



Colorado Department of Education

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



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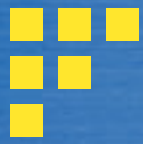
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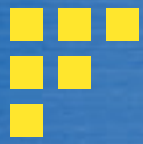
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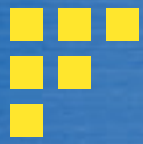
I. Components of an ELA Plan



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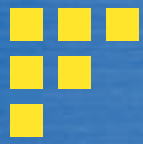
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P: Dually Identified Students

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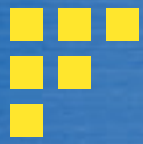
T: CELA Pro LEP and FEP
Interpretation Guide

U: References



LET'S PLAY.....

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WHEN YOU REPORT OUT....

Include:

The name and number of the section where you found the information, as well as the page numbers.

Where appropriate, **BRIEFLY** respond to the questions posed.



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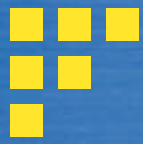
1. How many sections are there in the guidebook?
Who was it designed for?



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2. Where can you learn more about the challenges of implementing a particular program model?

What do strong delivery models all have in common?



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3. What are the 4 ELD continua? Why are the columns labeled as they are? What are 2 things the ELD continua are **not** designed to do?



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4. What does RTI stand for?

Where can you find an overview of the 8 step RTI process for ELLs? At what step is it appropriate to make a special education referral?



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5. Where can you find information on culturally responsive environments? What are 2 descriptors or aspects of a culturally responsive environment?



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6. Where can “mainstream” teachers find advice? What are 3 things that classroom teachers can do to improve instruction for ELLs?



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7. What are 2 resources listed in the appendix you are not familiar with, but that might be useful in your work?



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8. What are the three different kinds of measures that comprise a standards based assessment process for ELLs?



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9. Where can you find the Guiding Principles? Choose 1 and respond to it.



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10. Where can you find information about which languages are spoken in Colorado? What are the top 5? What is striking about the list?



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11. Where can you find information on the immigrant experience? What are three of the phases / situations that might impact your students?



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12. What is the
definition of PHLOTE?
How is PHLOTE
different from ELL?



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13. True or false? If parents waive services for their children, these students no longer need to be tested for language proficiency. Explain your answer.



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14. What are 3 things that could be part of a Body of Evidence for both language proficiency and academic proficiency? What is at least 1 thing unique to each category?



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15. What are the 3 points of the Comprehensive Reform triangle? Where do ELLs fit into this perspective?



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16. Where can you find information on the different types of professional development standards? What is an example of each standard area?



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17. Who should be responsible for program evaluation?



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18. Where can you find information about the inclusion of ELLs in the AMAOs for your school or district? True or false? AMAO targets do not need to include targets for ELLs.



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19. What does NCLB say about parental notification regarding program placement?



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20. Which Appendix will give you information on successful schools serving ELLs? What are 2 of the lessons learned?



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21. How are the ELD Standards organized? What is an example of a descriptor for Standard 4 for an intermediate 2nd grader? For an advanced 9th grader?



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22. Which of the following is not part of the sample ELA Plan Components?

Interventions, Parent involvement, Intercultural proficiency expectations, Assessment matrix for ELLs



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23. Where can you find a tool for assessing the current delivery of services for ELLs? What is the focus of sections III and VIII?



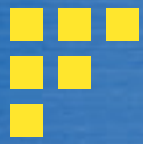
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24. True or False? According to federal law, districts are responsible for providing services and assessments for ELLs in Private or Charter schools. The schools must accept these services



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25. What is one resource that educators can use to improve their identification of and services for ELLs who are gifted?



YOUR SUGGESTIONS:

FOR WHAT TO ADD TO THE
GUIDE

FOR HOW TO MORE WIDELY
DISSEMINATE THE GUIDE AND
PROMOTE ITS USE