information from a comprehensive set of procedures that assess learning (Chappuis et al., 2012) including: observations, student work (digital, written, recorded, performed), common language and academic achievement assessments, conferencing with students, teacher anecdotal and field notes, checklists, rubrics, rating scales, portfolios, performance tasks, paper-pencil tasks, student self-assessments and surveys/questionnaires, among others. All decisions about instructional services should be based on multiple measures that capture the complex nature of the learning process.

In Tier 1, monitoring student progress shows how well the general education instruction and curriculum is meeting students' needs. In Tiers 2 and 3, progress monitoring helps determine if students are responding adequately to general education supports, if targeted/intensive supports need to be modified, or if students should return to Tier 1-only instruction. This model ensures that content and language development are assessed regularly, in authentic ways, throughout the instruction cycle. A lack of adequate response to culturally and linguistically responsive, research-based supports in Tier 3 may indicate a need for a special education referral.

Factors that Impact ELs' Academic Progress, Linguistic Development, and Response to Instruction and Intervention

It is important to develop a proactive protocol to collect student information related to seven factors that may influence academic achievement and linguistic development (listening, speaking, reading, and writing). This will help develop appropriate instruction, interventions and assessments for those who are not responding adequately to universal instruction. The seven factors that follow apply to all students, but are focused on ELs and providing an authentic context within which to understand their performance.

Seven Factors that May Influence ELs' Linguistic and Academic Development



Adapted from Hamayan et.al (2013)

For more information please visit www.wida.us and www.cde.state.co.us.



5.2 Special Education Needs

State education agencies, school districts, and schools can develop a culturally and linguistically responsive MTSS that will help close the achievement gap and reduce inappropriate referrals to special education (NCCREST). The enriched and cohesive support that a culturally and linguistically responsive MTSS can provide forms the basis for more valid evaluation and effective programming for ELs.

School teams that work within a culturally and linguistically responsive MTSS to support ELs may find that particular students experience challenges across many contexts, both social and academic, and languages. Some of these students may have special education needs. If ELs experience challenges only in English academic settings, it is improbable that the difficulties are due to a disability. ELs who cannot remember directions given during English academic classes but can remember directions in their home language or social English settings, do not likely have underlying disabilities. You cannot have a disability in one language or context and not another; special education needs should manifest across languages and contexts.

Comparing Language Differences and Special Education Needs

It is difficult to determine when low performance of ELs in English settings is due to the process of acquiring English or a special education need. We recommended that the question be reframed.

The traditional question: “Is what we observe part of the second language learning process, or is this student’s performance due to a more intrinsic special education need?” The answer need not be one or the other. Diversity within EL populations in our schools is immense and no two ELs’ experiences are identical. Begin with the assumption that the students are ELs; this way we can address the unique needs of EL students while we determine if they also may have special education needs. Some students will require both EL and special education support (Hamayan et. al., 2013).

The table below introduces how to view EL behaviors from two perspectives. Teams can generate possible explanations for ELs’ difficulties based on knowledge of English language acquisition.

| An Example of Interpreting Behavior: EL Explanations and Possible Special Education Explanations | | |
|--|---|---|
| Observable Behavior | Possible Explanations (Observed in academic English contexts) | Possible Special Education Explanations (Observed across all the student’s languages an contexts) |
| <ul style="list-style-type: none"> • Omits words in sentences | <ul style="list-style-type: none"> • Direct transfer from student’s home language • Early stages of academic English development: uses brief utterances that are typical of that stage of acquisition | <ul style="list-style-type: none"> • Word retrieval difficulties • Expressive language difficulties |

If the student omits words in English, specialists may suggest issues in the first column: perhaps the student is in the early stages of acquiring English and using elements of his home language. If that home language has a different grammatical structure, without articles, the student might continue to omit articles when he speaks English. If a student has a disability, the same observable behavior would have a different explanation: the special education teacher or speech-language clinician might suggest that omitting words was due to difficulties with word retrieval or expressive language. If the student had both types of needs, he would omit words in his home language as well as in English, and in social as well as academic settings. As a result, he would need support both as an EL acquiring a new language and related to difficulties with word retrieval and expressive language.

As teams provide explanations from both perspectives, they should intervene for the EL-possible explanations first, supporting these students in all of their languages and across as many contexts as possible. Though some might need more support than others, this may lie within typical performance. Scaffolds may be all that these ELs need to support learning and address their challenges, and they may show progress once the appropriate scaffolds are in place. These are ELs who need more intensive support as language learners, but do not require support within special education.

If, on the other hand, the student receives more intensive EL support across all his languages, in both social and academic contexts, and makes insufficient or very slow progress, the team can now add additional academic or behavior support across contexts and in all of the student's languages in an intensified manner. If the team observes that a student requires scaffolds and supports for much longer than typical ELs in order to show progress, the student would continue to receive EL-appropriate instruction and may be considered for a special education evaluation.

A culturally and linguistically responsive MTSS will address many of the extrinsic factors that impact ELs' success in school so they can be ruled out as the main influences on ELs' performance. However, educators should consider these external factors before considering special education explanations.

Learners with Exceptionalities

In many ways, children with disabilities are not different from their typically developing peers. They require instruction and support that: are embedded in meaningful contexts, actively engage them, are interesting and authentic, provide opportunities to compare and contrast and are recurrent, exposing them to concepts and skills in multiple contexts and settings (Bruner, 1990; Cambourne, 1988; Damico & Nelson, 2005; Perkins, 2005; Smith, 2004; Vygotsky, 1978; Wells, 1986, 2003).

Instruction for children with disabilities differs from that of typically developing students in other respects. A central difference is the amount and duration of the scaffolding provided to them. They may not acquire skills or knowledge as efficiently, easily or quickly as typical students; they may need more focused support and mediation within their zone of proximal development (Vygotsky, 1978). Students with disabilities may need additional support to generate efficient learning strategies. Teachers may provide these strategies and be prepared to model their use in various contexts with multiple examples. Students with disabilities may experience difficulty extending learning across contexts or applying new skills in novel situations. Teachers need to give these students many opportunities to practice effective meaning-making strategies within authentic contexts (Cloud, 1994; Damico & Hamayan, 1992; Dundaway, 2004; Paradis et al., 2011; Westby & Vining, 2002).

For more information on a culturally and linguistically responsive approach and special education needs for ELs visit www.wida.us.

Caution should be taken not to delay a referral for special education evaluation beyond the point when the team should be suspecting a disability. MTSS problem -solving within an MTSS framework or within response to intervention processes and the subsequent provision of supports do not replace the right of a child with a disability to be identified as such and to receive special education and related services.

—adapted from *Colorado Guidelines for Identifying Students with SLD (2008)*, p. 40



5.2a Specific Learning Disabilities (SLD) Determination

The process for determining an SLD is slightly more prescriptive than for other disabilities. The team must include the child's parent, general education teacher and at least one person qualified to conduct diagnostic examinations, such as a school psychologist, speech-language pathologist or remedial reading teacher. We suggest choosing the multidisciplinary team members from the individualized problem-solving team, who would be familiar with the child's data. An additional team member should have specific expertise working with ELs and knowledge and skills in the areas of linguistics, education implications, cultural issues and best practices. The team needs to consider the current instruction, the qualifications/training of the person delivering the instruction and the child's access to that instruction. Because SLD designation requires documentation of a student's insufficient response to research-based supports, there should be evidence that appropriate instruction in the area(s) of concern has been provided. Of course, fidelity of instruction/supports implementation must be ensured. The team will want to determine whether a student's access to core instruction, as well as to supports provided through MTSS, is impacted by poor attendance, frequent moves between schools, etc. If an SLD determination cannot be made due to concerns in this area, attempts to provide appropriate instruction and the student's response to that instruction must be documented.

When considering a referral or determining eligibility of an EL, information must be gathered in the following areas: cognition, communication, social emotional status, physical status, academic performance, transition/life skills and adaptive behaviors. The BOE for making an eligibility determination should include (but not be limited to) the HLS, W-APT or ACCESS for ELLs, English proficiency level, characteristics of the student's cultural background that might be impacting academic success and assimilation into an unfamiliar school environment, progress monitoring of supports implemented under the MTSS framework, and multiple data points from the progress monitoring and triangulation.

The issue should not be whether a student is EL, but whether the student has met eligibility requirements under the Individual with Disabilities Education Act (IDEA). The following comes from the IDEA section concerning LEP students:

- (5) *Special rule for eligibility determination.*—*In making a determination of eligibility under paragraph (4) (A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is—[[Page 118 STAT. 2706]]*
- (A) *lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965);*
 - (B) *lack of instruction in math; or*
 - (C) *limited English proficiency.*

To rule out limited English proficiency as the primary cause of learning difficulties, several questions must be answered affirmatively:

1. **Has the student been given an English language proficiency test?** Each spring, the proficiency level of all ELs must be assessed using ACCESS for ELLs. All incoming PHLOTE students must be assessed with the W-APT within the first 30 days of school, or within two weeks of enrollment during the remainder of the school year.
2. **Is the student receiving or has this student received ELD services in accordance with the district's LIEP?** The No Child Left Behind Act requires each district to have a plan on file with the State.
3. **Have targeted supports been implemented in addition to ELD services?** English language development services, although important, should not be considered supports.
4. **Has progress been monitored and compared with the progress of a comparable group of ELs?** It is important to compare students to peers from the same culture, language, age and immigrant groups.

5. **Has progress been markedly lower than that of English learner peers?** ELs demonstrate similar acquisition patterns. A student must demonstrate atypical growth for his/her peer group in all areas of language (speaking, listening, reading and writing) for language development to be ruled out as the cause of difficulties.
6. **Have ELD and other services been provided for a sufficient length of time so that growth can be measured?** Newly arriving immigrants will move through a stage of culture shock and adjustment to the U.S. school system. They may appear to have signs and symptoms of a disability when, in reality, they have not yet adjusted to the school system. Although there is not a specific time frame for adequate adjustment, teams should carefully consider whether time has been sufficient to learn basic vocabulary, hear and discriminate English sounds and symbols, follow basic directions and practice learned skills.

An appropriate referral to special education should happen only after all other avenues have been explored, and the child's needs cannot be met in the regular education classroom, or with only ESL services.

Being an EL in and of itself does not qualify a child for special education. Not having English as a first language is not a disability requiring special education instruction. However, an EL who has a learning or emotional disability could be found eligible for special education for that reason. For more information on tools and resources for addressing ELs with disabilities visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

Documentation must show that parents/guardians whose primary language is not English have been informed of the referral, evaluation and eligibility process, as well as findings and recommendations, in their primary language unless it is not feasible to do so. Special education means specially designed instruction to meet the unique needs of a child with a disability. Services need to reflect the language needs of the student; the overall program must be coordinated, cohesive and consistent. For more information, go to www.cde.state.co.us/cdesped/cld.

SLD Determination

CRITERIA

1 | The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards;

2 | The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas...when using a process based on the child's response to scientific, research-based intervention.

One or more areas must be identified

| | | | |
|--|--|---|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Basic Reading |
| <input type="checkbox"/> Reading Fluency | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Problem Solving |

CONSIDERATIONS

1 | Learning problems in area(s) indicated above are **NOT PRIMARILY** due to...

| | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> visual disability | <input checked="" type="checkbox"/> significant identifiable emotional disability | <input checked="" type="checkbox"/> significant limited | <input checked="" type="checkbox"/> limited English proficiency |
| <input checked="" type="checkbox"/> intellectual capacity | <input checked="" type="checkbox"/> environmental or economic disadvantage | <input checked="" type="checkbox"/> cultural factors | |
| <input checked="" type="checkbox"/> hearing disability | | | |

2 | Findings are **NOT** due to...

- lack of appropriate instruction in reading, including in the essential components of reading instruction
- lack of appropriate instruction in math
- limited English proficiency

DETERMINATIONS

| | |
|--|--|
| YES | NO |
| The student has a Specific Learning Disability | The student can receive reasonable educational benefit from general education alone. |

The Multidisciplinary (Eligibility) Team agrees that this student
 is is not
 eligible for special education.



5.3 Gifted and Talented (GT)

To progress from little or no understanding of English to fully capable of academic success is a long journey, usually taking 4–10 years. When identifying GT ELs, we need to consider Cummin’s (1981) two stages of language acquisition. GT students possess outstanding abilities, are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by regular programs. GT designation includes those with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: general intellectual, creative thinking, leadership, visual and performing arts or specific aptitude.

Fortunately, many now recognize that not all students display their gifts through academic achievement and assessments. A 1995 review of the literature yielded 10 central attributes of the concept of giftedness.

- Motivation to learn
- Effective communication skills
- Intense and sometimes unusual interests
- Effective problem-solving strategies
- Creativity/imagination
- Expansive memory
- Inquisitive
- High level of insight
- Logical approach to reasoning
- Ability to understand humor

In 2004, the Gifted Development Center, as a service for the Institute for the Study of Advanced Development, summarized the results of a 23-year study during which they conducted 4,200 GT assessments. Their findings are summarized in “*What have we learned about gifted children?*” include:

- There are more exceptionally gifted children in the population than anyone realizes.
- Mildly, moderately, highly, exceptionally and profoundly gifted children are as different from each other as are other identified subgroups, but the differences among levels of giftedness are rarely recognized.
- Parents are excellent identifiers of giftedness in their children.
- More than 60 percent of gifted children are introverted compared with 30 percent of the general population. More than 75 percent of highly gifted children are introverted.
- Giftedness is not elitist; it cuts across all socioeconomic groups.
- Gifted children are asynchronous; their development tends to be uneven, and they often feel out-of-sync with age peers and with age-based school expectations.

Although researchers agree that educators need to know the characteristics of gifted ELs, there is disagreement—and little research—about these characteristics. Research has described gifted ELs as having varying degrees of the following characteristics:

- Acquires a second language rapidly
- Shows high ability in mathematics
- Displays a mature sense of diverse cultures and languages
- Code switches easily; thinks in both languages
- Demonstrates an advanced awareness of American expressions
- Translates at an advanced level (oral)
- Navigates appropriate behaviors successfully within both cultures

What is different for ELs is the emphasis on their gifts within the cultural context of learning a second-language. In general, lists generated by various researchers suggest that GT ELs display characteristics similar to those of English-speaking GTs. If we keep this in mind, we can identify ELs whether they demonstrate their gifts in the cultural environment of their heritage or not. These observations can be a valuable supplement to standardized test scores. In the end, we will have a more comprehensive identification process for selecting high potential ELs for GT programming. Little research supports that such lists are reliable and valid for identifying GT ELs. However, if we better understand how GT ELs look and act, we are more likely to recognize them in our schools. Once they recognize GT ELs, those entrusted with their future (parents, teachers and school administrators) can be more effective advocates.

Ideally, attempts to identify ELs for inclusion into GT programs should begin when they first enroll in school, if such options are available at their grade level, when mastery of English is not a requirement for consideration. The challenge lies in determining what assessments to use. Any test written in English will not be a true indicator of ability, but rather a reflection of their current exposure to the English language. A BOE that include the following should be used to identify EL GTs:

- English language proficiency tests
- Acculturation scales
- Input from the student’s cultural group
- Prior academic performance in the child’s home school
- Parent interviews
- Assessment data
- Student observations
- Dynamic performance-based indicators
- Portfolio assessments
- Teacher and/or parent nominations
- Behavioral rating scales



Identifying ELs for gifted programming begins with collaboration among classroom teachers and GT and EL educators. Formal channels of communication between GT and EL teachers and coordinators are vital to GT EL success. Educators should collaborate to maximize an EL's ability to express knowledge of content while minimizing their need to rely on English to express it. It is important to remember that it is necessary to complete an English language proficiency assessment and evaluate results prior to any testing in English. Knowing a child's level of English proficiency helps educators decide when to give various cognitive assessments, as well as how to interpret scores. Next, it is appropriate to administer and review proficiency testing data about the student. Understanding the student's ease in acquiring native language and academic abilities in their homeschool system is an indication of their potential.

GT programming that meets all identified student needs and welcome ELs include the following:

- Curriculum that is inclusive of students' interests and allows them to make choices in what they want to learn, including a focus on cultural themes
- Expansion beyond intellectual talent, including leadership, creativity and art
- Hands-on units that address their needs
- AP language classes in their heritage languages
- Translation of written class assignment instructions into heritage languages and more time to complete assignments
- Collaboration of ESL teachers to help ELs express their ideas verbally and in writing
- Bilingual activities that involve ELs and native English speakers

Formal communication between the EL/ESL and GT teachers is central to successfully identifying and serving ELs in GT programs. Such communication provides a more holistic student profile and facilitates identification of all potentially gifted ELs. Collaboration among educators will be especially important as the students become more diverse. One way to reach this goal is to hold ongoing PD workshops with GT and EL staff. The dialogue might focus on preventing/dealing with discrimination within the district, understanding giftedness within the boundaries of students' various cultures, which may or may not vary from the American concept of giftedness, and resolving the individualistic nature of identifying talent within cultures that value group solidarity (The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2008). EL and GT staff regularly should explore whether the district is meeting the goal of identifying a truly representative percentage of ELs as GT.

(See Appendix D; Appendix P; Appendix R)



6 Evaluating and Managing Programs for ELs

6.1 Program Evaluation

Evaluating EL programs, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about programs, practices, services and procedures.

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

Summative evaluation most often serves an accountability function at the end of the year/program; it describes the characteristics and successes of the program, practices, procedures, or activities and the areas needing improvement. It determines whether the stated goals and objectives have been met and supports recommendations about whether or not practices should be continued. Formative and summative evaluations together are powerful tools for making educational decisions and setting policies about programs and practices for ELs.

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

Meaningful evaluation is best 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 and 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 goals and objectives
- Assessing the extent to which the objectives have been achieved
- Communicating results of assessment to appropriate entities
- Applying the results to making improvements.

For procedures related to planning and implementing services for ELs to be valuable, four questions should be asked:

Was an adequate needs assessment conducted?

Were goals and objectives adequately formulated and appropriate to student needs?

Was design and delivery of services, procedures, practices, and programs adequately described and consistent with the goals and objectives?

Were evaluation questions adequately defined and in keeping with the goals and objectives?

Wilde and Sockey (*The Evaluation Handbook*, 1995) 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.

- The meaning of each goal should be clear to the people involved.
- Goals should be:
 - Agreed upon by educational planners and decision makers.
 - Clearly identifiable as dealing with an end product.
 - Realistic in terms of the time and money.

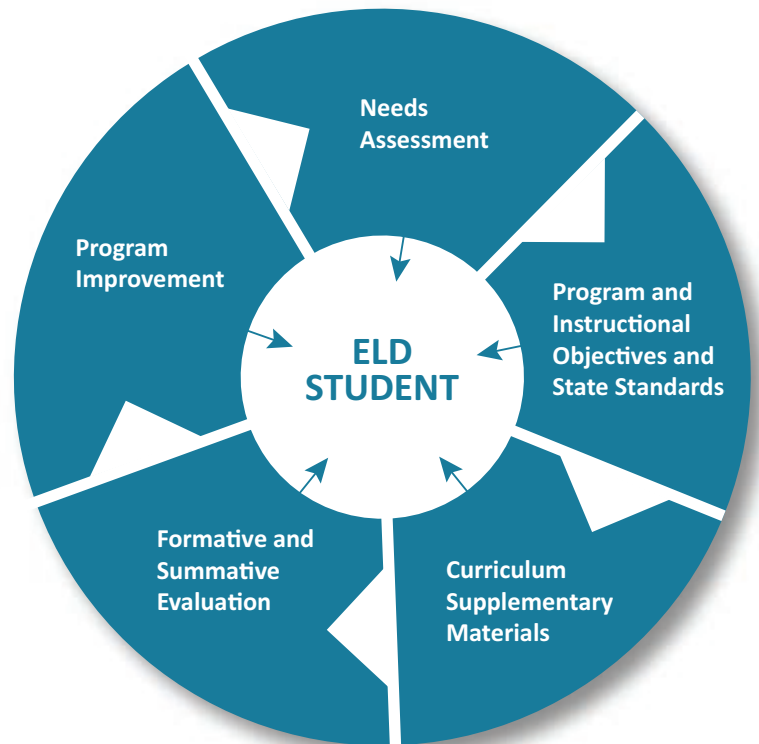
An example of a goal for EL success might be “all students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.” While goals are broad statements, objectives are specific measurable statements that focus on outcomes, performances, behaviors, expectations and timelines. An EL objective might be: “After at least six months of ELD instruction, 90 percent of ELs who speak little or no English will increase their language level by one category as measured by the ACCESS for ELLs proficiency assessment.”

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

Through examination and disaggregation of data, relationships between learning and characteristics of programs, practices, services and procedures for ELs can be explored. The best way to begin is to establish an evaluation planning team that includes instructional staff, a school building administrator, a staff member trained in EL instruction techniques, and a parent/community representative.

The evaluation planning team should determine the activities, persons responsible and timelines for conducting the evaluation. An evaluation planning calendar should be created and distributed to each member of the team. The evaluation team leader should guide the team in determining the activities to be undertaken and documented in the evaluation planning calendar.

The evaluation process culminates in an evaluation report, a powerful tool for informing and influencing policy decisions and educational practices. A good report is written with the reader in mind; the projected audience for the report (i.e., the school board, teachers, parents, community) should dictate the report format and content: some are brief summaries with bulleted statements highlighting key features; others are more formal. For more tools and resources for evaluating the effectiveness of a districts EL program visit <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>





6.2 Inclusion of ELs in the Statewide System of Accountability

The Colorado Measures of Academic Success (CMAS) is the primary assessment tool used to ensure that Colorado is in compliance with the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), *No Child Left Behind Act of 2001*. NCLB requires states to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. It calls for inclusion of ELs 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 ELs. 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(b)(K)(3)(III)(x)

What are Accommodations?

Changes to content format or conditions for specific students that do not reduce learning expectations or change the construct but do provide access for students with a documented need. Accommodations are designed to support access to instructional or assessment content. The accommodations provided to a student may be the same for classroom instruction, classroom assessments, district assessments and state assessments. Accommodations for ELs are intended to

- reduce the linguistic load necessary to access the content of the curriculum or assessment;
- provide scaffolding that helps students overcome social-cultural barriers that prevent them from accessing the content of the test; and
- allows ELs to more efficiently use linguistic resources to access curriculum or the content of the assessment.

What are Modifications?

Change to reduce learning or assessment expectations. Some examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Accurate assessment of ELs always will be difficult because of the dual dimensions of language development and academic knowledge. Experts in second language acquisition and testing differ. One perspective is that accurate assessment results can only be derived from tests developed specifically for ELs to measure progress toward standards. Another is that ELs should take standards-based assessments designed for native English speakers, but with accommodations/modifications. In reality, a combination of assessments designed to build a body of evidence are needed to document language development and whether students are making progress toward meeting grade level content standards.

By Colorado law, every student is expected to take the CMAS, so ELs present a unique challenge for schools that are held accountable for their performance while they are in the process of learning English.

The only exceptions are newly arrived non-English proficient (NEP) or limited English proficient (LEP) students who have been enrolled in a United States school for less than one year. The sub-set of these students who are unable to access the language arts section of CMAS due to language barriers, and

are coded *test deferred due to language*, may count as reading/writing assessment participants if they have valid overall ACCESS for ELLs scores.

For students who are receiving instruction in Spanish, refer to CDE’s assessment website for alternative options and current linguistic accommodations. While testing in English is required, in accordance with these guidelines, districts are not prohibited from assessing students who receive instruction in another language, in that language, in order to document progress and achievement more accurately.

For more information visit <http://www.cde.state.co.us/assessment>.

Title III Accountability for the 2016–2017 School Year

On December 10, 2015, the President signed the Every Student Succeeds Act (ESSA) into law. The passage of ESSA provides a much anticipated opportunity to improve achievement outcomes for all students. Given the transition to a new content assessment, the USED is not requiring states to hold LEAs to meeting Annual Measurable Achievement Objectives (AMAOs) for 2014–2015 and 2015–2016 school years. However, Colorado will be required to publish and make public results of the ACCESS for ELLs assessment by district, including number of students at each proficiency level, as well as students attaining proficiency based on the ELP assessment cut-point established by Colorado. In addition, Title III grantees on Improvement based on 2013–2014 AMAOs, must continue to implement their improvement plan, submitted to and approved by CDE, through 2016–17. Please visit the February 26, 2016 ESSA transition guidance from the United States Department of Education:

<http://www2.ed.gov/policy/elsec/leg/essa/faq/essa-faqs.pdf>

The Every Student Succeeds Act (ESSA) requires states to develop a state plan that will include indicators and targets for English learners (ELs) developing English, as well as attaining English proficiency. Please visit the CDE ESSA website and blog for additional information related to the transition from NCLB to ESSA and English learners:

<http://www.cde.state.co.us/fedprograms/ESSABlog>

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

(See Appendix K; Appendix L; Appendix N; Appendix V)

**Additional information related to accountability
under the new Every Student Succeeds Act
will be available in 2017-2018.**



7 Family and Community Engagement

7.1 Family-School-Community Partnerships

Over fifty years of research indicate the importance of families, schools, and communities partnering (FSCP) for student learning. National data indicate that students gain academically, as well as behaviorally, when families and school staff work together to support student success. Current and notable research findings include that:

- Parent-Community Ties is one of five “essential elements” of school improvement.
- Students have better attendance and higher reading comprehension scores when schools conduct home visits.
- School-initiated, specific family participation programs - such as shared reading, homework checking, and teamed two-way communication -are significantly and positively related to academic achievement for students at all levels.

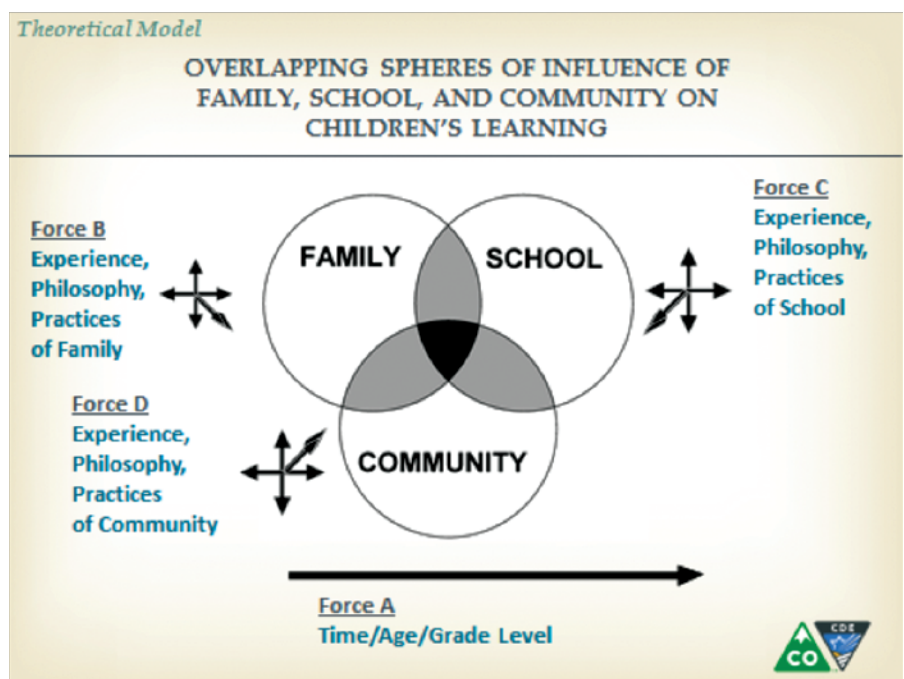
Local data in Colorado also highlight the importance of FSCP. Every year that teachers and administrators have completed the TELL (Teaching, Empowering, Leading, and Learning) Survey (2009, 2011, 2013, and 2015), participants indicate that teaching condition with the strongest connection to high student achievement and growth is *Community Support and Involvement*.

These data findings show that perhaps the greatest challenge surrounding FSCP is not *whether* they impact student achievement. Rather, the greater challenge is *what* is needed for high quality partnership structures and *how* to sustain and embed through structures in established organization. This chapter includes information about the components of a comprehensive partnership structure that can support student learning, as well as promising partnership practices for schools to reach out and involve *every* family to support *every* student.

Getting Started—A Research Base

Dr. Joyce Epstein, a leading researcher and advocate for family-school-community partnerships, developed the Overlapping Spheres of Influence as a theoretical model to better explain partnership structures in schools.

This model suggests that the experiences, philosophies, and practices of families, schools, and communities determine the extent to which the three groups collaborate to improve student outcomes.



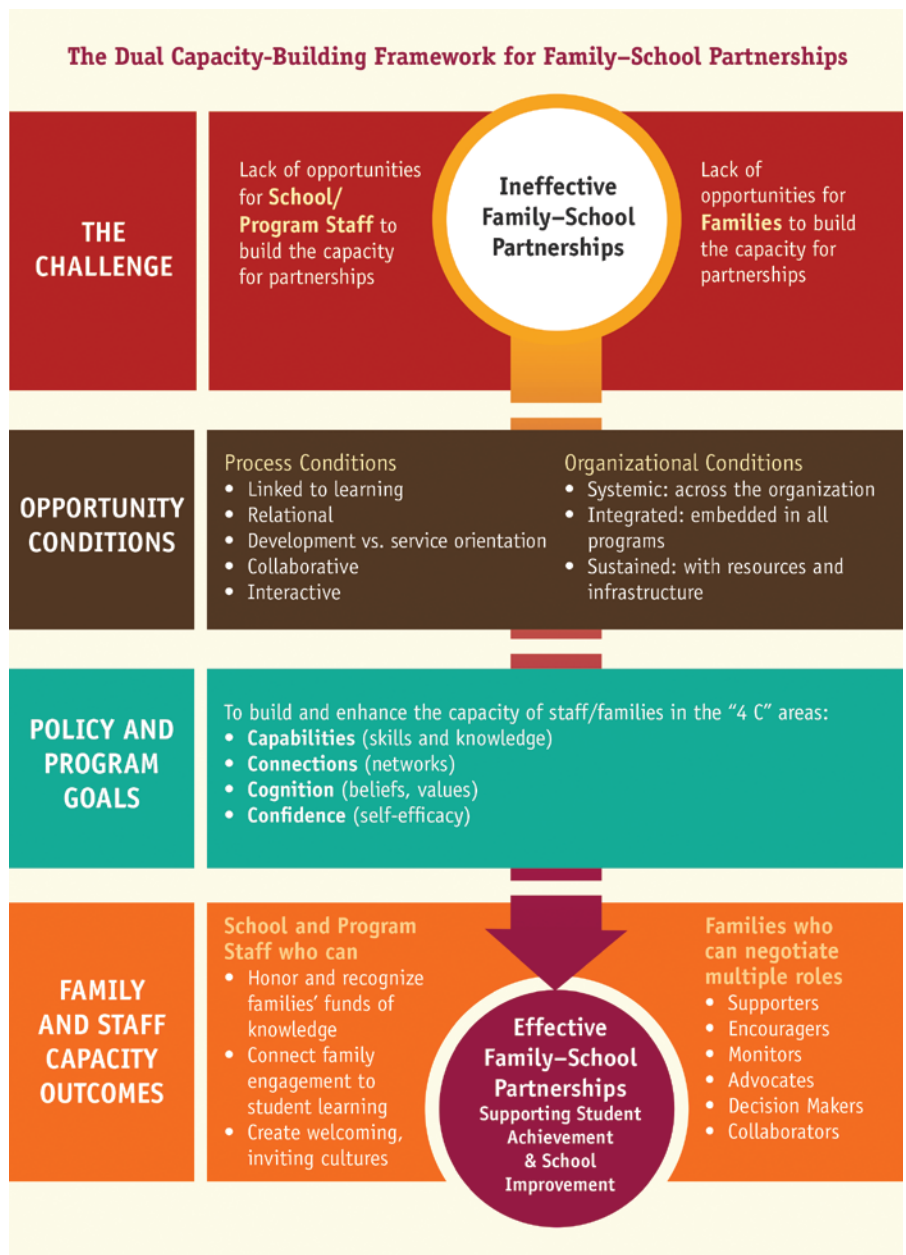
As such, school staff may choose to honestly and openly discuss the following four core beliefs to determine whether they are “ready for partnerships:”

- All parents have dreams for their children and want the best for them.
- All parents have the capacity to support their children’s learning.
- Parents and school staff should be equal partners.
- The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders.

These four core beliefs allow school staff, as well as families, to identify starting points for partnerships. For some schools, a starting point may be to gain principal buy-in. For another school, a starting point may be to create a more welcoming climate of partnerships. Regardless of the identified starting points, FSCP structures are most effective when they are genuine, meaningful, and relevant for all stakeholders involved.

The Dual Capacity-Building Framework

The U.S. Department of Education recently worked with researchers and practitioners to identify what is needed to move from “ineffective” to “effective” partnerships. After years of study, the Department developed the Dual Capacity-Building Framework. This framework outlines the opportunity conditions, as well as program and policy goals to help build the capacity of both school staff and families to have productive partnerships. A more detailed explanation of the framework and examples of how schools are putting it in practice can be found at <http://www.sedl.org/pubs/framework/email/Framework-Announcement.html>





Components of a Comprehensive Partnership Structure

As more research and examples of promising practices emerge, schools are beginning to move away from “random acts of partnership” to instead have a comprehensive, sustainable partnership structure that aligns with school improvement goals and student outcomes. The Colorado Department of Education (CDE) recommends that schools implement the following four components of comprehensive FSCP, adapted from Dr. Joyce Epstein’s research:

1. Framework of the National Standards for Family-School Partnerships
2. Shared Leadership
3. Action Planning
4. Evaluation

Each of the four components are outlined below.

Framework of the National Standards for Family-School Partnerships

In 2009, state legislation mandated that Colorado align its FSCP work with the National Standards. These Standards help schools to organize FSCP outreach to partner with every family to support their children’s learning both inside and outside of school. The National Standards are:

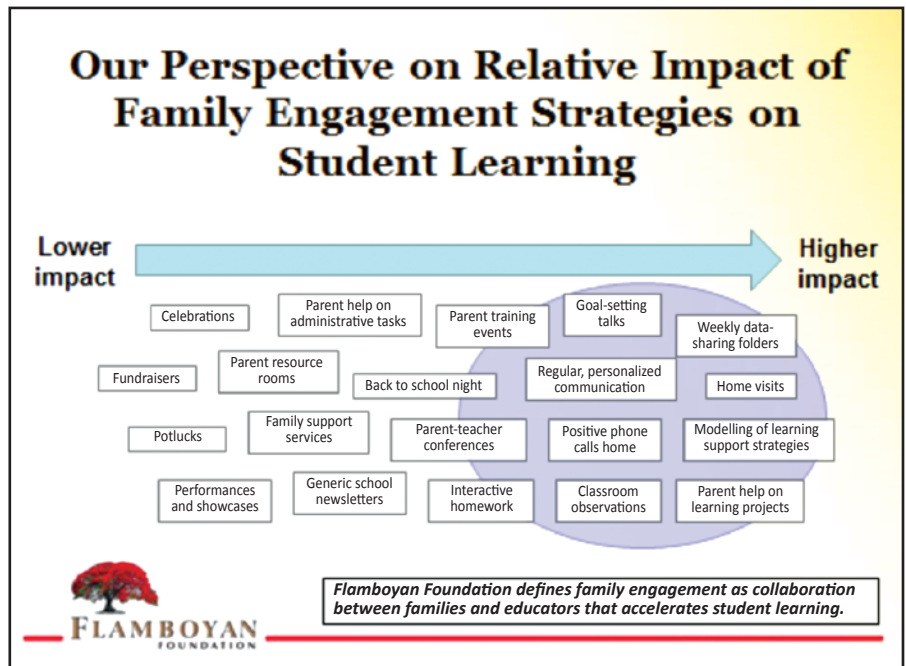
1. Welcoming All Families into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with the Community

The CDE has several resources available to guide and support schools in implementing and customizing the National Standards to best meet the needs of their local populations. The National Standards goals and indicators are outlined here: <http://www.cde.state.co.us/sacpie/nationalstandardsgoalsandindicators21>

There is also a Starting Points Inventory for school staff to complete, ideally with advice from families, to determine whether the site is emerging, progressing, or excelling in each of the National Standards: <http://www.cde.state.co.us/uip/startingpointsinventory>

Finally, CDE annually collects promising partnership practices from schools and districts across the state, aligned with the National Standards. The practices can be found here: <http://www.cde.state.co.us/uip/promising>

The Flamboyant Foundation, located in Washington, D.C. conducted a summary of current FSCP research to determine which partnership initiatives have the highest impact on student achievement. This graphic shows the summary of their findings. When viewing this graphic, it is important to note that while the initiatives on the right side have a higher, direct impact on student achievement, the lower impact strategies are still good things to do. Celebrations, potlucks, and fundraisers may not directly lead to better student grades and test scores. However, many of the lower impact strategies indirectly impact achievement by creating a welcoming climate of partnerships.



Shared Leadership

School staff, particularly principals, have many opportunities to share leadership with families, community members, classroom teachers, and support staff. These teams include the School Accountability Committee (SAC), PTAs or PTOs, culture clubs, etc. Effective FSCP teams include families that mirror “significantly represented populations of students” in the school. Teams are most likely to be sustainable when the leaders:

- Help members communicate with each other.
- Plan goal-oriented partnerships.
- Conduct useful meetings with a good agenda.
- Make decisions collegially and share leadership for planned activities.
- Continue to write and implement plans to improve partnerships.

