



COLORADO
Department of Education

Colorado English Learner Obligations & Identification

Online Schools January 2021

Colorado EL
Identification
Procedures
for SY 20-21

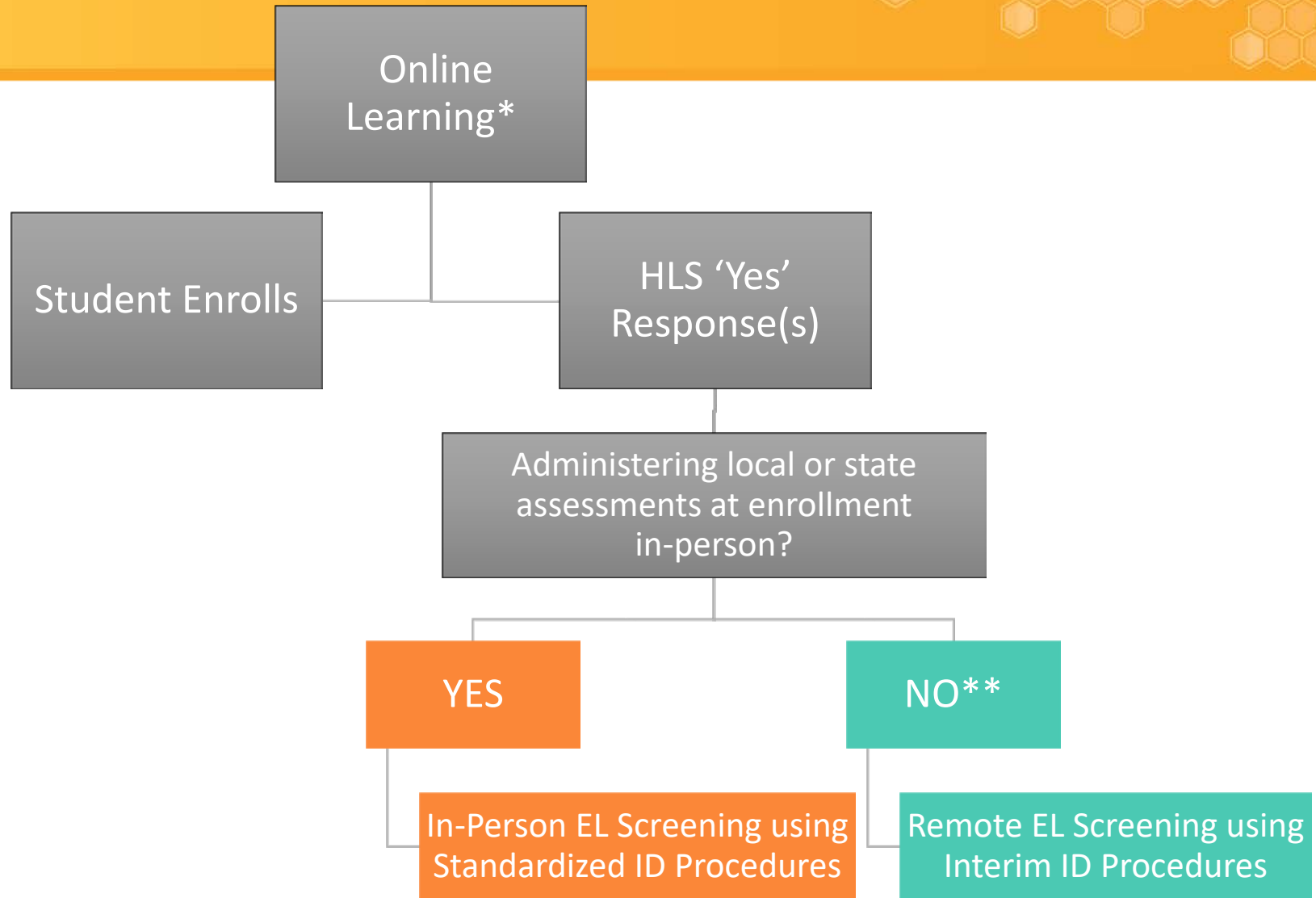


Colorado English Learner Identification



[EL Identification Procedures](http://www.cde.state.co.us/cde_english/identification-placement) can be found at www.cde.state.co.us/cde_english/identification-placement

