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

Colorado Department of Education
Office of Language, Culture and Equity
201 East Colfax Avenue
Denver, Colorado 80203

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Guidebook on Designing, Delivering, and Evaluating Services for English Learners

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Foreword

In 2002 the United States congress passed a major educational reform bill known as No Child Left Behind (NCLB, 2002). 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 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, outlines 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 English learners has largely been left 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 challenges for local school districts and educators. It is important to note that Colorado now has over 100,000 students in grades K-12 who are labeled as English learners. Further, this population has grown by 250% since 1995, while the overall K-12 population in Colorado has only grown by 12%. The vast majority of this population speaks Spanish as a native language, however there are over 100 language groups represented in this population (Colorado Department of Education, English Language Acquisition Unit, 2007). English learners are now 10% of Colorado's k-12 population.

Colorado School Districts know that they must meet all NCLB mandates including those for English learners. However, there is no doubt that the vast majority of educators in Colorado do not simply want to see English learners 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 English learners 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 must also 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 100,000+ 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.

References

Colorado Department of Education (2007). *English Language Acquisition Unit Report on English learners in Colorado.* Denver, CO: Colorado Department of Education.

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Introduction

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
35 Fed. Reg. 11595

Colorado educators, school administrators, and school board members face the challenge of providing an equitable and challenging education to all students. For over 100,000 students in Colorado who are English learners (ELs), representing almost 200 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures.

Colorado schools must be actively engaged 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 the challenge for our EL students.

School boards, administrators, and teachers are entrusted with the implementation of Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform. The performance goals outlined in the Colorado Department of Education (CDE) Consolidated State Plan illustrate Colorado's commitment to all students.

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

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

This publication provides introduction to and overview of some of the issues involved. To further help local education agencies plan for EL success in school, the Office of Language, Culture and Equity at the Colorado Department of Education, in consultation with other CDE units, institutions of higher education and community agencies, has planned professional development and technical assistance to support

effective instruction. Professional development modules include: A) Systemic, Comprehensive School Reform that focuses on systemic alignment and restructuring; B) State Guidance to support the design and implementation of LIEPs; C) Assessment and Data Analysis; and D) Curriculum and Instruction. The implementation of scientifically-based research in literacy and language acquisition models, methods, and strategies are infused throughout these modules.

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

The Guiding Principles below serve as the foundation for the content of the guidebook and reflect the philosophy of the *No Child Left Behind Act of 2001*, the Colorado Basic Literacy Act, the Colorado Student Assessment Program, Colorado Content Standards, Colorado ELD Standards, the Colorado Consolidated State Plan, and Federal reform initiatives. These principles are supported by Colorado educators and administrators who helped develop the content for the guidebook and who are responsible for providing appropriate, challenging, and high quality educational opportunities for our 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 systematically use valid and reliable measures to determine progress in attaining English proficiency (including the level of comprehension, speaking, listening, reading, and writing skills) and student academic achievement standards.
4) Instruction and accountability will be based on meaningful data related to student performance.
5) All instructional staff assigned to educate ELs will be professionally prepared, qualified, and authorized to teach this population.
6) Parents will be encouraged and provided opportunities to actively collaborate with schools to support their children's learning and to increase their own language and literacy skills.

This guidebook provides assistance to Colorado educators, administrators, and school board members in their continuing efforts to address the linguistic and educational needs of ELs by sharing information on

legislated and judicially mandated policies as well as best practices and program procedures. It is organized into six sections:

Section 1 – Understanding English learners

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

Section 3 – Designing Effective Programs to Meet English learners' Needs

Section 4 – Implementing Language Instruction Educational Programs for English learners

Section 5 – Evaluating and Managing Programs for English learners

Section 6 – Parental Involvement

While every effort was made to identify and cite sources, there may be some that were inadvertently omitted. The guidebook was designed to fit in a loose leaf binder so that sections can be updated and additional resources can be added. This document will also be available throughout CDE LCE office Website.

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Understanding English learners (ELs)

1.1 English learners in the United States and Colorado

Demographics and Languages of ELs

The release of U.S. census data in 2000, allows for monitoring of changes in the EL student population over the past ten years in the U.S. and in Colorado. The number of foreign-born people living in the U.S. has increased substantially over the past 10 years. The figures below provide a good indicator of the changing demographics of the U.S. population and the new challenges and opportunities for school districts.

- 12.4% of the U.S. population being foreign born in the year 2005;
- Between 1980 and 1997, the number of children of immigrants enrolled in U.S. schools almost doubled, increasing from 10% of the entire student population to 19%;
- Over 50% of the U.S. foreign-born population was born in Latin America. Between 1990 and 2000, the Hispanic population in the U.S. increased by 58%;
- Colorado's Hispanic population increased by 73%, while Colorado's total population increased by 31%;
- More than 50% of children born in Denver in 2001 were Hispanic.
- Over 39% of Hispanics in the U.S. were born outside of the U.S., increasing the chance that these individuals speak a language other than English as their primary language. In addition, this group has a lower median age than the population as a whole: 35.7% of all Hispanics are under the age of 18.
- Hispanics are a growing proportion of the U.S. student population comprising 8.6% of the student population in 1980 and 16.2% in 1999.[i]

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

> While the Hispanic population continues to grow, on average, the educational attainment of the Hispanic community continues to lag behind that of the rest of the nation. The achievement gap between Hispanic students and their peers is the result of multiple factors, among them their low participation in pre-school programs, segregation into "resource poor" schools, high drop-out rates, low family incomes, and limited English proficiency.
> *(White House Initiative on Educational Excellence for Hispanic Americans, 2000)*

The differences in achievement between Hispanics and non-Hispanics begin as early as kindergarten and continue through high school. The high school completion rate for Hispanics has

not changed substantially in the past several years, and the drop-out rate for Hispanics remains unacceptably high.

In 1990 in Colorado, the number of children who spoke a language other than English at home was 51,200 and by 2006 that number was estimated to be over 100,000. In 2005-2006, as documented by the Colorado Department of Education October Count, there were between 4,200 and 8,000 Spanish speakers per grade level between grades 3 and 10, in addition another 200 different languages are spoken by other second language learners. The following chart provides a breakdown of some of the major languages represented in our schools as of October 2006. This chart covers grades 3 through 10.

Top Twenty Languages Colorado Students Speak Other than English
FY 2006-07

Language	#	% of Total Pop.	Language	#	% of Total Pop.
Spanish	106,718	13.4%	German	439	0.055%
Vietnamese	2,789	0.35%	Amharic	433	0.054%
Russian	1,347	0.2%	Tagalog	365	0.045%
Korean	1,236	0.15%	Khmer	361	0.045%
Hmong	937	0.11%	Somali	330	0.042%
Chinese, Mandarin	833	0.1%	Ute	277	0.035%
Arabic	793	0.09%	Polish	267	0.034%
Chinese, Cantonese	528	0.06%	Lao	266	0.034%
Navajo	504	0.06%	Japanese	258	0.032%
French	463	0.058%	Ukrainian	195	0.025%

Source: Colorado Student Count October 2006.

Selected Facts about English learners Impact on Schools

- Over 3.5 million elementary and secondary students in the U.S. are ELs.
- The number of language minority students has increased nearly 100% in the past decade, and growth is expected to continue.
- Forty-two percent (42%) of all public school teachers in the U.S. have at least one EL student in their classes.
- There is a marked shortage of teachers certified to teach ELs. Fewer than one in five teachers who currently serve these students are certified to teach them.
- Today's language minority students speak over 100 languages, including Creole, Cantonese, Hmong, Portuguese, and Russian, with 83% speaking Spanish.
- Many newly enrolling immigrant students come from rural and/or war-torn areas of Haiti, the Dominican Republic, Cape Verde, Central America, the Middle East, Southeast Asia, and Africa, where access to formal schooling has been limited.
- Linguistic research has shown that it takes 3 to 5 years to develop oral English proficiency,

and 4 to 7 or more years to master "academic" English (the ability to use English in academic context, important for long-term success in school).

- Nearly one-third of all ELs receive no directed assistance in understanding what is being taught. (That means that they are not taught how to speak English, nor given extra help in understanding their math, science, or history classes).

LAB, Fourth Annual Claiborne PEL Education Policy Seminar

Given these facts about ELs, 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

Having a clear understanding of the language and culture of ELs is the first step in understanding how to design, implement, monitor, and evaluate programs to help students make progress towards English proficiency, as well as to attain challenging content and academic achievement standards.

The abilities to listen, speak, read, and write are basic to academic success in any language. Whether children have been educated in their home country or in the U.S. and whether instruction is in a language other than English or in English, once students enter Colorado's education system, regardless of the instructional program implemented or the language used in the classroom, our goal is to provide students the opportunity to acquire English proficiency and achieve academic success. For many ELs, contact with English begins at school, which is where our task begins.

The distinction between first language development and second language acquisition must be understood to set the foundation for learner-centered instructional strategies for ELs. There are five principles that apply to both first or 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; and
- the conditions necessary for language acquisition are essentially the same for all children.

These principles support the practices recommended in this document to facilitate language learning. In the same way that children learn to read by reading and to write by writing, they learn language by using language. It should be expected that the rate of language development will vary among children. Even under optimal conditions, it will take between 4-10 years for ELs to fully develop academic English – that is to be able to listen, speak, read, and write in a way that is indistinguishable from a native English speaker.

Barcroft, J (2004). Second Language Vocabulary Acquisition: A Lexical Input Processing Approach, Foreign Language Annals Vol. 37 (2).

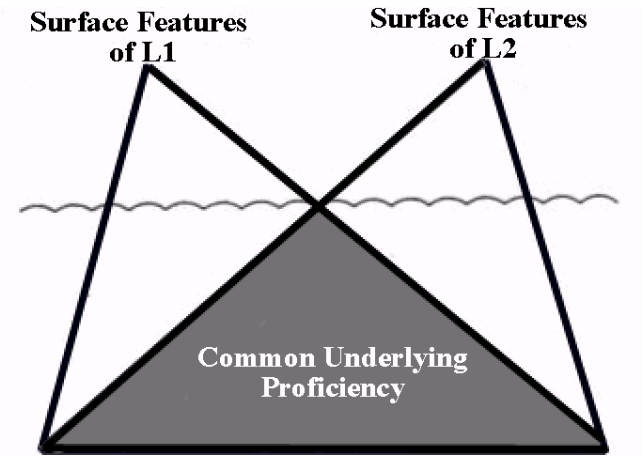
First Language Development

Brown (1973), Chomsky (1986), Piaget (1970), and Vygotsky (1978) provide the theoretical framework for how language is developed. 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. In Crain (1980), 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 refers to the way words or sounds are put together while the deep structure refers to the meaning that the words or sounds are meant to communicate.

The following chart provides a visual representation of what Cummins describes as the Dual Iceberg Theory in which an EL's two language systems are demonstrated. The iceberg is an appropriate metaphor because, as with language, the majority of the cognitive structure is below the surface. ELs' oral and written expression is represented by the portion that is above the surface and their underlying academic understandings are represented by the portion that is below the surface.

When students have strong language environments in both languages, the developed cognitive understanding supports communication skills in both languages. Even more importantly, what is learned in one language can be expressed through the other. The information doesn't need to be relearned. Learners will need to be provided with 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"

While there are varying perspectives on the exact linkage of language and thinking, with few exceptions most children will acquire the basic grammatical rules of their native tongue by age 4 or 5 without direct instruction. The first language is developed as children hear it spoken. By imitating good models, they will master the language without any special program of instruction. While some believe that teaching about language makes children more conscious of their language, it is widely accepted that since children independently master an intricate system of grammatical rules, that their independent and intuitive efforts should be respected and not undermined through attempts to teach abstract rules of grammar. Four essential interactions are key to language learning and development:

- exposure to language;
- practice in a non-threatening environment;

- re-enforcement; and
- imitation

The differences between "learning a language" and "acquiring a language" (Krashen, 1981) are especially important for second language development, as illustrated by the following table.

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

California Department of Ed.- Office of Bilingual Education (2005)

In working with ELs to facilitate their academic success, a number of prominent researchers (Clay, 1991; Cummins, 1981; Peregoy, 1991) support the view that strengthening the first language offers the best entry into 2nd 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 an academic setting because second language learners need to use 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 the output 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 as they read and write, as well as through listening and speaking.

Students acquire a second language through exploration of verbal expression that increases as confidence and knowledge are gained through trial and error. ELs seem to learn English more quickly when teachers use pictures, gestures, manipulatives, and other means to make English **comprehensible**, while at the same time reducing the stress associated with the expectation that students immediately produce the new language.

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

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

- **Early Production Stage** - During this stage, ELs begin to respond verbally using one or two words and develop the ability to extract meaning from utterances directed to them. They continue to develop listening skills and build a large recognition vocabulary. As they progress through the stage, two or three words may be grouped together in short phrases to express an idea.

- **Speech Emergence Stage** - In this stage, ELs begin to respond in simple sentences if they are comfortable with the school situation and engaged in activities in which they receive large amounts of comprehensible input. All attempts to communicate (i.e., gestures, following directions) should be warmly received and encouraged. It is especially important that neither the instructor nor the students make fun of, or discourage, ELs' attempts at speech.

- **Intermediate Fluency Stage** - In this stage, students gradually make the transition to more elaborate speech so that stock phrases with continued good comprehensible input generate sentences. The best strategies for students in this stage are to give more comprehensible input, develop and extend recognition vocabulary, and to give them a chance to produce language in comfortable situations.

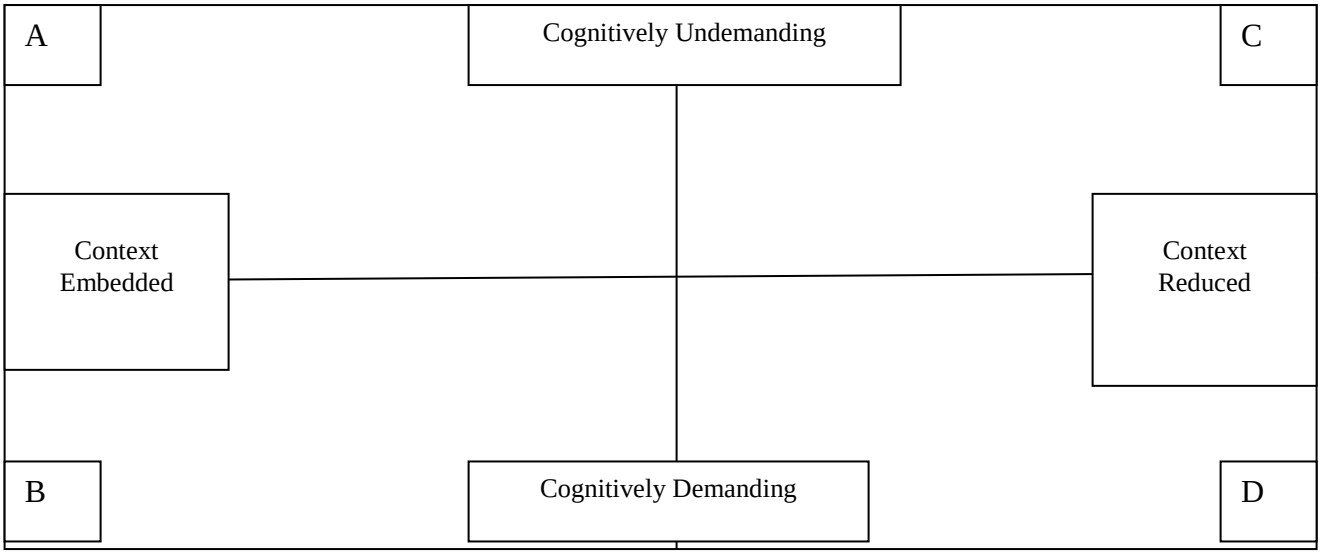
- **Advanced Fluency Stage** - During this stage of development, students begin to engage in non-cued conversation and produce connected narrative. This is appropriate timing for some grammar instruction, focusing on idiomatic expressions and reading comprehension skills. Activities are designed to develop higher levels of thinking, vocabulary skills, and cognitive skills, especially in reading and writing. (Krashen, 1982)

Cummins (1980) originally suggested a framework related to language use which distinguishes language that is used for basic social interaction and language that is used for academic purposes. Basic Interpersonal Communication Skills (BICS) refers to language skills needed for social conversation purposes. 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, 1979). Full academic proficiency takes longer - from four to ten years for ELs to meet the cognitive and linguistic demands of academic work in the second language. Thomas and Collier, (1995 A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement) have estimated that the time needed could take as much as 14 years for older students who begin their acquisition of a second language without literacy skills or consistent prior formal schooling in their first language. It is important to note that this does not mean it takes that long to be able to learn through a second language, but rather to perform in an academic context at the same level as a native speaker who has received adequate schooling.

As shown below, Cummins later refined his framework to better capture the complex and multidimensional social and academic aspects of language learning. 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

Learning English in an academic environment is not the only challenge facing ELs. They must also learn to function in a new classroom, school, community, state, and country. Some things that native English speakers take for granted about living and going to school in the U.S. are viewed very differently by an immigrant or EL. (See Appendix C for more information.)

> 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*

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

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

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

  Children that come from an economically poor country might not understand the wastefulness seen in U.S. society. ELs who come 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 that a student has previously experienced is also important to understand and take into account (i.e., altitude, change of seasons, snow and ice). These changes are substantial and may be stressful or take time.

- **Language** - Does the student come from a country that has a written language? How similar is the student's alphabet to our English alphabet (does s/he use letters as we do in English or characters such as in Chinese or Korean?) Does the student read from left to right or right to left? A Spanish-speaking student coming from Uruguay might not have the same accent and specific vocabulary as one coming from Mexico--a situation similar to two students from the U.S., one from New York City and another from New Orleans.

  It is critical that schools and districts work to ascertain the languages spoken by their students and identify resources – both human and material – to establish lines of communication with families. This 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 this country and Canada are facing and meeting these same challenges. Once means of communication are established with families, either through an interpreter/ cultural mediator, or through other means such as phone contact (especially for rural communities with less access to resources or resource people), then 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 the child's right to access the educational system is not dependent upon factors such as the child's ability to understand English, the family's legal status in the U.S., or the family's economic status or national origin. Discrimination based on these factors may have been a reality in the country that the family emigrated from.

- **Basic Enrollment and Attendance Information** – Enrollment procedures and attendance policies vary across the world. Information on enrollment must be made available to parents or guardians of ELs, in a language that they can understand, whenever possible. If information is not available, then a reliable translator or cultural mediator should be made available. Improved family/parent and school partnerships are increased and developed when families are provided information in their native/home language. Thus, opening and providing opportunities for connecting, communicating, coaching, and collaborating between parents, teachers, administration, and other school staff. Schools should not ask for social security cards as this not required by law. Many families come to the U.S. for economic reasons and are not aware of their child's right to a free or reduced 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 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 an immigrant student also has customs and practices that might be unusual or different from those they have experienced.

- **Classroom considerations -** A child who is new to a school should have an initial buddy to serve as a peer support partner, ideally with a student from a similar language or cultural background. Once the new student becomes accustomed to the environment of the school, the buddy should have the choice of continuing to help the new student as an interpreter or not. It should be understood that some children are excellent interpreters and others are not. Interpreting requires much of a student, particularly cognitively. Not all students possess that ability. Teachers should be aware that this practice has the potential to create more conflict and tension for the new student or for the "buddy" if there is not a match between the students' countries of origin, experiences, or personal preferences. For example, just because a student comes from an Asian country doesn't mean that s/he speaks the same language or has a similar ethnic or socio-economic background. It may be helpful, especially for older students to allow them several days to shadow students their age to get a feel for the school before being given a final schedule and/ or asked to actively participate in class activities.

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

Welcoming, responding, and supporting each student individually is the best way to create a positive environment.

The Immigrant Experience

Elizabeth Coelho (1994) describes the various phases that may cause a great deal of stress to our 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 their a process to help the immigrant and refugee student learn about and understand the culture of the school?

Coelho, E. (1994). "Social Integration of Immigrant and Refugee Children," in Genesee, Fred (Ed.) Educating Second Language Children: The whole child, the whole curriculum, the whole community. New York: Cambridge University Press.

2

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

2.1 Procedures for the Identification and Assessment of ELs

In order to develop comprehensive English language acquisition and academic programs for ELs, schools and districts must first have accurate knowledge regarding the number and characteristics of the population to be served. Proper identification of ELs will help ensure that the district designs an English language acquisition program to best meet the needs of its students. All of the procedures outlined in this chapter are designed to protect the civil rights of the child to an appropriate education.

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

PHLOTE

Primary or **H**ome **L**anguage **O**ther **T**han **E**nglish—a student is identified as PHLOTE when any single response on the Home Language Survey indicates a language other than English is spoken by the student **or** by other individuals in the home. All PHOLTES need to be assessed for their English language proficiency.

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

1. **Home language surveys** (HLS) to be completed as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE). Once completed, all surveys should be on file and easily accessible by school and district staff and available for state audits.
2. **Colorado English Language Assessment (CELA) Placement** to be administered to all new to the district students identified as PHLOTE, within 30 days of arrival to determine English language proficiency.
3. **Parent notification** for students identified for placement in a Language Instruction Educational Program (LIEP).
4. **Placement in LIEP services** for students identified as ELs.
5. **On-going Assessment** to monitor language and academic growth (including the **CELA Proficiency Test**).