Action Planning

Schools in Colorado write a Unified Improvement Plan (UIP) to identify and prioritize major improvement strategies. Schools should reach out to families on the SAC and beyond to gather input on include FSCP initiatives in the plan. Additionally, schools identify as Priority Improvement or Turnaround must include on their UIP how they work with families to improve student outcomes. A sample action plan template to help FSCP teams plan and evaluate their work can be found here: <http://www.cde.state.co.us/uip/data-basedactionplan>



Evaluating

Evaluating FSCP work is no easy task; many initiatives indirectly, rather than directly, impact achievement. FSCP teams should think through how to measure impact of both individual initiatives and the partnership structure as a whole. Counting heads in a room is only one, rather superficial, way to measure the success of a school's FSCP. Other methods of evaluation include:

- Surveys
- Focus groups
- Anecdotal observations

The Colorado Department of Education developed a survey for both school staff and families to complete in order to measure *outreach*. The survey is intended as a resource for schools to use to compare differences in staff and family perceptions of outreach, as well as where a school may prioritize its FSCP efforts. The staff and family surveys can be found here: http://www.cde.state.co.us/uip/school_family_community_partnership_survey

In addition to requirements to notify parents of placement decisions, Title III districts must implement effective outreach to parents of LEP children. This outreach must inform parents how they can become involved in their children's education and be active participants in helping them learn English and achieve academically. Outreach shall include holding, and sending notices of opportunities for, regularly scheduled meetings with parents of ELs to formulate and respond to their recommendations.

7.2 Parent Involvement Requirements under Title III of the NCLB Act 2001: English Learners (EL), Limited English Proficiency (LEP)

Notification and communication of placement in language program

- Information required to be provided to parents shall be in an understandable and uniform format and, to the extent practicable, in a language the parent can understand.
- Districts/schools must notify parents no later than 30 days after the beginning of school.
- If the child is placed in a language program after the first 30 days of school starts, parents must be notified within two weeks of placement. Notification **must** include the following information:
 - Reason for identification and need for the program
 - Level of English proficiency, and how it was determined, and academic achievement
 - Method of instruction in language program and how program will meet student's needs
 - Exit requirements and mainstreaming timeline
 - How program meets requirements of IEP (if applicable)
 - Information about parental rights and right to decline services
 - Option to remove child from program at any time
 - Assistance to parents in choosing among various programs

Parent involvement and participation

Parents will be involved in the education of their children Parents will be active in assisting children to:

- Learn English
- Achieve at high levels in core academic subjects
- Meet the same state standards as all children are expected to meet

7.3 Putting it All Together

Family-school-community partnerships are an essential component of school improvement and, more important, student success. Moving from ineffective to effective partnerships is a team effort. As the old Chinese proverb states, “If you want to go fast, go alone. If you want to go far, go together.” Change does not happen overnight, yet the impact of FSCP is strong indisputable when implemented intentionally.

In sum, remember the following ingredients are helpful for school-based FSCP:

1. **Create an action team.** Similar to a school leadership team or accountability committee, an action team assists in developing and implementing family and community partnerships. The action team may assess current practices, organize new options, implement activities, engage in a continuous improvement process and maintain ongoing communication with the staff.
2. **Establish firm foundations for actions.** Parent involvement practices should be based on widely accepted good practices or recommendations/requirements in Colorado State law and the No Child Left Behind Act of 2001.
3. **Provide PD for district and school staff.** Several regulations require PD for staff working with parents concerning: communication with families, working effectively with families, planning and implementing a volunteer program, increasing family support for learning, and strategies for increasing family involvement. In addition, the action team members may need training in the areas of collaborative teaming and decision-making.
4. **Develop a framework that includes the six types of parent involvement and look for models that exemplify these types.** There should be activities that represent all types of parent involvement, in a comprehensive program of involvement inclusive of the six types rather than an isolated series of events and activities.
5. **Examine current practices.** Conduct a needs assessment to determine where practices are strong, where improvement is needed, and where additional practices should be incorporated.
6. **Develop a three-year action outline for partnership development.** This allows a school/district to focus on the big picture. Many activities may require multiple years for full actualization. The three-year outline has the benefit of indicating how all family and community connections are integrated into a coherent program.
7. **Write a one-year plan.** Focus on the first year of work; delineate specific activities that will be started, improved or maintained and indicate who is responsible, timelines, costs and evaluation measures.
8. **Obtain funds and other support.** Consider using federal, state or local funds support parent involvement activities, such as Title III funding. In addition, consider the use of time as a resource for teams to meet and for teachers to communicate or conference with parents.



9. **Enlist staff, parents, students and communities to help program implementation.** Do not overburden existing personnel with the demands of parent involvement; one person can not effectively mount a comprehensive program. Consider the untapped resources that may be available in the community or outside agencies.
10. **Evaluate implementation and results.** Find appropriate ways to evaluate parent involvement effectiveness may be challenging, but it is necessary.
11. **Conduct annual celebrations and report progress to participants.** Acknowledge the work of all of those involved in the parent involvement program. Year-end celebrations are helpful, but more frequent ones maintain enthusiasm and encourage people to continue the work. Regardless of their frequency, celebrations provide opportunities to communicate progress, solve problems and do additional planning.
12. **Continue working toward comprehensive and positive partnerships.** Partnerships mature over time, so consider their development a process. Despite the proverbial challenges inherent in sustaining any relationship long term, the benefits are well worth it!

For more information please visit http://www.cde.state.co.us/sites/default/files/documents/fedprograms/dl/ti_parents_ellgdbk.pdf for *Breaking Down Barriers, Creating Space: A guidebook for increasing collaboration between schools and the parents of English Language Learners*.

7.4 A Parent's Right to Decline ELD Services

When parents/guardians answer NO to all HLS questions and educators notice evidence of a primary or home language other than English, the student should still be tested using W-APT. A parent may decline ELD services, but can not decline the English learner designation if the district has made that decision based on state guidelines. If a student is not PHLOTE then they are not identified as an English learner and are not eligible for ELD services.

Family of identified EL students have the right to decline ELD services for their child with a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services (OELA toolkit). Districts/Schools must document all parent refusals and access to grade level content and standards must still be provided. Refusal of ELD services does not dismiss the school/district from providing a meaningful and equitable education to identified EL students. A meaningful and equitable education may include, but is not limited to, further assessing the student's ELP; notifying the student's parent about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and providing supports for the student's language acquisition, such as offering professional development in second language acquisition to the student's core curriculum teachers (OELA toolkit). All identified Non-English Proficient (NEP) and Limited English Proficient (LEP) ELs **must** be administered the annual ACCESS for ELLs assessment, including those students whose family has declined ELD services. For more tools and resources for serving ELs who opt out of EL programs visit: <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap7.pdf>

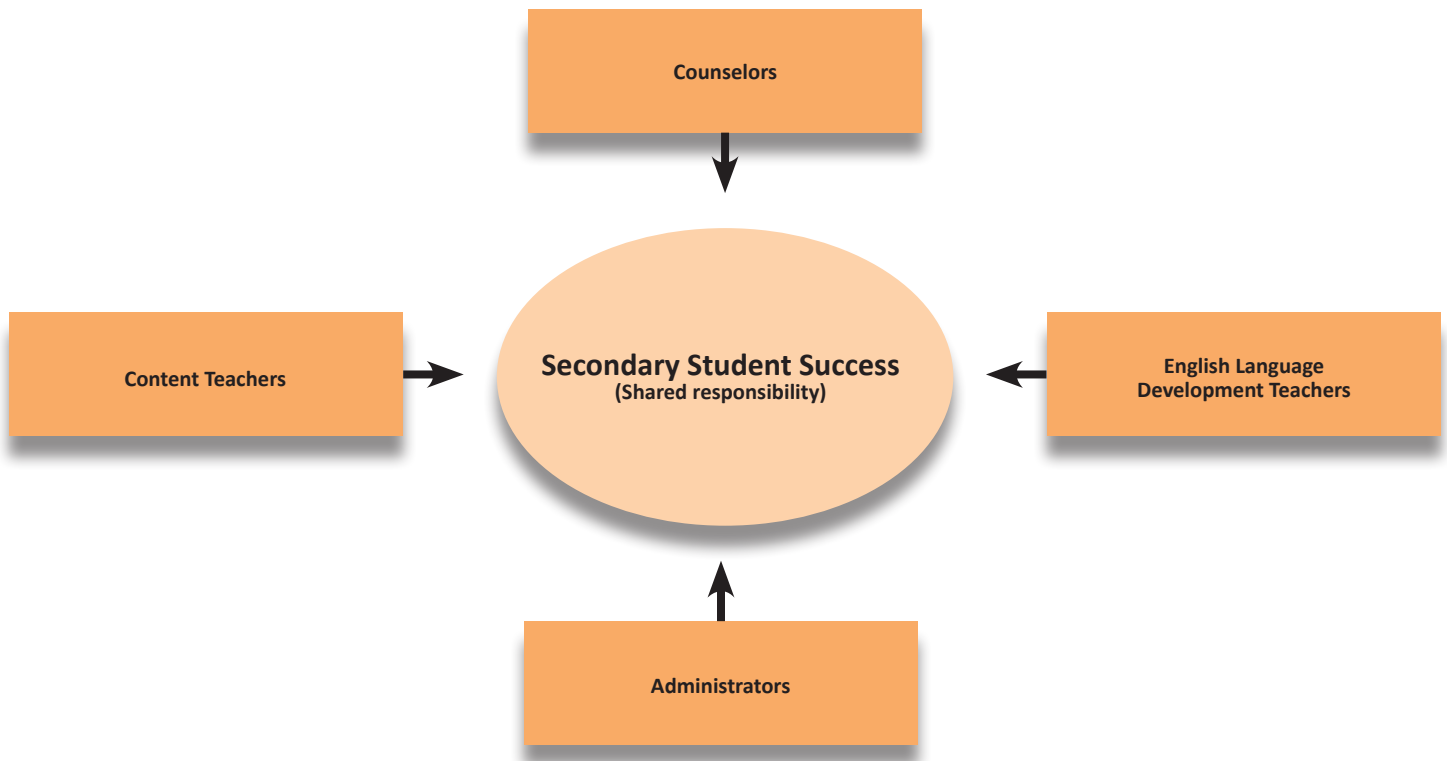
(See Appendix AA)

8 From Compliance to Commitment: Understanding Secondary English Learners (ELs)

Secondary schools in Colorado strive to raise graduation rates, reduce dropout rates, and provide a rigorous curriculum that prepares students to be college and career ready. In order to reach these critical goals and include ELs, it is often tempting to immediately jump to structural changes. Although schools must change the way they offer courses and schedule ELs, Salazar (2009) suggests there is a more critical component that must come first: “the relentless belief in the potential of culturally and linguistically diverse youth” to achieve academically.

There are no simple solutions or one-size-fits all formulas for fostering success for secondary ELs. Every school must consider the particular needs of its own community. Even if a given EL population appears on the surface to be relatively homogenous, assessments will reveal that those students have all sorts of differing educational backgrounds and unique needs.

This chapter supports those who play a major part in the academic success of secondary ELs: administrators, counselors, content area teachers, parents and English language development teachers. Sharing responsibilities will be a continuous theme to highlight the system’s changes around factors that influence student needs, programmatic options and promising practices that are needed so that secondary students are successful.



8.1 Challenges and Opportunities to Reflect a Problem-Solution Structure

Demographics

English learners represent one of the fastest growing groups in U.S. middle and high schools. The percentage of public school students in the United States who were English learners was higher in 2011–12 (10 percent) than in 2002–03 (9 percent). Colorado is one of eight states that has an EL population that is over 10 percent of the public school students. In 2010, some 11.8 million school-age children (children ages 5 to 17), making up 22 percent of the total school-age population, spoke a language other than English at home; among them, 2.7 million (5 percent of the school-age population) spoke English with difficulty. Specifically, about 7 percent of children ages 5–9 and 4 percent of children ages 10–17 spoke a language other than English at home and spoke English with difficulty.

In 2011, over 17,560,000 students in the U.S. were reported as speaking a language other than English at home. Of those, 11,940,800 (68%) were in K–12 grades.

In the 2007–2008 school year, there were more public schools (over 67%) with at least one student with limited English proficiency than there were in the private schools (15.9%). A higher percentage of the public elementary schools (72%) had at least one student with limited English proficiency than the public secondary schools (62%).

Dropout and Graduation Rates

As the nation begins to narrow its focus on graduation and dropout rates, ELs are forced to the forefront. With achievement gaps widening for this population, districts need to take a closer look at their programs and policies to identify where they may be limiting opportunities for ELs.

National Perspective

In 2010, nearly 2.8 million U.S. students 16–24 years of age dropped out of high school—7.4 percent of all people in that age range. Most were Latino or Black (Center for Labor Market Studies at Northeastern University in Boston, Massachusetts, and the Alternative Schools Network in Chicago, Illinois). Among the findings, by NCES in 2010:

- Nine percent of males 16–24 years of age dropped out.
- Fifteen percent of Hispanics dropped out.
- Hispanic males had the highest percent of dropout (17.3%) of any category.
- A higher percentage of Blacks (8%) dropped out of school, compared to Whites (5.1%)

The percentage of dropouts among 16 to 24 year olds has shown some decreases over the past 20 years. The percentage, known as the “status dropout rate,” includes all people in the 16 to 24 year old age group who are not enrolled in school and who have not completed a high school program, regardless of when they left school. (People who left school but went on to receive a GED credential are not treated as dropouts in this measure.) Between 1990 and 2010, the status dropout rate declined from 12.1 percent to 7.4 percent. Although the status dropout rate declined for both Blacks and Hispanics during this period, their rates in 2010 (8.0 and 15.1 percent, respectively) remained higher than the rate for Whites (5.1 percent). This measure is based on the civilian noninstitutionalized population, which excludes people in the military, and other people not living in households.



Colorado Perspective

Colorado has experienced a demographic shift in the K-12 population over the last decade. With more than 120,000 ELs, including immigrants, migrants and refugees, Colorado is among 12 states with the highest EL population. Unfortunately, Colorado's graduation and completion rates have been decreasing over the past three years for ELs and migrant students at the same time that the dropout rates have increased.

| CATEGORIES | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------|------|------|------|------|------|------|
| EL Graduation rate | 53% | 49% | 53% | 53% | 58% | 59% |
| EL Completion rate | 55% | 50% | 54% | 55% | 60% | 60% |
| EL Dropout rate | 7% | 6% | 6% | 5% | 4% | 4% |
| Migrant Graduation rate | 58% | 54% | 61% | 56% | 63% | 63% |
| Migrant Completion rate | 60% | 54% | 62% | 58% | 66% | 65% |
| Migrant Dropout rate | 5% | 4% | 4% | 4% | 4% | 4% |

Data sources: <http://www.cde.state.co.us/cdereval/gradcurrent>
and <http://www.cde.state.co.us/cdereval/dropoutcurrent>

Higher Education Admissions Requirements (HEAR)

In 2003, the Colorado Commission on Higher Education (CCHE) adopted the Higher Education Admission Requirements which states that students planning to attend any of Colorado's public 4-year colleges or universities, must complete the following high school courses.

| ACADEMIC AREA | 2008/2009 GRADUATES | 2010+ GRADUATES |
|--|---------------------|-----------------|
| English** | 4 years | 4 years |
| Mathematics (Must include Algebra I, Geometry, Algebra II or equivalents)*** | 3 years | 4 years |
| Natural/Physical Sciences (two units must be lab-based)*** | 3 years | 3 years |
| Social Sciences (at least one unit of U.S. or world history) | 3 years | 3 years |
| Foreign Language | not required | 1 year |
| Academic Electives**** | 2 years | 2 years |

*CCHE, CDE and school districts are developing standards for alternative demonstration of proficiency to be accepted in lieu of course completion.

**Two units of ESL English may count for HEAR requirements when combined with two units of successfully completed college prep English.

***College-prep ESL math/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.

**** includes additional courses in English, math, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, AP, IB and appropriate CTE courses.

For more information please visit <http://highered.colorado.gov/Academics/Admissions/default.html>

District's Obligation to Serve Secondary ELs

The No Child Left Behind Act (NCLB) of 2001 made clear that state departments and local school districts needed to serve and be accountable for ELs. When people think about ELs, they primarily think of elementary students, but data shows

there are many ELs at the secondary level and their numbers are growing. In 2013-2014, there were 47,125 ELs in 6th-12th grade. That number has increased from 41,928 in 2011-2012. This increase poses many challenges, and districts need to ensure that they are in compliance with NCLB and other federal and state laws by serving this population of students and providing them with what they need to succeed.

The Office for Civil Rights (34 C.F.R. Part 100) and NCLB both stipulate that all children have the right to public education through age 21. Therefore, districts must provide services to older students who have not graduated from any other secondary institution.

Plyer vs. Doe (457 U.S. 202, 1982) delineates that schools cannot ask students any questions about their legal status or behave in such a way as to deter them from attending school. Principals, teachers, secretaries, counselors and enrollment staff must make sure to behave in a way that does not “chill” a child’s opportunity to attend public school.

Colorado Revised Statute (CRS) A22-7-409 states that all students enrolled in Colorado public schools are required to take state assessments. If alternative schools that serve older students (up to the age of 21) take per-pupil operating revenue (PPOR), these students must be tested using the state assessments.

8.2 Shared Responsibilities Relative to Factors that Influence Students’ Needs and School Success

Middle and high schools are enrolling an increasing number of ELs, but they are far from a uniform group. For example, 56% of secondary ELs were born in the U.S. (NCELA, 2009). Those who arrive from foreign countries during adolescence vary widely in educational experience, home language literacy, and acculturation to life in the U.S. Factors that influence students’ needs and school success fall into two categories (Walqui, 2000): socio-cultural and prior schooling. Socio-cultural factors are socioeconomic and immigration status, family support and expectations, social challenges and sense of self. Prior schooling factors are previous academic achievement, educational continuity, language proficiency and access to core curriculum. The more information schools have, the better able they will be to help students be successful.

Socio-Cultural

Socioeconomic Status (SES)

Research suggests ties between poverty and low literacy skills. Educators should take low SES into consideration but not make assumptions about achievement based on SES alone. Many countries only provide compulsory education through elementary or middle school. Students from more affluent families may have had the privilege of attending private secondary schools with rigorous academics, while those of more modest means may have only been to middle school. For example, in Mexico there are not always high schools available in rural areas, so students may find themselves working migrant jobs to help support the family.

When families migrate to the U.S., some are able to maintain their SES from their home country while others find themselves starting over. It is common to meet parents who were engineers in their home countries working minimum wage jobs in the U.S. due to licensing problems, immigration status delays, or lack of English proficiency.

Example

Lone Valley High School is a suburban school where about 80% of the graduates matriculate into higher education. About 5% of students are ELs. Each fall, the school holds a meeting for immigrant parents to explain the high school credit system, the college admission process, and how to access online grades and attendance. Students and parents go to a computer lab and access their grades and attendance together, which leads to some transforming conversations. Translators are provided for Spanish, Chinese and Korean. The ESL teacher is part of a larger school ESL committee that organizes the event. As a follow-up, counselors meet with ELs each semester to check in on progress, field questions, and adjust schedules as necessary.

**Shared Responsibilities:**

- Help families understand the U.S. education system and the value placed on a high school diploma.
- Hold parent meetings specifically designed for immigrant parents. Even if parents have university degrees from other countries, the U.S. system and college admissions process will be new to them.

Immigration Status

More than their younger counterparts, adolescents are aware of their families' immigration status and its impact on their educational opportunities. Even families with legal status face obstacles in the wave of anti-immigrant sentiment that targets certain minority groups (Walqui, 2000).

The ASSETT Bill (SB13-033), passed in 2013, requires Colorado higher education institutions to classify a student as an in-state student for tuition purposes if that student has attended a public or private high school in Colorado for at least 3 years immediately preceding the date the student graduated from high school or completed a GED in Colorado and the student has been admitted within twelve months to a Colorado institution or attends an institution under a reciprocity agreement. This could motivate immigrant students to stay in school. For more specific information, please see SB13-033: http://www.leg.state.co.us/CLICS/CLICS2013A/csl.nsf/fsbillcont3/E083F0BE76DFD8F087257A8E0073BFC9?Open&file=033_enr.pdf

Shared Responsibilities:

- Welcome all students to school and set them up for success.
- Work with your district to develop a process for enrolling speakers of other languages and then provide training for staff.
- Though some students may face obstacles in attending higher education institutions, it is the school's obligation to create programs that allow all students, regardless of immigration status, an opportunity to earn a high school diploma.

Family Support and Expectations

Perceptions of parent involvement vary; parents in the U.S. are expected to read with their children at home, attend parent teacher conferences, volunteer at school events, and encourage children to complete homework assignments. Research shows that "parents of ELs value formal schooling and academic achievement, want to help their children succeed and are often able to do so." (Samway & McKeon, 2007, p. 61). It is critical that schools form partnerships with all families and build these bridges between home and school to help ELs succeed in school. Even ELs who are born in the U.S. may have parents that experienced their schooling outside of the U.S.

Shared Responsibilities:

- Hold meetings for immigrant parents to explain how parent involvement is carried out in U.S. schools. Topics for such meetings may include how to access student grades and attendance online, explanation of high school credits and graduation requirements, and methods for supporting literacy in the home.
- If parents do not speak English, encourage them to continue using their home language in the home and read to their children in their own language.
- Provide translators who can also act as "cultural brokers" for parent meetings and school events so parents feel more comfortable asking questions.

Possibility

Consider activities or clubs that address college and career planning, peer relationships, communication, problem-solving, decision-making, conflict resolution, and/or multicultural awareness to raise achievement and create a sense of belonging.

Social Challenges and Sense of Self

Adolescents often articulate feeling caught between two worlds. Acculturation and assimilation can lead to conflicts at home around cultural/familial expectations and students may have difficulty navigating between differing cultures. Children who may have been successful in their home country lose self confidence as they struggle to learn English, academic content, and a new educational system. They must also balance adopting a new culture while maintaining the culture and traditions of their home. Research shows that immigrant youth who maintain a strong sense of pride in their heritage are more successful in school (Nieto, 1999).

Shared Responsibilities:

- Effective school practices build on students' background, including language, culture and life experiences.
- Educators should advance a systematic, integrated and school-wide approach to infusing students' background in the physical environment, classroom learning community, curriculum, instruction, and assessment.
- Celebrate the culture of all students.
- Provide courses such as Spanish for Spanish Speakers so students can continue to deepen their literacy in their own language.
- Encourage student leadership groups to support ELs during orientation and throughout the school year.
- Provide avenues for ELs and their parents to become involved in school leadership, such as participation on school accountability committees.
- Make an extra effort to include ELs in the culture of your school, including extracurricular activities, school committees, and celebrations.

Prior Schooling

Previous Academic Achievement

Immigrants bring a reservoir of content knowledge from previous schooling. Adolescents' level of success or failure in school influences their self-confidence and attitude toward learning. They express frustration when they cannot express to their teachers their level of expertise in certain subjects such as mathematics and science.

Shared Responsibilities:

- Request and utilize transcripts from previous academic institutions to design academic programs for students.
- With the help of translators, interview students and parents about their prior experiences and consider student strengths when designing an academic plan.
- Help teachers to recognize that content knowledge from previous schooling is a resource to build on in the classroom. For instance, a student who has mastered algebra in their country does not need to re-learn algebra; they need to learn the new language that allows them to access algebraic concepts.

Scenario

Jesus attended school in Guatemala up through 9th grade. When he enrolled in the U.S., his school provided a Spanish for Spanish Speakers course that led him to take AP Spanish his senior year. Besides being better prepared for college, Jesus also felt that a course designed for native Spanish speakers gave him additional confidence in all of his subjects. His pathway to graduation acknowledged the value of bilingualism.



Educational Continuity

ELs who have attended schools in the U.S. may have experienced a variety of program models in different districts. It is not unusual for a student to have experienced bilingual education, English immersion, and ESL programs at various times throughout their educational history (Walqui, 2000). Also, they may have experienced interrupted schooling for a variety of reasons. Refugees may have attended school in their home country, missed some schooling due to war, and then found themselves in school in a refugee camp in a different country and language. Students with Interrupted Formal Schooling (SIFE) tend to be the most at risk of dropping out, so it is important to identify these students and design programs to fit their specific needs.

Shared Responsibilities:

- Take time to get to know your students and learn about their previous school experiences.
- For new immigrants, provide both adult and peer support to help them navigate the new school and new schedules.
- For ELs who have moved through many districts and programs, conduct thorough assessments at intake to identify their needs and design their program accordingly.
- Communicate with parents early and often to help them understand what school programs will provide and how they may be different/similar to what their child has received in the past.

Language Proficiencies

Language proficiency is of particular concern for secondary ELs because as students enter a U.S. middle or high school they can have varying degrees of proficiencies in one or both languages. It is critical that schools consider proficiency in both the L1 and L2 when placing students in classes.

Scenario

Elva attended elementary school in Bosnia and then spent her later elementary and middle school years at a refugee center in Germany. She moved to the U.S. with her family in 9th grade. Elva exhibited worrisome behaviors such as extreme paranoia, distractibility, and child-like mannerisms. She also lacked basic knowledge of numeracy and literacy. Her ESL teacher contacted refugee support services to meet with her weekly to support her with psychological and social issues. The school staff collaborated to provide Elva with the appropriate courses to teach her basic literacy skills. The school counselor also met frequently with Elva. It took about a semester for her to feel that school was a “safe” place, and then she began to make tremendous strides in literacy.

Shared Responsibilities:

- Find as much as possible about the student’s level of literacy in their first language. Some schools ask for a native language writing sample during intake and have bilingual staff or world language teachers assist in evaluating students’ L1 writing.

Access to Core Curriculum

Students need the opportunity to earn credit from day one. Research shows that one of the factors that causes ELs to drop out is the lack of relevant, credit-bearing courses (Maxwell-Jolly, Gandara, & Mendez-Benavidez, 2007). Schools ensure access to core curriculum when they provide appropriate English Language Development (ELD) courses and academic content courses that use sheltered instruction to “change the load, not the level.”

Shared Responsibilities:

- Place ELs with teachers who know and use sheltered instruction.
- Make sure that at least one teacher in every content area per grade level has either a Culturally and Linguistically Diverse endorsement or appropriate training.

-
- Do not place newly arrived ELs in special education courses or specialized reading courses unless they have been previously staffed at their prior school. New ELs need the opportunity to learn to read, write and speak English before they are considered for such services.
 - If concerns arise, work with your school’s MTSS team to take appropriate steps.

Education Background Interview

Intake procedures for secondary students must include several qualitative measures. Although writing samples and W-APT provide vital information, taking the time to understand students’ academic experience makes the greatest difference in properly placing them in classes. Locke (2006) states that flexibility in attendance, scheduling, and timelines greatly aids older ELs in their academic experience.

To get a complete picture of a secondary EL, the school/district needs to go beyond the initial intake assessments and conduct a background interview *before* creating student schedules. A few questions you might ask:

- How many years of school did you attend in your home country?
- Did you study any English in your home country?
- What was your best subject?
- Do you know what you’d like to do after graduation? What careers have you thought about?

Out-of-School Youth

Many older students find themselves attending school while simultaneously working to help provide financially for their families. These students will need support to stay in school. Out-of-school youth (OSY) have little or no access to federal or state resources. Those without interventions will remain poor and isolated from the larger society and economy. Out-of-school youth are the fastest growing population within the migrant community because they often are disengaged and alienated from schools and learning because of bad experiences and lack of success in an academic setting.

Shared Responsibilities:

- Create a supportive environment for students so that they do not feel forced to choose between school and their families.
- Create policies and procedures for re-admitting OSY who may have dropped out in the past.
- Provide GED courses for OSY.
- Encourage OSY to engage in basic skills courses.
- Work with the Migrant Education Program and other relevant programs to provide practical life skills classes/ activities for OSY.

Scenario

Jimmy arrived from Vietnam at 15 and struggled in all of his high school courses. He was especially slow copying information from the board and several teachers referred him to special education. A counselor who was experienced in working with ELs explained the language acquisition process to the staff and demonstrated the vast differences between the alphabetic systems of Vietnamese and English. Eventually the teachers began to incorporate strategies such as giving Jimmy the notes ahead of time, using visuals, and providing a peer tutor. Jimmy’s ESL teacher provided both an English language development class and an additional ESL study skills class to help him develop additional learning strategies. Now the counselor and ESL teacher work together to schedule Jimmy’s courses and select his teachers in order to ensure that his linguistic needs are met.

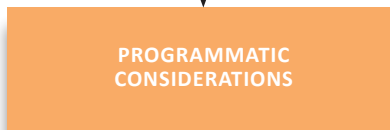
SECONDARY EDUCATION SYSTEM: FROM INTAKE TO GRADUATION

ADMISSIONS PERSON
ELD TEACHER/COORDINATOR
COUNSELOR
STUDENT
FAMILY



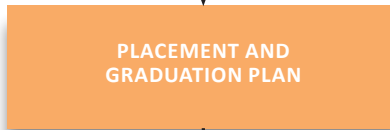
HOME LANGUAGE SURVEY (HLS)
DISTRICT ASSESSMENTS
LANGUAGE ASSESSMENTS
EDUCATIONAL BACKGROUND INTERVIEW

ADMINISTRATORS
COUNSELORS
ELD TEACHER/COORDINATOR



DEMOGRAPHICS OF DISTRICT/SCHOOL
INFLUENCING FACTORS
RESOURCES

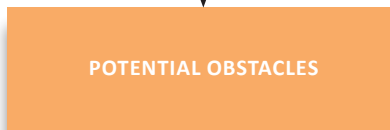
COUNSELORS
ELD TEACHER/COORDINATOR
CONTENT TEACHERS



CONTENT AND ELD COURSES
GRADUATION PLAN

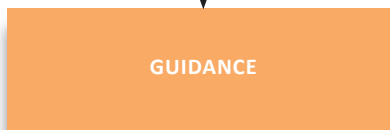
*See Colorado Graduation
Guidelines Engagement Tool Kit at
<http://www.cde.state.co.us/postsecondary/graduationguidelinesengagementtoolkit>

INTERVENTIONISTS
COUNSELORS
ADMINISTRATORS



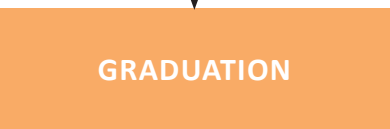
FRAGMENTED SCHOOL DAYS
DEPARTMENTALIZATION
SYSTEM OF COURSES
PARTIAL CREDITS

COUNSELOR
ELD TEACHER/COORDINATOR
CONTENT TEACHERS
ADMINISTRATORS



ASSESSING CREDITS
GRADUATION PLAN RE-VISIT
INTERVENTION RE-VISIT
FAMILY INVOLVEMENT

STUDENTS



POST SECONDARY MATRICULATION

8.3 Programmatic Considerations

Schools that make a difference for diverse learners must show a “willingness to accept, embrace and navigate the complexity of teaching and learning in collaboration with others” (Salazar, 2009, p. 23). Whatever the programmatic approach, it must recognize and build on the identity, language and knowledge ELs already possess. One identity and language does not need to develop at the expense of another. Specific practices to build on student identity and culture include:

- Provide opportunities during the school day for students to process in their native language with their peers.
- Revisit school traditions, pictures in the hallways, bulletin boards and announcements. How are all backgrounds and cultures reflected in your school?
- Create opportunities for students to share their background knowledge and perspective on topics in the curriculum.
- Allow students to access bilingual resources to help facilitate their understanding of content.
- Create different levels of ELD courses that meet the various needs of the EL population. Students at lower L1 and L2 literacy levels may need two beginning ELD periods per day; students with higher levels may need one period of an advanced class.

Programming Framework

This framework is a starting point for secondary schools to begin to implement school-wide programs and practices that support ELs. The ability to offer certain options may depend on district size, the number of ELs and school capacity to implement certain programs. Some districts may have sufficient bilingual resources to offer a dual language program; others may not have qualified bilingual staff.

We recommend that middle and high schools have some flexibility to structure instructional time, class size, course design and other organizational features to best serve their ELs. Research suggests that an average 9th grade EL will require 4–7 years of instruction to read and write as well as a typical 12th grade native English speaker (Hakuta et al., 2000). Schools can increase instructional time by lengthening the school day or by increasing the number of student contact days in the school year. However, neither of these may be an option for students obligated to work after school or over the summer. Another option is to permit newly arrived immigrant ELs to stay in high school for more than the usual four years (Garcia, 1999).

Schools may reduce class size to better serve adolescent ELs (Boyson & Short, 2003; Crandall et al., 1998; Garcia, 1999). While smaller class size alone is not enough to ensure better instruction and improve student achievement, small schools/classes can allow effective educators to implement positive changes, including innovative programs, alternative teaching methods, and individualized attention. Programs that effectively target adolescent ELs for accelerated learning—either during the school day or through extended hours—typically include opportunities for small group or pair learning. It is recommended that schools with many Students with Interrupted Formal Education (SIFE) provide small literacy classes of up to 12 students that are co-taught by an ESL or Native Language Arts teacher and a reading specialist.



Programmatic Framework for Secondary English Learners

(Combine any of the options below to develop a comprehensive program)

Regardless of size, all schools should consider implementing the following reaserch-based school-wide practices:

Flexible pathways to graduation such as summer, evening, online, academic labs, work/study, dual enrollment and after school programs

Sheltered Instruction Training for Teachers: Sheltered Instruction is a proven training method for teachers that helps ELs gain access to curriculum through specific teaching strategies


Tutoring: Peer or adult tutors in various content areas

Co-Teaching: ELD teachers and content teachers co-teach content courses

ELD/Bilingual Coaches: Master ELD/bilingual teachers provide ongoing coaching of classroom teachers


| | | | |
|---|--|---|---|
| HIGH 20% or > of the school are ELs | ELD classes Sheltered content classes Dual language/bilingual program L1 literacy and/or core content class(es) | Newcomer centers ELD classes Sheltered content classes Dual language/bilingual program L1 literacy and/or core content class(es) | Newcomer centers ELD classes Sheltered content classes Dual language/bilingual program Native language content classes Alternative/adult options L1 literacy and/or core content class(es) |
| MEDIUM 5-19% or > of the school are ELs | ELD classes Sheltered content classes | ELD classes Sheltered content classes Dual language/bilingual program L1 literacy and/or core content class(es) | ELD classes Sheltered content classes Dual language/bilingual program Alternative/adult options L1 literacy and/or core content class(es) |
| LOW <5% of the school are ELs | ELD classes Sheltered content classes | ELD classes Sheltered content classes | ELD classes Sheltered content classes Alternative/adult options |
| DISTRICT SIZE (TOTAL POPULATION) | SMALL <500 | MEDIUM 501>10,000 | LARGE >10,001+ |

Language Development Program Models



| PROGRAM LABEL | USE OF PRIMARY LANGUAGE (L1) AND ENGLISH | PURPOSES |
|--|--|--|
| <p>STRUCTURED ENGLISH IMMERSION</p> <ul style="list-style-type: none"> • Students are immersed in English but they also receive selected information in their L1 • Teachers are bilingual • Students’ response in the L1 is accepted, but generally teachers respond to students in English | <p>English: Used most of the time</p> <p>L1: Used strategically by the teacher to explain new information and concepts</p> | <p>To increase understanding and use of academic English through student’s understanding and use of L1</p> |
| <p>ENGLISH AS A SECOND LANGUAGE (ESL) PULLOUT or PUSH IN</p> <ul style="list-style-type: none"> • Students are <i>pulled out</i> of mainstream classrooms or ELD teacher pushes into the mainstream classroom for one to several periods/day to receive small-group instruction • Teachers may or may not be bilingual, but usually have degrees or endorsements in Culturally and Linguistically Diverse Education | <p>English: Used if the teacher is not bilingual</p> <p>L1: May be used if the teacher is bilingual</p> | <p>To provide intensive, small-group work</p> <p>To introduce or review academic concepts from the mainstream classroom</p> |
| <p>SHELTERED ENGLISH OR CONTENT-BASED ESL</p> <ul style="list-style-type: none"> • ELs are the only students in the classroom • Content is taught through Sheltered English techniques known to be advantageous for ELs • Classes attended for one or several periods a day • Teacher may or may not be bilingual | <p>English: Used most of the time</p> <p>L1: May be used occasionally if teacher is bilingual</p> | <p>To continually increase abilities to speak, listen, read, and write in English</p> <p>To learn academic content while simultaneously learning English</p> |

Bilingual Program Models



| PROGRAM LABEL | USE OF PRIMARY LANGUAGE (L1) AND ENGLISH | PURPOSES |
|---|--|--|
| <p>NEWCOMER</p> <ul style="list-style-type: none"> Students are new to the United States and, therefore, have <i>short-term</i> special needs Highly appropriate for refugees and immigrants Students remain for weeks or months, then move into other programs | <p>L1: Varies</p> <p>English: Varies</p> | <p>To assist in initial acclimatization to U.S. schooling and culture (in L1)</p> <p>To receive support for psychological and emotional trauma from prior experiences before entering the United States (in L1)</p> <p>To teach basic English (in English)</p> |
| <p>ONE-WAY OR TWO-WAY BILINGUAL</p> <ul style="list-style-type: none"> Students receive instruction and learn both the L1 and English <i>equally</i> (One-Way) Students may also be native English speakers learning another language as their L2 (Two-Way) | <p>L1: 50 percent (approx.)</p> <p>English: 50 percent (approx.)</p> | <p>To continually increase abilities to speak, listen, read, and write in both languages</p> |
| <p>TRANSITIONAL BILINGUAL</p> <ul style="list-style-type: none"> Students transition out of L1 instruction after several years (usually 2-4 years) | <p>L1: 100 percent declining to 0 percent (gradually decreases over several years)</p> <p>English: 0 percent increasing to 100 percent (more with each passing year)</p> | <p>To increase possibility of student achieving academically while beginning to learn English; e.g. Spanish is used as a means to become proficient in English</p> <p>To eventually use only English to achieve academically</p> |

EL programs generally include English language instruction as a central feature. EL programs may include other components, such as teacher professional development; academic and other counseling for students; skill building, such as study- or vocational-skill building; or family / community involvement. The program should be explicit concerning:

- Who will provide instruction to the English learning students
- The curriculum and methods of instruction within the program (including setting (s) in which the curriculum is to be implemented)
- What language will be used for instruction
- The desired outcomes for the students to become bilingual or to “transition from” or “exit” the program

Programs for ELs need to be well defined (Northwest Regional Educational Laboratory, 2004)

Instructional Program Models for English Learners

| PROGRAM | GOAL | STUDENTS | INSTRUCTION |
|---|------------------------------|---|--|
| ENGLISH AS A SECOND LANGUAGE (ESL) | English language proficiency | English Learners (ELs), may have the same or different first/home language(s) | ELs receive English language development instruction aimed at developing English language structures, vocabulary, academic language and communication skills. ELs are integrated into the mainstream classroom for all other content areas. A variant is “Content-based ESL,” which uses academic content as the vehicle to drive English language development instruction. |
| STRUCTURED ENGLISH IMMERSION | English language proficiency | English Learners (ELs), may have the same or different first/home language(s) | English Learners are in classrooms where instruction is in English, with an attempt to adjust the level of English so subject matter is comprehensible. Typically, there is no native language support. Content-based ESL may be used with ELs in this model; includes academic content, content and academic vocabulary, English language structures, and content concepts. |



| PROGRAM | GOAL | STUDENTS | INSTRUCTION |
|--|--|---|---|
| TRANSITIONAL BILINGUAL EDUCATION | English language development and partial bilingualism | Have the same first or home language | Methods are designed to meet the needs of all students in the classroom. Teachers and students initially use the native language in the mainstream classroom and gradually (after 2-4 years) are transitioned to English instruction. |
| ONE-WAY BILINGUAL IMMERSION (ONE-WAY DUAL LANGUAGE) | Bilingualism (proficiency in English and in a second language) | Have the same first or home language | Is in both English and in another language |
| DUAL LANGUAGE (TWO-WAY IMMERSION) | Bilingualism (proficiency in English and in a second language) | English Learners (ELs) and native English speakers grouped together | Is in both English and another language. |

| PROGRAM | GOAL | STUDENTS | INSTRUCTION |
|---|--|--|---|
| INDIGENOUS LANGUAGE IMMERSION (E.G., NAVAJO) | Bilingualism in indigenous language (at least oral, if not a written language) and English | Supports students with an endangered-minority language background (students may have weak receptive and no productive skills). | Varies, depending on the native language skills. In some schools, students come to school with some oral native language skills; in others, the students have little native language knowledge, so the focus is on language revitalization. Written language instruction may/may not be part of the program, depending on whether or not the language has a writing system. |



8.4 Navigation of Secondary Systems and Structures

For many ELs, U.S. schools represent a better future; however they also represent a foreign system with many obstacles. ELs must successfully navigate fragmented school days, departmentalization and systems of courses. Schools can create policies and procedures to break down these obstacles and clear a path for student success. In addition to the changes all adolescents go through during this period, ELs are confronted with cultural identity issues of assimilation or acculturation and the need to learn a new language and in turn learn *through* that new language in order to graduate and reach their full potential.

