

# Designing, Delivering, and Evaluating Instruction and Services for Multilingual Learners

*2023 Guidebook*



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Department of Education



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The English Language Development (ELD) Guidebook is a collaborative effort of many dedicated internal and external colleagues and stakeholders who have provided necessary feedback and input to update content found in the 2023 ELD Guidebook\*.

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# Introduction

Colorado educators, district and school administrators and school board members have the privilege and the obligation to provide an equitable and rigorous education to all students. This includes more than 109,000 students in Colorado who are English Learners (ELs), representing over 270 different languages. The Colorado Department of Education (CDE) and contributing authors will use the term Multilingual Learner (ML) throughout this guidebook, as CDE is in the process of transitioning to this term when referring to the English learner student group. The term ML was selected because it highlights the fact that students in this subgroup are not only developing their skills in English, but also are becoming bilingual and biliterate, or, in some cases, multilingual and multiliterate. When referencing and/or citing state and federal law and/or obligations under these laws, the terms English Learner (EL), Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP) and other legal terms will be used.

Multilingual learners bring many assets to districts, schools, and public charter schools, such as their home language(s) and culture(s) which allow their brains to be more flexible since they are always processing two or more languages and making connections across multiple languages and cultures. To best tap into these strengths and provide MLs with the opportunity to meaningfully participate in educational programs, Colorado districts, schools, and public charter schools must appropriately identify MLs, analyze multilingual learner performance, and implement and evaluate evidence-based Language Instruction Educational Programs (LIEPs).

The guidelines below serve as the foundation for the content of the Guidebook and reflect the philosophy of the Every Student Succeeds Act, the WIDA Consortium, Colorado Academic Standards (CAS), Colorado English Language Proficiency (CELP) Standards, Colorado education legislation, and relevant federal education legislation. These guidelines 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 MLs. The guidelines are indicated below:

1. Districts, schools, and public charter schools will implement an **evidence-based** Language Instruction Education Program (LIEP), as required by State and Federal laws.
2. Districts, schools, and public charter schools will implement an evidence-based LIEP with a focus on access, equity, and quality that develops students' **social and academic English**.
3. Districts, schools, and public charter schools will provide access to grade level content through an evidence-based instructional program which focuses on equity and supports students' mastery of **grade level content standards** and the development of academic English.
4. Districts, schools, and public charter schools will provide on-going, job embedded **professional learning focused on increasing educator capacity to provide high-quality instruction for multilingual learners**.
5. Districts, schools, and public charter schools **set clear and ambitious expectations for English level development and grade level/content instruction and monitor the implementation** of instruction across grade levels and programs.
6. Districts, schools, and public charter schools will provide **two-way communication with parents and families** of multilingual learners and **multiple opportunities for parents and families to actively collaborate** with district/school personnel.



7. Districts, schools, and public charter schools will use valid and reliable assessments to **progress monitor** students' English language proficiency in speaking, listening, reading, and writing and to inform English language development and content area instruction.
8. Districts, schools, and public charter schools will periodically (at a minimum every 2 years) **evaluate their Language Instruction Education Programs' (LIEP) effectiveness** and modify the LIEP when they do not produce results, per Castañeda, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841(b)(2).

The *Designing, Delivering, and Evaluating Instruction and Services for Multilingual Learners Guidebook* is designed to provide Colorado districts, schools, and public charter schools with state and federal law, their legislated and judicially mandated obligations in providing an equitable education for MLs, an introduction and an overview of research and theory related to MLs, and CDE guidance regarding implementation of LIEPs. It addresses the socio-emotional, linguistic, and educational strengths and challenges of multilingual learners through the following ten chapters:

- Understanding Multilingual Learners
- Federal and State Requirements
- Understanding Obligations to Identify, Assess, Place, Monitor and Exit Multilingual Learners
- Designing Effective Programs to Meet the Needs of Multilingual Learners
- Components of an Effective Language Instruction Educational Program
- Multi-Tiered System of Supports, Special Education Needs, and Gifted Education
- Evaluating and Managing Programs for Multilingual Learners
- Family and Community Engagement
- Understanding Secondary Multilingual Learners
- Considerations for Educating Refugees

Colorado districts, schools, and public charter schools may use the Guidebook to select, design, and evaluate their LIEPs; properly identify, instruct, and exit MLs from LIEPs; and craft professional development aimed at supporting multilingual learners.

The development of the *Designing, Delivering, and Evaluating Instruction and Services for Multilingual Learners Guidebook* has been a joint effort on the part of the Colorado Department of Education, Colorado school districts, professional organizations and other interested parties, both public and private, committed to high quality education for multilingual learners.

For further information, contact the [CLDE Office](http://www.cde.state.co.us/cde_english/contactus) at [www.cde.state.co.us/cde\\_english/contactus](http://www.cde.state.co.us/cde_english/contactus).

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