Home Language Survey must be completed for each student. This form 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 (this includes monolingual English speaking students).

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

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

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

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

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/pg111.html

2.2 Language Proficiency Assessment Instruments

The assessment of ELs encompasses three distinct areas -- screening, formative & summative measures -- as outlined in the diagram below. This section and the next address the initial phase of the process, screening measures to determine language proficiency and appropriate program placement.

A Description of Standards-Based Assessments for ELs			Names of Assessments
Type of Assessment	**Purpose of the Assessment**	**Function of the Assessment**	
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language (confirm the HLS).	CELA placement
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.	Body of Evidence (Composed of various measures)
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, which demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.	Body of evidence including, but not limited to CELA Proficiency, CSAP and other standardized tests

Based on Gottlieb (2006) *Assessing English learners: Bridges From Language Proficiency To Academic Achievement* Corwin Press

Purposes of language proficiency testing

A well-planned, appropriate program of language proficiency assessment is critical to ensure that the instructional program is in compliance 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) screening placement assessment (CELA Placement) as students enter the district, as well as an ongoing program of assessment (to include CELA Proficiency) of student progress to support educational planning and student achievement monitoring.

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

It is essential that all five-language proficiency areas are assessed in English and are also assessed in the students' native language when possible. The language proficiency areas are:

1) ***Comprehension:*** The ability to understand the content of oral and/or written materials at the age- and grade-appropriate level.

2) ***Speaking:*** The ability to use oral language appropriately within the classroom and in social interactions.

3) ***Listening:*** The ability to understand the oral language of the teacher, extract information, and follow the instructional discourse.

4) ***Reading:*** The ability to comprehend and interpret text at the age and grade appropriate level.

5) ***Writing:*** The ability to produce written text with content and format in classroom assignments at the age- and grade-appropriate level.

Oral assessment of English language proficiency may be sufficient for PHLOTE students in kindergarten (for placement) depending on the district's expectations for that grade level. However, in grades one through 12, PHLOTE students need to be assessed via a body of evidence in all five areas of language proficiency to ascertain if they have appropriate skills in understanding, listening, speaking, reading, and writing in the English language.

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

In cases when a PHLOTE student is unable to respond to an assessment in English, the district should use an alternative method of assessment to ascertain how much the child understands in English as well as his/her content knowledge in the home language. When an appropriate test does not exist for a particular language, an informal assessment should be administered in the native language of the child. An educator fluent in English and in the student's language should conduct the assessment.

State Sanctioned Language Proficiency Assessment

In 2002, the State legislature enacted Senate Bill 02-109 requiring the CDE to develop and/or approve a single instrument to be used by districts in identifying and measuring proficiency of ELs by school year 2005-06.

Requirements of SB 02-109

- By school year 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 on at least an annual basis.
- Districts must annually certify to CDE the number of students by language whose dominant language is not English.

The CDE has sanctioned one language proficiency assessment (CELA Proficiency) for the purposes of the English Language Proficiency Act (ELPA) and the Colorado Student Assessment Program (CSAP). This assessment has proven to be a reliable and valid measure of a student's English language proficiency.

Colorado English Language Assessment (CELA):

Speaking, Listening, Reading and Writing (CTB/McGraw Hill)

Language Proficiency in the Students' Home Language

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

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

1. Determine language dominance and strength.

2. Preview language learning abilities as a pre-assessment for special education consideration.

3. Measure students' initial academic knowledge in content area subjects.

4. Measure students' growth in academic knowledge when instructed in the native language.

5. Predict students' ability to meet and/or exceed state standards at selected grade levels.

A comparison of performance in both languages provides the examiner a more valid profile of the EL. For example, if it is known that a student has grade level literacy skills in their native language and will be receiving all instruction in English, instruction would focus on transference of skills already learned rather than on the 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 an immediate clue to the student's abilities in content areas and in the native language. With the exception of students who have severe processing problems, students who have attended school in their native country are generally cognitively proficient in their native language. Skills and abilities are transferable from the first language to the second language.
- Students should be asked to read in English. Find out if they can understand the text they are reading, whether they can answer simple questions about the text, and whether they are able to compare and contrast information.
- Older students should be given an assignment to write about something they know (e.g., their family, favorite television show, or favorite food). Judge whether or not the writing is meaningful rather than judging tense, grammar, and word placement. Focus on meaning, not on form.
- Observe ELs carefully. Determine what coping skills they are using, how they are processing information, and what resources they are relying upon.

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

Comparisons of the results from English language assessments and native language assessments are also useful for making instructional decisions and providing students with specific curriculum materials.

It is critical that educators recognize that the nature of students' instruction in English will vary and need to account for whether or not students have already attained grade level literacy and academic skills in their first language.

Language Dominance vs.
Language 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**:** The level of speaking, understanding, reading and writing ability in a particular language. Full proficiency denotes abilities comparable to a native speaker of similar age.

2.3 Program Placement for ELs

Students identified as ELs on the CELA Placement assessment of that measures listening, speaking, reading, and writing must be placed in a sound LIEP. Many different kinds of 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 as sound by experts in the field. The range and nature of different program types is discussed in detail in Chapter 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 Education

These are programs in which two languages are used for instruction over 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 BE 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

These are programs for second language learners of English in which their primary language is used for a limited number of years (usually 2 – 3) after which there is a transition to all English instruction. The use of the primary language is as a vehicle to English proficiency and not 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 for ELs. They can be used to augment other program models that have been recognized as sound. In placing students in an appropriate program, the district should rely on language proficiency information coupled with other diagnostic information such as the student's proficiency in the native language, especially where bilingual education programs are prescribed.

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

- The reasons for the identification of the child as being in need of English language instruction;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

- How the English language instruction program will specifically help the child acquire English and meet age-appropriate standards for grade promotion and graduation;
- The specific exit criteria for the program;
- The expected rate of transition from the program into a classroom that is not tailored for limited English proficient children; and
- The expected rate of graduation from high school for children in the program in secondary schools.

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

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

A parent's refusal of alternative language services **does not mean** that a district should 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.**

Informed Consent for Placement in Bilingual Programs

The Elementary and Secondary Education Act 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 consent for program placement.

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

2.4 *Evaluation of Student Progress and Re-designation*

On an annual basis, the district must evaluate and document the progress of ELs' acquisition of English. Ensuring EL success requires ongoing formal and informal assessments that are embodied in a continuous review of EL performance and placement. The planning process should involve the ELs parents, general classroom staff who work with the student, bilingual ESL staff, and other school specialists in collaborative decision making about student identification, assessment, placement, and re-designation/exit.

Re-designation

Re-designation from LEP to FEP M1 shall be determined through valid and reliable assessments and documented through observation.
A student re-designated must be monitored **for two years**.

Re-designation is the legal term used when a student's language proficiency label changes from LEP to FEP Monitor year 1. Even when students have been re-designated as FEP, it will be helpful to their teachers in subsequent years to know they were once classified as LEP and will still benefit from instruction that accounts for linguistic and cultural variations.

Although there may be exceptions, students identified as NEP or LEP in kindergarten should not be considered for re-designation until the end of 1st grade in order to ensure that the monitoring phase continues through the end of 3rd grade.

It is important that multiple criteria are used for decision making and that students are assessed in English using the CELA Proficiency test. Instruments and procedures that measure all five areas of English Language proficiency- comprehension, speaking, listening, reading, and writing- are to be used as well as those that measure academic content achievement. A few of the possible sources of data for the Body of Evidence (BOE) may include, but are not limited to:

Standardized Assessments

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

Language Proficiency	Academic Content Achievement
***CELA Proficiency - Overall score 5 (FEP)**	***CSAP Reading or Writing - Partially Proficient (PP) on English version**

Body of Evidence (BOE)

Language Proficiency	Academic Content Achievement
■ District review committee evaluation ■ Language samples (reading, writing, listening, and assessments, speaking ■ Observation Protocols (ex. SOLOM) ■ District language proficiency tests (ie. IPT, Woodcock Munoz, LAS, etc.) ■ Diagnostic tests ■ Logs or journals ■ Language development checklists ■ District native language assessment (if applicable) ■ Student performance portfolios ■ Review of CELA sub-group scores (4 or 5)	■ District review committee evaluation ■ Curriculum-embedded formal or informal ■ Observation Protocols (ex. SOLOM) ■ District content-specific achievement tests ■ Diagnostic tests ■ Logs or journals ■ Achievement checklists ■ District native language assessment (if applicable) ■ Student performance portfolios

Once the data sources for re-designation have been identified, criteria should be established for reassignment to other LIEPs or for re-designation and monitoring if students have become sufficiently proficient in English to allow them to learn in an all-English classroom. Regardless of the procedures that are used, a team of decision makers should consist of those individuals who are familiar with the EL and

his/her performance (i.e., parent, classroom teacher, ESL/bilingual teacher), as well as individuals who are familiar with assessment, ESL techniques, and placement resources and services.

One way to help ensure that students are properly evaluated is to convene a Student Review Committee that is responsible for overseeing the entire student evaluation process. The composition of a student review committee may consist of content-area or general classroom teachers of ELs, assessment specialists, school building administrators, ESL/bilingual staff, and members-at-large (i.e., parents, community representatives, district administrators, high school students, school psychologists or counselors). The duties of a review committee are to:

- Ensure full consideration of student's language background before program placement or exit;
- Ensure that systematic procedures and safeguards are in place related to the appropriateness of the identification, assessment, programs, and placement of ELs;
- Make recommendations to school decision makers on professional development for staff and parents regarding student success;
- Review the ELs' progress in language acquisition and academic achievement on an annual or semi-annual basis (changes in service delivery can occur throughout the year, however, re-designation to FEP status should happen at the end of the year); and
- Ensure full consideration of student's special needs, if dually identified EL and SPED, before placement or exit. Students, whose English skills are shown to be sufficient for meaningful participation in their education program, as specified in their I.E.P, may be considered for re-designation to FEP status.

Districts must establish objective re-designation criteria to ensure that ELs are meeting the same high content area standards in comparison to their non-EL peers before being re-designated from the LIEP. The Office of Civil Rights (OCR) requires that exit criteria ensure that former ELs not be placed into an academic setting for which they are not prepared to function successfully without remedial assistance. Students must be assessed to determine if they have developed sufficient English language proficiency in comprehension, speaking, listening, reading, and writing in order to be re-designated as proficient.

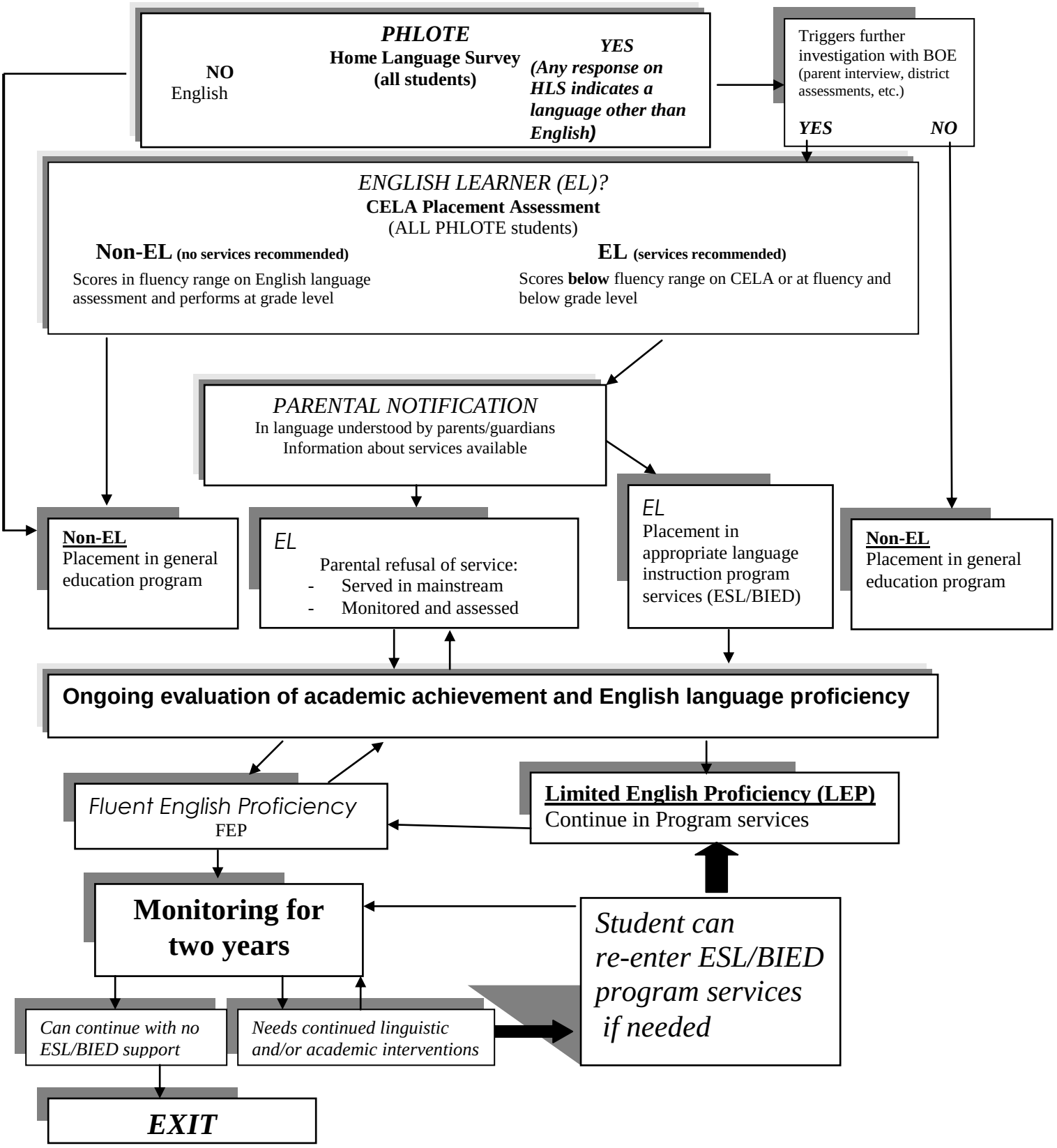
If a student identified as English proficient on a reliable and valid language proficiency test scores below grade level in core academic subjects, the district must assist the student in remediation, either before re-designating the student from the LIEP, or immediately after re-designating the student.

When students are re-designated as proficient in English, the district must monitor the progress of those students for a period of two years to determine their success in the regular school program. An on-going, documented evaluation, 2-4 times per year, is recommended for these students because monitored students are still considered to be *in program* and should receive linguistic or academic support as needed during the monitoring period. Students whose inadequate progress can be associated with a decline in English proficiency should be provided academic support. Students who persistently demonstrate a lack of academic success due to insufficient English skills should be considered for re-entry into an ESL/BIED program. Additional considerations for the BOE, specifically for secondary students, could be grades, GPA, attendance, and student interview. This process is indicated in the Identification, Assessment, Placement, Re-designation, and Monitoring flow chart below. Teachers of students who have been re-designated should be aware that the students may still require comprehensible input for challenging academic content.

While not required by law, it can be useful for districts to establish a category of "Exited" or "Formerly

EL" (FLEP) for purposes of tracking student progress and to help alert teachers to the fact that students began their education as ELs and probably live in bilingual environments. They are still in the process of acquiring academic English and also may not share all the same cultural frames of reference as monolingual English speakers.

Identification, Assessment, Placement, Re-designation, 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 Act of 2001 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 professional development that builds capacity to provide high quality instructional programs designed to prepare ELs to enter all English instruction settings.
- Promote parental and community participation in language instruction educational programs for the parents and communities of ELs.
- Effectively chart the 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 a local educational agency, programs for restructuring, reforming, and upgrading all relevant programs, activities and operations relating to language instruction educational programs and academic instruction.

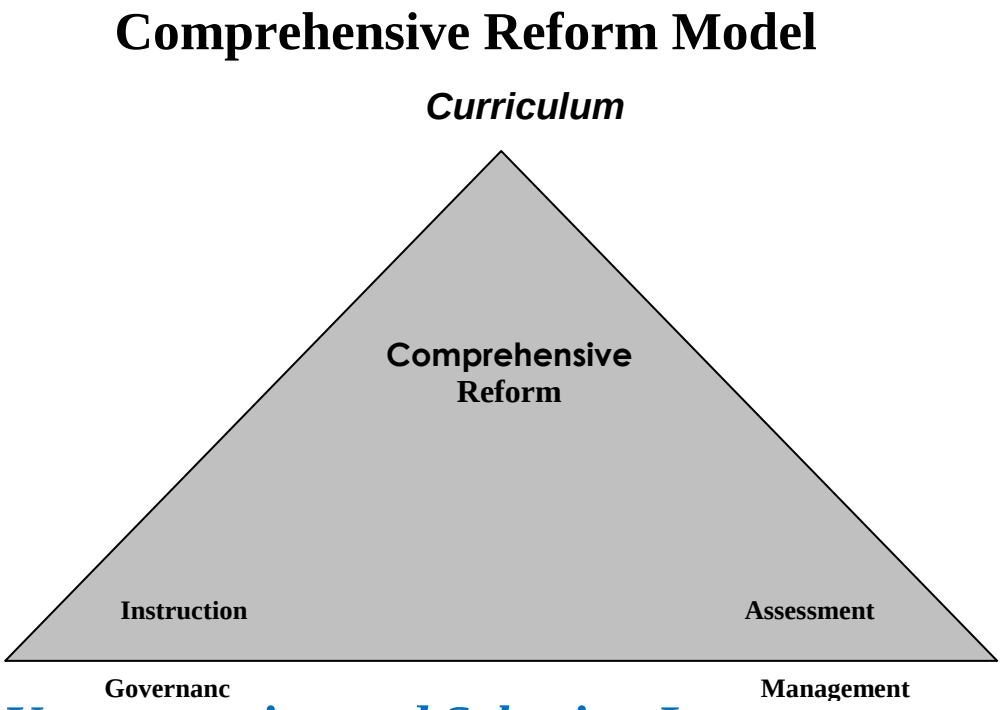
Schmoker, 1999 outlines eight aspects of comprehensive school reform that should guide educational decision makers as they design, deliver, and evaluate programs for ELs. They provide the basis for creating high performing schools that support standards-based instruction aimed at student achievement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

1. **High Standards for all Children** Design the education programs inclusively for all students rather than particular groups of students (e.g., "at risk" or "high achievers").
2. **Common Focus and Goals** School staff and community have a shared vision with a common focus on goals, which address academic achievement, and an organized framework for school reform supported by school board policy.
3. **Comprehensive Programs** Address core subject areas for K-12, including instruction, and school organization (includes use of time, staff, and resources).
4. **Alignment of Program and Curriculum Offering**. Alignment of all resources – human financial, and technological, across K-12 grades and subject areas. Help schools reorganize structures, systems, and staffing to refocus schools on teaching and learning.
5. **Research Based Foundations.** Incorporate research about best practices and help schools organize staff, schedules, and resources for more effective instruction. Promote innovation and flexibility.
6. **Research – Tested Implementation.** Reforms are focused and rigorous, with on-going evaluation to assure the highest quality of results. Data drives instruction and evaluation is central to strategic planning.
7. **Professional Development.** Incorporates on-going, site-based professional development that directly relates to instruction and is tied to the improvement of academic achievement for all students.
8. **Family and Community Involvement.** Offer effective ways to engage parents/community in specific grade level instructional expectations to link with service providers to address student and family nonacademic needs (with emphasis on academic accomplishments).

Best Practices Common to Exemplary Schools For low-income students

- State standards involving a focus on challenging curricula drive instruction in exemplary schools that have a high ratio of poverty
- Literacy and math are scheduled for greater periods of time to help children of poverty meet the standards
- More funds are spent on staff development toward implementing changes in instruction for children in schools of high poverty
- More effort is devoted to designing and implementing monitoring of student progress in schools of high poverty
- Strong efforts are made to empower parents to help their children meet the standards
- Top performing high poverty schools tend to "…have state or district accountability systems in place that have real consequences for adults in the schools" (1999 Report of Education Trust)
- "High performing schools create a safe, orderly environment that allows students to concentrate on academics" (USED, 2001)
- Effective leadership and highly effective teachers are extremely important variables, which influence the success of children. …they (the teachers) communicate…a sense of efficacy in terms of their own ability to teach all students." (Tikunoff, 1995)
- "No-whining-no-excuses attitude" sets tone for high standards, high expectations, and firm discipline for students, which in turn promotes success for those in low-income neighborhoods.
- Effective reading and writing instruction in "beating the odds" schools involves teaching skills and knowledge in separated, simulated, and/or integrated activities.

The diagram 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 is dependent on many local conditions (e.g., number of ELs, number of different languages spoken, local resources, staff qualifications and certification). Understanding and addressing local needs is covered in the next section of the Guidebook.