Structural Obstacles

Fragmented School Days

Problem: The continuous movement from class to class in an unfamiliar building and the constant shifting of classmates increases confusion and alienation for secondary ELs (Walqui, 2007).

Solution: Some districts utilize block scheduling, with the advantage for ELs being extended class periods with fewer class periods per day. Another way of scheduling ELs is to look at the whole day for these students and strategically schedule academic classes. Place electives or lunch between the most challenging classes to provide a break so that students do not become overloaded and tune out.

Shared Responsibilities:

- Organize the master schedule around what is best for all students
- Create the master schedule with special populations in mind first
- Hand-schedule ELs into appropriate classes

Departmentalization

Problem: Elementary school teachers consider themselves generalists while secondary teachers think of themselves as subject matter experts. Content teachers may not see themselves as teachers of reading and writing because they expect students to be competent in literacy when they arrive. This assumption poses a problem for newcomers who lack these skills. When schools have strong departmental boundaries, there are no clearly established responsibilities for the education of students who need to develop academic knowledge and acquire English (Walqui, 2007).

Solution: It is helpful if teachers make connections across ideas and content.

Shared Responsibilities:

- Provide professional development which helps content teachers address the linguistic needs of ELs
- Set up structures that allow for cross-departmental work
- Build team planning into the school day
- Build awareness of the needs of ELs
- Consider co-teaching as one model for instruction
- Develop school leadership teams that combine ELD teachers, content teachers, administrators, and counselors

System of Courses (Pathways for ELs)

Problem: Secondary schools have complex systems of courses and requirements that are difficult for students from different educational systems, languages and cultures to grasp and negotiate. Too often 12th grade ELs learn that they do not have enough credits to graduate right before graduation day. It is crucial to communicate, in the students' primary language(s) and in the simplest format possible, the graduation requirements as well as the courses necessary to matriculate into college.

Solution: Place students in courses based on data (interviews, transcripts, intake assessments) linked to the factors mentioned, not teacher perception. When teachers' remedial or low perceptions drive placement, students often are treated consistent with these perceptions. Once a student begins to own these perceptions, a self-fulfilling cycle begins. If, for example, a student who took high level math in Mexico is placed in a remedial math class because of language, she/he may start to think of her/himself as remedial. Some students rise to this challenge and do not legitimize their misplacement, but others become bored and give up. Additionally, students placed in lower tracks may not receive the courses that are required for graduation or certain postsecondary options. A system of assessment and placement that better serves ELs should be a priority for schools and counselors.

Shared Responsibilities:

Optimal guiding principles when scheduling ELs:

- Collect language proficiency data in both L1 and L2
- Schedule to the strengths of the student
- Schedule ELD courses/sheltered content courses first
- If sheltered content courses are not available, hand-schedule content courses with qualified instructors
- Schedule core courses before electives

Placement and Assessment

Students who are assessed, placed and monitored based on their knowledge and skills are more likely to receive instruction that meets their needs. Making time for placement is crucial because it saves time in the long run. It takes more time to reschedule a student who has been misplaced in courses. Additionally, such misplacement could in turn create challenges with regards to motivation and behavior. It is important to provide high school students with high quality—as opposed to remedial—instruction. Once placed, effective programs measure progress in ways that allow modifications in order to improve student performance. Diagnostic assessments—including formal assessments in the native language and English assessments with necessary accommodations, as well as portfolios and formative classroom assessments—ascertain the diverse language and academic strengths of ELs. Schools that effectively serve ELs establish multiple measures for examining student gains and instructional improvements. Regular quality review cycles (optimally every six weeks), during which data is gathered and analyzed to track the development of students and teachers over time, allow for appropriate program refinement.

Shared Responsibilities:

- Have policies and procedures for intake assessments for secondary ELs
- Include writing samples



- Use additional assessments, specifically in math
- Counselors need to create a graduation plan for proper placement into classes

Grading

Teachers new to working with ELs often express concern about fair grading. ELs are “faced with three significant challenges: they must learn new concepts (often quite abstract especially above third grade), they must learn in a language in which they are not proficient, and they must learn in a cultural context that may be quite unfamiliar to them” (Hamayan & Freeman, 2006). As students face these challenges, they may struggle with written assignments and assessments where the language load exceeds their current level of English language proficiency. Even with their best efforts, students may struggle to achieve high marks on assignments and assessments compared to their native-English speaking peers. The following suggestions (adapted from Jameson, 2003, p. 171) will help teachers develop ways to grade ELs equitably:

- Explain what and how you grade early in the class; show examples of good work. Talk to students after grading if you think their expectations were different from the grade they received.
- Use the standards as a guide to teach what is most essential. What are the essential concepts they must learn? What vocabulary is most critical?
- Focus on meaning and content knowledge, not language errors such as grammar mistakes. Ask yourself: Did the student understand the question? Did she/he answer the question?
- Design assessments that allow students to express their knowledge. Matching words with pictures, filling in diagrams and answering questions orally are strategies that work.
- When writing test questions, adjust the language load, not the cognitive level. Avoid idioms, passive voice and vocabulary that could distract from the heart of the question.
- Grade using a combination of *process* and *product*.
- Adapt tests and test administration (allow more time for ELs, read the test to them, etc.). Teach test-taking skills and strategies. Use criterion-referenced tests.
- Teach students how to evaluate their own work. Provide rubrics for self-evaluations.
- If necessary, use pass/fail grades for newcomer ELs on the report card for the first or second marking period. As students learn more English and become accustomed to content courses, transition to letter grades.

Teachers may struggle at first, but with more experience they can develop a grading policy that equitably reflects the content knowledge of ELs.

Special Notes for School Administrators

Successful schools effectively target resources, position themselves with key constituencies and provide strong guidance so ELs receive high quality instruction in environments that are safe, supportive and connected to the broader school community. A school culture mindful of the contributions of students from diverse linguistic, cultural and experiential backgrounds fosters learning and achievement (Faltis & Coulter, 2007). A strong school leadership team must build structures and schedules for a comprehensive service model that addresses the needs of all students. The team must engage guidance counselors and ELD teachers in order to provide professional development that addresses cultural sensitivity as well as instructional goals.

As needs grow more diverse among adolescent learners, all middle and high school teachers must understand second language acquisition, know the basic principles of second language literacy instruction, how to teach in cross-cultural contexts, and how to provide ELs with content-based instruction that includes academic language instruction. This requires an administrative commitment to provide deep and sustained opportunities for professional development. Administrators should meet with EL staff regularly to analyze and strengthen instructional strategies such as scaffolding, use of appropriate materials and how to make connections to student experiences.

Special Notes for Counselors

The school must provide ELs with frequent access to staff, including guidance counselors, social workers, intervention specialists, librarians, and mentors. Encourage strong parent and community involvement. Build the school community by engaging families and using neighborhood resources to strengthen EL services and opportunities for college and career guidance.

Walqui (2007) found that secondary school counselors too often equate limited English language proficiency with academic limitations and act as gatekeepers to more challenging academic credit-bearing courses that lend more post secondary options. Begin with the end in mind and create a plan for ELs' success.

Develop a Graduation Plan

From the day a student arrives at high school, guidance counselors should begin developing a graduation plan. This plan should be developed mutually with the student and should be reviewed and updated at least once each year, or even once each semester or quarter. Changes to the plan should be ongoing and based on the student's progress during that time period. The EL's graduation plan may not look like the graduation plan for a native English speaker.

Assessing Credits

Evaluate the complete course credit history of an EL before designing the schedule and graduation plan. ELs often come with a non-traditional educational history. The student may have attended two or more schools during the year, come from a 7-period day vs. a 4-period day, have been enrolled in a course not offered at the new school, have trade/training program certifications, or have taken content courses in a different order. Complications arise when students move from one state to another with each state having different graduation requirements, standards and assessment systems. This can result in many students not receiving credit for the coursework they have completed. Not receiving credits can lead to apathy, despair and dropping out (Johnson, et al. 1986; Rasmussen 1988). Careful credit assessment of all high school coursework is critically important.

Working with Partial Credits

ELs often lose credits when they move mid-semester. When the semester is interrupted by a move, any "partial" credit is lost. Partial credit is the percentage of the semester's requirements that the student completed successfully, and it is vital to the student's ability to graduate. If the school does not conserve and record partial credit, students may end up repeating a portion of a course that they have already completed.

Possibility

Dedicate time to discuss EL assessment results. Use them for instructional planning and student placement.

Take steps to ensure maximum credit accrual for partially completed semesters. If a student must leave in the middle of the semester, code the transcript so that the student receives partial credit. If a student arrives at your school outside the normal entry time, work with the previous



school to give the student credit for work completed and avoid repeating course work. When working with migrant families, find out when annual migrations are likely to take place and take proactive steps to ensure that students leave with partial credit.

Setting up ELs for Success

After conducting thorough intake assessments, conducting interviews, and evaluating transcripts, school staff can then begin to plan for appropriate instructional programming for each English learner. It is important to provide students the opportunity to follow a rigorous academic curriculum, which fosters academic success and helps them integrate into the fabric of school and society. Callahan (2005) notes that in schools where teaching only basic English is the focus, secondary ELs tend to achieve poorly, lose hope and often drop out. She also found that curriculum placement into regular college preparatory courses was a better predictor of academic achievement than students' English language proficiency.

A comprehensive school-wide program includes qualified ELD teachers as well as content teachers who shelter grade-level content for ELs. Schools must provide qualified staff, continuous professional development, and design and implement a rigorous and relevant curriculum that prepares ELs for college.

8.5 Promising Practices

Once programmatic decisions have been made, identifying and incorporating promising practices are important in raising student achievement. Consider the following ten research-based promising practices:

1. Target language and literacy development across content areas
2. Incorporate authentic curriculum, instruction and assessment
3. Infuse cultural relevancy across curricular, instructional and assessment practices
4. Develop and build on students' native languages
5. Integrate varied, appropriate, and high-level curricular materials
6. Provide structure and maximize choice
7. Include role models to facilitate language learning and foster positive identity
8. Promote asset-based orientations toward ELs, their families and communities
9. Enact high academic standards to prepare ELs for postsecondary options
10. Advocate for holistic approaches to the academic success of ELs

*Created by Dr. Maria Salazar

Promising Practice #1: Target language and literacy development across the content areas

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| <p>Challenges and Opportunities</p> | <p>ELs face a compressed time frame to acquire both the English language and literacy in English. In response, programs across the nation focus on literacy development for ELs in stand-alone ESL programs, often neglecting literacy across the content areas and in mainstream classrooms. Educators often struggle with determining if, when, or how to build native language literacy, in addition to English literacy. In addition, while educators may view ELs as one homogeneous category, the reality is that there is great diversity among ELs, especially among secondary ELs.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Develop a comprehensive approach to language and literacy development across the content areas. • Provide ELD, special education and mainstream teachers with professional development and ongoing support to ensure that all teachers are literacy and language teachers. Include substantial coverage across the essential components of literacy: phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension, oral language and writing. • Adapt the components of literacy to meet ELs’ strengths and needs. • Determine ELs’ educational histories and academic knowledge. • Differentiation is key to build on differences in prior knowledge, skills in English and native language proficiency. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Use knowledge of second language acquisition theory to integrate all language domains (listening, speaking, reading, and writing). 2. Adapt the components of literacy to teach particular phonemes and combination of phonemes in English that may not exist in students’ native languages. 3. Use targeted instructional practices to make language and content comprehensible and scaffold subject matter tasks, instructional routines, and cooperative and independent work. 4. Use sheltered strategies to increase comprehension of key content and processes including: visuals, repetition, clear and consistent rituals and routines, graphic organizers, total physical response, manipulatives, key vocabulary, wait time, and gestures. 5. Explicitly model and explain linguistic, cognitive, and academic targets, and provide multiple opportunities to extend understanding and apply knowledge. 6. Emphasize early, ongoing and extensive oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies include: cooperative learning, accountable talk, songs, rhymes, chants, plays, poetry, language models, and sentence starters. 7. Build high level skills. Assess word level skills (decoding, word recognition and spelling) and text level skills (reading comprehension and writing) in English and in the native language. Use assessment information to develop targeted word level skills early and progress to more cognitively challenging text-level skills. 8. Intensively focus on explicit and challenging vocabulary across grade levels and content areas. Teach content-specific academic words and words related to English language structures that may differ from native language structures. Target higher order vocabulary skills such as cognate relationships. Provide opportunities to practice independent word learning strategies such as word attack strategies. Strategies to build vocabulary include word walls, teaching idioms, illustrations, visuals, graphic organizers, vocabulary journals, and daily vocabulary routines. 9. Assess and build on students’ background knowledge to accelerate language and literacy development. Use students’ prior knowledge to identify frustration, instructional and independent reading levels. Strategies to assess and build on students’ background knowledge include pre-teaching concepts, preview/review and KWL. 10. Build home literacy experiences. Provide intensive and extensive opportunities to read both inside and outside of school. Capitalize on students’ out-of-school literacies including social networking technologies. Encourage parents to read with their children in English and in their native language(s) and explicitly name the transfer of literacy skills. 11. Explicitly teach learning and cognitive strategies. Teach direct and explicit comprehension and critical thinking strategies. Model and teach metacognition of learning and language development. 12. Provide intensive ongoing opportunities to write at all levels of English language development. |



| Promising Practice #1: Target language and literacy development across the content areas | |
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| Research-based Evidence | <i>August & Shanahan (2006); Biemiller (2001); Bongalan & Moir (2005); Calderon, August, Slavin, Cheung, Duran, & Madden (2005); Escamilla (1993); National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs; Short (2005); Tinajero (2006); Tovani (2004); Uribe & Nathenson-Mejia (2009), Walqui (2000)</i> |

| Promising practice #2: Incorporate authentic curriculum, instruction and assessment | |
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| Challenges and Opportunities | Educators are expected to meet state, district and school standards that often prescribe curriculum, instruction and assessment. Efforts to standardize may limit authentic practices that engage secondary students in the learning process. A growing number of educators supplement prescribed practices to increase student motivation and engagement. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Make student-centered instruction the foundation of teaching and learning. • Scaffold ELs’ connection to content by building on their experiential knowledge, particularly interests and adolescent perspectives. • Monitor learning through diagnostic, summative and formative tools that provide evidence of student progress. Do not limit assessment data to a single standardized snapshot. • Integrate 21st Century skills across the curriculum including: critical thinking and problem solving; creativity and imagination; communication and collaboration; information, media and technology skills; and life and career skills. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Make explicit links to students’ prior knowledge and skills and recognize that transfer is not automatic. 2. Create novel opportunities for student movement and interaction. 3. Provide opportunities for real world connections in school prescribed tasks. 4. Become a learner of students’ lives outside of the classroom and create curricular, instructional, and assessment practices that maximize their interests, background, and learning styles. 5. Provide opportunities for students to determine their strengths and needs and monitor their own academic and language development. 6. Include practice that helps students take responsibility for their own learning and that of their peers by building opportunities to practice independent learning strategies, lead discussions and re-teach material. 7. Anticipate students’ challenges and incorporate frequent checks for comprehension. 8. Give specific, consistent, proximal and corrective feedback on language and academic development in a sensitive manner. 9. Use innovative approaches to gauge student progress including publishing, internet research, digital portfolios and media and dramatic presentations. 10. Use a multitude of formal and informal assessments to determine student progress and improve curriculum, instruction and assessment. 11. Teach and assess 21st century skills. |
| Research-based Evidence | <i>Carl & Rosen (1994); Center for Public Education (2009); CLASS Middle/Secondary (2007); O’Malley & Pierce (1996); Partnership for 21st Century Skills (2004); Wagner (2008), Walqui (2000)</i> |

Promising practice #3: Infuse cultural relevancy across curricular, instructional, and assessment practices

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| Challenges and Opportunities | ELs do not come to the classroom as empty slates. They represent a collective cultural experience; yet, there is also vast individual diversity. Curricular materials often exclude students’ home cultures or provide only superficial coverage of cultural celebrations. Research demonstrates that culturally meaningful or familiar reading material facilitates content comprehension. Qualitative research has demonstrated clear links between cultural relevancy and student achievement; although quantitative data is scarce. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Provide students with a foundation for learning that builds on their cultural knowledge and experiences while also providing opportunities to add knowledge and skills valued in U.S. society. • Infuse cultural relevancy into curricular materials to reflect diverse cultures. • Use instructional strategies that build on cultural differences in communication, organization, and intellectual styles. • Create culturally relevant references in assessments and build strategies to help students decode content and questions that may pose linguistic or cultural challenges. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Introduce new concepts via familiar resources. 2. Provide multiple examples and perspectives from diverse cultures. 3. Encourage students to create their own writing prompts based on their cultural knowledge and experiences. 4. Include math and science content that builds knowledge of diverse cultures’ scientific and mathematical discoveries and problem-solving methods. 5. Help students make explicit text-to-text and text-to-self connections, based on their cultural knowledge and experiences. 6. Attempt to use all learning modalities (i.e. visual, auditory, tactile, kinesthetic) when teaching concepts and skills. 7. Create classroom activities that help students identify their learning style preferences. 8. Teach students to contrast their home culture with U.S. culture and provide opportunities for them to analyze, question and challenge their home and U.S. beliefs and assumptions. 9. Confront stereotypes and prejudices and teach students to do the same. 10. Use instructional strategies that build on cultural learning styles including cooperative learning, whole-language, story-telling, kinesthetic movement, role-playing and spoken word through poetry and music. 11. Assign independent work after students are familiar with the concept. 12. Provide various options for completing an assignment. 13. Attend to the classroom environment and culture to make sure it reflects the cultures of students and reflects a multicultural world. 14. Develop curriculum with a global lens. 15. Set group norms around discussions of controversial issues |
| Research-based Evidence | <i>August & Shanahan (2006); Calderon (2007); Delpit (1995); Gay (2000); Ladson Billings (2002); Nieto (1999); Ortiz (2001); Parrish (2006); Perez (2008); Salazar (2008); Salazar, Lowenstein & Brill (in press); Tinajero (2006); Valenzuela (1999); Ware (2006)</i> |



| Promising practice #4: Develop and build on students' native languages | |
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| Challenges and Opportunities | Advocates for “English only” instruction argue that secondary students have a limited time to acquire English; so content area and literacy instruction should be strictly limited to English. However, decades of research demonstrates that native language instruction benefits ELs in many ways, including, the fact that native language literacy and content concepts transfer to English. There is evidence that instructional programs work when they provide opportunities for students to develop proficiency in their native language. A consistent challenge is that transferring reading from the native language to English literacy are often fragmented and inconsistent. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Commit to developing students native language through varied programmatic options (i.e. transitional bilingual education, dual language immersion, late-exit programs). • Make strategic use of native languages in all content classrooms. • Model the value of bilingualism and multilingualism. • Pre-assess students’ native language oracy and literacy skills to make adequate placement decisions. • Use native oral language proficiency and literacy skills to facilitate English literacy development. • Build effective literacy transfer approaches. • Create systems to allow for consistent and ongoing support services across all grade levels. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Know the roadmap of language education for each student. 2. Recognize that native language literacy is a strong predictor of English language development. 3. Build vocabulary in the native language and facilitate transfer to English. 4. Help students access prior knowledge via cognates, “preview review” method and multilingual word walls. 5. Establish interdisciplinary approaches that serve to maintain native language literacy. 6. Use bilingual dictionaries, glossaries and websites to increase comprehension. 7. Provide opportunities for students to develop their native language both inside and outside of school. 8. Encourage parents to develop and maintain the native language at home. 9. Encourage students to support one another’s native language development and the acquisition of English. 10. Ensure that the classroom environment displays a value of multilingualism. 11. Create standardized templates that can be used to communicate with for parents in their native language. 12. Provide students with challenging native language courses. 13. Develop students’ academic language in both the native language and in English. |
| Research-based Evidence | <i>Antunez (2002); August & Shanahan (2006); Barnett, Yarosz, Thomas, Jung & Blanco (2007); Coltrane (2003); Linqianti (1999); Ortiz (2001); Slavin, Cheung (2003); Uribe and Nathenson-Mejia (2009)</i> |

Promising practice #5: Integrate varied, appropriate and high-level curricular materials

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| <p>Challenges and Opportunities</p> | <p>Proponents of prescribed curriculum stress that a common curriculum ensures that all students have access to rigorous content. However, critics argue that curricular materials typically do not reflect students' backgrounds or their learning needs and that materials for ELs are often watered-down versions of mainstream curriculum. Research suggests that supplementary materials are needed to reflect diverse student experiences and foster high standards.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Encourage a balanced approach to prescribed and flexible curricular materials. • Ensure standards-based instruction within a flexible framework that is sensitive to students' language needs. • Create a school-wide philosophy acknowledging that students perform better when they read or use materials that are culturally relevant and in the language they know best. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Align curricular materials to instructional goals based on standards, benchmarks, and language and content objectives. 2. Select/modify materials that are appropriate according to cultural knowledge, reading and language levels, and adolescent perspectives. 3. Provide developmentally appropriate materials, including adapted texts, to support language comprehension. 4. Include high level materials that build academic language. 5. Scaffold prescribed learning materials, especially with supplemental texts that are culturally relevant. 6. Demonstrate the value of diverse experiences and knowledge by using culturally relevant texts as primary learning resources, rather than as secondary materials. 7. Include high-interest discussion topics. 8. Pair technology with instruction to make materials accessible. 9. Analyze materials for bias and teach students to do the same. 10. Use sheltered instruction techniques to make materials accessible. 11. Include native language materials that are leveled and appropriate. |
| <p>Research-based Evidence</p> | <p><i>August & Shanahan (2006); Francis et al. (2006); Hinchman (2000); Moore, Alvermann & Parrish et al. (2006); Short & Fitzsimmons (2007); Short (2005)</i></p> |



| Promising practice #6: Provide structure and maximize choice | |
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| Challenges and Opportunities | Researchers state that choice demonstrates value of diverse experiences and can improve student motivation and engagement. While choice also promotes individualization, some educators may not have sufficient resources to foster individualization of content and curriculum. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Integrate choice across content areas to facilitate individualization and differentiation for language levels. • Emphasize predictable and consistent instructional routines and clear content and language objectives across the content areas. • Provide structured and unstructured opportunities for choice in curricular materials and learning modalities both inside and outside of school. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Build choice into the components of literacy development. 2. Provide students with opportunities to make decisions about content, curricular materials, instructional approaches and assessment practices. 3. Incorporate students' ideas, opinions and feedback. 4. Provide a variety of texts in the classroom library that cover the spectrum of students' language levels in both English and in the native language(s). 5. Engage students in inquiry and project-based learning based, on their interests. 6. Structure the learning process while at the same time creating opportunities for choice. 7. Create interest and increase comprehension through the use of maps and other visuals, music, and artifacts. 8. Allow choice in researching issues or concepts that apply to students' communities. 9. Encourage students to select their own reading material. 10. Encourage students to read texts in both English and in their native language. |
| Research-based Evidence | <i>CLASS Middle/Secondary (2007); Diaz Greenberg & Nevin (2003); Institute of Educational Sciences (2007); Salazar (2008); Short (2005); Upczak & Garcia, 2008; What Works Clearinghouse</i> |

Promising practice #7: Include role models to facilitate language learning and foster positive identity

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| <p>Challenges and Opportunities</p> | <p>While some educators make a case for the cultural blindness approach, others acknowledge that it is important to intentionally include native language and cultural role models to help students build positive academic and sociocultural identities. English language role models are also essential for adolescent ELs because of the limited time they have to master English. However, it is also challenging to provide role models of standard English when ELs are segregated in language programs and do not have access to speakers of standard English. At the same time, cultural role models are essential to promoting high academic aspirations and examples of what ELs can strive for.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Include language role models beyond the teacher to increase linguistic comprehension and self-confidence. • Create opportunities for ELs to develop their language skills with speakers of standard English including peers and community and career mentors. • Build a school-wide mentoring programs to increase access to role models that reflect student experiences. • Provide opportunities for students to mentor their peers and similar students across the K–12 educational continuum. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Create systematic opportunities for peer tutoring. 2. Create complex and flexible grouping according to students’ linguistic and academic needs. 3. Build opportunities for cooperative learning through interactions with speakers of standard language varieties. 4. Include multilevel strategies to engage all students regardless of their English language proficiency level. 5. Rephrase student responses using standard language(s). 6. Give students specific roles during cooperative learning activities so that all students participate in the learning goals. 7. Scaffold linguistic tasks. 8. Provide reading and writing mentors who read quality literature and express critical thinking. 9. Foster community relationships that increase mentors, especially reading and writing mentors and career mentors. 10. Provide opportunities for students to research aspects of a topic within their community. 11. Create assignments that require students to tutor and mentor younger students with similar backgrounds and serve as academic role models. |
| <p>Research-based Evidence</p> | <p><i>CappElini (2005); Cook (1999); Dörnyei (1998); Garcia & Baker (2007); Farris, Nelson, L’Allier (2007); Foulger & Jimenez-Silva (2007); Lewis (2003); National High School Center; Tinajero (2006)</i></p> |



| Promising practice #8: Promote asset-based orientations towards ELs, their families and communities | |
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| Challenges and Opportunities | Educators may inadvertently communicate that ELs are deficient and that they and their families need to be fixed, changed or saved. It is important to foster a belief in the potential and opportunities ELs bring vs. the obstacles and challenges. In addition, educators can provide students with access and practice in using academic knowledge and skills to increase their own success and that of their communities. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Believe in, emphasize and monitor students’ academic success. • Promote the maintenance of linguistic and cultural identities. • Integrate community norms of language and literacy. • Use home-school connections to enhance student engagement, motivation and participation. • Foster an affirming attitude toward ELs and their families with colleagues, parents and students. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Create opportunities for positive academic and social interactions between students of diverse language backgrounds. 2. Encourage students to demonstrate effective problem-solving strategies from their home culture(s). 3. Build on home literacy practices including storytelling, letter writing, written and oral translation, and strategic code-switching. 4. Provide opportunities for students to bring artifacts from home and write about the significance of their artifacts. 5. Attend community events and interact in students’ home environment; then make explicit links in classroom content and instruction. 6. Create assignments that promote family literacy. 7. Interview parents about how and what students learn from them. 8. Identify parents’ strengths and use them as resources to integrate the home culture into classroom activities and into the classroom community. 9. Ask members of the community to teach a lesson or give a demonstration to the students. 10. Invite parents to the classroom to show students alternative ways to approach problems (e.g. math: various ways of dividing numbers, naming decimals, etc.). 11. Incorporate community inquiry projects. 12. Encourage students to interview members of their community who have knowledge of the topic they are studying. |
| Research-based Evidence | <i>Barrera & Quiroa (2003); Bongalan & Moir (2005); Flores & Benmayor (1997); Franquiz & Brochin-Ceballos (2006); Franquiz & Salazar (2004); Kreeft Peyton, Ranard & McGinnis (2001); Ochoa & Cadiero-Kaplan (2004); Ong (1996); Salazar et. al. (2008); Salazar (2008); Tinajero (2006); Valenzuela (1999); Villegas & Lucas (2002)</i> |

Promising practice #9: Enact high academic standards to prepare ELs for postsecondary options

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| <p>Challenges and Opportunities</p> | <p>ELs are often perceived as having deficient language and academic skills. This creates a significant barrier to pursuing postsecondary options. ELs are often highly motivated to pursue postsecondary options and economic opportunities. They need extended opportunities to master language and content to be successful beyond high school. All students including ELs should have the opportunity to earn a college-ready diploma.</p> |
| <p>Programmatic Considerations</p> | <ul style="list-style-type: none"> • Create a college-going culture vs. assumptions of limitations. • Build programs based on the research which show that ELs’ chances of meeting college preparatory requirements increase with early access to college preparatory coursework in high school. • Provide opportunities for ELs to produce college-ready work and demonstrate high level cognitive skills. • Provide and scaffold high-level coursework that prepares ELs for postsecondary options. • Create a school-wide focus on postsecondary readiness that promotes vertical and interdisciplinary teaming. |
| <p>Instructional Strategies</p> | <ol style="list-style-type: none"> 1. Begin advisory groups and personal learning teams specific to college readiness. 2. Include instruction in preparation for college entrance exams and placement tests, including the TOEFL exam. 3. Emphasize higher-level academic vocabulary to develop strong academic language proficiency. 4. Implement opportunities for novel application, reasoning, problem-solving, critical thinking and analysis. 5. Provide targeted support in advanced placement and honors coursework. 6. Provide students and parents with accessible information on college entrance, admissions and cost. 7. Provide access to role models who have successfully navigated and completed postsecondary options. 8. Create rubrics for effective writing that include mastery of content, organization, conventions, sentence fluency and word choice. 9. Scaffold ELs’ writing practice by focusing on targeted writing skills and providing multiple opportunities for practice and mastery. 10. Work with teachers across content areas to strategically focus on reading, writing, critical thinking and problem solving and analysis. |
| <p>Research-based Evidence</p> | <p><i>Center for Public Education (2007); CLASS Middle/Secondary (2007); Conley (2007); Finkelstein, Huang, Fong (2009); Genesee (2006); Hayasaki (2005); Lippman, Atienza, Rivers, & Keith (2008); Stewart (2008); What Works Clearinghouse (2006)</i></p> |



| Promising practice #10: Advocate for holistic approaches to the academic success of ELs | |
|---|--|
| Challenges and Opportunities | Standardized approaches to education are often geared toward mainstream students and do not always consider the different needs of ELs. Moreover, educators often focus on academic development alone and do not recognize that academic success is grounded in ELs socio-cultural and socio-emotional needs. |
| Programmatic Considerations | <ul style="list-style-type: none"> • Consider the big picture of motivation and engagement. • Set clear student expectations. • Create holistic, interactive and additive approaches to language development. • Focus on relationship building and high academic standards. • Promote home/school connections to enhance student engagement, motivation and participation. |
| Instructional Strategies | <ol style="list-style-type: none"> 1. Individualize instruction to meet the unique needs of ELs. 2. Create instructional opportunities for students to make personal connections to learning. 3. Include students’ lives in the content of school. 4. Build a safe and inclusive classroom culture. 5. Communicate with students and parents about academic, social and personal issues. 6. Employ motivational strategies. 7. Attend to affective and physical needs particular to adolescents and immigrant youth. 8. Include parents in their students’ education. 9. Provide consistent encouragement and affirmation. 10. Learn about and integrate brain and cognitive development of bilingual/multilingual learners. |
| Research-based Evidence | <i>Ancess (2004); August & Shanahan (2006); Cummins (1991); Delpit (1988); Heath (1986); Johnson & Morrow (1981); Mercado (1993); Moje (2006); Oaks & Rogers (2006); Short (2005); Tatum 2007; Tinajero (2006)</i> |

Excerpted from: Maxwell-Jolly, J., Gándara, P., and Méndez Benavidez, L. (2007). *Promoting academic literacy among secondary English Learners: A synthesis of research and practice*. Davis, CA: University of California, Linguistic Minority Research Institute

(See Appendix F; Appendix W)



9 Considerations for Educating Refugees

To all the survivors out there, I want them to know that we are stronger and more resilient than we ever knew. We survived, that should be enough but it isn't. We must work hard to become whole again, to fill our soul with love and inspiration, to live the life that was intended for us before it was disrupted by war and horrors, and help rebuild a world that is better than the one we had just left.

—LOUNG UNG, AUTHOR, ACTIVIST AND SURVIVOR OF CAMBODIAN KILLING FIELDS

9.1 Overview and Background

Little research focuses exclusively on refugee education; most is based on the needs of ELs in general. However, as a growing number of schools enroll refugees from around the world, understanding the unique circumstances they face and the implications of their backgrounds on their ongoing education becomes increasingly important.

Each year significant numbers of refugees are relocated to the U.S. according to the Office of Refugee Resettlement (ORR), in 2008 60,193 refugees entered the U.S., of which 1,264 resettled in Colorado. Since 1980, more than 39,000 refugees have resettled in Colorado. The 2014 October count data shows 477 refugee students, which is roughly 1% of the students in Colorado. There are many special considerations for educators to take into account when working with refugee children and parents.

The United Nations High Commissioner for Refugees defines a refugee as the following: *A refugee is a considered to be a person who is outside their country of origin and can demonstrate a well-founded fear of persecution because of race, religion, nationality, membership of a particular social group, or political opinion.* This definition was created at the United Nations Convention Relating to the Status of Refugees in 1951 as a response to displaced people resulting from World War II. When the United States ratified the Refugee Act of 1980, following the end of the Vietnam War, it developed an infrastructure to resettle refugees and began processing Southeast Asians for relocation to the U.S. It was at this time that a significant number of refugees began arriving in this country. Since its inception, refugee resettlement has often reflected the geographic areas experiencing major conflicts around the world, particularly locations where sub-groups have been persecuted. In most recent years, political challenges in countries such as Burma, Somalia, Congo and Nepal have meant a growing number of these families have been resettled to this country.

Challenges to the Family Unit

War and persecution inflict a heavy toll on families. Refugee families may become separated due to the chaos of war and by death. According to the Alliance for African Assistance, internationally, approximately 80% of all refugees are women and children and women make up 55% of the refugees accepted into the United States. This has significant implications on families' financial stability and often results in women and teenagers bearing responsibility for providing for themselves and their families.

The International Rescue Committee reports that worldwide, half of refugees are themselves children and youth. Separation from parents and caregivers makes children and youth especially vulnerable to violence, discrimination and gender explicit violations; in some areas of the world they risk being coerced into participating in military actions, and they may be subject to abuse and abduction.

Resettlement Services

The National Office of Refugee Resettlement (ORR) funds the initial resettlement of refugees, which typically consists of

4–8 months of intensive services upon their arrival. Through ORR, the Colorado Refugee Services Program oversees the direct resettlement of refugees in Colorado. This includes working with voluntary resettlement agencies such as Lutheran Family Services, Colorado African Organization, Jewish Family Services, African Community Center and Ecumenical Refugees Services, to ensure refugees receive case management to find employment, enroll children in school and secure a place to live. Refugees also receive short-term cash assistance to pay for some of their basic needs like food, and many attend pre-employment and ESL classes. Refugee resettlement agencies around the country consistently report that despite this focused support, most refugees experience a level of culture shock upon arrival, which abates over time as they become accustomed to their new life. Depending on their level of education, employment history and trauma, refugees will adjust to life here at various rates (Adkins & Dunn, 2003).