Online Instructional Programs (*Not Due to COVID-19)



***Online Learning disrupted due to COVID-19 pandemic*



All students provisionally identified as an English learner in SY 19-20 (Mar, pr, May) and SY 20-21 take ACCESS for ELLs in 2021

Districts and charter schools should attempt a good faith effort to reassess the student's English language proficiency to confirm provisional identification when possible.

When in-person screening of provisionally identified ELs is not possible and students have participated in ACCESS for ELLs in 2021, scores can be used to confirm/refute EL identification.

[ELP Screener Guidance](http://www.cde.state.co.us/cde_english/sy2021elpscreenerassessmentguidance) can be found at
www.cde.state.co.us/cde_english/sy2021elpscreenerassessmentguidance



ELD Identification Questions





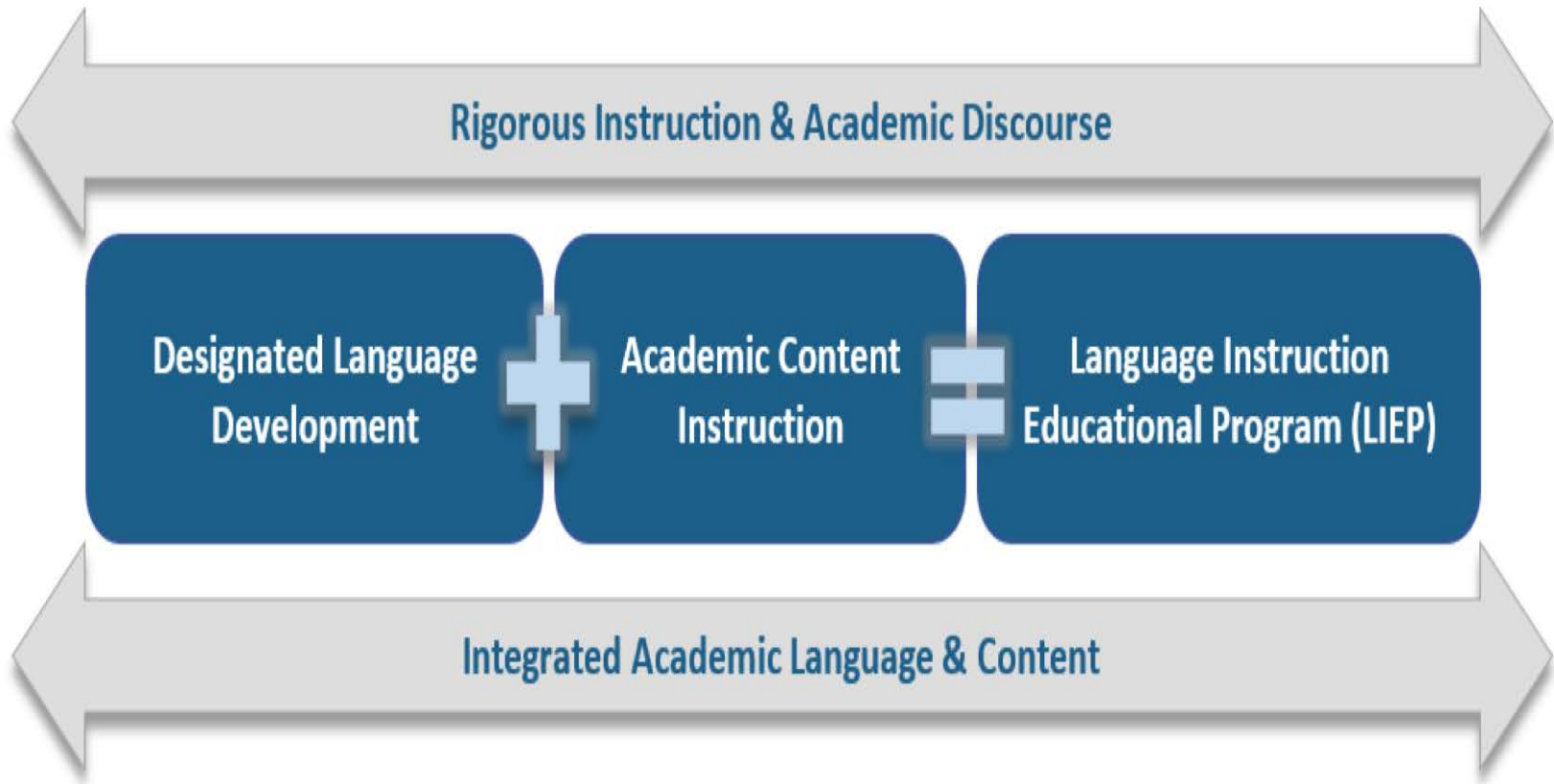
ELD Programming



School and District Obligations: ELD Programming

Notify	Notify parents of Identification, ELD programming options, and progress
Teach	Schools must explicitly teach English language to English learners using an evidence-based ELD program
Access	ELs must be able to access core content (consider challenges during remote learning)
Assess	ELP levels must be assessed annually
Identify	ELD programs must identify outcomes and performance expectations across the continuum of English language development and attainment
Provide	Provide equal opportunities to meaningfully participate in all programs (curricular, co-curricular, extra-curricular)
Develop	When developing IEPs for ELs, schools must use a robust body of evidence for IEP referral
Provide	Provide EL students with disabilities with both language assistance and disability-related services

English Language Development (ELD) Program



English Language Development Instruction

A **dedicated and targeted** time to provide English language development instruction that develops solid English language foundation skills/language needed to fully engage in academic and real-life situations by **increasing** student's **communicative competence** in speaking, listening, reading, writing, and thinking.

- Alignment to CELP standards
- Alignment to grade level –content curriculum (CAS)
- Culturally responsive
- Differentiated by levels of English proficiency
- Reflected in master schedule



What ELD is.....

- Explicit language instruction