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

To effectively meet the academic needs of ELs, a school's 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, their teachers, and their peers; be instructionally sound; and have resources and materials that are appropriate. 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 also require specialized services such as gifted education, Title I, migrant education, or special education.

3.2a LIEP Models – Theoretical Framework

Programs for second language learners of English can vary significantly. Following is a summary of factors that are necessary for creating successful LIEPs for comprehending, speaking, listening, reading, and writing English. Miramontes, et. al, (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 second language learners of English' is used in instruction. Choosing the appropriate programs for your school and/or district presupposes a school-wide

(and district-wide) decision making process that analyzes the student population, the human and material resources, as wEL as the larger political climate and context of the school community. Specific LIEP models that are described below can fall within each category.

ALL ENGLISH INSTRUCTION

The entire instructional program for all students is delivered through English.

PRIMARY LANGUAGE SUPPORT; CONTENT REINFORCEMENT – NO LITERACY

Students receive a limited amount of primary language support focused on the concepts of the content area curriculum.

PRIMARY LANGUAGE SUPPORT: LITERACY ONLY

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 how to read in their first language.

FULL PRIMARY LANGUAGE FOUNDATION: CONTENT & LITERACY INSTRUCTION IN L1 & IN 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 students who are fully proficient in English -- are provide the opportunity to become bilingual and bi-literate.

As districts are trying to decide on the best program to meet the needs of their students 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 their instruction to make the curriculum understandable to all students
- Students' potential for lifetime bilingualism

It may appear that the easiest program to implement is one in which all instruction is in English. However, it is critical that decision makers understand that in all English programs, it takes longer for second language learners to become fully academically proficient in English (Collier & Thomas, 1997). In addition, these programs require tremendous care in assuring that students can understand their instruction. They require much more modification on the part of ALL teachers. Finally, programs where students are denied access to their first language tend to result in what is known as 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 in all programs the value of students' knowledge and learning in their primary language is recognized and affirmed.

The use of a particular delivery model or teaching methods 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 that is 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
- Suggestions to parents for use of 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 include 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:

- A sufficient amount of time (two hours a day or more) for content-based literacy and language arts in the students 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 who are fluent in the primary language and are 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 who are fluent in the primary language of the non-English speaking group
- Suitable literacy and curricular materials in both languages
- A meaningful 2nd language component that incorporates content area themes
- Articulated process for adding second language literacy

Program Models

Zelasko & 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 of these categories, a variety of ways are used to teach English language skills and standards-based content. Bilingual education programs utilize 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. There are five program models that are most frequently used in schools across the U.S. (Antuñez, 2001). These five models are summarized 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 of this model is to develop bilingualism in ELs and in English proficient students. An ideal two-way bilingual classroom is comprised of 50% English-speaking students and 50% ELs who share the same native language.

Supporting Factors	Challenges
This model results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language. Incorporates L1 English speakers into program.	This model only is feasible in schools with significant populations of ELs who speak 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). It may be difficult to find qualified bilingual staff.

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 from the native language to English as students' English language skills develop.

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

3. <u>Early Exit</u> -- 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 are phased out once students have begun 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
Facilitates literacy development by allowing Spanish speakers to learn and to read in a language they speak and understand.	This model requires that ELs share a common native language. It is best if the students are stable and enter/exit the program at designated times. This model does not work in a school with students from multiple language backgrounds. 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.

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. <u>Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion</u>. This model works with students from any language background. Instruction is classroom-based, delivered in English, and adapted to the students' proficiency level. The focus is on the 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
This model may more easily serve student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously.	This model may take more time for content area learning for students who are illiterate or at the beginning proficiency levels in English. Does not account for literacy instruction or the beginning levels of language development Requires all teachers to use strategies to make instruction comprehensible.

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 in order to serve students who do not share a common native language. The focus is on 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
This model is 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. This can be combined with content based – ESL.	Instruction may be grammar driven and disconnected from other areas of study. 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. Sustaining communication between classroom and pull-out teacher

4

Implementing Language Instruction Educational Program (LIEP) for ELs

4.1 Comprehensive Program Design

(The following is also included at the beginning of Chapter 3)

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 goal should be to:

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

Appendix C: "Lessons Learned: Practices of Successful Model Schools Serving ELs" contains extensive information on what schools can do to meet the needs of a linguistically diverse population. Briefly they include: a school wide vision and collaborative approach to all aspects of program design and implementation, language developments strategies, high level engagement, collaboration and cooperative learning in curricular activities in the context of a supportive district leadership.

4.2 Curriculum, Instruction, Assessment, and Standards

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 an 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 and Boyle, 1997).

Appropriate instruction for ELs addresses the core curriculum while providing ELs with interactive means to access that curriculum. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues, 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.

Key Components of a Standards-Based Classroom

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

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

- incorporating activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking;
- realizing that some ELs may come from a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. It is important to allow each student to listen and produce language at his/her own speed;
- incorporating multiple languages in signs around the school, and displaying pictures, flags, and maps from students' country of origin in the classroom; and
- making efforts to incorporate diversity into the classroom by inviting students to share information about their background. However, don't expect them to automatically be comfortable acting as a spokesperson for their culture.

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

differences can help teachers be more accepting and students become more comfortable in their classrooms.

Adapting Lessons for English learners

A simple approach that can be used in any classroom is to take time to introduce and review big ideas and key concepts with ELs.

PREVIEW (group ELs)	LESSON (for all students)	REVIEW (group ELs by language level or work individually)
•5-10 min. lesson preview •Introduce big ideas and key concepts •Review prior knowledge •Develop experience base •Discuss key vocabulary • (1st language may be used)	•Use multiple strategies to make "comprehension" the lesson •ELs distributed across class •Use cooperative groupings •Individualize as needed	•5-10 minute follow-up with attention to language levels •Use extension activities •Check for comprehension • (1st language may be used)

An essential component of any classroom with second language learners is the use of Cooperative Learning strategies. These strategies build on the social aspect of learning and provide opportunities for ELs to listen to English language role models and practice their English in a small group setting. Learning to work in cooperative groups requires practice and guidance for students (Zehler, 1994; Kagan, 1994). Formal, rotating roles are assigned to the cooperative group (i.e., recorder, reporter, data collector) and each group is monitored by the teacher.

Classroom Focus - Classrooms should be arranged with a 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. Common 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 a theme.

It is important to recognize that 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. When ELs are recent immigrants, they 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, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are providing students with a supportive environment and a greater opportunity to learn. Teachers and counselors can work with 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 established LIEPs already in place in the school system (CREDE, 2001).

Additionally, ELs can be a mobile population and may move from school to school, disrupting the continuity of their instruction. Schools must adapt to accommodate these students as they enter and exit 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 into a new school system.

Coordination/Collaboration - Communication and coordination among the different adults who will work with ELs is essential to good classroom management. Teachers of ELs should not be isolated; rather, they need to effectively interact with other instructors working with ELs as well as with ELs' general classroom teachers and other educators who can provide resources and support to their students. Team teaching, pairing of classes, and regrouping students to integrate ELs with English proficient students are all viable methods for coordination/collaboration that will result in more integrated services. Principals and other administrators must play a critical role in creating structures that will facilitate such collaborations.

There should also be a school-wide effort to put in place agreed upon structures that will allow instructors of ELs to tap into the resources of their fellow educators to share curriculum ideas, discuss challenges, and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate to share their 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, community groups, and locate resources that serve ELs and the general population. Teachers themselves can also serve as resources to their students' families and by understanding the resources available outside of school, they are better able to serve the needs of these families.

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 re-designated.

Instructional Materials

Instructional materials should be appropriate to the LIEP model or models chosen for instruction as well as to the language level of individual 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 is also 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 not to try to make 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 in that language. Whenever possible, teachers should seek out materials written originally in that language rather than translations from English. Instructors of ELs should always attempt to be culturally sensitive and inclusive when selecting or using instructional materials. Though publishers are more aware of the need to eliminate bias from instructional and assessment materials than they were in the past, resources that are not recent can be extremely biased in terms of race, gender, and ethnic origin. Biased materials should be avoided and high quality, culturally infused materials–both print and other media–chosen as an alternative.

Efforts to include the families and communicate with them in an appropriate manner 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 for students to take home to communicate important news with their families. Educators should remember that it is reasonable to assume that parents of ELs may not speak English nor be aware of their role in their child's education.

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

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

Ongoing professional development for educators affects instructional materials and how they are chosen. Staff should receive professional development 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. In addition, mentoring from veteran teachers on how to integrate ELs into their classroom is an important part of any professional development plan. Materials and professional development programs should include all staff in the school and school district to ensure that EL programs are comprehensive and that responsibility for ELs' academic success is shared by all.

4.3 Assessing Student Growth and Progress to Inform Instruction

Assessment is a critical aspect in the implementation of any successful LIEP. The diagram below, which also appears in Section 2.2, represents the different areas of assessment for ELs. Each kind of assessment plays a particular role in their academic trajectory. This section addresses **Achievement tests,** both formative and summative, that measure a students' conceptual knowledge based on content area of instruction.

A Description of Standards-Based Assessments for ELs			
Type of Assessment	**Purpose of the Assessment**	**Function of the Assessment**	**Name of Assessment**
SCREENING MEASURES	Set eligibility criteria for support services and threshold or benchmark levels that trigger participation in large-scale assessment.	Determine student language and academic proficiencies in English and their native language.	CELA placement LAS IPT Woodcock – Muñoz
FORMATIVE MEASURES	Report classroom-based information, linked to standards, that complements large-scale assessment.	Determine student progress in language development and academic achievement in all content areas.	Body of Evidence (Composed of various measures
SUMMATIVE MEASURES	Report individual, school, district, and state information, anchored in standards, which demonstrates accountability for student learning.	Determine student movement toward attainment of content standards.	Body of evidence including CELA, CSAP and other standardized tests

Margo Gottlieb, 1996

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

As discussed in section 2.2, **Language proficiency** tests measure speaking and listening acquisition in addition to reading and writing skills. Scores from each proficiency area are placed into categories or levels of language acquisition. The cutoffs for these categories 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. For a more detailed discussion of Proficiency Assessment Instruments refer back to section 2.2.

It is often difficult to obtain (in English) a true measure of an ELs' academic achievement, particularly for students in the beginning or intermediate stages of English language 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 language proficiency.

If a student achieves a grade level score, or "proficient" level on an academic assessment, the examiner can be reassured that the student possesses a level of English that should allow that student to be successful in a mainstream classroom. However, if the student obtains scores below grade level on achievement tests, it may be that the performance was due to the lack of English acquisition, the lack of conceptual or skill knowledge, lack of 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 time frames must be instituted to assess ELs. As discussed in Section 2.2, at a minimum, initial assessment should determine whether ELs possess sufficient English language 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 an appropriate LIEP, it is necessary to continue to monitor their need for accommodations by assessing their academic progress. To assess the academic achievement of ELS, educators also need to 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, in the hallways, or in the lunchroom and consider their performance toward meeting local or state standards.

By examining educational history, adapting the 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 in Section 2.2, 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. Information from assessments 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, assessing learning in the native language should be undertaken to establish appropriate instructional plans even when instruction will be in English. Utilizing bilingual/ESL program staff to provide detailed information about students' language proficiencies is useful in identifying and/or developing language-appropriate assessments and programs.

Most nationally normed standardized tests (i.e. Iowa Test of Basic Skills) do not allow alternatives or accommodations. Students should be allowed to respond orally using their native language or English

only if the assessment allows for alteration of administration procedures. In some cases you may be able to administer the assessment by giving instructions orally using the EL's native language or using simplified English. Refer to the publisher's guide for direction on whether it is allowable to alter the administration procedures.

Consider the Type of Assessment - Utilize language-appropriate alternative forms of assessments to provide students with opportunities to demonstrate both prior knowledge and progress toward the attainment of content standards. Alternative forms of assessment might include portfolios with scoring rubrics; individual and group projects; non-verbal assessments including visuals, drawings, demonstrations, and manipulatives; self evaluation; performance tasks; and computer-assisted assessments.

Consider Timing - Consult the test administration manual, and if testing procedures are not standardized, allow time for flexibility in the administration of the assessment to accommodate students' linguistic competencies.

Determine Whether or Not Assessment Procedures are Fair - Observation and 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 language proficiency in English and in the native language was determined prior to any assessments being administered;
- the length of time the student has been exposed to English;
- the student's previous educational history;
- whether qualified translators, diagnosticians, and/or trained personnel were used to conduct the assessment;
- whether bilingual evaluation instruments were administered by trained bilingual examiners; and
- whether, in the absence of reliable native language assessment instruments, appropriate performance evaluations were used.

Body of Evidence

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

In the tables below, an assessment continuum is presented for ELs. The continuum of assessments for ELs reflects the different types of assessments, necessary for a comprehensive picture of EL learners' progress.

Notice that initial assessments include both language proficiency and academic content achievement. The initial proficiency test is part of the body of evidence because it helps to establish a baseline. Once a student moves beyond a beginning level of English language proficiency, s/he can begin to participate in the next step of the continuum labeled "body of evidence" and eventually participate meaningfully in outcome or performance assessments.

Standardized Assessments

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

Language Proficiency	Academic Content / Achievement
***CELA Proficiency - Overall score 5 (FEP)**	***CSAP Reading or Writing - Partially Proficient (PP) on English version**

Body of Evidence (BOE)

Language Proficiency	Academic Content / Achievement
■ District review committee evaluation ■ Language samples (reading, writing, listening, speaking) ■ Observational Protocols (ex. SOLOM) ■ District language proficiency tests (ie. IPT, Woodcock Munoz, LAS, etc.) ■ Diagnostic tests ■ Logs or journals ■ Language development checklists ■ District native language assessment (if applicable) ■ Student performance portfolios ■ Review of CELA sub-group scores (4 or 5)	■ District review committee evaluation ■ Curriculum-embedded assessments, and formal or informal ■ Observational Protocols (ex. SOLOM) ■ District content-specific achievement tests ■ Diagnostic tests ■ Logs or journals ■ Achievement checklists ■ District native language assessment (if applicable) ■ Student performance portfolios

4.3a Colorado English Language Assessment (CELA)

The purpose of the Colorado English Language Assessment (CELA) Proficiency is to provide a uniform English language assessment test that will generate growth rates for the English learners across the state. The results will be reported as part of the federal Annual Measurable Achievement Objectives (AMAOs) for grades K-12 in the domains of listening, speaking, reading and writing.

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 CELA scores are used in the following manner:

- Individual, school and district programmatic and instructional feedback
- State Annual Measurable Achievement Objectives AMAOs) targets

Below are the various domains by grade level configurations assessed by the Colorado English Language Assessment (CELA) Proficiency.

Grades	Language Domains	First Administration
K-2	Listening, Speaking, Reading, Writing	Spring, 2006
K, 1, and 2	Listening, Speaking, Reading, Writing	Winter 2008
3-5	Listening, Speaking, Reading, Writing	Spring, 2006
6-8	Listening, Speaking, Reading, Writing	Spring, 2006
9-12	Listening, Speaking, Reading, Writing	Spring, 2006

The instrument is aligned with the ELD Standards in that it reflects five proficiency levels for each domain. Legislation requires that the assessment results be reported in terms of English language proficiency levels in the domains of listening, speaking, reading, and writing.

The performance levels will be aligned with the ELD Standards: for grade levels K-2, 3-5, 6-8, and 9-12. The performance levels will be reported as part of the NCLB Title III Consolidated Report to the Office of English Language Acquisition in the Department of Education.

4.4 Coordination and Collaboration

Intense pressure on schools to improve test scores has resulted in an increased focus on utilizing instructional activities that are intended to accelerate academic achievement. In order for schools to provide comprehensive academic preparation it will be necessary to coordinate programs school wide and create a climate of collaboration among all the adults in the building. Coordination and collaboration often involves 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 a simpler task than is finding time for working collaboratively. Educators need to acknowledge that they are being asked to do more with less and in order to do so requires a comprehensive, school wide approach to the allocation of resources, professional development and instructional design.

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

- Resources - The identification and allocation of resources is critical to maximizing services to ELs. Programs often fail because educators are trying to do too much with too few resources. When schools and programs compete for scarce resources, students' opportunity to learn is compromised and they do not receive the highest quality education.

- Policies - Laws, regulations, standards, guidelines, licensing, certification, and interagency agreements serve as the guiding force behind policies. Clear policies have a profound impact on the ability of schools to serve 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 - The goal of providing the best possible education for all students is largely dependent on the people involved in the effort. Clearly, the people make the difference--their skills, attitudes, degree of involvement, and experience. Provide all teachers with the opportunity to develop the expertise necessary to work with ELs through professional development. Provide teachers with language support when necessary to communicate effectively with parents and guardians who do not speak English. Use appropriate, relevant, and culturally sensitive ways to include parents and communities as partners in their children's schooling.

- Processes - Actions to establish meaningful and workable processes can be a great catalyst to promoting cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can have a profound effect on the entire effort. Use program review and student assessment results to monitor and evaluate the ways in which they provide services to ELs. Make appropriate modifications to programs and assessments for ELs as student populations and school structures change.

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

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

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

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

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

Some schools use community-based organizations to serve, and to form partnerships for tutoring, presentations, classroom volunteers, and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for collaborating with schools and maximizing human and other resources to benefit 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 are increasing their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library use or non-use. It is essential that librarians and educators take a active role in encouraging and mediating library use among ELs. With cultural knowledge concerning the benefits of the library, the classroom teacher is in a pivotal role in introducing and promoting libraries. This can be facilitated by the establishment of a formal collaboration among the media specialist, classroom and content teachers so that they can plan jointly to provide the resources students need to content area work. Ideally instruction in library and information skills for ELs students is done with someone fluent in the students' home language. Optimally, this instruction would be a joint project between teachers, ESL/bilingual specialists, parents, and librarians. But even in all English settings collaboration among media specialists and language acquisition specialists can result in libraries that are very accessible to ELs and their families.

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

Bilingual information, bilingual written instructions, bilingual library card applications, etc. will convey the message that all students are welcome. Books written in the native languages of the students should be available. Schools in which teachers work closely with school media specialists provide plenty of opportunities for students to visit libraries, both during class and during non-school times. The LIEP instructors have an especially strong position in serving as advocates for adequate school and public library collections and services for their students. However, resources are often limited, particularly in languages other than English.

4.5 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(1)(D) of the *No Child Left Behind Act of 2001* addresses the need for professional development to assist schools and districts to develop and enhance their capacity to provide high quality instructional programs designed to prepare 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 professional development (based on scientifically based research demonstrating the

Characteristics of Professional Learning Communities

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

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

program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects) be directed toward:

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

Professional development needs to be of sufficient intensity and duration. It should be based on an assessment of teachers' needs to have the greatest positive and lasting impact on teachers' performance in the classroom.

Without a strong professional development component and appropriate instructional materials, high standards for all students will not be attainable. The 2001 reauthorization of the Elementary and Secondary Education Act, the Federal government identifies successful professional development as encompassing activities that:

- Improve and increase teachers' knowledge of the academic subjects they teach and enable them to become highly qualified;
- Are an integral part of a school's or district's educational improvement plan;
- Give participants the knowledge and skills 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 1-day or short-term workshops or conferences.

High standards for the education of ELs cannot exist without high standards for professional development. To accomplish this, schools must provide teachers with opportunities to:

- Develop an ongoing professional development plan;
- Locate resources for professional development; and
- Evaluate and follow-up professional development activities.

The Professional Development Plan

In order to design a professional development plan, educators and trainers must examine their students, the curriculum, and the assessments to be utilized in the classroom. Do the teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? 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 role in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) has developed a set of 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 professional development. Each of the three areas is aimed at improving the learning of all students.

Context Standards for Professional Development

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

Process Standards for Professional Development

- **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 Professional Development

- **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 Professional Development Standards for Instructors of ELs

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

- **improve the instruction and assessment** of 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 guidelines for professional development for all instructors, educators of ELs will benefit from a few additional criteria.

Additional Guidelines for Professional Development

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

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 must also adapt to a new culture, while often facing economic hardship and unfortunately racism and discrimination.

Professional Development Principles

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

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

The complex changes in today's educational arena, require a response 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 Professional Development

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

- Identification of students whose primary or 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 between teachers working with ELs.
- Understanding how literacy and academic development through a second language is different than through the first.

Evaluating the Effectiveness of Professional Development

A final essential component of any successful professional development program is ongoing assessment that provides data to improve teacher performance. Trainers and participants should allocate time and resources to ensure that the opportunity for evaluation and revisions exist for any staff development program. This increases the likelihood that professional development activities will be current and accurate based on the needs of the participants. The following guidelines for the evaluation of professional development efforts were created by the National Staff Development Council in 2002.