Educational Backgrounds and Cultural Factors

Refugee students come from a variety of educational backgrounds, as do their families. Some tend to be highly educated, such as Bosnians. Others may have languished in schools in refugee camps where training was minimal or non-existent (Trumbull & Elise, 2000). Some are highly motivated to learn, such as the Lost Boys from Sudan, who became an international story; others like the Somali Bantu may struggle because they have so little experience with education (Somali Bantu Association, 2009). Keep in mind, however, that student and their families may not always share the same beliefs as their cultural group.

Refugees represent a wide variety of cultures, with a wide range of perspectives on education and experiences with schools (Adkins & Dunn, 2003). The International Rescue Committee suggests, Somalis, for instance, may have spent time in religious schools, while other groups may be more likely to have experienced a secular approach. In some cultures, education for boys rather than girls may be prioritized. So when there are perceived financial barriers to education such as paying for uniforms, books or fees, girls may be less likely to be enrolled in school. Teenage girls may be at risk for being removed from school to help with the caretaking of younger siblings or a disabled family member. Occasionally, young girls may be pressured into early marriages that greatly limit their education. Students may also come from settings where class participation was not emphasized; rather, types of learning such as rote memorization were the norm.

Some refugee children have resided in camps for long periods of time, perhaps their entire lives. Most have interrupted educations and have been unable to attend school on a regular basis and benefit from a high quality, structured curriculum (Bond and Giddens, 2007). They may have not received educational opportunities, with some younger children never having attended school. In fact, nearly 43 million children living in areas of conflict do not have a chance to attend school, according to the US Committee of Refugee and Immigrants.

It is in this context that refugee children first arrive in American schools. Schools offer refugee children a chance of normalcy, in what has likely been a very chaotic life (Heck, 2005). In fact, one reason international work continues to focus on developing schools for displaced children is because there is recognition that schools in refugee camps provide children a critical chance of developing a routine and a sense of the familiar, even when the other circumstances in their lives feel chaotic and unpredictable, according to the International Rescue Committee.

Working with refugees over the past 20 years, Spring Institute for Intercultural Learning's experience has been that most refugee parents, no matter their country of origin, harbor great hopes for their children and understand that education is the key to building a better life. After the challenges of war and persecution, many will be very motivated to build a new life and take advantages of the new opportunities education affords. Others may be overwhelmed by trying to survive and meet basic needs. Taking the time to learn about specific cultural norms around education is an important first step to helping refugee students succeed in school (Adkins & Dunn, 2003).



9.2 Refugee Migrants

While there is a structured process for distributing refugees for resettlement in communities across the country, like all people, refugees have the freedom to move across states. In recent years, an increasing number of refugees have been drawn to work in industries considered agricultural in nature, especially meatpacking. While historically refugees have been resettled in urban areas, where there were organizations and programs existing to help them, increasingly refugees have chosen to move to more rural areas of the country for employment opportunities. In particular, a growing number of jobs have opened in the meatpacking industry, where wages tend to be significantly higher than the entry-level service jobs refugees have traditionally been hired into. Some are actively recruited from other states by meatpacking companies, while others move through word-of-mouth.

This unplanned resettlement has proven challenging to states without resettlement infrastructure established in rural areas. Both Greeley and Fort Morgan in Colorado have experienced influxes of refugees because of meatpacking jobs, and both communities have worked diligently to help integrate these newcomers.

Schools should recognize that families that have worked in the agricultural sector, including meatpacking, at any time over the past year could be considered migrant. They could qualify for special migrant services, but because they are not the traditional migrant population, they may not know about these programs. Rural school districts that have not worked with refugee families before may face a steep learning curve, but there are many resources for professional development that can prove helpful.

9.3 Professional Development

Many teachers may receive refugee children in their classrooms and have little familiarity of the backgrounds from which they come. There are resources available to educators to help them understand the backgrounds of new refugee groups.

Organizations that specialize in issues related to refugee education include:

- Center for Applied Linguistics, www.cal.org, provides research on language use, learning and effecting teaching methods, with a significant focus on immigrants and refugees.
- Bridging Refugee Youth and Children’s Services, www.brycs.org, focuses on information to and collaboration among services providers in order to strengthen services to refugee families.
- Refugee Educator’s Network, www.reninc.org, has a mission to share information between refugee communities and educators.
- The National Child Traumatic Stress Network, www.nctsn.org, improves care and access to services for traumatized children, with resources available related to refugees.
- Spring Institute for Intercultural Learning, www.springinstitute.org, provides training and consulting in English language acquisition, mental health issues and refugee integration.

Learning about the histories and cultures from which students come will go a long way in strengthening teacher–student–parent communications, and will help in the adaptation of teaching strategies to meet individual students’ needs. Many students come from highly complex backgrounds, and the more teachers can understand the nuances of their culture and history, the better the chances of personally connecting with their students (Adkins & Dunn, 2003). While the teachers who most consistently interact with refugee students may be more likely to receive training related to different refugee groups, a more proactive approach engages all school personnel in these professional development opportunities. Because many different staff will interact with a refugee student during the school year, these professional development

opportunities can benefit front office staff, administrators, and teachers from a wide variety of disciplines. Such opportunities are an important way to educate staff about the backgrounds of students and to explore the implications on instruction and parent involvement (Abbate-Vaughn, 2006).

9.4 Parent Involvement

In their initial resettlement, most refugee parents will be extremely overwhelmed by the U.S. school system. Their competing needs for employment, housing, food and self-sufficiency mean that engaging with the school system on their children's behalf is neither a priority nor well understood. Most refugees do not originate from countries where parents were expected to play a role in school. Different cultures have different expectations and view behavior in a variety of ways, so they may not understand U.S. cultural norms regarding how to make and keep school appointments, discipline their children and participate in school. Rather, they consider school the purview of teachers, who they greatly respect and do not question. Those from countries that required paid tuition may not have a long history with school. Many will see education as the key to future opportunity for their children, but they may not understand the role that they can play in this process (Lese and Robbins, 1994).

Language is usually the greatest barrier for parents, many of whom rely on their children to interpret across an array of community settings including schools; this adds to family pressures as children gain more power in the family and parents are increasingly reliant on them. Parents who depend on their children to interpret for them in the school setting are at a major disadvantage, as students may not fully share all information with their parents, especially information that about their own negative behaviors or academic performance. Students are not allowed to serve as translators in school settings; this puts that child in an adult situation and is not appropriate in most circumstance and may be illegal in some situations. Schools should provide appropriate translators for school-to-parent meetings or other correspondence.

Many cultures struggle with the concept of parent engagement. Typically, teachers and school staff are regarded as the ultimate experts. Ideas of being a partner or having a critical role in their child's education can be confusing (Trumbell & Elise, 2000). Helping refugee parents develop relationships with their children's teachers and key staff like principals is important.

Perhaps most fundamental to student success is the support schools can offer just by gaining the trust of the community, family and students. Through mutual respect and an understanding of expected roles and responsibilities, parents will be much more likely to be engaged.

Questions to consider, developed by Spring Institute for Intercultural Learning, include:

- Do parents know the expectations for their role in the school?
- Is there a heavy reliance on the child or other community resources to communicate?
- How accurate are the interpreters and translators who are being used?
- How can one-on-one relationships be established at the school?
- How can the school create and support events that bring different ethnic communities together?
- Can volunteers mentor families?
- Are home visits and parent nights being employed?
- Have cultural exchanges been considered?



Schools should begin utilizing positive communication strategies with newcomer parents beginning from enrollment. Just understanding the level of education a child comes with can be difficult when there may be no written transcripts or when those documents are not in English. Language interpretation and translation becomes very important for these early encounters to proceed well and should be considered at all points of parent–educator interaction.

Schools should carefully examine their communication strategies with parents to make sure they are appropriate. For instance, for some parents too much information can be challenging to process. Therefore, schools should try to communicate a manageable amount of information to refugee families so that it is not so voluminous that it becomes overwhelming. Also, direct communication from school personnel, such as a personal phone call, helps begin to build a trusted relationship over time and lays a solid foundation for ongoing parent involvement. This also tends to be far more effective than more passive forms such as sending home written flyers (BRYCS, 2008). The most important thing for schools to remember when communicating with parents is that it must be in a form that is most easily understood by the parent/guardian.

While these strategies involve resources on the part of the school that are often in short supply, communicating with refugee parents requires additional work and creative strategies. Some innovative schools employ cultural brokers who may be of the same ethnic group as the refugees but are bilingual and can help educators understand some of the cultural barriers to be overcome. While they work with the students in the classroom during the day and supplement the teacher’s instruction, they also can assist with outreach to parents.

Schools may want to consider creating a parent advisory group for newcomers. Such a group can be an ongoing resource to help school personnel understand the cultural issues around schooling, can inform them of any community concerns that are arising, and can help be a voice for the school in the community.

Explore opportunities to promote adult ESL or family literacy. Refugees quickly recognize that they will need English skills to succeed in the U.S. in the long term. Schools that offer ESL programming for parents, and incorporate additional family literacy instruction for children, can build the groundwork for parent engagement and parenting. Adult students often build treasured relationships with their ESL instructors, who can help them understand their role in the school and in their children’s education.

9.5 Social-Emotional Health

By definition, refugees have come to this country because of their well-founded fear of persecution. Many have witnessed horrible atrocities in their countries of origin, to family, friends and neighbors. They may suffer from post-traumatic stress disorder and may have mental health issues that have never been admitted, diagnosed or treated (Rosseau, 1996). Indeed, in most of these cultures the stigma associated with mental health needs is much stronger than in the United States, so children experiencing mental health challenges are unlikely to have their mental health needs recognized and addressed. In order to promote refugees’ longer-term academic achievement, schools must address social and emotional health issues as they arise. They need to be aware of the school’s mental health referral process so that refugee students have access to the best mental health resources possible (Aronowitz, 1984).

Refugee students may reveal their level of trauma in the art room, through the pictures that they draw. They may demonstrate their histories through the stories they tell. They may have challenges bonding with students and teachers. Educators need to be patient and understanding and work to build their relationships with refugee students and their parents over time.

Educators should be aware that refugee students may be in classrooms with students from countries or ethnic groups with which there are long histories of conflict. Even when students do not feel animosity toward each other, there is a strong possibility that their parents harbor hostilities. For example, refugees from Burma come from many different ethnic

groups that have been pitted against each other by the Myanmar government. The ethnic Karen, the largest group resettled in Colorado, historically feel animosity toward the ethnic Burmese, and vice versa, due to ongoing conflict, perceived injustices, and a strong sense of distrust. Educators should be aware that these dynamics can impact the classroom.

Refugees report challenges from bullying, teasing and discrimination in schools. Because they look and behave differently than their peers, they can be targets of these unhealthy behaviors. They may experience bullying from native-born peers, as well as from other refugees who are more acculturated and have been enrolled in the school for longer periods of time. One promising method for building positive peer relationships is to provide refugee students opportunities to participate in electives and after-school activities, including sports, music and clubs. These programs can help students realize their similarities in a fun and less structured way than the classroom typically offers.

One successful strategy that is increasingly used to initially strengthen refugee students' bond with the school is the use of the newcomer programs (for more newcomer program information, see chapter 2). These are particularly useful with families and children with limited to no education. Newcomer programs give families time and space to adapt to their new environment more gradually than they would typically. They have an opportunity to succeed because newcomer schools and programs are equipped with resources that refugee families need, like basic skills, how to navigate the school system, and intensive instruction on learning English. Usually, students remain in these centers only a short time and then are mainstreamed into the regular school system (BRYCS, 2008).

Other suggestions for strengthening the social-emotional health of refugee students include:

- Take the time to learn about refugee students as individuals, recognizing that families may be under stress;
- Make mental health referrals as needed;
- Learn about community resources that families in need can be referred;
- Find ways to celebrate cultural diversity daily so that students feel respected and that they belong. This includes respecting their background, culture, race and knowledge;
- Whenever possible, connect subjects and lesson plans to students' prior knowledge or experience;
- Be prepared to listen and support families through a variety of communication methods such as: drawing, singing, talking, writing, and role playing (Szente & Hoot, 2006).

9.6 Implications on Assessment

For educators trying to assess the language abilities and content knowledge of refugee students, assessment can be a great challenge. First, refugees may not have transcripts available, and when they do, they may need to be translated into English in order to be understood. Traditional assessments are not available in Burmese, Nepali, or Somali, for instance. Teachers therefore tend to rely on more informal assessments (Hamilton & Moore, 2004).

Researching the typical educational backgrounds from which a particular refugee student comes from is a simple first step. Using interpreters or cultural brokers to talk with students in their native languages will help with more accurate assessments that aren't based solely on observation (ibid).

It is important to also recognize that while assessing students soon after their initial arrival may be required, it can be an extremely frustrating experience for all involved. A more open assessment process may prove less frustrating to new students. For example, one could use pictures to assess background knowledge in subject areas instead of using words, collect a writing sample (even if it is in the students' native language), and/or assess over a longer period of time.



Supporting assessment through regular class activities may strengthen the testing process. If there is a need to make accommodations in testing, ensure that the learner understands the methods through practice (BRYCS, 2008).

- Find out common interests of students to adapt standards and curriculum to support dynamic education
- Support language development through practices like sheltered English and active listening
- Expose learners to language and increase opportunities through signs, environmental texts and word games
- Keep students engaged in learning by building off of what they know, using materials appropriate to their age and incorporating a buddy system to enhance learning experiences

Assessment practices vary across cultures and tests can be culturally biased. Helping families and children understand how assessments are used in education is fundamental.

9.7 Coordination and Collaboration among Programs

Meeting the needs of refugee students is perhaps best accomplished by the active involvement of a diverse array of community organizations and stakeholders. As specific ethnic groups become more settled, community leaders who tend to have the respect and trust of the ethnic community may become more apparent. For instance, in many Somali communities there is a group of Somali elders who other members of the community may look to for guidance in cultural and community issues. Schools that reach out to engage and hear from these elders will be better positioned to meet the needs of the refugee children who attend school. Elders may be much more inclined to share concerns with the school than an individual parent might be.

Some refugee groups create self-help organizations, often called mutual assistance associations, to help newer arrivals with basic transportation, interpretation or meeting basic needs such as food and clothing. These organizations can also be places for schools to build relationships and to help promote stronger communication between the school and the target refugee community. The Refugee Resettlement and Relocation Program is an example of this.

In Colorado, many communities have developed immigrant integration collaboratives, which are coalitions of immigrants, refugees, mainstream organizations and community-based organizations that are working together to promote the inclusion of newcomers. Such collaboratives are also strong avenues for working proactively to engage the community on education issues that impact refugees. More information is available at: www.coloradotrust.org, as well as, the *Immigrant Integration Resource Guide* which can be found on the resource web page of the Office of Culturally and Linguistically Diverse Education at the Colorado Department of Education.

Finally, there are service providers in most communities that may not be led by refugees but certainly have expertise and connections to the refugee community. Schools can seek their guidance to learn more about refugee groups and to find referrals and connections to key refugees from the community who may helpful resources as educators continue to strive to help refugee students make the most of their new opportunities.

(See Appendix Y)

APPENDICES



Appendix A

Data Collection, Paperwork and Record Keeping

This appendix provides specific information about how to collect and maintain adequate data. It can serve either as a starting blueprint for districts without a collection system, or to fine tune a data collection system already in place.

To help all students succeed, it is necessary to track student progress, interventions and their effectiveness and any resulting modifications to programs accurately. *There are three major elements of a good data collection system: a well constructed and flexible database, which generates information for comparison tables, which in turn generates the evaluation report.* It is critical that the system be designed from the outset to be inclusive of all students and able to accommodate information not typically included when keeping records only on native English speakers. This may include language proficiency levels, dates of entry and exit to the program, number of months in program, program type, access to primary language development, etc.

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 needs 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 EL 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 for Civil Rights submissions.
- To assist with English Language Proficiency Act (ELPA) and Migrant counts.
- To assist with grant applications.
- To monitor student progress means being able to disaggregate data along the multiple dimensions that impact EL student progress.

Basic Principles

- Design an evaluation plan that determines 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, such as language backgrounds, length of time in program, description of services received, prior academic preparation, continuous or interrupted presence in district.
- 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. (This is where the distinction between FEP—(never LEP) and FLEP—FEP (formerly LEP) becomes important, while not required by federal or state law, it's inclusion can allow districts to keep more accurate track of program effectiveness while at the same time providing classroom teachers who receive FLEP students greater insight into potential continuing academic challenges resulting from both linguistic and cultural factors as they continue to develop higher order cognitive skills.)
- 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.
- Develop a user-friendly system and 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 EL status; include all students in district on database. In the Federal EL resource materials, a guiding question is, “Are data systems maintained that permit EL and former EL students to be compared to the population generally?”
- Maintain data in a consistent place and format. Plan to train building secretaries and/or other appropriate staff as to process, timelines, forms, etc.
- Build the capacity to revise the system on an ongoing basis without losing prior data.
- Assign 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.
- Keep database as simple as possible and still be able to do the job required, so that it can be easily modified by later personnel.
- Develop 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.



- Develop in-house where developer is also primary user.
- Develop a multi-year database to track data longitudinally to 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 the 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.
 - EL students, comparing standardized test scores, progress reports, and CMAS test scores with language level.
 - EL 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.

Model Data Collection Process

Legal Underpinnings

In 1982, the U.S. Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same rights as U.S. citizens and permanent residents to attend public primary and secondary schools. Like other children, undocumented students are required under state laws to attend school until they reach a legally mandated age. As a result of the *Plyler* ruling, public schools **may not**:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to verify residency;
- engage in any practices that “chill” or hinder the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents that may expose their undocumented status;
- require social security numbers as a requirement for admission to school, as this may expose undocumented status.

Even with recent changes in immigration laws, students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

Recent changes in the F-1 (Student) Visa Program **do not** change the *Plyler* rights of undocumented children. These changes apply only to students who apply for a student visa from outside the U.S. and are currently in the U.S. on an F-1 visa.

Also, the Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency—including the **Immigration and Customs Enforcement (ICE)**—with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents. The only exception is if an agency gets a court order—known as a subpoena—which parents can then challenge. Schools should note that even requesting such permission from parents could act to “chill” a student’s *Plyler* rights.

Finally, school personnel—especially building principals and those involved with student intake activities—should be aware that they are under no legal obligation to enforce U. S. immigration laws.

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, and is maintained in the cumulative file for all students in the district. A designated person who has thorough knowledge of the English language proficiency programs being used by the school/ district as well as the ability to interpret data and information found in a body of evidence is responsible for reviewing the home language questionnaire upon registration of the student and immediately forwarding those identified as PHLOTE to the LIEP department. Students are considered PHLOTE if there is any influence of another language in the home; students who learn a second language in an academic setting are not considered PHLOTE.

Assessment of PHLOTE students, determination of LEP/EL 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 EL. 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/Bilingual files. The language assessment scores are also entered on the database.

Program Placement for EL students—Program placement is made by a district-designated person or team. 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/Bilingual files. Services, and documentation of services, continue every grading period until the student meets the exit criteria.

Parental Notification—Students who are identified as LEP have a legal right to receive instruction tailored to their needs. Parents of EL-identified students must receive notification of participation in a Title I, Part A-funded language instruction educational program under Title III of the ESEA, annually, not later than 30 days after the beginning of the school year for children identified before the beginning of the year or within the first two weeks of a child being placed in a language instruction program.

Identification and follow-up of EL exit students—As “triggers” for Re-Designation a student must score a 5.0 Composite and 5.0 Literacy score on the ACCESS for ELLs. A BOE is assembled to determine and support or refute a Re-Designation decision for a student. A BOE must include, at a minimum: one piece of evidence to confirm English proficiency aligned with the CELF Standards, at least one piece of evidence to validate CMAS: English Language Arts (PARCC) for both Reading and Writing. The student must show proficiency on CMAS: English Language Arts (PARCC) for both Reading and Writing. EL exit students must continue to be tracked and monitored for 2 years 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). In addition to legal requirements—it is important that teachers who receive FEP (formerly LEP) students be



made aware of students' language background. Even though they may have met formal re-designation / exit criteria, they will continue to benefit from instruction that fosters language development and is made understandable through a variety of strategies. This is because the academic skills students need to be successful take many years to develop deeply. In addition, students from different cultural backgrounds while speaking English fluently may still be unfamiliar with same cultural and contextual references in instruction.

Documentation of additional information—Additional information can also be included. This information is collected on an ongoing basis as it becomes available, and is entered in the database.



Appendix B

Knowing and Interpreting Scientifically Based Research

What is 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 school-wide 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.

Feuer and Towne, October 2001, suggest 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 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)

No one set of scientifically based research suits all local situations—one size does not fit all. The following six guiding principles described by the National Research Council underlie all scientific inquiry—including education research. Knowledge of these principles gives teachers, administrators, and school boards the tools to judge which programs and strategies are best for the ELs served by their school, district or BOCES:

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. Feuer and Towne (2001) state 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 design does not make a study “scientific;” the *appropriateness* of the method / design as well as the *rigor* allow the research to be considered credible. 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: www.nap.edu/openbook.php?isbn=0309082919 (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.

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. Several large scale reviews of the literature have demonstrated the efficacy of programs that incorporate students’ first language in instruction (Greene, J.P. (1998). *A meta-analysis of the effectiveness of bilingual education*. Claremont, CA: Tomas Rivera Policy Institute) and (Rolstad, K., Mahoney, K., Glass, G. V. (2005). *The big picture: A meta-analysis of program effectiveness research on English learners*. *Educational Policy*, 19, 572–594). Another comprehensive review of the research on ELs 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 ELs 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.





Appendix C

Lessons Learned—Practices of Successful Model Schools Serving ELs

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

Lesson 1—A comprehensive school-wide vision provides an essential foundation for developing outstanding education for ELs.

- 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 ELs 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 is 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 ELs should be fluent in the native language and/or trained in first and second 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.
- Successful schools see the need to change entirely in a comprehensive way, with implications for the entire structure. The system of schooling needs to be re-examined in order to realize the goals.
- The structure and content of the curriculum, instruction and learning environments, language development strategies, organization of schooling and use of time, and school decision-making are understood to be interconnected. Though all elements are not necessarily addressed at once, the staff as a whole needs to believe 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 ELs access to the core curriculum.

All the model schools minimally adopt these basic goals:

1. That ELs 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 seek maintenance in the native language, the model schools varied in their approach to English language acquisition. The demographics of the ELs 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 emerge.
 - 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 typically complemented direct ESL instruction.
 - Language instruction educational programs are 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 language proficiency needs of students.
 - Flexibility is necessary because of the diversity of students. The key to flexibility is having qualified and trained staff 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 ELs and non-ELs, teacher teams teach and employ a wide range of grouping and instructional 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 ELs access to the core curriculum while simultaneously developing their English language skills.

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

- Model schools create and deliver a high quality curriculum to their ELs that parallel the curriculum delivered to other students at the same grade level.
- The curriculum is presented in a way that is meaningful to ELs by making connections across content areas. Model 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.
- Model 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 create curriculum that draw 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.
- Focusing on concepts over an extended period of time, teachers emphasize depth of understanding over breadth of knowledge.

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

- Model sites develop their own mix of instructional strategies for meeting the challenge of language diversity. However, across the model sites, the strategies tend to be based on similar pedagogic principles and approaches to creating highly effective learning environments. These innovative principles are aimed to engage students actively in their own learning.
- Teachers create nurturing learning environments that facilitate students working independently and in heterogeneous, cooperative groups. Instruction often consists of students engaged in self-directed, hands-on experiential learning, including inquiry and active discovery methods. These features, as implemented in exemplary sites, are examples of the new reform approaches to teaching language arts, science, and mathematics.
- Sheltered English strategies, combined with the curriculum approaches suggested in Lesson 3, are effective for ELs at different levels of English oral, reading, and writing competency.
- 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 into student portfolios.

Lesson 5—A school-wide approach to restructuring units of teaching, use of time, decision making and external relations enhances the teaching/learning environment and foster the academic achievement of ELs.

- Each model school restructures 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 is explored and implemented so that the academic schedule respects 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 ELs' transition to English and the incorporation of newcomers into the ESL program. Elementary and middle school levels also restructure their schools into smaller school organizations such as "families" or reading groups which heightened the connections among students, between teacher and students, and among teachers. One model has small groups of students staying 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.

-
- Model schools redesign 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 deliver a range of integrated health and social services which reflected their vision of the school as an integral part of the community.

Lesson 6—Districts play a critical role in supporting quality education for ELs.

- District leadership supports the development and implementation of high quality programs for ELs.
- Personnel in such districts believe that ELs 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 ELs.
- 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.

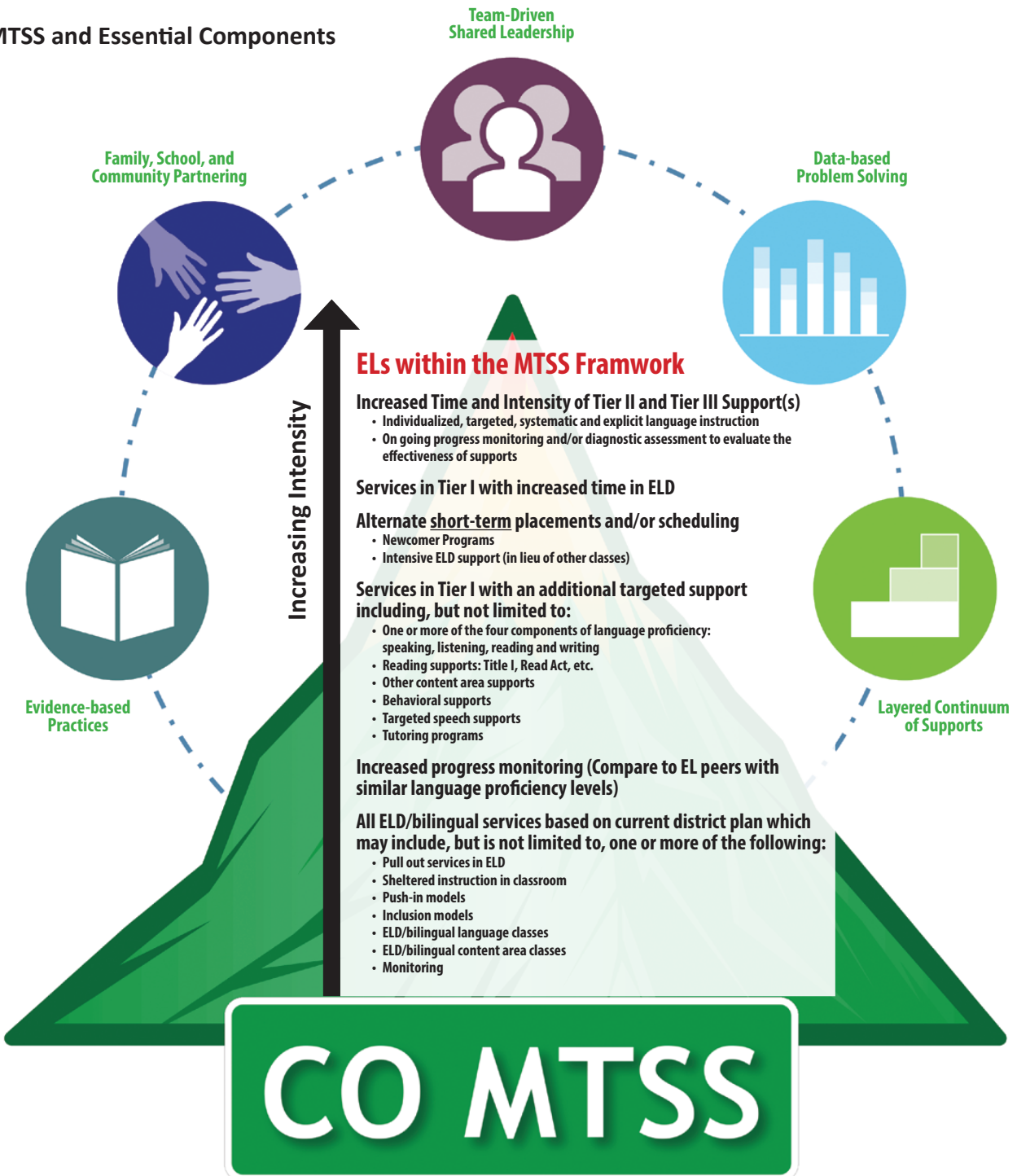
Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs (Miramontes et al 1997) provides a framework for such school-wide planning. It is designed to take school personnel through a comprehensive process to create a school profile and weigh the options for the optimum program given the student population, local mandates, and resources available.



Appendix D

Multi-Tiered System of Supports for ELs

MTSS and Essential Components



Appendix E

ELD Continuum

English Language Development Continua

Introduction

The English Language Development (ELD) Continua are the result of a multi year effort launched in Colorado under the auspices of The Associated Directors of Bilingual Education (ADOBE) in response to the dramatic growth in the number of ELs attending public schools. Nearly all teachers have English Learners (ELs) in their classrooms or can expect to have them in the near future. One of the greatest challenges in meeting the academic needs of these students is the great variation in their stages of language acquisition. These continua are intended to assist teachers in improving outcomes for second language learners by helping them to document their students' developing language proficiency, thus allowing them to tailor instruction to students' levels of performance.

The 4 continua provide both regular classroom and ESL teachers with a set of indicators reflective of students' developing English abilities in four areas: listening, speaking, reading and writing. They allow teachers to follow ELs' pathways of development and facilitate their movement to fluent English proficiency. They were developed based on profiles that were already in use in several districts, other oral language, reading and writing continua in use in the field, as well as national standards for English Language Development.

Participants in the development process included highly qualified second language educators from 14 Denver metropolitan and neighboring mountain school districts along with support from several institutions of higher education. We have tried to make the documents teacher friendly and flexible enough to be used across districts. Recognizing the challenges posed by the great variation in students' stages of language acquisition and academic background, we deliberately created a single set of indicators applicable K-12 for all kinds of programs. They are not intended to label students who demonstrate particular indicators, nor do they set or pretend to measure yearly growth targets.

Purpose

These continua are useful for a variety of purposes. Above all, they provide guidance to teachers in planning for instruction appropriate to the needs and behaviors typical of second language learners. By documenting student behaviors, the continua can also give teachers a clear sense of the range of proficiencies in their instructional groups, information that can be used as a basis for the differentiation of instruction.

These continua can be especially helpful for teachers who have not been formally trained to work with the second language learners in their classroom. The indicators in each of the four areas can alert you to the kinds of instructional opportunities from which students can benefit. For example, if students are exhibiting particular behaviors, you can then design instruction to assure that students have opportunities to demonstrate the next behaviors beyond where they are. If a particular behavior is not apparent, you should ask whether it is that students have not acquired the skill or that they have not been provided with opportunities to practice and learn that behavior.



The ELD Continua At A Glance

Who Are They For?

| All Educators Who Work with ELs | Any Student Whose First Language is Other Than English |
|--|--|
| <ul style="list-style-type: none"> • Grade level classroom teachers • Mainstream content teachers • ESL/ELA/ESOL teachers • Bilingual teachers • Resource teachers, special education teachers, GT teachers • Instructional support personnel: instructional coaches, TOSAs, specialists, coordinators • Administrators | <ul style="list-style-type: none"> • Students receiving ESL and/ or Bilingual program services • ELs who have waived services but need support • ELs in mainstream and content area classes • Students who have been redesignated as “Fluent in English” but are still developing academic English as indicated by the behaviors in the continua • Students who have never been identified for second language support services but are still developing academic English as indicated by the behaviors in the continua |

| What the Continua Are: | What the Continua Are NOT: |
|--|--|
| <ul style="list-style-type: none"> • Instructional planning tools containing indicators of typical English language development behaviors in listening, speaking, reading, and writing • Observation tools that can provide snapshots of current English proficiency • Content dependent (i.e. student may be in one place in math and another in social studies) • Tools for teachers to examine their own instruction • A basis for communication and collaboration among colleagues • A starting point for discussing English language development with parents • A source of data to guide decision-making about redesignation or reclassification as fully English Proficient • Tools to inform instructional grouping—a basis for differentiation. | <ul style="list-style-type: none"> • Checklists • Methods to categorize or label students • Formal language proficiency tests • Tools for test preparation • Lists of standards • A basis for grading • Aligned with LAU or ELPA categories • Replacement for or specifically aligned with English language proficiency assessments (IPT, LAS, WM, ACCESS for ELs) • Replacement for district adopted profiles or continua. |

Information provided by analyzing student behaviors can support ELD teachers and content area teachers as they work together, to meet the rigorous accountability requirements under NCLB. They provide an ideal tool for communication and collaboration among the different professionals who work with English language learners and their families. This allows students better access to the core curriculum and more opportunities to develop English language proficiency.

The outline of indicators may also help you make the case that a student is, or is not ready to transition to and function well in a mainstream classroom. In addition, they provide a concrete means by which to communicate to parents’ their children’s progress in acquiring English.

How To Use: An Example

Below is a sample of just a few of the writing indicators. The first step is to identify behaviors students are currently exhibiting. You could collect a formal writing sample or simply review in-class work. You might note that a student is comfortable copying information. If you look farther long the continuum you will find indicators of what students are likely to do next. You can then create instructional opportunities to practice them. In this case, you could provide the student with opportunities to use familiar words and phrases to create their own text about a familiar topic.

| Column A New to English | Column B | Column C | Column D | Column E Ready to Transition |
|--|---|---|---|--|
| <p>Uses familiar vocabulary related to personal needs/ interests</p> <p>Copies vocabulary from environment and resources available in the room</p> | <p>Generates writing which reflects own oral language production</p> <p>Labels own drawings with assistance or other support</p> <p>Relies on familiar sentence patterns to write about personal or classroom experiences</p> | <p>Writes simple sentences about personal experience and content areas with grammatical accuracy</p> <p>Experiments with sentence variety using conjunctions, simple prep and or descriptive words</p> <p>Writes narratives with beginning, middle & end with support</p> | <p>Uses a variety of simple, compound and complex sentences appropriate to topic</p> <p>Uses words or sentence structures to reflect a personal style</p> <p>Writes well-developed storyline with specific details when writing independently</p> | <p>Uses variety of grade-appropriate sentence structures in all independent writing</p> <p>Conveys complex and abstract ideas including emotions and opinions</p> <p>Writes cohesive, detailed: Narrative Creative Expository Persuasive</p> |

If a student is currently using simple sentences, you could provide them with opportunities to see how their own writing could be changed and expanded with modeled sentences that are more complex but maintain the student’s original meaning.

Once students’ current behaviors are noted, it will be important to determine whether they exhibit these behaviors consistently or if there are major gaps in the indicators across columns. If you do not see a behavior you feel you should be seeing, consider whether students have had sufficient opportunity to practice and how you might adjust instruction to provide additional opportunities.

Remember As You Use the Continua:

These continua were developed to document behaviors, not to label students. The columns have purposely not been aligned with stages of language development. Some students will likely exhibit behaviors in several columns within any of the areas and certainly across the four domains of listening, speaking, reading and writing.

And finally, always keep in mind that it takes a long time for students to demonstrate full academic proficiency. If you look closely at the indicators in column E of each continuum you will see that to perform academically, expectations are high. It would be difficult to defend moving a student who did not have those skills into a mainstream classroom without providing continuing support for their language development.



Appendix F

Secondary EL Educational History Checklist

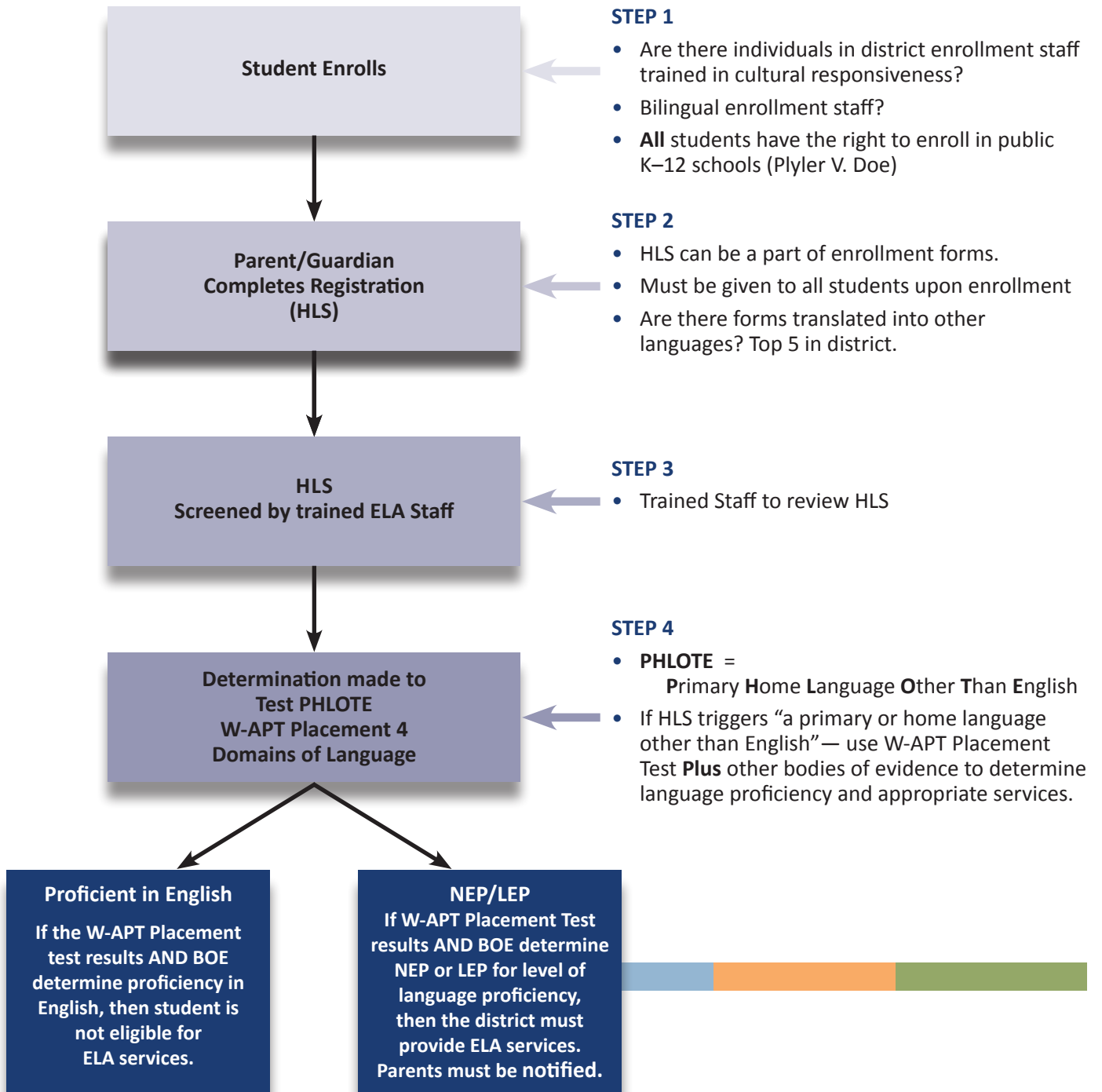
(Adapted from the Washington State Counselor's Guide)

To adequately assess the needs of secondary ELs, obtaining the educational history is a preliminary and crucial factor.

