



COLORADO DEPARTMENT OF EDUCATION

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English Language Learners Walk Through and Program Review Tool

Introduction

The Office of Language, Culture and Equity in response to a call from the field for greater clarity and support for English learners across our state charged a task force of dedicated and knowledgeable professionals in the field of literacy and language acquisition to develop a tool for schools, district and other agencies to address equitable access to instruction for all English learners.

The Office of Language, Culture and Equity exists to support all English language learners, linguistically, socially and academically by providing educational leadership for teachers, parents/guardians, students and Colorado communities. The development of this walk through and program review tool for classroom, school, district and state leaders is an essential component to address our mission. We provide this resource for all those seeking to improve on their practices to serve all children in Colorado.

Use of this Resource

It is recommended that the Walk Through and Program Review Tool be used in a collaborative fashion involving classroom teachers, school and district leaders and Colorado Department of Education leaders. Ideally, an independent self-assessment would be the first step in the journey to continuous improvement. From the self-assessment, a collaborative decision making team would prioritize the standards and indicators for improvement. Finally, an improvement plan would be shared with all interested stakeholders and serve as a visible and tangible guiding light to improved student learning and achievement.

Other possible uses for this resource include technical assistance visitations from the Colorado Department of Education, and informal district or school administrator data collection and peer coaching. The tool can be broken down into segments for these more focused purposes.

Resources, Links and Crosswalks

Comprehensive Assessment of District Improvement

The English Learners Walk Through and Program Review tool has been cross-walked with the Colorado Standards and Indicators for School Improvement, which are a part of the formal Colorado Assessment for District Improvement (CADI). The English Learner Walk Through and Program Review is not intended to supplant the CADI process but could certainly be used as a follow up or in tandem with a CADI review.

Center for Applied Linguistics

Numerous professional resources and organizations share in the mission of supporting English learners. We have included the Center for Applied Linguistics specifically for their alignment with component 2 on School Culture. Their guiding principles provide greater depth and supporting details which may be helpful to a school and/or district.

Colorado Department of Education Guidebook

A comprehensive resource for schools and districts, this reference is one that should not be overlooked when addressing component 6 Parent and Community Partners and component 5 Monitoring Academic Performance and Growth.

Exemplary Practices

The Office of Language, Culture and Equity does not endorse a singular instructional pathway to student success and has therefore not prescribed a particular set of practices for literacy and language acquisition. However, every school and school district must articulate a comprehensive program of study inclusive of curriculum, instructional practices and assessments to meet the language, literacy and content needs of their English Learners. Therefore, the Walk Through and Program Review directs classroom teachers and others to the Colorado Academic Standards and grade level expectations, the Common Core Standards, and the English Language Proficiency Standards to ensure that all children in Colorado are held to the same high and rigorous academic expectations.

Evaluation

The most effective use of this resource is as a leading indicator of the type of professional development needed by classroom teachers and school/district leaders as well as a guide to programmatic and instructional improvement. The Walk Through and Program Review should be used by those professionals and others who WANT to get better and who WANT to use a common lens for improvement. This resource has not been designed to measure individual teachers, school and/or district leaders for evaluative or compensatory factors.

For More Information

For additional support and information, we encourage you to contact the Office of Language, Culture and Equity at www.cde.state.co.us/cde_english

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provided guidance, support and feedback during the development and revision stages of this work over the past two years. Especially, we would like to recognize the contributions of the English Learners Walk Through and Program Review Task Force. These members included:

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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	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
Teachers are...	a. eliciting student background knowledge about the topic.					CADI Standard 3: Instruction
	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.					CADI Standard 3: Instruction
	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.					CADI Standard 3: Instruction
	i. assisting students in connecting big ideas or themes from the content areas to student reading and writing during other parts of their day.					
Students are....	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.					
Administrators are	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.					CADI Standard 6 Professional Growth and Evaluation
	d. recognizing and responding to on-going needs of English learners through their knowledge of and involvement in curriculum, instruction and assessment.					CDE Language, Culture and Equity Guidebook
Totals:						
Next Steps	Recommendations for ways to address implementation gaps				Resources Needed	Whom to involve

2. Learning Environment

The District fosters a safe and productive learning environment for their ELs through their choice of structure and cultural climate.