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

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

5

Evaluating and Managing Programs for ELs

5.1 Program Evaluation

The evaluation of programs, practices, and procedures for ELs involves systematic planning and the implementation of approaches to measure the achievement of previously established expected outcomes. Evaluation involves aggregating and synthesizing various types and forms of data to learn about program success. Two types of evaluation, formative and summative, should both be used to answer 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 works and why, and what doesn't work and why not (Scriven, 1967). Formative evaluation is often 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 school year or at the end of a program. Summative evaluation describes the characteristics and successes of the program, practices, procedures, or activities and the areas in need of improvement. It is employed to make a determination of whether the stated goals and objectives have been met and to support recommendations about whether or not practices should be continued. When used together, formative and summative evaluation 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 can best be accomplished by planning ahead. Evaluation should not require any extraordinary procedures; rather, it should be integrated into the program activities and focused on the particular procedures, materials, programs, practices, or processes that exist. The evaluation planning cycle involves the following steps:

- assessing needs;
- establishing goals and objectives;

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

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

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

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

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

An example of a goal for EL success might be:

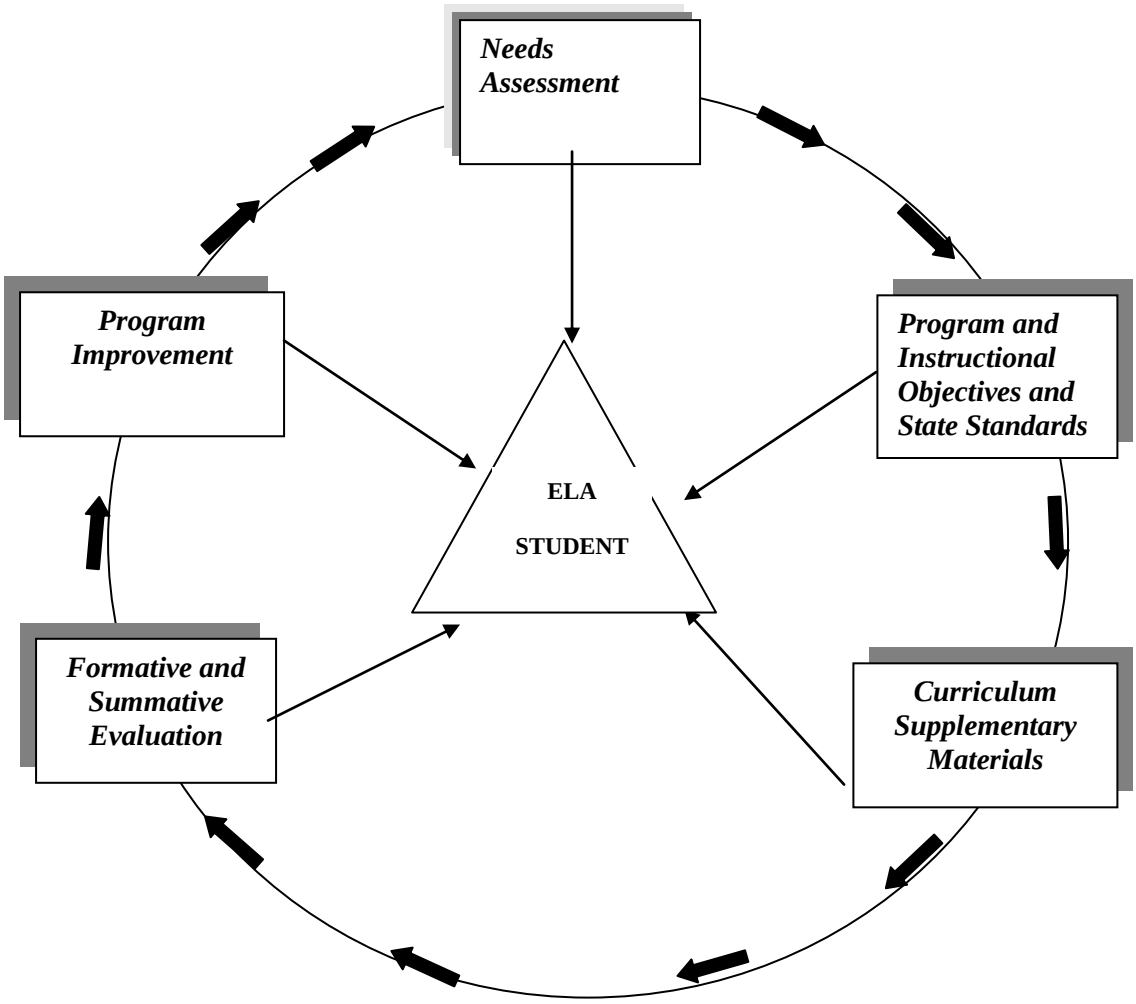
> *All students in the district will achieve high standards through participation in an inclusive, student-centered, multicultural curriculum.*

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

> *After at least six months of ESL instruction, 90% of ELs who speak little or no English will increase their language level by one category as measured by the CELA 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 exhibit represents the evaluation decision cycle.

Evaluation Decision Cycle



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

The evaluation planning team should be responsible for determining the activities, persons responsible, and timelines for carrying out the evaluation. An evaluation-planning calendar that contains this information should be designed and distributed to each member of the team. The evaluation team leader should be responsible for guiding the team in determining the activities to be undertaken and documented in the evaluation-planning calendar.

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

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

The Colorado Student Assessment Program (CSAP) is the primary assessment tool used to ensure that the state of Colorado is in compliance with the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), *No Child Left Behind Act of 2001*. This Act requires states to adopt challenging academic and content performance standards, and standards-based assessments that accurately measure student performance. Furthermore, this Act calls for the inclusion of 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?
An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or performance criteria. It "levels the playing field" but does not provide an unfair advantage. Accommodations are not used with standardized assessments like the ITBS

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

The accurate assessment of ELs will always be difficult because of the dual dimensions of language development and academic knowledge that must be addressed. Experts in the field of second language acquisition and testing have differing views. 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 inclusion of ELs in standards based assessments designed for native English speaking can and should occur, but with testing accommodations or 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 towards meeting grade level content standards.

Since every student is expected to take the CSAP, according to Colorado Law, ELs present a unique challenge for schools since they are being held accountable for their performance while students are still in the process of learning English. Districts can make appeals for exemptions from AYP, but all students must take the CSAP.

Once a student's English language proficiency has been established, the following guidelines should determine if the student's CSAP score is included in the school's accountability report.

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

It should also be noted that while testing in English is required following these guidelines, it does not prohibit districts from continuing to assess students who are receiving instruction in another language from being tested in that language to document progress and achievement.

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

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

Determining EL Student Accommodations for CSAP or CSAP-A

- Consult the Colorado EL Accommodations Manual found on the website of the Unit of Student Assessment:

http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2007/CO_ACCOMM_MANUAL_EL_091707.pdf

Annual Measurable Achievement Objectives (AMAOs)

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

- An annual accounting of the number or percentage of ELs making progress in learning English;
- Annual increases in the number or percentage of ELs attaining English language proficiency as measured by a valid and reliable instrument;
- An annual determination of whether the school's EL population has made adequate yearly progress

5.2a Annual Measurable Achievement Objectives (AMAOs)

The State of Colorado is held accountable for the development and implementation of Annual Measurable Achievement Objectives (AMAOs) under the No Child Left Behind Public Law 107-110 as stated in Sec. 3122(a) of Title III Law.

> *"Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1)"*

The State of Colorado's AMAO targets shall reflect as stated in Sec. 3122(a)(3)(A)

> *"-the amount of time an individual child has been enrolled in a language instruction educational program; and*
> *-the use of consistent methods and measurements to reflect the increases described in subparagraphs (A)(i), (A)(ii), and (B) of paragraph (3)."*

These AMAO targets shall include:

> *"-at a minimum, annual increases in the number or percentage of children making progress in learning English;*
> *- at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and*
> *- making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B)"*
>
> *"ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools."*

AMAOs must be based on ELD standards, assessments, and baseline data.

Consult the Colorado AMAO Manual for further information.
Website: http://www.cde.state.co.us/FedPrograms/NCLB/tiii.asp

For information regarding data collection, paperwork, and record keeping, see Appendix A.

6

Parental Involvement

6.1 The Requirements of the NCLB Act 2001

In addition to requirements to notify parents of placement decisions, school districts using Title III funds must implement effective outreach to parents of limited English proficient children. The 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 LEP children to formulate and respond to parent recommendations.

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

- The 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 school starts, parents must be notified within 2 weeks of placement
- The notification must include the following information:
    - Reason for identification and need for the program
    - Level of English proficiency, how the level was determined, level of child's academic achievement
    - Method of instruction in language program and how program will meet student's needs
    - How the program will help the child learn English
    - Exit requirements, mainstreaming timeline, graduation
    - How program meets requirements of IEP (if applicable)
    - Information about parental rights
        - Decline service

- Option to remove child from program at any time
- Assistance to parents in choosing among various programs

Parent involvement and participation

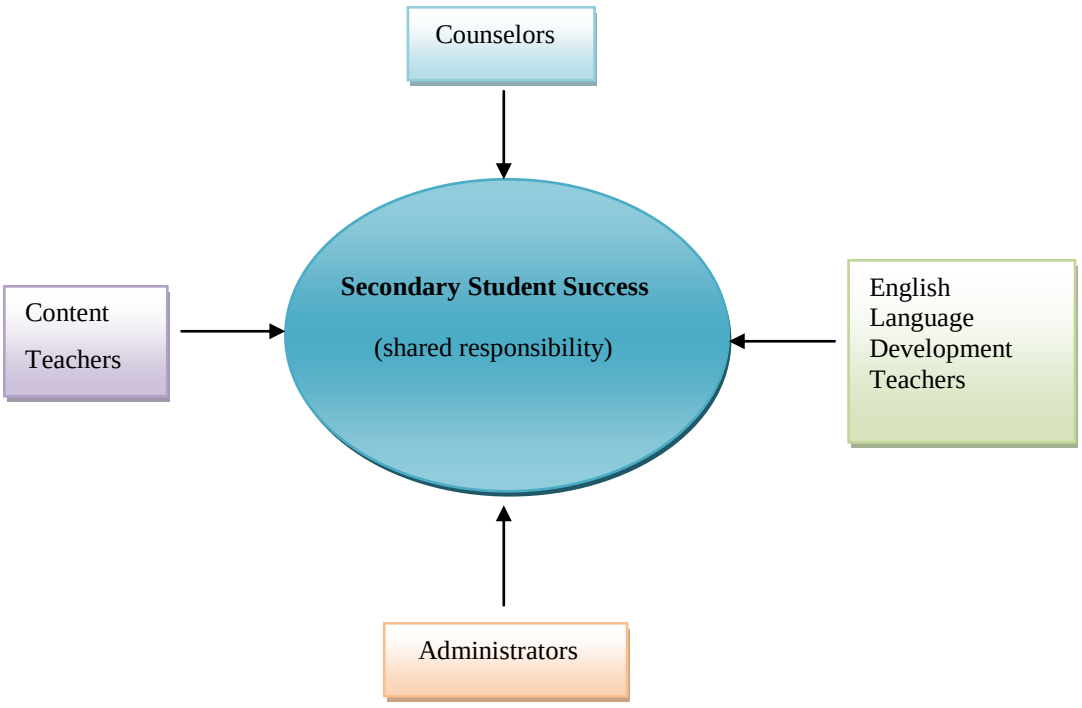
- ☐ Parents will be involved in the education of their children
- ☐ Parents will be active in assisting children
  - ☐ To learn English
  - ☐ To achieve at high levels in core academic subjects
  - ☐ To meet the same state standards as all children are expected to meet

7 From Compliance to Commitment: Understanding Secondary English Learners

Secondary schools in Colorado have been asked to raise graduation rates, reduce dropout rates, and provide a rigorous curriculum that prepares students for college. 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" (p. 22) to achieve academically.

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

This chapter is intended to support those who play a major part in the academic success of secondary English learners; school personnel, including administrators, counselors, content area teachers, parents and English language development teachers. Sharing responsibilities will be a continuous theme throughout the chapter in order to highlight the systems changes around factors that influence student needs, programmatic options and promising practices that are needed so that secondary students are successful.



7.1 Challenges and Opportunities to Reflect a Problem-Solution Structure

Demographics

English learners (ELs) represent one of the fastest growing group of students in U.S. middle and high schools. During the 1990s when the overall K-12 EL population increased by approximately 65%, secondary schools experienced more marked growth than elementary schools. Middle and high schools grew by 72% while elementary schools increased only 39% (Samway & McKeon, 2007). Approximately one out of seven (14%) high school sophomores now come from homes that primarily speak a language other than English. The percentage is higher for high school sophomores who are Asian or Pacific Islander (37%) or Latino (48%) (NCES, 2005). Clearly, the rapidly changing demographics of our secondary schools require us to gather more information about the language and educational background of our students and to design programs that respond to their unique abilities and needs.

One in every eight students in Colorado is an English Learner. While the majority of these ELs are in the elementary grades, secondary schools still struggle with their own challenges. The main message for secondary schools in Colorado is "prepare because they are coming".

Drop-out and Graduation Rates

As the nation begins to narrow its focus on achievement, in particular graduation and drop-out rates, ELs are forced into the forefront. With gaps widening in achievement 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

Nearly 6.2 million students in the United States between the ages of 16 and 24 in 2007 dropped out of high school. The total represents 16 percent of all people in the United States in that age range in 2007. Most of the dropouts were Latino or black, according to a report by the Center for Labor Market Studies at Northeastern University in Boston, Massachusetts, and the Alternative Schools Network in Chicago, Illinois. Among the findings in the report, "Left Behind in America: The Nation's Dropout Crisis:"

- Nearly one in five U.S. men between the ages of 16 and 24 (18.9 percent) were dropouts in 2007.
- Nearly three of 10 Latinos, including recent immigrants, were dropouts (27.5 percent).
- More than one in five blacks dropped out of school (21 percent). The dropout rate for whites was 12.2 percent.

Colorado Perspective

Colorado has experienced a demographic shift in the K-12 population over the last decade. With over 100,000 English learners, some of whom are immigrant, migrant and/or refugees, Colorado is among 12 states with highest population. Unfortunately, Colorado's graduation and completion rates have been decreasing over the past three years for both ELs and Migrant students and the drop out rates have been increasing for this same population. These figures necessitate changes in policies and procedures in order to increase opportunities and access for ELs.

Categories	2005	2006	2007	2008
EL Graduation rate	80%	66%	55%	52%
EL Completion rate	81%	68%	58%	54%
EL Dropout rate	7%	8%	9%	7%
Migrant Graduation rate	83%	71%	61%	58%
Migrant Completion rate	83%	71%	63%	60%
Migrant Dropout rate	5%	6%	9%	5%

*More information can be found at: http://www.cde.state.co.us/index_stats.htm

Higher Education Admissions Requirements (HEAR)

In 2003, the Colorado Commission on Higher Education adopted the Higher Education Admission Requirements which are entry requirements for students planning to attend any of Colorado's public four-year colleges or universities. Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements.

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	2years

* 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 preparatory English.
***College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy HEAR requirements.
****Acceptable Academic Electives include additional courses in English, mathematics, natural/physical sciences and social sciences, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

District's Obligation to Serve Secondary ELs

When the United States congress passed the No Child Left Behind Act (NCLB) in 2002, they were very clear that State Departments and local school districts needed to serve and be accountable for English Learners. When people think about ELs, they primarily think of elementary students, but as data shows, there are many ELs at the secondary level and their numbers are growing. For many districts, this increase poses many challenges and they need to make sure they are in compliance with serving this population of students and providing them with what they need to succeed. In addition to NCLB there are other federal and state laws that districts must comply with.

The Office of Civil Rights (34 C.F.R. Part 100) states that there should be no discrimination of students and that all children have the right to compulsory education through the age of 21. The No Child Left Behind (NCLB) legislation also state these rights up to the age of 21. Therefore, if the district has older students who have not graduated from any other secondary institution, they must provide services to these students.

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 that would deter school age children from attending school. School principals,

teachers, secretaries, counselors and enrollment staff all must make sure that they behave in such a way that does not "chill" a child's opportunity to attend public school.

Article 22 of the CRS states that all students enrolled in Colorado Public Schools are required to take state assessments. If Districts have alternative schools that serve older students (up to the age of 21) and take per pupil operating revenue (PPOR) monies, these students must be tested using the state assessments.

7.2 Shared Responsibilities relative to Factors that influence students' needs and school success

Throughout the United States, middle and high schools are enrolling an increasing number of learners whose home language in not English. Although all of these students may be designated as English Learners (ELs), they are far from a uniform group. For example, 56% of secondary ELs were born in the United States (NCELA, 2009). ELs who arrive from foreign countries during their adolescent years vary widely in their educational experiences, literacy in their home language, and acculturation to life in the United States. Walqui (2000) lists several factors that influence students' needs and school success which are now categorized in two sections: socio-cultural and prior schooling. Socio-cultural factors are socioeconomic status, immigration status, family support and expectations and social challenges and sense of self. Prior schooling factors are previous academic achievement, educational continuity, language proficiencies and access to core curriculum. The more information schools gather about each of these factors, the more they are able to develop programs that lead to student success.

Socio-Cultural

Socioeconomic Status

Research suggests that there are ties between poverty and low literacy skills. When students come from many different backgrounds, even those born in the USA, and are of low SES, it is important that educators take this into consideration, but do not make assumptions about achievement based on SES alone. Many countries outside the United States 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 families of more modest means may have only been able to send their children to school through 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 United States, some are able to maintain their SES from their home country while others find themselves starting over. It is not uncommon to meet parents who worked as engineers in their home countries but now must work in minimum wage jobs in the U.S. due to licensing problems, immigration status delays, or lack of English proficiency.

Shared Responsibilities**:**

-Help all families understand the U.S. education system and the value that is placed here 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.

Lone Valley High School is a suburban school where about 80% of the graduates matriculate into higher education. About 5% of the students are ELs. Each fall, the school holds a meeting for immigrant parents that explains 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 in Spanish, Chinese, and Korean. The ESL teacher is part of a larger ESL committee for the school that organizes the event. As a follow up, counselors meet with ELs each semester to check in on progress, field questions, and readjust schedules as necessary.

Immigration Status

More so than their younger counterparts, adolescent ELs 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 Dream Act, which the US Congress has considered many times, would allow undocumented students to be eligible for citizenship in exchange for completion of a college degree or two years of military service. This could be a motivating factor for these kids to stay in school. As this continues to be brought to light, hope for these students still looms large on the horizon. A similar bill was introduced the last two years in the Colorado legislature; however they never made it out of joint House and Senate education committees.

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

Each culture has its own perception of parent involvement in the schooling of children. For example, parents in the United States are expected to read with their children at home, attend parent teacher conferences, volunteer at school events, and encourage children to complete assignments outside of the school day. 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, but schools infrequently realize it and don't take advantage of this very valuable resource" (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.

Social Challenges and Sense of Self

Adolescent ELs often articulate the sense that they are caught between two worlds. Acculturation and assimilation can lead to conflicts at home with regard to cultural/familial expectations because students tend to be in the middle and have a difficult time navigating between differing cultures. Children who may have been successes in their home country lose self confidence as they struggle to learn English, 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 of your 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.

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

Prior Schooling

Previous Academic Achievement

Immigrant students bring with them a reservoir of content knowledge from their previous schooling. Just like their non-EL peers, adolescents have already experienced a level of success or failure in school that influences their self-confidence and attitude toward learning. Students often 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/or parents (specifically if the student is in middle school about their prior experiences and consider student strengths when designing an academic plan.

-Assist teachers in 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.

Educational Continuity

ELs who have attended schools in the U.S. may have experienced a variety of program models in a variety of 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). Likewise, students arriving from other countries may have experienced interrupted schooling for a variety of reasons. For example, refugee students 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) like the ones mentioned above tend to be the students most at risk of dropping out of school, so it is important that schools identify these students and design programs to fit their specific needs.

Shared Responsibilities:

-Take time to get to know your students and find out about their previous schooling 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 student needs and design their program accordingly.
-Communicate with parents early and often to assist them in understanding what the school's programs will provide and how they may be different from and/or similar to what their child received in the past.

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 ninth grade. Elva's exhibited concerning 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 Elva 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 her about a semester to feel that school was a "safe" place and then she began to make tremendous strides in her literacy.

Language Proficiencies

Students who are highly literate in their primary language will readily transfer those skills to English with appropriate instruction. Thomas and Collier (2001, as cited in Samway & McKeon, p. 31) found that "the strongest predictor of L2 student achievement is the amount of formal L1 schooling. The more L1 grade-level schooling, the higher L2 achievement." For example, research shows that literacy skills such as comprehension and word recognition transfer from the first to the second language, even when the alphabetic systems are very different (Hamayan & Freeman, 2006). Correspondingly, immigrant students who come to the U.S. with more limited formal schooling need more intense support in developing their literacy skills in English. Language proficiency area 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.

Shared Responsibilities:

-Find out as much information 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 student L1 writing.

Access to Core Curriculum

Students need the opportunity to earn credit from day one. Research shows that one of the factors that cause 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 1) Appropriate English language development (ELD) courses and 2) 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 an ESL endorsement or appropriate training.
-When students have just arrived, *do not* place new 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 RtI team (http://www.cde.state.co.us/RtI) to take appropriate steps.

Jimmy arrived from Vietnam at age 15 and struggled in all of his high school courses. He was especially slow at copying down information from the board and several teachers referred him to special education. A counselor with experience working with ELs worked with the team to explain the language acquisition process and demonstrate the vast differences in the alphabetic systems in 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 also provided both an English language development class and an additional ESL study skills class to help Jimmy develop learning strategies for all of his classes. Each semester, the counselor and ESL teacher worked together to hand-schedule Jimmy's courses and teachers to make sure that his linguistic needs were met.