- ✓ Examine all of the records you receive from the sending institution or relatives of the student.
- ✓ Determine the student's years of U.S. and/or foreign education and any gaps in the educational process. Obtain and validate transcripts from all previous schools, including private or foreign schools. Make sure all credits are posted.
- ✓ Determine if the student has ever attended a summer school program. Determine if the student has any grade reports or certificates from attending trade schools, training programs, community service programs, or other educational programs. Obtain, validate and post records.
- ✓ Make a thorough evaluation of all credits earned and credits needed for graduation and for post-secondary education. Look at past transcripts to identify if the student is repeating coursework unnecessarily.
- ✓ Review requirements for graduation from the local district and those for post-secondary entrance to college or vocational training.
- ✓ Assist the student in developing a graduation plan of coursework that incorporates the results of your complete credit analysis, the requirements for graduation and the student's career pathway.
- ✓ Enroll the student in appropriate courses. Within a week of placement, check with teachers to verify correct placement.
- ✓ Empower the student with information so that she/he can accept personal responsibility to manage her/his education. Involving the student and her/his relatives in educational career planning not only assists in making good educational decisions, it also provides the counselor with information on the student's interests.
- ✓ Review scores from State and local academic and language proficiency assessments. Establish whether the student has met mastery in all required areas.
- ✓ Compare the student's age and grade level to see if they are on track to graduate by the required age.

Appendix G

Identification Flow Chart





Appendix H

EL Program Models

Program Models for English Learners

| Bilingual Programs | Sheltered Programs |
|---|---|
| <p>Dual Language Program: Serves both ELs who speak a common language and native English speakers. The goal for both groups is to develop first and second language proficiency and academics. Both languages are valued and developed.</p> | <p>English as a Second Language (ESL): ELs may receive content instruction from other sources while they participate in ESL or may be in self contained classrooms. Students receive developmentally appropriate language instruction.</p> |
| <p>Developmental Bilingual: Primarily serves ELs and aims for proficiency in English and their native language, with strong academic development. Students receive instruction in both languages.</p> | <p>Specially Designed Academic Instruction in English (SDAIE): ELs receive grade-level, core content courses in English using instructional strategies that make content concepts accessible and promote development of academic English. Sheltered instruction can be used to describe pedagogy rather than program design.</p> |
| <p>Transitional Bilingual: Serves ELs with academic instruction in their native language while they are learning English. As English proficiency develops, students move to all-English classes.</p> | |
| <p>Newcomer: Specially designed for recent U.S. arrivals with no or low English proficiency and limited literacy in their native language. The goal is to accelerate acquisition of language and skills and orient them to the U.S. and its schools. Program can follow a bilingual or sheltered approach.</p> | |

Source: Hamayan, E. and Freeman, R. (2006). *English learners at School: A Guide for Administrators*. Philadelphia: Caslon.

For more program information: www.ncela.us/files/uploads/5/Language_Instruction_Educational_Programs.pdf

| Dual Language Program | Sheltered Instruction | Newcomer Programs | Transitional Bilingual | Developmental Bilingual | Two-way Immersion |
|---|--|---|--|--|--|
| Language Goals | Academic English | English Proficiency | Transition to English | Bilingualism | Bilingualism |
| Cultural Goals | Understand and integrate into mainstream American culture | Integrate into mainstream American culture | Integrate into mainstream American culture | Integrate into mainstream American culture and maintain home/heritage culture | Maintain/integrate into mainstream American culture and appreciate other cultures |
| Academic Goals | District/program goals and standards | Varied | District goals and standards | District goals and standards | District goals and standards |
| Student Characteristics | <ul style="list-style-type: none"> • NEP/LEP • Some programs mix native and non-native speakers | <ul style="list-style-type: none"> • NEP/LEP • Low level literacy • Recent arrival • Mixed L1 culture | <ul style="list-style-type: none"> • NEP/LEP • Same L1 • Mixed cultural backgrounds | <ul style="list-style-type: none"> • NEP/LEP • Same L1 • Mixed cultural backgrounds | <ul style="list-style-type: none"> • Both native English speakers and NEP/LEP students; different cultural backgrounds |
| Grades Served | <ul style="list-style-type: none"> • Any grade • During Transition to English | <ul style="list-style-type: none"> • K–12; many at secondary levels | <ul style="list-style-type: none"> • Primary and elementary grades | <ul style="list-style-type: none"> • Elementary grades | <ul style="list-style-type: none"> • K–8; preferably K–12 |
| Entry Grades | Any grade | K–12; many entering MS/HS | K, 1, 2 | K, 1, 2 | K, 1 |
| Length of students participation | Varied: 1–3 years, or as needed | Usually 1–3 semesters | 2–4 years | Usually 6 years (+K); preferably 12 (+K) | Usually 6 years (+K); preferably 12 (+K) |
| Role of mainstream teachers | Prefer mainstream teachers have SI training | Mainstream teachers must have SI training | Mainstream teachers must have SI training | Stand-alone program with its own specially trained teachers | Mainstream teachers with special training |
| Teacher qualifications | <ul style="list-style-type: none"> • Often certified ESL or bilingual teachers with SI training • Prefer bilingual | <ul style="list-style-type: none"> • Normal certification • Training on SI • Prefer bilingual | <ul style="list-style-type: none"> • Bilingual certificate | <ul style="list-style-type: none"> • Bilingual/multicultural certificate • Bilingual proficiency | <ul style="list-style-type: none"> • Bilingual/immersion certification • Bilingual proficiency • Multicultural training |
| Instructional materials, texts, visual aids, etc. | English with adaptations; visuals; realia; culturally appropriate | In L1 or English with adaptations | In L1 of students and English; English materials adapted to language levels | In L1 of students and English; English materials adapted to language levels | Minority language and English, as required by curriculum of study |



Appendix I

Components of an ELD Plan

Possible District ELD Plan Components

This list is not all-inclusive; it represents the major components to consider when creating your District ELD Plan.

- 1) District EL student demographic information (could include growth patterns and trends)
- 2) Assessment matrix for ELs
- 3) Instructional program and educational approaches for ELs
- 4) Scheduling guide for service (service delivery plan). Special populations: ELs that are also GT, SPED, Native American or migrant.
- 5) Researched based instructional strategies/programs
- 6) Reassessment, Reclassification and Exiting
- 7) Interventions
- 8) Professional development
- 9) Parent involvement
- 10) AMAOs
- 11) Program Evaluation



Appendix J

Federal and State Legislation and Court Decisions Surrounding the Education of ELs

Key Sources of Federal Law

1. Title VI of the Civil Rights Act of 1964

- Prohibits discrimination based on race, color or national origin
- “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.”

2. Office for Civil Rights May 25, 1970 Memorandum

- Requires school districts to take affirmative steps to rectify language deficiencies in order to open instructional programs to all students.
- Prohibits school districts from assigning LEP students to special education classes on criteria which essentially measure or evaluate English language skills
- School District’s have the responsibility to adequately notify parents with limited English proficiency of school activities which are called to the attention of other parents. Such notice in order to be adequate may be to be provided in a language other than English.
- Forbids specialized programs for LEP students to operate as an educational dead-end or permanent track

3. Lau v. Nichols – 414 U.S 563 (1974)

- “Under these state imposed standards, there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.
- Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.
- It seems obvious that the Chinese-speaking minority receive fewer benefits that the English speaking majority from respondent’s’ school system which denies them a meaningful opportunity to participate in the educational program – all earmarks of the discrimination banned by the regulations”.



4. *Equal Educational Opportunities Act of 1974*

- “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by –
 - The failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

5. *The Lau Remedies (1975)*

They specified approved approaches, methods, and procedures for:

- “Identifying and evaluating national origin minority students’ English language skills;
- Determining appropriate instructional treatments;
- Deciding when LEP children were ready for mainstream classrooms;
- Determining the professional standards to be met by teachers of language minority children.”

6. *Castañeda v. Pickard (1981)*

The court of Appeals then formulated the following three-part test to measure compliance with the EEOA (see #4) requirement of “appropriate action.”

- (1) Theory: The Court’s responsibility, insofar as educational theory is concerned, is only to ascertain that a school system in pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy.
- (2) Practice: The Court’s second inquiry would be whether the programs and practices actually used by a school system are reasonably calculated to implement effectively the educational theory adopted by the school. We do not believe that it may fairly be said that a school system is taking appropriate action to remedy language barriers if, despite the adoption of a promising theory, the system fails to follow through with the practices, resources, and personnel necessary to transform the theory into reality.
- (3) Results: If a school’s program, although premised on a legitimate educational theory and implemented through the use of adequate techniques, fails, after being employed for a period of time sufficient to give the plan a legitimate trial, to produce results indicating that the language barriers confronting students are actually being overcome, that program may, at that point, no longer constitute appropriate action as far as that school is concerned.

7. Plyler v. Doe: Right to Attend Free Public School

The US Supreme Court has ruled in *Plyler v. Doe* [457 U.S 202(1982)] that undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S citizens and permanent residents. Like other children, undocumented students are not obliged under State law to attend school until they reach a mandated age.

As a result of *Plyler* ruling, public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practices to “chill” the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

CDE/OFPA/MC/JAN09



Federal Law: No Child Left Behind (NCLB) ACT of 2001

Title III: Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107–110)

Complete Legislation available at:

www.nclb.gov/titleIII

Title I-C: Education of Migratory Children (Public Law 107–110)

Complete Legislation available at:

www2.ed.gov/programs/mep/mepguidance2003.doc

Title I-A: Improving the Academic Achievement of the Disadvantaged (Public Law 107–110)

Complete Legislation available at:

<http://www2.ed.gov/programs/titleiparta/index.html>

State Laws:

Senate Bill 02-109: Revisions to the English Language Proficiency Act regarding assessment and accountability (2002).

English Language Proficiency Act (ELPA) – Article 24 of the Colorado Revised Statutes (CRS 22-24-100–106).

Complete Legislation available at:

http://www.cde.state.co.us/cde_english/elpa

Office for Civil Rights (OCR):

1991 OCR policy applies to students who are national origin minority and limited English proficient (LEP) and unable to participate meaningfully in the district's educational program. The policy outlines several areas that have requirements: Identification and Assessment, Educational Programs, Staffing, Staff Development, Exit Criteria, Program Evaluation, and Equity. Complete Policy available at:

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Laws and Court Decisions:

The present Office for Civil Rights (OCR) 1991 policy on schools' obligation toward LEP students is based on the following laws and court decisions:

- 1974 Lau v. Nichols U.S. Supreme Court decision
- 1974 Equal Education Opportunities Act
- 1978 Education Amendments
- 1981 Castaneda v. Pickard 5th Circuit Decision



Appendix K

District Self-Assessment Tool for English Language Development (ELD) Plan and Evaluation

Colorado Department of Education—Office of Culturally and Linguistically Diverse Education

LEA District Self Assessment Tool

English Language Development (ELD) Plan & Evaluation

| I. A. Introduction: School District Information: Does the district have or include information on: | NO | YES |
|---|----|-----|
| 1. the size of the school district (may include number of schools)? | | |
| 2. the district total enrollment? | | |
| 3. the district's ethnic diversity? | | |
| 4. the number of limited English proficient students (NEP or LEP enrolled in the school district)? | | |
| 5. the number and percent of EL students in Special Education? | | |
| 6. the number and percent of EL students in the Talented and Gifted program? | | |
| English language proficiency assessment results including: | | |
| 7. Number and percent of students progressing to a higher proficiency level on ACCESS for ELLs | | |
| 8. Number and percent of students attaining English Proficiency on ACCESS for ELLs | | |
| 9. Number and percent of students on monitoring status year 1 | | |
| 10. Number and percent of students on monitoring status year 2 | | |
| 11. Number and percent of students who have been re-entered into the program from monitoring status | | |
| 12. Number and percent of students who have been exited from an ESL or Bilingual Program | | |
| 13. Colorado Measures of Academic Success (CMAS) results for LEP students | | |

| I. B. Introduction: School District Information on Program Goals and Philosophy (OCR Step 1) | NO | IN PROGRESS | YES |
|--|----|-------------|-----|
| 14. Does the EL plan describe the district’s educational approach (e.g.,ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating EL students? | | | |
| 15. Is the educational approach chosen by the district recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure that ELs acquire English language proficiency and are provided meaningful access to the educational program? Is the language instruction educational program research based? | | | |
| 16. The educational goals of the district’s program of services for ELs are described. | | | |
| 17. There is a measurable goal for English language proficiency based on AMAOs targets. | | | |
| 18. There is a measurable goal for mastery of subject matter content | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| II. Identification of the Primary Language other than English (PHLOTE): (OCR Step 2) does the district | NO | YES |
|---|----|-----|
| 1. have established procedures for identifying PHLOTE students? | | |
| 2. administer a home language survey to all students? | | |
| 3. identify PHLOTE students within 30 days at the beginning of the school year? Or, 2 weeks during the school year? | | |
| 4. have procedures to identify Native American students who may need language development services? | | |
| 5. Are procedures in place to identify Migrant students who may need additional support in addition to language development services? | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| III. A. Assessment of EL Students (OCR Step 3): Does the district indicate (for initial identification) | NO | YES |
|---|----|-----|
| 1. the test(s) used to assess English proficiency, if the district uses assessments in addition to ACCESS for ELLs? | | |
| 2. the staff that administers the tests and the process used to administer the proficiency test (s)? | | |
| 3. the timeline for administering the ACCESS for ELLs | | |
| 4. procedures to collect and disseminate the ACCESS for ELLs test data/results to teachers and parents? | | |
| 5. where the ACCESS for ELLs test data will be located? | | |

| III. B. Assessment of EL Students (CR Step 3): Does the district identify: | NO | YES |
|--|----|-----|
| 6. how it will set standards and objectives for raising the level of English proficiency? | | |
| 7. procedures to ensure that ACCESS for ELLs assessment data will be used to make decisions about instruction so that EL students meet Annual Measurable Objectives? | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| IV. Instructional Program and Educational Approaches for EL Students (OCR Step 4) | NO | IN PROGRESS | YES |
|---|----|-------------|-----|
| 1. Are the district’s programs and services as described in this section consistent with the educational theory(ies) (e.g., ESL, structured immersions, transitional bilingual education, dual language, etc.) selected by the district? | | | |
| 2. Does the description of the program of services for ELs reflect: The methods and the services the district will use to teach ELs English language skills? | | | |
| 3. Does the description of the program of services for ELs reflect: The method and the services the district will use to ensure that ELs can meaningful access and participate in the academic and special programs (e.g., English language arts history, science, social studies, music, vocational education, etc.) offered by the district? | | | |
| 4. Does the description of the delivery of services to ELs reflect: How, by whom and where the English language development services will be delivered? Does the plan identify the person(s) responsible for providing services to EL students? | | | |
| 5. If ELs are in the regular classroom for academic subjects (English language arts, history, science, etc.) how will the ELs be able to participate in these academic subjects? (For example, will the district provide training for teachers so that the ELs can effectively participate in classroom activities and comprehend the academic material being presented?) | | | |
| 6. Are guidelines and standards included for providing ELs each of the services in the district’s EL program? | | | |

| IV. Instructional Program and Educational Approaches for EL Students (OCR Step 4) | NO | IN PROGRESS | YES |
|--|-----------|------------------------|------------|
| 7. Does the plan include standards and criteria for the amount and type of services to be provided? Does it include a process to decide the appropriate amount and type of services to be provided? | | | |
| 8. If there are any variations in the district’s program of services between schools and grade levels, are the variations described by school and grade level? | | | |
| 9. Are procedures included for notification to parents of newly enrolled students, in a language that the parents understand, of the availability and type of program of services and other options for EL students? | | | |
| 10. Are provisions made for language appropriate notice to the parents of ELs regarding school activities that are communicated to other parents (e.g.. student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund raising events, etc.)? | | | |
| 11. Are the notification procedures sufficient so that the parents can make well-informed educational decisions about the participation of their children in the district’s EL program and other service options that are provided to parents? | | | |
| 12. Are supplemental services/programs available for identified Migrant and Immigrant students? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| V. Staffing and Professional Development: (OCR Step 5) | NO | IN PROGRESS | YES |
|---|-----------|------------------------|------------|
| Does the district provide a description of the: | | | |
| 1. methods and criteria the district will utilize to ensure that staff is qualified to provide services to EL students? | | | |
| 2. steps that will be taken by the district to recruit and hire qualified staff for its EL program? | | | |
| 3. professional development for paraprofessionals who work with EL students? | | | |
| 4. the process used to identify the professional development needs of the staff? | | | |
| 5. staff development program that is of sufficient intensity and duration to have a positive and lasting impact on the teachers performance in the classroom? | | | |
| 6. process to evaluate (including a description of the tools to be used in the evaluation) the professional development program is having a lasting impact on the teachers performance in the classroom? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| VI. Reassessment, Reclassification, and Exiting: (OCR Step 6) Does the district identify | NO | IN PROGRESS | YES |
|--|----|-------------|-----|
| 1. procedures for re-assessment, reclassification, and exiting of EL students? | | | |
| 2. procedures to notify classroom teachers of the reclassification and the exiting of students from the district's EL program? | | | |
| 3. procedures for monitoring students who have been reclassified from ELD services? | | | |
| 4. procedures for re-admitting monitored students into the district's ELD plan? | | | |
| 5. the staff responsible for monitoring reclassified and exited students? | | | |

| VII. Equal Access to Other School District Programs: (OCR Step 7) Does the district provide: | NO | IN PROGRESS | YES |
|--|----|-------------|-----|
| 1. a description of the district's methods for identifying Special Education and Talented and Gifted students who are also English Learners? | | | |
| 2. a description of the process and steps taken by the school district to ensure that ELs have an equal opportunity to participate in extracurricular and non-academic activities? | | | |
| 3. procedures for monitoring students who have exited from ESL or Bilingual services? | | | |
| 4. procedures for monitoring students who have been identified as Migrant and/or immigrant Students? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| VIII. Parent and Community Involvement Does the district provide a description of the: | NO | IN PROGRESS | YES |
|---|----|-------------|-----|
| 1. Process that will be used to communicate NCLB related information to parents? | | | |
| 2. process and procedures that will be used to inform parents of their child's placement and progress in the district's EL program? | | | |
| 3. process used to ensure parents of ELs and community members play a role in program decisions? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| IX-A. Program Evaluation, Review and Improvement (OCR Step 8) | NO | IN PROGRESS | YES |
|--|----|----------------|-----|
| 1. Does the evaluation focus on overall as well as specific program goals? Do the goals address expected progress in English language development and subject matter instruction? (AMAOs Criteria 1, 2 and 3) | | | |
| 2. Does the evaluation include the identification factors that prevented the district from achieving the AMAOs? | | | |
| 3. Does the evaluation include the process the district will use to address the factors that prevented the district from achieving the AMAOs? | | | |
| 4. Comprehensive Scope: Does the evaluation cover all elements of an EL program, including; Program implementation practices (such as identification of potential ELs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design an students needs, implementing transition criteria, number of years in the EL program, etc)/ Student performance (such as progress in English language development and academic progress consistent with the district’s own goals)? | | | |
| 5. Information Collection Method: Do information collection practices support a valid and objective appraisal of program success? Is the use of observational information as well as a review of records considered? Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? Is the data organized and arrayed in a manner that enables the district to evaluate student performance outcomes over time and to follow the performance of students after they have transitioned from ESL or Bilingual programs? | | | |
| 6. Review of Results: Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement? | | | |
| 7. Plan for modification/Improvement: Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process? Does this process take into account information provided by stake-holders and persons responsible for implementing recommended changes? | | | |
| 8. Implementing Program Changes: Are modifications scheduled to be promptly implemented? | | | |
| 9. Ongoing Review: Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district’s EL program? | | | |
| 10. Alignment of evaluation with Goals and Objectives: Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been established for the district’s EL program, and whether ELs are meeting those goals? | | | |



| IX-B. Program Evaluation, Review and Improvement (OCR Step 8) does the district provide a list of the: | NO | YES |
|--|----|-----|
| 1. activities or practices that have been dismissed because they were not effective? | | |
| 2. reasons those activities were not effective? | | |
| 3. new activities or practices based on research that are expected to be effective? | | |
| 4. research supporting the new activities or practices? | | |

| DISTRICT SELF ASSESSMENT NOTES |
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Appendix L

EL Walk Through and Program Review Tool

English Learner Walk Through and Program Review Tool

| 1. Instructional and Learning Behaviors that Support English Learners (ELs) | | | | | |
|---|---|----------------------------|---------------|----------------------|---|
| <i>Teachers, administrators and students should be fully engaged in learning (English language development and academic content).</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. eliciting student background knowledge about the topic. | | | | |
| | b. modeling language for students and allowing them to practice expressing academic concepts in English. | | | | |
| | c. grouping and regrouping students for a variety of purposes including proficiency level differentiation. | | | | |
| | d. giving all students time to work on aspects of academic language both orally and in writing. | | | | |
| | e. using a variety of strategies and modalities to teach, focusing on the big ideas of instruction and students' progress in reading, writing, and language acquisition aligned to district grade level expectations. | | | | |
| | f. using a variety of resources in addition to text (pictures, models, diagrams) to organize information and to elicit student talk. | | | | |
| | g. differentiating for English learners. | | | | |
| | h. encouraging students to use the 21st century skills of invention, critical thinking, information literacy, collaboration and self direction. | | | | |
| | i. assisting students in connecting big ideas or themes from the content areas to student reading and writing during other parts of their day. | | | | |
| | a. interacting with other students in a variety of group settings including native English speaking peers, maximizing peer modeling. | | | | |
| | b. engaged in the lesson through hands-on activities, discussion, or group work. | | | | |
| | c. using their native language to make sense of the instruction. | | | | |
| | d. engaged in discussions and collaborative activities which are facilitated by teachers. | | | | |



...continued 1. Instructional and Learning Behaviors that Support English Learners (ELs)

Teachers, administrators and students should be fully engaged in learning (English language development and academic content).

| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
|----------------|---|----------------------------|---------------|----------------------|---|
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. observing and responding to the needs of teachers to foster peer learning opportunities through observations. | | | | |
| | b. providing common time for planning among content area/classroom teachers and specialists. | | | | |
| | c. supporting staff through professional development that differentiates for the needs of English learners. | | | | |
| | d. recognizing and responding to on-going needs of English learners through their knowledge of and involvement in curriculum, instruction and assessment. | | | | |
| Totals | | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | | RESOURCES NEEDED |
| | | | | | |

English Learner Walk Through and Program Review Tool

| 2. Learning Environment | | | | | |
|---|---|----------------------------|---------------|----------------------|---|
| <i>The district fosters a safe and productive learning environment for their ELs through their choice of structure and climate.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. Student work is posted and visible evidence of their learning and academic progress. | | | | |
| | b. Resources are available in the students' native language (even in all English programs). | | | | |
| | c. Materials that acknowledge students' cultures are visible on the walls and in the reading materials. | | | | |
| | d. Materials are available at a range of reading levels and complexity. | | | | |
| | e. The entire classroom is a resource for students in their independent work. | | | | |
| | f. There are obvious connections between the big ideas from the content areas and what students are reading and writing. | | | | |
| | g. Environment is safe, organized and designed to support learning. | | | | |
| | a. Climate of respect is evident through student to student and teacher to student interactions. | | | | |
| | b. Faculty and staff demonstrate high expectations for ALL students. | | | | |
| | c. Diversity is valued and honored through all student interactions including student to student and staff/faculty to student. | | | | |
| | d. Students' cultural, linguistic and experiential knowledge are viewed as assets and where appropriate, integrated into instructional strategies and activities. | | | | |
| | e. Students of all different skill levels are provided with rich opportunities to learn. | | | | |
| | f. No evidence indicates disproportionality in recognition of student awards, behaviors or physical placement. | | | | |
| | g. Evidence shows the involvement and inclusion of English learners in all aspects of the school. | | | | |
| | h. All students have equitable access and support to a rigorous academic program. | | | | |
| | Totals | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | | RESOURCES NEEDED |
| | | | | | |



English Learner Walk Through and Program Review Tool

| 3. Planning for quality Instruction to Support English Language Development and Academic Knowledge | | | | | |
|---|--|----------------------------|---------------|----------------------|---|
| <i>Faculty and staff work together to plan and deliver quality instruction in order to meet the needs of their ELs.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. use a standards based approach (Colorado Academic and English Language Proficiency standards) that focuses on what students should know and be able to demonstrate. | | | | |
| | b. collaborate with grade level, content area and specialists to plan for English learners, to identify common themes, focus on specific academic skills, develop common assessments and share ideas for sheltering instruction. | | | | |
| | c. identify multiple avenues for students to learn about, interact with and display their knowledge about instructional topics and proficiency level differentiation | | | | |
| | d. connect big ideas or themes from the content areas to what students read and write during other parts of their day. | | | | |
| | e. use knowledge of proficiency levels of English learners for instructional planning. | | | | |
| | f. identify which features of language, i.e. grammar, functions and vocabulary will require additional instruction. | | | | |
| | g. plan together on how to group and regroup students across the school day along different dimensions (English language development, literacy, interests, etc.) | | | | |
| | h. identify common visual images to use across contexts to purposely interconnect what students are learning across their day. | | | | |
| | i. identify multiple avenues for students to learn about, interact with and display their knowledge about the instructional topics. | | | | |
| | Totals | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | | RESOURCES NEEDED |

English Learner Walk Through and Program Review Tool

| 4. Leadership and Organizational Effectiveness | | | | | |
|--|---|----------------------------|---------------|----------------------|---|
| <i>District fosters shared leadership in building capacity of understanding around the needs of their community.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. collaboratively develops and sustains shared beliefs, values and goals focused on improving student achievement | | | | |
| | b. allocates resources, monitors progress, and provides organizational infrastructure to ensure equity and access for ALL students | | | | |
| | c. ensures accountability for effective programs, support systems, initiatives and teaching practices. | | | | |
| | d. fosters a system of shared leadership | | | | |
| | a. involves collecting, managing and analyzing a variety of data and relevant information. | | | | |
| | b. sets district goals that are clear, strategic and focused on closing achievement gaps and improving student learning. | | | | |
| | c. includes specific action steps for working with their English learners. | | | | |
| | d. provides guidance and support to schools to develop high quality, school-level plans aligned to the Unified Improvement Plan (UIP). | | | | |
| | e. ensures collaboration with outside providers and agencies to support the development and implementation of the Unified Improvement Plan. | | | | |



English Learner Walk Through and Program Review Tool

| ...continued 4. Leadership and Organizational Effectiveness | | | | | |
|--|--|----------------------------|---------------|----------------------|---|
| <i>District fosters shared leadership in building capacity of understanding around the needs of their community.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. District and school budgets are aligned with the intent of improving student achievement and equity. | | | | |
| | b. District recruits, hires and allocates staffing based on the learning needs of all students. | | | | |
| | c. Fiscal resources are provided for professional growth and development aligned to improvement planning and prioritizing professional endorsements. | | | | |
| | d. Scheduling and placement are appropriate for the community of learners and aligned to the instructional indicators. | | | | |
| | e. Data management system is provided with the ability to track essential characteristics such as ethnicity, time in the United State, mobility, and programming and supports the disaggregating of data | | | | |
| Totals | | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | RESOURCES NEEDED | WHOM TO INVOLVE |
| | | | | | |

| 5. Monitoring Academic Performance and Growth | | | | | |
|--|---|----------------------------|---------------|----------------------|---|
| <i>Teachers are using data to make informed decisions and implementing curriculum to meet the needs of their students.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. District curriculum is aligned with the revised Colorado academic standards/grade level expectations including the English Language Proficiency standards and assessment frameworks. | | | | |
| | b. All students have equitable access to a rigorous academic program and a system of support to ensure success. | | | | |
| | c. District and school monitor implementation of the academic curriculum to ensure English learners have equitable access to a rigorous academic program. | | | | |

English Learner Walk Through and Program Review Tool

| ...continued 5. Monitoring Academic Performance and Growth | | | | | |
|--|--|----------------------------|---------------|----------------------|---|
| <i>Teachers are using data to make informed decisions and implementing curriculum to meet the needs of their students.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. All assessments of student learning are aligned with state standards. | | | | |
| | b. District facilitates a collaborative approach in the design and selection of quality assessments appropriate for English learners. | | | | |
| | c. Leaders are involved in the progress monitoring of their students. | | | | |
| | d. District ensures that analyzed data are used to improve classroom, school and district performance. | | | | |
| | e. Leaders ensure that content area/classroom teachers and specialists have English language development data on all English learners in order to differentiate learning. | | | | |
| | f. A data management system is in place to document students' developing proficiency in listening, speaking, reading, writing and understanding content. | | | | |
| | g. Different assessments are used to measure language proficiency and academic knowledge. | | | | |
| | h. Assessments allow students to demonstrate their understanding of the content through a variety of modalities | | | | |
| | i. Rubrics are posted with examples of students' work. | | | | |
| | j. English Second Language-endorsed teachers and leaders are involved in the process of developing and assigning appropriate interventions for English learners in the Response to Intervention (RTI) framework. | | | | |
| | k. Teachers observe students interacting informally across different settings and in both languages, if possible. | | | | |
| | l. Professional development is provided for teachers and administrators for data analysis and data driven instruction. | | | | |
| | Totals | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | | RESOURCES NEEDED |
| | | | | | WHOM TO INVOLVE |
| | | | | | |



English Learner Walk Through and Program Review Tool

| 6. Engaging Parents in Community as Strategic Partners | | | | | |
|---|--|----------------------------|---------------|----------------------|---|
| <i>Districts and schools will have a strategic plan to provide meaningful opportunities for parents and community engagement.</i> | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | |
| | | Little or no evidence | Some evidence | Substantial evidence | Supporting evidence/ Observational Notes |
| | a. communicating with parents in a language or means that they can understand regarding information on their student's academic and language development. | | | | |
| | b. providing translation/interpretation support for parent communications (ex. Conferences, parent meeting) | | | | |
| | c. committed to supporting the involvement of parents of English learners in District advisory and community meetings. | | | | |
| | d. identifying, training and supporting parents on all shared decision making teams including the English Language Acquisition planning teams, district accountability and district improvement teams. | | | | |
| | e. Identifying barriers and how they will be addressed to ensure family and community participation.. | | | | |
| | f. providing all documents in parents native language to the extent possible. | | | | |
| | g. certifying translators and interpreters per their oral and written proficiency. | | | | |
| | h. providing professional development opportunities for staff and parents to address the importance of using and maintaining the first language and its influence on students academic development. | | | | |

English Learner Walk Through and Program Review Tool

| ...continued 6. Engaging Parents in Community as Strategic Partners | | | | | | |
|---|---|----------------------------|---------------|----------------------|------------------|---|
| <i>Districts and schools will have a strategic plan to provide meaningful opportunities for parents and community engagement.</i> | | | | | | |
| Areas of focus | Characteristics of Effectiveness | Evidence of Implementation | | | | Supporting evidence/ Observational Notes |
| | | Little or no evidence | Some evidence | Substantial evidence | | |
| | a. a welcoming environment for parents and community | | | | | |
| | b. a center for support for the English learner community. | | | | | |
| | c. utilizing bilingual forms, translators, interpreters and other language supports. | | | | | |
| | d. involving parents of English learners in critical decision-making with regards to student assessment, intervention and graduation plans. | | | | | |
| | e. designing and staffing a parent volunteer program to ensure parent involvement in the building and classroom. | | | | | |
| Totals | | | | | | |
| | RECOMMENDATIONS FOR WAYS TO ADDRESS IMPLEMENTATION GAPS | | | | RESOURCES NEEDED | WHOM TO INVOLVE |
| | | | | | | |





Appendix M

Core ESL Instructional Practices (CEIP)

Teacher Self-Assessment Guide

Educator: _____ School: _____ Grade Level: _____ Date: _____

Overview: CEIP contains 47 research-based English as a Second Language (ESL) instructional practices grouped within seven essential thematic qualities for providing English learners (ELs) culturally and linguistically responsive instruction.

Purpose: CEIP is a self-assessment tool for use when educating English learners (ELs), also referred to as Emerging Bilinguals (EBs), in reading, writing, mathematics, and the social sciences. Through self-examination, educators are empowered to improve instruction by using results to: 1) Confirm/adjust high quality Tier 1 and 2 instruction; 2) Inform coaching; and 3) Clarify professional development topics.