Areas of Focus	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
Physical/Organizational	a. Student work is posted and visible evidence of their learning and academic progress.					Center for Applied Linguistics Guiding Principles
	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.					CADI Standard 3: Instruction
	e. The entire classroom is a resource for students in their independent work.					CADI Standard 8: Organization and Allocation of Resources
	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.					CADI Standard 4: School Culture
Culture	a. Climate of respect is evident through student to student and teacher to student interactions.					CADI Standard 4: School Culture
	b. Faculty and staff demonstrate high expectations for ALL students.					CADI Standard 4: School Culture
	c. Diversity is valued and honored through all student interactions including student to student and staff/faculty to student.					CADI Standard 4: School Culture
	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.					CADI Standard 1: Curriculum
Totals:						
Next Steps	Recommendations for ways to address implementation gaps			Resources Needed		Whom to involve

3. Planning for quality Instruction to Support English Language Development and Academic knowledge

Faculty and staff work together to plan and deliver quality instruction in order to meet the needs of their ELs.

Areas of Focus	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
Faculty and Staff.....	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.					CADI Standard 1. Curriculum
	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:						
Next Steps	Recommendations for ways to address implementation gaps				Resources Needed	Whom to involve

4. Leadership and Organizational Effectiveness*District fosters shared leadership in building capacity of understanding around the needs of their community.*

Areas of Focus	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
Leadership	a. collaboratively develops and sustains shared beliefs, values and goals focused on improving student achievement					CADI Standard 9: Comprehensive and Effective Planning
	b. allocates resources, monitors progress, and provides organizational infrastructure to ensure equity and access for ALL students					CADI Standard 7: Leadership
	c. ensures accountability for effective programs, support systems, initiatives and teaching practices.					CADI Standard 9: Comprehensive and Effective Planning
	d. fosters a system of shared leadership					CADI Standard 7: Leadership
Improvement Planning	a. involves collecting, managing and analyzing a variety of data and relevant information.					CADI Standard 9: Comprehensive and Effective Planning
	b. sets district goals that are clear, strategic and focused on closing achievement gaps and improving student learning.					CADI Standard 9: Comprehensive and Effective Planning
	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).					CADI Standard 7: Leadership
	e. ensures collaboration with outside providers and agencies to support the development and implementation of the Unified Improvement Plan.					CADI Standard 7: Leadership
Structure and Resources	a. District and school budgets are aligned with the intent of improving student achievement and equity.					CADI Standard 8 Organization and Effective Planning
	b. District recruits, hires and allocates staffing based on the learning needs of all students.					CADI Standard 6: Professional Growth and Evaluation
	c. Fiscal resources are provided for professional growth and development aligned to improvement planning and prioritizing professional endorsements.					CADI Standard 8: Organization and Effective Planning
	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					CADI Standard 8: Organization and Effective Planning
Totals:						
Next Steps	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 meets the needs of their students.</i>						
Areas of Focus	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
Curriculum	a. District curriculum is aligned with the revised Colorado academic standards/grade level expectations including the English Language Proficiency standards and assessment frameworks.					CADI Standard 1. Curriculum
	b. All students have equitable access to a rigorous academic program and a system of support to ensure success.					CADI Standard 1. Curriculum
	c. District and school monitor implementation of the academic curriculum to ensure English learners have equitable access to a rigorous academic program.					CADI Standard 7: Leadership
Assessment and Evaluation	a. All assessments of student learning are aligned with state standards.					CADI Standard 2 Classroom Assessment and Evaluation
	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.					CADI Standard 7: Leadership
	d. District ensures that analyzed data are used to improve classroom, school and district performance.					CADI Standard 7: Leadership
	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.					CADI Standard 5: Student, Family and Community Support
	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.					CADI Standard 2: Classroom Assessment and Evaluation
	i. Rubrics are posted with examples of students' work.					CADI Standard 2: Classroom Assessment and Evaluation
	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:						
Next Steps	Recommendations for ways to address implementation gaps				Resources Needed	Whom to involve

6. Engaging Parents and Community as Strategic Partners						
District and schools will have a strategic plan to provide meaningful opportunities for parents and community engagement.						
Areas of Focus	Characteristic of Effectiveness	Evidence of Implementation			Supporting Evidence/Observational Notes	Resources, Links, Cross-walks
		Little or no Evidence	Some Evidence	Substantial Evidence		
District is.....	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 meetings)					
	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.					CADI Standard 5: Student, Family and Community Support
	g. certifying translators and interpreters per their oral and written proficiency.					CADI Standard 5: Student, Family and Community Support
	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.					CADI Standard 5: Student, Family and Community Support
School is...	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.					CADI Standard 5: Student, Family and Community Support
	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:						
Next Steps	Recommendations for ways to address implementation gaps			Resources Needed		Whom to involve