Education background interview

Intake procedures for secondary students must include several qualitative measures of getting to know the student. Although assessments such as writing samples, CELA placement, or others provide vital information, taking time to understand the students' academic experience will make the greatest difference in properly placing them into classes. Locke (2006) states that flexibility in attendance, scheduling, and timelines greatly aids older ELs in their academic learning experience.

In order to truly get a complete picture of a secondary EL, the school and/or district need to go beyond the initial intake assessments and conduct a background interview. It is critical that schools complete both assessments and the interview *before* creating student schedules. Here are 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

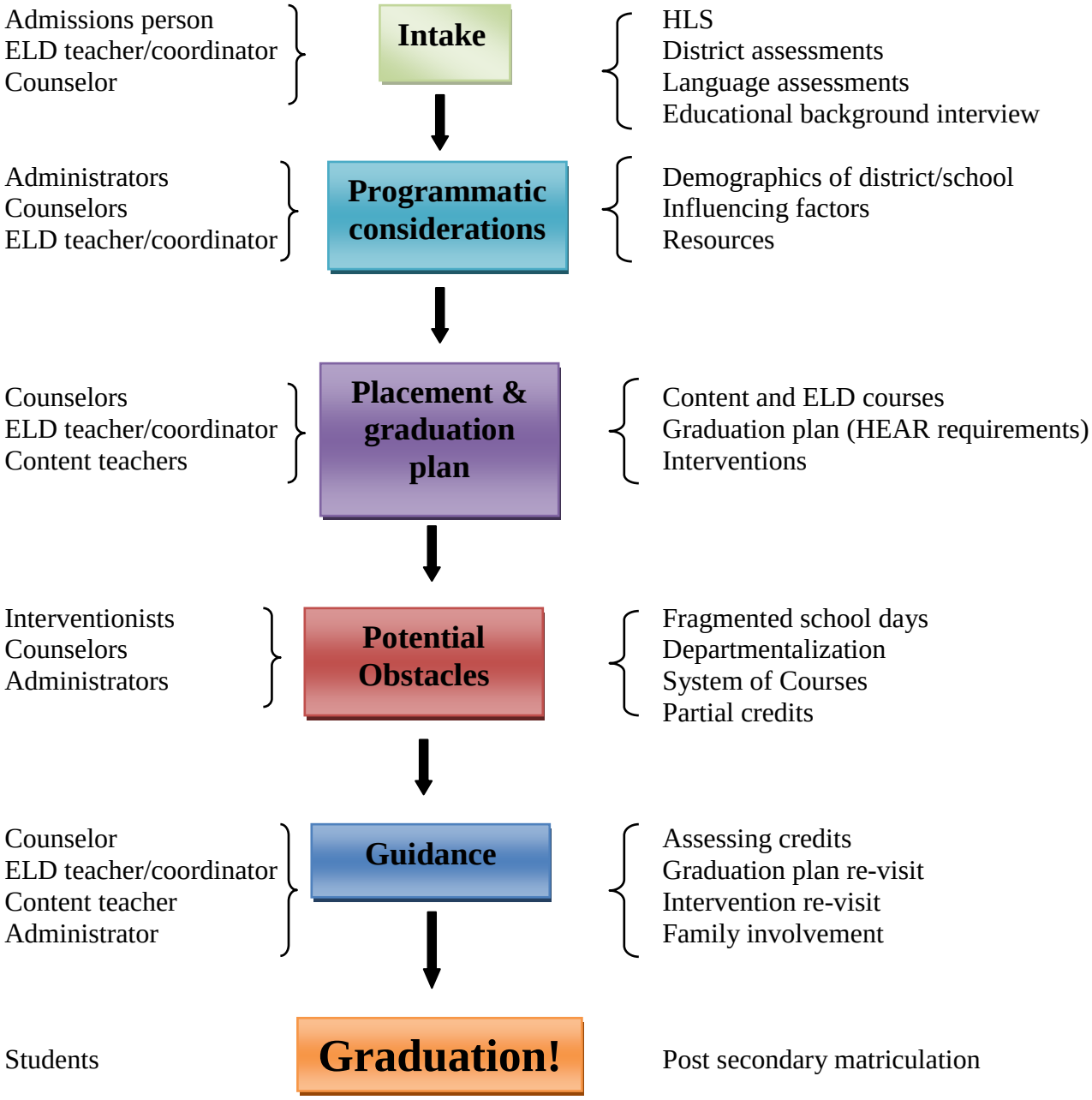
Many older students tend to find themselves in the conundrum of attending school and working to assist in providing for their families. Out of school youth (OSY) are migrant students not in school, therefore have little or no access to federal or state resources. The students without interventions will remain poor and isolated from the larger society and economy. They 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 policies and procedures for re-admitting OSY who may have dropped out in the past.
-Provide courses/training around GED.
-Encourage students to engage in improving basic and readiness skills.
-Provide practical life skills classes/activities.

Possibility!
Consider activities or clubs for ELs 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.

Secondary Educational System: From Intake to Graduation



7.3 Programmatic Considerations

This section will give administrators starting places for making necessary changes but can be seen as only a starting point. 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 is necessary to recognize and build on the identity, language and knowledge that 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:

- Providing opportunities during the school day for students to process in their native language with their peers.
- Revisiting your school traditions, pictures in the hallways, bulletin boards, and announcements. How are all backgrounds and cultures reflected in your school?
- Creating opportunities for students to share their background knowledge and perspective on topics in the curriculum.
- Allowing students to access bilingual resources to help facilitate their understanding of the content.
- Create different levels of ELD courses that meet the needs of your population. For example, students with lower levels of L1 and L2 literacy may need two periods of a beginning ELD class, while students with high levels of L1 and L2 literacy may need one period a day of an advanced class.

For more ideas as to how to build on students' language and culture, please refer to section 7.4, "Promising Practices."

Programming framework

This framework is a starting point for secondary schools to begin to implement school-wide programs and practices that support ELs. As noted in the table, the ability to offer certain options may depend on the size of the district, the number of ELs, and capacity built at the school to implement certain programs. For example, some districts may have enough bilingual resources to offer a dual language program, while others may not have qualified bilingual staff to offer such a program.

At the district level, it is recommended to give middle and high schools some flexibility to structure instructional time, class size, course design, and other organizational features in ways that best serve their particular EL students. For instance, research suggests that, on average, a ninth-grade English language learner will require between four and seven years of instruction in order to read and write as wEL as a typical twelfth-grade native English speaker (Hakuta et al., 2000). In some cases, schools can make up this extra instructional time by increasing the hours in the school day or days in the school year. However, that may not be an option for many students, particularly those who are obligated to work after school and/or over the summer. Another option is for schools to build additional time into the schedule by permitting newly arrived immigrant ELs to stay in high school for more than the usual four years (Garcia, 1999).

Schools may also choose to reduce class size as a way 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 and small classes can allow effective educators to implement

positive changes, including innovative programs, alternative teaching methods, and individualized attention for students. Programs that effectively target adolescent ELs for accelerated learning—either during the school day or during extended hours—typically include some opportunities for small group or one-on-one learning. It is recommended that schools with numerous Students with Interrupted Formal Education (SIFE) provide small literacy classes for up to 12 students. These classes could be 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 to develop a comprehensive program)

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

Flexible Pathways to Graduation: such as summer, night, online, academic labs, work/study, dual enrollment and after school programs .

Sheltered Instruction Training for Teachers: The Sheltered Instruction Observation Protocol (SIOP) is a proven training program for administrators and teachers that helps ELLs gain access to curriculum through specific teaching strategies.

Tutoring: Peer or adult tutors in various subjects

Co-Teaching: ESL teachers and content teachers co-teach content courses.

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

ELA Impact (School population)

	Small < 500	Medium 501>10,000	Large >10,001+
High 20% or > of school are ELLs	ELD classes Sheltered content classes Dual language/bilingual program L1 Literacy class	Newcomer centers ELD classes Sheltered content classes Dual language/bilingual program L1 Literacy class	Newcomer centers ELD classes Dual language/bilingual program Sheltered content classes Native language content classes Alternative/adult options L1 Literacy class
Medium 5-19% of school are ELLs	ELD classes Sheltered content classes	ELD Classes Dual language/bilingual program L1 Literacy class Sheltered content classes	ELD Classes Alternative/adult options Sheltered content classes Dual language/bilingual program L1 Literacy class
Low < 5% of school are ELLs	ELD Classes Sheltered content classes	ELD Classes Sheltered content classes	ELD Classes Alternative/adult options Sheltered content classes

District Size (total population)

The Programming Framework provides several ideas for getting started. These terms are defined below with factors to consider:

Sheltered Instruction or Specially Designed Academic Instruction (SDAIE): The goal is acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. The instruction is constantly adapted to the students' proficiency level, with the focus on the content area curriculum. Strategies include providing contextual clues, such as gestures and visual aids, balancing language demands of assignments and activities, and taking sufficient time to build background knowledge and vocabulary specific to the topic. These strategies are applicable in all environments where students are learning through their second language. Teachers have specialized training in meeting the needs of EL students which could be a certificate in ESL/bilingual instruction or specific training tailored toward meeting the needs of ELs (see SIOP).

Supporting Factors	Challenges
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.	Content area learning may take more time. Teachers must have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training. Requires all teachers to use strategies to make instruction comprehensible. ESL teachers need training in subject matter areas; content teachers need training in ESL methodologies, second language acquisition processes, and cross-cultural awareness. Schools must set aside resources in order to provide hands-on materials, visuals, models, audiovisual resources, and supplementary reading materials.

Sheltered Content Courses: Sheltered strategies 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 which are courses specifically designed for ELs. For example, most secondary ELs arriving from other countries will need American Government and American History. It may make the most sense to offer a Sheltered American History courses just for ELs so the teacher can tailor the language and content to the student's needs.

Supporting Factors	Challenges
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. Sheltered content courses allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the ELs.	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. 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. Courses should only be taught by highly qualified content teachers with ESL endorsements.

Dual Language -- Also known as Bilingual Immersion or Dual Language Immersion. The goal of this model is to develop bilingualism in ELs and in English proficient students. An ideal two-way bilingual classroom is comprised of 50% English-speaking students and 50% ELs who share the same native language. Schools strategically offer some content courses in English and others in the other language. For example, students may take math in Spanish and take social studies in English.

Supporting Factors	Challenges
This model results in language proficiency in English and another language and promotes cultural awareness and the value of knowing more than one language. Incorporates L1 English speakers into program.	This model only is feasible in schools with significant populations of ELs who speak the same native language. Secondary schools who consider this option must build on strong elementary dual language programs. It works best with a balanced number of ELs and English proficient students (a situation that may be difficult to achieve). It may be difficult to find qualified bilingual staff.

Newcomer Centers- Specially designed for recent arrivals to the United States who have no or low English proficiency and limited literacy in their native language. The goal of this program is to accelerate their acquisition of language and skills and to orient them to the United States and US schools (Hamayan and Freeman, 2006). The program can follow a bilingual or sheltered approach. Generally speaking, newcomer programs are designed to prepare immigrant students to participate successfully in a district's language support program (Genesee, 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 at a separate site or within a school.

Supporting Factors	Challenges
By providing a welcoming environment to newcomers and their families, basic information about the academic system, basic academic skills, and social opportunities to help ease the transition into a new culture, schools are providing students with a supportive environment and a greater opportunity to learn. Teachers and counselors can work with 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 established LIEP programs already in place in the school system (CREDE, 2001).	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 re-designated.

The Sheltered Instruction Observation Protocol (SIOP) – The SIOP professional development program was developed to help teachers make content material comprehensible to English Learners. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (citation). The SIOP Model 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
This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of ELs. The SIOP can be implemented in classes with heterogeneous populations of ELs and native English speakers.	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. 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.

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 already speaks Spanish or Marndain but does not read and write Spanish or Mardarin 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
Literacy skills learned in the L1 will facilitate acquisition of L2 (Genesee, 1999). L1 Literacy classes are an essential part of a comprehensive program that provides academic rigor to secondary students, keeping them challenges and engaged in school.	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. 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. Schools may need to develop different courses for different level of native language literacy.

Tutoring – Additional support might include individualized tutoring. Schools must provide additional support early on 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.

Flexible Pathways - Flexible pathways allow ELs to follow an appropriate program that accelerates their English language development and allows them to progress in content-area coursework (Short & Fitzsimmons, 2007). In order to meet graduation requirements, students may follow a pathway of courses that differs from their native English-speaking peers. Some students, for example, 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 (see www.wes.org and Appendix for guidance on other countries' courses)
- 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.

ESL/Bilingual Coaches

Coaching Model – Effective coaching programs are designed to respond to particular needs suggested by data, allowing improvement efforts to target issues such as closing the achievement gap s and supporting teachers across career stages.

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.

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

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

English Language Development (ELD) Classes – These courses are traditionally known as "ESL Courses." ELD courses develop students' English language in reading, writing, listening and speaking. Schools group students together based on their language proficiency and their academic needs, developing different levels of ELD courses based on the needs of the local population. ELD course should be taught by teachers who possess an ESL teaching certificate and who also have a strong working knowledge of English language arts standards.

Supporting Factors	Challenges
ELD classes develop student's language proficiency in all areas – reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to appropriate place and transition students through the levels of the ELD courses.	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 Districts and schools must develop policies that allow students to earn credit toward graduation through ELD courses. Schools must ensure that ELD teachers have access to research-based and appropriate materials for these courses.

Alternative/Adult Options- Students who arrive when they are older may choose to pursue other avenues outside the traditional high school setting. For example, a student who arrives at age 18 to this country 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 needs to be presented with options that offer other pathways toward the achievement of 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	Schools must be cautious not to "push" any one option – families ultimately have the final say in which option to pursue. Smaller districts may not be able to offer many alternative or adult options Adult education programs may need to be redesigned to include ELD and sheltered courses to meet the needs of older ELs.

Native Language Content Classes- With each succeeding grade level, the ability to learn content material becomes increasingly depending on interaction with and mastery of the *language* that is connected to the specific content material (Echevarria & Graves, 1998). Therefore, it is recommended that students are given the opportunity to continue learning content in their native language as they are developing their English language skills. For example, a beginning level Spanish-speaking student can continue learning grade-level content in math, social studies and science in the native language. According to the principle of "underlying proficiency" (see pg. 7 of Guidebook), 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
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	Schools must have highly qualified bilingual personnel with ESL or bilingual endorsements that can instruct native language content courses 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 Native language content courses must articulate with the school LIEP model and ensure that students are earning credit toward graduation.

7.4 Navigation of Secondary Systems and Structures

For many ELs, American middle and high schools represent a better future; however they may also represent a foreign system that has many potential obstacles to their success. ELs must successfully navigate structural obstacles such as 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 transition period in their lives, ELs are confronted with cultural identity issues of assimilation or acculturation, 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 shift from one group of classmates to another increases a sense of confusion and alienation for secondary ELs (Walqui, 2007).

Solution: Some districts combat this by utilizing block scheduling. Specific advantages of this type of scheduling for ELs are the extended class periods to meet language and content objectives and fewer class periods during the day. Another way of scheduling ELs is to look at the whole day for these students and strategically schedule academic classes. For example, placing electives or lunch in between the most challenging classes may give the student a mental break so they 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 classes

Departmentalization

Problem: Elementary school teachers consider themselves generalists, secondary teachers think of themselves as subject matter experts. Content teachers may not see themselves as teachers of reading and writing because they expect their 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 for second language learners if a teacher makes connections across ideas and content.

Shared responsibilities:

-Provide professional development such as SIOP 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
-SIOP awareness of needs
-Consider co-teaching as one model for instruction (see section 7.4)
-Develop school leadership teams that combine ESL teachers, content teachers, administrators, and counselors

System of courses (pathways for ELs)

Problem: Secondary schools have a complex system of courses and requirements, so for students coming from a different educational system, a different language, and a different culture, this complexity is difficult to grasp and negotiate. Too often ELs in the 12th grade find out very close to graduation that they do not have enough credits to graduate. It is important that schools communicate in the language of the student and their families, in the simplest form possible, the requirements for graduation, as well as the courses necessary to articulate into postsecondary.

Solution: Schools need to place students in courses based on data (interviews, transcripts, intake assessments) that are linked to the factors that were mentioned in section 7.2, not teacher perception. If teachers' perceptions drive placement, specifically if they are remedial or lower level, they are often treated in ways that are consistent with these perceptions. Once a student begins to own these perceptions then a self-fulfilling cycle begins. For example, if a student comes to school from Mexico and has taken a high level math class and is then placed in a remedial math class because of language and access to the math curriculum, the student will start to think of himself as remedial and not smart. Some students may rise from this challenge and not legitimate their placement, but others may become bored and give up. Once students are placed in lower tracks from the beginning, too often they do not receive the courses that are required for graduation, nor do they get placed into courses that will assist them in articulating to postsecondary options. This should be a driving force for schools, and in particular counselors, to develop a system of assessment and placement that better serves their ELs.

Shared responsibilities:

Optimal guiding principles when scheduling ELs

-Collect language proficiency data in both L1 and L2;
-Schedule to 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. Taking the time necessary up front for placement is crucial because it will save you time in the long run. It takes more time on the back end to re-schedule a student who has been misplaced in courses and could in turn create challenges with regards to motivation and behavior. This is important in providing high school students with high quality—as opposed to remedial—instruction. Once placed, effective programs measure student progress in ways that allow modifications to improve student performance. Diagnostic assessments—including formal assessments in the native language and with necessary accommodations, as well as portfolios and formative classroom assessments—help schools ascertain the diverse language and academic strengths of ELs. Finally, schools that effectively serve ELs establish multiple measures for examining student gains and instructional improvements among teachers and the school community. 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 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 who are new to working with ELs often express concerns about a fair grading system. 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 work to meet these challenges, they often struggle with written assignments and assessments where the language load is above their current level of 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 will help teachers in developing ways to equitably grade ELs (adapted from Jameson, 2003, p. 171):

-Explain to students 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 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 he/she answer the question?
-Design assessments that allow students to express their knowledge. Matching words with pictures, filling in diagrams, and answering questions orally are a few strategies that work.
-When writing test questions, adjust the language load, not the level. Avoid use of idioms, passive voice, and vocabulary that could distract from the heart of the question.
-Grade on 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. Conduct 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, then transition into letter grades.

Teachers may struggle at first, but with more experience, teachers are able to reach a grading policy that equitably reflects the content knowledge of the EL.

Special notes for school administrators

Successful schools effectively target resources, position themselves with key constituencies, and provide strong school-based guidance so that ELs receive high-quality instruction in an environment that is safe, supportive, and connected to the broader school community. A school culture mindful of the contribution that students from diverse cultures and experiences make to the school as a whole fosters learning and achievement (Faltis and Coulter, 2007). A strong school-based leadership team must build structures and schedules within the school for a comprehensive service model for students. They must also engage guidance counselors and teachers of ELs in planning and professional development that addresses cultural sensitivity as well as instructional goals.

Possibility!
Dedicate planning or professional development time to discuss EL assessment results, using them for instructional planning and student placement.

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

Recommended Guidebook Resources for Administrators:

- -Section 7.3 – Programming framework
- -Section 7.4 Promising Practices
- -Appendix – Instructional Programming
- -Appendix - Continuum

Special notes for counselors

The school must provide ELs with frequent access to staff, which includes grade advisors, guidance counselors, school social workers, intervention specialists, librarians, and mentors, and welcome strong parent and community involvement. Building the school community by engaging families and using neighborhood resources can strengthen EL services and opportunities for college and career guidance.

Possibility!
Like colleges that help manage a student's journey to graduation, commit to make graduation in four years the goal for ELs.

Walqui (2007) states that too often secondary school counselors equate limited proficiency in English with academic limitations and act as gatekeepers to the more challenging academic credit-bearing courses that would give students more post secondary options. Counselors need to start with the end in mind for the ELs and create a plan for their success.

Development of a Graduation Plan

From the first day that 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 progress during that period.

The graduation plan for an English Language Learner may not look the same as a plan for a native English speaker. For example, ELs may take more math-based sciences such as chemistry and physics before taking biology, which may be contrary to the prescribed sequence for native English speakers.

Assessing Credits

Evaluate the complete course credit history of an EL student before designing the schedule and graduation plan. ELs often come with an educational history that has followed a non-traditional path. For instance, the student may attend two or more different high schools during a single school year. They may have come from a seven period day schedule into a school with a four period day, have been enrolled in a course that is not offered at the new school, have certifications from trades and training programs, and/or the content sequence of a particular course may not align from one school to the next. These scenarios are complicated even further when students are moving from one state to another with different graduation requirements, different standards, and different assessment systems. Many students are motivated to continue when they know that they are receiving credit for the coursework they have completed. Conversely, to work and not be paid or rewarded (e.g., in credits) can lead to apathy, despair and drop out (Johnson, et al. 1986; Rasmussen 1988).

The importance of a careful credit assessment of all high school coursework cannot be stressed enough.