I. The CEIP is completed relative to delivery of an instructional unit of your choice (Check One):

- Disciplinary Unit (e.g., reading, writing, mathematics, science, social studies)
- Interdisciplinary Unit (e.g., literacy, mathematics/science)
- Transdisciplinary Unit (e.g., central topic/theme, unifying issue or topic of inquiry)

Title/Topic of Instructional Unit: _____
Number of Lessons in Unit: _____ Number of Weeks to Complete Unit: _____

II. Summary of CEIP Results: Upon completion, record theme scores and identify one or two Action Items:

Theme 1 (Connections) Score _____ Theme 2 (Relevance) Score _____
 Theme 3 (Native Language Utilization) Score _____ Theme 4 (English Language Dev.) Score _____
 Theme 5 (Materials) Score _____ Theme 6 (Differentiations) Score _____
 Theme 7 (Using Assessment to Inform Instruction) Score: _____

Strengthening Unit Instruction: Check one or two themes to incorporate in unit delivery:

Theme Selected: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

Generate an Action Item for each selected Theme to incorporate in unit instruction:

Theme Number: _____ Action Item: _____
Theme Number: _____ Action Item: _____

III. Instructions: Circle the level to indicate the extent to which each instructional practice is incorporated your Instructional Unit:

- 4=Extensive – Practice employed throughout all lessons in the entire Unit/Topic
- 3=Frequent – Practice employed throughout most lessons in Unit/Topic (i.e., more than half)
- 2=Partial – Practice employed in few lessons in Unit/Topic (i.e., more than 2, less than half)
- 1=Minimal – Practice never or infrequently employed in the Unit/Topic (i.e., only 1 or 2 lessons)

Allow approximately 25 minutes to complete--may complete at one time or in two short sessions

Theme 1: Connections

Rate the extent to which your Instructional Unit reinforces English Learners' connection of new content/skills to known skills by . . .

| | M | P | F | E |
|---|---|---|---|---|
| a. facilitating verbal discussions/brainstorming | 1 | 2 | 3 | 4 |
| b. creating visual representation (e.g., Concept mapping, KWL, etc.) | 1 | 2 | 3 | 4 |
| c. creating opportunities for Paired Learning/Cooperative Sharing | 1 | 2 | 3 | 4 |
| d. connecting to shared school and community experiences(e.g., text-to-self, link learning from a task or activity completed previously to a new task to be completed, etc.) | 1 | 2 | 3 | 4 |
| e. facilitating access to previously acquired knowledge and skills..... | 1 | 2 | 3 | 4 |

Theme Score: _____ (Total divided by 5)

Theme 2: Relevance

Rate the extent to which your Instructional Unit draws upon and supports English learners' diverse cultural values, norms, and home/community teachings by . . .

| | M | P | F | E |
|---|---|---|---|---|
| a. designing cooperative group/paired learning tasks..... | 1 | 2 | 3 | 4 |
| b. connecting home and community to school learning (e.g., inviting parents/ community members in to share, conducting home visits, communicating effectively with parents by providing interpreters at conferences, etc.)..... | 1 | 2 | 3 | 4 |
| c. delivering instruction that validates learners' backgrounds and experiences (e.g., funds of knowledge, diverse cultural environments, learning preferences, heritage, and customs) | 1 | 2 | 3 | 4 |
| d. structuring activity-based tasks and learning that broadens students' cultural perspectives | 1 | 2 | 3 | 4 |
| e. using students' own interests to build learning engagement and interactions (e.g., histories and experiences relevant to content being taught; study of personally relevant cultural events or figures) | 1 | 2 | 3 | 4 |
| f. respecting students' culturally-based preferred/taught ways of learning (e.g., uses of analogy, wait time, emphasis on oral tradition, time management, self-management, cross-cultural communication) | 1 | 2 | 3 | 4 |
| g. delivering general classroom research-based curricula validated to meet diverse strengths and abilities (e.g., Avenues, E.L. Achieve, etc.) | 1 | 2 | 3 | 4 |
| h. meeting diverse needs with culturally responsive classroom management (e.g., accommodating for acculturative stress, limited prior experiences in school, war trauma) | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 8)*

Theme 3: Native Language Utilization

Rate the extent to which your Instructional Unit incorporates use of native language with English learners to . . .

| | M | P | F | E |
|---|---|---|---|---|
| a. examine similarities and differences between first language(s) (e.g., Spanish, Hmong) and the language being acquired (i.e., English) (e.g., sound system, grammar, cognates, etc.) | 1 | 2 | 3 | 4 |
| b. build background knowledge | 1 | 2 | 3 | 4 |
| c. acquire knowledge and skills while learning in English (e.g., restating an idea or concept in native language)..... | 1 | 2 | 3 | 4 |
| d. support vocabulary development though learning of word meanings (e.g., give an example of a synonym or antonym in native language to support understanding of concept, phonemic awareness, phonics, and math reasoning)..... | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 4)*

Theme 4: English Language Development

Rate the extent to which your Instructional Unit provides English learners with multiple opportunities for English language development by . . .

| | M | P | F | E |
|--|---|---|---|---|
| a. posting a variety of language supports (e.g., sentences stems, language frames, word walls, etc.) in the classroom to scaffold oral and written participation | 1 | 2 | 3 | 4 |
| b. facilitating authentic and connected discourse (e.g., restating, probing student contributions to uncover meaning, building on what students say, etc.) | 1 | 2 | 3 | 4 |



| | | | | |
|---|---|---|---|---|
| c. creating opportunities for learners to incorporate new oral written language into required classroom task (e.g., frontloading vocabulary, preview/review using native language, etc.) | 1 | 2 | 3 | 4 |
| d. allowing artistic, symbolic or graphic representation to be included in written and oral tasks and shared learning (e.g., reciprocal pairs, think-pair-share, think aloud, cooperative learning, etc.)..... | 1 | 2 | 3 | 4 |
| e. creating safe and positive classroom environment that encourages students to take risks in their learning (e.g., establish and model consistent norms for discussion) | 1 | 2 | 3 | 4 |
| f. incorporating sufficient wait time to formulate and articulate higher level thinking, ideas and sharing of learning | 1 | 2 | 3 | 4 |
| g. accepting varied levels of responses for students acquiring English as a second language (e.g., approximations to correct responses, multiple attempts to be successful, etc.) | 1 | 2 | 3 | 4 |
| h. emphasizing comprehension along with word accuracy when teaching concepts | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 8)*

Theme 5: Materials

Rate the extent to which your Instructional Unit includes use of physical and visual aids/materials to assist English learners to . . .

| | M | P | F | E |
|--|----------|----------|----------|----------|
| a. classify or group information for common features/differences (e.g., different geometric shapes) | 1 | 2 | 3 | 4 |
| b. build students' shared understanding of concepts and skills (e.g., materials respect students' cultural teachings, teachers capture student conversation on chart paper) | 1 | 2 | 3 | 4 |
| c. examine abstract concepts in concrete ways (e.g., simulation, graphic aids, graphic organizers, meaning of manipulatives, etc.) | 1 | 2 | 3 | 4 |
| d. identify and acquire vocabulary of key concepts (e.g., build background knowledge)..... | 1 | 2 | 3 | 4 |
| e. identify similar patterns of vocabulary/content across different subjects (e.g., similar words and information are seen in reading passages and social studies material) | 1 | 2 | 3 | 4 |
| f. provide access to and guided practice in the use of a variety of multi-leveled source material (e.g., dictionaries, thesauri, internet, and informational posters)..... | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 6)*

Theme 6: Differentiations

Rate the extent to which your Instructional Unit provides English learners sufficient opportunities to learn by . . .

| | M | P | F | E |
|--|----------|----------|----------|----------|
| a. using multiple forms of instruction (e.g., Scaffolded instruction, Sheltered Instruction, Direct instruction, Hands-on, modeling, read aloud, etc.) | 1 | 2 | 3 | 4 |
| b. using research-based curricula that facilitates higher-level thinking | 1 | 2 | 3 | 4 |
| c. using research-based instructional methods validated with English learners (e.g., Collaborative Strategic Reading, Language Experiences Approach, Modified Guided Reading, Guided Writing, etc.) | 1 | 2 | 3 | 4 |
| d. teaching toward both language and content objectives | 1 | 2 | 3 | 4 |
| e. providing additional supports to comprehend tasks and activities (e.g., time, repeated instruction, task analysis, rules, expectations, modeled/paired instruction, etc.) | 1 | 2 | 3 | 4 |
| f. implementing targeted differentiations to struggling learners, going beyond overall general differentiations implemented for all students in the classroom | 1 | 2 | 3 | 4 |

- g. providing multiple methods to access text meaning and comprehension (e.g., effective body language, altering voice tone, modeling and demonstrating expectations, hands-on activities, etc.) 1 2 3 4
- h. using multiple classroom settings (paired-learning, centers, small groups) to provide enrichment, supplemental support, guided practice ensuring that activities are meaningful, challenging and linked to unit/lesson outcomes 1 2 3 4
- i. taking advantage of on-the-spot instructional opportunities as they arise to strengthen learning 1 2 3 4
- j. providing support/activities that vary by language proficiency level 1 2 3 4
- k. making necessary classroom management changes to address behavior needs (e.g., teacher-student proximity; positive reinforcements; reviewing/restating class routines; restructuring process for transitioning to/from activities, etc.)..... 1 2 3 4

Theme Score: _____ (Total divided by 11)

Theme 7: Using Assessment to Inform Instruction

Rate the extent to which your Instructional Unit incorporates use of English learners' assessment data and information to . . .

M P F E

- a. adjust the teaching of content/skills based on student responses obtained during daily classroom activities (e.g., listening to student discussions in a small group; observing a student completing work during independent work time; paying specific attention to student facial or body language, asking probing questions to check for understanding, etc.) 1 2 3 4
- b. adjust the teaching of language development based on student responses obtained during daily classroom activities (e.g., analyzing students' understanding and use of key vocabulary during discussions; paying attention to linguistic forms produced by students in oral discussions and written task, asking probing questions to check degree of student understanding of terms and concepts, etc.)..... 1 2 3 4
- c. adjust the teaching of content/skills using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., weekly reading passage comprehension test; periodic writing sample score using a rubric; completion of daily math reasoning problem; running record 1 2 3 4
- d. adjust the teaching of language development using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., analyzing periodic writing sample scored using a rubric that includes students' use of key vocabulary, language form, etc.; analyzing running record by identifying patterns of error that might inform future instruction, etc.) 1 2 3 4
- e. provide students with timely, specific, and constructive feedback based on information gathered from daily classroom activities and/or planned assessment tasks including appropriate alternative tactics and procedures for learning..... 1 2 3 4

Theme Score: _____ (Total divided by 5)

CEIP Development: The Core ESL Instructional Practices (CEIP) guide is a research-based tool grounded in literature describing best/effective practices in the teaching of English learners (ELs) in K-5 classrooms. CEIP was developed for use in an ESL instructional model, yet can also be applied to bilingual or dual language models. CEIP was developed through use of cognitive interviews, focus groups, field tests, and pilot testing with over 100 K-5 teachers from elementary schools in urban, suburban, and rural Colorado. CEIP has high internal consistency (i.e., greater than .90), and is validated for teacher self-assessment of ESL instructional practices within general education classes. CEIP results inform classroom instruction, professional development and instructional coaching in the education of English learners (ELs).

Permission: Permission is granted for reproducing the CEIP for instructional purposes only. For other uses or questions contact: John J. Hoover, UCB 247, University of Colorado, BUENO Center, Boulder, CO 80309; john.hoover@colorado.edu



Appendix N

ELD Program Rubric

ELD Program Rubric DISTRICT-LEVEL Scoring Summary:

Place an X along the continuum to indicate the district's current level of implementation of system-wide practices that are inclusive and supportive of English Learners (ELs). Include the date when you reviewed the rubric and use a different color for each date reviewed.

| Date | | | | |
|--|----------|------------|------------------|------------|
| Component | Emerging | Developing | Operationalizing | Optimizing |
| Systemic Processes and Procedures | ←.....→ | | | |
| Human Resources | ←.....→ | | | |
| Research Based ELD Program | ←.....→ | | | |
| Collaborative Leadership | ←.....→ | | | |
| Fiscal Resources | ←.....→ | | | |
| Family and Community Partnering (Parent/Community Involvement) | ←.....→ | | | |
| Ongoing Evaluation of ELD Program | ←.....→ | | | |
| Teaching and Learning | ←.....→ | | | |
| Organizational Culture | ←.....→ | | | |

Systemic Processes and Procedures

Systemic Processes and Procedures describe the district's processes and procedures as they relate to ELs, and include:

- Documented processes and procedures (print, web)
- Evidence of implementation to fidelity at district/school/classroom
- Data collection and analysis
- Collaboration with district, school, and family/community stakeholders

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|--|---|--|--|--|
| 1. Do written processes and procedures around EL Services exist (ELD plan)? | A district ELD plan exists that documents processes and procedures around EL services. | A district ELD plan exists, and some offices, departments, and schools align practices to the plan. | District communicates that all offices, departments, and schools are expected to align their practices to the ELD plan in regards to EL services. | District communicates that all offices, departments, and schools are expected to align their practices to the ELD plan in regards to EL services and empowers and supports them in implementation. |
| 2. Are district processes and procedures developed with district, school, and family/community stakeholders? | District ELD team developed the existing district ELD plan. | A cross-district team developed the district ELD plan. | A team of district and school stakeholders developed the district ELD plan. | A team of district, school, and family/community stakeholders developed the district ELD plan. |
| 3. How does the district monitor and ensure implementation of ELD procedures? | District stakeholders and leadership team examine possible ways to measure implementation of ELD program. | District stakeholders and leadership team identify tools and data to examine as part of monitoring implementation. | District and school stakeholders, including leadership team, regularly collect data to measure implementation, which is used to target areas for improvement and to celebrate successes. | District and school stakeholders, including leadership team, continuously analyze and adjust implementation based on data. |
| | | District stakeholders and leadership team identify an avenue for schools and personnel to give feedback to district regarding implementation (e.g., monthly meetings, forums, contact person, etc.). | District and school stakeholders, including leadership team, collect feedback on implementation and how schools are doing with ELD program. | District and school stakeholders, including leadership team, routinely analyze and evaluate data in order to make implementation smoother. |



Human Resources

Human Resources should reflect an equitable distribution of district human resources to develop, implement and support quality ELD programming that consider (1) endorsement requirements, (2) legal requirements, (3) district HR policy, and (4) teacher/student ratios.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|--|---|---|---|
| 1. Does the district require the same licensing/endorsement requirements for ESL/Bilingual instructional staff working in the ELD program as all other instructional staff (Non-ESL/Bilingual)? | District requires all ESL/Bilingual instructional staff to obtain the same content area licensing requirements as all other instructional staff (Non-ESL/Bilingual). | District expects all ESL/Bilingual instructional staff to hold or obtain Culturally and Linguistically Diverse Education (CLDE)/Bilingual endorsements within a district determined timeframe. | District requires all ESL/Bilingual instructional staff to hold CLDE/Bilingual endorsements and encourages them to improve their practice and knowledge by remaining up to date on current research and methods within ELD programs. | District requires all ESL/Bilingual instructional staff to hold CLDE/Bilingual endorsements and encourages them to improve their practice and knowledge by remaining up to date on current research and methods within ELD programs. |
| 2. Does the district require the ELD classroom student-teacher ratios to mirror district student-teacher ratio policies? | District expects that the student-teacher ratios in ELD classrooms mirror district student-teacher ratio requirements. | District provides additional ELD para-professional/instructional assistant staff to support schools with high numbers/percentages or increasing numbers of ELs | District provides additional ELD instructional staff to support schools with high numbers/percentages or increasing numbers of ELs. | District collaborates with, and provides supplemental supports to, schools in determining student-teacher ratios based on student linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming. |
| 3. Does the district require Non-ESL/Bilingual instructional staff to hold CLDE/Bilingual endorsements? | District encourages all Non-ESL/Bilingual instructional staff to develop their understanding of ELD programming by taking related coursework. | District encourages all Non-ESL/Bilingual instructional staff to obtain CLDE/Bilingual endorsements through incentive programs. | District expects all Non-ESL/Bilingual instructional staff to hold or obtain CLDE/Bilingual endorsements through incentive programs and university partnerships within a district determined timeframe. | District expects and supports all Non-ESL/Bilingual instructional staff to obtain CLDE/Bilingual endorsements through incentive programs and university partnerships. |
| 4. Does the district tailor recruitment campaigns and incentives to the district's unique staffing needs and within the district's ELD program model(s) context? | District recognizes the unique staffing needs to serve ELs within the district's ELD program model(s). | District has begun to reach out to teacher preparation programs that have been identified as consistently preparing pre-service teachers to work effectively with ELs. District, in collaboration with school leadership team, examines comprehensive data on the effectiveness of educators to strategically recruit and incentivize the most effective teachers and leaders to work effectively with ELs. | Effective educators are increasingly moving into school buildings that the district has identified with high numbers/percentages or increasing numbers of ELs in order to make significant growth to support quality ELD programming. | Effective educators are increasingly moving into school buildings that have identified a need for increased support with ELs based on linguistic, social-emotional, and academic needs (e.g.; proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming. |
| 5. Does the district acknowledge and prioritize candidates' ability to speak a second language in its hiring practices? | District acknowledges potential candidates' knowledge of speaking a second language(s). | District requires second language knowledge in job descriptions for key positions. | District places potential candidates in preferential positions based on bilingual language skills. District encourages and supports staff endeavors in learning a second language in order to be able to better communicate and build connections with EL students and their families. | Requires all candidates to have some knowledge of learning and speaking a second language. District expects and supports staff endeavors in learning a second language in order to be able to better communicate and build connections with EL students and their families. |

Research-Based ELD Program Model(s)

ELD programs are founded in scientifically based research (*with proven academic and linguistic outcomes*) and are (1) based on research and resources that reflect the population of students that the district and its schools are serving, (2) implemented with fidelity, and (3) evaluated often and regularly.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|--|--|--|---|---|
| 1. Did the district develop the ELD program based on relevant research that represents the EL population demographics (language background, culture, education, etc.) and linguistic, social-emotional and academic needs? | District develops ELD program models that are founded on scientifically- based research. | A team of district and school stakeholders develops ELD program models that are founded on scientifically -based research. | A team of district and school stakeholders develops ELD program models that are founded on scientifically- based research that reflects the district EL population and student linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background). | District supports schools in implementing district developed research based ELD program model(s) that reflect the English learner population they are serving and the students' linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background) in order to make significant growth to support quality ELD programming. |
| 2. Is there a process the district uses to monitor implementation of selected ELD program model(s) at school sites? | District ELD team examines and establishes possible ways to measure implementation of the selected ELD program model(s) and solicits input from district stakeholders and leadership team. | District stakeholders and leadership team identify tools and data to use to examine as part of monitoring implementation of selected ELD program model(s). | District stakeholders, leadership team and district personnel regularly collect data to measure fidelity of implementation, which is used to target areas for improvement and to celebrate successes. | District continues to analyze data and feedback from school personnel to support schools in adjusting/modifying implementation of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of students. |
| | | District stakeholders and leadership team identify an avenue for schools and personnel to give feedback to district regarding implementation of selected ELD program model(s) (e.g., monthly meetings, forums, contact person, surveys, etc.). | District stakeholders and leadership team collect data and feedback from school personnel on implementation of selected ELD program model(s). | District stakeholders and leadership team routinely analyze and evaluate data in order to make implementation of ELD program model(s) consistent across district and schools. |
| 3. How does the district provide professional learning to school leadership teams in implementing ELD program model(s) at school sites? | District communicates description of ELD program models through new principal orientation, teacher induction, and the district ELD plan. | District coordinates a team of district and school stakeholders to develop tools, such as instructional models and implementation rubrics that will provide guidance and support in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students. | District provides instructional models and implementation rubrics for school teams in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students. | District provides ongoing support through instructional models and implementation rubrics, as well as, job-embedded training for school teams in implementing and evaluating the effectiveness of selected ELD program model(s) that support the linguistic, social-emotional, and academic needs of EL students. |
| 4. Does the district have a plan to evaluate the ELD program across district/schools? | The district has a plan to evaluate the ELD program; however it is not a fully developed program evaluation plan. | The district has staff that is developing a formal program evaluation plan. | The district has staff assigned to conduct the work in the plan. | District staff, in collaboration with stakeholders and schools, is actively conducting the evaluation delineated in the evaluation plan. |
| | | A written program evaluation plan has been started but not formalized and it is not currently driving the program review. | The district has a formal written program evaluation plan that is guiding the review of the ELD program. | The district's program review is guided by the evaluation plan, which includes a process for using the results to improve program quality and identify ineffective program elements that should be discontinued. |



Collaborative Leadership

District leadership understands, establishes, and communicates values that support the need for quality ELD programming.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|--|--|---|--|---|
| 1. Who makes decisions about ELD programming? | A team that consists of ELD staff (educators and coordinators) makes all decisions impacting ELD programming. | A team that represents district and school ELD stakeholders makes decisions about ELD programming. | A team that represents district and school stakeholders, including ELD instructional staff (ESL/Bilingual) and Non-ELD instructional staff, make decisions about ELD programming. | District leadership appoints a team of district and school stakeholders that represent district instructional models (e.g., G/T, SPED, ESEA programs, Curriculum, Assessment, Educator Effectiveness, Family/Community Engagement) to make decisions about ELD programming. |
| 2. How are ELD programming decisions made that represent EL students' linguistic, social-emotional, and academic needs (proficiency level, language demands, and cultural background, changing demographics/ numbers, etc.)? | The district leadership team considers Title III AMAO determinations and English Language Proficiency (ELD) Growth from district performance frameworks (DPFs) to make decisions around ELD programming. | The district leadership team disaggregates and analyzes ACCESS for ELLs data by elementary, middle, and high school (EMH), student proficiency level, school, language background, grade, feeder patterns, etc. to make decisions around ELD programming. | The district leadership team disaggregates and analyzes academic growth, academic achievement, and academic growth gaps for ELs in all content areas by EMH and school level to make decisions around ELD programming. | The district leadership annually or biannually completes the CDE EL Data Dig Tool, or a comparable analysis, to assist in decisions around ELD programming. |

Fiscal Resources

Equitable distributions of district fiscal resources are dispersed to develop, implement, and support quality ELD programming.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|--|---|---|---|
| 1. Does the district allocate funding to the ELD program based on a set formula? PPR? Numbers? Increases? | District uses a formula that allocates funding to the ELD program to ensure equitable distribution across academic programs. | District uses numbers/percentages of and increases in EL students to allocate funding to the ELD program. | District draws funding from PPR, ELPA, local funds, and supplemental federal grants to support the ELD program. | District makes allocations to schools to support selected ELD program model(s) that reflect the EL population they are serving and the students' linguistic, social-emotional, and academic needs (e.g., proficiency level, language demands, and cultural background). |
| 2. Is the allocation formula evaluated and modified on a regular basis? | District's formula to develop a budget for ELD programs considers an increase in supplemental grant funding (i.e., Title III and ELPA); however, an increase in PPR and local funding does not directly correlate to the overall allocation. | | District's formula to develop a budget for ELD programs considers increases in all funding sources. | District evaluates the formula annually and makes modifications, as needed, to ensure quality ELD programs. |

Family and Community Partnering

Family and community partnering is the collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes. In effective partnering, each stakeholder shares responsibility for learners' success by: (a) welcoming all families into the school and community, (b) communicating effectively, (c) supporting student success, (d) speaking up for every child, (e) sharing power, and (f) collaborating with community.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|---|---|---|---|
| 1. How are effective family and community partnering structures created and supported? | District examines and understands the need for family and community partnering. District collects data from all schools regarding educator, family, and community partnering needs, strengths and challenges (e.g. time, languages, transportation, resources, tools, expectations). | District leadership team, in collaboration with schools, outlines a framework or guidelines for family partnering across the district, including guidelines on intensifying partnering when needs of the student increases. District, in collaboration with schools, identifies and implements effective solutions for previously identified challenges, and accepts the ongoing need to identify concerns and work towards positive outcomes. | District, in collaboration with schools, families and community, provides support and oversight as schools follow family partnering practices across the district (e.g., training on partnering, consultation, ongoing coaching, etc.). District, in collaboration with schools, families, and community, supports schools to consistently implement effective solutions for identified challenges, work towards positive outcomes and engage in ongoing evaluation of partnering practices (e.g., participation percentages, feedback, etc.). | District examines, shares, and communicates data with schools, families and community on the support it provides to schools to ensure it is effective and helpful. District ensures there is a focus on home-school learning and that positive relationships and two-way communication are in all schools. District allocates resources to support family and community partnering activities and analyzes data to ensure effectiveness of the supported activities. |
| 2. How are current partnering practices communicated to schools, families, and community? | District analyzes and understands the research on partnering practices and how it relates to student achievement and outcomes. | District, in collaboration with schools, outlines how best practices related to partnering can be included into daily practices within schools. | District, in collaboration with schools, families, and community, provides direct training and support on the research based and effective partnering practices. | District, in collaboration with schools, families, and community, continues to provide support on partnering, evaluates the effectiveness of partnering, and modifies or introduces new strategies based on results. |
| 3. How are policies and processes used to support partnering with families and community? | District reviews its policies, procedures, committees, infrastructure, job descriptions, etc. for inclusion of family and community partnering. | District revises its policies, procedures, committees, infrastructure, etc. to include family and community partnering. | District provides training and assistance on any changes made to policies, procedures, etc. and ensures schools have incorporated processes for family and community partnering. | District ensures systemic family and community partnering is infused within all district practices and organizational infrastructures, policies, procedures, etc. District personnel review its policy and procedures in an ongoing fashion as routine practice. |
| 4. Does the district actively engage in community outreach and establish partnerships with community organizations? | District understands the value of community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families. | District, in collaboration with schools, families, and the community, has drafted/identified a plan for community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families. | District, in collaboration with schools, families, and community, is beginning to engage in implementation of the community outreach plan to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families. | District, in collaboration with schools, families, and the community, actively engages in community outreach to nonprofit organizations, businesses, local governments, state/local agencies, etc. for the support of EL students and families. |
| 5. How does the district support the professional development of district and/or school family/community liaisons within the context of ELD programs? | District expects the school/family/community liaisons to learn the instructional framework of the developed ELD program model(s) in the context of the school in which they are working. | District, in collaboration with schools, provides separate training for school/family/community liaisons on the instructional framework of selected ELD models. | District encourages all school/family/community liaisons to participate in the same professional development that instructional staff are provided. The district may provide incentives for school/family/community liaisons to participate in professional learning opportunities. | District requires all school/family/community liaisons to participate in the same professional development that instructional staff are provided. The district may provide incentives for school/family/community liaisons to participate in professional learning opportunities. |



Ongoing Evaluation of ELD Program
 Processes and procedures for ELD program evaluation are documented, implemented, and supported.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|---|---|--|--|
| 1. <i>Has the district identified an evaluation method and process that supports continuous improvement?</i> | District uses data for evaluation purposes; however, the evaluation method and process have not been fully developed. | District has an evaluation method and process, but it is not actively and consistently used. | District has an evaluation method and process that utilizes data to support continuous improvement of the ELD program. | The district has fully developed evaluation methods and processes that are used to monitor and improve program outcomes several times per year. District, in collaboration with schools, uses evaluation results to identify the links between program elements or activities to student outcomes. District staff, in collaboration with schools, uses evaluation results to make program decisions and implement changes based on results, including which program elements to continue, which to modify, and which to discontinue. |
| 2. <i>Has the district included relevant data? (appropriate assessments)</i> | District has assessment data but has not determined the relevance of that data to the ELD program(s). | District has staff assigned to analyzing and using assessment data. | District staff, in collaboration with schools, analyzes and uses assessment data to determine program outcomes and the impact of the program(s). | District, in collaboration with schools, actively reviews and uses relevant assessment data to determine program outcomes and the impact of the program on student outcomes. |
| | | District has a plan for identifying the relevance of currently used data to the ELD program(s). | District and school staff identify the relevance of currently used data to the ELD program(s). | District, in collaboration with schools, identifies other relevant data that can be used to determine the impact of the ELD program(s). Relevant, meaningful, and appropriate assessment data are used to continually monitor student progress several times per year. |
| 3. <i>Does the district disaggregate the English Learner group of students beyond the aggregate for SPFs and DPFs?</i> | District relies on disaggregated student analyses conducted by the State. | District disaggregates some data at the subgroup level and the analyses are not used to triangulate other State data. | District, in collaboration with schools, analyzes and uses disaggregated student data and triangulates the findings with State data. | District, in collaboration with schools, uses results from both State and local disaggregated student data to track student outcomes across years. District and schools use results to improve the ELD program and determine the program's impact on student outcomes. |
| 4. <i>Does the district include cross district and community representation, including students, in their evaluation process development and improvement?</i> | District informally asks for parent and community input on the evaluation process. | District systematically and formally collects input from parents/families, students, and community representatives on the evaluation process. | District uses the input collected from parents/families, students, and community representatives in developing the evaluation process. | District provides information to families/parents, students, and community members so that they can provide significant and meaningful input on the evaluation plan and process. |
| | | | Input from schools is used to improve the evaluation process. | Schools, families/parents, students and community members actively participate in the development of the evaluation plan and process. |

Teaching and Learning

District provides high-quality, targeted, and job-embedded professional development that results in effective teaching and learning for students that are acquiring English while accessing grade level content.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|---|---|--|---|
| 1. <i>How do the professional learning opportunities connect the CELP standards and the CAS to the district/school instructional model?</i> | District ELD Specialists develop and deliver professional learning opportunities for ESL/Bilingual instructional staff that connect the CELP standards and the CAS to district and school instructional models. | District ELD Specialists develop and deliver professional learning opportunities for all instructional staff, including Non-ESL/Bilingual instructional staff, that connect the CELP standards and the CAS to district and school instructional models. | District ELD and Content Specialists collaborate to develop and deliver professional learning opportunities that connect the CELP standards and the CAS to district and school instructional models and results in effective teaching and learning for students that are acquiring English while accessing grade level content. | District ELD, Content Specialists, and grade level instructional staff collaborates to develop and deliver professional learning opportunities that connect the CELP standards and the CAS to district and school instructional models and results in effective teaching and learning for students who are acquiring English while accessing grade level content. |
| 2. <i>How are professional learning opportunities identified and developed in the district in support of ELs in content and ELD programming?</i> | District allows schools to develop individualized comprehensive needs assessments to determine need for professional learning opportunities at individual sites. | District ELD team determines professional learning opportunities that will be delivered based on TCAP, PARCC, and ACCESS for ELLs data. | District surveys school and district stakeholders to identify professional learning needs. Surveys may include online, focus groups, community meetings, etc. | District, in collaboration with schools and instructional staff (including ELD/non-ESL), designs professional learning opportunities based on analysis of disaggregated qualitative and quantitative data. |
| 3. <i>How does the district provide and support high-quality, targeted, and job-embedded professional development in support of ELs in content and ELD programming?</i> | District encourages all instructional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities. | District requires all instructional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities provided by the district. | District encourages all instructional staff, including Non-ESL instructional staff, and family/community professional staff to participate in high-quality, targeted, and job-embedded professional learning opportunities. The district may provide incentives for teachers to participate in professional learning opportunities. | District expects and supports all instructional staff, including Non-ESL instructional staff, and family/community professional staff to participate in differentiated professional learning opportunities. The district may provide incentives for teachers to participate in professional learning opportunities. |



Organizational Culture

The district is an equitable community that supports and values all students, educators, and parents.

| Guiding Questions: | Emerging: Establishing Consensus | Developing: Building Infrastructure | Operationalizing: Gaining Consistency | Optimizing: Innovating and Sustaining |
|---|--|--|--|--|
| 1. How does the district hold all students to the same academic, behavioral, and extra-curricular expectations and rigor? | District has a written policy in place to hold schools accountable for implementing equitable expectations and rigor. | District has structures in place to support policies that hold schools accountable for implementing equitable expectations and rigor. | District provides support and oversight of schools through job-embedded professional development in order to implement equitable expectations and rigor. | District empowers schools and teachers to become ELD experts within the instructional framework to support school staff and ensure every student receives equitable and high-quality instruction. |
| | | | District provides professional learning opportunities for school administrators and instructional staff in implementing equitable practices and high expectations. | District expects all staff to attend professional learning opportunities that address equitable practice and high expectations. |
| 2. Does the district provide opportunities for distributed leadership for educators? | District encourages all instructional staff, including ELD staff, to become leaders, mentors, coaches, or administrators. | | District provides a pathway for instructional staff to become leaders, mentors, coaches, or administrators. | District supports instructional staff to pursue leadership development by providing a pathway through district collaboration and incentives. |
| | | | District expects schools to provide leadership opportunities for all educators, including ELD staff. This may include participation in committees, coaching, and developing/leading professional learning. | District requires schools to provide leadership opportunities for all educators, including ELD staff. This may include participation in committees, coaching, and developing/leading professional learning. |
| 3. Do all families have the same opportunity to participate in district and school committees? | District and school committees are open to all parents. | District and school committees are open to all parents, and the district and schools have measures in place to ensure parent participation through translation services, various meeting times, etc. | | District requires all schools to include parents, which represent the school demographics, on accountability and other committees. |
| 4. How does the district support, value, and solicit feedback/input from family and community members? | District collects information from school surveys to gauge overall family and community satisfaction with the district. | District surveys students, family, and community stakeholder groups to receive general feedback on district programs, communications, and overall satisfaction. | District uses survey feedback to inform possible modifications needed to enhance and improve district programs, communications, and overall student, family, and community satisfaction. | District uses various methods to engage the community in providing feedback (e.g., surveys, town hall meetings, office hours, and phone communications) and makes modifications to programs that meet the needs of families and the community. |
| | | District solicits participation in feedback/input that reflects all student and family populations. | District takes active steps to create a system that ensures participation in feedback/input that reflects all student and family populations. | District has a system to ensure participation in feedback/input that reflects all student and family populations. |
| 5. How does the district create a welcoming environment for all students and families? | District has an open-door policy for all students and families. | District provides in-person and written communications in English and translated or interpreted for students and families whose primary home language is not English, above and beyond Federal and State requirements. | | District provides programs, free of charge, for families based on families' linguistic, academic, and social-emotional needs. |
| | District recommends that schools hire staff members that speak the languages of the students served. | District provides an additional FTE, to schools, based on district formula, to communicate and build connections with students and families. | District has dedicated family/community staff that work specifically with ELs and their families to enhance communications, build relationships, and address social-emotional needs. | District, in collaboration with schools, families, and community, provides professional learning opportunities to all school staff around creating a welcoming environment and building relationships with families from all cultures the school serves. |
| 6. How does the district value the diversity of the student body and community in schools and classrooms? | District is aware of and distributes information about community activities that honor and support the diverse array of cultures/cultural traditions/backgrounds represented in the community. | District, in collaboration with schools and community organizations, promotes and supports community activities that honor and support the diverse array of cultures/cultural traditions/backgrounds represented in the community. | District, in collaboration with schools and families, participates in activities that honor and support the diverse array of cultures/cultural traditions/backgrounds represented in the community. | District, in collaboration with schools, families, and community, actively organizes and engages in activities that honor and support the diverse array of cultures/cultural traditions/backgrounds represented in the community. |





Appendix O

District Responsibility for Charter and Private School

According to Federal law, districts are responsible for providing services and assessments for ELs in private or charter schools. Private schools can decline these services, but documentation must be kept showing the offer and the decline.

Section 9501(a)(1) of the ESEA requires LEAs to provide services under Title III, among other federal programs, to private school children, their teachers and other educational personnel. The responsibility under the Title IX uniform provisions for providing Title III services to LEP students in private school lies with the LEA and, consequently, the LEA is responsible for assessing the English language proficiency of private school students if requested by private school representatives.

For more information, go to <http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html>

FEDERAL LAW

U.S. Department of Education
CHOICES FOR PARENTS

Benefits to Private School Students and Teachers

Revised July 2007

Participation of private school students, teachers and other education personnel in ESEA programs is governed by the Uniform Provisions in Title IX of ESEA, sections 9501–9504. Three of these programs contain their own provisions for the equitable participation of private school students and teachers, which differ in some respects from the Uniform Provisions. These are: Title I, Part A, Improving the Academic Achievement of the Disadvantaged; Title V, Part A, Innovative Programs; and Title V, Part D, Subpart 6, Gifted and Talented Students.

Under the Uniform Provisions, LEAs or other entities receiving federal financial assistance are required to provide services to eligible private school students, teachers and other personnel consistent with the number of eligible students enrolled in private elementary and secondary schools in the LEA, or in the geographic area served by another entity receiving federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to public school students and teachers participating in the program, and they must be provided in a timely manner.

To ensure equitable participation, the LEA or other entity receiving federal financial assistance must assess, address and evaluate the needs of private school students and teachers; spend an equal amount of funds per student to provide services; provide private school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.

For more information or the full document, go to: <http://www2.ed.gov/parents/schools/choice/definitions.html>

CHOICES FOR PARENTS

Private School Participants in Programs under the No Child Left Behind Act and the Individuals with Disabilities Education Act: Private School and Public School District Perspectives (2007)

BACKGROUND

Public school districts are required to provide equitable services to eligible private school students through the *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act (NCLB)* 2001, and the *Individuals with Disabilities Education Act (IDEA)*, reauthorized in 2004. Twelve major ESEA programs require public school districts to provide services and benefits to private school participants on an equitable basis. IDEA requires that public school districts conduct a child-find process to locate students with disabilities enrolled in private schools, and to expend a proportionate amount of funding on special education and related services to such eligible children enrolled in private schools.

Both *ESEA* and *IDEA* also require that public school districts engage in timely and meaningful consultation with private schools about the provision of services to private school students and their teachers and parents. This consultation must occur before any decision is made that impacts the opportunities for participation of private school students, teachers, and parents and throughout the design, development, implementation, and assessment of those services.

Charter School Information

<http://www2.ed.gov/parents/schools/choice/definitions.html>

State Law: ELPA as it interfaces with Charter and Private Schools

There is no obligation to serve charter or private Schools unless districts claim those students on Student October. Only students on the district's Student October report are obligated to be served and only those students (charter and private) that districts report on Student October that are included on the ELPA report at the end of Student October. Districts may claim students that are not ELPA eligible. However, district charters schools have to abide by all rules and regulations that apply to the district.





Appendix P

Gifted and Talented ELs

Talent and Diversity: The Emerging World of Limited English Proficient Students in Gifted Education

A monograph published recently by the U.S. Department of Education and other research studies offer some suggestions as a starting point. They include, but are not limited to:

- An expanded view of intelligence and giftedness, such as those espoused by Howard Gardner, Robert Sternberg, and Joseph Renzulli, that results in multi-pronged identification that includes test scores, teacher recommendations, student portfolios and consideration of special variables such as language, socioeconomic background and culture
- Acceptance that students of high ability might also be LEP or come from poverty backgrounds
- A strong parent program and consistent involvement of parents
- Commitment to the long-term benefit of redesigning gifted education to include and meet the needs of LEP students
- Collaboration across programs; a willingness to negotiate and entertain different points of view
- Willingness to build on strengths and program maturity
- Establishment of a clear and coherent vision of inclusive gifted education
- An action plan with realistic timelines
- Adequate teacher training and in-service, including training in identification procedures for bilingual education teachers.

To access the full documentation, go to: <http://www.ed.gov/pubs/TalentandDiversity/index.html>

TWELVE TRAITS OF GIFTEDNESS

| Trait, Aptitude, or Behavior | General Description | How it may look | CLD (Culturally & Linguistically Diverse) Considerations |
|--|---|---|---|
| MOTIVATION Evidence of desire to learn | Internal drive or encouragement that initiates, directs or sustains individual or group behavior to satisfy a need or attain a goal. | Persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school and non-school activities. Enthusiastic learner; aspires to be somebody, to do something. | Competitiveness may not be valued. Group achievement may be valued over individual accomplishment. |
| INTERESTS Intense, sometimes unusual, interests. | Internal drive or encouragement that initiates, directs or sustains individual or group behavior to satisfy a need or attain a goal. | Activities, avocations, objects, etc. that have special worth or significance and are given special attention. Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group. | Some may prefer teacher-directed learning. In some other cultures, individual choice is preferred for learning activities. |
| COMMUNICATION SKILLS Highly expressive with words, numbers, or symbols. | Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language and numbers). | Unusual ability to communicate (verbal, nonverbal, physical, artistic, symbolic; uses particularly apt examples, illustrations or elaborations. | May see strong interpersonal skills or preference for unassertive/indirect self-expression. May prefer to use collective ideas. |
| PROBLEM-SOLVING Effective, often inventive, strategies for recognizing and solving problems. | Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task. | Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new designs; inventor. | May prefer community-based problem-solving. |
| MEMORY Large storehouse of information on school or non-school topics. | Exceptional ability to retain and retrieve information. | Already knows; needs only 1–2 repetitions for mastery; has a wealth of information about school and non-school topics; attention to details; manipulates information. | What student chooses to memorize may differ from teacher's expectations. May use stories & legends as a memory tool. |
| INQUIRY/CURIOSITY Questions, experiments, explores. | Method or process of seeking knowledge, understanding or information | Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices or situations. | Sometimes not as highly valued in other cultures—may prefer teacher direction. |
| INSIGHT Quickly grasps new concepts; sees connections; senses deeper meanings. | Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways. | Exceptional ability to draw inferences; appears to be a good guesser; keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines. | May be intuitive or holistic thinkers. |



| TWELVE TRAITS OF GIFTEDNESS | | | |
|--|--|--|--|
| Trait, Aptitude, or Behavior | General Description | How it may look | CLD (Culturally & Linguistically Diverse) Considerations |
| REASONING Logical approaches to figuring out solutions. | Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought. | Ability to generalize and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer. | May demonstrate problem-solving in group setting rather than individually. Some cultures value approximation over accuracy. |
| IMAGINATION/CREATIVITY Produces many ideas; highly original. | Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through nontraditional patterns of thinking. | Shows exceptional ingenuity using everyday materials; keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious. | May be demonstrated through storytelling, dancing, writing, art, poetry or creative thinking. |
| HUMOR Conveys and picks up on humor well. | Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures. | Keen sense of humor may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness. | Need to be aware that humor is culturally-based. |
| INTENSITY (Overexcitabilities) Strength of reactions, responses, behaviors. ("overexcitabilities" comes from Polish psychologist Dabrowski.) | Very strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination. | Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity. | Individual drive may not be highly valued. Some cultures have a preference for novelty and personal freedom. |
| SENSITIVITY Strong reactions to emotional stimuli. | Events and situations in the affective and social domains elicit a stronger response than usual. | Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical. | May demonstrate a keen sense of injustice, awareness of the environment & people around them, or personal & religious integrity. |

Adapted from material from the National Research Center on the Gifted and Talented and Mary Ruth Coleman, Ph.D., University of North Carolina.