 - Differentiated based on the language proficiency levels of the students
- Dedicated and targeted time
- The objective of the lessons is centered around English language skills and development
- Aligned to CELP Standards
- Reflected in master schedule

What ELD isn't.....

- Literacy intervention
- Translated texts in content classes
- Full-day program separate from non-EL peers
- An elective
- A class that takes the place of core curriculum
- A class outside of the regularly scheduled school day

Common ELD Program Models

Two-Way
Bilingual

Late/Early Exit
Bilingual

Push-in/Pull-
Out ELD

Sheltered
Content
Courses

Co-Teaching

Newcomer
Program

ELD Program Model(s) Selection

Best Practices and Recommendations

Research/Evidence Based ELD Program



- Curriculum and Resources
- Necessary Staffing
- Professional Development
- Expected Outcomes

Identify school/Network Staff to Implement Processes



- Identification
- Assessment
- Redesignation
- Professional Development
- Observation/Evaluation of Instructional Staff

ELD Program Implementation Staffing Considerations

Provide the **staff** necessary to implement the chosen program properly within a reasonable period of time

Provide ELD and grade-level/content instructional staff (teachers, coaches, teacher assistants) **adequate training and professional development** to implement the selected ELD program(s)

Regularly and adequately **evaluate** whether content and ELD teachers have the necessary understanding and skills to meet the needs of the EL students in the selected program

ELD Plan Recommendation

Articulates programs and services in writing

Articulates expectations of district, school, individuals

Supports transparency in district and school vision and expectations

Serves as a roadmap for ELD program(s) outcomes


Guides district, school, community in implementation

Accountability at all levels

Stepping-Stone Trajectories for Attaining English Language Proficiency



Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 Year	6-year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 Years	
Level 3 increasing to Level 4+	3 Years	
Level 4 staying at Level 4+	1 Year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 Year	



ELD Programming Questions



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Thank You

Please email us with any questions ~ Have a great day!