Working with Partial Credits
Migrant students and other ELs often miss out on credits when they move in the middle of the semester. High school students typically earn .5 credits per semester for each course they take. When these students' semester is interrupted by migratory moves, they do not complete the full semester and the "partial credit" they have earned for a portion of the semester is lost. Partial credit is the percentage of the semester's requirements that the student actually completed successfully. Partial credits are vital to the migrant student's ability to graduate. If the school does not find a way to conserve and record the students' partial credit, students may repeat a portion of a course that they have already covered.

Schools can take proactive steps to ensure maximum credit accrual for partially completed semesters. If a student must leave in the middle of the semester, find a way to code the transcript so the student receives partial credit. If a student arrives at your school outside the normal entry or exit time, work with the previous school to give the student credit for work completed and to avoid repeating content. When working with migrant families, find out when annual migratory moves are likely to take place and take proactive steps to ensure that students leave with partial credit.

Recommended Guidebook Resources for Administrators:
-Section 7.3 – Programming framework
-Section 7.4 Promising Practices
-Appendix – Instructional Programming

Setting ELs Up for Success
After conducting thorough intake assessments, conducting interviews, and evaluating transcripts, school staff can then begin to plan for appropriate instructional programs for each English language learner. It is important to provide students the opportunity to take a rigorous academic curriculum, which fosters academic success, and help them integrate into the fabric of school and society. Callahan (2003) notes that in schools where teaching basic English is the major focus of the curriculum, 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' level of English proficiency.

A comprehensive school-wide program includes qualified ESL teachers as well as content teachers who shelter grade-level content for English Learners. Schools therefore must:

-Provide qualified staff;
-Provide continuous professional development for all staff; and
-Design and implement a rigorous and relevant curriculum that prepares ELs for college.

Please refer to Appendix, *"Administrators Guide to Instructional Programming for Secondary ELs"* for descriptions of different types of ELs and guidelines for meeting their instructional needs at the secondary level.

*7.5 Promising Practices for Secondary ELs**

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 the 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 towards 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	
Challenges & Opportunities	ELs face a compressed time frame to acquire language and literacy. 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 secondary ELs.
Programmatic Considerations	• Develop a comprehensive approach to language and literacy development across the content areas. • Provide ESL, special education, and mainstream teacher with professional development and on-going support to assure all teachers are literacy and language teachers. • Include substantial coverage across the content areas in the essential

	components of literacy: 1. phonemic awareness 2. phonics 3. oral reading fluency 4. vocabulary 5. comprehension 6. writing • Make adaptations to the 6 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 and skills in English and native languages.
Instructional Strategies	1. Use knowledge of second language acquisition theory to integrate all language domains (listening, speaking, reading, and writing). 2. Make adjustments to six components of literacy such as 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, on-going, and extensive oral language development to improve reading comprehension and writing skills, and provide opportunities for language modeling. Strategies to build oral language development include: cooperative learning, accountable talk, songs, rhymes, chants, plays, poetry, language models, and sentence starters. 7. Build high level skills. Assess word level sills (decoding, word recognition, spelling) and text level skills (reading comprehension and writing) in English and the native language. Use assessment information to develop targeted word level skills early on and progress to cognitively challenging text-level skills. 8. Create an intensive focus on explicit and challenging vocabulary across grade levels and content areas. Teach content-specific words, academic words, and words related to English/native language structure. Target higher order vocabulary skills such as cognate relationships. Provide opportunities for practice of independent word learning strategies such as word attack strategies. Strategies to build vocabulary include word walls, idioms, illustrations, visuals, graphic organizers, realia, vocabulary journal, 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, instruction, 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 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 their native language(s) and explicitly name the transfer of literacy skills. 11. Explicitly teach learning and cognitive strategies. Teach direct and explicit comprehension strategies and critical thinking strategies and skills. Model and teach metacognition of learning and language development. 12. Provide intensive ongoing opportunities for writing at all levels of language development. Apply Six Key Traits model to reading and writing.
Research-based Evidence	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)
Promising practice #2: Incorporate authentic curriculum, instruction and assessment	
Challenges & Opportunities	Educators are expected to meet state, district and school standards that often prescribe curriculum, instruction and assessment. Efforts at standardization may limit authentic practices that engage secondary students in the learning process. A growing number of educators are supplementing prescribed practices as a means of increasing student motivation and engagement.
Programmatic Considerations	• Make student-centered instruction the foundation of teaching and learning. • Scaffold ELs connection to the content of schooling 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	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 the classroom and create curricular, instructional, and assessment practices to 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 practices that assist students in taking responsibility for their own learning and the learning 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 students' 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	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)
Promising practice #3: Infuse cultural relevancy across curricular, instructional, and assessment practices	
Challenges and Opportunities	ELs do not come to the classroom as empty slates. They often represent a collective cultural experience; however, there is also vast individual diversity. Curricular materials often exclude the home culture of ELs or provide only superficial coverage of cultural elements such 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	• 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 in 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/questions that may pose linguistic or cultural challenges.
Instructional Strategies	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 modes (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. Confronting own stereotypes and prejudices and teach students to do the same. 10. Use instructional strategies that build on cultural learning styles including: cooperative learning strategies, whole-language approaches, story-telling, kinesthetic movement, role-playing; and spoken word 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 physical culture classroom 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	August and Shanahan (2006); Calderon (2007); Delpit (1995); Gay (2000); Ladson Billings (2002); Nieto (1999); Ortiz (2001); Parrish et al. (2006); Perez (2008); Salazar (2008); Salazar, Lowenstein, and Brill (in press); Tinajero (2006); Valenzuela (1999); Ware (2006)
Promising practice #4: Develop and build on students' native languages	
Challenges and Opportunities	Advocates for English only argue that secondary students have a limited time to acquire English, therefore content area and literacy instruction should be strictly limited to English. Decades of research demonstrates that native language instruction benefits English Learners in many ways including the fact that native language literacy and learning transfers to English language development and content mastery. In addition, there is a wide body of evidence that instructional programs work when they provide opportunities for student to develop proficiency in their native language. A consistent challenge is that transitioning strategies from native language literacy to English literacy are often fragmented and inconsistent.
Programmatic Considerations	• 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 student native language oracy and literacy to make adequate placement decisions. • Use oral language proficiency and literacy in the native language to facilitate development of English literacy. • Build effective transition approaches.

	• Create systems to allow for consistent and ongoing support services across all grade levels.
Instructional Strategies	1. Know the roadmap of language education for each student. 2. Recognize that native language literacy is a strong predictor of English 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 inside and outside of school. 8. Encourage parents to maintain the native language at home. 9. Encourage students to support one another's native language development and the acquisition of English. 10. Assure that the physical culture of the classroom displays a value of multilingualism. 11. Create standardized templates of communication for parents in their native language. 12. Provide students with challenging native language courses. 13. Develop students' academic language in native language and English.
Research-based Evidence	Antunez (2002); August and Shanahan (2006); Barnett, Yarosz, Thomas, Jung, and Blanco (2007); Coltrane (2003); Linquanti (1999); Ortiz (2001); Slavin, Cheung (2003); Uribe and Nathenson-Mejia (2009)
Promising practice #5: Integrate varied, appropriate, and high-level curricular materials	
Challenges and Opportunities	Proponents of prescribed curriculum stress that a common curriculum ensures all students have access to rigorous content. Critics argue that curricular materials typically do not reflect students' backgrounds or their learning needs. In addition curricular materials for ELs are often watered-down versions of mainstream curriculum. A large body of research suggests that supplementary materials are needed to reflect diverse student experiences and foster high standards.
Programmatic Considerations	• 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	1. Align curricular materials to instructional goals that are based on standards,

	benchmarks, and language and content objectives. 2. Select and/or modify materials that are appropriate according to cultural knowledge, reading and language levels, and adolescent perspectives. 3. Provide developmentally appropriate materials including adapted texts that provide support for 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. Infuse culturally relevant text and text sets as primary learning resources not only secondary materials to demonstrate the value of diverse experiences and knowledge. 7. Include high-interest discussion topics. 8. Pair technology with instruction in order to make materials accessible. 9. Analyze materials for bias and teach students how 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	August and Shanahan (2006); Francis et al. (2006); Hinchman (2000); Moore, Alvermann, and Parrish et al. (2006); Short & Fitzsimmons (2007); Short (2005)
Promising practice #6: Provide structure and maximize choice	
Challenges and Opportunities	Researchers state that choice demonstrates value of diverse experiences and can improve student motivation and engagement. Critics state that adolescent ELs are not responsive to choice and that choice weakens "core" content and skills that ELs need to master. In addition, choice promotes individualization and educators may make a case that they do not have sufficient resources to foster individualization of content and curriculum.
Programmatic Considerations	• Integrate choice across the 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 inside and outside of school.
Instructional Strategies	1. Build choice into six 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 classroom library meeting spectrum of language levels in English and native language. 5. Engage students in inquiry and project-based learning based on students' own interests. 6. Structure the learning process but create opportunities for content

	to be open to choice. 7. Create interest via maps and other visuals, music, and artifacts or realia. 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 choose texts in English and/or their native language.
Research-based Evidence	CLASS Middle/Secondary (2007); Diaz Greenberg & Nevin (2003); Institute of Educational Sciences (2007); Salazar (2008); Short (2005); Upczak & Garcia, 2008; What Works Clearinghouse
Promising practice #7: Include role models to facilitate language learning and foster positive identity	
Challenges and Opportunities	While some educators make a case for the cultural blindness approach, others acknowledge that it is important to intentionally include language and cultural role models to help students build positive academic and sociocultural identities. Language role models are essential for adolescent ELs because of the limited time they have to master language, however it is often challenging to provide role models for standard language varieties when ELs are segregated in language programs and do not have access to speakers of standard language. In addition, cultural role models are essential to promoting high academic aspirations and examples of what ELs can strive for.
Programmatic Considerations	• Include language role models beyond the teacher to increase linguistic self-confidence. • Create opportunities for ELs to develop their language skills with speakers of Standard English including peers, community mentors, and career mentors. • Build 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.
Instructional Strategies	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 involved in group work. 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.
Research-based Evidence	CappELini (2005); Cook (1999); Dörnyei (1998); Garcia and Baker (2007); Farris, Nelson, L'Allier (2007); Foulger & Jimenez-Silva (2007); Lewis (2003); National High School Center; Tinajero (2006)
Promising practice #8: Promote asset orientations towards ELS, their families and communities	
Challenges and Opportunities	Educators may inadvertently communicate the message that ELs are deficient and that ELs and their families need to be fixed, changed, or saved. It is important to foster a belief in the potential and opportunities ELs bring versus 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	• Believe, 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	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. 3. Build on home literacy practices including storytelling, letter writing, written and oral translation, and code-switching. 4. Provide opportunities for students to bring artifacts from home and write about the significance of the 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 resources and integrate activities in home culture into 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 of approaching a problem (e.g., in 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	Barrera & Quiroa (2003); Bongalan & Moir (2005); Flores & Benmayor (1997); Franquiz and 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 and Lucas (2002)
Promising practice #9: Enact high academic standards to prepare ELs for postsecondary options	
Challenges and Opportunities	ELs are often perceived as having deficient language and academic skills and therefore significant barriers to pursuing postsecondary options. ELs are often highly motivated to pursue postsecondary options and pursue economic opportunities. ELs need extended opportunities to master language and content in order to be successful beyond high school. All students, including ELS, should have the opportunity to earn a college-ready diploma.
Programmatic Considerations	• Create a college-going culture versus assumptions of limitations. • Build programs based on research showing English Learners' 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 the promotes vertical and interdisciplinary teaming.
Instructional Strategies	1. Begin advisory groups and personal learning teams specific to college readiness. 2. Include instruction toward 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 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 competencies by focusing on targeted writing skills and providing multiple opportunities for practice and mastery. 10. Work with teachers across the content areas to create a strategic focus on reading, writing, and critical thinking and problem solving and analysis.
Research-based	Center for Public Education (2007); CLASS Middle/Secondary (2007);

Evidence	Conley (2007); Finkelstein, Huang, Fong (2009); Genesee et al. (2006); Hayasaki (2005); Lippman, Atienza, Rivers, & Keith (2008); Stewart (2008); What Works Clearinghouse (2006)
Promising practice #10: Advocate for holistic approaches to the academic success of ELs.	
Challenges and Opportunities	Education for ELs has been reduced to basic skills and neglects the motivation and engagement of ELs in their own learning. In addition, standardized approaches to education are often geared toward mainstream students and do not consider the different needs of ELs. Moreover, educators often focus on academic development alone and do not recognize the foundation of academic success is grounded in ELs sociocultural and socioemotional needs.
Programmatic Considerations	• Consider the big picture of motivation and engagement and 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	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 of students that are particular to adolescents and immigrant youth. 8. Include parent interests, motivation, resources. 9. Provide consistent encouragement and affirmation. 10. Learn about and integrate brain and cognitive development of bilingual/multilingual learners.
Research-based Evidence	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)

MYTH #1: *English Learners bring nothing to the table except need.* Rather, English Learners come to secondary schools with many assets on which we can build, including prior schooling, skills in non-English languages, life experiences, and family and cultural heritage.

MYTH #2: *English language development (ELD) is all they need.* ELs need diagnosis of their language and academic skills – and instruction to meet these diagnosed education needs. Current curriculum rarely differentiates among varying student needs, in large part because assessment is inadequate and teachers do not know what these students do and do not know. English Learners also 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 the appropriate knowledge and skills to promote their academic success.

MYTH #3: *The quicker we can get students through school the better.* There is some basis for concern about students taking too long to complete their schooling. A large number of studies have shown that the more over-age students are, compared to their peers, the greater likelihood they will drop out of school. However, research has never been conducted on this issue with English Learners. Moreover, one major reason that attrition is high in this group is because relevant, credit-bearing courses are often not provided for them, making drop 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. Furthermore, there is no statutory basis for removing a student (up to age 21) from high school, as long as s/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.* The opportunity for college should be made more available to all. However, the school should always accord 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 need to acknowledge that many students feel pressured to work and help their families. In these cases schools that offer opportunities for students to enhance their job options (that may also 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.

8 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

8.1 Overview and Background

Little research focuses exclusively on refugee education, with most studies based on the needs of English Language Learners in general. However, as a growing number of schools enroll refugees from around the world, understanding the unique circumstances refugees face and considering the implications of their backgrounds on their ongoing education becomes increasingly important.

Each year a significant number of refugees are relocated to the United States. According to the national Office of Refugee Resettlement, in 2008 there were 60,193 refugees who entered the US, with 1,264 of those resettled directly to Colorado. And, since 1980, over 39,000 have been directly resettled into Colorado. While the majority of foreign born students in Colorado are classified as immigrants and originate from Mexico, given the challenging circumstances in which refugees leave their country of origin, 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 US. 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) provides funding to support the initial resettlement of refugees, which typically consists of four to eight 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 Refugee Services, African Community Center and Ecumenical Refugees Services here in Colorado, 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 English as a Second Language classes. As refugee resettlement agencies around the country consistently report, despite this focused support, most refugees experience a level of culture shock upon arrival, which will abate with time as they become more accustomed to their new life. However, depending on their level of education, employment history and level of 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 refugees tend to be highly educated, such as the Bosnians. Others may have languished in schools in refugee camps where training may have been minimal or non-existent (Trumbull & Elise, 2000). Some refugees may be highly motivated to learn, such as the Lost Boys from Sudan who became an international story, while others like the Somali Bantu may struggle because they may have little to no experience with education (Somali Bantu Association, 2009).

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, more passive types of learning such as rote memorization were the norm.

Some refugee children have been warehoused 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, estimates are that 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).

8.2 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.

8.3 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.nctsnet.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).

8.4 Parent Involvement

In their initial resettlement, most refugee parents will be extremely overwhelmed by the US 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 likely neither a priority nor well understood. Most refugees do not originate from countries where parents are expected to play a role in school. Different cultures have different expectations and view behavior in a variety of ways, so for instance, they may not understand how to make and keep school appointments, how to discipline their children in the US, and how they can most appropriately participate in school. Rather, school is considered to be the purview of teachers, who are shown great respect and unquestioned. For those from countries that required paid tuition, many families 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, too, can play in this process (Lese and Robbins, 1994).

Language is usually the greatest barrier for parents. Many rely on their children to interpret across an array of community settings including schools, which only 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. It is important to note, that student translations in school settings are not allowable. This puts that child in an adult situation and should not be encouraged. Schools should provide appropriate translators for school-to-parent meetings or other correspondence.

Many cultures struggle with thoughts of what parent engagement means. 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). As with all parents, helping refugee parents develop relationships not only with their children's teachers but also with 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.

Some 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 some refugees, but who are bi-lingual 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.

Opportunities to promote adult ESL or family literacy can also be explored by the school. Because they come from such a variety of countries, many refugees will quickly recognize that they will need English skills in order to succeed in the US in the longer-term. Schools that offer ESL programming for parents, and that can ideally incorporate additional family literacy instruction for children, can build a groundwork for parent engagement as well as for parenting. Adult students often build treasured relationships with their ESL instructors, who can help them understand their role within the school and with their children's education.

8.5 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 that they tell. They may have challenges bonding with students and with 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 of the fact that many refugee students may be in classrooms with fellow students from countries or ethnic groups with which there are long histories of conflict. Even when students do not feel animosity towards each other, there is a strong possibility that their parents do harbor some hostilities. For instance, refugees from Burma come from many different ethnic groups that have been pitted against each other by the Mynmar government. The ethnic Karen, which are the largest group resettled in Colorado, historically have held animosity towards 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 have an impact in 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 information on newcomer programs, reference chapter 2). These are particularly useful with families and children with limited to no education. Newcomer programs give families the time and space to adapt to their new environment more gradually than they would typically. Students attend school in a supportive atmosphere that helps them become accustomed to attending their new school. 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 maybe under stress, but making 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).

8.6 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.

8.7 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 Language, Culture and Equity 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.

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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.

In order to help all students succeed, it is necessary to be able to accurately track student progress, any interventions implemented, as wEL as the effectiveness of those interventions and any resulting modifications to programs. *There are three major elements of a good data collection system: a wEL constructed and flexible database, which generates the 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 wEL 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?" [2]
- Maintain data in a consistent place and format. Plan to train building secretaries and/or other appropriate staff as to process, timelines, forms, etc.
- 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 CSAPs 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 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

Each spring all current EL students are reevaluated on the English language survey, and may exit EL status if they score at the publisher's exit criteria. However, continuing program placement

depends on additional factors (progress reports, standardized testing, etc.), and EL exit students 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, state suggested 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)*

There is no one set of scientifically based research that will suit 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 will give 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. In their paper, Feuer and Towne (2001) stated that, "Data are used in the process of scientific inquiry to relate to a broader framework that drives the investigation." They go on to give an example from education research: Data about student achievement or school spending alone are not useful in a scientific investigation unless they are explicitly used to address a specific question with a specified theoretical model or to generate a theory or conjecture that can be tested later.

Principle 3: Use Methods That Permit Direct Investigation of the Question - A research method or the design used does not itself make the study "scientific"; rather, it is the *appropriateness* of the

method/design as wEL as the *rigorousness* that will allow the research to be considered credible. There are numerous methods available to researchers in education. Often, very different methods and approaches can be appropriate in various parts of a particular research study. Multiple methods can substantially strengthen the certainty of the conclusions that result from the investigation.

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

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

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

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

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

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

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

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 wEL 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 wEL 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 wEL 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.

The book *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

RTI for ELs

RtI for ELs: What's different?

Increasing Intensity

- Alternative short-term placements and/or scheduling:
  - Newcomer Programs
  - Intensive ELA support (in lieu of other classes)
- Increased time and intensity of Tier II interventions
- Flexible Special Education and ELA service coordination including:
  - Combined SpEd/ELA
  - SpEd with frequent ELA consultation
  - SpEd with periodic ELA consultation
  - ELA with frequent SpEd consultation
  - ELA with periodic SpEd consultation

Tier III
1-7%

- Services in Tier I with increased time in ELA
- Services in Tier I with an additional targeted intervention including, but not limited to:
  - One or more of the four components of language proficiency: speaking, listening, reading and writing.
  - Reading interventions: Reading First, Title I, Read to Achieve, CBLA, etc.
  - Other content area interventions
  - Behavioral interventions
  - Targeted speech interventions
  - Tutoring programs
- Increased progress monitoring (compare to ELs)

Tier II
5-15%

- All ELA/bilingual services based on current district plan which may include, but is not limited to, one or more of the following:
  - Pull out services in ELA
  - Sheltered instruction in classroom
  - ELA/bilingual language classes
  - ELA/bilingual content area classes
  - Push-in models
  - Inclusion models
  - Monitoring

Tier I
80-90%

Source: CDE: ESSU/ELAU-2006

Appendix E

ELA 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 ELLs attending public schools. Nearly all teachers have English Language Learners (ELLs) 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 ELLs' 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 assign a label to 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 ELLS	ANY STUDENT WHOSE FIRST LANGUAGE IS OTHER THAN ENGLISH
• 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	• Students receiving ESL and/ or Bilingual program services • ELLs who have waived services but need support • ELLs 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:
• 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.	• 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, CELA) • 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 indicators in the writing continuum. 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 currently comfortable in copying information. If you look farther on in the continuum you will find indicators of the kinds of things 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
Uses familiar vocabulary related to personal needs/interests Copies vocabulary from environment and resources available in the room	Generates writing which reflects own oral language production Labels own drawings with assistance or other support Relies on familiar sentence patterns to write about personal or classroom experiences	Writes simple sentences about personal experience and content areas with grammatical accuracy Experiments with sentence variety using conjunctions, simple prep and or descriptive words Writes narratives with beginning, middle & ending with support	Uses a variety of simple, compound and complex sentences appropriate to topic Uses words or sentence structures to reflect a personal style Writes well-developed storyline with specific details when writing independently	Uses variety of grade-appropriate sentence structures in all independent writing Conveys complex and abstract ideas including emotions and opinions Writes cohesive, detailed: Narrative Creative Expository Persuasive

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

Secondary ELL Educational History Checklist*

In order to adequately assess the needs of secondary ELLs, obtaining the educational history is a preliminary and crucial factor.