Appendix Q

Sample EL District Forms

Home Language Surveys

(School District Name)
(School District Address)
(School District Phone Number)

HOME LANGUAGE SURVEY

STAFF MEMBERS: This form must be completed for all students registering in

| To Be Completed by Parent of Guardian: | | |
|--|---|---------------------|
| Student Name: | _____ | Date of Birth _____ |
| | Last First Middle | Mo. Day Yr. |
| Parent(s) or Guardian(s): Please answer the questions below accurately and completely. This information is necessary to provide the most appropriate placement and instruction for your child and will not be used for any other purposes. Thank you for your cooperation. | | |
| 1. | What was the first language that this student spoke? _____ | |
| 2. | Is there a language other than English spoken in the home? <input type="checkbox"/> NO <input type="checkbox"/> YES | |
| | Which language(s)? _____ | |
| 3. | Does the student speak a language other than English? <input type="checkbox"/> NO <input type="checkbox"/> YES | |
| | Which language(s)? _____ | |
| IN WHICH LANGUAGE DO YOU PREFER TO RECEIVE COMMUNICATION FROM THE SCHOOL? | | |
| _____ | | |
| _____ | ____/____/____ | _____ |
| Parent or Guardian Signature | Date | Print Name |



Home Language Survey Form- **Parent**
(School District Name)
(School District Address)
(School District Phone Number)

Dear Parent/Guardian:

The Office of Civil Rights and Colorado Department of Education require school districts to determine the **dominant language spoken** by your student to help provide meaningful instructional programs.

Please answer these questions and return to your school. This questionnaire becomes a part of the District's official documentation of language assessments. Thank you.

Student Name: _____
Last First Middle

Grade _____ Birth Date _____ Birth Place _____

School _____

1. Which language did you son or daughter learn when he/she first began to talk? _____
2. What language does your son or daughter use at home? _____
3. What language do you use when speaking to your child? _____
4. Name the language your child speaks with his/her friends outside the home. _____
5. Will you need someone to help Translate letters sent home? YES NO

Check the box if your family has moved at some time in the past 3 years to look for work in:

- Agriculture (farming, dairy)
- Orchards
- A Nursery (trees, flowers, gardening)

Signature of parent or guardian

Date

Translator's printed name (if utilized)

Translator's signature



(School District Name)
 (School District Address)
 (School District Phone Number)

Primary/Home Language Survey

Directions:

1. Interview the parents/guardians of all new students (including preschool and kindergarten) at the time of enrollment and record all information requested.
2. Provide interpreting services whenever necessary.
3. Please check to see that all questions on the form are answered.
4. **If a student's survey indicates a native or home language other than English**, his or her English language proficiency should be evaluated by a **qualified Bilingual or ESL teacher**. Give one copy of this form to the ESL teacher who will then assess oral proficiency, literacy, and academic background using a reliable and valid language proficiency assessment.
5. Place the original survey form in the student's permanent file.

| Student Information | | | |
|--|------------------------|---|--|
| First Name: | Last Name: | Date of Birth: | Gender: F <input type="checkbox"/> M <input type="checkbox"/> |
| Country of Birth: | Date of Entry in U.S.: | Date first enrolled in any U.S. school: | |
| School Information | | | |
| Current School: | | | |
| Enrollment Date: | Current Grade: | Person Conducting Survey: | |
| Questions for Parents/Guardians | | Response | |
| What is the native language of each parent/guardian? | | | |
| What language(s) are spoken in your home? | | | |
| Which language did your child learn first? | | | |
| Which language do you most frequently speak to your child? | | | |
| What other languages does your child know? | | | |

(School District Name)
(School District Address)
(School District Phone Number)

ESL/ELL Referral

Completed by: _____
Date: _____

Student Information Statistics

School District: _____ School Assigned: _____

Student's Last Name: _____ First Name: _____

Student's I.D.#: _____ Grade Level: _____ Sex: Male _____ Female _____

Student's Home Address: _____
Number Street City State Zip Code

Telephone Number: _____ Entry Date into U.S. _____
(Area Code) (Phone Number)

Date of Birth: _____ Place of Birth: _____

Language(s) spoken: _____

Parent's/Guardian's Name: _____

Telephone Number (Home): _____ (Work): _____

Home Language Survey

Schools are required under federal civil rights laws to identify all students whose home language is not English. Please take a few minutes to complete this questionnaire and have your child return it to his/her teacher promptly. Thank You.

1. What language did your child first learn to speak?

2. What language does he/she speak most often?

3. What language does your child most often speak in his/her home?

4. What language do you most often use when speaking to your child?

Signature of Parent/Guardian: _____ Date: _____

Name of Translator (If used): _____



(School District Name)
(School District Address)
(School District Phone Number)

Home Language Questionnaire

School: _____ Teacher: _____

Our school needs to know the language(s) spoken and heard at home by each child. This information is needed in order for us to provide the best instruction possible for all students. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

Name of child: _____ Grade: _____ Age: _____

| | |
|--|--|
| 1. Which language did you child first learn to speak? | |
| 2. What language does your child use most often at home? | |
| 3. What language do you most often use to speak to your child? | |
| 4. Does your child understand a language other than English? | |
| 5. Has your child been influenced by a language other than English by someone such as a grandparent, babysitter, or other adult? | |

Date: _____ Signature of Parent or Guardian: _____

(School District Name)
 (School District Address)
 (School District Phone Number)

Language History Questionnaire

| | |
|----------------------|---------------|
| Name | Date |
| Grade | School |
| Date of Birth | Gender |

1. yes no Does the student speak a language other than English? (Do not count languages learned in foreign language classes.)
2. yes no Does the student understand a language other than English? (Do not count languages learned in foreign language classes.)
3. yes no Does anyone in the student's home speak a language other than English? (Count parents, guardians, babysitter, siblings, grandparents and others only if they live or work in the student's home.)

Stop here if the answer to questions 1 through 3 above are "no". **If any of the answers to questions 1 through 3 above are "yes", complete the following questions.**

| Parent(s) Name(s) | Address | Telephone |
|-------------------|---------|-----------|
| | | |
| | | |

Language Spoken

| What was the student's first language? | | | |
|--|---------------|-----------------|----------------|
| Including English, what language(s) does the student speak? | | | |
| If any of the following people work or live in the student's home, list the languages they speak (including English) and the percentage of time it is spoken in the home by the amount used: | | | |
| Family Member | Used Most (&) | Used Second (%) | Used third (%) |
| Father, guardian, stepfather | | | |
| Mother, guardian, stepmother | | | |
| Other children or siblings | | | |
| Grandparent | | | |
| Babysitter | | | |
| Other | | | |

- yes no Has the student ever been in a bilingual educational or an English as a Second Language program?
- yes no Did the student exit the program? Exit Date: _____



(School District Name)
(School District Address)
(School District Phone Number)

Home Language Questionnaire

School; _____ **Teacher :** _____

Our school needs to know the language(s) spoken and heard at home by each child. This information is needed in order for us to provide the best instruction possible for all students. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

Name of child: _____
Last First Middle Grade Age

1. Which language did your child first learn to speak? _____
2. What language does your child use most often at home? _____
3. What language do you most often use to speak to your child? _____
4. In what country was your child born? _____
5. If your child was not born in the USA, what date did they enter the USA? _____

Signature of Parent or Guardian

Date

Preguntas del Lenguaje Hablado en Casa

Escuela: _____ Profesor/a: _____

Nuestra escuela necesita saber el lenguaje y oído en casa por cada niño/a. Esta información es necesaria para proveer la mejor instrucción posible para todos los alumnos. Por favor de contestar las siguientes preguntas y regrese esta forma con su hijo/a al profesor. Gracias por su ayuda.

Nombre del alumno: _____
Apellido Primer nombre segundo Grado Edad

1. Que idioma comenzó su hijo/a hablar primero? _____
2. Que idioma usa más su hijo/a en la casa? _____
3. Que idioma usa usted con más frecuencia para hablar con su hijo/a? _____
4. En que país nació su hijo? _____
5. Si no nació en los EEUU en qué fecha entró su hijo/a a los EEUU? _____

_____ **School District**
(School District Address)
(School District Phone Number)

Dear parent of Guardian,

Your child's Registration Form indicates that a language other than English is spoken in your home. The completion of the Home Language Inventory is required by the Colorado Department of Education for any student with a language other than English. The additional information is needed to assist us in planning appropriate programs of instruction to meet the needs of our students.

Please answer each question; sign the form and return to your child's teacher at the time of registration. (If you have already filled out this form in previous years, there is no need to complete the form again) Thank you.

HOME LANGUAGE SURVEY

Sasid # _____ Student Name _____
School _____ Teacher _____ Country of Birth _____
Birthdate _____ Age _____ School Year 20 ____ Grade _____

1. What was the first language the student learned to speak? _____
 2. What language does the student speak most often? _____
 3. What is the language most often spoken in the student's home, regardless of what the student speaks?

 4. Is another language spoken at home to this student? Yes _____ No _____
 5. Does the student understand the other language spoken at home? Yes _____ No _____
 6. does the student speak the other language spoken at home/ Yes _____ No _____
- Are there other family members in the home speaking the other language? Yes _____ No _____
7. If yes, indicate whom: Mother _____ Father _____ Grandmother _____ Grandfather _____
Brother _____ Sister _____ Aunt _____ Uncle _____ Cousin _____

Date _____ Parent/Guardian Signature _____

Estimados Padres o Tutores,

El formulario de Inscripción de su hijo(a) indica que en su hogar se habla un idioma diferente al inglés. El Departamento de Educación del Estado de Colorado requiere que su formulario de Inventario del Lenguaje del Hogar sea completado por un estudiante que tenga un idioma diferente al inglés. Se necesita la información adicional para ayudarnos en la planificación de los programas de instrucción apropiados para atender las necesidades de nuestros estudiantes.

Por favor contesten todas las preguntas; firmen el formulario y devuélvanlo al/a la maestro(a) de su hijo(a) al momento de inscripción. (Si ustedes ya llenaron este formulario en años anteriores, no hay necesidad de que lo llenen de nuevo.) Gracias.

QUESTIONARIO DEL LENGUAJE DEL HOGAR

No. De Matrícula _____ Nombre del Estudiante _____
Escuela _____ Maestro(a) _____ País de Nacimiento _____
Fecha de Nacimiento _____ Edad _____ Año Escolar 20 ____ Grado _____

1. Cuál fue el primer idioma que el/la estudiante aprendió a hablar? _____
2. Que idioma habla el/la estudiante con más frecuencia? _____
3. Qué idioma se habla más frecuentemente en el hogar, sin tomar en cuenta que idioma habla el estudiante? _____
4. Se le habla otro idioma (español) que se habla en casa al estudiante? Si _____ No _____ a veces _____
5. Entiende el estudiante el otro idioma (español) que se habla en casa? Si _____ No _____ a veces _____
6. Habla el estudiante el otro idioma (español) que se habla en casa? Si _____ No _____ a veces _____
7. Hay otros miembros de la familia en casa que hablan el otro idioma (español)? Si _____ No _____ a veces _____
8. Si contestó que sí, quiénes son esas personas? Mamá _____ Papá _____ Abuela _____ Abuelo _____ Hermano _____
Tía _____ Tío _____ Primo(a) _____ Otro(a) _____

Fecha _____ Firma del Padre/Madre/o Tutor(a) _____



(School District Name)
(School District Address)
(School District Phone Number)

HOME LANGUAGE SURVEY

Student's Name _____ Date _____

Date of Birth _____ Grade _____ School Year _____

To be completed by parents upon student enrollment to determine student's status as language minority.

1. What is the native language of the student? _____
2. What is the predominant language of the parents? _____
3. What language is most often spoken at home? _____

If a language other than English is indicated for any of the questions, the student is considered to be a language minority student. Once this determination has been made, the following must occur:

- English proficiency assessment, upon enrollment and annually thereafter, to assess level (1-5) of English proficiency and measure growth annually.

Note: Efforts should be made to translate this form into the predominant language of the parent.

Sample Parent Letter Notification Letters

SCHOOL NAME
SCHOOL ADDRESS

SAMPLE PARENT NOTIFICATION LETTER A (This letter includes the minimum essential elements that are required by Title III Sec. 3302 for parent notification. Districts may use this letter or compose their own letter addressing all required elements.)

Date

Parent/Guardian's Name
Street Number and Name
City, Zip

Dear Parent/Guardian,

Welcome to the _____ Schools and to the 20 -- ---- school year. We are glad that you are part of our community and that your child is attending _____ School.

The No Child Left Behind Act of 2001, the federal education law, requires that school systems identify students whose primary or home language is not English. It also requires that schools support these students in attaining English proficiency and high academic achievement in English. We want to make sure that your child meets the same challenging expectations as all of Colorado's children.

Your child, _____, has been identified as limited English proficient (LEP) based on information from the enrollment form/home language survey and the results of the _____ test to determine his/her proficiency in speaking, reading, writing, and understanding in the English language. A committee composed of your child's teacher/s, the school principal, the district Title III/English as a Second Language (ESL) coordinator or district instructional supervisor or district assessment coordinator (DAC) came together to design a Program Services Plan for your child. Enclosed with this letter is your child's Program Services Plan, which:

- a. provides for an English language instructional program that will meet your child's strengths and areas of need,

- b. outlines specifically how your child will learn English and meet age appropriate academic achievement standards,

- c. explains the method/s of instruction used in your child's program, and how these differ from the instruction received by other children in the same school in terms of content, instructional goals, and use of English and a native language in instruction,

- d. specifies the academic and language exit requirements and the expected amount of time to transition from this LEP instructional program to the regular non-LEP instructional program at the school,

- f. (for students with disabilities) describes how this instructional program will meet the objectives of the individualized education plan (IEP) of your child,



SAMPLE PARENT NOTIFICATION LETTER A Page 2

As parent/guardian, you have the right to decline your child's participation in a specialized LEP instructional program, or to choose another program or method of instruction, if available. We will provide you with as much information as you need regarding the instructional program or programs that we are able to offer for your child. You also have the right to have your child immediately removed from any LEP instructional program upon your request.

We welcome any input you may have regarding your child and his/her Program Services Plan. Our school and district staff want to do everything we can to help you be involved in the education of your child, and to help your child learn English, do well in his/her academic subjects, and meet the same high standards of success that we have for all our students. Please let any of our school staff know how we can assist you and best communicate regularly with you.

We would like to meet with you as soon as possible to discuss your child's Program Services Plan. Please contact the school office and let us know when would be the most convenient date and time for you. Also, please let us know if you would like us to provide a translator/interpreter for you, or if you will bring someone you know to assist with this.

We look forward to working as partners with you in providing a strong and caring environment for your child's academic success.

Yours truly,

School Principal

Enclosure: Program Services Plan for _____

SCHOOL NAME
SCHOOL ADDRESS

SAMPLE PARENT NOTIFICATION LETTER A (This letter includes the minimum essential elements that are required by Title III Sec. 3302 for parent notification. Districts may use this letter or compose their own letter addressing all required elements.)

Date

Nombre de los Padres/o Tutores
Domicilio
Ciudad, Código Postal

Estimados Padres / o Tutores,

Bienvenidos a la Escuela _____ y al año escolar 20 -- ----. Estamos muy contentos de que usted sea parte de nuestra comunidad y que su hijo(a) asista a la Escuela _____.

El Acto, “Que Ningún Niño se Quede Atrás” del año 2001, y la Ley Federal de Educación, requiere que los sistemas escolares identifiquen a aquellos estudiantes, que su primer o que el lenguaje que hablan en casa no es el inglés. También, requiere que las escuelas apoyen a aquellos estudiantes, a lograr a ser proficientes en el idioma inglés, y que logren un alto nivel académico. Queremos estar seguros, que su hijo (a) alcance las mismas expectativas de todos los niños de Colorado.

Su Niño(a), _____, ha sido identificado con una dominación limitada del idioma inglés (LEP por sus siglas en inglés), basado en la información, de la forma de inscripción/el cuestionario del lenguaje en casa, y los resultados de la prueba _____ determinaron que él/ella son proficientes hablando, leyendo, escribiendo y comprendiendo el lenguaje inglés. Un comité compuesto, por los maestros de su hijo(a), el director de la escuela, un representante del distrito del Título III/el coordinador del Inglés como Segundo idioma (ESL), o el supervisor educacional del distrito, o el coordinador instrucción , o el coordinador de evaluación del distrito (DAC) se juntaron, para designar el Programa de Servicios para su hijo(a). Anexo a esta carta encontrará el Programa de Servicios de su hijo(a), el cuál: a. proveerá un programa educacional del lenguaje inglés que encontrará las destrezas de su hijo(a) y las áreas que necesita mejorar.

b. contornos específicamente de como su hijo(a) aprenderá inglés, estándares de los logros académicos de acuerdo a la edad.

c. explica el/los métodos de instrucción, usados en el programa de su hijo(a), y como éstos difieren de la instrucción, recibida por otro estudiante en la misma escuela, en términos de contexto, metas educacionales, y el empleo del inglés, e instrucción en su primer idioma.

d. especifica los requerimientos académicos, y el lenguaje, para su salida del programa, y la cantidad estimada de tiempo en la transición del LEP (dominación limitada del idioma



SAMPLE PARENT NOTIFICATION LETTER A Page 2

inglés) al programa de instrucción regular de la escuela.

f. (para estudiantes deshabilitados) describe como este programa educacional cumplirá con los objetivos del plan individual educativo (IEP) de su hijo(a).

Como Padre o/Tutor, usted tiene el derecho a negar la participación de su niño(a) en el programa educativo LEP, o escoger otro programa o método de instrucción, si están disponibles. Nosotros le proveeremos de toda la información que usted necesite, referente a el programa educativo o los programas que están disponibles para su hijo (a). Usted también tiene el derecho de quitar inmediatamente a su hijo(a) de cualquier programa educativo LEP.

Damos la bienvenida, a cualquier aportación que usted pueda tener, con respecto a el programa de su hijo(a). Nuestra escuela y el personal del distrito, quieren hacer todo lo posible, para ayudarle a participar en la educación de su hijo(a), y ayudar a su niño(a) a aprender inglés, a tener buenos grados académicos, y alcanzar con éxito los altos niveles educacionales que todos los niños deben tener. Por favor haga saber al personal de la escuela, como le podemos ayudar para comunicarnos regularmente con usted.

Nos gustaría conocerlo(a) lo más rápido posible para hablar del Plan de Servicios para su hijo(a). Póngase en contacto con la oficina de la escuela y háganos saber la fecha y hora que son más convenientes para usted. También, háganos saber por favor, si le gustaría que tuviéramos un intérprete o traductor disponible para usted, o si usted puede traer a alguien con usted, para que nos ayude con esto.

Esperando trabajar en conjunto con usted, para proveerle un mejor y seguro ambiente para el éxito académico de sus hijo(as).

Sinceramente,

El Director de la Escuela

Anexo: Programa de Servicios para _____



Appendix R

Dually Identified Students

At a Glance: Summary of Eligibility Criteria

Special education eligibility in the category of a Specific Learning Disability is based upon evidence that the student does not achieve adequately for the student's age or to meet grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematical calculation, mathematics problem solving.

Specifically, the multidisciplinary team must determine that ...

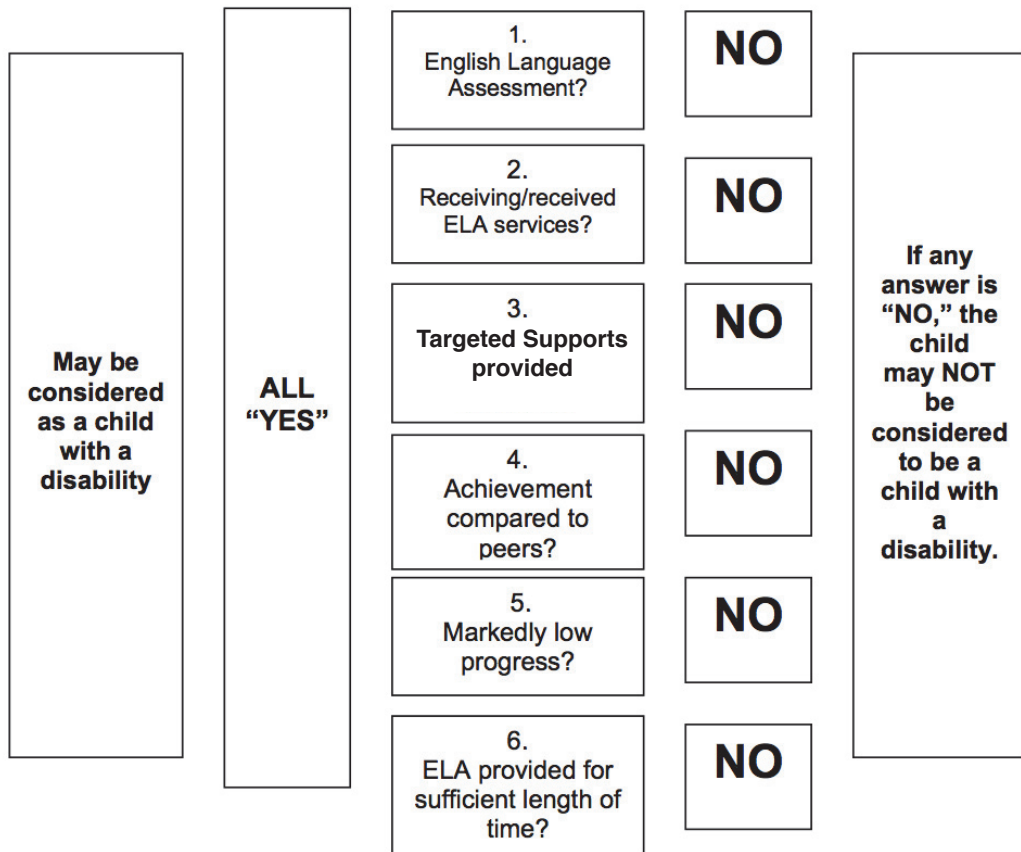
- 1) the student has one or more significant academic skill deficits as compared to age-level peers or grade-level benchmarks.
- 2) the student is making insufficient progress in response to research/evidence-based interventions.
- 3) the student's learning difficulties are not PRIMARILY* the result of visual, hearing, or motor disabilities; significant limited intellectual capacity; significant identifiable emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency.

In addition, as is stated in the Federal Rules and Regulations and pertaining to the identification of any disability, the findings can not be the result of a lack of appropriate instruction, specifically in the essential components of reading and in math.

Eligibility for special education is based on two final determinations:

- 1) the student has a Specific Learning Disability and
- 2) the student cannot receive reasonable educational benefit from general education alone

* Note that a specific learning disability may co-exist with another disability that is found to be the primary disability by the multidisciplinary team and that all special education needs must be identified, whether or not commonly linked to the primary disability category in which the child has been classified.



Educators need to consider how a student's culture mediates his/her learning.

SLD Guidelines/Colorado Department of Education (10/7/08)



Appendix S

Creating a Body of Evidence (BOE)

How to Create a Body of Evidence

Six things to think about:

- Search student records
- Interview parents with an interpreter
- Look for patterns
- Gather test data
- Organize data
- Designate a permanent place for data

Search Student Records

- Identify sources of student records: School/district, teacher/counselor, parents
- Look for detail on past experiences in the district, other districts and other countries
- For students from Mexico, information on schools is found at: www.sep.gob.mx. Report card grades range from 1(low) to 10 (high).

Interview Parents with an Interpreter

- If you are able to communicate somewhat in the language of the parents, still use an interpreter as technical language and nuances are substantial.
- Spend time before the interview with the interpreter to discuss their role and what to expect, and share the language/vocabulary to be discussed.

Gather and Organize Data

- Designate a secure and easily accessible permanent place for storing data
- Use organizers (i.e., categories of student performance) under which to store the data
- Document your analysis, referring to specific sources of data



Look for Patterns

- Draw out the data to find patterns that will that will help develop goals for student learning
- Use behavior observation to support assessment results and other findings and to help guide your analysis
- Planning for Additional Assessment and Determination of Eligibility
- Determine what we know: *What is the current status? What are the patterns over time?*
- Determine what we want to know: *Where are the gaps?*
- Determine actions, tools, and strategies: *What assessments, checklists, observations, etc. should be used?*

Planning for Additional Assessment and Determination of Eligibility

- Determine what we know: *What is the current status? What are the patterns over time?*
- Determine what we want to know: *Where are the gaps?*
- Determine actions, tools, and strategies: *What assessments, checklists, observations, etc. should be used?*

Appendix T

Culturally Responsive Environments

Cultural Differences Can Mean Different Norms for Classroom Behavior

Example: Some cultures consider it disrespectful to ask questions of teachers.

Implication: Students may not be comfortable participating in class discussions and activities.

Make sure students understand the hidden as well as obvious classroom rules and become familiar with the culture(s) of your students.

Cultural Differences Can Affect Students' Understanding of Content

New knowledge is built on what is known; reading research shows comprehension is a result of the words on the page and the reader's background knowledge. Students may not understand the text because they lack background knowledge. Provide students with additional explanations and examples.

Cultural Differences Can Affect Interactions with Others

Various cultures have different ways of showing interest, respect and appreciation.

Examples:

- 1) Students may show respect by not looking at a person which may be interpreted as disrespect in the U.S.
- 2) In some cultures, public praise is not given; a quiet word is more appropriate.

One Way to Understand Your Students

Meet informally; use translators if needed, with a small group of ELs. Have students share what they would like to tell teachers to make learning easier. Record ideas to share with others anonymously. Be sensitive to student reactions while helping other students do the same.

Questions to Ask

- What was school like in your country?
- How can teachers help you learn and understand?
- Do your parents understand the work and school papers you bring home?
- What has helped you feel comfortable and relaxed at school, and what has not?

Adapted from the ELEN Toolkit, 2nd Edition 2007.



Ten Things the Mainstream Teacher Can Do Today to Improve Instruction for EL Students

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly and legibly, and print—many ELs have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, “Do you understand?” Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information within the context of known information.
7. Announce the lesson’s objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Adapted from: Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English learners. Portland, OR: Northwest Regional Educational Laboratory.



Appendix U

Social and Academic Language

| | SOCIAL LANGUAGE (SL) | ACADEMIC LANGUAGE (AL) | |
|---------------------------------|--|---|---|
| | | SCHOOL NAVIGATIONAL LANGUAGE (SNL) | CURRICULUM CONTENT LANGUAGE (CCL) |
| PURPOSE | To communicate with family, friends and others in everyday, social situations. | To communicate to teachers and peers in a broad school setting (incl. classroom management). | To communicate to teachers and peers about the content of instruction (incl. lesson materials, textbooks, test, etc.). |
| FORMALITY | Informal. Hallmarks: incomplete sentences, contractions, restricted vocabulary, contextualized language, restricted variety of genre (mainly narrative). | Informal and formal. Hallmarks: combination of contextualized and decontextualized language. | Formal. Hallmarks: precise use of language/terminology, complete and complex sentences, lexical diversity, decontextualized referents, variety of genres (narrative and expository). |
| CONTEXT OF USE (SETTING) | Home. Peer group. Out-of-school activities. | School non-instructional time (homeroom, lunch room and playground). School instructional time (focused on classroom management; personal relationships). | School instructional time (focused on concept learning). Note: some out-of-school activities at home or with peers may focus on concept learning and thus may include hallmarks of CCL (incl. pre-school level). |
| EXAMPLES | I took it [= the trash] out before [= before dinner]; Where's the shop? | I need you all to be facing this way before we begin; Where is your 3rd period English class located? | First, the stamen forms at the center of the flower; Describe the traits of the main characters. |
| CONTEXT OF ACQUISITION | Acquired without explicit instruction. | Largely acquired without explicit instruction, unless student is EL. | Acquired with and without explicit instruction. EL students especially, may need explicit instruction. |
| MODALITY | Predominantly oral language. | Predominantly oral language. | Both oral and written language. |
| TEACHER EXPECTATIONS | Students will come to school already proficient unless the student is EL. | Students will readily learn these language skills unless the student is an EL student. | All students will need to acquire linguistic and pragmatic skills for both general use (cutting across disciplines) and specialized within a discipline. Some teachers will hold students accountable for use of "precise" CCL, others and even the same teachers at other times will allow informal/ imprecise uses. |



| | SOCIAL LANGUAGE (SL) | ACADEMIC LANGUAGE (AL) | |
|---------------------------------|--|---|--|
| | | SCHOOL NAVIGATIONAL LANGUAGE (SNL) | CURRICULUM CONTENT LANGUAGE (CCL) |
| GRADE LEVEL EXPECTATIONS | More sophisticated uses of language to solve disputes and participate as good citizens. For EL students ELD level should be taken into account (e.g., new to the U.S. and at the beginning level will differ from a student who is younger but at a higher ELD level). | More sophisticated uses of language. Teachers assume prior grades have prepared student to acquire the language (incl. reading and writing) necessary to take notes, read directions, etc. Redesignated EL students are expected to be able to cope with language demands of the classroom interaction. | More sophisticated uses of language. Higher grades rely on students having learned CCL of prior grades and rely on their reading ability to access and engage with the curriculum and on their writing ability to display or assess their learning. Redesignated EL students are expected to be able to cope with language demands of instruction. |

Source: *Academic English: Interactions Between Student and Language*.
 Alison L. Bailey (CRESST/UCLA)
 Presented at the 2007 CREATE conference.
 Used with permission from the author.



Appendix V

ACCESS for ELLs Proficiency Level Cut Scores

Appendix: Proficiency Level Cut Scores by Grade Level

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| List | 0 | 100 | 229 | 251 | 278 | 286 | 308 |
| List | 1 | 104 | 238 | 267 | 295 | 305 | 330 |
| List | 2 | 108 | 247 | 281 | 311 | 324 | 350 |
| List | 3 | 112 | 255 | 295 | 325 | 340 | 367 |
| List | 4 | 116 | 264 | 307 | 338 | 355 | 383 |
| List | 5 | 120 | 274 | 318 | 350 | 368 | 397 |
| List | 6 | 124 | 283 | 328 | 359 | 380 | 409 |
| List | 7 | 128 | 293 | 337 | 368 | 390 | 418 |
| List | 8 | 132 | 302 | 345 | 375 | 399 | 426 |
| List | 9 | 136 | 312 | 352 | 381 | 406 | 432 |
| List | 10 | 140 | 322 | 358 | 386 | 412 | 436 |
| List | 11 | 144 | 332 | 363 | 389 | 416 | 438 |
| List | 12 | 148 | 343 | 366 | 391 | 418 | 439 |

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Read | 0 | 100 | 238 | 251 | 261 | 274 | 295 |
| Read | 1 | 141 | 253 | 269 | 283 | 294 | 314 |
| Read | 2 | 150 | 267 | 286 | 303 | 312 | 331 |
| Read | 3 | 158 | 279 | 302 | 320 | 328 | 347 |
| Read | 4 | 166 | 291 | 316 | 336 | 343 | 360 |
| Read | 5 | 175 | 302 | 328 | 350 | 355 | 372 |
| Read | 6 | 183 | 312 | 340 | 360 | 366 | 382 |
| Read | 7 | 191 | 321 | 349 | 369 | 375 | 391 |
| Read | 8 | 200 | 329 | 358 | 376 | 382 | 398 |
| Read | 9 | 208 | 336 | 364 | 381 | 387 | 402 |
| Read | 10 | 216 | 341 | 370 | 383 | 390 | 406 |
| Read | 11 | 224 | 346 | 374 | 384 | 392 | 407 |
| Read | 12 | 233 | 350 | 376 | 385 | 393 | 408 |



| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Writ | 0 | 197 | 225 | 259 | 295 | 323 | 350 |
| Writ | 1 | 203 | 238 | 272 | 308 | 336 | 362 |
| Writ | 2 | 209 | 251 | 285 | 320 | 348 | 373 |
| Writ | 3 | 215 | 264 | 297 | 330 | 360 | 384 |
| Writ | 4 | 221 | 275 | 308 | 340 | 371 | 394 |
| Writ | 5 | 227 | 287 | 319 | 350 | 381 | 403 |
| Writ | 6 | 233 | 298 | 329 | 361 | 391 | 412 |
| Writ | 7 | 239 | 308 | 339 | 371 | 399 | 420 |
| Writ | 8 | 245 | 318 | 348 | 381 | 408 | 428 |
| Writ | 9 | 251 | 327 | 356 | 389 | 415 | 435 |
| Writ | 10 | 257 | 336 | 363 | 397 | 422 | 441 |
| Writ | 11 | 263 | 344 | 370 | 404 | 428 | 447 |
| Writ | 12 | 269 | 352 | 377 | 410 | 434 | 452 |

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Spek | 0 | 172 | 269 | 314 | 343 | 366 | 383 |
| Spek | 1 | 173 | 278 | 318 | 344 | 367 | 385 |
| Spek | 2 | 174 | 286 | 322 | 345 | 368 | 386 |
| Spek | 3 | 175 | 293 | 326 | 346 | 369 | 389 |
| Spek | 4 | 176 | 299 | 329 | 348 | 371 | 391 |
| Spek | 5 | 177 | 305 | 333 | 350 | 374 | 394 |
| Spek | 6 | 178 | 310 | 337 | 353 | 377 | 397 |
| Spek | 7 | 179 | 314 | 340 | 358 | 380 | 400 |
| Spek | 8 | 180 | 317 | 344 | 361 | 384 | 404 |
| Spek | 9 | 181 | 319 | 347 | 366 | 388 | 407 |
| Spek | 10 | 182 | 321 | 351 | 371 | 393 | 412 |
| Spek | 11 | 183 | 322 | 354 | 377 | 399 | 416 |
| Spek | 12 | 184 | 323 | 357 | 384 | 405 | 421 |

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Oral | 0 | 136 | 249 | 283 | 311 | 326 | 346 |
| Oral | 1 | 139 | 258 | 293 | 320 | 336 | 358 |
| Oral | 2 | 141 | 267 | 302 | 328 | 346 | 368 |
| Oral | 3 | 144 | 274 | 311 | 336 | 355 | 378 |
| Oral | 4 | 146 | 282 | 318 | 343 | 363 | 387 |
| Oral | 5 | 149 | 290 | 326 | 350 | 371 | 396 |
| Oral | 6 | 151 | 297 | 333 | 356 | 379 | 403 |
| Oral | 7 | 154 | 304 | 339 | 363 | 385 | 409 |
| Oral | 8 | 156 | 310 | 345 | 368 | 392 | 415 |
| Oral | 9 | 159 | 316 | 350 | 374 | 397 | 420 |
| Oral | 10 | 161 | 322 | 355 | 379 | 403 | 424 |
| Oral | 11 | 164 | 327 | 359 | 383 | 408 | 427 |
| Oral | 12 | 166 | 333 | 362 | 388 | 412 | 430 |

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| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Litr | 0 | 154 | 232 | 255 | 278 | 299 | 323 |
| Litr | 1 | 177 | 246 | 271 | 296 | 315 | 338 |
| Litr | 2 | 185 | 259 | 286 | 312 | 330 | 352 |
| Litr | 3 | 192 | 272 | 300 | 325 | 344 | 366 |
| Litr | 4 | 199 | 283 | 312 | 338 | 357 | 377 |
| Litr | 5 | 206 | 295 | 324 | 350 | 368 | 388 |
| Litr | 6 | 213 | 305 | 335 | 361 | 379 | 397 |
| Litr | 7 | 220 | 315 | 344 | 370 | 387 | 406 |
| Litr | 8 | 228 | 324 | 353 | 379 | 395 | 413 |
| Litr | 9 | 235 | 332 | 360 | 385 | 401 | 419 |
| Litr | 10 | 242 | 339 | 367 | 390 | 406 | 424 |
| Litr | 11 | 249 | 345 | 372 | 394 | 410 | 427 |
| Litr | 12 | 256 | 351 | 377 | 398 | 414 | 430 |

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Cpnh | 0 | 100 | 235 | 251 | 266 | 278 | 299 |
| Cpnh | 1 | 130 | 249 | 268 | 287 | 297 | 319 |
| Cpnh | 2 | 137 | 261 | 285 | 305 | 316 | 337 |
| Cpnh | 3 | 144 | 272 | 300 | 322 | 332 | 353 |
| Cpnh | 4 | 151 | 283 | 313 | 337 | 347 | 367 |
| Cpnh | 5 | 159 | 294 | 325 | 350 | 359 | 380 |
| Cpnh | 6 | 165 | 303 | 336 | 360 | 370 | 390 |
| Cpnh | 7 | 172 | 313 | 345 | 369 | 380 | 399 |
| Cpnh | 8 | 180 | 321 | 354 | 376 | 387 | 406 |
| Cpnh | 9 | 186 | 329 | 360 | 381 | 393 | 411 |
| Cpnh | 10 | 193 | 335 | 366 | 384 | 397 | 415 |
| Cpnh | 11 | 200 | 342 | 371 | 386 | 399 | 416 |
| Cpnh | 12 | 208 | 348 | 373 | 387 | 401 | 417 |

| | Grade | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 |
|------|-------|-----|-----|-----|-----|-----|-----|
| Over | 0 | 145 | 237 | 263 | 288 | 307 | 329 |
| Over | 1 | 162 | 249 | 277 | 303 | 321 | 344 |
| Over | 2 | 168 | 261 | 290 | 316 | 335 | 357 |
| Over | 3 | 174 | 272 | 303 | 328 | 347 | 369 |
| Over | 4 | 179 | 283 | 314 | 340 | 359 | 380 |
| Over | 5 | 185 | 293 | 324 | 350 | 369 | 390 |
| Over | 6 | 191 | 302 | 334 | 359 | 379 | 399 |
| Over | 7 | 197 | 311 | 342 | 368 | 386 | 407 |
| Over | 8 | 203 | 319 | 350 | 375 | 394 | 414 |
| Over | 9 | 208 | 327 | 357 | 382 | 400 | 419 |
| Over | 10 | 214 | 333 | 363 | 387 | 405 | 424 |
| Over | 11 | 220 | 340 | 368 | 391 | 409 | 427 |
| Over | 12 | 226 | 346 | 372 | 395 | 413 | 430 |



Appendix W

Educating ELs at the High School Level

Educating ELs at the High School Level: A Coherent Approach to District- and School-Level Support

In 2000, The American Institutes for Research (AIR), assisted by WestEd, completed a 5-year evaluation of educational environments for ELs in California. The study identifies an array of factors that make a positive difference for EL achievement, not only in California but potentially across the country. The study found that there is no single path to ensuring high EL achievement. However, the following practices appear to be more important contributors to success with ELs than using a specific instructional model:

- Implement a well-defined, rigorously structured plan of instruction for ELs
- Ensure that teachers are skilled in addressing the needs of ELs
- Systematically use data to assess teaching and learning
- Regularly adjust instructional planning based on student performance

As EL enrollment continues to grow, issues facing schools tasked with educating these students become increasingly important. According to federal statistics, an estimated five million ELs were enrolled in U.S. public schools in 2004–2005, an increase of more than 65% from 1993–1994 (Parrish et al., 2006). Spanish is the most common primary language spoken by ELs, and about 70% of ELs are native Spanish speakers (Capps et al., 2005).