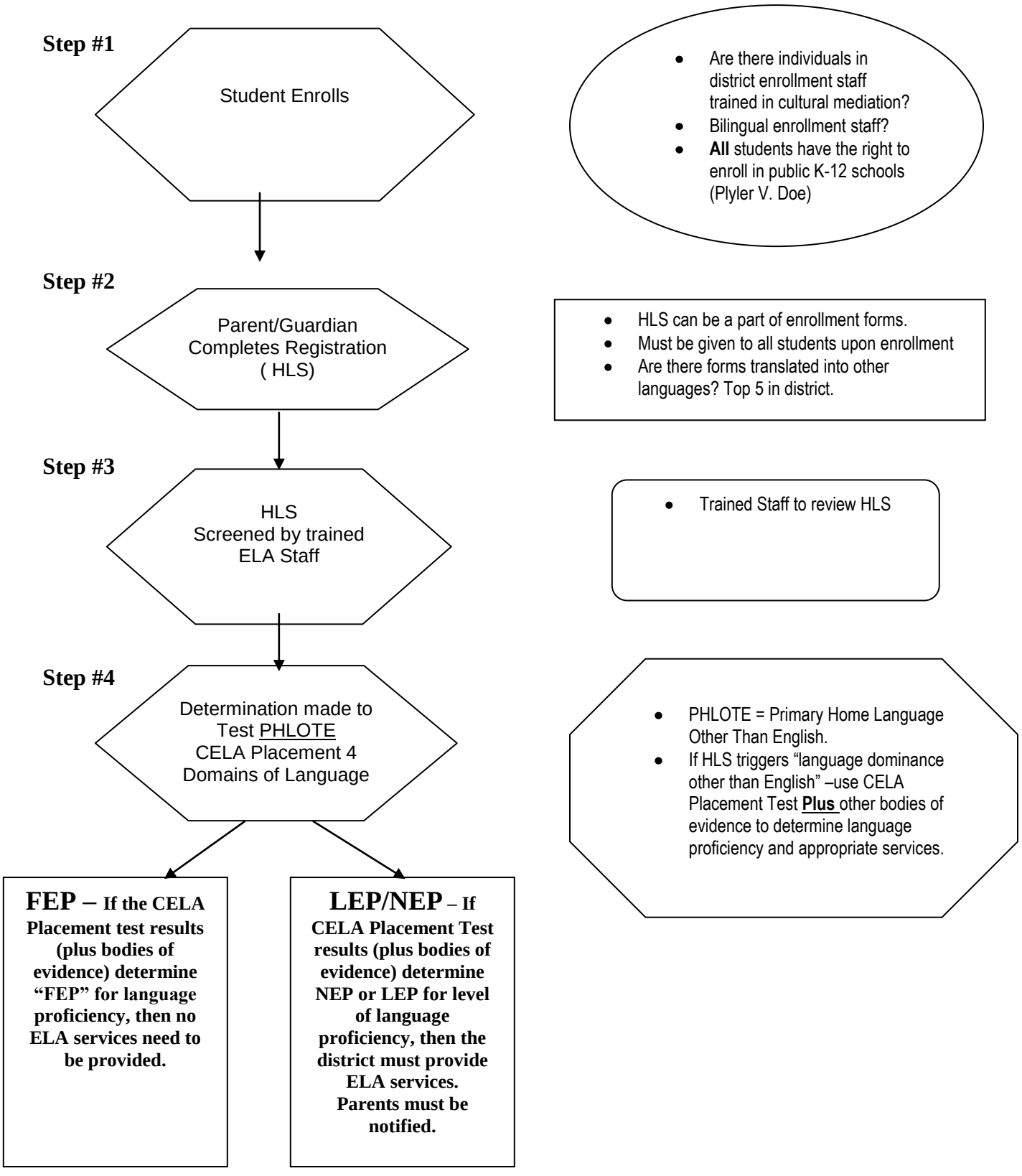
- ✓ Examine all the records you receive from the sending institution or relatives of the student.
- ✓ Determine the student's years of U.S. and/or foreign education, and any gaps in the educational process. Obtain and validate transcripts from all previous schools, including private or foreign schools. 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.
- ✓ 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 they can accept personal responsibility to manage their education. Involving the student and relatives in the planning of their educational career not only assists in making good choices and direct education, it also provides the counselor with information on the student's interests and level of motivation.
- ✓ Review scores from the required assessments such as CSAP and CELA. 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 required age.

*Adapted from the Washington State Counselor's Guide.

Appendix G

Identification Flow Chart

Identification Flow Chart



APPENDIX H

EL Program Models

PROGRAM MODELS FOR ENGLISH LEARNERS

Bilingual Programs	Sheltered Programs
Two-way Immersion (also called 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 academic development. Both languages are valued and developed.	*English as a Second Language (ESL)* ELs may receive content instruction from other sources while they participate in ESL or they may be in self contained classrooms. Students receive developmentally appropriate language instruction.
Developmental Bilingual Program primarily serves ELs and aims for proficiency in English and their native language, with strong academic development. Students receive instruction in both English and their native language.	*Specially Designed Academic Instruction in English (SDAIE)* ELs receive grade-level, core content courses taught in English using instructional strategies that make content concepts accessible and promote development of academic English. Sheltered instruction can also be used to describe pedagogy rather than program design.
Transitional Bilingual Program serves ELs with academic instruction in their native language while they are learning English. As English proficiency develops, students move to all-English classes.	
Newcomer Specially designed for recent arrivals to the United States who have no or low English proficiency and limited literacy in their native language. The goal of this program is to accelerate their acquisition of language and skills and to orient them to the United States and US schools. Program can follow a bilingual or sheltered approach.	

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

For more program information: http://www.ncela.gwu.edu/about/lieps/4_desc.html

Descriptive Summary of Instructional/Program Alternatives

	SHELTERED INSTRUCTION	NEWCOMER PROGRAMS	TRANSITIONAL BILINGUAL	DEVELOPMENTAL BILINGUAL	TWO-WAY IMMERSION
Language Goals	Academic English	English Proficiency	Transition to English	Bilingualism	Bilingualism
Cultural Goals	Acquire understanding of & integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture & maintain home/heritage culture	Maintain/Integrate into mainstream American culture & 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	* No/limit English * Some programs mix native and non-native speakers	* No/limit English * Low level literacy * Recent arrival * Mixed L1/culture	* No/limit English * Same L1 * Mixed cultural backgrounds	* No/limit English * Same L1 * Mixed cultural backgrounds	* Both native English speakers and students with no/limited English; different cultural backgrounds
Grades Served	* Any grade * During transition to English	* K-12; many at secondary levels	* Primary and elementary grades	* Elementary grades	* K-8; preferably K-12
Entry Grades	Any grade	K-12; many students entering in 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	Preferable if 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	* Often certified ESL or bilingual teachers with SI training * Preferably bilingual	* Normal certification * Training on SI * Preferably bilingual	* Bilingual certificate	*Bilingual/multicultural certificate *Bilingual proficiency	*Bilingual/immersion certification *Bilingual proficiency *Multicultural training
Instructional materials, texts, visual aids, etc.	In English with adaptations; visuals; realia; culturally-appropriate	In L1 or English with adaptations	In L1 of students & English; English materials adapted to language levels	In L1 of students & English; English materials adapted to language levels	Minority language & English, as required by curriculum of study

Source: ***Celebrate Our Rising Stars Summit***: *Preparing ELs to Succeed in the 21st Century (2007).*

Appendix I

Components of an ELA Plan

Possible District ELA Plan Components

** This list is not all-inclusive; it represents the major components to consider when creating your District ELA 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 EL students
4. Scheduling guide for service (service delivery plan)
    a. Special populations: ELs that are also GT, are also SPED, are also Native American, or also 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

ELA Plan example can be found on the Weld-6 website:
http://www.greeleyschools.org/www/greeley/site/hosting/Communication%20Services/Literacy%20Development%20Plan%20for%20EL.pdf

Appendix J

Federal and State Legislation and Court Decisions Surrounding the Education of English learners

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:
http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

Title I-C: Education of Migratory Children (Public Law 107-110)
Complete Legislation available at:
http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

Title I-A: Improving the Academic Achievement of the Disadvantaged (Public Law 107-110)
Complete Legislation available at:
http://www.ncela.gwu.edu/resabout/nclb/2_legislation.html

State Laws:

Senate Bill 02-109: Revisions to the English Language Proficiency Act regarding assessment and accountability (2002).
Complete Legislation available at:
http://www.leg.state.co.us/2002a/inetcbill.nsf/billcontainers/5FC3C9C533C2716287256B3C0059EE95/$FILE/109_enr.pdf

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/cdeassess/co_law.html

Office of Civil Rights (OCR):

1991 OCR policy applies to students who are national origin minority and who are 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

Court Orders:

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

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

Appendix K

District Self-Assessment Tool for ELA Plan and Evaluation

Colorado Department of Education – Office of Language, Culture and Equity

LEA District Self Assessment Tool

ELA 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 (LEP enrolled in the school district?		
5. the number and percent of LEP students in Special Education?		
6. the number and percent of LEP 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 CELA Pro (AMAO criterion 1)		
8. Number and percent of students attaining English Proficiency on CELA Pro(AMAOs criterion 2)		
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 State Assessment Program (CSAP) results for LEP students (AMAOs criterion 3)		

1.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 based on AYP targets.			

District Self Assessment Notes:

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?			N/A
5. Are procedures in place to identify Migrant students who may need additional support in addition to language development services?			
6. Are procedures in place to identify immigrant students who may need additional support in addition to language development services?			

District Self Assessment Notes:

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 CELA Proficiency?		
2. the staff that administers the tests and the process used to administer the proficiency test (s)?		
3. the timeline for administering the Colorado English Language Assessment (CELA Pro)?		
4. procedures to collect and disseminate the CELA Pro test data/results to teachers and parents?		
5. where the CELA Pro test data will be located?		

III.B. Assessment of EL Students(CR Step 3) Does the district identify:	No	In Progress	Yes
6. how it will set standards and objectives for raising the level of English proficiency?			
7. procedures to ensure that CELA Pro assessment data will be used to make decisions about instruction so that EL students meet Annual Measurable Objectives and Adequate Yearly Progress?			

District Self Assessment Notes:

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?			
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 wEL-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:

V. Staffing and Professional Development: (OCR Step 5) Does the district provide a description of the:	No	In Progress	Yes
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:

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 exited from ESL or Bilingual services?			
4. procedures for re-admitting monitored students into the district's EL plan?			
5. the staff responsible for monitoring exited students?			

District Self Assessment Notes:

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:

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:

IX-A. Program Evaluation, Review and Improvement (OCR Step 8)	No	In Progress	Yes
1. Does the evaluation focus on overall as wEL 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 f the 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 wEL 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?			
11. Student performance (such as progress in English language development and academic progress) consistent with the district's own 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?		

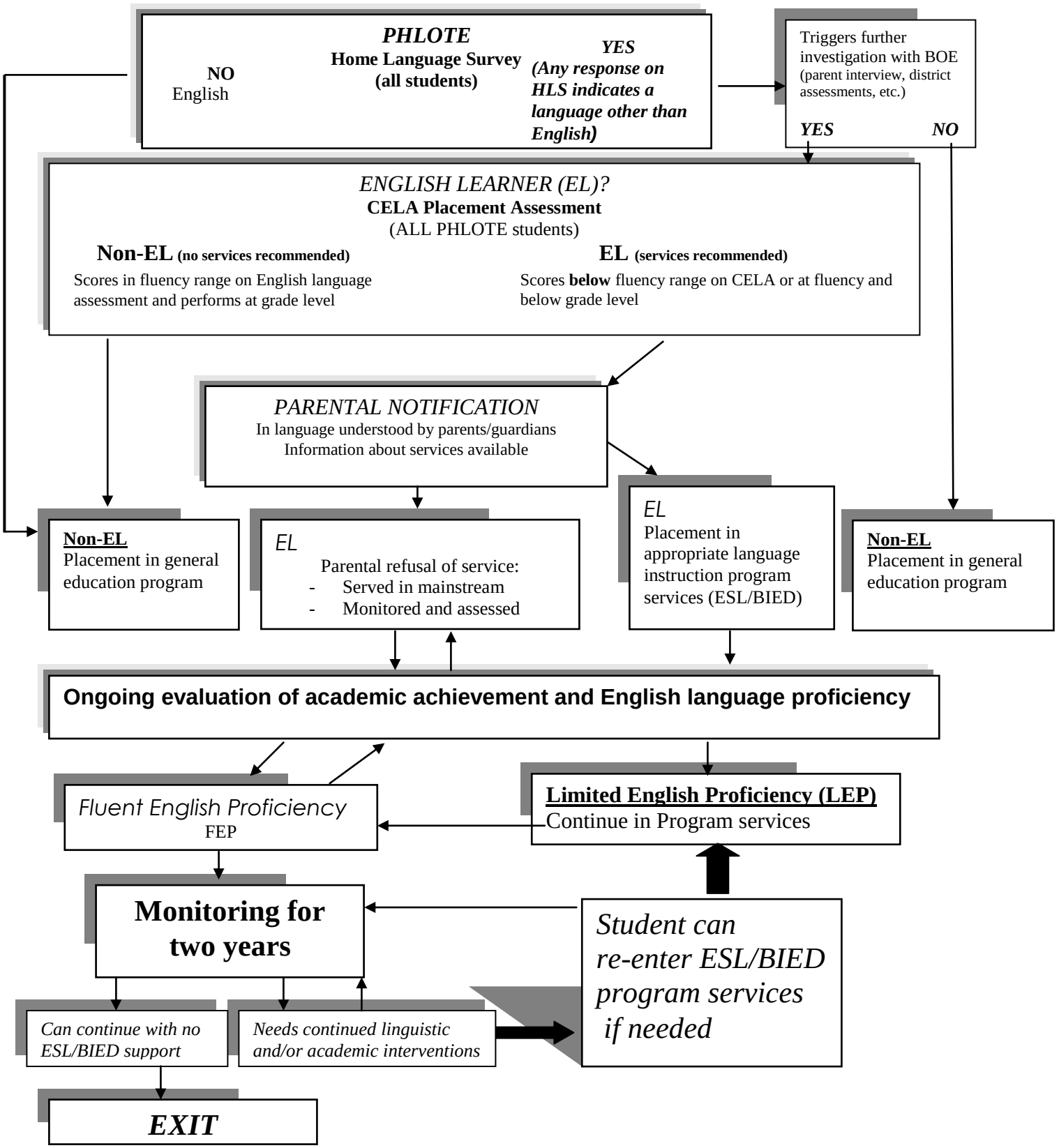
District Self Assessment Notes:

*Used with the permission of Oregon Department of Education 08/28/2007

Appendix L

Identification, Assessment, Placement, Re-designation, and Monitoring Flow Chart

Identification, Assessment, Placement, Re-designation, and Monitoring



Appendix M

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 of these services.

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/pg111.html

FEDERAL LAW

US Department of Education

CHOICES FOR PARENTS

Benefits to Private School Students and Teachers

Revised July 2007

The participation of private school students, teachers and other education personnel in the *ESEA* programs providing services to this population 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, local education agencies (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 for the full document, please visit:

http://www.ed.gov/nclb/choice/schools/privbenefits/index.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 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 by their parents 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://www.ed.gov/parents/schools/choice/definitions.html#cs

STATE LAW

ELPA Law as it interfaces with Charter and Private Schools

There is no obligation to serve Charter or Private Schools **unless** districts are claiming those students on Student October. Only those 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. So, there may be students districts claim, but are not ELPA eligible. However, Charter schools that are district charters have to abide by all rules and regulations that the district is responsible for.

Appendix N

Gifted and Talented English learners

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 intELigence 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 limited in English proficiency or come from poverty backgrounds
- A strong parent program and the consistent involvement of parents
- A 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, please see the following website:
http://www.ed.gov/pubs/TalentandDiversity/index.html

Meeting the Needs of Gifted and Talented Minority Language Students

Enrichment Programs

The most common program model for gifted and talented students is probably an enrichment program, in which students receive instruction in addition to their regular classroom instruction. Enrichment programs provide learning experiences designed to extend, supplement, or deepen understandings within specific content areas (Dannenberg, 1984). Some enrichment programs provide academic services and cultural opportunities for gifted and talented students.

Gifted and talented LEP students at Louis S. Brandeis High School in New York City (Cochran & Cotayo, 1983) attend operas and museums and, in this way, become a part of American culture. Students have said that the program has made them feel "special," because they visit places they ordinarily would not. Another example of activities in an enrichment program would be to have students studying the prehistoric era watch films on dinosaurs, draw pictures of them, and go to a natural history museum to see a dinosaur exhibit.

The decision as to whether or not to implement an enrichment program may be greatly affected by the school district's concept of giftedness. If giftedness is considered a quality to be measured through IQ

tests, then perhaps an enrichment program would be seen as a "frill," because it does not concentrate strictly on academics. On the other hand, this program may be particularly appreciated by gifted and talented minority language students, since they often do not receive this sort of exposure to the arts in a standard instructional program.

To access the full documentation, please see the following website:
http://www.hoagiesgifted.org/eric/e480.html

A New Window for Looking at Gifted Children

This research edition of a New Window for Looking at Gifted Children, A Guidebook was developed by researchers at The University of Georgia to assist school districts in their implementation of a plan to identify gifted students who come from economically disadvantaged families and areas and who have limited proficiency in the English language.

To access the full documentation, please see the following website:
http://www.gifted.uconn.edu/nrcgt/frasmart.html

Appendix O

Sample EL District Forms

Parent Letter
HLS
Re-designation
Progress Monitoring

Used with permission from: Greeley-Evans-6 School District

Greeley-Evans School District 6

Dear Parent or Guardian:

Title III of the *No Child Left Behind* federal law requires Greeley-Evans School District 6 to test children whose English language skills may be limited. When testing indicates that a child is not proficient in grade level English, that child can receive enriched instruction through an English Language Acquisition (ELA) program. Student that may require other specialized services such as Special Education and accelerated instruction can also receive support through the ELA program. Provisions have been made to support various individual student needs through the ELA program and in collaboration with experts from these program areas.

The District 6 *Literacy Development Plan for English learners* outlines the format of the ELA program that is available in all of our schools. This program gives students enriched instruction during the day based on their individual language and academic needs. The ELA program assists students in learning English and academic content in English so that they can experience success in the same academic standards that all students are expected to meet. Students remain in the ELA program until they can understand, speak, read and write English at their grade level. On average, students stay in the program for 4.4 years. We invite you to request a copy of this plan from your child's school or visit the curriculum link of our district website (www.greeleyschools.org) to view a copy of the plan online.

You may remove your child from a program at any time, or you may refuse to have your child placed in a program. You may ask for help in choosing a program. If you do not choose a program, your child will be placed in an appropriate program by the District. Please check one of the following:

A. _____ I want my child to be placed in the English Language Acquisition program to provide an enriched opportunity for him/her to learn English and academic content.

OR

B. _____ I do not want my child to be placed in the English Language Acquisition program to help him/her learn English and academic content. I understand that the District must still check his/her progress each year.

_____ _____

Parent/Guardian Signature **Date**

**********FOR SCHOOL USE ONLY**********

Your child, _____, is eligible to receive enriched instruction through an English Language Acquisition (ELA) program because he/she has been identified as:

_____ **Non-English Proficient**. A child who *does not* speak, understand, read or write English and whose main language of communication is one other than English.

_____ **Limited English Proficient**. A child who *does* speak, understand, read or write some English and whose main language of communication may or may not be a language other than English. Without support, this student may struggle with language needed to be considered proficient in content areas.

_____**Fluent English Proficient.** A child who has achieved a fluent level on a reliable and valid language assessment and who has achieved age and grade level academic achievement standards at the partially proficient level or above. We will monitor this student's progress for two years.

_____ _____

ESL Teacher Signature Date sent

HOME LANGUAGE SURVEY-SPANISH

Nombre del Estudiante: _____
(apELido/nombre de familia) (primer nombre) (segundo nombre)
País de Nacimiento_____Fecha de Nacimiento _____

1. ¿Qué idioma o idiomas usó su niño/a cuando empezó a hablar?_____
2. ¿Qué idioma o idiomas usa su niño/a cuando habla con usted (padre o guardián) en el hogar?_____
3. ¿Qué idioma o idiomas usan ustedes (padres o guardianes) cuando hablan con su niño/a?_____
4. ¿Qué idioma o idiomas usan otro adultos en su hogar (abuelos, tíos/as, o cualquier otro adulto) cuando hablan con su niño/a inglés?_____
5. ¿En su opinión, a cuál nivel entiende, habla, lee, y escribe su niño/a inglés?_____
   _____

	Bien	*Un Poco*	*Nada*
Entiende Inglés	☐	☐	☐
Habla Inglés	☐	☐	☐
Lee Inglés	☐	☐	☐
Escribe Inglés	☐	☐	☐

6. ¿Asistió su niño/a la escuela en Colorado? Sí ☐ No ☐
   Si la respuesta es "Sí"¿Por cuántos años?_____
   Qué grado(s)_____

Firma del Padre o Guardián Fecha

	Test	Date Administered	Score
Oral	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____
Other	_____	_____	_____

Teacher Signature Date

Further Observation:
After further observation and/or discussion with _____
(teacher/counselor/parents/student)
this student's participation in the ELA program is:

☐ Recommended ☐ Not Recommended ☐ Refused

Because of the following:

_____

Reglas Federales y del Estado requieren que las escuelas determinen el idioma(s) que cada estudiante habla y entiende. Esta información es necesaria para que las escuelas provean la instrucción necesaria. Gracias por proveer esta información.

Office Use

School :	**Id#:**	**Year:**
Grade: **Teacher:**		

White – Permanent Cum Record YELow – Student project file Pink – SEU ESL Unit downtown

Adapted from the Greeley-Evans-6 School District

Criteria for Re-designation (LEP to FEP) and into Monitor Status

Weld County School District 6

Today's Date_____

Last Name_____ First Name_____ Student #_____

School_____ Grade_____ Language Assessment Used_____

- ❖ Fluent English Speaker (CELA Oral) Scale Score/Level_____ Date assessed_____
- ❖ Competent English Reader Scale Score/Level_____ Date assessed_____
- ❖ Competent English Writer Scale Score/Level_____ Date assessed_____

1. Is the student achieving satisfactory scores (**Partially Proficient** or its equivalent at the elementary level and **C** or above grades at the secondary level) in all academic subjects or classes? If the response is **YES**, the screening team may recommend that the student be redesignated into monitor status. If the response is **NO**, indicate the class(es) or subject(s) in which the student is deficient. (*Attach a copy of student report card to this form when sending in to District EL office.*)

YES_____ **NO** 1._____ 2._____

2. Mark the areas of concern that affect performance in the subjects listed above.

Language Acquisition_____ Incomplete Assignments_____ Effort_____
Discipline Concerns _____ Attendance _____
Other (please describe)_____

3. Indicate most recent performance on other academic assessments:

CSAP	**MAP/NWEA**	**DIBELS**	**Other**	**Other**
Reading Date:	Reading Date:	Oral Reading Fluency Date:	Name: Date:	Name: Date:
Writing Date:	Language Usage Date:	Other: Date:	Name: Date:	Name: Date:
Math Date:	Math Date:	Other: Date:		

For students in grades 9-12 indicate cumulative GPA:_____
List student participation in extra curricular activities _____

4. Date_____ Student's current tag (circle one): ESL ELP

☐ Recommended for redesignation ☐ NOT recommended for redesignation

_____ _____
Building Administrator EL Teacher

_____ _____
Classroom/Language Teacher Counselor or School Community Facilitator

All students recommended for re-designation will be monitored for two full academic years to ascertain ability to achieve without additional ELD support.

Monitor Criteria L1X/L2X Students

This form is to be used by the ESL teacher to monitor and document the academic progress of any EL student who has been recommended for re-designation in an alternative language program. The ELA teacher shall evaluate the student's achievement during each reporting period of the monitor year(s).

Indicate Student Status: **L1X** ◯ **L2X** ◯

At each reporting period, attain a copy of the student's progress report and verify that the student is making appropriate progress in all content areas.

L1X: If the student has made appropriate progress during the year, hold an exit conference to determine if the student should continue in the redesignation process. Monitor for an additional year.

L2X: After reviewing student progress indicate final recommendation for exit: Yes◯ No◯

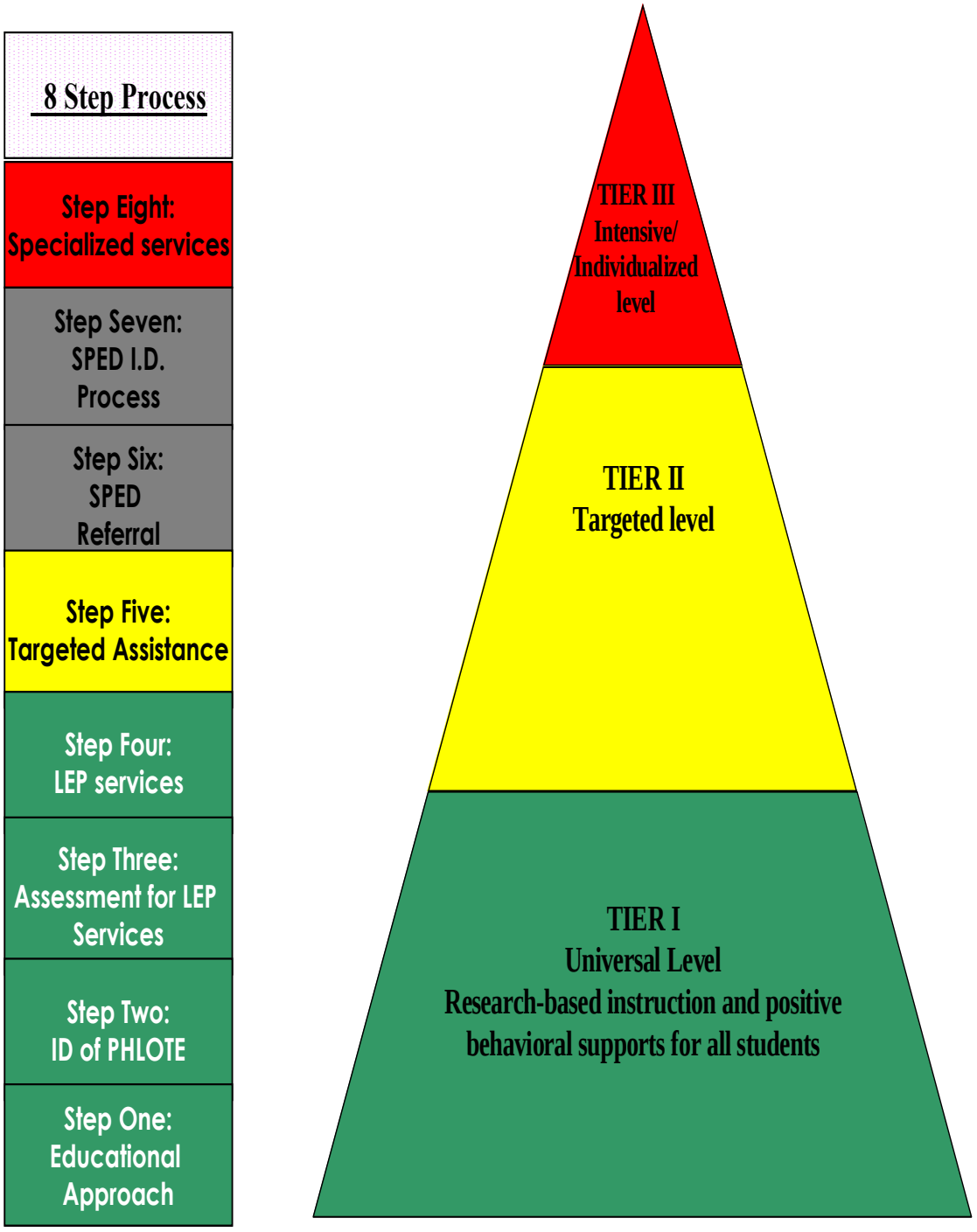
Name *I.D.#* *School* *Monitor year*

1st Reporting Period	***2nd Reporting Period***
Making appropriate progress? **Yes** ◯ **No** ◯ If not, which subjects?_____ Comments:_____ Date Reviewed: _____	Making appropriate progress? **Yes** ◯ **No** ◯ If not, which subjects?_____ Comments:_____ Date Reviewed: _____
3rd Reporting Period	***4th Reporting Period***
Making appropriate progress? **Yes** ◯ **No** ◯ If not, which subjects?_____ Comments:_____ Date Reviewed: _____	Making appropriate progress? **Yes** ◯ **No** ◯ If not, which subjects?_____ Comments:_____ Date Reviewed: _____

Appendix P

Dually Identified Students

8 Step Process for Dually Identified Students



Source: ELEN Toolkit, 2nd Edition 2007

Appendix Q

Creating a Body of Evidence

Adapted from the ELEN Toolkit, 2nd Edition 2007

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 sources
  - Teacher/counselor sources
  - Parents
- Look for detail on past experiences in the district, other districts, and in other countries
- For students coming from Mexico, info on schools is found at: *www.sep.gob.mx* . Report card grades range from 1(low) to10 (high).

Interview Parents with an Interpreter

- If you are able to communicate some-what 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 the interpreter role, what to expect, and share the language/vocabulary to be discussed.

Gather and Organize Data

- Designate a permanent place for storing data that is secure and easily accessible
- 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 us develop **GOALS** for student learning
- Use **OBSERVATION** of behaviors 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?

Appendix R

Culturally Responsive Environments for Students

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 wEL 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 (e.g., 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 tEL teachers to make learning easier. Tape record or list ideas on flip charts 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, legibly, and in print—many EL students have difficulty reading cursive.

3. Develop and maintain routines. Use clear and consistent signals for classrooms 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 in 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 S

Social and Academic Language

* *Bailey, A. & Heritage, M. (2008).* Formative Assessment for Literacy, Grades K-6: Building Reading and Academic Language Skills Across the Curriculum. *Copyright © 2008, Corwin Press. Reprinted with permission of the publisher.*

	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, use of contractions, restricted vocabulary, contexualized language, restricted variety of genre (mainly narrative).	Informal and formal. Hallmarks: combination of both contextualized and decontexualized language.	Formal. Hallmarks: precise use of language/terminology, complete and complex sentences, lexical diversity, decontexualized referents, variety of genres (narrative and expository).
Context of use (setting)	Home. Peer group. Out-of-school activities.	School non-instructional time (incl. homeroom, lunch room, and playground). School instruction time (focused on classroom management: personal relationships).	School instructional time (focused on concept learning). Note: some out-of-school activities including those at home or with peers may focus on concept learning and thus may include hallmarks of CCL (incl. the pre-school level).
Examples	*I took it [= the trash] out before [= before dinner]; Where's the shop at?*	*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 an EL student.	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 and EL student.	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.
Grade level expectations	More sophisticated uses of language to solve disputes and participate as "good citizens." For EL students ELD leveled should be taken into account (e.g., new to the US and at the beginning level will differ from a student who may be 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 T

CELA Pro NEP, LEP and FEP

2009 CELApro Overall Cut Scores for NEP, LEP and FEP					
	NEP		LEP		FEP
Grade	**CELA 1**	**CELA 2**	**CELA 3**	**CELA 4**	**CELA 5**
KG	260–381	382–425	426–450	451–514	515–585
1	260–410	411–434	435–468	469–521	522–590
2	260–430	431–464	465–490	491–545	546–592
3	297–444	445–477	478–508	509–561	562–651
4	297–457	458–489	490–525	526–577	578–651
5	297–459	460–492	493–532	533–583	584–651
6	341–462	463–495	496–538	539–589	590–666
7	341–464	465–498	499–545	546–595	596–666
8	341–468	469–502	503–548	549–597	598–666
9	350–472	473–506	507–550	551–599	600–675
10	350–476	477–509	510–552	553–602	603–675
11	350–480	481–513	514–555	556–604	605–675
12	350–484	485–517	518–558	559–606	607–675

Appendix U

Programmatic Framework for Secondary English Learners

Programmatic Framework for Secondary English Language Learners

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

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

Flexible Pathways to Graduation: such as summer, night, online, academic labs, work/study, dual enrollment and after school programs .

Sheltered Instruction Training for Teachers: The Sheltered Instruction Observation Protocol (SIOP) is a proven training program for administrators and teachers that helps ELLs gain access to curriculum through specific teaching strategies.

Tutoring: Peer or adult tutors in various subjects

Co-Teaching: ESL teachers and content teachers co-teach content courses.

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

ELA Impact (School population)	Small (< 500)	Medium (501>10,000)	Large (>10,001+)
High (20% or > of school are ELLs)	ELD classes Sheltered content classes Dual language/bilingual program L1 Literacy class	Newcomer centers ELD classes Sheltered content classes Dual language/bilingual program L1 Literacy class	Newcomer centers ELD classes Dual language/bilingual program Sheltered content classes Native language content classes Alternative/adult options L1 Literacy class
Medium (5-19% of school are ELLs)	ELD classes Sheltered content classes	ELD Classes Dual language/bilingual program L1 Literacy class Sheltered content classes	ELD Classes Alternative/adult options Sheltered content classes Dual language/bilingual program L1 Literacy class
Low (< 5% of school are ELLs)	ELD Classes Sheltered content classes	ELD Classes Sheltered content classes	ELD Classes Alternative/adult options Sheltered content classes

District Size (total population)

Appendix V

Guide to Course Scheduling and Instructional Needs for Secondary ELs

Guide to Course Scheduling and Instructional Needs for Secondary ELLs

As explained in section 7.2, schools must take time during intake to get to know their students and plan appropriately for ELD programming. ELLs are extremely diverse in their academic needs. The following table can serve as a starting place when determining instructional needs and courses for ELLs.

Group of Students	**Possible Characteristics**	**Instructional Needs**	**Recommended Courses**
Newcomers: *Low L1 Literacy* NEP	-High level of anxiety attending school -Culture shock -Difficulty sitting for long period of time -School schedules, routines, and rules unknown -Could be refugee or migrant students	-Provide ELA instruction that addresses both basic literacy needs and oral language development -Make grade-level content accessible through sheltered instruction with qualified teachers. -Provide background knowledge since students have had limited exposure to academic subjects.	2-3 ELD Classes (Beg) Native Language Literacy Sheltered Math* Sheltered Science* Sheltered Social Studies* Electives *Even if students are not quite ready for grade-level content, it is critical to incorporate content instruction into their school day to build background knowledge, build vocabulary, and facilitate language acquisition through content

Group of Students	**Possible Characteristics**	**Instructional Needs**	**Recommended Courses**
Newcomers: High L1 Literacy NEP	-May acquire English rapidly and excel in content areas where instruction is sheltered -Bring with them conceptual understanding of language and content -May become easily frustrated since they know the content but cannot yet express their knowledge in English	-Provide ELA instruction in literacy and oral language development -Build bridges between L1 and L2 literacy such as cognate recognition, reading and writing strategies, and grammar instruction that builds on L1 -Make grade-level content accessible through sheltered instruction with qualified teachers. -Provide multiple opportunities to learn content vocabulary	2 ELD Classes (Beg – Int) Native Language Literacy Sheltered Math Sheltered Science Sheltered Social Studies Electives

Group of Students	**Possible Characteristics**	**Instructional Needs**	**Recommended Courses**
Emergent ELLs: Have attended school in another country before coming to the United States NEP or LEP	-Typically received initial literacy instruction in primary language in their home country -Quickly develop good oral communication skills in English -Oral fluency is highly developed yet second language literacy still needs support and development -At risk of reaching a plateau in their language development once they have acquired enough English to enter mainstream classes	-Provide ELA courses that resemble mainstream language arts yet are tailored to students' language development needs -Provide academic support (tutoring, study skills course, study groups) as students move into mainstream content courses -Make grade-level content accessible through sheltered instruction with qualified teachers.	1-2 ELD Courses (Int-Adv) Native Language Literacy Math * Science * Social Studies* Language Arts* Electives Academic Support/Study Skills *Could be either sheltered or mainstream courses depending on the student's language level and content knowledge. Even if mainstream courses, teachers must shelter instruction.

Group of Students	**Possible Characteristics**	**Instructional Needs**	**Recommended Courses**
Long-Term ELLs: Either born in the U.S. or moved here at a very young age and have been in an ELD program for longer than recommended LEP or NEP	-Typically have been low readers throughout their schooling -Literacy skills have never developed to a point where they can pass the CELA -Some students may have never received instruction that addressed their language acquisition needs	-The traditional ELA course will not address the needs of these students; they often do not see themselves as ESL students (Freeman & Freeman) -Develop courses that address reading and writing needs through high-interest texts -Teachers must differentiate instruction, provide hands-on learning, and enhance literacy skills through content instruction -Frequently progress monitor in reading, writing and content area and make necessary instructional adjustments each marking period -This group is one of the highest risk for dropping out of school (Short & Fitzsimmons)	ELD Course: address literacy* Language Arts Science Social Studies Math Reading* Electives Academic Support/Study Skills *It is critical that ESL and reading teachers collaborate to design and/or select the most appropriate courses that will address the student's literacy needs.

Group of Students	Possible Characteristics	Instructional Needs	Recommended Courses
Older ELLs: Arrive 17 or older NEP, LEP, or FEP	-There is no typical older ELL -Educational background could fall into any of the above categories -Because of their age, these students will find it extremely challenging to graduate with their age-level peers -Many seek to balance school, work, and family -May feel out of place in school because of their maturity	**-Recognize that all students have a right to attend public school until age 21** -Educate students and families on the credit requirements for graduation so they understand the challenges and timelines -Tailor student pathways to graduation to meet their needs; districts may provide services such as night school, summer school, technical schools, adult education, and credit-for-work programs	Coursework should be tailored to the credits required for graduation.

Appendix W

Challenges facing Secondary English Learners

Appendix X

Mexican School Transcripts

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 can prepare 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 from September to June. The school year is normally divided into two semesters. Courses are graded 5 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 of 80% to move to the next grade level.

In Mexico, 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 are said to be in 1st, 2nd, or 3rd grade of
bachillerato. Semesters are again numbered 1st through 6th. Beginning in the 2nd semester of 10th grade, the curriculum varies greatly from school to school. Unless
the school is called "Educacion Profesional Tecnica," the curriculum is college preparatory, and may also provide specialized vocational training. The minimum coursework which a secundaria student must complete is as follows:

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, 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 grader (3rd grade of secundaria)

- 225 seat hours each in Spanish and in 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 in 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) IN MEXICO

- 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" IN MEXICO (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 — general high school offering 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 1998-9SY, 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—purely vocational programs offer two to four year terminal degrees. Any 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 field, 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.

"Completos 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 gradepoint 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
Ecologia y Medio Ambiente: Environment and Ecology
Educación Física: Physical Education/Sports
Educación Tecnológica: *Computer Applications*
Español: Spanish
Estadística: Statistics
Expresión y Apreciación Artisticas: Appreciation of Artistic Expression; Music; Art
Filosofia: Philosophy
Física I/II/III: Physics
Formación Civica y Etica: Civics/Ethics
Geografia: Geography
Geografia 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
Informatica I/II: *(ask student to describe this business course)*
Introducción a La Fisica 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
Metodologia de la Investigación: Research Methods
Organización: Records Management
Probabilidad y Estadistics: Probability and Statistics
Problemas Ambientales: Environmental Problems/Conservation
Productividad: Business Productivity
Psicología: Psychology
Química I/II: Chemistry *(test for appropriate placement)*
Sociologia 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 from around the world, go to:
www.wes.org

DEVELOPMENT OF A GRADUATION PLAN

From the first day that 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 2 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.

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The graduation plan for an English Language Learner may not look the same as a plan for a native English speaker. Some of the scenarios in the previous sections speak to the indicators that can influence placement decisions.

Appendix Y

High School Preparation for Post-Secondary Education

HIGH SCHOOL PREPARATION FOR POST–SECONDARY EDUCATION

The ELL student 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 preparation courses and offering tutoring and support to increase chances of success.
- Help the ELL student build a network of friends who value success in school and plan to continue into postsecondary 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 of the ELL student verbalize their desire that the student have a better life through education.
- Be aware that you may encounter familial resistance to the student leaving the area to receive a post-secondary education, especially the female student (Schwartz, 2001).
- Build a cadre of ELL student graduates from your school who will return from college and other post-secondary education institutions to speak with current students and their parents or guardians, promote a post-secondary education, and serve as mentors.
- Make sure the student takes the Scholastic Assessment Test (SAT) or the American College Test (ACT) in the junior year and no later than the fall of the senior year.
- The ELL student is often challenged by the requirement to provide letters of recommendation due to frequent moves. Encourage the student to obtain these letters from supportive educators and leaders in each community where school is attended, and maintain them along with work samples in a portfolio.
- The student should have her applications to colleges and vocational or trade schools completed and mailed before winter break of the 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 part of the package.
- 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 Z

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