Districts face diverse circumstances in their EL populations. Some serve populations in which one primary language is spoken by the majority of ELs. In other districts, dozens of language groups may be represented in a single school. Adding to the complexity is variation in the length of residence in the United States: some are newly arrived; others are U.S. born children of immigrants. There also are wide-ranging levels of literacy skills and previous schooling (Genesee, Lindholm-leary, Saunders, & Christian, 2006). A range of factors, including local contextual factors, must be considered when determining what works best for ELs (Parrish et al., 2006).

States set high academic standards for ELs who face the extraordinary challenge of learning academic English and mastering the same core content standards (in English) that are expected of all students. A major concern in the education of ELs that surfaced throughout the study is that in some cases, language status hampers access to grade-level instruction in the core curriculum and may impede attainment of academic English and grade-level performance standards. At the study's high schools, some ELs and their parents raised concerns that they were “stuck in the EL track” and that this track of courses was not preparing them for college.

What improvement strategies make the most difference in educating ELs? The study gathered information from 66 schools with high EL performance relative to other schools with similar demographics. Some schools in the sample offered bilingual instruction; some offered immersion; and several offered multiple options for ELD instruction. Schools were selected from across the state and had a broad range of demographics. However, all had significant EL populations, and all had high levels of poverty.

Research findings suggest there is no one path to academic excellence for ELs. However, administrators tend to pinpoint a few key features upon which ELs' success hinges. School principals identified the following as most critical:

- Staff capacity to address the needs of ELs
- Schoolwide focus on English language development (ELD) and standards-based instruction
- Shared priorities and expectations in regard to educating ELs
- Systematic, ongoing assessment and data-driven decision making

Based on these findings, several recommendations can be derived for administrators, schools and districts.

- **Articulate EL policies across classes, grades and schools.** A coherent set of performance expectations for ELs and a carefully designed plan to guide their progress through the grades and create coherent instructional transitions across schools are essential to the success of ELs.
- **Use data to guide policy and instruction.** The use of data to guide EL policy and to measure the results of instructional practices was prevalent among the successful schools/districts in the study.
- **Except under very limited circumstances, schools/districts should offer ELs the same range of challenging coursework offered to English-speaking students.** The study found that instructional programs in place were ostensibly designed to improve the English language acquisition and academic achievement of ELs, but resulted in offering ELs a narrower range of less challenging coursework than was available to English-speaking students, often characterized by low expectations. Although the separation of ELs for targeted support is sometimes justified, this should be done strategically and limited to cases justified by specific instructional purposes and demonstrated success.
- **Districts should support ongoing, job-embedded PD to promote ELs' ELD and academic achievement and ensure appropriate deployment of skilled teachers to schools in which they are needed most.**
- **Schools should emphasize literacy, personalized learning communities, distributed leadership and teacher collaboration.** Teaching literacy across the curriculum was identified as a priority in schools that had better-than-average performance among ELs. The development of personalized learning communities and teacher teams were effective strategies for teaching literacy. Empowering members of a school community, such as teacher teams and other staff, to contribute to shaping the direction of student learning positively influenced achievement outcomes and increased the cohesiveness of the school community.

Ten Tips from the Successful Principals Interviewed for this Study

1) Establish consistent standards around high expectations and strategies:

"I think the key to our success is consistency. That's the key. The expectations—the standards—have to be set, and the expectations are high for all children. The support that we give them has to be there. But the standards, or the expectations, are never lowered. You cannot do that without consistency. So, it doesn't really matter necessarily what the curriculum is, as long as the strategies that are used to deliver that instruction are consistent across the grade levels, in every strand."

**2) Don't underestimate ELs:**

"Remember that these students are highly motivated and want to learn English. It's important to provide them with a good support group and to ensure that their first experiences help them to keep their goals high. This is critical."

3) Make ELs a whole-school priority:

"All teachers must take responsibility for EL kids—it can't just be the EL department. We only have 40 kids in our ELD classes, but we have one third of our school classified as EL. So they are sitting in regular classes, and we need to get them to a fluent level. All teachers have to know who they are, what level they are, in order to bring them up to the fluent level, and that involves the whole staff."

4) Motivate, train, and involve teachers:

"Developing highly efficient and effective teachers is the first challenge as a principal. Start by sharing research and demographics with them. Teach them how to read and analyze test scores. Teach them step-by-step all the issues with ELs ... what the typical life experience of an EL in the school is like, etc. Work as a team to solve the problems. Build in time for lots of dialogue and reflection. Work collaboratively as an entire school through vertical and grade-level meetings. Include teachers in decision making."

5) Focus on the needs of individuals:

"It's hard to do that. Teachers can't look at 30+ students and say, 'I'm going to meet all of your needs every day.' It's overwhelming, and you can't do it. But you must identify needs and find commonalities to group. Where groupings don't work, address it as an individual need. You can't approach it as a 'one-size-fits-all'."

6) Be an active participant in instruction:

"As principals, we really need to be instructional leaders—to be in the classroom and speaking with kids ... What do they understand and what do they struggle with? I try to get in as often as I can, set aside time during the day. Sometimes there are barriers. That's where we are as instructional leaders across the nation: how do we delegate, give up, let go of the various administrative things that we have throughout the day to really get in and look at classrooms and come out as instructional leaders? Coming back into staff meetings or professional development and teachers taking you as someone who's credible, saying, 'That principal came into my classroom and sat through a guided reading lesson and found the same obstacles as I found.' Then we can talk about those issues and how do we overcome them."

7) Emphasize literacy:

"In our school, everything is based on language. Schools are language places. If kids are going to do well in schools, they have to be good at language. Everything is based on language. You have to work on language composition. We have put most of our eggs in reading and comprehension. The library here is a hoppin' place, and it is well used."

8) Encourage collaboration:

"Make sure to allow opportunities for cross-dialogue among teachers within and across grade levels to make sure there is coordination and information-sharing about what various teachers have been focusing on and how kids are doing."

9) Seek staff input about training needs:

"Offer staff opportunities for development, and conduct an inventory of staff development needs to see if they are fully prepared. Ask them what they feel would help them best serve these students, and they will be candid."

10) Have a dedicated classroom for late-entry newcomers:

“Keep the class size small. In our school, these students get ELD all morning and then are mainstreamed with native English speakers in the afternoon. I find that the students speak a lot more in this special classroom. Then they get role models with the English speakers in the afternoon. After 1 year, they are transitioned into another class. Sometimes they can move out sooner than 1 year.”

This brief was adapted from a longer summary that highlights a 5-year study conducted by AIR and WestEd. The summary provides recommendations and approaches to supporting and instructing ELs in California.





Appendix X

English Language Proficiency Act (ELPA) and October Count

The English Language Proficiency Act (ELPA) is a state funded program that provides financial and technical assistance to districts implementing programs to serve the needs of English learners. The state definition of “English learner” is derived from the 2014 Colorado Revised Statutes under the English Language Proficiency Act 22-24-103 (4) and is defined as “a student who is linguistically diverse and who is identified [using the state-approved English language proficiency assessment] as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English.” ELPA establishes that districts must provide an evidence-based English language proficiency, or English language development (ELD), program to assist ELs in acquiring English and achieving and maintaining grade-level performance in academic content areas. Programs eligible for funding under ELPA are: bilingual education, ESL, and other methods of achieving English language proficiency.

House Bill 14-1298, passed in May 2014, repeals and re-enacts with amendments the English Language Proficiency Act. The current ELPA includes two programs which provide funding for all local education providers with English learners: the English Language Proficiency Program (ELPA Program) and the Professional Development and Student Support Program (Support Program). House Bill 14-1298 also created the ELPA Excellence Award program to award grants to local education providers and charter schools that achieve the highest English language and academic growth among ELs and the highest academic achievement for ELs who exit out of the ELD program.

English Language Proficiency Program (ELPA Program), C.R.S. 22-24-104, State Grant Code 3140:

The ELPA Program is a categorical program that supports the requirement to provide an evidence-based English language development program for all English learners. The goal of the program is to increase the English language proficiency and academic performance of English learners. The ELPA Program is funded annually on a per pupil basis from a formula written in state statute. 75% of the annual allocation should be used to provide services to Non-English Proficient (NEP) and Limited English Proficient (LEP) students. The remaining 25% should be used to provide services to English learners reclassified as FEP Monitor Year 1 (M1) and FEP Monitor Year 2 (M2). Identified students may receive funding for up to a total of five budget years, including prior years of funding. Years in program are not required to be consecutive, regardless of whether the student transfers to another district or leaves the state. However, the district is obligated to provide ELD services for ELs after the five-year funding limit. Districts and the Charter School Institute must distribute 100% of ELPA Support Program funds that the district receives to charter schools that identified and reported eligible English learners in the Student October Count.

The ELPA Program provides funding intended to:

- Administer and implement evidence-based English language proficiency programs and
- Identify and assess English learners.

Section 2224-R-3.00 of the ELPA rules approved by the State Board of Education in 2014 specifies that it is the duty of each district to:

- Provide an evidence-based ELD program for ELs to enable them to develop and acquire English language proficiency while achieving and maintaining grade-level performance in academic content;

-
- Identify ELs using the state-approved English language proficiency assessment (ACCESS for ELLs); and
 - Annually report to the Department of Education the number of ELs who exit the ELD program.

ELPA Professional Development and Student Support Program (Support Program), C.R.S. 22-24-108, State Grant Code 3139:

The ELPA Support Program was created in 2014 by House Bill 14-1298. The ELPA Support Program funds are subject to annual appropriation by the Colorado legislature. 75% of the annual allocation should be used to provide services to Non-English Proficient (NEP) and Limited English Proficient (LEP) students. The remaining 25% should be used to provide services to English learners reclassified as FEP Monitor Year 1 (M1) and FEP Monitor Year 2 (M2). Districts and the Charter School Institute must distribute 100% of ELPA Support Program funds that the district receives to charter schools that identified and reported eligible English learners in the Student October Count.

The ELPA Support Program funds are provided to:

- Offset the cost of annually reporting the number of English learners who exit the English language proficiency program,
- Provide effective professional development activities related to teaching English learners for all educators who may work with English learners, and
- Expand ELD programs to assist English learners in achieving greater content proficiency.

ELPA Excellence Award, C.R.S. 22-24-107, State Grant Code 3138:

The ELPA Excellence Award program is designed to award grants to local education providers and charter schools with evidence-based English language proficiency programs that achieve the highest English language and academic growth among English learners and the highest academic achievement for English learners who transition out of the English language proficiency program. For the 2014-2015 SY a total of \$500,000 in funding was awarded to ten local education providers and ten charter schools who were highest achieving on the eligibility criteria specified in the English Language Proficiency Act. The funding is a one-time allocation and has a term of one fiscal year 2224-R-4.00 (4).

Each local education provider and charter school that receives an ELPA Excellence Award at the conclusion of each school year for which it receives a grant, must submit to CDE.

- A data analysis and summary of the local education provider's or charter school's evidenced based English Language Proficiency Program that includes:
 - A description of the program;
 - A description of how program effectiveness was evaluated and how data analysis was conducted as a part of the evaluation process;
 - A summary of the data analysis findings;
 - A summary of effective program elements; and
 - A summary of challenges overcome to improve the quality of program.



- An Annual Financial Report of the local education provider’s or charter school’s use of the funds received.

CDE will share information received through the data analysis and summary with local education providers and will make the information available to the public. CDE also will analyze the submitted reports and create a summary based on the local education providers’ reports. This summary will be published on the CDE webpage.

Student October Count

The Student October Pupil Enrollment collection (Student October Count) contains student enrollment information as of the pupil enrollment count date. This information is used to determine the school demographics, number of students in instructional programs, free and reduced lunch counts, and distribution of school finances across the state. As of 2014, the English Language Proficiency Act allocations are determined based on the previous year Student October Count. K–12 English learners in English language development programs, including parental refusals, who are identified as Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) Monitor Year 1 (M1) and Monitor Year 2 (M2) are eligible to receive ELPA funding for up to five budget years.

Language Background

Any student, who has a language proficiency code of Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former EL (FELL), must have a language background other than English (ENG). An excel version of the language codes can be viewed at <https://cdeapps.cde.state.co.us/2012-13ELPALanguageCodes.xls>. Deactivated codes can be viewed at <https://cdeapps.cde.state.co.us/2012-13ELPALanguageCodesDeactivated.xls>.

Language Proficiency

A student’s English language proficiency is described by his or her ability to speak, listen, read, and write in English. English learners (ELs) must have an English proficiency rating entered (1, 2, or 3) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5.

| | |
|---|---|
| 0 | Not Applicable |
| 1 | NEP—Non English Proficient —A student who speaks a language other than English and does not comprehend, speak, read, or write English. |
| 2 | 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. |
| 3 | 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 or her monolingual English-speaking peers. |
| 4 | PHLOTE, English Proficient —A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), has never <i>been served in a language instruction education program (i.e: ELA, ESL, Bilingual)</i> , and after initial screening (currently W-APT) and review of a body of evidence, is determined to be proficient in English. |
| 5 | FELL—Former EL —A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), previously received <i>language instruction education program(i.e: ELA, ESL, Bilingual services in a different district, and after initial screening (currently W-APT) and a review of a body of evidence is determined to be proficient in English.</i> |

Bilingual

This one digit field indicates whether the student is currently enrolled in a bilingual program, is in the monitoring period, or is exited.

This is only for reporting English learners in bilingual programs to develop English. Districts may not include English speaking students in dual language programs in this field.

| | |
|---|---|
| 0 | No or Not Applicable |
| 1 | Yes—Student is in a Bilingual Program. |
| 2 | Redesignated Bilingual Program (Monitored Year 1) |
| 3 | Redesignated Bilingual Program (Monitored Year 2) |
| 4 | Exited Bilingual Program (Year 3+) |
| 5 | Not in Bilingual Program, Parent Choice |

ESL Status

This one digit field indicates whether the student is currently enrolled in English as a second language immersion program, is in the monitoring period, or is exited.

| | |
|---|---|
| 0 | No or Not Applicable |
| 1 | Yes—Student is in an ESL Program. |
| 2 | Redesignated ESL Program (Monitored Year 1) |
| 3 | Redesignated ESL Program (Monitored Year 2) |
| 4 | Exited ESL Program (Year 3+) |
| 5 | Not in ESL Program, Parent Choice |

Information on the Student October Count can be accessed at:

http://www.cde.state.co.us/datapipeline/snap_studentoctober.

A listing of the data elements included in the collection are within the document, “File Layout and Definitions for Student October.” Specific information on the English learner data elements and other elements, including how they should be coded, can be accessed at http://www.cde.state.co.us/datapipeline/inter_student within the “Student Interchange File Layout and Definitions” worksheets for the Demographic and Student School Association files.

Previous years’ definitions are located at <http://www.cde.state.co.us/cdereval/rvstuoctdataelementsanddefinitions>.

For language codes, go to http://www.cde.state.co.us/datapipeline/org_language_codes.

For more information on the Student October Count and Reporting, please visit:

http://www.cde.state.co.us/DataPipeline/snap_studentOctober.asp.



Appendix Y

Mexican School Transcripts

An important skill to develop when counseling migrant students is the evaluation of transcripts from Mexico. By gaining a basic understanding of the school system and learning to translate course titles, the effective counselor is prepared to accept previous coursework in satisfaction of requirements. This helps the counselor avoid enrolling the student in courses she has already completed. Schools in Mexico typically operate 10 months out of the year, usually September through June. The school year is divided into two semesters. Courses are graded five times over the course of the year on a 10-point scale. The final grade is an arithmetic average of those grades. Students must earn a 6 or higher to pass the course, and must pass all courses with an attendance rate of 80% to move to the next grade level.

Secundaria is grades 7–9. Students are said to be in 1st, 2nd, or 3rd grade of secundaria. Semesters are numbered 1st through 6th. The minimum curriculum is dictated by the federal government. Students are in class a minimum of 35 hours per week. Bachillerato is grades 10–12. Students may be in 1st, 2nd, or 3rd grade of bachillerato. Semesters are numbered 1st through 6th. Beginning in the 2nd semester of 10th grade, the curriculum varies greatly from school to school. Unless the school is labeled *Educacion Profesional Tecnica*, the curriculum is college preparatory and may provide specialized vocational training. The minimum coursework which a secundaria student must complete is:

7th grade (1st grade of secundaria)

- 225 seat hours each in Spanish and Mathematics
- 135 seat hours each in World History I, World Geography, Civics and Ethics, Biology, Introduction to Physics and Chemistry, Foreign Language, and Vocational Education
- 90 seat hours each in Art and Physical Education

8th grade (2nd grade of secundaria)

- 225 seat hours each in Spanish and Mathematics
- 135 seat hours each in World History II, Physics, Chemistry, Foreign Language, and Vocational Education
- 90 seat hours each in Geography of Mexico, Civics and Ethics, Biology, Art, and Physical Education

9th grade (3rd grade of secundaria)

- 225 seat hours each in Spanish and Mathematics
- 135 seat hours each in History of Mexico, Educational Orientation or Civics and Ethics, Physics, Chemistry, Foreign Language, an optional class chosen by the state (usually geography and history of that state) and Vocational Education
- 90 seat hours each in Art and Physical Education

Grading Scale

Passed Course

10 Excellent A+

9 Very Good A

8 Good B

7 Average C

6 Not Satisfactory D Did Not Pass Course

5.9–0 Failed F

Educational Levels in Mexican Schools

- Colegio—a K-12 school
- Primaria—grades 1–6, begun at age 6
- Secundaria—grades 7–9
- Educación Media Superior—grades 10–12, also known as preparatoria or bachillerato.
- La Universidad—post 12th grade study

Secondary Schools (Grades 7–9)

- General Secondary—academic, high school preparatory
- Technical Secondary—equivalent of general secondary, but with sufficient vocational classes to prepare the student for an entry-level job in industry, agriculture, fishing, or forestry.
- Tele-Secundaria—classes transmitted via satellite to remote areas
- Workers' Secondary (Secundarias para Trabajadores)—general secondary curriculum completed at the student's own pace, and with final examinations administered on an individual schedule. Administered by National Institute for the Education of Adults (INEA).

All secondary schools must select their texts from a list approved by an agency of the federal government (SEP).



High School (Grades 10–12+)

University preparatory—any school including the word *Bachillerato* or *Preparatoria* in its title. Each school develops a curriculum to prepare students for specific career opportunities. The title of the school offers important clues to the curriculum completed.

- **General high school curriculum**—an academic, university preparatory program of studies. Offered in bachiller colleges funded by state and federal funds, preparatoria schools and bachilleratos attached to state university systems, in Bachillerato Abierto (national system offering flexible scheduling for working youth), or by satellite via EDUSAT (equivalent to our Public Educational Television) in an academic program called Tele-Bachillerato. In the 1998–99, 58.2% of students enrolled in grades 10–12 were completing a general high school curriculum.
- **Technical high school curriculum**—combination of academic and vocational classes preparing students for either university admission or entry-level jobs as professional technicians. CBTIS and CETIS prepare for careers in industrial and service industries, CTBTA in agriculture, CBTF in forestry, CETMAR in oceanic studies, and CETAC in continental water studies. Programs are 3–4 years in length, and may be called Bachillerato Bivalente, Bachillerato Técnico, or Bachillerato Tecnológico.
- **Not university preparatory**—vocational programs offer 2- to 4-year terminal degrees. An academic program called *Educación Profesional Técnica* is non-college preparatory. Graduates are prepared to assume mid-level positions in the workplace and do not qualify for admission to a university. Often offered in government centers specializing in a particular career fields, such as CETIS, CBTS, ICATE, CECYTE or IPN.

Terms found on Mexican Educational Records

Año Escolar—school year

Calif—abbreviation for Calificación, student's grade. 10-point grading scale: 6 is passing, equivalent to D; 10 is perfect, and seldom awarded.

Completo Parciales—was the last year attended partially or fully completed?

Matrícula—records the student's Clave Unica de Registro de Poblacion (CURP), a unique identification number. 18 digits, consisting of numbers and letters. Official records filed by student's name, not this number.

Mes y Año de Conclusión—month and year of final study at this school.

Nombre del Alumno—student's full name. Given name (Nombre) is followed by first last name (Primer Apellido), which is father's family name. Second last name (Segundo Apellido) is mother's family name. The father's family name is used for alphabetizing. The birth certificate shows the mother's last names before she married.

Nombre del Plantel—name of school attended.

Numbering of semesters—Primer (first), Segundo (second), Tercer (third), Cuarto (fourth), Quinto (fifth), Sexto (sixth). Begin with primer in secundaria. Begin again with primer in "high school."

Periodo—first two digits are year course was completed.

Promedio General—overall grade point average in secundaria or in “high school.” Not cumulative for both. 10 point grading scale. 6 is passing, equivalent to “D.” 10 is perfect, and seldom awarded.

Suggested Translation for Mexican Course Titles

Secundaria or Bachillerato Course Title Suggested Translation*

Administración I/II: Business Administration

Biología I/II :Biology

Ciencias Naturales: Natural Sciences

Ciencias Sociales: Social Sciences

Civismo: Civics of Mexico

Contabilidad I/II: Accounting

Derecho: Intro. Law

Dibujo: Art/Drawing

Ecología y Medio Ambiente: Environment and Ecology

Educación Física: Physical Education/Sports

Educación Tecnológica: *Computer Applications*

Español: Spanish

Estadística: Statistics

Expresión y Apreciación Artísticas: Appreciation of Artistic Expression; Music; Art

Filosofía: Philosophy

Física I/II/III: Physics

Formación Cívica y Ética: Civics/Ethics

Geografía: Geography

Geografía General: World Geography

Geometría y Trigonometría: Geometry and Trigonometry

Historia de México I/II: History of Mexico

Historia de Nuestro Tiempo: Modern History, sometimes 1960 to present



Historia Universal I/II: World History I

Individuo y Sociedad: Individual and Society

Informática I/II: *(ask student to describe this business course)*

Introducción a La Física y Química: Intro Chemistry and Physics

Introducción a Las Ciencias Sociales: Intro Social Science

Introducción al Derecho I: Intro to Law

Lengua Adicional al Español I/II/III/IV: Language in Addition to Spanish (often English)

Lengua Extranjera: Foreign Language (often English)

Literatura I/II: Literature

Matemáticas I/II/III/IV: *Algebra, Geometry, Calculus (test for appropriate placement)*

Matemáticas Financieras: Finance

Mercadotecnia: Marketing

Metodología de la Investigación: Research Methods

Organización: Records Management

Probabilidad y Estadísticas: Probability and Statistics

Problemas Ambientales: Environmental Problems/Conservation

Productividad: Business Productivity

Psicología: Psychology

Química I/II: Chemistry *(test for appropriate placement)*

Sociología I/II: Intro Sociology

Taller de Lectura y Redacción: Spanish Literature or Composition

Temas Selectos de Derecho: Select Themes of Law

** Compiled from these sources: Dept. of Community Affairs, Mexican Consulate, Seattle, WA; Texas Migrant Interstate Program; Yolanda Hill, breakout session, Interstate Secondary Credit Accrual Conference, McAllen, TX*

For more information on other languages and academic institutions around the world, go to: www.wes.org

Development of a Graduation Plan

From the first day a student arrives at high school, guidance counselors begin the process of developing a graduation plan. This plan gets developed mutually with the student and should be reviewed and updated at least once each year, but preferably once each semester or quarter. Changes made to the plan are ongoing and are based on the student's achievement or lack of achievement during that period. Revising the graduation plan on an ongoing basis prevents the devastating scenario where a senior is informed two months before graduation that he/she doesn't have enough credits in the right subject areas and therefore won't be able to graduate with the class.

The graduation plans for ELs may not look the same as those for native English speakers. Some of the scenarios in the previous sections speak to the indicators that can influence placement decisions.





Appendix Z

High School Preparation for Post-Secondary Education

The EL who has made an informed career choice requires assistance from a skilled counselor to develop the goal of continued education and build the base in high school to help make the dream attainable.

- Introduce and reinforce the concept of post-secondary education at every opportunity.
- Challenge the student intellectually by placing him in college prep courses and offering tutoring and support to increase chances of success.
- Help ELs build a network of friends who value success in school and plan to continue into post-secondary education (U.S. Dept. of Education, 2001).
- Include parents in student opportunities to explore vocational and technical schools or colleges in the region.
- Help parents verbalize their desire that their student have a better life through education.
- Be aware that you may encounter familial resistance to the student, especially females, leaving the area to receive a post-secondary education (Schwartz, 2001).
- Build a cadre of EL graduates who return from college and other post-secondary education institutions to speak with current students and their parents/guardians, promote post-secondary education and serve as mentors.
- Make sure student take the Scholastic Assessment Test (SAT) or the American College Test (ACT) in junior year and no later than the fall of the senior year.
- The requirement for letters of recommendation is a challenge due to frequent moves. Encourage students to obtain these letters from supportive educators and leaders in each community where they attend school and maintain them, along with work samples, in a portfolio.
- The student should have applications to colleges and vocational/trade schools completed and mailed before winter break of senior year. As routine practice, review such applications before they are mailed to verify that all requested information has been provided, and that all required attachments are included.
- Be aware of the excitement and the challenge a potential first generation college student may experience.
- Sponsor a class for students to learn how to complete applications including analysis of their strengths and writing persuasive essays.

Appendix AA

Starting Points Family-School-Community Partnerships Inventory

The National Standards offer a framework for how families, schools, and communities can work together to support student success. This inventory can be used in a number of ways to help plan, implement, and evaluate partnership initiatives. Suggested uses of this inventory include, but are not limited to:

- Assessing current family engagement practices at the school.
- Developing ideas for engagement practices and activities.
- Informing the development of a Unified Improvement Plan.
- Monitoring progress in reaching school improvement goals.
- Designing research and evaluation studies and instruments.

Directions: Complete the Inventory to identify whether your site is excelling, progressing, or emerging for each indicator. Then prioritize an area of improvement and identify how you will evaluate that practice.

Emerging: Limited level of development and implementation

Progressing: Functioning level of development and implementation

Excelling: Highly functioning level of development and implementation

Standard 1—Welcoming All Families into the School Community: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to the school staff, and to what students are learning and doing in class.

| Indicators | Excelling | Progressing | Emerging |
|--|-----------|-------------|----------|
| We develop personal relationships with every family. | | | |
| We create a friendly-friendly atmosphere. | | | |
| We provide opportunities for families to volunteer in the school, for the school, and as audience members. | | | |
| We respect every family. | | | |
| We remove economic obstacles for families to participate in events. | | | |
| We ensure that programs (i.e. events, volunteer opportunities, and meetings) are accessible for every family to participate. | | | |

One area of improvement for Standard 1 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Adapted from: *PTA National Standards for Family-School Partnerships: An Implementation Guide* (2009)



Standard 2—Communicating Effectively: Families and school staff engage in regular, two-way, meaningful communication about student learning.

| Indicators | Excelling | Progressing | Emerging |
|--|-----------|-------------|----------|
| We use multiple forms of communication paths to communicate with every family. | | | |
| We encourage two-way channels of communication. | | | |
| We ensure that families have access to the principal, teachers, and other school or district staff. | | | |
| We provide information on current educational and behavioral issues (i.e. new curriculum or policy changes) | | | |
| We survey families to identify issues and concerns and have mechanisms in place to receive a high return rate. | | | |
| We facilitate connections between families. | | | |

One area of improvement for Standard 2 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 3—Supporting Student Success: Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

| Indicators | Excelling | Progressing | Emerging |
|--|-----------|-------------|----------|
| We ensure that families and teachers communicate about student progress. | | | |
| We link student work to academic standards and provide families with information about how to support these standards at home. | | | |
| We use standardized test results to increase achievement and include family feedback in achievement discussions. | | | |
| We share school progress with every family. | | | |
| We engage families in classroom learning. | | | |
| We regularly conduct family learning events and provide information about those events to families who were unable to attend. | | | |
| We promote after-school learning opportunities. | | | |

One area of improvement for Standard 3 we will focus on during this school year is to: _____

Adapted from: *PTA National Standards for Family-School Partnerships: An Implementation Guide* (2009)

We will evaluate this practice by: _____

Standard 4—Speaking Up for Every Child: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

| Indicators | Excelling | Progressing | Emerging |
|--|-----------|-------------|----------|
| We help families understand how the school and district operates. | | | |
| We help families understand their rights and responsibilities under federal and state laws. | | | |
| We develop and share resources for families to help them navigate the educational system. | | | |
| We have policies and procedures in place to help resolve problems and conflicts involving families quickly. | | | |
| We help families develop capacity to be effective advocates for their children and the whole student population. | | | |
| We include families in discussions about planning for the future of the school. | | | |
| We have implement policies and procedures that encourage smooth transitions between and within schools. | | | |
| We engage families in civic advocacy (i.e. partnering with other educational advocates) for student achievement. | | | |

One area of improvement for Standard 4 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 5—Sharing Power: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

| Indicators | Excelling | Progressing | Emerging |
|---|-----------|-------------|----------|
| We encourage families have a voice in all decisions that affect children. | | | |
| We address equity issues. | | | |
| We develop family leadership, including families from diverse backgrounds and represent the student population. | | | |
| We connect families to local officials. | | | |
| We encourage and develop effective family engagement organizations that represent all families. | | | |

Adapted from: *PTA National Standards for Family-School Partnerships: An Implementation Guide* (2009)



One area of improvement for Standard 5 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Standard 6—Collaborating with the Community: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

| Indicators | Excelling | Progressing | Emerging |
|--|-----------|-------------|----------|
| We link families to community resources. | | | |
| We organize support from community partners. | | | |
| We have turned the school into a hub of community life. | | | |
| We partner with community groups to strengthen families and support student success. | | | |
| We conduct activities that give back to the community. | | | |

One area of improvement for Standard 6 we will focus on during this school year is to: _____

We will evaluate this practice by: _____

Other thoughts and notes:

Adapted from: *PTA National Standards for Family-School Partnerships: An Implementation Guide* (2009)



Appendix BB

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Glossary

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

Colorado's English language proficiency assessment given to K-12 students who have been identified as ELs.

AGP (Adequate Growth Percentile)

AGPs are the growth percentiles needed to get to English proficiency within the set timeline.

AMAO (Annual Measurable Achievement Objectives)

The objectives that school districts must meet with regard to their Language Instruction Education Program. Required by No Child Left Behind, Title III.

BICS (Basic Interpersonal Communication Skills)

The language ability required for face-to-face communication where linguistic interactions are embedded in a situational context.

BOE (Body of Evidence)

Multiple data sources used for monitoring and reclassifying a student.

CALP (Cognitive Academic Language Proficiency)

The language ability required for academic achievement in a context-reduced environment such as classroom lectures and textbook reading assignments.

CAS(Colorado Academic Standards)

Expectations of what students need to know and be able to do at the end of each grade.

CELP (Colorado English Language Proficiency Standards)

Comprehensive English Language Proficiency standards that address the need for students to become fully proficient in both social and academic English.

CLD (Culturally and Linguistically Diverse)

A term used to describe students of differing cultural and/or linguistic backgrounds.

ELA (English Language Acquisition)

Providing services to English language learners through a transitional native language instruction model and/or an English as a second language (ESL) model. The goal of the program is for students to transition to the mainstream English language instructional program.

ELD (English Language Development)

Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.

EL (English Learner)

A student who is linguistically diverse and who is identified using the state- approved English language proficiency assessment and a body of evidence as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English

ESEA (Elementary and Secondary Education Act)

Passed in 1965 as a part of the “War on Poverty.” ESEA emphasizes equal access to education and establishes high standards and accountability. In 2002, Congress amended ESEA and reauthorized it as the NCLB.

ESL (English as a Second Language)

A model for providing services to English learners that includes supported English content instruction and English language development.

Exceptional

Students who are gifted/ talented, students with disabilities, and English learners who have special learning needs are considered to be exceptional. (CDE)

Exited

Ls who are FEP (Fluent English Proficient) and who after being monitored for 2 years no longer require ELA services.

FEP (Fluent English Proficient)

English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers, but may still need limited linguistic support.

GT (Gifted and Talented)

Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

HLS/HLQ (Home Language Survey)

A form completed at the time of registration used to identify English learners for the purpose of providing access to appropriate educational opportunities.

IDEA (Individuals with Disabilities Education Act)

The federal law pertaining to Special Education. Reauthorized in 1997.

IEP (Individualized Education Program)

A written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the individuals with Disabilities Act (IDEA)

IPT (Idea Proficiency Test)

English language proficiency test

L1 (First language)

The language a child learns as his or her native language



L2 (Second Language)

A language an individual learns in addition to his or her first language

LEA (Local Education Agency)

The local school district or BOCES

LIEP (Limited Instruction Education Program)

Districts are required to provide evidence that appropriate programming is available for ELs.

LEP (Limited English Proficient)

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.

MGP (Median Growth Percentile)

MGPs are the median individual student growth percentiles calculated at district EMH levels Where n=20+. The median individual student growth percentile provides a measure of the relative effectiveness of the school/ district in teaching English to ELs.

Monitor 1, Monitor 2

ELs reclassified as FEP are monitored for a period of 2 years to determine their successes in the regular school program. (CDE)

MTSS (Multi-Tiered System of Supports)

A prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.

NCLB (No Child Left Behind)

The No Child Left Behind Act of 2001 reauthorized the Elementary and Secondary Education Act (ESEA)- the main federal law affecting education from kindergarten through high school. NCLB is built on 4 principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.

NEP (Non-English Proficient)

Students who come from another language background and are not fluent in English (speaking, listening, reading and/ or writing)

OCR (Office for Civil Rights)

The department of federal government that watches out for violations of civil rights laws. They can also be contacted by parents and teachers to report violations by school districts with regards to ethnicity or language discrimination.

PHLOTE (Primary or Home Language Other Than English)

A designation given to students based on information from the Home Language Questionnaire that indicates the primary language spoken at home is not English

READ Act

Colorado Reading to Ensure Academic Development Act Passed by Colorado Legislature in 2012, READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

Redesignation

Redesignation is a term that is used when a student's English language proficiency level changes from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP) Monitor Year 1.

Sheltered Content Courses

A course designed to make grade-level academic content understandable for English learners while at the same time developing their English language proficiency. The instructor uses strategies and techniques to integrate language and content while infusing socio-cultural awareness.

SIOP

The Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated model of sheltered instruction to help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.

SOLOM (Student Oral Language Observation Matrix)

An informal language acquisition matrix done through observation of the student in various settings.

W-APT (WIDA-ACCESS Placement Test)

Colorado's English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists with placement decisions such as identification and placement of ELs.

WIDA (World-Class Instructional Design and Assessment)

Colorado is a member state of the non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of NCLB and promote educational equity for ELs.

WM (Woodcock-Munoz)

There are several assessments produced by "Woodcock-Munoz", but the most common is the language proficiency test used by districts in a BOE to determine placement in an ELA program or not.



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